**Session Eleven:**

**Community Based Instruction and Computer Assisted Instruction**

**Overview**

Both Community Based Instruction and Computer Assisted Instruction are evidence based practices that extend transition learning opportunities. Community Based Instruction gives students authentic opportunities to practice the skills that they will need if they want to live and work independently in their communities. Grocery shopping, making change, cooking, traveling to a job are all skills that can be practiced with support and coaching in the community. Computer Assisted Instruction can be a motivating learning step to prepare students in a school setting before they perform these same skills in the community. Software to learn and practice making change, grocery shopping and travel skills can give the student some initial understanding and practice with these skills. In this session there will be opportunities to review lesson plans for each of these practices, learn about resources and discuss how educators are using these practices in their districts.

**Materials to Enhance Learning and Activities**

1. **04: Evidence Based Practices (Handout),** Ohio Employment First Evidence Based Practices for Transition Youth. Download from Session 11 website or at this [link](https://www.ocali.org/up_doc/evidence_based_practices_for_transition_youth_2018_-_accessible.pdf): https://www.ocali.org/up\_doc/evidence\_based\_practices\_for\_transition\_youth\_2018\_-\_accessible.pdf
2. **05: NTACT Cellphone (Resource).** NTACT Cell Phone PDF. Download from Session 11 website.
3. **06: When You Can't Get Out (Handout)**. [Article:](https://instrc.indiana.edu/HTML5TrainingsArchive/TeachingforTransition/when%20you%20cant%20get%20out.pdf) *When You Can't Get Out.* Download from Session 11 website. https://instrc.indiana.edu/HTML5TrainingsArchive/TeachingforTransition/when%20you%20cant%20get%20out.pdf
4. **07: CBI An Instructional Strategy (Resource)** Download from Session 11
5. **08: NTACT Grocery Shopping PDF (Handout).** Download from Session 11 website.
6. **09: CBI Skills and Curriculum Example (Resource)** Download from Session 11
7. **10: Community Based Instruction Travel Log (Handout).** Download form Session 11 website

**Activities Overview**

Several of the resource materials listed above will be used in some of the suggested activities in this module. While there are multiple options for activities, in most situations, the facilitator should prioritize those activities that are most important and be prepared to eliminate or streamline the other activities.

**Slide #2**. COMMENT. Explain that this session will review 2 EB Practices.

**Slide #4**. REVIEW. Locate Community Based Instruction overview in **04: Evidence Based Practices (Handout),** Ohio Employment First Evidence Based Practices for Transition Youth.

**Slide #5-#15**. QUIZ. This is a brief true-false quiz used to introduce some of the content for this practice and for viewers to do a short assessment of some of their knowledge. Encourage participants to discuss, agree, disagree and share the knowledge and experience they bring to the session.

**Slide #16**. **05: NTACT Cellphone (Handout), Using a cell phone when lost**. This is an opportunity for participants to review some of the lesson plans for community based instruction that have been created by other teachers and are posted on the NTACT web site. A facilitator can also lead a discussion on other sources for lesson plans and materials that are used with students for community based instruction (CBI).

**Slide #17**. READ. **06: When You Can't Get Out (Handout).** **Article.** Read the article: *When You Can’t Get Out- Strategies for Supporting Community-Based Instruction* that is available for download. Discuss the considerations offered in the article.

**Slide #17.** ACTIVITY AND DISCUSSION**.** Read this article that helps educators deal with the reality that often it is difficult to arrange time out in the community for instruction. Discuss the realities in your school district, successful solutions that others have tried and any other ideas.

**Slide #19-23**. REVIEW WEBSITES AND BRIEF VIDEOS. These slides provide links to website resources and review of apps. After review of slides, participants may review the websites and discuss. A [Pinterest](https://www.pinterest.com/search/pins/?q=life%20skills%20activities%20lesson%20plans%20special%20education&rs=typed) account is needed to look at some of these materials. A free account is necessary to review [TeachersPayTeachers](https://www.teacherspayteachers.com/). Create a free account here https://www.teacherspayteachers.com.

**Slide #24 & #25. 07: CBI An Instructional Strategy (Resource)** HIGHLIGHT and REVIEW ON WEB. This [guide](http://project10.info/Documents/CBI_Guide_FINAL_7.18.18.pdf), Community-Based Instruction: An Instructional Strategy, is available for download from http://project10.info/Documents/CBI\_Guide\_FINAL\_7.18.18.pdf. A few example pages are offered on the slides. As time permits, have participants go to the website and scroll through the document. Ask for comments and insights.

**Slides #26 and #27.** **09: CBI Skills and Curriculum Example (Resource) and 10: Community-Based Instruction Travel Log (Resource).** Examples from CBI Guidelines from Wichita Public Schools. Provides examples of alignment of CBI curriculum and embedded data collection in the community. Accessible versions of these examples available for download from Session 11 website.

**Slides #30.** REVIEW. Locate Computer Assisted Instruction overview in **04: Evidence Based Practices (Handout)**, Ohio Employment First Evidence Based Practices for Transition Youth.

**Slide #33.** READ and SUMMARIZE. The PowerPoint slide and the following points expand on the benefits listed on the slide. Review this information and summarize for participants.

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.** REVIEW and NOTE. Highlight the notes on this slide. 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.** SHORT DISCUSSION**.** Participants can supply other positive or negative experiences with computer assisted instruction. Are blocked sites a problem in your district? What about tech support and maintenance of equipment?

**Slide #36.** ACTIVITY**.**  **08: NTACT CAI Grocery Shopping (Handout). Using CBI to teach grocery shopping**. Facilitators for group participants or single viewers- are there other premade lesson plans or resources that you use for computer assisted instruction? Would you use this lesson plan with your students? Discuss ways this lesson plan could be adapted for other instructional areas.

**Slide #37.** DISCUSSION. This slide illustrates how computer assisted instruction can also be a supplemental tool to prepare for community based instruction. The software shown on the slide is from [Conover](https://www.conovercompany.com/education/functional-skills-system/) at, https://www.conovercompany.com/education/functional-skills-system/ and the software on the right is from [Attainment](https://www.attainmentcompany.com/transition/life-skills) at https://www.attainmentcompany.com/transition/life-skills

Discussion with group participants or reflection for single viewers—Do they use software for community based instruction, what software do they recommend, as effective and user friendly. Are they able to purchase?

**Slide #39.** SURVEY

Please take a few minutes to complete a short survey and provide feedback on the What Works for Work session information and resources.

Need CEUs? Complete an eight-question survey with 75% accuracy to receive a certificate of attendance. Survey Link: <https://www.surveymonkey.com/r/JTWQBCM>