

**Person-Centered Positive Behavior Support
Skill Building Plan Template (Complex Verbal Communication Involved)**
Example from a home shared by roommates.
Matrix: [Roommates who live together.](#)

Getting Ready for Using the Skill Building Plan

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 does it look like, sound like, feel 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

Secondary

Tertiary

Tier 1

Tier 2

Teri 3

Goal being supported: This plan supports the universal goals and values identified by the roommates in this home.

Preparing for the Training:

Decide how to share the training: Group or individual, when including time and place, and where.

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

Who will participate in the training (list people involved)

- DSPs in evening shift, roommates

What materials are needed to complete the training: (include recommendations for assistive technology or other accommodation 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: 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">• Rinse your plate in the right spot (garbage or garbage disposal)• Clear your dishes from the table and put into the sink or dishwasher• Offer to put away someone else's dishes	<ul style="list-style-type: none">• Leave lots of food on your plate• Leave dirty dishes on the table• Put away only your dishes

Using the Skill Building Plan

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

Introduce and Explain: (this should be a brief opener to the lesson) 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."*
2. Ask the person what the skill means to them. *"What does **Helpfulness during cleanup after dinner** mean in our home, 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."*
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 (insert wording from the Examples) as ways to be helpful during the cleanup after dinner."*

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

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: 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 *helpful with dinner clean up* 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: meals and snack time)
 - Set up intentional practice opportunities (Examples: going out to eat, eating with friends or family)

- 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.

A horizontal scale with four points. The points are labeled as follows:

- 1. I'm completely lost, or I understand very little.
- 2. I understand some but am confused about some.
- 3. I understand everything but don't know how I can use it.
- 4. I understand everything and can even think of ways to use it.

Below the scale is a large, empty rectangular box with rounded corners, intended for drawing or writing.

- Summarize what you learned today in 4 steps.

Summarize what you learned today in just four steps.

1

2

3

4

The form consists of a purple background with the text "Summarize what you learned today in just four steps." at the top. Below the text are four empty rectangular boxes with rounded corners, arranged in a 2x2 grid. Each box is numbered 1, 2, 3, and 4 in a black circle in the top-left corner.

- Physical movement to check for understanding
 - 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 for 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. 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, “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.