

Community-Based Instruction (CBI) for Families:

Understanding the Benefits of CBI

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Rutgers, The State University of New Jersey

In Partnership with the
Office of Special Education
New Jersey Department of Education
2024 -2025 School Year -Funded by IDEA Part B



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**The Boggs Center
on Disability and Human Development**

Robert Wood Johnson Medical School

In partnership with NJDOE OSE funded by IDEA- Part B 2024-2025

House Keeping

Interactive training

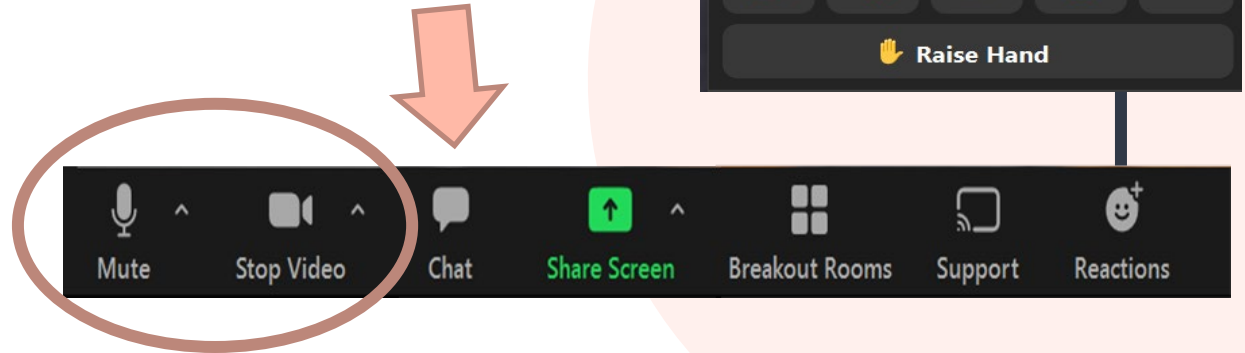
- Chat Button
- Reactions Button

Zoom etiquette

- Mute/camera
- Privacy

Breaks

- Will pause for reflection & questions



Agenda:

- ✓ Overview of CBI
- Benefits of CBI
- Talking Points in IEP
- Family Partnership



1 Overview of CBI

What is CBI?



Community-Based Instruction Basics

- ✓ Teaching skills in the community where they would naturally occur.
 - Independent Living
 - Community Participation
 - Employment



CBI Domains



CBI Domains



Sounds like a field trip, but...

CBI is not a field trip!!

CBI needs to occur on a regular basis as part of an instructional routine.

A field trip is a one - shot experience.

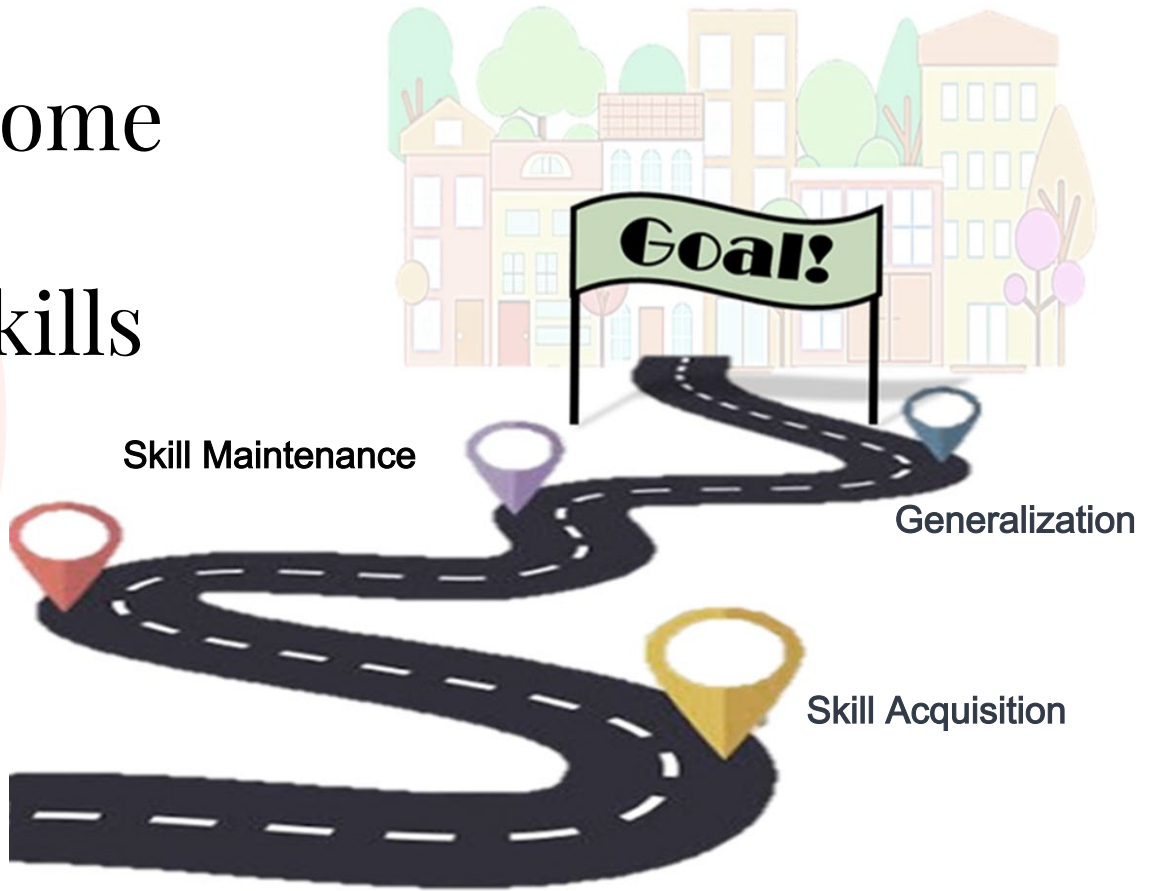
Ultimate Outcome of Teaching Community Skills

Skill Application

Skill Maintenance

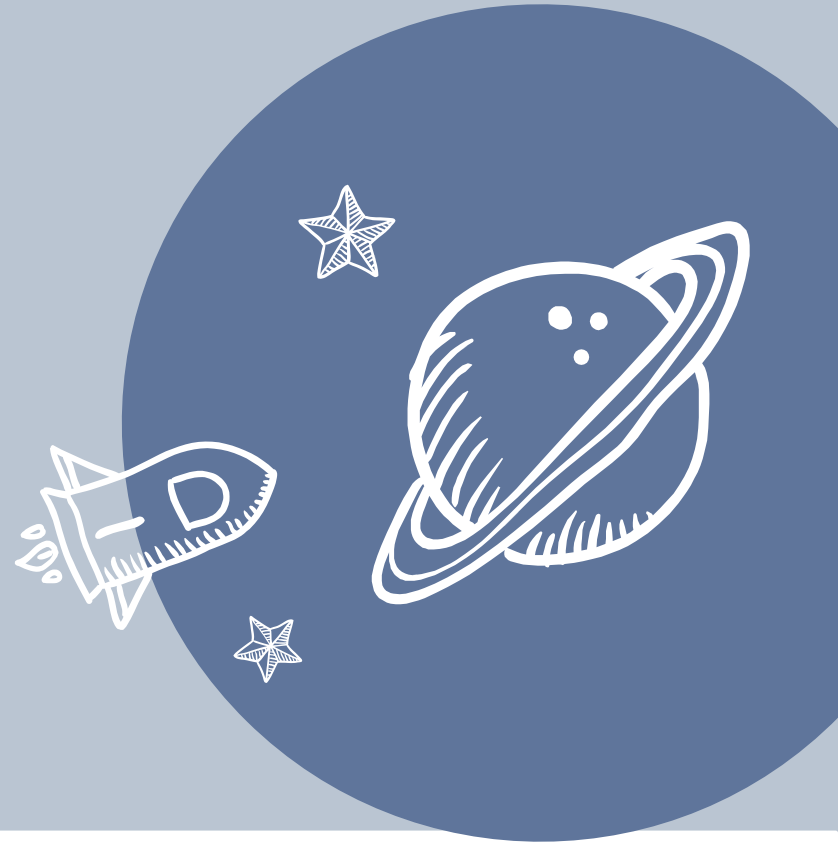
Generalization

Skill Acquisition



Expand the Community

Place is only one option for us to experience community. Think about the many communities you are involved in and how they improve the quality of your life. We want students to have these options, too.





Government

Independent Living

Employment

Self-Care

Dining Out

Transportation

Safety



DO WHAT YOU
LOVE
 NEVER
 & WORK
 a day in your
LIFE

Questions or Comments?



Benefits of CBI

CBI Improves Post School Outcomes



CBI creates real learning because it is:

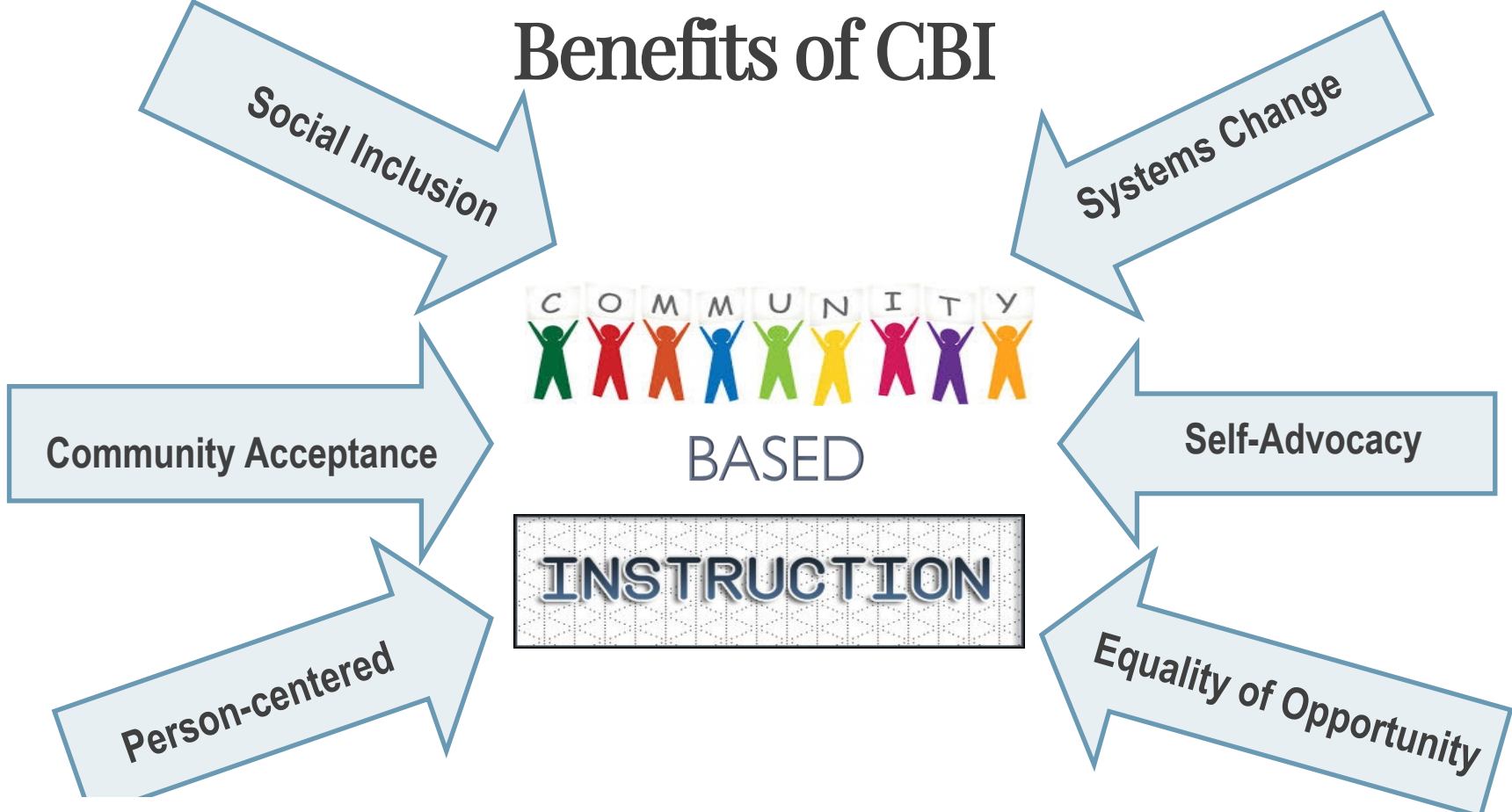
- ✓ Personalized
- ☐ Meaningful
- ☐ Engaging
- ☐ Relevant
- ☐ Memorable



CBI Supports Predictors of Post-school Success

| Predictor | Education | Employment | Independent Living |
|---------------------------------------|-----------|------------|--------------------|
| Community Experiences* | | X | |
| Career Awareness | X | X | |
| Goal Setting | X | X | |
| Paid Employment/ Work Experiences* | X | X | X |
| Self-Advocacy/ Self- Determination | X | X | |
| Self-Care/ Independent Living Skills* | X | X | X |
| Social Skills* | X | X | |
| Travel Skills* | | X | |
| Youth Autonomy/ Decision-Making | X | X | |

Benefits of CBI



Shifting Roles: Student Empowerment

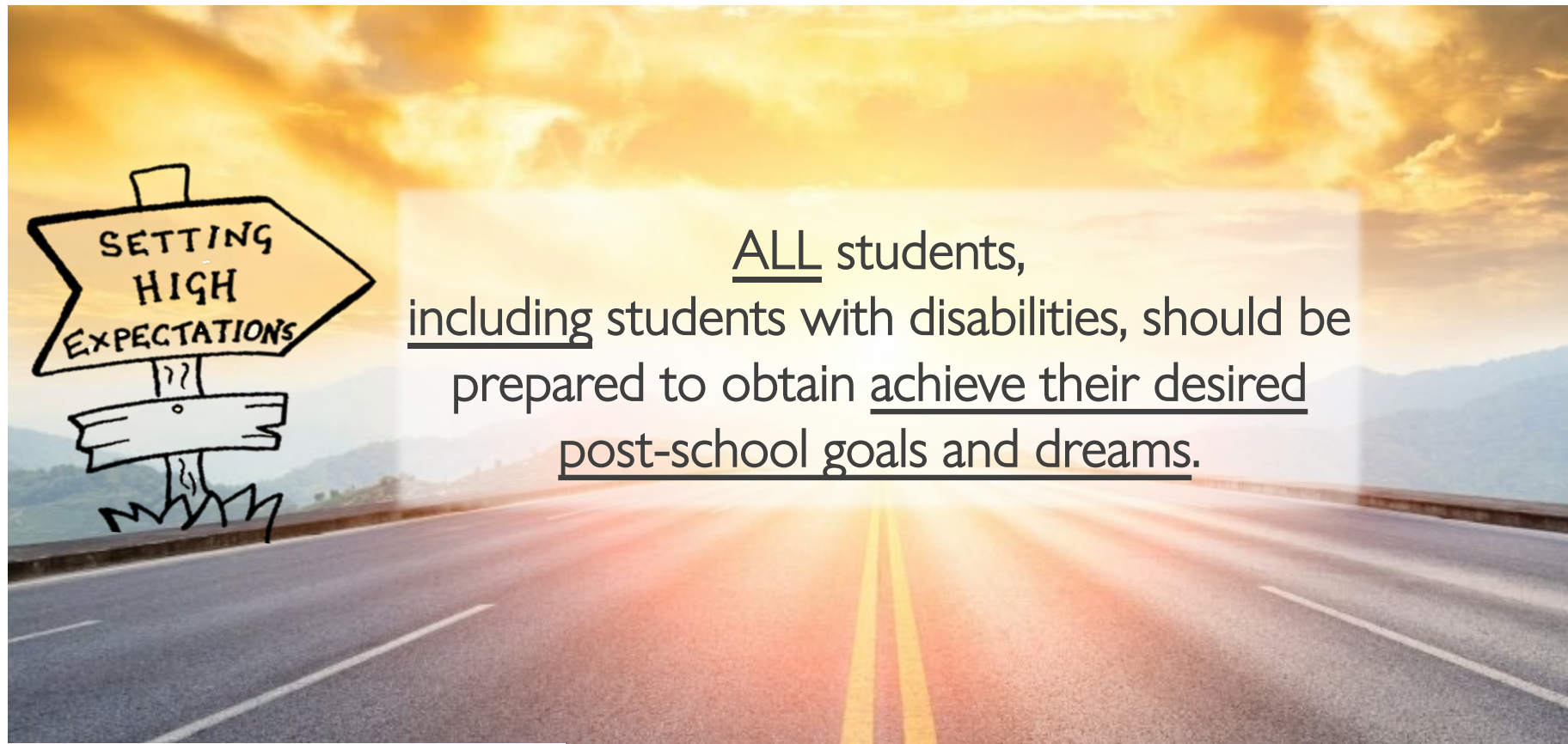
- ✓ *We must hand over the keys*
- Support students by preparing them with skills and experiences to get what they want and need
- Communicate this shift in power with all team members



Meaningful, Inclusive Roles Lead to Good Outcomes

- ✓ Community connections
- ✓ Increased friendships
- ✓ Sense of achievement & self respect
- ✓ Good physical & mental health
- ✓ New skills
- ✓ Increased independence
- ✓ Exercised rights & self -advocacy
- ✓ Increased lifestyle options





ALL students,
including students with disabilities, should be
prepared to obtain achieve their desired
post-school goals and dreams.

Questions or Comments?



Talking Points for IEPs

CBI Considerations



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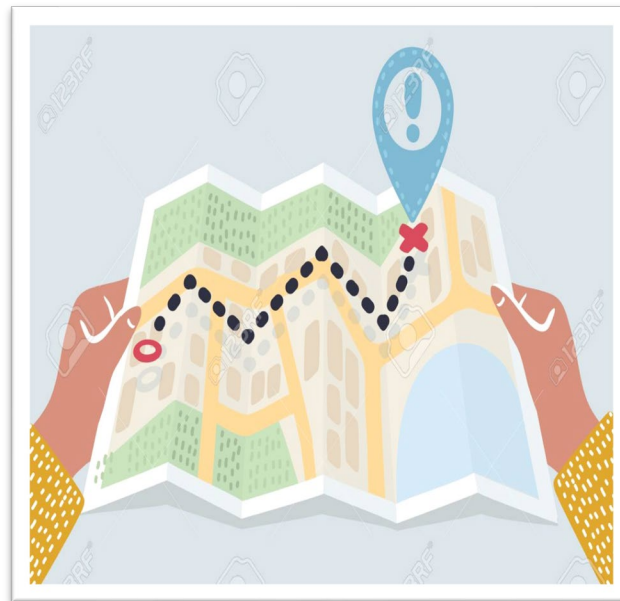


IEP's

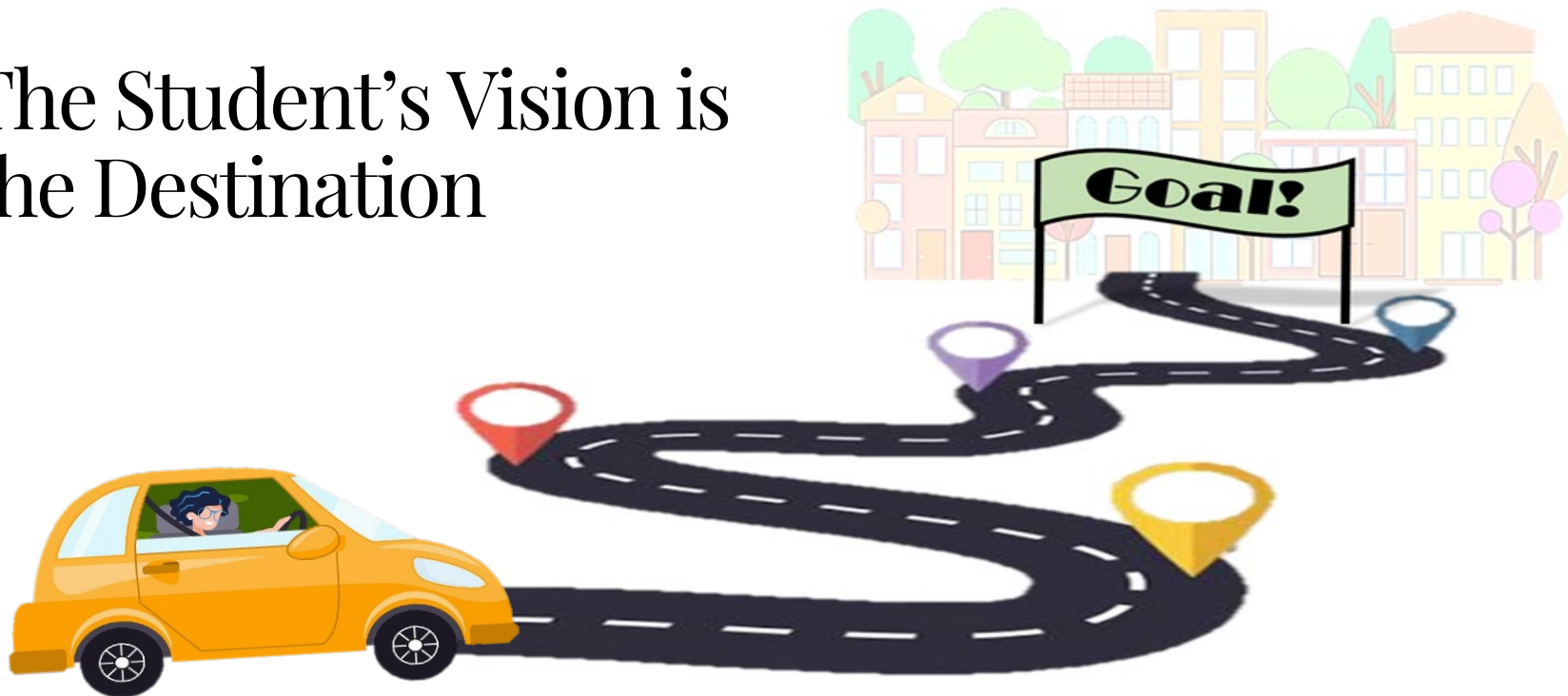
Looks like this...

| STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES | |
|--|--|
| STATEMENT OF TRANSITION PLANNING | |
| Beginning with the IEP in place for the school year when the student will turn age 14, or younger, if appropriate, develop the long range educational plan for the student's future. Review annually. | |
| Statement of the student's strengths, interests and preferences. | |
| APPROPRIATE MEASURABLE POSTSECONDARY GOALS | |
| Postsecondary Education: (Including, but not limited to, college, vocational training, and continuing and adult education) | |
| Employment/Career: | |
| Community Participation: (Including, but not limited, to recreation and leisure activities, and participation in community organizations) | |
| Independent Living: | |
| COURSES OF STUDY | |
| Considering the student's strengths, interests, preferences, and desired postsecondary goals, list the specific courses of study for the period of time covered by this IEP. Include both general education and special education courses. When appropriate, identify the courses of study projected for future years. | |
| Grade ___ Courses of Study (List course names): | |
| Grade ___ Projected Courses of Study (List course names): | |
| Grade ___ Projected Courses of Study (List course names): | |
| Grade ___ Projected Courses of Study (List course names): | |
| RELATED STRATEGIES AND/OR ACTIVITIES | |
| In addition to the courses listed above, list related strategies and/or activities that are consistent with the student's strengths, interests, and preferences, and are intended to assist the student in developing or attaining postsecondary goals related to training, education, employment and, if appropriate, independent living. | |

...Should be used like this



The Student's Vision is the Destination



We just help determine the support to get there

CBI & IEPs

Activities are incorporated into programming to support :

- IEP goals & objectives
- Transition plans
- Post-school outcomes



Documentation in IEP

| STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES | | |
|---|---------------------------------|--|
| Beginning with the IEP in place for the school year when the student will turn age 16 or younger, if appropriate, complete the following multi-year plan for promoting movement from school to the student's desired post-school goals. The student's needs, strengths, interests and preferences in each area (instruction, community experiences, etc.) must be considered and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.). | | |
| Activities/Strategies Related to Measurable Postsecondary Goals | Expected Date of Implementation | Person or Agency Arranging and/or Providing Services |
| Instruction – Postsecondary Education/Training | | |

ANY AGE



Community Experiences

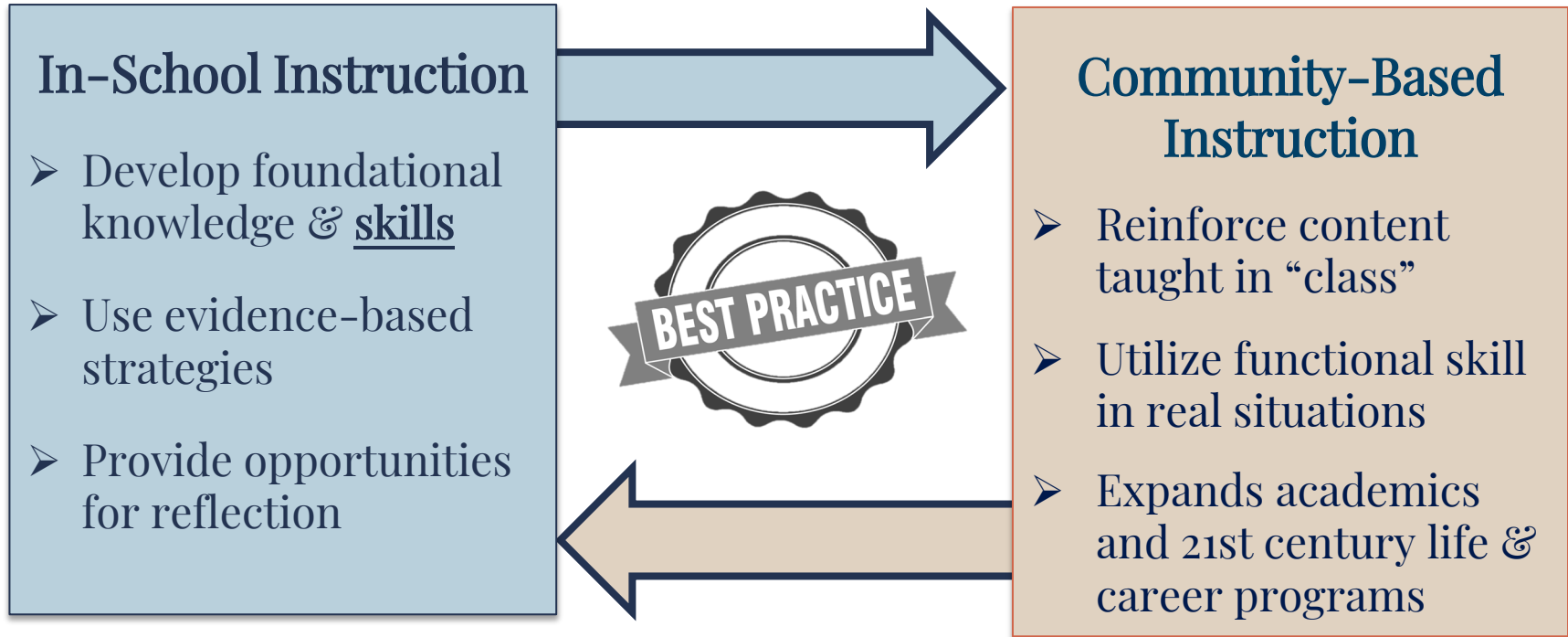
| ACADEMIC AND/OR FUNCTIONAL AREA: | | |
|--|----------|-----------------------|
| ANNUAL MEASURABLE ACADEMIC AND/OR FUNCTIONAL GOAL: (Academic goals should be related to the Core Curriculum Content Standards through the general education curriculum unless otherwise required according to the student's educational needs. Preschool academic goals should be related to the Preschool Teaching & Learning Expectations: Standards of Quality) | | |
| BENCHMARKS OR SHORT TERM OBJECTIVES: | CRITERIA | EVALUATION PROCEDURES |
| | | |
| | | |



Turning 16+



Complementary Instruction



Potential CBI Questions

- How can CBI be incorporated to support skill development for success in current and future environments?
- How will the CBI activities align to my son or daughter's goals and objectives?
- Are the CBI locations relevant to my child, my family and my community?
- How can I contribute to the CBI process?



Questions or Comments?



Family Partnership

Family-School Connection for CBI



Families as Partners in Planning

You have valuable insight to :

- Vision for future
- Wants/needs, strengths/talents, preferences
- Available resources outside of school
- Relevant goals, expectations, accommodations, & timeframes



“When teachers and families effectively collaborate to set goals, children make more gains.” -CEC

Communicate...

- ✓ Connect with the case manager and/or teachers.
- ☐ Revisit the IEP
- ☐ Keep the school informed and give regular feedback, updates, and insight.
- ☐ Encourage your son/daughter to communicate, too.



Clarify...

- ✓ Clarify expectations and boundaries.
 - School & home
 - Roles & responsibilities
 - What's manageable?
 - Problem solving approaches
 - Contact preferences



Create...

- ✓ Create a plan of action using the goals from the IEP & Transition Plan.
 - Use person-centered planning approaches.
- Keep the student in the driver's seat.
- Identify school personnel support this plan.



Coach...

- ✓ Coach the student through the learning activities.
- Use least to most prompting.
- Allow time & space for student to work through a task.
- Lean on the school personnel when a roadblock is encountered.

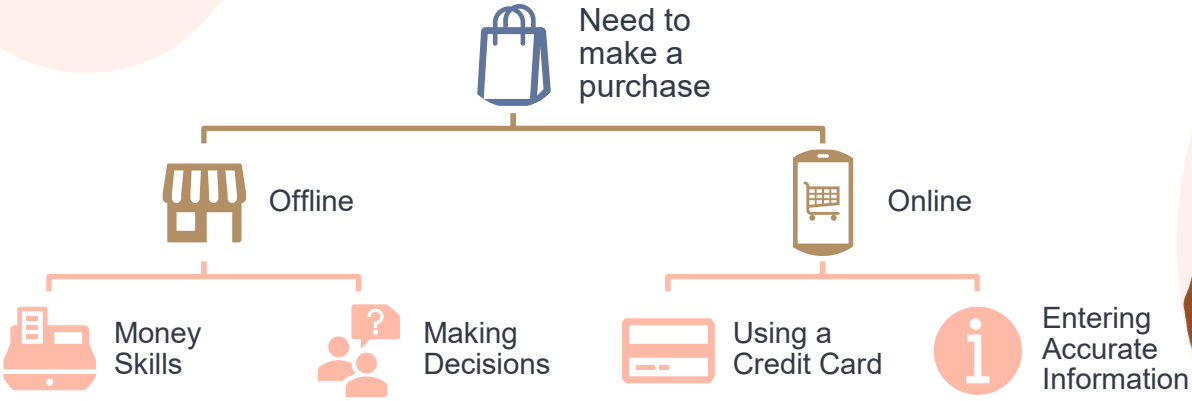


Using Your Day-to-Day

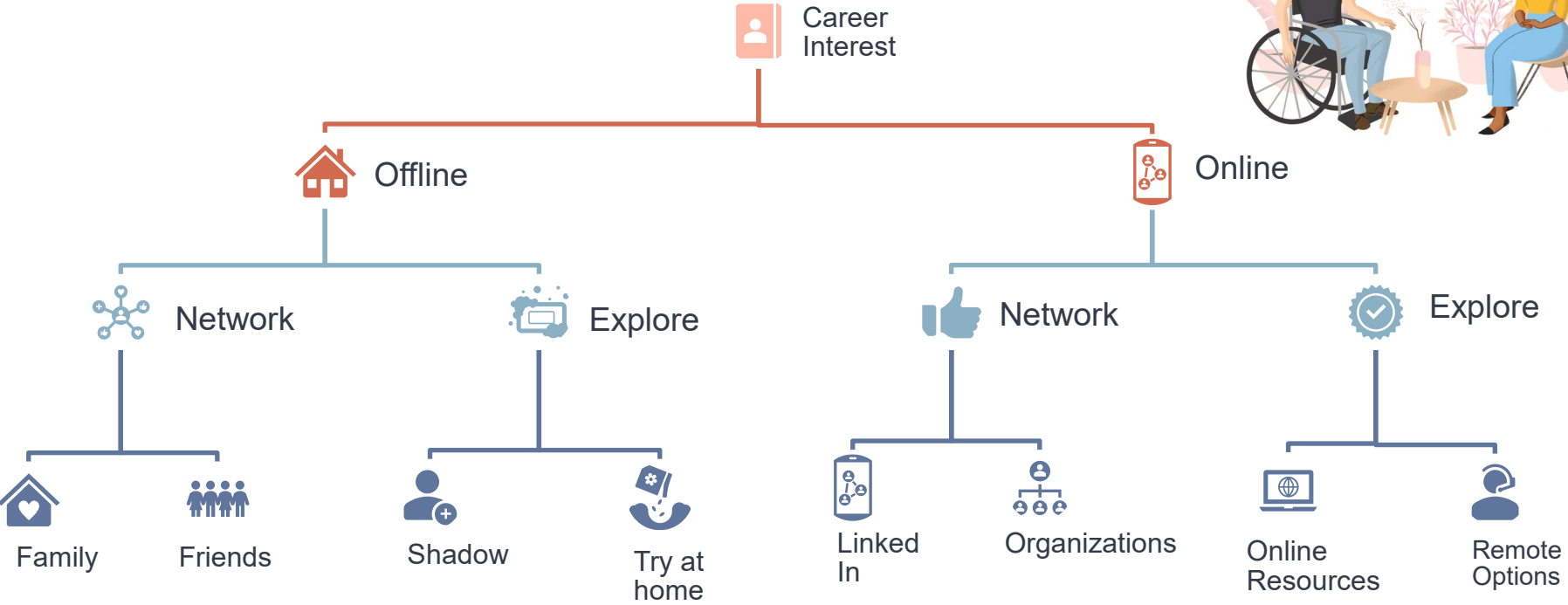
Capitalize on Teachable Moments



Look for the Teachable Moments



Look for the Teachable Moments



Questions or Comments?



We Want Your Feedback!

Please take a moment to complete our training evaluation survey.



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The Boggs Center on Developmental Disabilities

CBI for Families: Understanding the Benefits of Community-Based Instruction
Training Evaluation Survey

1. My knowledge of Community-Based Instruction (CBI) before this webinar was:

| | | | |
|-------------------------------|--|---------------------------------------|------------------------------|
| High <input type="radio"/> | Somewhat high <input type="radio"/> | Somewhat low <input type="radio"/> | Low <input type="radio"/> |
|-------------------------------|--|---------------------------------------|------------------------------|

2. As a result of this session, my knowledge of CBI has increased:

| | | | |
|---|--------------------------------|-----------------------------------|--|
| Strongly agree <input type="radio"/> | Agree <input type="radio"/> | Disagree <input type="radio"/> | Strongly disagree <input type="radio"/> |
|---|--------------------------------|-----------------------------------|--|

Technical Assistance Available!

If interested, contact

- Nikki Pedersen at Nikkilee.Pedersen@rutgers.edu or (732) 507-2922
- Jocelyn Muse-Taylor at Jocelyn.Musetaylor@rutgers.edu or (732) 667-0512
- Jessica DiPane at Jessica.DiPane@rutgers.edu or (732) 306-6938



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