

  
**Strengthening Your Child's Social Smarts: Strategies to Help Children with Social Cognitive Challenges**  
**CIDD Community Talk Series**  
**October 8, 2014**  
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"Social Thinking® is a teaching framework originated by Michelle Garcia Winner, consisting of the Social Thinking Vocabulary, social concepts and strategies, original characters, and curricula with specific materials geared to different age ranges spanning preschool children to adults."

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**Welcome and Introductions**









**Goals of Social Thinking Education**

**GOAL**




- Self-Awareness
- Other Awareness
- Self Monitoring
- Self-Regulation
- Self Control
- Self-Confidence
- Decrease External Reward System for Social Skills
- Increase in Internal Motivation for Social Thinking





**Social Cognition** 

- One form of intelligence that creates our overall "social smarts."
- Allows us to interpret and respond to social information through communication, written expression, sharing space, or interpreting thoughts and actions of others.
- Social Thinking is "social cognition"




**Social Cognitive Deficits**

**A term used to define the social learning differences of students with many different diagnoses:**

- High Functioning Autism
- PDD-NOS
- Asperger Syndrome
- Social Communication Disorder
- ADHD
- Other I/DD Diagnosis



**Social Cognitive Challenges**

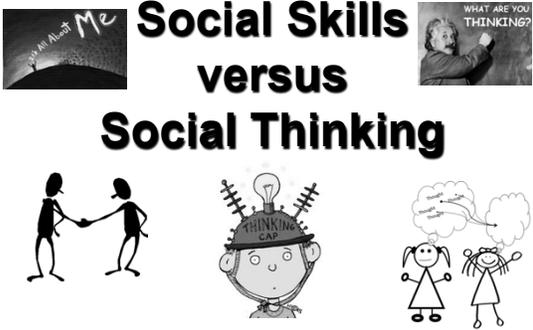
## Social Cognitive Challenges



- Inability or limited ability to transition from place to place and activity to activity.
- Limited or altered desire to interact with others - interested in what they are interested in.
- Unable to adapt to the "rules" of differing environments and situations.

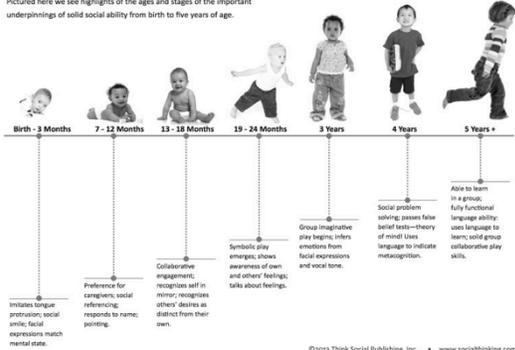


## Social Skills versus Social Thinking



### Major Milestones of Social Development

Pictured here we see highlights of the ages and stages of the important underpinnings of solid social ability from birth to five years of age.



**Birth - 3 Months:** Imitates tongue protrusion; social smile; facial expressions match mental state.

**7 - 12 Months:** Preference for caregivers; social referencing; responds to name; pointing.

**13 - 18 Months:** Collaborative engagements; recognizes self in mirror; recognizes others' desires as distinct from their own.

**19 - 24 Months:** Symbolic play emerges; shows awareness of own and others' feelings; talks about feelings.

**3 Years:** Group imaginative play begins; infers emotions from facial expressions and vocal tone.

**4 Years:** Social problem solving; passes false belief tests—theory of mind! Uses language to indicate misapprehension.

**5 Years +:** Able to learn in a group; fully functional language ability; uses language to learn; solid group collaborative play skills.

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## Basic Social Skills

The skills needed for successful social communication and interaction are:

- ✓ Making frequent eye contact
- ✓ Smiling when greeting people and talking
- ✓ Showing "confident" body language: an open, direct stance, not fidgeting or twisting.

## Basic Social Skills

The skills needed for successful social communication and interaction are:

- ✓ Basic politeness: saying please and thank-you, saying hello and good-bye, etc.
- ✓ Showing interest in others, e.g., asking how their day was, how they thought they went on an exam, etc.

## Moderate Level Social Skills

The skills used when making conversation with other people include:

- ✓ Nodding and smiling to indicate that you are following along.
- ✓ Using humor.
- ✓ Knowing when to disclose personal information and when not to.

### Moderate Level Social Skills

The skills used to make conversation with other people include:

- ✓ Taking turns when talking.
- ✓ Listening and showing interest in what the other person has to say.
- ✓ "Small talk": being able to chat about unimportant things.

### Higher Level Social Skills

There are many skills involved in building and maintaining friendships. For example:

- ✓ Approach skills: being able to go up and start talking to someone who you don't know or don't know well.
- ✓ Sharing decision making, i.e., not always insisting on having one's way but negotiating about what to do, where to go, etc.
- ✓ Showing appropriate affection and appreciation.

### Higher Level Social Skills

Building and maintaining friendships

- ✓ Maintaining contact, i.e., not expecting the other person to "do all the work" of keeping up the friendship.
- ✓ Being supportive, i.e., showing concern when your friend is having a hard time.

### Higher Level Social Skills

Building and maintaining friendships

- ✓ Allowing distance and closeness. People need time apart as well as together.
- ✓ Thoughtfulness: "thinking ahead" about what might be a nice thing to do for your friend.

### Higher Level Social Skills

**Empathy:**

Being able to put yourself into someone else's shoes and recognizing their feelings. It is not the same as sympathy or "feeling sorry for someone". Empathy is responding in an understanding and caring way to what others are feeling.

### Higher Level Social Skills

**Empathic skills include:**

- ✓ Noticing other people's feelings.
- ✓ Expressing concern at others' distress.
- ✓ Being able to recognize what someone else might be feeling in a given situation.
- ✓ Showing sensitivity to others' feelings when communicating. For example, being tactful when making critical comments (when criticism is necessary and/or appropriate).

## Higher Level Social Skills

Social interactions do not always run smoothly. Conflict resolution skills include:

- ✓ Assertiveness, or being able to say what you are feeling without being aggressive or getting personal.
- ✓ Negotiation skills: being able to discuss a conflict calmly and rationally and come to an agreement about a solution.

## Teaching “Social Skills” Involves Two Frameworks

### Behavioral Social Skills

- ✓ This is the traditional idea of social skills which focus on learning the behavior – the “skills.”
- ✓ Includes instructional methods, such as scripts, role plays and conversation strategies.





## Teaching “Social Skills” Involves Two Frameworks

### Cognitive Social Skills

- ✓ This is a new way to look at Social Skills!
- ✓ It looks at the “thinking” aspect of what it takes to be social.
- ✓ This includes perspective taking and self-monitoring .
- ✓ Instructional methods incorporate cognitive-behavioral strategies such as video modeling and cooperative group activities.



## Social Skills Require Social Thinking

Social thinking is what we do when we interact with people:  
*~we think about them~*



And, how we think about people affects how we behave, which in turn affects how others respond to us, which in turn affects our own emotions.

## Successful Social Interactions



## SOCIAL SKILLS INCLUDE:

Sharing space with others  
**EFFECTIVELY**

Performance skills – The action  
 Social thinking skills – The thinking prior to the action (based on prior thoughts and feelings)

Social thinking is the ability to adapt your behavior based on the situation and what you know about the people within it.

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## Social Thinking Skills Include:

1. Adapting to others across contexts. 
2. Interpreting the thoughts and plans of others. 
3. Regulating behavior. 




## Kids with "Social Thinking" challenges do not *implicitly* learn social skills like other kids do.

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## They need to be *explicitly* taught what is usually implicitly learned by others.

These kids are not hard wired to learn these skills via osmosis!!

## Social Thinking® is more than Social Skills

The concept of Social Thinking® was pioneered by Michelle Garcia-Winner, MA, CCC-SLP

Developed for individuals with social-cognitive deficits/social thinking challenges.

- Teaches the "why" behind social skills.
- Most effective with students who have near average to above average intelligence and language. (IQ's of 80 and above).
- Comes out of CBT.




## Teaching Social Thinking® is more than just teaching Social Skills




Need to be aware of:

- Social Situation and Context
- The Hidden Curriculum or Hidden Rules
  - ✓ Children with social cognitive deficits often have to be explicitly taught these rules
- Social Rules change with age
  - ✓ Social Skills increase significantly in nuance and sophistication with age.
  - ✓ Some of our students' errors are due to the fact that they don't recognize the "rules have changed."
  - ✓ The dynamics of social play and academic demands evolve together.

## Social Thinking is Needed for Every Aspect of Life

- Home Environment
- Community
- Peers - Play
- School – Academics
- Work Environment



## Social Thinking® is the process through which we think about people and their verbal and non-verbal:



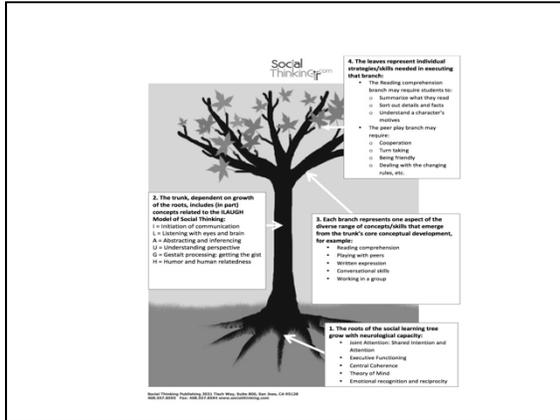
*These skills are all heavily grounded in one's social thinking.*

- Thoughts
- Intentions
- Point of View
- Belief Systems
- Prior Knowledge and Experience
- Emotions
- Personality, etc.



- Predict
- Infer
- Conceptualize
- Determine motives/interactions
- Get organized
- Listen actively
- Speak coherently

*We do all this while considering the situational expectations of others.*



# THE ROOTS ARE THE FOUNDATION

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## The Roots

- 1. Joint Attention - Shared intention and attention.**
- 2. Executive Functioning – the skills an executive needs in order to perform in his or her job.**
  - ✓ Executive Dysfunction Theory – having difficulty solving personal problems, communicating effectively, and creating organizational structures that allow for flexibility and prioritization.
  - ✓ Crave structure but have difficulty creating their own healthy structures.
  - ✓ Affects their ability to be successful throughout the school day – school projects, homework, solving problems, appreciating the perspective of others.
  - ✓ Need these skills to achieve independence.

## The Roots

- 3. Central Coherence**
  - ✓ Difficulty conceptualizing to a larger whole.
  - ✓ Thinking in parts and do not fully relate their pieces of information back to a larger pattern of behavior or thought.
  - ✓ Reveals a conceptual learning disability – impacts effective communication, summarizing, recognizing expectations and written expression.

## The Roots

- 4. Theory of Mind**
  - ✓ Perspective taking
  - ✓ The ability to intuitively track what others know and think during personal interactions.
  - ✓ This information is used to understand and then monitor our own responses – verbal and nonverbal – in the presence of others.
  - ✓ This poses a significant challenge and impacts the child's ability to relate to others at the pace of a typical human interaction.
  - ✓ Impacts school work – comprehension of literature, understanding of socially-based themes presented in texts or movies, or interpreting directions given by the parent or teacher.

## The Roots

- 5. Language/Cognition**
- 6. Emotional Recognition/Reciprocity/Regulation**
- 7. Sensory Regulation/Integration**

**I LAUGH**  
The I LAUGH model is an acronym that represents six points to help explain what comprises social cognitive functioning.

I = Initiating communication or action  
L = Listening with eyes and brain  
A = Abstract and inferential language  
U = Understanding perspective  
G = Getting the big picture (gestalt)  
H = Humor and human relatedness

1. The roots of the social learning tree grow with neurological capacity:  
• Joint Attention, Shared Intention and Attention  
• Executive Functioning  
• Central Coherence  
• Theory of Mind  
• Emotional regulation and reciprocity

2. The trunk, dependent on growth of the roots, includes six points comprised related to the I LAUGH Model of Social Thinking:  
• I = Initiating of communication  
• L = Listening with eyes and brain  
• A = Abstracting and inferencing  
• U = Understanding perspective  
• G = Gestalt processing: getting the gist  
• H = Humor and human relatedness

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### Initiation of Language

The ability to use one's own language and communication skills to seek assistance for information.

### Listening with Eyes and Brain

Listening requires more than just taking in auditory information.

It also requires the listener to integrate information he/she sees with what he/she hears to understand the deeper concept of the message.

### Abstract and Inferential Language/Communication

One's ability to recognize that most language or communication is not intended for literal interpretation.

Abstract and inferential meaning is often conveyed subtly through verbal and non verbal means of communication combined with the need to analyze the language in context.

### Understanding Perspective

One's ability to relate to others and perceive someone else's thoughts, feelings, and motivations.

One's ability to empathize with someone else and see things from their perspective.

Often it is intuitive.

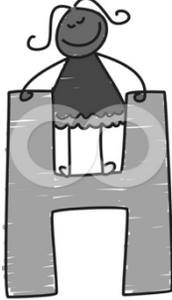
### Gestalt Processing

Seeing the bigger picture.

Seeing how all the parts of something relate to the whole.

Requires organizational skills - taking all the information and putting it together in a cohesive fashion.

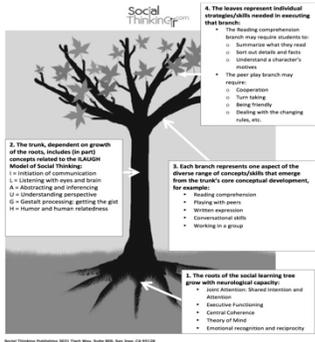
## Humor and Human Relatedness



**Humor** - Requires the ability to read subtle cues which is necessary to understand and participate successfully with others in a social context.

**Human relatedness** - the ability to bond emotionally with others - is at the heart of human social relationships and the fuller development of empathy and emotional regulation.

The leaves of the social learning tree are the details related to the branches.



**4. The leaves represent individual strategies/skills needed in executing that branch.**

- The reading comprehension branch may require students to:
  - Summarize what they read
  - Sort out details and facts
  - Understand a character's motives
- The peer play branch may require:
  - Cooperation
  - Turn taking
  - Being friendly
  - Dealing with the changing rules, etc.

**3. Each branch represents one aspect of the diverse range of conceptual skills that emerge from the trunk's core conceptual development.**

**For example:**

- Reading comprehension
- Fluency with peers
- Written expression
- Conversational skills
- Working in a group

**2. The trunk, dependent on growth of the roots, includes the core concepts related to the LAUGH Model of Social Thinking.**

**LAUGH Model of Social Thinking:**

- L = Listening with eyes and brain
- A = Attending and attending
- U = Understanding perspective
- G = Gestalt processing getting the gist
- H = Humor and human relatedness

**1. The roots of the social learning tree grow with neurological capacity.**

**Joint Attention: Shared intention and attention**

- Executive Functioning
- Central Coherence
- Theory of Mind
- Emotional recognition and reciprocity

## Social Thinking® is demonstrated by the branches:



- Effective Communication**
  - Conversational skills
- Personal Problem Solving**
- Organizational Skills**
  - Playing with Peers/Working in a Group
- Written Expression**
- Reading Comprehension**

## Individual Strategies or Skills Needed to Execute The Branches

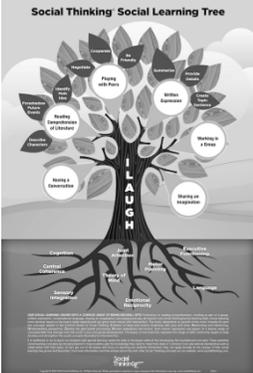
**➤ The reading comprehension branch may require students to:**

- Summarize what they read
- Sort out details and facts
- Understand a character's motive

**➤ The peer branch may require:**

- Cooperation
- Turn-taking
- Being friendly
- Dealing with changing rules, schedules and transitions

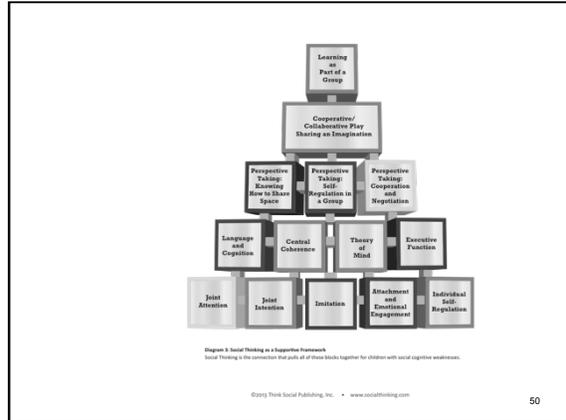
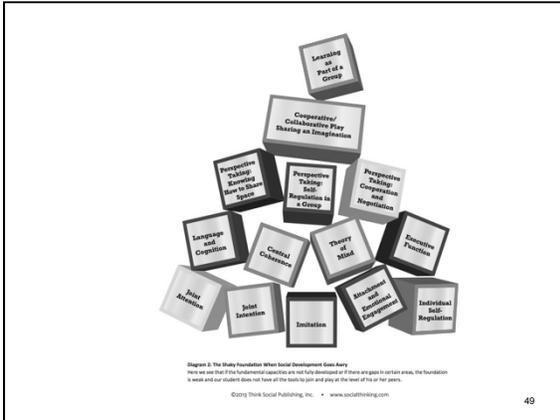
**These strategies and skills are the leaves of the social thinking tree.**



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# Social Thinking®

Learning to:

- ✓ Think how others think
- ✓ Think differently
- ✓ Think flexibly
- ✓ Think anywhere

Thinking of You

# When do we use Social Thinking.?

- Any time we are in the presence of another person or needing to interact with them in some manner.
- When ever we are considering what we and another person may have been thinking.
  - ✓ Interactions
  - ✓ To interpret novels, TV shows, instructions, etc.

# BRAIN SMARTS

In our brains there are all types of "smarts." Some people have really great computer smarts, music smarts, sports smarts, math smarts, or even Lego™ smarts!

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# SOCIAL SMARTS

Everyone knows that we use school smarts at school, but did you know we use our social smarts too?

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### NC DPI New Essential Standards

Based on Revised Bloom's Taxonomy (RBT); categorizes both the **cognitive process** and the **knowledge dimension** of the standard

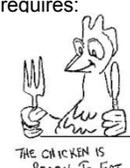
- **Cognitive Process** refers to the verb used in the standard
  - » **Explaining** requires constructing a cause-and-effect model of a system (e.g. explain the recent downturn in the global economy)
  - » **Inferring** requires drawing a logical conclusion from presented information (e.g. In learning a foreign language, infer grammatical principles from examples)
- **Knowledge Dimension** is a way to categorize the type of knowledge to be learned; knowledge in the RBT falls into four categories:
  - » Factual Knowledge
  - » Conceptual Knowledge
  - » Procedural Knowledge
  - » Meta-Cognitive Knowledge

<http://www.ncpublicschools.org/acre/standards/>

### Pragmatic Language

Pragmatic language pertains to language in context and successful communication, whether in spoken language or text; it involves the rules of discourse. It also requires:

- Organizational skills
- Sequencing information
- Critical thinking
- Making judgments & inferences
- Social appropriateness of interactions
- Nonverbal communication




### Pragmatic language skills include the ability to

- appropriately use language for a variety of purposes
  - » e.g., persuade, request, inform/declare, reject, ask for or give information, share interests, greet, etc.
- recognize how, in addition to word meanings and grammar, context contributes to meaning
- change language
  - » e.g., talk differently to different audiences, provide background information to unfamiliar listeners, speak differently in different settings, etc.
- follow conversational rules
  - » e.g., take turns, introduce topics, rephrase sentences, maintain appropriate physical distance during conversational exchanges, use facial expressions and eye contact, etc.
- recognize sarcasm and humor; metaphors; underlying meanings
- understand intention and the motivation of others
- make inferences and predictions
- use Theory of Mind

**Pragmatic language skills require Social Smarts!!**

### Pragmatic Language Skills and Social Smarts in School




- In school, social smarts are required for group participation, reading comprehension, written expression, organizational skills, etc..
- Deficits in pragmatic language skills at school affect listening, note taking, problem solving, reading comprehension, study skills, oral and written language, and social interactions.

### Social Thinking® Is Needed For: Pragmatic Standards: Listening




- ❖ Listening attentively
- ❖ Determining the purpose of listening
- ❖ Interpreting the speaker's verbal and non-verbal message/purpose/perspective, purpose and perspective.

### Social Thinking® Is Needed For: Standards: Perspective in Reading



- ❖ Determining the causes for character's actions. *Use of knowledge of situation, character traits and motivations.*
- ❖ Analyzing the effect of the qualities of the character on plot and conflict resolution.
- ❖ Determining character's traits. *What do they say about themselves in narrative, dialogue, etc.*




### Social Thinking® Is Needed For:

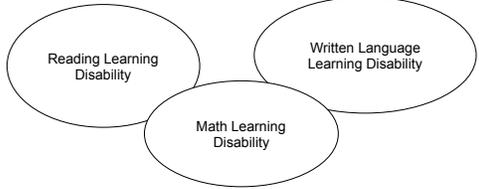
**Standards: Writing**

- ❖ **Practicing Pre-writing skills**  
*Preparing or Outlining*
- ❖ **Creating multiple paragraphs, support with topic sentence and conclusion paragraph.**
- ❖ **Imposing structure on composition.**  
*Strategies of note taking, outlining, summarizing.*





### Think of it *this way*...



Consider this..... a Social Learning Disability...

Jill D. Kuzma 8/2010 - <http://jillkuzma.wordpress.com>

### Social Thinking® and Education

- **Academics = Seeds**
- **Social Play Skills = Seeds**
- **Social Thinking = Fertilizer & Water**







**Inseparable**

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### Recognizing our own False Assumptions

- There are no standardized tests that thoroughly measure the very flexible and abstract aspects of social cognition.
- Remember children with social cognitive challenges can demonstrate an excellent command of language and more rote or rule based learning while still having significant problems functioning in the world around them.
- Often described as "*bright but clueless.*"

### Recognizing our own False Assumptions

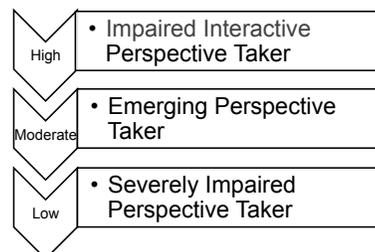
- Parents do not environmentally create the problems associated with their children with social cognitive challenges, any more, or less, than parents contribute to a child's behavioral health.
- There is a clear imbalance between these children's strengths and weaknesses. Adults think such things as "*since he can program the computer, he should be able to write his book report.*" We must understand this discrepancy to begin being helpful to the child.
- Many of these children DO desire successful social relationships and companionship.

## Social Thinking®, Academics, and Mental Health

- Continual demand to relate to peers
- Academic struggles
- Emotional struggles
  - ✓ Anxiety
  - ✓ Depression
  - ✓ Obsessive-compulsive disorders
  - ✓ Low self-esteem
- **Must be taken seriously!!**
- **Plant the seeds for success!!**



## How Good is Your Child's Social Radar? Levels of Social Cognitive Deficits



## Severely Impaired Perspective Takers

- Severe language delays (often non-verbal).
- May have cognitive delays, may be aware of others around them but do not consider them in the social sense.

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## Emerging Perspective Takers

- Can communicate in a variety of ways.
- Can understand basic points of view, but need extra time to process and more explicit instruction.
- Can answer who, what, where, when questions but struggle with why and how.
- Poor organizational skills, "quirky", other students are aware of their differences.

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## Impaired Interactive Perspective Takers

- May appear slightly quirky, but only appears so within more complex social interactions.
- May blend initially, when pace of interactions picks up their challenges are more noticeable.
- May not consider speaking partner's thoughts, feelings or interest as much.
- May blurt out, tell on students, overly concerned with "fairness".

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## Four Steps of Perspective Taking

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



### Social Sense

<http://jillkuzma.wordpress.com/>

Use your **Social Sense**

**You** are THINKING about what OTHER people are Thinking and Feeling!

.....and guess what?!

Other people are Thinking about you too!

**Your Social Sense**

has 2 jobs:

Helps us know what other people are FEELING

Helps us know what other people are THINKING

### Developing Perspective Requires Understanding Feelings

- Inner Perspective – Understand Own Feelings – Regulate Own Feelings
- Outer or Other Perspective – Understand Others Have Feelings Too!

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### Educate about Feelings Thems and Others!

- Kids with ASD appear to understand that other people's behavior affects how they feel, but they often lack the insight to recognize that their own behaviors affect others!
- ✓ Teach what feelings are – F-L-A-S-H (Fear, Love, Anger, Sad, Happy)
- ✓ Use an Emotions Poster
- ✓ Zones of Regulation
- ✓ Feeling Books – read to them or leave in places where they will read independently.
- ✓ Focus on feeling recognition (naming feelings – FLASH – self and others), facial expressions, tone of voice).
- ✓ Videos that teach feelings – (e.g., Transporters - [www.thetransporters.com/](http://www.thetransporters.com/))
- ✓ Feeling meter/Five Point Scale
- ✓ Feeling games
- ✓ Calming strategies.

### The Incredible 5 Point Scale

- A cognitive behavior technique to help students learn about personal behavior, emotions and self-control.
- Teaches Self-Awareness – sensory, emotions, behavior, coping techniques. Can help adults more deeply understand the needs of the child so they can assist with teaching self-control, self-calming strategies.
- Blends well with Social Behavior Map.

1 2 3 4 5

Buron, K. D., & Curtis, M. (2003). *The Incredible 5-Point Scale: Assisting students with autism spectrum disorders in understanding social interactions and controlling their emotional responses*. Shawnee Mission, KS: Autism Asperger Publishing Company.

### The Five Point Scale

### MY TALKING VOICE

5	Yelling - Emergency	
4	Leaf - Outside Voice	
3	Conversation - Inside Voice	
2	Whisper	
1	No Talking - Quiet	

5 tornado

4 someone is mean to me

3 food looks yucky

2 forget my lunch

1 pencil point breaks

### The ZONES of Regulation

**The ZONES of Regulation®**

**ZONES Check-In**

feel  I'm in the  Zone.

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Terrified Yelling/Hitting Out of Control

**Size of the Problem**

REST AREA GO SLOW STOP

Kuypers, L., Zones of Regulation, Think Social Publishing, 2011

### Big problem/Little problem?

- Scale 1-10 or 1-5 visual.
- List what type of problem is 10, 5, 1.
- Discuss descriptions of problems and determine where they fit on scale.
- Define what makes a problem big or small.
- What types of emotions are associated with different levels of problems?
- Discuss how different problem levels impact a situation over time.
- Discuss how to sort out and analyze that little problem.
- Discuss own emotions.

### Calming Strategies

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### Specific Strategies of the Social Thinking® Approach

*You Are* by Michelle Garcia Winner and Pamela Crooke, Copyright 2008

### Teaching The Four Steps to Communication: Creating a Framework for Understanding Social Thinking Complexity

#### TEACHING OUR KIDS TO BE A DETECTIVE

1. Thinking about others and what they are thinking about us.
2. Establishing physical presence.
3. Thinking with our eyes.
4. Using language to relate to others.

These 4 steps of communication help to organize and prioritize what we teach about human interaction...Human interaction can be as simple as standing in a group of people and NOT talking, or it can be simply asking for help.

### Communication Step One: Enhancing Perspective Taking Knowledge and Skills

1. Thinking about the other person or group. 
2. Thinking about the purpose of communication with that person or group.
  - ✓ What do you know or remember about them?
  - ✓ What do they think and how do they feel?
  - ✓ What might they want to talk about?
  - ✓ How will they feel about what you want to say?

### Communication Step Two: Establishing Physical Presence

Being aware of your physical presence as well as the physical presence of your communicative partner(s).

- ✓ Whole Body Listening
- ✓ Open and Closed Shoulders
- ✓ Zones of Comfort
- ✓ Sitting as Part of a Group
- ✓ Physical Presence: On the Move and Standing Still
- ✓ Being a Part of the Group: There Goes My Body, There Goes His Brain!



### Communication Step Three: Thinking with Your Eyes

- I notice where others are.
- I look over the place while I walk in that direction to navigate my way toward the other person.
- Once I am near the other person I establish closer physical presence.
- Then I look directly at the other person and the people he/she may be with to demonstrate my desire to communicate with them.



### Communication Step Four: Using Language to Develop and Sustain Relationships



- ✓ Think about what you know about the person to whom you are talking.
- ✓ Try connecting your ideas to things that are interesting to others.
- ✓ Ask questions to learn more about people; make comments to show interest.
- ✓ Listen with your eyes and ears to determine people's intentions and hidden meanings.

### Communication Step Four: Using Language to Develop and Sustain Relationships



- ✓ Add your own thoughts to connect your experiences to those of others.
- ✓ Make comments that support a person's idea, or add comments that support discussion of the idea without brashly condemning other people's thoughts.
- ✓ Use small units of language (or body language) to support people's ideas, or at least show you are actively listening.

### Teach Intentions

in-ten-tion  
(intentional)  
-noun  
purpose or attitude toward the  
effect of one's actions or conduct

- Teach that ALL communication has a purpose, therefore speakers have intentions (characters, historical figures, scientists, writers etc.) .
- Non-verbal messages (actions, body language) also show intention.
- Social thinking includes constantly being aware of others INTENTIONS.
- Students must first be able to read people's physical plans by watching (e.g. getting ready to go out, putting on coat, getting the keys, reaching for the door handle, etc.).

## Bubbles

**Talking Bubbles**  
Words that come out of my mouth.

Public - other people can hear my talking bubble words.

Talking bubble words can affect how other people feel.



**Thinking Bubbles**  
Words that I think inside my head

Private - no one can hear my thinking bubble words

Thinking bubble words are secret, so they cannot hurt other people's feelings.



**But, be careful! If you have hurtful words. Don't pop your thinking bubble!**



Created by Jill D. Kuzma 2/09 91

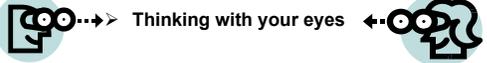
## Organize Lessons/Life Around Social Thinking® Vocabulary

- Use student-friendly vocabulary concepts to explicitly teach social expectations.
- User-friendly vocabulary for all teachers and parents to use across all environments.



He talks about whether his are doing what is expected. For example, he notices if other are happy and looks are part of the group.

## Social Thinking® Vocabulary

- **Body and brain in the group** 
- **Thinking with your eyes** 
- **Expected/unexpected behavior** 
- **Good thoughts/uncomfortable thoughts/weird thoughts** 

## Body and Brain in the Group

- **Being Part of a Group: Realizing Expectations**
- **How Our Body and Mind Help us to Be Part of a Group.**
  - ✓ Whole Body Listening
  - ✓ Thinking with our eyes
  - ✓ Thinking with our brain
  - ✓ Thinking about what other people think
- **Self-awareness and Self-monitoring of Our behavior in a Group.**
  - ✓ Your Body is in the Group. Your Body is out of the Group
  - ✓ Your Brain is in the Group. Your Brain is out of the Group
  - ✓ Not just ME/Thinking About YOU!
  - ✓ What are Others Thinking About ME?
  - ✓ Good Thoughts/Weird Thoughts/Uncomfortable Thoughts

## Whole Body Listening!

Larry wants to remind you to listen with your entire body



- Eyes** - Look at the person talking to you
- Ears** - Both ears ready to hear
- Mouth** - Quiet- no talking, humming or making sounds
- Hands** - Quiet in lap, pockets or by your side
- Feet** - Quiet on the floor
- Body** - Faces the speaker
- Brain** - Thinking about what is being said
- Heart** - Caring about what the other person is saying



## Whole Body Listening Strategy



- Introduce concepts related to listening with the whole body.
- Have children role-play activities where they contrast appropriate and inappropriate use of these concepts.
- Use pantomime or charades. Have children learn that they can understand what people are communicating even when language is not used.

## Whole Body Listening Strategy

- Use vocabulary of “listening with your whole body.”
- Teach children ways in which listening with your whole body contributes to learning what other people are thinking.
- Use literature to teach social awareness (e.g., “Little Red Riding Hood”).
- Make it fun!

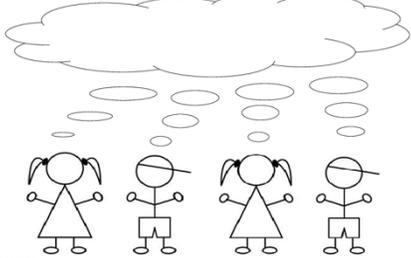


## Smart Guesses vs. Wacky Guesses




- Inferencing is the ability to take what you know and make a guess.
- It is your ability to “read the situation.”
- Being a Detective
  - ✓ The meaning of spoken words
  - ✓ How a person’s body language contributes to the overall meaning.
  - ✓ How a person’s facial expression contributes to the overall meaning.
  - ✓ How a person’s eye contact contributes to the overall meaning.
  - ✓ How the social context and social environment helps us better interpret all of the above.

Keep your brain IN the group!

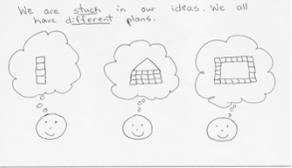


## Thinking With Your Eyes




- Observing others with our eyes
- Figuring out what other people mean by what they do: The Detective Agency is Born
- Figuring out what people mean by what they say: The Super Detective Agency
- Using Imagination and Wonder to Understand Others
- Using Imagination and Wonder AND Using Language to Relate to Others (asking for help or clarification).
- Builds perspective-taking!

We are stuck in our ideas, we all have different plans.



Let's all share our ideas. Let's all do the same plan now.



## Using Personal Memories of Others to Make Educated Guesses About Them

- Create “people files”
- Body Drawings
- Visual Web



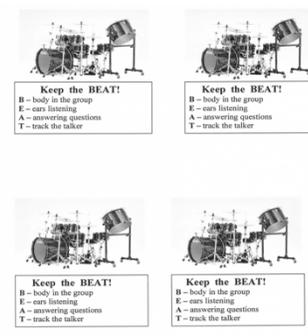

*memory* FILES

## Being Part of a Group: Realizing Expectations

- Key Social Thinking Vocabulary  
Expected versus Unexpected 
- Language that allows the student to recognize that there are many types of rules. 
- Allows the student to gain awareness. 

## Social Thinking® and Behavior Visuals

- Incorporate Social Thinking concepts into visuals to prompt “expected behavior”
- Effective for both the students and teachers
  - ✓ Understanding
  - ✓ Generalization
  - ✓ Consistent use of social thinking vocabulary
  - ✓ Utilizes visual strengths



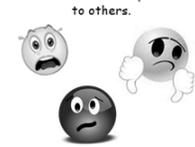
### Expected Behaviors

Things kids do or say that other kids think are friendly, helpful, and respectful to others.



### Unexpected Behaviors

Things kids do or say that other kids think are not friendly, hurtful, unusual, and disrespectful to others.



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## Social Behavior Mapping®

(Garcia Winner, 2007)

- A process that takes Social Thinking® Concepts/Language and relates it to behaviors that are interfering with understanding social situations and learning across the day.
- A visual process that assists individuals with social cognitive challenges in understanding how their behavior affects theirs and others thoughts, feelings and behaviors.
- Teaches the relationship of social communication/behavior and consequences .
- Focuses on what to do instead of what not to do.



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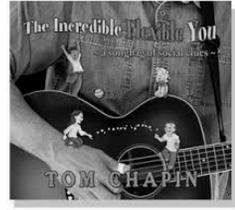
**The Incredible Flexible You™, Volume One**

- ❖ Thinking Thoughts and Feeling Feelings
- ❖ The Group Plan
- ❖ Thinking With Your Eyes
- ❖ Body in the Group
- ❖ Whole Body Listening



**The Incredible Flexible You™, Volume Two**  
(expected Spring 2015)

- ❖ Expected/Unexpected
- ❖ Smart Guess
- ❖ Flexible /Stuck Thinking
- ❖ Size of the Problem
- ❖ Sharing an imagination



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**Specific Strategies of the Social Thinking® Approach**

**Superflex:  
A Superhero Social Thinking Curriculum**

by Stephanie Madrigal and Michelle Garcia Winner (2008)



**The Superflex Curriculum**

Provides educators and parents with a fun, motivating, and non-threatening way for students to explore social thinking.

**Superflex**  
is a Superhero

He helps you!  
Be a totally Flexible Thinker which allows you to control your brain and change the way you think. Think about how to act and behave to keep others and yourself feeling good (positive thoughts).

Be a great problem-solver and think of more different solutions for any problem. Heroes who are UNTHINKABLE in behavior give advice to your brain and change the way you think to defeat it.



**Self-Awareness  
Self-Monitoring  
Self-Regulation**



**The Superflex Curriculum**

- Cognitive-Behavioral Approach
- K through 5 (up to 8<sup>th</sup> grade can use it).
- Higher end of autism spectrum.
- Must have expressive language skills, a verbal IQ of 70 or higher and the ability to think about thinking.
- Beneficial to typically developing children as well!



**The Superflex Curriculum**

It is important to clearly make the distinction that these characters:

- ✓ Are fictional, (especially for students who have difficulty differentiating reality from fantasy).
- ✓ Are pretend and not really in our brains.
- ✓ Are NOT EVIL VILLAINS, which implies that, if a child is working on defeating these Unthinkable, then there is something wrong or evil about them.

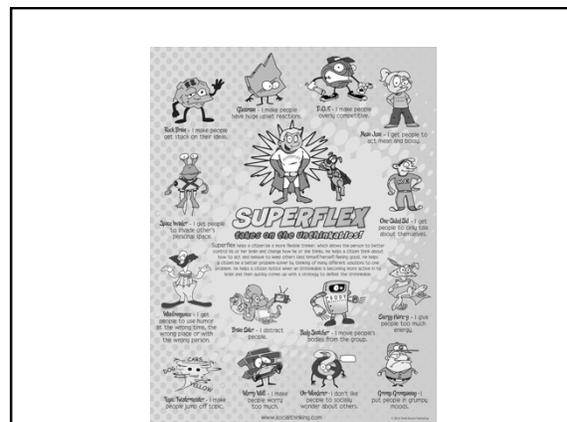
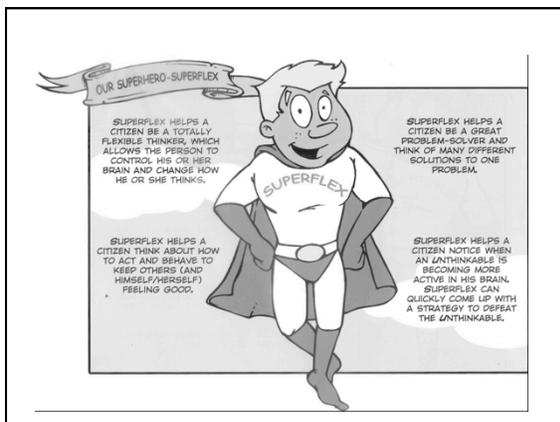
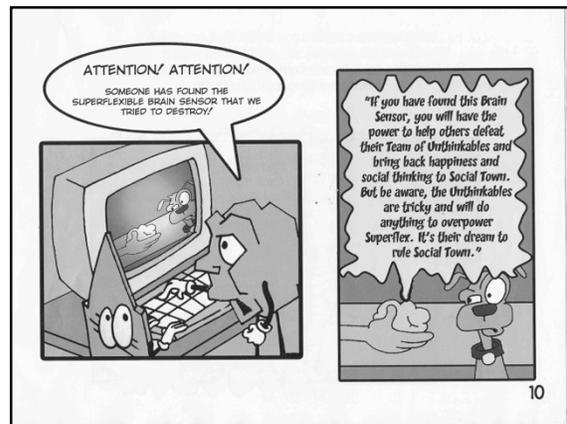
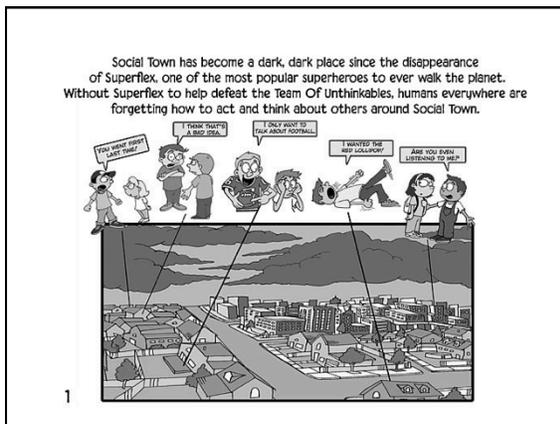






## The Lessons

- ✓ Lessons 1-5 explore social thinking concepts and vocabulary related to Superflex and the Team of Unthinkables.
- ✓ Lessons 6-9 increase awareness of the child's own social behavior he or she is modifying and appropriate strategies.
- ✓ Lessons 10-13 addresses self-monitoring and modifying behavior through use of Superflex Strategies.



Superflex's powers include flexible thinking!



To be the ultimate Superflex, we must strengthen and practice flexible thinking. That will help us defeat the Unthinkables.



A superflex brain will have no problem adjusting its thinking to:

- think about someone else
- stop its body from doing something different

Today we will do some exercises at the Superflex Academy Gym. We will see if your brains have the control and strength needed to defeat the Unthinkables. At the end of the session, you will be given an overall grade.

Things to think about as you exercise: are you using a Flexible Brain or a Rock Brain?





I make people get stuck on their ideas!



Is it a rock problem or a playdoh problem?

Strategies to Defeat Rock Brain!

1. Think about something else
2. Ignore
3. Exercise
4. Listen to Music
5. Eat a snack
6. Destroy a paper RB

## Superflex Takes on Glassman




**Glass Man**

Gets upset very quickly  
The degree of the upset does not match the seriousness of the problem  
Usually thinks things are not fair  
**WHAT YOU CAN DO TO DEFEAT GLASS MAN**  
STOP and think about the problem  
Tell yourself to take a break and walk away  
Ask for help  
Take a deep breath to calm down

## Superflex Takes on Brain Eater

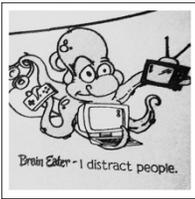



**THE UNTHINKABLE BRAIN EATER**

HE MAKES IT HARD FOR SOMEONE TO FOCUS ON WHAT THAT PERSON IS SUPPOSED TO BE FOCUSING ON BY FOCUSING ON OTHERS WHILE IN A GROUP. BRAIN EATER IS GOOD AT FINDING THINGS THAT A PERSON ENJOYS THINKING ABOUT LIKE VIDEO GAMES AND FEELING THAT PERSON'S BRAIN WITH FEELS INCLUDING TO TRY HARD TO PAY ATTENTION TO ANYTHING ELSE.

SOMETIMES HE GETS CREEPY DISTRACTED BY THINGS THEY SEE AROUND THEM LIKE PICTURES OF POSTERS IN A ROOM WHEN THAT HAPPENS, A CRYSTAL CAN HELP GET ON WHAT OTHERS EXPECT FROM OR SEE TO FOCUS ON. OTHER PEOPLE MAY FEEL PARTICIPATING AND EVEN THAT THE OTHERS DON'T USE THE OTHER PEOPLE HE OR SHE IS WITH.

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**Brain Eater - I distract people.**

Strategies to Defeat Brain Eater!

1. Make a list
2. Distractor Shield
3. Move the item so you can't see it
4. Use a fidget
5. Move your body away from the distractor

1. Calm your body...  
2. Use Positive Self Talk

### Distractor Blasters

	When I am with the group I am expected to keep my brain and body in the group.
	Body Snatcher will try to get me to turn my body away from the group.
	I can defeat Body Snatcher by using my eyes to think about where my group is or who is talking to me.
	I can use self-talk: "Where should my body be?"
	I can keep my shoulders pointed to the group.
	I can defeat Body Snatcher by using my super power of thinking with my eyes!

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### Don't Get Stuck

	<b>BOLD for One Sided Sid</b>
	He gets you to talk about your own set of topics.
	If someone else in the group brings up their interests, Sid will get you to just talk about your interest.
	He may get you to interrupt to talk about what is on your mind, not seeing that someone else may have another plan.
	If you want to defeat One Sided Sid, open your friend file and think about what you know about the person. Ask questions to find out more about him and his interests.
	Look for clues that others are not interested: looking away, frowning, or trying to change the topic.

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### SUPERFLEX'S VERY COOL FIVE-STEP POWER PLAN

*Superflex and his Five Power Pals can help you defeat the Unthinkable invading your brain!*

<b>POWER 1</b>		<b>PECIPER</b>	Stop, observe and describe what is going on in your mind and what you are feeling. Making an observation about your own thoughts and feelings is the first step in being able to control them. It is like being a scientist in your own mind.
<b>POWER 2</b>		<b>SOCIAL DETECTIVE</b>	Use your Social Detective skills to figure out what others are thinking and feeling. This helps you understand their behavior and respond appropriately.
<b>POWER 3</b>		<b>BRANKESTER</b>	Stop and think about the consequences of your actions. This helps you make better choices.
<b>POWER 4</b>		<b>FLEX DO BODY</b>	Use your Flex Do Body skills to control your body and your emotions. This helps you stay calm and focused.
<b>POWER 5</b>		<b>CRANIUM COACH</b>	Use your Cranium Coach skills to control your thoughts and feelings. This helps you stay positive and motivated.

## Create New Unthinkables









### Holiday Boulder has arrived!

He is Rock Brain's cousin and is taking our people's brains during the holidays.



**He may try to:**

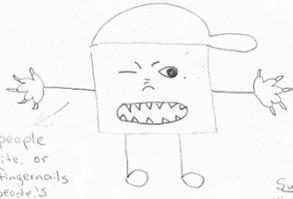
- Get you stuck on his holiday traditions.
- He will not let you change your holiday plans.
- He will convince you to **OVER-REACT** and throw a tantrum every time you think about your holiday plans.
- His favorite Unthinkables are **Rock Brain** and **Classman**.

**Superflex Strategies to Defeat Holiday Boulder:**

- Use your **POWER 1** to see he thinks that trying something new with my family is might be fun.
- Being part of a family means that I might not always get my way and that's okay.
- I can create a new holiday memory and everyone in my family will be happy and together.

### Hurtful Harry

I might show up when you are angry or frustrated...



I make people scratch, bite, or dig my fingernails in other people's body parts to hurt them. I might also hit or kick other people.

**Superflex Strategies**

1. Walk away from who is making you mad.
2. Take a deep breath.
3. Ask an adult to help you calm down.

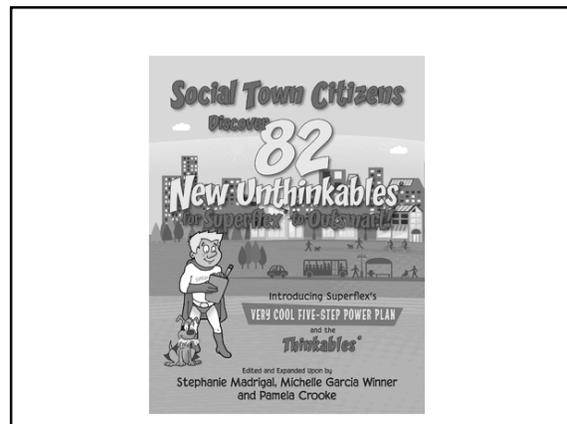
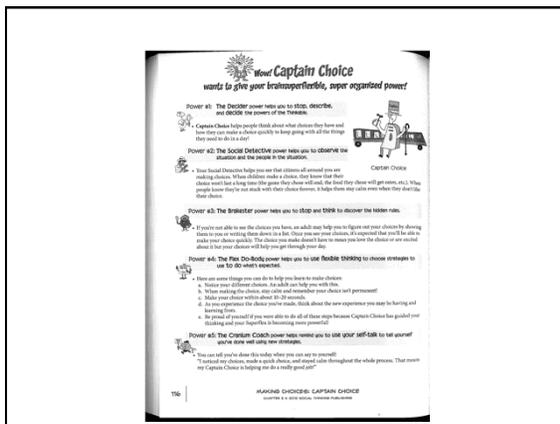
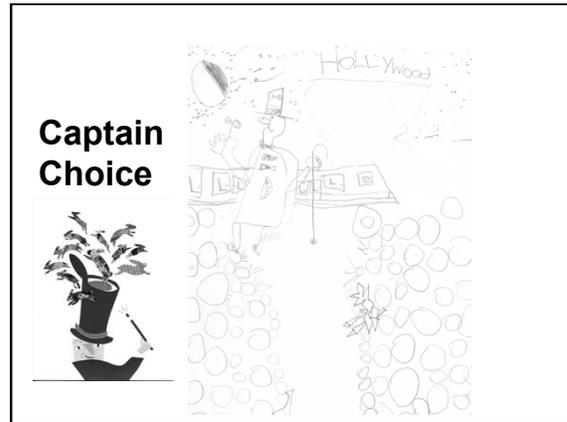
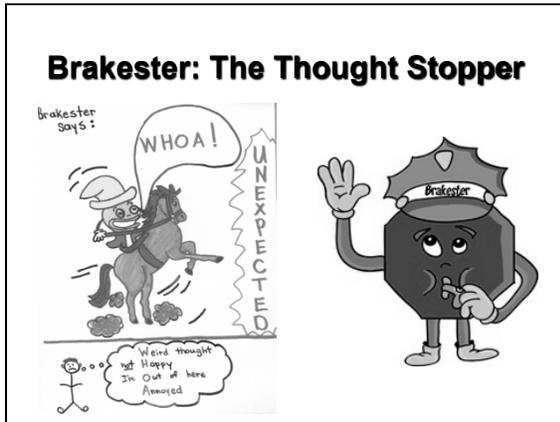
## Create New Thinkables











**Social Stories™**



Carol Gray defined Social Stories in 1991. President of The Gray Center for Social Learning and Understanding

A Social Story™ describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses in a specifically defined style and format.

The goal of a Social Story™ is to share accurate social information in a patient and reassuring manner that is easily understood by the audience.

<http://www.thegraycenter.org/>

**Examples OF SOCIAL STORIES**

<http://www.ccsd.edu/LittleTor.cfm?subpage=5804>

**Comic Strip Conversations**  
Carol Gray  
creator of The Gray Center for Social Learning and Leadership

**Comic Book Conversations**

- Word and thought bubbles used
- Colors used to show emotions (for ex.)
  - Green-happy, good ideas
  - Red-sad
  - Purple-proud
  - Yellow-frightened
  - Black-facts, things we know
  - Orange-questions

Sample comic strip panels:  
 School: "I really like Jane. I want her to go to the cinema with me." "Hi. I know you're Jane. I'm Tim." "Hi Yes. I'm Jane." "I don't know Tim. I feel worried."  
 School: "I'm really nervous." "Will you go to the cinema with me?" "When?" "Hm! He's asked this very suddenly. I don't know him."

**EYE POWER**  
Learning to Use the Power of Your Eyes  
AN ACTIVITY AND COLORING BOOK

<http://www.playdoughzoo.com>

Plush toys: Sharky, Zee, and other characters from the Eye Power series.

**Video Modeling**

Resources shown:  
 - StorySaver: Social Concepts and Skills at School  
 - Trachtown: A Story About Friendship  
 - Emotions: NEW! Emotions  
 - Let's Play: Video modeling for play and social interaction  
 - The Terrible Twos: Video modeling for play and social interaction

**You are a Social Detective!**  
Become a GREAT social thinker!

Target age: 7-12

**STRATEGIES TO HELP IMPROVE READING AND WRITING SKILLS**

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**Strategies for Reading Comprehension**

- Purposeful Comprehension Lessons
  - » Before, During, and After Comprehension Lessons
- Thinking Out Loud
- Graphic Organizers
  - » Braily the Story Braid

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### Before, During, and After Comprehension Lessons

**Before**

- Language experience activities
- Build or *activate background knowledge* (includes personal connection-making)
- Set a *clear purpose* for Reading/Listening (e.g., "read/listen, so that you can tell me three things the character likes about school")

**During**

- Reading/listening for bulk of allocated time
- The student should spend as much time as s/he needs to read or listen to the passage
- Allow the student to reread, ask questions, and make comments
- *Thinking out loud*

**After**

- Complete a task directly related to the stated purpose
- Follow-up and feedback

UNC Center for Literacy and Disability Studies #52  
http://www.med.unc.edu/lhd/srds

### Thinking Out Loud

Thinking out loud:

- I just thought of...
- So far, I've learned...
- I wonder why...
- Wait! That didn't make sense.
- I think \_\_\_ will happen next.
- I think this is an important part because...
- That is interesting/important because...
- I reread that part because...

On page \_\_\_ I was thinking...

This was a:

- Introduction
- Development
- Conclusion
- Setting
- Conflict
- Resolution

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### Graphic Organizers

Graphic organizers are a way to reinforce the focus of reading and support discussion and writing.

Graphic organizers can encourage classroom participation and provide organization of new information as well as a visual opportunity to process this information.

Templates:  
<http://www.enchantedlearning.com/graphicorganizers/storymap/>  
<http://www.scholastic.com/teachers/lesson-plan/graphic-organizer-story-map>

**Scholastic Story Map**

Main Characters, Setting, Supporting Characters, Problem, Solution, Plot and Author.

### Braidy the Story Braid

Linking language development to literacy

MindWing concepts, inc.

**Braidy, the Story Braid TEACHERS MANUAL**

- **Head** – CHARACTER: *Who?*
- **Star** – SETTING: *Where & When?*
- **Shoe** – KICK-OFF: *What happened?*
- **Heart** – FEELING: *How does he/she feel?*
- **Hand** – STOP/PLAN: *What is the goal?*
- **Beads** – ATTEMPTS/ACTIONS: *What to do/How?*
- **Bow** – TIE-UP: *Outcome/Consequences*
- **Heart** – END FEELING: *Resolution/How does he/she feel?*

<http://mindwingconcepts.com/braidy-the-story-braid>  
<http://mindwingconcepts.com/pdf/CiffordLesson.pdf>

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### Pragmatics in Text

**I Get It! Building Social Thinking and Reading Comprehension Through Book Chats** By Audra Jensen

Although some children can read text well, and often early, they sometimes can't comprehend the text.

They can recall specific details from text but can't make inferences or predictions, explain the main idea, or summarize; *they struggle to see the forest through the trees.*

<https://www.socialthinking.com/books-products/social-academic-connection/i-get-it-building-social-thinking-and-reading-comprehension-through-book-chats-detail>

Audra Jensen, M.Ed., BCBA

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### Strategies for Narratives and Writing

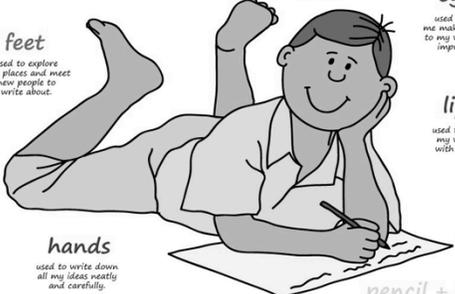
- Planning
  - » Generating Ideas
  - » Organizing Ideas
  - » Setting Goals
- Generating
  - » Putting thoughts into words: word choice, spelling, sentence structure, cohesion, etc.
- Reviewing
  - » Revising/editing text
  - » Evaluating – does it follow the plan?





**KEEP CALM AND REVISE, REVISE, REVISE** 157

### Whole Body Writing



**curiosity** used to think up lots of creative things to write about.

**ears** used to listen to the work of others to help me form my own ideas.

**eyes** used to help me make changes to my writing to improve it.

**lips** used to share my writing with others.

**heart** used to express feelings and emotion in my stories and poetry.

**feet** used to explore new places and meet new people to write about.

**hands** used to write down all my ideas neatly and carefully.

**pencil + paper** for all my fantastic ideas!

### Plans and Strategies for Writing

**PLEASE:** A guided structure to plan and write a paragraph containing a topic sentence, supporting details, and concluding statement

- » Pick a topic
- » List your ideas
- » Evaluate your list
- » Activate the paragraph
- » Supply supporting Sentences
- » End with concluding sentence



**STOP and LIST:** Plan and write a paper by setting goals, brainstorming, and sequencing ideas.

- » Stop and Think Of a Purpose
- » List Ideas and Sequence Them



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### Narratives and Story Telling

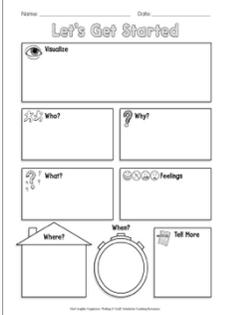


**SPACE:** Plan the story through

- » Setting *who, where, when*
- » Purpose *what the main character(s) want to do*
- » Action *what the main character(s) do*
- » Conclusion *how the story ends*
- » Emotions *how the main character or characters feel*

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### More Graphic Organizers!!!



<http://teachexpress.scholastic.com/graphic-organizer-pre-writing-let-s-get-started>

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### Building Social Thinking in the IEP



**Jill Kuzma's Social Thinking Web blog**  
 Website: [jillkuzma.wordpress.com](http://jillkuzma.wordpress.com)

Written by a Minnesota speech-language pathologist, the Social Thinking blog offers an array of resources for parents and teachers looking for information and tools to teach social skills. The Social Thinking blog includes sections on IEP objectives for learning social skills and teaching ideas for expressive and receptive language, perspective taking, conversation skills and emotional awareness. The site also lists links to related websites, useful downloads, social skills videos, and cooperative games.

<http://jillkuzma.wordpress.com/ieptreatment-plan-objective-ideas/>

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**For additional Social Thinking  
Resources go to:  
[www.socialthinking.com](http://www.socialthinking.com)**

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# **QUESTIONS**

**For Information on CIDD Social Smarts  
Groups Contact:**

[sherry.mergner@cidd.unc.edu](mailto:sherry.mergner@cidd.unc.edu)  
[margaret.deramus@cidd.unc.edu](mailto:margaret.deramus@cidd.unc.edu)

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