COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part Two)

i (One Dollar Bill)　　ii (Two-Dollar Bill)　　v (Five-Dollar Bill)　　x (Ten-Dollar Bill)　　xx (Twenty-Dollar Bill)

317.1 PAPER BILL IDENTIFICATION

ONE DOLLAR BILL
- Client is handed one i—ii—v—x—xx, arranged in random order, and asked: "Give me the one dollar bill." (Gives the one dollar bill)
- Client is handed 1i—3ii—3v—3x—3xx, arranged in random order, and asked: "Give me the one dollar bill." (Gives the one dollar bill)
- Client is handed a one dollar bill and asked: "What is this called?" (One dollar bill)

TWO-DOLLAR BILL
- Client is handed one i—ii—v—x—xx, arranged in random order, and asked: "Give me the two-dollar bill." (Gives the two-dollar bill)
- Client is handed 3i—1ii—3v—3x—3xx, arranged in random order, and asked: "Give me the two-dollar bill." (Gives the two-dollar bill)
- Client is handed a two-dollar bill and asked: "What is this called?" (Two-dollar bill)

FIVE-DOLLAR BILL
- Client is handed one i—ii—v—x—xx, arranged in random order, and asked: "Give me the five-dollar bill." (Gives the five-dollar bill)
- Client is handed 3i—3ii—1v—3x—3xx, arranged in random order, and asked: "Give me the five-dollar bill." (Gives the five-dollar bill)
- Client is handed a five-dollar bill and asked: "What is this called?" (Five-dollar bill)

TEN-DOLLAR BILL
- Client is handed one i—ii—v—x—xx, arranged in random order, and asked: "Give me the ten-dollar bill." (Gives the ten-dollar bill)
- Client is handed 3i—3ii—3v—1x—3xx, arranged in random order, and asked: "Give me the ten-dollar bill." (Gives the ten-dollar bill)
- Client is handed a ten-dollar bill and asked: "What is this called?" (Ten-dollar bill)

TWENTY-DOLLAR BILL
- Client is handed one i—ii—v—x—xx, arranged in random order, and asked: "Give me the twenty-dollar bill." (Gives the twenty-dollar bill)
- Client is handed 3i—3ii—3v—3x—1xx, arranged in random order, and asked: "Give me the twenty-dollar bill." (Gives the twenty-dollar bill)
- Client is handed a twenty-dollar bill and asked: "What is this called?" (Twenty-dollar bill)

317.2 PAPER BILL VALUE

- Client is shown a one dollar bill and asked: "How much money is this?" (One dollar)
- Client is shown a two-dollar bill and asked: "How much money is this?" (Two dollars)
- Client is shown a five-dollar bill and asked: "How much money is this?" (Five dollars)
- Client is shown a ten-dollar bill and asked: "How much money is this?" (Ten dollars)
- Client is shown a twenty-dollar bill and asked: "How much money is this?" (Twenty dollars)

For each task selected for training, client may answer non-verbally by handing correct bill to instructor or by pointing to it.
- Client is handed one i—ii—v—x—xx, arranged in random order, and asked: "Which bill is worth one dollar?" (One dollar bill)
- Client is handed one i—ii—v—x—xx, arranged in random order, and asked: "Which bill is worth two dollars?" (Two-dollar bill)
- Client is handed one i—ii—v—x—xx, arranged in random order, and asked: "Which bill is worth five dollars?" (Five-dollar bill)
- Client is handed one i—ii—v—x—xx, arranged in random order, and asked: "Which bill is worth ten dollars?" (Ten-dollar bill)
- Client is handed one i—ii—v—x—xx, arranged in random order, and asked: "Which bill is worth twenty dollars?" (Twenty-dollar bill)

317.3 COMPARATIVE PAPER BILL VALUES

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

■ i—ii (ii)	■ i—v (v)	■ ii—x (x)	■ i—v—x (x)
■ ii—v (v)	■ v—xx (xx)	■ i—ii—v (v)	■ ii—x—xx (xx)
■ v—x (x)	■ i—x (x)	■ ii—v—x (x)	■ i—ii—v—x (x)
■ x—xx (xx)	■ ii—xx (xx)	■ v—x—xx (xx)	■ i—ii—v—x—xx (xx)

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part Two)

i (One Dollar Bill)   ii (Two-Dollar Bill)   v (Five-Dollar Bill)   x (Ten-Dollar Bill)   xx (Twenty-Dollar Bill)

318.1 ORDERING PAPER BILLS IN DECREASING ORDER OF VALUE

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

- 1i—1ii
- 1ii—1v
- 1v—1x
- 1x—1xx
- 1i—1ii—1v
- 1ii—1v—1x
- 1v—1x—1xx
- 1i—1ii—1x—1xx
- 1i—1ii—1v—1x—1xx
- 3i—2ii—1v
- 3v—1x
- 1v—2x
- 3i—1v—2x—1xx
- 4i—3x—1xx
- 3i—2ii—3v—1x—1xx
- 5i—3ii—2v—1x

318.2 $1.00—$5.00: READING PRICES IN DOLLARS

VISUAL IDENTIFICATION

For each price and form of price selected for training (e.g. $2.00), instructor presents the price along with other prices and asks client: "Show me the price that says *(e.g. two)* dollars." 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: $1.00 ■ $2.00 ■ $3.00 ■ $4.00 ■ $5.00
- Visually identifies: $1 ■ $2 ■ $3 ■ $4 ■ $5
- Visually identifies: 1.00 ■ 2.00 ■ 3.00 ■ 4.00 ■ 5.00

VERBAL IDENTIFICATION

For each price and form of price selected for training (e.g. $2.00), 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 "dollars" in answer. It is recommended prices be presented in random number order.

- Verbally identifies: $1.00 ■ $2.00 ■ $3.00 ■ $4.00 ■ $5.00
- Verbally identifies: $1 ■ $2 ■ $3 ■ $4 ■ $5
- Verbally identifies: 1.00 ■ 2.00 ■ 3.00 ■ 4.00 ■ 5.00

318.3 $1.00—$5.00: COUNTING PAPER BILLS

For each bill or set of bills selected for training (e.g. 1i), client is handed the bill(s) and asked: "How much money is this?" Client must say "dollars" in answer, without cue, and correctly count the bills aloud if asked. Answers appear in parentheses. It is recommended bills used in a task be handed to client in random order (i.e. deliberately not arranged in order of value). To increase practical application, it is suggested client *hold* the bills rather than set them down.

- 1i ($1)
- 2i ($2)
- 1ii ($2)
- 3i ($3)
- 1i—1ii ($3)
- 4i ($4)
- 2i—1ii ($4)
- 2ii ($4)
- 5i ($5)
- 3i—1ii ($5)
- 1i—2ii ($5)
- 1v ($5)

318.4 $1.00—$5.00: GIVING EXACT AMOUNTS IN PAPER BILLS

For each task selected for training, client is handed indicated bill combination, with bills arranged in random value order, and asked to give the amount of money that precedes the combination. In the first task below, for example, client is handed 2i—1ii—1v—2x—1xx and asked to give one dollar. The only possible answer appears in parentheses. To increase practical application, it is suggested client hold the bills or use a wallet rather than set the bills down.

- $1: 2i—1ii—1v—2x—1xx (1i)
- $2: 3i—2v—2x—1xx (2i)
- $2: 1i—2ii—3v—1x—1xx (1ii)
- $3: 4i—3v—1x—1xx (3i)
- $3: 2i—2ii—2v—2x—1xx (1i—1ii)
- $4: 5i—2v—2x—1xx (4i)
- $4: 3i—1ii—2v—2x—1xx (2i—1ii)
- $4: 1i—3ii—3v—2x—1xx (2ii)
- $5: 6i—2x—1xx (5i)
- $5: 4i—1ii—2x—1xx (3i—1ii)
- $5: 2i—3ii—2x—1xx (1i—2ii)
- $5: 2i—1ii—1v—2x—1xx (1v)

318.5 $1.00—$5.00: VALUE AWARENESS

Instructor shows client four items that do not have visible price markings: 2 items that obviously are not possible to purchase for 1—5 dollars (e.g. toaster), and 2 items that obviously *are possible* to purchase for the amount (e.g. pair of socks). Instructor tells client that

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part Two)

i (One Dollar Bill)   ii (Two-Dollar Bill)   v (Five-Dollar Bill)   x (Ten-Dollar Bill)   xx (Twenty-Dollar Bill)

$1.00–$5.00: VALUE AWARENESS (Cont.)

some of the items cost between 1 and 5 dollars 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 dollars?" 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 dollars." It is recommended client be encouraged to name a different item each training session.

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

319.1 $6.00–$10.00: READING PRICES IN DOLLARS

VISUAL IDENTIFICATION

For each price and form of price selected for training (e.g. $6.00), instructor presents the price along with other prices and asks client: "Show me the price that says *(e.g. six)* dollars." 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: $6.00 ■ $7.00 ■ $8.00 ■ $9.00 ■ $10.00
- Visually identifies: $6   ■ $7   ■ $8   ■ $9   ■ $10
- Visually identifies: 6.00 ■ 7.00 ■ 8.00 ■ 9.00 ■ 10.00

VERBAL IDENTIFICATION

For each price and form of price selected for training (e.g. $6.00), 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 "dollars" in answer. It is recommended prices be presented in random number order.

- Verbally identifies: $6.00 ■ $7.00 ■ $8.00 ■ $9.00 ■ $10.00
- Verbally identifies: $6   ■ $7   ■ $8   ■ $9   ■ $10
- Verbally identifies: 6.00 ■ 7.00 ■ 8.00 ■ 9.00 ■ 10.00

319.2 $6.00–$10.00: COUNTING PAPER BILLS

For each bill or set of bills selected for training (e.g. 6i), client is handed the bill(s) and asked: "How much money is this?" Client must say "dollars" in answer, without cue, and correctly count the bills aloud if asked. Answers appear in parentheses. It is recommended bills used in a task be handed to client in random order (i.e. deliberately not arranged in order of value). To increase practical application, it is suggested client *hold* the bills rather than set them down.

- 6i ($6) ■ 3ii ($6) ■ 1i–1v ($6) ■ 2i–2ii ($6) ■ 7i ($7) ■ 3i–2ii ($7) ■ 2i–1v ($7) ■ 8i ($8)
- 4i–2ii ($8) ■ 3i–1v ($8) ■ 1i–1ii–1v ($8) ■ 9i ($9) ■ 2ii–1v ($9) ■ 4i–1v ($9) ■ 2i–1ii–1v ($9)
- 10i ($10) ■ 5i–1v ($10) ■ 2v ($10) ■ 1x ($10) ■ 3i–1ii–1v ($10)

319.3 $6.00–$10.00: GIVING EXACT AMOUNTS IN PAPER BILLS

For each task selected for training, client is handed indicated bill combination, with bills arranged in random value order, and asked to give the amount of money that precedes the combination. In the first task below, for example, client is handed 7i–2x–1xx and asked to give six dollars. The only possible answer appears in parentheses. To increase practical application, it is suggested client hold the bills or use a wallet rather than set the bills down.

- $6: 7i–2x–1xx (6i)
- $6: 4ii–3v–2x–1xx (3ii)
- $6: 2i–1ii–1v–1x–1xx (1i–1v)
- $6: 3i–2ii–2x–1xx (2i–2ii)
- $7: 8i–2x–1xx (7i)
- $7: 4i–2ii–2x–1xx (3i–2ii)
- $7: 5i–3v–2x–1xx (2i–1v)
- $8: 9i–2x–1xx (8i)
- $8: 5i–2ii–2x–1xx (4i–2ii)
- $8: 5i–2v–2x–1xx (3i–1v)
- $8: 2i–2ii–2v–2x–1xx (1i–1ii–1v)
- $9: 1ii–2x–1xx (9i)
- $9: 1i–3ii–2v–2x–1xx (2ii–1v)
- $9: 5i–2v–2x–1xx (4i–1v)
- $9: 3i–1ii–2v–2x–1xx (2i–1ii–1v)
- $10: 12i–1xx (10i)
- $10: 7i–1v–1xx (5i–1v)
- $10: 2i–1ii–3v–1xx (2v)
- $10: 1i–1ii–1v–1x–1xx (1x)
- $10: 4i–1ii–1v–1xx (3i–1ii–1v)

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part Two)

i (One Dollar Bill)　　ii (Two-Dollar Bill)　　v (Five-Dollar Bill)　　x (Ten-Dollar Bill)　　xx (Twenty-Dollar Bill)

320.1 $6.00–$10.00: VALUE AWARENESS

Instructor shows client four items that do not have visible price markings: 2 items that obviously are not possible to purchase for 6–10 dollars (e.g. electric razor), and 2 items that obviously *are possible* to purchase for the amount (e.g. 33-1/3 record). Instructor tells client that some of the items cost between 6 and 10 dollars 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 dollars?" 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 dollars." It is recommended client be encouraged to name a different item each training session.

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

320.2 $11.00–$20.00: READING PRICES IN DOLLARS

VISUAL IDENTIFICATION

For each price and form of price selected for training (e.g. $11.00), instructor presents the price along with other prices and asks client: "Show me the price that says *(e.g. eleven)* dollars." 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: $11.00　■ $12.00　■ $13.00　■ $14.00　■ $15.00　■ $16.00　■ $17.00　■ $18.00　■ $19.00　■ $20.00
- Visually identifies: $11　■ $12　■ $13　■ $14　■ $15　■ $16　■ $17　■ $18　■ $19　■ $20
- Visually identifies: 11.00　■ 12.00　■ 13.00　■ 14.00　■ 15.00　■ 16.00　■ 17.00　■ 18.00　■ 19.00　■ 20.00

VERBAL IDENTIFICATION

For each price and form of price selected for training (e.g. $11.00), 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 "dollars" in answer. It is recommended prices be presented in random number order.

- Verbally identifies: $11.00　■ $12.00　■ $13.00　■ $14.00　■ $15.00　■ $16.00　■ $17.00　■ $18.00　■ $19.00　■ $20.00
- Verbally identifies: $11　■ $12　■ $13　■ $14　■ $15　■ $16　■ $17　■ $18　■ $19　■ $20
- Verbally identifies: 11.00　■ 12.00　■ 13.00　■ 14.00　■ 15.00　■ 16.00　■ 17.00　■ 18.00　■ 19.00　■ 20.00

320.3 $11.00–$20.00: COUNTING PAPER BILLS

For each bill or set of bills selected for training (e.g. 1i–1x), client is handed the bill(s) and asked: "How much money is this?" Client must say "dollars" in answer, without cue, and correctly count the bills aloud if asked. Answers appear in parentheses. It is recommended bills used in a task be handed to client in random order (i.e. deliberately not arranged in order of value). To increase practical application, it is suggested client *hold* the bills rather than set them down.

- 1i–1x ($11)　■ 6i–1v ($11)　■ 1ii–2v ($12)　■ 3i–2ii–1v ($12)　■ 1i–1ii–1x ($13)　■ 3i–2v ($13)
- 2ii–1x ($14)　■ 2i–1ii–2v ($14)　■ 3v ($15)　■ 1v–1x ($15)　■ 6i–2v ($16)　■ 2i–2ii–1x ($16)
- 2i–1v–1x ($17)　■ 3i–2ii–2v ($17)　■ 3i–3v ($18)　■ 1i–1ii–1v–1x ($18)　■ 5i–2ii–1x ($19)
- 4i–1v–1x ($19)　■ 1xx ($20)　■ 2x ($20)　■ 4v ($20)　■ 20i ($20)　■ 2v–1x ($20)　■ 5i–3v ($20)

320.4 $11.00–$20.00: GIVING EXACT AMOUNTS IN PAPER BILLS

For each task selected for training, client is handed indicated bill combination, with bills arranged in random value order, and asked to give the amount of money that precedes the combination. In the first task below, for example, client is handed 2i–1ii–1v–2x–1xx and asked to give eleven dollars. The only possible answer appears in parentheses. To increase practical application, it is suggested client hold the bills or use a wallet rather than set the bills down.

- $11: 2i–1ii–1v–2x–1xx (1i–1x)
- $11: 7i–1v–1xx (6i–1v)
- $16: 3i–2ii–2x–1xx (2i–2ii–1x)
- $17: 3i–2v–2x–1xx (2i–1v–1x)

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part Two)

i (One Dollar Bill)　　ii (Two-Dollar Bill)　　v (Five-Dollar Bill)　　x (Ten-Dollar Bill)　　xx (Twenty-Dollar Bill)

$11.00–$20.00: GIVING EXACT AMOUNTS IN PAPER BILLS (Cont.)

- $12: 1i–2ii–3v–1xx (1ii–2v)
- $12: 4i–2ii–1v–1xx (3i–2ii–1v)
- $13: 2i–2ii–1v–2x–1xx (1i–1ii–1x)
- $13: 5i–3v–1xx (3i–2v)
- $14: 1i–3ii–1v–2x–1xx (2ii–1x)
- $14: 3i–1ii–3v–1xx (2i–1ii–2v)
- $15: 2i–1ii–4v–1xx (3v)
- $15: 2i–1ii–2v–2x–1xx (1v–1x)
- $16: 7i–2v–1xx (6i–2v)

- $17: 4i–2ii–2v–1xx (3i–2ii–2v)
- $18: 5i–4v–1xx (3i–3v)
- $18: 2i–2ii–2v–2x–1xx (1i–1ii–1v–1x)
- $19: 6i–2ii–2x–1xx (5i–2ii–1x)
- $19: 5i–2v–2x–1xx (4i–1v–1x)
- $20: 1i–1ii–1v–1x–1xx (1xx)
- $20: 2i–1ii–1v–2x (2x)
- $20: 2i–1ii–4v (4v)
- $20: 2i–1ii–3v–1x (2v–1x)

321.1 $11.00–$20.00: VALUE AWARENESS

Instructor shows client four items that do not have visible price markings: 2 items that obviously are not possible to purchase for 11–20 dollars (e.g. stereo record player), and 2 items that obviously *are possible* to purchase for the amount (e.g. pair of pants). Instructor tells client that some of the items cost between 11 and 20 dollars 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 dollars?" 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 20 dollars." It is recommended client be encouraged to name a different item each training session.
- Client names an item that costs between 11 and 20 dollars

321.2 $21.00–$30.00: READING PRICES IN DOLLARS

VISUAL IDENTIFICATION

For each price and form of price selected for training (e.g. $21.00), instructor presents the price along with other prices and asks client: "Show me the price that says *(e.g. twenty-one)* dollars." 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: $21.00 ■ $22.00 ■ $23.00 ■ $24.00 ■ $25.00 ■ $26.00 ■ $27.00 ■ $28.00 ■ $29.00 ■ $30.00
- Visually identifies: $21 ■ $22 ■ $23 ■ $24 ■ $25 ■ $26 ■ $27 ■ $28 ■ $29 ■ $30
- Visually identifies: 21.00 ■ 22.00 ■ 23.00 ■ 24.00 ■ 25.00 ■ 26.00 ■ 27.00 ■ 28.00 ■ 29.00 ■ 30.00

VERBAL IDENTIFICATION

For each price and form of price selected for training (e.g. $21.00), 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 "dollars" in answer. It is recommended prices be presented in random number order.

- Verbally identifies: $21.00 ■ $22.00 ■ $23.00 ■ $24.00 ■ $25.00 ■ $26.00 ■ $27.00 ■ $28.00 ■ $29.00 ■ $30.00
- Verbally identifies: $21 ■ $22 ■ $23 ■ $24 ■ $25 ■ $26 ■ $27 ■ $28 ■ $29 ■ $30
- Verbally identifies: 21.00 ■ 22.00 ■ 23.00 ■ 24.00 ■ 25.00 ■ 26.00 ■ 27.00 ■ 28.00 ■ 29.00 ■ 30.00

321.3 $21.00–$30.00: COUNTING PAPER BILLS

For each set of bills selected for training (e.g. 1i–1xx), client is handed the bills and asked: "How much money is this?" Client must say "dollars" in answer, without cue, and correctly count the bills aloud if asked. Answers appear in parentheses. It is recommended bills used in a task be handed to client in random order (i.e. deliberately not arranged in order of value). To increase practical application, is it suggested client *hold* the bills rather than set them down.

- 1i–1xx ($21)　■ 2i–2x ($22)　■ 1i–1ii–4v ($23)　■ 4i–2v–1x ($24)　■ 1v–2x ($25)　■ 1i–3v–1x ($26)
- 1ii–1v–2x ($27)　■ 4i–2ii–2v–1x ($28)　■ 2ii–1v–1xx ($29)　■ 3x ($30)

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part Two)

i (One Dollar Bill)   ii (Two-Dollar Bill)   v (Five-Dollar Bill)   x (Ten-Dollar Bill)   xx (Twenty-Dollar Bill)

322.1 $21.00—$30.00: GIVING EXACT AMOUNTS IN PAPER BILLS

For each task selected for training, client is handed indicated bill combination, with bills arranged in random value order, and asked to give the amount of money that precedes the combination. In the first task below, for example, client is handed 2i—1ii—1v—1x—2xx and asked to give twenty-one dollars. The only possible answer appears in parentheses. To increase practical application, it is suggested client hold the bills or use a wallet rather than set the bills down.

- ■ $21: 2i—1ii—1v—1x—2xx (1i—1xx)
- ■ $22: 4i—1v—3x (2i—2x)
- ■ $23: 2i—2ii—4v (1i—1ii—4v)
- ■ $24: 5i—3v—1x (4i—2v—1x)
- ■ $25: 1i—1ii—2v—3x (1v—2x)
- ■ $26: 3i—1ii—4v—1x (1i—3v—1x)
- ■ $27: 1i—1ii—2v—3x (1ii—1v—2x)
- ■ $28: 2i—2ii—1v—1x—1xx (1i—1ii—1v—1xx)
- ■ $29: 1i—3ii—2v—1x—2xx (2ii—1v—1xx)
- ■ $30: 2i—1ii—1v—3x (3x)

322.2 $21.00—$30.00: VALUE AWARENESS

Instructor shows client four items that do not have visible price markings: 2 items that obviously are not possible to purchase for 21—30 dollars (e.g. table and chair set), and 2 items that obviously *are possible* to purchase for the amount (e.g. jacket). Instructor tells client that some of the items cost between 21 and 30 dollars 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 dollars?" 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 30 dollars." It is recommended client be encouraged to name a different item each training session.

- ■ Client names an item that costs between 21 and 30 dollars

322.3 $31.00—$40.00: READING PRICES IN DOLLARS

VISUAL IDENTIFICATION

For each price and form of price selected for training (e.g. $31.00), instructor presents the price along with other prices and asks client: "Show me the price that says *(e.g. thirty-one)* dollars." 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: $31.00 ■ $32.00 ■ $33.00 ■ $34.00 ■ $35.00 ■ $36.00 ■ $37.00 ■ $38.00 ■ $39.00 ■ $40.00
- ■ Visually identifies: $31 ■ $32 ■ $33 ■ $34 ■ $35 ■ $36 ■ $37 ■ $38 ■ $39 ■ $40
- ■ Visually identifies: 31.00 ■ 32.00 ■ 33.00 ■ 34.00 ■ 35.00 ■ 36.00 ■ 37.00 ■ 38.00 ■ 39.00 ■ 40.00

VERBAL IDENTIFICATION

For each price and form of price selected for training (e.g. $31.00), 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 "dollars" in answer. It is recommended prices be presented in random number order.

- ■ Verbally identifies: $31.00 ■ $32.00 ■ $33.00 ■ $34.00 ■ $35.00 ■ $36.00 ■ $37.00 ■ $38.00 ■ $39.00 ■ $40.00
- ■ Verbally identifies: $31 ■ $32 ■ $33 ■ $34 ■ $35 ■ $36 ■ $37 ■ $38 ■ $39 ■ $40
- ■ Verbally identifies: 31.00 ■ 32.00 ■ 33.00 ■ 34.00 ■ 35.00 ■ 36.00 ■ 37.00 ■ 38.00 ■ 39.00 ■ 40.00

322.4 $31.00—$40.00: COUNTING PAPER BILLS

For each set of bills selected for training (e.g. 1i—1x—1xx), client is handed the bills and asked: "How much money is this?" Client must say "dollars" in answer, without cue, and correctly count the bills aloud if asked. Answers appear in parentheses. It is recommended bills used in a task be handed to client in random order (i.e. deliberately not arranged in order of value). To increase practical application, it is suggested client *hold* the bills rather than set them down.

- ■ 1i—1x—1xx ($31) ■ 1ii—2v—2x ($32) ■ 3i—4v—1x ($33) ■ 3i—3ii—1v—2x ($34) ■ 5i—2v—2x ($35)
- ■ 4i—1ii—3x ($36) ■ 1ii—1v—1x—1xx ($37) ■ 1i—1ii—3v—2x ($38) ■ 4i—3v—1xx ($39) ■ 2v—1x—1xx ($40)

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part Two)

i (One Dollar Bill)   ii (Two-Dollar Bill)   v (Five-Dollar Bill)   x (Ten-Dollar Bill)   xx (Twenty-Dollar Bill)

323.1 $31.00—$40.00: GIVING EXACT AMOUNTS IN PAPER BILLS

For each task selected for training, client is handed indicated bill combination, with bills arranged in random value order, and asked to give the amount of money that precedes the combination. In the first task below, for example, client is handed 1i—1ii—1v—2x—2xx and asked to give thirty-one dollars. The only possible answer appears in parentheses. To increase practical application, it is suggested client hold the bills or use a wallet rather than set the bills down.

- $31: 1i—1ii—1v—2x—2xx (1i—1x—1xx)
- $32: 1i—2ii—3v—2x (1ii—2v—2x)
- $33: 2i—2ii—1v—1x—1xx (1i—1ii—1x—1xx)
- $34: 3i—1ii—1v—3x (2i—1ii—3x)
- $35: 1i—1ii—2v—1x—2xx (1v—1x—1xx)
- $36: 3i—1ii—4v—2x (1i—3v—2x)
- $37: 1i—2ii—2v—2x—2xx (1ii—1v—1x—1xx)
- $38: 1i—3ii—4v—2x (1i—1ii—3v—2x)
- $39: 5i—4v—2xx (4i—3v—1xx)
- $40: 1i—1ii—3v—1x—1xx (2v—1x—1xx)

323.2 $31.00—$40.00: VALUE AWARENESS

Instructor shows client four items that do not have visible price markings: 2 items that obviously are not possible to purchase for 31—40 dollars (e.g. bed), and 2 items that obviously *are possible* to purchase for the amount (e.g. pair of dress shoes). Instructor tells client that some of the items cost between 31 and 40 dollars 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 dollars?" 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 40 dollars." It is recommended client be encouraged to name a different item each training session.

- Client names an item that costs between 31 and 40 dollars

323.3 $41.00—$50.00: READING PRICES IN DOLLARS

VISUAL IDENTIFICATION

For each price and form of price selected for training (e.g. $41.00), instructor presents the price along with other prices and asks client: "Show me the price that says *(e.g. forty-one)* dollars." 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: $41.00 $42.00 $43.00 $44.00 $45.00 $46.00 $47.00 $48.00 $49.00 $50.00
- Visually identifies: $41 $42 $43 $44 $45 $46 $47 $48 $49 $50
- Visually identifies: 41.00 42.00 43.00 44.00 45.00 46.00 47.00 48.00 49.00 50.00

VERBAL IDENTIFICATION

For each price and form of price selected for training (e.g. $41.00), 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 "dollars" in answer. It is recommended prices be presented in random number order.

- Verbally identifies: $41.00 $42.00 $43.00 $44.00 $45.00 $46.00 $47.00 $48.00 $49.00 $50.00
- Verbally identifies: $41 $42 $43 $44 $45 $46 $47 $48 $49 $50
- Verbally identifies: 41.00 42.00 43.00 44.00 45.00 46.00 47.00 48.00 49.00 50.00

323.4 $41.00—$50.00: COUNTING PAPER BILLS

For each set of bills selected for training (e.g. 1i—2v—1x—1xx), client is handed the bills and asked: "How much money is this?" Client must say "dollars" in answer, without cue, and correctly count the bills aloud if asked. Answers appear in parentheses. It is recommended bills used in a task be handed to client in random order (i.e. deliberately not arranged in order of value). To increase practical application, it is suggested client *hold* the bills rather than set them down.

- 1i—2v—1x—1xx ($41)
- 2i—2v—3x ($42)
- 3i—2x—1xx ($43)
- 2ii—4v—2x ($44)
- 1v—2x—1xx ($45)
- 6i—4v—1xx ($46)
- 5i—1ii—2xx ($47)
- 3i—3v—1x—1xx ($48)
- 2ii—1v—2xx ($49)
- 5i—3v—3x ($50)

COMMUNITY SKILLS

I. BASIC MONEY CONCEPTS AND SHOPPING (Part Two)

i (One Dollar Bill)　　ii (Two-Dollar Bill)　　v (Five-Dollar Bill)　　x (Ten-Dollar Bill)　　xx (Twenty-Dollar Bill)

324.1 $41.00–$50.00: GIVING EXACT AMOUNTS IN PAPER BILLS

For each task selected for training, client is handed indicated bill combination, with bills arranged in random value order, and asked to give the amount of money that precedes the combination. In the first task below, for example, client is handed 2i–1ii–3v–1x–1xx and asked to give forty-one dollars. The only possible answer appears in parentheses. To increase practical application, it is suggested client hold the bills or use a wallet rather than set the bills down.

- $41: 2i–1ii–3v–1x–1xx (1i–2v–1x–1xx)
- $42: 4i–3v–3x (2i–2v–3x)
- $43: 5i–1v–3x–1xx (3i–2x–1xx)
- $44: 1i–3ii–4v–2x (2ii–4v–2x)
- $45: 1i–1ii–2v–3x–1xx (1v–2x–1xx)
- $46: 3i–1ii–4v–1x–1xx (1i–3v–1x–1xx)
- $47: 6i–1ii–1x–2xx (5i–1ii–2xx)
- $48: 5i–4v–1x–1xx (3i–3v–1x–1xx)
- $49: 1i–3ii–2v–1x–2xx (2ii–1v–2xx)
- $50: 2i–1ii–3v–2x–1xx (2v–2x–1xx)

324.2 $41.00–$50.00: VALUE AWARENESS

Instructor shows client four items that do not have visible price markings: 2 items that obviously are not possible to purchase for 41–50 dollars (e.g. television set), and 2 items that obviously *are possible* to purchase for the amount (e.g. wrist watch). Instructor tells client that some of the items cost between 41 and 50 dollars 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 dollars?" 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 50 dollars." It is recommended client be encouraged to name a different item each training session.

- Client names an item that costs between 41 and 50 dollars