Learning the 'ROPES' of Skills Teaching

Supporting the creation of *real* and *relevant* skills teaching *lesson plans*.

Christine G McMulkin MSW MS CPRP

Senior Training Associate

Center for Psychiatric Rehabilitation

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- ## What is a Skill?
  - A skill includes *actions* that requires *knowledge* and a set of *behaviors* to do well.
    - Physical *actions*
      - Changing a Tire, Planting Vegetables
    - Thinking *actions*
      - Planning a Menu, Calculating Expenses
    - Feeling *actions*
      - Expressing Angry Feelings, Extending an Invitation

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- *'Desire before Ability'*

- Support the person in *choosing* their preferred life goal *before* focusing on the skills and supports related to *achieving* the life goal.

- "*I intend to work at the Springfield Library as a Clerk by July 1st 2025.*" (Lucia)

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- Life Goals
  - related to *living, learning, working, social* life areas
- Life Goals
  - Suggest the *'required'* and *'desired'* skill Life Goals
- Required and Desired Skills (Lucia)
  - Responding to Inquires   (required)
  - Assessing Product Quality   (required)
  - Organizing Displays   (desired)
  - Engaging Children   (desired)
- *Person doesn't know how to perform a necessary skill.*

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Lesson Plan Framework:

- R = Review
- O = Overview
- P = Presentation
- E = Exercise
- S = Summary

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Lesson Plan Framework:

- R = Review
  - Person's awareness of and exposure to skill
- O = Overview
  - TELL an outline of the what, why, steps and when of the skill use and SHOW an example of the whole skill performance
- P = Presentation
  - Includes a TELL, SHOW, DO of each step of skill performance
- E = Exercise
  - Creating a practice DO opportunity of the whole skill
- S = Summary

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Lesson Plan Approach:

- TELL   (explanation)
- SHOW (example)
- DO   (practice)

- Application

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Lesson Plan Sources:

- Using Existing Lesson Plans
- Adapting Existing Lesson Plans
- Creating New Lesson Plans
- Applying your Experience with Skills Teaching into a Lesson Plan

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