

Welcome to Our Workshop!

Please join today's polling activity:

Send this text: hope

To this phone number: 22333

- 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



Which cartoon character do you most identify with?



What's your role with skills training?

I provide skills training directly

I supervise staff who provide skills training

I train staff on how to provide skills training

I'm not involved in skills training, but I'm curious about it!

I primarily provide skills training...

Individually (one
on one)

In groups

Individually AND
in groups

I don't provide it
but hope to soon!

Which of the following BEST captures your experience with skills training...

I'm new to skills training

I provide skills training interventions on a regular basis

I'm a skills training trainer!

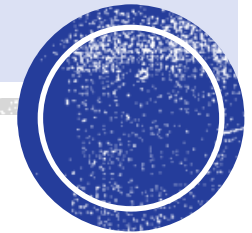
No experience/Not sure/Other

This is How We Do It!

Providing Effective Skills Training Interventions

September 13th, 2018

NYAPRS 36th Annual Conference: Dignity, Recovery & Justice for All!



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Center for Rehabilitation & Recovery, The Coalition for Behavioral Health

Workshop Objectives

At the conclusion of this workshop, participants will be able to:

- 1 • Describe the purpose & rationale for skills training interventions
- 2 • Apply the steps-based approach for facilitating skills training interventions
- 3 • Prepare skills-training lessons that break down skills into steps.
- 4 • Implement skills training interventions in their work

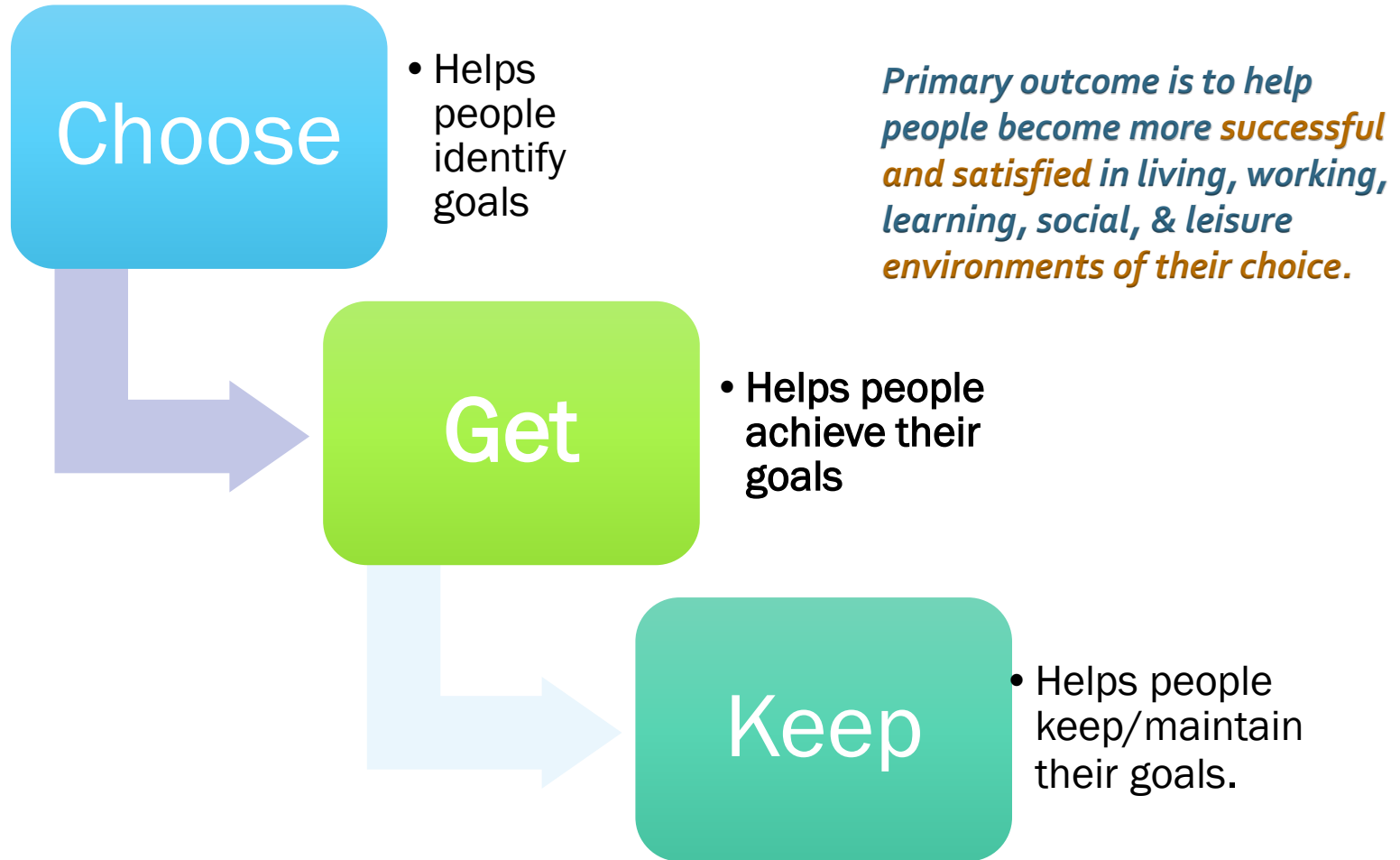
Psychosocial Rehabilitation Process



Skills + Supports = Success + Satisfaction



Choose, Get, Keep (CGK) Process



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 al., 2002; Lyman, Kurtz, Farkas, et al., 2014)

Skills Training-Is For Skills!

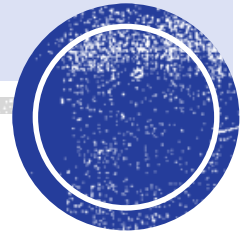
- › A skill is an action verb
- › A skill can be performed “**on purpose for a specific outcome**”
- › A skill can be generalized across situations
- › A skill has standards of performance and involves knowledge AND behaviors
- › Once you learn it-it stays with you “muscle memory”





Teaching Skills:

Approach & Steps



“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

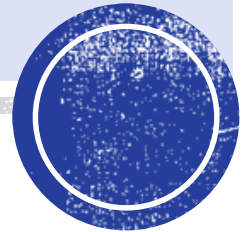
Structured practice exercise with feedback

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



If you **haven't** joined the poll:

Send this text: **hope**

To this phone number: **22333**

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

Round 1 - Yellow team: Did the person explain their viewpoint briefly?

Yes

No

Not
sure

Round 1 - Blue team: Did the person listen to their partner's viewpoint?

Yes

No

Not
sure

Round 1- Pink team: Did the person repeat their partner's viewpoint?

Yes

No

Not
sure

Round 1 - Green team: Did the person suggest a compromise?

Yes

No

Not
sure

Round 1 - EVERYONE: What went well? What did you like?

Round 1 - EVERYONE: What would make it better? What can be improved for next time?

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

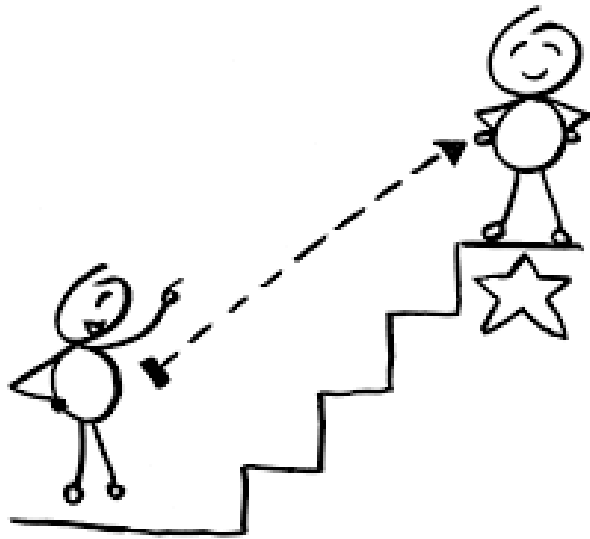
- Once the individual learns the skill, continued practice will result in increased comfort and competency.

› Generalization of learning

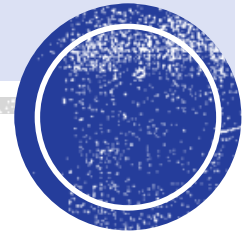
- Development and practicing skill is just the first step.

- 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	
	hampers	
	closet	
	whites	
	tag	
	colored	
	fold	

Laundry

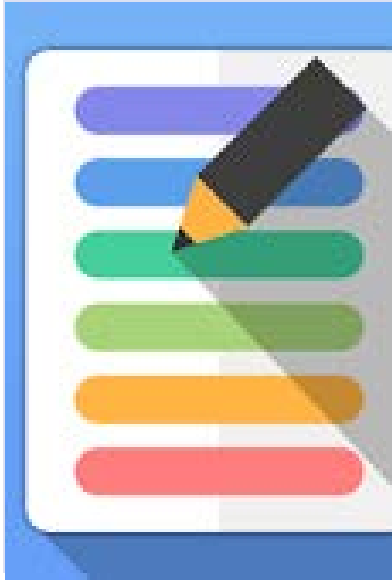
- What can be washed?
- Where do you keep your dirty clothes?
- What do you do when the dryer is done?
- When should you wash clothes?
- What do you put in the washing machine?

Laundry

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

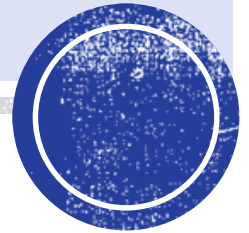
Check the _____ to decide what temperature the water should be set.

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



Outlining & Practicing Skills

Group Activity



5

Minutes Left

4

Minutes Left

3

Minutes Left

2

Minutes Left

1

Minute Left

30

Seconds Left

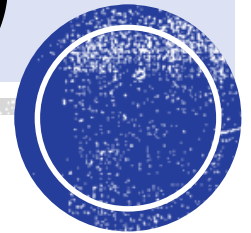
Time is Up!

Brushing One's Teeth



- › Definition: The action of using a toothbrush to clean teeth.
- › Rationale: To keep mouth clean and healthy.
- › Steps:
 - Squeeze toothpaste tube to apply toothpaste on brush head.
 - Gently move the brush head back and forth on your teeth in short strokes.
 - Rinse toothpaste out of mouth with a cup of water.
- › Condition: Practice twice a day in the bathroom by yourself.

Practicing Skills Training: Partner One (2 minutes)



2

Minutes Left

1

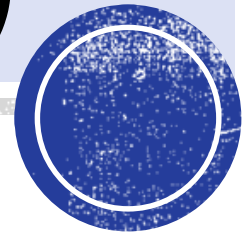
Minute Left

30

Seconds Left

Time is Up!

Practicing Skills Training: Partner Two (2 minutes)



2

Minutes Left

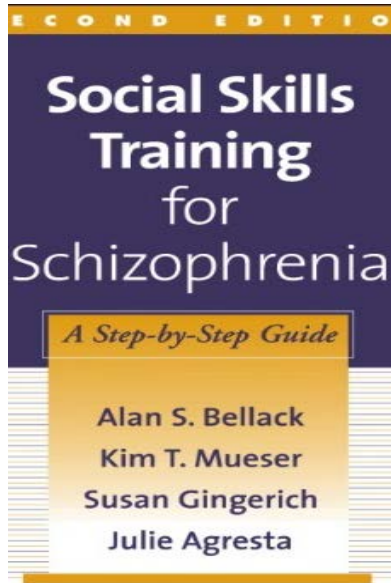
1

Minute Left

30

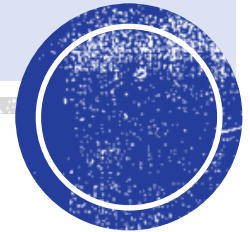
Seconds Left

Time is Up!



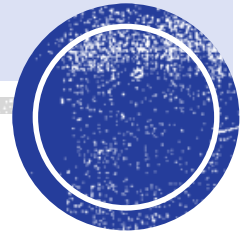
Skills-Focused Curriculum

Examples for Social Skills Training



Additional Resources

See Handouts



Thanks for attending & participating!

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