Using Peer Tutoring to Teach the Next-Dollar Strategy

Objective: To teach money skills using the next-dollar strategy and reciprocal peer tutoring

Setting and Materials
Setting: public classroom (simulated setting for acquisition), community settings (for generalization)

Materials:
1. Set of 24 payment amount index cards (3x5) prepared for student assessment (e.g., each contains a single printed dollar, decimal, and cent value; six cards each between $.39 and $.99, $1.25 and $1.99, $2.05 and $2.99, $3.15 and $3.99)
2. Additional set of fifteen 9x11 inch cards for peer tutors with the front and back of the card containing the same dollar amount as the assessment cards; on the side of the card facing the peer tutor include the dollar amount and a pictorial representation of the next higher dollar value (e.g., a pictorial display of two dollars could be printed under the dollar value $1.24 with the lower margin of the card containing a series of 15 boxes for the peer tutor to use to check if correct or incorrect responses are given)
3. Dollar bills (four $1 per dyad)

Content Taught
Task Analysis for Using Peer Tutoring to Teach the Next-Dollar Strategy


Teaching Procedures
Within the classroom (simulated):
1. For the first time the cards are used, teacher models using the cards by showing students the roles of the “tutor” and “student” following the task analysis described above.
2. Put the students in dyad groups and allow them to decide who will be the “tutor” and who will be the “student”.
3. Give the “tutor” the set of 15 cards in the one dollar range and have them show the student side of the index card to the student. Instruct the tutor to ask the student how much would be needed to pay the amount shown and wait up to 5 seconds for the money to be placed on the desk.
4. Once the money is placed on the desk, have the tutor show the student the reverse side of the index card. The student should then match the dollar(s) that have been laid on the table to the dollars showing on the reverse side of the index card.

5. The tutor should use the task analysis steps to provide feedback such as “That’s correct,” “Good job,” or “That’s wrong.”

6. If the student gets the answer correct, have the tutor record a plus in the scoring box on the back of the index card and return the card to the completed card pile.

7. If the student gets the answer incorrect after a 5 second wait time, have the tutor record a minus sign in the scoring box and repeat the procedure for that index card.

8. Cards that are scored as correct or incorrect are then returned to the pile for a second trial.

9. When all cards have been shown, have the dyad group switch roles and continue to reverse roles throughout a 15 minute instructional period.

10. Have the students exchange cards after every fourth session (e.g., one dollar, two dollars, three dollars, four dollars), but leave two or three of the cards from each of the previous training phases in the training card set.

**Within the community (generalization):**

11. At the end of the simulated classroom training, have the students practice the next dollar strategy at various fast food restaurants, stores, and recreation centers in the community.

12. Deliver an attentional cue such as, “Show how much you should pay for this?”

13. Allow the students to practice this in three to five community sites for three days and document their progress.

**Evaluation**

Student progress should be documented daily and recorded for each dyad based on the percentage answered correctly for each pair (e.g., six opportunities per participant for a correct response in each dollar phase). Students can move to next dollar amount (e.g., from $1.00 to $2.00) when each dyad has a combined total of 10 to 12 correct responses in each of the dollar amounts being trained as well as prior training amounts for two or more consecutive days.

With peer tutoring, all steps of the task analysis for the tutor role should be recorded for each dyad and documented as follows:

a) Record an “I” if the tutor performed the task independently without prompting

b) Record a “V” if verbal instruction is given by the teacher to the tutor

c) Record an “M” for modeling if the teacher has to show the tutor how to perform the step

d) Record a “P” if physical guidance is required by the teacher

**Lesson Plan Based on:**