

COMMUNITY SKILLS

III. ADVANCED SHOPPING CONCEPTS

353.1 WEIGHTS: Reading Weight Cards (Pounds And Ounces)

VISUAL IDENTIFICATION

For each task selected for training (e.g. pound), client is shown or given the indicated weight written on a card (e.g. 3" x 5" card) together with several other cards, each with a weight below, and is asked: "Show me the card that says (e.g. pound)."

- | | | | |
|-------------|--------------------|---------------------|----------------------|
| ■ Pound | ■ 10 lbs. | ■ 1lb. 4 oz. | ■ 6 lbs. 14 oz. |
| ■ lb. | ■ 4 ounces | ■ 2-1/4 lbs. | ■ 6 lbs. 5 oz. |
| ■ lbs. | ■ 8 oz. | ■ 2 lbs. 15 oz. | ■ 7 pounds 1 ounce |
| ■ ounce | ■ 12 ounces | ■ 3 pounds 6 ounces | ■ 7 lbs. 7 oz. |
| ■ oz. | ■ 16 oz. | ■ 3 lbs. 8 oz. | ■ 8 lbs. 9 oz. |
| ■ 1/4 pound | ■ 24 ounces | ■ 4 lbs. 12 oz. | ■ 8 pounds 10 ounces |
| ■ 1/2 lb. | ■ 32 oz. | ■ 4 pounds 2 ounces | ■ 9-3/4 pounds |
| ■ 3/4 pound | ■ 48 ounces | ■ 5 lbs. 11 oz. | ■ 9 lbs. 6 oz. |
| ■ 1 lb. | ■ 64 oz. | ■ 5-1/2 pounds | ■ 10 lbs. 1 oz. |
| ■ 5 pounds | ■ 1 pound 3 ounces | | |

VERBAL IDENTIFICATION

For each task selected for training (e.g. pound), client is shown the indicated weight written on a card (e.g. 3" x 5" card), and is asked: "What does this say?" Client must say "pounds" and "ounces" in answer, without cue.

- | | | | |
|-------------|--------------------|---------------------|----------------------|
| ■ Pound | ■ 10 lbs. | ■ 1 lb. 4 oz. | ■ 6 lbs. 14 oz. |
| ■ lb. | ■ 4 ounces | ■ 2-1/4 lbs. | ■ 6 lbs. 5 oz. |
| ■ lbs. | ■ 8 oz. | ■ 2 lbs. 15 oz. | ■ 7 pounds 1 ounce |
| ■ ounce | ■ 12 ounces | ■ 3 pounds 6 ounces | ■ 7 lbs. 7 oz. |
| ■ oz. | ■ 16 oz. | ■ 3 lbs. 8 oz. | ■ 8 lbs. 9 oz. |
| ■ 1/4 pound | ■ 24 ounces | ■ 4 lbs. 12 oz. | ■ 8 pounds 10 ounces |
| ■ 1/2 lb. | ■ 32 oz. | ■ 4 pounds 2 ounces | ■ 9-3/4 pounds |
| ■ 3/4 pound | ■ 48 ounces | ■ 5 lbs. 11 oz. | ■ 9 lbs. 6 oz. |
| ■ 1 lb. | ■ 64 oz. | ■ 5-1/2 pounds | ■ 10 lbs. 1 oz. |
| ■ 5 pounds | ■ 1 pound 3 ounces | | |

353.2 WEIGHTS: Comparing Greater And Lesser Weights (Pounds And Ounces)

Client is given two cards (e.g. 3" x 5" cards), each showing a different weight. Instructor asks client to compare the weight cards and indicate which card shows more weight. Repeat same procedure for four additional pairs of cards. It is suggested to use different weights or weight combinations each training session and to include the various forms of weight markings client has previously learned to read (e.g. pound, lbs., ounce, oz.).

- Client responds correctly for each of the five pairs of weight cards presented

353.3 WEIGHTS: Reading A Food Scale

For each task selected for training, instructor places indicated weight of food on scale and asks: "How much does this weigh?" Client must say "pounds" and "ounces" in answer, without cue. It is suggested training be carried out using a produce scale in a supermarket. A food scale may be used at the habilitation facility, however, if training at supermarket is not feasible.

- | | | | |
|----------|---------|--------------|-----------------|
| ■ 1 lb. | ■ 3 oz. | ■ 10 oz. | ■ 2-1/2 lbs. |
| ■ 2 lbs. | ■ 4 oz. | ■ 11 oz. | ■ 3-3/4 lbs. |
| ■ 3 lbs. | ■ 5 oz. | ■ 12 oz. | ■ 1 lb. 14 oz. |
| ■ 4 lbs. | ■ 6 oz. | ■ 13 oz. | ■ 2 lbs. 3 oz. |
| ■ 5 lbs. | ■ 7 oz. | ■ 14 oz. | ■ 3 lbs. 10 oz. |
| ■ 1 oz. | ■ 8 oz. | ■ 15 oz. | ■ 4 lbs. 6 oz. |
| ■ 2 oz. | ■ 9 oz. | ■ 1-1/4 lbs. | ■ 5 lbs. 2 oz. |

353.4 WEIGHTS: Weighing Items On Food Scale

For each task selected for training, client is asked to place indicated weight of food on scale. It is suggested training be carried out using a produce scale in a supermarket. A food scale may be used at the habilitation facility, however, if training at supermarket is not feasible.

- | | | | |
|----------|---------|----------|--------------|
| ■ 1 lb. | ■ 3 oz. | ■ 10 oz. | ■ 2-1/2 lbs. |
| ■ 2 lbs. | ■ 4 oz. | ■ 11 oz. | ■ 3-3/4 lbs. |

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III. ADVANCED SHOPPING CONCEPTS

WEIGHTS: Weighing Items On Food Scale (Cont.)

- | | | | |
|----------|---------|--------------|-----------------|
| ■ 3 lbs. | ■ 5 oz. | ■ 12 oz. | ■ 1 lb. 14 oz. |
| ■ 4 lbs. | ■ 6 oz. | ■ 13 oz. | ■ 2 lbs. 3 oz. |
| ■ 5 lbs. | ■ 7 oz. | ■ 14 oz. | ■ 3 lbs. 10 oz. |
| ■ 1 oz. | ■ 8 oz. | ■ 15 oz. | ■ 4 lbs. 6 oz. |
| ■ 2 oz. | ■ 9 oz. | ■ 1-1/4 lbs. | ■ 5 lbs. 2 oz. |

354.1 WEIGHTS: Comparing Pounds And Ounces

For each task selected for training, client is shown a card with the indicated weight written, and asked: "How many ounces are there in a (e.g. 1/4 pound)?" Answers appear in parentheses.

- 1/4 pound (4 oz.) ■ 1/2 pound (8 oz.) ■ 3/4 pound (12 oz.) ■ 1 pound (16 oz.)

For each task selected for training, client is shown a card with the indicated weight written, and asked: "How much of a pound is (e.g. 4 ounces)?" Answers appear in parentheses.

- 4 ounces (1/4 lb.) ■ 8 ounces (1/2 lb.) ■ 12 ounces (3/4 lb.) ■ 16 ounces (1 lb.)

354.2 WEIGHTS: Reading Decimal Weight Cards

VISUAL IDENTIFICATION

For each task selected for training (e.g. 0.10 lb.), client is shown or given the indicated weight written on a card (e.g. 3" x 5" card) together with several other cards, each with a weight below, and is asked: "Show me the card that says (e.g. 10/100 of a pound)."

- | | | | |
|------------|-------------|-------------|-------------|
| ■ 0.10 lb. | ■ 1.00 lb. | ■ 3.27 lbs. | ■ 4.81 lbs. |
| ■ 0.25 lb. | ■ 1.56 lbs. | ■ 3.79 lbs. | ■ 5.40 lbs. |
| ■ 0.50 lb. | ■ 2.15 lbs. | ■ 4.35 lbs. | ■ 5.94 lbs. |
| ■ 0.75 lb. | ■ 2.66 lbs. | | |

VERBAL IDENTIFICATION

For each task selected for training (e.g. 0.10 lb.), client is shown the indicated weight written on a card (e.g. 3" x 5" card), and is asked: "What does this say?" Using the first task below as an example, client may read 0.10 lb. as "10/100 of a pound" or "1/10 of a pound."

- | | | | |
|------------|-------------|-------------|-------------|
| ■ 0.10 lb. | ■ 1.00 lb. | ■ 3.27 lbs. | ■ 4.81 lbs. |
| ■ 0.25 lb. | ■ 1.56 lbs. | ■ 3.79 lbs. | ■ 5.40 lbs. |
| ■ 0.50 lb. | ■ 2.15 lbs. | ■ 4.35 lbs. | ■ 5.94 lbs. |
| ■ 0.75 lb. | ■ 2.66 lbs. | | |

354.3 WEIGHTS: Converting Decimal Weight To Pounds And Ounces

For each task selected for training (e.g. 0.25 lb.), client is shown a card with the indicated decimal weight written, and asked to state the equivalent weight in pounds and ounces. Answers appear in parentheses.

- | | | |
|---------------------|-----------------------------|-----------------------------|
| ■ 0.25 lb. (4 oz.) | ■ 1.25 lbs. (1 lb. 4 oz.) | ■ 3.25 lbs. (3 lbs. 4 oz.) |
| ■ 0.50 lb. (8 oz.) | ■ 1.50 lbs. (1 lb. 8 oz.) | ■ 3.75 lbs. (3 lbs. 12 oz.) |
| ■ 0.75 lb. (12 oz.) | ■ 2.75 lbs. (2 lbs. 12 oz.) | ■ 4.50 lbs. (4 lbs. 8 oz.) |
| ■ 1.00 lb. (1 lb.) | | |

354.4 WEIGHTS: Locating And Reading Weights On Packages

Client is shown five items with weights expressed in pounds and ounces (e.g. 1 lb. 8 oz.) and is asked to locate and read the weight of each item. It is suggested to vary the items used each training session.

- Locates weights on all five items ■ Reads all five weights correctly in pounds and ounces

Client is shown five items with weights expressed in decimal form (e.g. 1.50 lbs.) and is asked to locate and read the weight of each item. It is suggested to vary the items used each training session.

- Locates weights on all five items ■ Reads all five decimal weights correctly

354.5 MEASUREMENTS: Reading Measurement Cards (Pints, Quarts, And Gallons)

VISUAL IDENTIFICATION

For each task selected for training (e.g. pint), client is shown or given the indicated measurement written on a card (e.g. 3" x 5" card) together with several other cards, each with a measurement below, and is asked: "Show me the card that says (e.g. pint)."

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III. ADVANCED SHOPPING CONCEPTS

MEASUREMENTS: Reading Measurement Cards (Pints, Quarts, And Gallons) (Cont.)

- | | | | |
|---------|---------------|------------|---------------|
| ■ Pint | ■ Qts. | ■ 1/2 pint | ■ 1/2 gallon |
| ■ Pt. | ■ Half-gallon | ■ 1 pt. | ■ 1 gal. |
| ■ Pts. | ■ Gallon | ■ 2 pts. | ■ 4 gals. |
| ■ Quart | ■ Gal. | ■ 1 quart | ■ 2-1/2 qts. |
| ■ Qt. | ■ Gals. | ■ 3 qts. | ■ 1-1/2 gals. |

VERBAL IDENTIFICATION

For each task selected for training (e.g. pint), client is shown the indicated measurement written on a card (e.g. 3" x 5" card), and is asked: "What does this say?" Client must say "pint," "quart," and "gallon" in answer, without cue.

- | | | | |
|---------|---------------|------------|---------------|
| ■ Pint | ■ Qts. | ■ 1/2 pint | ■ 1/2 gallon |
| ■ Pt. | ■ Half-gallon | ■ 1 pt. | ■ 1 gal. |
| ■ Pts. | ■ Gallon | ■ 2 pts. | ■ 4 gals. |
| ■ Quart | ■ Gal. | ■ 1 quart | ■ 2-1/2 qts. |
| ■ Qt. | ■ Gals. | ■ 3 qts. | ■ 1-1/2 gals. |

355.1 MEASUREMENTS: Comparing Greater And Lesser Measurements (Pints, Quarts, And Gallons)

Client is given two cards (e.g. 3" x 5" cards), each showing a different measurement. Instructor asks client to compare the measurement cards and indicate which card shows the greater measurement. Repeat same procedure for four additional pairs of cards. It is suggested to use different measurements or measurement combinations each training session and to include the various forms of measurement markings client has previously learned to read (e.g. pint, pt., quart, qt.).

- Client responds correctly for each of the five pairs of measurement cards presented

355.2 MEASUREMENTS: Comparing Pints, Quarts, And Gallons

For each task selected for training (e.g. 1 qt.), client is shown a card with the indicated measurement written, and asked: "How many (e.g. pints) are there in a (e.g. quart)?" Answers appear in parentheses.

- 1 qt. (2 pts.) ■ 1/2 gal. (2 qts.) ■ 1 gal. (4 qts.) ■ 1/2 gal. (4 pts.)

355.3 MEASUREMENTS: Locating And Reading Measurements On Packages (Pints, Quarts, And Gallons)

Client is shown five items with measurements expressed in pints, quarts, and gallons. Client is asked to locate and read the measurement of each item. It is suggested to vary the items used each training session.

- Locates measurements on all five items ■ Reads all five measurements correctly in pints, quarts, and gallons

355.4 AWARENESS OF METRIC SYSTEM

- "What is the metric system?" (System of weights and measures . . .)
- "Do most countries use the metric system?" (Yes) ■ "Does our country use the metric system?"
- "What does the metric system use instead of *ounces*?" (Grams)
- "What does the metric system use instead of *pounds*?" (Kilograms)
- "What does the metric system use instead of *pints, quarts, and gallons*?" (Liters)
- "Which is more, an ounce or a gram?" (Ounce)
- "Which is more, a pound or a kilogram?" (Kilogram)
- "Which is more, a pint or a liter?" (Liter)
- "Which is more, a quart or a liter?" (Liter)
- "Which is more, a gallon or a liter?" (Gallon)
- "About how many pounds are in a kilogram?" (2)
- "About how many quarts are in a liter?" (1)

355.5 SPECIAL PRICE SIGNS AND MARKINGS

This skill is intended to familiarize client with a variety of common patterns of price markings on items and price signs (on shelves, bins, etc.) which can be difficult to read and understand when first encountered. For each task selected for training, client is given three items or signs bearing prices which follow the pattern indicated in the task. The *numbers* of the pattern are the only portion of the pattern to be varied (i.e. all other aspects of the pattern are to remain unchanged).

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III. ADVANCED SHOPPING CONCEPTS

SPECIAL PRICE SIGNS AND MARKINGS (Cont.)


Client is asked to read the price of each of the three items or signs presented for each pattern selected.

■ 39 ¢
LB■ 99 ¢
P
K
G■ 5 L
B 1.00
S.■ 2 B
U 39¢
N

■ 4 LBS. \$1.00

■ 149 ¢
B
A
G

■ 3 / 20¢

■ 2 ¢
o 31¢
r■ 39 ¢
EA.■ 


Client is asked to explain the meaning of the price of each of the three items or signs presented for each pattern selected.

■ 39 ¢
LB■ 99 ¢
P
K
G■ 5 L
B 1.00
S.■ 2 B
U 39¢
N

■ 4 LBS. \$1.00

■ 149 ¢
B
A
G

■ 3 / 20¢


■ 2 ¢
o 31¢
r■ 39 ¢
EA.■ 

For each of the three items or signs presented for each pattern selected, client is asked how much one unit (e.g. one pound) of the item costs. In the first task below, for example, client responds that one pound of the item costs 20 cents.

■ 5 L
B 1.00
S.■ 2 B
U 39¢
N

■ 4 LBS. \$1.00

■ 3 / 20¢

■ 2 ¢
o 31¢
r■ 

356.1 IN-STORE INFORMATION SIGNS

For each task selected for training (e.g. Open), client is shown the indicated sign (actual or from contextual photograph) and is asked to read it.

- | | | | |
|-----------|----------------------------------|-----------------|-------------------------|
| ■ Open | ■ Express lane — 8 items or less | ■ Regular price | ■ Discount |
| ■ Closed | ■ Cash only | ■ Sale | ■ Customer service |
| ■ Hours | ■ Please have check ready | ■ Sale price | ■ Manager |
| ■ Cashier | ■ We accept food stamps | ■ Special | ■ Ring bell for service |

For each task selected for training (e.g. Open), client is shown the indicated sign (actual or from contextual photograph) and is asked to explain its meaning.

- | | | | |
|-----------|----------------------------------|-----------------|-------------------------|
| ■ Open | ■ Express lane — 8 items or less | ■ Regular price | ■ Discount |
| ■ Closed | ■ Cash only | ■ Sale | ■ Customer service |
| ■ Hours | ■ Please have check ready | ■ Sale price | ■ Manager |
| ■ Cashier | ■ We accept food stamps | ■ Special | ■ Ring bell for service |

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III. ADVANCED SHOPPING CONCEPTS

IN-STORE INFORMATION SIGNS (Cont.)

For each task selected for training (e.g. Open), client responds appropriately to indicated sign in community store.

- | | | | |
|-----------|--------------------------------|-----------------|-------------------------|
| ■ Open | ■ Express lane—8 items or less | ■ Regular price | ■ Discount |
| ■ Closed | ■ Cash only | ■ Sale | ■ Customer service |
| ■ Hours | ■ Please have check ready | ■ Sale price | ■ Manager |
| ■ Cashier | ■ We accept food stamps | ■ Special | ■ Ring bell for service |

357.1 AISLE SIGNS

- "What are aisle signs?" (Signs above each aisle telling what types of items are located there . . .)
- "How are aisle signs useful?" (They help you locate items; using them is faster than walking up and down aisles . . .)

It is suggested task selection for the remainder of the skill be primarily according to the aisle signs in use at the store where client normally shops. This may require introducing additional aisle signs.

For each task selected for training (e.g. Dairy), client is shown the indicated sign (actual or from contextual photograph) and is asked to read it.

- | | | | |
|--------------------|------------------|--------------------|--------------------------|
| ■ Dairy | ■ Dry milk | ■ Canned vegetable | ■ Frozen foods |
| ■ Milk | ■ Canned milk | ■ Canned fruit | ■ Frozen pastry |
| ■ Eggs | ■ Candy | ■ Fruit juice | ■ Ice cream |
| ■ Beverages | ■ Nuts | ■ Canned juice | ■ Meats |
| ■ Bakery | ■ Diet food | ■ Canned meat | ■ Poultry |
| ■ Bread | ■ Spices | ■ Canned fish | ■ Fish |
| ■ Cake | ■ Baking needs | ■ Soup | ■ Seafood |
| ■ Rolls | ■ Oils | ■ Rice | ■ Toilet tissue |
| ■ Fresh fruit | ■ Cake mix | ■ Beans | ■ Napkins |
| ■ Fresh vegetables | ■ Syrup | ■ Jam | ■ Bags |
| ■ Fresh produce | ■ Crackers | ■ Preserves | ■ Detergent |
| ■ Bar-b-que | ■ Cookies | ■ Peanut butter | ■ Bleach |
| ■ Salad dressing | ■ Deli foods | ■ Coffee | ■ Cleaners |
| ■ Pickles | ■ Wine | ■ Tea | ■ Health and beauty aids |
| ■ Olives | ■ Macaroni | ■ Cocoa | ■ Kitchen aids |
| ■ Hot cereal | ■ Prepared foods | ■ Potato chips | ■ Light bulbs |
| ■ Dry cereal | | | |

For each task selected for training (e.g. Dairy), client is asked to name at least two specific items associated with the indicated sign (e.g. cottage cheese, yogurt).

- | | | | |
|--------------------|------------------|--------------------|--------------------------|
| ■ Dairy | ■ Dry milk | ■ Canned vegetable | ■ Frozen foods |
| ■ Milk | ■ Canned milk | ■ Canned fruit | ■ Frozen pastry |
| ■ Eggs | ■ Candy | ■ Fruit juice | ■ Ice cream |
| ■ Beverages | ■ Nuts | ■ Canned juice | ■ Meats |
| ■ Bakery | ■ Diet food | ■ Canned meat | ■ Poultry |
| ■ Bread | ■ Spices | ■ Canned fish | ■ Fish |
| ■ Cake | ■ Baking needs | ■ Soup | ■ Seafood |
| ■ Rolls | ■ Oils | ■ Rice | ■ Toilet tissue |
| ■ Fresh fruit | ■ Cake mix | ■ Beans | ■ Napkins |
| ■ Fresh vegetables | ■ Syrup | ■ Jam | ■ Bags |
| ■ Fresh produce | ■ Crackers | ■ Preserves | ■ Detergent |
| ■ Bar-b-que | ■ Cookies | ■ Peanut butter | ■ Bleach |
| ■ Salad dressing | ■ Deli foods | ■ Coffee | ■ Cleaners |
| ■ Pickles | ■ Wine | ■ Tea | ■ Health and beauty aids |
| ■ Olives | ■ Macaroni | ■ Cocoa | ■ Kitchen aids |
| ■ Hot cereal | ■ Prepared foods | ■ Potato chips | ■ Light bulbs |
| ■ Dry cereal | | | |

For each task selected for training (e.g. Dairy), client is asked while in community store to locate at least one specific item using the appropriate aisle sign. For example, when asked to locate a quart of milk, client first locates the aisle sign "Dairy," then the milk. Client is not cued to the target aisle sign.

- | | | | |
|---------|---------------|--------------------|-----------------|
| ■ Dairy | ■ Dry milk | ■ Canned vegetable | ■ Frozen foods |
| ■ Milk | ■ Canned milk | ■ Canned fruit | ■ Frozen pastry |
| ■ Eggs | ■ Candy | ■ Fruit juice | ■ Ice cream |

III. ADVANCED SHOPPING CONCEPTS

AISLE SIGNS (Cont.)

- | | | | |
|--------------------|------------------|-----------------|--------------------------|
| ■ Beverages | ■ Nuts | ■ Canned juice | ■ Meats |
| ■ Bakery | ■ Diet food | ■ Canned meat | ■ Poultry |
| ■ Bread | ■ Spices | ■ Canned fish | ■ Fish |
| ■ Cake | ■ Baking needs | ■ Soup | ■ Seafood |
| ■ Rolls | ■ Oils | ■ Rice | ■ Toilet tissue |
| ■ Fresh fruit | ■ Cake mix | ■ Beans | ■ Napkins |
| ■ Fresh vegetables | ■ Syrup | ■ Jam | ■ Bags |
| ■ Fresh produce | ■ Crackers | ■ Preserves | ■ Detergent |
| ■ Bar-b-que | ■ Cookies | ■ Peanut butter | ■ Bleach |
| ■ Salad dressing | ■ Deli foods | ■ Coffee | ■ Cleaners |
| ■ Pickles | ■ Wine | ■ Tea | ■ Health and beauty aids |
| ■ Olives | ■ Macaroni | ■ Cocoa | ■ Kitchen aids |
| ■ Hot cereal | ■ Prepared foods | ■ Potato chips | ■ Light bulbs |
| ■ Dry cereal | | | |

358.1 ECONOMY SHOPPING: Coupons

- Client is given a coupon and asked: "What is this?" (Coupon . . .)
- Client is given several items including a coupon and asked: "Point to the coupon."
- "Why is it a good idea to use a coupon to purchase something you need?" (Save money . . .)
- "How does a coupon help you save money?" (Amount the coupon is worth is deducted from price of item . . .)
- "Why isn't it a good idea to purchase an item *just* because you have a coupon for it?" (Coupon may not be for the brand or quantity you prefer . . .)
- "Name two conditions that must be met to use most coupons." (Use coupon before expiration date, must use coupon only for item indicated . . .)
- "Why can't you usually get cash for a coupon instead of buying the product it advertizes?" (Purpose of coupon is to persuade you to buy product by offering a discount; store must show receipts to collect coupon money . . .)
- "When is the best time to use a coupon?" (When you do your regular shopping) ■ "Why isn't it a good idea to make a special trip to the store *just* to use a coupon?" (The trip may cost more than the coupon saves . . .)
- "Name two places coupons can be found." (Newspapers, magazines, inside food containers . . .)

Client is given a newspaper and a magazine and asked to locate any three coupons in each. Client may be cued to the number three and need not give information about the coupons. It is suggested to use a different newspaper and magazine each training session.

- Client locates 6 coupons — 3 in a newspaper and 3 in a magazine

Instructor names three items that are probably useful and meaningful to client. Instructor then gives client a current newspaper and/or magazine containing coupons for the items and asks client to locate a coupon for each item. It is suggested to name different items and use a different magazine or newspaper each training session.

- Client locates a coupon for each item named
- When asked, states brand name of product advertized by coupon
- When asked, states size or quantity to be purchased if specified on coupon
- When asked, states amount of money coupon will save toward purchase of product
- When asked, locates expiration date of coupon ■ And states if coupon is still valid
- When asked, names store where coupon can (or must) be used

Instructor and client agree on a coupon client will use toward the purchase of an item. Both then go to a store and client is asked to use the coupon.

- Client locates product independently: Brand name ■ And size (quantity) of product are as specified on coupon
- At checkstand: Gives coupon and item to cashier at same time ■ And without cue
- Pays for item independently ■ Pays appropriately

358.2 ECONOMY SHOPPING: Newspaper Ads

- "What are newspaper sale ads?" (Advertizements in newspapers for products stores have on sale . . .)
- "Why is it a good idea to use newspaper sale ads to help decide where to do your shopping?" (Save money . . .)
- "How do newspaper sale ads help you save money?" (They tell you where to go to pay less money for things you want . . .)
- "Why isn't it a good idea to buy an item *just* because it is on sale?" (Sale may not be for a brand you prefer, item may not be useful to you . . .)
- "In what section of the newspaper are most grocery ads found?" (Client states or shows section of local newspaper)

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III. ADVANCED SHOPPING CONCEPTS

ECONOMY SHOPPING: Newspaper Ads (Cont.)

- “If you are going to take advantage of a grocery ad, when is the best time to do it?” (When you do your regular shopping)
- “Why isn’t it a good idea to make a special trip to the grocery store to buy a sale item?” (The trip may cost more than the sale saves . . .)

Client is given a newspaper and asked to find any six sale ads (groceries, clothing, furniture . . .). Client may be cued to the number six and need not give information about the ads. It is suggested to use a different newspaper each training session.

- Client locates 6 newspaper sale ads

For each category selected for training (e.g. Food), client is given a newspaper containing a sale ad for the category and is asked to locate an ad, state what is on sale, and name the store. It is suggested to use a different newspaper each training session.

- **Food:** Client locates food ad ■ States what is on sale ■ And names store
- **Toiletries:** Locates toiletries ad ■ States what is on sale ■ And names store
- **Clothing:** Locates clothing ad ■ States what is on sale ■ And names store
- **Furniture:** Locates furniture ad ■ States what is on sale ■ And names store

Instructor and client agree on a specific item client needs or could use (e.g. pair of shoes). Client is given a newspaper and asked to determine if a store has the item on sale.

- If newspaper contains the ad: Client locates ad ■ Names store ■ And correctly states if store is located within reasonable distance of client’s home
- If newspaper *does not* contain sale ad for item, client so states

359.1 ECONOMY SHOPPING: Unit Pricing

- “What is unit pricing?” (It tells how much item costs per ounce, per pound, per pint . . .)
- “Why is it a good idea to compare unit prices?” (Save money . . .)
- “How can comparing unit prices save you money?” (It tells you which brand or size is cheapest . . .)
- “When is it not a good idea to buy an item with the cheapest unit price?” (When quantity is too large for your needs, when you prefer another brand . . .)
- “Where is the unit price for an item usually located?” (On shelf in front of item . . .)

The following tasks are intended to be trained in a supermarket. Instructor shows client a group of similar items (e.g. different brands and quantities of mayonnaise) and asks client to select the *actual item* with the lowest unit price (e.g. client points to 1-qt. jar of house brand mayonnaise). Repeat this procedure for two additional groups of items (e.g. canned peaches, spaghetti). It is suggested to use different groups of items each training session.

- Client locates unit price *labels* for 3 groups of items specified ■ Locates unit price of each item in group
- Compares all unit prices in group ■ Indicates *actual items* with lowest unit prices for 3 groups of items

359.2 ECONOMY SHOPPING: Buying In Large Quantities

- “Is it usually cheaper to buy a *large* or a *small* amount of something in a can or package?” (Large)
- “What is a disadvantage of buying something in a large quantity?” (May buy more than you can use before it spoils, you have to pay more money initially . . .)
- “What is an advantage of buying only the amount you need?” (No waste, takes up less storage space . . .)
- “What type of items is it a good idea to buy in quantity?” (Items that don’t spoil readily, frequently used items, non-food items . . .)
- “Name something you probably *would not waste* if you bought it in large quantity.” (Client names item) ■ “Why do you think you wouldn’t waste it?” (Gives reasonable answer based on own living situation)
- “Name something you probably *would waste* if you bought it in large quantity.” (Client names item) ■ “Why do you think you would waste it?” (Gives reasonable answer based on own living situation)

359.3 ECONOMY SHOPPING: Choice Of Store

- “Is it usually cheaper to shop at a large store or a small one?” (Large store)
- “Name two advantages of shopping at a large store.” (Save money, there’s more variety, meats and produce are fresher . . .)
- “What is a ‘convenience’ store?” (Small store open long hours and every day . . .)
- “Why isn’t it a good idea to do your regular shopping at a ‘convenience’ store?” (Very high prices, little variety . . .)
- “Name a large store in your neighborhood.”: ■ “Name a small store in your neighborhood.”: ■ “Overall, which store has cheaper prices?”:

359.4 FOOD STAMPS

- “What are food stamps?” (Coupons used like money to buy food . . .)

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III. ADVANCED SHOPPING CONCEPTS

FOOD STAMPS (Cont.)

- "How can you find out if you are eligible for food stamps?" (Check with Public Welfare Division)
- "Do you have to pay money for food stamps?" (No)
- "What types of items *can't* you buy with food stamps?" (Non-food items, alcoholic beverages, soda, cigarettes . . .)
- "When you overpay using food stamps, do you get money in change?" (Only 99 cents or less but dollar amounts are given in food stamps)
- "Where do you go to get certified for food stamps?" (Gives location of correct Public Welfare Office):
- "What information do you need to bring when you apply for food stamps?" (Proof of income, assets, resources . . .)

For client who uses food stamps**Client is asked to demonstrate using food stamps at supermarket.**

- Client separates food stamp from non-food stamp items in shopping cart
- Informs cashier immediately that food stamps will be used
- Pays with food stamps correctly ■ And independently
- Pays cash for non-food stamp items correctly ■ Without cue ■ And independently