

THE EFFECTS OF DIRECT INSTRUCTION FLASHCARDS AND READING RACETRACK ON SIGHT WORDS WITH TWO ELEMENTARY STUDENTS WITH BEHAVIOR DISORDERS: A BRIEF REPORT*

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ABSTRACT

The purpose of the present research was to determine if sight word identification could be improved through the use of DI flashcards and a reading racetrack. Both children exhibited behavioral impairments and learning difficulties. The number of correct words per minute was tallied. A combination multiple baseline and ABCDCD was employed to examine the efficacy of DI flashcards, and reading racetracks on sight word acquisition. One participant required the use of edibles to increase motivation, and each participant received contingent rewards. Scores improved for both participants when a reading racetrack and DI flashcards were employed. However, one participant required the additional of a candy consequence to increase attention to task and compliance during the intervention.

Keywords: behavior disorders, sight words, reading skills, self-contained classroom, DI flashcards, reading racetracks, replication, multiple baseline design

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