Using One-More-Than Strategy to Teach Money Counting Skills

What is the level of evidence?

- This is a Research-Based Practice for students with disabilities based on two methodologically sound single subject studies across 6 participants.
- This is a Promising Practice for students with moderate intellectual disability based on one methodologically sound single subject study with 4 participants with moderate intellectual disability.

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

- Using the one-more-than strategy to teach money counting skills
  - Purchasing-Next Dollar Strategy (Colyer & Collins, 1996)

With who was it implemented?

- Students with
  - Mild intellectual disability (1 study, n=1)
  - Moderate intellectual disability (1 study, n=4)
  - Severe intellectual disability (1 study, n=1)
- Ages ranged from 14 to 24
- Males (n=4), females (n=2)
- Ethnicity
  - African American (n=1)
  - None reported (n=5)

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** was paired with least to most prompting to teach counting money up to $35 (Colyer & Collins, 1996)
- **One-More-Than Strategy** was paired with modeling to teach counting money up to $20 (Test, Howell, Burkhart, & Beroth, 1993)

Where has it been implemented?

- School (1 study)
- Community (1 study)
- Home (1 study)

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:

