

## Copy, Cover, Compare

References/Resources:

<http://www.interventioncentral.org/htmdocs/interventions/genAcademic/ccc.php>

Conley, C. M., Derby, K. M., Roberts-Gwinn, M., Weber, K. M., & McLaughlin, T. F. (2004). An analysis of initial and maintenance of sight words following picture matching and copy, cover, and compare teaching methods. *Journal of Applied Behavior Analysis*, 37, 339-350.

Murphy, J., Hern, C., Williams, R., & McLaughlin, T. (1990). The effects of the copy, cover, and compare approach in increasing spelling accuracy with learning disabled students. *Contemporary Educational Psychology*, 15, 378-386.

Skinner, McLaughlin, & Logan. (1997). Cover, Copy, and Compare: A Self-Managed Academic Intervention Effective Across Skills, Students, and Settings. *Journal of Behavior Education*, 7(3), 295-306.

<b>Focus</b>	Strategy used to practice spelling words or math facts		
<b>Goal</b>	Improve accuracy, memory, retention of rote skills, such as spelling and math facts		
<b>Target Population</b>	■ Tier 1	■ Tier 2	■ Tier 3
<b>Instruction Grouping</b>	■ Individual	■ Small Group	■ Whole Group
<b>Delivery Approach</b>	Initial modeling and leading by instructor in the strategy until students are able to use strategy independently		
<b>Duration</b>	Practice sessions using the strategy should last no more than 10 - 20 minutes		
<b>Delivery Provided by</b>	Initial modeling and by teacher then independently by students		
<b>Advantages/ Disadvantages</b>	<i>Advantages</i> Low cost; once taught, students can use strategy independently; can be taught to parents for use at home <i>Disadvantages</i>		
<b>Training</b>	Memorize step by step process of strategy and watch model lesson		
<b>Contact or Publisher</b>	None		
<b>Materials Cost</b>	Standard school supplies (paper, pencil; possibly white board and markers)		
<b>Training Cost</b>	None		
<b>Implementation Cost</b>	None		