



Spelling: Self-Correction with Verbal Cues

DESCRIPTION: The student takes a brief spelling pre-test, follows a self-guided process to check and correct spelling errors using verbal cues, and then takes a spelling post-test (adapted from Gettinger, 1985).

GROUP SIZE: Whole class, small group, individual student

TIME: About 15 minutes per session

MATERIALS:

- Flash-cards of spelling words (five per session)
- Pen with colored ink (e.g., green, red)
- *Spelling Sheet: Self-Correction with Verbal Cues* (attached)
- *Spelling Self-Correction with Verbal Cues: Student Reminder Checklist* (attached)
- *[Optional] Spelling: Self-Correction with Verbal Cues: Recording Form* (attached)
- *[Optional] Spelling Log: Mastered Words* (attached).

INTERVENTION STEPS: The spelling intervention Self-Correction follows these steps:

1. *[Teacher] Train the Student.* The teacher trains the student to use the spelling self-correction with verbal cues procedures (described below) in an introductory session. The student then completes 1-3 practice spelling tests with easy words and uses the spelling intervention procedures under the teacher's supervision.
2. *[Teacher] Give the Spelling Pre-Test.* At the start of each session, the teacher selects five spelling words and administers them to the student as a pre-test. The student writes the words into the 'Pre-Test' section of the *Spelling Sheet: Self-Correction with Verbal Cues*.
3. *[Student] Check Work and Correct Error Spelling Words.* After finishing the spelling pre-test, the student is given a set of flash-cards with the correct spelling words as well as a copy of the *Student Reminder Checklist*.

The student uses the spelling flash-cards to check his or her work, checking off each word spelled correctly.

For each word marked as INCORRECT, the student:

- STEP 1: Studies and says the name of the correct word as it appears on the flash-card.
- STEP 2: Circles with colored pen those letters in the error word that are incorrect.
- STEP 3: Turns the flash-card over to hide the correct word.
- STEP 4: Copies the correct word from memory into the first of the two 'Student Self-Correction' blanks provided on the *Spelling Sheet: Self-Correction with Verbal Cues*.



- STEP 5: Compares the word just copied from memory to the word on the flash-card to make sure the answer is correct.
 - STEP 6: Circles with colored pen those letters within the correctly written word that were originally in error but have now been fixed.
 - STEP 7: Looks at the letters circled in colored pen both in the original error word and in the corrected spelling of the same word and tells self, "This is the part of the word that I need to remember".
 - STEP 8: Repeats steps 1-7 above, using the second of the two 'Student Self-Correction' blanks provided.
4. *[Teacher] Give the Spelling Post-Test.* After the student has completed the error correction portion of the session, the teacher has the student put the spelling flash-cards aside temporarily and re-administers the five spelling words as a post-test. Before taking the post-test, the student folds the *Spelling Sheet: Self-Correction with Verbal Cues* at the dotted line to hide the pre-test words and writes the words of the re-administered test into the 'Post-Test' section of the form. The student then uses the flash-cards to score the post-test.
5. *[Teacher-Optional] Log the Student's Daily Spelling Performance.* The teacher can track the student's daily pre-test and post-test performance using the attached *Spelling: Self-Correction with Verbal Cues: Recording Form*. The teacher can also track actual spelling words acquired by the student, using the attached *Spelling Log: Mastered Words* form. NOTE: The teacher may instead assign the student responsibility for logging his or her daily spelling performance.

References

Gettinger, M. (1985). Effects of teacher-directed versus student-directed instruction and cues versus no cues for improving spelling performance. *Journal of Applied Behavior Analysis, 18*, 167-171.



Spelling Sheet: Student Self-Correction with Verbal Cues (Gettinger, 1985)

Student: _____ Date: _____

Directions: In the pre-test, the student has a list of up to 5 spelling words read aloud and writes them into the 'Pre-Test' column. The student is then given flash-cards with the correct spelling words. The student checks his/her work, using the steps spelled out in the Student Reminder Checklist. Finally, the student folds the sheet at the dotted line, takes a post-test of the same words (without access to flashcards), and again checks his/her work.

Correct	Pre-Test	Student Self-Correction	
_Y_N	1. _____	1. _____	1. _____
_Y_N	2. _____	2. _____	2. _____
_Y_N	3. _____	3. _____	3. _____
_Y_N	4. _____	4. _____	4. _____
_Y_N	5. _____	5. _____	5. _____

Correct	Post-Test
_Y_N	1. _____
_Y_N	2. _____
_Y_N	3. _____
_Y_N	4. _____
_Y_N	5. _____

Reference

Gettinger, M. (1985). Effects of teacher-directed versus student-directed instruction and cues versus no cues for improving spelling performance. *Journal of Applied Behavior Analysis, 18*, 167-171.



Spelling Self-Correction with Verbal Cues: Student Reminder Checklist

After finishing my spelling pre-test, did I:

- Use the spelling flash-cards to check my work, checking off each of my words that I spelled correctly?

For each word I marked as INCORRECT, did I:

- STEP 1: Study and say the name of the correct word as it appeared on the flash-card?
- STEP 2: Circle with colored pen those letters in my error word that were incorrect?
- STEP 3: Turn the flash-card over to hide the correct word?
- STEP 4: Copy the correct word from memory into the first of the two 'Student Self-Correction' blanks provided?
- STEP 5: Compare my word just copied from memory to the word on the flash-card to make sure that my answer was correct?
- STEP 6: Circle with colored pen those letters within my correctly written word that were originally wrong but now have been fixed?
- STEP 7: Look at the letters circled in colored pen both in my error word and in my corrected spelling of the same word and tell myself, "*This is the part of the word that I need to remember*"?
- STEP 8: Repeat steps 1-7 above, using the second of the two 'Student Self-Correction' blanks provided?



Spelling Log: Mastered Words

Student: _____ School Yr: _____ Classroom/Course: _____

Spelling Cumulative Mastery Log: During the spelling intervention, log each mastered word below with date of mastery.

Word 1: _____ Date: __/__/__	Word 21: _____ Date: __/__/__
Word 2: _____ Date: __/__/__	Word 22: _____ Date: __/__/__
Word 3: _____ Date: __/__/__	Word 23: _____ Date: __/__/__
Word 4: _____ Date: __/__/__	Word 24: _____ Date: __/__/__
Word 5: _____ Date: __/__/__	Word 25: _____ Date: __/__/__
Word 6: _____ Date: __/__/__	Word 26: _____ Date: __/__/__
Word 7: _____ Date: __/__/__	Word 27: _____ Date: __/__/__
Word 8: _____ Date: __/__/__	Word 28: _____ Date: __/__/__
Word 9: _____ Date: __/__/__	Word 29: _____ Date: __/__/__
Word 10: _____ Date: __/__/__	Word 30: _____ Date: __/__/__
Word 11: _____ Date: __/__/__	Word 31: _____ Date: __/__/__
Word 12: _____ Date: __/__/__	Word 32: _____ Date: __/__/__
Word 13: _____ Date: __/__/__	Word 33: _____ Date: __/__/__
Word 14: _____ Date: __/__/__	Word 34: _____ Date: __/__/__
Word 15: _____ Date: __/__/__	Word 35: _____ Date: __/__/__
Word 16: _____ Date: __/__/__	Word 36: _____ Date: __/__/__
Word 17: _____ Date: __/__/__	Word 37: _____ Date: __/__/__
Word 18: _____ Date: __/__/__	Word 38: _____ Date: __/__/__
Word 19: _____ Date: __/__/__	Word 39: _____ Date: __/__/__
Word 20: _____ Date: __/__/__	Word 40: _____ Date: __/__/__