

TEACHING GROCERY SHOPPING SKILLS



A nine session program for individuals with psychiatric disabilities

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GROCERY SHOPPING INTERVENTION GENERAL INSTRUCTIONS/STRATEGIES FOR GROUP LEADERS

Format of sessions: Each session follows same general format

- ❖ begin with review of homework/review of prior session, outline goals for current session,
- ❖ center-based activity aimed at teaching specific concepts
- ❖ acquisition measure that tracks each member's acquisition of relevant concepts being taught
- ❖ context-based activity that allows practice/reinforcement of these concepts
- ❖ homework assignment

Materials needed:

- ❖ some provided in leader packet, others will need to be purchased and prepared by the leader(s) in advance of session

Context based intervention:

- ❖ participants work in groups, fill out worksheets based on the activity, leaders will monitor and cue group(s) as needed while at the store
- ❖ participants are encouraged to use carts, lists, and "help sheet" during context-based activities.
- ❖ go to several (3 – 4) different grocery stores for the context-based intervention to facilitate generalization of skills

Helpful Strategies:

- ❖ don't forget to record attendance, quiz scores and homework at each session for each participant
- ❖ encourage group discussion of concepts and often ask participants for feedback/questions/recall of relevant concepts so that you can track whether concepts are being explained adequately and that participants are "with you."

- ❖ repetition is a good thing
- ❖ use lots of examples when explaining concepts, encourage participants to provide additional examples
- ❖ multi-modal: use chalkboards, encourage participants to follow along in their notebooks, etc. in addition to verbal explanation of concepts.
- ❖ encourage involvement from all participants to the extent that each individual (and the group) can tolerate.
- ❖ lots of reinforcement
- ❖ keep it lively and active--not intended to be too much of a "lecture" make as interactive as possible
- ❖ timing/pace the sessions (especially while at the store) --again, leader should be active—

HOMEWORK

- ❖ homework rewards – ask participants to identify items that they would like included as homework rewards
- ❖ it is acceptable for a participant to hand in homework late – and they receive a homework reward when it is turned in
- ❖ it is acceptable for a participant to receive help when doing their homework, encourage participants to ask someone (another group member, a case manager, etc.) for help if they don't think they can do the homework on their own

SESSION ONE INTRODUCTION and "WHERE IS IT?"

OBJECTIVE

Introduction to grocery shopping intervention
Learning three strategies to locate grocery items

MATERIALS NEEDED

Participant notebooks
Overhead sign pictures (provided)
Layout of the store sheet (create layout of store you will shop in that day but don't label aisles or sections)
Acquisition quiz (provided)
Clip board
Help sheet (provided)
Homework layout of a store and sticky back labels

CENTER BASED INTERVENTION

Reminders:

- Take attendance.
- Turn on tape recorder.

- 1) Introduction to the group – the purpose is to engage participants in the intervention, increase interest in the program and for the leaders to acquire information about issues of particular interest/concern to participants.

Facilitator will pass out notebooks and explain the format of the group:

- a) introduction of group leaders and participants
- b) when the group meets, how often, how long, where
- c) each session includes learning at the center and then practice at the grocery store
- d) there is homework & rewards for doing homework (ask participants what grocery items they would like to have to choose from in the homework bag)
- e) importance of attendance for acquiring new knowledge/skills

Facilitator will start discussion with questions such as

- a) What do you like about grocery shopping?
- b) What problems do you have when grocery shopping?
- c) Have you ever been unable to find an item you needed?
- d) Have you ever had trouble finding the lowest price items?

- 2) "Where is it?"

Introduction to locating items in the store. Introduce the three strategies with the following discussion/exercises:

- a) Using store layout – Focus discussion on similarity of layouts across stores, some items generally found on the perimeter of the store, others on the aisle. Have participants identify what is usually on perimeter vs. aisle. Provide handout of a store layout and have participants discuss layout of store he/she usually shops at.
- b) using overhead signs – show pictures of overhead signs and as a group discuss what you might find in each section based on the overhead sign description. Give each participant one of the pictures and ask him/her to identify an item that could be found in that section.
- c) asking for help – discuss who in group is comfortable/uncomfortable asking for help, who would you ask, how do you find people that can answer your questions for you?

Discuss how the three strategies can be used hierarchically (or from general to specific). First you can use the store layout to give you a general idea of where an item might be located. However if you don't find the item just with the layout, you can next try using the overhead signs and looking down the aisles. If that doesn't work, then ask for help.

Pass out the help sheet and point out the first question and three strategies. Explain how the help sheet can be used in the grocery store to remind yourself of the question and the strategies.

3) Acquisition Measure:

Facilitator will administer the test of the three item discrimination strategies. Allow participants time to finish the "quiz" independently. As the group finishes the quiz, be sure to take note of each participant's performance in order to record the quiz scores – generally it will be possible to do so informally. After recording the scores, review the quizzes and encourage group discussion of the material.

CONTEXT BASED INTERVENTION

Participants are given a the layout of the store (without labels) and a list of five items. In pairs, participants are to use the layout of the store form and go through the store identifying what sections are on the perimeter of the store (and writing this in on the store layout) and what the overhead sign says for each aisle (and writing this in on the store layout). The partners are then to use the layout map and the overhead signs to locate four of

the items on the list. They are to find the fifth item by asking for help. Even if the participant knows where the item is, explain that you want them to practice the process of asking for help. Participants are instructed to check the items off when they are located. Participants are to use a cart and place all items once located in the cart. Participants can select one item from the list to purchase. It is acceptable for both individuals in the pair to receive the same item. All other items are returned to the shelf.

HOMEWORK

Participants will practice all three strategies in this homework assignment.

1. Participants receive a copy of the grocery store layout (this time the aisles and sections of the store are labeled) and five sticky backed labels. Participants are instructed to write down five items that they commonly buy at the grocery store. One item is written on each of the labels. The labels are then placed on the grocery store layout in the section in which the participant expects to find the item.
2. Participants also receive a worksheet with pictures of overhead signs. Underneath the picture, the participant should identify at least 3 items that would be found in that section of the store.
3. Participants will practice asking someone for information. If they happen to be in a store, they can ask someone how to find something. If not they should practice asking for information in another situation (e.g. asking someone for the time, asking for directions, asking for change, etc). On the homework worksheet the participant will describe the situation, the question asked, and the response.

SESSION TWO "IS THIS WHAT I WANT?"

OBJECTIVES

- Identify discriminating product features considered in the item selection process
- Learn three strategies to find specific items

MATERIALS NEEDED

- Grocery "grab bag" for rewarding homework completion
- Product containers for comparing item selection characteristics
- Acquisition quiz (provided)
- Item expert forms for context based activity (provided)
- Clip board
- Help sheet (provided)
- Homework item expert sheet (provided)

CENTER BASED INTERVENTION

Reminders:

- Take attendance.
 - Turn on tape recorder.
- 1) Identify key points from the prior session – ask participants to recall the three strategies for "where is it?"
 - 2) Review homework assignment for completion. Record in notebook. Allow participants that completed homework to select item from the reward bag. Provide clarification on homework as needed.
 - 3) Introduction to item discrimination – or – Is this what I want? Facilitator introduces the concept of differences in items through discussion of the three characteristics.
 - a) Size – discuss measurements commonly used for grocery store items such as oz., lb., cups.
 - b) Packaging – discuss different ways that items can be packaged, e.g. Canned, frozen, boxed, fresh, bottles, cartons. Can ask questions like "What are all the ways that you can find corn, or macaroni and cheese or pudding?"
 - c) Options – discuss the different choices you have to make when picking out an item such as flavor, color, scent, form (e.g. cream vs. regular corn, whole tomatoes vs. chopped tomatoes).
 - 4) Using actual product containers, consumers will compare like products while identifying the different characteristics, as discussed earlier that are unique to the presented products. Ask participants to identify the

features that distinguish the items. Help participants find identifying characteristics on the products. Some examples you could use are

- Orange juice in a carton vs concentrate
- Regular canned green beans vs french cut green beans
- Whole milk vs 2%
- Coke in cans, small bottles, 2 liter bottles – diet coke, cherry coke, caffeine free coke etc.
- Fresh broccoli vs frozen in the bag vs frozen in the box
- Different sizes and flavors of yogurt
- Different flavors of jelly, jams, preserves etc
- Different types of pickles

Also discuss how using the labels to identify size and option information can help prevent problems associated with “deception in packaging”. Have some products available to show how the package can make it look different than it is. (e.g. how a label may misrepresent how a product actually looks or how the package makes it look like there is more in the package than would be expected).

In addition to discussing the features of the different products, also discuss/provide examples of problems that can occur if you don't pay close attention and get the wrong item (e.g. you don't like that flavor, the size is too big and you won't be able to use it before it spoils, won't work in a recipe)

5) Acquisition Measure:

Facilitator will administer the test of the three item discrimination strategies. Allow participants time to finish the “quiz” independently. As the group finishes the quiz, be sure to take note of each participant's performance in order to record the quiz scores – generally it will be possible to do so informally. After recording the scores, review the quizzes and encourage group discussion of the material.

CONTEXT BASED INTERVENTION

Each participant with a partner will become the item expert for a selected product through supported research in the grocery store. In researching the item, the consumer is to locate the specified item(s) and identify product variation including container size and product measurement, packaging option and choices in the product presentations. After conducting the product research and completing the item expert form, the participants will purchase and keep one form of the research item.

Participants can determine which item they would like to research. The following is a list of possibilities:

Corn, macaroni and cheese, pancakes, sliced turkey, tomatoes, chocolate chip cookies, pizza crust

HOMEWORK

Before the next grocery shopping intervention session, participants will research an item that is in their own cabinet or refrigerator at home. They are to identify the item, the size of the item, and any other options that distinguish the item. The participant should then list alternative characteristics for each of the three primary differentiating features based on memory or previous experience.

SESSION THREE "IS THIS THE LOWEST PRICE?"

OBJECTIVES

Identify product features considered in determining the lowest priced item.
Demonstrate flexibility in recognizing the various salient features of items.

MATERIALS NEEDED:

Grocery "Grab Bag" for rewarding homework completion
Product containers for THE PRICE IS RIGHT
Price labels for each product used in THE PRICE IS RIGHT
Acquisition Quiz (provided)
PRICE IS RIGHT worksheet (provided)
Lowest Priced Item sheet for context based activity and for homework (provided)
Clip board
Help sheet (provided)

CENTER BASED INTERVENTION

Reminders:

- Take attendance.
 - Turn on tape recorder.
- 1) Identify key points from prior session: Briefly review three key strategies for each of the questions (Where is it? Is this what I want?). Discuss item characteristics relevant to determining "Is this what I want?" (Focus on size, packaging, and options).
 - 2) Review homework. In a group format, review homework exercise by encouraging participants to share their completed assignments with the group. Ask group members to compare/contrast their homework answers and to discuss their reactions to the assignment (e.g., what was easy, what was difficult, what they learned, etc.) Participants who completed the homework assignments will choose a grocery item from the "grab bag."
 - 3) Outline goals for current session: The purpose is to teach strategies for finding the lowest priced items when selecting grocery items. Facilitator will encourage discussion of grocery prices and encourage group to discuss how important it is for them to purchase lower priced items when shopping. Facilitator will then introduce the three strategies for identifying low prices (encourage group discussion and use examples as relevant):
 - a) Generic products--facilitator will explain that most grocery items are available in national/"name" brands as well as lower priced generic or store brands. Discuss how to identify generic varieties (e.g., simple

labels) and ask participants to name or describe the generic/store brands available in local stores. Create a handout that lists the generic/store brands at each of the major stores in your area and make sure you have examples on hand of each of the brands and point out coloring/labeling features.

- b) No frills items--facilitator will encourage discussion of how simpler, "no-frills" items often cost less than similar items with "extra" features (fancier items or more convenient items--such as microwavable, etc.). Use examples (e.g., frozen corn in butter sauce vs. plain frozen corn) and encourage participants to name examples of items that are available with various levels of "frills."
- c) Product placement (SCAN THOROUGHLY)--Discuss that grocery stores are often arranged so that more expensive, national brands are most accessible (usually at eye level) and that it is necessary to scan the ENTIRE shelf to find the cheaper brands, which may be more difficult to find on the bottom shelves.
- 4) "The Price is Right" Using actual product containers and labels with the corresponding prices, participants will match products with the correct prices. Arrange products and price labels on a table, with the products to be compared arranged next to each other. Participants will take turns guessing which price labels match the products, with the facilitator giving clues/prompts as necessary and encouraging group discussion. For instance, after the participant makes his/her guess, the facilitator will ask whether the rest of the group agrees and why. The facilitator will reveal whether the items and prices have been matched correctly. Be sure to highlight characteristics that make the products more/less expensive, such as convenience or "frills" (e.g., baby carrots more expensive than an unwashed bunch of regular carrots), and brand names. The following are possible comparisons:
 - 1.) Peanut Butter: name brand vs. store brand
 - 2.) Carrots: regular vs. pre-washed baby carrots
 - 3.) Sour Cream: name brand vs. store brand
 - 4.) Margarine: name brand vs. store brand
 - 5.) Ketchup: name brand vs. store brand
 - 6.) Boxed Macaroni and Cheese: name brand vs. store brand
 - 7.) Canned Salmon: name brand vs. store brand
 - 8.) Applesauce: snack pack of six 4 oz. containers vs. a 24 oz jar
 - 9.) Coffee: Instant coffee singles vs. small can of coffee
 - 10.) Sliced chicken: prepackaged vs. sliced fresh from deli
 - 11.) Orange Juice: store brand frozen concentrate vs. jug of store brand vs. jug of name brand

- 12.) Corn: frozen store brand vs. frozen name brand vs. canned name brand
- 13.) Cereal: name brand vs. generic

- 5) Acquisition quiz: Facilitator will administer test of the three "lowest price" strategies. Allow participants adequate time to complete the quiz independently. As the group members finish the quiz, be sure to take note of each participant's performance and record the quiz scores in the record book. After recording the scores, review the quizzes and encourage group discussion of the material.

CONTEXT BASED INTERVENTION

Use worksheet to focus on identifying lowest price for a particular item. Emphasize importance of scanning the whole shelf. Participants answer questions that include identifying all the brands of the product, specifying which brands are generic, identifying any "frills" and looking for product placement. Once lowest price item is found, identifying which of the features (generic, no frills, location on the shelf) were relevant.

Suggested items:

Mozzarella cheese	Frozen corn	Mustard
Italian salad dressing	Sandwich bags	Cranberry apple juice

HOMEWORK

Facilitator will explain homework assignment and answer any questions. For this homework assignment, the consumers will select an item he/she would use at home. The participant will go to the store where he/she usually shops and answer the questions on the homework sheet.

SESSION FOUR BRINGING IT TOGETHER FOR NON FOOD ITEMS

OBJECTIVE

- Increase automaticity of strategies learned in first three sessions.
- Practice locating grocery items using a shopping list and three-step strategy.
- Develop familiarity with non-food items on the aisles.

MATERIALS NEEDED

- Grocery "grab bag" for rewarding homework completion
- Grocery item labels and list for activity
- Acquisition quiz (provided)
- Map of store you will be shopping in
- Grocery list for context based activity (provided)
- Clip boards
- Help sheets (provided)
- Calculator (provided-give each participant his/her own calculator to keep)
- Homework categorized grocery list (provided)
- Store layout sheet and sticky back labels for homework

CENTER BASED INTERVENTION

Reminders:

- Take attendance.
 - Turn on tape recorder.
- 1) Identify key points from prior sessions – ask participants to recall the three strategies for "where is it?", "is this what I want?", and "is this the lowest price?"
 - 2) Review homework assignment for completion. Encourage group members to discuss/share their homework. Review key concepts as necessary. Record each participant's homework completion in notebook. Allow participants to select food item from reward bag. Provide clarification on homework as needed.
 - 3) Introduction to non-food items. Facilitator reviews layout of the store. Points out that most non-food items are found on aisles that are next to each other. Discuss the following categories of non-food items and ask participants "what would be found in each section?"
 - a) health and hygiene (toothpaste, shampoo, cold medicine, deodorant, cough drops)
 - b) cleaning items (floor cleaner, dish soap, brooms)
 - c) paper goods (aluminum foil, trash bags, paper plates, plastic forks)

- d) miscellaneous non-food items (batteries, film, magazines, cards, pencils)

4) "What items go together?"

Consumers will work in two groups. Each group is given the same set of labels with names of grocery items to sort/organize by categories. Explain that each category has six items. Within each larger category, there is a subcategory of three items. Consumers are to identify which items would be located close to each other in the store (see list below) and group according to the major category and sub category

Grocery list of non-food items:

Health and Hygiene Items

hand lotion
deodorant
toothpaste

cough syrup
bandaids
aspirin

Paper Goods

paper towels
toilet paper
kleenex

sandwich bags
aluminum foil
waxed paper

Cleaning Items

dishwashing liquid
powdered cleanser
toilet bowl cleanser

bleach
laundry detergent
fabric softener

Miscellaneous Non-Food Items

pens
notebook paper
glue

grater
can opener
measuring spoons

Have participants transfer items onto a grocery list. Time each team and the winner is the team that has all the answers correct in the shortest time.)

Overall idea you want to get across is identifying which items will be found close together.

5) Acquisition Measure:

Facilitator will administer the test of non-food items. Allow participants time to finish the "quiz" independently. As the group finishes the quiz, be sure to take note of each participant's performance in order to record the quiz scores – generally it will be possible to do so informally. After

recording the scores, review the quizzes and encourage group discussion of the material.

CONTEXT-BASED INTERVENTION

Participants work with partners. Each set of partners gets a grid listing five items with highlighted questions and strategies to assist in shopping. The list includes items from the sections in the store covered in that day's session. Each set of partners gets a different list. Participants transfer items on the list to the map of the store. For each item, participants locate the highest and lowest priced item and records the prices. At the end, the prices are totaled so that participants can make a cost comparison. Participants should use a grocery cart and place all items on the list in the cart while shopping. Participants also indicate what brand they would choose and why (e.g. even though it costs more, the quality is better). A group leader will monitor and cue each group as needed to ensure accuracy and use of strategies. Each participant may purchase an item from the list. Other items will be returned.

HOMEWORK

Participants identify items that they commonly buy in the non-food section of the store. Participants fill in the first column of the categorized grocery list, identifying three items for each category (health & hygiene, cleaning items, paper goods, miscellaneous non-food items). Participants then transfer the names of these items onto labels and affix them where each item would be found on the layout of the store.

SESSION FIVE

BRINGING IT TOGETHER: CANNED, BOXED, AND FROZEN FOODS

OBJECTIVES

- Introduction to canned, boxed and frozen foods sections of the store.
- Locating grocery items using a list and three-step strategy (help sheet).
- Increase automaticity of three-step shopping strategy.

MATERIALS NEEDED

- Grocery "grab bag" for rewarding homework completion
- Poster board grid for word find activity
- Map of store you will be shopping in
- Grocery list for context based activity (provided)
- Clip boards
- Help sheets (provided)
- Calculator
- Acquisition Quiz (provided)

CENTER BASED INTERVENTION

Reminders:

- Take attendance.
 - Turn on tape recorder.
- 1) Identify key points from previous session: Review non-food shopping sections and where they are generally located. Briefly review three key shopping strategies by asking group members to recall these strategies.
 - 2) Review homework. Encourage group members to discuss/share their homework. Review key concepts as necessary. Participants who completed the assignment will choose an item from the grocery "grab bag."
 - 3) Outline goals for current session: the purpose is to introduce participants to new sections of the grocery store (canned, boxed, and frozen foods). Facilitator will discuss each of these three sections one at a time, beginning with canned foods and moving on to boxed and frozen foods. Facilitator will encourage discussion of what can be found in each of these sections by asking participants to name various items in each section (e.g., "name something that would be found with the canned foods"), and/or to name what section(s) in which a certain item may be located (e.g., "in what section would you find ice cream?"). Facilitator will also discuss the location of these sections, noting that they are generally placed in the middle of the grocery store and are displayed on shelves (canned, boxed) and in freezer cases (frozen foods).

4) Word Find

The group divides into two teams. Each team is provided with a poster board that has been divided into a grid (with room on the bottom for writing words). Each team is to identify ten canned, boxed or frozen food items to develop a word search puzzle. The team fills out the puzzle with words transcribed in different directions on the grid and again at the bottom of the poster. Each team exchanges puzzles so that they can now complete the puzzle that the opposing team has developed.

- 5) Acquisition quiz: Facilitator will administer acquisition quiz and record scores. After recording the scores, review the quizzes with group members and answer any questions, address difficulties, etc.

CONTEXT BASED INTERVENTION

Group members will divide into two groups. Each group gets a worksheet listing five items they are to find in the store. The worksheet includes highlighted questions and strategies to assist the groups in shopping. Each list includes items from the canned, boxed, and frozen food sections of the store. Participants transfer items on the list to the map of the store. Participants should use a grocery cart and place all items on the list in the cart during the shopping exercise. For each item, participants locate the highest and lowest priced item and record the prices. At the end, the prices are totaled so that participants can make a cost comparison. Participants also indicate what brand they would choose and why (e.g. even though it costs more, the quality is better). Each participant may purchase an item from the list, and the remaining items will be returned to the appropriate locations after the activity is completed. **NOTE:** For this session, if the participant is unable to locate the exact size listed, **(s)he should select the next closest size available.**

HOMEWORK

Participants identify items that they commonly buy in the non-food section of the store. Participants fill in the second column of the categorized grocery list, identifying three items for each category (canned, boxed, frozen). Participants select one item from each category, write the item name on a label and place the label where the item would be found on the layout of the store.

SESSION SIX PRODUCE/MEATS/DELI/DAIRY

OBJECTIVE

- Increase automaticity of strategies learned in first three sessions.
- Practice locating grocery items using a shopping list and three-step strategy.
- Develop familiarity with produce, meats, deli and dairy sections on the perimeter of the store.

MATERIALS NEEDED

- Grocery "grab bag" for rewarding homework completion
- Outburst game lists (provided)
- Acquisition quiz (provided)
- Grocery lists for context based activity (provided)
- Clip boards
- Help sheets (provided)
- Calculator
- Homework grocery lists (provided)
- Layout of the store sheet

CENTER BASED INTERVENTION

Reminders:

- Take attendance.
 - Turn on tape recorder.
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- 1) Identify key points from prior sessions – ask participants to recall the three strategies for "where is it?," "is this what I want?," and "is this the lowest price?"
 - 2) Review homework assignment for completion. Encourage group members to discuss/share their homework. Review key concepts as necessary. Record each participant's homework completion in notebook. Allow participants to select food item from reward bag. Provide clarification on homework as needed.
 - 3) Introduction to produce, meats, deli and dairy items. Facilitator reviews layout of the store. Points out that produce, meats, deli and dairy items are usually found on the perimeter of the store. Discuss the following categories and ask participants "what would be found in each section?"
 - a) produce (carrots, lettuce, apples, refrigerated salad dressing)
 - b) meats (chicken legs, chuck roast, pork chops)

- c) deli (sliced turkey, pastrami, sliced swiss cheese, potato salad)
- d) dairy (milk, yogurt, cottage cheese, eggs)

Overall idea you want to get across is identifying which items will be found close together.

4) Outburst Game

Divide group into two teams of three. Provide one group with category list. Within one minute, other group guesses items that could be in a particular section of the store. The team with the list says "yes" every time an item on the list is identified or "no" when an item guessed is not on the list. The team with the list checks off each list item named by the guessing team. If the guessing team gets stuck, the other team can give clues. The guessing team receives one point for each item that matches pre-selected items on the card. Each card lists ten items. Each team gets two lists.

Produce list:

Bananas	Onions	Sweet potatoes	Lettuce
Broccoli	Cabbage	Carrots	
Oranges	Zucchini	Plums	

Meats list:

Pork chops	Hot dogs	Ground beef	Brisket
Chicken breasts	Turkey	Sausage	
Steaks	Chicken wings	Ham	

Deli list:

Potato salad	Salami	Corned Beef	Turkey
Swiss cheese	Baked beans	Roast beef	
American cheese	Ham	Cole slaw	

Dairy list:

Yogurt	Mozzarella cheese	Margarine	Butter
Sour cream	Chocolate milk	Cream cheese	
French onion dip	Milk	Eggs	

5) Acquisition Measure:

Facilitator will administer the test of items. Allow participants to finish the "quiz" independently. As the group finishes the quiz, be sure to take note of each participant's performance in order to record the quiz scores –

generally it will be possible to do so informally. After recording the scores, review the quizzes and encourage group discussion of the material.

CONTEXT-BASED INTERVENTION

Participants work with partners. Each set of partners gets a grid listing five items with highlighted questions and strategies to assist in shopping. The list includes items from the sections in the store covered in that day's session. Each set of partners gets a different list. Participants transfer items on the list to the map of the store. Participants should use a grocery cart while shopping. A group leader will monitor and cue each group as needed to ensure accuracy and use of strategies. For each item, participants locate the highest and lowest priced item and records the prices. At the end, the prices are totaled so that participants can make a cost comparison. Participants also indicate what brand they would choose and why (e.g. even though it costs more, the quality is better). Each participant may purchase an item from the list. Other items will be returned. **NOTE:** In this session, if the participant is unable to locate the exact size listed in pre-packaged items, **(s)he should be encouraged to ask meat or deli counter personnel to package the amount specified.** If the participant asked store personnel to package a specific amount, that item should be purchased (to avoid wasting product and personnel time). Each participant also gets to select one item from the list, as stated above, in addition to these "specially packaged" items.

HOMEWORK

Participants identify items that they commonly buy in the non-food section of the store. Participants fill in the last column of the categorized grocery list, identifying three items for each category (produce, meats, deli, dairy). Participants select one item from each category, write the item name on a label and place the label where the item would be found on the layout of the store.

SESSION SEVEN GROCERY STORE SCAVENGER HUNT "PUTTING IT ALL TOGETHER"

OBJECTIVES

Increase automaticity of strategies learned in first three sessions
Locate grocery items throughout the store using a shopping list and 3 step strategy

MATERIALS NEEDED

Grocery "grab bag" for rewarding homework completion
Acquisition quiz (provided)
10 item grocery list for the scavenger hunt
Map of store you will be using that day
Homework grocery lists (provided)

CENTER BASED INTERVENTION

Reminders:

- Take attendance.
- Turn on tape recorder.

- 1) Identify key points from prior sessions –review where various items are typically found in the store, ask participants to recall the three strategies for "where is it?", "is this what I want?", and "is this the lowest price?" Focus on individualizing the strategies. Have a discussion about what strategies are most helpful to you.
- 2) Review homework assignment for completion. Encourage group members to discuss/share their homework. Review key concepts as necessary. Record each participant's homework completion in notebook. Allow participants to select food item from reward bag. Provide clarification on homework as needed.
- 3) Acquisition Measure:
Facilitator will administer the test that includes all three questions and the three corresponding strategies. Allow participants time to finish the "quiz" independently. As the group finishes the quiz, be sure to take note of each participant's performance in order to record the quiz scores – generally it will be possible to do so informally. After recording the scores, review the quizzes and encourage group discussion of the material.

CONTEXT BASED INTERVENTION

Scavenger hunt – . Each participant gets the same list of 10 items located throughout the store. This list is developed by group leaders

based on items that were difficult in previous three sessions so that participants have additional exposure and practice with these items. Participants are given the help sheet the list, and the map of the store. (The map is available but participants are not required to use it). Participants are instructed to find the items at the lowest price as quickly as possible using whichever strategies they find most useful. Group leaders monitor item selection and send participants back if item is not correct. The first participant to find all ten items is the winner. The winning participant can select two items from the list to purchase. All other participants may select one item to purchase.

HOMEWORK

Each participant selects one of the meal lists. Participant reorganizes list into categories as discussed in sessions 4, 5 & 6. Participant transfers items from the list onto map.

SESSION EIGHT CELEBRATION PLANNING AND SHOPPING

OBJECTIVES

Increase automaticity of strategies learned in the first three sessions. Categorize a grocery list and locate the items in the store by independently using the laminated "help sheet," a grocery list and other environmental supports.

MATERIALS NEEDED

Grocery "grab bag" for rewarding homework completion
List of recipe choices for selecting the celebration meal (provided)
Blank shopping lists (provided)
Course evaluations (provided)
Envelopes for the participants to return course evaluations in

CENTER BASED INTERVENTION

Reminders:

- Take attendance.
 - Turn on tape recorder.
- 1) Review homework. Encourage group members to discuss/share their homework. Review key concepts as necessary. Participants who completed the assignment will choose an item from the grocery "grab bag."
 - 2) Identify key points from previous sessions: Focus on reviewing the three focus questions and related strategies. Ask participants to recall the strategies/questions.
 - 3) Outline goals for current session: The focus of this session is to practice the shopping strategies by choosing, categorizing, and shopping for items necessary in preparing a meal. Explain that the current session will focus on planning for the celebration, and that the next (final) session will be spent preparing and eating the meal. Give participants the list of six meal options and ask the group to choose one menu. Encourage the group to reach consensus on the meal choice—e.g., vote on the choice and compromise as needed to accommodate special diets, allergies, etc. After choosing the menu, give each participant a blank categorized grocery list form. Have the participants place the grocery items from their chosen menu onto the categorized grocery list according to store sections and layout. This can be done as a group or individually, with the group leaders checking each participant's work for accuracy.

MEAL OPTIONS:

1.) Tacos

ground beef
lettuce
tomatoes
cheese
sour cream
salsa
taco seasoning
taco shells
black olives
lemonade

2.) Spaghetti

ground beef
spaghetti sauce
spaghetti noodles
French bread
butter
parmesan cheese
bakery angel food cake
strawberries
whipped cream
grape juice

3.) Pizza

pizza crust
pizza sauce
pepperoni
ground sausage
onions
mushrooms
olives
mozzarella cheese
parmesan cheese
fruit punch

4.) Chef's Salad

lettuce
tomatoes
ham
cheddar cheese
salad dressing
eggs
cucumber
crackers
turkey
soda/pop

5.) Deluxe Sandwiches

sliced ham
sliced turkey
lettuce
tomato
mayonnaise
pickles
sliced swiss cheese
deli rolls
chips
iced tea

6.) Tomato Soup and Grilled Cheese

sandwich bread
American cheese
butter
canned tomato soup
saltine crackers
frozen vanilla yogurt
chocolate sauce
caramel topping
chopped nuts
soda/pop

CONTEXT BASED INTERVENTION

Divide participants into partners. Make enough copies of the GROCERY LIST/CONTEXT-BASED INTERVENTION that corresponds to the selected menu so that each set of partners has a list. Each set of partners shops for the entire list of items. Encourage participants to use a grocery cart. Remind participants to use the "help sheet," the grocery store layout map, and the categorized list they prepared at the center if they wish. Reinforce to the participants that they are to select items that are lowest in price. Participants record the price of each item. After each group finds all items, compare items across partners, identifying the correct items and the lowest price items. Purchase the lowest priced items for the celebration meal and store until next session when the meal will be prepared. You can be flexible in substituting items on the list and in honor of the celebration may select a higher priced item if preferred by the participants. This would be a good time to discuss choices of taste preference over price, stressing the importance of being able to select the

lowest price when this is most important. Participants pick one item from the list to purchase for self and take home.

HOMEWORK

Participant fills out course evaluation for the homework. Explain that participants can remain anonymous and the evaluations will be returned in an envelope.

SESSION NINE "CELEBRATION"

OBJECTIVE

Reinforce grocery shopping as a community living skill with meaning and purpose, and as a part of independent living for participants.
Acknowledge accomplishments and progress made in group.

MATERIALS NEEDED

Certificates for participants (provided)
Take home supports: help sheet, pad of grocery lists, calculator (should have received calculator at session four) (provided)
Any necessary items, utensils, etc. for preparing/eating the selected meal
Groceries for the selected menu (purchased at prior session)
Course evaluations (provided)
Focus group questionnaires (provided)

CENTER BASED INTERVENTION

Reminders:

- Take attendance.
 - Turn on the tape recorder until cooking begins.
- 1) Course evaluations are collected. If participant has not completed a course evaluation, ask them to do so during the session and put in an envelope and return to instructors.
 - 2) Summarize the information presented in the intervention sessions. Review key concepts with games using the chosen meal and its ingredients. First, encourage participants to discuss "Where is it?" in relation to the food items. For example, review where the items were found in the store, which items were displayed near each other, etc. Next, discuss "Is this what I want?" by encouraging participants to talk about the choices (flavor, size, etc.) they made when selecting the items and what they might choose differently when shopping for themselves. Finally, discuss "Is this the lowest price" -- facilitator asks which items are highest/lowest in price and which items they could do without if money were an issue.
 - 3) Each participant is designated a cooking task to help prepare the meal from the ingredients that were purchased. Item preparation should be short and simple to allow ample time for celebration and consumption. Once items are prepared (and any necessary clean up), the celebration can begin!

- 4) Award certificates of completion, take home supports, and encourage participants to discuss their experience in the group (what they learned, what they liked, etc.).
- 5) Don't forget to schedule focus group and hand out questionnaires for participants to complete prior to focus group discussion.

FOCUS GROUP DISCUSSION

Following each intervention cycle, a focus group will be conducted to get feedback from all of the group's participants. This group should be scheduled fairly soon after the completion of the final intervention session (preferably within one to two weeks).

General Information About Focus Groups:

- Schedule the meetings at a time and place that will be accessible to all participants (to the extent possible). Try to pick a convenient time and a comfortable room.
- If possible, the focus group should be led by the *consumer* coordinator so that the participants feel more comfortable giving both positive and negative feedback about the project.
- The focus group leader should take some notes, but also ask participants for permission to audio tape the feedback session for future review.
- The focus group leader will ask standard questions during the feedback session and then encourage participants to discuss their experiences/opinions.
- We are interested in the individual's answers to the questions, so we will ask each person to fill out an individual evaluation sheet. But we are also interested in the group's overall *discussion* of the issues. Through the discussion, new ideas or issues may emerge so be sure to spend enough time discussing each of the questions.
- Try to gently encourage feedback from everyone and prevent the conversation being dominated by only one or two people.
- Provide small snacks and beverages to make the atmosphere more comfortable and relaxed.

Preparation for the Focus Group:

1. Schedule the focus group meeting. Try to schedule it within a week of finishing the intervention.
2. Hand out the evaluation questionnaires to the participants on the last day of the intervention. Ask them to fill out their opinions about the project and bring the completed form to the focus group.
3. Before the focus group, review the questions and get a tape recorder and tape ready.
4. On the day of the focus group, arrive a few minutes before the scheduled time and prepare the room. Set up the tape recorder, the table and chairs, refreshments, etc. *Have some blank copies of the questionnaire ready in case someone forgets to bring theirs.*

Running the Focus Group:

Reminder:

- Turn on the tape recorder.

1. Begin the focus group by thanking everyone for coming to share their feedback about the group. Remind them that their opinions about the project are very important and that we will make improvements to the group based on their feedback.
2. Ask each participant to sign a Focus Group Informed Consent Form before proceeding.
3. Explain how the group will proceed. Tell the participants that you will be asking the group questions (the same as on their evaluations) and that you hope they will discuss their opinions about the group. Tell them that we are interested in both positive and negative things about the group and that they should feel free to be completely honest. Ask if anyone has questions before you begin.
4. Begin by asking the first question on the questionnaire. Open up the discussion to whoever wants to begin. If more than one person volunteers, let them answer one at a time and try to give everyone a chance to talk. If people are quiet or reluctant to talk, try to rephrase the question. Asking specific people directly might be a good strategy to get people talking, but be careful with this. Try not to make anyone feel put "on the spot."
5. After some discussion of the question, ask if there is anything else someone wants to say before going on to the next question. Allow enough time so that everyone gets a chance to talk if they want to.
6. Proceed through all the questions in the same way.
7. At the end of the discussion, remember to thank people for their time and effort.
8. Collect each person's written questionnaire before leaving. IF someone forgot theirs, provide a blank copy and ask them to complete the questions before leaving.
9. Afterward, the focus group leader will fill out a copy of the questionnaire, summarizing the overall group feeling for each question.