



Using Community Based Instruction to Teach Purchasing Skills

What is the level of evidence?

- This a Research-Based Practice for **students with disabilities** based on one methodologically sound group study with non-random assignment across 40 participants and two methodologically sound single subject studies across 12 participants.
- This is a Research-Based Practice **for students with intellectual disabilities** based on one methodologically sound group study with non-random assignment across 40 participants with intellectual disabilities and two methodologically sound single subject studies across 13 students with intellectual disabilities.

Where is the best place to find out how to do this practice?

- [Using CBI to Teach Purchasing Skills](#)
 - [Counting – On Strategy \(Cihak & Grim, 2008\)](#)

With whom was it implemented?

- Students with
 - Mild intellectual disability (1 study, n = 20)
 - Moderate intellectual disability (3 studies, n = 30)
 - Moderate, severe, to profound intellectual disability (1 study, n = 15)
 - Autism (2 studies, n = 5)
- Ages ranged from 11 - 21, 3 studies; mean age of 17.2 years, 1 group study
- Males (n=46), females (n=24)
- Ethnicity
 - None reported (n = 70, 4 studies)

What is the practice?

Community based instruction is teaching functional skills that take place in the community where target skills would naturally occur (Brown et al., 1983).

In the studies used to establish the evidence base for using community based instruction (CBI) to teach purchasing skills CBI:

- immediately followed simulated instruction (Bates, Cuvo, Miner, & Korabek, 1999; Westling, Floyd, & Carr, 1990)
- followed instruction to mastery levels in the classroom using simulation and picture prompts (Alberto, Cihak, & Gama, 2005)

- followed classroom and school-based instruction on the skill (Cihak & Grim, 2008)

How has the practice been implemented?

- Simulated instruction paired with CBI was more effective and efficient than CBI alone to teach students tasks associated with purchasing a soft drink in a restaurant, using a 20 step task analysis (Bates et al., 1999)
- Simulated instruction using a picture prompt photo album of a debit machine preceded community based instruction using least to most prompts to make purchases using a debit card (Alberto et al., 2005)
- Students were taught the “next dollar” purchasing strategy using least to most prompts on the classroom, then with the same instructional strategy at the school bookstore, and finally at a department store with purchases up to \$20 in value (Cihak & Grim, 2008)
- Small group instruction using role-play and demonstration of purchasing skills immediately preceded community-based instruction in a department store using response prompts (i.e., task analysis) and least to most prompting by the teacher (Westling et al., 1990)

Where has it been implemented?

- Department store (2 studies)
- Grocery store (1 study)
- Restaurant (1 study)

How does this practice relate to Common Core Standards?

- Reason quantitatively and use units to solve problems (Quantities, Number and Quantity, High School)
 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays
- Solve real-life and mathematical problems using equations and algebraic expressions (Expressions and Equations, Grade 7)
 - Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically

How does this practice relate to Career Technical Core:

Finance Career Cluster:

1. Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.

2. Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

References used to establish this evidence base:

Alberto, P. A., Cihak, D. F., & Gama, R. I. (2005). Use of static picture prompts versus video modeling during simulation instruction. *Research in Developmental Disabilities, 26*, 327-339.

Bates, P. E., Cuvo, T., Miner, C. A., & Korabek, C. A. (1999). Simulated and community-based instruction involving persons with mild and moderate mental retardation. *Research in Developmental Disabilities, 22*, 95-115.

Cihak, D. F., & Grim, J. (2008). Teaching students with autism spectrum disorder and moderate intellectual disabilities to use counting-on strategies to enhance independent purchasing skills. *Research in Autism Spectrum Disorders, 2*, 716-727.

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