

SOCIAL THINKING® AT HOME & IN THE COMMUNITY

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WHO ARE YOU?

- Parents/Family?
- Teachers?
- Speech-Language Pathologists?
- Counselors?
- Other therapists?

- Caring for individuals with...
 - Social learning challenges
 - Communication/language Impairments
 - Autism
 - Non-verbal learning disorders
 - Other?

LET'S GET STARTED




WHAT ARE “GOOD SOCIAL SKILLS”?

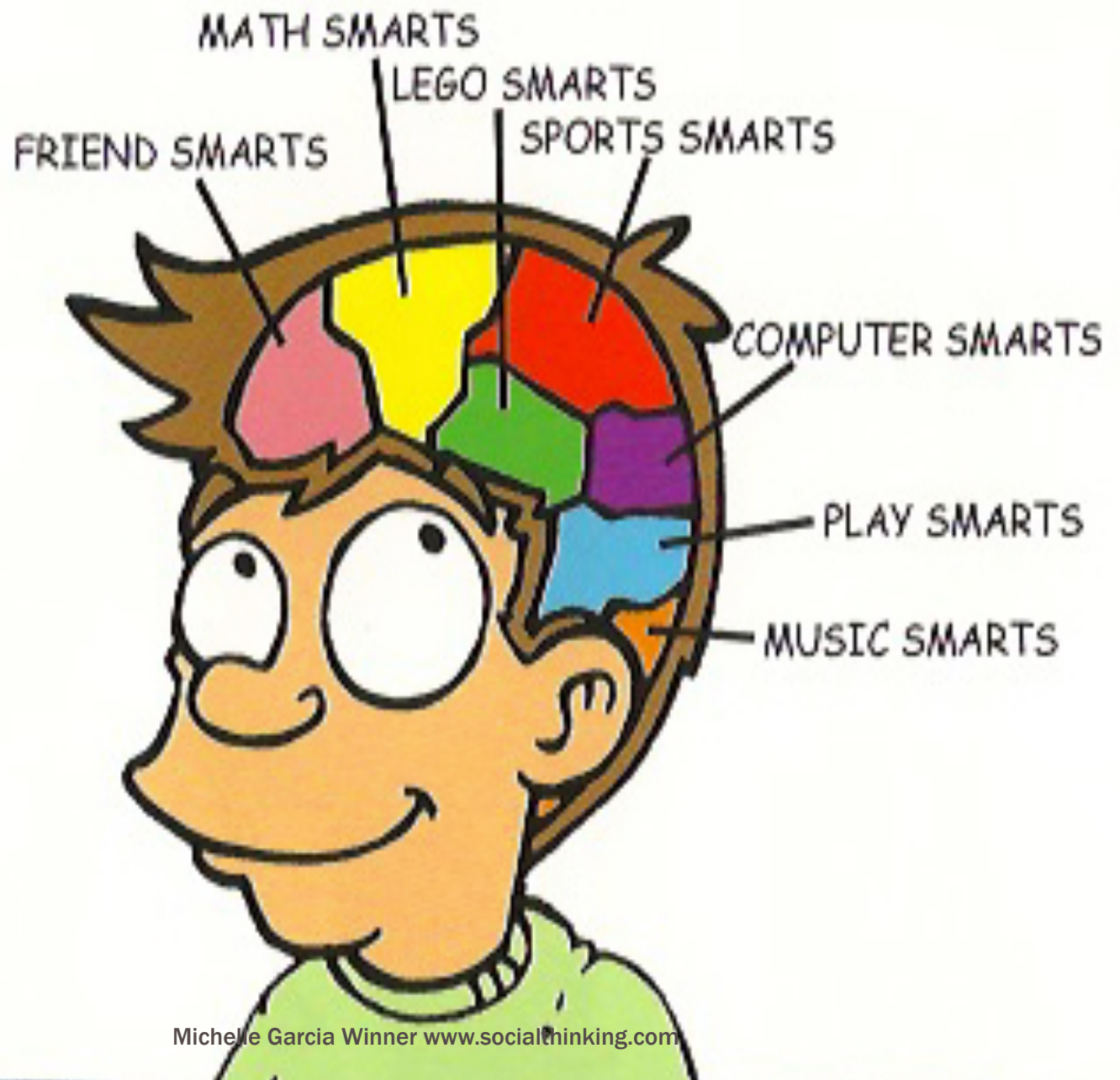
- Sharing your space with others
- Following all our social rules
- Thinking about others*

WHAT IS “SOCIAL THINKING”?

- Term coined by Michelle Garcia Winner
- How we THINK about people → how we BEHAVE → how others RESPOND to us.
- Social thinking is required before the development of social skills.
- The foundation of successful interpersonal relationships
- This is an intuitive process for most of us

WHO IS IT FOR?

- For those whom social rules are NOT INTUITIVE
- For children who “can think about their thoughts”.
- Not everyone can do this 
- So for everyone else, we modify the concepts as best we can



THE I.L.A.U.G.H. MODEL

SKILLS WE NEED FOR SOCIAL THINKING

I : INITIATION of communication or action

***Do they initiate?**

L : LISTENING with eyes and brain

***Is their body in the interaction?**

A: ABSTRACT and inferential

***Do they infer meaning from social cues?**

U: UNDERSTANDING PERSPECTIVE

***Do they recognize how another person feels?**

G : GESTALT PROCESSING

***Do they get the BIG PICTURE?**

H : HUMOR

***Do they know that humor has a specific time/place?**

I: INITIATING COMMUNICATION

4 steps of communication

1. Consider the person you are about to talk to
2. Share space with them
3. Use your eyes to look for social cues
4. Use your language to show you are interested

FRIEND FILE

- A file you keep in your head.
- Information about your friend.
 - Things they like
 - Things they do
- Use information to ask questions (aka “show you’re interested”).

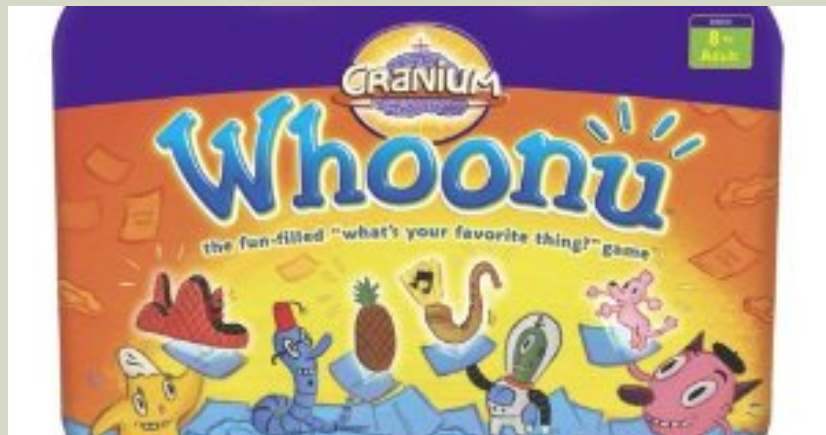




Christine

Things I know about Christine:

- ✓ Long brown hair
- ✓ Glasses
- ✓ Likes music
- ✓ Engaged to Jim



pepperoni

Whoonu

New York City

Whoonu

riding the bus

Whoonu

coconut

Whoonu

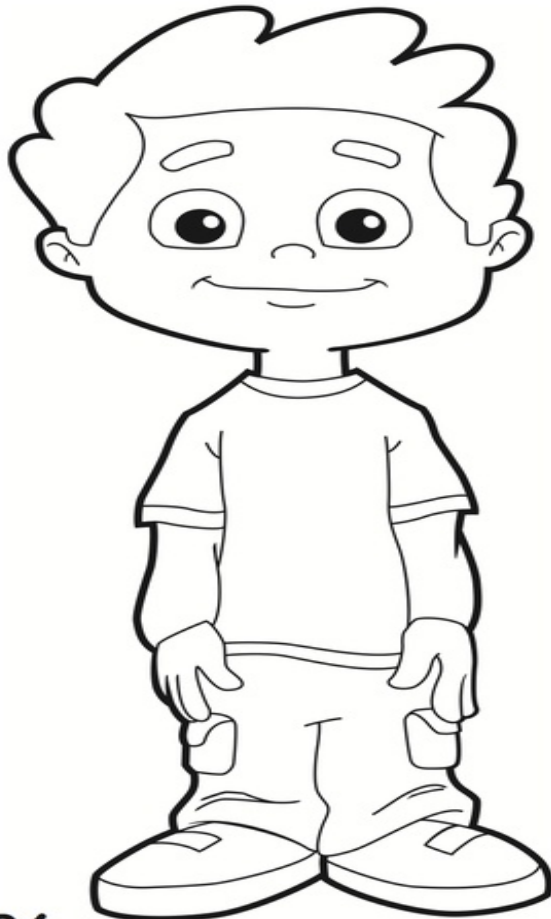
dolphins

Whoonu

goldfish

Whoonu

L: LISTENING WITH EYES AND BRAINS (WHOLE BODY LISTENING)



WHOLE BODY LISTENING



WHOLE BODY LISTENING



WHOLE BODY LISTENING HOME & COMMUNITY

- Review the expectations (Pick your priorities):
Eyes – Mouth- Body – Hands – Feet – Brain – Heart
- Rehearsing/Role Play before you go out
Use camera/phone to take photos, video
Video modeling
- Decide on key words to use as reminders in the moment (“Fenway”)

A: ABSTRACT & INFERRING

- Inferencing - Making guesses based on what you know
- Making a “**SMART GUESS**” vs. “**WACKY GUESS**”
- This helps with “**READING THE ROOM**”

“SMART GUESS” PRACTICE

- **REVIEW** the expectations:

- Look for clues to make a guess about what is happening

- **REHEARSE**/Role Play:

- **Mom is cooking in the kitchen and talking on the phone**

- Is it a good time to ask her about going to a movie? Make a smart guess

- **Brother is settled in front on TV and looks happy watching a show.**

- Is it a good time to grab remote and change channel? Make a smart guess

- **Aisle of grocery store has lots of carts and people.**

- Is it a good time to go down that aisle? Make a smart guess



U: UNDERSTANDING PERSPECTIVE

Understanding the emotions, thoughts, motives, intentions of yourself AND OTHERS

1. I see you. I think about you.
2. You see me. You have a thought about me.
3. We each wonder “What is he/she thinking about me?”
4. We modify our behavior to keep the other person having good thoughts about us.

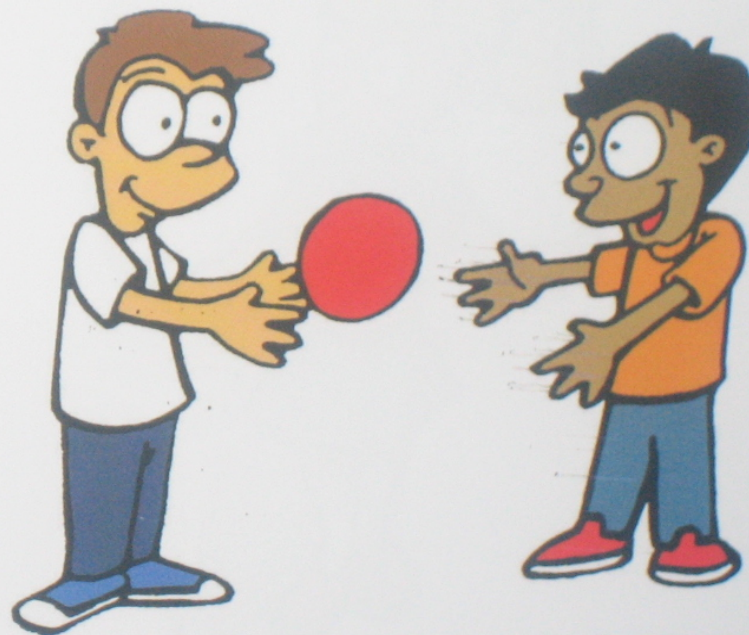
TEACHING PERSPECTIVE TAKING

- When we do what is expected people have good thoughts about us.
- When we do what is unexpected people have weird thoughts about us.

*Red/Green Thoughts

*Thumbs Up/Thumbs Down behavior

HMM...
PLAYING TOGETHER
THAT'S EXPECTED.







THEIR BRAINS
AND BODIES ARE
IN THE GROUP
THAT'S EXPECTED.



USING TV FOR AN EXPECTED/UNEXPECTED DISCUSSION



EXPECTED/UNEXPECTED DISCUSSION



Michelle Garcia Winner www.socialthinking.com

EXPECTED/UNEXPECTED DISCUSSION



EXPECTED/UNEXPECTED DISCUSSION

- Review the expectations for the situation:
 - Birthday party
 - Movie theater
 - Sister's soccer game
 - Visit from Santa 😊
- Rehearsing/Role Play before you go out
 - Write a script
 - Use camera/phone to take photos, video
 - Video modeling
 - iPad Apps – PICTELLO
- Decide on key words to use as reminders in the moment (“Fenway”)



PICTELLO



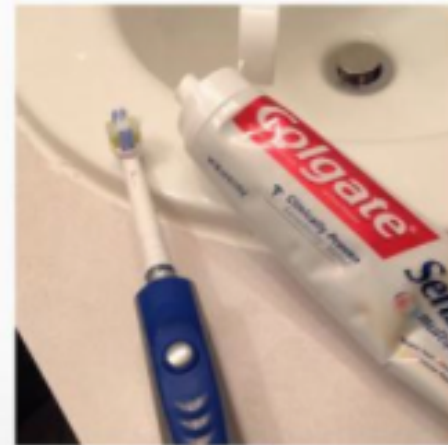
We walk inside and wait at the counter to order our food.



<http://www.thinkingautismguide.com>



First we brush our teeth.



Next we use mouthwash.

<https://www.common sense media.org>

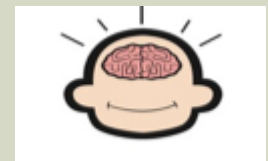
JUST ME VS. THINKING ABOUT YOU

- Don't be a "Just ME" (unexpected)
- Be a "Thinking About You" (expected)
- Keep track of how long or how much 1 person talks.

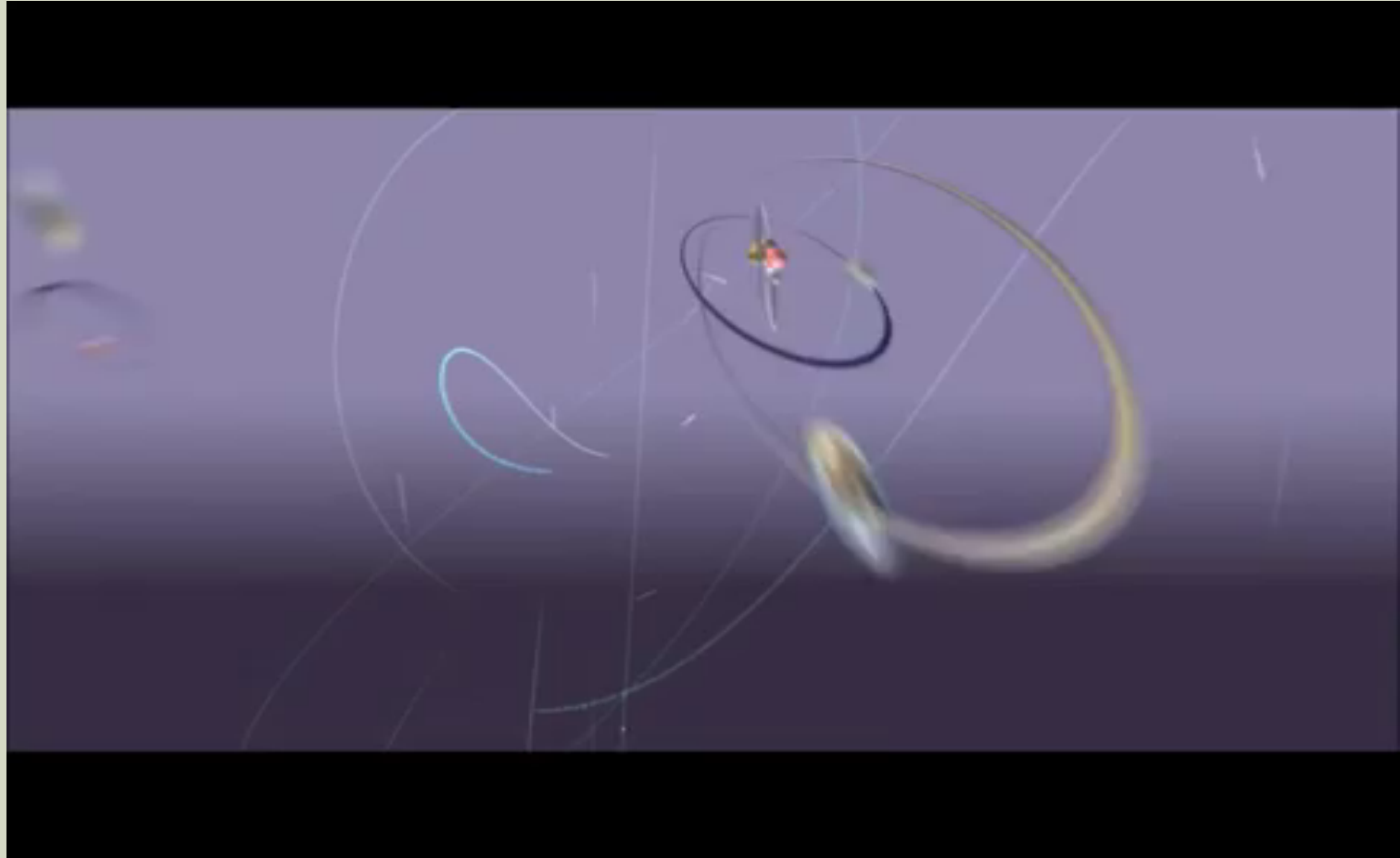
Was it equal?

Was your brain thinking about what the other person said?

Heart caring about what they said?



JUST ME VS. THINKING ABOUT YOU



BEING INTERESTED ALL THE TIME IS HARD!

- Boring moments happen!
- Even if you are bored RIGHT NOW, you know it is a social rule that as a group you sit quietly, look towards us, and appear like you are interested.
- When children don't know what is expected AND are less able to see themselves as part of a group, it makes boring moments hard.



THE BORING MOMENTS

- Prepare them for when the boring moments might happen.

“Boring moment happening tonight at 6:00 while we go to your sister’s basketball game.”

- Let them know what some expected behavior would be.

“Saying hi to your sister’s friends will make them have good thoughts about you.”

WHEN ALL ELSE FAILS, FAKE IT TILL YOU MAKE IT

- THE SOCIAL FAKE
- For our higher level social thinkers
- Even when we follow ALL the rules, we are not fascinated by everything that the other person has to say.
- Sometimes we must tolerate a conversation to build the relationship
- This is intuitive for many of us
(Think sitting in a chair getting your hair cut)
- When mind or body starts to leave the group, it's "Time to fake it!" or "Gotta fake it better"

G: GESTALT/BIG PICTURE:

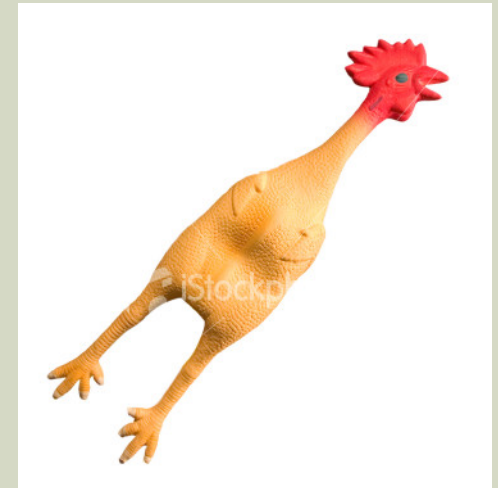


GESTALT/BIG PICTURE

- How do all the pieces fit together?
Can they see the forest through the trees?
- Use graphic organizers break down information and help them see how it all goes back together
- Social Behavior Maps
- Mind Maps
- Comic Strips Conversations
- Social Stories (Carol Gray)

H: USING HUMOR

- What Michelle Garcia Winner calls “Rubber Chicken Moments”
- Teaching understanding and time & place for humor.
- Bringing attention to the “slip ups” in a fun way, reduces anxiety or frustration
- “Enjoying the silliness of the moment”



STUDENT PERSPECTIVES

A photograph of a film strip with a piece of paper labeled "Core Vocabulary" placed over it. The film strip is black with white sprocket holes. The paper is light brown and has the words "Core Vocabulary" written in blue cursive. The background is a light blue gradient.

Core Vocabulary

STUDENT PERSPECTIVES



www.socialthinking.com

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