

**Direct
Skills
Teaching**

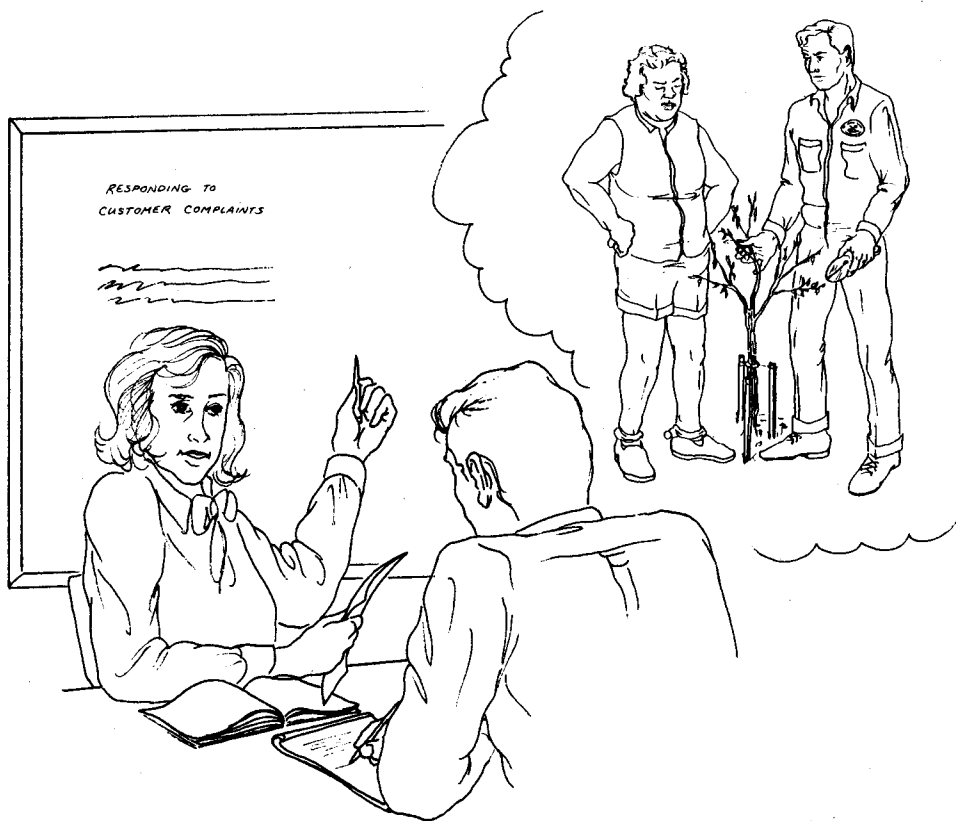


**Reference
Handbook**



INTRODUCTION

**Mikal Cohen
Karen Danley
Patricia Nemec**



CENTER for PSYCHIATRIC REHABILITATION
Sargent College of Health and Rehabilitation Sciences
Boston University

Contents

Introduction	5
References	
1 Pre-Training Assessment Form	7
2 Example: Skills	12
3 Explanation of the Characteristics of a Skill	13
4 Larry’s Content Outline	14
5 Larry’s Lesson Plan	15
6 Gail’s Program	20
7 Summary of Direct Skills Teaching	22
Glossary	23
Reference List and Resource List	28

Introduction

The number of people with severe psychiatric disabilities in mental health agencies in the community is increasing, yet research studies suggest that the rehabilitation outcomes of these consumers are poor, particularly in the areas of independent living and vocational status. Research also indicates that rehabilitation outcome can be improved by using a rehabilitation approach characterized by the development of a person's skills and environmental supports. However, only recently has it become possible to specify the skills and knowledge practitioners need in order to implement a rehabilitation approach with individuals with severe psychiatric disabilities.

For nearly 30 years, the staff of the Center for Psychiatric Rehabilitation has been working to develop training programs to teach the critical skills an effective psychiatric rehabilitation practitioner needs. First, these skills were identified, defined, and organized into a systematic model called the psychiatric rehabilitation approach. Second, a training program was developed and field-tested. Thousands of practitioners have participated in the training program. In order to disseminate these training programs more widely, training technology "packages" were developed to allow these programs to be taught in a systematic way by in-house trainers. As a result of the development of this training technology, the psychiatric rehabilitation approach is being used by practitioners in hundreds of agencies throughout the United States.

Assessing and Developing Rehabilitation Readiness

People with psychiatric disabilities vary in terms of their readiness for rehabilitation. Readiness is a reflection of a person's interest in rehabilitation, not his or her capacity to successfully complete a rehabilitation program. The purpose of a readiness assessment is not to label or exclude people from participation in rehabilitation services. Rather, it is to help people understand enough about themselves and their recovery so that they perceive change as desirable and achievable.

The training technology entitled *Rehabilitation Readiness* was designed to teach practitioners how to help people to actively assess their own readiness for services, and then how to help them, if they wish, to engage in activities to develop their readiness.

Setting Overall Rehabilitation Goals

An overall rehabilitation goal is different from other rehabilitation goals in that it is a self-determined goal that helps individuals to participate in rehabilitation and increases the likelihood that they will achieve their goal. It is a long-term goal that states the environment in which the person wishes to live, learn, work, or socialize during the next 6 to 24 months, and it directs all other rehabilitation activities. The training technology entitled *Setting an Overall Rehabilitation Goal* teaches practitioners the skills involved in helping people choose optimal living, learning, working, or socializing environments.

The overall rehabilitation goal is established during a series of interviews in which the individual's satisfaction and dissatisfaction with the current environment and his or her choice of future environment are explored systematically. The overall rehabilitation goal is critical because the hope of achieving it motivates the person to develop skills. In addition, the goal focuses the practitioner and consumer on those skills and supports that are relevant to success.

Conducting Functional Assessments

Once an overall rehabilitation goal has been established, the practitioner conducts a Functional Assessment. The training technology entitled *Functional Assessment* teaches practitioners how to evaluate the consumer's use of the skills needed to succeed and be satisfied in the chosen environment. During a Functional Assessment, the practitioner helps the consumer identify critical skills based on the behavioral requirements of the environment and the behaviors that are personally important to the consumer. For each critical skill, the practitioner and the consumer describe the frequency with which the consumer needs to use the skill in specific circumstances in the environment. An evaluation is then made of the consumer's present ability to use these skills in comparison to the needed ability. During the Functional Assessment, the practitioner coaches the consumer to encourage participation.

Developing Skills

People do not use skills as needed either because they cannot perform the skills or because they have a problem using the skills as needed in the particular environment. When people cannot perform skills at all, they usually need to be systematically taught. This *Direct Skills Teaching Training Technology* teaches practitioners how to lead an individual through a systematic series of instructional activities resulting in the person's competent use of new skills. Direct Skills Teaching is more than modeling the skill for the person and/or reinforcing approximate skill behaviors. As part of Direct Skills Teaching, the practitioner prepares for instruction by outlining the critical knowledge to be taught and planning a lesson that incorporates the instructional activities that lead to skill learning. While teaching the lesson, the practitioner coaches the individual to ensure his or her participation and progress; following it, the practitioner works with the individual to develop a program to use the skill when, where, and as often as needed.

Programming Skill Use, the last part of Direct Skills Teaching, is the preferred intervention when an individual can perform the skill but is not using it as needed in the environment. Programming Skill Use teaches practitioners how to prescribe a step-by-step procedure for overcoming the obstacles to successful skill functioning. A skill program contains sequenced steps for overcoming particular obstacles and also includes supports that help the individual complete the steps.

Case Management/Service Coordination

Case management is a process by which individuals are supported in negotiating for services that they need and desire. It is a person-oriented approach that responds to a person's individual needs for assistance rather than the needs of the service system. The *Case Management Training Technology* is designed to teach practitioners how to connect with the individuals they are trying to support, as well as how to plan for services, link individuals to services, and advocate for service improvements.

Larry's Content Outline

Skill: Assessing the Need for Increased Staff Support

Definition

Assessing the Need for Increased Staff Support means Gail identifies when her change in behavior requires her to ask for staff assistance.

Benefit

Assessing the Need for Increased Staff Support prepares Gail to receive assistance.

Behaviors

- Recognize Negative Behavior Changes
- Judge the Intensity of Negative Behaviors

Condition

When something happens to Gail to trigger the need for additional staff support.



Larry's Lesson Plan

Skill: Assessing the Need for Increased Staff Support



Review

Tell: Today I will teach you the skill of “Assessing the Need for Increased Staff Support.”

Ask:

- What does this skill mean to you?
- Why do you want to learn it?

Tell: The way in which the skill relates to Gail's overall rehabilitation goal.

Ask:

- What are your past experiences with this skill?
- How has not having the skill caused problems for you?

Summarize: Her experience with the skill and her reasons for wanting to learn it.

Overview

Tell: Next we'll talk about what this skill is, why it's important, the behaviors involved, and when to use it.

Ask: Look at the skill name "Assessing the Need for Increased Staff Support."

Make the Point: The definition is "Assessing the Need for Increased Staff Support means Gail identifies when changes in her behavior require her to ask for staff assistance."

Ask: What do the parts of the definition mean to you?

Make the Point: • "Change in behavior" is a difference in your actions that might indicate you're having a problem.

• "Staff assistance" is having more time with the staff, or being given direction, support, or understanding.

Ask: Any questions?

Make the Point: Everyone has problems that sometimes bring changes in behavior.

Tell: • I will show you an example.

• For me, a problem behavior is watching television excessively. I sometimes try to escape my problems by watching too much television. Here is a chart I made to watch my behavior.

Show: Chart. Read aloud all items on chart.

Discuss: Discrepancy between current and acceptable levels.

Tell: When there's this kind of a difference, then I know there is a problem. I probably need to talk to someone about it.

Ask: • Any questions?

• Why is Assessing the Need for Increased Staff Support important for you?

Discuss: Her benefit(s).

Make the Point: • One benefit is "Assessing the Need for Increased Staff Support prepares Gail to receive assistance."

• There are two behaviors which are a part of Assessing the Need for Increased Staff Support. These are "Recognizing Negative Behavior Changes," and "Judging the Intensity of Negative Behaviors."

Gail's Program

Name: Gail

Date: August 31st



Overall Rehabilitation Goal

To live in a cooperative apartment by January 15th.

Skill

Assessing the Need for Increased Staff Support.

Skill Use Goal

At least 4 times per week Gail assesses the need for increased staff support by herself in the evening at her room at M. House.

Present Level of Functioning

0 times per week

Completion Date

December 15th

Due Dates	Steps	Rewards
9/15	<i>Make a self-assessment notebook</i>	Invite a friend to dinner
9/1	1. Buy a looseleaf notebook	
9/1	2. Buy paper	
9/3	3. Write self-assessment charts	
9/10	4. Complete charts by listing and defining negative behaviors	
9/15	5. Assemble the notebook	
9/21	<i>Schedule days and times to do the self-assessment</i>	Have a Coke with Larry
9/17	1. Review personal schedule	
9/17	2. Select days and times	
9/18	3. Write days and times on calendar	
9/20	4. Put calendar on closet door	
10/1	<i>Prepare a place to do self-assessment</i>	Go shopping for a new sweater
9/23	1. Choose work site in bedroom	
9/27	2. Place notebook, pencils, additional paper at the work site	
9/30	3. Remove distractions from the work site (e.g., pictures, radio, etc.)	
11/1	<i>Complete self-assessment once a week by yourself</i>	Have 3 friends come to house to practice singing
10/5	1. Do self-assessment with Larry in the room to answer questions	
10/12	2. Do self-assessment in the room alone and bring to Larry immediately for feedback	
10/26	3. Do self-assessment in the room alone and review with Larry at regular progress meetings	
12/1	<i>Complete self-assessment twice a week</i>	Go shopping with Betty in Worcester
12/15	<i>Complete self-assessment four times per week</i>	Go to hear Christmas concert at the Centrum

Summary of Direct Skills Teaching

Definition

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

Benefit

Direct Skills Teaching prepares the practitioner to develop new skills.

Activities

- Outlining the Content
- Planning the Lesson
- Coaching
- Programming Skill Use

Condition

When the individual cannot perform a skill needed to achieve an overall rehabilitation goal.

