

Using a Community Skills Rubric for Student Assessment & Planning

Illinois Statewide Transition Conference 2019

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Introductions

About You

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How many people here today are...

- Teachers?
- Administrators?
- Clinicians?
- Parents?
- Students?
- Other roles?

About Us

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About PACTT

- Educational - Residential - Vocational
- All participants agency-wide have a primary diagnosis of **autism**.
- School program = nonpublic therapeutic special education program.
 - Students are placed through their home school districts.



Why do we need a community skills rubric?

WHY:

Our Mission

*At PACTT, our mission is to assist individuals with autism in becoming as independent as possible with the ability to integrate effectively **into their homes and community.***

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WHY:
The
Challenge

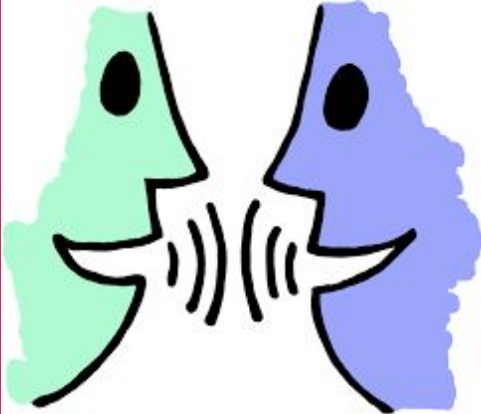
We had aggregate data:

- Type, frequency, duration and variety of community experiences, school-wide

We wanted more:

- How could we better assess overall community skill progress for individual students? AND how can we evaluate the effectiveness of CBI as a programmatic component?

Turn and Talk



How do you integrate community experiences for your students?

- Where do they go?
- What skills do you target?

What is Community-Based Instruction (CBI)?

CBI = Teaching functional skills in natural settings in the community

- Functional skills = skills needed for independent adult living (daily living skills, vocational skills, typically non-academic)
- Natural setting = the place where you would normally use the skill (e.g. learning purchasing skills at the store, not in the classroom)

CBI is:

- Ongoing
- Goal-oriented
- Not a one-time field trip

Research Supporting CBI

- Students can successfully learn skills in natural community settings (Walker et al., 2010; NTACTION, 2019a).
- CBI is effective with students from elementary through adulthood (Walker, Uphold, Richter & Test, 2010).
- CBI research includes students with intellectual disability, autism, TBI, emotional disturbance, orthopedic impairment, deaf-blindness, and multiple disabilities (Walker et al., 2010; NTACTION, 2019a).
- Evidence-based instructional practices used in CBI include: task analysis, direct instruction, prompting strategies, reinforcement, and video modeling (Walker et al., 2010).

Skills Taught Using CBI: Examples from the Literature

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- Grocery shopping
- Purchasing
- Mailing a letter
- Crossing the street
- Washing clothes at the laundromat
- Cashing a check
- Using the ATM
- Using a cell phone when lost
- Leisure activities (bowling, pinball)
- Riding the bus
- Social interactions
- Ordering food
- Restaurant work
- Janitorial skills
- Making photocopies
- Communicating with a supervisor

(NTACT, 2019a; Walker et al., 2010)

Community Settings used for CBI: Examples from the Literature

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- Grocery store
- Mall
- Other stores
- Laundromat
- Fast food restaurant
- Streets
- Bowling alley
- Post office
- Bus
- Job sites (hotel, food preparation facility)

(NTACT, 2019a; Walker et al., 2010)

CBI Predicts Post-Secondary Employment.

Community experiences are correlated with successful post-school outcomes in employment.



Predictors by Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	X	X	
• Community Experiences		X	
• Exit Exam Requirements/High School Diploma Status		X	
• Goal-Setting	X	X	

(NTACT, 2019b)

CBI is a Research-Based and Promising Practice.

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NTACT Research-based practices for transition

- CBI to teach banking, community integration, purchasing, and safety skills to students with ID
- CBI to teach communication and purchasing skills to students with disabilities

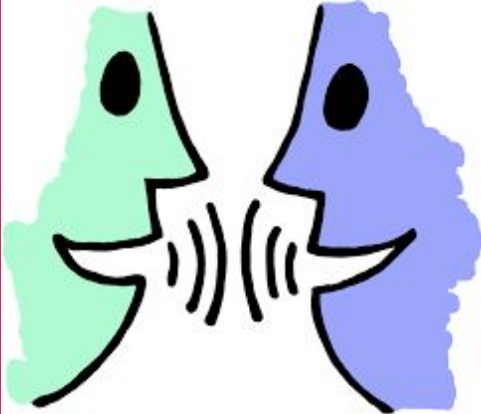
NTACT Promising practices for transition

- CBI to teach employment skills to students with ID
- CBI to teach grocery skills

(NTACT, 2019a; NTACT, 2019c; NTACT, 2019d)

Rubric Development

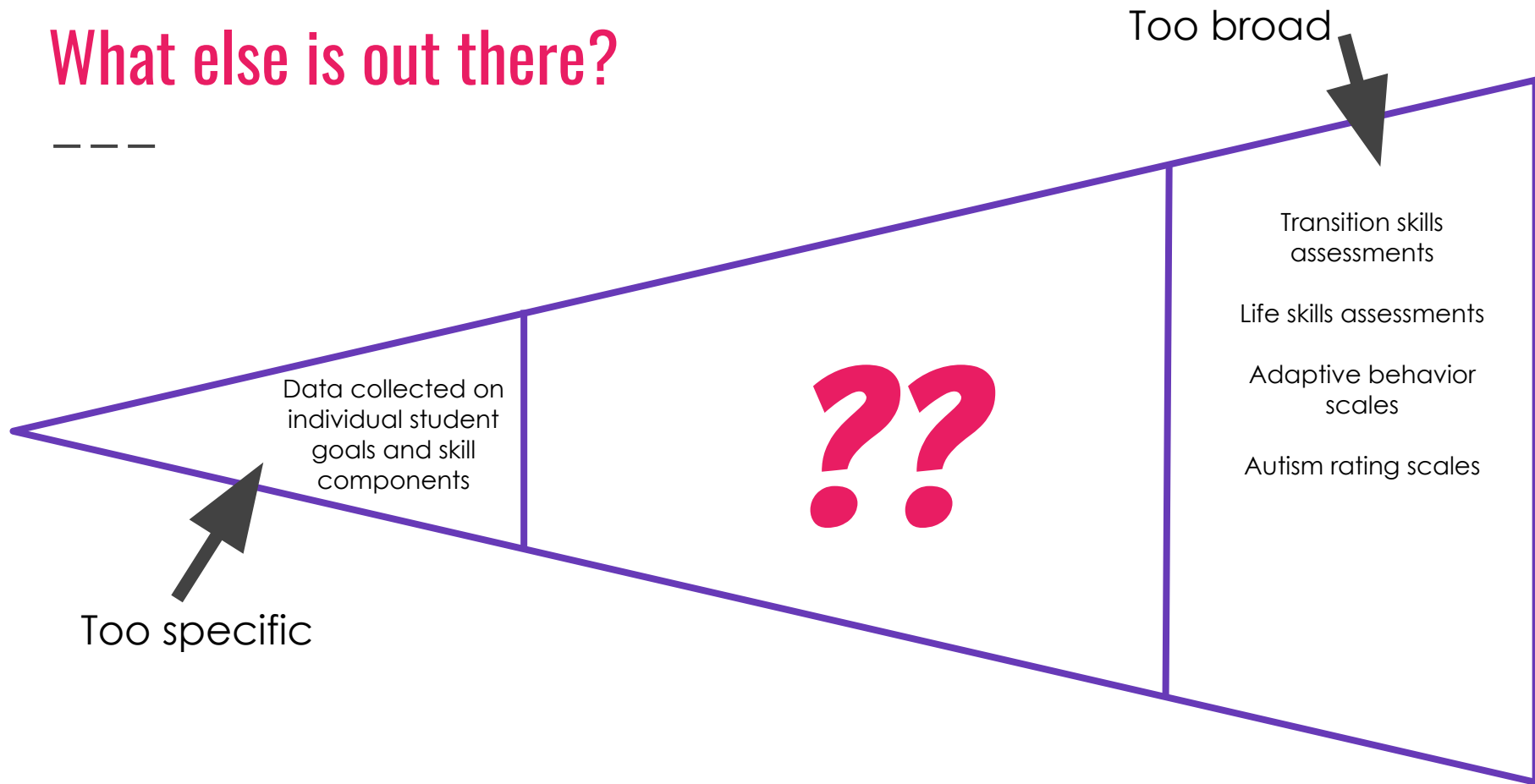
Turn and Talk



What do you currently use to assess community skills for students?

- What are the benefits / drawbacks of those methods?

What else is out there?



Rubric

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Choosing the categories:

- Target areas for transition programming
- Skill sets common to student goals
- Areas where deficits present significant barriers to community participation for our students

Defining the scale:

- Not evident → Emerging → Developing → Proficient → Independent
- Criteria based on amount of prompting / support / independence

Rubric Categories

Skill Categories

- Community Money Skills
- Community Leisure Skills
- Community Vocational Skills
- Community Social Skills
- Community Safety Skills

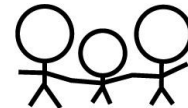
Contributing Factors

- Behavioral Challenges
- Frequency of Community Experiences
- Duration of Community Experiences

Skill Categories

	1 - Not Evident / No Opportunity	2 - Emerging	3 - Developing	4 - Proficient	5 - Mastery / Independent
Community Money Skills	Fully dependent upon others for managing money, purchasing, etc.	Carries a wallet, but needs reminders. Hands money to cashier with prompting. No or limited awareness of the value of money.	Understands that money has value. Limited awareness or understanding of money amounts. Can complete some steps to purchasing. Follow a shopping list with staff support.	Can name / match money amounts. Can complete most steps to purchasing when given appropriate amount or debit card. Can find an item in the store with minimal support.	Can make a purchase on their own. Can count the appropriate amount of money for a purchase. Can determine what they can buy with a given amt.
Community Leisure Skills	Little or no awareness of community leisure opportunities, or refuses to participate.	Engages in a limited range of community leisure opportunities (e.g. park). Requires staff support.	Willing to participate in a range of experiences, but doesn't demonstrate clear preferences and/or requires staff support.	Participates in a range of community leisure opportunities with minimal staff support. Demonstrates clear preferences.	Makes active choices for community leisure experiences. Participates in planning community experiences.
Community Vocational Skills	Little or no awareness of jobs in the community.	Some awareness of community helpers or community jobs, their tools and / or locations.	Can identify work preferences or interests, but has limited community work or volunteer experience.	Works or volunteers in the community. Requires some staff support to complete work tasks.	Has a regular volunteer or paid work experience, and can complete work tasks with little supervision.
Social Skills in the community	Unable or unwilling to engage with others in the community. Demonstrates inappropriate social behaviors.	Limited engagement with community members (e.g. greetings), given staff support.	Can engage with others in familiar, routine situations. Requires staff support.	Willing and able to engage with a variety of community members, but needs some staff support.	Independently & appropriately engages with community members (greetings, requests, etc.).
Community Safety	Lack of safety and hazard awareness. Doesn't follow or understand safety rules. Requires close staff supervision for safety.	Some limited safety awareness, with staff support. Will comply with safety rules, given staff support and prompting.	Inconsistently follows safety rules. May require staff support at times.	Requires supervision for novel situations. Generally independent within a group, but not able to I community.	Can navigate familiar community locations and situations independently.

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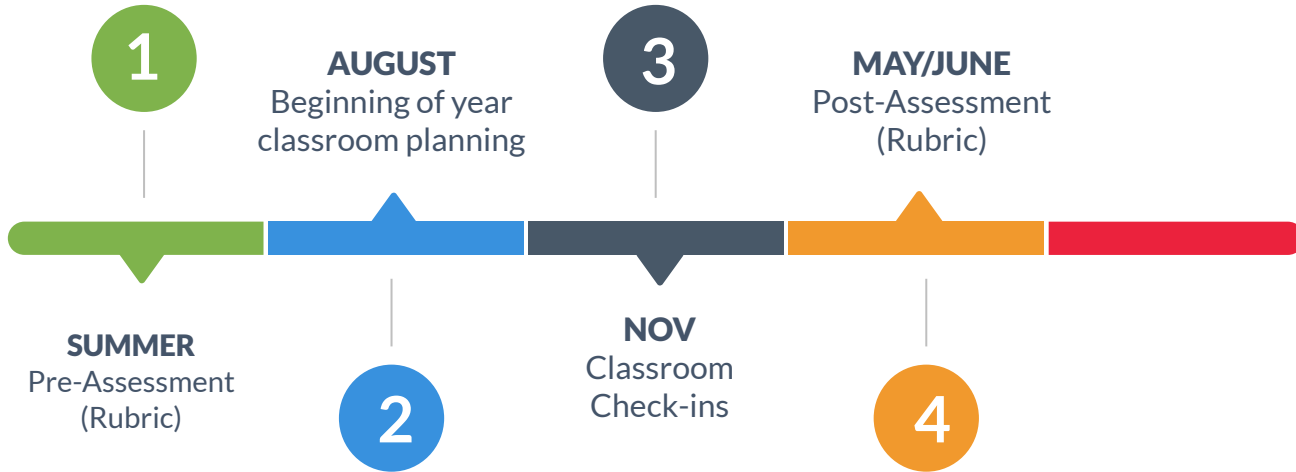


Contributing Factors

	1 - Not Evident / No Opportunity	2 - Emerging	3 - Developing	4 - Proficient	5 - Mastery / Independent
Behavioral Challenges	Demonstrates dangerous behaviors in the community and/or challenging behaviors prevent community access.	Behavioral concerns limit the frequency, type or duration of experiences. Student may be successful with intense staff supports.	Some behavioral concerns. Requires supports and staff supervision for success.	Infrequent, minor behavioral concerns in the community. Easily redirected.	No behavioral concerns in the community.
Frequency of community experiences (current)	Participates in community opportunities less than weekly.	Participates in community experiences once per week.	Participates in community experiences 2x/week.	Participates in community opportunities, 3-5x/week.	Participates in daily community opportunities.
Duration of community experiences (current)	Participates 30 minutes or less, may require early departure.	Spends 30-60 minutes at a preferred location. Nonpreferred locations may require early departure.	Spends 30-60 minutes at group community leisure or work activities, including non-preferred destinations.	Regularly spends 1 hour at community leisure or work activities.	1-2 hour time block of regular work experiences or community activities.

Implementation

2018-19 Rollout



Teacher Tools: Beginning of the Year Planning

Student		
Community-based IEP goal(s)		
Data we're collecting		
Other skills to target (no more than 2)		
Student's biggest community strength		
Student's biggest community challenge		
Supports needed for student (e.g. social story, visual supports, specific scheduling or staffing, supplies, van for students w/ physical challenges)		
Supports needed for team , if any (e.g. extra person on the trip; schedule in a.m.; use van; bring gloves)		

Teacher Tools: Check-in

Student		
Compared to last school year, rate each student in the following categories:		
Frequency of community experiences	<input type="checkbox"/> increase <input type="checkbox"/> no change <input type="checkbox"/> decrease	
Variety of community experiences	<input type="checkbox"/> increase <input type="checkbox"/> no change <input type="checkbox"/> decrease	
Safety / appropriate community behavior	<input type="checkbox"/> increase <input type="checkbox"/> no change <input type="checkbox"/> decrease	
Independence / community skill development	<input type="checkbox"/> increase <input type="checkbox"/> no change <input type="checkbox"/> decrease	
What are specific student successes, barriers, and additional student or team supports needed? Be specific.		
Successes		
Barriers		
Additional supports needed		

Practical Pieces

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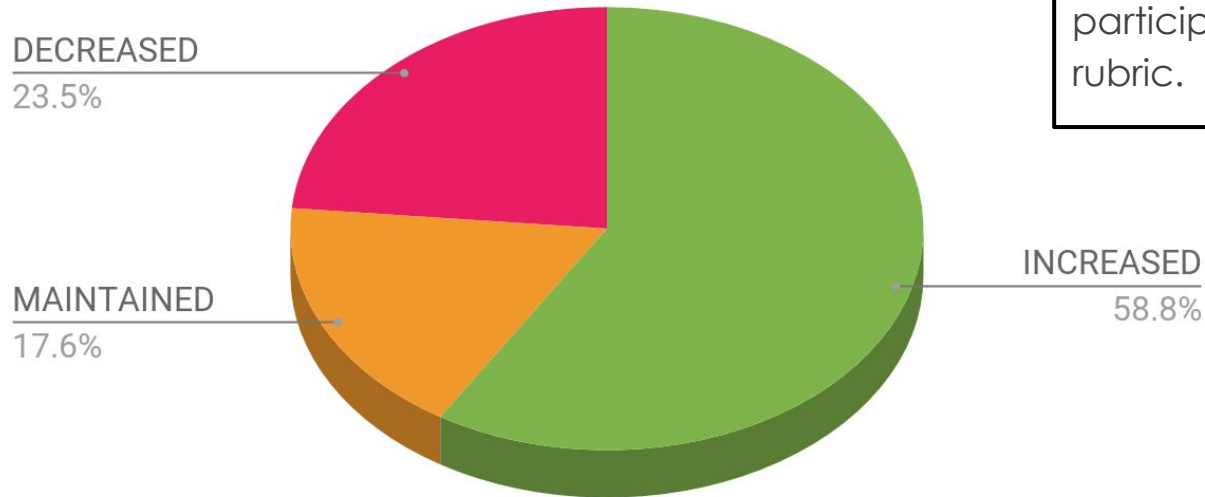
Successful strategies implemented by the teaching teams:

- Smaller, more deliberate groupings and strategic staffing choices
- Purposeful scheduling (time of day, staff available, extraction options)
- Individualized problem-solving meetings, for students who required the most intensive supports

Data

Program Goal Update: Implementation Year 1

2018-19 Rubric Score Comparisons (Returning students)



Goal: 75% of students will increase their scores on the community participation skills rubric.

Classroom Data by age group

Average Scores

	2018	2019	Change
Elementary Classes (K-8)	15.200	17.000	+1.8
High School Classes (14-21)	16.833	19.3	+2.5
Transition Class (17-21)	24.833	28.2	+3.4

Range (8-40)

Elem	9-22	9-23	
HS	10-24	12-30	
Trans	22-30	21-34	

Individual Student Example: Transition Program

Student background information

- Had successfully completed one year in Transition Program, which involved a variety of community experiences (e.g. shopping, exercise, restaurants) multiple times per week
- Volunteered regularly in the community with job coach supervision

Initial rubric score (July 2018): 30/40

- Already had many community-relevant skills - all areas rated developing, proficient, or mastery
- Money, leisure, and social skills, and duration of experiences, rated as developing, had the greatest potential for improvement.

Highlights from Beginning of the Year Planning

Community-based IEP goal(s)	<ol style="list-style-type: none">1. Asking community members for help2. Purchasing with “dollar up” strategy
Student's biggest community strengths	<ul style="list-style-type: none">● Follows directions● Flexible● Picks items, waits in line with minimal support
Student's biggest community challenges	<ul style="list-style-type: none">● Concerned with what peers are doing● Needs prompts to use good manners
Supports needed for student (e.g. social story, visual supports, specific scheduling, supplies, van for students w/ physical challenges)	<ol style="list-style-type: none">1. Scripts for different situations, social story about asking for help, planning ahead for opportunities to ask for help2. Different type of wallet, always has single dollars

Student Progress

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End of the school year rubric score (May 2019): 34/40

- Money, leisure, and social skills, and duration of experiences ratings increased from developing to proficient.
- Skills previously identified as proficient or mastery remained stable.

Analysis

- Areas with the greatest need for improvement (money and social skills) were targeted in IEP goals.
- The team focused their planning on the supports necessary for the student to be successful in those areas.

Reflections & Next Steps

Reflection

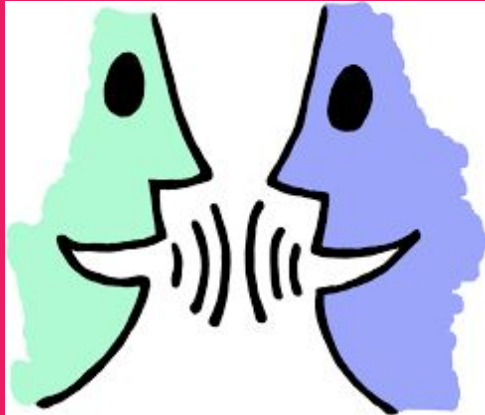
Successes

- Individualized: Student experiences were more customized to individual needs and preferences.
- Focused: Community activities were planned to focus on instruction in specific, targeted skills.
- Purposeful: Structured planning and check-ins recognized student successes and addressed challenges or barriers.
- Collaborative: Staff had opportunities to express concerns, problem-solve, and articulate the support they needed.

Challenges

- Transportation logistics: One van, public transit, or walking options. Bus driver regulations limit opportunity.
- Challenging behaviors resulted in high-intensity community situations.
- Weather! Brutal cold winter meant fewer opportunities for outdoor activities on foot or public transit.
- Outside factors contributed to decrease in opportunity for skill acquisition (student health issues, student hospitalization, community safety warnings, etc.)

Turn and Talk



How could you use this rubric in your classroom, in your program, or with your child?

Next steps

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Plans for future use:

- As a transition assessment to identify skills needed to achieve post-secondary outcomes and develop transition plans and annual IEP goals
- As an assessment tool for younger students to identify skills needed for increased participation in their communities
- To evaluate programmatic efficacy in the area of community-based skill development



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