

Attainment's

Select-A-Meal

Dining Skills for People with Special Needs



Instructor's Guide
Don Bastian

Don Bastian, Author
Jo Reynolds, Illustrations
Sherry Pribbenow, Graphic Design

An Attainment Company Publication
©2003, 2008, 2019 Attainment Company, Inc. All rights reserved.
Printed in the United States of America
ISBN 978-1-57861-495-0



Attainment Company, Inc.

P.O. Box 930160 • Verona, Wisconsin 53593-0160 USA

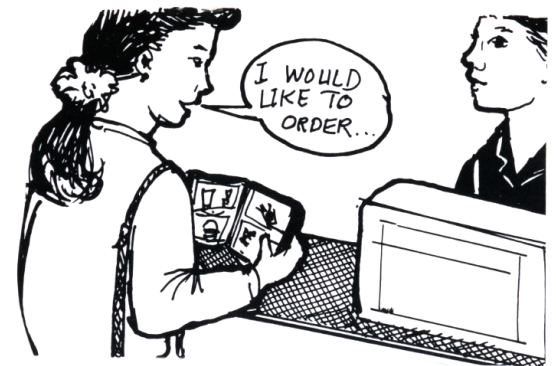
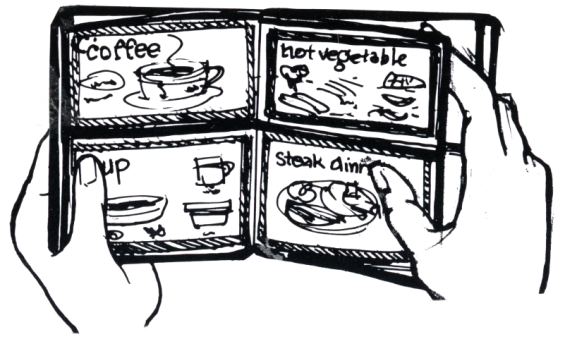
Phone: 800-327-4269 • Fax: 800.942.3865

www.AttainmentCompany.com

Reproducible resources within this material may be photocopied for classroom or personal use.

Table of Contents

Select-A-Meal	1-15
Select-A-Meal	1
Review of Materials	3
Select-A-Meal Sequence	4
Community Training	8
Planning	17-31
Planning	17
Making Arrangements	18
Preparing Order Ahead of Time	20
Looking Good	27
Fast Food	33-54
Fast Food Dining	33
Ordering	38
Paying	42
Getting Seated	45
Dining Skills	50
Leaving Restaurant	51
Table Service	57-76
Table Service Dining	57
Entering	58
Getting Seated	60
Ordering	62
Waiting for Food	66
Dining	70
Paying	72
Leaving	74
Self-Service	79-97
Self-Service Dining	79
Entering	80
Selecting	82
Paying	87
Getting Seated	89
Dining	92
Leaving	94
Using Vending Machines	96
Social Skills	99-110
Social Skills	99
Table Manners	100
Eating Skills	103
Conversation Skills	106
Program Evaluation	113-125
Program Evaluation	113
Intervention Strategies	115
Natural Cues and Corrections	116
Generalization Skills	118
Resource File Instructions	126-146
Contents	128
Data Sheets	132
Illustrated Teaching Aids	146
Restaurant Cards	194-229
Photo Concepts	230-233



SELECT-A-MEAL

1

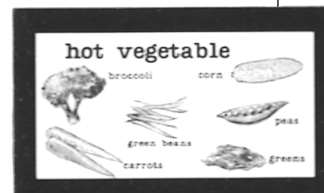
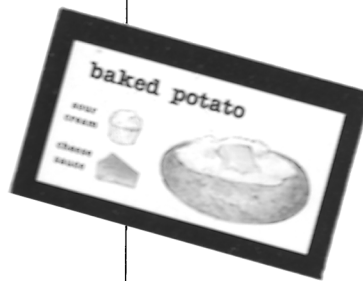
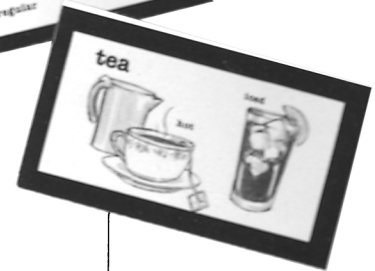
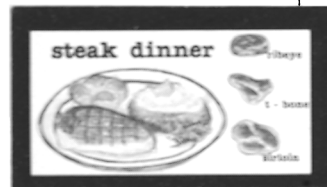
Introduction

Dine in neighborhood restaurants.

2

Review of materials

Learn before you teach.



3

Select-A-Meal Sequence

A unique picture cue system makes dining out fun.

4

Community Training

Presents opportunities and obstacles.

5

Data Collection

Survey training sites, contact caregivers and get a baseline. Then set meaningful goals.

SELECT-A-MEAL

For most people, eating out provides a nice change of pace: a visit to a favorite restaurant, a good meal with no dishes to wash, a fun getaway from the grind of daily routine.



Select-A-Meal takes the hassle out of dining out and greatly expands the range of dietary possibilities when eating at home. It was created for people who have a hard time reading, remembering or communicating dining preferences and offers simple solutions to common obstacles.

Although a number of dining skills can be simulated in your facility, Select-A-Meal is a community-based program emphasizing on-site training. The ideal training program is one in which students dine out in the same neighborhood restaurants that they would use if functioning independently in the community.

Select-A-Meal brings together two complementary, stand-alone products, both designed to enhance communication and increase the user's range of choices when it comes to dining out or eating in:

Restaurant Cards and the Illustrated Menu. They are compact and portable as well as laminated to protect from spills and are excellent training aids when performing dining tasks in the community. But dining out includes other equally important skill areas like paying for meals, table manners and conversational skills: other training aids are included in the Resource File and are covered further on in this chapter.

Restaurant Cards and the Illustrated Menu cover a wide variety of basic food items and some that are not so basic, like ethnic favorites. They double as memory prompts and communication aids. Users "read" from Cards or Menu when ordering, or simply showing them to restaurant staff or caregiver to make food preferences clear. Cards and Menu also include a number of key phrases, like "Where is the restroom?" that are invaluable when dining out.

Even nonreaders can follow a picture list. Select-A-Meal is based on this premise. A unique system of picture cues has been developed to make dining in restaurants an easy-to-master sequence that is repeated until it is learned. The ultimate goal of this program is mastery of independent dining skills. While training can begin in-facility, it must finish in the community. In addition to Restaurant Cards and Illustrated Menu, the picture cue system includes: Step Pages, Miniature Cards, Conversation Requests and Social Diner Picture Pages. These items are included in the Resource File.

How Step-by-Step Instruction Works

Select-A-Meal uses a step-by-step approach to instruction. Each step includes objectives, training suggestions, problems that may occur and use of program materials: all presented in great detail within each restaurant category. Steps are grouped together in natural sequences called skill clusters. Dining in a fast food restaurant, for example, has six clusters: entering, ordering, paying, getting seated, dining and leaving the restaurant.

Restaurants are defined in three categories: fast food, table service and self-service, which includes cafeterias and vending machines. The step-by-step training sequence in the Instructor's Guide corresponds to 12 illustrated Step Pages—i.e., each step is pictured. The Dining Out Checklists are individualized by restaurant category, allowing you to assess each step in sequence the way it is taught. Checklists are used in both initial and subsequent assessments.

Fast Food

Users learn how to order and pay for food in fast food restaurants. The uniformity of floor layout schemes throughout a fast food chain makes franchises an ideal place to start training. (Chapter Three)

Table Service

Users progress to a more complex sequence of steps required when dining at a table service restaurant. Communicating with a host and server, greater demands for appropriate skills, and tipping are included in this category. Instructors learn how to survey suitable training sites and step-by-step training procedures. (Chapter Four)

Self-Service

Users learn to recognize a balanced meal as it appears dish by dish and to select in moderation from among a large number of offerings. Training in this area lends itself to facility-based exercises and simulations. Includes a section on using vending machines. (Chapter Five)

Step-by-step instruction is also provided in Chapter Two, Planning, and Chapter Six, Social Skills. The steps in these chapters are included in every outing regardless of restaurant category. Checklists for all categories include Planning and Social Skills sections.

Review Of Materials

To use Select-A-Meal, begin by reviewing the materials received. Then study the order in which to set up the program and proceed with training.

Note: What you have depends on what you ordered. Skip descriptions of materials you don't have.

Dining out is an occasion for socializing with family and friends, a time to relax and enjoy one of the basic pleasures of life.

But for those who have a hard time communicating, or reading a menu, dining out is often an exercise in frustration.

Lay Select-A-Meal materials out on a table. Here's what you have:

REVIEW OF MATERIALS

Picture Prompt Set

- **Restaurant Cards**—144 business card size, laminated picture cues, make it easy for those with reading, communication and memory problems to dine out or choose a menu at home independently.

Cards include nine Communication Cues and a handy Tip Finder. Cues allow user to express needs that are not food related, but may be

necessary to function in a restaurant, such as “Where is the restroom?” and “Do you accept credit cards?” The Tip Finder makes it easy for users to determine an appropriate gratuity based on the cost of the meal.



- **Illustrated Menu** — over 200 full-color, illustrated menu choices and key phrases in one handy, portable, laminated booklet.

- **Blank Cards** —10 cards allow you to add ethnic or exotic items

to everyday choices. Use freehand art to illustrate desired items.

- **Pocket Book** — compact and portable, with 40 handy pockets. Take it along on restaurant outings to hold personalized Restaurant Cards for use as memory, communication or recognition aids. Also included is a Card Case that holds up to six cards.
- **Marking Set** — custom fit cards with necessary data that is easily removed. Includes a permanent and erasable markers and Magic Rub eraser. Note specific dishes or food items right on cards: McDonald's Quarter Pounder; Use Marking Set to customize and update as needed.

Curriculum Package

- **Instructor's Guide** — instructional heart of the program, with lesson plans, implementation strategies and assessment procedures;

- **Resource File** — includes Step Pages, Home Contact Forms, Assessment Checklists, Money and Conversation Aids. Photocopy masters and use forever. The examples of Resource File contents are illustrated throughout this guide. A list of all Resource File Contents is found at the end of Chapter Seven, Program Evaluation.

Select-A-Meal Video

- **Video** — combines instruction with entertainment. Features an enthusiastic, young cast who role-play use of program materials in a humorous story format. Stars a young adult with developmental disabilities in the lead role. Great for introducing program goals to students, parents or administrators. Shows the Restaurant Cards and Illustrated Menu in use.

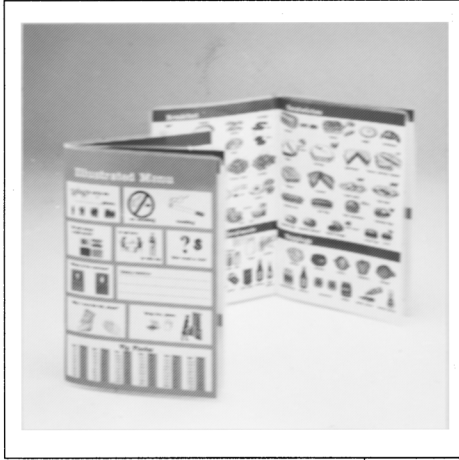
SELECT-A-MEAL SEQUENCE

Once you have finished reviewing the materials, it is time to set the program up for regular use. First, several preliminary steps must be taken. Steps are presented in two categories: for instructors to follow and for students.

Instructors follow these steps to set up Select-A-Meal:

1. Sift carefully through all 144 Restaurant Cards and remove those you will not regularly use in the beginning stages of training and put aside for later use in one of the two card boxes.
2. Make photocopies of all regular use cards and file copies behind originals.
3. Conduct Site Surveys of fast food, table service and self-service restaurants in your area. Select one of each as training sites. Site Surveys will be discussed later in this chapter.
4. Visit the sites you have selected and make a detailed physical assessment of each one. Get a menu from each restaurant site selected or a cash register printout of food prices.
5. Review the contents of the Resource File and photocopy materials you may use in future training.
6. Match picture prompts (i.e., Restaurant Cards or Illustrated Menu) to actual restaurant menus and price printouts.
7. Personalize Cards or menus students will use with prices and food choices: Quarter Pounder, etc.
8. Perform First Outing. Gives program participants a chance to become familiar with restaurant sites and Select-A-Meal materials.

9. Conduct Initial Assessments on all users, one at a time.



10. Training begins—taking an “individual deficit approach” to community-based instruction. Here, the user performs all the steps needed to successfully dine out, but you concentrate your training on only those skills the user needs to improve.

Student Training Overview

Now you have Select-A-Meal set up for everyday use, it's time to review program materials with the students. The following sequence is performed by the student with significant instructor input. The ultimate goal is to fade out program material use and instructional assistance as skill acquisition occurs.

Five methods of arranging pictures cues in sequence to help users increase their independence are discussed below. The materials used, instructor preparation time, and student skill requirements vary. Choose the method that works best for each student.

Method One — Restaurant Cards: Meal Specific

The user or instructor selects only those cards that picture what will be ordered for these specific meals. These cards are sequenced in the Pocket Book with helpful communication and Step Page cues. The user can “read” the cards or show them to the cashier or waiter to place an order. Money can be kept in the Pocket Book, too.



- take Cards from regular use box
- personalize Cards as needed, using Marking Set
- select photocopied Step Page and Communication Cues as needed
- load Pocket Book with Cards and Cues, sequencing in correct order
- use Cards and Cues as needed
- put Cards back in regular use box when you return

Method Two — Restaurant Cards: User Specific

User selects favorite Restaurant Cards and stores them in the Pocket Book. He decides exactly what to order at the restaurant. Communication and Step Page Cues can be sequenced in the Pocket Book.

- select favorite Restaurant Cards from regular use box
- personalize Cards as needed

- load Pocket Book with Cards and Cues sequenced in the correct order
- use Cards and Cues as needed in the restaurant
- put Cards back in regular use box or keep in Pocket Book for future use

Method Three — Illustrated Menu

The menu has the advantage of being compact and ready to go. It does however, require the user to select choices from many small pictures. Prepare the order ahead of time by circling menu items.

Communication Cues are on the front of the menu. Step Page Cues can be photocopied on a sheet and inserted into the menu before leaving.



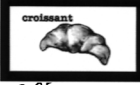

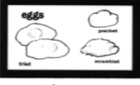
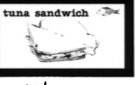
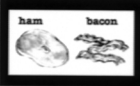





- circle Menu items to order
- personalize Menu as needed, using Marking Set
- select Step Page Cues, make photocopied sheet and insert in Menu
- use Menu and Step Page Cues as needed in restaurant
- put Menu back upon return from outing

Method Four — Personal Menu

The Menu uses materials found in the Resource File along with the actual restaurant menu you obtained during the Site Survey. It should be assembled by the instructor with as much user input as possible.

The Personal Menu matches photocopied Restaurant Card miniatures to the items on the restaurant's menu. Instructor simply writes the name of the menu item and its price, next to the miniature picture. For a close match-to-sample menu, follow the same order of menu items as the restaurant's own menu.

- photocopy Restaurant Card miniatures
- photocopy Personal Menu page masters
- get copy of actual restaurant menu
- tape miniatures to page following order of restaurant menu
- tape restaurant logo to Menu
- write specific names and prices in available space across from mini-cards
- use as needed in restaurant
- put back upon return, or keep in safe place

PERSONAL MENU		Select-A-Meal	
\$ 2.50 pancakes 	Small Stack whole wheat	\$ 3.50 deluxe burger 	Super-duper burger
\$ 2.00 croissant 	plain	\$.85¢ french fries 	Regular Size
\$ 2.95 eggs 	2 eggs, over easy with bacon	\$ 2.25 tuna sandwich 	on rye
\$ 1.50 ham bacon 	bacon	\$.45¢ coffee 	decaf
\$ 3.75 omelet 	with green peppers and ham. Rye toast, no butter	\$.45¢ milk 	2% white
\$ 1.25 bagel 	With Cream Cheese, toasted	\$.95¢ juice 	large, orange

Method Five — Restaurant Menu

Instructor photocopies actual restaurant menu obtained during the Site Survey and uses it to prepare a student's order ahead of time. Specific entries can be highlighted before leaving. This method does require reading skills. This method requires the least amount of program materials or instructional assistance.

- photocopy restaurant menu
- student or instructor highlights desired menu choices, if necessary
- take to restaurant
- use as needed
- put back upon return, or keep in safe place

Methods One through Five represent a progression of skills, though there are some notable exceptions. While it is the goal of training to fade out training aids, for some users they will become permanent adaptive aids. For example, user is capable but has difficulty to understand speech. Student needs to use Restaurant Cards to communicate menu choices, even though he is able to plan and pay for meals independently.

COMMUNITY TRAINING

Select-A-Meal focuses on community-based training. The instructional thrust is on dining out at area restaurants. The purpose is simple: users learn skills in the places where they will be needed; no wasted time, no wasted skills.

Community-based instruction does, however, present several issues. These are outlined below.

1. Money — you can't simulate a dining experience once inside a restaurant. If you place an order, you must pay for it. You might have access to some funding, but if you have a lot of users and plan a lot of outings, it will soon be gone.

One option is to fund outings through the user's home. If caregivers are willing, suggest that money be provided on occasion to dine out instead of for school lunches. It may be a little more expensive, but it is still lunch money.

Students may have access to some of their own money which they wouldn't mind spending at a McDonald's or Pizza Hut. Ask them. Your final funding solution may combine all the above suggestions and others of your own ingenuity and invention.

2. Number of users — outings can be somewhat delicate and complex affairs. It depends on the number of users, their abilities and behavior. It also depends on your resources, including staff, funding and administrative support for the program. You will have to tailor each instructional outing around the number of users and the goals and objectives will have to be planned accordingly. Stick to a manageable group size when dining out. We recommend four students or less.

3. Integration — one goal of community-based life skill training is to blend users smoothly into society. Yet, during the training process it will often seem as though the opposite effect is occurring instead. Users will frequently stand out and draw the attention of others. Once they get used to going out on their own, it will be easier for you to stay in the background.

4. Intervention — when, if ever, is it appropriate to step in if a user is struggling with an outing step? It's a sensitive area and each instructor's reaction will be a little different. For example, a user is too slow in finding the correct denomination with which to pay for selected items, and other customers start to verbalize displeasure: is it best to let natural consequences take their course? Or should you intervene and save the user an embarrassing moment? It will depend on the user's disposition and your instructional strategy.

5. Generalization — focusing instruction on a restaurant in the user's own neighborhood is practical. It's familiar, not too intimidating and best of all it's where the user will dine when training finishes. But there are problems with restricting training to a limited sphere. If users train in one or two restaurants exclusively, they may be unable to generalize skills learned to other settings. That renders training almost useless if the student moves, or the frequented restaurant closes or moves. Furthermore, don't think that all of one's dining can be done in a single location. It's not realistic much less convenient. The ability to function independently in as many sites as possible is the ultimate objective of Select-A-Meal training.

6. Transportation — getting to the training site. It takes money and time. But it's an important component of any community-based program. Learning to use public transportation systems is a big step toward independence and you should encourage it whenever possible.

7. Excursions — combining community-based outings in logical groupings. It's the way things are done in the real world. Don't just go out to eat: take a bus, go shopping at a mall, grab a bite to eat, use the pay phone and take the bus home again.

However, there are a number of dining out skills that can be practiced in a classroom setting. Practicality dictates that facility-based exercises augment training as much as possible. School-based training is less costly and time-consuming. If you have access to an in-facility cafeteria, practice there as often as you can. Classroom simulation ideas are included in the Training Suggestion section for each step. Social skills, which include basic etiquette and table manners, make good classroom exercises or can be taught at home.

First Time Out

Select-A-Meal mixes classroom training with community outings. But outings are the ultimate goal of all training. There are three stages of outings: first outing, initial assessment, and all subsequent training outings. The first outing is designed simply to introduce students to the community sites where training will take place. It is a preassessment outing and offers users a chance to see the sites and reduce any anxieties they may have when training begins. It will give instructors a chance to get a feeling for student skills and deficits.

We recommend limiting initial assessments to one student at a time. Conducting an original assessment is time consuming and exhaustive: don't try to assess four students at once, you won't get any worthwhile data. However, you can take four students along and have three perform a first outing, while the other is being assessed.

You know what the program materials are and how to use them. You're ready to step out. Before you go, there are several preliminaries that must be taken care of. Make sure you have written permission from parents or caregivers to do community-based training. Send out the Home Questionnaire and Introductory Letter before your first outing. They are detailed later in this chapter.

A Site Survey should be performed before stepping out as well, to determine accessibility, to get hold of a sample menu and to consider other issues of an acceptable training site, such as the willingness of restaurant staff to work with your students. This process is explained in more detail later.

Show the Select-A-Meal video to users before leaving for the First Outing. It will give them the feeling of an actual outing and give you a chance to lead a discussion of such issues as dressing appropriately, table manners and etiquette.

Demonstrate use of program materials throughout the first outing, starting with the planning stage. Let students see what role Restaurant Cards, Pocket Book and Illustrated Menu play in planning and dining. Students might not use materials at this point, but they can see how they are used.

Make transportation arrangements to the site. Once there, lead users on an orientation tour of the restaurant. This will familiarize them with the site, and help them to get over the usual anxieties of a new experience.

Levels Of Independence

Independence is a by-product of life skill mastery. It's the payoff for successful training and positive performance. However, life skill users function within a wide range of abilities and each needs to progress forward regardless of individual starting points. Choosing appropriate and realistic goals, based on each student's needs and abilities, allows everyone to progress toward a higher degree of independence.

Not all students will attain independence in every dining skill. Some will always need help in some areas, like arranging transportation, carrying a tray to a table or figuring out the appropriate amount for a tip.

Levels of independent use are discussed below. Review and decide which one best suits user abilities. Some users will start at Level I and progress through to Level II, while others will find a level and training will focus on skill maintenance.



Level I — instructor selects Restaurant Cards or prepares Illustrated Menu based on user's dining preferences. Instructor takes responsibility for setting up materials so student can order and pay for food with minimal effort and few if any communication skills. Most users will begin at least some training on Level I. Placing orders and paying for meals are the most difficult skill clusters and here they are predetermined by the instructor, including the denominations with which the user pays.

Level II — user and instructor share responsibility for all dining out activities. Here the instructor takes as much input from the user as possible and pushes for more. If ready, user is encouraged to begin the process of independently planning, ordering and paying for meals, but may still need help with some steps. User selects options when ordering and is learning to master some money management skills. User determines amount needed and what denominations to take.

Level III — user is learning to function independently in all areas of dining out. Instructors are still engaged in the training program and continue to monitor student performance but are fading out involvement. The student is moving toward unsupervised performance. Instructors are focusing on remaining skill deficits.

DATA COLLECTION

Home Contacts

Get parents or other caregivers involved. Caregivers are long-term advocates, they are a great source of information about the student and can boost training on the home front. They may be willing to provide funding for restaurant outings, too.

By establishing a good working relationship with caregivers, you extend education beyond the school grounds. Make parent contacts with the forms described below and invite them to watch the Select-A-Meal video. Show them how the program works and the materials students will use during training.

The Select-A-Meal Resource File includes two forms that help you make home contacts: Introductory Letter and Home Questionnaire.

Send the Letter and Questionnaire home at the beginning of training. The Letter is designed to be copied on your letterhead. If you are planning an informational meeting for parents, announce it in this letter.

Select-A-Meal

Resource File Contents

The Resource File is organized into five categories: Data Sheets, Restaurant Aids, Money Aids, Picture Step Pages and Communication Aids.

1 Data Sheets

Introductory Letter

For teachers to encourage caregiver involvement and support in the Select-A-Meal program. Copy the introductory letter and home questionnaire (described below) on your facility letterhead.

Home Questionnaire

Gives the teacher or therapist information on the user's dining out experiences and abilities when at home. Does the family eat out often? What kinds of restaurants do they dine at? What are the student's existing skills? Caregivers complete the form, noting any comments or concerns.

Site Survey

Assesses potential training sites. This process is also called an Ecological Inventory. Note: you may sift through a number of sites before settling on one. Maintain a file of completed surveys for future use if you expand programming or need to change sites for any reason.

Dining Out Checklists

The most important data sheets in Select-A-Meal. Checklists cover dining out step-by-step in each category of restaurant: fast food, table service and self-service. Use this for initial as well as ongoing assessments. A rating key is found on the bottom of each form.

All checklists have planning to dine out and social skills sections. A section is also provided to note individualized ordering strategies for each student.

Note: Each training step is described in detail in the Instructor's Guide and illustrated on a corresponding picture step page.

User's Name		Restaurant Address	
Fast Food Checklist		Address	
PLANNING			
1. Select Restaurant			
2. Enter correct restroom			
3. Enter correct restroom			
4. Go to counter			
5. Wait patiently in line			
6. Wait patiently in line			
7. Get prepared to order			
8. Get cashier			
9. Get cashier			
10. Get cashier			
11. Get cashier			
12. Get cashier			
13. Get cashier			
14. Get cashier			
15. Get cashier			
16. Get cashier			
17. Get cashier			
18. Get cashier			
19. Get cashier			
20. Get cashier			
21. Get cashier			
22. Get cashier			
23. Get cashier			
24. Get cashier			
25. Get cashier			
26. Get cashier			
27. Get cashier			
28. Get cashier			
29. Get cashier			
30. Get cashier			
31. Get cashier			
32. Get cashier			
33. Get cashier			
34. Get cashier			
35. Get cashier			
36. Get cashier			
37. Get cashier			
38. Get cashier			
39. Get cashier			
40. Get cashier			
41. Get cashier			
42. Get cashier			
43. Get cashier			
44. Get cashier			
45. Get cashier			
46. Get cashier			
47. Get cashier			
48. Get cashier			
49. Get cashier			
50. Get cashier			
51. Get cashier			
52. Get cashier			
53. Get cashier			
54. Get cashier			
55. Get cashier			
56. Get cashier			
57. Get cashier			
58. Get cashier			
59. Get cashier			
60. Get cashier			
61. Get cashier			
62. Get cashier			
63. Get cashier			
64. Get cashier			
65. Get cashier			
66. Get cashier			
67. Get cashier			
68. Get cashier			
69. Get cashier			
70. Get cashier			
71. Get cashier			
72. Get cashier			
73. Get cashier			
74. Get cashier			
75. Get cashier			
76. Get cashier			
77. Get cashier			
78. Get cashier			
79. Get cashier			
80. Get cashier			
81. Get cashier			
82. Get cashier			
83. Get cashier			
84. Get cashier			
85. Get cashier			
86. Get cashier			
87. Get cashier			
88. Get cashier			
89. Get cashier			
90. Get cashier			
91. Get cashier			
92. Get cashier			
93. Get cashier			
94. Get cashier			
95. Get cashier			
96. Get cashier			
97. Get cashier			
98. Get cashier			
99. Get cashier			
100. Get cashier			
101. Get cashier			
102. Get cashier			
103. Get cashier			
104. Get cashier			
105. Get cashier			
106. Get cashier			
107. Get cashier			
108. Get cashier			
109. Get cashier			
110. Get cashier			
111. Get cashier			
112. Get cashier			
113. Get cashier			
114. Get cashier			
115. Get cashier			
116. Get cashier			
117. Get cashier			
118. Get cashier			
119. Get cashier			
120. Get cashier			
121. Get cashier			
122. Get cashier			
123. Get cashier			
124. Get cashier			
125. Get cashier			
126. Get cashier			
127. Get cashier			
128. Get cashier			
129. Get cashier			
130. Get cashier			
131. Get cashier			
132. Get cashier			
133. Get cashier			
134. Get cashier			
135. Get cashier			
136. Get cashier			
137. Get cashier			
138. Get cashier			
139. Get cashier			
140. Get cashier			
141. Get cashier			
142. Get cashier			
143. Get cashier			
144. Get cashier			
145. Get cashier			
146. Get cashier			
147. Get cashier			
148. Get cashier			
149. Get cashier			
150. Get cashier			
151. Get cashier			
152. Get cashier			
153. Get cashier			
154. Get cashier			
155. Get cashier			
156. Get cashier			
157. Get cashier			
158. Get cashier			
159. Get cashier			
160. Get cashier			
161. Get cashier			
162. Get cashier			
163. Get cashier			
164. Get cashier			
165. Get cashier			
166. Get cashier			
167. Get cashier			
168. Get cashier			
169. Get cashier			
170. Get cashier			
171. Get cashier			
172. Get cashier			
173. Get cashier			
174. Get cashier			
175. Get cashier			
176. Get cashier			
177. Get cashier			
178. Get cashier			
179. Get cashier			
180. Get cashier			
181. Get cashier			
182. Get cashier			
183. Get cashier			
184. Get cashier			
185. Get cashier			
186. Get cashier			
187. Get cashier			
188. Get cashier			
189. Get cashier			
190. Get cashier			
191. Get cashier			
192. Get cashier			
193. Get cashier			
194. Get cashier			
195. Get cashier			
196. Get cashier			
197. Get cashier			
198. Get cashier			
199. Get cashier			
200. Get cashier			
201. Get cashier			
202. Get cashier			
203. Get cashier			
204. Get cashier			
205. Get cashier			
206. Get cashier			
207. Get cashier			
208. Get cashier			
209. Get cashier			
210. Get cashier			
211. Get cashier			
212. Get cashier			
213. Get cashier			
214. Get cashier			
215. Get cashier			
216. Get cashier			
217. Get cashier			
218. Get cashier			
219. Get cashier			
220. Get cashier			
221. Get cashier			
222. Get cashier			
223. Get cashier			
224. Get cashier			
225. Get cashier			
226. Get cashier			
227. Get cashier			
228. Get cashier			
229. Get cashier			
230. Get cashier			
231. Get cashier			
232. Get cashier			
233. Get cashier			
234. Get cashier			
235. Get cashier			
236. Get cashier			
237. Get cashier			
238. Get cashier			
239. Get cashier			
240. Get cashier			
241. Get cashier			
242. Get cashier			
243. Get cashier			
244. Get cashier			
245. Get cashier			
246. Get cashier			
247. Get cashier			
248. Get cashier			
249. Get cashier			
250. Get cashier			
251. Get cashier			
252. Get cashier			
253. Get cashier			
254. Get cashier			
255. Get cashier			
256. Get cashier			
257. Get cashier			
258. Get cashier			
259. Get cashier			
260. Get cashier			
261. Get cashier			
262. Get cashier			
263. Get cashier			
264. Get cashier			
265. Get cashier			
266. Get cashier			
267. Get cashier			
268. Get cashier			
269. Get cashier			
270. Get cashier			
271. Get cashier			
272. Get cashier			
273. Get cashier			
274. Get cashier			
275. Get cashier			
276. Get cashier			
277. Get cashier			
278. Get cashier			
279. Get cashier			
280. Get cashier			
281. Get cashier			
282. Get cashier			
283. Get cashier			
284. Get cashier			
285. Get cashier			
286. Get cashier			
287. Get cashier			
288. Get cashier			
289. Get cashier			
290. Get cashier			
291. Get cashier			
292. Get cashier			
293. Get cashier			
294. Get cashier			
295. Get cashier			
296. Get cashier			
297. Get cashier			
298. Get cashier			
299. Get cashier			
300. Get cashier			
301. Get cashier			
302. Get cashier			
303. Get cashier			
304. Get cashier			
305. Get cashier			
306. Get cashier			
307. Get cashier			
308. Get cashier			
309. Get cashier			
310. Get cashier			
311. Get cashier			
312. Get cashier			
313. Get cashier			
314. Get cashier			
315. Get cashier			
316. Get cashier			
317. Get cashier			
318. Get cashier			
319. Get cashier			
320. Get cashier			
321. Get cashier			
322. Get cashier			
323. Get cashier			
324. Get cashier			
325. Get cashier			
326. Get cashier			
327. Get cashier			
328. Get cashier			
329. Get cashier			
330. Get cashier			
331. Get cashier			
332. Get cashier			
333. Get cashier			
334. Get cashier			
335. Get cashier			
336. Get cashier			
337. Get cashier			
338. Get cashier			
339. Get cashier			
340. Get cashier			
341. Get cashier			
342. Get cashier			
343. Get cashier			
344. Get cashier			
345. Get cashier			
346. Get cashier			
347. Get cashier			
348. Get cashier			
349. Get cashier			
350. Get cashier			
351. Get cashier			
352. Get cashier			
353. Get cashier			
354. Get cashier			
355. Get cashier			
356. Get cashier			
357. Get cashier			
358. Get cashier			
359. Get cashier			
360. Get cashier			
361. Get cashier			
362. Get cashier			
363. Get cashier			
364. Get cashier			
365. Get cashier			
366. Get cashier			
367. Get cashier			
368. Get cashier			
369. Get cashier			
370. Get cashier			
371. Get cashier			
372. Get cashier			
373. Get cashier			
374. Get cashier			
375. Get cashier			
376. Get cashier			
377. Get cashier			
378. Get cashier			
379. Get cashier			
380. Get cashier			
381. Get cashier			
382. Get cashier			
383. Get cashier			
384. Get cashier			
385. Get cashier			
386. Get cashier			
387. Get cashier			
388. Get cashier			
389. Get cashier			
390. Get cashier			
391. Get cashier			
392. Get cashier			
393. Get cashier			
394. Get cashier			
395. Get cashier			
396. Get cashier			
397. Get cashier			
398. Get cashier			
399. Get cashier			
400. Get cashier			
401. Get cashier			
402. Get cashier			
403. Get cashier			
404. Get cashier			
405. Get cashier			
406. Get cashier			
407. Get cashier			
408. Get cashier			
409. Get cashier			
410. Get cashier			
411. Get cashier			
412. Get cashier			
413. Get cashier			
414. Get cashier			
415. Get cashier			
416. Get cashier			
417. Get cashier			
418. Get cashier			
419. Get cashier			
420. Get cashier			
421. Get cashier			
422. Get cashier			
423. Get cashier			
424. Get cashier			
425. Get cashier			
426. Get cashier			
427. Get cashier			
428. Get cashier			
429. Get cashier			
430. Get cashier			
431. Get cashier			
432. Get cashier			
433. Get cashier			
434. Get cashier			
435. Get cashier			
436. Get cashier			
437. Get cashier			
438. Get cashier			
439. Get cashier			
440. Get cashier			
441. Get cashier			
442. Get cashier			
443. Get cashier			
444. Get cashier			
445. Get cashier			
446. Get cashier			
447. Get cashier			
448. Get cashier			
449. Get cashier			
450. Get cashier			
451. Get cashier			
452. Get cashier			
453. Get cashier			
454. Get cashier			
455. Get cashier			
456. Get cashier			
457. Get cashier			
458. Get cashier			
459. Get cashier			
460. Get cashier			
461. Get cashier			
462. Get cashier			
463. Get cashier			
464. Get cashier			
465. Get cashier			
466. Get cashier			
467. Get cashier			
468. Get cashier			
469. Get cashier			
470. Get cashier			
471. Get cashier			
472. Get cashier			
473. Get cashier			
474. Get cashier			
475. Get cashier			
476. Get cashier			
477. Get cashier			
478. Get cashier			
479. Get cashier			
480. Get cashier			
481. Get cashier			
482. Get cashier			
483. Get cashier			
484. Get cashier			
485. Get cashier			
486. Get cashier			
487. Get cashier			
488. Get cashier			
489. Get cashier			
490. Get cashier			
491. Get cashier			
492. Get cashier			
493. Get cashier			
494. Get cashier			
495. Get cashier			
496. Get cashier			
497. Get cashier			
498. Get cashier			
499. Get cashier			
500. Get cashier			
501. Get cashier			
502. Get cashier			
503. Get cashier			
504. Get cashier			
505. Get cashier			
506. Get cashier			
507. Get cashier			
508. Get cashier			
509. Get cashier			
510. Get cashier			
511. Get cashier			
512. Get cashier			
513. Get cashier			
514. Get cashier			
515. Get cashier			
516. Get cashier			
517. Get cashier			
518. Get cashier			
519. Get cashier			
520. Get cashier			
521. Get cashier			
522. Get cashier			
523. Get cashier			
524. Get cashier			
525. Get cashier			
526. Get cashier			
527. Get cashier			
528. Get cashier			
529. Get cashier			
530. Get cashier			
531. Get cashier			
532. Get cashier			
533. Get cashier			
534. Get cashier			
535. Get cashier			
536. Get cashier			
537. Get cashier			
538. Get cashier			
539. Get cashier			
540. Get cashier			
541. Get cashier			
542. Get cashier			
543. Get cashier			
544. Get cashier			
545. Get cashier			
546. Get cashier			
547. Get cashier			
548. Get cashier			
549. Get cashier			
550. Get cashier			
551. Get cashier			
552. Get cashier			
553. Get cashier			
554. Get cashier			
555. Get cashier			
556. Get cashier			
557. Get cashier			
558. Get cashier			
559. Get cashier			
560. Get cashier			
561. Get cashier			
562. Get cashier			
563. Get cashier			
564. Get cashier			
565. Get cashier			
566. Get cashier			
567. Get cashier			
568. Get cashier			
569. Get cashier			
570. Get cashier			
571. Get cashier			
572. Get cashier			
573. Get cashier			
574. Get cashier			
575. Get cashier			
576. Get cashier			
577. Get cashier			
578. Get cashier			
579. Get cashier			
580. Get cashier			
581. Get cashier			
582. Get cashier			
583. Get cashier			
584. Get cashier			
585. Get cashier			
586. Get cashier			
587. Get cashier			
588. Get cashier			
589. Get cashier			
590. Get cashier			
591. Get cashier			
592. Get cashier			
593. Get cashier			
594. Get cashier			
595. Get cashier			
596. Get cashier			
597. Get cashier			
598. Get cashier			
599. Get cashier			
600. Get cashier			
601. Get cashier			
602. Get cashier			
603. Get cashier			
604. Get cashier			
605. Get cashier			
606. Get cashier			
607. Get cashier			
608. Get cashier			
609. Get cashier			
610. Get cashier			
611. Get cashier			
612. Get cashier			
613. Get cashier			
614. Get cashier			
615. Get cashier			
616. Get cashier			
617. Get cashier			
618. Get cashier			
619. Get cashier			
620. Get cashier			
621. Get cashier			
622. Get cashier			
623. Get cashier			
624. Get cashier			
625. Get cashier			
626. Get cashier			
627. Get cashier			
628. Get cashier			
629. Get cashier			
630. Get cashier			
631. Get cashier			
632. Get cashier			
633. Get cashier			
634. Get cashier			
635. Get cashier			
636. Get cashier			
637. Get cashier			
638. Get cashier			
639. Get cashier			
640. Get cashier			
641. Get cashier			
642. Get cashier			
643. Get cashier			
644. Get cashier			

2 Restaurant Aids

Mini Restaurant Cards

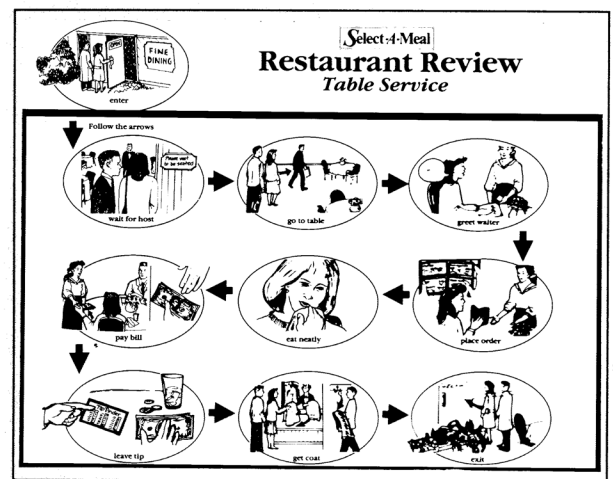
Miniature versions of restaurant cards are included in the resource file. They have four uses: to illustrate personal menus (described below); to illustrate actual restaurant menu to help marginal readers; to give an inventory of restaurant cards; and to substitute for restaurant cards (e.g., put on communication board.) Three miniature pages are given.

Personal Menu

Offers an alternative to restaurant cards and the illustrated menu. Can be made to match a specific restaurant menu item by item and photocopied so each student has one. Cover page has communication cues and a place to write special requests. Inside page holds miniature cards and a written description of each menu item. Two personal menu pages are given.

Restaurant Reviews

Illustrate basic similarities and differences between restaurants. Use with students when selecting a restaurant for an outing. Includes three restaurant reviews.



3 Money Aids

Dollar Stickers

Stick on restaurant cards or illustrated menu to reflect the estimated cost of items student will order. Dollar stickers come in \$1, \$5, \$10 and \$20 denominations.

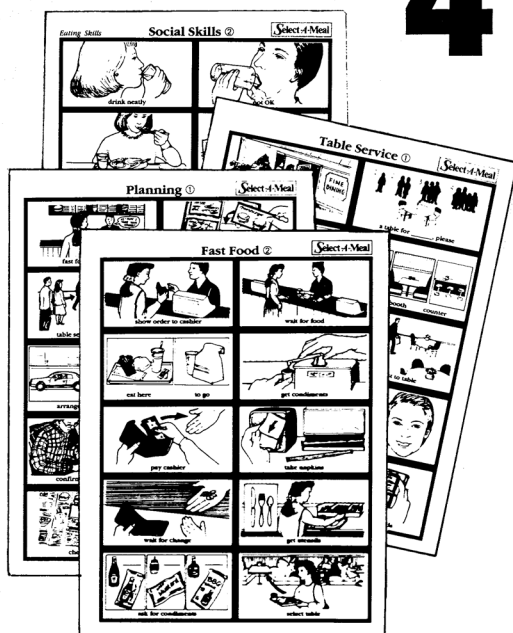
One and Multiple Dollar Counters

Use this worksheet to total dollar stickers. Note: use the one dollar counter with one dollar stickers and the multiple dollar counter when larger denominations are involved.

Dollar Taker

Illustrates three different bill combinations at \$10 intervals from \$10–50. Students match actual money to illustrated bills to make sure they take enough along on outing.

4 Picture Step Pages



Shows dining procedures step-by-step and provides a task analysis for each one. Can be used in the classroom or sequenced and inserted into pocket book along with restaurant cards when dining out. To use on outings, photocopy a sequence of steps, cut into card size and slide into pocket book, or illustrated and personal menus.

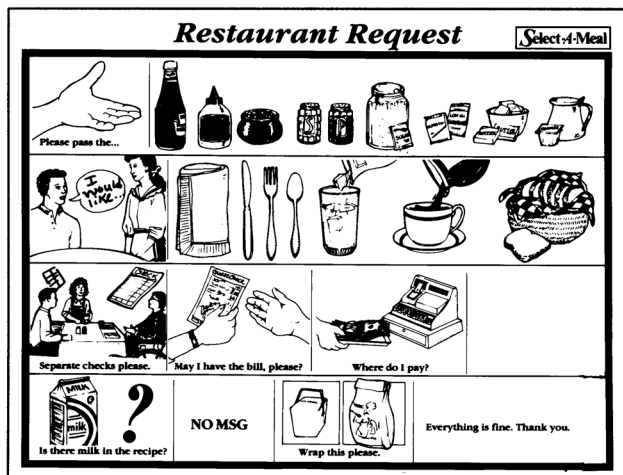
Includes thirteen step pages:

<i>Planning</i>	<i>1</i>
<i>Fast Food</i>	<i>1-3</i>
<i>Table Service</i>	<i>1-3</i>
<i>Cafeteria</i>	<i>1-2</i>
<i>Vending Machine</i>	<i>1</i>
<i>Social Skills</i>	<i>1-3</i>

5 Communication Cues

Communication Cue Sheet

Allow students to express basic needs when dining out. Specific requests can be integrated into pocket book and shown to restaurant staff as needed. Cues supplement turquoise restaurant cards.



Restaurant Request Sheet

Place on the table when dining out. Students simply point to illustrated requests when communicating with restaurant staff.