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The Effects of Two Direct Instruction Teaching Procedures to Basic Skills to Two Students with Disabilities

Annelie Fjortoft, Thomas McLaughlin, Mark Derby, Mary Everson, Kathy Johnson

Abstract

The first study focused on increasing her ability to identify letters and to write these letters. The research was conducted in a resource room setting located in a public school in a large urban school district. The effects of employing DI flashcards on letter recognition and letter writing were evaluated in a multiple baseline design. Overall the effects of the experiment were positive; the participant improved her accuracy letter identification accuracy and her skills at writing her letters from the alphabet. The time, cost, and effort needed for Experiment I was minimal and the student enjoyed the procedures. A second study was conducted with a first grade boy. We wanted to determine the effectiveness of *Teach Your Child to Read in 100 Easy Lessons* along with a DI flashcard procedure to improve a first grade student's ability to identify sounds and sight words within a public school behavior intervention (BI) classroom setting. Overall the effects of the second experiment were also quite positive. The participant improved his accuracy and ability to say the letter-sounds and target words. Suggestions for future research were made.

Keywords

Direct Instruction; flashcards; special education; reading; preliteracy

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