Attainment's

Shopping Smart

Shopping Skills for People with Special Needs

Instructor's Guide

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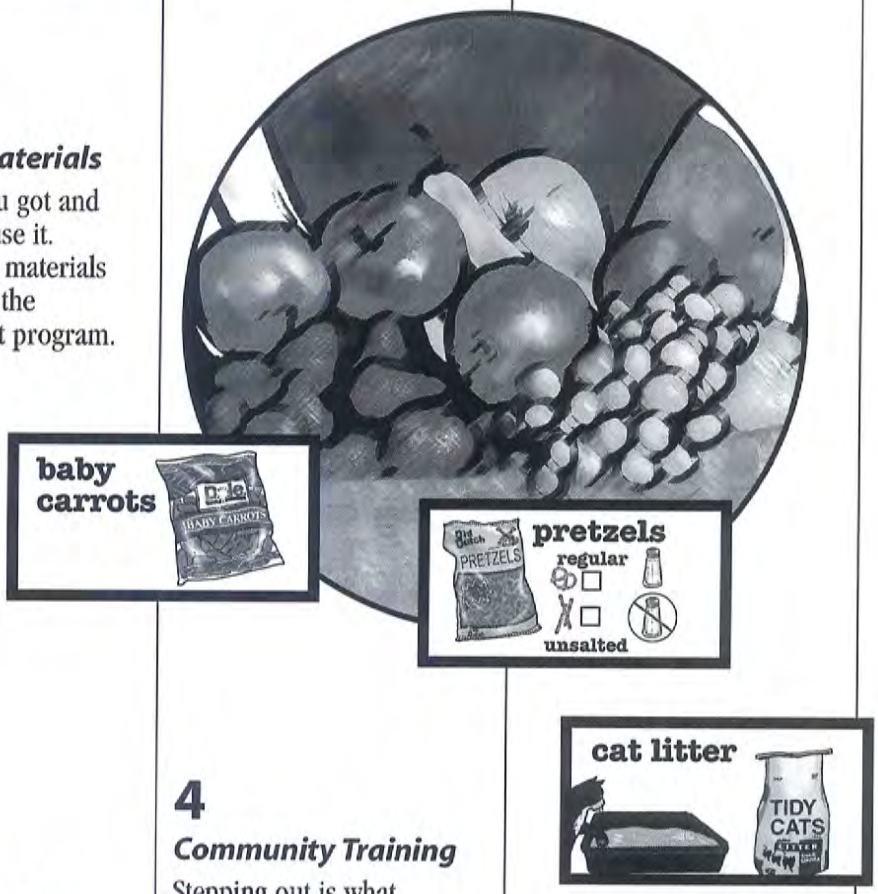
Getting Started

1
Getting Started

You have to start somewhere and this is as good as place as any. What is Shopping Smart all about? How does the shopping chronology work? Is it really simple as it sounds? Read on and find out.

2
Review of Materials

This is what you got and here's how to use it. An inventory of materials that come with the Shopping Smart program.



3
The Shopping Smart Sequence

You know what each material item is for, but how does it work as a system? Here's how to set it up for ongoing use. Shopping Smart is a perpetual motion machine: learn how to use it and it will work (almost) forever.

4
Community Training

Stepping out is what Shopping Smart if all about. Get out of that stuffy office or classroom and learn how to shop in an actual store in an actual community. (Note: This is called a "natural environment.") Make the store a natural habitat for your students.

5
Levels of Independence

The user's declaration of independence from the tyranny of instruction. Shopping Smart has a three-tiered system of instruction so all students can progress toward a higher level of community independence.

Getting Started

Shopping for groceries can be an overwhelming experience. There are so many steps involved, so many choices to make. What food items do you need? In what quantities? Should you stick to brand names or look for bargains?

Clothes shopping poses many problems, too, with size, color and style to think about.

Teaching shopping skills is a big undertaking: where do you begin?

Shopping Smart simplifies the shopping experience while serving a wide range of users. It allows students to start just about anywhere.

Shopping is a detailed process with a million little steps to remember. It's hard enough for anybody to learn shopping skills, but it's particularly difficult for nonreaders. That's why Shopping Smart takes a visually oriented approach to instruction. A system of picture cues was developed for this purpose: Shopping Cards, Store Location Cues, Aisle Cues and step pages allow you to break instruction down into an easy-to-follow step-by-step sequence that is repeated until it is mastered.

The instructional emphasis of this program is on shopping for groceries, because it is a skill that is central to survival, as well as independence. But it also covers shopping in department and specialty stores. These skills contribute significantly to overall student self-sufficiency. And for many people, shopping is a fun time, a recreational outing that can include dining out and other stimulating community activities.

Shopping Smart focuses on community-based use. The ideal training scenario is for users to learn skills hands-on in the same neighborhood shops and stores they would be most likely to frequent on a daily basis. Training takes instruction out of the classroom and into the community.

To further streamline instruction, shopping skills are taught in three distinct stages: planning, shopping and unpacking. Shopping instruction takes priority because it is essential to community integration. Planning and unpacking involve different kinds of organizational skills and take place at home or in the classroom. Instruction for these two contributory skill areas follows the section on shopping skills.

Stage One

Planning – users learn to put together picture shopping lists, by keeping track of food and clothing inventories and selecting Shopping Cards for outings. Users learn to arrange transportation to and from stores and to manage personal appearance when out and about. They develop some basic money management skills, like budgeting: how much will it cost? how much do I have?

Stage Two

Shopping – users learn a wide range of shopping skills and appropriate in-store behaviors, from proper handling of food or clothing, to such fine discriminations as selecting items by price, size, quantity and brand name. They further develop money management skills in learning to pay for goods purchased.

Stage Three

Unpacking – users learn where food is stored. When returning from grocery store outings, users follow a storage routine. They learn which foods need to be frozen, refrigerated or stocked on shelves. They learn to put clothing purchases away, how to try items on at home and how to return those which don't fit. And they learn to return Shopping Cards to their proper place in the Display Book so they are ready for planning the next outing.

Review of Materials

The first step in using Shopping Smart is to check out the materials.

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

Lay all your Shopping Smart materials out on a table. Here's what you have:

- **Shopping Cards** – 288 laminated picture cues, the size of business cards, to help those with memory or learning problems shop independently. Cards are also great communication cues: users just show them to store personnel when searching for a product. They are stored in three plastic boxes.
- **Blank Cards** – 10 blank cards to add exotic, ethnic or new products to existing ones. If your program doesn't include Shopping Cards, feel free to photocopy these and artfully create a full deck.
- **Pocket Book** – its main feature is portability. Take this handy book, with its 40 card slots, on shopping trips for timely reference.
- **Card Case** – the smallest and most portable card carrier. Though it has but two pockets, it holds 10 cards and is ideal for the beginning user who is working with a few cards at a time.

- **Curriculum Package** – the instructional nucleus of the program. It includes the Instructor's Guide, with lesson plans, assessment procedures and implementation strategies, and the Resource File, with numerous reproducible data sheets and training aids. **The examples of Resource File contents are highlighted in bold throughout this guide.**
- **Video** – combines instruction with entertainment, featuring an enthusiastic, young cast who add a motivational feature to Shopping Smart. Stars a developmentally disabled adult in the lead role.

Once the materials have been reviewed, it is time to set the program up for regular use. Several preliminary steps must be taken.

Setting up the materials

1. Take the Shopping Card sheets and punch out or cut out each card.
2. Group cards by color code and file in plastic storage boxes.
3. Consider filing a mixed group of frequently used cards in the front of each box.
4. Take the Pocket Book, remove the ID card. If there will be more than one user of the Pocket Book, photocopy the ID card. Fill out an ID card for each user.

Each Shopping Card set includes one Pocket Book. It is ideal to have one per student. Additional Pocket Books are available from Attainment Company Inc at 1-800-327-4269 or at www.AttainmentCompany.com. A standard business cards holder, available at office supply stores, can also be used with the Shopping Cards.

Now you are ready to make some shopping selections and to begin the initial phases of training.

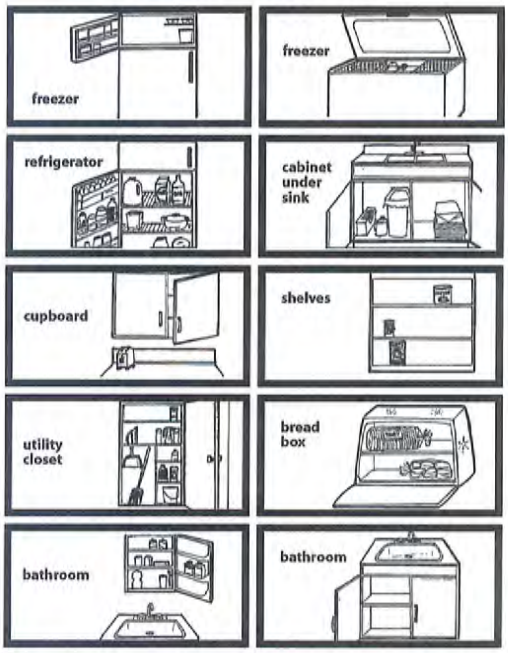
The Smart Shopper

Now that you have the program set up for everyday use, it is time to see how all the items work together. Review the **Smart Shopper** illustration with students to help them get a feeling for the sequence of activities that take place on a typical shopping trip. Orient them to the role program materials play in the developing of a shopping routine.

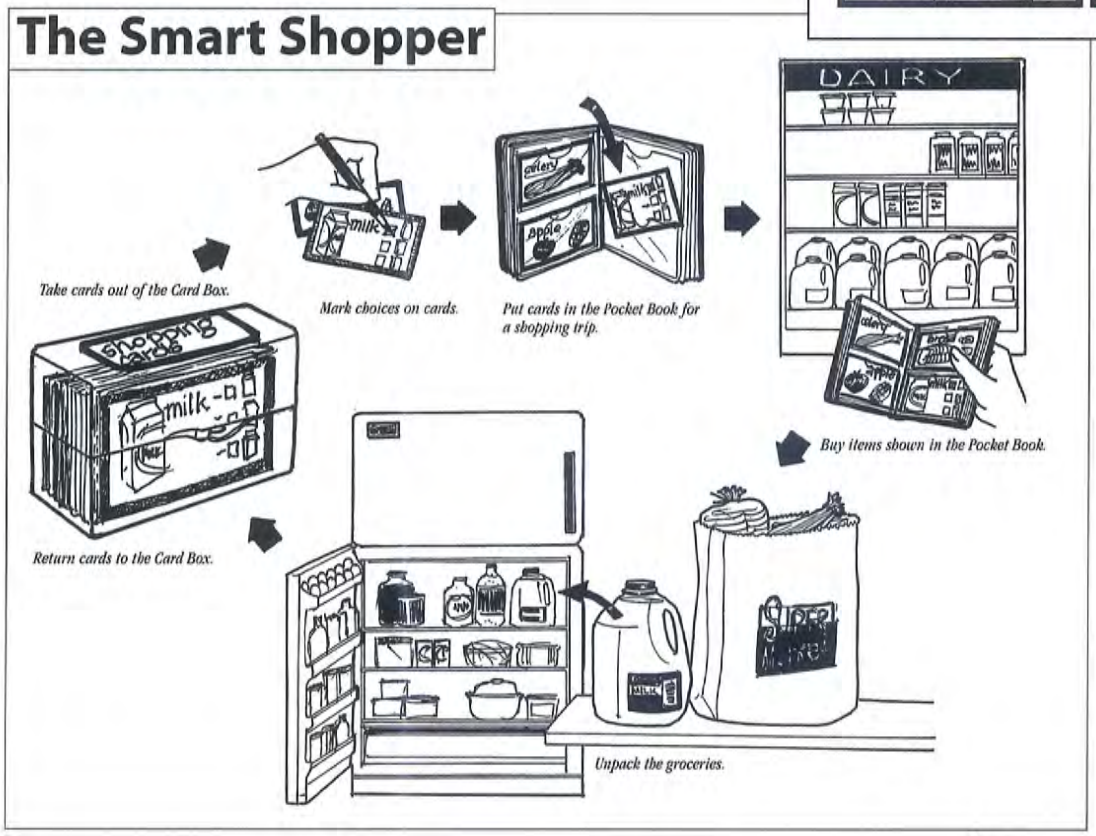
Student use of materials follows this sequence:

1. Choose Shopping Cards.
2. Personalize Cards as needed, using a marker.
3. Arrange Cards in the Pocket Book by grocery store location.
4. Take Pocket Book to store for use in locating items.
5. If unable to find item, show the corresponding Shopping Card to a clerk.
6. Return Cards to Display Book when shopping is completed.

Home Storage Cues



The Smart Shopper



Community Training

Shopping Smart is primarily a community-based program. The purpose is simple: to learn shopping skills in the store where the student is most likely to shop; 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 shopping trip once inside a store. If you take items off the shelf, you're expected to purchase them. 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 to purchase items needed at home, like groceries or clothes. That way the money is spent on needed items, and the shopping trip makes a small contribution to the user's home life. Perhaps it is possible for students to make purchases for school clubs or a cooking class. Check out all the alternatives. Your final solution may be a combination of all the above as well as others of your own invention and discovery.
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 objectives will have to be planned accordingly.
3. Integration – one goal of community-based life skill training is to blend users seamlessly into society. Yet, during the training process it will often seem as though the opposite effect is occurring instead. Users may stand out and draw the attention of others. As users learn to deal with this, they will learn to relax and enjoy the outings.
4. Intervention – when is it appropriate to step in if a user is struggling with an outing step? This is a sensitive area and each instructor's reaction will be a little different. If, for example, a user is extremely slow in finding the correct denomination with which to pay in a grocery line, and other customers start to verbalize displeasure: is it best to let natural consequences take their course? Or is it better to intervene and save the user an embarrassing moment? It will depend on the user's disposition and your instructional strategies.
5. Generalization – it's practical to focus instruction on a single store in the actual neighborhood where the user lives. The area is familiar, not too intimidating and best of all it's where she will shop when training is finished. But there are also disadvantages when you restrict training to a limited sphere. Often users are unable to generalize shopping skills learned in a single store to other stores. That renders training less effective if they move, or their frequented store closes. Furthermore, it is not realistic to think that all of one's shopping is done in a single store. The ability to locate many common food and clothing items in any and every store is a desired objective of Shopping Smart training.

6. Transportation – getting to a training site is always a concern. It takes money and time. But it can also become an important training component of your program. Learning to use a public transportation system is a step toward independence for many users. And if stores are in walking distance, a wide range of community-based activities may occur on the way to a store.

Outings

Outings are the instructional thrust of Shopping Smart training. The first one begins at the end of this chapter. It is a preassessment outing designed to introduce students to the community sites where they will be training. Read this chapter, study the material review section carefully and then perform the outing.

Ready, Set, Go!

Now that you know what the materials are and how to use them, it's time to step out. No assessment is necessary. This is just for you and the students to become oriented to the Shopping Smart program and to the store where training will take place.

Before embarking on the first outing, there's a few things you should consider. Make sure you have written permission from parents or caregivers to carry out community-based instruction. Consider circulating the **Parent Questionnaire**, and **Introductory Letter** before going out. These Resource File items are explained in Chapter II.

You may prefer to scout sites first and conduct a store survey to determine accessibility, as well as other issues of selecting a desirable community training site. This process is called **Story Survey** and is also explained in detail in Chapter II (Data Collection).

Consider introducing yourself and explaining a little about your program to store managers before showing up unannounced one day with several students. If you get off on the right foot, it might help to cement a lasting relationship and do wonders to insure the longevity and success of your program.

First Outing

This is the user's first introduction to a training site. It simply offers the opportunity for users to see the community sites in which they will be training and to reduce any anxieties they may have when training begins. This is a preassessment outing and the instructor will get some valuable insight into student skills and deficits from the experience.

Users should watch the Shopping Smart video to get a feeling for an actual shopping experience, with the instructor leading a discussion of general issues such as in-store behavior.

Select the Shopping Cards for the outing and load the Pocket Book, with users observing.

The instructor arranges transportation to the training site.

Once in the grocery store, the instructor leads students on a general orientation tour of the various departments and areas. This will serve to familiarize users with the training site and reduce anxiety without casting a bias on the initial assessment process.

Levels of Independence

Increased independence results from mastering life skills. It's the payoff for successful training and positive performance. However, students will function within a wide range of abilities and each needs to progress regardless of individual starting points. Choosing an appropriate and realistic goal, based on each student's needs and abilities, allows everyone to progress toward a greater degree of independence.

We assume that many users need some long term support and assistance. Complete self-sufficiency, therefore, may be an unrealistic goal. Accordingly, we've outlined levels of independence which help all users succeed in the program, even those requiring considerable help.

The levels of independent use are discussed below. Review and decide which one best suits user abilities. Some people will start at Level I and progress through to Level II, while others will find a level and maintain, with training moving forward in a horizontal direction.

Levels are not mutually exclusive, however, and many if not most users will operate on different levels when performing different skills in the program.

Level I

– Instructor determines shopping list and loads the Pocket Book for user, sequencing cards by store section based on a floor plan or map. Instructor has primary responsibility for choosing and scheduling activities. Almost all users will begin at least some training on Level I: e.g., on budgeting, or arranging for transportation.

Level II

– User and instructor share responsibility for all the activities of a shopping trip. 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, shopping and unpacking a limited number of items. User is working hard to master some of the money management skills. User selects the cards, loads the Pocket Book and returns the cards upon coming back.

Level III

– User is independently engaged in all three stages of the shopping process: planning, shopping, unpacking. Instructor is still very much involved in the training program and continues to facilitate whatever money management system is in place for shopping outings. The user, however, is being increasingly challenged by the instructor to take over this area as well.

Data Collection

1
Data Collection

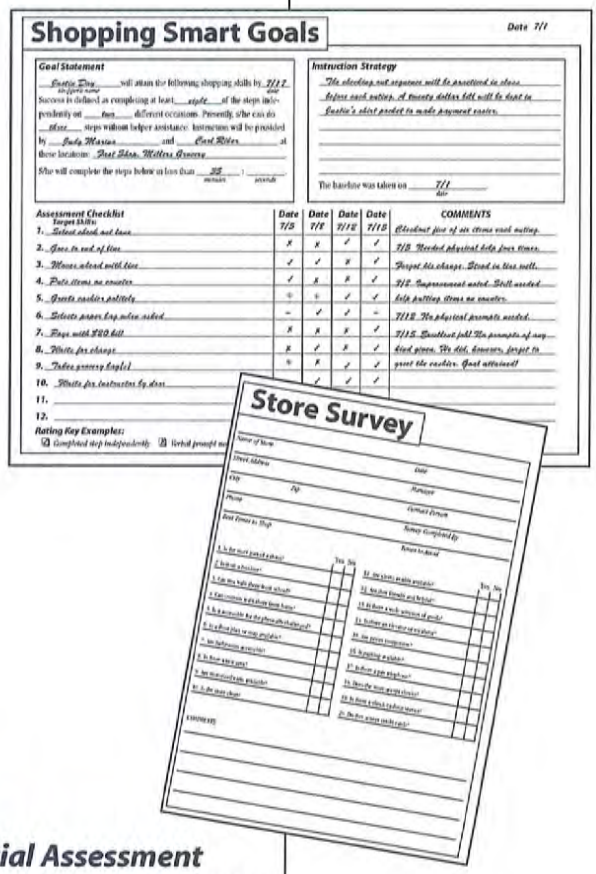
Every teacher's favorite duty, stalking the wild data.
A vital or at least necessary part of life skill programming, data collection helps you meet tow criteria: It sets a baseline for future training and supplies dat for IEPs or client records.
The Resource File has many helpful and easy-to-use sheets and forms.
Here's where you learn how they work.

2
Contacting Parents

Data collection, like charity, begins at home. So does parental permission to be involved in community-based training. Three Resource file forms have been designed to help you easily solicit information and cooperation from the home.

3
Store Surveys

You can call it an Ecological inventory or you can call it a **Store Survey** (like we do). whatever you call it, it's the process of conduction an "environmental assessment," or to put it another way, "casting the joint."



Shopping Smart Goals

Date 7/1

Goal Statement

Justin Day (student name) will attain the following shopping skills by 7/17 (date). Success is defined as completing at least eight of the steps independently on two different occasions. Presently s/he can do three steps without helper assistance. Instructions will be provided by Judy Martin and Carl Riles at these locations: Fast Stop, Millers Grocery

S/he will complete the steps below in less than 25 minutes (seconds)

Instruction Strategy

The checking out sequence will be practiced in class before each outing. A twenty dollar bill will be kept in Justin's shirt pocket to make payment easier.

The baseline was taken on 7/1 (date)

Assessment Checklist Target Skills:	Date 7/3	Date 7/8	Date 7/12	Date 7/15	COMMENTS
1. Select check out lane					Checkout line of six items each outing.
2. Goes to end of line	✗	✗	✓	✓	7/8 Needed physical help four times.
3. Moves ahead with line	✓	✓	✗	✓	Forgot this change. Stood in line well.
4. Puts items on counter	✓	✗	✗	✓	7/12 Improvement noted. Still needed
5. Greets cashier politely	○	○	✓	✓	help putting items on counter.
6. Selects paper bag when asked	–	✓	✓	–	7/15 No physical prompts needed.
7. Pays with $20 bill	✗	✗	✗	✓	7/15 Continued full No prompts of any
8. Waits for change	✗	✓	✗	✓	kind given. He did, however, forget to
9. Takes grocery bag(s)	○	✗	✓	✓	greet the cashier. Goal attained!
10. Waits for instructor by door		✓	✓	✓	
11.					
12.					

Rating Key Examples:
☑ Completed step independently ☑ Verbal prompt n

Store Survey

Name of Store: Date:
Street Address: Manager:
City: Zip: Phone: Contact Person:
Best Times to Shop: Survey Completed By:
Return to Attend

	Yes	No
1. Is the store parking adequate?		
2. Is the entrance adequate?		
3. Can you walk from door to aisle?		
4. Can you move in aisles from door?		
5. Is it reasonable for the person with a disability?		
6. Is it clear how to stay in aisles?		
7. Are informations accessible?		
8. Is there enough space?		
9. Are items easily available?		
10. Is the store clean?		

	Yes	No
11. Are items available?		
12. Are clerks friendly and helpful?		
13. Is there a wide variety of goods?		
14. Is there an adequate number of clerks?		
15. Are there enough checkout counters?		
16. Is bagging available?		
17. Is there a price sticker?		
18. Does the store accept checks?		
19. Is there a clerk to help customers?		
20. Do the clerks smile at you?		

COMMENTS

4
Initial Assessment

More paperwork, but you've got to start somewhere. The results of the initial assessment help establish a performance baseline. This is where the fun begins. And the training. The **Shopping Skills Checklist** has a secret identity, doubling as the initial assessment form, and for all future assessments as well.

5
Goal Setting

This is where the data all comes together. Take a dash of initial assessment, add a heaping teaspoon of parent information and season with a sprinkling of Store Survey. And what have your got? Well, the results may not be edible, but it's food for thought. and when it comes time to set student and client goals, it's your main course.

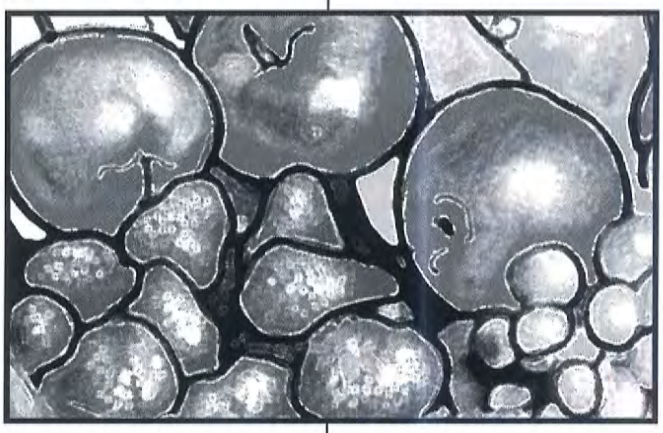
Resource File

1
Parent Contact Forms
Three forms which help bring parents or caregivers into the program.

2
Data Sheets
Four data sheets help the instructor in planning and assessing skill development.

3
Location Cues
Illustrated cues to help in finding products, services and storage locations. Also included are communication cues and a set of Miniature shopping cards.

4
Step Pages
These pictorial task analyses illustrate step-by-step shopping procedures.



5
Money Aids
Three resources help in counting and budgeting money.

6
Shopping Cards
Full-size black and white versions of Attainment's full-color Shopping Cards. Use these cards as back ups for your color card set. If you don't have the color card set, photocopy these black and white cards and use them for shopping.

Resource File

The Resource File is organized into six categories:

1. Parent Contact Forms

2. Data Sheets

3. Location Cues

4. Step Pages

5. Money Aids

6. Shopping Cards

Each item in the Resource File is described. The pages numbers refer to where the items are referenced.

1. Parent Contact Forms

Shopping Smart includes three forms that help establish a strong working relationship with parents (or caregivers).

Introductory Letter

This form is designed to be copied on your letterhead. Its purpose is to explain the community-based nature of Shopping Smart and to encourage parent/caregiver support of the program.

Home Questionnaire

The questionnaire gives you information on what shopping responsibilities and opportunities a user has when at home. The questionnaire is completed by the parent/caregiver and includes ample room for comments and concerns.

Home Report

The Home Report gives users shopping assignments to perform when at home and is used on an ongoing basis. It's also a good way to keep communication going with parents/caregivers. You can regularly send a report home with the user to show what items a student has successfully and independently purchased.

2. Data Sheets

Taking reliable data is an important part of any successful training program. Shopping Smart includes three data sheets that let you zero in on a student's performance and one form that helps you assess potential training sites.

Store Survey

Use the Store Survey when assessing potential training sites.

This assessment process is sometimes called an "ecological inventory."

Shopping Skills Checklist

The Shopping Skills Checklist is the most important data sheet in Shopping Smart. It forms the basis for the initial assessment and can be used for ongoing assessments as well. Each step found listed on the checklist is also illustrated on a corresponding Step Page.

Clothes Shopping Checklist

This checklist provides a task analysis for trying on clothes in a store dressing room. It's used with the Shopping Smart Checklist when assessing a shopping trip that includes clothing.

Shopping Smart Goals

This form includes three sections: a goal statement, an instructional strategy and a place for listing and assessing targeted skills.

3. Location Cues

Store or Home Location Cues help users locate the general area where an item is stored. Store Location Cues, along with Miniature Shopping cards, can also be used to prepare a Picture Floor Plan, illustrated on page 18.

Grocery Store Location Cues

These illustrations show shoppers where to look for specific grocery store products. They can be place in the Pocket Book along with Shopping Cards.

General Store Location Cues

These cues show areas common to most stores like "checkout" and "restrooms." They are especially helpful when preparing a Picture Floor Plan.

Department Store Location Cues

These cues work the same way as Grocery Store Location Cues, but illustrate Department Store locations.

Aisle Cards

These cues are blank because no two stores have the same storage system. Your job is to copy aisle sign information onto cues for student use. The completed cues are then integrated into the Pocket Book in the same fashion as the Store Location Cues.

Home Storage Cues

The primary purpose of Home Storage Cues is to help arrange Shopping Cards in the Display Book. These Cues, when combined with Miniature Shopping Cards, can make unpacking easier.

Communication Cues

This sheet helps students express basic needs when shopping, such as "how much does this cost?"

Miniature Shopping Cards

Six pages of Miniature Shopping Cards are included in the Resource File. These illustrations have four functions. First, they are used with Store Location Cues to prepare a Picture Floor Plan. Second, combined with Home Storage Cues, they prompt students on where to put groceries when unpacking. Third, they're an inventory of Shopping Cards at a glance. And fourth, the Miniature Shopping Cards can be used as a substitute for Shopping Cards when a smaller version is more appropriate, as on a communication board.

4. Step Pages

Step Pages are pictorial task analysis that illustrate step-by-step shopping procedures. They can be used as is, or cut into cards for a sequencing activity.

The Smart Shopper illustrates how to use the Shopping Cards.

These five pages illustrate the step-by-step descriptions found on the Shopping Skills Checklist: What to Buy/Getting Ready, Choosing the Right Item, Checking Out, Unpacking Groceries and Getting Started/Looking Good.

Using a Dressing Room and Unpacking Garments reflect the steps found on the Clothes Shopping Checklist.

The two Social Shopper Sheets illustrate the dos and don'ts of shopping etiquette. They reflect the Social Skills listing of the checklist and are used to engage a discussion about proper in-store behaviors.

The Smart Shopper Page

Planning Stage

What to Buy	Page 5
Getting Ready	Page 66
Looking Good	Page 71

Shopping Stage

Getting Started	Page 25
Finding and Choosing the Right Item	Page 28
Checking Out	Page 38
Using a Dressing Room	Page 51
Social Skills Shopper 1	Page 45
Social Skills Shopper 2	Page 45

Unpacking Stage

Unpacking Groceries	Page 72
Unpacking Garments	Page 57

For extensive illustrated community activity step pages and associated social skills, try Attainment Company's *Community Success*, available as a reproducible book and also on CD-ROM.

5. Money Aids

Three resources are included to help make money matters easier.

One and Multiple Dollar Counters

These worksheets help students count up dollar symbols which have been written on individual Shopping Cards. The One Dollar counter is used when only $1 symbols are used. If you use $5, $10 or $20 symbols, use the Multiple Dollar Counter.

Dollar Taker

The Dollar Taker shows three different bill combinations at ten dollar intervals from ten to fifty dollars. Students match cash to bills pictured to make sure they take enough money before they leave for a shopping trip.

6. Shopping Cards

The Resource File contains full-size black and white versions of the color Shopping Cards. You may photocopy these cards and cut them out for uses as Shopping Cards. If you have the color Shopping Cards, the black and white copies are helpful in keeping track of your color card inventory. Keep black and white copies in the file boxes in back of each color card. You know just where to re-file the color cards after use, and you'll also know if any are missing.