



Social Thinking:

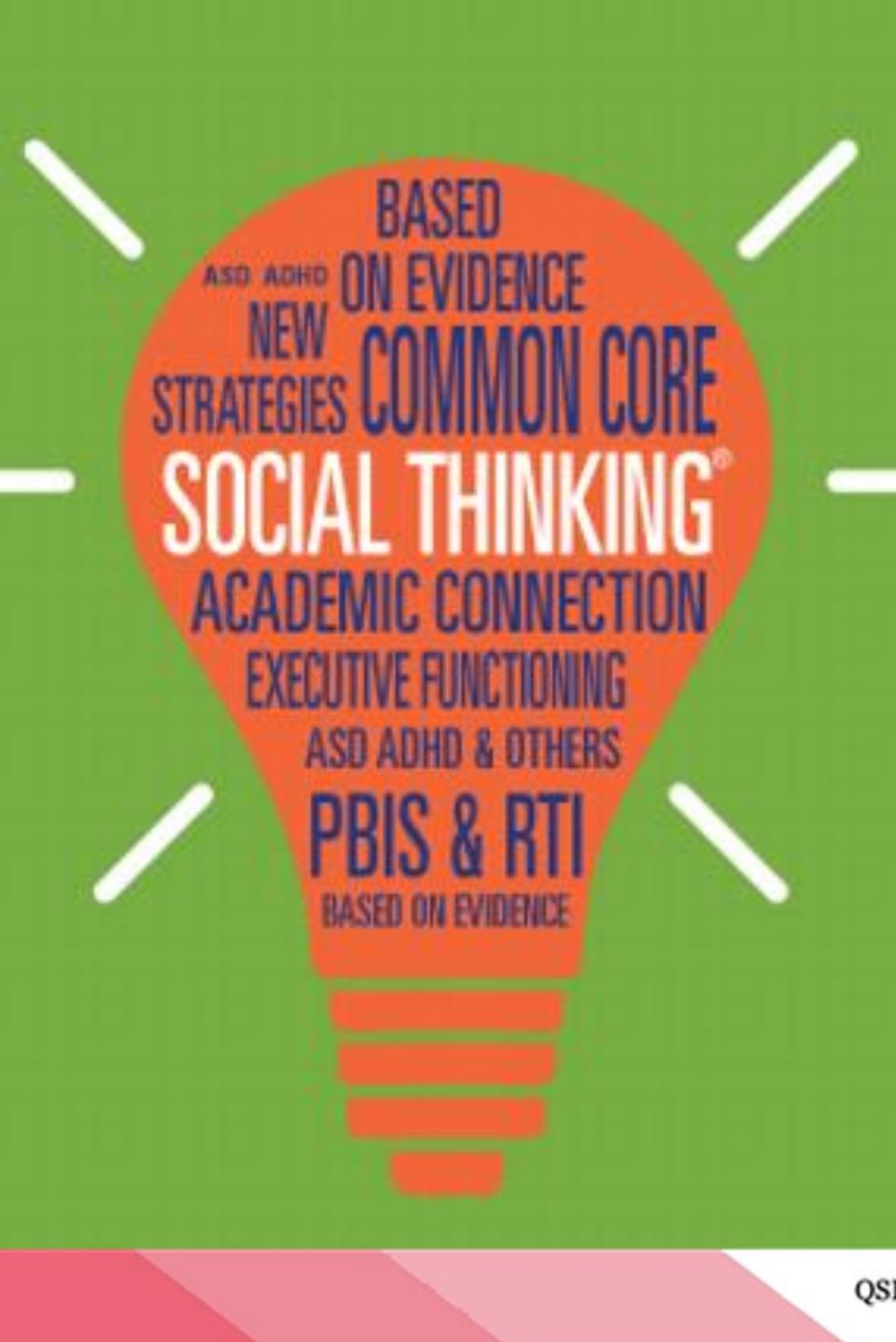
How we interpret the world around us

* MATERIAL ADAPTED FROM SOCIAL THINKING, MICHELLE GARCIA WINNER

PRESENTED BY :

DANIELLE ORGAN QSI LEARNING SUPPORT COORDINATOR

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What is Social Thinking?

The social mind helps us to:

- actively listen
- infer
- get the gist
- engage in deeper critical thinking
- initiate communication
- produce narrative language
- engage in personal problem solving

Why teach Social Thinking?



Think in social situations.



Observe, think and make
connections.



Social “thinking” before
social skills.

Social Thinking



1. How the social world works



2. How to work in the social world

Moving from Abstract to Explicit

Typical Classroom Language



Social Thinking Language

- ❖ Think with your eyes
- ❖ What was unexpected about that?
- ❖ Keep your brain in the group
- ❖ Listen with your whole body

- *Words drive thinking. Thinking creates meaning.*

Social Thinking Website

Thoughts and Feelings	The Group Plan	Thinking With Your Eyes	Body in the Group
Whole Body Listening	Hidden Rules : Expected and Unexpected Behaviors	Smart Guess	Flexible and Stuck Thinking
Size of the Problem		Sharing an Imagination	



Social Thinking

Concept #1:

Thinking Thoughts
and
Feeling Feelings



Encourage students to be social detectives!

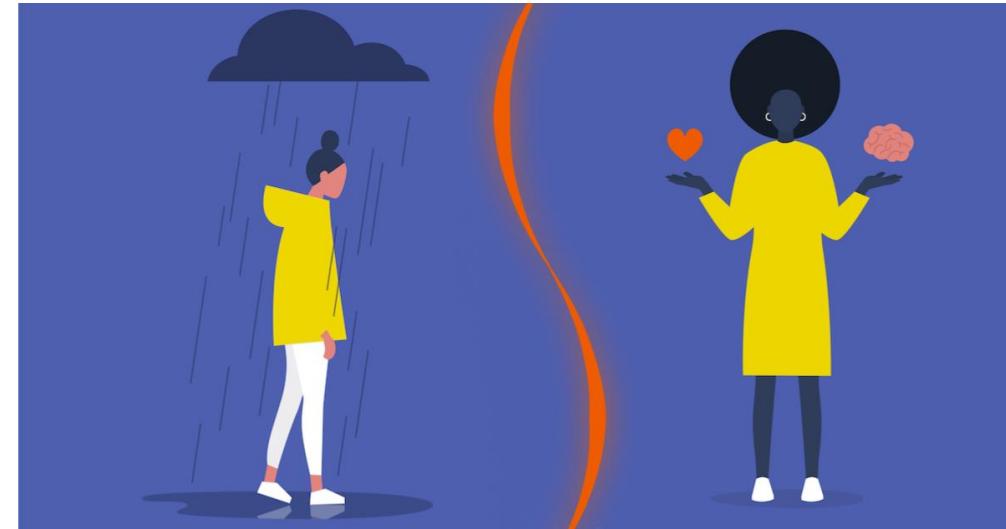


- **What thoughts and feelings do students have within themselves and about others?**
- **How might they be different from others?**

Social Emotional Chain Reaction



- I think, feel react and respond
- I do something expected or unexpected.
- Others have thoughts and feelings about my behavior.
- Others respond based on how they feel or think.



Social Behavior Mapping

Social Behavior Mapping with Movies

<u>Movie:</u> _____	<u>Clip:</u> _____
<u>Expected or Unexpected Behaviors</u>	<u>I was thinking</u> 
<u>I was feeling</u> 	<u>I was saying</u> 

Social Behavior Mapping

Situation: Listening to the teacher talk

Expected

My behavior that is expected in the situation	Others' feelings about my behavior(s)	How others treat me based on how they feel about my behavior(s)	How I feel based on how I am treated in the situation
Quiet voice Eyes focused and thinking about the teacher Looking like I am thinking about what the teacher is saying Hands touching only the materials on my desk	Calm Pleased Happy	Calm face Calm voice Relaxed body	Calm Relaxed

Unexpected

My behavior that is unexpected in the situation	Others' feelings about my behavior(s)	How others treat me based on how they feel about my behavior(s)	How I feel based on how I am treated in the situation
Telling the teacher about what I did last night Reading a book I brought from home Kicking the chair in front of me Looking at objects or people around the room or staring out the window	Stressed Frustrated	Unhappy face Her eyes look right at me Unhappy sounding voice	Stressed Frustrated Angry

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Michelle Garcia Winner - Social Behavior Mapping

What makes you say that?

What Makes You Say That?



What's going on?



What do see, hear or read that makes you say that?

purpose

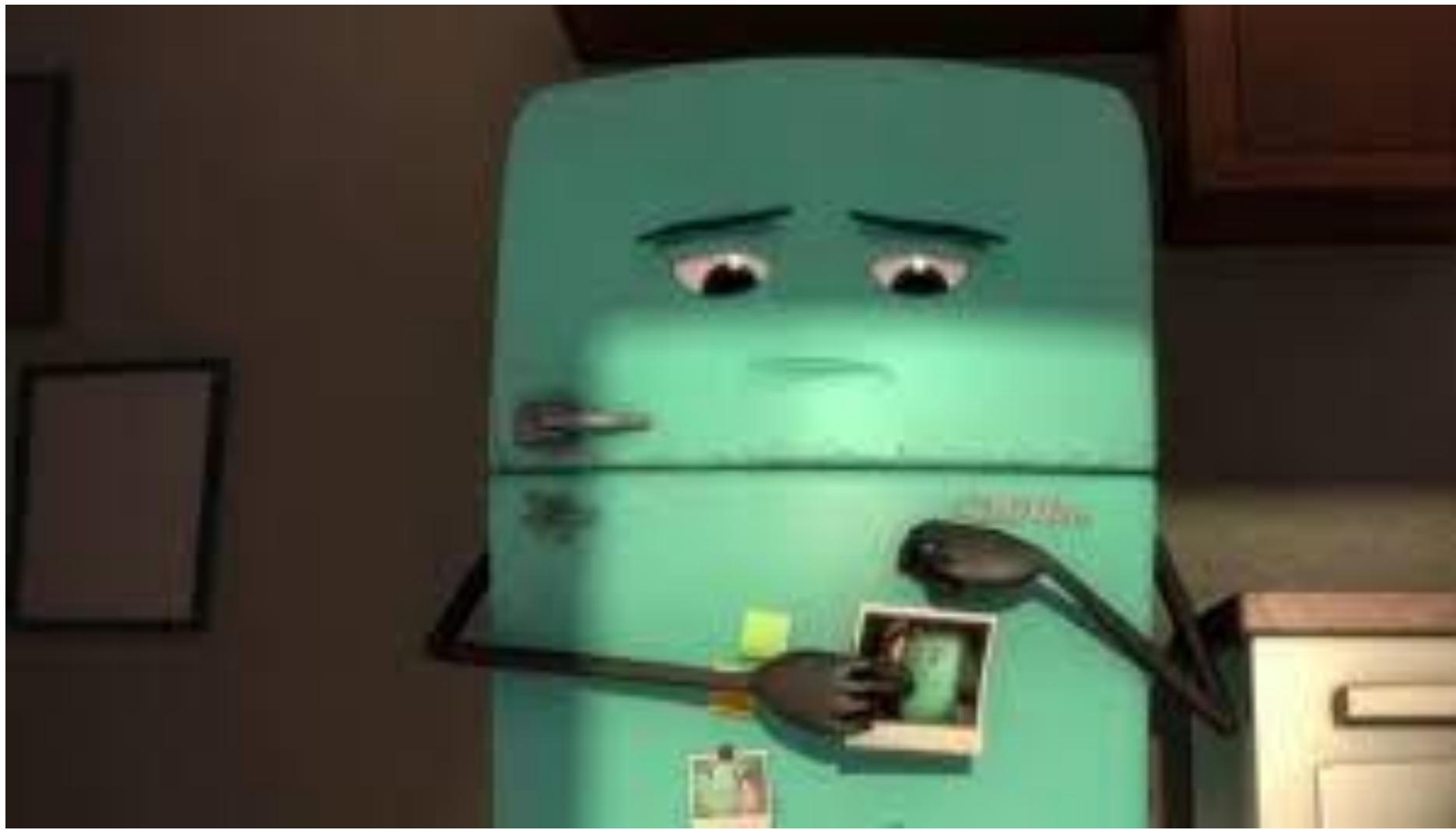
This routine helps learners identify the basis for their thinking by asking them to elaborate on the thinking that lies behind their responses. This routine when used regularly helps foster evidential reasoning.

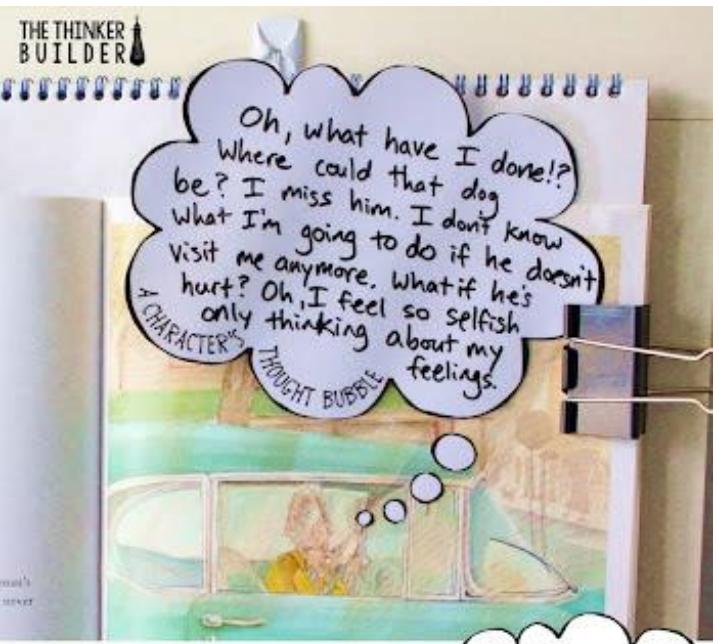
Digging Deeper Into Ideas

- Asks learners to share interpretations backed with evidence so that others have an opportunity to consider multiple viewpoints and perspectives on a topic.

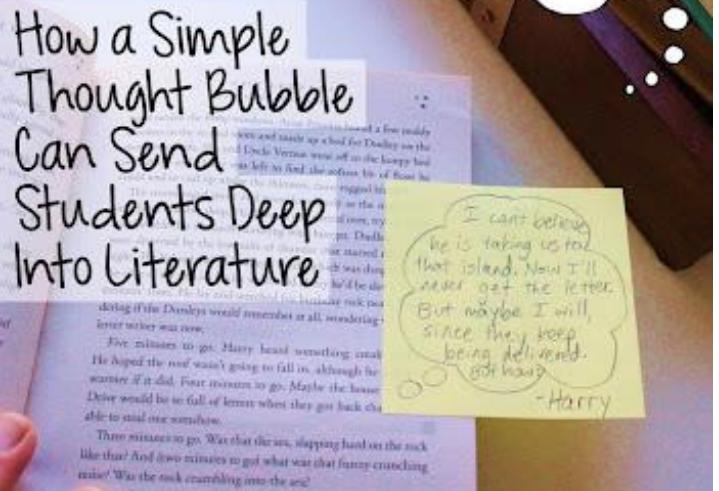
- Asks students to consider what they notice or drew upon based on previous experiences or contextual evidence.

Runaway – A Short Animation





The Incredible... Thought Bubble



Things I Like to Think About...



Social Thinking

Concept #2:

The Group Plan



- Helps children know what is expected, and what they think about and do when they are part of a group.
- Reminds children that the group plan helps us think about each other and this makes everyone feel calm and comfortable.
- In contrast, when people are following their own plan, others can have uncomfortable thoughts and feelings.
- Students need to become aware that they are part of a group and that the group has a plan.
- The role of the adult is to label and identify the group plan and to contrast that with following one's own plan.

Following the “Group Plan”:

- “When children know the plan, they can think about what is expected”.



Now THIS is a group plan!



Activities for home and school

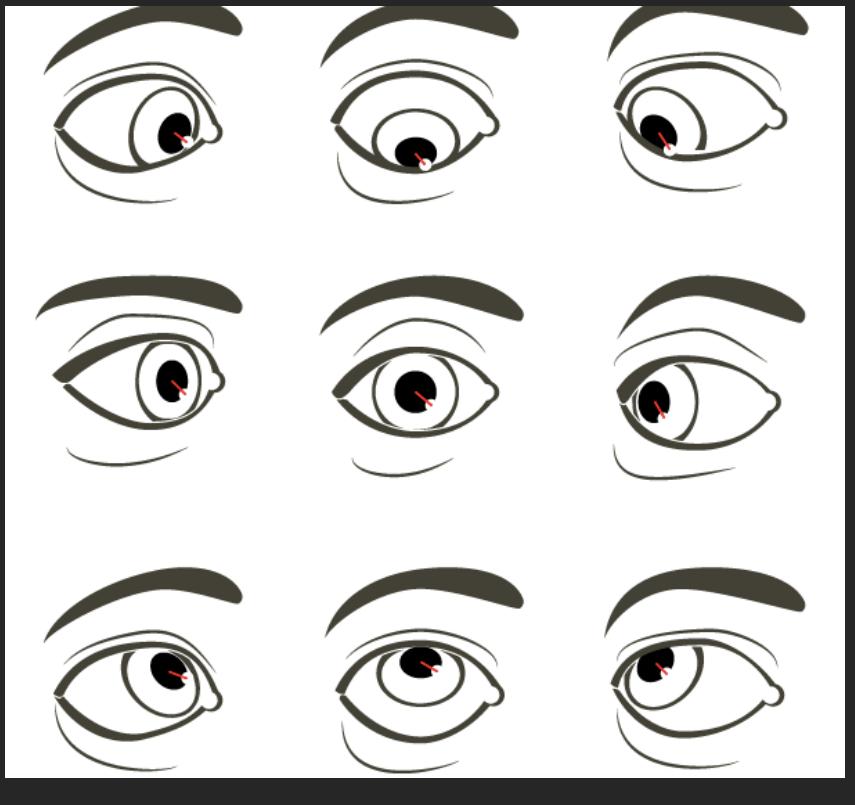


- Anytime we do something together we are following a group plan. Reinforce the idea that children follow a plan when they are at home too, not just at school.
- At home a group plan might include cooking and eating dinner, folding laundry, raking leaves in the yard, going on a bicycle ride, or going to the grocery store.
- Group plans may differ in different settings. For example, following class expecte

Social Thinking

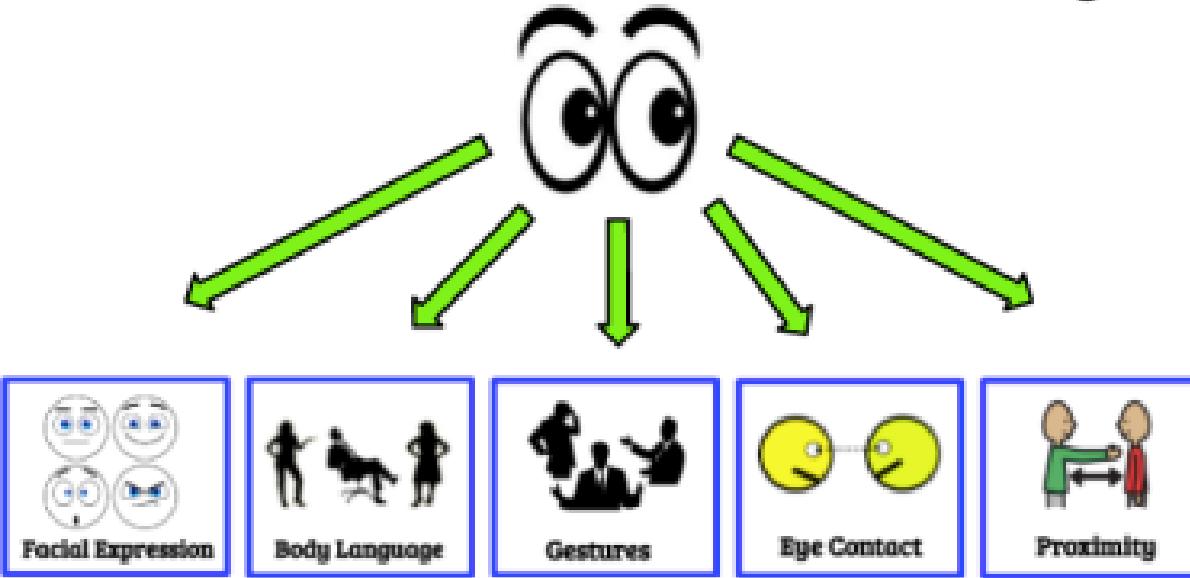
Concept #3:

Thinking with your eyes



- *We use our eyes to show others*
- *We look at people*
- *We use our eyes to gather information*
- *People's eyes can tell you what they are thinking about.*

Think With Your Eyes



Identify nonverbal communication signals to make Smart Guesses about what they are thinking.

Direct attention to *important information in context*.

Explore and provide more information about what *characters are thinking*.

Provide an opportunity to practice self-talk by exploring what *characters could be saying to themselves*.

Explore and provide more information about how *characters are thinking and feeling*.

Provide an opportunity to practice self-talk by exploring what *characters could be saying to themselves*.

Using books to explore thinking with your eyes!



Wacky Wednesday by
Theo. LeSieg



Image from Ada Twist
Scientist by Andrea Beatty



Image from The Three Little
Pigs by Parragon Books



Let your
eyes do
the

People's eyes can tell you what they are thinking about.

- What people look at is what they are thinking about.
- Watching people's eyes will help you predict what they are going to do next.

Social Thinking Concept #4



Body in the Group

Group expectations

It is expected to participate in group. This means your body is in the group and your brain is in the group.



Everyone's bodies are facing each other. All the students are talking and thinking about the same thing.

**It is unexpected if you do not participate in the group.
That means your body is out of the group or your brain is
not in the group.**



A worksheet titled "I Like to Work With..." with the following questions:

1. Name _____ Date _____
2. Who?
3. How?
4. Where?
5. When?
6. Why?
7. Who do I work well with?
8. Who do I work poorly with?
9. Who do I work best with?
10. Who do I work worst with?
11. Who do I work most with?
12. Who do I work least with?
13. Who do I work with the most?
14. Who do I work with the least?
15. Who do I work with the best?
16. Who do I work with the worst?
17. Who do I work with the most?
18. Who do I work with the least?
19. Who do I work with the best?
20. Who do I work with the worst?

*If you do not
participate, you
will have
to do the work
(worksheet)
during recess or
choice time.*

Is her
brain in
the
group?



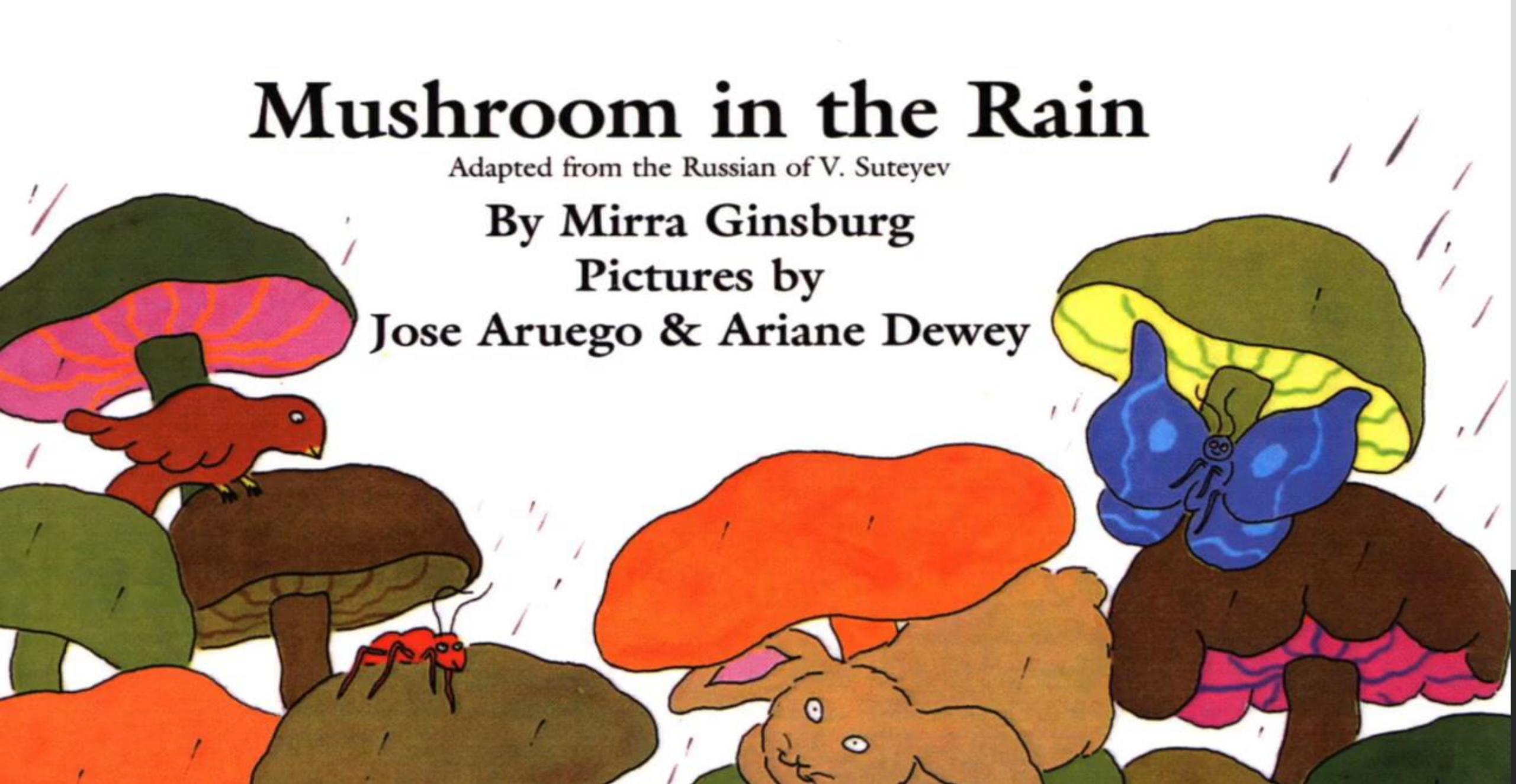
Mushroom in the Rain

Adapted from the Russian of V. Suteyev

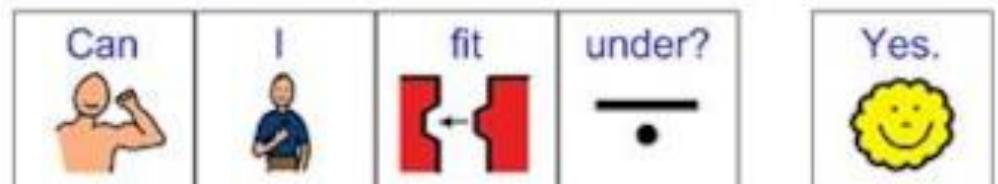
By Mirra Ginsburg

Pictures by

Jose Aruego & Ariane Dewey



Can you fit under the mushroom?



Use explicit language and visual tools to show students what having your body in the group means.

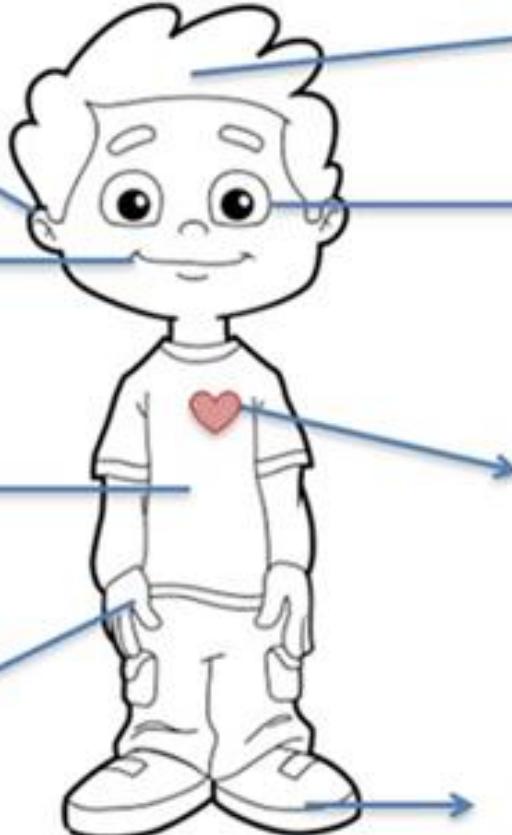
Concept #5 Whole Body Listening





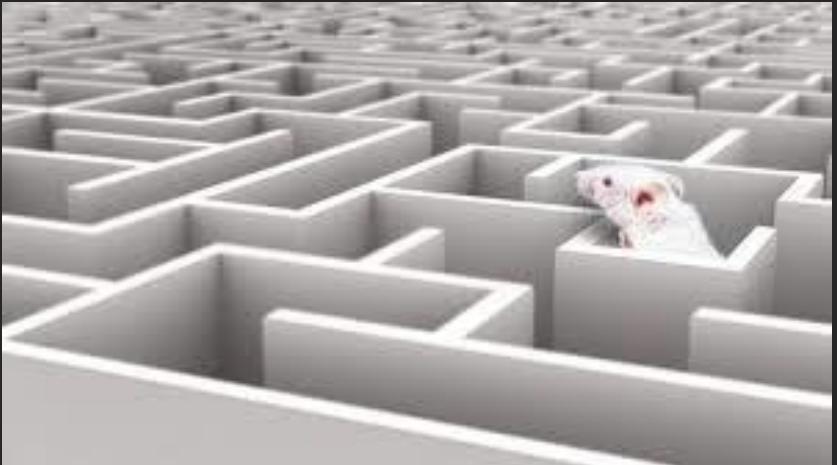
Be an advocate...
For whole body listening!

Tools & Accommodations to Support Whole Body Listening

- 
- Limit auditory distractions
 - Use an amplifier or noise blocking headphones if needed
 - Pause and think before you speak
 - Chew gum, crunchy food
 - Drink water; try using a straw
 - Explore sensory strategies and exercises
 - Try deep breathing
 - Use adaptive seating options
 - Use a lap pad or pressure vest
 - Use a fidget or doodle
 - Squeeze hands together
 - Sit on hands or put in pocket
 - Think about speaker
 - Limit distractions
 - Look toward speaker
 - Limit distractions and visual clutter
 - Think about the feelings of others
 - Use supportive and friendly comments
 - Try using a Thera-Band around legs of chair
 - Cross or sit on your feet
 - Explore proper seating



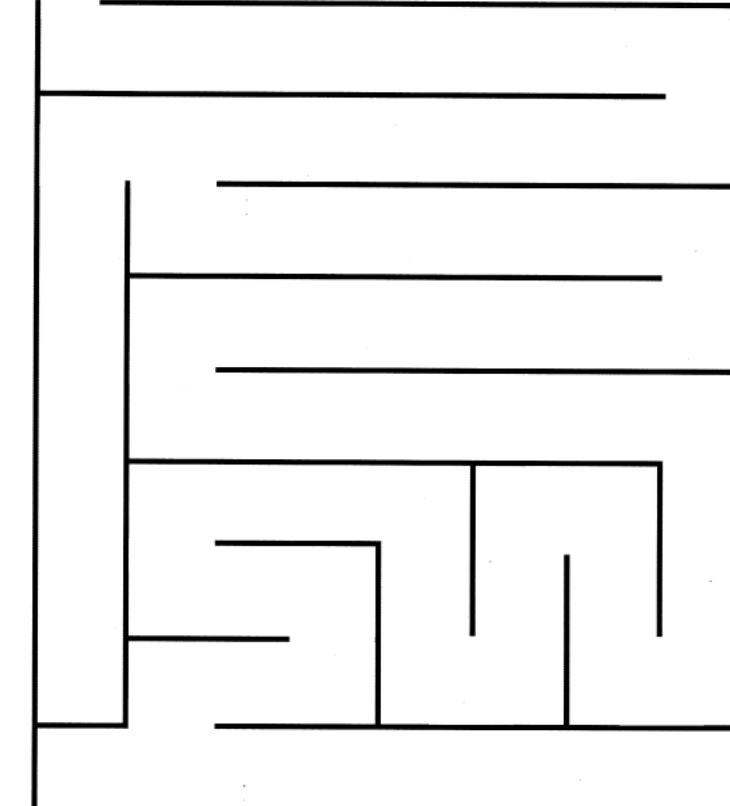
Cooperation Maze



Cooperation Maze

www.InstantHelpBooks.com

START



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Bonus: Describe 5 situations in which cooperation is helpful.
One bonus point is given for each situation.

FINISH

TOTAL SCORE: _____

Concept #6 Hidden Rules

Expected
and
Unexpected
Behaviors



Some people are great at knowing the hidden rules. Other people are not. So, how do you know if you are good at learning the hidden rules?

Have you ever had a teacher or a parent say to you:

What were you thinking?!
Do you see other kids doing that?
Why would you do that?



If so, these are classic signs you may need

Another hidden rule is you are not always supposed to say what you are thinking.



Whoa, where did he get that backpack? No one likes Pokémon anymore.

Just because you have an opinion doesn't mean it's always appropriate to say it.



UNEXPECTED BEHAVIOR IN NYC



Social Behavior Mapping: General Observation (SBM-GO)

Start here: (1) Situation = Where? _____ What's happening? _____ People_____				
 ROLE: Observe others and the situation. ASK: Where are they? What is happening? Who are the people? FILL IN: What you notice and make smart guesses about behaviors, thoughts, feelings, and actions. REMEMBER: This is not about the observer's behavior! 	What are EXPECTED Behaviors (hidden social rules) for the situation?			
	(3) Behaviors that are Expected given the situation and people	(4) How others might think and feel about the behavior(s)	(5) How others act or react based on how they think and feel about the behavior(s)	(6) How one might feel based on how he/she is treated by others
	What are UNEXPECTED Behaviors (hidden social rules) for the situation?			
	(2) Unexpected behaviors given the situation and people	(7) How others might think or feel about the behavior(s)	(8) How others act or react based on how they think or feel about the behavior(s)	(9) How one might feel based on how he/she is treated by others
	(10) Sum it up by circling the chain reaction. Talk through the map.			
	Note: This is Map A There are 3 in the series (A, B and C)	TIP Consider these for generating expected/unexpected behaviors: <ul style="list-style-type: none">• What a person says• What a person does with their eyes or face• A person's actions• What a person does with their body (hands/feet)		

Resources



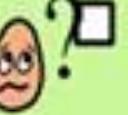
Expected vs Unexpected Behavior at School:

Perspective Taking

Hidden Rules Unexpected vs Expected Behaviors Storybook

Social Thinking Concept #7

Smart Guess vs Wacky Guess!

 Smart	When we use all of our tools (remembering, seeing, hearing, knowing, and feeling) to figure things out. Smart guesses are expected and make others have good thoughts about us because they know we are trying.
 Wacky	When we forget to use all of our tools (remembering, seeing, hearing, knowing, and feeling) to figure things out. Wacky guess are unexpected and make others have weird thoughts.
 Weird Thoughts	When someone has a weird thought about us it means we did some behavior that made people take notice of us in a more negative way. We may get weird thoughts about others, too.

Look and
Listen to what
is happening
around you!

Check out this website for
some short smart
guess/wacky guess videos.

[Smart Guess Wacky Guess
Videos](#)

Name _____

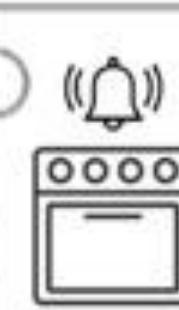
Smart Guess Vs. Wacky Guess

Use the "Look & Listen" clues to make a smart guess about what is happening.

Look



Listen



Think



Guess!



Smart vs Wacky Guess Game

Question 1

A classmate has an upcoming birthday. On break time, they walk up to you and say, “guess where I’m having my party?”

Do you have enough information to make a smart guess about where the party is?

I have enough information to make a smart guess.

I don’t have enough information, my guess would be wacky.





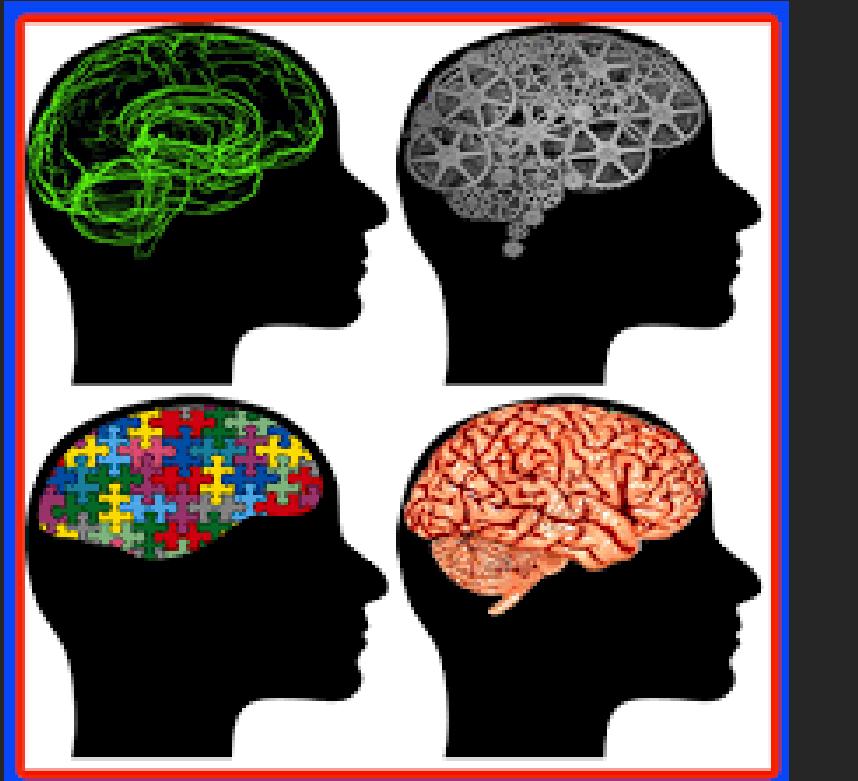
A Smart Guess Can Still Be the Wrong Guess at Times...

PHOTOHUMOR.COM

clideo.com

Social Thinking Concept #8

Flexible vs. Stuck Thinking



Flexible :

to adapt our own behaviors in the moment

Stuck:

unable to change what we are doing or thinking

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

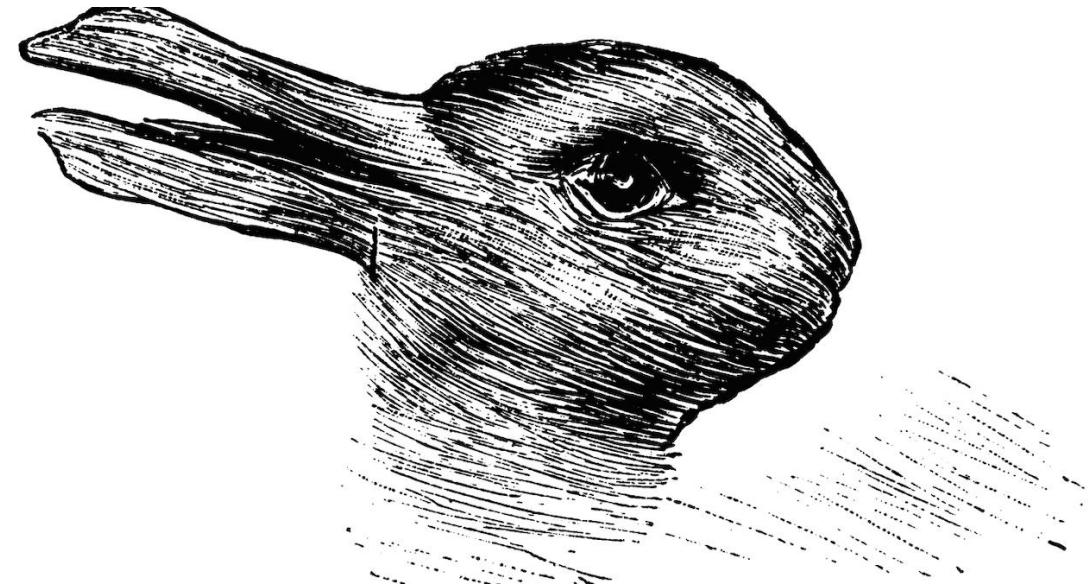
Unexpected behavior



**YOU CAN'T MAKE A HALF
SANDWICH**

**IF IT'S NOT HALF OF A WHOLE
SANDWICH, IT'S JUST A SMALL
SANDWICH**

Perspective Taking Activity



Using your "gray matter" to think in the gray

BLACK AND WHITE thinking is a style that many of us struggle to figure out - it's not something that comes easy to many. When we "think" about thinking this way, it means that we are approaching an idea from just one side....like the words below.



[Black and White Thinking Handout](#)

Concept#9

Size of the Problem



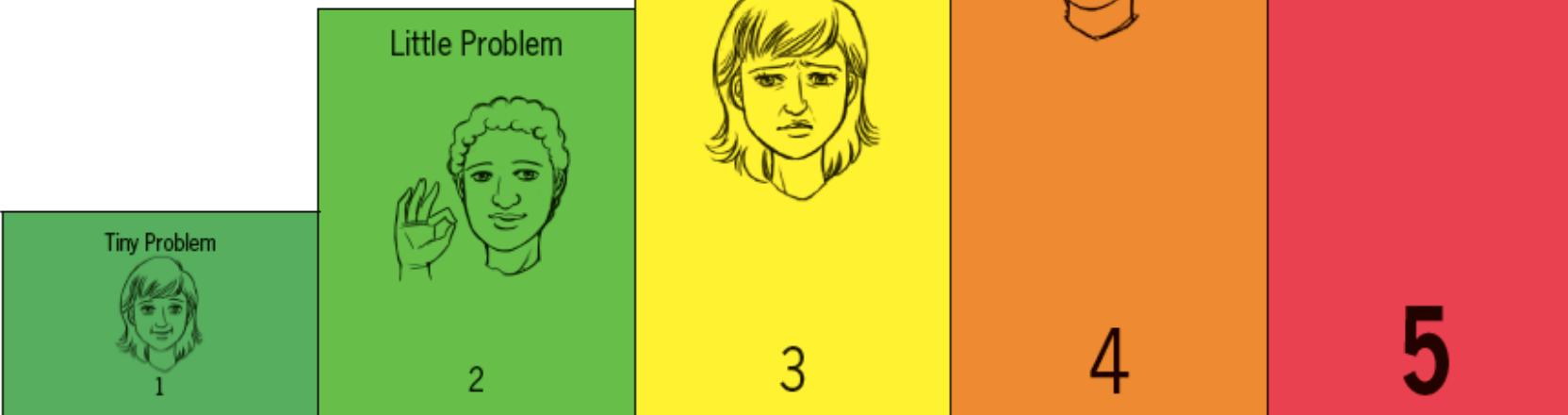
- Problems come in different sizes
- Emotions and reactions come in different sizes
- Reactions come from emotions
- It's expected that the size of the emotion and related reaction matches the size of the problem.

Size of the Problem

Remember the size of your reaction
has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



Size of My Problem

Size of My Reaction

My Problem

Big:

Adults
need to
solve

Medium:

Someone
needs to
help me
(often
adults)

Small:

I can
solve
myself

10 10

B I G

8 8

7 7

M E D

6 6

I U M

5 5

4 4

S M A L L

3 3

2 2

1 1

What I did

Emotion Words

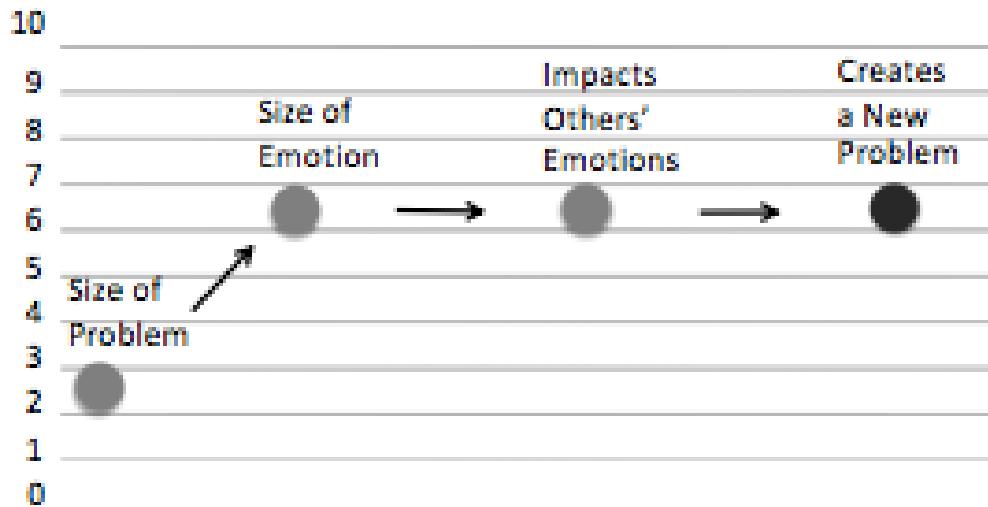
Really...
Scared
Hurt
Upset
Worried

Worried
Frustrated
Confused
Sad
Mad

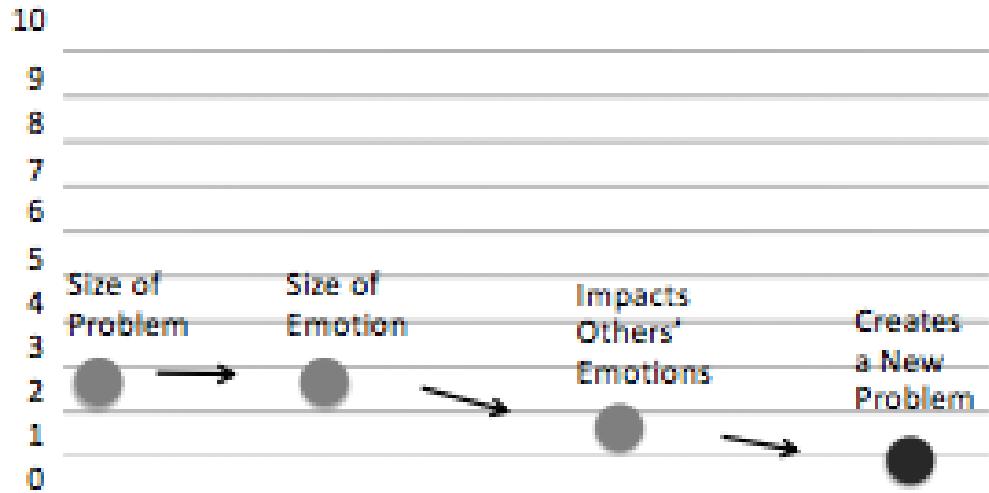
A little...
Worried
Annoyed
Sad

Some kids and adults get stuck focusing on their **negative emotions** instead of solving the problem—which can cause even more problems.

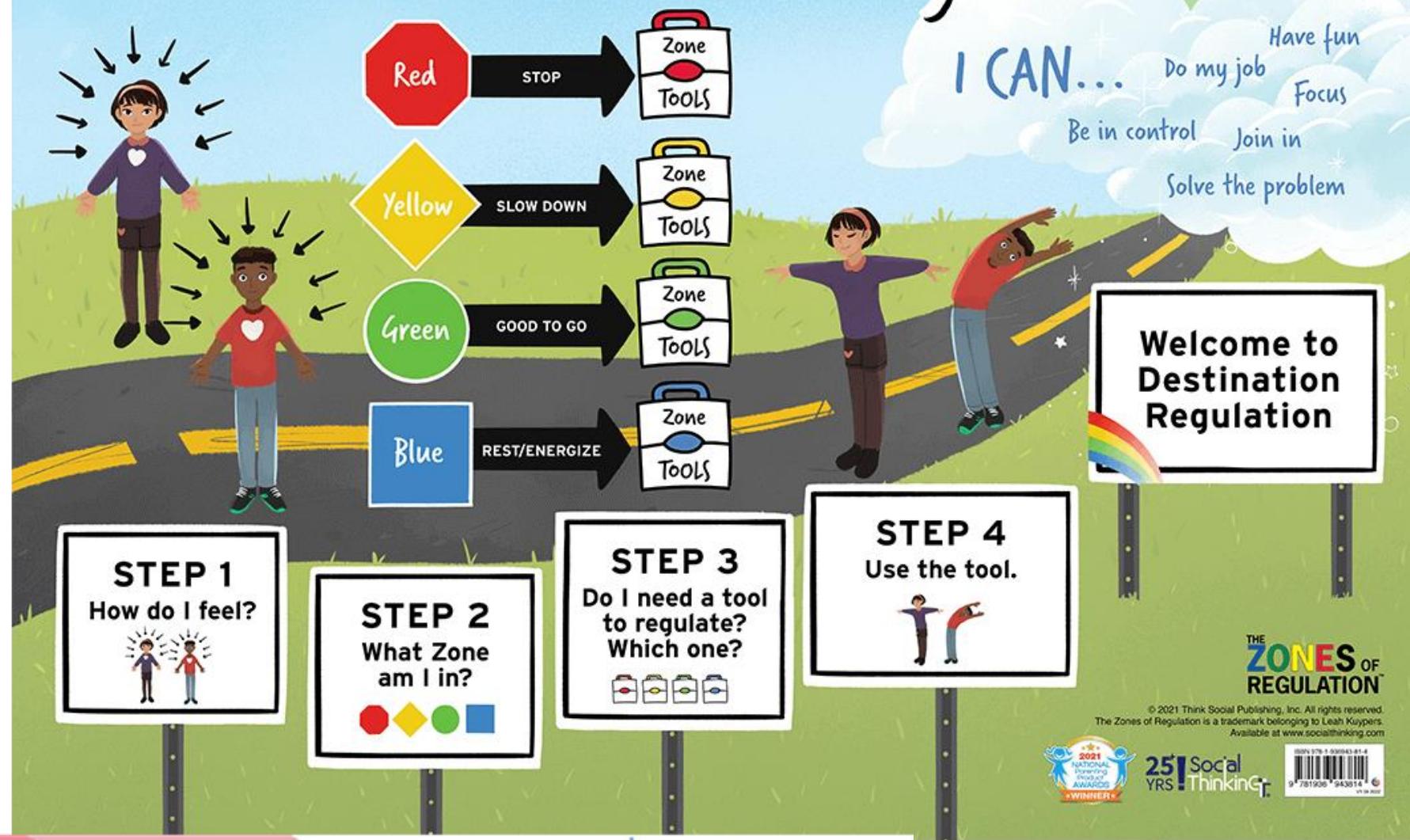
Size of the Problem & Reaction

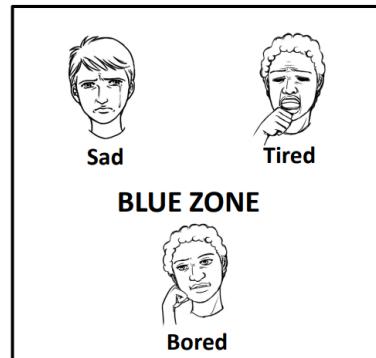


Size of the Problem & Reaction

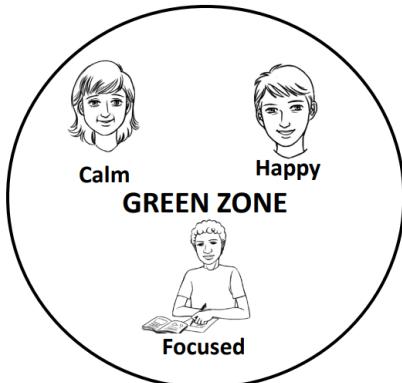


The Road to Regulation

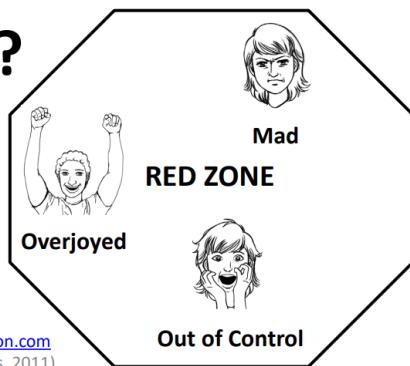
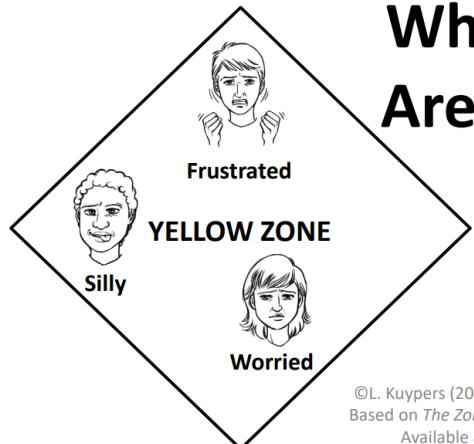




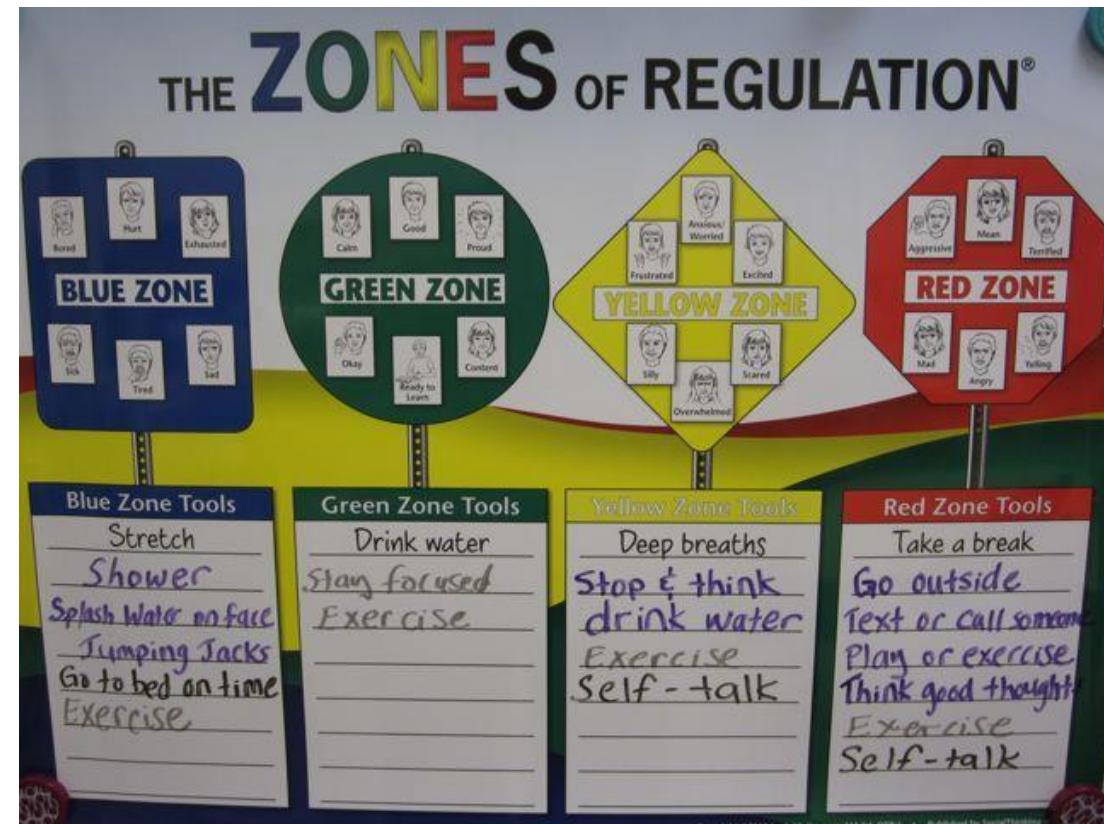
The Zones of Regulation can help us think and talk about how we are feeling. All the Zones are OK!



What Zone Are You In?



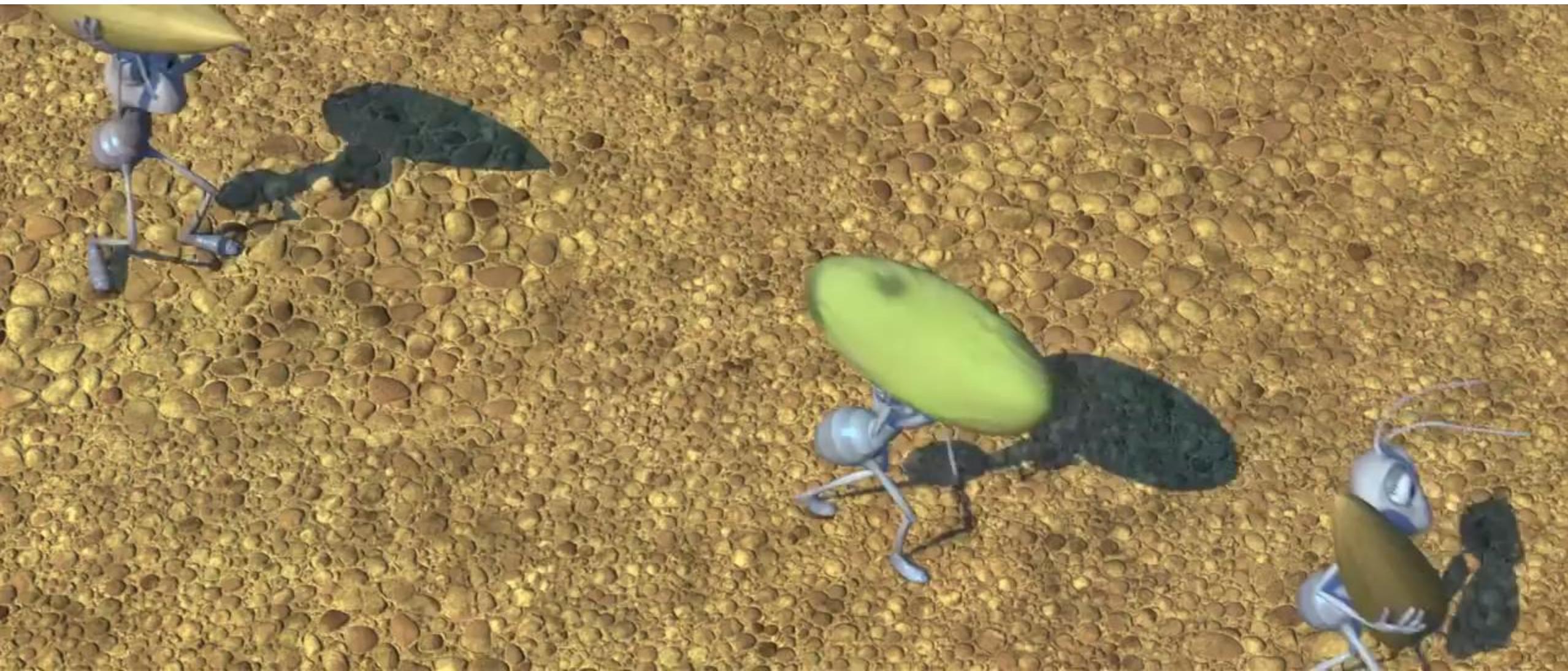
©L. Kuypers (2020) www.zonesofregulation.com
Based on *The Zones of Regulation* (Kuypers, 2011)
Available at www.socialthinking.com



Social Thinking Tools : The Zones of Regulation

Link

Does the REACTION match the size of the PROBLEM?



Exploring our Children's Stress



Some individuals with social learning challenges have stuck thinking, especially around stressors.

While it may seem obvious to us what our children feel and what they are experiencing, it may not be obvious to them, and we may be wrong in our assumptions.

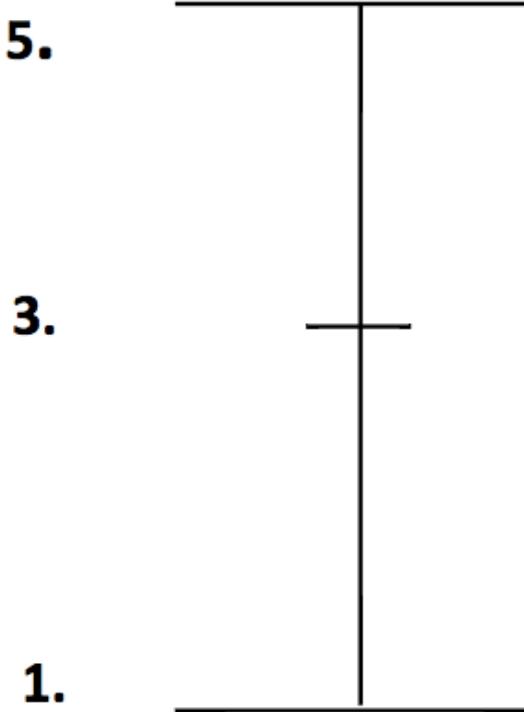
Keep in mind: Members of a family or classroom may experience the same event together, but each person feels a bit differently about the experience.

Let's seek to get children's perspective of their feelings and experiences by providing visually based tools to help them consider their experiences in shades of gray.

Name _____ Date:

Topic of Scale: _____

List events, experiences or people from:
least stressful or least satisfying "1"
to most stressful or most satisfying "5"

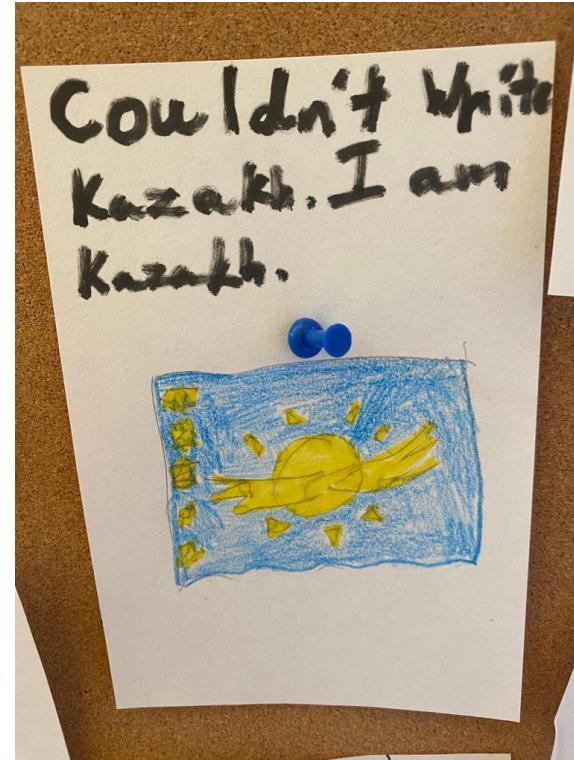
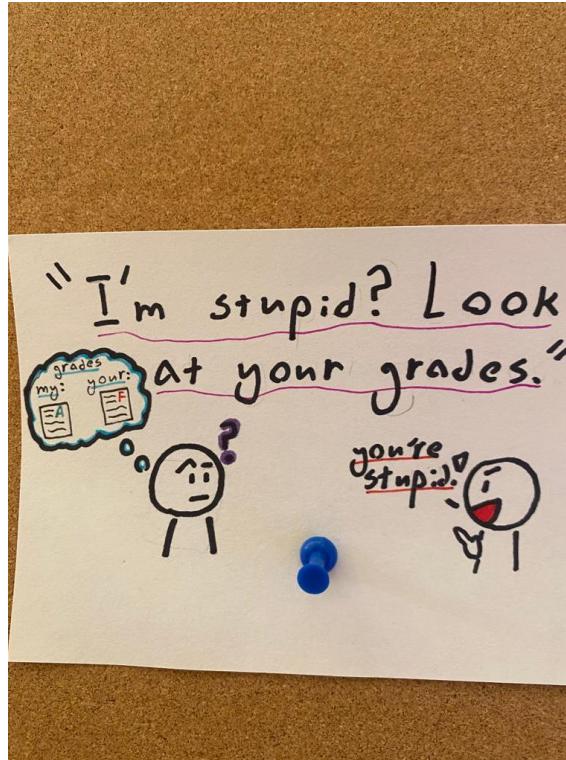


Topic of Scale: at school

List events, experiences or people from:
least stressful or most satisfying "1"
to most stressful or least satisfying "5"

5. - worry about the virus!
- working in groups
- spelling
3. - New teacher
- wearing masks
- history
1. free time
- lunch time
- science
-
- A vertical scale diagram with five horizontal tick marks. The top tick mark is labeled '5.'. The second tick mark is labeled '3.'. The third tick mark is labeled '1.'. The fourth tick mark is labeled 'free time'. The bottom tick mark is labeled 'lunch time'.

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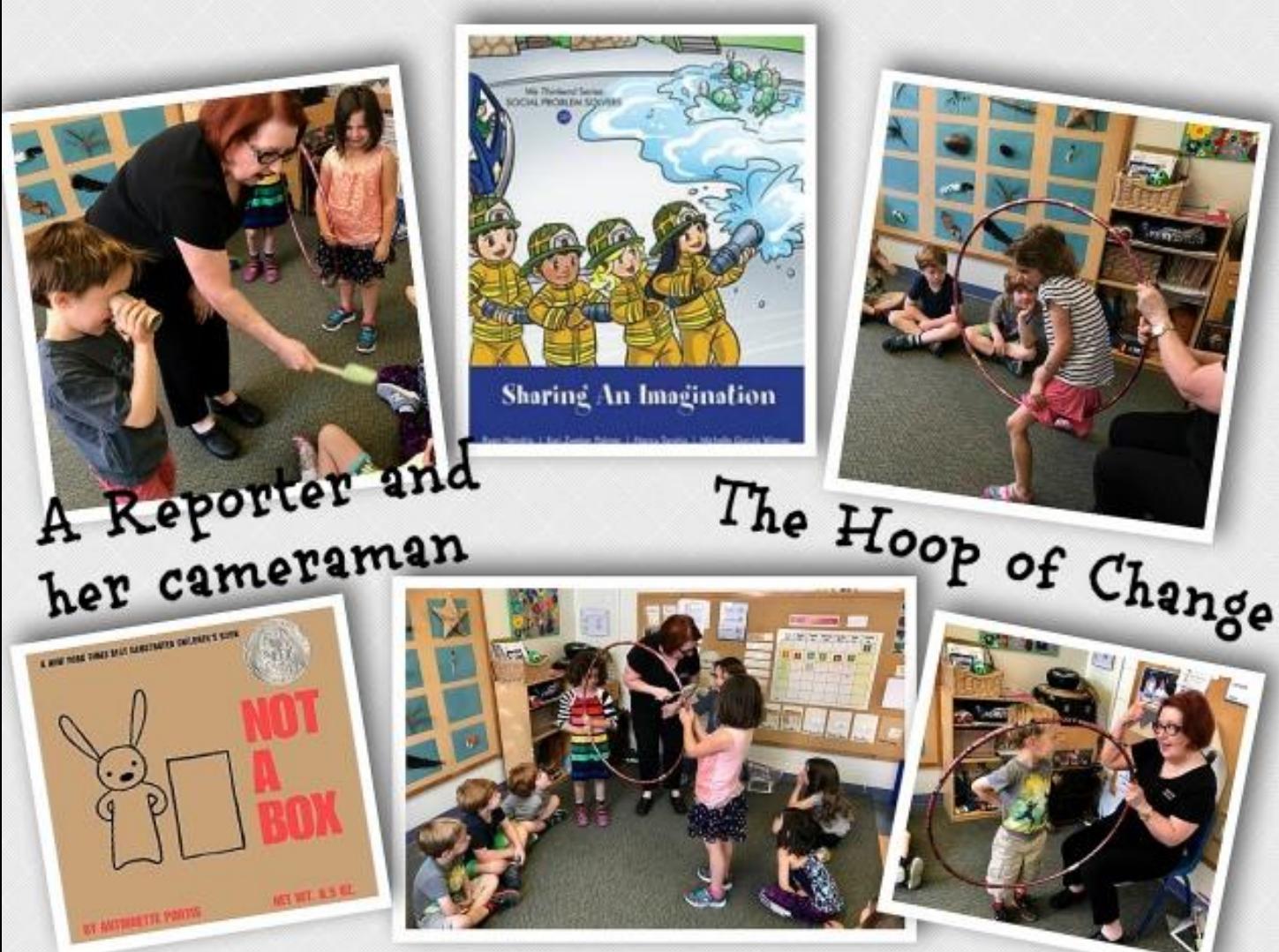




We need to let kids talk about their stressors. This comes BEFORE academics.

Concept #10

Sharing an Imagination



Ways to encourage shared imagination in older students.

- Give students control over their learning.
- Tell Collaborative Stories
- Try improv!
- Introduce real life experiences whenever possible.
- Encourage Doodling
- Imagine a Classroom Creative Council

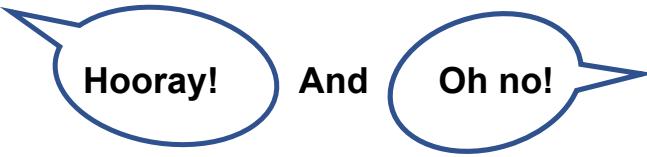


Hooray and Oh no!

–Add ideas and change the direction as we connect and share an imagination.

Shared imagination is what makes it possible to work on a group project and it's the fuel of conversation.

Shared imagination is also at the heart of classroom participation, reading comprehension and narrative language.



Social Thinking Concept: Shared Imagination

This activity or game can be played face to face or over a screen. It requires very few (if any!) props and lots of shared imagination or one's ability to image what others are sharing and add their own ideas to sustain the plan. This is not too different from what happens anytime we play and pretend together –adding ideas and changing the direction that play is going as we connect and share an imagination. Shared imagination is what makes it possible to work on a group project and it's the fuel of conversation. Shared imagination is also at the heart of classroom participation, reading comprehension and narrative language. As with so many things, we can learn about and practice this vital competency through play!

The goal is to create a story together by taking turns adding hoorays and oh nos. "Hoorays" are positive, make a problem smaller, and keep everyone feeling comfortable and good. "Oh Nos" are negative, create problems or make problems bigger, and make people feel uncomfortable.

In order for the story to make sense, you have to imagine what each person in the group is saying –You have to share an imagination! When it is your turn, you can add one thing to the story, either a "hooray" or an "oh no." Then it will be somebody else's turn to add to your idea. This also requires flexibility and problem solving because you can only add to the idea someone else gives you, and someone else can only add to the idea that you give.

A few contexts to get you started:

- We're riding in a flying car...
- We open a box and find something amazing...
- We're stranded on an island...
- We discover we have a superpower...
- You put your foot into your shoes and find...

More on shared imagination can be found in We Thinkers Volume II, Social Problem Solvers; Social Thinking and Me; and Think Social.

CHARADES

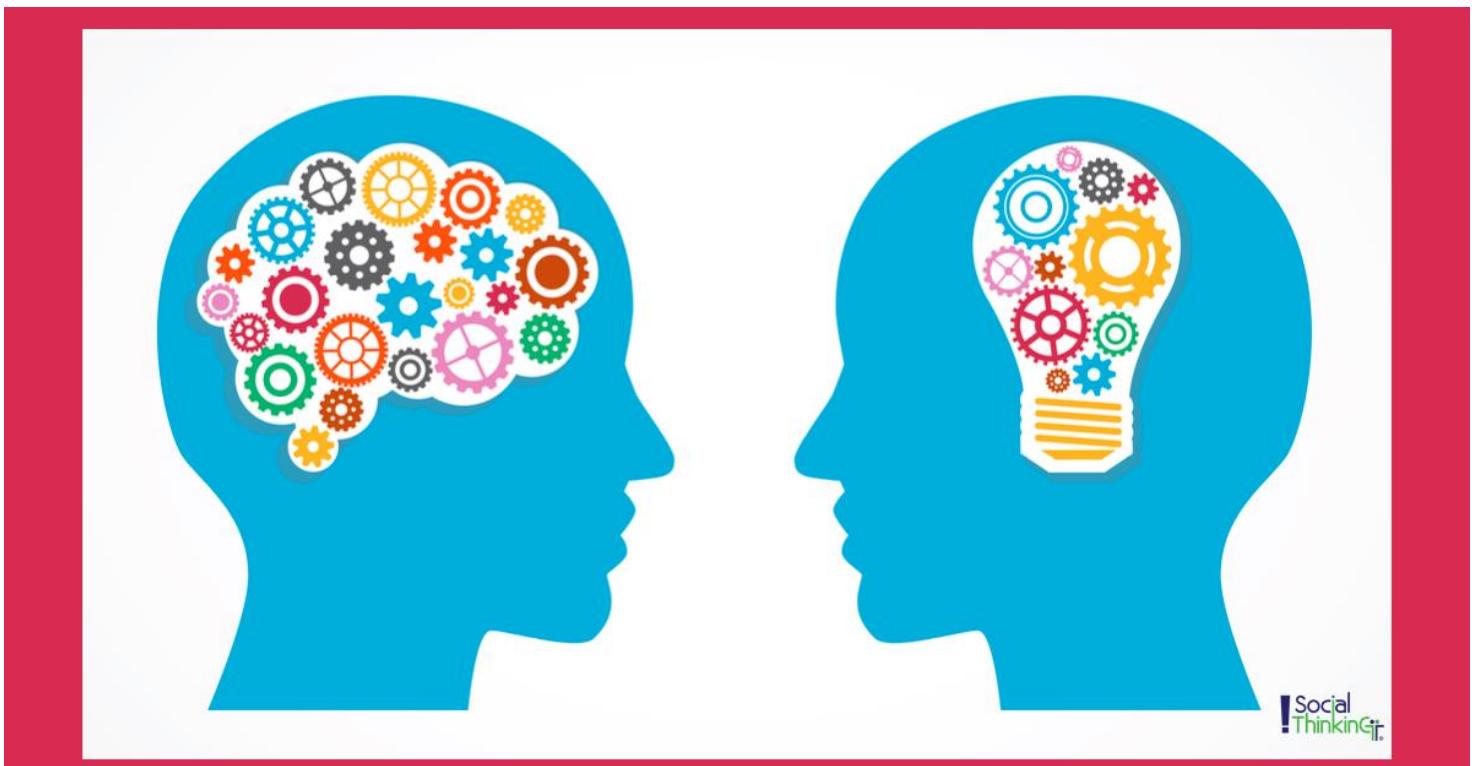


Social Thinking Vocabulary

Expected Behavior	Understanding Hidden Rules in situations and being responsible for figuring out the rules & following them. By doing so, we keep other people thinking good thoughts about us.
Flexible Thinking	Being a flexible thinker means we can: change our plan, think something different, change our minds, and think & compromise with other people's ideas.
People Files	How we relate to others based on what we know about them. Everytime we see the same people we remember how they made us feel. We collect & add information in our brain (People Files).
Social Detective	Using your eyes, ears, and brain to figure out what others are planning to do next, or what they are presently doing and what they mean by what they say.
Social Fake	Showing interest in what other people are saying even when you aren't interested. You appear interested because the social relationship is important to you. (Not always being entirely truthful)
Thinking of You	"Thinking about Others" by understanding that my behavior affects how others think about me.
Think with your Eyes	Using your eyes to observe and figure out your environment by identifying clues to what other people might be thinking, feeling, saying, and doing. It lets others know you're interested.
Unexpected Behavior	Failing to follow the set of rules and Hidden Rules in the situation. People who don't follow the rules are doing what is "unexpected" & people have "uncomfortable" or "weird" thoughts about them.

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How will use what you have learned today?



What is Social Thinking?

What is Social Thinking?

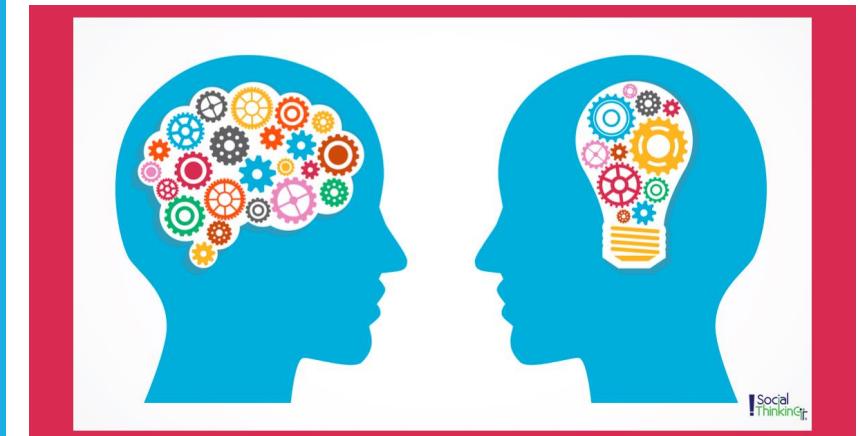
The ability to consider your own and others thoughts, emotions, beliefs, intentions, knowledge, etc., to help interpret and respond to the information in your mind and possibly through your social behavioral interactions.



Strategies to Build Social Competencies

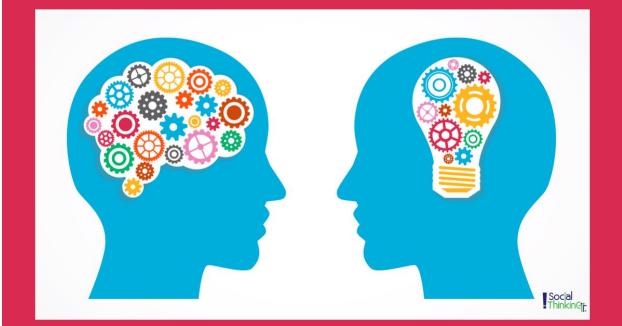
The Social Thinking Methodology provides evidence-based strategies to help people ages four through adult develop their social competencies, flexible thinking & social problem solving to meet their own social goals and improve:

- Conversation & social connection
- Executive functioning
- Friendship & relationship development
- Perspective taking
- Self-regulation
- Social Thinking Vocabulary



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25 YRS ! Social Thinking



Resources

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