Supporting Students With disabilities Through Community-Based Instruction

Presented by:
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Overview of CBI Webinar

- Introduction to CBI
- Objectives of CBI
- Pre-CBI Assessment
- Implementation of CBI
- Ongoing Evaluation and Modifications
- Community-Based Employment Training
- Service Learning
What is CBI?

• an educational process offering planned and highly structured learning opportunities beyond an individual’s classroom, immediate work environment, and home.

• Instruction on skills that allow the student to be as independent as possible, particularly for adulthood.
Insert Community Based Instruction Video
Goal of CBI - teach skills that will lead to greater independence and a higher quality of life for each student by enabling them to successfully participate in community trips with their family and friends.
General Objectives of CBI

• Teach general and specific skills that will lead to greater independence in community settings (e.g., waiting in line at the grocery store, ordering from a menu, etc.)

• Generalize other IEP objectives to community settings (such as social skills, communication, and so on)

• Establish or maintain appropriate behavior in new (and usually less structured) settings

• Increase an individual’s interactions with typically-developing peers
Who Should Participate in CBI?

- Any individual with community skills that are not at the level of same-age peers
- Any individual that exhibits challenging behaviors in community settings
- Any individual that needs structured employment training
Community Based Instruction Domain Areas

• Social Skills
• Communication Skills
• Leisure/Recreation Skills
• Shopping/Purchasing
• Accessing Services (e.g., restaurants, post office, library, etc.)
• Travel & Safety
• Employment
Setting Up and Implementing CBI

• Pre-CBI Assessment
• Implementation of CBI
• Ongoing Evaluation & Modification
Pre-CBI Assessment – Baseline assessment

• Assess present skills and behavioral issues from family/caregivers and all team members
• Ask the family to identify additional settings and situations they would like included
• Identify skills needed across settings. (e.g., communication, social, academics or functional academics, employment).
• Once skills and setting are identified, conduct “ecological assessments”
<table>
<thead>
<tr>
<th>Fast Food</th>
<th>How Often Do you Go? (e.g., daily, weekly, monthly)</th>
<th>Priorities for Instruction (e.g., ordering food, waiting for food, paying, trying new foods, etc)</th>
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<td>Table Service</td>
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<td>Priorities for Instruction (e.g., ordering food, waiting for food, paying, trying new foods, etc)</td>
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EXAMPLE: Excerpt from Family CBI Survey

CONVENIENCE STORES:
At what convenience store do you frequently shop: Brothers Circle K Walgreens

LEISURE ACTIVITIES: Current leisure activities in which your child participates? (i.e., visiting parks, shopping malls, sports, swimming, movies, etc.)

• What leisure activities would you like your child to learn?
<table>
<thead>
<tr>
<th>Community Skills Assessment and Checklist</th>
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<tbody>
<tr>
<td>Communication</td>
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<td>Self-Awareness</td>
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<td>Self-Advocacy</td>
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<td>Safety</td>
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<td>Vision/Hearing</td>
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<td>Nutrition and Fitness</td>
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<td>Recreation and Socialization</td>
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<td>Transportation</td>
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<td>Legal and Financial Issues</td>
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<td>Insurance and Care</td>
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<td>Coordination</td>
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<td>Managing Appointments</td>
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<td>Managing Medications</td>
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<td>Managing Medical Information/Record</td>
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<tr>
<td>Keeping</td>
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<tr>
<td>Higher Education</td>
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</tbody>
</table>

Transition Health Care Checklist. Wisconsin Community of Practice on Transition Practice Group on Health
Pre-CBI Assessment

Person-Centered Future’s Planning - A process for identifying the individual’s hopes/dreams, clarifying the vision for the future, identifying the steps to reach life goals by including community supports.

Meetings include the student, family members, friends, school personnel, and other agency contacts

Discuss preferences related to activities, strengths and needs, particularly related to social skills, communication, and behavioral challenges and required supports to ensure success.
Pre-CBI Assessment

• Ecological Assessment – a process for surveying current and future environments to determine what specific skills are needed in those settings

  • Once these settings are identified, visit to assess needed skills and possible environmental challenges

  • Situational Assessment: important to allow student to experience community settings. Compare student’s performance to typically-developing peer and perform discrepancy analysis.
• When visiting a setting to determine training and instructional strategies and design, observe some of the following:
  • General accessibility of the setting. What orientation and mobility skills are required?
  • General safety considerations
  • Special equipment or clothing necessary (e.g., uniform)?
  • What types of communication and social skills are required?
  • Natural cues or reinforcement available?
  • Owner’s or manager’s response to using site for instruction?
Implementation of CBI

• Determine if you need to give information to staff working in the settings that you are visiting
• Determine what resources are needed (transportation, staffing, money, supervision)
• Determine if instruction will occur individually or in a group
• Select instructional strategy
  • Many tasks required in community settings have many steps (e.g., making a purchase, ordering food at McDonald’s), therefore chaining procedures are often used
    • Forward Chaining
    • Backward Chaining
    • Total-task Presentation
Implementation of CBI

• Determine prompt strategy: Often necessary to deliver prompts because many students with disabilities do not attend to cues in the natural environment to initiate a task independently or to complete a task.

• Determine if additional reinforcement procedures will be necessary: CBI itself is a highly preferred and motivational activity for many students.
  • If necessary to use additional reinforcement procedures
Implementation of CBI

• Generalization and Maintenance
  • General-case instruction may have the best generalization outcomes
  • Identify generalization conditions
  • Identify variations of the relevant stimuli and responses
  • Teach individual to respond under all conditions
Example: Washing Hands
Example: Washing Hands
Example: Washing Hands
Working Together As A Team

• To enhance skill acquisition and generalization, it is important that professionals and families work together to provide continuity in community settings

• Two-way information can be shared via:
  • Team meetings
  • Sharing lesson plan summaries and intervention strategies and materials
  • Meeting in the community
Visual Supports to Enhance Independence

• We all use visual supports everyday
  • Daytimers and calendars
  • Post-it notes/to-do lists
  • Menus
  • Written instructions/signs
  • Strategic placement of materials
  • Tables and graphs

• Many individuals with disabilities are visual learners
Categories of Visuals

• Schedules
• Learning tasks and/or routines
• Reward systems
• Communication
• Social skills
Individual Picture - Schedules

- wake up
- bathroom
- take off pajamas
- put on clothes
- eat
- brush teeth
- comb hair
- bus
# Reward Systems

## My Reward Chart

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
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<tbody>
<tr>
<td><img src="http://mumsrather.blogspot.com" alt="Reward Stars" /></td>
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http://mumsrather.blogspot.com
Reward Menu

<table>
<thead>
<tr>
<th>PRICE</th>
<th>REWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>HAVE FRIENDS SLEEP OVER</td>
</tr>
<tr>
<td></td>
<td>1 EXTRA HOUR OF VIDEO GAMES</td>
</tr>
<tr>
<td>80</td>
<td>BABY-SIT FOR NEIGHBORS</td>
</tr>
<tr>
<td>75</td>
<td>TALK ON PHONE EXTRA ½ HOUR</td>
</tr>
<tr>
<td>70</td>
<td>NOT DO DISHES FOR 1 WEEK</td>
</tr>
<tr>
<td>50</td>
<td>HAVE HOT CEREAL FOR SUPPER</td>
</tr>
<tr>
<td>40</td>
<td>NOT DO DISHES ON SUNDAY</td>
</tr>
<tr>
<td>30</td>
<td>MOM DO MY LAUNDRY (all)</td>
</tr>
<tr>
<td>25</td>
<td>NOT CLEAN THE TOILET</td>
</tr>
<tr>
<td>20</td>
<td>NOT VACUUM 1 ROOM OF CHOICE</td>
</tr>
<tr>
<td>15</td>
<td>STAY OUT ½ HOUR LATER FRIDAY NIGHT</td>
</tr>
<tr>
<td>10</td>
<td>MOM IRON 5 ITEMS FOR ME</td>
</tr>
<tr>
<td>5</td>
<td>MOM DOES 1 LOAD OF LAUNDRY</td>
</tr>
</tbody>
</table>

- HAVE EXTRA SNACK
- NOT TAKE A BATH
- SLEEP IN FAMILY ROOM IN SLEEPING BAG
- NOT CLEAN THE KITTY LITTER
- STAY UP ½ HOUR LATER ON SCHOOL NIGHT
- TRY NEW KIND OF MAKE-UP
- NOT FEED THE DOG FOR 1 WEEK
- HAVE MOM MAKE MY LUNCH
- SLEEP ON TOP OF COVERS IN MY CLOTHES
- ORDER A READER LESS THAN $5.00
- HAVE AN EXTRA BED-TIME STORY
- $1.00 CASH
- SIT IN THE FRONT SEAT
- ORDER A HAPPY MEAL WHEN WE GO TO MCD’S
- NOT FEED THE DOG FOR 1 DAY
- SLEEP ON TOP BED IN A SLEEPING BAG
- MOM MAKE MY BED
Community training video

• https://youtu.be/rjFwdUf8dAk
Ongoing Evaluation & Modifications

- Develop data systems that are efficient and reliable
- Organize data so that ongoing progress can be assessed – however, should be non-obtrusive
- Use data and other information sources to make decisions about progress and needed modifications
- Social validity
Service Learning

• A volunteer experience which encourages participation in organized activities for the good of the community. It integrates education, character, personal growth, skills, and the development of socially acceptable attitudes and values focusing on citizenship and civic responsibility.
Service Learning

• Students can make meaningful contributions to their local communities.
• These students can help educate community members about disabilities and the capabilities of students with disabilities.
• While participating in service learning activities, they are able to work on their IEP objectives in functional and “real-life” situations
How will Students Specifically Benefit?

• By working on...
  • Social and Communication Skills
  • Problem Solving Skills
  • Academics and Functional Academics
  • Community Skills
  • Employment Skills
  • Motor Skills

• Through enhancement of their own self-esteem, sense of social responsibility, and concern for others
The Process of Service Learning

1 – Self-assessment
2 – Community assessment
3 – Choose an issue
4 – Conduct research
5 – Create a plan
6 – Implementation
7 – Celebration
8 – Evaluation/Reflection
Examples of Service Learning

- Recycling
- Thrift store
- Supporting the troops/Veteran’s programs
- Second Harvest
- Canned food drive
- Assisted Living social visits
- SPCA
Community-Based Employment Training

• Ongoing assessment of general strengths and needs
  • Target *specific* employment skills
  • Continue working on critical global skills (e.g., communication, social, hygiene, behavioral)
• Student preferences and happiness
• Situational assessments and time studies
Employment Exploration

• Community-Based Employment Experiences
  • Training Sites
  • Job Carving
  • Customized Employment
  • Individual Work Sites with Support
  • Competitive Employment
Community-Based Employment Training

• 12 to 15 Years
  • Increase learning time in the community
  • Provide opportunities to engage in Service Learning activities within neighborhood/community
  • Begin/continue adolescent and employment assessments, and person-centered futures planning
  • May be a shift toward increased chores/work tasks within school environments
  • Begin rotation through community-based employment training sites
  • Continue to help family plan for post-21 transition
Community-Based Employment Training – model best practice

• 16 to 17 Years
  • Continue with previous activities
  • Increase time in employment training sites
  • Begin to develop work portfolio

• 18 to 21 Years
  • Begin placement at individual site based upon results of various assessments and proximity to home
  • Finalize plans for post-21 transition
Thanks For Listening!