



Teaching Social Competencies—More Than Social Skills

Concept #4: Body in the Group



Presented by:

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Speech-Language Pathologists

Introducing our 10 by 10 by 10 webinar series

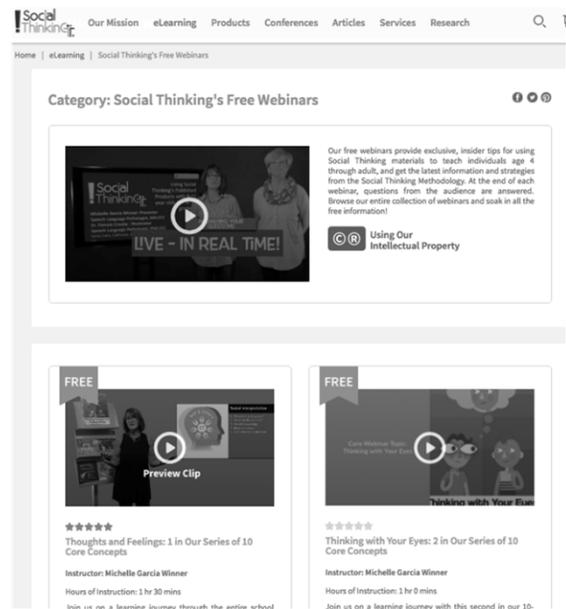
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10 months

10 Social Thinking concepts

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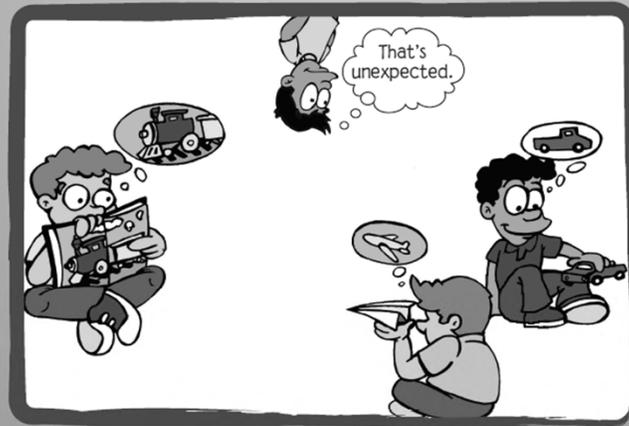
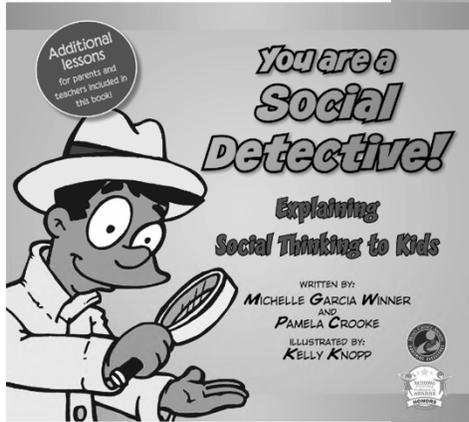


Today's webinar topic:



Dilemma

Your students don't seem aware of each other as members of the group.



We also think about whether kids are doing what is unexpected. We notice when their brain or body is **NOT** a part of the group. This means kids are doing their own thing and not looking and thinking about others around them.

Any time there is more than one person,
there is a group.

The group plan needs to be deciphered.

We are also expected to be aware of our physical position in the group based on what people expect of us and our own personal goal.

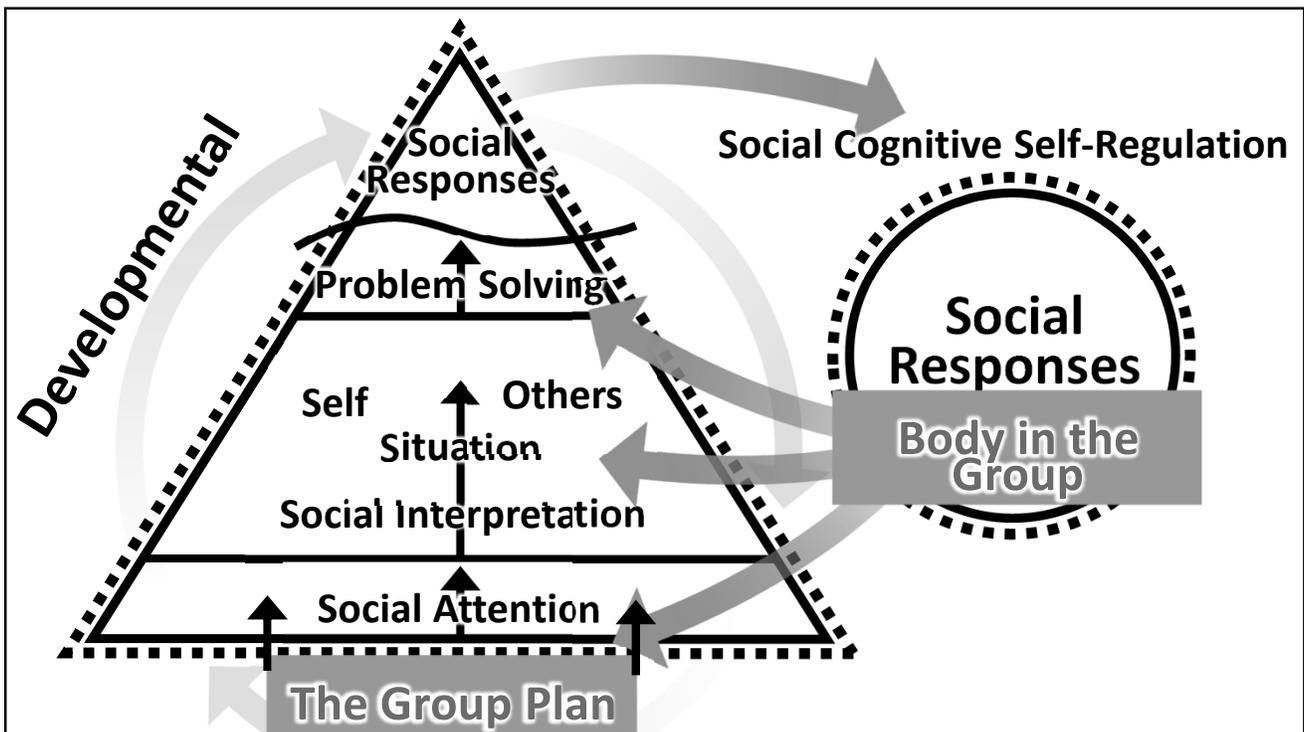
The concept *body in the group* addresses how our physical presence (or lack thereof) communicates our intentions to others.

To be aware of how people read
our intentions requires social
self-awareness.

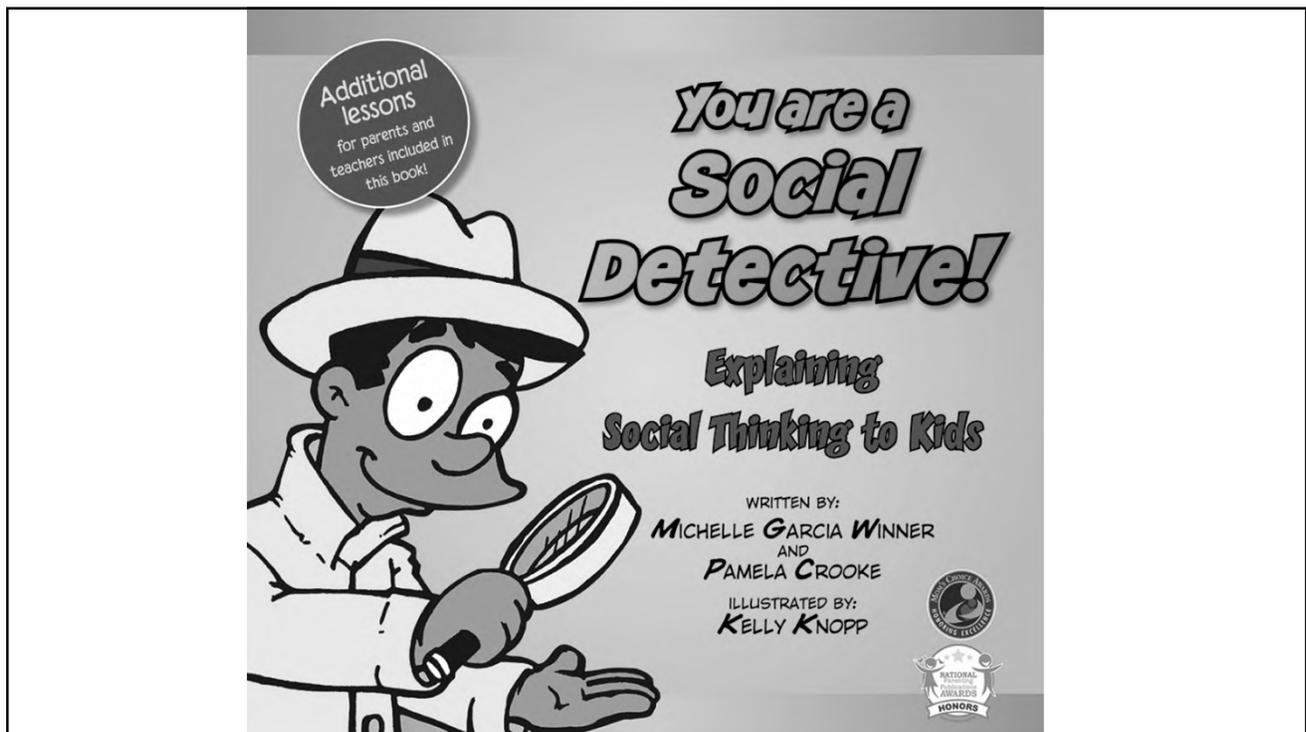
Helping develop awareness for tracking the expectations people have for each other is part of the social learning process. Students with social learning challenges often have a weak understanding of how their physical presence is interpreted by others.

Lack of social awareness should not be considered a behavior problem, but instead a social learning challenge.

Body in the Group and Social Thinking's Social Competency Model



The Social Thinking Methodology teaches
social competencies—not just
social skills.





We almost always make sense to ourselves!

As we socially communicate, we need others to make sense of us in the manner we had intended!

Where do you begin?

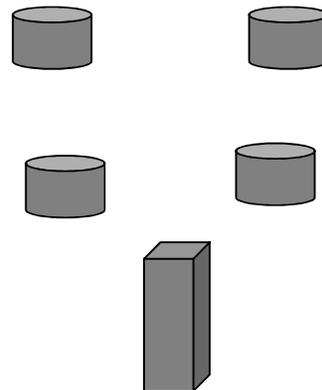
Explore how aware each of your students is to the thoughts, feelings, and expectations other students have for each other as they share space or interact.

One of the experiences that led to the development of this particular Social Thinking Vocabulary and concept...

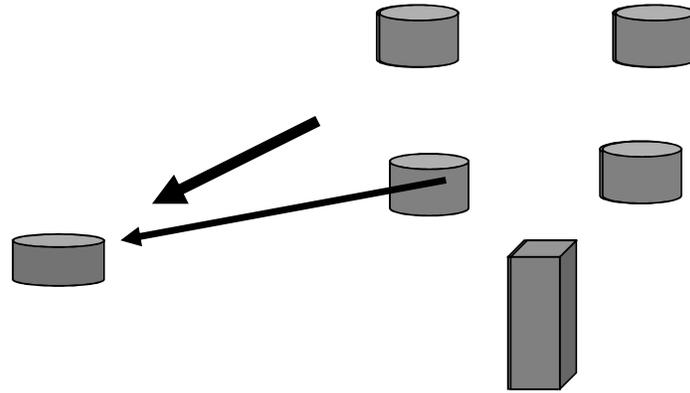
Is my **body** in or out of the group?

Is my **brain** in or out of the group?

Is your **body** in the group?

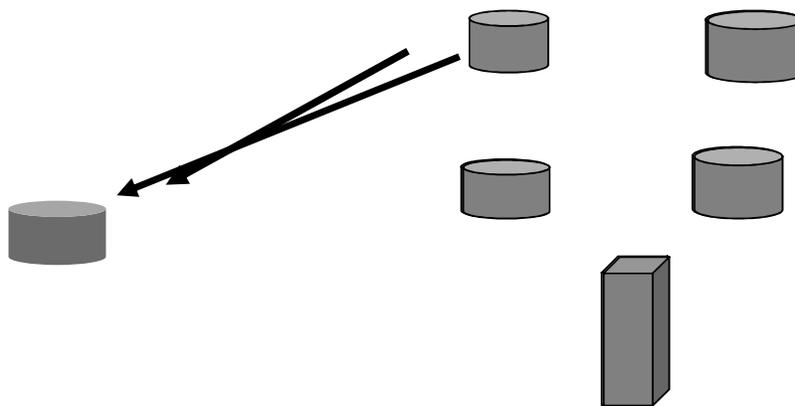


Is your body out of the group?

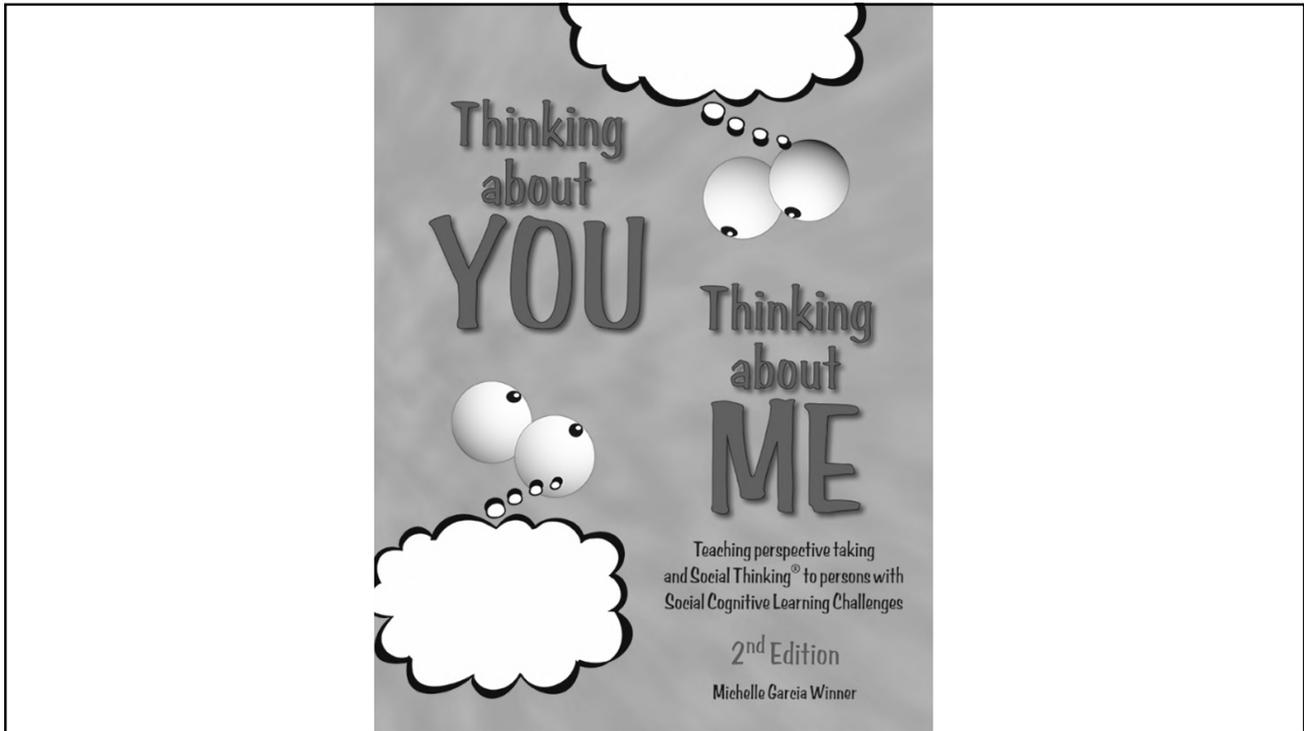


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Is your brain *in* the group or *out* of the group?



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The Use of Play-Dough to Illustrate Physical and Cognitive Presence to the Group

The Set-up: Create play-dough balls to represent each student, a play-dough tower to represent each adult in the group.

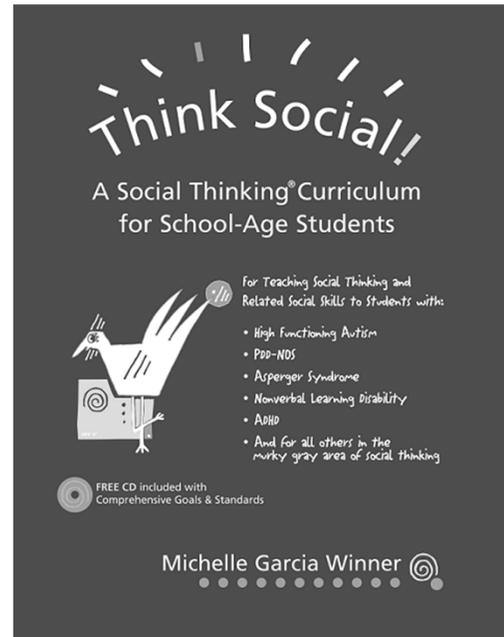
The diagram shows a central vertical oval representing an 'Adult educator'. To its left, four small circles represent 'Students'. Arrows point from the 'Students' label to each of the four circles. Below this, two scenarios are shown:

1: One of the student circles is shown rolling away from the group. An arrow points to it with the text: 'The ball physically rolls out of the group to demonstrate when a child has taken his body away from the group.'

Option 2: One of the student circles is shown split into two pieces, one small and one large. An arrow points to the small piece with the text: 'Split the play dough: the smaller piece represents the student's body; the larger piece represents the student's cognitive presence to the group.'

Think Social! A Social Thinking Curriculum for School-Age Students

Lesson plans for over 30 concepts.



Section 3: Teaching about self-awareness and self-monitoring of our behavior in a group

Section 3

Self-awareness and Self-monitoring Our Behavior in a Group

Another critical skill for being part of a group is being able to be aware of our own social behavior and how it impacts others. In this section we will work on the idea that people's thoughts about us are often created from our behavioral presentation. Furthermore, we want to teach that we have the power to control some of the thoughts people have about us by learning to monitor and control our own social behavior. In this lesson we will explore the need to adjust our behaviors when we are in a group compared to how we behave when we are by ourselves.

How does this lesson impact the classroom?

Just like the lessons in Sections 1 and 2, this is another critical set of skills we expect all children to be actively developing by the time they enter kindergarten. Behavioral awareness and control is at the heart of people who can work well together for play, learning and simply sharing space. Again, in this section we are taking information that is intuitive to most children and explicitly teaching concepts ALL teachers can review with ALL students. A successful classroom teacher will encourage all students to become better observers of their own behavior, its impact on others and understand why they should work to monitor and then control it.

Tools & Materials

- Play dough
- Colored Popsicle sticks (available at arts and crafts stores)
- Index cards
- Transparent cups
- Large Rubber Chickens (or any soft playful toy you choose to use). Rubber chickens can be purchased in most party or magic stores or on the internet.

Critical Vocabulary & Concepts

- Your body is in the group! Your body is out of the group!
- Your brain is in the group! Your brain is out of the group!
- Just ME/Thinking of You
- Good thoughts/Weird thoughts
- "I've got a secret"
- "Video moment" to watch what others are doing

Other ways we teach this through the Social Thinking Methodology and related developmental products...

Children are learning to be aware of social norms and will even help other children to follow them by 24 months old.

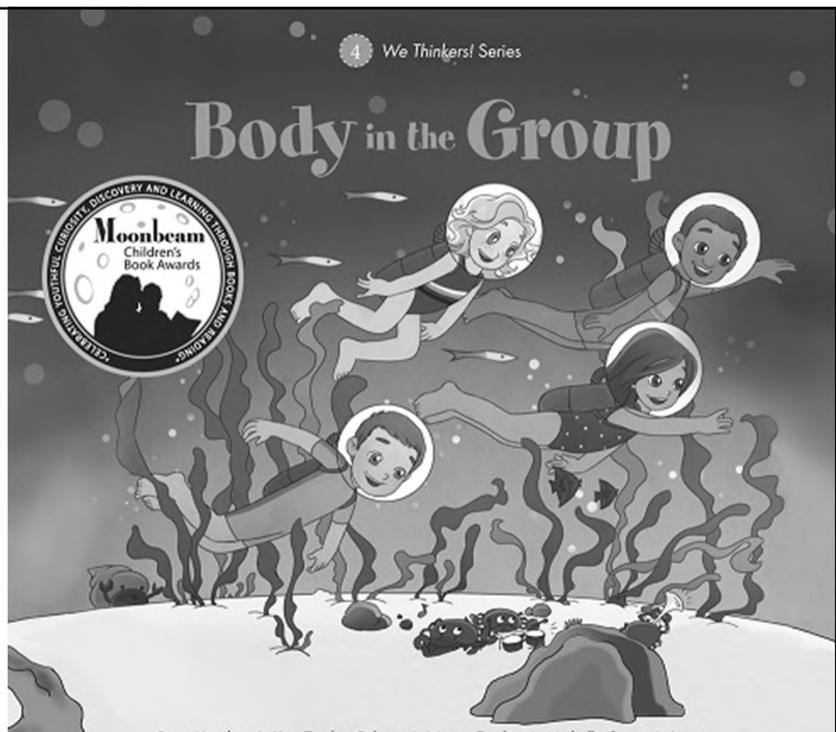
Tomasello, M. (2009) *Why We Cooperate*, pages 49-100, in chapter *Social Interactions to Social Institutions*. Massachusetts Institute of Technology

We Thinkers series – Social Explorers, Volume 1



1. Thinking Thoughts and Feeling Feelings
2. Group Plan
3. Thinking with Your Eyes
4. Body in the Group
5. Whole Body Listening

● 4th book in the series





- Body out of the group.
- Notice look on peers' faces.

Body in the group.

Notice look on peers' faces.



Body in the Group

- **Structured Activity: Freeze!**
- Start music and have a dance party!
- Instruct all kids to dance with each other in one big group or a bunch of little groups.
- Pause the song briefly throughout and have the children FREEZE.

Body in the Group music by Tom Chapin and Phil Galdston

If it's one, make it two
Make it me and you
If it's two, make it three
You and you and me
If it's three, make it four
Cause three could use one more
If it's four, make it five
Bring this group alive
Everybody has a body
Keep your body in the group....



Instructions:

Each time you freeze, choose one child to step outside of the group to become a social detective. Observe the group and have the student report:

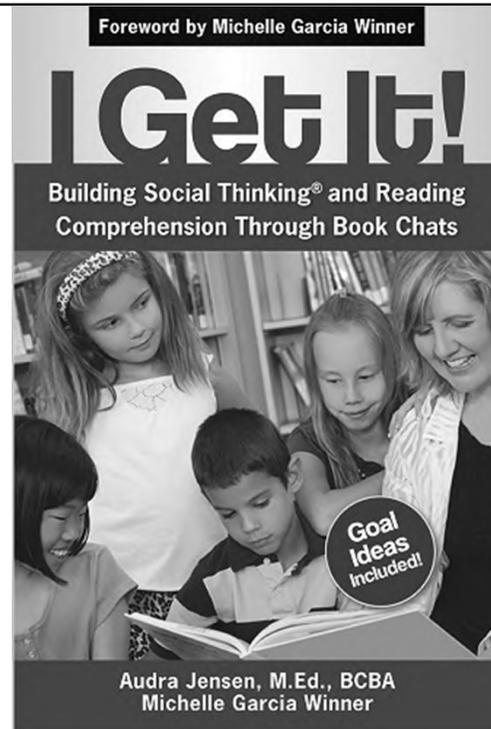
- Whose body is in a group?
- Did anyone dance out of a group?

The purpose is to encourage students to notice the group and their own social evaluation. To learn that we notice what each other is doing.

Avoid having the children point out that anyone is doing anything “wrong”!!

This is not a behavior correction task, instead it is a social learning concept.

- ✓ Teaching Social Thinking's concepts through reading comprehension and noticing that social concepts occur in person and in books!
- ✓ Recommending storybooks written by other authors.



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Body in the Group

Definition

Keeping your body in the group means you are physically present in the group in a way that people *think* you are physically part of the group. Turning your back on a partner or having your body so far away that people don't think you are part of the group can make people have weird or uncomfortable thoughts about you. Keeping your body oriented toward the group or a speaking partner gives them the feeling that you think what they are saying is important and makes them more likely to engage with you again in the future.

Personal Space Camp

by Julia Cook, Carrie Hartman (illustrator)



While many of the books I use are not written to address the specific topics we cover in group, this book is a valuable lesson on body space. It is a good choice for an elementary-school age high ESC or WISC group. These should be students who are aware of their body and how it can affect others but may not recognize their own space difficulties. The story is about a boy named Louis who lacks an awareness of personal space and non-maliciously bumps into peers, upsetting both them and the teacher. The teacher sends Louis to "personal space camp" with some other students where the principal teaches them about personal space through the use of visuals like hula hoops and ropes. Some great insights are shared. For example, the principal blows some bubbles and asks if they are all the same size. She explains that one's comfort bubble will not always be the same size—sometimes it will be big, like around a new person or in a new situation; at other times it will be smaller, like around family or friends. The principal also has the students cut out their body shapes from butcher paper and then lays them all out on the circle-time carpet. She points out how hard it is to fit everyone's body on the carpet when they're prostrate like that and says that's why it is important to keep your body space when sitting together with friends on the carpet. The book has excellent illustrations and insights to share.

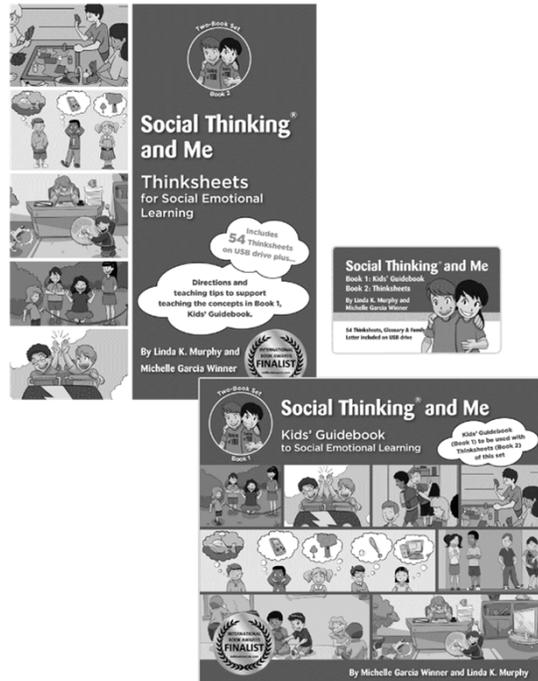
Questions to ask: What are Louis's friends thinking when he bumps into them? Does Louis notice the expressions on his friends' faces and what they are showing with their body talk? Was personal space camp what Louis thought it would be? How did he react to the unexpected situation? How do you think Louis will change his way of thinking? How will it change his friends', teacher's, and mom's feelings and thoughts about him?



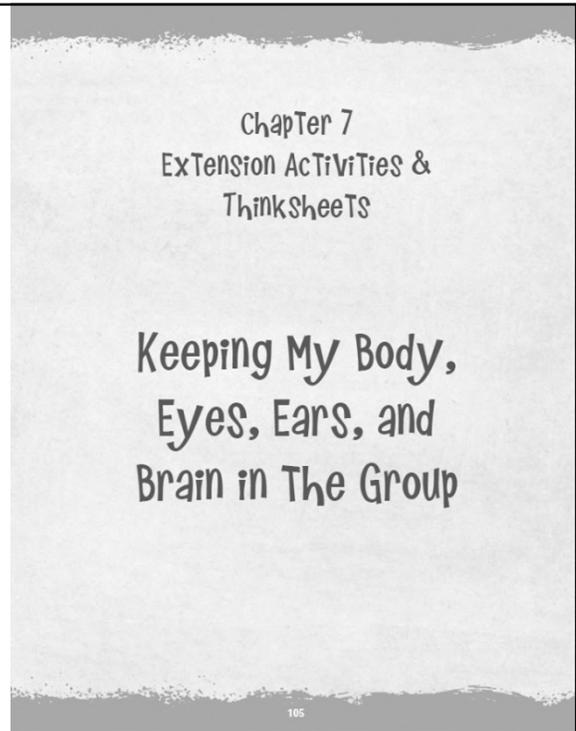
Note: Social Thinking doesn't sell this book.

Social Thinking & Me (two-book set)

1. Kids' Guidebook, chapter by chapter instruction
1. Thinksheets for Social and Emotional Learning: Each chapter is related to teaching in Guidebook



Sample of lessons in the Social Thinking & Me Thinksheets book



Name: _____ Date: _____

Body in The Group: WHAT DOES THAT LOOK LIKE?

Chapter 7: Thinksheet 2
Page 1 of 1

When we're with others, it's expected behavior that we think about the people in the group and what the group is doing. One way we do this is by keeping our body, eyes, ears, and brain in the group. Let's practice thinking about this idea by noticing if these animals are in the group/out of the group.

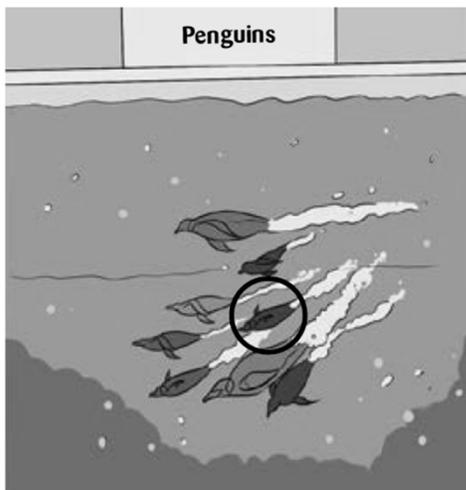


Look at each picture below. Decide if the animal circled has its body in the group or out of the group. Then see if you can make a smart guess about the group plan!



- Body is in the group.
- Body is out of the group.

The group plan is probably to:



- Body is in the group.
- Body is out of the group.

The group plan is probably to:

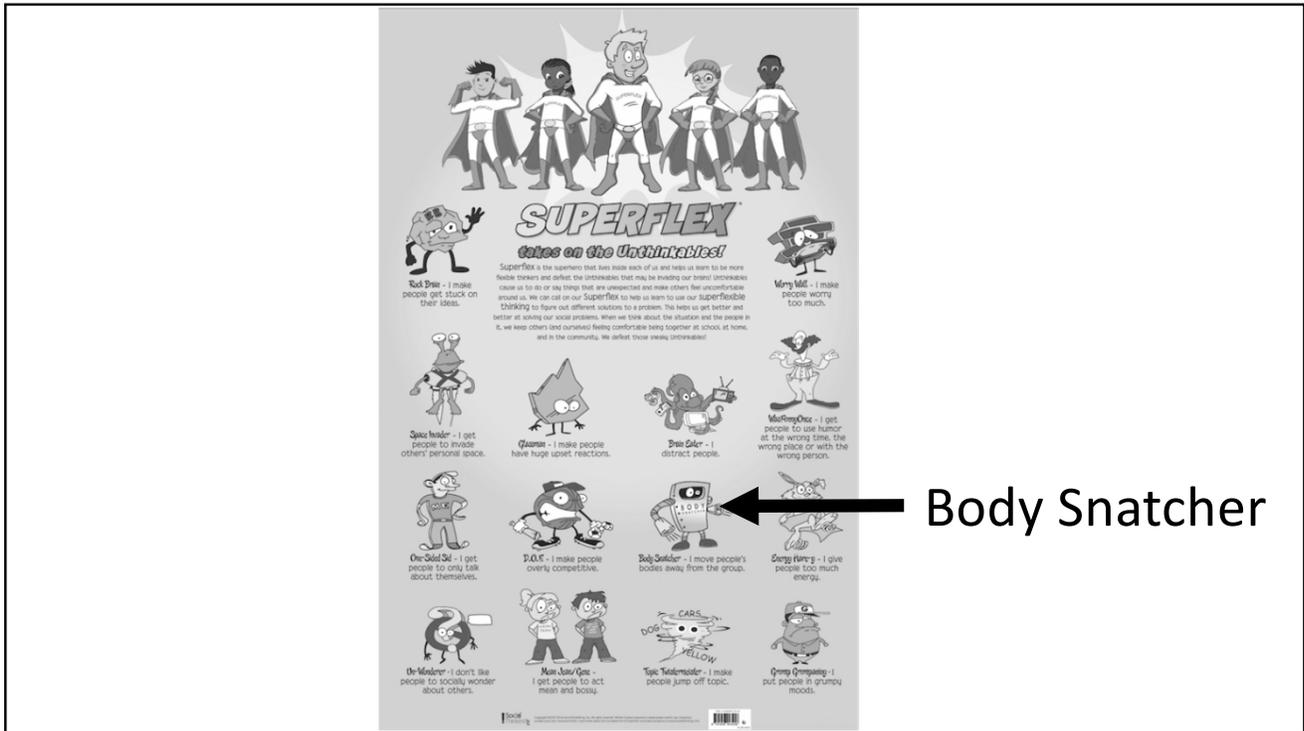
The Superflex curriculum is to be utilized after these two books are introduced:



Read this free article on our website:

10 DOs and DON'Ts for Teaching Superflex

www.socialthinking.com/teach-superflex



Body Snatcher

(1:36)

Watch out! Watch out!
 I'm your catcher.
 You've been snatched
 By the Body Snatcher.

Watch out! Watch out!
 I'm your catcher.
 You've been snatched
 By the Body Snatcher.

Don't pay attention
 Don't participate.
 Get away from everybody
 AND separate.

Curl up tight
 Inside yourself!
 Fade away
 From everybody else.

Watch out! Watch out!
 I'm your catcher.
 You've been snatched
 By the Body Snatcher.

Watch out! Watch out!
 I'm your catcher.
 You've been snatched
 By the Body Snatcher.

That's me talkin'
 I like what I hear
 I'll pull you away
 Make you disappear.

That's you talkin'
 Don't like what I hear
 I'll push you away
 Make you disappear.

Go away, Body Snatcher,
 I'll find a clue!
 Put some social glue on
 the sole of my shoe.
 I can stick with the group
 and stay in place
 So each conversation is
 face to face.
 Shoulder to shoulder
 when we walk.
 Shoulders face forward
 when we talk.

Keep my body with
 the group
 That's the scoop
 Then I'll know how
 to move
 In my Superflex groove.

Watch out! Watch out!
 I'm your catcher.
 You've been snatched
 By the Body Snatcher.

Watch out!
 Watch out!
 That's what I say
 To you Body Snatcher.
 Just go away!

Watch out! Watch out!
 I'm your catcher.
 You've been snatched
 By the Body Snatcher.

Watch out! Watch out!
 I'm your catcher.
 You've been snatched
 By the Body Snatcher.

Music by Michael and Patty Silversher

Kids go to the Superflex Academy to learn strategies!



Here at the Superflex Academy
We're working on a super set of strategies.
When you train your brain to do
what's expected
Your body will follow and stay connected.

Let's start thinking about what you can do.
Superflex your brain, the power's in you.

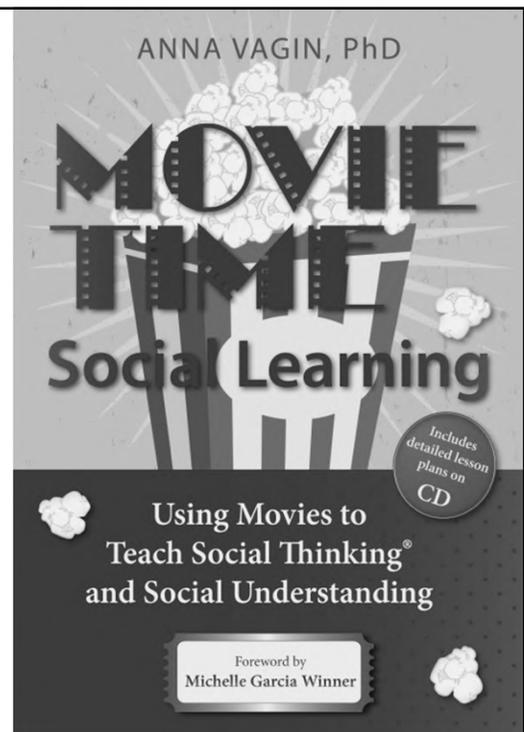
Listen with your body
Think with your eyes
Calm yourself
Strategize.

Share your thoughts
Ask some questions,
Learn to give
And take suggestions.

Listen with your body
Think with your eyes
Calm yourself
Strategize.

Movie Time Social Learning (for ages 4-18)

“Detective Head” activities
encourage students to
notice physical presence
(body in or out of group).



Chapter 4 Review

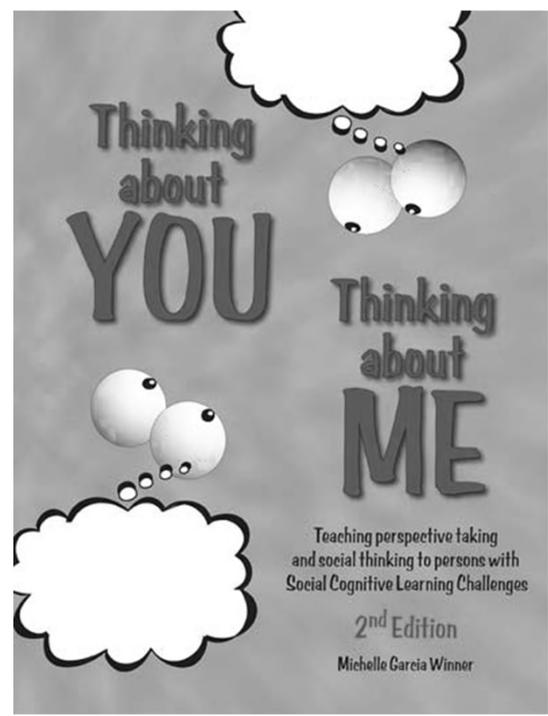
- ☞ Communication is more than words. We use our bodies, our head, our facial expression and our eyes to communicate.
- ☞ Our bodies send nonverbal messages that tell others whether or not we want to communicate.
- ☞ We have to practice entering and exiting groups with our bodies so group members have good thoughts about us.
- ☞ Some students will need to make friends with their bodies so they don't look so "uptight" to others.
- ☞ We also send messages to others through our face (facial expression).
- ☞ We send messages with our eyes especially. We check to see what people are looking at since this helps us figure out what they're thinking about. People check our eyes as a means of figuring out what we are thinking about, too.
- ☞ The Four Steps of Communication include:
 - Step 1: Think about what other people think.
 - Step 2: Establish physical presence.
 - Step 3: Think about others with your eyes.
 - Step 4: Use language to relate to others.

4 Steps of Face-to-Face Communication

- 1. Thinking** about the situation and who I am noticing or may want to be with.
- 2. Establish a physical presence** to show intention to join other(s).
- 3. Use eyes to think about other(s).**
- 4. Language** to relate to other(s).

Thinking about YOU Thinking about ME

Four chapters in this book teach about these four steps of communication.



Step 2: Establish a physical presence to show intention to join other(s).

•The basics of physical presence:

- ✓ It's more than the "one arm rule"



Physical presence involves our feet, hips, shoulders, and head being in alignment.

- ✓ Our eyes and body then subtly shift to show who in a larger group we are socially attending to.

Avoid assumptions!

15-year-old does not know how to
walk with his peers...

Talk and Walk??

How do people walk together?

- ✓ Walk side by side, shoulder to shoulder
- ✓ Eyes think about where they are going and who they are walking with
- ✓ Language relates to the person they are walking with

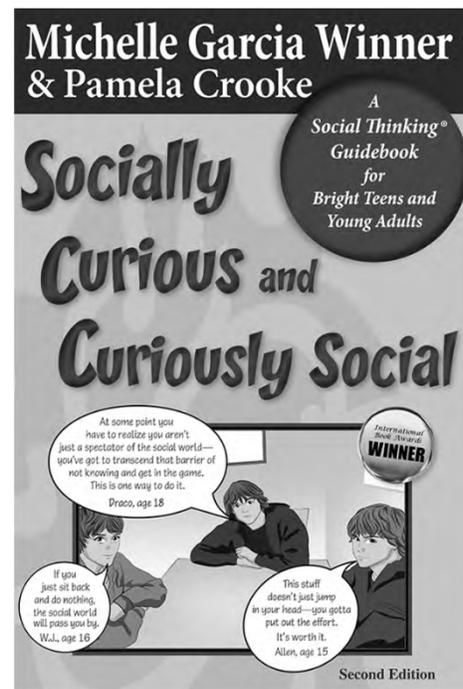


As children get older we teach them broader frameworks of how our social communication involves many moving parts.

Social Thinking's Four Steps of Communication

Socially Curious and
Curiously Social
(for ages 14-22)

Why do we do what we do socially?



Get Your Body in The Right Place

Finding people to hang out with is just the beginning. Next you have to get your body into the group so people feel comfortable around you and accept you as a member of the group. This is called being aware of your *physical presence*. Adults spend a lot of time teaching what we should say to each other—which words to use. The truth is the majority of our communication with others comes through our bodies and our faces, not our words. Communication is more than words, so move that body around while talking! We're not saying you should jump around and act like a maniac (that would be unexpected, bizarre and cause others to have just plain uncomfortable or weird thoughts about you), but the way you stand and move your body should be similar to that of others in the group. Let's talk more specifically about this.



Getting into groups during breaks at school or in the community seems so easy for some and so hard for others. Moving your body into a group requires social thinking.

Student question:

How do I know if it's a good time to join other people when they are talking to each other?

Our shoulders are like doors:
opening and closing

We can have our shoulders open to others (face to face) indicating we want to communicate or we can turn them away indicating we don't want to be with that person.

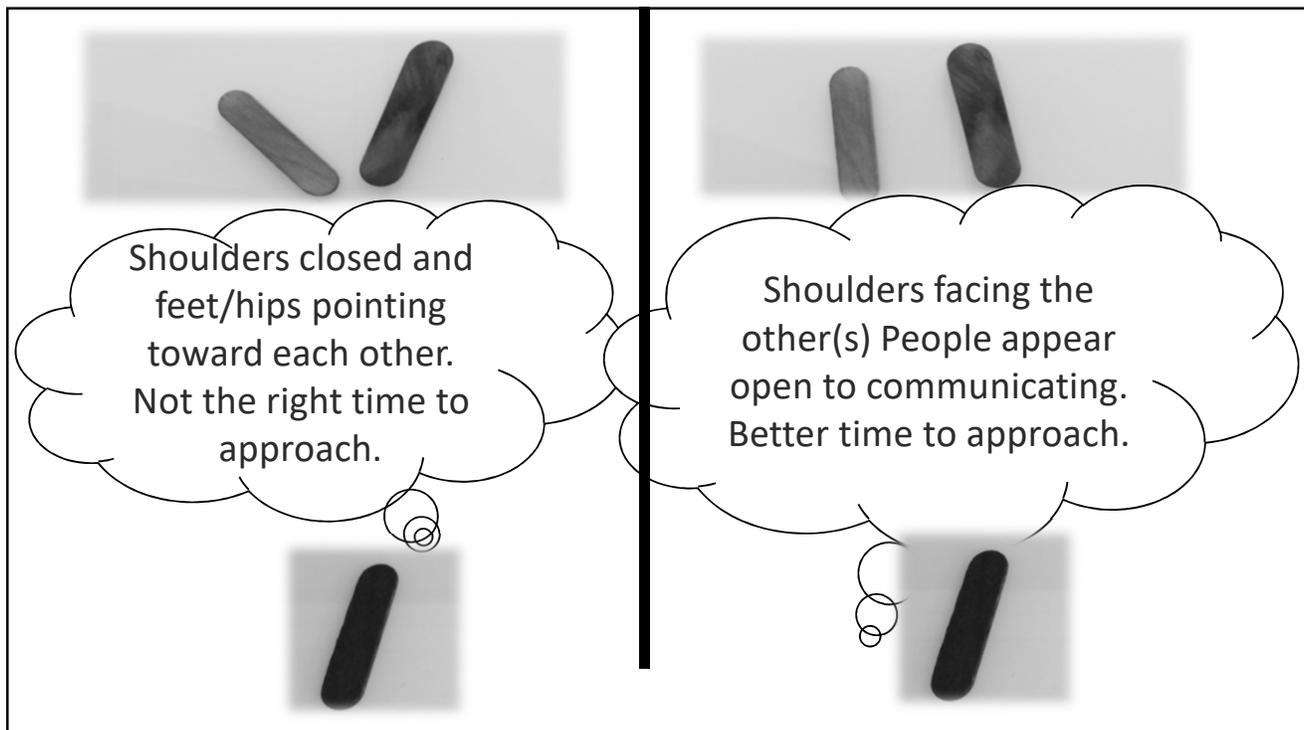
Use popsicle sticks or paper clips to help students notice the difference in a manner they can manipulate and discuss.

The magic of stick teaching!

- Every stick is a person.
- Every person has a brain.
- Every brain has a thought.
- Every thought is tied to an emotion..

Teaching physical presence:

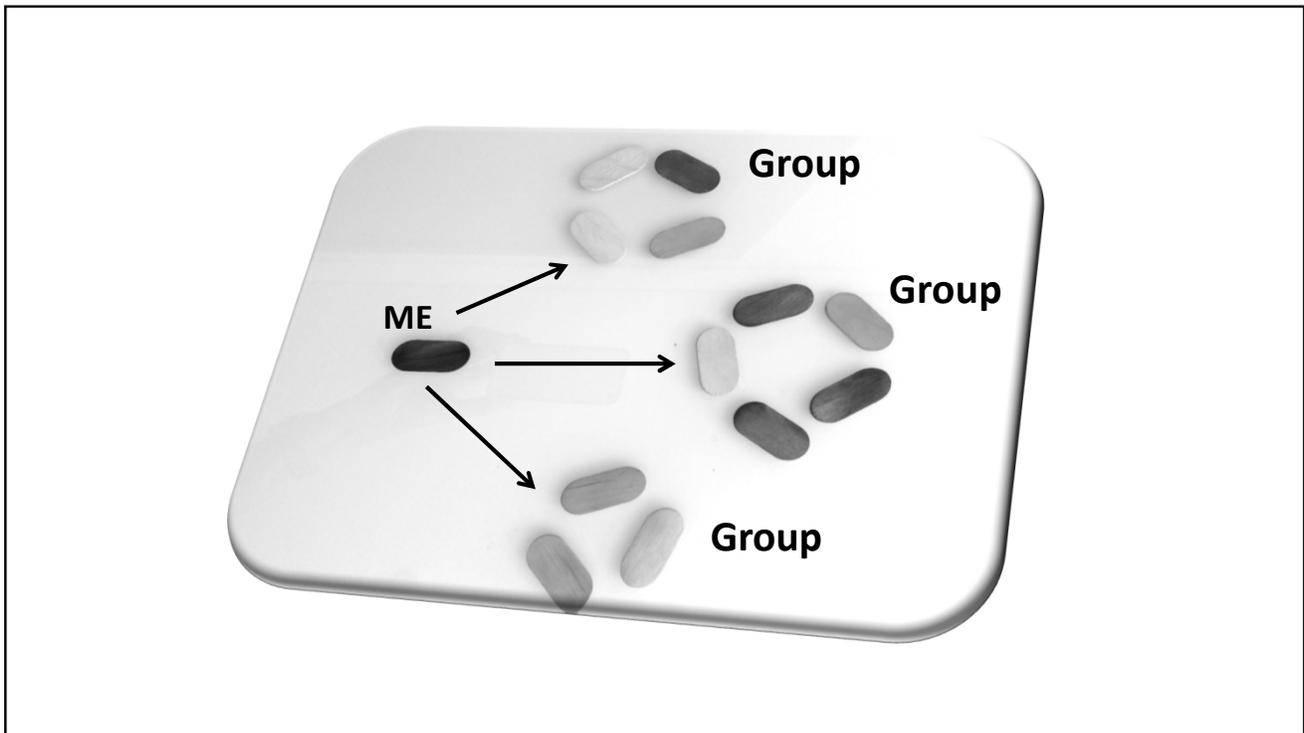
People across cultures have their shoulder open, keep their feet, hips and head in alignment with their shoulder to signal if it's okay for another to enter the group.



Avoid assumptions that highly verbal people can use their language to describe their socially based problems in a manner that helps us to help them.

They often have the perspective that others are doing things to upset them, when this may not always be true.

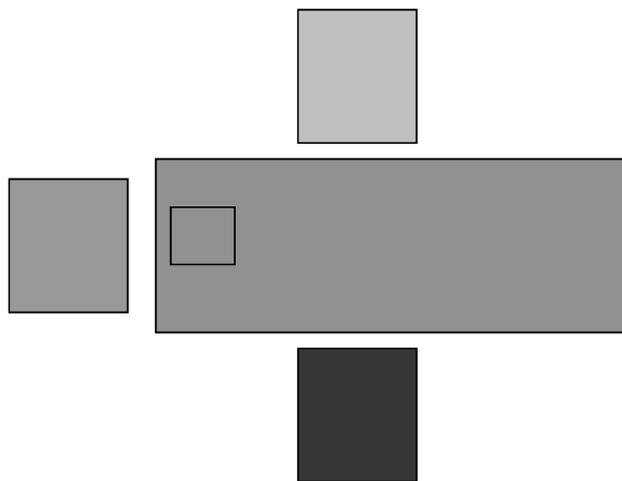


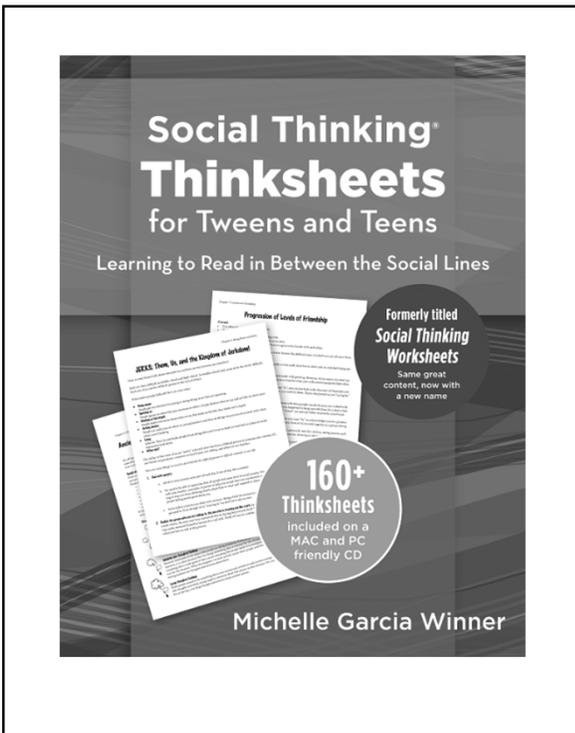
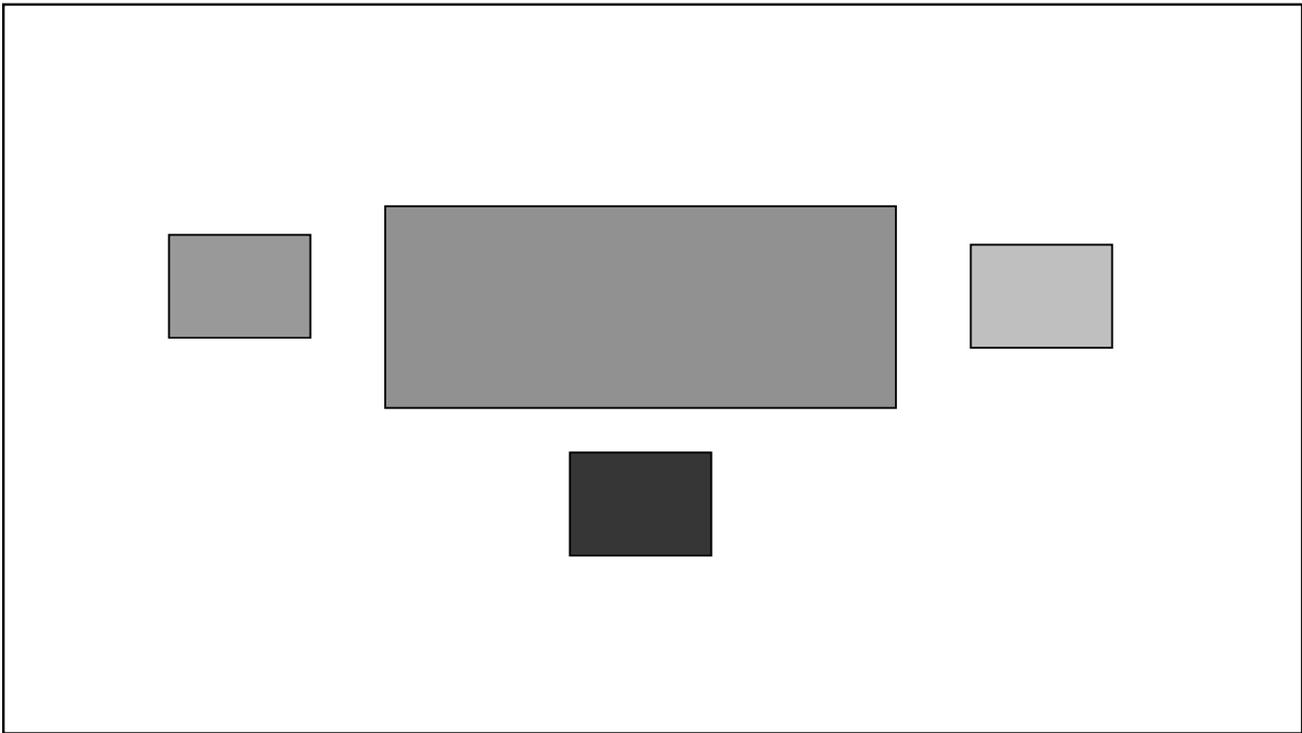


Teaching point: groups don't
go to people; people go to
groups.



My response: what does the meeting look like?





Chapter 2: What Is Social Communication?

Four Steps of Communication to Become a Social Thinker

1. **Thinking about people and what they think and feel.**
 - a. What are they interested in?
 - b. What do they feel about what you're saying?
 - c. What are you doing to show you're interested in them when they're talking?
2. **Being aware of your physical presence as well as the physical presence of others.**
 - a. Your body position shows who you want to talk to or not talk to.
 - b. Your body movements show what you plan to do next. Your body sends messages, even messages you didn't mean to send.
 - c. Your body language and facial expression communicate to people how you feel about things or people around you.
3. **Using your eyes to think about others and what they're thinking about.**
 - a. The direction of your eyes and other people's eyes lets people see what everyone might be thinking about.
 - b. We use our eyes to help figure out how people feel, what people are thinking about, and if they're interested in us.
4. **Using your language to relate to others.**
 - a. Talking about things that are interesting to others.
 - b. Asking questions to find out about people and making comments to show interest in others.
 - c. Adding your own thoughts to connect your experiences to other people's experiences.
 - d. Adjusting your language to what the group or another person is talking about.



Anxiety and lack of strong self-awareness can impact physical presence and put a stop to trying to relate to others.

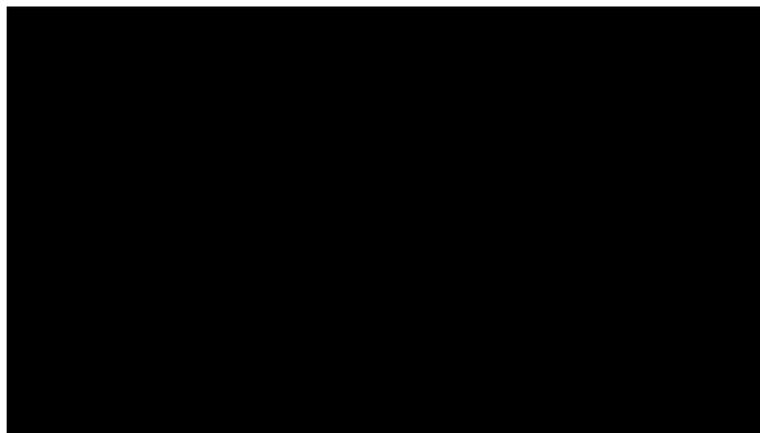
What's your teen's social stop sign?

As each person's social competencies emerge, they are not only figuring out what's going on around them (Input), but they are also figuring out how to respond, or if they should respond (Output).

Teaching about Body in the Group also extends to other aspects of our physical self:

- Stance
- Gestures
- Clothing
- How the clothing is worn
- Hygiene
- Facial expressions, etc.

Brian and physical presence



Awareness of physical presence



Teaching fluid movement in ways that seem non-traditional...



Enter but stands too far back



Excellent, intentions clearly communicated and received in a friendly manner



Tip: when doing an assessment of a student's social communicative competencies, have the student stand and talk to you. Avoid always being parked behind a table. Physical alignment and movement with others while walking is part of the social communicative process!

This is why it's important we talk about social communication rather than only "social language" or "social skills."

When in the presence of others we communicate about ourselves in so many different ways!

Job interview:
Which picture conveys a more
relaxed attitude?





If someone always has the top shirt button done and it's not due to culture or style choice?

Likely communicates:

- Super rule follower
- Inflexible thinker
- Weak social interpreter

For teens and adults:

How we present ourselves is part of our own self-marketing/public relations campaign.

What's the face you want the public to see as they interpret you?



CAUTION! You must have permission to take pictures of your students. Tip: Use their own devices when possible.



Encourage your student to start
with his or her “default face.”

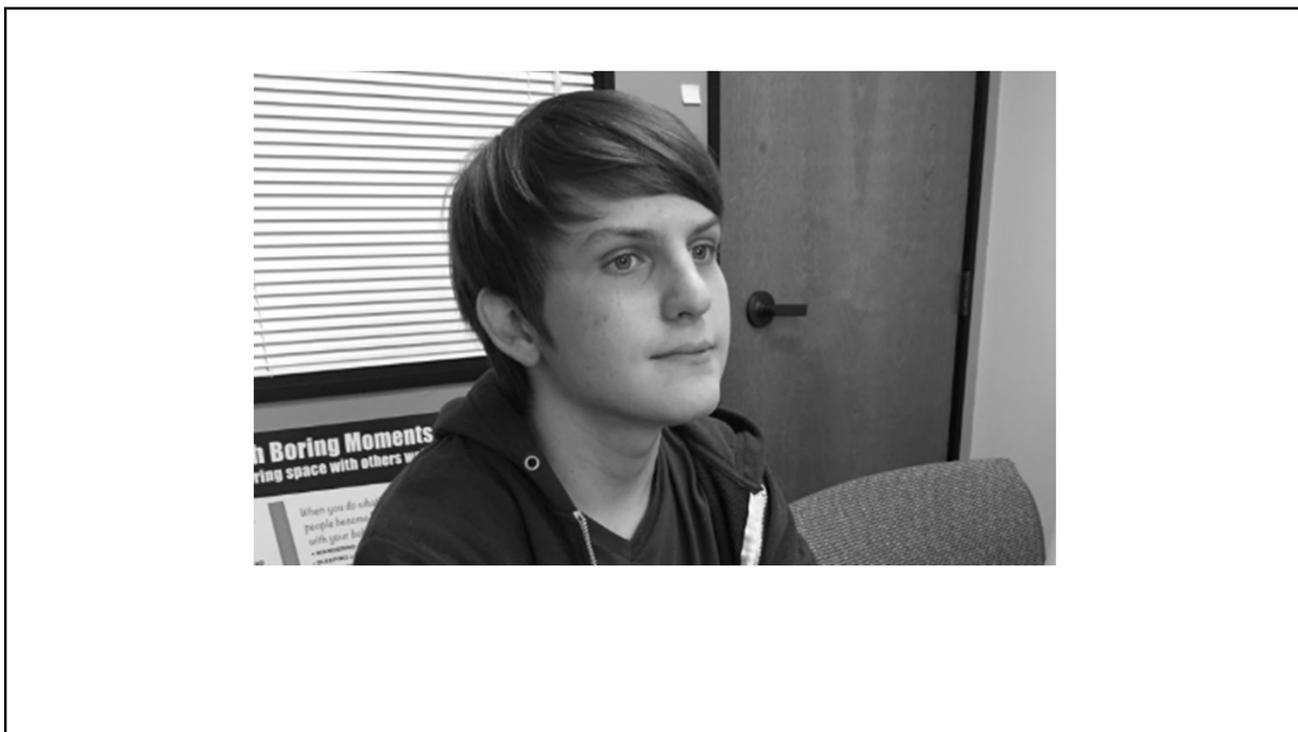
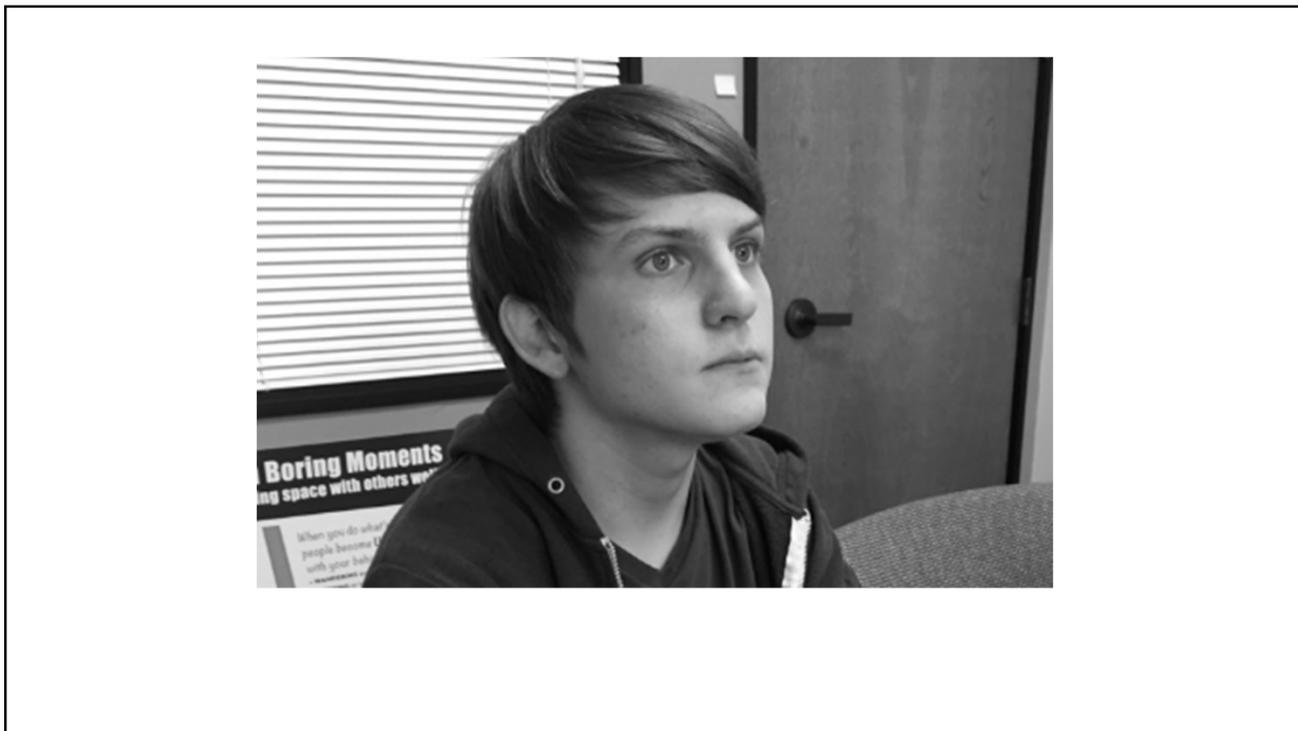
The face he or she usually shows people.

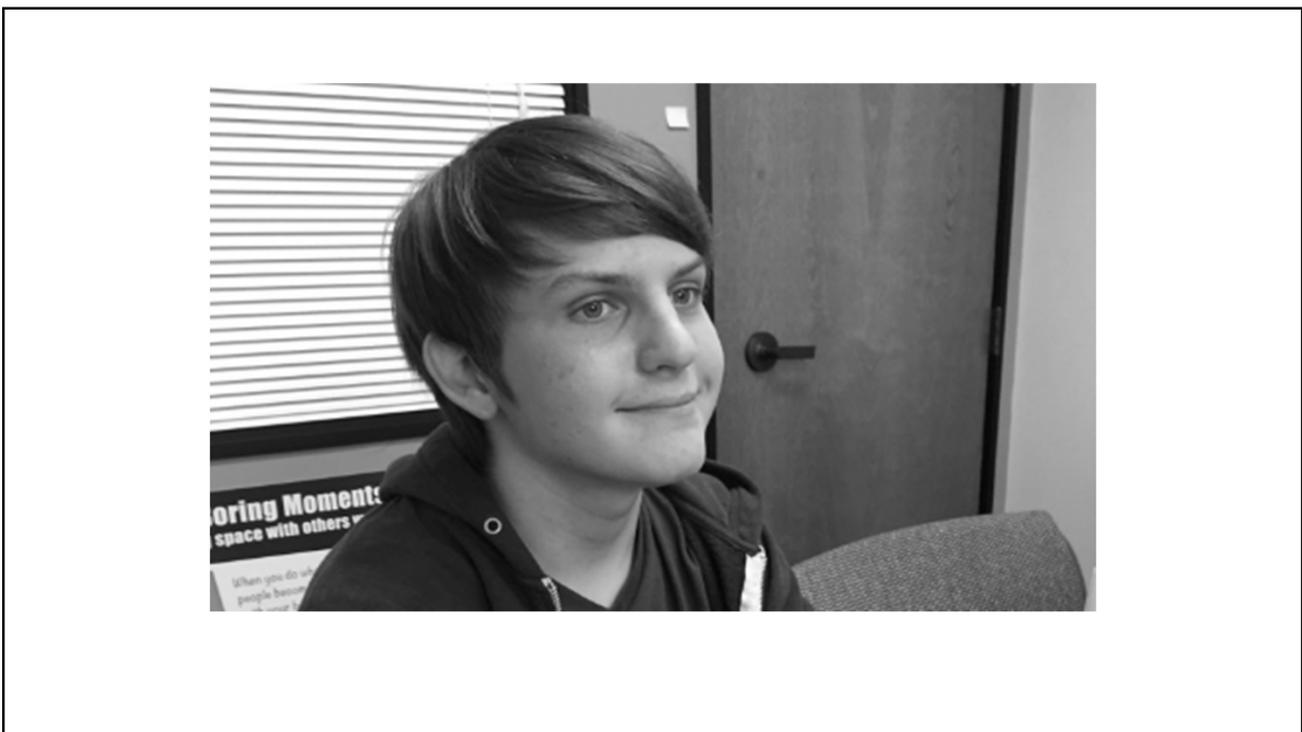
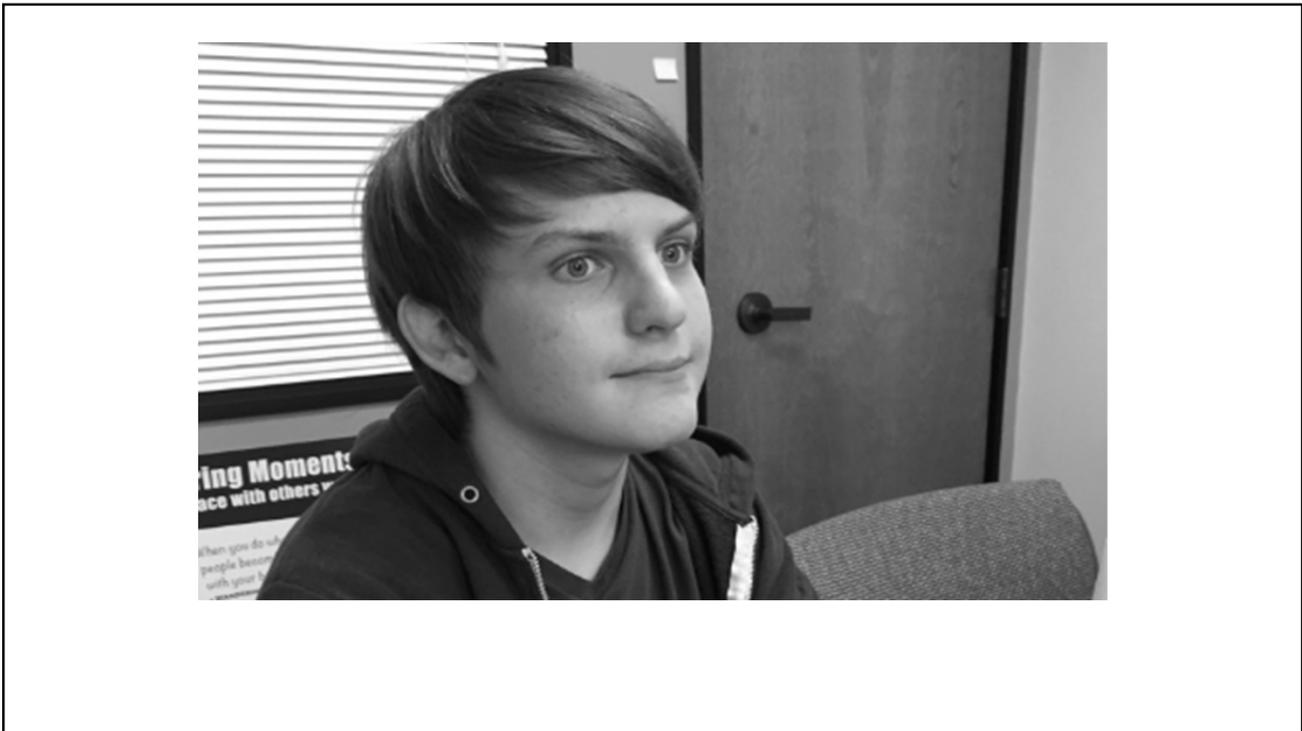
After the first two pictures, stop and ask the student to talk about how these two faces feel different.

Don't show the pictures *yet*. Wait until you finish the series.

Now take 3-5 more pictures with subtle facial shifts in each picture.

Then, step by step, have him or her make small adjustments to create a more obviously friendly face.





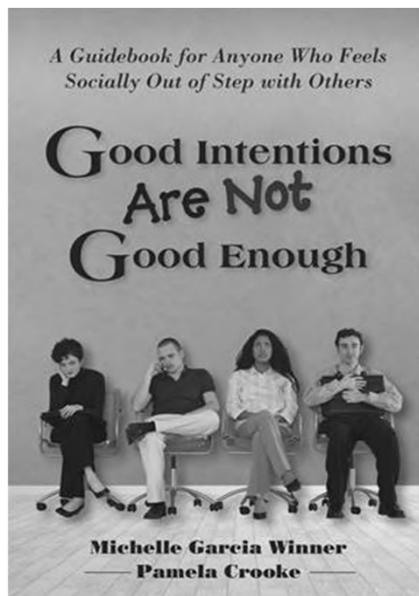
When all photos are taken then have the individual review the pictures. Ask the student to figure out which face he wants the public to see when communicating little moments of friendliness.

Our goal is to not eliminate a student's anxiety but instead help them to manage it so they can achieve their own personal social goals.

How people read our intentions is not necessarily in agreement with what we know our intentions to be.

For example, a student who corrects a teacher's information in front of the class may have good intentions. However, they are perceived as "rude" since they are not reading the hidden rules of the group.

Exploring intentions across adolescence and into adulthood...



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.

New! Visual Supports for 10 Key Social Thinking Vocabulary (for all ages)

Includes an 11"x14" visual support for each of the 10 concepts in this webinar series.

Visual Supports for 10 Key Social Thinking[®] Vocabulary

- Thinking Thoughts and Feeling Feelings
- The Group Plan
- Thinking with Your Eyes
- Body in the Group
- Whole Body Listening
- Hidden Rules & Expected/Unexpected Behaviors
- Smart Guess
- Flexible and Stuck Thinking
- Size of the Problem
- Sharing an Imagination

- Social Thinking Vocabulary concepts in visual form!
- Perfect visual support for teaching in a classroom, treatment room, or at home
- Sold as a set; not sold separately

To be used as supplemental visual supports for the teaching you are already doing

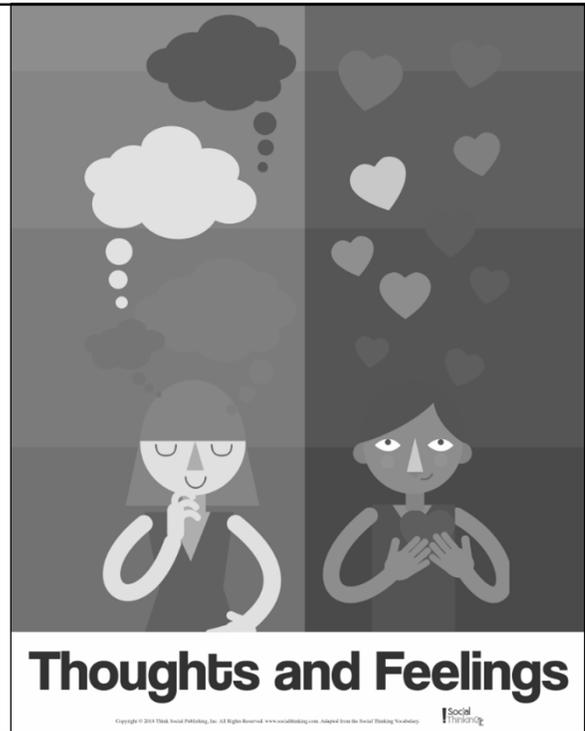
For all age groups, PreK - Teens

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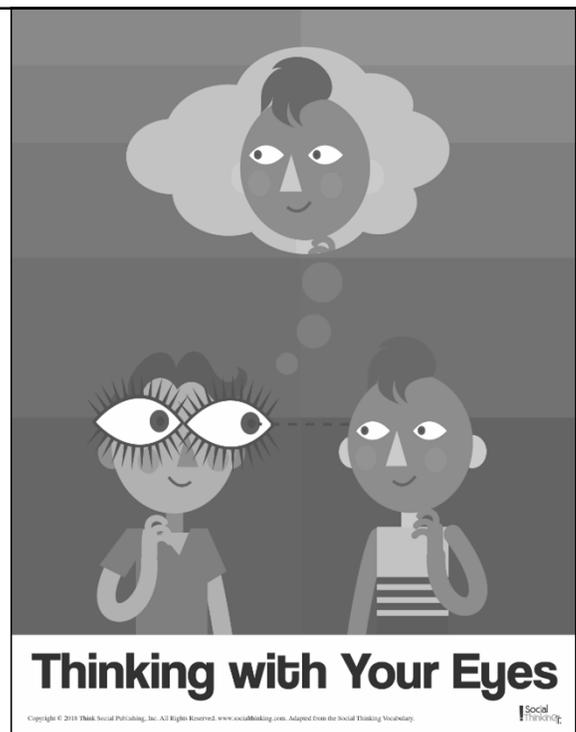
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11235-28310-4

The topic of the first webinar in the series exploring 10 concepts in 10 months.



2nd webinar topic



3rd webinar topic



Today's webinar topic

Here are the rest of
the visual supports
and future webinar
topics...





The graphic features a dark grey background with various white icons representing body parts and senses: eyes, ears, hands, hearts, lips, and feet. The icons are arranged in a circular pattern, suggesting a holistic approach to listening.

Whole Body Listening

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Concept
created by:
**Susanne
Poulette
Truesdale,**
1990



The graphic shows three stylized figures. The figure on the left is wearing a graduation cap and has their hands raised in a gesture of surprise or excitement. The figure in the middle is holding an open book. The figure on the right is also holding an open book. The background is dark grey.

**Hidden Rules and
Expected-Unexpected**

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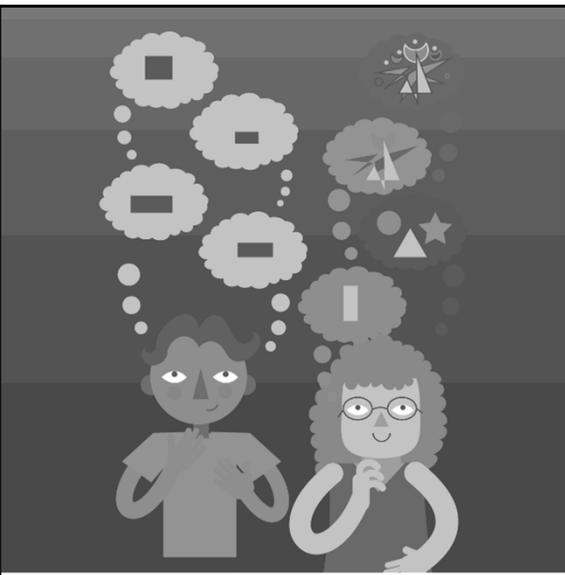
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Smart Guess

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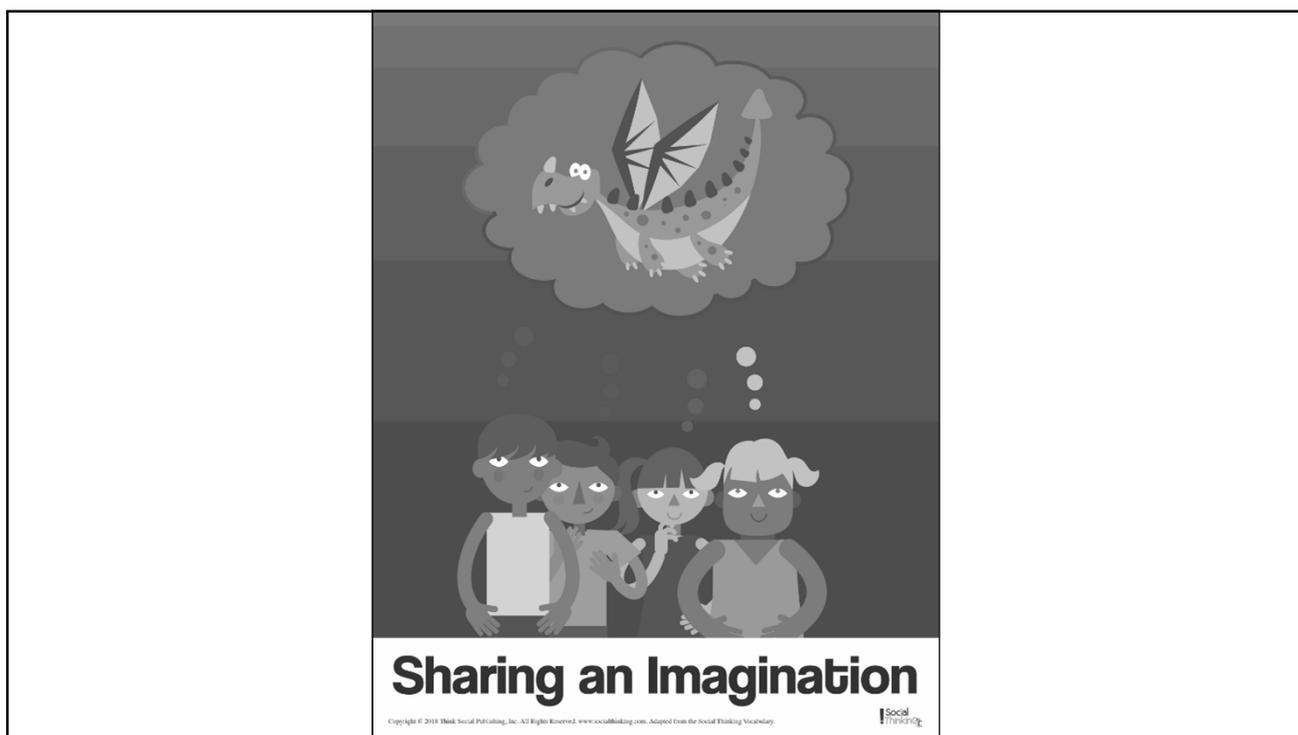
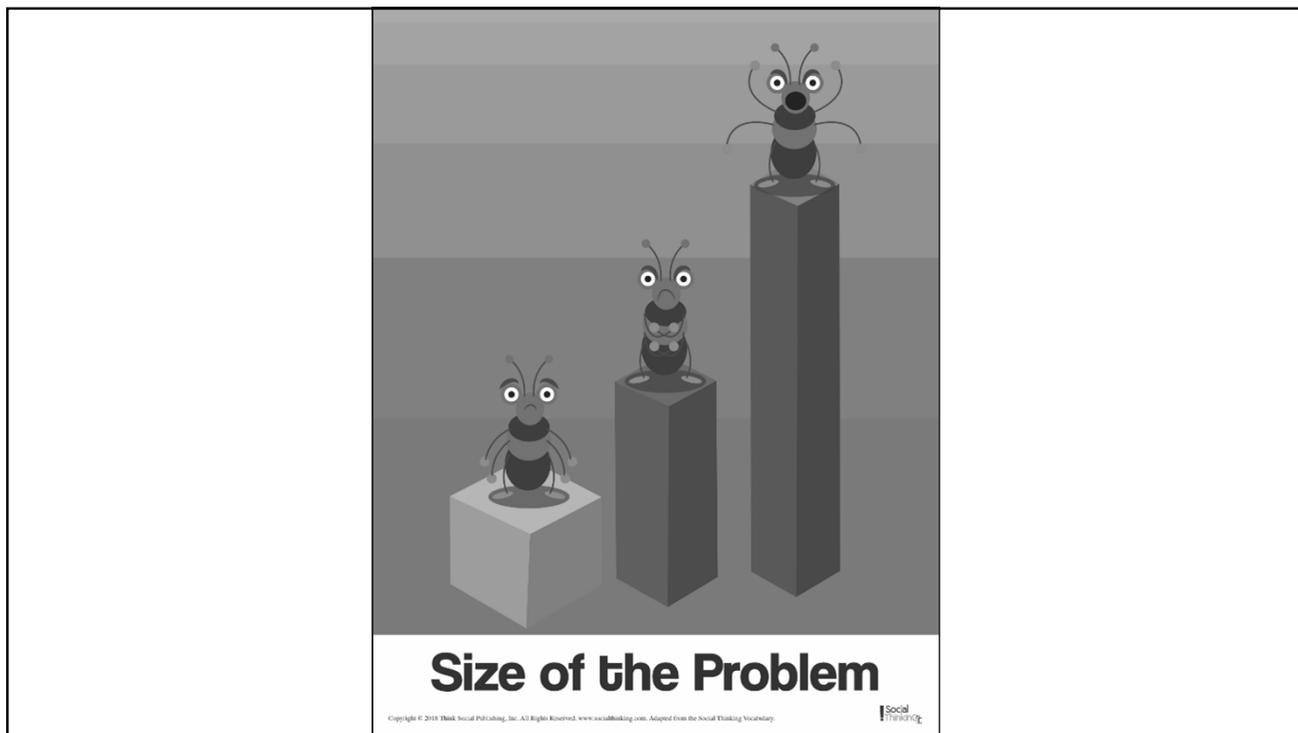
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Flexible and Stuck Thinking

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We have many
eLearning modules that
explore teaching these
concepts further...

Linking Private Events &
Social Competencies: A Critical Bridge
www.socialthinking.com/eLearning/PrivateEvents

Managing Public Relations & Self-Management Campaigns
www.socialthinking.com/eLearning/ToInfinityBeyondModule5

What's a friend & How Do We Show That We Are "Friendly?"
www.socialthinking.com/eLearning/ToInfinityBeyondModule6

Hot Topics in Flirting & Dating: Culture, the Law & Direct Teaching Tips
www.socialthinking.com/eLearning/Dating1

Exploring Treatment for Social Anxiety
www.socialthinking.com/eLearning/SocialAnxiety

Our next free webinar in the
series is on concept #5:

Whole Body Listening
a concept developed by
Susanne Poulette Truesdale

- Tuesday, December 11, 10 a.m. Pacific Time

You can register now for this webinar!

- Find **Whole Body Listening** at
- www.socialthinking.com/WBL



Teaching Social Competencies—More Than Social Skills
