

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

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

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