

Guidelines for Using Behavior Skills Training (BST)

Definition and Goal

Behavior Skills Training (BST) involves providing the student opportunities to identify replacement and desired skills and behaviors. It also allows the student to model, rehearse and receive feedback, in order to learn the replacement and desired skills and behaviors. BST has been used to teach a variety of safety, social, communication, leisure, and employment skills.

Materials Needed

Data sheet, potential reinforcers

Behavior Skills Training Procedures

- 1 Identify** the target behavior(s)
Model the target behavior(s) and ask the student to identify the behaviors. Provide reinforcement for correctly identified behaviors.
- 2 Model** the target behavior(s)
Show the student how to perform the target behavior (e.g., show the student how to ask for his/her turn on the playground).
- 3 Rehearse** the target behavior(s)
Have the student rehearse the target behavior(s) that have been modeled. When the student is able to follow the instruction and demonstrate the target behaviors, provide reinforcement.
- 4 Practice** the target behavior(s)
Have the student practice the target behavior(s) in real-life situations (e.g., on the playground).
- 5 Provide Feedback/Self-Evaluation**
Provide feedback and have the student evaluate his/her practice.

Safety Skill Example: Getting Lost

Identify Behaviors	Model	Rehearse	Practice	Feedback
Step 1 <ul style="list-style-type: none">Use a task analysis to teach the steps for what to do when lost.Have the student identify (verbally, in writing, or with an AAC device) what to do when they get lost.	Step 2 <ul style="list-style-type: none">Model behaviors with the student.“Let me show you what to do when you get lost.”	Step 3 <ul style="list-style-type: none">Adult role plays behaviors with the student.“Now, it is your turn to show me what to do when you get lost.”Reinforce the student when they demonstrate the target behaviors.	Step 4 <ul style="list-style-type: none">Practice what to do when getting lost in the school cafeteria, at the grocery store, etc.Reinforce the student when they demonstrate the target behaviors in natural settings.	Step 5 <ul style="list-style-type: none">Provide student with feedback. “You did a great job of asking an adult for help.”“I like how you went to the help desk and told them you were lost.”Prompt for more appropriate responses.Reinforce student when he/she responds appropriately.

Tips for Using BST

- 1 Reinforcement of target behaviors is key!
- 2 Can be used in conjunction with other behavioral strategies (e.g., token systems, behavioral contracts, self-monitoring, task analysis).
- 3 Video modeling can be used to model target behaviors.
- 4 Visual strips and scripts can be used to remind students of the key steps during rehearsal and practice.
- 5 Works best for students who demonstrate basic skills such as: waiting, attending, using verbal language, and discriminating).



Routine Task Analysis Data Collection Form

Curriculum Supports: Routines

Student: Tyrone

Date Started: 5/12/22

Date Mastered: _____

Independent Scoring Scale

4	3	2	1	0	N/A
Independent/no prompts	Gesture, visual, or verbal prompt	Partial physical prompt	Full physical prompt	Does not complete with any form of prompting	Not applicable

Routine Name: Getting Lost

#	Cue	Response	Scores			
			Date			
1	No familiar adults, family, peers near	Locate help desk or look for an adult to ask for help				
2	Help desk or adult within proximity	Walk up to desk/adult and tell them you are lost				
3	Contact information card	Hand adult contact information card				
4	Adult at help desk	Wait with an adult until a parent or teacher arrives				
5	Arrival of parent or teacher	Thank the adult for helping you				
6						
7						
8						
Summary Scores		Number of steps (do not include N/A steps)				