

Bishop Vaughan Catholic School

Talkabout

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### What?

Talkabout is a structured programme for teaching and measuring social skills. It is a whole scheme of work which helps you assess, teach and measure your work easily. It uses a hierarchical method of teaching social skills which means that having assessed the child using the Talkabout assessment, our social communications champion will choose the appropriate level or book to start work at. This means that work may start by developing a child's self-awareness and self-esteem before progressing onto body language. Students will then move onto conversation skills and then onto friendship skills and assertiveness.

Talkabout is...

- A hierarchical approach to teaching social skills: foundation skills are taught prior to more complex skills.
- Includes an assessment and outcome measures: the Talkabout assessment includes a method of quantifying results.
- Includes activities and plans of intervention: Talkabout is a scheme of work that is designed to be followed week by week, with plans for your intervention divided into 3 academic terms for anyone working in schools.
- Suitable for all ages: the different books are designed with a certain population in mind, so that you will use the resource best suited to your pupils.
- Suitable to put onto a school curriculum: the Talkabout resources have been written with schools in mind, so that teachers can easily put social skills into their lessons or onto their curriculum.
- Proven effectiveness: Talkabout has been proved to be an effective tool for developing self-esteem, social skills and friendship.



### Why?

A bit about the hierarchy: Talkabout was first developed in the early nineties following a clinical study into the effectiveness of social skills work which found that the success of intervention increased if nonverbal behaviours were taught prior to verbal behaviours, and assertiveness was taught last. In addition, it was found that

basic self and other awareness and self-esteem should be developed first if necessary and that friendship skills should be taught after social skills. If we spend time developing the foundation skills of self-esteem and self-awareness and then concentrate on body language prior to the more complex areas of conversational skills, friendship skills and assertiveness we are more likely to see progress.

