



Teaching Social Competencies—More Than Social Skills



Concept #6: Expected & Unexpected Behavior

- Presented by: Michelle Garcia Winner, MA-CCC
- Moderated by: Heidi Winner

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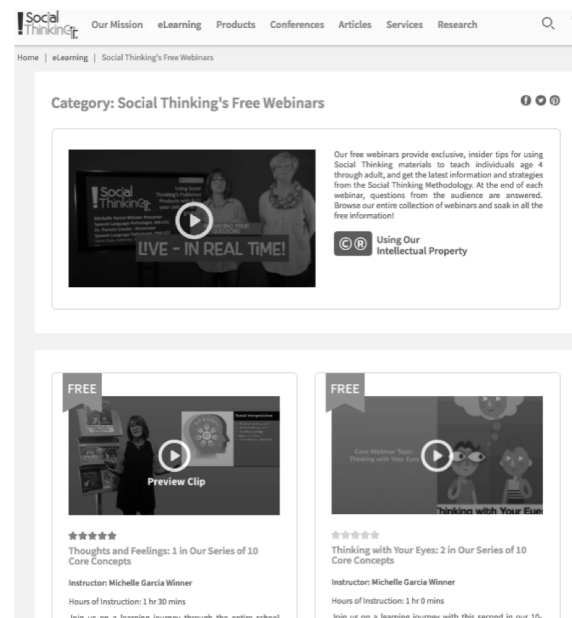
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10 months

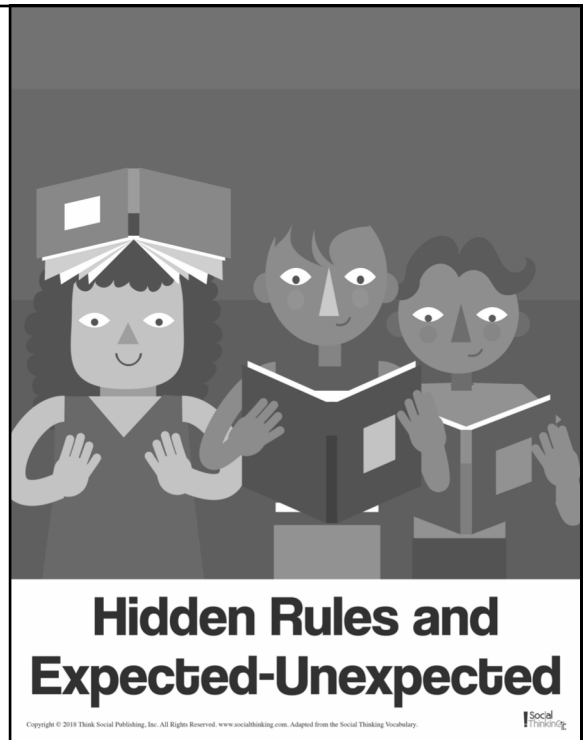
10 Social Thinking concepts

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Today's webinar topic:



The Social Thinking Methodology requires thinking about thoughts and feelings, making it a “meta-cognitive” approach.

Points to be covered today:

1. Simply teaching or reinforcing students to “do what’s expected” will not result in students meeting your expectations.
2. Two aspects of teaching expected & unexpected behavior:
 - a.) observation
 - b.) self-regulation
3. Deciphering expected and unexpected behaviors involves determining social norms in context.
4. Use of previously reviewed Social Thinking Vocabulary to define ***hidden rules***—social expectations.
5. Treatment frameworks are used to frame social learning in a social context:
 - a) Social-Emotional Chain Reaction
 - b) Four Steps of Communication

Theme 1:

Simply teaching or reinforcing students to “do what’s expected” will not result in students meeting your expectations.

The terms *expected* and *unexpected behavior* were not developed to try to convince children to behave!

Why don't we just use the words
"appropriate" and "inappropriate"?

Why make a big deal of "expected" and
"unexpected" behavior?

The use of the term "inappropriate" to describe another's behavior implies not only that the behavior is inappropriate but that the person saying it has a negative emotional judgement about the person.

If this term was supposed to motivate a student to "behave," I found it was doing the opposite. It resulted in shame and refusal of students to further participate.

Why are we making such a big deal about this?

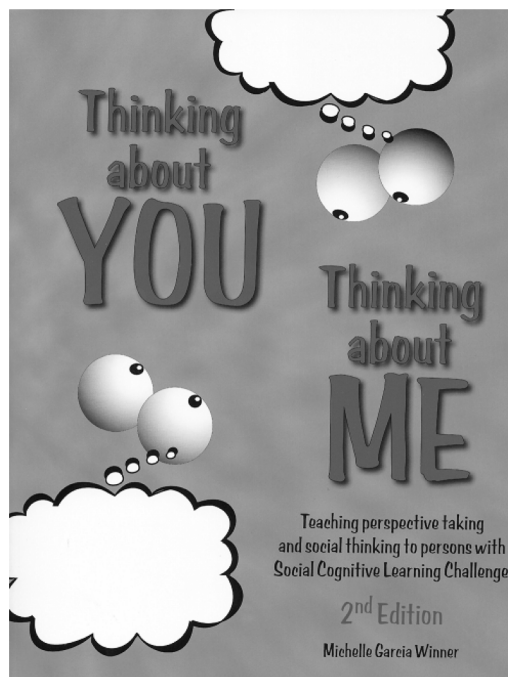
From our experience, the public often sets up behavior plans that focus on doing expected behaviors, without awareness of the importance of a student first learning basic understanding of thoughts and feelings of others, where his body is in the group, etc.

This is why scope and sequence of teaching is important.

How we treat individuals who struggle to make sense of the social world is a big deal!

Our insisting they “do the expected” and our inability to see their learning challenge is part of our own, neurotypical lack of perspective taking.

First introduced as Social Thinking’s primary source of information on core teaching and assessment strategies across age groups



Free article on our website:

Why Do We Use the Expected-Unexpected
Social Thinking Vocabulary?

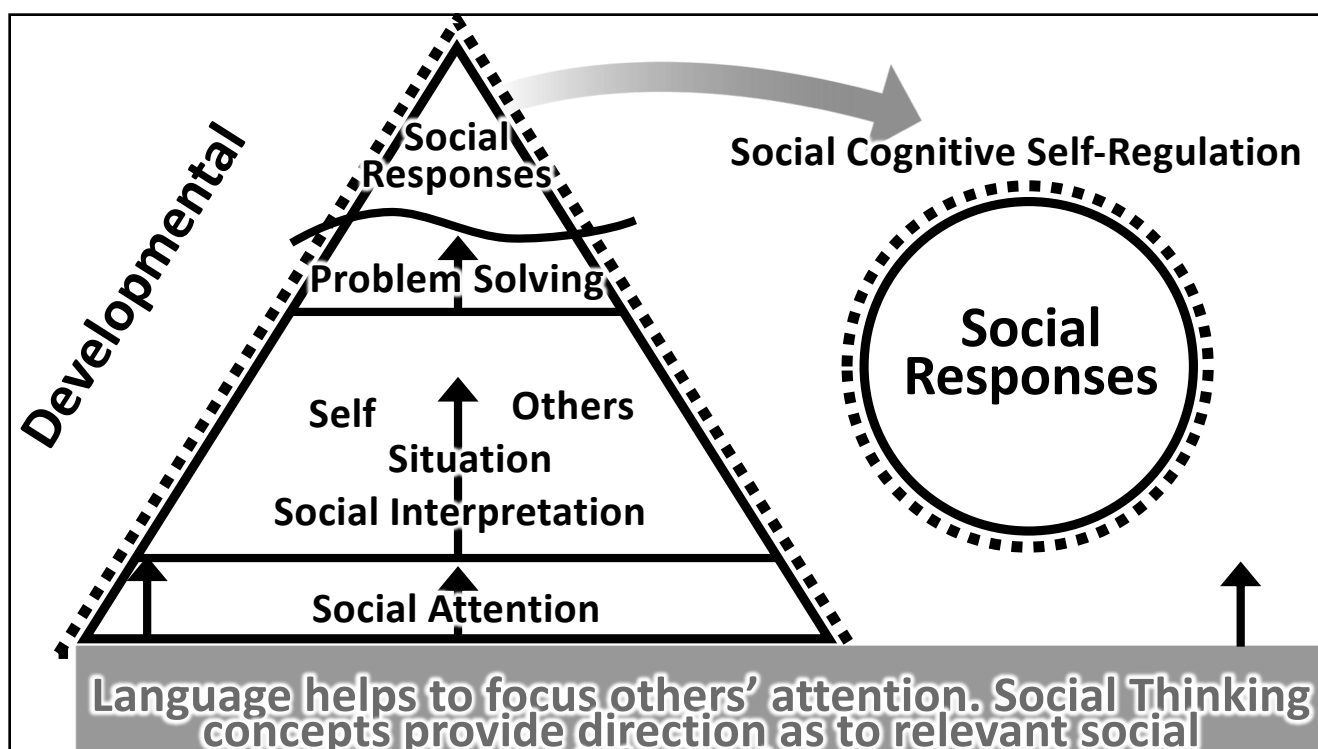
Theme 2:

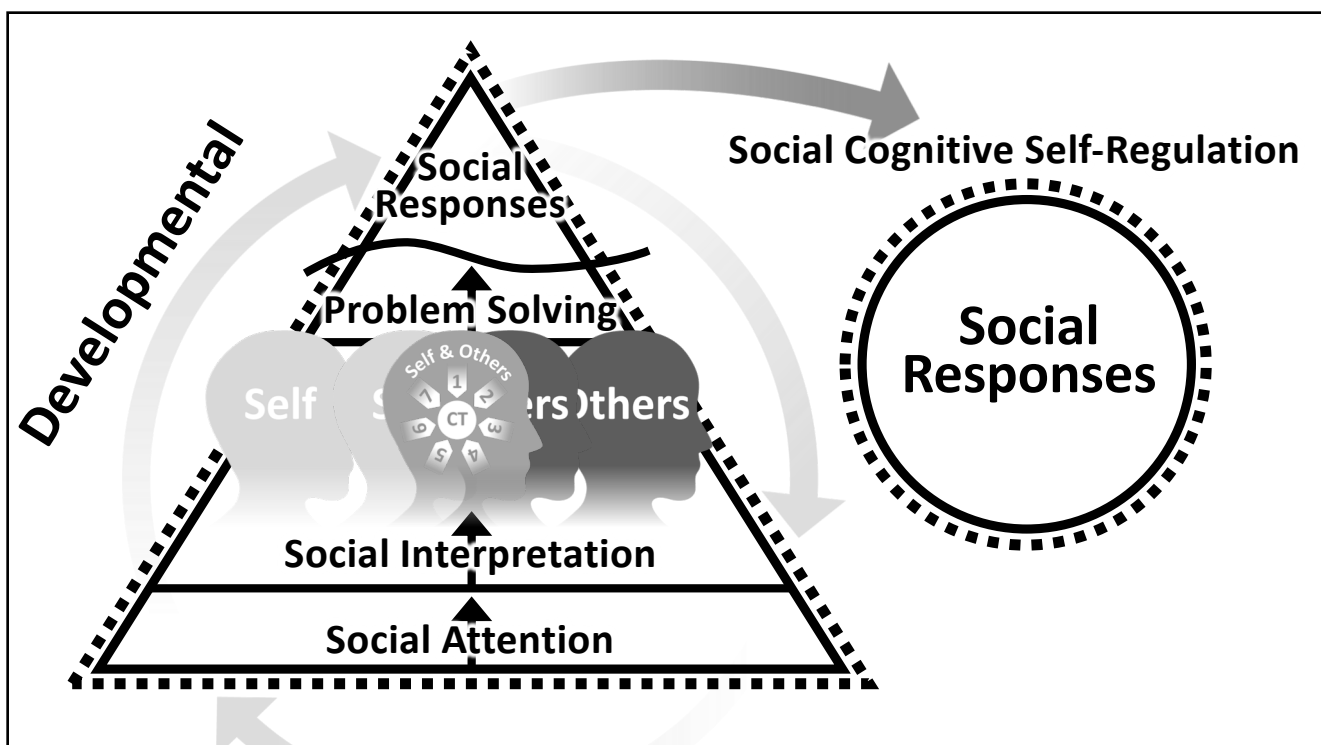
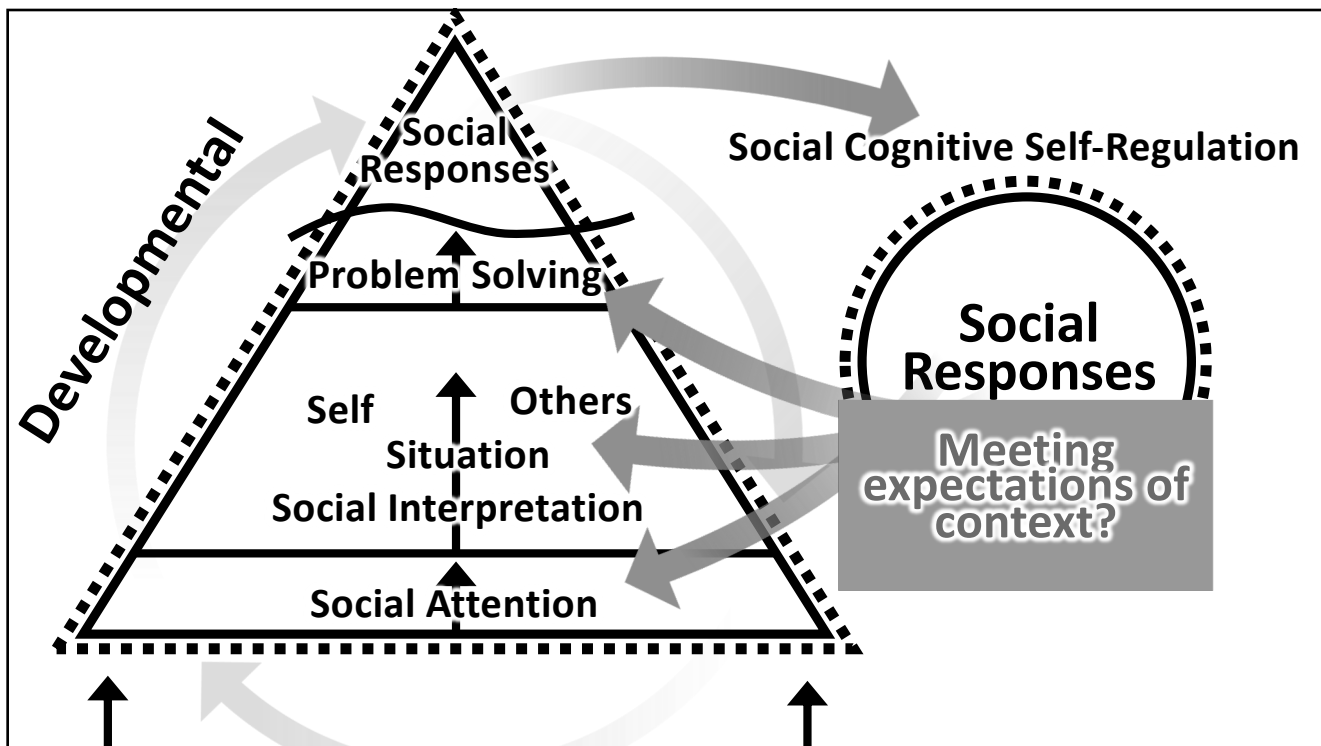
Two aspects of teaching *expected* and *unexpected* behavior, and in this order:


- a.) observation (attend–interpret)
- b.) self-regulation (problem solve–respond)

Social Thinking's Social Competency Model

- Teaching a 4 step progression with any of our concepts:
- 1. attend
- 2. interpret
- 3. problem solve to decide action
- 4. respond







Social Interpretation

1. What is the situation?
2. Who are the people?
3. World knowledge
4. Basic emotions
5. Self-conscious emotions
6. Basic theory of mind
7. Advanced, applied, spontaneous theory of mind

CT = Critical thinking

Another free article on our website:

[Are You Teaching Expected and Unexpected the Wrong Way?](#) (by a guest author)

Theme 3:

Decipher the *expected* and *unexpected* behavior by determining social norms in context.

The *context* must be defined in order to define our behavioral expectations!

What's the context?

- a. Situation
- b. What is known about the people in that situation

What is expected in one context is unexpected in another context! What could be unexpected about reading a book?



What are expected and unexpected behaviors?

Formal definition:

Expected behaviors:

An array of behaviors that permit oneself and others to attend and participate as intended in that context.

Unexpected behaviors:

An array of behaviors that prevent oneself and/or others from fully attending to and participating as intended in that context.

The concept *expected* versus *unexpected* behavior is unique to our Social Thinking Vocabulary.

This is an umbrella term as it represents an ***array of behaviors***.

Children's brains attend to social expectations early in life!

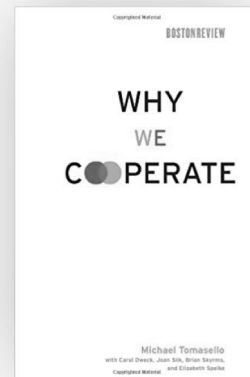
Our brain processes many different social ideas at once.

Babies stare longer at social situations that are unexpected; babies prefer prosocial to anti-social others.

Hamlin JK, Wynn K, Bloom P
Nature. 2007 Nov 22; 450(7169):557-9

Brief summary of research on babies, reviewed in book *Why We Cooperate* (edited by Dr. Tomasello, 2009)

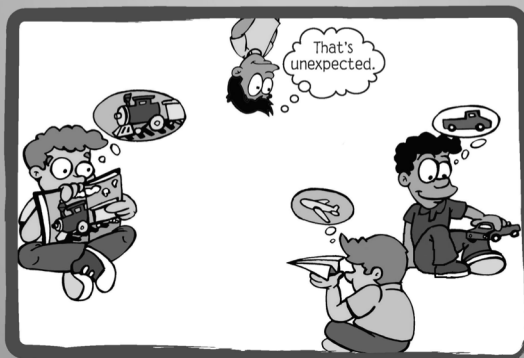
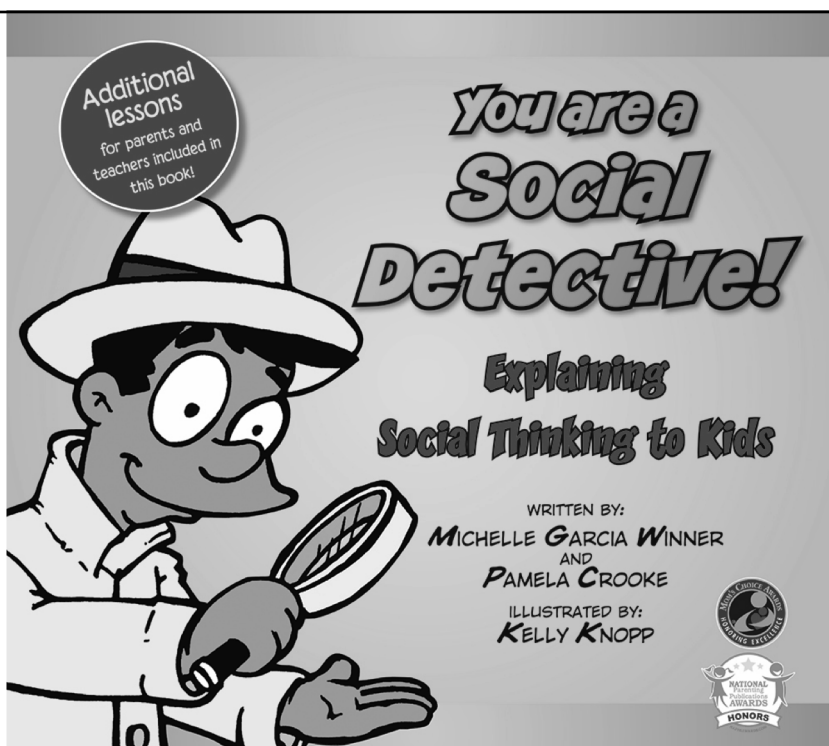
- Babies function in **We Mode** by 14-24 months
- Develop a sense of joint goal and joint purpose
- By 3 years old they monitor:
 - who is following the goal
 - each other's "attention loop"
 - the social norms in new situations and adapt their behavior
 - who is not following the expectations based on the social norms



From my experience, students with social learning challenges who use language tend to more actively give attention to the unexpected behaviors. This exasperates parents and teachers!

How can we help them to actively attend to the expected behaviors?

Make social discovery active rather than passive. Guide children into the role of being a smart social detective!



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.

Lesson 1: Expected and Unexpected Behavior in a Group

Adapted from the *Think Social!!* Curriculum (Winner, 2005)

Critical Vocabulary

Doing what is expected in the group
Doing what is unexpected in the group
"You can change my feelings."

Tools & Materials

Poster of different emotions (optional)
Carpet squares or chairs

What to Do

- Ⓢ Once kids are in a group (on the floor in a circle or at a table), the teacher will perform a series of socially bizarre or "unexpected" behaviors (e.g., lie down on the floor, have your body turned out of the group, stand in the corner while talking, etc.).
- Ⓢ Talk to the students about learning to be part of the group, but act as if you are just teaching them and nothing unexpected is happening.
- Ⓢ Observe their reactions, but just continue and ignore their uncomfortable looks.
- Ⓢ After a few minutes, ask the students if they think anything is wrong or odd about the way you are behaving. Allow them to tell you how they "feel" about you doing these unexpected behaviors.
- Ⓢ On the whiteboard, draw 2 columns and label the one on the left "Expected" Behaviors for the Group (draw a happy face) and the one on the right "Unexpected" Behaviors for the Group (draw a sad face). This usually generates a really interesting discussion!
- Ⓢ Using the students' feedback, write the behaviors on the chart that are unexpected in a classroom, such as lying on the floor, etc.

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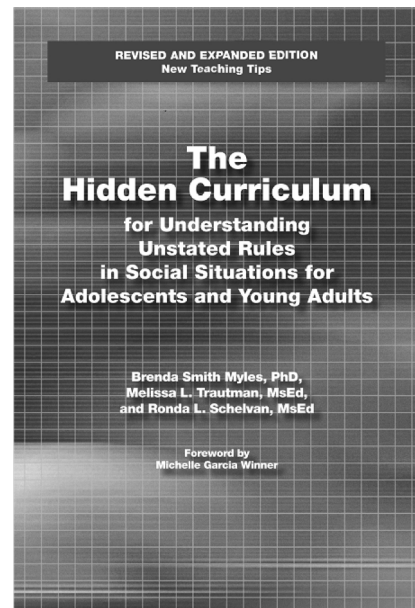
Later,
I'll talk about
the kids who say
"I don't care!"

Theme 4:

Use of other Social Thinking Vocabulary terms to define social norms, also referred to as the *hidden rules* for social expectations.

Brenda Smith Myles and team introduced the term *hidden curriculum* in their book by the same title.

I wrote the forward to this book. I found the concept important but adapted the name of the concept to “hidden rules” or “hidden expectations” since most children don’t use the term “curriculum” in their daily vocabulary.



When figuring out the *hidden rules*, we begin by realizing that every environment (place) has an array of situations...

Within a classroom, there are countless situations, for example:

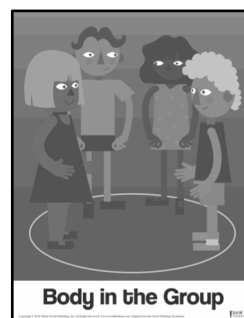
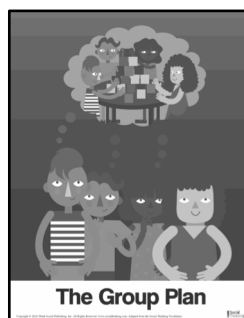
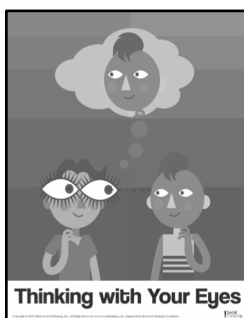
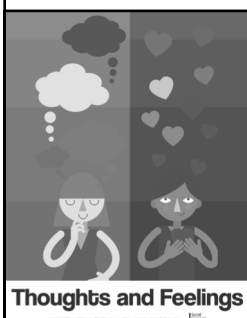
1. Get ready for class to begin
2. Teacher talk time
3. Classroom discussion time
4. Individual work time
5. Group work time
6. Get ready for lunch time
7. Recess, etc.

Consider all the situations for the following places (environments):

- Playground during recess
- Multi-purpose room
- Family den or dining room
- Bedroom
- School library

In summary, the context determines that there are ***hidden rules or expectations*** that lead us to figure out the related ***expected*** and ***unexpected*** behavior.

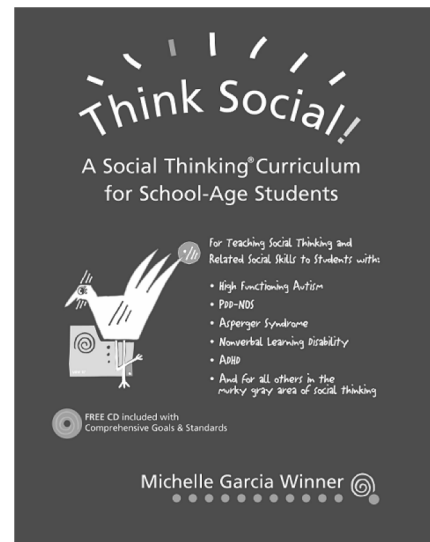
To foster students' attending to expected behavior requires awareness of at least the first five Social Thinking Vocabulary terms we reviewed earlier in this webinar series!







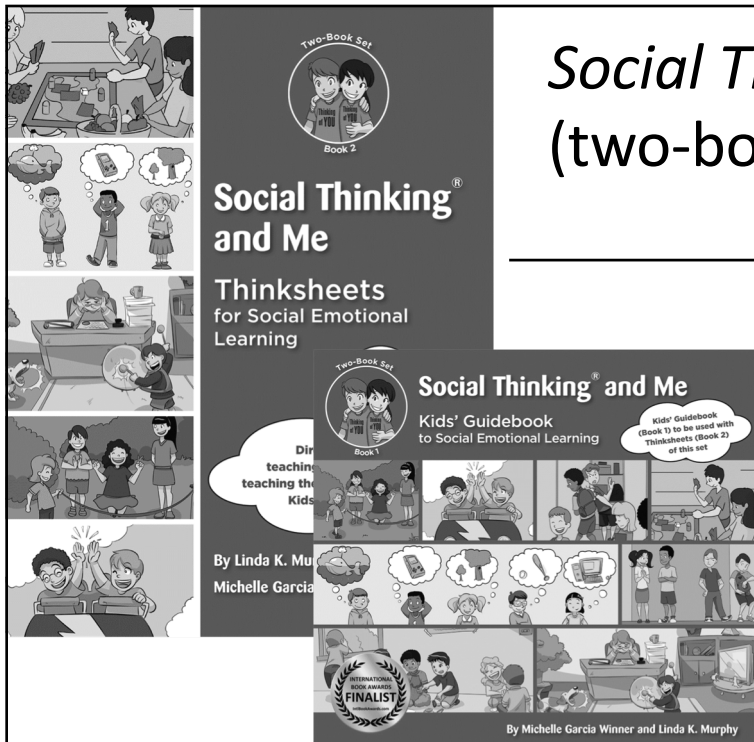
Plus many more concepts not reviewed in this webinar series, such as concepts to teach social language....

- ✓ Add a Thought
- ✓ Ask a Question

All of these Social Thinking Vocabulary terms and many more are taught through the core book *Think Social!*



<p>Lesson 1: Expected and Unexpected Behavior in a Group</p> <hr/> <p> Critical Vocabulary Doing what is expected in the group Doing what is unexpected in the group</p> <p>You can adapt the vocabulary to more explicitly state what behaviors are expected versus unexpected within the group. This informs students that people actually notice other people's behavior and recognize whether they are abiding by the unwritten social rules or hidden rules.</p> <p>How to use this lesson in the classroom:</p> <ol style="list-style-type: none">1. Give the students free time when they first come into your room. Videotape them playing or just existing in this new social thinking group (3-4 minutes).2. Encourage the students to join together in a group:<ul style="list-style-type: none">A. Sit with the students in a circle on a mat on the floor (preferred) but a table is ok. Providing concrete visual cues (such as a small mat to sit on) is useful so each child knows where his body belongs. Use mats even with third and fourth graders!B. You may experience problems when getting students to work and play together. The students may fight about what color or type of mat each of them receives or who sits next to whom. This may lead to a side lesson on "big problem, little problem." You can either interrupt your current lesson plan to do this now or you can plan to do it during another lesson.C. You will also want to work with your group on discovering there are three distinct parts to play. See Lesson 5 on page 47.	<p>3. Observe who is looking like he or she is ready to be part of the group.</p> <p></p> <p>4. You, the teacher, will now perform a series of socially bizarre or unexpected behaviors while you introduce yourself to the group.</p> <p>A. Lie down on the floor, or have your body turned out of the group or played across the worktable.</p> <p>B. Begin to talk to the students about learning how to be part of a group. Talk to them as if nothing unexpected is happening.</p> <p>C. Observe the students' reactions. If they look puzzled or start to ask you what you are doing, just let them continue to ask. Ignore their weird looks.</p> <p></p> <p>5. After a few minutes, ask the students if they think there is anything wrong or odd with the way you are behaving. You are going to encourage them to participate in Step 6, so they can more explicitly state exactly what it is that you were doing right versus wrong.</p> <p>A. Allow the students to tell you how they feel about you doing these unexpected behaviors.</p> <p>B. Encourage them to talk about what you are doing "wrong".</p> <p>C. Verbally praise them for figuring out that this behavior is unexpected and it makes them feel "weird" or "nervous".</p> <p></p>	
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The image shows the cover of the 'Social Thinking and Me' two-book set. The cover is divided into two main sections. The top section, labeled 'Book 1', is titled 'Social Thinking and Me' and 'Thinksheets for Social Emotional Learning'. It features a cartoon illustration of a boy and a girl sitting at a table, with thought bubbles above them. The bottom section, labeled 'Book 2', is titled 'Social Thinking and Me' and 'Kids' Guidebook to Social Emotional Learning'. It features a cartoon illustration of a boy and a girl sitting at a table, with thought bubbles above them. The cover also includes a 'Two-Book Set' logo and a 'Finalist' award seal.

Social Thinking and Me
(two-book set):

- Chapter by chapter thinksheets
- Children's guidebook

CHAPTER 6

*Thinking About The Hidden Rules
and Expected Behavior*




The illustration shows a family of four (a father, a mother, and two children) sitting on a couch. They are all smiling and looking towards the right. Above them are four thought bubbles. The first bubble says 'We're all having such a good time together!'. The second bubble says 'This is the best part...'. The third bubble says 'I love this show!'. The fourth bubble says 'My family is great!'. To the left of the couch is a small table with a cup and a vase with flowers. To the right is a bookshelf.

Wherever we go and in every situation we find ourselves, we use our social detective skills to notice and think about our own behaviors and those of others.

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Social Thinking and Me Chapter 6



KEEP IN MIND:
Expected behavior in one situation may be different than expected behavior in another situation.

Behaviors include our actions, our facial expressions, our words and tone of voice. Our behaviors can be expected or unexpected.

Expected behavior is behavior that most people do in a certain place or certain situation.

Unexpected behavior is the opposite. It's behavior that most people wouldn't do in a situation and isn't expected.

Figuring out the hidden rules helps you know what is expected in any situation!

Very often, no one tells us exactly what the hidden rules (expected behaviors) are. We mostly have to figure this out for ourselves. Sometimes though, when we're younger, adults teach us rules to follow that are another way of helping us learn what's expected and unexpected. One example you've probably heard is that you need to stay quiet when someone else is talking.

Expected and unexpected behaviors are sort of the rules about a situation or place. We say "sort of" because what is expected and unexpected in one situation can be different than what's expected or unexpected in another situation. It's important to keep in mind that expected/unexpected behavior depends on the situation we're in and the people in it.

Chapter 6 Thinking About the Hidden Rules and Expected Behavior

Page 65

In most situations, expected behavior makes other people feel happy, safe, and relaxed. People have good thoughts about others when they have expected behavior and are following the hidden rules. People like being with people who use expected behavior.

Unexpected behavior often makes others feel confused, annoyed, worried, or sad. People have uncomfortable thoughts about others when they have unexpected behavior. People may not want to be with others who use unexpected behavior.



Watching TV at home—unexpected behavior

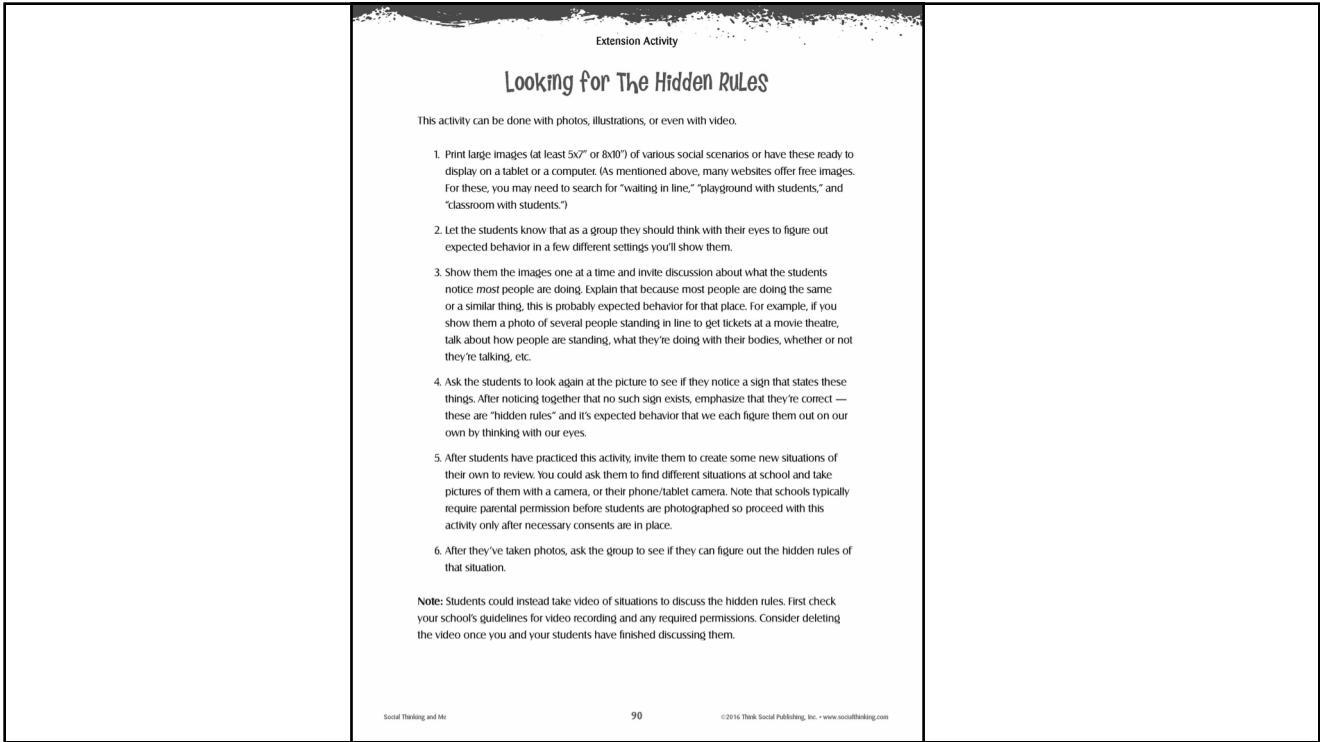
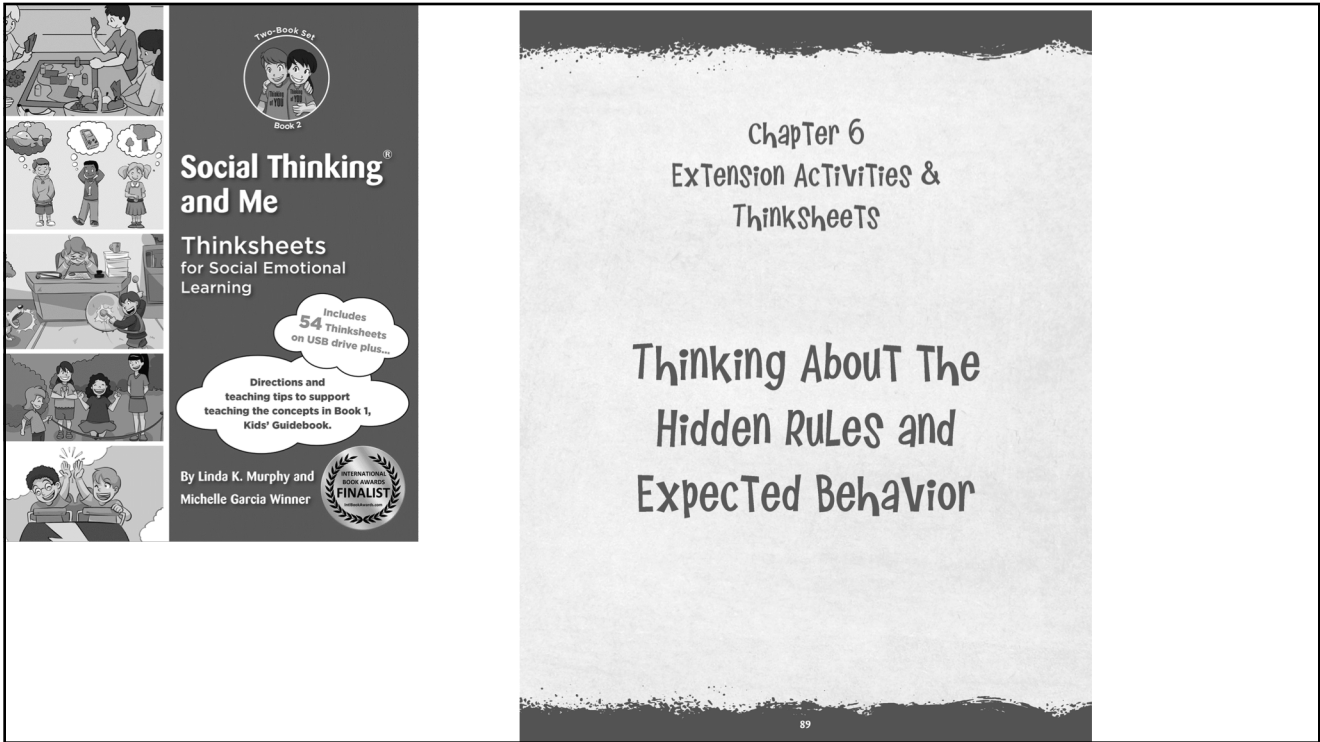


Let's Recap Chapter 6

Thinking About the Hidden Rules and Expected Behavior

- It's important to figure out the hidden rules of any situation. The hidden rules help me to know what behavior is expected of me.
- When I follow the hidden rules, I'm doing what most people expect me to do in that place or situation. When I use expected behavior, most people feel happy and relaxed.
- When I use unexpected behavior in a situation, I'm not following the rules for that situation. Some of these are hidden rules that people are expected to understand. When I use unexpected behavior, people will probably have some not-so-good feelings like annoyed, nervous, confused, or even worried.
- I'll try to remember that it's important to figure out what the expected behavior is and then use it. I can do this by thinking with my eyes or by asking for help.

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Name: _____ Date: _____


Expected and Unexpected Behavior in a Situation

Chapter 6: Thinksheet 1
Page 1 of 2

Expected behavior is behavior that most people do in a certain place or certain situation.

Unexpected behavior is the opposite. It's behavior that most people wouldn't do or shouldn't do in a certain situation.

★ Look at the picture below of people at the movies. There are 7 people who are using unexpected behavior. See how many you can find and then draw a circle around each person. Can you find them all?



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Expected and Unexpected Behavior in a Situation

Chapter 6: Thinksheet 1
Page 2 of 2

★ Now, let's talk more about this situation and expected/unexpected behaviors.

List 3 expected/okay behaviors when at the movies:

1. _____
2. _____
3. _____

List 3 unexpected/not okay behaviors when at the movies:

1. _____
2. _____
3. _____

List 3 (or more) feelings you or others might have when people at the movies show expected behavior:

1. _____
2. _____
3. _____

List 3 (or more) feelings you or others might have when people at the movies show unexpected behavior:

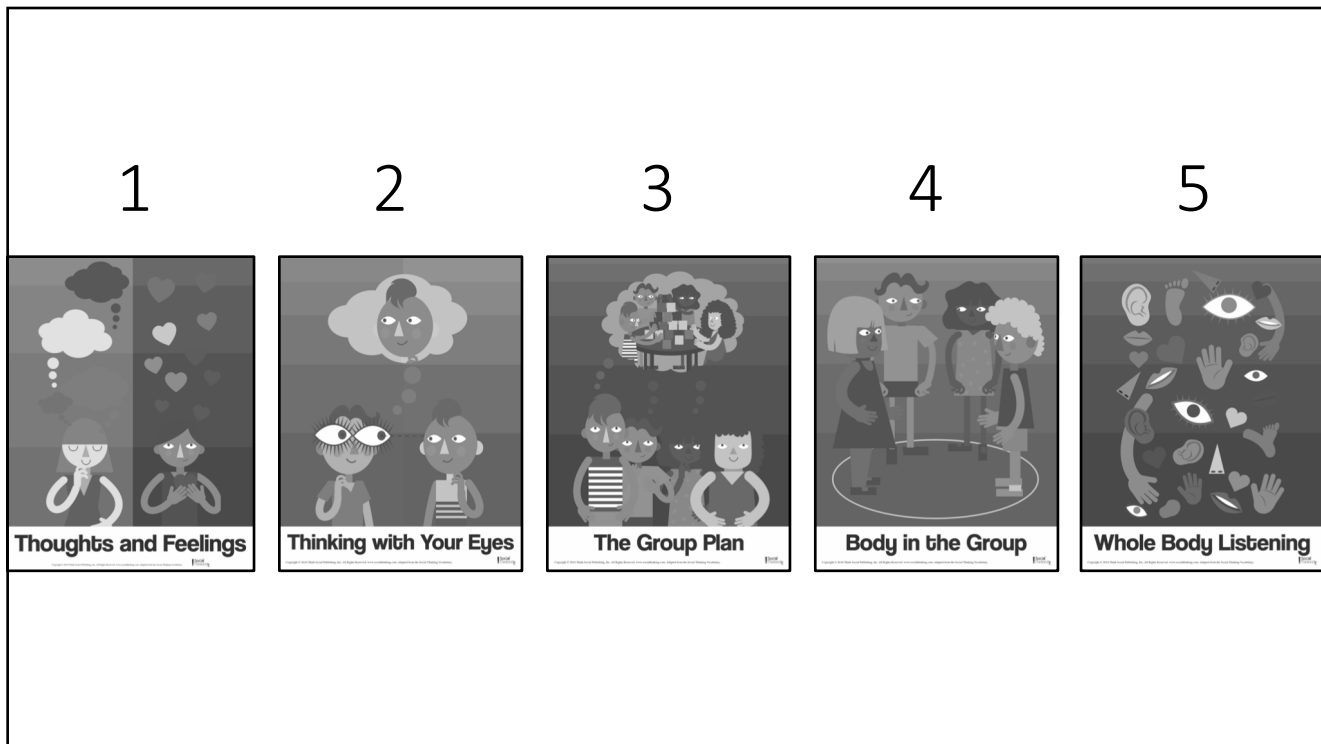
1. _____
2. _____
3. _____

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There are two distinct types of Social Thinking Vocabulary:

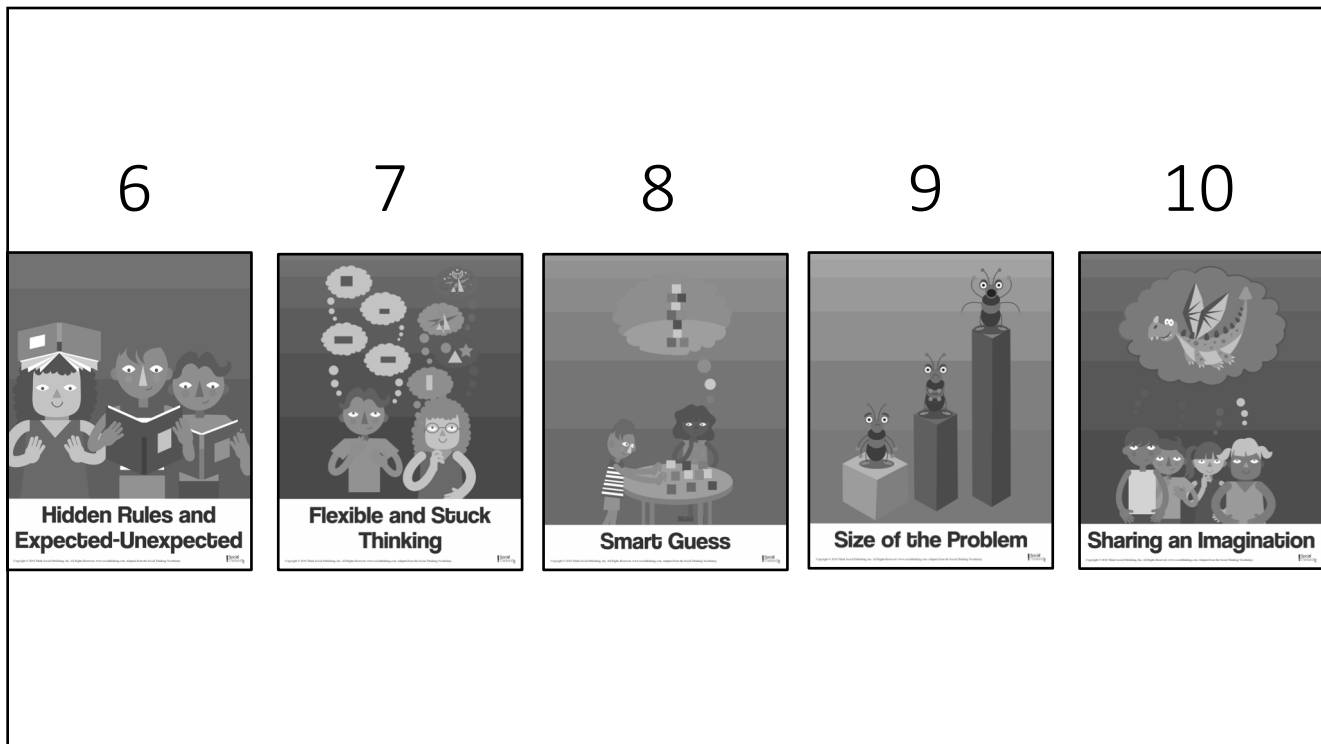
- 1. Vocabulary to encourage learning concepts and behavioral expectations for self and others within all types of social relationships.
- 2. Vocabulary to encourage understanding of how one's brain makes sense of self and others and how to problem solve co-existing or actively relating.

The first five concepts in this webinar series help individuals understand the basics of what goes on in each of our minds and what things we are expected to do when around others, even when we are just sharing space.



The second five concepts take it to the next level. They require individuals to take what they have learned and more actively interpret and problem solve in their brains.

These five concepts involve more active executive functioning.



Analogy: from a social learning perspective:

- The first five concepts reviewed = Basic math
- The second five to be reviewed = Trigonometry
- Meaning, it is important to teach the first five concepts before the second five! Spend ample time teaching and using each concept in real time situations before introducing the next concept.

This is why our early learning curriculum is published in two distinct volumes:

Volume 1



Volume 2





Next it's time to get the ship in tip top shape before they set sail. Evan, Ellie, Jesse and Molly have never cleaned a pirate ship, but they have *done* jobs to help out at home.

Evan and Ellie figure out the hidden rules. They wash the deck and Jesse cleans the parrot cage.

Expected, expected, expected...

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Unexpected! Molly is playing with the pirate kids' toys. She notices everyone else was cleaning the ship, now they've stopped and are looking at her. The kids are frustrated. Molly did not notice the hidden rule! It's unexpected to play when the group plan is to clean the ship. And, they can't look for treasure until the ship is clean.

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Molly thinks about how it would be expected to play with toys when there was more time and other kids were also playing. But it's not time to play. It's time to clean! That means right now it is expected to help clean the ship.

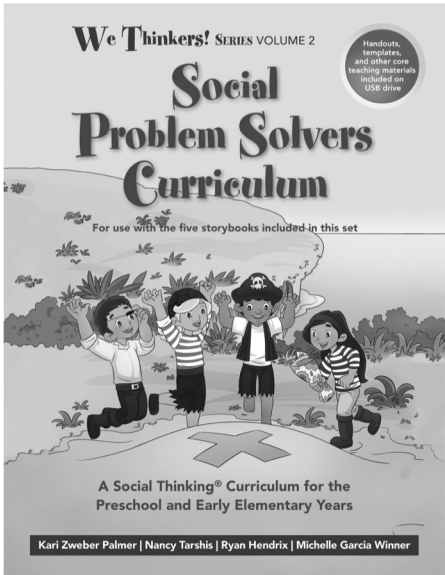
When she does that she is following the hidden rules!

22



Molly changes her plan, puts the toys away, and sweeps up the area she was playing in. That's expected! She helped to change their thoughts and feelings. Now everyone is feeling good.

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We Thinkers! Volume 2: Social Problem Solvers Curriculum

Opening Activity

Read the Storybook

Hidden Rules and Expected and Unexpected Behaviors: Pirate Adventure

Storybook summary

In this story, Evan, Ellie, Jesse and Molly take an adventure on the high seas. They board a pirate ship and learn about the hidden rules of being part of a pirate crew. They explore expected/unexpected behaviors when sailing on the ship and looking for buried treasure. When the kids are following the hidden rules, everyone on the ship feels comfortable and has good thoughts, including the kids!

Prepare materials for teaching within the story


The storybooks are designed to be interactive. Therefore, you will need to create the following materials before reading the story with students.

Create "comfortable" and "uncomfortable" thought bubble props for each person in the group

In Volume 1 of this curriculum you may have created a thought bubble prop. Up until now, we've used a white thought bubble to build awareness of thoughts and thinking. This unit adds another layer to the teaching. Children are now learning that they have different kinds of thoughts: comfortable (green) and uncomfortable (red). In our teaching we will pair comfortable (green) thoughts with expected behaviors and uncomfortable (red) thoughts with unexpected behaviors.

How to make your double sided thought bubble prop:

- Print or cut out the red and green thought bubbles from the Handouts Appendix or the USB drive. (Handouts 6.1 and 6.2). You may choose to copy to heavy cardstock or laminate to make them more durable.
- Affix the green thought bubble to a ruler or stick.
- Affix the red thought bubble to the other side of the ruler or stick.
- Your finished thought bubble will be double sided: green on one side and red on the other.



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PROMPT

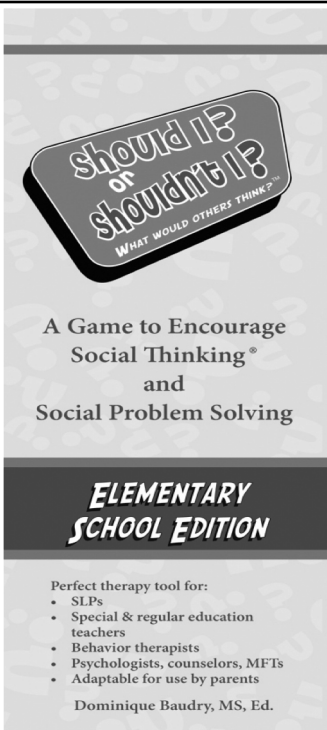
Your teacher has asked everyone to get into groups to work. You wander around over to the window to watch another class playing outside.

PROMPT

Your dad had a big interview at work today. At dinner you ask him how the interview went.

CHALLENGE

Another classmate stands really close to you in line. What do you do?



**should I?
or
shouldn't I?**
WHAT WOULD OTHERS THINK?


A Game to Encourage
Social Thinking®
and
Social Problem Solving

**ELEMENTARY
SCHOOL EDITION**

Perfect therapy tool for:

- SLPs
- Special & regular education teachers
- Behavior therapists
- Psychologists, counselors, MFTs
- Adaptable for use by parents

Dominique Baudry, MS, Ed.



**should I?
or
shouldn't I?**
WHAT WOULD OTHERS THINK?

A Game to Encourage
Social Thinking®
and
Social Problem Solving

**MIDDLE & HIGH
SCHOOL EDITION**

Perfect therapy tool for:

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- Adaptable for use by parents

Dominique Baudry, MS, Ed.

PROMPT

A classmate asks you to text her the answers to a math test. She promises to invite you to her holiday party if you do. You text the answers to her.

CHALLENGE

Name three things you can do during a college entrance interview to make the interviewer have good thoughts about you.

PROMPT

You brought a date to your favorite restaurant. Your date had a salad and you had a steak. When the bill comes, you suggest you each pay half.

Theme 5:

Treatment frameworks provide an overview of the many moving parts involved in the basics of social participation.

For example:
The Social-Emotional Chain Reaction

Social-Emotional Chain Reaction

Situation and people _____

Expected
behaviors

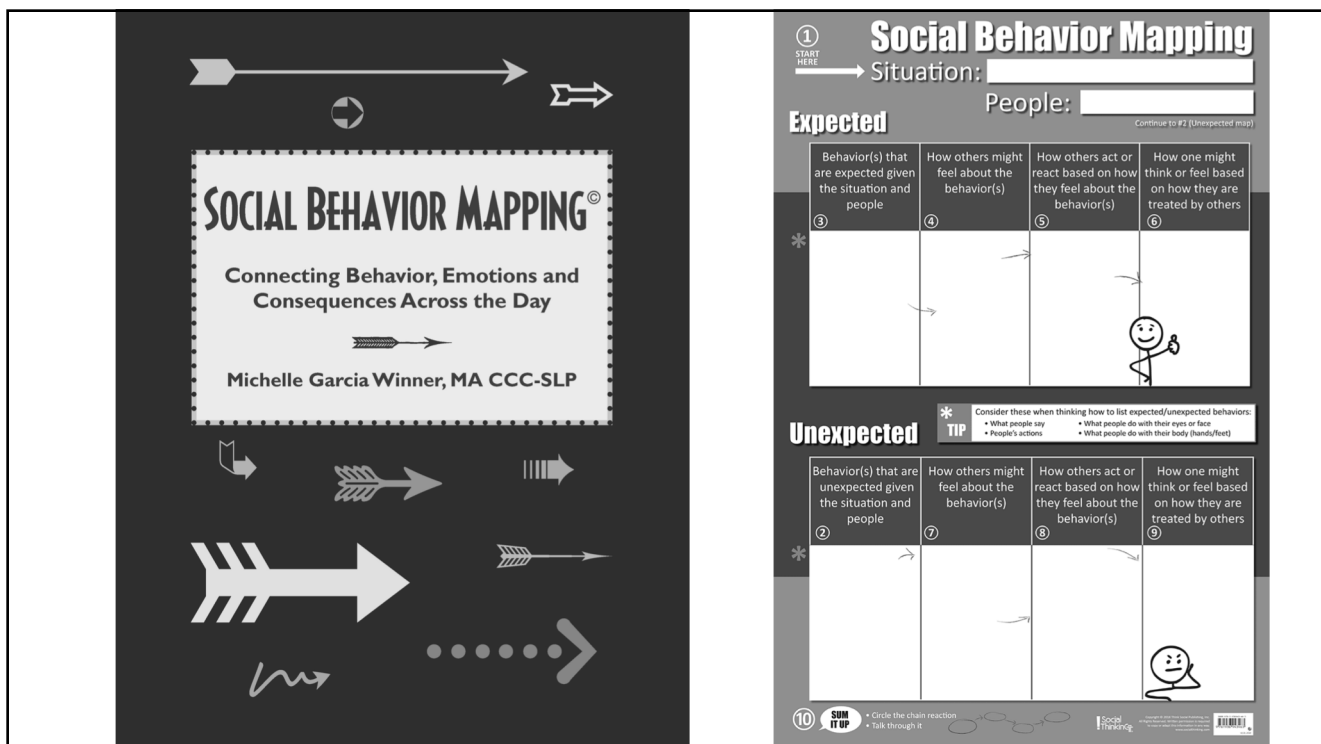


Unexpected
behaviors



- How the doer behaves affects how people feel and think
- Which affects how they react and respond to the doer
- Which affects how the doer feels, thinks, and responds

The treatment tool that actively teaches
the Social-Emotional Chain Reaction
is Social Behavior Mapping.



The image displays the components of the Social Behavior Mapping tool. On the left is a dark grey instruction card with white text and arrows. It reads: "SOCIAL BEHAVIOR MAPPING®", "Connecting Behavior, Emotions and Consequences Across the Day", and "Michelle Garcia Winner, MA CCC-SLP". On the right is a worksheet titled "Social Behavior Mapping". It includes a "START HERE" arrow pointing to a "Situation:" field, followed by a "People:" field. Below this are two main sections: "Expected" and "Unexpected". Each section contains a 4x2 grid of boxes for mapping behaviors and reactions. The "Expected" section includes a cartoon character with a happy face, and the "Unexpected" section includes a cartoon character with a sad face. A "TIP" box at the bottom of the "Unexpected" section provides guidance on how to list behaviors. At the bottom of the worksheet is a "SUM IT UP" section with a "10" icon and instructions to "Circle the chain reaction" and "Talk through it".

SOCIAL BEHAVIOR MAPPING®
Connecting Behavior, Emotions and Consequences Across the Day
Michelle Garcia Winner, MA CCC-SLP

Social Behavior Mapping
① START HERE → Situation: _____
People: _____
Continue to #2 (Unexpected map)

Expected

Behavior(s) that are expected given the situation and people	How others might feel about the behavior(s)	How others act or react based on how they feel about the behavior(s)	How one might think or feel based on how they are treated by others
③	④	⑤	⑥
* [Grid area with a cartoon character]			

Unexpected

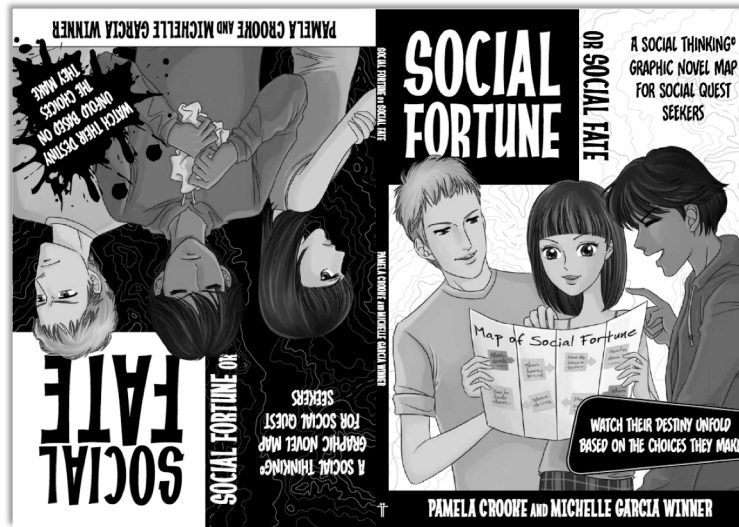
TIP Consider these when thinking how to list expected/unexpected behaviors:
• What people say
• People's actions
• What people do with their eyes or face
• What people do with their body (hands/feet)

Behavior(s) that are unexpected given the situation and people	How others might feel about the behavior(s)	How others act or react based on how they feel about the behavior(s)	How one might think or feel based on how they are treated by others
②	⑦	⑧	⑨
* [Grid area with a cartoon character]			

10 SUM IT UP
• Circle the chain reaction
• Talk through it

Social Thinking

Social Fortune or Social Fate



Social Fortune:
(expected behavior)

Bored Outta
My Brain!



Social Fortune: Bored Outta My Brain! Teaching text

Social Fortune or Social Fate — Pamela Crooke and Michelle Garcia Winner

SOCIAL FORTUNE—Bored Outta My Brain
SOCIAL SITUATION: Being part of the learning group during a boring moment

Expected Behaviors... What you DO in the social situation	How others FEEL about what you did	How others treat you based on their feelings	How you FEEL about how they treated you
<ul style="list-style-type: none"> • Do the Social Fake • Don't let others know you are bored 	<ul style="list-style-type: none"> • Calm • Good 	<ul style="list-style-type: none"> • Teacher may notice you kept eyes/brain in the group 	<ul style="list-style-type: none"> • Neutral • Calm

QUEST TIP:
BORING MOMENTS?
USE THE SOCIAL FAKE.

Let's face it. There are times at school and some moments with people and parents that are just plain boring. That's the way it is. But...how you deal with the boring moment is crucial. Kiko used something called the "Social Fake." It's a strategy lots of us use to keep our eyes and body in the group when it's important to do so. In this case, Kiko was bored and thought about plopping his head down on the desk and taking a little nap. When he was little, he was taught that it was important to always "pay attention." Now that he's older, it's time for him to use the Social Fake. Kiko was able to think about what the teacher was saying but also could check in and out without her knowing and feeling like he was rude.

KIKO'S STRATEGY CODES:

- SF (Social Fake).** Legend has it that humans have done the Social Fake for centuries. We just didn't always have the words to describe this very important strategy. It's simply a way to survive a moment that may be boring by acting like you're attending with your eyes and body. The reality is that your brain may wander for a split second or two but then "check back" with the other person. In that way, you don't seem like you're bored outta your brains, and the other person feels like you're part of the group.
- FOTO (Filter Opinions and Thoughts Often).** Kiko was able to use his brain filter to catch his thought that he was really bored. Thoughts in your head shouldn't always come out of your mouth. You need to know that everyone in the world has thoughts that need to run through their brain filter and get stopped from proceeding to their mouths. It's a part of being a person. This is something that takes a lot of practice.
- TAC (Think About Choices).** Kiko certainly had choices here. He could have plopped down on the desk, pulled out a book from his backpack and read, played with his pencil or just checked out. BUT - he didn't do any of those things. Instead, he thought about his choices and decided to use the Social FAKE. Good Choice.

OPTION: Keep going forward or flip the book upside down and read from the back to see what happens when Kiko makes a different choice. What road would you take in this example?

Fortune/7

Social Fate: (unexpected behavior) Bored Outta My Brain!

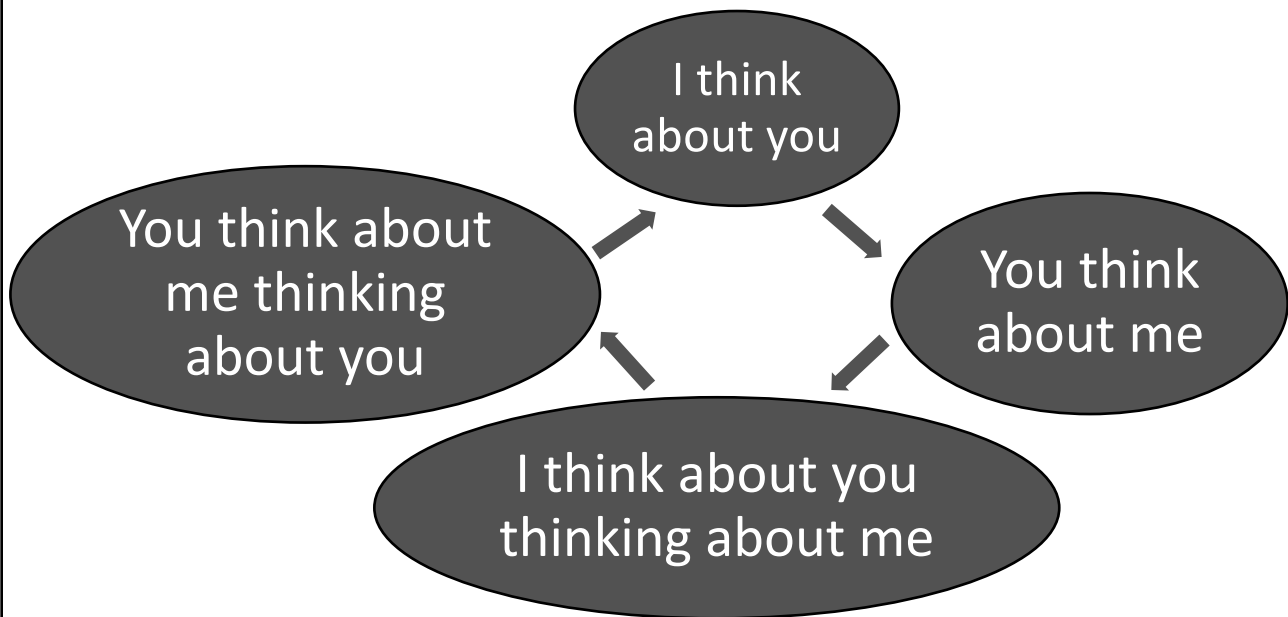
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What about kids who say

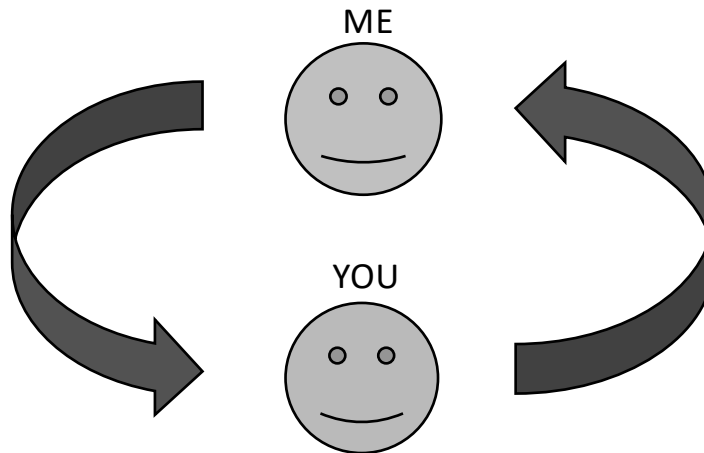
I don't care!
(about what's expected)

There is a perspective taking loop...



Neurotypical students

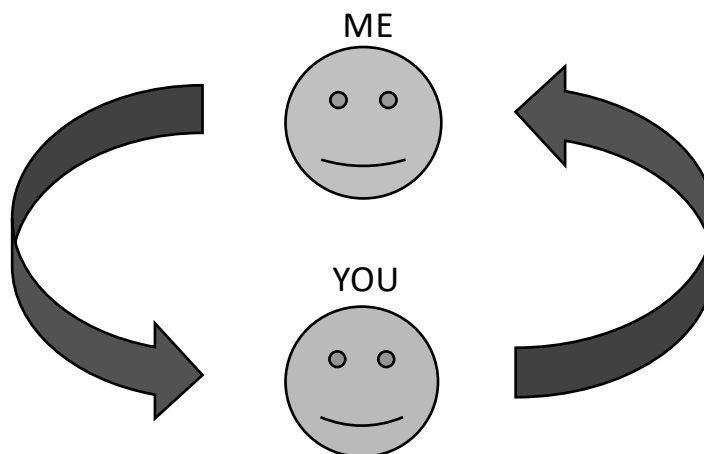
My expectations for you are clear and strong



Your expectations for me are pretty clear; I try to figure them out!

Students with social learning challenges

My expectations for you are clear and strong

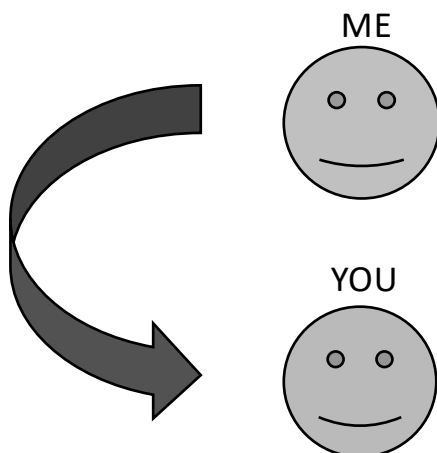


Your expectations for me are not clear or possibly not considered.

Add the perspective taking loop

I think about you and what you are doing and feeling.

I am not as strong at considering the thoughts and feelings people have about me.



Others think about me and what I am doing and feeling.

Use of Social Behavior Maps to discover teens' hidden rules for wearing ear buds.

1 START HERE → **Social Behavior Mapping**

Situation: _____
People: _____
Continue to #2 (Unexpected map)

Expected

③ Behavior(s) that are expected given the situation and people	④ How others might feel about the behavior(s)	⑤ How others act or react based on how they feel about the behavior(s)	⑥ How one might think or feel based on how they are treated by others

Unexpected

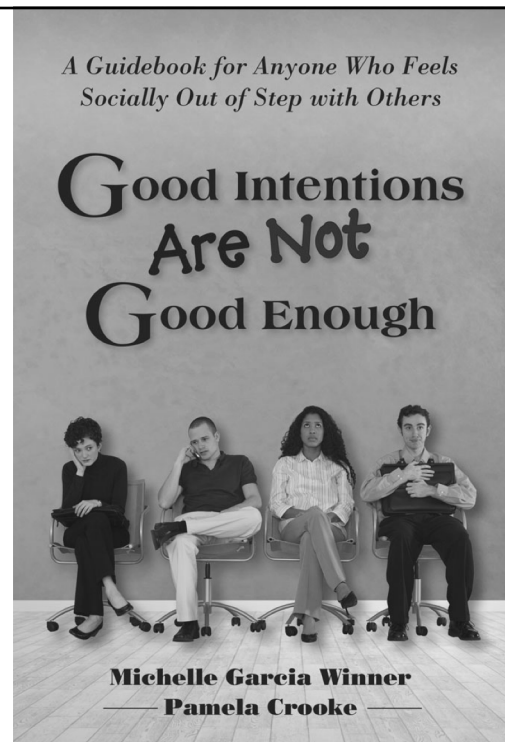
*** TIP** Consider these when thinking how to list expected/unexpected behaviors:
• What people say
• People's actions
• What people do with their eyes or face
• What people do with their body (hands/feet)

② Behavior(s) that are unexpected given the situation and people	⑦ How others might feel about the behavior(s)	⑧ How others act or react based on how they feel about the behavior(s)	⑨ How one might think or feel based on how they are treated by others

10 SUM IT UP
• Circle the chain reaction
• Talk through it

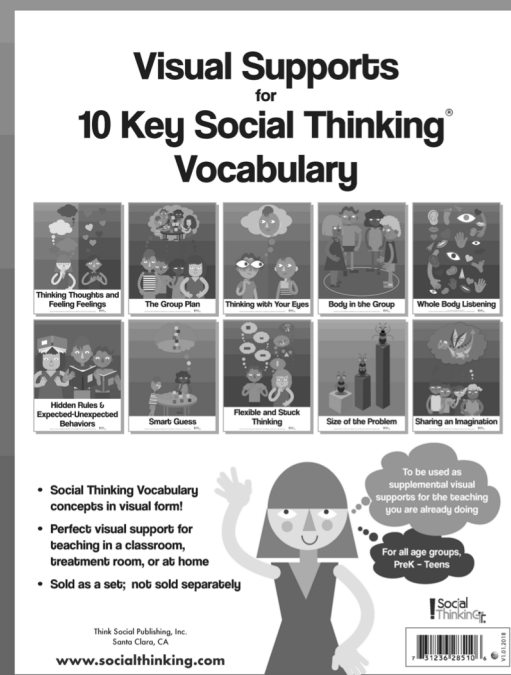
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For adults we also discuss the Social-Emotional Chain Reaction, expected/unexpected behavior, and intention-driven Social Behavior Maps.

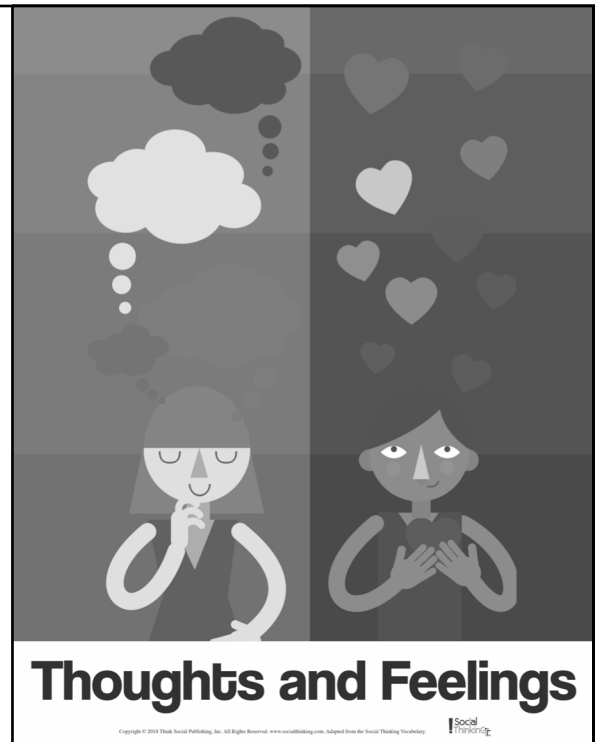


New! Visual Supports for 10 Key Social Thinking Vocabulary (for all ages)

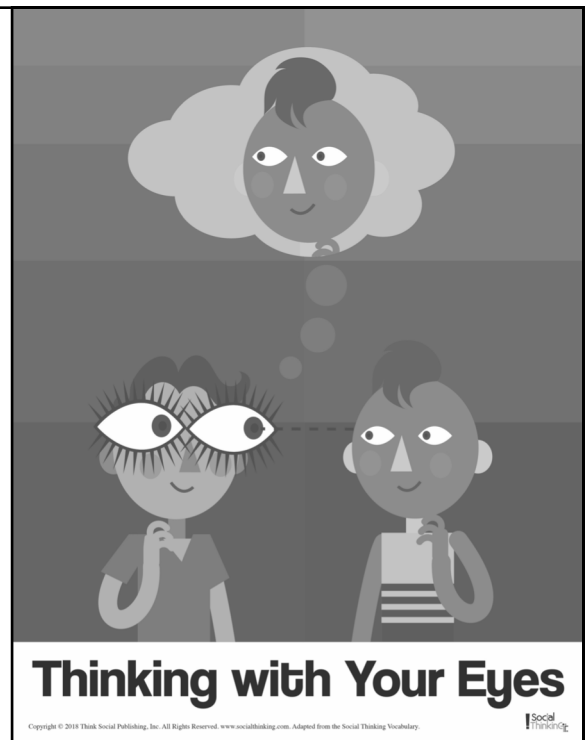
Includes an 11x14" visual support for each of the 10 concepts in this webinar series.



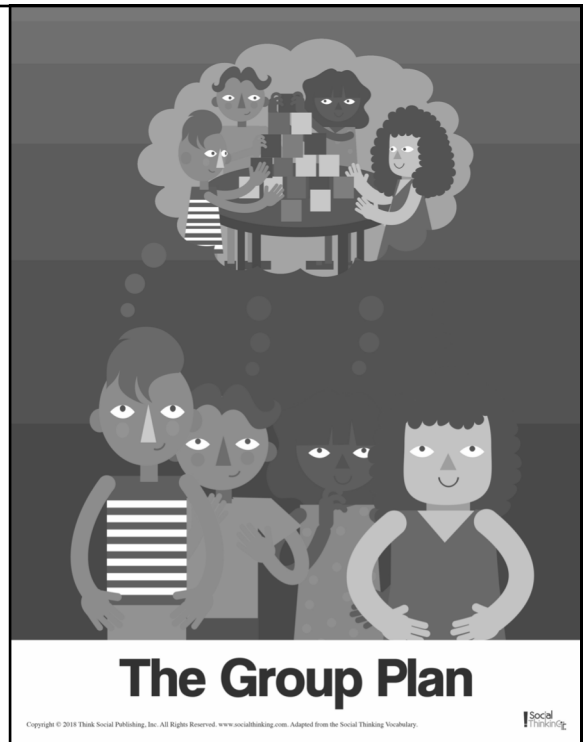
1st webinar topic



2nd webinar topic



3rd webinar topic



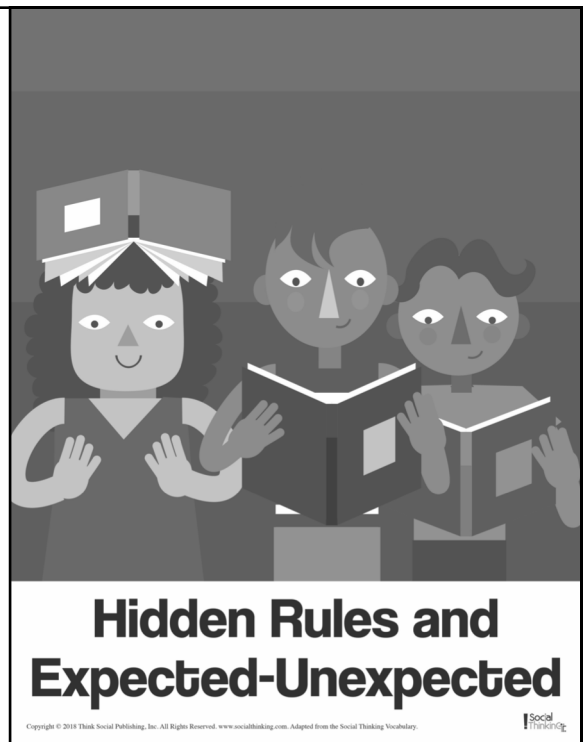
4th webinar topic



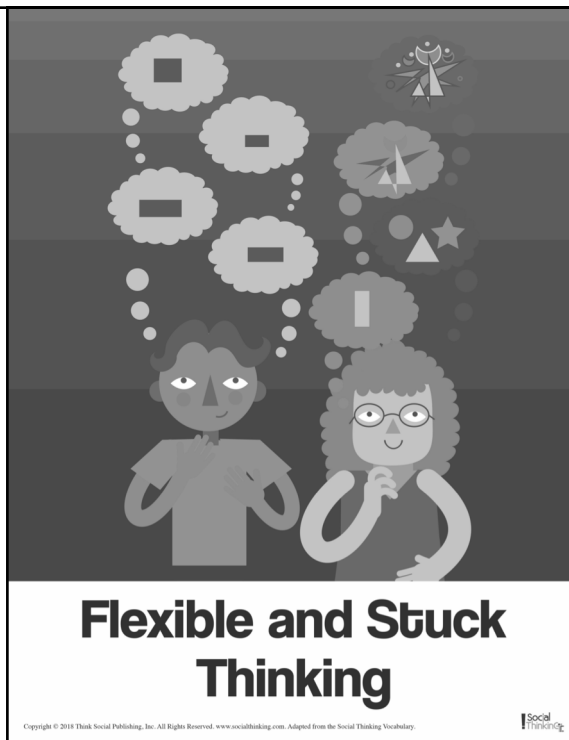
5th webinar topic

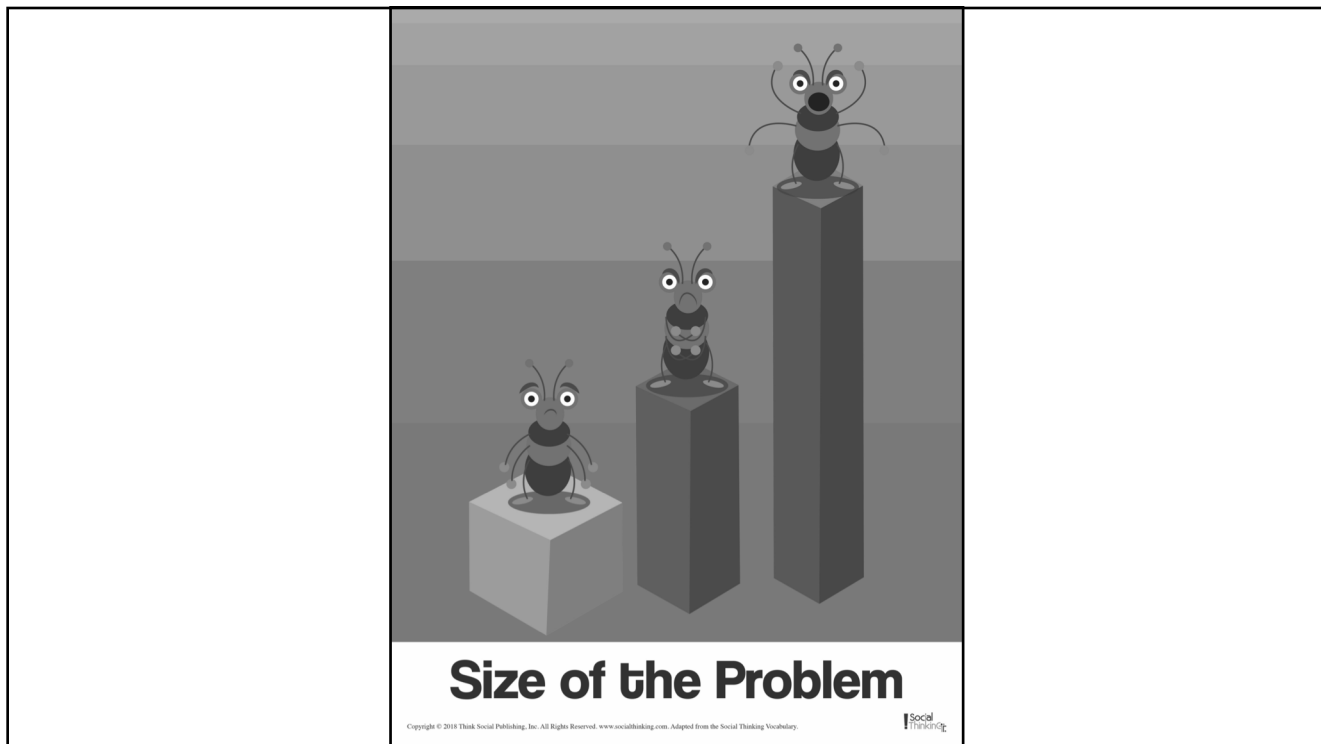


Today's topic



Next topic:
Smart guess vs wacky guess





Learn more with eLearning



There are a few eLearning modules that explore teaching the concept *expected and unexpected* further...

Series: Superflex & Social Detective – A Might Duo!
Best Teaching Practices

·
Exploring Treatment for Social Anxiety

Register for the series' next webinar

Register now for the seventh webinar in the series and get strategies to help kids make *smart guesses* while problem solving.

www.socialthinking.com/smart-guess



Teaching Social Competencies—More Than Social Skills
