

COMMUNITY-BASED INSTRUCTION

ACTIVITY PACK

Grades 6 - 12 | Special Education Life Skills & Transition

5 Community Settings | Pre-Teaching Lessons | Skill Worksheets
Data Collection | Social Narratives | Generalisation Tracking

UM Printables

TABLE OF CONTENTS

Introduction & How to Use This Resource

Setting 1: Grocery Store

- Pre-Teaching Lesson Plan
- Community Skill Worksheets
- Data Collection Sheet
- Picture-Based Social Narrative
- Generalisation Tracking Chart

Setting 2: Restaurant

- Pre-Teaching Lesson Plan
- Community Skill Worksheets
- Data Collection Sheet
- Picture-Based Social Narrative
- Generalisation Tracking Chart

Setting 3: Public Transit

- Pre-Teaching Lesson Plan
- Community Skill Worksheets
- Data Collection Sheet
- Picture-Based Social Narrative
- Generalisation Tracking Chart

Setting 4: Bank

- Pre-Teaching Lesson Plan
- Community Skill Worksheets
- Data Collection Sheet
- Picture-Based Social Narrative
- Generalisation Tracking Chart

Setting 5: Post Office

- Pre-Teaching Lesson Plan
- Community Skill Worksheets
- Data Collection Sheet
- Picture-Based Social Narrative
- Generalisation Tracking Chart

Review & Feedback

Setting Colour Key

--> Grocery Store

--> Restaurant

--> Public Transit

--> Bank

--> Post Office

INTRODUCTION

Community-Based Instruction (CBI) is a research-backed instructional approach that provides students with disabilities meaningful opportunities to learn and practice functional life skills in real-world community settings. This resource is designed for special education professionals working with students in Grades 6-12 who are building independence in community participation and daily living skills.

What's Inside This Resource

- **5 Complete Community Setting Packs** - Grocery Store, Restaurant, Public Transit, Bank, and Post Office
- **Pre-Teaching Lesson Plans** - Structured classroom lessons to build knowledge before community outings
- **Community Skill Worksheets** - Hands-on activities targeting functional academic and life skills
- **Data Collection Sheets** - Systematic progress monitoring aligned with IEP goals
- **Picture-Based Social Narratives** - Visual supports to prepare students for community expectations
- **Generalisation Tracking Charts** - Monitor skill transfer across settings and time

How to Use This Resource

1. **Step 1 - Pre-Teach:** Use the pre-teaching lesson plan in the classroom to introduce vocabulary, expectations, and skills before the community outing. Complete the associated worksheets.
2. **Step 2 - Prepare:** Review the social narrative with the student 1-2 days before the outing. Customize the narrative with student-specific details as needed.
3. **Step 3 - Practice in Community:** During the CBI outing, use the data collection sheet to record student performance on target skills. Use the prompt hierarchy (Independent - Visual - Verbal - Model - Physical).
4. **Step 4 - Track Progress:** After the outing, transfer data to the generalisation tracking chart. Note skill carryover across multiple outings and settings.
5. **Step 5 - Reflect & Adjust:** Use data to inform instructional decisions. Re-teach skills as needed and fade prompts systematically over time.

Prompt Hierarchy Reference

I = Independent (no assistance needed)

V = Visual Prompt (picture, gesture, written cue)

Ve = Verbal Prompt (spoken direction or reminder)

M = Model Prompt (demonstration of the skill)

P = Physical Prompt (hand-over-hand guidance)

NV = No Valid Response (student did not respond)

IEP & Transition Alignment

Each CBI activity aligns with common IEP goal areas including: functional academics, community participation, social skills, self-determination, and independent living. Data collection formats support progress monitoring requirements under IDEA. Activities also support Indicator 13 transition requirements for students aged 14+.

Evidence Base

Community-Based Instruction is supported by decades of research in special education (Bouck, 2017; Collins et al., 2018; Test et al., 2009). Studies demonstrate that students with intellectual and developmental disabilities show significant gains in independent living skills when instruction occurs in natural community settings rather than simulated classroom environments alone. Systematic instruction with prompt fading and data-based decision making are key components of effective CBI programs.

SETTING 1: GROCERY STORE

Functional Shopping & Budgeting Skills

Pre-Teaching Lesson Plan: Grocery Store

Lesson Objective

Students will identify key areas of a grocery store, match items to their correct departments, read a simple shopping list, and calculate the total cost of items within a given budget.

Grade Band	6-8 (Tier 1) 9-12 (Tier 2)
Duration	45-60 minutes
Materials	Grocery store circulars/flyers, play money, shopping list template, Grocery Store Skill Worksheets (this pack), whiteboard/markers
Vocabulary	Aisle, Produce, Dairy, Deli, Bakery, Cart, Basket, Receipt, Budget, Total, Change

Lesson Progression

- 1. Introduction (10 min):** Activate prior knowledge by asking students about their grocery store experiences. Display a store map or draw one on the board. Introduce vocabulary words and their definitions. Explain why knowing store sections helps us shop efficiently.
- 2. Model / Demonstration (10 min):** Using grocery flyers, model how to locate an item's price. Demonstrate adding two item prices together on the board. Show a sample receipt and point out the subtotal, tax, and total. Think aloud: 'I have \$10 to spend. Milk is \$3.50 and bread is \$2.75. That is \$6.25 total. I have enough money.'
- 3. Guided Practice (15 min):** Provide pairs of students with grocery flyers and a short shopping list (3-4 items). Guide them to find each item, write the price, and calculate the total. Use play money to count out the amount needed. Discuss what change they would receive if they paid with a \$10 or \$20 bill.
- 4. Independent Practice (15 min):** Students complete the Grocery Store Skill Worksheets independently (differentiated by grade tier). Circulate to provide prompting as needed using the prompt hierarchy.
- 5. Closure (5 min):** Review key vocabulary. Ask: 'What is one thing you will do at the grocery store on our CBI trip?' Have students state one goal for the outing.

Differentiation & Scaffolding

- **Tier 1 (Gr 6-8):** Use visual price tags with whole dollar amounts. Provide a picture-based shopping list. Focus on matching items to departments.
- **Tier 2 (Gr 9-12):** Use actual prices with decimals. Include tax calculations. Challenge students to stay within a strict budget and calculate exact change.
- **Support:** Pre-teach vocabulary with flashcards. Use a calculator for addition. Provide a visual prompt card for store sections.

SETTING 3: PUBLIC TRANSIT

Navigation & Fare Calculation Skills

Pre-Teaching Lesson Plan: Public Transit

Lesson Objective

Students will read a simplified bus schedule, identify the correct bus route, calculate fare and change, and demonstrate appropriate safety and social behavior while riding public transit.

Grade Band	6-8 (Tier 1) 9-12 (Tier 2)
Duration	45-60 minutes
Materials	Printed bus/train schedules, local transit map, play money, transit card prop, Public Transit Skill Worksheets (this pack)
Vocabulary	Schedule, Route, Fare, Transfer, Stop, Destination, Board, Exit, Priority Seating, Bus Pass

Lesson Progression

- 1. Introduction (10 min):** Discuss different types of public transit (bus, train, subway). Ask who has ridden public transit before. Explain that riding transit is a key independence skill. Introduce vocabulary using visual flashcards.
- 2. Model / Demonstration (10 min):** Display a simplified bus schedule on the board. Model how to find the departure time and arrival time. Demonstrate calculating the travel time (e.g., leave at 10:00 AM, arrive at 10:20 AM = 20 minutes). Show how to pay a fare using exact change or a bus pass.
- 3. Guided Practice (15 min):** Give pairs of students a transit schedule. Ask questions: 'If you need to be at the mall by 11:00 AM, which bus do you take?' Guide students to identify the correct route and departure time. Practice calculating change for a \$2.00 fare paid with a \$5.00 bill.
- 4. Independent Practice (15 min):** Students complete the Public Transit Skill Worksheets independently. Tier 1 focuses on reading schedules and basic fare. Tier 2 includes multi-step calculations (day pass vs. single fare) and transfer scenarios.
- 5. Closure (5 min):** Review transit safety rules (stay behind the yellow line, keep belongings close, signal for your stop). Have students state their departure time for the CBI trip.

Differentiation & Scaffolding

- **Tier 1 (Gr 6-8):** Use a highly simplified schedule with only 4 times. Focus on identifying the next bus and exact fare with whole dollars.
- **Tier 2 (Gr 9-12):** Use a detailed schedule with multiple routes. Compare the cost of a single-ride fare versus a day pass. Calculate travel time across transfers.
- **Support:** Provide a visual step-by-step boarding sequence. Use a modified transit map highlighting only the CBI route.

Community Skill Worksheets: Public Transit

Student Name: _____ Date: _____

Worksheet 1: Reading a Bus Schedule

Instructions: Use the Route 10 bus schedule below to answer the questions.

Route 10 - Main Street			
Stop Name	Bus 1	Bus 2	Bus 3
Elm Street Station	8:00 AM	8:30 AM	9:00 AM
Oak Park Mall	8:15 AM	8:45 AM	9:15 AM
City Library	8:25 AM	8:55 AM	9:25 AM
Downtown Transit Center	8:40 AM	9:10 AM	9:40 AM

1. What time does Bus 2 arrive at Oak Park Mall? _____
2. If you are at Elm Street Station at 8:50 AM, which bus can you take? _____
3. How long does it take Bus 1 to travel from Elm Street Station to the Downtown Transit Center?

4. You need to be at the City Library by 9:00 AM. Which bus should you take from Elm Street Station?

Worksheet 2: Calculating Fares

Instructions: Read the fare information and solve the problems. Show your work.

Transit Fare Information

- Single Ride Ticket: \$1.50
- Day Pass (Unlimited Rides): \$5.00

Problem 1: You are taking 2 bus rides today (one to the store and one back).

Cost for 2 Single Ride Tickets: \$_____

Is it cheaper to buy 2 Single Ride Tickets or a Day Pass? _____

Problem 2: You are taking 4 bus rides today.

Cost for 4 Single Ride Tickets: \$_____

Is it cheaper to buy 4 Single Ride Tickets or a Day Pass? _____

SETTING 5: POST OFFICE

Mailing & Postal Transaction Skills

Pre-Teaching Lesson Plan: Post Office

Lesson Objective

Students will identify the components of a properly addressed envelope, differentiate between types of mail services, calculate postage costs, and demonstrate the steps for mailing a package or letter.

Grade Band	6-8 (Tier 1) 9-12 (Tier 2)
Duration	45-60 minutes
Materials	Blank envelopes, sample stamps (pictures or real), play money, small boxes for packages, Post Office Skill Worksheets (this pack)
Vocabulary	Envelope, Stamp, Address, Return Address, ZIP Code, Parcel/Package, Clerk, Postage, Priority Mail, Tracking Number

Lesson Progression

- 1. Introduction (10 min):** Ask students why we send mail and how it gets from one place to another. Introduce vocabulary. Show a real envelope and point out the stamp, the address, and the return address. Explain that the ZIP code helps the post office sort mail quickly.
- 2. Model / Demonstration (10 min):** On the board, draw a large envelope. Model where to write the return address (top left), the mailing address (middle), and where to place the stamp (top right). Explain that a letter needs one stamp, but a heavy package needs more postage. Model reading a simple postage rate chart.
- 3. Guided Practice (15 min):** Give each student a blank envelope. Dictate a practice name and address. Guide students to write the mailing address in the center and their own return address in the top left. Have them place a stamp sticker or draw one in the correct corner. Calculate postage together for a scenario: 2 letters at \$0.50 each = \$1.00.
- 4. Independent Practice (15 min):** Students complete the Post Office Skill Worksheets independently. Tier 1 focuses on envelope addressing and basic stamp costs. Tier 2 includes multi-item postage calculations and package tracking concepts.
- 5. Closure (5 min):** Review the three parts of addressing an envelope. Ask students what they will mail on the CBI trip and how they will know where to put the stamp.

Differentiation & Scaffolding

- **Tier 1 (Gr 6-8):** Use pre-printed address labels for students to paste onto the envelope. Focus on whole dollar amounts for postage. Use visual showing exactly where stamp/address goes.
- **Tier 2 (Gr 9-12):** Have students write addresses from scratch. Include decimal calculation for different mail classes (e.g., Priority vs. First-Class). Discuss how to read a tracking receipt.
- **Support:** Provide a labeled envelope template as a visual reference. Use a calculator for postage addition. Provide a written script for interacting with the postal clerk.

Community Skill Worksheets: Post Office

Student Name: _____ Date: _____

Worksheet 1: Addressing an Envelope

Instructions: Look at the envelope below. Label the three blank lines to show where the Stamp, Return Address, and Mailing Address go.

[1. _____]	[2. _____]
[3. _____]	

1. What goes in space #1 (top left)? _____
2. What goes in space #2 (top right)? _____
3. What goes in space #3 (center)? _____

Worksheet 2: Calculating Postage

Instructions: Use the Postage Price List below to answer the questions. Show your work.

Postage Price List

- Letter Stamp: \$0.50
- Postcard Stamp: \$0.35
- Priority Mail (Small Box): \$7.50

Problem 1: You are mailing 2 letters and 1 postcard.

Cost for 2 Letter Stamps: \$ _____

Cost for 1 Postcard Stamp: \$ _____

Generalisation Tracking Chart: Post Office

Student Name: _____	Date: _____
Teacher: _____	Grade: _____
Setting: _____	IEP Goal #: _____

Track the student's prompt level across multiple CBI outings to monitor skill generalisation and prompt fading. Record the prompt level (I, V, Ve, M, P, NV) for each skill on each outing date.

Target Skill	Date 1: _____	Date 2: _____	Date 3: _____	Date 4: _____	Date 5: _____
Enter & locate counter line					
Wait patiently in line					
State mailing need to clerk					
Pay for postage					
Apply stamp / mail item in slot					
Take receipt					
Thank clerk & exit					

Mastery Criteria & Decision Rules

- **Mastery:** Student performs the skill independently (I) for 3 consecutive outings.
- **Prompt Fading:** If student performs at a lower prompt level for 2 consecutive outings, increase independence by reducing prompt level (e.g., move from Model to Verbal).
- **Re-Teach:** If student regresses (moves from a lower prompt to a higher prompt) for 2 consecutive outings, re-teach the skill in the classroom before the next CBI trip.
- **Generalisation:** Skill is considered generalised when performed independently when mailing both a standard letter and a larger package, or across 2 different post office locations.

THANK YOU!

Thank you for purchasing this **CBI Activity Pack**! I am dedicated to creating high-quality, premium resources that support special educators and help students build meaningful life skills.

Your feedback is incredibly valuable! If you found this resource helpful in your classroom, please take a moment to leave a review on Teachers Pay Teachers. Your input helps me improve and lets other educators know what to expect.

How to Leave a Review:

1. Go to your **My Purchases** page on TPT.
2. Find this resource and click **Provide Feedback**.
3. Leave a quick rating and a short comment.

Every review earns you TPT credits toward future purchases!

UM Printables

Empowering Educators. Enriching Lives.