



Using Community Based Instruction to Teach Community Integration Skills

What is the evidence base?

- This is a research-based practice for students with disabilities based on one methodologically sound group study with non-random assignment across 40 students with disabilities and two methodologically sound single subject studies across 7 students.
- This is a research-based practice for students with moderate intellectual disabilities based on two methodologically sound single subject studies across 7 students with moderate disabilities.

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

- For using CBI to teach using a public phone Lesson 1:
 - [Public Pay Phone \(Collins, Stinson, & Laud, 1993\)](#)
- For using CBI to teach crossing the street – Lesson 2:
 - [Crossing the Street \(Collins, Stinson, & Laud, 1993\)](#)

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 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 Common Career Technical Core?

Not applicable

References used to establish this evidence base:

Bates, P. E., Cuvo, T., Miner, C. A., & Korabek, C. A. (1999). Simulated and community-based instruction involving persons with mild and moderate mental retardation. *Research in Developmental Disabilities, 22*, 95-115.

Branham, R. S., Collins, B. C., Schuster, J. W., & Kleinert, H. (1999). Teaching community skills to students with moderate disabilities: Comparing combined techniques of classroom simulation, videotape modeling, and community-based instruction. *Education and Training in Mental Retardation and Developmental Disabilities, 34*, 170-181.

Collins, B. C., Stinson, D. M., & Land, L. (1993). A comparison of in vivo and simulation prior to in vivo instruction in teaching generalized safety skills. *Education and Training in Mental Retardation, 28*, 128 – 142.

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