

MASTERING STRUCTURED SKILL DEVELOPMENT & SUPPORT:

THE SSDS EXPERIENCE

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NYAPRS Recovery & Rehabilitation Academy

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A SHOW OF HANDS...

OBJECTIVES



1. Explore key outcome and defining features of Structured Skill Development and Support (SSDS) in PROS.
2. Clarify how to measure progress in SSDS.
3. Reflect on the SSDS Experience and how it may be further implemented at your PROS program.

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**“Yes, I think I have good people skills.
What kind of idiot question is that?”**

**Do you have individuals who
are having a hard time
applying the skills they're
learning at PROS? (pg 2)**

A large, stylized target graphic with concentric circles and a central bullseye, overlaid on a dark gray background. The target is centered and serves as a backdrop for the text.

KEY OUTCOME OF SSDS

**Meaningful Skill Application
Out in the Community,
to Benefit the Life Role Goal**

SKILLS PROGRAMMING

Addresses the statement:
"I know how to perform a skill I need, I just can't apply it well outside of program."



Practice

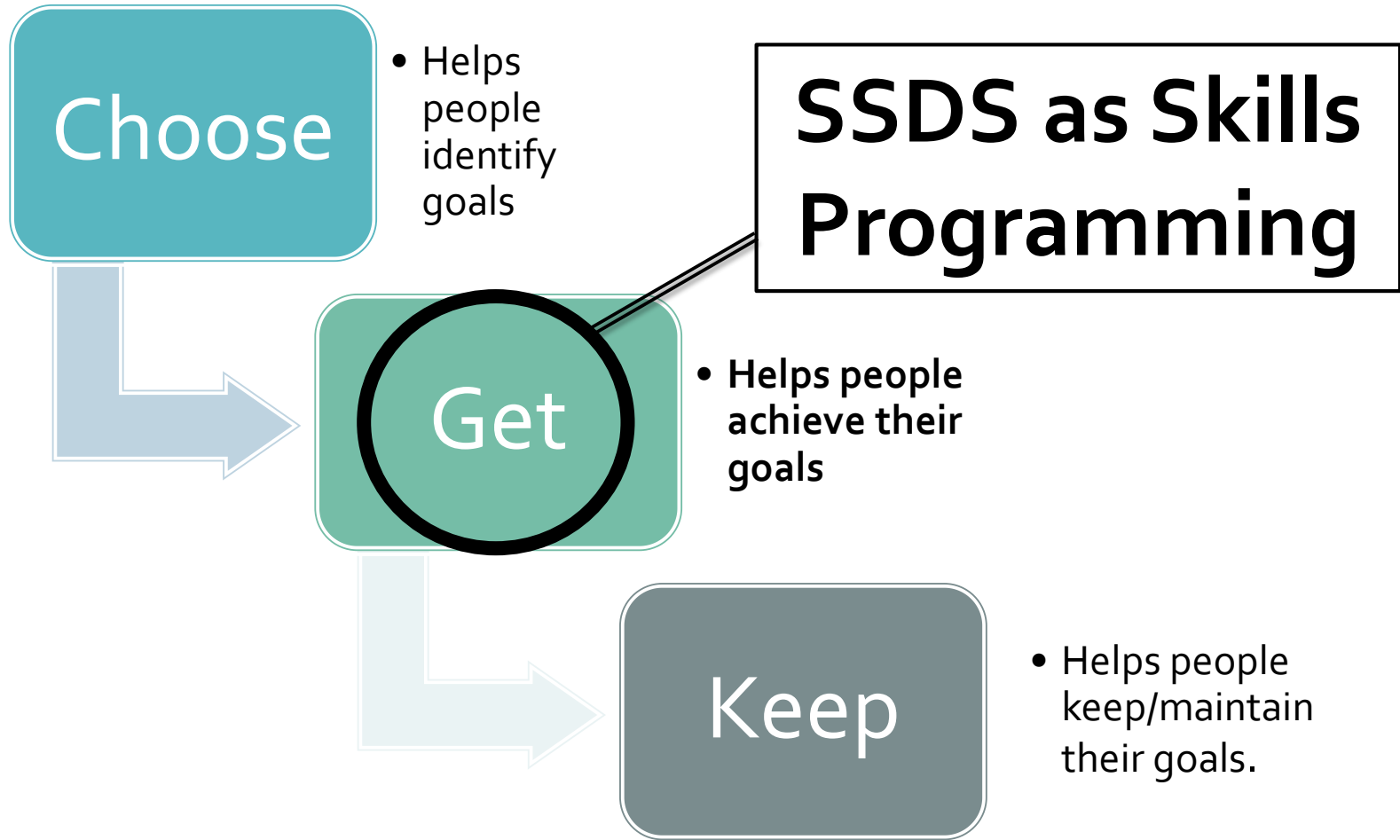
Practice

Practice

Practice specific skills to overcome specific mental health barriers in a simulated real-world environment.

Quick Review....

The Psychiatric Rehabilitation Process



Defining Features of SSDS (pg 3-6)

- Participants have the active role in **practicing specific skills**
 - In the context of a structured activity or simulated community role*
 - To address specific mental health barriers
 - To benefit their life role goal
- It's **NOT** about the content of the activity or a role-specific training (e.g. vocational training), but about overcoming specific mental health barriers.
- Participants collaborate with staff on rating their mastery of their skill practice before, during, and after the structured activity to measure their progress.
- Staff are present for the duration of the SSDS service, but take a step back and merely provide coaching, as needed...

*Note: A participant co-facilitating a group doesn't count as SSDS service.



STAFF ROLE IN SSSDS

Staff role is more akin to coach, mentor, supervisor and trainer! (pg 4)

Coaching in SSDS (pg 5)

- Take a shaping approach
 - Always start with positive feedback
 - Keep Corrective Feedback Few (1-2) and Specific.
 - Make the skill practice harder or easier, based on the individual's progress with their skill practice
- Consider grouping individuals with skills & barriers that complement each other.
- Provide Opportunities for Overlearning & Generalization
- Patience is key, learning skills takes time, reinforcement, and lots of repetition.



SSDS at Your PROS program

- Consider the questions (pg 4):
 - What **activities** are participants interested in?
 - What are some things participants enjoy doing at PROS that are not services?
 - What are some **skills** participants have been learning to overcome mental health barriers?
 - How can participants practice these **skills in the PROS activities** that they enjoy doing?
- Structure SSDS groups with Group Protocols (see sample on pg 7)

Measuring Progress in SSDS

- Connect the following:
 - ❑ The Life Role Goal & Objective
 - ❑ The specific Barrier to the Goal
 - ❑ The specific Skill to Address the specific Barrier
 - ❑ The practice of The Skill in the SSDS activity
- Use a handy-dandy SSDS Check-In Form! (pg 8-11)
 - See sample on pg 11)





DEMONSTRATION

**SSDS Individual Practice:
Serving Breakfast (pg 12-13)**

Winter Holidays



ACTIVITY

**SSDS Group Practice:
“Special Events!” (see your nametag for pg #)**

“

IF IT DOESN'T

CHALLENGE YOU,

IT DOESN'T CHANGE

YOU.”

STRUCTURED SKILL DEVELOPMENT & SUPPORT (SSDS) IN PROS

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