



Using One-More-Than Strategy to Teach Purchasing Skills

What is the level of evidence?

- This is a Research-Based Practice for **students with disabilities** based on three methodologically sound single subject studies across 11 participants.
- This is a Research-Based Practice for **students with moderate intellectual disabilities** based on two methodologically sound single subject studies across 7 participants with disabilities.
- This is a Promising Practice for **students with autism and moderate intellectual disabilities** based on one methodologically sound single subject study with 4 participants with disabilities.

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

The best place to find out how to implement *one-more-than strategy* is through the following research to practice lesson plan starters:

- Using the one-more-than strategy to teach purchasing in the classroom, school location, and community:
 - [Counting-On Strategy \(Cihak & Grim, 2008\)](#)
- Using the one-more-than strategy to teach simulated purchasing skills:
 - [One-More-Than Strategy \(Denny & Test, 1995\)](#)

With who was it implemented?

- Students with
 - Moderate intellectual disability (2 studies, n=7)
 - Autism and moderate intellectual disabilities (1 study, n=4)
- Ages ranged from 14 to 17
- Males (n=6), females (n=5)
- Ethnicity
 - None reported (n= 11)

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* paired with modeling has been used to teach
 - simulated purchasing (Denny & Test, 1995)
 - purchasing in the classroom, school location, and community (Cihak & Grim, 2008)
- *One-More-Than Strategy* paired with computer-assisted instruction has been used to teach purchasing grocery items (Ayers, Langone, Boon, and Norman, 2006)

Where has it been implemented?

- Community (1 study)
- School (2 studies)

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:

Ayres, K.M., Langone, J. Boon, R.T., & Norman, A. (2006). Computer-based instruction for purchasing skills. *Education and Training in Developmental Disabilities, 41*, 252-263.

Cihak, D., & 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, 1*, 716-727.

Denny, P.J., & Test, D.W. (1995). Using the one-more-than technique to teach money counting to individuals with moderate mental retardation: a systematic replication. *Education and Treatment of Children, 18*, 422-432.

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