



## **Using One-More-Than Strategy to Teach Money Counting**

**Objective:** To teach students to make purchases using the Next Dollar Strategy.

### **Setting and Materials:**

**Settings:** Classroom and community (i.e., grocery stores, convenience stores, department stores, video stores, cafeteria)

### **Materials:**

- 75, 3x5 inch, black flashcards:
  - printed with different prices ranging in \$.01-\$15.00
  - printed in either white or red numbers
  - print should measure in size of either 1 or 1 ½ inches
  - divided into five stacks of 15 cards
- 15 one-dollar bills
- 2 five-dollar bills
- 1 ten-dollar bill

### **Content Taught**

Students are taught to make a purchase using the next dollar strategy. For example, if the price is 5 dollars and 63 cents, the student would pay six dollars (i.e. five dollars and one more for the change). This strategy is taught for prices ranging from \$.01- \$15.00 in both a simulated classroom setting and the community.

### **Teaching Procedures**

#### *Pretest:*

1. Begin each session by establishing eye contact, saying the student's name, and providing an instructional cue such as, "It's time to begin."
2. Give the student the full amount of money.
3. Present a random flash card while also verbally stating the price.
4. Ensure that the student can respond to both a verbal and visual cue.
5. Allow three seconds for an initiation of a response (i.e. counting the bills into the instructor's hand).
6. The response is complete when the student stops counting bills for three seconds.
7. Possible responses:
  - a. Independent response: student initiates payment within three seconds.
  - b. No response: student fails to initiate within three seconds.

- c. Incorrect response: student counts out incorrect amount of money and waits three seconds to indicate the end of the response.
8. Do not deliver any praise for correct responses.
9. Repeat this procedure for 15 trials.
10. Restrict card selection for pretesting from only two stacks of cards. Use the additional three stacks for instruction.

*Community probe procedures:*

1. One probe session per day, consisting of one trial.
2. Sessions begin when the student is standing at the checkout counter of a community store with the instructor in front of the student.
3. Scoring is the same as classroom pretest procedures.
4. Prompting should not be provided for the student.
5. If the student cannot complete the purchase the instructor should complete the purchase for them.
6. If the student can complete the purchase he or she should follow through with the procedure.
7. Do not deliver praise for correct responses.

*Instructional procedures:*

1. Begin the instructional session by gaining the student's attention and handing the student the full amount of money.
2. Choose a random flashcard from the instructional stacks of cards.
3. Verbally announce the price but do not show the card.
4. Prompt the student through the "transaction" using a least to most prompting procedure with a three second wait time before providing the prompt.
  - a. Independent response to the verbal price
  - b. Visual flash card presentation and verbal prompt (e.g. "five ninety-seven")
  - c. Visual flash card presentation and verbal expanded prompt (e.g. "five dollars and ninety-seven cents")
  - d. Visual flash card presentation and verbal expanded prompt and direction (e.g. "five dollars and ninety-seven cents; give me five dollars and one more for cents")
  - e. Model demonstration and verbal explanation (e.g. "one, two, three, four, five, and one more for cents")
5. Data collection:
  - a. Use trial-by-trial data collection.
  - b. Record which level of prompt was required.
  - c. Record the combination of bills selected by the student.
6. Possible responses and instructor feedback:
  - a. A correct response consists of verbally counting out the correct amount of bills within three seconds.
    - i. The student's final statement of "and one more for cents" indicates the student is done and a consequence should be delivered.

- b. If the student does not initiate the response within three seconds, the instructor should deliver the next level of prompting.
  - c. If the student provides an incorrect response (i.e. states “one more for cents” after an incorrect amount or stops counting for three seconds after counting out the wrong amount), the instructor should present a verbal cue to wait and deliver the next level of prompting.
  - d. If the student does not make response or responds incorrectly to the most intrusive prompting level, the instructor should continue to the next trial.
7. Provide the student with praise, regardless of the prompting needed, if he or she made an accurate payment within three seconds.
  8. Instructor should deliver verbal praise on a continuous schedule (CRF) until the student achieves one session of 100% correct, independent responses. Reinforcement should be thinned to a variable ratio of three (VR3) schedule for two days.
  9. To facilitate nontargeted learning the instructor should present instructive feedback to state the dollar bill equivalency (e.g. “six dollars is equal to a five dollar bill and a one dollar bill”).

*Maintenance Procedure:*

1. Maintenance should begin once the student reaches 100% accuracy for three consecutive days and should be recorded once per week after instruction has stopped.
2. Probe sessions should be conducted in the same manner as pretest sessions.
3. If the student fails to maintain 100% accuracy during maintenance the instructor should reimplement instruction until accuracy was obtained for one day.

*Generalization Procedures:*

1. Vary verbal cues (“That will be five ninety-seven” or “the price is five ninetyseven.”)
2. Vary the size and color of the flash card lettering while keeping prompt hierarchy consistent
3. If the student fails to initiate a response within 3 seconds or provides an incorrect response in the community, the instructor should pay for the item.

## **Evaluation**

Students should reach 100% accuracy (i.e., 15 out of 15 trials) for 3 consecutive days during instruction.

**Lesson Plan Based on:**

Colyer, S. P., & Collins, B. C. (1996). Using natural cues within prompt levels to teach the next dollar strategy to students with disabilities. *The Journal of Special Education, 30*, 305-318.

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