

Tri-State Autism Spectrum Disorder Webinar Series



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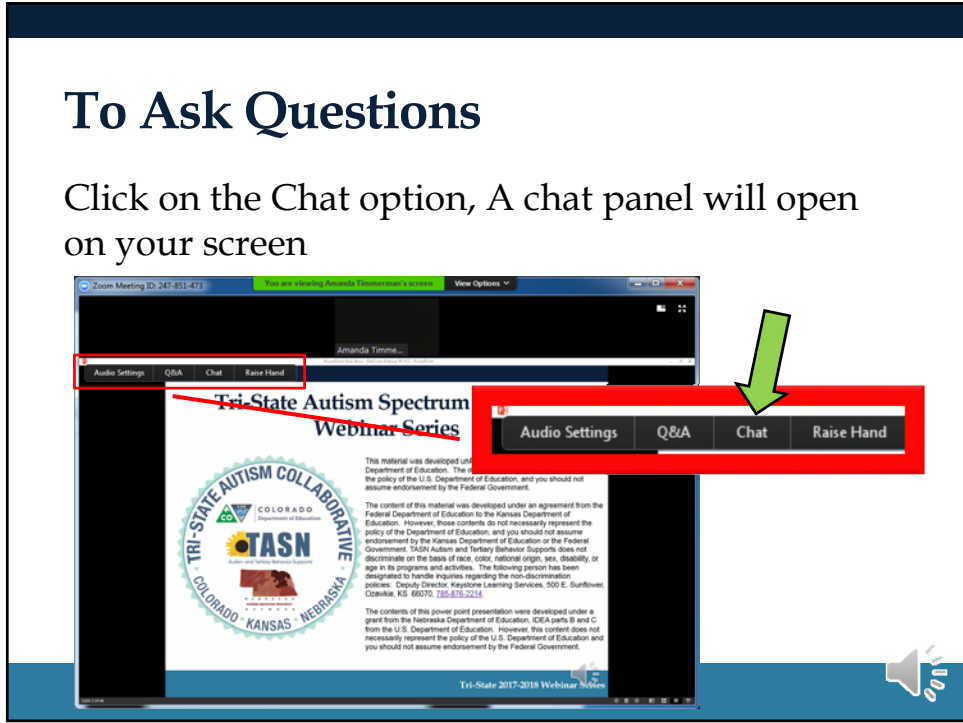
Tri-State 2017-2018 Webinar Series 

You Do Not Need A Microphone

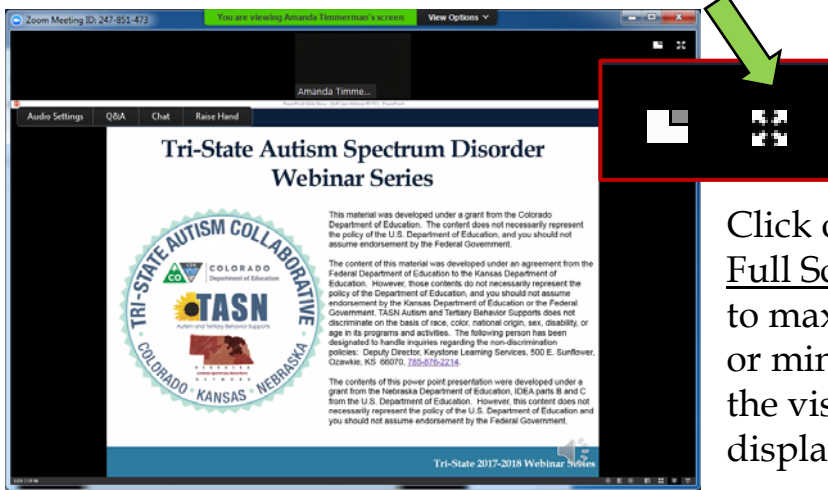


To Ask Questions

Click on the Chat option, A chat panel will open on your screen



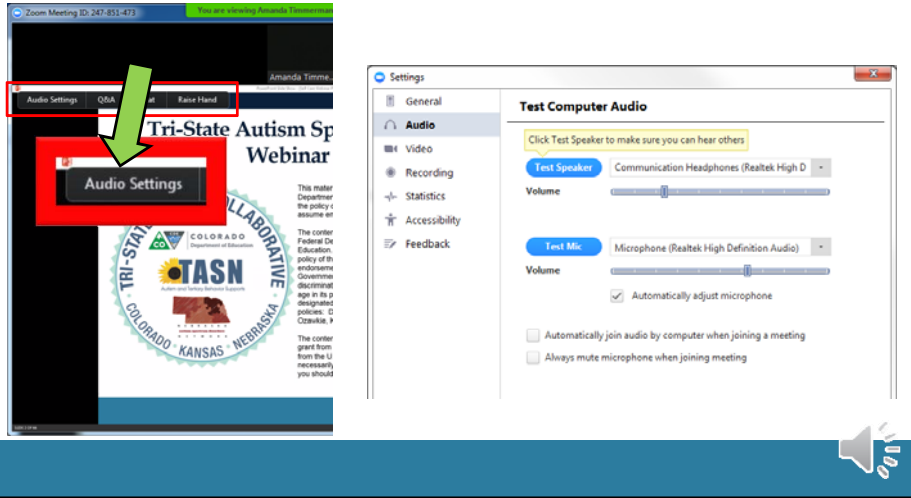
Zooming In & Out



Click on Full Screen to maximize or minimize the visual display

Adjusting Volume

Click on Audio Settings then test your speaker, you should also be able to adjust your volume.



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This presentation is a collaborative effort between the following:



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TRI-STATE WEBINAR SERIES

Using Community Based Instruction to Prepare Students with Autism Spectrum Disorder for Post School Environments

Presented by: Presenter
Kate Loving, M.S., BCBA



Tri State Webinar Series 2017-2018

Presenter Information

Kate Loving is the Educational Director at The Joshua School, which is a school that serves students with Autism Spectrum Disorder (ASD) and Developmental Disabilities (DD). For the last seven years, she worked for the Colorado Department of Education as an ASD Specialist, where she provided coaching and consultation to districts across the state. Over the past four years she has worked with districts around the state of Wyoming in implementing evidence based practices for students with ASD and DD. She is a BCBA, and in her private practice she specialize in working with young adults with ASD and significant behavioral and communication needs.



Learner Objectives

- Participants will be able to:
 1. Identify those skills that will lead to greater independence and a higher quality of life for students.
 2. Generalize IEP goals and objectives to community settings
 3. Identify strategies to teach novel and known skills in new (and usually less structured) settings.



Community Based Instruction

- Community-Based Instruction, (CBI) is a form of instruction that takes place in the natural environment where a functional skill is expected to ultimately be performed. Natural environments are the places frequented by a student's peers without disabilities (i.e. home, neighborhood, recreational, and work environments, etc.). CBI is recognized as an evidenced-based strategy that can lead to post school success for students with disabilities. When implemented in a timely and well thought out manner, CBI will help prepare a student for life beyond the classroom. (P. Wehman)



Primary Goals of CBI

- To teach skills that will lead to greater independence and a higher quality of life for each student by enabling them to successfully participate in community trips with their family and friends
- To provide a variety of hands on learning opportunities at all age levels to help students acquire the skills to live in the world today



(P., Wehman & J. Kregal)



CBI Objectives

- Teach general and specific skills that will lead to greater independence in community settings (e.g., waiting in line at the grocery store, ordering from a menu, etc.)
- Generalize other IEP objectives to community settings (such as social skills, communication, and so on)
- Establish or maintain appropriate behavior in new (and usually less structured) settings
- Increase an individual's interactions with typically-developing peers

(P., Wehman & J. Kregal)



Poll #1

- **Benefits of CBI include:**

- A. Students engage in the same activity in the same environment, which leads to quicker rate of learning.
- B. Student behavior comes under the control of people, rather than the natural environment.
- C. Increases expectations, provides access to age-appropriate environments and identifies individual strengths and interests.



Answer: C



Teach Attending to Environmental Cues

- Person-based stimulus control vs. environmental-based stimulus control
- Instruction requires students to attend to:
 - Physical environment
 - Natural signals or cues
 - Environmental accommodations
 - Material accommodations



Benefits of CBI

- Promotes inclusion or integration in real environments with peers and community members
- Provides a variety of experiences
- Requires responding to natural consequences and criteria
- Enhances life experience
- Provides access to age-appropriate environments and materials
- Identifies individual strengths, preferences and interests



(P., Wehman & J. Kregal)



CBI Skills

- CBI includes much more than just teaching a student skills associated with specific activities across certain domains
- It should also address teaching a wide range of life skills needed in most environments, such as time management, safety (i.e. asking for help, responding to strangers, etc.), self-determination (choosing goals, expressing goals, taking action, etc.), self-management, and social competence (i.e. social awareness, skills, and self-confidence)

(P., Wehman & J. Kregal)



CBI and Academic Skills

- Reading, writing, language, math and science can be incorporated into functional activities.
 - Skills may include money handling, counting change, how to pay for goods and services, banking, budgeting, time concepts, time management, planning and scheduling.
 - Reading and writing skills are taught to enable students to use functional materials such as cookbooks, directions, applications, maps, schedules, planners, environmental signs and work related information.



Poll #2

- True or False: During Community Based Instruction, stimulus control should switch from the environment, to a teacher.



Answer: False



Who Should Participate in CBI?

- Any individual with community skills that are not at the level of same-age peers
- Any individual who exhibits challenging behaviors in community settings
- Any individual who needs structured employment training



(T. Harris & C. Albertson)



Pre- CBI Assessment

- Gain information regarding present skills and behavioral issues from family/caregivers and all team members
- Ask the family to identify settings and situations that they would like to visit but do not or cannot presently
- Identify which pivotal skills (i.e., skills needed across settings) are not yet acquired
- Once settings are identified, conduct ecological assessments

(T. Harris & C. Albertson)



Ecological Assessment

- Identify curriculum domains (i.e. domestic, leisure, community, work, etc.)
- Identify and survey the student's current and future environments (i.e. home, fitness center, retail store, office, etc.)
- Divide relevant environments into sub-environments (i.e. kitchen, swimming pool, dressing room, cubicle, etc.)
- Inventory sub-environments for relevant activities (i.e. cooking, swimming, trying on clothes, using a computer, etc.)
- Determine skills required for performance of activities (i.e. turning on a microwave, entering the pool, dressing and undressing, entering data, etc.)

(P. Wehman)



Pre-CBI Assessment

- **Situational Assessment:** important to allow a student to experience community settings. Compare student's performance to typically-developing peers

(T. Harris & C. Albertson)



Poll #3

- True or False: Individuals who exhibit challenging behavior in the community should not participate in CBI.



Answer: False



Implementing CBI

- Determine if instruction will occur individually or in a group
- Select instructional strategy:
 - Forward Chaining
 - Backward Chaining
 - Total-task Presentation

(T. Harris & C. Albertson)



Prior to Implementing CBI

- Administrative and district support
- Funding
- Liability and safety
- Site development
- Family or caregiver support and involvement
- Transportation
- Paperwork: documentation and evaluation
- Scheduling

- (L, Drew, Pasco Schools)



Administrative and District Support

- Administrative support is necessary to run a successful program
- Plan yearly with administration
- Share success stories
- Share current information about the positive progress towards students meeting their IEP goals
- Provide information or training



Funding

- Grants (federal, state, local) (Pasco foundation, PTA)
- Private donations/community support
- Family support (Be considerate to families)
- Fund-raising



Liability and Safety

- Permission slips
- Create written emergency plans in place
- Write community criteria into behavior plans
- Clear schedule and locations with administration
- Provide parents/guardians with information about each site
- Consider preparing ID cards for students to wear with emergency contact information



Site Development

- Identify possible community partners
 - Reach out to families, co-workers, make cold-calls
- Make sure all sites have proper accessibility
- Conduct ecological assessment if necessary
- Provide training to community members/employees
 - Work with students so they can communicate their needs



Family and Caregiver Support and Involvement

- Schedule a parent information meeting
- Ask parents to complete a survey indicating preferred or possible community sites
- Elicit correspondence between teacher and parents
- Provide updates about student progress
- Develop suggestions for follow-up activities for the parents and student to do together



Transportation

- Busses
- Public Transportation
- District vehicles
- Personal Vehicles



Documentation and Assessment

- CBI should be noted on IEP
- Present level statement and goals should reflect need for Community Based Instruction
- District specific requirements
- Data on community based IEP goals and objectives



IEP Examples

- Goal: In order to participate in independent living, Joe will increase his self-help and daily living skills by mastery of 80% of the following objectives:
 - Across 2 people and 2 settings, Joe will complete a workout routine inclusive of 20 minutes of cardiovascular exercise and at least three strength training activities with 3 sets of 10 reps, in 80% of programmed opportunities as measured across 5 consecutive sessions
 - Across 2 people and 2 settings, Joe will purchase items in a grocery store in the absence of challenging behavior (aggression, non-compliance, property destruction) completing at least 80% of steps independently as measured across 5 consecutive sessions



Scheduling

- Many ways to schedule CBI

Monday	Tuesday	Wednesday	Thursday	Friday
CoA - T.A.C.T (10-11:30) GV - Commerce City Rec Center (11-12:00)		CoA - T.A.C.T (10-11:30) NS - Kent Kitchen (9:30-10:30) GV/VV - Chuck and Dons (10-11:00)	NS - La Belle Rosette (10:30-11:30) GV - JECC (10:30-11:30)	CoA - T.A.C.T (10-11:30) GV/VV - Rec Center Workout (10-11:00)

Afternoon Job Sites

Monday	Tuesday	Wednesday	Thursday	Friday
VV - US Bank (1:15-2:15)	VV - US Bank (1:15-2:15)	GV/VV - Rec Center Workout (1:30-3:00)	VV - US Bank (1:15-2:15) CoA - Hope Food Bank (1:15-2:15)	Windom Friday Fun Afternoon (1-3:00)



Poll #4

- True or False: As community locations included in CBI may change throughout the school year, goals around CBI should not be included in the IEP.



Answer: False



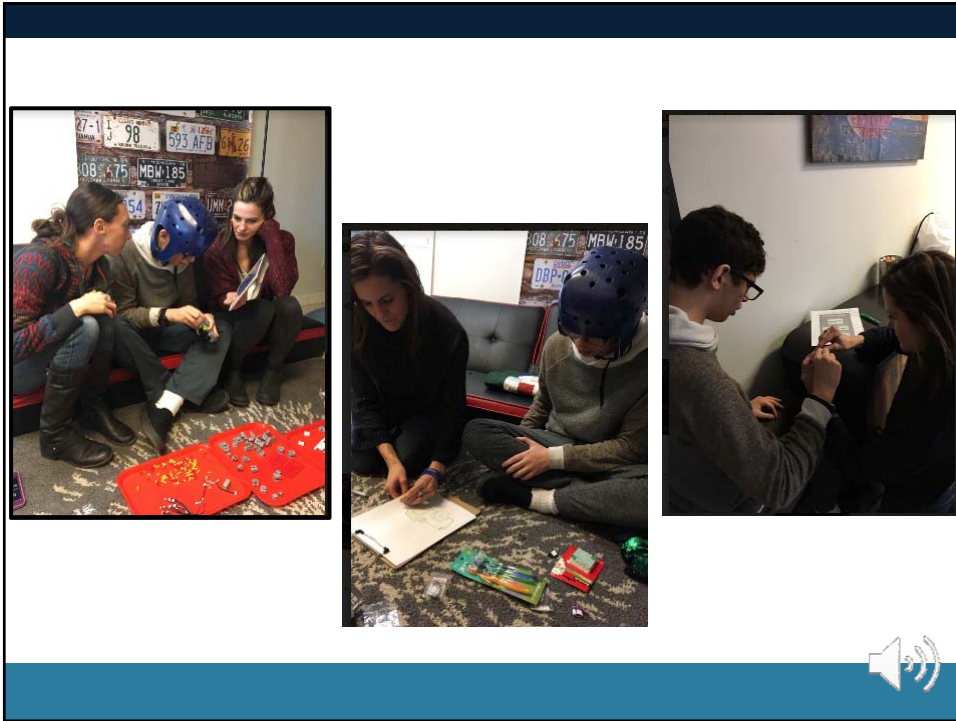
Teaching the Autism Community Trades (T.A.C.T)

- T.A.C.T is a 501(c)(3) organization that provides trade and technical skills to children, young adults and families living with Autism Spectrum Disorder. Early vocational training helps young adults before they leave high school and sets them up for long term success. Programs are designed to empower individuals and develop interests and skills for life
- Classes include: carpentry, auto-mechanics, instrument building, electronics, fiber arts, welding, audio engineering and robotics

T. A. C. T.








VISUAL SUPPORTS FOR CBI





Library Scavenger Hunt

1. Find 1 book about Airplanes
2. Sit down. Read it.
3. Answer 3 questions.
4. Find 1 book about Tigers
5. Sit down. Read it.
6. Answer 3 questions.



George's Exercise Schedule

- Read _____ correct form task analysis
- Go to my email
- Watch _____ correct form video
- Practice _____ time with teacher
- Go to exercise



Recycling Checklist

<u>Classroom</u>	<u>Take Recycling</u>	<u>Replace bag</u>
Front Office		
Hall bathroom	✓	✓
Twilight Peak	✓	✓
Treasure Mountain	✓	✓
Red Cloud Peak	✓	✓
Little Bear Peak	✓	✓
Sunshine Peak	✓	✓
Kitchen		
Copy Closet		

___ Put Recycling in the van


___ Take recycling out of the van. *2 min*

___ Break down the cardboard boxes.

___ Put it in the dumpster.

___ All done!

10:52



Stocking Items

___ Get a cart full of items


___ Get 1 item and find it on the shelf

Food or Treats

___ Take the **old** items **off** of the shelf

___ Put the **new** item on the shelf in the back


___ Put the **old** items back on the shelf

___ If the shelf is full, put the items **under** the cart
Not back in the basket 

___ Finish till the basket is empty

___ Put the items that did not fit back in the basket

___ Return the cart to the back of the store



Questions



References

- Drew, L. Community Based Instruction (CBI) (Presentation slides). Retrieved from http://www.pasco.k12.fl.us/library/ssps/cbi/cbi_training.pdf
- Harris, T., & Albertson, C..M., Supporting Students With Autism Through Community-Based Instruction (Power point slides). Retrieved from www.autismhandbook.org.
- Wehman, Paul., Kregal, John. (2004). *Functional curriculum for elementary, middle, and secondary students with special needs*. Austin, Texas: Pro-Ed.



THANK YOU!

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