FUNCTIONAL READING

CURRICULUM FLOW CHART

ASSESSMENT PLOP LEVELS		CURRICULUM LESSONS

Identifies Name
PLOP Level 1 → **NO** → **Functional Reading A**
—Name Identification—

AND/OR

Reads Sight Words from Lists 1-3
PLOP Level 2 → **NO** → **Functional Reading B**
—Sight Words (Phase I)—

YES

Reads Sight Words from Lists 4-6
PLOP Level 3 → **NO** → **Functional Reading C**
—Sight Words (Phase II)—
and
Functional Reading D
—Sight Word Comprehension—

YES

Answers *WH* Questions
Where, When, and *Who*
PLOP Level 4 → **NO** → **Functional Reading D**
—Sight Word Comprehension—
and
Functional Reading E
—Finding Information—
and
Functional Reading F
—Applying Information —
and
Functional Reading G
—Current Events (Phase I)—

YES

Answers All *WH* Questions
Where, When, Who, What, and *Why*
PLOP Level 5 → **YES/NO** → **Functional Reading E**
—Finding Information—
and
Functional Reading F
—Applying Information —
and
Functional Reading H
—Current Events (Phase II)—

IMPORTANT! Teach these lessons in conjunction with **Community-Based Training** programs for Using Transportation, Community Safety, Using an ATM, Grocery Shopping, Eating Out, etc.

SKILL SEQUENCE

1. Identify name.
2. Read sight words.
3. Use sight words in context.
4. Use newspaper, Internet, and phone to find information.
5. Use various media to gather information, plan, and problem solve.
6. Read the newspaper and Internet.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
A—Name Identification	Identify his or her name in a variety of settings.	Identify his or her name when it is written in different ways.
B—Sight Words (Phase I)	Read words in a variety of settings in the community.	Read ___ (e.g., 10) sight words from list ___ (e.g., 1 – Community Access).
C—Sight Words (Phase II)	Read words in a variety of settings in the community.	Read ___ (e.g., 10) sight words from list ___ (e.g., 4 – Public Transportation).
D—Sight Word Comprehension	Comprehend sight words in context.	Find sight words in shopping ads, banking slips, job applications, apps, and online.
E—Finding Information	Use various media to gather information about community events, leisure activities, and day-to-day responsibilities.	Use the Internet, newspaper, and local ads to answer questions.
F—Applying Information	Use various media to gather information, plan leisure activities, and problem solve.	Use the Internet, newspaper, and phone to add ___ (e.g., 3) preferred activities to the Student Portfolio.
G—Current Events (Phase I)	Read the newspaper, Internet, school newsletters, etc., and answer questions about current events.	Answer *where, when,* and *who* questions.
H—Current Events (Phase II)	Read the newspaper, Internet, school newsletters, etc., and answer questions about current events.	Answer *where, when, who, what,* and *why* questions.

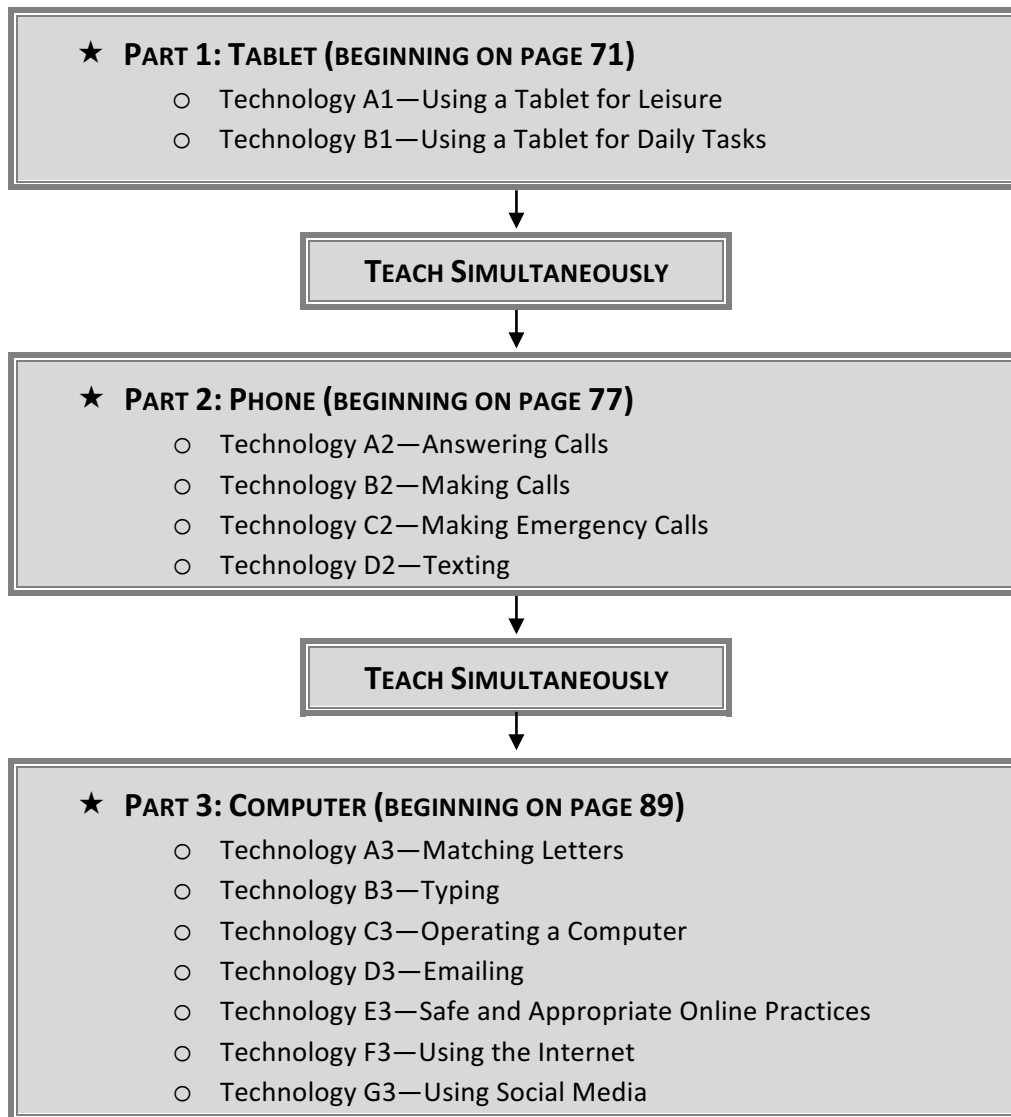## INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS

ALL LESSONS

The Functional Reading lessons give your students the opportunity to apply multiple skills from several content areas. As you become familiar with the various programs presented throughout the Curriculum, you will discover which programs are best taught simultaneously.

TECHNOLOGY

TECHNOLOGY HAS 3 DIFFERENT SECTIONS

(TEACH PROGRAMS FROM ALL SECTIONS SIMULTANEOUSLY)

MANAGING ACCESSIBILITY OPTIONS should be embedded and taught with *all* Technology programs.

★ **PART 1: TABLET (BEGINNING ON PAGE 71)**
- o Technology A1—Using a Tablet for Leisure
- o Technology B1—Using a Tablet for Daily Tasks

TEACH SIMULTANEOUSLY

★ **PART 2: PHONE (BEGINNING ON PAGE 77)**
- o Technology A2—Answering Calls
- o Technology B2—Making Calls
- o Technology C2—Making Emergency Calls
- o Technology D2—Texting

TEACH SIMULTANEOUSLY

★ **PART 3: COMPUTER (BEGINNING ON PAGE 89)**
- o Technology A3—Matching Letters
- o Technology B3—Typing
- o Technology C3—Operating a Computer
- o Technology D3—Emailing
- o Technology E3—Safe and Appropriate Online Practices
- o Technology F3—Using the Internet
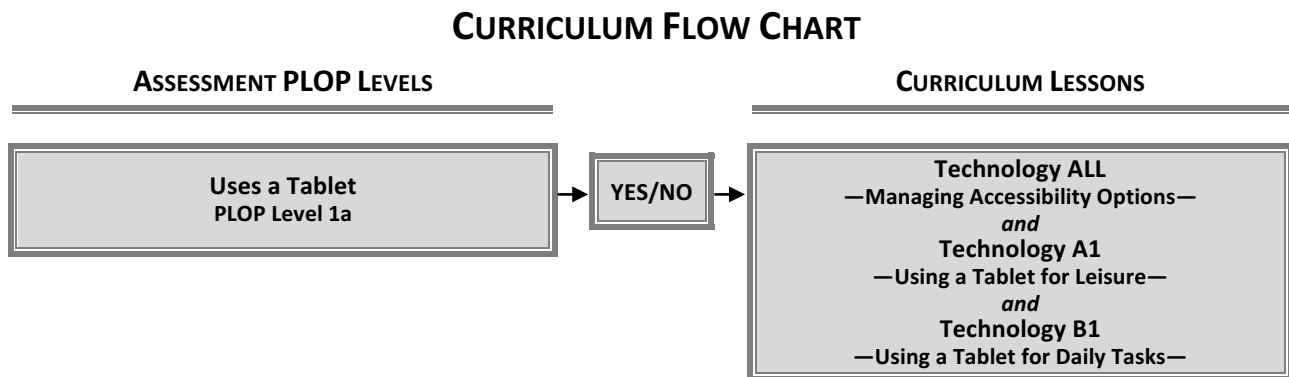- o Technology G3—Using Social Media

IMPORTANT! Teach these lessons in conjunction with Community-Based Training programs for Community Safety, Shopping with a Calculator, Using Transportation, etc.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
ALL—Managing Accessibility Options	Access and use accessibility options to independently accomplish tasks on a tablet or computer.	Given a model and a task analysis, access _____ (e.g., 3 apps) and use the _____ (e.g., Zoom) function independently.

TECHNOLOGY—FLOW CHART 1: TABLET

CURRICULUM FLOW CHART

ASSESSMENT PLOP LEVELS		CURRICULUM LESSONS
Uses a Tablet **PLOP Level 1a**	YES/NO →	**Technology ALL** **—Managing Accessibility Options—** *and* **Technology A1** **—Using a Tablet for Leisure—** *and* **Technology B1** **—Using a Tablet for Daily Tasks—**

SKILL SEQUENCE

1. Use a tablet for leisure.
2. Use a tablet for daily tasks.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
B1—Using a Tablet for Leisure	Use a tablet for leisure and to access useful applications and tools.	Learn to use ____ (e.g., 3) new leisure apps on a tablet.
C1—Using a Tablet for Daily Tasks	Use a tablet for leisure and to access useful applications and tools.	Learn to use ____ (e.g., 3) new functional apps on a tablet.

INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS
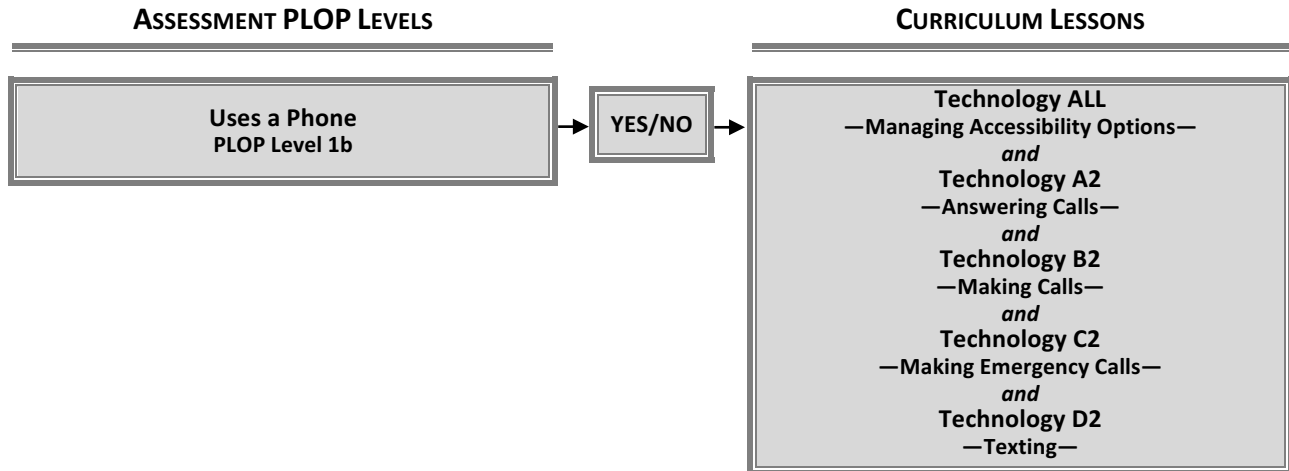
USING A TABLET FOR LEISURE AND DAILY TASKS

The use of tablets in classrooms has become a common occurrence in most special education settings; however, when the iPad was first launched in 2010, no one foresaw the magnitude of apps that would be created to enhance the quality of life for so many individuals with disabilities. There are now hundreds of applications from complex assistive communication apps, to simple scheduling apps, all specifically designed for people with disabilities. For the purposes of this program, we chose to focus on using apps for leisure and daily tasks.

The use of apps for communication is revolutionary and critical. However, we do not have a program specifically for teaching students to use a tablet to communicate because communication systems **must** be available and embedded **throughout the day** and not just during a teaching session as the programs in Styer-Fitzgerald are designed to do.

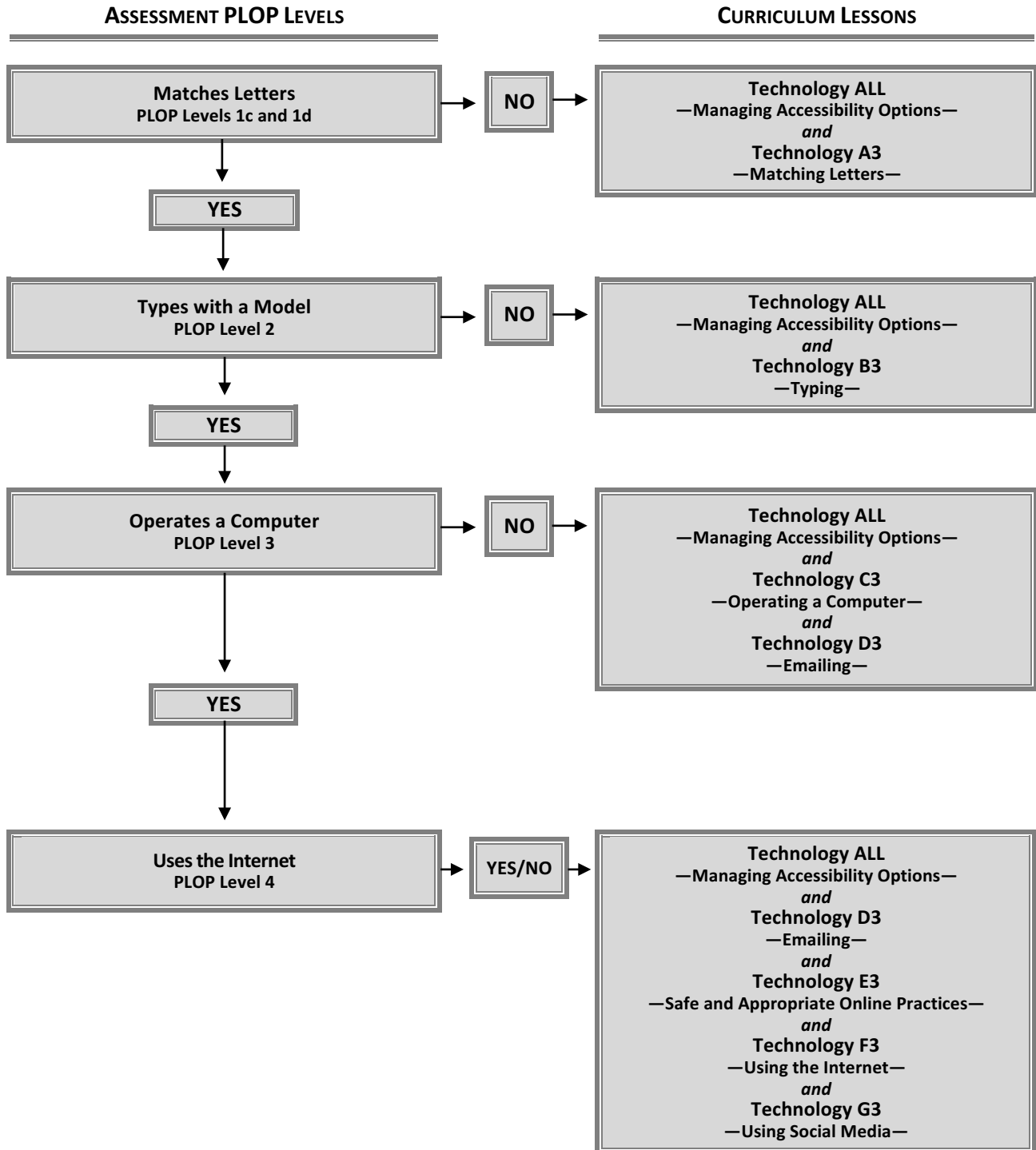# TECHNOLOGY—FLOW CHART 2: PHONE

CURRICULUM FLOW CHART

ASSESSMENT PLOP LEVELS		CURRICULUM LESSONS

Uses a Phone **PLOP Level 1b**	**YES/NO**	**Technology ALL** **—Managing Accessibility Options—** *and* **Technology A2** **—Answering Calls—** *and* **Technology B2** **—Making Calls—** *and* **Technology C2** **—Making Emergency Calls—** *and* **Technology D2** **—Texting—**

SKILL SEQUENCE

1. Use a phone to answer and make business and personal calls.
2. Use a phone to make emergency calls.
3. Use a phone to text.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
A2—Answering Calls	Answer calls and take messages at home and at a job.	Answer personal calls on a _____ (e.g., cell phone).
B2—Making Calls	Use the phone to gather information about community events/services and plan activities with a peer.	Use the phone to call for information.
C2—Making Emergency Calls	Learn to call 9-1-1 and provide appropriate information.	Give information—address, phone number, and situation details with a model.
D2—Texting	Use a cell phone to text.	Text ____ (e.g., 3) scripted messages to _____ (e.g., Mom).

TECHNOLOGY—FLOW CHART 3: COMPUTER

CURRICULUM FLOW CHART

ASSESSMENT PLOP LEVELS   **CURRICULUM LESSONS**

Matches Letters
PLOP Levels 1c and 1d — **NO** →

Technology ALL
—Managing Accessibility Options—
and
Technology A3
—Matching Letters—

YES

Types with a Model
PLOP Level 2 — **NO** →

Technology ALL
—Managing Accessibility Options—
and
Technology B3
—Typing—

YES

Operates a Computer
PLOP Level 3 — **NO** →

Technology ALL
—Managing Accessibility Options—
and
Technology C3
—Operating a Computer—
and
Technology D3
—Emailing—

YES

Uses the Internet
PLOP Level 4 — **YES/NO** →

Technology ALL
—Managing Accessibility Options—
and
Technology D3
—Emailing—
and
Technology E3
—Safe and Appropriate Online Practices—
and
Technology F3
—Using the Internet—
and
Technology G3
—Using Social Media—

SKILL SEQUENCE

1. Match uppercase and lowercase letters.
2. Type with a model.
3. Operate a computer.
4. Use an email program to send and receive an email.
5. Use the Internet.
6. Access social media safely.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
A3—Matching Letters	Use a computer, tablet, and/or smartphone to type with a model.	Match _____ (e.g., 10 uppercase letters) to keys on a keyboard.
B3—Typing	Type on a computer/tablet, search the Internet, and write an email.	Write an email using a model.
C3—Operating a Computer	Use a computer at a job and/or for leisure.	Turn on a computer, open a word-processing program, type information, print, and save work.
D3—Emailing	Use email to communicate with friends and family.	Use an email program to send and receive messages.
E3—Safe and Appropriate Online Practices	Use the Internet and social media safely for social skills, vocational networking, and to gather information.	Learn who is safe to connect with and who isn't on _____ (e.g., Facebook).
F3—Using the Internet	Use the Internet on a tablet and/or computer.	Learn to navigate ___ (e.g., 3) new websites on the Internet.
G3—Using Social Media	Use social media safely for social skills and vocational networking.	Learn to use _____ (e.g., LinkedIn) to find a job.

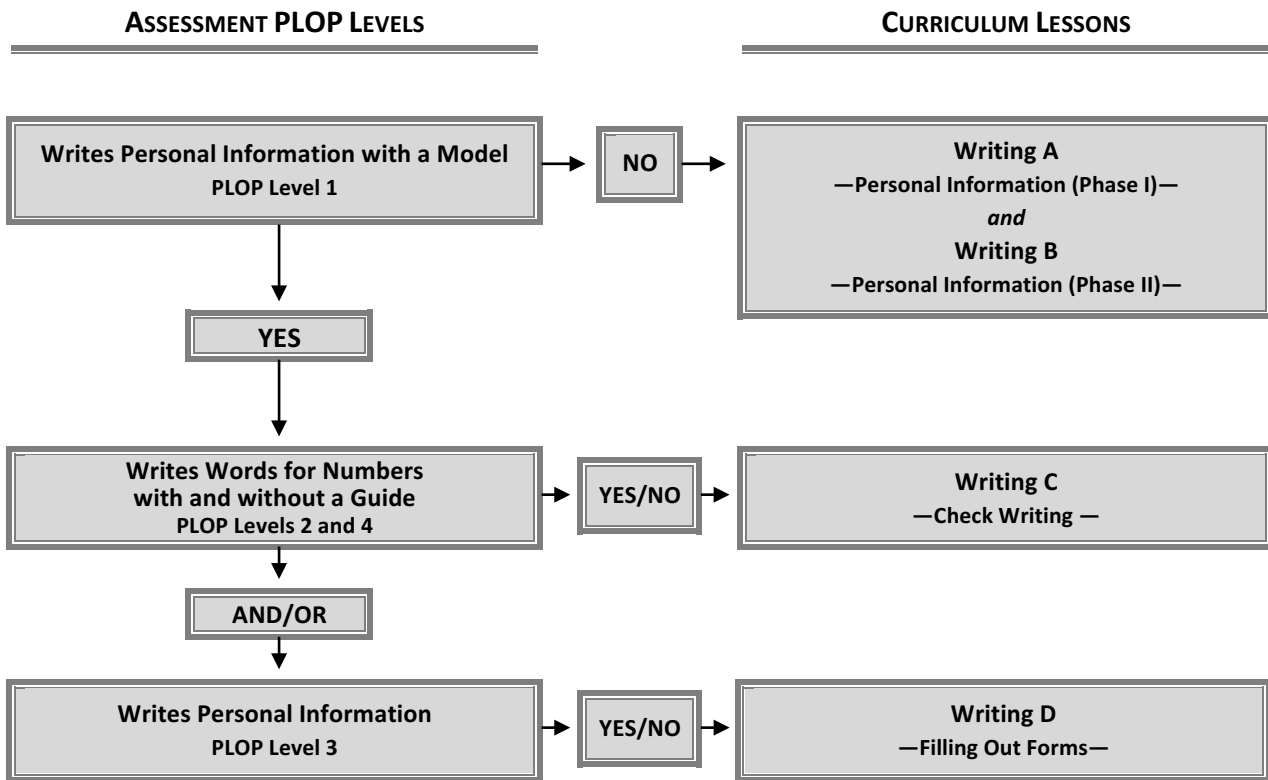## INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS

MATCHING LETTERS

Three sets of cards with letters *A* through *Z* in uppercase, lowercase, and a combination of the two are provided in the Technology section of the *Teaching Materials Kit,* or you can create them from the templates provided on the *Reproducible Materials* flash drive.

Begin with uppercase letters as they match the keyboard exactly. For students who struggle with the recognition of the lowercase equivalent, transition to a combination of both uppercase and lowercase letter cards, eventually fading to only lowercase. The combination cards allow students

WRITING

CURRICULUM FLOW CHART

ASSESSMENT PLOP LEVELS	CURRICULUM LESSONS

Writes Personal Information with a Model
PLOP Level 1 → **NO** →

Writing A
—Personal Information (Phase I)—
and
Writing B
—Personal Information (Phase II)—

YES

Writes Words for Numbers
with and without a Guide
PLOP Levels 2 and 4 → **YES/NO** →

Writing C
—Check Writing —

AND/OR

Writes Personal Information
PLOP Level 3 → **YES/NO** →

Writing D
—Filling Out Forms—

IMPORTANT! Become familiar with all Budgeting and Banking programs and introduce these lessons or components of the lessons as students are ready. The Writing lessons are prerequisites for Budgeting and Banking.

SKILL SEQUENCE

1. Writes personal information with a model.
2. Fills in personal information in context with or without a model.
3. Writes words for numbers with or without a guide.
4. Completes common forms.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
A—Personal Information (Phase I)	Write name, address, and phone number with a model.	Trace name, address, and phone number.
B—Personal Information (Phase II)	Write name, address, and phone number in context.	Write name, address, and phone number in context with a model.
C—Check Writing	Write checks to pay bills.	Write words for numbers using a guide.
D—Filling Out Forms	Fill out common banking forms, vocational evaluations, inventories, job applications, and resumes.	Fill out personal information and references on a job application using a Resume Worksheet.

INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS

ALL LESSONS

If a student has disabilities that prevent him or her from holding a pencil, you should not be working on physically writing. However, before deciding not to teach the lessons in this section, consider combining Writing with Technology and accomplishing the task on a computer with accessibility options instead. Many of the skills presented in this section are now more commonly completed on a computer anyway. Instead of focusing on the physical skill of writing, look at the content of the lesson plan and determine how best to apply it to your individual student.

Regardless of a student's writing ability, it is recommended you provide opportunities for students to practice these skills both on paper and on the computer.

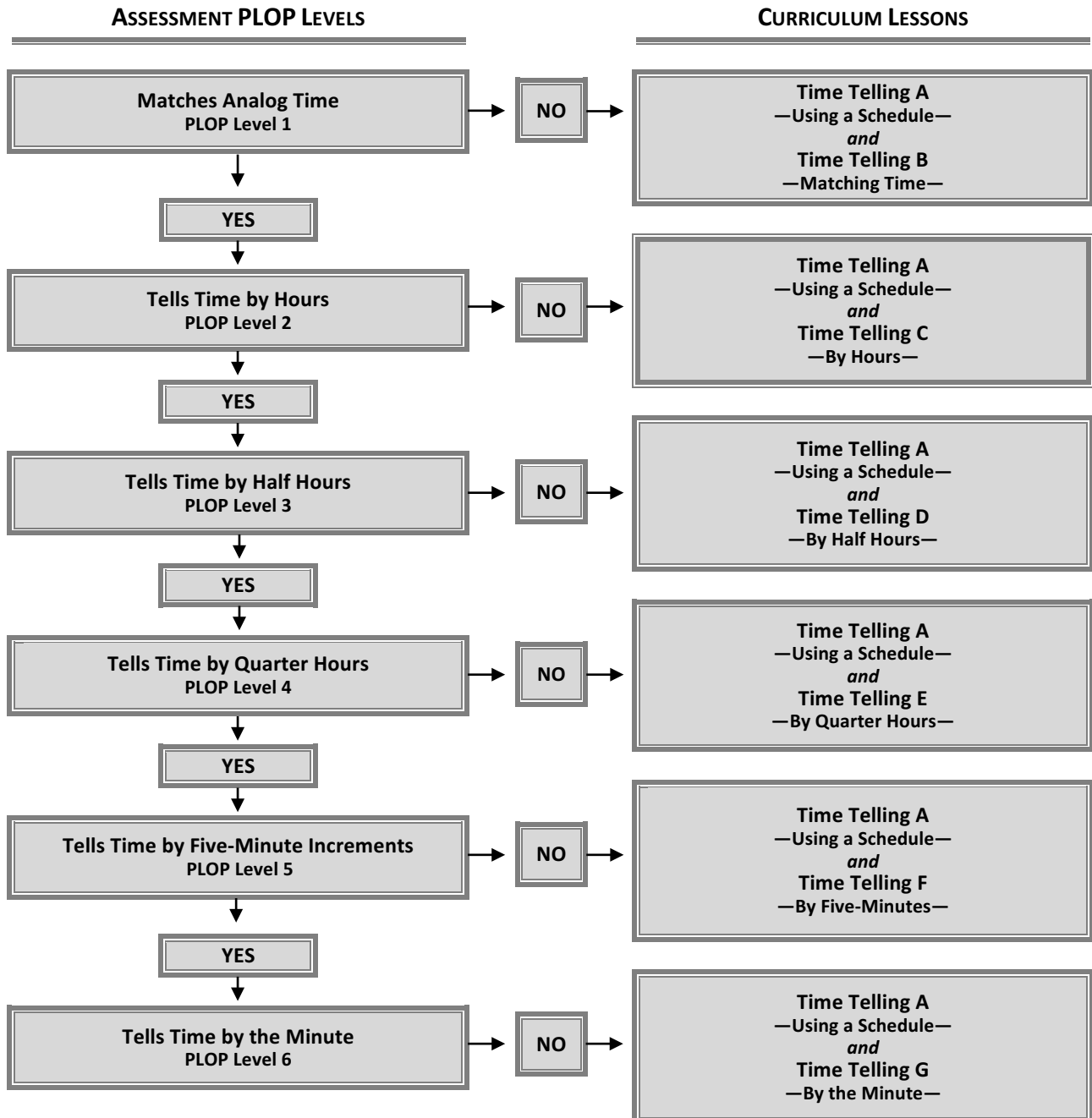### PERSONAL INFORMATION (PHASE I AND PHASE II)

Many students require a model of the information as they practice writing. Some students might need the model indefinitely, while others will be able to fade the model quickly and then be able to write the information without one.

If needed, break down the personal information sheets to make them easier to fill out for students who need extra assistance.

For a student who is unable to write his or her name, address, or phone number with a model, you will need to design worksheets that include the student's personal information to trace for practice in the beginning. There are many tracing fonts for teachers that can be downloaded for free (try, for example, fontspace.com and search for "tracing" and Related Categories). Fade from tracing to using a model as soon as possible.

TIME TELLING

CURRICULUM FLOW CHART

ASSESSMENT PLOP LEVELS		CURRICULUM LESSONS

Matches Analog Time
PLOP Level 1 → **NO** → **Time Telling A**
—Using a Schedule—
and
Time Telling B
—Matching Time—

YES

Tells Time by Hours
PLOP Level 2 → **NO** → **Time Telling A**
—Using a Schedule—
and
Time Telling C
—By Hours—

YES

Tells Time by Half Hours
PLOP Level 3 → **NO** → **Time Telling A**
—Using a Schedule—
and
Time Telling D
—By Half Hours—

YES

Tells Time by Quarter Hours
PLOP Level 4 → **NO** → **Time Telling A**
—Using a Schedule—
and
Time Telling E
—By Quarter Hours—

YES

Tells Time by Five-Minute Increments
PLOP Level 5 → **NO** → **Time Telling A**
—Using a Schedule—
and
Time Telling F
—By Five-Minutes—

YES

Tells Time by the Minute
PLOP Level 6 → **NO** → **Time Telling A**
—Using a Schedule—
and
Time Telling G
—By the Minute—

SKILL SEQUENCE

1. Match clock face to clocks on daily schedule.
2. Match time (clock face to cards with clock faces).
3. Tell analog time by hours (00).
4. Tell analog time by hours and half hours (00, 30).
5. Tell analog time by hours, half hours, and quarter hours (00, 15, 30, 45).
6. Tell analog time by five-minute increments (05-55).
7. Tell analog time by minutes (01-59).

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
A—Using a Schedule	Use a schedule to go through daily activities.	Match the time on an analog clock to a schedule and identify the activity.
B—Matching Time (Analog)	Use a schedule to go through daily activities.	Match pictures of clock faces to a real clock.
C—By Hours (Analog)	Tell time on an analog clock.	Tell time by one-hour increments.
D—By Half Hours (Analog)	Tell time on an analog clock.	Tell time by half-hour increments.
E—By Quarter Hours (Analog)	Tell time on an analog clock.	Tell time by quarter-hour increments.
F—By Five-Minute Increments (Analog)	Tell time on an analog clock.	Tell time by five-minute increments.
G—By the Minute (Analog)	Tell time on an analog clock.	Tell time by the minute.

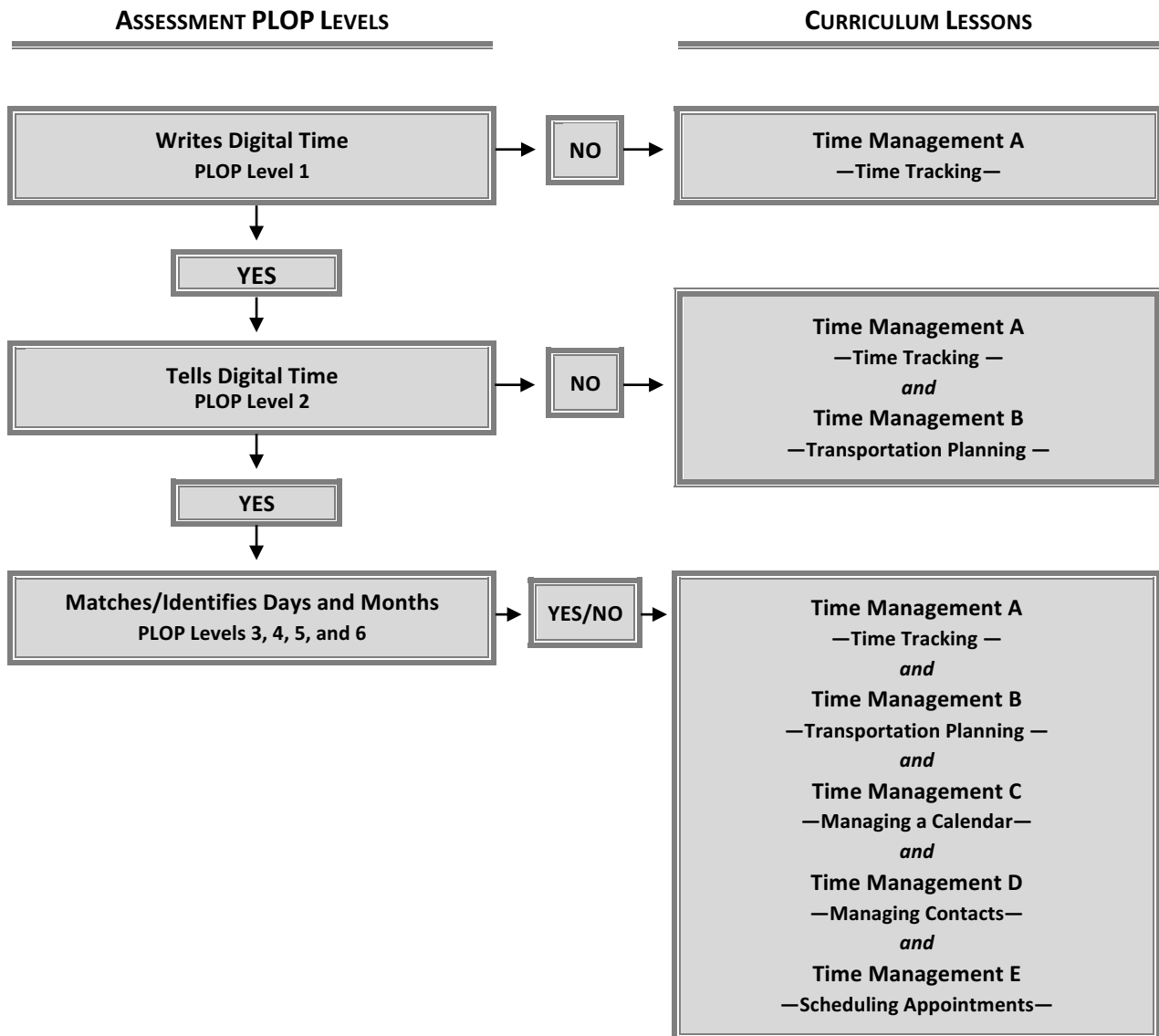## INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS

ALL LESSONS

The Time Telling section teaches students to tell time on analog clocks because analog time is more concrete while digital time tends to be abstract. Students can see time pass on an analog clock which begins to teach a concept of time, whereas digital clocks are lost in space. With an analog clock, you are able to draw attention to the hands on the clock and explain what it means when the hand moves from one number to another. With digital time, the time is there and then it's gone.

Analog clocks are also more forgiving when students are learning to match time. If a student's schedule shows he has PE at 8:45, he can look at an analog clock a few minutes before or after 8:45 and still be able to match the time. Conversely, if the student is using a digital clock, in order to match the time written on his schedule, the student must look at the clock at exactly 8:45 or he loses his chance to match the time. Therefore, at this point in a student's schooling, it is a much better use of resources to focus on analog time because of the practical benefits for the student.

TIME MANAGEMENT

CURRICULUM FLOW CHART

ASSESSMENT PLOP LEVELS   **CURRICULUM LESSONS**

| Writes Digital Time
PLOP Level 1 | → | NO | → | Time Management A
—Time Tracking— |

YES

| Tells Digital Time
PLOP Level 2 | → | NO | → | Time Management A
—Time Tracking —
and
Time Management B
—Transportation Planning — |

YES

| Matches/Identifies Days and Months
PLOP Levels 3, 4, 5, and 6 | → | YES/NO | → | Time Management A
—Time Tracking —
and
Time Management B
—Transportation Planning —
and
Time Management C
—Managing a Calendar—
and
Time Management D
—Managing Contacts—
and
Time Management E
—Scheduling Appointments— |

IMPORTANT! Teach these lessons in conjunction with **Community-Based Training** programs for Using Transportation and Community Safety.

SKILL SEQUENCE

1. Use a time sheet.
2. Plan transportation to and from a destination.
3. Use a calendar.
4. Create a contact list.
5. Schedule appointments.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
A—Time Tracking	Sign in and out for work.	Determine date and time to sign in and out.
B—Transportation Planning	Plan and arrange his or her own transportation.	Identify when the ___ (e.g., bus) arrives and departs ___ (e.g., 4) specific locations.
C—Managing a Calendar	Use a calendar or app to keep track of important dates and appointments.	Enter ___ (e.g., 3) important dates or appointments on a calendar or app.
D—Managing Contacts	Use a cell phone, tablet, or address book to create business and personal contacts.	Find up to ___ (e.g., 5) names and businesses, with phone numbers and/or websites for each.
E—Scheduling Appointments	Schedule his or her own social, medical, grooming, and transportation appointments.	Use the phone and a calendar to schedule appointments for appropriate times.

INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS

ALL LESSONS

The lessons in this section were strategically designed to be somewhat generic and adaptable. You will need to adjust the level of complexity to meet your student at his or her skill level. Before making the decision not to teach a program, read all instructional guidelines to learn ways to modify to reach most, if not all, students.

Time Management is another content area that has been greatly enhanced by technological advancements and accessibility options. You are encouraged to preview the entire section to identify the parts of each lesson that will be appropriate and meaningful for your student. Although general skills are sequenced from easiest to hardest, there are suggestions for alternative ways to reach goals in each area. Therefore, if you have a student who is not progressing sequentially, skip ahead and focus on the components of each lesson that you identified to be functional and useful for that student.

There are many Functional Reading and Technology lessons that can be incorporated with the programs in this section.

MONEY MATH

MONEY MATH HAS 3 DIFFERENT SECTIONS
(TEACH PROGRAMS FROM ALL SECTIONS SIMULTANEOUSLY)

★ **PART 1: CALCULATOR (BEGINNING ON PAGE 159)**
  o Money Math A1—Entering Numbers
  o Money Math B1—Entering Prices
  o Money Math C1—Adding Prices
  o Money Math D1—Subtracting Prices
  o Money Math E1—Using a Prepaid Shopping Card

TEACH SIMULTANEOUSLY

★ **PART 2: BILLS (BEGINNING ON PAGE 179)**
  o Money Math A2—Matching Money
  o Money Math B2—Comparative Shopping
  o Money Math C2—Next-Dollar Strategy (Phase I)
  o Money Math D2—Next-Dollar Strategy (Phase II)
  o Money Math E2—Next-Dollar Strategy (Phase III)
  o Money Math F2—Next-Dollar Strategy (Phase IV)
  o Money Math G2—Over-the-Amount

TEACH SIMULTANEOUSLY

★ **PART 3: COINS (BEGINNING ON PAGE 199)**
  o Money Math A3—Matching Coins
  o Money Math B3—Matching and Counting Coins
  o Money Math C3—Counting Coins
  o Money Math D3—Counting Coin Combinations
  o Money Math E3—Counting Exact Change
  o Money Math F3—Counting Over-the-Amount

See **Budgeting and Banking** for teaching students to use ATM cards and manage finances.

MONEY MATH – FLOW CHART 1: CALCULATOR

CURRICULUM FLOW CHART
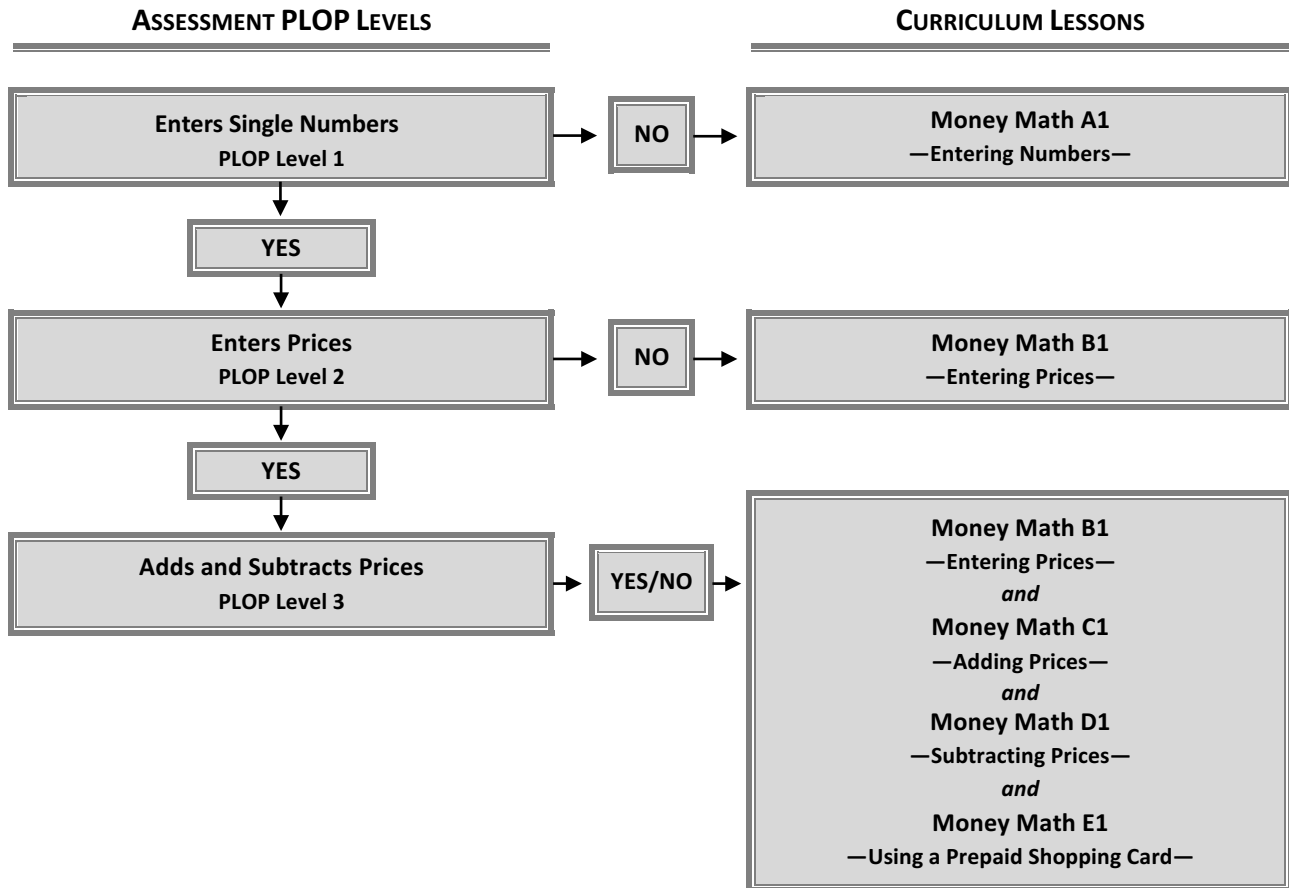
ASSESSMENT PLOP LEVELS		CURRICULUM LESSONS

Enters Single Numbers
PLOP Level 1 → **NO** → **Money Math A1**
—Entering Numbers—

↓ **YES**

Enters Prices
PLOP Level 2 → **NO** → **Money Math B1**
—Entering Prices—

↓ **YES**

Adds and Subtracts Prices
PLOP Level 3 → **YES/NO** →

Money Math B1
—Entering Prices—
and
Money Math C1
—Adding Prices—
and
Money Math D1
—Subtracting Prices—
and
Money Math E1
—Using a Prepaid Shopping Card—

IMPORTANT! Teach these lessons in conjunction with **Community-Based Training** programs for Using an ATM, Grocery Shopping with a Calculator, Eating Out (Restaurant), Eating Out (Fast Food), etc. Become familiar with all Budgeting and Banking programs and introduce these lessons or components of the lessons as students are ready.

SKILL SEQUENCE

1. Enter numbers.
2. Enter prices.
3. Add and subtract prices.
4. Use shopping cards.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
A1—Entering Numbers	Use a calculator/app when shopping to determine the total.	Enter numbers ___ (e.g., 0–9) into the calculator/app.
B1—Entering Prices	Use a calculator/app when shopping.	Enter prices of items from $0.01 to $99.99.
C1—Adding Prices	Use a calculator/app to add and subtract prices of items.	Use a calculator/app to add ___ (e.g., 5) prices.
D1—Subtracting Prices	Use a calculator/app to add and subtract prices of items.	Use a calculator/app to subtract ___ (e.g., 5) prices.
E1—Using a Prepaid Shopping Card	Use a calculator/app to manage a balance.	Use a calculator/app to subtract ___ (e.g., 3) prices and record the amount.

INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS

ALL CALCULATOR LESSONS

For these lessons, you will want to encourage students who have a device to use the calculator function or a calculator app. There are many great apps that will be beneficial for your students now and into the future.

For example, you can teach your students to use the Tip Calculator app. To use this app a student only needs to know how to push a couple buttons and enter the price from his or her bill in order to determine the appropriate amount to tip.

When using a calculator app, refer to the lesson plan and data sheet from Technology B1—Using a Tablet for Daily Tasks.

ENTERING NUMBERS

Use the Number Sheets provided in the Money Math section of the *Teaching Materials Kit* or download the templates provided on the *Reproducible Materials* flash drive to get started.
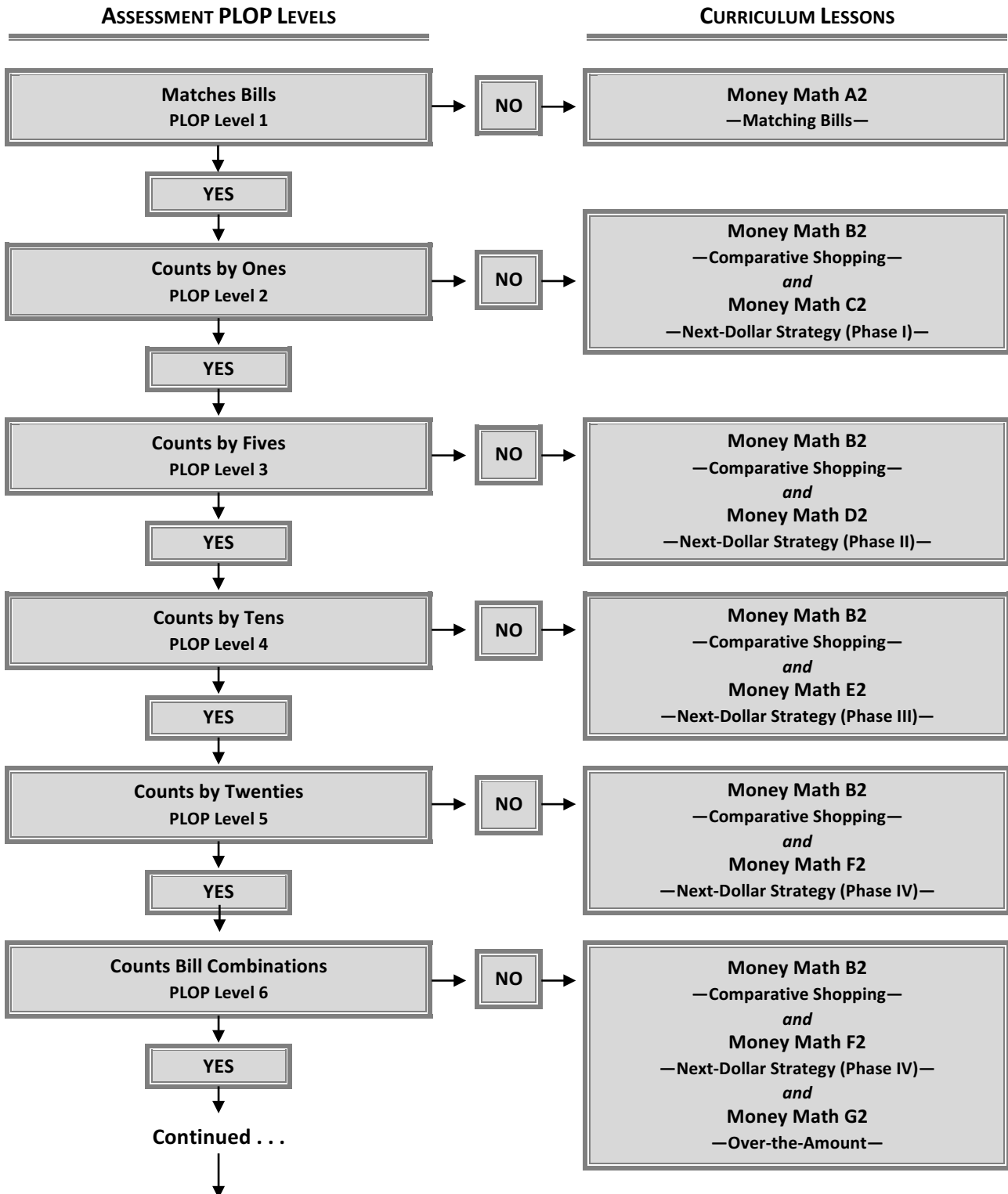
Alternate Data Sheet: You will find an alternate data sheet for Entering Numbers that includes lines for listing the specific single-digit numbers (0-9) your student is working on. Samples of both data sheets are provided after the lesson plan. Use these samples to determine which one you prefer. Full data sheets of both are included in the Program Masters.
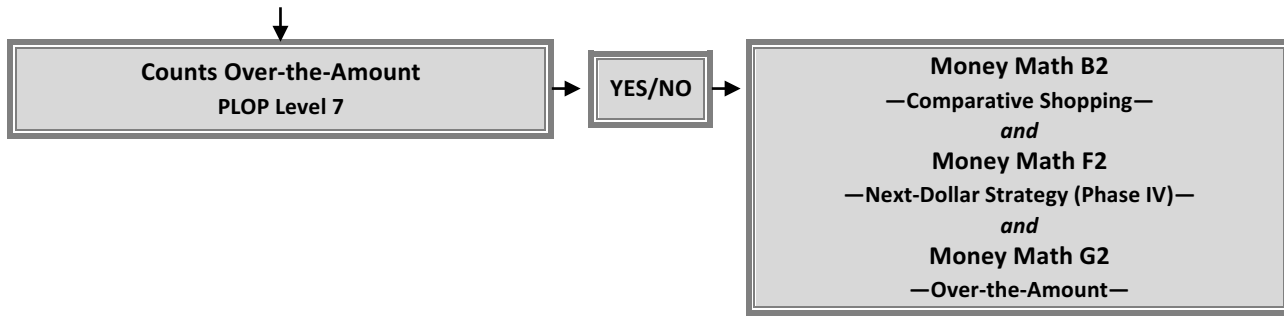
ENTERING PRICES

To practice entering prices, begin with the Price Cards and Shopping Cards found in the Money Math section of the *Teaching Materials Kit* or create them from the templates provided on the *Reproducible Materials* flash drive. Once students are comfortable entering prices using cards, have them enter prices from menus and shopping ads. You can easily create additional price cards by cutting index cards in half

MONEY MATH – FLOW CHART 2: BILLS

CURRICULUM FLOW CHART

ASSESSMENT PLOP LEVELS		CURRICULUM LESSONS

Matches Bills
PLOP Level 1 → **NO** → **Money Math A2**
—Matching Bills—

YES

Counts by Ones
PLOP Level 2 → **NO** → **Money Math B2**
—Comparative Shopping—
and
Money Math C2
—Next-Dollar Strategy (Phase I)—

YES

Counts by Fives
PLOP Level 3 → **NO** → **Money Math B2**
—Comparative Shopping—
and
Money Math D2
—Next-Dollar Strategy (Phase II)—

YES

Counts by Tens
PLOP Level 4 → **NO** → **Money Math B2**
—Comparative Shopping—
and
Money Math E2
—Next-Dollar Strategy (Phase III)—

YES

Counts by Twenties
PLOP Level 5 → **NO** → **Money Math B2**
—Comparative Shopping—
and
Money Math F2
—Next-Dollar Strategy (Phase IV)—

YES

Counts Bill Combinations
PLOP Level 6 → **NO** → **Money Math B2**
—Comparative Shopping—
and
Money Math F2
—Next-Dollar Strategy (Phase IV)—
and
Money Math G2
—Over-the-Amount—

YES

Continued . . .

Counts Over-the-Amount PLOP Level 7	→	YES/NO	→	Money Math B2 —Comparative Shopping— *and* Money Math F2 —Next-Dollar Strategy (Phase IV)— *and* Money Math G2 —Over-the-Amount—

IMPORTANT! Teach these lessons in conjunction with Community-Based Training programs for Grocery Shopping, Clothes Shopping, Eating Out (Restaurant), Eating Out (Fast Food), etc. Become familiar with all Budgeting and Banking programs and introduce these lessons or components of the lessons as students are ready.

SKILL SEQUENCE

1. Match one-dollar bills to grocery cards.
2. Count bills using next-dollar strategy with ones to $5.
3. Count bills using next-dollar strategy with ones and fives to $10.
4. Count bills using next-dollar strategy with ones, fives, and tens to $20.
5. Count bills using next-dollar strategy with ones, fives, tens, and twenties to $40.
6. Count combinations of bills over-the-amount with fives, tens, and twenties to $40.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
A2—Matching Bills	Independently purchase an item at the store.	Match one-dollar bills up to five dollars to a model.
B2—Comparative Shopping	Identify the cheapest price of items to purchase at a grocery store.	Identify the cheapest price of ___ (e.g., 2) items across ___ (e.g., 3) different brands.
C2—Next-Dollar Strategy (Phase I)	Use money in the community to purchase items up to $5.00.	Count from $0.01 to $5.00 using ones.
D2—Next-Dollar Strategy (Phase II)	Use money in the community to purchase items up to $10.00.	Count from $0.01 to $10.00 using ones and fives.
E2—Next-Dollar Strategy (Phase III)	Use money in the community to purchase items up to $20.00.	Count from $0.01 to $20.00 using ones, fives, and tens.
F2—Next-Dollar Strategy (Phase IV)	Use money in the community to purchase items up to $40.00.	Count from $0.01 to $40.00 using a combination of ones, fives, tens, and twenties.
G2—Over-the-Amount	Use money in the community to purchase items up to $40.00.	Pay over-the-amount using a combination of bills when he or she does not have the exact amount or next dollar up.

MONEY MATH—FLOW CHART 3: COINS (OPTIONAL)

CURRICULUM FLOW CHART

ASSESSMENT PLOP LEVELS		CURRICULUM LESSONS

Matches Coins with a Model
PLOP Level 1
→ NO →
Money Math A3
—Matching Coins—

YES

Counts Coins
PLOP Level 2
→ NO →
Money Math B3
—Matching and Counting Coins—
and
Money Math C3
—Counting Coins—

YES

Counts Coin Combinations
PLOP Level 3
→ NO →
Money Math D3
—Counting Coin Combinations—

YES

Counts Exact Change
PLOP Level 4
→ NO →
Money Math E3
—Counting Exact Change—

YES

Counts Over-the-Amount
PLOP Level 5
→ NO →
Money Math F3
—Counting Over-the-Amount—

Note: The use of coins is becoming obsolete. Therefore, teaching Coins is optional. While learning to count in various denominations is a useful skill, use your judgment to determine whether or not teaching Coins is appropriate and a good use of your student's time.

IMPORTANT! If teaching Coins, teach in conjunction with **Community-Based Training** programs for Using a Vending Machine, Eating Out (Restaurant), Eating Out (Fast Food), etc.

SKILL SEQUENCE

1. Match coins
2. Match and count coins.
3. Count coins.
4. Count coin combinations.
5. Count exact change, any combination, to $1.00.
6. Count coins over-the-amount.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
A3— Matching Coins	Count coins.	Match coins (nickels, dimes, and quarters) to a model.
B3—Matching and Counting Coins	Count coins.	Count coins with a model.
C3—Counting Coins	Count coins.	Count (e.g., nickels to 25¢, dimes to 50¢, and quarters to 75¢) without a model.
D3—Counting Coin Combinations	Use coins to purchase items up to $2.00.	Count combinations of nickels, dimes, and quarters up to $1.00.
E3—Counting Exact Change	Use coins to purchase items up to $2.00.	Count exact change using pennies, nickels, dimes, and quarters, up to $1.00.
F3—Counting Over-the-Amount	Use coins to purchase items up to $2.00.	Count over-the-amount using a combination of coins up to $1.00 without having exact change.

INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS

ALL COIN LESSONS (OPTIONAL)

As mentioned previously, this section is optional. Use your judgment to determine whether or not teaching Coins is appropriate and a good use of your student's time.

For students who do not learn to count coins, you can teach them to collect all of their coins and ask a family member or care provider to periodically take them to a Coinstar™ or a bank with a coin counting machine to exchange them for bills.

MATCHING COINS AND MATCHING AND COUNTING COINS

With the release of specialty coins such as the 50 State Quarters® Program and the Westward Journey Nickel Series™, you may need to begin by teaching students to turn the coin over to find the most

BUDGETING AND BANKING

The Budgeting and Banking programs are presented differently than those in other content areas. Rather than using sequential lesson plans and a flow chart, you will refer to the student's prerequisite skills and begin instruction as students are ready. These programs need not be taught sequentially and can be taught simultaneously.

Programs in this section are:

- Making Deposits
- Transferring Money
- Managing Finances

PREREQUISITES

Students need to be able to write number values with or without a model—Writing C—Check Writing. They also need to be able to add and subtract using a calculator—Money Math C1 and D1.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
Making Deposits	Deposit cash and checks into a bank account.	Correctly fill out a deposit slip when depositing checks and cash into a bank account.
Transferring Money	Deposit, withdraw, and transfer money to/from checking/savings account.	Determine adequate funds and transfer money to leave a positive balance in checking.
Managing Finances	Manage finances by budgeting and paying bills.	Write checks to pay bills.

INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS

ALL LESSONS

Teach the Budgeting and Banking lessons simultaneously. Incorporate Community-Based Training lessons such as Using ATM Cards (for withdrawals and deposits) in order to increase opportunities to apply skills in the real world.

Making bank deposits and transferring money are pieces of the entire banking program, but they are isolated lessons so students can practice the particular steps more than just once. After a student has practiced deposits and transfers, he or she should work through the entire managing finances task analysis.

COMMUNITY-BASED TRAINING (CBT)—GENERALIZATION

The Community-Based Training (CBT) programs are designed to teach skills in the student's real environment—in the community—thereby increasing opportunities for generalization. These programs need not be taught sequentially and can be taught simultaneously. Programs in the CBT section are:

- Street Crossing
- Using Public Transportation
- Community Safety
- Using a Vending Machine
- Using an ATM for Withdrawals
- Using an ATM for Deposits

- Grocery Shopping
- Grocery Shopping with a Calculator
- Clothes Shopping
- Eating Out (Restaurant)
- Eating Out (Fast Food)

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
Street Crossing	Cross streets safely in the community.	Cross controlled and uncontrolled streets/intersections safely.
Using Transportation	Use public transportation to various locations in order to navigate the community with independence.	Confirm numbers and arrival/departure locations.
Community Safety	Safely navigate the community.	Use the features of a cell phone/tablet to _____ (e.g., identify and report his or her exact location).
Using a Vending Machine	Use bills, coins, or cards to purchase items from different vending machines.	Purchase ___ (e.g., 2) items from a vending machine.
Using an ATM for Withdrawals	Withdraw money from different ATMs.	Enter information into ___ (e.g., 1) ATM to withdraw money.
Using an ATM for Deposits	Deposit money into an account at different ATMs.	Enter information into ___ (e.g., 1) ATM to deposit money.
Grocery Shopping	Purchase groceries and/or personal items up to $50.00.	Use a grocery list or grocery cards to purchase ___ (e.g., 3) items at a grocery store.
Grocery Shopping with a Calculator	Purchase grocery items and use a calculator to add prices.	Use a calculator to add ___ (e.g., 2-4) grocery items.
Clothes Shopping	Shop for clothing items up to $50.00.	Locate and try on clothing that is the correct size, using a calculator to tally the cost.
Eating Out (Restaurant)	Purchase meals at sit-down restaurants.	Order and pay for a meal in ___ (e.g., 1) sit-down restaurant.
Eating Out (Fast Food)	Purchase meals at take-out/fast-food restaurants.	Order and pay for a meal in ___ (e.g., 1) take-out/fast-food restaurant.

INDEPENDENT SKILLS

This content area provides a framework for generating programs to address independent skills. Rather than using sequential lesson plans and a flow chart, you will refer to the Inventory Summaries completed during the Portfolio assessment.

The Inventory Summaries and sample task analyses cover the following areas:

- Communication
- Social Skills
- Personal Management
- Community and Recreation
- Prevocational Skills/Chores

SAMPLE GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
Picture Identification **(Communication)**	Use pictures to identify staff to work with, students to hang out with, and family to email.	Identify ___ (e.g., 3) staff, students, or family members.
Greeting **(Social Skills)**	Initiate and respond appropriately to greetings.	Respond with ____ (e.g., a wave or "hi" on his or her device) when greeted with hello.
Using the Bathroom **(Personal Management)**	Use the bathroom independently.	Indicate the need to use the bathroom and will take care of his or her personal needs with fewer than ___ (e.g., 5) prompts.
Break Choices **(Community and Recreation)**	Independently select age-appropriate items/activities during break time.	Select one of ___ (e.g., 3) predetermined break choices.
Checking a Schedule **(Prevocational Skills)**	Use a schedule to independently navigate his or her day.	Identify each activity and the person he or she is supposed to work with.

IMPORTANT! Teach these lessons in conjunction with the Community-Based Training and Prevocational content areas.

PREVOCATIONAL

The programs in this content area are similar to those presented in Independent Skills. Rather than using sequential lesson plans and a flow chart, you will refer to the student's Transition Plan, Inventory Summaries, and Vocational Information section of the Student Portfolio to focus on critical and specific prevocational skills. Use the provided programs as a guide to individualize lesson plans and data sheets for your students.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
Filing	File in alphabetical and/or numerical order.	File by _____ (e.g., one letter A-Z).
Data Entry	Enter information into a computer database for record keeping.	Enter data from a model into _____ (e.g., an Excel spreadsheet).
Taking Messages	Take messages from a variety of callers.	Record _____ (e.g., name, date, time, and message) from a variety of callers.
Giving Change	Determine and verify change to check for accuracy.	Give change up to ___ (e.g., $20.00).
Getting Started at Work	Prepare for work, arrive on time, clock-in, and get started.	Prepare for work by _____ (e.g., setting an alarm on his or her iPad to leave on time).
Job Sample #1 – Taking Coffee Orders	Complete a school-supervised work experience taking coffee orders.	Take ___ (e.g., 3) different customer's coffee orders.
Job Sample #2 – Mail Delivery	Complete a school-supervised work experience with mail delivery.	Sort and deliver ___ (e.g., 3) different staff member's mail.
Job Sample #3 – Marketing	Complete a school-supervised work experience in marketing.	Label/address, stamp, and mail _____ (e.g., Functional Academics marketing campaign).