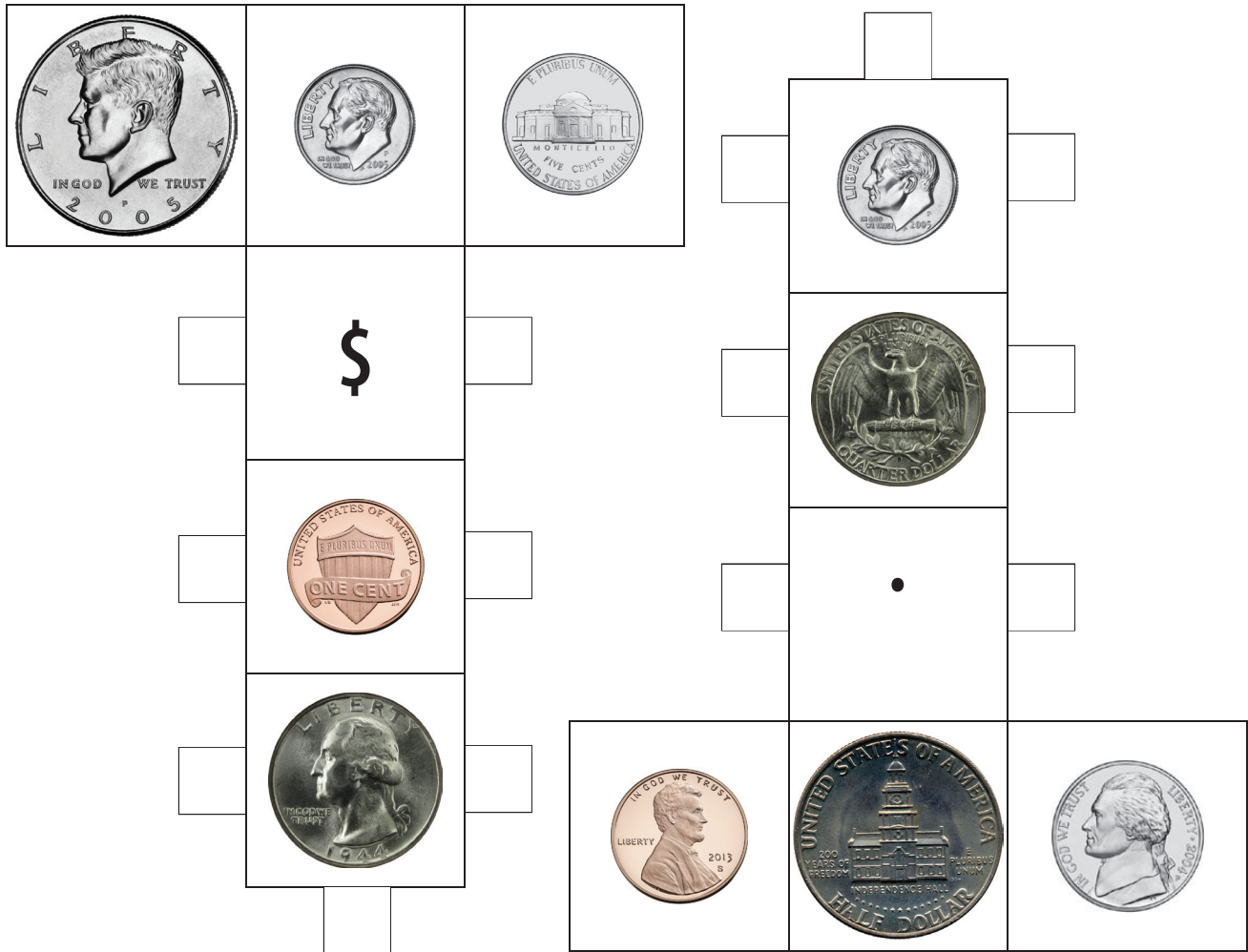


Figure 4.2. Two types of coin dice.



- He must be able to (a) revisualize a nickel or (b) tactually feel the difference in size between the nickel and other coins.
- Once the association has been made, Peter must then be able to retain it long enough to find the right coin.

For most children, these steps probably take 1 or 2 seconds to complete once the process has been mastered. However, for the child with learning disabilities, the effort to comply with such a request can end in total frustration, wild guesses, or refusal to answer. Therefore, more specialized instruction, such as what follows, is needed. While introducing these activities, keep in mind that the usual sequence for teaching about coin recognition is penny, nickel, dime, quarter, half dollar. Some children, especially those with visual discrimination difficulties, may do better with the following sequence: penny, half dollar, dime, quarter, nickel. This introduction ensures that the coins are introduced according to gross differences. When introducing coins, use both the actual name of the coin (e.g., *dime*) and the word *cent* to designate the value of the coin (e.g., *ten-cent piece*). This use of language reinforces learning the values and relationships. The general approach that follows can be adapted to the child's current level.

(Text continues on p. 92.)

## SAMPLE ACTIVITIES

1. **Penny first.** The penny should be introduced first because it is easily distinguishable by its color, and there is a concrete one-to-one correspondence between the value and the number of coins needed to represent the