

Implementing
Social Thinking®
Concepts and
Vocabulary

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Who am I?
Who are you?

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Exploring the handouts

Find your
PowerPoint and a
word document
handout.



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**EXPLORING CONCEPTS
RELATED TO TEACHING
COMMUNICATION SKILLS
AND USING
COGNITIVE BEHAVIORAL
TEACHING STRATEGIES**

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**Core concepts of Cognitive
Behavioral Therapy**

1. Cognitive behavior affects activity
2. Cognitive activity may be monitored and altered
3. Desired behavior change may be effected through cognitive change

Dobson, K. & Dozois, D. (2001) Historical and philosophical bases of the cognitive-behavioral therapies. In K. Dobson (Ed.) Handbook of Cognitive Behavioral Therapies (pp.3-39). New York, NY: The Guilford Press.

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Before you can approach a situation and consider your own Social Thinking ...

The **context - situation** have to be explored - considered.

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Context - situation

We evaluate the event (e.g. location, thought/idea, emotion) as well as what we know about the people before we can attempt to interpret social information.

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Examples of context/situation:

1. The teacher is explaining a concept to the entire class.
2. The students are working by themselves to finish their individual lessons.
3. The girl was worried about recess.
4. The boy thought someone stole his lunch money.

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Social Context defined by Carol Gray

People plus any place, purpose, predicament, endeavor, and/or event.

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Thinking with Your Eyes

Encourages our students to explore the situation and the people in the situation to help them understand social expectations as well as others' thoughts and feelings.

We describe how we all think with our eyes to help us become Social Detectives.

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Joint Attention is a pre-requisite for thinking with your eyes!

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Hidden Social Rules

At times described as "the hidden curriculum."

Encourages us to actively discover and give voice to information that is mandatory for all participants in a situation to abide by in order for people to feel comfortable sharing space together.

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We start with teaching explicitly what it means to **observe**

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Quote from 43 yr old male client

“Observing the social interactions of others is very helpful to me as I formulate how to interact myself. As I learn not everyone walks with their head down avoiding eye contact all of the time. As I learn when and how to smile. As I study what makes a stranger seem approachable. In short, you have to know the rules of the game in order to play the game.”

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Our thinking about those around us leads us to perspective taking.

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The ability to spontaneously read the context and take perspective requires co-mingled abilities in:

Theory of Mind (ToM)
Central Coherence (gestalt/gist)
Executive Functioning (EF)

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Carol Gray’s Social Stories

Are effective because they are context dependent and decrease spontaneous discovery.

They move you from:

- A. Exploring the situation
- B. Exploring others’ perspectives
- C. Direct the student how to adapt his/her social behavior based on the situation and the perspective of others in that situation

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Good Social Thinking


The ability to think about your own and others’ thoughts, emotions, intentions even when you are not physically interacting with others.

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Good Social Skills

The ability to consider your own social thinking and adapt your behavior based on the situation and what you know about the people within it to have them think about you in the manner you had hoped.

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Why bother to do all this?

- To impact how others feel about us
- Which impacts how we feel about ourselves.

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Two core Social Thinking frameworks


To help put social information into a larger framework

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4 Steps of Perspective Taking

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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4 Steps of Communication

1. **Thinking** about people who share your space or whom 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 relate to others.

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Social Thinking is the ability to:

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

...All are heavily grounded in one's **social thinking**.




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“Social Thinking vocabulary & concepts”

User-friendly vocabulary concepts to explicitly teach social expectations to all people across all settings.

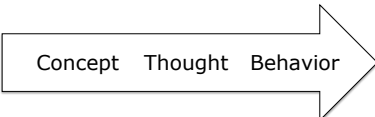
Concepts can be used in the mainstream classroom as well as any other situation.



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More than just words

- It is *not* about the vocabulary, it is about the concepts underneath
- We use the language *because* the language triggers the thought and the behavior



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Do our students generalize the concepts?

- We describe our students are engaged in “social learning” as we are teaching concepts to help them learn to apply the lessons across situations.
- To accomplish this, we are teaching the process of Social Problem Solving more than we are teaching them appropriate social skills.

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We share Social Thinking Vocabulary and related concepts with caregivers and professionals to encourage all people to use the language and concepts in teachable moments.

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- Expected and Unexpected behavior
- Thinking about what people think

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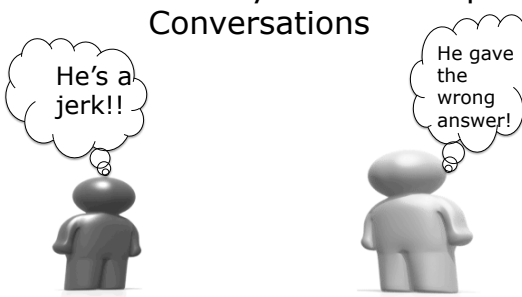
○ Good Thoughts – Comfortable Thoughts

○ Weird Thoughts – Uncomfortable Thoughts



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Use Carol Gray's Comic Strip Conversations

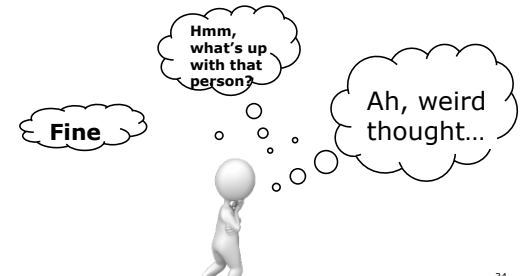


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Students who have self-awareness may start to feel more social anxiety as they explore the idea that we all have thoughts about each other.

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Teach socially anxious students about the different size thought bubbles.



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○ Red Stick-Blue Stick lesson or we call it Good Thought-Uncomfortable Thought lesson

Teaching social accountability

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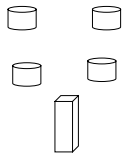
○ Whole Body Listening

Concept created by Susanne Paulette Truesdale (1990) to increase effective listening and now incorporated for effective thinking with eyes and listening skills.

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

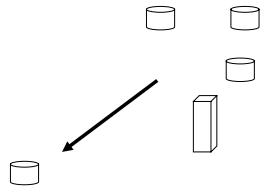
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Lesson on physical presence:
 Is your body IN the group?



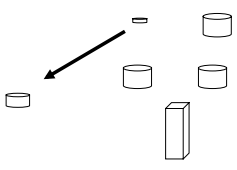
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Is your body OUT of the group?



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Is your brain IN the group?
or OUT of the group?



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Introducing emotions - feelings

- You can change how I feel.
- Social rules change with age.

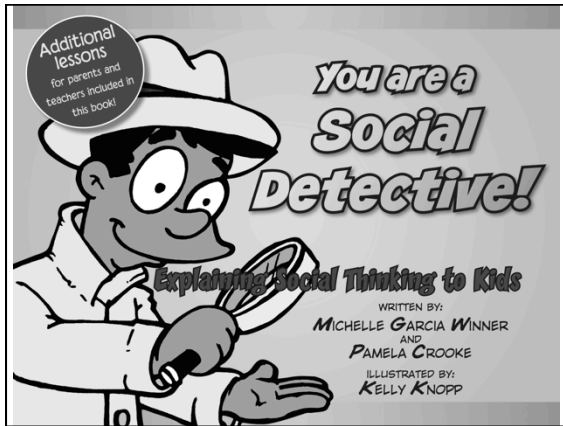
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Social Thinking Vocabulary
Published Research

Crooke, P.J., Hendrix, R.E., Rachman, J.Y., (2008) Brief Report: Measuring the Effectiveness of Teaching Social Thinking to Children with Asperger Syndrome (AS) and High Functioning Autism (HFA). Journal of Autism and Developmental Disorders, (38) 3.

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As the social experience gets more complicated, so do our lessons

Three Parts of Play

Time Timer
Timetimer.com

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- Figuring out other people's plans
- Smart guess / wacky guess

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What people mean by what they say:
The Super Detective Agency

- Body Language and Spoken Language (verbal and non-verbal)
- Literal and Figurative Language
- Indirect Language
- Figuring Out Meaning Using at least 4 Groups of Clues: Language, intentions, non-verbal, situation, eye-gaze, etc.

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How Imagination and Wonder Contribute to Social Relations

- Core Social Vocabulary Concepts
- Singular imagination
- Shared imagination
- Science wonder — Social wonders

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Using Language to Relate to Others

- Core Social Thinking Concepts
 - Keeping people files
 - Asking questions to people about these people
 - Follow-up questions
 - Add a thought
 - Supporting comments (responses)
 - Whopping topic changes
 - Saying nothing gives people nothing to talk about

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Using colored paper strips to practice the parts

Add-A-Thought

Supporting Comment

Body and Brain in the group

Ask a question to a person about that person

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Teaching Self-Regulation

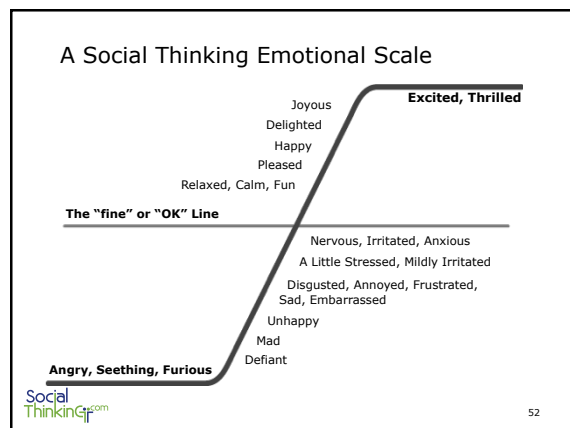
Cognitive Behavioral Therapy

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Exploring emotions and the social emotional connection more deeply

Emotion Expression Compression & Social Behavior Mapping

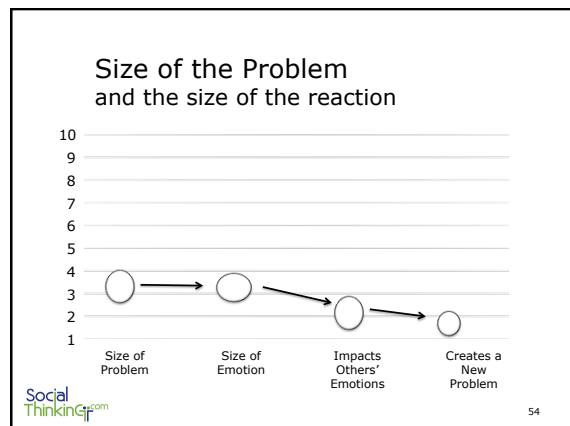
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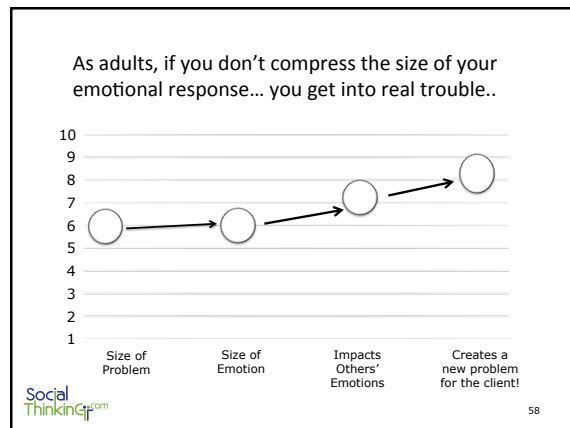
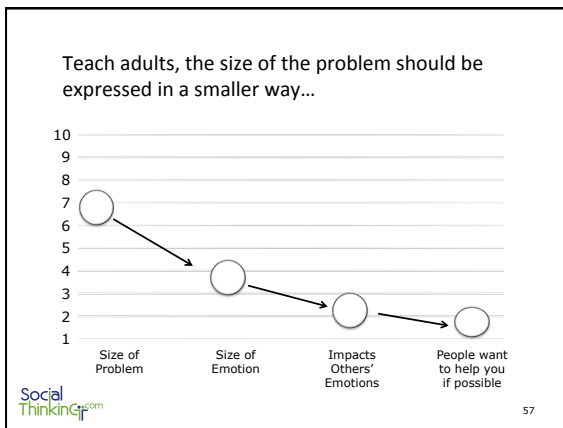
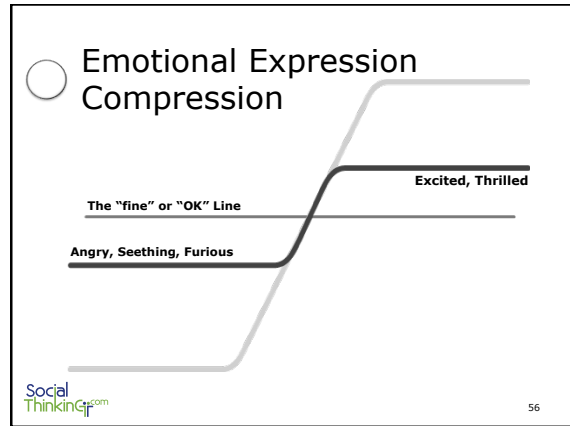
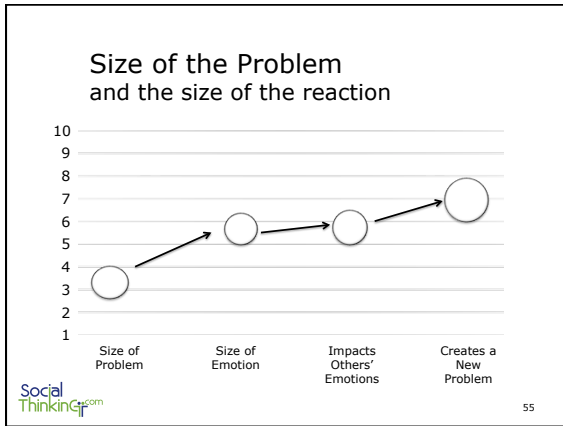


○ Learning to connect emotions with the size of the problem

For children, the size of their problem should relate to the size of the emotion expressed.

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Katie's Triumph

"I ordered my laptop and I called them to change the shipping address and they told me it was too late. But what they could do is cancel my order and I could redo it with a different shipping address. I admit, I was mad. My thought was since I was paying a certain amount and I had just placed the order several hours earlier that it shouldn't be a big deal. BUT I took a breath and thought about the size of the problem and how I should react to the size of the problem. So, I just said forget it and hung up...thought you would enjoy hearing this!"

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Social Behavior Mapping

Teaches the domino effect of social behavior and related emotional and behavioral responses

First you **consider the situation** and then you determine...

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Three key components to Social Behavior Maps (SBM)

1. Identify the situation
2. Identify the expected and unexpected behaviors (hidden rules)
3. Explain how we react to each other based on how we do what is expected or unexpected in that situation.

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For example:
1. Situation

Standing in line for recess

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Identify the expected and unexpected behaviors (hidden rules) for standing in line for recess:

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<p>Expected behaviors</p> <ul style="list-style-type: none"> - Stand in a line - Body facing towards the person in front of the line. - Quiet body (not touching others) - Quiet voice - Accept that others will get turns to go first in line 	<p>Unexpected behavior</p> <ul style="list-style-type: none"> - Pushing others - Body and eyes faced away from front of the line. - Talking to others or self - Insisting on going first - Wander away from the line
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Expected behavior	How people feel	How they treat you	How you feel
• Stand in a line		Friendly voice	Calm
• Body facing towards the person in front of the line.	Calm Good Pleased	Calm face Compliments	Included Happy
• Quiet body (not touching others)			
• Quiet voice			
• Accept that others will			

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Unexpected behavior	How people feel	How they treat you	How you feel
Pushing others		Angry voice	Frustrated
Turned away from front	Frustrated Stressed Worried	Upset looking face	Stressed Angry at others
Talking to others or self			
Insisting on going first		Nag you to do what is expected	
Wander away from the line			

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Creating a Social Behavior Map

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Getting started with Social Behavior Mapping

1. Define the context or situation – this is critical for figuring out what is expected or unexpected (hidden rules) in that situation in the following steps.

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Social Behavior Mapping

1. Define the behaviors in that setting under the Unexpected & expected columns

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Always start with the unexpected behavior column first

- a. Define the unexpected behaviors first as they are easier to observe.
- b. The “expected behaviors” should be the opposite of the listed unexpected behaviors.


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The expected behaviors should always be written in a positive voice. Avoid listing “what not to do” in the expected column.

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Social Behavior Mapping

2. Show how the behavior is linked to the emotional reactions of others by listing a few emotional reactions to the behavior in this situation.

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Social Behavior Mapping

3. Show how the emotional reactions are linked to good and bad consequences to specific reactions in this situation.




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Social Behavior Mapping

4. Show how the behavioral consequences are linked to one's own emotional by listing a few emotional reactions based on how the person is treated.

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Fill out a SBM using blank form in your handout.



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Circle the key concepts in each column based on whether expected or unexpected behaviors kick off the chain reaction.

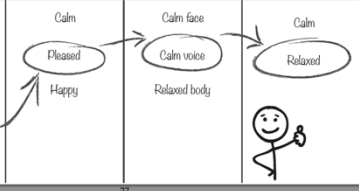
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Social Behavior Mapping

Situation: **Listening to the teacher talk**

Expected


My behavior that is expected in the situation	Others' feelings about my behavior(s)	How others treat me based in how they feel about my behavior(s)	How I feel based on how I am treated in the situation
Quiet voice Eyes focused and thinking about the teacher Looking like I am thinking about what the teacher is saying Hands only touching materials on my desk	Calm Pleased Happy	Calm face Calm voice Relaxed body	Calm Relaxed 



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Unexpected Teacher Talk

Time

My behavior that is expected in the situation	Others' feelings about my behavior(s)	How others treat me based in how they feel about my behavior(s)	How I feel based on how I am treated in the situation
Telling the teacher about what I did last night Reading a book I brought from home Kicking the chair in front of me Looking at objects or people around the room or staring out the window	Stressed Frustrated	Unhappy face Her eyes look right at me Unhappy sounding voice She tells me what I am doing that is unexpected and she asks me to stop in a loud voice	Stressed Frustrated Angry 

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Michelle Garcia Winner - Social Behavior Mapping

Use Social Behavior Mapping to:

- Help develop a student’s self-awareness of behavioral expectations in a situation.
- Teach the social emotional chain reaction.
- Have kids self-monitor their own and other’s behaviors, emotions, etc.
- Take data
- Use as a school wide social emotional teaching plan
- “Talk it through the map”

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Questions?



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