



Teaching Social Competencies—More Than Social Skills



Concept #5: Whole Body Listening

Presented by:

Michelle Garcia Winner, MA-CCC

Moderated by: Pamela Joan Crooke, PhD-CCC

Speech-Language Pathologists

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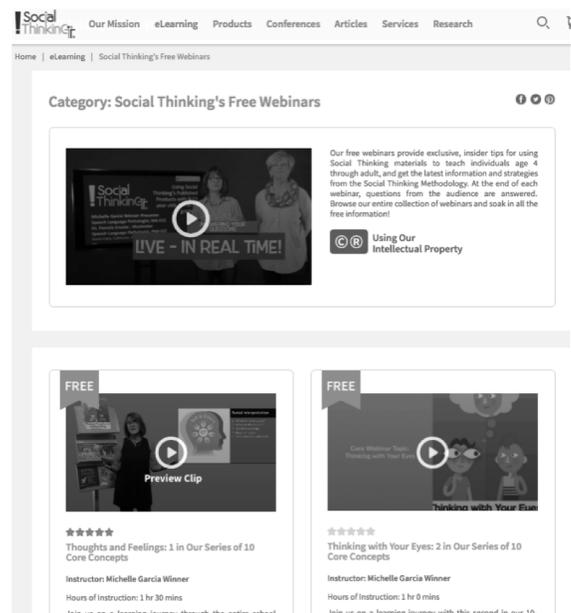
10 webinars

10 months

10 Social Thinking concepts

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Today's webinar topic:



It's likely you are thinking, "how hard can it be to teach whole body listening (WBL)"?

- WBL is more than a set of behaviors
- The WBL concept "is a tool not a rule"
- Why are unexpected behaviors when "listening" problematic?
- WBL morphs into active listening for teens and adults
- Listening literacy: face to face vs digital device
- Listening and our Social Competency Model

Language, Speech, and Hearing Services in Schools, Volume 21, 183-184, July 1990

CLINICAL EXCHANGE

Whole-Body Listening: Developing Active Auditory Skills

Susanne P. Truesdale
Burnt Hills-Ballston Lake Central Schools, Scotia, NY

It is commonly recognized that auditory skills are basic to the language learning process. Likewise, efficient listening skills are prerequisites for academic success. In the school environment, students must continually attend to, process, store and retrieve auditory information while simultaneously self-monitoring comprehension.

Listening skills are taught in various formats and levels throughout the elementary grades. There are abundant resources available for practicing listening skills: auditory tape recordings of sounds to identify, worksheets to complete according to verbally presented information, sequenced directions to follow after oral presentation, and numerous commercially available programs.

What appears to be missing from these programs and methods is the instruction of the behaviors necessary for effective and efficient listening. We provide practice in listening, but do we teach students *how* to listen?

The following activities were developed through a task analysis of listening behavior necessary for first-grade students. These "whole-body" activities are designed to teach students what they must do in order to listen. Listening is associated with active behaviors in contrast to passively "hearing" auditory information.

The following is an example of a typical lesson plan in teaching "whole-body" listening.

1. Explain the differences between hearing and listening. For example: "In order to hear, we need our ears. When we listen, we need to use much more. What else do we need to use when we listen? Let's listen for some sounds outside our room." Exaggerate stillness and concentration on listening while modeling attentive listening. Discuss the sounds that were heard. "We heard all of these sounds before, but we were not paying any attention to them. We were not really listening to those sounds until we thought about it and tried very hard to listen. What did we have to do to really listen?" Discuss and analyze the listening behaviors. The students should

describe listening behaviors in their own words. Record the answers on the board and facilitate correct responses through questioning techniques. Emphasis should be on the attending behaviors which are necessary to listen: being still, quiet, thinking about listening and paying attention to the sounds.

2. In the previous discussion the students should have become aware that they must do something when they listen. Emphasis is on the active nature of listening. Teach these active behaviors according to these tangible parts of the body in order to make listening a concrete, active, observable skill. For example: "When we hear a sound, we use our ears. When we try very hard to listen, we need to use more than our ears. We also listen with our brain, eyes, mouth, hands, feet, and even our seat!"

These concrete listening behaviors can be discussed as demonstrated in the following example: "When we listen with our brain, we think about the sound or about what the speaker is saying. We must keep thinking about it while we are listening. We listen with our eyes by looking at the speaker all the while we are listening. When we listen with our mouth, we are quiet and do not talk while the speaker is talking, because we cannot listen when we are talking. We must also keep things out of our mouth. We cannot listen when we are chewing on pens, pencils, neckchains, collars, etc. Listening with our hands means that we keep our hands still, unless we are asked to take notes. Before we begin to listen, we must take care of arranging books, pencils, or papers. We cannot listen when we are busy doodling, tapping fingers, or tying shoelaces. Busy hands prevent us from thinking about what the speaker is saying. Busy hands can also get noisy and prevent us from hearing the speaker. We can listen with our feet by keeping them still and down on the floor. Swinging and tapping feet make noise and take our attention away from the speaker. Quiet feet help us to hear and think about what the speaker is saying. When we

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Concept created by:
**Susanne
Poulette Truesdale,
1990**

Truesdale, Susanne P. (Poulette)
(1990). Whole-Body Listening:
Developing Active Auditory
Skills. *Language, Speech, And
Hearing Services In Schools, Vol.
21, No. 3, 183-184.*

Why was whole body listening adopted into our Social Thinking Methodology?

Children came into our Social Thinking sessions without the ability organize themselves into a group.

The purpose of teaching whole body listening is to help students:

1. Develop awareness of ways to help their bodies and brains attend to information so they can interpret what is being said.
2. Show others (the speaker and other listeners) that they are listening so they are included in the group.
3. Take the perspective of others.

The concept of WBL is often described as a set of behaviors.

However, truly listening involves far more than doing specific behaviors. It involves thinking, perspective taking, feeling, etc.

Social-Emotional Chain Reaction

Situation and people _____

Expected behaviors 

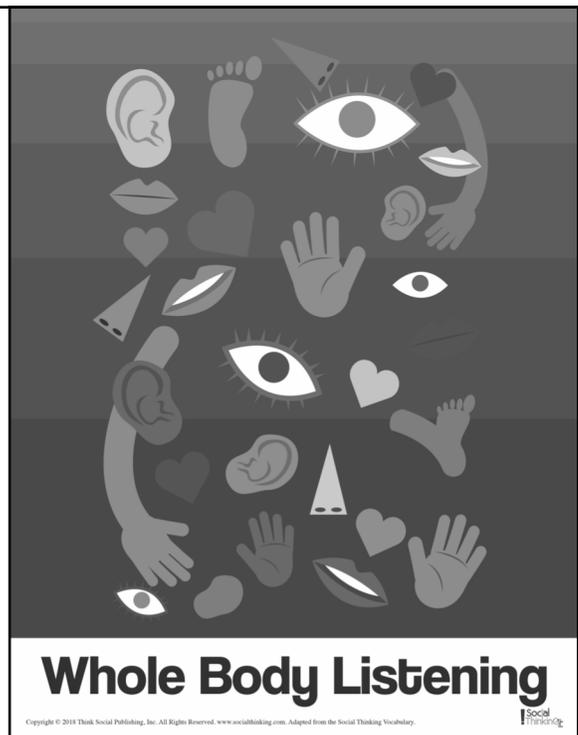
Unexpected behaviors 

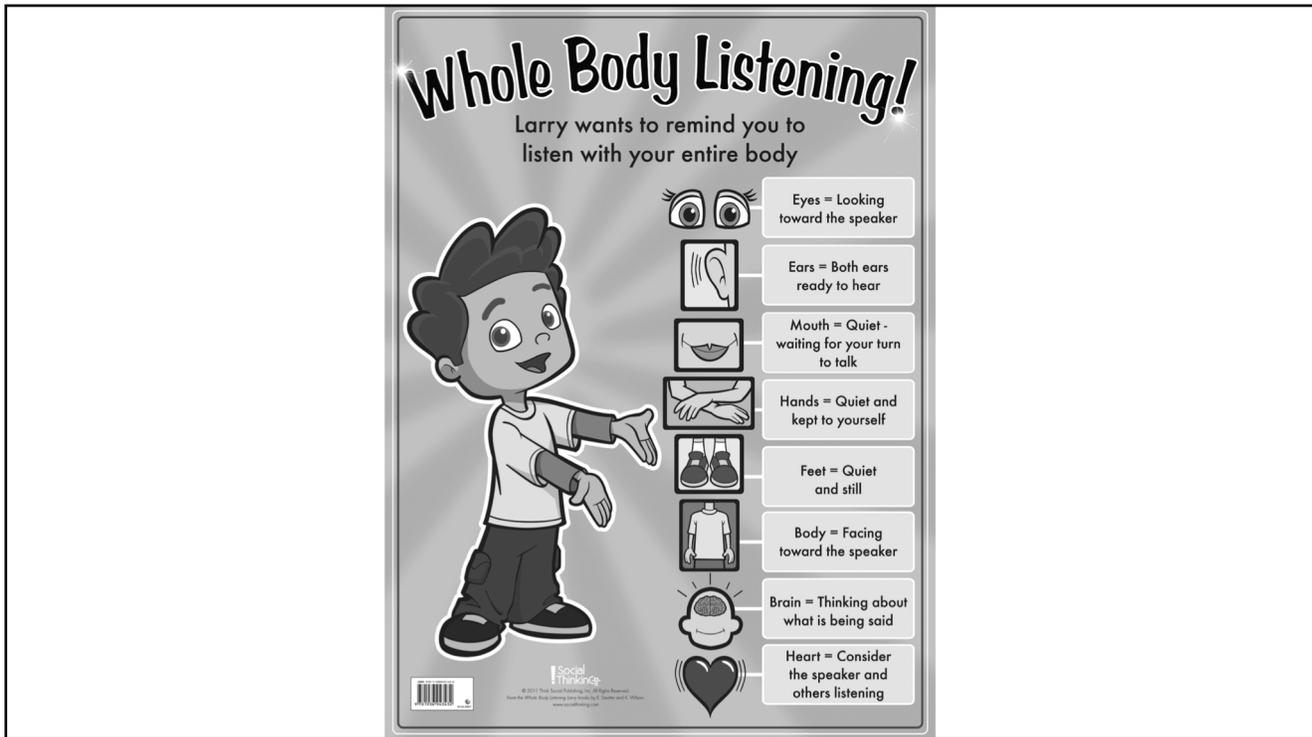
- How you behave affects how people feel and think
- Which affects how they react and respond
- Which affects how you feel yourself

How do I show I am listening with my body?

Whole Body Listening (WBL)

Truesdale, S. (1990). Whole body listening: Developing active auditory skills. *Language, Speech and Hearing Services in Schools*, 21: 183-184.





WBL is a tool, not a set of rules! Listen as well as you can.

We each listen in our own way. How we show people we are listening is dependent on each of our own social cognitive and sensory regulation abilities. Learn more in the article by Elizabeth Sautter, co-author of *Whole Body Listening Larry* books:

socialthinking.com/tool-not-rule

Social Thinking Publishing has published two developmental story books to teach about WBL in a way that is motivating to kids.

Whole Body Listening Larry taught through rhyme

School



Home



But wait, we have a problem!

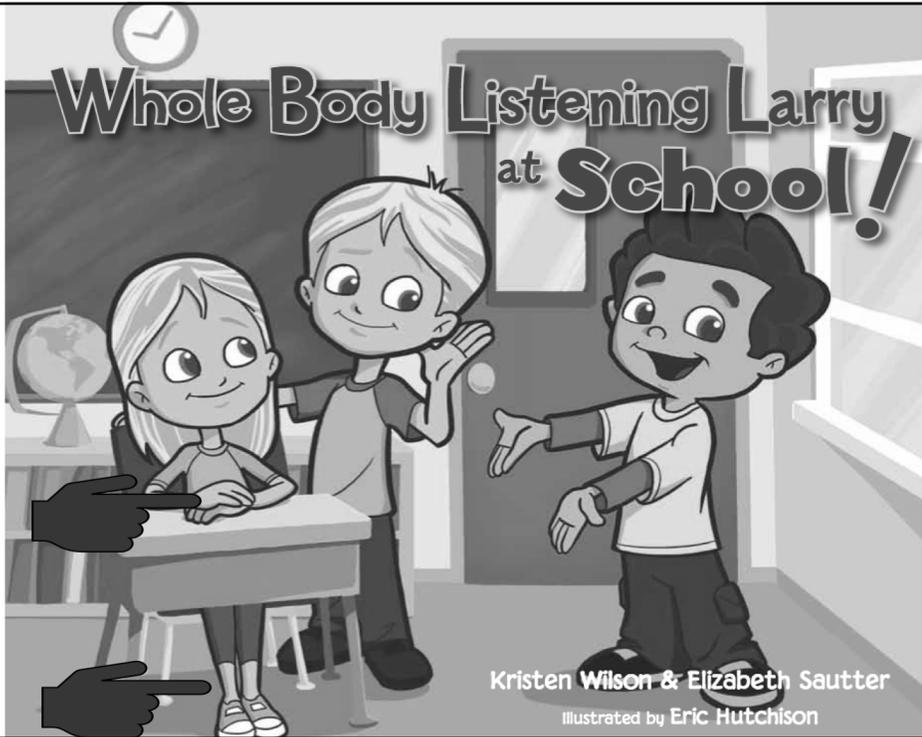
The student demonstration of WBL
was horrifying!

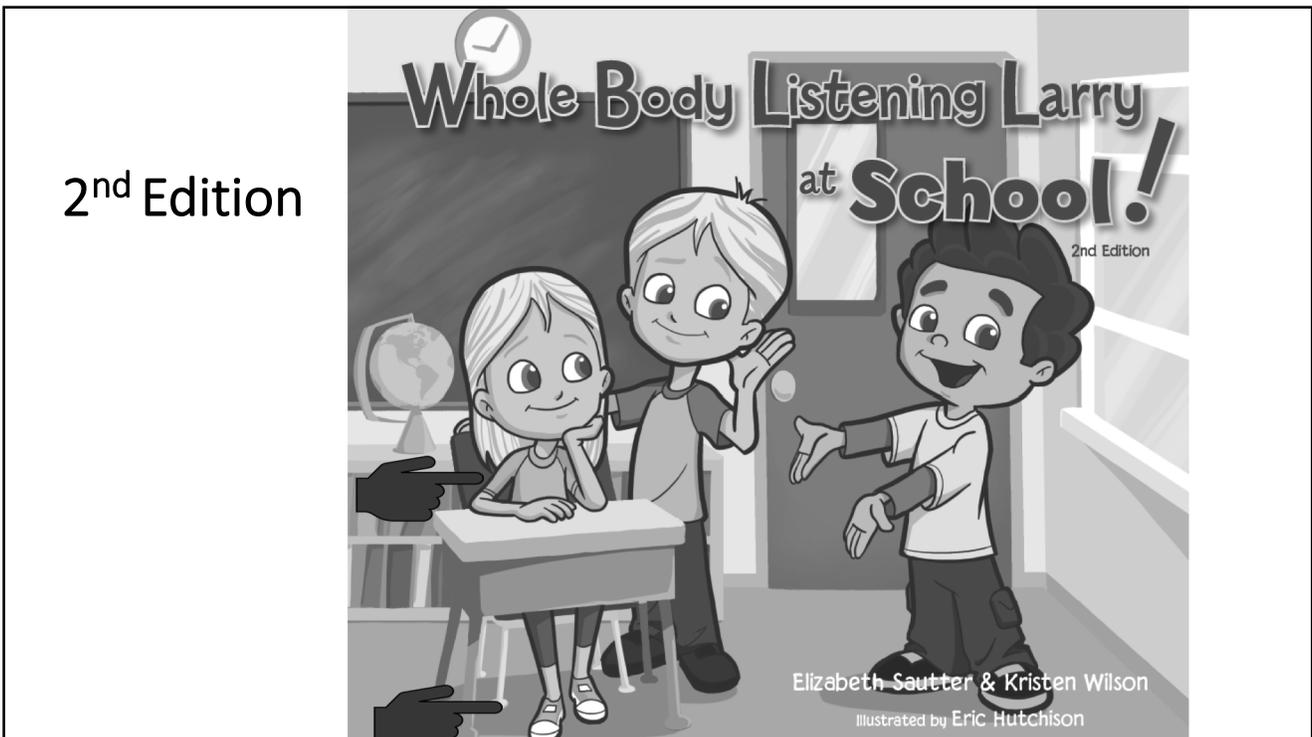
Why the 2nd edition of our
Listening Larry book series?

Perfect posture is not needed to listen well!

We goofed! In the 1st edition we illustrated students with perfect posture, exaggerating expected behavior. In the 2nd edition we depict realistic, relaxed ways to listen with our whole body.

1st Edition

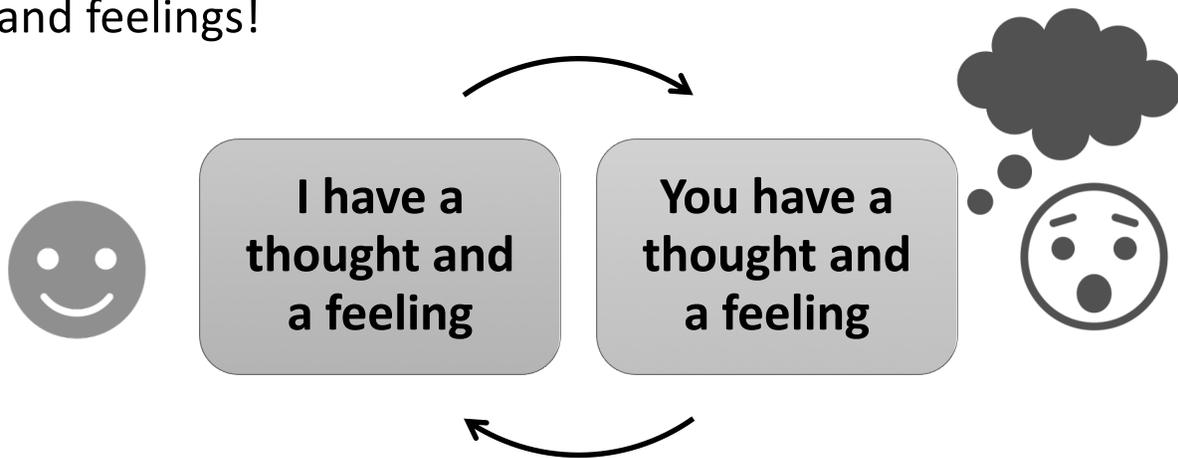




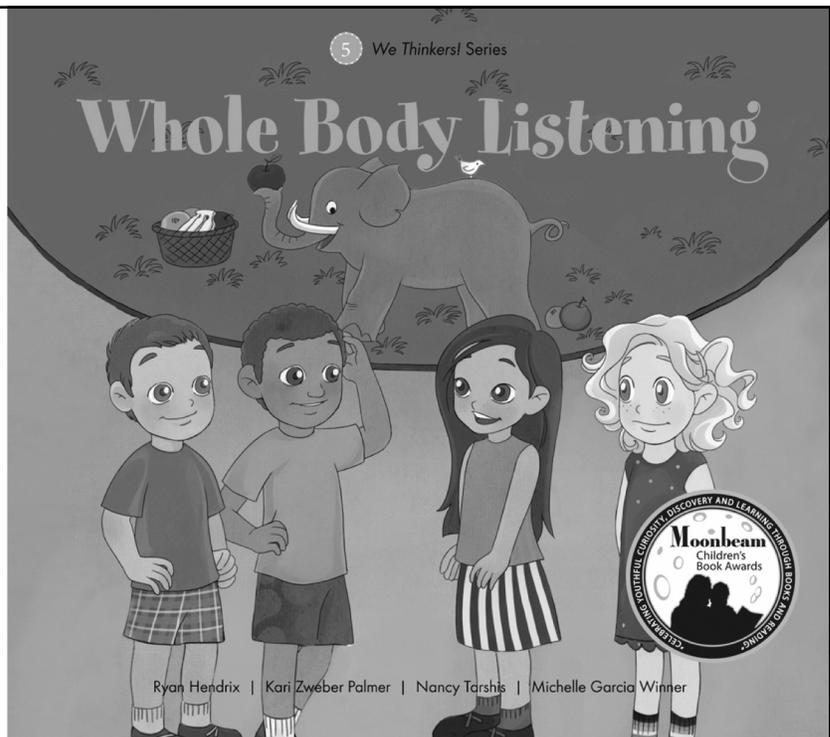


Teaching ALERT:

When using our Social Thinking Methodology, always start by teaching students about their own and others' thoughts and feelings!



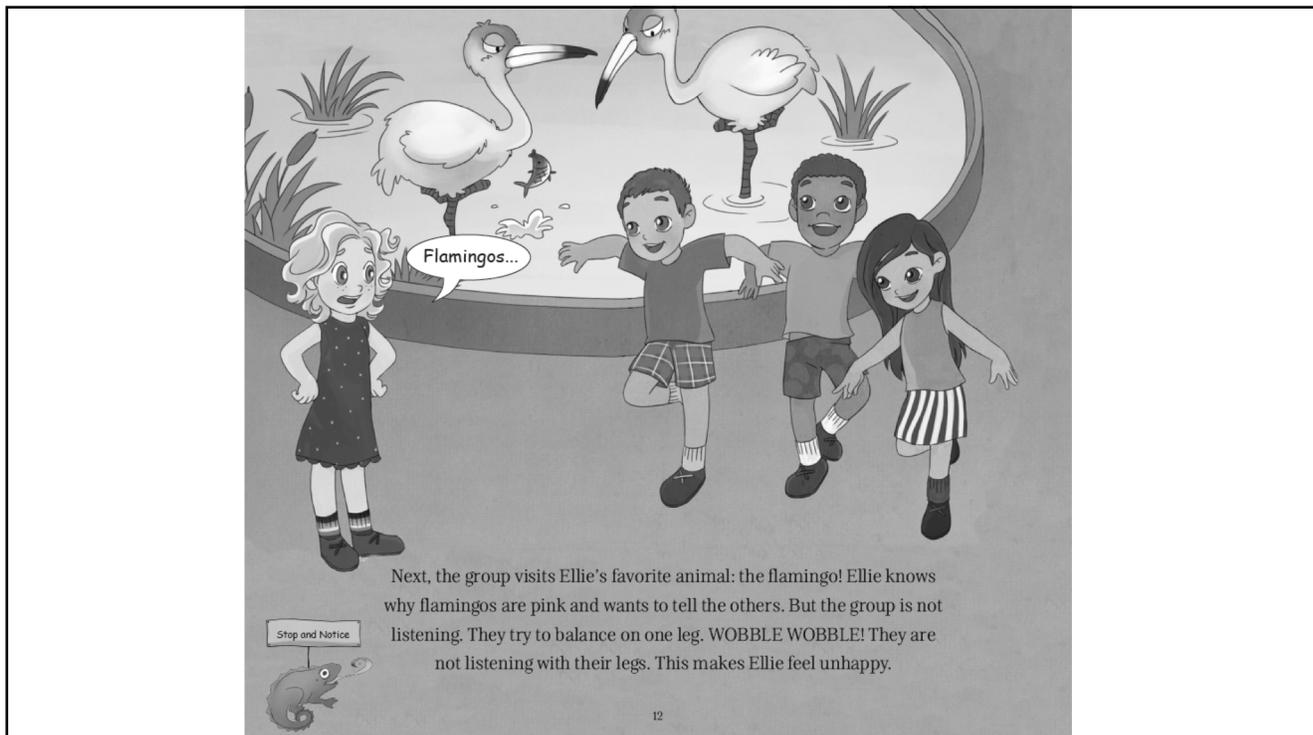
WBL in *We Thinkers! Vol 1*



Scope and sequence:

WBL is a more advanced learning concept than most people realize!

1. Thoughts and feelings
2. Group plan
3. Think with your eyes
4. Body in the group
5. Whole body listening



Flamingos' color comes from what they eat.

Evan, Jesse and Molly notice that Ellie is unhappy. Oops! They stop moving their legs to show Ellie they are listening and thinking about her. Now they are listening with their whole bodies. This makes everyone feel good.

Stop and Notice

13

Listen With All Of You

– Words and music by Tom Chapin & Phil Galdston

List'nin'...lookin'...stillin'...
 Open...closin'...chillin'...

List'nin' with...lookin' with...stillin' both...
 Open up...closin' up...chillin' with...

List'nin' with your...lookin' with your...stillin' both your...
 Open up your...closin' up your...chillin' with your...

List'nin' with your ears, lookin' with your eyes, stillin' both your feet
 Open up your brain, closin' up your mouth, chillin' with your bottom on a seat
 List'nin' with your ears, lookin' with your eyes, stillin' both your feet
 Open up your brain, closin' up your mouth, chillin' with your bottom on a seat

Use your whole body, use your whole body
 From your head to your toe, using everything you know
 Listen with all of you

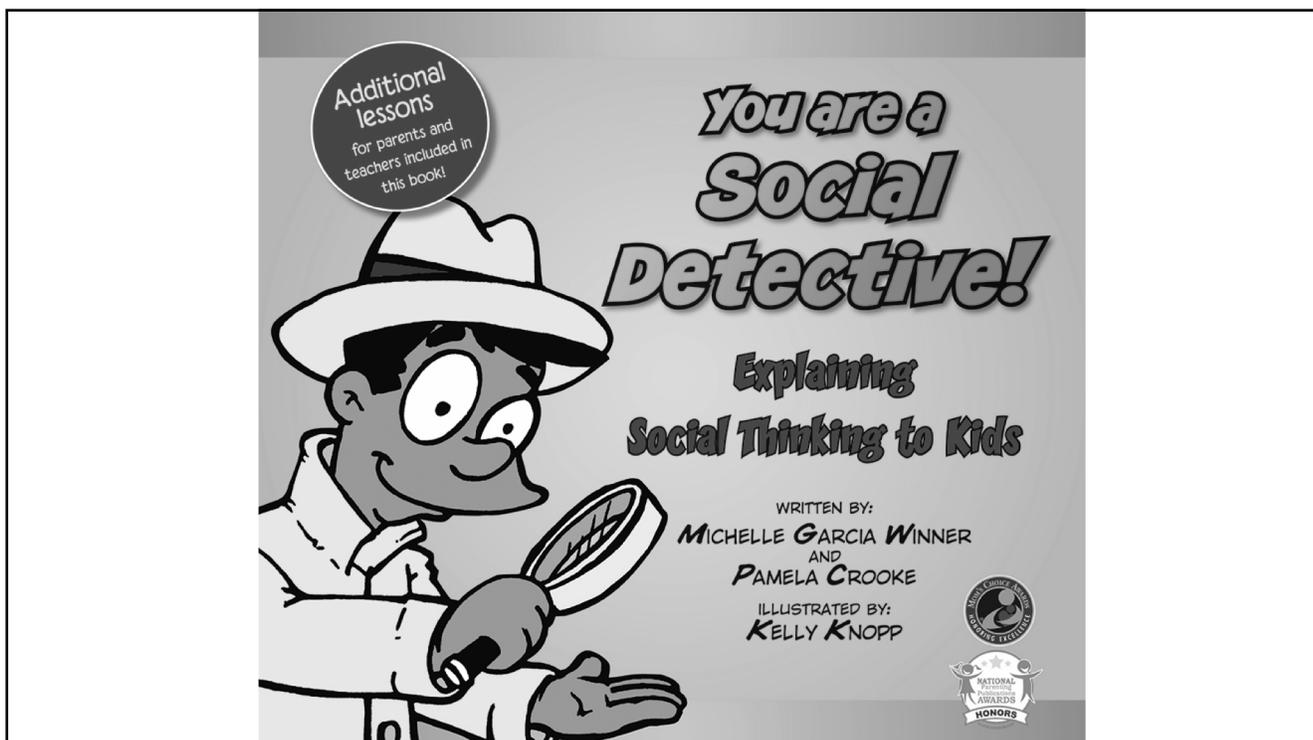
List'nin' with your ears, lookin' with your eyes, stillin' both your feet
 Open up your brain, closin' up your mouth, chillin' with your bottom on a seat
 Use your whole body, use your whole body
 From your head to your toe, using everything you know
 Listen with all of you

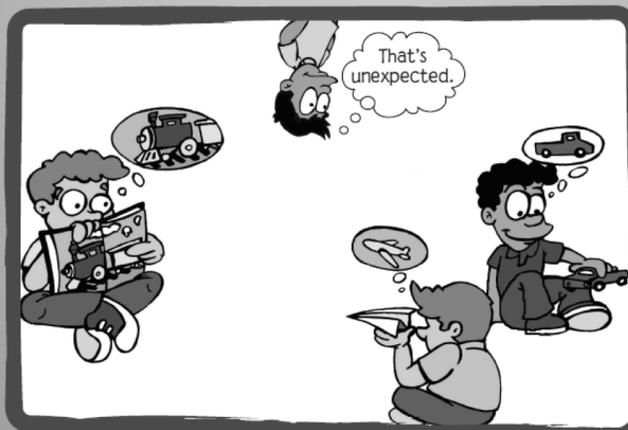
Listen...ears, lookin'...eyes
 Still both your feet
 Open up...brain, closin' up...mouth
 Chill...with your bottom on a seat
 Listen with your ears, eyes, brain and mouth, while you're
 Stillin' both your feet
 Listen with your ears, eyes, brain and mouth, while you're
 Chillin' with your bottom on a seat

Use your whole body, use your whole body
 From your foot to your shin, from your knee to your thigh
 From your belly to your chest, from your chin to your eye
 From the way down low, to the way up high
 Listen with all of you

What WBL is not:

- It is not intended as a stand-alone behavioral concept.
- Our teaching of the WBL concept is not related to information that should be used in a behavior plan.





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.

With tweens, teens, and adults we do not use the term “whole body listening”. Instead, we use the terms:

- Be a good listener
- Active listening
- Reflective listening

We listen to understand others'
perspectives, ideas, and experiences.

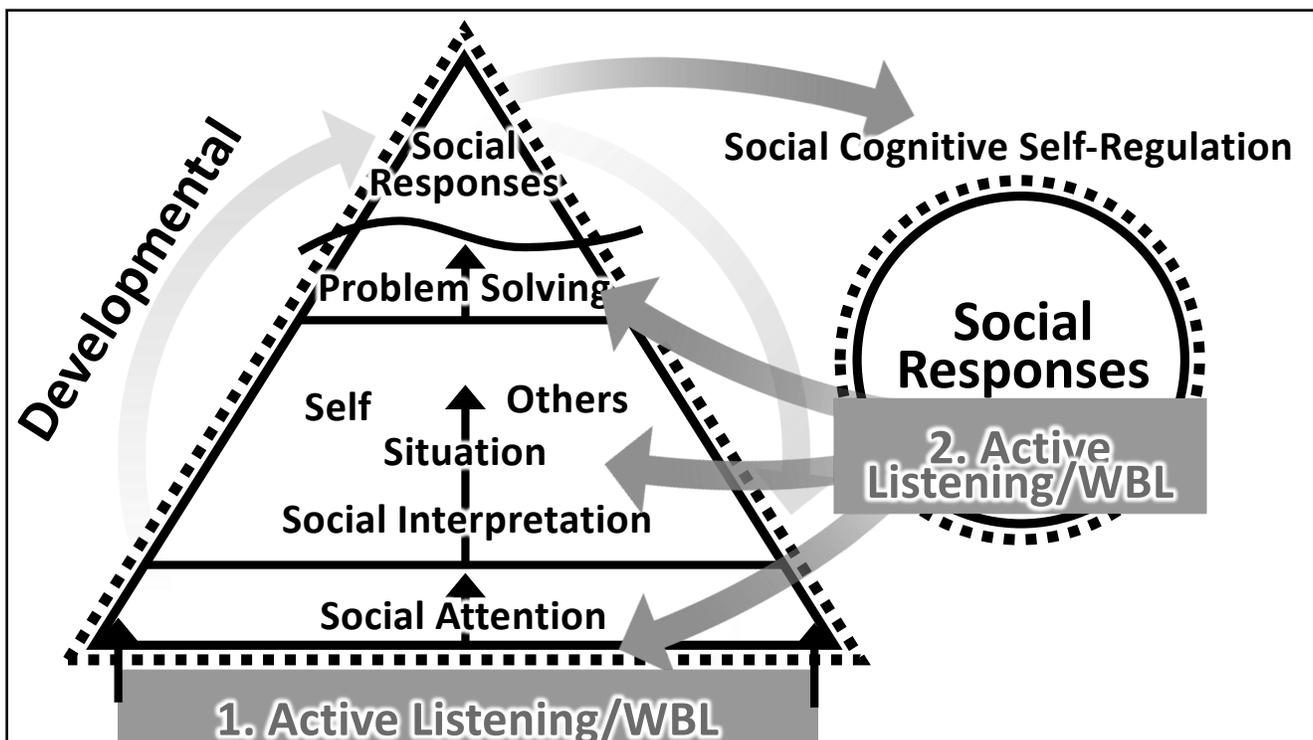
We can then relate to others based on what
they shared with us.

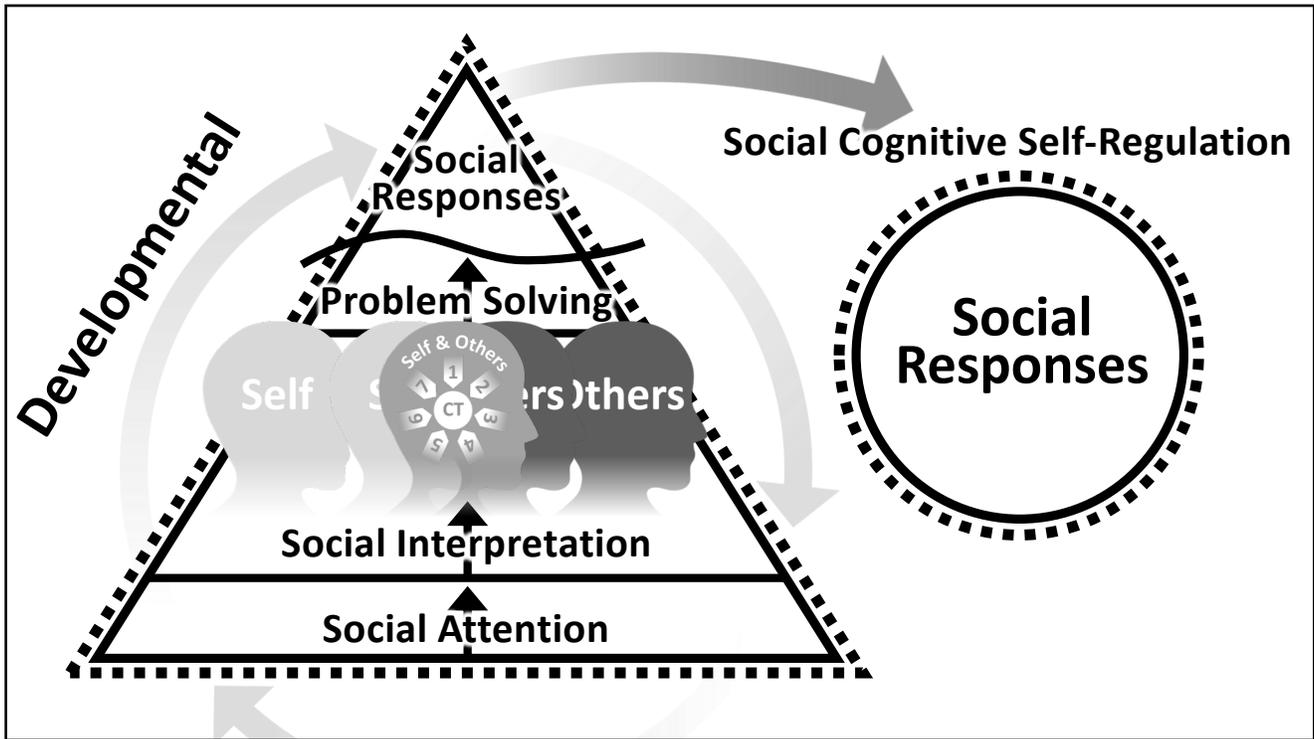
We have strong expectations for
how people listen to us!

“I hate it when people don’t appear to be
listening to me” ...and then he counted his
money when others were talking.

Listening is part of our social attention.

Once listening, we are expected to begin interpreting the context along with different points of view.





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

How we listen is influenced by awareness of culture, WHO you're with, and the situation (context).

- How we listen to a respected elder may appear different than listening to a friend.
- Specific ethnic cultures may have different forms of listening behaviors.
- You listen to a person you are dating differently than how you listen after 10 years of marriage, etc.

ILAUGH Model of Social Cognition

I = Initiating

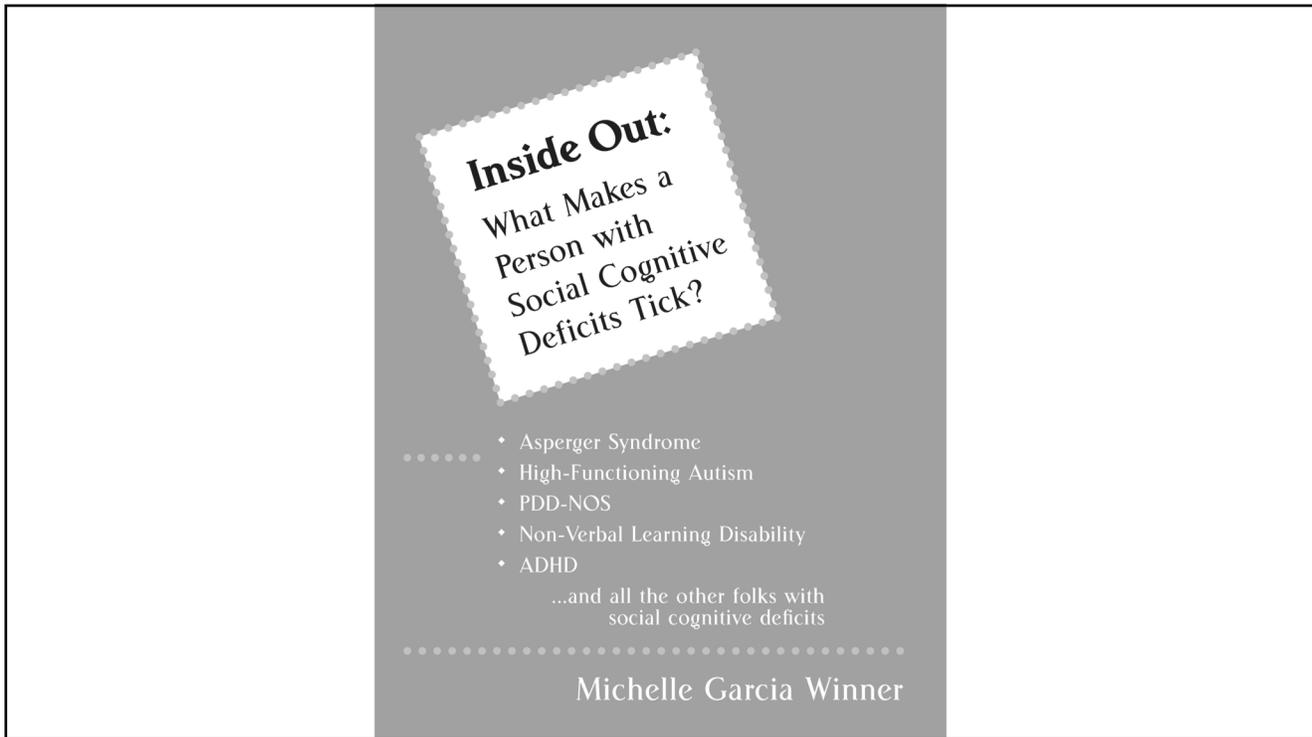
L = *Listening with eyes and brain*

A = Abstracting and inferencing

U = Understanding perspective

G = Getting the big picture (gestalt)

H = Humor and human relationships



Listening literacy

We are expected to listen differently based on whether we are interacting face-to-face or through a digital device.

Classrooms and homes require us to flip between real-time, face-to-face communication and listening to learn through a digital device.

Listening through a digital screen (without a facetime experience) allows the listener to be less concerned with their social responses.

The listener focuses on interpreting information that is both auditory and visual.

In face-to-face communication, if you don't listen, there are strong offenses registered by the speaker and others present in situation, and may result in having strong negative reactions.

- Who am I listening to?
- What's their role? What's my role?
- Am I to respond or only listen?
- Expectations for listening are related to context.

Think Social!!

A Social Thinking® Curriculum for School-Age Students



For Teaching Social Thinking and Related Social Skills to Students with:

- High Functioning Autism
- PDD-NOS
- Asperger Syndrome
- Nonverbal Learning Disability
- ADHD
- And for all others in the murky gray area of social thinking

FREE CD included with Comprehensive Goals & Standards

Michelle Garcia Winner 

Section 2

Our Whole Body and Mind Help Us be Part of the Group

The purpose of this section is to explore how our whole bodies are used while being part of a group. We will explore the concept of thinking with our brains as well as thinking with our eyes. We will focus on thinking about what other people are thinking.

How does the information in these lessons impact the classroom setting?

In Section 1 we explored what it means to be in a group. Now in this section we will explore how each of us gains information from the world and people around us while functioning in the group. Again, the information may seem very basic but these are important lessons for our students, especially if we expect them to succeed in the classroom setting, even if they have a paraprofessional to help them! The educator will also find these are good lessons to use with ALL children. They encourage insight into how we relate and evaluate those around us.

Tools & Materials

- Lunch bags or some blindfolds to cover their eyes
- Provide things with a distinct and pleasant smell like mint extract
- A ball (a large ball is more fun)
- A set of square and rectangle building blocks (avoid using shapes that are hard to stack, e.g. triangles)
- Book: *Can You Listen With Your Eyes?* (Everly, 2005) or a similar book on how we listen with our whole body
- Puppets and/or dolls for younger children

Critical Vocabulary & Concepts

- Whole body listening
- Think and thinking with our brains
- Thinking with our eyes
- Thinking about what other people are thinking.

Use these vocabulary concepts learned in previous lessons while teaching new concepts!

- Doing what is "expected" in the group
- Observing others through imitation
- Doing what is "unexpected" in a group
- Big problem - little problem
- "You can impact/affect my feelings"
- Three parts of play: set up, play and clean up

© Michelle Garcia Winner 2008 • www.socialthinking.com 59 Section 2: How Our Body & Mind Help Us be Part of the Group

Lesson 6: Listening With our Whole Body

Critical Vocabulary
Whole Body Listening

You can adapt the vocabulary to more explicitly state what behaviors are expected within the group. This informs students that people actually notice other people's size whether they are abiding by the unwritten social rules or hidden rules.

How to use this lesson in the classroom:

1. Explain that "whole body listening" requires that when we pay attention means our hands, feet, heart, brain, fingers, eyes all pay attention to what people or members of the group are doing.
 - A. For young students (Kindergarten to second grade), read the book *listening, Can You Listen with Your Eyes?* (Everly, 2005). This book is a board type book that demonstrates how a bear listens with all parts (brain, hands, feet, heart, etc.). If you know of a similar type of book use it instead!
 - B. Write the word "listening" on the board and draw a body with ears and feet. Discuss what listening is. Talk with the students about how they listen with their whole body (hence, "whole body listening").
 - C. Play games of observing other people in the group and figuring out who is listening and who does not appear to be listening based on what people are doing with their whole body. The important lesson is that listening is much more than just hearing people say the words.

2. After the children have developed the ability to identify the different components, you, the teacher, should act like you are not listening.

- A. Turn your body or head or legs out of the group. The student will tell you what you are doing is wrong before you have a chance to think everything you are doing is ok.
- B. If a student says to you, "your eyes are not in the group," you will then cue you to move your shoulders back into the group.
- C. At this point only move your shoulders back in the group. The more they can break down wrong, the more they are thinking about this information.

♪

3. Have the students display specific behaviors of whole body listening.

- A. Copy the "Using Our Body & Mind" form on the next page and have the students put the pieces of paper into a cup. For pre-readers, you can have them do it in their ears.
- B. Have the children take turns taking a piece of paper from the cup and act out either being a good listener, or act out what makes a bad listener. Have the other students define what parts of the body they are using for listening.

Using Our Body and Mind Student Worksheet

Listening well with your whole body.

Your eyes are not helping you to listen (no eye-contact).

Your feet and legs are not helping you to listen.

Your hands are not helping you to listen.

Your body is not in the group but you are looking at the teacher.

Your body is facing the wall while you sit in the group.

You are talking about airplanes while you are in the group.

Superflex: Energy Hare-y

SUPERFLEX[®]...
A Superhero
Social Thinking[®] Curriculum

By STEPHANIE MADRIGAL & MICHELLE GARCIA WINNER

Hopping to a brain near you...
Energy Hare-y!
Listen up students because Energy Hare-y loves to hangout at the *Superflex[®] Academy!*

Can you spot him?
Does he pop into your brain sometimes?

This character gives the person SO MUCH ENERGY that he is constantly fidgeting or moving around, and he doesn't think about what the people around him need or how others are feeling around him. Sometimes, Energy Hare-y and *Wellington* work together, which can quickly make the group fall apart.

Can you think of other places where you may notice him getting into your brain?
Why do we want to defeat him if we catch him in our brains? What can Hare-y do to a group?

Well, do not fear because *Superflex* has some ways to defeat this character.
Take a look:

- 👁️ When others are talking, use **Whole Body Listening** (keep your whole body quiet).
- 👁️ **Check-in with your eyes** and see how the rest of the group is acting. Try to match how calm the other kids are with their bodies.
- 👁️ **Take a few deep breaths** to calm.
- 👁️ Can you think of any other strategies?

Appendix E: Additional Superflex[®] and Unthinkable Handouts
Superflex[®]: A Superhero Social Thinking Curriculum
Stephanie Madrigal & Michelle Garcia Winner ©2008 www.socialthinking.com

Social Town Citizens
 Discover **82**
New Unthinkable
 for Superflex® to Outsmart

Introducing Superflex's
VERY COOL FIVE-STEP POWER PLAN
 and the
Thinkables

Edited and Expanded Upon by
**Stephanie Madrigal, Michelle Garcia Winner
 and Pamela Crooke**

Stop! The Confuser® is invading your brain!

Powers of this Unthinkable

- The Confuser gets people to mix up messages they're sending to others with words, their body language, or both. The citizens who are supposed to get the message get confused and maybe even upset when they can't understand.

To do what's expected, use these Superflex strategies:

- Think about the four important parts to communicating a message:
 - Think about the person. Is that person a friend? A stranger?
 - What do you know about the person?
 - Think about the person with your body — your facial expression, body language, and tone of voice.
 - Think about the person with your eyes.
 - Think about the person with your words — what you're asking or what thoughts you're adding.
- Try to think about putting these together to communicate a clear message. Here is an example:
 - Think: This is a classmate of mine who often talks to me.
 - Body: While I'm sitting in my seat, I'll turn my shoulders to face her, smile, and use a friendly tone of voice.
 - Eyes: I'll think about the person with my eyes to show my interest and to notice clues from the other person.
 - Words: I'll say: "Hey, you got your haircut. It looks good!"
- As you keep thinking about the other person after you send your message, look for clues that show either interest or confusion. For example, check to see if the person's face looks confused. If that's the case, you may try to find out what she's confused about by saying something friendly like, "You seem confused by my question — did you understand it?" Then try to say it a different way.



The Confuser

Stop! Antsy Nancy is invading your brain!
 Use Superflex's Very Cool Five-Step Power Plan to defeat this Unthinkable.

Power #1: The Decider power helps you to stop, describe, and decide the powers of the Unthinkable.

- Antsy Nancy makes people fidget or be impatient.

Power #2: The Social Detective power helps you to observe the situation and the people in the situation.

- Your Social Detective notices how people's bodies and brains sometimes have a hard time calming down enough to concentrate on their work. To know what strategies will help your body and brain stay focused, your Social Detective has to pay attention to what's happening inside you.

Power #3: The Breaker power helps you to stop and think to discover the hidden rules.

- If people's bodies feel really fidgety or antsy, they need to start by trying to calm down all the activity in their brain. Citizens do this in different ways. Your teacher can share ways to do this.
- People's brains and bodies sometimes feel fidgety or antsy because they're nervous. This can happen when Worry Wall gets involved. You can use Superflex strategies to defeat Worry Wall too!

Power #4: The Flex Do Body power helps you to use flexible thinking to choose strategies to use to do what's expected.

- Take calming breaths — take a deep breath and count to 10.
- Try using an object to fidget with — like a stress ball to squeeze — as long as you and citizens around you can still pay attention. If a fidget distracts you or others, it's a distractor, not a fidget, and may get taken away by teachers or parents.
- Take a short brain break from your task.
- Remember that others appreciate it when you work at defeating Antsy Nancy because it helps them stay calm and concentrate too.

Power #5: The Cranium Coach power helps remind you to use your self-talk to tell yourself you've done well using new strategies.

- You can tell yourself you've done this today when you can say to yourself: "I've succeeded at getting my body and brain to a calmer place so I can focus on my work or wait for the next thing to happen without feeling like I need to bust out of the room!"



Antsy Nancy

OH N. NETTINK CONFUSED EARR! THE CONFUSER
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 FROM SOCIAL TOWN CITIZENS DISCOVER 82 NEW UNTHINKABLES FOR SUPERFLEX TO OUTSMART! 63

OH N. SINKINCE ANTSY NANCY
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 FROM SOCIAL TOWN CITIZENS DISCOVER 82 NEW UNTHINKABLES FOR SUPERFLEX TO OUTSMART! 70

Social Fortune or Social Fate

PAMELA CROOKE AND MICHELLE GARCIA WINNER

WATCH THEIR DESTINY UNFOLD BASED ON THE CHOICES THEY MAKE

SOCIAL FORTUNE OR SOCIAL FATE

A SOCIAL THINKING® GRAPHIC NOVEL MAP FOR SOCIAL QUEST SEEKERS

SOCIAL FORTUNE OR SOCIAL FATE

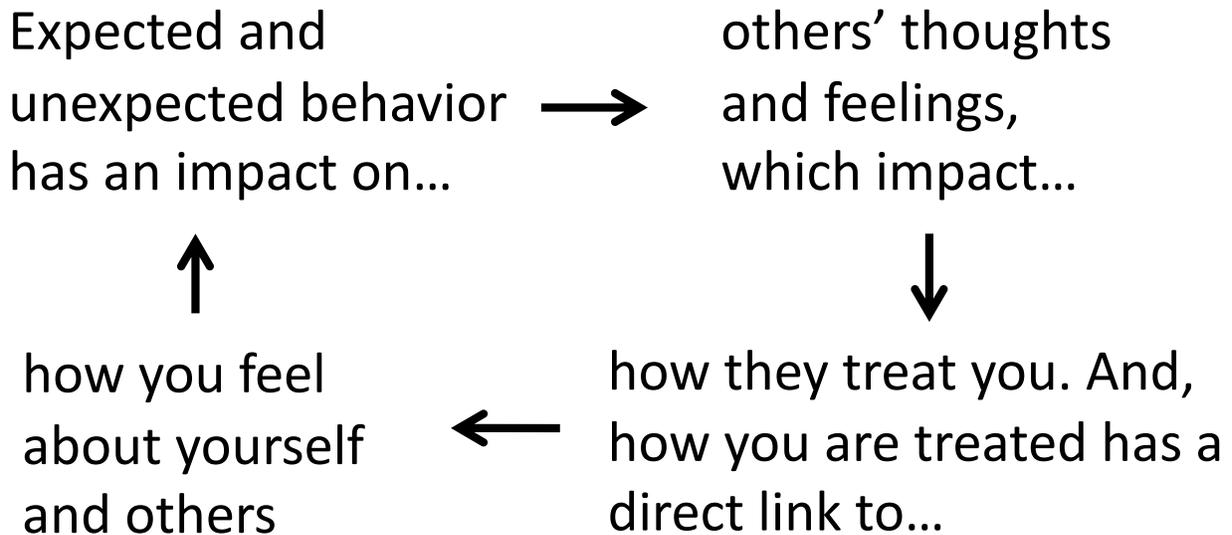
A SOCIAL THINKING® GRAPHIC NOVEL MAP FOR SOCIAL QUEST SEEKERS



WATCH THEIR DESTINY UNFOLD BASED ON THE CHOICES THEY MAKE

PAMELA CROOKE AND MICHELLE GARCIA WINNER

Social Behavior Map: Review



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

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:

1. **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.
2. **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.
3. **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

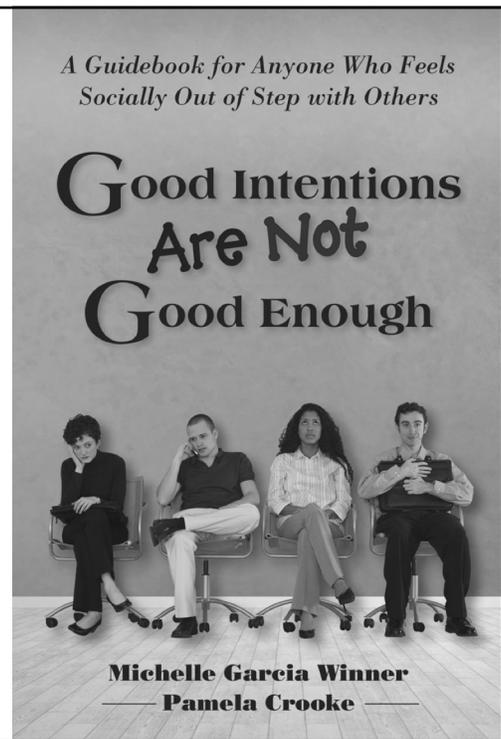
Social Fate: (unexpected behavior) Bored Outta My Brain!

Social Fate — Bored Outta My Brain

Fate/6

For adults:

Explores how an emotional undercurrent is strongly present in the workplace. What each of us does impacts how others feel and think.



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.

Visual Supports for 10 Key Social Thinking Vocabulary

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

- Social Thinking Vocabulary concepts in visual form!
- Perfect visual support for teaching in a classroom, treatment room, or at home
- Sold as a set; not sold separately

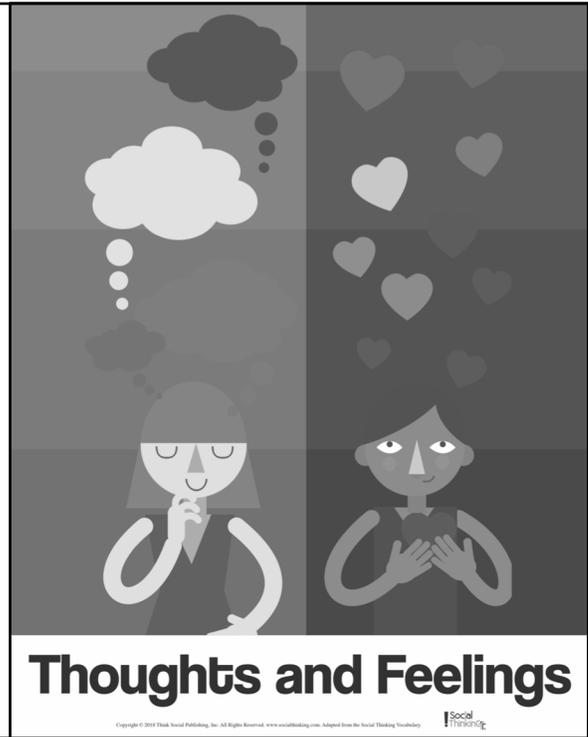
To be used as supplemental visual supports for the teaching you are already doing

For all age groups, PreK - Teens

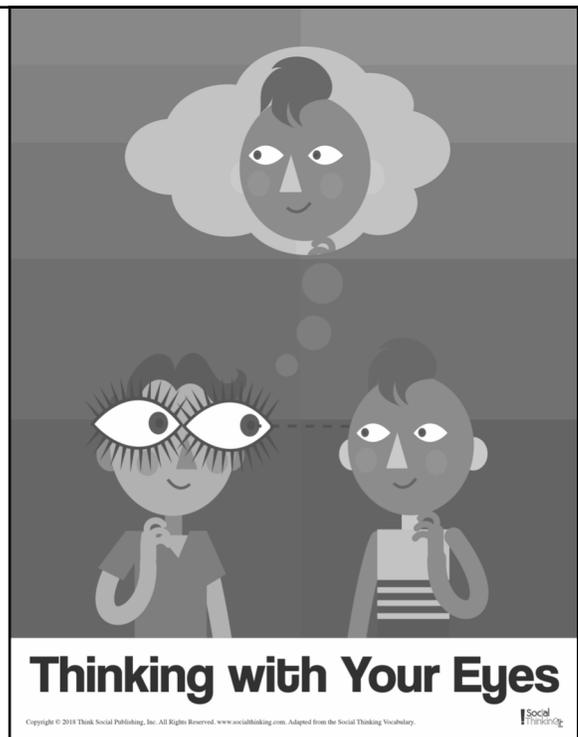
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1st webinar topic



2nd webinar topic



3rd webinar topic



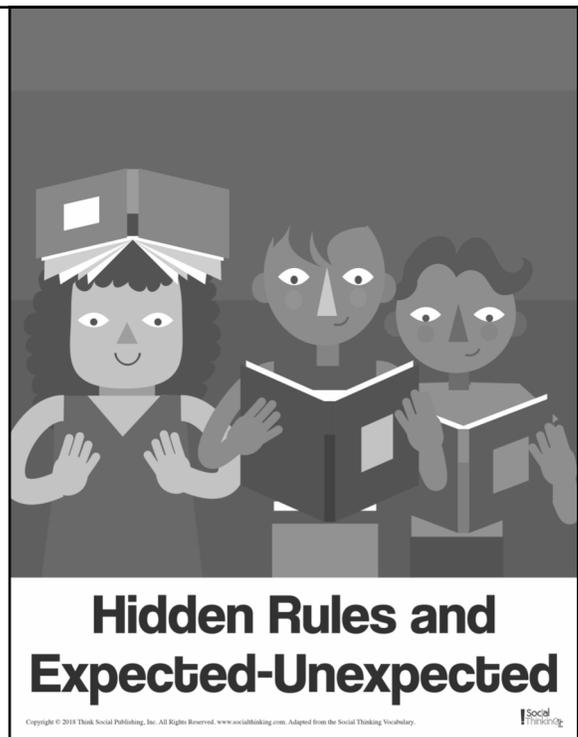
4th webinar topic



Today's webinar



Here are the rest of
the visual supports
and webinar topics in
the coming months...

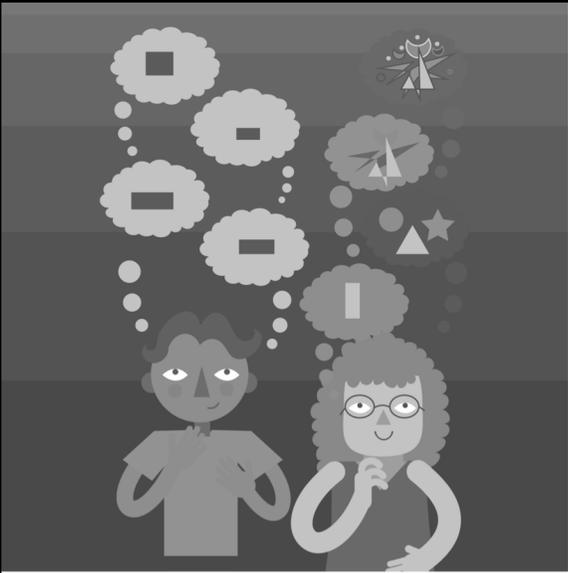




Smart Guess

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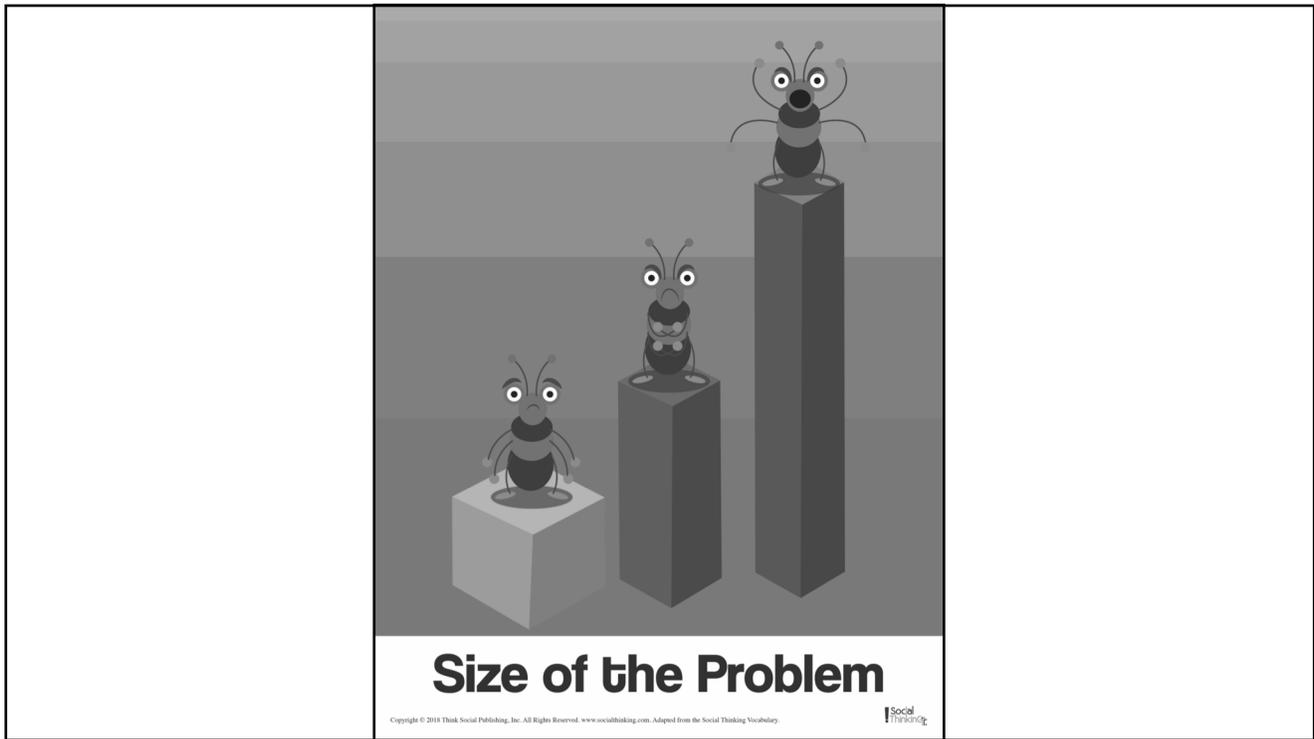
Social Thinking



Flexible and Stuck Thinking

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Social Thinking





We have many eLearning modules that explore teaching these concepts further...

The following modules mention WBL:

- Part 1: Social Thinking Vocabulary & Treatment Frameworks
(Category: Teaching Our Vocabulary, Frameworks & Motivational Strategies)
- Expanding Superflex's Teachings & Exploring Use Across Different Age Groups
(Thinkables and Unthinkables card- Energy Hare-y/Mediation Matt, and We Thinkers Vol. 1 (contents); category: Implementing the Social Thinking Methodology with Fidelity)

Initiating Communication & Listening with Eyes, Ears, and Brain

(WBL is briefly touched on when covering the “L” in ILAUGH; category: The Social-Academic Connection)

Strategies for Kids: Brain Boss & Flex Camp: The Detective & Dragon Series

(WBL is discussed as part of making Brain Boards; category: Teaching Our Vocabulary, Frameworks & Motivational Strategies)

Our next free webinar in the series is on concept #6:

Expected & Unexpected Behavior

- Wed., January 23, 2019, 10 a.m. Pacific Time

You can register now for this webinar!

www.socialthinking.com/Expectations



Teaching Social Competencies—More Than Social Skills
