

# Skill Acquisition Programs

## Goals

- Learn what a skill acquisition program is and components of a skill acquisition program
- Learn about guidelines to run a skill acquisition program

## Skill Acquisition Programs:

- A \_\_\_\_\_ description of a targeted skill and the related \_\_\_\_\_ procedures to teach it
- Multiple skills will be targeted with each client, and each skill will have a written \_\_\_\_\_ program individualized for each client
- This ensures individualized approaches and helps to create \_\_\_\_\_ across therapists
- If several therapists are teaching the same skills, a \_\_\_\_\_ skill \_\_\_\_\_ program teaches everyone how to teach the skill so it is consistently implemented across staff

## Components of skills acquisitions programs

### Target skills:

- The specific skills targeted for teaching
  - Name brief description. I. E. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

### Operational definitions, or \_\_\_\_\_:

- Written description of exactly what you want the student to be able to do
- Operational definitions must be described \_\_\_\_\_, \_\_\_\_\_ and must be socially significant skills
- Socially significant skills are skills that will improve quality of life
  - These skills are identified by \_\_\_\_\_, needs of the \_\_\_\_\_, needs of the family, and recommendations from experienced professionals.

### Teaching steps/targets:

- Individual components of target skills; incremental steps that get you to the terminal goal
- Teaching objectives, i.e. \_\_\_\_\_
- Teaching steps can be written in multiple ways depending on the skill and client's needs
- Teaching steps/targets are important to individualize \_\_\_\_\_ true /false

### Teaching procedures:

- Materials: i.e. two sets of identical objects, \_\_\_\_\_, \_\_\_\_\_
- Location: seated at a table, \_\_\_\_\_, \_\_\_\_\_
- Instruction or directions: "match", \_\_\_\_\_, \_\_\_\_\_
- Prompting: physical guidance, \_\_\_\_\_, \_\_\_\_\_
- Reinforcement: social praise plus tangible, \_\_\_\_\_, \_\_\_\_\_

### Generalization and maintenance procedures:

- strategies and testing method used to promote generalization and maintenance over time
- Use a variety of \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

# Skill Acquisition Programs (continued)

## Data collection procedures:

- The specific data collection method and how often data are collected will be specified
- The method will depend on the type of skill and how the skill is being taught
- Example: with discrete trial training (DTT) data may be recorded \_\_\_\_\_
- When teaching a behavior chain, data may be collected \_\_\_\_\_

## Mastery criteria:

- Specific level at which the target has to be demonstrated to be considered learned
- Once mastery has been reached, we can move on to next step or skill
- Criteria include level of accuracy or fluency \_\_\_\_\_
- Criteria also include a period of time, number of sessions \_\_\_\_\_  
◦ i.e. 80% accuracy across 2 consecutive sessions
- Some skills require a higher level of accuracy: street crossing or \_\_\_\_\_
- Some only need a lower level of accuracy, such as a leisure skill of throwing the ball or \_\_\_\_\_

*Fill in the missing sections using a skill acquisition program.*

Target skill name: \_\_\_\_\_

Goal/Operational definition: \_\_\_\_\_

Measurement: \_\_\_\_\_

## Teaching steps

- 1.
- 2.
- 3.
- 4.

## Teaching procedures 1.

- 2.
- 3.
- 4.
- 5.
- 6.

## Generalization and maintenance

- 1.
- 2.
- 3.

Method of data collection: \_\_\_\_\_

Mastery criteria: \_\_\_\_\_

# Skill Acquisition Programs (continued)

## Guidelines for Implementing Skill Acquisition Programs

- Be prepared
- Review the written program with your supervisor
- Practice running the program with your supervisor, i.e. role-play
- Be consistent -follow the plan as written, (do/do not) make changes