Welcome to Our Workshop!

Please join today's polling activity:

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- It's free! You can leave the session after the survey.

- You should receive a message saying you've joined the poll.

- You only have to join once.

- Or use your web browser to go to this link:
www.pollev.com/hope

This is How We Do It!
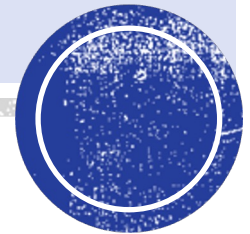## Providing Effective Skills Training in Group & Individual Services

November 17th, 2017
NYAPRS Recovery & Rehabilitation Academy

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Workshop Objectives

Today, you will have the opportunity to:

1 • Review the purpose & rationale for skills training

2 • Learn the steps-based approach for facilitating skills training

3 • Learn the process for breaking down skills into steps

4 • Explore the implementation of skills trainings in your work

Let's Get to Know You Better!
Poll Questions

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Psychiatric Rehabilitation Process

› Process of psychiatric rehabilitation helps people determine the living, learning, working, and social roles they wish to achieve **(goals).**

› People are helped to identify what they need to do and what they can do well **(skills)** and what they have or need to have **(supports or resources)** in order to achieve their goals.

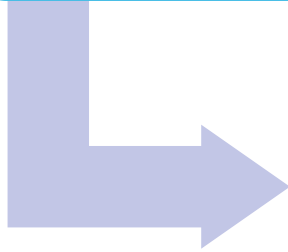› They are then assisted in developing those skills and/or supports unique to achieving their goals.

Skills + Supports = Success + Satisfaction

Anthony & Farkas (2009). A Primer on the Psychiatric Rehabilitation Process. Boston University: Center for Psychiatric Rehabilitation.

Choose, Get, Keep (CGK) Process

Choose
- Helps people identify goals

Get
- Helps people achieve their goals

Keep
- Helps people keep/maintain their goals.

Primary outcome is to help people become more **successful and satisfied** *in living, working, learning, social, & leisure environments of their choice.*

Adapted from Anthony & Farkas (2009). A Primer on the Psychiatric Rehabilitation Process. Boston University Center for Psychiatric Rehabilitation.

Choose, Get, Keep

› Choose

  – Assisting the individual to select specific environments (and roles within those environments) in which to be successful and satisfied.

› Get

  – Assisting the individual to learn the skills and be provided with the supports to help him or her succeed in the desired environment/role (life role goal.)

› Keep

  – Assisting the individual to maintain success and satisfaction in the desired environment/role for as long as desired. The skills and supports necessary to "keep" may be different from those necessary to "get".

Adapted from Anthony & Farkas (2009). A Primer on the Psychiatric Rehabilitation Process. Boston University Center for Psychiatric Rehabilitation.

What is Skills Training?

› Skills training is a direct service that helps individuals enhance their capacity to successfully accomplish a task or goal

› Generally based on psychoeducational and cognitive-behavioral approaches

› Develop or improve competencies in the area(s) of:

  – Social integration

  – Optimal health

  – Role productivity

(Spaniol, Wewiorski, Gagne et a, 2002; Lyman, Kurtz, Farkas, et al., 2014)

Two Kinds of Skills Training

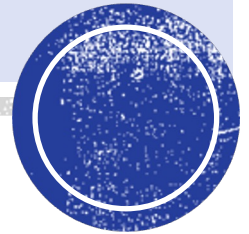| Direct Skills Teaching	Skills Programming
o Systematic information and exercises to teach a person the knowledge and actions needed to perform specific behaviors at least once in a simulated environment. o **"I don't know how to do it, but I want to learn."**	o Practice certain behaviors designed to overcome the barriers to using skills in the correct **(real world)** environment, with the correct person, at the correct frequency to achieve the life role goal o **"I know how to do it, but I can't do it successfully in the real world."**

(Spaniol, Wewiorski, Gagne et a, 2002; Lyman, Kurtz, Farkas, et al., 2014)

Skills Training-Is For Skills!

› A skill is an action verb

› A skill can be performed "on purpose for a specific outcome"

› A skill can be generalized across situations

› A skill has standards of performance and involves knowledge AND behaviors

› Once you learn it-it stays with you "muscle memory"

Adapted from: *Essential Guide to Psychiatric Rehabilitation* (2011). W. Anthony & M. Farkas

Teaching Skills:
Approach & Steps

Teaching Skills

› Assess participant's strengths and challenges

› Identify the challenges (be specific as possible)

› Provide education about challenging area

› **Identify skills to address this area: with the individual, choose only those skills necessary for goal attainment**

› Teaching one skill at a time using role playing, practicing, feedback, and development of outside practice opportunities

› **Ensure the use of skill in person's environment-not just in the program! (aka generalization)**

› Evaluate the effectiveness of the skill and fine tune

› Move to another skill

"Tell-Show-Do" Approach

Tell

Information about what the skill is how to use it; where to use it: who to use it with: context to use it in; and why it is important

Show

Demonstrating the skill

Do

Structured practice exercise with feedback

Steps of Skills Training

1. Establish rationale for teaching this skill.

2. Describe the steps of the skill.

3. Facilitator models the skill **(role play for social skills)** and reviews with the group.

4. Have one member try out skill **(role play for social skills**) in front of group.

5. Provide positive feedback.

6. Provide corrective feedback (suggestions for improvement)

7. Have same member try skill again in new scenario.

8. Provide additional feedback.

9. Ask each group member to practice skill and give feedback, as in Steps 4 through 8.

10. Help participants develop home practice assignments.

Social Skills Training Group:
Activity
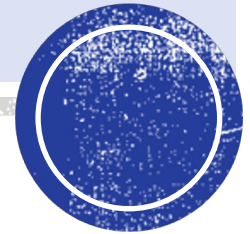
SKILL: Compromise and Negotiation
Picking A Restaurant for Lunch

STEPS OF THE SKILL:

1. Explain your viewpoint briefly.

2. Listen to the other person's viewpoint.

3. Repeat the other person's viewpoint.

4. Suggest a compromise.

Watch Your Step!!!
Poll Questions

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Reinforcement, Feedback & Other Considerations for Skills Training

› **Always start with positive feedback**

  – Corrective Feedback

    › One or two suggestions for improvement at a time

    › Feedback should be specific and related to the skill-not necessarily on the activity

› **Take 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.
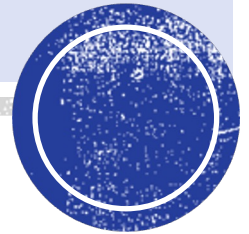
› **Generalization of learning**

  – Development and practicing skill 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.

› **Patience is key, learning skills takes time and repetition.**
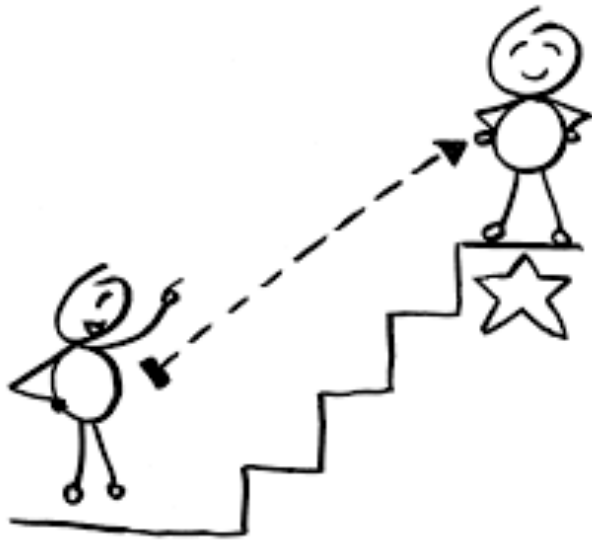
Breaking Down Skills into Steps

Breaking Down Skills into Steps

› If the individual is learning to cook a meal, break the experience down into planning the meal:

> › shopping for the meal,
>
> › getting ready to cook the meal,
>
> › cooking the meal and
>
> › serving the meal.

> − Let the individual ask questions and learn about each step separately.

› **Help As Needed**

> − Use techniques that match the individual's learning style
>
> − Show the individual how to do something first
>
> − Verbally describe how to do the task and show pictures of what needs to get done
>
> − Gradually remove your help from the situation

Laundry

Some people go to the Laundromat and some do their laundry at home.

To wash clothes, first sort them by color. Sort the white clothes into one basket. Put the dark colored clothes into different piles. Red clothes should be washed by themselves.

Put your clothes into the washing machine. Add detergent. Set the dial and start the machine.

After the buzzer goes off, take the clothes out of the dryer. Fold the clothing quickly so it doesn't wrinkle.

Some clothes might need to be ironed. Iron clothing that is very wrinkled.

Vocab Matching

detergent
dryer
hamper
dial
closet
whites
tag
colored
fold

Laundry

What can be washed?

Where do you keep your dirty clothes?

What do you do when the dryer is done?

When should you wash clothes?

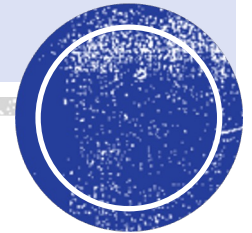What do you put in the washing machine?

Laundry

Look for _____ on your clothes. If there are stains, spray stain remover on them.

Check the _____ to decide what temperature the water should be set.

Put your clothes into the _____. Add _____. Set the dial and start the machine.
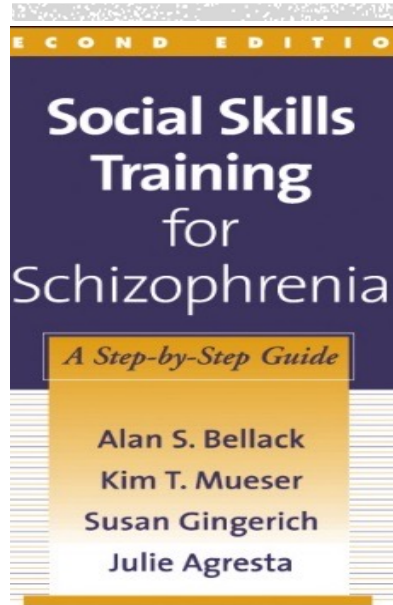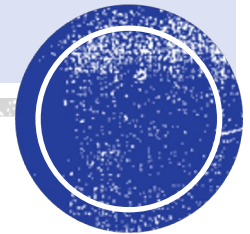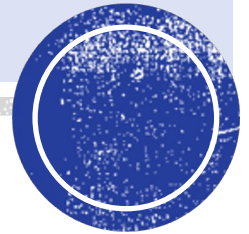
Outlining & Practicing Skills
Group Activity

Skills-Focused Curriculum

Examples for Social Skills Training

Additional Resources

See Handouts

Thanks for attending & participating!

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