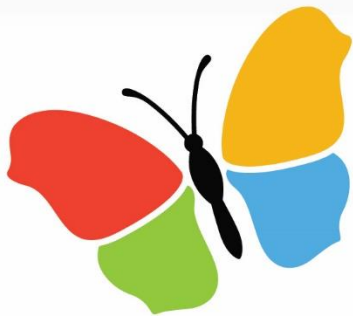Facilitator's Guide

Take **Flight**

Empowering educators and
equipping learners with ASD to soar

**Behavioural Skills
Training for Staff**

Facilitator's Guide

Behavioural Skills Training for Staff

After viewing the video, Behavioural Skills Training for Staff, complete the activities below. You may review the video as necessary to answer the questions and to complete the practice activities.

Activity 1: Reflection Questions

1. Name and describe each of the 5 steps involved in the Behavioural Skills Training (BST) process. Discuss with your group why each step is an essential component of the process.

2. What are some considerations when deciding whether to teach and/or to practice a new skill with a staff member in a role-play situation or whether to teach/practice the skill in the natural environment with the learner present?

3. Why do we tend to give only verbal directions and instructions instead of working through all of the steps of the BST process when we want someone to carry out a specific procedure? What are the benefits of using the BST process instead of only verbal instructions?

4. Think of a time when you were asked to perform a specific skill for the first time. How were you taught or instructed to do that task? Were you able to do it easily and with confidence? If so, what were the keys to success? If not, what prevented you from being able to demonstrate the skill?

Activity 2: Observing Behavioural Skills Training in Action

For this activity, you will go back and review the role-play examples of the BST steps demonstrated in the Behavioural Skills Training for Staff video. As you review the video segment that demonstrates each step, use the "Behavioural Skills Training (Staff) Checklist" to record whether or not you observe the staff member who is the instructor demonstrating each component of each step.

> Segment A: BST Step 1 – start at time marker 5:45 in the video

> Segment B: BST Step 2 – start at time marker 8:10 in the video

> Segment C: BST Steps 3 & 4 – start at time marker 9:55 in the video

After viewing and evaluating each step, one at a time, discuss your thoughts with a partner regarding:

- Which components of that step did you see the instructor demonstrate?
- Which components were done well?
- Are there any components that you might have done differently?
- If there were any components of that step that you did not observe the instructor demonstrate, might there be a reason why they did not do the component(s) in this situation?

Once you have had a chance to discuss these questions with a partner, move on to the next segment of the video (i.e. the section that demonstrates the next step).

After completing all 3 segments and discussing each one with a partner, come back together as a large group (or a few larger groups, depending on overall group size) and discuss your overall thoughts on the demonstrations that you observed and how this approach may be used effectively in your setting.

Activity 3: Practicing Behavioural Skills Training for Staff Members

In a group of 3, think about a specific skill that you may use in your setting or current role, and that you may want to teach another staff member to do. For the purposes of this practice activity, it may be helpful to select a skill that does not involve too many steps.

Once your group has identified a skill to teach, assign each member of the group a role:

- Staff member who will be the instructor
- New staff member who will learn the skill
- Observer (will observe using the BST Staff Checklist)

Use the steps of the BST process to teach the new staff member to complete the identified skill.

At the end of the role-play/practice:

- the Observer should share with the staff members which steps and components were observed, and any that may have been missed
- discuss as a group which steps and components went well and anything that may have been done differently
- discuss as a group how the BST process could be beneficial in the context in which group members work

    If time allows, select a new skill to teach and have group members switch roles

Take Flight Facilitator's Guide – ANSWER KEY

Behavioural Skills Training for Staff

Activity 1: Reflection Questions

Question 1.

Name and describe each of the 5 steps involved in the Behavioural Skills Training (BST) process. Discuss with your group why each step is an essential component of the process.

Behavioural Skills Training		
Step	**Description**	**Importance** **(Answers may vary)**
1. Verbal and written instruction	Describe the skill you want the staff member to perform, and provide a clear, concise written description of the skill	• Some individuals understand and remember better when information is presented verbally, and some prefer to receive information in written format • Written instructions provide a permanent reminder the individual can refer back to as they work on the skill • It is valuable for staff to understand WHY the skill they are learning is important and how it will be used in that context
2. Modeling	Demonstrate, or model, the skill yourself	• The staff member should have sufficient opportunity to see what the skill looks like when performed correctly, and to ask questions if desired
3. Practice / rehearsal	Have the other person practice the skill, either in a role-play situation or in the natural environment	• The staff member should have as many opportunities as necessary to learn to perform the skill correctly and confidently • It is important to support and encourage the staff member as they learn the skill in a safe and positive environment

4. Performance feedback	Give specific positive praise for the components done well, and corrective feedback for components that need more practice	• The staff member should receive lots of descriptive praise for the components of the skill performed correctly, which may serve as positive reinforcement and help increase staff confidence • Helping the staff member identify how to correct components of the skill that still need improvement in a supported way can improve the overall learning experience and support a positive working relationship
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	• Just because the staff member is able to demonstrate the skill in the role-play context does not mean that they will necessarily be able to perform the skill perfectly in the natural environment. There may be more complex variables involved in the natural environment, and the staff member may need additional support to use the new skill in that setting

Question 2:

What are some considerations when deciding whether to teach and/or to practice a new skill with a staff member in a role-play situation or whether to teach/practice the skill in the natural environment with the learner present?

Consideration / question #1: How many demonstrations and practice opportunities might the staff member require to master the new skill? In some cases, a role-play may be preferable because it allows the opportunity to do several demonstrations of the skill, which may not work well for the learner or may not be in his best interest if done with the learner present and/or in the natural environment.

Consideration / question #2: What is happening in the natural environment and would it be a good fit to work on the skill with the staff member in that setting? Sometimes the natural environment may not lend itself well to a demonstration, particularly if there's lots going on that would make it hard for the staff member to maintain close attention to the trainer's model in that setting

Consideration / question #3: How many staff members need to be trained on this skill? If you are training more than one person at a time, role-play may be a more effective and appropriate approach.

Question 3:

Why do we tend to give only verbal directions and instructions instead of working through all of the steps of the BST process when we want someone to carry out a specific procedure? What are the benefits of using the BST process instead of only verbal instructions?

Answers will vary, but some considerations may include:

- Staff discomfort with role play and/or lack of confidence with the skill that needs to be demonstrated and learned
- The time that would be involved in going through the full BST process vs, just "telling" someone what should be done
- Challenges with communication and working relationships

Benefits of using the full BST process:

Answers will vary, but some consideration may include:

- BST is one of the most effective and efficient approaches to successfully teach someone to perform a skill correctly
- BST offers a single, structured process that is effective at teaching a wide range of skills; once people know how to use the BST process, it can be used for multiple purposes
- Teaching the learner to perform the skill correctly and accurately the first time will save time in the future (re-teaching, correcting errors, etc.)
- BST focuses on positive, proactive approaches to teaching skills

Question 4:

Think of a time when you were asked to perform a specific skill for the first time. How were you taught or instructed to do that task? Were you able to do it easily and with confidence? If so, what were the keys to success? If not, what prevented you from being able to demonstrate the skill?

Answers will vary

Activities 2 & 3:

Answers will vary.

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