

Use and Modification of Cover, Copy, and Compare in Spelling for Three Middle-School Students with Multiple Disabilities

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Abstract

This paper evaluates the effects of a cover, copy, and compare (CCC) procedure for improving spelling of three middle-school students with multiple disabilities. A combination multiple baseline and reversal design was employed. A functional relationship was demonstrated between increasing each student's spelling accuracy and CCC for one participant. For our second participant, a modified CCC procedure is more effective than CCC alone. For another participant error drill was added to CCC and performance improved. The use of single case research methodology allowed us to monitor our interventions so that modifications could be successfully made with our participants.

Keywords: Cover, copy, and compare (CCC), spelling, middle school students, multiple disabilities, single case research designs, data-based decision making