

July 2026 ODP-BSASP-Adult Autism Waiver

Specialized Skill Development (SSD) Service Snapshot



Comparison of Services:

Behavior Specialist Support (BSS)	Systematic Skill Building (SSB)	Community Support (CS)
Target: Assess behaviors that are disruptive, destructive, or disturbing enough in nature to prevent or interfere with the participant's inclusion in everyday life and develop strategies to address these behaviors.	Target: Develop and align instructional strategies for skills necessary to reside in the community.	Target: Support the acquisition, retention, and improvement of skills necessary to reside in the community.
Approach: Provide interventions and promote consistent implementation of the strategies by the support team and manage data on the participant's progress toward behavioral goals and objectives.	Approach: Develop instructional plans for others to implement and manage data on the participant's progress toward skill-driven goals and objectives.	Approach: Directly support the participant through facilitation, instruction, or assistance with skill-driven goals and objectives.
Team Collaboration:** Train all team members (paid and unpaid) in implementation of the Behavior Support Plan (BSP) and Crisis Intervention Plan (CIP).	Team Collaboration:** Train all team members (paid and unpaid) who address skill-driven instruction using the Skill Building Plans (SBPs). Implements the BSP and collects data if desired for the Behavior Specialist.	Team Collaboration:** Implement the BSP and SBPs as applicable. Collect data for the Behavior Specialist, if desired, and for the Skill Building Specialist.

**All SSD services naturally collaborate with other services, such as Supported Employment and Residential Habilitation, that are on the plan, as needed.

Examples of Challenging Behaviors vs. Adaptive Skills:

These examples are intended to show a comparison of the types of skills each service addresses and are not an exhaustive list.

Replacing or modifying challenging behaviors (BSS)	Increasing adaptive skills (SSB and/or CS)
• Replacing physical or verbal aggression with improved verbal expression of frustration; • Teaching someone positive coping skills instead of self-injurious habits; • Helping someone to learn less-argumentative or less-resistant ways to resolve conflicts; • Teaching replacements for disruptive social behaviors such as interrupting, invading personal space, asking inappropriate questions, etc.; • Addressing risky or illegal behaviors; or • Helping someone to recognize and manage impulsive behaviors that interfere with their wellbeing, safety, or productivity.	• Teaching someone conversation skills; • Encouraging someone to engage in positive activities of daily living, such as hygiene and exercise, and facilitating their ability to do so; • Teaching positive social skills and facilitating interaction with peers and the community; • Helping someone learn to budget their spending money, prioritize their time, or budget other resources; • Facilitating self-direction and self-advocacy; • Supporting participation in volunteer and education activities.

Frequently Asked Questions:

Question: Where can Specialized Skill Development be provided? **Answer:** Specialized Skill Development can be delivered in the participant's home and at other community locations, such as libraries or stores. BSS and SSB can be delivered, when consistent with goals, at a place of employment or inside a Residential Habilitation Community Home. CS cannot be delivered at a place of employment or inside a Residential Habilitation Community Home.

Question: Can Specialized Skill Development services overlap? **Answer:** Yes, Specialized Skill Development services can and often should overlap. For example, a Behavior Specialist may be present to work on avoidant behaviors while a Community Support staff is present to work on meal planning if the participant often engages in avoidant behaviors during this task. Depending on the participant's needs, the Systematic Skill Builder may overlap with the Community Support staff to ensure instructional strategies are being implemented correctly but should not occur all the time and should fade over time.