



SOCIALLY THINKING
 ...PRACTICALLY SPEAKING!
Social Thinking®
 and Social Emotional Learning




A critical connection

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WHO? Diagnostic soup

- ASD
- Semantic Pragmatic Disorder
- Nonverbal Learning Disorder (NLD)
- Hyperlexia
- ADHD – ADD
- Twice Exceptional
- Gifted and Talented
- Mental Health Challenges
- Brain Injury
- The rest of us who just need to work on our social learning




What is Social Thinking?

- 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.




What are considered good social skills?

- 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.



Why do we use social skills?

To impact how we make people feel which then impacts how they feel about us.



Consider how we teach the skill of how to “greet” one another?



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

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

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Social Thinking Plays a PROMINENT role in the classroom when:

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- Students and teacher have to share space effectively.
- 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.

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WHO?

Social Thinking Strategies

Are designed to be adapted for differing levels of the social mind – a quick tutorial

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Social Radar System

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- Exploring the spectrum of social radar strength
 - One's perception of the hidden rules and social situations effects how they interpret and then respond to it.
 - The Social Radar strength is determined in large part by neurology (what you are born to)
 - The Social Radar intuitive abilities, impacts life long learning of social information and related social skills.

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CASCADE of Social Attention

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1. The less aware of the situation and people around them
2. The less aware of their own weaknesses
3. The more literally they interpret information
4. The more detail oriented rather than concept
5. The more their anxiety is about what is happening around them or on their schedule.

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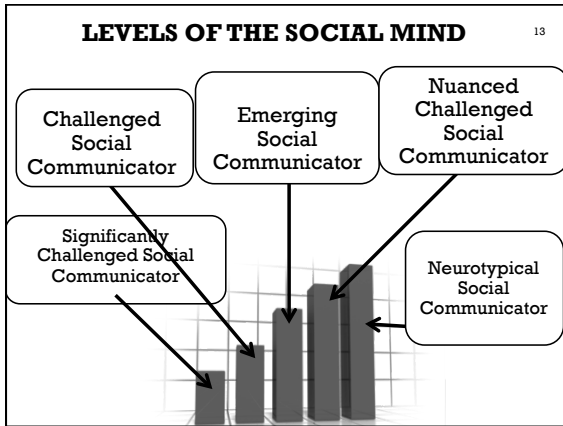
20 Years

SOCIAL THINKING IS NOT FOR EVERYONE!!!

A tool for some!
NOT a STAND ALONE

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Free article on our website about the ST-SCP

<http://www.socialthinking.com/what-is-social-thinking/social-thinking-social-communication-profile>

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**CONCRETE LEARNERS
NEED CONCRETE
STRATEGIES**

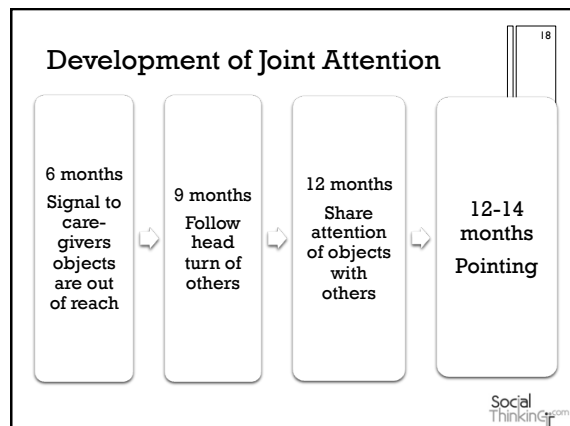
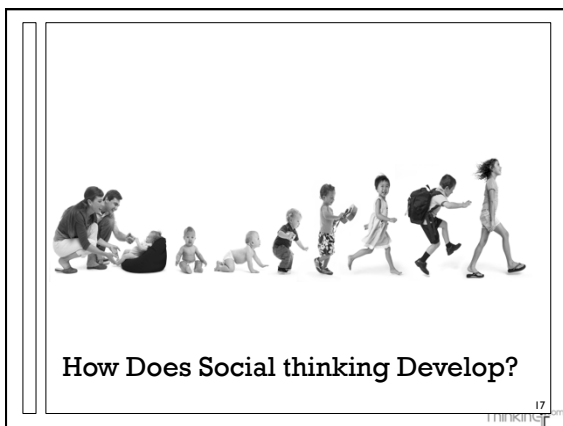
**WHY IS THAT SO SIMPLE FOR
US WITH MATH, SCIENCE
READING?**

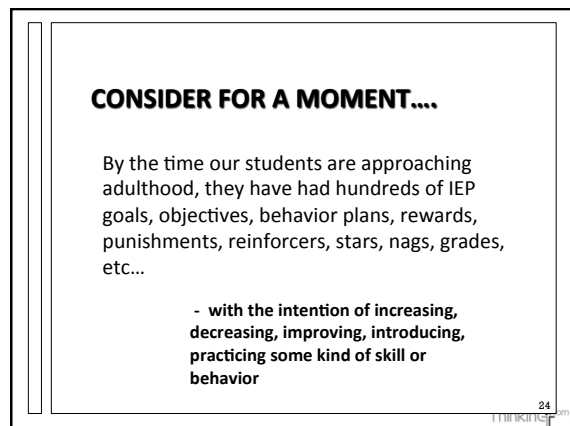
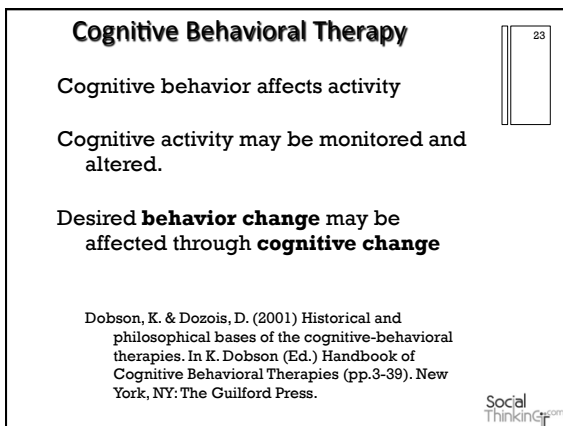
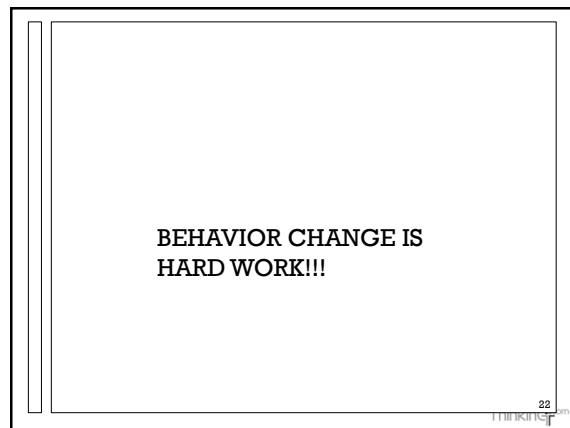
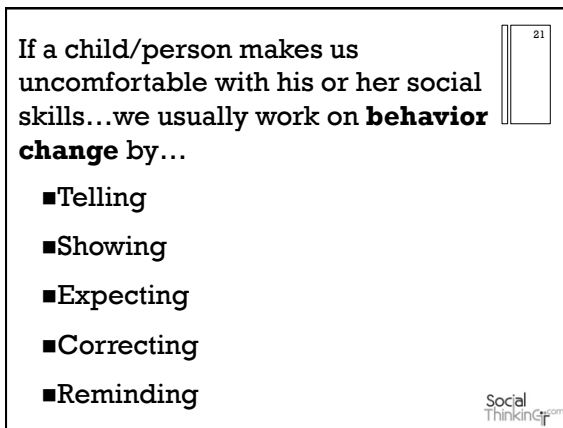
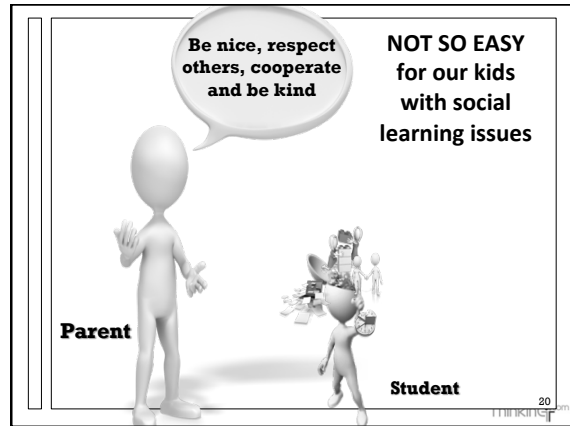
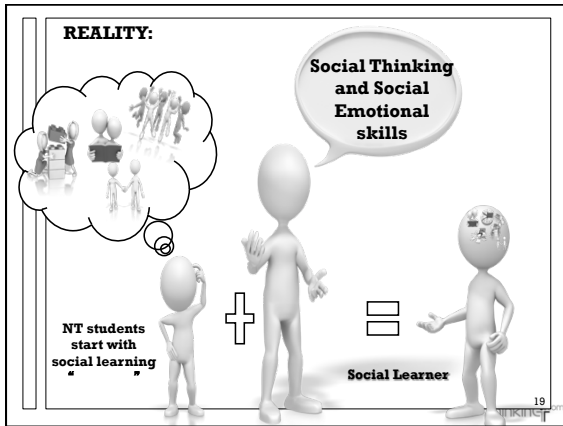
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Goal of Treatment: 16

- To use each person's strengths (concrete learning) to teach increasingly abstract ideas, no matter the age.
- To move ahead carefully, slowly, thoughtfully and respectfully.
- Differentiate – it matters

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WHAT WAS THE LAST BEHAVIOR YOU

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

Were you successful? Why not?



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WHAT DO WE KNOW ABOUT THE BRAIN AND BEHAVIOR CHANGE?

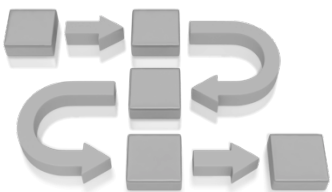
The middle part of your brain is quite interested in seeking things that it finds pleasurable. Also referred to as the “I want” part of the brain.
When changing habits, behaviors, etc....

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 PATH TO LEARNING IS NOT A STRAIGHT LINE



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Social Thinking Vocabulary

- **Expected/Unexpected**
- **Thinking with your eyes**
- **Body in the group**
- **Brain in the group, etc..**

More in: Think Social! A Social Thinking Curriculum

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When the terms appropriate vs. inappropriate don't make sense

Expected vs. Unexpected
(based on the situation)
DOES

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When “LOOK AT ME” doesn't make sense

THINKING WITH EYES DOES



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In our brains there are all types of "smarts." Some people have really great computer smarts, music smarts, sports smarts, math smarts, or even Lego™ smarts!

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Another Example: Social Detective

Younger

Older

- Coffee shop
- Expert observers
- CSI

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When "LINE UP" or "Take a Seat" doesn't make sense

BODY IN THE GROUP does

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Rules of the play-dough groups

- The balls stay in a circle if everyone's body is together as a group.
- If a child leaves the group, his ball rolls away.
- If one child's thoughts wander, a little piece of ball stays in the group, the rest rolls away.
- Only the adult touches the play-dough!

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Play-dough balls represent each child, and a taller figure represents the adult leader.

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If a child gets up and leaves the group, roll his play dough ball away from the group.

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If the child keeps his body in the group, but his mind is wandering, leave a little piece of his ball in the group, and roll the rest away.

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These concepts are for ALL kids

Body in the Group (based on Social Thinking Vocabulary from *The Incredible Flexible you*)

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BLURTS, BOREDOM AND OTHER BOBBLES

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Classroom Blurring

- Keep your eyes on who you were talking to, hold up the palm of your hand to the offender and say:
 - “I was looking at _____; that means I was talking to _____; I was not talking to you.”

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Allow for the BORING MOMENT

Teach how to cope with boredom as a classroom and LIFE expectation

Coping with Boring Moments
It's all about sharing space with others well!

When you do what's EXPECTED, people FEEL COMFORTABLE sharing space with you.

- Keep your BODY AND EYES TURNED TOWARD the teacher or small group.
- Keep your COMMENTS FOCUSED on the topic.
- REMEMBER ON SOCIALS: GOING TO class without distracting others.
- Keep your FEELINGS WORK on your desk.
- Keep RELATIVE THOUGHTS TO YOURSELF.
- STAY ALERT so you can jump back into the discussion.
- BE AN OBSERVER to figure out the plan.
- REMIND yourself that BORING MOMENTS are sometimes or they don't last forever!

When you do what's UNEXPECTED, people become UNCOMFORTABLE with your behavior.

- WANDERING around the classroom.
- SLEEPING or zoning the you are sleeping.
- DISTRACTING OTHERS with your body or words, including giggling or laughing.
- TAKING TRIPS to the bathroom or pencil sharpener.
- TALKING about things NOT RELATED to the discussion.
- REPLYING to other people WHAT THEY ARE DOING OR SAYING.
- READING BOOKS during class that are NOT RELATED TO CLASSROOM.
- LOOKING at a CELL PHONE or OTHER TECHNOLOGY as a distraction from what the group is doing.
- TURNING your BODY AND EYES AWAY from the teacher or work group.

Boring moments are a part of life. It's expected that we all learn to cope with the boring moments or we contribute to those space well, keeping everyone feeling comfortable.

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Lessons in Self-regulation

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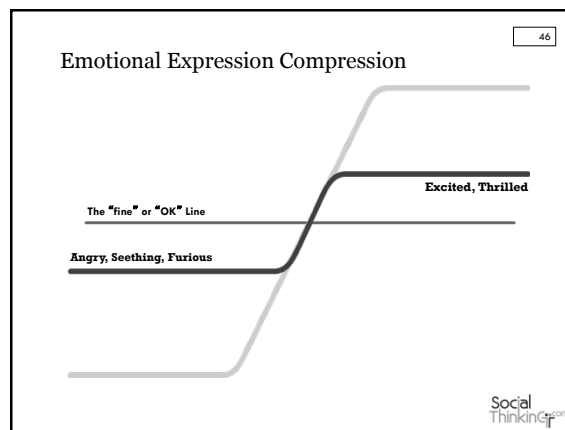
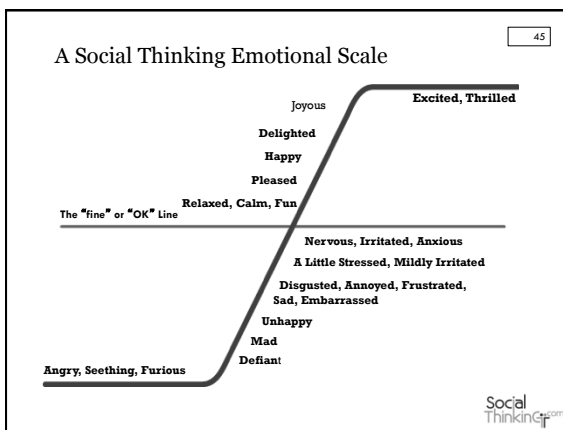


Chapter 4: SUPERFLEX ACADEMY LESSON: LEARNING ABOUT CHORES AND CHECKLISTS

How To Defeat Brain Eater While Getting Ready For School

- BRUSHING TEETH CHORSE:**
 - Get toothbrush
 - Get toothpaste
 - Put toothpaste on toothbrush
 - Brush teeth for two minutes
 - Rinse toothbrush out of your mouth
 - Put toothbrush and toothpaste back where they belong
- WASHING HANDS CHORSE:**
 - Get some soap
 - Put soap on hands
 - Put under water
 - Rub hands together to lather
 - Rinse well
 - Use a towel to dry hands
 - Put towel back where it was hanging

"Students, today you will learn about ways to defeat Brain Eater. He can be very powerful in the morning because he tries to get citizens distracted from their morning chores. Chores are any routine or a task that we regularly do as a part of taking care of ourselves and others. We might do chores in the morning time like cleaning up the bedroom or at night like brushing our teeth." 23



Lessons in social responsibility

What does what I do or say have to do with anyone else?

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THINKING

Social Behavior Mapping 48

Situation: Listening to the teacher talk

Expected			
My behavior that is expected in this situation	Others' feelings about my behavior(s)	How others treat me based on how they feel about my behavior(s)	How I feel based on how I am treated in the situation
Quiet voice Eyes focused and resting on the teacher Looking like I am listening, nodding when the teacher is saying things Hands resting on my lap	Calm Pleased Happy	Calm face Calm voice Relaxed body	Calm Relaxed
Unexpected			
My behavior that is unexpected in this situation	Others' feelings about my behavior(s)	How others treat me based on how they feel about my behavior(s)	How I feel based on how I am treated in the situation
Telling the teacher about what I did last night Reading a book I brought from home Kicking the chair in front of me Looking at others or people around the room or staring out the window	Stressed Frustrated	Staring face Hair gets lock-right at me Staring, scowling voice She tells me what I am doing that is unexpected and she tells me to stop it a loud voice	Frustrated Angry

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 Authors: Sarah Brown, Todd Adelman, Rosemary

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PROBLEM SOLVING THERMOMETER

Size of the Problem

100 Problems (0-10)

90 Problems (11-20)

80 Problems (21-30)

70 Problems (31-40)

60 Problems (41-50)

50 Problems (51-60)

40 Problems (61-70)

30 Problems (71-80)

20 Problems (81-90)

10 Problems (91-100)

NOT a Problem (0)

Find it Big on the Inside (FBI) but Essential & Smaller when in Public (ESP)

Findings and Responses in a smaller way to medium and small size problems

Findings and Responses for MEDIUM Problems (2-4)

Findings and Responses for SMALL Problems (2-3)

Not a Problem (0)

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Lessons in Organization

Please refer to:
Sarah Ward's excellent information

<http://cognitiveconnectionstherapy.com/>

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Get Ready

Do

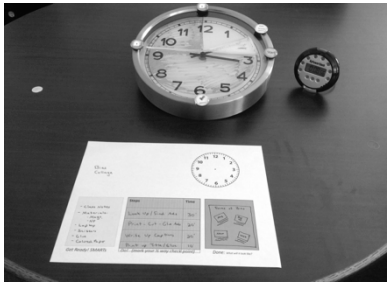
Done

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Time Tracker Program


Cognitive connections



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Bottom LINE...The trail will always lead back to us...



It may be time to blaze a new one!

LEAVE A TRAIL OF GENIUS
(Marriott)

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