

The Effects of Direct Instruction Flashcards and Rewards with Math Facts at School and in the Home: Acquisition and Maintenance

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The purpose of the present study was to evaluate the effects of Direct Instruction (DI) flashcard procedure, combined with strategies and rewards on multiplication fact accuracy of two elementary school-age students. A single subject replication design across three and four sets of multiplication facts was used to evaluate outcomes. The results indicated improvement in math performance for each participant. Follow-up data indicated maintenance of treatment effects over time. Finally, pre and posttest outcomes found generalization to correct writing of math facts for each participant. The benefits of employing DI flashcards in a resource room or home were discussed.

Keywords: flashcards, elementary school, public school, math facts, rewards, DI flashcards, learning disabilities, at-risk students, home, school, parent