



Social Thinking
Social Learning for a Lifetime of Well-Being

www.socialthinking.com

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#STWebinar

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Our next webinar

Mar. 23, 10 am PST
How to Use Our Materials to
Teach Ages 22-100
Registration not open yet

Exciting Announcement!

Documentary: Life, Animated
nominated for an Oscar!



How to Use Social
Thinking Materials to
Teach Ages 11-22

Michelle Garcia Winner, MA
Dr. Pamela Crooke
Speech Language Pathologists - CCC
www.socialthinking.com

We have a lot to teach if our
students appoint us their
teachers of social emotional
information.

Teens decide who they will learn from, regardless of who the school administration or parent assigns as their teacher.

Tips for engaging teens:

1. Avoid Assumptions
2. Don't argue with them about whether they want friends or not.
3. Out clever the clever with thoughtful discussion and clear explanations

One of the concerns teens often express relates to the need for social conformity.

Many of my clients see themselves as proudly standing outside of group-think.

Have you ever wanted to ditch dealing with your own social thinking and related social skills and just be your genuine self?

Ever questioned how our social selves lead us into conformity but we are taught to be individuals in a society where we should not have to conform?

Barnes and Noble, Berkeley and the man in a suit.....

You Tube: Brain Games
<https://www.youtube.com/watch?v=o8BkzvP19v4>



**Consider there are
Layers of Situational Conformity**

- Basic
- Institutional
- Hierarchical
- Personal Social
- Peer pressure to coercion

Basic Conformity:

Adapting your behavior once you perceive the situation/context, consider what you know about the people and culture to determine expected behavior in order to meet the social norm, assuming your goal is to blend in with the group.

Institutional Conformity:

Adapting behavior to meet the expectations of a place where you have been assigned or chosen to participate (e.g. institution, business, school, restaurant, store, support group, etc.) for you to maintain inclusion in this group.

There may be published & assigned behavioral expectations as well as those you are to perceive.

Hierarchical Conformity:

Adapting your behavior based on your role within a set of people with assigned roles (Teacher/student, CEO/manager/supervisor, parent/child, shopkeeper/customer, etc.) in order for others in the group to understand that you are relating to them based on your assigned role.

Personal Social Conformity:

Adapting behavior based on your own social goals while being acutely aware of the motives and intentions of others with whom you are sharing space with or relating. Recognizing you can decide to only engage in behavior that is your choice and you feel comfortable doing, while in the pursuit of your own goals.

Conformity gone wrong: Peer coercion

Agreeing to do behavior that makes you feel uncomfortable and/or unsafe as it does not align with your own feelings of safety or beliefs. The behavior is produced due to others convincing you that you should do it for the benefit of others or yourself. If you do not do the behavior you are shunned from the group.

Consider how you can use this information when faced with difficult questions about conformity.

In a nutshell, Social Thinking concepts and strategies seek to encourage the development of student's social competencies by making the implicit, explicit.

We are constantly learning and adding new concepts and strategies to our tool bag.

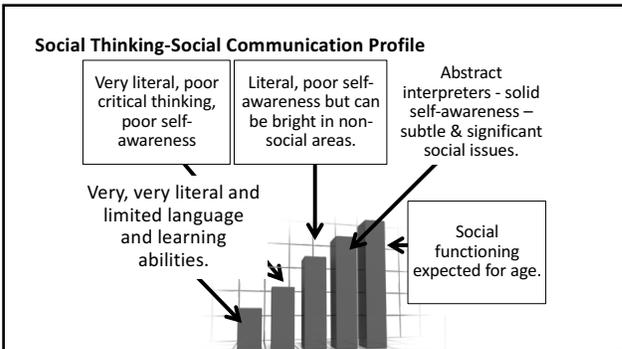
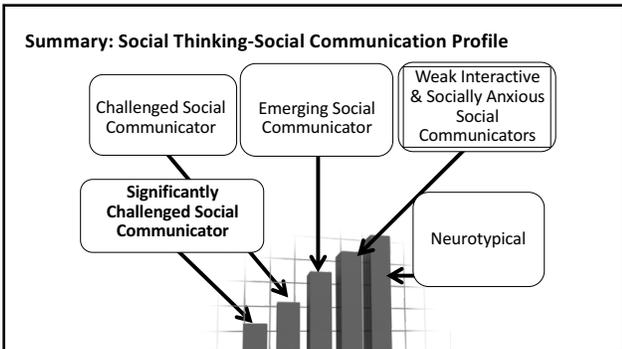
Our materials published for tweens, teens and young adults are best suited for those who function on Social Thinking's Social Communication profile as:

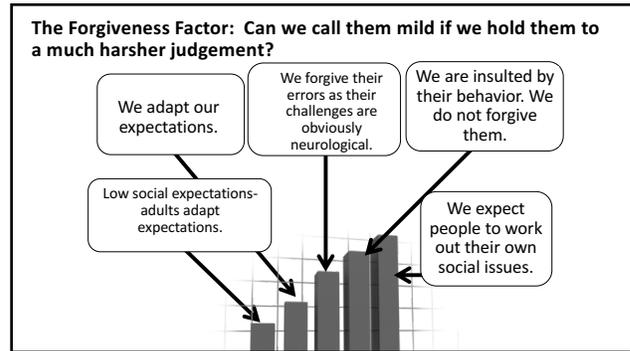
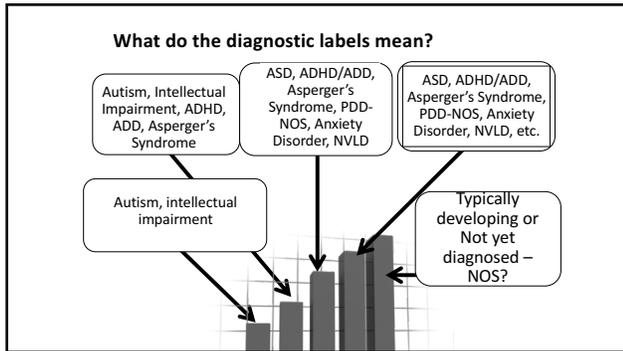
- Emerging Social Communicators*
- Weak Interactive Social Communicators*
- Socially Anxious Social Communicators*

We have a free article on our website about this:

The Social Thinking-Social Communication Profile™
- Levels of the Social Mind

<https://www.socialthinking.com/Articles?name=Social%20Thinking%20Social%20Communication%20Profile>





Today's webinar explores Social Thinking's Motivational Developmental tools for this type of tween, teen and young adult: 11-22 year olds

The Social Thinking methodology focuses on teaching students to better understand and problem solve the social world that surrounds them.

Problem solving leads to exploring how to adapt their own behavior in order for others to perceive them in the manner they had hoped!

When sharing space or interacting, our social selves are considered and possibly judged by others.

Keep in mind that our students with social learning challenges have thoughts and judgements about those around them as well!

How do we make sense of the social learning process?

At times it seems so logically illogical!
Such as, what's up with "what's up"?

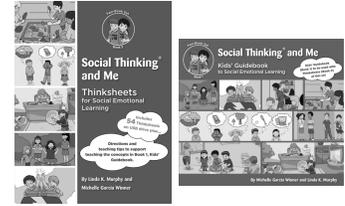
For our tweens (10 – 13 year olds)

Authors: Michelle Garcia Winner
& Linda Murphy

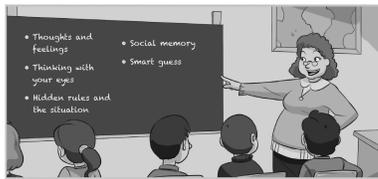
Social Thinking and Me

Two book set:
Kids' Guidebook 137 pages

Thinksheets for Social
Emotional Learning
(curriculum guidance &
workbook) 167 pages

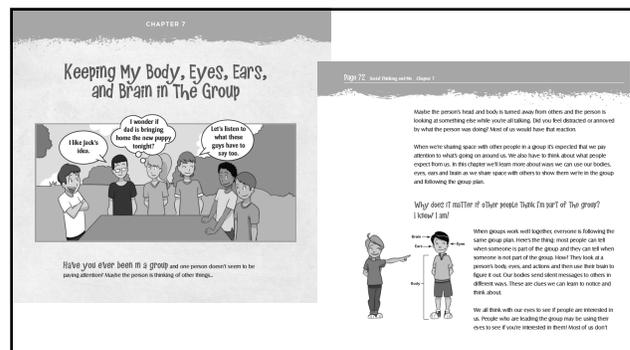


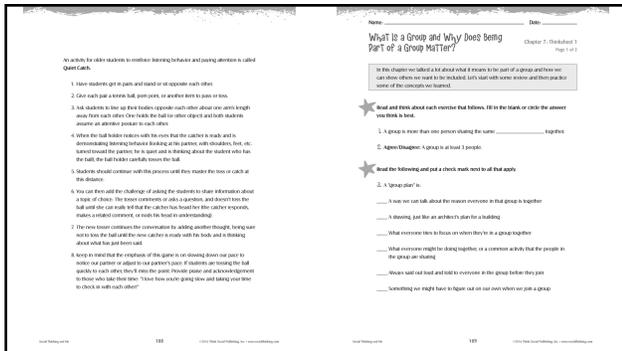
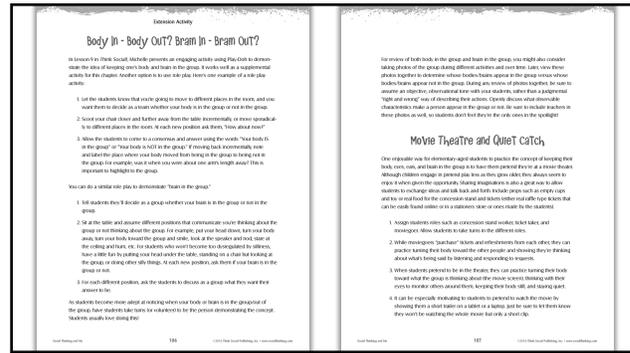
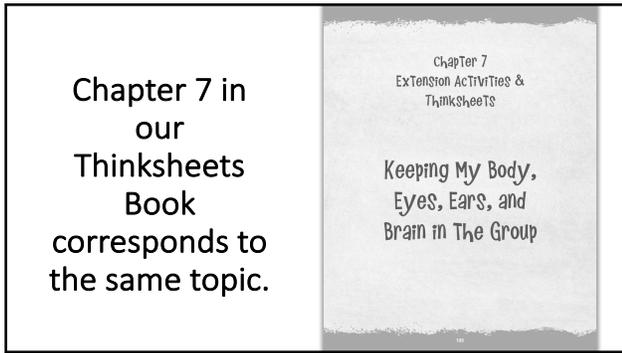
Age appropriate illustrations are included throughout the Kids' Guidebook:



Each chapter in the Kid's Guidebook has a matching chapter of Thinksheets (mini-lesson plans) in the corresponding Thinksheets book.

For example: Chapter 7 in our Kid's Guidebook is called *Keeping my Body, Eyes, Ears and Brain in the Group*





11 Teaching Chapters in each book

1. What's is Social Thinking?
2. Social Thinking = Flexible Thinking
3. Social Thinking Vocabulary
4. We All Have Feelings
5. Thinking With Your Eyes
6. Thinking About the Hidden Rules and Expected Behavior

7. Keeping My Body, Eyes, Ears, and Brain in the Group
8. Thinking of Others Versus Just Me
9. How Big Is My Problem?
10. Thinking About My Reaction Size
11. Doing an Activity or Just Hanging Out

We provide a USB drive that contains all of the Thinksheets for endless use with a variety of students!

Great idea, but a tad bit confusing at first....

Instructions can be found online, on the Social Thinking and Me Product Page

No more CDs at the back of our books - we've evolved the educational technology we use now to share files via a USB drive! But sometimes with innovation comes "challenges" - and figuring out how to open the drive may bring some unexpected behavior the first time you boot it from the top line used to open the drive.

Opposite Corner Fold

1. Hold the USB card on the top left corner and the bottom right corner between your fingers, both hands at the same time (Image A).
2. Put your left index finger on the raised part of the back of the card (Image B).
3. Push up on the raised part as you firmly hold the rest of the card.
4. The USB connector piece on the front of the drive should pop open, like a door (Image C).

ThinkSprocket Press

1. Hold the USB card with both hands, with the back side of the drive facing you (Image D). If you're left-handed, use the "top-left" or "left side" of your right hand to push it from the right side.
2. Using your thumb, press your fingernail into one of the two rectangular "slots" areas indicated on Image D.
3. Firmly press down with your nail and the USB connector should pop open on the front side of the card.

The USB connector also connected to the rest of the card, don't try to pull it apart from the card as this will ruin your drive, we will not replace it if it is separated from the main card. The USB connector folds back into the card when it's not in use for safe keeping.

The drive gets easier to open over time, but may be stiff the first few times you try to "bring it home!"

<https://www.socialthinking.com/-/media/Files/For-Products/ST-and-Me-USB-directionsrev-42516.ashx?la=en>

For those working in elementary school as well as with tweens and teens...

This same book set can be used with 9 and 10 year olds as well. It serves as an excellent Social Thinking primer prior to teaching:

Superflex: A Superhero Social Thinking Curriculum

Social Thinking Publishes two other Thinksheets books.

256 Pages

189 Pages

No Thinksheets are duplicated across any of our 3 books of Thinksheets!

What's up with Thinksheets?

- We assume most professionals and parents are learning how to teach this information while they are teaching it!
- Thinksheets provide mini-lesson plans to help adults learn how to crack open lessons while guiding their students.

Why are they called Thinksheets and not Worksheets?

CREATING A CONVERSATION
 Which means it goes both ways...
 ...and the other person does not know what you are about to do.

Think about the other person...what do you know about them?

1. happes here
2. she lives around here
3. stuff she likes to do

What do you think that other person may want to talk about?

1. stuff
2. where they live
3. things

Think of 3 things you want to comment on or ask the other person about themselves.

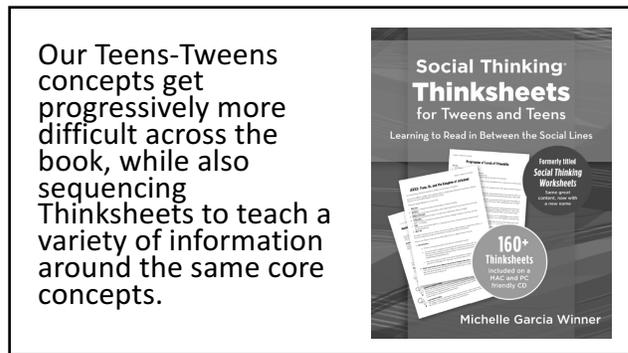
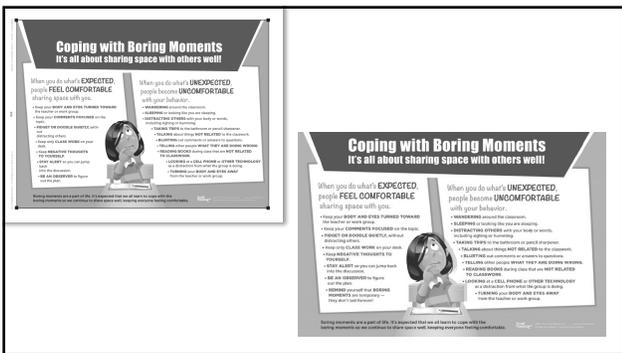
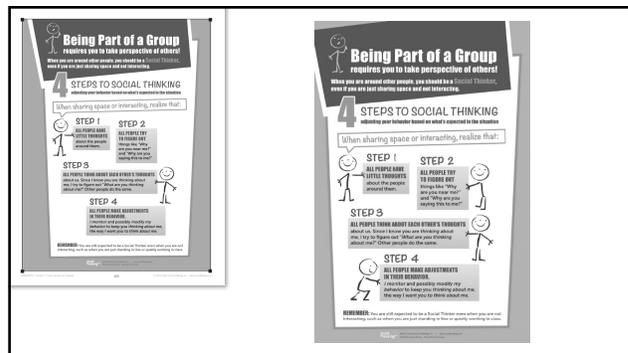
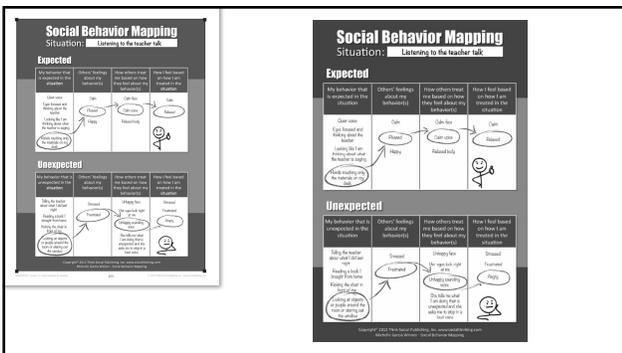
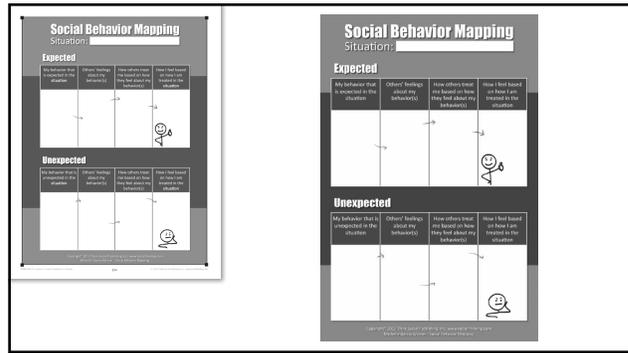
1. what do you like to do on the weekends?
2. where do you live?
3. How's your work?

Think of 3 things you want to tell the other person about yourself.

1. _____
2. _____
3. _____

My first published book of Thinksheets provides an introductory look at a variety of social thinking concepts across a broad range of topics

The last four pages the book are black and white versions of our larger posters



The Thinksheets in this book are not the same as the Thinksheets used in Social Thinking and Me!

This book's information can be used to further supplement lessons for both middle and high school students.

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

Book can be accessed from both sides:

Kid friendly directions are provided to students about how to create their own Social Behavior Map.

1. What you do affects how another person feels.

2. Others have feelings about what you do.

3. Really important things you need to know!

4. The size of the person.

1. What he does to me makes me sad.

2. Others think and do things that I don't like.

3. I like to do things that I don't like.

4. I like to do things that I don't like.

5. I like to do things that I don't like.

6. I like to do things that I don't like.

7. I like to do things that I don't like.

8. I like to do things that I don't like.

9. I like to do things that I don't like.

10. I like to do things that I don't like.

10 specific social scenarios are explored using Manga type graphic comic exploration.

Related kid-friendly explanation and teaching tips follows each comic for both fortune and fate lessons.

1. I like to do things that I don't like.

2. I like to do things that I don't like.

3. I like to do things that I don't like.

4. I like to do things that I don't like.

5. I like to do things that I don't like.

6. I like to do things that I don't like.

7. I like to do things that I don't like.

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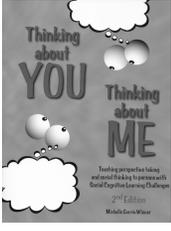
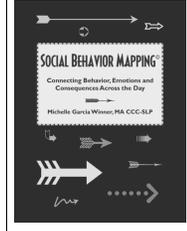
7. I like to do things that I don't like.

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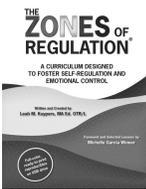
9. I like to do things that I don't like.

10. I like to do things that I don't like.

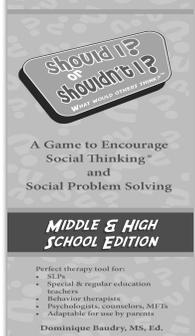
You can also learn more about Social Behavior Mapping:

It's also mentioned in The Zones of Regulation



Card and voting game to teach social awareness – perspective taking



A Game to Encourage Social Thinking™ and Social Problem Solving

MIDDLE & HIGH SCHOOL EDITION

Perfect therapy tool for:

- 21 C's
- Special & regular education teachers
- Behavior therapists
- Psychologists, counselors, MFTs
- Adaptable for use by parents

Dominique Baudry, MS, Ed.

Prompt cards provide context



PROMPT

You are in a bookstore and people are reading. It is quiet. Your phone rings. You answer it and begin a conversation.



PROMPT

You are supposed to pick up your date at 7:00 p.m. but you decide to show up one hour early because you have nothing else to do.

Students vote on a 5 point scale



5	Behaviors that are against the rules.	These behaviors... • are against the rules • make others feel angry toward you • You will lose privileges when you do these behaviors.
4	Behaviors that makes others feel annoyed.	These behaviors... • make others feel annoyed with you • make it very difficult to make or keep friendships • when you do these behaviors, you will experience a negative emotional response.
3	Behaviors that makes others have weird thoughts.	These behaviors... • make others have weird thoughts about you • make others feel uncomfortable around you. They will likely avoid hanging out with you. • you can cause others to tease or bully you.
2	Behaviors that makes others feel ok or fine.	These behaviors... • make others feel okay when they are around you • make others have a good thought about you. • make others feel they can spend what you will do or say.
1	Behaviors that make others have good thoughts.	These behaviors... • make others feel good when they are around you • make others WANT to be around you. • help make and keep friendships • make others have a great feeling about you.

Discussion related to agreements and disagreements about the hidden social rules and related emotional reactions can help to inform students about expected social conventions.

Challenge cards: opportunity for personal response regarding specific situations.



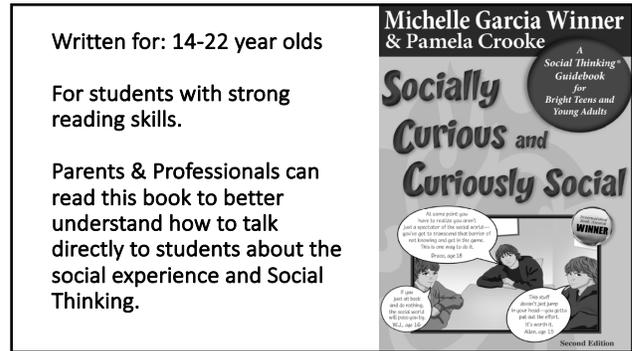
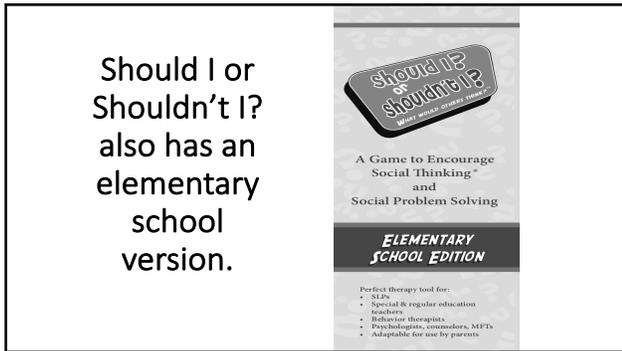
CHALLENGE

What would you do if your teacher said something during class that was incorrect factually?



CHALLENGE

If you have a term paper due in one month, how do you figure out how much time you will need to complete the project?



- 14 Chapters: 209 pages**
1. What's This Thing Called Social Thinking?
 2. People and Their Thoughts Matter!
 3. Change – It's a Good Thing!
 4. Hanging Out: How Do People Magically Pop Into Groups?
 5. CSI: Curiously Social Investigations – Figuring Out the "Why" Behind Those Words
 6. There's a Time and a Place
 7. Social Memory...That's What This is All About?

8. If I Call You a "Friend" on Facebook, Are You Really a Friend?
9. Bullies and Jerks: They May Even Be in YOU!
10. Problems: They Spread on Contact!
11. What's the Big Deal? I Like Being Alone
12. Hanging Out, Hooking Up—What's Social Thinking Got To Do With It?
13. How Does Social Anxiety Mess With a Healthy Head?
14. Think Forward!

Socially Curious and Curiously Social teaches some of our core treatment frameworks....

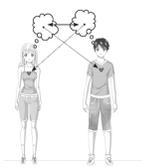
In our chapter on people and their thoughts matter, we teach about:

Social Thinking's Four Steps of Perspective Taking

1. I think about you.
2. I think about WHY you are near me. What is your intent?
3. I think about what you are thinking about me.
4. I monitor you and modify my behavior to keep you thinking about me the way I want you to think about me.

Some illustrations to highlight core aspects of text :

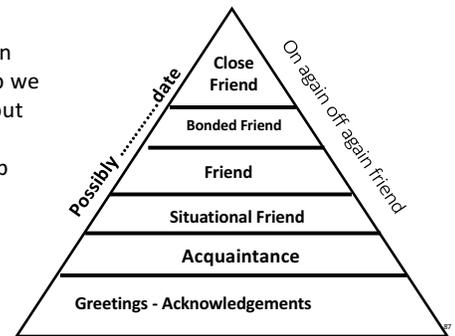
Because when you hang out, you are part of a group!
 As adults, we do the same thing in meetings. Even though meetings are formed to discuss work topics, people work best together when people at the meetings share information in a way that makes other people feel good.
 Here's the **BOTTOM LINE**: Even in situations where learning together or working together is the main motive, people decide whom they want



In a classroom our information not only gives people things to think about, but it also affects how we feel about them.

71

In our chapter on friendship we teach about our Friendship Pyramid



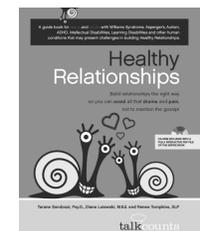
Our chapter on Social Anxiety reviews the Spirals of Social Anxiety: a cognitive behavioral strategy



We seek to address the comments, questions and/or concerns of our students and have them explore the information from an objective and socially informative point of view.

Such as the student who says he doesn't want to be with other kids, he or she likes being alone...

A companion book, we actively use in our clinic is called *Healthy Relationships*



Healthy Relationships provides many informative acronyms and other important life skill strategies for teens and young adults.

Tarane Sondozi, Psy.D.,
 Diana Loiewski, M.Ed. and
 Renee Tompkins, SLP

For example their: A-A-A-A
Teaches about messages we send and receive

- Awareness** – understand we are sending messages
- Analysis** – figure out our intended message
- Action** – Carefully execute
- Abort** – what to do when the message is off target

91

For individuals who are now living as young adults or learning about the hidden social emotional expectations of the work environment:

A Guidebook for Anyone Who Feels Socially Out of Step with Others

Good Intentions Are Not Good Enough



Michelle Garcia Winner
Pamela Crooke

11 Chapters, 209 pages

Takes our core teachings to a new level, while continuing to avoid assumptions regarding one's social thinking skills based on high IQ, college degree or job title!

For example:
We teach about contentious versus supportive work relationships

Michelle Garcia Winner and Pamela Crooke

HERE ARE TIPS TO HELP YOU NOTICE IF YOU ARE CREATING A CONTENTIOUS RELATIONSHIP

- You hear through the grapevine or sense that someone is annoyed with you, but you assure yourself you are right and he is wrong.
- You spend much of your time explaining your point of view rather than soliciting his point of view; you spend more time talking than listening.
- When he tries to explain why you should consider his point of view, you become defensive and reiterate yours.
- You don't console to making a mistake, even if it makes him feel bad. Maybe you just want to move on, but he will retain strong memories of his negative emotions.

HERE ARE TIPS ON DEVELOPING A SUPPORTIVE WORK RELATIONSHIP

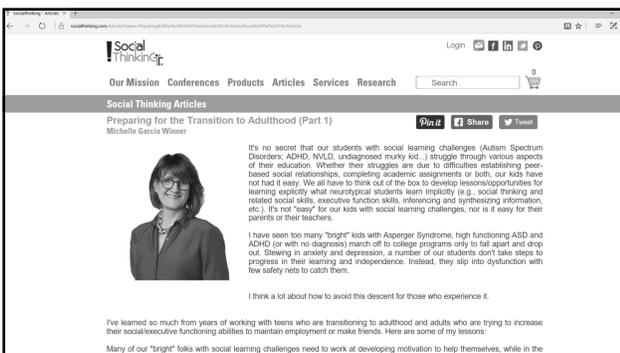
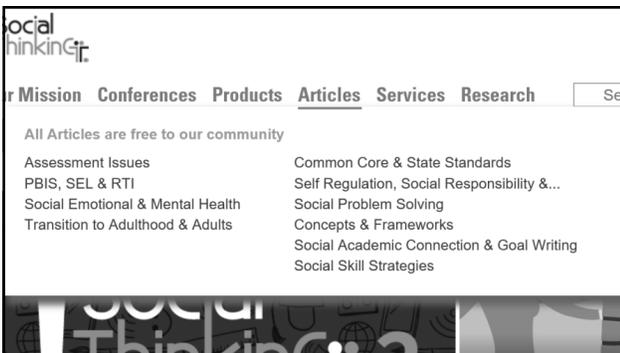
- When you feel annoyed with a coworker, push yourself to try and see things from his point of view.
- Acknowledge he has a different perspective and some good ideas.
- Accept the assumption that some of the project can be done incorporating his ideas.
- Spend time relating to him in a positive way, both about his work and his life outside of work. As you build trust, he will be more open to your opinions about work-related matters.
- Acknowledge that you may have upset him with a genetic apology: "Hey, I'm sorry for the way I acted, I was stressed out."

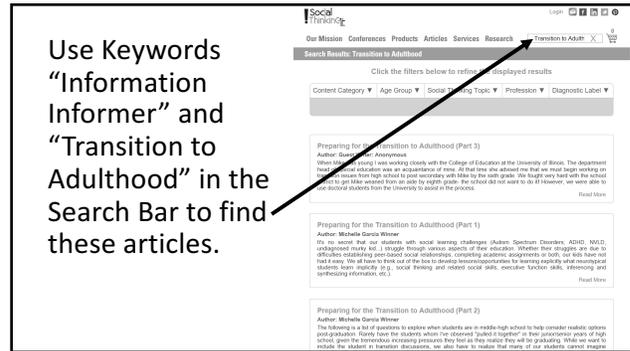
Social Learning ideas are included throughout the book. The last chapter, (chapter 11) provides further tips and strategies to encourage readers to further interact with the material.

A pastor in his 50's wrote us to share that this is his "go to" material for sorting out his relationships at work and at home.

We also provide many free articles on helping teens and adults.

www.socialthinking.com





Use Keywords
 "Information
 Informer" and
 "Transition to
 Adulthood" in the
 Search Bar to find
 these articles.

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Links to products & articles

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 "Helpful Resources"

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