



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

### **What is the level of evidence?**

- This is a Research-Based Practice for **students with disabilities** based two methodologically sound single subject studies across 6 participants.
- This is a Promising Practice for students with **moderate intellectual disability** based on one methodologically sound single subject study with 4 participants with moderate intellectual disability.

### **Where is the best place to find out how to do this practice?**

- Using the one-more-than strategy to teach money counting skills
  - [Purchasing-Next Dollar Strategy \(Colyer & Collins, 1996\)](#)

### **With who was it implemented?**

- Students with
  - Mild intellectual disability (1 study, n=1)
  - Moderate intellectual disability (1 study, n=4)
  - Severe intellectual disability (1 study, n=1)
- Ages ranged from 14 to 24
- Males (n=4), females (n=2)
- Ethnicity
  - African American (n=1)
  - None reported (n= 5)

### **What is the practice?**

The *One-More-Than Strategy* is defined as teaching individuals to pay one more dollar than requested. (e.g., cost is \$3.29 and the individual gives \$4.00; Denny & Test, 1995). It is also referred to as “next dollar”, “counting on”, or “dollar more” strategy.

## How has the practice been implemented?

- *One-More-Than Strategy* was paired with least to most prompting to teach counting money up to \$35 (Colyer & Collins, 1996)
- *One-More-Than Strategy* was paired with modeling to teach counting money up to \$20 (Test, Howell, Burkhart, & Beroth, 1993)

## Where has it been implemented?

- School (1 study)
- Community (1 study)
- Home (1 study)

## How does this practice relate to Common Core Standards?

- Understand ratio concepts and use ratio reasoning to solve problems (Expressions and Equations, Grade 7)
  - Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies

## How does this practice relate to the State's Career Cluster Initiative: Essential Knowledge and Skills?

- Demonstrate mathematics knowledge and skills required to pursue the full range of post-secondary education and career opportunities (Academic Foundations)
  - Demonstrate knowledge of basic arithmetic operations such as: addition, subtraction, multiplication, and division
  - Demonstrate use of relational expressions such as: equal to, not equal, greater than, less than, etc.

## References used to establish this evidence base:

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.

Test, D.W., Howell, A., Burkhart, K., Beroth, T. (1993). The one-more-than technique as a strategy for counting money for individuals with moderate mental retardation. *Education and Training in Mental Retardation, 1*, 232-241.

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