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ABSTRACT

This book chapter provides a checklist of various considerations related to the development and evaluation of community-based instruction for children with disabilities. The checklist is designed to serve as an organizational framework for persons wishing to make systematic decisions regarding the establishment of a community-based instructional program or to guide the evaluation of such a program. The checklist is not designed to be used as a rating instrument, as there are no universally acceptable criteria for evaluating the items on the list. The checklist covers: (1) selection, preparation, and management of instructional environments; (2) environmental inventories; (3) administrative considerations such as legal, financial, policy, type and training of personnel, and personnel roles; (4) transportation; (5) program goals, objectives, and IEPs (individualized education plans); (6) social validation; (7) instructional factors such as delivery, grouping, and scheduling methods; and (8) reinforcement and correction. (11 references) (JDD)

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Chapter 4

Guide to the Development and Evaluation of Community-Based Instruction

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ED 344390 The author provides a checklist of various considerations related to the development and evaluation of community-based instruction: selection, preparation and management of instructional environments; environmental inventories; administrative considerations: legal, financial, policy, type and training of personnel, and personnel roles; transportation; program goals, objectives and IEPs; social validation; instructional: delivery, grouping, and scheduling methods; reinforcement and correction.

ED 344390 Brown et al. (1983), arguing in favor of nonschool instruction, wrote:

Envision someone who can learn, but who cannot learn as much as 99% of his or her age peers; who needs more time and trials to learn and to relearn than almost all other persons; who remembers some things but forgets more than almost all other persons; who has difficulty transferring that learned in one environment to another; and who rarely synthesizes skills acquired from several different experiences so as to function effectively in a novel situation. Then, ask the question: How much instructional time should be spent in the physical space of a school, and how much should be spent providing direct, individualized, longitudinal, comprehensive, and systematic instruction in the actual nonschool environments in which that someone currently functions and those in which s/he is likely to function upon graduation? (p. 74)

The answers to the foregoing questions are obvious. It is also readily apparent that community-based activities should not be merely field trips. Simply exposing students to community environments does not insure efficient or successful skill acquisition. Thus, the following pages provide a comprehensive checklist of considerations related to the development and evaluation of effective and efficient community-based instruction. To avoid making the checklist unduly awkward and long, sources of information have not been acknowledged in context. The reader is referred to the excellent sources of information in the list of references, particularly the materials written by Sailor, Anderson, Halverson, Doering, Filler, Goetz, Hunt, and Gee.

The reader may initially feel overwhelmed by the length and detail of the checklist. It should be noted, however, that if one were to list all the

considerations and decisions required to drive to work each day, the list would be similarly overwhelming; nevertheless, in spite of the number of considerations, most of us have learned to drive to work without undue difficulty.

Several important considerations in the development and implementation of any new program are: (a) identify reasonable goals (partial implementation or small-scale pilot projects), (b) determine priorities, (c) establish reasonable time-lines, (d) insure adequate staff preparation, and (e) be prepared to adjust the program. These considerations apply to the establishment and implementation of a community-based instructional program.

The checklist may be used to establish community-based instruction or to guide the evaluation of such a program. The checklist may be reviewed to identify techniques, materials or other considerations that may be relevant to the establishment or evaluation of particular programs. Users may simply proceed through the list checking each of the instructional considerations thought to be relevant to a particular program being developed or evaluated. It should be noted that the checklist is not designed to be used as a rating instrument. There are no universally acceptable criteria for evaluating the items in the list. Community-based instruction is in its early stages of development, and there is little research to support the various models that have emerged (Sailor, Goetz, Anderson, & Gee, 1988). The perceived value of any instructional feature will reflect the knowledge and judgment of the reviewer, his or her theoretical orientation and expertise, the nature of the learner(s) being instructed, and the particular skills being taught. In essence, the present checklist serves as an organizational framework for persons wishing to make systematic decisions regarding the establishment of a community-based instructional program or to guide to the evaluation of such a program. An asterisk following some terms refers the reader to notes at the end of the chapter.

Note that the items listed in the checklist are not exhaustive. Users may wish to add or delete checklist items depending upon their unique circumstances. Space has been left for the addition of other considerations.

Instructional Environments

- (a) *Location*: indicate percentage of time students spend in each:
 - segregated classrooms ___%; integrated classrooms ___%;
 - school/non-classroom ___%: (kitchen ___%, bathroom ___%, hallways ___%, library ___%, auditorium ___%, bus area ___%, gym ___%, locker room ___%, lunch room ___%); general community ___%; recreational ___%, residential ___%, vocational ___%; specialized instructional environment* ___%;
 - Other: _____

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group home __%, family home __%, apartment __%, shopping centre or mall __%; grocery, clothing, drug, shoe or fast-food stores __%; laundromats __%; recreation, bowling or swimming centres __%, arcades __%, parks and playgrounds __%, places of worship __%.

Other: _____

(b) *Environmental management*: are segregated instructional environments simulated? Y __, N __; if yes, what features of the instructional environment are parallel to those in natural environments: social (number and type of people) __, spatial (complexity and organization of environment) __, physical (amount and type of equipment, materials) __, temporal (number, rate and duration of events) __, sensory (amount and type of visual, auditory stimulation) __?

Other: _____

Are integrated instructional environments natural __ or controlled __; e.g., organized to insure that certain events do/do not occur __; environmental adaptations are made to enhance instruction: social __, spatial __, physical __, temporal __, sensory __; members of community collaborate (e.g., play roles __); environmental adaptations are temporary __ permanent __?

Other: _____

(c) *Environmental inventory*: a preinstructional inventory is used to gather information on: physical accessibility __ (e.g., doorways __, bathrooms __, aisles __, methods of travel between floors __); commonly occurring events __ (e.g., nature __, frequency __ and schedule __ of events); low and high use times __; locations for specialized instructional environments* __;

location of toilets __; adapted bathrooms __; eating areas __; areas for relaxation __; places for meeting, planning or preparation __;

common dangers __; emergency exits __; emergency personnel (first-aid, police) __; ambulance loading points __; location of telephones __; determine how to clearly describe location __;

naturally occurring routines* __; natural cues that signal each part of each routine __; natural cues indicating performance errors __; natural reinforcers __; (type __, frequency __, amount __, and method of delivery __);

components of naturally occurring routines* are identified: natural initiating cues (e.g., dirty teeth following eating) __; preparatory steps (e.g., go to bathroom; select own toothbrush, etc.) __; core steps (e.g., brush teeth in circular motion, top, bottom, inside, outside) __; performance monitoring requirements (e.g., check chin for toothpaste) __; problem-solving steps (e.g., use facecloth to wipe chin) __; associated communication and social behaviors (e.g., wait until bathroom is free; request permission to use the bathroom) __;

various methods nonhandicapped people use to perform routines* are identified __; note rate __, frequency __, and duration __ of responses; note commonly occurring problems associated with the routine (e.g., clerk temporarily called away; machine malfunction) __;

note the number and type of training opportunities in each area __; suitability of each area for training __ (e.g., spatial-temporal __ and social __ factors);

note is made of behaviors that are not tolerated in the environments: (e.g., masturbation, self-stimulation, aggressiveness __);

environmental inventory data are collected by: teacher __; parent __, occupational __, speech __ and/or physical __ therapists; the inventory is conducted by repeated __ direct __, unobtrusive observation __ and/or repeated __ participation __; interviews are conducted with on-site personnel __ and the general public __.

Other: _____

(d) *Community preparation*: meetings are held with representatives of potential community instructional environments __; to explain the nature (frequency, duration, times) of the program __; to explain the purpose __ and philosophy __ of the program __; to describe, in positive terms, the nature of the students __; to describe amount and type of supervision __, liabilities __, contact persons and their telephone numbers __; where necessary or desirable, permission is sought to use the environment for instruction __ for limited (specify) __ or unlimited __ periods of time __; methods and opportunities for community representatives to provide feedback and express concerns are described __; printed material describing the foregoing information is left with relevant community representatives __.

Other: _____

- (e) **Environmental selection:** is based on: environmental inventory (see above) ___; preparation ___ and acceptance of community personnel (see above) ___; site is not overused as a training facility ___; natural proportions of handicapped and nonhandicapped people are maintained ___; objectives specified in students' IEPs ___; student skills and experience ___; student familiarity with the environment ___; similarity of environments to those that are/will be frequented by students ___; parental preferences ___; safety features ___; frequent opportunities ___ to interact with a variety ___ of nondisabled people ___; accessible by normalized transportation ___; unnecessary time is not wasted in transit to or from the site ___; acceptable cost factors ___; availability of site at desired times ___.

Other: _____

Administrative Considerations

- (a) **Legal:** legal liabilities are reviewed with legal department regarding: type of coverage and limitations of insurance ___ related to transportation ___ in public ___ and private ___ vehicles; on-site injury (accidental ___ or intentional ___), involving staff ___, students ___ and/or the public ___ as well as property damage ___; use of unaccompanied paraprofessionals in supervision ___ transportation ___ and instruction ___; need for professional liability insurance ___.
- (b) **Financial:** staff are reimbursed for additional insurance coverage related to use of private vehicles and professional liability insurance ___.
- (c) **Policy:** policy statements regarding the school district philosophy and rationale for community-based instruction are prepared ___; procedures are written for: goal selection (transdisciplinary assessment and decision-making) ___; program design ___; program implementation ___, instructional ___ and behavior management ___ techniques (approved ___, restricted ___, or prohibited ___); supervision ___; data collection ___; student and program evaluation ___; program approval ___ and revision ___; policies and procedural guidelines are written for: job descriptions ___, personnel evaluation ___, and staff development ___; emergency procedures are written for health (accident, status epilepticus) ___, behavioral (e.g., violent) ___ problems and missing students ___;

policies are developed regarding procedures for insuring continuous availability of essential medical information ___, (e.g., relating to medications ___, allergies ___, physical and medical conditions ___, and emergency telephone numbers ___);

written policy and procedures are established for obtaining signed ___ program approval from community representatives ___; training ___ and supervisory ___ personnel, and parents ___; the nature of informed consent is defined regarding specification of instructional objectives ___; instructional ___ and assessment ___ procedures ___; location and duration of instruction ___; risks and liabilities ___; program philosophy ___ and supporting evidence ___; the IEP is signed ___;

procedures are established for amount ___, and nature ___ of supervision; nature of activities requiring approval ___ and supervision ___;

record-keeping policies and procedures are prepared relating to: IEP development and approval ___; frequency ___, duration and location ___ of instructional ___ and behavior management ___ methods employed; staff involved in various procedures ___; frequency and type of assessment ___; student progress data ___;

procedures are developed for reporting: the location of staff and students ___, whether in transit ___ or on-site ___; student ___ and staff absences ___, for part or all of a day ___; changes in schedule ___.

Other: _____

- (d) **Personnel** employed in community-based instruction: special ___ and regular ___ education teachers; vocational ___, music ___, physical ed. ___, and art ___ teachers; therapists: occupational ___, physical ___, speech ___; social workers ___; school nurses ___; senior citizens ___; college ___ or secondary school ___ practicum students; parents ___; volunteers ___; temporary ___ or permanent ___ collaboration and/or consultation of store clerks ___, bus drivers ___, waitresses ___, cashiers ___; peers tutors or buddies ___.

Training:

| | | | | | | |
|------------------|-------|-------|-------|-------|-------|----|
| Teachers | _____ | _____ | _____ | _____ | _____ | T |
| Teaching assists | _____ | _____ | _____ | _____ | _____ | A |
| Therapists | _____ | _____ | _____ | _____ | _____ | Th |
| Parents | _____ | _____ | _____ | _____ | _____ | P |
| Others | _____ | _____ | _____ | _____ | _____ | O |
| | | O | P | Th | A | T |

- trained to teach type of students being taught _____
- trained to employ specific behavior management techniques being used _____
- trained to use specific instructional techniques being employed _____
- trained to collect, plot and interpret data _____
- trained in record keeping _____
- trained in philosophy and rationale of community-based instruction _____
- trained in techniques specific to community-based instruction _____
- trained in emergency procedures (first-aid, CPR ...) _____
- trained in district policies _____
- trained to work with people in other disciplines _____
- trained in public relations _____
- trained to supervise students _____
- trained to work without supervision _____
- being employed _____
- trained to teach specific techniques to other personnel _____

Other: _____

Roles: therapists work with teachers on assessment ____, goal selection ____, equipment development ____, development of instructional/therapeutic techniques ____, and on-site training and supervision ____;

two or more teachers team-teach to permit flexibility of student grouping and rotating use of community training sites ____;

teachers and other personnel specialize in training students in specific environments ____;

instructional aides are assigned to a particular teacher ____ or training site ____; are trained to conduct hands-on training ____ with ____ or without ____ continuous supervision;

contact is made with teacher ____, paraprofessional ____ and other related unions or associations (occupational ____, physical ____, speech ____, therapists) regarding staff responsibilities ____ and liabilities ____; job descriptions are written to include off-campus responsibilities ____

Other: _____

(e) *Transportation* is chosen, wherever possible, that is normalized ____, accessible ____, provided with appropriate safety devices ____; permits in-transit training opportunities ____; least expensive ____; and minimally time-consuming ____;

district school buses are rerouted to deliver students directly to and from the community training site without first going to a school ____; teacher ____, parent ____, or volunteer ____, private vehicles are used (see section on legal considerations);

residential ____, and community agency ____, vehicles not in use during school hours are employed;

public transportation offers: discount passes ____, free travel during low use times ____, use of training vehicles ____, low cost bus rental ____, and/or volunteer, off-duty bus drivers ____;

consideration is given to the cost ____, convenience ____, and training opportunities ____, of alternative methods of travel, as well as to alternate means of travel in the event of unexpected problems or emergencies ____.

Other: _____

Instructional Considerations

(a) *Program goals, objectives and IEPs* are selected on the basis of:

- ecological inventories of students' current and future ____, residential ____, vocational ____, educational ____, and recreational environments ____, and subenvironments ____;
- students have the opportunity to perform the skills often ____ in their daily lives ____, in many environments ____;
- transdisciplinary decisions of parents ____, guardians ____, teachers ____, occupational ____, speech ____, and physical ____, therapists; vocational specialists ____, and others

- activities, settings, materials and equipment are chronologically age-appropriate ____;

- environments are least-restrictive ____ and maintain a natural proportion of disabled and nondisabled persons ____;

- given the constraints of time, personnel, the instructional situation, the students' entry level skills, and the rate and style of learning, it is likely the students will be able to acquire sufficient skills to achieve independent mastery ____ or participate partially to a satisfactory degree ____;

- the skills taught are related to basic health ____, safety ____, life maintenance ____, and quality of life ____;
 - the skills taught will reduce dependency ____, enhance normalization ____, increase social acceptability ____, increase opportunity to learn additional skills ____, increase opportunity to interact with nondisabled people ____, increase opportunities to understand and express thoughts and feelings ____; increase opportunities to enjoy social-emotional-recreational life ____;
 - *Social validity*: the rate ____, style of performing and perceived importance ____ of the skills taught ____ and the teaching procedure used ____ are considered to be appropriate by the general public ____, people in community environments in which instruction will be conducted ____; parents ____, students ____ and nonhandicapped peers ____.
- (b) *Instructional Tasks* include mailing letters for family and school ____; dropping-off and picking-up family and staff clothing at a dry cleaners ____; washing family and group home laundry ____; preparing food for peers, staff and group home ____; purchasing food for family, staff, elderly people, and group homes ____; providing household and yard maintenance for group and family homes and the elderly ____.
- (c) *Instructional Delivery*: instruction is individual ____, small group ____; concurrent (everyone instructed at same time) ____; sequential (students in group are individually taught in rotating sequence) ____; incremental (group size is slowly increased) ____;
- instruction is consecutive (skills are taught in school before moving to community) ____; concurrent (skills are taught in school and community at the same time) ____, or exclusive (skills are taught only in the community) ____;
- instruction is conducted in only one environment of a specific type (e.g., in one grocery store, or using one vending machine) ____ or concurrently ____ or successively ____ in several environments of the same type (e.g., in several grocery stores, or using several vending machines);
- where instruction, management, or supervision is provided by someone other than the teacher, written guidelines describe all responsibilities ____, procedures ____, and policies ____; checklists ____ and logbooks ____ are also provided;
- where instruction or management is provided by someone other than a teacher, procedural scripts are provided that describe the sequence of steps taken to implement a procedure ____; the scripts include a description of equipment ____, materials ____, physical arrangements ____, sample dialogue ____, prompts ____, reinforcers ____, and correction procedures ____.

- (d) *Instructional Grouping*: grouping is homogeneous ____ or heterogeneous* ____; students differ on: level of intellectual functioning (severe, mild, moderate) ____, physical ability (wheelchair or ambulatory) ____, level of skills related to task ____, behavior management ____, and instructional ____ requirements;
- the ratio of students to instructional personnel is: 1:1 ____, 2:1 ____, 3:1 ____, 4:1 ____, or 5:1 ____.
- (e) *Instructional scheduling*: staggered schedule: different groups of students from the same ____ or different ____ classrooms are instructed in the community at different times (e.g., a.m. or p.m. M, W, and F) ____; or one group is instructed to criterion on a task before introducing another group ____;
- schedules of therapists: occupational ____, speech ____ and physiotherapist ____ have been changed from short-term, school-based to long-term, community-based treatment ____; involves less ____, same ____ or more ____ direct contact time with students;
- massed practice is scheduled for initial skill acquisition ____; when massed practice is used, the number of consecutive trials is selected to enhance rapid, consistent, and accurate responding ____ while avoiding fatigue and boredom ____; an appropriate frequency of distributed practice is scheduled to enhance skill maintenance ____; a suitable variety of instructional environments (representing the most difficult commonly found conditions ____, and the most common range of conditions ____) are used during instruction to facilitate skill generalization ____; sufficient practice is scheduled to acquire and maintain the ability to perform low frequency tasks of high importance ____;
- a suitable duration and variety of instruction is scheduled to avoid fatigue and boredom ____; a variety of instructors are employed to enhance skill generalization ____ while maintaining essential continuity of instruction ____.
- (f) *Planning an instructional schedule*: instructional schedules are developed following consideration of:
- number and type of staff available ____; frequency ____ and duration ____ of availability;
 - students' instructional objectives ____; instructional needs: frequency ____, duration ____ and type of instruction required;
 - environmental availability: times ____, duration ____;
 - transportation: normalized ____, specialized ____; time required ____; instructional opportunities during transportation ____;
 - time required for: staff breaks ____, preparation and clean-up ____, data collection ____, data analysis ____, meetings ____, and training ____;

- anticipate the problems: delayed transportation ____, community site not available ____, staff absent ____, students absent ____, and unsuitable weather ____;

(g) *Stimulus prompting: within stimulus prompting:* (student attention is drawn to natural cues by directly enhancing the salience of the discriminative feature of the cues, e.g., brightly color the forward and reverse darts on a tape recorder) ____.

Extra stimulus prompting: (different cues are added to draw student attention to the discriminative features, e.g., the teacher points to the forward and reverse darts on a tape recorder) ____.

Redundant cue prompting: a secondary cue is added to which the student can respond without attending to the natural cue (e.g., the forward key on a tape recorder is colored green while the stop key is colored red) ____.

Stimulus prompting is temporary ____ or permanent (an adaptation) ____.

Response prompting: antecedent prompting (errorless learning): verbal ____, gestural ____, modelling ____, and physical ____ prompts are used to direct student attention to natural cues ____ and to prompt the desired response to those cues

To insure that one response in a chain cues the next response, student attention is drawn to the cues for the next step while she or he is completing the previous step ____.

Consequence prompting (increasing assistance): students are allowed to make a response without teacher guidance; if the student makes an incorrect response, assistance is provided ____.

(h) *Fading prompts:* the intensity of stimulus prompting is progressively reduced ____; response prompts are faded by: time delay (by increasing the duration of time between presentation of the natural cue and the response prompt) ____; by fading from a more to a less intrusive prompt (e.g., from physical to modeling to gestural to verbal prompts) ____; by proximity fading (progressively decreasing teacher-student proximity) ____.

(i) *Transfer stimulus control:* control is transferred from teacher prompts to natural cues by using fading as above ____ while focusing student attention on natural cues during each trial ____.

(j) *Cue discrimination training:* learners are taught to discriminate and not respond to cues that are commonly confused with natural response cues ____.

(k) *Motivational considerations:* scheduling: Premack scheduling (personally preferred activities are scheduled following less desirable

activities) ____; a variety of activities are scheduled ____; repeated trial practice to point of boredom and fatigue is avoided ____.

Interrupted responding: (e.g., a well established routine is briefly interrupted to teach a language concept; the opportunity to continue the routine may be motivating) ____.

Reinforcers: extrinsic: type ____, amount ____ and frequency ____ approximates natural reinforcers; extrinsic and natural reinforcers are always paired ____; learner attention is always drawn to natural consequences ____; extrinsic reinforcers are gradually faded to transfer stimulus control to natural reinforcers ____;

during initial instruction, 80% or more of responses are reinforced ____; reinforcers are dispensed in a nonstigmatizing manner ____;

extrinsic reinforcers have demonstrated reinforcing value to specific learner being taught ____;

natural reinforcers are identified through an environmental inventory (see above) ____.

(l) *Correction procedures:* consequence prompting is used (as above) ____; the student returns to steps previously performed correctly ____, attention is directed to natural cues ____ and the desired response is prompted ____.

Instruction employs both systematic ____ and direct instruction ____ as well as incidental instruction (explain) ____.

(m) *Selection of instruction/behavioral methods:* instructional and behavioral management techniques used are: the least intrusive ____; demonstrated most effective for the type of task and student involved ____; are best suited to the particular student(s) involved ____; are age-appropriate ____; normalized ____; not stigmatizing ____; enhance student dignity ____; are nonaversive ____; and are responsive to the social context in which training is conducted

Other: _____

Notes

Specialized instructional environment: a controlled environment used for short-term, intensive training (e.g., permits repeated trial practice; more intrusive prompting; greater stimulus control); may also be used to cope with severe behavior disorders, may be located in a disused store or storage area in shopping center; area in church, community, or recreation centers).

Routines: skill sequences that begin with a natural cue and end with the achievement of a critical effect or function of the behavior. Tooth brushing is a routine having several components: *initiating cue*: when teeth are dirty after eating; *preparatory steps*: going to the washroom; getting toothpaste and brush; *core steps*: actually brushing teeth; *terminating steps*: putting the equipment away; and *associated behaviors*: social and communication.

Heterogeneous grouping: heterogeneous groups of students are sometimes easier to manage; ambulatory students can often assist students using wheelchairs; it is easier to focus on one student requiring intensive behavior management than if all students in the group require such programming; students requiring little instruction and supervision can practice skills while instruction is focused on students with greater instructional needs; higher level performers may serve as models for other students; students who have acquired a skill may teach other students and thereby enhance generalization.

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