

Community-Based Instruction: An Instructional Strategy



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Telephone: 850-245-0475

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COMMUNITY-BASED INSTRUCTION: AN INSTRUCTIONAL STRATEGY

INTRODUCTION TO THE GUIDE

This guide, *Community-Based Instruction: An Instructional Strategy*, provides guidance to schools implementing community-based instruction (CBI), including strategies in the vocational domain. CBI is an evidence-based practice as outlined by the National Technical Assistance Center on Transition (NTACT). CBI is an important learning strategy because it promotes “relevancy, independence, confidence, work-related skills, mobility and participation in society,” (Beakley, Yoder & West, 2003, p. 17).

By following the information and examples contained in this guide, schools can confidently operate effective programs with the goal of meeting students’ education and transition needs.

This guide contains global procedures that are meant to provide a basic foundation to the implementation of this type of instructional strategy. Teachers and staff wishing to include CBI as an instructional method will need to work closely with school and district administration as many Florida school districts may have additional requirements or procedures that must be implemented or followed prior to beginning CBI. A sample lesson plan, complete with activity sheets is included in Part III, CBI Curriculum and Instruction. Appendices to the guide provide additional resource information, including a parent letter template, parent input form, travel plan form and more.



PART I: COMPONENTS FOR SECONDARY TRANSITION

“Transition services means a coordinated set of activities for a student with a disability that:

1. Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
2. Is based on the individual student’s needs, taking into account the student’s strengths, preferences and interests.
3. Includes:
 - Instruction
 - Related services
 - Community experiences
 - The development of employment and other post-school adult living objectives
 - If appropriate, acquisition of daily living skills and the provision of a functional vocational evaluation
4. Transition services for students with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a student with a disability to benefit from special education,” (Rule 6A-6.03411, Florida Administrative Code (F.A.C.)).

Based upon the above definition of transition services, including the vocational domain, it is evident that CBI is a relevant instructional strategy to use when working with students with disabilities, especially those working on alternate standards.

Also, as part of implementing IDEA, for students with disabilities who are 16 or older, their IEP must contain measurable postsecondary goals based on age-appropriate transition assessments (section 300.320(b) of Title 34, Code of Federal Regulations (CFR)). These measurable postsecondary goals must be in the areas of:

- Education or training
- Employment
- Independent living (where appropriate)



The National Technical Assistance Center on Transition (NTACT) developed the *Age-Appropriate Transition Assessment Toolkit Fourth Edition*, which provides information and resources on transition

assessment, including both formal and informal assessments at low-cost or no-cost. Additionally, the Division on Career Development and Transition (DCDT) of the Council for Exceptional Children has developed a Transition Resource Guide which contains frequently used low-cost/no-cost web-based transition resources available to professionals, students with disabilities and their families. The tables contain resources for professional development, teacher use, student use and parent/family use. See Appendix D for more information about this guide.

TRANSITION ASSESSMENTS

The DCDT defines transition assessment as,

An ongoing process of collecting data on the individual's needs, preferences and interests as they relate to the demands of current and future working, educational, living and personal/social environments. Assessment data serve as the common thread in the transition process and from the basis for defining goals and services to be included in the individualized education program (IEP)," (Sitlington, Neubert & Leconte, 1997, p. 70-71).

IDEA requires that students receive age-appropriate transition assessments related to education or training, employment and, where appropriate, independent living skills. IDEA also states that age-appropriate transition assessments will help IEP teams make informed decisions about students' postsecondary goals (34 CFR § 300.320(b)).

Assessments can be formal and/or informal and can include interviews, observations, tests and curriculum-based and work-based assessments. Data gathered from these assessments assist the IEP team in developing a meaningful IEP. Below is a listing of commercially published transition assessments that can be used in the classroom or during CBI activities. These assessments can also be used in coordination with teacher-made checklists and situational assessments.



- ARC Self-Determination Scale
<https://www.ou.edu/content/dam/Education/documents/miscellaneous/the-arc-self-determination-scale.pdf>
- Transition Planning Inventory
<http://www.proedinc.com/customer/productView.aspx?id=6063>
- Informal Assessment in Transition Planning
<http://www.proedinc.com/customer/ProductView.aspx?ID=5169>
- Student Transition and Education Planning (STEP)
<http://www.proedinc.com/customer/productView.aspx?ID=3485>
- The Discovery Process
http://flfcic.fmhi.usf.edu/docs/FCIC_FactSheets/FCIC_FactSheet_Discovery.pdf
- Job Observation and Behavioral Scale (JOBS)
<https://www.stoeltingco.com/job-observation-and-behavior-scale-jobs-complete-test-kit.html>

- Supports Intensity Scale (SIS)
<https://aaid.org/sis#.WQ8iaNLytQI>
- Transition Assessment: Planning Transition and IEP Development for Youth with Mild to Moderate Disabilities
<https://www.pearsonhighered.com/program/Miller-Transition-Assessment-Planning-Transition-and-IEP-Development-for-Youth-with-Mild-to-Moderate-Disabilities/PGM32353.html>

PRODUCTIVE EMPLOYMENT

“To improve the quality of education in the United States, the nation's leaders have established six national goals, based on the premise that every child can learn and that education is a lifelong process,” (Executive Office of the President as cited in Swanson, 1991). These goals apply to **all** students, including students with disabilities. Goal three of the six national education goals addresses student achievement in both classroom and post-school objectives.

Goal 3 – Student Achievement and Citizenship: By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy (as cited in Swanson, 1991).

To assure these rights, preparation for employment must become a focal point of every student's educational program. The Office of Disability Employment Policy (ODEP) works to influence national policy and promote effective workplace practices to ensure that today's and tomorrow's workforce engages all people, including people with disabilities. As a result, an important policy focus area is youth transitioning from school to adulthood and the world of work.



ODEP's work in the youth arena is based on the *Guideposts for Success*. These principles represent the research and practice that have been identified as key educational and career development interventions that make a positive difference in the lives of all youth, including youth with disabilities. They were developed by ODEP in collaboration with one of its research and technical assistance centers, the National Collaborative on Workforce and Disability for Youth (NCWD/Youth), following an extensive review of more than 30 years of research and best practices in youth development, education and workforce development. ODEP and NCWD/Youth identified five elements as essential for all youth, including youth with disabilities, to effectively transition into postsecondary education and employment. The second of the five guideposts is *Career Preparation and Work-Based Learning Experiences*. Part of

this guidepost explains that students need the following experiences in order to identify and attain their career goals:

- Opportunities to engage in a range of work-based exploration activities such as site visits and job shadowing
- Multiple on-the-job experiences, including community service (paid or unpaid) that are specifically linked to the content of a program of study and school credit
- Opportunities to learn and practice their work skills (“soft skills”)
- Opportunities to learn first-hand about specific occupational skills related to a career pathway (n.d.).

CBIs provide opportunities for students to engage in the work-based experiences described by ODEP and NCWD/Youth. The CBI experiences that you provide for the students in your school or school district have the potential to shape the lives of students as they identify areas of career interest and imagine a future of productivity and independence.

PART II: INTRODUCTION TO COMMUNITY-BASED INSTRUCTION

Community-based instruction (CBI) is a strategy or instructional method that promotes the teaching and use of academic and **functional skills** in the student's **natural environment**. The setting as well as the tasks performed in these settings should be relevant to the student, facilitate independence and be age appropriate. Instruction, materials and activities need to mirror age-appropriate activities used by non-disabled same age peers, while being developmentally appropriate for the needs of the student.

The results of using CBI as an instructional strategy are far-reaching. When parents see their young adult family member who has a disability independently enter the community, there is no question that the skills learned using CBI are important. Adult service agencies notice that students who receive instruction in the community are much better prepared to work in competitive and supported employment and live in supervised or semi-independent living arrangements (Beakley, et al., 2003, p. 8).

CBI can be a valuable component of the education program for students with disabilities, primarily because, as adults, the community is where they will need to use the skills acquired during their school years. The expectation is that students with disabilities will live, work, shop and play in integrated, natural environments in the community and that they will participate, independently or with accommodations and supports, in life's activities across a variety of settings.

Functional skills refer to those skills that a student needs to increase independence and to enhance quality of life. There is a direct association between individual educational plan (IEP) objectives and the skills required by students to independently function to the best of their ability in numerous environments. It is important for teachers and parents to understand the benefit that some students



gain from learning fewer skills taught in multiple environments. For example, students participating in a holiday gift-wrapping event at a local bookstore have the opportunity to practice social skills as they work cooperatively with their peers and interact with customers. Individualized, systematic, longitudinal and comprehensive direct instruction in a variety of the students' environments must be provided throughout their educational career to assure that meaningful functioning in a

wide array of integrated environments will occur in adulthood.

Natural environments refer to any place where people live, learn, work or play. IDEA defines natural environments at section 303.18 of Title 34, Code of Federal Regulations (CFR) as those "settings that are natural or normal for the child's age peers who have no disabilities." Natural environments vary from person to person depending on his or her lifestyle choices. Establishing a full range of natural environments for each student is important because it clarifies the variety of places where instruction might occur and supports training in that setting. Consider past endeavors and survey the student, the family, or other individuals close to the student to determine natural environments.

CBI must be:

- **Relevant** – instruction that is curriculum-based and needed by the individual
- **Functional** – useful to the individual and facilitates independence
- **Regularly scheduled** – occurs at the same time on a daily, weekly, biweekly or monthly schedule for a specific amount of time (minutes or hours)
- **Age respectful** – instruction, materials and activities that correspond in subject and appearance with those used by individuals without disabilities of the same age
- **Related to long-term needs** – skills needed for daily living, recreation, postsecondary education, employment, community access, etc.

Generalization means that a student is able to apply the skills mastered in the classroom to other settings. CBI offers an instructional advantage for students who are better able to apply learned concepts across many settings through experiences in different environments.

The first goal of CBI is to teach students to function as independently as possible in as many community environments as possible to enhance their quality of life. Through CBI, students learn skills that are identified both on the individual educational plan (IEP) and in the curricula. The second goal is to provide students with expanded options regarding independent or supported living, employment and leisure time activities. Some of the benefits of implementing a CBI program are listed below:

- Achieves IEP goals
- Enhances curriculum
- Develops and exercises social and behavioral skills
- Builds self-esteem
- Provides opportunities for inclusive interactions
- Promotes familiarity with the community
- Develops work skills
- Promotes independent functioning and the development of functional skills
- Develops and exercises communication skills
- Enhances quality of life



CBI promotes inclusion in life's activities with peers, family and community members. It exposes students to a variety of experiences, enhancing opportunities for the use of self-determination skills and honoring personal preferences and plans for post-school life. CBI prepares students for adulthood by teaching skills that will be used throughout their lives. It increases expectations of family and community members regarding the potential of individuals with disabilities. CBI provides opportunities for social and interpersonal communication with a variety of people in the community, including business and post-school environments. The key to CBI is to provide instruction across settings and time periods to promote generalization. A study involving Exceptional Student Education (ESE)

directors indicated that they are advocates of CBI and believe that it ultimately expands and enhances an individual's quality of life (Pickens & Dymond, 2015).

The core of any CBI program must be directly related to the domains that prepare students to function in their community: domestic (self-management/home living/daily living); vocational; recreation and leisure; and accessing community resources.

THE FOUR DOMAINS

The **domestic domain** (self-management/home living/daily living) includes several areas, such as the following:

- Eating and food preparation
- Grooming and dressing
- Hygiene, health and safety
- Assisting and taking care of others

The **vocational domain** covers the following areas:

- Classroom/school jobs
- Non-paid work experiences within the community
- Paid work experiences (see Part VI for information on Community-Based Vocational Education [CBVE])



The **recreation/leisure domain** includes the following types of activities:

- School and extracurricular activities
- Activities to do alone
- Activities to do with family and friends
- Physical fitness activities

The **community domain** addresses many different areas that relate to quality of life, including access to community resources, such as the following:

- Travel
- Community safety
- Shopping (food, clothing, etc.)
- Dining out (fast food and restaurants)
- Community services (social security administration, medical, dental, legal services and libraries).

When determining what community skills are to be taught and where, teachers and parents must consider several factors, such as age appropriateness of the skills and their relationship to activities of

nondisabled peers. The student's individual learning style is also an important factor to be considered.

PART III: CBI CURRICULUM AND INSTRUCTION

CBI is designed to provide students the opportunity to learn life skills. Life skills are best taught in the natural context. CBI strategies can be infused into any curriculum and can be linked to the Florida Standards Access Points.

Consider the grade-level content and IEP goals that are currently being taught and how CBI can be used to reinforce or apply knowledge and skills in a variety of settings. For example, enhance academic instruction or improve academic outcomes by playing phonemic games with billboards and signs in the community, identifying familiar sight words, comprehending menus, comparison shopping, purchasing merchandise and identifying geometric concepts applied in nature (basic shapes, Fibonacci numbers, and fractals).

USE OF DATA

CBI is an instructional vehicle. For any form of instruction, having data that assists the teacher in determining what is necessary is a fundamental design feature. Initial evaluation and baseline data of a student's skills are needed as well as ongoing monitoring of student progress to assess whether the instructional design is delivering the intended outcomes and CBI is not different. Individual documentation may help students develop portfolios and make career plans. Future employers may find portfolios useful when assessing a student's potential contribution on the work site. For instruction and behavioral reasons, data regarding program effectiveness is a primary need and should direct future decision making for both individual students and the program as a whole. Funding sources may be dependent on evidence of a well-coordinated program with positive student outcomes. The use of program evaluation can provide the data needed to substantiate the overall validity of a CBI program



TASK ANALYSIS

A task analysis should be developed in which the planned activity is broken down into its component steps as they might be performed by a person without a disability. Breaking a task down into individual steps assists students to learn the task gradually and experience a sense of accomplishment as each new step is mastered. When preparing to teach the task to a student her/his current abilities should be assessed in the context of this task analysis. In some cases, a modified task analysis may be developed, which accounts for the student's particular strengths and needs. In cases where a student needs to use

an accommodation or assistive technology to access a community site or perform a functional task within the site, the task analysis should include use of that accommodation or assistive technology.

CURRICULUM DESIGN AND LESSON PLANNING

Curriculum design is the foundation for instructional effectiveness. Designing meaningful connections between the curriculum theme and the community setting is an important part of the process. Students need authentic opportunities to apply curriculum concepts through experiential learning. Table 1 provides some potential pairings of curriculum themes and community settings.

Table 1

Curriculum Themes with Potential CBI Settings	
Curriculum Themes	Potential Community Settings
Investigate life science/social studies	Museum Natural wildlife habitats Theaters
Provide job exploration (local business and industry)	Fast food restaurants Grocery stores Governmental agencies (i.e., school board, city hall) County courthouse
Introduce community service	Nursing homes/Assisted living facilities Humane Societies Environmental programs
Promote healthy living	Medical facilities Fitness clubs/YMCA/YWCA Walking/Bike trails
Encourage recreational interests	Bowling alley Golf/tennis club National/State parks Library
Promote safety	Fire department Police department Stranger Danger
Develop personal living skills	Banks Insurance agencies Driver's license bureau Public transportation
Develop daily living skills	Grocery stores Department/Retail stores Pharmacies/Drug stores

Detailed lesson plans are essential to the successful implementation of CBI. Just as you would prepare for any other academic lesson, develop CBI lesson plans that identify learning objectives, prior knowledge, guiding questions, procedures, materials and assessment/evaluation. Topics for lesson plans can include the following:

- Leisure Skills
- Social Skills
- Choice Making
- Decision Making
- Goal Setting
- Problem Solving
- Self-Awareness
- Money (Banking and Purchasing)
- Home Maintenance Skills
- Meal Planning and Preparing
- Restaurant Skills
- Safety Skills
- Functional Reading Skills
- Functional Math Skills
- Employment Skills

Through the CPALMS Lesson Plan Development Initiative (LPDI), Florida educators develop high-quality, standards-aligned instructional resources for publication on CPALMS. This growing collection of original lesson plans represents Florida educators' best work. All the components of a thorough lesson plan can be accessed with just a few simple clicks through the iCPALMS website apps. Many CPALMS lesson plans can be used or adapted for CBI activities. Access the search feature for lesson plans using the following link: <http://www.cpalms.org/Public/search/Resource>. The next section features a sample CBI lesson plan.

Family Food Lesson Plan

This lesson can be taught over several days with the final section completed through a CBI activity at a local grocery store.

Possible Access Points:

SS.912.E.1.In.m - Describe the basic functions of money in the United States

SC.912.L.18.Pa.1 - Recognize that humans need different kinds of food

SS.912.E.1.Su.p - Recognize a budget plan that includes wages and essential expenses, such as food and housing.



Learning Objectives:

- Identify food items for purchase based on family needs
- Determine and apply mathematical operations to a real-world problem involving money
- Locate items at grocery store during a CBI experience

Materials:

- Family Food Description Cards – Included at the end of the lesson plan
- Family Food Menu Planning Chart – Included at the end of the lesson plan
- Family Food Shopping List – Included at the end of the lesson plan
- Grocery flyer from newspaper or Internet
- Calculators

Procedure:

- Arrange the class into four teams (or less as needed) and provide each group with one of the Family Food Description Cards. Explain to students that they are going to shop for food for their assigned family based on the family's specific needs.
- Each group will discuss the needs of their family and decide what foods the family should shop for. Students can assume the family already has some staples in their cupboards, such as spices, condiments and dry goods (flour, sugar, etc.)
- Remind students to plan for breakfast, lunch and dinner each day. Place the following list of food categories on the board or on a list



for each team:

- Fresh fruit and veggies
 - Dry/boxed/canned foods
 - Meats
 - Dairy products
 - Baked goods
 - Snacks/extras
 - Frozen foods
 - Miscellaneous
- Using grocery flyers, teams create their shopping lists with item prices.
 - Teams must continually check their totals to make sure that they do not spend more than the family has set aside for food.
 - Once shopping lists are complete, continue your CBI activity with a trip to the grocery store. Each team should work together to locate each item on their list. Price comparisons can be done and adjusted on site.
 - Upon returning to school, each team will answer the following questions:
 - Was your team able to locate all the needed items?
 - If you could not find an item, were you able to substitute for something similar?
 - Were the prices the same as the ones in the flyer?
 - Was your family able to stay within their budget?



Assessment:

- As a final activity, conclude with a discussion that assists students to apply what they learned to themselves and their families. Some questions to ask include the following:
 - What was the hardest part about shopping for your assigned family?
 - What might be some of the challenges your own family has when grocery shopping?
 - How can you help your own family plan meals and make a shopping list?
 - What did you notice about the prices of food in the grocery store?
 - If you did this activity again, what would you do differently?
- Optional post-activity assignment for extra credit: Ask the family member who does meal planning and grocery shopping if you can assist with meal planning and grocery shopping next week. Tell the group about your experience and what you learned.

Family Food Lesson Plan – Family Food Description Cards

The Wilson Family

The Wilson family has four members with **\$120** a week to spend on groceries. The family includes a single mom and three daughters, ages seven, four and two.



The Morgan Family

The Morgan's are a family of three. The family includes a father and two sons ages six and seven. Dad's girlfriend often visits for supper; she has talked the family into following a vegetarian diet. This family has **\$150** a week to spend on groceries.



The Fitzgerald Family

The Fitzgerald’s are a family of five with a mother, father, four-year-old twins and the mother's sister, who is in her first year of college. The family can spend **\$170** a week on food. The twins' aunt chips in an additional **\$30** a week for food. She likes Italian food.



The Murphy Family

The Murphy family has four members – a grandmother, father, mother and six-year-old daughter. They can spend **\$130** a week on groceries. Grandma has high cholesterol and is on a diet of low-fat foods and the whole family tends to eat a low-fat diet.



Family Food Lesson Plan – Menu Planning Chart

Meals	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Breakfast Example: Cereal, Milk, Banana							
Lunch Example: Peanut butter and jelly sandwich, Apple							

Dinner Example: Spaghetti sauce, Pasta, Green salad, Garlic bread							

DIFFERENCES BETWEEN CBI AND FIELD TRIPS

CBI is not a field trip. CBI sessions are regularly scheduled and integrate lesson plans, curriculum objectives or access points, IEP goals and objectives or benchmarks (if applicable). Whereas field trips are generally provided to students sporadically, a schedule of CBI sessions is usually completed before or shortly after the commencement of the semester or school year. Table 2 provides a comparison of differences between CBI and field trips.

Table 2

Differences between Community-Based Instruction (CBI) and Field Trips	
CBI	Field Trips
Based on IEP; developed from individual task analysis	Based upon curriculum needs
To practice a life skill(s)	For subject matter exposure
Teach, practice, or assess instructional objectives	Reinforce instructional objectives
Teach mobility and orientation in the community	Teach geographical locations
Part of a broader educational segment	A supplement to a unit of study
Active participation	Participation can be either active or passive
Part of the student's regular schedule	Not part of the student's regular schedule
Learning over time (ongoing)	One time or short time experience
Individual or small group	Small or large group
Small student to staff ratio	Higher student to chaperone ratio
Funded by school system, agencies, grant monies, or raised monies	Funded by parents, grant monies, or raised monies
A method of teaching lifelong skills	A method of reinforcing class lessons

PART IV: ROLES AND RESPONSIBILITIES

A successful CBI program requires ongoing support from a dedicated team of professionals and parents committed to the vision of preparing students to develop skills which will enable them to become a part of a larger community. Administrators, teachers, paraprofessionals, related service providers and parents are all part of the team responsible and accountable for the achievement of students. This does not preclude other key professionals and stakeholders from becoming team members. Others may include the career/transition specialist, community service organizations, local business leaders, volunteers, peer helpers, etc. This part of the guide includes CBI start-up suggestions and a list of key members with corresponding responsibilities.

Ensuring that you have clearance and support from your administration and district to implement a CBI is the first step. Here are some suggestions to obtain support and permissions:



- Acknowledge administrative support
- Share current literature on CBI
- Identify model programs in other districts
- Propose solutions for potential problems
- Share annual plans and goals
- Provide administration with all documents
- Obtain support from school advisory council
- Maintain consistent and positive communication
- Share success stories

SCHOOL ADMINISTRATION RESPONSIBILITIES

It is the responsibility of the school administrator to assist exceptional student education staff in making appropriate decisions regarding CBI sites, activities, staffing and off-campus emergency procedures. They may assist in developing site-based procedures for requesting CBI activities at their school and approve necessary paperwork related to off-campus requests. Responsibilities include:

- Know and understand the philosophy of CBI.
- Ensure that the staff are trained and certified before implementing CBI strategies in the school and neighboring community.
- Identify and establish school site mode of communication to be used by the traveling CBI staff.
- Review the school site CBI emergency procedures.
- Maintain CBI informational file (including field trip forms, CBI Travel Plan, emergency contact cards, medical files and medication listings).

- Be available by phone in the case of an emergency.

TEACHER RESPONSIBILITIES

The teacher is the primary coordinator for implementing CBI. They communicate with students, parents and administrators. Teachers coordinate the paperwork, secure transportation and implement the schedule. They are responsible for the development and instruction of the curriculum and the assessment of learning outcomes. Responsibilities include:

- Know and understand the philosophy of CBI.
- Complete CBI training, if required.
- Follow all school and district procedures.
- Prepare and maintain documentation (compile signed field trip slips, fill out CBI Travel Plan, prepare student lists and any other required documentation).
- Submit documentation to administration and secure clearance.
- Provide the campus police with CBI program information and off-campus activities.
- Develop lesson plans for group lessons that are aligned with individual student IEP objectives and goals.
- Identify and review exceptional student education paraprofessional responsibilities, including providing direct or general supervision.
- Develop and provide teacher assistants with lesson plans and lesson objectives for on-campus and off-campus instructional settings.
- Maintain ongoing communication with administration, teacher assistants, students and parents/families regarding progress, work sites and community instruction.
- Develop and circulate a monthly activity schedule for school personnel, families and students.
- Provide related instructional activities prior to and following CBI.
- Follow up with the person or business providing access to the community by having students write letters or cards and personally corresponding on school letter head.



THE TEACHER'S ROLE IN CBI

The teacher has many roles in CBI. One important role of the teacher is the marketing of CBI. The teacher sets the tone for CBI with the students, faculty, administration, family and community by

demonstrating that instruction is taking place. The teacher’s belief and attitude about the CBI program is usually the key to success. Roles and responsibilities of the teacher are summarized in Table 3.

Table 3

Teacher Roles and Responsibilities in Community-Based Instruction (CBI)	
Possible Teacher Roles	Responsibilities
Supervisor/Facilitator	<ul style="list-style-type: none"> Monitor student activities during CBI Collect data on instructional objectives Monitor key relationships (employer/supervisor, co-workers, employment specialist/job coach and paraprofessional) Identify possible peer sources Service clubs (Key, Interact, etc.) Special interest groups (Future Educators of America, Future Farmers of America, etc.)
Family and Services Coordinator	<ul style="list-style-type: none"> Become familiar with family practices Connect families and local agencies Division of Vocational Rehabilitation Agency for Persons with Disabilities Job Corps Volunteer organizations Contact local agencies to help make connections for some families
Community Liaison	<ul style="list-style-type: none"> Create good public relations (write public relations stories for local newspaper) Conduct marketing activities Identify potential sites Solve problems
Evaluator	<ul style="list-style-type: none"> Identify eligible students Conduct environmental assessments for each setting Conduct student progress evaluations through data collection

Planner	Write and practice emergency plans Medical Behavioral Transportation Balance education requirements with CBI needs Set clear and precise expectations for students Plan activities based on academic and individual needs
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PARAPROFESSIONAL RESPONSIBILITIES

Although teachers are the primary people responsible for the implementation of curricular activities, paraprofessionals may assist with the implementation under the direct guidance of the ESE teacher. Paraprofessionals may assist with paperwork, making phone contacts to schedule CBI, planning bus routes, student preparation prior to leaving on CBI, supervision and ensuring safety of students and medical-related needs. Each district will have its own set of standards for what a paraprofessional may and may not do. Some of the responsibilities include:

- Know and understand the philosophy of CBI.
- Follow directions of the teachers.
- Follow written objectives or lesson plans for classroom and community settings.
- Assist in the delivery of instruction in community settings, including vocational sites.
- Be aware of medical conditions and medications of all students participating in the CBI.
- Have knowledge of and comply with school site emergency procedures.
- Maintain ongoing communication with the teacher regarding student progress, work sites and community instruction.

RESPONSIBILITIES OF THE NURSING STAFF

Nursing staff will be better able to provide services when they are informed about CBI activities and are prepared in advance to meet the related health and safety needs of students. Nursing staff responsibilities include:

- Update medical/emergency information as needed.
- Consult with teacher regarding health issues and medication changes.
- Advise administration, teachers and paraprofessionals on students' health conditions as they relate to community/off campus travel.
- Administer medication as directed.

PARENT/FAMILY RESPONSIBILITIES

Support from parents/families is essential for student success in CBI. The effectiveness of the CBI program is also positively impacted when parents are attentive to student requirements for CBI

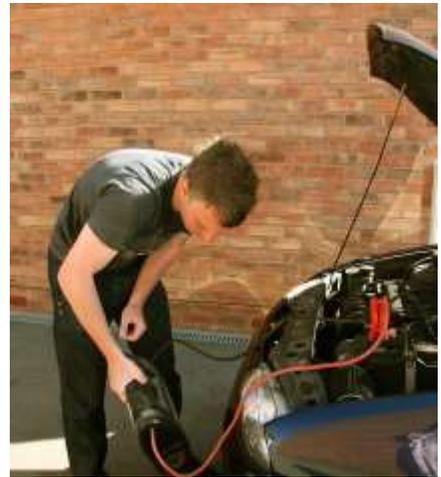
participation. Parent/family responsibilities include:

- Know and understand the philosophy of CBI.
- Provide teachers with any pertinent personal or medical information.
- Provide parental permission when needed (see Sample Parent Notification Letter in Appendix A).
- Return all materials with signatures in a timely manner.
- Provide opportunities at home and in leisure time for student to develop and practice skills.
- Provide suggestions for the development of skills in the classroom, community or home setting.

STUDENT RESPONSIBILITIES

Students must take home and return all necessary paperwork pertaining to CBI activities. They need to be prepared with necessary identification (ID), money/lunch and other appropriate “tools” to take into the community. Students need to demonstrate skills and behaviors that are appropriate to the given environment(s), be attentive and follow directions. Additional responsibilities include:

- Know and understand the philosophy of CBI.
- Follow teacher and paraprofessional directions at all times in the community.
- Maintain and carry ID, emergency information (including school information) and emergency money when on community outings.



SUPPORTING PARENT ENGAGEMENT

As students and CBI programs need support from parents/families, parents also need support from school personnel. Few parents have had experiences in any kind of off-campus educational opportunities other than field trips. See the comparison of CBIs and field trips on page 10 and share this with parents. It is vital that parents understand the difference between CBI and field trips to garner their support. Parents need to have a clear vision of not only **what** you are doing and **when** you are doing it, but **why** this kind of instruction is important. Providing this information will improve the quality of support you receive from parents. Here are some suggestions to help build support from parents:

- Conduct parent meetings at the school and open houses using the CBI sites when possible.
- If the site will allow it, invite parents to explore the site on their own or at the first CBI outing.
- Provide weekly or monthly updates of the skills and experiences your students are developing during CBI.

- Ask for parent volunteers and train them in procedures.
- Solicit information from the students' families regarding places and types of recreation the family/student enjoys, where the family shops for food and/or clothing, where they are likely to dine when they go out to eat and other services the family routinely accesses in the community (e.g., post office, coin laundry, public library). Gathering this information helps to identify meaningful sites and activities for CBI.
- Send a questionnaire for the parents or caregivers to complete. Consider asking related questions directly, by phone, or during formal IEP or informal parent conferences (see Sample Parent Input Form in Appendix B).
- Develop or suggest follow up activities that parents and students can do together afterschool or on weekends.

Some parents might feel very strongly that their child should not leave the school campus. Although CBI is an instructional approach, parental permission to leave campus is required. If a parent does not support off-campus CBI, then teachers must consider the school to be the community for this student and develop school-based sites in which to teach these important skills. To enhance the on-campus CBI experience, access work sites within a variety of departments (guidance office, front office, ESE office, cafeteria, custodial department, school store, or athletics). School-based enterprises (SBEs) are another option for community-based instruction. SBEs can sometimes provide an income stream with which the program can be supported, provide a service to the school community and allow a vision for future employment-based endeavors for students and their families after graduation. The school may also want to consider an adjustment to the student's schedule while the class is off campus to include an elective or another subject.

PART V: PROCEDURES AND GUIDELINES

Part V includes two sections that address the logistical elements of CBI planning. The first section, *Preparing for CBI*, discusses the variety planning decisions that must be made when launching a CBI program. The second section, *Preparing for Excursions*, provides information about preparing for the actual excursion into the community and important items to bring on the trip. A broad level view of Part V includes the following:

- Preparing for CBI
 - Establishing CBI Across Grade Levels
 - Site Development
 - Ecological Inventory
 - Determining Amount of Time Allotted to CBI
 - Integrating CBI into the Master Schedule
 - Group Size
 - Transportation
 - Funding
 - Liability and Safety
 - Documentation
- Preparing for Excursions
 - Before the Excursion
 - During the Excursion
 - After the Excursion

PREPARING FOR CBI

Establishing CBI Strategies Across Grade Levels

Preparations for CBI depend on the grade levels being served.

- Elementary School Level: Elementary level students without disabilities spend the majority of their day in a school setting, and therefore, CBI for students with disabilities at the elementary level may occur less frequently than for students with disabilities at the secondary level. CBI strategies may be used to reinforce academic skills taught through the Florida Standards via access points. CBI activities will likely occur on the school campus. For the primary and intermediate grades, the local school is considered the community.
- Middle School Level: As students matriculate to middle school and then to high school, the proportion of time spent in the community typically increases. Concurrently, the range and variety of community settings is increased. However, teachers



still need to be aware of the age appropriateness of the activity. For example, middle school students cleaning tables at a fast food restaurant as part of the vocational domain of CBI would not be appropriate because students this age without disabilities do not do this type of activity. However, middle school students without disabilities would order from a menu, make payments, count change and socialize at fast food restaurants because they are usually too young to be working. As such, these skills are appropriate for students with disabilities to learn in a natural environment.

- High School Level: At about age 15 or 16, students begin vocational training in integrated community work settings. Typically, high school students will begin with one or two days per week of vocational training in a community setting, which increases over time. For instance, students 18 and older could be spending three to four hours per day, four to five days per week, in on-the-job training. [See resources from the TAP in Appendix E: *Non-Paid Community-Based Vocational Education (CBVE) Programs.*]
- Employment Exposure: There will be varying levels of employment exposure for students based on student needs, strengths, abilities and interests. These levels will be determined by the IEP team and recorded in the IEP. For example, some students may start vocational training through school-based enterprises as early as 12, while some students, may benefit from less emphasis on vocational training and more on self-help, domestic and daily living skills. Moreover, there maybe be some students for whom intensive instruction in academics or social/communication skills, provided in a school-based setting, continues to be warranted. The critical variable is the individual need of the student.
- Considerations for determining individual CBI involvement at all levels include the following:
 - Age
 - Learning pace
 - Ability to generalize
 - Motivation



Site Development

Developing successful CBI sites requires extensive pre-planning.

- Proximity: Finding a location close to the community where the student lives is a primary consideration when targeting CBI sites, particularly for vocational exploration.
- Student-Friendly Sites: Begin by identifying sites that will be comfortable for students. Consider business owners who are interested in exceptional student education, storeowners who always present themselves as open and approachable, or sites that have a reputation of being interested in community involvement, education or workforce development. Investigate sites that are already being used by other vocational programs.

- Site Assessment: Assure businesses that site-development activities and follow-through will be conducted. Make sure that all sites are accessible before finalizing the agreement.

Ecological Inventory



An ecological inventory of each CBI site should be conducted. Either the teacher or the transition specialist can conduct such inventories and decisions to pursue a site should follow a dialogue between these professionals. This is the perfect time to take notes for pre-teaching activities with the students. Pick up menus, site maps and informational flyers to aid in the development of lesson plans before the visit. Among the factors to take into consideration are:

- General layout of the facility and accessibility for individuals with limited mobility
- Proximity to public transportation or ease of access via school bus
- Location and accessibility of bathrooms and emergency exits
- Times/days of operation; potential opportunities for interactions; “slack” times when the facility may be less crowded and have reduced costs for admission, food or services
- Types of skill applications the site affords the student
- Additional environmental factors, such as noise level, amount of clutter, potential for overcrowding

Determining Amount of Time Allotted to CBI

- CBI directed by the IEP: All scheduling is based on student need as determined by the IEP. The complexity of student scheduling depends on the service delivery model being used at the school. General ideas within the service delivery models are provided in Table 4.

Table 4. *Service Delivery Models*

General Education	Resource	Separate Class
Collaborate on scheduling with staff members who will be indirectly involved	Collaborate on scheduling with staff members who will be indirectly involved Schedule students with similar objectives together, when possible Schedule special area classes/electives earlier or later in the day to allow for block of time for CBI activities	Collaborate on scheduling with staff members who will be directly involved Schedule special area classes/electives earlier or later to allow for a block of time for community- based instruction activities Block instructional time to allow for community- based instruction activities (e.g., two classes together, lunch, two classes together)

- **Time Spent in CBI:** The number of hours-per-week that a student needs to receive CBI will also vary based on the goals and objectives specified in the IEP as well as the student’s ability level. As students grow older, more and more time should be dedicated to CBI. The proportion of time spent in the community to time in school should always be based on individual student needs; however, as a general rule-of-thumb, the ranges per grade/age group are recommended in Table 5. When scheduling CBI activities, it is imperative to note the age appropriateness of the skill and its relationship to activities of non-disabled peers.

Table 5. *Recommendations for Student Involvement by Grade and Age*

Grade Level	Age Group	Range of Hours/Week
K–2	5–7 years	1–5 in school setting
3–5	8–10 years	1–10 in school setting
6–8	11–14 years	5–10
9–12	15–18 years	10–12
Postsecondary	19–21 years	15–20

Integrating CBI into the Master Schedule

There can be flexibility in planning for CBI. Teachers should block enough time for CBI in either the morning or the afternoon to allow for travel and site-based experiences.

- **Number of Days per Week:** The number of days per week scheduled will depend on the amount of CBI indicated in the student’s IEP. For example, one student may be participating in CBI one afternoon per week, while another student could be participating four or five afternoons per week.
- **Example Schedules:** Examples for scheduling CBI time at the high school, middle school and elementary school levels follow here. Other schedules are also possible.

Example 1 – 4 x 4 Block Schedule (90-minute classes) at Middle or High School

Period 1	Period 2	Lunch	Period 3	Period 4
CBI	→		CBI	→

Example 2 – 6-period day (55-minute classes) at Middle or High School

Period 1	Period 2	Period 3	Lunch	Period 4	Period 5	Period 6
CBI	→			CBI	→	

Example 3 – Elementary School

Block of Time	Block of Time	Block of Time
Academics	Lunch and Specials	CBI Activity
Academics with CBI	Lunch	Academics and Specials

Group Size

- **Number of Students:** The number of students participating at one time may need to be limited in order to ensure that students with disabilities receive the full benefit of CBI.
- **Adult-to-Student Ratio:** The specific adult-to-student ratio varies based on the type of CBI activity, the CBI location and the needs of the students. For instance, a career exploration activity for students to observe various jobs in a hospital may allow for a 6:1 ratio, whereas a 3:1 ratio would be more appropriate on a CBI to a grocery store.
- **Groups within a Group:** With adequate supervision, larger groups can travel to a site then break up into smaller groups with different objectives/activities. For example, a CBI to a retailer can provide career exploration, comparison shopping, budgeting and independent living activities to four different groups of students.

Transportation

Transportation will vary between districts and schools depending on what is available in a given geographical area. Most school districts have developed policies regarding transporting students to CBI activities.



- **Identify School Transportation Policies:** Make sure to identify these policies before implementation. A school-based administrator should be able to assist with identifying the district’s policies and contacts.
- **Walking:** For those schools that are in the center of downtown areas or have businesses nearby, walking may be a viable option.
- **Public transportation:** Some districts have effective and efficient sources of public transportation, such as railways or buses. Your county’s special transportation department might provide free bus passes if travel training is included in your CBI experience.
- **School-Sponsored Transportation:** Some districts may be best suited for school buses and district-owned vehicles.

- Privately-Owned Transportation: Some districts may have provisions that allow for the use of private vehicles, taxis or Uber/Lyft. Be sure to work with the school administrator when considering this choice. The more experiences provided for students, the more likely they are to access the community outside of the school day and after graduation.

When choosing a method of transportation, consider the following:

- Student's post-school transportation goal
- Independent travel skills
- Time constraints
- Scheduling limitations
- Number of students
- Wheelchair accessibility
- Cost

Funding

Teachers may be able to access funding for CBI from multiple sources, including the following:

- Funding-raising activities
- Grants (federal, state and local)
- Family support
- Private donations and school-based enterprise (SBE) projects

Please see <http://project10.info/DetailPage.php?MainPageID=205> for information about SBEs and training. Potential funding for CBI transportation may include designated transportation funding, discretionary dollars, flex dollars instead of text books or full-time equivalency (FTE) funding. Please note that funding options vary between districts. Consult with a school-based or district administrator to determine funding opportunities.

Liability and Safety

It is important to know and follow the policies and procedures required by district administration. Identify and address areas such as legal issues, insurance, transportation, safety and staff requirements. It is also important to include or have discussions with therapists who conduct orientation and mobility training for students with visual impairments. Keep in mind that liability and safety guidelines may vary between districts. Recommended safety procedures include:

- Ensure field trip forms are properly filled out, signed and remain with you at all times.
- Maintain a site-specific schedule of the location for all CBI activities for the school administration.
- Develop an emergency plan with the school-based leadership team and review the plan before each trip with all adults who are accompanying the students.

- Carry cell phones and a charger at all times. Bring a list with updated cell numbers of everyone who is with you.
- Know how to contact the school resource officer while both on and off campus.
- Ensure that all staff members are trained in first aid and CPR.
- Ensure every student is carrying an ID card or some form of identification.
- Ensure parents have been informed of where you will be going that day. Parents should have a calendar and should receive a reminder as well.

There should be a school board employee present at each CBI site when students are present, in accordance with school district policy. Staff use is flexible and may include professional and support staff, such as ESE teachers, occupational therapists (OTs), physical therapists (PTs), speech and language pathologists (SLPs), itinerant teachers, orientation and mobility specialists, job coaches, teacher assistants, support assistants or other paraprofessionals.

Documentation

Every district and school will have its own specific requirements for necessary documentation. Some of the most common types of instructional documentation required to plan and execute a CBI activity are curriculum-generated teacher information, such as the following:

- Lesson plans that tie the CBI activity to the student's IEP goals
- Florida Standards Access Points addressed and personnel usage charts
- Results of situational assessments (ecological inventories, life space analysis and skills checklists) support the reasons that a teacher has chosen to use a particular CBI site for individual students.

The safety and accountability pieces of documentation are equally important. Consider the following documentation during CBI preparation:

- Student Locator Form: A CBI student locator form needs to be filed with administration and posted in the classroom for quick reference should it be needed.
- Permission Forms: Blanket permission form(s) (including permission to be photographed)
- Sites and contact lists
- Emergency authorizations and proof of insurance should be filed both at the school and with the teacher on the CBI.

PREPARING FOR EXCURSIONS

Before the Excursion

Prior to leaving for a CBI excursion, the teacher should complete the following:

- Review expectations with the students
- Review what to listen for during CBI

- Review questions to ask during CBI
- Define attention and participation expectations
- Review bus rules
- Describe behavior and social skills expected in the community
- Ensure lunches are obtained or other lunch plans are confirmed
- Ensure *CBI Travel Plan* (Sample in Appendix C) has been submitted to administration

During the Excursion

The teacher in charge should carry a backpack with the following items:

- Permission forms/CBI permission letters
- Student addresses, telephone numbers, emergency contacts and medical information
- Telephone numbers for important school contacts such as exceptional student education administrator, nurse, office manager and school administrator
- Activity sheets and pencils
- CBI checklist
- Calendar/schedule
- Extra change and bus tokens
- Cell phone and charger
- Bus schedule
- First aid kit
- Student medication



After the Excursion

As a follow-up to the CBI excursion, the teacher should complete the following:

- Review the purpose of the CBI activity
- Review and reinforce behavior and social skills and how they were implemented
- Review procedures and revise as necessary

PART VI: INTRODUCTION TO COMMUNITY-BASED VOCATIONAL EDUCATION (CBVE)

CBVE is similar to CBI, but includes a vocational focus. As referenced in the vocational domains section, a vocational focus might include classroom/school jobs on the elementary/middle school level, non-paid community-based work experiences on the middle school/high school level, or paid work experiences on the high school level. CBVE provides on-the-job training and assessment as well as an opportunity for students who require the extra time and support offered to obtain vocational skills necessary for employment, including supported employment, upon graduation. Community-based work experiences assist students with establishing long- and short-term vocational goals and the development of work-related social and behavioral skills in addition to providing valuable contextual real-world vocational training.

Because CBVE activities take place in work settings, they must comply with the provisions of the Fair Labor Standards Act (FLSA) administered through the U.S. Department of Labor. The Individuals with Disabilities Education Act (IDEA) and policy guidelines adopted by the U.S. Departments of Labor (DOL) and Education encourage the implementation of CBVE. Amendments to IDEA require transition services planning for students with disabilities and the U.S. Departments of Labor and Education guidelines ensure these services can be delivered in community work settings according to the FLSA. Information about Florida's Child Labor Laws may be found on the Florida Department of Business and Professional Regulation website, which features specific sections dedicated to child labor with subpages for educators, students and parents (<http://www.myfloridalicense.com/DBPR/child-labor/educators/#1510927373540-5a822ffe-94b2>). Refer to the poster outlining Florida's Child Labor Laws available at

http://www.myfloridalicense.com/dbpr/reg/childlabor/documents/ChildLaborBrochureEnglish_000.pdf.

The purpose of CBVE is to provide students with the opportunity to acquire job skills in natural environments as these skills cannot be fully taught in the classroom setting. To accomplish this, vocational training is taught in the business community. Placements should be individualized according to the needs, interests and abilities of each student. This is done in collaboration with the student's IEP team.

Business standards regarding work quality, production, safety, work attire and appropriate work behaviors are emphasized. Job training is part of the student's educational program; therefore, no monetary compensation is given.



The benefits for students who participate in this experiential work-based learning are extensive. Students are exposed to a variety of vocations and careers. They are able to observe and perform jobs that they may have had no idea existed in their communities. Within these work settings, students can learn firsthand about the

skills are necessary to obtain these jobs and can better determine if they are suited for or interested in a job of that nature.

SUMMARY AND EXCERPTS FROM FDOE NON-PAID COMMUNITY-BASED VOCATIONAL EDUCATION (CBVE) PROGRAMS TECHNICAL ASSISTANCE PAPER (TAP)- NOVEMBER 2005

The purpose of the 38-page CBVE TAP is to outline helpful guidelines for non-paid CBVE programs and offer recommendations that constitute best practice. The six major sections included in this document are as follows:

- Understanding Some Guidelines for Non-Paid CBVE
- Frequently Asked Questions and Answers
- Reflecting Community-Based Vocational Instruction in the Transition IEP
- Suggestions for Documentation
- The Most Common Hazardous Occupations
- Appendices

Many practical resources are included in the Appendices section, including sample letters, forms and guidelines to support teams in implementing CBVE programs. Highlights of the TAP are included here.

There are three components of non-paid CBVE programs. These components are vocational exploration, vocational assessment and vocational training. Although an employment relationship is usually not determined solely on the basis of the number of hours a student has worked, as a general rule, each component should not exceed the following during any one school year:

- Vocational exploration – 5 hours per job experienced
- Vocational assessment – 90 hours per job experienced
- Vocational training – 120 hours per job experienced

Vocational exploration involves investigating a student's interests, values, beliefs, strengths and needs in relation to the demands and other characteristics of work environments. Students are exposed briefly to a variety of work settings to help them make decisions about future career directions or occupations. Exploration enables students to make choices regarding employment areas they wish to pursue.

Vocational assessment helps determine individual training objectives for a student with a disability. In this component, the student performs work assignments in various businesses under direct supervision of school personnel and employees of the business. Assessment data are systematically collected on the student's interests, aptitudes, needs, learning styles, work habits, behaviors, personal and social skills, values and attitudes and stamina. The student rotates through various work settings corresponding to the student's employment preferences as situational assessments are completed by school personnel and on-site employees. As a result, students are assisted with their selection of work settings in which they can more closely pursue career or occupational areas that match their interests and aptitudes.

Vocational training places the student in various employment settings for work experience. The students, parents and school personnel should develop a detailed, written training plan which includes the competencies to be acquired, the methods or instruction to be used and the procedures for the evaluation of the training experience. Training should be closely supervised by a representative of the school but, may also be done by a designated employee or a supervisor. The purpose of this component is to enable students to develop the competencies and behaviors needed to secure and maintain paid employment.

The DOL uses the “primary beneficiary test,” a flexible test, to examine the “economic reality” of the intern-employer relationship to determine which party is the “primary beneficiary” of the relationship and to determine whether a student is an employee within the meaning of the FLSA. However, no single factor is determinative and whether an intern or student is an employee under the FLSA necessarily depends on the unique circumstances of each case.

The following seven factors are part of the test:

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.
5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

For more information, refer to the U.S. DOL Fact Sheet #71: Internship Programs under the Fair Labor Standards Act at <https://www.dol.gov/whd/regs/compliance/whdfs71.htm>.

With the inception of community-based vocational educational (CBVE) programs, both paid and non-paid, many questions have been posed related to implementing programs in compliance with federal

and state regulations, as well as the Fair Labor Standards Act. Refer to the full-length TAP at <http://www.fldoe.org/core/fileparse.php/7571/urlt/0086208-y2006-2.pdf>.

RESOURCES

Community-Based Instruction

This resource produced by International Autism Association for Families & Educators in cooperation with Dr. Paul Wehman explains how a student with Autism Spectrum Disorder (ASD) would benefit from CBI.

http://www.autismeducates.com/articles/Paul_Wehman.pdf

Community-Based Vocational Training (spiral bound)

This is a hands-on how-to manual written by Jill C. Wheeler.

<https://www.amazon.com/Community-Based-vocational-training-Jill-Wheeler/dp/1578615585>

Community Places & Helpers Bingo Series

These games provide a way for students to learn about communities in a fun way.

<http://www.proedinc.com/customer/productView.aspx?ID=5916>

Complete Survival Sign Program

These games provide a fun way for students to learn the meaning of signs in the community.

<http://www.proedinc.com/customer/ProductView.aspx?ID=6188>

Division on Career Development and Transition

This Transition Resource Guide contains resources for professional development, teacher use, student use and parent/family use.

<http://community.cec.sped.org/dcdt/home>

Explore Your Community

This curriculum that assists students to learn daily living skills for independent living.

<https://www.attainmentcompany.com/transition/community-skills/explore-your-community>

Enhance: Transition

Attainment Company

<https://www.attainmentcompany.com/transition/community-skills/enhance-transition>

Effective Practices Matrix

CBI and community involvement appear in multiple places on this matrix of practices provided by the National Technical Assistance Center on Transition (NTACT).

https://www.transitionta.org/sites/default/files/effectivepractices/EP_Matrix_print_10_15_15.pdf

FYI Transition-Transition Professionals

These resources help students to learn self-determination and independent living skills.

<http://www.fyitransition.org/professionals.html>

Meeting the Needs of Youth with Disabilities: Handbook for Implementing Community-Based Vocational Education Program According to the Fair Labor Standards Act

This handbook provides guidance to schools operating CBVE programs.

[https://www.region10.org/r10website/assets/File/meetingtheneedsofyouthwithdisabilitiesdol\(1\).pdf](https://www.region10.org/r10website/assets/File/meetingtheneedsofyouthwithdisabilitiesdol(1).pdf)

National Technical Assistance Center on Transition (NTACT)

This organization assists State Education Agencies, Local Education Agencies, State VR agencies and VR service providers in implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment.

<http://www.transitionta.org>

Non-Paid Community-Based Vocational (CBVE) Programs

Florida Department of Education Technical Assistance Paper

<http://www.fldoe.org/core/fileparse.php/7571/urlt/0086208-y2006-2.pdf>

Pasco County Schools Community-Based Instruction

This online training prepares school personnel to provide CBI.

http://www.pasco.k12.fl.us/library/ssps/cbi/cbi_training.pdf

Project 10: Transition Education Network

This website provides information about CBI and provides additional resources.

<http://project10.info/DPage.php?ID=158>

Providing Community-Based Instruction (General Practice)

This chart from the National Technical Assistance Center on Transition (NTACT) provides information on evidence-based CBI practices. Studies describe delivering instruction in a variety of community settings. Instructional practices include practicing strategies or skills in community settings with role play or with employees or community members after direct instruction and simulated practice in the classroom.

https://www.transitionta.org/sites/default/files/effectivepractices/EP_Matrix_print_10_15_15.pdf

Supporting Community Integration and Participation for Individuals with Intellectual Disabilities

This fact sheet describes how occupational therapy can support community involvement for individuals with intellectual disability (ID).

<https://www.aota.org/About-Occupational-Therapy/Professionals/WI/Intellectual-Disabilities.aspx>

Transition to Adulthood

This article posted on the Center for Parent Information & Resources website provides an overview of transition services, including community experiences.

<http://www.parentcenterhub.org/transitionadult/>

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Appendices

APPENDIX A

Sample Parent Notification Letter/CBI Found in the Non-Paid CBVE TAP 12698

(Place on school letterhead)

Dear Parent/Guardian:

The community-based instruction (CBI) educational program is designed to provide students with disabilities with real life experiences at local cooperating businesses. There are four areas/domains involved in this program: domestic, vocational, recreation/leisure and general community. Community-based instruction is a strategy that is used to reinforce academic skills in real-life environments.

There are documents enclosed that require your signature in order for your child to be able to participate in this program. These documents are the standard permission forms used for all off-campus activities for students.

Please sign and return the enclosed documents by _____.
(Insert Date)

If you have any questions, please call me at _____.
(Insert Contact Number)

Sincerely,

(Signature)

Name

Title

Email

APPENDIX B

COMMUNITY-BASED INSTRUCTION (CBI) PARENT INPUT FORM

Dear Parent/Guardian,

Per your child's IEP, participation in Community-Based Instruction (CBI) will be starting soon. Although the curriculum addresses "access to core subject content," the emphasis of this instruction is to prepare your son/daughter to function as independently as possible in the community to acquire necessary life and employment skills. There will be active participation in real-life situations, such as shopping, cooking, laundry and using public transportation, along with classroom and community instruction of communication and social skills.

The information that you provide in this questionnaire will help us provide your son/daughter with meaningful CBI activities. It will help us support your child in meeting his/her goals and support the development of independence in the community.

Please take the time to complete the questionnaire and return it as soon as possible.

Student Name: _____ Date of Birth: _____

Parent/Guardian Name: _____

Phone #: _____ Email: _____

MEDICAL INFORMATION

Does your son/daughter take any medication? Yes No

If so, provide the name and dosage of the medication(s): _____

Does your son/daughter have any allergies? Yes No

List known allergies: _____

Does your son/daughter have any medical conditions that the team should be aware of while in the community?

Please provide any information that would be needed in order for your son/daughter to be successful in the community:

Please answer the following questions to the best of your knowledge. This information will be used to assist in planning an individualized CBI program for your son/daughter. Circle whether your son/daughter participates in the activity and whether or not they need assistance.

DOMESTIC SKILLS

Helps with laundry	YES	NO	ASSISTANCE	NO ASSISTANCE
Participates in preparing meals	YES	NO	ASSISTANCE	NO ASSISTANCE
Cares for personal hygiene	YES	NO	ASSISTANCE	NO ASSISTANCE
Selects clothing for the day	YES	NO	ASSISTANCE	NO ASSISTANCE
Dresses self	YES	NO	ASSISTANCE	NO ASSISTANCE
Cleans own room	YES	NO	ASSISTANCE	NO ASSISTANCE
Cleans other areas of the house	YES	NO	ASSISTANCE	NO ASSISTANCE
Cares for a pet	YES	NO	ASSISTANCE	NO ASSISTANCE
Can use a key to enter the home when no one is home	YES	NO	ASSISTANCE	NO ASSISTANCE
Can remain at home alone during the day or evening	YES	NO	ASSISTANCE	NO ASSISTANCE
Other:	YES	NO	ASSISTANCE	NO ASSISTANCE

VOCATIONAL ACTIVITIES

Participates in non-paid work experiences outside the home (volunteer)	YES	NO	ASSISTANCE	NO ASSISTANCE
Receives a salary for work in the community (Paid employment)	YES	NO	ASSISTANCE	NO ASSISTANCE
Other:	YES	NO	ASSISTANCE	NO ASSISTANCE

COMMUNITY ACCESS SKILLS

Uses public transportation (bus, taxi, Uber, Lyft, special transportation service)	YES	NO	ASSISTANCE	NO ASSISTANCE
Helps to create the grocery list	YES	NO	ASSISTANCE	NO ASSISTANCE

Helps with the grocery shopping	YES	NO	ASSISTANCE	NO ASSISTANCE
Selects clothing for purchase	YES	NO	ASSISTANCE	NO ASSISTANCE
Walks or rides a bike to community locations	YES	NO	ASSISTANCE	NO ASSISTANCE
Crosses the street independently	YES	NO	ASSISTANCE	NO ASSISTANCE
Orders own food in restaurant	YES	NO	ASSISTANCE	NO ASSISTANCE
Handles own money (allowance, salary, etc.)	YES	NO	ASSISTANCE	NO ASSISTANCE
Has and maintains a bank account	YES	NO	ASSISTANCE	NO ASSISTANCE
Other:	YES	NO	ASSISTANCE	NO ASSISTANCE

RECREATION AND LEISURE

Has a hobby	YES	NO	ASSISTANCE	NO ASSISTANCE
Talks/texts on phone to friends or relatives	YES	NO	ASSISTANCE	NO ASSISTANCE
Participates in sports	YES	NO	ASSISTANCE	NO ASSISTANCE
Participates in events with non-disabled peers	YES	NO	ASSISTANCE	NO ASSISTANCE
Goes out with peers (movie, mall, a meal)	YES	NO	ASSISTANCE	NO ASSISTANCE
Chooses what leisure activities to participate in	YES	NO	ASSISTANCE	NO ASSISTANCE
Invites others to come to their home	YES	NO	ASSISTANCE	NO ASSISTANCE
Goes to a friend's home during day or evening	YES	NO	ASSISTANCE	NO ASSISTANCE
Spends the night at a friend's home	YES	NO	ASSISTANCE	NO ASSISTANCE
Other:	YES	NO	ASSISTANCE	NO ASSISTANCE

COMMUNITY SURVEY (Optional)

Please circle the community-based activities that you feel are the most important for your son/daughter to participate in:

Shopping in a mall or shopping center	Using banking skills	Obtaining an ID
Using public transportation	Using a laundromat	Learning to pay for lunch
Learning to use a cell phone	Using a Post Office	Using a library
Learning emergency information	Using a computer	Other

List the following community location which your family now uses.

Nearest Mall/Shopping Center: _____ Supermarket: _____

Movie Theatre: _____ Bank: _____

Restaurant (dine-in): _____ Fast Food: _____

Post Office: _____ Library/Book Store: _____

Other: _____

Parent Comments: _____

APPENDIX C

COMMUNITY-BASED INSTRUCTION (CBI) TRAVEL PLAN FORM

Submit this form to the designated administrative office personnel before leaving the school campus and post a copy of this form in the CBI classroom. Notify the school immediately of any travel changes or alternate routes.

School: _____ Date: _____

Teacher/Staff in Charge: _____ Cell Phone Number: _____

Other staff participating:

Date of Travel: _____ Departure Time: _____ Return Time: _____

Destination: (If more than one destination, please attach additional plans)

Location/Site: _____

Address: _____ Phone: _____

Method of Transportation: _____

Bus Number/Walking Route: _____

Number of Lunches needed from Cafeteria: _____

IDENTIFY ONE OR MORE INSTRUCTIONAL OBJECTIVES OR GOALS FOR THIS CBI EXPERIENCE:

- Academics: _____
- Vocational: _____
- Recreation/Leisure: _____
- Communication: _____
- Social/Emotional: _____
- Self-Care/Independent Living: _____
- Other: _____

Staff responsible for students remaining on campus: _____

*Please attach list of all students participating in the CBI excursion to this form and submit to administration prior to departure.

APPENDIX D

Transition Resource Tables

Link to Tables <http://community.cec.sped.org/dcdt/home>

There is an abundance of information regarding transition planning for students with disabilities available online. The Transition Resource Tables developed by DCDT contain the most frequently used low-cost/ no-cost web-based transition resources available to professionals, students with disabilities and their families. To find specific information, use the content and tool columns to identify resources. The tables contain resources for professional development, teacher use, student use and parent/family use. In the leftmost column, the resource name and URL are listed. The content available in the resource appears in the yellow columns in the middle of the tables. The rightmost, blue columns, contain the type of tools available on the website.

Transition Professional Development Resources

Transition resources for professional development are available to support school and community professionals in obtaining transition information on a variety of topics including employment, post-secondary education and independent living. The low-cost/no-cost web-based resources contain information on evidence-based practices in transition, state performance indicators, disability fact sheets, modules and videos on variety transition topics and more.

Transition Resources for Teacher Use

Resource	Content								Tools								
	Self-Determination	Assessment	Career Preparation	Transition Assessment	IEEP/IFSP	Self-Directed Learning	Transition Plan	Adult Health	Financial Literacy	Transition Services	Transition Tools	Transition Videos	Transition Modules	Transition Presentations	Transition Webinars	Transition Publications	Transition Other
ACTEOP: http://www.acteop.org																	
Transition Toolkit: http://www.transitiontoolkit.org																	
The Transition: http://www.transition.org																	
Career Center for Learning Disabilities: http://www.ccl-d.com																	
National Transition Center for Children with Disabilities (NTCCD): http://www.ntccd.org																	
National Center on Secondary Education and Transition for SSW: http://www.ncset.org																	
Transition Assessment Toolkit: http://www.transitionassessment.org																	
IEEP Resource Center: http://www.ieep.org																	
Living Life Well: http://www.livinglifewell.org																	
Work & Life: http://www.workandlife.org																	

Transition Resources for Teacher Use

Transition resources for teacher use are available to support teacher in developing transition plans and coordinating transition services for students with exceptionalities. The web-based resources contain lesson plans, fact-sheets, information on transition assessments, interactive transition planning websites to use with students and much more.

Transition Resources for Student Use

Transition resources for student use are available for students to explore their post-school options in employment, postsecondary education and independent living. A variety of web-based resources are available to support students in learning about and communicating their strengths, needs interests and preferences.

Transition Resources for Family Use

Transition resources for parent/family use are available to support families through the transition planning process. An excellent way to collaborate with families, the web-based resources provide a wealth of information on a variety of transition topics such as health care, adult services, employment, postsecondary education and independent living for youth with exceptionalities.



We value your input.
Please share via QR code.



Florida Department of Education
Pam Stewart, Commissioner