

Responsive Teaching Seminar
Getting Started 2 Day Workshop

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WORKSHOP OUTLINE

LEARNER OBJECTIVES	SUBJECT MATTER	TIME FRAME Day 1
1. To become familiar components of the Responsive Teaching Intervention model	<ul style="list-style-type: none"> a) Parent-mediated Intervention Vs. Alternative Intervention Models b) Responsive Interaction Equals Responsive Teaching c) Pivotal Skills Versus Discrete Skills d) Intervention Goals and Objectives e) Identifying Pivotal Developmental Objectives f) RT Logic Model 	9:00 – 10:15
2. To understand the theoretical foundations for the RT cognitive curriculum	<ul style="list-style-type: none"> a) Definition of constructivism b) Observation of Children with disabilities at play c) Discussion of implications of constructivism for children with disabilities 	10:30 – 12:00
3. To become familiar with logic and RT strategies for the cognitive pivotal behaviors	<ul style="list-style-type: none"> a) Definition of five cognitive pivotal behaviors b) Rationale for importance of targeting cognitive pivotal behaviors c) RT strategies for promoting cognitive pivotal behaviors 	12:45-1:15
4. To become familiar with the process of planning and implementing a the RT cognitive curriculum	<ul style="list-style-type: none"> a) Plan role play a session Using the Planning and Tracking Form b) Intervention Session Guide c) Observation of a cognitive intervention session 	1:15-2:20 2:30-3:10
5. To learn the procedures for developing a Family Action Plan	<ul style="list-style-type: none"> a) Format for developing FAPs b) FAP options c) Role of parents in FAP development 	3:10-3:30

<p>LEARNER OBJECTIVES</p>	<p>SUBJECT MATTER</p>	<p>TIME FRAME Day 2</p>

<p>1. To understand the theoretical foundations for the RT social emotional curriculum</p>	<ul style="list-style-type: none"> a) Developmental conceptualization of social emotional competence b) Observation of temperament intervention c) How developmental social emotional competencies address children's behavior problems 	<p>9:00 – 10:15</p>
<p>2. To become familiar with logic and RT strategies for social emotional pivotal behaviors</p>	<ul style="list-style-type: none"> a) Definition of six social emotional pivotal behaviors b) Rationale for importance of targeting cognitive pivotal behaviors c) RT strategies for promoting cognitive pivotal behaviors 	<p>10:30 – 11:15</p>
<p>3. To become familiar with the process of planning and implementing a the RT social emotional curriculum</p>	<ul style="list-style-type: none"> d) Plan a session social emotional session using the RT Planning and Tracking Program e) Observation of a social emotional intervention session 	<p>11:15-12:00</p>
<p>4. To understand the theoretical foundations for the RT communication curriculum</p>	<ul style="list-style-type: none"> a) Research findings b) Communication Theory 	<p>12:45:1:15</p>
<p>5. To become familiar with logic and RT strategies for communication pivotal behaviors</p>	<ul style="list-style-type: none"> a) Definition of five communication pivotal behaviors b) Rationale for importance of targeting communication pivotal behaviors c) RT strategies for promoting communication pivotal behaviors 	<p>1:15-2:00</p>
<p>6. To become familiar with the process of planning and implementing a the RT communication curriculum</p>	<ul style="list-style-type: none"> a) Plan role play a session Using the Planning and Tracking Form b) Observation of a communication intervention session 	<p>2:15- 3:10</p>
<p>7. To develop a plan for getting started and follow-up.</p>	<ul style="list-style-type: none"> a) Procedures for Getting Started b) Follow-up and certification 	<p>3:15-3:30</p>