Direct Instruction news
ADI Effective School Practices
SARA G. TARVER, Editor, University of Wisconsin, Madison

The Amazing Success Stories Go On... (and so do the myths)

Amazing stories of success with DI continue to mount. And behind each of those stories are amazing people who have demonstrated again and again the amazing power of Direct Instruction when it is implemented with fidelity.

Some of the more amazing people were honored at the awards banquet at the Association for Direct Instruction's 2005 conference. Amy Griffin's write-up of these awards details the accomplishments of those people. Two Excellence in Education awards went to Kristi Cole, Principal of Humboldt Park School in Milwaukee, Wisconsin, and Barbara Moulaison, Director of the Mt. Helix Academy in La Mesa, California. Two Wayne Carnine Student Improvement Awards went to Jaime Rivera, a fifth grader from Huntington, New York, who made amazing progress in reading and Phandoria Walls, a third grader from Baltimore, Maryland, who achieved 3 years of growth in reading in a single year. Both Jaime and Phandoria were fortunate to have teachers who delivered *Corrective Reading* and *Reading Mastery* the way they were designed to be used. The Wesley Becker Research Award went to Claudia Edmondson who compared the reading progress of students taught with *Corrective Reading* to those taught with *Voyager*. Guess which students did better! (Read Amy's article to see.)

This issue also includes the success story of Cass Street School in Milwaukee. Under the leadership of then-principal Tim Howard, the eighth graders showed amazing gains on all five of the tests (reading, language arts, math, science, and social studies) of the Wisconsin Knowledge and Concepts Test. *Corrective Reading*, *Reading Mastery V and VI*, *Connecting Math Concepts*, and *Corrective Mathematics* programs were used.

With all of this success with *Corrective Reading*, it is no wonder that lots of people are trying to learn how to use the program. Kerry Hempenstall, in this issue, details his experiences in teaching parents how to use *Corrective Reading* as well as other DI reading programs with maximal effectiveness.

Articles by Don Crawford and Martin Kozloff help us to understand some of the confusion that exists about what DI IS and what it IS NOT. Don explains that the term "guided reading" (a popular term in some reading circles today) is often used to refer to practices that are very different from what we do in DI. This does not mean that we do not guide and monitor students' oral reading. We do, but we refer to our procedures as repeated readings to specified levels of accuracy and rate with corrective feedback. As Don explains, the kind of guiding that we do (though not called "guiding") IS EFFECTIVE, whereas the practices called "guided" often ARE NOT.

Martin clears up a lot of confusion by juxtaposing DI practices that ARE EFFECTIVE and other popular practices that ARE NOT EFFECTIVE. He explains, for example, what "systematic" teaching really is and what it is not. And he explains what "explicit" teaching really is and is not. Martin's article exposes several of the myths that have served to perpetuate NOT EFFECTIVE practices in our schools.

In another article, Don Crawford and Terry Dodds explain how effective DI practices can be applied to the teaching of novels that are not contained

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FALL 2005, Volume 5, Number 3

In this issue

Direct Instruction News

Editor

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University of Wisconsin, Madison

The DI News is published in the fall, spring, and summer by the Association for Direct Instruction. The Association for Direct Instruction is a professional organization dedicated to the development and dissemination of information and training for users of Direct Instruction.

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Contribute to DI News:

DI News provides practitioners, ADI members, the DI community, and those new to DI, with stories of successful implementations of DI, reports of ADI awards, tips regarding the effective delivery of DI, articles focused on particular types of instruction, reprints of articles on timely topics, and position papers that address current issues. *The News*' focus is to provide newsworthy events that help us reach the goals of teaching children more effectively and efficiently and communicating that a powerful technology for teaching exists but is not being utilized in most American schools. Readers are invited to contribute personal accounts of success as well as relevant topics deemed useful to the DI community. General areas of submission follow:

From the field: Submit letters describing your thrills and frustrations, problems and successes, and so on. A number of experts are available who may be able to offer helpful solutions and recommendations to persons seeking advice.

News: Report news of interest to ADI's members.

Success stories: Send your stories about successful instruction. These can be short, anecdotal pieces.

Perspectives: Submit critiques and perspective essays about a theme of current interest, such as: school restructuring, the ungraded classroom, cooperative learning, site-based management, learning styles, heterogeneous grouping, Regular Ed Initiative and the law, and so on.

Book notes: Review a book of interest to members.

New products: Descriptions of new products that are available are welcome. Send the description with a sample of the product or a research report validating its effectiveness. Space will be given only to products that have been field-tested and empirically validated.

Tips for teachers: Practical, short products that a teacher can copy and use immediately. This might be advice for solving a specific but pervasive problem, a data-keeping form, a single format that would successfully teach something meaningful and impress teachers with the effectiveness and cleverness of Direct Instruction.

Submission Format: Send an electronic copy with a hard copy of the manuscript. Indicate the name of the word-processing program you use. Save drawings and figures in separate files. Include an address and email address for each author.

Illustrations and Figures: Please send drawings or figures in a camera-ready form, even though you may also include them in electronic form.

Completed manuscripts should be sent to:

ADI Publications
P.O. Box 10252
Eugene, OR 97440

Acknowledgement of receipt of the manuscript will be sent by email. Articles are initially screened by the editors for placement in the correct ADI publication. If appropriate, the article will be sent out for review by peers in the field. These reviewers may recommend acceptance as is, revision without further review, revision with a subsequent review, or rejection. The author is usually notified about the status of the article within a 6- to 8-week period. If the article is published, the author will receive five complimentary copies of the issue in which his or her article appears.

Amazing stories...continued from page 1

within the *Reading Mastery* program. They discuss the preteaching of facts (or other forms of "prior knowledge") that enable readers to understand and appreciate stories, the preteaching of vocabulary, the wording of inferential questions that direct students' attention to important details, and other important teaching practices that facilitate comprehension.

I hope that your 2005–2006 school year is off to a great start with DI! ADI

BRYAN WICKMAN, Executive Director, Association for Direct Instruction

ADI News

As a result of our membership survey that was conducted last January, one of the largest requests from the field was for more research on DI to be generated. This resulted in the Board of Directors launching a Direct Instruction Research Initiative. This initiative dedicates $50,000 over a 2-year period to fund research in the following priority areas:

Identification of Critical Features of Effective Direct Instruction Implementation. This area includes identification of successful implementations of Direct Instruction and systematic description of their common features. It may also include contrasting these successful implementations with less successful implementations.

Direct Instruction and Responsiveness to Intervention (RTI). This area includes (a) description of a model or system for the use of Direct Instruction in the context of an RTI approach to identification of students with learning disabilities and/or (b) reports of results of using such a system of RTI with DI.

Direct Instruction and Three-Tier Models of Reading Intervention. This area includes (a) description of a model or system of using Direct Instruction reading programs within a three-tier model of reading intervention, especially those that include DI reading programs at multiple levels and/or (b) reports of results of using Direct Instruction in a three-tier system.

Direct Instruction and DIBELS. This area includes (a) description of how to integrate DI and DIBELS including approaches to working with areas in which the two are not well aligned and/or (b) reports of results of using DIBELS with DI reading programs.

Effectiveness of DI Math Programs. This area includes empirical research on the effectiveness of Direct Instruction math programs and/or procedures to implement these programs effectively.

Data-Based Case Studies. This area includes descriptions of implementation of Direct Instruction at a classroom, school, or district level along with data on student outcomes. Outcome data must include results from a classroom, school, or district before and during implementation of Direct Instruction and results from other similar classrooms, schools, or districts.

Other Topics. In addition to the priorities listed above, ADI would entertain research proposals on other topics related to Direct Instruction.

The first round was announced to our membership by email and also on the DI listserv. (See page 6 for information on how to subscribe to the list if you are not already subscribed. It's free!) This call generated seven proposals, four of which were invited to send in full proposals for funding consideration. These four are currently under consideration by the review committee, which will make their recommendation for funding to the Board of Directors at their fall meeting. We will announce the recipients of these research grants in the spring issue, along with another call for proposals.

It is anticipated that the areas of interest will remain the same, so start considering submitting a proposal of your own now and look for the announcement this April.

In other Association news there are several staff changes taking effect. This issue of the *News* marks the last under Managing Editor Amy Griffin. Amy has been with ADI for 4 and a half years and not only handled the details of our two publications but also assisted at several of our conferences and conventions. Her coworkers, the trainers that worked with her, and certainly the membership that she came in contact with will miss Amy. We wish her the BEST of everything she pursues.

Bookkeeper and Membership Services Coordinator Erica Eden will be retiring in January. After 9 years of service to ADI she will be moving to Whidbey Island in Washington and enjoying a more relaxed pace. Erica has made a huge contribution to our organization and her shoes will be hard to fill. ADI

The schools and organizations listed below are institutional members of the Association for Direct Instruction. We appreciate their continued support of quality education for students.

Alameda USD
Alameda, California

Altar Valley School District #51
Tucson, Arizona

Arkansas School for the Blind
Little Rock, Arkansas

Baltimore Curriculum Project Inc.
Baltimore, Maryland

Basin School District
Idaho City, Idaho

Bend Elementary School District
Red Bluff, California

Berks County Intermediate Unit
Reading, Pennsylvania

Bethel School District #52
Eugene, Oregon

Big Lake Elementary
Big Lake, Alaska

Burlington Area School District
Burlington, Wisconsin

Cheyenne Mountain Charter Academy
Colorado Springs, Colorado

Chipman Middle School
Alameda, California

Chrysler School
Modesto, California

Covington Independent Public Schools
Covington, Kentucky

Culver Middle School
Culver, Oregon

Dreamcatcher Direct Instruction Centers
Boulder, Colorado

Foundations for the Future Charter Academy
Calgary, Alberta, Canada

Frank Elementary School
Kenosha, Wisconsin

Garden Homes School
Milwaukee, Wisconsin

Gering Public Schools
Gering, Nebraska

Glenn O. Swing School
Covington, Kentucky

Grayson County Middle School
Leitchfield, Kentucky

Great Western Academy
Columbus, Ohio

Hawthorn School District 73
Vernon Hills, Illinois

Hermiston School District 8R
Hermiston, Oregon

Hinsdale Community CSD 181
Hinsdale, Illinois

Houston Middle School
Big Lake, Alaska

Humboldt Park School
Milwaukee, Wisconsin

Imperial County Office of Education
El Centro, California

Institute for Effective Education
San Diego, California

J/P Associates
Valley Stream, New York

James Irwin Charter Schools
Colorado Springs, Colorado

Lancaster–Lebanon Intermediate Unit 13
Harrisburg, Pennsylvania

Laurel Nokomis School
Nokomis, Florida

Lincoln Elementary
Coquille, Oregon

Lincoln Middle School
Alameda, California

Lost River Elementary
Bowling Green, Kentucky

Martin Luther King Jr. Elementary
Huntsville, Alabama

McDonnell Elementary
Huntsville, Alabama

Millcreek TWP School District
Erie, Pennsylvania

Morningside Academy
Seattle, Washington

Mt. Pleasant Cottage School UFSD
Pleasantville, New York

Mountain View Academy
Greeley, Colorado

Mountain Vista Community School
Colorado Springs, Colorado

North East ISD/Special Education Department
San Antonio, Texas

Oakridge School District 76
Oakridge, Oregon

Orange County PS/ Educational Leadership Center
Orlando, Florida

Palm Beach County School District
Loxahatchee, Florida

Randolph Elementary School
Chicago, Illinois

Rogers Middle School
Lawndale, California

Santa Maria JUHS
Santa Maria, California

SELPA, Monterey County
Salinas, California

SETRC/ C/O BTC (910A)
Buffalo, New York

Shelby County Board of Education/ Special Services Center
Alabaster, Alabama

Step by Step Academy
Columbus, Ohio

Sto-Rox School District
McKees Rocks, Pennsylvania

Sussex County Public Schools
Sussex, Virginia

Tuttle Elementary School
Sarasota, Florida

Wasilla Middle School
Wasilla, Alaska

Wildwood Academy
Oakville, Ontario, Canada

Wood Middle School
Alameda, California

A VIEW FROM ASHLAND

Computers Make Us Dumber Than We Already Are

In the late 1970s, the Engelmann-Becker Corporation purchased a computer called an Alpha-Micro. It was quite a machine—at the time. It ran programs written in basic. You couldn't actually go out and buy programs at Office Depot, or from Microsoft, for that matter. The people who sold the computer also created and sold any software one might want or need.

That machine was clearly a new type of tool available to all, rather than just gigantic corporations. It was chock full of potential—largely unrealized then. There were strange conversations about that machine.

> Us: "What can it do?"
>
> Programmers: "What would you like it to do?"
>
> Us: "Tell us what it can do and we'll tell you what we want it to do."
>
> Programmers: "It can do just about anything."
>
> Us: "Let's see it write some passages for *Corrective Reading*."

Well, it couldn't do *that*. It could make it easier—mechanically—to write passages with a primitive word processor—a piece of software that turned our typewriters into useless junk. (Zig kept his typewriter for a long time, but most of us loved the new word processing.)

Although a lot of writing did and does go on at the Engelmann-Becker Corporation, the piece of software that was more critical than the word processor was the one used for bookkeeping and accounting. That software program saved hundreds and hundreds of hours every year and made it possible for people to focus a lot more on writing instructional programs and a lot less on figuring out exactly how much of an individual's salary had to go to the state and the feds every quarter.

The bookkeeping software didn't make bookkeepers and accountants dumber because nothing changed with respect to which figures went into which categories. The software just did the calculations much quicker. No bookkeeper or accountant at the time was *unable* to do the calculations by hand. In fact, in the early years, I saw more than one case where an accountant would repeat by hand all the machine's calculations, *just to ensure that the machine hadn't made any errors.* Those were the days when computers weren't trusted much. It had something to do with punch cards and chads and all that. Most of the time, though, a computer error was a human error, but magnified hundreds or even thousands of times.

Even while there were problems with punch cards and strips of paper with punched holes in them and great big 8" floppy disks that seemed capable of magnetizing and demagnetizing themselves at random, visionaries were talking about how computers would one day be "smart." Twenty-five years ago, there were plenty of people around who predicted that by now, artificial intelligence could, in fact, write passages for *Corrective Reading*. Those people knew a great deal about computers and the potential for miniaturization, but almost nothing about human psychology in general, and speech, in particular.

Computers, in my view, haven't gotten much "smarter" (whatever that means when you're talking about a machine), but without question, they have encouraged people to get stupider. And stupider.

One obvious example is the way computing tools (such as calculators and cash registers) have created a generation or two of people who can't add and subtract. Today—honestly, just today—I bought something for $17.34 and paid with a twenty-dollar bill. Now, doesn't $2.66 in change jump right up and bite you on the nose? The young woman who waited on me didn't have a calculator in her cash register, so she moved from where she was so that she could use a stand-alone mechanical calculator. Before she pulled the handle, I said, "$2.66." She pulled the handle, looked at the answer, and then said, "Hey! How'd you do that!?"

I was tempted to say something snotty, but the fact that this young woman seemed unable to subtract without a tool, and seemed amazed that anyone could, wasn't her fault. Here's the irony: The National Council of Teachers of Mathematics (NCTM) really, sincerely, wanted to turn out students better at math than I am. They *wanted* this young woman to do a lot of mental math. They wanted her to round off and estimate. They probably even wanted her to do paper-and-pencil calculations quickly and accurately. They *certainly* wanted her to acquire a higher level of understanding of math than I have, or that even the NCTM members have (given that they didn't learn math themselves under the benefit of the NCTM Standards).

Some academics might say the girl simply had a severe case of dyscalculia, given that she ended up a *long* way off the NCTM's goals for her. Oh, yeah? Then dyscalculia must be the number one hiring requirement for retail clerks because none of them can give you change without the aid of a machine.

I remember when ordinary human beings (excluding poor ones) could buy a calculator from Texas Instruments and use it instead of a slide rule. It seemed to me at the time that once someone had thoroughly demonstrated skill with a slide rule, the calculator would save a lot of time. Later, when calculators with nice screens could calculate second degree equations with two variables, I thought that once someone had learned to plug in a ton of numbers for one of the variables and do a plot by hand, the calculator could save a lot of time.

I can't remember ever thinking that students would start using calculators *instead of* doing the math by hand, so to speak. Most math is cumulative, and "cumulative review" is more or less built in, to the extent that the math we're learning today requires a lot of the math we learned 2 years ago. If we use the calculator for the math we used 2 years ago, we don't review it, and we forget it, and we get dumber.

Very few *bona fide* mathematicians ever advocated using calculators instead of the human brain. Nonetheless, compliments of the "math specialists" in the education departments, kids continue to use calculators to make themselves dumber every day.

Spelling checkers also fall into this category of giving people considerable assistance with their goal of getting more stupid every day. At least spelling checkers usually offer up some alternatives that are correct. My own "grammar checker" has a difficult time with any sentence that doesn't have a simple subject–simple verb–simple object structure. If Thomas Hardy had used a grammar checker, no one would ever have heard of him. His prose is a bit too complex for the machine.

Even something as generally useful to researchers as ERIC—Educational Resources Information Center—can contribute to making a researcher dumber. To begin with, there was decent research prior to 1964 (when ERIC became available) that many researchers never see because it's too much work and too time-consuming to find that research the old fashioned way. In addition, *someone* else developed the "key words" and other means of doing ERIC searches. A researcher who isn't pretty creative is going to miss a lot.

A word processor isn't a tool that should make people dumb, but I think it can contribute to making people poorer writers. It *shouldn't*, but it can. In the days when we had to type papers in high school and college, *planning ahead* paid off in huge returns: it meant less revising and editing, and therefore, less retyping. My daughter doesn't believe what I tell her: 90% of writing takes place before you actually put any words down anywhere—on paper, on the screen, etc. I've heard of teachers who practically force students to do several drafts and revisions, as though it were undesirable to write a pretty good rough draft in the first place. A word processor almost begs us to start drafting before we do any *thinking*. But if a first draft is terrible to begin with, lots of edits are like putting wax on a car with no paint.

It must sound like I'm "against technology." I love technology. Most technology, however, falls under the category of "tools." Randy Sprick used to say that if you give a middle school kid a hammer, he might use it to build something wonderful, or he might use it to destroy things. There is nothing inherently good or bad about a tool. Tools are neutral. As with a hammer or a wood chisel, the impact of the technological tool depends upon the skill of the person bearing it. With a hammer, we can destroy physical objects. With technological tools, we can destroy our minds. Or, we can use them to make ourselves smarter and more productive. ADI

Everyone likes getting mail…

ADI maintains a listserv discussion group called DI. This free service allows you to send a message out to all subscribers to the list just by sending one message. By subscribing to the DI list, you will be able to participate in discussions of topics of interest to DI users around the world. There are currently 500+ subscribers. You will automatically receive in your email box all messages that are sent to the list. This is a great place to ask for technical assistance, opinions on curricula, and hear about successes and pitfalls related to DI.

To subscribe to the list, send the following message from your email account:

To: majordomo@lists.uoregon.edu

In the message portion of the email simply type:

subscribe di

(Don't add *Please* or any other words to your message. It will only cause errors. majordomo is a computer, not a person. No one reads your subscription request.)

You send your news and views out to the list subscribers, like this:

To: di@lists.uoregon.edu

Subject: *Whatever describes your topic.*

Message: *Whatever you want to say.*

The list is retro-moderated, which means that some messages may not be posted if they are inappropriate. For the most part inappropriate messages are ones that contain offensive language or are off-topic solicitations.

AMY GRIFFIN, Association for Direct Instruction

2005 ADI Excellence in Education Awards

The Association for Direct Instruction is pleased to recognize the recipients of the 2005 Excellence in Education awards. The recipients were nominated by their peers who answered ADI's annual call for nominations. Awards were given for Excellence in Education, the Wayne Carnine Student Improvement award, and the Wes Becker Research award.

Excellence in Education

Kristi Cole

Kristi Cole

Kristi Cole is the Principal of Humboldt Park K–8 School in Milwaukee, Wisconsin. It is clear from the letters of nomination for Ms. Cole that student achievement and success are what motivate her decisions as principal. A former colleague and now advisor, Anthony Pedriana, offered the following:

"I can say without equivocation that Ms. Cole personifies excellence and is a living symbol of what it means to put children first. Please consider the following points as being illustrative of those contentions.

- Ms. Cole has always been sensitive to the affective as well as cognitive needs of the children she serves. Students view her as both their principal and a friend, someone who preserves their dignity regardless of the circumstances.
- Ms. Cole identified early reading proficiency as the single most important indicator of later student success, and she has pursued this goal with resolute determination. Her efforts have elicited praise from the State Superintendent of Public Instruction and Humboldt Park School has been the recipient of many awards and affirmations for its record of achievement.
- Ms. Cole spearheaded the creation of the Milwaukee Initiative of Direct Instruction Schools (MIDIS), an advocacy group of principals whose purpose is to maintain the integrity of Direct Instruction implementations throughout the district.
- Ms. Cole has the strongest work ethic of anyone I have ever known. When confronted with a task, she will expend whatever energy is required to bring it to fruition.

Ms. Cole exudes dignity, integrity, and respect and approaches her job with missionary zeal. As the aforementioned points indicate, she is a leader, an innovator, and a collaborator, and I do not hesitate to assign her my utmost recommendation."

Eugene Vlies, Assistant Principal at Humboldt Park, expounded on the qualities of Ms. Cole that have contributed to the success of the school:

"Mrs. Cole exemplifies leadership through her vision of our on-going use of Direct Instruction reading and language programs along with the adoption of Direct Instruction math programs. Mrs. Cole emphatically states that a structured, systematically designed and an empirically based curriculum accelerates student achievement. Parents and staff have come to believe this philosophy by observing Mrs. Cole's commitment and on-going support of Direct Instruction. She believes that all children can learn if taught well and to that end she provides teachers with ample, ongoing training in Direct Instruction programs and effective teaching practices. Humboldt Park K–8 School was identified as a 'School in Need of Improvement' 5 years ago upon her appointment as principal. Over the past 5 years, Humboldt Park K–8 School has seen a steady increase in student standardized test scores across all curricular areas. During the 2003–2004 school year, Humboldt Park K–8 School was removed from the list of schools identified as 'In Need of Improvement.' Humboldt Park K–8 School is now viewed as a 'Value Added' school by the district administration. Our school is now an exemplar of best teaching practices and is often touted as a 'model school' by Milwaukee Public Schools central administration."

The effort and dedication put forth by Kristi Cole are apparent in the pages of support written by her coworkers and colleagues. It is obvious that with Ms. Cole at the helm that Humboldt Park School is clearly on the path of continued improvement. Many congratulations to Ms. Cole and the staff and students of Humboldt Park.

Barbara Moulaison

Barbara Moulaison

Barbara Moulaison is the Director of the Mt. Helix Academy in La Mesa, California. In support of Barbara's nomination for the award it was written that, "Because of Barbara's efforts and DI skills, Mt. Helix Academy, a K–8, private tuition school serving 250 students, implements the full range of DI programs and with astoundingly consistent and favorable outcomes. Over the course of the 11 years that Barbara has been the school's Director, all kindergartners have learned to read: 275 successes to 0 failures. Most of these students began *Horizons C* (or *Reading Mastery III*) in first grade. Mt. Helix Academy students typically complete *Connecting Math Concepts* in

Grade 5 and complete 2 years of algebra and a year of geometry before graduating eighth grade. On graduation, these students consistently attend the high school of their choice, enrolling in honors courses."

The staff at Mt. Helix composed and signed a letter describing the characteristics that make Barbara a candidate for Excellence in Education.

"Given the opportunity to talk about Barbara Moulaison on behalf of the Mt. Helix staff is an honor and a pleasure. Barbara is a supportive and positive leader with an unwavering smile. Her highly motivated staff admires her unquestioning support and loyalty. She is a continuous role model and natural trainer who communicates the goals of the school in a clear, positive manner. Barbara constantly upgrades the educational environment for students, parents, and staff. She educates and inspires the family of Mt. Helix Academy.

"A constant illustration of correct action, Barbara leads by her example. She expects and receives the highest level of performance from her staff. Her attention to each situation and individual allows her to set realistic expectations. When problems are presented to her, she addresses them immediately, provides viable solutions, and assists the staff in implementing an action plan. She supports and provides follow up in all challenges, behavioral and academic. Barbara meets challenges head on and personally.

"Barbara has created the positive work and learning environment at Mt. Helix Academy. As a nationally known trainer of teachers, she is always enriching the staff with her valuable tutelage. Her professional and casual observations join with her expert and intuitive feedback to improve teaching. Barbara directs the use of research-based programs such as *Reading Mastery*, *Connecting Math Concepts*, and *Spelling Mastery*. She unerringly directs the staff in the implementation of DI programs, as well as the use of effective instructional practices in the nonscripted programs. Barbara affords all staff the opportunity to attend workshops and trainings led by prominent educators such as Anita Archer and Bill Jensen.

"It is difficult to express quickly the amount of energy and leadership Barbara provides." This letter was signed by 30 members of the Mt. Helix staff.

Jaime thrived on the constant praise inherent in the program and the format of skills being taught in small, incremental steps.

The work of Kristi Cole and Barbara Moulaison demonstrates the power of utilizing effective instructional practices. Thank you, Kristi and Barbara, for taking responsibility for student learning and for implementing educational decisions you know will lead to adequate and above student progress.

Wayne Carnine Student Improvement Award

The Wayne Carnine Student Improvement award exists to honor students who have made exceptional gains as the result of being taught by Direct Instruction programs and teachers. As the stories of this year's recipients show, the academic gains that students realize often coincide with behavioral improvement as well as improved self-esteem and confidence. Jaime Rivera received a $200 cash prize as the winner this year, and Phandoria Walls received $100 as runner up.

Jaime Rivera

Mary Bly, a Special Education teacher at Woodhull Intermediate School in Huntington, New York, shared the following letter to describe why she felt Jaime deserved the Student Improvement Award for 2005.

Jaime Rivera

"I first met Jaime Rivera in September, 2001 when he was enrolled in my fifth-grade Special Education Inclusion class at Woodhull Intermediate School as a student with learning disabilities. Review of his previous testing revealed that Jaime was virtually a nonreader—his score on the Degrees of Reading Power test given in third grade placed him in the 1st percentile. He was exempt from the New York State fourth-grade English/Language Arts Assessment because he was an English as a Second Language student. When Jaime entered my class, he was fluent in English and had exited the ESL program; however, since his mother did not speak English, he continued to speak Spanish at home.

"Jaime was a very reserved child who had few friends. He was easily frustrated with most academic tasks. Jaime had little self-confidence and took no risks. If he was not sure of an answer, he refused to respond. His typical behavior during any reading activity was to put his head down on the desk and cry. Even if the task was removed, Jaime would remain withdrawn and nonproductive for lengthy periods of time.

"Several months earlier, I had received training in *Corrective Reading*, but my school district had not yet implemented it. With the support of my co-teacher and the Director of Special Education, I began a *Corrective Reading Level A* class with seven students, including Jaime, in November. Jaime thrived on the constant praise inherent in the program and the format of skills being taught in small, incremental steps. Significant changes in his demeanor were evident almost imme-

diately. He actively participated in the lessons and quickly became a role model for the others in the group. Because he experienced success throughout the 40-minute reading period, he became much more receptive to other reading opportunities in the classroom. I assisted Jaime in getting a public library card and encouraged his mother to accompany him to the library whenever possible.

"During sixth grade, Jaime continued with the *Corrective Reading* program, completing Level B1 and most of B2. Although he continued to struggle with classroom reading, Jaime had a strong desire to succeed in school and had a very positive attitude toward his teachers and his academic subjects. Jaime would remain in class during recess to work on school assignments. He became the model student for the class motto 'It Can be Done!' During social studies and science classes, Jaime gradually began to volunteer to read aloud short passages from the textbooks. At the close of the school year Jaime and other sixth graders in his *Corrective Reading* class met with the Principal and Director of Special Education to express their desire for *Corrective Reading* classes at the middle school so they could complete the program. The Board of Education approved.

"Seventh grade brought even more success for Jaime. He completed much of *Corrective Reading Level C* and exited the program at the end of the year. Jaime was able to read his science textbook with minimal assistance and maintained good grades throughout the year. His fourth quarter report-card grades earned him a spot on the honorable list.

"Jaime is currently coming to the conclusion of eighth grade. He continues to do well in school and he reads for pleasure on a regular basis. Jaime took the New York State eighth grade English/Language Arts Assessment this past February and scored a 3 (scores range from 1–4), having only extended time and separate location as testing modifications. His third quarter report-card grades again placed him on the honorable list. Teacher comments included 'a conscientious student,' 'a pleasure to teach,' 'works well in class,' and 'all around excellence.' In addition to his commendable academic record, Jaime has participated in a number of student government projects over the course of his eighth-grade year.

"Just when one becomes complacent with the power of the Direct Instruction curriculum, you encounter yet another student for whom this program is the key to their learning how to read."

"In February of this year, I prepared a short program on the impact of *Corrective Reading* on our students since it was begun almost 4 years ago. Jaime agreed to be one of five students to share his story. On the evening of February 14, Jaime addressed the Huntington School District Board of Education, district administrators, school principals, fellow students, and members of the community. He told them of his early encounters with reading, his frustration and tears, and of his desire to read as well as all the other students. He then talked of his current ability to complete classwork and homework independently, and of his enjoyment of reading for pleasure. When Jaime concluded his speech, I do not believe there was a dry eye in that auditorium. And there was no one prouder than his mother."

Phandoria Walls

Phandoria Walls is from Collington Square School in Baltimore, Maryland. She was nominated by the Curriculum Coordinator at Collington Square, Brenda Kahn. Brenda wrote the following words about Phandoria and her achievement.

Phandoria Walls

"Just when one becomes complacent with the power of the Direct Instruction curriculum, you encounter yet another student for whom this program is the key to their learning how to read. This year, I received a reminder on what is possible when you combine a superb curriculum with excellent teaching.

"Phandoria Walls entered Collington Square in late November of this school year. She was assigned to a third-grade homeroom, but chronologically belonged in fifth grade, and she was essentially a nonreader. Phandoria owned just a few sight words, and placement testing suggested a *Decoding A* group. She was far below any other student in the school. Seven years into our implementation, we did not have any students requiring *Decoding A* nor did we have a spare teacher to form a new group.

"Someone had the very unconventional idea of sending Phandoria to work with kindergarten students as a 'special helper.' The idea was to have Phandoria receive *Reading Mastery I* instruction in a nonthreatening and hopefully self-esteem building manner. A very gifted Direct Instruction kindergarten teacher, Mrs. Scott, provided the much needed instruction. Even more important than the instruction, Mrs. Scott provided an environment where Phandoria felt valued and important. Quite surprisingly, Phandoria was able to provide real assistance in handwriting to the kindergartners while she learned how to read. The placement in the kindergarten classroom, though unconventional, proved to be exactly what she needed. In just 2 months, she made tremendous progress and was able to

leave the kindergarten group and move ahead to *Reading Mastery II*. Phandoria has continued to steadily improve and has entered *Reading Mastery III* as a strong, fluent reader. The unorthodox placement would not have worked without the talents of Mrs. Scott and the efforts of Phandoria.

"Phandoria has striven to learn how to read, and throughout this school year, she has worked harder than any other student at Collington Square. In less than 1 school year, she has achieved 3 years of growth in reading. She entered our school feeling that she was stupid and that she would never learn how to read. She now believes that she is smart and that there is indeed nothing wrong with her (nor was there ever anything wrong with her). Watching Phandoria learn how to read and become a student has once again affirmed in my mind the power of Direct Instruction."

New: DI-ANNOUNCE Electronic List

A new electronic list will be available soon: DI-ANNOUNCE. As its name indicates, DI-ANNOUNCE will be an electronic list for announcements on resources for those studying or implementing Direct Instruction. List topics will include the following:

- research articles, news articles, and other publications on DI;
- updates on DI implementations;
- meetings, conferences, and workshops on DI;
- authors' remedies for specific exercises in the DI programs that have been identified as being difficult for children;
- new DI products and resources;
- grant opportunities or awards for DI research or implementation;
- job opportunities for DI researchers or practitioners;
- sources of data on student performance for analysis or distribution.

Note that DI-ANNOUNCE postings will be limited to ANNOUNCEMENTS. The list will NOT be a discussion list, and it will be moderated. Any replies, jokes, or other off-task messages will be rejected. There will be an on-line, web-based archive of postings for later reference and retrieval. In this way, the list is designed to be a streamlined tool for communicating information on the most critical developments in the field of Direct Instruction.

To subscribe, send a message to join-DI-ANNOUNCE@lyris.nifdi.org.

You will then receive a "welcome" message with additional information about the list. You can also go to http://lyris.nifdi.org/ to see an archive of past announcements sent to the list, including the "welcome" message.

The launch date for the list is October 1, 2005. You are invited to join the list and send announcements as appropriate. Feel free to call Kurt Engelmann at the National Institute for Direct Instruction (NIFDI) via 877.485.1973 toll-free or email kurt@nifdi.org if you have any questions about the list.

Wesley Becker Research Award

The Wesley Becker Research Award was established not only to honor Wes Becker, one of the pioneers of Direct Instruction, but also to promote research on the use of Direct Instruction. The recipient, Claudia Edmondson, received a $1,000 cash award.

Claudia Edmondson is with the American Institutes for Research. The title of her article is "A Comparison of *Corrective Reading* and *Voyager* on the Reading Skills of Students Enrolled in a University Remedial Reading Program." The co-author on the article is Tim Slocum from Utah State University. The article will be published in a future issue of the *Journal of Direct Instruction*.

The abstract of the article reads:

"In this study, the effects of instruction in the *Corrective Reading* and *Voyager Reading* programs on the reading skills of university students were investigated. Results of this study indicated that university students can improve their reading skills with instruction in both the *Corrective Reading* and *Voyager Reading* series, and that the *Corrective Reading* program may be the more effective instructional intervention of the two with this population. This study also revealed that the need for remedial reading programs at the postsecondary level is great and that the research base is limited. The results of this study provided direction for future research and practices in remedial reading instruction at the postsecondary level."

Thank you to all the individuals who took the time to share the stories of the 2005 awards recipients. The stories are refreshing reminders of the truly exceptional work that is being done throughout the country. ADI

Cass Street School in Milwaukee Sees Big Gains With Direct Instruction

Cass Street School is a K–8 school located on the near east side of Milwaukee. Classrooms in kindergarten and Grade 1 began the use of the Direct Instruction curriculum in 1999 under the leadership of then-Principal Tim Howard. The plan was to add Direct Instruction to each grade, working up from the bottom.

Achievement in the upper grades remained of great concern for the staff. To address this concern, it was determined that Direct Instruction would be added to Grades 6, 7, and 8 immediately. At the beginning of the 2002 school year, all students in Grades 6, 7, and 8 were given the placement tests for Direct Instruction reading programs. The majority of the students placed into the *Corrective Reading Decoding Levels A, B1, B2,* and *C*. Teachers recorded student data, which was collected on a biweekly basis and reviewed. A Direct Instruction coach was available 3–4 days per month for the school year.

History of Direct Instruction Implementation

2002 *Corrective Reading* implemented in Grades 6–8

2003 *Corrective Reading* continued. Upon completing *Corrective Reading*, students moved on to *Comprehension C, Reading Mastery V,* and *Reading Mastery VI*. In addition, *Corrective Math* and various levels of *Connecting Math Concepts* piloted in some of the 6–8 classrooms.

Following are results in percentages of the eighth-grade students measured as proficient or above on the Wisconsin Knowledge and Concepts Examination (WKCE):

	2000	2001	2002	2003	2004
Reading	47	37	43	78	85
Language Arts	55	53	43	62	75
Math	14	05	10	51	81
Science	19	10	13	65	65
Social Studies	56	32	37	69	82

KERRY HEMPENSTALL, RMIT University, Victoria, Australia

Aiding Parents to Teach Reading at Home: The RMIT Clinic Approach

The RMIT Psychology Clinic was established more than 30 years ago to provide practical experience in psychology for post-graduate students and to offer a community service. The Clinic offers a range of psychology services to children and adults, and the charge is $60 per session, a fee to cover the University's cost for space, electricity, reception staff, tests, etc. The educational psychology division of this service is by far the most patronised, with more than half of all referrals for children and adolescents struggling to make adequate progress in school, particularly in literacy. The Clinic provides assessment, program recommendation, a written report, and training to parents who wish to supplement the literacy instruction supplied by their child's school. Referrals are often suggested by teachers, school psychologists and speech pathologists, pediatricians, and by word of mouth from other clients.

Whereas, some clients are solely interested in a thorough psychological assessment and report, the main focus of the Clinic is on intervention and evaluation. Paralleling the Psychology Division's philosophy that empiricism should drive practice, the Clinic model takes as its theme for assessment and intervention, practices that have sound theoretical and empirical support, with the added requirement that they be feasible in the real world. Masters and doctoral clinicians are provided with a scaffold that guides them in their clinical work from initial interview to follow-up. At the assigning of the clinicians' first educational referral, they are provided with a video of a similar case—from initial interview through the follow-up stage, along with a document that describes the rationale for each step in the process. Additionally, they are taught the principles of effective instruction in the educational psychology component of their course, and the procedural details are covered in a case conference component.

Supervisors initially provide direct service to the client in the Clinic with minimal responsibility assigned to the clinician apart from the initial telephone contact, and a small role in taking notes and taking the client's developmental history. After clinicians have completed a case with a supervisor, their level of responsibility is increased. They have supervision sessions to plan the next case and practise client–clinician interactions (e.g.,

demonstrating a teaching procedure to a parent) as simulations in the supervision sessions prior to the interviews. All their subsequent solo sessions with clients are video-recorded, and supervisors provide feedback to clinicians based on the viewing of the tapes.

The programs employed by the Clinic enable parents, or others, who do not have a background in reading instruction to successfully teach the student. This is possible because the programs are carefully designed and scripted, such that everything that needs to be done or said by the home tutor is prescribed in the teacher's book.

The programs are loaned to the parents without charge, although a consumable book (if required) is charged at its cost (usually about $18). Adults with a literacy difficulty may also avail themselves of the service if they have a friend/partner who is able to act as tutor. The purpose of the Clinic is not to provide teaching directly to the student, a strategy for which it is unequipped, but to enable effective instruction to occur within the home, supported by Clinic staff throughout the period of the program.

Though referrals can be suggested by anyone, they are only accepted following a parent request for assistance. There is often a waiting list that may extend for some months. The typical Clinic sequence for an educational intervention begins with an initial phone call from the clinician to ensure that the client wishes to proceed. Among other tasks are to provide an explanation of the Clinic's role and limitations, for example, that it doesn't have the resources to offer direct teaching to their child. The clinician stresses that the Clinic's involvement is to provide direction and support whilst the parent does the instructional work. Related to this issue is the need to discern the expectations of the parent/client for their child arising from the referral. Even though the parent will have been sent a brochure outlining the Clinic approach, there have been situations in which the client's expectations were that the Clinic provides the "fix" without the parents' own involvement. Sometimes these misunderstandings have only surfaced during the session that provides feedback of the assessment results and planning the intervention. In such cases the intervention has not proceeded and much time has been wasted by both parent and clinician.

Also in the initial phone call, the clinician requests all relevant reports to be brought to the initial interview. These comprise recent school reports, along with other psychological, educational, pediatric, audiological, vision, and educational consultancy reports.

The programs employed by the Clinic enable parents, or others, who do not have a background in reading instruction to successfully teach the student.

The initial interview has several objectives. The obvious task is to obtain information relevant to the client's circumstances. Additionally, it is an opportunity for the clinician to establish credibility with the client through answering any questions they may have. Further, it represents a time to instil a sense of hope that, if the parents follow the prescribed regimen, their child will make the progress that they seek. The child (if under 14 or so) need not attend this session, as parents often feel freer to discuss the situation in their absence.

The information sought includes relevant background information, such as, developmental and educational history—pregnancy, any neonatal issues, toileting, walking, speech and language, illnesses, ear infections, hospitalisations, and the presence of reading problems in the wider family. It includes how well the child is socialised within the home and at school, and relationships with family members and peers. Discussion ensues about the various reports brought by the parents, in particular, the recent school reports.

An important issue is the attempt to gauge whether the parent is likely to be able to implement a program with their child. There may be several reasons why an intervention can be unlikely to achieve success. The child may not display sufficient respect to the parent(s) to enable a teacher–student relationship to function. The parents may not have sufficient depth of commitment to take on the role for the requisite intensity and period. There may be too many competing family priorities for the intervention to be regularly scheduled. It is possible that the parents do not have the literacy skills to manage the text-based program, or may struggle themselves with a sounds-based approach to reading. Though it is usually parents who take the role, the Clinic has provided training to adult carers, various volunteers, such as from Rotary clubs, school volunteers, and senior citizen organisations. Also trained have been older siblings, tertiary counsellors, and interested classroom teachers and aides.

Other topics usually addressed include explaining the function of the Clinic as both teaching facility and community resource, and the role of the student clinicians. This is followed by information about the sequence of sessions addressing assessment, report writing, parent training, regular parent contact and support, and follow-up evaluation of success. Again, the limitations of the Clinic's direct influence are stressed. Clinicians are urged to ensure they make clear the parent's intervention responsibility is at least five times per week implementation of the program. The rationale for this expectation is couched in terms of the child's rate of

learning having been below average up to now, and the need for his learning rate to exceed the average if the child is to make headway against his age peers. This achievement necessarily entails an efficient, focussed program taught intensively and over a sufficient period. See Figure 1 for a visualisation of this point.

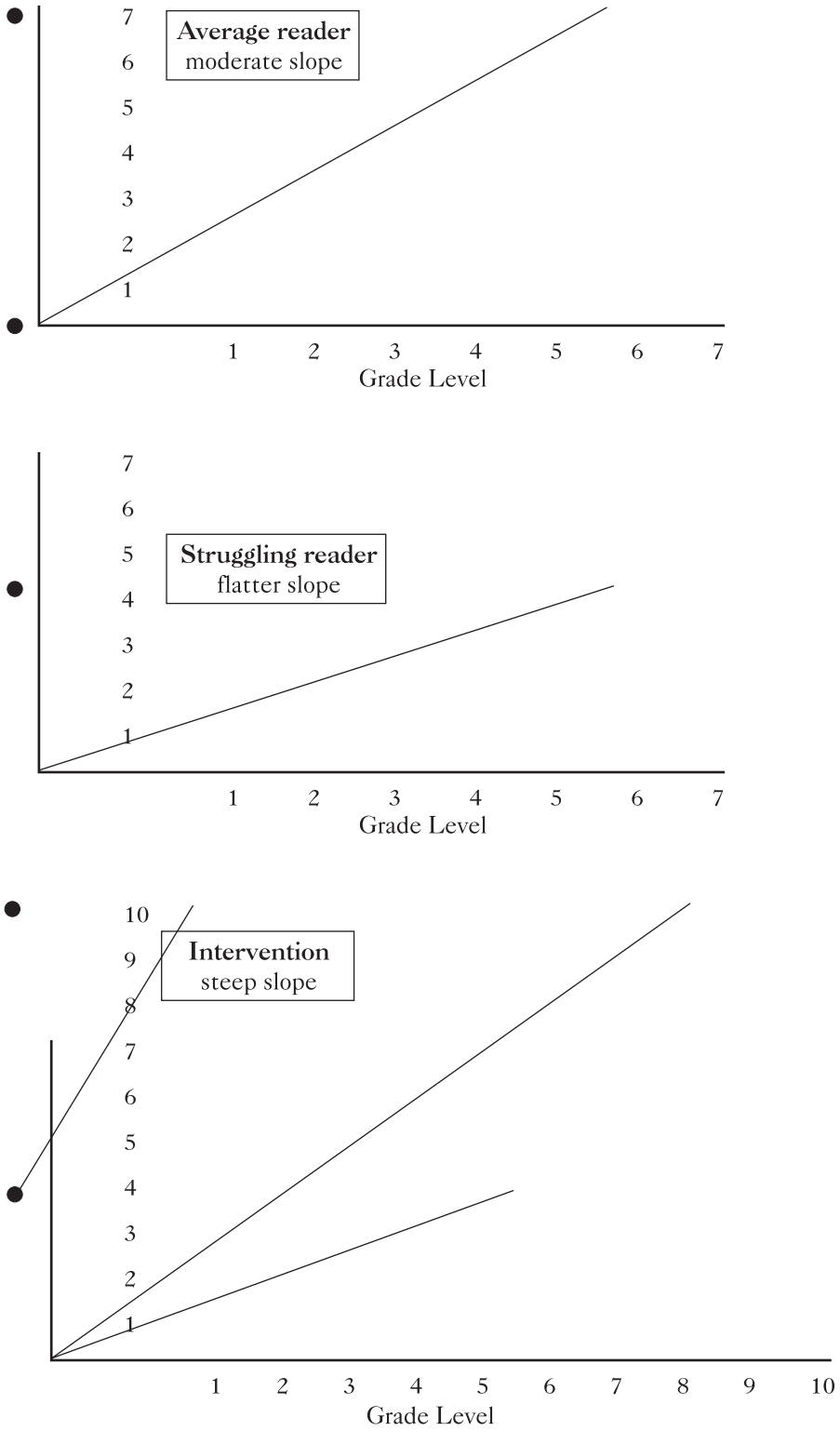
Agreement is sought about feasible outcomes for the student over the agreed intervention period, and what period of time would be necessary for a given outcome in terms of grade or age level attainment. For example, it is suggested to parents that participation in the *Corrective Reading Decoding* program will evince these approximate grade levels. Level A moves from early first to early second grade; B1 from early second to end of second grade; Level B2 from early third to end of third grade; Level C1 from early fourth to end of fourth grade; C2 from early fifth to end of fifth grade. These are estimations based upon practitioner discussion on the Direct Instruction listserv rather than on the publishers suggested levels.

Session two usually involves an intellectual assessment. This is not strictly necessary, and is waived if one has been performed in the past 18 months, or if the parent is uninterested in such information. The major function is to rule out intellectual disability (a category that in Australia entitles a student to additional educational assistance). It is also an opportunity for the student clinicians to develop their assessment skills. Regardless of whether the intellectual assessment is performed, it is explained to parents that even if a child's intellectual ability is below average, this condition does not limit his potential achievements but does limit the approaches by which he can be effectively taught.

In session three there is an assessment of reading and other educational skills. This typically involves phonological skills, listening comprehension, reading comprehension, oral reading fluency, decoding and word recognition efficiency, writing, spelling, and arithmetic. It also includes placement tests for any of the likely interventions, particularly decoding, comprehension, and spelling.

A report is then prepared, couched in terms that are not overly technical. It is a report intended primarily for parents to offer some description and explanation of their child's educational attainments with respect to those of

Figure 1



his age/grade peers. This is important to parents, as their child's school reports rarely contain such specific information, usually offering vague descriptors as "John is consolidating his skills in transacting with print." Additionally, the report can be useful for parents to take to their school in attempts to obtain additional assistance for their child. The assessments may have indicated a specific area of difficulty that is addressable by a discrete intervention, rather than a global one. Most commonly, of course, this primary focus involves reading rate and accuracy. Finally, the report enables a discussion about the relative contributions of individually-based versus instructionally-based influences on the student's struggles with literacy. This leads to more detailed information about the most appropriate program.

The report is usually sent to parents to enable time for them to digest its contents, and to discuss them with their partner, and with any other supportive friends or professionals. This approach has been employed as parents occasionally are distressed about the details when they are presented all at once in an interview—to the degree that they are unable to derive benefit from the remainder of that session. Session four involves discussion of the written report, answering any queries about the assessment or the proposed intervention. Children do not usually attend this session unless they are of secondary school age, a time when their cooperation in an intervention must be actively sought rather than simply presumed. Additionally, they are in a better position to understand proceedings.

Assuming an intervention is feasible, sessions five and six involve the loan of the program and the training in its use. The child attends these sessions. Later sessions involve the clinician monitoring the progress, initially weekly by phone. Subsequent meetings occur for mid- and postprogram testing, and when new programs are selected for further training and monitoring, for example, spelling or more advanced levels of reading.

The approach to training usually involves a model-lead-test sequence. First, the clinician provides information about the program, including the modifications to enable a group program to be delivered through 1:1 tutoring. Second, the clinician demonstrates the program with the student, while the parent watches. Each exercise is taught including the provision of specified error corrections and the repeat until firm instruction is emphasised. The parent then practises reteaching part of each exercise to their child, with feedback from the clinician. In this manner, the whole of Lesson 1 is taught in the session. In the case of *Corrective Reading*, there is also practice of the timed reading, a task that doesn't occur in the first lesson. The parent is provided with a sheet of the main points to remember, and directed to their copy of the Teacher's Guide for a second line of enquiry when questions arise. They are also invited to ring their clinician over any other troublesome issues.

Parents are advised that they may not feel entirely comfortable for 20 lessons, but that their fluency with the program should increase as their familiarity with the scripts improves.

At least one complete session (1 to 1.5 hours) is devoted to this sequence. Another session (1 week later) is scheduled before the parent is asked to commence the 5 times per week program implementation at home. During the following week, the parent (or preferably parents) practises the various tasks in the first couple of lessons—either on each other, or with a sibling of the student. It is thought that practising on the target student before some level of competence is attained may entrench errors and also represent an unsatisfactory first learning experience for the child. Parents are advised that they may not feel entirely comfortable for 20 lessons, but that their fluency with the program should increase as their familiarity with the scripts improves. This process of *demonstration-practice-feedback* continues until the clinician is satisfied that the parent is able to adequately present the program. Clinicians employ the *Tutor Monitoring Form* (Figure 2) to gauge whether a parent is firm on the skills required. The level of training appears to be a threat to effectiveness, given the extended time and practice necessary for the training of teachers in classrooms. However, the *Corrective Reading* program when presented one-to-one has fewer crucial presentation skills, such as managing signalling and choral responding. The experience in the Clinic is that most parents are able to present the program with sufficient integrity to elicit progress. There is a fail-safe method that enables early identification of problems in program presentation, and this is discussed further below.

It should be noted that the process of a parent being prepared to contact the Clinic is in itself a filtering process. It implies that the parent is motivated, and usually, that they are prepared to take upon themselves the responsibility for program implementation. The author, in a previous role as a peripatetic school psychologist, found much less success when the impetus for intervention arose from the school rather than from within the family. Both parent cooperation and acceptance of responsibility were less likely to eventuate than under the current Clinic model.

The training of two parents is recommended. It is advantageous because it reduces the load on one parent, reduces the problems of student reluctance, and allows for supportive collab-

Figure 2

Corrective Reading *Program Tutor Monitoring Form. Kerry Hempenstall (adapted from Nathan Crow)*

Parent displays evidence of having read and practised the script ahead of time.	4. consistently well done 3. mostly well done 2. uneven 1. mostly not happening	Comments
Parent gets into the lesson quickly (without unnecessary discussion or rehearsal) and maintains an undistracted task focus.	4. consistently well done 3. mostly well done 2. uneven 1. mostly not happening	Comments
Parent follows the script closely and adjusts as needed when the script applies only to a group instruction.	4. consistently well done 3. mostly well done 2. uneven 1. mostly not happening	Comments
Parent uses praise when the child follows the rules and when the child performs especially well. For example, when he is sitting properly, does a difficult exercise with no mistakes, responds well to error correction, tries harder than during the last exercise, etc.	4. consistently well done 3. mostly well done 2. uneven 1. mostly not happening	Comments
Parent does all of the prescribed exercises.	4. consistently well done 3. mostly well done 2. uneven 1. mostly not happening	Comments
If the point system is being used, parent assigns points quickly and appropriately.	4. consistently well done 3. mostly well done 2. uneven 1. mostly not happening not applicable	Comments
When signals such as clapping are required, parent claps in time and at a reasonable pace. Visual signals such as *looping* are well timed.	4. consistently well done 3. mostly well done 2. uneven 1. mostly not happening not applicable	Comments
Parent moves at a brisk, but not too fast, pace.	4. consistently well done 3. mostly well done 2. uneven 1. mostly not happening	Comments
Parent ensures child remains alert. For example, by praising desirable behaviour. “You’re answering quickly, I like that.”	4. consistently well done 3. mostly well done 2. uneven 1. mostly not happening	Comments

Figure 2, continued

Corrective Reading *Program Tutor Monitoring Form. Kerry Hempenstall (adapted from Nathan Crow)*

Parent good humouredly challenges the child. For example, "I know you really can do it. I bet you can do these five rows without even one mistake."	4. consistently well done 3. mostly well done 2. uneven 1. mostly not happening not applicable	Comments
Parent ensures child can see the book when necessary. For example, not blocking the words with parent's own hand.	4. consistently well done 3. mostly well done 2. uneven 1. mostly not happening not applicable	Comments
Parent follows the "Pause" instruction in the manual. For example, "I'm going to name some things that are (pause) DIFFERENT."	4. consistently well done 3. mostly well done 2. uneven 1. mostly not happening not applicable	Comments
Parent responds if a rule is broken during the lesson, reminding the child. "I need to hear you say the word clearly with your hand away from your mouth. Now let's do that row again." And later on, "I like the way you're saying the word so clearly."	4. consistently well done 3. mostly well done 2. uneven 1. mostly not happening not applicable	Comments
Parent attends to the "Repeat until firm" instruction. If the child makes a weak response, the parent does the task again, making sure he is FIRM before going on.	4. consistently well done 3. mostly well done 2. uneven 1. mostly not happening not applicable	Comments
Parent makes use of delayed tests to check-on and to firm-up items that were weak earlier. "Let's do those *ain* words again. They're hard. But we can do it."	4. consistently well done 3. mostly well done 2. uneven 1. mostly not happening not applicable	Comments
Parent employs the designated "Error Correction" procedure.	4. consistently well done 3. mostly well done 2. uneven 1. mostly not happening not applicable	Comments
Parent corrects every error immediately, not waiting for the child to self-correct.	4. consistently well done 3. mostly well done 2. uneven 1. mostly not happening not applicable	Comments
Parent does the corrections quickly and with good humour—without any signs of frustration.	4. consistently well done 3. mostly well done 2. uneven 1. mostly not happening not applicable	Comments

Figure 2, continued

Corrective Reading *Program Tutor Monitoring Form. Kerry Hempenstall (adapted from Nathan Crow)*

Parent is able to present the tasks without sounding-out errors, or other conspicuous errors. *Sounding out* and *saying it the fast way* are well modelled.	4. consistently well done 3. mostly well done 2. uneven 1. mostly not happening	Comments
Parent accurately measures student's rate and accuracy in the "Reading Checkouts."	4. consistently well done 3. mostly well done 2. uneven 1. mostly not happening not applicable	Comments
Parent puts some vim, vigour, and enthusiasm into the presentation.	4. consistently well done 3. mostly well done 2. uneven 1. mostly not happening	Comments

Total: Add the numbers in the middle column to obtain the maximum available score (M). Add the numbers in the last column to obtain the total score achieved (A). Divide M by A and multiply by 100 to establish the Tutor Mastery Score (TMS). The aim is to achieve a Mastery Score above 90% (SRA, 2001).

Reference: SRA/McGraw-Hill. (2001, May). *Corrective Reading: Decoding and Comprehension trainer's guide.* USA: SRA/McGraw-Hill South East Region.

oration—all of which enhance program fidelity and endurance. During the training sessions attention to the Teacher's Guide is constantly drawn when parents have questions about the rationale for various procedures. Additionally, discussion of the most important initial issues revolves around a document—the *Corrective Reading Program: Parent Information* sheet (Figure 3)—that highlights the most common concerns parents express.

Apart from initial training of the parents, the Clinic model involves monitoring of their skills, on-going support, and a variety of pre- and posttest evaluation strategies. The success of the program is heavily dependent upon treatment fidelity, thus the necessity for continued monitoring and support. In particular, the requirement of finding the time and energy to maintain a punishing schedule of five lessons (of 30–50 minutes) per week often can be difficult for parents to maintain over at least 13 weeks (the length of one level of the *Corrective Reading* program) or up to 20 weeks for the *Teach Your Child to Read in 100 Easy Lessons* program. This overseeing role enables the rapid response to a student's failure to progress. The regular contact also has an important secondary effect of enhancing the willpower necessary to achieve success. When parents know that they will receive a call in the next week or fortnight, there is increased motivation to persist. Our experience has been that without this continued Clinic role, programs may be discontinued prematurely or altered to the extent that success is jeopardized.

Follow-up phone calls are (typically) weekly for the first 6 weeks, fading to fortnightly until the program is completed. The amount of support parents require varies from case to case. Data from the *Corrective Reading Program Progress Sheet* (Figure 4) is collected at the time of each contact to ensure that daily rate and accuracy targets are being met. The progress sheet fulfils several roles:

1. As a guide for feedback between clinician and parent on progress and problems.
2. As a subtle spur to maintain lesson frequency—the clinician's interest in this aspect helps parents appreciate the importance of frequency, as it is always discussed in sessions.
3. As a means of increasing the amount of free reading achieved by the student. Research has demonstrated the importance of increasing the struggling student's volume of reading. It provides additional opportunity to practise the skills taught in the program, and to learn

new words—there are far more opportunities to increase vocabulary through reading than through conversation or television.

4. As a means of ensuring that progress is rapid and continuous. If issues arise that threaten the integrity of the program, they will quickly become apparent in the data sheets, and action can be promptly instituted.

There have been circumstances when it has been more fruitful for two parents to *swap* children for the purposes of implementing the program. This option is rare for reasons of geography, but may be considered when parents are unable to present the program to their child without being punitive, when they are quite patient with a child other than their own.

A number of parents have found it useful to plan an incentive program to address any current or potential problem of student resistance. There are a number of options: One can use the motivational points system incorporated in the *Corrective Reading* program and develop an associated reward menu suited to the needs of the child and family financial constraints. Alternatively, an individual incentive program can be designed in conjunction with the clinician, it being as simple or as complex as the situation requires.

One modification that has been particularly successful with impulsive or distractible students involves the use of a visual progress indicator. This can involve a thermometer-like chart with a movable indicator that can be slid up or down to represent how well the student is concentrating at any given time. When the indicator reaches the top a reinforcer is delivered. This is

Figure 3

Parent Information Sheet:

- Read the instructions about how the program is designed and how to present the program
- Read Lesson 1 several times until you are reasonably confident about presenting it smoothly
- Present Lesson 1 several times to your partner during the week, trying to present it smoothly
- Do not present Lesson 1 to your child during this week
- List any questions you have for the next session
- Remember the importance of: sticking to the scripts every lesson
- Discuss the points system and whether it's required in this situation—usually only necessary if the child is reluctant
- Note which segments are unnecessary in 1:1 format, because they were designed to facilitate group instruction
- Remember importance of doing "endings build-up" correctly. That is, use a format that is erasable—whiteboard, blackboard, overhead transparency overlaid on a paper page (not ink on a page—the erasure of part of a word is important to direct attention to the similarities between different words
- Remember to practise the Correction Procedures
- Remember the need to instantly correct all errors, not waiting for your child to self-correct
- Note the requirement to return to the first word in a line, column, or sentence following an error. Remember to "repeat until firm"
- Remember that discomfort is normal for the new presenters (even teachers need 20 lessons to feel comfortable)
- Decide whether signals are necessary—usually based upon whether a child is inclined to respond too slowly
- Remember the importance of reasonably rapid pacing of lessons
- Remember the rationale for the focus on sound combinations, especially in the middle of words—explain how they are the last skills to develop
- Remember the "Reading Checkouts" and particularly the timed checkout
- Fill in the *Corrective Reading* Program RMIT sheet that enables you to maintain records of progress for discussion with clinician during the program
- Don't forget the mid- and end-of-program Mastery Tests

Figure 4

The following contains sections of the sheets that are used to collect data, reported weekly/fortnightly by phone from parents, to ensure that student progress is being maintained.

Corrective Reading program: Level A (Lessons 1–35)

Free Reading	Lesson Number	Date	Lesson Time	Errors in reading	Comments (e.g., difficulties, common reading errors, breakthroughs)
Target				1	1 error is the target for all checkouts up to Lesson 46
	1				
	2				
	3				
	4				

Corrective Reading program: Level B1 (Lessons 36–60)

Free Reading Time	Lesson Number	Date	Lesson How Long?	Errors		Words read in 1 min	Comments (e.g., difficulties, reading, breakthroughs)
				First Reading	Timed Reading		
Target				2 or less	3 or less	80	
	36						
	37						
	38						
	39						

Corrective Reading program: Level B2 (Lessons 1–35)

Free Reading Time	Lesson Number	Date	Lesson How Long?	Errors		Words read in 1 min	Comments (e.g., difficulties, reading, breakthroughs)
				First Reading	Timed Reading		
Target				2 or less	3 or less	90	
	1						
	2						
	3						
	4						
	5						

Corrective Reading program: Level C (Lessons 1–30)

Free Reading Time	Lesson Number	Date	Lesson How Long?	Errors in Timed Reading	Words read in 2 min	Comments (e.g., difficulties, reading, breakthroughs)
Target				4 or less	200	
	1					
	2					
	3					
	4					

usually an edible, such as an M & M, raisin, or nut. The rationale behind the visual progress indicator is to more closely tie immediate behaviour to its consequences for students who are not well managed by more distal schedules. The proximity to reinforcement varies moment-by-moment as the indicator is slid up a little for appropriate behaviour or down a little for inappropriate behaviour. This tends to increase the salience of the consequence for such students, and offers an external scaffold to support their own attempts at increasing their concentration on the task.

Most of the referrals to the Clinic occur for students in Year 3 and above, and who prove to have significant decoding and fluency difficulties. The program found most apt for these struggling readers is the *Corrective Reading* program: Decoding Strand, and placement testing determines the appropriate level.

The placement test is designed to ensure that the student is neither over-challenged by the level of difficulty of the program, nor already competent at that level. The test is administered individually and takes about 5 to 10 minutes. Detailed instructions are provided for administration and scoring.

The possible outcomes of such assessments are that the child's current decoding skill level is below those of the lowest level of the program (Level A) and would be best addressed with a beginning reading program, such as *Teach Your Child to Read in 100 Easy Lessons*. It may be that the child is appropriate for placement in one of the four program levels, or that the child has already mastered the decoding skills taught at each level, and any reading deficits are probably not in the area of decoding.

Decisions about which programs and in which sequence are based upon the results of the assessment. A typical report to parents is provided below and the rationale for the choice of programs becomes clearer.

Confidential Psycho-Educational Assessment

Client's Name: Adam D.

Date of Birth: 10th November, 1990

Chronological Age: 12 years 10 months

School: W. Primary School

Grade: 6

Dates of Examination: 29th August and 4th September, 2004

The placement test is designed to ensure that the student is neither over-challenged by the level of difficulty of the program, nor already competent at that level.

Tests Administered:

Wechsler Intelligence Scale for Children—Third Edition (WISC-III)

Wide Range Achievement Test—3 (WRAT-3)

- Word Reading subtest
- Spelling subtest

Woodcock Reading Mastery Tests—Revised

- Word Attack subtest

Spadafore Diagnostic Reading Test

- Silent Reading Comprehension subtest
- Listening Comprehension subtest

Comprehensive Test of Phonological Processing (CTOPP)

- Elision subtest
- Blending Words
- Memory for Digits
- Rapid Digit Naming
- Nonword Repetition
- Rapid Letter Naming

Test of Word Reading Efficiency (TOWRE)

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Examiners' Names and Qualifications:

Kerry Hempenstall [Ph.D., B.Sc., Dip.Ed., Dip.Soc.Studies, Dip.Ed.Psych., MAPS].

Nicholas B. [B.App.Sc. (Hons)].

Referral Information:

Adam was referred to the Clinic by his father for intellectual and educational assessment to establish his strengths and weaknesses, in particular in the literacy area.

Background Information:

Due to time considerations, a detailed discussion of background information was omitted. However, considerable written information was received from Mr. D. prior to the assessment appointment, and key aspects were discussed.

Behavioural Observations:

Adam presented as quiet and reserved. Because a lot of the conversation and questions were directed toward Adam's father, Adam did not have a lot of opportunity to interact with the examiners. However, during the assessment (over two sessions), Adam was generally attentive and concentrated on each of the tasks. Adam attempted most of the tasks with effort; however, as they increased in complexity, he was inclined to claim an inability to find the answer—sometimes prematurely.

Assessment:

General Intellectual Assessment

The Wechsler Intelligence Scale for Children (WISC-III) was used to determine Adam's current level of

intellectual functioning. The WISC-III contains 11 individual tests that measure a variety of skills and abilities thought to be important in overall intellectual functioning. The 11 individual tests are divided into two groups. Half of the subtests (five) form the Verbal Scale (Information, Similarities, Arithmetic, Vocabulary, and Comprehension), and the other five form the Performance Scale (Picture Completion, Coding, Picture Arrangement, Block Design, and Object Assembly). The Verbal Scale is highly structured, dependent on Adam's accumulated experiences, and usually requires him to respond with what he already knows. The Performance Scale is less structured and is more dependent on Adam's immediate problem solving ability and requires him to meet new situations, and to apply past experiences and previously acquired skills to a new set of demands.

The Verbal and Performance Scale scores are combined to provide the Full Scale score or IQ. The WISC-III Full Scale score is one way to view Adam's overall thinking and reasoning skills.

Adam obtained a Full Scale IQ of 116 $\pm$ 6 on the WISC-III. Adam's overall performance is classified in the High Average range of intellectual functioning. His general cognitive ability is ranked at the 86th percentile indicating that he performed equal to or better than 86% of his same age peers.

There was, however, a statistically significant 25 IQ-point difference between Adam's Verbal and Performance scores in favour of the Performance scale. The results suggest that Adam's nonverbal abilities are significantly better developed than his verbal abilities.

Whilst research suggests that IQ scores are usually stable, it is difficult to be certain that these results are a true reflection of Adam's current level of intellectual functioning. Furthermore, while IQ scores are reasonably predictive of educational achievement, they may not be as effective in the prediction of nontest behaviour and nonacademic intellectual ability. IQ is not a pure measure of innate capacity, but rather reflects experience in addition to potential and education in addition to aptitude. Interestingly, IQ is not as strong a predictor of reading success as is often believed—phonemic awareness is however a very strong predictor.

Reading Assessment:

Research has shown that the skills most strongly associated with early reading success involve phonological processing. When these skills are taught early in a child's career, the prognosis can be changed for at-risk beginning readers. Three major phonological processes have been identified:

Interestingly, IQ is not as strong a predictor of reading success as is often believed—phonemic awareness is however a very strong predictor.

Phonological Awareness

Phonological awareness skills refer to the oral skills that enable individuals to recognise that spoken words consist of individual sounds. This ability to break words into sounds is the basis for decoding strategies that are necessary for the early stages of reading.

Two subtests from the Comprehensive Test of Phonological Processing (CTOPP) were administered to assess phonological awareness: Elision and Blending Words. Elision is a phoneme deletion task in which the participant is required to repeat a word with one phoneme omitted (e.g., Say *time*—now say *time* without the "m"). Adam's performance on this test was at the 5th percentile. The second test administered was Blending Words, which is a phoneme blending task. The examiner reads words aloud to the participant with a pause between each phoneme, and the participant is required to identify the word. Adam's performance on this test was at the 16th percentile. Overall, these two results indicate that Adam's phonological awareness is at the 5th percentile, indicating that his skills are equal to or better than 5% of peers his age. This represents a severe deficit in an important component of beginning reading.

Phonological Recoding in Lexical Access

A number of researchers have noted the predictive power of naming-speed tasks, using pictures, numbers, and letters. Both naming speed and sight word reading rely on rapid, automatic symbol retrieval. It has been shown that slow naming speed is specific to reading disability, and not evident in those with generalised reading problems. Efficient retrieval of phonological information and execution of sequences of operations are required when readers attempt to decode unfamiliar words. A lack of fluency in reading is a likely consequence of problems in this area.

Two subtests from the CTOPP were administered in order to assess Adam's phonological recoding skills: Rapid Digit Naming and Rapid Letter Naming. Rapid Digit Naming requires the subject to read numerals from a list as quickly as possible. Adam achieved a score at the 9th percentile. Rapid Letter Naming requires the subject to read letters from a list as quickly as possible. Adam achieved a score at the 25th percentile. Together these results indicate that Adam's naming speed for numbers and letters is better than or equal to 21% of children his age. This represents a mild deficit in this aspect of reading.

Phonological Recoding in Working Memory

The beginning reader has to be able to decode a series of graphemes, and

temporarily order them to allow the complex skill of blending to occur. This skill is an important determinant of early reading success. It is relevant to the ability to decode novel long words, and a deficit is likely to impair both listening and reading comprehension of complex sentences.

Two subtests from the CTOPP were administered to assess blending capacities: Memory for Digits and Nonword Repetition. Memory for Digits requires the participant to repeat a group of digits that have been read aloud. This needs to be done in the same order as they were read out. Adam performed at the 9th percentile. Nonword Repetition was the second test used and involves nonwords read aloud to the participant, and having the participant repeat them verbatim. As the participant progresses the nonwords become longer, and is therefore a test of phonological memory. Adam also achieved a score at the 9th percentile. Combined, these results indicate that Adam's working memory capacity is at the 5th percentile. Therefore, Adam is performing equal to or better than 5% of peers his age. This represents a severe deficit in another important component of beginning reading.

What do these CTOPP scores mean?

Low scores on tests of phonological processing are usually considered indicative of problems with the quality of word representation in the lexicon. The representations of written words are acquired through phonemic mappings to letters but are dependent also on some degree of awareness that words are constructed of meaningless speech segments that can be effectively manipulated to assist reading. When representations of words are unstable (or stable but incorrect), matching a stimulus word with the correct phonemically stored counterpart will be slow and error prone, as the individual is required to reject all the competing phonemically similar but semantically impossible responses. In other words, if these phonological representations are imprecise then tasks such as phonological recoding in lexical access (as measured by Naming Speed) and phonological recoding in working memory (as measured by Digit Span and Nonword Repetition) may also present problems for such individuals, and there is ample evidence that one or both do so. For example, if the phonological representation of "dog" is unreliable, then the association between the name of the animal and its meaning will be vague. A picture of a dog may quickly evoke its meaning

The decoding of nonwords is considered the most appropriate measure of phonological recoding.

but the phonologically assembled label is slowed because other similar labels (e.g., god, dock, bog) may need to be rejected. Scrolling through a range of possibilities requires more time than accessing a clear uniquely described form. The problem for reading is that this may disrupt the comprehension process, and slow the reading speed to the extent that it becomes a nonpreferred activity.

Recent research findings have noted that those with a double deficit (those readers performing at a low level in more than one phonological skill area) are doubly disadvantaged with respect to their reading development, and are likely to require more intensive and extended instruction than those with a single area of deficit.

Decoding of Nonwords

The decoding of nonwords is considered the most appropriate measure of phonological recoding. It provides an indication of the capacity to transfer the oral skill of phonological awareness to the task of decoding print. The Word Attack subtest of the Woodcock Reading Mastery Test measures an individual's ability to apply phonetic and structural analysis to the pronunciation of written nonsense words. This task eliminates the use of purely visual word recognition or contextual strategies. The ability to do this is important in the development of skilled reading. Adam's performance on this test was consistent with the performance of an average 7.6 year old (a Grade 2.2 level), clearly well below average.

The Wide Range Achievement Test—Revision Three (WRAT-3) was also administered in order to assess Adam's ability to read words that are presented in isolation. In these circumstances, the individual may either decode the words or recognise them as whole words. Adam was able to correctly read a range of words (e.g., "in," "cat," "book"). However, as the words became longer and more complicated (e.g., "collapse," "contagious"), Adam produced a greater number of errors. Adam's performance placed him at the 8th percentile, which means he can read equal to or better than 8% of his same age peers, which corresponds to Grade 3 level.

Fluency

The Test of Word Reading Efficiency (TOWRE) was used to assess Adam's speed and accuracy in reading, known as reading fluency. Children are successful with decoding when the process used to identify words is fast and nearly effortless or automatic. Thus, the ability to recognize words with little attention required to the word's appearance allows a student to exert more effort in understanding what has been read. The ability to read words by sight automatically is a key to skilled reading and highly associated with reading success.

The TOWRE is a measure of word-reading fluency. It provides an efficient means of monitoring the growth of two kinds of word reading skills that are critical in the development of overall reading ability: the ability to accurately recognize familiar words as

whole units or "sight words" and the ability to "sound out" words quickly. The first of two subtests, Sight Word Efficiency (SWE) was used to assess the number of real printed words that can be accurately identified within 45 seconds. Adam scored in the 2nd percentile for the SWE subtest. This puts him at severe disadvantage in understanding what he reads, because his recognition is slow and error-prone.

The second of the two subtests, Phonetic Decoding Efficiency (PDE), was used to measure the number of pronounceable printed nonwords that Adam could decode within 45 seconds. He performed in the 2nd percentile for the PDE subtest.

To assess Adam's fluency with text rather than with lists, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was used. His reading rate of 30 words read correctly in a minute was indicative of a high risk of difficulties at a Grade 6 level. This can be compared with the average age peer who is expected to attain about 150 words correct per minute with text of a Grade 6 level.

Spelling

Good spelling skills are closely related to an early history of a solid phonemic awareness and an understanding that letters correspond to sounds. The more attention that is paid to regular letter groupings (sounds) found in words, the more strongly these groupings are cemented in our memories, thereby improving spelling. To test Adam's spelling ability, the WRAT-3 spelling measure was used. Adam's performance on this test was that expected of a Grade 2 student, which is equal to or better than approximately 2% of children his age, indicative of a seriously delayed skill.

Comprehension

Comprehension is another important component of reading ability. Comprehension is the ability to understand the meanings of individual words and sentences, whether spoken or written. Reading comprehension involves understanding written text, and listening comprehension involves understanding spoken language. The Silent Reading and Listening Comprehension subtests of the Spadafore Diagnostic Reading Test were used to assess Adam's comprehension skills.

The Silent Reading Comprehension subtest requires the participant to read a passage and then answer oral questions related to the passage. Adam's reading comprehension was assessed at a Grade 2 level. This indicates that Adam struggled to recall details in the passages he read. This may be due either to problems in remembering the main points, or to a difficulty in the mechanical process of reading that impedes his ability to understand the author's intent.

Children are successful with decoding when the process used to identify words is fast and nearly effortless or automatic.

A comparison with the Listening Comprehension subtest can help answer the question of origin. This subtest requires the child to listen to a short passage read by the examiner, and then answer oral questions directly related to the story. It tests the child's ability to identify the main ideas of a story, remember the story sequence, and understand cause and effect. It is identical to the Silent Reading Comprehension except that it removes the requirement for the student to "get the words off the page." Adam's Listening Comprehension was at a level expected of a child in Grade 6. This indicates that he does not have difficulties obtaining meaning from what he hears, and is able to remember the details. Thus, his deficits in reading comprehension are not evident in listening comprehension. This discrepancy also eliminates the possibility of working memory difficulties accounting for his low reading comprehension score—as memory is equally challenged in each subtest.

Summary

Assessment has demonstrated that Adam has severe deficits in two of the major precursors for reading achievement—phonological awareness and phonological recoding in working memory, and also a moderate deficit in naming speed. These deficits are consistent with the observed attainment levels in his spelling and decoding. Adam's reading comprehension is limited by his ability to decode words. The large discrepancy between listening comprehension and reading comprehension adds weight to the view that Adam's literacy difficulty is a modular deficit, rather than one derived from an overall language or intellectual difficulty. This discrepancy is now employed by many as a working definition of dyslexia, particularly when the deficit is phonological. Additionally, the discrepancy between Adam's intellectual level (within the normal range) and his literacy attainments (markedly delayed) meets the traditional definition of reading disability or dyslexia. The family history of bright siblings with reading difficulty suggests an inherited component. However, the instructional environment has not been sufficiently intensive to compensate for Adam's phonological deficit. It is unfortunate that suitably targeted assistance was not provided earlier when altering Adam's academic future would have been significantly easier.

Recommendations:

The *Corrective Reading* Program: Decoding placement test revealed that Level B1 would be the most appropriate level for Adam to commence, as this reflects his current

reading attainment. The program's emphasis on skilled use of the decoding strategies when reading text will assist his reading development significantly. Level B1 typically elevates decoding skill from early Grade 2 to beginning of Grade 3, and fluency from 60 words per minute to 90 words per minute at that text difficulty level. If he is to make significant gains, the intensity of assistance will need to be maximized. It should be recognized that he will need to complete Level C in addition to Level B1 and Level B2 if he is to have any chance of managing secondary school textbooks. This constitutes a combined total of 265 lessons, a total at five lessons per week will take more than a year. By the conclusion, he should be capable of reading text at beyond a Grade 5 level and at a fluency of 130 words per minute.

As Adam progresses through this program, other skills such as spelling could be similarly addressed using appropriate programs available from the Clinic. Adam should also be encouraged to participate in recreational reading, employing books that are related to his interests, but at a level at which he is able to read with relative ease.

Recommendations for the secondary school

Adam will require intensive, systematic and individualised teaching if he is to improve his reading, spelling, and written skills. The programs available at the RMIT Clinic are designed to be taught at school in sessions of about 50 minutes per day. Even with such high quality instruction, progress will be slow, and Adam will probably need such literacy instruction through high school and beyond.

Adam will need substantial accommodations to help him meet the reading and writing demands of the secondary curriculum. An accommodation is a school change that allows students to utilise their learning strengths, precluding or diminishing the limiting effects of their disability. For example, Adam will require alternative arrangements to access written material in textbooks, alternatives to note taking, to written composition, and to ways of taking exams. Accommodations may also include extra time to complete tasks, having instructions repeated or reworded, and receiving instructions both orally and in writing. He may also require modification to curriculum content in some content subjects.

Yours sincerely,

Kerry Hempenstall, Nicholas B., RMIT Clinic

Clinic program evaluation

Evaluation of the Clinic intervention may take several forms. First, was the program a success? Did the anticipated changes eventuate? These changes may be judged through in-program mastery tests, program behavioural–objectives analysis, pre- and posttest criterion-referenced and standardized assessment, and video- and audio-taped reading behaviour.

Second, was the chosen program appropriate to the objectives negotiated with the family? That is, assuming the program itself was successful, is the outcome what the family expected? Are they satisfied with the outcome?

Third, was the program appropriately implemented? Was treatment fidelity obtained? Without it one cannot be sure that any success was due to the program itself. If there were alterations to the program, are you able to assess their impact? You may gain information useful in future interventions.

Fourth, were social-validity expectations met? If there have been noticeable changes, do they also occur outside the home or Clinic situations? In particular, can it be shown that reading has improved at school? Is there a genuine, easily recognizable change in the reading ability and attitude of the child as a consequence of the intervention? See Figure 5.

Further notes on the listening comprehension–reading comprehension discrepancy.

Comparing the results of listening comprehension to reading comprehension allows the identification of those

The National Institute for Direct Instruction (NIFDI), in collaboration with the Center for Applied Research in Education (CARE), is excited to announce that it has been awarded a U.S. Department of Education Comprehensive School Reform Quality Initiative grant. The grant will fund a 3-year project aimed at expanding the Direct Instruction comprehensive school reform model in order to better meet the needs of traditionally underserved students, especially students with disabilities and students with limited English proficiency.

NIFDI and CARE seek to accomplish several objectives as part of the grant. Among these objectives are to align Direct Instruction programs with 12 state's standards, develop an electronic progress monitoring system in order to improve responsiveness, evaluate the Funnix Beginning Reading program and the "Exit Math" High School Equivalency program, and develop and evaluate two new Direct Instruction programs: the Fun Math Beginning Mathematics program and an "Exit Writing" High School Equivalency program.

children who have a major problem only at the level of print. They will perform well on the listening comprehension tasks, using their impressive general language skills to answer questions about a story read to them. On the reading comprehension task however, they will do relatively poorly as their under-developed decoding skills prevent them bringing into play their well-developed general language skills. When required to decode a passage unassisted, they struggle, as do their *garden-variety* peers. On the other hand, the *garden-variety* students would be expected to perform similarly on both tasks. Their reading problems are general rather than specific, and they may not have any particular reading subskill restricting their development. Their decoding skill is commensurate with their other language skills, such that if they know the meaning of a word (or phrase, or sentence), they can comprehend it whether it is presented orally or in print. The consequence for the high LC (listening comprehension)–low RC (reading comprehension) child should be intensive assistance at the decoding level. For the low LC–low RC child, intensive assistance at both the decoding and comprehension levels is indicated.

Other possible outcomes are high LC–high RC, a result predictable from an all-around good reader; and low LC–high RC, a rare result, possibly from a student with acute attentional, hearing, or short-term memory problems. In this case, the permanence of text would allow the student to use his intact language comprehension skills, whereas the ephemeral nature of the spoken story precludes such access. *Hyperlexic* students (a rare subgroup with excellent word recognition, but poor reading comprehension) would not be detected by this discrepancy analysis, because their listening comprehension parallels their reading comprehension.

This LC–RC discrepancy represents an alternative definition of the group known as *dyslexic*; however, as with the IQ discrepancy-defined *dyslexic,* an issue is how great a discrepancy should be considered significant. Some (including the Clinic) have considered 2 years to be very significant given the extent of commonality of the tasks; although this is clearly an arbitrary figure, its significance being higher the younger the age of the child. As the term *dyslexia* is unlikely to disappear (at least in the short term), and parents almost always ask questions about it, the Clinic policy is to make use of the listening comprehension–reading comprehension discrepancy in discussions with parents. This is its major value since the techniques employed include systematic phonics whether the difficulty is described as *dyslexic* or *garden-variety.* The *dyslexic* classification does, however sensitize clinicians to the possibility that *dyslexic* students may be more treatment-resistant than *garden-variety* students, and some may also require additional direct phonemic awareness instruction if progress does not occur during the intervention with a powerful code-emphasis program, such as *Corrective Reading: Decoding*.

Occasionally, a student struggles with the fluency aspect of the *Corrective Reading: Decoding* program. In this case

Figure 5

Your child has been participating in a special reading program, and we would like to find out how useful it has been. We are particularly interested to learn whether you have noticed any changes in your child's reading. We would appreciate your help in filling out this form, and returning it to us as soon as is convenient.

Please *underline* the words that best describe your child's current reading.

In terms of the amount of reading done at home, my child is now reading *much more than a little more than the same as less than* before the program's introduction.

If you have noticed an increase, what type(s) of reading materials does your child favour?

In terms of the skill of reading done at home, my child is now *reading much better than better than the same as worse than* before the program's introduction.

If you have noticed a skill improvement, is it in *speed, accuracy, smoothness, preparedness to read out loud, understanding of what is read*?

(You may underline any number of these words.)

In terms of the enjoyment of reading done at home, my child now seems to find reading *much more enjoyable than more enjoyable than the same as less enjoyable than* before the program's introduction.

Do you have any other comments that you think might be helpful to future planning? Please write them below.

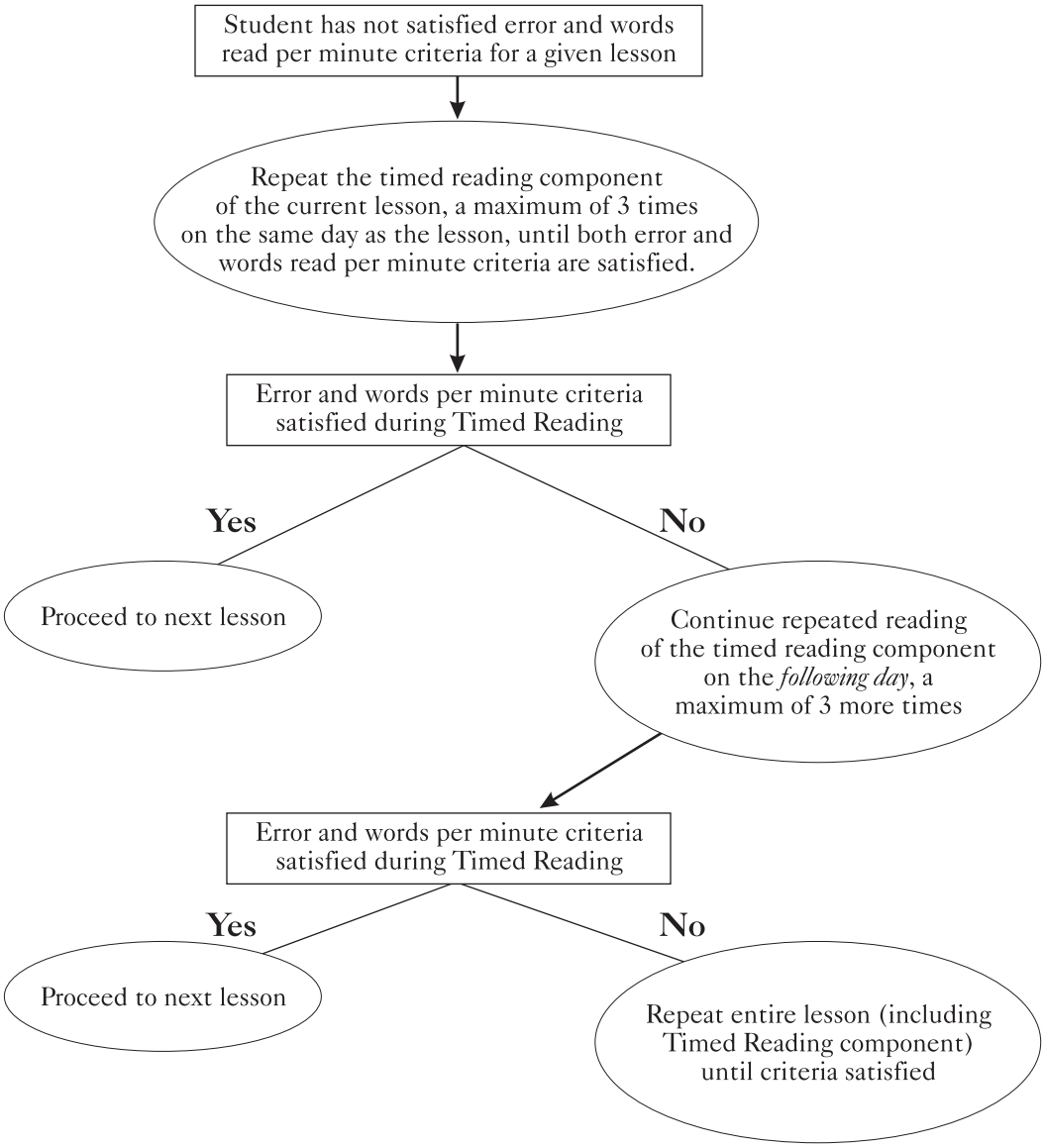
the family returns to the Clinic and a lesson is presented by the parent, with feedback from the clinician. In the event that there are clear issues in the manner in which the program is being implemented, then modelling and feedback are provided until presentation improves. If no presentation faults are apparent, a repeated reading regimen is instituted until the student is able to meet the timed reading criteria. See Figure 6.

The model described in this paper has been developing over the past 15 years. It has its limitations obviously, but has demonstrated that parents can be an effective resource in both beginning and remedial intervention. Their potential effectiveness extends beyond reading to their child, hearing their child read, and providing the occasional clue to a word's identity. The careful design of the Direct Instruction programs and their scripted mode of presentation combine to enable outcomes unavailable were all parents to rely on the education system to fully provide for their children. ADI

Figure 6

Repeated Reading Program Rules

INSTRUCTIONS: Conduct the *Corrective Reading* program lesson as per usual. If the student has not read the required number of words per minute and/or has surpassed the permissible number of errors for the lesson, implement repeated reading, following the rules specified below:



DON CRAWFORD, W.C. Cupe Community School, Columbus, Ohio

A Word About Guided Reading

You don't hear "guided reading" discussed much in DI circles, but it's not because we don't provide guided practice in reading. We do, but we don't call it that. The term "guided reading" is generally used in "balanced literacy" circles—places where teachers are using "authentic literature" or "leveled books" as the main source of reading material for teaching children how to read. Guided reading as discussed in those circles generally includes discussions of the "three-cueing system" and involves spurious practices such as the "picture walk" where children use the pictures to get an idea of what the story is about. Another aspect of guided reading is using a variety of methods to guess what a word might be, such as guessing based on context or the pictures on the page—in fact, just about anything other than sounding it out. Research shows that those practices are ineffective, so we DI folks don't even talk about "guided reading" for fear it will encourage people to do the wrong thing.

Here's what we do to provide guided practice in reading. We use a scientifically validated reading program such as *Reading Mastery*, *Horizons*, *Read Well*, or *Corrective Reading*. We follow the directions for how to present lessons which incorporate learning sound–symbol relationships (at the lower levels), learning specific words in isolation, and then reading passages. The passages are part of the program. The structure of the program ensures that there are no words encountered in the reading passage that have not previously been taught to the students as words in isolation. What's more, there are no sounds in the words encountered in the lesson that have not been previously taught to the children in isolation.

So we use reading programs that teach students the necessary prior knowledge to sound out and decode ALL the words in the reading passages. We find it especially unfair to children to select books/passages for them to read (regardless of level) that include a bunch of words the children haven't been taught yet. The kind of guided reading of leveled books we see in "balanced literacy" programs often proceeds at unacceptably low rates of accuracy, with truly punishing levels of errors. We expect and demand that the *first* reading of passages must be at least 95% accurate, or we haven't done our job preparing the children right.

We find it especially unfair to children to select books/passages for them to read (regardless of level) that include a bunch of words the children haven't been taught yet.

The passages at the upper grade levels of *Reading Mastery* include "authentic literature" such as the *Wizard of Oz*, Jack London stories, Mark Twain stories, etc. The trick is that the reading program teaches the necessary words over several lessons prior to reading the Jack London story—so that the students have learned the words they need to know during the story reading part of the lesson.

When we provide guided practice in reading passages we are very specific in our procedures. As children read we correct every error. In the first two grades we will tell the student what the word was and ask them to sound it out. In later grades the sounding out process fades. After making sure the child heard us by correctly repeating the word, we then ask the student to go back to the beginning of the sentence and read it again. We never let a student read a sentence with an error. The students must reread the sentence until it is read perfectly. We have the children take turns reading aloud. In the first two grades we read the story chorally as a group once before the individual reading. We generally save comprehension questions for the second reading of the story—until we are certain the children have successfully decoded the passage. The comprehension questions are written out for us—rather than the teacher having to try to think of both literal and inferential type questions on the fly. We also ask the comprehension questions interspersed—before students forget the relevant information. We want to ensure that they understand the story as they go along. We talk about pictures only *after* the children have read the relevant passage—and we use the information gathered from the words to predict what might be seen in the picture—rather than the other way around.

After 2 or 3 years of carefully guided or instructed reading of this sort, we find children are well able to begin doing "outside" reading where they will encounter words they haven't been taught. At that stage in their development however, they have learned to look carefully at the letters and letter combinations in the word to figure out its sound and therefore its identity, rather than looking at pictures or taking a "running guess." So our form of guided practice of reading from within a reading program is far different from "guided reading" in balanced literacy programs. And, far more effective. ADI

MARTIN KOZLOFF, University of North Carolina, Wilmington

Martin's Musings

Why Kids Can't Read, and What You Can Do About It

Imagine an epidemic of smallpox. If your child is not immunized, odds are 50/50 he or she will get smallpox and suffer life-long damage. Luckily, there's an effective vaccine. The Public Health Center in your town has the vaccine but the staff won't use it. Why not? Because everyone in the Public Health Center believes immunization is a bad thing.

They say, "Using the vaccine is against our philosophy."

You say, "But how will children become immune to smallpox!?"

They say, "Children naturally become immune to smallpox. They don't need a shot. In fact, the shot is bad for them—even if it gives them immunity."

You say, "But half the children who aren't immunized will get smallpox!"

They say, "Well, not everyone naturally becomes immune. Some children don't become immune because they don't get enough support from their families. And sometimes it's a cultural thing. In other words, if children get smallpox, it's not our fault."

This sounds bizarre to you, but you figure, "I'm JUST a parent. What do I know? They're the experts." So you put your child's life in their hands. And your child gets smallpox. Then you find out that Public Health Centers in other counties and other states DO immunize children, and almost NONE of these children get smallpox. In other words, YOUR Public Health Center has destroyed your child.

How does THAT make you feel? What are you going to do about it? It's too late, though, isn't it?

This is exactly the situation in reading. Anywhere from 25 to 50% of children do NOT learn to read well. In fact, children struggling at the end of FIRST grade continue struggling in fourth grade and in eighth grade. In other words, poor readers at the end of first grade are very likely to remain poor readers. And this means low self-esteem ("I'm a dummy."), shame ("Something's wrong with me. I have dyslexia."), and failure to learn other subjects that require skillful reading—math, science, history, getting into college, filling out job applications. Whole lives (and our nation) are damaged when children are not TAUGHT to read well.

I should say, they are TAUGHT to read poorly.

It would be a tragedy. It would be malpractice. And maybe it would be considered a crime, if children got smallpox because health providers didn't BELIEVE in immunization—when the data clearly say what happens when you don't give the immunization. The same way, it ought to be seen as a tragedy. It ought to be considered malpractice. And maybe it ought to be considered a crime, when children are MADE illiterate because teachers do not know (or refuse to use) the effective methods for teaching reading, even though 50 years of research show EXACTLY which methods—simple methods, commonsense methods—work with 99% of children regardless of family support, income, ethnicity, or anything else.

So, I'm going to tell you what reading is and how properly to teach it. I'm also going to tell you how reading is USUALLY MIStaught—so that children end up damaged in all aspects of school—except maybe gym. I'm going to tell you how new teachers are MIStaught in schools of education—so that they do not know how to teach reading effectively. And I'm going to tell you some of the myths and false beliefs that enable teachers, administrators, and education professors to misteach reading while at the same time insisting they are right—although they are totally wrong.

But I want to make it clear that I do not blame most teachers! They care for your children. They try hard. They work endless hours at night and on weekends preparing lessons. But they have been MISEDUCATED at schools of education. They have been indoctrinated into the weird Alice in Wonderland world of "progressive" education (which dominates American education), with its fluffy "philosophies" of education, its false beliefs about how children learn, and its useless and wasteful "methods" for teaching (gluing beans on popsicle sticks to assist counting; writing "journals" when children don't even know how to read) that are entertaining to children, but leave them almost as ignorant at the end of the year as when they began. Teachers are victims, too.

Damaging Myth Number 1. Reading Is Very Complex.

A lot of teachers and education professors tell you that reading is so complex that it requires specially trained experts (guess who?) to teach it. Indeed, the education professors tell teachers to think of themselves more as artists and not as technicians who know exactly what they are doing. [Ask yourself, whom do you want to perform surgery on your child? A

physician whose aim is to be technically proficient (to do the job right), and who IS technically proficient, or a physician who sees himself as an artist, and strives to be creative?] This is nonsense! A car is very complex, but you don't need to know all about that to teach someone to drive! Sure reading is complex—a lot is happening in the eyes and brain—but you don't need to know all that in order to follow simple steps to teach reading.

You can teach almost any beginning reader the basic skills (so that the child goes from not reading to reading on a second-grade level) in 100 days (usually less) with only 15 or so minutes of instruction a day. In other words, if you teach reading right, and you start in September, your child will probably read greeting cards to you on Christmas. "Merry Christmas from all of us."

Hundreds of thousands of homeschooling families support that statement, and they don't have degrees in reading instruction. In fact, they haven't taken ANY classes at a school of education. Yet, tens of thousands of school teachers—who've been teaching for years and may have masters degrees (often in reading), can't teach 30 to 50% of children (who have normal intelligence and who try hard) to read in 4 or more years. That's 720 days!

A vast amount of serious research shows that skilled reading involves the following:

1. You learn to hear the different sounds in words. Run has three sounds: rrr, uuu, nnn. [This is called phonemic awareness.]

2. You learn that there are about 44 letters and letter combinations (a, m, s, sh, th, w, wh, r, e, etc.) and that each one goes with a certain sound. m says mmm. This is sometimes called phonics, or the alphabetic principle.

3. You learn to use knowledge of phonics to sound out unfamiliar words. The sentence has the word "shift." The new reader says, "shhhh iiii ffff t. shift." This is called decoding.

4. You read the same words (shift, the, said, run) so many times that you no longer sound them out. You see the word; your eyes scan the letters rapidly; and you say the word. Reading words is now automatic. This is called fluency.

5. As you read, you pick up vocabulary. "The tires gained traction. Traction. Attract. Things pull together. Tractor. Tractors dig in and pull. Traction is like grabbing. I get it, the tires finally started to pull the car."

You have to learn the SOUNDS that go with the LETTERS in order to read the words.

6. And you use different methods to make sense or to comprehend what you're reading. For example, you figure out who did what, when, where, and why; what came first and what came next; how characters changed; what lessons can be learned.

Does reading sound like something only an expert, only an artist, only someone trained at a school of education can teach? The fact is, if you teach all the above skills correctly (which I'll tell you about later), 99% of children will learn them quickly. Teach them wrongly (the usual way), and children still won't read in fourth grade. It's when you don't know what you're doing that the job seems complex.

Damaging Myth Number 2. Children Pick up Reading Naturally. [Oh, sure! Just as they pick up math naturally.]

Many education professors who MISeducate new teachers, believe that learning to read is a "natural process"—as easy to learn as speaking. Therefore, just as parents and children usually don't have special language lessons in the home, so (it is argued—wrongly!) children usually don't need carefully crafted instruction on every reading skill. This is flat wrong—and destructive—in so many ways.

First, if learning to read is as natural and easy as learning a language, then how come 25–50% of children CAN speak but can't read?

Second, reading involves decoding completely meaningless squiggles (letters) on paper. These squiggles represent SOUNDS—not words. You have to learn the SOUNDS that go with the LETTERS in order to read the words. No one can learn which sounds go with which letters "naturally"—without instruction. Any more than you can learn math without instruction of some kind. Someone has to say "That letter says mmm." And they have to make sure the child is looking right at it and hears the sound. And they have to use different examples of "m"—to show that color and size and placement on the page don't matter—only the shape matters. And they have to show the child how to compare "m" and other letters—"n," "a," and so on—so that the child learns EXACTLY which squiggle says mmm and which squiggles do not.

But most teachers have been taught that you don't need to teach children which sounds go with which letters ("the alphabetic principle," or phonics) and that you don't have to teach children to sound out words using phonics knowledge. "rrraaannn. Oh, ran!"

No, instead they believe that if you just read to children a lot, and occasionally point out the letters and sounds, and have children write "journals" (How can a child write if the child doesn't know how to spell?), and have lots of material for children to read (How can children learn to read by looking at books? Do books talk back and say the words?), then chil-

dren will eventually "construct" knowledge of reading and will, in their own time (by Grade 3 or 4) be good readers.

In fact, these teachers (who are the MAJORITY) and education professors (who DOMINATE schools of education) believe that children should NOT sound out words! Instead, children should (hold on to your seat!) PREDICT what a word says—based on (a) the shape of the word ("Gee, that looks like it says horse."), or (b) based on what word seems to fit ("She…..on the ice…Uh, slammed. No, slapped…No, slipped. I guess it's slipped."), or (c) pictures on the page ("The…had big teeth…Uh…Oh, look. A lion. The lion had big teeth.").

THIS IS NOT READING!! This is guessing? Would you call it "doing math" if your child didn't know the strategy for solving problems, and instead used pictures to guess the answers? Sounding out (decoding) unfamiliar words is THE best strategy for solving the "problem" of what a word says. But most schools of education teach new teachers to teach children to guess and only (at most) to check their guess using knowledge of which sounds go with which letters (phonics). But since teachers hardly TEACH any phonics, and teach them INCORRECTLY, how can children use phonics to "check" their guesses? THEY CAN'T. Besides, if children KNEW phonics, why would they guess? They would just sound out the word and KNOW what it says.

This weird approach to MISteaching reading is called whole language. But if you ask teachers what approach they use, they will say "balanced literacy." "Balanced literacy" is code for whole language. Teachers know that many persons and groups finally realize that whole language is bunk. But many teachers like it. They believe in it. [That—not children reading—is what's most important.] So, to avoid having to defend themselves or having to change how they teach, they disguise what they do. I mean, who could be against BALANCED literacy? But it's the same whole language baloney in a different package.

Here are some of the bizarre and false things education professors in whole language (the majority in education schools) believe—and then pass on to new teachers who (mistakenly) trust them. I have added comments in brackets to show how ridiculous and destructive these beliefs are.

"Children must develop reading strategies by and for themselves." (p. 178). Weaver, C. (1988). *Reading process and practice.* Exeter, NH: Heinemann. [This is the basic weird idea in "progressive" education (which dominates public education) that teachers should not TEACH (transmit knowledge) but should merely be "guides" that help "learners discover knowledge" on their own. Of course, advocates of this so-called "student centered" notion would never allow physicians to discover brain surgery techniques by operating on their children. They would never toss their children into a rip current so their children could discover the strategy for not drowning. But somehow it's fine to let other people's children—YOUR children—discover how to read—which, in the long run, means to discover what life is like when you are illiterate.]

But what does the RESEARCH say? It says, if children don't know phonics, they will NOT read well and will HAVE to guess.

"Children can develop and use an intuitive knowledge of letter–sound correspondences [without] any phonics instruction [or] without deliberate instruction from adults." (p. 86). Weaver, C. (1980). *Psycholinguistics and reading.* Cambridge, MA: Winthrop. [What exactly would intuitive knowledge of letter–sound correspondence be? Does m look like it says /m/? Does "4" look like it means ////? There is NO intuitive knowledge of what letters "say." You have to teach it DIRECTLY. "This sound (point to the letter) is mmm… Say it with me?... Your turn. What sound?...]

"Phonics is incompatible with a whole language perspective on reading and therefore is rejected." Watson, D. (1989). "Defining and describing whole language." *Elementary School Journal, 90,* 129–142. [In other words, they reject THE essential reading skill just because they don't believe in it?! But what does the RESEARCH say? It says, if children don't know phonics, they will NOT read well and will HAVE to guess. In other words, they will be using the strategy—guessing—that is used by persons who are illiterate. Terrific. So, whole language teaches children the strategy for becoming illiterate!]

"Reading without guessing is not reading at all." Smith, F. (1973). *Psychology and reading.* New York: Holt, Rinehart, & Winston. [Are YOU guessing at the words you are reading? Or do you KNOW what they say because you know what sounds go with the letters? Do you know ANYone who is a good reader who guesses? How these people can spout pure nonsense that is contradicted by common observation is beyond me.]

"It is easier for a reader to remember the unique appearance and pronunciation of a whole word like 'photograph' than to remember the unique pronunciations of meaningless syllables and spelling units." (p. 146). Smith, F. (1985). *Reading without nonsense: Making sense of reading.* New York: Teachers College Press. [Of course it's easier to memorize one word than to learn the sounds that go with each letter of the word. But you should know that if a child memorizes "the unique appearance" of 10 words, the child can read only those 10 words. However, if the

child learns the sounds of 10 letters, the child will be able to read 350 three-sound words, 4,320 four-sound words, and 21,650 five-sound words. Which do YOU think is best for your child? Moreover, if the child merely memorizes (but cannot sound out) "photograph," what is the child likely to "read" when the child bumps into "phosphate," "phonograph," and "phony?"]

"Sounding out a word is a cumbersome, time-consuming, and unnecessary activity. By using context, we can identify words with only minimal attention to grapho/phonemic cues. The message then seems clear: we should help children learn to use context first." Weaver, C. (1988). *Reading process and practice: From socio-psycholinguistics to whole language*. Portsmouth, NH: Heinemann. [Is this a good idea?! Teach children NOT to sound out words? Instead, teach them to guess using context cues—pictures! Then every youngster will be called "dyslexic" and will get special education—which won't help, because many special ed teachers use the same weird ideas.]

"Accuracy, correctly naming or identifying each word or word part in a graphic sequence, is not necessary for effective reading since the reader can get the meaning without accurate word identification. Furthermore, readers who strive for accuracy are likely to be inefficient." (p. 826). Goodman, K. S. (1974, Sept). "Effective teachers of reading know language and children." *Elementary English, 51*, 823–828. [This is another example of whole language nonsense. In fact, readers who are taught—by whole language—to guess at words are inefficient readers—indeed, they are disabled readers—because they are often wrong. They mistake lion and lying, this and these, the and there, car and can, etc. I have tested thousands of poor readers, and that is exactly what they do—because that is what they have been TAUGHT to do. They are GOOD learners! And there's the tragedy! Obviously, accurate reading is necessary for getting the meaning. "The car is fast" does not mean the same thing as "The can is fat." And "Caution. Toxic fumes" does not mean the same thing as "Cauldron. Box of tunes."]

I hope you get the point. *Whole language and balanced literacy are crackpot schemes, snake oil, more theology than science, based on speculation and weird theories of reading that have nothing to do with reading and are discredited by serious research.* And they make your children illiterate. [But the professors get tenure and the authors get royalty checks.]

In fact, readers who are taught—by whole language—to guess at words are inefficient readers—indeed, they are disabled readers—because they are often wrong.

Here Is What You Want to See.

The following is supported by the vast majority of scientific research (not untested theories) on reading and is consistent with President Bush's Reading First program that provides funds to states and school districts to improve reading curricula.

First, your child's beginning reading curriculum works on the five main reading skills. Most of the early work is on phonemic awareness and the alphabetic principle.

1. Phonemic Awareness. The ability to hear and manipulate sounds in words. There are about a dozen ways to hear and manipulate sounds in words—a dozen examples of phonemic awareness. These are best taught from easier to harder. For example,

   a. Identify words that sound the same and different. run, sit, fun

   b. Rhyme. can, man, fan, rrr__

   c. Count the number of words in a sentence.

      The dog sat by the cat. = 6 words

   d. Count the number of sounds (phonemes) in a word.

      sat = /s/a/t/ = 3 sounds

   e. Segment words by identifying the first, last, and middle (medial) sounds. "What is the first sound in rrrruuuunnn?"

   f. Identify what word it would be if one sound were removed (phoneme deletion). "Listen… sssaaaat. Take out the ssss. What word now?..."

   g. Identify what a word would be if a sound were replaced with another. "Listen….ssssiiiit. Take away the ssss and put in fff. What word now?..."

   Phonemic awareness helps children learn to read and do other literacy skills. How? A student who can hear and manipulate the sounds (phonemes) in words, can more easily: (a) remember which sound goes with which letter, (b) sound out words [cat. k/aaaa/t.], (c) spell [How do you spell cat. kaaaat. /k/ is c. /a/ is a. /t/ is t."], and (d) detect and correct errors in reading and spelling.

   Your child's teacher should be able to tell you what phonemic awareness is and exactly why it is important, describe at least six kinds of phonemic awareness, provide about 15 minutes of instruction on it every day as a separate activity (not embedded in anything else), and should tell you exactly how she/he teaches it. See http://reading.uoregon.edu/pa/index.php for more information on phonemic awareness.

2. The Alphabetic Principle. The ability to associate sounds with let-

ters and to use this knowledge to sound out/decode words. Notice that the alphabetic principle (sometimes called phonics) has two skill-parts.

a. The children know letter–sound or sound–symbol relationships: that m says /m/, i says /i/, and r says /r/.

b. When the student sees an unfamiliar word (rim) in a story book, the student uses letter–sound knowledge to sound out or decode the word—perhaps letter by letter at first, and then quickly.

"The bike has a bent rrrriii-immm….rim."

Using the alphabetic principle (shown above), the student knows exactly what the word says.

In contrast, children who are not taught phonics in a systematic way, or who are not taught to use phonics knowledge as the first and most reliable strategy for identifying words, have to guess or "predict" what words say using "context cues," such as pictures or what seems to fit the meaning of a sentence. For example, instead of reading "The bike has a bent rim," the student guesses…

"The bike has a be…be..bell…belt…. ri…ri…rip. The bike has a belt rip."

Often, these mistaught children never learn to read skillfully.

You want your child's teacher to know the two sides to the alphabetic principle (letter–sound relationships and sounding out/decoding words). You want him/her to tell you why it is ESSENTIAL. You want him/her to show you HOW he/she will teach these. It should look something like this.

a. "Boys and girls. Look. New sound. This sound (points) is rrr. Say it with me…. Your turn. What sound?.."

b. "Boys and girls. I'll show you how to sound out this word. ["ran" is on the board or is written in large letters in the teacher's book.]

"Here I go." [The teacher slowly moves her finger under the letters and clearly says the sounds.] "rrraaaannn."

"Say it with me." [The teacher slowly moves her finger under the letters as both she and the children say rrraaannn.]

She clearly MODELS the information. She LEADS children to do it. Then she TESTS them ("Your turn") to make sure they got it.

"Your turn. Sound it out." [Teacher runs her finger under the letters.]

"What word? Say it fast!" [The teacher quickly moves her finger under the word and children say "ran!"]

"Yes, ran. You are SO smart."

If a teacher teaches letter–sound relationships and sounding out as shown, or some version of it, then she knows what she is doing. The instruction is focused on ONE thing. She clearly MODELS the information. She LEADS children to do it. Then she TESTS them ("Your turn") to make sure they got it.

And she CORRECTS every error. "That sound is rrrr. What sound?"

Also you want to see the teacher moving from teaching letter–sound relationships to sounding out words—like this.

1. Teach a says aaa and m says mmm.
2. Then sound out am and ma.
3. Then teach s says sss.
4. Then sound of sam and mas.
5. Then teach (for example) that t says t (not tuh) and r says rrr.
6. Then sound out sat, rat, mat.
7. Then sounds for e, d, i, f, and other high-frequency sounds and words.
8. Then read simple stories made from these words.

In contrast, *you do NOT want to see the teacher holding up a "big book," reading the sentences and occasionally telling children the sound of a letter, and working on more than one or two letter–sounds during a lesson. This is called "embedded" phonics instruction. It is about 50% likely to result in poor readers.* There is just too much information for children to "get" which letters say what sounds. They will quickly become confused and stop paying attention.

And you absolutely DO NOT want the teacher to say, "Well, phonics is only one skill among many" or, "Phonics is just teaching meaningless associations. Reading is about understanding."

Also, you DO NOT want to hear a teacher say, "There are multiple ways to recognize words" or, "There are several different kinds of cues—for example, pictures, the shape of words, and what fits in the sentence." Or, "We teach children multiple strategies."

Any teacher who talks that way does not know the research, is into whole language, and is VERY likely to damage your child. DO NOT BE FOOLED!

Direct, focused, and systematic instruction on letter–sound relationships and on sounding out words is for many children the difference between becoming proficient versus struggling their whole life. Remember, guessing or predicting using "context cues" is what POOR readers do.

3. Fluency With Text. The nearly effortless and automatic ability to

read words accurately and quickly in connected text. Fluency is reading with accuracy and speed. Fluency is important both for enjoyment and comprehension. If a person struggles with words (gu…qu…guil…quil…), the person will also struggle to figure out the meaning of sentences. In fact, dysfluent readers spend so much time and effort trying to figure out what the separate words say, they can barely pay attention to the meaning of the sentence. ("The ju..jur….jury found her gu..qu…guil…quil…") In other words, they learn very little from reading.

To help children read connected text (e.g., story passages) accurately and quickly, it is important to:

a. Teach children to decode separate words (regular and irregular—"said," "the") accurately and quickly—which means (1) using knowledge of letter–sound correspondence (not guessing) and (2) blending the sounds into words.

b. Teach children to self-correct.

c. Provide practice on reading words enough times that it is almost automatic; that is, the words become "sight words." Note: sight words are not words a student memorizes. The student still knows how to decode them letter by letter. Rather, the student has read the words so often that decoding takes only an instant.

d. Provide practice reading text with which children are already accurate, encouraging them to read faster and faster without making errors (i.e., more words correct per minute, or wcpm).

Read more about fluency here. http://reading.uoregon.edu/flu/

4. Vocabulary. Understanding (receptive) and using (expressive) words to gain and express meaning. The three reading skills above—(a) phonemic awareness, (b) the alphabetic principle (letter–sound correspondence and the strategy for sounding out or decoding words), and (c) fluency—have to do with the mechanics of reading. The last two skills—vocabulary and comprehension—have to do with making sense of the written word.

Vocabulary and comprehension cannot be taken for granted. Students need to be taught how to get and express the meaning of words and passages. This is especially important for children of low socioeconomic status. These children are read to less often, hear fewer vocabulary words, and therefore understand and use far fewer words than children born to working class or professional class families.

In fact, dysfluent readers spend so much time and effort trying to figure out what the separate words say, they can barely pay attention to the meaning of the sentence.

Following are some of the more important methods of vocabulary instruction.

1. Read storybooks to children.
2. Provide direct instruction of new vocabulary words by selecting important words in a story, giving explanations or definitions of the words, and giving children many chances to discuss and use the new words.
3. Teach older children to use morphemic analysis (analysis of word parts) to determine meaning. For example, "Bisect. Bi means two. Sect means part. So, bisect means divide into two parts."
4. Teach contextual analysis—inferring the meaning of a word from the context in which it occurs.

   "The fan's oscillations cooled everyone in the room…Sometimes fans move back and forth. If everyone was cooled, it probably means the fan blew on everyone. So, oscillate probably means to move back and forth."

You can find more on vocabulary here. http://reading.uoregon.edu/voc/

5. Comprehension. Reading and reflecting on a text to gain meaning. In other words, sentences don't tell you what they mean. You have to interact with the text—for example, ask questions, check to see if the text gives answers, reread, connect one sentence with a later sentence to get the flow of the argument or the flow of events in time. These comprehension strategies are learned best when they are taught explicitly. This kind of instruction includes the following.

   1. Set comprehension objectives; for example, children will answer specific literal (who, what, when), inferential (why), and evaluative (can you think of a better way…?) questions.
   2. Focus on main ideas in a story or informational text.
   3. Preteach vocabulary words important for comprehending the material.
   4. Read (with children) the material in manageable chunks, and ask literal, inferential, and evaluative questions on each chunk.
   5. Have children think about and discuss what I know, what I want to know, and what I learned.

You can learn more about comprehension here. http://reading.uoregon.edu/comp/index.php

The second thing you want to see is systematic and explicit instruction. This is the most effective form

of instruction. But most reading teachers and most of the education professors disagree. They think that systematic and explicit instruction is too "directive," stifles children's creativity (as though being illiterate enables you to be creative!), and is not needed. "They will learn naturally."

However, most reading teachers and most of the education professors that teach them are flat wrong! Respected scientific research in education and psychology shows clearly that instruction yields higher and faster achievement in more children (with and without learning difficulties) when it is systematic and explicit.

But what does systematic and explicit mean?

Systematic means that:

1. Instruction is given in a planned, logically progressive sequence of things to be taught. For example, certain letter–sounds (a, s, i, m, r) are taught before other letter–sounds (b, n, y, sh) because they are easier to learn and are used more often.
2. Instruction is guided and assessed with clearly defined objectives for everything taught. Objectives are stated in terms of what children will do.

Good objective: Students are given 2 minutes to read the assigned passage from "The bear and the hare." They read the passage at a rate of at least 100 words correct per minute.

Poor objective: Students read storybooks quickly and get most words right.

3. Instruction is focused precisely on the thing (knowledge unit) to be learned, as specified by the objective. For example, if children are to read a passage at 100 correct words per minute, then that is exactly what the teacher focuses on during the 10 minute fluency exercise during lessons. She does not work on fluency, vocabulary, and comprehension at the same time.
4. Instruction provides planned practice to strengthen all of the skills worked on.
5. Instruction provides planned work on new examples (e.g., words, text) to foster application or generalization of previously taught knowledge.
6. Instruction includes assessments designed and used in a timely fashion to monitor the different phases of instruction, or mastery: acquisition, fluency, generalization, retention, and independence.

Respected scientific research in education and psychology shows clearly that instruction yields higher and faster achievement in more children (with and without learning difficulties) when it is systematic and explicit.

Explicit means that:

1. The teacher reveals in an obvious and clear way to children the knowledge she is trying to communicate. She does this through demonstrations (modeling) and running commentary to children. For example,

"I'll show you how to sound out this word [man is written on the board]. Listen. I do NOT stop between the sounds. [Teacher touches under each letter as she says the sound.] mmmmaaaannn. Now, I'll say it fast. [Teacher slides her finger under the word.] man."

2. The teacher ensures children's attention to important features of an example or demonstration. "Look [points to the word ate] here is a vowel, then a consonant, and then an e at the end [name]. So, we do NOT say the e at the end."

Here is an example of instruction that is NOT explicit. It is implicit—or buried in the teacher's talk. [You don't want to see this!]

The teacher holds up a big book that has a paragraph from a story. The children cannot read most of these words. Also, they do not know which sounds most of the letters make. She reads the words slowly. Occasionally she points to the letter r and says rrr. She expects that this will be enough for children to get the connection between the letter and the sound. Of course, many children do not get it.

In contrast, explicit instruction would have the teacher hold up the big book and say,

"New sound. This sound (points to the letter r in ran) is rrr. Say it with me… And this sound (points to r in car) is rrr. Say it with me… And this sound (points to r in barn) is rrr. Let's see if you remember our new sound. What sound is this? (points to r in ran)…What sound is this? (points to r in barn)… What sound is this? (points to r in car)….Now I'll read the story. (Teacher points to each r as she reads and has children say rrr and then read the whole word.)

As you can imagine, this explicit instruction of letter–sound correspondence is more likely to teach most children quickly.

Perhaps the most important thing you can do—since you can't be sure that President Bush's Reading First (which provides powerful incentives for schools to teach reading correctly, according to the research) will produce change in your children's school—is to teach your own children beginning reading skills or at least be prepared if they begin to struggle. This is not hard to do. In fact, it is a piece of cake. Just get *Teach Your Child to Read in 100 Easy Lessons* And your child will be reading in 100 easy lessons. [I have no financial interest in the book.] ADL

DON CRAWFORD and TERRY DODDS

Reading Mastery *Versus Novel Studies: Is It One or the Other?*

It is not uncommon to hear teachers disparage *Reading Mastery IV–VI* (*RM*) because they "feel" that novel studies of their favorite literature would be better. They often make comments about the poor quality of the literary selections in *RM*, but there are stories by Jack London, the *Odyssey*, the *Wizard of Oz*, and other pieces of what are considered classic literature. Quality pieces of literature have been selected, although they have been simplified or abridged. Direct Instruction novel studies can provide students with the experience of working in quality literature without the controlled vocabulary of a reader. Is it possible to have both the quality instructional design features of *Reading Mastery* while enjoying some of the great children's classics, or does one have to choose between the two?

Full-length direct instruction novel studies such as *Learning Through Literature* (SRA) and the ones being developed by Terry Dodds, et al. for Educational Resources Inc. contain the essential elements of a *RM* lesson and beyond. Like *RM*, the novel studies that have been developed by this group of writers have been carefully constructed. The novel studies produced by this group will be referred to as the full-length DI novel studies for the purpose of this article.

Few, if any, teacher designed lessons of novel studies ever contain ALL of the following essential elements which are part of every *RM* lesson. However, all of these elements have been designed into the full-length DI novel studies.

1. Many interspersed questions both literal and inferential. Particularly important are the inferential questions which capture minute but important inferences that students often miss. For example, in *Reading Mastery*, while children are reading the *Wizard of Oz*, the interspersed questions get at the subtle, but hilarious, way in which the Scarecrow always belittles his knowledge yet makes the most intelligent deductions of any member of Dorothy's band. Children would not be enabled to notice this by the typical questions at the end of the chapter. Most teacher-designed novel studies only ask "big" questions or opinion questions at the end of the chapter and therefore do not teach children to read an author's words carefully, so as to appreciate the smaller inferences to be made. This is not true of the full-length DI novel studies. In these novel studies, like *RM*, the questions are asked throughout the guided reading. Concepts such as fact and opinion, main idea, drawing conclusions, inference, as well as recall are carefully developed and practiced. Students are not left to their own devices to formulate these higher-level thinking and comprehension skills.

Many bright children who have read independently for years miss these smaller details and inferences and only *Reading Mastery* lessons and the lessons in the full-length DI novel studies are sufficiently well prepared to ensure that children don't miss these. So, not only do they learn more about the stories they read in *Reading Mastery* and the DI novel studies, but they learn that there is much more to a story than the major elements.

2. Effectively teaching the prior knowledge needed to understand the story. Often good literature requires an understanding of the way the world works that children lack. For them to appreciate what they are reading they must first learn important facts about the world. If this is done in an unstructured teacher-designed novel study it is usually off-hand and too little (simply mentioned) or too late (told to the children after the passage is read). It is inadequate to simply "tell" the student this information; they must have had a couple of days worth of reviewing this information (practice recalling these facts) so that the necessary prior knowledge comes readily to their minds as they are reading. For example, before the Jack London story *Reading Mastery* spends about a half dozen lessons teaching and reteaching children the names, places, and details of the Alaskan gold rush. Far from being "quiz show parroting," this information lends depth to their understanding of the story they are reading. I've never seen a novel study lesson plan that did as thorough a job in this area as EVERY single lesson does in *Reading Mastery*.

The full-length DI novel studies are also careful to provide students and teachers with background passages that are taught in the same manner as the background passages in *RM*. The background passages found in the DI novel studies are consistent with the length and difficulty of passages that students are expected to read on state tests. These passages provide students with experience reading expository material at their grade level. The formats for teaching the background passages in these novel studies are consistent with the delivery model used in *RM* and beyond. The students' prior knowledge is assessed before the

passage is read. Students skim the passage for key words under the direction of their teacher. The passage is read aloud and questions are asked in the same style as in *RM*.

3. Sufficient vocabulary instruction BEFORE the word is encountered in running text so that its meaning is understood. Some teacher-designed novel studies lessons do give definitions for vocabulary words before the target word is encountered. Few do so for enough lessons in a row for students to actually learn the word. Even fewer create exercises where students have to use the words before and after the reading for multiple days—so that there is actually a chance they'll learn the word before encountering it. Again, this kind of careful advance planning is a hallmark of EVERY *Reading Mastery* lesson, lending far greater effectiveness to those lessons than a cursory examination might bring to light.

This careful design is also present in the DI novel studies. Vocabulary words and expressions are presented in the same format as in *RM* lessons. In addition, students are often asked to share their own experiences in relation to the new vocabulary that is being used. For example, in the novel study for *King of the Wind* the meaning of the word "amulet" is further reinforced by asking the students to tell an item that they would consider to be an amulet. "Amulets are charms worn to protect against evil, such as disease or witchcraft. Everybody, what do you call a charm worn to protect against evil?" "*An amulet*." "What are some amulets that we might wear?" Ideas: *Four-leaf clover; rabbit's foot.* When the students encounter the part of the story where the horse's amulet is thrown into the fire, they now are able to understand why this was such a terrible thing. This further reinforces the students' understanding of the meaning of the word.

Vocabulary is often further discussed in the guided questioning portion of the lesson. Follow-up written activities provide students with meaningful practice and repetition. These written activities follow the pattern as that used in the *RM* skill book.

4. Prompting the information needed for written questions to follow each section. Most novel studies ask questions at the end of the chapter. Then students must spend the bulk of their time skimming for the information to answer the question—just as is often done in social studies books. Oddly, this results in students feeling that the purpose is for them to "find" the information, like a treasure hunt, rather than know the information as they are reading. *Reading Mastery*, *Understanding U.S. History* textbooks, and the DI novel studies all use interspersed questions immediately after the information is read. This changes the whole purpose of the enterprise (for those who understand what is going on) from "finding" the information to "remembering" the information.

And of course, remembering information is what is needed for comprehension to occur as students read—so that comprehension is improved as a result.

And of course, remembering information is what is needed for comprehension to occur as students read—so that comprehension is improved as a result. Then when students answer the workbook or worksheet questions at the end of the selection or chapter, the information has already been prompted by the interspersed question and students can "remember" the answers rather than go searching for them. Again, remembering the information is what's essential for understanding to occur, and for the information to be available for higher order thinking, so the design of *Reading Mastery* and full-length DI novel study lessons is far superior in this regard to spur-of-the-moment teacher-designed novel studies that do not use the direct instruction approach. As is commonly shared by users of DI materials, children are engaged in and remember stories far better than is typical for unstructured novel studies. This is not an accident, nor does it have to do with the nature of the stories per se. Instead it is the instructional design that is superior.

There is no reason teachers shouldn't supplement *Reading Mastery* at the upper levels with novel studies if they are as carefully designed as *Reading Mastery*. The authors of the DI novel studies have carefully studied the instructional sequence found in *RM* and have emulated this approach to instruction in their lessons. Novel studies that are off-the-cuff improvisations of teachers rather than carefully designed lessons will not provide students with adequate instruction in these materials. Improvising may be enjoyable for the teacher, but is not very effective for the students. However, instead of avoiding classic literature altogether, we just need DI folks doing the hard work of designing more novel studies with the key elements of DI design as we have noted in this article. Then we can all have the fun of teaching great literature without shortchanging the children. ADI

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- Word Identification Errors (Group Reading)

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Videotapes on the Direct Instruction Model

ADI has an extensive collection of videos on Direct Instruction. These videos are categorized as informational, training, or motivational in nature. The informational tapes are either of historical interest or were produced to describe Direct Instruction. The training tapes have been designed to be either stand-alone training or used to supplement and reinforce live training. The motivational tapes are keynote presentations from past years of the National Direct Instruction Conference.

Informational Tapes

Where It All Started—45 minutes. Zig teaching kindergarten children for the Engelmann-Bereiter pre-school in the 60s. These minority children demonstrate mathematical understanding far beyond normal developmental expectations. This acceleration came through expert teaching from the man who is now regarded as the "Father of Direct Instruction," Zig Engelmann. Price: $10.00 (includes copying costs only).

Challenge of the 90s: Higher-Order thinking—45 minutes, 1990. Overview and rationale for Direct Instruction strategies. Includes home-video footage and Follow Through. Price: $10.00 (includes copying costs only).

Follow Through: A Bridge to the Future—22 minutes, 1992. Direct Instruction Dissemination Center, Wesley Elementary School in Houston, Texas, demonstrates approach. Principal, Thaddeus Lott, and teachers are interviewed and classroom footage is shown. Created by Houston Independent School District in collaborative partnership with Project Follow Through. Price: $10.00 (includes copying costs only).

Direct Instruction—black and white, 1 hour, 1978. Overview and rationale for Direct Instruction compiled by Haddox for University of Oregon College of Education from footage of Project Follow Through and Eugene Classrooms. Price: $10.00 (includes copying costs only).

Training Tapes

The Elements of Effective Coaching—3 hours, 1998. Content in *The Elements of Effective Coaching* was developed by Ed Schaefer and Molly Blakely. The video includes scenarios showing 27 common teaching problems, with demonstrations of coaching interventions for each problem. A common intervention format is utilized in all scenarios. Print material that details each teaching problem and the rationale for correcting the problem is provided. This product should be to used to supplement live DI coaching training and is ideal for Coaches, Teachers, Trainers. Price…$395.00 Member Price…$316.00

DITV—Reading Mastery 1, 2, 3 and Fast-Cycle Preservice and Inservice Training—The first tapes of the Level I and Level II series present intensive preservice training on basic Direct Instruction teaching techniques and classroom management strategies used in *Reading Mastery* and the equivalent lesson in *Fast-Cycle*. Rationale is explained. Critical techniques are presented and demonstrated. Participants are led through practical exercises. Classroom teaching demonstrations with students are shown. The remaining tapes are designed to be used during the school year as inservice training. The tapes are divided into segments, which present teaching techniques for a set of of upcoming lessons. Level III training is presented on one videotape with the same features as described above. Each level of video training includes a print manual.

Reading Mastery I (10 Videotapes) $150.00
Reading Mastery II (5 Videotapes) $75.00
Reading Mastery III (1 Videotape) $25.00
Combined package *(Reading Mastery I–III)* $229.00

Corrective Reading: Decoding B1, B2, C—(2-tape set) 4 hours, 38 minutes + practice time. Pilot video training tape that includes an overview of the *Corrective* series, placement procedures, training and practice on each part of a decoding lesson, information on classroom management/reinforcement, and demonstration of lessons (off-camera responses). Price $25.00.

Conference Keynotes

These videos are keynotes from the National Direct Instruction Conference in Eugene. These videos are professional quality, two-camera productions suitable for use in meetings and trainings.

Keynotes From the 2005 National DI Conference, July 2005, Eugene, Oregon

Carefully Designed Curriculum: A Key to Success. For the past 31 years Zig Engelmann has delivered the opening keynote of the National DI Conference, and this year was no exception. Zig focuses on the careful design of the Direct Instruction programs that make them effective in the classroom versus other programs that have some of the component design elements, but not all and are therefore less effective than DI. Pioneering author Doug Carnine describes some of the challenges we face in educating our children to compete on a world class level. Doug also goes into detail of how to create a school improvement plan and how to implement it. As a bonus, the conference closing is included. Price: Videotape $30.00, DVD $40.00

Keynotes From the 2004 National DI Conference, July 2004, Eugene, Oregon—Conference attendees rated the keynotes from the 30th National Direct Instruction Conference and Institutes as one of the best features of the 2004 conference. Chris Doherty, Director of Reading First from the U.S. Office of Elementary and Secondary Education in Washington, DC, delivered a humorous, informative, and motivating presentation. Chris has been an advocate of Direct Instruction for many years. In his capacity with the federal government he has pushed for rules that insist on states following through with the mandate to use programs with a proven track record. The way he relates his role as a spouse and parent to his professional life would make this an ideal video for those both new to DI as well as veteran users. In the second opening keynote, Zig Engelmann outlines common misconceptions that teachers have about teaching and learning. Once made aware of common pitfalls, it is easier to avoid them, thereby increasing teacher effectiveness and student performance. Price: $30.00

To the Top of the Mountain—Giving Kids the Education They Deserve—75 minutes. Milt Thompson, Principal of 21st Century Preparatory School in Racine, Wisconsin gives a very motivational presentation of his quest to dramatically change the lives of all children and give them the education they deserve. Starting with a clear vision of his goal, Thompson describes his journey that turned the lowest performing school in Kenosha, Wisconsin into a model of excellence. In his keynote, Senior Direct Instruction developer Zig Engelmann focuses on the four things you have to do to have an effective Direct Instruction implementation. These are: work hard, pay attention to detail, treat problems as information, and recognize that it takes time. He provides concrete examples of the ingredients that go into Direct Instruction implementations as well as an interesting historical perspective. Price: $30.00

No Excuses in Portland Elementary, The Right Choice Isn't Always the Easiest, and Where Does the Buck Stop? 2 tapes, 1 hour, 30 minutes total. Ernest Smith is Principal of Portland Elementary in Portland, Arkansas. The February 2002 issue of *Reader's Digest* featured Portland Elementary in an article about schools that outperformed expectations. Smith gives huge credit to the implementation of DI as the key to his student's and teacher's success. In his opening remarks, Zig Engelmann gives a summary of the Project Follow Through results and how these results translate into current educational practices. Also included are Zig's closing remarks. Price: $30.00

Lesson Learned…The Story of City Springs, Reaching for Effective Teaching, and Which Path to Success? 2 tapes, 2 hours total. In the fall of 2000 a documentary was aired on PBS showing the journey of City Springs Elementary in Baltimore from a place of hopelessness to a place of hope. The principal of City Springs, Bernice Whelchel, addressed the 2001 National DI Conference with an update on her school and delivered a truly inspiring keynote. She describes the determination of her staff and students to reach the excellence she knew they were capable of. Through this hard work City Springs went from being one of the 20 lowest schools in the Baltimore City Schools system to one of the top 20 schools. This keynote also includes a 10-minute video updating viewers on the progress at City Springs in the 2000–2001 school year. In the second keynote Zig Engelmann elaborates on the features of successful implementations such as City Springs. Also included are Zig's closing remarks. Price: $30.00

Successful Schools…How We Do It—35 minutes. Eric Mahmoud, Co-founder and CEO of Seed Academy/Harvest Preparatory School in Minneapolis, Minnesota presented the lead keynote for the 1998 National Direct Instruction Conference. His talk was rated as one of the best features of the conference. Eric focused on the challenges of educating our inner city youth and the high expectations we must communicate to our children and teachers if we are to succeed in raising student performance in our schools. Also included on this video is a welcome by Siegfried Engelmann, Senior Author and Developer of Direct Instruction Programs. Price: $15.00

Commitment to Children—Commitment to Excellence and How Did We Get Here…Where are We Going?—95 minutes. These keynotes bring two of the biggest names in Direct Instruction together. The first presentation is by Thaddeus Lott, Senior. Dr. Lott was principal at Wesley Elementary in Houston, Texas from 1974 until 1995. During that time he turned the school into one of the best in the nation, despite demographics that would predict failure. He is an inspiration to thousands across the country. The second presentation by Siegfried Engelmann continues on the theme that we know all we need to know about how to teach—we just need to get out there and do it. This tape also includes Engelmann's closing remarks. Price: $30.00

State of the Art & Science of Teaching and Higher Profile, Greater Risks—50 minutes. This tape is the opening addresses from the 1999 National Direct Instruction Conference at Eugene. In the first talk Steve Kukic, former Director of Special Education for the state of Utah, reflects on the trend towards using research based educational methods and research validated materials. In the second presentation, ***Higher Profile, Greater Risks,*** Siegfried Engelmann reflects on the past of Direct Instruction and what has to be done to ensure successful implementation of DI. Price: $30.00

Fads, Fashions, & Follies—Linking Research to Practice—25 minutes. Dr. Kevin Feldman, Director of Reading and Early Intervention for the Sonoma County Office of Education in Santa Rosa, California presents on the need to apply research findings to educational practices. He supplies a definition of what research is and is not, with examples of each. His style is very entertaining and holds interest quite well. Price: $15.00

continued on next page

Videotapes on the Direct Instruction Model...continued

Aren't You Special—25 minutes. Motivational talk by Linda Gibson, Principal at a school in Columbus, Ohio, successful with DI, in spite of minimal support. Keynote from 1997 National DI Conference. Price: $15.00

Effective Teaching: It's in the Nature of the Task—25 minutes. Bob Stevens, expert in cooperative learning from Penn State University, describes how the type of task to be taught impacts the instructional delivery method. Keynote from 1997 National DI Conference. Price: $15.00

Moving from Better to the Best—20 minutes. Closing keynote from the National DI Conference. Classic Zig Engelmann doing one of the many things he does well…motivating teaching professionals to go out into the field and work with kids in a sensible and sensitive manner, paying attention to the details of instruction, making sure that excellence instead of "pretty good" is the standard we strive for and other topics that have been the constant theme of his work over the years. Price $15.00

One More Time—20 minutes. Closing from 1997 National DI Conference. One of Engelmann's best motivational talks. Good for those already using DI, this is sure to make them know what they are doing is the right choice for teachers, students, and our future. Price: $15.00

An Evening of Tribute to Siegfried Engelmann—2.5 hours. On July 26, 1995, 400 of Zig Engelmann's friends, admirers, colleagues, and protégés assembled to pay tribute to the "Father of Direct Instruction." The Tribute tape features Carl Bereiter, Wes Becker, Barbara Bateman, Cookie Bruner, Doug Carnine, and Jean Osborn—the pioneers of Direct Instruction—and many other program authors, paying tribute to Zig. Price: $25.00

Keynotes from 22nd National DI Conference—2 hours. Ed Schaefer speaks on "DI—What It Is and Why It Works," an excellent introductory talk on the efficiency of DI and the sensibility of research based programs. Doug Carnine's talk "Get it Straight, Do it Right, and Keep it Straight" is a call for people to do what they already know works, and not to abandon sensible approaches in favor of "innovations" that are recycled fads. Siegfried Engelmann delivers the closing "Words vs. Deeds" in his usual inspirational manner, with a plea to teachers not to get worn down by the weight of a system that at times does not reward excellence as it should. Price: $25.00

Keynotes from the 1995 Conference—2 hours. Titles and speakers include: Anita Archer, Professor Emeritus, San Diego State University, speaking on "The Time Is Now" (An overview of key features of DI); Rob Horner, Professor, University of Oregon, speaking on "Effective Instruction for All Learners"; Zig Engelmann, Professor, University of Oregon, speaking on "Truth or Consequences." Price: $25.00

Keynote Presentations from the 1994 20th Anniversary Conference—2 hours. Titles and speakers include: Jean Osborn, Associate Director for the Center for the Study of Reading, University of Illinois, speaking on "Direct Instruction: Past, Present & Future"; Sara Tarver, Professor, University of Wisconsin, Madison, speaking on "I Have a Dream That Someday We Will Teach All Children"; Zig Engelmann, Professor, University of Oregon, speaking on "So Who Needs Standards?" Price: $25.00

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Books Price List

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Title & Author	Member Price	List Price	Quantity	Total
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Theory of Instruction (1991) Siegfried Engelmann & Douglas Carnine	$32.00	$40.00		
Teach Your Child to Read in 100 Easy Lessons (1983) Siegfried Engelmann, Phyllis Haddox, & Elaine Bruner	$17.50	$22.00		
Structuring Classrooms for Academic Success (1983) S. Paine, J. Radicchi, L. Rosellini, L. Deutchman, & C. Darch	$11.00	$14.00		
War Against the Schools' Academic Child Abuse (1992) Siegfried Engelmann	$14.95	$17.95		
Research on Direct Instruction (1996) Gary Adams & Siegfried Engelmann	$24.95	$29.95		
Introduction to Direct Instruction N. E. Marchand-Martella, T. A. Slocum, & R. C. Martella	$44.00	$55.00		
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ADI is a nonprofit organization dedicated primarily to providing support for teachers and other educators who use Direct Instruction programs. That support includes conferences on how to use Direct Instruction programs, publication of *The Journal of Direct Instruction (JODI)*, *Direct Instruction News (DI News)*, and the sale of various products of interest to our members.

Who Should Belong to ADI?

Most of our members use Direct Instruction programs, or have a strong interest in using those programs. Many people who do not use Direct Instruction programs have joined ADI due to their interest in receiving our semiannual publications, *The Journal of Direct Instruction* and *Direct Instruction News*. *JODI* is a peer-reviewed professional publication containing new and reprinted research related to effective instruction. *Direct Instruction News* focuses on success stories, news and reviews of new programs and materials and information on using DI more effectively.

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