Concept #1:
Thoughts and Feelings

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Introducing our 10 by 10 by 10 webinar series

10 webinars
10 months
10 Social Thinking concepts

What are the 10 concepts?

• Thoughts and feelings
• Think with eyes
• Group plan
• Body in the group
• Whole body listening
• Hidden rules: expected—unexpected
• Flexible vs. stuck thinking
• Smart guess
• Size of the problem
• Shared imagination

Why?

To demonstrate how social-emotional learning is relevant all day, every day across all age groups, for all individuals, regardless of whether they have a diagnosis or not.

Concepts do not wear as students age, but instead how the concept is used morphs across our lifetime.

How?

✓ Review purpose of core concept
✓ Explain depth of teaching
✓ Explain use across age groups
✓ Encourage learning across contexts
✓ Show which Social Thinking product further explores this concept.
Exploring: Thoughts and Feelings

Teaching explicit what we think all students already know.

Let's say these words rather than make this assumption.

One aspect of *Thoughts and Feelings*, has to do with managing our own thoughts and feelings.

This is considered key to our self-regulation when around other people, or even when by ourself.

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*What is a Thought? (A Thought is a Lot)*

What is a Thought?

A thought is a lot,
A lot more than we think.

What does that mean?
Come have a look!
Teaching an individual that they can have control over their thoughts and the intensity of their feelings is related to many evidence-based practices.

- Mindfulness
- Positive psychology
- Cognitive behavioral therapy, etc.

But wait, there's more to this concept!

We are also expected to consider the thoughts and feelings of others; whether they are parents, teachers, friends, or classmates you have never spoken to! Considering this information ideally leads us into social problem solving...
1st storybook in *We Thinkers!* Volume 1

We explain the interplay between each other's thoughts and feelings in a simple manner.

As students age we encourage them to explore this by studying our social expectations for each other through our book:

We describe how each person has thoughts and feelings about another's behavior. How one person thinks and feels about another can impact future interactions.

Primary-school-age students describe as “nice” a person who they tend to have positive thoughts and feelings about.

When a person describes someone as “mean” or “not nice,” they are having negative thoughts and feelings about that person.
By the end of this book, we have introduced:

The Social-Emotional Chain Reaction, but we don’t tell younger children this is what we call it!

Caretaking each other’s thoughts and feelings, so that people think about us in the manner we want for ourselves, is the backdrop upon which we teach with our Superflex curriculum.

The Social-Emotional Chain Reaction is important to discuss directly with students. It’s all about the interplay of each other’s thoughts and feelings.

To be socially competent is to understand that what we say or do can have a lasting impact on others’ thoughts and feelings.

Tweens & tweens become increasing less likely to say someone is “nice” or “mean”; instead they may describe someone as “cool” or say or imply they are offended (#fraud) or just send around a meme about a person they feel did them wrong.

WHEN YOUR TEACHER KEEPS TALKING AFTER THE BELL RINGS
As students get older, we explain the interaction of our thoughts and feelings in increasingly sophisticated ways:

**For 9- to 12-year-olds**

**For 10- to 18-year-olds**

And across adolescence and into adulthood...

Talking explicitly about how we impact our own and others' Thoughts and Feelings leads to direct awareness of our social responsibility toward each other, rather than our implied responsibility.

BUT...be aware that we as parents and professionals have to go out of our way to talk about positive thoughts and feelings.

We need to push toward positive attention about our own thoughts and feelings as well as those who make us comfortable if not downright happy, as our brains tend to have a **negativity bias**!

Our brains are designed to focus more actively on what people are doing wrong than doing right. We also focus on those who make us feel bad rather than those who make us feel good.

However, the research and common sense inform us that we each prefer to be around positive people or in situations where we can feel and think positively.
Throughout the school year, as you highlight how we each have thoughts and feelings about each other, push toward recognizing the good thoughts and the good feelings that surround us.

PUSH POSITIVE!

This takes extra effort in each of our brains but we are all better off for it in the short run and the long run!

Introducing two new books in our Superflex Series

About the adventures of Thinkables!

FOCUS TRON
KOOL Q. CUMBER

Thinkable: Kool Q. Cumber

Unthinkable: Glassman

The Thinkable
Kool Q. Cumber
I help citizens learn to keep their cool (be calm) when problems occur. This helps keep the unthinkable Glassman far far away!

The Unthinkable
Glassman
I make people have huge reactions to mild problems.

Thinkable: Focus Tron

Unthinkable: Brain Eater

The Thinkable
Focus Tron
I help citizens use their focusing powers. When I'm near a citizen, Brain Eater turns to dust away!

The Unthinkable
Brain Eater
I distract people.
As you explore these 10 concepts across 10 webinars, we have a product that visually represents each concept we will be covering.

Thinking Thoughts and Feeling Feelings

Thinking with Your Eyes

Body in the Group

Whole Body Listening

Hidden Rules and Expected-Unexpected
Check out eLearning: explore our many courses regarding a large range of topics!

From the social–academic connection, to learning more about Superflex, working with teenagers, teaching executive functioning, etc.

Register for our next webinar on concept #2:

Think with Your Eyes