



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.