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Social Thinking®

Fostering Social Growth Through Interest-Based Activities

Learning Solutions, LLC
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Agenda

- Introductions
- What Is Social Thinking?
- Supporting Learners with Social Thinking Deficits
- Social Thinking Instruction
- Putting it into Practice (Break-out Groups)
- Q & A and Feedback

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What is Social Thinking®?

Social Thinking

- Understanding others' **meaning** (from verbal and nonverbal communication) and using it to determine how to **respond.**
- **Considering others'** perspectives, emotions, thoughts, and intentions.
- Learning and **applying social information** including social conventions.
- Typically, Social Thinking is **innate.**

From (Michelle Garcia Winner, Pamela Crooke, Ph.D. (2000) and www.socialthinking.com

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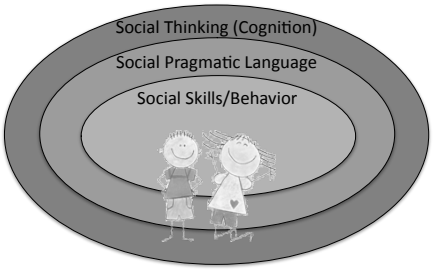
Social Thinking in Context



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Supporting Learners with Social Thinking Deficits

As a teaching strategy, Social Thinking helps *"people with social deficits and attention deficits, with the ability to 'read' and understand the unspoken social conventions which peers acquire intuitively."*

From (Michelle Garcia Winner, Pamela Crooke, Ph.D. (2000) and www.socialthinking.com

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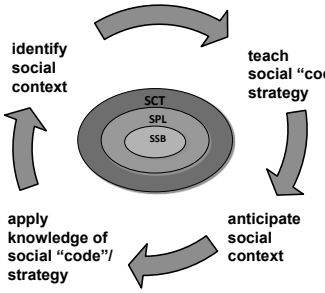
Supporting Learners with Social Thinking Deficits



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How Do We Recognize if a Student has a Social Thinking Deficit?

- **We ask ourselves:**
  - How do they relate to others?
  - How do they interpret the information around them?
  - How do they express themselves?

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ILAUGH: Assessment of Social Cognition &Related Skills (an example)

Type of Social Cognitive Deficits	How it Affects Social Interaction	How it Affects Classroom Functioning	Observed: Always Sometimes Never	Strategy Implemented or to be Implemented
I = Poor Initiation of Communication or Action	Does not initiate appropriate social interactions.	○ Does not ask for help. ○ Sits and does nothing when others are doing something. ○ In class group work, may not participate or only knows how to direct the others; weak negotiator.	A S S	Role play with a visual cue to be used in class. Visual directions for task on table. Explain what each person is expected to do. Role play with social scripts. Give student a discrete job and expectations during group time. Explain "thoughts" others might have if a group member is "bossy."

Published in: Winner, M. (2002). Assessment of social skills for students with Asperger syndrome and high-functioning autism. Assessment for Effective Intervention, 27, 73-80. by Michelle Garcia Winner, *adapted by Tracy L. Stoll, Learning Solutions, LLC 2010*

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Supporting Learners with Social Thinking Deficits

- Whole class/inclusive community instruction
  - Integration with academics
  - Social Skills/Thinking Language Groups
- Use teachable moments
  - "Narrate to navigate"
- Generalization
  - Consistency of terms and visuals
  - Consistency across school, afterschool, etc.
  - Parent/team involvement & education

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Supporting Learners with Social Thinking Deficits – Concept/Thinking

- **Think Social**, by Michelle Garcia Winner has 8 Sections of Curriculum/Lessons

Section 1: Being Part of a Group and Recognizing Expectations

Section 2: Our Whole Body and Mind Help Us be Part of the Group

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Supporting Learners with Social Thinking Deficits – Discrete Skills

- **Super Skills**, by Judith Coucouvanis, has 8 Chapters with Several Sections of Lessons

- **Chapter 6: Social Initiation Skills** (examples)
  - Greetings
  - Introducing
  - **Joining In**
  - Inviting Someone To Play
  - Starting A conversation
  - Entering A Conversation

- **Chapter 7: Social Response Skills** (examples)
  - **Listening**
  - Following Directions
  - Staying On Task
  - Waiting
  - Reading The Feelings Of Others
  - Reading Body Language
  - Offering Help

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Supporting Learners with Social Thinking Deficits – Building Social Competency

Think Social

Michelle Garcia Winners (MGW), (2008) *Think Social, 2nd Ed.,*

Whole Body Listening

"The whole body (eyes,ears,mouth, hands, Feet, bottom and brain) needs to be focused On others in order to listen and show you are Listening."

Expected Behavior

"Every environment has a set of unwritten rules That people expect to be followed. When people Follow these rules, some of which are not Explained, then he/she is considered to be 'doing What is expected.'"

Super Skills

Judith Coucouvanis,(2005) Super Skills.

Listening

"To show you are listening, you:
1. Look at the speaker.
2. Use a friendly face.
3. Stay still, quiet, and calm.
4. Think about what is being said."

Joining In

"To join others, you:
1. Move close.
2. Watch.
3. Wait.
4. Ask
5. If "yes," join in.
6. If "no," do something else.

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Supporting Learners with Social Thinking Deficits – Systematizing

5
4
3
2
1

The Incredible 5 Point Scale

by Kari Dunn Buron and Mitzi Curtis

- Systematic scale of **1 2 3 4 5** or **5 4 3 2 1**
  - Rate behaviors
  - Break down behaviors in concrete steps so student understands expectation(s).
  - Teach social understanding through systematic expectations

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Social Thinking instruction*:* Interest-based Activities

- Expected/Unexpected Behaviors:
  - "T" Chart(s)
  - Social Maps
  - Puppets/Role Play
  - Video modeling/analysis (Media)
  - "1-5 Scales" of Understanding
  - Comic Stripping
  - Thought Bubbles
  - "Narrate" thoughts related to actions, etc.
  - Community Outings/Observations
  - Pre-teaching School/Social Environments
  - Class "Rules" or "Guidelines" for all students

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Social Thinking instruction*:* Interest-based Activities

- Whole Body Listening:
  - Expected/Unexpected Chart(s)
  - Puppets/Person Poster
  - Games (Simon Says…, Red Light, Green Light, Hot Potato, Telephone, etc.)
  - Yoga
  - Science experiments
  - Body Patterns
  - Team challenges (paper airplanes, card house, etc.)
  - Emotions

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Social Thinking instruction: Interest-based Activities

- Thinking With your Eyes:
  - Expected/Unexpected Chart(s)
  - Binoculars
  - Ball pass (non-verbally)
  - Games NON-VERBALLY (Red Light, Green Light, Charades, Jenga, Twister etc.)
  - Drawing a picture together (non-verbally)
  - What has changed?
  - Read My Body Plan
  - Lining Up

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Social Thinking instruction: Interest-based Activities

- Brain/Friend/Mind Files:
  - Expected/Unexpected Chart(s)
  - Group chart
  - Conversation Questions and Cards
  - Peer Interviews
  - Balloon Heads
  - Brain Jell-o Mold Dissection
  - Who Am I?
  - Pack a Suitcase
  - Always-Sometimes-Never
  - Shared Wonder Bubble

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Social Thinking instruction: Interest-based Activities

- Brain/Body in the Group:
  - Expected/Unexpected Chart(s)
  - Play dough/Clay model
  - Board Games
  - Body Letters/Numbers
  - Photos/Video/Observation journal
  - Sports Games
  - Science Experiments
  - Puppets/Role Play
  - Picture Books/Literature Discussions
  - Team Challenges (Tied In Knots, Hula-Hoop Pass, Blanket Stand, etc.)

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Social Thinking instruction: *Putting it into Practice*

- Break-out groups
  - Beginner
  - Level I
  - Level II

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Q & A

- Social Thinking instruction Q & A
- Professional "feedback" to look ahead…

How can C.O.R.S.E. best support you in your Social Thinking work with students?

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To Learn More…

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- ***To help children experience social success, we provide***
  - Social Groups (Norwood, MA office)
  - Educational Consultation
  - Trainings and Workshops
  - Social Strategy Tutorials
- ***We support students experiencing social challenges***
  - Asperger Syndrome, Autism Spectrum Disorder/PDD, ADHD, Nonverbal Learning Disorder, Learning Disabilities/other challenges

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Published in: Winner, M. (2002). Assessment of social skills for students with Asperger syndrome and high-functioning autism. Assessment for Effective Intervention, 27, 73-80. **by Michelle Garcia Winner**

Assessment of social cognition and related skills

Appendix: The I LAUGH Framework for understanding social cognition
How do social deficits affect classroom performance?

Type of Social Cognitive Deficits	How it affects social interaction	How it affects classroom functioning
I =Poor Initiation of Communication or Action	• Does not initiate appropriate social interactions	• Does not ask for help • Sits and does nothing when others are doing something. • In class group work, may not participate or only knows how to direct the others; weak negotiator.
L=Listening with eyes and brain	• Does not observe other's social cues. • Does not process the meaning of their message.	• Does not observe other's social cues in the classroom. • Does not process the meaning of the message in the academic environment.
A=Abstract and Inferential	• Does not infer meaning from social cues and has difficulty deciphering meaning from spoken language.	• Is limited in the ability to infer meaning from books and teacher's lectures. • Very literal in interpretation of all materials
U= Understanding Perspective	• Difficulty recognizing and incorporating other person's perspectives into how to regulate their own behavior in social relationships.	• Difficulty understanding the perspective of characters in literature. • Difficulty regulating his classroom behavior according to the needs of others.
G=Gestalt processing; getting the big picture	• Tangential language • Off topic remarks as the student fails to track the underlying concept of the verbal interaction.	• Attends to details but misses the underlying concept of assignments. • Writing can be tangential or misses the point. • Difficulty staying with the concept of group work and cooperative learning.
H=Humor	• They usually have a great sense of humor, but may miss the subtleties of humor. • May not understand if they are being laughed at or laughed with.	• They respond well to a teacher who has a bit more of a relaxed, humorous style, but is still able to follow a fairly structured routine. • The student may produce inappropriate humor in the class as an attempt to engage others.

SOCIAL SKILLS/THINKING CONCEPT:

ACTIVITY:

ACTIVITY NEEDS:	**EMERGENT PERSPECTIVE TAKER (EPT)** Social Emotional/Cognitive Development to Perform Activity Solid Spontaneous Expressive/Receptive Language Average to Above Average Cognitive Level Some Attentional Issues Some Emergent Understanding of Perspective-Taking
Materials And Space/Environment Needs	
Steps in Activity	

ADDITIONAL INFORMATION/ NOTES:
Record any notes here that you feel will help you to implement this lesson with your particular students/group.

Strategies for Generalization:

School:

Home:

Community:

Adapted from Michelle Garcia Winners Think Social concept curriculum;
and/or adapted from Judith Coucouvanis SuperSkills social skills curriculum;
and/or adapted from Kari Dunn-Buron & M. Curtis The Incredible 5-Point Scale curriculum.

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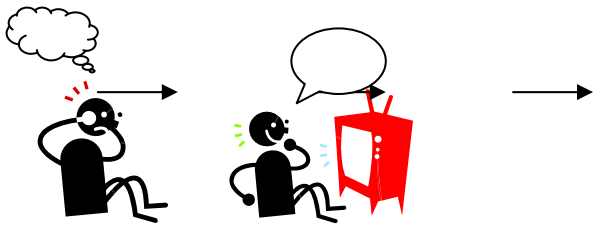
Social Thinking Instruction

Expected Behaviors	How They Make Others Feel	Consequences you Experience	How you Feel about Yourself
Unexpected Behaviors	**How They Make Others Feel**	**Consequences you Experience**	**How you Feel about Yourself**

Expected Behaviors	Unexpected Behaviors



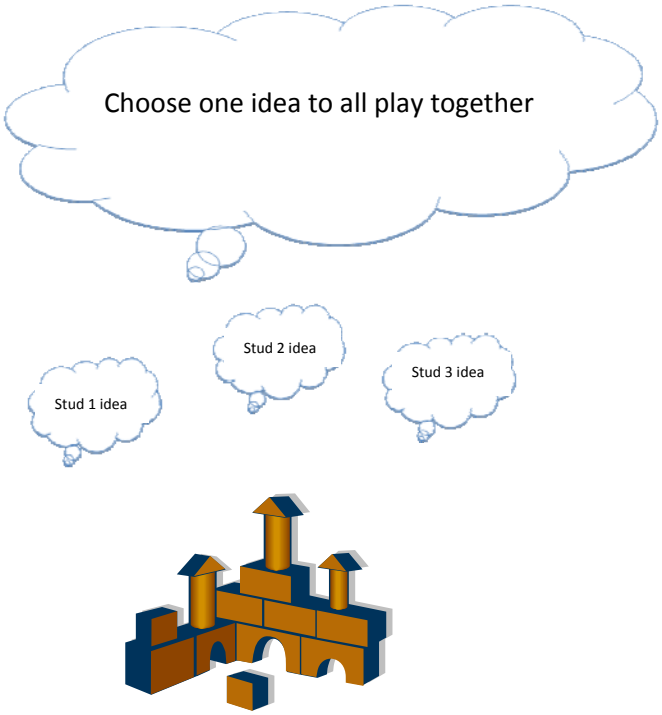
Expected Behaviors

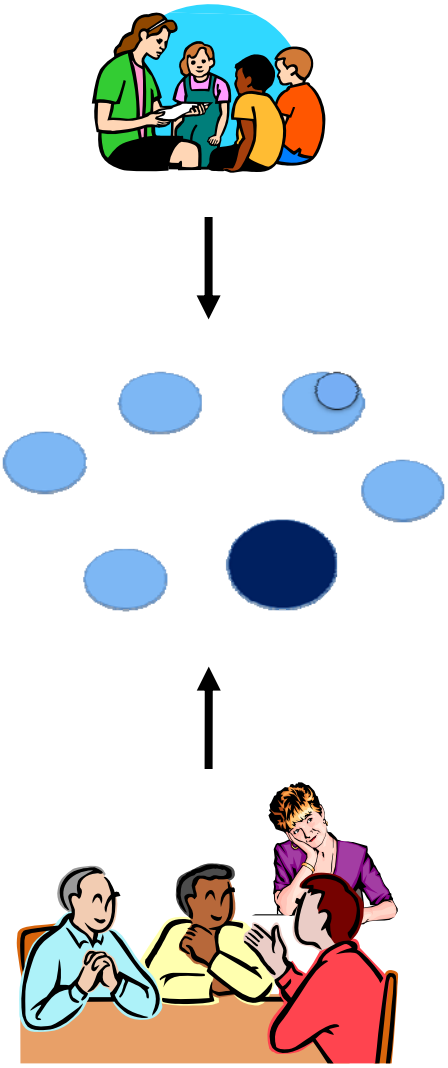
5	Loud Voice (emergency, yelling)
4	Outside Voice (recess, playground)
3	Inside Voice (talking, classroom)
2	Small Inside Voice (whisper)
1	No Voice (quiet, listening)

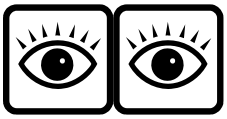
Identifying the size of a problem. ⟶ *Match to a coping strategy.*

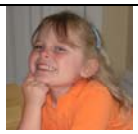
Emergency 5		Get an adult right away. Call 911.
Big 4		Tell an adult. Ask for help right away.
Medium 3		Think. Try to fix it. Ask for help to fix it.
Small 2		Think. Try to fix it. Let it go.
Glitch 1		Let it go.

* Adapted from The Incredible 5-Point Scale, Kari Dunn Buron and Mitzi Curtis. Autism Asperger Publishing Co., 2003.







Sam	 ***Jill***	***Tommy***
Likes red. Does not like to swim. Likes to bike. Likes hugs when upset. Likes hot dogs. Does not like loud noises.	Likes purple. Loves to swim. Likes to bike. Likes time to calm down when upset. Likes pizza. Does not like loud noises.	Likes blue. Loves to swim. Likes to bike. Likes to try again when upset. Likes pizza and hot dogs. Does not like loud noises.

SUGGESTED MATERIALS
To Support Social Cognitive Thinking Instruction and Activities

****NOTE: Materials listed in no particular order.***
Check that material is age appropriate (applicable for group members) if choose to use it.

Games	***Building/Creative Materials***	***Play***
Balloon Lagoon	Serpetine	Moon Sand
Checkers	CastleLogix	Playdoh
Chess	Lincoln Logs	Various Art Materials
Bananagrams	Magnetics	Magazines/Collages
Polly The Porcupine	Puppets	Modeling Clay
Guess Who	Marble Run	Recycled Materials
Operation	Blocks	Sound Sensor
Twister	KNex/Legos	Crosswords
Hullabaloo	Magic 8 Ball	Hula Hoops
Simon Says…	Magic Kit	Bubbles
Red Light, Green Light	Volcano Kit	Digital Camera/Polaroid
Mother May I…	Puzzles	Timer
Kids On Stage	Brain Model/Jell-o Mold	White Boards
HedBanz For Kids	Music/Instruments	Balloons
Pass the Musical Pickle	Balloon Rockets	Blanket
Honey Bee Tree	Eye Model	Flashlight/Laser pointer
Topple	Rock/Mineral Kit	Books
Pop-up Pirate	Mad Libs	Jokes/Riddles
Don't Break the Ice	Remote Control Vehicle	Sensory Items/"Fidgets"
Perfection	Magazine Subscription (i.e.	Rubber Bands
Battleship	Sport Illus. for Kids, Natl. Geo. for Kids, etc.)	Facial Emotion Cards
Various Board Games	Growing Crystals Kit	Suduko
Hangman	Yoga For Kids	Index Cards
Tic-Tac-Toe	Guinness Book of World Records	Envelopes/Post-its/Etc.
Sorry	Jenga	Popsicle Sticks
Pictionary	Card House/Toothpick Tower	Magic Kit
Software Programs	Floam	Technology/Music/Video
Partner Toss/Balloon Up	Uncooked spaghetti Tower	Sports Games
Trivial Pursuit	Cooking (if student safe)	Cars/Trains

Publications, Websites, and Resources

Publications/Textbooks

Bellini, S. (2008). ***Building Social Relationships.*** Autism Asperger Publishing Company: Shawnee Mission, KS. www.asperger.net

Cardon, T. (2004). ***Let's Talk Emotions.*** Autism Asperger Publishing Company: Shawnee Mission, KS. www.asperger.net

Coucouvanis, J. (2005) ***SuperSkills: A Social Skills Group Program For Children with Asperger Syndrome, High Functioning Autism, and Related Challenges.*** Autism Asperger Publishing Company: Shawnee Mission, KS. www.asperger.net

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Winner, M. (2005, 2008). ***ThinkSocial!, 2nd Ed.*** Think Social Publishing, Inc.: San Jose, CA. www.socialthinking.com

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Websites

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www.asperger.net

www.autisminspiration.com

www.creativekidsathome.com

www.do2learn.com

www.education.com

www.mrgym.com

www.playtimewithzeebu.com

www.socialthinking.com

www.thegraycenter.org

www.ultimatecampresource.com

www.kids.yahoo.com/jokes

www.learningsolutionsforme.com

www.aapcpublishing.net

Software Programs

Boardmaker v.6. Mayer-Johnson.

Picture It v.5.2. Slater Software, Inc.