



Using Community-Based Instruction to Teach Employment Skills

What is the level of evidence?

- This is a Promising Practice for students with disabilities based on one methodologically sound group study with non-random assignment across 20 participants.

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

- Using CBI combined with simulation training to teach job-specific skills
 - [Collating Copies \(Cihak, Alberto, Kessler, & Taber, 2004\)](#)

With whom was it implemented?

- Students with mild intellectual disability (1 study, n=10)
- Students with moderate intellectual disability (1 study, n=10)
- Students with mild intellectual disability demonstrated greater increases in skills in one study than students with moderate intellectual disability (Bates, Cuvo, Miner, & Korabek, 2001)
- Ages 16-17
- Gender and ethnicity unknown (n=20)

What is the practice?

Teaching employment skills using community-based instruction is a specific practice which involves teaching students in the community in various worksites. This includes both job-specific employment skills and job-related social/communication skills.

How has it been implemented?

- Cleaning a mirror, sink, and toilet in a public restroom were taught using a sequenced photograph album of the task analysis in a simulated setting followed by community-based instruction using a 43-step task analysis and least-to-most prompting strategy (Bates et al., 2001).

For other examples, see job-specific employment skills and job-related social/communication skills.

Where has it been implemented?

- Community (1 study)

How does this practice relate to National Standards?

NL-ENG. 1 READING FOR PERSPECTIVE from National Council of Teachers of English (NCTE)

- Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

NL-ENG. 12 APPLYING LANGUAGE SKILLS from National Council of Teachers of English (NCTE)

- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Reference(s) used to establish evidence base:

Bates, P. E., Cuvo, T., Miner, C. A., & Korabek, C. A. (2001). A simulated and community-based instruction involving persons with mild and moderate mental retardation. *Research in Developmental Disabilities, 22*, 95-115.

Additional References:

Cihak, D. F., Alberto, P. A., Kessler, K. B. & Taber, T. A. (2004). An investigation of instructional scheduling arrangements for community-based instruction. *Research in Developmental Disabilities: A Multidisciplinary Journal, 25*, 67-88.

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