Guidelines for Community-Based Instruction
In Middle Schools

Special School District of St. Louis County
Spring, 2012

Overview

This instructional guide was developed for use by educators who serve students at the middle school level, who have been identified as having significant cognitive disabilities and or development delays, and who are following an Alternative Curriculum to provide a guide for the planning, development and monitoring of Community Based Instruction at the middle school level.

Community-Based Instruction (CBI) is a critical component of the education program for these students, primarily because, as adults, the community is where they will need to use the skills they acquire during their school years. The expectation is that our students will live, work, shop, and play in integrated environments in the community, and that they will participate, either independently or with accommodations and supports, in typical activities across a variety of settings. Therefore, these guidelines are premised upon the following principles and best practices among students with cognitive and development disabilities:

- Instruction should occur in "natural environments" and at naturally occurring times of the school day whenever possible: e.g., money use occurs in settings and situations where money is naturally used such as grocery stores, cafeteria, school store, shops, etc.

- Repeated practice of isolated skills in classroom settings without connections to students' lives will not be motivating and will not help them to generalize to real life situations.

- Instructional priorities for each student should be based on the life skills needs of the individual students, and should lead toward increased independence and autonomy in his or her home and community.

- Parents and professionals from multiple disciplines should collaborate to address the learning needs of students in a variety of school and community settings.

- Students should learn skills that are aligned with performance demands of real world environments, and which are critical for meaningful participation in the least restrictive environment.

Research indicates that individuals with intellectual disabilities and/or developmental disabilities benefit from functional, hands-on instruction in meaningful life skills in the natural setting where those skills are typically used. To maximize generalization of skills learned for students with significant cognitive disabilities, learning must take place across a variety of environments. Particularly for middle and secondary school students, instruction must take place not only in school settings, but also in the community.

CBI has been identified as an effective approach for teaching functional life-skills to students who exhibit a wide variety of learning abilities. Instruction in community settings increases the generalization of skills learned in the classroom setting and can increase the rate of acquisition of new skills through applied practice. Additionally, CBI allows students to have more opportunities to interact with typical members of the community.

Definition of Terms

Community-Based Instruction (CBI) is defined as *regular and systematic* instruction in meaningful, functional, age-appropriate skills in integrated community settings, using naturally occurring materials and situations. CBI is designed to help the student to acquire and generalize life-skills that enhance his/her

opportunities for meaningful experiences and relationships within the general community. Instruction is driven by the student's strengths and needs, using consistent teaching strategies, as well as accommodations designed to enhance the student's participation in typical activities. The home and surrounding community, such as shopping centers, convenience stores and/or grocery stores, as well as community resources such as public libraries and post offices, take on importance as potential instructional settings. Also, students may learn important skills such as travel training, pedestrian skills, money use and management, leisure skills, and restaurant use. For older students, the community also includes vocational settings.

Community-Based Instruction differs from the traditional field trip in that instruction is cumulative, and usually the same skills are instructed and assessed from week to week. The emphasis is on acquisition and application of functional and age-appropriate skills in a naturalistic context.

Field Trips = Field trips are **NOT** Community-Based Instruction, and are **NOT** a legitimate substitute for systematic instruction in functional, age-appropriate skills in natural settings. Because they tend to be episodic, one-time activities, they do not provide consistent, repeated practice, and systematic generalization of skills.

Students with developmental disabilities should participate in field trips with grade-level age-peers in the context of an inclusive instructional activity; presumably, if this is the case, specific IEP goals relating to socialization, communication and academic skills would be addressed. However, activities of this sort do **NOT** constitute, nor are they a substitute for, Community-Based Instruction *(see Figures 1 & 2)*.

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Figure 1

Community-Based Instruction versus Field Trip

CBI   Field Trip

CBI		Field Trip
-Ongoing instruction with activity reinforcement		-Isolated experience
-Individual skills		-Supplements curriculum
-Vocational & pre-vocational skills	-Combining Skills	-Not directly related to goals and objectives,
-Guided & Independent practice for transfer & generalization	-Communication - Decision Making -Interpersonal	but affords opportunity for "hidden curriculum."
-Pre-teach skills		-Voluntary
-Part of instruction		

Figure 2

Examples & Non-Examples of CBI Type Activities

Example	Non-Example
▪ Making a purchase at a store when child is practicing money skills	▪ Being present while staff makes the purchase (even if item is for child)
▪ Ordering an item from a menu when child is practicing functional reading skills	▪ Just eating at the food court of the mall
▪ Going to a job site to practice vocational skills	▪ Going to a restaurant just to teach table manners
	▪ Touring a job site/location

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Preliminary Program Planning

Because CBI is designed to increase independent living and social interactions for students with cognitive disabilities, careful planning must take place prior to beginning instruction. The educational staff is charged with determining the student's needs and matching these needs with the proper instructional setting. Educators must also consider what family members view as important skills for both current and future environments.

It is also important to align community instruction to age-appropriate goals and objectives from the student's Individualized Education Plan (IEP), skills from the recognized functional living domains (community, independent living, communication, decision making, interpersonal skills, career/vocational training, personal management, and recreation/leisure) as well as typical life skills needed to access the community in the same fashion as the general public.

Parent/Guardian Input:
Information should be solicited from the students' families regarding: places and types of recreation the family/students enjoys, where the family shops for food and/or clothing, where they are likely to dine when they go out to eat, and other services the family routinely accesses in the community (e.g. post office, coin laundry, public library, etc.). The purpose of gathering this information is to help in identifying meaningful sites and activities for CBI. A parent/caregiver inventory or questionnaire (see sample 1) may be sent home, or questions may be posed directly, by phone, or during formal IEP meetings or informal parent conferences.

Ecological Inventory:
An ecological inventory of each community instruction site should be conducted. Among the factors to take into consideration are: the general layout of the facility and accessibility for individuals with limited mobility; proximity to public transportation; ease of access via school-bus; location and accessibility of bathrooms; location of emergency exits; times/days of operation; potential opportunities for interactions; down times when the facility may be less crowded, have reduced costs for admission, food, or services; types of skill applications the site affords the student, and additional environmental factors such as noise-level, amount of clutter, potential for over-crowding, etc.

In addition, the ecological inventory should yield information regarding the skills needed to access and function independently in the environment and in any of the sub-environments identified. Once this information has been identified the special educator should determine which skills the students currently demonstrates that are relevant to accessing the target environment and which skills he/she still needs to learn. Skills that the student needs to acquire should be prioritized and selected.

Implementing Community-Based Instruction Sequence of Community-Based Instruction

CBI should be based on individualized programs that are developed based on goals and objectives from the student's IEP. The number of hours that as student needs to receive CBI will vary based on the IEP goals and his/her ability level. Also as students grow older, more and more time should be dedicated to CBI. The proportion of time spent in the community to time in school should always be based on individual student needs, however as a general rule-of-thumb, we suggest the following ranges per grade/age-group (*Figure 3*):

Figure 3 Spring 2012

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Suggested CBI Hours Chart

Grade Level	Age Group	Range of Hours/Week
6-8	11-14 years	One to five
9-12	15-18 years	five to ten
Post-Secondary	19-21 years	Ten to twenty

The district has determined that elementary students should spend their time in the school building. Inclusion or integration with age-peers is a critical component of their school days. The instructional focus at the elementary level needs to be on school-based activities.

Middle school students may require CBI instruction in order to expand their instruction from the building to the community in preparation for post secondary transition. Typical middle school CBI includes: shopping/making a purchase, using a restaurant, accessing recreational facilities and community resources (parks, libraries, etc.), and community safety (stranger danger, community workers, how to seek help, etc.). The classroom instructional components include social/behavioral skills, communication, and functional academics with an emphasis on improving reading and math skills. There is an instructional emphasis on applied academics in the context of shopping/making purchases, and on early transitional skills such as acquiring information from signs and community markers.

As the student matriculates to middle school and then to high school, the proportion of time in the community typically increases; concurrently, the range and variety of community settings is increased. While the essential goals of instruction are similar to those addressed during the middle years, there is greater emphasis on generalization of skills across a range of settings and situations, and on problem-solving, in order to facilitate greater independence.

At about age 15-16, students may begin vocational training in integrated community work settings. The amount of time and focus of the instruction will be dependent upon the students needs.

Aligning IEP Objectives with Curricula, Assessment, and Family Needs:
CBI should integrate the student's needs, as identified on his/her IEP, the appropriate learning domains and indicators typical of a "Life Skills" curriculum, the general education curriculum, and to the family's suggested areas of focus. It should be kept in mind that CBI is aligned with the Alternate Missouri Assessment Program (MAP-A). Documentation relating to attainment of skills during CBI can and should be utilized as artifacts for the MAP-A.

Example of typical "Essential" Learning Domains addressed during CBI include:

- **Community** (Purchasing/Stores & Services, Travel Training including Pedestrian and Bike Safety, Community Resources such as the Post Office & Library, Stranger Danger, Banking and Money Management, etc.
- **Communication/Decision making/Interpersonal Skills** (Public Greetings, Personal Space, Impulse Control, Seeking Help, Requesting Information/Services, Feeling Upset/Frustrated in Public)
- **Personal Management** (Mobility, Domestic Skills such as Grocery Lists/Shopping, Finding Laundry Services, Housing, & Budgeting, Hygiene)

- **Recreation/Leisure** (How to Access Preferred Activities, How to Get a Library Card or Video Rental, Card, Social Skills in Participating in Group Activities, How to Try New Things, Plan a Vacation)
- **Career/Vocational** (Includes Pre-Vocational Readiness Skills, How to Interact with Co- workers/superiors on Job Site in Addition to How to Complete Task, Should Expose to Multiple Job Types to Facilitate Student's Interest)

Academics (reading, writing, and math) can be addressed in the community in various ways. For example, before going into the community, the teacher may have the students practice the sequence for making a purchase. This could be accomplished by making a rubric of the sequence for making a purchase and practicing the sequence in the school cafeteria or school store. Students would review and utilize the book in a CBI activity in a community setting. In the context of this learning experience, reading, listening, and speaking indicators are addressed. See Below:

Reading Indicators Addressed:
Respond orally to questions
Respond to questions (who, what, and where) and verify answers using illustrations/text
Identify pictures, shapes, letters, and numerals
Identify some signs, labels, and environmental print
Read and following the steps in a functional document
Read signs, labels, and environmental print
Acquire new vocabulary through listening to a variety of texts 011 a daily basis Listen to models of fluent reading
Make connections to the text using illustrations, photographs, and prior knowledge

Sneaking/Communication Indicators Addressed:
Speak clearly enough to be heard and understood in a variety of settings Utilizing low or high technology to communicate wants and needs

Listening Indicators Addressed:
Attend to the speaker
Follow a set of multi-step directions

Math Indicators Addressed
Use money to make purchases, calculate different sums of money

Another example of addressing academics in the community may be having the students practice matching a photo to an object in preparation for a CBI trip to a store. Provide students with the picture of an item they are buying (e.g. photo of the hamburger from McDonald's, photo of bananas from the grocery store).

Sneaking/Communication Indicators Addressed:
Speak clearly enough to be heard and understood in a variety of settings
Speak clearly enough to be heard and understood in a variety of situations for a variety of purposes
Utilizing low or high technology to communicate wants and needs.

Listening Indicators Addressed:

Attend to the speaker Ask appropriate questions

Reading Indicators Addressed:

Listen to model of fluent reading. Acquire new vocabulary through listening to a variety of texts on a daily basis
Respond to questions (who, what, and where) and verify answers using illustrations/text Engage in conversations to understand what has been read
Make connections to prior knowledge and new vocabulary by listening, reading, and responding to a variety of texts.

Math Indicators Addressed

Sort a collection of objects according to a rule Match, sort, and regroup objects according to attributes

Sneaking/Communication Indicators Addressed

Speak clearly enough to be heard and understood in a variety of situations for a variety of puiposes Speak in a variety of situations to inform and/or relate experiences, including retelling stories Utilizing low or high technology to answer questions and to communicate wants and needs

Listening Indicators Addressed

Attend to the speaker
Follow a set of multi-step directions
Ask appropriate questions

The following chart (*Figure 4*) details common skills needed by students in programs following alternate GLE's and CLE's and a few examples of CBI activities to address those skills.

Figure 4

Educational Skills & Corresponding CBI Activities Chart

Skill	Domain/Content	Pre-Taught Skills	CBI Activity
reading community signs	■ reading ■ community ■ personal management	sight word/picture ID, vocabulary, words in context, synonyms/antonyms, finding an exit	■ Go to library and identify 5 exits out of building ■ Given an antonym or synonym for Boys and Girls room, student locates the correct facility ■ Student navigates around a neighborhood based on signs & directions, ■ Prompted to find a restaurant, or gas station, or lodging, student indicates an exit to take based on a road sign that offers the service.
making purchases	■ money	value of money, role-play	■ Given money and a minimum

	■ personal management, ■ interpersonal skills ■ decision making reading,	purchases, speaking to clerks, budgeting/selecting items based on cost, reading menus/price tags	and maximum amount to spend, student purchases item(s) that meet the qualifications. ■ Given a purchase, student requests appropriate change from clerk. ■ Given multiple items costing the same amount and a fixed amount of spending money, student selects 1 item. ■ Given items on a menu, student selects and orders meal that does not exceed his/her total funds. ■ Student gives and follows directions from one point to another. ■ Student gives directions to house from school. ■ Student gives address and describes environment to emergency workers.
Giving directions to a place	■ math ■ reading ■ interpersonal skills ■ community ■ communication ■ personal management ■ career/vocational	ordinal directions, left/right, prepositional descriptors and use of language to convey meaning, knowing addresses, sequencing	

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Skill	Domain/Content	Pre-Taught Skills	CBI Activity
following a schedule	■ math ■ personal management career/vocational ■ recreation/leisure	identifying time, calculating elapsed time, following a schedule, reading bus schedule, locating movie times in newspaper, identifying running time of video rental	■ Student makes a purchase/uses a service and returns to a designated point at a specific time or after an elapsed time. ■ Student looks uses bus schedule to determine when the next desired bus will arrive or how long until that happens. ■ Student determines a playing time of a desired movie and purchases the correct tickets for the time from a theatre. ■ Given a maximum amount of available time, student selects a rental video with a running time that does not exceed total time.
open a bank account	■ math ■ reading ■ social studies/history ■ writing ■ personal management	completing required forms, pertinent vocabulary, minimum balance, purpose & history of banks	■ Given a yellow pages, student identifies banks in his/her community ■ Given a starting sum of money and a minimum balance requirement, student identifies banks that will accept his/her deposit. ■ Student completes required forms at the bank. ■ Student follows the procedures for customer service.

Identifying Community Sites

Site selection should take parental input into account, as discussed above, and should reflect typical activities in which the students' age-peers would be engaged. For example, many middle-school aged students visit the library, or go to restaurants with their families, while few children of middle age actually go comparison shopping. Typical high school students may visit the local shopping mall, or may hang out in a video arcade, but they are not likely to be found at a playground designed for small children.

Specific locations should be identified within the students' communities, or within the school neighborhood.

Types of community sites include the following:

* **Shopping:** Supermarkets, drug stores/pharmacies, convenience stores, dollar stores, music/video stores

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- **Dining:** fast food restaurants, family-style restaurants, cafeterias, pizzerias, food courts

- **Services:** Public libraries, banks, post offices

- **Recreational Facilities:** Parks, public swimming pools, video arcades

CBI Transportation ** Kenny to add information - this could be a guide**

The Special School District allocates school busses to provide access to community sites for those schools/classes implementing Community-Based Instruction.

The SSD Office of Transportation has its own rules governing times the busses are available, but generally bus service is only available between 9:30 AM and 1:45 PM.

The Office of Transportation requires at least 2-week advance notice of CBI requests or changes to established CBI routines, and they must be informed of any special needs (lift bus, extra attendants, harness, etc.) that your students may require.

When appropriate, staff may also choose to access public transportation with prior approval of the program administrator. This is particularly appropriate when students are in need of travel training - a necessary requirement for successful Post-secondary students.

Community Based Instruction (CBI)
Description: Community-based instructional activities enhance the education of a student.
 The activities are planned with an educational purpose in regard to a unit of study.
All CBI's activities are related to I.E.P. (Individualized Education Program) goals.
All sites for CBI's must be within a 10 mile radius of participating school
CBI's are scheduled between the hours of 9:30 and 1:30
CBI bus runs will begin two week after first day of school and end two weeks before last day of school.
Middle and High School students only

COMMUNITY-BASED VOCATIONAL INSTRUCTION (CBVI)
Description: CBVI is designed to help high school students learn work behaviors in a real-work environment.
Students who have post-secondary goals for employment that need to learn appropriate work behaviors in a real-life setting and will need supported employment, are eligible for this program.
Worksites are developed close to the high school. Transportation to the worksite is provided by SSD. Students are accompanied by a teacher and teacher assistant and may spend anywhere from one to five days per week at the worksite for a specified amount of time. Teachers record student progress on work skills and appropriate behaviors or soft skills that are needed in order to be successful in meeting post-secondary goals for employment.

High School students only

Documentation and Management of CBI Hours
Each teacher implementing CBI must complete a CBI Travel Log and submit it to the Area Coordinator on a monthly basis. The form for the previous month should be received by the Area Coordinator and forwarded to the Transportation Office by the fifth of the next month. The form requires the signature of a school-based administrator, and a record should be maintained

by the school in the event of an audit. A copy of this form is included in the back of this manual.

Supporting Activities & Pre-Instruction:
CBI cannot stand alone. It must be linked to ongoing classroom instruction and vice versa. For example, prior to community instruction in shopping at a supermarket, each student will prepare a shopping list (written or pictorial) and determine the estimated cost of items to be purchased at the supermarket. After returning from the community, each student will also be instructed in related functional skills such as putting away items that have been purchased at a store, or brushing his/her teeth following a meal at a restaurant. In addition, journal writing or language experience activities may be used to reinforce the concepts and skills addressed during community instruction.

All students, regardless of level of ability, should be involved in community preparation activities. For example, a student with a mild or moderate cognitive disability might use newspaper advertising inserts to identify items to be purchased and the prices of each item. The student might make a written list and use a calculator to calculate total costs. Students with more severe disabilities may use picture symbols, photographs, or actual labels to construct his/her lists, and might use "next dollar" strategy to estimate the cost. Students with significant motor impairments can dictate their shopping list (if verbal), or use an adapted keyboard, or dictate their choices using eye-gaze. Some students might learn to use a calculator in conjunction with the next-dollar strategy, by first being taught to enter "1 +" for each dollar bill. Others may use a number line to calculate costs. Students with profound cognitive disabilities might make limited choices as to the item(s) they will

purchase, and may be working on basic money concepts, (e.g. that one exchanges money in order to get something) by grasping, holding, and securing a money-clip containing a predetermined amount, to be given to the cashier in the store.

Similar strategies should be used to involve all students in preparation for restaurant use. It is important that all students have the opportunity to express the preferences, in terms of meals to be ordered, not only during the context of a preparation activity, but also in placing their own orders at the restaurant. Staff should never be placing orders for students; this defeats the purpose of the instructional activity. Students, who have limited verbal skills, or no verbal skills, can use a variety of low-tech and high-tech devices to place their own orders. Students who are on special diets, or who have difficulty with solid foods, might order from a limited menu, or might order only an appropriate beverage at the restaurant (consuming the rest of their meal back at the school).

Staff Responsibilities:

Teachers should strive to make maximum use of staff resources at all times. Additionally, Para-educators are valuable members of the classroom team who should be given responsibilities such as: providing instruction in specified individual skills; implementing behavioral strategies and communication protocols; and ongoing data collection, both in the community and in the classroom. The professional staff is responsible for analyzing data, making judgments about the students' progress and identifying appropriate modifications to instruction and/or materials that will facilitate skill acquisition.

During community instruction, specific staff should be assigned to specific students. The participating staff is responsible for ensuring the safety of the students at all times. During any CBI outing, all staff should carry relevant emergency contact information for every student. If a student has a written health-care plan, all participating staff should be familiar with the procedures and precautions outlined therein. No child should participate in CBI until their parents have returned a completed insurance form. These forms are obtained through your Transition Facilitator. Staff are encouraged but not required to carry a cell phone with them for emergency use. If you do not have a personal phone, discuss the need for communication with your administrators. Finally, it is the teacher's responsibility to notify the site if the school will not be able to keep their CBI appointment.

Naturalistic Instruction:

At times it is necessary to enhance instruction that would occur in the community by using simulated activities that do not occur in the natural setting. This is less desirable than naturalistic instruction. As educators, we recognize that providing instruction in the natural environment greatly enhances the student's ability to generalize skills and appropriately demonstrate these skills post-instruction. Simulated activities should always be tied to regularly scheduled opportunities to practice the skills addressed in the natural setting.

Communication and Social Skills:

Once programming has begun, staff should make certain that each student's individual communication program is an integral part of their instruction in the community. Programming for communication in the community can be supported during functional skills and routines. In restaurants and similar facilities, students should be expressing their preferences and provided with instruction in placing their own order, using whatever communication strategies are in place. Students should receive instruction in the use of appropriate verbal or non-verbal skills to greet and interact with store/restaurant personnel. When staff act as "voices" for their students, this leads to over-dependency of the part of the students, and perpetuates stereotypes among the general community.

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One of the primary goals of CBI is to ensure that students will be prepared to live, work, and play in integrated settings as adults, alongside their non-disabled peers. Thus, social skills should be a critical focus of community instruction for students with severe disabilities. Practicing eye contact, communication exchanges, and body awareness are useful skills in the integrated setting.

Generalization:
Teaching in the naturally occurring conditions helps to facilitate generalization. However, for many students, generalization needs to by systematically planned. Simply exposing students to a variety of environments does not ensure competency in any of them. Repeated opportunities to practice skills in a specific setting, a well as instructional strategies that are designed to meet the needs of the individual learner, are needed in order to attain mastery.

Data Collection and Analysis:
Data collection should be ongoing and specific to the IEPgoals. Data should be gathered each time the student receives instruction in the task or skill; typically, this collection will take the fonn of teacher-made checklists or task analyses. Data should then be graphed/charted and analyzed for student progress. Modifications to teaching methodology should be based on data analysis.

There are five basic types of data collection instalments with each suited to a particular purpose:

1. CHECKLIST: Used to evaluate behaviors that have a clear start and end (e.g. asking for help appropriately, touching a picture of an apple, making eye-contact) or that entail repeated trials. You can record one or several related behaviors on a single checklist. Simply record whether or not the student performed correctly (+ or -), or encode the level of prompt he/she required in order to perform the skill or task component, (e.g. V= verbal, PP= partial physical, etc.).
2. TASK ANALYSIS: For complex tasks, in which multiple behaviors form a chain of components of the whole, e.g. shopping in a supermarket, brushing teeth, etc. The task or activity is broken down into its component steps. If a task analysis is used, it is recommended that you focus only on the most critical components of the task. Record student performance on each step of the task as for a checklist.
3. ANECTDOTAL DATA/LOGS: Used for behaviors which or may not always occur in the same way, or under the same conditions. These are skills which may require alternative responses, e.g. making choices, interacting with peers, communication, etc. Anecdotal data is also used to record incidents of challenging behavior, especially when the function/cause is unknown, or when function/cause seems to vary.
4. TALLIES: (Includes rate, interval recording, frequency, duration, latency, etc.) Used to record how often, or for how long, a behavior has occurred. The behavior being measured MUST be discrete (e.g. have a clear start and finish).
5. PERMANENT PRODUCT: This is simply a sample of the student's performance, and is used most often with vocational or academic tasks. Permanent products usually yield either a frequency/rate measure or a qualitative appraisal.

Documentation
You must document which IEP goals are being addressed during CBI activities, and how they are being addressed.

This documentation should include:

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- **Written Lesson Plans** which describe objectives and activities for the class as a group, curricula!" and/or IEP objectives being addressed, as well as a description of the activities.
- **Daily/Weekly Classroom Schedules** that reflect groupings, locations, and objectives for CBI, and indicate where each student will be, what s/he will be doing and which staff will be supporting him/her at a given time.
- **Instructional Programs** developed for individual students, which include specific instructional strategies (prompt hierarchies, reinforcement schedules, etc.) as well as specific objectives addressed during community instruction.
- **Teacher-Made Data Sheets** such as checklists or task analyses, which are used to monitor and assess individual student performance on IEP related skills. These data may also provide evidence of the frequency and regularity with which instruction has been provided on a specific task, activity, routine, or skill.

The costs of each CBI experience should be taken into consideration when planning for appropriate ways to practice skills a natural setting. To the greatest extent possible, costs should be minimized to ensure sustained CBI opportunities throughout the year for all students.

Many CBI skills can be accomplished in a variety of settings including those that are free. Staff should make every attempt to access these settings.

Figure 5

Some Free CBI Sites & Suggested Targeted Skills

Site	Skills	Site	Skills
Post-Office	Inquire about rate of postage, seek zip code information, complete Selective Service forms and/or Change of Address Forms	Museums (Most offer a day of the week that is free to students - inquire with the Tour Board)	art identification, storytelling/creative fiction inspired by piece of art, navigation based on a map of the building
Grocery Store	Do comparison weight shopping with produce scales, price shop for items found in a circular, vocational experience	Nearby School	Socialization and interpersonal skills, reading to younger students, being "upper grade liaisons" to discuss what the next school level will be like, math skills by performing census surveys
Recreation Parks	Beautification projects, volunteerism, look up specific sponsored organization information	Walking the Neighborhood	Personal Management & Community through safety and social skills, navigation skills, reading community signs
Senior Center	interpersonal socialization, volunteerism, household chores, number correspondence by calling BINGO game, lead an arts and crafts project, read to the residents, act out a play	Local Fire and Police Departments	Community, Personal Management, Decision making - identify community workers, cause and effect relationships of calling 911, predictive responses - why would police or fire respond?

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Family Contributions:

CBI programming is designed to meet the IEP requirements of a free, appropriate public education (FAPE) therefore, parents cannot be charged for costs of students' participation in the program.

- Families should be discouraged from sending money for their child's use while on CBI.
- CBI is an extension of the curriculum. It is a means to implement the students' IEP, and as such,

  students cannot be made to pay for access to instruction. Teachers need to carefully consider what skills are being addressed during CBI and what the most appropriate ways to apply that skill are. It may be possible to apply the skills in a community setting through an activity that is less expensive or free.

  A field trip is not CBI. Whether or not students are charged a designated price for a field trip is up to the component district organizing the field trip, but students cannot be charged or denied participation in a CBI trip due to a lack of funds.

Other Considerations:

CBI is an instructional component of functional/life skills programs. A student cannot be denied access to CBI. An exception would be anything that would warrant exclusion from other academic classes such as immediate and presently occurring misbehavior that warrants an office referral or poses an immediate and serious threat of injury to self or others. As noted earlier, some CBI activities may not be the most appropriate choice for all students at all times, but it is for the IEP team to decide the nature and extent of participation in CBI by virtue of the goals and objectives designed for a given child.

Conclusion

Community-Based Instruction is an integral part of the curriculum for students with significant cognitive delays, and it is crucial to achieving the long-term outcomes of preparing each student for life as an adult in which he/she is a full participant in society. The community is where our students will use the skills they learn in school once they have matriculated out of the school system; instruction that is designed to help them apply those skills in the real world must be carefully planned, systematic in design, and rigorous in terms of expectations. Properly implemented CBI will make the difference between a rich, meaningful and fulfilling life and an adulthood of isolation, boredom, and utter dependence.

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** SSD would like to acknowledge that contents of this manual are based on work done in the Baltimore City School District.

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Community-Based Instruction Travel Log

Teacher Name: _____

Program: _____

Signature of Teacher: _____

Signature of Site Administrator: _____

School: _____ Month: _____

Grade/Age Range: _____ Page _____ of

Community Site	Date	Time		Life Skills Learning Domains					# of Hours Used =	
		Pick-Up/Start	Return/Finish	PM	COM	C/V	R/L	CDI	VSC	IEP
	Pre-Taught Skills: Indicator/IBP Goal: Objective (VSC or IEP):									
Student Performance Outcome										

Community Site	Date	Time		Life Skills Learning Domains					# of Hours Used =	
		Pick-Up/Start	Return/Finish	PM	COM	C/V	R/L	CDI	VSC	IEP
	Pre-Taught Skills: Indicator/IBP Goal: Objective (VSC or IEP):									
Student Performance Outcome										

KEY
PM = Personal Management   R/L = Rec/Leisure   CDI = Communication, Decision Making, Interpersonal
COM - Community   C/V = Career/Vocational   VSC = Voluntary State Curriculum (academic goals)
I BP = IEP Goals

Total Hours: