Stacey Brough Cavello

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Statement of Purpose

As a teacher of multiple disabled young adults, I am the last teacher they see before entering the real world. I want to provide my students with every opportunity they will need to be as independent as they possibly can be. I need to provide opportunity to practice real world activities. I am extremely fortunate to have a classroom that has a washer/dryer and full kitchen which allows my students the hands-on activities needed with supervision. All students need to have lessons taught that are beneficial to them. Special needs students are no different.

When deciding on a project, I wanted something that would be beneficial to me as well as the students I educate. The Ohio Department of Education has established standards for all grades. As I looked through the standards, I wanted to develop something that I could use with my class. One of my strong opinions is that I want to make sure my students can all leave with knowledge of money and the ability to count it whether independently or with the use of a calculator. I do not ever want one of y students taken advantage. Unfortunately there are cruel people in this world and would think they could get away with stealing money because my students do not know any better. Taking this concept of money one step further, why not have the students set up a budget. The Ohio Department of Education has established extended standards for students with special needs. Reviewing the regular education standards and the extended standards, this concept would be involved in the Social Studies Standards.

Denise Witmer states in ‘Five Reasons to Teach Budgeting in the Teen Years’ that budgeting can be taught to in bits and pieces while children are young but it is best to teach the budgeting concept in their teen years. Her five reasons are as follows:

1. Teenagers have the basic skills can understand the scope of budgeting;
2. Teenagers are more independent in their decision making;
3. Budgeting is a complicated process;
4. Teenagers are able of making quite a bit of money; and
5. Parents are still there as a safety net. (Witmer)

These are very good concepts to think about. Just because my students have special needs does not mean that they can not learn this concept. I have a wide range of abilities within my class of 10 students. Some of my students will need total assistance while others are able to complete the activities on their own.

I attended a curriculum workshop a month ago and was told that special needs students also need to be exposed to all the core standards. I found this interesting. I always thought that all kids need to master the standards. What she told us was that all students need to be exposed to the standards. I am going to expose them to this standard and have them create a budget.

In *5 Steps to Teach Your Teen to Budget* it is mentioned to periodically review the process for budgeting. This is one concept I would need to do with my special needs students. My students need much repetition on concepts for them to have a solid grasp. We may not have to go through each step repeatedly but there will be certain concepts that we will need to revisit. This unit will be a hand on activity that will benefit my students and their future.

**References**

"5 Steps to Teach Your Teen to Budget - FamilyEducation.com." *Family Life, Child Development, Nutrition, Teen Health & School Safety - FamilyEducation.com*. Retrieved from: <http://life.familyeducation.com/personalfinance/independence/37415.html?detoured=1>.

Ohio Department of Education Core Standards and Extended Standards for Students with Special Needs.

Witmer,  Denise. "Five Reasons to Teach Budgeting in the Teen Years." *Parenting Teens - Parent Advice for Raising Your Teen*. N.p., n.d. Web. Retrieved from: <http://parentingteens.about.com/od/familybudget/a/teach\_budgeting.htm>.