



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

### **What is the level of evidence?**

- This is a Research-Based Practice for **students with disabilities** based on one methodologically sound group study with random assignment across 15 students with disabilities and one methodologically sound quality single subject study across 5 participants.
- This is a Promising Practice for **students with deaf-blindness and intellectual disability** based on one methodologically sound quality single subject study with 5 participants.

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

- Using CBI to teach communication skills
  - [Employment-Based Communication \(Heller, Allgood, Ware, & Castelle, 1996\)](#)

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

- Students with
  - Moderate, severe, to profound intellectual disability (1 study, n = 15)
  - Deaf-blind and intellectual disability (1 study, n = 5)
- Ages ranged from 13 - 21
- Males (n=11), females (n=4)
  - Gender not reported (1 study, n = 5)
- Ethnicity
  - None reported (2 studies, n= 20)

### **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 community based instruction to teach communication skills CBI:

- occurred in multiple vocational training settings in the community (Heller, Allgood, Ware, & Castelle, 1996)
- followed simulated instruction (Westling, Floyd, & Carr, 1990)

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

- CBI paired with a system of least prompts was used to teach individuals to use communication boards with co-workers and supervisors at vocational training sites (Heller et al., 1996)
- Small group instruction using role-play and demonstration of communication skills necessary for making purchases 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?**

- Amusement area (1 study)
- Department store (1 study)
- Drugstore (1 study)
- Greenhouse (1 study)
- Grocery store (1 study)
- Hair salon (1 study)
- Hospital (1 study)
- Restaurant (1 study)

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

- Comprehension and Collaboration (Anchor Standards for Speaking and Listening, Grades 9 – 12)
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. English Language Arts – Anchor Standards – Speaking and Listening



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

- Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice (Communications)
  - Select the reading strategy or strategies needed to fully comprehend the content within a written document (i.e., skimming, reading for detail, reading for meaning or critical analysis)

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

Heller, K. W., Allgood, M. H., Ware, S. P., & Castelle, M. D. (1996). Use of dual communication boards at vocational sites by students who are deaf-blind. *Re:View, 27*, 180-191.

Westling, D. I., Floyd, J., & Carr, D. (1990). Effect of single setting versus multiple setting training on learning to shop in a department store. *American Journal of Mental Retardation, 94*, 616-624.

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