



Skills System Competency Questionnaire (7/18/18 version)

Name: _____ Date: _____

Agency: _____ Team: _____

Although the Skills System is user-friendly, becoming a skills instructor who teaches individuals with complex issues and trains their staff/family members how to skills coach requires a high level of Skills System competency. I would like to orient you to the different aspects that are involved in being able to use the Skills System model to its fullest potential. The aim is to help you reflect about your personal/professional goals about the model and your current status, so that you can (a) allocate the necessary resources to reach your goals and (b) use the remote consultation time to help you create the impacts that you strive to. We do not necessarily develop competencies in the order presented, it may be a more circular versus linear pattern for you.

***Instructions:** Please circle answers for questions “a” and “b” relative to that specific element. Completing the reflections after each item and overall rating at the end are optional.*

(0) No= No experience or competency

(1)Low= Just beginning- Perhaps working with a few concepts (e.g. Clear Picture)

(2)Medium= Applying & adjusting strategies with the basic concepts (9 core skills and System Tools)

(3)High= Integrating & innovating with all Skills System concepts- Fidelity & Fun! (Skills & sub-skills)

Reflections: This is a space for you write in an answer if the 0-3 scale does not capture your perspectives. Also, it is a space to add thoughts, questions, and/or concerns.

1. Knowing Skills System Concepts: Being competent in the Skills System requires that you can recall the names, numbers, pictures and functions of the nine core skills, System Tools, and sub-skills (e.g. concepts on the Skills Plan Map). The free online Skills System test and exam (<http://www.skillssystem.com/test-center/>) are available to help evaluate where you are in this process.

Please Circle: Rating (0-3):

a. What level of competency is your goal in this area: (0) No–(1)Low–(2)Medium–(3)High a. _____

b. What level is your competency currently: (0) No – (1)Low – (2)Medium – (3)High b. _____

Reflections: _____

2. Using Visual Aids: Visual aids are an important tool to use when teaching and coach skills (e.g. handouts, posters, cards). Ideally, we create individualize visual aids for clients and staff.

Please Circle:

Rating:

- a. What level of competency is your goal in this area: (0) No–(1)Low–(2)Medium–(3)High a. _____
- b. What level is your competency currently: (0) No – (1)Low – (2)Medium – (3)High b. _____

Reflections: _____

3. Practicing Using Skills: Practicing skills personally within coaching relationships is an important part of creating positive transactions that lead to co-regulation versus co-dysregulation with the people we are interacting with. For example, if we are at a level 4 feeling, engaging in All-the-Time skills would be helpful.

Please Circle:

Rating:

- a. What level of competency is your goal in this area: (0) No–(1)Low–(2)Medium–(3)High a. _____
- b. What level is your competency currently: (0) No – (1)Low – (2)Medium – (3)High b. _____

Reflections: _____

4. Highlighting Skills Use: Often clients are being skillful. When we label adaptive behavior using Skills System terms or concepts (e.g. “nice On-Track Action” or “moving away like that was a great Safety Plan”), it can help the individual learn about the concept, better understand a skills application in context, positively reinforce skills use, and build the individual’s sense of self-efficacy.

Please Circle:

Rating:

- a. What level of competency is your goal in this area: (0) No–(1)Low–(2)Medium–(3)High a. _____
- b. What level is your competency currently: (0) No – (1)Low – (2)Medium – (3)High b. _____

Reflections: _____

5. Running a Skills Group: Some of us decide to run a Skills System group. It isn’t as hard as it sounds- in fact groups can be really fun as you get more comfortable and creative.

Please Circle:

Rating:

- a. What level of competency is your goal in this area: (0) No–(1)Low–(2)Medium–(3)High a. _____
- b. What level is your competency currently: (0) No – (1)Low – (2)Medium – (3)High b. _____

Reflections: _____

6. Providing 1:1 Skills Instruction: Individuals may not have access to Skills System groups, so we may need to teach skills in 1:1 sessions.

Please Circle:

Rating:

a. What level of competency is your goal in this area: (0) No–(1)Low–(2)Medium–(3)High a. _____

b. What level is your competency currently: (0) No – (1)Low – (2)Medium – (3)High b. _____

Reflections: _____

7. Creating Scenarios: Creating skills scenarios and worked examples that fit populations being served helps meet the individuals’ learning needs and teaches skills applications in relevant contexts.

Please Circle:

Rating:

a. What level of competency is your goal in this area: (0) No–(1)Low–(2)Medium–(3)High a. _____

b. What level is your competency currently: (0) No – (1)Low – (2)Medium – (3)High b. _____

Reflections: _____

8. Using A-La-Carte Teaching Strategies: When teaching individuals with complex issues, we have to know how to adapt teaching and coaching for when they are experiencing high cognitive load. Being able to shift between standard (skills chains) and a-la-carte teaching/coaching strategies (targeting on specific skill or sub-skill) are important aspects of the Skills System model.

Please Circle:

Rating:

a. What level of competency is your goal in this area: (0) No–(1)Low–(2)Medium–(3)High a. _____

b. What level is your competency currently: (0) No – (1)Low – (2)Medium – (3)High b. _____

Reflections: _____

9. Adjust for Specific Settings and Populations: It is necessary to make adjustments in teaching while remaining adherent to the Skills System model. For example, if we work in a specific program (e.g. short-term inpatient, crisis home, community/school-based), population (children, adults, elders) or specific issue that may impact learning (e.g. Intellectual disability, ASD, SMI, TBI) or treatment focus (e.g. recovery, stabilization, forensics), we make adjust teaching to fit the situation and population.

Please Circle:

Rating:

a. What level of competency is your goal in this area: (0) No–(1)Low–(2)Medium–(3)High a. _____

b. What level is your competency currently: (0) No – (1)Low – (2)Medium – (3)High b. _____

Reflections: _____

10. A+B=C Skills Coaching Techniques: The A+B=C framework is a set of skills coaching strategies that is presented in chapter 8 in the ERSS text (2016). This DBT-informed tool is a general guide of how to aid individuals in ways that foster intrinsic emotion regulation skills while offering extrinsic supports. (Note: The free online Skills Coaching exam in the Test Center (<http://www.skillssystem.com/test-center/>) is designed to help you evaluate your knowledge of the A+B=C framework.

Please Circle:

Rating:

a. What level of competency is your goal in this area: (0) No–(1)Low–(2)Medium–(3)High a. _____

b. What level is your competency currently: (0) No – (1)Low – (2)Medium – (3)High b. _____

Reflections: _____

11. Certificates of Specialized Proficiency: Skills Coach: Going through the process of earning a skills coach certificate can be intimidating, but well work the effort! There is a minimal amount of paperwork, a few free online tests, and a 45-minute oral exam with Dr. Brown. It is a way to build confidence in your knowledgebase related to the Skills System skills/sub-skills, System Tools, and the skills coaching techniques.

Please Circle:

Rating:

a. What level of competency is your goal in this area: (0) No–(1)Low–(2)Medium–(3)High a. _____

b. What level is your competency currently: (0) No – (1)Low – (2)Medium – (3)High b. _____

Reflections: _____

12. Conducting Behavior Chain Analyses: It is important for 1:1 instructors/group leaders/individual therapists to know how to do discuss past events, examining skill choices. Doing a behavior chain analysis (Back-Track worksheet) helps the client and therapist see where he/she went off track. Then the pair does a solution analysis (Re-Track worksheet) to find on-track alternatives for the future.

Please Circle:

Rating:

a. What level of competency is your goal in this area: (0) No–(1)Low–(2)Medium–(3)High a. _____

b. What level is your competency currently: (0) No – (1)Low – (2)Medium – (3)High b. _____

Reflections: _____

13. Creating In-Session & In-Vivo Practice Experiences: Instructors teach skills concepts, create in-session practices opportunities, and in vivo/real-life practice experiences to promote the generalization of skills. We have to offer structure/scaffolding (e.g. role plays, take-home visual aids, coaching phone calls, designated go-to staff who are aware) within people’s lives to help shape the new, adaptive behaviors.

Please Circle:

Rating:

a. What level of competency is your goal in this area: (0) No–(1)Low–(2)Medium–(3)High a. _____

b. What level is your competency currently: (0) No – (1)Low – (2)Medium – (3)High b. _____

Reflections: _____

14. Maximizing Teaching Opportunities: We work with some individuals who are not in 1:1 skills training or a group. We can create teachable moments related to building emotion regulation skills with these clients by doing in-vivo/in-the-moment teaching.

Please Circle:

Rating:

a. What level of competency is your goal in this area: (0) No–(1)Low–(2)Medium–(3)High a. _____

b. What level is your competency currently: (0) No – (1)Low – (2)Medium – (3)High b. _____

Reflections: _____

15. Reinforcing Emotion Regulation Processes: It is important for us to positively reinforce adaptive emotion regulation skills. We have to know what to reinforce and how to do it.

Please Circle:

Rating:

a. What level of competency is your goal in this area: (0) No–(1)Low–(2)Medium–(3)High a. _____

b. What level is your competency currently: (0) No – (1)Low – (2)Medium – (3)High b. _____

Reflections: _____

16. Training Skills Coaches: Individual may need people around them that can help them use skill in their lives. We teach may need to support other staff/teachers/family members to learn skills and provide effective skills coaching for the individual.

Please Circle:

Rating:

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b. What level is your competency currently: (0) No – (1)Low – (2)Medium – (3)High b. _____

Reflections: _____

17. Individual Service Plans: It may be useful to add Skills System concepts into the support environment and individual support plans to enhance generalization of skills.

Please Circle:

Rating:

a. What level of competency is your goal in this area: (0) No–(1)Low–(2)Medium–(3)High a. _____

b. What level is your competency currently: (0) No – (1)Low – (2)Medium – (3)High b. _____

Reflections: _____

18. Staying Motivated to Teach Emotion Regulation Skills: It can be challenging to manage all of our daily responsibilities within service systems that are stressed and lack resources. It is easy to be reactive, rather than proactively teaching skills. It takes time to teach skills and change can be slow. It can be challenging to help teams see things differently.

Please Circle:

Rating:

a. What level of motivation are you at: (0) No–(1)Low–(2)Medium–(3)High

a. _____

b. What would you like your motivation to be at in the future:

(0) No–(1)Low – (2)Medium – (3)High

b. _____

Reflections: _____

I hope this exercise was fruitful for you. It was designed to help you understand the various competencies that are involved in helping individuals increase intrinsic emotion regulation skills.

Optional: Overall Ratings

Total Score for “a.” answers: _____

Total Score for “b.” answers: _____