Community-Based Instruction

CBI
This symbol indicates that there is additional information, valuable resources, and/or forms relating to the topic being addressed on that slide. You will find the resources in the folder at the end of the training.
Online Training
Objectives of Inservice

By the end of this independent learning session, teachers should be able to understand the following components of Community-Based Instruction:

• Purpose
• Difference between CBI and a field trip
• Functional Curriculum
• Integrate CBI into existing program curriculum
• How to prepare for CBI
• How to involve parents
• Implementing and funding of CBI
• CBI forms
What is Community-Based Instruction?

The **goal** of CBI is to teach students to function as independently as possible in as many community environments as possible to enhance their quality of life.

**Community-Based Instruction (CBI)** is an instructional method that teaches students **functional skills** in the student’s **natural environments**.
Functionality

Functionality refers to an activity that is central to an individual’s survival. One way to determine whether an activity is functional is to ask the question, “If a student doesn’t perform a task or activity himself, will someone else do it for him?” There is a direct association between IEP objectives and the skills required by the student to independently function to the best of their ability in numerous environments. These environments include where the student will live, work and play. It is important that a teacher/parent select relatively fewer skills/activities to be taught in many environments than it is to teach many skills in only a few environments. Individualized, systematic, longitudinal and comprehensive direct instruction in a wide variety of the student’s environments must be provided throughout their educational career. This will help assure that meaningful functioning in a wide variety of integrated environments will occur during adulthood.
Why?

- For the generalization of skills
- Increases self-esteem
- Increases independence
- Provides for “hands on” learning
- Delivers instruction in the environment in which they will be functioning
What are the benefits of CBI?

• Provides opportunities for social and interpersonal communication with a variety of community members
• Enhances opportunities for choice and participation with non disabled peers
• Promotes functional skills
• Facilitates quality of life
• Facilitates independence
Curriculum

Must Be:

- **Relevant**: instruction that is curriculum based and needed by the student
- **Functional**: useful to the student and facilitates independence
- **Regularly scheduled**: occurs at the same time daily, weekly, bi-weekly, monthly for a specific amount of time
- **Age appropriate**: correspond to activities of non-disabled peers
- **Related to life long skills**: needed for daily living, community access, and post secondary goals/transitioning
The Rationale for CBI

Community-Based Instruction facilitates the instruction and mastery of skills within natural environments. The most compelling reason to use CBI is that students are unable to generalize learning and concepts across different environments (people, places & things). Students learn skills to access basic and necessary community services (restaurants, library, post office, grocery store, etc.)

Generalization means that a student is able to perform the skills mastered in the classroom in other settings.
What’s the difference between a CBI activity and a Field Trip?

**CBI**
- Functional
- IEP based
- To practice a life skill
- Has well defined objectives
- Takes place in a small groups
- Low student to staff ratio no more that 3-5 students in a group
- No Theme Parks!

**Field Trips**
- Pleasurable
- Curriculum based
- Relates to subject matter/exposure
- Fun
- In large group
- Higher student to chaperone ratio
- (See supplemental resources)
Let’s Get Started!

• Here are some areas that the next section of this training will address:

  • Administrative and District support
    • Funding
    • Liability & safety
    • Site development
  • Parent support & involvement
    • Transportation
  • Paper work: documentation/evaluation
    • Scheduling
Administrative & District Support

• Administrative support is necessary to run a successful program
• Plan yearly with administration
• Share success stories
• Elicit support from the school advisory council
• Share current information about the positive progress towards students meeting their IEP goals
Funding
Possible sources

**Transportation funds** *(Schools are allocated transportation funds)*

- **Grants** *(federal, state, local)* *(Pasco foundation, PTA)*
- Private donations/community support
- Family support *(Be considerate to families)*
- Fund-raising *(Recycling projects, sell donuts/deliver, Shopping for staff)*

• **Remember:**

• **Community Based Instruction is part of their Instructional Curriculum**
  
  • **All CBI begins on campus**!
    
    • [See Supplemental Resources](#)
Liability & Safety

Required Components

• Each year obtain **permission slips** for every student participating in off campus CBI
  - List all modes of transportation (school bus, walking, vans)
• Have a written emergency plan in place for each trip
• Carry cell phones and have emergency numbers for each person participating in the CBI activity
• Work with school administration when planning the annual CBI schedule
• Provide parents/guardians with scheduling information and send out reminders prior to CBI activities
• Prepare **ID cards** for each student with emergency contact information
CBI Site Development

• Identify student friendly sites
• Make sure all sites have proper accessibility
• Plan appropriate supervision for students
• When planning a CBI activity to an unfamiliar location use the Site Survey
  to your site to get information needed for pre-planning with students and complete a
  Prepare communication device to aid students in new environments
• Obtain menus or site maps
How do we ensure we have adequate staff support?

Some Ideas:

- **Consultative teachers**
  - ESE specialist
  - Support facilitator teachers
  - Resource teachers
  - Student teachers/interns

- **Support Staff**
  - Behavior Specialist
  - Speech therapist
  - Physical therapist
  - Occupational therapist
  - Instructional Assistants

- **Others**
  - District approved Volunteers
  - Non disabled peers
Preparation and Preplanning

- Set up a schedule for CBI activities at the beginning of the school year

  Send schedule to Laura Drew at SSPS/DO. Upon approval it will be forward to the Transportation department for scheduling.

- Remember there may be opportunity to walk to sites
- During first weeks of school send home Student Survey to gather information about your students
- Plan for students not participating
- Coordinate student medication as needed
- Make a calendar for families and school administration
- Create lesson plans
- Prepare ID cards for each student with pertinent information
Lesson plans must include Classroom practice before CBI activity
Ideas for classroom practice

• Prepare lessons that have:
  • Pictures of the location and or service counter
  • Social stories
  • Task analysis

• Practice skills before leaving the classroom
  • Obtain menus from restaurant to copy
  • Practice reading, ordering, and determining tip
  • Make grocery list for meal/snack (cut out coupons)
  • Visit media center, practice in the Cafeteria and in other school locations
The day before an off campus CBI activity be sure to send home reminder to the parents

Sample Parent Notification form
On the Day of the CBI activity

1. Obtain an ID card holder for each student (A wallet on a string, purse, pouch that can hold other needed items)
2. Complete **Off Campus CBI information Form**
3. Provide a copy of “Off Campus...Form” to
   - Administration
   - Front office staff
4. If students receive free or reduced lunch will be off campus during lunch discuss with administration
Ways to gain parent support

- Schedule a parent information meeting
- Ask parents to complete the Student Survey this will identify potential CBI sites
- Conduct a presentation at a PTA/SAC meeting
- Ask for Parent Volunteers and train parents
- Elicit correspondence between teacher and parents
- Provide updates about student progress
- Develop suggestions for follow-up activities for the parents and student to do together
Transportation
Transportation

• School Buses
  • Requires 14 day advanced request
  • Once the annual schedule is approved it will be sent to district transportation to be arranged

• District Vans
  • Make sure drivers are approved “Safe Drivers”
  • Requires 14 day advanced request

• Public Transportation
  • PCPT- Preferred for 11 grade and up
  • Students may NEVER ride alone

• Private Vehicles
  • Check with school administration for approval
Documentation & Assessment

• Student IEP
  • CBI must be noted on IEP
  • PLEP statement and goals should reflect need for Community Based Instruction
  • Services page must have CBI written under the ESE services, document as time with non disabled peers and Related service

• NEW: **CBI Student Report Form**
Scheduling CBI Activities

There are many methods used by teachers when scheduling for CBI activities. The most important thing to remember is that CBI must be relevant, be addressed in the IEP and be FUNCTIONAL!

Best practice is to visit each site several times before introducing a new activity. Then revisit occasionally each year. The first visit will provide you with base-line information that can aid in showing annual growth and generalization of skills.

See folder for examples
CBI Curriculum Integrates

Functional Activities That...

• Incorporate chronological age appropriate objectives

• Include activities that non-disabled peers will consider age appropriate and in the same types of environments
CBI Curriculum Integrates Domain Areas

- **Community**
  - Shopping
  - Restaurant
  - Services
  - Social skills

- **Domestic**
  - Eating & Food Prep
  - Self Care
  - Budgeting & Planning
  - Transition to adulthood

- **Recreation/Leisure**
  - Home and Community
  - Physical Fitness

- **Vocational**
  - Job awareness
  - Employability skills
  - Classroom/School Jobs
  - Community work experiences
  - Employment in the Community
  - Accessing agency support services
How does CBI look on the T/IEP?

Listed under Related Services

Transportation to and from CBI      Special Transportation/bus
Follow-up Assignment

1. Develop and teach a lesson that will address prerequisite skills and describe classroom practice activities for skill transfer into the community

2. Print and complete **CBI Inservice Essential Questions**

3. Develop a schedule for the entire school year and obtain school based administration approval

4. Send an sample lesson plan, competed Essential Questions and CBI schedule to Laura Drew at the SSPS/DO.
How We Learn.

We remember:
- 10% of what we see;
- 20% of what we hear;
- 50% of what we see and hear;
- 70% of what is discussed by others;
- 80% of what we experience personally and
- 95% of what we teach someone else.

This once again, emphasizes the importance of a strong Community-Based Instructional component as part of our curriculum for students with Disabilities.
For additional information or support please contact:

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