

Mollie's Money Program

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Annual Goal: Given a set of real/realistic one, five, ten, and twenty dollar bills and pictures with prices from supermarket flyers, Mollie will be able to match the picture with the appropriate amount of money with 90% accuracy over 2 consecutive weeks.

Vermont Standard 7.6 Students understand arithmetic in computation, and they select and use, in appropriate situations.

Short-Term Objectives:

1. Given a set of real/realistic one, five, ten, and twenty dollar bills and opportunities to sort, label, and count, Mollie will be able to match the sample with the correct bill, label each bill, and count with bills to twenty with 90% accuracy 4 of 5 days by November.
2. Given a set of real/realistic one and five dollar bills and pictures with prices from supermarket flyers, Mollie will be able to match the picture with the appropriate amount of money with 90% accuracy 4 of 5 days by January.
3. Given a set of real/realistic ten and twenty dollar bills and pictures with prices from store flyers, Mollie will be able to match the picture with the appropriate amount of money with 90% accuracy 4 of 5 days by March.
4. Given a set of real/realistic one, five, ten, and twenty dollar bills and pictures with prices from supermarket flyers, Mollie will be able to match the picture with the appropriate amount of money with 90% accuracy over 2 consecutive weeks by June.

Accommodations:

Set of one, five, ten, and twenty dollar bills (real or realistic money - *Hands on Money or Money Tray*)

Jig for holding different bills

Highlighters available

Flyers from local supermarket

Teaching Methods:

Antecedents: Mollie learns best in small groups of 2 or 3 children. She is motivated to do as well as the other children in her group but often will give up if she makes errors.

Errorless learning strategies will be used as much as possible to increase Mollie's opportunities for success.

Consequences:

Success: Molly and the children in her group will keep track of the # of correct responses they make during each group session. Positive feedback from teachers, peers, and others is very meaningful to her and will be provided whenever she makes a correct response.

Correction: To avoid having to correct Mollie's mistakes the teacher will model the correct response initially, and then use delay procedures (wait only a second or so) before providing Mollie with the correct response.

Generalization: Mollie will have weekly opportunities to match prices with pictures from sales flyers and go to the actual stores during summer school program to make purchases.

Phases of instruction:

STO #1: Weeks 1-3: The teacher will model how to match one and five dollar bills, then one, five and ten dollar bills, and then one, five, ten, and twenty dollar bills. The teacher will provide a point cue to the correct sample bill if Mollie appears to be placing a bill in the wrong section of the jig.

Weeks 4-6: The same procedure will be used with labeling the bills in that Mollie will be asked to imitate the teacher's label and then the teacher will use delay procedures to give Mollie a chance to label the bills independently.

Weeks 7-9: The same procedure will be used with counting bills by 1's, 5's, and 10's to 20.

Weeks 10-12: The teacher will intersperse requests for matching, labeling, and counting of bills. Molly will go to the school store weekly with a peer who will model how to make a purchase.

STO #2: The teacher will highlight the numerals to the left of the decimal on the sales flyer and have an index card with + 1 (next highest dollar strategy) to provide added visual information for matching the picture (price) with the appropriate one or five dollar bill. Mollie will also be working on exchanging bills (e.g., 5 one dollar bills for 1 five dollar bill). Fading of highlighted numerals and +1 symbol will be required in order for Mollie to move to STO #3. Continue weekly model of purchase by peer at school store.

STO #3: The teacher will highlight the numerals to the left of the decimal on the sales flyer and have an index card with + 1 (next highest dollar strategy) to provide added visual information for matching the picture (price) with the appropriate ten or twenty dollar bill. Mollie will also be working on exchanging bills (e.g., 10 one dollar bills for 1 ten dollar bill, 2 ten dollar bills for 1 twenty dollar bill). Fading of the highlighted numerals and the +1 symbol will be required in order for Mollie to move to STO #4. Mollie will count \$ during weekly trip to school store with peer.

STO #4: The teacher will provide no highlighting of the numerals to the left of the decimal and will have the +1 symbol out for only the first 2 trials during this instructional level for matching pictures to appropriate dollar amount. Mollie will continue to work on exchanging bills (e.g., 2 five dollar bills for 1 ten dollar bill, 4 five dollar bills for 1 twenty dollar bill). Total fading of the +1 symbol will be required in order for Mollie to meet annual goal criterion. Mollie will make a purchase during weekly trip to school store with peer.

Plan for Measuring Progress:

During Phase #1, data will be collected daily on the bills Mollie is able to match, label, and count correctly out of the total opportunities. Baseline data will be collected on the first day on the # of pictures Mollie matches with the correct amount of money.

During the next 3 phases, data will be collected on the of # pictures Mollie matches with the correct amount of money during each instructional session. Raw data will be graphed

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weekly and reviewed at team meetings in order to make decisions regarding potential changes needed to instructional program. An Instructional Assistant or another teacher will take reliability data at least once during each phase of instruction.

