
eLearning Registration Form

Welcome to our powerful lineup of self-paced online modules, where experts share the latest strategies, tools, and frameworks from the Social Thinking Methodology. Informed by the latest research and 20+ years of clinical work, and honed through hundreds of worldwide presentations, these one-of-a-kind video courses explore all aspects of developing social competencies including building self-regulation, executive functioning, social problem solving abilities, and much more. All modules offer a personalized Certificate of Completion and most offer access to continuing education credit for select professions in the U.S. and Canada!

Key Terms

- **Module:** An instructional video course.
- **Stand-Alone Module:** A module that is not part of a series.
- **Series:** Contains modules to be watched in sequence that teach about a specific topic.
- **Category:** Contains series and modules that relate to a broader topic.

Pricing Structure

To get started, choose a category below that interests you and explore the modules within. Some modules were filmed together to teach about a larger topic; those have been grouped into series to help you learn the information sequentially. All modules are available at three price points:

- **Professional (\$49.99):** Six-month access for one person only. Offers a personalized Certificate of Completion, and access to continuing education credit for select professions.
- **Non-Professional & Family (\$34.99):** Six-month access for one person only. This reduced-price option (30% off the Professional option) is intended for people who will be using the information in their personal lives or academic studies, not in their profession. Includes a personalized Certificate of Completion and doesn't offer continuing education credit.
- **Team Training (\$399.99):** Six-month access for an unlimited number of people and not eligible for continuing education credit or discounts. A personalized Certificate of Completion is provided for the person who purchased the module.

Discounts

We have a variety of discounts at the Professional and Non-Professional & Family options! Enjoy 50% off your first module, and 15% off when you buy any four or more modules together. If you've already completed a module and your six-month access has ended, buy it again (for the same viewer) at 20% off, and if the module was never completed, get 50% off!

Non-Professional & Family: Family members, caregivers, and students, enjoy 30% off the Professional option! Continuing education credit not offered.

Continuing Education

We're proud to provide access to continuing education (CE) for many professionals! Learn about the CE credit we offer at www.socialthinking.com/eLearning-CEUs.

Payer Info

Name: _____

Organization: _____

Address: _____

City: _____ State: _____ Zip: _____

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Check here if you would like to receive our email newsletter

Payment Info

Pay by Credit Card:

Visa/MC/Discover #: _____ Exp. Date: ____/____ Security Code: _____

Authorized Signature: _____ Please call me for credit card details

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Pay by Check: Make checks payable to Social Thinking, and mail check and registration form to:
Social Thinking, 404 Saratoga Ave. #200, Santa Clara, CA 95050

Payment Total

Discounts: Please indicate if the following statements apply to *this order*, and if so, apply the discount to your grand total. No more than one statement may be selected:

- This is the first time I'm buying a module at the Individual rate on this account (determined by email address): take 50% off that module.
- I'm buying 4 or more modules at the Individual rate: Take 15% off those modules.
- I'm buying 4 or more modules at the Individual rate AND this is the first time I'm buying a module at the Individual rate on this account. Take 50% off the first module, and 15% off the rest of the modules in this order.

Count the modules selected on the subsequent forms according to purchase rate, regardless of who will be viewing them.

Individual rate: Total number of modules purchased at this rate: _____ x \$49⁹⁹ per module

Team rate: Total number of modules purchased at this rate: _____ x \$399⁹⁹ per module

Family/caregivers & Students: Total number of modules purchased at this rate:
_____ x \$34⁹⁹ per module

Grand Total: _____

Individual Rate: Select Modules for One Viewer

Review the different rates and perks on page 1. On this form, select the module(s) you are **purchasing at the Individual rate** for one viewer (the person watching the module[s]). Fill out a separate form for each viewer. If you are purchasing for multiple people who want to watch the same module, you must purchase the module separately for each viewer. Once this order has been processed the viewer will receive an email with instructions for accessing their module(s).

Viewer Name: _____

Email: _____

Please ensure the information provided is accurate.

Select the module(s) to be purchased for this viewer at the Individual rate:

Category: Assessing Social Competencies Requires More Than Standardized Tests

2-Module Series: Assessing Social Competencies with Specific Tasks

- Part 1: Social Thinking Informal Dynamic Assessment Tasks
- Part 2: Social Thinking Informal Dynamic Assessment Tasks

Category: Defining Social Thinking: Evidence-Based Practice, Social Competencies, Goals & Measurement

- Linking Private Events & Social Competencies: A Critical Bridge

Category: Executive Functioning

4-Module Series: Strategies for Executive Functioning: Teaching Organizational Concepts & Skills

- Module 1: Getting Organized to Teach Organizational Concepts & Skills
- Module 2: Strategies to Rally Motivation to Develop & Carry Out the Plans
- Module 3: Planning, Predicting & Managing Work Across Time
- Module 4: Taking Perspective: Priorities, Assignments, Attention Span, Communication Skills & Transitioning to Adulthood

Category: Implementing the Social Thinking Methodology with Fidelity

4-Module Series: Superflex & Social Detective—A Mighty Duo! Best Teaching Practices

- Module 1: Become a Social Detective Before You Learn to Self-Regulate!
- Module 2: Getting to Self-Regulation: Introducing Rock Brain & the Team of Unthinkables
- Module 3: Exploring the Superflex Curriculum & How It Fits into the School Day
- Module 4: Expanding Superflex's Teachings & Exploring Use Across Different Age Groups

Category: Managing Social Anxiety & Regulating Emotions

- Exploring Treatment for Social Anxiety

Category: The Social-Academic Connection

4-Module Series: The ILAUGH Model: Exploring Social Thinking & the Social-Academic Connection

- Module 1: Why Teaching Social Competencies Goes Beyond Social Skills Training

- Module 2: Initiating Communication & Listening with Eyes, Ears, and Brain
- Module 3: Abstracting-Inferencing & Understanding Perspective
- Module 4: Getting the Big Picture, Humor + Human Relationships & the Social Learning Tree

Category: Teaching Our Vocabulary, Frameworks & Motivational Strategies

2-Module Series: An Introduction to Social Thinking Vocabulary & Treatment Frameworks

- Module 1: Part 1: Social Thinking Vocabulary & Treatment Frameworks
- Module 2: Part 2: Social Thinking Vocabulary & Treatment Frameworks

Stand-Alone Modules in This Category

- Strategies for Kids: Brain Boss & Flex Camp: The Detective & Dragon Series
- Strategies for Teens: Friendship Pyramid, Finding Motivation & Add-a-Thought

Category: Teens, Transition to Adulthood & Living as an Adult

6-Module Series: To Infinity & Beyond: Preparing Adolescents to Launch into the Real World

- Module 1: Hurdles or Helpers? Academics, Our Inner Voice & Social Conformity
- Module 2: Adulthood & Independence Don't Always Go Together
- Module 3: Job Coaching the Literal-Minded
- Module 4: Helping Resistant (Self-Protective) Social Communicators
- Module 5: Managing Public Relations & Self-Management Campaigns
- Module 6: What's a Friend & How Do We Show That We Are "Friendly?"

2-Module Series: Flirting, Dating & Sustaining Relationships: How Do You Teach This?

- Module 1: Hot Topics in Flirting & Dating: Culture, the Law & Direct Teaching Tips
- Module 2: Practical Strategies to Teach About Flirting & Dating

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- Strategies for Teens: Friendship Pyramid, Finding Motivation & Add-a-Thought

Number of Modules Selected on This Page: _____

Team Rate: Select Modules for One Team Lead

Review the different rates and perks on page 1. On this form, select the module(s) you are **purchasing at the Team rate** and indicate the team lead (the person organizing the team training). Fill out a separate form for each team lead. Once this order has been processed the team lead will receive an email with instructions for accessing their module(s).

Team Lead Name: _____

Email: _____

Please ensure the information provided is accurate.

Select the module(s) to be purchased at the Team rate:

Category: Assessing Social Competencies Requires More Than Standardized Tests

2-Module Series: Assessing Social Competencies with Specific Tasks

- Part 1: Social Thinking Informal Dynamic Assessment Tasks
- Part 2: Social Thinking Informal Dynamic Assessment Tasks

Category: Defining Social Thinking: Evidence-Based Practice, Social Competencies, Goals & Measurement

- Linking Private Events & Social Competencies: A Critical Bridge

Category: Executive Functioning

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- Module 2: Strategies to Rally Motivation to Develop & Carry Out the Plans
- Module 3: Planning, Predicting & Managing Work Across Time
- Module 4: Taking Perspective: Priorities, Assignments, Attention Span, Communication Skills & Transitioning to Adulthood

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4-Module Series: Superflex & Social Detective—A Mighty Duo! Best Teaching Practices

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- Module 4: Expanding Superflex's Teachings & Exploring Use Across Different Age Groups

Category: Managing Social Anxiety & Regulating Emotions

- Exploring Treatment for Social Anxiety

Category: The Social-Academic Connection

4-Module Series: The ILAUGH Model: Exploring Social Thinking & the Social-Academic Connection

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Number of Modules Selected on This Page: _____

eLearning Category, Series and Module Short Descriptions

Category: Assessing Social Competencies Requires More Than Standardized Tests

Discover how to use Social Thinking's Informal Dynamic Assessment tasks and related assessment tools to gain a deeper understanding of an individual's social strengths and struggles. Learn why virtually all standardized tests fall short with assessment of real-time social abilities-and how to work around that shortcoming.

2-Module Series: Assessing Social Competencies with Specific Tasks

An individual's social competencies during real-time social engagement are not assessed through the current standardized tests available in the marketplace. This series reviews why standardized testing of social communication skills falls short and explores four different Informal Dynamic Assessment tasks that can be utilized to explore how a student processes and responds to different types of social information in real time. Each of these tasks are demonstrated through video examples; related treatment ideas are also discussed.

- **Part 1: Social Thinking Informal Dynamic Assessment Tasks:** Face-to-face social communication and adapting our behavior to share space effectively with others are part of what we consider social competencies. In this module we will explore some of the limitations of standardized tests to measure social competencies and how the results impact the services a student receives. As a backdrop to this information, we will review how typically developing individuals engage in social information processing and related social responses through Social Thinking's Cascade of Social Attention. [Click here to learn more.](#)
- **Part 2: Social Thinking Informal Dynamic Assessment Tasks:** In this second of a two-module series, three of Social Thinking's Informal Dynamic Assessment tasks will be taught and supported with a video case study. The majority of the video of assessment tasks are of a boy first shown at 9 years old and then 16 years later, as a recent college graduate at 25 years old. This longitudinal perspective encourages viewers to consider how we can teach students to improve in their social competencies across their lifetime, with the goal of helping them improve compared to themselves. [Click here to learn more.](#)

Category: Defining Social Thinking: Evidence-Based Practice, Social Competencies, Goals & Measurement

Learn about the Social Thinking Methodology and how it is an evidence-based practice focused on teaching social competencies and social-emotional learning. Obtain new strategies for developing socially based treatment goals and measuring results-plus using core frameworks, strategies, and other practical applications of our methodology.

Linking Private Events & Social Competencies: A Critical Bridge: Private events are our internal thoughts and feelings. They aren't measured as part of applied behavior analysis. Yet, how we interpret (through private events) behavior we observe impacts how we respond. This module explores social interpretation, language as the behavior of the mind, empirically supported vs. evidence-based practices, the reliability of measuring private events, and much more! [Click here to learn more.](#)

Category: Executive Functioning

Gain a better understanding of executive functioning and the many ways it impacts academic performance, self-regulation, time management, and more. Learn specific strategies to help strengthen an individual's organized thinking and improve motivation and organizational skills for those with and without social learning challenges.

4-Module Series: Strategies for Executive Functioning: Teaching Organizational Concepts & Skills

The majority of individuals with social learning challenges have difficulty developing organized thinking and related organizational skills to help them manage the increasingly complex expectations of school work, homework, and life throughout their school career and into their adult years. Our organizational abilities emerge from our executive functioning skills that are expected to develop with minimal direct instruction, as there are no educational standards with developmental learning objectives to guide this teaching, except for the development of written language. This four-part series of modules serves to bridge this gap to guide parents and professionals toward a variety of strategies as we teach a systems approach of teaching organized thinking and related organizational skills to help individuals, with or without learning challenges, improve their executive functioning related to homework assignments and school work.

- **Module 1: Getting Organized to Teach Organizational Concepts & Skills:** This is the first of a 4-module series that introduces frameworks, concepts, and systems with strategies to guide us in teaching the crucial skills to improve organization and executive functioning for homework and school work. Viewers will study their own organizational strategies to explore how we think in ideas but expect work done at a level of detail. Explicit guidelines are presented to understand how the environment contributes or distracts from organized thinking as well as distinguished between two different types of organizational processes. [Click here to learn more.](#)
- **Module 2: Strategies to Rally Motivation to Develop & Carry Out the Plans:** In this second module in our four-module series, the focus is on the first three steps of Social Thinking's 10-step model on teaching executive functioning for homework completion. The first step teaches the importance of establishing organized thinking both across and within assignments. Strategies are explored to plan our assignments as well as recognize the roadblocks that may get in the way of carrying out our action plans. [Click here to learn more.](#)
- **Module 3: Planning, Predicting & Managing Work Across Time:** Central to completing homework is the ability to breakdown (chunk) assignments, engage in time prediction, and move toward planning for long- and short-term assignments across months and weeks. Each are explored in this third module in our four-part series. Detailed strategies are presented to facilitate an individual's abilities to break down long-term projects into manageable chunks combined with the information learned in module 2 about short-term goals and action planning. [Click here to learn more.](#)
- **Module 4: Taking Perspective: Priorities, Assignments, Attention Span, Communication Skills & Transitioning to Adulthood:** Ever planned your week or day and found that you could not get everything on your list? Prioritizing, daily planning, and locating one's resources for research are some of the many topics covered in this fourth out of our four-module series on the topic of executive functioning with the goal of completing homework assignments. True to Social Thinking's work, we explore nontraditional concepts; to this point we will also review the importance of taking perspective of those impacted by the homework assignment (e.g., parents, teachers, siblings, etc.), communicating to seek assistance, how to be aware of one's own attention span for different tasks, and how we persist when frustrated in order to achieve our own homework goals. [Click here to learn more.](#)

Category: Implementing the Social Thinking Methodology with Fidelity

Learn best teaching practices-including scope and sequencing-for popular Social Thinking products *You Are a Social Detective* and *Superflex: A Social Thinking Superhero Curriculum*. Includes a discussion on using *We Thinkers! Volume 1* and *Volume 2* with early learners.

4-Module Series: Superflex & Social Detective-A Mighty Duo! Best Teaching Practices

This series is all about ensuring fidelity when using two of our key teaching materials, the award-winning *You Are a Social Detective!* and *Superflex: A Superhero Social Thinking Curriculum*. The purpose of *You Are a Social Detective!* is to foster social pragmatic understanding using Social Thinking Vocabulary as kids learn to be social observers, or “social detectives.” The purpose of the Superflex curriculum (featuring our superhero, Superflex) is to help students develop their social thinking to improve self-awareness, self-monitoring and, ultimately, self-regulation. Though presented in a kid-friendly format, the teaching behind the playfulness has a scope and sequence that require time and thought on the part of the professional.

We will also share tips on how to adapt these teaching materials for early learners as well as for tweens and teens who have outgrown the cartoon hero teaching approach. Additionally, we’ll explore how all this information dovetails with educational standards, social-emotional learning, Response to Intervention (RTI), and Positive Behavior Interventions and Supports (PBIS).

- **Module 1: Become a Social Detective Before You Learn to Self-Regulate!**: We kick off our teaching by exploring the powers of Superflex and the Unthinkables. Prior to launching into this curriculum, our students need to develop cognitive awareness for self-regulation and superflexible thinking; we discuss social learning tools to do this. The power of social attention is explored, as is how we use it to make sense of the social world by figuring out the hidden rules in our classrooms, home, and community. [Click here to learn more.](#)
- **Module 2: Getting to Self-Regulation: introducing Rock Brain & the Team of Unthinkables**: Social Thinking teaches social competencies and not just social skills. Social competencies involve our social learning processes and these are central to many aspects of academic learning; we will explain how our teachings align with state, country, or Common Core educational standards. To encourage stronger fidelity, we will review some of the common mistakes made by users of Social Thinking’s strategies. [Click here to learn more.](#)
- **Module 3: Exploring the Superflex Curriculum & How It Fits into the School Day**: In module 3 of our 4-module series, we get to the heart of our Superflex teachings. *Superflex: A Superhero Social Thinking Curriculum* is introduced. We provide a teaching progression, highlighting how children first learn about their brain functioning and then move toward explaining specific motivational aspects of this curriculum. Demonstrating how specific Social Thinking teaching strategies are paired with Unthinkables, we encourage the parent or professional to explore how teaching a superflexible strategies diminishes the powers in our “Unthinkable” thinking! [Click here to learn more.](#)
- **Module 4: Expanding Superflex’s Teachings & Exploring Use Across Different Age Groups**: In the final of our four-module series on the topic of teaching Social Thinking through the lens of the Superflex curriculum, the Thinkables are introduced as a positive counterbalance to the Unthinkables. In response to many who asked, “How did Superflex get this power?” we introduce the Power Pals and the Five-Step Power plan, which we used for advanced superflexible learners. This module also includes how Social Thinking modifies its teachings and the Superflex curriculum for different developmental ages. [Click here to learn more.](#)

Category: Managing Social Anxiety & Regulating Emotions

Help tame some of the most common social struggles. Get practical strategies for helping individuals manage social anxiety and the emotional impulses that lead to dysregulation, while exploring rich, creative ways to improve social competencies.

Exploring Treatment for Social Anxiety: Social anxiety is a compelling problem for many students, with or without diagnostic labels. In this module, social anxiety will be defined in comparison to general anxiety, shyness, introversion, and sensory overload. A variety of treatment methods to manage social anxiety are described for age 10 through adulthood. In addition, to discussing more traditional social anxiety treatment strategies, we will describe how to teach students about their own social thinking, social problem solving, and social skills to foster social competencies. [Click here to learn more.](#)

Category: The Social-Academic Connection

Discover how social cognition is essential to academic abilities such as reading comprehension of literature, written expression, and group work-and how to reinforce this valuable competency using our ILAUGH* Model of Social Cognition. Related treatment strategies for use across the home and school day are explained in detail. *An acronym

4-Module Series: The ILAUGH Model: Exploring Social Thinking & the Social-Academic Connection

Most people regularly engage in a range of social interactions, yet few know that social engagement is only part of our larger repertoire of social responses. In this series, the learner will explore how each aspect of our social thinking facilitates our ability to not only socially interact but also to engage in academic processes such as written expression, reading comprehension, narrative language, group work, classroom participation, etc. Social cognition is at the heart of our social being and it is from this point of view that the company Social Thinking has developed social-emotional learning concepts, frameworks, and strategies. The ILAUGH Model of Social Cognition is an evidence-based conceptual framework to guide professionals and parents to better understand and teach social competencies by exploring social thinking, social problem solving, and the social learning experience, including the social-academic connection. ILAUGH is an acronym to represent ideas published in research, informal assessment, and treatment related to: Initiating communication, Listening with the eyes and brain, Abstracting and inferencing, Understanding perspective, Getting the big picture (gestalt), and Humor and human relationship. This four-module series will provide the learner with specific concepts and strategies that can be utilized in classrooms and homes. This information was developed for students with social learning challenges, such as those with ASD, ADHD, speech and language impairments, etc. However, mainstream teachers and school administrators have also found this information is germane to better understanding all students' social-emotional learning processes.

- **Module 1: Why Teaching Social Competencies Goes Beyond Social Skills Training:** The first module in our four-module series explores the social learning process and how social learning fosters the development of social competencies and not simply social skills. Social Thinking (the company), offers an evidence-based methodology that explores how we each interpret social and situational information prior to responding and how our social responses are far more than social skills. [Click here to learn more.](#)
- **Module 2: Initiating Communication & Listening with Eyes, Ears, and Brain:** Effectively teaching individuals with social learning challenges require us all to avoid assumptions about what they interpret and how they use language to successfully communicate their thoughts and needs. In this second of four modules, the first two letters of the ILAUGH acronym are explored: The "I," which represents *initiation of communication*, and the "L," which stands for how we *listen with our eyes, ears, and brain* to interpret socially based information. [Click here to learn more.](#)
- **Module 3: Abstracting-Inferencing & Understand Perspective:** Interpreting language, nonverbal cues, and our own and others' perspectives is central to producing social thinking and a host of social responses, including but not limited to social skills. In this third of our four-module series on the ILAUGH model, the learner will explore specific aspects related to these overlapping processes; we will introduce the concept of understanding perspective in this module and then complete the teaching of it at the start of our fourth module. [Click here to learn more.](#)
- **Module 4: Getting the Big Picture, Humor + Human Relationships & the Social Learning Tree:** Interpreting and responding to social information requires us to sort out the main idea from related details as well as appreciate the importance of human relationships and how humor is involved in this process. We will begin this module by finishing up a discussion on key treatment ideas related to Understanding Perspective (introduced in module 3). We will then explore how Getting the Main Idea (gestalt thinking) is central to summarizing information and organizing information in our minds, and how a lack of central understanding often leads to challenges with developing general organizational skills and the process of written expression. [Click here to learn more.](#)

Category: Teaching Our Vocabulary, Frameworks & Motivational Strategies

Discover some of Social Thinking's core treatment frameworks and Social Thinking Vocabulary, plus learn fresh strategies to motivate social learning. Includes unique modules designed to introduce young learners to basic Social Thinking concepts, and to help teens learn how to foster friendships, find motivation, and converse more effectively.

2-Module Series: An Introduction to Social Thinking Vocabulary & Treatment Frameworks

To teach components of the Social Thinking Methodology well means we need to consciously avoid assumptions about an individual's working knowledge of the social world. In these modules, we will introduce core Social Thinking treatment frameworks and vocabulary for use with individuals of different ages and social learning abilities. These modules represent a sampling of some of our core frameworks and strategies and are intended to give viewers an introduction to how to teach students to think socially to develop self-awareness of the concepts. The Social Thinking Vocabulary was developed to: a) give professionals and parents a common vocabulary, b) make abstract social concepts more concrete, and c) give students and clients a practical way to understand social expectations. The modules in this series show practical ways to teach understanding (input) of social concepts before practicing social skills (output).

- **Module 1: Part 1: Social Thinking Vocabulary & Treatment Frameworks:** Module 1 introduces two Social Thinking core treatment frameworks: Four Steps of Perspective Taking and Four Steps of Communication. We will teach specific treatment strategies for how our bodies establish physical presence in a group (body in the group) and how we think with our eyes to gain awareness of the social environment, whether interacting or simply sharing space. These are components of the specialized language we call Social Thinking Vocabulary, and we will explain the relationship of this vocabulary to evidence-based practices. [Click here to learn more.](#)
- **Module 2: Part 2: Social Thinking Vocabulary & Treatment Frameworks:** Module 2 extends the teaching of Social Thinking Vocabulary toward increasingly complex social concepts such as problem solving and helping students avoid “the blur” as they learn to read the hidden social rules. We also investigate how to teach social language tools to encourage conversational language, beginning with exploring how people share an imagination as part of the conversational process. The viewer will learn how to think more deeply about the many social concepts we take for granted but expect students to use as they share space and interact in the school, home, and community. [Click here to learn more.](#)

Stand Alone Modules in This Category

- **Strategies for Kids: Brain Boss & Flex Camp: The Detective & Dragon Series:** In this module, two mini-curriculums will be explained: *How to become the “Boss of my own Brain”* and “FlexCamp: The Detective and Dragon Series.” The ultimate goal is to provide practical and engaging lessons to foster development of social competencies by guiding primary aged students to increase social self-awareness, social attention, social interpretation, self-regulation. [Click here to learn more.](#)
- **Strategies for Teens: Friendship Pyramid, Finding Motivation & Add-a-Thought:** Pre-Teens and teens respond to social-emotional learning if the information is meaningful and motivating to them. In this module, we share three of Social Thinking's treatment techniques developed while working with teens; all involve visual tools to help break down abstract concepts and make them more concrete. [Click here to learn more.](#)

Category: Teens, Transition to Adulthood & Living as an Adult

As we age, our social competencies are expected to become more sophisticated. This can be difficult to keep up with for even the savviest social minds! Get practical insights to help adolescents and young adults manage increasingly complex social demands. Learn strategies to foster social competencies, relationship development, and independent living skills while helping individuals experience deeper well-being.

6-Module Series: To Infinity & Beyond: Preparing Adolescents to Launch into the Real World

Adolescents are both vulnerable and insistent. Many think they know what they want yet struggle to know what they do and don't do well. In this series, we explore six different topics (chapters) related to teens in transition to adulthood: social-academic connection, conformity, how special education laws change with the age of the individual, job coaching needs for more literal students, strategies for encouraging growth in our more resistant students, and helping teens develop their own public relations campaigns. In the final module/chapter, much time is devoted to sharing treatment frameworks and creative strategies to encourage increasing awareness and use of more sophisticated social understanding and related social skills. Social Thinking was originally developed to help teens through these critical years and our fascination with this age group has continued; we'll share with you what we are learning on our journey. This eLearning series is also presented as a daylong conference (minus the sixth chapter) and it regularly receives fantastic reviews.

- **Module 1: Hurdles or Helpers? Academics, Our Inner Voice & Social Conformity:** This module examines treatment planning to build social competencies in teens. It details Social Thinking's ILAUGH Model of Social Cognition, which helps teens identify social learning strengths and weaknesses and provides a guideline for working with them. It shows how this model aligns with cognitive behavioral therapy in treating students, and introduces the idea of situational conformity. [Click here to learn more.](#)
- **Module 2: Adulthood & Independence Don't Always Go Together:** As students transition from teens to young adults, their legal rights also shift. This module explores the educational rights of students versus the legal rights of adults seeking an education and/or a job. It defines independence across eight innovative steps—including a few surprises—to help parents and professionals foster increasing independence as students move toward adulthood. [Click here to learn more.](#)
- **Module 3: Job Coaching the Literal-Minded:** This module addresses the needs of job coaches working with those who interpret information very literally. It defines varying levels of the social mind as explained in Social Thinking's Cascade of Social Attention and explains five social learning types in the Social Thinking–Social Communication Profile to help job coaches tailor guidance to individual needs and generalize to broader contexts. [Click here to learn more.](#)
- **Module 4: Helping Resistant (Self-Protective) Social Communicators:** This module examines *Resistant Social Communicators*—those who resist social engagement in an effort to protect themselves from the negative effects of sensing that others didn't accept them. It explores strategies to help them connect to the social world more effectively utilizing compassion, creativity, and research, sharing insights to help these individuals better address their personal goals. [Click here to learn more.](#)
- **Module 5: Managing Public Relations & Self-Management Campaigns:** This module explores the relationship between social anxiety, the motivation for social learning, and the development of social competencies. We detail the benefits of students creating public relations and self-management campaigns. Using Social Thinking's frameworks, we show how to help students best represent the person they want to be. A kid-friendly digital strategy is also presented. [Click here to learn more.](#)
- **Module 6: What's a Friend & How Do We Show That We Are "Friendly?":** This module uses Social Thinking's Friendship Pyramid to define and grow friendships. We look at using narrative data to measure a student's competencies. We review using physical movement in the social communication process, explore a strategy to see if your student is ready to generalize some of their new skills, and discuss the serious topic of our teens who don't build social networks. [Click here to learn more.](#)

2-Module Series: Flirting, Dating & Sustaining Relationships: How Do You Teach This?

All students emerge into their sexuality as they go through puberty. Individuals with social emotional learning challenges often have limited insight into social sexual relationships and find the social communication involved in flirting and dating overwhelming. Yet, this topic is uncomfortable for many adult interventionists (parents and professionals), who also lack knowledge about how to help inform individuals in a non-judgmental and helpful manner. In this series, we will address a range of topics including but not limited to culture, religion and emerging sexuality for weak social learners and especially those on the autism spectrum, pornography and the law, how we need to teach different types of lessons for students with different social learning levels as well as many practical strategies and teaching tips. Social Thinking has developed a range of helpful educational frameworks and strategies to foster our student's social competencies as well as inform the interventionist with regards to this multidimensional set of topics.

- **Module 1: Hot Topics in Flirting & Dating: Culture, the Law & Direct Teaching Tips:** In this module we will explore the blurred lines on topics related to emerging sexuality, such as gender fluidity and the Trifecta of challenges: religion, culture and biology. We will also introduce ideas for helping students to develop stronger social awareness of other's intentions to stay safe and demonstrate how we have adapted some of our core treatment frameworks to explicitly teach about the concepts of flirting and dating. Social-sexual relationship development also involves taking on a level of social emotional risk. We provide ideas for teaching about rejection self-management, as this is a universal bump in the road as individuals seek to find this type of connection. [Click here to learn more.](#)
- **Module 2: Practical Strategies to Teach About Flirting & Dating:** In this second of our two-module series, the attendee is provided a significant handout packet to encourage lesson development. The learner will explore Social Thinking's tools, practical strategies and teaching tips such as our Attraction Scale, how quickly one should respond to a text message and our treatment framework – The Relationship Pyramid. Within the Relationship Pyramid (inspired by our Friendship Pyramid) we specifically teach our students to study both points of view, theirs as well as others, to help them explore how to interpret as well as send social cues related to flirting and dating. We will also discuss issues related to hygiene, eating in public and other related social behaviors that may encourage or discourage the potential development of this more mature type of relationship. [Click here to learn more.](#)

Stand Alone Modules in This Category

- **Strategies for Teens: Friendship Pyramid, Finding Motivation & Add-a-Thought:** Pre-Teens and teens respond to social-emotional learning if the information is meaningful and motivating to them. In this module, we share three of Social Thinking's treatment techniques developed while working with teens; all involve visual tools to help break down abstract concepts and make them more concrete. [Click here to learn more.](#)