

Research-Based Practice: Cover-Copy-Compare

References for Use with Teaching Basic Math Facts:

- Poncy, B. C., Skinner, C. H., & Jaspers, K. E. (2007). Evaluating and comparing interventions designed to enhance math fact accuracy and fluency: Cover, copy, and compare versus taped problems. *Journal of Behavioral Education, 16*, 27 – 37.
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- Skinner, C. H., Belfiore, P. J., Mace, H. W., Williams, S., & Johns, G. A. (1997). Altering response topography to increase response efficiency and learning rates. *School Psychology Quarterly, 12*, 54 – 64.
- Skinner, C. H., Ford, J. M., & Yunker, B. D. (1991). An analysis of instructional response requirements on the multiplication performance of behavior disordered students. *Behavioral Disorders, 17*, 56 – 65.
- Skinner, C. H., Turco, T. L., Beatty, K. L., & Rasavage, C. (1989). Cover, copy, and compare: An intervention for increasing multiplication performance. *School Psychology Review, 18*, 212 – 220.

References for Use with Teaching Spelling:

- Becker, A., McLaughlin, T. F., Weber, K. P., & Gower, J. (2009). The effects of copy, cover, and compare with and without error drill on multiplication fact fluency and accuracy. *Electronic Journal of Research in Educational Psychology, 18*, 747-760
- Cates, G. L., Dunne, M., Erkfritz, K. N., Kivisto, A., Lee, N., & Wierzbicki, J. (2007). Differential effects of two spelling procedures on acquisition, maintenance, and adaptation to reading. *Journal of Behavioral Education, 16*, 71-82.
- Hubbert, E.R., Weber, K.P., & McLaughlin, T. F. (2000). A comparison of copy, cover, and compare and a traditional spelling intervention for an adolescent with a conduct disorder. *Child & Family Behavior Therapy, 22*(3), 55-68.
- Joseph, L. M., Konrad, M., Cates, G., Vajcner, T., Eveligh, & Fishley, K. M. (2012). A meta-analytic review of the cover-copy-compare and variations of this self-management procedure. *Psychology in the Schools, 49*, 122-136.
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Description: The following steps are used:

1. The student covers a math fact problem or spelling word.
2. The student answers, writes, or says the problem and answer to the math fact problem or spells the word
3. The student uncovers the problem or word and evaluates the response.
4. When responses are correct, the student moves on to the next item. Incorrect responses are repeated until correct.