

THE EFFECTS OF FLASHCARDS AND STUDENT SELECTED REINFORCERS WITH GOALS AND ADDITIONAL PRACTICE WITH MULTIPLICATION FACTS FOR TWO INTERMEDIATE ELEMENTARY STUDENTS WITH BEHAVIOR DISORDERS*

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ABSTRACT

The purpose of this study was to increase the fluency and accuracy on seem to write multiplication facts for two elementary school students with behavior impairments. One was an 11-year-old male and the other was a 13-year-old male. The study was conducted in a self-contained behavior impaired classroom in a large urban school district in the Pacific Northwest. The three behaviors measured were corrects, errors, and skips per minute. These data were gathered from a multiplication probe sheet. The behavioral results showed a clear increase of corrects per minute and decrease in both skips and errors when the three interventions (flashcards + student selected rewards, flashcards + student selected rewards + goals, and flashcards + student selected rewards + goals + extra timings). The outcomes one participant was larger than for the other. The benefits of employing data-based evaluation procedures with intermediate children with behavior impairments are outlined.

Keywords: flashcards, behavior disorders, goals, extra practice, single case research design, self-contained classroom, multiplication facts, probe sheets

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