



WORKSHOP AGENDA

TalkAbility™

This workshop is offered in the format(s) below.

Two days _____ [pg. 1](#)

Day 1	Day 2
Introduction to The <i>TalkAbility</i> Program <ul style="list-style-type: none"> Information on Highly Verbal Children with Autism 3 Differences between MTW & <i>TalkAbility</i> 1 Who is TalkAbility for? 2 	Welcome Back Session 3: Tune into Others 4 5 6 <ul style="list-style-type: none"> Use Cues to tell your child it's his turn in the conversation Talk so your child learns to tune in (strategy)
Break 1	
Theory of Mind 3 4 <ul style="list-style-type: none"> Information on Theory of Mind Stages of Theory of Mind Assessing Theory of Mind 	Session 4: Extend & Pretend 4 5 6 <ul style="list-style-type: none"> Abstract Thinking – the role of pretending in the development of tuning-in Video Feedback Practice 4 7
Break 2	
Orientation Session <ul style="list-style-type: none"> Overview of program format and content Orientation Session 1 Pre-program Visit 4 Session 1: Help Your Child Understand What You Say Without Words 4 5 6 <ul style="list-style-type: none"> Hook Your Child To Look (Strategy) Use the Four "S's" (strategy) 	Session 5: Books, Story-telling and Visuals 4 5 6 <ul style="list-style-type: none"> Tune-In with books and story-telling Sessions 6 & 7: Be Your Child's Play Coach 4 5 6 <ul style="list-style-type: none"> Setting up successful play dates) Video Feedback Practice 4 7
Break 3	
Session 2: Keep the Conversation Going: Use your I-Cues & Wait 4 5 6 <ul style="list-style-type: none"> A framework for evaluating the child's conversation skills A set of strategies to help parents be responsive conversation partners Video Feedback Review Video Feedback Practice 4 7 Wrap Up	Video Feedback Practice cont'd 4 7 Session 8: Challenging Behaviour 5 6 <ul style="list-style-type: none"> Using the Problem Solving Diary to address challenging behaviour Wrap Up <ul style="list-style-type: none"> Q & A Co-operative Agreement Evaluations

Upon completion of the *TalkAbility* Certification Workshop, SLP/Ts will be able to:

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| <p>1 Describe the structure, format and content of <i>TalkAbility</i> and how it differs from the More Than Words</p> <p>2 Define children who meet the criteria of a <i>TalkAbility</i> program</p> <p>3 Describe current research on the development of social cognition and how this applies to children with <i>TalkAbility</i>.</p> <p>4 Select appropriate social communication goals based on assessment of the child's social and communication skills</p> | <p>5 Describe the <i>TalkAbility</i> strategies and how these strategies help children with Autism achieve their social communication goals</p> <p>6 Review how to facilitate parents' learning of the <i>TalkAbility</i> strategies through the use of the 4P Teaching-Learning Cycle</p> <p>7 Review and apply the video feedback learning process to facilitate parents' application of the <i>TalkAbility</i> strategies within everyday activities with their children</p> |
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