



## ***Using Community Based Instruction to Teach Safety Skills***

### **What is the evidence base?**

- This is a Research-Based Practice for **students with moderate intellectual disabilities** based on four methodologically sound single subject studies across 27 students with moderate intellectually disabilities.

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

- [Public Pay Phone \(Collins, Stinson, & Laud, 1993\)](#)
- [Crossing the Street \(Collins, Stinson, & Laud, 1993\)](#)
- [Cell Phone – Lost in Community \(Taber, Alberto, Hughes, & Seltzer, 2003\)](#)

### **With who was it implemented?**

- Students with
  - Moderate intellectual disabilities (4 studies, n=27) Ages ranged from 11 - 20
- Males (n=4), females (n=3)
- Gender not reported (2 studies, n=20)
- Ethnicity
  - None reported (4 studies, n= 27)

### **What is the practice?**

- Community based instruction (CBI) is teaching functional skills that takes place in the community where target skills would naturally occur (Brown et al., 1983).
- In the studies used to establish the evidence base for community based instruction to teach safety skills CBI was paired with simulation.

## **How has the practice been implemented?**

- CBI paired with simulation, video modeling, and constant time delay has been used to teach crossing a street (Branham, et al., 1999)
- CBI paired with simulation and progressive time delay has been used to teach crossing a street and using a public telephone (Collins, et al., 1993)
- CBI paired with simulation and a system of least to most prompts was used to teach identifying when lost and using a cell phone (Taber et al., 2002)
- CBI paired with simulation and a system of least to most prompts was used to teach answering a cell phone and describing a location when lost and dialing a cell phone with speed dial (Taber et al., 2003)

## **Where has it been implemented?**

- Separate classroom (4 studies)
- General school location (2 studies)
- Community (4 studies)

## **How does this practice relate to Common Core Standards?**

- English Language Arts Standards, Speaking and Listening, Grades 6-12  
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

## **How does this practice relate to the Career Technical Core?**

- Education and Career Training Cluster, Evaluate and manage risks to safety, health and the environment in education and training settings.

## **References used to establish this evidence base:**

Branham, R. S., Collins, B. C., Schuster, J. W., & Kleinert, H. (1999). Teaching community skills to students with moderate disabilities: Comparing combined techniques of classroom simulation, videotape modeling, and community-based instruction. *Education and Training in Mental Retardation and Developmental Disabilities*, 34, 170-181.

Collins, B. C., Stinson, D. M., & Land, L. (1993). A comparison of in vivo and simulation prior to in vivo instruction in teaching generalized safety skills. *Education and Training in Mental Retardation*, 28, 128-142.

Taber, T. A., Alberto, P. A., Hughes, M., & Seltzer, A. (2002). A strategy for students with moderate disabilities when lost in the community. *Research and Practice for Persons with Severe Disabilities*, 27, 141-152.

Taber, T. A., Alberto, P. A., Seltzer, A., & Hughes, M. (2003). Obtaining assistance when lost in the community using cell phones. *Research and Practice for Persons with Severe Disabilities*, 28, 105-116.

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