

COMMUNITY SKILLS PROGRAM

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Summary Content And General Behavioral Objectives

The *Community Skills Program* is designed to help the handicapped person achieve his or her maximum individual potential for independence in *money management skills, community mobility skills, use of the telephone, and awareness of community agencies*. The habilitation professional must encourage the client to manage his or her own money independently; to use stores effectively and economize while shopping; to become independently mobile in the community; to observe important community safety rules and signs; to use the telephone for safety purposes and for more convenient living; and to become familiar with the many services offered by various community agencies. At the same time, parents and others responsible for the client must be encouraged to support reasonable risk-training and exposure to a variety of challenging experiences. In addition, they must be encouraged to allow the client to **use** newly acquired skills **independently**, and to realize from the client's increasing growth in competence *their increasing responsibility* to grant additional freedoms. This, in effect *gradual letting go*, is as important as it is reasonable, for it both verifies the commitment of those on whom it depends and reinforces the client's efforts toward maximum independence.

The *Community Skills Program* develops the following skill training areas (sections):

- I. **Basic Money Concepts And Shopping**
- II. **Advanced Money Concepts**
- III. **Advanced Shopping Concepts**
- IV. **Community Survival Signs**
- V. **Mobility In The Community**
- VI. **Use Of The Telephone**
- VII. **Awareness Of Community Agencies And Government**

The *Community Skills Program* expands the following general behavioral objectives:

I. **Basic Money Concepts And Shopping**

146 Skills (2264 Tasks)

- ☐ To develop the skill of **carrying basic personal identification** whenever the client leaves home, including showing ID upon request, carrying ID with current address and telephone number . . .
- ☐ To develop the skill of **carrying emergency identification** whenever the client leaves home, including such information as the person to contact in case of emergency, client's date of birth, disabilities, current medication names and dosages, allergies, doctor's name and telephone number . . .
- ☐ To develop the skills of **carrying a wallet and emergency money** whenever the client leaves home, including carrying a wallet safely, carrying a reasonable amount of emergency money in readily usable change, keeping a wallet reasonably organized and uncluttered so important things are easily accessible to client and helping strangers . . .
- ☐ To develop basic **awareness of the meaning of money and client's paycheck**, including things to consider when loaning or borrowing money, role-playing appropriately declining to loan money . . .

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I. Basic Money Concepts And Shopping (Cont.)

The remainder of this section develops a highly structured and comprehensive approach to the training of basic money and shopping concepts. It is arranged in four parts. **Part One** deals with use of coins only, from 1¢—\$1.00, managing exact change amounts, shopping for items within the price range, and use of vending machines. **Part Two** deals with use of paper bills only, from \$1.00—\$50.00, and managing exact paper bill amounts. **Part Three** deals with use of coins and paper bills combined, in an extensive variety of combinations from \$1.01—\$20.99, and managing combined exact coin and paper bill amounts. **Part Four** deals with use of coins and paper bills combined, from 1¢—\$20.99. It introduces overpaying and counting change returned skills, and continues the shopping skills begun in Part One, applied here to a wider price range. **Section I can be expanded very easily to accomodate the training of higher amounts of money by simply applying to those amounts the patterns it develops.**

Part One

- ☐ To develop **coin identification skills** for all coins (Susan B. Anthony Dollar Coin included) . . .
- ☐ To develop **knowledge of coin values**, including comparative coin values, ordering coins in decreasing order of value to establish correct sequencing patterns in preparation for counting skills . . .
- ☐ To develop **price identification skills from 1¢—\$1.00**, including verbal and non-verbal identification of prices written three ways (e.g. 49¢, .49, \$.49) . . .
- ☐ To develop the skills of **counting coin combinations from 1¢—\$1.00**, including counting two or more combinations for each cent amount . . .
- ☐ To develop the skills of **giving exact amounts of money from 1¢—\$1.00**, including giving the same amount two or more ways . . .
- ☐ To develop the skills of **buying items that cost in the range of 1¢—\$1.00**, including selection and identification of the items, locating and reading their prices, paying exact amounts for the items, using community stores . . .
- ☐ To develop the skill of **using stores effectively and appropriately**, including locating entrance and exit doors, using turnstiles, displaying appropriate social behavior, asking for assistance to locate items, checking out appropriately, obtaining receipts . . .
- ☐ To develop **awareness of what types of items are and are not possible to buy for various cent amounts from 1¢—\$1.00** . . .
- ☐ To develop **awareness of the sales tax in client's state and how it affects the purchasing of items** . . .
- ☐ To develop **use of several types of vending machines** . . .
- ☐ To develop the skill of **comparing the values of items priced from 1¢—\$1.00** . . .
- ☐ To develop the skill of **determining if client's spending money is sufficient to cover the cost of what he or she intends to purchase for between 1¢ and \$1.00** . . .

Part Two

- ☐ To develop **paper bill identification skills** through the twenty-dollar bill . . .
- ☐ To develop **knowledge of paper bill values**, including comparative bill values, ordering bills in decreasing order of value to establish correct sequencing patterns in preparation for counting skills . . .
- ☐ To develop **price identification skills from \$1.00—\$50.00 (even-dollar amounts only)**, including verbal and non-verbal identification of prices written three ways (e.g. \$49.00, \$49, 49.00) . . .

I. Basic Money Concepts And Shopping (Cont.)

- ☐ To develop the skills of **counting paper bill combinations from \$1.00–\$50.00**, including counting two or more combinations for each dollar amount . . .
- ☐ To develop the skills of **giving exact amounts of money in paper bills from \$1.00–\$50.00**, including giving the same amount two or more ways . . .
- ☐ To develop **awareness of what types of items are and are not possible to buy for various even-dollar amounts from \$1.00–\$50.00** . . .

Part Three

- ☐ To develop **price identification skills from \$1.01–\$20.99 (dollars and cents combined)**, including verbal and non-verbal identification . . .
- ☐ To develop the skills of **counting coin and paper bill combinations from \$1.01–\$20.99** . . .
- ☐ To develop the skills of **giving exact amounts of money in coins and paper bills from \$1.01–\$20.99** . . .
- ☐ To develop the skills of **reading alternate pricing patterns and handwritten prices**, including prices that do not have a dollar or cent indicator, prices written in a variety of handwritings . . .
- ☐ To develop the skill of **comparing the values of items priced from \$1.01–\$20.99** . . .
- ☐ To develop the skill of **determining if client's spending money is sufficient to cover the cost of what he or she intends to purchase for between \$1.01–\$20.99** . . .

Part Four

- ☐ To develop the skill of **overpaying**, including overpayment in coins only, paper bills only, coins and paper bills combined . . .
- ☐ To develop the skill of **counting change returned after overpaying**, including knowing when change is due . . .
- ☐ To develop **use of a shopping cart**, including locating a cart, disengaging a cart from other carts, appropriate maneuvering of a cart in aisles and at check-out stand . . .
- ☐ To develop the skill of **meeting basic shopping needs and otherwise spending money independently in the community through \$20.99**, including paying exact amounts of money or overpaying and counting change returned, travelling to and from community stores independently, paying bills, purchasing groceries, clothing, toiletries, paying for entertainment . . .

II. Advanced Money Concepts**19 Skills (934 Tasks)**

- ☐ To develop **check-cashing concepts**, including identification of checks and parts of a check, endorsing practice checks, determining if checks presented are correctly completed, having appropriate identification for cashing checks . . .
- ☐ To develop **independent check-cashing skills in the community**, including independent mobility to and from bank or store, waiting for turn appropriately, carrying appropriate ID, putting cash received in safe place . . .
- ☐ To develop **use of a hand calculator for practical money calculations**, including addition, subtraction, multiplication and division, application to practical story problems . . .
- ☐ To develop **independent use of a savings account**, including depositing and withdrawing money, balancing passbook, managing bank statements . . .
- ☐ To develop **independent use of a checking account**, including writing checks, depositing and withdrawing money, balancing checkbook, managing bank statements . . .

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II. Advanced Money Concepts (Cont.)

- ☐ To develop **awareness of alternative ways of making payment**, including awareness of money orders, traveler's checks, credit cards, C.O.D. payments, installment plans, layaway plans, comparisons of these payment methods with payments in cash or by personal check . . .
- ☐ To develop the skill of **paying bills independently**, including determining amounts due and due dates on bills, writing personal checks, obtaining money orders, paying cash, delivering payments in person or sending them by mail . . .
- ☐ To develop the skill of **budgeting**, including awareness of the importance of good budgeting practices to independent living, essential items to include in the budget . . .

III. Advanced Shopping Concepts

22 Skills (602 Tasks)

- ☐ To develop **knowledge of weights in pounds and ounces**, including reading weight cards, comparing greater and lesser weights, use of a food scale, comparing pounds and ounces, dealing with decimal weights (e.g. .25 lb.), locating and reading weights on packages . . .
- ☐ To develop **knowledge of measurements in pints, quarts, and gallons**, including reading measurement cards, comparing greater and lesser measurements, comparing pints, quarts, and gallons, locating and reading measurements on packages . . .
- ☐ To develop **very basic awareness of the metric system** . . .
- ☐ To develop **practical knowledge of special price signs and markings commonly encountered in stores**, including such patterns as 4LBS.\$1.00, 3/89¢, 149¢/bag . . .
- ☐ To develop **knowledge of in-store information signs** such as *open, closed, hours, cashier, express lane, discount, customer service* . . .
- ☐ To develop **use of aisle signs to locate items** . . .
- ☐ To develop **economy shopping skills**, including use of coupons, newspaper ads and unit pricing, awareness of buying in larger quantities and shopping at large stores to economize, use of food stamps . . .

IV. Community Survival Signs

16 Skills (276 Tasks)

- ☐ To develop **correct responses to common community survival signs** when encountered, including safety and warning signs, mobility signs, personal needs signs, commercial signs, machinery and equipment signs, physical property and spaces signs, symbol signs . . .

V. Mobility In The Community

19 Skills (638 Tasks)

- ☐ To develop **mobility skills within a building**, including use of several types of doors, using closed and open stairways, keeping to the right in walkways and stairways, caution when passing doorways, caution when entering and exiting through doorways, caution when opening doors, use of escalators and elevators . . .
- ☐ To develop **street-crossing skills**, including streets with and without traffic signals . . .
- ☐ To develop the skill of **traveling by automobile**, including independent entering and exiting, use of seat belts, operation of windows . . .
- ☐ To develop **independent pedestrian mobility skills**, including walking to and from any two points, carrying ID and emergency money, following established emergency procedures if client gets lost, dressing appropriately for the weather, crossing streets safely, behaving in a socially acceptable manner . . .

V. Mobility In The Community (Cont.)

These skills include an example consent form. The form provides space for a route map and emergency procedures client is to follow if he or she gets lost.

- ☐ To develop **independent bus mobility skills**, including taking the bus to and from any two points, carrying ID and emergency money, following established emergency procedures if client gets lost, dressing appropriately for the weather, using bus transfers, crossing streets safely, behaving in a socially acceptable manner . . .

These skills include an example consent form. The form provides space for detailed bus route information and emergency procedures client is to follow if he or she gets lost.

- ☐ To develop **awareness of hitchhiking**, including the legal implications of hitchhiking in client's state, awareness of potential risks involved . . .

VI. Use Of The Telephone**22 Skills (434 Tasks)**

- ☐ To develop **telephone answering skills**, including answering the telephone when the call is for the client, when the call is for another person, when the caller has the wrong number . . .
- ☐ To develop **number identification and dialing skills**, including application to dial and pushbutton telephones . . .
- ☐ To develop **telephone calling skills**, including calling the operator, directory assistance, police and other emergency numbers, calling to request information, ordering by phone . . .
- ☐ To develop the skills of **reacting appropriately when getting a busy signal or no answer, when reaching a telephone recording or wrong number, when the person being called is unavailable or is being sought to come to the phone** . . .
- ☐ To develop the skill of **using a pay telephone** . . .

VII. Awareness Of Community Agencies And Government**11 Skills (132 Tasks)**

- ☐ To develop **basic awareness of city, county, state, and federal governments** . . .
- ☐ To develop **awareness of voting** . . .
- ☐ To develop **awareness of police and fire departments** . . .
- ☐ To develop **awareness of the services offered by several community agencies**, including the local Association for Retarded Citizens, Public Welfare Division, Vocational Rehabilitation Agency, State Employment Division, Public Health Agency . . .
- ☐ To develop **use of post office**, including purchase of postage stamps, mailing packages . . .
- ☐ To develop **use of stamp machines** . . .

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Notes: