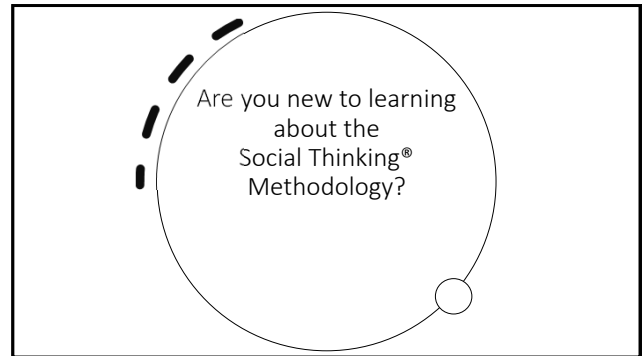
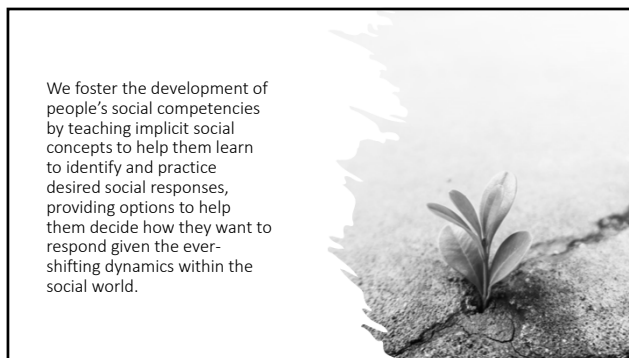


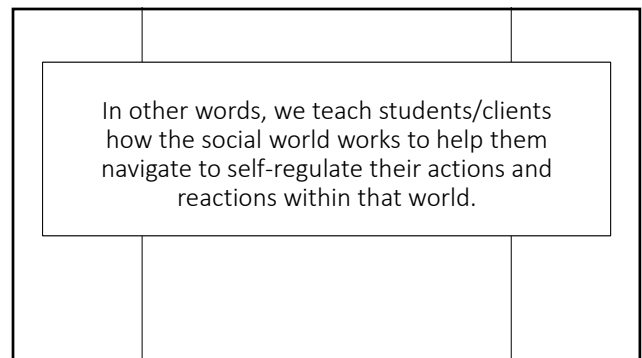
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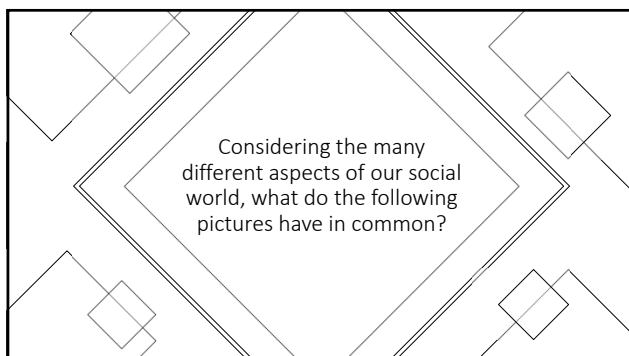
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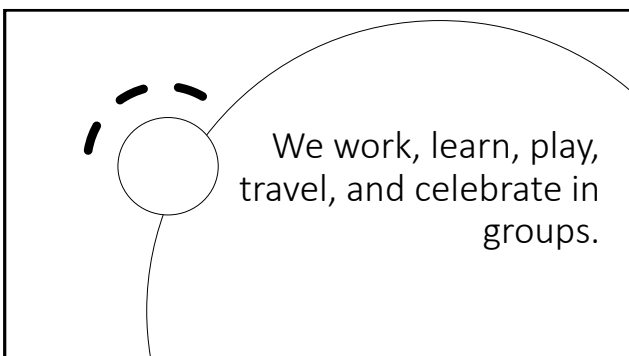
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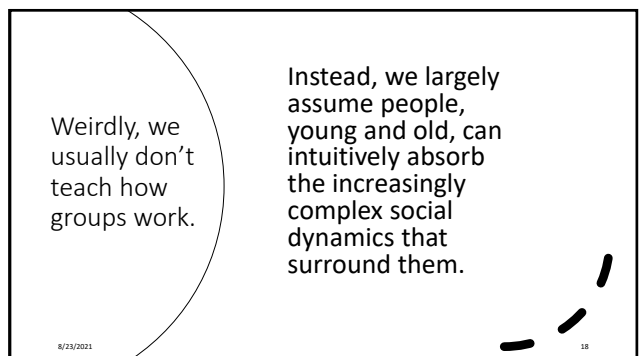
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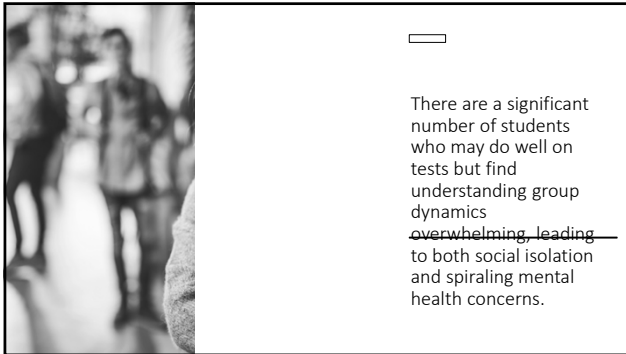
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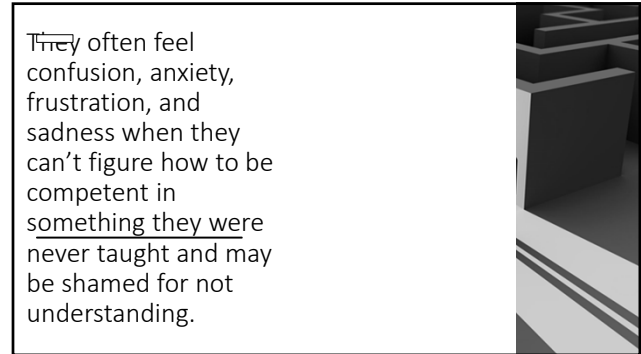
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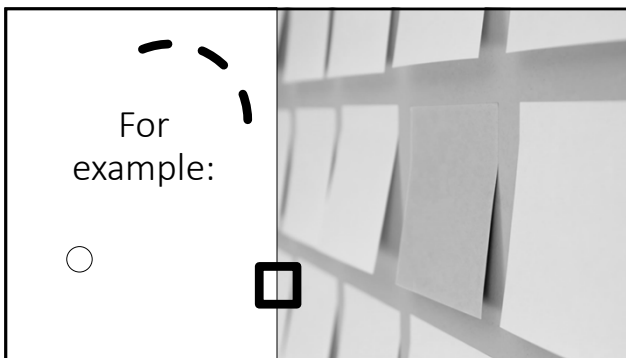
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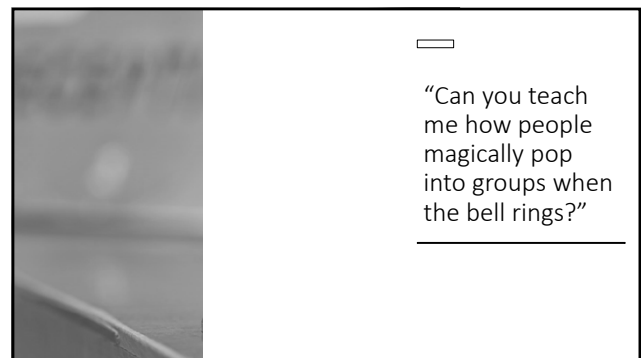
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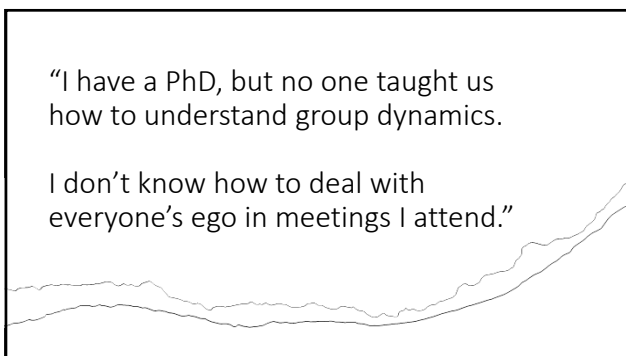
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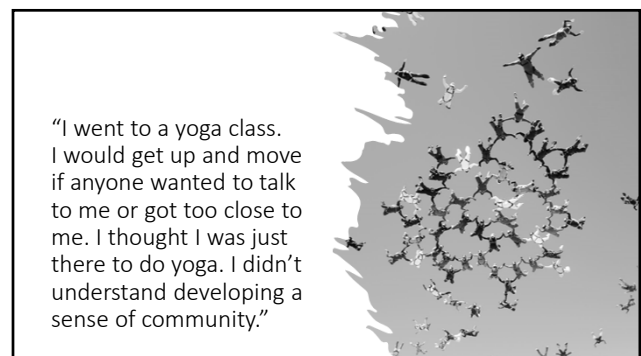
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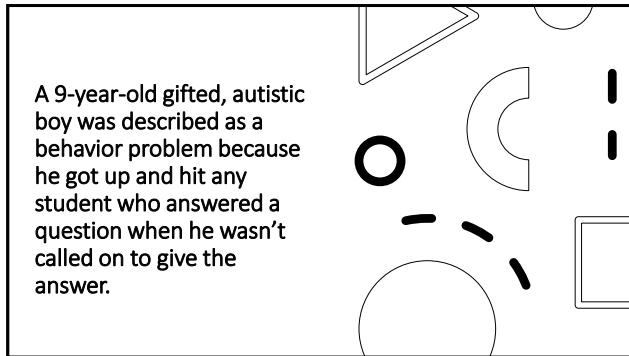
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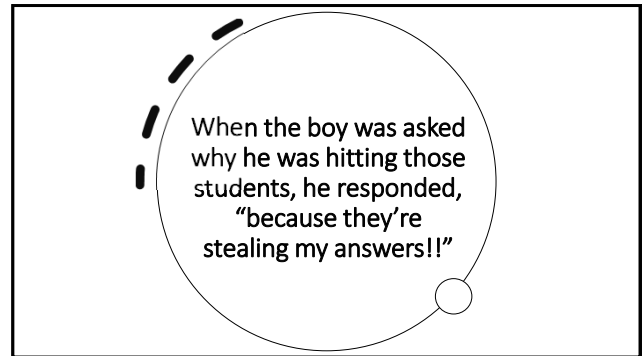
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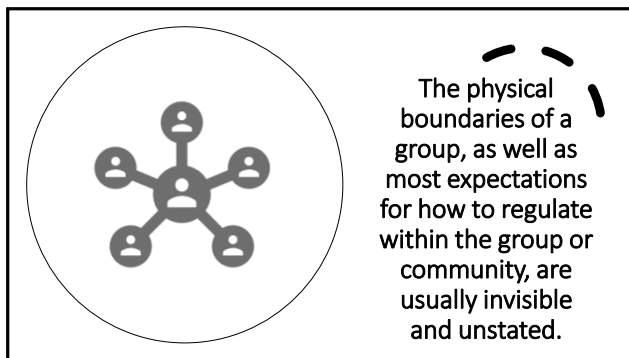
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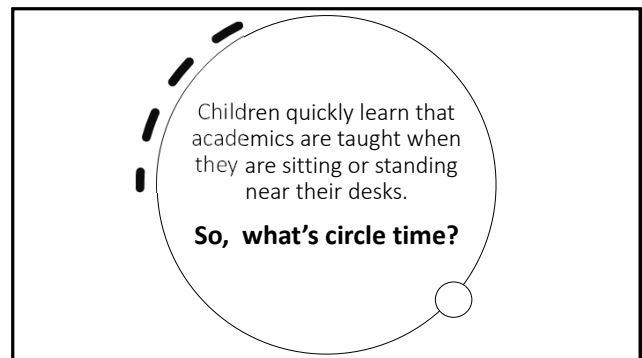
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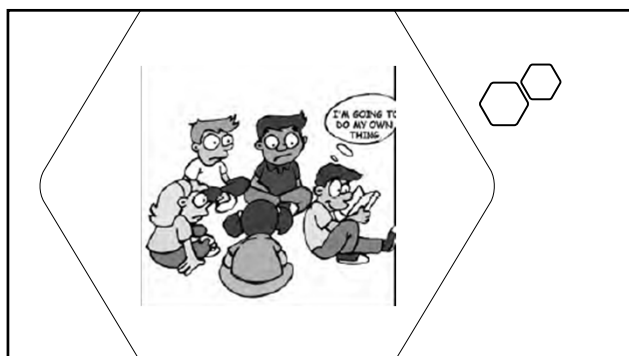
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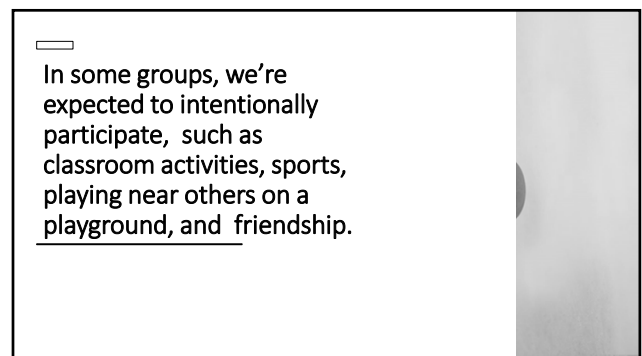
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In other groups, we're unintentional participants, e.g., standing on a curb waiting for a light to change with other pedestrians, waiting in a grocery store line, sitting near others we don't know in a restaurant.



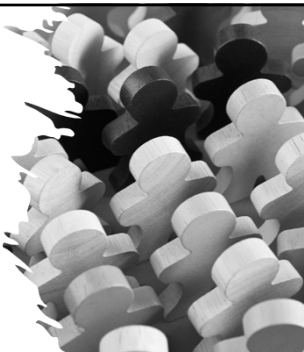
31

What are some global expectations when part of a group?



32


No matter the type of group, when in the presence of others, we are expected to figure out and meet the social expectations of the "group."



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Any group of people has one or more shared goals.

With shared goals, you have a shared plan; we refer to this as the **Group Plan**.



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What is the Group Plan?



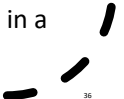
The Group Plan

35

Examples of group plans:

- Line up to leave or enter a space (room)
- Work independently in the room on your math problems
- Listen and learn from the teacher
- Observe or participate in a Socratic seminar

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Examples of group plans:

- Collaborate with a smaller group of your peers on an assignment or activity
- Find a group to play with during free time
- Hang out together after school
- Practice drills together for a team sport
- Have lunch together

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All groups in which you are expected to participate require self-regulation, which includes social information processing and adapting our responses.



38

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This includes trying to read the intentions (including possible thoughts and feelings) of those in the group, and in this process, we likely also have thoughts and feelings about them. They're doing the same with us, even if we plan to just co-exist together.

39

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5 Steps of Being with Others


1. We notice the situation and people.
2. We have thoughts/feelings about those around us.
3. We try to figure out each other's plans.
4. We try to figure out one another's thoughts/feelings.
5. We adjust what we do and say to keep others thinking & feeling about us in the way we hoped, based on our own goals.



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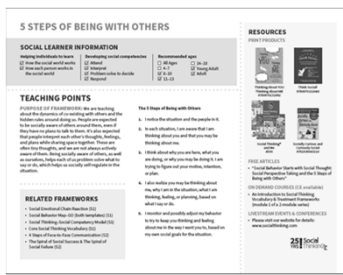
Visual teaching framework



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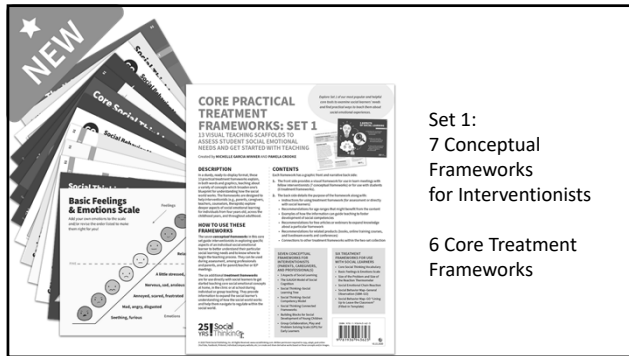
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Tips for use of framework on the back side



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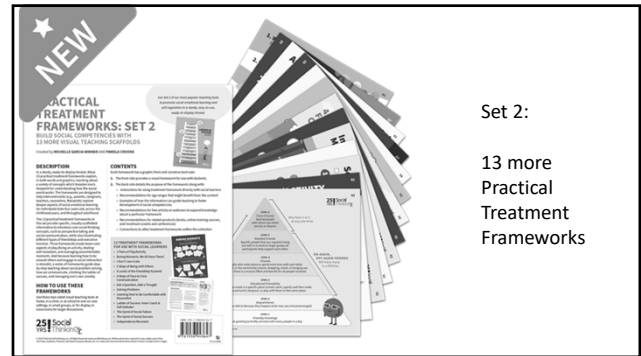
42



Set 1:
 7 Conceptual
 Frameworks
 for Interventionists

 6 Core Treatment
 Frameworks

43



Set 2:


 13 more
 Practical
 Treatment
 Frameworks

44

How can we teach the concept of group think vs. me think?

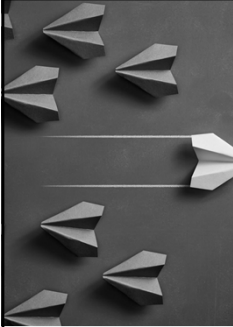
Collaborative small group social emotional learning activity

Step 1. Assign children one of two roles, which change throughout the activity.



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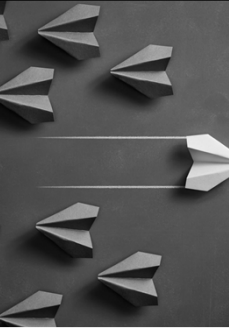
Roles to assign:

Role 1- We Thinker: participate in a small group of 2-6 kids.

Role 2- Me Thinker: one person at a time is assigned to this role.

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Role 1- We Thinker:
 Their job is to be aware of the others in the group, as well as participate in a manner that helps all members of the group meet their goals.

Role 2- Me Thinker: We tell this individual, "You're lucky because you get to do whatever activity you would like in the room without breaking rules, except you cannot observe or play with the We Thinkers."

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It's likely a Me Thinker will ask, "Why can't I play with the We Thinkers?"

- Explain: You'll get a turn as a We Thinker. Right now is a time to practice doing things all by yourself, when you don't have to think about what anyone else is doing or how you should help them as part of the group.

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When at our clinic, we meet with the parents at the end of each session to explain the concepts we were teaching that day, so they can continue to use these concepts in their home.

49

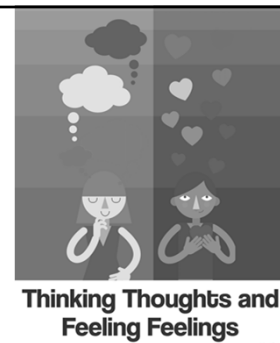
The next week, a 7-year-old who is part of this group, came into the session asking,
“Is there ever a time I get to be a ***Me Thinker*** at home?”

50

Social Thinking Vocabulary

Language to make this implicit process more explicit!
It turns on metacognitive thinking and strategies.

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Body in the Group

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

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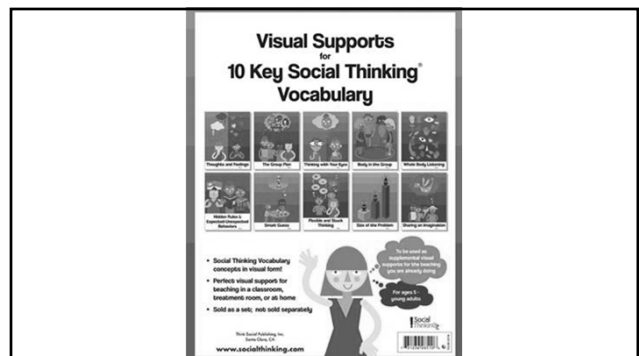
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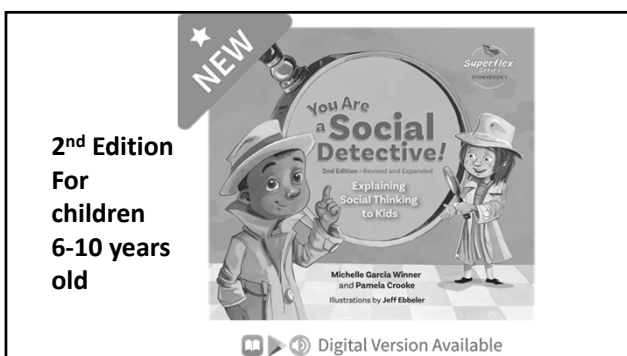
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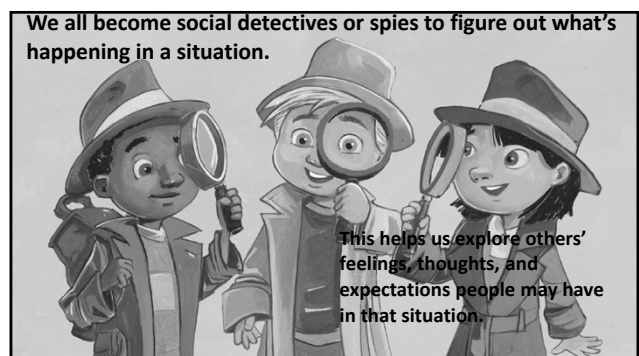
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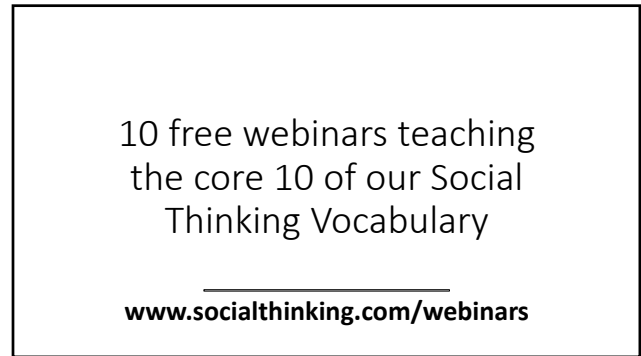
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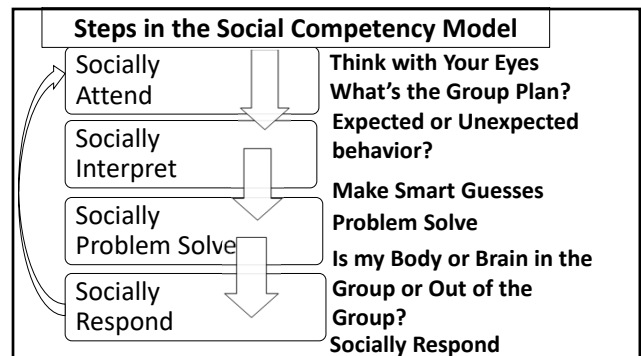
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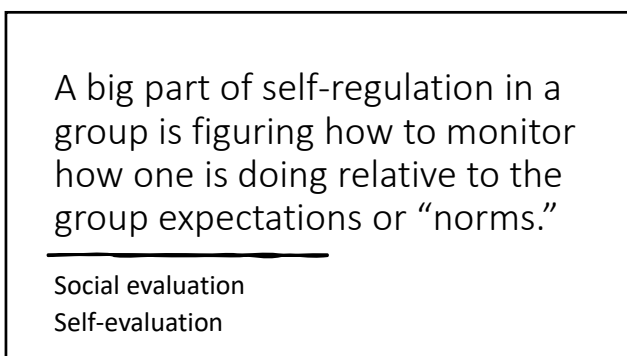
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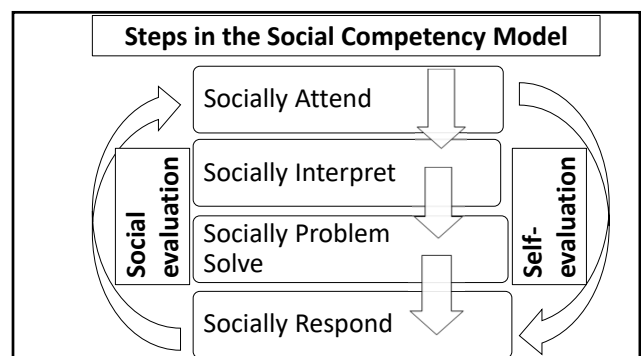
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66

For older students, tweens & teens

- **What's the situation?**
- **What's my goal in the situation?**
- **What am I doing to help me reach that goal?**
 - Self awareness
 - Self-monitoring
 - Self-control

67

When we learn to be part of a group, we are also beginning to learn to be part of a community.

- **A group shares a group plan and social expectations**
- **A community share values**

68

Today's information provides a base for further exploration into the social world.

Here's what's coming up on our schedule

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Upcoming Livestream-Recorded Trainings

- **September 21, 9-12PM PT**
What's It Mean To Behave?
Tips, tools and strategies for teaching self-regulation
- **November 9, 9-12PM PT**
Unpacking Friendship –

70

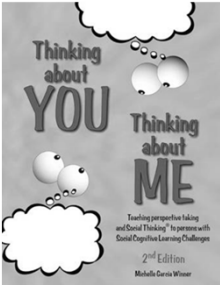
You can also access A LOT of training whenever it works for your schedule!

More than 25 On Demand courses to explore many aspects of the social world!

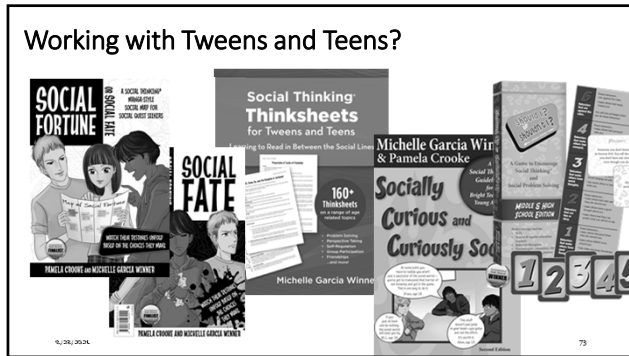
www.socialthinking.com/ondemand

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As a parent, caregiver, or professional – do you want to learn about our core Social Thinking Methodology and Informal Dynamic Assessment tasks?



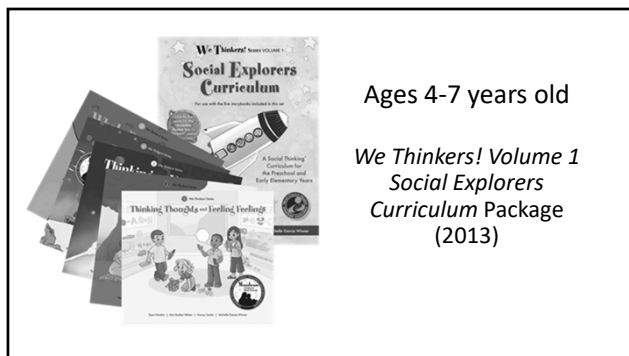
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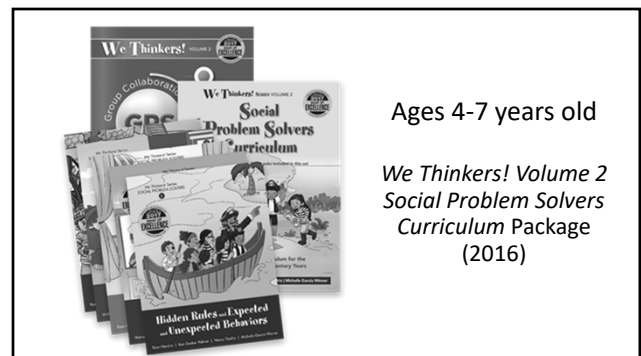
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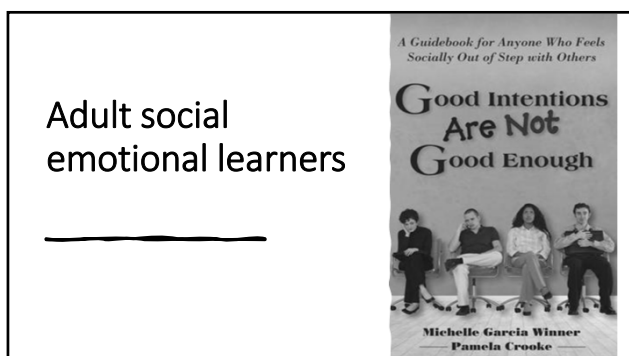
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