

# Learning the Art of Skills Training

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# Agenda

- Review of participants' experiences with skills training
- What is skills training and why it is important?
- How is it done?
- Examples/illustrations: Unity PROS
- Practice Exercise: The skill of problem-solving
- Discussion

# Review of participants' experiences with skills training

# Questions

**Why are skills important?**

**What kinds of skills do we often teach? Why?**

**What is the relationship between goals and skills?**

# One framework

- **Tell:** what it is
- **Show:** how to do it
- **Do:** provide practice opportunities

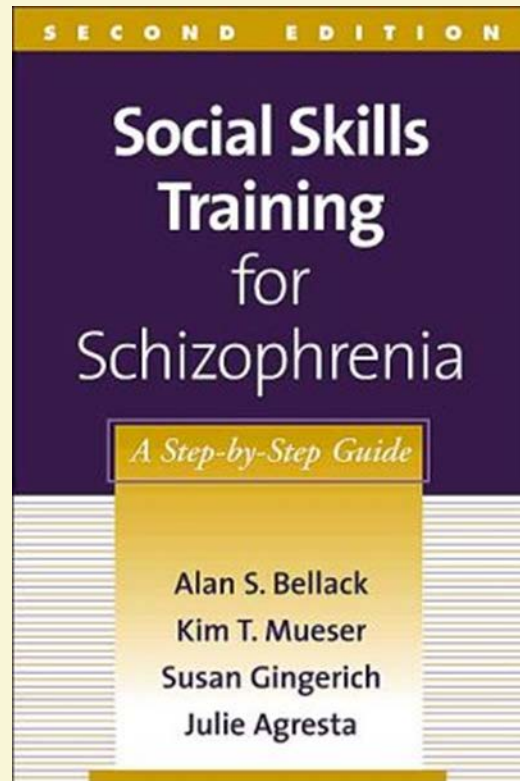


# A second framework: ROPES

- **R**eview: learner's experiences with the skill
- **O**verview: what the skill is and why it is important (from the learner's perspective)
- **P**resentation: of the skill, in component parts when appropriate
- **E**xercise: opportunity to practice the skill
- **S**ummary



# A third framework



# A Comprehensive Package

- Setting the stage: Discussion about what the skill is and why it would be important for the individual to learn
- Modeling
- Role playing
- Reinforcement/Feedback
- Taking a shaping approach
- Overlearning
- Generalization of learning





# Setting the Stage

- The skill, and its component steps, is described
- It will be important to discuss how learning the skill will help the individual to accomplish personally meaningful goal(s)



# Modeling

- Practitioner sets up and engages in a role play or shows a video to demonstrate the skill
- Individual is asked to observe the practitioner and to discuss what s/he has observed, in terms of what went well and if there was anything that could have made the role play go even better



# Role Playing

Set up role plays to be realistic

- Individualize scene
- Choose appropriate level of complexity (start easy and get more difficult)
- Review steps prior to role play to make sure individual understands what is expected
- Provide visual aids, i.e., handout, flipchart, of steps of skill if needed



Aim for 3 role plays each session: “Third time is the charm!”



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# Reinforcement/Feedback

- Always start with positive feedback
- Corrective Feedback
  - One or two suggestions for improvement at a time
  - Should be used in the second and third role plays (“One thing that might make your role play even more effective. . . .”)
- Feedback should be specific and related to steps of the skill

# Other Considerations

- Taking a shaping approach
  - People become proficient over time. It's important to reinforce the progress made, each step along the way.
- Overlearning
  - Once the individual learns the skill, continued practice will result in increased comfort and competency.
- Generalization of learning
  - Development of the skill in role play sessions is just the first step.
  - It will be important for the individual to practice its use in real life situations and report back on how it went.

# Skills Training Session Format

1. Review homework
2. Give a rationale for the skill
3. Briefly share a relevant experience or rationale
4. Explain the steps of the skill
5. Model the skill
6. Role play
7. Give feedback
8. Role play again
9. If in a group format, solicit feedback from the group
10. Repeat role play again and provide feedback
11. If in a group format, repeat Steps 5-9 with each group member
12. Give out homework



# Points to Remember

- Prepare for sessions
- Keep sessions lively and interactive
- Use flip charts, white boards, handouts – whatever will help the individual to learn the skill
- Stay with the structure
- Be patient: learning skills takes time and repetition
- Skills training is teaching





# Rochester Regional Health System

## Personalized Recovery Oriented Services

Evelyn Brandon Health Center



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**Structured Skills Development Worksheet**

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Member name: \_\_\_\_\_ PROS Clinician: \_\_\_\_\_  
 Group Facilitator: \_\_\_\_\_

**Mental Health Barriers I want to overcome:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of Member \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

**Skills I used to overcome barriers:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

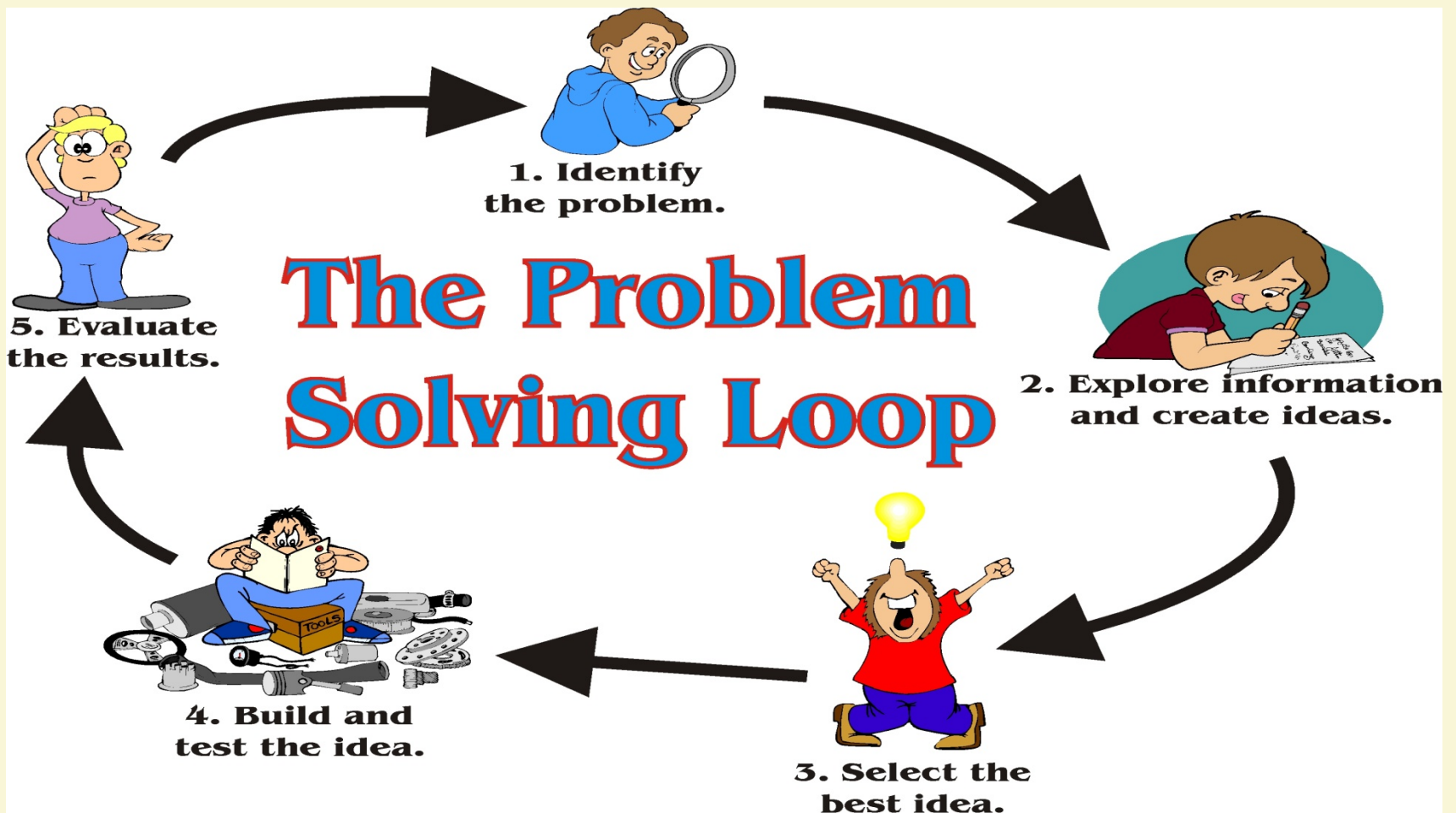
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Signature of Member \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

H:\My Documents\Outpatient MH\PROS Structured Skills Worksheet.doc  
11/2014

# A Brief Look At Problem Solving

# Problem Solving



# Problem Solving

## Identify The Problem

1. Each member of the group provides a quick summary of week.
2. Members select which situations the group will review on that day.

## Explore and Create Ideas

1. Each situation is closely reviewed by group members.
2. Group members provide ideas by process of brainstorming.
3. All of the ideas provided by group members are appreciated.



# Problem Solving

## Select The Best Ideas

1. Group members select the best ideas.

## Build and Test Ideas

1. Ideas are implemented and tested.

# Problem Solving

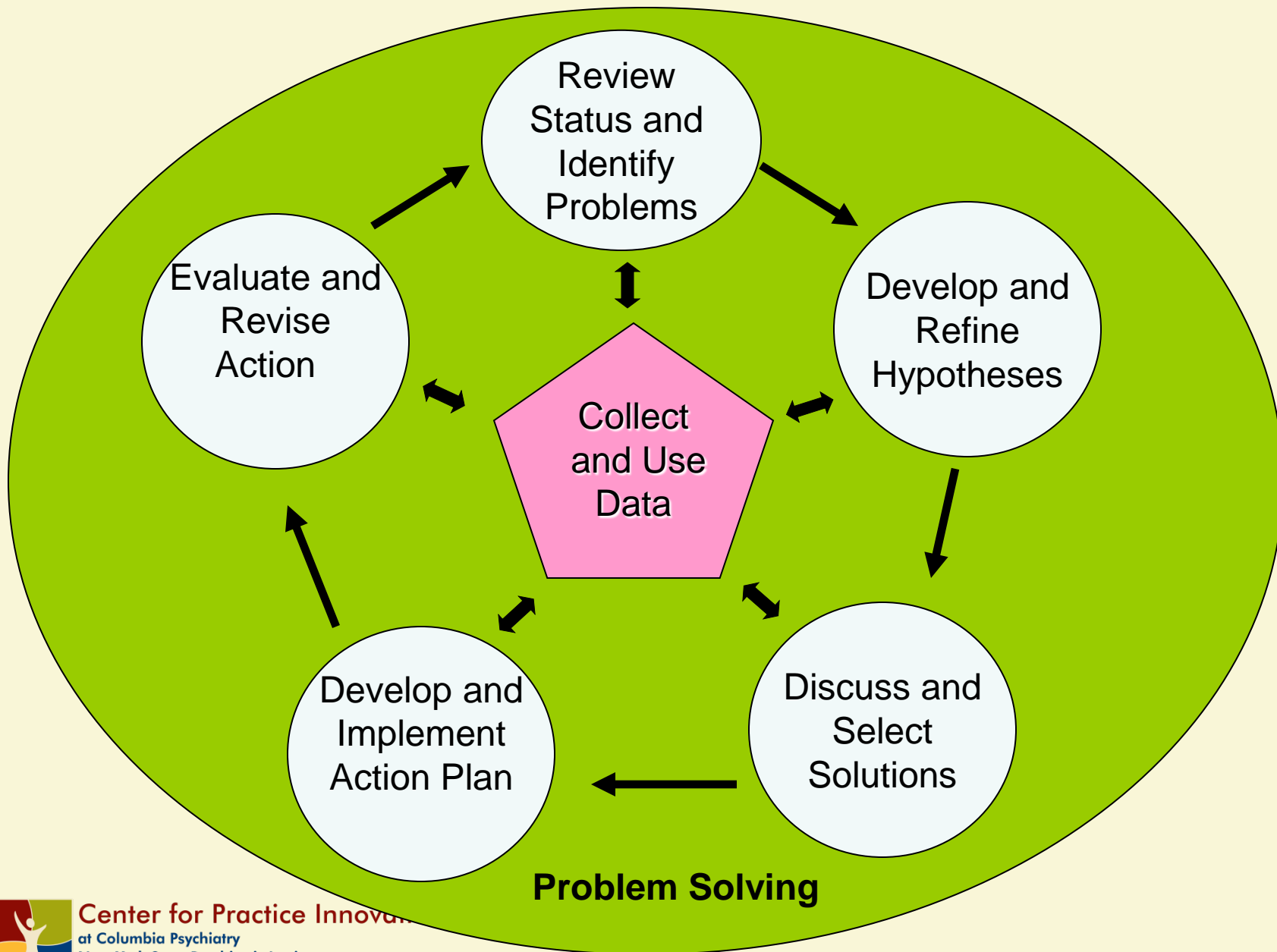
## Evaluate Ideas

1. During the next meeting, selected ideas and experienced outcomes are reviewed by the group.

# Problem Solving

Let's try this skill together!!





# Thank You