



Stepping Out

A Community-Based Instruction Curriculum

Ilene M. Schwartz



IEP



RESOURCES

By Ilene M. Schwartz

Edited by Tom Kinney and Jennifer Conn

Graphic design by Jennifer Conn

ISBN: 1-57861-526-7

AN IEP RESOURCES PUBLICATION

©2005, 2007 Attainment Company, Inc. All rights reserved.

Printed in the United States of America



Attainment Company, Inc.

P.O. Box 930160

Verona, Wisconsin 53593-0160 USA

1-800-327-4269

www.AttainmentCompany.com

Contents

Chapter One—Introduction

Introduction	7
The 12 Steps of Stepping Out	9
New Edition Updates and Enhancements	10
Planning for CBI Schoolwide	11
Instruction; Goal Setting and Assessments	13
Site Selection	15

Chapter Two—Getting Started

Getting Started	17
Stepping Out Cues	19
Stepping Out Worksheets	22
Community Outings	24
TechnoTools	30
Organizing a Portfolio	32
Other Training Issues	34
Using the CD to Individualize Materials	38

Chapter Three—Resource Materials

Resource Materials	41
Parent Letter	43
Evaluation Key	45
Home Questionnaire	46
General Field Trip Permission Form	47
School/Home Communication	48
Site Analysis	49
Stepping Out Progress Report	50
Stepping Out IEP Master List	51
Blank Community Outing Form	52
Blank Outing Checklist	54
Check It Out!	56
Personal Goal Sheet	57
Be Socialble and Stay Safe	58
Excursion Plans	59

Chapter Four—Cues

Cues at a Glance	62
Cue Selection Form	63
Restroom Cue	68
Bus Cue	70
Train Cue	72
Taxi Cue	74
Elevator Cue	76





Next Dollar Cues	78
Coin Book Cue	88
Coin Flip	91
Ten Dollar Book and Grabber	92
Calculator Cue	95
Portion Price Cue	98
Shopping Cue	100
Return Reminder Cue	103
ID Card	105
Telephone Cue	108
Appointment Cue	111
Card & Gift Cue	113
Calendar Cue	115

Chapter Five—Worksheets

Worksheets at a Glance	118
1–9 Telephone Communication	120
10 Coin Matcher	139
11–20 Budget Worksheets	142
21 Illustrated Menu	178
22 Portion Price Worksheet	183
23 Grocery Menu Planner	185
24 Doing Laundry	187
25 Long-Distance Travel Guide	189
26 Incentives and Rewards	191
Photo Pages	194

Chapter Six—Outings

1 Using Public Restrooms	214
2 Going to the Hairdresser	218
3 Using the Laundromat	222
4 Crossing Streets	228
5 Riding a Bus	233
6 Riding a Commuter Train	237
7 Using a Taxi	241
8 Riding the Elevator and Escalator	245
9 Grocery Shopping	251
10 Using Vending Machines	256
11 Department Store Shopping	260
12 Dining in a Self-Service Restaurant	265
13 Dining in a Table Service Restaurant	270
14 Dining in a Fast Food Restaurant	276
15 Using the Bank	282
16 Using Credit, Debit, and Gift Cards	289
17 Using the Library	297
18 Going to the Movies	302



Stepping Out is initiated in the classroom where many pre-outing activities are rehearsed, but quickly progresses to the community where students will eventually live their lives.

CBI

Stepping Out is a community-based instruction program.

Stepping Out:

A community-based instruction curriculum

Stepping Out presents a complete and 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 students into the community.

The range of life skills covered in this curriculum extends from simple and basic, such as using a public restroom, to more complex, like banking. Carefully designed and orchestrated outings have been selected on balance to cover the most common and vital areas, but by necessity can't include all community-based life skills a student will need. Blank outing sheets are included (pp. 52–55) for you to add outings that might apply to a specific student, and we strongly encourage you to do so. Also, look for creative community locations to practice multiple outings. As you immerse yourself in this curriculum, bear in mind that while 18 crucial everyday life skills are presented in great detail, you are also encouraged to add as many of your own as necessary.

Mastering multiple outings is a tall order because so many skills are needed to get by in the real world. Yet becoming truly independent means taking as much control as possible over the many areas of your life. The more skills users master, the easier their transition to independence. This is why Stepping Out was created: to cover everything from basic personal needs like hairstyling to such practical and more involved concerns as grocery shopping and using public transportation.

Academic Skills Aren't Necessary

Stepping Out is based on the concept that people don't need academic skills to master basic life skills. People who can't tell time can learn to catch a bus. Individuals who can't read a telephone book can learn to make a phone call. Nonreaders can use Stepping Out, the nonverbal can use it, everyone can use it. And by using it, they will all learn to become successful in accessing community activities and resources.

The 12 Steps of Stepping Out

Follow these steps to set up, implement and maintain this program.

1. Begin by reading this instructor's guide. It has everything you need to implement a successful CBI program.
2. Secure support for this program from administrators and coworkers. Build lasting alliances.
3. Learn how to use the cues; practice using them in the community yourself before introducing them to students.
4. Reorganize class schedules to accommodate CBI training.
5. Introduce Stepping Out to parents, caregivers, participants, and community. Get the word out and the community solidly behind you.
6. Complete an ID card for each participant.
7. Develop individual program plans based on student needs.
8. Determine each user's cue training needs. Show how to use cards effectively, first in the classroom, then the community.
9. Identify community training sites.
10. Use classroom time to administer worksheets and rehearse outing steps to prepare students for community outings.
11. Begin community outings.
12. Evaluate student performances on an ongoing basis.



Structured Classroom Planning and Rehearsals

Since community outings require a lot of planning and resources, much of your work preparing students for outings will take place in the classroom. The key components to Stepping Out planning and rehearsals are **Cues** and **Worksheets** to help students train for and complete community outings. Every cue, worksheet, and outing provides detailed classroom activity instruction. Pick an outing to focus on and you will find that related cues and worksheets are suggested within the lesson. (See p. 13 for more details on classroom instruction.) Utilize these materials in the classroom and follow the outing rehearsal instructions before Stepping Out. You may want to copy associated worksheets, cues, and outing checklists and assemble and place them in a binder or folder so all your materials are ready when you need them.

Community Outings

After introducing cues and worksheets and rehearsing in the classroom, it's time to schedule outings, the most important component to the Stepping Out program.

One of your concerns in planning for and instructing during an outing is the relationship between development and generalization of skills. Some skill sets will generalize naturally, while others will be more difficult. Consider this when making site selections: Some places are the same from site to site, like McDonald's fast food restaurants. Others, however, like grocery stores, are very different everywhere you go, with aisle organization in a completely different order.

Mastering multiple outings is a tall order because so many skills are needed to get by in the real world. Yet becoming truly independent means taking as much control as possible over the many areas of your life; the more skills users can master, the easier their transition to independence.

Some skill sets will generalize naturally, while others will be more problematic. Consider this when you are making site selections: Some places are the same from site to site, like McDonald's. Others, like grocery stores, are different everywhere you go. Hence, the student's ability to generalize will be an important skill.

Hence, the student's ability to generalize the location of needed grocery items will be paramount. As instructor, try to balance these two: introduce students to a variety of outing scenarios, some different and some similar, and stress those differences in your instruction. One way to do this, for example, would be to conduct two separate grocery store outings, choosing two stores with very different layouts. Emphasize the differences as well as the similarities to students.

New Edition Updates and Enhancements

This new edition of the Stepping Out Instructor's Guide includes 18 outings covering a span of common life skills. These outings have been selected because they are critical for students to be able to master in pursuit of an independent post-high school life.

This enhanced edition has numerous updated areas. They include

- Reproducible forms that are more accessible, easier to use, and updated to conform to IDEA mandates;
- Better integration and organization of cues and worksheets into outing training;
- A PDF (portable document format) CD-ROM allowing you to print any page from this book in the quantities you need;
- Color cues that can be printed on a color printer from the PDF;
- Two complete sets of Stepping Out Cues, as well as two Attainment Pocket Books with the Stepping Out Curriculum (however, not if you ordered only the Stepping Out Instructor's Guide);
- TechnoTools recommendations and scripts provided within each outing and cue instruction page. See pp. 30–31 for more info on TechnoTools.

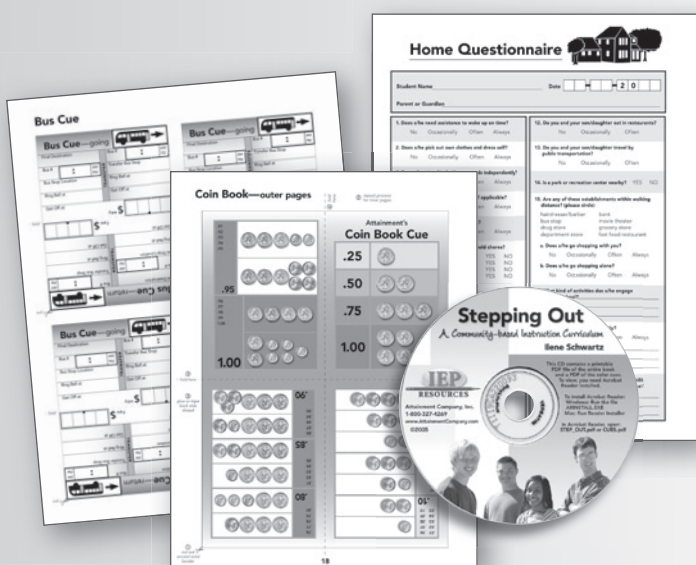
Stepping Out PDF CD

Included with this manual is a CD-ROM containing two PDF files:

- **STEP_OUT.pdf**—this book in its entirety
- **CUES.pdf**—a 19-page file in full color with complete instructions for printing most Stepping Out color cues

You need Adobe Reader (also provided on the CD-ROM) installed on your computer (Mac or Windows) to access these files. Open the PDF file in Reader and print any page of this book or any cue in the quantity you need.

See pp. 38–39 for more instructions and ideas to individualize worksheets and cues.



Home Questionnaire



Student's Name _____

Date

				2	0		
--	--	--	--	---	---	--	--

Parent or Guardian _____

1. Does s/he need assistance to wake up on time?

No Occasionally Often Always

2. Does s/he pick out own clothes and dress self?

No Occasionally Often Always

3. Does s/he attend to bathroom needs independently?

No Occasionally Often Always

4. Does s/he take own medication, if applicable?

No Occasionally Often Always

5. Does s/he prepare own breakfast?

No Occasionally Often Always

6. Does s/he help with these household chores?

a. Laundry	YES	NO
b. Clean own room	YES	NO
c. Assist with meal preparation	YES	NO
d. Clean house (dust/vacuum)	YES	NO
e. Other _____		

7. Does s/he have an allowance? YES NO

8. Does s/he cross neighborhood streets unassisted?

No Occasionally Often Always

9. Does s/he have own bank account? YES NO

If so, what type? _____

10. Do you have a computer at home your son/daughter can use? YES NO

11. Does s/he converse on the telephone?

No Occasionally Often

12. Do you and your son/daughter eat in restaurants?

No Occasionally Often

13. Do you and your son/daughter travel by public transportation?

No Occasionally Often

14. Is a park or recreation center nearby? YES NO

15. Are any of these establishments within walking distance? (please circle)

hairdresser/barber	bank
bus stop	movie theater
drug store	grocery store
department store	fast food restaurant

a. Does s/he go shopping with you?

No Occasionally Often Always

b. Does s/he go shopping alone?

No Occasionally Often Always

16. What kind of activities does s/he engage in after school? _____

17. Does s/he travel independently?

No Occasionally Often Always

a. If so, to what activities? _____

18. Can you suggest important community skills for your son/daughter to learn and practice?

OUTINGS

OUTINGS

OUTINGS

Using Public Restrooms

Going to the Hairdresser

Crossing Streets

Riding a Bus

Riding a Commuter Train

Using a Taxi

Elevator and Escalator

Grocery Shopping

Using Vending Machines

Department Store Shopping

Self-Service Restaurant

Table Service Restaurant

Fast Food Restaurant

Using the Bank

Credit, Debit, and Gift Cards

Using the Library

Going to the Movies

OUTINGS

Using Public Restrooms

Going to the Hairdresser

Crossing Streets

Riding a Bus

Riding a Commuter Train

Using a Taxi

Elevator and Escalator

Grocery Shopping

Using Vending Machines

Department Store Shopping

Self-Service Restaurant

Table Service Restaurant

Fast Food Restaurant

Using the Bank

Credit, Debit, and Gift Cards

Using the Library

Going to the Movies

OUTINGS

Using Public Restrooms

Going to the Hairdresser

Crossing Streets

Riding a Bus

Riding a Commuter Train

Using a Taxi

Elevator and Escalator

Grocery Shopping

Using Vending Machines

Department Store Shopping

Self-Service Restaurant

Table Service Restaurant

Fast Food Restaurant

Using the Bank

Credit, Debit, and Gift Cards

Using the Library

Going to the Movies

#1 Bus Communication



Planning Information	
Date of Travel	12-20-2005 Day: Su <input checked="" type="radio"/> M <input type="radio"/> Tu <input type="radio"/> W <input type="radio"/> Th <input type="radio"/> F <input type="radio"/> Sa
Bus Information telephone number	803-726-1101
Going	
Questions to Ask	Answers
"Hello, I would like to go to the Brighton Mall."	
"I am leaving from John's High School."	
"I want to be there at 11:30 AM."	
"What time should I be at the bus stop?"	10:45 AM
"Will I have to transfer?"	YES / NO
"How many buses will I need to take?"	1 2
"If there are 2 buses, please give me all of the info for the first bus. Then, I will ask about the second bus."	
"What is the bus number?"	Bus # 17
Across the Street from school	

#2 Taxi Communication



Planning Information	
Passenger's Name	Josh Turner
Telephone Number	807-765-9023
Taxi Company	Red Top
Telephone Number	807-832-8600
Is a return taxi needed?	YES / NO
Is a routine taxi needed?	YES / NO
Going	
Questions to Ask	Answers
"Hello, I would like a taxi to pick me up at 1907 N. 16th St., Alexandria."	
"I am traveling on:"	Su <input type="radio"/> M <input checked="" type="radio"/> Tu <input type="radio"/> W <input type="radio"/> Th <input type="radio"/> F <input type="radio"/> Sa
"I am going to my grandma's house."	10-30-2004
"I want to be there at 9:30 AM."	
"How much is the fare?"	\$ 6.50
"I will need some help, because I use a wheelchair."	

• • • • •

Worksheets
1-9

Telephone Communication

Purpose

To help students obtain and give appropriate information over the telephone.

Worksheets

- 1—Bus Communication, p. 123
- 2—Taxi Communication, p. 126
- 3—Making an Appointment, p. 128
- 4—Directory Assistance, p. 130
- 5—Taking a Message, p. 131
- 6—Shopping by Phone, p. 132
- 7—Carry-Out and Delivery, p. 134
- 8—Making Plans with a Friend, p. 136
- 9—Theater Communication, p. 137

Features

- All communication worksheets guide users through the essential components of successful telephone communications when delivering or seeking specific information. All forms progress through "Planning Information" and "Questions to Ask" to "Answers," plus give space for additional information students may need during the communication.
- All forms have shaded areas on the left side and top. The top portion, Planning Info, must be completed **before** the call is made and can be completed by the student and/or the teacher. Students will need this personalized info to communicate during the call.
- Shaded areas, Questions to Ask, contain questions that students or teachers complete before the call and are asked by the student during the call.
- White areas provide spaces for students to record the information they've gathered during the call.

General Materials

- Copies of the specific worksheet
- Index card/guide paper to focus attention
- ID Card for personal information
- Pencil
- Tape recorder, other TechnoTools
- Refer to Telephone Cue instructions and activities


Materials for Specific Worksheets

- **Bus Communication**—Bus Cue, telephone number for bus information
- **Taxi Communication**—Taxi Cue, telephone number for local taxi company
- **Making an Appointment**—Phone Cue completed with doctor's number, Calendar Cue, insurance card
- **Directory Assistance**—Blank Telephone Cue, Directory Assistance/Emergency Cue
- **Taking a Message**—Blank Telephone Cues
- **Ordering Items**—Telephone Cue, Yellow Pages, catalogs, credit card, calculator (optional), completed Telephone Cue (including address) of friend or relative if ordering for them
- **Carry-Out and Delivery**—Carry-out menus, credit card info
- **Theater Communication**—Telephone numbers of movie theaters or other theaters. *Note: This worksheet may need to be modified for automated answering.*

Teaching Activities

1. The most important preparation is for you, the teacher, to practice using the forms first, then alter them to reflect your local businesses and services.
2. Choose purposeful activities to practice using these worksheets. Use them to help plan for an in-school pizza party, to buy items from a catalog to use in school or the community (crafts, clothes, presents), to obtain the phone number of a recreational center or store, etc.
3. The Making an Appointment worksheet may be more appropriate for older users. You can modify this for younger students who can make an appointment with a teacher.
4. If students can't complete the written information, then fill in the items needed for them. Use TechnoTools to help students learn how to respond to questions.
5. Students complete personal data and then save information onto a computer or photocopy it so it can be pasted onto the forms as needed. Do the same for credit card information.

#3 Making an Appointment




Planning Information	
My Name <u>Brittney Johnson</u>	Date of Birth <u>10-20-1992</u>
Telephone Number <u>703-862-1200</u>	Age <u>19</u>
Address <u>1517 Wayland Ave.</u>	
City <u>Sacramento</u>	State <u>CA</u> Zip Code <u>90214</u>
I am making an appointment to see <u>Dr. Parker</u>	
for <u>annual exam</u>	
Address <u>1807 Elm St, Sacramento, CA 90214</u>	
Telephone Number <u>704-920-9600</u>	

Questions to Ask	Answers
"Hello, I would like an appointment with <u>Dr. Parker</u> "	
"I would like to come on: <u>Su M Tu W Th F Sa</u> <u>December 30th</u> month <u>30th</u> date	"We have an appointment available on: <u>Su M Tu W Th F Sa</u> <u>December 29th</u> month <u>29th</u> date
"Do you have anything else?"	

128 • Stepping Out


#4 Directory Assistance



Planning Information	
Dial Directory assistance: <u>4</u>	OR <u>703-555-1212</u>
<u>1</u>	<u>1</u>

Questions to Ask	Answers
"Hello, I would like the phone number for: <u>Dominos Pizza</u> "	
Name <u>Dominos Pizza</u>	
Address <u>1650 Lee Hwy</u>	
City <u>Arlington</u>	
State <u>VA</u> Zip Code <u>02365</u>	
"Thank you for your help."	"The phone number is: <u>703-827-5612</u> "

#5 Taking a Message



Planning Information	
1. Keep a tape recorder, pencil or pen and a pad of paper handy by the phone. 2. Answer the phone when it rings. 3. Press the record button on the tape recorder.	

Questions to Ask	Answers
"Hello, <u>Fredrick residence</u> "	"May I speak with <u>your sister</u> "
(name of person's residence or business)	
"May I help you?"	<u>Susie Smith</u>
"Who is calling, please?"	<u>Call Back / Leave Message</u>
"He/she can not come to the phone right now. Would you like to call back or leave a message?"	

If Leaving a Message:	
"What is your phone number?"	<u>906-529-8212</u>
"What is your message?"	<u>Call me about math homework</u>
"Thank you. Goodbye."	Day of call <u>Su M Tu W Th F Sa</u> Date <u>11-16-2007</u> Time <u>3:30 PM</u>

Worksheets • 151

#6 Shopping by Phone



Planning Information	
Personal Information	
My Name <u>Julie Rickle</u>	Telephone Number <u>603-856-2132</u>
Address <u>1702 N. Virginia St.</u>	
City <u>Taos</u>	State <u>NM</u> Zip Code <u>22103</u>
Shipping Information (if different from above)	
Name _____	Address _____
City _____	State _____ Zip Code _____
Gift Message _____	
Credit Card type: <input checked="" type="checkbox"/> VISA <input type="checkbox"/> MASTERCARD <input type="checkbox"/> AMERICAN EXPRESS <input type="checkbox"/> DISCOVER	
Account Number <u>1234-5678-9131-0235</u>	Extra numbers <u>022</u>
Card Expiration Date <u>02-07</u>	Name on card <u>John Rickle</u>
Name of Store/Website/Catalog <u>Land's End</u>	
Customer Number <u>6632</u>	Customer Number <u>1132</u>

6. When appropriate, extend the lesson by using information from the worksheets to introduce budgeting concepts. Examples include the Shopping by Phone or the Carry-Out and Delivery worksheets.

Consider pasting a Money Graph onto these worksheets to help extend budget concepts. You can also add the **tip** and **tax** formulas to help students compute their own totals.

7. These worksheets help focus on useful skills. Some students' main goal might simply be basic communication—listening and answering. Others will benefit from more complex tasks, like completing written forms, to help them remember what they need to communicate. More advanced users will see the forms as an organizational tool, ensuring they cover everything they need to say in a phone conversation.

Ways to Individualize Worksheet

- The worksheets are organized for students who can read. Insert picture cues to help students who have trouble reading.
- Program talkers with each question. The user presses a button, hears the prompt, and then repeats it into the phone.
- Users should inform their telephone conversation partner that they will be tape recording the conversation. Digital tape recorders can also be used (see Telephone Cue instructions).
- Fold worksheet or use card to block/guide to help students focus on one area of the form.
- Before printing out a worksheet, individualize for the situation and student; add or take out information, import information from other forms, cut up and make into flash cards.
- Number the order of communication steps to help students follow the correct sequence of questioning.
- For frequently used forms, make copies with completed information.

#7 Carry-Out and Delivery



Planning Information	
Personal Information	
My Name <u>Brad Parsons</u>	Telephone Number <u>836-257-9700</u>
Address <u>1920 Howard La.</u>	
City <u>Tulsa</u>	State <u>OK</u> Zip Code <u>55201</u>
Credit Card type: <input checked="" type="checkbox"/> VISA <input type="checkbox"/> MASTERCARD <input type="checkbox"/> AMERICAN EXPRESS <input type="checkbox"/> DISCOVER	
Account Number <u>1732-9651-0723</u>	Extra numbers _____
Card Expiration Date <u>09-09</u>	Name on card <u>Brad Parsons</u>
Name of Restaurant <u>Pizza Hut</u>	
Telephone Number <u>836-721-0322</u>	
Questions to Ask	Answers
"Hello, I would like to place an order for delivery."	"O.K., can I have your name/address/phone number?"
OR	"What would you like to order?"
"I would like _____"	
Quantity Size Food Item Special Instructions/Ingredients	
1 L Pizza	Pepperoni, Mushrooms
2 Meatball Subs	Extra spicy

#8 Making Plans with a Friend



Planning Information	
Personal Information	
Name of friend <u>James Post</u>	
Telephone Number <u>414-823-6331</u>	
Address <u>18 Walker Place</u>	
City <u>Queenstown</u>	State <u>TN</u> Zip Code <u>63015</u>
Email address <u>jpost@aol.com</u>	
Questions to Ask	Answers
"Hello, this is <u>Todd</u> (your name)." OR "May I speak to <u>James</u> (your friend's name)?"	"Sure, just a minute." OR "He/She isn't here right now, can I take a message?"
"Hi, this is <u>Todd</u> (your name)." OR "I'm calling to see if you want to go bowling with me on: <u>Su</u> <u>M</u> <u>Tu</u> <u>W</u> <u>Th</u> <u>F</u> <u>Sa</u> at <u>11:00</u> are you free?"	"Yes, that sounds like fun!" OR "No, I can't, I'm busy. Maybe another time."
"Great! I'll meet you there! Pick you up / Pick me up. See you soon!"	"Good Bye."

#9 Theater Communication



Planning Information	
Personal Information	
Name of Theater <u>Rivoli</u>	
Telephone number <u>632-1320</u>	
Questions to Ask	Answers
"Hello, what time is the movie <u>Star Wars</u> playing on: <u>Su</u> <u>M</u> <u>Tu</u> <u>W</u> <u>Th</u> <u>F</u> <u>Sa</u> <u>11:30</u> <u>2:00</u> <u>7:00</u> "	"That movie is playing at: <u>1:00</u> <u>4:40</u> <u>7:50</u> "
"How much are tickets?"	\$ <u>5.00</u> Matinee \$ <u>8.50</u> Evening Show \$ <u>5.00</u> Student Discount
"I'd like to order <u>2</u> tickets with my credit card."	"Can I have your credit card information?"
Credit Card type: <input checked="" type="checkbox"/> VISA <input checked="" type="checkbox"/> MASTERCARD <input type="checkbox"/> AMERICAN EXPRESS <input type="checkbox"/> DISCOVER	
Account Number <u>3216-8231-1235-0255</u>	Extra numbers <u>144</u>
Card Expiration Date <u>07-09</u>	Name on card <u>John Trucker</u>

#1 Bus Communication



Planning Information	
Date of Travel	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px; text-align: center;">2</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px; text-align: center;">0</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> </div> <div style="display: flex; align-items: center; margin-left: 10px;"> Day <div style="border: 1px solid black; padding: 2px 5px; margin: 0 2px;">Su</div> <div style="border: 1px solid black; padding: 2px 5px; margin: 0 2px;">M</div> <div style="border: 1px solid black; padding: 2px 5px; margin: 0 2px;">Tu</div> <div style="border: 1px solid black; padding: 2px 5px; margin: 0 2px;">W</div> <div style="border: 1px solid black; padding: 2px 5px; margin: 0 2px;">Th</div> <div style="border: 1px solid black; padding: 2px 5px; margin: 0 2px;">F</div> <div style="border: 1px solid black; padding: 2px 5px; margin: 0 2px;">Sa</div> </div>
Bus Information Telephone Number	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> </div>



Going →	
Questions to Ask	Answers
"Hello, I would like to go to _____." _____."	
"I am leaving from _____." _____."	
"I want to be there at <div style="display: inline-block; border: 1px solid black; padding: 2px 10px; text-align: center;"> : <div style="border: 1px solid black; padding: 0 5px; font-size: 0.8em;"> AM PM </div> </div> ."	
"What time should I be at the bus stop?"	<div style="display: inline-block; border: 1px solid black; padding: 2px 10px; text-align: center;"> : <div style="border: 1px solid black; padding: 0 5px; font-size: 0.8em;"> AM PM </div> </div>
"Will I have to transfer?"	YES / NO
"How many buses will I need to take?" <i>"If there are 2 buses, please give me all of the info for the first bus. Then, I will ask about the second bus."</i>	<div style="display: flex; justify-content: space-around; font-size: 1.5em;"> 1 2 </div>
"What is the bus number?"	Bus # _____
"Where is the stop location?"	
"Where do I get off?"	
"How much is the fare?"	\$ <div style="display: inline-block; border: 1px solid black; padding: 2px 10px; text-align: center;"> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="display: flex; justify-content: space-between; width: 100%;"> . </div> </div>
"How much is the handicap fare?"	\$ <div style="display: inline-block; border: 1px solid black; padding: 2px 10px; text-align: center;"> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="display: flex; justify-content: space-between; width: 100%;"> . </div> </div>

Bus Communication

Going	
Questions to Ask	Answers
TRANSFER	"Where is the transfer bus stop location?"
TRANSFER	"What time does it leave?"
TRANSFER	"What is the bus number?"
TRANSFER	"Where do I get off?"

Return Trip	
"I want to return to _____."	
"I'd like to be back by ."	
"What time should I be at the return bus stop?"	
"Will I have to transfer?"	YES / NO
"How many buses will I need to take?"	1 2
<i>"If there are 2 buses, please give me all of the info for the first bus. Then, I will ask about the second bus."</i>	
"What is the bus number?"	Bus # _____
"Where is the stop location?"	
"Where do I get off?"	
"How much is the fare?"	\$
"How much is the handicap fare?"	\$

Bus Communication

 Return Trip		
Questions to Ask	Answers	
TRANSFER	"Where is the return transfer bus stop location?"	
	"What time does it leave?"  <div style="border: 1px solid black; display: inline-block; padding: 5px; margin-left: 10px;"> : <div style="display: inline-block; border: 1px solid black; padding: 0 5px; text-align: center;"> AM PM </div> </div>	
	"What is the bus number?"	Bus # _____
	"Where do I get off?"	
"Thank You for your help."		

Things to Bring

☐ Handicapped reduced fare card

☐ Money

☐ Bus Cue

☐ ID

\$	<div style="border: 1px solid black; display: inline-block; padding: 5px;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 20px; height: 20px;"></div> <div style="width: 20px; height: 20px;"></div> <div style="width: 20px; height: 20px;"></div> <div style="width: 20px; height: 20px;"></div> </div> <div style="text-align: center; margin-top: 5px;">•</div> </div>	Going Fare	
+	\$	<div style="border: 1px solid black; display: inline-block; padding: 5px;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 20px; height: 20px;"></div> <div style="width: 20px; height: 20px;"></div> <div style="width: 20px; height: 20px;"></div> <div style="width: 20px; height: 20px;"></div> </div> <div style="text-align: center; margin-top: 5px;">•</div> </div>	Return Trip Fare
=	\$	<div style="border: 1px solid black; display: inline-block; padding: 5px;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 20px; height: 20px;"></div> <div style="width: 20px; height: 20px;"></div> <div style="width: 20px; height: 20px;"></div> <div style="width: 20px; height: 20px;"></div> </div> <div style="text-align: center; margin-top: 5px;">•</div> </div>	Total Money I NEED

#2 Taxi Communication



Planning Information

Passenger's
Name _____

Telephone
Number

--	--	--	--	--	--	--	--	--	--	--	--

Taxi Company _____

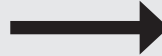
Telephone
Number

--	--	--	--	--	--	--	--	--	--	--	--

Is a return taxi needed? **YES / NO**

Is a routine taxi needed? **YES / NO**

Going



Questions to Ask

Answers

"Hello, I would like a taxi to pick me up at _____."

"I am traveling on:

Su	M	Tu	W	Th	F	Sa
----	---	----	---	----	---	----

				2	0		
--	--	--	--	----------	----------	--	--

"I am going to _____."

"I want to be there at

:	AM PM
---	----------

"How much is the fare?"

\$

--	--	--	--

"I will need some help, because I _____."

Taxi Communication

← Return Trip	
Questions to Ask	Answers
<p>"Please pick me up again at : AM PM</p> <p>so I can return to _____</p> <p>_____."</p> <p>"How much is the fare?" →</p>	<div style="text-align: right; padding-right: 20px;"> \$ <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="width: 25%; height: 100%;"></div> <div style="width: 25%; height: 100%;"></div> <div style="width: 25%; height: 100%;"></div> <div style="width: 25%; height: 100%;"></div> </div> </div>

 TAXI TAXI Routine Trips TAXI TAXI 								
<p>"I will need to make this trip every</p> <table border="1" style="margin: 5px auto; text-align: center; width: 200px;"> <tr> <td style="width: 20px;">Su</td> <td style="width: 20px;">M</td> <td style="width: 20px;">Tu</td> <td style="width: 20px;">W</td> <td style="width: 20px;">Th</td> <td style="width: 20px;">F</td> <td style="width: 20px;">Sa</td> </tr> </table> <p>."</p> <p>"Can you help me arrange for this?"</p>	Su	M	Tu	W	Th	F	Sa	
Su	M	Tu	W	Th	F	Sa		

"Thank you for your help."

Things to Bring

Money

Taxi Cue

ID

\$	<div style="border: 1px solid black; display: inline-block; width: 140px; height: 30px; text-align: center;"> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="width: 25%; height: 100%;"></div> <div style="width: 25%; height: 100%;"></div> <div style="width: 25%; height: 100%;"></div> <div style="width: 25%; height: 100%;"></div> </div> </div>	Going Fare
+	<div style="border: 1px solid black; display: inline-block; width: 140px; height: 30px; text-align: center;"> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="width: 25%; height: 100%;"></div> <div style="width: 25%; height: 100%;"></div> <div style="width: 25%; height: 100%;"></div> <div style="width: 25%; height: 100%;"></div> </div> </div>	Return Trip Fare
=	<div style="border: 1px solid black; display: inline-block; width: 140px; height: 30px; text-align: center;"> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="width: 25%; height: 100%;"></div> <div style="width: 25%; height: 100%;"></div> <div style="width: 25%; height: 100%;"></div> <div style="width: 25%; height: 100%;"></div> </div> </div>	Total Money I NEED

#3 Making an Appointment



Planning Information

My Name _____ Date of Birth --

Telephone Number -- Age

Address _____

City _____ State _____ Zip Code _____

I am making an appointment to see _____

for _____

Address _____

Telephone Number --

Questions to Ask

"Hello, I would like an appointment with _____."

"I would like to come on:

Su	M	Tu	W	Th	F	Sa
----	---	----	---	----	---	----

_____ month _____ date _____."

"Do you have anything available for that day?"

Answers

"We have an appointment available on:

Su	M	Tu	W	Th	F	Sa
----	---	----	---	----	---	----

_____ month _____ date _____."

Making an Appointment

Questions to Ask	Answers
"I would like the appointment at: <div style="display: inline-block; border: 1px solid black; padding: 2px 10px;"> : <div style="display: inline-block; border-left: 1px solid black; padding-left: 5px; text-align: center;"> AM PM </div> </div> . Do you have an opening?"	"We have appointment available at: <div style="display: inline-block; border: 1px solid black; padding: 2px 10px;"> : <div style="display: inline-block; border-left: 1px solid black; padding-left: 5px; text-align: center;"> AM PM </div> </div> ."
"I need an appointment because _____ _____ _____."	

For a doctor's appointment, refer to this additional information:
"I am a patient of Dr. _____." OR "I am a new patient and would like an appointment with Dr. _____."
"My insurance is _____." "My policy number is _____."
"I have a referral from _____."

"Thank you for your help."

Things to Bring		
<input type="checkbox"/> ID	<input type="checkbox"/> Application	<input type="checkbox"/> Resume
<input type="checkbox"/> Insurance card	<input type="checkbox"/> Other _____	