



Using Counting-on Strategy to Teach Purchasing

Objective: To teach students to use the counting-on strategy to make independent purchases

Setting and Materials:

Settings: resource classroom, school bookstore, community (local department store)

Materials:

1. Three sets of 15 black 3 in. x 5 in. flashcards with differing price amounts listed with red or white numbers (letter size of 0.5 – 1 in.)
 - a. Set 1 - \$5.00 to \$9.99
 - b. Set 2 - \$10.00 to \$14.99
 - c. Set 3 - \$15.00 to \$20.00
2. Real money (5 one-dollar bills, 2 five-dollar bills, 1 ten-dollar bill, 1 twenty-dollar bill)

Content Taught

The counting-on strategy (also called the one-more than or next dollar strategy) is a technique used to teach students to purchase items using one more dollar than requested. Students are given 10 of 15 possible prices of dollar and cents amounts and taught how to make independent purchases by counting-on dollar bills within simulated and community settings.

Teaching Procedures

Within the classroom (simulated):

1. Tell the students they will be learning a method they can for going to the store to buy things.
2. Explain to the students they will practice making purchases by going through a list of prices and pretending you are the cashier and they are buying something.
3. State the price to the student while showing them the randomly selected flashcard from Set 1 first.
4. Use verbal descriptions and modeling to introduce the next-dollar and counting-on strategies. For example, for amounts from \$5.00-\$9.99 begin with a five-dollar bill and show the five-dollar bill to the student and say “five dollars” and “count-on from there, six, seven...” as you count one-dollar bills. For amounts from \$10.00-\$14.99 begin with a 10-dollar bill touching the number and say “10 dollars” and “count on from there eleven, twelve...” as you count one-dollar bills.

For amounts from \$15.00-\$20.00 begin with a 10-dollar bill touching the number and saying "10-dollars" then show a five-dollar bill and say "15" and then "count-on from there, 16, 17..." while counting one-dollar bills.

5. Give money to the student and deliver an instructional prompt for the student to make a purchase.
6. Provide verbal praise if the student makes an independent purchase.
7. If the student makes an error, use least-to-most hierarchy prompting by giving:
 - a. verbal prompt (e.g., Do you see the number on the bill?)
 - b. gesture (e.g., pointing to number on the bill)
 - c. gesture plus verbal explanation (e.g., pointing to the number on the bill and providing a verbal explanation)
 - d. modeling plus verbal explanation (e.g., pointing to the number on the bill, providing a verbal explanation, and demonstrating the correct response)
 - e. physical assistance plus verbal explanation (e.g., holding the student's wrist, pointing to the number on the bill, providing a verbal explanation, and physically assisting the student to the correct response).

Within the community (generalization):

8. At the end of the simulated classroom training, have the students purchase items in various amounts under \$20.00 within the school (e.g., school bookstore) and within the local community. Allow at least a 10-min delay between purchasing opportunities.
9. Deliver descriptive verbal praise for independent purchases within the community and use least-to-most prompting (see above hierarchy) until the student can correctly make the purchase independently.

Evaluation

Students should independently make purchases using the counting-on strategy at 100% accuracy over three consecutive sessions.

Lesson Plan Based on:

Cihak, D. F., & Grim, J. (2008). Teaching students with autism spectrum disorder and moderate intellectual disabilities to use counting-on strategies to enhance independent purchasing skills. *Research in Autism Spectrum Disorders, 2*, 716-727.

This Lesson Plan Starter was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). This document has been reviewed and approved by the OSERS. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2018). *Using Counting-on Strategy to Teach Purchasing*

