

# Behavior Skills Training (BST)

## WHAT IS IT?

Behavior Skills Training (BST) is a four-step procedure for teaching new skills, involving the following: Instruction, Modeling, Rehearsal, and Feedback (Miltenberger, 2004). It is a comprehensive approach that can be used to teach a wide range of skills or behaviors to a variety of people (Ward-Horner & Sturmey, 2012). BST has been shown to be effective in training students, teachers, paraprofessionals, etc. quickly when these instructional procedures are used (Gianoumis, Seiverling, & Sturmey, 2012). The efficacy of BST is often measured by criterion of skill acquisition rather than a set amount of time.

## WHY IS IT IMPORTANT?

Behavioral skills training is an evidence-based approach for training personnel. BST teaches a person what to do in particular environments or circumstances. It allows for modeling and practice so that the person can become fluent with the skills so there is more consistency among staff. Feedback is used to improve each person's skills and abilities (Parsons, et al, 2012).

## WHEN CAN IT BE USED?

BST is appropriate for teaching students a variety of skills including academics, social skills, behavior skills, and daily living skills. It is appropriate to use with staff any time a new skillset or procedure is needed to assure competency and consistency in implementation (new behavior plan, teaching procedure, etc.).

## HOW TO IMPLEMENT

### Steps for Implementation

#### Step 1: Instruction –

Describe the target skill verbally or in writing (this may include a task analysis). Sometimes, professionals start and end here. As in, "Well I told her what to do like 8 times, but she still isn't doing it!". Effective teaching includes more than just commands.

#### Step 2: Modeling –

This step SHOWS the person what to do. It is important to model the skill with the actual student in the actual environment (or the closest approximation possible). Be sure to practice to fluency before modeling the skill. Visual supports and video modeling can support this step further.

#### Step 3: Rehearsal –

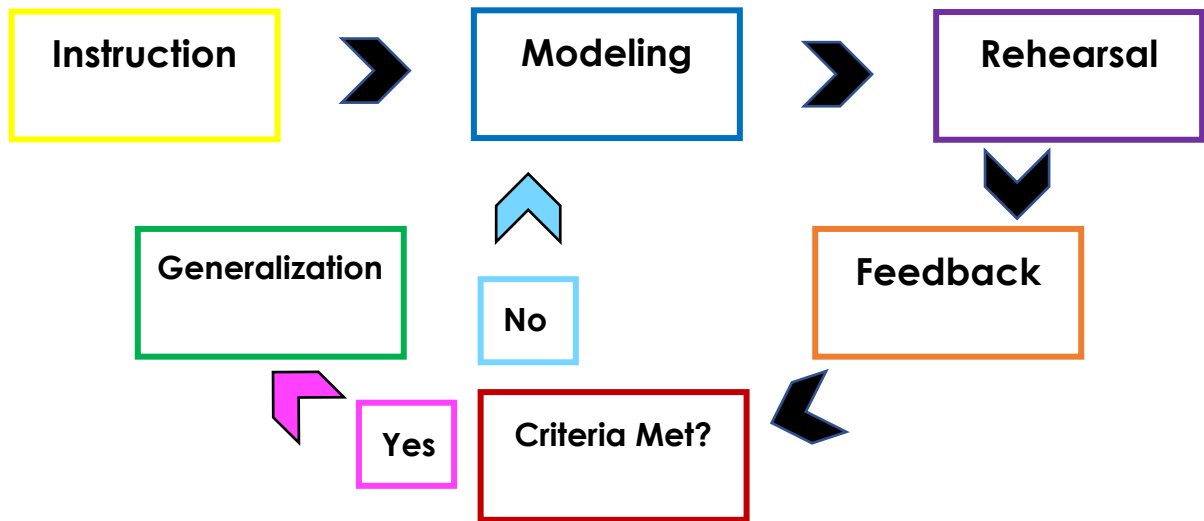
Beyond modeling, skill acquisition requires that instruction provides the learner to practice with supervision. It is vital to practice new behaviors in role-play, then the actual situation to ensure not only mastery, but also fluency.

#### Step 4: Feedback –

Feedback can sometimes be skipped due to time constraints. However, this step is critical in improving skill sets. If possible, immediately correct mistakes while the person can still change it. Positive praise statements are used before corrective feedback. Supportive feedback is used to tell the person what they performed correctly. Corrective feedback is used to tell the person what they need to do to perform the skill or behavior correctly. Don't wait until the entire procedure is completed to correct a mistake in the first step or the person may learn the wrong skill by practicing it wrong.

# HOW TO IMPLEMENT, CONTINUED

## Process for Implementation



To view a short video  
from CEUey,  
scan here:



## REFERENCES

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