

Community Based-Instruction Guidelines

Definition: Frequent direct instruction of students to perform a variety of skills required to access their community. Systematic and appropriate use of instructional techniques based upon the student's performance and upon his or her need for specific instructional techniques must be employed. The instruction must facilitate learning and must be faded systematically over time to increase the student's independence. Instruction must occur frequently enough to provide the student with the opportunity to learn to participate in new activities.

Design of Instruction: Frequent, comprehensive and direct instruction.

Environments:

- a) Environments that are frequented by the student and by his/her family.
- b) Environments that would be frequented by the student and by his/her family if the student acquired the skills necessary to participate in those environments.
- c) Environments that are frequented by non-handicapped peers.
- d) Environments preferred by student and by their family.
- e) Environments that involve skills that would be requirements preferred by the student and by his or her family.
- f) Environments that involve skills that would be requirements preferred by the student and by his/her family.
- g) Environments that would be accessible to student during nonschool hours.

Instructional Methods (must include):

- a) Direct instruction.
- b) Data Collection-systematic.
- c) Natural cues and corrections.
- d) Zero inferences regarding ability to transfer skills (occurring in natural environments)
- e) Frequent environmental exposure.

Ratio of Instruction:

One adult to 2-4 students allows for appropriate instruction to occur (Hamre-Nietupski et. Al. 1988)

“Infrequent trips to the community with large number of students with mild-severe handicaps, this is, more than four students at a time, would result in the creation of an artificial environment, since the presence of numerous students would change the stimulus dimensions within those environments” (Falvey, 1989).

Falvey, M.A. (1989) *Community-Based Curriculum: Instructional Strategies for Students with Severe Handicaps*. Paul H. Brookes Publishing, Baltimore.

Hamre-Nietupski, S., Nietupski, J., Bates, P., & Maurer, S. (1988). Implementing a community based educational model for moderately/severely handicapped students: Common problems and suggested solutions. *Journal of the Association for the Severely Handicapped*, 7(4), 38-43.