

Tracing The Origins Of The Social Thinking® Methodology

1 Created Treatment Resources

- Experienced limited clinical tools to help with student social learning needs & complexities
- Created language-based scaffolding and instruction that includes conceptual and treatment frameworks, strategies, activities, and age-focused motivational developmental tools:
 - **2000:** Introduced the ILAUGH Model of Social Thinking
 - **2002:** Introduced our core treatment & assessment philosophy with Thinking About YOU Thinking About ME
 - **2005:** Introduced the Think Social Curriculum
 - **2008:** Introduced Superflex Curriculum for grades 3-5 & You Are A Social Detective
 - **2009:** Introduced materials for teens
 - **2011:** Introduced material for adults
 - **2013:** Introduced early learner curriculum for ages 4-7
- Resources continue to evolve over time
- Broader age ranges now served: Age 4 – Lifespan

3 Mental Health Connection

- Noticed student anxiety and depression
- The social experience is by nature an emotional experience
 - Learned about mental health treatments
 - Adapted treatments for people with social learning challenges
 - Mental Health Community is now using Social Thinking and we continue to learn from them

1995 Michelle's high school caseload consisted of students with solid to strong language and academic learning skills. But students needed better social skills, social problem solving skills, and organizational skills. Weak abilities to interpret social information and respond to it; treatment strategies overlapped.

MGW began reading all types of research and talking to people in Mental Health and in Education

<p>Interpret:</p> <ul style="list-style-type: none"> ● Weak social attention ● Weak perspective taking ● Inflexible (thinking and behavior) ● Detail focused (weak main idea/concept formation) ● Weak planning ● Weak reading social cues 	<p>Respond:</p> <ul style="list-style-type: none"> ● Weak initiation of communication ● Weak narrative language ● Literal interpretations ● Limited choice making ● Weak perspective taking ● Weak ability to execute a plan ● Weak production of non-verbal social cues
<p>Led to:</p> <ul style="list-style-type: none"> ● Weaker reading comprehension of literature ● Challenged by math word problems ● Confused by math estimation ● Weak social interpretation when people interact 1:1 or in groups 	<p>Led to predictable weaknesses in:</p> <ul style="list-style-type: none"> ● Context appropriate social responses ● Written expression ● Group work/classroom participation ● Organizing/homework/long term projects ● Starting, evolving and maintaining friendships ● Adaptive skills

1996 Started a Parent Education Group
Began teaching school staff about the social academic connection and Social Thinking

2 Created Assessment Tools to Determine Treatment Needs

- Standardized tests did not confirm my students' challenges
- Created my own assessment tasks
 - Connected information to academic standards and school mission statements
 - **2000:** Introduced our Perspective Taking Scale that is now called the Social Thinking-Social Communication Profile to determine where to begin treatment based on an individual's social learning abilities

4 Family and Professional Education

1998: Provided 3 hour workshop at California State CSHA of what was to become ILAUGH Model

- Invited to give all day keynotes around USA; now given in over 18 countries
- Started self-publishing books and other related teaching/curriculum products

2015: Introduced Social Thinking's Six Layers of Evidence methodology

2016: released brand new 5 level GPS Play Scale and Observation Tools to assess interactive play skills in early learners to better target treatment