

Research and Standards

TouchMoney is a program that teaches students how to count coins. First, students learn the location of TouchPoints on each coin type. Then a tactile approach is used to determine the coin amounts. Students touch designated TouchPoints on coins while counting by fives or ones.

Research shows that it is important to “... integrate hands-on and kinesthetic learning activities into traditional academic subjects like reading, math, and science” (Armstrong, 1994, p. 74). The hands-on methodology in *TouchMoney* is in alignment with multiple intelligences and learning styles. “The kinesthetic learner learns best if given the opportunity to work with new information in a ‘hands-on’ mode. This learner would benefit from manipulating real objects and/or acting on them in a simulated environment” (Campbell, 1999).

Recent brain research has determined that, “Most people learn mathematics best in the context of real-world problems” (Sousa, 2001, p. 145). The lifelong skill of making money transactions is taught and reinforced in the *TouchMoney* book. This skill “prepare[s] students to function independently in real-world situations” (Miller and Mercer, 1997).

TouchMoney meets the National Council of Teachers of Mathematics standards in the areas of

- Numbers and Operations,
- Measurement, and
- Representation.

Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Campbell, K. (1999). *Learner characteristics and instructional design*. Retrieved September 21, 2005, from <http://www.atl.ualberta.ca>

Miller, S. P., & Mercer, C. D. (1997). Educational aspects of mathematics disabilities. *Journal of Learning Disabilities*, 30(1), 47–56.

National Council of Teachers of Mathematics. (2006). *Standards*. Retrieved September 21, 2005, from

<http://illuminations.nctm.org/info/standards.asp>

Sousa, D. A. (2001). *How the special needs brain learns*. Thousand Oaks, CA: Corwin Press.