Chapter 5
Direct Approach to Instruction
William G. Huitt, David M. Monetti, and John H. Hummel

Editors' Foreword

Preconditions (when to use the theory)
   Content
   - Information, skills, understandings, higher-order thinking

   Learners
   - All K-12 students

   Learning environments
   - K-12 classrooms
   - Trained teachers

   Instructional development constraints
   - Minimal, given the large amount of instruction already developed

Values (opinions about what is important)
   about ends (learning goals)
   - The importance of mastery of information, skills, understandings, and higher-order thinking

   about criteria (for successful instruction)
   - Efficiency: To maximize academic learning time (ALT) as measured by student success, coverage of content objectives, and time-on-task

   about means (instructional methods)
   - Variations in students' pre-requisite skill levels may require variable time to allow all learners to achieve mastery or different goals/objectives for different learners. Learners may need to be grouped accordingly.
   - Presentation of essential content should be active, generally as a step-by-step progression

   about power (to make decisions about the previous three)
   - The teacher should be in control

Universal Methods
1. Presentation phase involves five events: a) review prior learning/skills; b) state knowledge or skill to be learned; c) state importance/relevance; d) clearly explain knowledge or skill to be learned; and e) provide multiple opportunities to demonstrate learners' initial understandings.
2. Practice phase involves three events: a) practice under the guidance and supervision of a teacher; b) practice under independent conditions; and c) periodically review in order for learners to use their new knowledge and skills.
3. The assessment and evaluation phase involves two events: a) collect daily data to judge student success; and b) collect longitudinal data (weekly, bi-weekly, monthly).
4. The monitoring and feedback phase involves two events: a) provide cues and prompts; and b) provide corrective feedback and reinforcement.

Situational Principles
- Scripted lessons, colloquially thought of as DI, is a variation of direct instruction.
- Scripted lessons follow all the same basic phases and events in the general (universal) model, but differ in the specificity of the teacher statements and student responses.
- Scripted lessons do not provide as much new information in each lesson; instead, the new information is distributed among several lessons so that it represents only about 10-15% of a lesson.
- Concepts to be learned in scripted lessons are broken into logically arranged small pieces and follow a "question →answer" format.
- After scripted demonstration of initial understandings, students complete a workbook assignment individually or in small groups.
- Scripted instruction is fast-paced and repetitive, but can be tiresome to instructors and learners alike if continued for longer than about 20 minutes.
- Chained behaviors (math word problems, step-by-step procedures) are excellent candidates for scripted lessons.

— CMR & ACC