

CAREGIVER CHECKLIST

FOR BEHAVIORAL SKILLS TRAINING (BST)

STEP 1: SETTING UP

- Gather materials.
- Conduct a task analysis.

STEP 2: INTRODUCTION

- Provide instructions to the learner, including the skill being targeted.
- Provide a rationale for the learner and explain why this is important.
- Show task analysis (visual or written steps).

STEP 3: MODELING

- Demonstrate skills for the learner via video model or in-person.
- Model at least one example.
- Ensure models are relevant to real-life examples.
- Models are shown in a positive manner demonstrating skills we want to see.

STEP 4: REHEARSAL

- Describe the setting and relevant events.
- Prompt learner to engage in rehearsal (practice the skill).
- Document if the learner engaged in the correct responses.

STEP 5: FEEDBACK

Correct Response

- Provide praise and positive reinforcement.
- State what the learner did well.

Incorrect Response

- Tell the learner what they did incorrectly.
- Provide encouragement.
- Remodel the skill.
- Allow the learner to practice until the desired response is achieved.

STEP 6: FINAL STEPS

- To help with generalization, have the learner practice the skill in multiple settings, with multiple people, and using different materials.
- Continue to collect data and ensure that the learner continues to practice so that the scale maintains.

Disclaimer: This is not intended to be, and cannot replace the benefits of individualized treatment. These are general recommendations. If you continue to have any concerns, please consult directly with a licensed and board-certified behavior analyst.

The educational resources and supplemental materials above were designed and developed by the Golisano Institute for Developmental Disability Nursing, in collaboration with faculty from the Wegmans School of Nursing at St. John Fisher University and Daemen University. The training materials were created with input from stakeholders, including service providers, families and individuals with IDD, and staff from congregate care settings.

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