



RECOVERY ORIENTED PSYCHIATRIC REHABILITATION: *TECHNOLOGY OF SKILL BUILDING*

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YOUR THOUGHTS...

- What is recovery?
- What is rehabilitation?
- What is skill building?
- Why is it important ? What have been your experiences doing it?



PSYCHIATRIC REHABILITATION PROCESS- REVIEW

Diagnosis (D)	Planning (P)	Intervention (I)
Am I prepared to work on role goals really? (Readiness)	Which skills and supports will I start with?	What do I do to learn what I absolutely don't know? (DST)
So where and in what role do I want to LLWS? (ORG)	Which interventions will I use?	Why can't I use the skills I have? What do I do to overcome those barriers? (Programming)
What critical skills do I need to be successful & satisfied there? (FA)	Who will help me? When will I be done?	What has to happen for me to get supports that I don't have? (Linking)
What critical supports? (RA)		What has to happen if these supports don't exist? (Modifying/Creating)

WHAT IS SKILL BUILDING?

- Skill building 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, and role productivity achieved through an individual's use of his or her skills and supports, among other personal resources
- (Spaniol, Wewiorski, Gagne et al., 2002 ; Lyman, Kurtz, Farkas et al., 2014)

IS SKILL BUILDING EFFECTIVE?

- Reviews and meta-analyses covering over 100 RCTs conducted on the different approaches of skill building, indicates a high level of evidence
- Skill building should be included as an essential rehabilitative service
- Although many studies have been conducted on its various components, further research on skill building should demonstrate more conclusively the long-term effectiveness of its models in real-life situations, alone and in various properly defined service packages.

Lyman R., Kurtz M., Farkas M. et al., (2014)

SKILL TRAINING VS SKILL TEACHING

- Skills training shapes behavior (Social skills training; cognitive remediation)
- Skill teaching transmit knowledge and behavior directly to the control of the learner, in the environment of need over time (PSR –DST)

TWO KINDS OF SKILL BUILDING

- Systematic information and exercises to teach a person the knowledge and actions needed to perform specific behaviors at least once in a simulated environment, that the person has no knowledge about (“I don’t know but want to learn”)
- Practicing certain behaviors designed to overcome the barriers to using skills in the correct environment, with the correct person , at the correct frequency to achieve the Overall Rehabilitation Goal
(“ I know, but I can’t do it successfully in the real world”)

SKILL BUILDING—IS FOR SKILLS!

- A skill is performed “on purpose”
- 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”

HOW DO YOU TEACH A SKILL?

- TELL
 - INFORMATION ABOUT HOW TO USE IT; WHERE TO USE IT; WHO TO USE IT WITH; CONTEXT TO USE IT IN
- SHOW
 - DEMONSTRATING PROCESS OR OUTCOME OF THE SKILL
- DO
 - STRUCTURED PRACTICE EXERCISE WITH FEEDBACK

EXAMPLE : TEACHING

- TELL
 - SHOW
 - DO
- “ Making small talk is discussing chitchat that makes people feel at ease”
 - Making small talk involves identifying a topic that interests the other person
 - Role play small talk
 - Pair up with person next to you
 - Pick a speaker & discussant
 - Identify small talk topics; initiate small talk ; respond to partner.
 - Use checklist to assess how well you did.

HOW TO PUT THE LESSON PLAN TOGETHER

- **R**
 - **REVIEW** – What do they know/feel about skill now?
- **O**
 - **OVERVIEW**- Image of whole skill
- **P**
 - **PRESENTATION** – Tell-SHOW-DO- each behavior
- **E**
 - **EXERCISE** –Integration exercise of all behaviors
- **S**
 - **SUMMARY**- What do they know/remember now?

EXERCISE: TELL-SHOW-DO

- **Skill – Hosting a Pot luck Thanksgiving dinner**
- Behavior 1 Identifying guest list
- Behavior 2 Organizing dinner contributions
- Behavior 3 Strategizing around excess /deficit meal elements
- In groups of 6—create a lesson plan to teach the skill
- As a group of 6– decide which behavior to focus lesson on
- 2 people create “Tell” for the behavior
- 2 people create “Show” for the behavior
- 2 people create a “DO” for the behavior (remember to create a checklist for feedback)
- **We will pick a few groups to role play their lesson plan!**

PROGRAMMING SKILL USE

- Do you know how to *create a pot luck Thanks giving dinner*?
- If so, do you do it well?
- For those who do not---why not? What barriers get in the way?

KINDS OF BARRIERS AND TYPES OF STEPS TO OVERCOME BARRIERS

- Lack of knowledge
- Lack of forethought
- Lack of confidence
- Lack of resources
- Research
- Planning
- Successive Approximation
- Rehearsal
- Resource Acquisition

ILLUSTRATION OF IDENTIFYING MELANIE'S BARRIERS

Problems	Types of Barriers	Barriers
Dad doesn't respond to her usual questions about his work and day.	Lack of knowledge	Does not know topics Dad is interested in talking about with her.
Clients at VACS only talk about mental health problems.	Lack of knowledge	Doesn't know how to change topic of conversations with people at VACS.
Forgets to use skill as often as needed.	Lack of confidence	Does not feel able to use skill frequently enough.
Unexplored issues with specific people at house.	Lack of forethought	Doesn't think about topics to introduce or avoid based on past experience with specific people at house.

EXCERPT: MELANIE'S PROGRAM

Skill: Conversing about Impersonal Topics

Skill Use Goal: Talking about subjects other than herself during 50% of her daily informal conversations with staff and friends.

Time Limit: July 1st

Due Date	Program Step	Reinforcers
11/28/16	Mel talks about impersonal topics with housemates 25% of time	
12/6/16	Mel talks about impersonal topics with housemates 35% of time	
12/ 13/16	Mel talks about impersonal topics with housemates 50%	Goes with Jean to Burger King
12/ 15/16	Mel talks about impersonal topics to staff at Day Center, 25 % of time	
12/22/16	Mel talk about impersonal topics with Dad 10%	Go home with Mom for afternoon outing

EXERCISE: PROGRAMMING SKILL USE

- Identify barriers you have to creating pot luck Thanksgiving dinner? (or-- *Learning effectively in this workshop*)
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- Categorize the barrier (lack of knowledge, forethought, confidence, resources)
- Identify sequence of steps (use action verbs) and reinforcers you can administer yourself to be able to overcome your barriers