



Using Community Based Instruction to Teach Safety Skills

What is the evidence base?

A *moderate* level of evidence based on four acceptable quality single subject studies

With who was it implemented?

- Students with
 - Moderate intellectual disabilities (4 studies, n=27)
- Ages ranged from 11 - 20
- Males (n=4), females (n=3)
 - Gender not reported (2 studies, n=20)
- Ethnicity
 - None reported (4 studies, n= 27)

What is the practice?

Community based instruction (CBI) is teaching functional skills that takes place in the community where target skills would naturally occur (Brown et al., 1983).

In the studies used to establish the evidence base for community based instruction to teach safety skills CBI was paired with simulation.

How has the practice been implemented?

- CBI paired with simulation, video modeling, and constant time delay has been used to teach crossing a street (Branham, et al., 1999)
- CBI paired with simulation and progressive time delay has been used to teach crossing a street and using a public telephone (Collins, et al., 1993)
- CBI paired with simulation and a system of least to most prompts was used to teach identifying when lost and using a cell phone (Taber et al., 2002)
- CBI paired with simulation and a system of least to most prompts was used to teach answering a cell phone and describing a location when lost and dialing a cell phone with speed dial (Taber et al., 2003)

Where has it been implemented?

- Separate classroom (4 studies)

- General school location (2 studies)
- Community (4 studies)

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

- Using CBI to teach using a public telephone
<http://www.nsttac.org/sites/default/files/assets/pdf/61.pdf>
- Using CBI to teach crossing the street
<http://www.nsttac.org/sites/default/files/assets/pdf/62.pdf>
- Using CBI to teach answering a cell phone, describing a location, and making calls on a cell phone with speed dial
<http://www.nsttac.org/sites/default/files/assets/pdf/63.pdf>

How does this practice relate to Indicator 13?

- Indicator 13 Checklist Item #3: Teaching community and safety skills may reflect results of transition assessment information
- Indicator 13 Checklist Item # 4: Community based instruction and safety instruction may be a transition service designated in an IEP that will enable a student to meet his or her postsecondary independent living goal(s)
- Indicator 13 Checklist Item #6: Teaching safety skills may be an annual IEP goal that supports a student's postsecondary employment goal(s)

How does this practice relate to Common Core Standards?

Not applicable.

How does this practice relate to the State's Career Cluster Initiative: Essential Knowledge and Skills?

- Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace (Communications)
 - Employ verbal skills when obtaining and conveying information.
- Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments (Safety, Health, and Environmental)
 - Identify safety precautions to maintain a safe worksite
 - Implement safety precautions to maintain a safe worksite

References used to establish this evidence base:

- Branham, R. S., Collins, B. C., Schuster, J. W., & Kleinert, H. (1999). Teaching community skills to students with moderate disabilities: Comparing combined techniques of classroom simulation, videotape modeling, and community-based instruction. *Education and Training in Mental Retardation and Developmental Disabilities, 34*, 170-181.
- Collins, B. C., Stinson, D. M., & Land, L. (1993). A comparison of in vivo and simulation prior to in vivo instruction in teaching generalized safety skills. *Education and Training in Mental Retardation, 28*, 128-142.
- Taber, T. A., Alberto, P. A., Hughes, M., & Seltzer, A. (2002). A strategy for students with moderate disabilities when lost in the community. *Research and Practice for Persons with Severe Disabilities, 27*, 141-152.
- Taber, T. A., Alberto, P. A., Seltzer, A., & Hughes, M. (2003). Obtaining assistance when lost in the community using cell phones. *Research and Practice for Persons with Severe Disabilities, 28*, 105-116.