

MONEY AND SHOPPING

Read a Price Tag

One skill, one day, five people. Everybody works the same skill in a different way.

EVERY ADULT USES THESE EXACT WORDS

“Find the price.”

“How many cents?.”

“How many dollars?.”

“Which one costs more?.”

MORNING TEACHER

Teach it

Runs the lesson: what it means, how it looks, practise together.
Introduces the phrases and puts the wall chart up.
Says the phrases every time the skill comes up before lunch.

AFTERNOON TEACHER

Use it somewhere else

Does not reteach it — uses it in a different activity or setting.
Same phrases, no new wording, no extra explaining.
Notes where it fell apart outside the morning routine.

SOCIAL WORKER

Why it matters, and the hard version

Works one to one on the feeling behind the skill.
Role-plays the version that goes wrong, while calm.
Handles any student for whom this skill is loaded.

ONE-TO-ONE PARA

Prompt in the moment, then fade

Gives the phrase in the moment it is needed, not afterwards.
Drops from full prompt, to a gesture, to nothing, over the week.
Records what happened on the tracker — he sees the most.

PRINCIPAL

Notice it out loud, and check the system

Names the skill when he sees it, in the hallway, by name.
Asks staff which skill is running this week and expects one answer.
Checks every adult is using the identical wording.

EVERYONE IS WATCHING FOR THE SAME THING

Student finds the price without being shown where to look.
Student reads dollars and cents separately and correctly.
Student picks the cheaper of two items when asked.

If only one person runs this, it will not stick.

A skill taught in one room for forty minutes stays in that room.

Social Skills Program • Money and Shopping • All-day plan



MONEY AND SHOPPING

Pay With Cash

One skill, one day, five people. Everybody works the same skill in a different way.

EVERY ADULT USES THESE EXACT WORDS

“Round up to the next dollar.”

“Hand it to the person.”

“Wait for your change.”

“Say thank you.”

MORNING TEACHER

Teach it

Runs the lesson: what it means, how it looks, practise together.
Introduces the phrases and puts the wall chart up.
Says the phrases every time the skill comes up before lunch.

AFTERNOON TEACHER

Use it somewhere else

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Records what happened on the tracker — he sees the most.

PRINCIPAL

Notice it out loud, and check the system

Names the skill when he sees it, in the hallway, by name.
Asks staff which skill is running this week and expects one answer.
Checks every adult is using the identical wording.

EVERYONE IS WATCHING FOR THE SAME THING

Student hands over enough money without prompting.
Student stays at the counter until the change comes.
Student takes his bag before leaving.

If only one person runs this, it will not stick.

A skill taught in one room for forty minutes stays in that room.

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MONEY AND SHOPPING

Check Your Change

One skill, one day, five people. Everybody works the same skill in a different way.

EVERY ADULT USES THESE EXACT WORDS

“Count it here, before you go.”

“About how much should you get back?.”

“Does that look right?.”

MORNING TEACHER

Teach it

Runs the lesson: what it means, how it looks, practise together.
Introduces the phrases and puts the wall chart up.
Says the phrases every time the skill comes up before lunch.

AFTERNOON TEACHER

Use it somewhere else

Does not reteach it — uses it in a different activity or setting.
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PRINCIPAL

Notice it out loud, and check the system

Names the skill when he sees it, in the hallway, by name.
Asks staff which skill is running this week and expects one answer.
Checks every adult is using the identical wording.

EVERYONE IS WATCHING FOR THE SAME THING

Student counts change at the counter rather than in his pocket.
Student can say roughly what he expects back.
Student speaks up when the change is short.

If only one person runs this, it will not stick.

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MONEY AND SHOPPING

Make and Use a Shopping List

One skill, one day, five people. Everybody works the same skill in a different way.

EVERY ADULT USES THESE EXACT WORDS

“What is next on the list?.”

“Cross it off.”

“Is that on the list?.”

MORNING TEACHER

Teach it

Runs the lesson: what it means, how it looks, practise together.
Introduces the phrases and puts the wall chart up.
Says the phrases every time the skill comes up before lunch.

AFTERNOON TEACHER

Use it somewhere else

Does not reteach it — uses it in a different activity or setting.
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PRINCIPAL

Notice it out loud, and check the system

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Checks every adult is using the identical wording.

EVERYONE IS WATCHING FOR THE SAME THING

Student writes a usable list with support.
Student refers to the list without reminders.
Student comes back with the listed items.

If only one person runs this, it will not stick.

A skill taught in one room for forty minutes stays in that room.

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MONEY AND SHOPPING

Ask for Help in a Shop

One skill, one day, five people. Everybody works the same skill in a different way.

EVERY ADULT USES THESE EXACT WORDS

“Who works here?.”

“Wait until they are free.”

“Excuse me, where is the —?.”

“Say thank you.”

MORNING TEACHER

Teach it

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PRINCIPAL

Notice it out loud, and check the system

Names the skill when he sees it, in the hallway, by name.
Asks staff which skill is running this week and expects one answer.
Checks every adult is using the identical wording.

EVERYONE IS WATCHING FOR THE SAME THING

Student identifies a worker rather than another shopper.
Student waits instead of interrupting.
Student asks a question that names the item.

If only one person runs this, it will not stick.

A skill taught in one room for forty minutes stays in that room.

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