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A little background ...

Social Thinking was developed initially for students in high school and then evolved over the years ...

Webinar is being recorded

Recording will be available on this webpage

Download handouts

Download presentation handouts in tab under video: "Description & Handouts"

Certificate of attendance

- No CEUs offered
- Download Certificate of Attendance below under "Learning Goals"

Links to products & articles

See at bottom of page: "Helpful Resources"

10% off products

Use code: AGES4to7

Expires Feb. 7, 2017

Post it. Share it. Tag it.



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#STWebinar

Continue the learning!



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Our next webinar

Feb. 22, 10 am PST

How to Use Our Materials to
Teach Ages 11-18

Registration not open yet



Using Social Thinking's
Published Products for Early
Learners (4 to 7 years old)

Michelle Garcia Winner: Presenter
Speech Language Pathologist, MA-CCC

Dr. Pamela Crooke : moderator
Speech Language Pathologist, PhD-CCC

Santa Clara, California

Social Thinking, the company,
does not teach a social skills
approach.

Social Thinking defines the
process of “being social” as
having at least 3 parts -

1. Attend to the situation & what you know about the people in the situation in order to interpret intentions, emotions, etc.
2. If you want to relate in this situation, adapt your behavior in order to attempt to meet your own social goals.
3. Why bother? Because we each have thoughts and feelings about those around us. How someone feels about us can impact how we feel about them and possibly how we feel about ourselves.

social thinking
problem solving
+ social skills

social competencies

Today we are discussing using
our materials with early learners
(4 years old to 7 years old)

Social Thinking’s information
was first created for teenagers
and young adults.

Simple language was introduced to bypass
student’s use of large vocabulary words but
absent understanding of key social concepts.

Typically social information is taught using large
conceptual terms:

- Pay respect
- Cooperate
- Negotiate
- Pay attention
- Be friendly, etc.

My students could say the words
but they often used them
inaccurately. They would blame a
person for not cooperating when in
fact my student was lacking
cooperation skills.

It became clear that when working
with students with solid to gifted
language and academic learning
skills, we needed to avoid
assumptions!

Most of my clients could learn aspects of
academic teaching but struggled with
social learning.

In 1999 I began giving talks to
the public about what I was
learning.

We immediately received requests to
teach the same information to young
children.

We began to evolve the work for
children of all ages and also for
more mature adults.

We are tackling assessment and
treatment strategies.

We cannot assess if we don't
know what we are assessing.

We can't provide solid treatment
without knowing what we are treating.

Another major gap I experienced is
that parents and professionals lack
a clear understanding of the social
thinking and related skills we expect
students to produce at different
developmental ages.

I created Social Thinking Vocabulary and concepts in order to teach implicit information explicitly.

For our younger students we identified 10 core social thinking concepts which assist with teaching social input and then encouraging social output.

To teach social competencies is to teach:

- Input:
Situation + People + any other details that help to inform
- Output:
Response (intellectual or social behavioral)

All our products are designed to teach social thinking (input) and related social skills (output) to ultimately increase self-awareness and self-regulation.

Input always starts first and is then followed by output.

Over the last 4 years we have published two volumes for what we call “early learners”

And...we experienced a name change

Our 1st volume, was published in 2013 and was called
The Incredible Flexible You

This is also the name of Volume 1's music CD.



Name change:
People confused
The Incredible Flexible You
and Superflex!

We are in the process of
renaming Volume 1 to
We Thinkers, Volume 1:
Social Explorers



Our 2nd volume,
We Thinkers! Volume
2: Social Problem
Solvers was published
in 2016.

It consists of a
curriculum book,
5 storybooks and a
GPS book.



About the Authors



From L-R

Kari Palmer, me, Ryan Hendrix and Nancy Tarshis

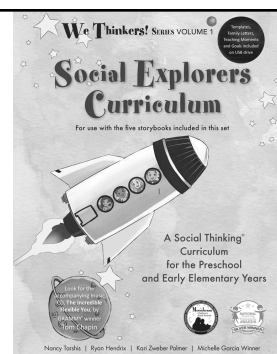
All treatment and assessment scales are based on
the research, our experience and the values of
our clients & family members who helped us to
develop these concepts.

- In Speech Language Pathology and Psychology,
this is considered “a curriculum based on the
evidence”

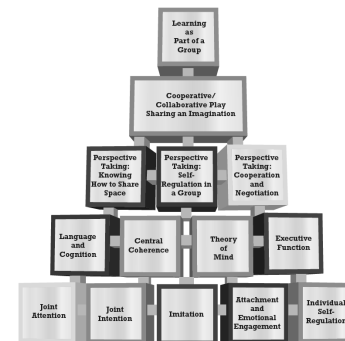
The Volume 1 and Volume 2
curriculums and the GPS Scale each
have an extensive research review at
the start of each book.

Volume 1 Curriculum

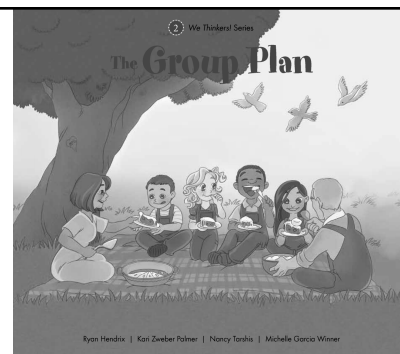
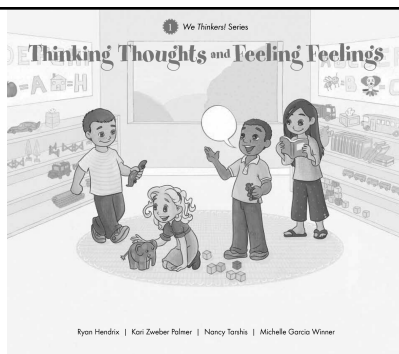
194 pages

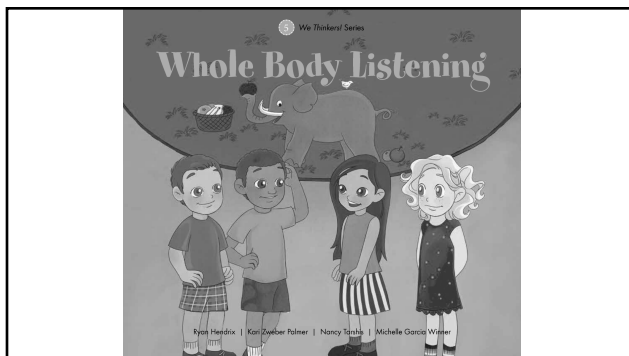
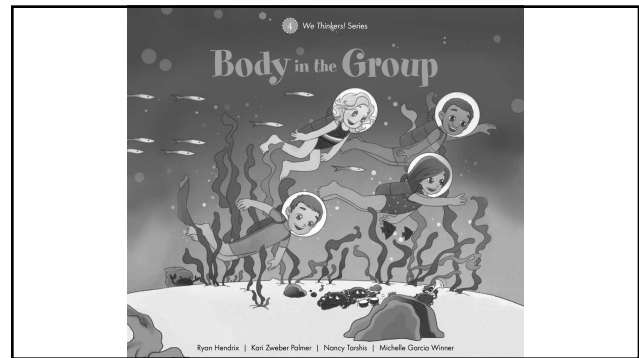
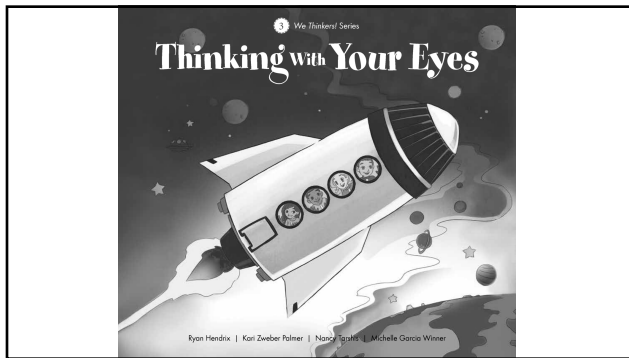


The research focus in Volume 1 is on exploring the neuro-typical emergence of basic social interpretation and relatedness skills and what happens when a child's social development is atypical.



Volume 1 focuses on teaching 5 core developmental social learning concepts





To get started:

- The storybook is read to kick off the teaching of each Social Thinking concept.
- One concept is taught at a time in a Unit covered in the Curriculum.
- Each Unit has
 - Guiding questions to use during the storybook
 - Activities related to the concept taught
 - Generalization activities
 - Parent letter to explain the concept to families

Each Unit's Layout:

- Social Thinking Concept Targeted-
- Definition-
- Why Do We Teach This Concept?
- Before Teaching the Unit-
- Prepare Materials for Activities –
- Opening Routine -

Unit Layout

Each unit follows a similar format as outlined below. This section provides additional notes and suggestions for teaching the vocabulary concepts.

Social Thinking Concept Targeted

Identifies the Social Thinking Vocabulary the unit is designed to teach.

Definition

A short definition of the concept, suitable to be shared with children.

Why Do We Teach This Concept?

Outlines why the concept is important in the overall framework of teaching Social early-elementary aged children.

Before Teaching the Unit

Bulletted step-by-step reminders for teaching the unit.

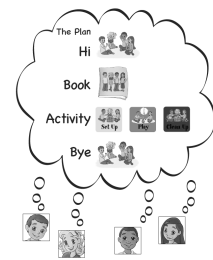
Prepare Materials for Activities

Description of items and prep work needed prior to reading the storybooks and to activities to children.

Opening Routine

The purpose of the opening routine is to have a consistent signal that group is starting preparing the children to think about each other and the plan for the day. In this

We teach an Opening Routine with notes to adults & visuals for kids



Unit 1: Thinking Thoughts and Feeling Feelings

Stop and Notice Page 15
Ask your students, "What other names for feelings do you know besides happy, sad, mad, and scared?"

Stop and Notice Page 20
Discuss the different characters, point to their hearts, and the associated feelings in each character.

Stop and Do Pages 22-25
As you read these pages, use props to act out the scene. How bubbles, make a spider puppet or tap your around, flip a page of artwork in half, and drop a scoop of toy ice cream on the ground. At each page, ask your students to imagine how they would feel in the situation.

Ask your students to stand up and act out the different feelings together. Encourage them to demonstrate the various facial expressions and body language for each emotion. Please remember that the expectations in this activity is self-awareness, not reading the emotion of another person, out of context. We want our students to think about how their faces and bodies look and feel when they are experiencing an emotion.

Music Activity:
"Show Me What You're Feeling" (Track 2)
Act out lyrics with children as you listen together so the children can practice demonstrating the various feelings with their faces and bodies. If children need help remembering what the different emotions look like, copy pages from the story, use expression/emotion charts or pictures from magazines, etc. and post nearby as a reference during the song.

Stop and Notice Page 27

As an adult reads the storybook, take note of the: Stop and Discuss Stop and Notice & Stop and Do guide.

Unit 1: Thinking Thoughts and Feeling Feelings

Structured Activities

After you have completed the story and corresponding Teaching Moments, the following activities are used to reinforce the Social Thinking concept. Keep in mind that your purpose is to model the use of the vocabulary during teachable moments.

Draw attention to times when your students are thinking thoughts and feeling feelings. It is important to use the vocabulary at the time you notice children doing the concepts well, so students can pay attention to what they are expected to do. If the vocabulary is used to tell children what not to do ("Cooper is not thinking about my feelings"), then students pair the words with bad behavior and not as a tool through which they can learn positive behaviors. As much as possible in this unit, draw awareness to the idea that we are always having thoughts and feelings.

What do They Like to Think About? Fun with Familiar Characters

Use the thought bubble prop and pictures of items you like. Hold the thought bubble over your head and tell the group, "There are lots of things I like to think about. I like to read books. I like to think about books." Then select one picture (for example, books) and as you attach it to the thought bubble say, "I like to think about reading books." This makes the connection between thoughts and feelings. "I like to think about reading books. This gives me a happy and calm feeling." Do the same for other pictures of things you like to think about.

Expand the discussion by talking about favorite and familiar characters from books, movies, or television. For example, Eric likes to think about his rubber duck and the Hungry Caterpillar likes thinking about food. Use your thought bubble prop and hold it above the character's head. Ask your group, "What might the Hungry Caterpillar like to think about?" If they are having difficulty generating ideas you might show a few choices. "Does the caterpillar like to think about food or his rubber duck?" Once the group figures out the right answer, put the image in the thought bubble and review, "The caterpillar likes to think about food. This gives him a happy feeling!"

Explore activities that tie the characters in the storybooks to what is happening with the children in the room.

Unit 1: Thinking Thoughts and Feeling Feelings

Handouts are provided to make the lessons as user-friendly as possible:

Unit 1: Thinking Thoughts and Feeling Feelings

Unit 1: Thinking Thoughts and Feeling Feelings

Unit 1: Thinking Thoughts and Feeling Feelings

Each unit has at least one song to match and a lyric sheet to teach

The Incredible Flexible You
TOM CHAPIN

12 songs for 10 units.

Where You Think a Thought

Words and music by Tom Chapin & Phil Galdston

You got fingers to snap (snap snap), two hands to clap (clap clap)
Ten toes to tap (tap-a-tap-tap), but your brain is where you think a thought

You got legs to walk (left, right), a tongue to talk (blah, blah, blah, blah)
You can walk and squawk (squawk), but your brain is where you think a thought

You got a mouth to drink (slurp slurp), two eyes to blink (blink blink)
One place to think (ohhhhh) and your brain is where you think a thought

You got ears to hear (what?), whoever's near (who?)
Still it's very clear (yessir!), that your brain is where you think a thought

It's like a picture there, it's underneath your hair, it's where you think
And thinking happens quick, it's like a magic trick, it's like shazaam!
When you think, when you think a thought
When you think, think, think a thought

Songs on the music CD

- Where You Think a Thought
- Show Me What You're Feeling
- The Plan
- Think With Your Eyes
- In the Group
- Listen With All Of You
- My Own Detective
- Look, Think, Guess, Know
- The Incredible Flexible You
- Size of the Problem
- I Know You Know (Imagination)
- You Can Bend



The songs on the music CD were created by longtime songwriters and Grammy-recognized artists Tom Chapin and Phil Galdston.



Tom Chapin, widely known for empowering children through his music, co-wrote and performs the songs.

All the songs on the CD are used across both Units in Volume 1 and 2

The CD is included in Volume 1 and also sold separately.



Expand your use of vocabulary to other settings in "Beyond the Unit".

Beyond The Unit: Generalize the Vocabulary to Other Settings

Just because the unit is over doesn't mean learning stops! Continue to use and reinforce the vocabulary in future units and throughout your time together with students. Some suggestions follow.

While getting ready for large group time:

- "It's circle time. I'm thinking about everyone putting their bodies in the group."
- "Gretchen is thinking about sitting on the blue carpet square."
- "Vladimir is ready. He is thinking about our group."
- "I'm thinking about reading a book to you all."
- "I see Lisa smiling. She is feeling happy."

Choice time:

- "Megan likes blocks. She is thinking about playing with blocks."
- "Theodore does not like play dough. He is thinking about the other choice - doing a puzzle instead."
- "Pablo and Lila are playing cars together. They are smiling and having fun. They are feeling happy and thinking about each other."

When group time is ending:

- "Today in group we played with dinosaurs. We were thinking about dinosaurs."
- "Group time is over now. It's time to think about cleaning up."
- "It's time to think about saying goodbye to each other."
- "We are all done with group time today. Everyone did a great job playing together. You can tell by the smile on my face that I am feeling happy. I am excited to see you again next time."

Explore our rubrics to take data on children's concept learning and performance of related social behaviors.

Take Away Points For This Unit

On the following page you will find a list of the key concepts we want students to take away from this unit. Review the list and assess your student's knowledge based on the rubric below.

0	No understanding of the concept. They are not using the vocabulary or demonstrating any of the requisite associated behaviors.
1	Emerging awareness of the concept. May be able to point out or give examples of its use or misuse on others but are not demonstrating its use even with maximum support and cuing.
2	Emerging awareness of the concept. May be able to point out or give examples of its use or misuse on others and are demonstrating its use with support and cuing.
3	Solid understanding of the concept and can demonstrate its use with moderate cues.
4	Solid understanding of the concept and may be starting to use it with minimal cues.
5	Solid understanding of the concept and can demonstrate its use with minimal cues.

If you rate a student at 0 on the majority of the bullet points, consider:
The appropriateness of curriculum for this student. (See page 38 in introduction.)

If you rate a student at 1 or 2 on the majority of the bullet points, consider:
Spending more time teaching this concept before moving on to the next unit. Explore it in different ways and across settings.

If you rate a student at 3 or above on the majority of the bullet points, consider:

Information to help the adults connect the dots on what children are learning:

Unit 1: Thinking Thoughts and Feeling Feelings

The expectation is for kids to be exposed to (not master) the following concepts:

- Basic information about the Brain
 - They have a body part called a brain.
 - Their brain is inside the head; they can't see it.
 - The brain's job is to think and make thoughts.
- Basic information about the Heart
 - They have a body part called a heart.
 - It is located inside the chest; they can't see it.
 - Our heart is our feelings helper.
- Information about Thoughts
 - Thoughts are quiet words or pictures in your head.
 - We represent thoughts in illustrations by a thought bubble.
 - It is located inside the chest; they can't see it.
 - Other people have thoughts too when they are with us.
- Information about Feelings
 - We can see how others are feeling by what they say, what they do, and how they look.
 - We can observe others' feelings by reading their facial expressions and body language.
 - We take into consideration the context (what is happening around us) to help determine others' feelings.
- After completing this unit, we want kids to start using words such as *brain, thought, feeling, thinking*.

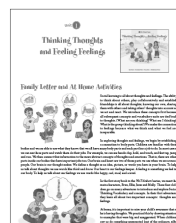
Help families and others working with children become familiar with the concepts and how they can use them:

The Family Letter: Extending Learning Outside the Classroom

As children learn new Social Thinking vocabulary, it is helpful to select the help of parents and family members in using the same vocabulary at home.

The Family Letter for Thinking Thoughts and Feeling Feelings includes an activity that gives children additional opportunities to explore the different things they like to think about. Share the letter with families and encourage them to complete the activity at home and return the thought bubble booklet next time. Then have children share their work with each other during your next session together.

Find the Family Letter in Appendix C and on the USB drive in the back of this book.



**RTI - MTSS (Multi-tiered System of Supports):
Tier 2 -3**

Prior to the classroom reading the concept,
expose children to information:

- Pre-read storybooks
- Begin to discuss concepts from the Stop and Discuss, Notice and Do sections in the book.
- Begin to explore activities in the curriculum
- Begin to use the language in treatment context

**Warning! For students with social
learning challenges, go slowly
through this information!**



Saying the words is one thing,
understanding the concepts another
and then demonstrating related output
is another...

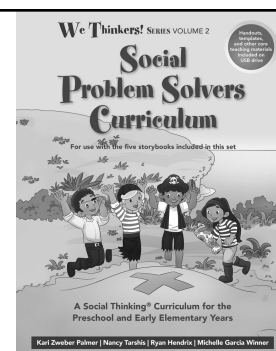
It's a journey, allow the time!!

Fidelity Checklist for Volume 1 & 2

We Thinkers! Series (Volume 1 and 2) Fidelity Checklist	
Instructions: Use this form to track implementation fidelity of the curriculum. Using both the form and the checklist, you can ensure that the curriculum is being implemented with fidelity.	
Checklist	
Item	Yes/No
1. The curriculum is implemented with fidelity.	
2. The curriculum is implemented with fidelity.	
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Volume 2

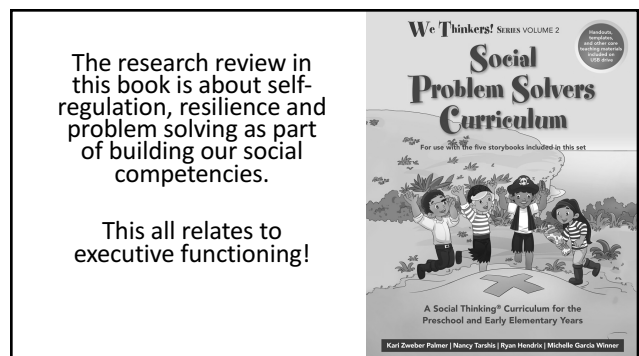
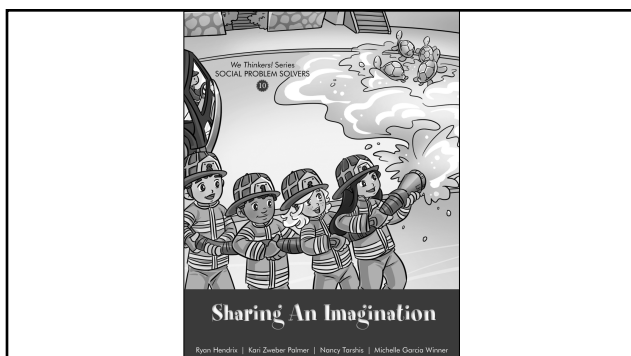
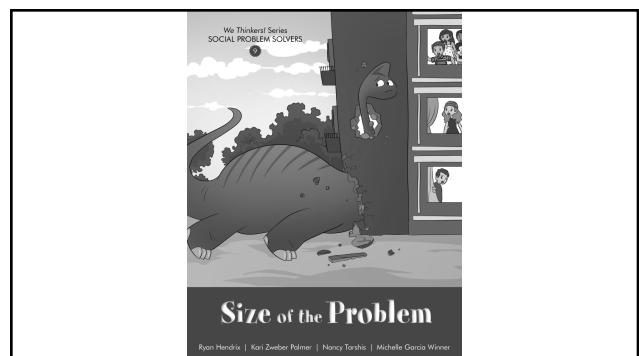
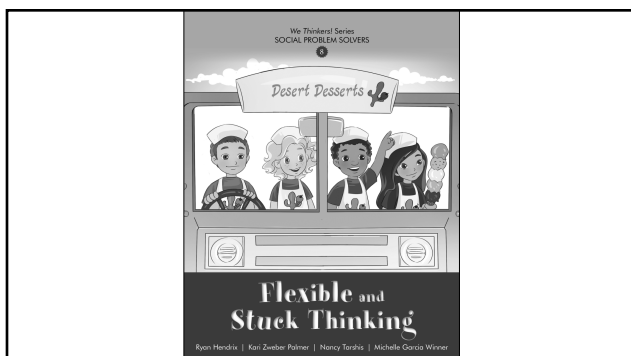
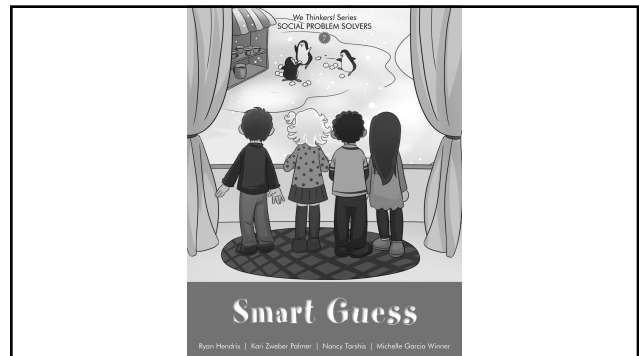
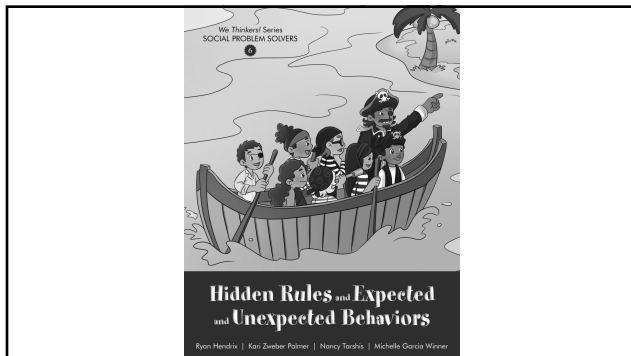
322 pages



**Volume 2 builds off the lessons
taught in Volume 1.**

We recommend you always complete
Volume 1 prior to going to Volume 2

**Volume 1 introduces
5 basic concepts, and Volume 2
moves us towards executive
functioning – as all concepts are
gaining in complexity**



The teaching progression is very much the same as in Volume 1

In all units, we seek to connect how to add information from Volume 1's Units 1-5 to Units 6-10 taught in Volume 2

For example, in Unit 6 Hidden Rules and Expected and Unexpected Behaviors, we directly teach how to fuse the information together.

Unit 6: Hidden Rules and Expected and Unexpected Behaviors

For example: Unit 6 Hidden Rules & Unexpected Behaviors then reviews how this relates to The Group Plan (Unit 2) and Thinking with Your Eyes (Unit 3), etc.

Connecting Expected/Unexpected to THE GROUP PLAN

1. Tell the group: "OK, I am now going to read to you from a book I want to share! The group plan is to listen to a story, if you see me doing something expected or unexpected, raise your thought bubbles." Then, pick up a book and pretend to read silently.
2. As your students hold up their red thought bubbles, stop to discuss: "I'm following my own plan, and not the group plan. That's unexpected. That probably makes you feel uncomfortable."
3. Place the image of Elie thinking about her own plan (from the Unexpected Example Cards) in the large red thought bubble.
4. "I want to change your thoughts so you feel comfortable about being with me. I know! I can follow the group plan. That's expected!"
5. Start reading from the book to your students until many are holding up their green thought bubbles.
6. "I'm following the group plan and now you are probably feeling more comfortable and having good thoughts about me."
7. Place the image of the four characters thinking about one group plan (from the Expected Example Cards) in the large green thought bubble.

Connecting Expected/Unexpected to THINKING WITH YOUR EYES

1. Start a conversation with the group: "I want to tell you what happened to me this week." Talk with your group about something in your life, but with your eyes looking at the ceiling.
2. As your students hold up their red thought bubbles, stop to discuss: "I was looking at and thinking about the ceiling. That was unexpected. That probably made you feel uncomfortable."
3. Place the image of Jesse with his eyes looking away from Elie (from the Unexpected Example Cards) in the large red thought bubble.
4. "I want to change your thoughts so you feel comfortable about being with me. I know! I can think with my eyes about all of you. That's expected!"

Goal writing and related discussion about the educational standards is included in the later part of curriculum

Ideas for Goal Writing and Links to Educational Standards

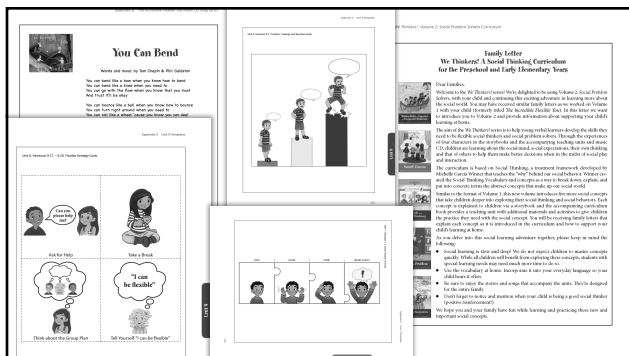
As you work through Volume 2 of the *We Thinkers!* series, it is important to periodically take some time to think back through your students' social awareness and responses and assess their abilities in both the areas covered by the unit and those that follow. We suggest the use of rubrics to measure progress, as goals with strict performance objectives do not lend themselves to the type of flexible social thinking and social behavior we are hoping to impart to our students.

The sample goals that follow are written in a rubric assessment format. It would not be possible for us to list every concept, skill, and behavior that can be targeted for treatment. As such, we have provided some very general examples of rubrics for each of the five core Social Thinking concepts targeted in this curriculum. A few important notes:

1. For each of the first three teaching concepts (hidden rules and expected and unexpected behavior; smart guess and flexible and stuck thinking) we have written both concept rubrics and a performance rubric.
2. The **concept rubrics** are designed to help you assess your students' understanding of these five new and more complex ideas.
3. The **performance rubrics** look at how students are able to put this knowledge into action through their behavior.
4. Please notice that for *Size of the Problem and Sharing an Imagination* we are only teaching students the

Unit 6: Hidden Rules and Expected and Unexpected Behaviors				
Concept goals				
<p>Expected behaviors (e.g., playing with peers, working on a group project, student will identify a range of social and untrained rules that are expected and unexpected behaviors as measured by the following rubric).</p> <p>(Rudic: Rubric Rating: _____)</p> <p>When given a social scenario (e.g., playing with peers, working on a group project), student will explain how using expected and unexpected behaviors impact how someone else's feelings, as measured by the following rubric.</p> <p>(Rudic: Rubric Rating: _____)</p>				
Unit 6 Concept Goal	1	2	3	4
Expected behaviors	Does not understand the concept	States at least one expected or plausible behavior based on the given situation	States a few logical or plausible expected behaviors based on the given situation	Explains how using expected behaviors impact how someone else's feelings
Unexpected behaviors	Does not understand the concept	States at least one unexpected or plausible unexpected behavior based on the given situation	States a few logical or plausible unexpected behaviors based on the given situation	Explains how using unexpected behaviors impact how someone else's feelings





The last 100 pages provide an appendix of handout illustrations, family letters and music lyrics



We Think! Series
SOCIAL PROBLEM SOLVERS

Sharing An Imagination

Ryan Mendrix • Kai Zuehl Palmer • Nancy Tarsho • Michelle Garcia Winner

Activity 2: Imagine and Share Sample	
It's not a _____	It's a _____
Spoon	Brush (hair, paint) Rocket Drumstick Phone 
Plate	Steering Wheel Clock Frisbee Taco Pizza 
Cup	Flower pot Telescope Hat Drum Mountain 
Block	Pillow 

[illegible]

On it we have..

Contents on USB Drive*

Teaching Moments by Unit
Fidelity Checklist

Appendix A. Templates by Unit
Appendix B. The Incredible Flexible You Music CD Song Lyrics
Appendix C. Family Letters



Our good idea of a USB drive
was met with a tricky
dilemma....

How to open it!

Find directions on our website under the
product name!

Two volumes, 10 storybooks,
2 curriculum books and a music CD
AND
we realized we had a problem!

Learning the input did not directly teach
social output for interactive play with
peers!

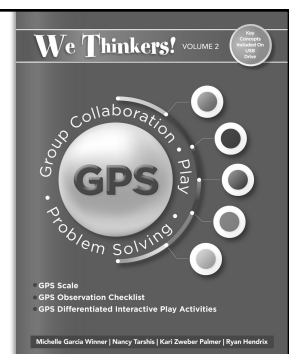
Solution:

Recognizing not all children have
the same capacity for interactive
play, we created a tool to help
parents and professionals figure out
a child's interactive play level.

Our Group Collaboration, Play and Problem
Solving (GPS) Scale provides:

1. A 5 Point Scale to determine a student's level of play
2. An observation checklist to help guide users to determine the level of play
3. Differentiated Interactive Play Activities that cover Units 6-10 Storybook concepts

We developed a
2nd core book in
Volume 2
dedicated to the
GPS Scale,
Checklist and Play
Activities



Creating this delayed getting Volume 2 to market.

We received a lot of mail voicing concerns
about our delayed delivery of this
product.
Some of it not so nice...

Here's what we created...



These five
colors
represent our
five levels of
interactive
players

CORE SUMMARY OF THE GPS PLAY SCALE

ME	ME + YOU	ME + WE	WE	SCIP
GPS Play Level 1	GPS Play Level 2	GPS Play Level 3	GPS Play Level 4	GPS Play Level 5
Play is very singular and is object or action focused. Children at this level tend to play alone. They will attend to an adult if the adult is actively seeking their attention.	Play is still quite singular but children will attempt to engage the adult to play their way. With a lot of work on the part of the adult, the child will briefly attend to a peer during play.	Adult directs the play, providing the structure, ideas, and context. Peers take a role and enact the play within that structure.	With minimal adult facilitation (providing props, materials, and initial ideas), peers can begin to create structured play together. Adults may step in to resolve conflicts and keep play moving along.	Shared Collaborative Imaginative Play (SCIP). Peers provide ideas, decide on a theme and choose roles, negotiate, and problem solve on their own. Low adult facilitation, if any.

What is Social Thinking's GPS and what is it not?

- Not intended to be diagnostic or a prognostic tool.
- Means of observing and categorizing play
- Help with planning intervention and celebrating progress with realistic expectations!

We differentiate between being
Me Thinkers and We Thinkers



- Self-focused play
- Object-oriented play
- Singular Imagination
- Include adults when adults actively seek their attention or follow the child's lead



- Emerging or emerged in their ability to socially attend to peers
- Shared Imagination
- Able to engage in peer based play (with differing levels of support)

We asked 6 questions on our observation checklist, 3 of which are:

1. Does the child seek peers or adults as play partners?
2. How flexibly does the child shift play ideas during interactive play?
3. How does the child engage with objects and play material during interactive play?

Our questions led to some basic descriptions.



GPS Play Level 1

What does play look like?

Play is very singular and object/action focused

Child plays alone

Briefly attends to an adult if s/he is actively seeking child's attention.

What is attention focused on? Objects

Singular or Shared Imagination? Singular



GPS Play Level 2

What does play look like?

Play is still quite singular but attempts to engage the adult to play their way. With a lot of work by the adult, the child will briefly attend to a peer.

What is attention focused on? Objects and Adult
Singular or Shared Imagination? Singular



GPS Play Level 3

What does play look like?

Adult directed play with adult providing the ideas, script, and context. Peers interact with each other in a structured context.

What is attention focused on?

Interacting with Peers when they understand what to do given the structure, otherwise focused on Adults

Singular or Shared Imagination? Emerging into shared

WE

GPS Play Level 4

What does play look like?

Peers seek to develop play ideas with each other, with minimal adult facilitation in the form of props, materials and initial ideas. However, they struggle to sustain peer engagement without conflict requiring adult intervention.

What is attention focused on?

Shifting to peer focused but struggling to persistently consider peer's wants and needs.

Singular or Shared Imagination? Shared

SCIP

GPS Play Level 5

What does play look like?

Shared Collaborative Imaginative Play (SCIP)- Peers provide ideas, shift, negotiate, and problem solve on their own.

What is attention focused on?

Peer to Peer

Singular or Shared Imagination?

Shared. Peers are leaders and followers.

Based on a GPS level (2-5) we developed
Differentiated Interactive Play Activities
using storybook contexts 6-10 .

For level 1 players, we recommend other's materials such as the Hanen Program out of Canada.

Example of a GPS Level 2 Play Activity for a small group of players in the Flexible and Stuck Thinking storybook:

ME + YOU

GPS Play Level 2

Unit B: Flexible and Stuck Thinking

Ice Cream Boss Says

In this activity, students take turns pretending to be the boss at the ice cream shop and giving directions to the other workers to follow. The activity begins with the adult as the Ice Cream Boss, modeling the activity. The goal is for students to pay attention to the leader (the leader is eventually a peer) and follow the same plan. However, in this activity, instead of watching each other use materials, children will be observing others' actions and moving their bodies in a similar way.

1. The adult is the Ice Cream Boss first. Put on an apron (or any prop that signifies you are the leader). Tell students that the job of the Ice Cream Boss is to give directions to the workers. When you are the boss, you give the orders. When you are not the boss, you follow directions.
2. Give a direction and do an accompanying action that children can imitate. For example:
 - Scoop the ice cream
 - Shake on the sprinkles
 - Pour the chocolate sauce
 - Wipe down the tables

ME + WE

GPS Play Level 3

Unit 10: Size of the Problem

Example of a GPS Level 3 play activity for the Size of the Problem storybook:

1. Before students arrive, choose a scene from the storybook, Size of the Problem, Eleventh Birthday Party and gather necessary props. The props you need are listed on the scene you choose. We recommend starting with the following example, based on page 5 in the storybook. (Find scenes in Appendix C in the scene the small dinosaurs have arrived at the party and are making problems. The kids are staying calm and helping make the problem better.)


Character Name	Role and Job	Props Needed

Group Play Plan
(I will _____ Play Scenario Cards)

Story Name: _____

Scene: _____

Scene Description: _____

Scene Illustration: 


WE

GPS Play Level 4

Unit 10: Sharing An Imagination

Example of a GPS Level 4 Play Activity in the Sharing an Imagination storybook:

Instructions for the Roadblocks activity

1. Introduce the Roadblocks game to the students. Begin by being seated together. "Today we are going to play a game called Roadblocks. Together we will be problem solvers and share an imagination! Since I know how to play the game, I will show you how it works."
 2. Select the Roadblocks Setting Card, Roadblock 1b: Get around turtles in the street.
- 
- Roadblock 1b
Get around turtles in the street
3. Show students the card. "Remember this picture from our story? This was when Evan, Ellie, Jesse and Molly pretended to be firefighters. They also had to be problem solvers to get the turtles out of the middle of the street! Who remembers how they did it?"
 4. Continue: "That's right! They used a hose to flood the street. Then the turtles swam away. Now WE are going to pretend to do the same thing."
 5. Use the Tunnel of Change (introduced in the We Thinkers Volume 2 Social Problem Solvers curriculum, Unit 10, Activity 3) so kids can imagine themselves as firefighters.

Social Thinking® We Thinkers! Series Group Collaboration, Play and Problem Solving (GPS) Fidelity Checklist

Observer/Adult: Use this form to guide your observations for the intended use of the GPS protocol and materials.

Fidelity Observer: Use this form to score adult fidelity in utilizing the GPS materials, fidelity scores located at the bottom of this form.

Key elements: 1) Prepares for observation, 2) Structures observation, 3) Facilitates engagement, 4) Evaluates findings

I am (circle one) Clinician/Adult | Fidelity Observer My Name: _____ Date: _____
 Context (e.g., circle time) _____ Observation 1 | 2 | 3 | 4 Length of observation _____ min. Child's initials _____
 Level of structure (check one) High Structure (e.g., teacher-led) _____ Low Structure (e.g., free play) _____

	Yes	No
ADHERENCE: Clinician/Adult accurately includes GPS elements in delivery		
PREPARED: Adult gathers all recommended materials in advance (e.g., behavioral descriptions, scoring sheets, etc.)		
STRUCTURES: Adult confers with others prior observation (self-report acceptable)		
FACILITATES: Adult engages with solitary or struggling players		
EVALUATES: Adult utilizes observation and scoring sheets provided in the GPS		

QUALITY: Clinician/Adult competently administers GPS elements

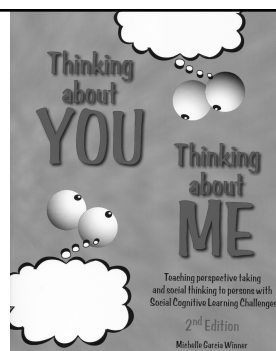
	3 (High quality)	2 (Adequate quality)	1 (Poor quality)
PREPARED:	Adult brings all materials and appears familiar with them as indicated by using them fluidly and comfortably	Adult brings all materials, but appears less familiar with them than ideal, as indicated by needing to read materials from time to time, juggling materials, or seeming less comfortable	Adult doesn't bring materials or appears unfamiliar with materials as indicated by searching for materials or stumbling in use of materials
STRUCTURES:	Adult confers with teacher, staff, and/or parents about the representativeness of each observation(s), self-report of confidence is acceptable	Adult confers with teacher, staff, and/or parents about the representativeness of at least two observations, self-report of confidence is acceptable	Adult observes without checking representativeness of the observation with others
FACILITATES:	Adult appropriately engages with solitary players or those struggling to play with peers by using a variety of prompts (e.g., modeling, verbal directing, tactile shaping) to encourage higher levels of play	Adult engages with solitary players or those struggling to play with peers, but uses a limited variety of prompts (e.g., verbal) to encourage higher levels of play	Adult engages with solitary players or those struggling to play with peers fewer than two times per observation and uses few, if any, prompts
EVALUATES:	Adult utilizes ALL of the recommended scoring tools during the play observation	Adult utilizes one or two of the recommended scoring tools during play observation	Adult does not utilize recommended tools to evaluate play level

A Fidelity Checklist is included to guide effective use of our GPS scale and play activities

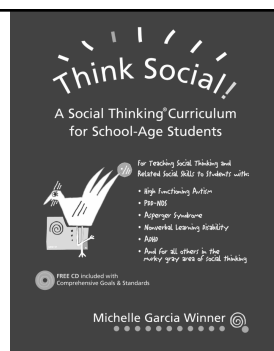
Currently the way to access the GPS book is to purchase the full We Thinkers Volume 2 package.

This is because all of the Differentiated Play Activities described in back of the GPS book relate to the Volume 2 storybooks.

If you would like to learn more about using Social Thinking concepts more broadly and related assessment tasks:



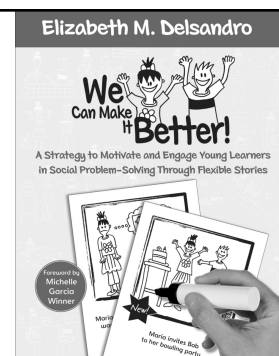
If you would like to learn more Social Thinking Vocabulary concepts:



Other materials that can be used in symphony with our We Thinkers Series Volumes 1 and 2

We Can Make It Better!

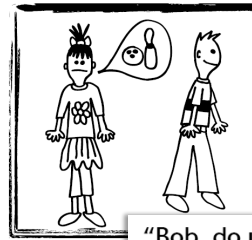
Pairs well with the Volume 1 storybook, Thinking Thoughts and Feeling Feelings



Make It Better Stories have social dilemmas...



Maria loves to bowl. Her family bowls in a league every Saturday morning.



"Bob, do you like to bowl?" Maria asks. Bob walks away from Maria.

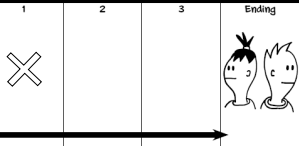
Thinking and Feeling Board



Character:

Character:

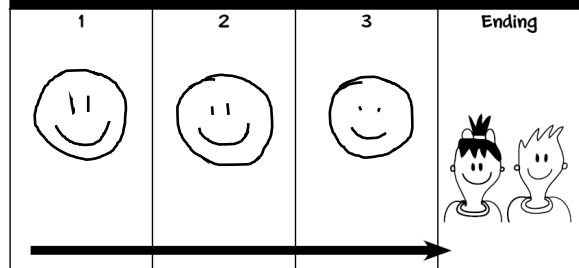
Not So Good Board



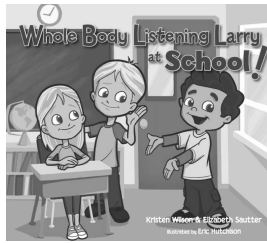
"We Can Make It Better!" Chart

Name	1	2	3
Ben	"I like to go bowling!" says Bob.	"You can go first, Maria," says Bob.	"A zero is OK," says Bob.
Montana	"Maria, you're a good bowler!" says Bob.	Bob grabs Maria's shoes for her.	"That's OK. Now it's my turn," says Bob.

Better Board



These two books compliment what students are learning in the Volume 1 Whole Body Listening storybook



Why the 2nd Edition?

Final thought:

Our Motivational Developmental Tools are to help guide teaching students to develop self-awareness, improved social interpretation (input) and to be more aware and capable of refined social output.

As you teach, remember you are teaching social competencies and not simply social skills.

Webinar is being recorded

Recording will be available
on this webpage

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Feb. 22, 10 am PST

How to Use Our Materials to
Teach Ages 11-18

Registration not open yet to be
announced through newsletter &
social media



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