



Social Learning for a Lifetime of Well-Being

 [www.socialthinking.com](http://www.socialthinking.com)




Using Social Thinking's Published Products with 8-11 year olds (3<sup>rd</sup> to 5<sup>th</sup> graders)

**Michelle Garcia Winner, MA, CCC-SLP : Presenter**  
Speech Language Pathologist  
**Pamela Crooke, PhD, CCC-SLP : Moderator**  
Speech Language Pathologist  
Santa Clara, California All content © 2016 Think Social Publishing, Inc.

Links to products and articles

Below video 3 tabs – the one on the far right is “Helpful Resources”  
>> links to the specific products and articles relevant to today’s discussion




10% off products – just for you!

Use coupon code:  
**Webinar**  
Expires 12.22.16

Excludes registrations for conferences and our Clinical Training program. Cannot be combined with other offers.



Social Thinking, the company, does not teach a social skills approach.



social thinking  
problem solving  
+ social skills  
social competencies



**To teach social competencies is to teach:**

- Input:  
Situation + People + any other details that help to inform
- Output:  
Response: intellectual and/or social behavioral

Social  
Thinking<sup>com</sup>**It's an executive functioning process:**

1. Develop an understanding of social goals (thinking).
2. Develop a set of sequenced action plans to relate to your goal(s).
3. Self-regulate your emotions and behavior to do the action plans to help you achieve your own social goal(s)!

Social  
Thinking<sup>com</sup>

All our products are designed to teach social thinking (input) and related social skills (output) to ultimately increase self-awareness and self-regulation.

Input always starts first and is then followed by output.

Social  
Thinking<sup>com</sup>

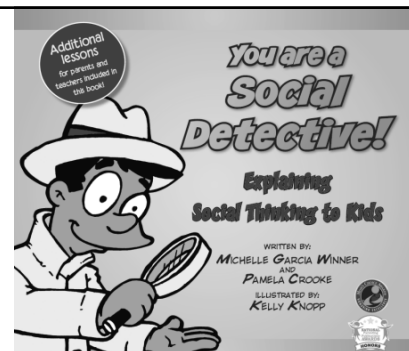
This also means we are always teaching perspective taking and executive functioning!

Social  
Thinking<sup>com</sup>

Using our materials with 3<sup>rd</sup>-5<sup>th</sup> graders

Social  
Thinking<sup>com</sup>

Overview of the input:



Goal is to introduce *Social Thinking® Vocabulary* in a quick and easy way to kids and adults, while teaching the *Social Emotional Chain Reaction*.

*Ideally, parents, professionals and students all use the same Social Thinking Vocabulary.*



Social Emotional Chain Reaction  
Situation \_\_\_\_\_

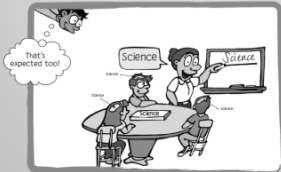
Expected behaviors



Unexpected behaviors



How you behave affects how people feel and think  
Which affects how they react & respond  
Which affects how you feel yourself



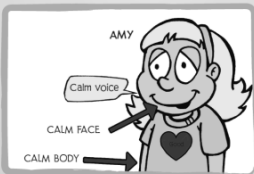
During group time in the classroom, we are expected to sit in the group, listen with our eyes and our brains, and do what the teacher asks us to do.

11



No matter where we go ... when we do what is expected, people have good thoughts about us.

13



When people feel good, their faces are calm, their voices sound nice, and their bodies are calm. When people feel calm, they are more relaxed.

15



Sometimes people don't do what is expected! When this happens it's called doing the unexpected.



Review Lesson 1

18

On the playground when kids say mean words, don't take turns, or get very angry when someone else wins—that is unexpected.

22

Can you think of other examples of unexpected?

When people have uncomfortable thoughts about us, we don't feel so good about ourselves, and others don't feel great about us either.

26

Our newest edition, published in 2016, contains call out points for mini-lessons:

On the playground when kids say mean words, don't take turns, or get very angry when someone else wins—that is unexpected.

22

Can you think of other examples of unexpected?

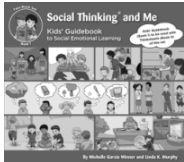
... and a Fidelity Checklist (teaching guide) on the inside front cover

Standard	You are a Social Detective	Implementation in Primary Classroom	Notes/Class
Standard 1: Social Thinking Skills	Students will be able to identify and label emotions in themselves and others.	Students will be able to identify and label emotions in themselves and others.	
Standard 2: Social Thinking Skills	Students will be able to identify and label emotions in themselves and others.	Students will be able to identify and label emotions in themselves and others.	
Standard 3: Social Thinking Skills	Students will be able to identify and label emotions in themselves and others.	Students will be able to identify and label emotions in themselves and others.	
Standard 4: Social Thinking Skills	Students will be able to identify and label emotions in themselves and others.	Students will be able to identify and label emotions in themselves and others.	
Standard 5: Social Thinking Skills	Students will be able to identify and label emotions in themselves and others.	Students will be able to identify and label emotions in themselves and others.	
Standard 6: Social Thinking Skills	Students will be able to identify and label emotions in themselves and others.	Students will be able to identify and label emotions in themselves and others.	
Standard 7: Social Thinking Skills	Students will be able to identify and label emotions in themselves and others.	Students will be able to identify and label emotions in themselves and others.	
Standard 8: Social Thinking Skills	Students will be able to identify and label emotions in themselves and others.	Students will be able to identify and label emotions in themselves and others.	
Standard 9: Social Thinking Skills	Students will be able to identify and label emotions in themselves and others.	Students will be able to identify and label emotions in themselves and others.	
Standard 10: Social Thinking Skills	Students will be able to identify and label emotions in themselves and others.	Students will be able to identify and label emotions in themselves and others.	

Also available in French and Spanish!

Newest materials for kids 9-12 years old

Goal is to expose and explain the social code in a big way directly to students using our Social Thinking and Me Kids' Guidebook to Social Emotional Learning!



Contents

Introduction..... 1

Chapter 1. What Is Social Thinking?..... 5

Chapter 2. Social Thinking = Flexible Thinking..... 23

Chapter 3. Social Thinking Vocabulary..... 33

Chapter 4. We All Have Feelings..... 39

Chapter 5. Thinking With Your Eyes..... 49

Chapter 6. Thinking About the Hidden Rules and Expected Behavior..... 63

Chapter 7. Keeping My Body, Eyes, Ears, and Brain in the Group..... 71

Chapter 8. Thinking of Others Versus Just Me..... 95

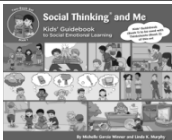
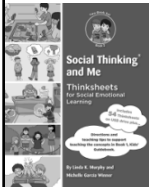
Chapter 9. How Big Is My Problem?..... 107

Chapter 10. Thinking About My Reaction Size..... 113

Chapter 11. Doing An Activity or Just Hanging Out..... 121

Glossary..... 131

Each chapter in the Kids' Guidebook is paired with a chapter in the Thinksheets book to provide mini-lesson plans on all content.



Social Thinking = Flexible Thinking



Most of us understand that our bodies, heads, and eyes can make a wide range of different decisions, which sometimes leads to what we call "flexible." We often don't realize the thoughts in our brain can be flexible as well.

KEEP IN MIND:  
When you use  
Flexible Thinking  
you can figure  
things out!

When we think in a flexible way, it means we can stay calm and try to figure out a social situation. Everyone has different thoughts and feelings and may look at a situation in different ways. We can look at the situation, think with our eyes, and find clues to help us do that. But what's interesting is that others may look at the same situation and figure out something different than we did. So we think in different ways about a situation and notice how others may think about that same situation. When "transparent," we're being flexible.

Here are some specific ways that being flexible works.

When people say things that mean something different from what you thought they meant, you can figure it out!

Ⓢ If you hear someone say "take a seat," you might think it means you should pick up your chair and take it somewhere. But if you use your flexible thinking and think with your eyes, you'll notice that no one else is picking up a chair. Then you may remember to listen to the phrase may also mean, "Please sit down."



It's expected that you try to be flexible when you're with other people. In fact, when you use flexible thinking, you're using a strategy that helps you be a person who thinks about others. Other people will feel comfortable and happy around you. They'll have good thoughts about you.

When we're flexible, our time with other people usually goes a lot more smoothly. This means we get done what we want to get done without having any arguments, and everyone feels good. When we're flexible, we're also more efficient with our time. This means we don't waste time on the little decisions and won't make mistakes on the next day. Instead, we use our time to be together in a calm and happy way. We focus on what we need and want to do as a team.

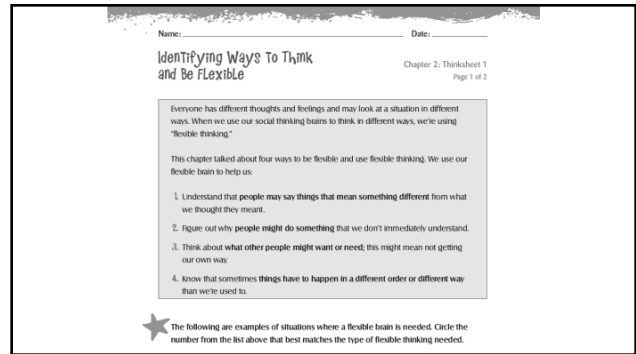
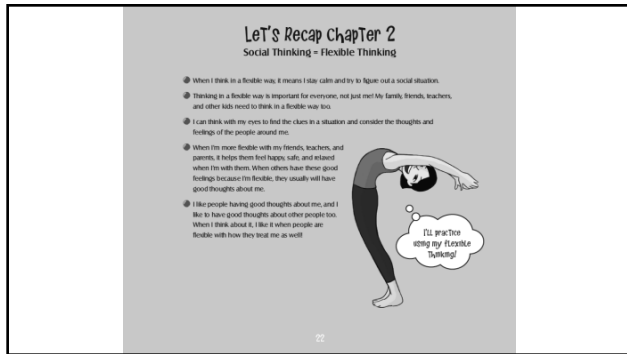
BEING A FLEXIBLE THINKER

Flexible Thinking

Thinking of Others Person  
People feel good  
We get things done  
Expected behavior

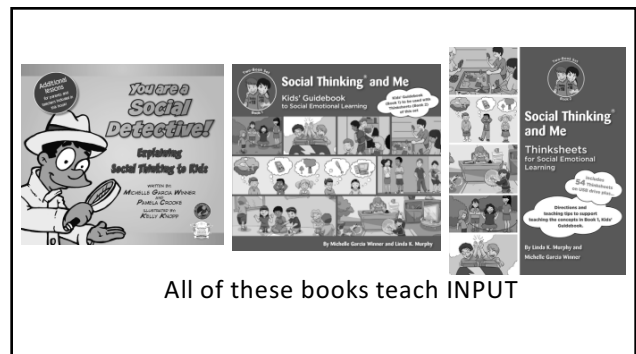
Stuck Thinking

Just Me Person  
People feel tense, frustrated, mad, or sad  
Situation is difficult, we don't get things done  
Unexpected behavior

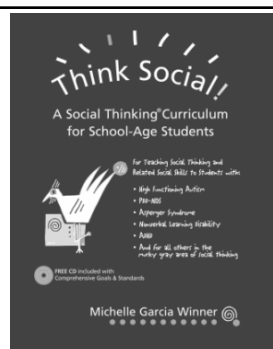


- A teacher shared that her students were enjoying reading the Kids' Guidebook in much the same way they like to study science!
- We are hearing students are motivated and enthusiastic to read and explore how the information relates to them.

Social  
Thinking.com

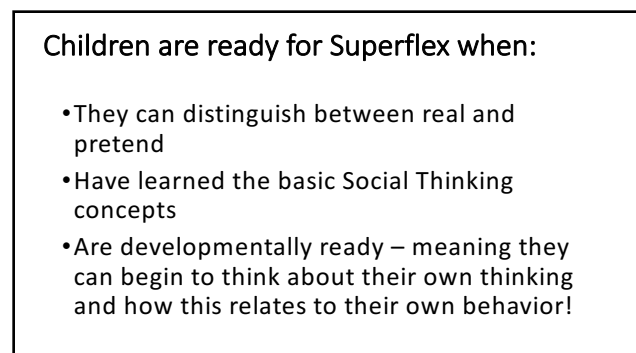
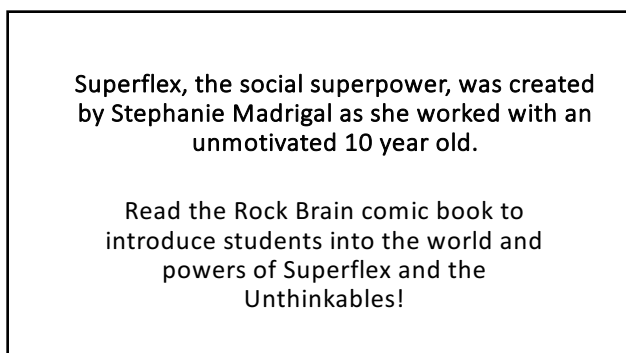
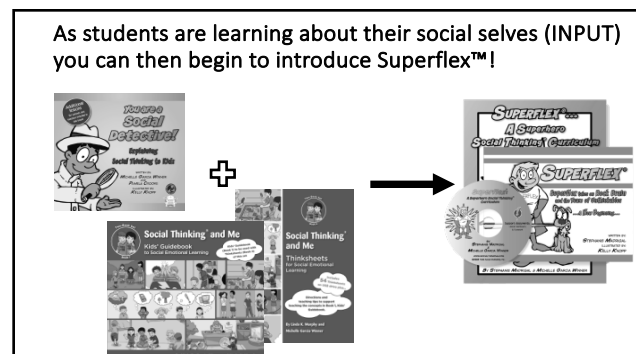
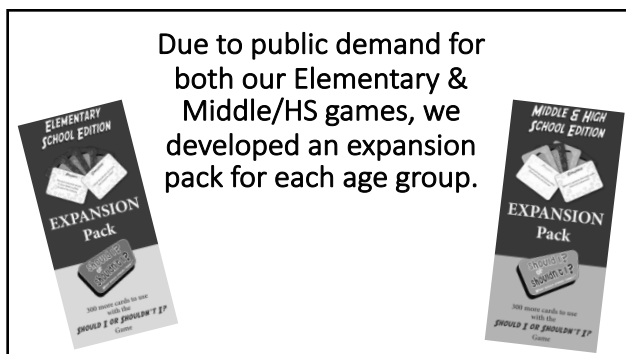
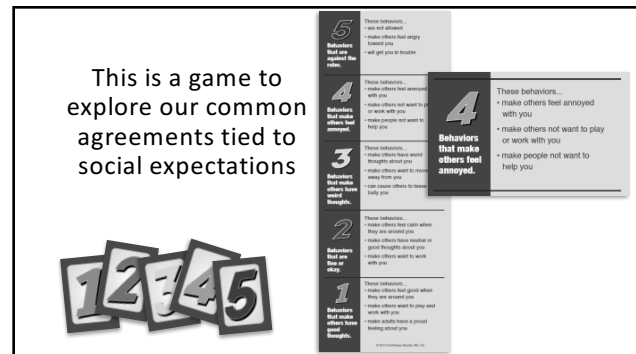
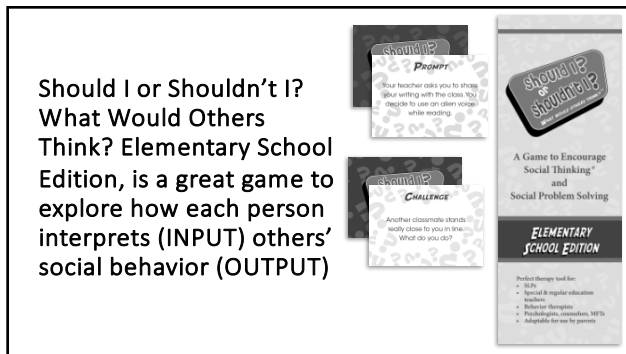


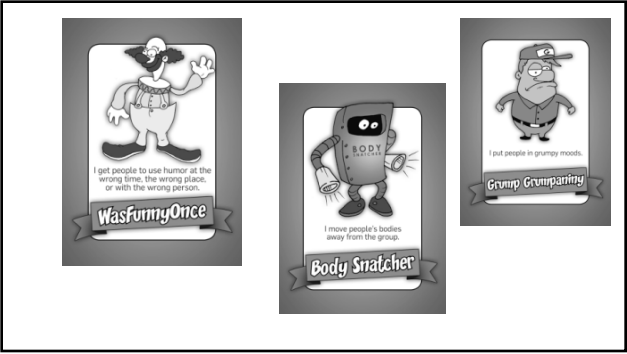
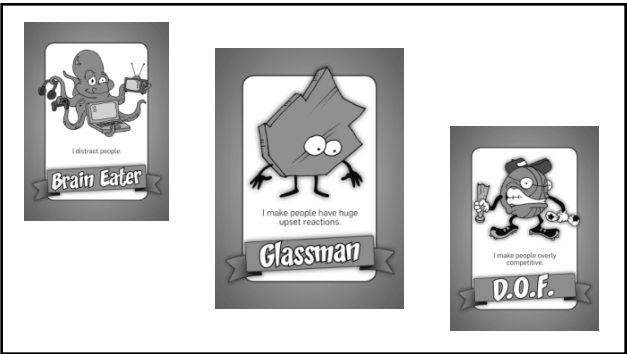
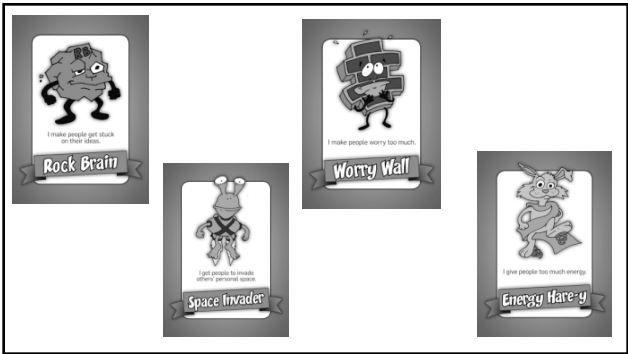
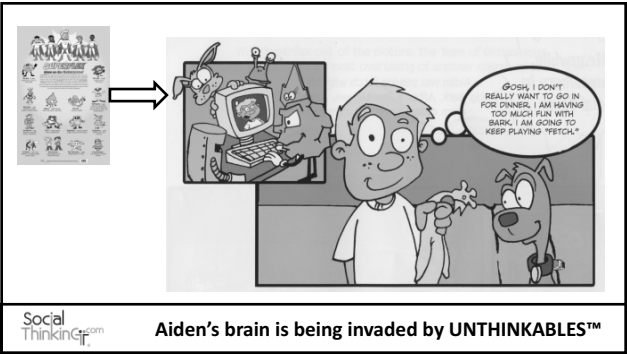
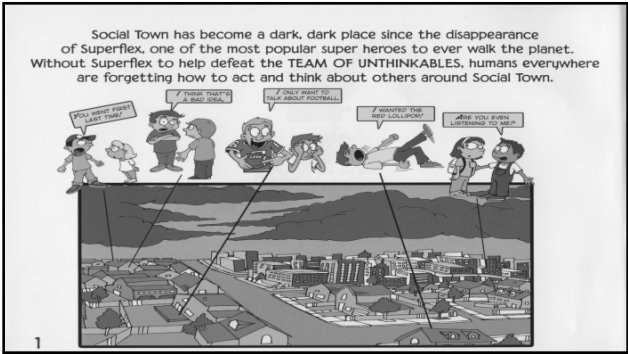
For further  
extended lessons  
on Social Thinking  
Vocabulary,  
please access our  
large curriculum.



Only after students have had some  
significant experience developing  
their social thinking INPUT, do we  
move toward teaching them about  
OUTPUT

Social  
Thinking.com







We teach the powers of  
Superflex alongside the powers  
of the Unthinkables

Social  
Thinking<sup>®</sup>.com

**Hopping to a brain near you...**

**Energy Hare-y!**

Listen up students  
because Energy Hare-y  
loves to hangout at the  
Superflex<sup>®</sup> Assembly!



Can you spot him?  
Does he pop into your  
brain sometimes?

This character gives the person SO MUCH ENERGY that he is constantly forgetting or moving around, and so doesn't think about what the person around him needs or how others are feeling around him. Sometimes Energy Hare-y and Unthinkables work together, which can cause them to make the crowd feel lost.

Can you look for other places where you may notice him getting into your space?

Why do we want to defeat him if we catch him in our brain? What can Hare-y do to a group?

**Wait, do not fear!** because Superflex<sup>®</sup> has some ways to defeat this character.

Take a look:

- 1) When others are talking, use Whole Body Listening (see your whole body quiet).
- 2) Check-in with your eyes and see how the rest of the group is acting. Try to match how calm the other kids are with their bodies.
- 3) Take a few deep breaths to calm.

**WANTED**



**Worry Wall<sup>®</sup>**

Height: 1 inch  
Weight: 2 pounds  
Disguise: He may disguise himself as a picket fence or change the colors of his bricks so that he is not noticed.

Be on the lookout for this character. If you find him in your brain, notify Superflex<sup>®</sup>!

Worry Wall's powers include:  
He will make the person worry or feel nervous so much about the people around him or the social situations that he or she "tells a wall" and stops being able to talk at all to the people nearby.

How Superflex<sup>®</sup> can defeat his character:  
1) Calm your body down.



Aiden brings out  
his inner Superflex



We all have our own  
inner Superflex

Thinkables  
help too →



Due to our public's requests, we created a two-  
box set of visual reminder cards called  
Thinkables and Unthinkables  
Double Decks



Putting it together...

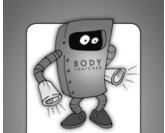
We can pair Thinkables and Unthinkables with core  
Social Thinking Vocabulary to teach the concept  
and not just try to correct the behavior.

For example:

Body in the Group

Unthinkable

Body Snatcher

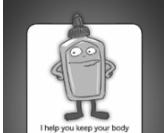


I move people's bodies away from the group.

Body Snatcher

Thinkable

Stick-Withem




I help you keep your body with the group and your shoulders turned toward the group.

Stick-Withem

Brain in the Group

Unthinkable

Brain Eater




I distract people.

Brain Eater

Thinkable

Focus Tron




I help give you focusing powers so your brain can stay connected to what others are talking about or what you are doing.

Focus Tron

Whole Body Listening

Unthinkable

Energy Hare-y




I give people too much energy.

Energy Hare-y

Thinkable

Meditation Matt




I help you try to be calm throughout your day, so you can stop and think about making good choices.

Meditation Matt

Flexible Thinking

Unthinkable

Rock Brain

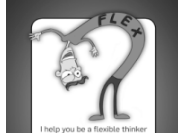


I make people get stuck on their ideas.

Rock Brain

Thinkable

Rex Flexinator




I help you be a flexible thinker so you don't get stuck on your own thoughts or plans.

Rex Flexinator

Size of the Problem

Unthinkable

Glassman




I make people have huge, spiky reactions.

Glassman

Thinkable

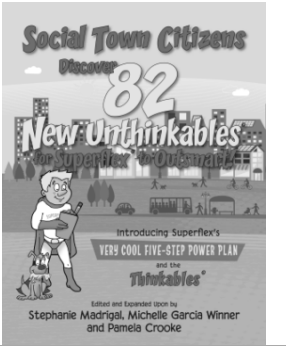
Kool Q. Cumber



I help you stay calm (cool as a cucumber) when problems come up so you can see they are small and react with a small reaction.

Kool Q. Cumber

The public also requested that we create a way to publish some of their many Unthinkables and some of our newest ideas.



Dear Michelle Garcia winner,  
Thank you for writing 3 books  
about Superflex! The first  
one is about Rock Brain, the second  
one is about Glassman, and the third  
one is about Brain Eater.  
I really like them. My favorite  
part is when Superflex defeats  
the Unthinkables. It's not uncomfo  
rtable about not having  
more books. The books give me  
comfortable thoughts. They also  
give me strategies to defeat the  
Unthinkables. I will feel awesome  
if you write 93 more books.



Antsy Nancy

- Antsy Nancy makes people fidget or be impatient.



Attention Eater

Attention Eater makes people hungry for attention, often when they feel someone else is getting more attention than they are. He can appear for no reason at other times too.



Blurt Out Blue

Blurt Out Blue gets people to shout out answers to questions or make comments when it's not their turn. He often teams up with Volume Volumizer to make people talk too loud when they blurt.



Dark Defeatist

Dark Defeatist comes around when people feel like something is very challenging for them to do. This Unthinkable spreads a self-defeating gloom and doom attitude and makes people give up and feel terrible about themselves.

In our book, Social Town Citizens Discover 82 New Unthinkables for Superflex to Outsmart, we also attempted to answer the question posed by many in the mental health community.

### People asked us how Superflex got his powers.

The Fabulous Five Power Pals had to figure out in what order their powers appeared in Superflex's brain so he could model it for each of his citizens.

The Critical Steps and Powers...

67

### Superflex's Five-Step Power Plan

1. The Decider Power
2. The Detective Power
3. The Brakester Power
4. The Flex Do Body Power
5. The Cranium Coach Power

68

### The Decider went 1<sup>st</sup>

It is important for citizens to first stop and DESCRIBE AND DECIDE which Unthinkable(s) is present in that moment in a citizen's brain.



69

### The Social Detective went 2<sup>nd</sup>

Citizens must know how to OBSERVE their own and others' feelings and reactions to gain this power, which also helps them start to figure out the social expectations in a given situation.



70

### The 3<sup>rd</sup> step is Brakester

The critical middle step is in strengthening one's power to STOP AND THINK to figure out the hidden rules of a situation as well as the hidden rules to keep oneself and others feeling okay, or even good, being with others. This leads to the development of possible strategies to use.



71

### Our 4<sup>th</sup> step is Flex Do Body

FLEXIBLE THINKING allows Superflex and our citizens to consider what Social Detective and Brakester have figured out, to then identify strong, meaningful tools and strategies to use as our final big step toward ridding ourselves of those nasty Unthinkables.



72

Finally, Cranium Coach, our 5<sup>th</sup> and last step, encourages us to celebrate our victories or explore our continued challenges.

Our citizens need to develop a strong SELF-COACH power to talk themselves through what they did well or what they need to continue to work on to meet their social goal.

73

A key to teaching a student about Superflex is to teach that we each have our own Superflex!

Social Thinking

Your Superflex looks like you!

Superflexible ME!

Here are 3 things I can do well with my Superflexible thinking:

1. Recognize my feelings
2. Tell my feelings
3. Let my feelings be my guide when I see my feelings

From: [Name] Age: [Age] (5 Superflexible!)

Kyle's Superflexible ME!

Here are 3 things I can do well with my Superflexible thinking:

1. Recognize my feelings
2. Tell my feelings
3. Let my feelings be my guide when I see my feelings

From: Kyle Age: 10 (5 Superflexible!)

Given your many requests we now also have Superflex Capes

And very often, students want to  
create their own  
Unthinkable and Thinkables, creating  
"buy-in" and motivation

Social  
Thinking<sup>com</sup>



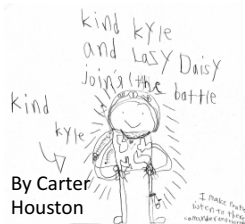
From kids at  
True North Wellness  
Harrisburg, PA

Name Sheriff ain't Sharing

Power He Makes you not want to share with anyone.

how do you defeat him? stop and think to yourself. "How would I feel if I didn't have something and no one would share with me?" It's okay to share.

Kind Kyle: I make people remember that they must follow orders and tasks. I remind people that it's important to always "Do Your Duty." I am a general in Superflex's Thinkable Army, and I am always trying to do what's right/what's expected of me.



I love to make others proud of all the work I do, and it makes me proud to work hard with Focus Tron, Tracker and Stick-Withem to remind others that we must stick to required tasks now so we can get them done to have the most fun later.

People also asked us to create music to go along with the Superflex teachings.

Michael and Patty  
Silversher are our song  
writers.

[www.socialthinking.com](http://www.socialthinking.com)

In searchbox put:  
My Hero Inside



### Superflex Academy

(3:32)

Here at the Superflex Academy  
We're working on a super set of strategies.  
When you train your brain so 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.

A people fix is your memory.  
Organize your thoughts  
Of who and what you're see.

There about others  
They'll show about you.  
A Superflex strategy.  
To help you through.

Here at the Superflex Academy  
We're working on a super set  
of strategies.

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.

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

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.

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

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.

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

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.

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

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.

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

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.

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

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.

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



[www.nguzman.com](http://www.nguzman.com)

Every kid can relate  
to Rock Brain



### Rock Brain

(3:41)

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

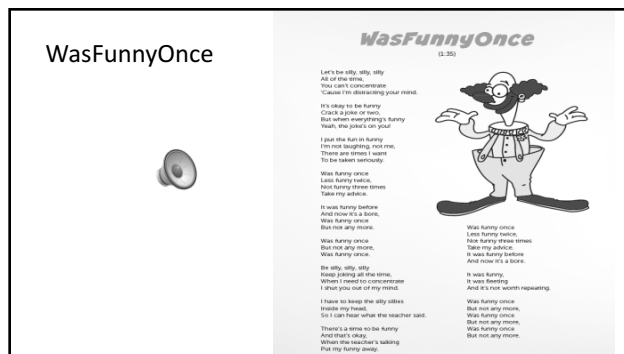
I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.

I'm Rock Brain, Rock Brain  
There's only one way to go.  
It's my way or the highway.  
It's the only way I know.





See our free article called  
DOs and DON'Ts of Teaching Superflex!



Scroll down in the text to find it.



- Creating safe schools establishing a positive culture with quality leadership through common:
  - Vision
  - Values
  - Language
  - Experience

"Can we get permission to use Superflex throughout our school? This includes me making announcements each morning on the loudspeaker about which Unthinkable is on the loose in school and what strategies our Superflexes can use to defeat it when found!"



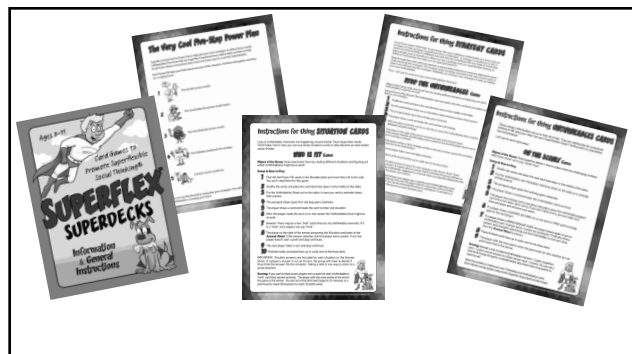
As people requested more information on teaching Superflex we began to create books to teach strategies to defeat specific Unthinkables.

Social  
Thinking<sup>com</sup>



Both Brain Eater and One-Sided Sid have a CD-Rom at the end of the book with handouts and materials to further teach these social concepts.

Social  
Thinking<sup>com</sup>



How are the Superflex Superdecks different from the Thinkable & Unthinkables Double Deck?



Social  
Thinking<sup>com</sup>

Final thought: our Motivational/Developmental Tools help guide us in teaching students to develop self-awareness and improved social interpretation (Input) and to be more aware and capable of refined social output.

As you teach, remember you are teaching **social competencies** and not simply social skills.



Look for our e-learning modules  
launching in late 2017  
[www.socialthinking.com](http://www.socialthinking.com)

Social Thinking<sup>com</sup>

10% off products – just for you!

Use coupon code:  
**Webinar**  
Expires 12.22.16

Excludes registrations for conferences and our Clinical Training program. Cannot be combined with other offers.

Social Thinking<sup>com</sup>

Post it. Share it. Tag it.  
#STWebinar

    
@socialthinking

  
2socialthinking

Social Thinking<sup>com</sup>

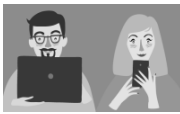
Continue the learning!

 Sign up for our newsletter. New info shared every month!

[www.SocialThinking.com/Join](http://www.SocialThinking.com/Join)

Social Thinking<sup>com</sup>

Our Next Webinar: Jan. 24



How to Use Our Early Learning Materials  
For Ages 4-7  
Jan. 24, 10 am PST  
Look for the registration link in our January newsletter

Social Thinking<sup>com</sup>

**Social Thinking<sup>com</sup>**

Social Learning for a Lifetime of Well-Being

    [www.socialthinking.com](http://www.socialthinking.com)