Peer Teaching of Community Living to Individuals with ID: FINANCIAL LITERACY

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Why is this topic important?

- Learning budgeting skills is important for everyday life skills
- Purchasing skills
- Keeping up with a budget
- Knowing how to spend money on wants/needs
WHAT?

- Counting money
- Adding/subtracting
- Using ATM’s
- Staying within a certain budget
- Writing checks, registers, deposit slips
- How much things cost
- Grocery lists
- Rounding up
- Calculating expenses

Using natural cues within prompt levels to teach the next dollar strategy to students with disabilities

- Participants:
  - One female student and three male students. Diagnosed with mild or moderate disabilities.
- Intervention:
  - One-to-one format; pull out instruction.
  - Also generalization probe sessions (1-2 times per week).
  - Materials: flash cards, real money
- Results:
  - Data shows that 3/4 participants reached 100% after 3 days.
  - 3/4 participants correctly used next dollar up strategy during generalization probe sessions
- Limitations:
  - No more than one trial per students for generalization probe sessions.
Get a life: Students practice being self-determined

- Simulates adult responsibilities like getting a job, getting pay, managing money, having a budget
- Learn about living options, transportation, expenses, options
- Practice responsibility
- The expenses: transportation, food, entertainment, clothing, medical, and miscellaneous
- Sorry cards and cha-ching cards
- Self awareness, self-knowledge, goal setting, problem solving, choice-making, leadership

Informal Assessment

- Identifying each coin and dollar bill
- How do you say and interpret $11.25?
- What about $23.87?
- Results: surprising, but helpful
- Worksheet
### Lesson Plan

**Week 1: Assessment**

**Date:** 5/29/15

**Objective:** To teach the student to count coins and understand the value of money.

**Materials Needed:**
- Paper and pencil
- Notebook
- Coins
- Laptop or iPad
- Calculator

**Introduction/Warm-Up/Review:** (20 minutes)
- Get to know my student. Talk about their interests and what they enjoy doing.
- Ask if they have a favorite coin and why.

**Lesson:** (Model, Read, Test Format) (10 minutes)
- Give the student the informal assessment to see what they know. Go through each question and ask them if they do not know the answer, find out why. Do they not know the coin amount?
- If the student has the rest of the time to practice counting coins. Give them the mental math test method if they do not have enough time to count them. Start by having them label the coins to make sure they know the value of each coin. Have the students practice in that way, and explain how to do it on the next level.

**Documentation Notes:** (5 minutes)
- How is the student doing?

**Keep tally on how many times they can perform the activity to see if it meets the measurable goal.**

**Assessment:** (10 minutes)
- Use a notebook and pen to document what the student knows and what they don't.
- Ask them to tell me one thing that we learned today that they remember.

**Test:** (5 minutes)
- What can I praise the student on?
- Discuss with the student what we talked about during this lesson to see if they understood it and can relay it back to me.
- Talk to the student about what they did really well on and what they will need more practice on.
- Have them tell me something they think they know really well and/or something they do not think they understand.
Needs vs. Wants

- Lesson Two
- Visual Card game
- Notecards w/pictures

Interactive “Clue” Game

- Picture Cards
- Raise your hand when your card category is announced!
- When we call on you, please tell us what is on your card!
Food & Drink

Electronics
Clothing

Transportation
Health/Hygiene

Household Items
Counting money

- Subtracting/adding money amounts
- Subtracting across zero’s
- Pictures of household items and prices
- Identifying coins/amounts
- Restaurant total

Receipts

- Interpreting receipts
- Reading different parts
- Keeping up with receipts
- Interactive game

http://www.gcflearnfree.org/everydaylife/edimoney/check-your-receipt
Fixed and Variable expenses

- Identifying difference
- Visual card game
- Applying to real-life examples

Budgeting everyday payments

- Budgeting worksheet
- Which is more and least expensive? renting a $600 apartment alone or splitting rent with a roommate for an $800?
- Apartment hunting apartment
- Low/high income
Next dollar up strategy

- Worksheet
- Similar to rounding
- Applying to life examples
Debit Card

- Machine
- Different parts
- http://www.gcflearnfree.org/everydaylife/edlmoney/pay-debit

Banking

- Checks
- Check registers
- Deposit slips
- Re-do’s
Post assessment

- Assessment: quizlet
  - Terms
  - Concepts
  - Visual card games
  - Definitions
  - Applying terms/definitions
What we learned

- Patience
- Flexibility
- Proper way to write and execute lesson plans
- How to make lesson plans more individualized and personal
- How to adapt to students needs and interests
- For my future profession: Learning how to adapt to different learning styles; knowing how to adapt to each student and how they learn best will benefit me greatly with being a Speech Pathology major.

What they learned

- Favorite lesson: Next dollar up strategy
- Apartment searching
- Responsibility
- Checks and deposit slips
- Debit/credit card
- House/car payments
- Life and health insurance
Any Questions?

References


What Is Driver’s Education?

• An educational program that helps to prepare new drivers for them to obtain either a learner’s permit or a driver’s license
Research: Hazard Perceptions

- **Participants**: 23 males with formally diagnosed Autism Spectrum Disorder
- **Intervention**: Participants were asked to identify potential social (cyclists/pedestrian) and non-social (reversing cars) hazards in 10 videos from the driver’s viewpoint
- **Implications**: Individuals with ASD impaired with detecting various hazards so teachers need to help students learn how to identify various hazards
- **Limitations**: Individuals with ASD do not attend to people in the scenes and therefore do not realize the hazards presented

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Research: Multimedia Program

- **Participants**: Male teacher with 24 students with mild disabilities (17 males, 7 females). 11 had mild intellectual deficits, 13 with diagnosed specific learning disabilities
- **Intervention**: Non-multimedia instruction was given prior to the introduction of multimedia. Students were also given pre- and post-tests on road signs and speed limits.
- **Implications**: Multimedia is a good teaching strategy students with disabilities as they are more interested and immersed
- **Limitations**: Small sample size (24) with less variability.
Research: Copying

- **Participants**: “8 male students (ages 16-17) enrolled in a learning disabilities class at a juvenile residential correctional facility”
- **Intervention**: Students had to copy information on driving laws off of transparencies. Students then had to answer questions based on the information
- **Implications**: Although copying information is time consuming, students with disabilities may learn better because they can better remember key words and points
- **Limitations**: Limited sample size (8 students). Students could also see each other’s answers when responding

The Steps of Driver’s Education

1. Pre-Assessment
2. Road Signs
3. “Just-In-Case” Emergency kit
4. Parts of a Vehicle
5. Laws and Rules of the Road
6. Distracted Driving
7. Practice Quizzes
8. Post-Assessment
Step 1: Pre-Assessment

• **Goal:** To determine where the student is in his/her knowledge of driving and the laws
  - Teacher first reads through each question of the assessment and the corresponding answers
  - After completing the assessment, the teacher went back and reviewed each answer and helped the student understand each question that was missed and why

Example Questions

1. You don't have to wear a seatbelt when you're:
   a. Riding in the rear seat of a passenger vehicle.
   b. 25 years of age or older.
   c. **A passenger in a vehicle with which was never equipped with a seatbelt.**
   d. Under no circumstances may you not wear a seatbelt.

2. In general, you should signal at least how many feet before making a turn?
   a. 25 feet
   b. 50 feet
   c. **100 feet**
   d. 200 feet
Step 2: Road Signs

• **Goal:** To help the student decode various road signs based on color and shape
  – Teacher began by breaking down the different colors of road signs
  – Teacher then broke the road signs down into the different shapes
  – The teacher then combined both to help the student decode various road signs using colors and shapes

Colors

- **STOP and YIELD SIGNS**
- **WARNING and SCHOOL ZONE**
- **MOTORIST INFORMATION**
- **PARKS AND RECREATIONAL INFORMATION**
- **REGULATORY SIGNS**
- **WORK ZONE and CONSTRUCTION**
- **DIRECTIONAL SIGNS**
- **ONE WAY**
Step 3: “Just-In-Case” Emergency Kit

• **Goal:** To help the student “build” an emergency kit that can be kept in the trunk of a car in case of an emergency
  – Teacher explained the items that should be in an emergency kit
  – Teacher then asked the student to choose from select items which should be in the kit
  – The student was then given scenarios in which he had to decide which items he would use
Step 4: Parts of a Vehicle

• **Goal:** Student will understand the different parts of the car and the function of each
  – Teacher labeled each part of the car necessary for everyday use of the car
  – Teacher and student together then named each part and explained the function
  – Student then had to give the name and function without aid
  – The student was given scenarios and had to decide what parts would be used in each
Parts Identified

- Steering Wheel
- Horn
- Fuel Gauge
- Speedometer
- Emergency Brake
- Turn Signals
- Odometer
- Hazard Lights
- Rear View Mirror
- Windshield Wipers
- Ignition
- Headlights
- Radio
- Temperature Gauge

Step 5: Laws of the Road

- **Goal:** To help the student understand the basic laws and rules of the road
  - Teacher begins by first going through the Prezi presentation and breaks down different categories of road laws
  - Student is then asked the law that corresponds to each category
  - After going through the Prezi and making sure the student understands the laws, the student is given a practice test to test his/her knowledge
Laws Discussed

- Road Signals (Red, Yellow, and Green Light)
- Following and Stopping Distances
- Road Lines
- RR Crossing
- Speed Limits
- School Buses
- Right-Of-Way
- Parking

Step 6: Distracted Driving

- **Goal**: To help the student understand how dangerous being a distracted driver can be
  - The student is asked to list possible distractions that inhibit driving
  - Teacher then has the student watch a video explaining the dangers of distracted driving
  - To demonstrate the difficulty, the student plays a game that allows him to feel what it’s like being a distracted driver
Step 7: Practice Quizzes

- **Goal**: To familiarize the student with the format of the permit test
  - Teacher first reads each question of the tests and the corresponding answers
  - The student then chooses that which he believes is the best choice
  - After each practice test, the teacher helps the student decode each incorrect answer and why it is incorrect
Example Questions

1. How should you approach an intersection with a flashing yellow light?
   a. Reduce speed and proceed cautiously through the intersection.
   b. Come to a complete stop before the intersection and wait for the light to change to green.
   c. Accelerate and proceed through the intersection.
   d. Come to a complete stop and check for traffic before proceeding.

2. Unless otherwise posted, what’s the speed limit in a school zone in most states?
   a. 10 miles per hour.
   b. 15 miles per hour.
   c. 25 miles per hour.
   d. 35 miles per hour.

My Overall Experience

• Each student learns differently: Technology vs. Handwritten vs. Read Aloud
• In order for lessons to be effective, embrace the student’s interests.
  – Jalen likes being a racecar driver so relate back to that.
• Future profession: creating lessons and realizing how each student learns and learning how to integrate technology effectively into lessons
Jalen's Overall Experience

• How to decode unknown road signs
• Avoiding distracted driving
• Identifying the parts of a car
• Formatting and content of the permit test

References

