



National Institute
for Direct Instruction

**A BIBLIOGRAPHY OF THE DIRECT INSTRUCTION
CURRICULUM AND STUDIES EXAMINING ITS EFFICACY**

~ OCTOBER 2011 ~

**NATIONAL INSTITUTE FOR DIRECT INSTRUCTION
EUGENE, OREGON**

TABLE OF CONTENTS

Preface.....	iv
I. Direct Instruction Programs.....	1
A. Reading.....	1
B. Corrective Reading.....	3
C. Spelling.....	4
D. Mathematics.....	5
E. Corrective Math and Math Modules.....	6
F. Language.....	6
G. Expressive Writing.....	7
H. Cursive.....	8
I. CDs and Videodiscs.....	8
J. Computer-Assisted Instruction Programs.....	9
K. Games.....	9
L. Tests.....	9
M. Other Programs.....	10
II. Efficacy Studies Using Randomized, Control-Group Designs.....	11
A. Reading.....	11
B. Language.....	13
C. Mathematics.....	13
D. Miscellaneous.....	14
III. Quasi-Experimental Efficacy Studies and Studies Using Other Designs.....	15
A. Reading Mastery/DISTAR Reading.....	15
B. Corrective Reading.....	26
C. Horizons/Funnix.....	30

D.	Language for Learning/DISTAR Language.....	31
E.	Spelling.....	31
F.	Writing Programs	32
G.	Mathematics Programs.....	33
H.	Project Follow Through.....	34
I.	Implementation Related.....	36
J.	Meta-Analyses/Research Reviews.....	37
K.	Miscellaneous Studies.....	39
IV.	Publications by Year.....	40
V.	Other Writings on Direct Instruction.....	68
A.	General Articles and Book.....	68
B.	Criticism and Response.....	76
C.	Follow Through Project.....	77
D.	Language.....	80
E.	Mathematics.....	81
F.	Preschool.....	83
G.	Problem Solving and Reasoning Skills.....	84
H.	Reading.....	85
I.	Science and Social Studies.....	89
J.	Spelling.....	89
K.	Videodisc Programs.....	90
L.	Teacher Training.....	91
M.	Classroom Environment and Behavior Management.....	92
N.	Children with Disabilities.....	95
O.	Teacher Attitudes.....	96

P. Writings For Parents.....96

Q. DI Component Analysis.....97

R. Unpublished Dissertations and Theses.....100

S. Case Studies of Individual Schools and Districts.....102

Preface

Research on the effectiveness of Direct Instruction (DI) has spanned over 40 years, consistently providing support for the assertion that all children can learn if provided with appropriate instruction. Studies involving Direct Instruction curricula and its implementation have been conducted with a wide variety of populations, in different settings, and within all subject areas related to the programs. This report from the National Institute for Direct Instruction (NIFDI) provides citations to many of these studies.

The document has five major sections. The first section lists the DI programs that have been developed over the years, with separate sections for different subjects. Sections II, III, and IV focus on studies of DI's effectiveness, categorizing the studies by the type of research design and curricular focus. Section II lists studies that utilized randomized control designs, while Section III lists studies that used quasi-experimental and other designs. Section IV lists the studies noted in Sections I and II by year of publication, beginning with the most recent. Studies that have been abstracted in NIFDI's on-line searchable research base are indicated by an asterisk in this section.

Section V lists a wide variety of other work related to Direct Instruction. The first subsection includes a broad range of general articles and books. This is followed by criticisms and responses, writings on Project Follow Through, and then material related to specific subject areas and target audiences. An extensive sub-section (Q) lists studies that were instrumental in the development of the programs and the two final subsections list unpublished dissertations and theses and case-study reports from individual schools and districts.

This compilation of citations will be regularly updated. Because the body of research related to Direct Instruction is so large, many 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 their ideas to the NIFDI research office at research@nifdi.org.

I. Direct Instruction Programs

A. Reading

Engelmann, S. & Hanner, S. (2008). *Reading Mastery Reading Strand Level K* (Signature ed.) (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.

Engelmann, S. & Hanner, S. (2008). *Reading Mastery Reading Strand Level 1* (Signature ed.) (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.

Engelmann, S. & Hanner, S. (2008). *Reading Mastery Reading Strand Level 2* (Signature ed.) (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.

Engelmann, S. & Hanner, S. (2008). *Reading Mastery Reading Strand Level 3* (Signature ed.) (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.

Engelmann, S. & Hanner, S. (2008). *Reading Mastery Reading Strand Level 4* (Signature ed.) (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.

Engelmann, S. & Hanner, S. (2008). *Reading Mastery Language Arts Strand* (Signature ed.) (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.

Archer, A., Gleason, M., & Vachon, V. (2005). *REWARDS Intermediate* (Teacher's Guide, Student Book). Longmont, CO: Sopris West.

Archer, A., Gleason, M., & Vachon, V. (2005). *REWARDS Secondary* (Teacher's Guide, Student Book). Longmont, CO: Sopris West.

Engelmann, S., & Bruner, E. C. (2003). *Reading Mastery Level I* (Classic ed.) (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published as *DISTAR Reading I*, 1969, Chicago: Science Research Associates)

Engelmann, S., & Bruner, E. C. (2003). *Reading Mastery Level II* (Classic ed.) (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published as *DISTAR Reading II*, 1969, Chicago: Science Research Associates)

- Engelmann, S., & Bruner, E. C. (2003). *Reading Mastery Levels I/II Fast Cycle* (Classic ed.) (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published as *DISTAR Reading Fast Cycle*, 1969, Chicago: Science Research Associates)
- Engelmann, S., Osborn, J., Bruner, E. C., & Seitz-Davis, K. L. (2002). *Reading Mastery Plus: Level K* (Teacher's Presentation Books, Student Material, Teacher's Guide). Chicago, IL: SRA/McGraw-Hill.
- Engelmann, S., Bruner, E. C., Osborn, J., & Seitz-Davis, K. L. (2002). *Reading Mastery Plus: Level 1* (Teacher's Presentation Books, Student Material, Teacher's Guide). Chicago, IL: SRA/McGraw-Hill.
- Engelmann, S., Bruner, E. C., Engelmann, O., Seitz-Davis, K. L., & Arbogast, A., (2002). *Reading Mastery Plus: Level 2* (Teacher's Presentation Books, Student Material, Teacher's Guide). Chicago, IL: SRA/McGraw-Hill.
- Engelmann, S., & Hanner, S. (2002). *Reading Mastery Plus: Level 3* (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published as *DISTAR Reading III*, 1969, Chicago: Science Research Associates)
- Engelmann, S., & Hanner, S. (2002). *Reading Mastery Plus: Level 4* (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1983)
- Engelmann, S., Osborn, J., Osborn, S., & Zoref, L. (2002). *Reading Mastery Plus: Level 5* (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1984)
- Engelmann, S., Osborn, J., Osborn, S., & Zoref, L. (2002). *Reading Mastery Plus: Level 6* (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1984)
- Engelmann, S., Engelmann, O., & Seitz-Davis, K. L. (2000). *Journeys: Level K* (Teacher's Presentation Books, Student Material, Teacher Guide). Columbus, OH: SRA/McGraw-Hill.
- Engelmann, S., Engelmann, O., Seitz-Davis, K. L. (2000). *Journeys: Level 1* (Teacher's Presentation Books, Student Material, Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.
- Engelmann, S., Engelmann, O., Seitz-Davis, K. L., & Arbogast, A., (2000). *Journeys: Level 2* (Teacher's Presentation Books, Student Material, Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.

- Engelmann, S., & Hanner, S. (2000). *Journeys: Level 3* (Teacher's Presentation Books, Student Material, Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.
- Engelmann, S., Engelmann, O., & Seitz-Davis, K. L. (2000). *Horizons: Level B* (Teacher's Presentation Book, Student Material, Literature Guide, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.
- Engelmann, S., Engelmann, O., & Seitz-Davis, K. L. (1998). *Horizons: Level A* (Teacher's Presentation Book, Student Material, Literature Guide, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.
- Engelmann, S., Hanner, S. (1998). *Horizons: Fast Track C-D* (Teacher's Presentation Book, Student Material, Literature Guide, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.
- Engelmann, S., Engelmann, O., & Seitz-Davis, K. L. (1997). *Horizons: Fast Track A-B* (Teacher's Presentation Book, Student Material, Literature Guide, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.
- Engelmann, S. & Bruner, E. (1995). Reading Mastery I (Rainbow ed.) (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.
- Engelmann, S. & Bruner, E. (1995). Reading Mastery II (Rainbow ed.) (Teacher's Presentation Book, Student Material, Literature Guide and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.
- Engelmann, S. (1975). *DISTAR Training Program For DISTAR Reading I*, Chicago: Science Research Associates.

B. Corrective Reading

- Engelmann, S., Haddox, P., Osborn, J., & Hanner, S. (1998). *Corrective Reading: Comprehension A* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1978)
- Engelmann, S., Osborn, S., & Hanner, S. (1998). *Corrective Reading: Comprehension B1 and B2* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1978 as *Comprehension B*)
- Engelmann, S., Hanner, S., & Haddox, P. (1998). *Corrective Reading: Comprehension C* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1980)

- Engelmann, S., Johnson, G., & Carnine, L. (1998). *Corrective Reading: Decoding A* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1978)
- Engelmann, S., Meyer, L., Carnine, L., Becker, W., Eisele, J., Johnson, G. (1998). *Corrective Reading: Decoding B1* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1978)
- Engelmann, S., Meyer, L., Carnine, L., Becker, W., Eisele, J., Johnson, G. (1998). *Corrective Reading: Decoding B2* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1978)
- Engelmann, S., Meyer, L., Johnson, G., & Carnine, L. (1998). *Corrective Reading: Decoding C* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1978)
- Engelmann, S., Becker, W. C., Carnine, L., Meyers, L., Becker, J. & Johnson, G. (1975). *Corrective Reading Program*. Chicago: Science Research Associates.

C. Spelling

- Dixon, R., & Engelmann, S. (1979). *Spelling Through Morphographs*. Columbus, OH: SRA/McGraw-Hill. (Originally published 1976)
- Dixon, R., & Engelmann, S., & Meier, M. (1998). *Spelling Mastery A* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1980)
- Dixon, R., & Engelmann, S., & Meier, M. (1998). *Spelling Mastery B* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1980)
- Dixon, R., & Engelmann, S. (1998). *Spelling Mastery C* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1981)
- Dixon, R., & Engelmann, S. (1998). *Spelling Mastery D* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Originally published 1981)
- Dixon, R., & Engelmann, S. (1998). *Spelling Mastery E* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Version originally published 1988)

Dixon, R., Engelmann, S., Steely, D., & Wells, T. (1998). *Spelling Mastery F* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill. (Published in 1981 as *E* and in 1988 as *F*)

Dixon, R., & Engelmann, S. (1990). *Spelling Mastery Series Guide*. Chicago: Science Research Associate.

D. Mathematics

Engelmann, S., Kelly, B., & Engelmann, O. (2008). Essentials for Algebra. (Teacher's Guide, Textbook, Workbook). Columbus, OH: SRA/McGraw Hill.

Engelmann, S., & Carnine, D. (1992). *Connecting Math Concepts: Level A* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., & Carnine, D. (1992). *Connecting Math Concepts: Level B* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., & Carnine, D. (1992). *Connecting Math Concepts: Level C* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., Engelmann, O., & Carnine, D. (1993). *Connecting Math Concepts: Level D* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., Kelly, B. & Carnine, D. (1994). *Connecting Math Concepts: Level E* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., Engelmann, O., Kelly, B. & Carnine, D. (1995). *Bridge to Connecting Math Concepts* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., Kelly, B. & Carnine, D. (1996). *Connecting Math Concepts: Level F* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., & Carnine, D. (1975). *DISTAR Arithmetic I* (2nd ed.) (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates. (Originally published 1970)

Engelmann, S., & Carnine, D. (1976). *DISTAR Arithmetic II* (2nd ed.) (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates. (Originally published 1970)

Engelmann, S., & Carnine, D. (1976). *DISTAR Arithmetic III* (2nd ed.) (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates. (Originally published 1972)

E. Corrective Math and Math Modules

Engelmann, S., & Carnine, D. (1981). *Corrective Mathematics Series Guide*. Chicago: Science Research Associates.

Engelmann, S., and Carnine, D. (1981). *Corrective Mathematics: Division* (Teacher's Presentation Book, and Student Material). Chicago: Science Research Associates.

Engelmann, S., and Carnine, D. (1981). *Corrective Mathematics: Multiplication* (Teacher's Presentation Book, and Student Material). Chicago: Science Research Associates.

Engelmann, S., and Carnine, D. (1981). *Corrective Mathematics: Subtraction* (Teacher's Presentation Book, and Student Material). Chicago: Science Research Associates.

Engelmann, S., and Carnine, D. (1981). *Corrective Mathematics: Addition* (Teacher's Presentation Book, and Student Material). Chicago: Science Research Associates.

Engelmann, S., and Steely, D. (1981). *Mathematics Modules: Ratios and Equations* (Teacher's Presentation Book, and Student Material). Chicago: Science Research Associates.

Engelmann, S., & Steely, D. (1978). *Mathematics Modules: Fractions, Decimals, Percents*. (Teacher's Presentation Book, and Student Material). Chicago: Science Research Associates.

Engelmann, S., & Steely, D. (1978). *Mathematics Modules: Basic Fractions*. (Teacher's Presentation Book, and Student Material). Chicago: Science Research Associates.

F. Language

Engelmann, S. & Osborn, J. (2006). *Language for Writing* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.

Engelmann, S. & Osborn, J. (2002). *Language for Thinking* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.

Engelmann, S. & Osborn, J. (1998). *Language for Learning* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Columbus, OH: SRA/McGraw-Hill.

Engelmann, S., & Seitz-Davis, K. L. (1991). *Reasoning & Writing: Level A* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., Brown-Arbogast, A., Seitz-Davis, K. L. (1991). *Reasoning & Writing: Level B* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., Johnston, D., Engelmann, O., & Silbert, J. (2010). *Direct Instruction Spoken English (DISE)*. Sopris West.

Engelmann, S., & Silbert, J. (1991). *Reasoning & Writing: Level C* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., & Silbert, J. (1993). *Reasoning & Writing: Level D* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., & Grossen, B. (1994). *Reasoning & Writing: Level E* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., & Grossen, B. (1995). *Reasoning & Writing: Level F* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., & Osborn, J. (1986). *DISTAR Language I* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates. (Originally published 1969)

Engelmann, S., & Osborn, J. (1970). *DISTAR Language II* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates. (Originally published 1970)

Engelmann, S., & Osborn, J. (1986). *DISTAR Language III* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates. (Originally published 1970)

G. Expressive Writing

Engelmann, S. & Grossen, B. (2010). *Essentials for Writing*. Columbus, OH: SRA/McGraw-Hill.

Archer, A., Gleason, M., & Isaacson, S. (2008). *REWARDS: Writing*. Longmont, CO: Sopris West.

Engelmann, S., & Silbert, J. (1985). *Expressive Writing I* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

Engelmann, S., & Silbert, J. (1985). *Expressive Writing II* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

H. Cursive

Miller, S., & Engelmann, S. (1980). *Cursive Writing* (Teacher's Presentation Book, Student Material, and Teacher's Guide). Chicago: Science Research Associates.

I. CDs and Videodiscs

Engelmann, S., & Engelmann, O., (2002) *Funnix Reading 2*. Eugene, OR: Royal Limited Partnership.

Engelmann, S., Engelmann, O., & Seitz-Davis, K. L. (2001) *Funnix, Beginning Reading*. Eugene, OR: Royal Limited Partnership.

Engelmann, S., & Carnine, D. (1991). *Mastering Informal Geometry*. Washington, DC: Systems Impact, Inc.

Engelmann, S., & Carnine, D. (1989). *Beginning Algebra*. Washington, DC: Systems Impact, Inc.

Engelmann, S., & Carnine, D. (1988). *Earth Science*. Washington, DC: Systems Impact, Inc.

Engelmann, S., & Carnine, D. (1987). *Understanding Chemistry and Energy*. Washington, DC: Systems Impact, Inc.

Engelmann, S. & Carnine, D. (1986). *Mastering Decimals & Percents*. Washington, DC: Systems Impact, Inc.

Engelmann, S., & Carnine, D. (1986). *Mastering Ratios*. Washington, DC: Systems Impact, Inc.

Engelmann, S., & Carnine, D. (1985). *Mastering Fractions*. Washington, DC: Systems Impact, Inc.

J. Computer-Assisted Instruction Programs

- Carnine, D. (1989). *Classroom Assistant, Fact Practice*. Eugene, OR: Engelmann-Becker Corporation.
- Carnine, D. (1989). *Classroom Assistant, Fractions*. Eugene, OR: Engelmann-Becker Corporation.
- Carnine, D. (1989). *Classroom Assistant, Typing Tutor*. Eugene, OR: Engelmann-Becker Corporation.
- Carnine, D. (1988). *Grading Assistant*. Eugene, OR: Engelmann-Becker Corporation.
- Carnine, D. (1988). *Lecture Assistant*. Eugene, OR: Engelmann-Becker Corporation.
- Carnine, D. (1988). *Practice Assistant*. Eugene, OR: Engelmann-Becker Corporation.
- Carnine, D. (1988). *Teaching Assistant*. Eugene, OR: Engelmann-Becker Corporation.
- Carnine, D. (1988). *Testing Assistant*. Eugene, OR: Engelmann-Becker Corporation.
- Carnine, D., Lang, D., & Wong, L. (1987). *Health Ways*, Englewood Cliffs, NJ: Prentice Hall.

K. Games

- Engelmann, S. (1972). *DISTAR & Strategy Games*, Chicago: Science Research Associates.

L. Tests

- Engelmann, S., Osborn, J. (1986). *Distar Language I Mastery Test*. Chicago: Science Research Association.
- Engelmann, S., Steely, D. (1981). *Corrective Mathematics Comprehensive Placement Test*. Chicago: Science Research Associates.
- Engelmann, S., Ross, D., & Bingham, V. (1982). *Basic Language Concepts Indicator*. Tigard, OR: C & C Publications, Inc.
- Engelmann, S., Olen, L., & Concillo, P. (1978). *Continuous Tests for DISTAR Language*. Eugene, OR: E-B Press.
- Engelmann, S., Becker, W. C., & Carnine, L. (1978). *Continuous Tests for DISTAR Reading*. Eugene, OR: E-B Press.
- Engelmann, S., Carnine, D., Becker, W. C., & Davis, G. (1978). *Mastery Tests for DISTAR Arithmetic I & II*. Eugene, OR: E-B Press.

Engelmann, S., Haddox, P. (1978). *Corrective Reading Placement Test*. Chicago: Science Research Associates.

Engelmann, S. (1967). *Manual for the Basic Concept Inventory*. Chicago: Follett Publishing Company.

M. Other Programs

Archer, A., Gleason, M., & Vachon, V. (2005). *REWARDS Plus: Reading Strategies Applied to Social Studies Passages*. Longmont, CO: Sopris West.

Archer, A., Gleason, M., & Vachon, V. (2005). *REWARDS Plus: Reading Strategies Applied to Science Passages*. Longmont, CO: Sopris West.

Carnine, D., Crawford, D., Harniss, M., Hollenbeck, K., & Steely, D. (1999). *Understanding U.S. History*. Eugene, OR: University of Oregon.

Engelmann, S. (1967). *Basic Concept Inventory*. Chicago: Follett Publishing Company.

Engelmann, S., & Jensen, J. (1982). *I Love Library Books*. Eugene, OR: E-B Press.

Engelmann, S., Davis, K., & Davis, G. (1982). *Your World of Facts I* (Teacher's Presentation Book and Student Material). Chicago: Science Research Associates.

Engelmann, S., Davis, K., & Davis, G. (1982). *Your World of Facts II* (Teacher's Presentation Book and Student Material). Chicago: Science Research Associates.

Engelmann, S., Becker, W. C., Hanner, S. & Johnson, G. (1978). *Implementing The Corrective Reading Series*. Eugene, OR: E-B Press.

Engelmann, S. (1977). *DISTAR Library Series*. Chicago: Science Research Associates.

Engelmann, S., & Gill, R. (1971). *Language Concepts Through Drawing*. St. Paul, MN: EMC.

Engelmann, S. (1971). *Language Concepts in Song*. St. Paul, MN: EMC.

Engelmann, S. (1979). *DISTAR Language Activity Kit*. Chicago: Science Research Associates.

Engelmann, S. (1979). *DISTAR Reading Activity Kit*. Chicago: Science Research Associates.

II. Efficacy Studies Using Randomized, Control-Group Designs

A. Reading

- Bowers, W. M. (1972). An evaluation of a pilot program in reading for culturally disadvantaged first grade students. Dissertation from the University of Tulsa.
- Campbell, M. (1981). A study of Corrective Reading as an effective and appropriate program for reading-disabled, learning-handicapped secondary students. Report presented to Faculty of School of Education. San Diego, CA: San Diego State University.
- Clark, D. S. (2001). Components of effective reading instruction for reading disabled students: An evaluation of a program combining code- and strategy-instruction. Unpublished doctoral dissertation, University of Toronto.
- Darch, C. & Kameenui, E. J. (1987). Teaching LD students critical reading skills: A systematic replication. *Learning Disability Quarterly*, 10, 82-91.
- Edmondson, C. A. (2004). Effects of instruction in the Corrective Reading and Voyager Reading programs on the reading skills of students enrolled in a university program. Unpublished doctoral dissertation, Utah State University, Logan, UT
- Fielding, G. D., Kameenui, E., & Gersten, R. (1983). A comparison of an inquiry and a Direct Instruction approach to teaching legal concepts and applications to secondary school students. *Journal of Educational Research*, 76, 287-293.
- Gunn, B., Smolkowski, K., Biglan, A., & Black, C. (2002). Supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school. *The Journal of Special Education*, 36(2), 69-79.
- Haring, N. G., & Krug, D. A. (1975). Evaluation of a program of systematic instructional procedures for extremely poor retarded children. *American Journal on Mental Retardation*, 79, 627-631.
- Haring, N.G. & Krug, D.A. (1975). Placement in regular programs: Procedures and results. *Exceptional Children*, March, 413-417.
- Hempenstall, K. (2002). Phonological processing and phonics: Towards an understanding of their relationship to each other and to reading development. *Australian Journal of Learning Disabilities*, 7(1), 4-29.

- Kamps, D. & Greenwood, C. (2005). Formulating secondary-level reading interventions. *Journal of Learning Disabilities, 38*(6), 500-509.
- Leach, D. J. & Siddall, S. W. (1990). Parental involvement in the teaching of reading: A comparison of Hearing Reading, Paired Reading, Pause, Prompt, Praise, and Direct Instruction methods. *British Journal of Educational Psychology, 60*, 349-355.
- Lewis, A. (1982). An experimental evaluation of a direct instruction programme (Corrective Reading) with remedial readers in a comprehensive school. *Educational Psychology, 2*(2), 121-135.
- Lloyd, J., Epstein, M. H., & Cullinan, D. (1981). Direct teaching for learning disabilities. In J. Gottlieb & S. S. Strichart (Eds.) *Developmental Theory and Research in Learning Disabilities* (pp. 278-309). Baltimore: University Park Press.
- O'Connor, R. E., Jenkins, J. R., Cole, K. N., & Mills, P. (1993). Two approaches to reading instruction with children with disabilities: Does program design make a difference? *Exceptional Children, 59*(4), 312-323.
- Richardson, E., DiBenedetto, B., Christ, A., Press, M., & Winsberg, B. G. (1978). An assessment of two methods for remediating reading deficiencies. *Reading Improvement, 15*(2), 82-95.
- Rawl, R. K. & O'Tuel, F. S. (1982). A comparison of three prereading approaches for kindergarten students. *Reading Improvement, 19*(3), 205-211.
- Sexton, C. W. (1989). Effectiveness of the DISTAR Reading I program in developing first graders' language skills. *Journal of Educational Research, 82*(5), 289-293.
- Shippen, M. E., Houchins, D. E., Steventon, C., & Sartor, D. (2005). A comparison of two Direct Instruction reading programs for urban middle school students. *Remedial and Special Education, 26*(3), 175-182.
- Smolkowski, K., Biglan, A., Barrera, M., Taylor, T., Black, C., & Blair, J. (2005). Schools and Homes in Partnership (SHIP): Long-term effects of a preventative intervention focused on social behavior and reading skill in early elementary school. *Prevention Science, 6*(2), 113-125.
- Somerville, D. E., & Leach, D. J. (1988). Direct or indirect instruction?: An evaluation of three types of intervention programme for assisting students with specific reading disabilities. *Educational Research, 30*(1), 46-53.
- Stockard, J. (2010). "Promoting Early Literacy of Preschool Children: A Study of the Effectiveness of *Funnix Beginning Reading*." *Journal of Direct Instruction, 10* (Winter):29-48.

Stockard, J. (2011). Improving reading skills in Lake Woebegone: A pre-test/post-test randomized control study of high achieving fourth grade students, NIFDI Technical Report and submitted for publication.

Umbach, B., Darch, C., & Halpin, G. (1992, Spring). Teaching reading to low performing first graders in rural schools: A comparison of two instructional approaches. *Direct Instruction News*, 9-14.

B. Language

Cole, K. N., & Dale, P. E. (1986). Direct language instruction and interactive language instruction with language delayed preschool children: A comparison study. *Journal of Speech and Hearing Research*, 29, 206-217.

Cole, K.N., Dale, P.S., & Mills, P.E. (1991). Individual differences in language delayed children's responses to direct and interactive preschool instruction. *Topics in Early Childhood Special Education*, 11(1), 99-124.

Dale, P. S. & Cole, K. N. (1988). Comparison of academic and cognitive programs for young handicapped children. *Exceptional Children*, 54(5), 439-447.

Kimbrough, A. H. (1990). A study of the effects of an oral language program with primary age and elementary age emotionally impaired school populations in the Detroit Public Schools. Unpublished doctoral dissertation, Wayne State University, Detroit, MI.

Maggs, A., & Morath, P. (1976). Effects of direct verbal instruction on intellectual development of institutionalized moderately retarded children: A 2-year study. *The Journal of Special Education*, 10(4), 357-364.

Proger, B. B & Leiss, R. H. (1976). Language training for TMR children: Third-year results and comparison with first two years: The Peabody, DISTAR, and ITPA programs. Norristown, PA: Montgomery County Intermediate Unit 23 Special Education Center.

C. Mathematics

Adamson, G. Y. (1975). Mathematics achievement between first-grade students using developing mathematical processes and DISTAR Arithmetic mathematics instruction. Unpublished doctoral dissertation, Brigham Young University, Provo, UT.

Crawford, D. & Snider, V. (2000). Effective mathematics instruction: The importance of curriculum. *Education and Treatment of Children*, 23(2), 122-142.

Grossen, B. & Ewing, S. (1994). Raising mathematics problem-solving performance: Do the NCTM teaching standards help? *Effective School Practices*, Spring, 79-91.

- Kameenui, E. J., Carnine, D. W., Darch, C. B., & Stein, M. (1986). Two approaches to the development phase of mathematics instruction. *The Elementary School Journal*, 86(5), 633-650.
- Kelly, B., Carnine, D., Gersten, R., & Grossen, B. (1986). Effectiveness of videodisc instruction in teaching fractions to learning-disabled and remedial high school students. *Journal of Special Education Technology*, 8, 5-9.
- Kelly, B., Gersten, R., & Carnine, D. (1990). Student error patterns as a function of curriculum design: Teaching fractions to remedial high school students and high school students with learning disabilities. *Journal of Learning Disabilities*, 23, 23-29.
- Kitz, W. R. & Thorpe, H. W. (1995). A comparison of the effectiveness of videodisc and traditional algebra for college-age students with learning disabilities. *Remedial and Special Education*, 16, 295-306.
- Hasselbring, T., Sherwood, R., Bransford, J., Fleenor, K., Griffith, D., & Goin, L. (1987-1988). Evaluation of a level-one instructional videodisc program. *Journal of Educational Technology Systems*, 16, 151-169.
- Moore, L. J. & Carnine, D. (1989). Evaluating curriculum design in the context of active teaching. *Remedial and Special Education*, 10, 28-37.
- Snider, V., & Crawford, D. (1996). Action research: Implementing Connecting Math Concepts. *Effective School Practices*, 15(2), 17-26.

D. Miscellaneous

- Darch, C. & Simpson, R. G. (1990). Effectiveness of visual imagery versus rule-based strategies in teaching spelling to learning disabled students. *Research in Rural Education*, 7(1), 61-70.
- Mills, P. E., Cole, K. N., Jenkins, J. R., & Dale, P.S. (2002). Early exposure to Direct Instruction and subsequent juvenile delinquency: A prospective examination. *Exceptional Children*, 69(1), 85-96.
- Vitale, M. & Romance, N. (1992). Using videodisc instruction in an elementary science methods course: Remediating science knowledge deficiencies and facilitating science teaching. *Journal of Research in Science Teaching*, 29, 915-928.
- Woodward, J., Carnine, D., & Gersten, R. (1988). Teaching problem solving through a computer simulation. *American Educational Research Journal*, 25, 72-86.

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

A. Reading Mastery/DISTAR Reading

- Ashworth, D.R. (1999). Effects of Direct Instruction and basal reading instruction programs on the reading achievement of second graders. *Reading Improvement*, 26(4), 150-156.
- Ball, E., & Blachman, B. (1991). Does phoneme awareness training in kindergarten make a difference in early word recognition and developmental spelling? *Reading Research Quarterly*, 26, 49-66.
- Barton-Arwood, S., Wehby, J. & Falk, K. (2005). Reading instruction for elementary-age students with emotional and behavioral disorders: Academic and behavioral outcomes. *Exceptional Children*, 1(72), 7-27
- Beck, I.L. and E. S. McCaslin. (1978). An analysis of dimensions that affect the development of code-breaking ability in eight beginning reading programs. LRDC Report No. 1978/6 Pittsburgh.
- Booth, A., Hewitt, D., Jenkins, W., & Maggs, A. (1979). Making retarded children literate: A five year study. *The Australian Journal of Mental Retardation*, 5(7), 257-260.
- Branwhite, A. B. (1983). Boosting reading skills by Direct Instruction. *British Journal of Educational Psychology*, 53, 291-298.
- Brent, G., DiObilda, N., & Gavin, F. (1986). Camden Direct Instruction Project, 1984-1985. *Urban Education*, 21(2), 138-148.
- Bressi, T., Bressi, R., Engelmann, K., Johnston, A., Silbert, J., & Stockard, J. (2010). Direct Instruction in Africa, *DI News*, Summer, 10 (2), 6-8.
- Brett, A., Rothlein, L., & Hurley, M. (1996). Vocabulary acquisition from listening to stories and explanation of target words. *Elementary School Journal*, 96, 415-422.
- Brumbley, S. A. (1998). The effects of a first grade phonological awareness intervention in reducing special education referrals. Unpublished doctoral dissertation, University of Oregon, Eugene, OR.
- Butler, P. A. (2003). Achievement outcomes in Baltimore City schools. *Journal of Education for Students Placed At-Risk*, 8(1), 33-60.
- Byrne, B., & Fielding-Barnsley, R. (1991). Evaluation of a program to teach phonemic awareness to young children. *Journal of Educational Psychology*, 83, 451-455.

- Carlson, C. D., & Francis, D. J. (2002). Increasing the reading achievement of at-risk children through Direct Instruction: Evaluation of the Rodeo Institute for Teacher Excellence (RITE). *Journal of Education for Students Placed At Risk*, 7(2), 141-166.
- Carney, J. J., Anderson, D., Blackburn, C., & Blessing, D. (1984). Pre-teaching vocabulary and the comprehension of social studies materials by elementary school children. *Social Education*, 48(3), 195-196.
- Catrambone, R., & Holyoak, K. (1989). Overcoming contextual limitations on problem-solving transfer. *Journal of Experimental Psychology*, 15, 1147-1156.
- Catts, H. W. (1991). Early identification of reading disabilities. *Topics in Language Disorders*, 12(1), 1-16.
- Chamberlain, L. A. (1987). Using DI in a Victoria, B. C. resource room. *ADI News*, 7(1), 7-8.
- Cole, K.N., Dale, P.S., & Mills, P.E. (1991). Individual differences in language delayed children's responses to direct and interactive preschool instruction. *Topics in Early Childhood Special Education*, 11(1), 99-124.
- Cooke, N. L., Gibbs, S. L., Campbell, M. L., & Shalvis, S. L. (2004). A comparison of Reading Mastery Fast Cycle and Horizons Fast Track A-B on the reading achievement of students with mild disabilities. *Journal of Direct Instruction*, 4(2), 139-151.
- Cross, R. W., Rebarber, T., & Wilson, S. F. (2002). Student gains in a privately managed network of charter schools using Direct Instruction. *Journal of Direct Instruction*, 2(1), 3-21.
- Crowe, E. C., Connor, C. M., & Petscher, Y. (2009). Examining the core: Relations among reading curricula, poverty, and first through third grade reading achievement. *Journal of School Psychology*, 47, 187-214.
- Cunningham, A. (1990). Explicit versus implicit instruction in phonemic awareness. *Journal of Experimental Child Psychology*, 50, 429-444.
- Dale, P. S., & Crain-Thoreson, C. (1999). Language and literacy in a developmental perspective. *Journal of Behavioral Education*, 9, 23-33.
- Davidson, M., & Jenkins, J. (1994). Effects of phonemic processes on word reading and spelling. *Journal of Educational Research*, 87, 148-157.
- DiObilda, N., & Brent, G. (1986). Direct Instruction in an urban school system. *Reading Instruction Journal*, 29, 2-5.

- Dowdell, T. (1996). The effectiveness of Direct Instruction on the reading achievement of sixth graders. Chicago, IL: Chicago Public Schools. (ERIC Document Reproduction Service No. ED 396 268).
- Engelmann, S. (2000). About reading – A comparison of *Reading Mastery* and *Horizons*. *Effective School Practices*, 18(3), 15-26.
- Engelmann, S., & Carnine, D. (1982). DI outcomes with middle-class second graders. *ADI News*, 1(2), 2-5.
- Flores, M. M., & Ganz, J. B. (2007). Effectiveness of Direct Instruction for teaching statement inference, use of facts, and analogies to students with developmental disabilities and reading delays. *Focus on Autism & Other Developmental Disabilities*, 22(4), 244-251.
- Flores, M., Shippen, M., Alberto, P. & Crowe, L. (2004). Teaching letter-sound correspondence to students with moderate intellectual disabilities. *Journal of Direct Instruction*, 4(2), 173-188.
- Foorman, B. (1995). Research on the “Great Debate”: Code-oriented versus whole language approaches to reading instruction. *School Psychology Review*, 24, 376-392.
- Foorman, B., Francis, D., Fletcher, J., Schatschneider, C., & Mehta, P. (1998). The role of instruction in learning to read: Preventing reading failure in at risk children. *Journal of Educational Psychology*, 90, 37-55.
- Foorman, B., Francis, D., Novy, D. & Liberman, D. (1991). How letter-sound instruction mediates progress in first-grade reading and spelling. *Journal of Educational Psychology*, 83, 456-469.
- Frankhauser, M. A., Tso, M. E., & Martella, R. C. (2001). A comparison of curriculum-specified reading checkout timings and daily 1-minute timings on student performance in Reading Mastery. *Journal of Direct Instruction*, 1(2), 85-96.
- 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.
- Fukkink, R. G., & deGlopper, K. (1998). Effects of instruction in deriving word meaning from context: A meta-analysis. *Review of Educational Research*, 68, 450-469.
- Gersten, R. M. Darch, C., & Gleason, M. (1988). Effectiveness of a Direct Instruction academic Kindergarten for low-income students. *The Elementary School Journal*, 89(2), 227-240.

- Gersten, R. M., & Maggs, A. (1982). Teaching the general case to moderately retarded children: Evaluation of a five year project. *Analysis and Intervention in Developmental Disabilities*, 2, 329-343.
- Glang, A., Singer, G., Cooley, E., & Tish, N. (1992). Tailoring Direct Instruction techniques for use with elementary students with brain injury. *Journal of Head Trauma Rehabilitation*, 7(4), 93-108.
- Goldman, B. (2000). A study of the implementation of a Direct Instruction reading program and its effects on the reading achievement of low socioeconomic students in an urban public school. Unpublished doctoral dissertation, Loyola University, Chicago IL.
- Grossen, B. (1991). The fundamental skills of higher order thinking. *Journal of Learning Disabilities*, 24, 343-353.
- Grossen, B., & Carnine, D. (1990). Diagramming a logic strategy: Effects on difficult problem types and transfer. *Learning Disability Quarterly*, 13, 168-182.
- Grossen, B. & Kelly, B. (1992a). The effectiveness of Direct Instruction in a third-world context. *International Review of Education*, 38(1), 81-85.
- Grossen, B. & Kelly, B.F. (1992b). Using Direct Instruction improve the effectiveness of teachers in South Africa. *South African Journal of Education*, 12, 143-147.
- Grossen, B., Lee, C., & Johnston, D. (1995). Comparison of the effects of direct instruction in reasoning with constructivism on deductive reasoning. *Oregon Monograph*, 7, 253-274.
- Guardino, C., Syverud, S., Joyner, A., Nicols, H., & King, S. (2011). Further evidence of the effectiveness of phonological instruction with oral-deaf readers. *American Annals of the Deaf*, 155(5), 562-568.
- Gunn, B., Smolkowski, K., Biglan, A., & Black, C. (2002). Supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school. *The Journal of Special Education*, 36(2), 69-79.
- Gunn, B., Biglan, A., Smolkowski, K., & Ary, D. (2000). The efficacy of supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school. *The Journal of Special Education*, 34(2), 90-103.
- Hall, S. L., & Moats, L. C. (1999). *Straight Talk About Reading*. Chicago, IL. Contemporary Books.

- Haring, N. G., & Krug, D. A. (1975). Evaluation of a program of systematic instructional procedures for extremely poor retarded children. *American Journal on Mental Retardation*, 79, 627-631.
- Hart, B., & Risley, T. R. (1995). Meaningful differences in the everyday experience of young American children. Baltimore, MD: Paul H. Brookes.
- Haskell, D., Foorman, B., & Swank, P. (1992). Effects of three orthographic/phonological units on first-grade reading. *Remedial and Special Education*, 13, 40-49.
- Hastings, E., Tangel, D., Bader, B., & Billups, L. (1995). *Early Reading Interventions*. Washington, D. C.: American Federation of Teachers.
- Hempenstall, K. (1997). The effects on the phonological processing skills of disabled readers of participating Direct Instruction reading programs. Australian Digital Theses Program, RMIT University Library. <http://adt.lib.rmit.edu.au/adt/public/adt-VIT20050628.114735/index.html>
- Heubusch, J., & Lloyd, J. W. (1998). Corrective feedback in oral reading. *Journal of Behavioral Education*, 8, 63-79.
- Huff-Benkoski, K., & Greenwood, S. (1995). The use of word analogy instruction with developing readers. *The Reading Teacher*, 48, 446-447.
- Humphries, T., Neufeld, M., Johnson, C., Enges, K., & McKay, R. (2005). A pilot study of the effect of direct instruction programming on the academic performance of students with intractable epilepsy. *Epilepsy & Behavior*, 6(3), 405-412.
- Infantino, J. & Hempenstall, K. (2006). Effects of a decoding program on a child with Autism Spectrum Disorder. *Australasian Journal of Special Education*, 30(2), 126-144.
- Jenkins, J. R., Matlock, B., & Slocum, T. A. (1989). Two approaches to vocabulary instruction: The teaching of individual word meanings and practice in deriving word meaning from context. *Reading Research Quarterly*, 24, 215-235.
- Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology*, 80(4), 437-447.
- Juel, C., & Minden-Cupp, C. (2000). Learning to read words: Linguistic units and instructional strategies. *Reading Research Quarterly*, 35, 458-492.
- Kamps, D., & Greenwood, C. (2005). Formulating secondary-level reading interventions. *Journal of Learning Disabilities*, 38(6), 500-509.
- Kamps, D., Abbott, M., Greenwood, C., Arreaga-Mayer, C., Wills, H., Longstaff, J., et al. (2007). Use of evidence-based, small group reading instruction for English language

- learners in elementary grades: Secondary-tier intervention. *Learning Disability Quarterly*, 30, 153-168.
- Kamps, D., Abbott, M., Greenwood, C., Wills, H., Veerkamp, M., & Kaufman, J. (2008). Effects of small-group reading instruction and curriculum differences for students most at risk in kindergarten. *Journal of Learning Disabilities*, 41(2), 101-114.
- Kamps, D., Wills, H., Greenwood, C., Thorne, S. Lazo, J., et al. (2003). Curriculum influences on growth in early reading fluency for students with academic and behavioral risks. *Journal of emotional and behavioral disorders*, 11(4), 211-224.
- Kaufman, M. (1976). Comparison of achievement for DISTAR and conventional instruction with primary pupils. *Reading Improvement*, 13, 169-173.
- Kuder, S. J. (1991). Language abilities and progress in a Direct Instruction reading program for students with learning disabilities. *Journal of Learning Disabilities*, 24(2), 124-127.
- Kuder, S. J. (1990). Effectiveness of the DISTAR reading program for children with learning disabilities. *Journal of Learning Disabilities*, 23(1), 69-71.
- Lane, H., & Mercer, C. (1999). Preventing reading difficulties: Reading between the lines. *Journal of Behavioral Education*, 9, 45-53.
- Leach, D. & Siddall, S. (1990). Parental involvement in the teaching of reading: A comparison of Hearing Reading, Paired Reading, Pause, Prompt, Praise, and Direct Instruction methods. *British Journal of Educational Psychology*, 60, 349-355.
- League, M. B. (2001). The effects of the intensity of phonological awareness instruction on the acquisition of literacy skills. Dissertation from the University of Florida.
- Learning First Alliance. (1998). Every child reading: An action plan of the Learning First Alliance. *American Federation of Teachers*, (Spring, summer) 52-63.
- Lenchner, O., Gerber, M., & Routh, D. (1990). Phonological awareness tasks as predictors of decoding ability: Beyond segmentation. *Journal of Learning Disabilities*, 23, 240-247.
- Levy, B. A., Nicholls, A., & Kohen, D. (1993). Repeated readings: Process benefits for good and poor readers. *Journal of Experimental Child Psychology*, 56, 303-327.
- Ligas, M. R. (2002). Evaluation of Broward County Alliance of Quality Schools Project. *Journal of Education for Students Placed At Risk*, 7(2), 117-139.
- Lovett, M. W., Palma, M., Frijters, J., Steinbach, K., Temple, M., Benson, N., & Lacerenze, L. (2008). Interventions for reading difficulties: A comparison of response to

- intervention by ELL and EFL struggling readers. *Journal of Learning Disabilities*, 41, (333-352).
- Mac Iver, M. A., & Kemper, E. (2002). The impact of Direct Instruction on elementary students' reading achievement in an urban school district. *Journal of Education for Students Placed At Risk*, 7(2), 197-220.
- Marchand-Martella, N. E., Martella, R. C., Kolts, R. L., Mitchell, D., & Mitchell, C. (2006). Effects of a three-tier strategic model of intensifying instruction using a research-based core reading program in grades K-3. *Journal of Direct Instruction*, 6(1). 49-72.
- Marston, D., Deno, S. L., Kim, D., Diment, K., & Rogers, D. (1995). Comparison of reading intervention approaches for students with mild disabilities. *Exceptional Children*, 62(1), 20-37.
- Mastropieri, M., Leinart, A., & Scruggs, T. (1990). Strategies to increase reading fluency. *Intervention in School and Clinic*, 34, 278-283.
- McGuinness, D., McGuinness, C., Donohue, J. (1995). Phonological training and the alphabetic principle: Evidence for reciprocal causality. *Reading Research Quarterly*, 30, 830-852.
- Medo, M. A., & Ryder, R. J. (1993). The effects of vocabulary instruction on readers' ability to make causal connections. *Reading Research and Instruction*, 33(2), 119-134.
- Meese, R. (2001). *Teaching Learners with Mild Disabilities: Integrating Research and Practice* (2nd ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Miao, Y., Darch, C., & Rabren, K. (2002). Use of precorrection strategies to enhance reading performance of students with learning and behavior problems. *Journal of Instructional Psychology*, 29(3), 162-174.
- Mills, P. E., Cole, K. N., Jenkins, J. R., & Dale, P. S. (2003). Early exposure to Direct Instruction and subsequent juvenile delinquency: A prospective examination. *Journal of Direct Instruction*, 3(1), 51-63.
- Moody, S. W., Vaughn, S., Hughes, M. T., & Fischer, M. (2000). Reading instruction in the resource room: Set up for failure. *Exceptional Children*, 66, 305-316.
- Mosley, A. M. (1997). The effectiveness of Direct Instruction on reading achievement. (Report No. CS012664). East Lansing, MI: National Center for Research on Teacher learning. (ERIC Document Reproduction Service Nn. ED402553).
- Murray, B. (1998). Gaining alphabetic insight: Is phoneme manipulation skill or identity knowledge causal? *Journal of Educational Psychology*, 90, 461-475.

- Nanda, A. O., & Fredrick, L. D. (2007). The effects of combining repeated reading with Reading Mastery on first graders' oral reading fluency. *Journal of Direct Instruction, 7(1)*, 17-27.
- Neely, M. D. (1995). The multiple effects of whole language, precision teaching and Direct Instruction on first-grade story-reading. *Effective School Practices, 14(4)*, 33-42.
- O'Brien, D. M., & Ware, A. M. (2002). Implementing research-based reading programs in the Fort Worth Independent School District. *Journal of Education for Students Placed At Risk, 7(2)*, 167-195.
- O'Connor, R. E., & Jenkins, J. R. (1995). Improving the generalization of sound/symbol knowledge: Teaching spelling to kindergarten children with disabilities. *The Journal of Special Education, 29(3)*, 255-275.
- O'Connor, R. E., Jenkins, J. R., Cole, K. N., & Mills, P. E. (1993). Two approaches to reading instruction with children with disabilities: Does program design make a difference? *Exceptional Children, 59*, 312-323.
- Olofsson, A., & Niedersoe, J. (1999). Early language development and kindergarten phonological awareness as predictors of reading problems: From 3 to 11 years of age. *Journal of Learning Disabilities, 32(5)*, 464-472.
- Pany, D., & McCoy, K. (1988). Effects of corrective feedback on word accuracy and reading comprehension of readers with learning disabilities. *Journal of Learning Disabilities, 21*, 546-550.
- Perfetti, C. A., Beck, I., Bell, L., & Hughes, C. (1987). Phonemic knowledge and learning to read are reciprocal: A longitudinal study of first-grade children. *Merrill-Palmer Quarterly, 33*, 283-319.
- Rawl, R. & O'Tuel, F. (1982). A comparison of three prereading approaches for kindergarten students. *Reading Improvement, 19(3)*, 205-211.
- Reutzel, D. R., & Hollingsworth, P. M. (1993). Effects of fluency training on second graders' reading comprehension. *Journal of Educational Research, 86*, 325-331.
- Richardson, E., DiBenedetto, B., Christ, A., Press, M., & Winsberg, B. G. (1978). An assessment of two methods for remediating reading deficiencies. *Reading Improvement, 15(2)*, 82-95.
- Riepl, J. H., Marchand-Martella, N. E., & Martella, R. C. (2008). The effects of Reading Mastery Plus on the beginning reading skills of students with intellectual and developmental disabilities. *Journal of Direct Instruction, 8(1)*, 29-39.

- Ross, S. M., Nunnery, J. A., Goldfeder, E. McDonald, A., Rachor, R. (2004). Using school reform models to improve reading achievement: A longitudinal study of Direct Instruction and Success for All in an urban district. *Journal of Education for Students Placed at Risk*, 9(4), pp. 357-388.
- Ryder, R.J., Burton, J.L., & Silberg, A. (2006). Longitudinal study of Direct Instruction effects from first through third grade. *Journal of Educational Research*, 99, 179-192.
- Salerno, C. (1992). A comparison of classrooms using a meaning-centered approach and a code-centered approach. *ADI News*, 11(2), 26-29.
- Scarborough, H. S. (1991). Early syntactic development of dyslexic children. *Annals of Dyslexia*, 41 207-220.
- Schieffer, C., Marchand-Martella, N. E., Martella, R. C., Simonsen, F. L., & Waldron-Soler, K. M. (2002). An analysis of the Reading Mastery program: Effective components and research review. *Journal of Direct Instruction*, 2(2), 87-119.
- Senechal, M. (1997). The differential effect of storybook reading on preschoolers' acquisition of expressive and receptive vocabulary. *Journal of Child Language*, 24(1). 123-138.
- Sexton, C. W. (1989). Effectiveness of the DISTAR Reading I Program in developing first graders' language skills. *Journal of Educational Research*, 82(5), 289-293.
- Shippen, M. E., Houchins, D. E., Calhoon, M. B., Furlow, C. F., & Sartor, D. L. (2006). The effects of comprehensive school reform models in reading for urban middle school students with disabilities. *Remedial and Special Education*, 27(6), 322-328.
- Sindelar, P. T., Monda, L., & O'Shea, L. (1990). Effects of repeated reading on instructional- and mastery-level readers. *Journal of Educational Research*, 83, 220-226.
- Smith, S., Simmons, D., Gleason, M., Kameeuni, E., Baker, S., Sprick, M., Gunn, B., & Thomas, C. (2001). An analysis of phonological awareness instruction in four kindergarten basal reading programs. *Reading and Writing Quarterly*, 17, 25-50.
- Smolkowski, K., Biglan, A., Barrera, M., Taylor, T., Black, C., & Blair, J. (2005). Schools and Homes in Partnership (SHIP): Long-term effects of a preventative intervention focused on social behavior and reading skill in early elementary school. *Prevention Science*, 6(2), 113-125.
- Snider, V. E. (1988, Fall). The role of prior knowledge in reading comprehension-A test with LD adolescents. *Direct Instruction News*, 6-11.

- Snider, V. E. (1990). Direct Instruction reading with average first-graders. *Reading Improvement, 27*(2), 143-148.
- Snow, C. E., Burns, M. S., & Griffin, P. (Eds.) (1998). *Preventing Reading Difficulties in Young Children*. Washington, D. C.: National Academy Press.
- Snyder, L., Downey, D. (1997). Developmental differences in the relationship between oral language deficits and reading. *Topics in Language Disorders, 17*(3), 27-40.
- Spector, J. E. (1995). Phonemic awareness training: Application of principles of Direct Instruction. *Reading and Writing Quarterly, 11*, 37-51.
- Stahl, S., & Miller, P. (1989). Whole language and language experience approaches for beginning reading: A quantitative research synthesis. *Review of Educational Research, 59*, 87-116.
- Stanovich, K. (1994). Romance and reality. *The Reading Teacher, 47*, 280-289.
- Stein, C., & Goldman, J. (1980). Beginning reading instruction for children with minimal brain dysfunction. *Journal of Learning Disabilities, 13*(4), 52-55.
- Stein, M., Carnine, D., & Dixon, R. (1998). Direct instruction: Integrating curriculum design and effective teaching practice. *Intervention in School and Clinic, 33*, 227-233.
- Stockard, J. & Engelmann, K. (2010). Academic kindergarten and later academic success: The impact of Direct Instruction. *Journal of Behavioral Assessment and Intervention for Children, 1*(1), 2-24.
- Stockard, J. (2008). Reaching Achievement in a Direct Instruction School and a “Three Tier” Curriculum School. *National Institute for Direct Instruction, Technical Report 2008-5*.
- Stockard, J. (2010). *Direct Instruction and reading in Africa: A Comparison of DIBELS scores of a DI school in Liberia, a comparison Liberian school, and U.S. Schools*, National Institute for Direct Instruction Technical Report 2010(1).
- Stockard, J. (2010). Promoting reading achievement and countering the “fourth-grade slump”: The impact of Direct Instruction on reading achievement in fifth grade. *Journal of Education for Students Placed at Risk, 15*, 218-240.
- Stockard, J. (2011). Direct Instruction and first grade reading achievement: The role of technical support and time of implementation. *Journal of Direct Instruction, 11* (1), 31-50.
- Stockard, J. (2011) Increasing reading skills in rural districts: A case study of three schools. *Journal of Research in Rural Education 26* (8), 1-19.

- Summerell, S., & Brannigan, G. G. (1977). Comparison of reading programs for children with low levels of reading readiness. *Perceptual and Motor Skills*, 44, 743-746.
- Syverud, S.M., Guardino, C. & Selznick, D. (2009). Teaching phonological skills to a deaf first grader: A promising strategy. *American Annals of the Deaf*, 154(4), 382-388.
- Taylor, B., Harris, L., Pearson, P., & Garcia, G. (1995). *Reading difficulties instruction and assessment* (2nd ed.). New York: McGraw-Hill.
- Thomson, B., & Miller, L. D. (1991). Pilot study of the effectiveness of a Direct Instruction model as a supplement to a literature-based delivery model; Traditional teaching to a whole language: A focus on instructional routines. *Florida Educational Research Council Research Bulletin*, 23(2).
- Torgesen, J., Morgan, S., & Davis, C. (1992). Effects of two types of phonological awareness training on word learning in kindergarten children. *Journal of Educational Psychology*, 84, 364-370.
- Traweck, D., & Berninger, V. W. (1997). Comparisons of beginning literacy programs: Alternative paths to the same learning outcome. *Learning Disabilities Quarterly*, 20, 160-168.
- Trezek, B. J., & Wang, Y. (2006). Implications of utilizing a phonics-based reading curriculum with children who are deaf or hard of hearing. *The Journal of Deaf Studies and Deaf Education*, 11, 202-213.
- Troia, G. A. (1999). Phonological awareness intervention research: A critical review of the experimental methodology. *Reading Research Quarterly*, 34, 28-52.
- Umbac, B., Darch, C., & Halpin, G. (1989). Teaching reading to low-performing first graders in rural schools: A comparison of two instructional approaches. *Journal of Instructional Psychology*, 16(3), 112-121.
- Vandervelden, M., & Siegel, L. (1997). Teaching phonological processing skills in early literacy: A developmental approach. *Learning Disability Quarterly*, 20, 63-81.
- Walker, D., Greenwood, C., Hart, B., & Carta, J. (1994). Prediction of school outcomes based on socioeconomic status and early language production. *Child Development*, 65, 606-621.
- Walton, P., Walton, L., & Felton, K. (2001). Teaching rhyme analogy or letter recoding reading strategies to pre-readers: Effects on pre-reading skills and word reading. *Journal of Educational Psychology*, 93(1), 160-180.

- Weinstein, G., & Cooke, N. L., (1992). The effects of two repeated reading interventions on generalization of fluency. *Learning Disability Quarterly*, 15, 21-28.
- Weisberg, P. (1988). Direct Instruction in the preschool. *Education and Treatment of Children*, 11(4), 349-363.
- Weisberg, P., & Savard, C. (1993). Teaching preschoolers to read: Don't stop between the sounds when segmenting words. *Education and Treatment of Children*, 16, 1-18.
- Wiltz, N., & Wilson, G. P. (2006). An inquiry into children's reading in one urban school using SRA Reading Mastery (direct instruction). *Journal of Literacy Research*, 37(4), 493-528.
- Wise, B., Ring, J., & Olson, R. (1999). Training phonological awareness with and without explicit attention to articulation. *Journal of Experimental Child Psychology*, 72, 271-304.
- Wrobel, S. (1996). The effectiveness of Direct Instruction on the various reading achievement categories. *Technical Report*. ERIC report, ED395292.
- Yu, L. and Rachor, R. (2000). "The Two-Year Evaluation of the Three-Year Direct Instruction Program in an Urban Public School System," Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Zayac, R. (2008). Direct Instruction reading: Effects of the Reading Master Plus – Level K curriculum on preschool children with developmental delays. Dissertation from Auburn University.

B. Corrective Reading

- Armbruster, B. B., Lehr, F., & Osborn, J. (2003). *Put reading first: The research building blocks for teaching children to read, kindergarten through grade 3*. Jessup, MD: National Institute for Literacy.
- Arthur, C. (1988). Progress in a high school LD class. *ADI News*, 27(4), 17-18.
- Benner, G. J. (2007). The relative impact of remedial reading instruction on the basic reading skills of students with emotional disturbance and learning disabilities. *Journal of Direct Instruction*, 7(1), 1-15.
- Benner, G. J., Kinder, D., Beaudoin, K. M., Stein, M., & Hirschmann, K. (2005). The effects of the "Corrective Reading Decoding" program on the basic reading skills and social adjustment of students with high-incidence disabilities. *Journal of Direct Instruction*, 5(1), 67-80.

- Campbell, M. L. (1984). Corrective Reading program evaluated with secondary students in San Diego. *ADI News*, 3(3), 1.
- Chamberlain, L. A. (1987). Using DI in a Victoria, B.C. resource room. *ADI News*, 7(1), 7-8.
- Clunies-Ross, G. (1990). Some effects of direct instruction in comprehension skills on intellectual performance. *ADI News*, 9(3), 18-21.
- Drakeford, W. (2002). The impact of an intensive program to increase the literacy skills of incarcerated youth. *Journal of Correctional Education*, 53(4), 139-144.
- Edlund, C. V., & Ogle, R. R. (1988). Amount of training in DI and outcomes with secondary handicapped students. *ADI News* 7(3), 14-15.
- Flores, M. M., Shippen, M. E., Alberto, P., & Crowe, L. (2004). Teaching letter-sound correspondence to students with moderate intellectual disabilities. *Journal of Direct Instruction*, 4(2), 173-188.
- Flores, M. M., & Ganz, J. B. (2007). Effectiveness of Direct Instruction for teaching statement inference, use of facts, and analogies to students with developmental disabilities and reading delays. *Focus on Autism and Other Developmental Disabilities*, 22(4), 244-251.
- Francis, D. J., Shaywitz, S. E., Stuebing, K. K., Shaywitz, B. A., & Fletcher, J. M. (1996). Developmental lag versus deficit models of reading disability: A longitudinal, individual growth curves analysis. *Journal of Educational Psychology*, 88, 3-17.
- Gersten, R. (1997). Structured immersion for language minority students: Results of a longitudinal evaluation. *Effective School Practices*, 16(3), 21-29.
- Gersten R., Brockway, M. A., & Henares, N. (1983). The Monterey DI program for students, *ADI News*, 2(4), 8-9.
- Glang, A., Singer, G., Cooley, E., & Tish, N. (1991). Using Direct Instruction with brain injured students. *ADI News*, 11(1), 23-27.
- Glang, A., Singer, G., Cooley, E. & Tish, N. (1992). Tailoring Direct Instruction techniques for use with elementary students with brain injury. *Journal of Head Trauma Rehabilitation*, 7(4), 93-108.
- Gregory, R. P., Hackney, C., & Gregory, N. M. (1982). Corrective Reading programme: An evaluation. *British Journal of Educational Psychology*, 52, 33-50.
- Grossen, B. (2004). Success of a Direct Instruction model at a secondary level school with high-risk students. *Reading & Writing Quarterly*, 20, 161-178.

- Harris, R. E., Marchand-Martella, N. E., & Martella, R. C. (2000). Effects of a peer-delivered Corrective Reading program. *Journal of Behavioral Education, 10*, 21-36.
- Hempenstall, K. (2008). Corrective reading: An evidence-based remedial reading intervention. *Australasian Journal of Special Education, 32*(1), 23-54.
- Herr, C. M. (1989). Using Corrective Reading with adults. *ADI News, 8*(2), 18-21.
- Holdsworth, P. (1984-1985). Corrective Reading tested in U.K. *ADI News, 4*(2), 4-5.
- Houchins, D. E., Jolivette, K., Krezmien, M. P., & Baltodano, H. M. (2008). A multi-state study examining the impact of explicit reading instruction with incarcerated students. *The Journal of Correctional Education, 5*(1), 65-85.
- Kaiser, S., Palumbo, K., Bialozor, R. C., & McLaughlin, T. F. (1989). The effects of Direct Instruction with rural remedial education students: A brief report. *Reading Improvement, 26*, 88-93.
- Kasendorf, S. J., & McQuaid, P. (1987). Corrective Reading evaluation study. *ADI News, 7*(1), 9.
- Keel, M. C., Fredrick, L. D., Hughes, T. A., & Owens, S. H. (1999). Using paraprofessionals to deliver Direct Instruction reading programs. *Effective School Practices 18*(2), 16-22.
- Lewis, A. (1982). An experimental evaluation of a direct instruction programme (Corrective Reading) with remedial readers in a comprehensive school. *Educational Psychology 2*(2), 121-135.
- Ligas, M. R. (2002). Evaluation of Broward County Alliance of Quality Schools Project. *Journal of Education for Students Placed At-Risk, 7*(2), 117-139.
- Lloyd, J., Cullinan, D., Heins, E. D., & Epstein, M. H. (1980). Direct Instruction: Effects on oral and written language comprehension. *Learning Disabilities Quarterly, 3*, 70-76.
- Lyon, G. R. (2001). *Measuring success: Using assessments and accountability to raise student achievement*. Subcommittee on Education Reform Committee on Education and the Workforce, U.S. House of Representatives. Washington, D.C. Retrieved March 24, 2003, from http://www.nrrf.org/lyon_statement3-01.htm.
- Malmgren, K. W., & Leone, P. E. (2000). Effects of a short-term auxiliary reading program on the reading skills of incarcerated youth. *Education and Treatment of Children, 23*(3), 239-247.

- Marchand-Martella, N., Martella, R., Bettis, D. & Blakely, M. (2004). Project Pals: A description of a high school-based tutorial program using Corrective Reading and peer-delivered instruction. *Reading & Writing Quarterly*, 20, 179-201.
- Marchand-Martella, N., Martella, R., Orlob, M., & Ebey, T. (2000). Conducting action research in a rural high school setting using peers as Corrective Reading. *Rural Special Education Quarterly*, 19(2).
- Marchand-Martella, N. E., & Martella, R. C. (2002). An overview and research summary of peer-delivered *Corrective Reading* instruction. *Behavior Analysis Today*, 3, 213-220.
- Polloway, E. A., Epstein, M. H., Polloway, C. H., Patton, J. R., & Ball, D. W. (1986). Corrective Reading program: An analysis of effectiveness with learning disabled and mentally retarded students. *Remedial and Special Education* 7(4), 41-47.
- Przychodzin-Havis, A. M., Marchand-Martella, N. E., Martella, R. C., Miller, D. A., et al. (2005). An analysis of Corrective Reading research. *Journal of Direct Instruction*, 5(1), 37-65.
- Richardson, E., DiBenedetto, B., Christ, A., Press, M., & Winsberg, B. G. (1978). An assessment of two methods for remediating reading deficiencies. *Reading Improvement*, 15(2), 82-95.
- Scarlato, M. C., & Ashara, E. (2004). Effects of Corrective Reading in a residential treatment facility for adjudicated youth. *Journal of Direct Instruction*, 4(2), 211-217.
- Shippen, M. E., Houchins, D. E., Steventon, C., & Sartor, D. (2005). A comparison of two Direct Instruction reading programs for urban middle school students. *Remedial and Special Education*, 26(3), 175-182.
- Short, C., Marchand-Martella, N. E., Martella, R. C., Ebey, T. L., & Stookey, S. (1999). The benefits of being high school Corrective Reading peer instructors. *Effective School Practices*, 18(2), 23-29.
- Smolkowski, K., Biglan, A., Barrera, M., Taylor, T., Black, C., & Blair, J. (2005). Schools and Homes in Partnership (SHIP): Long-term effects of a preventative intervention focused on social behavior and reading skill in early elementary school. *Prevention Science*, 6(2), 113-125.
- Somerville, D. E., & Leach, D. J. (1988). Direct or indirect instruction?: An evaluation of three types of intervention programme for assisting students with specific reading disabilities. *Educational Research*, 30(1), 46-53.
- Sommers, J. (1995). Seven-year overview of Direct Instruction programs used in basic skills classes at Big Piney Middle School. *Effective School Practices*, 14(4), 29-32.

- Steventon, C. E., & Fredrick, L. D. (2003). The effects of repeated readings on student performance in the Corrective Reading program. *Journal of Direct Instruction, 3(1)*, 17-27.
- Strong, A. C., Wehby, J. H., Falk, K. B., & Lane, K. L. (2004). The impact of a structured reading curriculum and repeated reading on the performance of junior high students with emotional and behavioral disorders. *School Psychology Review, 33(4)*, 561-581.
- Thomson, B. (1992). A field report: Specific learning disabilities Corrective Reading pilot study 1989-90. *ADI News, 11(2)*, 11-13.
- Thorne, M. T. (1978). Payment for Reading: The use of the "Corrective Reading scheme" with junior maladjusted boys. *Remedial Education, 13(2)*, 87-90.
- Vitale, M. R., Medland, M. B., Romance, N., & Weaver, H. P. (1993). Accelerating reading and thinking skills of low-achieving elementary students: Implications for curricular change. *Effective School Practices, 12(1)*, 26-31.
- Westworth, I. (1998). Evaluation of a Corrective Reading program: The effects on comprehension and decoding skills. Australia: RMIT. Unpublished manuscript.

C. Horizons/Funnix

- Cooke, N. L., Gibbs, S. L., Campbell, M. L., & Shalvis, S. L. (2004). A comparison of Reading Mastery Fast Cycle and Horizons Fast Track A-B on the reading achievement of students with mild disabilities. *Journal of Direct Instruction, 4(2)*, 139-151.
- Parlange, L. A. (2004). The effects of the Funnix beginning reading program on the reading skills of preschoolers. *Unpublished paper, Eastern Washington University.*
- Tobin, K. G. (2003). The effects of the Horizons Reading Program and prior phonological awareness training on the reading skills of first graders. *Journal of Direct Instruction, 3(1)*, 1-16.
- Tobin, K. G. (2004). The effects of beginning reading instruction in the Horizons reading program on the reading skills of third and fourth graders. *Journal of Direct Instruction, 4(2)*, 129-137.
- Watson, T. & Hempenstall, K. (2008). Effects of a computer based beginning reading program on young children. *Australasian Journal of Educational Technology, 24 (3)*, 258-274.

D. Language For Learning/ Distar Language

- Benner, G. J., Trout, A., Nordness, P. D., Nelson, J. R. , Epstein, M. H., Knobel, M. , et al. (2002). The effects of the Language for Learning program on the receptive language skills of kindergarten children. *Journal of Direct Instruction, 2*(2), 67-74.
- Booth, A., Hewitt, D., Jenkins, W., & Maggs, A. (1979). Making retarded children literate: A five year study. *The Australian Journal of Mental Retardation, 5*(7), 257-260.
- Cole, K.N., Dale, P.S., & Mills, P.E. (1991). Individual differences in language delayed children's responses to direct and interactive preschool instruction. *Topics in Early Childhood Special Education, 11*(1), 99-124.
- Ganz, J. & Flores, M. (2009). The effectiveness of Direct Instruction for teaching language to children with autism spectrum disorder. Identifying materials. *Journal of Autism and Developmental Disorders, 39*, 75-83.
- Gersten, R. M., & Maggs, A. (1982). Teaching the general case to moderately retarded children: Evaluation of a five year project. *Analysis and Intervention in Developmental Disabilities, 2*, 329-343.
- Gregory, P., Richards, C., & Hadley, M. (1982). Using DISTAR Language in a unit for children with language disorders. *Mental Handicap, 10*(3), 102-104.
- Tincani, M., Ernsbarger, S., Harrison, T. J., & Heward, W. L. (2005). Effects of two instructional paces on pre-K children's participation rate, accuracy, and off-task behavior in the Language for Learning program. *Journal of Direct Instruction, 5*(1), 97-109.
- Waldron-Soler, K. M., Martella, R. C., Marchand-Martella, N. E., Tso, M. E., Warner, D. A., & Miller, D. E. (2002). Effects of a 15-week Language for Learning implementation with children in an integrated preschool. *Journal of Direct Instruction, 2*, 75-86.
- Wheldall, D., & Wheldall, K. (1984). DISTAR in the day nursery: An experimental evaluation of DISTAR Language I. *Educational Review, 36*, 288-301.

E. Spelling

- Burnette, A., Bettis, D., Marchand-Martella, N. E., Martella, R. C., Tso, M., et al. (1999). A comparison of Spelling Mastery and a whole-word approach across elementary grades in a Title 1 school. *Effective School Practices, 18*(2), 8-15.
- Darch, C., Eaves, R. C., Crowe, D. A., Simmons, K., & Conniff, A. (2006). Teaching spelling to students with learning disabilities: A comparison of rule-based strategies versus traditional instruction. *Journal of Direct Instruction, 6*(1), 1-16.

- Darch, C., & Simpson, R. G. (1991). Effectiveness of visual imagery versus rule-based strategies in teaching spelling to learning disabled students. *Research in Rural Education, 7(1)*, 61-70.
- Lum, T., & Morton, L. L. (1984). Direct Instruction in spelling increases gain in spelling and reading skills. *Special Education in Canada, 58(2)*, 41-45.
- McCormic, J., & Fitzgerald, M. (1997). School-wide application of Direct Instruction: Spelling Mastery at Yeshiva. *Effective School Practices, 16(3)*, 39-47.
- Owens, S. H., Fredrick, L. D., & Shippen, M. E. (2004). Training a paraprofessional to implement Spelling Mastery and examining its effectiveness for students with learning disabilities. *Journal of Direct Instruction, 4(2)*, 153-172.
- Robinson, J. W. & Hesse, K. D. (1981). A morphemically based spelling program's effect on spelling skills and spelling performance of seventh grade students. *Journal of Educational Research, 75(1)*, 56-62.
- Shippen, M. E., Reilly, A., & Dunn, C. (2008). The effect of the intensity of spelling instruction for elementary students at risk for school failure. *Journal of Direct Instruction, 8(1)*, 19-28.
- Simonsen, F. & Gunter, L. (2001). Best practices in spelling instruction: A research summary. *Journal of Direct Instruction, 1(2)*, 97-105.
- Vreeland, M. (1982). Corrective spelling program evaluated. *Direct Instruction News, 1(2)*, 3.

F. Writing Programs: Reasoning & Writing, Language for Writing, Expressive Writing

- Anderson, D. M. (2002). Using Reasoning and Writing to teach writing skills to students with learning disabilities and behavioral disorders. *Journal of Direct Instruction, 2(1)*, 49-55.
- Cross, R. W., Rebarber, T., & Wilson, S. F. (2002). Student gains in a privately managed network of charter schools using Direct Instruction. *Journal of Direct Instruction, 2(1)*, 3-21.
- Ginn, P. V., Keel, M. C., & Fredrick, L. D. (2002). Using Reasoning and Writing with gifted fifth grade students. *Journal of Direct Instruction, 2(1)*, 41-47.
- Martella, R. C. & Waldron-Soler, K. M. (2005). Language for Writing program evaluation. *Journal of Direct Instruction, 5(1)*, 81-96.

Viel, K.A. (2008). *The Effects of Direct Instruction in Writing on English Speakers and English Language Learners with Disabilities*, Unpublished PhD Dissertation, Georgia State University.

Viel-Ruma, K., Houchins, D., Jolivette, K., Fredrick, L., & Gama, R. (2010). Direct Instruction in written expression: The effects on English speakers and English Language Learners with disabilities. *Learning Disabilities Research & Practice*, 25(2), 97-108.

Walker, B., Shippen, M. E., Alberto, P., Houchins, D. E., & Cihak, D. F. (2006). Using the Expressive Writing program to improve the writing skills of high school students with learning disabilities. *Journal of Direct Instruction*, 6(1), 35-47.

G. Mathematics Programs

Brent, G., & DiObilda, N. (1993). Curriculum alignment versus Direct Instruction: Effects on stable and mobile urban children. *The Journal of Educational Research*, 86(6), 333-338.

Carnine, D., & Gersten, R. (1982). Effective mathematics instruction for low-income students: Results of longitudinal field research in 12 school districts. *Journal of Research in Mathematics Education*, 13, 145-152.

Gersten, R. & Carnine, D. (1984). Direct Instruction mathematics: A longitudinal evaluation for low-income elementary school students. *The Elementary School Journal*, 84(4), 395-407.

Crawford, D. B., & Snider, V. E. (2000). Effective mathematics instruction: The importance of curriculum. *Education and Treatment of Children*, 23(2), 122-142.

Cross, R. W., Rebarber, T., & Wilson, S. F. (2002). Student gains in a privately managed network of charter schools using Direct Instruction. *Journal of Direct Instruction*, 2(1), 3-21.

Flores, M. & Kaylor, M. (2007) The effects of a Direct Instruction program on the fraction performance of middle school students at-risk for failure in mathematics. *Journal of Instructional Psychology*, 34(2), 84-94.

Gersten, R., & Carnine, D. (1984). Direct Instruction mathematics: A longitudinal evaluation of low-income elementary school students. *Elementary School Journal*, 84, 395-407.

Glang, A., Singer, G., Cooley, E., & Tish, N. (1992). Tailoring Direct Instruction techniques for use with elementary students with brain injury. *Journal of Head Trauma Rehabilitation*, 7(4), 93-108.

- Jung, J. S. (1997). The differential effects of mathematics instruction on the achievement of students of varying performance levels. Dissertation from the University of Wisconsin-Madison .
- McKenzie, M. A., Marchand-Martella, N. E., Moors, M.E., & Martella, R. C. (2004). Teaching basic math skills to preschoolers using Connecting Math Concepts Level K. *Journal of Direct Instruction, 4(1)*, 85-94.
- Parsons, J., Marchand-Martella, N., Waldron-Soler, K. & Martella, R. (2004). Effects of a high school peer-delivered Corrective Mathematics program. *Journal of Direct Instruction, 4(1)*, 95-103.
- Perkins, V. & Cullinan, D. (1985). Effects of Direct Instruction intervention for fraction skills. *Education and Treatment of Children, 8(1)*, 41-50.
- Scarlato, M., & Burr, W. A. (2002). Teaching fractions to middle-school students. *Journal of Direct Instruction, 2(1)*, 23-38.
- Snider, V., & Crawford, D. (1996). Action research: Implementing Connecting Math Concepts. *Effective School Practices, 15(2)*, 17-26.
- Sommers, J. (1991). Direct Instruction programs produce significant gains with at-risk middle school students. *Direct Instruction News, 11(1)*, 7-14.
- Stockard, J. (2010). "Improving Elementary Level Mathematics Achievement in a Large Urban District: The Effects of Direct Instruction." *Journal of Direct Instruction, 10* (Winter, 2010): 1-16.
- Tarver, S. G., & Jung, J. S. (1995). A comparison of mathematics achievement and mathematics attitudes of first and second graders instructed with either a discovery-learning mathematics curriculum or a Direct Instruction curriculum. *Effective School Practices, 14(1)*, 49-57.
- Vreeland, M., Vail, J., Bradley, L., Cipriano, K., Green, C., Henshaw, P., et al. (1994). Accelerating cognitive growth: The Edison School math project. *Effective School Practices, 13(2)*, 64-70.
- Wellington, J. (1994). Evaluating a mathematics program for adoption: Connecting Math Concepts. *Effective School Practices, 13(2)*, 70-75.

H. Project Follow Through

- Becker, W. C. (1977). Teaching reading and language to the disadvantaged: What we have learned from research. *Harvard Educational Review, 47(4)*.

- Becker, W. C., & Gersten, R. (1982). A follow-up of Follow Through: The later effects of the Direct Instruction model on children in fifth and sixth grades. *American Educational Research Journal*, 19(1), 75-92.
- Brent, G., & DiObilda, N. (1993). Effects of curriculum alignment versus Direct Instruction of urban children. *Journal of Educational Research*, 86(6), 333-338.
- Brent, G., DiObilda, N. & Gavin, F. (1986). Camden Direct Instruction Project 1984-1985. *Urban Education*, 21(2), 138-148.
- Carnine, D., Grossen, B. & Silbert, J. (1992). Direct Instruction to accelerate cognitive growth. *ADI News, Fall*, 33-42.
- Darch, C., Gersten, R., Taylor, R. (1987). Evaluation of the Williamsburg County Direct Instruction program: Factors leading to success in rural elementary programs. *Research in Rural Education*, 4(3), 111-118.
- Engelmann, S., Becker, W.C., Carnine, D., & Gersten, R. (1988). The direct instruction follow-through model: Design and outcomes. *Education and Treatment of Children*, 11, 303-317.
- Gersten, R., Becker, W., Heiry, T. & White, W. (1984). Entry IQ and yearly academic growth of children in Direct Instruction programs: A longitudinal study of low SES children. *Educational Evaluation and Policy Analysis*, 6(2), 109-121.
- Gersten, R. & Carnine, D. (1984). Direct Instruction mathematics: A longitudinal evaluation for low-income elementary school students. *The Elementary School Journal*, 84(4), 395-407.
- Gersten, R., & Keating, T. (1987). Long-term benefits from Direct Instruction. *Educational Leadership*, 44(6), 28-31.
- Gersten, R., Carnine, D., Zoref, L. & Cronin, D. (1986). A multifaceted study of change in seven inner-city schools. *The Elementary School Journal*, 86(3), 258-276.
- Gersten, R., Keating, T., & Becker, W. C. (1988). The continued impact of the Direct Instruction model: Longitudinal studies of Follow Through students. *Education and Treatment of Children*, 11(4), 318-327.
- Kameenui, E. J., Carnine, D. W., Darch, C. B., & Stein, M. (1986). Two approaches to the development phase of mathematics instruction. *The Elementary School Journal*, 86(5), 633-650.
- Kennedy, M. M. (1978). Findings from the Follow Through planned variation study. *U.S. Office of Education*.

Meyer, L.A. (1984). Long-term academic effects of the direct instruction project follow through. *The Elementary School Journal*, 84(4), 380-394.

Meyer, L., Gersten, R., & Gutkin, J. (1983). Direct Instruction: A project follow-through success story in an inner-city school. *Elementary School Journal*, 84, 241-252.

I. Implementation-related

Benner, G.J., Nelson, J.R., Stage, S.A., & Ralston, N.C. (2010). The influence of fidelity of implementation on the reading outcomes of middle school students experiencing reading difficulties. *Remedial and Special Education Online First*, published February 12, 2010.

Blakely, M. R. (2001). A survey of levels of supervisory support and maintenance of effects reported by educators involved in Direct Instruction implementations. *Journal of Direct Instruction*, 1(2), 73-83.

Coulter, G. & Grossen, B. (1997). The effectiveness of in-class instructive feedback versus after-class instructive feedback for teachers learning Direct Instruction teaching behaviors. *Effective School Practices*, 16(4), 21-35.

Engelmann, S.E. & Engelmann, K.E. (2004). Impediments to scaling up effective comprehensive school reform models. In T.K. Glennan, Jr., S.J. Bodilly, J.R. Galegher, & K.A. Kerr (eds). *Expanding the Reach of Educational Reforms: Perspectives from Leaders in the Scale-up of Educational Interventions*. Santa Monica: Rand.

Gersten, R. M., & Carnine, D. W. (1982). Measuring implementation of a structured educational model in an urban school district: An observational approach. *Education Evaluation and Policy Analysis*, 4(1), 67-79.

Gersten, R., Carnine, D. & Williams, P. (1982). Measuring implementation of a structured educational model in an urban school district: An observational approach. *Educational Evaluation and Policy Analysis*. 4(1), 67-79.

Gersten, R. M., Carnine, D. W., Zoref, L., & Cronin, D. (1986). A multifaceted study of change in seven inner-city schools. *The Elementary School Journal*, 86(3), 257-276.

Grossen, B. (2002). The BIG Accommodation Model: The Direct Instruction model for secondary schools. *Journal of Education for Students Placed at Risk*, 7(2), 241-263.

Hummel, J., Wiley, L., Huitt, W., Roesch, M. & Richardson, J. (2002). Implementing Corrective Reading: Coaching issues. *Georgia Educational Research Association*.

Marchand-Martella, N. & Lignugaris/Kraft, B. (1997). Reliability of observations done by cooperating teacher supervisors in a Direct Instruction practicum. *Effective School Practices*, 16(4), 46-57.

- Morgan, R., Menlove, R., Salzberg, C. & Hudson, P. (1994). Effects of peer coaching on the acquisition of Direct Instruction skills by low-performing preservice teachers. *The Journal of Special Education, 28*(1), 59-76.
- Peck, W., Williams, B., Barretto, A. & Lane, J. (1997). The effects of a simulation and feedback on preservice teachers and their acquisitions of specific Direct Instruction teaching skills. *Effective School Practices, 16*(4), 36-45.
- Robinson, V. (1983). Corrective Reading program implementation at Healesville High School. Lilydale Counseling, Guidance & Clinical Services. Unpublished manuscript.
- Smith, G. & McKinney, P. (1997). The impact of DI workshop training in the classrooms. *Effective School Practices, 16*(4), 14-19.
- Snider, V. & Schumitsch, R. (2006). A comparison of teacher attitudes and beliefs about issues in education across conventional and Direct Instruction schools. *Journal of Direct Instruction, 6*(1), 17-33.
- Stockard, J. (2011). Direct Instruction and first grade reading achievement: The role of technical support and time of implementation. *Journal of Direct Instruction, 11* (1), 31-50.
- Trezek, B. & Malmgren, K. (2005). The efficacy of utilizing a phonics treatment package with middle school deaf and hard of hearing students. *Journal of Deaf Studies and Deaf Education, 10*(3), 256-271.
- Vitale, M. & Joseph, B. (2008). Broadening the institutional value of Direct Instruction Implemented in a low-SES elementary school: Implications for scale-up and school reform. *Journal of Direct Instruction, 8*(1), 1-18

J. Meta-Analyses/Research Reviews

- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
- Adams, G., & Engelmann, S. (1996). *Research on Direct Instruction: 25 Years beyond DISTAR*. Seattle, WA: Educational Achievement Systems.
- Adams G., & Engelmann, S. (1996). *Research on Direct Instruction: 25 Years beyond DISTAR*. Seattle, WA: Educational Achievement Systems.
- American Federation of Teachers. (1998). *Building on the best, learning from what works: Seven promising reading and language arts programs*. (Report No. CS013261). Washington, D.C. (ERIC Document Reproduction Service No. ED 421 695).

- Anderson, R. C., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The Report of the Commission on Reading*. Washington, DC: The National Institute of Education, U.S. Department of Education.
- Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. *Review of Educational Research, 73*(2), 125-230.
- Biancarosa, G., & Snow, C. E. (2004). *Reading next-A vision for action and research in middle and high school literacy: A report from Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.
- Briggs, K., & Clark, C. (1997). *Reading programs for students in the lower elementary grades: What does the research say?* (ERIC Document Reproduction Service No. ED 420046).
- Gersten, R., Carnine, D. & Woodward, J. (1987). Direct Instruction Research: The Third Decade. *Remedial and Special Education, 8*(6), 48-56.
- Hattie, J.A.C. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. London: Routledge.
- Kinder, D., Kubina, R. & Marchand-Martella, N. (2005). Special education and Direct Instruction: An effective combination. *Journal of Direct Instruction, 5*(1), 1-36.
- Maggs, A., Argent, I., Clarke, R., Falls, J., & Smart, G. (1980). Australian Direct Instruction research across classrooms. *ASET Journal, 12*.
- National Institute of Child Health and Human Development (1996). Thirty years of NICHD research: What we now know about how children learn to read. *Effective School Practices, 15*(3), 33-46.
- National Institute of Child Health and Human Development (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Reports of the subgroups*. (NIH Publication No. 00-4754). Washington, D.C.: U.S. Government Printing Office.
- Olson, L. (1999). Researchers rate whole-school reform models. *Education Week, 18*(23), 1, 14-16.
- Przychodzin, A., Marchand-Martella, N., Martella, R. & Azim, D. (2004). Direct Instruction mathematics programs: An overview and research summary. *Journal of Direct Instruction, 4*(1), 53-84.

- Przychodzin-Havis, A., Marchand-Martella, N., Martell, R., Miller, D., Warner, L., Leonard, B., et al. (2005). An analysis of Corrective Reading research. *Journal of Direct Instruction, 5*(1), 37-65.
- Rosenshine, B., & Meister, C. (1994). Reciprocal Teaching: A review of the research. *Review of Educational Research, 64*, 479-530.
- Simonsen, F. & Gunter, L. (2001). Best practices in spelling instruction: A research summary. *Journal of Direct Instruction, 1*(2), 97-105.
- White, W. A. T. (1988). A meta-analysis of the effects of Direct Instruction in special education. *Education and Treatment of Children, 11*(4), 364-374.

K. Miscellaneous Studies

- Flores, M. & Ganz, J. (2007). Effectiveness of Direct Instruction for teaching statement inference, use of facts, and analogies to students with developmental disabilities and reading delays. *Focus on Autism and Other Developmental Disabilities, 22*(4), 244-251.
- Hempenstall, K. (2006). The use of a Direct Instruction reading program to tutor an adult with a moderate intellectual disability. *Direct Instruction News, 6*(2), 6-11.
- Mills, P., Cole, K., Jenkins, J. & Dale, P. (2003). Early exposure to Direct Instruction and subsequent juvenile delinquency: A prospective examination. *Journal of Direct Instruction, 3*(1), 51-63.

IV. Publications by Year

A. 2011

Guardino, C., Syverud, S., Joyner, A., Nicols, H., & King, S. (2011). Further evidence of the effectiveness of phonological instruction with oral-deaf readers. *American Annals of the Deaf*, 155(5), 562-568.

Stockard, J. (2011). Direct Instruction and first grade reading achievement: The role of technical support and time of implementation. *Journal of Direct Instruction*, 11 (1), 31-50.*

Stockard, J. (2011) Increasing reading skills in rural districts: A case study of three schools. *Journal of Research in Rural Education* 26 (8), 1-19.*

B. 2010

Benner, G.J., Nelson, J.R., Stage, S.A., & Ralston, N.C. (2010). The influence of fidelity of implementation on the reading outcomes of middle school students experiencing reading difficulties. *Remedial and Special Education Online First*, published February 12, 2010.

Bressi, T., Bressi, R., Engelmann, K., Johnston, A., Silbert, J., & Stockard, J. (2010). Direct Instruction in Africa, *DI News*, Summer, 10 (2), 6-8.

Kousar, R. (2010). The effect of Direct Instruction model on intermediate class achievement and attitudes towards English grammar. *Journal of College Teaching and Learning*, 7(2), 99-103.

Stockard, J. (2010). *Direct Instruction and reading in Africa: A Comparison of DIBELS scores of a DI school in Liberia, a comparison Liberian school, and U.S. Schools*, National Institute for Direct Instruction Technical Report 2010(1).*

Stockard, J. (2010). "Improving Elementary Level Mathematics Achievement in a Large Urban District: The Effects of Direct Instruction." *Journal of Direct Instruction*, 10 (Winter, 2010): 1-16.*

Stockard, J. (2010). "Promoting Early Literacy of Preschool Children: A Study of the Effectiveness of *Funnix Beginning Reading*." *Journal of Direct Instruction*, 10 (Winter):29-48.*

Stockard, J. (2010). Promoting reading achievement and countering the "fourth-grade slump": The impact of Direct Instruction on reading achievement in fifth grade. *Journal of Education for Students Placed at Risk*, 15, 218-240.*

*Abstracted in NIFDI Research Base, September 2011.

Stockard, J. & Engelmann, K. (2010). Academic Kindergarten and Later Academic Success: The Impact of Direct Instruction. *Journal of Behavioral Assessment and Intervention for Children, 1(1)*, 2-24.*

Viel-Ruma, K., Houchins, D.E., Jolivette, K., Fredrick, L., & Gama, R. (2010). Direct Instruction in written expression: The Effects on English speakers and English Language Learners with disabilities. *Learning Disabilities Research & Practice, 25(2)*, 97-108.

C. 2009

Crowe, E. C., Connor, C. M., & Petscher, Y. (2009). Examining the core: Relations among reading curricula, poverty, and first through third grade reading achievement. *Journal of School Psychology, 47*, 187-214.*

Ganz, J. & Flores, M. (2009). The effectiveness of Direct Instruction for teaching language to children with autism spectrum disorder. Identifying materials. *Journal of Autism and Developmental Disorders, 39*, 75-83.*

Hattie, J.A.C. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. London: Routledge.

Kousar, R. (2009). The effect of Direct Instruction model on intermediate class achievement and attitudes towards English grammar. Dissertation from Arid Agriculture University, Rawalpindi.

Parette, H., Blum, C., Boeckmann, N., & Watts, E. (2009). Teaching word recognition to young children who are at risk using Microsoft Powerpoint coupled with Direct Instruction. *Early Childhood Education Journal, 36(5)*, 393-401.

Syverud, S.M., Guardino, C. & Selznick, D. (2009). Teaching phonological skills to a deaf first grader: A promising strategy. *American Annals of the Deaf, 154(4)*, 382-388.

D. 2008

Hempenstall, K. (2008). Corrective reading: An evidence-based remedial reading intervention. *Australasian Journal of Special Education, 32(1)*, 23-54.

Houchins, D. E., Jolivette, K., Krezmien, M. P., & Baltodano, H. M. (2008). A multi-state study examining the impact of explicit reading instruction with incarcerated students. *The Journal of Correctional Education, 5(1)*, 65-85.*

Kamps, D., Abbott, M., Greenwood, C., Wills, H., Veerkamp, M., & Kaufman, J. (2008). Effects of small-group reading instruction and curriculum differences for students most at risk in kindergarten. *Journal of Learning Disabilities, 41(2)*, 101-114.*

- Lovett, M. W., Palma, M., Frijters, J., Steinbach, K., Temple, M., Benson, N., & Lacerenze, L. (2008). Interventions for reading difficulties: A comparison of response to intervention by ELL and EFL struggling readers. *Journal of Learning Disabilities, 41*, (333-352).*
- Riepl, J. H., Marchand-Martella, N. E., & Martella, R. C. (2008). The effects of Reading Mastery Plus on the beginning reading skills of students with intellectual and developmental disabilities. *Journal of Direct Instruction, 8(1)*, 29-39.*
- Shippen, M. E., Reilly, A., & Dunn, C. (2008). The effect of the intensity of spelling instruction for elementary students at risk for school failure. *Journal of Direct Instruction, 8(1)*, 19-28.*
- Stockard, J. (2008). Reaching Achievement in a Direct Instruction School and a “Three Tier” Curriculum School. *National Institute for Direct Instruction, Technical Report 2008-5*.*
- Vitale, M. & Joseph, B. (2008). Broadening the institutional value of Direct Instruction Implemented in a low-SES elementary school: Implications for scale-up and school reform. *Journal of Direct Instruction, 8(1)*, 1-18.*
- Viel, K.A. (2008). *The Effects of Direct Instruction in Writing on English Speakers and English Language Learners with Disabilities*, Unpublished PhD Dissertation, Georgia State University.
- Watson, T. & Hempenstall, K. (2008). Effects of a computer based beginning reading program on young children. *Australasian Journal of Educational Technology, 24 (3)*, 258-274.*
- Zayac, R. (2008). Direct Instruction reading: Effects of the Reading Master Plus – Level K curriculum on preschool children with developmental delays. Dissertation from Auburn University.

E. 2007

- Benner, G. (2007). The relative impact of remedial reading instruction on the basic reading skills of students with emotional disturbance and learning disabilities. *Journal of Direct Instruction, 7(1)*, 1-15.*
- Flores, M. & Ganz, J. (2007). Effectiveness of Direct Instruction for teaching statement inference, use of facts, and analogies to students with developmental disabilities and reading delays. *Focus on Autism and Other Developmental Disabilities, 22(4)*, 244-251.*

Flores, M. & Kaylor, M. (2007) The effects of a Direct Instruction program on the fraction performance of middle school students at-risk for failure in mathematics. *Journal of Instructional Psychology*, 34(2), 84-94.*

Kamps, D., Abbott, M., Greenwood, C., Arreaga-Mayer, C., Wills, H., Longstaff, J., et al. (2007). Use of evidence-based, small group reading instruction for English language learners in elementary grades: Secondary-tier intervention. *Learning Disability Quarterly*, 30, 153-168.*

Nanda, A. & Frederick, L. (2007). The effects of combining repeated reading with Reading Mastery on first graders' reading fluency. *Journal of Direct Instruction*, 7(1), 17-27.*

F. 2006

Darch, C., Eaves, R. C., Crowe, D. A., Simmons, K., & Conniff, A. (2006). Teaching spelling to students with learning disabilities: A comparison of rule-based strategies versus traditional instruction. *Journal of Direct Instruction*, 6(1), 1-16.*

Hempenstall, K. (2006). The use of a Direct Instruction reading program to tutor an adult with a moderate intellectual disability. *Direct Instruction News*, 6(2), 6-11.

Infantino, J. & Hempenstall, K. (2006). Effects of a decoding program on a child with Autism Spectrum Disorder. *Australasian Journal of Special Education*, 30(2), 126-144.

Marchand-Martella, N. E., Martella, R. C., Kolts, R. L., Mitchell, D., & Mitchell, C. (2006). Effects of a three-tier strategic model of intensifying instruction using a research-based core reading program in grades K-3. *Journal of Direct Instruction*, 6(1), 49-72.*

Ryder, R.J., Burton, J.L., & Silberg, A. (2006). Longitudinal study of Direct Instruction effects from first through third grade. *Journal of Educational Research*, 99, 179-192.

Shippen, M. E., Houchins, D. E., Calhoon, M. B., Furlow, C. F., & Sartor, D. L. (2006). The effects of comprehensive school reform models in reading for urban middle school students with disabilities. *Remedial and Special Education*, 27(6), 322-328.

Snider, V. & Schumitsch, R. (2006). A comparison of teacher attitudes and beliefs about issues in education across conventional and Direct Instruction schools. *Journal of Direct Instruction*, 6(1), 17-33.*

Trezek, B., & Wang, Y. (2006). Implications of utilizing a phonics-based reading curriculum with children who are hard of hearing. *The Journal of Deaf Studies and Deaf Education*, 11, 202-213.*

Walker, B., Shippen, M. E., Alberto, P., Houchins, D. E., & Cihak, D. F. (2006). Using the Expressive Writing program to improve the writing skills of high school students with learning disabilities. *Journal of Direct Instruction, 6*(1), 35-47.*

Wiltz, N., & Wilson, G. P. (2006). An inquiry into children's reading in one urban school using SRA Reading Mastery (direct instruction). *Journal of Literacy Research, 37*(4), 493-528.

G. 2005

Barton-Arwood, S., Wehby, J. & Falk, K. (2005). Reading instruction for elementary-age students with emotional and behavioral disorders: Academic and behavioral outcomes. *Exceptional Children, 1*(72), 7-27.*

Benner, G., Kinder, D., Beaudoin, K., Stein, M. & Hirschmann, K. (2005). The effects of the Corrective Reading Decoding program on the basic reading skills and social adjustment of students with high-incidence disabilities. *Journal of Direct Instruction, 5*(1), 67-80.*

Gersten, R. (2005). Project follow through and direct instruction. In G. Sugai & R.H. Horner (Eds.), *Encyclopedia of behavior modification and cognitive behavior therapy*, (Vol. 3: Educational Applications, pp. 1468-1470). Thousand Oaks, CA: Sage.

Humphries, T., Neufeld, M., Johnson, C., Enges, K., & McKay, R. (2005). A pilot study of the effect of direct instruction programming on the academic performance of students with intractable epilepsy. *Epilepsy & Behavior, 6*(3), 405-412.

Kamps, D. & Greenwood, C. (2005). Formulating secondary-level reading interventions. *Journal of Learning Disabilities, 38*(6), 500-509.*

Kinder, D., Kubina, R. & Marchand-Martella, N. (2005). Special education and Direct Instruction: An effective combination. *Journal of Direct Instruction, 5*(1), 1-36.*

Martella, R. C. & Waldron-Soler, K. M. (2005). Language for Writing program evaluation. *Journal of Direct Instruction, 5*(1), 81-96.*

Przychodzin-Havis, A., Marchand-Martella, N., Martell, R., Miller, D., Warner, L., Leonard, B., et al. (2005). An analysis of Corrective Reading research. *Journal of Direct Instruction, 5*(1), 37-65.*

Shippen, M., Houchins, D., Steventon, C. & Sartor, D. (2005). A comparison of two Direct Instruction reading programs for urban middle school students. *Remedial and Special Education, 26*(3), 175-182.*

- Smolkowski, K., Biglan, A., Barrera, M., Taylor, T., Black, C. & Blair, J. (2005). Schools and homes in partnership (SHIP): Long-term effects of a preventative intervention focused on social behavior and reading skill in early elementary school. *Prevention Science*, 6(2), 113-135.*
- Tincani, M., Ernsbarger, S., Harrison, T. J., & Heward, W. L. (2005). Effects of two instructional paces on pre-K children's participation rate, accuracy, and off-task behavior in the Language for Learning program. *Journal of Direct Instruction*, 5(1), 97-109.*
- Trezek, B. & Malmgren, K. (2005). The efficacy of utilizing a phonics treatment package with middle school deaf and hard of hearing students. *Journal of Deaf Studies and Deaf Education*, 10(3), 256-271.

H. 2004

- Biancarosa, G., & Snow, C. E. (2004). *Reading next-A vision for action and research in middle and high school literacy: A report from Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.
- Cooke, N., Gibbs, S., Campbell, M. & Shalvis, S. (2004). A comparison of Reading Mastery Fast Cycle and Horizons Fast Track A-B on the reading achievement of students with mild disabilities. *Journal of Direct Instruction*, 4(2), 139-151.*
- Edmondson, C. A. (2004). Effects of instruction in the Corrective Reading and Voyager Reading programs on the reading skills of students enrolled in a university program. Unpublished doctoral dissertation, Utah State University, Logan, UT
- Flores, M., Shippen, M., Alberto, P. & Crowe, L. (2004). Teaching letter-sound correspondence to students with moderate intellectual disabilities. *Journal of Direct Instruction*, 4(2), 173-188.*
- Grossen, B. (2004). Success of a Direct Instruction model at a secondary level school with high-risk students. *Reading & Writing Quarterly*, 20, 161-178.*
- Marchand-Martella, N., Martella, R., Bettis, D. & Blakely, M. (2004). Project Pals: A description of a high school-based tutorial program using Corrective Reading and peer-delivered instruction. *Reading & Writing Quarterly*, 20, 179-201.*
- McKenzie, M. A., Marchand-Martella, N. E., Moors, M.E., & Martella, R. C. (2004). Teaching basic math skills to preschoolers using Connecting Math Concepts Level K. *Journal of Direct Instruction*, 4(1), 85-94.*
- Owens, S., Frederick, L. & Shippen, M. (2004). Training a paraprofessional to implement Spelling Master and examining its effectiveness for students with learning disabilities. *Journal of Direct Instruction*, 4(2), 153-172.*

- Parlange, L. A. (2004). The effects of the Funnix beginning reading program on the reading skills of preschoolers. *Unpublished paper, Eastern Washington University.**
- Parsons, J., Marchand-Martella, N., Waldron-Soler, K. & Martella, R. (2004). Effects of a high school peer-delivered Corrective Mathematics program. *Journal of Direct Instruction, 4(1)*, 95-103.*
- Przychodzin, A., Marchand-Martella, N., Martella, R. & Azim, D. (2004). Direct Instruction mathematics programs: An overview and research summary. *Journal of Direct Instruction, 4(1)*, 53-84.*
- Reyna, V. F. (2004). Why scientific evidence? The importance of evidence in changing educational practice. In P. McCardle & V. Chhabra (Eds.), *The voice of evidence in reading research* (pp. 47-80). Baltimore, MD: Paul H. Brookes.
- Ross, S. M., Nunnery, J. A., Goldfeder, E. McDonald, A., Rachor, R. (2004). Using school reform models to improve reading achievement: A longitudinal study of Direct Instruction and Success for All in an urban district. *Journal of Education for Students Placed at Risk, 9(4)*, pp. 357-388.*
- Scarlato, M. & Asahara, E. (2004). Effects of Corrective Reading in a residential treatment facility for adjudicated youth. *Journal of Direct Instruction, 4(2)*, 211-217.*
- Strong, A., Wehby, J., Falk, K. & Lane, K. (2004). The impact of a structured reading curriculum and repeated reading on the performance of junior high students with emotional and behavioral disorders. *School Psychology Review, 33(4)*, 561-581.*
- Tobin, K. G. (2004). The effects of beginning reading instruction in the Horizons reading program on the reading skills of third and fourth graders. *Journal of Direct Instruction, 4(2)*, 129-137.*

I. 2003

- Armbruster, B. B., Lehr, F., & Osborn, J. (2003). *Put reading first: The research building blocks for teaching children to read, kindergarten through grade 3*. Jessup, MD: National Institute for Literacy.
- Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. *Review of Educational Research, 73(2)*, 125-230.*
- Kamps, D., Wills, H., Greenwood, C., Thorne, S. Lazo, J., et al. (2003). Curriculum influences on growth in early reading fluency for students with academic and behavioral risks. *Journal of emotional and behavioral disorders, 11(4)*, 211-224.*

Mills, P., Cole, K., Jenkins, J. & Dale, P. (2003). Early exposure to Direct Instruction and subsequent juvenile delinquency: A prospective examination. *Journal of Direct Instruction, 3(1)*, 51-63.*

Steventon, C. & Frederick, L. (2003). The effects of repeated readings on student performance in the Corrective Reading program. *Journal of Direct Instruction, 3(1)*, 17-27.*

Tobin, K. G. (2003). The effects of the Horizons Reading Program and prior phonological awareness training on the reading skills of first graders. *Journal of Direct Instruction, 3(1)*, 1-16.*

J. 2002

Anderson, D. & Keel, M. (2002). Using Reasoning and Writing to teach writing skills to students with learning disabilities and behavioral disorders. *Journal of Direct Instruction, 2(1)*, 49-55.*

Benner, G., Trout, A., Nordness, P., Nelson, J., Epstein, M., Knobel, M. et al. (2002). The effects of the Language for Learning program on the receptive language skills of kindergarten children. *Journal of Direct Instruction, 2(2)*, 67-74.*

Carlson, C. & Francis, D. (2002). Increasing the reading achievement of at-risk children through Direct Instruction: Evaluation of the Rodeo Institute for Teacher Excellence (RITE). *Journal of Education for Students Placed at Risk, 7(2)*, 141-166.*

Cross, R. W., Rebarber, T., & Wilson, S. F. (2002). Student gains in a privately managed network of charter schools using Direct Instruction. *Journal of Direct Instruction, 2(1)*, 3-21.*

Drakeford, W. (2002). The impact of an intensive program to increase the literacy skills of incarcerated youth. *Journal of Correctional Education, 53(4)*, 139-144.*

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.*

Ginn, P., Keel, M. & Fredrick, L. (2002). Using Reasoning and Writing with fifth grade students. *Journal of Direct Instruction, 2(1)*, 41-47.*

Grossen, B. (2002). The BIG Accommodation Model: The Direct Instruction model for secondary schools. *Journal of Education for Students Placed at Risk, 7(2)*, 241-263.

- Gunn, B., Smolkowski, K., Biglan, A., & Black, C. (2002). Supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school. *The Journal of Special Education, 36*(2), 69-79.*
- Hempenstall, K. (2002). Phonological processing and phonics: Towards an understanding of their relationship to each other and to reading development. *Australian Journal of Learning Disabilities, 7*(1), 4-29.
- Hummel, J., Wiley, L., Huitt, W., Roesch, M. & Richardson, J. (2002). Implementing Corrective Reading: Coaching issues. *Georgia Educational Research Association.**
- Ligas, M. R. (2002). Evaluation of Broward County Alliance of Quality Schools Project. *Journal of Education for Students Placed At Risk, 7*(2), 117-139.*
- Mac Iver, M. A., & Kemper, E. (2002). The impact of Direct Instruction on elementary students' reading achievement in an urban school district. *Journal of Education for Students Placed At Risk, 7*(2), 197-220.*
- Marchand-Martella, N. E., & Martella, R. C. (2002). An overview and research summary of peer-delivered *Corrective Reading* instruction. *Behavior Analysis Today, 3*, 213-220.
- Miao, Y., Darch, C., & Rabren, K. (2002). Use of precorrection strategies to enhance reading performance of students with learning and behavior problems. *Journal of Instructional Psychology, 29*(3), 162-174. *
- Mills, P. E., Cole, K. N., Jenkins, J. R., & Dale, P.S. (2002). Early exposure to Direct Instruction and subsequent juvenile delinquency: A prospective examination. *Exceptional Children, 69*(1), 85-96.
- O'Brien, D. & Ware, A. (2002). Implementing research-based reading programs in the Fort Worth Independent School District. *Journal of Education for Students Placed at Risk, 7*(2), 167-195.*
- Scarlato, M., & Burr, W. A. (2002). Teaching fractions to middle-school students. *Journal of Direct Instruction, 2*(1), 23-38.*
- Schieffer, C., Marchand-Martella, N. E., Martella, R. C., Simonsen, F. L., & Waldron-Soler, K. M. (2002). An analysis of the Reading Mastery program: Effective components and research review. *Journal of Direct Instruction, 2*(2), 87-119.*
- Waldron-Soler, K., Martella, R., Marchand-Martella, N., Tso, M., Warner, D. & Miller, D. (2002). Effects of a 15-week Language for Learning implementation with children in an integrated preschool. *Journal of Direct Instruction, 2*(2), 75-86.*

K. 2001

- Blakely, M. (2001). A survey of levels of supervisory support and maintenance of effects reported by educators involved in Direct Instruction implementations. *Journal of Direct Instruction, 1*(2), 73-83.*
- Clark, D. S. (2001). Components of effective reading instruction for reading disabled students: An evaluation of a program combining code- and strategy-instruction. Unpublished doctoral dissertation, University of Toronto.
- Frankhauser, M., Tso, M. & Martella, R. (2001). A comparison of curriculum-specified reading checkout timings and daily 1-minute timing on student performance in Reading Mastery. *Journal of Direct Instruction, 1*(2), 85-96.*
- League, M. (2001). The effects of the intensity of phonological awareness instruction on the acquisition of literacy skills. *Dissertation from the University of Florida.**
- Lyon, G. R. (2001). *Measuring success: Using assessments and accountability to raise student achievement*. Subcommittee on Education Reform Committee on Education and the Workforce, U.S. House of Representatives. Washington, D.C. Retrieved March 24, 2003, from http://www.nrrf.org/lyon_statement3-01.htm.
- Meese, R. (2001). *Teaching Learners with Mild Disabilities: Integrating Research and Practice* (2nd ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Polloway, E., Patton, J., & Serna, L. (2001). Strategies for teaching learners with special needs (7th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Simonsen, F. & Gunter, L. (2001). Best practices in spelling instruction: A research summary. *Journal of Direct Instruction, 1*(2), 97-105.*
- Smith, S., Simmons, D., Gleason, M., Kameeuni, E., Baker, S., Sprick, M., Gunn, B., & Thomas, C. (2001). An analysis of phonological awareness instruction in four kindergarten basal reading programs. *Reading and Writing Quarterly, 17*, 25-50.
- Walton, P., Walton, L., & Felton, K. (2001). Teaching rhyme analogy or letter recoding reading strategies to pre-readers: Effects on pre-reading skills and word reading. *Journal of Educational Psychology, 93*(1), 160-180.

L. 2000

- Crawford, D. & Snider, V. (2000). Effective mathematics instruction: The importance of curriculum. *Education and Treatment of Children, 23*(2), 122-142.

- Engelmann, S. (2000). About reading – A comparison of *Reading Mastery* and *Horizons*. *Effective School Practices*, 18(3), 15-26.
- Goldman, B. (2000). A study of the implementation of a Direct Instruction reading program and its effects on the reading achievement of low socioeconomic students in an urban public school. Unpublished doctoral dissertation, Loyola University, Chicago IL.
- Gunn, B., Biglan, A., Smolkowski, K., & Ary, D. (2000). The efficacy of supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school. *The Journal of Special Education*, 34(2), 90-103.
- Harris, R., Marchand-Martella, N. & Martella, R. (2000). Effects of a Peer-Delivered Corrective Reading Program. *Journal of Behavioral Education*, 10(1), 21-36.*
- Juel, C., & Minden-Cupp, C. (2000). Learning to read words: Linguistic units and instructional strategies. *Reading Research Quarterly*, 35, 458-492.
- Malmgren, K. W., & Leone, P. E. (2000). Effects of a short-term auxiliary reading program on the reading skills of incarcerated youth. *Education and Treatment of Children*, 23(3), 239-247.*
- Marchand-Martella, N., Martella, R., Orlob, M., & Ebey, T. (2000). Conducting action research in a rural high school setting using peers as Corrective Reading. *Rural Special Education Quarterly*, 19(2)*.
- Moody, S. W., Vaughn, S., Hughes, M. T., & Fischer, M. (2000). Reading instruction in the resource room: Set up for failure. *Exceptional Children*, 66, 305-316.
- National Institute of Child Health and Human Development (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Reports of the subgroups.* (NIH Publication No. 00-4754). Washington, D.C.: U.S. Government Printing Office.
- Yu, L. and Rachor, R. (2000). “The Two-Year Evaluation of the Three-Year Direct Instruction Program in an Urban Public School System,” Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

M. 1999

- Ashworth, D. (1999). Effects of Direct Instruction and basal reading instruction programs on the reading achievement of second graders. *Reading improvement*, 26(4), 150-156.*

- Burnette, A., Bettis, D., Marchand-Martella, N. E., Martella, R. C., Tso, M., et al. (1999). A comparison of Spelling Mastery and a whole-word approach across elementary grades in a Title 1 school. *Effective School Practices*, 18(2), 8-15.*
- Dale, P. S., & Crain-Thoreson, C. (1999). Language and literacy in a developmental perspective. *Journal of Behavioral Education*, 9, 23-33.
- Gersten, R. & Taylor, R. & Graves, A. (1999). Direct Instruction and diversity. In R. Stevens (Ed.), *Teaching in American schools: Essays in honor of Barak Rosenshine*. Columbus, OH: Merrill Education/Prentice Hall, Inc.
- Hall, S. L., & Moats, L. C. (1999). *Straight Talk About Reading*. Chicago, IL: Contemporary Books.
- Keel, M. C., Fredrick, L. D., Hughes, T. A., & Owens, S. H. (1999). Using paraprofessionals to deliver Direct Instruction reading programs. *Effective School Practices* 18(2), 16-22.
- Lane, H., & Mercer, C. (1999). Preventing reading difficulties: Reading between the lines. *Journal of Behavioral Education*, 9, 45-53.
- Olofsson, A., & Niedersoe, J. (1999). Early language development and kindergarten phonological awareness as predictors of reading problems: From 3 to 11 years of age. *Journal of Learning Disabilities*, 32(5), 464-472.
- Olson, L. (1999). Researchers rate whole-school reform models. *Education Week*, 18(23), 1, 14-16.
- Short, C., Marchand-Martella, N. E., Martella, R. C., Ebey, T. L., & Stookey, S. (1999). The benefits of being high school Corrective Reading peer instructors. *Effective School Practices*, 18(2), 23-29.
- Troia, G. A. (1999). Phonological awareness intervention research: A critical review of the experimental methodology. *Reading Research Quarterly*, 34, 28-52.
- Wise, B., Ring, J., & Olson, R. (1999). Training phonological awareness with and without explicit attention to articulation. *Journal of Experimental Child Psychology*, 72, 271-304.

N. 1998

- American Federation of Teachers. (1998). *Building on the best, learning from what works: Seven promising reading and language arts programs*. (Report No. CS013261). Washington, D.C. (ERIC Document Reproduction Service No. ED 421 695).

- Brumbley, S. A. (1998). The effects of a first grade phonological awareness intervention in reducing special education referrals. Unpublished doctoral dissertation, University of Oregon, Eugene, OR.
- Foorman, B., Francis, D., Fletcher, J., Schatschneider, C., & Mehta, P. (1998). The role of instruction in learning to read: Preventing reading failure in at risk children. *Journal of Educational Psychology*, 90, 37-55.
- Learning First Alliance. (1998). Every child reading: An action plan of the Learning First Alliance. *American Federation of Teachers*, (Spring, summer) 52-63.
- Fukkink, R. G., & deGlopper, K. (1998). Effects of instruction in deriving word meaning from context: A meta-analysis. *Review of Educational Research*, 68, 450-469.
- Heubusch, J., & Lloyd, J. W. (1998). Corrective feedback in oral reading. *Journal of Behavioral Education*, 8, 63-79.
- Murray, B. (1998). Gaining alphabetic insight: Is phoneme manipulation skill or identity knowledge causal? *Journal of Educational Psychology*, 90, 461-475.
- Pressley, M. (1998). *Reading instruction that works: The case for balanced teaching*. New York: The Guilford Press.
- Snow, C. E., Burns, M. S., & Griffin, P. (Eds.) (1998). *Preventing Reading Difficulties in Young Children*. Washington, D. C.: National Academy Press.
- Stein, M., Carnine, D., & Dixon, R. (1998). Direct instruction: Integrating curriculum design and effective teaching practice. *Intervention in School and Clinic*, 33, 227-233.
- Westworth, I. (1998). Evaluation of a Corrective Reading program: The effects on comprehension and decoding skills. Australia: RMIT. Unpublished manuscript.

O. 1997

- Briggs, K., & Clark, C. (1997). Reading programs for students in the lower elementary grades: What does the research say? (ERIC Document Reproduction Service No. ED 420046.
- Carnine, D., Silbert J., & Kameenui, E. (1997). *Direct Instruction Reading* (3rd ed.). New Jersey: Prentice-Hall.
- Coulter, G. & Grossen, B. (1997). The effectiveness of in-class instructive feedback versus after-class instructive feedback for teachers learning Direct Instruction teaching behaviors. *Effective School Practices*, 16(4), 21-35.*

- Gersten, R. (1997). Structured immersion for language minority students: Results of a longitudinal evaluation. *Effective School Practices*, 16(3), 21-29.
- Hempenstall, K. (1997). The effects on the phonological processing skills of disabled readers of participating Direct Instruction reading programs. Australian Digital Theses Program, RMIT University Library. <http://adt.lib.rmit.edu.au/adt/public/adt-VIT20050628.114735/index.html>
- Jung, J. S. (1997). The differential effects of mathematics instruction on the achievement of students of varying performance levels. Dissertation from the University of Wisconsin-Madison .*
- Marchand-Martella, N. & Lignugaris/Kraft, B. (1997). Reliability of observations done by cooperating teacher supervisors in a Direct Instruction practicum. *Effective School Practices*, 16(4), 46-57.*
- McCormic, J., & Fitzgerald, M. (1997). School-wide application of Direct Instruction: Spelling Mastery at Yeshiva. *Effective School Practices*, 16(3), 39-47.
- Mosley, A. M. (1997). The effectiveness of Direct Instruction on reading achievement. (Report No. CS012664). East Lansing, MI: National Center for Research on Teacher learning. (ERIC Document Reproduction Service Nn. ED402553.
- Peck, W., Williams, B., Barretto, A. & Lane, J. (1997). The effects of a simulation and feedback on preservice teachers and their acquisitions of specific Direct Instruction teaching skills. *Effective School Practices*, 16(4), 36-45.*
- Senechal, M. (1997). The differential effect of storybook reading on preschoolers' acquisition of expressive and receptive vocabulary. *Journal of Child Language*, 24(1). 123-138.
- Smith, G. & McKinney, P. (1997). The impact of DI workshop training in the classrooms. *Effective School Practices*, 16(4), 14-19.*
- Snyder, L., Downey, D. (1997). Developmental differences in the relationship between oral language deficits and reading. *Topics in Language Disorders*, 17(3), 27-40.
- Traweek, D., & Berninger, V. W. (1997). Comparisons of beginning literacy programs: Alternative paths to the same learning outcome. *Learning Disabilities Quarterly*, 20, 160-168.
- Vandervelden, M., & Siegel, L. (1997). Teaching phonological processing skills in early literacy: A developmental approach. *Learning Disability Quarterly*, 20, 63-81.

P. 1996

- Adams, G., & Engelmann, S. (1996). *Research on Direct Instruction: 25 Years beyond DISTAR*. Seattle, WA: Educational Achievement Systems.
- Brett, A., Rothlein, L., & Hurley, M. (1996). Vocabulary acquisition from listening to stories and explanation of target words. *Elementary School Journal*, 96, 415-422.
- Dowdell, T. (1996). The effectiveness of Direct Instruction on the reading achievement of sixth graders. Chicago, IL: Chicago Public Schools. (ERIC Document Reproduction Service No. ED 396 268).*
- Francis, D. J., Shaywitz, S. E., Stuebing, K. K., Shaywitz, B. A., & Fletcher, J. M. (1996). Developmental lag versus deficit models of reading disability: A longitudinal, individual growth curves analysis. *Journal of Educational Psychology*, 88, 3-17.
- National Institute of Child Health and Human Development (1996). Thirty years of NICHD research: What we now know about how children learn to read. *Effective School Practices*, 15(3), 33-46.
- Snider, V., & Crawford, D. (1996). Action research: Implementing Connecting Math Concepts. *Effective School Practices*, 15(2), 17-26.
- Wrobel, S. (1996). The effectiveness of Direct Instruction on the various reading achievement categories. *Technical Report*. ERIC report, ED395292.*

Q. 1995

- Foorman, B. (1995). Research on the "Great Debate": Code-oriented versus whole language approaches to reading instruction. *School Psychology Review*, 24, 376-392.
- Grossen, B., Lee, C., & Johnston, D. (1995). Comparison of the effects of direct instruction in reasoning with constructivism on deductive reasoning. *Oregon Monograph*, 7, 253-274.
- Hart, B., & Risley, T. R. (1995). Meaningful differences in the everyday experience of young American children. Baltimore, MD: Paul H. Brookes.
- Hastings, E., Tangel, D., Bader, B., & Billups, L. (1995). *Early Reading Interventions*. Washington, D. C.: American Federation of Teachers.
- Huff-Benkoski, K., & Greenwood, S. (1995). The use of word analogy instruction with developing readers. *The Reading Teacher*, 48, 446-447.

- Kitz, W. & Thorpe, H. (1995). A comparison of the effectiveness of videodisc and traditional algebra instruction for college-age students with learning disabilities. *Remedial & Special Education, 16*(5), 295-307.*
- Marston, D., Deno, S. L., Kim, D., Diment, K., & Rogers, D. (1995). Comparison of reading intervention approaches for students with mild disabilities. *Exceptional Children, 62*(1), 20-37.*
- McGuinness, D., McGuinness, C., Donohue, J. (1995). Phonological training and the alphabetic principle: Evidence for reciprocal causality. *Reading Research Quarterly, 30*, 830-852.
- Neely, M. D. (1995). The multiple effects of whole language, precision teaching and Direct Instruction on first-grade story-reading. *Effective School Practices, 14*(4), 33-42.*
- O'Connor, R. E., & Jenkins, J. R. (1995). Improving the generalization of sound/symbol knowledge: Teaching spelling to kindergarten children with disabilities. *The Journal of Special Education, 29*(3), 255-275.
- Osborn, S. (1995). *Reading Mastery Series Guide* (Rainbow Edition). Columbus, OH: SRA/McGraw-Hill.
- Sommers, J. (1995). Seven-year overview of Direct Instruction programs used in basic skills classes at Big Piney Middle School. *Effective School Practices, 14*(4), 29-32.
- Spector, J. E. (1995). Phonemic awareness training: Application of principles of Direct Instruction. *Reading and Writing Quarterly, 11*, 37-51.
- Tarver, S. & Jung, J. (1995). A comparison of mathematics achievement and mathematics attitudes of first and second graders instructed with either a discovery-learning mathematics curriculum or a Direct Instruction curriculum. *Effective School Practices, 14*(1). 49-56.*
- Taylor, B., Harris, L., Pearson, P., & Garcia, G. (1995). *Reading difficulties instruction and assessment* (2nd ed.). New York: McGraw-Hill.

R. 1994

- Davidson, M., & Jenkins, J. (1994). Effects of phonemic processes on word reading and spelling. *Journal of Educational Research, 87*, 148-157.
- Grossen, B. & Ewing, S. (1994). Raising mathematics problem-solving performance: Do the NCTM teaching standards help? *Effective School Practices, Spring*, 79-91.

- Morgan, R., Menlove, R., Salzberg, C. & Hudson, P. (1994). Effects of peer coaching on the acquisition of Direct Instruction skills by low-performing preservice teachers. *The Journal of Special Education, 28(1)*, 59-76.*
- Rosenshine, B., & Meister, C. (1994). Reciprocal Teaching: A review of the research. *Review of Educational Research, 64*, 479-530.
- Stanovich, K. (1994). Romance and reality. *The Reading Teacher, 47*, 280-289.
- Vreeland, M., Vail, J., Bradley, L., Cipriano, K., Green, C., Henshaw, P., et al. (1994). Accelerating cognitive growth: The Edison School math project. *Effective School Practices, 13(2)*, 64-70.*
- Walker, D., Greenwood, C., Hart, B., & Carta, J. (1994). Prediction of school outcomes based on socioeconomic status and early language production. *Child Development, 65*, 606-621.
- Wellington, J. (1994). Evaluating a mathematics program for adoption: Connecting Math Concepts. *Effective School Practices, 13(2)*, 70-75.*

S. 1993

- Brent, G. & DiObilda, N. (1993). Effects of curriculum alignment versus Direct Instruction of urban children. *Journal of Educational Research, 86 (6)*,333-338.*
- Levy, B. A., Nicholls, A., & Kohen, D. (1993). Repeated readings: Process benefits for good and poor readers. *Journal of Experimental Child Psychology, 56*, 303-327.
- Levy, B. A., Nicholls, A., & Kohen, D. (1993). Repeated readings: Process benefits for good and poor readers. *Journal of Experimental Child Psychology, 56*, 303-327.
- Medo, M. A., & Ryder, R. J. (1993). The effects of vocabulary instruction on readers' ability to make causal connections. *Reading Research and Instruction, 33(2)*, 119-134.
- Nakano, Y., Kageyama, M., & Kinoshita, S. (1993). Using Direct Instruction to improve teacher performance, academic achievement, and classroom behavior in a Japanese public junior high school. *Education and Treatment of Children, 16*, 326-343.
- O'Connor, R. E., Jenkins, J. R., Cole, K. N., & Mills, P. (1993). Two approaches to reading instruction with children with disabilities: Does program design make a difference? *Exceptional Children, 59(4)*, 312-323.
- Reutzel, D. R., & Hollingsworth, P. M. (1993). Effects of fluency training on second graders' reading comprehension. *Journal of Educational Research, 86*, 325-331.

Vitale, M. R., Medland, M. B., Romance, N., & Weaver, H. P. (1993). Accelerating reading and thinking skills of low-achieving elementary students: Implications for curricular change. *Effective School Practices, 12(1)*, 26-31.

Weisberg, P., & Savard, C. (1993). Teaching preschoolers to read: Don't stop between the sounds when segmenting words. *Education and Treatment of Children, 16*, 1-18.

T. 1992

Carnine, D., Grossen, B. & Silbert, J. (1992). Direct Instruction to accelerate cognitive growth. *ADI News, Fall*, 33-42.*

Glang, A., Singer, G., Cooley, E., & Tish, N. (1992). Tailoring Direct Instruction techniques for use with elementary students with brain injury. *Journal of Head Trauma Rehabilitation, 7(4)*, 93-108.

Grossen, B. & Kelly, B. (1992a). The effectiveness of Direct Instruction in a third-world context. *International Review of Education, 38(1)*, 81-85.*

Grossen, B. & Kelly, B.F. (1992b). Using Direct Instruction improve the effectiveness of teachers in South Africa. *South African Journal of Education, 12*, 143-147.

Haskell, D., Foorman, B., & Swank, P. (1992). Effects of three orthographic/phonological units on first-grade reading. *Remedial and Special Education, 13*, 40-49.

Salerno, C. (1992). A comparison of classrooms using a meaning-centered approach and a code-centered approach. *ADI News, 11(2)*, 26-29.

Thomson, B. (1992). A field report: Specific learning disabilities Corrective Reading pilot study 1989-90. *ADI News, 11(2)*, 11-13.

Torgesen, J., Morgan, S., & Davis, C. (1992). Effects of two types of phonological awareness training on word learning in kindergarten children. *Journal of Educational Psychology, 84*, 364-370.

Umbach, B., Darch, C., & Halpin, G. (1992, Spring). Teaching reading to low performing first graders in rural schools: A comparison of two instructional approaches. *Direct Instruction News, 9-14*.

Vitale, M. & Romance, N. (1992). Using videodisc instruction in an elementary science methods course: Remediating science knowledge deficiencies and facilitating science teaching. *Journal of Research in Science Teaching, 29*, 915-928.

Weinstein, G., & Cooke, N. L., (1992). The effects of two repeated reading interventions on generalization of fluency. *Learning Disability Quarterly, 15*, 21-28.

U. 1991

- Ball, E., & Blachman, B. (1991). Does phoneme awareness training in kindergarten make a difference in early word recognition and developmental spelling? *Reading Research Quarterly*, 26, 49-66.
- Byrne, B., & Fielding-Barnsley, R. (1991). Evaluation of a program to teach phonemic awareness to young children. *Journal of Educational Psychology*, 83, 451-455.
- Catts, H. W. (1991). Early identification of reading disabilities. *Topics in Language Disorders*, 12(1), 1-16.
- Cole, K., Dale, P. & Mills, P. (1991). Individual differences in language delayed children's responses to direct and interactive preschool instruction. *Topics in Early Childhood Special Education*, 11(1), 99-124.*
- Darch, C., & Simpson, R. G. (1991). Effectiveness of visual imagery versus rule-based strategies in teaching spelling to learning disabled students. *Research in Rural Education*, 7(1), 61-70.
- Foorman, B., Francis, D., Novy, D. & Liberman, D. (1991). How letter-sound instruction mediates progress in first-grade reading and spelling. *Journal of Educational Psychology*, 83, 456-469.
- Glang, A., Singer, G., Cooley, E. & Tish, N. (1991). Using Direct Instruction with brain injured students. *Direct Instruction News*, 23-28.*
- Grossen, B. (1991). The fundamental skills of higher order thinking. *Journal of Learning Disabilities*, 24, 343-353.
- Kuder, S. J. (1991). Language abilities and progress in a Direct Instruction reading program for students with learning disabilities. *Journal of Learning Disabilities*, 24(2), 124-127.*
- Scarborough, H. S. (1991). Early syntactic development of dyslexic children. *Annals of Dyslexia*, 41 207-220.
- Sommers, J. (1991). Direct Instruction programs produce significant gains with at-risk middle school students. *Direct Instruction News*, 11(1), 7-14.
- Thomson, B. & Miller, L. (1991). Pilot study of the effectiveness of a Direct Instruction model as a supplement to a literature-based delivery model; Traditional teaching to a whole language: A focus on instructional routines. *Florida Educational Research Council Research Bulletin*, 23(2).*

V. 1990

- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
- Clunies-Ross, G. (1990). Some effects of direct instruction in comprehension skills on intellectual performance. *ADI News*, 9(3), 18-21.
- Cunningham, A. (1990). Explicit versus implicit instruction in phonemic awareness. *Journal of Experimental Child Psychology*, 50, 429-444.
- Darch, C. & Simpson, R. G. (1990). Effectiveness of visual imagery versus rule-based strategies in teaching spelling to learning disabled students. *Research in Rural Education*, 7(1), 61-70.
- Grossen, B., & Carnine, D. (1990). Diagramming a logic strategy: Effects on difficult problem types and transfer. *Learning Disability Quarterly*, 13, 168-182.
- Kelly, B., Gersten, R., & Carnine, D. (1990). Student error patterns as a function of curriculum design: Teaching fractions to remedial high school students and high school students with learning disabilities. *Journal of Learning Disabilities*, 23, 23-29.
- Kimbrough, A. H. (1990). A study of the effects of an oral language program with primary age and elementary age emotionally impaired school populations in the Detroit Public Schools. Unpublished doctoral dissertation, Wayne State University, Detroit, MI.
- Kuder, S. (1990). Effectiveness of the DISTAR reading program for children with learning disabilities. *Journal of Learning Disabilities*, 23(1), 69-71.*
- Leach, D. & Siddall, S. (1990). Parental involvement in the teaching of reading: A comparison of Hearing Reading, Paired Reading, Pause, Prompt, Praise, and Direct Instruction methods. *British Journal of Educational Psychology*, 60, 349-355.*
- Lenchner, O., Gerber, M., & Routh, D. (1990). Phonological awareness tasks as predictors of decoding ability: Beyond segmentation. *Journal of Learning Disabilities*, 23, 240-247.
- Mastropieri, M., Leinart, A., & Scruggs, T. (1990). Strategies to increase reading fluency. *Intervention in School and Clinic*, 34, 278-283.
- Sindelar, P. T., Monda, L., & O'Shea, L. (1990). Effects of repeated reading on instructional- and mastery-level readers. *Journal of Educational Research*, 83, 220-226.
- Snider, V. E. (1990). Direct Instruction reading with average first-graders. *Reading Improvement*, 27(2), 143-148.*

W. 1989

- Catrambone, R., & Holyoak, K. (1989). Overcoming contextual limitations on problem-solving transfer. *Journal of Experimental Psychology*, 15, 1147-1156.
- Herr, C. M. (1989). Using Corrective Reading with adults. *ADI News*, 8(2), 18-21.
- Jenkins, J. R., Matlock, B., & Slocum, T. A. (1989). Two approaches to vocabulary instruction: The teaching of individual word meanings and practice in deriving word meaning from context. *Reading Research Quarterly*, 24, 215-235.
- Kaiser, S., Palumbo, K., Bialozor, R. C., & McLaughlin, T. F. (1989). The effects of Direct Instruction with rural remedial education students: A brief report. *Reading Improvement*, 26, 88-93.*
- Moore, L. & Carnine, D. (1989). Evaluating curriculum design in the context of active teaching. *Remedial and Special Education*, 10(4), 28-37.*
- Sexton, C. W. (1989). Effectiveness of the DISTAR Reading I Program in developing first graders' language skills. *Journal of Educational Research*, 82(5), 289-293.*
- Stahl, S., & Miller, P. (1989). Whole language and language experience approaches for beginning reading: A quantitative research synthesis. *Review of Educational Research*, 59, 87-116.
- Umbac, B., Darch, C., & Halpin, G. (1989). Teaching reading to low-performing first graders in rural schools: A comparison of two instructional approaches. *Journal of Instructional Psychology*, 16(3), 112-121.

X. 1988

- Arthur, C. (1988). Progress in a high school LD class. *ADI News*, 27(4), 17-18.
- Dale, P. S. & Cole, K. N. (1988). Comparison of academic and cognitive programs for young handicapped children. *Exceptional Children*, 54(5), 439-447.
- Edlund, C. V., & Ogle, R. R. (1988). Amount of training in DI and outcomes with secondary handicapped students. *ADI News* 7(3), 14-15.
- Engelmann, S., Becker, W.C., Carnine, D., & Gersten, R. (1988). The direct instruction follow-through model: Design and outcomes. *Education and Treatment of Children*, 11, 303-317.
- Gersten, R., Darch, C. & Gleason, M. (1988). Effectiveness of a Direct Instruction academic kindergarten for low-income students. *The Elementary School Journal*, 89(2), 227-240.*

- Gersten, R., Keating, T., & Becker, W. C. (1988). The continued impact of the Direct Instruction model: Longitudinal studies of Follow Through students. *Education and Treatment of Children, 11*(4), 318-327.
- Hasselbring, T., Sherwood, R., Bransford, J., Fleenor, K., Griffith, D., & Goin, L. (1987-1988). Evaluation of a level-one instructional videodisc program. *Journal of Educational Technology Systems, 16*, 151-169.
- Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology, 80*(4), 437-447.
- Pany, D., & McCoy, K. (1988). Effects of corrective feedback on word accuracy and reading comprehension of readers with learning disabilities. *Journal of Learning Disabilities, 21*, 546-550.
- Snider, V. E. (1988, Fall). The role of prior knowledge in reading comprehension-A test with LD adolescents. *Direct Instruction News, 6*-11.
- Somerville, D. E., & Leach, D. J. (1988). Direct or indirect instruction?: An evaluation of three types of intervention programme for assisting students with specific reading disabilities. *Educational Research, 30*(1), 46-53.*
- Weisberg, P. (1988). Direct Instruction in the preschool. *Education and Treatment of Children, 11*(4), 349-363.*
- White, W. A. T. (1988). A meta-analysis of the effects of Direct Instruction in special education. *Education and Treatment of Children, 11*(4), 364-374.*
- Woodward, J., Carnine, D., & Gersten, R. (1988). Teaching problem solving through a computer simulation. *American Educational Research Journal, 25*, 72-86.

Y. 1987

- Chamberlain, L. A. (1987). Using DI in a Victoria, B. C. resource room. *ADI News, 7*(1), 7-8.
- Darch, C., Gersten, R., Taylor, R. (1987). Evaluation of the Williamsburg County Direct Instruction program: Factors leading to success in rural elementary programs. *Research in Rural Education, 4*(3), 111-118.
- Darch, C. & Kameenui, E. J. (1987). Teaching LD students critical reading skills: A systematic replication. *Learning Disability Quarterly, 10*, 82-91.
- Gersten, R., & Keating, T. (1987). Long-term benefits from Direct Instruction. *Educational Leadership, 44*(6), 28-31.

Gersten, R., Carnine, D. & Woodward, J. (1987). Direct Instruction Research: The Third Decade. *Remedial and Special Education*, 8(6), 48-56.*

Kasendorf, S. J., & McQuaid, P. (1987). Corrective Reading evaluation study. *ADI News*, 7(1), 9.

Perfetti, C. A., Beck, I., Bell, L., & Hughes, C. (1987). Phonemic knowledge and learning to read are reciprocal: A longitudinal study of first-grade children. *Merrill-Palmer Quarterly*, 33, 283-319.

Z. 1986

Brent, G., DiObilda, N. & Gavin, F. (1986). Camden Direct Instruction Project 1984-1985. *Urban Education*, 21(2), 138-148.*

Cole, K. & Dale, P. (1986). Direct language instruction and interactive language instruction with language delayed preschool children: A comparison study. *Journal of Speech and Hearing Research*, 29, 206-217.*

Gersten, R. & Carnine, D. (1986). Direct Instruction in reading comprehension. *Educational Leadership*, 43, 70-78.

Gersten, R., Carnine, D., Zoref, L. & Cronin, D. (1986). A multifaceted study of change in seven inner-city schools. *The Elementary School Journal*, 86(3), 258-276.*

Gersten, R., Woodward, J., & Darch, C. (1986). Direct Instruction: A research-based approach for curriculum design and teaching. *Exceptional Children*, 53, 17-36.

Kameenui, E., Carnine, D., Darch, C. & Stein, M. (1986). Two approaches to the development phase of mathematics instruction. *The Elementary School*, 86(5), 633-650.*

Kelly, B., Carnine, D., Gersten, R., & Grossen, B. (1986). Effectiveness of videodisc instruction in teaching fractions to learning-disabled and remedial high school students. *Journal of Special Education Technology*, 8, 5-9.

Polloway, E. A., Epstein, M. H., Polloway, C. H., Patton, J. R., & Ball, D. W. (1986). Corrective Reading program: An analysis of effectiveness with learning disabled and mentally retarded students. *Remedial and Special Education* 7(4), 41-47.

AA. 1985

Anderson, R. C., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The Report of the Commission on Reading*. Washington, DC: The National Institute of Education, U.S. Department of Education.

Gersten, R. (1985). Direct Instruction with special education students: A review of evaluation research. *Journal of Special Education, 19*, 41-50.

Perkins, V. & Cullinan, D. (1985). Effects of Direct Instruction intervention for fraction skills. *Education and Treatment of Children, 8(1)*, 41-50.*

BB. 1984

Campbell, M. L. (1984). Corrective Reading program evaluated with secondary students in San Diego. *ADI News, 3(3)*, 1.

Carney, J. J., Anderson, D., Blackburn, C., & Blessing, D. (1984). Pre-teaching vocabulary and the comprehension of social studies materials by elementary school children. *Social Education, 48(3)*, 195-196.

Carney, J. J., Anderson, D., Blackburn, C., & Blessing, D. (1984). Pre-teaching vocabulary and the comprehension of social studies materials by elementary school children. *Social Education, 48(3)*, 195-196.

Gersten, R. & Carnine, D. (1984). Direct Instruction mathematics: A longitudinal evaluation for low-income elementary school students. *The Elementary School Journal, 84(4)*, 395-407.*

Gersten, R., Carnine, D.W., & White, W.A. (1984). The pursuit of clarity: Direct Instruction and Applied Behavior Analysis. In W. Heward, T.E. Heron, D.S. Hill, & J. Trap-Porter (Eds.), *Focus on behavior analysis in education*. Columbus, OH: Charles Merrill.

Gersten, R., Becker, W., Heiry, T. & White, W. (1984). Entry IQ and yearly academic growth of children in Direct Instruction programs: A longitudinal study of low SES children. *Educational Evaluation and Policy Analysis, 6(2)*, 109-121.*

Holdsworth, P. (1984-1985). Corrective Reading tested in U.K. *ADI News, 4(2)*, 4-5.

Lum, T., & Morton, L. L. (1984). Direct Instruction in spelling increases gain in spelling and reading skills. *Special Education in Canada, 58(2)*, 41-45.

Meyer, L.A. (1984). Long-term academic effects of the direct instruction project follow through. *The Elementary School Journal, 84(4)*, 380-394.

Wheldall, D., & Wheldall, K. (1984). DISTAR in the day nursery: An experimental evaluation of DISTAR Language I. *Educational Review, 36*, 288-301.

CC. 1983

- Branwhite, A. B. (1983). Boosting reading skills by Direct Instruction. *British Journal of Educational Psychology*, 53, 291-298.*
- Fielding, G. D., Kameenui, E., & Gersten, R. (1983). A comparison of an inquiry and a Direct Instruction approach to teaching legal concepts and applications to secondary school students. *Journal of Educational Research*, 76, 287-293.
- Gersten R., Brockway, M. A., & Henares, N. (1983). The Monterey DI program for students, *ADI News*, 2(4), 8-9.
- Meyer, L., Gersten, R., & Gutkin, J. (1983). Direct Instruction: A project follow-through success story in an inner-city school. *Elementary School Journal*, 84, 241-252.
- Patching, W., Kameenui, E., Carnine, D., Gersten, R., & Colvin, G. (1983). Direct Instruction in critical reading. *Reading Research Quarterly*, 18, 406-418.
- Robinson, V. (1983). Corrective Reading program implementation at Healesville High School. Lilydale Counseling, Guidance & Clinical Services. Unpublished manuscript.

DD. 1982

- Becker, W. & Gersten, R. (1982). A Follow-up of Follow Through: The later effects of the Direct Instruction model on children in fifth and sixth grades. *American Educational Research Journal*, 1(19), 75-92.*
- Carnine, D., & Gersten, R. (1982). Effective mathematics instruction for low-income students: Results of longitudinal field research in 12 school districts. *Journal of Research in Mathematics Education*, 13, 145-152.
- Engelmann, S. & Carnine, D. (1982). DI outcomes with middle-class second graders. *ADI News*, 1(2), 2-5.*
- Gersten, R. M., & Carnine, D. W. (1982). Measuring implementation of a structured educational model in an urban school district: An observational approach. *Education Evaluation and Policy Analysis*, 4(1), 67-79.
- Gersten, R. & Maggs, A. (1982). Teaching the general case to moderately retarded children: Evaluation of a five-year project. *Analysis and Intervention in Developmental Disabilities*, 2, 329-343.*
- Gersten, R., Carnine, D. & Williams, P. (1982). Measuring implementation of a structured educational model in an urban school district: An observational approach. *Educational Evaluation and Policy Analysis*. 4(1), 67-79.*

- Gregory, P., Hackney, C. & Gregory, N. (1982). Corrective Reading Programme: An evaluation. *British Journal of Educational Psychology*, 52, 33-50.*
- Gregory, P., Richards, C., & Hadley, M. (1982). Using DISTAR Language in a unit for children with language disorders. *Mental Handicap*, 10(3), 102-104.
- Lewis, A. (1982). An experimental evaluation of a direct instruction programme (Corrective Reading) with remedial readers in a comprehensive school. *Educational Psychology*, 2(2), 121-135.*
- Rawl, R. & O'Tuel, F. (1982). A comparison of three prereading approaches for kindergarten students. *Reading Improvement*, 19(3), 205-211.*
- Vreeland, M. (1982). Corrective spelling program evaluated. *Direct Instruction News*, 1(2), 3.

EE. 1981

- Campbell, M. (1981). A study of Corrective Reading as an effective and appropriate program for reading-disabled, learning-handicapped secondary students. Report presented to Faculty of School of Education. San Diego, CA: San Diego State University.
- Lloyd, J., Epstein, M. H., & Cullinan, D. (1981). Direct teaching for learning disabilities. In J. Gottlieb & S. S. Strichart (Eds.) *Developmental Theory and Research in Learning Disabilities* (pp. 278-309). Baltimore: University Park Press.*
- Robinson, J. W. & Hesse, K. D. (1981). A morphemically based spelling program's effect on spelling skills and spelling performance of seventh grade students. *Journal of Educational Research*, 75(1), 56-62.*

FF. 1980

- Lloyd, J., Cullinan, D., Heins, E. D., & Epstein, M. H. (1980). Direct Instruction: Effects on oral and written language comprehension. *Learning Disabilities Quarterly*, 3, 70-76.
- Maggs, A., Argent, I., Clarke, R., Fall, J., & Smart, G. (1980). Australian Direct Instruction research across classrooms. *ASET Journal*, 12.
- Stein, C. & Goldman, J. (1980). Beginning reading instruction for children with minimal brain dysfunction. *Journal of Learning Disabilities*, 13(4), 52-55.*

GG.1979

Booth, A., Hewitt, D., Jenkins, W., & Maggs, A. (1979). Making retarded children literate: A five year study. *The Australian Journal of Mental Retardation*, 5(7), 257-260.

Maggs, A. & Murdoch, R. (1979). Teaching low performers in upper-primary and lower-secondary to read by Direct Instruction methods. *Reading Education*, 4(1), 35-39.

HH.1978

Beck, I.L. and E. S. McCaslin. (1978). An analysis of dimensions that affect the development of code-breaking ability in eight beginning reading programs. LRDC Report No. 1978/6 Pittsburgh.

Carnine, D. & Gersten, R. (Eds.) (1978). *Formative evaluation of direct instruction: Technical Report 78-2*. Eugene, OR: Project Follow Through, University of Oregon.

Kennedy, M. M. (1978). Findings from the Follow Through planned variation study. *U.S. Office of Education*.*

Richardson, E., DiBenedetto, B., Christ, A., Press, M., & Winsberg, B. G. (1978). An assessment of two methods for remediating reading deficiencies. *Reading Improvement*, 15(2), 82-95.*

Thorne, M. T. (1978). Payment for Reading: The use of the "Corrective Reading scheme" with junior maladjusted boys. *Remedial Education*, 13(2), 87-90.

II. 1977

Becker, W. (1977). Teaching reading and language to the disadvantaged: What we have learned from research. *Harvard Educational Review*, 47(4).*

Summerell, S. & Brannigan, G. (1977). Comparison of reading programs for children with low levels of reading readiness. *Perceptual and Motor Skills*, 44, 743-746.*

JJ. 1976

Maggs, A. & Morath, P. (1976). Effects of direct verbal instruction on intellectual development of institutionalized moderately retarded children: A 2-year study. *The Journal of Special Education*, 10(4), 357-364.*

Proger, B. B & Leiss, R. H. (1976). Language training for TMR children: Third-year results and comparison with first two years: The Peabody, DISTAR, and ITPA programs. Norristown, PA: Montgomery County Intermediate Unit 23 Special Education Center.

KK.1975

Adamson, G. Y. (1975). Mathematics achievement between first-grade students using developing mathematical processes and DISTAR Arithmetic mathematics instruction. Unpublished doctoral dissertation, Brigham Young University, Provo, UT.

Haring, N. G., & Krug, D. A. (1975). Evaluation of a program of systematic instructional procedures for extremely poor retarded children. *American Journal on Mental Retardation*, 79, 627-631.

Haring, N.G. & Krug, D.A. (1975). Placement in regular programs: Procedures and results. *Exceptional Children*, March, 413-417.*

Kaufman, M. (1976). Comparison of achievement for DISTAR and conventional instruction with primary pupils. *Reading Improvement*, 13, 169-173.

LL.1972

Bowers, W. (1972). An evaluation of a pilot program in reading for culturally disadvantaged first grade students. *Dissertation from the University of Tulsa*.*

V. Other Writings on Direct Instruction

A. General Articles and Books

- Adams, G. L., & Engelmann, S. (1996). *Research on Direct Instruction: 25 Years Beyond DISTAR*. Seattle, WA: Educational Achievement Systems.
- Bateman, B., & Carnine, D. (1977). Direct Instruction – DISTAR. In N. G. Haring & B. Bateman (eds.) *Teaching the learning disabled child*. Engelwood Cliffs, NJ: Prentice-Hall.
- Becker, W. C. (1970). *Concepts and Operations, or How to Make Kids Smart*. Proceedings of the Second Banff Conference on Behavior Modification. University of Calgary.
- Becker, W. C. (Ed.) (1971). *The Empirical Basis for Change in Education*. Chicago: Science Research Associates.
- Becker, W. C. (1974). Teaching Concepts and Operations or How to Make Kids Smart. In *Control of Human Behavior*, Vol. III, R. Ulrich, T. Stachnick, and J. Mabry (Eds.). Glenview, IL: Scotts, Foresman.
- Becker and Others. (1977). *Direct Instruction Model Implementation Manuals: 1. Guidebook for Teachers, 2. Guidebook for Supervision, 3. Guidebook for Administrators, 4. Guidebook for Parent Workers*. Eugene: University of Oregon Follow Through Project.
- Becker, W. C. (1981). Direct Instruction—Behavior theory based model for comprehensive educational intervention with the disadvantaged. In S. W. Bijou & R. Ring (Eds.), *Behavior Modification: Contributions to Education*. Hillsdale, New Jersey: Lawrence Erlbaum Assoc.
- Becker, W. C. (1984). Direct Instruction—A twenty-year review. Paper presented at the XVI Annual Banff International Conference on Behavioral Science, March 18-23. To appear in a book on *Behavior Theory Contributions to Education*. The conference honored B. F. Skinner's 80th birthday.
- Becker, W. C. (1986). *Applied Psychology for Teachers: A Behavioral Cognitive Approach. Includes Instructor's Manual and Student Workbook*. Chicago: Science Research Associates. (Now with Macmillan)
- Becker, W. C. (1988). Becoming a nation of readers. *Education and Treatment of Children*, 11(4), 389-396.
- Becker, W. C., & Carnine, D. W. (1980). Direct Instruction – An effective approach to educational intervention with disadvantaged and low performers. In B. B. Lahey & A. E.

- Kazdin (eds.). *Advances in clinical child psychology (vol. 3)*. New York: Plenum, pp. 429-473.
- Becker, W. C., Engelmann, S. (1976). *Teaching 2: Evaluation of Instruction*. Palo Alto: SRA.
- Becker, W. C., & Engelmann, S. (1976). *Teaching 3: Evaluation of Instruction*. Chicago: Science Research Associates.
- Becker, W. C., & Engelmann, S. (1978). Systems for basic instruction: Theory and instruction. In A. C. Catania & T. A. Brigham (eds.), *Handbook of applied behavior analysis*. New York: Irvington, pp. 225-237.
- Becker, W. C., & Engelmann, S. (1981). Direct Instruction model. In R. Rhine (ed.). *Making schools more effective – New Directions*. New York: Academic Press, pp. 95-154.
- Becker, W. C., Engelmann, S., & Carnine, D. W. (1980). Direct Instruction technology: Making learning happen. In P. Karboy & J. S. Steffen (eds.), *Advances in child behavior and therapy (vol. 2)*. New York: Gardner.
- 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*. Sydney, Australia: Macquarie University.
- Becker, W., Engelmann, S., Carnine, D., & Maggs, A. Recent developments and research findings in Direct Instruction. In S. Ward (ed.), *Year of the child lecture series*. North Ryde, Australia: Macquarie University.
- Becker, W. C., Engelmann, S., Carnine, D. W., and Maggs, A. (1980). Direct Instruction Technology—Making Learning Happen. In *Advances in Child Behavior and Therapy*, Vol. 2. Paul Karoby and John S. Steffen (Eds.). New York: Gardner.
- Becker, W. C., Engelmann, S., Carnine, D. W., & Maggs, A. (1982). Direct instruction technology: Making learning happen. In P. Karoly & J. Steffen (Eds.), *Advances in Child Behavior Analysis and Therapy Vol. 1, Improving Children's Competence* (pp. 151–206). Lexington, MA: D. C. Heath & Company.
- Becker, W. C., Engelmann, S., Carnine, D. W., & Rhine, W. R. (1981). The direct instruction model. In W. R. Rhine (Ed.), *Encouraging Change in America's Schools: A Decade of Experimentation* (pp. 95–154). New York: Academic Press.
- Becker, W. C., Engelmann, S. & Thomas, D. R. (1971). *Teaching: A Basic Course in Applied Psychology*. Science Research Associates.

- Becker, W. C., Engelmann, S. & Thomas, D. (1975). *Teaching 1: Classroom Management*. Palo Alto: SRA.
- Becker, W. C., Engelmann, S., & Thomas, D. R. (1975). *Teaching 2: Cognitive Learning and Instruction*. Chicago: Science Research Associates.
- Carnine, D. (1979). Direct Instruction: A successful system for educationally high-risk children. *Journal of Curriculum Studies*, 11, 29-45.
- Carnine, D. (1991). Curricular interventions for teaching higher order thinking to all students: Introduction to the special series. *Journal of Learning Disabilities*, 24, 261-269.
- Carnine, D. W. & Becker, W. C. (1982). Theory of instruction: Generalization issues. *Educational Psychology*, 2, 249-262.
- Carnine, D., & Becker, W. (1983). Theory of instruction: Generalization issues. *Educational Psychology*, 2, 249-262.
- Carnine, D. W., & Engelmann, S. (1984). The direct instruction model. In S. Paine, T. Bellamy & B. Wilcox (Eds.), *Human Services That Work: From Innovation to Standard Practice* (pp. 133–148). Baltimore, MD: Brookes Publishing.
- Carnine, D., & Engelmann, S. (1991). Direct instruction and higher order thinking. In J. Block, T. Guskey, & S. Everson (Eds.), *Choosing Research-Based School Improvement Innovations*. Washington, DC: Association of Supervision and Curriculum Development.
- Carnine, D., Granzin, A., & Becker, W. C. (1988). Direct Instruction. In J. L. Graden, J. E. Zins, & M. J. Curtis, *Alternative Educational Delivery Systems*. Washington, D.C.: National Association of School Psychologists (NASP), 327-349.
- Carnine, D., & Kameenui, E. (1992). *Higher order thinking: Designing curriculum for mainstreamed students*. Austin, TX: PRO-ED.
- Carnine, D., Silbert J., & Kameenui, E. (1997). *Direct Instruction Reading* (3rd ed.). New Jersey: Prentice-Hall.
- Carnine, D. W., Silbert, J., & Kameenui, E. (1998). *Direct Instruction reading* (third edition). Columbus, OH: Charles Merrill.
- Condon, D., & Maggs, A. (1986). Direct Instruction research: An international focus. *International Journal of Special Education*, 1, 35-47.
- Cotton, K., & Savard, W. G. (1982). *Topic summary report: Direct Instruction*. Portland, OR Northwest Regional Education Laboratory.

- Crawford, D., Engelmann, K.E., & Engelmann, S.E. (2008). Direct Instruction. In E.M. Anderman & L.H. Anderman (Eds.) *Psychology of Classroom Learning: An Encyclopedia*. New York: Macmillan.
- DuPree, T. J. (1976). Brief history of Cherokee schools 1804-1976 *BIA Education Research Bulletin*, 4, 3-11.
- Engelmann, S. (1967). The relationship between psychological theory and the act of teaching. *Journal of School Psychology*. 5(2), 93–100.
- Engelmann, S. (1967). Cognitive structures related to the principles of conservation. In D. W. Brison and J. Hill (Eds.), *Recent Research on the Acquisition of Conservation of Substance* (pp. 25–51). Toronto, Ontario, Canada: Ontario Institute for Studies in Education.
- Engelmann, S. (1968). Relating operant techniques to programming and teaching. *Journal of School Psychology*. 6 89–96.
- Engelmann, S. (1969). *Conceptual Learning*. San Rafael, CA: Dimensions Publishing Company.
- Engelmann, S. (1970). The effectiveness of direct verbal instruction on IQ performance and achievement in reading and arithmetic: A national debate. *The Disadvantaged Child, Volume 3*. New York: Bruner-Mazel.
- Engelmann, S. (1970). The effectiveness of direct instruction on IQ performance and achievement in reading and arithmetic. In J. Hellmuth (Ed.) *Disadvantaged Child (Vol. 3)* (pp. 339-361). New York: Brunner/Mazel.
- Engelmann, S. (1971). The inadequacies of the linguistic approach in teaching situations. *Socio-Linguistics Cross-Disciplinary Perspective* (pp. 141–151). Washington, DC: Center for Applied Linguistics.
- Engelmann, S. (1974). Accountability. In M. Csapo & B. Poutt (Eds.), *Education for All Children* (pp. 106–120). Vancouver, British Columbia, Canada: British Columbia Federation of the Council for Exceptional Children.
- Engelmann, S. (1976) Sequencing cognitive and academic tasks. In R. D. Kneedler and S. G. Tarver (Eds.), *Changing Perspectives in Special Education*. Columbus, OH: Merrill Publishing.
- Engelmann, S. (1977). Sequencing cognitive and academic tasks. In R. Kneedler & S. G. Tarver (eds.), *Changing perspectives in special education*. Columbus, OH: Merrill, 46-61.

- Engelmann, S. (1980). Toward the design of faultless instruction: The theoretical basis of concept analysis. *Educational Technology*. 10 (2), 28–36.
- Engelmann, S. (1980). *Direct Instruction, Vol. 22, The Instructional Design Library Series*. Englewood Cliffs, NJ: Educational Technology Publications.
- Engelmann, S. (1982). Direct instruction outcomes with middle-class second graders. *ADI News*. 1(2), 4–5.
- Engelmann, S. (1987). Educational guidelines: Who is kidding whom? *ADI News*. 6(4), 2–3.
- Engelmann, S. (1988). Theories, theories, theories: A critique of logic of whole language arguments. *ADI News*. 7(3), 5–6
- Engelmann, S. (1990). Teachers, schema, and instruction. *ADI News*. 9(3), 27–35.
- Engelmann, S. (1990). Teachers, schema, and instruction. In M. Kennedy (Ed.), *Teaching Academic Subjects to Diverse Learners*. East Lansing, MI: Teachers College Press.
- Engelmann, S. (1991). Change schools through revolution, not evolution. *Journal of Behavioral Education*. 1(3).
- Engelmann, S. (1991). Why I sued California. *ADI News*. 10(2), 4–8.
- Engelmann, S. (1992). *War Against the Schools' Academic Child Abuse*. Portland, OR: Halcyon House.
- Engelmann, S. (1997). *Preventing Failure in the Primary Grades*. Eugene, OR: ADI Press. (Originally published 1969, Chicago: Science Research Associates)
- Engelmann, S. (1997). Direct instruction. In C. Dills & A. Romiszowski (Eds.), *Instructional Development Paradigms*. Englewood Cliffs, NJ: Educational Technology Publications.
- Engelmann, S. (1997). Theory of mastery and acceleration. In J. W. Lloyd, E. J. Kameenui, & D. Chard (Eds.), *Issues in Educating Students with Disabilities*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Engelmann, S., (1999). The benefits of direct instruction: Affirmative action for at-risk students. *Educational Leadership*. 57(1), 77–79.
- Engelmann, S., (2001). Wesley Becker, the man. *Journal of Direct Instruction*. 1(1), 27-29.
- Engelmann, S. (2007). *Teaching needy kids in our backward system*. Eugene, Oregon: ADI Press.

- Engelmann, S., & Becker, W. C. (1978). Systems for basic instruction: Theory and applications. In C. Catania & T. Brigham (Eds.), *Handbook of Applied Behavioral Analysis* (pp. 225–377). New York: Wiley.
- Engelmann, S., Becker, W. C., Carnine, D. W., & Maggs, A. (1982). Improving children's cognition. In P. Karoly & J. Steffen (Eds.), *Advances in Child Behavior Analysis and Therapy Vol. 1, Improving Children's Competence*. Lexington, MA: D. C. Heath & Company.
- Engelmann, S., Becker, W. C., & Carnine, D. W., & Rhine, W. R. (1981). Direct instruction model. In W. R. Rhine (Ed.), *Making Schools More Effective*. New York: Academic Press.
- Engelmann, S. & Bereiter, C. (1966). Observations on the use of Direct Instruction with young, disadvantaged children. *Journal of School Psychology*, 4 (3), 55-62.
- Engelmann, S., & Bereiter, C. (1966). *Teaching Disadvantaged Children in the Preschool*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Engelmann, S., & Carnine, D. (1982). *Theory of Instruction: Principles and Applications*. New York: Irvington Publishing, Inc.
- Engelmann, S., & Carnine, D. (1989). DI outcomes with middle-class second graders. *ADI News*. 8(2), 2–5.
- Engelmann, S., & Carnine, D. (1991). *Theory of instruction: Principles and applications (rev. ed.)*. Eugene, OR: ADI Press. (Originally published, 1982, New York: Irvington Publishing, Inc.)
- Engelmann, S. & Carnine, D. (2010). *Could John Stuart Mill Haved Saved Our Schools?* Attainment Company.
- Engelmann, S. & Colvin, G. (2006). *Rubric for identifying authentic Direct Instruction programs*. Eugene, Oregon: Engelmann Foundation.
- Engelmann, S., & Engelmann, K. E. (2004). Impediments to scaling up effective comprehensive school reform models. In T. K. Glennan, Jr., S. J. Bodilly, J. R. Galegher & K. A. Kerr (Eds.), *Expanding the reach of education reforms: Perspectives from leaders in the scale-up of educational interventions*. Santa Monica, CA: The RAND Corporation.
- Engelmann, S., & Granzin, A. (1980). Assessing labor cost of objectives. *Directions*, 1, 54-63.

- Engelmann, S., Granzin, A., & Severson, H. (1979). Diagnosing instruction. *The Journal of Special Education*, 13(4), 355–363.
- Engelmann, S. & Steely, D. (2003). *Inferred Functions of Performance and Learning*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Fuerst, J. S. (1976). Report from Chicago: A program that works. *Public Interest*, 43, 59-69.
- Gersten, R. & Taylor, R. & Graves, A. (1999). Direct Instruction and diversity. In R. Stevens (Ed.), *Teaching in American schools: Essays in honor of Barak Rosenshine*. Columbus, OH: Merrill Education/Prentice Hall, Inc.
- Gersten, R., Woodward, J., & Darch, C. (1986). Direct Instruction: A research-based approach to curriculum design and teaching. *Exceptional Children*, 53, 17-31.
- Gersten, R. (1985). Direct Instruction with special education students: A review of evaluation research. *Journal of Special Education*, 19, 41-58.
- Gregory, R. P. (1983). Direct Instruction, disadvantaged and handicapped children: A review of the literature and some practical implications, Part 1 and 2. *Remedial Education*, 18, 99-104, 131-136.
- Horner, R. H., & Albin, R. W. (1988). Research on general-case procedures for learners with severe disabilities. *Education and Treatment of Children*, 11, 175-188.
- Jewell, T., & Feiler, A. (1985). Review of behaviorist teaching approaches in the U.K. *Early Child Development and Curriculum*, 20, 67-86.
- Kameenui, E. J., & Carnine, D. W. (Eds.). (1988). *Effective strategies for accommodating students with diverse learning and curricular needs*. Columbus, OH: Merrill.
- Lockery, M., & Maggs, A. (1982). Direct Instruction research in Australia: A ten-year analysis. *Educational Psychology*, 2, 263-288.
- Maggs, A., & Maggs, R. K. (1979). Direct Instruction research in Australia. *Journal of Special Education Technology*, 2, 26-34.
- Maggs, A., & Moore, J. (1978). Teaching academic skills by direct instructional methods to school-aged aboriginal and non-aboriginal children with learning problems. *Exceptional Child*, 25, 127-135.
- Maggs, A., Moore, J., Hawke, H., & Cunliffe, L. (1979). Aboriginal education? Preparing children for self-determination: A common goal for all children. *BC Journal of Special Education*, 3, 365-388.

- Maheady, L., Towne, R., Algozzine, B., Mercer, J., & Ysseldyke, J. (1983). Minority overrepresentation: A case for alternative practices prior to referral. *Learning Disabilities Quarterly*, 6, 448-456.
- Moore, J. (1986). Direct Instruction: A model of instructional design. *Educational Psychology*, 6, 201-229.
- Niedelman, M., & Carnine, D. (1988). *Learning Pascal: Turbo Version*. Glenview, IL: Scott Foresman.
- Niedelman, M., & Carnine, D. (1988). *Learning Pascal*. Glenview, IL: Scott Foresman.
- Osborn, S. (1995). *Reading Mastery Series Guide (Rainbow Edition)*. Columbus, OH: SRA/McGraw-Hill.
- Parks, D. (1988). Direct Instruction and the disadvantaged. *Negro Educational Review*, 39, 28-32.
- Polloway, E., Patton, J., & Serna, L. (2001). *Strategies for teaching learners with special needs (7th ed.)*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Pressley, M. (1998). *Reading instruction that works: The case for balanced teaching*. New York: The Guilford Press.
- Reyna, V. F. (2004). Why scientific evidence? The importance of evidence in changing educational practice. In P. McCardle & V. Chhabra (Eds.), *The voice of evidence in reading research* (pp. 47-80). Baltimore, MD: Paul H. Brookes.
- Shapiro, E. S. (1988). Preventing academic failure. *School Psychology Review*, 17, 601-613.
- Silbert, J., Carnine, D., & Alvarez, R. (1994). Beginning reading for bilingual students. *Educational Leadership*, 51(5), 90-92.
- Sterbinsky, A., Ross, S., & Redfield, D. (2003, April) Comprehensive school reform: A multisite replicated experiment. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Vergason, G. A., & Andregg, M. L. (1991). Beyond the regular education initiative and the resource room controversy. *Focus on Exceptional Children*, 23, 1-7.
- Weisberg, P. (1983). Education and enrichment approaches. In C. E. Walker & M. C. Roberts (eds.), *Handbook of clinical psychology*. New York: Wiley, 1133-1153.
- White, W. A. T. (1986). Meta-analysis of the effects of Direct Instruction in special education. Doctoral dissertation. Eugene, OR: University of Oregon.

Williams, P., & Engelmann, S. (1989). Teaching absolute pitch. *ADI News*, 9(1), 23–26.

B. Criticism and Response

Adams, Gary L., & Slocum, Timothy A., with Railsback, G.L., Gallagher, S.A., McCright, S.A., Uchytel, R.A., Conlon, W.W., & Davis, J.T. (2004). A critical review of Randall Ryder's report of Direct Instruction reading in two Wisconsin school districts.

Bereiter, C. (1986). Does Direct Instruction cause delinquency? *Early Childhood Research Quarterly*, 1, 289-292.

Bereiter, C. (1986). Does Direct Instruction cause delinquency? Response to Schweinhart and Weikart. *Educational Leadership*, 44, 20-21.

Brandt, R. S. (1986). On long-term effects of early education: A conversation with Lawrence Schweinhart. *Educational Leadership*, 44, 14-18.

Engelmann, S. E. (1971). Does the Piagetian approach imply instruction? In D. R. Green, M. P. Ford, & G. B. Flamer (eds.), *Proceedings of the CTB/McGraw-Hill Conference on Ordinal Scales of Cognitive Development*, New York: McGraw-Hill, 118-126.

Engelmann, S. (1982). Piaget and instruction. *ADI News*, 2(1), 1, 6.

Engelmann, S., (1999). Response to "The High/Scope preschool curriculum comparison study through age 23." *Effective School Practices*, 17(3), 18–23.

Engelmann, S., (1999). How sound is High/Scope research? *Educational Leadership*, 56(6), 83–84.

Engelmann, S., (2002). Response to Allington: Allington leveled serious allegations against direct instruction. *Direct Instruction News*, 2(2), 28–31.

Gersten, R. (1986). Response to "Consequences of three preschool curriculum models through age 15." *Early Childhood Research Quarterly*, 1, 293-302.

Gersten, R., & White, W. A. T. (1986). Castles in the sand: Response to Schweinhart and Weikart. *Educational Leadership*, 44, 19-20.

Kamii, C., & Derman, L. (1971). Comments of Engelmann's paper: Engelmann approach to teaching logical thinking. Does the Piagetian approach imply instruction? In D. R. Green, M. P. Ford, & G. B. Flamer (eds.), *Proceedings of the CTB/McGraw-Hill Conference on Ordinal Scales of Cognitive Development*, New York: McGraw-Hill, 127-146.

Ryder, R. J., Burton, J. L., & Silberg, A. (2006) Longitudinal study of Direct Instruction effects from first through third grades. *Journal of Educational Research*, 99 (3), 179-191.

- Ryder, R.J., Sekulski, J., & Silberg, A. (2003). *Results of Direct Instruction reading program evaluation longitudinal results: First through third grade 2000-2003*. Milwaukee, WI: School of Education.
- Schweinhart, L. J. (1988). How important is child-initiated activity? *Principal*, 67, 6-10.
- Schweinhart, L. J., & Weikart, D. P. (1986). Schweinhart and Weikart reply. *Educational Leadership*, 44, 22.
- Schweinhart, L. J., & Weikart, D. P. (1988). Education for young children living in property: Child-initiated learning or teacher-directed instruction? *Elementary School Journal*, 89, 213-225.
- Schweinhart, L. J. & Weikart, D. P. (1997). "The High/Scope Preschool Curriculum Comparison Study Through Age 23," *Early Childhood Research Quarterly*, 12, 117-143.
- Schweinhart, L., Weikart, D. P., & Larner, M. B. (1986). Child-initiated activities in early childhood programs may help prevent delinquency. *Early Childhood Research Quarterly*, 1, 303-312.
- Schweinhart, L. J., Weikart, D. P., & Larner, M. B. (1986). Consequences of three preschool curriculum models through age 15. *Early Childhood Research Quarterly*, 1, 15-45.
- Tarver, Sara G. (2004). Direct Instruction: Criticism of a Wisconsin study. (Letter to the editor, electronic version) *Education Week*, 23(24), 38.
- Tarver, Sara G. (2004). Direct Instruction: Criticism of a Wisconsin study. (Letter to the editor, electronic version) *Education Week*, 23(24), 38.

C. Follow Through Project

- Anderson, R. R., St. Pierre, R. G., & Propet, E. C. (1978). Pardon us, but what was the question again? A response to the critique of the Follow Through evaluation. *Harvard Educational Review*, 48, 161-170.
- Becker, W. C. (1975). Some effects of Direct Instruction methods in teaching disadvantaged children in Project Follow Through. In Thompson & Dockens (eds.), *Applications of behavior modification*. Glenview, IL: Scott, Foresman, pp. 139-159.
- Becker, W. C. (1977). Teaching reading and language to the disadvantaged – What we have learned from field research. *Harvard Educational Review*, 47, 518-543.
- Becker, W. C. (1978). National evaluation of Follow Through: Behavior-theory-based programs come out on top. *Education and Urban Society*, 10, 431-458.

- Becker, W. C. (1978, March). The Follow Through data show that some programs work better than others. Symposium on Direct Instruction. AERA, Toronto.
- Becker, W. C. (1981). A behavior theory model for comprehensive educational intervention with the disadvantaged. In S. Bijou (ed.), *Contributions of behavior modification in education*. Hillsdale, NJ: Erlbaum, 1-106.
- Becker, W. C., & Engelmann, S. (1978). Analysis of achievement data on six cohorts of low-income children from 20 school districts in the University of Oregon District Instruction Follow Through Model: Technical report 78-1. Eugene, OR: University of Oregon Follow Through Project.
- Becker, W., & Engelmann, S. (1996). Sponsor findings from project Follow Through (1996). *Effective School Practices*, 15(1), 33-42.
- Becker, W. C. & Gersten, R. (1982). A follow-up of Follow Through: The later effects of the Direct Instruction Model on children in fifth and sixth grades. *American Educational Research Journal*, 19, 75-92.
- Becker, W. C. & Gersten, R. (1987). A follow-up of Follow Through: The later effects of the Direct Instruction Model on children in fifth and sixth grades. Reprinted in W. R. Borg, *Applying Educational Research*, New York: 1987.
- Bereiter, C., & Kurland, M. (1981-1982). A constructive look at Follow Through results. *Interchange*, 12, 1-22.
- Carnine, D., & Gersten, R. (1982). Effective mathematics instruction for low-income students: Results of longitudinal field research in 12 school districts. *Journal of Research in Mathematics Education*, 13, 145-152.
- Effective School Practices*. (1996). Volume 15 (1). – A Summary Journal Issue
- Engelmann, S., Becker, W. C., & Carnine, D. (1988). Direct Instruction Follow Through model: Design and outcomes. *Education and Treatment of Children*, 11, 303-317.
- Engelmann, S., & Carnine, D. W. (1976). A structural program's effect on the attitudes and achievement of average and above average second graders. In W. C. Becker & S. Engelmann (Eds.), *Technical Report 76-1, Appendix B Formative research studies*. Eugene, OR: University of Oregon Follow Through Project.
- Gersten, R. (2005). Project follow through and direct instruction. In G. Sugai & R.H. Horner (Eds.), *Encyclopedia of behavior modification and cognitive behavior therapy*, (Vol. 3: Educational Applications, pp. 1468-1470). Thousand Oaks, CA: Sage.

- Gersten, R. (1984). Follow Through revisited: Reflections on the site variability issue. *Educational Evaluation and Policy Analysis*, 6, 411-423.
- Gersten, R., & Carnine, D. (1984). Direct Instruction mathematics: A longitudinal evaluation of low-income elementary school students. *Elementary School Journal*, 84, 395-407.
- Gersten, R., Keating, T., & Becker, W. C. (1988). The continued impact of the Direct Instruction Model: Longitudinal studies of Follow Through students. *Education and Treatment of Children*, 11(4), 318-327.
- Guthrie, J. T. (1977). Follow Through: A compensatory education experiment. *Reading Teacher*, 31, 240-244.
- House, E. R., Glass, G. V., McLean, L. D. (1978). No simple answer: Critique of the Follow Through evaluation. *Harvard Educational Review*, 48, 128-160.
- Maccoby, E. E., & Zellner, M. (1970). *Experiments in primary education: Aspects of Project Follow Through*. New York: Harcourt Brace Jovanovich.
- McDaniels, G. L. (1975). Evaluation of Follow Through. *Educational Researcher*, 4, 7-11.
- Meyer, L. A. (1983). Long-term academic effects of the Direct Instruction Project Follow Through. ERIC 237 932, 47 p.
- Meyer, L. A. (1984). Long-term academic effects of the Direct Instruction Project Follow Through. *Elementary School Journal*, 84, 380-394.
- Meyer, L. A., Gersten, R., & Gutkin, J. (1983). Direct Instruction: A Project Follow Through success story in an inner-city school. *Elementary School Journal*, 84, 241-252.
- Meyer, L., Gersten, R., & Guskin, J. Direct Instruction: A Project Follow Through success story. Technical report no. 302. Cambridge, MA: Illinois University.
- Stallings, J. (1987). Longitudinal findings for early childhood programs. Focus on Direct Instruction. ERIC 297 874 10p.
- Stebbins, L. B., St. Pierre, R. G., Proper, E. C., Anderson, R. B., & Cerva, T. R. (1977). *Education as experimentation: A planned variation model (Vol IV-A)*. Cambridge, MA: Abt Associates.
- Watkins, C.L. (1995-6) Follow Through: Why didn't we? *Effective School Practices*, 15.
- Watkins, C.L. (1997) *Project Follow Through: A case study of contingencies influencing instructional practices of the educational establishment*. Cambridge, MA: Cambridge Center for Behavioral Studies.

Wisler, C. E., Burns, Jr., G. P., & Iwamoto, D. (1978). Follow Through redux: A response to the critiques by House, Glass, McLean, and Walker. *Harvard Education Review*, 48, 171-185.

D. Language

Beveridge, M., & Jerrams, A. (1981). Parental involvement in language development: An evaluation of a school-based parental assistance plan. *British Journal of Educational Psychology*, 51, 259-269.

Booth, A. (1978). DISTAR language program. *Teachers Journal of Special Education*, 1, 24-28.

Bruton, R. W. (1975). Evaluation of the objectives of an oral-language intervention program. *Elementary School Journal*, 76, 170-180.

Cole, K. N., Mills, P. E., & Dale, P. S. (1989). Comparison of the effects of academic and cognitive curricula for young handicapped children one and two years post program. *Topics in Early Childhood Special Education*, 9, 110-127.

Engelmann, S. (1966). The structuring of language processes as tool for thought. *N.C.E.A. Bulletin*. 63(1), 459-468.

Engelmann, S. (1967). Teaching communication skills to disadvantaged children. In *Education for the Culturally Disadvantaged* (pp. 67-86). Proceedings of the National Conference on Educational Objectives for the Culturally Disadvantaged. Little Rock, AR: South Central Region Educational Laboratory.

Engelmann, S. (1970). How to construct effective language programs for the poverty child. In F. Williams (Ed.), *Language and Poverty: Perspectives on a Theme*. Chicago: Markham Publishing Co.

Engelmann, S., & Bereiter, C. (1966). *Language Learning Activities for the Disadvantaged Child*. New York: Anti-Defamation League of B'nai B'rith.

Engelmann, S., Osborn, J., & Lundeen, B. (1968). *Learning Language: Concept and Action Stories*. Urbana, IL: University of Illinois Press.

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.

Kameenui, E. J., Carnine, D. W., & Freschi, R. (1982). Effects of text construction and instructional procedures for teaching word meanings on comprehension and recall. *Reading Research Quarterly*, 17, 367-388.

- Leiss, R. H., & Proger, B. B. (1974). Language training for trainable mentally retarded: Annual project report – second year – ESEA Title III. ERIC 097 789, 83p.
- Leiss, R. H., & Proger, B. B. (1977). Language training for trainable mentally retarded children: ITPA, Peabody, and DISTAR techniques. ERIC 140 527, 39p.
- Moodie, A. G. (1973). Evaluation of the DISTAR Language I program at Seymour elementary school. ERIC 088 911, 9p.
- Mosley, B. B., & Plue, W. V. (1980). Comparative study of four curriculum programs for disadvantaged preschool children. ERIC 226 852, 16p.
- Osborn, J. (1968). Teaching a teaching language to disadvantaged children. *Monographs of the Society of Research in Child Development*, 36-48.
- Osborn, J., & Becker, W. C. (1980). Direct Instruction language. In D. Bricker (ed.), *Language intervention with children: New directions for exceptional children*. San Francisco: Jossey-Bass.
- Proger, B. B., & Leiss, R. H. (1976). Language training for TMR children: Third-year results and comparison with first two years. ERIC EC 090 563, 140p.
- Schwartz, J. I., Chapline, E. B., & Polk, V. E. (1974). Effects of a structured pedagogy on children's language. ERIC 101 365, 12p.
- Seifert, H., & Schwartz, I. (1991). Treatment effectiveness of large group basic concept instruction with Head Start students. *Language, Speech & Hearing Services in School*, 22, 60-64.
- Weller, C. (1979). Effects of two language training approaches on syntactic skills of language-deviant children. *Journal of Learning Disabilities*, 12, 46-55.
- Williams, P., Engelmann, S., Granzin, A., & Becker, W. C. (1979). Teaching language to the truly naive learner—An analog study using tactual vocoder. *Journal of Special Education Technology*. 2, 5–15.

E. Mathematics

- Bracey, S., Maggs, A., & Morath, P. (1975). Teaching arithmetic skills to moderately mentally retarded children using direct verbal instruction: Counting and symbol identification. *Australian Journal of Mental Retardation*, 3, 200-204.
- Carnine, D. (1991). Increasing the amount and quality of learning through Direct Instruction: Implications for mathematics. In J. W. Lloyd, N. N. Singh, & A. C. Repp (eds.), *Regular education initiative*. New York: MacMillan, 163-175.

- Carnine, D., & Engelmann, S. (1990). Making connections in third grade mathematics—Connecting math concepts. *ADI News*, 10(1), 17–27.
- Carnine, D., Engelmann, S., Hofmeister, A., & Kelly, B. (1987). Effects of instructional design variables on vocabulary acquisition of LD students: A study of computer-assisted instruction. *Journal of Learning Disabilities*, 20, 206-213.
- Carnine, D., Jones, E. D., & Dixon, R. (1995). Mathematics: Educational tools for diverse learners. *School Psychology Review*, 23, 406-427.
- Carnine, D., & Stein, M. (1981). Organizational strategies and practice procedures for teaching basic facts. *Journal for Research in Mathematics Education*, 12, 65-69.
- Engelmann, S., Carnine, D., & Steely, D. (1991). Making connections in math concepts. *Journal of Learning Disabilities*, 24(5), 292–303.
- Engelmann, S., Carnine, D., & Steely, D. (1992). Making connections in math concepts. In D. Carnine & E. Kameenui (Eds.), *Teaching Higher Order Thinking to All Students*. Austin, TX: Pro-Ed Publishing.
- Fink, W., & Carnine, D. (1976). Control of arithmetic errors using informational feedback and graphing. *Journal of Applied Behavior Analysis*, 8, 461.
- Gleason, M., Carnine, D., & Boriero, D. (1990). Improving CAI effectiveness with attention to instructional design in teaching story problems to mildly handicapped students. *Journal of Special Education Technology*, 10, 129-136.
- Jitendra, A. K., Kameenui, E. J., & Carnine, D. W. (1994). An exploratory evaluation of dynamic assessment and the role of basals on comprehension of mathematical operations. *Education and Treatment of Children*, 17, 139-162.
- Sfondilias, J., & Siegel, M. A. (1990). Combining discovery and Direct Instruction strategies in computer-based teaching of mathematical problem solving. *Journal of Computer-Based Instruction*, 17, 130-134.
- Silbert, J., Carnine, D., & Stein, M. (1990). *Direct Instruction Mathematics (2nd ed.)*. New York: Macmillan.
- Silbert, J., Carnine, D., & Stein, M. (1998). *Direct Instruction mathematics (3rd edition)*. Columbus, OH: Charles Merrill.
- Snider, V. E., & Crawford, D. B. (1996). Implementing Connecting Math Concepts. *Effective School Practices*.
- Steely, D., Carnine, D., Engelmann, S. (1991). Teaching problem solving in mathematics. *ADI News*, 10(1), 28–38.

Stein, M. (1987). Arithmetic word problems. *Teaching Exceptional Children*, 19, 33-35.

Young, M., Baker, J., & Martin, M. (1990). Teaching basic number skills to students with a moderate intellectual disability. *Education and Training in Mental Retardation*, 25, 83-93.

F. Preschool

Cole, K. N., Dale, P. S., Mills, P. E., and Jenkins, J. R., "Interaction Between Early Intervention Curricula and Student Characteristics," *Exceptional Children*, Vol. 60, No. 1, 1993, pp. 17-28.

Cole, K. N., Mills, P. E., and Dale, P. S., "A Comparison of the Effects of Academic and Cognitive Curricula for Young Handicapped Children One and Two Years Postprogram," *Topics in Early Childhood Special Education*, Vol. 9, No. 3, 1989, pp. 110-127.

Engelmann, S. (1967). Priorities in preschool education. In D. W. Brison and E. Sullivan (Eds.), *Psychology and Early Childhood Education* (pp. 51-60). Toronto, Ontario, Canada: Ontario Institute for Studies in Education.

Engelmann, S. (1967). Teaching formal operations to preschool children. *Ontario Journal of Educational Research*. 9(3), 193-207.

Engelmann, S., & Bereiter, C. (1967). An academically oriented preschool for disadvantaged children: Results from the initial experimental group. In D. W. Brison and W. Sullivan (Eds.), *Psychology and Early Childhood Education* (pp. 17-36). Toronto, Ontario Canada: Ontario Institute for Studies in Education.

Engelmann, S., Bereiter, C., Osborn, J., & Reidford, P. (1966). An academically oriented preschool for culturally deprived children. In F. M. Hechinger (Ed.), *Preschool Education Today* (pp. 105-136). Garden City, NY: Doubleday & Co.

Evans, E. D., & Hillman, L. (1983). Longitudinal follow-up assessment of differential preschool experience for low-income minority group children. ERIC 241 161, 40 pp.

Karnes, M. B., Shwedel, A. M., & Williams, M. B. (1983). Comparison of five approaches for educating young children from low-income homes: As the twig is bent ... lasting effects of preschool programs. *Consortium for Longitudinal Studies*, 133-170.

Litzenburger, J. (1994). Evaluation of Seattle early childhood programs, full-day kindergarten and Campi-Distar: Research Report. Seattle: Puget Sound Educational Service District.

Maggs, A., & Maggs, R. K. (1980). Back to basics with the pre-school child. *Australian Journal of Early Childhood*. 5, 43.

- Miller, L. B., & Bissell, R. P. (1984). Long-term effects of four preschool programs: Ninth- and tenth-grade results. *Child Development, 55*, 1570-1587.
- Miller, L. B., & Dyer, J. L. (1975). Four preschool programs: Their dimensions and effects. *Monographs of the Society for Research in Child Development, 40* (5-6. Serial No. 162).
- Mills, P. E., Dale, P. S., Cole, K. N., and Jenkins, J. R., "Follow-up of Children from Academic and Cognitive Preschool Curricula at Age 9," *Exceptional Children*, Vol. 61, No. 4, 1995, pp. 378-393.
- Mosley, B. B., and Plue, W. V., "A Comparative Study of Four Curriculum Programs for Disadvantaged Preschool Children," Hattiesburg, Miss.: University of Southern Mississippi, 1980.
- Parette, H., Blum, C., Boeckmann, N., & Watts, E. (2009). Teaching word recognition to young children who are at risk using Microsoft Powerpoint coupled with Direct Instruction. *Early Childhood Education Journal, 36*(5), 393-401.
- Ross-Sheriff, F., Trapp-Dukes, R., & Johnson, S. (1977). Perceptual and cognitive development in low SES minority urban children: preschool and program impacts. ERIC 142 304 20 p. Paper presented at Society for Research in Child Development (March, 1977).
- Singer, B., (1971). Effects of structured instruction on kindergarten pupils: Final report. ERIC 087 564 124 p.

G. Problem Solving and Reasoning Skills

- Carnine, D., & Kinder, D. (1985). Teaching low-performing students to apply generative and schema strategies to narrative and expository material. *Remedial and Special Education, 6*, 20-30.
- Collins, M., & Carnine, D. (1988). Evaluating the field test revision process by comparing two versions of a reasoning skills CAI program. *Journal of Learning Disabilities, 21*, 375-379.
- Collins, M., Carnine, D., & Gersten, R. (1987). Elaborated corrective feedback and the acquisition of reasoning skills: A study of computer-assisted instruction. *Exceptional Children, 51*, 254-262.
- Engelmann, S. (1967). Teaching formal operations to preschool advantaged and disadvantaged children. *Ontario Journal of Educational Research, 9*, 193-207.

Fielding, G. D., Kameenui, E., & Gersten, R. (1983). A comparison of an inquiry and a Direct Instruction approach to teaching legal concepts and applications to secondary school students. *Journal of Educational Research*, 76, 287-293.

Grossen, B., Carnine, D. (1990). Diagramming a logical strategy: Effects in difficult problem types and transfer. *Learning Disability Quarterly*, 13, 168-182.

Maggs, A., & Morath, P. (1975). Improving problem solving skills in 130 moderately and severely mentally retarded school-aged children. *Rehabilitation in Australia*, 12, 22-34.

H. Reading

Apfell, J. A., Kelleher, J., Lilly, M. S., & Richardson, R. (1980). Developmental reading for moderately retarded children. *Education and Training of the Mentally Retarded*, 10, 229-235.

Bateman, B. (1991). Teaching word recognition to slow-learning children. *Reading, Writing, and Learning Disabilities*, 7, 1-16.

Bowers, W. M. (1972). Evaluation of a pilot program in reading for culturally disadvantaged first grade students. Doctoral dissertation. Tulsa, OK: University of Tulsa.

Bracey S., Maggs, A., & Morath, P. (1975). Effects of a direct phonic approach in teaching reading with six moderately retarded children: Acquisition and mastery learning stages. *Slow Learning Child*, 22, 83-90.

Branwhite, A. B. (1983). Boosting reading skills by Direct Instruction. *British Journal of Educational Psychology*, 53, 291-298.

Carnine, D. (1977). Phonics versus look-say: Transfer to new words. *Reading Teacher*, 30, 636-640.

Carnine, D., (1979). Research on designing and implementing procedures for teaching sounds. In J. Button (ed.), *Communication research in learning disabilities and mental retardation*. Baltimore, MD: University Park Press.

Carnine, D., & Gersten, R. (1983). Effectiveness of Direct Instruction in teaching selected reading comprehension skills: Preliminary draft. Paper presented at American Educational Research Association (April 11-15, 1983).

Carnine, D., Kameenui, E., & Coyle, G. (1984). Utilization of contextual information in determining the meaning of unfamiliar words. *Reading Research Quarterly*, 19, 188-204.

- Carnine, D., Silbert, J., & Kameenui, E. J. *Direct Instruction reading (2nd ed.)*. New York: Macmillian.
- Carnine, D., Stevens, C., & Clements, J. (1982). Effects of facilitative questions and practice on intermediate students' understanding of character motives. *Journal of Reading Behavior, 14*, 179-190.
- Carnine, L., & Carnine, D. (1978). Determining the relative decoding difficulty of three types of simple regular words. *Journal of Reading Behavior, 10*, 440-441.
- Carnine, L., Carnine, D., & Gersten, R. (1984). Analysis of oral reading errors made by economically disadvantaged students taught with a synthetic-phonics approach. *Reading Research Quarterly, 19*, 343-356.
- Darch, C. (1990). Comprehension instruction for high school learning disabled students. *Research in Rural Education 5*, 43-49.
- Darch, C., & Carnine, D. (1986). Teaching content area material to learning-disabled students. *Exceptional Children, 53*, 240-246.
- Darch, C., & Gersten, R. (1986). Direction-setting activities in reading comprehension: A comparison of two approaches. *Learning Disabilities Quarterly, 9*, 235-243.
- Dimino, J., Gersten, R., Carnine, D., & Blake, G. (1990). Story grammar: an approach for promoting at-risk secondary students' comprehension of literature. *Elementary School Journal, 91*, 19-32.
- Duran, E. (1980). Reading curriculum for beginning Hispanic bilingual children based on Direct Instruction. ERIC 191 623, 51p.
- Engelmann, S. (1967). Teaching reading to children with low mental ages. In F. E. McDowell (ed.), *Education and training of the mentally retarded*. Washington, DC: Council for Exceptional Children, 193-201.
- Engelmann, S. (1982). A study of 4th–6th grade basal reading series: How much do they teach? *ADI News. 1*(3), 1, 4–5, 19.
- Engelmann, S. (1983). Engelmann compares traditional basals with SRA's new Reading Mastery 3 & 4. *ADI News. 2*(3), 28–31.
- Engelmann, S. (1989). A study of 4th-6th grade basal reading series. *ADI News. 8*(4), 17–23.
- Engelmann, S. (1991). How sensible is your reading program? A closer look at learner verification. *California Journal for Supervision and Curriculum Improvement. 4*(1), 16–22.

- Engelmann, S., (1999). Phonemic awareness in Reading Mastery. *Effective School Practices*, 17(3), 43–49.
- Engelmann, S., (2000). About reading: A Comparison of Reading Mastery and Horizons. *Effective School Practices*, 18(3), 15–26.
- Engelmann, S., & Meyer, L. A. (1984). Reading comprehension instruction in grades 4, 5, and 6: Program characteristics; teacher perceptions; teacher behaviors; and student performance. Presented at National Institute of Education, Washington, DC. Chicago: Science Research Associates.
- Engelmann, S., & Steely, D. (1980). Implementation of basal reading in grades 4–6: Final report. Chicago: Science Research Associates.
- Gersten, R., & Carnine, D. (1986). Direct Instruction in reading comprehension. *Educational Leadership*, 44, 69-78.
- Grossen, B., & Carnine, D. (1990). Translating research on initial reading instruction into classroom practice. *Interchange*, 21, 15-23.
- Grossen, B., & Carnine, D. (1993). Phonics instruction: Comparing research and practice. *Teaching Exceptional Children*, 25, 22-25.
- Gurney, D., Gersten, R., Dimino, J., & Carnine, D. (1990). Story grammar: Effective literature instruction for high school students with learning disabilities. *Journal of Learning Disabilities*, 23, 335-342.
- Isaacs, L., & Stennett, R. G. (1980). DISTAR Reading program in junior opportunity classes: Phase IV-Positive results after three full years of instruction. *Special Education in Canada*, 54, 15-20.
- Jenkins, J. R., & Pany, D. (1978). Teaching reading comprehension in middle grades reading education: Reading education report No. 4. ERIC 151 756, 36p.
- Kaiser, S., Palumbo, K., Bialozor, R. C., & McLaughlin, T. F. (1989). Effects of Direct Instruction with rural remedial students: A brief report. *Reading Improvement*, 26, 88-93.
- Kameenui, E., & Carnine, D. (1982). An investigation of fourth graders' comprehension of pronoun constructions. *Reading Research Quarterly*, 17, 556-580.
- Kameenui, E., Carnine, D., & Maggs, A. (1980). Instructional procedures for teaching reversible passive voice and clause construction to three mildly handicapped children. *Exceptional Child*, 27, 29-40.

- 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.
- Mathes, P. G., & Proctor, T. J. (1988). Direct Instruction for teaching “hard to teach” students. *Reading Improvement, 25*, 92-97.
- Newark (NJ) Board of Education (1974). Program to improve the informational processing of children with reading and learning problems. ERIC 106 826, 130p.
- Ogletree, E. J. (1976). Comparative study of the effectiveness of DISTAR and eclectic reading methods for inner-city children. ERIC 146 544 14p.
- Ogletree, E. J. (1977). Does DISTAR meet the reading needs of inner-city kindergarten pupils? ERIC 146 303 11p.
- Reetz, L. J., & Hoover, J. H. (1992). Acceptability and utility of five reading approaches as judged by middle school LD students. *Learning Disabilities Research and Practice, 7*, 11-15.
- Richardson, E., Dibenedetto, B., Christ, A., Press, M., & Winsberg, B. (1978). An assessment of two methods for remediating reading deficiencies. *Reading Improvement, 15*, 82-94.
- Ryckman, D. B., McCartin, R., & Sebesta, S. (1976). Do structured reading programs hamper intellectual development? *Elementary School Journal, 77*, 71-73.
- Serwer, B. L., Shapiro, B. J., & Shapiro, P. P. (1973). Comparative effectiveness of four methods of instruction on the achievement of children with specific learning disabilities. *Journal of Special Education, 7*, 241-249.
- Stein, M. (1990). *Reading Research ... and Reading Mastery*. Chicago: SRA.
- Stennett, R. G., & Isaacs, L. (1977). DISTAR Reading program in junior opportunity classes: Phase III-Impact of two full years of instruction. *Special Education in Canada, 53*, 7-10.
- Stephens, M. A. (1993). Developing and implementing a curriculum and instructional program to improve reading achievement of middle-grade students with learning disabilities in a rural school district. ERIC 359 492, 137p.
- Umbach, B. T., Darch, C., & Halpin, G. (1987). Teaching reading to low performing first graders: A comparison of two instructional approaches. ERIC 290 130 12p.

Williams, P., Engelmann, S., Granzin, A., and Becker, W. C. (1979). Teaching language to the truly naïve learner—An analog study using tactual vocoder. Journal of Special Education Technology, 2, 5-15.

Williamson, F. (1970). DISTAR reading: Research and experiment. ERIC 045 318, 54p.

I. Science and Social Studies

Muthukrishna, A., Carnine, D., Grossen, B., & Miller, S. (1993). Children's alternative frameworks: Should they be directly addressed in science instruction? *Journal of Research in Science Teaching*, 30, 233-248.

Woodward, J., Carnine, D., Gersten, R., Gleason M., Johnson, G., & Collins, M. (1986). Applying instructional design principles to CAI for mildly handicapped students: Four recently conducted studies. *Journal of Special Education Technology*, 8, 13-26.

J. Spelling

Anderson-Inman, Becker, W. C., & L., Dixon, R. (1981). Root words and their relatives: The beginning of a semantic analysis. Technical Report for the Division of Follow Through, Bureau of School Systems, U. S. Office of Education.

Anderson-Inman, Becker, W. C., & L., Dixon, R. (1985). Morphographs and the words they enter into. Technical Report, University of Oregon.

Anderson-Inman, L., Dixon, R., & Becker, W. C. (1980). Morphographs: An Alphabetical List with Exemplars. Technical Report for the Division of Follow Through, Bureau of School Systems, U. S. Office of Education.

Becker, W. C., Dixon, R., & Anderson-Inman, L. (1980). Morphographic and Root Word Analysis of 26,000 High-Frequency Words. Technical Report for the Division of Follow Through, Bureau of School Systems, U.S. Office of Education.

Earl, L. M., Wood, J., & Stennett, R. G. (1981). Morphographic spelling: A pilot study of its effectiveness with grade six students. *Special Education in Canada*, 55, 23-24.

Hesse, K. D., Robinson, J. W., & Rankin, R. (1983). Retention and transfer from a morphemically-based Direct Instruction spelling program in junior high school. *Journal of Educational Research*, 76, 276-279.

Maggs, A., McMillian, K., Patching, W., & Hawke, H. (1981). Accelerating spelling skills using morphographs. *Educational Psychology*, 1, 49-56.

K. Videodisc Programs

- Carnine, D., Engelmann, S., & Hofmeister, A. (1984–1985). Video disk instruction. *ADI News*. 4(2), 2, 3, 5.
- Carnine, D., Engelmann, S., Kelly, B., & Hofmeister, A. (1987). Videodisc instruction in fractions. *Focus on Learning Problems in Mathematics*. 9(1), 31–52.
- Engelmann, S. (1974). A video-tape format for greatest control. *Innotech-Instructional Efficiency: A Means for Reducing Formal Classroom Times*. 13–17.
- Engelmann, S., & Carnine, D. (1989). Supporting teachers and students in math and science education through videodisc courses. *Educational Technology*. August, 46–50.
- Gersten, R., & Kelly, B. (1992). Coaching secondary special education teachers in implementation of an innovative videodisc mathematics curriculum. *Remedial and Special Education*, 13, 40-51.
- Hofmeister, A., Engelmann, S., & Carnine, D. (1985). Videodisc-based courseware for the high school mainstream. *Third Annual Conference Interactive Instruction Delivery in Education, Training, and Job Performance*. Orlando, FL: Society for Applied Learning Technology.
- Hofmeister, A., Engelmann, S., & Carnine, D. (1985). Designing videodisc-based courseware for the high school. Paper presented at the American Educational Research Association, 1985 Annual Meeting, Chicago, IL.
- Hofmeister, A., Engelmann, S., & Carnine, D. (1986). Observations from the development and field-testing of an instructional videodisc program. *Journal of Special Education Technology*. 7(3), 42–46.
- Hofmeister, A., Engelmann, S., & Carnine, D. (1986). Videodisc technology: Providing instructional alternatives. *Journal of Special Education Technology*. 7(3), 35–41.
- Hofmeister, A., Engelmann, S., & Carnine, D. (1986). Videodisc technology: Providing instructional alternatives. *Counterpoint*. 7(2), 17–18.
- Hofmeister, A., Engelmann, S., & Carnine, D. (1986). Videodisc technology: Providing the teacher with alternatives. Proceedings in: *National Videodisc Symposium for Education: A National Agenda*. Lincoln, NE: University of Nebraska–Lincoln.
- Hofmeister, A., Engelmann, S. & Carnine, D. (1986). The development and validation of an instructional videodisc program. Proceedings in: *National Videodisc Symposium for Education: A National Agenda*. Lincoln, NE: University of Nebraska–Lincoln.

- Hofmeister, A., Engelmann, S., & Carnine, D. (1989). Developing and validating science education videodiscs. *Journal of Research in Science Teaching*, 26, 665-677.
- Hofmeister, A., Engelmann, S., & Carnine, D. (1991). Technology and teacher enhancement: A videodisc alternative. *Technology in Education*. Alexandria, VA: ASCD.
- Hofmeister, A., & Thorkildsen, R. (1983). Application of videodisc technology to the diagnosis of math skills. ERIC 237 317, 7p.
- Kelly, B., Carnine, D., Gersten, R., & Grossen, B. (1986). Effectiveness of videodisc instruction in teaching fractions to learning-disabled and remedial high school students. *Journal of Special Education Technology*, 8, 5-17.
- Lowry, W. H., & Thorkildsen, R. (1990). Effects of a videodisc-based Direct Instruction program in fractions on mathematics achievement and self-concept. ERIC 318 630, 37p.
- Lowry, W. H., & Thorkildsen R. (1991). Implementation levels of a videodisc-based mathematics program and achievement. ERIC 334 994, 21p.
- Thorkildsen, R. J., & Lowry, W. R. (1991). Assessing social and cross-cultural impact of group-based videodisc technology: Final report ERIC 341 209 146p.
- Woodward, J., & Gersten, R. (1992). Innovative technology for secondary students with learning disabilities. *Exceptional Children*, 58, 407-421.
- Woodward, J., & Noel, J. (1991). Science instruction at the secondary level: Implications for students with learning disabilities. *Journal of Learning Disabilities*, 24, 277-284.

L. Teacher Training

- Cossairt, A., Jacobs, J., & Shade, R. (1990). Incorporating Direct Instruction skills throughout the undergraduate teacher training process: A training and research direction for the future. *Teacher Education and Special Education*, 13, 167-171.
- Engelmann, S. (1982). On observing learning: An essay for the DI teacher. *ADI News*. 1(2), 1, 16.
- Engelmann, S. (1988). The logic and facts of effective supervision. *Education and Treatment of Children*. 11(4), 323-340.
- Engelmann, S. (1988). On observing learning. *ADI News*. 7(4), 3-5.
- Gersten, R., & Carnine, D. (1980). Measuring implementation of a structured educational model in an urban school district: An observational approach. *Educational Evaluation Policy Analysis*, 4, 67-69.

- National Institute of Education (DHEW). (1976). Training program: DISTAR Reading 1. Description of teacher inservice education materials. National Institute of Education (DHEW), ERIC ED173279, 8p.
- Siegel, M. A. (1974). An experimental investigation of teacher behavior and student achievement in the DISTAR instructional system. ERIC 097 121, 40 pp.
- Siegel, M. A., & Rosenshine, B. (1973). Teacher behavior and student achievement in the Bereiter-Engelmann Follow-Through program. ERIC 076 564, 33p.
- Woodward, J. , Carnine, D., Gersten, R., Engelmann, S., & Gleason, M. (1987). Graduate training in special education: A focus on instructional leadership. *ADI News*. 7(1), 10–11.

M. Classroom Environment and Behavior Management

- Becker, W. C. (1968). Behavior modification in the classroom. *Ontario Psychological Quarterly*, 21, Supplement, 221-264.
- Becker, W. C. (1969, December). Why children fail. *Illinois Principal*, 11-13.
- Becker, W. C., et al. (1969). The contingent use of teacher attention and praise in reducing classroom behavior problems. In Henry Dupont, (Ed.), *Educating Emotionally Disturbed Children Readings*. New York: Holt, Rinehart and Winston, Inc.
- Becker, W. C., et al. (1972). The contingent use of teacher attention and praise in reducing classroom behavior problems. In K. Daniel O’Leary & Susan G. O’Leary. *Classroom Management*. Pergamon Press, Inc.
- Becker, W. C., et al. (1972). Rules, praise, and ignoring: elements of elementary classroom control. In K. Daniel O’Leary & Susan G. O’Leary. *Classroom Management*. Pergamon Press, Inc.
- Becker, W. C. (1972). Behavior Analysis and Education 1972. In *Behavior Analysis and Education*, G. Semb (Ed.) Lawrence, KA: Department of Human Development.
- Becker, W. C. (1973). Application of Behavior Principles in Typical Classrooms. In NSSE yearbook, 1973. *Behavior Modification in Education*, C. Thorensen (Ed.). Chicago: University of Chicago Press.
- Becker, W. C. (1991). Toward an integration of behavioral and cognitive psychologies through instructional technology. *Australian Journal of Educational Technology*, 7, No. 1, Winter, 1-18.

- Becker, W. C., Brown, R. A. & Pace, Z. S. (1969, October). Treatment of negativism and “autistic” behavior in a six-year-old boy. *Exceptional Children*, 115-122.
- Becker, W. C., Carlson, C., Arnold, C., & Madsen, C. H. (1968). The elimination of tantrum behavior of a child in an elementary classroom. *Behavior Research and Therapy*, 6, 117-119.
- Becker, W. C., Engelmann, S., & Thomas, D. R. (1975). *Teaching 1: Classroom Management*. Chicago: Science Research Associates.
- Becker, W. C., Kuypers, D. R. & O’Leary, K. D. (1968). How to make a token system fail. *Exceptional System*, 35, 101-109.
- Becker, W. C. & Madsen, C. H., Arnold, C. R., & Thomas, D. R. (1967). The contingent use of teacher attention and praise in reducing classroom behavior problems. *Journal of Special Education*, 1, 287-307.
- Becker, W. C., Madsen, C. H. & Thomas, D. R. (1968). Rules, praise, and ignoring: Elements of elementary classroom control. *Journal of Applied Behavior Analysis*, 1, 139-150.
- Becker, W. C., Madsen, C. H., Thomas, D. P., Koser, L., & Plager, E. (1969). An Analysis of the reinforcing function of “sitdown” commands. In R. K. Parker (Ed.), *Readings in Educational Psychology*. Boston: Allyn and Bacon.
- Becker, W. C., Madsen, C. H. Jr., Thomas, D. R., et al. (1972). An analysis of the reinforcing function of “sit-down” commands. In Mary B. Harris, *Classroom Uses of Behavior Modification*. Columbus, Ohio: Charles E. Merrill Publishing Company.
- Becker, W. C. & O’Leary, K. D. (1969). The effects of intensity of a teacher’s reprimands on children’s behavior. *Journal of School Psychology*, 7, 8-11.
- Becker, W. C. & O’Leary, K. D., (1972). The effects of the intensity of a teacher’s reprimands on children’s behavior. In Mary B. Harris, *Classroom Uses of Behavior Modification*. Columbus, Ohio: Charles E. Merrill Publishing Company.
- Becker, W. C., O’Leary, K. D., Evans, M. B. & Saudargas, R. A. (1969). A token program in a public school: A replication and systematic analysis. *Journal of Applied Behavior Analysis*, 2, 3-13.
- Becker, W. C., Thomas, D. R. & Armstrong, M. (1968). Production and elimination of disruptive classroom behavior by systematically varying teacher’s behavior. *Journal of Applied Behavioral Analysis*, 1, 35-45.

- Becker, W. C., Thomas, D. R., and Carnine, D. (1969, December). *Reducing Behavior Problems*. Monograph published by ERIC, Urbana, Illinois, in the State of the Arts series.
- Becker, W. C., Thomas, D. R., Nielsen, J., & Kuypers, D. R. (1968). Social reinforcement and remedial instruction in the elimination of a classroom behavior problem. *The Journal of Special Education*, 2, 291-305.
- DeVries, R. (1991). Eye beholding the eye of the beholder: Reply to Gersten. *Early Childhood Research Quarterly*, 6, 539-548.
- DeVries, R., Haney, J. P., & Zan, B. (1991). Sociomoral atmosphere in Direct-Instruction, eclectic, and constructivist kindergartens: A study of teachers' enacted interpersonal understanding. *Early Childhood Research Quarterly*, 6, 449-471.
- DeVries, R., Reese-Learned, H., & Morgan, P. (1991). Sociomoral development in Direct-Instruction, eclectic, and constructivist kindergartens: A study of children's enacted interpersonal understanding. *Early Childhood Research Quarterly*, 6, 473-517.
- Engelmann, S. (1971). Learning and behavior management and teacher training. In J. G. Morrey (Ed.), *Failure Prevention: A Programming Necessity* (pp. 140-174). Pocatello, ID: Idaho State University.
- Engelmann, S., Becker, W. C., Carnine, L., Meyers, L., Becker, J., & Johnson, G. (1975). *Management and Skills Manual*. Chicago: Science Research Associates.
- Engelmann, S. & Colvin, G. (1983). *Generalized Compliance Training: A Direct Instruction Program for Managing Severe Behavior Problems*. Houston, TX: Pro-Ed Publishing.
- Gersten, R. (1985). Eye of the beholder: A response to "Sociomoral atmosphere ... a study of teachers' enacted interpersonal understanding. *Early Childhood Research Quarterly*, 6, 529-537.
- Gersten, R., Carnine, D.W., & White, W.A. (1984). The pursuit of clarity: Direct Instruction and Applied Behavior Analysis. In W. Heward, T.E. Heron, D.S. Hill, & J. Trap-Porter (Eds.), *Focus on behavior analysis in education*. Columbus, OH: Charles Merrill.
- Hayden, M., Gersten, R., & Carnine, D. (1992). Using computer networking to increase active teaching for mainstreamed students in math classes. *Journal of Special Education Technology*, 11, 167-177.
- Hayden, M., Wheeler, M., & Carnine, D. (1989). The effects of an innovative classroom networking system and an electronic grade book on time spent scoring and summarizing student performance. *Education and Treatment of Children*, 12, 253-264.

- Moore, L., Carnine, D., Stepnoski, M., & Woodward, J. (1987). Research on the efficiency of low-cost networking. *Journal of Learning Disabilities, 20*, 574-576.
- Nakano, Y., Kageyama, M., & Kinoshita, S. (1993). Using Direct Instruction to improve teacher performance, academic achievement, and classroom behavior in a Japanese public junior high school. *Education and Treatment of Children, 16*, 326-343.
- Noell, J., & Carnine, D. (1989). Group and individual computer-assisted video instruction. *Educational Technology, 29*, 36-37.
- Walker, H. M., McConnell, S., Walker, J., Clarke, J. Y., Todis, B., Colvin, G., & Rankin, R. (1983). Initial analysis of the Accepts curriculum: Efficacy of instructional and behavior management procedures for improving the social adjustment of handicapped children. *Analysis and Intervention in Developmental Disorders, 3*, 105-127.
- Woodward, J., Carnine, D., Gersten, R., Moore, L., & Golden, N. (1987). Using computer networking for feedback. *Journal of Special Education Technology, 7*, 28-35.

N. Children with Disabilities

- Carnine, D. (1989). Teaching complex content to learning disabled students: The role of technology. *Exceptional Children, 55*, 524-533.
- Engelmann, S., & Granzin, A. (1977). Principles of unfamiliar learning. Proceedings from the Conference on *Speech-Analyzing Aids for the Deaf*. Washington, DC: Gallaudet College.
- Engelmann, S. & Rosov, R. (1975). Tactual hearing experiment with deaf and hearing subjects. *Exceptional Children, 243-253*.
- Engelmann, S., & Skillman, L. (1977). Developing a tactual hearing program for deaf children. Proceedings from the Conference on *Speech-Analyzing Aids for the Deaf*. Washington, DC: Gallaudet College.
- Franklin, M. E., Little, E., & Teska, J.A. (1987). Effective teaching strategies used with the mildly handicapped in the mainstream. *Focus on Exceptional Children, 20*, 7-11.
- Lloyd, J., Epstein, M. H., & Cullinan, D. (1981). Direct Instruction for learning disabilities. In J. Gottlieb & S. S. Strichart (ed.), *Developmental theory and research in learning disabilities*. Baltimore: University Park Press, 41-45.
- Mastropieri, M. C., Scruggs, T. E., & Levin, J. R. (1986). Direct vs. mnemonic instruction: Relative benefits for exceptional learners. *Journal of Special Education, 20*, 299-308.

Miller, W. H., & Porter, J. E. (1973). "Read it. Say it fast!" The use of DISTAR instructional systems with visually impaired children. *Education of the Visually Handicapped*, 5, 1-8.

Scruggs, T. E., Mastropieri, M., & Levin, J. R. (1985). Vocabulary acquisition by mentally retarded students under direct and mnemonic instruction. *American Journal of Mental Deficiency*, 89, 546-551.

Singer, G., Close, D., Colvin, G., & Engelmann, S. (1983). Direct instruction for severely handicapped learners. *ADI News*. 2(4), 3-4.

O. Teacher Attitudes

DiPasalegne, R. W., & Ogletree, E. J. (1976). Assessment of DISTAR by Chicago inner-city teachers. ERIC 146 542, 10p.

Huydic, V. (1978). Report on research and teachers' evaluation of DISTAR Reading (Bridgeport, CN). ERIC 166 643, 43 pp.

Meyer, L. A. (1981). Implementation from the perspective of a project supervisor: Draft. ERIC 206 064, 20 p.

Ogletree, E. J., & DiPasalegne, R. W. (1975). Inner-city teachers evaluate DISTAR. *Reading Teacher*, 28, 633-637.

Ogletree, E. J., & Ogletree, G. S. (1977). Chicago teachers' evaluation of DISTAR for inner-city pupils. ERIC 146 304, 11p.

Ogletree, E. J., & Ogletree, G. S. (1976). Teachers' opinions of the DISTAR Reading program. ERIC 146 543, 14p.

Proctor, T. J. (1989). Attitudes toward Direction Instruction. *Teacher Education and Special Education*, 12, 40-45.

P. Writings for Parents

Becker, W. C. (1971). *Parents Are Teachers*. Champaign, Illinois: Research Press. (Also published in German, Portuguese and Spanish.)

Becker, W. C. & Becker, J. (1974). Successful Parenthood. Chicago: Follett's.

Engelmann, S. (1975). *Your Child Can Succeed*. New York: Simon & Schuster.

Engelmann, S., Haddox, P., & Bruner, E. (1983). *Teach Your Child to Read in 100 Easy Lessons*. New York: Simon & Schuster.

Engelmann, S., & Engelmann, T. (1981). *Give Your Child a Superior Mind*. New York: Simon and Schuster. (Originally published 1966. Published in 17 languages.)

Q. DI Component Analysis

DI Versus Non-DI Component Comparison

Carnine, D. (1981). High and low implementation of Direct Instruction teaching techniques. *Education and Treatment of Children, 4*, 43-51.

Correction Procedure

Carnine, D. (1980). Phonic versus whole word correction procedures following phonic instruction. *Education and Treatment of Children, 3*, 323-330.

Meyer, L. A. (1982). Relative effects of word-analysis and word-supply correction procedures with poor readers during word-attack training. *Reading Research Quarterly, 17*, 544-555.

Group Size

Fink, W. T., & Sandall, S. R. (1978). One-to-one vs. group academic instruction with handicapped and non-handicapped preschool children. *Mental Retardation, 16*, 230-240.

Massed versus Spaced Practice

Kryzanowski, J., & Carnine, D. (1980). Effects of massed versus spaced formats in teaching sound-symbol correspondences to your children. *Journal of Reading Education, 12*, 225-229.

Pacing

Carnine, D. W. (1976). Effects of two teacher presentation rates on off-task behavior, answering correctly, and participation. *Journal of Applied Behavior Analysis, 9*, 199-206.

Carnine, D. W., & Fink, W. T. (1978). Increasing the rate of presentation and use of signals in elementary classroom teachers. *Journal of Applied Behavior Analysis, 11*, 35-46.

Darch, C., & Gersten, R. (1985). Effects of teacher presentation rate and praise on LD students' oral reading performance. *British Journal of Educational Psychology, 55*, 295-303.

Positive and Negative Examples

Carnine, D. (1980). Three procedures for presenting minimally different positive and negative instances. *Journal of Educational Psychology, 72*, 452-456.

- Carnine, D. (1980). Correcting word identification errors of beginning readers. *Education and Treatment of Children, 3*, 323-330.
- Carnine, D., Gersten, R., Darch, C., & Eaves, R. (1985). Attention and cognitive deficits in learning-disabled students. *Journal of Special Education, 19*, 319-331.
- Gersten, R. M., White, W. A. T., Falco, R., & Carnine, D. (1982). Teaching basic discriminations to handicapped and non-handicapped individuals through a dynamic presentation of instructional stimuli. *Analysis and Intervention in Developmental Disabilities, 2*, 305-317.
- Granzin, A. C. & Carnine, D. (1977). Child performance on discrimination tasks: Effects of amount of stimulus variation. *Journal of Experimental Child Psychology, 24*, 332-342.
- Horner, R. H., Albin, R. W., & Ralph, G. (1986). Generalization with precision: The role of negative teaching examples in the instruction of generalized grocery item selection. *Journal of the Association of Persons with Severe Handicaps, 11*, 300-308.
- Horner, R. H., Eberhard, J. M., & Sheehan, M. R. (1986). Teaching generalized table bussing: The importance of negative teaching examples. *Behavior Modification, 10*, 457-471.
- Horner, R. H., & McDonald, R. S. (1982). Comparison of single instance and general case instruction in teaching a generalized vocational skill. *TASH Journal, 8*, 7-20.

Visual Displays

- Darch, C., & Eaves, R. C. (1986). Visual displays to increase comprehension of high school learning-disabled students. *Journal of Special Education, 20*, 309-318.
- Sprick, R. S. (1979). A comparison of recall scores for visual-spatial, visual-serial, and auditory presentation of intermediate grade content. Unpublished doctoral dissertation. Eugene, OR: University of Oregon.

Wording

- Carnine, D. (1980). Relationships between stimulus variation and the formation of misconceptions. *Journal of Educational Research, 74*, 106-110.
- Ross, D., & Carnine, D. (1982). Analytic assistance: Effects of example selection, students' age and syntactic complexity. *Journal of Educational Research, 75*, 294-298.
- Sprague, J. R., & Horner, R. H. (1984). Effects of single instance, multiple instance, and general case training on generalized vending machine use by moderately and severely handicapped students. *Journal of Applied Behavior Analysis, 17*, 273-278.

Williams, P. B., & Carnine, D. (1981). Relationship between range of examples and of instructions and attention in concept attainment. *Journal of Educational Research*, 74, 144-148.

Pre-teaching

Carnine, D. (1980). Pre-teaching versus concurrent teaching of the component skills of a multiplication algorithm. *Journal for Research in Mathematics Education*, 11, 375-379.

Carnine, D. W. (1981). Reducing training problems associated with visually and auditorily similar correspondences. *Journal of Learning Disabilities*, 14, 276-279.

Kameenui, E. J., & Carnine, D. W. (1986). Pre-teaching versus concurrent teaching of component skills of a subtraction algorithm to skill-deficient second graders: A components analysis of direct analysis. *Exceptional Child*, 33, 103-115.

Sequences

Carnine, D. (1980). Two letter discrimination sequences: High-confusion-alternatives first versus low-confusion-alternatives first. *Journal of Reading Behavior*, 12, 41-47.

Williams, P., Granzin, A., Engelmann, S., & Becker, W. C. (1979). Teaching language to truly naïve learner: An analog study using a tactual vocoder. *Journal of Special Education Technology*, 2, 5-15.

Sound Separation

Carnine, D. (1976). Similar sound separation and cumulative introduction in learning letter-sound correspondences. *Journal of Educational Research*, 69, 368-372.

Use of Overt Steps

Adams, A., Carnine, D., & Gersten, R. (1982). Instructional strategies for studying content area texts in the intermediate grades. *Reading Research Quarterly*, 18, 27-55.

Carnine, D., Kameenui, E., & Maggs, A. (1982). Components of analytic assistance: Statement saying, concept training, and strategy training. *Journal of Educational Research*, 75, 374-377.

Carnine, D., Kameenui, E., & Woolfson, N. (1982). Training of textual dimension related to text-based inference. *Journal of Reading Behavior*, 14, 335-340.

Darch, C., Carnine, D., & Gersten, R. (1984). Explicit instruction in mathematics problem solving. *Journal of Educational Research*, 77, 350-359.

- Dommes, P., Gersten, R., & Carnine, D. (1984). Instructional procedures for increasing skill-deficient fourth graders' comprehension of syntactic structures. *Educational Psychologist*, 42(2), 155-165.
- Hollingsworth, M., & Woodward, J. (1993). Integrated learning: Explicit strategies and their role in problem-solving instruction for students with learning disabilities. *Exceptional Children*, 59, 444-455.
- Paine, S., Carnine, D., & White, W. A. T. (1982). Effects of fading teacher presentation structure (covertization) on acquisition and maintenance of arithmetic problem-solving skills. *Education and Treatment of Children*, 5, 93-107.
- Patching, W., Kameenui, E., Carnine, D., Gersten, R., & Colvin, G. (1983). Direct instruction in critical reading skills. *Reading Research Quarterly*, 18, 406-418.

R. Unpublished Dissertations and Theses

- Bompadre, C. (2002). *The effectiveness of systematic reading programs on the achievement of students in grades K-2*. Dissertation Abstracts International, 63 (3), 890A. (UMI No. 3045848).
- Buschemeyer, S. R. Q. (2005). *A study of the impact of Direct Instruction on Jefferson County Public Schools' reading curriculum*. Unpublished doctoral dissertation, Spalding University.
- Centeno, B. P. (2005). *Defeating the reading achievement gap at Fargo Elementary: To each according to his needs*. Unpublished doctoral dissertation, University of Southern California.
- Clayburn, A. D. (2005). The effect of the primary Literacy Collaborative on the reading achievement of kindergarten, first grade, and second grade students. Dissertation Abstracts International. 66 (02A), 533. (UMI No. 3164981).
- Cox, D. J. (1997). *The effectiveness of Project Read and visualization and verbalization reading comprehension strategies to improve reading comprehension in at-risk and learning disabled students*. Unpublished master's thesis, California State University, Fresno.
- Dickinson, J. F. (1997). Influence of the Early Language Connections program on primary student achievement in Fort Smith, Arkansas public schools. Unpublished doctoral dissertation, University of Arkansas.
- Goldman, B. E. (2000). *A study of the implementation of a direct instruction reading program and its effects on the reading achievement of low-socioeconomic students in an urban public school*. Unpublished doctoral dissertation, Loyola University of Chicago.

- Hicks, D. (2006). *The impact of reading instructional methodology on student achievement of Black males based on the Florida Comprehensive Assessment Test*. Unpublished doctoral dissertation, Florida Atlantic University.
- Joseph, B. (2000). Teacher expectations of low-SES preschool and elementary children: Implications of a research-validated instructional intervention for curriculum policy and school reform. *Dissertation Abstracts International*, 65(1), 35A. (UMI No. 3120273).
- Kousar, R. (2009). The effect of Direct Instruction model on intermediate class achievement and attitudes towards English grammar. Dissertation from Arid Agriculture University, Rawalpindi.
- League, M. (2001). The effects of the intensity of phonological awareness instruction on the acquisition of literacy skills. *Dissertation Abstracts International*, 62 (10), 3299A. (UMI No. 30275-42).
- McCabe, T. A. (1974). *The DISTAR Reading and Language Program: Study of its effectiveness as a method for the initial teaching of reading*. Doctoral Dissertation, University of Massachusetts. (ERIC No. ED 102498)
- McCollum-Rogers, S. (2004). Comparing Direct Instruction and Success for All with a basal reading program in relation to student achievement. *Dissertation Abstracts International*, 65 (10), 3642A. (UMI No. 3149920).
- McGahey, J. (2002). Differences between a Direct Instruction reading approach and a balanced reading approach among elementary school students. *Dissertation Abstracts International*, 63 (06A), 2147. (UMI No. 3057184).
- Sloan, H. A. (1993). Direct instruction in fourth and fifth-grade classrooms. Unpublished doctoral dissertation, Purdue University.
- Watkins, T. (2008). *A comparative analysis of the effectiveness of Direct Instruction reading on African American, Caucasian, and Hispanic students*. Unpublished doctoral dissertation, Delta State University.
- Wicker, K. (2007). The effect of two reading programs on kindergarten students' reading readiness. Unpublished doctoral dissertation, Walden University.
- Wing, M. A. (1994). The Effects of a Supplemental Literacy Program on Students in a Developmental First-Grade Classroom Using Cross-age Tutors. *Dissertation Abstracts International*, 50(1), 151A (UMI No. 9514687).

S. Case Studies of Individual Schools and Districts

Association for Supervision and Curriculum Development and Council of Chief State School Officers (2003). City Springs Elementary School, Baltimore, MD. In *Results with Reading Mastery* (pp. 14-15). New York: McGraw-Hill.

Association for Supervision and Curriculum Development and Council of Chief State School Officers (2003). Eshelman Avenue Elementary School, Lomita, CA. In *Results with Reading Mastery* (pp. 16-17). New York: McGraw-Hill.

Association for Supervision and Curriculum Development and Council of Chief State School Officers (2003). Forth Worth Independent School District, Fort Worth, TX. In *Results with Reading Mastery* (pp. 4-5). New York: McGraw-Hill.

Association for Supervision and Curriculum Development and Council of Chief State School Officers (2003). Lebanon School District, Lebanon, PA. In *Results with Reading Mastery* (pp. 8-9). New York: McGraw-Hill.

Association for Supervision and Curriculum Development and Council of Chief State School Officers (2003). Park Forest-Chicago Heights School District 163, Chicago, IL. In *Results with Reading Mastery* (pp. 10-11). New York: McGraw-Hill.

Association for Supervision and Curriculum Development and Council of Chief State School Officers (2003). Portland Elementary School, Portland, AR. In *Results with Reading Mastery* (pp. 12-13). New York: McGraw-Hill.

Association for Supervision and Curriculum Development and Council of Chief State School Officers (2003). Wilson Primary School, Phoenix, AZ. In *Results with Reading Mastery* (pp. 6-7). New York: McGraw-Hill.

Association for Supervision and Curriculum Development and Council of Chief State School Officers (2003). Roland Park Elementary / Middle School, Baltimore, MD. In *Results with Reading Mastery* (pp. 12-13). New York: McGraw-Hill.

Cognitive Concepts, Inc. (2000). Earobics Early Literacy Instruction: Chicago Public Schools pilot research report. Retrieved from <http://www.cgcon.com/research.proven/cpsoutcomes.pdf>.

Cognitive Concepts, Inc. (2001). Outcomes report: Daviess County Public Schools, KY. Retrieved from <http://www.cogcon.com/research/proven/DaviessCounty.pdf>.

Cognitive Concepts, Inc. (2001). Outcomes report: Newport News Public Schools, Virginia. Retrieved from <http://www.cogcon.com/research/proven/newportoutcomes.pdf>.

- Cognitive Concepts, Inc. (2001). Outcomes report: Spring Branch Independent School District, Texas. Retrieved from <http://www.cogcon.com/research/proven/ShadowOutcomes.pdf>.
- Cognitive Concepts, Inc. (2002). Outcomes report: Anne Arundel County Public Schools, Maryland. Retrieved from <http://www.cogcon.com/research/proven/Aa-OC.pdf>.
- Kaufman, M. (1973). Effect of the DISTAR Instructional System: An evaluation of the 1972-1973 Title I program of Winthrop, MA. ERIC 110 170, 21 pp.
- Kaufman, M. (1974). Effect of the DISTAR Instructional System: An evaluation of the 1973-1974 Title I program of Winthrop, MA. ERIC 110 170, 45 pp.
- Larsen, V. S. (1971). Results and observations during the development DISTAR instructional system: Summaries of case studies on the effectiveness of the DISTAR instructional system. Chicago: SRA.
- Moodie, A. G., & Hoen, R. (1972). Evaluation of DISTAR Programs in learning assistance classes of Vancouver 1971-1972. ERIC 077 987. 15p.
- St. John, E., Manset, G., Chung, C., Simmons, A., & Musoba, G. (2000). Research-based reading interventions: The Impact of Indiana's Early Literacy Grant Program. Bloomington: Indiana University, Indiana Education Policy Center, Smith Center for Research in Education (ERIC No. ED447466).
- St. John, E., Manset, G., Chung, C., Simmons, A., Musoba, G., Manoil, K. et al. (2000). Research-based reading interventions: The impact of state-funded interventions on educational outcomes in urban elementary schools (Report No. 00-08). Bloomington: Indiana Education Policy Center.
- SRA/McGraw-Hill. (2005). All grade 3 students in two Monroe, Wisconsin elementary schools score proficient or advanced in reading. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/monroe_di.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2005). Barren County elementary schools post highest reading scores ever. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/barren_di1.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2005). California blue ribbon school closes achievement gap with Reading Mastery. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/richfield_di.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)

- SRA/McGraw-Hill. (2005). Delaware charter school students maintain high reading scores. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/east_side_di.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2005). Florida elementary students master reading in preparation for junior high. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/clay_hill_di.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2005). Miami elementary school boosts FCAT scores with Reading Mastery. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/parkway_di.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2005). Milwaukee elementary nearly doubles reading scores. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/honey_creek_di1.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2005). Oregon Reading First project uses Reading Mastery Plus as core reading program. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/MiltonFreewater_di.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2005). Phoenix inner-city students strive toward national reading average. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/wilson_di.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2005). Reading Mastery helps Florida students advance two grade levels in reading. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/gulf_di.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2005). Reading Mastery Plus helps Colorado school achieve AYP for the first time. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/ivywild_di.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2005). Washington elementary students excel on WASL, ITBS with Reading Mastery Plus. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/evergreen_di.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)

- SRA/McGraw-Hill. (2006). Cleveland school keeps Reading Mastery as curriculum core. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/alcott_di1.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2006). DIBELS scores advance to grade level with Reading Mastery. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/Edgewood_di.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2006). Exceptional education and regular education students excel with Direct Instruction. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/Iredell_di_fnl.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2006). Florida school moves from D grade to A with Reading Mastery. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/AltaVista_di.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2006). Native American school uses Reading First grant to implement Direct Instruction. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/NayAhShing_di.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2006). Reading Mastery, Corrective Reading help students with disabilities achieve significant academic growth. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/Clover_di.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2006). Reading proficiency more than doubles among Putnam County special education students. Retrieved from SRA Web site: <https://www.sraonline.com/download/DI/EfficacyReports/PutnamCo.pdf>. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2006). Struggling Milwaukee readers make strong gains with Direct Instruction. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/EastHS_di.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2006). Utah school district maintains high language arts scores with Direct Instruction. Retrieved from SRA Web site: <https://www.sraonline.com/download/DI/EfficacyReports/Cache.pdf>. (What Works Clearinghouse Reading Mastery Intervention Report)

- SRA/McGraw-Hill. (2007). Low-performing Kentucky school on its way to high-performing with Reading Mastery. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/Highlands_di_fnl.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2007). Reading Mastery helps special education students meet state reading standards. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/Marmarton_di.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2007). Reading scores rise at Alabama elementary with Reading Mastery Plus. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/ElbaElem_di.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2007). SRA/McGraw-Hill's reading programs bring increases in Baltimore's scores. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/Baltimore_di_07.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- SRA/McGraw-Hill. (2007). Title I schools in North Carolina district meet all-state reading targets with Direct Instruction. Retrieved from SRA Web site: https://www.sraonline.com/download/DI/EfficacyReports/Brunswick-ER_fnl.pdf. (What Works Clearinghouse Reading Mastery Intervention Report)
- Thomson, B. (1991). Pilot study of the effectiveness of a direct instruction model (Reading Mastery Fast Cycle) as a supplement to a literature-based delivery model (Houghton-Mifflin Integrated Reading Program) in two regular first grade classrooms. *Florida Educational Research Council Research Bulletin*, 23(2), 3-23.