Writings on Direct Instruction: A Bibliography

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Preface

Writings regarding the development of Direct Instruction (DI) and its effectiveness have spanned over 50 years. The theoretical material documents the careful ways in which the programs are developed. The efficacy studies provide extensive evidence that the programs are effective and support the assertion that all children can learn if provided with appropriate instruction. These studies have been conducted with a wide variety of populations, in different settings, and within all subject areas related to the programs.

This bibliography, compiled by staff of the National Institute for Direct Instruction (NIFDI) provides citations to hundreds of articles and books related to the development, efficacy, and history of Direct Instruction. It has four major sections. The first section lists the DI programs that have been developed over the years, with separate sections for different subjects. Sections II and III focus on studies of DI’s effectiveness, categorizing the works studies by the type of research design and curricular focus. Additionally, each of these sections includes subsections for studies with students with disabilities and studies with English as a second language (ESL) students. Section II lists studies that utilized randomized control designs, while Section III lists studies that used quasi-experimental and other designs. Section IV lists a wide variety of other material related to Direct Instruction, such as general articles and books, criticisms and responses, writings on Project Follow Through, teacher training, implementation, and material related to specific subject areas and target audiences. An extensive sub-section (W) lists studies that were instrumental in the development of the programs. Subsections (Y) and (Z) list unpublished dissertations and theses and case-study reports from individual schools and districts.

A substantial proportion of the material listed in the bibliography is abstracted and indexed in a searchable database on the NIFDI website; and the NIFDI staff will, eventually, have all of the entries in this bibliography included in the database.

This compilation of citations will be regularly updated as new publications are written and others are identified. Because the body of research related to Direct Instruction is so large, some studies may not have been included or may be wrongly classified. Researchers who know of other studies that should be added, including unpublished manuscripts such as dissertations and thesis projects, or who have other suggestions for corrections are asked to send this information to the NIFDI research office at research@nifdi.org.
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A. Reading (General Education)


B. Corrective Reading


C. Spelling


D. Mathematics


E. Corrective Math and Math Modules


G. Writing


H. Cursive


I. CDs and Videodiscs


J. Computer-Assisted Instruction Programs


K. Games


L. Tests


M. Other Programs


II. Efficacy Studies Using Randomized, Control-Group Designs

A. Reading Programs


B. Language Programs


C. Spelling Programs


D. Mathematics Programs


E. Miscellaneous Programs


F. Studies with Students with Disabilities


G. Studies with English as a Second Language Students


III. Quasi-Experimental Efficacy Studies and Studies Using Other Designs

A. Reading Programs


Banta, K. (2002). Direct Instruction Reading Mastery: A small scale study focused on male students with specific learning disabilities: Does it really work? (Unpublished master's thesis). Cardinal Stritch University: Milwaukee, WI.


Deyo, L. L. (2006). No Child Left Behind according to scr ipt: The efficacy of Reading Mastery (Unpublished master's thesis). New Mexico Highlands University: Las Vegas, NM.


Figueredo, A. (1989). A study to determine the effectiveness of Corrective Reading programs on nineteen students identified as mildly handicapped (Unpublished master's thesis). Boise State University: Boise, ID.


Fredrick, L., Keel, M., & Neel, J. (2002). Making the most of instructional time: Teaching reading at an accelerated rate to students at risk. Journal of Direct Instruction, 2(1), 57-63.


Johnson, K., & Street, E. M. (2012). From the laboratory to the field and back again: Morningside Academy's 32 years of improving students' academic performance. The Behavior Analyst Today, 13(1), 20-42.


Kanfush III., P. M. (2010). Use of Direct Instruction to teach reading to students with significant cognitive impairments: Student outcomes and teacher perceptions (Unpublished doctoral dissertation). West Virginia University: Morgantown, WV.


Kelso, P. F. H. (2002). The effectiveness of the SRA Corrective Reading curriculum in increasing reading level achievement of eighth grade students at Eagles' Landing Middle School (Unpublished educational specialist's thesis). University of West Georgia: Carrollton, GA.


LeCapitaine, K. J. (2002). Does the use of a Direct Instruction reading program affect the early literacy skills in an urban five-year-old kindergarten class? (Unpublished master's thesis). Cardinal Stritch University: Milwaukee, WI.


McMahon, K. S. (2002). The effectiveness of the Corrective Reading program with middle school remedial readers (Unpublished educational specialist's thesis). University of West Georgia: Carrollton, GA.


Reid, S. D. (2010). Effect of a reading program, consisting of Corrective Reading and the support of an external consultative agency, on achievement scores of students served through an early intervention program (Unpublished doctoral dissertation). Capella University: Minneapolis, MN.


Sullivan, M. (2002). Reading Mastery versus word study instruction as it pertains to third graders’ reading achievement scores (Unpublished educational specialist's thesis). Western Kentucky University: Bowling Green, KY.


Weaver, B. (2012). Effectiveness of Corrective Reading on reading comprehension and fluency in at risk students (Unpublished doctoral dissertation). Walden University: Minneapolis, MN.


B. Language Programs


Johnson, K., & Street, E. M. (2012). From the laboratory to the field and back again: Morningside Academy's 32 years of improving students' academic performance. The Behavior Analyst Today, 13(1), 20-42.


C. Spelling Programs


D. Writing Programs


E. Mathematics Programs


Johnson, K., & Street, E. M. (2012). From the laboratory to the field and back again: Morningside Academy's 32 years of improving students' academic performance. The Behavior Analyst Today, 13(1), 20-42.


F. Project Follow Through


G. Implementation-Related


H. Meta-Analyses/Research Reviews


Olson, L. (1999). Researchers rate whole-school reform models. Education Week, 18(23), 1, 14-16.


I. Miscellaneous


J. Studies with Students with Disabilities


Figueroa, A. (1989). A study to determine the effectiveness of Corrective Reading programs on nineteen students identified as mildly handicapped (Unpublished master's thesis). Boise State University: Boise, ID.


K. Studies with English as a Second Language Students


IV. Other Writings on Direct Instruction

A. General Articles & Books


Becker, W. C., Engelmann, S., & Carnine, D. (1980). Direct Instruction technology: Recent developments and research findings. In J. Ward & S. Bocher (Eds.), Recent developments in special education (pp. 4-91). Proceedings of the professional seminar in special education held at Macquarie University in 1979 to commemorate the international year of the child. Sydney, Australia: Macquarie University.


Kanfush, P. M. (2012). Dishing Direct Instruction: Teachers and parents tell all! Presented at the 2012 Orlando International Academic Conference, Orlando, Florida.


B. Criticism & Response


C. Reading


Kameenui, E., Stein, M., Carnine, D., & Maggs, A. (1981). Primary level word attack skills based on isolated word discrimination list and rule application training. Reading Education, 6, 46-55.


D. Language


Fink, W. T., & Brice-Gray, K. J. (1979). Effects of two teaching strategies on the acquisition and recall of an academic task by moderately and severely retarded preschool children. Mental Retardation, 15, 8-12.


E. Spelling


F. Writing


G. **Mathematics**


H. Project Follow Through


I. **English as a Second Language Students**


J. **Science & Social Studies**


### K. Kindergarten


LeCapitaine, K. J. (2002). Does the use of a Direct Instruction reading program affect the early literacy skills in an urban five-year-old kindergarten class? (Unpublished master's thesis). Cardinal Stritch University, Milwaukee, WI.


L. Preschool


Fink, W. T., & Brice-Gray, K. J. (1979). Effects of two teaching strategies on the acquisition and recall of an academic task by moderately and severely retarded preschool children. Mental Retardation, 15, 8-12.


M. Problem Solving & Reasoning Skills


N. Videodisc & Computer Programs


O. Teacher Training & Implementation


P. Peer, Parent, & Paraprofessional Tutoring


Q. Classroom Environment & Behavior Management


R. Student Grouping


S. Students with Disabilities


Fink, W. T., & Brice-Gray, K. J. (1979). Effects of two teaching strategies on the acquisition and recall of an academic task by moderately and severely retarded preschool children. Mental Retardation, 15, 8-12.


generalization of reading skills with a primary student with ADHD/PI. Child & Family Behavior Therapy, 30(1), 61-68.


T. Teacher Attitudes


U. Writings for Parents

Becker, W. C. (1971). Parents are teachers. Champaign, IL: Research Press. (Also published in German, Portuguese and Spanish)


V. Theories on Instruction & Learning


W. DI Component Analysis

Correction Procedure


DI Versus Non-DI Component Comparison


Group Size


Massed versus Spaced Practice


Pacing


Positive and Negative Examples


Pre-teaching


Sequences


Sound Separation


Use of Overt Steps


Visual Displays


Wording


X. Education Reform/Improvement


Y. Unpublished Dissertations & Theses


Banta, K. (2002). Direct Instruction Reading Mastery: A small scale study focused on male students with specific learning disabilities: Does it really work? (Unpublished master's thesis). Cardinal Stritch University: Milwaukee, WI.


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Middle School (Unpublished educational specialist’s thesis). University of West Georgia: Carrollton, GA.


LeCapitaine, K. J. (2002). Does the use of a Direct Instruction reading program affect the early literacy skills in an urban five-year-old kindergarten class? (Unpublished master's thesis). Cardinal Stritch University, Milwaukee, WI.


McGahey, J. (2002). Differences between a Direct Instruction reading approach and a balanced reading approach among elementary school students. (Doctoral...

McMahon, K. S. (2002). The effectiveness of the Corrective Reading program with middle school remedial readers (Unpublished educational specialist's thesis). University of West Georgia: Carrollton, GA.


Reid, S. D. (2010). Effect of a reading program, consisting of Corrective Reading and the support of an external consultative agency, on achievement scores of students served through an early intervention program (Unpublished doctoral dissertation). Capella University: Minneapolis, MN.


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Z. Case Studies of Individual Schools & Districts


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