Social Thinking®

Social Learning for a Lifetime of Well-Being

www.socialthinking.com

Webinar is being recorded

Recording will be available on this webpage

Download handouts

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

Reviewing Social Thinking's Four Core Books

ThinkinG

Michelle Garcia Winner: Speaker
Dr. Pamela Crooke: Moderator
Speech Language Pathologists, CCC.
Santa Clara, California
www.socialthinking.com

Social Thinking's Methodology explores many different aspects of social emotional learning.

Addressing the needs of the whole individual across the whole day, week, year and decades to come.

Social Learning for a Lifetime of Well-Being

Copyright 2017 Think Social Publishing, Inc.
All Rights Reserved
www.socialthinking.com

Social Thinking teaches social competencies and not just social skills.

As a master's level speech language pathologist, I was taught that language involved:

- Content (semantics)
- Form (syntax)
- Use (pragmatics)

The students on my high school caseload had significant issues "using language" but they also had many weaknesses in using non-verbal cues to support what they were trying to communicate.

But there seemed to be more going on than them simply not knowing how to use language. They also had compelling issues interpreting adults and their peers, understanding hidden social expectations, getting organized, time management and their problems extended directly into their academic work.

My students who struggled to initiate and sustain relationships with their peers also struggled to interpret and respond to many classroom assignments.

As a speech language pathologist I worked both within the classroom and with my students in small group sessions.

Copyright 2017 Think Social Publishing, Inc.
All Rights Reserved
www.socialthinking.com

I observed patterns that connected my student's social skills functioning to aspects of their academic functioning.

Yet standardized academic testing was not necessarily identifying the weaknesses I was observing in their social cognitively based learning systems.

I was trying to explain these patterns to my administrators, educators, psychologists and counselors but they found this confusing.

"The results of standardized testing was to be trusted. After all, it is "validated" by rigorous standardized testing."

But what if the questions we seek to answer through standardized tests are not the questions that measure one's true social functioning abilities?

For example, if a student is easily distracted in class, and the teacher is not sure if he or she has a problem "listening", how do we test that?

I was learning from my students about their challenges across the school and home day as well as reading literature and research to try and learn how to help.

Copyright 2017 Think Social Publishing, Inc.
All Rights Reserved
www.socialthinking.com

This was 1995-1999 and there was not much information on the topic of kids with solid to strong language and learning skills who experienced complex social and academic problems!

All of my students had challenges with personal problem solving.

How do we work on that?

Is it one area of a learning challenge or many?

The more I used language to explain to my students how the world worked from a social perspective, the more they seemed to be able to learn new pathways to relate in the world.

Teaching them different aspects of social thinking helped with personal problem solving.

I started running a parents' group as well as explaining my work at monthly teacher's meetings.

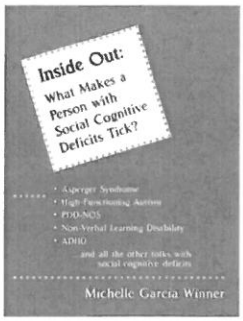
What I was learning was that both my students and their parents, teachers, administrators, psychologists, behaviorists, etc.... all need to be taught explicitly how to consider social thinking and related social skills.

Copyright 2017 Think Social Publishing, Inc.
All Rights Reserved
www.socialthinking.com

I gave my first all day conference in 1998 and the public asked me to write a book.

Working with my students was lovely, the prospect of writing a book was horrifying!

2000
1st book



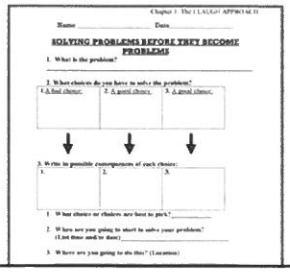

Audience: Interventionists

Parents and Professionals

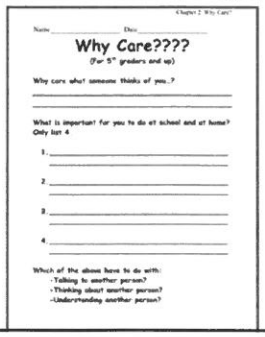
Purpose:

- Avoid assumptions about our student's social cognitive abilities
- Expand our understanding of social learning beyond simply producing social skills

The connection to personal problem solving




Why care?




Copyright 2017 Think Social Publishing, Inc.
All Rights Reserved
www.socialthinking.com

Introduced the ILAUGH Model of Social Cognition and described the connection between social skills and the social academic connection.

## ILAUGH Model of Social Cognition

An acronym for elements of Communication & Problem Solving

I = Initiating
L = Listening with eyes and brain
A = Abstracting and Inferencing
U = Understanding perspective
G = Getting the Big Picture (gestalt)
H = Humor and Human Relationships

### Initiating communication

- My students often show the pattern of:
  - Not asking for help
  - Having few if any friends
  - Not working well with peers in a project based group

### Listening with eyes and brain

- My students struggled to:
  - Inattentive to social information
  - Make sense of visual social cues
  - Weak auditory processing

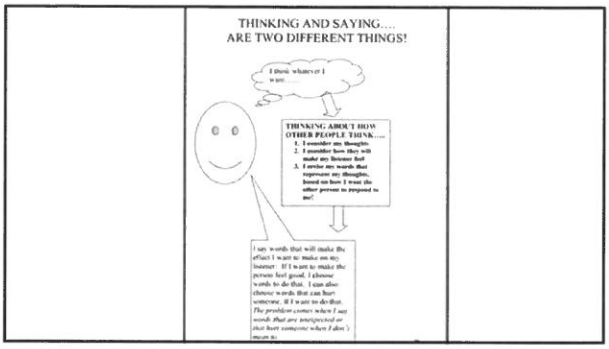
### Abstract and Inferential Language

- Most of my students were:
  - Literal in their interpretations
  - Demonstrated weak critical thinking
  - Described by parents as "smart but clueless"

### Understanding perspectives

- If my client could not understand why children wanted to bury their dead pets, then it made sense that they would also struggle to understand complex characters described in high school novels as part of the English language arts curriculum and social studies texts.

Copyright 2017 Think Social Publishing, Inc.
All Rights Reserved
www.socialthinking.com




Gestalt = Getting the Main Idea

- Trouble summarizing their thoughts
- Staying on point in a conversation
- Writing paragraphs to essays
- Getting organized
- Prioritizing, etc...

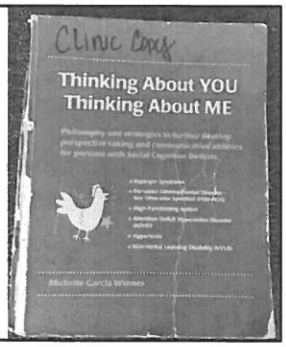
Humor and Human Relationships

- Enjoyed humor
- Using humor at right time, place, person
- Most importantly, EVERY SINGLE STUDENT SOUGHT TO RELATE AS ONE HUMAN TO ANOTHER!

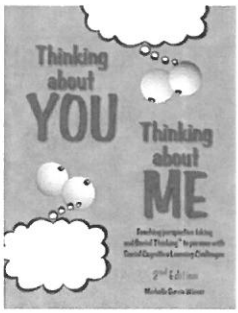
CHAPTER 11
TEACHING SO OUR TEACHING STICKS
10 KEY CONSIDERATIONS

#1: From a social perspective explain what you are teaching and why you are teaching it! .....

2002
1st Edition
of 2nd book




2007
2nd Edition




Copyright 2017 Think Social Publishing, Inc.
All Rights Reserved
www.socialthinking.com

### Certificate of attendance

- No CEUs offered
- Download Certificate of Attendance below under "Description & Handouts" tab

### Links to products & articles

See at bottom of page:
"Helpful Resources"

### 10% off products

Use code: corebooks

Expires May 2, 2017

Lays the foundation for the broader teaching and informal dynamic assessment approach.

The public calls this our "go to book" for interventionists to better understand the multi-faceted nature of Social Thinking.

Over 70,000 have been sold to date.

Social Thinking's methodology is designed to help people with social learning challenges across a range of diagnostic labels, or no label at all....

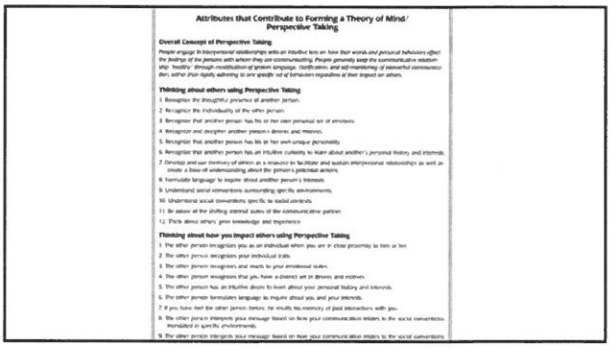
- Asperger's Syndrome
- ASD level 1 or 2
- ADHD
- Gifted
- Quirky, etc.

Copyright 2017 Think Social Publishing, Inc.
All Rights Reserved
www.socialthinking.com

They are uniquely created to help people with solid to strong language and academic learning skills from 4 years old to across a lifespan.

Chapter 1:
a review of the research to illustrate how ideas are based on the evidence.

Chapter 2:
explains the abstract concept of perspective taking in a more explicit manner.



**Attributes that Contribute to Forming a Theory of Mind/ Perspective Taking**

**Overall Concept of Perspective Taking**

*People engage in interpersonal relationships with an intuitive lens on how their words and personal behaviors affect the feelings of the persons with whom they are communicating. People generally keep the communicative relationship "healthy" through modification of spoken language, clarification, and self-monitoring of nonverbal communication, rather than rigidly adhering to one specific set of behaviors regardless of their impact on others.*

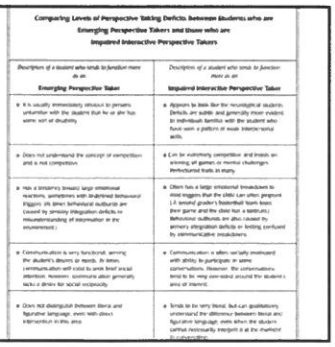
**Thinking about others using Perspective Taking**

1. Recognize the thoughtful presence of another person.
2. Recognize the individuality of the other person.
3. Recognize that another person has his or her own personal set of emotions.
4. Recognize and decipher another person's desires and motives.
5. Recognize that another person has his or her own unique personality.
6. Recognize that another person has an intuitive curiosity to learn about another's personal history and interests.
7. Develop and use memory of others as a resource to facilitate and sustain interpersonal relationships as well as create a base of understanding about the person's potential actions.
8. Formulate language to inquire about another person's interests.
9. Understand social conventions surrounding specific environments.
10. Understand social conventions specific to social contexts.
11. Be aware of the shifting internal states of the communicative partner.
12. Think about others' prior knowledge and experience.

**Thinking about how you impact others using Perspective Taking**

1. The other person recognizes you as an individual when you are in close proximity to him or her.
2. The other person recognizes your individual traits.
3. The other person recognizes and reacts to your emotional states.
4. The other person recognizes that you have a distinct set of desires and motives.
5. The other person has an intuitive desire to learn about your personal history and interests.
6. The other person formulates language to inquire about you and your interests.
7. If you have met the other person before, he results his memory of past interactions with you.
8. The other person interprets your message based on how your communication relates to the social conventions mandated in specific environments.
9. The other person interprets your message based on how your communication relates to the social conventions

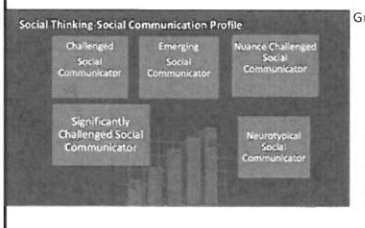
Introducing the concept of different levels of perspective taking abilities



**Comparing Levels of Perspective Taking Deficits between students who are Emerging Perspective Takers and those who are Impaired Interactive Perspective Takers**

| *Descriptors of a student who tends to function more as an* **Emerging Perspective Taker** | *Descriptors of a student who tends to function more as an* **Impaired Interactive Perspective Taker** |
|---|---|
| • It is usually immediately obvious to persons unfamiliar with the student that he or she has some sort of disability. | • Appears to look like the neurotypical students. Deficits are subtle and generally more evident in individuals familiar with the student who have seen a pattern of weak interpersonal skills. |
| • Does not understand the concept of competition and is not competitive. | • Can be extremely competitive and insists on winning all games or mental challenges. Perfectionist traits in many. |
| • Has a temporary (mean) large emotional reactions, sometimes with disdained behavioral triggers. (In times behavioral outbursts are caused by sensory integration deficits or misunderstanding of information in the environment.) | • Often has a large emotional breakdown to mild triggers that the child can often pinpoint (A second grader's basketball team loses their game and the child has a tantrum.) Behavioral outbursts are also caused by primary integration deficits or feeling confused by communicative breakdowns. |
| • Communication is very functional, serving the student's desires or needs. At times communication will exist to seek brief social attention. However, communication generally lacks a desire for social reciprocity. | • Communication is often socially motivated with ability to participate in some conversations. However, the conversations tend to be very one-sided around the student's area of interest. |
| • Does not distinguish between literal and figurative language, even with direct intervention in this area. | • Tends to be very literal, but can qualitatively understand the difference between literal and figurative language, even when the student cannot necessarily interpret it at the moment to communicate. |

## Our work continues to evolve




Group Collaboration, Play and Problem Solving Scale
4-7 year olds

Copyright 2017 Think Social Publishing, Inc.
All Rights Reserved

As our work evolves we post articles on our website to update our information.

The Social Thinking-Social Communication Profile™
- Levels of the Social Mind

Chapters 3-7
Teaches about the
Four Steps of Communication

.....as well as the
Four Steps of Perspective Taking

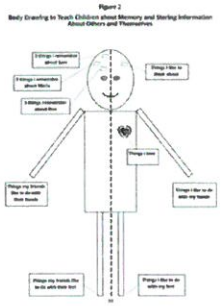
**4 Steps of Face-to-Face Communication**

1. **Thinking** about where we are and who we may want to talk with.
2. Establishing a **physical presence** to show intention to communicate.
3. Use **eyes to think about others**.
4. **Language** to relate to others.

To see the Four Steps of Communication being taught to a teenager at a conference:

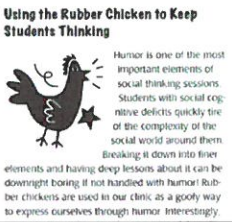
Go to YouTube: "Casey and Social Thinking"

As the process of communication is taught many of Social Thinking's Core Teaching Concepts are explained and teaching ideas are presented.



Including how we use a rubber chicken to encourage self-reflection and humor.

Many ask why I don't keep talking about the Rubber Chicken to the public....



**Using the Rubber Chicken to Keep Students Thinking**

Humor is one of the most important elements of social thinking sessions. Students with social cognitive deficits quickly tire of the complexity of the social world around them. Breaking it down into finer elements and having deep lessons about it can be downright boring if not handled with humor! Rubber chickens are used in our clinic as a goofy way to express ourselves through humor. Interestingly,

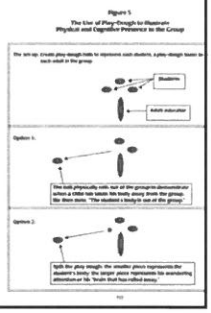
Copyright 2017 Think Social Publishing, Inc.
All Rights Reserved
www.socialthinking.com

Some of the many concepts explored...

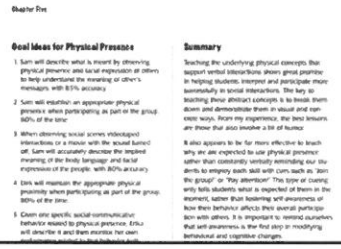
- Making smart guesses
- I can change how you feel
- Making impressions
- People files
- Brain filter
- Boring moments (how to deal with them)
- Hidden agendas
- The social fake....

## Physical Presence

- Body in or out of the group?
- Brain in or out of the group?
- Open/closed shoulders?
- Listening with our whole body
- Physical comfort zone
- Up and moving with our bodies



## Many chapters sample goals



Chapter Five

**Goal Ideas for Physical Presence**

1. Sam will describe what is meant by observing physical presence and facial expression of others to help understand the meaning of other's messages with 85% accuracy.
2. Sam will maintain an appropriate physical presence when participating as part of the group 80% of the time.
3. When observing social scenes videotaped interactions or a movie with the sound turned off, Sam will accurately describe the implied meaning of the body language and facial expressions of the people with 80% accuracy.
4. Deb will maintain the appropriate physical proximity when participating as part of the group 80% of the time.
5. Given one specific social-communicative behavior related to physical presence, Erika will describe it and then monitor her own

**Summary**

Teaching the underlying physical concepts that support verbal interactions shows great promise in helping students interpret and participate more successfully in social interactions. The key to teaching these abstract concepts is to break them down and demonstrate them in visual and concrete ways. From my experience, the best lessons are those that also involve a bit of humor.

It also appears to be far more effective to teach why we are expected to use physical presence rather than constantly verbally reminding our students to employ each skill with cues, such as, "Join the group!" or "Pay attention!" This type of cueing only tells students what is expected of them in the moment, rather than fostering self-awareness of how their behavior affects their overall participation with others. It is important to remind ourselves that self-awareness is the first step in modifying behavioral and cognitive changes.

## Thinking with our eyes...

- From establishing joint attention to figuring out the social landscape

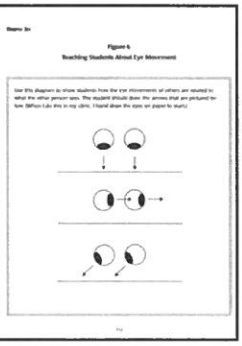
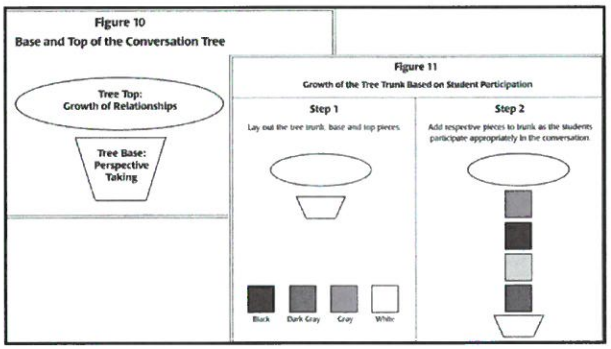


Figure 6
Teaching Students About Eye Movement

## Language to relate by teaching comments and questions

- Ask a question
- Add a Thought
- Body and brain
- Build a conversation tree (game), etc..

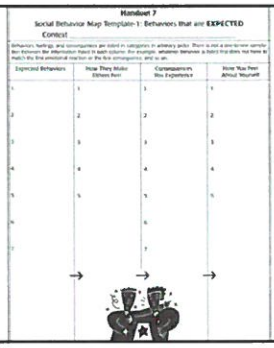
Copyright 2017 Think Social Publishing, Inc.
All Rights Reserved
www.socialthinking.com




## Paperclips and thumbtacks

You always know when you have a thumbtack in your pocket!

## Chapter 8: Social Behavior Mapping




## Social Emotional Chain Reaction

Situation _____

**Expected behaviors** **Unexpected behaviors**

How you behave affects how people feel & think

Which affects how they react & respond

Which affects how you feel yourself

## Chapter 9: The Me Binder

- Teaching the student directly how their special education services are part of their school day and why different people work with them!

## Special Education Teacher

Copyright 2017 Think Social Publishing, Inc.
All Rights Reserved
www.socialthinking.com

Speech Language Pathologist (SLP)

Handout 17
Speech Language Pathologist (SLP)

The name of your speech language pathologist is

Speech language pathologists (SLP) usually don't work with kids every day because they work with students at different schools. Your SLP sees you _____ times a week on these days _____. The SLP helps students improve their speaking or anything related to language!

The SLP works with some kids on learning to say sounds or words clearly. She works with other kids on how to put sentences together, sometimes she helps kids listen or write better, or how to use their language to make friends and work with other people.

Your SLP works with you on:

Even though you don't get to see your SLP every day you still have to work on the lessons she or he is teaching you every day! You can do this by:

You should work on this (circle the ones that are correct):

In your other classes. At home

During recess At lunch

Your SLP also talks to all your teachers and even your parents. Since talking and understanding what people say is really important, she can teach you some really cool stuff!

Occupational Therapist (OT)

Handout 19
Occupational Therapist (OT)

Your occupational therapist is _____

To make it easier to say, an occupational therapist is called an 'OT'.

An OT helps people's bodies and minds work together by teaching the body to listen to the brain. They often help us learn how to do little movements, or the body we have difficulty with like writing, getting dressed, and catching a ball. The OT does this by teaching you how to break down body movements into smaller parts so you can understand how all the movements work together. Your OT may also need to help you make some muscles stronger so it is easier for you to use your body. Did you know that sitting with a pen't also means your tummy, back, and shoulder muscles have to be working to hold your wrist in place on the paper?

Sometimes our brain gets really, really busy trying to pay attention to all the stuff going on around us, and it gets tired of working so hard! Each of us is supposed to be able to use our brain to concentrate on what we are learning, but that is not always easy. OTs can teach us ways to help keep our bodies and brains calm so we can learn.
Your OT talks to your classroom teachers so they can also try the different ways to help your brain and body stay calm.

Your OT works with kids at a lot of different schools, so you don't get to see him or her every day. You see your OT on _____

With your OT you are working on:

Even when you are not with her, you should still try to work every day on:

Paraprofessional

Handout 36
Instructional Assistant or Paraprofessional

People who help teachers to teach students can be called 'paraprofessionals' or 'instructional assistants.' There are people who really like to work with kids. They are like a "teacher's helper." Paraprofessionals can be very good at what they do! They help in the special education teacher but they also can get information from the regular classroom teacher. You may have more than one paraprofessional working with you. The name(s) of the paraprofessional(s) you work with is are:

Your paraprofessional works with you every day during:

Like other adults at school they will talk to all of your teachers to learn how to better help you. Many times they make decisions about how best to help you with certain lessons both inside and outside your classroom. Sometimes your paraprofessional will help by changing your classroom lesson to make it easier for you to learn and be good at learning. Sometimes your paraprofessional will work with you on learning to play alongside and work as part of the group, even though these are not lessons that any of the other children are working on. Sometimes paraprofessionals will go with you when you play with other kids during recess if learning to play in a group is something you are working on. Paraprofessionals are really cool people. Your paraprofessional is working with you to help you learn:

Your paraprofessional expects you to also try to work on many things by yourself. She thinks you are ready to do some things all by yourself.

Chapter also includes ideas on...

- Helping child learn about their strengths and weaknesses
- Writing a behavior plan that a child can understand!

Chapters 10 & 11:
Exploring Assessment ideas

- Introducing Social Thinking's Informal Dynamic Assessment Tasks
- Discussion about problems posed by standardized tests
- Sample report provided.....

For example: The Double Interview

- I interview them
- Then they look at 3 pictures of me
- Then I ask them to interview me

Copyright 2017 Think Social Publishing, Inc.
All Rights Reserved
www.socialthinking.com

Post it. Share it. Tag it.

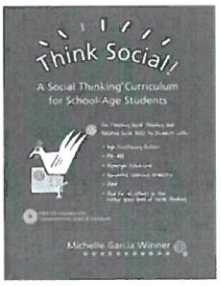
@socialthinking 2socialthinking

#STWebinar

Public asked....

Please provide us with sequenced lessons to help start to figure out how to put this all together! Even if there can be no pre-set long term curriculum plan.

2005
Think Social!
A Social Thinking® Curriculum for School Age Students




Think Social! Curriculum

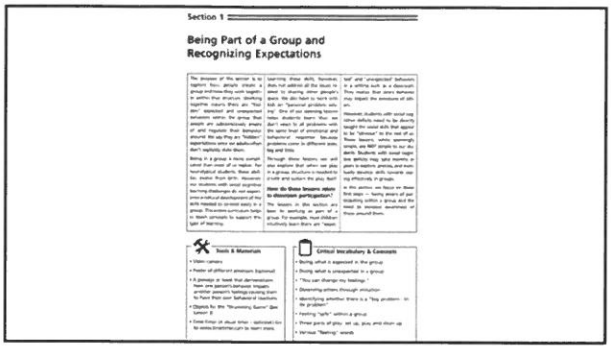
- 350 pages
- All teachings extend beyond Thinking About You Thinking About Me
- Introduction discussion about working with groups and grouping students based on like social learning abilities

Then provides lesson plans for 69 Social Thinking Vocabulary Concepts

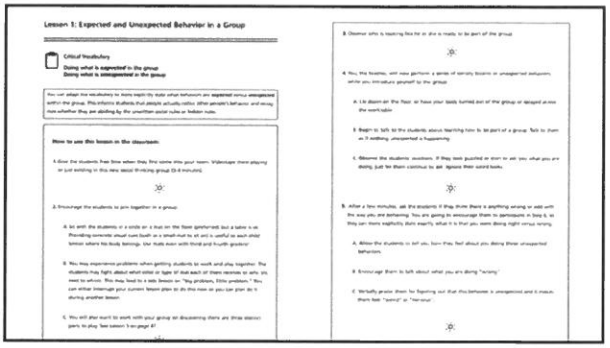
Information organized to explore:
- Being part of a group
- How our body and mind help us in the group
- Self-awareness and self-monitoring of our behavior in a group

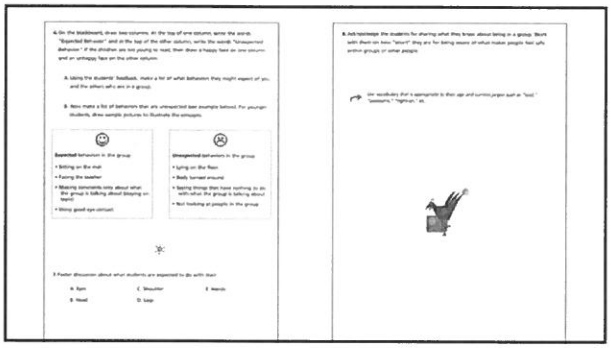
- Observing others
- Figuring out what people mean by what they say
- Adjusting our participation and language based on what others are thinking
- Language makes others have different thoughts and feelings
- Last unit... "There is still so much more to teach!"

Copyright 2017 Think Social Publishing, Inc.
All Rights Reserved
www.socialthinking.com


Section 1

Being Part of a Group and Recognizing Expectations


Lesson 1: Expected and Unexpected Behavior in a Group



Each chapter provides goal ideas that demonstrate how social learning can be embedded in standards based education.

While Thinking About You Thinking About Me explains the heart of Social Thinking, Think Social! is its soul!

Inside Out: What Makes a Person Tick is then the legs to fully demonstrate how this teaching can walk all over campus and be relevant and important!

Over the years many are adopted Social Thinking's teachings into the mainstream as part of Social Emotional Learning and/or as part of their Positive Behavior Interventions and Supports programs.

Copyright 2017 Think Social Publishing, Inc.
All Rights Reserved
www.socialthinking.com

We provide concepts, frameworks and strategies to help any person better understand the social emotional experience and their role within it.

Important question from the public:

Are You An Evidence Based Practice??

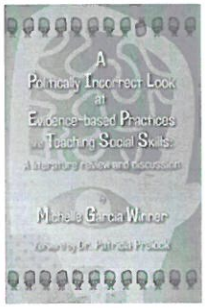
Yes!

We have always been and will always continue to be!

First book to directly address this:

2008

A Politically Incorrect Look at....




2nd Edition and Title change (2013), 278 pages

Why Teach Social Thinking?

Covering Social Thinking's deep connection to the research

- Demonstrating how Social Thinking's Methodology is tied to research studying the development of the social mind from many different fields.

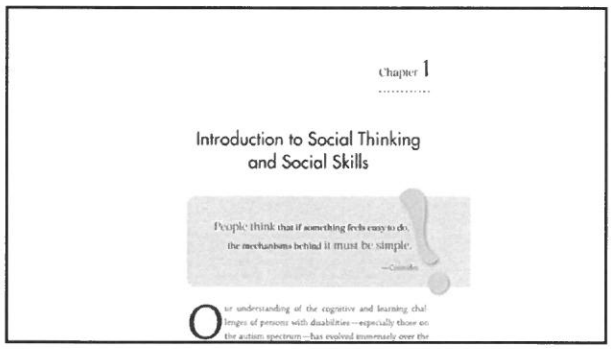
Copyright 2017 Think Social Publishing, Inc.
All Rights Reserved
www.socialthinking.com

How social thinking is at the heart of our social skill production and other aspects of learning:

- Explores how we need to teach more than social skills and what exactly is *social thinking* and how it connects to classroom academics, critical thinking, academic standards, social participation.

Helps the reader connect Social Thinking's many moving parts:

- ILAUGH Model of Social Cognition
- Social Learning as being infused in academics – standards based discussion
- Teaching with Social Thinking Vocabulary and Concepts
- Who needs what type of socially based teachings
- Why different types of students need different types of treatment approaches.


Chapter 1

Introduction to Social Thinking and Social Skills

People think that if something feels easy to do, the mechanisms behind it must be simple.
—Comedian

Our understanding of the cognitive and learning chal lenges of persons with disabilities—especially those on the autism spectrum—has evolved immensely over the

Chapter 2

What Are Social Skills?

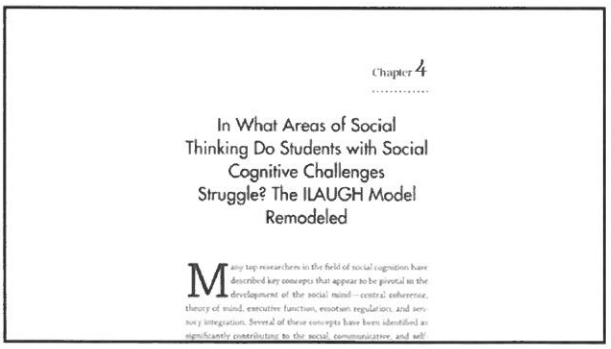
Talk to five different adults, and each will probably have a different definition of social skills. Probe further, and each will probably have different ideas of what constitutes "good" and "bad" social skills. Take this exercise to a community of Latino or Hindu families, and the answers will again be some what different. When we talk about social skills, we often describe individual problematic skills rather than explore the topic concep tually. How are we to develop educational and mental health pro grams dedicated to helping students with "poor social skills" when we, as parents and professionals, lack agreement as to what this all means? To develop more meaningful social skills programs, we

Chapter 3

What Are the Origins of Social Development?

Is There an Age When Our Social Development Stops?

The 1990s were designated the "Decade of the Brain" by President George H.W. Bush to enhance public awareness of the benefits to be derived from research on the brain. The impact of this research and understanding of the brain overflowed into the realm of social development. Advances in neuroimaging coupled with an increasing interest in exploring the subtleties of the mind have resulted in more research attention to social think ing and social relatedness. In fact, this interest spawned a new field


Chapter 4

In What Areas of Social Thinking Do Students with Social Cognitive Challenges Struggle? The ILAUGH Model Remodeled

Many top researchers in the field of social cognition have described key concepts that appear to be pivotal in the development of the social mind—central coherence, theory of mind, executive function, emotion regulation, and sen sory integration. Several of these concepts have been identified as significantly contributing to the social, communicative, and self-

Copyright 2017 Think Social Publishing, Inc.
All Rights Reserved
www.socialthinking.com

Chapter 5

What Impact Do Weaknesses in Social Conceptual Information Have on Learning the Common Core State Standards?

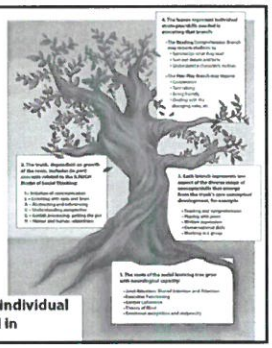
With the passage of the No Child Left Behind Act (NCLB) in 2001, the U.S. Congress strongly encouraged public schools to teach students according to their state's educational standards. More recently, a set of educational standards, the Common Core State Standards, has been adopted by the vast majority of U.S. states to allow students across the country to be taught from the same set of educational expectations. In this way, school administrators could demonstrate their students were

ctioning
ence
d
ognition and reciprocity

lependent on growth
ncludes (in part)
ed to the ILAUGH
al Thinking:

f communication
with eyes and brain
g and inferencing
ding perspective
ocessing: getting the gist
d human relatedness

h represents one
diverse range of



4. The leaves represent individual strategies/skills needed in

Chapter 6

When Do We Use Social Thinking and Related Social Skills? How Do We Approach Teaching These Skills?

Perhaps the more fitting question is—when don't we use social thinking and related social skills? And the answer is, never! We use our social skills any time we're in the presence of people, regardless of whether or not we intend to communicate with them. We understand that we can't move the lanes in the roads, that driving a car requires following certain rules of the road, and that committing certain crimes is against the law. When we're "alone"—not in the presence of others—we use social thinking skills for understand

Chapter 7

How Can Cognitive Behavior Therapy Address Teaching Social Thinking and Related Social Skills?

Self awareness of our own thoughts and emotions plays a critical role in the communicative process. This thought-based mechanism requires us to interpret the situation, be aware of how we perceive that others are interpreting the situation, and consider how each of us feels about this dynamic. When we're fairly accurate with our own awareness and interpretations, we often tend to produce what others may describe as "good social skills." But for our students who aren't as adept at understanding

Chapter 8

Do All Those with ASD-SCD Benefit from the Same Teachings? The Social Thinking-Social Communication Profile (ST-SCP)

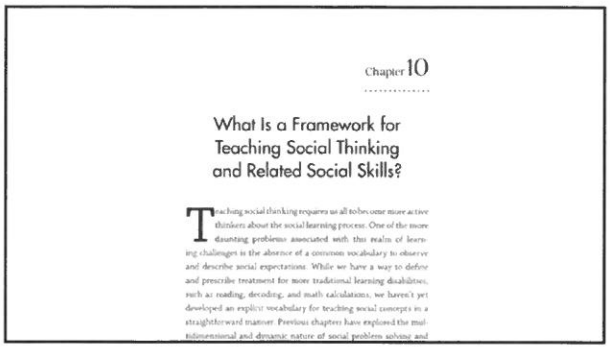
The saying goes, if you've met one person with Asperger's Syndrome you've met one person with Asperger's Syndrome. Those with ASD-SCD represent a heterogeneous population who vary in just about every imaginable way—personality; motivations; social, language, and cognitive abilities; learning preferences; hobbies; gender; coping strategies; desire to socialize; and so on. They're bound by the common trait of their struggle

Chapter 9

Who Is Responsible for Creating and Teaching Social Thinking and Related Social Skills? Is the Same Set of Teaching Techniques Relevant for All Persons with ASD and Related Social Learning Challenges?

The quick answer to the first question, of course, is every one! On a more practical level, it's impossible to identify one professional or care provider as singly responsible for

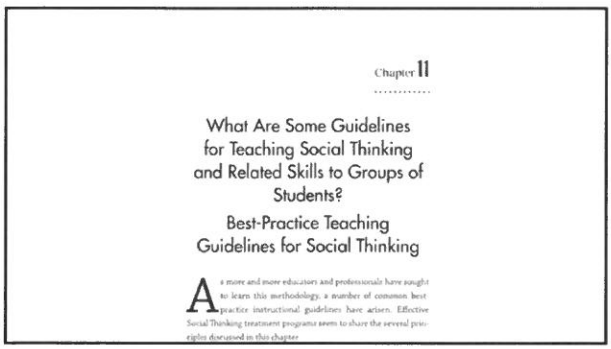
Copyright 2017 Think Social Publishing, Inc.
All Rights Reserved
www.socialthinking.com



Chapter 10

What Is a Framework for Teaching Social Thinking and Related Social Skills?

Teaching social thinking requires us all to become more active thinkers about the social learning process. One of the more daunting problems associated with this realm of learning challenges is the absence of a common vocabulary to observe and describe social expectations. While we have a way to define and prescribe treatment for more traditional learning disabilities, such as reading, decoding, and math calculations, we haven't yet developed an explicit vocabulary for teaching social concepts in a straightforward manner. Previous chapters have explored the multidimensional and dynamic nature of social problem solving and

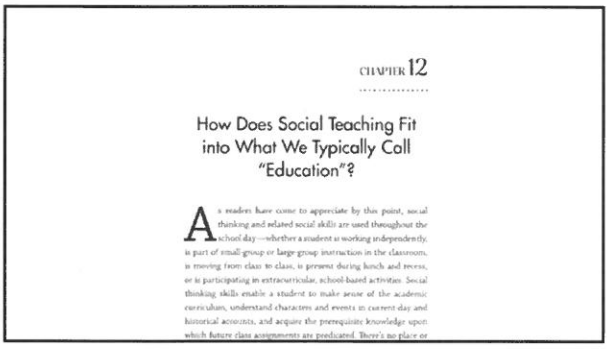


Chapter 11

What Are Some Guidelines for Teaching Social Thinking and Related Skills to Groups of Students?

Best-Practice Teaching Guidelines for Social Thinking

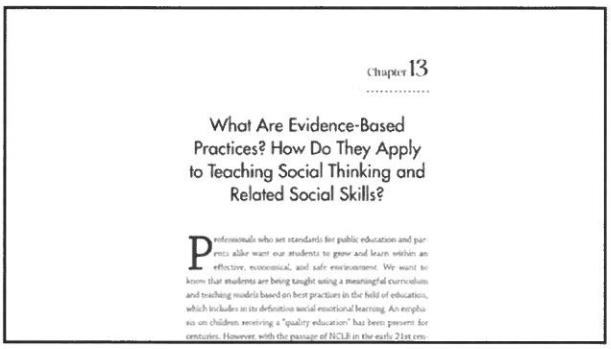
As more and more educators and professionals have sought to learn this methodology, a number of common best practice instructional guidelines have arisen. Effective Social Thinking treatment programs seem to share the several principles discussed in this chapter.



CHAPTER 12

How Does Social Teaching Fit into What We Typically Call "Education"?

As readers have come to appreciate by this point, social thinking and related social skills are used throughout the school day—whether a student is working independently, is part of small-group or large-group instruction in the classroom, is moving from class to class, is present during lunch and recess, or is participating in extracurricular, school-based activities. Social thinking skills enable a student to make sense of the academic curriculum, understand characters and events in current day and historical accounts, and acquire the prerequisite knowledge upon which future class assignments are predicated. There's no place or



Chapter 13

What Are Evidence-Based Practices? How Do They Apply to Teaching Social Thinking and Related Social Skills?

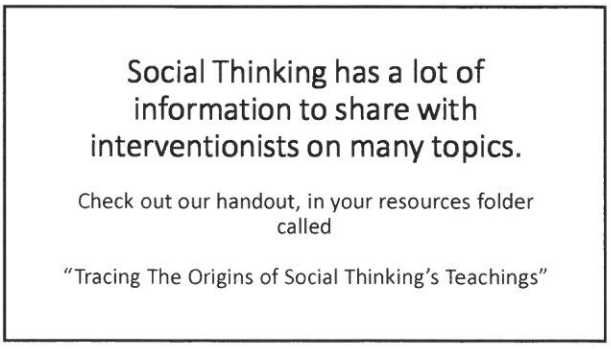
Professionals who set standards for public education and parents alike want our students to grow and learn within an effective, economical, and safe environment. We want to know that students are being taught using a meaningful curriculum and teaching models based on best practices in the field of education, which includes in its definition social emotional learning. An emphasis on children receiving a "quality education" has been present for centuries. However, with the passage of NCLB in the early 21st cen-

Chapter 14

Summary: We End at the Beginning

The superficially conceived concept of simply teaching social skills misrepresents the dynamic and complex process that's at the heart of social skill production. Before we can act socially, we need to be able to think socially. Professionals in fields such as evolutionary anthropology, cultural linguistics, and sociology have spent generations studying the complex nature of social development in human beings and society. However, this is an area of new exploration within the realm of educators and clinicians.

Our education system is built upon certain assumptions about the social development of children. Educators assume that children enter school-aged programs with an intact "social operating sys-



Social Thinking has a lot of information to share with interventionists on many topics.

Check out our handout, in your resources folder called

"Tracing The Origins of Social Thinking's Teachings"

Copyright 2017 Think Social Publishing, Inc.
All Rights Reserved
www.socialthinking.com

The ability to learn with language and use language to explore one's own learning is the backbone of Social Thinking's teachings.

And the heart of Social Thinking's teachings is that each of us impacts the other whether we are interacting or just sharing space.

Considering the thoughts & feelings of others, and adapting one's own behavior in pursuit of our broader individual and communities' goals are fundamental for any society's advancement.

Social Thinking guides how we can explicitly teach socially based information in a respectful and thoughtful manner.

One's social skills, socially based critical thinking and problem solving can only be demonstrated if one is constantly engaging in their own social thinking process.

Keep learning with us.

Copyright 2017 Think Social Publishing, Inc.
All Rights Reserved
www.socialthinking.com

Quote sent to us by a mother of an 8 year old boy the week of April 1st, 2017

"I remember when I had no Social Thinking and I didn't know what was going on."

His mother also told us
"Social Thinking is Life Changing."

Continue the learning!

Sign up for our newsletter

SocialThinking.com/Join

Conferences

We share A LOT more information in our multi-day conferences!

SocialThinking.com/Conferences

Social ThinkingGit®

Social Learning for a Lifetime of Well-Being

www.socialthinking.com

Copyright 2017 Think Social Publishing, Inc.
All Rights Reserved
www.socialthinking.com