

Skills System Implementation Worksheet

This Skills System Implementation Worksheet can help guide an agency's integration of the Skills System model. The goal of this process is to help agencies create comprehensive supports that foster the development of adaptive emotion regulation skills for clients and promote co-regulation between clients and team members. Agency leadership may choose to discuss points like these to highlight resources and gaps in current services, in order to create/improve vital program elements.

In larger agencies/state-wide projects, these considerations will need to be discussed from both macro- and micro-levels. There would likely be multi-level leadership teams to address the needs of diverse populations and settings. The content and structure of a Skills System implementation will vary between agencies; teams address the functions in unique and organic ways.

In addition, this worksheet can be used during case reviews. A team can review a case beginning with medical, psychiatric, and environmental factors, progressing down to issues related to skills instruction and skills coaching to conceptualize cases. When foundational supports are not available to clients and staff, it impacts their abilities to self- and co-regulate.

1. Treat Medical Issues

Function: The team needs to provide adequate medical supports for all clients. Questions to consider:

- Does each client have access to primary care?
- Does each client have the necessary specialist care?
- Does the team evaluate each client's ability to communicate? Does the team address communication problems that develop between clients, staff, medical/psychiatric providers, and other people in the clients' life?
- Do clients have access to occupational therapists?
- How are the clients involved in their medical care?

2. Treat Mental Illness

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

- Do all clients (who potentially need one) have adequate psychiatric care?
- Do the psychiatric care providers have experience with the populations being served?
- Are there procedures in place and used to address the needs of clients who are psychiatrically unstable?
- Are there barriers related to access and/or adjusting medications?
- Does the team provide training related to trauma-informed care?
- How are the clients involved in their psychiatric care?

3. Create Positive Transactions within the Support Environments

Function: Environmental factors are contributing factors when clients experience behavioral dysregulation. It is important that all models used in the agency fit the population, staff receive adequate training, and the model concepts are applied consistently within the environment. Questions to consider:

Skills System Implementation Worksheet (4/20/19 Version)

Non-Violence Crisis Intervention

- Fit:
- Training:
- Consistency:

De-escalation procedures

- Fit:
- Training:
- Consistency:

Behavioral interventions

- Fit:
- Training:
- Consistency:

Acceptance-Based Strategies (e.g., validation strategies, active listening, reflective statements):

- Fit:
- Training:
- Consistency:

Other:

- Fit:
- Training:
- Consistency:

Function: It is necessary to assess factors that create barriers for clients and staff's optimal functioning, such as: co-dysregulation, power-differentials, trauma and/or burnout.

- Is the co-regulation and/or co-dysregulation happening between clients and staff?
- What opportunities do clients have to demonstrate autonomy?
- Are there power differentials between clients and staff?
- Do staff intermittently reinforce maladaptive behaviors?
- Do the support environments become chaotic?
- Do the environments potentially traumatize clients and/or staff?
- Are any staff burnt out?
- How are the clients' perspectives integrated into their environmental supports?

4. Provide Emotion Regulation Skills to Clients and Staff

Function: Implementing a comprehensive treatment is a complex, dynamic process. To organize this complex, dynamic process, the Skills System Implementation Guide/Worksheet uses a 3-Stage process for implementation: Planning, Instruction, and Competency.

Stage 1: Planning

Function: The agency's leadership begins to lay the groundwork for the implementation planning process. Preliminary planning questions to consider:

- What will the leadership structure be?
- How will the leadership team/teams coordinate the implementation?
- What were the leadership team's impressions after completing the Hexagon tool?
- How will the leadership team become oriented to the Skills System model so they better understand how to apply it?
- What is the vision of the Skills System implementation?
- How will the agency receive adequate funding for the services being provided?
- Would consultation with Dr. Brown enable the team to help in the planning process?

Function: Agency leadership develops a Skills System Implementation Plan that includes the following elements:

- How will clients receive Skills System instruction?
- How will clients have access to Skills-informed individual therapy or 1:1 instruction that targets skills application?
- How will staff receive Skills System instruction?
- How will the team help both the clients and staff to develop competency?

Stage 2: Instruction

Function: Agencies that are implementing the Skills System need to provide clients with skills instruction. Questions to consider:

- Do clients meet with a clinician on a regular basis?
- If not, do they meet with someone regularly who can collaborate with them as an instructor to learn skills?
- Will the clinician/instructor have access to the Clinician membership in the e-learning?
- Will the clinician/instructor have access to the Skills System handouts?
- Do clients have access to a Skills System group?
- Would consultation with Dr. Brown enable the team to help in the process of creating instruction for the client?

Function: Agencies who are implementing the Skills System need to provide staff with skills instruction. Questions to consider:

- How will staff learn the Skills System?
- Will staff have access to the e-learning? Could the e-learning training be done at on-boarding?
- How does the agency train the staff to provide Skills Coaching?
- Would consultation with Dr. Brown enable the team to help in the process of creating instruction for staff?

Stage 3. Competency

Function: During the Competency stage, teams work to improve, integrate and sustain the Skills System within the agency. The following need to be considered:

- How will the agency maximize in-vivo learning opportunities for clients?
- Who will clients meet with regularly to discuss using the Calm-Only Skills to improve their lives?
- How will the Skills System be integrated into the infra-structure of the agency? Will intake, assessment, individual service plan goals/objectives/plans reflect the Skills System concepts?
- How can visual aids be used by clients and staff?
- How can the agency target the specific needs of each client and individualize learning experiences?
- How will models used within the program be integrated, so that clients and staff benefit from the synthesis of the models?
- How will the agency provide client/population/setting specific training to help teams understand factors that impact the clients being served (e.g., ID, ASD, PTSD etc.) and how the agency will address these issues in a consistent way?
- Do managers/supervisors have the ability, time, and resources to help support their staff to provide skills coaching for the clients?
- Are there regular, well attended (by all shifts) team meetings and individual supervision sessions with all staff?
- How do supervisors monitor staff's competency, offer feedback, and ensure staff development?
- How will the teams ensure staff are providing training, teaching and coaching that is adherent to the Skills System model?
- How will the agency evaluate progress made by clients and the health of the agency?
- Are there ways to increase resources for underserved people?