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:**


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