Chapter 1 : Community-Based Instruction Archives - Maryland Learning Links

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The newer terms of intellectual disability or developmental disability are becoming far more accepted and prevalent within the field. Prevalence Prevalence ratings for intellectual disabilities are inconsistent, highlighting the often hidden nature of intellectual disabilities within other disability classifications. Department of Education reports 5,, students receiving special education services in the school year. Of that number, 9. Characteristics The large majority of individuals considered intellectually disabled are in the mild range with an IQ of 50 to For many of these individuals, there is no specific known cause of their developmental delays. The validity and reliability of the IQ tests used with these individuals are often in question. However, if a student is evaluated and scores an IQ of 70 or lower, he or she is considered to have an intellectual disability. The two characteristics shared in varying degrees by all individuals with intellectual disabilities are limitations in intellectual functioning and limitations in adaptive behavior. Limitations in intellectual functioning often include difficulties with memory recall, task and skill generalization, and these students may demonstrate a tendency towards low motivation and learned helplessness. Issues in adaptive behavior may include difficulties with conceptual skills, social skills and practical skills. Individuals with intellectual disabilities also often exhibit deficits in self-determination skills as well, including skill areas such as choice making, problem solving, and goal setting. Students labeled as mildly intellectually disabled demonstrate delays in cognitive, social, and adaptive behavior skills within typical classroom settings. Often when they are in different settings, these same individuals function quite capably both socially and vocationally. In their adult lives, these individuals can be independent and well-adjusted in the world outside of school settings. It is only in the context of academic demands and intensive intellectual challenges that their abilities appear impaired. The assertion that intellectual disabilities is a school-based diagnosis underlines the often arbitrary nature of eligibility requirements in this disability category for future adult services. A label of intellectual disabilities prior to age 18 is necessary for individuals to receive specialized services beyond high school. Impact on Learning With the appropriate supports in place, students with intellectual disabilities can achieve a high quality of life in many different aspects. Curriculum and instruction must be carefully modified to help these students reach their potential in both academics and other functional areas such as independent living. While these students will have limitations in many adaptive behaviors, these limitations will co-exist alongside strengths in other areas within the individual. Independence and self-reliance should always be primary goals of all instructional strategies employed with students with intellectual disabilities. In fact, the opposite is more often true and the child will fall further behind as he gets older, particularly if no appropriate academic supports are implemented. Even with a good program in place, the cognitive and academic gap between these students and their typically functioning peers often widens with age. The child with developmental delays will learn and understand far fewer things at a much slower pace than the average child, and intellectual development will always be significantly impaired. Because new learning is filtered through a younger mental context in children with developmental delays, the quality of what is learned and how it is applied will be far different than the perspective of a typically developing peer. Teaching Strategies To fully address the limitations in intellectual functioning and adaptive behavior often experienced by individuals with intellectual disabilities, teachers need to provide direct instruction in a number of skill areas outside of the general curriculum. These skills are more functional in nature but are absolutely essential for the future independence of the individual. Additional skill areas include money concepts, time concepts, independent living skills, self-care and hygiene, community access, leisure activities, and vocational training. Students with intellectual disabilities learn these skills most effectively in the settings or activities in which they will be asked to apply these skills. Once the skills are mastered, then additional environments can be added to work towards generalization. General curriculum areas should not be neglected however, and there are some

promising practices to help support these students in a number of academic areas. One effective early literacy strategy with these students is prelinguistic milieu teaching Fey, et. This language acquisition instructional strategy also helps support effective self-determination, as a key component of the training is frequent requesting behavior from the student. Breaking down larger tasks into their specific component parts can be an effective technique for teaching any number of skills to students with intellectual disabilities. More complex concepts or activities can then be taught over time, and as the student masters one component of the task, another is added to the routine. This type of task analysis can be taught using a variety of instructional supports, from physical and verbal prompting to observational learning. Useful strategies for teaching students with intellectual disabilities include, but are not limited to, the following techniques: Teach one concept or activity component at a time Teach one step at a time to help support memorization and sequencing Teach students in small groups, or one-on-one, if possible Always provide multiple opportunities to practice skills in a number of different settings Use physical and verbal prompting to guide correct responses, and provide specific verbal praise to reinforce these responses Assistive Technology The use of real materials or actual tools in natural environments is an essential component in the effective instruction of students with intellectual disabilities. An example of this type of technology would be the use of manipulatives or concrete objects for a math lesson. Teachers should keep in mind that students with intellectual disabilities in inclusive classrooms also benefit from using the same materials as the rest of the students whenever possible. In other words, a high school student would use a calculator to work math problems whereas an elementary student may be more likely to use counting blocks. There are a number of existing software packages designed to support students with intellectual disabilities in the classroom. One promising approach in literacy software utilizes universal design for learning principles. This approach combines reading for meaning with direct instruction for decoding and understanding. The resulting software consists of an audio and video based curriculum that can be adjusted by the teacher to meet the specific academic capacities of the student. Ultimately, any learning software that can tailor content to address the interests of the student can be useful in supporting learning with individuals with intellectual disabilities, given that the instruction can be adapted to meet the needs of the individual. Organizations There are a number of excellent organizations that can help support classroom instruction for students with intellectual disabilities. The information presented in this module is intended as just a very brief description of an intellectual disability and its impact on learning. Much more in-depth information and instructional strategies can be accessed through the following organizations: American Association on Intellectual and Developmental Disabilities AAIDD promotes progressive policies, sound research, effective practices and universal human rights for people with intellectual and developmental disabilities. Best Buddies has six formal programs for individuals with intellectual disabilities at various ages and stages of life.

Chapter 2 : Intellectual Disabilities - Project IDEAL

This manual offers practical guidelines validated by research for applying instructional strategies to adults with mental retardation who are learning community-based tasks. It provides a sequenced strategy for: (1) selecting person-centered instructional goals; (2) developing quality task analyses.

What is an Approved Private School? In addition, parents may choose to privately fund the tuition cost of an Approved Private School. While placements are typically within state, children may be placed in an out of state program if an in-state school is not available. Devereux Florida Viera Campus: Melbourne, FL ; residential and day school for children ages six to 17 with autism and other intellectual disabilities. Devereux Connecticut â€" The Glenholme School: Washington, CT ; therapeutic boarding school for students ages 10 to 18 with Asperger Syndrome, learning differences and anxiety disorders. Devereux Massachusetts Therapeutic School: Rutland, MA ; co-ed residential and day programs for children ages six to 21 diagnosed with autism and other intellectual disabilities and mental health diagnoses. Devereux Massachusetts West Meadow Program: Rutland, MA ; residential program for boys ages nine to 21 with Asperger Syndrome, high functioning autism and other Pervasive Developmental Disorders. Kisco, NY ; day school for children ages five to 21 with autism. Red Hook, NY ; residential and day schools for children ages five to 21 with autism and other intellectual disabilities. Downingtown, PA ; co-ed day school for children ages five to 21 with autism. Educational focus is placed on communication, social and independence skills to enable each child to maximize his or her potential in the least restrictive environment. Skill development, reflecting the needs of each child, may include: Individual and small group instruction Skills taught in context during natural and preferred activities Functional Communication Training Picture Exchange Communication System PECS or other augmentative communication systems A variety of lesson formats chaining, incidental teaching, shaping, and discrete trial Visual mediation for schedules, reward systems, communication and social skills Use of specialized prompting procedures Data-based decision making Positive Behavior Support Planning Our transition programs for adolescents and young adults focus on achieving independence in self-care routines; domestic, employment, community-based and recreational skills; human sexuality; mobility training; and self-determination skills. We use person-centered futures planning and community-based instruction to support our students as they prepare for adulthood. Families and caregivers play an integral role at Devereux. Collaboration is facilitated through frequent, informal communication among teachers and families, as well as scheduled meetings such as the IEP, Futures Planning, Parent-Teacher Organization and Quality Improvement meetings. Assessment Services We provide families with assessment services using the ADOS-2 â€" the gold standard of assessment â€" as well as guidance on appropriate services and interventions, if an autism diagnosis is confirmed. Rutland, MA , ext. These practices include a foundation of Positive Behavioral Interventions and Supports delivered in a treatment environment that is trauma sensitive and trauma informed. Click here for more information or contact Kelly McCool at or Martin Berthold at The goal of Wrap Around Services is to support the child in his or her natural environment e. Services are available to children who present with social, emotional or behavioral issues, providing opportunities to receive treatment within their natural families, schools and community settings. This program includes a behavioral specialist consultant, mobile therapy and therapeutic staff support. Services focus on skill building in the following areas: Parent training is also offered. Applied Behavior Analysis instructional techniques Assessment of skills.

Chapter 3 : Autism - Devereux Advanced Behavioral Health

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

In a UK wide organisation responsible for setting professional training standards for education and development practitioners working within local communities was established. It was named after Paulo Freire. It brought together a range of occupational interests under a single national training standards body, these being, adult education, youth work, community development and development education. The inclusion of community development was significant as it was initially uncertain as to whether it would join the NTO for Social Care. The Community Learning and Development NTO represented all the main employers, trades unions, professional associations and national development agencies working in this area across the four nations of the UK. This was the first time that the informal education occupations across the UK had ever come together with the common purpose of creating a publicly recognised occupational sector, in the way that school teachers or college lecturers had long been publicly and officially recognised. In effect this brought together for the first time two traditions. The former group of occupations â€" adult educators, youth workers and community education workers had tended to focus upon the provision of informal education support for individuals and groups within communities. They had always seen their work as being educational. The latter group â€" community workers, community development workers and development educators had tended to focus upon the socio-economic and environmental development of those communities. Both sets of occupations recognised that they shared very similar values, knowledge base and skill sets and that what brought them together was a common commitment to supporting learning and social action. The NTO continued to recognise the range of different occupations within it, for example specialists who work primarily with young people, but all agreed that they shared a core set of professional approaches to their work. In the New Labour Government announced that it wished to cluster NTOs, of which there were over 50 covering a wide range of occupations across the UK labour market, under a smaller number of what they called Sector Skills Councils. Over nearly a decade LLUK did a large amount of labour market mapping, as well as setting standards for the professional training of people working in the CLD area and generally promoted the identity of this sector across wider UK public policies and the public, non governmental and private sector employers. The Scottish Government has continued to recognise community learning and development as a discrete employment sector, and has for over a decade supported CLD training for people wishing to work professionally in this area. This organisation oversees quality standards in the professional training of staff working in this field, including the validation and endorsement of professional training courses and is introducing a professional registration scheme for such qualified practitioners. At the present time similar CLD Standards Councils have not been set up in other parts of the UK and it does appear that the sector outside Scotland is once again becoming more fragmented. Unlike the formal education sector there is virtually no legislation in the UK underpinning the need to provide and fund community learning and development. Consequently, it has been vulnerable to cuts in public expenditure due to the recession, particularly projects that were seen as too radical. Three national priorities have been developed for community learning and development in Scotland: Achievement through learning for adults Raising standards of achievement in learning for adults through community-based lifelong learning opportunities incorporating the core skills of literacy, numeracy, communications, working with others, problem solving and information communications technology ICT. Achievement through learning for young people Engaging with young people to facilitate their personal, social and educational development and enable them to gain a voice, influence and place in society. Achievement through building community capacity Building community capacity and influence by enabling people to develop the confidence, understanding and skills required to influence decision making and service delivery. Principles and competences[edit] Competent CLD workers will ensure that their work supports social change and social justice and is based on the values of CLD. Their

approach is collaborative, anti-discriminatory and equalities-focused and they work with diverse individuals, communities of place or interest when this is or is not appropriate. Central to their practice is challenging discrimination and its consequences and working with individuals and communities to shape learning and development activities that enhance quality of life and sphere of influence. They have good interpersonal and listening skills and their practice demonstrates that they value and respect the knowledge, experience and aspirations of those involved. Empowerment â€" increasing the ability of individuals and groups to influence issues that affect them and their communities; Participation â€" supporting people to take part in decision making; Inclusion, equality of opportunity and anti-discrimination â€" recognising that some people may need additional support to overcome the barriers they face; Self-determination â€" supporting the right of people to make their own choices; and Partnership â€" recognising that many agencies can contribute to CLD to ensure resources are used effectively. Wisconsin Model[edit] A philosophical base for developing Community Education programs is provided through the five components of the Wisconsin Model of Community Education. The model provides a process framework for local school districts to implement or strengthen community education. Local people are in the best position to identify community needs and wants. People are best served when their capacity to help themselves is encouraged and enhanced. When people assume ever-increasing responsibility for their own well being, they acquire independence rather than dependence. The identification, development, and use of the leadership capacities of local citizens are prerequisites for ongoing self-help and community improvement efforts. Services, programs, events, and other community involvement opportunities that are brought closest to where people live have the greatest potential for a high level of public participation. Whenever possible, these activities should be decentralized to locations of easy public access. Integrated Delivery of Services: Organizations and agencies that operate for the public good can use their limited resources, meet their own goals, and better serve the public by establishing close working relationships with other organizations and agencies with related purposes. Maximum Use of Resources: The physical, financial, and human resources of every community should be interconnected and used to their fullest if the diverse needs and interests of the community are to be met. The segregation or isolation of people by age, income, sex, race, ethnicity, religion, or other factors inhibits the full development of the community. Community programs, activities, and services, should involve the broadest possible cross section of community residents. Public institutions have a responsibility to develop programs and services that respond to the continually changing needs and interests of their constituents. Learning begins at our birth and continues until death. Formal and informal learning opportunities should be available to residents of all ages in a wide variety of community settings. Role of the professional[edit] The role of a community learning and development professional depends somewhat on the career path followed. For example, someone working with young people may have different priorities than someone working with adults; however, the outcomes are very similar in a sense that both will be aiming to promote a more socially just and equal society. Community learning and development is a vast field of work and the range of job categories is wide and may include the following: Community learning and development workers should see themselves as working with people, rather than for them. Empathy is crucial to understanding the issues faced by those they work with and it is important that they engage in a way that does not intimidate people or place the worker in a position of looking down on those they work with. The role of a Community learning and development worker is largely different from the role of a formal educator such as a teacher. Community learning and development workers do not follow a curriculum, as they allow the people they work with to form their own way of learning and each individual is believed to have the ability to reach their full potential in life. A community learning and development approach is arguably a more effective way of learning as every individual has their own unique way to learn and community learning and development workers look for the best possible method that suits the individual. Community learning and development approaches are gradually being adopted in schools to some extent and many other agencies and using a community learning and development approach in their work. In Canada, a university in Alberta has created a Community-based Bachelor of Education program to prepare teachers for rural community education, making it the first university program in Canada that aims at preparing teachers for rural community education. This means that the course has been assessed by a group of

peers - an Approval Panel. More details on the Approval Process and a list of Approved qualifications are available on the Standards Council website www. Many of those working in the field of community learning and development will be doing so voluntarily. These people are usually encouraged to complete a work-place based alternative to the full-time degree course. Others in paid positions may hold qualifications relevant to the field. These people will also be encouraged to study for a degree in community education. Youth participation[edit] In countries where democratic governments exist, people are encouraged to vote for someone to represent them. Community learning and development has the potential to encourage young people to become more interested in politics and helping them influence decisions that affect their lives. In many parts of the world, youth parliament-style organisations have been set up to allow young people to debate issues that affect them and others in their community. Young people engage with these organisations voluntarily and are sometimes elected using a democratic system of voting. Young people are at the heart of these organisations and are usually involved in the management and development. The majority of these organisations are facilitated and staffed by workers trained in community learning and development; however, staff role is mainly to facilitate and be supportive but not intrusive. These organisations allow young people to gain a voice, influence decision makers who affect their lives and provide them with a sense of self-worth and a place in society. Parental participation[edit] Cultural divides and deficit thinking creates mutual distrust between marginalized parents and schools which in turn creates barriers to active parental involvement of marginalized parents in the education of their children.

Community-based learning refers to a wide variety of instructional methods and programs that educators use to connect what is being taught in schools to their surrounding communities, including local institutions, history, literature, cultural heritage, and natural environments.

This brief provides an overview of some successful models of transition services being implemented in postsecondary settings, describes one such model implemented by the Baltimore City Public School System in three local colleges, and presents some of the implications and strategies for success of this model. Overview of Postsecondary Transition Services for Students with Intellectual Disabilities Providing transition services and supports in college and community settings to students ages with intellectual disabilities allows students to expand their independence, self-advocacy, employment, and social and community integration during their final years of mandated public schooling Grigal et al. Students with intellectual disabilities receiving transition services in postsecondary settings may take college classes for credit or audit or participate in adult or continuing education classes Neubert et al. Most students are involved in integrated community employment or in training positions with a goal of attaining paid positions. Students also participate in a variety of campus experiences with similar-aged peers without disabilities, such as student organizations, sports activities, and cultural events. The nature of each postsecondary experience is based on the goals and needs of the individual student, the location of the program, and the availability of support personnel. However, it should be made clear that in most cases students receiving transition services in postsecondary settings are not enrolled in college as matriculating or degree-seeking students. The principles applied in this model reflect knowledge and strategies from research and effective practice on promoting employment and active participation in community life, including: The trend to serve older students with intellectual disabilities in postsecondary settings has recently been documented by the Transition Coalition , a project of the Department of Special Education, University of Kansas. This project has compiled a database of community-based transition programs that serve students ages on its Web site www. A recent national survey conducted by Hart et al. Models of Postsecondary Transition Services The most prevalent model for serving students with intellectual disabilities in college and community settings is the program-based model in which a group of students are served in one postsecondary setting Grigal et al. This model features opportunities for these youth to receive public school services in an environment with same-aged peers without disabilities who have exited high school, while continuing to benefit from mandated educational services to which they are entitled. Students can attend college courses and participate in social activities on campus with degree-seeking college students, but can also receive individualized instruction by an LEA special educator on self-determination, socialization, and life skills. Students generally participate in employment training activities and plan for life in the community after graduation by connecting with state and local adult service system personnel. The needs and desires of students determine the percentage of the day spent on each of these activities. Another approach is the individual support model. Students receiving individual supports are guided through a person-centered planning process by a team of support persons to identify their goals and determine the best college or other community setting in which to meet those goals. Students may attend college classes and participate in campus or community activities. Ideally, students receiving individual supports are provided greater choice in postsecondary settings, and their participation in college is not necessarily dependent upon their enrollment in public school. However, this model requires a great deal of service coordination, interagency collaboration, and parental support to be successful. While these models differ in their methods of student support and coordination of services, the goals are usually the same: The following describes one program-based model that was successfully implemented in an urban setting and demonstrates the positive outcomes that can be achieved by students served in college settings. Profile of an Urban Model: Approximately of the students receiving special education services were ages Historically, very few students who exited BCPSS from these classes did so with paid work experience, and most did not have positive employment outcomes one year after exit. During the school year, an additional cohort of students began receiving services at Coppin State College,

a four-year institution also located in Baltimore. The school years welcomed a third group who received transition services on the Johns Hopkins University campus. All three sites have been active since then, serving no more than 10 students at each site, with an instructor and instructional assistant, and often an Individualized Education Program IEP aide assigned to a specific student. Any student receiving an IEP-designated related service such as speech, physical, or occupational therapy; assistive technology support; or psychological services receives those services at the college campus. A minor portion of instruction occurs with fellow special education classmates at the college site; however, a majority of learning takes place in the community through classroom assignments in small groups at grocery stores, malls, restaurants, banks, government offices, etc. The students receive ID cards for the college they attend, which gives them access to campus facilities and activities. Students also use the campus student centers, cafeterias, and other college resources throughout their day. Each student has an individualized schedule based on IEP goals, work schedules, career exploration and job search needs, audited college class schedules, chosen campus and recreational activities, and required related services. On average, students remained in this program for 2. Several students were not served due to a variety of factors such as their families declining the offer, or students and families not completing the application process. The most significant results are in the areas of employment see Table 1. Every student who has participated in the BTC program has had at least one volunteer position within the community, and many have had both paid and volunteer positions at the same time. Seventy-eight percent of all students who have exited from BTC with employment were still employed as of June Factors related to paid work: Maryland state averages Program factor.

Chapter 5 : Educational and Community-Based Programs | Healthy People

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Chapter 6 : Formats and Editions of Community-based instructional support [calendrierdelascience.com]

Community-Based Instruction. This gateway to Community-Based Transformational Learning (CBTL) allows students to work with and through local organizations to accomplish a specific task or set of tasks; or to expose or deepen students' experiences with groups or social systems with salient needs.

Chapter 7 : Community education - Wikipedia

The Spring ISD Community Based Instruction (CBI) program is designed to teach functional, age appropriate, skills to students with significant cognitive impairments and other significant developmental disabilities within inclusive school and community settings.

Chapter 8 : Publication of the National Center on Secondary Education and Transition

COMMUNITY-BASED LEARNING: Engaging Students for Success and Citizenship learning understand that preparing students for the future means help- ing them become involved in positive community opportunities, today.

Chapter 9 : Gompers School â€" Gompers School

1 four examples of community-based programs successfully providing services to latino families and communities avance family support & education program.