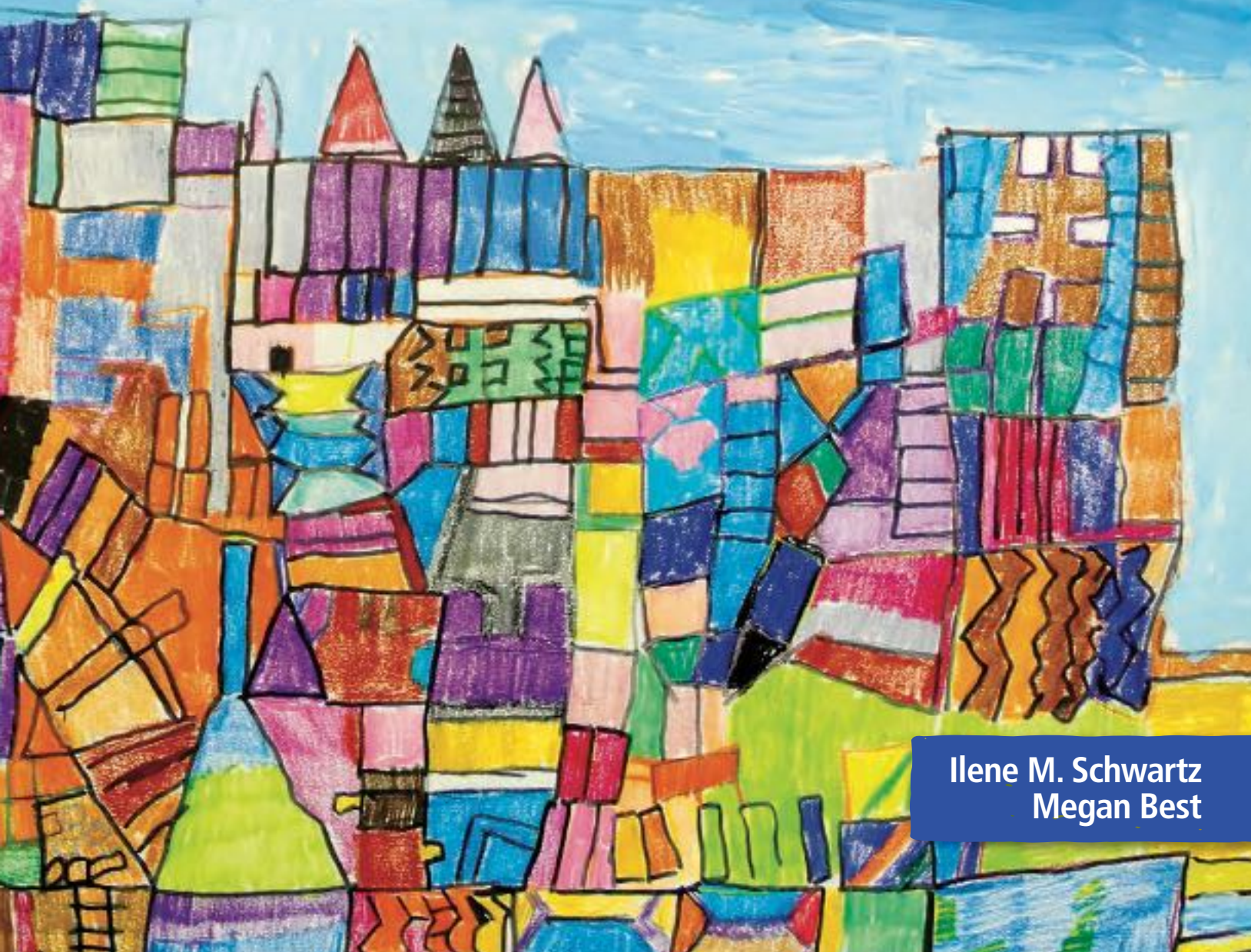


ATTAINMENT'S

STEPPING OUT

INTO THE COMMUNITY

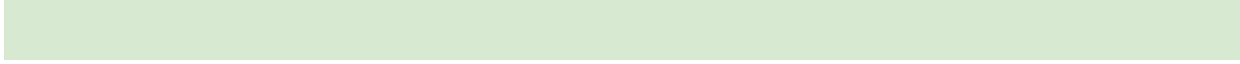
FACILITATOR'S GUIDE



**Ilene M. Schwartz
Megan Best**

THIRD EDITION

ABOUT THE ARTIST



Barb Priem

My inspiration comes from the ideas in my head. The drawings that I do are of cities because buildings are my favorite thing. Sometimes there is a country landscape, with ducks and ponds outside of the city. I view myself as a construction worker, overseeing my buildings and the landscape.

Barb is a dedicated and prolific artist. She always comes to the studio ready to work and enjoys what she does. Barb’s style has gradually changed over time, as she experiments with different mediums. Her pieces are almost always mixed media and harmoniously come together. Her hard work recently has led her to starting her own business, *Priem’s Dreams*. Barb lives and works in Madison, Wisconsin.



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Stepping Out is a comprehensive community-based instruction (CBI) curriculum. While the programmatic approach is designed to initiate pre-outing activities and rehearsals in the classroom, its focus is to take instruction out of school and into the community. Materials included with the **Stepping Out** program allow you to both rehearse in the classroom and take participants into the community.

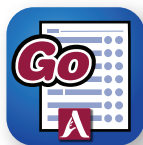
COMPONENTS

FACILITATOR'S GUIDE

The **Facilitator's Guide** describes the curriculum, provides an overview of the outing lessons, components for each lesson, and the scripted lessons for teaching **Stepping Out**. Evidence-based strategies, teaching procedures, and sample role plays are embedded in the teaching scripts. In addition, an **Outing Checklist** is provided for each of the 18 outings.

MY STEPS WORKBOOK

The **My Steps Workbook** includes corresponding worksheets and a self-reflective outing journal for each outing. Each activity in the **My Steps Workbook** supports participants' acquisition of skills necessary for the outings. Participants are taught and have the opportunity to practice prerequisite skills in the classroom before venturing out into the community. The worksheets can be easily photocopied or printed from the PDF files included with this program. The **My Steps Workbook** is a consumable product; all participants require their own copy. The **My Steps Workbook** contains a journal of each outing and can be used as the participants' portfolio.



GoWorksheet Maker iPad App

Many of the worksheets in the **My Steps Workbook** include an adapted version of the worksheet that can be used in the **GoWorksheet Maker** iPad app. (Purchase of app/ specific worksheets or *Curriculum Plus* package required). Adaptations may include multiple choice, text-to-speech, drag and drop, word banks, voice recording, and more! Look for the **GoWorksheet** symbol, which indicates a related corresponding worksheet.



StepPad

The **StepPad** and the **Stepping Out With the StepPad** overlays are the perfect complements to the **Stepping Out** program and can serve as a support tool as participants become increasingly independent with each outing.

The **StepPad** is a powerful yet easy-to-use cognitive support tool for people who have trouble completing multi-step tasks independently. Directions that you record are played back in sequence, one step at a time, to prompt the user on what to do next.

The accompanying **Stepping Out With the StepPad** overlays contain overlays for each outing. The overlays are pre-printed and ready for use. Suggested scripts for each outing are outlined at the beginning of each lesson. Look for the **Stepping Out With the StepPad** icon to indicate when to incorporate the **StepPad** into the lesson.

CUES

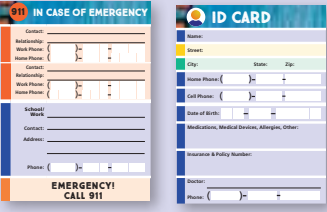

Stepping Out's innovative cue system allows participants to practice, learn, and later become independent in the community. Cues are handy, portable, adaptive aids that allow users to perform community activities with minimal assistance.

The cues cover a wide area of needs. They can serve as temporary adaptive aids to help participants learn the skill and eventually be faded from use or as permanent aids for continued use after completion of the transition program.

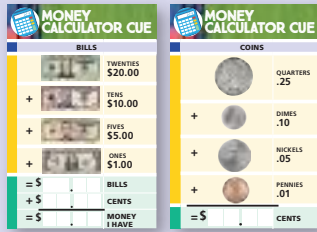
Instructions on how to teach the cues are embedded in the teaching scripts. Enlarged versions of the cues may be found on the PDF flash drive, and on pages 199–219 in the Appendix. These may be photocopied or printed out and used as worksheets for additional practice.

After the cue has been completed with needed information, always practice using the cue in the same way it will be accessed while in the community. For most participants, cues should be carried in a wallet with money or credit/debit cards or with the blue **Pocket Book** we've included. Participants should practice manipulating the cue and money from their wallets as they would in the community.

CUES-AT-A-GLANCE

CUE	RELATED OUTING	SKILLS SUPPORTED	MATERIALS NEEDED TO TEACH CUE
<p>ID CARD</p> 	<ul style="list-style-type: none"> Necessary for all outings 	<ul style="list-style-type: none"> Give personal information Write personal information on forms Provide personal information in an emergency 	<ul style="list-style-type: none"> Student information Paper Pen
<p>NEXT DOLLAR CUE</p> 	<ul style="list-style-type: none"> All outings (except <i>Crossing the Street</i>, <i>Using a Public Restroom</i>, <i>Using the Library</i>) 	<ul style="list-style-type: none"> Recognize different dollar denominations Identify value of bills Select combinations of bills equal to or greater than specific amount 	<ul style="list-style-type: none"> Money (\$1, \$5, \$10, \$20 bills) Price tags

MONEY CALCULATOR CUE

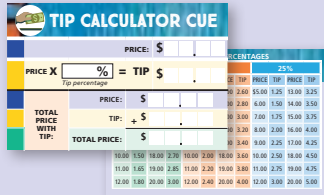


- All outings (except Crossing the Street, Using a Public Restroom, Using the Library)

- Add coins
- Add dollar bills
- Add coins and dollars

- Calculator
- Coins
- Bills
- Price tags

TIP CALCULATOR CUE

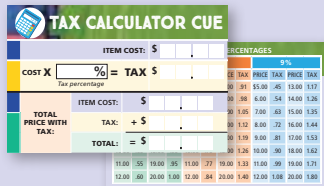


- Getting a Haircut
- Using a Taxi or Car Service
- Eating at a Table Service Restaurant

- Tip computation

- Calculator
- Prices

TAX CALCULATOR CUE

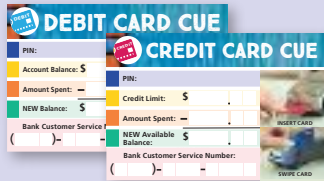


- All outings (except Crossing the Street, Using a Public Restroom, Using the Library)

- Tax computation
- Adding prices to get a total

- Calculator
- Prices

CREDIT/DEBIT CUE

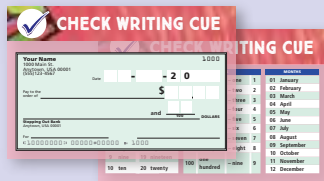


- All outings (except Crossing the Street, Using a Public Restroom, Using the Library)

- Inserting card
- Pin number
- Budgeting

- Calculator
- Prices

CHECK WRITING CUE

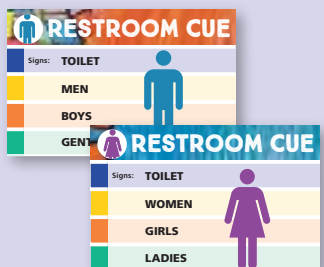


- Using the Bank
- Department Store Shopping
- Getting a Haircut
- Grocery Shopping

- Write date in number form
- Write prices in standard and number form

- Enlarged checks
- Prices

RESTROOM CUE



- Using a Public Restroom

- Distinguish between male/female restroom signs
- Enter the correct bathroom

- Restroom signs

BUS/TRAIN CUE

• Riding the Bus

- Identify correct bus fare
- Locate bus route/number of bus/train and stop
- Identify departure time
- Get on correct bus/train
- Get off at correct stop
- Communicate information about travel needs

- Example destination signs
- Local bus/train routes/schedule
- Money—coins for fare
- Bus card/pass

TAXI/CAR SERVICE CUE

• Using a Taxi or Car Service

- Find taxi information
- Give information to taxi dispatcher
- Communicate address of current location
- Communicate address of desired location

- Phone book
- Internet access
- Telephone

ELEVATOR CUE

• Riding the Escalator or Elevator

- Press the correct button (up/down)
- Press correct floor when inside
- Depart on correct floor

- Elevator (or simulation)

PORTION PRICE CUE

• Eating at a Fast Food Restaurant • Eating at a Table Service Restaurant

- Choose portions and stay within a budget
- Determine amount of money needed, including tax and tip



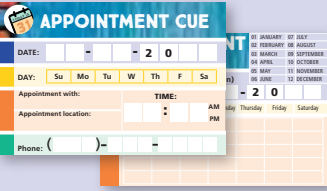
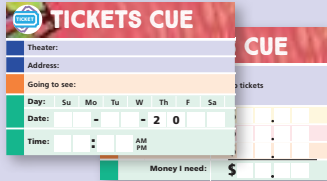
- Copies of menus
- Calculator

SHOPPING CUE

• Department Store Shopping

- Select correct desired items (size, color, quantity)
- Determine amount of money needed including tax
- Communicate information about shopping needs

- Catalogs and ads
- Internet access
- Calculator

<p>RETURN REMINDER CUE</p> 	<ul style="list-style-type: none"> • Using the Library 	<ul style="list-style-type: none"> • Follow calendar deadlines • Return materials on time 	<ul style="list-style-type: none"> • Borrowed items • Due dates
<p>CONTACT CUE</p> 	<ul style="list-style-type: none"> • Making Plans With a Friend (worksheet only) 	<ul style="list-style-type: none"> • Communicate own telephone number • Dial own telephone number • Dial another person's number • Organize phone numbers and addresses 	<ul style="list-style-type: none"> • Telephone • Telephone numbers • Phone book • Internet access
<p>APPOINTMENT CUE</p> 	<ul style="list-style-type: none"> • Getting a Haircut 	<ul style="list-style-type: none"> • Make appointments • Keep appointments • Communicate information about appointments 	<ul style="list-style-type: none"> • Digital watch/clock • Analog watch/clock • Calendar
<p>TICKETS CUE</p> 	<ul style="list-style-type: none"> • Telephone Communication supplemental worksheets 	<ul style="list-style-type: none"> • Reserve movie/theater tickets • Communicate information about which shows to see 	<ul style="list-style-type: none"> • Calendar • Internet access

MONEY BOOKS

The included **Money Books** are ideal for community-based instruction. Each book is laminated with color images of coins and bills to make identification simple.

COIN FLIP BOOK

The **Coin Flip Book** can help participants identify an exact coin combination or one that is greater than the amount needed. Each page shows coin combinations with actual size coins so users can match real coins to the images. Participants can choose a coin amount they need and flip to the corresponding page to view several combinations of coins.

- The simplest combinations start on the left.
- All the combinations on white backgrounds are exact amounts.
- Combinations with green backgrounds indicate coins that are more than the amount they need.
- Prices at the top of each page indicate that any of those prices can be paid with the coin combinations shown.

COIN BOOK

The **Coin Book Cue** is a pocket-sized cue that provides participants with assistance adding coins for small purchases.

- Simplest coin combinations start at the top.
- Each inside page is color-coded to the quarter values on the front. All amounts that can be paid with one quarter are yellow, with two quarters are orange, with three quarters are purple, and with four quarters are blue.
- The values on the side of each five-cent increment indicate that the coin combination will be more than needed.

TEN DOLLAR BOOK

The **Ten Dollar Book** helps participants identify the correct combination of bills to pay for items up to \$10.00.

- The exact amount of ones or combination of bills for each value is shown on the inside flaps and are indicated by a white background.
- Larger bills that will be more than the needed amount are above (back of previous flap) and indicated by a green background.

MONEY BOOK	RELATED OUTING	SKILLS SUPPORTED	MATERIALS NEEDED TO TEACH CUE
<p>TEN DOLLAR BOOK</p> 	<ul style="list-style-type: none"> • All outings (except <i>Crossing the Street, Using a Public Restroom, Using the Library</i>) 	<ul style="list-style-type: none"> • Recognize different dollar denominations • Identify value of bills • Select combinations of bills equal to or greater than specific amount 	<ul style="list-style-type: none"> • Money (\$1, \$5, \$10, \$20 bills) • Price tags
<p>COIN BOOK CUE</p> 	<ul style="list-style-type: none"> • All outings (except <i>Crossing the Street, Using a Public Restroom, Using the Library</i>) 	<ul style="list-style-type: none"> • Recognize coin denominations • Identify value of coins • Select combinations of coins equal to or greater than specific amount 	<ul style="list-style-type: none"> • Coins • Price tags
<p>COIN FLIP BOOK</p> 	<ul style="list-style-type: none"> • All outings (except <i>Crossing the Street, Using a Public Restroom, Using the Library</i>) 	<ul style="list-style-type: none"> • Recognize coin denominations • Identify value of coins • Select combinations of coins equal to or greater than specific amount 	<ul style="list-style-type: none"> • Coins • Price tags

ELECTRONIC FILES

PDF files of various teaching materials are provided on a flash drive (with a Classroom License for printouts):

- My Steps Workbook**
- Outing Checklists (editable forms)
- Enlarged Cues
- Resource Materials
 - Home and Community Questionnaire
 - Supplies Requests
 - Outing Permission Form
 - Site Analysis Form
 - **Stepping Out** Master Outing List
 - Community Progress Report
 - Blank Outing Checklist
 - Sample Excursion Plan
 - Blank Excursion Plans
 - Check It Out!
 - Illustrated Menu
 - Money Graph
 - Budget for an Outing Worksheet
 - Planning for an Outing Worksheet
- Telephone Communication Supplemental Lessons
 - Making an Appointment
 - Making a Reservation
 - Making Plans With a Friend
 - Ordering Food for Carry-Out/Delivery
 - Theater Communication



PLANNING FOR OUTINGS

GETTING READY TO STEP OUT INTO THE COMMUNITY

There are many skills participants will need to be successful in the community. Chapter 1, **Getting Ready to Step Out**, includes lessons focusing on prerequisite skills such as personal responsibility and safety (identification information, stranger safety, etc.) as well as money skills (paying with cash, credit/debit, check). Teach or review these skills prior to beginning your community outings. Reteach lessons as often as necessary. Many of the lessons in this chapter are referenced in specific outings throughout the program.

PARTICIPANT-TO-FACILITATOR RATIO

Although it would be ideal, it isn't possible to take every participant out into the community every day. It is recommended that you take participants out at least once a week, with no more than four participants per trainer at a time. Use instructional assistants, itinerant resource teachers (the community is a natural setting for speech therapy/physical therapy), parents, volunteers, and administrators as trainers.

FUNDING

You may have access to some initial funding, but if you have a lot of participants and plan many outings, your resources will soon be depleted. Consider the following suggestions:

- Use student lunch money for restaurant training.
- Have participants shop for needed family groceries with money from home.
- Reroute instructional supply money and use for community training.
- Use vocational training earnings.
- Hold your own fundraiser (e.g., car wash, candy bar sales, bake sale) to generate funds.
- Use discount fares offered for individuals with disabilities.

TRANSPORTATION

Encourage use of public transportation as much as possible. Find a transportation service for individuals with disabilities if available. Use taxis and car services, or walk when you can. Use the school bus only as a last resort.

SURVEY TRAINING SITES

Prior to each outing, be sure to assess specific outing locations. Consider site conditions, introduce yourself to management, take photos or video, and choose sites that will increase generalization. The **Site Analysis Form** (page 270 in the Appendix) can help you evaluate potential outing locations.

LIABILITY AND INSURANCE

Your participants are customers like everyone else; most businesses will have insurance to cover accidents. However, be sure to follow all school policies. Get written permission prior to starting outings. An **Outing Permission Form** is provided for you in the **Resource Materials** section of the Appendix (page 266).

ADDITIONAL OUTING SUGGESTIONS

Ensure you have enough supervision.

- Each student should carry his/her own wallet with ID, cues, and other supports. Use backpacks for personal belongings.
- Teach skills in several environments.
- Community employees should address questions to the participants. Participants can ask for your help if needed.
- Find ways to support nonverbal students with communication.
 - Ensure that each participant has opportunities to practice each step and not simply follow the group.
 - In each outing, find some part of a step that each participant can perform independently.
 - Do not let participants fail. Utilize least intrusive prompting.
 - Attend to inappropriate behavior discreetly. Avoid embarrassing participants in front of peers or other community members.

EXCURSIONS

An excursion is a logical grouping of compatible outings. While outings are designed to be taught individually at first, we do not usually perform them in isolation in our daily lives. When you are ready to undertake your first group of outings, use the **Sample Excursion Plans** (page 269) for suggested groupings. You may also design your own excursion plans by utilizing the blank **Excursion Plan Form** (page 253).

IMPLEMENTATION

OUTINGS

Stepping Out provides 18 community-based outings with step-by-step scripted lesson plans. Outings may be completed in any order but have been grouped into themed units for generalization. Refer to the **Stepping Out Master Outing List** on page 271 in the Appendix for a list of outings and correlated community goals. Outings are organized into five units:

STEPPING OUT COMMUNITY OUTINGS

UNIT 1: Personal Needs

1. Using a Public Restroom
2. Getting a Haircut
3. Using the Laundromat
4. Using the Bank

UNIT 2: Transportation

5. Crossing the Street
6. Riding the Bus
7. Riding the Train
8. Using a Taxi or Car Service
9. Riding the Elevator or Escalator

UNIT 3: Shopping

10. Grocery Shopping
11. Department Store Shopping
12. Using a Vending Machine

UNIT 4: Eating at Restaurants

13. Eating at a Table Service Restaurant
14. Eating at a Self-Service Restaurant
15. Eating at a Fast Food Restaurant

UNIT 5: Leisure

16. Going to the Movies
17. Using the Library
18. Going Bowling

LESSON FORMAT

Each lesson is scripted to make it easier to teach and to minimize preparation. An example script of what to say is indicated with the color blue. The lesson plan gives detailed instructions for what to say and do. Many of the skills in **Stepping Out** may seem ambitious for some participants. Participants are not expected to have mastered the skills when they first begin instruction. The following evidence-based teaching techniques are included across all lessons.

MODEL-LEAD-TEST

A direct instruction approach called model-lead-test is used to teach outing steps and skills. In this very structured approach, you first model the skill to be learned (model), then you and the participant perform the skill together (lead). Finally, the participant attempts the skill on their own (test). This strategy promotes active engagement in a systematic format.

LEAST INTRUSIVE PROMPTING

Least intrusive prompting is a hierarchy of increasing assistance that instructors use to promote the correct response. By giving no more assistance than necessary, participants are encouraged to initiate correct responses. **Stepping Out** recommends utilizing least intrusive prompting for all outings and skills.

SPECIFIC FEEDBACK

To promote correct responding, praise each correct demonstration of the skill every time it occurs. Label the behavior and praise (e.g., instead of saying, *Good Job*, say, *Good job waiting patiently in line.*). As participants become more successful and independent, praise can begin to be faded. Avoid repeating errors, begging the students to respond, or giving many hints. Instead, use specific corrective feedback paired with the least intrusive prompt.

MATERIALS AND SUPPLIES

Materials needed for each outing are listed at the start of each lesson. All lessons will require cues, worksheets, and supplies. Some of the supplies will need to be provided by you (e.g., local menus and calculators). Use the chart to determine which materials are required before, during, and after the outing.

ASSISTIVE TECHNOLOGY SUGGESTIONS

The goal of **Stepping Out** is to enable people with disabilities to become active community participants. Facilitators can accommodate student needs by incorporating Augmentative and Alternative Communication (AAC) devices. Each outing offers example phrases that can be programmed into individual devices to assist with communication in the community.

In addition, the included **StepPad** and **Stepping Out With the StepPad Overlays** can provide additional support for participants needing prompts for each step of the outing task analysis.

OUTING CONSIDERATIONS

Specific outing considerations are listed within each lesson. Review these suggestions prior to beginning lessons. Considerations include preparations for the outing, site-specific factors, student information required prior to the outing, as well as additional teaching ideas.

OUTING CHECKLISTS

The **Outing Checklists**, on pages 220–252 of the Appendix, allow you to chart participant performance. Results charted on the checklist can be easily transferred to student IEPs. An **Outing Checklist** is included for each outing. Electronic copies of the **Outing Checklists** can be modified to accommodate specific student needs. Facilitators can adapt the task analysis as needed, adding or deleting steps based on student ability or changes specific to the type of local community facility.

Each checklist offers two sets of skills. Before you begin collecting data, determine which checklist is appropriate for your participants. The **Essential Skills** list includes 5–8 crucial steps required for completing an outing. This is a simplified list that is best for participants who require a great deal of prompting or have difficulty with multi-step tasks. The **Extended Skills Checklist** provides an expansion of the **Essential Skills**.

The performance key defines the four possible scores you may assign a participant. Each outing step will be evaluated using the **Prompt System**:

LEVELS OF INDEPENDENCE

- | | |
|---------------------------|--|
| I–Independent: | Participant performs the skill without any reminders. Uses cues or other accommodations independently. |
| V–Verbal Prompt: | Participant is given a verbal reminder to complete the task or to initiate the next step. |
| M–Model Prompt: | Skill is modeled for participant exactly as it should be done. |
| P–Physical Prompt: | Task is completed with physical guidance or hand-over-hand support. |

In addition, be sure to keep track of overall outing progress on the **Community Progress Report** located on page 258 of the Appendix. Consider utilizing this form to communicate community progress to other service providers as well as families.

Blank Outing Checklists, on pages 254–255 of the Appendix, have also been provided to create additional outings that may apply to specific participants or local community locations. While 18 crucial everyday life skills are included and presented in great detail, it is recommended that you add as many additional outings as necessary.

SOCIAL SAFETY SKILLS

Social and safety skills are embedded within each outing task analysis by a social/safety skill icon. There are numbered icons which correspond to the outing skills listed in the **Extended Skills Checklist**. Look for the icon to indicate an area where teaching on a specific social or safety skill could be expanded. The following skills are included:

Social Skills:

- Wait your turn
- Use appropriate conversation
- Ask for help
- Use appropriate greetings
- Use table manners
- Ignore people who bother you

Safety Skills:

- Stay out of dangerous areas
- Keep money in your wallet
- Use street safety
- Keep my belongings near me
- Use appropriate behavior around strangers

ACCOMMODATIONS



Additional suggestions for accommodations are also included and listed alongside the task analysis for each outing. There are numbered icons which correspond to the outing skills listed in the **Extended Skills Checklist**. Look for the accommodation icon to indicate recommended accommodations and supports.

CHALLENGE OPTIONS

For participants who complete the skills in the **Extended Skills Checklist** independently or with minimal prompting, you can extend the checklist by incorporating variations/steps included in each lesson plan. Outings can be made more challenging by requiring participants to plan and budget for the outing prior to entering the community. The **Planning Your Outing** (page 267) and **Budget for an Outing** (page 256) worksheets are included in the Appendix to support participants with these skills.

In addition, you can further extend the outings by teaching participants related phone communication. The PDF flash drive contains six bonus worksheets to support participants with telephone communication and enhance several of the outings:

- **Making Appointments Worksheet** (page 273)
- **Making a Reservation Worksheet** (page 272)
- **Making Plans With a Friend Worksheet** (page 274)
- **Ordering Food for Carry-Out/Delivery Worksheet** (page 275)
- **Shopping by Phone Worksheet** (page 276)
- **Shopping Online Worksheet** (page 277)

POST OUTING REVIEW

Every outing will pose unique problems, and many will be unpredictable. While you can rehearse and plan for some problems in the classroom before you go, it is also wise to do so after you return. When memories are still fresh, review the successes and shortcomings of each participant's effort after each outing. Consider doing your review in a small group setting where an exchange of ideas and your directed comments will encourage student involvement. Use the **Outing Reflection** associated with each outing (located in the **My Steps Workbook**) to guide your discussion and help participants in their self-reflection.

PROGRAM EVALUATION

Stepping Out's step-by-step approach allows the teacher to monitor progress in a systematic, objective manner. In order to evaluate the program's effectiveness, you must also examine your instructional strategies. Consider the following:

- Frequency of outings:** Are participants getting enough exposure to a community setting? Are they getting enough opportunity to practice skills?
- Skill Maintenance:** Are you emphasizing a regular routine (e.g., taking the same bus route to the bank)?
- Prompt Level:** Are you starting your training at the correct prompt level? Too high? Too low?
- Cues:** Do the participants need other cues/accommodations? What type of technology and low-tech aids will support them with skills they can't master efficiently?

ADDITIONAL TRAINING ISSUES

GENERALIZATION

Whenever possible, outings should be done with generalization in mind. Emphasize the skills the participants are learning while downplaying environmental specifics that may change from location to location. Once skills are learned, consider taking participants to comparable locations and pointing out similarities and differences.

INDEPENDENCE

Ensure that each participant performs tasks independently. When a group crosses a street together, they are following a group and not making independent decisions. Allow each participant the chance to perform the steps alone.

NATURAL CUES

Prompts should gradually fade so that students can learn to follow natural cues. A natural cue is simply an environmental prompt (e.g., glance from a cashier, comment from a community member, observations of community members). It is imperative that participants learn to attend to natural cues and do not become dependent on staff prompts. Consider teaching participants to attend to natural cues and/or teach observational learning skills when appropriate.

- **Inadvertent Instructor Cuing**

When participants are ready for independent training, facilitators should increase their distance during the training process or they may provide unintended cuing to the participants.

- **Natural Consequences**

For many participants, a benefit of training in the community is the process of learning from mistakes. This differs from the proactive cue approach and prompt system in that the participant learns after the fact that a response was inappropriate or incorrect. Each person responds to feedback differently. Keep this in mind when planning instructional strategies. When appropriate, build natural consequences into your training. Practice problem situations and individualize teaching to address participant challenges.

- **Integrating Participants into Society**

One goal of community-based instruction is to blend users smoothly into society. However, during the teaching process, it may seem as though participants are frequently drawing attention. This is an important part of teaching as participants learn to perform community skills efficiently. Consider the following when seeking to reduce the impact of your presence:

- Try not to interrupt a participant unless it is clear that the participant cannot complete a crucial step.
- Urge participants to ask others for help (instead of program staff).
- Develop a strategy ahead of time to deal with problem behaviors that are likely to occur.
- Minimize facilitator visibility as much as possible.

HOW TO CONNECT OUR PRE-ETS SOLUTION

Attainment's **Pre-ETS Solution** provides lessons specific to each of the five WIOA required activities:

- Job and Career Exploration
- Work-Based Learning
- Post-Secondary Training
- Workplace Readiness
- Self-Advocacy

Each lesson plan includes an instructor's script, objectives, step-by-step plans, and collaborative resources to fulfill the requirements of WIOA. These lessons engage students in meaningful learning to support independent adult living and employment. Lessons are leveled to meet the needs of all learners. Each lesson plan is connected to student worksheets, pictorial instruction, software, apps, and videos.



Implementation of the **Pre-ETS Solution** will ensure that all students will complete the five required activities as part of Pre-Employment Transition Services in the federal WIOA regulations. To make the **Pre-ETS Solution** accessible for all students, we've included interactive **GoWorksheet** App activities on the iPad and samples of communication overlays. The **Assessment Plus** App provides further support for teachers to enter data electronically.

Stepping Out enhances the **Pre-ETS** lessons by including community-based skill instruction. These lessons can be used in conjunction with **Pre-ETS** for additional functional life skills training that can be completed directly in the student's community. **Stepping Out** provides age-appropriate lessons to build community-based skills that match the five required activities in **Pre-ETS Solution**.

Pre-ETS five required activities are the source for the Pre-ETS Solution curriculum.

- Job exploration counseling
Stepping Out Lessons: *none match this activity*
- Work-based learning experiences
Stepping Out Lessons:
Transportation: *Crossing the Street; Riding the Bus; Riding the Train; Using a Taxi or Car Service; Riding the Elevator or Escalator*
- Counseling on opportunities to transition or enroll in post-secondary education and training programs
Stepping Out Lessons: *Transportation*

- Workplace readiness training to develop social and independent living skills

Stepping Out Lessons:

Personal Needs: *Using a Public Restroom; Getting a Haircut; Using the Laundromat; Using the Bank*

Shopping: *Grocery Shopping; Using a Vending Machine; Department Store Shopping*

Dining Out: *Eating at a Self-Service Restaurant; Eating at a Table Service Restaurant; Eating at a Fast Food Restaurant*

- Instruction in self-advocacy, which can include peer mentoring

Stepping Out Lessons:

Leisure: *Using the Library; Going to the Movies; Going Bowling*

For more details and ordering information about Attainment's **Pre-ETS Solution**, visit <https://www.attainmentcompany.com/pre-employment-transition-solution-pre-ets>, or scan the QR code below.



USING STEPPING OUT WITH OLDER ADULTS

Stepping Out was designed to be implemented with transition-age students (14–22 years). However, these materials could be used in adult settings with older adults with disabilities. The following adaptations could be made when working with older adults with disabilities:

- Supplement with videos that include adult workers.
- Use of only the digital format rather than paper worksheets. If they are working on a job, provide training using examples from their current job and use the people they work with as examples within the lessons.

PERSONAL RESPONSIBILITY INTRODUCTION


Venturing out into the community can involve many safety risks that individuals with disabilities have not necessarily experienced at home or at school. They need to be able to advocate for themselves while out in the community. Self-advocacy consists of understanding how and when to ask for help, who to ask for help, and how to communicate personal information. It is crucial to talk to participants about what to do if they get lost or need help, and to practice these skills frequently.

USING AN IDENTIFICATION CARD

GOAL

Participant will use an ID card to communicate important information to access assistance or community activities.

MATERIALS

SUPPLIES	<ul style="list-style-type: none">• wallet• enlarged cue, pages 211–212 of the Appendix• pictures of each participant• information sheets for participants to practice filling out (library card forms, medical forms, job applications)• Legal ID
WORKSHEETS	MY STEPS WORKBOOK <ul style="list-style-type: none">• Important Information (page 1)• Where Do I Need My ID? (page 2)• How Will I Use My ID Card? (page 3)
CUES	<ul style="list-style-type: none">• ID Card Cue
ASSISTIVE TECHNOLOGY SUGGESTIONS	<p>Preprogrammed Devices:</p> <ul style="list-style-type: none">• <i>Here is my ID.</i>• <i>This explains my needs.</i>• <i>I need help calling home.</i>• <i>Can you help me?</i> 

STEP 1: Introduce the Topic

Say, Today, we are going to learn how to use an ID card to give information about ourselves. An ID card has personal information like your phone number, your address, emergency numbers, allergies, and special information. Give examples of ID cards (e.g., school ID card, state ID card, work ID card).

STEP 2: Teach Cues and Related Worksheets

Say, The first step when people ask for personal information is to know what personal information to tell or to have an ID card with you at all times. Hold up appropriate cue. We are going to practice filling out and giving our important information to others using the **ID Card Cue**.

Have participants practice filling out the information for the **ID Card Cue**. Use the enlarged **ID Card Cue** on the Important Information worksheet to practice. If participants cannot obtain or write information themselves, complete the cue for them.

ID CARD

Name: _____

Street: _____

City: _____ State: _____ Zip: _____

Home Phone: ()- -

Cell Phone: ()- -

Date of Birth: - -

Medications, Medical Devices, Allergies, Other: _____

Insurance & Policy Number: _____

Doctor: _____

Phone: ()- -

911 IN CASE OF EMERGENCY

Contact: _____

Relationship: _____

Work Phone: ()- -

Home Phone: ()- -

Contact: _____

Relationship: _____

Work Phone: ()- -

Home Phone: ()- -

School/Work: _____

Contact: _____

Address: _____

Phone: ()- -






**EMERGENCY!
CALL 911**

Introduce the related worksheets, [Let's practice some skills we need to use your ID Card Cue](#). Have participants complete the following worksheets from the **My Steps Workbook**:

- Where Do I Need My ID?
- How Will I Use My ID Card?
- Safe People in the Community

ID CARD WORKSHEET WHERE DO I NEED MY ID?

Directions: Mark the correct answer.

- At the hair salon?  YES NO
- At the laundromat?  YES NO
- At the bank?  YES NO
- Riding the bus?  YES NO
- Riding the subway?  YES NO

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ID CARD WORKSHEET SAFE PEOPLE IN THE COMMUNITY

Directions: Sort the people into the correct category.

PEOPLE YOU KNOW	SAFE STRANGERS
MOM	STEPMOTHER
DAD	NEIGHBOR
GRANDMOTHER	FRIEND
SISTER	BUS DRIVER
STEPFATHER	WORKERS IN A STORE OR RESTAURANT
AUNT	DOCTOR
POLICEMAN	A FAMILY WITH CHILDREN
WAITER	CLERK AT THE MOVIES
TEACHER	FRIENDS AT SCHOOL

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STEP 3: Role Play

We have reviewed the information on your ID card and how you will use it. Now let's practice using the ID card. Discuss and role play various ways the ID card can be used. Include the following:

- Social situations
- Communicate phone numbers, email address, home address
- Emergencies
- At the bank
- Filling out forms
- Job applications

ID CARD WORKSHEET
USING MY ID CARD

Directions: Use your ID Card to complete the form below.



Dr. Jane Smith

New Patient Form

Name: Last _____ First _____ MI _____ Date of Birth: _____

Address: _____ Home Phone: _____

City/State/Zip: _____ Work Phone: _____

E-Mail Address: _____ Cell Phone: _____

Sex: Male Female

Employed: Full-Time Part-Time Retired Not Working

Marital Status: Single Married Divorced

Name of Spouse: _____

EMERGENCY CONTACT INFORMATION

Name: _____ Name: _____

Relationship: _____ Relationship: _____

Home Phone: _____ Home Phone: _____

Work Phone: _____ Work Phone: _____

INSURANCE INFORMATION

Insurance Carrier: _____

Policy Number: _____

MY STEPS INTO THE COMMUNITY

GETTING READY TO STEP OUT **5**

SAMPLE ROLE PLAY/DISCUSSION

Label Target Skill: Today, we are going to practice how to communicate important information if you get lost or separated from the group.

Rationale: If you get lost in the community, you can ask someone to help you. It is important that you have your ID card with you at all times so that you can tell your important personal information to the person that is trying to help you. Let's practice.

Practice Dialogue:

Participant: Excuse me, I got separated from my group, and I need help finding my family.

Store Clerk: Oh no. Okay, how can I help you? Do you know your phone number?

Participant: Yes, I have it right here on my ID card.

Store Clerk: Alright, let's call your family.

Participant: Thank you!

Sample Discussion Questions:

- Who are appropriate people to give your personal information to?
- What situations are appropriate to give someone your personal information?
- What is a legal ID? When would you need it?

Since the first edition of **Stepping Out** in 1987, our curriculum has always focused on teaching functional money skills. Our innovative **Cues** enable most participants to purchase items regardless of academic skills. As technology has changed over time, our program has included teaching how to utilize these new technologies to enhance independent performance.

As credit cards, debit cards, gift cards, and online accounts and apps are now the predominant method of payment for many people, we encourage you to teach the participants to use these convenient methods of payment. Please keep this in mind when going on outings.


As you will see in this new edition, there are many opportunities both before and during the outings to teach about money management and to ensure that the participants understand the value of their money. The **Next Dollar** concept is still critical to understanding that total costs can be more than the listed price. Having actual cash that can be counted and related to credit/debit/gift card accounts provide your participants with a concrete understanding of the value of money.

GOAL

Participant will determine the values of coins and bills and add up the totals to determine how much cash they have.

MONEY CALCULATOR CUE

MATERIALS

SUPPLIES	<ul style="list-style-type: none">• wallet• enlarged cue, page 206 of the Appendix• Sharpie marker (red to mark decimal point on calculator)• calculator• real or play money (bills \$1, \$5, \$10, \$20)
WORKSHEETS	MY STEPS WORKBOOK <ul style="list-style-type: none">• Adding Bills (page 6)• Adding Coins (page 7)• Adding Money (page 8)
CUES	<ul style="list-style-type: none">• Money Calculator Cue
ASSISTIVE TECHNOLOGY SUGGESTIONS	<p>Preprogrammed Devices:</p> <ul style="list-style-type: none">• <i>How much is the tax?</i>• <i>I will need some time to use my cue and calculator. Please wait.</i>• <i>How much does it cost including tip?</i>• <i>Thank you.</i> 

STEP 1: Introduce the Topic

Say, Today, we are going to learn how to add money using a calculator. It is important to know how much money you have. When you know how much money you have, you know how much you can spend.

STEP 2: Teach Cues and Related Worksheets

Hold up the **Money Calculator Cue**. We are going to practice adding up money using the **Money Calculator Cue** and a calculator.





Use the enlarged **Money Calculator Cue** to practice. Say, First, we will practice adding bills. Hold up a handful of paper money. You can use the **Money Calculator Cue** to help you match the value of your bills. Start with adding two bills, then gradually increase to more as participants are successful. Consider reviewing the symbols for decimal point, plus sign, and equals sign so that participants can match them on a calculator.

Teach the cue using the model-lead-test procedure:

- **Model:** I'll show you how first. Start with two real bills. Point to the first bill. I don't know how much this bill is worth, so I am going to use the **Money Calculator Cue** to match the bill. Match the bill. This bill is worth _____. I am going to push the number(s) _____. I am going to push the plus button when I am done. Next, I will match my second bill. This bill is worth _____. I am going to push the number(s)

_____. When I am done adding bills, I push the equals button. Now I am going to write the total amount of my bills on the **Money Calculator Cue** next to *bills*.

- **Lead:** Let's try it together. Start with two different bills. Point to the first bill. We don't know how much this bill is worth, so let's use the **Money Calculator Cue** to match the bill. Match the bill. This bill is worth _____. Let's push the number(s) _____. Next, push the plus button. Let's match the second bill. This bill is worth _____. Push the number(s) _____. We are done adding bills, so let's push the equals button. Now, write the total amount of our bills on the **Money Calculator Cue** next to *bills*.
- **Test:** Now it is your turn to try it on your own! Continue with a new group of bills, and have participants practice the skills independently.

MONEY CALCULATOR CUE	
BILLS	
	TWENTIES \$20.00
+	
	TENS \$10.00
+	
	FIVES \$5.00
+	
	ONES \$1.00
= \$	_____ . _____ BILLS
+ \$	_____ . _____ CENTS
= \$	_____ . _____ MONEY I HAVE

CORRECTION PROCEDURE

Provide praise if the participant completes the skill independently. If the participant does not respond or demonstrates an incorrect response, say, *Let me show you again*. Model the skill once more for the participant. *Now, let's try it together*. Perform the skill with the participant. *Your turn to try again!*

Next, use the model-lead-test procedure to teach participants to match the coins. Start with just two coins, then gradually begin working with larger and larger groups of coins.

MONEY CALCULATOR CUE	
COINS	
	QUARTERS .25
+	
	DIMES .10
+	
	NICKELS .05
+	
	PENNIES .01
= \$	_____ . _____ CENTS

Now, we will practice adding coins.

- **Model:** I'll show you how first. Start with two real coins. Point to the first coin. I don't know how much this coin is worth, so I am going to use the **Money Calculator Cue** to match the coin. Match the coin. This coin is worth _____. I am going to push the decimal point, then the numbers _____. I am going to push the plus button when I am done. Next, I will match my second coin. This coin is worth _____. I am going to push the decimal point, then the numbers _____. When I am all done adding coins, I push the equals button. Now I am going to write the total amount of my coins on the **Money Calculator Cue** next to *cents*.
- **Lead:** Let's try it together. Start with two different coins. Point to the first coin. We don't know how much this coin is worth, so let's use the **Money Calculator Cue** to match the coin. Match the coin. This coin is worth _____. Let's push the decimal point, then the numbers _____. Next, push the plus button. Let's match the second coin. This coin is worth _____. Push the decimal point, then the numbers _____. We are done adding coins, so let's push the equals button. Now, write the total amount of our coins on the **Money Calculator Cue** next to *cents*.
- **Test:** Now it is your turn to try it on your own! Continue with a new group of coins, and have participants practice the skills independently.

CORRECTION PROCEDURE

Provide praise if the participant completes the skill independently. If the participant does not respond or demonstrates an incorrect response, say, *Let me show you again.* Model the skill once more for the participant. *Now, let's try it together.* Perform the skill with the participant. *Your turn to try again!*

Once the participants have mastered adding bills and coins, teach them to add the two columns of bills and cents on the **Money Calculator Cue**.

Introduce the related worksheets, *Let's keep practicing!* Have participants complete the following worksheets from the **My Steps Workbook**:

- Adding Bills (page 6)
- Adding Coins (page 7)
- Adding Money (page 8)

**MONEY CALCULATOR WORKSHEET
ADDING BILLS**

Directions: Use the **Money Calculator Cue** to help you add the money. If possible, use real money for this activity.



**MONEY CALCULATOR WORKSHEET
ADDING COINS**

Directions: Use the **Money Calculator Cue** to help you add the coins. If possible, use real money for this activity.



**MONEY CALCULATOR WORKSHEET
ADDING MONEY**

Directions: Use the **Money Calculator Cue** to help you add the bills and coins. If possible, use real money for this activity.



MONEY CALCULATOR CUE

BILLS		
	TWENTIES \$20.00	
+		TENS \$10.00
+		FIVES \$5.00
+		ONES \$1.00
= \$		
+ \$		
= \$		

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MONEY CALCULATOR CUE

COINS		
	QUARTERS .25	
+		DIMES .10
+		NICKELS .05
+		PENNIES .01
= \$		
+ \$		
= \$		

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MONEY CALCULATOR CUE

BILLS		
	TWENTIES \$20.00	
+		TENS \$10.00
+		FIVES \$5.00
+		ONES \$1.00
= \$		
+ \$		
= \$		

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MONEY CALCULATOR CUE

COINS		
	QUARTERS .25	
+		DIMES .10
+		NICKELS .05
+		PENNIES .01
= \$		
+ \$		
= \$		

MY STEPS INTO THE COMMUNITY