



Using Response Prompting to Teach Grocery Shopping

Objective: To teach students to prepare a shopping list, locate and obtain items from the supermarket, and purchase obtained items.

Setting and Materials:

Settings: Self-contained high school classroom and community grocery store

Materials:

1. Pictorial Meal Preparation Manual:
 - a) The manual contains picture recipes and is used to generate shopping lists for supermarket items.
 - b) The first page contains pictures of necessary food items, as well as utensils needed in preparing the meal.
 - c) In order to simplify the development of the shopping list, the teacher circles all of the food items on the page so students do not have to discriminate between food and nonfood items.
2. Adaptive shopping list:
 1. An adaptive shopping aid is placed in a three ring binder which can be opened and put in the seat section of a shopping cart.
 2. The shopping aid contains pictures of all of the items for each student's recipe.
 3. Adjacent to each picture is a square, which denotes the approximate cost. Each square represents a 50-cent interval. Thus, a quart of milk that costs \$1.49 has three squares.
 4. Another feature of the shopping aid is the money line on which students mark off the number of squares to determine approximate cost. Students count number of dollars available for shopping and use a marking pen to indicate available funds for shopping.

Content Taught

1. Shopping list preparation
 - a) Obtain the adaptive shopping list from its storage area
 - b) Check off each food item depicted in the recipe on the shopping list
 - c) Erase checks from pictures of grocery items on hand
 - d) Count the number of \$1.00 bills available for shopping
 - e) Mark a line designating the number of dollars available on the money line found on the shopping aid
2. Locating and obtaining items from the supermarket

- f) Enter the store
 - g) Obtain a cart
 - h) Place the open shopping aid in the seat of the cart
 - i) Obtain the needed supermarket items within 30 minutes
 - j) Cross out each item depicted on the shopping aid as it is obtained
 - k) Check off the appropriate number of squares for each item on the money line the item is obtained
3. Purchasing obtained items
- l) Enter the checkout lane with the cart
 - m) Give the appropriate number of dollars to the clerk
 - n) Receive and put away any change
 - o) Pick up the sack of items
 - p) Exit store

Teaching Procedures

1. Shopping list preparation
- a) At the beginning of each instructional session the teacher demonstrates the steps in the task sequence.
 - b) Three to five individual instructional trials are given to the student with the number of trials given dependent on the available time.
 - c) Each trial consists of presentation cues and materials indicated on task analysis.
 - d) The student is allowed to perform the task steps until the sequence is completed correctly or until an error is made.
 - e) Verbal praise is used to reinforce correct performance.
 - f) Incorrect responses are followed by:
 - i. Verbal prompt
 - ii. Teacher modeling correct response and required imitation by student
 - iii. Verbal cues to perform task step and physical guidance
 - iv. Following error correction student is allowed to proceed to next step
 - v. Once percentage of correctly performed task steps on initial instructional trial reaches 50% on three consecutive days, teacher demonstration at the beginning of the session is discontinued
2. Locating and obtaining items from the supermarket
- a) The reinforcement and correction procedures are identical to shopping list preparation with the exception that no teacher model is provided upon arrival at the supermarket.
3. Purchasing obtained items
- a) The reinforcement and correction procedures are identical to locating and obtaining items from the supermarket.

Evaluation

Evaluate the student's performance by collecting data on the percentage of steps correct on the task analyses.

Lesson Plan Based on:

Gaule, K., Nietupski, J., & Certo, N. (1985). Teaching supermarket shopping skills using an adaptive shopping list. *Education and Training of the Mentally Retarded*, 20, 53-59.

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