

WELCOME!

If you are here for Moving Beyond Field Trips– you are in the right place!

There is a QR code on the note catcher. Please complete the brief questionnaire while we wait to get started.



Moving Beyond Field Trips

A comprehensive approach to Community-Based Instruction

Southside Occupational Academy HS

Hana Ayele- Instructional Support Lead
Jennifer Bollinger- Assistant Principal



Objectives

- Learn how Southside developed a research-based tiered program to support students in developing the skills to participate successfully in Community Based Instruction (CBI) and Community Based Vocational Instruction (CBVI).
- Participants will reflect on current practices in their school district, building, and community.
- Participants will identify two to three new practices they will implement in their district, building, and community.

Community-Based Instruction

“Community based instruction is used to help students learn functional skills within the most natural environments and contexts because students with disabilities can have trouble generalizing skills learned in one situation to new situations”

(Steere & Dipipi-Hoy, 2012)

Check-in

1. What is your experience with Community Based Instruction?
2. What are you hoping to learn/take away from today?

Southside Occupational Academy

Southside Occupational Academy's mission is to foster a safe and supportive environment for all students to participate in individualized transition education, capitalizing on students' interest and strengths while preparing them to become contributing members of their community.

Southside- An overview

345 students

Two locations

61.4% black, 34.8% Hispanic, 3.5% White

79.7% low income

23.5% English as a Second Language

100% Diverse Learners



Two Campuses

Main Building Campus

200 Students

Variety of Learning Labs

Weekly Community-Based Instruction

Special Olympics

SEL Programming

Transition Services

Career & Community Connections (C3) - HUB Campus

156 students

12 groups participate in work-based internships
throughout the city

Special Olympics

SEL Programming

Transition Services

Classroom Instruction

Learning labs, functional academics, independent living skills, work readiness skills.

Community-Based Instruction (CBI)

Weekly trips to community sites with pre and post instructional activities

Community Based Vocational Instruction (CBVI)

Year-long Internships at various worksites throughout the city of Chicago.

Community-Based Instruction at Southside

Main Building Campus

Classroom Instruction-Learning Labs
Community-Based Instruction

- Students begin at this campus
- Variety of Learning Labs
- Weekly CBI Trips
- Individualized experiences
- Curriculum & Course Syllabi
- Assessment System
- Travel Training

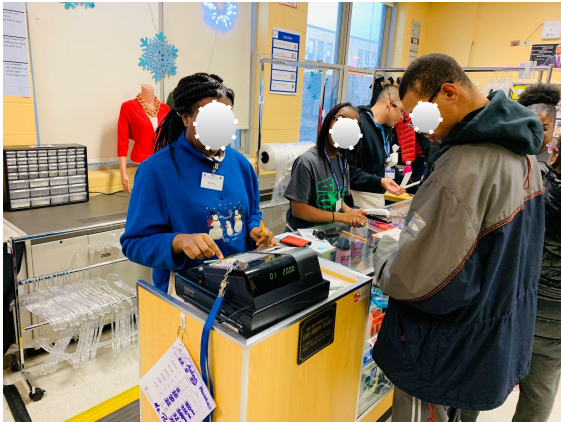


Classroom Instruction



Classroom Instruction– Learning Labs

- Research shows that students with significant disabilities need frequent and varied opportunities to practice functional skills using real materials
- Learning labs replicate community settings and allow students to practice skills they need to succeed



School Based Strategies to Support CBI

- Video Technology
- Community-Referenced Instruction & Simulations
- Social Stories
- Frequent, repetitive CBIs

Filling Wash Bucket



Get red wash bucket



Add drop of soap



Add drop of soap



Add **HOT** water



Get clean rag



How does the visual replace the teacher's voice?

When You Arrive (Shopping Day):



1. Put away tables and chairs



2. Get apron



3. Get name tag



4. Find your assigned job



5. Check that your area is neat



Community Based Instruction



Community-Based Instruction

“Students are likely to acquire and maintain skills more effectively when they learn and practice in community-based settings”

(Stone-MacDonald, 2011).

- Three areas of instructional focus
 - Independent Living
 - Service Learning
 - Recreation & Leisure
- Three Instructional Components of CBI
 - Pre-Activity - students review skills and instructional goals for upcoming trip
 - CBI - students practice skills in the community
 - Post - Activity - students review skills and reflect on trip

Planning a CBI



CBI – Going to the Grocery Store

Step 1: Pre – CBI

- Students learn about different sections of a grocery store
- Students learn about reading signs at a store
- Students learn how to make a grocery list using a recipe

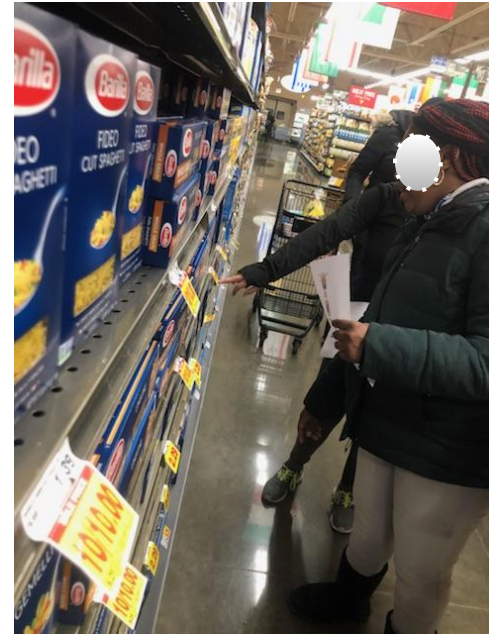


| Chocolate Chip Cookie Ingredients | |
|--|-----------------|
|  | Chocolate chips |
|  | Sugar |
|  | Brown sugar |
|  | Eggs |

CBI – Going to the Grocery Store

Step 2: CBI

- Students visit local grocery store with grocery list
- Students navigate through store to locate items. Teachers provide prompting as needed
- Students purchase items



CBI – Going to the Grocery Store

Step 3: Post – CBI

- Students complete reflection
- Students review grocery list and items purchased
- Students make recipe



CBI Sentence Starters

Today, we went to _____

Yes, I liked _____ because...

No, I did not like _____
because...

I would go here with _____

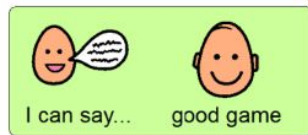
I learned _____

CBI – Bowling

| Game Rates | | | |
|--------------------|--------|-----------------|--------|
| Sunday-Thursday | | Friday-Saturday | |
| Open-5pm | \$3.59 | Open-5pm | \$3.59 |
| 5pm-Close | \$4.59 | 5pm-Close | \$5.59 |
| \$3.00 Shoe Rental | | | |

Step 1: Pre – CBI

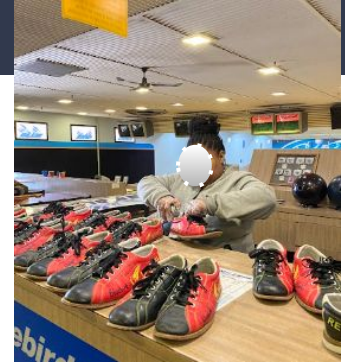
- Students learn about navigating a bowling alley
- Students learn about costs associated with bowling
- Students identify safety skills and rules for the bowling alley



CBI – Bowling

Step 2: CBI

- Students visit local bowling lane
- Students navigate through bowling alley and communicate with staff
- Students pay for bowling and purchase snacks at concession stand
- Students interact with their peers



CBI – Bowling

Step 3: Post – CBI

- Students complete CBI reflection
- Students review purchases made
- Students research bowling alleys near their neighborhoods

Community Based Instruction Trip Feedback Sheet









Where did you go today?

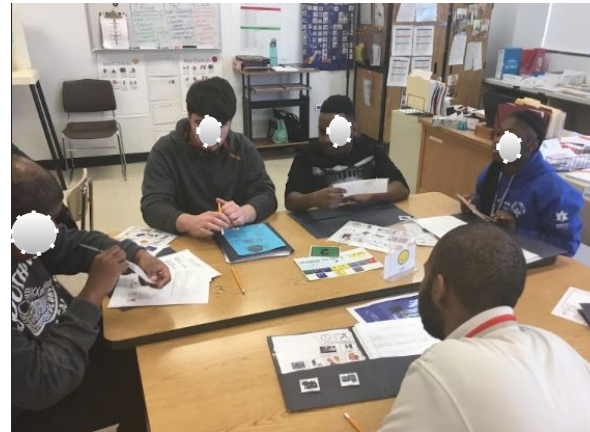
Did you like the trip?

Would you go to this place on your own or with family?

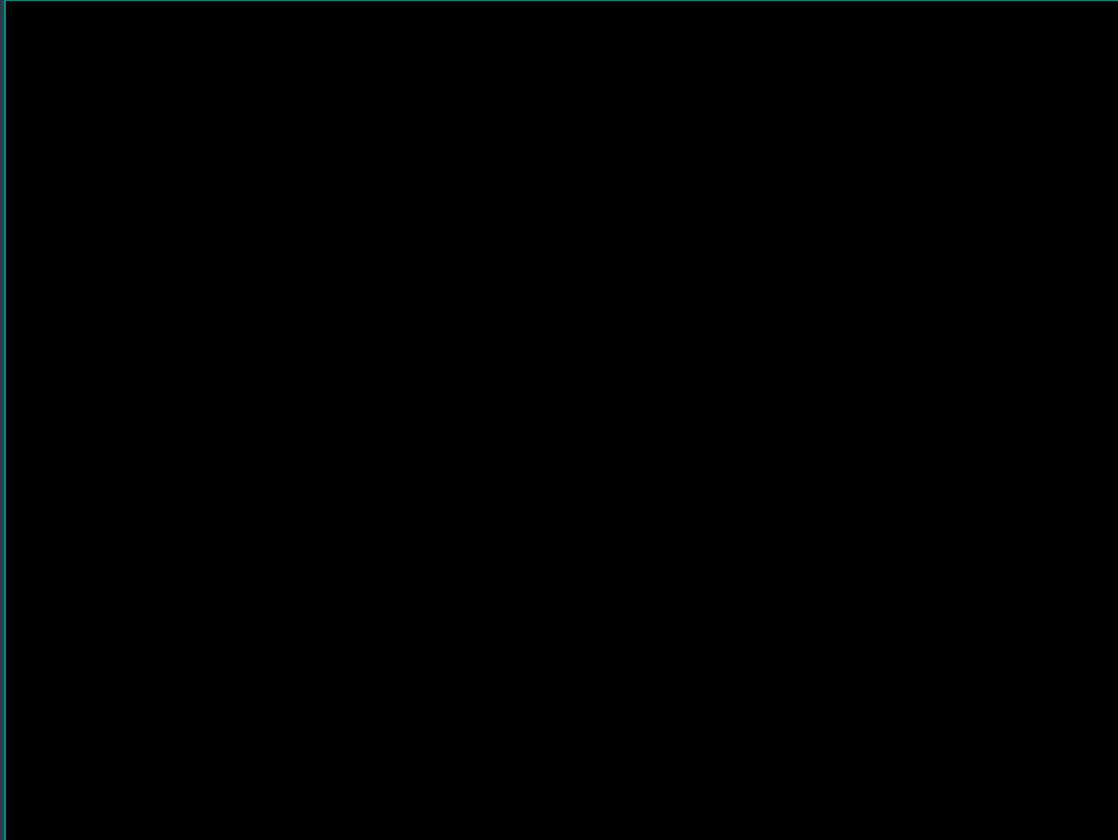
Did you learn something new from the trip?

Tell a peer one thing you learned or did on the trip.

| | |
|--|---|
| | |
|  yes |  no |
|  yes |  no |
|  yes |  no |
| | |



Teacher & Student Testimonial



Teacher: Ms. Kristen Dimas

Students: Giselle and Emari

Community-Based Vocational Instruction



Community Based Vocational Instruction (CBVI)

“ focuses solely on teaching students skills to succeed in the workforce, whereas community-based instruction focuses on adaptive skills for independent living as well as skills for the workforce.

When engaging in community-based vocational instruction, students are able to sample a variety of jobs to increase their career awareness, develop employment skills, and help to narrow their views of potential jobs for their final years of school”

(Kim & Dymond, 2010)

Career & Community Connections (C3) HUB Campus

Community-Based Vocational Instruction

- Referral process to be placed at C3 HUB
- Year long internships
- 12 sites throughout the city
- On site mentors
- Differentiated experiences
Fully-supported, semi-supported, independent
- Curriculum & Course Syllabi
- Assessment System
- Travel Training

Partner Sites:

- University of Chicago Medical Center
- Museum of Science & Industry
- Hyatt Hotels- McCormick Place & Centric
- Anti Cruelty Society
- Mount Sinai Hospital
- Field Museum
- Shedd Aquarium
- Lakeshore Fitness Center
- DeLasalle High School
- Chicago Public Schools - 42 W Madison

A day in the community

- Students take the school bus to HUB, or public transportation if travel trained
- Teachers present Pre-CBVI lesson
- Classrooms travel to worksite, 9:00 am - 2:00 pm
- Students return to school and participate in post-CBVI lesson

Example site: Hyatt McCormick Place

- 13 students
- Teacher & paraprofessional
- Various areas
 - Food Service
 - Housekeeping
 - EVS
- Individualized student experiences
- Onsite mentors
- Opportunities for employment



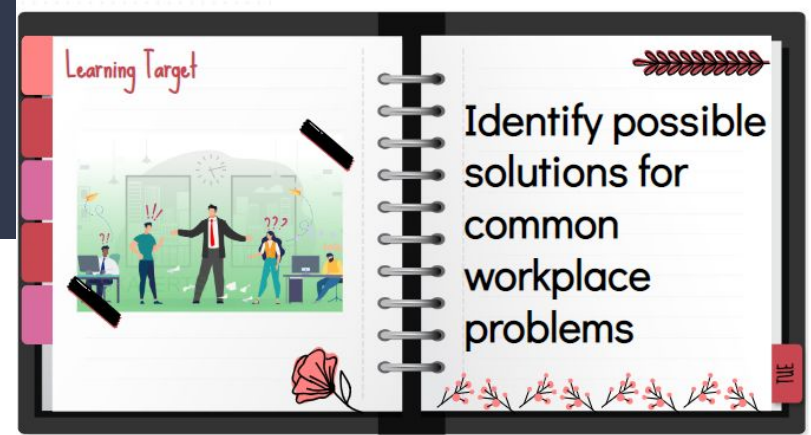
Pre-CBVI Activity


Review objectives/standards/learning targets

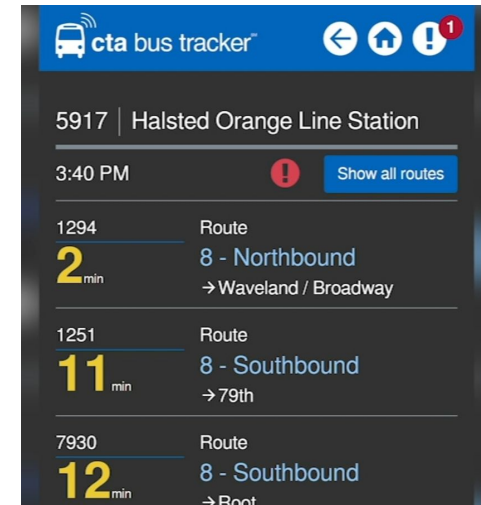
Review job roles for the day

Identify CTA route to site

Uniform Check



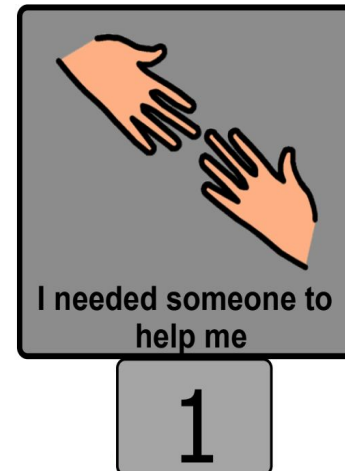
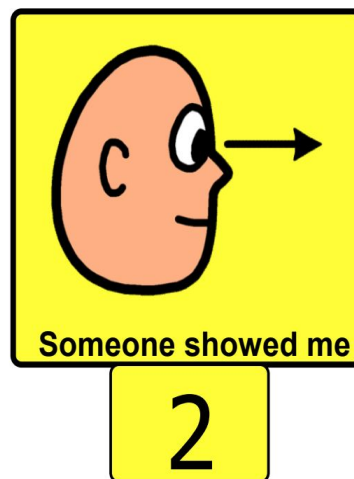
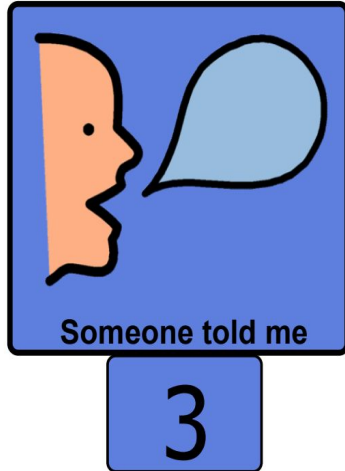
| | | |
|-------------------------|-----------------------------|--|
| Christian I | Crust (Pizza & Bakeshop) |  |
| Larell I Maricela SS | Dishroom |  |



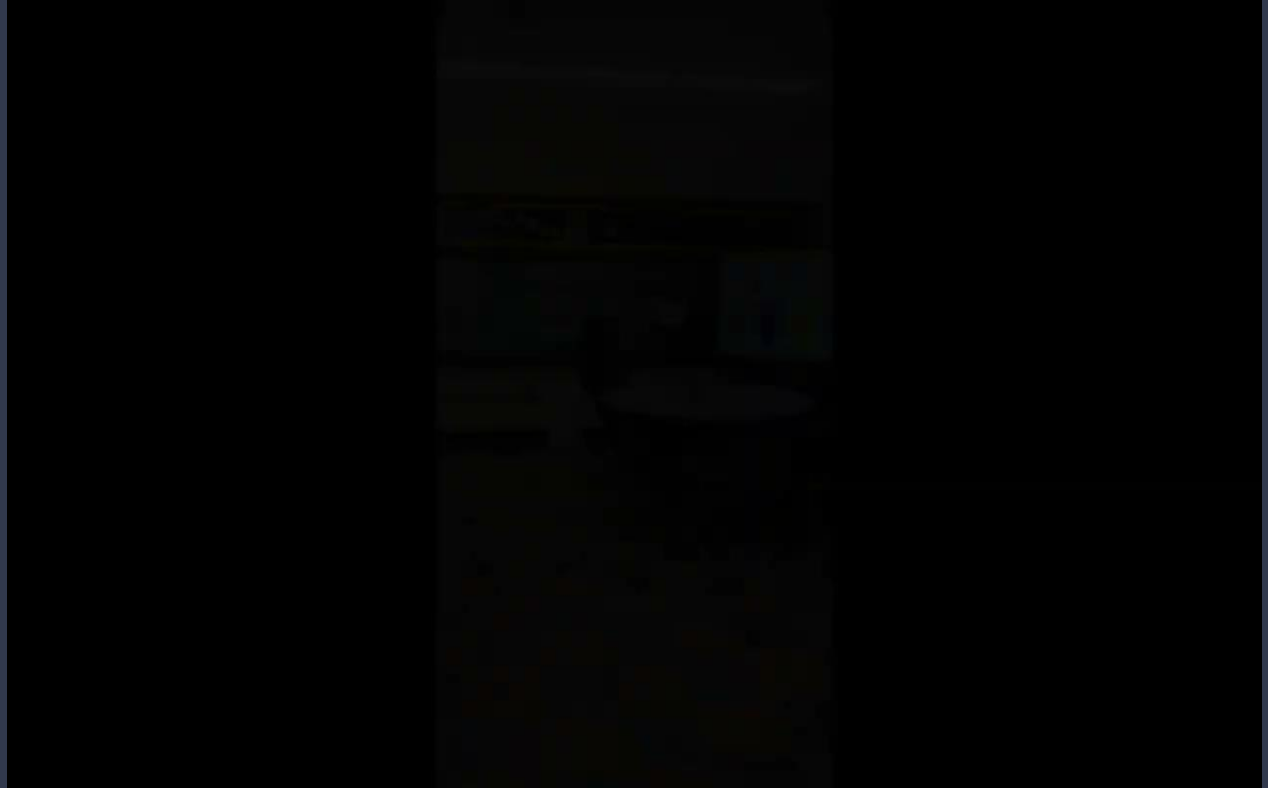
Today I will practice customer service skills while I work.



- | | |
|---|--|
| 1. Good Morning! -or- Hello! | |
| 2. How can I help you? | |
| 3. Excuse me. | |
| 4. I'm not sure. But let me help you find someone who can help. | |
| 5. Thank you for your patience. | |
| 6. It's my pleasure. | |
| 7. Pardon me, can you repeat your question? | |
| 8. Have a great day. | |

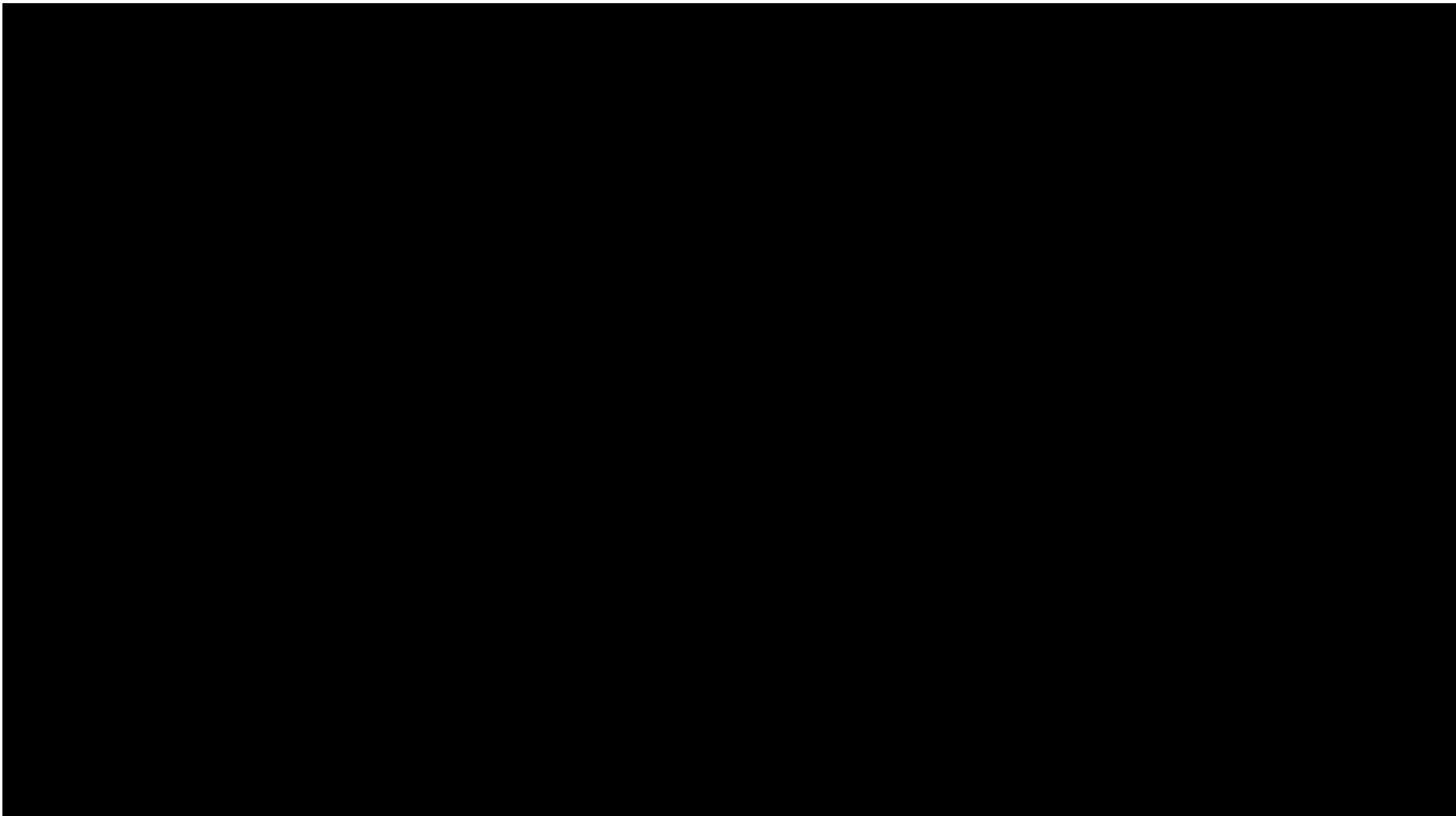


Pre- CBVI



Travel to work





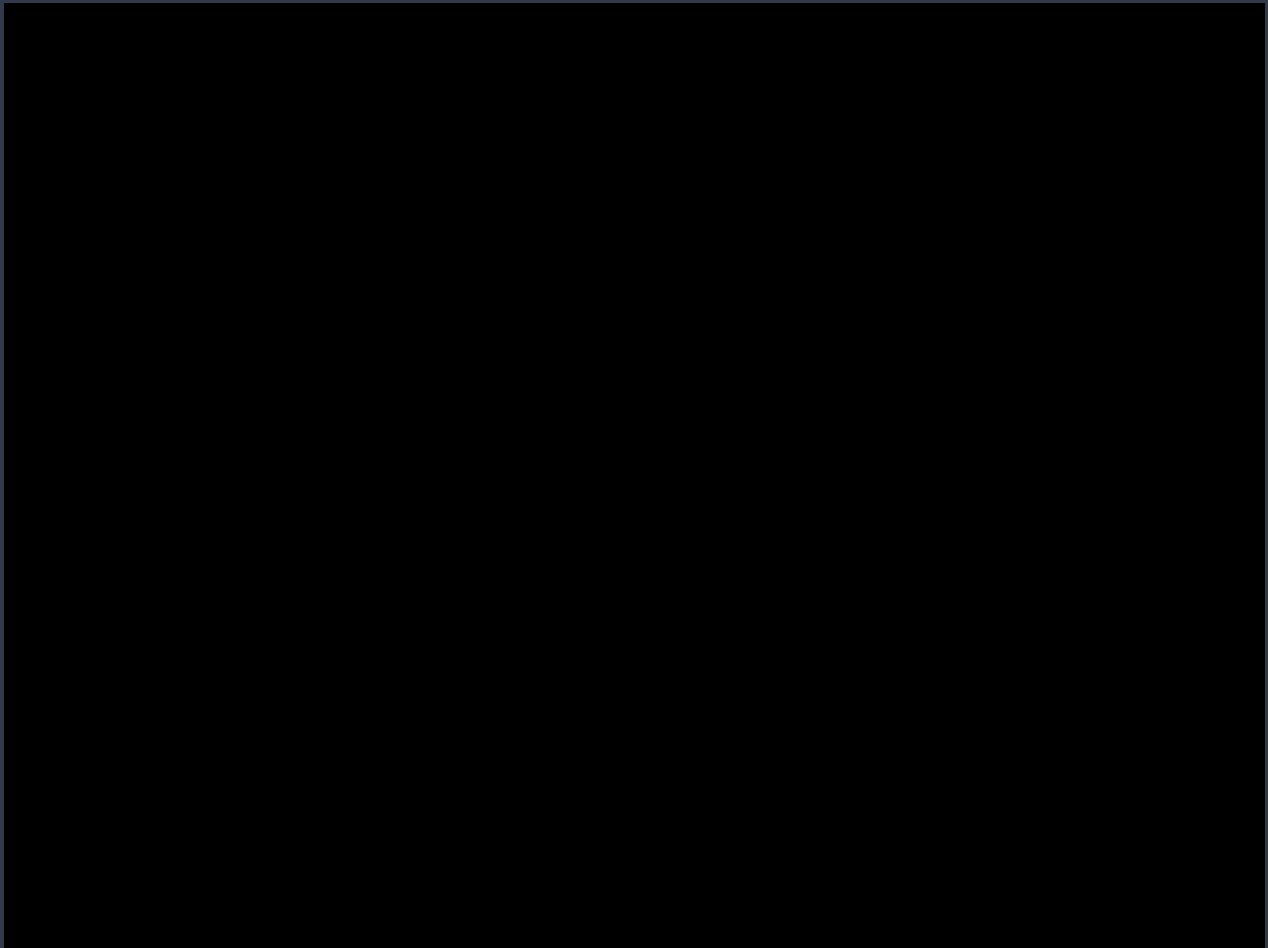
CBVI



Enter worksite

Either meet up with mentor, work independently,
or work in a teacher-supervised group

30 minute lunch

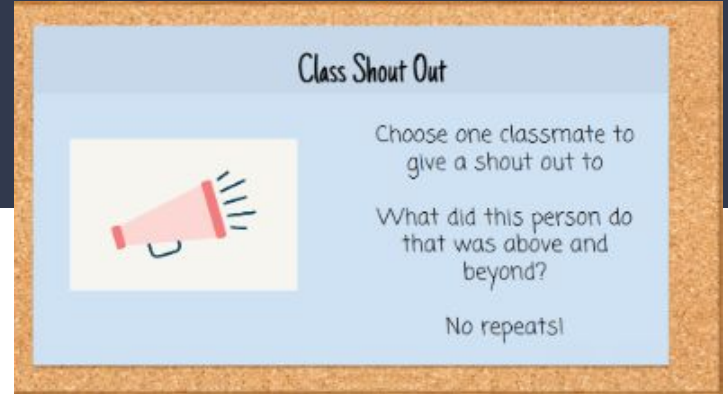


Post-CBVI

Student reflection

Teacher feedback

Review goals



Today I will problem solve while I work.

PROBLEM SOLVING

1. WHAT IS THE PROBLEM?
2. THINK UP A SOLUTION
3. GIVE IT A TRY!
4. DID IT WORK?
5. IF NOT... WHAT WILL YOU DO NEXT TIME?


4 I did everything by myself

3 Someone told me

2 Someone showed me

1 I needed someone to help me

0 I chose not to do it



Classroom Instruction

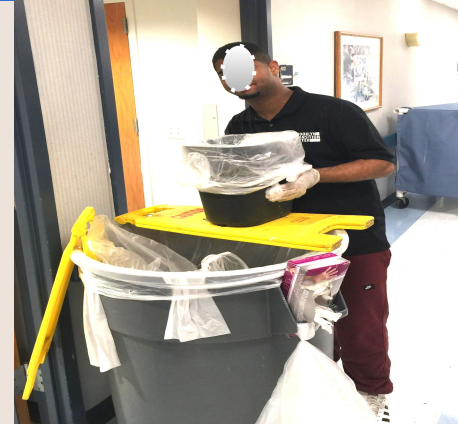
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Reflection

Using examples presented consider your current practices. Use your note catcher to think through various examples.

Thank you for your participation today.

If you need additional information or
resources please contact

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