

Implementing Social Thinking Vocabulary and Concepts into our Home and School Day.

Michelle Garcia Winner
M.A., CCC-SLP
www.socialthinking.com



Who am I and who are you??



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REVIEW YOUR HANDOUTS



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Defining Terms:

- Social Cognition = Social Thinking
- Our intervention program teaches:
“Social Thinking and Related Social Skills”.



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Intervention for kids with poor social skill is not quite so simple as teaching them better social skills.

- We need to help teach students become more efficient social thinkers, before we can expect them to produce better social skills.
- Example: eye contact.



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The I LAUGH model of Social Cognition

I=Initiating
L=Listening with your eyes & brain
A=Abstracting and Inferencing
U=Understanding perspective
G=Getting the Big Picture (gestalt)
H=Humor!!!!



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See handout

Today's talk will be divided into three sections

1. Developing a curriculum for teaching social thinking and related skills.
2. Strategies we can use to help our regular education teachers, including complexity of social problem solving.
3. Building team understanding.



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However much we try and separate social play skills from academic skills, it is impossible.



TEACHING THE SOCIAL THINKING CURRICULUM



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Two significant lessons that span across all aspects of the social curriculum:

1. The Four Steps of Communication
1. The Four Steps of Perspective Taking



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Reviewing the 4 Steps of Communication

1. THINKING about people who share your space or who you plan to communicate with.
2. Establishing a PHYSICAL PRESENCE to show intention to communicate.
3. Use EYES TO THINK ABOUT OTHERS.
4. LANGUAGE to related to others.

See handout for more information



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These 4 Steps of Communication help to organize and prioritize what we teach about human interaction.

Remember: Human interaction can be as simple as standing in a group of people and NOT talking, or asking for help in class.



The 4 Steps of Perspective Taking are required in all groups:

1. I think about you, you think about me.
2. I am aware of your motive/intention. Why are you near me? What do you want from me?
3. Since you are thinking about me, what are you thinking about me?
4. I monitor my behavior and possibly adjust it to keep you thinking about me the way I want you to think about me.



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Perspective Taking is the ability to consider your own and other people's:

- Thoughts and Emotions
- Motives and Intentions
- Prior knowledge/Experiences
- Belief systems
- Personality



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Organize lessons around the "social thinking vocabulary"

- These are student friendly vocabulary concepts to explicitly teach social expectations.
- The vocabulary is user friendly for all teachers and educators to use across all environments.



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Seven Lesson Sections in the Social Thinking Curriculum:

1. Being Part of A Group: Realizing Expectations
2. How our body and mind help to be part of a group.
3. Self-awareness and self-monitoring of our behavior in a group.



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Continue: 7 sections of the curriculum

4. Observing Others: the detective agency is born.
5. Figuring out what people mean by what they say: the super detective agency.
6. Imagination and Wonder to relate to others.



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Continue: 7 sections in the curriculum

7. Using language to relate to others.



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1. Being Part of A Group: Realizing Expectations

Key Social thinking vocabulary:

- Expected/ unexpected: encourage the students to recognize they are aware of many of the rules.
- You can impact how I feel.
- Three parts of play
- Group imitation tasks: working together through non-verbal cues
- Who is the teacher teaching in her group: use popsicle sticks.



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2. How our body and mind help to be part of a group.

Core social thinking concepts:

- Whole body listening
- Thinking with our eyes
- Thinking with our brains
- Thinking about what other people think.



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Group Task:

Pick one of the social thinking vocabulary concepts for Curriculum lessons 1 & 2 and build a lesson related to it for your classroom or therapy room.

Handout on page 5



4. Observing Others: the detective agency is born.

Core Social Thinking Vocabulary:

- Figuring out other people's plans
- Smart guess/wacky guess
- Identifying one's own feelings
- Social behavior mapping



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Another tool:

- The Incredible 5 Point Scale (Dunn and Curtis, 2004)
- A cognitive behavior technique to help students learn more about their personal behavior, emotions and controls.
- Helps adults more deeply understand the needs of the students and related strategies. (see handout).
- Blends well is Social Behavior Map
- Handout page 10



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Group Task:

Pick one of the social thinking vocabulary concepts for Curriculum lesson 4 and create a lesson related to it for your classroom or therapy room.

Handout task on page 11



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5. What people mean by what they say: the super detective agency.

Core Social Thinking Vocabulary:

- Body language and Spoken language (verbal and non-verbal)
- Literal and figurative language
- Indirect language
- Figuring out meaning using 4 groups of clues
- Figuring out people's intentions
- Flexible brain



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Group Task:

Pick one of the social thinking vocabulary concepts for Curriculum lesson 5 and create a lesson related to it for your classroom or therapy room.

Handout task on page 13



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7. Using language to relate to others.

Core Social Thinking Concepts:

- Social thinking about people's comments.
- Keeping friend files
- Asking questions to people about these people.
- Add a thought
- Whopping Topic Changes
- Follow questions
- Supporting comments (responses)
- Baiting questions



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7. Continued: Using language to relate to others.

Core Social Thinking Vocabulary

- Our bodies are part of communication.
- Clarifying needs/asking for help.
- Initiating topics
- Rude interruptions/acceptable interruptions
- Saying nothing gives people nothing to think about.
- How long is too long to talk?



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Group Task:

Pick one of the social thinking vocabulary concepts for Curriculum lesson 7 and create a lesson related to it for your classroom or therapy room.

Handout task page 18



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Section 2: Working with ALL teachers to explore the complexity of communication

Start with teaching these to regular ed. Teachers, to show them that social thinking can help many students!



Core Social Thinking Concepts to help with Problem Solving:

- Hidden rules/hidden curriculum
- Social rules change with age
- Comic Strip Conversations
- Graphic Organizers - mind maps
- *Spiral bound index cards for strategies
- *Personal problem solving and Size of Problem
- The Boring Moment!
- Blurting



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Spiral bound index cards:

- Write in each strategy developed for a child onto a separate card.
- Create an index to locate the cards easily.
- Help the child learn these are his/her strategies to use.
- Adults refer child to the strategies rather than tell the child what to do!



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Problem Solving

- Teach Problem Solving Explicitly
- Teach students to better understand the “Size of Their Problem”
 - Handout page 21



The First Message:

Social Thinking and related social skills are not in addition to the standards, they are the infrastructure for the standards!

Without social knowledge learning is trapped in rote based learning and responses.



The Second Message:

All professionals, paraprofessionals and parents need to work together to build a child’s social thinking and related skills. It is not just the job of the person running the “social group”.



The Third Message:

Different persons on the treatment team have different roles in the treatment process.



The Fourth Message:

We need to address social thinking for all kids every day.

Teach clear strategies to help the kids learn how to think more abstractly not only about the curriculum but about their relations with others.



The Fifth Message

Students are complicated. Difficulties with social cognition co-exist with a number of other problems.



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The Sixth Message

You will not be able to determine these student's problems from interpreting standardized test scores!

Sorry!



The SEVENTH and Final MESSAGE

- YOU CAN HELP.
- The Social Thinking program may need to begin with just you, but it counts!



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Contact Michelle

- www.socialthinking.com
 - Conferences
 - Products
 - Assessment and therapy
 - Mentor training
 - Michelle@socialthinking.com



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Bibliography

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Implementing Social Thinking Vocabulary and Concepts into our Home and School Day.

Michelle Garcia Winner's Center for Social Thinking
Michelle Garcia Winner
Speech Language Pathologist, MA CCC
3550 Stevens Creek Blvd. #200
San Jose, Ca. 95117

(408) 557-8595

www.socialthinking.com

Philosophy, Products, Clinical services,
All Day workshops. School Consultations.

The I LAUGH Model of Social Cognition is briefly reviewed below:

*For more information on how this helps to guide our teachings, please see my book called, **Inside Out: What Makes a Person With Social Cognitive Deficits Tick?***

I = Initiation of Language: *Initiation of language is the ability to use one's language skills to seek assistance or information. A student's ability to talk about his own topics of interest can be in sharp contrast to how that student communicates when he needs assistance.*

L= Listening With Eyes and Brain: *Most persons with social cognitive deficits have difficulty with auditory comprehension. Listening however requires more than just taking in the auditory information it also requires the person to integrate information he sees with what he hears to understand the deeper concept of the message, or to make a smart guess about what is being said when you cannot clearly hear it.*

A = Abstract and Inferential Language/communication: *Communicative comprehension also depends on ones ability to recognize that most language/communication is not intended for literal interpretation. To interpret adequately one must be able to be flexible enough to make smart guesses about the intended meaning of the message; at times one must pursue the analysis of language/communication to seek the intended meaning. Abstract and inferential meaning is often carried subtly through verbal and nonverbal means of communication. This skill begins to develop around kindergarten and continues across our school years as the messages we are to interpret; both socially and academically become more abstract. Interpretation depends in part on one's ability to "make a guess", it also depends on one's ability to take perspective of another.*

U = Understanding Perspective: *This is the ability to understand the emotions, thoughts ,beliefs, experiences, motives and intentions of yourself as well as others. We generally acquire this skill across early development, intuitively. Most students have acquired a solid foundation in this ability between the ages of 4-6 years old. The ability to take perspective is key to participation in any type of group (social or academic) as well as interpreting information that requires understanding of other people's minds such as reading comprehension, history, social studies, etc. Weakness in perspective taking is a significant part of the diagnosis of social cognitive deficits.*

G=Gestalt Processing/Getting The Big Picture: *Information is conveyed through concepts and not just facts. When talking in a conversation the participants intuitively should determine the underlying concept being discussed. When reading, one has to follow the overall meaning (concept) rather than just collect a series of facts. Conceptual processing is another key component to understanding social and academic information. Furthermore, difficulty with organizational strategies is born from problems with conceptual processing.*

H= Humor and Human Relatedness: *Most of the clients have a very good sense of humor, but they feel anxious since they miss many of the subtle cues that help them to understand how to participate successfully with others. It is important for educators/parents to work compassionately and with humor to help minimize the anxiety the children are experiencing. AT the same time, many of our clients use humor inappropriately, direct lessons about this topic are often called for.*

THE FOUR STEPS OF COMMUNICATION

For more detailed information about this, please see my book, Thinking About You Thinking About Me.

1. Thinking about people and what they think and feel.

- a. Being aware of those around you or those you want to communicate with.
- b. What are they interested in?
- c. What do they feel about what you are saying?
- d. What are you doing to show you are interested in them when they are talking?

2. Being aware of your physical presence as well as the physical presence of others.

- a. Your body position shows who you want to talk to or not talk to.
- b. Your body movements show what you plan to do next. This communicates messages to people, even if you were not trying to communicate.
- c. Your body language and facial expression communicates to people how you feel about things or people around you.

3. Using your eyes to think about others and watch what they are thinking about.

- a. The direction of your eyes and other people's eyes lets people see what everyone might be thinking about.
- b. We use our eyes to help figure out how people feel, what people are thinking about and if they are interested in the other people they are with.

4. Using your language to relate to others.

- a. Talking about things that are interesting to others.
- b. Asking questions to find out about people; making comments to show interest.
- c. Listening with eyes and ears to determine what people are really trying to say.
- d. Adding your own thoughts to connect your experiences to other people's experiences.

Perspective Taking:

Thinking about how you think of other people, and how they think about you...even when just standing around without the intention to communicate.

Perspective taking happens even when people are not talking to each other. For example, when you are in line and other people are in front of you, or when you are on an elevator with a stranger. Perspective taking becomes an even more active process when you are talking to others.

- 1. I think about you, you think about me.**

- 2. I think about why you are near me, you think about why I am near you. (What is your intent?)**

- 3. I think about what you are thinking of me. You think about what I am thinking about you.**

- 4. I regulate my behavior to keep you thinking about me the way I want you to think about me. You regulate your behavior to keep me thinking about you the way you want me to think about you.**

Social thinking vocabulary for Sections 1 and 2: Being Part of a group: realizing expectations and mind, body participation.

Section 1: Vocabulary terms or concepts	Definitions of these terms
Expected – Unexpected behaviors	Every environment has a set of unwritten rules that people expect to be followed such as talking when it is your turn, respecting personal space, etc. When people follow these rules, some of which are not always explained to the student, then he is considered to be “doing what is expected”. Students who don’t follow the rules are doing what is unexpected and people may have “weird” thoughts about them.
You can change my feelings	People have feelings/reactions about other people’s behavior. Sometimes people have good feelings when people behave by doing what is expected and other times they have annoyed or angry feelings when others do what is unexpected. Students learn that their behavior affects other people’s feelings.
Observing people through imitation	When you’re in a group and you are not sure what to do, you often observe the people around you. If you see what they are doing and it looks like the teacher is pleased, then you can imitate their behavior and the teacher will likely be pleased with you!
3 steps to playing	Playing involves 3 steps: setting up, playing and clean up. Many of our students take way too long setting up since they insist things have to be done a certain way. We want them to learn that this takes away from the play time which is what the students really want.

Section 2: Vocabulary terms or concepts	Definitions of these terms
whole body listening	The idea is the whole body (eyes, ears, mouth, hands, feet, bottom and brain) needs to be focused on others in order to listen and to show you are listening.
Think with your eyes	Using your eyes to figure out what non-verbal messages others are sending as well as what they might be thinking about. This provides more information than just telling the student to “use good eye-contact” or “look at me”.
Thinking about what others think (in terms of what they expect from others).	To consider what others are thinking as an important way to consider what they expect from you. We encourage students in classrooms and at home to be more actively aware of the thoughts of others. When we are aware that others have thoughts and we “think with our eyes” to watch people’s faces and eyes, we can begin to see some of the thoughts other people are having.

Section 1 and 2: Select one or two concepts and explore, as a team, how you build awareness of the group into a lesson you can incorporate into your instructional day.

Use your creativity and consider how to introduce the vocabulary.

Plan how to infuse these concepts into the school day after they are introduced.

Plan how to share the information with other teachers and parents.

Social Thinking Vocabulary for section 4: Observing Others, the detective agency is born.

Vocabulary terms or concepts	Definitions of these terms
Figuring out other people's plans.	Observing other students means in part trying to figure out what they are planning to do next based on the actions of their body. (E.g. walking towards the pencil sharpener means that the person is likely to sharpen his pencil).
Smart guess /Wacky guess	<p>Guessing is an important part of participating in school lessons and communicating with others. There are two major types of guesses; "smart guesses" (same as educated guess) are guesses you have to make based on a fact or some information you have learned about a topic and now you just have to add one more guess.</p> <p>A "wacky guess" is a guess you may be asked to make when you have not been given any (or enough) information. For example, asking someone who has never been to my house to guess what color it is.</p> <p>In schools, teachers ask students to make "smart guesses".</p>
Identifying one's own feelings.	<p>Helping our students to identify that they have feelings and to communicate more clearly about what they are.</p> <p>Also helping students to understand that we can share feelings about the same event (earthquakes, hurricanes, etc.)</p>
Social Behavior Mapping	<p>This is a technique to help students to see that their behaviors impact how people feel about them and the natural consequences that arise due to people's feelings or response to such behaviors. A student's feelings about the people around him are often based on how people are treating him. Please ask for the handout that explains this process in more detail.</p>

Social-Behavior-Mapping

Page 1

Behaviors That Are Expected

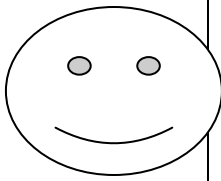
*Behaviors/feelings/consequences are listed in categories in arbitrary order. There is not a 1:1 correlation between the information listed in each column. For example, whatever behavior is listed first does not have to match the first emotional reaction or the first consequence.

*Expected Behaviors	Feelings of Other People	Consequences You Receive	How You Feel About the Consequences
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.		5.	
6.		6.	
7.		7.	

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social-Behavior-Mapping

Page 2

Behaviors That Are Unexpected

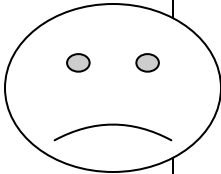
*Behaviors/feelings/consequences are listed in categories in arbitrary order. There is not a 1:1 correlation between the information listed in each column. For example, whatever behavior is listed first does not have to match the first emotional reaction or the first consequence.

*Unexpected Behaviors	Feelings of Other People	Consequences You Experience	How You Feel About the Consequences
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.		5.	
6.		6.	
7.		7.	

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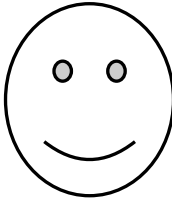
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Social-Behavior Mapping

What's EXPECTED for:

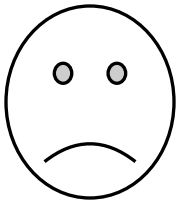
LEARNING AS PART OF A GROUP IN THE CLASSROOM

Expected Behaviors	How expected behaviors make other people FEEL	How other people react to their feelings about your expected behavior.	How you feel about yourself
<p>Sit where the group is sitting.</p> <p>Keep your eyes focused on what the teacher or what she is referring to.</p> <p>Work on tasks the teacher assigns during work time.</p> <p>Ask for help.</p> <p>Touch only your own materials.</p> <p>Use fidgets to help keep your body calm.</p> <p>Keep your comments and questions focused on the class topic.</p> <p>Take out your book, pencil, and paper at the start of class.</p> <p>Write down your homework assignment.</p> <p>Put materials where they belong at the end of class.</p> <p>Monitor your talking time so that you participate as a member of the group; not too much or too little.</p> <p>Monitoring your use of humor so that it blends in with the class and does not stand out.</p>	<p>Happy</p> <p>Proud</p> <p>Calm</p> <p>Pleased</p> <p>Successful</p> 	<p>Calm voices</p> <p>Pleased look on peoples' faces</p> <p>People compliment or praise your behavior.</p> <p>People may just let you work quietly so that you can work.</p> <p>People possibly provide special opportunities or special tasks.</p> <p>Students want to work with you.</p> <p>Students may want to hang out or play with you during non-work times.</p> <p>You earn a break time for concentrating so well.</p> <p>People laugh at something you say or do and they want to hang out with you.</p>	<p>Good</p> <p>Calm</p> <p>Happy</p> <p>Relieved</p> <p>Included</p>

Social-Behavior Mapping

What's UNEXPECTED for:

LEARNING AS PART OF A GROUP IN THE CLASSROOM

Unexpected Behaviors	How they make people FEEL	How People React To How They Feel About Your Behavior	How you feel about yourself
<p>Your body does not look like it is part of the group (e.g. wandering, body turned away from the group).</p> <p>Your eyes are not focused on the teacher or what she is referencing. .</p> <p>Refusing to work, including sleeping.</p> <p>NOT asking for help.</p> <p>Body is not calm and you are doing things that distracts yourself and/or others.</p> <p>Smelling or touching people.</p> <p>Talking about things of interest to you, but your comments do not closely add to the class topic.</p> <p>Not getting materials out at the start of class.</p> <p>Not writing down your homework assignment.</p> <p>Not putting materials where they belong at the end of class.</p> <p>Cracking jokes or laughing during work times to the point of distraction to others, the teacher or yourself.</p>	<p>Frustrated</p> <p>Annoyed</p> <p>Irritated</p> <p>Worried you are not learning as part of the group.</p> <p>Tense</p> 	<p>Tense faces</p> <p>Angry or solemn sounding voices</p> <p>People tell you what you should be doing (they nag you).</p> <p>Students may not want to work with you.</p> <p>Students may not choose to hang out or play with you.</p> <p>You are sent out of the classroom.</p> <p>You do not get any special rewards.</p> <p>People laugh at something you say or do but they do not want to hang out with you.</p>	<p>Sad</p> <p>Anxious</p> <p>Mad</p> <p>Not included</p>

The Incredible 5-Point Scale

Dunn Buron, K. & Curtis, M. (2004)

Adapted from their book.

To use with students to help them develop cognitive behavioral controls.

Name _____

My _____ Scale

Rating	Looks Like	Feels Like	I Can <i>Try To</i>
5			
4			
3			
2			
1			

Section 4: Select one or two concepts and explore, as a team, how to encourage students to observe others and make related predictions through a lesson you can incorporate into your instructional day.

Use your creativity and consider how to introduce the vocabulary.

Plan how to infuse these concepts into the school day after they are introduced.

Plan how to share the information with other teachers and parents.

Social Thinking Vocabulary for section 5: Figuring Out What People Mean By What They Say.

Vocabulary terms or concepts	Definitions of these terms
Body Language and Spoken Language	Exploring how we communicate using these two systems. For younger students we call it "spoken language" rather than verbal language.
Literal Language and Figurative Language.	We describe "literal" language as being like concrete, it never changes. We describe "figurative" language as being something that your brain has to figure out.
Indirect language.	Exploring how we may state what we want by alluding to it rather than directly stating it. For example, a person who says "do you understand the math?" may actually be asking for help.
Figure out meanings using 4 groups of clues.	We try and figure out what people mean by what they say from considering: what they were thinking, words said; body language/ facial expression, and the environment/context in which it was said to help better define the meaning or relevance of the statement.
Figuring out what people's intentions are.	All communication has a purpose. When we are talking to people we often try and figure out what their intentions are when they are talking to us. Once you figure out their intentions, you can then adapt your response to deal with their intentions how you best see fit.
Flexible brains	We talk about using our "flexible brains" when we recognize that a student has some choices to make or has different ways in which he can interpret the situation. We have a saying that "flexible thinking is social thinking."

Section 5: Select one or two concepts and explore, as a team, how to encourage students to interpret language based meanings in lessons you can incorporate into your instructional day.

Use your creativity and consider how to introduce the vocabulary.

Plan how to infuse these concepts into the school day after they are introduced.

Plan how to share the information with other teachers and parents.

Social Thinking Vocabulary for section 7: Using Language to Relate to Others.

Vocabulary terms or concepts	Definitions of these terms
Social thinking	Thinking about the fact that all people like others to be interested in what they have to say.
Keeping friend files in your brain and opening them when you meet different people.	<p>Friendly files are the way we organize information about people in our brains. When we meet someone we are supposed to remember some things about them so that we can remember what that person may want to talk about the next time we meet them. However, not all files are "friendly". Sometimes we have to remember when someone is not safe to be around!</p> <p>Opening the files simply means that once you store the information you have to call it up when you see the person. This makes the person feel good that you remembered something about him or her.</p>
Asking questions to people about other people.	This is very much the same as asking "social wonder questions" but this can also include asking for help or clarification. In general it is important to note that our students have a very difficult time asking questions to others about things they are not inherently interested in.
Add-a-thought	<p>When participating in a social interaction we can ask people questions, but more often we actually add our own thoughts and experiences to what someone has said. A comment a person said can make us think of something that is somewhat related to what we have thought or experienced, we then add our own thought and this shows people you are relating to them.</p> <p>The reality then is that we don't maintain single topics in conversations, instead we maintain constantly shifting threads of conversations.</p>
Whopping topic changes (WTC)	This is when you say something and people cannot follow the conversational thread as to how you got to that topic. WTC's can often confuse people or make people feel like you aren't interested in them.
Follow up questions	When we are asking questions to others, it is best to listen to a person's response and then ask a follow-up question related to the same topic. This is how we move from small talk (rapid questions about different topics) to a deeper discussion around the same topic area.
Supporting	These can be very simple responses such as "cool", "nice",

comments/responses	"bummer" or they can be non-verbal in nature showing body language and eye-contact simultaneously.
Bridging or baiting questions	These are questions to try and bait others into talking about what the speaker wants to talk about. An example of a bridging question is, "Have any of you been to the mall lately?" given that the speaker wants to talk about the mall. This is not a bad strategy to use as long as it is not over-used.
Our bodies are part of communication	Teaching students that keeping their bodies and brains in the group during active communication is crucial for good participation.
Clarifying needs and asking for help	Questions are not just for social wonder; they are also to help us gain information we really need to keep us working calmly.
Initiating Topics	There are 4 general categories for thinking about how to initiate topics with others by thinking about: 1) Shared experiences or memories, 2) Seasonal Topics, 3) News Events 4) General interests or thoughts
Rude Interruption/Acceptable interruptions	Not all interruptions are rude. Rude interruptions usually happen when someone cuts off your thoughts before you have really been able to state them, or they disregard your stated thoughts. Acceptable interruptions are those made before you finish stating all your ideas but your communicative partner has listened to your message and is highly motivated to add his or her thoughts on top of yours. Students have to determine the intention of the interruption before responding with anger or a reprimand to their communicative partner.
How long is too long to talk?	Communicative partners have to be aware that any one person's talking time takes away from another's opportunity to speak. Thus, we teach that the first comment or response should be relatively short (15-30 seconds). If a person is interested in what you have to say, then the second response is welcome but also fairly short, but if the person asks for even more information, the speaker is now welcome to provide a more elaborate, specific response as long as he or she continues to monitor the level of interest of the communicative partners.
Saying "nothing" gives people nothing to think about.	Language serves the purpose of giving access to our thoughts, experiences and feelings. People ask questions to others to promote a more elaborate communicative exchange. If a person is asked a questions about what they have done (or something similar) and this person responds by saying "nothing", he or she is effectively killing the conversation by giving the communicative partners nothing to think about!

Section 7: Select one or two concepts and explore, as a team, how to encourage students to use language to relate to others through lessons you can incorporate into your instructional day.

Use your creativity and consider how to introduce the vocabulary.

Plan how to infuse these concepts into the school day after they are introduced.

Plan how to share the information with other teachers and parents.

Problem solving: What is the size of your problem?

<u>SIZE OF THE PROBLEM</u>	SIZE OF PROBLEM THERMOMETER	<u>FEELINGS and HOW YOU RESPOND</u>	
BIG PROBLEMS			Feelings and Responses for Big Problems
_____ _____ _____			_____ _____ _____
MEDIUM PROBLEMS:			Feelings and Responses for Medium Problems:
_____ _____ _____		_____ _____ _____	
SMALL PROBLEMS		Feelings and Responses for Small Problems	
_____ _____ _____		_____ _____ _____	
NOT A PROBLEM	→	NOT A PROBLEM	
_____		_____	

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AND ALL THOSE OTHER MATERIALS YOU FIND HELPFUL THAT I HAVE NOT PUT ON THE LIST!