

Behaviour Skills Training (BST) - Fact Sheet

What is BST?

Behaviour Skills Training (BST) is a training package that uses 4 different components to teach new skills. The components include: **instruction**, **modeling**, **rehearsal** and **feedback**. BST is an effective teaching method for helping children with autism spectrum disorder (ASD) learn new skills, but the method can be used with anyone. Some skills that can be taught using the BST are:

- Social Skills
- Assertiveness Skills
- Community Safety Skills
- Abduction Prevention
- Communication Skills





Why do we use the BST?

- We use BST to support the teaching of new skills for those with the ability to understand more complex vocal language.
- Research conducted by Stewart, Carr & LeBlanc, 2007 demonstrated BST was effective in teaching children and adults with ASD conversation skills.
- Studies have also shown utilizing a role-play training package which included practice in "real-life" situations to be the most effective (Nuernberger et al, 2013).
- It was also found by Ward-Horner & Sturmey, 2012 that the most effective components of the BST approach were feedback and modeling.

Lake Ridge Community Support Services | 900 Hopkins St. Unit 8, Whitby, ON. L1N 6A9 | 1-33-635-7277 | Ircss@Ircss.com

f 💆 🖸 G



BEHAVIOUR SKILLS TRAINING (BST) STEPS:

1. Instructions

Describe the new/appropriate behaviour to the child

<u>Be specific</u> - Explain exactly what the behaviour looks like and what is expected

<u>Be clear</u> - Describe the behaviour at a level that the child can understand Use visuals if it will help with understanding the skill

Repeat if necessary

2. Model

Demonstrate the behaviour for the child

- Use a model (e.g. yourself with siblings), video clip, toys
- Demonstrate the behaviour, in the correct context if possible
- Vary the model to promote use of skill across settings, people, etc.
 Repeat if necessary

3. Rehearsal

Create opportunities for the child to practice the behaviour

- Set up pretend situations with you and the learner, or with siblings/peers
- Have them practice demonstrating the new behaviour
- Ensure the child can demonstrate the skill correctly Repeat if necessary

Rehearsal

Provide the child with feedback on their performance after the rehearsal

- Provide feedback immediately

For correct responses:

- Specific praise with enthusiasm (e.g. "Bobby, great job saving 'Hi' to your friends!")
- Other reinforcers where applicable (e.g. high fives, hugs, pats on the back, toys)

4. Feedback

For incorrect responses:

- Neutral praise for their effort (e.g. "Good try!", "You're trying really hard")
- Positive constructive feedback, that focuses on how they can improve rather than what they did wrong (e.g. "Next time remember to look at your friend" rather than, "You didn't look at your friend")

Repeat instructions, model, and/or try the rehearsal again

Capture or create opportunities for your child to practice their new skill as often as possible. The more exposure and practice they get, the faster the new skill will be learned!

Lake Ridge Community Support Services | 900 Hopkins St. Unit 8, Whitby, ON. L1N 6A9 | 1-33-635-7277 | Ircss@Ircss.com

f









References

Nuernberger, J. E., Ringdahl, J. E., Vargo, K. K., Crumpecker, A. C., & Gunnarsson, K. F. (2013). Using a behavioral skills training package to teach conversation skills to young adults with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 7(2), 411-417.

Stewart, K. K., Carr, J. E., & LeBlanc, L. A. (2007). Evaluation of family-implemented behavioral skills training for teaching social skills to a child with Asperger's disorder. *Clinical Case Studies*, *6*(3), 252-262.

Ward-Horner, J., & Sturmey, P. (2012). Component analysis of behavior skills training in functional analysis. *Behavioral Interventions*, *27*(2), 75-92.

Lake Ridge Community Support Services | 900 Hopkins St. Unit 8, Whitby, ON. L1N 6A9 | 1-33-635-7277 | Ircss@Ircss.com

f 🍠

