



Resource Guide for Developing and Implementing Skill-Building Plans

This resource guide is intended to be used by teams leading organization-wide positive support or teams providing individual positive supports with children or adults. The purpose of this guide is to provide guidance on how to support the social and emotional skill development of children and adults based on their culture, goals, wishes, and values.

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Importance of Skill-Building

An essential element of universal and individual level positive support involves explicitly identifying, teaching, and supporting skill development with children and adults. Skill development (i.e., positive support skills) are typically focused on expanding social and emotional skills within daily routines and need to reflect the culture, as well as the goals and values of the children or adults being supported. Positive support skills included in organization-wide or individual plans are identified with people based on the values they have identified as priorities in their lives. The process of skill development is an essential element of supporting individuals in achieving their goals. While culturally relevant and valued positive support skills are often identified in homes, schools, employment settings, and individual plans, resources for developing plans for teaching these skills are limited. Structured skill-building plans are one resource that can be used to help support the skill-building process.

What Are Skill-Building Plans?

Skill-building plans are structured documents that help those providing support¹ empower a child or adult to learn or expand on important positive support skills. The sections of a skill-building plan

¹ Throughout this document, *those providing support* is used to describe a range of important support providers including, but not limited to: families, foster care families, direct support professionals, program or house managers, personal care attendants, and other professionals and caregivers.

align with best-practice approaches to supporting the learning process (e.g., show, guided practice, check for understanding). Skill-building plans are developed using the home, school, employment, or individual plan for a child or adult. These plans are often scripted so those providing support have a clearly defined approach for moving forward as people learn new skills.

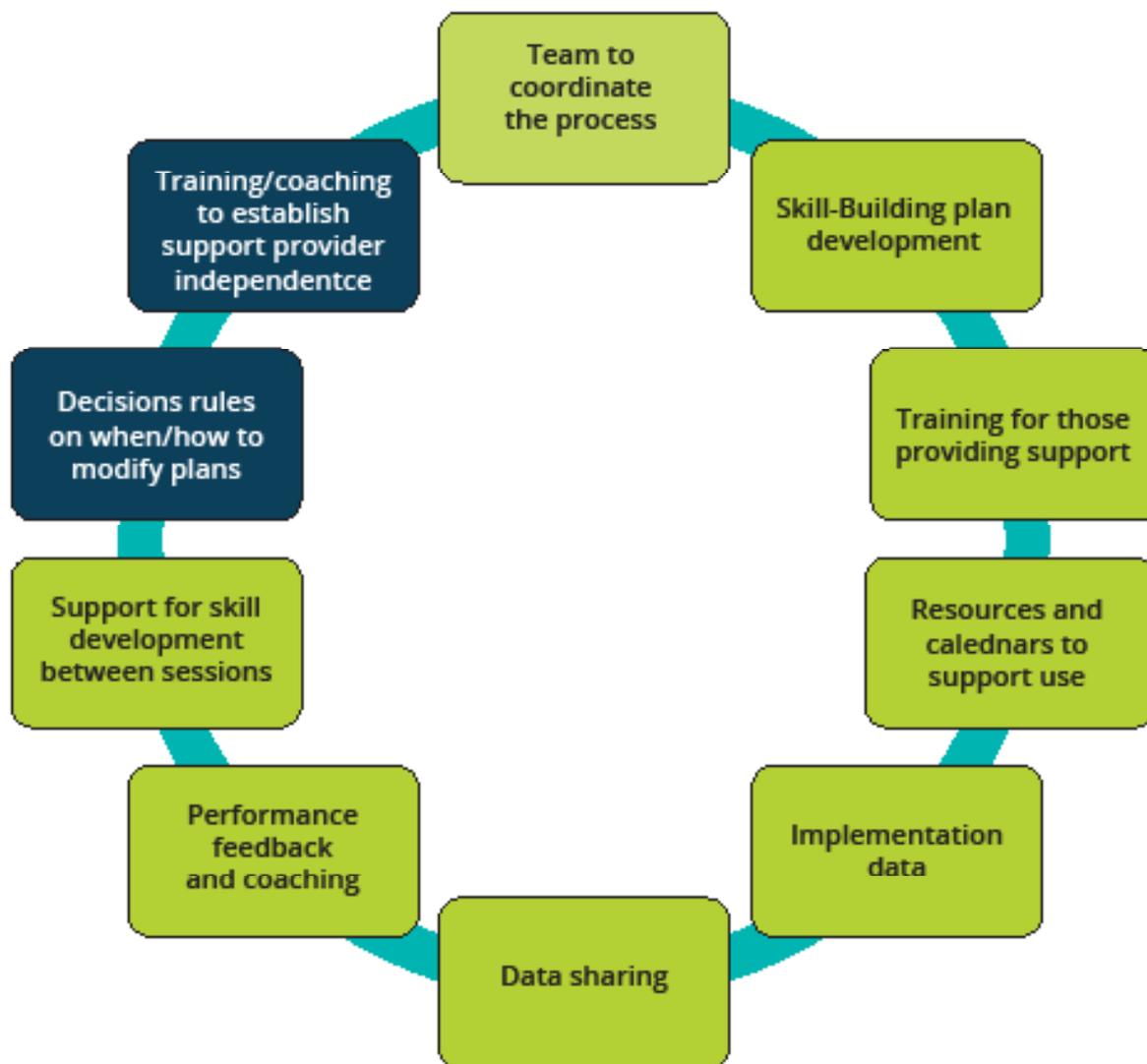
Who Should Develop Skill-Building Plans?

The development of skill-building plans should be coordinated by positive behavior support organization-wide teams or program managers. This coordination should include those who are providing support and will always be based on the positive support skills that were developed with the child or adult being supported. While organization-wide teams or program managers should coordinate the process, those providing support can take on the responsibility of developing skill-building plans. When those providing support are leading the development of skill-building plans, it is important for organizations to provide opportunities for training, coaching, and data-informed feedback loops to support this process (see [***Systems to Support Skill-Building Plans with Children and Adults***](#)). In some cases, those providing support can guide children and adults in writing their own skill-building plans.

Systems to Support Skill-Building With Children and Adults

Teams should invest in systems to promote the successful development and use of skill-building plans (Figure 1 on page 2). The identification of the positive support skills included in the skill-building plan should be based on what the child or adult have identified as culturally relevant and valued behaviors that will help them achieve their goals. This is often done within the context of a team. Within organization-wide positive support, the positive support leadership team should coordinate this process. For teams supporting individuals, the individual's team should coordinate this process.

Figure 1. Systems to Support the Skill-Building Process With Children and Adults



Members of the team and those providing support will draft the skill-building plans based on the information from the child or adult's plan. The process for developing skill-building plans is detailed in this guide (see [Developing Skill-Building Plans](#)). Those responsible for implementing the skill-building plans should receive training on how to use the skill-building plan and facilitate this process. Training should include tips on how to prepare in advance, how to use the skill-building plan with a child or adult, and how to continue to follow-up with the child or adult after the skill-building plan is reviewed (see [Training and Checklists](#)). Additionally, structures can be established (e.g., resources and calendars) to support the accurate and predictable use of skill-building plans (see

[Strategies to Support Those Providing Support and Facilitating Skill-Building Sessions](#)). Those providing support should then implement the skill-building plans with the child or adult they are supporting. Procedures for collecting data on the use of skill-building plans should be established. This can take the form of program managers/supervisors or other team members (e.g., behavior specialist) observing the implementation of the skill-building plan, or embedding self-observation procedures for implementers to use (see [Checklists to Support Use](#)). Data from observations should be used to provide feedback and coaching to those facilitating the skill-building plans (see [Ongoing Feedback](#)). While the skill-building plans are helpful to support the intentional teaching of positive support skills, it is also important for providing support to focus

on these skills outside of the skill-building session (see [*Checklist: After the Skill-Building Sessions*](#)). Additionally, working with the child or adult, teams should identify decision rules for when and how to modify skill-building plans based on checks-in with the child or adult being supported. Finally, teams should consider what additional training, coaching, and evaluation procedures are needed to train those providing support to independently develop skill-building plans.



Developing Skill-Building Plans

Core Components of Skill-Building Plans

Effective skill-building plans, linked directly to the culture, valued behaviors, and routines identified by people or groups (e.g., roommates, co-workers), include:

- Information for those providing support on [*how to set up the learning session*](#)
- An [*introduction and direct explanation*](#) of the valued skill being reviewed
- A [*rational*](#) (“why”) for the valued skill
- [*Modeling*](#) examples and non-examples of the valued skill that consider and include the culture of the child or adult.
- Opportunities to [*practice*](#) the skill with immediate [*feedback*](#)
- A [*check for understanding*](#)
- Strategies to promote [*generalization*](#) of the valued skill
- [*Ongoing monitoring*](#)



Linked to Valued Behaviors and Routines

The first step includes identifying three to five core values a child or adult believes are an important part of their home, school, and/or work environment. The process for supporting an individual or group of people in identifying three to five core values involves listening to what is important to and for the person, understanding the goals they have for themselves, and valuing how their culture influences the values they hold for the climate of their home, school, or work setting. For example, in a home with two adult roommates, those providing support can engage each roommate in activities or a discussion to understand how they want to be treated, how they want to treat others, and how they want their home environment to support their personal goals; and then engage both roommates in discussion or activities that support coming to consensus. This could result in the roommates identifying Caring, Safe, and Respectful as the core values for their home. The next step involves those providing support working with the child or adults to identify a list of the daily routines or settings that occur regularly and are important to and for the child or adult. For example, routines in a home can include getting up in the morning and getting ready to go to school or work, preparing meals, grocery shopping, and leisure time. Routines in an employment setting can include arriving at work, team meetings, and end of shift responsibilities. Finally, for each of the routines or settings, the three to five core values are specifically defined with examples. For example, being Respectful during a meal routine in a house with roommates could be to take turns preparing meals for each other. If people want to eat on their own, a gesture that is Respectful is to work out times when each person will prepare their own meals.



Values Matrix

A strategy to help organize the identified core values and routines/settings is to write them into a table format with the core values as the rows and routines/settings as the columns. This is often referred to as a Values Matrix and is a helpful way to plan out the new skills and to organize information.

This is an example of a home matrix for two roommates. Staff supported the roommates in this home in identifying (a) shared values, (b) important routines and settings, and (c) specific examples of what each of the shared values look like in those routines and settings:

	Cleaning	Meal Prep	Cleaning up After Dinner	Grocery Shopping
Respect	Get chores done on time, before dinner	Say, "thank you". Offer each other compliments on good food.	Honor each other's process, but keep up the timeline.	Tell the other person if you are not going grocery shopping. Watch for other people's feet while driving the cart. Be OK with what the other person picks out.
Kindness	Say, "thank you" or, "that looks good".	Assist each other in looking up new recipes on the tablet.	Ask if help is needed	Learn how to make the grocery list. Do the grocery list together. Pick-up something your roommate might like.
Helpfulness	Maybe get a kudos board. Offer to bring supplies if needed.	Offer to teach each other cooking skills	Rinse your plate. Clear your dishes. Put away someone else's dishes.	Help carry the groceries in from the car. Help make the list.
Communication	Look at the calendar so you don't have to remind each other. Let your great work speak for itself (No need to talk about what you did)	Look at calendar to know what is going on. Learn the likes and dislikes of each other. Ask the likes and dislikes of each other.	Tell each other if you need to switch days.	Tell your roommate if you are not going shopping. Look at the calendar to see whose day it is.

Adapted from Freeman, R., et al. (2021). *Department of Human Services training on organization-wide person-centered practices and positive behavior support*. University of Minnesota, Institute on Community Integration: Minneapolis, MN.

Process for Developing Skill-Building Plans

Each skill-building plan that is created is linked to the values and behaviors in the matrix. This means that there will be multiple skill-building plans for each child or adult, home, and/or employment routine and/or setting. To develop skill-building plans, team members and/or program managers should:

- a. Identify the matrix being used to develop the plans;
- b. Select a skill-building plan template (see [Appendix A](#) and [Appendix C](#));
- c. Identify the behavior to include in the skill-building plan, and add other behaviors that can be easily combined into one skill-building plan without adding confusion. For example, Helpfulness (a stated value) selected for the dinner routine (setting) in a home with roommates includes cleaning up after dinner (the skill being introduced). Enter this skill or combination of skills into the skill-building plan.
- d. Complete the **Getting Ready for Using the Skill-Building Plan** section of the template. This section sets the stage for what will be reviewed and how to prepare to use the skill-building plan.
 - Enter the Value being supported (Value on the Matrix)
 - Enter information about the routine or setting for learning (from the Matrix).
 - List the specific behavior(s) and observable actions associated with the Value and setting or routine (from the Matrix).
 - Circle the level of support (tier 1, tier 2, tier 3) needed for instruction and make a note if there is a specific goal being supported by the skill-building plan in a Person-Centered, Individual Support, or Positive Behavior Support Plan;
 - Enter detailed information on how the person providing support should prepare prior to using the skill-building plan. This section should include suggestions on how to share the training, the people who will be involved in the activity, the materials needed to complete the activities, and how much time the activity should take;
- e. Complete the **Using the Skill-Building Plan** portion of the template. This section includes all of the steps and activities those providing support will complete when engaging with a child or adult during the skill-building activity. It is helpful to provide simple written scripts or quick instructions for those facilitating the activity. People will often rely on these scripts as they are getting familiar with a new skill-building plan or if they have been gone and need a way to refresh their memories. Scripts also help with consistency for the child or adult when skill-building plans are used by different people providing support. The **Using the Skill-Building Plan** portion of the template is broken down into seven areas that include: introduce and explain, show, practice, feedback, check for understanding, promoting generalization, and revisit. Each section is explained in more detail below.
 - Complete information about the skill(s) being reviewed (**Introduce and Explain**). This section should be set up to prompt those providing support to provide a description of the skill(s), prompts for generating interaction with the person being supported, and suggested responses. This section should also include a description of why these skills are important, and how these skills apply across different domains in life.
 - Complete the model section of the skill plan (**Show**). Enter a range of examples of non-examples of the skill(s) for those providing support to model. It is important those providing support using these plans to intentionally group the modeling activities. They should start by modeling correct examples, then show a few non-examples with correct example scenarios, and end with a correct example of the behavior(s) being reviewed.

- Complete the **Practice** section of the skill plan. Use this section to suggest role-play scenarios and provide opportunities to practice a skill. It is important for the role play and practice to take place in the actual setting. If that can't occur, organize the environment so that it is as close as possible to the actual setting.
- Complete the **Feedback** section of the skill-building plan. Use this section to include examples for providing feedback to child or adult responses that align with the values and specific examples being reviewed. Suggest ideas people can use when a child or adult's responses are not aligning with the skills being reviewed. Include suggestions for (a) providing feedback during a skill-building activity and (b) giving ongoing feedback to the child or adult after the skill-building activity is complete.
- Provide information in the **Check for Understanding** section. These checks for understanding should take place at the end of the skill-building session. Include verbal, written, picture/object responses, physical movements, and/or sign language to check for understanding.
- Enter information in the **Promote Generalization: Activities Implemented After the Skill-Building Plan** section. Add suggestions for (a) reminding everyone involved of the skills that are being targeted. Ask children or adults to identify similar routines coming up that require the same skills. Ask those providing support to reflect on what they will do to adapt the current skill-building plan to the new activity. Encourage the child or adult, and those providing support to try out the instruction in a new routine or setting. Review the skill with the child or adult before they try using the skills in new settings. Include the following generalization steps: (a) identify a new routine or setting, (b) observe the routine to confirm similarities, and (c) provide specific feedback.
- Complete the **Revisit** section of the plan. This section should include reminders to continue to observe, provide feedback, and reuse the skill-building guide when the values and behaviors that were reviewed aren't being seen



Strategies to Support Those Providing Support and Facilitating Skill-Building Sessions

Training

Provide the following to those who provide support: (a) a rationale for engaging in the skill-building sessions with children or adults, (b) an overview of the key elements of the skill-building guide, (c) modeling of a skill-building session, (d) opportunities to practice delivering a skill-building plan before trying it on their own, (e) immediate feedback during the practice sessions, and (f) opportunities for discussion so people can reflect on the process and ask questions.

Ongoing Feedback

Once the skill-building plan has been introduced in a training session, make sure there are opportunities for trainers or supervisors to observe those providing support facilitating the session. This is an opportunity for trainers or supervisors to answer questions, highlight areas of strength, and re-teach

or provide additional practice for elements of the skill-building plan that were not delivered as intended.

Resources and Schedules for Skill-Building Plans

One way to ensure that skill-building plans are used is to make them easily accessible for everyone who is providing support. One option is to place all of the skill-building plans on a tablet or in a shared drive that can be accessed while providing support. Another option is to use a three-ring binder that includes a written copy of all of the skill-building plans as well as other resources (see [Appendix B](#)). Print schedules for conducting the trainings and place them in an easily accessible area.

Including a skill-building plan schedule can help make it easier to prompt the use of the skill-building plans and create the structure that will make them part of a routine. Schedules can include details that help with this structured process:

Routine Times to Use Skill-Building Plans

Include specific dates and times for the skill-building plans. Include a monthly schedule for reviewing skill-building plans or add to the staff agenda or other regularly scheduled meeting. A monthly calendar can be used to outline when specific skill-building plans sessions should take place and who will be responsible for facilitating the session.

Reminders to Review Skill-building Plans Based on Need

Data can be used to identify when specific skill-building plans need to be revisited. Include flexibility for reviewing skill-building plans that have already been discussed or are not currently on the schedule.



Checklists to Support Use

Providing checklists to those providing support can be helpful in supporting how accurately and thoroughly the skill-building plans are implemented. It is often helpful to provide a checklist to help those providing support get organized and prepared in advance of facilitating a behavior skills session. Additionally, providing checklists that align with the steps outlined in the skill-building plan can be helpful to staff to have with them during the behavior skills session. Finally, a checklist focused on follow-up activities can be provided to remind those providing support to continue to prompt and reinforce the positive behavior skill. See Appendix B for sample checklists.

Appendix A

Person-Centered Positive Behavior Support Skill-Building Plan Template (Complex Verbal Communication Involved)

Getting Ready for Using the Skill-Building Plan

Matrix:

Identify matrix and enter that here.

Value selected for the Skill-Building Plan (value from Matrix):

Identify a value from the matrix and enter that here.

Routine or setting selected for learning and practicing:

Identify a routine or setting from the matrix and enter that here.

Behavior definition(s) addressed (from Matrix):

Observable actions include what it looks like, sounds like, and feels like.

Identify the specific behaviors or skills that are listed in the matrix that correspond to the value and routine/setting listed above and enter those skills or behaviors here.

Goals supported: Circle the level of support and write in the specific goal below:

Universal	Secondary	Tertiary
Tier 1	Tier 2	Tier 3

Goal being supported:

If a specific goal is being supported, enter that here. Otherwise, indicate that the skills being reviewed apply to all people in the setting (e.g., home, workplace).

Preparing for the session:

Decide how to share the session:

Group or person, and include time and location.

Identify if the plan is being used to support a person or a group of people and then describe the time and location of where the session is taking place.

Who will participate in the session:

List the people involved.

Identify who will be involved with the skill-building session (e.g., people involved, direct support professional)

What materials are needed to complete the session?

Include recommendations for assistive technology or other accommodations or equipment needed.

List all of the materials that will be needed to complete the skill-building lesson. Be sure to think of any assistive technology or other equipment that might be needed.

Time allocated

Enter the approximate time needed to complete the skill-building plan (e.g., 20-30 minutes).

Identify examples and non-examples (these will be used during the Modeling/Show section of the resource guide)

Examples	Non-Examples
<i>Insert a range of examples</i>	<i>Insert a range of behaviors or skills that are not examples of the skills being reviewed in this plan. Try to include examples that are close to the skills as well as examples that are clearly not close to the skill.</i>

Show

This is an opportunity for direct support professionals or others providing support to model examples and non-examples of the identified value and behavior(s). Examples illustrate what the behavior could or should look like, and non-examples illustrate close approximations of the behavior, but aren't quite right. NOTE: it is important to "sandwich" your modeling scenarios. Start with examples (correct examples), provide a few non-examples, and end with correct examples.

Examples	Non-examples
Insert the range of examples listed above.	Insert the range of behaviors or skills above that are not examples of the skills being reviewed in this plan. Try to include examples that are close to the skills as well as examples that are clearly not close to the skill.

Practice

Ideally, practice with the skills should occur in the applicable context/setting (e.g., use role playing or other activities).

- Staff/Teachers role play an example of using the skill appropriately.
- Ask people how they thought the skill was used. Ask if they recognized any additional examples that may have been missed.
- People role play an example of the skill in pairs. **It is best to practice in the setting (e.g., at the dinner table with the dishes and utensils the roommates use every day).

Feedback

Provide frequent positive feedback that is contingent and specific, re-stating the expectations/rules.

Feedback during the activity:

- Highlight approximations of the skill and help move the person forward with improving on where they are.
- Example: Insert an example : (e.g., if a person takes their plate to the sink without rinsing it off, let them know what they did well. Then offer a suggestion on how to improve for their next try and model what they can do by scraping the food into the trash and putting it into the sink)
- Have someone volunteer to role play what they would do to be (insert skill or value and the setting or routine) OR have someone volunteer to role play a non-example of the skill. Those people not involved in the role play should observe and offer feedback once other's role play is complete and then as a group discuss:
 - » What went well?
 - » What could be done differently next time?
 - » Ask if anyone has other ways to show being helpful.
 - » Ask if there are questions.
 - » Offer positive praise for people's effort in the role play and during their observation reports.

Ongoing feedback (after the activity):

- Set up opportunities for practice of this skill.
 - » Pre-teach, prompt the skill. This is a good time to use a social story about this skill if that tool is in a person’s plan.
 - » Natural opportunities (Examples: *insert examples*)
 - » Set up intentional practice opportunities (Examples: *insert examples*)
- Promote generalization of the skill, see Generalization section below.

Check for understanding

Check for learner understanding before ending the skill-building session.

- Written, Verbal, or Picture Responses
 - » Ask a question and write it down so people can look at it while answering. Below are a variety of questions you could ask after doing the skill-building activity:
 - What two things stood out to you most from our discussion today?
 - If you had to tell someone what we discussed today, what would you tell them?
 - Draw something that shows what we discussed today.
 - What could I (family/ staff) do differently to help you with this value?
 - How well did you understand what we did today? Put a circle on the scale below and then describe/ draw why you feel that way.



I’m completely lost, or I understand very little.

I understand some but am confused about some.

I understand everything but don’t know how I can use it.

I understand everything and can even think of ways to use it.

- o Summarize what you learned today in 4 steps.

» Physical movement to check for understanding

- o Thumbs up, sideways, down: Have the people who did the skill-building show you their answer by giving a thumbs up to show they agree or understood, thumbs sideways to show they understand some or agree some, or thumbs down to show they don't agree or don't understand. You can ask any of the questions above, for example, after doing the skill-building, ask the group, "How well do you understand what we did today for skill-building?" If you want to ask a follow up question, you can to get more information, "___, why did you give a thumb (up, sideways, down)?"

Promoting generalization: Activities implemented after the Skill-Building Plan

- **Remind:** Anticipate when a person might be able to use this skill in their daily life and remind them prior to that opportunity about this skill. *Insert example (e.g., An example could be before breakfast checking in with the person served and prompting them by saying, "We are going to eat breakfast soon, when we are done eating, we can be helpful and rinse and put away our dishes.")*
- **Observe:** During an opportunity to practice the skill observe how the people are using the skill. Move around to each person, scan the area, and interact with them. Observing can help you see their strengths, areas of need, or parts of the skill that need to be reviewed.
- **Feedback:** While providing support, give positive and specific feedback to people. You can say, *insert example (e.g., "I noticed you (rinsed your plate, put your cup in the sink, asked if you could clear others' dishes, etc.), it showed me you were thinking about being helpful." "I noticed you being helpful by _____.")*

Revisit

Ongoing monitoring – how do we identify when we need to revisit the skill?

- Observe. Once you have worked through a skill-building plan, observe to see if you are seeing the behaviors.
- If you notice that _____ behaviors _____ aren't happening, reuse the skill-building guide.
insert skill or value insert routine or setting
- Provide more opportunities for practice.

Appendix B

Checklists to Support the Use of Skill Building Plans

Checklist: Getting Ready for Skill-Building Sessions

Skill-Building Plan used: _____

Date completed: _____

Person facilitating the session: _____

Directions: Give yourself a check for every step you completed.

- Read and review the skill-building plan you will be using.
- Review the date when this was last revised. If there have been changes in the people that are supported since that time OR the skill-building plan is dated, please contact your program manager or other support mechanisms to assist with updating the skill-building plan prior to use.

Use the **Getting Reading for Using the Skill-Building Plan** section to:

- Get yourself organized
- Identify when you will be using the skill-building plan
- Identify the location where you will use the skill-building plan
- Gather the materials you will need
- Review skill-building plan to ensure examples and language are culturally specific to the person/people you are working with
- Practice the show (modeling the skills) section of the skill-building plan

___ **TOTAL**

Checklist: Using the Skill-Building Plan

Skill-Building Plan used: _____

Date completed: _____

Person facilitating the session: _____

- I **introduced and explained** the skill
- I **showed** the skill (modeled the skill):
 - I gave culturally valued examples of the skills
 - I gave culturally valued non-examples of the skills
- I practiced the skill with the child/adult I support
- I provided **feedback** during the activity
- I **checked for understanding** before ending the skill-building session
- I followed the scripted skill-building plan
- I was able to respond to the person I support when their responses weren't covered by the skill-building plan script.

___ **TOTAL**

How did it go? Use this space to write down how you think the skill-building session went. Bring this document back to a team/staff meeting or supervisor (or individual providing you with support e.g., behavior specialist) to celebrate your areas of strength and receive feedback for continued growth.

Checklist: After the Skill-Building Sessions

Skill-Building Plan used: _____

Date of follow-up: _____

Person following-up: _____

Directions: Give yourself a check for every strategy you use to follow-up after the skill-building session.

- I remind the person when they might need to use the skill.
- I pre-correct the skill in new situations when I see opportunities for its use.
- I set up opportunities so the child or adult I support can use the skill.
- I provide specific positive feedback when I see the child or adult using the skill.
- I re-teach when I see the child or adult not using the skill.

____ **TOTAL**

Appendix C

Person-Centered Positive Behavior Support Skill-Building Plan Template (Complex Verbal Communication Involved)

Example from a home shared by roommates

Getting Ready for Using the Skill-Building Plan

Matrix:

Roommates who live together.

Value selected for the Skill-Building Plan (value from Matrix):

Helpfulness

Routine or setting selected for learning and practicing:

Dinner routine, cleaning up after dinner

Behavior Definition(s) Addressed (from Matrix):

Observable actions include what it looks like, sounds like, and feels like.

Rinse your plate. Clear your dishes. Put away someone else's dishes.

Goals Supported: Circle the level of support and write in the specific goal below:

Universal
Tier 1

Secondary
Tier 2

Tertiary
Tier 3

Goal being supported:

This plan supports the universal goals and values identified by the roommates in this home.

Preparing for the Session:

Decide how to share the session:

Group or person, and include time and location.

Group (both roommates), in the kitchen and eat in area, in the home.

Who will participate in the session:

List the people involved.

DSPs in evening shift, roommates

What materials are needed to complete the session?

Include recommendations for assistive technology or other accommodations or equipment needed.

- *Skill Building Guide (printed so DSP or facilitator has the guide to read from)*
- *Roommate matrix to review during the lesson (use the matrix that is posted in the kitchen as a visual to refer to during the discussion)*
- *Paper and writing utensil: To write down*
- *Accommodation for practice/ role play: Table set with meal items like plates, cups, and silverware.*

Time allocated

Enter the approximate time needed to complete the skill-building plan (e.g., 20-30 minutes).

Identify examples and non-examples (these will be used during the Modeling/Show section of the resource guide)

Examples	Non-Examples
<ul style="list-style-type: none"> • <i>Rinse your plate in the right spot (garbage or garbage disposal)</i> • <i>Clear your dishes from the table and put into the sink or dishwasher</i> • <i>Offer to put away someone else's dishes</i> 	<ul style="list-style-type: none"> • <i>Leave lots of food on your plate</i> • <i>Leave dirty dishes on the table</i> • <i>Put away only your dishes</i>

Using the Skill-Building Plan

Skill-Building = Introducing and Explaining + Showing + Practicing + Feedback + Revisiting

Introduce and explain:

This component provides the what and why.

What is the skill?

Helpfulness during cleanup after dinner.

1. Present the skill and where it is to be used.

*"Today we are going to talk about **helpfulness** during **cleanup after dinner** in our home/workplace."*

2. Ask the person what the skill means to them.

*"What does **helpfulness** during **cleanup after dinner** mean in our home/workplace, what does this look like for you?"*

3. Provide positive feedback for responses that illustrate the value and skills. (See examples)

*"You all came up with some really good ideas on how to use the skill **helpfulness** during **cleanup after dinner** and what that means in our home/workplace."*

4. Redirect responses that don't align with the values and skills in the matrix. (See non-examples)

*"Thank you for your idea. You identified _____ as ways to be helpful during the cleanup after dinner."
insert wording from the examples*

How can these skills be helpful in other areas of life?

1. Discuss where these skills would also be helpful.

*"The examples of **helpfulness** around cleaning up after dinner could also be helpful outside of the home. For example, when you are visiting family, you can use clear your dishes from the table or offer to put away others dishes in order to be helpful with your family."*

2. Ask if the person can think of any other places this skill would be helpful.

"Are there other places where you think being helpful during cleanup after dinner would be helpful?"

3. Provide positive feedback or redirect comments back to examples.

Show

This is an opportunity for direct support professionals or others providing support to model examples and non-examples of the identified value and behavior(s). Examples illustrate what the behavior could or should look like, and non-examples illustrate close approximations of the behavior, but aren't quite right. NOTE: it is important to "sandwich" your modeling scenarios. Start with examples (correct examples), provide a few non-examples, and end with correct examples.

Examples	Non-examples
Ask person for examples of this skill <ul style="list-style-type: none"> • <i>Rinse your plate in the right spot (garbage or garbage disposal)</i> • <i>Clear your dishes from the table and put into the sink or dishwasher</i> • <i>Offer to put away someone else's dishes</i> 	Ask person for non-examples of this skill <ul style="list-style-type: none"> • <i>Leave lots of food on your plate</i> • <i>Leave dirty dishes on the table</i> • <i>Put away only your dishes</i>

Practice

Ideally, practice with the skills should occur in the applicable context/setting (e.g., use role playing or other activities).

- Staff/teachers role play an example of using the skill appropriately.
- Ask people how they thought the skill was used. Ask if they recognized any additional examples that may have been missed.
- People role play an example of the skill in pairs. **It is best to practice in the setting (e.g., at the dinner table with the dishes and utensils the roommates use every day).

Feedback

Provide frequent positive feedback that is contingent and specific, re-stating the expectations/rules.

Feedback during the activity:

- Highlight approximations of the skill and help move the person forward with improving on where they are.
- Example: Insert an example : (e.g., if a person takes their plate to the sink without rinsing it off, let them know what they did well. Then offer a suggestion on how to improve for their next try and model what they can do by scraping the food into the trash and putting it into the sink)
- Have someone volunteer to role play what they would do to be (insert skill or value and the setting or routine) OR have someone volunteer to role play a non-example of the skill. Those people not involved in the role play should observe and offer feedback once other's role play is complete and then as a group discuss:
 - » What went well?
 - » What could be done differently next time?
 - » Ask if anyone has other ways to show being helpful.
 - » Ask if there are questions.
 - » Offer positive praise for people's effort in the role play and during their observation reports.

Ongoing feedback (after the activity):

- Set up opportunities for practice of this skill.
 - » Pre-teach, prompt the skill. This is a good time to use a social story about this skill if that tool is in a person's plan.
 - » Natural opportunities (Examples: *insert examples*)
 - » Set up intentional practice opportunities (Examples: *insert examples*)
- Promote generalization of the skill, see Generalization section below.

Check for understanding

Check for learner understanding before ending the skill-building session.

- Written, Verbal, or Picture Responses
 - » Ask a question and write it down so people can look at it while answering. Below are a variety of questions you could ask after doing the skill-building activity:
 - What two things stood out to you most from our discussion today?
 - If you had to tell someone what we discussed today, what would you tell them?
 - Draw something that shows what we discussed today.
 - What could I (family/ staff) do differently to help you with this value?
 - How well did you understand what we did today? Put a circle on the scale below and then describe/ draw why you feel that way.



I'm completely lost, or I understand very little.

I understand some but am confused about some.

I understand everything but don't know how I can use it.

I understand everything and can even think of ways to use it.

- o Summarize what you learned today in 4 steps.

» Physical movement to check for understanding

- o Thumbs up, sideways, down: Have the people who did the skill-building show you their answer by giving a thumbs up to show they agree or understood, thumbs sideways to show they understand some or agree some, or thumbs down to show they don't agree or don't understand. You can ask any of the questions above, for example, after doing the skill-building, ask the group, "How well do you understand what we did today for skill-building?" If you want to ask a follow up question, you can to get more information, "___, why did you give a thumb (up, sideways, down)?"

Promoting generalization: Activities implemented after the Skill-Building Plan

- **Remind:** Anticipate when a person might be able to use this skill in their daily life and remind them prior to that opportunity about this skill. *Insert example (e.g., An example could be before breakfast checking in with the person served and prompting them by saying, "We are going to eat breakfast soon, when we are done eating, we can be helpful and rinse and put away our dishes.")*
- **Observe:** During an opportunity to practice the skill observe how the people are using the skill. Move around to each person, scan the area, and interact with them. Observing can help you see their strengths, areas of need, or parts of the skill that need to be reviewed.
- **Feedback:** While providing support, give positive and specific feedback to people. You can say, *insert example (e.g., "I noticed you (rinsed your plate, put your cup in the sink, asked if you could clear others' dishes, etc.), it showed me you were thinking about being helpful." "I noticed you being helpful by _____.")*

Revisit

Ongoing monitoring – how do we identify when we need to revisit the skill?

- Observe. Once you have worked through a skill-building plan, observe to see if you are seeing the behaviors.
- If you notice that Helpfulness behaviors during dinner aren't happening, reuse the skill building guide.
- Provide more opportunities for practice.

Appendix D

Person-Centered Positive Behavior Support Skill-Building Plan Template (Complex Verbal Communication Involved) Blank

Getting Ready for Using the Skill-Building Plan

Matrix:

Value selected for the Skill-Building Plan (value from Matrix):

Routine or setting selected for learning and practicing:

Behavior Definition(s) Addressed (from Matrix):

Observable actions include what it looks like, sounds like, and feels like.

Goals Supported: Circle the level of support and write in the specific goal below:

Universal
Tier 1

Secondary
Tier 2

Tertiary
Tier 3

Goal being supported:

Preparing for the Session:

Decide how to share the session:

Group or person, and include time and location.

Who will participate in the session:

List the people involved.

What materials are needed to complete the session?

Include recommendations for assistive technology or other accommodations or equipment needed.

Time allocated

Enter the approximate time needed to complete the skill-building plan (e.g., 20-30 minutes).

Identify examples and non-examples (these will be used during the Modeling/Show section of the resource guide)

Examples	Non-Examples

Using the Skill-Building Plan

Skill-Building = Introducing and Explaining + Showing + Practicing + Feedback + Revisiting

Introduce and explain:

This component provides the what and why.

What is the skill?

1. Present the skill and where it is to be used.
2. Ask the person what the skill means to them.
3. Provide positive feedback for responses that illustrate the value and skills. (See examples)
4. Redirect responses that don't align with the values and skills in the matrix. (See non-examples)

How can these skills be helpful in other areas of life?

1. Discuss where these skills would also be helpful.
2. Ask if the person can think of any other places this skill would be helpful.
3. Provide positive feedback or redirect comments back to examples.

Show

This is an opportunity for direct support professionals or others providing support to model examples and non-examples of the identified value and behavior(s). Examples illustrate what the behavior could or should look like, and non-examples illustrate close approximations of the behavior, but aren't quite right. NOTE: it is important to "sandwich" your modeling scenarios. Start with examples (correct examples), provide a few non-examples, and end with correct examples.

Examples	Non-examples
Ask person for examples of this skill	Ask person for non-examples of this skill

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