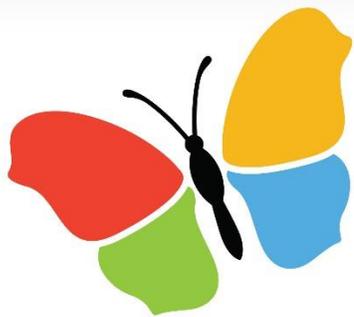


Learning
Guide



Take **Flight**

Empowering educators and
equipping learners with ASD to soar



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**Behavioural Skills
Training for Staff**

Behavioural Skills Training (Staff)

Step 1	VERBAL & WRITTEN INSTRUCTION Describe the skill you want the staff member to perform, and provide a clear, concise written description of the skill
Step 2	MODELING Demonstrate, or model, the skill yourself
Step 3	PRACTICE / REHEARSAL Have the other person practice the skill, either in a role-play situation or in the natural environment
Step 4	PERFORMANCE FEEDBACK Give specific positive praise for the components done well, and corrective feedback for components that need more practice
Step 5	OBSERVATION IN THE NATURAL ENVIRONMENT (if Step 3 was done in a role-play) Observe the staff member performing the skill with the learner in the natural environment and provide feedback and additional practice if necessary



Behavioural Skills Training (Staff)

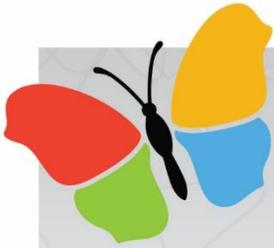
Step 1	VERBAL & WRITTEN INSTRUCTION
	<ul style="list-style-type: none"> • Task analyze and define the steps of the skill clearly • Explain to the other staff member how to perform the skill • Explain the rationale for / importance of the skill to the staff member • Provide a clear and concise written description of the steps of the skill
Step 2	MODELING
	<ul style="list-style-type: none"> • Demonstrate for the other staff member how to perform the skill • Be sure that the learner is paying attention to the model • The other staff member should observe all steps of the skill being performed accurately and successfully
Step 3	PRACTICE / REHEARSAL
	<ul style="list-style-type: none"> • Provide an opportunity for the other staff member to practice the skill in a role play situation or in the natural environment • Support the other staff member to practice the skill multiple times, as necessary
Step 4	PERFORMANCE FEEDBACK
	<ul style="list-style-type: none"> • Provide specific praise for correct demonstration of the skill or for components of the skill performed correctly • Give corrective feedback for components of the skill that need additional practice • Provide additional practice opportunities and feedback until the other staff member demonstrates all steps of the skill with confidence
Step 5	OBSERVATION IN THE NATURAL ENVIRONMENT
	(if Step 3 was done in a role-play)
	<ul style="list-style-type: none"> • Observe the other staff member performing the skill with the learner in the natural environment • Provide feedback and additional practice if necessary



Behavioural Skills Training (Staff) Checklist

<p>Step 1</p> <p>VERBAL & WRITTEN INSTRUCTION</p>	<p>Did the staff member (instructor):</p> <ul style="list-style-type: none"> <input type="checkbox"/> task analyze and define the steps of the skill clearly? <input type="checkbox"/> describe the skill they want the staff member to perform in a clear and detailed way? <input type="checkbox"/> explain the rationale for / importance of the skill to the staff member? <input type="checkbox"/> provide a clear, concise written description of the skill?
<p>Step 2</p> <p>MODELING</p>	<p>Did the staff member (instructor):</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate, or model, the skill effectively?
<p>Step 3</p> <p>PRACTICE / REHEARSAL</p>	<p>Did the staff member (instructor):</p> <ul style="list-style-type: none"> <input type="checkbox"/> have the other staff member practice the skill? (in role play or natural environment) <input type="checkbox"/> support the other staff member to practice the skill multiple times, as necessary?
<p>Step 4</p> <p>PERFORMANCE FEEDBACK</p>	<p>Did the staff member (instructor):</p> <ul style="list-style-type: none"> <input type="checkbox"/> give specific positive praise for the components done well? <input type="checkbox"/> give corrective feedback for components that need more practice? <input type="checkbox"/> provide additional practice opportunities until the individual could demonstrate the new skill with confidence?
<p>Step 5</p> <p>OBSERVATION IN THE NATURAL ENVIRONMENT</p> <p><i>(if Step 3 was done in a role-play)</i></p>	<p>Did the staff member (instructor):</p> <ul style="list-style-type: none"> <input type="checkbox"/> observe the individual performing the skill with the learner in the natural environment? <input type="checkbox"/> provide feedback and additional practice if necessary?





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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