

Community Based Instruction Overview (CBI)

Purpose:

The purpose of community based instruction is to ensure that students with disabilities are given specific targeted instruction to develop life skills in natural, community (non-school based) environments. Community based instruction is the next level of instruction after classroom instruction that leads to the student's ability to generalize the content taught in the classroom to the many environments that the student will participate in as an adult.

To clarify, whole class Field Trips are not considered CBI. CBI instruction is based on assessment, IEP goals and objectives. These skills are taught to systematically and explicitly develop and further the student's independence as an adult. Best practice is that the amount of time that a student participates in CBI, should gradually increase each year, until seniors are spending approximately 50% of their instructional day participating in CBI and or employment/vocational activities. CBI priorities should be developed specifically for each student by the IEP team. Therefore, the activities and community environments selected for instruction should reflect individual student needs, rather than taking students to a place of convenience.

Structure of CBI:

Instruction and Lesson Plans must include: 1) An introductory component (pre-teaching) that prepares the student instruction within the community; 2) Instruction within the appropriate community environment designed to enhance the generalization of classroom instruction; 3) A closure/summary component upon return to classroom to review and discuss the learning that has just occurred. Teachers/staff need to ensure that the procedures outlined in the Community Based Instruction Manual are followed to ensure that safety of students and district staff when they are participating in CBI.

IEP Goals and Objectives:

Goals for CBI should reflect assessment information from a variety of sources such as a Person Centered Plan, curriculum based assessments, vocational interest surveys, and student transition plan. CBI IEP goals and objectives should be linked to the Common Core Connectors, and CAA to ensure that student instruction is aligned to California Standards for persons with moderate/severe disabilities. A data collection method must be developed and implemented for each IEP goal and objective to ensure progress towards goal mastery and growth towards independence.

Implementation of CBI:

It is the responsibility of the Special Education Teacher to oversee the implementation of CBI by providing lesson plans and safety plans for paraprofessionals. Lesson plans should be developed as outlined above. For safety purposes, the recommended staff to student ratio is 1:3 in one community environment. Multiple groups from the same campus may be involved in CBI at the same time, but it is recommended that the groups are in different community environments to maintain natural proportions. All paraprofessional staff participating must have access to the student lesson plans, behavior plans, and safety plans prior to taking students into the community. The Special Education Teacher is responsible for the implementation of the CBI experience for their students. School Administration needs to be provided copies of required CBI forms from the CBI Manual and notified who is leaving campus in accordance with the sign in and sign out procedure for the site.