

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the frame, creating a modern, dynamic feel. The central area is a plain, light gray gradient.

# Skills Teaching

TEACHING SKILLS IS A SKILL

# About the Presenters

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# Learning Objectives

1. Define skills and critical skills.
2. Describe fundamental principles of effective teaching.
3. Describe the Direct Skills Teaching process.



# What is Direct Skills Teaching

- Direct Skills Teaching is leading the client through a systematic series of instructional activities resulting in the client's competent use of new behaviors.



# What is a skill?



## Behavioral

Actions capable of being seen, heard (or reported).



## Purposeful

Intentional. Understanding of the reason or benefit for performing the skill.



## Generalizable

Performed or applied in a variety of circumstances.



## Compound

Composed of both knowledge and behavior.



## Standardized

Can specify an ideal way of doing it.



## Stable

Evidenced in multiple observations.

Cohen, Farkas, Cohen (2007)

# Are these skills?

## Is This a Skill?

- Washing Clothes
- Budgeting Expenses
- Expressing Feelings

## Characteristics of Skills

- ▶ Behavioral
- ▶ Purposeful
- ▶ Generalizable
- ▶ Compound
- ▶ Standardized
- ▶ Stable



# Types of Skills

- ▶ Washing Clothes
- ▶ Budgeting Expenses
- ▶ Expressing Feelings

1. **Physical Skills**
2. **Emotional Skills**
3. **Intellectual Skills**



# Critical Skill

Essential for **success** and **satisfaction** within environments of choice.

- **Skills for Success:** based on behavioral requirements of environment
- **Skills for Satisfaction:** based on what is important to the person in a specific environment

The participant and practitioner work together to:

1. Determine the behaviors involved in reaching a life goal.
2. Determine critical skills for required behaviors.
3. Conduct a skills assessment to determine if the participant has the skills.

\*\*\*A skill may not be needed if a support (people, place, thing or activity) is available\*\*\*





# Important to note ...

- Practitioners sometimes assume that people need to learn the skills that the practitioner feels they need to learn.
- Do not impose our perception of what is important (based on our values, culture, bias).
- Does the person not have the skill...
  - ...or, are there barriers to skill performance?

1991)



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# Effective Teaching

- Facilitate learning through:
  - Providing a clear, organized (sequential) lesson
  - Focusing on multiple methods of intake:
    - auditory, visual, kinesthetic
    - Tell – Show - Do
  - Providing opportunity for practice, feedback, and refinement:
    - Practice
    - Critique



# Occasions where Direct Skills Teaching may be used as an intervention:

- Learning daily living skills
- Learning new job skills
- Learning social skills
- Learning wellness self-management skills



# Direct skills teaching

Creating a Skill Outline

Planning the Lesson

Coaching the Person



# Creating the skill outline

## Skill Content Outline

<b>Skill Name:</b>	Washing Clothes
<b>Skill Definition:</b>	Washing Clothes means cleaning my pants, shirts, underwear and linens using a washing machine.
<b>Benefit:</b>	When I wash my clothes, all of my dirty things will be clean and ready to wear when I need them.
<b>Behaviors and Steps:</b>	<ol style="list-style-type: none"><li>1. Loading the machine<ol style="list-style-type: none"><li>a. Place clothes in the machine.</li><li>b. Distribute clothes evenly in the machine.</li></ol></li><li>2. Adding the cleaning products<ol style="list-style-type: none"><li>a. Measuring the laundry soap</li><li>b. Add laundry soap</li><li>c. Add bleach and/or softener if and when appropriate.</li></ol></li><li>3. Starting the machine<ol style="list-style-type: none"><li>a. Determine the correct cycle.</li><li>b. Setting the dials.</li></ol></li></ol>
<b>Condition:</b>	I will wash my clothes every Saturday morning

1. **Defining the skill.**
2. **Determining the benefits.**
3. **Analyzing critical behaviors and steps.**
4. **Determining the condition.**



# Example: Analyze Critical Behaviors and Steps

1. Brainstorm all the behaviors.	2. Eliminate behaviors the person could likely do without instruction.	3. Regroup the remaining behaviors and steps
Open the machine door	<del>Open the machine door</del>	<b>1. Loading the Machine</b>
Place clothes in the machine.	<b>Place clothes in the machine.</b>	
Distribute the clothes in the machine.	<b>Distribute the clothes in the machine.</b>	
Decide the correct cycle.	<b>Decide the correct cycle.</b>	
Set the dials for the right cycle.	<b>Set the dials for the right cycle.</b>	
Measure the soap.	<b>Measure the soap.</b>	
Add the soap.	<b>Add the soap.</b>	<b>2. Add cleaning products</b>
Add Bleach and/or softener	<b>Add Bleach and/or softener</b>	
Start the machine	<b>Start the machine</b>	
Check the machine to be sure it has started.	<del>Check the machine to be sure it has started.</del>	<b>3. Start the machine</b>
Wait until the machine has stopped.	<del>Wait until the machine has stopped.</del>	
Remove clothes from the machine.	<del>Remove clothes from the machine.</del>	

# Planning the Lesson

1. **Elaborating the Content Outline**
2. **Creating Examples**
3. **Arranging Practice Opportunities**



## Emphasize through:

*Hearing*

*Seeing*

*Touching*

*Doing*



**TELL**



**SHOW**



**DO**







# TELL

## Measuring Laundry Soap

means pouring the right amount of detergent in the measuring cup and dumping into the washing machine





# SHOW



A small load like this will fill 1/3 of the washer tub





# DO

Do behavior and provide feedback



### ***Format for Teaching a Skill: ROPES Approach***

- ***R= Review*** - review the problems of not having skill in past
- ***O= Overview*** - present the skill name, definition, critical behaviors, condition used, and an example of the skill
- ***P= Presentations*** - teach each critical behavior (Tell-Show-Do-Feedback)
- ***E= Exercise*** - practice the entire skill (Do-Feedback)
- ***S= Summary*** - review what has been learned



## ROPES Approach

- **R= Review**
- **O= Overview**
- **P= Presentations**
- **E= Exercise**
- **S= Summary**

### Skill Content Outline

<b>Skill Name:</b>	Washing Clothes
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### ***ROPES Approach***

- ***R= Review***
- ***O= Overview***
- ***P= Presentations***
- ***E= Exercise***
- ***S= Summary***

- ***Emphasize need by exploring learner's past circumstances***



### ***ROPES Approach***

- ***R= Review***
- ***O= Overview***
- ***P= Presentations***
- ***E= Exercise***
- ***S= Summary***

- ***Birdseye view:***

- ***Skill Name***
- ***Benefit***
- ***Process example of whole skill***



### ***ROPES Approach***

- ***R= Review***
- ***O= Overview***
- ***P= Presentations***
- ***E= Exercise***
- ***S= Summary***

- ***Lesson for each skill behavior***
- ***Includes:***
- ***TELL - critical knowledge and sequence***
- ***SHOW***
  - ***process example of behavior***
  - ***product examples to emphasize critical knowledge and discrimination***
- ***DO***
  - ***practice opportunities of each separate behavior***
- ***Provide Feedback***





### ***ROPES Approach***

- ***R= Review***
  - ***O= Overview***
  - ***P= Presentations***
  - ***E= Exercise***
  - ***S= Summary***
- ***The big DO:***
    - ***Practice opportunities of the entire skills***
  - ***Critique including plan for future practice, feedback, monitoring, support***



### ***ROPES Approach***

- ***R= Review***
- ***O= Overview***
- ***P= Presentations***
- ***E= Exercise***
- ***S= Summary***

- ***Quizzing the learner on recalling:***
  - ***Skill Name***
  - ***Definition***
  - ***Benefit***
  - ***Condition***
  - ***Recollection of skill behaviors, steps, and critical knowledge***
  - ***Review of plan for support***



Use examples to emphasize points:

- **Product examples**

- Showing the end results (*photos, drawings, samples*)
- Showing tools used with skill (*photos, drawings, samples*)
- Discriminating accurate and inaccurate aspects of skill performance (*photos, drawings, samples*)

- **Process examples**

- Showing **HOW** it is done (*live demo, video, storyboard*)



Examples are used to

- **Demonstrate** steps to a process.
- **Discriminate** characteristics.
- **Emphasize** important points.
- **Recognize** results of the skill.



- Apply your understanding:
  - Determine a **process** example for the skill of making a peanut butter and jelly sandwich.
  - Determine a **product** example for the skill of making a peanut butter and jelly sandwich.



- **Behaviors/steps (“*mini do*”)**
  - Include a practice opportunity and critique for each separate behavior
- **Entire Skill (“*the big do*”)**
  - Include one practice opportunity and critique for the performance of the entire skill (all of the behaviors together).



# Coaching the Person

Develop a Plan to Use the Skill



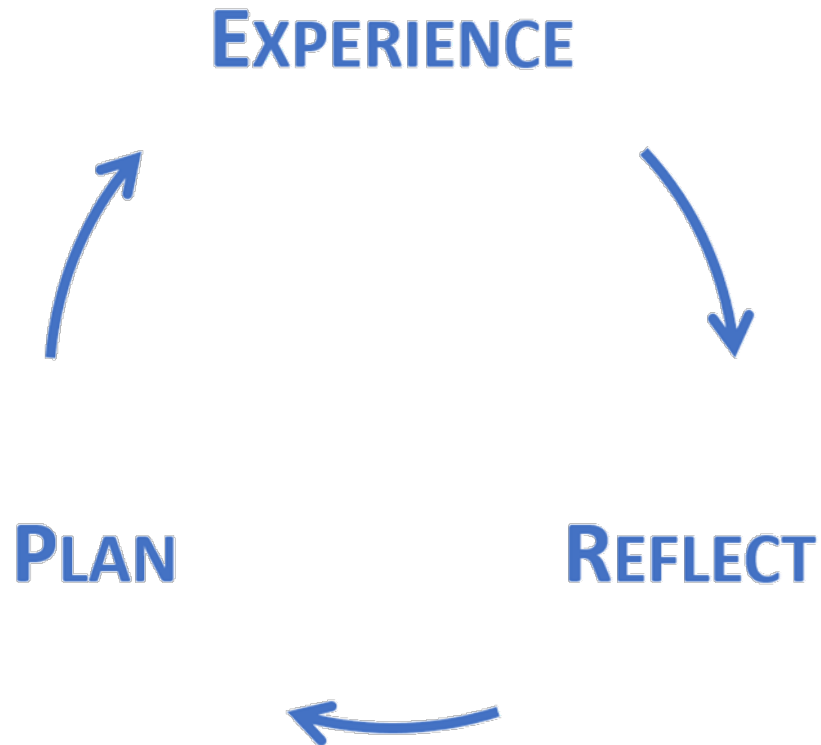
Provide Feedback



Support Progress



## Providing Feedback



### PROVIDING FEEDBACK

<p>1. <b>SHARE IMMEDIATE OVERALL REACTIONS</b></p> <ul style="list-style-type: none"> <li>• <i>How do you think you did?</i></li> </ul>	<p>a. <b>ASK:</b> Ask the learner to give an overall (general) self-assessment of his/her own performance, including the positive or negative emotions.</p> <p>b. <b>TELL:</b> Describe your overall (general) assessment and feeling about the learner's performance if positive or generally consistent with the learner's assessment.</p>
<p>2. <b>ASSESS SPECIFIC STRENGTHS AND DEFICITS</b></p> <ul style="list-style-type: none"> <li>• <i>What do you think you did well?</i></li> <li>• <i>What do you think you didn't do as well?</i></li> </ul>	<p>a. <b>ASK:</b> Ask the learner to describe the strengths and deficiencies in his/her performance.</p> <p>b. <b>TELL:</b> Describe the strengths and deficiencies in the learner's performance. Begin with those that are <u>similar</u> to the learner's perspectives and, if needed, conclude with those that are different in perspective.</p>
<p>3. <b>ANALYZE SPECIFIC REASONS</b></p> <ul style="list-style-type: none"> <li>• <i>What helped you to do _____ well?</i></li> <li>• <i>Why was _____ difficult for you?</i></li> </ul>	<p>a. <b>ASK:</b> Prompt the learner to suggest <u>specific</u> reasons for his/her strengths and deficiencies in performance</p> <p>b. <b>TELL:</b> Suggest additional reasons for the learner's strengths and deficiencies.</p>
<p>4. <b>PLAN STRATEGIES FOR IMPROVEMENT</b></p> <ul style="list-style-type: none"> <li>• <i>What might you do next time to improve how you _____?</i></li> </ul>	<p>a. <b>ASK:</b> Ask the learner to suggest how to improve performance.</p> <p>b. <b>TELL:</b> Offer additional suggestions of how the learner can improve performance.</p>
<p>5. <b>SHARE ADDITIONAL THOUGHTS AND FEELINGS</b></p> <ul style="list-style-type: none"> <li>• <i>What else shall we discuss to help you to _____?</i></li> <li>• <i>Overall, how do you feel about this learning experience?</i></li> </ul>	<p>a. <b>ASK:</b> Invite the learner to discuss any performance issues not previously discussed.</p> <p>b. <b>ASK:</b> Prompt the learner to describe his/her overall feelings about the critique.</p> <p>c. <b>TELL:</b> Summarize your overall feelings about the learning experience, if positive or consistent with the learner's feelings.</p>

#### Principles to Remember:

- General (overall), then get specific.
- Learner shares first. Instructor shares second.
- Focus on positives first, negatives second.





- Newly learned skills are *situation specific*:
  - Strategies to support skill generalization and mastery?



# Summary of Key Points

1. **Critical Skills:** Essential for **success** and **satisfaction** within environments of choice.
  - a. Does the person really not have the skill or, are there barriers to skill performance?
2. **Fundamental principles** of effective teaching.
  - a. Providing a clear, organized (sequential) lesson
  - b. **Tell, Show, Do** and Multiple Sensory Teaching
  - c. Provide opportunity for practice, feedback, and refinement
3. The Direct Skills Teaching process.
  - a. **ROPES** - Review, Overview, Presentation, Exercise, Summary
  - b. Coaching - Provide Feedback & Support



# References

- ▶ *Additional Essential Knowledge Areas for CORE providers course in CPI*
- ▶ Cohen, M., Farkas, M., & Cohen, B. (1986, 2007) *Psychiatric rehabilitation training technology: Functional assessment*. Boston, MA: Boston University Center for Psychiatric Rehabilitation.
- ▶ Farkas, M., Anthony, W., & Cohen, M. (1991). The Psychoeducational Aspects of the Psychiatric Rehabilitation Approach. *Anallse Psicologica*. 1 (IX): 53-66
- ▶ Nemec, P., McNamara, S., Walsh D. (1992) *Direct Skills Teaching*. reprinted with revisions from the *Psychosocial Rehabilitation Journal*, 16(1), 13-25.



# Questions?



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