

Community Based Instruction -- Designing CBI- Considerations for SPED Teams

Community based instruction is an ongoing instructional process based upon many factors: IEP objectives, transition plans, family preferences, student interests, and grade level curriculum aligned to the standards. Community based instruction is direct instruction delivered to individual students or small groups at the actual location the student will later use as a consumer and possible employee. The process is continuous, sequential, interactive, and instructive; each intricate step is aimed at achieving a student's long-term goal.

The SPED team in each school should consider the following when planning Community Based Instruction:

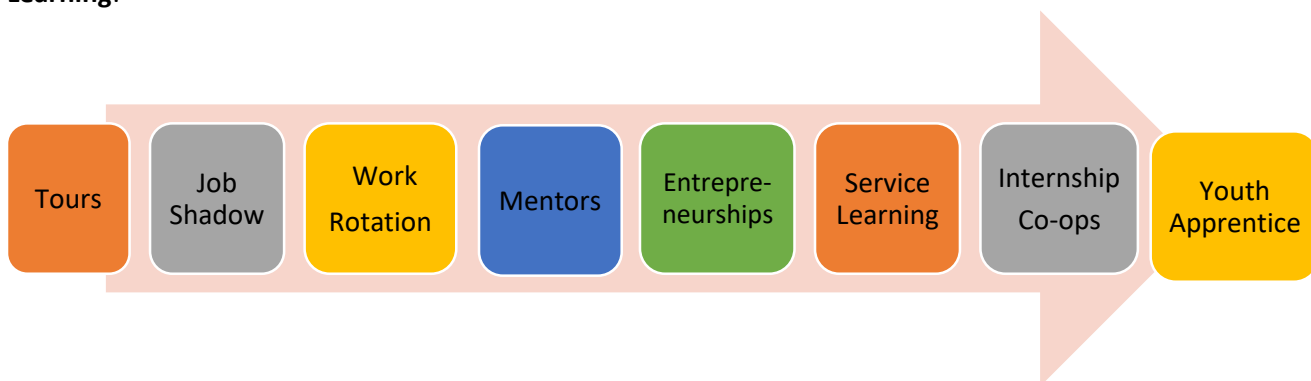
- What aspects of your general curriculum require direct instruction in the community?
- What process will work in district to help students transfer acquired classroom skills into independent community skills?
- Compile a list of natural CBI locations *close to the school*. Prioritize the list by frequency of use and interest level of the students.
- What skills needed in the community, which are unnatural to simulate in the classroom, will help student with independent skills in most community locations?
- How can teachers help students deal with unexpected situations? Consider pre-teaching skills.
- What background knowledge, pre-teaching of vocabulary, concepts, and practice needs to occur before each CBI direct instruction lesson?
- What services and community resources will each student access in adult life?

Every place an individual travels is a natural environment. Locations where CBI most frequently takes places are listed below:

- Grocery stores, drug stores, department stores
- Services: post office, library, laundromat, restaurant, public transportation, farmer's market, government agency, workforce center, law enforcement, city/county offices, medical facilities/hospitals, banking, social services, housing assistance, day habilitation
- Recreational areas: parks, health clubs, stadium, malls (limit to 1 outing per year)

Priority for CBI is given to transition related areas career exploration in multiple career fields, post-secondary ed site-visits, workforce center, etc. A referral for Community Based Vocational Training or On the Job Training should be submitted directly to a work coordinator; this level of work based learning requires direct involvement of a work coordinator.

Teachers should plan activities for career exploration and work based learning using the **Spectrum of Work Based Learning**:



Work Based Learning

Work-based learning describes any formalized learning consisting of instruction that occurs concurrently at a school and a worksite. SPED teams and teachers should create a master plan for 3 years with rotation of tours, guest speakers, job shadows, and mentors beginning in middle and high school years *to include a wide range of career fields*.

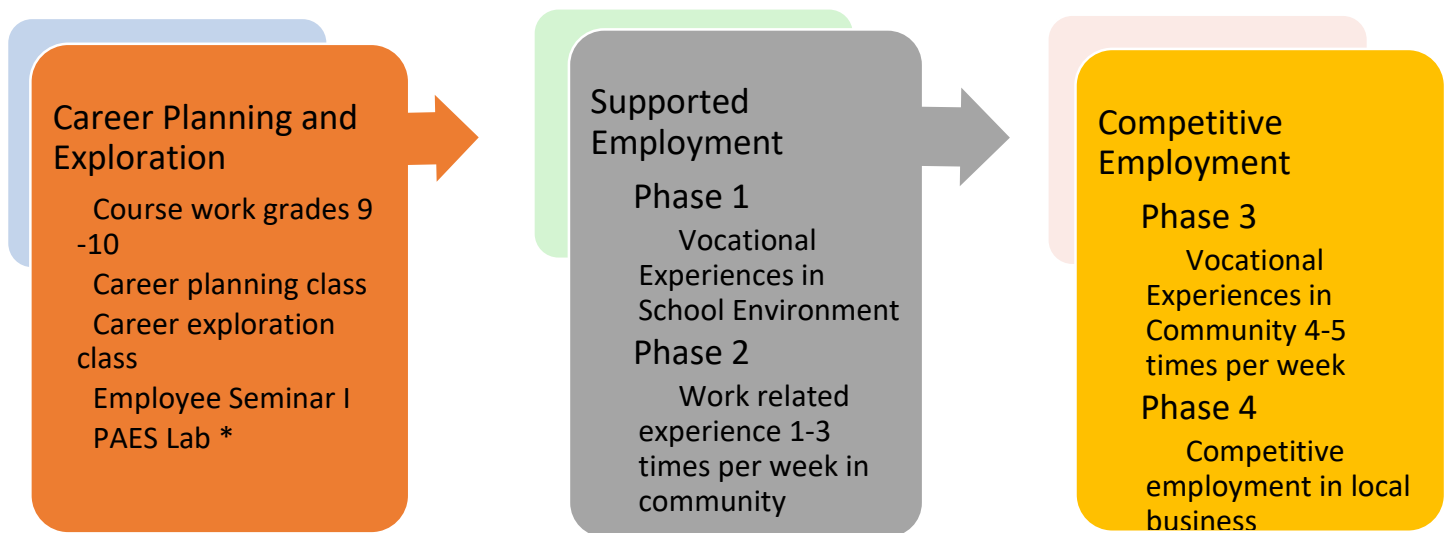
Minneapolis Public Schools

Special Education Department

Food co-ops, paper routes or any unpaid work (where an employee-employer relationship does not exist) is considered short term pre-vocational and/or work readiness skill building under the guidance and direct supervision of a special education teacher. U.S. Department of Labor and Fair Labor Standards Act identifies the terms of an employment relationship. Career exploration is generally limited to 5 hours per job experienced. *The period of time at any one site or in any one job is of limited duration. Each individual student should not exceed 40 hours of unpaid work in one job site.*

Consultation and Involvement of Work Coordinators - Phases of work and assessment of work skills should be completed with consultation of a work coordinator. All work sites must be approved and monitored by a work coordinator. Placement at a work site or unpaid work experience should be for no more than 1 quarter with a rotation to a different work experience.

MPS Phases Model of Career Development - For further information see district website.



Touring Community Resources in Career Fields, Clusters and Pathways

Business, Management & Administration

- Banking and Finance - Wells Fargo; US Bank
- Health Insurance - Blue Cross/Blue Shield
- Lodging - Marriott
- City of Minneapolis - office of city clerk
- Minneapolis Community Education

Agriculture, Food & Natural Resources

- Power, structure, tech systems - Xcel Energy
- Animal Science/Systems - U of MN - vet clinic
- Veterinary Science
- MN Dept.of Natural Resources - forestry, fishery, o Volunteers --<http://www.dnr.state.mn.us/volunteering/index.html>

Arts, Communications & Information Systems

- Journalism and Broadcasting - WCCO- Nicollet Mall- 90 S 11th St, Minneapolis, MN 55403
- Telecommunications
- Visual Arts
- Information Technology - web and digital communications

Engineering, Manufacturing & Technology

- Transportation - MPS, Metro Mobility, MN Valley Transit
- Health, Safety and Environmental Management
- Warehousing and Distribution Centers -
- Construction
- Manufacturing
- Science and Math

Health Science Technology

- Health Informatics
- Therapeutic Services - HCMC
- Diagnostic and Support Services -

Human Services

- Emergency and Fire - EMS, paramedic, fire department, fire truck
- Law enforcement - police/safety center
- Legal Services - attorney, court systems
- Government Center - Hennepin County Government Center
- Education - teaching - visit a school, classroom
- Family and Community Services - Hennepin County