

ABSTRACT OF THESIS

A COMPARISON OF TWO METHODS OF ADDITION INSTRUCTION, TOUCHPOINTS AND MANIPULATIVES, FOR FIRST GRADE STUDENTS WITH LEARNING DISABILITIES IN A RESOURCE CLASSROOM SETTING

Teachers have increasing responsibilities, which require that skills be taught in the most efficient manner possible. This study compared the effectiveness and efficiency of two methods of teaching simple addition: touchpoints and manipulatives with first grade students with learning disabilities in a resource classroom. Research has demonstrated that both methods are effective. The use of manipulatives was more efficient during the initial stages of instruction but that advantage was lost during the addition of numerals. This study supports the use of touchpoints for greater effectiveness. Also, five of six students preferred the use of touchpoints.

KEYWORDS: Mathematics, Addition, Efficient Instruction, Effective Instruction, Touchpoints, TouchMath, Manipulatives

A COMPARISON OF TWO METHODS OF ADDITION INSTRUCTION,
TOUCHPOINTS AND MANIPULATIVES, WITH FIRST GRADE STUDENTS
WITH LEARNING DISABILITIES IN A RESOURCE CLASSROOM TO
DETERMINE EFFICIENCY AND EFFECTIVENESS

By

LuAnne Littlefield

Director of Thesis

Director of Graduate Studies

Date

THESIS

LuAnne Littlefield

The Graduate School
University of Kentucky

2003

A COMPARISON OF TWO METHODS OF ADDITION INSTRUCTION,
TOUCHPOINTS AND MANIPULATIVES, WITH FIRST GRADE STUDENTS WITH
LEARNING DISABILITIES IN A RESOURCE CLASSROOM TO DETERMINE
EFFICIENCY AND EFFECTIVENESS

THESIS

A thesis submitted in partial fulfillment
of the requirements for the degree of
Master of Science in the College of Education
at the University of Kentucky

By

LuAnne Littlefield

Danville, Kentucky

Director: C. Michael Nelson, Professor of Special Education

Lexington, Kentucky

2003

MASTER'S THESIS RELEASE

I authorize the University of Kentucky
Libraries to reproduce this thesis in
whole or in part for purposes of research.

Signed: _____

Date: _____

