Using Community Based Instruction to Teach Safety Skills

What is the evidence base?

- This is a Research-Based Practice for students with moderate intellectual disabilities based on four methodologically sound single subject studies across 27 students with moderate intellectually disabilities.

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

- Public Pay Phone (Collins, Stinson, & Laud, 1993)
- Crossing the Street (Collins, Stinson, & Laud, 1993)
- Cell Phone – Lost in Community (Taber, Alberto, Hughes, & Seltzer, 2003)

With who was it implemented?

- Students with
  - Moderate intellectual disabilities (4 studies, n=27) Ages ranged from 11 - 20
- Males (n=4), females (n=3)
- Gender not reported (2 studies, n=20)
- Ethnicity
  - None reported (4 studies, n=27)

What is the practice?

- Community based instruction (CBI) is teaching functional skills that takes place in the community where target skills would naturally occur (Brown et al., 1983).
- In the studies used to establish the evidence base for community based instruction to teach safety skills CBI was paired with simulation.
How has the practice been implemented?

- CBI paired with simulation, video modeling, and constant time delay has been used to teach crossing a street (Branham, et al., 1999)
- CBI paired with simulation and progressive time delay has been used to teach crossing a street and using a public telephone (Collins, et al., 1993)
- CBI paired with simulation and a system of least to most prompts was used to teach identifying when lost and using a cell phone (Taber et al., 2002)
- CBI paired with simulation and a system of least to most prompts was used to teach answering a cell phone and describing a location when lost and dialing a cell phone with speed dial (Taber et al., 2003)

Where has it been implemented?

- Separate classroom (4 studies)
- General school location (2 studies)
- Community (4 studies)

How does this practice relate to Common Core Standards?

- English Language Arts Standards, Speaking and Listening, Grades 6-12
  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

How does this practice relate to the Career Technical Core?

- Education and Career Training Cluster, Evaluate and manage risks to safety, health and the environment in education and training settings.

References used to establish this evidence base:


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