

Proposed Program and Curriculum

Community Based Instruction

CBI

Middle Township Public Schools

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Program and Curriculum

Community Based Instruction

The curriculum for the Middle Township Schools' Community Based Instruction Program (CBI) is designed for students ages 18 through 21 years, who have been identified as having a disability, and through their Individualized Education Plan (IEP) as having a need for an extended school program that will help them transition into adult life.

The expectation is that our students will live, work, shop, and play in integrated environments in the community, and that they will participate, either independently or with accommodations and supports, in typical activities across a variety of settings. Therefore, these guidelines are premised upon the following principles and best practices among students with disabilities:

- Instruction should occur in “natural environments” and at naturally occurring times of the school day whenever possible: e.g., money use occurs in settings and situations where money is naturally used such as grocery stores, cafeteria, school store, shops, etc.
- Instructional priorities for each student should be based on the real world needs of the individual students, and should lead toward increased independence and autonomy in his or her home and community.
- Students should learn skills that are aligned with performance demands of real world environments, and which are critical for meaningful participation in the least restrictive environment.

Overview of the Curriculum

The Community Based Instruction Program will focus on three areas of instruction: Life Skills, Community Experiences, and Career Exploration/Program.

Life Skills: The students will be engaged in active learning in the classroom/school environment. These Life Skills will be differentiated to meet the individual goals and objectives in each student's IEP. Although all of the NJCCCS for “21st Century Life and Career Skills” are expected to be addressed and assessed, the main focus of this instruction will be:

- Conduct job searches (print, internet, cold)
- Complete job applications (paper and electronic/online)
- Simulate real-life job situations
- Basic budgeting (including check book and bill paying)
- Basic and advanced job-site expectations

Community Experiences: The school will partner with ARC and other agencies to provide social activities to refine social skills. The educators will accompany all students, and guide reflective activities afterwards. These experiences will include:

- Attending movies, concerts, etc.
- Ordering meals at restaurants, over the phone, etc.
- Shopping for clothes, food, etc.
- Finding transportation and using public busses

Career Exploration/Career Program: Because the program will be highly individualized, students may move from a more generalized Career Exploration (Level A) program to the more focused Career Program (Level B). These levels are more fully explained on the following pages.

Career Exploration/Career Program:

Level A: All students will begin at this level.

This program level is for students requiring the most teacher support. The emphasis is on Life Skills and Community Experiences, while Career Exploration is introduced. Students will first tour the career sites as a group. During the course of the year, students will rotate career types every 2 to 3 months for 3 or more career cycles to help student determine suitability.

Students will have daily educator support at this level. Educators will collect data on student progress or need, and guide reflective activities with the student in the classroom setting. The main purpose of this level is to determine student strengths and to introduce students to different work experiences.

The level is not intended to be considered either a full-year or a 1-year program. Students may repeat this level for as long as determined. Some students may not move beyond this level. Additionally, with parent, student, teacher, and case manager support, this level can be modified to meet the needs of the student, and a student may be at this level for only a portion of a school year. Regardless, all students will be given both a vocational evaluation and career assessment before moving out of this level.

(See chart on next page.)

Level A:

Initial Program Involvement: May begin senior year; may be repeated as necessary

Areas of Planning		Focus or Activities	Location (Primary)	Notes
Life Skills (Transition Planning)	Functional Academics	Math (budget, money management skills) Reading (identification and comprehension) Writing (filling out forms, signing checks, applications) Computer Skills	Classroom	These skills will be differentiated to meet individual goals and needs of each student.
	Self Determination	Knowing one's own disability Knowledge of Rights Appropriate Communication technique Assertiveness skills	Classroom	
	Independent Living Skills	Residential living skills Communication skills Social relationships Communication media Medication/Health and Safety	Classroom	
Community Experiences: (Independent Living Skills)		Community resource training (banks, library) Transportation Recreation and leisure	Various locations	
Career Exploration		Vocational evaluation Career assessment Community-based job sampling	Classroom and Other Locations	

Schedule (sample):

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Activity	Life Skills	Life Skills	AM: Life Skills PM: Career Exploration	AM: Life Skills PM: Career Exploration	Community Experiences
Location	Classroom	Classroom	Classroom/Job Sites	Classroom/Job Sites	Community Sites
Instructor	Teacher	Teacher	Teacher	Teacher	Teacher/ARC Rep

Level B: Some students may advance to this level.

This program level is for the student that requires minimal teacher support. Student will select a career program, based on Career Exploration (Level A) experiences and vocational evaluation and career assessment. The emphasis is on the student's chosen Career Program (specific job). However, students will have continuing teacher support and advanced Life Skills coursework in the classroom and Community Experiences, all of which will highlight independent living.

As with Level A, this level is not intended to be considered either a full-year or a 1-year program. Students may repeat this level. Additionally, with teacher and case manager recommendations, a student may return to the Level A program if deemed appropriate and necessary.

Level B:				
Upper Level Program Involvement: May begin after competing Level A; may be repeated as necessary				
Areas of Planning		Focus or Activities	Location (Primary)	Notes
Life Skills (Transition Planning)	Functional Academics	Math (budget, money management skills) Reading (career specific technical materials) Writing (career specific forms, applications) Computer Skills (career specific emphasis)	Classroom	These skills will focus on student's individual/specific career choice, and will be at a more advanced level of independence from Level A.
	Self Determination	Knowledge of Rights Appropriate Communication technique Assertiveness skills	Classroom	
	Independent Living Skills	Residential living skills Communication skills Social relationships Communication media Medication/Health and Safety	Classroom	
Community Experiences: (Independent Living Skills)		Transportation (work specific)	Various locations	
Career Program		Community-based job	Job Locations	

Schedule (sample):

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Activity	Life Skills	Career Program	Career Program	Career Program	Community Experiences
Location	Classroom	Classroom	Job Sites	Job Sites	Community Sites
Instructor	Teacher	Teacher	Teacher	Teacher	Teacher/ARC Rep

Instructional Planning

Because the CBI program is designed to increase independent living and social interactions for students with various disabilities, careful, individualized planning must take place prior to beginning instruction. The educational staff, including the Child Study Team, is charged with determining each student's needs with the appropriate level or depth of instruction. Educators must take into account what the student and family members view as important skills for both current and future environments.

It is also important to align community instruction to age-appropriate goals and objectives from the student's Individualized Education Plan (IEP), skills from the recognized functional living domains (community, independent living, communication, decision making, interpersonal skills, career/vocational training, personal management, and recreation/leisure), as well as typical life skills needed to access the community in the same fashion as the general public.

Parent/Guardian Input:

Information should be solicited from the students' families regarding places and types of recreation the family/students enjoys, where the family shops for food and/or clothing, where they are likely to dine when they go out to eat, and other services the family routinely accesses in the community (e.g. post office, coin laundry, public library, etc.). The purpose of gathering this information is to help in identifying meaningful sites and activities for CBI. Teachers and transition facilitators may send home a parent/caregiver inventory or questionnaire, or may pose questions directly, by phone, or during formal IEP meetings or informal parent conferences

Task Analysis and Baseline Assessment:

A task analysis should be developed in which the planned activity is broken down into its component steps, such as those that might be performed by a person without a disability. Each student's current abilities should be assessed in the context of this task analysis. In some cases, a modified task analysis may be developed for this purpose, which accounts for physical or sensory limitations. In cases where a student needs an accommodation or assistive technology in order to assess a community site or perform task within the site, the task analysis should include use of that accommodation or assistive technology. However, if a modified task analysis is used, it should still follow the same general sequences as the typical activity, and no segments of the activity should be omitted during the baseline assessment.

Baseline assessment usually continues for at least three sessions; it is only discontinued after three sessions in which the student shows no progress, or during which the student's performance actually declines. In some cases, it may be clear after the initial session that the student is not likely to make further progress without direct instruction, however these cases should be more the exception than the norm. On the other hand, if a student is making progress without receiving direct instruction, there is no reason to provide instruction. Discontinue baseline and consider redesigning the task or activity so that is more instructionally challenging for that particular student.

Once baseline data are collected, the formal systematic instruction may begin. As suggested above, it may be advisable to modify the task, design, materials or procedures to best meet the student's needs as indicated by the baseline assessment. If there are modifications, be certain to modify the task analysis, as it will form the basis for ongoing assessment.

Aligning IEP Objectives with Curricula and Assessment:

CBI should integrate the student's needs (as identified on his/her IEP) and the selected indicators of the "21st Century Life and Career Skills" of the New Jersey Core Curriculum Content Standards that appear below. All of the standards should be addressed in the content of the life skills classroom activities, community experiences, and career exploration. However, after examining each student's baseline data, educators will determine the level of student participation in the program. Throughout the program, educators will use ongoing assessment to not only monitor student progress, but also to further individualize the program for each student.

Assessment, Data, Documentation, and Reporting

Data collection should be ongoing and specific to the IEP goals. Data should be gathered each time the student receives instruction in the task or skills. This collection will take the form of teacher-made checklists or task analyses. Data should then be analyzed for student progress. Modifications to teaching methodology should be based on this data.

Data Collection/Assessment:

There are five basic types of data collection instruments:

1. **Checklist:** Used to evaluate behaviors or performance tasks that have a clear start and end or that entail repeated trials. Such checklists generally record whether or not the student performed correctly.
2. **Task Analysis:** Used for complex tasks, in which multiple behaviors or performance tasks form a chain or components of the whole (e.g.: shopping in a supermarket). The task or activity is broken down into its component steps. If task analyses are used, it is recommended that the educator focus only on the most critical components of the task. Record student performances on each step of the task.
3. **Anecdotal Data/Logs:** Used for behaviors or performance tasks that may not always occur in the same way, or under the same conditions. Anecdotal data is also used to record incidents of challenging behavior or performance tasks.

4. **Tallies:** (Includes rate, interval recording, frequency, duration, latency, etc.) Used to record how often, or for how long, a behavior or performance tasks has occurred. The behavior being measured **MUST** be discrete (e.g. have a clear start and finish).
5. **Permanent Product/Portfolio:** This is a sample of the student's performance, and is used most often with vocational or academic tasks. Permanent products usually yield either a frequency/rate measure or a qualitative appraisal.

Documentation:

For each student, the educator must be able to document which IEP goals are being addressed during CBI activities, and how they are being addressed. Such documentation must be kept in individual student binders. This documentation must include:

- **Written Lesson Plans:** These describe objectives and activities for the class as a group, and should include curricular and /or IEP objectives being addressed for each student, as well as a description of activities.
- **Weekly Classroom Schedules:** These should reflect groupings and locations. Minimally, schedules should indicate/include:
 - 1) Where each student is
 - 2) What each student is doing
 - 3) Which staff the student is working with at a given time
- **Differentiated Instruction:** This must be developed for each student, after careful analysis of the collected data. This should include specific instructional strategies, as well as specific objectives addressed during community and career instruction.
- **Teacher-Made Data Sheets:** These include the data collection instruments mentioned above.

Reporting to Parents/Student:

Using the documentation, regular reports should be written to inform parents/student and Child Study Team case manager of the student's progress and areas of needed improvement. The report shall not be only a check list or grade. It must include a lengthy narrative that analyzes the documented data.

This reporting should occur at least 4 times per year, when the high school report cards are sent home. However, educators may also report more often if the educator determines this is necessary, or as required in the student's IEP.

New Jersey Core Curriculum Content Standards

21st Century Life and Career Skills	
9.2 Personal Financial Literacy	
Essential Questions: When should I start planning financially and how is it best to do so?	
Enduring Understandings: Financial choices have costs, benefits, and consequences.	
<i>A. Income and Careers</i>	
9.2.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
9.2.4.A.4	Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.
9.2.8.A.9	Differentiate between taxable and nontaxable income.
<i>B. Money Management</i>	
9.2.4.B.1	Differentiate between financial wants and needs.
9.2.4.B.2	Identify age-appropriate financial goals.
9.2.4.B.3	Explain what a budget is and why it is important.
9.2.4.B.4	Identify common household expense categories and sources of income.
9.2.4.B.5	Identify ways to earn and save.
9.2.4.B.6	Distinguish among cash, check, credit card, and debit card.
9.2.4.B.7	Explain the purposes of financial institutions in the community.
9.2.8.B.1	Construct a simple personal savings and spending plan based on various sources of income.
<i>C. Credit and Debt Management</i>	
9.2.4.C.1	Explain why people borrow money and the relationship between credit and debt.
9.2.4.C.2	Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).
9.2.4.C.3	Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
9.2.4.C.4	Determine the relationships among income, expenses, and interest. Credit worthiness is dependent on making informed credit decisions and managing debt responsibly.
9.2.4.C.5	Determine personal responsibility related to borrowing and lending.
9.2.4.C.6	Summarize ways to avoid credit problems.
<i>D. Planning and Saving</i>	
9.2.4.D.1	Determine various ways to save.
<i>E. Becoming a Critical Consumer</i>	
9.2.4.E.1	Determine factors that influence consumer decisions related to money.
9.2.4.E.4	Apply comparison shopping skills to purchasing decisions.
9.2.4.E.5	Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
9.2.4.E.6	Identify personal information that should not be disclosed to others and the

	possible consequences of doing or not doing so.
9.2.4.E.7	Compare and contrast product facts versus advertising claims.
9.2.8.E.1	Prioritize personal wants and needs when making purchases.
9.2.4.E.4	Apply comparison shopping skills to purchasing decisions.
9.2.8.E.2	Analyze interest rates and fees associated with financial services, credit cards, debit cards, and gift cards.
9.2.8.E.3	Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations.
9.2.8.E.4	Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.
9.2.8.E.5	Identify the components of written and verbal contracts and the inherent responsibilities of the contracting parties.
9.3 Career Awareness, Exploration, & Preparation	
Essential Questions:	
<ul style="list-style-type: none"> • How do I decide what I want to be, and how do I prepare for my career? • Why do I need a career Plan? • How do I communicate this information to employers? 	
Enduring Understandings:	
<ul style="list-style-type: none"> • Each job, career, and profession has a set of preparation requirements, career exploration experiences, and different opportunities for personal and professional growth and satisfaction. • An effective career plan is flexible, includes a variety of life experiences skills, and education, and can save time, energy, and money. 	
<i>A. Career Awareness</i>	
9.3.4.A.1	Identify reasons why people work and discuss how work can help a person achieve personal goals.
9.3.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
9.3.4.A.3	Appraise personal likes and dislikes and identify careers that might be suited to personal likes.
9.3.4.A.4	Identify qualifications needed to pursue traditional and nontraditional careers and occupations.
9.3.4.A.5	Locate career information using a variety of resources.
9.3.4.A.6	Explain why knowledge and skills acquired in the elementary grades lay the foundation for the future academic and career success.
<i>B. Career Exploration</i>	
9.3.8.B.1	Develop a Personalized Student Learning Plan that includes information about career areas of interest with the assistance of adult mentors.
9.3.8.B.5	Use workplace readiness skills and career information learned from job shadowing, high school visits, speakers, volunteering, or other career exploration activities to assist with career exploration.
9.3.8.B.11	Prepare a sample résumé and cover letter as part of an application for part-time or

	summer employment.
9.3.8.B.12	Explain how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant.
9.3.8.B.18	Compare and contrast current and past employer hiring and employment practices related to substance use (e.g., tobacco, drugs, and alcohol).
<i>C. Career Preparation</i>	
9.3.12.C.1	Assess and modify Personalized Student Learning Plans to support declared career goals.
9.3.12.C.2	Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
9.3.12.C.3	Develop personal interests and activities that support declared career goals and plans.
9.3.12.C.5	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.3.12.C.6	Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.
9.3.12.C.7	Pursue a variety of activities related to career preparation
9.3.12.C.11	Evaluate the responsibilities of employers and employees for maintaining workplace safety, and explain health rights related to a particular occupation/career.
9.3.12.C.13	Comply with workplace child labor regulations and safety and health policies during structured learning experiences.
9.3.12.C.14	Interpret and justify written employer organizational policies and procedures for job performance.
9.3.12.C.24	Analyze why employers use different interview techniques.
<i>H. Employability and Career Development</i>	
9.4.12.H.49	Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable.
9.4.12.H.50	Develop a Personalized Student Learning Plan to meet career goals and objectives.
9.4.12.H.51	Demonstrate skills related to seeking and applying for employment in a desired job.
9.4.12.H.52	Maintain a career portfolio to document knowledge, skills, and experience in a career field.
9.4.12.H.53	Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.
9.4.12.H.54	Identify and exhibit traits for retaining employment.
9.4.12.H.55	Identify and explore careers in one or more career pathways to build an understanding of the opportunities available in the cluster.

Community Based Instruction Manual

The purpose of this guide is to provide policies and procedures for implanting the Community Based Instruction Program at Middle Township Public Schools. Educators should strive to make maximum use of staff resources at all times. Staff is responsible for insuring the safety of the student at all times.

Paraprofessionals:

Paraprofessionals are crucial members of the classroom team. Working under the direction and instruction of the professional staff (certified teacher), the paraprofessionals are given responsibility for guiding students in specified individual skills, implementing behavioral strategies and communication protocols, and collecting ongoing data, in the classroom, during community experiences, and at the career sites.

Professional Staff/Teacher:

The teacher is responsible for analyzing the data and making judgments about the student's progress and any modifications in instruction, materials, or the skill-sequence needed to facilitate skill acquisition. The paraprofessional also comes under the direction and guidance of the professional staff member.

In addition to what is generally required of the professional staff at Middle Township Public School, the professional staff in the CBI program is specifically responsible for the following:

Classroom/School:

- 1) To create a safe, organized, and welcoming classroom environment.
- 2) To create assessment and data collection instruments.
- 3) To collect, organize, evaluate, and maintain student data.
- 4) To write lesson plans which are activities-based.
- 5) To differentiate instruction.
- 6) To develop weekly classroom schedules and assignments.
- 7) To report student progress as outlined in the CBI curriculum.
- 8) To organize and maintain all student documentation.
- 9) To prepare students for community and career sites, including appropriate hygiene and dress.
- 10) To monitor, record, and report student absences from school.
- 11) To obtain parent permission for participation in community experiences or other activities, as required.
- 12) Send out parent notification of the student's schedule and dress requirements.
- 13) To direct and guide the paraprofessional staff members in assisting students, collecting data, and maintaining program policies and procedures.

Community Experiences:

- 14) During community experience to accompany students and remain with them at all times.
- 15) To report any accident or illness following the Emergency Procedure Protocol.

Career Sites (on and off campus):

- 16) To organize transportation from the school to the job location.
- 17) To visit career sites on a regular basis, as determined by the Director of Special Education, but no less than once weekly.
- 18) To contact manager at job location daily to monitor, record, and report student absences from job locations.
- 19) To work with regular employees to assist in the instruction of students on job related skills and protocols.
- 20) To maintain a positive relationship with those regular employees and managers.
- 21) To collect required data at career sites to assess student progress.
- 22) To report any accident or illness following the Emergency Procedure Protocol.

Emergency Procedures (off campus)

These procedures should be taught first and reviewed before and during all community experiences and career site visits. Periodic practice exercises should be undertaken in different settings to assure generalization.

1. Assure that each student and educator has an school issued ID.
2. Upon arrival at the community or career site, report to site personnel.
3. Teach the student where to for help if lost and what to do when they get there.
4. Have emergency phone numbers on hand at all times. (This includes for parents and school personnel/offices.)
5. Should an accident occur, fill out a copy of the district accident report form immediately upon returning to school.
6. Educator needs to make 3 contacts immediately after an accident or injury:
 - Call the parent/guardian
 - Call the principal or other school official
 - Call the Director of Special Education

Assessments, Check Lists, and Log Books (TBD)

Printed Resource:

Stepping Out: A Community-Based Instruction Curriculum. Ilene M. Schwartz. (IEP Resources, Attainment Company, Inc., 2007.)