

A COMPARISON OF DIRECT INSTRUCTION FLASHCARDS AND COVER, COPY COMPARE TO TEACH SPELLING TO ELEMENTARY SCHOOL STUDENTS*

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ABSTRACT

The purpose of this study was to evaluate the methods of CCC and Direction Instruction (DI) flashcards in spelling. The study sought to examine the efficacy of these procedures with both general and special education students. A final purpose was to compare CCC and DI flashcards employing a counter-balanced multiple-baseline design. The participants were three, fourth grade females, one age 9 and the other two 10, with learning disabilities and deemed at-risk. The study was conducted in an elementary resource room classroom in a low-income and Title I elementary school. The behavior measured was correct spelling of core words. A counter-balanced multiple baseline design across students was employed to evaluate student outcomes. The results showed mastery of spelling words with CCC or DI flashcards. Suggestions for future research are provided.

Keywords: learning disabilities, risk-student, core words, spelling, classroom research, counter-balanced multiple baseline design, cover, copy, compare, DI flashcards, data-based-decision making, student research

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