

# Direct Instruction Reading: What's New in Special Education?

Direct Instruction Reading (DIR) is a research-based reading instruction program that has been shown to be effective in improving the reading skills of students with learning disabilities. DIR is based on the principles of direct instruction, which is a teaching method that involves explicit instruction, guided practice, and corrective feedback.

DIR was developed in the 1970s by Siegfried Engelmann and Barbara Carnine. Engelmann and Carnine were both researchers at the University of Oregon who were interested in developing a reading instruction program that would be effective for students with learning disabilities. They based their program on the principles of direct instruction, which they believed would be the most effective way to teach reading to students with learning disabilities.

DIR is based on the following theoretical foundations:



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★★★★☆ 4.4 out of 5

Language : English

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- **Learning disabilities are caused by deficits in basic cognitive skills.** Students with learning disabilities have difficulty with basic cognitive skills, such as attention, memory, and processing speed. These deficits make it difficult for them to learn to read.
- **Direct instruction is the most effective way to teach students with learning disabilities.** Direct instruction is a teaching method that involves explicit instruction, guided practice, and corrective feedback. This method has been shown to be effective in teaching a variety of academic skills, including reading.
- **Reading is a complex skill that can be broken down into smaller, more manageable components.** DIR breaks down the reading process into smaller components, such as phonemic awareness, phonics, fluency, and comprehension. This makes it easier for students to learn the skills they need to become successful readers.

DIR consists of five instructional components:

1. **Phonemic awareness** is the ability to identify and manipulate the sounds in words. This is a critical skill for learning to read, as it allows students to decode words and understand their meaning.
2. **Phonics** is the relationship between letters and sounds. Students learn to decode words by sounding out the letters.
3. **Fluency** is the ability to read words quickly and accurately. Students need to be fluent readers in order to comprehend what they are reading.
4. **Vocabulary** is the knowledge of words and their meanings. Students need to have a large vocabulary in order to understand what they are

reading.

5. **Comprehension** is the ability to understand what is being read. Students need to be able to comprehend what they are reading in order to learn from it.

DIR provides explicit instruction in each of these components. Students are taught the skills they need to become successful readers in a systematic and sequential way.

DIR has been shown to be effective in improving the reading skills of students with learning disabilities. A number of studies have shown that students who receive DIR instruction make significant gains in reading achievement.

For example, a study by Carnine and colleagues (1997) found that students who received DIR instruction made significantly greater gains in reading achievement than students who received traditional reading instruction. The DIR students made gains in all areas of reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Another study by Stevens and colleagues (2004) found that DIR was effective in improving the reading skills of students with severe reading disabilities. The DIR students made significant gains in all areas of reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

DIR is a research-based reading instruction program that has been shown to be effective in improving the reading skills of students with learning disabilities. DIR is based on the principles of direct instruction, which is a

teaching method that involves explicit instruction, guided practice, and corrective feedback. DIR provides explicit instruction in the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

DIR has been shown to be effective in improving the reading skills of students with learning disabilities in a number of studies. Students who receive DIR instruction make significant gains in all areas of reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

If you are looking for an effective reading instruction program for a student with learning disabilities, DIR is a great option. DIR is a research-based program that has been shown to be effective in improving the reading skills of students with learning disabilities.

- [Direct Instruction Reading](#)
- [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.



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