**Social Thinking**

...PRACTICALLY SPEAKING!

Social Thinking®
and Social Emotional Learning

A critical connection

---

**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?**

---

Copyright 2014 Think Social Publishing, Inc.
www.socialthinking.com
But remember:
1. hidden rule: We don’t over-greet
3. anxiety? Greeting is only the start

Social Thinking Plays a PROMINENT role in the classroom when:
- 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.

Social Radar System
- 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.

WHO?
Social Thinking Strategies
Are designed to be adapted for differing levels of the social mind – a quick tutorial

WHO?
Social Thinking Strategies
Are designed to be adapted for differing levels of the social mind – a quick tutorial

Social radar system
- 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.

CASCADE of Social Attention
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.

20 Years
SOCIAL THINKING IS NOT FOR EVERYONE!!!
A tool for some!
NOT a STAND ALONE
LEVELS OF THE SOCIAL MIND

- Challenged Social Communicator
- Emerging Social Communicator
- Nuanced Challenged Social Communicator
- Significantly Challenged Social Communicator
- Neurotypical Social Communicator

Free article on our website about the ST-SCP

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

CONCRETE LEARNERS NEED CONCRETE STRATEGIES

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

Goal of Treatment:

- 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

How Does Social thinking Develop?

Development of Joint Attention

- 6 months: Signal to caregivers objects are out of reach
- 9 months: Follow head turn of others
- 12 months: Share attention of objects with others
- 12-14 months: Pointing
REALITY:

Social Thinking and Social Emotional skills

NY students start with social learning

Social Learner

NOT SO EASY

for our kids

with social learning issues

Be nice, respect others, cooperate and be kind

Parent

Student

If a child/person makes us uncomfortable with his or her social skills...we usually work on **behavior change** by...

- Telling
- Showing
- Expecting
- Correcting
- Reminding

BEHAVIOR CHANGE IS HARD WORK!!!

Cognitive Behavioral Therapy

Cognitive behavior affects activity

Cognitive activity may be monitored and altered.

Desired **behavior change** may be affected through **cognitive change**


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 “cool it” and stay on target. Time 2012 (McGonigal, 2012)

THE PATH TO LEARNING IS NOT A STRAIGHT LINE

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

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

Expected vs. Unexpected (based on the situation) DOES

When “LOOK AT ME” doesn’t make sense

THINKING WITH EYES DOES
Another Example: Social Detective

<table>
<thead>
<tr>
<th>Younger</th>
<th>Older</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee shop</td>
<td></td>
</tr>
<tr>
<td>Expert observers</td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
</tr>
</tbody>
</table>

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

BODY IN THE GROUP does

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!

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

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

These concepts are for ALL kids.

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

BLURTS, BOREDOM AND OTHER BOBBLES

Classroom Blurting

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.”

Allow for the BORING MOMENT

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

Lessons in Self-regulation
Superflex: A Superhero Social Thinking Curriculum

A Social Thinking Emotional Scale

Emotional Expression Compression

Lessons in social responsibility

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

Please refer to:
Sarah Ward’s excellent information

http://cognitiveconnectiontherapy.com/

Time Tracker Program

Get Ready  
Do  
Done

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)