

Practice Certificate in Skills Teaching (Using Systematic Instruction)

Module 1

Callan Institute

Saint John of God Community Services clg



Layout of the Course

Module 1:

Every moment has potential for learning

Assignment 1

Module 2:

Developing and Writing a Skills Teaching Procedure

Assignment 2

Module 3:

Implementing skills teaching and planning for the future

Final Portfolio



Modules

Module 1: Every moment has potential for learning:



This module introduces the student to person centred approaches, the active support model and how to identify naturally occurring learning opportunities. The individual's personal plan, in particular their person centred plan and life vision will be reviewed for specific learning goals. This review occurs in partnership with the individual to ensure that the skills identified for teaching and support are relevant to an individual and will increase wellbeing and quality of life.



Module 2: Developing and Writing a Skills Teaching Procedure:

Using the key principles of systematic instruction, this module guides the student through the steps of developing and writing a skills teaching procedure, specifically how to conduct task analysis, the role of observation, establishing baseline data, setting and writing goals, selecting a prompt type and developing a prompt fading strategy for errorless learning. Motivation and reward strategies and evaluation and revision criteria are also covered in this module.

Module 3: Implementing skills teaching and planning for the future:

This module supports the student to become a competent and confident support to others as they implement, support and maintain new skills. Techniques and strategies to support the individual to use their skills in different contexts will be examined and a plan for future skills teaching opportunities will be covered.



Every moment has potential for learning



Disability Policy in Practice



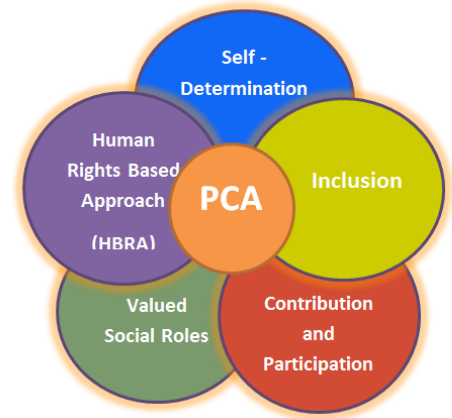
Policy

- * Health Act 2007.
Regulations 2013 (HIQA)
- * New Directions PCP
Framework (Day Service
Standards)

5 principles of a Person Centred Approach

- * Self-Determination
- * Inclusion
- * Contribution and Participation
- * Valued Social Roles
- * Human Rights Based Approach

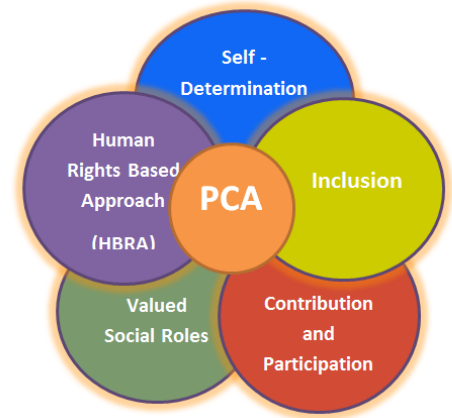




Self-determination

The individual has choice and control over his/her life as informed by his/her individuality, such as his/her gifts, talents, culture etc. Each individual is supported to be actively involved in choosing his/her personal goals. He/she is supported to choose opportunities and experiences to enable him/her to learn, explore, take risks and develop in ways that he/she wants. Individuals are supported to communicate their choices, feelings and decisions and to be as independent as they can and/or wish to be.

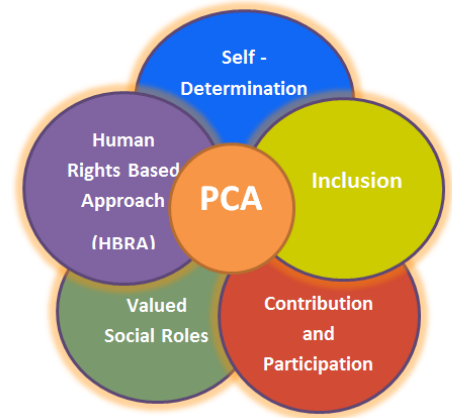




Inclusion

- The individual is included in all decisions as he/she guides his/her personal plan; his/her perspective, his/her voice, his/her choices and preferences are nurtured, respected and celebrated.
- The individual is physically and socially present in the community/society through using the places and resources available to all citizens, where possible.

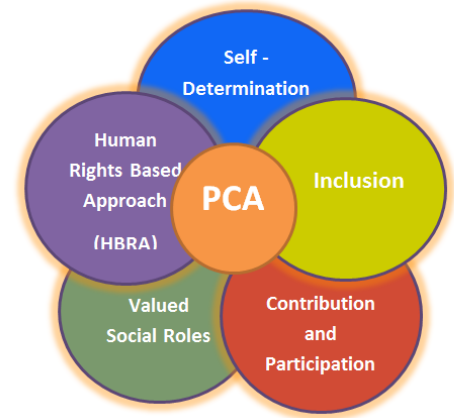




Valued Social Roles

The individual is supported to have a range of valued social roles, for example, employment, membership of community organisations (sporting clubs, community groups, groups involved in leisure pursuits), volunteering, different relationships (from family, friendships to more intimate relationships) and new experiences.

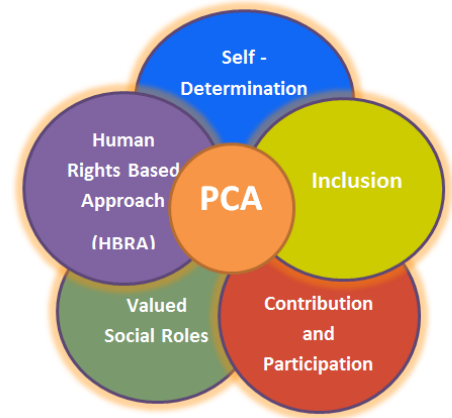




Contribution and Participation

The individual is supported to build on his/her unique skills and to maximise his/her participation and contribution for example in their personal relationships (family/friends and neighbours for example), his/her work/ leisure pursuits; his/her community etc.





Human Rights Based Approach (HRBA)

The individual is supported using a human rights based approach (HRBA). Each individual is given information and support to claim and hold his/her rights.



United Response UK

[1. What is a person-centred approach? - Bing video](#)



Mercy Care

Person Centred Approach - Bing video



Life Vision

A Life Vision is a summary of what an individual's life would look like if he/she had everything he/she hoped for and would choose. It is about dreams, hopes, wishes, social roles, 'will and preference' and is not subject to a 'reality' check.



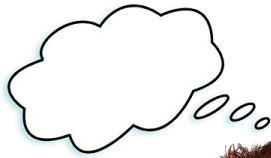
Some key reflections when considering 'Life Vision'

- What are my life's aspirations and dreams?
- What lights up my eyes? Why is this?
- What do I value?
- What are my talents?
- What do others think I am 'good at'?
- When do I feel good about myself? Why is this?
- At the end of my life, what do I want to have accomplished?



Think about...

An individual's 'Life Vision'



- * List what is important to them.
- * What would they like to learn to be able to make their goals...their life vision become a reality?

Quality of Life Definition



WHO defines Quality of Life as an individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns.

It is a broad ranging concept incorporating in a complex way the persons' physical health, psychological state, level of independence, social relationships, personal beliefs and their relationships to salient features of the environment. This definition reflects the view that quality of life refers to a subjective evaluation, which is embedded in a cultural, social and environmental context. (As such, quality of life cannot be equated simply with the terms "health status", "life style", "life satisfaction", "mental state" or "well-being").

HSE Nine Outcomes

- 1. Are living in their own home in the community.**
- 2. Are exercising choice and control in their everyday lives.**
- 3. Are participating in social and civic life.**
- 4. Have meaningful personal relationships.**
- 5. Have opportunities for personal development and fulfilment of aspirations.**
- 6. Have a job or other valued social roles.**
- 7. Are enjoying a good quality of life and well-being.**
- 8. Are achieving best possible health.**
- 9. Are safe, secure and free from abuse.**

Table 1: HSE Nine Outcome Measures

Active Support

Definition

Person Centred Active Support is a way of providing just the right amount of assistance, to enable a person with intellectual disability to successfully take part in meaningful activities and social relationships.

Support workers can use Person Centred Active Support with everyone, regardless of their degree of intellectual or physical impairment.

Support workers who use Person Centred Active Support see that **every moment has potential** for a person to be engaged.

- provide **little amounts of assistance often**.
- just **enough assistance of the right kind, to enable a person to succeed** in doing all, or part of a task.
- provide **opportunities for people to exercise choice and control** over many aspects of their lives.



Person Centred Active Support is a way of working that can be used at **all times, with all people**.

Active Support V Skills Teaching



Active Support	Skills Teaching
Focuses on Quality of Life	
Essential to person Centred Approach	
Individualised to the person	
Supporting the person with as much help as they need	Working towards independence as far as possible
Good for lower motivation activities	Good for High motivation activities
Good for activities where long term need of supports is likely	Good for activities where parts of / all of the skill have potential to be done independently

GETTING TO KNOW THE LEARNER



Person Centred Plan

* Life Vision



Motivation Profile

- * What do I really enjoy; (skills teaching or use as a self motivator)
 - * The role of rewards
 - * Why do we reward?
 - * Selecting a reward
 - * How often to we reward?
 - * What does the person think?



Communication Assessment

- * Communication Passport:

- * Receptive
- * Expressive
- * Functional use
(Communication) what
do I like to ask for, tell
you – what do I like to
know?



Skills Identification



Skills Profile

- * Informal Measures: Ask the person; Person Centred Planning, Interview, Observation.
- * Formal Measures: Supports Intensity Scale; Adaptive Behaviour Scale etc.)



SELECTING A SKILL

Skills Selection (Target)

- * Person Centred Approach (PCA)
5 guiding principles
 - * SELF-DETERMINATION
 - * INCLUSION
 - * SOCIALLY VALUED ROLES
 - * COMMUNITY PARTICIPATION
AND CONTRIBUTION
 - * HRBA

FUN



Self Determination- what would they choose?

- * Get inside the person's shoes
- * What is appropriate for same aged peers?



COMMUNITY PARTICIPATION AND CONTRIBUTION

- * What will help the person have fun with their friends, spend time with friends, make new friends?
- * Will this skill help them to get out and about in the community?
- * Will this skill help their contribution to their family, their neighbours, their work, their leisure activities?



Valued Social Roles

- Lou Brown's Maxim; Would someone else need to do it?
- How will the skill benefit the person?
- Does the person have an opportunity to use it?
- Will the person's use of this skill increase the amount of dignity and respect that the person feels, or receives?



Inclusion



- * Ask, observe, listen,
REPEAT!
(Interview the person)

- * Communication profile
(Life Vision)

Human Rights Based Approach

As a rights holder- what skill
would the person like support
with?



Communications Skills



Why focus on communication?

- Communication can Be one of the greatest barriers for people with an intellectual disability
- Communication skills are important to enable the person to participate in Person Centred Planning and identify their life vision.
- Lack of communication skills (and lack of a listening environment) can lead to poor quality of life and Behavioural support needs.
- It gives people a 'voice' (literally)
- Consider expressive and receptive communication



Augmentative Communication Systems

- * Eye pointing/ gestures
- * Visuals
- * Objects
- * LAMH/ISL
- * Computer assisted communication



Visuals

- *Selecting the appropriate visuals (photo v. line drawing v. words)*
- *Less prone to ‘drift’*
- *Once the person has the concept, new pictures can be introduced*
- *Does require a ready availability to equipment*
- *It’s meaning is generally obvious to anyone around them*
- *E.g. PECS*



Visuals Resources

- Available through SJOG intranet (Contact your local SLT Dept or line manager for login codes)
- **SJOG Image Library:**
<https://brandfolder.com/sjogmediabank>
- **Photo symbols:**
<https://www.photosymbols.com/account/login>
- **Board Maker:** file:///sjogbrdmkr/BRDMKR/BM_SDP.exe
- **Symbol Dictionary:** <http://intranets/sjognet2/symbol-dictionary/>

Object cues



- * Like visuals, but even more concrete – can be easier for somebody to understand
- * Does require a ready availability to equipment
- * It's meaning is generally obvious to anyone around them

LÁMH



- * Doesn't require any 'equipment' – can be used anywhere, anytime
- * Does require initial and ongoing training (the team around the person need to know the signs)

Computer Assisted



- Big Mac
- DynaVox
- Tufftalker
- Palmtop

[The International Society for
Augmentative and
Alternative Communication
Ireland](http://www.isaacireland.org)
www.isaacireland.org

Skills Selection

Keep in mind

- Life Visioning
- Person Centred Approaches
- Level of independence likely (if likely to be high or particularly fulfilling for the person, perhaps active support may be more appropriate for that activity.)



Finding the skills in an Activity



- * What skills are a priority for the person to learn?
- * Why is this a priority?
- * How can they be embedded into a fun activity?
- * You *could* be teaching multiple skills in one activity. BUT over-emphasis on this could take all the fun out of it!

Hidden skills/steps

Listening

Following
Sequences

Waiting

Eating

Washing
Hands

Spreading /
piping



Selecting a Skill



- * Is this something that is important to *the person*?
- * Has it a purpose? What is the person going to achieve from it?
- * Will it help the person connect with those around them?
- * What other way could this same goal be achieved?
- * How will it improve their quality of life- their on going process of Becoming?



Username: callanstudent
Password: calmebs

First Assignment

1. Document the decision making process to start skills teaching
2. Complete the Skills Selection Booklet
3. Select a target skill
4. Fill in Section A of Skills Development Booklet (up to the end of Pg. 3)





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