



Skills System Consultation Community

December 2, 2022



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Consultation Community on December 2, 2022

Thanks for Joining us!

Orientation:

- This meeting is being **recorded**.
- Please **don't share any identifying information** regarding clients.
- Share verbally or in the chat. (Tim will be managing the chat)
- Videos will be on the Consultation Community page on your E-Learning in a few days.
- Let me know about any IT issues.



Goals/Plans

- Improve our supports for our most complex/vulnerable/unique learners.
- Increase our self-efficacy, motivation, and creativity so we can all make skills instruction accessible, relevant, and fun for clients, families, and team members of differing ages and abilities.

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Consultation Community on December 2, 2022

Agenda for today's session:



Program sharing:

- Please share how you are/hoping to use the Skills System in your program.
- Could you share one of the challenges you are facing as you are trying to teach skills to individuals and train staff as skills coaches?

Implementation:

- Integrate Skills System concepts into program documents.
 - Example of a treatment plan
 - Discussions

Holiday Skills Question

Q & A

- Announcements/projects
- Questions

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Warm-Up Discussion

Program Sharing:

- *Please share how you are hoping to use the Skills System in your program.*
- *Could you share one of the challenges you face when trying to teach skills to individuals and train staff as skills coaches?*

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Skills System Implementation

Integrating Skills into a Program

Download the Free April 2022 Implementation Guide & Worksheet

Skills System™

E-Learning Consultation Training **Implementation** Certificate Resources [E-LEARNING LOGIN](#)

Implementation

Individuals Skills Coaches Skills Instructors

Group / 1:1 Instruction E-Learning Skills System Text Consultation Community 2-Day Training Certificate

Skills System Implementation

The goal of a Skills System implementation is to help organizations and/or practitioners support individuals who experience high levels of emotional dysregulation and complex behavioral health issues to improve their abilities to self- and co-regulate with the people in their environment. To accomplish this goal, the Skills System uses a "transdisciplinary" approach. Transdisciplinary means that everyone is involved with the implementation, rather than a select few within a system of support.

The Skills System Implementation Guide is designed to explain multiple elements of the implementation process. The Skills System Implementation Worksheet can assist programs to evaluate their current status on the elements and plan additional implementation activities in areas of need.

[SKILLS SYSTEM IMPLEMENTATION GUIDE](#) [SKILLS SYSTEM IMPLEMENTATION WORKSHEET](#)

When ready to begin the implementation process, email Julie at jbrown@skillssystem.com for a free consultation to help you get started.

[SCHEDULE A FREE CONSULTATION VIA EMAIL](#)



Implementation Process

Creating Opportunities to Apply Skills

The program creates/maintains supports that help individuals, staff, and collateral supports to learn, apply, and generalize Skills System skills and skills coaching strategies. The following nine elements (4.1-4.9) are combined to create an environment that is equipped to teach self-regulation through co-regulation strategies.

1. Provide standard skills instruction for individuals.
2. Train staff to be skills coaches.
3. Train collateral supports to be skills coaches (e.g., family members, friends, and outside providers).
4. Create skills application groups/1:1 skills application sessions built into the daily and/or weekly schedule.
5. Provide access to skill-infused individual therapy.
6. Integrate models that are used at the program.
7. Integrate Skills System concepts into program documents.
8. Build opportunities for communication into the schedule.
9. Integrate visual aids to enhance learning and generalization.



Implementation Process

Integrating the Skills System into Documents

4.7 Integrate Skills System concepts into program documents.

Instructors learn to add Skills System *language/terms* and *concepts* to:

- Assessments:
 - Bio-psycho-social
 - Functional assessments
- Plans
 - Individual service plans
 - Behavioral support plans
 - Treatment plans
- Safety plans
- Staff training materials

We use the Quick Step to determine whether to use Skills System terms or to



Implementation Process

Integrating the Skills System into Documents

Discussion Question: (Verbally and/or in the chat)

- *What documents are the most challenging for staff/teams to use? Why?*



Implementation Process

Integrating the Skills System into Documents

Discussion Questions: (Verbally and/or in the chat)

- *How does your program integrate Skills System language and concepts into program documents?*

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Skills-Infused Individual Therapy

Integration Examples



Julie's and Corey's 2 Cents:

Assessment:

- Using the Feelings Rating Scale to describe functioning at emotion levels 0-3, 4, and 5.
- Describe current strategies the individual uses to regulate emotions.
- Describe skills gaps.
- Describe skills that would fill the gaps and improve functioning.

Treatment Planning:

- Create goals, objectives, and plans to target/build skills competency.



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Skills-Infused Individual Therapy Integration Examples



Julie's and Corey's 2 Cents:

Safety Plans:

- Integrate skills and skills coaching strategies into safety plans.
 - Use A+B=C to assess and collaborate to manage risks.
- Provide access to safe areas and New-Me Activities to help the individual manage risks.
- Provide staff and collateral supports who are trained in how to provide coaching during Talking Safety Plans.

Staff Training Materials:

- Staff need to be trained in skills and skills coaching strategies.
- Staff need visual aids to use during coaching conversations.



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Skills-Infused Individual Therapy Integration Examples



Julie's and Corey's 2 Cents:

Integrating the Skills System into Documents:

- Helpful to have a core team that has attended a 2-Day Instructor's Training to review/adapt documents.
 - Procedures reduce cognitive load and increase consistency.
- The 2-Day Instructor's Training teaches participants:
 - Skills and skills coaching strategies (via the E-Learning).
 - Targeting strategies- that offer options of interventions that address an individual's needs.
 - Using the Quick Step- to adjust interventions/plans for the individual's and team abilities.
 - Doing Back-Track and Re-Track Strategies to-
 - Pinpoint skills gaps
 - Fill skills gaps
 - Shape abilities



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Integrating the Skills System into Documents

Examples of Assessments and Goals to Address Gaps

Examples: Assessment

Behavior at a 0-3:

*Social engagement.
Attends day program/work.
Completes chores.*

Factors that tend to lead to a level 4 behavior:

*Staff is too directive.
Phone calls with family.*

Behavior at a 4:

*Refuses chores.
Refuses medications.
Yelling at staff.*

Factors that tend to lead to a level 5 behavior:

*New staff dispensing medications.
Family cancels a visit.*

Behavior at a 5:

*Assaulting staff
Self-injury*

Examples: Treatment Plan Goals

Goals for 0-3:

- *Learn skills.*
- *Practice using all skills.
(Proactively address antecedents.)*
- *Utilizes skills coaching.*

Goals for managing antecedents of level 4's:

- *Use skills to manage interactions with staff and family phone calls.*

Goal at a 4:

- *Use All-the-Time skills, rather than refusing chores, refusing medications, and yelling at staff.*

Goals for addressing antecedents of level 5's:

- *Use All-the-Time skills with new staff and visit changes.*

Goals at a 5:

- *Use All-the-Time skills to reduce levels 5 emotions to 4 and 0-3.*



Integrating the Skills System into Documents

Breaking Down Goals into Objectives

Treatment Plan Goals

Goals for 0-3:

Learn skills.

Practice using all skills.

- *Utilize skills coaching:*

(Proactive: Managing antecedents)

- *Staff interactions*
- *Do chores*
- *Family phone calls*
- *Taking medications*
- *Working with new staff*
- *Family visit cancelations*

Individual's Objectives

(Steps to reach the goal)

Objectives at 0-3:

- *Attend skills group/1:1 instruction.*
- *Attend individual therapy.*
- *Actively engage in program activities.*
- *Ask staff for coaching support.*
- *Manage frustration with staff.*
- *Complete chores.*
- *Manage family phone calls*
- *Advocate about and take medications.*
- *Work with new staff.*
- *Manage family issues and disappointments.*



Integrating the Skills System into Documents

Fostering Actions that Meet the Objectives

Individual's Objectives

Objectives at 0-3:

- Attend skills group/1:1
- Attend individual therapy.
- Actively engage in program activities.
- Ask staff for coaching support.

(Proactive: Managing antecedents)

- Manage frustration with staff.
- Complete chores.
- Manage family phone calls
- Advocate about and take medications
- Work with new staff
- Manage family issues and disappointments.

Individual's Plan

(Action to complete the steps)

Plan at 0-3:

- Attend 1 weekly skills group.
- Attend weekly individual therapy.
- Attend day program 5 days per week.
- Ask staff for coaching when experiencing stress.
- Move to bedroom or sensory room when experiencing off-track urges.
- Follow chores schedule every day.
- Call home once per week with staff for support.
- Take medications as prescribed each day.
- Meet with new staff for a check in on their 1st day.
- Meet weekly with case manager to discuss family challenges and relationships with staff.



Integrating the Skills System into Documents

Measuring Progress Toward Reaching Objectives

Individual's Objectives

Objectives at 0-3:

- Attend skills group/1:1
- Attend individual therapy.
- Actively engage in program activities.
- Ask staff for coaching support.

Manage antecedents:

- Manage frustration with staff.
- Complete chores.
- Manage family phone calls
- Advocate about and take medications
- Work with new staff
- Manage family issues and disappointments.

Measuring Progress

As Evidenced by:

- Attended # of # groups.
- Attending # of # therapy sessions.
- #% of program participation
- Engage # times with coaches.
- Reduce # incidents of verbal or physical assault with staff.
- Complete #% of assigned chores.
- Manage # phone calls without escalating to a level 4-5.
- Discuss medications; took medication # times out of #.
- Reduce # incidents of verbal or physical assault with new staff.
- Reduce verbal/physical assaults after family cancels visits.



Integrating the Skills System into Documents

Necessary Environmental Supports to Reach Goals

Individual's Objectives

Objectives at 0-3:

- *Attend skills group/1:1*
- *Attend individual therapy.*
- *Actively engage in program activities.*
- *Ask staff for coaching support.*

Manage antecedents:

- *Manage frustration with staff.*
- *Complete chores.*
- *Manage family phone calls.*
- *Advocate about and take medications.*
- *Work with new staff.*
- *Manage family issues and disappointments.*

Environmental Supports

Necessary Resources:

- *Provide group/1:1.*
- *Provide access to individual therapy.*
- *Collect data about positive participation.*
- *Train staff to be skills coaches; supervise A+B=C coaching.*
- *Staff self-regulate and provide coaching.*
- *Track chore completion.*
- *Document behaviors related to phone calls.*
- *Discuss medications; track medication compliance.*
- *Train new/temporary staff.*
- *Provide case management supports/family therapy.*



Implementation Process

Integrating the Skills System into Documents

Discussion Question: (Verbally and/or in the chat)

- *What are some benefits of integrating Skills System language or concepts into documents?*



Implementation Process

Integrating the Skills System into Documents

Julie's and Corey's 2 Cents:



- Benefits:
 - Individuals receive targeted instruction and coaching in areas where they need it most.
 - Everyone has the training to support interventions.
 - More coaching opportunities can increase generalization into natural environments.
 - Creates transdisciplinary team functioning (helps the environmental stress and instability)
 - Team members can be interchangeable.
 - Reduce intermittent reinforcement.



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Implementation Process

Integrating the Skills System into Documents

Discussion Question: (Verbally and/or in the chat)

- *What are some challenges of integrating Skills System language or concepts into documents?*

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Implementation Process

Integrating the Skills System into Documents

Brainstorm Session:

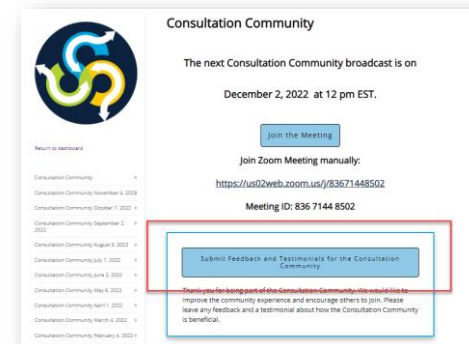
- *Please write a few situations that staff face frequently when they need to provide skills coaching.*



See You Next Month!

Skills System Announcements:

- Next 2-Day Instructor's Training will be on March 7-8, 2023.
- See you at our next Consultation Community on January 6, 2023.
- Please leave feedback on the Consultation Community:



- **Questions?**