Using Community Based Instruction to Teach Community Integration Skills

What is the level of evidence?

This is a Promising Practice based on one acceptable quality group study, one high quality single subject study, and one acceptable quality single subject study.

Where is the best place to find out how to do this practice?

The best place to find out how to implement community-based instruction is through the following research to practice lesson plan starter:

- Community Based Instruction - Community Integration - Lesson1 - Public Pay Phone: [http://transitionta.org/sites/default/files/LP_CBI_CommunityIntegration1.pdf](http://transitionta.org/sites/default/files/LP_CBI_CommunityIntegration1.pdf)
- Community Based Instruction - Community Integration - Lesson2 - Crossing Street: [http://transitionta.org/sites/default/files/LP_CBI_CommunityIntegration2.pdf](http://transitionta.org/sites/default/files/LP_CBI_CommunityIntegration2.pdf)

With who was it implemented?

- Students with
  - Mild intellectual disability (1 study, n = 20)
  - Moderate intellectual disability (3 studies, n = 27)
- Ages ranged from 14 to 20, 2 studies; mean age of 17.2 years, 1 group study
- Males (n=31), females (n=16)
- Ethnicity
  - None reported (4 studies, n= 47)

What is the practice?

Community based instruction is teaching functional skills in the community where they would naturally occur (Brown et al., 1983).

Community integration skills include skills necessary to increase engagement in and access to community resources (e.g., mailing a letter, cashing a check, using a public telephone).
In the studies used to establish community based instruction (CBI) as an evidence-based practices for teaching community integration skills CBI was provided:

- immediately following classroom simulated instruction (Bates, Cuvo, Miner, & Korabek, 1999; Branham, Collins, Schuster, & Kleinert, 1999; Collins, Stinson, & Land, 1993)
- immediately following video modeling (Branham, et al., 1999)
- alone, using a progressive time delay teaching procedure (Collins, et al., 1993)

**How has the practice been implemented?**

- CBI was paired with a constant time delay procedure to teach three community skills (e.g., mailing a letter, cashing a check, and crossing the street) following simulated classroom instruction and video modeling of the skills (Branham et al., 1999)
- Simulated instruction paired with CBI was more effective and efficient than CBI alone to teach students tasks associated with washing and drying clothes in a public laundromat, using a 22 step task analysis (Bates et al., 1999)
- CBI alone and CBI following simulated instruction using a progressive time delay procedure were similarly effective for teaching street crossing and public phone use (Collins, Stinson, & Land, 1993)

**Where has it been implemented?**

- Bank (1 study)
- Community street (2 studies)
- Indoor and outdoor public phone (1 study)
- Laundromat (1 study)
- Post office (1 study)

**How does this practice relate to Indicator 13?**

- Indicator 13 Checklist Item #3: Teaching community integration skills in the community setting may reflect results of transition assessment information
- Indicator 13 Checklist Item #4: Community based instruction may be a transition service designated in an IEP that will enable a student to meet his or her postsecondary independent living goal(s)
- Indicator 13 Checklist Item #6: Teaching community integration skills using CBI may be part of an annual IEP goal that supports a student’s postsecondary independent living goal, employment, or education/ training goal(s)
How does this practice relate to Common Core Standards?

- Conventions of Standard English (Anchor Standards for Language, Grade 6 – 12)
  - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Reason about and solve one variable equations (Expressions and Equations, Grade 6)
  - Use variables to represent two quantities in a real-world problem that change in relationship to one another
- Solve real life math problems using equations (Expressions and Equations, Grade 7)
  - Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically

How does this practice relate to the State’s Career Cluster Initiative: Essential Knowledge and Skills?

Not applicable

References used to establish this evidence base:

