



Phases of RAPID Skills Training (RST)

- 1.) **Introduction & Didactic Workshop** (Phase I) 6 hours. est.
 - a. Data: Pre & Post testing with competency. Compare each pre/post (before & after the workshop).
 - b. Learning rational, objectives & goals of the RST program, i.e., learning the who, what, when, where, why and learning to define everything in context.

- 2.) **Antecedent Lifestyle Changes** (Phase II) 6 hours. est.
 - a. Data for AB design: A=Baseline (no training) & B = After Behavior Skills Training.
 - b. Compare each and combinations of skills as acquired.
 - c. The 4 skills taught in phase 2 are utilized as prevention and prime caretakers for a formal plan (if needed).
 - i. **ATTENDING**
 1. a1 = attending to *create* “new” learning moments.
 2. a2 = attending to *maintain* and keep a ratio healthy with instructions (task demands to A & R(s) = 1:4 (ratio) during active instruction w/learners.
 - ii. **PROVIDING BREAKS**
 1. p1 = breaks before any behavioral issues/antecedent/precursor interventions.
 2. p2 is in phase III as consequences, mindset here, break before any challenges...
 - iii. **REWARDING**
 1. r1 = any and all behavior to change interaction history to a more positive history (momentum)
 2. r2 for alternative or incompatible behavior is in next phase III as consequences)
 - iv. **DIRECTION GIVING**
 1. d1 (prevention) 80/20 ratio
 2. d2 (post behavior problem), review keeping the demand when possible, coming back to the demand and changing the demand all together AFTER behavior problem.
 3. Review differences between all skills.



RAPID SKILLS TRAINING (RST): Four Phases

- 3.) **Reactive Lifestyle Changes** (Phase III) 3-4 hours est.
- a. Data for AB design: A=Baseline (no training) & B = After Behavior Skills Training.
 - b. Learning the 2 most misused & misunderstood consequences/caretaker skills called (a) providing breaks post behavior challenge (timeout) & ignoring non-dangerous behavior.
 - i. **PROVIDING BREAKS**
 1. p1 (prevention) review precursor interventions, occurs before problem behaviors.
 2. p2 (reactively) this is negative reinforcement & behavior reduction in technical terms, those are the procedures being taught w/no technical terms, occurs right after the behavior of concern and if a demand context was present when behavior problem occurred the demand context (might or might not) follow to break area. Side effects of escape extinction reviewed.
 3. Safety considerations reviewed.
 4. When the demand context follows break
 - ii. **DIRECTION GIVING**
 1. d1 (prevention) prevention 80/20 ratio review...
 2. d2 (post behavior problem), review keeping the demand when possible, coming back to the demand and changing the demand all together AFTER behavior problems.
 3. Review differences between all skills.
- 4.) **Functional Assessment & Behavior Support Plan (BSP)** (Phase IV) 16 hours est.
- a. Finish assessment concurrently with Phases 1-3.
 - b. Build the behavior support plan into the RAPID Skills.
 - c. Design the plan based on what caretakers can manage.
 - d. Design concurrent intensive 1:1 ABA services with RBT/BCBA.