

# Community-Based Instruction

## Teacher Manual

(Polk County School Board – Revised 08/2017)

The mission of Polk County Schools is to provide a high quality education for all students.

# Community Based Instruction (CBI) is.....

CBI is an instructional method that takes place in the student's natural, non-school environment(s). It is designed to teach functional skills based on standards/access points which will increase the possibility of independence and an enhanced quality of life for the student.

- **Direct instruction** of skills in different community settings to help the student become an **independent, contributing member** of his/her community. These **skills are taught in the classroom first**, taught/practiced in the community for **generalization** and then reinforced/practiced back in the classroom/school.
- Instruction that takes place in **natural environments** with **natural cues** and **natural consequences**.
- **Relevant** to the needs of the student.
- Intended for students on **Access Points/Alternate Assessment and/or in Transition classes**.
- **Scheduled Regularly:** High Schools and Transition classes should schedule CBI to occur **once a month** and Middle Schools **once every 9 weeks**. Elementary classes do not utilize CBI.
- A way to promote **social integration**. Students should be socially included in school life as well as community life.
- **Useful and meaningful** to the student and **facilitates independence**.
- A way to facilitate **school/home/community partnerships**.
- Based on information that is gathered **before** going out (this includes IEP information, student's age, parent input, and community characteristics).
- **Age appropriate** (chronological – not cognitive age).
- **Not** “earned” by students' behavior (i.e. students do not have to earn a certain number of points on their behavior sheets to participate in CBI) and should not be taken away based on behavior.

## **Criteria for a Successful CBI Program**

- Student-to-adult ratio of 5 to 1
- Dedicated teachers with positive attitudes
- Involvement of administration, district staff, parents, community members
- Availability of funds for transportation and activities
- Practical application of functional skills based on standards/access points
- An increase in students' levels of confidence and self-esteem
- Develops age-appropriate life and social skills for functioning outside the school environment
- Focuses on increasing career awareness and vocational placements of students

# Why Community Based Instruction?

The expectation for all students is that one day they will become responsible adults living, working, shopping, and socializing in integrated environments within the community. Many students will achieve this goal independently while some will require some type of support. Community Based Instruction will provide students with skills needed to help them be successful and productive members of the community.

- Gives students a 'hands on' approach to learning and promotes generalization of skills
- Enables students to apply standards-based/access points learning and functional skills in the 'real world'
- Develops, enhances, and uses social, behavioral and communication skills
- Delivers instruction in community environments
- Provides exposure to spontaneous, real life situations
- Increases self-esteem and independence
- Supports transition planning
- Promotes a feeling of involvement in the community

# Community Based Instruction vs. Field Trip

## CBI

- Provides specific instruction and practice of students' IEP goals and objectives and standards-based instruction
- Students are **instructed and practice** skills at a location in the community
- Staff provide individualized instruction to a single student or a small group **(5:1 ratio)**
- Scheduled on a **regular** basis (1x per month for high school/transition and once per 9-weeks for middle school)
- Students **CANNOT** be excluded because of inability to pay
- Participation in CBI **CANNOT** be behavior-based (i.e. student cannot be excluded as form of discipline or a consequence). **CBI is instruction – just in the community instead of the classroom.**

## FIELD TRIP

- Provides experience, enrichment, entertainment and standards-based instruction
- Students **visit** a location in the community
- Staff provide supervision of large groups or whole class **(10:1 ratio)**
- Intermittently or seasonally
- Students **CAN** be excluded because of inability to pay
- Participation in field trips **CAN** be behavior-based (i.e. students can be excluded based on number of referrals)/suspensions/etc)

## What do they have in common?

- Organized
- Systematic
- Liability Issues
- Require parental permission
- Require planning
- Have an educational purpose

# Examples and Non-Examples of CBI Activities

## CBI Activities

Making a purchase at a store when a student is learning money skills

Order food from a menu at a local restaurant when the student is practicing reading menu words

Going to a job site to practice vocational skills

## Non-CBI Activities

Walking through a store while the teacher purchases things for the class

Entering a restaurant as a group and eating from a mandated menu while the teacher pays for the group

Touring a job site/location

## **Major Areas to Address**

- School administrative approval
- District-level approval
- Parental support and authorization
- Funding
- Liability
- Safety
- Trained staff
- Site identification and assessment
- Community/Business support
- Transportation
- Consultation with other teachers/staff
- Planning and scheduling
- Covering the four domains
- Documentation and forms

## **School Administrative Support/Approval**

The success of all programs requires the support of the school's administration. Make sure that you include them in the process. You will also need the principal's or principal designee's approval before submitting the CBI Request Form to your ESE Area Senior Manager.

- Share the CBI Request Form with your principal/designee and obtain his/her approval and signature (required) at least 6 weeks in advance.
- Share the PCSB CBI Teacher Manual and current literature with administration so they have an understanding of the benefits of CBI and how/what you plan to accomplish.
- Follow your school's policy/procedure on leaving campus (i.e. signing in/out, etc.)
- Maintain communication about the program with administration.
- Leave the CBI Student Locator Record with the school's designee so they are aware of the location of the staff & students.
- Share success stories with school administration.
- Invite administration on CBI outings so they can experience the method of service delivery first hand.



## District-Level Approval

District-level (ESE Area Senior Manager) approval is **REQUIRED**. If you are unsure who to contact, your school-based LEA facilitator, school counselor or principal/principal's designee should be able to assist you. The following is a list of steps to take to obtain approval:

- Plan the schedule a semester at a time. CBI can begin in September for the 1<sup>st</sup> semester and February for the 2<sup>nd</sup> semester.
- Send a copy of the **principal signed CBI Request Form** to your ESE Area Senior Manager for approval at least 4 weeks prior to the scheduled date. **NO CBI on FRIDAYS!!!**
- **DO NOT** set up your own bus. The ESE Area Senior Manager will send the documentation to transportation to set this up.
- Maintain communication with your ESE Area Senior Manager, school administration and staff.
- Share successes with your ESE Area Senior Manager, school and other district staff (as applicable).

### ESE Area Senior Managers:

Middle Schools (excluding School Improvement Middle Schools)-Stephanie Gardner

High Schools/School Improvement Middle Schools-Shelly Magruder

Transition (On-campus/Off-campus)-Gregory P. Kent

# Parental Authorization and Support

Parental support is an important component of a successful CBI program. Keep parents well informed of the goals of the program as well as the outings.

Parental Authorization is **REQUIRED** in order for students to participate in CBI. Parents **MUST** sign the AUTHORIZATION/WAIVER AGREEMENT form (found at the end of manual).

- Discuss CBI during IEP meetings.
- Obtain parental permission\* at the beginning of the school year. **A new form MUST be completed for each school year.** You do not need a separate form for each CBI. \*See Liability section also.
- Let parents know that they do not attend CBI. The students are being instructed and parents might be a distraction.
- Inform parents that they are not permitted to pick up their student from the CBI location.
- Survey parents to identify potential CBI sites (found at the end of manual).
- Provide a parent training and information session (optional).
  - Invite parents for an evening. Provide snacks and child care.
  - Review skills students will learn, safety procedures, and how parents can help at home.
- Keep parents informed!!!!
  - Send dates and locations of the planned CBI.
  - Have students write the trips in their agendas (with assistance as needed).
  - Send a reminder letter home the week before the planned CBI.
- Let parents know what skills their child is working on during CBI and provide follow-up activities for the parent and student to do together.

# Funding

Since Community Based Instruction is a part of the curriculum, you **CANNOT** require students to pay for CBI. You also cannot exclude them from a CBI because they do not have the money.

While students cannot be required to pay for CBI, you may request funds to help with costs. **Do not** request more than a total of \$10.00 per month from the student. If a student does not bring money, money must be provided to the student for the experience because this is a part of the curriculum and IEP. Be sure to let parents know the cost in advance so they can plan/save for it.

## Procedures for money earned through school-based enterprises:

- **All money will be handled through the school** and will require a request (from the school) several weeks in advance. Unused money must be returned. Receipts for funds spent or receipts requesting reimbursement must be turned in upon return to the school. **\*Check to make sure you are following the correct procedures for your school.**
- **Cash is preferred** for use on CBI since money/math skills are such a large part of the curriculum. If the student has a debit card (their own or parent card), this may also be used.
- **Items purchased for use in the student's home or sole personal use** must be purchased with the family's money and not with Polk County funds. This includes gifts for other people. **\*Be sure to copy receipts before sending original receipts home with students.**

## Ways to earn money for CBI:

**Students may be asked to bring money** for CBI. **Remember:** they cannot be required to pay and if they do not bring money, you must still provide them with the same experience. With this in mind, the following options may be considered:

- **School-based enterprise (SBE):** If your class participates in a student-run classroom business (baked goods, coffee, clothes washing, car washing, etc.) you may use the money earned towards CBI. However, all proceeds must go into the school funds following the school's procedure for monies collected and requested following the school's procedure. (SBE is a great way to teach more skills to the students.)
- **Traditional Class Fundraisers:** Be sure to follow the district/school procedure for fundraiser approval.
- **Grants** can be written to receive money from businesses to acquire funding for CBI.
- **Donations** can be solicited from staff and businesses. All proceeds must go into the school funds following the school's procedure for monies collected and requested following the school's procedure.
- **School PTA/PTO:** Get creative with a presentation, show what skills will be taught, etc.

### **Budgeting for CBI:**

- **Choose sites carefully.** Check prices at and avoid high-priced restaurants, stores, leisure activities. Students can learn/practice the same skills at less expensive locations.
- **Teach comparison shopping.** Look at generic vs. name brand, Buy-one/Get-one free sales. Teach them how to shop cost-effectively.
- **Teach students how to use coupons and read/look at sale ads.** These are good lessons that can be done at the school prior to CBI, during CBI, and even at home with the parent(s).
- **Teach students how to make a list and stick to the list.**
- **Allow students to purchase household items (no refrigerated/frozen items).** By purchasing items for the home, the activity becomes both functional and meaningful for the student. Since the items would have been purchased by the family anyway, sending money may not be as much of a financial burden to the parents. (Remember to copy the receipts before sending the originals home.)

# Liability

## **CBI must be planned, directed and documented!**

- **NO personal vehicles!** All transportation must be processed by the ESE Area Senior Manager.
- All students **MUST** have an Authorization/Waiver Agreement with parent/guardian and witness signature **(new one each school year)**.
- **Authorization/Waiver Agreements** must be taken on the CBI outing and a copy must be left in with the designated person.
- Leave the **Community Based Instruction Student Locator Record** in the front office and take a copy with you.
- **Documented lesson plans, medical plans and destination plans** must be available to the school's administration/designee.
- Student medication that is required during the CBI **MUST** be administered by school personnel who have been designated as a "health contact" and have completed a formal instructional class provided by PCSB Health Services. **(Teachers can take this training and should contact the school nurse for information regarding this training.)**
- A copy of the Authorization for Medication/Treatment and Student Emergency Contact form is to be taken on CBI. Ensure all students are safe at all times. Students with significant medical and/or behavioral needs should remain with the teacher or the paraprofessional during CBI (**not** the bus driver or bus attendant).
- Staff must adhere to all instructional and emergency plans. Any unauthorized deviation from a plan, including the pre-determined site, can result in personal liability and loss of CBI privileges.

**\*Best practice is to create a notebook that contains all the required documents (general and student specific) and take that notebook with you on EVERY CBI. Remember to keep phone numbers and other important student information updated.**

# Safety

## Teachers are responsible for student safety at ALL times!

- Carry communication devices
  - Cellular phones - teacher, paraprofessionals and students (for emergency use only)
  - Walkie-talkies
- Take school emergency phone numbers including the resource officer (It is also a good idea to have student cell phone numbers if applicable.)
- Students should carry **ID cards** with emergency information
  - Name
  - School name and phone number
  - Teacher's name and how to reach the teacher during CBI
- Encourage all participating staff to obtain first aid and CPR training
- Carry **First Aid kit**, including labeled medications (medications must stay with staff trained to administer them)
- Keep student-adult ratio low (**5 students to 1 adult**)
- Provide direct instruction on safety and survival skills needed on CBI
- Cancel CBI when the teacher is out – **DO NOT** send the substitute
- Leave a **Community Based Instruction Student Locator Record** with the school's designee (and take a copy with you)
- Keep parents informed (monthly calendars and weekly reminders)

# Trained Staff

**Maintain a ratio of no more than 5 students per adult!** Staff should be assigned to specific students.

## How do I get a Ratio of 5:1?

- Paraprofessionals
- Bus drivers and attendants (they are paid to help – make sure they do!)
- LEA facilitator, school counselor
- Speech, occupational, physical therapists
- Vision/Hearing Impaired teachers
- District-approved volunteers (documentation must be on file and proper volunteer identification worn during CBI)

**\*\*\*NOTE:** Parents do not need to attend CBI. Instruction is occurring and parents can be a distraction.

## Training

- The **teacher** must complete mandatory CBI training in order to have the CBI Request Form considered for approval. Note: Beginning with the 2017-2018 SY, ALL teachers (even previously trained) participating in CBI **MUST** complete this training due to procedure and form updates.
- The **teacher** is responsible for the safety and learning of his/her students. Make sure that staff who assist with CBI have been properly trained on:
  - Safety issues
  - Special needs
  - Medication administration
  - Guidelines on allowing students to be independent (don't talk for the student or do for the student)
  - How to fill out any rubrics or paperwork you may need (keep this to a minimum)
- When to find time to train?
  - Train paraprofessionals and teachers before/after school, during planning, early release days
  - Train bus drivers/attendants in brief sessions when they arrive for CBI
  - On-site CBI training (have staff stay with you until you are comfortable with the level of safety and instruction the staff member will provide)

# Site Identification and Assessment

Site identification is an important part of planning for CBI. When selecting the site, you should take into consideration individual student needs, IEP goals, and accessibility. Consider the following when choosing sites:

- Student needs
  - IEP goals
    - Students working on reading a menu and counting money should not be going to the park twice a month.
  - Participation in the community
    - The students should perform a skill during the trip – tours do not count as CBI.
  - Family needs and where they go in the community
    - Use the Community Based Instruction Parent Survey
- Accessibility for all students
- Student safety
- Expense
- Past experiences
  - If your students had a bad experience due to negative attitudes towards people with disabilities, try a comparable but different destination next time.
- CBI must occur within each of the four domains. The domains are:
  - Shopping – grocery, convenience, clothing, hardware, etc.
  - Dining – fast food, buffet style, sit-down restaurants, food courts
  - Community/Public Service-libraries, post offices, public transportation
  - Recreation and leisure – parks, bowling alleys, miniature golf



# Community/Business Support

Community support is important for a successful CBI program. Teachers may want to begin a CBI program in a setting that provides support for instruction based in the community and the acceptance of social inclusion for people with disabilities. As the program develops, the teacher may take opportunities to teach community members about community instruction and social inclusion. Keep the following in mind when planning for and carrying out a CBI program.

- **STUDENT CONFIDENTIALITY**
  - DO **NOT** discuss specific student information, including exceptionalities.
- **Choose appropriate settings for students**
  - High school students playing on a playground would not be appropriate.
- **Start with potential success**
  - Frustration can occur for both students and community members if students are asked to accomplish tasks too difficult and not practiced in the classroom.
- **Prepare site ahead of time**
  - Use this with caution. We want our students to access the community as individuals, not as a class trip. One class visiting the mall does not constitute a phone call alerting the mall that students with disabilities will be visiting. However 13 students visiting a small restaurant at one time may prompt a courtesy call. (Remember that you should not all sit at the same table if possible. You are trying to simulate real-life experiences.)
- **Always enter a site in small groups (2- 5 students with an adult)**
  - This allows students to practice skills. When entering as a class, businesses tend to treat the visit as a field trip and run everything through the teacher.
- **CBI awareness programs**
  - Be willing to share the positive aspects of your program with community organizations.
- **Develop methods to handle inappropriate responses**
  - Have a plan on handling rude comments or gestures before they happen.
- **Use business cards**
  - Sharing a business card with community members give credibility to the activity.
- **Send thank you notes (have students write or help)**

**ALWAYS, REMEMBER STUDENT CONFIDENTIALITY!!!!!!!**

# Transportation

Transportation is provided by school buses **or** with a public bus pass. Transportation must be requested through the ESE Area Senior Manager. **Do not fill out field trip request forms for a school bus!**

- Complete the **CBI Request Form** and send it to your ESE Area Senior Manager (after school-level approval). This is your request for a bus. You must submit the request at least 4 weeks prior to the planned date.
- **CBI times** are dictated by bus schedules.
  - Buses for CBI can only be requested for the hours between 9:00am and 1:00pm (**buses must be back to the school by 1:00pm**).
  - Usually a block of 2 to 3 hours is sufficient.
  - Time starts when the bus arrives at the school and ends when the bus returns to the school (so be prepared as possible).
- Mark any **special needs** your students will require on the bus such as wheelchair accessibility or harnesses.
- **Keep all trips within the school community!** (Do not travel from Winter Haven to Lake Wales to shop at Wal-Mart since there is one in Winter Haven. Also, be practical and ask yourself if the students can practice the same skills somewhere closer to the school.)
- **Remember:** Bus drivers and attendants are paid to assist you.

## **Consult with other Teachers/Staff**

Include the students' other teachers and therapists in CBI. Speech/occupational/physical therapists, vision teachers, hearing impaired teachers and mobility teachers should be included in the planning and be invited to participate in the trips.

- Speech and language items to consider:
  - Using the augmentative communication system during CBI
  - Determine dialogue for the activity and modify augmentative communication systems to reflect the vocabulary before CBI
  - Practice the communication skills needed for the activity prior to, during, and after CBI
  - Program electronic communication systems for activity before CBI
- Occupational Therapy items to consider:
  - Self-care skills to be taught/practiced
  - Assistance with student participation in leisure and recreation activities
  - Adapt fine motor equipment and procedures for the activity
  - Select or design the best positioning and/or seating for the activity
- Physical Therapy items to consider:
  - Positioning for an activity
  - Planning for toileting in the community
  - Use of the student's wheelchair in the activity
  - Adapting the activity for participation

# Planning and Scheduling

**CBI instruction for the middle school and high school student is standards/access points-based within the context of the four CBI domains:** shopping, dining out, community/public services, and leisure and recreation. The focus of CBI is for generalization of academic and functional skills to the community setting.

Steps to scheduling CBI for the semester:

1. Gather student IEP goals, standards/access points to be addressed, parent surveys, course descriptions and possible community sites.
2. Use the **CBI Instructional Planning Form** to match goals, access points/standards and course requirements with parent surveys and community sites.
3. Focus on sites that fulfill both academic skills and IEP goals and are in the school community.
4. Fill in the semester calendar using these sites.
  - a. Important points to remember:
    - i. **NO FRIDAYS!!!!!!**
    - ii. **No more than 1 recreational activity per quarter**
    - iii. Keep costs to **\$10 monthly** per student
    - iv. CBI must occur within each of the four domains
    - v. Keep it **age appropriate**
5. Fill out the **CBI Instructional Planning Form** and **CBI Request Form**
6. Send completed **CBI Instructional Planning** and **CBI Request forms** to your ESE Area Senior Manager after administrative approval.

All CBI **MUST** be a part of the ongoing curriculum. This means the activities practiced on the trip must be a part of classroom activities. When planning for CBI, teachers should have activities related to the specific CBI in their **daily lesson plans** leading up to CBI and after CBI. **Activities/Instruction on CBI are not just the day of the trip.**

### **Steps for planning CBI:**

1. Send out dates for upcoming CBI.
2. Complete the CBI Instructional Planning Form in advance. This will give a brief summary of the activities you are planning.
3. Fill in CBI activities written on the planning form into your daily lesson plans under the appropriate subjects. Lesson plans should include at least one activity directly related to the CBI outing.

### **Points to remember when planning:**

- Trips must occur Tuesday through Thursday
- Include pre-CBI activities
  - Simulate the activity in the classroom **before** trying the skill(s) in the community
- Exposure does not ensure competency
  - CBI is an instructional method that requires **practice** of the skill in the community
  - Tours that 'expose' students to environments including work environments do not involve skill practice and ensure competency
- Include all students to their fullest potential
  - Make modifications to communication systems (i.e. pictorial prompts, devices)
  - Modify tasks (Example: when shopping, one student may count money, one may use 'next dollar strategy' and one may match to pictures of money)
- Keep CBI in the school community! Do not travel to another town if the service (or something comparable) is offered in the school's vicinity.
- Cover each domain (High school – monthly, Middle School – quarterly)

# Assessment and Documentation

## **Assessment:**

Data collection should be ongoing and specific to IEP goals and academic instruction. Data should be gathered every time students are instructed on a skill (and every time Community Based Instruction occurs). Data will usually take the form of a teacher made checklist, rubric, or task analysis. Data should be graphed and visually analyzed for student progress. Modifications should be made to the teaching methodology according to the data.

## **Required documentation:**

- IEP reflects CBI
- Parent permission – Authorization/Waiver Agreement
- Medication Authorization form
- CBI Request form
- CBI Instructional Planning Form (submitted with CBI Request Form)
- Parent Surveys
- Community Based Instruction Student Locator Record
- Teacher made checklists and rubrics
- All lessons documented in weekly lesson plans

# Covering the Four Domains

## Shopping Domain

- Grocery stores
- Department stores
- Big box/warehouse stores
- Thrift stores
- Smaller neighborhood/convenience stores
- Home improvement/hardware stores
- Malls

## Dining Domain (only **one** dining experience per month)

- Fast Food Restaurants
- Sit Down Restaurants
- Buffet Restaurants
- Cafeteria Style Restaurants

## Community/Public Service Domain (remember, these are **instructional** practice sites, **not** tour sites)

- Public Library
- Post Office
- Laundromat
- Bank
- Downtown Areas

## Leisure and Recreation Domain (remember, these must have planned activities that are **standards/access points-based** and only **one** per month)

- Bowling Alleys
- Miniature Golf
- Parks
- Museums (keep them age appropriate)

## COMMUNITY BASED INSTRUCTION STUDENT LOCATOR RECORD

School \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Name \_\_\_\_\_

Person Responsible for Students Remaining on Campus \_\_\_\_\_

Paraprofessionals on CBI \_\_\_\_\_

Students off campus on CBI:

1. \_\_\_\_\_

7. \_\_\_\_\_

2. \_\_\_\_\_

8. \_\_\_\_\_

3. \_\_\_\_\_

9. \_\_\_\_\_

4. \_\_\_\_\_

10. \_\_\_\_\_

5. \_\_\_\_\_

11. \_\_\_\_\_

6. \_\_\_\_\_

12. \_\_\_\_\_

Community Locations/Sites \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Transportation (circle one): school bus, city bus, walking

Cell phone (teacher) \_\_\_\_\_ Cell phone(secondary) \_\_\_\_\_

Time out: \_\_\_\_\_

Estimated return time \_\_\_\_\_

**This form must be completed and given to the school's designee before leaving the campus. (Copy should also be taken on CBI.)**



## Student Information Parent Survey

### **Domestic**

1. In terms of eating/feeding, what skills would you like your child to learn?

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2. In terms of cooking, what skills would you like your child to learn?

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3. Does your child have any toileting needs (pull-ups, diapers, assistance wiping, etc.)?

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4. What dressing skills would you like your child to learn?

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5. What personal hygiene skills would you like your child to learn?

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6. What type of responsibilities at home would you like your child to perform?

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### **Leisure and Recreation**

1. What recreation/leisure activities would you like your child to participate in that he is not currently doing?

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## Student Information Parent Survey (cont.)

### **General Community**

1. What types of activities would you like your child to learn to do in his community?

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2. Are there any safety precautions your child needs to learn to get about in his community?

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### **Vocational**

1. Has your child ever been employed? Yes\_\_\_\_\_ No\_\_\_\_\_

Where?\_\_\_\_\_

How long?\_\_\_\_\_

Job duties:\_\_\_\_\_

2. Has your child ever indicated a job he likes? Yes\_\_\_\_\_ No\_\_\_\_\_

Likes:\_\_\_\_\_

Dislikes:\_\_\_\_\_

### **Infused Skills**

1. Can your child tell time? Yes\_\_\_\_\_ No\_\_\_\_\_

2. Does your child have any money skills? Yes\_\_\_\_\_ No\_\_\_\_\_ If yes, what is he/she able to do? \_\_\_\_\_

3. Does your child have any special talents or abilities? Yes\_\_\_\_\_ No\_\_\_\_\_ If yes, what? \_\_\_\_\_

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# Community Based Instruction Parent Survey

Student \_\_\_\_\_ Completed by \_\_\_\_\_

Instructions: In the left column, please indicate your first, second and third priority for your son/daughter in each area by marking a 1, 2, or 3 next to each category. The blanks are for you to add other choices. In the column on the right, please list the names of places your family visits regularly for each area. Example: under SHOPPING, you may write Publix; under EATING OUT, you may write McDonalds.

|  |   |
|--|---|
| <b>SHOPPING</b><br>_____ Grocery store<br>_____ Convenience store<br>_____ Department store<br>_____<br>_____  | <b>SHOPPING</b><br>_____<br>_____<br>_____<br>_____<br>_____                      |
| <b>EATING OUT</b><br>_____ Fast Food Restaurants<br>_____ Family Restaurants<br>_____ Buffet Restaurants<br>_____<br>_____   | <b>EATING OUT</b><br>_____<br>_____<br>_____<br>_____<br>_____                    |
| <b>COMMUNITY RECREATION</b><br>_____ Bowling Alley<br>_____ Miniature Golf<br>_____ Sporting Events<br>_____ Parks/Recreation Centers<br>_____ Museums<br>_____<br>_____ | <b>COMMUNITY RECREATION</b><br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ |
| <b>COMMUNITY SERVICES</b><br>_____ Library<br>_____ Post Office<br>_____ Banking<br>_____ Laundromat<br>_____<br>_____   | <b>COMMUNITY SERVICES</b><br>_____<br>_____<br>_____<br>_____<br>_____<br>_____   |

## Family Activities Inventory

List all the community settings your child uses with your family or with others.  
You may leave an area blank if your family does not participate in that activity.

| Setting   | Name and Address                            | How Often Used | Family Member Present | Comments/ Problems |
|---|---|----------------|-----------------------|--------------------|
| <b>(Example)</b><br>Supermarket                         | Powell's Grocery<br>15 <sup>th</sup> Street | 1/week         | Mother                | Wanders away       |
| Neighborhood Store                                      |   |                |                       |                    |
| Supermarket   |   |                |                       |                    |
| Department Store  |   |                |                       |                    |
| Fast Food Restaurant                                    |   |                |                       |                    |
| Family Restaurant                                       |   |                |                       |                    |
| Buffet Restaurant                                       |   |                |                       |                    |
| Shopping Mall   |   |                |                       |                    |
| Library   |   |                |                       |                    |
| Laundry   |   |                |                       |                    |
| Bank  |   |                |                       |                    |
| Bowling Alley   |   |                |                       |                    |
| Recreation Center/Park                                  |   |                |                       |                    |
| Miniature Golf  |   |                |                       |                    |
| Other places your family may visit frequently (specify) |   |                |                       |                    |

# CBI Instructional Planning Form

(Use as many forms as needed for each CBI)

Skill(s): \_\_\_\_\_

\_\_\_\_\_

IEP/Transition IEP Goal(s): \_\_\_\_\_

\_\_\_\_\_

(If more than 1 student has the same/similar goal, only write the goal once.)

Domains (check all that apply):

\_\_\_ Language Arts

\_\_\_ Math

\_\_\_ Science

\_\_\_ Social Studies

\_\_\_ Health

\_\_\_ PE

\_\_\_ Social and Emotional Behavior

\_\_\_ Independent Functioning

\_\_\_ Communication

Transition Services Activity Areas (check all that apply):

\_\_\_ Instruction

\_\_\_ Related Services

\_\_\_ Community Experience

\_\_\_ Employment

\_\_\_ Post-School Adult Living

\_\_\_ Daily Living Skills

\_\_\_ Functional Vocational Evaluation

Standard or Access Point: \_\_\_\_\_

\_\_\_\_\_

Standard or Access Point: \_\_\_\_\_

\_\_\_\_\_

Standard or Access Point: \_\_\_\_\_

\_\_\_\_\_

Pre-CBI Skill(s) Taught: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

CBI Activity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

CBI Follow-up Activity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**\*\*\*THIS FORM MUST BE ATTACHED TO/SUBMITTED WITH THE CBI REQUEST FORM\*\*\***

## COMMUNITY BASED INSTRUCTION (CBI) REQUEST FORM

| CBI Location | Date of CBI Trip | Day of Week | Time Requested | # of Adults | # of Students | Type of Transportation (School OR Public Bus Transit) | If School Bus, Transportation Special Needs (wheelchair, harness, etc.) *Must be in IEP |
|--------------|------------------|-------------|----------------|-------------|---------------|---|---|
|              |                  |             |                |             |               |   |   |
|              |                  |             |                |             |               |   |   |
|              |                  |             |                |             |               |   |   |
|              |                  |             |                |             |               |   |   |
|              |                  |             |                |             |               |   |   |
|              |                  |             |                |             |               |   |   |
|              |                  |             |                |             |               |   |   |

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

Principal (or Designee) Signature \_\_\_\_\_

Date \_\_\_\_\_

**SEND COMPLETED FORM TO YOUR ESE AREA SENIOR MANAGER**

ESE Area Senior Manager Approval: \_\_\_\_\_ Date: \_\_\_\_\_

## AUTHORIZATION/WAIVER AGREEMENT

*For use when students are participating in off-campus Community-Based Instruction*

I understand and agree that by placing \_\_\_\_\_  
in training activities in the community and home the responsibility for any injury is assumed by the parent. I agree to release the School Board and its employees from liability for any injury included in the community or arising out of the course and scope of community training.

I have insurance as follows:

School Accident Insurance ☐ Yes ☐ No

If yes, please enter student ID number \_\_\_\_\_  
(If you have not enrolled in the school insurance program we strongly encourage you to do so.)

Family Medical Insurance ☐ Yes ☐ No

If yes, name of Insurance Company \_\_\_\_\_

Policy Number \_\_\_\_\_

Agent \_\_\_\_\_

Phone Number \_\_\_\_\_

I authorize the school representative to obtain medical treatment in the event of injury or illness from a licensed practitioner, and I agree to assume all responsibility for medical expenses in excess of any coverage provided by the above insurance for injuries or sickness resulting from participation in this program. All attempts will be made to contact the parent / guardian first.

Family Physician \_\_\_\_\_

Phone Number \_\_\_\_\_

I agree that \_\_\_\_\_ may be transported in public transportation or commercial carrier in order to participate in Community Based Instruction. I understand that reasonable care and precaution will be made to insure safety and that proper training will occur when public, commercial, or private transportation is utilized. (Public transportation refers to the city bus system, including Citrus connection and Handy Bus. Commercial carriers refers to private transportation companies such as Amtrak, Handi-Van, Transport Services or taxi cab companies.

Signed (Parent/Guardian) \_\_\_\_\_ Date \_\_\_\_\_

Witness \_\_\_\_\_ Date \_\_\_\_\_

Home Phone \_\_\_\_\_ Emergency Contact \_\_\_\_\_

Cell Phone \_\_\_\_\_ Phone Number \_\_\_\_\_

Work Phone \_\_\_\_\_

(Revised August 2017)