

Community Asset Mapping and Community-Based Instruction (CBI)

Self-Assessment Form



Name(s): _____ District/School: _____ Date(s): _____

Instructions: Rate your current/present level of implementation for each item/action/indicator and identify steps you will take toward improvement in practice (i.e., planned improvement)

Item/Action/Indicator	Present Level of Implementation					Planned Improvement (Steps to Improve Practice)
	Never	Rarely	Occasionally	Frequently	Daily	
(Actions to Improve Identification of Assets and CBI)						
1. Asset mapping strategies are implemented in order to determine local resources, businesses, agencies, public and private, free and fee-based, etc.						
2. Individuals (familiar and unfamiliar) review local community "maps" to assess viable resources for routine access, learning, and experience.						
3. A "guide", "template", or "map" is used to indicate each of the viable community-based resources for use in community-based instruction.						
4. Task analyses, response topographies, guides for instruction are implemented per community-based instruction and data collection.						
5. Visual tools, diagrams, maps, and other means of depicting local community resources are in use, especially for individuals who may not rely on written language/information.						
6. Organizations such as Chamber of Commerce or other civic groups are contacted to learn of local resources for employment or work experience.						
7. Transportation providers (public, private) are routinely evaluated for availability/accessibility.						
8. Opportunities to engage community members within school-based enterprises are routinely solicited.						

9. To the greatest extent possible natural supports are utilized in community-based instruction.						
10. Community learning environments meet ADA and other accessibility requirements (i.e., interpreters, assistants, mobility, etc.).						

Additional Notes/Plan of Action/Map:

See page 3 per "Guidelines for Use of Form".

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Self-Assessment Form Guidelines



Intended Uses of Form:

- To gather information by individuals or teams regarding community assets for potential community-based instruction for/with students as part of secondary transition
- To identify community assets (businesses, public resources, individuals, mobility and transportation) that can serve to support community-based instruction for all students
- To identify areas in need of greater access for accommodations in order to meet the unique needs of a variety of learners in preparation for transition to adult living within the local community

General Guidelines:

- This form is not intended for public distribution, rather as a tool for information-gathering to aid in community-based instruction by individual educators or school-based teams
- This form is not to be included within a specific student's school or educational record or as part of an IEP document, but rather as an informal guide or tool for educational planning and/or team-based decision-making
- This form may need to be completed a minimum of annually in order to provide for an updated or current version of community resources for community-based instruction

Examples of Uses of Form:

- Upon completion of the majority of the items on the form, a "map" or other visual illustration may be developed for use as an aid in team discussion, identifying student preferences, agreed upon routes for accessibility, etc.
- Develop a list of potential community contacts as prospective partners in school-based businesses, possible future employment, student mentors, and other forms of social capital

References

Asset Mapping (Google, Google Images)

Duncan, D. (2016). *Asset Mapping Toolkit*. Asset Based Community Development, Clear Impact. www.clearimpact.com

Burns, J. C., Paul, D. P., & Paz, S. R. (2012). *Participatory asset mapping: A community research lab toolkit*. Healthy City: Advancement Project. www.advancementprojectca.org

Fuller, T., Guy, D., & Pletsch, C. (----). *Asset mapping: A handbook*. Canada

Kretzman, J. P. & McKnight, J. L. (1983). *Building communities from the inside out: A path toward finding and mobilizing a community's assets*. ACTA Publications.

McKnight, J. (2006). *When people care enough to act* (2nd Ed.). Canada: Inclusion Press.