

THEY SAID WHAT?! Supporting Social Language



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Agenda

- What are social skills?
- Why are they important?
- Social Thinking-Social Learning Tree
- We Thinkers 1
 - Whole Body Listening
 - Thinking Thoughts and Feeling Feelings
 - The Group Plan
 - Thinking with Your Eyes
 - Body in the Group
- We Thinkers 2 overview
- Social Behavior Mapping



Picture it...

- At work... when you are aware that talking loudly down the hallway bothers your co-workers
- Driving... when you allow extra space for the senior citizen ahead to pull in ahead of you
- At home... when you notice that your children aren't listening to you when they are watching a movie on TV
- In a conversation... when you notice your friend is avoiding eye contact when you ask about her weekend away
- In social media... when you read a text and have to figure out if the sender is asking a question, making a statement or angry with you



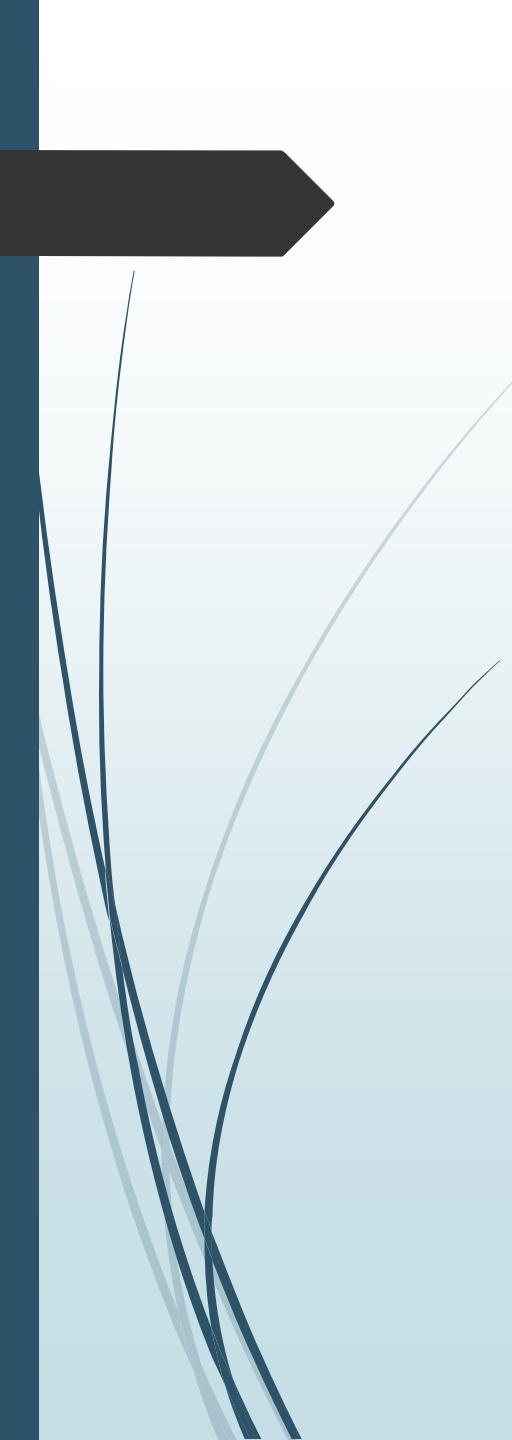
What are social skills?

- Turn taking
- Reading social cues / body language
- Staying on topic / Changing topics
- Choice of conversation topics
- Recognizing & understanding emotions
- Personal space
- Eye contact
- And more...



Why are social skills important?

- Poor social skills are related to:
 - academic underachievement
 - occupational underachievement
 - peer acceptance
 - mental health problems



Why is it important to incorporate social skills and social thinking skills in the classroom?

- <https://www.youtube.com/watch?v=iEbxNnNzVTs>
- (Hendrix, Palmer, Tarshis & Winner, 2016; Murphy & Winner, 2016; Winner, 2007)



Social resources

- Model Me Kids
- Social stories – Carol Gray
- Comic strip conversations
- Social Thinking® Curriculum by Michelle Garcia Winner
 - We Thinkers 1 and 2
 - Social Detective
 - Thinking About You Thinking About Me
 - Social Thinking and Me
 - Social Fortune or Social Fate (tweens and teens)
 - And more!



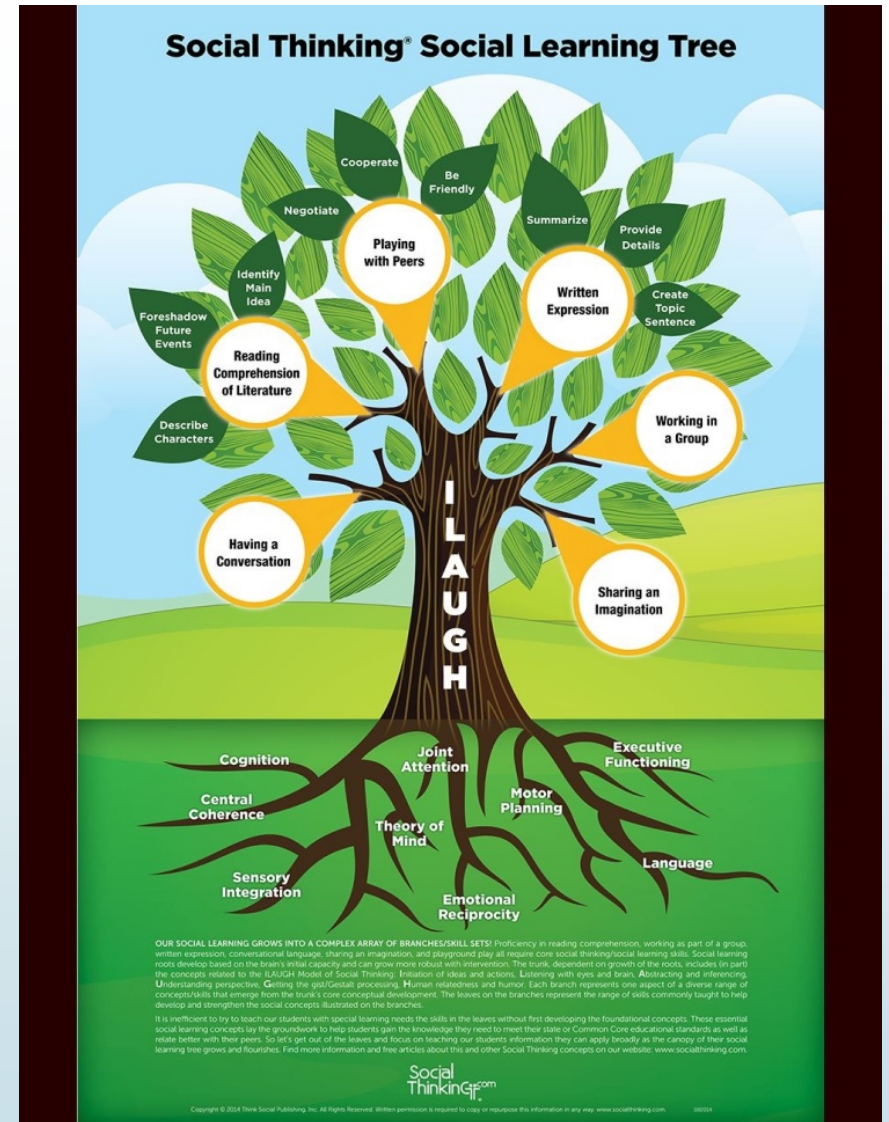
Functional Use of Language

“Sharing space with others effectively”
or “adapting to others effectively
across contexts”

► (Winner, 2007)

Social Learning Tree

- Go to this link for the article for more information about this analogy →
<https://www.socialthinking.com/Articles?name=Social%20Thinking%20Social%20Learning%20Tree>
- (Winner, 2016)



Root System

- Joint Attention
 - Paying attention to others & environment
- Emotional Sharing and Reciprocity
- Central Coherence
 - gist of the message
- **Executive Functioning**
 - Process & respond to multiple stimuli
- Sensory Integration
 - Interpret all the messages coming in from our sensory systems
- Cognition
- Language
- Theory of Mind
 - You know something different from me





Trunk (ILAUGH model – Winner 2000)

- **I**nitiation of Language
 - Use language to seek help or info, introduce concept / conversation
- **L**istening with Eyes and Brain
 - Take in information with eyes, verbal & nonverbal
- **A**bstract and Inferential Language Communication
 - What the listener knows & motive for communicating, context, literal words used, nonverbal & verbal messages shared
- **U**nderstanding Perspective
 - Understand emotions, thoughts, beliefs, experiences, motive, personality of yourself and others
- **G**estalt Processing/Getting the Big Picture
 - Relate little bits of information to the whole
- **H**umor and Human Relatedness
 - Understand humor / anxiety related to humor / connections to others

* Typically working well in a child prior to their 5th birthday (Winner, 2016)

- ➡ Reading Comprehension of Literature
- ➡ Written and Oral Expression
- ➡ Self and Project Organization
- ➡ Playground Play/Hanging out
- ➡ Conversation
- ➡ Participating as a Member of the Classroom or a Group





Leaves

- Cooperate
- Negotiate
- Be Friendly
- Summarize
- Provide details
- Create a topic / sentence
- Identify a main idea
- Foreshadow future events
- Describe characters

- often where we see the difficulties, need to focus on the branches or the trunk or even the roots!



Playground example

- Branch – Playground Play
- Need to use the “Leaves”
 - Turn taking
 - Allowing someone to choose the game
 - Cope with rule changes
 - Determine if the group welcomes you
 - Use appropriate language to stay part of the group (or be rejected)



Note:

- *** You **can** still work on the skills in the branches even though a child has troubles in the roots and trunk of the tree!
- You can target and help strengthen skills in the “roots” and “trunk” while doing skills that are seen in the branches
 - During a game some strategies you may use are:
 - Visual schedules → executive functioning
 - Following their lead → joint attention
 - Thought bubbles → understanding perspective



Social Thinking:

Volume 1

- Thinking Thoughts & Feeling Feelings
- The Group Plan
- Thinking with your Eyes
- Body in the Group
- Whole Body Listening

Whole Body Listening

- Is when your whole body is listening
- Eyes, ears, mouths, hands, arms, legs, feet
- Calm and quiet
- Helps pay attention to others
- Shows others that you are thinking about them





Whole Body Listening

Why?

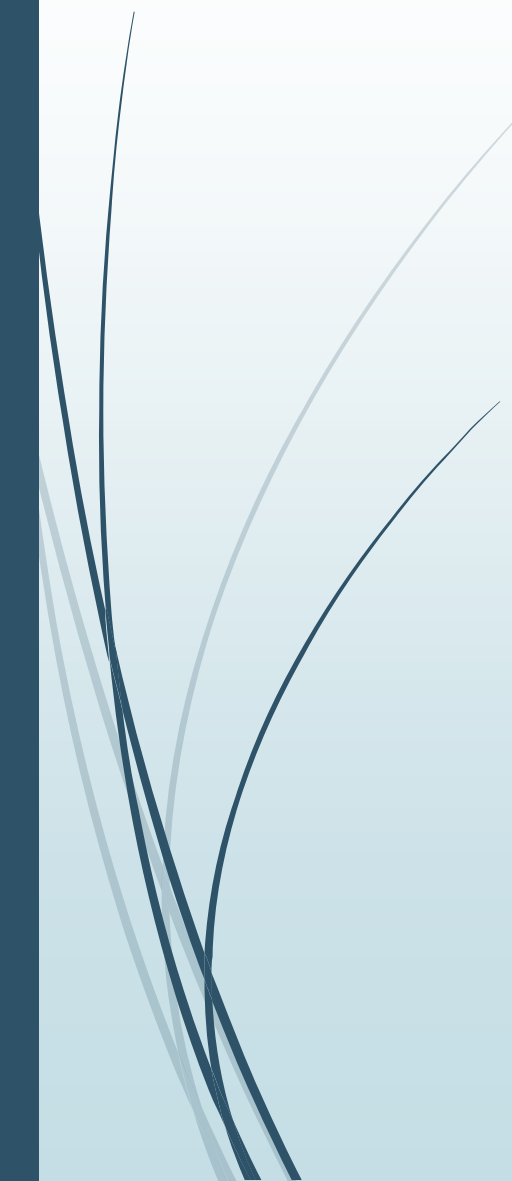
- Sets stage for successful communication
- Listening is an active process – mind and body – more than just ears!
- Showing others that we are thinking about what they are doing & saying
- Consider their thoughts & feelings while we listen
- Verbal & nonverbal messages of listening



Video Example – Howard B. Wigglebottom Learns How to Listen



Daily practice

- Getting ready for circle time
 - Circle time
 - Snack – Listening to others
 - Show & Share
 - Other ideas?
- 




Books to try...

- **Howard B. Wigglebottom Learns to Listen**
- Wiggle by Doreen Cronin and Scott Menchin
- Can You Listen With Your Eyes?



Thinking Thoughts & Feeling Feelings

- Brain is your thought maker
 - Thoughts are ideas, pictures or quiet words in your brain
 - Heart keeps your feelings
 - Feelings happen in your body
 - Feelings: happy, mad, scared, sad, frustrated
- 



Thinking Thoughts & Feeling Feelings

Why?

- Ability to think about others, play collaboratively, & establish friendships, involves thoughts
- Knowing our own thoughts, share thoughts with others, take others' thoughts into consideration when we act and react
- Foundational for all Social Thinking concepts
- Connect to concrete body parts and then abstract thoughts and emotions



Video Example – Shark Bite



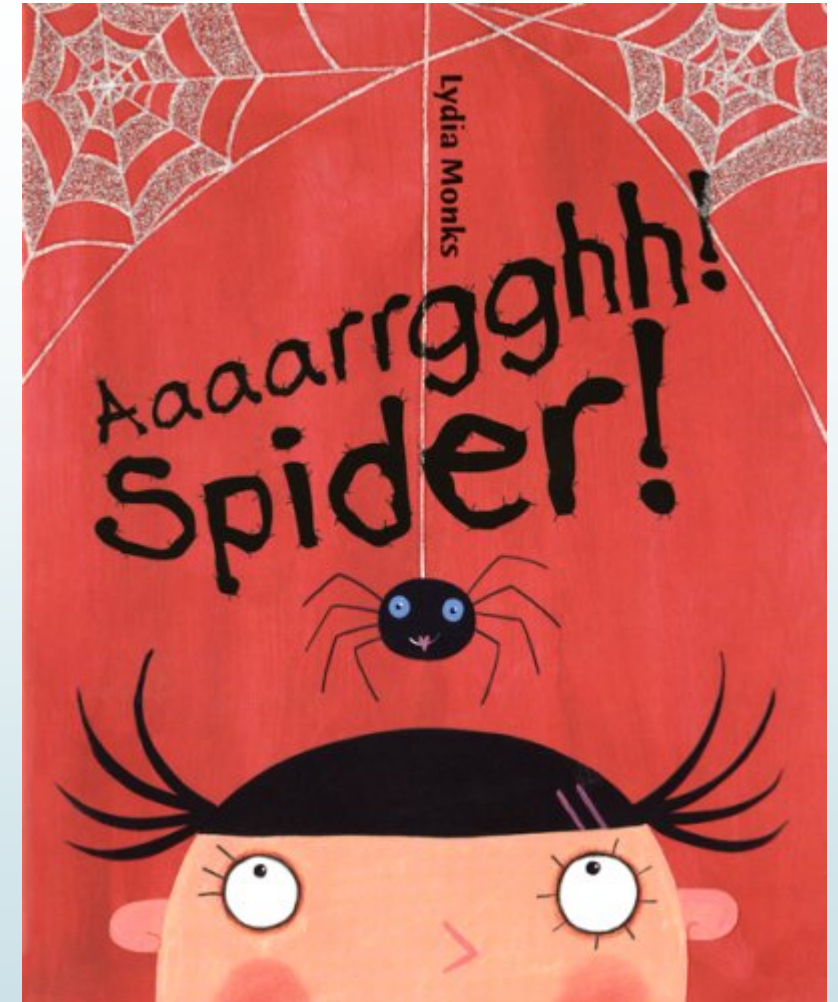


Daily Practice

- Comments with vocabulary:
 - “Johnny is ready. He is thinking about our class and what comes next”
 - “Peter is playing with blocks, he must be thinking about playing with blocks”
 - “I see Jack and Ryan playing with lego, they are smiling and having fun. They are happy and thinking about each other”
- Use thought bubbles for visual supports (what am I thinking about?)
- Use familiar characters – what is the Hungry Caterpillar thinking about?
- Thinking or Talking? Compare bubbles

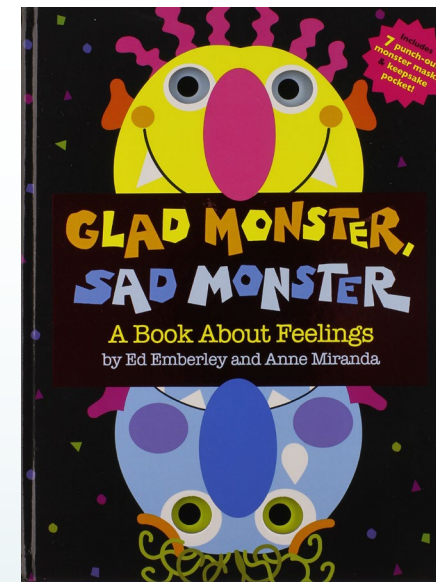
Other books to try Thinking Thoughts -

- Duck Rabbit by Amy Krouse Rosenthal
- Knuffle Bunny by Mo Willems
- **Aaaargh Spider! By Lydia Monks**
- Dragons from Mars by Deborah Aronson
- Shark Bite by Little Bee Books
- I am a Cat by Galia Bernstein



Feeling Feelings books

- Shark Bite by Little Bee Books
- Triangle by Mac Bennett and Jon Klassen
- **Glad Monster Sad Monster by Ed Emberly and Ann Miranda**
- The Paper Bag Princess by Robert Munsch
- When the Anger Ogre Visits by Andree Salom and Ivette Salom





The Group Plan

- ▶ When everyone is thinking about and doing the same thing – it's called the GROUP PLAN
- ▶ Otherwise you are following your “own plan”



The Group Plan

Why?

- Helps children know what to think about and do, when part of the group
- We think about each other
- Thinking about each other makes everyone calm and comfortable
- When following your own plan, makes others feel uncomfortable thoughts and feelings
- Make children aware they are part of a group
- Teacher creates the group plan and shares with the group

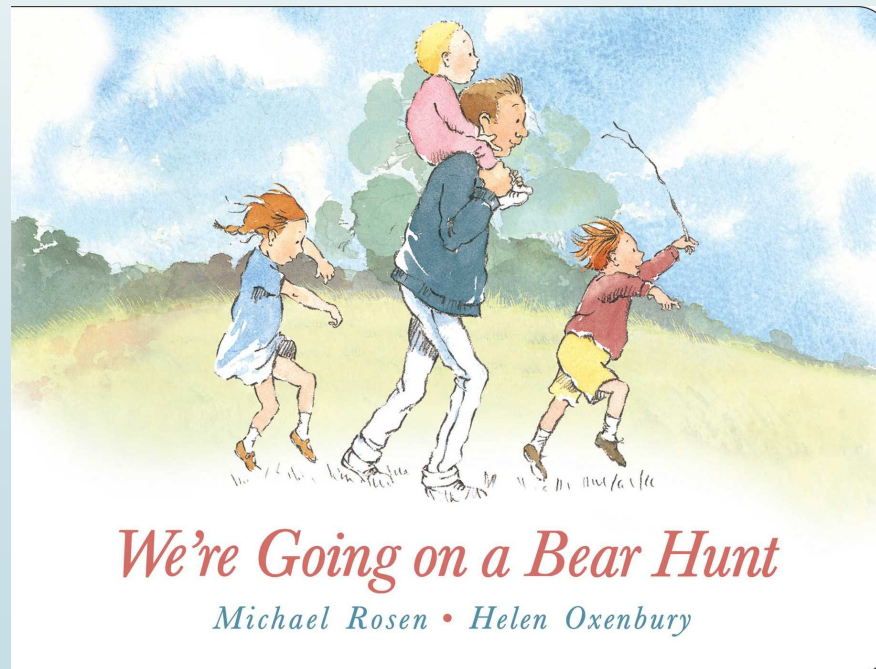


Daily practice

- Activities – working together as a group
- Repeat the language “Sophie is putting the toys away, she is following the group plan”
- Intentionally sabotage an activity – teacher does something different – is she following the group plan? How does that make us feel?
- Transition times
- Positive reinforcement – Timmy is sitting on the carpet, he is ready to follow the group plan

Group Plan books to try:

- **Going on a Bear Hunt by Michael Rosen**
- The Enormous Potato by Aubrey Davis and Dusan Petricic
- Wombat Walkabout by Carol Diggory





Thinking with your Eyes

- We use our eyes to gather information about what people are feeling, thinking about and what someone's plan might be
- Our eyes show others what we are thinking about
- Our eyes show others we are thinking about them



Thinking with your Eyes

Why?

- Teaches the thinking behind the phrase “look at me”
- Understanding that there is a purpose for observing others and the world around us
- Is an active process of taking information in from our environment, understanding what others are thinking & feeling
- Is more than just looking – thinking!
- We can use information from our eyes to guess what others are thinking and feeling



Daily Practice

- Vocabulary:

- “Think with your eyes. Everyone is sitting down, it must be circle time”
- “You’ll know it is your turn when I am thinking about you and looking at you”

Transitions

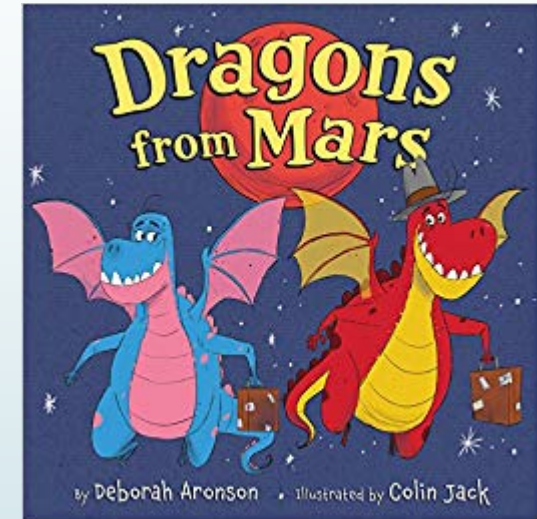
- “You’ll know what we are doing next when you see my thinking about it with my eyes”

Activities:

- What am I looking at
- Thinking with your eyes = high fives
- Taking turns at music, choosing an item, etc. Turns are indicated by thinking with your eyes (leader looks at the child)

Thinking with your Eyes books

- Aaaargh Spider! By Lydia Monks
- **Dragons from Mars by Deborah Aronson**
- Dragons Love Tacos by Adam Rubin
- Duck on a Bike by David Shannon





Body in the Group

- Keeping a comfortable space around others – not too far, not too close
- Shows you are interested in others & following the same plan
- If you are too far – you're not interested in others and not thinking about the group



Body in the Group

Why?

- Verbal language is important in a conversation but...
- Social proximity is an important part of a successful interaction
- Shows we are engaged & interested in the group

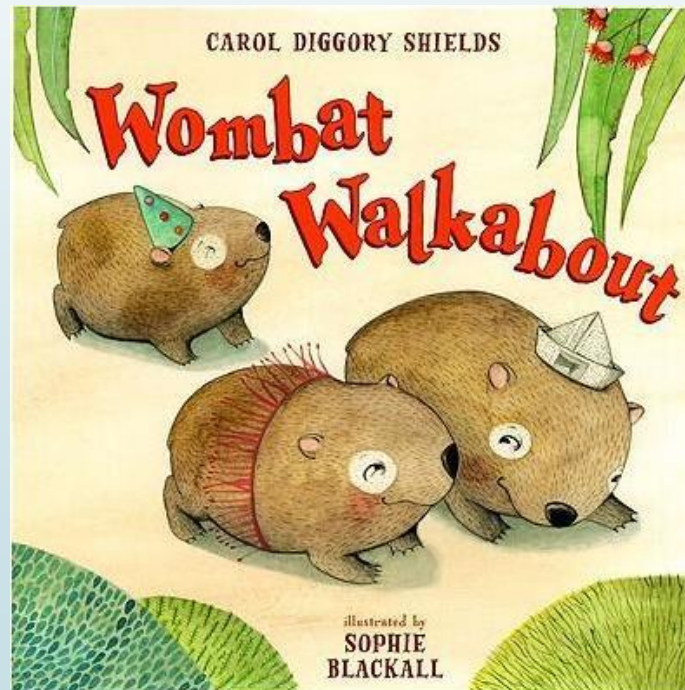


Daily Practice

- Group dances around as a musical activity – freeze – how close are you to others? Too close? Too far?
- Discussion during circle (carpet time), structured and unstructured
- Lining up
- Obstacle course – keep your body in the group (waiting) for your turn
- Use the language during transitions, during group activities

Body in the Group books

- **Wombat Walkabout by Carol Diggory**
- Personal Space Camp by Julia Cook





Social activities

- Executive Functioning / Self-regulation / Listening
 - Freeze Dance
 - Red Light Green Light
- Group Activities
 - Build a spider web together – passing ball of yarn around
 - Create a castle with boxes
 - Jointly creating a large mural
 - Several children in a large “bag” (sheet sewn up), figure out how to get across the room together
 - Build block cities together – match a picture
 - Partner “dancing” together, call out actions to do together
 - Ball relay
 - Water relay – which team can fill the bucket first?
 - Stone soup – everyone contributes to the soup making



More cooperative ideas!

- Telephone game – child whispers to the next child, pass the message around the circle
- Taxi cab game – children pretend to be the driver, take turns driving and deciding where to go
- Cooperative Treasure Hunts – build a puzzle together at the end
- One Two Buckle my Shoe - shoe sort – mix everyone's shoes in the middle of the group, find your shoes, help each other (or hide them around the room)
- Shadow tag
- Flashlight Tag – to “tag” someone your flashlight beam has to touch
- Mirror Partners – follow what your partner is doing, take turns being the leader



And more...

- Thinking with your Eyes
 - Flashlight game – shine a light on the next person to line up, etc.
 - Pass the ball – pass the ball to someone, wait for them to look at you before you can pass it
 - Parachute – watch the teacher, no talking, follow what the teacher is doing
- Perspective taking – teacher is “blindfolded”, children have to tell the teacher how to walk through the classroom to get to the treasure / door / designated spot
- Whole Body Listening Vocabulary
 - Songs – Head & Shoulders, Hokey Pokey
 - Mat Man – manipulatives and song/activities



Social Thinking:

Volume 2 – Builds on concepts from volume 1

- Hidden Rules and Expected and Unexpected Behaviors
- Smart Guess
- Flexible and Stuck Thinking
- Size of the Problem
- Sharing an Imagination

SocialThinking.com

Social Behaviour Map

- A tool to teach students about specific relationships between their behaviours, others' perspectives, others' actions (consequences), and the students own emotions about how people treat him or her
- Visually displays these abstract concepts through a flow chart

Social
Thinking.com

Social Behavior Mapping: Situation _____

Your behavior that is expected given the situation	Others feelings about the behavior(s)	How others treat you based on how they feel about the behavior(s)	How you feel based on how you are treated in the situation
Your behavior that is unexpected given the situation	Others feelings about the behavior(s)	How others treat you based on how they feel about the behavior(s)	How you feel based on how you are treated in the situation

(Winner, 2007)



SocialThinking.com

Social Behaviour Map – how do you use it?

- Have the student help you fill out the map
- Decide which situation are most difficult for the child – there are probably many but choose one
- Behaviours can be expected (socially appropriate) and unexpected (socially inappropriate) – these will vary depending on the situation
 - Add these behaviours in the right columns and make sure the child is actually able to attain the expected behaviours you list
- List emotions that people may feel due to the students behaviours
- Write down how others' treat the student based on the emotions they feel due to the behaviour
- Lastly, write down how the student may feel out themselves based on how other's treated them



SocialThinking.com

Social Behaviour Map – how do you use it?

- Now you can start using the map
- Make sure to tell the student that the information in each column does not directly go with the words that are directly beside them in the next column
- Goal: to catch the student in the act of doing what's expected
 - You would circle the expected behaviour, the emotion the other person is feeling, the appropriate consequence, then the students emotion
 - You would then connect the 4 circles with lines to make a map to help the student see the big picture as it relates to interpersonal behaviour!



Want more information?

- <https://www.socialthinking.com/>
- <https://www.socialthinking.com/Articles?name=Social%20Thinking%20Social%20Learning%20Tree>
- <http://www.modelmekids.com/>
- <https://carolgraysocialstories.com/>
- <http://www.zonesofregulation.com/index.html>
- https://www.erinoakkids.ca/ErinoakKids/media/EOK_Documents/Autism_Resources/Comic-Strip-Conversations.pdf

Questions?

