



Hello There! ...Now Shoo!



**Social Thinking® Strategies
for understanding WHY we
use Social Skills**


For individuals with social learning issues


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Today is a very **BROAD** overview of a couple
of key ideas related to Social Thinking (much
more info available)






Related Diagnoses	
	▪ ASD
	▪ High Functioning Autism (HFA)
	▪ PDD-NOS
	▪ Asperger Syndrome
	▪ Semantic Pragmatic Disorder
	▪ Nonverbal Learning Disorder (NLD)
	▪ Hyperlexia
	▪ Tourettes Syndrome....Fragile X....
	▪ ADHD + OCD = Asperger Syndrome?
	▪ Where does Bipolar fit in?





	What is Social Thinking?
	<p>The ability to consider your own and others thoughts, emotions, beliefs, intentions, knowledge, etc. to help interpret and respond to the information in your mind and possibly through your social behavioral interactions.</p> <p style="text-align: right;"><small>Social Thinking^{CF}.com</small></p>

	Social Thinking to figure out which social skills are needed in the situation?
	<p>So, it's the ability to adapt your behavior effectively based on the situation and what you know about the people in the situation for them to react and respond to you in the manner you had hoped.</p> <p style="text-align: center;">NOT always nice or polite but that's often what we teach</p> <p style="text-align: right;"><small>Social Thinking^{CF}.com</small></p>

	Social Thinking Plays a PROMINENT role in the classroom when:
	<ul style="list-style-type: none"> • Students and teacher have to share space effectively. (often when NOT communicating) • Each participant has to interpret the other (student and teacher) accurately. • Students work together in peer based groups. • Students have to interpret and respond appropriately to the curriculum. • Think for a moment about why all respond right now. Why not shout out your thoughts? <p style="text-align: right;"><small>Social Thinking^{CF}.com</small></p>

	Social Thinking = Cognitive Behavioral Approach
	<p>Lessons within social thinking teach individuals to think through a concept prior to the behavior (SKILL) being taught</p> <p>Thinking through the “why” behind using related social skills</p> <p style="text-align: right;"><small>Social Thinking^{CF}.com</small></p>

	Cognitive Behavioral Therapy
	<p>Cognitive behavior affects activity</p> <p>Cognitive activity may be monitored and altered.</p> <p>Desired behavior change may be affected through cognitive change</p> <p><small>Dobson, K. & Dozois, D. (2001) Historical and philosophical bases of the cognitive-behavioral therapies. In K. Dobson (Ed.) Handbook of Cognitive Behavioral Therapies (pp.3-39). New York, NY: The Guilford Press.</small></p> <p style="text-align: right;"><small>Social Thinking^{CF}.com</small></p>

	Social Thinking (in a nutshell)
	<ul style="list-style-type: none"> • I have thoughts and so do you • I have “thoughts” different than you - sometimes • You can have “good/normal/ok” or “uncomfortable/weird” thoughts about me based on my behavior (i.e., what I say or do) – <u>RELATED to Feelings</u> <p>The reverse is also true</p> <ul style="list-style-type: none"> • If I am able to read your intentions and plan, then I will know how to respond. • I can use my thoughts to imagine and wonder and connect to others’ thinking • This all relates to social as well as Academics <p style="text-align: right;"><small>Social Thinking^{CF}.com</small></p>

**DO WE TEACH THE “THINKING”
UNDERLYING THE SKILL
OR
DO WE TEACH THE SOCIAL “SKILL”
OR
BOTH?**

**CONSIDER FOR A
MOMENT....**

By the time our students are approaching adulthood, they have had hundreds of IEP goals, objectives, behavior plans, rewards, punishments, reinforcers, stars, nags, grades, etc...

- with the intention of increasing, decreasing, improving, introducing, practicing some kind of skill or behavior




**WHAT WAS THE LAST
BEHAVIOR YOU**

Tried to decrease, increase, improve, learn, do, stop, participate, or.....

Were you successful? Why not?





WHAT DO WE KNOW ABOUT THE BRAIN AND BEHAVIOR CHANGE?


The middle part of your brain is quite interested in seeking things that it finds pleasurable. Also referred to as the “I want” part of the brain.

When changing habits, behaviors, etc....

This part of your brain has a bit of a disagreement with the front part of the brain that tells us to “cool it” and stay on target.

Time 2012 (McGonigal, 2012)

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THE PHRASE “JUST DO IT” IS A LITTLE MORE COMPLEX FOR MOST OF US

What does this mean for those IEP goals?

Or the New Years resolutions?

Or how I approach teaching behavior change?



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GOAL OF TREATMENT/Education:

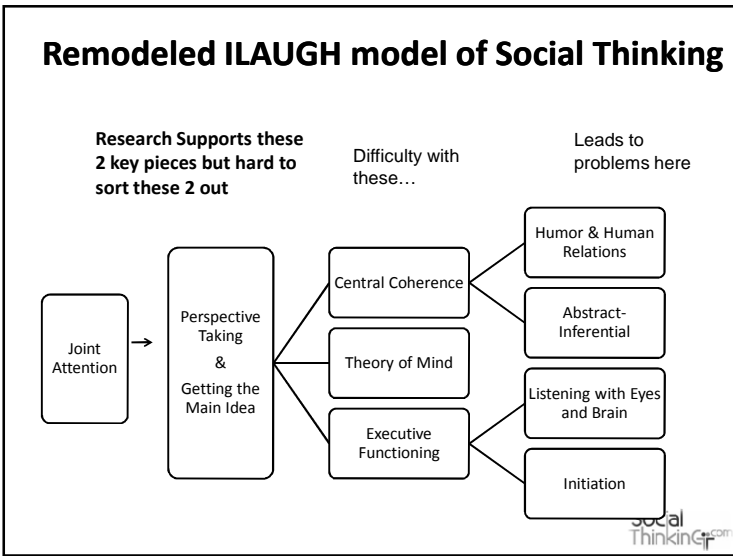
- To use each person’s strengths (concrete learning) to teach increasingly abstract ideas, no matter the age.
- The goal is not to make the disability go away, but to create more ways to use their abilities.

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	Teaching Social Thinking is different from teaching social skills	
	<p>Thinking with your eyes versus Eye-Contact</p> <p>Daniel: Didn't know that eye balls showed gaze connection</p> <p style="text-align: right;"><small>Social Thinking^{CF}.com</small></p>	

	ILAUGH Model
	<p>This is designed to help you have a framework for organizing your own understanding of where our kids might struggle</p> <p>Not ALL kids have issues in every area Not every kid with social learning problems has an issue in each area – in fact, some may have strengths. So, don't actively treat all areas of the ILAUGH</p> <p style="text-align: right;"><small>Social Thinking^{CF}.com</small></p>


	I LAUGH
	<p>I = Initiating L = Listening with eyes and brain A = Abstracting and Inferencing U = Understanding perspective G = Getting the Big Picture (gestalt) H = Humor and Human Relationships</p> <p style="text-align: right;"><small>Social Thinking^{CF}.com</small></p>




EBP and/or PBE?


	<p>Evidence Based Practices Practices which have several research studies proving the treatment approach is effective for a specific population.</p>	<p>Practice Based on the Evidence Treatment approach that is developed from a wealth of research studies demonstrating key concepts which should be addressed for a specific population.</p> <p>These studies can be developmentally based and/or related to concepts or characteristics important to a specific special needs population.</p> <p>social Thinking.com</p>
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Social Radar System

	Social Thinking -Social Communication Profile
	<u>Significantly Challenged Social Communicator (SCSC)</u> Very, very limited in their knowledge of other people's perspective. Require highly structured environment to facilitate social interaction.
	<u>Emerging Social Communicator(ESC):</u> Understand people have different thoughts if they think long and hard about it.
	<u>Nuance Challenged Social Communicator (NCSC)</u> Quick at understanding that people have different thoughts but slow in determining how to figure them out.
	<u>Resistant Social Communicator (RSC)</u> Argues and insists they are right!


	Social Thinking – Social Learning Tree to understand developing a treatment pathway
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	Social Learning Tree:
	Core social learning roots: <ul style="list-style-type: none"> •joint attention •executive functioning •central coherence •Theory of Mind •Language •Cognition •Sensory Integration •.....make up the social learning root system

	Imagine the trunk of a tree
	The ILAUGH Model-Remodeled creates the trunk of the social learning tree.
	The stronger and taller it grows the more capacity for the development of the branches and leaves.

TRUNK = ILAUGH

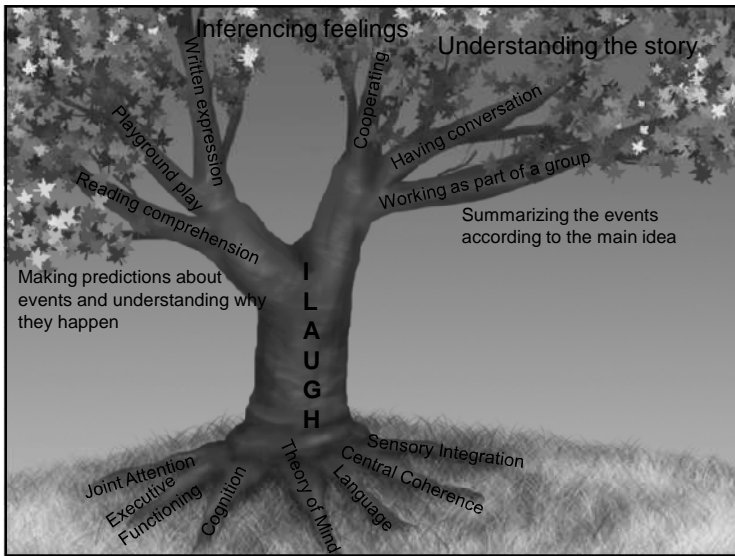
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	Imagine the branches
	The branches create the diverse social learning capacity:
	<ul style="list-style-type: none"> •Reading comprehension •Playground play •Working as part of a group •Having conversations •Cooperating •Written Expression, etc..

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	Imagine the leaves
	most treatment and therapy is in the leaves!
	<ul style="list-style-type: none"> •The leaves of the social learning tree are the <u>details related to the branches.</u> If the leaves are on the branch of playground play, the leaves involve: <ul style="list-style-type: none"> • Taking turns • Being a good sport • Being friendly, etc.. • Or Reading comprehension might be a branch

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How do we know what to Work on Teaching?

We are constantly assessing our student's core social learning knowledge and learning capacity.



We need to get out of the leaves and into the roots and trunk. If you treat the roots, then there will be an impact on reading comprehension and other branches

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But remember



1. hidden rule: We don't over-greet
2. Nuance:
 - ex. Portugal
 - ex. Teens
3. anxiety! Saying hi is only the start


Just go say "hi" and talk to the other kids.
Behavior change is hard


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	Four Steps of Communication
	Thinking about the person you are near or talking to
	Establishing Physical Presence
	Thinking with your eyes
	Using language to relate to others
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	1. Thinking About The Others		
	<ul style="list-style-type: none"> • Recognize they have thoughts and emotions . • Recognize that there are different opinions that have to be negotiated. • Recognize they have hidden intent in their verbal/non-verbal messages. 		
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	2. Get Close Enough To Communicate: Physical Presence	
	The basics of physical presence: The “one arm rule”	
	The nuance of physical presence - Shifts in posture, hips, shoulders, head	
	What happens when a 3 rd person enters a group? Why wont anyone let me talk in a meeting?	
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	3. Eyes Have Thoughts
	<p>Do not assume a person has good ability to use their eyes to socially observe.</p> <p>There is a difference between science oriented visual thinking and social visual thinking.</p> <p style="text-align: right;"><small>Social Thinking^{CF}.com</small></p>

	4. Language
	<p>To review: language unfolds only after:</p> <ol style="list-style-type: none"> 1. A person is centered in who they are communicating with = think 2. Physical presence 3. Thinking with their eyes 4. Language between others "basically" consists of Questions and Comments <p style="text-align: right;"><small>Social Thinking^{CF}.com</small></p>



	Face-to-face communication never starts with words
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