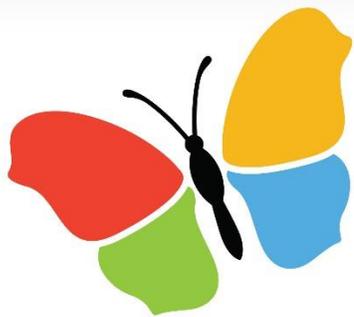


Learning
Guide



Take **Flight**

Empowering educators and
equipping learners with ASD to soar



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**Behavioural Skills
Training for Learners**

Behavioural Skills Training (Learners)

Step 1	VERBAL & WRITTEN INSTRUCTION Describe the skill you want the learner to perform in terms that will be easily understood, based on the learner's individual strengths and needs
Step 2	MODELING Demonstrate, or model, the skill for the learner in a role-play situation or using a video model
Step 3	PRACTICE / REHEARSAL Have the learner practice the skill in a role-play situation
Step 4	PERFORMANCE FEEDBACK Give specific positive praise for the components performed correctly, and corrective feedback for components that need more practice
Step 5	OBSERVATION IN THE NATURAL ENVIRONMENT Observe the learner performing the skill in the natural environment and provide feedback and additional practice if necessary



Behavioural Skills Training (Learners)

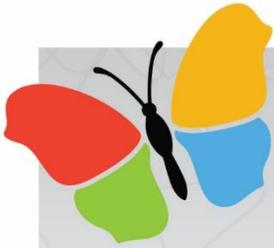
Step 1	VERBAL & WRITTEN INSTRUCTION
	<ul style="list-style-type: none"> • Task analyze and define the steps of the skill clearly • Explain to the learner how to perform the skill in language they understand • Explain the rationale for / importance of the skill to the learner if appropriate • Visual supports or social narratives may be helpful for some learners • Consider the learner’s use of language
Step 2	MODELING
	<ul style="list-style-type: none"> • Demonstrate for the learner how to perform the skill • Be sure that the learner is paying attention to the model • The learner should observe the skill being performed accurately and successfully • The complexity of the skill performed by the model should be at a level that can be understood and performed by the learner • The model should portray what a typical learner would say and do in the context in which the skill would be performed • The skill can be modeled by an adult or a peer, and may be demonstrated live or using a video model • For some learners, observing correct and incorrect examples of the skill, and identifying correct and incorrect performances and components may be helpful
Step 3	PRACTICE / REHEARSAL
	<ul style="list-style-type: none"> • Provide an opportunity for the learner to practice the skill in a safe environment • Support the learner to practice the skill several times • Prompt as needed to help the learner perform the skill correctly • End on a correct response, or if the learner has not entirely mastered the skill, end with a positive performance and specific praise for components done correctly
Step 4	PERFORMANCE FEEDBACK
	<ul style="list-style-type: none"> • Provide immediate feedback each time the learner practices the skill • Focus on aspects of the skill performed correctly • Provide ample descriptive praise for correct demonstration of the skill or for components of the skill performed correctly • If the learner does not demonstrate the skill correctly, or misses some steps, it may be helpful to have the learner go through each step and identify whether it was performed correctly or not • Help the learner identify corrective strategies for components of the skill that still need improvement; phrase feedback for improvement positively
Step 5	OBSERVATION IN THE NATURAL ENVIRONMENT
	<ul style="list-style-type: none"> • Once the skill is mastered in practice, it still needs to be practiced in the natural environment • Parents, members of the school team, and others can prompt practice throughout the day • Provide others with the skill steps so they know what to prompt and praise • Build in additional reinforcement for practicing the skill in natural environments



Behavioural Skills Training (Learners) Checklist

<p>Step 1</p> <p>VERBAL & WRITTEN INSTRUCTION</p>	<p>Did the staff member:</p> <ul style="list-style-type: none"> <input type="checkbox"/> task analyze and define the steps of the skill clearly? <input type="checkbox"/> explain to the learner how to perform the skill in language they understand? <input type="checkbox"/> explain the rationale for / importance of the skill to the learner, if appropriate? <input type="checkbox"/> use visual supports or social narratives, if appropriate for the learner? <input type="checkbox"/> consider the learner's use of language?
<p>Step 2</p> <p>MODELING</p>	<p>Did the staff member:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate for the learner how to perform the skill? <input type="checkbox"/> check to be sure that the learner was paying attention to the model? <input type="checkbox"/> ensure that the complexity of the skill was at a level that could be understood and performed by the learner? <input type="checkbox"/> portray what a typical learner would say and do in the natural context?
<p>Step 3</p> <p>PRACTICE / REHEARSAL</p>	<p>Did the staff member:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide an opportunity for the learner to practice the skill in a safe environment? <input type="checkbox"/> support the learner to practice the skill several times? <input type="checkbox"/> provide prompts (if necessary) to help the learner perform the skill correctly? <input type="checkbox"/> end on a correct response, or if the learner did not entirely mastered the skill, end with a positive performance and praise for components performed well?
<p>Step 4</p> <p>PERFORMANCE FEEDBACK</p>	<p>Did the staff member:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide immediate feedback each time the learner practiced the skill? <input type="checkbox"/> focus on aspects of the skill performed correctly? <input type="checkbox"/> provide ample descriptive praise for correct demonstration of the skill or for components of the skill performed correctly? <input type="checkbox"/> help the learner identify corrective strategies for components of the skill that still need improvement? <input type="checkbox"/> phrase feedback for improvement positively?
<p>Step 5</p> <p>OBSERVATION IN THE NATURAL ENVIRONMENT</p>	<p>Did the staff member:</p> <ul style="list-style-type: none"> <input type="checkbox"/> build in additional reinforcement for practicing the skill in natural environments? <input type="checkbox"/> provide others with the skill steps so they know what to prompt and praise?





The Autism in Education (AIE) Partnership is an inter-provincial collaboration of the Departments of Education & Early Childhood Development / Early Learning & Culture of the four Atlantic Provinces. Created as a new initiative of the Atlantic Provinces Special Education Authority (APSEA) in 2010, the AIE Partnership provides support to educational personnel working with students with ASD across the Atlantic region and facilitates the sharing of information and expertise among stakeholders. Priorities of the AIE Partnership include:

- Research to clarify and articulate standards of practice in the area of Autism Spectrum Disorder
- Dissemination of information and current research on issues of concern among the four Atlantic Provinces
- Professional development and learning opportunities for educational staff, partner professionals, and families



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