

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

**Getting Ready for Using the Skill Building Plan**

**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 does it look like, sound like, feel 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          Teri 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 people involved)

- *Identify who will be involve 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 accommodation 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
<ul style="list-style-type: none"><li>• <i>Insert a range of examples</i></li></ul>	<ul style="list-style-type: none"><li>• <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></li></ul>

### 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?** *Insert the Value being reviewed*

1. Present the skill and where it is to be used. *“Today we are going to talk about **(insert skill/value) during (insert routine or setting)** in our home/workplace.”*
2. Ask the person what the skill means to them. *“What does **(insert skill/value) during (insert routine or setting)** 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 **(insert skill/value) during (insert routine or setting)** 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 (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 (insert skill/value) around (insert routine or setting) could also be helpful outside of the home/workplace. For example, (insert an example)”*
2. Ask if the person can think of any other places this skill would be helpful. *“Are there other places where you think being (insert skill/value) during (insert routine/setting) 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"> <li>• <i>Insert the range of examples listed above</i></li> </ul>	Ask person for non-examples of this skill <ul style="list-style-type: none"> <li>• <i>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.</i></li> </ul>
<p><b>Practice: (Ideally, practice with the skills should occur in the applicable context/setting (e.g., use role playing or other activities)).</b></p> <ul style="list-style-type: none"> <li>• Staff/Teachers role play an example of using the skill appropriately.</li> <li>• Ask people how they thought the skill was used. Ask if they recognized any additional examples that may have been missed.</li> <li>• People role play an example of the skill in pairs. <b>**It is best to practice in the setting (e.g., at the dinner table with the dishes and utensils the roommates use every day).</b></li> </ul>	
<p><b>Feedback: (Provide frequent positive feedback that is contingent and specific, re-stating the expectations/rules).</b></p> <p><b><u>Feedback during the activity:</u></b></p> <ul style="list-style-type: none"> <li>• Highlight approximations of the skill and help move the person forward with improving on where they are.</li> </ul> <p>Example: <i>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)</i></p> <ul style="list-style-type: none"> <li>• Have someone volunteer to role play what they would do to be <i>(insert skill or value and the setting or routine)</i> 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:           <ul style="list-style-type: none"> <li>○ What went well?</li> <li>○ What could be done differently next time?</li> <li>○ Ask if anyone has other ways to show being helpful.</li> <li>○ Ask if there are questions.</li> <li>○ Offer positive praise for people's effort in the role play and during their observation reports.</li> </ul> </li> </ul> <p><b><u>Ongoing feedback (after the activity):</u></b></p> <ul style="list-style-type: none"> <li>• Set up opportunities for practice of this skill.           <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Natural opportunities (Examples: <i>insert examples</i>)</li> <li>○ Set up intentional practice opportunities (Examples: <i>insert examples</i>)</li> </ul> </li> <li>• Promote generalization of the skill, see Generalization section below.</li> </ul>	

## 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 marked by vertical bars. Below each point is a text description of the level of understanding. Below the scale is a large, empty rectangular box with a black border, intended for a response.

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.

- Summarize what you learned today in 4 steps.

Summarize what you learned today in just four steps.

1

2

3

4

- 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. *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 *(insert skill or value)* behaviors *(insert routine or setting)* aren't happening, reuse the skill building guide.
- Provide more opportunities for practice.