**Intervention: Cover-Copy-Compare (CCC)**

**Tier:** 2

**Age/Grades:** 1st-12th grade

**Format:** *Check all that apply*

Individual

Pairs

Small group (3-5 students)

Whole Class (becomes Tier 1)

**Materials:**

* CCC Math Worksheets w/10-15 problems listed on the left side of paper
  + Worksheets can be made at [www.interventioncentral.com](http://www.interventioncentral.com)
* 1-3 worksheets per student, unless 20-30 problems listed on worksheet
* Index Cards
* Timing device

**Frequency/Duration:** 3-5 times per week for 15 minutes per session (5 minutes per worksheet)

**Progress Monitoring Tool:** MCOMP (AIMSweb)

**Steps:**

1. Give worksheet to student and say, “*Look at the math problems on this page. We are going to work on math problems and then compare your answers to the correct answer. This activity is called Cover-Copy-Compare.”*
2. Say the first problem out loud to the student. For example, if the problem is 2+4=6, say: “*This problem shows that 2 plus 4 equals 6.”*
3. Say to the student: “*Watch while I do one.”* Place index card over the correct answer and write the answer in the blank space provided.
4. Say to student, *“I wrote \_\_\_\_\_\_\_\_ here because it is the answer to the problem \_\_\_\_\_\_.” Now I will remove the index card and check my answer. I can see that my answer is correct.*
5. Say to student, “*Now it is your turn to try one.”* Point to next problem and say, “*Read this problem out loud to me.”* After student reads problem, say: “*Now cover the problem with the index card and write the correct answer in the space.”*
6. After student has written an answer, say “*Remove the index card and check your answer.”* 
   1. If the student’s answer was correct, say “*Good. Now you will do the rest of the problems on the page.”*
   2. If the student’s answer was wrong, say “*That answer is incorrect. The correct answer is \_\_\_ because (read number sentence) \_\_ equals \_\_\_. Let’s try another one.”*
7. Repeat steps 1-6 until all problems are finished on worksheets
8. Monitor progress weekly with MCOMP probe

**References:**

Conley, C.M., Derby, K.M., Roberts-Gwinn, M., Weberr, K. P., & McLaughlin, T.F. (2004). An analysis of initial acquisition and maintenance of sight words following picture matching and copy, cover, and compare teaching methods. *Journal of Applied Behavior Analysis, 37,* 339-350. Copyright 2004 by the Society for the Experimental Analysis of Behavior. Adapted by permission.

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Rathvon, N. (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes*. New York: Guilford Press.

RtI in the Classroom: Guidelines and Recipes for Success by Rachel Brown-Chidsey, Louise Bronaugh, Kelly McGraw

Sharpiro (2004)

Skinner, C. H., McLaughlin, T. F., & Logan, P. (1997). Cover, Copy, and Compare: A self-managed academic intervention effective across skills, students, and settings. *Journal of Behavioral Education, 7,* 295-306. Copyright 1997 by Springer Science and Business Media. Adapted by permission.

Skinner, C.H., Turco, T.L., Beatty, K.L., & Rasavage, C. (1989). Cover, copy, and compare: A method for increasing multiplication performance. School Psychology Review, 18, 412-420.

Wendling, B. J., & Mather, N. (2009). *Essentials of evidence-based academic interventions*. Hoboken, NJ: John Wiley & Sons.

Fidelity Checklist

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Person Delivering Intervention: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Start Time:\_\_\_\_\_\_End Time:\_\_\_\_\_\_\_\_ Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator Observing: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Intervention: Cover, Copy, Compare**

|  |
| --- |
| **Directions:** During the intervention observation, place an “X” in the “yes” column if the step is completed/observed. Place an “X” in the “no” column if the step was not observed. Tally the number of “Yes” marks and calculate the integrity of each part and the overall integrity.  ***Note:*** *If the step is not applicable place an “N/A” in the “Yes” column. Do not calculate this in the integrity formula.* |

**Part 1: Materials**

|  |  |  |
| --- | --- | --- |
| **Materials** | **Yes** | **No** |
| Math worksheet (computation problems with answers on the left of the sheet and space on the left side of the sheet to write the problem); 1-3 worksheets per student w/10-15 problems or 1 worksheet with 20-30 problems |  |  |
| Index Card |  |  |
| Timing Device |  |  |

**Part 2: Intervention**

|  |  |  |  |
| --- | --- | --- | --- |
| **Steps** | **Checklist** | **Yes** | **No** |
| **1** | Give worksheet to student and say, “*Look at the math problems on this page. We are going to work on math problems and then compare your answers to the correct answer. This activity is called Cover-Copy-Compare.”* |  |  |
| **2** | Say the first problem out loud to the student. For example, if the problem is 2+4=6, say: “*This problem shows that 2 plus 4 equals 6.”* |  |  |
| **3** | Say to the student: “*Watch while I do one.”* Place index card over the correct answer and write the answer in the blank space provided. |  |  |
| **4** | Say to student, *“I wrote \_\_\_\_\_\_\_\_ here because it is the answer to the problem \_\_\_\_\_\_.” Now I will remove the index card and check my answer. I can see that my answer is correct.* |  |  |
| **5** | Say to student, “*Now it is your turn to try one.”* Point to next problem and say, “*Read this problem out loud to me.”* After student reads problem, say: “*Now cover the problem with the index card and write the correct answer in the space.”* |  |  |
| **6** | After student has written an answer, say “*Remove the index card and check your answer.”* |  |  |
| **6a** | If the student’s answer was correct, say “*Good. Now you will do the rest of the problems on the page.”* |  |  |
| **6b** | If the student’s answer was wrong, say “*That answer is incorrect. The correct answer is \_\_\_ because (read number sentence) \_\_ equals \_\_\_. Let’s try another one.”* |  |  |
| **7** | Repeat steps 1-6 until student finishes all problems on the worksheet |  |  |

**Summary**

|  |  |  |  |
| --- | --- | --- | --- |
| **Steps** | **# of Yes** | **Total # Possible** | **%** |
| **Overall Integrity** |  | 8 |  |