

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part One)

This section is a highly structured and comprehensive approach to the training of basic money and shopping concepts. It is arranged in four parts, each part indicated in the section title at the start of a page. To train the entire section, if such is desirable, will require in many cases an enormous time commitment. It is recommended much caution and careful thought be included in the program planning process to help insure selection of money skills that can lead to useful application. It is essential program planners clearly identify what long-term end-goal in money concepts is being recommended for a client, and then ask if that end-goal will likely have truly useful application in everyday living. It also is recommended the majority of the skills in the section be considered as one interdependent unit since, for the most part, one skill depends on a previous skill or set of skills either by force of sequencing or in the interest of a comprehensive approach.

Section I includes money concepts through the amount \$20.99 but can be expanded very easily to include the training of higher amounts of money by simply applying to those amounts the formats developed herein.

For the sake of simplicity, the names of coins and paper bills have usually been abbreviated according to the following easy-to-remember key of letters and Roman numerals.

P = Penny	i = One dollar bill
N = Nickel	ii = Two-dollar bill
D = Dime	v = Five-dollar bill
Q = Quarter	x = Ten-dollar bill
H = Half Dollar	xx = Twenty-dollar bill
DC = Dollar Coin (Susan B. Anthony Dollar Coin)	

Finally, provided below for convenience is an itemized breakdown of the amount and denominations of training money needed respectively for each of the four parts in Section I. The information is based on what would be needed if every skill in each part were trained according to directions. The actual total amount of money needed to train all four parts of the section will be significantly *less* than the sum of the four totals presented here primarily because training money used for one part can be used for another part. In the end, the amount of training money needed will depend on which skills are trained and on how closely the instructor adheres to the directions of each skill.

Part One	
11P	.11
20N	1.00
10D	1.00
4Q	1.00
3H	1.50
3DC	<u>3.00</u>
	\$7.61

Part Two	
20i	20.00
4ii	8.00
4v	20.00
3x	30.00
3xx	60.00
	<u> </u>
	\$138.00

Part Three	
6P	.06
4N	.20
5D	.50
5Q	1.25
2H	1.00
2DC	2.00
7i	7.00
3ii	6.00
4v	20.00
3x	30.00
1xx	<u>20.00</u>
	\$88.01

Part Four	
6P	.06
6N	.30
6D	.60
4Q	1.00
1H	.50
3DC	3.00
5i	5.00
4ii	8.00
4v	20.00
3x	30.00
1xx	<u>20.00</u>
	\$88.46

COMMUNITY SKILLS

*I. BASIC MONEY CONCEPTS AND SHOPPING (Part One)***292.1 BASIC PERSONAL IDENTIFICATION**

- "What is ID or identification?" (Written information about yourself . . .)
- "Why is it important to carry ID?" (You may need it if you get lost or in an accident, used to cash checks . . .)
- "When is it important to carry ID?" (Whenever you leave home . . .)
- "Where is a good place to keep your ID when you go out?" (In wallet or purse, on your person . . .)

Identification card — **Client is asked: "Show me your identification."**

- Client is carrying identification card ■ And shows it
- Card contains client's: Correct name ■ Correct address ■ Correct telephone number

Identification bracelet or tag — **Client is asked: "Show me your identification."**

- Client is wearing identification bracelet or tag ■ And shows it
- Bracelet or tag contains client's: Correct name ■ Correct address ■ Correct telephone number

292.2 EMERGENCY IDENTIFICATION

- "What is emergency ID?" (Written information about you that people need if you get hurt; tells doctor's name, your medication, allergies . . .)
- "When is it important to carry emergency ID?" (Whenever you leave home . . .)
- "Where is a good place to keep your emergency ID when you go out?" (In wallet or purse, on your person . . .)

Client is asked: "Show me your emergency ID."

- Client is carrying emergency ID card ■ And shows it
- Card contains client's: Correct name ■ Correct address ■ Correct telephone number ■ Emergency contact person's name, correct address, and telephone number ■ Date of birth ■ Disabilities ■ Current medication names and dosages ■ Allergies ■ Current doctor's name and telephone number

292.3 WALLET AND EMERGENCY MONEY

See BASIC ADAPTIVE SKILLS PROGRAM, Section II for females and Section III for males, if formal training on using a wallet, coin purse, or purse is necessary.

EMERGENCY MONEY

- "What is emergency money?" (Money to spend when you're in trouble and out of spending money . . .)
- "When is it good to carry emergency money?" (Whenever you leave home . . .)
- "Where is a good place to keep your emergency money?" (On your person, in wallet, purse, pants pocket . . .)
- "If you have to spend some of your emergency money, what should you do when you get home?" (Put back the same amount you used . . .)
- "Why is it not good to loan some of your emergency money to others?" (You might not have enough for yourself when you need it . . .)

Client is asked to show his or her emergency money. An entry is provided below for instructor to indicate amount of emergency money (including denominations) client is to carry at all times (e.g. \$1.00 — 1 quarter, 6 dimes, 3 nickels), and in what if any special way client is to carry the money (e.g. taped to a card).

Amount of emergency money (including denominations) client is to carry:

How client is to carry emergency money:

- Client is carrying emergency money ■ At least in the amount indicated in directions
- Client's emergency money is in the denominations indicated in directions
- The way in which client carries emergency money is as indicated in directions
- Client shows emergency money ■ Money is easily accessible to client ■ And kept clearly separate from spending money

WALLET

- "When is it important to carry your wallet?" (Whenever you leave home . . .)
- "Where is a good place to keep your wallet when you go out?" (On your person, in pants pocket, in purse . . .)

Client is asked to show his or her wallet.

- Client is carrying a wallet ■ On person or in purse only
- Client shows wallet ■ Wallet is reasonably organized and uncluttered so important things are readily accessible to client and helping others
- Wallet contains emergency ID

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P (Penny) • N (Nickel) • D (Dime) • Q (Quarter) • H (Half Dollar) • DC (Dollar Coin — Susan B. Anthony)

293.1 GENERAL KNOWLEDGE OF PAYCHECK AND MONEY

- Client is given a sample habilitation facility client paycheck and asked: "What is this?" (Paycheck) ■ "What is a paycheck?" (Check you get for working . . .) ■ "How often do you get paid for your work at (*name of agency*)?":
- "Why is money important to have?" (Pay bills, buy things, give you a means for entertainment . . .)
- "Why is it not a good idea to carry a lot of money in your wallet?" (Might get lost, stolen . . .) ■ Client is not carrying an unreasonable amount of money
- "If you borrow money from someone, what do you need to remember to do?" (Pay back the money) ■ "Why should you pay back the money you borrow?" (The money belongs to the person you borrowed from . . .)
- "If you loan money to someone, what do you need to remind the person to do?" (Pay you back) ■ "Why should the person pay you back what he or she borrowed?" (It's your money . . .) ■ "Why don't you have to loan your money to people or buy them things if they ask you to?" (How you handle your money is for you alone to decide . . .) ■ "What is appropriate to say to people when you don't want to loan them your money?" (I'm sorry but I don't have any money to loan . . .)

Role-play: Instructor explains that the purpose of this exercise is for client to demonstrate how to appropriately decline to loan someone money. Instructor then arranges for someone to ask client to loan the person money. It is suggested to use a different person and to vary the amount client is asked to loan each training session.

- Client declines to loan the money ■ Declines appropriately ■ Declines even when person pressures client

293.2 COIN IDENTIFICATION

PENNY

- Client is handed one P—N—D—Q—H—DC and asked: "Give me the penny." (Gives the penny)
- Client is handed 1P—3N—3D—3Q—3H—3DC and asked: "Give me the penny." (Gives the penny)
- Client is handed a penny and asked: "What is the name of this coin?" (Penny)

NICKEL

- Client is handed one P—N—D—Q—H—DC and asked: "Give me the nickel." (Gives the nickel)
- Client is handed 3P—1N—3D—3Q—3H—3DC and asked: "Give me the nickel." (Gives the nickel)
- Client is handed a nickel and asked: "What is the name of this coin?" (Nickel)

DIME

- Client is handed one P—N—D—Q—H—DC and asked: "Give me the dime." (Gives the dime)
- Client is handed 3P—3N—1D—3Q—3H—3DC and asked: "Give me the dime." (Gives the dime)
- Client is handed a dime and asked: "What is the name of this coin?" (Dime)

QUARTER

- Client is handed one P—N—D—Q—H—DC and asked: "Give me the quarter." (Gives the quarter)
- Client is handed 3P—3N—3D—1Q—3H—3DC and asked: "Give me the quarter." (Gives the quarter)
- Client is handed a quarter and asked: "What is the name of this coin?" (Quarter)

HALF DOLLAR

- Client is handed one P—N—D—Q—H—DC and asked: "Give me the half dollar." (Gives the half dollar)
- Client is handed 3P—3N—3D—3Q—1H—3DC and asked: "Give me the half dollar." (Gives the half dollar)
- Client is handed a half dollar and asked: "What is the name of this coin?" (Half dollar)

DOLLAR COIN

- Client is handed one P—N—D—Q—H—DC and asked: "Give me the dollar coin." (Gives the dollar coin)
- Client is handed 3P—3N—3D—3Q—3H—1DC and asked: "Give me the dollar coin." (Gives the dollar coin)
- Client is handed a dollar coin and asked: "What is the name of this coin?" (Dollar coin, Anthony dollar . . .)

293.3 COIN VALUE

- Client is shown a penny and asked: "How much is this coin worth?" (One cent)
- Client is shown a nickel and asked: "How much is this coin worth?" (Five cents)
- Client is shown a dime and asked: "How much is this coin worth?" (Ten cents)
- Client is shown a quarter and asked: "How much is this coin worth?" (Twenty-five cents)
- Client is shown a half dollar and asked: "How much is this coin worth?" (Fifty cents)
- Client is shown a dollar coin and asked: "How much is this coin worth?" (One dollar or a dollar)

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P (Penny) • N (Nickel) • D (Dime) • Q (Quarter) • H (Half Dollar) • DC (Dollar Coin — Susan B. Anthony)

COIN VALUE (Cont.)

For each task selected for training, client may answer non-verbally by handing correct coin to instructor or by pointing to it.

- Client is handed one P–N–D–Q–H–DC and asked: "Which coin is worth one cent?" (Penny)
- Client is handed one P–N–D–Q–H–DC and asked: "Which coin is worth five cents?" (Nickel)
- Client is handed one P–N–D–Q–H–DC and asked: "Which coin is worth ten cents?" (Dime)
- Client is handed one P–N–D–Q–H–DC and asked: "Which coin is worth twenty-five cents?" (Quarter)
- Client is handed one P–N–D–Q–H–DC and asked: "Which coin is worth fifty cents?" (Half dollar)
- Client is handed one P–N–D–Q–H–DC and asked: "Which coin is worth a dollar?" (Dollar coin)

294.1 COMPARATIVE COIN VALUES

Client is handed the coin sets selected for training and asked for each: "Which coin is worth more (the most) money?" Client may answer non-verbally by handing correct coin to instructor. Answers appear in parentheses.

- | | | | |
|-------------|-------------|---------------|---------------------|
| ■ P–N (N) | ■ P–D (D) | ■ Q–H–DC (DC) | ■ P–N–D–Q (Q) |
| ■ N–D (D) | ■ Q–DC (DC) | ■ N–D–Q (Q) | ■ P–N–D–Q–H (H) |
| ■ Q–H (H) | ■ D–Q (Q) | ■ D–Q–H (H) | ■ N–D–Q–H–DC (DC) |
| ■ H–DC (DC) | ■ P–N–D (D) | ■ P–Q–DC (DC) | ■ P–N–D–Q–H–DC (DC) |
| ■ N–H (H) | ■ N–Q–H (H) | | |

294.2 ORDERING COINS IN DECREASING ORDER OF VALUE

Client is handed the coin sets selected for training and asked for each to specify the order in which the coins in the set should be counted (i.e. decreasing order of coin value). Client may respond either by handing the coins of the set to instructor one-by-one and in decreasing order of value, or by placing the set of coins in a row in decreasing order of value and pointing to them in that order.

- | | | | |
|--------|----------------|---------------|-------------------|
| ■ P–N | ■ P–N–D | ■ 5P–2N | ■ 4P–3D–2Q–1H |
| ■ N–D | ■ D–Q–H | ■ 2N–1D | ■ 1N–2D–3Q–1DC |
| ■ D–Q | ■ N–D–Q | ■ 1N–2D | ■ 3P–2N–3D–1Q–2H |
| ■ Q–H | ■ Q–H–DC | ■ 3P–1N–2D–1Q | ■ 2P–3N–3D–2H–1DC |
| ■ H–DC | ■ P–N–D–Q–H–DC | | |

294.3 BASIC SHOPPING PROCESS

This skill is designed to be used in conjunction with the task "Buys item in community store" which appears in each buying-skill in Part One. See skills "1¢–5¢: BUYING ITEM," "6¢–10¢: BUYING ITEM," and "11¢–15¢: BUYING ITEM" for examples.

- Client is carrying ID with correct name, address, and telephone number
- Keeps coins to purchase item in pocket, wallet, or coin purse (i.e. not in hand)
- Locates entrance to store ■ Enters store through appropriate door
- In store, locates appropriate entrance to shopping area ■ Enters shopping area ■ Goes through turnstile appropriately
- If speaks to strangers: Speaks only when appropriate ■ And speaks appropriately
- Uses appropriate volume whenever talking
- Moves out of the way of others ■ Apologizes or excuses self when appropriate (e.g. getting in someone's way or bumping into someone) ■ Looks appropriately at others (e.g. does not stare)
- If knocks something out of place or over: Puts it back where it was ■ And as it was
- If breaks something, informs clerk ■ If unable to locate an item, asks clerk for assistance
- If asks for assistance, asks appropriately (i.e. uses appropriate manners and wording)
- Takes item to open check-out stand ■ Gets in line properly
- Moves forward in line as necessary without being reminded ■ Moves forward with appropriate speed (i.e. does not inconvenience others)
- If greets cashier, greets appropriately ■ If cashier greets client, client returns greeting appropriately ■ If converses with cashier, converses appropriately (i.e. uses appropriate content, ceases talking at appropriate time)
- Sets item on counter or takes initiative to hand it to cashier (i.e. what client intends to buy is clear to cashier)
- Has money ready to use when time to pay

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BASIC SHOPPING PROCESS (Cont.)

The only purpose of the task below is for client to demonstrate the *act of paying when it is time to pay, regardless of the amount of money client uses. To record whether client paid the correct amount turn to the following pages, locate the appropriate buying-skill (e.g. 1¢–5¢: BUYING ITEM), and record data for the task “Buys item in community store.”*

- Client pays when cashier tells client total due
- Takes purchased item when leaves (i.e. does not forget) ■ Takes item only after cashier bags item or otherwise indicates it is ready to take ■ Has a receipt (asks for a receipt if cashier does not give one)
- Has all belongings that were brought into store (i.e. does not forget belongings)
- Leaves immediate area quickly enough so next customer in line is not inconvenienced

Receipt

- “What is a receipt?” (Slip of paper that proves you paid for an item . . .)
- “Why should you always assure you have a receipt?” (To prove you paid, to make an exchange, ask for a refund . . .)
- “What can happen if you don’t have a receipt for an item you purchased?” (Might be accused of shoplifting . . .)

295.1 SALES TAX

- “What is a sales tax?” (Tax on some things you buy, money you have to pay in addition to the price marked on an item . . .)
- “Why do some states have a sales tax?” (Collect extra money . . .)
- “What do states do with the money collected from sales taxes?” (Provide services . . .)
- “Does our state have a sales tax?” ■ “How much is the sales tax in our state?”
- “Name two things on which our state puts a sales tax.” (Answers correctly)
- “Name two things on which our state does *not* put a sales tax.” (Answers correctly)
- “What do you need to remember about the item you want to buy?” (You might have to pay more than the marked price . . .)
- “If what you want to buy does have a sales tax, when do you pay the tax?” (When you pay for the item, at check-out stand . . .)

295.2 1¢–5¢: READING PRICES

VISUAL IDENTIFICATION

For each price and form of price selected for training (e.g. 2¢), instructor presents the price along with other prices and asks client: “Show me the price that says (e.g. two) cents.” Client is to visually identify the price by pointing to or otherwise non-verbally indicating it. It is recommended target prices be presented in a random number order format.

- Visually identifies: 1¢ ■ 2¢ ■ 3¢ ■ 4¢ ■ 5¢
- Visually identifies: .01 ■ .02 ■ .03 ■ .04 ■ .05
- Visually identifies: \$.01 ■ \$.02 ■ \$.03 ■ \$.04 ■ \$.05

VERBAL IDENTIFICATION

For each price and form of price selected for training (e.g. 2¢), instructor presents the price and asks client: “What does this price say?” Client is to verbally identify the price by reading it aloud and must, without cue, say “cents” in answer. It is recommended prices be presented in random number order.

- Verbally identifies: 1¢ ■ 2¢ ■ 3¢ ■ 4¢ ■ 5¢
- Verbally identifies: .01 ■ .02 ■ .03 ■ .04 ■ .05
- Verbally identifies: \$.01 ■ \$.02 ■ \$.03 ■ \$.04 ■ \$.05

295.3 1¢–5¢: COUNTING COINS

For each coin or set of coins selected for training (e.g. 1P), client is handed the coin(s) and asked: “How much money is this?” Client must say “cents” in answer, without cue, and correctly count the coins aloud if asked. Answers appear in parentheses. To increase practical application, it is suggested client *hold* the coins rather than set them down.

- 1P (1¢) ■ 2P (2¢) ■ 3P (3¢) ■ 4P (4¢) ■ 5P (5¢) ■ 1N (5¢)

295.4 1¢–5¢: GIVING EXACT AMOUNTS

For each task selected for training, client is handed indicated coin combination and asked to give the amount of money that precedes the combination. In the first task below, for example, client is handed 3P–3N–3D–3Q–3H–3DC and asked to give one cent. The only possible answer appears in parentheses. To increase practical application, it is suggested client hold the coins or use a coin purse rather than set the coins down.

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P (Penny) • N (Nickel) • D (Dime) • Q (Quarter) • H (Half Dollar) • DC (Dollar Coin — Susan B. Anthony)

1¢–5¢: GIVING EXACT AMOUNTS (Cont.)

- 1¢: 3P–3N–3D–3Q–3H–3DC (1P)
- 2¢: 3P–3N–3D–3Q–3H–3DC (2P)
- 3¢: 4P–3N–3D–3Q–3H–3DC (3P)
- 4¢: 5P–3N–3D–3Q–3H–3DC (4P)
- 5¢: 7P–3D–3Q–3H–3DC (5P)
- 5¢: 4P–2N–2D–2Q–2H–2DC (1N)

296.1 1¢–5¢: BUYING ITEM

BUYS ITEM IN CLASS

Client is given 6P–2N–2D–2Q–2H–2DC to use and is presented with 5 different items, each of which costs in the range of 1¢–5¢, and carries its original price marking. Client chooses and identifies an item to buy, locates and reads its price, and hands it to instructor who rings up the amount on a cash register or adding machine, or writes a receipt. Client pays exact amount for the item. If correct on all points, client has performed the task correctly. It is suggested client be allowed to keep item and receipt only if the task “Buys item in community store” will not be taught.

- Client buys item in class according to criteria indicated in directions

BUYS ITEM IN COMMUNITY STORE

Client is given 6P–2N–2D–2Q–2H–2DC to use. If client uses own money, combine it with this amount. In store, client chooses and identifies an item to buy in the range of 1¢–5¢, and locates and reads its price. Client pays cashier exact amount for the item. If correct on all points, client has performed the task correctly. *While at the store, train also on Basic Shopping Process, page 294.*

- Client buys item in community store according to criteria indicated in directions

296.2 1¢–5¢: VALUE AWARENESS

Instructor shows client four items that do not have visible price markings: 2 items that obviously are not possible to purchase for 1–5 cents (e.g. magazine), and 2 items that obviously are possible to purchase for the amount (e.g. pencil clip). Instructor tells client that some of the items cost between 1 and 5 cents but some of the items do not. For each item, client is then asked: “Could you buy this (instructor names item) if you had 5 cents?” It is suggested each training session to present the items in random order. It is also suggested to use different items each training session in order to expand client’s value awareness.

- Client responds correctly to all four questions

Instructor asks client: “Name something you could buy that costs between 1 and 5 cents.” It is recommended client be encouraged to name a different item each training session.

- Client names an item that costs between 1 and 5 cents

296.3 6¢–10¢: READING PRICES

VISUAL IDENTIFICATION

For each price and form of price selected for training (e.g. 6¢), instructor presents the price along with other prices and asks client: “Show me the price that says (e.g. six) cents.” Client is to visually identify the price by pointing to or otherwise non-verbally indicating it. It is recommended target prices be presented in a random number order format.

- Visually identifies: 6¢ ■ 7¢ ■ 8¢ ■ 9¢ ■ 10¢
- Visually identifies: .06 ■ .07 ■ .08 ■ .09 ■ .10
- Visually identifies: \$.06 ■ \$.07 ■ \$.08 ■ \$.09 ■ \$.10

VERBAL IDENTIFICATION

For each price and form of price selected for training (e.g. 6¢), instructor presents the price and asks client: “What does this price say?” Client is to verbally identify the price by reading it aloud and must, without cue, say “cents” in answer. It is recommended prices be presented in random number order.

- Verbally identifies: 6¢ ■ 7¢ ■ 8¢ ■ 9¢ ■ 10¢
- Verbally identifies: .06 ■ .07 ■ .08 ■ .09 ■ .10
- Verbally identifies: \$.06 ■ \$.07 ■ \$.08 ■ \$.09 ■ \$.10

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I. BASIC MONEY CONCEPTS AND SHOPPING (Part One)

P (Penny) • N (Nickel) • D (Dime) • Q (Quarter) • H (Half Dollar) • DC (Dollar Coin — Susan B. Anthony)

297.1 6¢–10¢: COUNTING COINS

For each coin or set of coins selected for training (e.g. 6P), client is handed the coin(s) and asked: “How much money is this?” Client must say “cents” in answer, without cue, and correctly count the coins aloud if asked. Answers appear in parentheses. To increase practical application, it is suggested client *hold* the coins rather than set them down.

- 6P (6¢) ■ 1P–1N (6¢) ■ 7P (7¢) ■ 2P–1N (7¢) ■ 8P (8¢) ■ 3P–1N (8¢) ■ 9P (9¢) ■ 4P–1N (9¢)
- 10P (10¢) ■ 5P–1N (10¢) ■ 2N (10¢) ■ 1D (10¢)

297.2 6¢–10¢: GIVING EXACT AMOUNTS

For each task selected for training, client is handed indicated coin combination and asked to give the amount of money that precedes the combination. In the first task below, for example, client is handed 7P–3D–3Q–3H–3DC and asked to give six cents. The only possible answer appears in parentheses. To increase practical application, it is suggested client hold the coins or use a coin purse rather than set the coins down.

- 6¢: 7P–3D–3Q–3H–3DC (6P)
- 6¢: 5P–3N–3D–3Q–3H–3DC (1P–1N)
- 7¢: 9P–3D–3Q–3H–3DC (7P)
- 7¢: 5P–3N–3D–3Q–3H–3DC (2P–1N)
- 8¢: 9P–3D–3Q–3H–3DC (8P)
- 8¢: 5P–3N–3D–3Q–3H–3DC (3P–1N)
- 9¢: 11P–3D–3Q–3H–3DC (9P)
- 9¢: 5P–3N–3D–3Q–3H–3DC (4P–1N)
- 10¢: 11P–3Q–3H–3DC (10P)
- 10¢: 7P–1N–3Q–3H–3DC (5P–1N)
- 10¢: 4P–3N–3Q–3H–3DC (2N)
- 10¢: 4P–1N–3D–3Q–3H–3DC (1D)

297.3 6¢–10¢: BUYING ITEM

BUYS ITEM IN CLASS

Client is given 5P–4N–3D–2Q–2H–2DC to use and is presented with 5 different items, each of which costs in the range of 6¢–10¢, and carries its original price marking. Client chooses and identifies an item to buy, locates and reads its price, and hands it to instructor who rings up the amount on a cash register or adding machine, or writes a receipt. Client pays exact amount for the item. If correct on all points, client has performed the task correctly. It is suggested client be allowed to keep item and receipt only if the task “Buys item in community store” will not be taught.

- Client buys item in class according to criteria indicated in directions

BUYS ITEM IN COMMUNITY STORE

Client is given 5P–4N–3D–2Q–2H–2DC to use. If client uses own money, combine it with this amount. In store, client chooses and identifies an item to buy in the range of 6¢–10¢, and locates and reads its price. Client pays cashier exact amount for the item. If correct on all points, client has performed the task correctly. *While at the store, train also on Basic Shopping Process, page 294.*

- Client buys item in community store according to criteria indicated in directions

297.4 6¢–10¢: VALUE AWARENESS

Instructor shows client four items that do not have visible price markings: 2 items that obviously are not possible to purchase for 6–10 cents (e.g. nail clippers), and 2 items that obviously *are possible* to purchase for the amount (e.g. pencil). Instructor tells client that some of the items cost between 6 and 10 cents but some of the items do not. For each item, client is then asked: “Could you buy this (*instructor names item*) if you had 10 cents?” It is suggested each training session to present the items in random order. It is also suggested to use different items each training session in order to expand client’s value awareness.

- Client responds correctly to all four questions

Instructor asks client: “Name something you could buy that costs between 6 and 10 cents.” It is recommended client be encouraged to name a different item each training session.

- Client names an item that costs between 6 and 10 cents

297.5 11¢–15¢: READING PRICES

VISUAL IDENTIFICATION

For each price and form of price selected for training (e.g. 11¢), instructor presents the price along with other prices and asks client: “Show me the price that says (*e.g. eleven*) cents.” Client is to visually identify the price by pointing to or otherwise non-verbally indicating it. It is recommended target prices be presented in a random number order format.

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P (Penny) • N (Nickel) • D (Dime) • Q (Quarter) • H (Half Dollar) • DC (Dollar Coin — Susan B. Anthony)

11¢–15¢: READING PRICES (Cont.)

- | | | | | |
|------------------------------|---------|---------|---------|---------|
| ■ Visually identifies: 11¢ | ■ 12¢ | ■ 13¢ | ■ 14¢ | ■ 15¢ |
| ■ Visually identifies: .11 | ■ .12 | ■ .13 | ■ .14 | ■ .15 |
| ■ Visually identifies: \$.11 | ■ \$.12 | ■ \$.13 | ■ \$.14 | ■ \$.15 |

VERBAL IDENTIFICATION

For each price and form of price selected for training (e.g. 11¢), instructor presents the price and asks client: "What does this price say?" Client is to verbally identify the price by reading it aloud and must, without cue, say "cents" in answer. It is recommended prices be presented in random number order.

- | | | | | |
|------------------------------|---------|---------|---------|---------|
| ■ Verbally identifies: 11¢ | ■ 12¢ | ■ 13¢ | ■ 14¢ | ■ 15¢ |
| ■ Verbally identifies: .11 | ■ .12 | ■ .13 | ■ .14 | ■ .15 |
| ■ Verbally identifies: \$.11 | ■ \$.12 | ■ \$.13 | ■ \$.14 | ■ \$.15 |

298.1 11¢–15¢: COUNTING COINS

For each set of coins selected for training (e.g. 6P–1N), client is handed the coins and asked: "How much money is this?" Client must say "cents" in answer, without cue, and correctly count the coins aloud if asked. Answers appear in parentheses. To increase practical application, it is suggested client *hold* the coins rather than set them down.

- | | | | | | |
|---------------|---------------|---------------|---------------|---------------|---------------|
| ■ 6P–1N (11¢) | ■ 1P–2N (11¢) | ■ 1P–1D (11¢) | ■ 7P–1N (12¢) | ■ 2P–2N (12¢) | ■ 2P–1D (12¢) |
| ■ 8P–1N (13¢) | ■ 3P–2N (13¢) | ■ 3P–1D (13¢) | ■ 9P–1N (14¢) | ■ 4P–2N (14¢) | ■ 4P–1D (14¢) |
| ■ 1N–1D (15¢) | ■ 5P–2N (15¢) | ■ 3N (15¢) | ■ 5P–1D (15¢) | | |

298.2 11¢–15¢: GIVING EXACT AMOUNTS

For each task selected for training, client is handed indicated coin combination and asked to give the amount of money that precedes the combination. In the first task below, for example, client is handed 7P–1N–3Q–3H–3DC and asked to give eleven cents. The only possible answer appears in parentheses. To increase practical application, it is suggested client hold the coins or use a coin purse rather than set the coins down.

- | | |
|-----------------------------------|-----------------------------------|
| ■ 11¢: 7P–1N–3Q–3H–3DC (6P–1N) | ■ 13¢: 5P–1N–3D–3Q–3H–3DC (3P–1D) |
| ■ 11¢: 4P–3N–3Q–3H–3DC (1P–2N) | ■ 14¢: 10P–1N–3Q–3H–3DC (9P–1N) |
| ■ 11¢: 5P–1N–3D–3Q–3H–3DC (1P–1D) | ■ 14¢: 5P–3N–3Q–3H–3DC (4P–2N) |
| ■ 12¢: 9P–1N–3Q–3H–3DC (7P–1N) | ■ 14¢: 5P–1N–3D–3Q–3H–3DC (4P–1D) |
| ■ 12¢: 5P–3N–3Q–3H–3DC (2P–2N) | ■ 15¢: 4P–2N–3D–3Q–3H–3DC (1N–1D) |
| ■ 12¢: 5P–1N–3D–3Q–3H–3DC (2P–1D) | ■ 15¢: 7P–2N–3Q–3H–3DC (5P–2N) |
| ■ 13¢: 10P–1N–3Q–3H–3DC (8P–1N) | ■ 15¢: 4P–4N–3Q–3H–3DC (3N) |
| ■ 13¢: 5P–3N–3Q–3H–3DC (3P–2N) | ■ 15¢: 7P–3D–3Q–3H–3DC (5P–1D) |

298.3 11¢–15¢: BUYING ITEM

BUYS ITEM IN CLASS

Client is given 5P–4N–3D–2Q–2H–2DC to use and is presented with 5 different items, each of which costs in the range of 11¢–15¢, and carries its original price marking. Client chooses and identifies an item to buy, locates and reads its price, and hands it to instructor who rings up the amount on a cash register or adding machine, or writes a receipt. Client pays exact amount for the item. If correct on all points, client has performed the task correctly. It is suggested client be allowed to keep item and receipt only if the task "Buys item in community store" will not be taught.

- Client buys item in class according to criteria indicated in directions

BUYS ITEM IN COMMUNITY STORE

Client is given 5P–4N–3D–2Q–2H–2DC to use. If client uses own money, combine it with this amount. In store, client chooses and identifies an item to buy in the range of 11¢–15¢, and locates and reads its price. Client pays cashier exact amount for the item. If correct on all points, client has performed the task correctly. *While at the store, train also on Basic Shopping Process, page 294.*

- Client buys item in community store according to criteria indicated in directions

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part One)

P (Penny) • N (Nickel) • D (Dime) • Q (Quarter) • H (Half Dollar) • DC (Dollar Coin — Susan B. Anthony)

299.1 11¢–15¢: VALUE AWARENESS

Instructor shows client four items that do not have visible price markings: 2 items that obviously are not possible to purchase for 11–15 cents (e.g. jar of peanut butter), and 2 items that obviously *are possible* to purchase for the amount (e.g. ruler). Instructor tells client that some of the items cost between 11 and 15 cents but some of the items do not. For each item, client is then asked: “Could you buy this (*instructor names item*) if you had 15 cents?” It is suggested each training session to present the items in random order. It is also suggested to use different items each training session in order to expand client’s value awareness.

- Client responds correctly to all four questions

Instructor asks client: “Name something you could buy that costs between 11 and 15 cents.” It is recommended client be encouraged to name a different item each training session.

- Client names an item that costs between 11 and 15 cents

299.2 16¢–20¢: READING PRICES

VISUAL IDENTIFICATION

For each price and form of price selected for training (e.g. 16¢), instructor presents the price along with other prices and asks client: “Show me the price that says (*e.g. sixteen*) cents.” Client is to visually identify the price by pointing to or otherwise non-verbally indicating it. It is recommended target prices be presented in a random number order format.

- Visually identifies: 16¢ ■ 17¢ ■ 18¢ ■ 19¢ ■ 20¢
- Visually identifies: .16 ■ .17 ■ .18 ■ .19 ■ .20
- Visually identifies: \$.16 ■ \$.17 ■ \$.18 ■ \$.19 ■ \$.20

VERBAL IDENTIFICATION

For each price and form of price selected for training (e.g. 16¢), instructor presents the price and asks client: “What does this price say?” Client is to verbally identify the price by reading it aloud and must, without cue, say “cents” in answer. It is recommended prices be presented in random number order.

- Verbally identifies: 16¢ ■ 17¢ ■ 18¢ ■ 19¢ ■ 20¢
- Verbally identifies: .16 ■ .17 ■ .18 ■ .19 ■ .20
- Verbally identifies: \$.16 ■ \$.17 ■ \$.18 ■ \$.19 ■ \$.20

299.3 16¢–20¢: COUNTING COINS

For each set of coins selected for training (e.g. 1P–1N–1D), client is handed the coins and asked: “How much money is this?” Client must say “cents” in answer, without cue, and correctly count the coins aloud if asked. Answers appear in parentheses. To increase practical application, it is suggested client *hold* the coins rather than set them down.

- 1P–1N–1D (16¢) ■ 6P–2N (16¢) ■ 1P–3N (16¢) ■ 2P–1N–1D (17¢) ■ 2P–3N (17¢) ■ 3P–1N–1D (18¢)
- 3P–3N (18¢) ■ 4P–1N–1D (19¢) ■ 4P–3N (19¢) ■ 5P–1N–1D (20¢) ■ 2N–1D (20¢) ■ 2D (20¢)
- 5P–3N (20¢) ■ 4N (20¢)

299.4 16¢–20¢: GIVING EXACT AMOUNTS

For each task selected for training, client is handed indicated coin combination and asked to give the amount of money that precedes the combination. In the first task below, for example, client is handed 5P–2N–3D–3Q–3H–3DC and asked to give sixteen cents. The only possible answer appears in parentheses. To increase practical application, it is suggested client hold the coins or use a coin purse rather than set the coins down.

- 16¢: 5P–2N–3D–3Q–3H–3DC (1P–1N–1D)
- 16¢: 7P–2N–3Q–3H–3DC (6P–2N)
- 16¢: 5P–4N–3Q–3H–3DC (1P–3N)
- 17¢: 5P–2N–3D–3Q–3H–3DC (2P–1N–1D)
- 17¢: 5P–4N–3Q–3H–3DC (2P–3N)
- 18¢: 5P–2N–3D–3Q–3H–3DC (3P–1N–1D)
- 18¢: 5P–4N–3Q–3H–3DC (3P–3N)
- 19¢: 5P–2N–3D–3Q–3H–3DC (4P–1N–1D)
- 19¢: 5P–4N–3Q–3H–3DC (4P–3N)
- 20¢: 6P–1N–1D–3Q–3H–3DC (5P–1N–1D)
- 20¢: 4P–3N–1D–3Q–3H–3DC (2N–1D)
- 20¢: 4P–1N–3D–3Q–3H–3DC (2D)
- 20¢: 6P–3N–3Q–3H–3DC (5P–3N)
- 20¢: 4P–5N–3Q–3H–3DC (4N)

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part One)

P (Penny) • N (Nickel) • D (Dime) • Q (Quarter) • H (Half Dollar) • DC (Dollar Coin) — Susan B. Anthony

300.1 16¢–20¢: BUYING ITEM

BUYS ITEM IN CLASS

Client is given 5P–4N–3D–2Q–2H–2DC to use and is presented with 5 different items, each of which costs in the range of 16¢–20¢, and carries its original price marking. Client chooses and identifies an item to buy, locates and reads its price, and hands it to instructor who rings up the amount on a cash register or adding machine, or writes a receipt. Client pays exact amount for the item. If correct on all points, client has performed the task correctly. It is suggested client be allowed to keep item and receipt only if the task “Buys item in community store” will not be taught.

- Client buys item in class according to criteria indicated in directions

BUYS ITEM IN COMMUNITY STORE

Client is given 5P–4N–3D–2Q–2H–2DC to use. If client uses own money, combine it with this amount. In store, client chooses and identifies an item to buy in the range of 16¢–20¢, and locates and reads its price. Client pays cashier exact amount for the item. If correct on all points, client has performed the task correctly. *While at the store, train also on Basic Shopping Process, page 294.*

- Client buys item in community store according to criteria indicated in directions

300.2 16¢–20¢: VALUE AWARENESS

Instructor shows client four items that do not have visible price markings: 2 items that obviously are not possible to purchase for 16–20 cents (e.g. quart of milk), and 2 items that obviously *are possible* to purchase for the amount (e.g. scratch pad). Instructor tells client that some of the items cost between 16 and 20 cents but some of the items do not. For each item, client is then asked: “Could you buy this (*instructor names item*) if you had 20 cents?” It is suggested each training session to present the items in random order. It is also suggested to use different items each training session in order to expand client’s value awareness.

- Client responds correctly to all four questions

Instructor asks client: “Name something you could buy that costs between 16 and 20 cents.” It is recommended client be encouraged to name a different item each training session.

- Client names an item that costs between 16 and 20 cents

300.3 21¢–25¢: READING PRICES

VISUAL IDENTIFICATION

For each price and form of price selected for training (e.g. 21¢), instructor presents the price along with other prices and asks client: “Show me the price that says (*e.g. twenty-one*) cents.” Client is to visually identify the price by pointing to or otherwise non-verbally indicating it. It is recommended target prices be presented in a random number order format.

- Visually identifies: 21¢ ■ 22¢ ■ 23¢ ■ 24¢ ■ 25¢
- Visually identifies: .21 ■ .22 ■ .23 ■ .24 ■ .25
- Visually identifies: \$.21 ■ \$.22 ■ \$.23 ■ \$.24 ■ \$.25

VERBAL IDENTIFICATION

For each price and form of price selected for training (e.g. 21¢), instructor presents the price and asks client: “What does this price say?” Client is to verbally identify the price by reading it aloud and must, without cue, say “cents” in answer. It is recommended prices be presented in random number order.

- Verbally identifies: 21¢ ■ 22¢ ■ 23¢ ■ 24¢ ■ 25¢
- Verbally identifies: .21 ■ .22 ■ .23 ■ .24 ■ .25
- Verbally identifies: \$.21 ■ \$.22 ■ \$.23 ■ \$.24 ■ \$.25

300.4 21¢–25¢: COUNTING COINS

For each coin or set of coins selected for training (e.g. 1P–2N–1D), client is handed the coin(s) and asked: “How much money is this?” Client must say “cents” in answer, without cue, and correctly count the coins aloud if asked. Answers appear in parentheses. To increase practical application, it is suggested client *hold* the coins rather than set them down.

- 1P–2N–1D (21¢) ■ 1P–2D (21¢) ■ 6P–3N (21¢) ■ 1P–4N (21¢) ■ 2P–2N–1D (22¢) ■ 2P–2D (22¢)
- 2P–4N (22¢) ■ 3P–2N–1D (23¢) ■ 3P–2D (23¢) ■ 3P–4N (23¢) ■ 4P–2N–1D (24¢) ■ 4P–2D (24¢)
- 4P–4N (24¢) ■ 1Q (25¢) ■ 5N (25¢) ■ 1N–2D (25¢) ■ 5P–4N (25¢) ■ 3N–1D (25¢) ■ 5P–2D (25¢)
- 5P–2N–1D (25¢)

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part One)

P (Penny) • N (Nickel) • D (Dime) • Q (Quarter) • H (Half Dollar) • DC (Dollar Coin — Susan B. Anthony)

301.1 21¢–25¢: GIVING EXACT AMOUNTS

For each task selected for training, client is handed indicated coin combination and asked to give the amount of money that precedes the combination. In the first task below, for example, client is handed 5P–3N–1D–3Q–3H–3DC and asked to give twenty-one cents. The only possible answer appears in parentheses. To increase practical application, it is suggested client hold the coins or use a coin purse rather than set the coins down.

- 21¢: 5P–3N–1D–3Q–3H–3DC (1P–2N–1D)
- 21¢: 5P–1N–3D–3Q–3H–3DC (1P–2D)
- 21¢: 7P–3N–3Q–3H–3DC (6P–3N)
- 21¢: 5P–5N–3Q–3H–3DC (1P–4N)
- 22¢: 5P–3N–1D–3Q–3H–3DC (2P–2N–1D)
- 22¢: 5P–1N–3D–3Q–3H–3DC (2P–2D)
- 22¢: 5P–5N–3Q–3H–3DC (2P–4N)
- 23¢: 5P–3N–1D–3Q–3H–3DC (3P–2N–1D)
- 23¢: 5P–1N–3D–3Q–3H–3DC (3P–2D)
- 23¢: 5P–5N–3Q–3H–3DC (3P–4N)
- 24¢: 5P–3N–1D–3Q–3H–3DC (4P–2N–1D)
- 24¢: 5P–1N–3D–3Q–3H–3DC (4P–2D)
- 24¢: 5P–5N–3Q–3H–3DC (4P–4N)
- 25¢: 4P–2N–1D–2Q–3H–3DC (1Q)
- 25¢: 4P–6N–3H–3DC (5N)
- 25¢: 4P–2N–3D–3H–3DC (1N–2D)
- 25¢: 8P–4N–3H–3DC (5P–4N)
- 25¢: 4P–4N–1D–3H–3DC (3N–1D)
- 25¢: 8P–3D–3H–3DC (5P–2D)
- 25¢: 8P–2N–1D–3H–3DC (5P–2N–1D)

301.2 21¢–25¢: BUYING ITEM

BUYS ITEM IN CLASS

Client is given 5P–4N–3D–2Q–2H–2DC to use and is presented with 5 different items, each of which costs in the range of 21¢–25¢, and carries its original price marking. Client chooses and identifies an item to buy, locates and reads its price, and hands it to instructor who rings up the amount on a cash register or adding machine, or writes a receipt. Client pays exact amount for the item. If correct on all points, client has performed the task correctly. It is suggested client be allowed to keep item and receipt only if the task “Buys item in community store” will not be taught.

- Client buys item in class according to criteria indicated in directions

BUYS ITEM IN COMMUNITY STORE

Client is given 5P–4N–3D–2Q–2H–2DC to use. If client uses own money, combine it with this amount. In store, client chooses and identifies an item to buy in the range of 21¢–25¢, and locates and reads its price. Client pays cashier exact amount for the item. If correct on all points, client has performed the task correctly. While at the store, train also on *Basic Shopping Process*, page 294.

- Client buys item in community store according to criteria indicated in directions

301.3 21¢–25¢: VALUE AWARENESS

Instructor shows client four items that do not have visible price markings: 2 items that obviously are not possible to purchase for 21–25 cents (e.g. tube of toothpaste), and 2 items that obviously are possible to purchase for the amount (e.g. small package of peanuts). Instructor tells client that some of the items cost between 21 and 25 cents but some of the items do not. For each item, client is then asked: “Could you buy this (*instructor names item*) if you had 25 cents?” It is suggested each training session to present the items in random order. It is also suggested to use different items each training session in order to expand client’s value awareness.

- Client responds correctly to all four questions

Instructor asks client: “Name something you could buy that costs between 21 and 25 cents.” It is recommended client be encouraged to name a different item each training session.

- Client names an item that costs between 21 and 25 cents

301.4 26¢–30¢: READING PRICES

VISUAL IDENTIFICATION

For each price and form of price selected for training (e.g. 26¢), instructor presents the price along with other prices and asks client: “Show me the price that says (*e.g. twenty-six*) cents.” Client is to visually identify the price by pointing to or otherwise non-verbally indicating it. It is recommended target prices be presented in a random number order format.

- Visually identifies: 26¢ ■ 27¢ ■ 28¢ ■ 29¢ ■ 30¢
- Visually identifies: .26 ■ .27 ■ .28 ■ .29 ■ .30
- Visually identifies: \$.26 ■ \$.27 ■ \$.28 ■ \$.29 ■ \$.30

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part One)

P (Penny) • N (Nickel) • D (Dime) • Q (Quarter) • H (Half Dollar) • DC (Dollar Coin) — Susan B. Anthony

26¢–30¢: READING PRICES (Cont.)**VERBAL IDENTIFICATION**

For each price and form of price selected for training (e.g. 26¢), instructor presents the price and asks client: "What does this price say?" Client is to verbally identify the price by reading it aloud and must, without cue, say "cents" in answer. It is recommended prices be presented in random number order.

- | | | | | |
|------------------------------|---------|---------|---------|---------|
| ■ Verbally identifies: 26¢ | ■ 27¢ | ■ 28¢ | ■ 29¢ | ■ 30¢ |
| ■ Verbally identifies: .26 | ■ .27 | ■ .28 | ■ .29 | ■ .30 |
| ■ Verbally identifies: \$.26 | ■ \$.27 | ■ \$.28 | ■ \$.29 | ■ \$.30 |

302.1 26¢–30¢: COUNTING COINS

For each set of coins selected for training (e.g. 1P–1Q), client is handed the coins and asked: "How much money is this?" Client must say "cents" in answer, without cue, and correctly count the coins aloud if asked. Answers appear in parentheses. To increase practical application, it is suggested client *hold* the coins rather than set them down.

- | | | | | | |
|------------------|------------------|------------------|------------------|------------------|---------------|
| ■ 1P–1Q (26¢) | ■ 6P–2N–1D (26¢) | ■ 2P–1N–2D (27¢) | ■ 2P–5N (27¢) | ■ 8P–4N (28¢) | ■ 3P–1Q (28¢) |
| ■ 4P–1N–2D (29¢) | ■ 4P–3N–1D (29¢) | ■ 4P–1Q (29¢) | ■ 6N (30¢) | ■ 3D (30¢) | ■ 2N–2D (30¢) |
| ■ 4N–1D (30¢) | ■ 1N–1Q (30¢) | ■ 5P–1Q (30¢) | ■ 5P–1N–2D (30¢) | ■ 5P–3N–1D (30¢) | ■ 5P–5N (30¢) |

302.2 26¢–30¢: GIVING EXACT AMOUNTS

For each task selected for training, client is handed indicated coin combination and asked to give the amount of money that precedes the combination. In the first task below, for example, client is handed 5P–2N–1D–2Q–3H–3DC and asked to give twenty-six cents. The only possible answer appears in parentheses. To increase practical application, it is suggested client hold the coins or use a coin purse rather than set the coins down.

- | | |
|-----------------------------------|-----------------------------------|
| ■ 26¢: 5P–2N–1D–2Q–3H–3DC (1P–1Q) | ■ 30¢: 7P–3N–1D–3H–3DC (5P–3N–1D) |
| ■ 26¢: 7P–2N–1D–3H–3DC (6P–2N–1D) | ■ 30¢: 7P–5N–3H–3DC (5P–5N) |
| ■ 27¢: 5P–2N–3D–3H–3DC (2P–1N–2D) | ■ 30¢: 4P–7N–3H–3DC (6N) |
| ■ 27¢: 5P–6N–3H–3DC (2P–5N) | ■ 30¢: 4P–4D–1Q–3H–3DC (3D) |
| ■ 28¢: 10P–4N–3H–3DC (8P–4N) | ■ 30¢: 4P–3N–2D–3H–3DC (2N–2D) |
| ■ 28¢: 5P–2N–1D–2Q–3H–3DC (3P–1Q) | ■ 30¢: 4P–5N–1D–3H–3DC (4N–1D) |
| ■ 29¢: 5P–2N–2D–3H–3DC (4P–1N–2D) | ■ 30¢: 4P–3N–1D–2Q–3H–3DC (1N–1Q) |
| ■ 29¢: 5P–4N–1D–3H–3DC (4P–3N–1D) | ■ 30¢: 7P–2D–2Q–3H–3DC (5P–1Q) |
| ■ 29¢: 6P–2N–1D–2Q–3H–3DC (4P–1Q) | ■ 30¢: 7P–1N–2D–3H–3DC (5P–1N–2D) |

302.3 26¢–30¢: BUYING ITEM**BUYS ITEM IN CLASS**

Client is given 5P–4N–3D–2Q–2H–2DC to use and is presented with 5 different items, each of which costs in the range of 26¢–30¢, and carries its original price marking. Client chooses and identifies an item to buy, locates and reads its price, and hands it to instructor who rings up the amount on a cash register or adding machine, or writes a receipt. Client pays exact amount for the item. If correct on all points, client has performed the task correctly. It is suggested client be allowed to keep item and receipt only if the task "Buys item in community store" will not be taught.

- Client buys item in class according to criteria indicated in directions

BUYS ITEM IN COMMUNITY STORE

Client is given 5P–4N–3D–2Q–2H–2DC to use. If client uses own money, combine it with this amount. In store, client chooses and identifies an item to buy in the range of 26¢–30¢, and locates and reads its price. Client pays cashier exact amount for the item. If correct on all points, client has performed the task correctly. *While at the store, train also on Basic Shopping Process, page 294.*

- Client buys item in community store according to criteria indicated in directions

302.4 26¢–30¢: VALUE AWARENESS

Instructor shows client four items that do not have visible price markings: 2 items that obviously are not possible to purchase for 26–30 cents (e.g. underarm deodorant), and 2 items that obviously *are possible* to purchase for the amount (e.g. pencil sharpener).

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part One)

P (Penny) • N (Nickel) • D (Dime) • Q (Quarter) • H (Half Dollar) • DC (Dollar Coin — Susan B. Anthony)

26¢–30¢: VALUE AWARENESS (Cont.)

Instructor tells client that some of the items cost between 26 and 30 cents but some of the items do not. For each item, client is then asked: "Could you buy this (*instructor names item*) if you had 30 cents?" It is suggested each training session to present the items in random order. It is also suggested to use different items each training session in order to expand client's value awareness.

- Client responds correctly to all four questions

Instructor asks client: "Name something you could buy that costs between 26 and 30 cents." It is recommended client be encouraged to name a different item each training session.

- Client names an item that costs between 26 and 30 cents

303.1 31¢–35¢: READING PRICES

VISUAL IDENTIFICATION

For each price and form of price selected for training (e.g. 31¢), instructor presents the price along with other prices and asks client: "Show me the price that says (*e.g. thirty-one*) cents." Client is to visually identify the price by pointing to or otherwise non-verbally indicating it. It is recommended target prices be presented in a random number order format.

- Visually identifies: 31¢ ■ 32¢ ■ 33¢ ■ 34¢ ■ 35¢
- Visually identifies: .31 ■ .32 ■ .33 ■ .34 ■ .35
- Visually identifies: \$.31 ■ \$.32 ■ \$.33 ■ \$.34 ■ \$.35

VERBAL IDENTIFICATION

For each price and form of price selected for training (e.g. 31¢), instructor presents the price and asks client: "What does this price say?" Client is to verbally identify the price by reading it aloud and must, without cue, say "cents" in answer. It is recommended prices be presented in random number order.

- Verbally identifies: 31¢ ■ 32¢ ■ 33¢ ■ 34¢ ■ 35¢
- Verbally identifies: .31 ■ .32 ■ .33 ■ .34 ■ .35
- Verbally identifies: \$.31 ■ \$.32 ■ \$.33 ■ \$.34 ■ \$.35

303.2 31¢–35¢: COUNTING COINS

For each set of coins selected for training (e.g. 1P–3D), client is handed the coins and asked: "How much money is this?" Client must say "cents" in answer, without cue, and correctly count the coins aloud if asked. Answers appear in parentheses. To increase practical application, it is suggested client *hold* the coins rather than set them down.

- 1P–3D (31¢) ■ 1P–1N–1Q (31¢) ■ 2P–4N–1D (32¢) ■ 2P–2N–2D (32¢) ■ 3P–1N–1Q (33¢)
- 3P–3D (33¢) ■ 9P–5N (34¢) ■ 4P–1N–1Q (34¢) ■ 1D–1Q (35¢) ■ 2N–1Q (35¢) ■ 1N–3D (35¢)
- 3N–2D (35¢)

303.3 31¢–35¢: GIVING EXACT AMOUNTS

For each task selected for training, client is handed indicated coin combination and asked to give the amount of money that precedes the combination. In the first task below, for example, client is handed 5P–1N–4D–3H–3DC and asked to give thirty-one cents. The only possible answer appears in parentheses. To increase practical application, it is suggested client hold the coins or use a coin purse rather than set the coins down.

- 31¢: 5P–1N–4D–3H–3DC (1P–3D) ■ 34¢: 10P–5N–3H–3DC (9P–5N)
- 31¢: 5P–3N–1D–2Q–3H–3DC (1P–1N–1Q) ■ 34¢: 5P–3N–1D–2Q–3H–3DC (4P–1N–1Q)
- 32¢: 5P–5N–1D–3H–3DC (2P–4N–1D) ■ 35¢: 4P–1N–2D–2Q–3H–3DC (1D–1Q)
- 32¢: 5P–3N–2D–3H–3DC (2P–2N–2D) ■ 35¢: 4P–3N–2Q–3H–3DC (2N–1Q)
- 33¢: 5P–3N–1D–2Q–3H–3DC (3P–1N–1Q) ■ 35¢: 4P–2N–3D–3H–3DC (1N–3D)
- 33¢: 5P–4D–3Q–3H–3DC (3P–3D) ■ 35¢: 4P–4N–2D–3H–3DC (3N–2D)

303.4 31¢–35¢: BUYING ITEM

BUYS ITEM IN CLASS

Client is given 5P–4N–3D–2Q–2H–2DC to use and is presented with 5 different items, each of which costs in the range of 31¢–35¢, and carries its original price marking. Client chooses and identifies an item to buy, locates and reads its price, and hands it to instructor who rings up the amount on a cash register or adding machine, or writes a receipt. Client pays exact

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part One)

P (Penny) • N (Nickel) • D (Dime) • Q (Quarter) • H (Half Dollar) • DC (Dollar Coin — Susan B. Anthony)

31¢–35¢: BUYING ITEM (Cont.)

amount for the item. If correct on all points, client has performed the task correctly. It is suggested client be allowed to keep item and receipt only if the task "Buys item in community store" will not be taught.

- Client buys item in class according to criteria indicated in directions

BUYS ITEM IN COMMUNITY STORE

Client is given 5P–4N–3D–2Q–2H–2DC to use. If client uses own money, combine it with this amount. In store, client chooses and identifies an item to buy in the range of 31¢–35¢, and locates and reads its price. Client pays cashier exact amount for the item. If correct on all points, client has performed the task correctly. *While at the store, train also on Basic Shopping Process, page 294.*

- Client buys item in community store according to criteria indicated in directions

304.1 31¢–35¢: VALUE AWARENESS

Instructor shows client four items that do not have visible price markings: 2 items that obviously are not possible to purchase for 31–35 cents (e.g. bottle of shampoo), and 2 items that obviously *are possible* to purchase for the amount (e.g. can of soup). Instructor tells client that some of the items cost between 31 and 35 cents but some of the items do not. For each item, client is then asked: "Could you buy this (*instructor names item*) if you had 35 cents?" It is suggested each training session to present the items in random order. It is also suggested to use different items each training session in order to expand client's value awareness.

- Client responds correctly to all four questions

Instructor asks client: "Name something you could buy that costs between 31 and 35 cents." It is recommended client be encouraged to name a different item each training session.

- Client names an item that costs between 31 and 35 cents

304.2 36¢–40¢: READING PRICES

VISUAL IDENTIFICATION

For each price and form of price selected for training (e.g. 36¢), instructor presents the price along with other prices and asks client: "Show me the price that says (*e.g. thirty-six*) cents." Client is to visually identify the price by pointing to or otherwise non-verbally indicating it. It is recommended target prices be presented in a random number order format.

- Visually identifies: 36¢ ■ 37¢ ■ 38¢ ■ 39¢ ■ 40¢
- Visually identifies: .36 ■ .37 ■ .38 ■ .39 ■ .40
- Visually identifies: \$.36 ■ \$.37 ■ \$.38 ■ \$.39 ■ \$.40

VERBAL IDENTIFICATION

For each price and form of price selected for training (e.g. 36¢), instructor presents the price and asks client: "What does this price say?" Client is to verbally identify the price by reading it aloud and must, without cue, say "cents" in answer. It is recommended prices be presented in random number order.

- Verbally identifies: 36¢ ■ 37¢ ■ 38¢ ■ 39¢ ■ 40¢
- Verbally identifies: .36 ■ .37 ■ .38 ■ .39 ■ .40
- Verbally identifies: \$.36 ■ \$.37 ■ \$.38 ■ \$.39 ■ \$.40

304.3 36¢–40¢: COUNTING COINS

For each set of coins selected for training (e.g. 1P–1D–1Q), client is handed the coins and asked: "How much money is this?" Client must say "cents" in answer, without cue, and correctly count the coins aloud if asked. Answers appear in parentheses. To increase practical application, it is suggested client *hold* the coins rather than set them down.

- 1P–1D–1Q (36¢) ■ 6P–3D (36¢) ■ 2P–2N–1Q (37¢) ■ 2P–3N–2D (37¢) ■ 3P–1N–3D (38¢)
- 3P–1D–1Q (38¢) ■ 4P–5N–1D (39¢) ■ 4P–3N–2D (39¢) ■ 1N–1D–1Q (40¢) ■ 4D (40¢) ■ 3N–1Q (40¢)
- 5P–1N–3D (40¢) ■ 2N–3D (40¢) ■ 4N–2D (40¢)

304.4 36¢–40¢: GIVING EXACT AMOUNTS

For each task selected for training, client is handed indicated coin combination and asked to give the amount of money that precedes the combination. In the first task below, for example, client is handed 5P–1N–2D–2Q–3H–3DC and asked to give thirty-six cents. The only possible answer appears in parentheses. To increase practical application, it is suggested client hold the coins or use a coin purse rather than set the coins down.

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part One)

P (Penny) • N (Nickel) • D (Dime) • Q (Quarter) • H (Half Dollar) • DC (Dollar Coin — Susan B. Anthony)

36¢–40¢: GIVING EXACT AMOUNTS (Cont.)

- 36¢: 5P–1N–2D–2Q–3H–3DC (1P–1D–1Q)
- 36¢: 8P–4D–3H–3DC (6P–3D)
- 37¢: 5P–4N–2Q–3H–3DC (2P–2N–1Q)
- 37¢: 5P–4N–2D–3H–3DC (2P–3N–2D)
- 38¢: 5P–2N–4D–3H–3DC (3P–1N–3D)
- 38¢: 5P–1N–2D–2Q–3H–3DC (3P–1D–1Q)
- 39¢: 5P–6N–1D–3H–3DC (4P–5N–1D)
- 39¢: 5P–4N–2D–3H–3DC (4P–3N–2D)
- 40¢: 4P–2N–2D–2Q–3H–3DC (1N–1D–1Q)
- 40¢: 4P–5D–3Q–3H–3DC (4D)
- 40¢: 4P–4N–3Q–3H–3DC (3N–1Q)
- 40¢: 6P–1N–3D–3H–3DC (5P–1N–3D)
- 40¢: 4P–3N–3D–3H–3DC (2N–3D)
- 40¢: 4P–5N–2D–3H–3DC (4N–2D)

305.1 36¢–40¢: BUYING ITEM

BUYS ITEM IN CLASS

Client is given 5P–4N–3D–2Q–2H–2DC to use and is presented with 5 different items, each of which costs in the range of 36¢–40¢, and carries its original price marking. Client chooses and identifies an item to buy, locates and reads its price, and hands it to instructor who rings up the amount on a cash register or adding machine, or writes a receipt. Client pays exact amount for the item. If correct on all points, client has performed the task correctly. It is suggested client be allowed to keep item and receipt only if the task “Buys item in community store” will not be taught.

- Client buys item in class according to criteria indicated in directions

BUYS ITEM IN COMMUNITY STORE

Client is given 5P–4N–3D–2Q–2H–2DC to use. If client uses own money, combine it with this amount. In store, client chooses and identifies an item to buy in the range of 36¢–40¢, and locates and reads its price. Client pays cashier exact amount for the item. If correct on all points, client has performed the task correctly. While at the store, train also on Basic Shopping Process, page 294.

- Client buys item in community store according to criteria indicated in directions

305.2 36¢–40¢: VALUE AWARENESS

Instructor shows client four items that do not have visible price markings: 2 items that obviously are not possible to purchase for 36–40 cents (e.g. jar of instant coffee), and 2 items that obviously are possible to purchase for the amount (e.g. bar of soap). Instructor tells client that some of the items cost between 36 and 40 cents but some of the items do not. For each item, client is then asked: “Could you buy this (*instructor names item*) if you had 40 cents?” It is suggested each training session to present the items in random order. It is also suggested to use different items each training session in order to expand client’s value awareness.

- Client responds correctly to all four questions

Instructor asks client: “Name something you could buy that costs between 36 and 40 cents.” It is recommended client be encouraged to name a different item each training session.

- Client names an item that costs between 36 and 40 cents

305.3 41¢–45¢: READING PRICES

VISUAL IDENTIFICATION

For each price and form of price selected for training (e.g. 41¢), instructor presents the price along with other prices and asks client: “Show me the price that says (*e.g. forty-one*) cents.” Client is to visually identify the price by pointing to or otherwise non-verbally indicating it. It is recommended target prices be presented in a random number order format.

- Visually identifies: 41¢ ■ 42¢ ■ 43¢ ■ 44¢ ■ 45¢
- Visually identifies: .41 ■ .42 ■ .43 ■ .44 ■ .45
- Visually identifies: \$.41 ■ \$.42 ■ \$.43 ■ \$.44 ■ \$.45

VERBAL IDENTIFICATION

For each price and form of price selected for training (e.g. 41¢), instructor presents the price and asks client: “What does this price say?” Client is to verbally identify the price by reading it aloud and must, without cue, say “cents” in answer. It is recommended prices be presented in random number order.

- Verbally identifies: 41¢ ■ 42¢ ■ 43¢ ■ 44¢ ■ 45¢
- Verbally identifies: .41 ■ .42 ■ .43 ■ .44 ■ .45
- Verbally identifies: \$.41 ■ \$.42 ■ \$.43 ■ \$.44 ■ \$.45

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part One)

P (Penny) • N (Nickel) • D (Dime) • Q (Quarter) • H (Half Dollar) • DC (Dollar Coin — Susan B. Anthony)

306.1 41¢–45¢: COUNTING COINS

For each set of coins selected for training (e.g. 1P–4D), client is handed the coins and asked: “How much money is this?” Client must say “cents” in answer, without cue, and correctly count the coins aloud if asked. Answers appear in parentheses. To increase practical application, it is suggested client *hold* the coins rather than set them down.

- 1P–4D (41¢) ■ 1P–1N–1D–1Q (41¢) ■ 2P–3N–1Q (42¢) ■ 7P–1N–3D (42¢) ■ 3P–4N–2D (43¢)
- 3P–6N–1D (43¢) ■ 4P–1N–1D–1Q (44¢) ■ 4P–4D (44¢) ■ 1N–4D (45¢) ■ 2D–1Q (45¢) ■ 3N–3D (45¢)
- 5P–4N–2D (45¢) ■ 5P–1N–1D–1Q (45¢) ■ 4N–1Q (45¢)

306.2 41¢–45¢: GIVING EXACT AMOUNTS

For each task selected for training, client is handed indicated coin combination and asked to give the amount of money that precedes the combination. In the first task below, for example, client is handed 5P–1N–5D–3H–3DC and asked to give forty-one cents. The only possible answer appears in parentheses. To increase practical application, it is suggested client hold the coins or use a coin purse rather than set the coins down.

- 41¢: 5P–1N–5D–3H–3DC (1P–4D)
- 41¢: 5P–2N–2D–2Q–3H–3DC (1P–1N–1D–1Q)
- 42¢: 5P–4N–2Q–3H–3DC (2P–3N–1Q)
- 42¢: 8P–1N–3D–3H–3DC (7P–1N–3D)
- 43¢: 5P–5N–2D–3H–3DC (3P–4N–2D)
- 43¢: 5P–7N–1D–3H–3DC (3P–6N–1D)
- 44¢: 5P–2N–2D–2Q–3H–3DC (4P–1N–1D–1Q)
- 44¢: 5P–5D–2Q–3H–3DC (4P–4D)
- 45¢: 4P–2N–5D–3H–3DC (1N–4D)
- 45¢: 4P–1N–3D–2Q–3H–3DC (2D–1Q)
- 45¢: 4P–4N–3D–3H–3DC (3N–3D)
- 45¢: 6P–4N–2D–3H–3DC (5P–4N–2D)
- 45¢: 6P–1N–1D–2Q–3H–3DC (5P–1N–1D–1Q)
- 45¢: 4P–5N–2Q–3H–3DC (4N–1Q)

306.3 41¢–45¢: BUYING ITEM**BUYS ITEM IN CLASS**

Client is given 5P–4N–3D–2Q–2H–2DC to use and is presented with 5 different items, each of which costs in the range of 41¢–45¢, and carries its original price marking. Client chooses and identifies an item to buy, locates and reads its price, and hands it to instructor who rings up the amount on a cash register or adding machine, or writes a receipt. Client pays exact amount for the item. If correct on all points, client has performed the task correctly. It is suggested client be allowed to keep item and receipt only if the task “Buys item in community store” will not be taught.

- Client buys item in class according to criteria indicated in directions

BUYS ITEM IN COMMUNITY STORE

Client is given 5P–4N–3D–2Q–2H–2DC to use. If client uses own money, combine it with this amount. In store, client chooses and identifies an item to buy in the range of 41¢–45¢, and locates and reads its price. Client pays cashier exact amount for the item. If correct on all points, client has performed the task correctly. *While at the store, train also on Basic Shopping Process, page 294.*

- Client buys item in community store according to criteria indicated in directions

306.4 41¢–45¢: VALUE AWARENESS

Instructor shows client four items that do not have visible price markings: 2 items that obviously are not possible to purchase for 41–45 cents (e.g. pair of gloves), and 2 items that obviously are possible to purchase for the amount (e.g. canned vegetable). Instructor tells client that some of the items cost between 41 and 45 cents but some of the items do not. For each item, client is then asked: “Could you buy this (*instructor names item*) if you had 45 cents?” It is suggested each training session to present the items in random order. It is also suggested to use different items each training session in order to expand client’s value awareness.

- Client responds correctly to all four questions

Instructor asks client: “Name something you could buy that costs between 41 and 45 cents.” It is recommended client be encouraged to name a different item each training session.

- Client names an item that costs between 41 and 45 cents

306.5 46¢–50¢: READING PRICES**VISUAL IDENTIFICATION**

For each price and form of price selected for training (e.g. 46¢), instructor presents the price along with other prices and asks

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part One)

P (Penny) • N (Nickel) • D (Dime) • Q (Quarter) • H (Half Dollar) • DC (Dollar Coin) — Susan B. Anthony)

46¢–50¢: READING PRICES (Cont.)

client: “Show me the price that says (e.g. *forty-six*) cents.” Client is to visually identify the price by pointing to or otherwise non-verbally indicating it. It is recommended target prices be presented in a random number order format.

- Visually identifies: 46¢ ■ 47¢ ■ 48¢ ■ 49¢ ■ 50¢
- Visually identifies: .46 ■ .47 ■ .48 ■ .49 ■ .50
- Visually identifies: \$.46 ■ \$.47 ■ \$.48 ■ \$.49 ■ \$.50

VERBAL IDENTIFICATION

For each price and form of price selected for training (e.g. 46¢), instructor presents the price and asks client: “What does this price say?” Client is to verbally identify the price by reading it aloud and must, without cue, say “cents” in answer. It is recommended prices be presented in random number order.

- Verbally identifies: 46¢ ■ 47¢ ■ 48¢ ■ 49¢ ■ 50¢
- Verbally identifies: .46 ■ .47 ■ .48 ■ .49 ■ .50
- Verbally identifies: \$.46 ■ \$.47 ■ \$.48 ■ \$.49 ■ \$.50

307.1 46¢–50¢: COUNTING COINS

For each coin or set of coins selected for training (e.g. 6P–4D), client is handed the coin(s) and asked: “How much money is this?” Client must say “cents” in answer, without cue, and correctly count the coins aloud if asked. Answers appear in parentheses. To increase practical application, it is suggested client *hold* the coins rather than set them down.

- 6P–4D (46¢) ■ 1P–2D–1Q (46¢) ■ 2P–3N–3D (47¢) ■ 7P–2N–3D (47¢) ■ 3P–2N–1D–1Q (48¢)
- 3P–1N–4D (48¢) ■ 4P–5N–2D (49¢) ■ 4P–4N–1Q (49¢) ■ 1H (50¢) ■ 2Q (50¢) ■ 10N (50¢)
- 5D (50¢) ■ 2N–4D (50¢) ■ 5N–1Q (50¢) ■ 5P–3N–3D (50¢) ■ 1N–2D–1Q (50¢) ■ 5P–4N–1Q (50¢)
- 5P–2N–1D–1Q (50¢)

307.2 46¢–50¢: GIVING EXACT AMOUNTS

For each task selected for training, client is handed indicated coin combination and asked to give the amount of money that precedes the combination. In the first task below, for example, client is handed 7P–5D–3H–3DC and asked to give forty-six cents. The only possible answer appears in parentheses. To increase practical application, it is suggested client hold the coins or use a coin purse rather than set the coins down.

- 46¢: 7P–5D–3H–3DC (6P–4D)
- 46¢: 5P–1N–3D–2Q–3H–3DC (1P–2D–1Q)
- 47¢: 5P–4N–3D–3H–3DC (2P–3N–3D)
- 47¢: 8P–2N–3D–3H–3DC (7P–2N–3D)
- 48¢: 5P–3N–1D–2Q–3H–3DC (3P–2N–1D–1Q)
- 48¢: 5P–2N–5D–3H–3DC (3P–1N–4D)
- 49¢: 5P–6N–2D–3H–3DC (4P–5N–2D)
- 49¢: 5P–5N–2Q–3H–3DC (4P–4N–1Q)
- 50¢: 3P–2N–1D–1Q–2H–3DC (1H)
- 50¢: 5P–1N–1D–3Q–3DC (2Q)
- 50¢: 3P–6D–1Q–3DC (5D)
- 50¢: 3P–3N–4D–3DC (2N–4D)
- 50¢: 3P–6N–1Q–3DC (5N–1Q)
- 50¢: 7P–3N–3D–3DC (5P–3N–3D)
- 50¢: 4P–2N–3D–1Q–3DC (1N–2D–1Q)
- 50¢: 7P–2N–1D–1Q–3DC (5P–2N–1D–1Q)

307.3 46¢–50¢: BUYING ITEM

BUYS ITEM IN CLASS

Client is given 5P–4N–3D–2Q–2H–2DC to use and is presented with 5 different items, each of which costs in the range of 46¢–50¢, and carries its original price marking. Client chooses and identifies an item to buy, locates and reads its price, and hands it to instructor who rings up the amount on a cash register or adding machine, or writes a receipt. Client pays exact amount for the item. If correct on all points, client has performed the task correctly. It is suggested client be allowed to keep item and receipt only if the task “Buys item in community store” will not be taught.

- Client buys item in class according to criteria indicated in directions

BUYS ITEM IN COMMUNITY STORE

Client is given 5P–4N–3D–2Q–2H–2DC to use. If client uses own money, combine it with this amount. In store, client chooses and identifies an item to buy in the range of 46¢–50¢, and locates and reads its price. Client pays cashier exact amount for the item. If correct on all points, client has performed the task correctly. *While at the store, train also on Basic Shopping Process, page 294.*

- Client buys item in community store according to criteria indicated in directions

COMMUNITY SKILLS

*I. BASIC MONEY CONCEPTS AND SHOPPING (Part One)***308.1 46¢–50¢: VALUE AWARENESS**

Instructor shows client four items that do not have visible price markings: 2 items that obviously are not possible to purchase for 46–50 cents (e.g. package of handkerchiefs), and 2 items that obviously *are possible* to purchase for the amount (e.g. pair of shoes). Instructor tells client that some of the items cost between 46 and 50 cents but some of the items do not. For each item, client is then asked: “Could you buy this (*instructor names item*) if you had 50 cents?” It is suggested each training session to present the items in random order. It is also suggested to use different items each training session in order to expand client’s value awareness.

- Client responds correctly to all four questions

Instructor asks client: “Name something you could buy that costs between 46 and 50 cents.” It is recommended client be encouraged to name a different item each training session.

- Client names an item that costs between 46 and 50 cents

308.2 COMPARING PRICES: 1¢–50¢

Client is given two items which carry their original price markings and fall within the 1¢–50¢ price range. Instructor asks client to compare the prices of each item and indicate which item costs more money. Repeat same procedure for four additional sets of items. It is suggested to use different items or item combinations each training session and to include the various forms of price markings client has previously learned to read (e.g. 50¢, .50, \$.50).

- Client responds correctly for each of the 5 sets of items presented (i.e. knows which item in each set costs more money)

308.3 RELATING SPENDING MONEY TO COST OF ITEM: 1¢–50¢

Client is given an item that carries its original price marking and falls within the 1¢–50¢ price range. Instructor then gives client an amount of money which is or is not sufficient to cover the cost of the item, and asks: “Do you have enough money to pay for the (*instructor names item*)?” Repeat same procedure for four additional items. It is suggested to use different items each training session and to insure that all five presentations do not require the same answer.

- Client responds correctly for each of the 5 items presented (i.e. knows whether or not each amount of money given is sufficient to cover the cost of the respective item presented)

308.4 KNOWLEDGE OF VENDING MACHINE

- Client is shown a vending machine and asked: “What is this type of machine called?” (Vending machine)
- “What is a vending machine?” (Machine that sells snacks, pop, sandwiches . . .)
- “Will the same food, say a (*instructor names a food*), usually cost more if you buy it from a vending machine or at a store?” (From vending machine) ■ “If you are trying to save money, where would it be best to buy your food: at a store or from a vending machine?” (At store)
- “Show me where you read the prices of the food in this vending machine.” (Client points to prices)
- “When you want to buy something, show me where you have to put your money.” (Client points to coin slot) ■ Instructor points to coin slot and asks: “What is this?” (Coin slot . . .)
- “If your selection will not come out, what can you do?” (Make another selection, get your money back . . .)
- “Show me what you have to use when you want to get your money back.” (Client points to coin return) ■ Instructor points to coin return and asks: “What is this?” (Coin return . . .)
- “After you use the coin return, show me where you have to pick up your money.” (Client points to change return) ■ Instructor points to change return and asks: “What is this?” (Change return . . .)
- “What can you do if the coin return doesn’t work or you don’t get back all your money?” (Inform the management) ■ “What will the management need to know in order to refund your money?” (How much money you lost . . .) ■ “Why is it important to remember how much money you put in the machine?” (In case you need a refund)

Role-play: Instructor gives client money to use and asks client to put it into the machine. Client is then asked to have the machine return the money.

- Client puts given coin(s) into coin slot
- Activates coin return ■ And collects given coin(s) from change return
- If coin return malfunctions: Informs management ■ And tells management how much money needs to be refunded

The vending machine skills that follow are intended to be used at any appropriate time during training in Parts One and Four. Depending on the level of money management client has reached at the various times the skills are used, instructor may need to guide client to select only items within the money amounts client is prepared to handle.

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part One)

309.1 USE OF VENDING MACHINES: Drop-Chute Type

- Client waits for turn to use vending machine ■ Decides on a selection ■ Chooses correct coins needed for selection
- Puts coins into coin slot ■ Activates item-release mechanism (e.g. pulls knob, pushes button)
- Activates item-release mechanism *for decided selection only*
- Collects selection ■ Collects change if overpaid ■ And moves aside so others can use machine
- Demonstrates opening item (if pop bottle, uses machine bottle opener)
- Uses coin return if necessary ■ And collects returned money
- Informs management if necessary ■ Explains problem effectively and appropriately to management ■ States amount to be refunded
- Uses vending machine in reasonable amount of time (e.g. does not cause others to wait unnecessarily)

309.2 USE OF VENDING MACHINES: Window-Opening Type

- Client waits for turn to use vending machine ■ Decides on a selection ■ Chooses correct coins needed for selection
- Puts coins into coin slot ■ Opens item-selection window (e.g. pulls it up, slides it back)
- Opens item-selection window *for decided selection only*
- Collects selection ■ Collects change if overpaid ■ And moves aside so others can use machine
- Demonstrates opening item ■ Uses coin return if necessary ■ And collects returned money
- Informs management if necessary ■ Explains problem effectively and appropriately to management ■ States amount to be refunded
- Uses vending machine in reasonable amount of time (e.g. does not cause others to wait unnecessarily)

309.3 USE OF VENDING MACHINES: Revolving-Columns Type

- Client waits for turn to use vending machine ■ Demonstrates activating revolving columns to determine what items are available
- Decides on a selection ■ Chooses correct coins needed for selection ■ Puts coins into coin slot
- Opens item-selection window (e.g. pulls it up, slides it back) ■ Opens item-selection window *for decided selection only*
- Collects selection ■ Collects change if overpaid ■ And moves aside so others can use machine
- Demonstrates opening item ■ Uses coin return if necessary ■ And collects returned money
- Informs management if necessary ■ Explains problem effectively and appropriately to management ■ States amount to be refunded
- Uses vending machine in reasonable amount of time (e.g. does not cause others to wait unnecessarily)

309.4 USE OF VENDING MACHINES: Open Door/Pull Out Bottle Type

- Client waits for turn to use vending machine ■ Decides on a selection ■ Chooses correct coins needed for selection
- Puts coins into coin slot ■ Opens selection door ■ And pulls out bottle ■ Pulls out *originally intended bottle only*
- Collects change if overpaid ■ Demonstrates opening bottle using machine bottle opener
- Moves aside so others can use machine ■ Uses coin return if necessary ■ And collects returned money
- Informs management if necessary ■ Explains problem effectively and appropriately to management ■ States amount to be refunded
- Uses vending machine in reasonable amount of time (e.g. does not cause others to wait unnecessarily)

P (Penny) • N (Nickel) • D (Dime) • Q (Quarter) • H (Half Dollar) • DC (Dollar Coin — Susan B. Anthony)

309.5 51¢–60¢: READING PRICES

VISUAL IDENTIFICATION

For each price and form of price selected for training (e.g. 51¢), instructor presents the price along with other prices and asks client: "Show me the price that says (e.g. *fifty-one*) cents." Client is to visually identify the price by pointing to or otherwise non-verbally indicating it. It is recommended target prices be presented in a random number order format.

- Visually identifies: 51¢ ■ 52¢ ■ 53¢ ■ 54¢ ■ 55¢ ■ 56¢ ■ 57¢ ■ 58¢ ■ 59¢ ■ 60¢
- Visually identifies: .51 ■ .52 ■ .53 ■ .54 ■ .55 ■ .56 ■ .57 ■ .58 ■ .59 ■ .60
- Visually identifies: \$.51 ■ \$.52 ■ \$.53 ■ \$.54 ■ \$.55 ■ \$.56 ■ \$.57 ■ \$.58 ■ \$.59 ■ \$.60

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part One)

P (Penny) • N (Nickel) • D (Dime) • Q (Quarter) • H (Half Dollar) • DC (Dollar Coin — Susan B. Anthony)

51¢–60¢: READING PRICES (Cont.)

VERBAL IDENTIFICATION

For each price and form of price selected for training (e.g. 51¢), instructor presents the price and asks client: "What does this price say?" Client is to verbally identify the price by reading it aloud and must, without cue, say "cents" in answer. It is recommended prices be presented in random number order.

- | | | | | | | | | | |
|------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ■ Verbally identifies: 51¢ | ■ 52¢ | ■ 53¢ | ■ 54¢ | ■ 55¢ | ■ 56¢ | ■ 57¢ | ■ 58¢ | ■ 59¢ | ■ 60¢ |
| ■ Verbally identifies: .51 | ■ .52 | ■ .53 | ■ .54 | ■ .55 | ■ .56 | ■ .57 | ■ .58 | ■ .59 | ■ .60 |
| ■ Verbally identifies: \$.51 | ■ \$.52 | ■ \$.53 | ■ \$.54 | ■ \$.55 | ■ \$.56 | ■ \$.57 | ■ \$.58 | ■ \$.59 | ■ \$.60 |

310.1 51¢–60¢: COUNTING COINS

For each set of coins selected for training (e.g. 1P–2Q), client is handed the coins and asked: "How much money is this?" Client must say "cents" in answer, without cue, and correctly count the coins aloud if asked. Answers appear in parentheses. To increase practical application, it is suggested client *hold* the coins rather than set them down.

- | | | | | |
|------------------|------------------|---------------------|------------------|---------------|
| ■ 1P–2Q (51¢) | ■ 2P–2N–4D (52¢) | ■ 3P–1N–2D–1Q (53¢) | ■ 4P–1H (54¢) | ■ 1N–2Q (55¢) |
| ■ 1P–3N–4D (56¢) | ■ 2P–1N–1H (57¢) | ■ 3P–2N–2D–1Q (58¢) | ■ 4P–3D–1Q (59¢) | ■ 1D–2Q (60¢) |

310.2 51¢–60¢: GIVING EXACT AMOUNTS

For each task selected for training, client is handed indicated coin combination and asked to give the amount of money that precedes the combination. In the first task below, for example, client is handed 5P–3N–4D–3DC and asked to give fifty-one cents. The only possible answer appears in parentheses. To increase practical application, it is suggested client hold the coins or use a coin purse rather than set the coins down.

- | | |
|--------------------------------------|--------------------------------------|
| ■ 51¢: 5P–3N–4D–3DC (1P–2N–4D) | ■ 56¢: 5P–3N–1D–3Q–3DC (1P–1N–2Q) |
| ■ 52¢: 5P–2N–1D–3Q–3DC (2P–2Q) | ■ 57¢: 5P–3N–2D–1Q–3DC (2P–2N–2D–1Q) |
| ■ 53¢: 5P–2N–1D–1Q–2H–3DC (3P–1H) | ■ 58¢: 5P–3N–1D–1Q–2H–3DC (3P–1N–1H) |
| ■ 54¢: 5P–2N–3D–1Q–3DC (4P–1N–2D–1Q) | ■ 59¢: 5P–1N–2D–3Q–3DC (4P–1N–2Q) |
| ■ 55¢: 7P–2N–4D–3DC (5P–2N–4D) | ■ 60¢: 4P–2N–4D–1Q–3DC (1N–3D–1Q) |

310.3 51¢–60¢: BUYING ITEM

BUYS ITEM IN CLASS

Client is given 5P–4N–3D–2Q–2H–2DC to use and is presented with 5 different items, each of which costs in the range of 51¢–60¢, and carries its original price marking. Client chooses and identifies an item to buy, locates and reads its price, and hands it to instructor who rings up the amount on a cash register or adding machine, or writes a receipt. Client pays exact amount for the item. If correct on all points, client has performed the task correctly. It is suggested client be allowed to keep item and receipt only if the task "Buys item in community store" will not be taught.

- Client buys item in class according to criteria indicated in directions

BUYS ITEM IN COMMUNITY STORE

Client is given 5P–4N–3D–2Q–2H–2DC to use. If client uses own money, combine it with this amount. In store, client chooses and identifies an item to buy in the range of 51¢–60¢, and locates and reads its price. Client pays cashier exact amount for the item. If correct on all points, client has performed the task correctly. *While at the store, train also on Basic Shopping Process, page 294.*

- Client buys item in community store according to criteria indicated in directions

310.4 51¢–60¢: VALUE AWARENESS

Instructor shows client four items that do not have visible price markings: 2 items that obviously are not possible to purchase for 51–60 cents (e.g. box of frozen chicken parts), and 2 items that obviously are possible to purchase for the amount (e.g. package of pasta). Instructor tells client that some of the items cost between 51 and 60 cents but some of the items do not. For each item, client is then asked: "Could you buy this (*instructor names item*) if you had 60 cents?" It is suggested each training session to present the items in random order. It is also suggested to use different items each training session in order to expand client's value awareness.

- Client responds correctly to all four questions

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part One)

P (Penny) • N (Nickel) • D (Dime) • Q (Quarter) • H (Half Dollar) • DC (Dollar Coin — Susan B. Anthony)

51¢–60¢: VALUE AWARENESS (Cont.)

Instructor asks client: “Name something you could buy that costs between 51 and 60 cents.” It is recommended client be encouraged to name a different item each training session.

- Client names an item that costs between 51 and 60 cents

311.1 61¢–70¢: READING PRICES

VISUAL IDENTIFICATION

For each price and form of price selected for training (e.g. 61¢), instructor presents the price along with other prices and asks client: “Show me the price that says (e.g. sixty-one) cents.” Client is to visually identify the price by pointing to or otherwise non-verbally indicating it. It is recommended target prices be presented in a random number order format.

- Visually identifies: 61¢ ■ 62¢ ■ 63¢ ■ 64¢ ■ 65¢ ■ 66¢ ■ 67¢ ■ 68¢ ■ 69¢ ■ 70¢
- Visually identifies: .61 ■ .62 ■ .63 ■ .64 ■ .65 ■ .66 ■ .67 ■ .68 ■ .69 ■ .70
- Visually identifies: \$.61 ■ \$.62 ■ \$.63 ■ \$.64 ■ \$.65 ■ \$.66 ■ \$.67 ■ \$.68 ■ \$.69 ■ \$.70

VERBAL IDENTIFICATION

For each price and form of price selected for training (e.g. 61¢), instructor presents the price and asks client: “What does this price say?” Client is to verbally identify the price by reading it aloud and must, without cue, say “cents” in answer. It is recommended prices be presented in random number order.

- Verbally identifies: 61¢ ■ 62¢ ■ 63¢ ■ 64¢ ■ 65¢ ■ 66¢ ■ 67¢ ■ 68¢ ■ 69¢ ■ 70¢
- Verbally identifies: .61 ■ .62 ■ .63 ■ .64 ■ .65 ■ .66 ■ .67 ■ .68 ■ .69 ■ .70
- Verbally identifies: \$.61 ■ \$.62 ■ \$.63 ■ \$.64 ■ \$.65 ■ \$.66 ■ \$.67 ■ \$.68 ■ \$.69 ■ \$.70

311.2 61¢–70¢: COUNTING COINS

For each set of coins selected for training (e.g. 1P–1D–1H), client is handed the coins and asked: “How much money is this?” Client must say “cents” in answer, without cue, and correctly count the coins aloud if asked. Answers appear in parentheses. To increase practical application, it is suggested client *hold* the coins rather than set them down.

- 1P–1D–1H (61¢) ■ 7P–3D–1Q (62¢) ■ 3P–2N–2Q (63¢) ■ 4P–3N–2D–1Q (64¢) ■ 1N–1D–1H (65¢)
- 1P–3N–2Q (66¢) ■ 2P–3N–1H (67¢) ■ 3P–1N–1D–2Q (68¢) ■ 4P–4D–1Q (69¢) ■ 2D–2Q (70¢)

311.3 61¢–70¢: GIVING EXACT AMOUNTS

For each task selected for training, client is handed indicated coin combination and asked to give the amount of money that precedes the combination. In the first task below, for example, client is handed 8P–4D–1Q–3DC and asked to give sixty-one cents. The only possible answer appears in parentheses. To increase practical application, it is suggested client hold the coins or use a coin purse rather than set the coins down.

- 61¢: 8P–4D–1Q–3DC (6P–3D–1Q)
- 62¢: 5P–1N–2D–1Q–2H–3DC (2P–1D–1H)
- 63¢: 5P–4N–2D–1Q–3DC (3P–3N–2D–1Q)
- 64¢: 5P–4N–3Q–3DC (4P–2N–2Q)
- 65¢: 4P–4N–3Q–3DC (3N–2Q)
- 66¢: 5P–2N–4D–2H–3DC (1P–1N–1D–1H)
- 67¢: 5P–2N–4D–3Q–3DC (2P–1N–1D–2Q)
- 68¢: 5P–4N–1Q–2H–3DC (3P–3N–1H)
- 69¢: 5P–5D–1Q–1H–3DC (4P–4D–1Q)
- 70¢: 7P–1N–1D–3Q–3DC (5P–1N–1D–2Q)

311.4 61¢–70¢: BUYING ITEM

BUYS ITEM IN CLASS

Client is given 5P–4N–3D–2Q–2H–2DC to use and is presented with 5 different items, each of which costs in the range of 61¢–70¢, and carries its original price marking. Client chooses and identifies an item to buy, locates and reads its price, and hands it to instructor who rings up the amount on a cash register or adding machine, or writes a receipt. Client pays exact amount for the item. If correct on all points, client has performed the task correctly. It is suggested client be allowed to keep item and receipt only if the task “Buys item in community store” will not be taught.

- Client buys item in class according to criteria indicated in directions

BUYS ITEM IN COMMUNITY STORE

Client is given 5P–4N–3D–2Q–2H–2DC to use. If client uses own money, combine it with this amount. In store, client

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part One)

P (Penny) • N (Nickel) • D (Dime) • Q (Quarter) • H (Half Dollar) • DC (Dollar Coin) — Susan B. Anthony)

61¢–70¢: BUYING ITEM (Cont.)

chooses and identifies an item to buy in the range of 61¢–70¢, and locates and reads its price. Client pays cashier exact amount for the item. If correct on all points, client has performed the task correctly. *While at the store, train also on Basic Shopping Process, page 294.*

- Client buys item in community store according to criteria indicated in directions

312.1 61¢–70¢: VALUE AWARENESS

Instructor shows client four items that do not have visible price markings: 2 items that obviously are not possible to purchase for 61–70 cents (e.g. wallet), and 2 items that obviously are possible to purchase for the amount (e.g. loaf of bread). Instructor tells client that some of the items cost between 61 and 70 cents but some of the items do not. For each item, client is then asked: “Could you buy this (instructor names item) if you had 70 cents?” It is suggested each training session to present the items in random order. It is also suggested to use different items each training session in order to expand client’s value awareness.

- Client responds correctly to all four questions

Instructor asks client: “Name something you could buy that costs between 61 and 70 cents.” It is recommended client be encouraged to name a different item each training session.

- Client names an item that costs between 61 and 70 cents

312.2 71¢–80¢: READING PRICES

VISUAL IDENTIFICATION

For each price and form of price selected for training (e.g. 71¢), instructor presents the price along with other prices and asks client: “Show me the price that says (e.g. seventy-one) cents.” Client is to visually identify the price by pointing to or otherwise non-verbally indicating it. It is recommended target prices be presented in a random number order format.

- Visually identifies: 71¢ ■ 72¢ ■ 73¢ ■ 74¢ ■ 75¢ ■ 76¢ ■ 77¢ ■ 78¢ ■ 79¢ ■ 80¢
- Visually identifies: .71 ■ .72 ■ .73 ■ .74 ■ .75 ■ .76 ■ .77 ■ .78 ■ .79 ■ .80
- Visually identifies: \$.71 ■ \$.72 ■ \$.73 ■ \$.74 ■ \$.75 ■ \$.76 ■ \$.77 ■ \$.78 ■ \$.79 ■ \$.80

VERBAL IDENTIFICATION

For each price and form of price selected for training (e.g. 71¢), instructor presents the price and asks client: “What does this price say?” Client is to verbally identify the price by reading it aloud and must, without cue, say “cents” in answer. It is recommended prices be presented in random number order.

- Verbally identifies: 71¢ ■ 72¢ ■ 73¢ ■ 74¢ ■ 75¢ ■ 76¢ ■ 77¢ ■ 78¢ ■ 79¢ ■ 80¢
- Verbally identifies: .71 ■ .72 ■ .73 ■ .74 ■ .75 ■ .76 ■ .77 ■ .78 ■ .79 ■ .80
- Verbally identifies: \$.71 ■ \$.72 ■ \$.73 ■ \$.74 ■ \$.75 ■ \$.76 ■ \$.77 ■ \$.78 ■ \$.79 ■ \$.80

312.3 71¢–80¢: COUNTING COINS

For each set of coins selected for training (e.g. 6P–3N–2Q), client is handed the coins and asked: “How much money is this?” Client must say “cents” in answer, without cue, and correctly count the coins aloud if asked. Answers appear in parentheses. To increase practical application, it is suggested client hold the coins rather than set them down.

- 6P–3N–2Q (71¢) ■ 2P–1N–4D–1Q (72¢) ■ 3P–2D–1H (73¢) ■ 4P–2N–1D–2Q (74¢) ■ 3Q (75¢)
- 1P–1Q–1H (76¢) ■ 2P–2N–4D–1Q (77¢) ■ 3P–5D–1Q (78¢) ■ 4P–3Q (79¢) ■ 2N–2D–2Q (80¢)

312.4 71¢–80¢: GIVING EXACT AMOUNTS

For each task selected for training, client is handed indicated coin combination and asked to give the amount of money that precedes the combination. In the first task below, for example, client is handed 5P–2N–5D–1Q–3DC and asked to give seventy-one cents. The only possible answer appears in parentheses. To increase practical application, it is suggested client hold the coins or use a coin purse rather than set the coins down.

- 71¢: 5P–2N–5D–1Q–3DC (1P–1N–4D–1Q)
- 72¢: 10P–3N–3Q–3DC (7P–3N–2Q)
- 73¢: 5P–3N–1D–3Q–3DC (3P–2N–1D–2Q)
- 74¢: 5P–1N–3D–1Q–2H–3DC (4P–2D–1H)
- 75¢: 4P–2N–3D–2Q–3DC (1N–2D–2Q)
- 76¢: 5P–2N–1D–3Q–3DC (1P–3Q)
- 77¢: 5P–6D–2Q–3DC (2P–5D–1Q)
- 78¢: 5P–2N–1D–2Q–2H–3DC (3P–1Q–1H)
- 79¢: 5P–4N–1D–2Q–3DC (4P–3N–1D–2Q)
- 80¢: 3P–4D–1Q–2H–3DC (3D–1H)

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part One)

P (Penny) • N (Nickel) • D (Dime) • Q (Quarter) • H (Half Dollar) • DC (Dollar Coin — Susan B. Anthony)

313.1 71¢–80¢: BUYING ITEM

BUYS ITEM IN CLASS

Client is given 5P–4N–3D–3Q–2H–2DC to use and is presented with 5 different items, each of which costs in the range of 71¢–80¢, and carries its original price marking. Client chooses and identifies an item to buy, locates and reads its price, and hands it to instructor who rings up the amount on a cash register or adding machine, or writes a receipt. Client pays exact amount for the item. If correct on all points, client has performed the task correctly. It is suggested client be allowed to keep item and receipt only if the task “Buys item in community store” will not be taught.

- Client buys item in class according to criteria indicated in directions

BUYS ITEM IN COMMUNITY STORE

Client is given 5P–4N–3D–3Q–2H–2DC to use. If client uses own money, combine it with this amount. In store, client chooses and identifies an item to buy in the range of 71¢–80¢, and locates and reads its price. Client pays cashier exact amount for the item. If correct on all points, client has performed the task correctly. *While at the store, train also on Basic Shopping Process, page 294.*

- Client buys item in community store according to criteria indicated in directions

313.2 71¢–80¢: VALUE AWARENESS

Instructor shows client four items that do not have visible price markings: 2 items that obviously are not possible to purchase for 71–80 cents (e.g. 6-pack of soft drink), and 2 items that obviously are possible to purchase for the amount (e.g. box of facial tissue). Instructor tells client that some of the items cost between 71 and 80 cents but some of the items do not. For each item, client is then asked: “Could you buy this (*instructor names item*) if you had 80 cents?” It is suggested each training session to present the items in random order. It is also suggested to use different items each training session in order to expand client’s value awareness.

- Client responds correctly to all four questions

Instructor asks client: “Name something you could buy that costs between 71 and 80 cents.” It is recommended client be encouraged to name a different item each training session.

- Client names an item that costs between 71 and 80 cents

313.3 81¢–90¢: READING PRICES

VISUAL IDENTIFICATION

For each price and form of price selected for training (e.g. 81¢), instructor presents the price along with other prices and asks client: “Show me the price that says (*e.g. eighty-one*) cents.” Client is to visually identify the price by pointing to or otherwise non-verbally indicating it. It is recommended target prices be presented in a random number order format.

- Visually identifies: 81¢ ■ 82¢ ■ 83¢ ■ 84¢ ■ 85¢ ■ 86¢ ■ 87¢ ■ 88¢ ■ 89¢ ■ 90¢
- Visually identifies: .81 ■ .82 ■ .83 ■ .84 ■ .85 ■ .86 ■ .87 ■ .88 ■ .89 ■ .90
- Visually identifies: \$.81 ■ \$.82 ■ \$.83 ■ \$.84 ■ \$.85 ■ \$.86 ■ \$.87 ■ \$.88 ■ \$.89 ■ \$.90

VERBAL IDENTIFICATION

For each price and form of price selected for training (e.g. 81¢), instructor presents the price and asks client: “What does this price say?” Client is to verbally identify the price by reading it aloud and must, without cue, say “cents” in answer. It is recommended prices be presented in random number order.

- Verbally identifies: 81¢ ■ 82¢ ■ 83¢ ■ 84¢ ■ 85¢ ■ 86¢ ■ 87¢ ■ 88¢ ■ 89¢ ■ 90¢
- Verbally identifies: .81 ■ .82 ■ .83 ■ .84 ■ .85 ■ .86 ■ .87 ■ .88 ■ .89 ■ .90
- Verbally identifies: \$.81 ■ \$.82 ■ \$.83 ■ \$.84 ■ \$.85 ■ \$.86 ■ \$.87 ■ \$.88 ■ \$.89 ■ \$.90

313.4 81¢–90¢: COUNTING COINS

For each set of coins selected for training (e.g. 6P–3Q), client is handed the coins and asked: “How much money is this?” Client must say “cents” in answer, without cue, and correctly count the coins aloud if asked. Answers appear in parentheses. To increase practical application, it is suggested client *hold* the coins rather than set them down.

- 6P–3Q (81¢) ■ 2P–1N–1Q–1H (82¢) ■ 3P–3D–2Q (83¢) ■ 4P–2N–2D–1H (84¢) ■ 1D–3Q (85¢)
- 1P–2N–3Q (86¢) ■ 2P–3N–2D–2Q (87¢) ■ 3P–4N–4D–1Q (88¢) ■ 4P–1D–3Q (89¢) ■ 3N–3Q (90¢)

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part One)

P (Penny) • N (Nickel) • D (Dime) • Q (Quarter) • H (Half Dollar) • DC (Dollar Coin) — Susan B. Anthony

314.1 81¢–90¢: GIVING EXACT AMOUNTS

For each task selected for training, client is handed indicated coin combination and asked to give the amount of money that precedes the combination. In the first task below, for example, client is handed 5P–2N–1D–2Q–2H–3DC and asked to give eighty-one cents. The only possible answer appears in parentheses. To increase practical application, it is suggested client hold the coins or use a coin purse rather than set the coins down.

- 81¢: 5P–2N–1D–2Q–2H–3DC (1P–1N–1Q–1H)
- 82¢: 10P–2D–4Q–3DC (7P–3Q)
- 83¢: 5P–3N–2D–2H–3DC (3P–2N–2D–1H)
- 84¢: 5P–4D–3Q–3DC (4P–3D–2Q)
- 85¢: 4P–4N–2D–2Q–3DC (3N–2D–2Q)
- 86¢: 5P–1N–2D–4Q–3DC (1P–1D–3Q)
- 87¢: 5P–5N–4D–1Q–3DC (2P–4N–4D–1Q)
- 88¢: 5P–4N–2D–2Q–3DC (3P–3N–2D–2Q)
- 89¢: 5P–1N–2D–2Q–2H–3DC (4P–1D–1Q–1H)
- 90¢: 3P–5D–3Q–3DC (4D–2Q)

314.2 81¢–90¢: BUYING ITEM

BUYS ITEM IN CLASS

Client is given 5P–4N–3D–3Q–2H–2DC to use and is presented with 5 different items, each of which costs in the range of 81¢–90¢, and carries its original price marking. Client chooses and identifies an item to buy, locates and reads its price, and hands it to instructor who rings up the amount on a cash register or adding machine, or writes a receipt. Client pays exact amount for the item. If correct on all points, client has performed the task correctly. It is suggested client be allowed to keep item and receipt only if the task “Buys item in community store” will not be taught.

- Client buys item in class according to criteria indicated in directions

BUYS ITEM IN COMMUNITY STORE

Client is given 5P–4N–3D–3Q–2H–2DC to use. If client uses own money, combine it with this amount. In store, client chooses and identifies an item to buy in the range of 81¢–90¢, and locates and reads its price. Client pays cashier exact amount for the item. If correct on all points, client has performed the task correctly. *While at the store, train also on Basic Shopping Process, page 294.*

- Client buys item in community store according to criteria indicated in directions

314.3 81¢–90¢: VALUE AWARENESS

Instructor shows client four items that do not have visible price markings: 2 items that obviously are not possible to purchase for 81–90 cents (e.g. 33-1/3 record), and 2 items that obviously are possible to purchase for the amount (e.g. package of notebook paper). Instructor tells client that some of the items cost between 81 and 90 cents but some of the items do not. For each item, client is then asked: “Could you buy this (*instructor names item*) if you had 90 cents?” It is suggested each training session to present the items in random order. It is also suggested to use different items each training session in order to expand client’s value awareness.

- Client responds correctly to all four questions

Instructor asks client: “Name something you could buy that costs between 81 and 90 cents.” It is recommended client be encouraged to name a different item each training session.

- Client names an item that costs between 81 and 90 cents

314.4 91¢–\$1.00: READING PRICES

VISUAL IDENTIFICATION

For each price and form of price selected for training (e.g. 91¢), instructor presents the price along with other prices and asks client: “Show me the price that says (*e.g. ninety-one*) cents.” Client is to visually identify the price by pointing to or otherwise non-verbally indicating it. It is recommended target prices be presented in a random number order format.

- Visually identifies: 91¢ ■ 92¢ ■ 93¢ ■ 94¢ ■ 95¢ ■ 96¢ ■ 97¢ ■ 98¢ ■ 99¢ ■ \$1.00
- Visually identifies: .91 ■ .92 ■ .93 ■ .94 ■ .95 ■ .96 ■ .97 ■ .98 ■ .99 ■ 1.00
- Visually identifies: \$.91 ■ \$.92 ■ \$.93 ■ \$.94 ■ \$.95 ■ \$.96 ■ \$.97 ■ \$.98 ■ \$.99 ■ \$1

VERBAL IDENTIFICATION

For each price and form of price selected for training (e.g. 91¢), instructor presents the price and asks client: “What does this price say?” Client is to verbally identify the price by reading it aloud and must, without cue, say “cents” (or “dollar”) in answer. It is recommended prices be presented in random number order.

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part One)

P (Penny) • N (Nickel) • D (Dime) • Q (Quarter) • H (Half Dollar) • DC (Dollar Coin — Susan B. Anthony)

91¢–\$1.00: READING PRICES (Cont.)

■ Verbally identifies: 91¢	■ 92¢	■ 93¢	■ 94¢	■ 95¢	■ 96¢	■ 97¢	■ 98¢	■ 99¢	■ \$1.00
■ Verbally identifies: .91	■ .92	■ .93	■ .94	■ .95	■ .96	■ .97	■ .98	■ .99	■ 1.00
■ Verbally identifies: \$.91	■ \$.92	■ \$.93	■ \$.94	■ \$.95	■ \$.96	■ \$.97	■ \$.98	■ \$.99	■ \$1

315.1 91¢–\$1.00: COUNTING COINS

For each coin or set of coins selected for training (e.g. 6P–1D–3Q), client is handed the coin(s) and asked: “How much money is this?” Client must say “cents” (or “dollar”) in answer, without cue, and correctly count the coins aloud if asked. Answers appear in parentheses. To increase practical application, it is suggested client *hold* the coins rather than set them down.

- 6P–1D–3Q (91¢) ■ 2P–3N–1Q–1H (92¢) ■ 3P–4D–2Q (93¢) ■ 4P–3N–3Q (94¢) ■ 2D–3Q (95¢)
- 1P–3N–3D–1H (96¢) ■ 2P–4N–3Q (97¢) ■ 3P–3N–3D–2Q (98¢) ■ 4P–2D–3Q (99¢) ■ 1DC (\$1)
- 2H (\$1) ■ 4Q (\$1) ■ 10D (\$1) ■ 20N (\$1) ■ 2Q–1H (\$1) ■ 1N–2D–3Q (\$1) ■ 5D–2Q (\$1)
- 1N–2D–1Q–1H (\$1) ■ 5N–3Q (\$1) ■ 5P–1N–4D–2Q (\$1)

315.2 91¢–\$1.00: GIVING EXACT AMOUNTS

For each task selected for training, client is handed indicated coin combination and asked to give the amount of money that precedes the combination. In the first task below, for example, client is handed 10P–2N–2Q–2H–3DC and asked to give ninety-one cents. The only possible answer appears in parentheses. To increase practical application, it is suggested client hold the coins or use a coin purse rather than set the coins down.

- 91¢: 10P–2N–2Q–2H–3DC (6P–2N–1Q–1H)
- 92¢: 5P–2N–1D–4Q–3DC (2P–1N–1D–3Q)
- 93¢: 5P–4N–4Q–3DC (3P–3N–3Q)
- 94¢: 5P–5D–3Q–3DC (4P–4D–2Q)
- 95¢: 3P–4N–3D–2H–3DC (3N–3D–1H)
- 96¢: 5P–1N–3D–4Q–3DC (1P–2D–3Q)
- 97¢: 5P–3N–4D–2Q–3DC (2P–3N–3D–2Q)
- 98¢: 5P–5N–4Q–3DC (3P–4N–3Q)
- 99¢: 5P–1N–3D–4Q–3DC (4P–2D–3Q)
- \$1: 5P–1N–1D–1Q–1H–1DC (1DC)
- \$1: 5P–1N–1D–1Q–2H (2H)
- \$1: 3P–2N–1D–4Q (4Q)
- \$1: 3P–1N–1D–3Q–1H (2Q–1H)
- \$1: 4P–2N–3D–3Q (1N–2D–3Q)
- \$1: 3P–6D–3Q (5D–2Q)
- \$1: 3P–2N–3D–1Q–1H (1N–2D–1Q–1H)

315.3 91¢–\$1.00: BUYING ITEM

BUYS ITEM IN CLASS

Client is given 5P–4N–3D–4Q–2H–2DC to use and is presented with 5 different items, each of which costs in the range of 91¢–\$1.00, and carries its original price marking. Client chooses and identifies an item to buy, locates and reads its price, and hands it to instructor who rings up the amount on a cash register or adding machine, or writes a receipt. Client pays exact amount for the item. If correct on all points, client has performed the task correctly. It is suggested client be allowed to keep item and receipt only if the task “Buys item in community store” will not be taught.

- Client buys item in class according to criteria indicated in directions

BUYS ITEM IN COMMUNITY STORE

Client is given 5P–4N–3D–4Q–2H–2DC to use. If client uses own money, combine it with this amount. In store, client chooses and identifies an item to buy in the range of 91¢–\$1.00, and locates and reads its price. Client pays cashier exact amount for the item. If correct on all points, client has performed the task correctly. *While at the store, train also on Basic Shopping Process, page 294.*

- Client buys item in community store according to criteria indicated in directions

315.4 91¢–\$1.00: VALUE AWARENESS

Instructor shows client four items that do not have visible price markings: 2 items that obviously are not possible to purchase for 91¢–\$1.00 (e.g. pound of bacon), and 2 items that obviously *are possible* to purchase for the amount (e.g. bag of potato chips). Instructor tells client that some of the items cost between 91¢ and \$1.00 but some of the items do not. For each item, client is then asked: “Could you buy this (*instructor names item*) if you had \$1.00?” It is suggested each training session to present the items in random order. It is also suggested to use different items each training session in order to expand client’s value awareness.

- Client responds correctly to all four questions

COMMUNITY SKILLS

*I. BASIC MONEY CONCEPTS AND SHOPPING (Part One)***91¢–\$1.00: VALUE AWARENESS (Cont.)**

Instructor asks client: "Name something you could buy that costs between 91¢ and \$1.00." It is recommended client be encouraged to name a different item each training session.

- Client names an item that costs between 91¢ and \$1.00

316.1 COMPARING PRICES: 51¢–\$1.00

Client is given two items which carry their original price markings and fall within the 51¢–\$1.00 price range. Instructor asks client to compare the prices of each item and indicate which item costs more money. Repeat same procedure for four additional sets of items. It is suggested to use different items or item combinations each training session and to include the various forms of price markings client has previously learned to read (e.g. 99¢, .99, \$.99).

- Client responds correctly for each of the five sets of items presented (i.e. knows which item in each set costs more money)

316.2 RELATING SPENDING MONEY TO COST OF ITEM: 51¢–\$1.00

Client is given an item that carries its original price marking and falls within the 51¢–\$1.00 price range. Instructor then gives client an amount of money which is or is not sufficient to cover the cost of the item, and asks: "Do you have enough money to pay for the (instructor names item)?" Repeat same procedure for four additional items. It is suggested to use different items each training session and to insure that all five presentations do not require the same answer.

- Client responds correctly for each of the five items presented (i.e. knows whether or not each amount of money given is sufficient to cover the cost of the respective item presented)