# Session Eleven:

# Community Based Instruction

# and

# Computer Assisted Instruction

# PowerPoint Notes, Slide Content and Alt Text

The following information includes the slide content, slide notes, and alt text for images on slides. PowerPoint slide notes are intended to enhance understanding of the information on the slide and can assist in facilitation of the content. However, not every slide requires notes in addition to the slide content. The identical slide note information below is also available in the notes section of the corresponding PowerPoint slideshow.

The information in the notes may assist the facilitator to:

1. Further explain the concepts on the slide
2. Prepare for and implement an activity
3. Offer additional information to the participants

## Slide 1: “What Works for Work”

## Session Eleven

## Community Based Instruction

Computer Assisted Instruction

**Alt Text:**

1: Logo for the Ohio Developmental Disabilities Council

2: Logo for the OCALI Lifespan Transitions Center

## Slide 2: Session Content

### This session will explore two Evidence Based Practices

### Community Based Instruction or “CBI”

### Slides 1-24

### Computer Assisted Instruction or “CAI”

### Slides 25-34

### Users may plan to review the entire session or focus on one of the practices at a time.

Slide Notes: Facilitator: You may hide this slide once you have determined how much of the session content you will explore

## Slide 3: Community Based Instruction (CBI)

### Alt Text: Shopping. Young woman shopping for clothes She is deciding what to buy.

Slide Notes: Clothes shopping is one of those skills many adults value. There are, however, a multitude of skills needed to efficiently and effectively navigate the community retail environments. CBI focuses on understanding those environments, developing needed skills and problem-solving when needed

## Slide 4: Community Based Instruction

### Alt Text:

1. Page 7 of Community Based Instruction in the Evidence Based Practice document. Vocabulary and team discussion questions are given on this page. File is available for download

2. Page 8 of the Community Based Instruction in the Evidence Based Practices document. Examples of How to use community-based instruction as well as links listed here. Download file for further content knowledge.

Slide Notes: Pages on CBI from **04: Evidence Based Practices (Handout),** Ohio Employment First Evidence Based Transition Practices. Facilitators should have the participants locate and review these pages.

## Slide 5: Here’s a Short Quiz About CBI

### Alt Text: Street sign. Rectangle street sign says "Questions Answered"

Slide Notes: Many professionals, individuals and families are quite familiar with the concepts of CBI. Many participants in this session may already be activity implementing CBI. Facilitator should ask before starting the quiz for a show of hands. “How many people here are familiar with CBI? How many of you use CBI?” Generally the results are more than a few participants are familiar and active with this EBP. The facilitator explains that because this is a common practice, instead of he or she reviewing the materials, the group will discuss the materials together by the use of a short quiz. The facilitator can approach this several ways:

Option 1- Show and read the question slide. Have the participants pause to consider. And then ask for a volunteer to answer. Ask for other comments. Show Answer slide. And discuss further if necessary

Option 2- Think–Pair-Share. Show and read the question slide. Have the participants pause to consider. Have the participants discuss their thoughts about the question with the person next to them. Then ask for a volunteer to answer. Ask for other comments. Show Answer slide. And discuss further if necessary

Option 3- If a larger group, consider splitting group into small groups of 4-5 each. Show and read the question slide. Have the participants pause to consider. Have the participants discuss their thoughts about the question with their small group. Then ask for a volunteer to answer. Ask for other comments. Show Answer slide. And discuss further if necessary

## Slide 6: True or False?

### CBI is an effective instructional method for teaching, in real-life settings, the skills that students will need for functional daily living as adults.

### Alt Text: True or False. 2 Speech Bubbles. One says "False", the other says "True"

## Slide 7: TRUE

### CBI is used to prepare students for transition to adulthood, to live independently, and enhance quality of life through the use of environments which they will typically navigate as adults.

Example: Teach money use in setting and situation where money is naturally used such as grocery stores, restaurants, etc.

## Slide 8: True or False?

### CBI is often used in a variety of programs. One could offer many examples of CBI. One example of a CBI program commonly used in schools is ‘Field Trips’.

### Alt Text: True or False. Cartoon dog standing with front legs crossed. Face shows thinking. Words "True or False" appear to side.

## Slide 9: False

### ‘Field Trips’ alone generally do not meet the full criteria of CBI.

### CBI is structured and planned.

### It occurs regularly and uses systematic instruction.

### CBI uses consistent teaching strategies and is at a frequency necessary for the student to develop skills. Data to measure progress is used to determine when skills are mastered and new skill sets should be targeted.

## Slide 10: True or False?

### Many educators report that student motivation is increased during CBI due to student involvement in “real life” activities of personal relevance.

### Alt Text: Checkmark and X-Mark. 3-D Checkmark and X-mark. Both sitting in black frame boxes.

## Slide 11: True

### Often students that struggle in a typical academic or classroom environment thrive when the educational environment is closely related to their ‘real life’.

## Slide 12: True or False?

### CBI is used primarily to focus on daily living skills and does not generally focus on teaching specific job skills.

### Alt Text: X and Checkmark. Paintbrush strokes of Red X and Green checkmark.

## Slide 13: True

### While specific jobs skills are often best taught *on-the-job*, CBI is generally focused on the daily living skills that a person needs to successfully navigate the community. Most of the research has focused on community skills such as banking and shopping.

### *However,* instructional methods used in CBI can be used in on-the-job-training.

## Slide 14: True or False?

### CBI is used to teach specific, discrete community based skills, in an authentic setting, with the goal of generalization and increased independence.

### Alt Text: Determining true or false. Man with green checkmark in one hand and red x in other hand to weigh which is correct.

## Slide 15: TRUE AND FALSE

### While CBI can include instruction in *specific* community based skills, the focuses is on a *set of skills or activity* not isolated skills

### *Example: Shopping for clothing includes:* Choosing a store, navigating to the section with the type of clothing needed, selecting the right size, undressing, trying clothes on, deciding if the article is what one needs, dressing, navigating to the checkout, and finally paying for the item. It could include transportation as well.

### And Yes… CBI does use an authentic setting, with the goal of generalization and increased independence.

## Slide 16: Activity

### Read 05: NTACT Cell Phone (Handout), “Using Least to Most Prompting System to Teach Cell Phone Usage When Lost”

### Reflect and discuss the usefulness of these lesson plans for CBI with your students.

Slide Notes: Facilitator: For group participants or single viewers, ask the question, “Are there other sources for lesson plans that you use with your students for community based instruction (CBI)”?

## Slide 17: [*When You Can’t Get Out- Strategies for Supporting Community- Based Instruction*](https://instrc.indiana.edu/HTML5TrainingsArchive/TeachingforTransition/when%20you%20cant%20get%20out.pdf)

* Read the scholarly article: *When You Can’t Get Out- Strategies for Supporting Community-Based Instruction* by Daniel E. Steere and Caroline DiPipi- Hoy
* Consider activities while shadowing a client or youth that carry over to all parts of community experiences. Example: Putting a lunch code in at lunch.
* How can community members be a part of helping youth practice authentic work experiences?

Slide Notes: This is **06: When You Can't Get Out (Handout)**. While reading the article consider an interesting point to bring up during discussion and answer above follow up questions.

You Can’t Get Out- Strategies for Supporting Community- Based Instruction [link:](https://instrc.indiana.edu/HTML5TrainingsArchive/TeachingforTransition/when%20you%20cant%20get%20out.pdf) https://instrc.indiana.edu/HTML5TrainingsArchive/TeachingforTransition/when%20you%20cant%20get%20out.pdf

Permission obtained on 9-9-18 through email correspondence article available for download as well in PDF format.

## Slide 18: Tools to Support CBI

### Many free or low-cost materials, tools and strategies are available to support the areas of focus for CBI.

### The following slides review examples to consider:

### Google

### Pinterest

### Teachers Pay Teacher

## Slide 19: Priming Community Exploration through Google Map/ Streets

### Google Maps has added benefits for ALL!

### Priming- familiarize location for youth / clients

### Have a virtual field trip at a local museum or the local library, while practicing appropriate behavior at different locations

### Watch a short “Take 5” video on many updated features of [Google Map](https://www.ocali.org/project/google-map).

### Alt Text: Google Maps. Google Maps emoji from the google app store, red location marker on a street road.

Slide Notes: Google Map link: https://www.ocali.org/project/google-map

## Slide 20: Breakdown Tasks in the Community

### Google Keep offers organizational assistance and is accessible for a variety of tasks.

### Backwards planning through pictures, with drawing on pictures, voice and audio files read aloud.

### Increase generalization of skill buy setting time and location reminders. Complete task no matter who is supporting youth or client.

### Watch a short “Take 5” video on many updated features of [Google Keep.](https://www.ocali.org/project/google-keep)

### Alt Text: Google Keep. Smartphone screen of google keep app as well as small images of a word document, checklist, microphone and camera.

Slide Notes: Google Keep link: https://www.ocali.org/project/google-keep

## Slide 21: [Pinterest Search](https://www.pinterest.com/search/pins/?q=life%20skills%20activities%20lesson%20plans%20special%20education&rs=typed) (1).

## Life skills activities, special education lesson plans

### Alt Text: Community based instruction search list with hyperlink. Search results on Pinterest webpage. Image of lesson with description of lesson for a targeted age group

Slide Notes: Note: You will need a [Pinterest account](https://www.pinterest.com/search/pins/?q=life%20skills%20activities%20lesson%20plans%20special%20education&rs=typed) if you want to demonstrate this. https://www.pinterest.com/search/pins/?q=life%20skills%20activities%20lesson%20plans%20special%20education&rs=typed

## Slide 22: [Pinterest Search](https://www.pinterest.com/breezyspecialed/life-skills-special-education/) (2).

## Life skills activities, special education lesson plans

### Alt Text: Community based instruction search list with hyperlink. Search results on Pinterest webpage. Image of lesson with description of lesson for a targeted age group

## **Slide Notes:** You will need a Pinterest account if you want to demonstrate this. Picture of Pinterest [link](https://www.pinterest.com/breezyspecialed/life-skills-special-education/): https://www.pinterest.com/breezyspecialed/life-skills-special-education/

## Slide 23: [Teachers Pay](https://www.teacherspayteachers.com/Browse/Search%3Acommunity%20based%20instruction%20special%20ed/Price-Range/Free) Teachers SearchLife skills activities, special education lesson plans

### Alt Text: Community instruction search list with hyperlink. Search results on teachers pay teachers webpage. Image of lesson with description of lesson for a targeted age group.

Slide Notes: You will need a free teachers pay account if you want to demonstrate this. Picture of teachers pay teachers link: https://www.teacherspayteachers.com/Browse/Search:community%20based%20instruction%20special%20ed/Price-Range/Free

## Slide 24: Resource: [*Community-Based Instruction: An Instructional Strategy*](http://project10.info/Documents/CBI_Guide_FINAL_7.18.18.pdf)

## Provided by Florida Department of Education – 2018

## Comprehensive document to guide CBI programs

## Discusses responsibilities for all team members

## Lesson Plan Examples

## Procedures and Guidelines

## Resources

## **Slide Notes**: Facilitators . This is 07: CBI An Instructional Strategy (Resource). As time permits, encourage participants to review the hyperlinked document (or download from Session 11 site). After a brief review, ask for comments on information or sections that were found to be interesting.

## Hyperlink to document in title: http://project10.info/Documents/CBI\_Guide\_FINAL\_7.18.18.pdf

## Slide 25: Example Pages from [*Community Based Instruction: An Instructional Strategy*](http://project10.info/Documents/CBI_Guide_FINAL_7.18.18.pdf)

## Curriculum Themes: Page 16

## Sample Lesson Plan: Page 18Alt Text:

1. Curriculum Themes. Page 16 from Community-Based Instruction: An Instructional Strategy. Available for download at hyperlink

2. Sample Lesson Plan. Page 18 from Community-Based Instruction: An Instructional Strategy. Available for download at hyperlink

Slide Notes: This is 05: CBI An Instructional Strategy (Resource). 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).

[Hyperlink](http://project10.info/Documents/CBI_Guide_FINAL_7.18.18.pdf) to Community Based Instruction: An Instructional Strategy- http://project10.info/Documents/CBI\_Guide\_FINAL\_7.18.18.pdf

## Slide 26: Aligning Skill Development with CBI CurriculumGuidelines for Community-Based Instruction , Wichita Public Schools, Office of Student Support Services

### Alt Text: Aligning Skills Development with CBI Curriculum. Example of aligned skill, content, pre-taught skills and CBI activity. Accessible download from session 11 site available.

Slide Notes: **09: CBI Skills and Curriculum Example (Resource)** This provides an example of how the curriculum of a CBI program can be planned to develop targeted skill in recognized domains. The CBI activities are carefully identified so that data can be collected during these community expere3inces. Additionally, necessary foundational skills are identified and pre-taught to improve independence and success.

## Slide 27: CBI DataExample of documentation of the activities in a CBI Program

## Guidelines for Community-Based Instruction , Wichita Public Schools , Office of Student Support Services

### Alt Text:

1. Community Based Instruction Travel Log. Example documentation of student performance on goals when in community activity. Accessible download from session 11 site.

2. Key to Travel Log. Defines abbreviations in example. Accessible downloadable document from session 11 site.

Slide Notes: While this may not be extensive data collection, this example does reflect pre-planned goals, preparation for the targeted experience and a planned data collection system. Various programs, students and employment situations will likely require different types of data collection and progress monitoring.

Accessible Word Document Resource **10: Community-Based Instruction Travel Log Resource.)** of this example available for download on the Session 11 web site.

## Slide 28: Summary Points

### CBI is conducted where and when the skill naturally occurs

### It focuses on the activity (not a splinter skill)

### Generally does not refer to the actual vocational/ work/job skill but instead is the *wrap around*

### *Transportation or Going out to eat*

### The length of time between instructional sessions will vary depending upon student needs and the task to be learned.

### Primary Goal: To teach skill sets that lead to greater independence and a higher quality of life to successfully participate in the community life.

## Slide 29: Computer Assisted Instruction (CAI)

### Alt Text: Man and Woman at a computer. Young man sitting in front of a laptop computer while woman points to the computer monitor.

Slide Notes: This slide begins the section on a new Evidence Based Practice, Computer Assisted Instruction (CAI). Participants may wish to take a break before starting this section.

## Slide 30: Computer Assisted Instruction

### Alt Text:

### 1. Page 9 of Computer Assisted Instruction in the Evidence Based Practice document. Vocabulary and team discussion questions are given on this page. File is available for download.

2. Page 10 of the Community Assisted Instruction in the Evidence Based Practices document. Examples of How to use community assisted instruction as well as links listed here. Download file for further content knowledge

Slide Notes: Pages on Computer Assisted Instruction from **04: Evidence Based Practices (Handout)**, Ohio Employment First Evidence Based Transition Practices. Facilitators should have the participants locate and review these pages.

**Slide 31: What is Computer Assisted Instruction?**

Computer Assisted Instruction is instruction or remediation presented through the computer to thestudent, or interactive learning through computer.

**Alt Text:** Man in an office cubical. Young man typing on a computer keyboard in office environment.

**Slide 32: Computer Assisted Instruction (CAI)**

* In isolation or in combination with conventional (face-to-face) methods
	+ Research suggests a combination of conventional and CAI instruction is most effective
* Often used in employment settings to teach new skills or prove mastery, e.g. provide safety instruction for food service workers
* Another way to access content for students with disabilities
	+ screen-reading programs for users with visual impairment
	+ alternate keyboard access (track balls, switches, onscreen and expanded keyboards)

**Slide 33: Benefits of CAI**

* Self-Paced
* Self-Directed
* Immediate Feedback
* Often offers ability to scaffold the difficulty
* Option for repeating information multiple times for mastery
* Multi-Sensory
* Technology Motivating for many learners
* Often gathers data for teacher progress monitoring

Slide Notes:Computer-assisted instruction (CAI) refers to instruction or remediation presented on a computer. Today many school districts buy online text books for classes along with software to teach and reinforce skills. Online content can supplement and reinforce instruction and provide better access for students with different learning modalities.

Software allows a student to be an active participant especially when progress data is recorded. When students receive immediate feedback on scores it can awaken their competitive spirit. Concepts are also presented visually with motivating videos and graphics. For some students the software and computer assisted instruction provides the opportunity to differentiate instruction, e.g. visual, auditory, tactile (alternate access).

## Slide 34: Potential Concerns Related to CAI

### Learner may be left on own frequently or for long periods

### Can be overwhelming – Technology and Information

### Equipment Malfunction and Maintenance

### Internet is slow or working sporadically

### Marketing – Difficult to determine what program or platform is really effective with the claims made in advertising.

Slide Notes: Remember there may be some students who get frustrated with computer software and will need pre-instruction to benefit or a different format. Peer tutoring may provide the needed boost to get some students started. Some students may want to “play” on the computer, use video games or watch videos.

## Slide 35: Student and Content Considerations

### CAI Potentially Effective

### Content is drill and practice

### For Visual Learners

### If learner is motivated by, and skilled in, technology

### If learner desires immediate feedback

### If learner responds well to systematic instruction

### If learner has ability to monitor, control and direct attention

### Other ideas???

### Potential Challenges for CAI

### *(or can require specific type of CAI)*

* Learner Requires frequent redirection to instruction
* Prefers hands on learning (kinesthetic)
* Experience with computer is primarily for entertainment
* Appropriate environment
* Learner has questionable computer literacy
* Other ideas????

Slide Notes: This slide offers ideas for discussion. There is no absolute or ‘right’ answer to when and to whom CAI is effective. Instead, it requires those that are educating and supporting students to assess the situation. Facilitators should encourage discussion of these points and emphasize the need for assessment when selecting EBP. Participants can supply other positive or negative experiences with computer assisted instruction.

## Slide 36: Activity

Open and read **08: NTACT CAI Grocery Shopping (Handout)** Using Computer Assisted Instruction to Teach Grocery Instruction”

### Note this lesson plan can be created more easily now using cell phone cameras and video, then sent to a computer or tablet for the student to use.

### Would you use this lesson plan with your students? Discuss ways this lesson plan could be adapted for other instructional areas.

Slide Notes: Notes: Facilitators for group participants or single viewers- are there other premade lesson plans or resources that you use for computer assisted instruction?

**Slide 37: What functional skill or employment software are you using for computer based instruction for students?**

### Alt Text:

1. iPad. Screen shows photographs of community locations. Pharmacy, train station, airport and campground

2. Software packages for life skills. Exploring social skills, cooking , life on your own survival guide.

Slide Notes: The software on the left comes from [Conover online,](https://www.conovercompany.com/conover-online/functional-skills-system/) https://www.conovercompany.com/education/functional-skills-system/ and the software on the right is from [Attainment,](https://www.attainmentcompany.com/transition/life-skills) https://www.attainmentcompany.com/transition/life-skills

Discussion with group participants or reflection for single viewers—what software do they recommend, use most often and is effective. Are they able to purchase?

## Slide 38:Take Away Points

### CAI is instruction or interactive learning presented through the computer

### Research suggests a combination of conventional and CAI instruction is most effective

### While technology and use of computers can be quite motivating, it is important to assess the learning style of the student and the targeted content to determine if CAI is the most appropriate EBP to use.

## Slide 39: Survey

* Please take a few minutes to complete a short [eight-question survey.](https://www.surveymonkey.com/r/JTWQBCM)
* Response to the survey with 75% accuracy allows the learner to download a certificate of completion for the session.