

VITA

Siegfried E. Engelmann

- Title: President
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- Director
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Email: zig@nifdi.org
- Personal Data: Place of Birth: Chicago, Illinois
Date of Birth: November 26, 1931
Marital Status: Divorced, 4 children
- Education: B.A., University of Illinois, Urbana; Philosophy, 1955
- Honors and Awards:
- Council of Scientific Society Presidents
2002 Educational Research Award
 - Named one of 54 “most influential people”
in the history of Special Ed.
Remedial and Special Education
November/December 2000
 - American Psychological Association
Fred Keller Award of Excellence–1994
 - Honorary Doctorate Degree
Western Michigan University–1984
 - Class Honors
University of Illinois, Urbana–1955

EMPLOYMENT

1968-present	President, Engelmann-Becker Corp.
1974-2009	Professor of Special Education University of Oregon
1975-1981	Research Associate Oregon Research Institute Eugene, Oregon
1972-1975	Visiting Research Associate Oregon Research Institute Eugene, Oregon
1970-1974	Associate Professor of Education University of Oregon
1966-1970	Senior Educational Specialist Institute on Exceptional Children and Bureau of Education Research University of Illinois
1966-1968	Senior Education Specialist Downs Syndrome Project Children's Research Center University of Illinois
1964-1966	Research Associate, Institute for Research on Exceptional Children University of Illinois
Summer 1966	Visiting Professor, Ontario Institute for Studies in Education Toronto, Canada

RESEARCH AND GRANT ACTIVITIES

Engelmann has been involved in nine major research projects including:

USOE Co-Director of Direct Instruction Follow Through model (1969-1991).
Full school implementations of Direct Instruction in 20 communities and over 10,000 students. The Direct Instruction model achieved the highest performance in reading, math, spelling, and language. Direct Instruction students also had the most positive self-images.

USDE-OSEP Instruction Leadership Training (1985-1995).

Designed training for doctoral students, focusing on diagnoses and remedies for a full range of instructional problems.

USOE-BEH Training Deaf Through a Tactual Vocoder System (1975-1980).

Designed instruments and training that enabled profoundly deaf children and hearing subjects to recognize speech that was presented as patterns of tactual vibration. Profoundly deaf subjects were able to identify words and phrases that were very similar.

USOE-OEO Head Start Planned Variation (1969-1972)

The purpose of this grant was to provide a comparison of effectiveness of different "models" of early childhood programs with disadvantaged children. Children in three Engelmann-Becker sites were compared with the children in other models of instruction.

Other grant activity includes:

- Designer and teacher of math and language for disadvantaged Upward Bound students in Illinois, grades 10-12;
- Director of instruction for residential program designed to accelerate the intellectual performance of Downs Syndrome preschoolers;
- Co-Director of the Bereiter-Engelmann Preschool Project, which increased the IQ performance of students 24 points and resulted in all children performing well above grade level in math, language, and reading by the time they completed kindergarten.

BOOKS

Authored or co-authored 18 professional books on teaching and instruction, including:

Direct Instruction, Vol. 22, The Instructional Design Library Series (1980). Englewood Cliffs, NJ: Educational Technology Publications.

Conceptual Learning (1969). San Rafael, CA: Dimensions Publishing Company.

Teaching 1: Classroom Management (1975). Chicago: Science Research Associates.

Teaching 2: Cognitive Learning and Instruction (1975). Chicago: Science Research Associates.

Teaching 3: Evaluation of Instruction (1976). Chicago: Science Research Associates.

Theory of Instruction: Principles and Applications (1991). Eugene, OR: ADI Press. (Originally published 1982, New York: Irvington Publishing, Inc.)

Preventing Failure in the Primary Grades (1997). Eugene, OR: ADI Press. (Originally published 1969, Chicago: Science Research Associates)

Teaching Disadvantaged Children in the Preschool (1966). Englewood Cliffs, NJ: Prentice-Hall, Inc.

Inferred Functions of Performance and Learning. (2003). Mahwah, NJ: Lawrence Erlbaum Associates.

Research on Direct Instruction: 25 Years Beyond DISTAR (1996). Seattle, WA: Educational Achievement Systems.

Authored or co-authored 12 trade books and programs, including:

Give Your Child a Superior Mind (1981). New York: Simon & Schuster.

Teach Your Child to Read in 100 Easy Lessons (1983). New York: Simon & Schuster.

Funnix Beginning Reading (2001). Eugene, OR: Royal Limited Partnership.

Funnix Beginning Math (2011). Eugene, OR: Royal Limited Partnership.

War Against the School's Academic Child Abuse (1992). Portland, OR: Halcyon House.

Teaching needy kids in our backward system (2007). Eugene, OR: ADI Press.

Could John Stuart Mill Have Saved Our Schools? (2011). Verona, WI: Attainment Company, Inc., Full Court Press.

CHAPTERS

Authored or co-authored over 50 chapters, including:

Direct instruction (1997). In C. Dills & A. Romiszowski (Eds.), *Instructional Development Paradigms*. Englewood Cliffs, NJ: Educational Technology Publications.

Theory of mastery and acceleration (1997). In J. W. Lloyd, E. J. Kameenui, & D. Chard (Eds.), *Issues in Educating Students with Disabilities*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

The direct instruction model (1984). In S. Paine, T. Bellamy & B. Wilcox (Eds.), *Human Services That Work: From Innovation to Standard Practice*. Baltimore, MD: Brookes Publishing. (pp. 133-148).

Direct instruction and higher order thinking (1991). In J. Block, T. Guskey, & S. Everson (Eds.), *Choosing Research-Based School Improvement Innovations*. Washington, DC: Association of Supervision and Curriculum Development.

Impediments to scaling up effective comprehensive school reform models (2004). In T.K. Glennan, Jr., S.J. Bodilly, J.R. Galegher & K.A. Kerr (Eds.), *Expanding the reach of education reforms: Perspectives from leaders in the scale-up of educational interventions*. Santa Monica, CA: The RAND Corporation.

Principles of unfamiliar learning (1977). Proceedings from the Conference on *Speech-Analyzing Aids for the Deaf*. Washington, DC: Gallaudet College.

Developing a tactual hearing program for deaf children (1977). Proceeding from the Conference on *Speech-Analyzing Aids for the Deaf*. Washington, DC: Gallaudet College.

ARTICLES

Authored or co-authored over 80 articles, including:

Making connections in math concepts (1991). *Journal of Learning Disabilities*. 24(5), 296-310.

How sensible is your reading program? A closer look at learner verification (1991). *California Journal for Supervision and Curriculum Improvement*. 4(1), 16-22.

Teachers, schema, and instruction (1990). *ADI News*. 9(3), 27-35.

Teaching absolute pitch (1989). *ADI News*, 9(1), 23-26.

The direct instruction Follow Through model: Design and outcomes (1988). *Education and Treatment of Children*. 11(4), 303-317.

On observing learning (1988). *ADI News*. 7(4), 3-5.

The development and validation of an instructional videodisc program (1986).
Proceedings in: *National Videodisc Symposium for Education: A National Agenda*. Lincoln, NE: University of Nebraska - Lincoln.

Toward the design of faultless instruction: The theoretical basis of concept analysis (1980). *Educational Technology*. 10(2), 28-36.

Teaching language to the truly naïve learner – An analog study using tactual vocoder (1979). *Journal of Special Education Technology*. 2, 5-15.

Tactual hearing experiment with deaf and hearing subjects (1975). *Exceptional Children*. 243-253.

Teaching formal operations to preschool children (1967). *Ontario Journal of Educational Research*. 9(3) 193-207.

INSTRUCTION PROGRAMS

Senior Author of all *Direct Instruction* programs in reading, language, math, science, and cultural literacy.

Over 100 instructional programs, consisting of student material, teacher-presentation material and teacher's guides, including:

Reading Mastery, Levels 1-6 and Fast Cycle 1-2

Distar Arithmetic, Levels 1-3

Language for Learning

Language for Thinking

Reasoning and writing, Levels A-F

Funnix Beginning Reading

Funnix Beginning Math

Connecting Math Concepts, Levels A-F and Bridge to Level E

Spelling Mastery, Levels A-F

Corrective Spelling through Monographs

Corrective Reading Decoding, Levels A, B1, B2, C.

Corrective Reading Comprehension, Levels A, B1, B2, C.

Essentials for Writing

Essentials for Algebra

Direct Instruction Spoken English, Levels 1 and 2

CONTRACTUAL WORK WITH SCHOOL DISTRICTS

Work with over 150 full-school, Direct-Instruction implementations, including at-risk schools in:

Bridgeport, CT
Seattle, WA
Lynwood, CA
New York, NY
Camden, NJ
Baltimore, MD

Philadelphia, PA
Chicago, IL
San Diego, CA
Santa Paula, CA
Salt Lake City, UT
Detroit, MI

TRAINING PROGRAMS

Authored or co-authored more than 50 training programs, including:

- Pre-service training for each *Direct Instruction* program: *Reading Mastery 1, Reading Mastery 2, etc.*)
- In-service training for most *Direct Instruction* programs
- School-wide management programs
- Coaches' training in data collection, problem identification, modeling, and reporting problems
- Supervisors' training in classroom interactions, observations, data collection, rehearsing teachers in using successful techniques, and scheduling and executing follow-ups
- National Institute for Direct Instruction procedures for training and implementation of school-wide *Direct Instruction* programs
- Training in goal setting, recording performance, and celebrating success

WEB MATERIAL @ <http://www.zigsite.com>

Articles on DI and broader educational topics
Videos of interviews, addresses, and teaching
Gallery of more than 170 Watercolor paintings by Engelmann