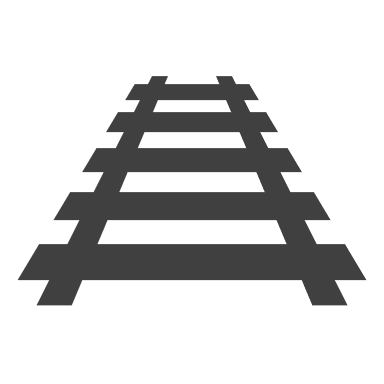
**Skills System Implementation Worksheet**



Worksheet



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| **Directions:** Prior to completing the Skills System Implementation Worksheet (SSIW), watch the First Step Training, complete Courses 1 and 2 on the e-learning, and read the Skills System Implementation Guide (SSIG). The information on the SSIG will help the program complete the SSIW and create an implementation plan. Organizations can complete one for each program or add information about multiple programs to a single SSIW.  To get started, review each section and the check boxes of elements the program intends to work on. Check the “Other” box and write in any additional plans that are not listed. To check a box, double clicking on the box and mark it as “checked”. Write a descriptions of elements after each check box and/or at the bottom of each section. |
| **Leadership Team:**  Names of people completing the SSIW:  Name of the organization:  Name of the program:  Type of program:  Populations served:  Other relevant information: |
| **Exploration: *Is the Skills System a fit?***  Explore the Skills System website:  Watch the 30-minute free First Step training:  Preview the Skills System e-learning:  Complete the Hexagon:    Other:  Briefly describe the exploration process: |
| **PLANNING PROCESS**  **Developing/maintaining Skills System leadership teams:**  Create and maintainSkills System leadership team (teams):  Create and maintainSkills System steering committee to oversee leadership team (teams):  Consult with Dr. Brown:  Consultation coordinator:  Members of the leadership team:  Members of the steering committee:  Disciplines involved:  ***Preliminary task for the leadership team:***  1. Invite team members to explore the Skills System website:  2. Watch the First Step training:  3. Review the Skills System Implementation Guide as a group:  4. Complete the e-learning Courses 1 and 2:  5. Complete the Skills System Implementation Worksheet:  6. Secure resources for the implementation:  ***Strategies to help the leadership team stay on-track:***  Leadership/steering teams’ schedules:  Set leadership/steering teams’ agendas:  Write/disseminate leadership team/consultation minutes:  Gather information related to progress:  Create/updatea strategic plan document to monitor tasks:  Other:  ***Create workgroups***  Workgroup topics and participants:  ***Provide support to individuals, staff, and collateral supports:***  Introduce the Skills System to staff (individuals/collateral supports):    Create e-learning access procedures:  Create an e-learning IT procedure:  Provide visual instructions:  Create ways to increase staff and individuals’ motivation:  E-learning go-to people and supports:  Other:  ***Evaluate supports and the Skills System implementation***  Create/track Implementation indicators:  Evaluate the implementations’ effectiveness:  Describe the program will evaluate the implementation: |
| **Creating environments that support self- and co-regulation**  Describe how will the program use the Skills System hierarchy:  ***1. Medical Care***  Have policies/procedures that ensure medical issues are assessed/addressed:  Have reliable communication between the individual, program, staff, and medical  providers:  Assess/address barriers to medical treatment:  Assess/provide access to adaptive communication strategies:  Assess/provide access to occupational therapy evaluations/interventions:  Ensure individuals are actively involved in their medical care:  Assess/address guardianship/legal issues that hinder medical care:  Other:  Describe the plan to ensure consistent medical supports: |
| ***2. Psychiatric Care***  Psychiatric providers have experience treating the populations served:  Data is used to assess the effectiveness of medications:  Address barriers:  Individuals’ communication issues:  Guardianship/legal issues:  Intra- and inter-program communication issues:  Medication evaluations/trials/holidays:  Polypharmacy:  Diagnostic over-shadowing:  Other:  Describe the plan to ensure consistent psychiatric supports: |
| ***3. Environmental Factors***  **Create positive transactions and reduce negative transactions:**  Ensure adequate training and supervision:  Ensure equality and reduce power differentials:  Reinforce skillful behaviors and reduce intermittent reinforcement of escalated  behaviors:  Proactively/routinely meet with individuals:  Address cognitive and sensory overload in the environment:  Train acceptance and change strategies:  Maximize teachable moments to build core capacities and reduce over-reliance on reactive  strategies:  Foster growth and development and reduce burnout/turnover:  Other:  Describe the plan to create positive vs. address negative environmental transactions: |
| ***4.*** ***Building Skills***  **4.1. Provide standard skills instruction for individuals**  Conduct standard skills group/1:1 instruction (12-Week Cycle Curriculum)  Provide standard group instruction:  Provide standard 1:1 instruction:  In-person and/or remote instruction:  Title/focus of the groups/1:1 sessions:  Frequency of the groups/1:1 sessions:  Duration of the groups/1:1 sessions:  Possible meeting times/places:  Possible group leaders:  Possible participants:  Group teaching resources (e.g., handouts, e-learning, posters etc.):  Other:    Conduct program-specific adapted/a-la-carte group curriculum/1:1 instruction logistics:  Provide group a-la-carte instruction:  Provide 1:1 a-la-carte instruction:  In-person and/or remote:  Title/focus of the groups/1:1 sessions:  Frequency of the groups/1:1 sessions:  Duration of the groups/1:1 sessions:  Possible meeting times/places:  Possible group leaders:  Possible participants:  Group teaching resources (e.g., handouts, e-learning, posters etc.):  Other:  E-learning-based instruction:  Individuals have access to the e-learning:  Individuals are systematically added to the e-learning early in their admission:  **E-learning instruction formats**  Individuals complete the e-learning independently:  Individuals collaborate 1:1 with staff:  Individuals collaborate with collateral supports:  Individuals collaborate with staff and collateral supports together:  Individuals do the e-learning collaboratively in groups:  Other:  **E-learning instruction logistics**  Staff who can do group/1:1 collaborative instruction:  Possible participants:  In-person and/or remote:  Meeting times/places:  Technology being used:  Frequency of the sessions:  Duration of the sessions:  Ways to chart/reinforce progress through the lessons:  Ways to integrate visual aids:  Other:  Other forms of standard Skills System instruction:  Describe the skills instruction plan:  Barriers to address: |
| **4.2. Train Support Providers to be Skills Coaches**  Program will have e-learning group memberships to train all staff:  Staff will complete Course 1 and Course 2:  Create program-specific staff training resources (e.g., scenarios, mock incident reports):  Review skills and Skills Coaching Strategies Checklist in staff meetings:  Observe staff with individuals and provide supervision:  Develop individualized visual aids:  Ensure adherence to the Skills System:  Other:  Describe how the agency will train staff to be competent skills coaches: |
| **4.3. Train collateral supports to be skills coaches**  Share Skills System materials with collateral supports:  Add collateral supports to the e-learning:  Offer technical support to collateral supports:  Make outreach automatic:  Keep the individuals informed:  Other:  Describe how the program will train collateral supports to be skills coaches: |
| **4.4. Skills Application Groups/1:1 Meetings**  “Getting Started” group or 1:1 “Morning Check-In”:  “Evening relaxation” group or 1:1 sessions:  Skills-infused house/community meetings (and/or 1:1):  New-Me Activity group/1:1 sessions:  Topic groups/1:1 application sessions:  Infuse existing groups with Skills System concepts:  Other:  Describe how the program will encourage skills application*:* |
| **4.5. Provide access to skill-infused individual therapy**  Provide individuals access to weekly individual therapy:  Therapists use the 2021 Skills System Targeted Instruction Strategies materials:  Programs share Skills System materials with outside providers:  Other:  Describe how the program will integrate individual therapy: |
| **4.6. Evaluate and integrate models used at the program**  List and evaluate the status of models:  **Integrating the Skills System:**  De-escalation/Non-Violence Crisis Intervention models:  Behavioral interventions (e.g., ABA, PBS, incentive plans):  Acceptance-based strategies:  Other:  Describe how the program will integrate models: |
| **4.7. Integrate Skill System concepts into program documents**  Add skills concepts to assessments, treatment plans, and safety plans:  **Ways to integrate the Skills System:**  Elaborate observations by levels of feeling:  Examine feelings rating transitions:  Address skills deficits:  Address environmental factors:  Reinforce adaptive behaviors:  Other:  Describe how Skills System concepts will be added to the program’s structures: |
| **4.8. Build opportunities for communication into the schedule**  Individuals meet with staff regularly:  Case consultations:  Team meetings:  1:1 supervision:  Other:  Describe how the program will ensure ample opportunities for communication: |
| **4.9. Integrate visual aids to enhance learning and generalization**  Have visual aids within the program:  Skills posters on walls:  Laminated 8x11 skills posters to carry:  8x11 skills posters in notebooks:  Create staff cheat-sheets:  Skills tool kits/bins:  Skill binders:  New-Me Activity resource areas:  Designated Safety Planning areas:  Bulletin board:  Other:  Describe how the program will use visual aids: |