

IEP Goal Wording

Money and Shopping

Data source

Progress is recorded on the Money and Shopping Tracker, which is part of this unit.

Adjust the numbers to match the student. The wording is a starting point, not a template to file as-is.

1. Read a Price Tag

PROMPTED

Given a verbal prompt, the student will read a price tag in a shop in 4 out of 5 opportunities across 3 consecutive weeks.

INDEPENDENT

Without a prompt, the student will read a price tag in a shop in 4 out of 5 opportunities across 3 consecutive weeks.

GENERALISATION

The student will read a price tag in at least two different settings on 3 separate occasions, as recorded by staff.

2. Pay With Cash

PROMPTED

Given a verbal prompt, the student will pay with cash in a shop in 4 out of 5 opportunities across 3 consecutive weeks.

INDEPENDENT

Without a prompt, the student will pay with cash in a shop in 4 out of 5 opportunities across 3 consecutive weeks.

GENERALISATION

The student will pay with cash in at least two different settings on 3 separate occasions, as recorded by staff.

3. Check Your Change

PROMPTED

Given a verbal prompt, the student will check your change in a shop in 4 out of 5 opportunities across 3 consecutive weeks.

INDEPENDENT

Without a prompt, the student will check your change in a shop in 4 out of 5 opportunities across 3 consecutive weeks.

GENERALISATION

The student will check your change in at least two different settings on 3 separate occasions, as recorded by staff.



IEP Goal Wording

Money and Shopping (continued)

4. Make and Use a Shopping List

PROMPTED

Given a verbal prompt, the student will make and use a shopping list in a shop in 4 out of 5 opportunities across 3 consecutive weeks.

INDEPENDENT

Without a prompt, the student will make and use a shopping list in a shop in 4 out of 5 opportunities across 3 consecutive weeks.

GENERALISATION

The student will make and use a shopping list in at least two different settings on 3 separate occasions, as recorded by staff.

5. Ask for Help in a Shop

PROMPTED

Given a verbal prompt, the student will ask for help in a shop in a shop in 4 out of 5 opportunities across 3 consecutive weeks.

INDEPENDENT

Without a prompt, the student will ask for help in a shop in a shop in 4 out of 5 opportunities across 3 consecutive weeks.

GENERALISATION

The student will ask for help in a shop in at least two different settings on 3 separate occasions, as recorded by staff.

