

Skills Teaching Using Systematic Instruction Module 3

Callan Institute

Saint John of God Community Services clg



Hospitality Compassion Respect

Layout of the Course

Module 1:

Every moment has potential for learning

Module 2:

Developing and Writing a Skills Teaching Procedure

Module 3:

Implementing skills teaching and planning for the future

Reminder of Second Assignment

1. Complete the Skills Teaching Development Booklet and Skills Teaching Procedure
2. Begin to teach 1 skill



Day 3 Overview



- * Recording
- * Generalisation
- * Training others
- * Skills Progression
- * Maintenance
- * A culture of skills development (Life Visioning)
- * Reflective Practice

Implementing skills teaching and planning for the future



Implementation of Skills Teaching Procedure Observation & Data Collection



- * Baseline Data Collection – starting point
- * Progression – (Successful performance/response to prompts)
- * How do we know if we need to revise the teaching procedure (Criteria for Revising)

Recording

Date



Step



Correct / Needed extra help



Teaching procedure has a start date for each step. Progression date for each step and date for when the step was taught

Progression criterion reached?
Is the learner responding successfully to prompt provided?

Record if correct,
Record if additional help given,
Record if person declined learning opportunity



Codes

- * 1 = Correct response
- * 0 = Opportunity to try again
(Extra help provided, person didn't respond successfully to prompt provided)
- * R= Refused/Declined to participate



Example

Who	Joan
Will do what	will complete a table centre flower arrangement to be displayed in the hall.
Under what conditions	She will do this in her home when everything has been purchased,
With what support	Independently
To what performance criterion (prompt fading)	on 2 out of 3 occasions



Start Date	Step	Prompt A. (H/H)	Prompt B. (H/W)	Prompt C. (H/Upr Arm)	Prompt D. (Ind)	Date Step Achieved
20/5/20	1	Not Required	✓✓	✓ O ✓	✓✓	22/7/20
	2	✓✓	✓✓	✓✓	✓✓	20/9/20
	3	Not Required	✓ O ✓	✓✓	✓✓	15/10/20
	4	✓ O ✓	✓✓	✓✓	✓✓	31/12/20
	5	Not required	✓✓	✓✓	✓✓	15/2/21
	6	✓✓	✓ O ✓	✓✓	✓✓	28/4/21
	7	Not required	Not Required	Not Required	Not required	

Criteria for Revising	If Joan refuses to participate on 3 consecutive occasions, or 3 consecutive O's please revisit the teaching procedure to see if it needs amendment. Move onto next prompt level when Joan has successfully completed it on 2 out of 3 times at the previous prompt level
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Example

Name	Deirdre
Will do what	Send a Birthday Card to friend
Under what conditions	when it is her friend's birthday
With what support	With staff support
To what performance criterion	On 2/3 occasions

Start Date	Step	Prompt A.	Prompt B.	Prompt C.	Prompt D.	Date Step Achieved
10/11/20	1	✓✓				
1/2/21	2.	✓✓				
5/4/21	3.	✓✓				
20/6/21	4.	✓✓				

Criterion for Revising

Three consecutive 'O's or 3 consecutive R's



Generalisation

- * Generalisation of skill across different people, settings, etc.



Generalisation



- * Teach it as it is going to be used (e.g. different instructors? Different places?)
- * Make sure the skill accesses natural reinforcement
- * Teach the learner to access natural reinforcement

Staff / Family Training



- * **Verbal Competence** – what do you understand about his skills procedure – can you tell me / Any Questions..?
- * **Role Play Competence** – learning together ‘let’s try it’
- * **In vivo competence** – observe the third party doing the skills teaching procedure.

How will you support others to teach this skill? Time, opportunity, environmental considerations, resources, use of video etc.

Example

Name	Ella		
Will do what	Buy a bouquet of fresh flowers		
Under what conditions	Once a week		
With what support	Independently		
To what performance criterion	On 2/3 occasions		
Revised task analysis		STEP	STEP
	1.	Select a bouquet of flowers	5.
	2.	Bring to counter	6.
	3.	Give money and flowers to shop assistant	7.
	4.	Take change and flowers	8.
Prompt Fading		Prompt (Gestural)	
	A.	Point to step X on the picture strip	C. Wait 6 seconds and then point to step X on the picture strip
	B.	Wait 3 seconds and then point to step X on the picture strip	D. Independent
Environmental Adaptations	Picture strip of the steps in the task and €20 Cue 'Would you like to go to the shop now to buy a bouquet of flowers?'		
Reward	The purchase of flowers;		
Additional Supports	Verbal prompt where necessary.		
What to Record	✓ - Correct response performed O – Opportunity to try again next time R – Refused to participate		



Criterion for Revising

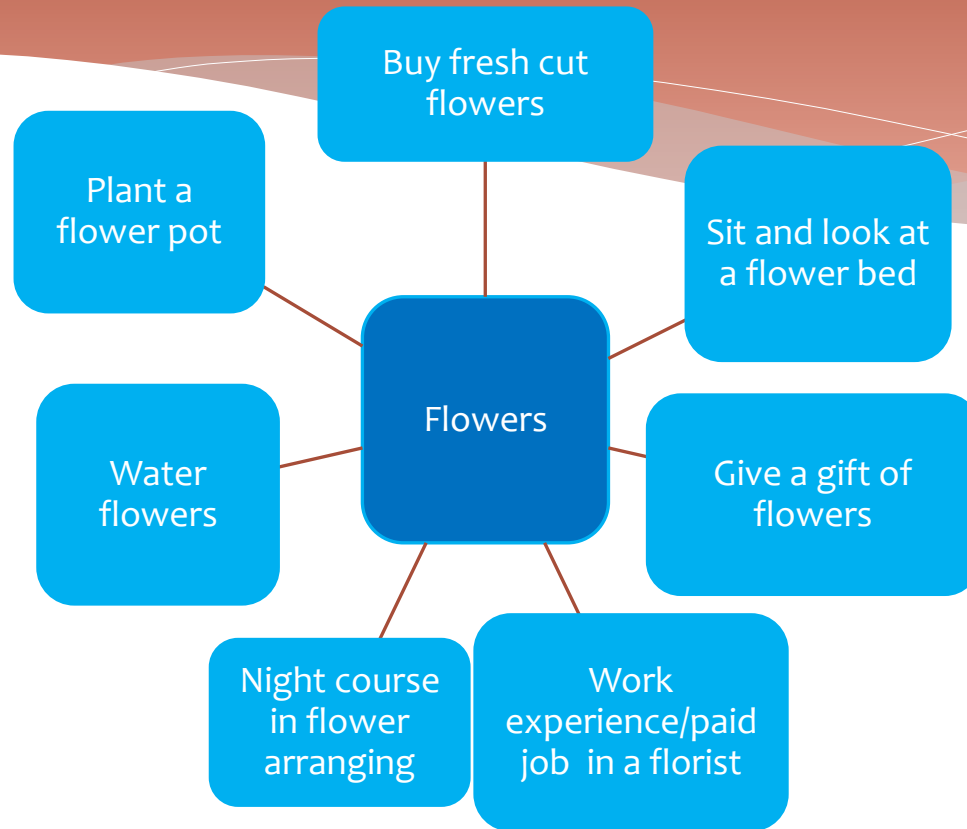
Three consecutive 'O's or 3 consecutive R's

Skill Development (Progression)



Being	Belonging	Becoming
<p>The skills that relate to a sense of identity, a sense of self is captured here; these relate to a meaningful day with activities that are engaging, enjoyable and rewarding. They can also enhance the individual's relationships and social context.</p>	<p>The skills that relate to relationships; for example skills that enhance a relationship, with one other person or with a group of people.</p>	<p>The skills that relate to the ongoing process of 'becoming'; where the individual is seeking to develop an expertise in a specific area;</p>

Skill Development



Skill Development

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<p>Sit and look at a flower bed; Buy fresh cut flowers; Water flowers; Work experience/paid job in a florist; Plant a flower pot</p>	<p>Give a gift of flowers; Greeting customers at work;</p>	<p>Feeding pot plants; Night course in flower arranging; Tending a flower bed; Preparing seeds;</p>



Skill Development



Skill Development: Valued Social Role

Preferred Item/event/activity	Person alone	Person with others	Person in community	Ideas around developing this interest into a business/ Money earner
Fishing	<p>Go Fishing.</p> <p>Look at fishing videos/YouTube</p> <p>Buy a Magazine on Fishing</p> <p>Cook fish for dinner</p>	Go on fishing trip with friend, self selected	<p>Join angling club, go on fishing holidays with group.</p> <p>Set up a Blog on best places to fish.</p>	Arrange a fishing holiday.

Skill Development: Self Determination

Preferred Item/event/activity	Person alone	Person with others	Person in community	Ideas around developing this interest into a business/ Money earner
Fishing	Go Fishing. Look at fishing videos/YouTube Buy a Magazine on Fishing Cook fish for dinner	Go on fishing trip with friend, self selected	Join angling club, go on fishing holidays with group. Set up a Blog on bEst places to fish.	Arrange a fishing holiday.

Maintenance/ keeping it Going

- * Skills teaching practice
- * On-going Data Collection
- * Use it or loose it – links right back to skills selection!



Capturing the Culture of Skills Teaching and Learning

- * Do you know:
 - * How many skills are you teaching at the moment?
 - * What is the success rate?
 - * (% of successful /effective teaching sessions)
- * Of all the skills you are teaching, How many skills are you teaching in the community?
 - * % of teaching sessions occurring in the community
- * How many Refusals have you had this week?
 - * % of refusals in teaching sessions
- * How many Opportunities to try again (unsuccessful) have you had this week
 - * % of opportunities to try again



Capturing the Culture of Skills Teaching and Learning

- * Do you know:
 - * How many skills are you teaching at the moment?
 - * What is the success rate?
 - * (% of successful /effective teaching sessions)



Week of	Skill	Taught	% Correct	Success rate
12.7.2021	Iron	1	1	100%
	Popcorn	2	2	100%
	My feelings today	7	6	85%
	Flowers(shop)	1	1	100%

Capturing the Culture of Skills Teaching and Learning



- * Do you know:
 - * Of all the skills you are teaching, How many skills are you teaching in the community?
 - * % of teaching sessions occurring in the community

Week of	Skill	Taught	% Correct	Success rate
12.7.2021	Iron	1	1	100%
	Popcorn	2	2	100%
	My feelings today	7	6	85%
	Flowers (shop)	1	1	100%
Total for the week		11	10	90%
Total taught in the community		1/11		90%

Important to and Important for...

Important to	Important for
Person Centred Support Life Vision	Personalised care and support

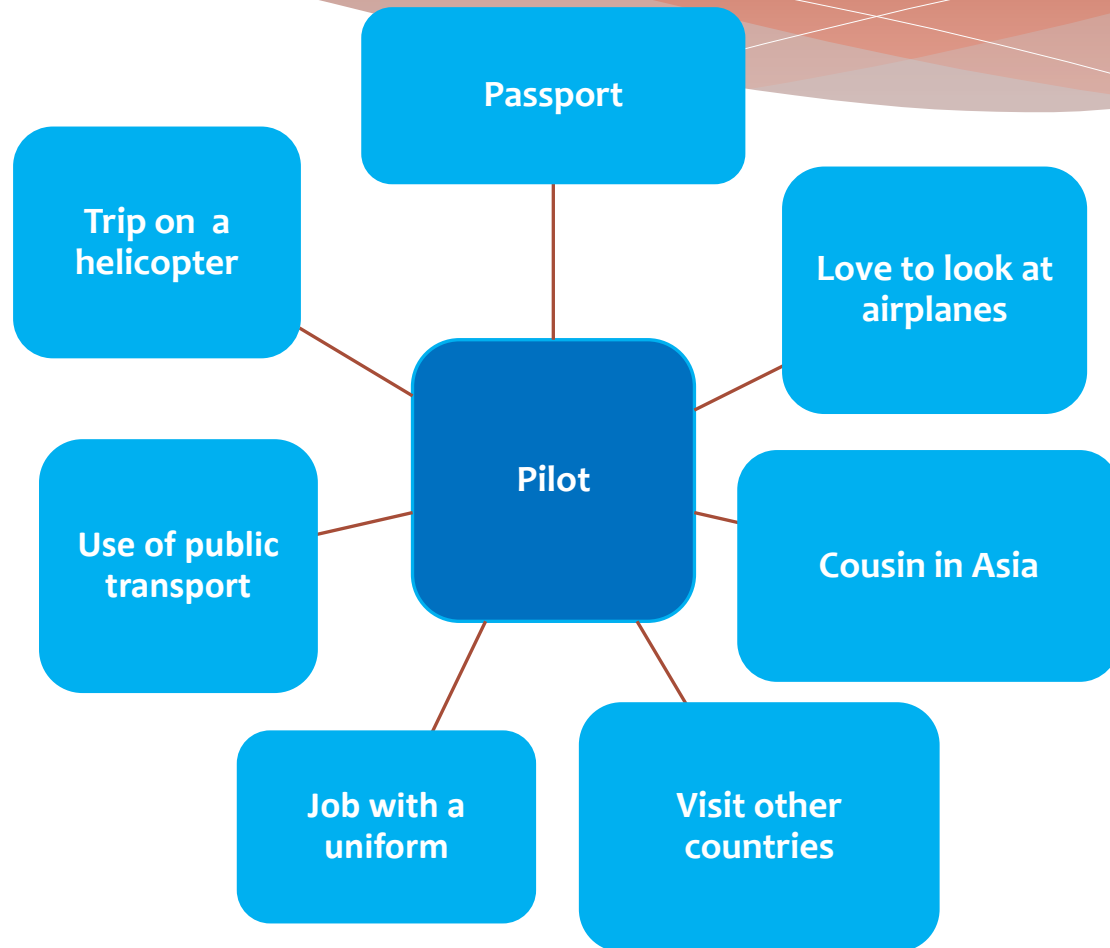


Personalised Care and Support plan

* This outlines what is important for the individual and may include the following: for example range of different support plans that respond to an individual's assessed needs for example:

Assessed needs	Skills that could Be important for:
<p>Critical Information Health Care Plans Communication Passport Financial Passport Manual Handling Risk Assessments Intimate care plan Personal Evacuation plan Positive Behaviour Support plan Rights restoration plan Allied health supports (OT/SLT/Psychology)</p>	<ul style="list-style-type: none">• Going to Bed Between 11:00 p.m.-midnight• Learning to say 'no thank you'• Holding/using a sound pillow during intimate care;• Practice 'fire evacuation'• Education /preparedness for Breast check

Live Vision



Life Vision

- * Informed by the learner's Person Centred Plan....
- * What's next!
- * No limits
- * Fun, relationships, bucket lists, empowerment, financial independence,
- * Ongoing process of becoming....



Video



- * 2 – 3 minutes long
- * Ensure that it is consistent with the written skills teaching procedure (e.g. target, prompt, fade and reward)
- * Minimise background distraction
- * If the person doesn't consent to record, that's fine. You can ask/invite a willing colleague.
- * It's to evidence **your** ability to consistently follow the skills teaching procedure (not the learners' ability to learn)

Reflective Practitioner

- * Reflective Practice is taking protected and facilitated time to be able to talk about one's practice or issues that arise in the work (perspective taking), creating thinking spaces to examine and explore practices in the workplace; (challenges and successes) and provides a process to support resilience and emotional well being and self renewal in the workplace; learning through this experience.



A little more...



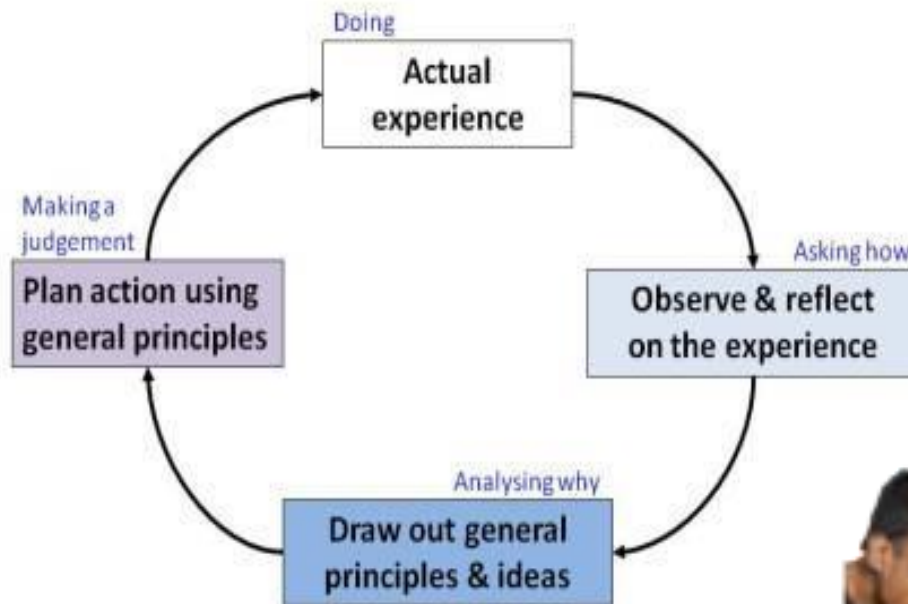
- * An activity in which people recapture their experience, think about it, mull over and evaluate it. It is this working with experience that is important in learning (Boud, Keogh and Walker 1985)
- * We learning though critical reflection by putting ourselves into the experience and exploring personal and theoretical knowledge to understand it and view it different ways (Tate and Stills 2004)
- * Involves self questioning - develops our awareness of our own assumptions – why are we doing what we do?

At the heart of a learning organisation



Models of Reflective Practice

Reflection and learning (Kolb, 1984)



Review the Steps

- * Decision Making /Consent
- * Skill Selection
- * Skills Development booklet
 - * Target Skill
 - * Task Analysis
 - * Complete Skills Teaching Procedure
- * Skills Progression booklet
- * Assignment submission form



Next Assignment:



1. Submit Complete set of booklets for the skill
2. Submit a 2-3 minute video clip on one skills teaching procedure
3. Evidence implementation using skills teaching procedure for at least one week
4. Complete the assignment submission form (including your reflection)