

THE EFFECTS OF DIRECT INSTRUCTION FLASHCARDS ON SHAPE RECOGNITION AND RECALL FOR TWO PRESCHOOL STUDENTS WITH DISABILITIES¹

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ABSTRACT

The purpose of this study was to evaluate the effectiveness of a Direct Instruction flashcard system to increase shape identification. The participants were two children who are attending a self-contained special education preschool. Both of the participants are qualified as developmentally delayed across academic areas. A multiple baseline design across six different common shapes was used to evaluate the effects the flashcard system for one participant and the effects of the flashcard system alone was used for the other participant. Results found that the flashcard system was effective in improving term recognition and recall for the one student. However, the flashcard system alone had a small positive effect for improving term recognition. This study was practical, low cost, and an easy to implement procedure can improve recognition and recall for preschool students with developmental delays.

Keywords: DI flashcards, labeling, color and shape identification, preschool students, multiple baseline design.

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