

Teaching Severely to Moderately Disabled Students to Learn, Work,  
and Live in the Community:

A Model to Integrate Functional Skills into the Secondary Curriculum

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Introduction

In recent years, the rights of all citizens to live and work in the community has become reality for increasing numbers of disabled adults. Anticipating the goal of successful integration, educators have looked for curriculums and instructional models that prepare students for work and life in the community. What follows is a description of one model, developed for autistic students attending Jenison High School, Jenison Public Schools, Jenison, Michigan, to teach skills required for successful integration. In this paper, the term "integrated" will be used to refer to the severely to moderately impaired autistic students participating in the program.

This program currently serves nine autistic young adults ranging in age from 16-23, with intelligence quotients ranging from 20-60, and moderate to severe behavioral disorders. Students participate in regular education classrooms and related vocational and recreational experiences. Transferring learned skills from one environment to another is a major area of difficulty for students with autism. The use of simultaneous related vocational experiences and regular education courses encourage and reinforce skill transfer. With increasing age, each integrated student spends more time in vocational training in the community, with time in regular education courses decreasing accordingly. In the last two years prior to graduation, the goal is for each student to work in the community for a minimum of 90% of their school week.

The immediate goal is to provide each integrated student with the skills and adapted materials necessary to maximize independence and competence in the regular education classes, work experience, and the community at large. If an integrated student can be enabled to work independently and confidently among his peers, he has an excellent chance to develop friendships based on his ability to contribute, rather than on empathy for his disability. Ultimately, the goal broadens to include successful community and vocational integration after graduation from the program.

THE MODEL

Two aspects of the program for autistic students at Jenison High

School, though not components of the model to integrate functional skills into the secondary curriculum, directly impact on the success of the program. They include program Ethical Standards, and a new approach to instruction. Important to the program as a whole, they warrant brief mention.

This model for is strengthened by program Ethical Standards. These standards ensure integrated student rights while increasing their opportunities to make decisions. The curriculum under the curriculum, the Ethical Standards directly impact on daily operation of the program (See Attachment A: Ethical Standards).

An instructional technique, referred to as "OOPS", has been successful in teaching problem solving and self-evaluation skills to integrated students. Too lengthy to discuss within the confines of this paper, "OOPS" has been instrumental in the success of individual students, and this model.

Friendships are an important aspect of the program, and they develop and expand on their own as a result of the integrated student demonstrating independence and competence. Initially a student "coach" volunteers to "be a friend" to the integrated student, though over time friendships are a naturally occurring vs. structured outcome of this model. The belief underlying this approach is that friendships endure among people who perceive each other as competent and contributing.

The model to integrate functional skills into the secondary curriculum has four main components: 1. Staffing; 2. Groundwork; 3. A Seven Step Process to Adapt the Curriculum; and 4. The Support Hierarchy. All four components are focused on a single goal: the success and functional skill acquisition of the integrated student among his or her peers and co-workers.

## STAFFING

The students attend a "support classroom" within Jenison High School. The classroom is focused on supporting integration efforts: teaching students daily living skills; pre-requisite skills required for specific vocational training sites; community-based instruction of daily living skills (shopping, recreation); and development of social and communication skills.

The support classroom is staffed by a special education teacher and three instructional aides. The special education teacher has the responsibility for coordinating an educational program for each student that supports their regular education and vocational placements, and/or prepares them for future integrated experiences. The instructional aides also serve as vocational skill coaches or coaches in regular education classrooms when needed. (The use of special education staff in the regular classroom is not preferred, and rarely utilized in this program. See "Level Three" in "The Support Hierarchy" section.) Nine students are currently served in this program.

The transition teacher and her assistant are responsible for 1. developing and maintaining vocational training sites in the community; 2. regular education placements; 3. support for integrated placements; 4. individual evaluation of student progress in integrated placements; and 5. adapting the curriculum. They have frequent contacts with the support classroom staff to coordinate student programming and schedules.

#### GROUNDWORK

There are two areas in which to lay groundwork: the first is with the regular education teacher, the second with the regular education students.

The regular education teacher is contacted with a note in his or her mailbox, a short one page paper describing the philosophy and model of the program. The teacher is informed that the transition teacher will be contacting them for a brief visit during their preparation time to discuss placement of an integrated student.

Goals of the meeting with the regular education teacher include: 1. determining receptivity to the concept; 2. establishing full responsibility for the integrated student as lying with the transition teacher; 3. discussing their ideas/concerns and 4. possibly setting up an integrated placement. Placements are established well in advance, ideally when regular education students are planning their schedules for the next semester, or shortly thereafter.

Groundwork for the regular education students takes one class session, or 40 to 50 minutes. Goals for the session with regular

education students include: 1. providing a basic understanding of the disability; 2. demonstrating the importance of the involvement of the regular education students; 3. having the class as a whole decide the best placement for the integrated student; and 4. determining who will be a "coach" to the integrated student.

To demonstrate the importance of the involvement of peers, an activity called "Circles", developed by Dr. Marsha Forest, Center for Integrated Education, Ontario, Canada, is presented by the transition teacher to the regular education class. During "Circles", students identify their own circles of friends, and compare them to those of a student with disabilities. The process transfers the responsibility for friendship and concern for the student from the transition teacher to the regular education class at large.

With the class entrusted with the student, they are asked to make a "common sense" judgement as to the best educational placement. Presented with a student who has difficulty with communication and social skills, they are asked if they believe placement should be in: 1. a class with 7 other students who have difficulty with communication and social skills, or 2. a class with 25 students who are social and communicate. Classes always choose the latter.

The entire process builds the confidence of the class to use their own judgement and abilities to be a friend. The regular education students realize they are meeting a need that cannot be met by special education staff, that they need no special training to include the integrated student as a member of their class. Though a regular education student coach is initially identified, at the end of 4 to 6 weeks it's difficult to identify the assigned coach from the other friends in the class.

#### A SEVEN STEP PROCESS TO ADAPT THE CURRICULUM

Integrating students with severe to moderate disabilities requires creativity and planning. While individual students and situations require some adjustments, the following process is useful as a guideline for adapting the secondary regular education curriculum.

While several references are made to dittos, and samples of adapted dittos are attached, it is important to keep in mind that the adapted curriculum also includes hands-on activities. For example, in

the course, Retailing, an integrated student loads the pop machine, cleans the counters, and faces the shelves in the school store. While a student in Clothing and Textiles may not readily master cross-stitching on fabric, she can cross-stitch on enlarged colorful cardboard patterns to learn the skill, eventually progressing to fabric. The activities of an adapted curriculum are limited only by the creativity of those involved.

### Step 1: Determine the functional correlate

Most, if not all, high school courses are too difficult for the severely to moderately impaired. Many high school courses have a "functional correlate" - a set of basic life skills associated with the more advanced concepts presented in the curriculum. These combined basic skills (listed as objectives in special education curriculums, or written by the transition teacher to make components of the regular education curriculum more functional) comprise the functional correlate of the high school course.

For example, the course, Clothing and Textiles, requires students to learn fabric characteristics, as well as other concepts too detailed for the integrated student. While the students write answers to questions at the end of each chapter of the textbook, the integrated student independently completes packets designed to teach her to sew. The functional correlate of Clothing and Textiles is the combined "hands-on" objectives required to actually construct a garment, start to finish. Examples of adapted materials from Clothing and Textiles are attached. (See Attachment B: Selected Adapted Materials from Clothing and Textiles)

The functional correlate is often referred to while adapting the curriculum. It is used in course selection, a decision made largely by parents and their student after appropriate course choices are identified by staff. Ideally, staff look for a match between objectives outlined in a student's Individualized Educational Plan (IEP) and the functional correlate of a course. These often relate to vocational skill training sites as well, "bridging" the student's educational program. The functional correlate is used in "bridging", as well as in most steps involved in adapting the curriculum.

## Step 2: Bridging

Bridging refers to the selection of related regular education courses and community based vocational, recreational, or life experiences when planning an integrated student's educational program. Placement is made, whenever possible, in regular education courses that reinforce a student's current vocational training or life experiences. Bridging is an important part of the adapted secondary curriculum, encouraging transfer of skills from one environment to another, essential to developing an integrated educational program that "makes sense".

For example, a student placed in Retailing is also placed in community based vocational retailing experiences at a local grocery store. Another student, placed in a vocational site that requires physical stamina and flexibility; is enrolled in Aerobics. A student needing to develop free time interests and hobbies is placed in a sewing class, Clothing and Textiles.

## Step 3: Adapt, don't abbreviate

The tendency is to rely too heavily on the regular education materials and program when adapting the curriculum. When this occurs, the result is an abbreviated rather than an adapted version of the original curriculum. If the regular education curriculum is too difficult, an abbreviated version will be just as difficult with less time for practice.

For example, an integrated student may complete worksheets more slowly than his classmates, and require continual assistance to complete each assignment. In response to the student's frustration, the student may be assigned a portion of the original worksheet. While this may be appropriate for occasional assignments, using this approach on a regular basis could result in an abbreviated curriculum that holds little value for the integrated student. By focusing on the objectives of the functional correlate, it can be quickly determined if abbreviating a given assignment is appropriate.

One danger of isolated abbreviated assignments is the potential impact on the integrated student. Many integrated students are compelled to complete assignments, and leaving an assignment, which to them is "incomplete", is difficult.

They may feel frustrated, as though they have failed in completing an assignment, rather than feeling success in completing a portion of it.

#### 4. Create twin activities

Twin activities are like their human counterparts: they look alike, but are often very different. The objective is to create educational materials for the integrated student that teach the objectives of the functional correlate, while mirroring class activity.

For example, if the regular education students are to complete a written assignment at their desks, so should the integrated student. While he/she maybe completing a packet with large print, the rest of the class may be answering the questions at the end of the chapter in the textbook. The goal is to create simultaneous curriculums that result in twin activity: all are seated, with pen and paper, working independently.

Another example occurs daily in Retailing. The regular education students work in the school store, checking out customers at the cash registers, checking in merchandise, taking inventory, and placing orders. During his time in the school store, the integrated student also assists with store operations: cleaning counters; vacuuming; loading the pop machine; and stocking and facing shelves. Again, all are working together for the smooth operation of the school store, the activity of the integrated student is not so markedly different that it makes him "stand out".

#### Step 5: Curriculum Intersections

Occasionally, the regular education assignment involves group work, with potential for the integrated student to socially interact. These activities may relate more to general social objectives for the integrated student, than to any skill objectives found in the functional correlate. These social opportunities center around academic activities of the regular curriculum and are known as curriculum intersections. They



require special attention to enable the integrated student to fully participate.

Adapted materials may not be necessary for the student to participate in curriculum intersections. Often, small adjustments can be made in the activity, as it proceeds, to include the integrated student. For example, in Individualized Writing the class periodically breaks into small groups to critique each other's writing. Each student hands out copies of their work, and reads it aloud to the group. When the group critiques the work of the integrated student, their suggestions are based on his ability and level of writing skills. They may mention that the use of periods would be helpful, or correct the spelling on a few words, while praising his ideas. In one instance, when the integrated student had his turn to critique the work of each of the regular education students, he exclaimed, "VERY GOOD!" every time. Students in that group knew they could count on at least one rave review.

Other curriculum intersections require adapted materials. These materials differ from those designed to teach objectives from the functional correlate in two ways: 1. they are created directly from the original assignment, not from the functional correlate, and 2. they contain several concept and/or social cues, like a silent teaching assistant that guides them through the assignment.

One example occurs periodically in Retailing. Students write scripts, then read them during role plays in front of the class. The use of specific selling techniques are demonstrated in this way. Since the integrated student cannot understand the varied selling techniques, his adapted assignment contains concept and social cues that guide him in writing an appropriate script. (See Attachment C: Sample Adapted Materials for a Curriculum Intersection)

The goal is to maximize the opportunity for social interaction, so the integrated student can work competently alongside his peers without intense assistance. The integrated student in Individualized Writing may never use periods regardless of the critique. In Retailing, the integrated student will never know the title of the sales approach he used in his script. In a curriculum intersection, the regular education course content is not important. What IS important is

for the integrated student to participate in the social aspects of the group activity competently.

#### Step 5: Evaluate and Review

Integrated students are advised as to how they will be evaluated. Adapted explanations and activities help ensure they understand to the best extent possible why evaluation is necessary and what methods will be used. Methods of evaluation are also shared with the regular education students, and they are told the integrated student is aware of this process.

Integrated students are videotaped once each month in their regular education class. The camera is usually mounted on a tripod, and is left running for the duration of the class. This videotape is reviewed by the transition teacher, and portions of the videotape are transferred to individual student tapes. (Parents are invited to send a videotape from home and transition staff will return it with segments from regular education, training sites, or other requested activities.) These videotapes are also used in support sessions, described in greater detail in the next section.

Reviewing completed adapted assignments helps the transition teacher decide if the material is too easy, or too hard. Specific areas of difficulty can be easily identified. With simple alterations in the original packet saved on software, new packets of adapted materials can be created quickly in response to student performance,

#### Step 7: Save it

Each participating regular education teacher receives copies of all adapted materials at the end of their course. Occasionally, it is a complete adapted curriculum.

All written adapted materials are saved on software. When future integrated students require work that is a little harder, or easier, the assignments can be quickly revised to meet individual needs. For some students, behavioral cues are written right into the adapted assignment, for example, "If you have questions, ask Darcy or Mrs. Mervenne," or "Remember, you

decided to laugh ONLY when other students do."

The transition teacher saves everything. In addition to a copy of all adapted materials for each class, she saves all notes from regular education teachers, lesson plans from support sessions, and all notes taken when reviewing videotapes.

### THE SUPPORT HIERARCHY

Support is provided to regular education teachers and the integrated student on a weekly basis. Support varies in response to the abilities of the integrated student and the regular education and vocational placements involved. Still, all support is based on one premise: don't waste anyone's time and get the job done, i.e. the transition teacher must know what she is doing, and why.

Secondary regular education teachers are very busy people who know what they are doing, and why. It is extremely important that the support services reflect that understanding. Contacts with regular education teachers are always made at their convenience, usually during prep hours, on a predictable basis. Most face to face contacts last less than ten minutes. Communication is accomplished with notes back and forth between contacts.

One mistake made in providing support to regular education teachers is to say, "Just stopping by to ask how John is doing...". The transition teacher has a responsibility to already KNOW in general how John is doing, and should be walking through the door with more solutions than questions.

With special education support staff rarely placed in the regular classrooms, videotapes of class sessions help the transition teacher evaluate what actually occurs in class. Better to walk through the door saying, "These materials should help John learn that he needs to stay in the school store when it gets crowded. Any other materials I can provide that you think might help John? Any activities next week I should be aware of?" If the transition teacher has questions, they should be specific and to the point.

Support for integrated students occurs during a one hour "support session" each week. The goal of these sessions is to maintain contact with students concerning their work and progress in integrated settings: both regular education classes and vocational

training sites.

Support sessions are held between the transition teacher or her assistant and the integrated student. Most integrated students have one to two hours of support sessions each week. Objectives for support sessions are highly individualized and vary from week to week.

Activities during support sessions include but are not limited to: 1. review of videotapes of the integrated student in the regular classroom; 2. discussions and activities concerning friendships; 3. trial use of adapted materials; 4. review of data from the training sites, self evaluation and advanced "OOPS!" instruction; 5. completion of adapted "homework" assignments; 6. student initiated activities, 7. discussion of future training site and regular education placements; and 8. activities related to future goals.

In the interest of efficient use of time, support follows the following hierarchy:

#### Level One

Level one support is for: 1. students whose abilities are close to other students in the regular education class targeted for integration; or 2. classes that are already highly individualized with little adaptation of the curriculum required.

Support involves: 1. weekly contact with the regular education teacher; 2. one half to one hour support session with the transition teacher; 3. occasional need for adapted materials or assignments.

For example, students in Individualized Writing spend a majority of their class time writing, in journals or on assignments, and critiquing one another's work in small groups. Any student with first grade writing ability can be placed in this class with little adaptation of the curriculum.

#### Level Two

Level two support is for: 1. students whose abilities require functional adaptation of the curriculum to independently (or with minimal peer coaching) participate in a course; and/or 2. classes

that are not individualized to the extent that would include the severely to moderately impaired.

Support involves: 1. weekly contact with the regular education teacher; 2. up to a one hour support session for every hour of class time; 3. a functional correlate comprised of individual objectives; and 4. complete functional adaptation of the curriculum.

For example, an integrated student is placed in a retailing course that operates the school store. His abilities, and the structure of the class, require continual adaptation of the curriculum. The retailing teacher determines which jobs associated with the operation of the school store can be performed by the integrated student. Classmates coach him in the completion of those jobs. The seatwork associated with the course is adapted by the transition teacher for the student to independently complete.

### Level Three

Level three support is for: 1. students whose abilities are too limited for independent completion of adapted coursework; and/or 2. classes centered around hands-on participation requiring continual on-the-spot adaptation of the curriculum.

Level three support involves: 1. placement of special education staff in the regular education classroom to assist the student; 2. up to one hour of support session per hour of integrated class time; and 3. a functional correlate comprised of individualized objectives.

For example, a severely impaired student is in need of exercise to maintain flexibility and stamina required in his vocational training placement. In observing Aerobics, the transition teacher realizes that to place the student without support would involve intense assistance from a student coach. If a student coach were to work with the integrated student and adapt exercises for him, the student coach would sacrifice their own goals for participating in the course. In this case, the integrated student is placed with special education support staff to adapt, on-the-spot, the exercises and activities of the class.

Currently, in fall of 1989, 5 autistic students with a wide range of intellectual abilities, are placed in one to three hours of

regular education classes each, per day. Combined, they represent 9 integrated hours of regular education class time each day. Of those 9 hours, 4 require level one support, 4 require level two support, and 1 requires level three support.

### Conclusion

This paper summarizes a model whereby nine autistic young adults learn and work in integrated settings within Jenison High School and the surrounding communities. The components of this program have been described and include: staffing, groundwork, a process to adapt the secondary curriculum, and the support required to implement the program. This model allows severely to moderately impaired young adults to work competently with their non-handicapped peers through a curriculum adapted to their needs and level of ability. It provides opportunities for friendship and social interaction with peers. This model prepares autistic students for future opportunities to learn, work and live in the community as contributing adults.

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**Attachment A**

- 1. Ethical Standards, The Transition Grant Project, Jenison Public Schools, Jenison, Michigan**

Ethical Standards  
The Transition Grant Project  
Life Skills Institute  
Jenison Public Schools  
Jenison, Michigan

March 27, 1989

Students participating in the transition grant project will be provided individualized opportunities to acquire skills for participation in the community at large to the greatest extent possible. As many, if not all, of our students will become the future consumers of adult community services, it is our goal to prepare them to express their needs, make decisions, and utilize staff resources to the greatest extent possible. In implementing this philosophy of integration and attitude of consumerism, the following ethical standards and protection of student rights will be adhered to at all times.

- I. All rights and protection provided all citizens.
- II. All traditional ethical standards of education, including confidentiality and a student's right to privacy.
- III. Protection of a student's rights as an educational consumer, including to the greatest extent possible:
  - A. Inclusion in IEPCs or LSS transition meetings with:
    - 1) preparation prior to meeting
    - 2) adapted interpretation for student of presented issues
    - 3) prior understanding of available choices to be made by the committee
  - B. Individualized, adapted "explanation" or communication of available choices throughout the school year
  - C. Opportunities to acquire skills to express personal needs, requests for help, desires to grant staff
  - D. Positive response by grant staff to expressed needs or discussion and compromise with grant staff



IV. Protection of a student's right to exercise personal choice to the greatest extent possible, including but not limited to input into:

- A. Selection of regular education classes
- B. Selection of training site experiences
- C. Informed consent and signature of student on adapted release form prior to all publicity
- D. Right of student to refuse press coverage

V. Protection of a student's right to a well-informed non-sheltered environment, including:

- A. Communication and interaction with each environment prior to student placement, for example:
  - 1) "Circles" or similar activity in regular education classes
  - 2) Placement of a staff person in each job prior to first student placement to:
    - a) experience social environment and required job skills
    - b) establish objectives
    - c) prepare co-workers

VI. Protection of a student's right to personal information to the greatest extent possible, including:

- A. Adapted explanation of all types of student evaluation
- B. Notification of occurrences of all evaluation procedures
- C. Regular access to an adapted, if necessary, interpretation of data/progress in training sites or regular education

VII. Protection of a student's right to control over each integrated placement to the greatest extent possible, including:

- A. Right to all individualized adaptations necessary to maximize student independence and performance in all areas
- B. Regular opportunity to express likes, dislikes, and/or

- concerns over integrated placements, adaptations
- C. Immediate response by grant staff to expressed concerns
- D. The right to request termination of any integrated placement

VIII. Protection of a student's right to dignified, "community approved" behavioral interventions, including:

- A. Positive programming
- B. Right to privacy
- C. Right to freedom from negative public comment concerning student behavior and/or performance
- D. Use of proper name or student requested nicknames only

IX. Protection of a student's right to make mistakes, including to the greatest extent possible:

- A. Opportunity to make mistakes
- B. The right to experience the anxiety associated with mistakes
- C. The right to discover and use reasonable solutions to mistakes whenever possible
- D. Staff assistance with problem solving when needed, not before

X. Individualized, adapted presentation of all rights listed above to maximize student understanding and participation.

## Attachment B

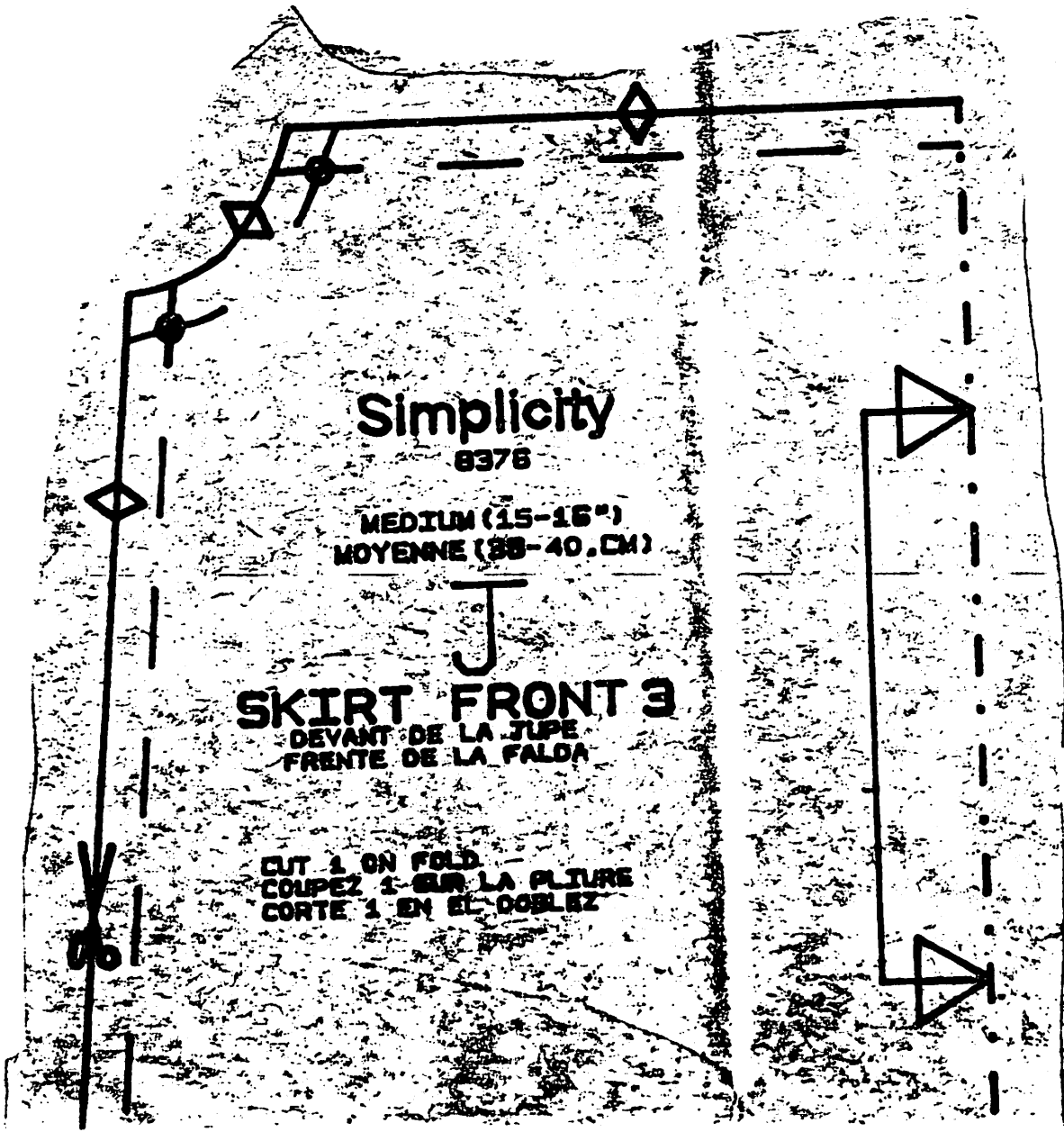
Selected from an adapted curriculum for Clothing and Textiles:

1. One page of a packet designed to teach the integrated student to read and use information from a sewing pattern piece.
2. A few pages of adapted pattern sewing instructions, containing cues to guide the student to sew independently, and to request help when needed.

Clothing and Textiles

Assignment

1. Look at the pattern piece below.
2. What company is this pattern from? Circle the correct answer:    McCallis            Simplicity            Butterick
3. What is this a pattern piece for? Circle the correct answer:    Sleeve    Skirt    Coliar    Pants    Biouse    Hat    Yoke
4. Draw an arrow to the sewing line.
5. Trace the cutting line.



## Directions for SIDE SEAMS AND POCKETS

### side seams and pockets

NOTE: Apply pockets to side edges of front and back as follows:

To mark seam line, machine-stitch  $5/8"$  (1.5cm) from side edges above small dots, as shown.



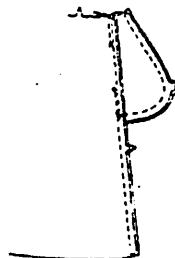
With RIGHT sides together, pin pocket to garment, matching small and large dots, having raw edges even. Stitch in a  $3/8"$  (1cm) seam.



Press seam toward pocket, pressing pocket out.



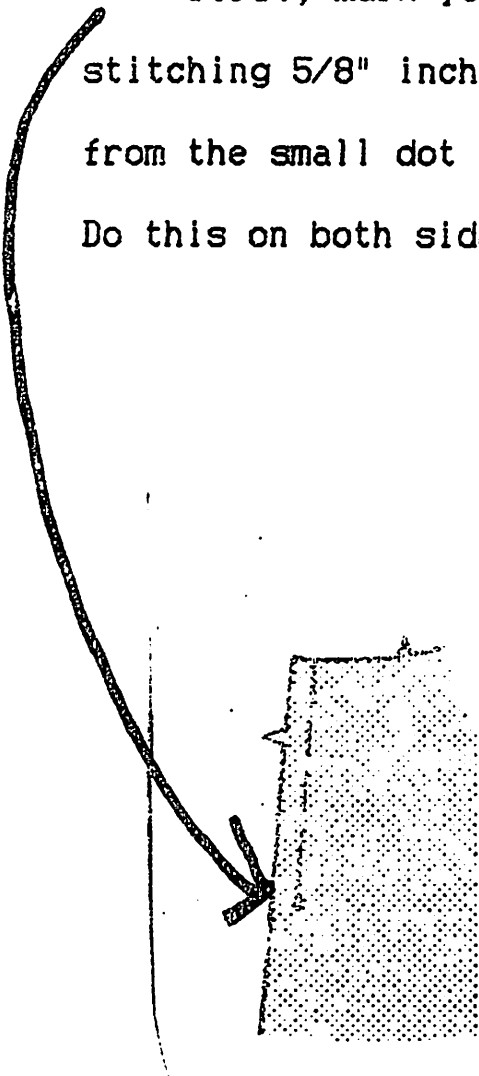
With RIGHT sides together, pin front and pockets to back and pockets at side seams, matching small and large dots, having raw edges even. Starting at lower edge, stitch in a  $5/8"$  (1.5cm) seam, squaring stitching at small dot, stitching to upper edge of pocket, as shown. Stitch along seam line from small dot to lower large dot. Back-stitch at large dot to reinforce seam.



Stitch along seam line from lower large dot to upper edge.

Ok, Melissa, now you are going to make the pockets for the skirt.

First, mark your seam line by machine stitching  $5/8$ " inches from side edges. Stitch from the small dot to the top edge of the skirt. Do this on both sides of the skirt.

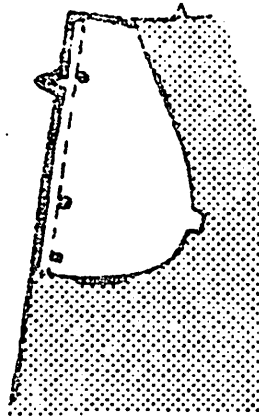


With RIGHT SIDES TOGETHER, pin the pocket to the skirt. Make sure you have right sides together and edges even. Make sure the small and large dots match. Your pocket should match at the sides and the top of your skirt.

Pin a pocket on each side of your skirt. Remember, RIGHT SIDES TOGETHER.

If you have a question, ask Darcy or Mrs. Mervenne.

Do this on both sides of your skirt, pinning a pocket to each side.



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Now, stitch in a  $\frac{3}{8}$ " seam. This is a narrower seam than usual, so you may want to check with Darcy or Mrs. Mervenne to make sure you have your seam at  $\frac{3}{8}$ " before you begin to sew.

Stitch both pockets on, using a  $\frac{3}{8}$ " seam.

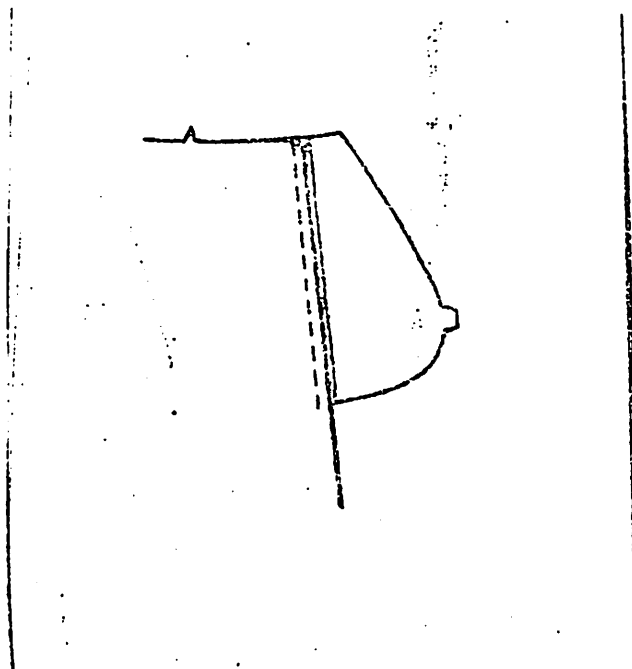




Now you will need an iron. Remember to be careful with the hot iron. Check with Mrs. Mervenne first.

Press the seam towards each pocket. This will press the pocket OUT. Any questions, ask Darcy or Mrs. Mervenne.

Press both pockets out.



### Attachment C

Selected from an adapted curriculum for a secondary Retailing class:

1. \*The regular education assignment given to the Retailing class
2. The resulting adapted materials for a "curriculum intersection", with several social and content cues to allow the student to participate in small group role playing after writing his own script.

\* From "Opening the Sale." (1984) Selling LAP 101, pg 19, IDECC, Inc., Ohio State University, Columbus, Ohio.

## OPEN THE SALE

Directions: Read the following situations and write a brief script to explain how you, the salesperson, would open the sale. Be sure to include the procedures for opening a sale discussed in this LAP. When you have finished, compare your responses with those found in the answer guide on pages 26 - 27.

### Situation 1

You are a salesperson in the fine jewelry department of a large department store. Two customers dressed in faded jeans are looking at the very expensive watches enclosed in the display case. They start talking excitedly to each other and pointing to a watch which costs \$750.00. You have just finished helping one of your regular customers.

### Situation 2

You are a salesperson at StereoWorld. A young man enters your selling area while you are helping another customer. He wanders from stereo to stereo without appearing to be in a hurry.

### Situation 3

You are a salesperson at Quick-Shop, a neighborhood hardware store. You notice that a customer, Ms. Jackson, enters your department while you are stocking the shelves. You know that Ms. Jackson has been redecorating her kitchen.

Primary Activities  
OBJECTIVE D  
SE LAP 101

OPEN THE SALE

WHAT TO DO: READ EACH STORY AND WRITE

WHAT YOU WOULD SAY. FOLLOW THESE RULES:

1. Be nice.
2. Listen to the shoppers.
3. Answer the shoppers.
4. See if you can help them find  
what they want.

## STORY ONE

You are selling jewelry. Two shoppers are pointing to a watch. They love the watch and you think they may buy it.

Shopper One says: "Look at the super watch!"

Shopper Two says: "It is REALLY nice! I wonder how much it is!"

You want them to stay and buy the watch. So you start talking to them about the watch. Maybe you tell them it is made to last a lifetime. You begin talking by saying something about the watch. You say, "\_\_\_\_\_

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Shopper one says, "How much is it?"

The watch is \$750.00. You tell her,

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She says she will buy the watch.

She uses her MASTERCARD. Now you should let her know you are glad she came and you hope she will come again.

So, you say, "

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END OF STORY ONE



The man says, "That's okay. I do not want help right now."

You know you should let this man look around and take his time. You want him to know you can help him if he needs help.

You say, "\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_."

He says, "Thank you. I will let you know if I need help."

END OF STORY TWO



### STORY THREE

You are working at Meijers in the hardware department. You are putting things on the shelves. You see Mrs. Jackson walk into your area. You know she has been working on a new kitchen for her home.

You want to make her feel happy came to your store. You want to ask her if she likes her new kitchen.

You stop putting things on the shelf. You say, " \_\_\_\_\_

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She says, "My new kitchen is just great. I love it."

You want her to think about buying something in your department.

You say, " \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_."

She says she needs new hinges for her cabinets. The hinges are not in your department. They are in Mr. Smith's department. You want to help her find Mr. Smith and new hinges.

You say, " \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

END OF STORY THREE