Teaching Mentally Retarded Adults How to Shop for Personal Care Items on a Budget

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TEACHING MENTALLY RETARDED ADULTS
HOW TO SHOP FOR PERSONAL CARE
ITEMS ON A BUDGET

by

Daniel Lee Cole

A Thesis
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Master of Arts
Department of Psychology

Western Michigan University
Kalamazoo, Michigan
April 1985
Three ambulatory mildly mentally retarded adults (2 males, 1 female) were trained to independently shop for personal care items needed and to determine and select items within a $2.00 budget. A task analysis yielded 30 target behaviors. In training correct responses received descriptive praise and smiles, while incorrect responses received corrective feedback, prompts, and/or modeling. A laminated card was used which had typed on it the prices $1.00 to $1.89. Subjects were taught they could afford items whose prices could be matched to one on the card. A multiple baseline across subjects research design was employed. Subjects improved to performing all target behaviors correctly after being exposed to training, and maintained this performance when checked one month later. Skills were generalized to items whose prices were marked by ink instead of a sticker. Generalization probes taken at a different store revealed the subject could select and purchase the item properly, but had difficulty locating the personal care section of the store.
ACKNOWLEDGEMENTS

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Daniel Lee Cole
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CHAPTER I

INTRODUCTION

In recent years there has been increasing concern to provide living accommodations for mentally retarded persons in the community rather than in institutions. The basis of this notion is normalization (Nihira & Nihira, 1975) which assumes that by placing the mentally retarded person into a normal environment that he/she will somehow acquire the skills necessary to live in a normal manner. Research, however, shows conclusively that just living in the community is not sufficient for the mentally retarded person to learn the skills necessary for daily living - that such skills must, in fact, be made available and taught (Johnson & Bailey, 1977; Luckey & Shapiro, 1974; Schleien, Kiernan, & Wehman, 1981). Despite this knowledge, only a limited amount of research has concerned methods to teach these adaptive skills. Those skills that have been taught include telephone usage (Leff, 1974), housekeeping (Bauman & Iwata, 1977), coin usage (Cuvo, Veitch, Trace, & Konke, 1978; Trace, Cuvo, & Criswell, 1977), community mobility (Neef, Iwata, & Page, 1978; Page, Iwata, & Neef, 1976), leisure in the home (Johnson & Bailey, 1977) and grocery shopping (Matson, 1981; Sarber,
Halasz, Messmer, Bickett, & Lutzker, 1983).

One area that the mentally retarded person must learn is how to go to a store and shop for a personal care item within a budget. The acquisition of these skills will have both immediate and long term benefits for the individual, the home staff, and the community. Once these skills have been learned, the individual will be able to function independently and require little assistance from the home staff and the community. It will also enable them to purchase items they need. Furthermore, they may even decide to shop for leisure in the future. Katz and Kekutiel (1974) report that listening to the radio and watching television are the most frequently used forms of leisure by the mentally retarded person. Wehman (1978), Katz and Yekutiel (1974) also agree that additional skills should be taught which allow the mentally retarded person to find leisure activities in the community.

The majority of past shopping studies (Marholin, O'Toole, Touchette, Berger, and Doyle, 1979; Matson, 1981; Sarber et al., 1983) have trained the mentally retarded person to shop for one or more items, but have not trained the subjects to evaluate the price of the item(s) against the money they have to spend. Some studies avoid this issue as the experimenters simply allotted the subject more money than was necessary to purchase the desired items. An exception to this general procedure was reported by
Wheeler, Ford, Nietupski, Loomis, and Brown (1980). Their procedures attempted to train seven mentally retarded persons to 1) determine a whole dollar amount from $1.00 to $10.00, 2) write a shopping list of up to 10 nontaxable food items (as dictated by their parents), 3) to use a pocket calculator to determine whether or not they could afford the item(s), and 4) to purchase those items and bring them home. At the beginning of the study the subjects knew how to perform paper and pencil addition and subtraction problems and how to count coins. The results show that after one full year of instruction only three of the seven subjects completed the program, while three others took slightly more than a full year to complete the program. The final subject, while unable to receive further training, had at the completion of one year of training acquired the skills to shop for as many as five nontaxable food items in the store. No checks were conducted for maintenance or generalization of the skills.

There are, however, mentally retarded individuals who live in community group homes, are on conservative money budgets, haven't acquired the skills to perform addition and subtraction problems, are unable to count coins, and whose basic purchasing needs are not food, but taxable personal care items. The aim of this research project is to train three mentally retarded adults to go to a local complex multi-purpose store, shop for a personal
care item needed, and then determine whether or not it could be purchased on their $2.00 budget. The results of this project will determine whether or not the subjects can acquire the skills, generalize classroom teachings to the natural environment, maintain the skills as checked by a one month follow-up, generalize the skills to a less complicated novel store, and generalize the skills to different items whose prices are marked with just ink and no sticker. Consideration is also given to the number of sessions and time necessary to teach these skills.
CHAPTER II

METHOD

Subjects

Three mentally retarded adults (2 males, 1 female) who live in a supervised group home of the Residential Opportunities Incorporated (ROI) organization of Kalamazoo participated in this study. All were ambulatory, with ages ranging from 27-31 (mean = 29.3 years), and IQ scores on the Wechsler Adult Intelligence Scale-Revised ranging from 45 to 59 (mean = 52). The residents attended a sheltered workshop Monday through Friday from 9 a.m. to 3 p.m., and arrangements were made with the group home so that the time spent for this study would not interfere with these activities. All of the subjects were illiterate and were unable to count money. An examination of their homework revealed that they were at the level of matching one item on a piece of paper to another. Although they had all gone shopping with others before, baseline measures indicated they lacked skills to shop for an item independently. Their assets included having good use of pedestrian and bus riding skills, which they had learned in previous training.

Prior to any assessment of the participants, the trainer met with them and the home supervisor to explain...
the nature of the research. This included an explanation of the confidentiality policy and the subjects' right to withdraw from the research at any time. After their questions had been answered, they all gave their own legal consent. (See Appendix A for a copy of the informed consent form that was signed as well as other forms of ROI).

Setting and Apparatus

Meijers Thrifty Acres. All probe data, except for the generalization probes to a Kmart store, were collected on shopping trips to a local Meijers Thrifty Acres store in Kalamazoo. This same Meijers store was used for training skill components 2 Store and Item Location and 4 Check Out and Exiting. Meijers is a complex multi-purpose store with a floor size of 140,000 square feet. In this store there are 35 check out counters and one can purchase items ranging from groceries, to clothes, car parts, household items, and pets. A copy of the floor plan of Meijers can be found in Appendix B. A tally of prices for the personal care items at Meijers was made across various sizes and brands. The results of this tally showed that prices ranged from $1.02 to $3.24. A copy of this tally may be found in Appendix C.

Classroom. Only the target behaviors for skill components 1 Store and Item Identification, 3 Item Selection and 5 Return Home were trained at the group home. The
following apparatus was employed:

Sample items and prices - Various brands and sizes of different personal care items were used in training. For a listing of the twenty-four items (representing 5 types of personal care items) chosen for training see Appendix C.

Flashcards - Thirty-six flashcards were used with twenty of them ranging in price from $1.02 to $1.89, and sixteen from $1.90 to $3.00. Each flashcard consisted of a price sticker from the store stamped onto a cardboard card the size of 1" x 7/8".

Laminated Card - A white card was used which had typed on it the prices of $1.00 to $1.89. Prices were arranged into nine columns - having the first column on the left reading from top down $1.00 to $1.09, the next column $1.10 to $1.19, the next column $1.20 to $1.29, and so on. Between each column were two blank spaces to distinguish one column from the next. To the left of the first column and to the right of the last column were margins approximately one inch wide. These margins were made so that the subject could hold the card without covering the numbers. To assist in distinguishing the top of the card from the bottom, the prices of the first row only ($1.00, $1.10, $1.20, and so on) were typed in red; the remaining rows were typed in black. The size of the card was 1 7/8" x 8", and when folded in half could fit very easily in a wallet, purse, or pocket. A copy of this card may be found in
Appendix D.
Task Sequence and Response Definitions

Prior to any baseline measures of shopping skills, the trainer went on an independent shopping trip to Meijers to devise a list of target behaviors for independent shopping. Revisions of these target behaviors were made throughout the course of taking each of the three residents on one assessment shopping trip to Meijers. The final task analysis yielded 30 target behaviors for five components which may be found in Table 1. Each target behavior represents the correct response the subject is to emit on an independent shopping trip.

Scoring Package

All data were collected by using the scoring package in Appendix E. The scoring package consists of the target behaviors followed by a scoring column. The scoring column was used by the observer to record the subject's response to that target behavior as correct or incorrect. If correct, the observer circled the letter "C"; if incorrect, the letter "I". When observations of all 30 target behaviors were recorded, the trainer counted the
TABLE 1
Components and Target Behaviors

1. **Store and Item Identification**
   1.1 Subject (S) states which item he/she is going to the store for.
   1.2 S states the name of the store.
   1.3 S states having the $2.00 which will be used for shopping.
   1.4 S shows the $2.00 for shopping.
   1.5 S shows the laminated card.

2. **Store and Item Location**
   2.1 After getting off the bus or after arriving at Meijer’s parking lot by foot, the S walks directly and safely to Meijer’s till he/she is on the sidewalk in front of the store.
   2.2 S locates the doors and enters Meijers.
   2.3 S walks to the grocery section of the store within 75 seconds of entering the store.
   2.4 S walks to the personal care item section within 90 seconds.
   2.5 S walks up and down the aisles in the personal care section until he/she is standing in front of and facing the type of item needed within 75 seconds.

3. **Item Selection**
   3.1 S selects one item of what is needed from the shelf within 60 seconds.
   3.2 S locates and points to the price tag on the item.
   3.3 S gets out the laminated card.
TABLE 1—Continued

3.4 S unfolds the laminated card so that the prices are facing upright.

3.5 S runs his/her finger down the prices on the laminated card from top to bottom starting with the first column on the left and moving to the right to determine if the price on the price tag matches one on the card.

3.6 If the prices match, the S points to the correct price on the laminated card and says something to indicate so (like "yes", "here", etc.)
   or
   If the price on the tag is not on the card (meaning the price is not between $1.00 to $1.89) the S says something to indicate no match (like "they don't match").

3.7 If after performing target behavior 3.6 the S has an item which matches a price on the card, the S puts the laminated card away and indicates this item is OK to purchase (like saying "I'll buy this one").
   or
   If after performing target behavior 3.6 the S has an item which does not match, the S returns the item to the shelf and repeats target behaviors 3.1 to 3.7 with a different selection until a correct price item is selected.

4. Check Out and Exiting

4.1 Within 75 seconds of completing task 3.7 (having selected the item), the S is at the check-out section of the store.

4.2 S takes only the one item chosen in task 3.7 to the check-out..

4.3 S gets in line behind the last person, or stands at a counter open with no customers waiting.

4.4 Once in line or at the counter, the S remains in line until it is time to pay for the item.
TABLE 1—Continued

4.5 S places the item on the check-out counter.
4.6 S gets out the $2.00.
4.7 When the cashier rings up the item and says the price, the S then gives the cashier $2.00.
4.8 S waits for change and receipt from the cashier and puts it away within 30 seconds.
4.9 S picks up the bag with the item in it or just the item if no bag is supplied.
4.10 Without standing around or hesitating the S walks directly to the exit doors and exits.

5. Return Home
When the S returns to the group home, he/she shows an employee at the home:
5.1 the item.
5.2 the change.
5.3 the receipt.

total number of correct responses and that number served as the dependent variable.

Probe Sessions

These sessions consisted of the trainer following approximately 4 feet behind the subject and using the scoring package to record data. A session was initiated by informing the resident that he or she would be taken
by the trainer to Meijers to determine how well he or she could shop. The resident was asked to do his or her best and to understand that no clues of how to perform could be given. At this time a staff employee gave the resident $2.00 of the resident's money along with the laminated card. Next the subject was asked by the trainer the questions which would be appropriate for component 1. For example, for target behavior 1.1 the question asked was "What item are you going to the store for?". Directly following these questions the subject and the trainer went to Meijers to assess the subject's performance on components 2-4. After returning home the trainer recorded the subject's ability on component 5.

Regardless of the appropriateness of the subject's response on any target behavior, the next and all remaining target behaviors were assessed. Correct responses by the subject received reinforcement in the form of a smile, a pat on the back, and comments of "Good job" by the trainer. When a subject did not respond, or gave a response which was wrong, it was recorded as incorrect and received no training. Conditions were then made so that the remaining target behaviors could properly be assessed. For example, suppose the subject responded incorrectly to target behavior 2.4. The response was then recorded as incorrect and the trainer took the subject directly to the personal care item section of the store in order to assess the remaining target
behaviors.

Training

All training whether it be done in the classroom or at Meijers consisted of the trainer only training one subject at a time. Training was divided into three phases. The first phase was training for component 3 Item Selection, the second phase for components 1 Store and Item Identification and 2 Store and Item Location, and the final phase for components 4 Check Out and Exiting and 5 Return Home. When the subject on a training phase session correctly responded to all the target behaviors of the phase(s) which received training, a probe session was conducted. If on a training probe session the subject incorrectly responded to one or more of the target behaviors which had received training, sessions were conducted with the subject which were appropriate to retraining those skills. Successful completion of this training was followed by another probe session. No subject received training for the next phase until he or she performed all the target behaviors of the previous phase(s) correctly on a probe session.

Training Phase 1

Training for phase 1 consisted of training component 3 in four parts at the group home. All sessions were
limited to approximately one hour in length. Prior to beginning one part, the trainer instructed the subject about the details of that part and performed three examples. Parts 1-3 consisted of the trainer and the subject sitting at a table with the laminated card face up and facing the subject. Instructions for part 1 consisted of the trainer telling the subject 20 flashcards were going to be presented one at a time and that each was to be correctly matched to a price on the laminated card. The trainer proceeded by selecting a flashcard, reading the price, moving the flashcard along the top of the laminated card from left to right, stopping at the appropriate column, running his finger down the column till the correct price was pointed to, and then saying "Here is a match". Completing the other two examples, the trainer then presented the 20 flashcards one at a time in varied order for the subject to match. Responses were scored as correct only when the subject performed the entire task correctly without any assistance. Correct responses for this part, as well as throughout the entire project, were followed by the trainer giving social reinforcement (smiles, pats on the back, and descriptive praise i.e. "Good job. You found the correct column—looked at the prices in that column carefully—and then pointed to the correct price and said 'Here'. Good job.") When an incorrect response occurred, in this part or any
portion of the project, the trainer used prompts, corrective feedback, and/or modeling in an attempt to get the subject to emit the correct response. Prompts were used only in cases where the subject did not make a response, and consisted of the trainer saying something like "OK, you have just received the flashcard. What should you do now?" Corrective feedback was used when the subject made a response yet it was incorrect. In this case the trainer might say to a subject who is looking in the $1.70's column with a $1.49 flashcard, "No, you should be looking in the 1.4 column. Start at the beginning again and count your columns". If after employing one of the above two procedures the subject made the correct response on a retrial that followed, social reinforcement was given. In cases where the subject's response was still incorrect after the retrial, modeling was employed. Modeling consisted of the trainer imitating the correct response and having the subject listen and observe. Figure 1 is a flow chart of the training procedures. In this part 1 of training though, no retrials with corrective feedback and social reinforcement followed modeling. Instead, the next flashcard was presented. The same set of 20 flashcards was presented continuously in varied order until as a set all 20 were performed correctly. The completion of this criterion moved training to the next part.

In part 2 the subject was given a mixture of 10
Subject
Corrective feedback
Retrial

In response correct
NO
YES

Give social reinforcement

Use that the last target behavior of the subject
NO
YES

Assess next target behavior

DIA subject make a response

NO
YES

Model response

Retrial with corrective feedback and social reinforcement

Retrial with corrective feedback and social reinforcement

Figure 1. A Flow Chart Representation of the Training Procedure.
flashcards ranging in price from $1.02 to $1.89 and 10 cards which had prices of $1.90 to $3.00. Instructions consisted of telling the subject that if the price on the flashcard matched one on the laminated card he/she was to find it, point to it, and say "here". If it could not be found on the card then to simply say "no match". As before, the set of all 20 flashcards were presented until all 20 were performed correctly in a given set. Training procedures for correct and incorrect responses were the same as those in part 1, and when the criterion was met training moved to the next part.

The format of part 3 was identical to part 2 except instead of using the flashcards, the actual 24 personal care items were presented one at a time. The subject had to locate the price tag on the item and to correctly determine if that price matched one on the card. The criterion to move to the next part was the correct performance of all 24 on a given set.

In part 4 the twenty-four personal care items were arranged in order of type (hair shampoo, mouthwash, toothpaste, anti-perspirant, and electric shave) on a shelf. The subject was asked to pretend that he/she was at Meijers and had to select a particular item needed. For example, the trainer would instruct the subject by saying "I would like you to pretend you are at Meijers and are shopping for that bottle of hair shampoo. Please go about selecting
the item here as you would in the store". Following these instructions, the trainer evaluated the subject's performance on target behaviors 3.1 to 3.7. Training procedures for correct and incorrect responses were the same as in training part 1, except the two retrials with corrective feedback and social reinforcement were given. This consisted of allowing the subject to attempt the task again, and the trainer intervening when necessary with corrective feedback and social reinforcement.

When training was completed with that item, the subject was asked to select a different type item and so on until he/she had exposure to a set of ten situations - which included selecting originally an item whose price was $1.02 to $1.89, or an item greater than $1.89 and having to return it to the shelf until an item capable of being matched was selected, and then each of these two situations varied in order over the five types of personal care items. As before, sets of these 10 situations were presented continuously until the subject performed all ten correctly on a given set.

Training Phase 2

Each training session for phase 2 consisted of the subject responding to all target behaviors of components 1 and 2 in order. The subject was given the $2.00 and the laminated card by a staff employsee. Thereafter, the subject
responded to target behaviors of component 1 at the home and those of component 2 at Meijers. Training procedures for correct and incorrect responses were handled like those in part 4 of training phase 1.

Training Phase 3

Each session for phase 3 began with having the subject respond to components 1, 2, and 3 in order. Reviewing this material was not only essential to training components 4 and 5 but it also examined maintenance of those previously taught skills. If a subject made an incorrect response, the trainer used what was minimally necessary in the use of the standard training procedure to correct the subject. Responses done correctly were followed by praise, smiles, and/or a pat on the back.

Training procedures for components 4 and 5 were identical to those used in training phase 2, except in the case of target behavior 4.7. If training procedures came to a point where modeling had to occur for target behavior 4.7, the trainer took the $2.00 from the subject's hand and gave it to the cashier. Simultaneously the trainer made sure the subject was watching the transaction as the trainer said "See when the cashier says the price, we give him/her the money". No retrials with corrective feedback and social reinforcement were used. After the cashier received the $2.00, training for that target
behavior was completed.

Follow-Up

One month after the completion of training, each subject was assessed to determine maintenance of the skills. Procedures were identical to those probes previously described.

After follow-up probes, each subject was assessed for two types of generalizations. The first consisted of going to Kmart to purchase a personal care item. Procedures were identical to previous probes except target behavior 2.3 was not assessed because it didn't apply, and before shopping the subject was told he/she was going to shop at Kmart. The second generalization assessed the subject's ability to purchase a bag of chips with a price marked by ink instead of a sticker, as encountered previously at the Meijer store. Probe procedures were identical to those used before at Meijer, except target behaviors 2.4 and 2.5 were not assessed. Instead, after the subject came to the grocery section of the store, the trainer led the subject to the chip section. There were 66 varieties and sizes of chips, and prices ranged from $1.19 to $2.49.

Reliability

Independent observations were made for each subject by probes during baseline, in each of the three training
phases, at the follow-up, and the two generalizations by the trainer and a graduate student who worked at the subject's home. The scoring package was used by each observer as they recorded the subject's performance in such a manner as to prevent them from seeing the other's scoring. Following data collection, the trainer compared his and the other observer's scoring packages to calculate inter-observer reliability. This was done by dividing the number of agreements by agreements plus disagreements, and multiplying by 100. This formula was used to determine agreement percentages for: 1) occurrences of correct responses, 2) nonoccurrences of correct responses, and 3) occurrences plus nonoccurrences of correct responses. Observations were taken on a total of 35% of all probes and yielded mean scores of 99%, 96%, and 99% for occurrences, nonoccurrences, and occurrences plus nonoccurrences.

Experimental Design

A multiple baseline design across subjects (Baer, Wolf, and Risley, 1968) was employed. Baseline data were recorded for each subject. Training began with the first subject on phase 1 and proceeded sequentially to phase 3. Baseline measures continued for all phases. When the first subject correctly responded to all the target behaviors of the first phase without assistance and advanced to the second phase, the second subject began training on
phase 1, and so on. Baseline measures continued for the subject not yet receiving training.
CHAPTER IV

RESULTS

Figure 2 shows the performance of each subject on shopping probes during baseline, training phases, and follow-up conditions. Because the total number of possible responses varied, with 30 responses for baseline, training phases and a maintenance check, and 28 or 29 responses for generalization checks, the ordinate values in Figure 2 represent the percentage of correct responses.

Mean performance during baseline for subjects 1, 2, and 3 was 58%, 63%, and 63% respectively. Subjects improved in performance as they were exposed to the three training phases. Each subject scored 100% on his or her final training probe. Subject 2 received a second probe for training phase 2 because when the first probe was taken for that phase he incorrectly responded to a target behavior on component 3.

A one month maintenance follow-up check revealed that all the subjects maintained the skills at the 100% level. On the generalization probe taken at Kmart's, subject 1 scored 100%, while subjects 2 and 3 each scored 97%. Subject 2 did not find the personal care item section within 90 seconds, and subject 3 did not get in
Figure 2. Percent of Correct Responses for Each Subject on Baseline, Training Phases, and Follow-Up Conditions.
### TABLE 2
Number of Sessions for Training Each Phase to Each Subject

<table>
<thead>
<tr>
<th>Subject</th>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Total</th>
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<td>3</td>
<td>3</td>
<td>15</td>
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<td>10</td>
<td>3</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td><strong>8.3</strong></td>
<td><strong>2.7</strong></td>
<td><strong>2.3</strong></td>
<td><strong>13.3</strong></td>
</tr>
</tbody>
</table>

line at a check-out counter after he had returned to that section with the item. When the subjects were assessed for generalizing the skills to items whose price was marked solely by ink and no sticker, subject 1 scored 93%, whereas subjects 2 and 3 each scored 100%. Subject 1 selected a bag of potato chips which cost $2.19 and then pointed to the price $1.19 on the card. This resulted in scoring target behaviors 3.6 and 3.7 as incorrect.

Table 2 indicates the number of training sessions required by each subject to learn each phase. The total number of sessions to train subject 1, 2, and 3 for all phases was 15, 15, and 10 respectively. Since each session was approximately one hour in length, the amount of time to train all the phases to the average subject
was 13.3 hours. Most of the training time was spent in training phase 1.
CHAPTER V

DISCUSSION

Training procedures were demonstrated as being effective by a multiple baseline design across subjects. During baseline, the typical responses which were correct included answering the preliminary questions, locating and entering the store, and checking-out. The subjects' performances remained rather consistent over baseline. Following exposure to training conditions all the subjects improved in performance, and when training was completed each subject responded correctly to all the target behaviors. Follow-up probes indicated that the subjects could maintain the skills they had acquired one month after they had completed training.

The improvement subjects 2 and 3 made during baseline was primarily attributed to learning the name of the store, to go to the check-out section of the store after selecting the item, and then walking directly to the exit after checking out. Acquiring these skills during baseline was apt to be the result of experimental error or the experimenter modeling what would have been impractical to avoid. For example, learning the name of the store during baseline was most likely due to poor experimental control as the experimenter accidentally on occasion would converse.
with a staff member while the subject was near that they were leaving for "Meijers", or a staff member would inform the subject he/she was going shopping at "Meijers". In the other case, if the subject just stood around and looked at the experimenter instead of going to the check-out section, or leaving the check-out to exit, the experimenter recorded the behavior as incorrect and asked the subject to follow him (in effect modeling) so that the next target behavior could be assessed. With subsequent reoccurrence of this the subject eventually began to perform these tasks correctly without assistance from the trainer.

It was determined that the amount of training time necessary to teach these skills was short. Average total time requirements for training the three phases to each subject was 13.3 hours. The majority of training consisted of training the subject how to use the card and select items which could be afforded. Results indicated that on the average the subjects took 8.3 hours to learn those skills.

Probe scores on generalization 1 revealed that subject 1 could recall and transfer all skills learned to the less complicated Kmarts store. It was, however, later discovered that subject 1 had gone to and still on rare occasions shops at that Kmarts with her parents. Subject 2 displayed he could transfer all the acquired skills
except locating the personal care item section. Subject 3, while capable of finding the personal care section, took the full 90 seconds. His behavior consisted of standing around once he entered the store and then with 15 seconds remaining walking hesitantly and directly to the personal care section. He commented as he walked, "I don't know where it is". Evidence such as this expresses that once the individual acquires these skills he/she is capable of generalizing them to another store, except when having to locate a certain section of the store.

The performance of subjects 2 and 3 on the second generalization probe indicated that they were capable of maintaining all previously learned skills, and could use the card correctly to select a different type of item whose price was marked just by ink and no sticker. Subject 1, however, made an interesting error. The first bag of chips she selected was priced $2.19. Her response was pointing to $1.19 on the card and saying "OK, match. I'll buy". This indicated she was capable of matching the ink numbers to the card, but that her error was either the result of not maintaining the skills or forcing a match to an item she wished to purchase.

There are limitations of this work. First, this card can only be applied to purchasing items ranging in cost from $1.00 to $1.89. Second, only one item can be
purchased for every two dollars the subject has. The circumstances would not allow teaching the individual to select three items at $1.19, $1.29, and $1.37 and purchase them with four dollars.

A follow-up study could consider the following points in an attempt to improve upon this work. First, since different stores have different floor plans, training procedures should teach the individual how to locate the section of the store they need to find. The method should teach the individual not just how to find one particular section in a store, but any section in any store. It is not suggested to instruct the subject to read hundreds of signs. Reading under these various circumstances is impractical for an illiterate person and not all stores have signs to designate where an item may be found. A better approach would teach the individuals proper social skills of asking people, preferably, but not necessarily employees, where an item may be found, how to follow those directions, and if still unsure to ask someone for more detailed directions.

A second way to improve this study would have the classroom simulate the store. In the training probes of this work a problem occurred when the subjects made an attempt to generalize those classroom taught skills to the store. In the store when the subject selected an item which exceeded the prices on the card he/she did return
the item to the shelf for another, but selected over and over again items of the same brand and size. Eventually, so discouraged, the subject did go to a different size and/or brand which could be afforded. This could be corrected by representing each of the items used in training with 2 of each instead of 1. Incidentally, the subjects in this work were later trained to avoid this problem.
Appendix A

Informed Consent Form and ROI Forms
Consent for Resident Participation in a Thesis Research Project

_________________________ has been selected to be involved in training procedures which will teach independent shopping skills. This project will be conducted by Daniel Cole, a graduate student in Clinical Psychology.

The goal and purpose of this project is to train the resident to shop independently at Meijers Thrifty Acres. Each resident will receive training at Hoard Manor and at a local Meijers store. Training at Hoard Manor will consist primarily of teaching the resident to select and determine if the price of a personal care item can be purchased for $2.00 or less. To do this, the resident will be taught to use a laminated card which has the prices $1.00 to $1.89 typed on it. If the price on the item can be matched to one on the card the resident will be taught that the item can be purchased. If the prices don't match the resident will be trained to return that item to the shelf and select another until one of an appropriate price is selected. Training at Meijers will basically consist of teaching the resident to locate the personal care item in the store and then taking it to the check out to purchase.

No risks to the resident will be involved.

If research is successful, the resident will acquire the skills to shop independently and select personal care items needed (hair shampoo, toothpaste, anti-perspirant, etc.) within their $2.00 budget. It is hoped the resident may choose to use these skills not only to continue to purchase items needed, but to shop for the purpose of leisure as well.

At no time, even in the possibility of this work being published, will any identifiable information be disclosed without the client's consent. The data collected for this project will consist of the number of correct responses the resident makes on the 30 target behaviors and will be kept in his/her file at Residential Opportunities Incorporated. Only those individuals with authorization will have access to these files.

The project will begin ______ and is expected to end 2½ months later.

I, the resident, give my consent to participating in the project titled "Teaching Mentally Retarded Adults How to Shop for Personal Care Items on a Budget". I understand
that if I choose either to not participate or withdraw from the project at any time I will not lose out in services or be treated different from Residential Opportunities Incorporated staff and program. I am aware that if I have any further questions as to the details of this project I may ask the project director, Daniel Cole, at any time and that information will be provided. The Residential Opportunities Incorporated employee responsible for this project is Scott Schrum, Program Coordinator.

Resident __________________________ Date __________ Project Director __________________________ Date __________
(Trainer-Volunteer)

As a parent witness or witness I verify that the resident is willing to participate, capable of giving consent, and understands the agreement of this project.

Parent (Witness) __________________________ Date __________ Witness __________________________ Date __________
CONFIDENTIALITY STATEMENT

Student/Volunteer

Information in the record of a recipient, and other information acquired in the course of providing mental health services to a recipient, shall be kept confidential and shall not be open to public inspection. I have been advised of exceptions to the above, and I understand that only paid staff can determine disclosure. Further, I understand that confidentiality regulations in the Mental Health Code (P.A. 258), prohibited my disclosing whether a client is or is not receiving mental health services. I have had the opportunity to ask questions and agree to adhere to Mental Health confidentiality regulations.

( Student/Volunteer Signature) (Date)

( Witness Signature) (Date)

Witness ensures that an orientation in confidentiality has been provided and that the student/volunteer appears to understand confidentiality in Mental Health.

1-12-83
Volunteer Agreement

As a volunteer for R.O.I./ (House), I agree:

1. That I will not disclose confidential information, including information in cases, records, or information otherwise obtained through my affiliation with Residential Opportunities, Inc. I understand that all client information is confidential.

2. That I will not take client records or any other information obtained in the course of my duties or my affiliation with R.O.I., out of the Agency.

3. That I will abide by the Michigan Mental Health Code, Administrative Rules, DHHS, and facility policies & procedures.

4. That I will log my time and give this information to the Home Supervisor at the end of each month.

5. That I will be supervised by ______ at ______. I agree to provide ______ hours of service per week/month for a period of not less than ______ months on a schedule to be agreed upon by myself and the Home Supervisor.

6. That I will not accept payment (money or gifts) for services rendered as a volunteer.

7. That R.O.I. has no liability for any injury or personal property damage which I may incur in the course of carrying out volunteer duties.

8. That this agreement has been explained to me & I understand the conditions of my volunteer service.

(Volunteer's Signature) (Date)

(Resident Manager/Home Supervisor) (Date)
AUTHORIZED FOR RELEASE OF INFORMATION

I HEREBY AUTHORIZE: ____________________________

to provide the following information:

__________________________ psychological assessment
__________________________ medical/physical evaluation
__________________________ educational assessment
__________________________ vocational assessment
__________________________ other

to ____________________________

FROM THE RECORD OF: ____________________________

Date of Birth (month, day, year): ____________________________

FOR THE PURPOSE OF providing residential services to this individual,

I UNDERSTAND THAT I MAY REVOKE this authorization at any time by making a
written request to Residential Opportunities, Inc.; this authorization will
automatically expire:

Date: ____________________________ SIGNED: ____________________________

RELATIONSHIP TO CLIENT: ____________________________ ADDRESS: ____________________________

RELEASE OBTAINED BY: ____________________________ TITLE: ____________________________

Residential Opportunities, Inc. utilizes resources of cooperating community
agencies in the delivery of comprehensive services for developmentally disabled
individuals living in our group homes. Every precaution is taken to see that
information is handled with the greatest care and confidentiality.

WITNESS STATEMENT:
Pursuant to DHH Administrative Rule 130.7001(1), I personally explained the
above treatment program and offered to answer further questions to

(Client/Parent/Guardian)

who indicated that he/she under-
stands the contents of this consent form. This consent was freely and knowingly
given. The authorized party was willing and able to grant this consent.

(Witness Signature) (Date)

Witness is responsible to assure informed consent of the client/parent/guard-
ian. Informed consent assumes full knowledge, voluntariness, and competency,
per R306.003, (1) R306.6013 (5) of the DHH Administrative Rules. If witness
does not feel that the client is competent, refer to R306.6011 (3) (4).
PERMISSION FOR TRAVEL

DATE_________________________

As Legal Guardian of ________________________________

I give my permission for him/her to attend __________________

under the supervision of R. O. I. staff. This permission is valid from _________________________

Date ________________________

Guardian signature: ____________________________

Witness ____________________________

Date ____________________________
Appendix B

Floor Plan of Meijers
### Personal Care Items Section

<table>
<thead>
<tr>
<th>Vitamins &amp; Minerals</th>
<th>Drugs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Drugs**

<table>
<thead>
<tr>
<th>Mouthwash</th>
<th>Toothpaste</th>
<th>Bath oils</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Feminine Napkins</th>
<th>Men's hair spray &amp; shaving cream</th>
<th>After shave &amp; cologne</th>
<th>Baby supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perfume</td>
<td>Cosmetics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Cosmetics**

<table>
<thead>
<tr>
<th>Hair dyes</th>
<th>Hair pins</th>
<th>Hair spray</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Combs &amp; brushes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hair perms</th>
<th>Hair conditioners</th>
<th>Hair shampoo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skin lotion</td>
<td>Skin cleansers</td>
<td>Anti-perspirants</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Photo albums</th>
<th>Books</th>
<th>School supplies</th>
</tr>
</thead>
</table>

Front of store
Appendix C

A Tally of Prices of Personal Care Items at Meijers
<table>
<thead>
<tr>
<th>HAIR SHAMPOO</th>
<th>SIZE</th>
<th>PRICE</th>
<th>ANTI-PERSPIRANT</th>
<th>SIZE</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pert</td>
<td>7 oz</td>
<td>$1.97</td>
<td>Meijers Stick</td>
<td>2.5oz</td>
<td>$1.27</td>
</tr>
<tr>
<td>Pert</td>
<td>15oz</td>
<td>$2.64</td>
<td>Barbasol Stick</td>
<td>2.75oz</td>
<td>$1.49</td>
</tr>
<tr>
<td>Protein 21</td>
<td>14oz</td>
<td>$2.74</td>
<td>Dry Idea</td>
<td>1.5oz</td>
<td>$1.89</td>
</tr>
<tr>
<td>Johnsons Baby Shampoo</td>
<td>7 oz</td>
<td>$2.19</td>
<td>Ban</td>
<td>1 oz</td>
<td>$1.34</td>
</tr>
<tr>
<td>Johnsons Baby Shampoo</td>
<td>11oz</td>
<td>$2.24</td>
<td>Ban</td>
<td>2.5oz</td>
<td>$2.38</td>
</tr>
<tr>
<td>Johnsons Baby Shampoo</td>
<td>16oz</td>
<td>$2.99</td>
<td>Speed Stick</td>
<td>1.75oz</td>
<td>$1.59</td>
</tr>
<tr>
<td>Prell</td>
<td>7 oz</td>
<td>$1.59</td>
<td>Speed Stick</td>
<td>2.5oz</td>
<td>$1.59</td>
</tr>
<tr>
<td>Prell</td>
<td>10oz</td>
<td>$2.09</td>
<td>Brut 33</td>
<td>2.5oz</td>
<td>$1.49</td>
</tr>
<tr>
<td>Prell</td>
<td>16oz</td>
<td>$2.59</td>
<td>Brut 33</td>
<td>3.75oz</td>
<td>$1.59</td>
</tr>
<tr>
<td>Breck</td>
<td>21oz</td>
<td>$2.68</td>
<td>Brut 33</td>
<td>5.5oz</td>
<td>$2.07</td>
</tr>
<tr>
<td>Loreal</td>
<td>20oz</td>
<td>$1.48</td>
<td>*Right Guard</td>
<td>4 oz</td>
<td>$2.09</td>
</tr>
<tr>
<td>* Suave</td>
<td>16oz</td>
<td>$1.69</td>
<td>Right Guard</td>
<td>6 oz</td>
<td>$2.99</td>
</tr>
<tr>
<td>* Dimension</td>
<td>15oz</td>
<td>$2.96</td>
<td>Sure Solid</td>
<td>2 oz</td>
<td>$2.29</td>
</tr>
<tr>
<td>* Agree</td>
<td>15oz</td>
<td>$2.49</td>
<td>Sure Roll-On</td>
<td>1.25oz</td>
<td>$1.46</td>
</tr>
<tr>
<td>VO5</td>
<td>15oz</td>
<td>$1.29</td>
<td>Sure</td>
<td>6 oz</td>
<td>$2.59</td>
</tr>
<tr>
<td>Clairol Herbal Essence</td>
<td>15oz</td>
<td>$2.18</td>
<td>*Sure</td>
<td>4 oz</td>
<td>$1.89</td>
</tr>
<tr>
<td>Flex</td>
<td>15oz</td>
<td>$1.99</td>
<td>Sure</td>
<td>2.5oz</td>
<td>$1.66</td>
</tr>
<tr>
<td>Silkience</td>
<td>15oz</td>
<td>$2.78</td>
<td>Mitchum</td>
<td>4 oz</td>
<td>$2.41</td>
</tr>
<tr>
<td>Finessse</td>
<td>11oz</td>
<td>$2.86</td>
<td>Old Spice</td>
<td>3.75oz</td>
<td>$2.39</td>
</tr>
<tr>
<td>* Meijers Dandruff Shampoo</td>
<td>11oz</td>
<td>$1.78</td>
<td>Dial Solid</td>
<td>2 oz</td>
<td>$2.48</td>
</tr>
<tr>
<td>Head &amp; Shoulders</td>
<td>4 oz</td>
<td>$1.49</td>
<td>Arrid Extra Dry</td>
<td>6 oz</td>
<td>$3.24</td>
</tr>
<tr>
<td>* Head &amp; Shoulders</td>
<td>7 oz</td>
<td>$1.97</td>
<td>Arrid Extra Dry</td>
<td>4 oz</td>
<td>$2.27</td>
</tr>
<tr>
<td>Head &amp; Shoulders</td>
<td>11oz</td>
<td>$2.49</td>
<td>Dial</td>
<td>6 oz</td>
<td>$3.14</td>
</tr>
<tr>
<td>Head &amp; Shoulders</td>
<td>15oz</td>
<td>$3.19</td>
<td>Dial</td>
<td>4 oz</td>
<td>$1.94</td>
</tr>
<tr>
<td>Beacon</td>
<td>32oz</td>
<td>$1.88</td>
<td>*Secret</td>
<td>4 oz</td>
<td>$1.89</td>
</tr>
<tr>
<td>Beacon</td>
<td>64oz</td>
<td>$3.17</td>
<td>*Secret</td>
<td>6 oz</td>
<td>$2.97</td>
</tr>
<tr>
<td>Suave Baby Shampoo</td>
<td>16oz</td>
<td>$1.69</td>
<td>Soft &amp; Dri</td>
<td>4 oz</td>
<td>$2.09</td>
</tr>
<tr>
<td>* Meijers Baby Shampoo</td>
<td>16oz</td>
<td>$1.44</td>
<td>Soft &amp; Dri</td>
<td>6 oz</td>
<td>$3.12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MOUTHWASH</th>
<th>SIZE</th>
<th>PRICE</th>
<th>TOOTHPASTE</th>
<th>SIZE</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listermint</td>
<td>6 oz</td>
<td>$1.54</td>
<td>Crest</td>
<td>4.6oz</td>
<td>$1.29</td>
</tr>
<tr>
<td>* Listermint</td>
<td>18oz</td>
<td>$2.08</td>
<td>Crest</td>
<td>8.2oz</td>
<td>$1.79</td>
</tr>
<tr>
<td>Listermint</td>
<td>24oz</td>
<td>$2.67</td>
<td>*Crest</td>
<td>6.4oz</td>
<td>$1.51</td>
</tr>
<tr>
<td>Scope</td>
<td>6 oz</td>
<td>$1.39</td>
<td>Aim</td>
<td>4.6oz</td>
<td>$1.39</td>
</tr>
<tr>
<td>* Scope</td>
<td>18oz</td>
<td>$2.19</td>
<td>*Aim</td>
<td>6.4oz</td>
<td>$1.29</td>
</tr>
<tr>
<td>Scope</td>
<td>24oz</td>
<td>$2.39</td>
<td>*Aim</td>
<td>8.2oz</td>
<td>$1.97</td>
</tr>
<tr>
<td>Listerine</td>
<td>6 oz</td>
<td>$1.39</td>
<td>Close-Up</td>
<td>4.6oz</td>
<td>$1.16</td>
</tr>
<tr>
<td>Signal</td>
<td>6 oz</td>
<td>$1.64</td>
<td>Close-Up</td>
<td>6.4oz</td>
<td>$1.49</td>
</tr>
<tr>
<td>* Signal</td>
<td>18oz</td>
<td>$2.27</td>
<td>Pepsodent</td>
<td>6.5oz</td>
<td>$1.61</td>
</tr>
<tr>
<td>Signal</td>
<td>24oz</td>
<td>$2.76</td>
<td>Ultra Brite</td>
<td>6 oz</td>
<td>$1.61</td>
</tr>
<tr>
<td>Act</td>
<td>12oz</td>
<td>$2.31</td>
<td>*Meijers Fluoride</td>
<td>6.4oz</td>
<td>$1.02</td>
</tr>
<tr>
<td>Act</td>
<td>18oz</td>
<td>$2.99</td>
<td>Gleem</td>
<td>7 oz</td>
<td>$1.63</td>
</tr>
<tr>
<td>Fluorigard</td>
<td>10oz</td>
<td>$1.56</td>
<td>Gleem</td>
<td>5 oz</td>
<td>$1.41</td>
</tr>
<tr>
<td>Fluorigard</td>
<td>16oz</td>
<td>$2.19</td>
<td>Aqua Fresh</td>
<td>4.6oz</td>
<td>$1.26</td>
</tr>
<tr>
<td>Cepacol</td>
<td>18oz</td>
<td>$2.38</td>
<td>*Aqua Fresh</td>
<td>6.4oz</td>
<td>$1.49</td>
</tr>
<tr>
<td>Cepacol</td>
<td>24oz</td>
<td>$3.00</td>
<td>Colgate</td>
<td>5 oz</td>
<td>$1.19</td>
</tr>
<tr>
<td>* Meijers</td>
<td>24oz</td>
<td>$1.67</td>
<td>Colgate</td>
<td>7 oz</td>
<td>$1.74</td>
</tr>
<tr>
<td>* Meijers Anti Septic</td>
<td>32oz</td>
<td>$1.58</td>
<td>Colgate</td>
<td>9 oz</td>
<td>$1.79</td>
</tr>
<tr>
<td>* Pearl Drops</td>
<td>3 oz</td>
<td>$1.67</td>
<td>Pearl Drops</td>
<td>3 oz</td>
<td>$2.38</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTRIC SHAVE</th>
<th>SIZE</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Williams</td>
<td>3 oz</td>
<td>$1.67</td>
</tr>
<tr>
<td>* Williams</td>
<td>7 oz</td>
<td>$2.97</td>
</tr>
<tr>
<td>* Skin Bracer Regular</td>
<td>6 oz</td>
<td>$2.49</td>
</tr>
<tr>
<td>* Skin Bracer Lime</td>
<td>6 oz</td>
<td>$2.49</td>
</tr>
</tbody>
</table>

* Items chosen for training phase 1.
Appendix D

Laminated Card
Appendix E

Scoring Package
<table>
<thead>
<tr>
<th>Components and Target Behaviors</th>
<th>SCORING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Store and Item Identification</strong></td>
<td>circle appropriate letter</td>
</tr>
<tr>
<td>1.1 Subject (S) states which item he/she is going to the store for.</td>
<td>C  I</td>
</tr>
<tr>
<td>1.2 S states the name of the store.</td>
<td>C  I</td>
</tr>
<tr>
<td>1.3 S states having the $2.00 which will be used for shopping.</td>
<td>C  I</td>
</tr>
<tr>
<td>1.4 S shows the $2.00 for shopping.</td>
<td>C  I</td>
</tr>
<tr>
<td>1.5 S shows the laminated card.</td>
<td>C  I</td>
</tr>
</tbody>
</table>

**2. Store and Item Location**

| 2.1 After getting off the bus or after arriving at Meijers parking lot by foot, the S walks directly and safely to Meijers till he/she is on the sidewalk in front of the store. | C  I |

| 2.2 S locates the doors and enters Meijers. | C  I |

| 2.3 S walks to the grocery section of the store within 75 seconds of entering the store (see map of floor plan for what is considered the grocery section of the store). | C  I |

| 2.4 S walks to the personal care item section within 90 seconds (see map again). | C  I |

| 2.5 S walks up and down the aisles in the personal care section until he/she is standing in front of and facing the type of item needed within 75 seconds. | C  I |
### 3. Item Selection

<table>
<thead>
<tr>
<th>Behavior Description</th>
<th>C</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 S selects one item of what is needed from the shelf within 60 seconds.</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>3.2 S locates and points to the price tag on the item. (If no price tag on the item the S selects another item with a tag.)</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>3.3 S gets out the laminated card. (If the S does not get out the card, score target behaviors 3.3 to 3.7 as incorrect.)</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>3.4 S unfolds the laminated card so that the prices are facing upright (the red type is showing and is at the top of the card).</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>3.5 S runs his/her finger down the prices on the laminated card from top to bottom starting with the first column on the left and moving to the right to determine if the price on the price tag matches one on the card.</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>3.6 If the prices match, the S points to the correct price on the laminated card and says something to indicate so (like &quot;yes&quot;, &quot;here&quot;, etc.) or If the price on the tag is not on the card (meaning the price is not between $1.00 to $1.89) the S says something to indicate no match (like &quot;they don't match&quot;).</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>3.7 If after performing target behavior 3.6 the S has an item which matches a price on the card, the S puts the laminated card away and indicates this item is OK to purchase (like saying &quot;I'll buy this one&quot;) or If after performing target behavior 3.6 the S has an item which does not match, the S returns the item to the shelf and repeats target behaviors 3.1 to 3.7 with a different selection until a correct price item is selected.</td>
<td>C</td>
<td>I</td>
</tr>
</tbody>
</table>

### 4. Check Out and Exiting

<table>
<thead>
<tr>
<th>Behavior Description</th>
<th>C</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Within 75 seconds of completing task 3.7 (having selected the item), the S is at the check-out section of the store. (See map)</td>
<td>C</td>
<td>I</td>
</tr>
</tbody>
</table>
4.2 S takes only the one item chosen in task 3.7 to the check-out.

4.3 S gets in line behind the last person, or stands at a counter open with no customers waiting.

4.4 Once in line or at the counter, the S remains in the line until it is time to pay for the item.

4.5 S places the item on the check-out counter.

4.6 S gets out the $2.00.

4.7 When the cashier rings up the item and says the price the S then gives the cashier $2.00.

4.8 S waits for change and receipt from the cashier and puts it away within 30 seconds.

4.9 S picks up the bag with the item in it or just the item if no bag is supplied.

4.10 Without standing around or hesitating the S walks directly to the exit doors and exits.

5. Return Home

When the S returns to the group home, he/she shows an employee at the home:

5.1 the item

5.2 the change

5.3 the receipt
BIBLIOGRAPHY


Marholin, II, D., O'Toole, K. M., Touchette, P. E., Berger, P. L., & Doyle, D. A. (1979), "I'll have a big mac, large fries, large coke, and apple pie"...or teaching adaptive community skills. *Behavior Therapy, 10*, 236-248.


