Using Simulations to Teach Banking Skills

What is the evidence base?

A potential level of evidence based on two acceptable quality single subject studies.

With who was it implemented?

- Students with
  - Moderate Intellectual Disabilities (2 studies, n=8)
- Ages ranged from 16 to 19
- Males (n=6), females (n=1)
  - Gender not specified (1 study, n=1)
- Ethnicity
  - None reported (n=8)

What is the practice?

Simulation is defined as using materials and situations in the classroom that approximate the natural stimulus conditions and response topographies associated with the performance of functional skills in community settings (Bates et al., 2001).

In the studies used to establish the evidence base for using simulation to teach banking skills, simulation included using:

- role-play, descriptive verbal praise, and verbal and physical prompts (Aeschleman & Gedig, 1985)
- a system of least prompts (Cihak, Alberto, Kessler, & Taber 2004)

How has the practice been implemented?

- Simulation in combination with descriptive verbal praise, role-play, and verbal and physical prompts was used to teach how to open a checking or savings account and how to deposit money (Aeschleman & Gedig, 1985)
- Simulation training in combination with a system of least-to-most prompts (i.e., verbal, gesture, gesture and verbal explanation, modeling and verbal explanation, physical assistance and verbal explanation, with a 3s interval between each prompt level) was used to teach purchasing items with a debit card (Cihak, Alberto, Kessler, & Taber 2004)
Where has it been implemented?

- Classroom (2 studies)
- Bank (1 study)
- Community store (1 study)

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

The best place to find out how to implement simulation is through the following research to practice lesson plan starter:

- Using Simulation to Teach Banking Skills
  http://www.nsttac.org/LessonPlanLibrary/43_67_82.pdf

How does this practice relate to Indicator 13?

- Indicator 13 Checklist Item #3: Teaching banking skills may reflect results of transition assessment information
- Indicator 13 Checklist Item #4: Teaching banking skills may be a transition service designated in an IEP that will enable a student to meet his or her postsecondary independent living goal(s)
- Indicator 13 Checklist Item #6: Teaching banking skills may be part of annual IEP goal that supports a student’s independent living goal(s)

How does this practice relate to Common Core Standards and other curriculum standards?

- Understand ratio concepts and use ratio reasoning to solve problems. (Ratios and Proportional Relationships, Grade 6)
  - Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations
- Describe how to use different payment methods. (National Standards in K-12 Personal Finance Education, Grade 12)
  - Demonstrate skill in basic financial tasks, including scheduling bill payments, writing a check, reconciling a checking/debit account statement, and monitoring printed and/or online account statements for accuracy
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)
  - Identify whole numbers, decimals, and fractions
  - Demonstrate use of relational expressions such as: equal to, not equal, greater than, less than, etc
  - Demonstrate knowledge of basic arithmetic operations such as: addition, subtraction, multiplication, and division

References used to establish this evidence base:


Additional references: