

Skills System Implementation Worksheet

The Skills System Implementation Worksheet is designed to help a program create a Skills System implementation plan. Each element in the Skills System Implementation Guide is listed below. Questions assist the team to evaluate what aspects of the program are already aligned with the elements and which may need to be addressed. The answers can be written after each question and there is a space below each element to create an action plan to address needs in priority order. Including the names or people responsible and timeframes can help tasks to be completed.

Creating a Skills System leadership team.

Function: Creating a Skills System leadership team to create/maintain the Skills System implementation will increase sustainability.

- Who will be part of the Skills System leadership team?
- When will the leadership team meet and how often?
- How will the leadership team become oriented to the model?
- How will the leadership team create an implementation plan?
- How will the leadership team do out-reach to the program about the Skills System?
- How will the leadership team provide technical supports?
- How will the leadership team evaluate individual, staff, and program's progress?

Please create an action plan to address the above needs (list the top priorities first):

Creating environments that support self- and co-regulation.

Skills System Hierarchy:

Function: The hierarchy offers a framework to address issues in four key areas (i.e., medical, psychiatric, environmental, and skills) that support individuals, staff, collateral supports, and programs improving capacities to self- and co-regulate.

1. Medical Care

Function: The team needs to provide adequate medical supports for all individuals.

- How does the team ensure individuals have access to primary care?
- How does the program ensure individuals have the necessary specialist care?
- How does the team evaluate individuals' abilities to communicate?
- How does the team address communication problems that develop between individuals, staff, medical/psychiatric providers, and other people in the individuals' life?

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- How does the team ensure medical providers receive accurate information about the individual's health/life?
- How can the agency ensure that accurate information returns from practitioners to the agency?
- How do individuals gain access to occupational therapists?
- How are individuals involved in their medical care?

Please create an action plan to address the above needs (list the top priorities first):

2. Psychiatric care

Function: The team needs to provide adequate mental health supports for all individuals. Questions to consider:

- How does the team ensure individuals have adequate psychiatric care?
- How does the team ensure psychiatric care providers have experience with the populations being served?
- How does the team ensure needs of individuals who are psychiatrically unstable are addressed?
- How does the team reduce barriers related to access and/or adjusting medications?
- How does the team provide training related to trauma-informed care?
- How are the individuals involved in their psychiatric care?
- How are information and changes communicated from the individual-staff-psychiatrist *and* from the psychiatrist-staff-individual?

Please create an action plan to address the above needs (list the top priorities first):

3. Environmental factors

Function: Environmental factors often contribute to individuals experiencing behavioral dysregulation. Positive transactions between individuals and staff lead to co-regulation, while negative ones tend to lead to co-dysregulation.

- How does the team foster positive transactions between individuals and staff? (See Table 3.1 in the Implementation Guide).
 - Adequate staff training
 - Equality between individuals and staff

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- Reinforcing adaptive behaviors
- Proactive communication
- Manage cognitive load
- Integrate acceptance/validation
- Proactive approaches
- Promote growth/development
- How does the team monitor/assess/address negative transactions between individuals and staff? (See Table 3.1 in the Implementation Guide).

Please create an action plan to address the above needs (list the top priorities first):

4. Building Skills (Elements 4.1-4.9)

4.1 Provide standard skills instruction for individuals.

Function: Programs provide individuals with skills instruction.

- How will individuals have access to skills instruction?
- How will the program conduct a skills group and/or 1:1 instruction sessions?
- How will the program have staff participate in the 2-Day Skills System Instructor's Training?
- How will the program use the E-Learning with individuals?

Please create an action plan to address the above needs (list the top priorities first):

4.2 Train staff to be skills coaches.

Function: Programs provide staff with skills instruction and provide monitoring/supervision to ensure all staff are providing skills coaching to individuals.

- How will the program get staff to complete Course 1 and 2 on the E-Learning? (Could the e-learning training be done at on-boarding?)
- How will skills and coaching strategies be integrated into their supports?
- How will skills and coaching strategies be integrated into staff meetings?
- How will the program monitor/supervise staff related to skills and skills coaching strategies?
- How will the team develop individualized visual aids for individuals?

- How will the team ensure the integration of the Skills System is adherent to the model?

Please create an action plan to address the above needs (list the top priorities first):

4.3 Train collateral supports to be skills coaches.

Function: Programs provide collateral supports (e.g., family members, outside providers) with E-Learning access.

- How will the program introduce the Skills System to collateral supports?
- How will collateral supports be added to the e-learning?
- How will collateral supports receive technical support?
- How will outreach to collaterals be automatic?
- How will individuals be kept informed about collaterals?

Please create an action plan to address the above needs (list the top priorities first):

4.4 Create skills application groups/1:1 skills application sessions.

Function: Programs create opportunities for individuals to apply skills during their daily experiences.

- What opportunities will individuals have to apply skills in group/1:1 sessions?

Please create an action plan to address the above needs (list the top priorities first):

4.5 Provide access to skill-infused individual therapy.

Function: Provide individuals with access to weekly individual therapy with a therapist who has Skills System training.

- How will the program provide individuals access to individual therapists who are trained in the Skills System?

Please create an action plan to address the above needs (list the top priorities first):

4.6 Evaluate and integrate models that are used at the program.

Function: It is important that models that are (1) adequately/consistently trained and (2) integrated with each other.

- What are the different models used at the program?
- What is the status of the training of each model?
- How are the models going to be integrated successfully?

Please create an action plan to address the above needs (list the top priorities first):

4.7 Integrate Skills System concepts into program documents.

Function: Instructors learn to add skills concepts to assessments, treatment plans, and safety plans. Adding Skills System concepts/terms to program documents can improve consistency.

- How will the Skills System hierarchy be used?
- How will Skills System concepts be integrated into assessments and individuals' treatment plans?

Please create an action plan to address the above needs (list the top priorities first):

4.8 Build opportunities for communication into the schedule.

Function: The program ensures that individuals have built-in opportunities to use their Calm-Only skills with staff to address underlying issues that fuel dysregulation and create barriers to change.

- When will individuals have opportunities to meet with staff/case managers?
- When will staff have opportunities to meet together?

Please create an action plan to address the above needs (list the top priorities first):

4.9 Integrate visual aids to enhance learning and generalization.

Function: Having visual aids within the program helps individuals and staff learn/generalize skills concepts.

- How will the program integrate visual aids into the environment?

Please create an action plan to address the above needs (list the top priorities first):