

Purchasing Items Using “One-More-Than” Technique

Objective: To teach purchasing skills by using the “one-more-than” technique with the “cents pile modification” with one-, five-, and ten-dollar bills.

Setting and Materials

Setting: Instruction is conducted in the school library four times each week. Skill generalization is measured in the community at stores and restaurants near the school.

Materials: Each student was given 5 one-dollar bills, 1 five-dollar bill, and 1 ten-dollar bill during all instructional sessions.

Content Taught

The “One-More-Than” technique with the “cents pile modification” is a strategy to increase students’ abilities to use money for purchases. By using this functional strategy, learners can successfully purchase items by using currency without mastery of skills related to coin usage and coin value, which can be barriers to successful purchasing in the community.

The following description of this strategy has been developed based on information in the article.

1. The purchaser listens for the price of an item (e.g., “Three dollars and forty-eight cents”).
2. The purchaser counts one dollar for the “cents pile” (i.e., 48 cents) and puts it aside.
3. The purchaser then places the number of dollar bills identified in the price (i.e., 3) and places these on the “cents pile” dollar.
4. The purchaser then pays for the item using all of the bills in the pile.

Teaching Procedures

1. Tell students that you will teach them a method they can use to go to the store and buy things themselves.
2. Orally describe and model to introduce the concept of “one-more-than” with “cents-pile modifications”. For example, say: “If the salesperson says “two dollars and fifteen cents”, you put one dollar to the side for the “cents pile”, and then count out two dollars.
3. Tell students they are going to role-play purchasing items using the method.
4. Separate training items into 4 price groups, 0-\$4.99, \$5.00-\$9.99, \$10.00-\$14.99, and \$15.00-\$20.00.
5. For the first price group, 0-\$4.99, students will use the “cents-pile modification” to count out one more dollar than the amount requested.

6. Name a price between 0-\$4.99. in one of the following ways:
 - a) With the terms “dollars” and “cents” included (e. g., “That will be four dollars and twenty cents”).
 - b) Without dollars and cents (e. g. “That will be four twenty”).
7. Model “paying” the first training amount, by counting one dollar to the side for the “cents pile”, and the count out the number of dollars requested.
8. Have students practice “paying” the first training amount.
9. For each correct response, provide descriptive verbal praise on a CRF schedule by pointing out that the student had just given enough dollars to pay for items, such as “Good job. You just gave me enough dollars”.
10. For each incorrect response, verbally describe and model the correct response and then have the student “try again”. If student then responds appropriately, provide praise. If the student responds incorrectly, move to the next item by saying “let’s try another one.”
11. Provide students with three additional training amounts from the same price group using one of the ways to state the price identified in item #6 above.
12. Use the same procedure for all price groups (0 - \$4.99, \$5.00 - \$9.99, \$10.00 - \$14.99, \$15.00-20.00) with additional instruction related to counting on from five- and ten-dollar bills.
13. Show the students the bill(s), model “counting-on” from the bill(s), and then model the example item for that price group (e.g., for seven dollars, start with a five dollar bill and count on. As you place a five dollar bill on the table, say, “Five”. As you place each dollar bill on the five dollar bill, say, “six” as you place the first bill and “seven” as you place the next bill on the money stack.
14. Ask students to repeat the modeled item.
15. During training sessions, use 12 amounts that were not used in previous training sessions.
16. When students achieve 12 correct responses out of 12 opportunities, present “mixed practice” to students by randomly distributing three amounts from each of the four price groups across the 12 training items.

Evaluation

Collect student performance data on the percent correct on 12-item daily probes. Probes should include prices from the three price ranges (0 - \$4.99, \$5.00 - \$9.99, \$10.00 - \$14.99, \$15.00- 20.00) and be stated to students in one of the following ways:

1. With the terms “dollars” and “cents” included (e. g., “That will be five dollars and twenty cents”).

2. Without dollars and cents (e. g. “That will be five twenty”).

Lesson Plan Based on:

Denny, P., & Test, D. (1995). Using the one-more-than technique to teach money counting to individuals with moderate mental retardation: A systematic replication. *Education & Treatment of Children, 18*, 422-32.

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