



Using Simulations to Teach Banking Skills

What is the evidence base?

- This is a research-based practice for **students with disabilities** based on two methodologically sound single-subject studies across 8 participants with disabilities.
- This is a research-based practice for **students with intellectual disability** based on two methodologically sound single-subject studies across 8 participants with intellectual disabilities.

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

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

- Using Simulation to Teach Banking Skills
 - [ATM withdraw \(Cihak, Alberto, Kessler, & Taber, 2004\)](#)

With who was it implemented?

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

What is the practice?

Simulation has been 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)

Where has it been implemented?

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

How does this practice relate to Common Core 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 Common Career Technical Core?

- 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:

- Aeschleman, S.R., & Gedig, K.S., 1985. Teaching banking skills to mildly mentally retarded adolescents. *Applied Research in Mental Retardation*, **6**, 449–464.
- Cihak, D. F., Alberto, P.A., Kessler, K., & Taber, T.A. (2004). An investigation of instructional scheduling arrangements for community based instruction. *Research in Developmental Disabilities*, **25**, 67-88.

Additional references:

JumpStart Coalition for Personal Financial Literacy (2007). *National standards in K-12 personal finance education*. Retrieved from <http://www.jumpstart.org/national-standards.html>.

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