Recommended Instructional Approaches Resources

The resources listed in this document were reviewed and compiled by specialists at the Indiana Department of Education (IDOE) and faculty at Indiana University (IU); however, these resources are not endorsed by the IDOE or IU system.

[The online Google doc version of this document](#) is "live", which means that resources will be added frequently. If you have found or created resources that you think should be listed in this document, [please click here to submit them for review](#).

Explicit, Systematic, Sequential Instruction

Resource Type	Resource Name/Reference and Web Link
Books	• [Archer, A. L., & Hughes, C. A. (2010). Explicit instruction: Effective and efficient teaching. Guildford Press.](#) • [Goeke, J. L. (2009). Explicit Instruction: Strategies for Meaningful Direct Teaching. Pearson.](#)
Chapters, Guides & Articles	• [Archer & Hughes (2010) "Exploring the Foundations of Explicit Instruction"](#) • [Stockard, J., Wood, T. W., Coughlin, C., & Khoury, C. R. (2018). The effectiveness of Direct Instruction curricula: A meta-analysis of a half century of research. Review of Educational Research, 88(4), 479–507. doi:10.3102/0034654317751919](#) • [Explicit Instruction: What You Need to Know](#) • [Recognizing Effective Special Education Teachers (RESET) Explicit Instruction Rubric & Rubric Manual](#) • [High-Leverage Practices in Special Education](#) • [High-Leverage Practices in Special Education: Instruction-Research Synthesis](#) • [Riccomini, P. J., Morano, P. J., & Hughes, C. A. (2017). Big ideas in special education: Specially designed instruction, high-leverage practices, explicit instruction, and intensive intervention. Teaching Exceptional Children, 50(1), 20-27. https://doi.org/10.1177/2F0040059917724412](#) • [Kirschner, P. A., Sweller, J., Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-](#)

	based, experiential, and inquiry-based teaching. Educational Psychologist, 41(2), 75-86. • International Dyslexia Association. (2020). Structured literacy: Effective instruction for students with dyslexia and related reading difficulties. • NCII List of Explicit Instruction Resources • Martin, A. J. (2016). Using Load Reduction Instruction (LRI) to boost motivation and engagement. British Psychological Society. • Smith, J. L. M., Saez, L., & Doabler, C. T. (2016). Using explicit and systematic instruction to support working memory. TEACHING Exceptional Children, 48, 275-281.
Online Courses & Modules	• National Center for Intensive Intervention's Features of Explicit Instruction Online Course • Module 5: Modeling and Practicing to Help Students Reach Academic Goals • Module 6: Supporting Practices: Using Effective Methods to Elicit Frequent Responses • Module 7: Supporting Practices: Providing Immediate Specific Feedback and Maintaining a Brisk Pace • Module 8: Evaluating the Use of Explicit Instruction to Support Students' Academic Needs
Presentations and Videos	• High-Leverage Practice #16: Use Explicit Instruction • National Center for Intensive Intervention's Webinar: To Be Clear: What Every Educator Needs to Know About Explicit Instruction • Explicit, Systematic Instruction: Elementary • Why Explicit Instruction? • Explicit Instruction Explanation • Explicit Teaching Delivery • HLPs 8 and 22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior
Videos of Explicit Instruction	• Anita Archer's Elementary Explicit Instruction Videos • Anita Archer's Secondary Explicit Instruction Videos • I Do, We Do, You Do

Websites	• [Anita Archer's Explicit Instruction Website](#) • [Recognizing Effective Special Education Teachers (RESET)](#) • [National Institute for Direct Instruction (NIDI)](#)

Resources to Support the Other Recommended Approaches

Approach	Resource and Weblink
Cumulative Review	• [Hughes, C. A., & Lee, J.-Y. (2019). Effective Approaches for Scheduling and Formatting Practice: Distributed, Cumulative, and Interleaved Practice. Teaching Exceptional Children, 51(6), 411-423.](#) (journal article) • [Morano, S. (2019). Retrieval Practice for Retention and Transfer. Teaching Exceptional Children, 51(6), 436-444.](#) (journal article) • [Retrieval Practice](#) (website)
Individualized Instruction	• [NCII Data-Based Individualization: A Framework for Intensive Intervention](#) (resource guide) • [Edmonds, R. Z., Gandhi, A. G., & Danielson, L. (2019). Essentials of Intensive Intervention. Guilford Press.](#) (book) • [National Center for Intensive Intervention](#) (website) • [NCII's Introduction to Intensive Intervention Self-Paced Module](#)(online learning module) • [IRIS Module: Intensive Intervention (Part I): Using Data-Based Individualization to Intensify Instruction](#) (online learning module) • [IRIS Module: Intensive Intervention (Part II): Collecting and Analyzing Data for Data-Based Individualization](#) (online learning module)
Multisensory and Engagement	• [8 Multisensory Techniques for Teaching Reading](#) • [Phonics Instruction: the Value of a Multisensory Approach](#) • [IDA Multisensory Structured Language Teaching Fact Sheet](#) • [IMSE Multi-Sensory Instruction in the Classroom: 5 Activities to Use](#) • [LD Online: Use Multisensory Approaches](#) • [Opportunities to Respond Tip Sheet](#) • [Providing Multiple Opportunities to Respond](#)

Approach	Resource and Weblink
	• ibestt Intervention Guide: Opportunities to Respond
Teacher Feedback	• HLPs 8 and 22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior (video) • Hattie, J., & Timperley, H. (2007). The Power of Feedback. Review of Educational Research, 77(1), 81-112. (journal article) • Wisniewski, B., Zierer, K., & Hattie, J. (2020). The Power of Feedback Revisited: A Meta-Analysis of Educational Feedback Research. Frontiers in Psychology. (journal article) • Hattie, J., & Clarke, S. (2018). Visible Learning: Feedback.Routledge. (book)