

Lesson Plans: Student Development

Functional Reading and Functional Math

Functional Reading Skills

1. Reading Functional Weather Sight Words

Browder, D. M., & Shear, S. M. (1996). Interspersal of known items in a treatment package to teach sight words to students with behavior disorders. *The Journal of Special Education*, 29, 400-413.

<http://www.nsttac.org/LessonPlanLibrary/64.pdf>

2. Reading Grocery Signs Using Computer Based Instruction

Mechling, L. C., Gast, D. L., & Langone, J. (2002). Computer-based video instruction to teach persons with moderate intellectual disabilities to read grocery aisle signs and locate items. *The Journal of Special Education*, 35, 224-240.

<http://www.nsttac.org/LessonPlanLibrary/65.pdf>

3. Reading Functional Recreation Sight Words

Schloss, P. J., Alper, S., Young, H., Arnold-Reid, G., Aylward, M., & Dudenhoefter, S. (1995). Acquisition of functional sight words in community-based recreation settings. *The Journal of Special Education*, 29, 84-96.

<http://www.nsttac.org/LessonPlanLibrary/66.pdf>

Functional Math Skills

4. Withdrawing Money from an ATM

Cihak, D. F., Alberto, P. A., Kessler, K., & Taber, T. A. (2004). An investigation of instructional scheduling arrangements for community based instruction. *Research in Developmental Disabilities*, 25, 67-88.

http://www.nsttac.org/LessonPlanLibrary/43_67_82.pdf

5. Cashing Checks and Using an ATM

McDonnell, J. J., & Ferguson, B. (1989). An comparison of time delay and decreasing prompt hierarchy strategies in teaching banking skills to students with moderate handicaps. *Journal of Applied Behavior Analysis*, 22, 85-91.

<http://www.nsttac.org/LessonPlanLibrary/LessonPlanMcDonnellIFergusonbanking.pdf>

6. Purchasing Grocery Items

Nietupski, J., Welch, J., & Wacker, D. (1983). Acquisition, maintenance, and transfer of grocery item purchasing skills by moderately and severely handicapped students. *Education and Training of the Mentally Retarded*, 18, 279-286

<http://www.nsttac.org/LessonPlanLibrary/68.pdf>

7. Purchasing Items Using One-More-Than Technique

Denny, P., & Test, D. (1995). Using the one-more-than technique to teach money counting to individuals with moderate mental retardation: A systematic replication. *Education & Treatment of Children*, 18, 422-32.

<http://www.nsttac.org/LessonPlanLibrary/46.pdf>

8. Purchasing Using the Counting-On Strategy

Cihak, D. F., & Grim, J. (2008). Teaching students with autism spectrum disorder and moderate intellectual disabilities to use counting-on strategies to enhance independent purchasing skills. *Research in Autism Spectrum Disorders*, 2, 716-727.

<http://www.nsttac.org/LessonPlanLibrary/LessonPlanCihakandGrim2008nextdollar.pdf>

9. Purchasing Items Using the Next Dollar Strategy

Colyer, S. P., & Collins, B. C. (1996). Using natural cues within prompt levels to teach the next dollar strategy to students with disabilities. *The Journal of Special Education*, 30, 305-318.

<http://www.nsttac.org/LessonPlanLibrary/LessonPlanColyerCollinsnextdollar.pdf>