Teaching Social Competencies: It's More Than Teaching Social Skills

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Autism ONTARIO
see the potential voir le potentiel

Social Thinking®

Treatment designed for use with students whose language and academic learning skills are within near normal to gifted range.

We are using language to explain the social learning process, helping individuals improve their social competencies.

We are not simply a social skills approach!

Our Work Provides Strategies to Many People with:

- ASD levels 1, 2 and 3
- Asperger's Syndrome/PDD-NOS
- Semantic Pragmatic Disorder
- Nonverbal Learning Disorder (NLD)
- Hyperlexia
- Prader-Willi Syndrome
- Tourette Syndrome…
- Fragile X….
- ADHD
- OCD?
- Where does Bipolar fit in?

What is Social Thinking?

The ability to consider the situation and your own and others' thoughts, emotions, beliefs, intentions, knowledge, etc. to help interpret and respond to the information in your mind and possibly through your social behavioral interactions.

What are considered good social skills?

The ability to consider your social thinking and then adapt your behavior effectively based on the situation and what you know about the people in the situation for them to react and respond to you in the manner you had hoped.

Why do we use social skills?

To impact how we make people feel which then impacts how they feel about us.

There is a deep connection between social thinking, social skills and many aspects of the academic curriculum.

Consider the following as requiring “point of view” and “narrative language”, concepts addressed in academic standards world wide.

Best Wishes Suzanne
Under Neat that
We will Miss you

As we explore individual learning strengths and weaknesses we need to avoid assumptions based on a person’s IQ and language abilities.

Our teaching process fosters growth in many aspects of social learning about one's own and others':

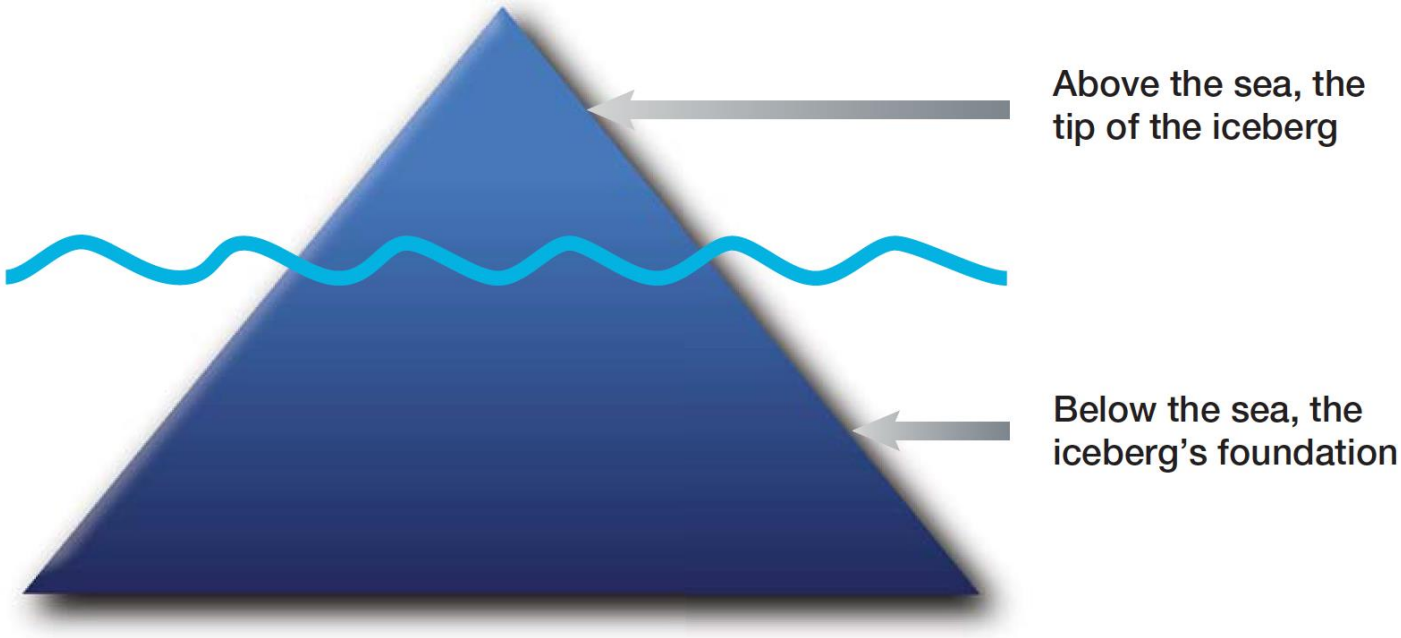
- Social attention
- Social interpretation
- Social problem solving and related decision making
- Social responses

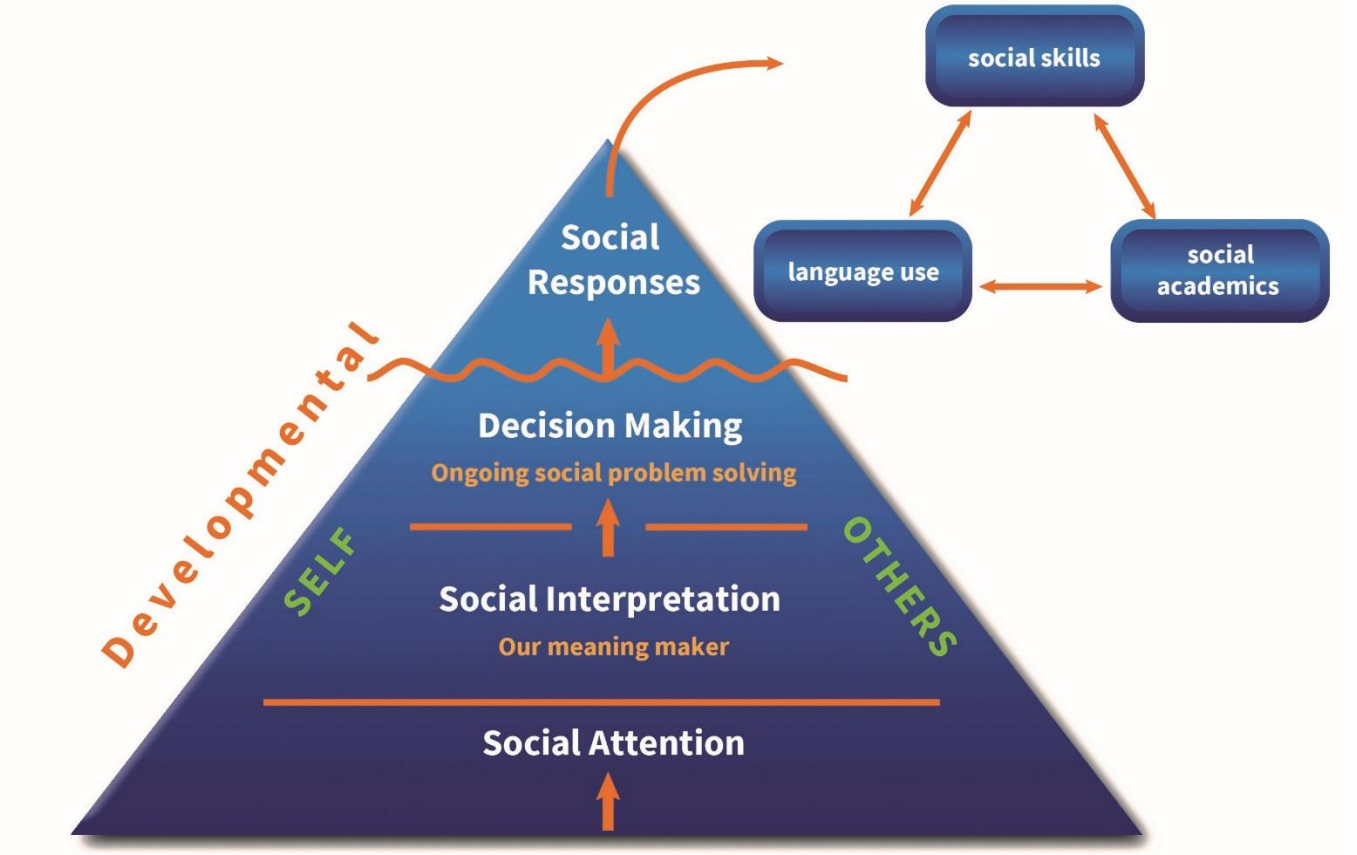
Watch this you tube clip from Ameriquest mortgage:

First you must attend, interpret multiple perspectives, and problem solve what's happening in order to join in the humorous response expected from this clip.

This is explained through
Social Thinking's
Social Competency Model

Using an iceberg analogy. We easily only see the top of the iceberg.





Social Thinking® Treatment Methodology
Vocabulary, Frameworks, Strategies and Concepts

We are focused on teaching Social Thinking frameworks and strategies in order to help individuals:

1. Socially attend
2. Interpret (make meaning of self and others)
3. Problem solve to make decisions
4. Create social responses

There are many types of social responses:

- Language
- Social skills
- Reading comprehension of literature
- Explaining oneself using narrative language
- Group work
- Classroom management
- Written expression, etc…

This social learning process also encourages the development of:

- Social awareness
- Social interpretation
- Social self-awareness
- Self-monitoring of self and others

Social Thinking focuses on teaching frameworks to help us all organize the social experience.

We also provide a lot of strategies.

Our teaching frameworks provide an overview of the many moving parts involved in social interpretations and responses.

For example:

The Four Steps of Face-to-Face Communication

4 Steps of Face-to-Face Communication

1. **Thinking** about where we are and who I 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.

We also define our teaching strategies with language which is part of our

Social Thinking Vocabulary

We use this same vocabulary across different age groups.

Language helps to drive social attention to those who may not be as socially alert!

Here are a few of our many different treatment strategies….

We actively teach how to make sense of our student’s social attention, social thinking and and social skills with informal assessment tasks.

We have created strategies that connect to all the treatment frameworks.

We teach,

Think with your eyes and/or

Listen with your eyes

instead of “Eye-Contact”

Think with your eyes is a dynamic process….

“Eye-contact” is static and makes an assumption our students know what they are looking at!

Our language use impacts how our students learn!

Avoid assumptions that our students have already figured this all out!

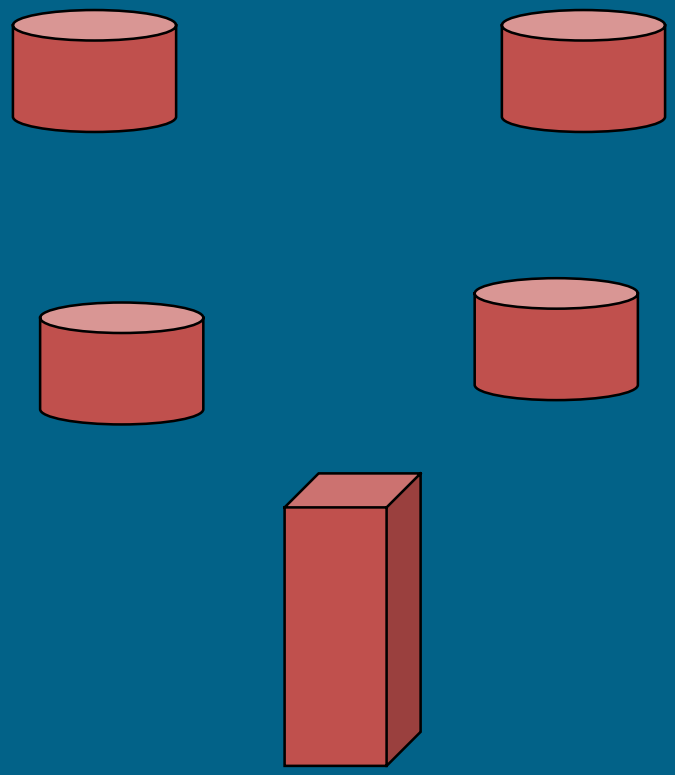
Quote from 43 yr old male client

“Observing the social interactions of others is very helpful to me as I formulate how to interact myself. As I learn not everyone walks with their head down avoiding eye contact all of the time. As I learn when and how to smile. As I study what makes a stranger seem approachable. In short, you have to know the rules of the game in order to play the game.”

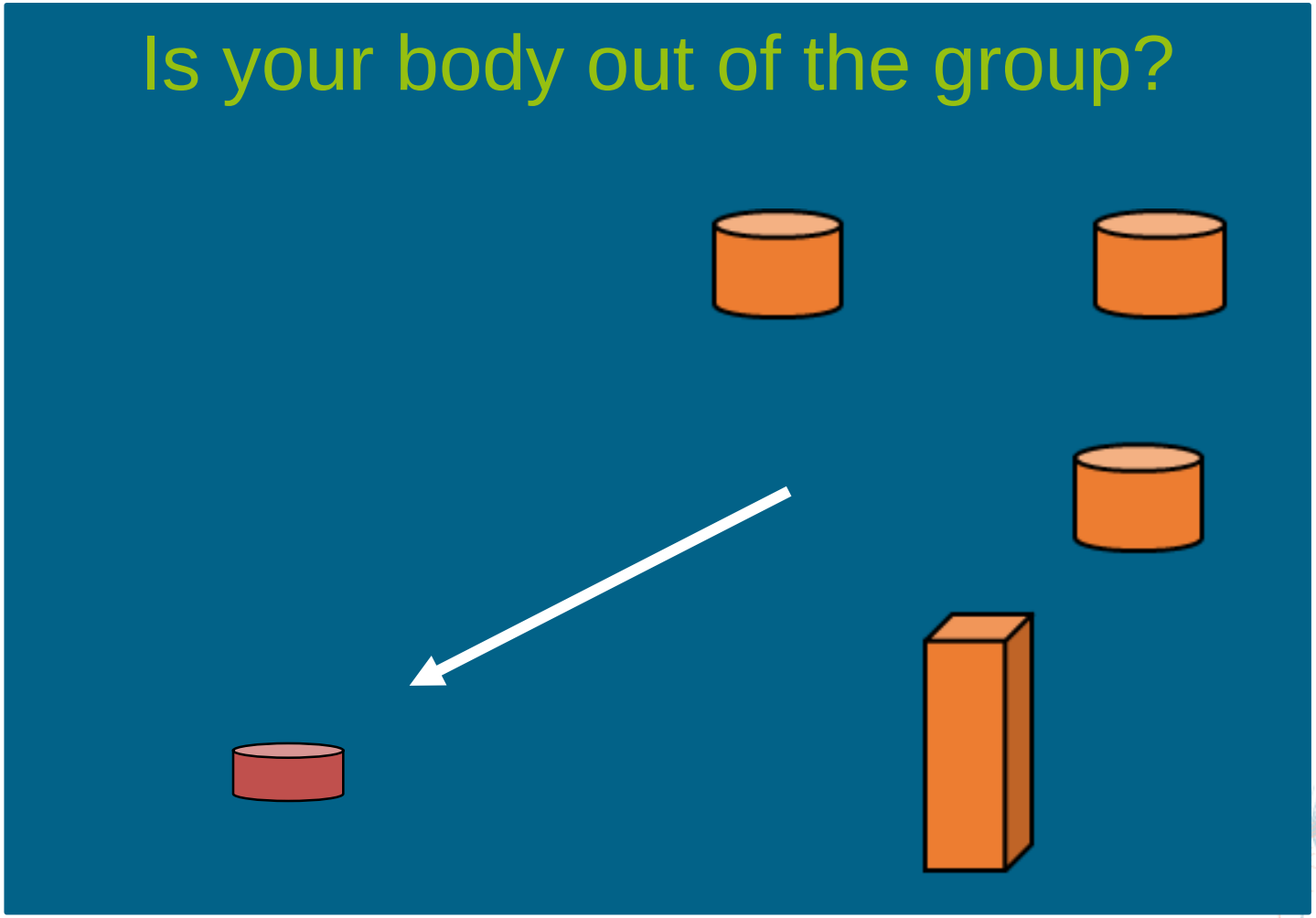
We work to help teach the implicit demands of the social world, explicitly.

Lesson on physical presence:

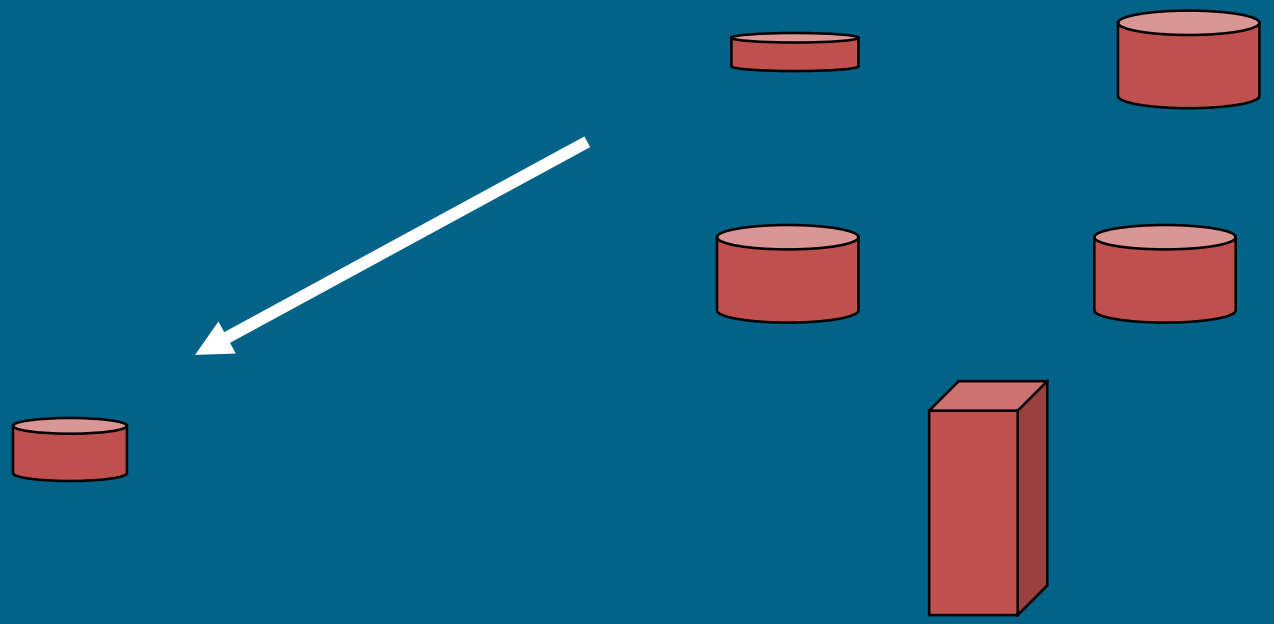
Is your body in the group?



Is your body out of the group?



Is your brain IN the group? Or OUT of the group?



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Brief Report: Measuring the Effectiveness of Teaching Social Thinking to Children with Asperger Syndrome (AS) and High Functioning Autism (HFA).
Journal of Autism and Developmental Disorders, (38) 3.

Over the last 20 plus years we have created many treatment frameworks, strategies and assessment tasks for use with students of all ages, from four-years-old and through adulthood.

We have also developed a system for exploring the different types of treatment needs of our clients based on the level of their social mind.

Social Thinking's

Social Communication Profile

Given our global reach, we are about to launch eLearning from our website: www.socialthinking.com

Please join our newsletter to learn more about the many training modules we will provide. We hope to begin sharing this information by early 2018.

Social Thinking®

Social Learning for a Lifetime of Well-Being

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