

**EFFECTS OF A MULTI-SENSORY APPROACH  
ON GRADE ONE MATHEMATICS ACHIEVEMENT**

A Research Study

by

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## Abstract

Through a qualitative research design, the purpose of this study was to examine the effects of mathematics instruction based on the use of a multi-sensory approach. Six (6) first grade teachers and one hundred ten (110) first grade students participated in this study. Three (3) classroom teachers incorporated a multi-sensory approach into their instruction – the treatment group. Three (3) classroom teachers used a traditional approach to instruction – the control group. Each first grade class contained between sixteen (16) to twenty-two (22) students. This study took place in a suburban primary school with a predominately Caucasian population. A pretest was given to all participants prior to the one (1) week study. Chapter Four (4), an addition unit, from the Harcourt Brace (2000) workbook was taught to each group during the research week. After instruction, both groups took a posttest. Test results revealed that the treatment group, using a multi-sensory approach, scored higher on the posttest than the control group.

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