



Social Thinking® Social Thinking®

Fostering Social Growth Through Interest-Based Activities

Learning Solutions, LLC

Tracey Stoll, M.Ed., Executive Director

Cindy Basso, M.Ed., Educational Consultant

Scituate Public Schools/CORSE Foundation

Anne-Marie Folino, M.Ed., District Social Coordinator

July 2011

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

What is Social Thinking®?



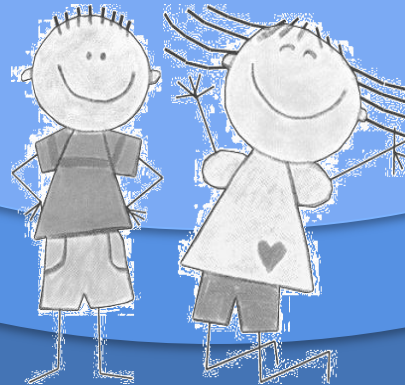
- Understanding others' **meaning** (from verbal and nonverbal communication) and using it to determine how to **respond**.
- **Considering others'** perspectives, emotions, thoughts, and intentions.
- Learning and **applying social information** including social conventions.
- Typically, Social Thinking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

Social Thinking in Context

Social Thinking (Cognition)

Social Pragmatic Language

Social Skills/Behavior

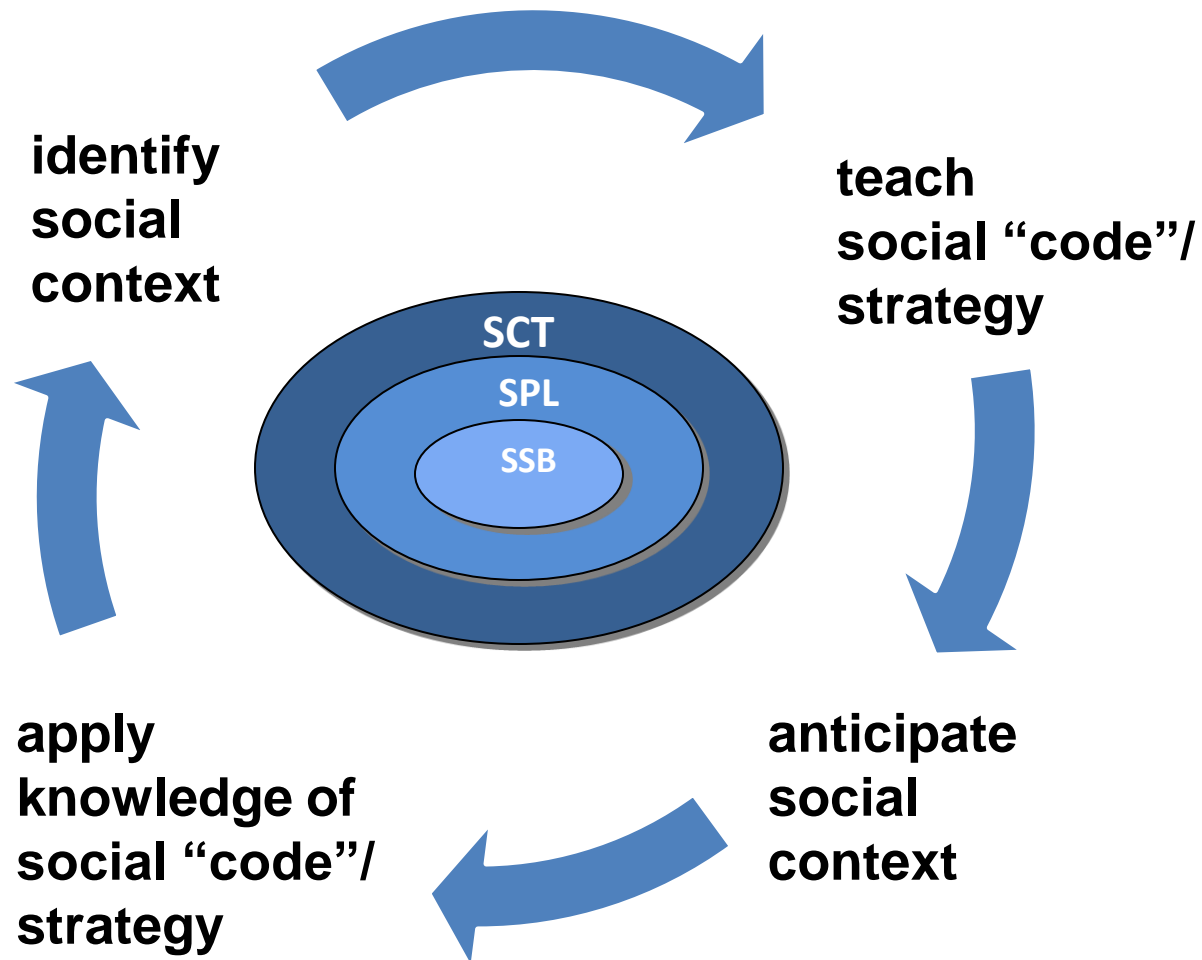


Supporting Learners with Social Thinking Deficits

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

Supporting Learners with Social Thinking Deficits



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?

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.	<ul style="list-style-type: none"> ○ 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. 	<p style="text-align: center;">A</p> <p style="text-align: center;">S</p> <p style="text-align: center;">S</p>	<p>Role play with a visual cue to be used in class.</p> <p>Visual directions for task on table. Explain what each person is expected to do.</p> <p>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.”</p>

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

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**

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

Supporting Learners with Social Thinking Deficits – Building Social Competency

Think Social

Michelle Garcia Winner (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:

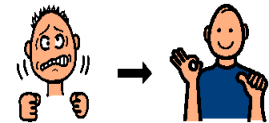
1. Move close.
2. Watch.
3. Wait.
4. Ask
5. If “yes,” join in.
6. If “no,” do something else.



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

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

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

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

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

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.)

Social Thinking instruction: *Putting it into Practice*

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

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?*



To Learn More...

Learning Solutions, LLC

20 Vernon Street, Suite 9

Norwood, MA 02062

781-762-3750

info@learningsolutionsforme.com

www.learningsolutionsforme.com

- ***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