Autism Community Training

Two Days of Social Thinking®

Day 1: Practical ideas for teaching social competencies targeting self-regulation and friendship

Thursday, February 9, 2023

Simon Fraser University – Goldcorp Centre of the Arts

Presented by

Michelle Garcia Winner CCC-SLP

and

Dr. Pamela Crooke

In partnership with

POPARD

PROVINCIAL OUTREACH PROGRAM FOR AUTISM & RELATED DISORDERS

Event Schedule

All times are Pacific Daylight Time (PDT)

8:15 am – 9:00 am	Registration (In-Person Only)
9:00 am – 10:15 am	Session 1
10:15 am – 10:30 am	Morning Break
10:30 am – 11:30 am	Session 2
11:30 am – 12:30 pm	Lunch
12:30 pm – 1:45 pm	Session 3
1:45 pm – 2:00 pm	Afternoon break
2:00 pm – 3:00 pm	Session 4

Territory Acknowledgement

As visitors on this land, ACT - Autism Community Training is grateful for the opportunity to work and learn on the ancestral and unceded territory of the Sḵwx̱wú7mesh (Squamish), xʷməθkʷəy̓əm (Musqueam) and səl̓ilw̓ətaʔɬ (Tsleil-Waututh) people who have lived in this area since before recorded time. These nations are həṅ̓q̓əmiṅ̓əṁ and Sḵwx̱wú7mesh speaking peoples. The həṅ̓q̓əmiṅ̓əṁ (Halkomelem) and Sḵwx̱wú7mesh (Squamish) languages are part of the Salish Language family, which dates back many millennia. We pay our respects to elders past, and to those present and emerging. As settlers to this land, we are committed to working towards reconciliation.

Simon Fraser University respectfully acknowledges the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh Úxwumixw (Squamish), səl̓ilw̓ətaʔɬ (Tsleil-Waututh), q̓íc̓əy̓ (Katzie), kʷikʷəƛ̓əm (Kwikwetlem), Qayqayt, Kwantlen, Semiahmoo and Tsawwassen peoples on whose unceded traditional territories their three campuses reside.

Acknowledgements

ACT – Autism Community Training is pleased to have Michelle Garcia Winner and Pam Crooke in Vancouver to present on Social Thinking to our online and virtual audience, and our third in-person audience since 2020. Sincere thanks to Michelle Garcia Winner and Pam Crooke for agreeing to provide practical resources and techniques that enable family members and professionals to support neurodiverse people who struggle with executive functioning including those who are autistic.

Over the years, those who have attended ACT events know that we depend on community collaboration and support to sustain our work as we are a small not-for-profit organization. We deeply appreciate the many parents and professionals across British Columbia who volunteer their time, donate funds, and help spread the word - especially during these challenging times.

Support evidence-based resources – **Donate to ACT**!

Free Resources from ACT

Autism Videos @ ACT (AVA) – Nearly 80 quality online videos available free – without a log-in, thanks to our sponsors. www.actcommunity.ca/videos

ACT's Autism and Intellectual Disability (AID) Search – Keyword search nearly 1,400 records containing evidence-based, practical, information resources in 36 languages, and 1,100 community resources in British Columbia useful to families and community professionals. aid.actcommunity.ca

ACT in Chinese – www.actcommunity.ca/information/act-in-chinese

ACT's Autism Manual for B.C - 13 chapters! www.actcommunity.ca/autism-manual-for-bc

ACT's Monthly News Round-Up & Event Alerts - Sign-up to keep in touch with developments affecting the special needs community. www.actcommunity.ca/updates

ACT's Facebook - ACT carefully sources interesting, insightful stories to inform our nearly 9,000 followers. www.facebook.com/autismcommunitytraining

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25 YRS! Social Thinking

Michelle Garcia Winner
MA, CCC-SLP

Pamela Crooke
PhD, CCC-SLP

Practical ideas for teaching social competencies targeting self-regulation and friendship

1

Who are you?
Who are we?

2

Disclosure

Michelle Garcia Winner is the founder/CEO of Social Thinking.
Pamela Crooke is a full-time salaried employee. She receives no royalties for authorship of books, articles, or products

3

Use your T-FLEX (flexibility) strategy!
Your handouts are not a perfect match to the ppt on the screen.

There are many images in this talk, so we've removed faces or other identifying characteristics in the handouts.

We also removed student or client work in the handouts, but we will share them today in the ppt.

4

Go to
www.menti.com

Mentimeter
Please enter the code
3309 3770
Submit

Enter the code
3309 3770

Or use QR code

5

Are you new to the Social Thinking® Methodology?

7

The ST Methodology fosters the development of social competencies by teaching implicit social concepts in an explicit manner.

Socially attending, interpreting, problem solving, and producing social responses are also a big part of this process.

8

In the ST Methodology, **teaching** about the Social World is to empower *Social Learners* to meet their own social goals based on their own starting place

9

A fit for some, not for all…

- 4 years to adulthood
- Solid/strong language & academic learning
- For those who "think about thinking" & "talk about thoughts and thinking"
- Neurodivergent and neurotypical
- If it's not helpful, it's not a good fit!

10

Why not for all?

- The strategies and concepts within the methodology are rooted in language/cognition (metacognitive and metalinguistic)
- This is not to exclude or diminish any group, but rather to tap into strengths in learning styles

11

Neurodiversity, diversity, and the Social Thinking Methodology

Respecting Neurodiversity by Helping Social Learners Meet Their Personal Goals
Pamela Crooke, PhD, CCC-SLP and Michelle Garcia Winner, MA, CCC-SLP

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Neurodiversity is important. Navigating the social world is important, too. We believe both are important, have value, and are worthy of a deeper discussion.

First, we all need to be on the same page in the ways in which we define each. Neurodiversity, in most cases, refers to the idea that differences in human brain function should be recognized and respected. So, individuals who may have a diagnosis of, for example, attention deficit hyperactivity disorder (ADHD) or autism spectrum, do not have a disability but instead learn differently. In other words, brain and learning differences are just that—brain and learning differences. Proponents would argue that these differences in learning styles result from differences in brain wiring, and that all learning styles are acceptable and should be respected as such.

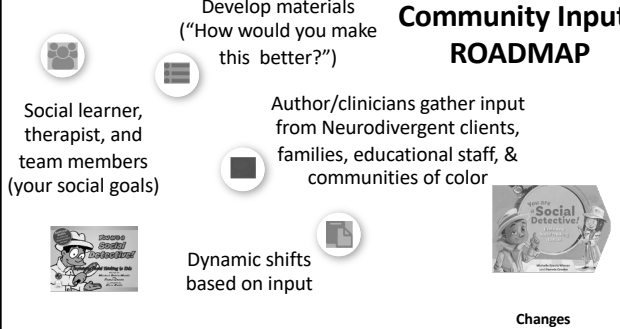12

Community Input ROADMAP

Develop materials ("How would you make this better?")

Social learner, therapist, and team members (your social goals)

Author/clinicians gather input from Neurodivergent clients, families, educational staff, & communities of color

Dynamic shifts based on input

Changes

13

14

15

16

17

Common diagnoses we see

- Autism or Autistic or AS or or Autism Spectrum
- ADHD or ADD
- Social Communication Disorder
- Semantic Pragmatic Disorder
- Nonverbal Learning Disorder (NLD)
- Gifted and talented – Twice exceptional
- Fetal Alcohol Syndrome
- Overlap with mental health diagnoses
- Brain injury
- Behavioral DX
- Neurotypically developing

18

Person with Autism or Autistic?

Identity first:
We continue to mess this up but will do our best to get it right!

19

What do we mean by the term "teaching"?

Sometimes we say "treatment" because this is the medical term.

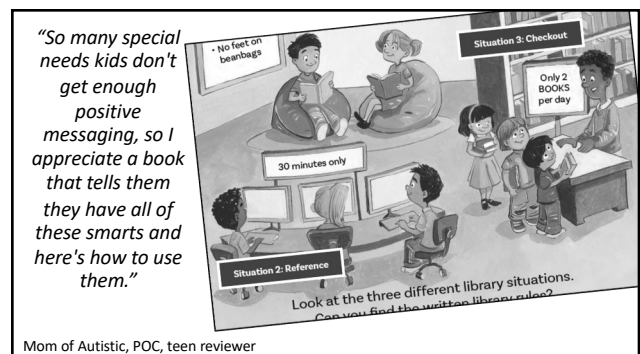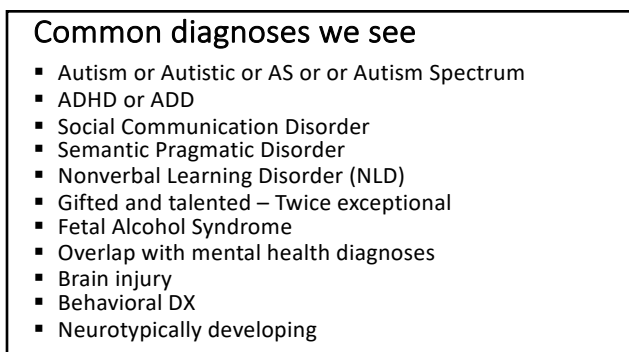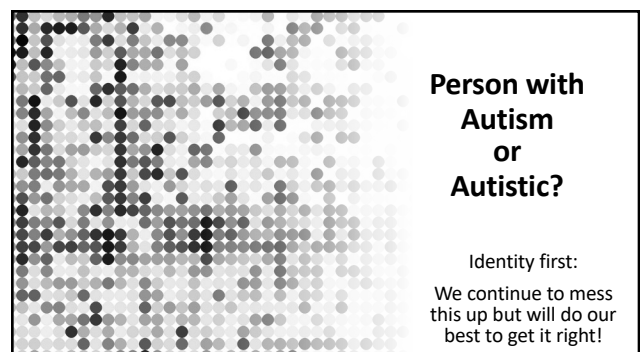- We use "teaching" to mean the implementation of conceptual and client-based teaching frameworks, strategies, and activities related to social cognitive processing and responses.

  - *We continue to say treatment out of habit but will do our best to get it right!*

20

Today's first topic:

Unpacking the difference between
teaching social competencies
and
modifying inappropriate behavior.

Hint: This is not about the latter

21

Notice we are not talking about
achieving SOCIAL COMPETENCE
but rather
building **social competencies** to
meet one's social goals.

22

Social competencies involve,
- considering the situation and what's known about the people in that situation,
- considering our own and others' thoughts, feelings, and intentions,
- managing (self-regulating) how we express our social message to others in the hopes they will respond in the manner we had hoped (e.g., accomplish our social goals).

Note: Our social goal may be to get away from an unsafe interaction, avoid the nag (think teens) or have alone time.

23

What's a social goal?

In general, it's often an internal idea or plan that we think about.
- I wish I had more friends.
- Why won't people talk to me?
- I'd like to get a better job.
- Why do people avoid me?
- I never know what to say. I wish I did.
- I don't know how kids just pop into groups!

24

24

Social Metacognitive teaching tools and strategies can be very helpful for some

Social Thinking Metacognitive Strategies to Support Self-Determined Social Goals in Autistic Youth

Pamela J. Crooke, Ph.D., CCC-SLP[1] and
Michelle Garcia Winner, M.A., CCC-SLP[1]

Crooke & Winner (2022), *Seminars in Speech and Language 43(4)*

25

A "goal" is something we *think about*.

We don't *do* a goal.

We engage in planning a series of actions ("action plans"), which need to be accomplished in order achieve the goal.

26

Meeting one's goal through a series of action plans involves self-regulation.

27

This means we consider the actions, thoughts, and feelings of others, in addition to our own.

Even when not interacting.

28

And we choose what we do
or say
(or not do or say)
to meet our own social goals,
or the collective social goals
of the situation as we all try
to share space effectively.

29

Sharing space effectively?

If you are sharing space now with people,

• What are you doing (or not doing or saying) that allows others to concentrate, focus, learn, or do what they are doing?
• If no one else was around, how would that change?
  • What you chose to wear?
  • How would you sit (or not) differently?
  • What about your words - aloud?
  • Hygiene?

30

When people say,

"that kid needs to behave"

they probably mean the child isn't sharing a collective space effectively.

31

All of us can feel confused and have reactions about how we feel or what we don't understand or can't control.

36

36

Our brains notice when someone does or says something that seems out of sync with the expectations for a specific situation.

37

...and then what do we do?

38

It's common to assign blame.

39

...and then work to fix the problem, right?

41

One option is to set up a behavior system to provide things an individual finds rewarding when they demonstrate explicit behaviors.

42

This can be an option for those who:

- may not learn easily from language instructions
- struggle to understand language-based reasoning
- are younger children

But that assumes the goal is to *stop a behavior* without teaching them strategies for when they encounter a similar situation in the future.

43

There is a **big** difference between telling someone

how to behave

versus helping a person to figure out how to **socially respond within different situations** to meet their social goals.

44

In fact, what some may see as a "behavior problem," might be a person who is missing core social emotional information.

They don't know what they don't know!

45

We also need to be aware of possible reasons they might be struggling.

46

The fact is that students are faced with so many different expectations across a school day, within multiple situations.

47

And "behaviors" are the result of many forces within these situations, including but not limited to:
- prior experiences
- what's expected at the time based on the situation and people
- how we're feeling
- how we think other people are feeling
- one's personal desires or goals
- the goal of the group
- core social competencies
- And many many others

48

Most children intuitively learn **social concepts** and **self-regulation** when very young.

- Working in groups
- Making and keeping friends
- Self-directed learning in areas not of one's choosing
- Calming one's own sensory and emotional system

49

From a research perspective, self-regulation has many moving parts and requires:

1. Metacognition
2. Motivation
3. Behavior (behavioral options)

50

Metacognition:

- Understanding that when part of a group, we each monitor, plan, organize, and evaluate our own and others' actions/re-actions and intentions.

51

Motivation:

- Most of us have social desires or goals even though we don't usually state them like, "my social goal is to _____"
- Motivation plays a role in helping us to meet our own goals.
- Our goals and others' goals can overlap when sharing space.

52

Behavior:

- The process through which we decide how to accomplish our goals through the expression of what we do or say.
- This includes social problem solving to produce social responses that help to meet our goals.

53

Social self-regulation requires developmental fine-tuning across many modalities.

- Actively attending, interpreting, and problem solving what's happening in context
- Language
- Gestures & stance
- Facial expressions

54

In fact, **social attention and interpretation** are the hub of all information we try to make sense of—whether in text, digital mediums, literature, curriculum, interactions, etc.

55

OUR SOCIAL BRAIN IS OUR MEANING MAKER.

We use it to make sense of information *in the social world*.

56

When meeting with the student, we begin by noticing how they greet us, how they enter the room and where they choose to sit at the table.

57

What might it mean if a teenager enters your room and sits right in from of your pile of information?
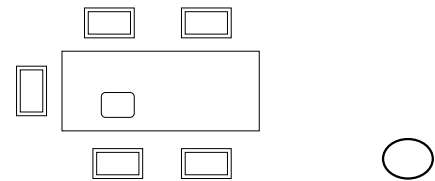
58

Our social mind is vigilantly aware about the situation, what's going on around us, what we know or remember about people, ourselves, and our own and others' feelings as we navigate and regulate in the social world.

61

Making sense of this visually

The Social Thinking-Social Competency Model

62

The Social Thinking Methodology has its roots in: **Social Information Processing** as part of the self-regulation journey.

(Beauchamp & Anderson, 2010; Crick & Dodge, 1994)

63
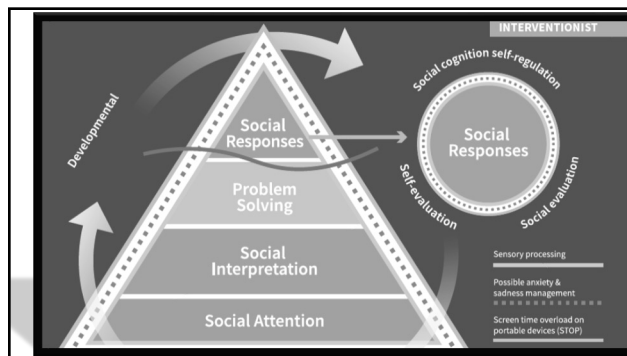
64

Using an iceberg as an analogy:
In the social world we tend to focus on observable social behaviors but there is so much more going on below the surface.

Social Behaviors

Social Thinking - Social Competency Model

65

66

67

Keep in mind these circular 4 consecutive steps:

1. 1. Socially attend
2. 2. Interpret
3. 3. Problem solve
4. 4. Respond
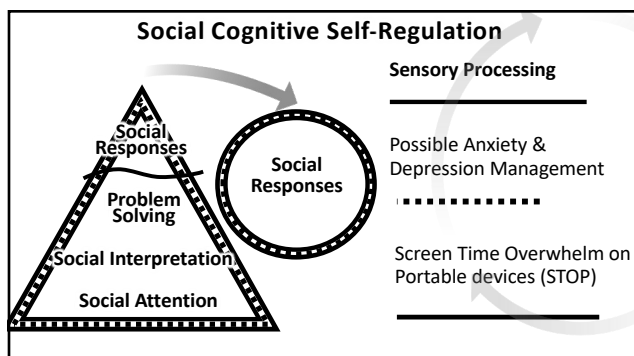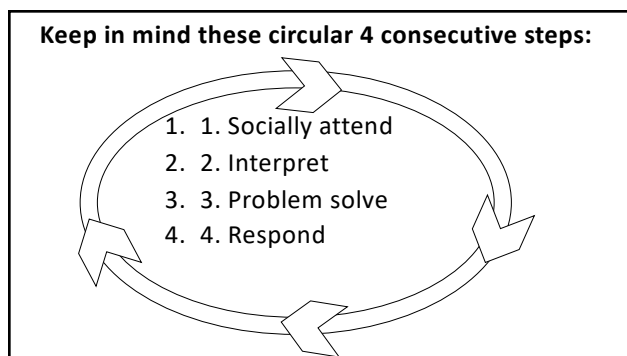
68

Free article on
our website:
The Updated and
Expanded Social
Thinking–Social
Competency Model

www.socialthinking.com

69

Consider that most of us notice and try to make sense of other's social behaviors when around one another.

We might be in a group or simply sharing space or coexisting (like a classroom or store).

73

We also figure out when to hold our thoughts in our heads or say them aloud.

And where and when to regulate our emotions.

74

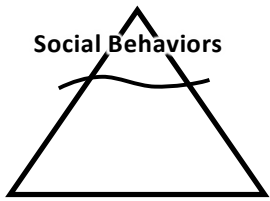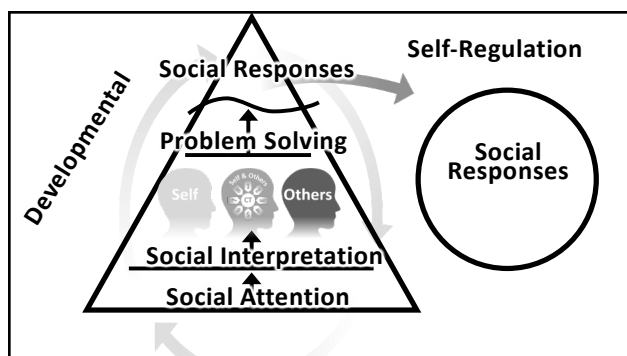For students seen as academically solid or gifted, we—the teaching staff—have expectations that students intuitively understand the developmental dynamics of *working, learning, and playing in a group.*

75

So, let's talk about groups:

Learning in classrooms involves using social emotional knowledge of

how groups work.

We call this: *Teaching how the social world works*

76

As participants in the social world, we can't just memorize a set of behaviors for what to do or say when around others.

It constantly changes based on the situation.

77

But, if we see someone not being part of a group, we may be quick to assume they don't want friends or to be part of any group.

Or that they are "refusing" to work in a group resulting in a "behavior problem."

78

Ultimately, every student or client that we've worked with wants the **option** of working or being included in a group.

79

The group example is one way our assumptions get in the way of teaching.

Another way…

80

But when students don't pop into groups or pairs or struggle to get things done in groups, then we hear,
"That kid is so smart so there's no reason for their behavior.

(pause)

"**they know better!**"

81

So, we look for quick ways to get them to fall in line or "behave," without figuring out how they are making sense of the social environment and curriculum.

We usually just want them to regulate themselves.

82

Self-Regulation:

it's not that simple

83

Self-regulation is a process and not a singular skill.

It involves managing one's feelings, thoughts, behaviors, and emotions to accomplish a goal.

84

Reminder: Social goals

- I want to work in that group.
- I wish I didn't get so upset when I talk to _____.
- I wish I had more friends.
- I don't know how to do this or get help.
- Why do people avoid me?
- I don't know how to apologize.
- I don't know what to say to other kids.

85

85

Our social mind manages our self-awareness and self-regulation

A closer look at internal drivers and external forces.

86

Internal drivers

Internal drivers are our personal thoughts & passions, which command our internal attention. Our internal drivers may not be related to the situation that surrounds us.

87

Brain

Brain's internal drivers

Internal Drivers

Skull
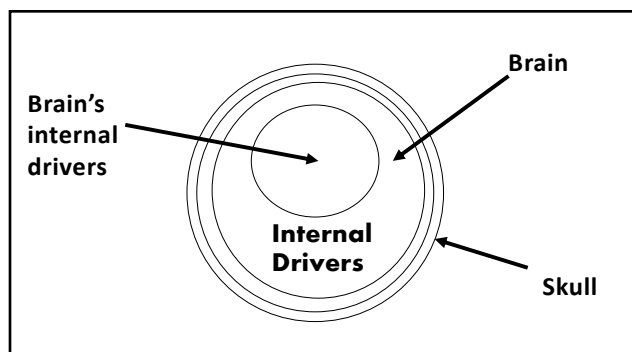
88

External forces

We are expected to be vigilant to what is going on around us from a social perspective, whether we are planning to interact or just share space.

90

Slide 91

External forces in the social world

Internal Drivers

Slide 93
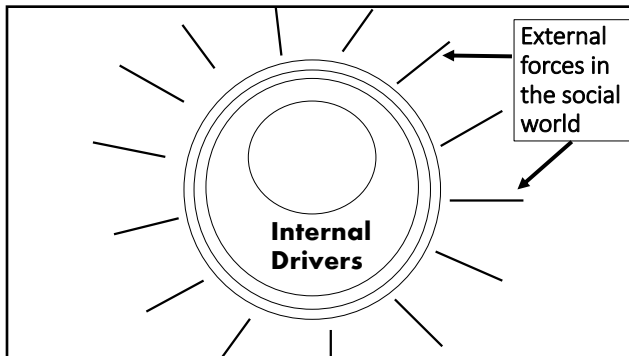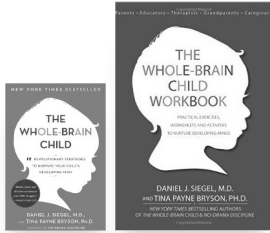
The *Social Thinking Methodology* aligns well with concepts within Dr. Ross Greene's, *Collaborative and Proactive Solutions*

"A kid would if they could"

https://www.cpsconnection.com

Slide 94

THE WHOLE-BRAIN CHILD

THE WHOLE-BRAIN CHILD WORKBOOK

The *Social Thinking Methodology also* aligns well with concepts and strategies related to the The *Mindsight* approach
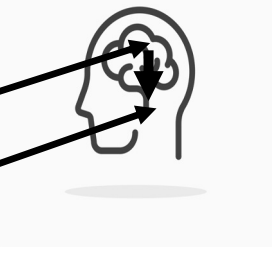
Daniel Siegel, MD & Tina Payne Bryson, PhD

Slide 95

Dr. Daniel Siegel

Conceptualizing the brain for social emotional learners

- Upstairs Brain
- Downstairs brain

Slide 96

"Upstairs – Downstairs"

Upstairs brain: the brain's command and control center

Downstairs brain: houses the brain's auto-functions and impulses

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Slide 97

The goal is for individuals to use their "upstairs thinking" to make sense of thoughts and feelings, while learning to self-regulate the sensations they are experiencing in their "downstairs brain."

At the center of the social world is processing and responding to our overlapping feelings and thoughts

98

Feelings and emotions

- Feelings are what we feel (biological)

- Emotions are words we use to describe feelings.

99

We feel without language.

100

Positive

Neutral ——— OK

Negative

101

And this requires emotional awareness and flexibility.

Adding words to describe our feelings fosters metacognitive awareness as well as sharing emotions with others.

102

Basic Feelings & Emotions Scale

Add your own emotions to the scale and/or revise the order listed to make them right for you!

Feelings

Excited, thrilled

Joyful, awesome

Pleased

Good, happy

Relaxed, calm, relieved

FINE   OK

A little stressed, mildly irritated

Nervous, sad, anxious

Annoyed, scared, frustrated

Mad, angry, disgusted

Seething, furious   Emotions

25 YRS Social Thinking

103

Some individuals think their feelings only relate to when people get really upset or really pleased.

Basic Feelings & Emotions Scale

Add your own emotions to the scale and/or revise the order listed to make them right for you!

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Excited, thrilled

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Nervous, sad, anxious

Annoyed, scared, frustrated

Mad, angry, disgusted

Seething, furious

Emotions

25 YRS Social Thinking

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104

The reality is that we "feel" even when we're not furious or angry.

We have subtle feelings most of the time.

105

To self-regulate includes exploration of little shifts in our feeling self.

Basic Feelings & Emotions Scale

Add your own emotions to the scale and/or revise the order listed to make them right for you!

Feelings

Excited, thrilled

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Good, happy

Relaxed, calm, relieved

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OK

A little stressed, mildly irritated

Nervous, sad, anxious

Annoyed, scared, frustrated

Mad, angry, disgusted

Seething, furious

Emotions

25 YRS Social Thinking

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106

While our children's' feelings may, at times, seem obvious to us, they may not be obvious to them.

And we may be wrong in our assumptions.

107

Keep in mind: Members of a family or classroom may experience the same event together, but each person feels a bit differently about that experience.

108

A good way to begin learning more strategies to self-regulate is by exploring the brain's role in this process.

109

Our amygdala is part of our larger limbic system, and it plays an important role in managing our emotion and behavior.

https://www.neuroscientificallychallenged.com/blog/know-your-brain-amygdala

110

Our amygdala can sense danger and produce a fear/stress response before we consciously think through our experience.

It provides increased stress responses to those with heightened anxiety.
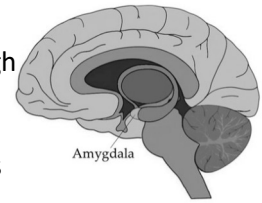
Amygdala

111

Helps to explain the amygdala to young children.

both by Karen Young, Australia

NEW
hey WARRIOR

112

The Power of Thought on Feelings

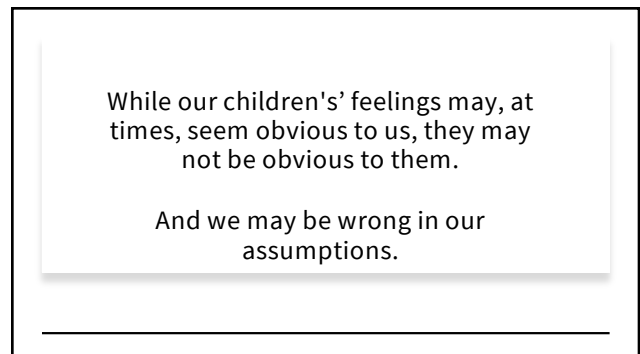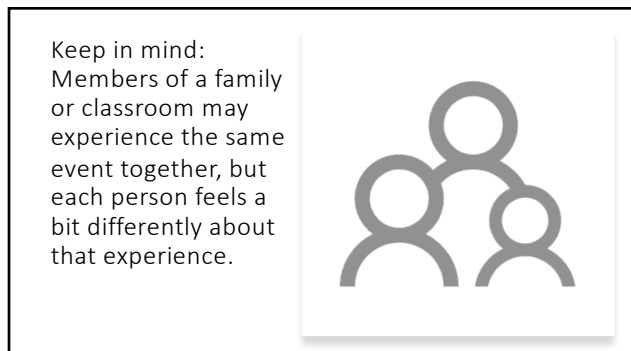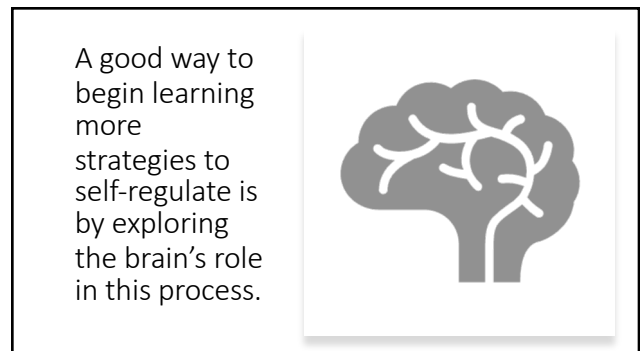An illustrated Poem for Children with Lessons to Foster Social Emotional Learning

By Jack Pransky and Amy Kahofer

Illustrated by T.M. DuSablon
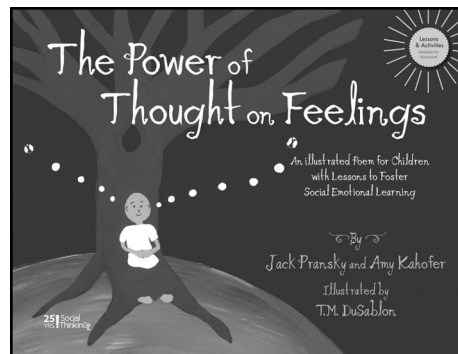
Formerly titled:

What Is a Thought?

113

Our inner voice, which narrates our experiences, can be taught to manage the information (e.g., thoughts/feelings) experienced in our downstairs brain.

118

But watch out - humans have a "negativity bias"

Our minds tend to be like metal detectors for negative feelings.

We can spin paranoid about things and people, including ourselves rather quickly!

119

How can we use language to reign in negative feelings and notice positive feelings?

For many, the most powerful voice we speak is the voice no one else hears; it is the voice inside our brains.

120

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2 primary voices

Inner coach: encourages us to imagine our success, have positive feelings of the future, be flexible, & coaches us to do things we don't like to do, etc.

Self-defeater: focuses on our negative emotions, dislikes, & may tell us we are not good enough or that we can't do it, can't learn it, etc.

121

Our inner voice(s)

Self-defeater:

Negative self-talk
- ✓ I am really bad at that
- ✓ I can never do that
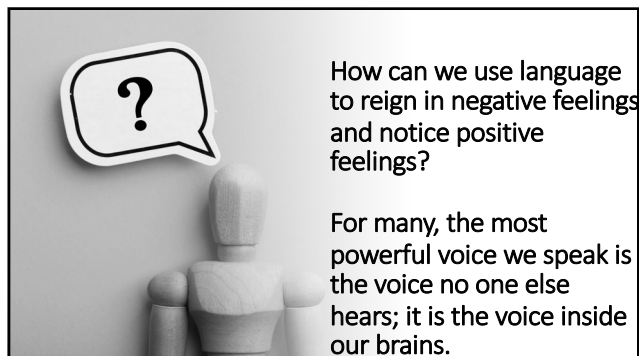- ✓ Tomorrow – I'll do it
- ✓ No worries, I got this (could also be inner coach)

Inner coach:

Positive self-talk
- ✓ I can try this
- ✓ I will use this strategy: ____
- ✓ This will make me feel good once I get through it
- ✓ I will be relieved once it is done

122

Have your students use their hands as puppets:

right hand - inner coach

left hand - self-defeater

123

Physical movement paired with teaching teens and adults is goofy, fun, and involves multi-sensory learning.

124

Ladder of Success:

Visual support to teach about our inner coach or self-defeater voice.

125

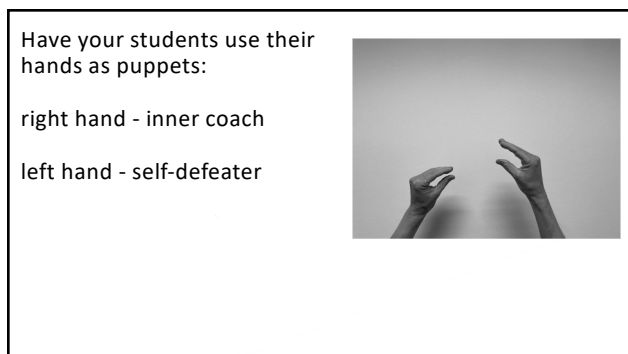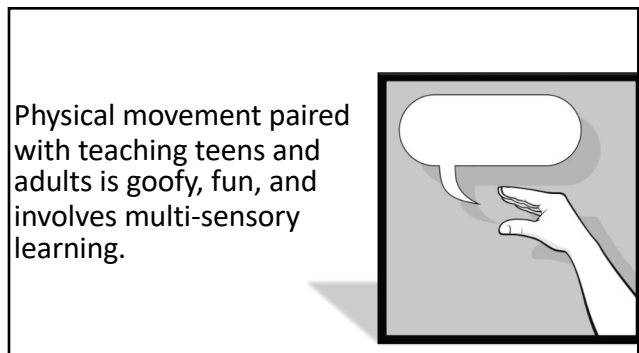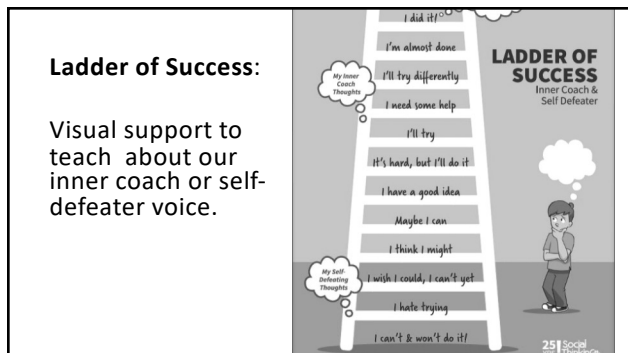**Feelings and thoughts are not moments in time.**

They shift and stretch across time.

126

Students can provide examples of when they felt certain ways

Feelings and Examples Scale

Add your own emotions to the scale and/or revise the order listed to make them right for you!

Feelings

FINE ← → OK

Examples
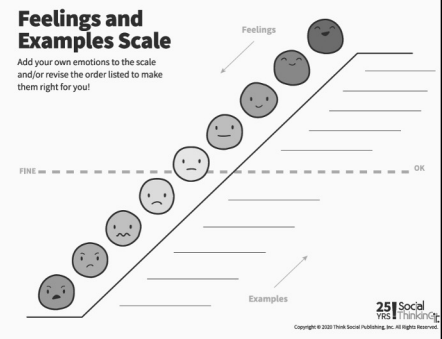
127

Asking, "How did your day go?" without getting them to graph it across time may lead to stuck thoughts and feelings.

128

It's human nature to pay attention to negative feelings and talk about negative experiences.

This encourages negativity because children find that the most predictable way to relate to people is to complain to people.
Let's break this cycle!

129

Graphing one's feelings journey across a day can help social learners notice that their feelings change and that not all feelings are negative.

130

Tracking feelings across a day
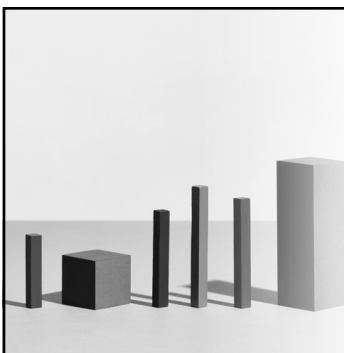
+ Feelings −

Time passage across the day

131

Instead, ask them to think about their day (or part) where you saw them experiencing both positive and negative feelings.

Ask them to graph it out

132

Tracking feelings across a day

+ Feelings −

Time passage across the day
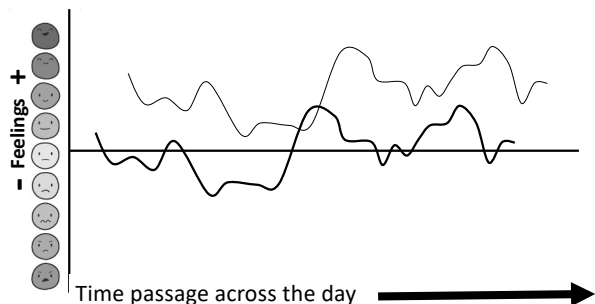
133

—then describe what was happening during different feeling states.

134

Tracking feelings across school day

+ Feelings −

Asleep

With teacher before school

Silent reading, then spelling

History, Science

Went home

Getting ready for school

Doing math worksheet

Recess- Didn't have anyone to be with

Copying down homework

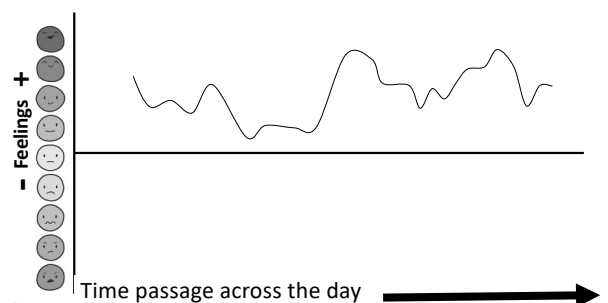Time passage across the day
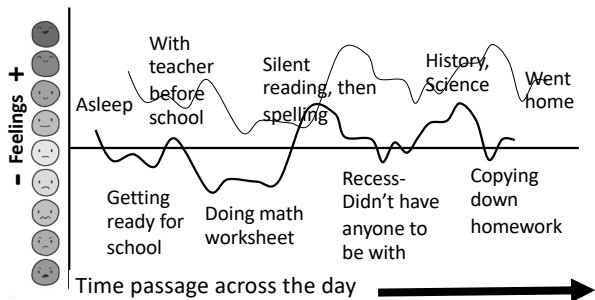
135

The visual graph helps both social learners and parents and/or teachers learn more about how a social learner is experiencing their day.

It helps to get their perspective of experiences.

136

Ask questions about why they felt more negative or positive at different times throughout the day.

Pay attention to what parts felt okay or good to them and why.

Help them remember that aspects of their day felt good.

137

Social emotional self-regulation

Engages the *upstairs or* "thinking brain" to acknowledge and manage the impulses coming into your *downstairs or* "reactionary - impulsive" brain.

139

For students seen as academically solid or gifted, we—the teaching staff—have expectations that students intuitively understand the developmental dynamics of **playing, working, and learning in a group.**

140

So, let's talk about groups:

Learning in classrooms involves using social emotional knowledge of

how groups work.

141

The Social Thinking Methodology seeks to make implicit ideas found in the social world, explicit.
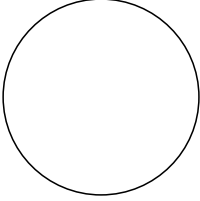
Perspective taking as part of a group is an implicit concept that, for some, requires explicit instruction.

142

And we take perspective everywhere!

- Entering preschool or classroom
- Figuring out what to do next
- Learning together
- Walking in a hallway
- Eating lunch around others
- Joining or working in a group
- Playing or hanging out
- Shopping
- Reading literature
- Writing for an audience

143

If we didn't know to consider each others' actions, thoughts, intentions, then we might:

- Push to the front of a line.
- Sit in another person's chair.
- Put our materials in another person's "claimed" space.
- Drink their coffee or water or eat their food.
- Collide with others while looking for a place to sit.
- Make a negative comment about a person's physical appearance.

144

In classrooms, there is an expectation that students actively attend to the teacher *and* are aware of the many perspectives of classmates.

145

Perspective taking helps us socially problem solve to manage disputes, develop relationships, and avoid disrupting or hurting others' feelings.

146

But if a child struggles with being part of a group, they often are dismissed as having a "behavior problem."

Instead, they might have a social learning difference (and/or challenge)

147

Popsicle sticks are a low-budget, easy, and visual way to support your teaching.

POPSICLE STICKS
FOR VISUAL TEACHING
• Every stick is a person
• Every person has a brain
• Every brain has a thought
• Every thought is tied to an emotion

Social Thinking jr.
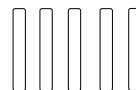
148

What's the big deal? I'm just talking to one kid. No one else is bothered.

Reality: We see and hear what is going on around us. Sometimes we act like we don't notice, but we do.

149

Teacher's point of view:
"When he doesn't want to work, he distracts others in the class."
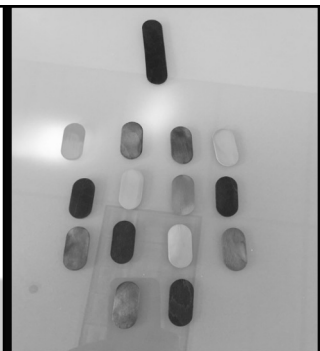
150

Student's point of view:
"I'm only talking to one person! What's the big deal? People keep shushing me saying I'm distracting but I'm not!"

151

Teaching point:
Most of us figure out information with our eyes, ears, and brain. People usually notice other people talking, especially during a teaching time. We can assume that if we are just "chatting" with one person, others can see and hear us and while some can tune it out, many can't – including the teacher.
Student's response: "Oh!"
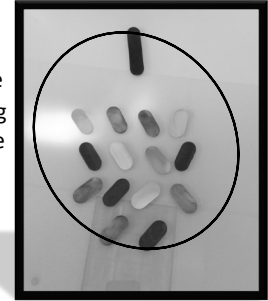
152

Let's talk about thoughts and feelings:

This build metacognitive awareness

153

Talking about thoughts and feelings builds metacognitive awareness.

Have you ever noticed that explaining your problem to others helps you to learn more about what you are experiencing?

154

Dr. Dan Siegel describes this as:

"name it – tame it"
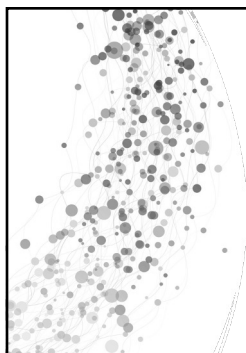
155

Teach tweens, teens, and adults the power of their own brains to learn self-management toward meeting their own goals.

156

We encourage them to talk about their social emotional experience, rather than simply experience it.

Through this process, individuals learn to shift from a fixed mindset to a growth mindset.

Dweck, C. (2006) *Mindset: The New Psychology of Success.*
New York: Random House

157

The Social Thinking Methodology provides teaching frameworks and strategies for exploring how we self-manage our behavior as we share space with others as well as engage in relationship development.

158

The 5 Steps of Being with Others
(5 Steps of Perspective taking)

This can be used during real-time face-to-face interactions or when just sharing space (whether interacting or not).

159

Other examples from the Social Thinking Methodology for

Teaching how the social world works
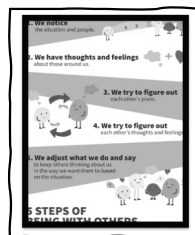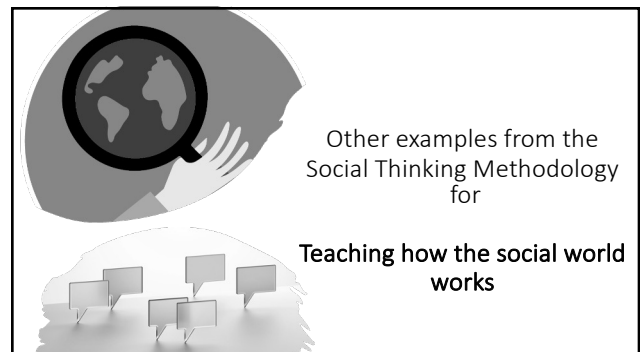
160

Should I or Shouldn't I?: Revised Edition for Teens
by Dominique Baudry

Newly released, revised edition!

A card-voting game that now focuses on the power of one's own social interpretation, rather than reacting to one's behavior.

161

Social Interpretation Scale from my perspective
I noticed_____, it is _____ and now I feel

5: Very uncomfortable or unsafe
4. Stressed or Annoyed
3. Confused or uncomfortable
2. Comfortable or Calm
1. Positive or Proud
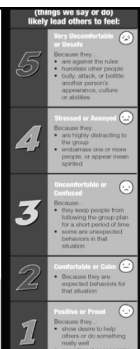
162

Social competencies
and
self-regulation?

168

"Underlying both social and academic competencies is self-regulatory processing."

Helen Patrick (1997)

169

Social emotional knowledge contributes to how we engage in:
- Reading comprehension (people in literature, history, social studies, etc.)
- Narrative language, as we take perspective of others to describe our experiences both orally and in written language.
- Dynamics in classroom-based learning and peer-based group work.
- Joining groups during recess on the playground

170

Social emotional knowledge of how different aspects of the social world work is at the center of self-regulation.

Consider: how we behave differently when getting ready to participate, learning, during worktime or group discussion time, etc.

171

We absorb social cues (through eyes, ears, touch, etc.) in real-time experiences or via comprehending information in text-streams, books, video, TV, etc., to make meaning.
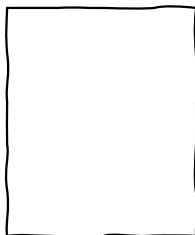
172

Social emotional knowledge + practiced abilities

= social emotional competencies

173

Exploring the role of co-regulation in the process of our own self-regulation

174

Ever gotten so upset, and then another person validated your feelings, helped you calm down, and then guided you with other ways to consider the problem?

This is at the heart of co-regulation.

175

Co-regulation is more than empathy. It's personally assisting in some aspects of social emotional problem solving with the goal of seeking to help a person feel understood and, therefore, calmer.

https://www.wellandgood.com/co-regulation-techniques/

It's what good friends usually do without thinking about it.

176

Students are far more likely to engage in social emotional learning when others show dedicated interest in relating to them.

177

Simply assigning another person to be "a friend" or "a therapist" will not, by itself, foster co-regulation.

178

Behavior section: Write a short phrase or a couple of words about any take-aways.

179

Part 2

Friendship &
Relationship Development

180

The Role Social Emotional
Learning Plays in
Relationships

Making & Keeping
Friends and Managing
Social Anxiety

181

For those who make friends easily, friendships are satisfying & gratifying

182

Friendships
often feel
good,

183

but not
always.

184

With
friendships
we can
experience
the full range
of emotions

185

Friendships often exist in two mediums, face to face and online.

Some friendships are exclusively online.

186

An element of online relationships, is that we may speak with a less filtered voice. This may feel positive to us and others, as we tend to express our genuine thoughts and opinions more readily than in face-to-face relationships.

online benign disinhibition effect

187

However, speaking more "honestly", can lead us to be less thoughtful, (e.g., meaner) than we would be in face-to-face relationships.

toxic online disinhibition effect

188

It takes work to make and keep friends.

189

Friendships are strongly bound in social emotional memories, developed through shared experiences.

190

How we are treated by another person is held in our memory based on how that person made us feel and think.

How we treat others, also becomes part of another person's memory.

191

Friendships, have a past, present and possibly, a future.

192

We are not always ready to forgive someone, just because they apologized for their actions.
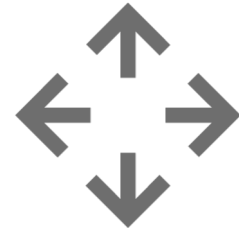
193

Friendship provides us practice in "**we thinking**," as we seek to understand our own and others' thoughts, feelings, and perspectives.

194

Friendships also involve different levels of social problem solving.

195

Whether you're 4 years old or 14, 24, 40, or 74, friendships can easily get complicated

196

Friendships often ebb and flow across our lives.

197

How we make and keep friends,
let go of friends,
and then make new ones

is something most of us take for granted.

198

The developmental nature of face-to-face friendships

199

Friends are everywhere!

(5ish & under)

- Friends are based on location and accessibility
- Teachers tend to describe all peers as "friends"
- Kids use "friend" to describe playmates
- Best friend is who I played with the most that day

Based on the work of Selman's Stages of Friendship (1980) & Pahl (2000).

200

Friends might think differently from me

(6ish-7ish)

- Friends can have different traits and views.
- Best friend might share my interests that day.
- Kids say, "they aren't my friend anymore" due to a disagreement, but that can change tomorrow.

Based on the work of Selman's Stages of Friendship (1980) & Pahl (2000).

201

My friends notice my feelings, and I notice theirs too

(7ish-9ish)

- Friends have some empathy.
- Friends try to help when upset (questions, hugs, pats, share items).
- Kids start to think about who they want as friends.
- Friends may be situational (family, sports, church).

Based on the work of Selman's Stages of Friendship (1980) & Pahl (2000).

202

I have clear preferences for my friends

(9-10ish to teen)

- I notice others and think about who I want as my friend or friend group.
- Friends have other friends who are part of a larger community.
- I can look back and can repair interactions that didn't go well with friends.

Based on the work of Selman's Stages of Friendship (1980) & Pahl (2000).

203

Friends are really important to me!

(tweens - teens)

- My friendships can be very intense.
- My friendships go through ruptures and repairs.
- I may feel possessiveness or jealousy with my friends.
- I understand friendship is mutual.
- I know everything! – including which friends are right for me (my identity).

Based on the work of Selman's Stages of Friendship (1980) & Pahl (2000).

204

Thoughts on Adolescence:

Dr. Vivian Seltzer

- Emotions grow in intensity
- Standing up for oneself appears "rebellious"
- Increasing network of friends
- Relationship building provides ways to learn about oneself.
- If they are not learning from one friend, then they shift to another group or friend.

205

205

The concept of FRIENDSHIP is abstract
(like many social concepts)

- Teaching needs to be concrete
- Providing visual supports can help
- Allowing for client/student input is critical

206

206

A friend is someone…

1. You trust
2. You likely share something in common (interest, experience, location, etc.)
3. You like how you feel when around them
4. Who shares the **mutual** interest in developing or sustaining the friendship

207

207

"Teach me how to make a friend?"

209

Through the collaborative efforts of 8 teens and two adults, we collectively developed:

The Friendship Pyramid

A VISUAL SUPPORT FOR EXPLAINING DIFFERENT TYPES OF FRIENDSHIPS

LEVEL 6
Close Friend

LEVEL 5
Bonded Friend

LEVEL 4
Friend

LEVEL 3
Situational Friendship

LEVEL 2
Acquaintance

LEVEL 1
Friendly Greetings

211

Level 1: Friendly Greetings

Quick greeting to briefly connect with many people in a day.

LEVEL 6 Close Friend
LEVEL 5 Bonded Friend
LEVEL 4 Friend
LEVEL 3 Situational Friendship
LEVEL 2 Acquaintance
LEVEL 1 Friendly Greetings

On-again, off-again

212

Level 2: Acquaintance

Someone you talk to because they happen to be near you (not prearranged).

LEVEL 6 Close Friend
LEVEL 5 Bonded Friend
LEVEL 4 Friend
LEVEL 3 Situational Friendship
LEVEL 2 Acquaintance
LEVEL 1 Friendly Greetings

On-again, off-again

213

Level 3: Situational Friendship

A person you met in a specific place (school, work, sports) and then make plans to eat lunch, hang out, or play with them in that same place.

LEVEL 6 Close Friend
LEVEL 5 Bonded Friend
LEVEL 4 Friend
LEVEL 3 Situational Friendship
LEVEL 2 Acquaintance
LEVEL 1 Friendly Greetings
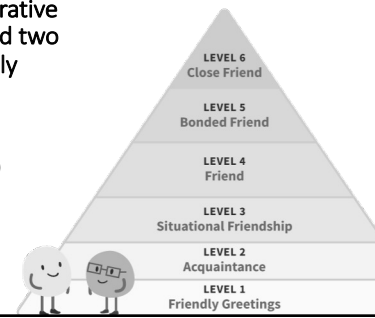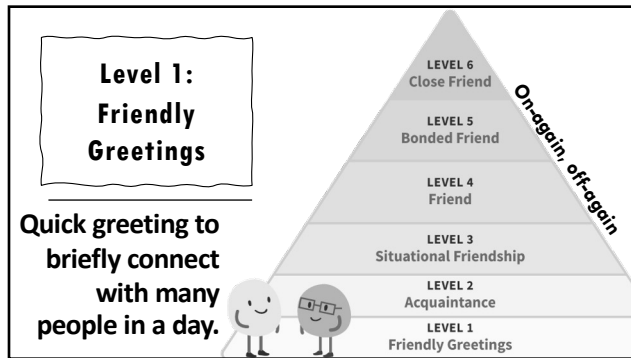
On-again, off-again

214

Level 4: Friend

People who make plans to spend extra time with each other at home, in the community (movie, shopping, meal) or hanging out online. There is a mutual effort and benefit with all people involved.

LEVEL 6 Close Friend
LEVEL 5 Bonded Friend
LEVEL 4 Friend
LEVEL 3 Situational Friendship
LEVEL 2 Acquaintance
LEVEL 1 Friendly Greetings

On-again, off-again

215

Level 5: Bonded Friend

Regularly plan to hang out with specific people in a small or larger group; all participants support each other.

Yet, not all bonded friends like each other equally.

LEVEL 6 Close Friend
LEVEL 5 Bonded Friend
LEVEL 4 Friend
LEVEL 3 Situational Friendship
LEVEL 2 Acquaintance
LEVEL 1 Friendly Greetings

On-again, off-again

216

Level 6: Close Friend

People you share secrets, dreams, fears, and frustrations.

Most of us have only 1-3 close friends at any time.

LEVEL 6 Close Friend
LEVEL 5 Bonded Friend
LEVEL 4 Friend
LEVEL 3 Situational Friendship
LEVEL 2 Acquaintance
LEVEL 1 Friendly Greetings

On-again, off-again

217

6 Levels of the Friendship Pyramid
From friendly to friendship

218

Pause and Reflect:
What does your
Friendship Pyramid look like?

Which of your current students or clients might benefit from this visual and concrete tool?

220

What do kids look like who don't have friends
(neurodiverse or neurotypical)

They might not stand out as unfriendly, especially to adults.

228

Parents report that their neurodiverse kids, when young, were happily occupied by their internal thoughts and interests.

They often turned down opportunities to engage with their peers.

229

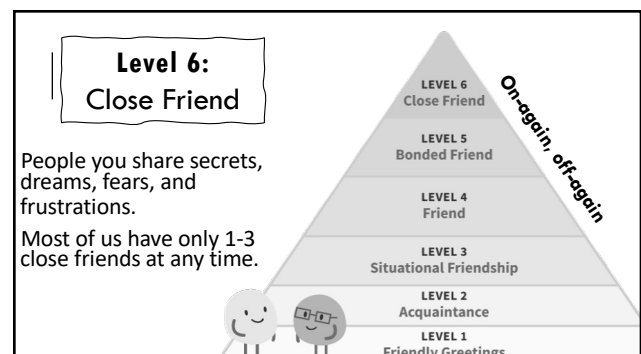
OR they were seen as a **behavior problem**.

They may have wanted friends but didn't know how to "read" the situation or have the social competencies to build relationships.

They may have pushed into groups or exited too quickly.

230

OR they may be individuals who defined their friends as those who would always do what they wanted them to do.

231

Here's the deal.

People want the opportunity to be **included**, even if they are telling you to go away.

People need other people to feel like they are part of something bigger than themselves.

232

But there are different roles for people at school

1. **Adults (teachers, assistants, librarians, etc.)**
   • Focus their attention/comments on the student's life
2. **Peers of same age or nearly the same age**
   • Expect peers to show interest in them and reciprocate with interest
3. **Younger peers**
   • Expect older students to teach and include them
   • Older peers don't usually show interest in the younger peers' knowledge or experience

233

233

Loneliness is real and becoming more pervasive

234

David Hsu, Untethered: A Primer on Social Isolation excellent free resource

www.ReadUntethered.com

"A great paradox of our hyper-connected digital age is that we seem to be drifting apart"
Dhruv Khullar, MD, 2016

UNTETHERED
A PRIMER ON SOCIAL ISOLATION

DAVID T. HSU
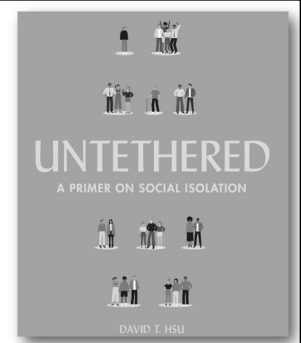
235

One antidote to loneliness is developing relationships and/or feeling like we are part of something bigger than ourselves, especially in the face-to-face world.

236

Face-to-face communication is significantly different from online communication.

237

Let's begin building
social competencies
by helping individuals feel
they are part of one or more
in-person communities.

238

We participate in communities whether they are online, face-to-face, or communities we visit for different reasons (e.g., religion, travel, education, etc.).

239

Important!

Not everyone feels comfortable learning to be friendly. But virtually all students will agree to learn how to be more *approachable*.

Introduce the concept of **noticing who is approachable** before teaching how to become approachable.
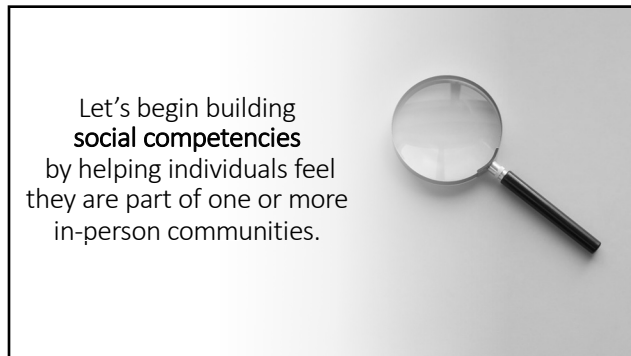
240

240

Teaching about approachability through the lens of the social learner (inside/out)

241

His votes aligned with how he perceived my expressions.

He gave me a thumbs-up, when he perceived me as looking somewhat or very approachable.

246

Question: What words would you use to describe me in each picture?

• Mean?
• Friendly?
• Approachable?
• Kind?
• Angry?
• Upset?

247

247

Social self-awareness is how we interpret how others may be perceiving and possibly responding to our own actions/reactions/responses within a situation.

248

How do we form impressions?

Do all people leave impressions?

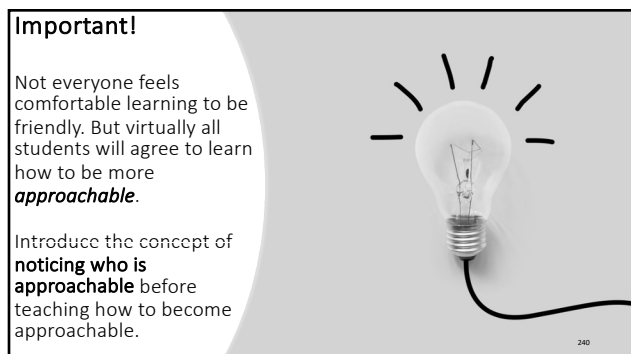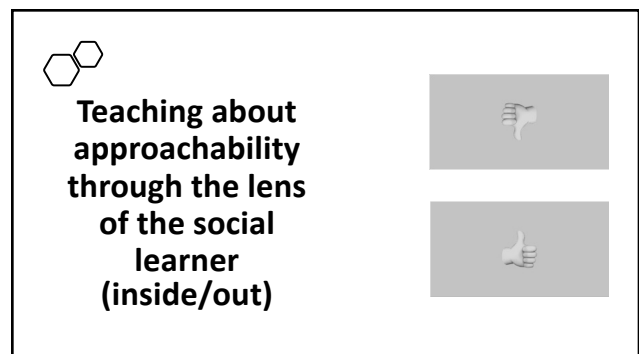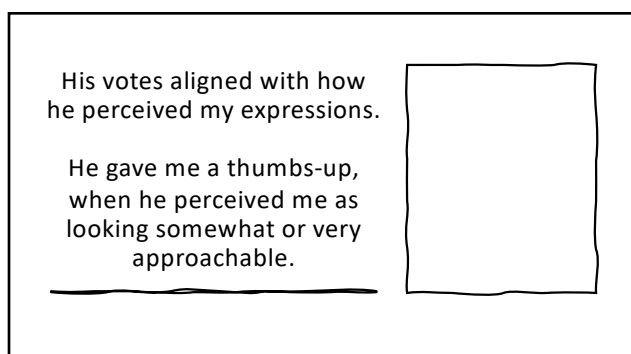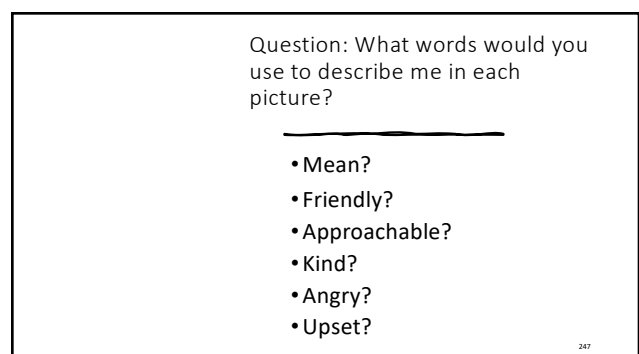Is it from how we interpret one another's words, actions, etc.?

249

250

Lesson purpose:
Build social self-awareness of the impression *they want others to have of them* when their goal is to be included with others *or* when they want others to leave them alone or go away (possibly due to safety concerns and/or anxiety).

251

What's the face you want others to see to interpret you in the way you want them to.

CAUTION! You must have permission to take pictures of your students!

252

Stop.
Ask them to talk about how these two faces feel different to develop physical metacognitive awareness.

Don't show the pictures *yet*. Wait until you finish the series.

Now take 3-5 more pictures with subtle facial shifts in each picture.

256

Do you notice and/or have thoughts or feelings about what others' do and say even if you aren't talking to them?
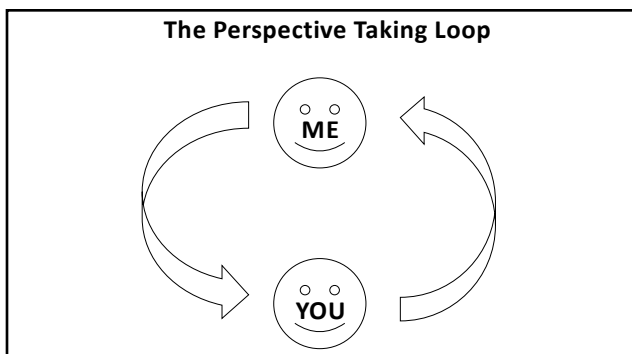
(inside out teaching)

• Then flip to discuss, "do you think others notice and/or have thoughts about what you do/say even when you aren't talking?"

• Many believe that if they are not talking, then no one notices them.

260

We all should be attempting to read one another's intentions

• Where are they going?
• What are they doing?
• Do they appear satisfied?
• Do them seem approachable?
• Do they appear open to actively communicating?
• Do they only talk to adults and actively avoid all but peers they have known for a very long time?

261

261

The Perspective Taking Loop

ME

YOU

262

Neurotypically developing social learners

My expectations for what people say ng

ME

YOU

The expectations for what people say and do in a situation are fairly clear; I try to figure them out!

263

Neurodivergent social learners   My expectations for people ng

My expectations for what you do and say are very clear and strong to me.

ME

YOU

I may not know to consider what you do or say.

264

I think about what you do and say and how I feel.

ME

YOU

I am not as strong at considering the thoughts and feelings people have about what I do and say.

265

Friendships involve thinking and remembering about others (metacognition).

We consider our friends' likes or dislikes.

266

Perspective taking and friendship

- Friends are interested in learning more about each other.
- Friends remember positive things about each other (interests).
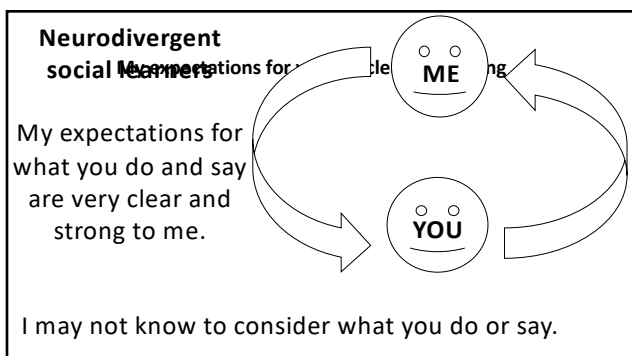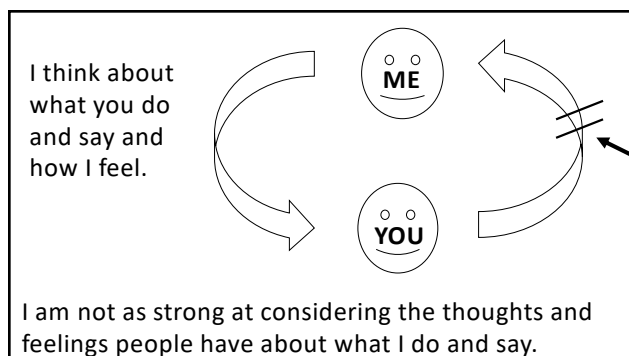- When we remember negative things about our friends, we usually try not to point them out. Sometimes we talk out the negative memories but not always.

267

For younger kids, we teach that each of us have "people files" in our brains to remember things, facts & details about people.

PEOPLE FILES: Another visual support

268

Adeyla likes:	Jose likes:	Mitchell likes:
• Dogs	• Disneyland	• Soccer
• Playing four square	• Science	• Tik Tok
• Math	• Drawing	• Climbing
Doesn't like rain	Doesn't like peas	Doesn't like cats
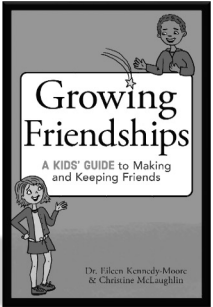
269

Think or reflect:

Were you taught the mechanics of making friends as a child?

How have you tried to teach students or clients to make friends?

271

Resource for younger students and clients

Growing Friendships
A KIDS' GUIDE to Making and Keeping Friends

Dr. Eileen Kennedy-Moore & Christine McLaughlin

272

***Growing Friendships* outlines 5 levels of lessons:**

Reaching	Stepping	Blending	Speaking	Letting
out to make friends	back to keep friends	in to join friends	up to share with friends	go to accept friends

273

273

FRIENDSHIPS REQUIRE | **Executive Functions**

274

Friendships are intentional; they are guided by our social goals.

Anything that involves a goal taps into our executive functions.

275

Friendship goals that require executive functions

• Make a friend
• Keep a friend
• Repair a friendship (e.g., apologize)
• Do what your friend wants to do sometimes to ensure it's reciprocal

276

276

Friendship building also includes planning and talking about about what we plan to do together in the future.

We mentally time travel with our friends

277

Up until about nine years old, parents tend to plan and coordinate activities for their children and friends.

278

As children get older, we expect they will work with their friends to make plans to do things away from the place they met (e.g., school)

which means using executive functions

279

The older children become, and the closer their friends, the more executive functions are required.

Ultimately, neurotypical tweens and teens are choosing and maintaining their own friendships. Parents have little sway in their choices.

280

Neurotypical tweens and teens are also planning their time to be with friends outside the structure of school – moving into levels 4, 5, and 6 of the Friendship Pyramid

LEVEL 6
Close Friend

LEVEL 5
Bonded Friend

LEVEL 4
Friend

LEVEL 3
Situational Friendship

LEVEL 2
Acquaintance

LEVEL 1
Friendly Greetings

281

SOCIAL EXPECTATIONS CHANGE WITH AGE

Older adolescents make plans to be with people.

Planning involves organizing time to connect.

Kids figured out ways to connect with each other.

Not making the effort to plan time with others may result in moving down the friendship pyramid.

282

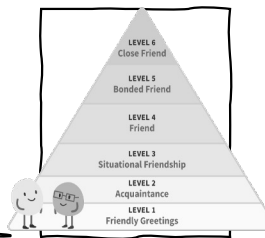
How Many Hours Does It Take to Make a Friend? Dr. Jeffery Hall (2018)

- Time available for friendship is finite, but developing friendships take time, literally hours and hours.
- The closer the friend, the more time we spend talking to them.
- The more friends we have the less time we have for each friendship.
- Humans must carefully dole out their time when investing in developing and keeping friends   283

283

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10 truths & tips for making and keeping friends:

1. A friendship is a relationship.
2. The biggest compliment we give each other is our attention. Article by Dr. Jeffery Hall (2018)
3. Friendship involves communication: verbal and non-verbal.
4. Friendships are mutual.
5. Friendships require significant flexibility & problem solving.

284

10 truths & tips for making and keeping friends:

6. Friendships can be stressful, unpredictable, and sometimes confusing.

7. Friendships end. _{Article by Dr. Jeffery Hall (2018)}

8. Making new friends is worth the work.

9. Friendships are complicated.

10. Past memories of social rejections may make it hard for a person to want to make new friends.

285

Note: (see Neurodiversity Article)

We believe it is important to give students visual tools and knowledge about how friendships develop.

They ultimately have the choice to use it (or not) but to withhold information is unfair.

290

When developing social goals:

Listen to their concerns, questions and wishes rather than pull ideas from a published "goal bank."

No one will eat lunch with me.

How do kids get into work groups?

I wish I knew about the D & D group.

I just want a friend.

I don't have anyone to talk to.

Everyone's a jerk, so why bother?

291

Avoid telling students to just go say "hi" to make a friend or as a way to "introduce themselves."

If it were that easy, they would have done this years ago.

292

Explain that starting with greetings is just a way to send the message that you are *open to communicating*.

AKA: Approachable

293

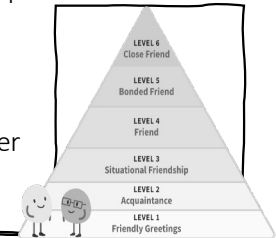| Empower	Empower them to recognize they have choices.
Coach	Coach them to think about people who seem friendly or approachable.
Recognize	Recognize that who they pick may not be interested in reciprocating.
Remind	Remind them this is a process, and this is the first step.

294

Note: greetings need to adjust based on culture and the message we want to send.

It can get confusing, which is why it's important to attend, interpret, and problem solve before producing a response!

295

Explain that most friendships at school are **Level 3 - situational friendships**

This level requires more executive functions in order to make plans to meet up or hang out at break.

LEVEL 6 Close Friend
LEVEL 5 Bonded Friend
LEVEL 4 Friend
LEVEL 3 Situational Friendship
LEVEL 2 Acquaintance
LEVEL 1 Friendly Greetings

296

Requires hanging out with people that you don't necessarily want as a deeper friend. Workplaces often have situational friendships.

It also requires us to practice tolerance in being with people you didn't chose to be with.

297

Executive functions: Doing something with purpose. When we have purpose, we have a goal. Some examples of EF include:

1. Focus/ Impulse control
2. Emotional control
3. Flexible thinking
4. Working memory
5. Self-monitoring for self-regulation & co-regulation
6. Organization/Planning/ prioritizing
7. Task initiation
8. Perspective taking
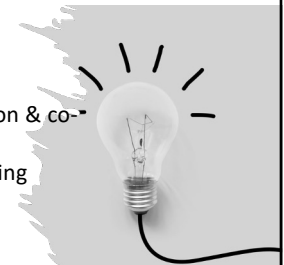
298

Moving from executive functions into executive functioning—4 Steps:

1. Have a goal: something you **think** about.
2. Have a series of sequenced or parallel **action plans**, which you then need to do.
3. **Self-regulate** your behavior and emotions in order to carry out the action plans to accomplish your goal.
4. Work on flexibility throughout all steps!

299

Level 4 is much harder than the first 3

It requires more complex planning, flexibility, and time management. It also requires people share space outside of the comfort where they met.

LEVEL 6 Close Friend
LEVEL 5 Bonded Friend
LEVEL 4 Friend
LEVEL 3 Situational Friendship
LEVEL 2 Acquaintance
LEVEL 1 Friendly Greetings
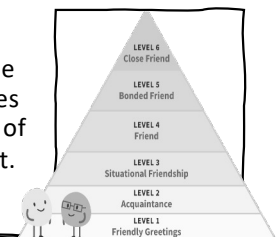
Level 5 is equally as difficult

300

Many struggle to establish level 4 friendships due to compelling anxieties about sharing their personal space.

Later, we'll discuss some ways to help with social anxiety.

301

Some young students may have a bonded friend as a result of the families helping to arrange frequent times together. And there may be no one else on the friendship pyramid except that person.
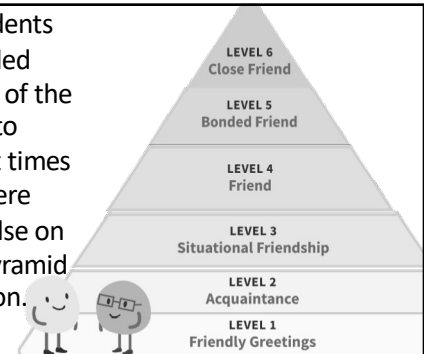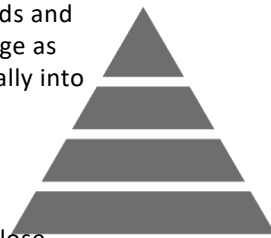
LEVEL 6
Close Friend

LEVEL 5
Bonded Friend

LEVEL 4
Friend

LEVEL 3
Situational Friendship

LEVEL 2
Acquaintance

LEVEL 1
Friendly Greetings

302

While this is great, friends and groups morph and change as students age up, especially into adolescence.
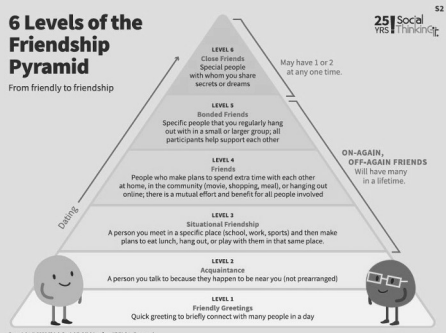
It can be devastating to lose that one friend.

303

Close friends are not always about the intensity of time together, but instead about the connection and trust.

Close friends also make time and are available for one another at any time. They reach out to each other (mutual) and respond when the other needs to connect.

304

6 Levels of the Friendship Pyramid
From friendly to friendship

25 YRS | Social Thinking

LEVEL 6
Close Friends
Special people with whom you share secrets or dreams

May have 1 or 2 at any one time.

LEVEL 5
Bonded Friends
Specific people that you regularly hang out with in a small or larger group; all participants help support each other

LEVEL 4
Friends
People who make plans to spend extra time with each other at home, in the community (movie, shopping, meal), or hanging out online; there is a mutual effort and benefit for all people involved

ON-AGAIN, OFF-AGAIN FRIENDS
Will have many in a lifetime.

Dating

LEVEL 3
Situational Friendship
A person you meet in a specific place (school, work, sports) and then make plans to eat lunch, hang out, or play with them in that same place.

LEVEL 2
Acquaintance
A person you talk to because they happen to be near you (not prearranged)

LEVEL 1
Friendly Greetings
Quick greeting to briefly connect with many people in a day

2/5/23
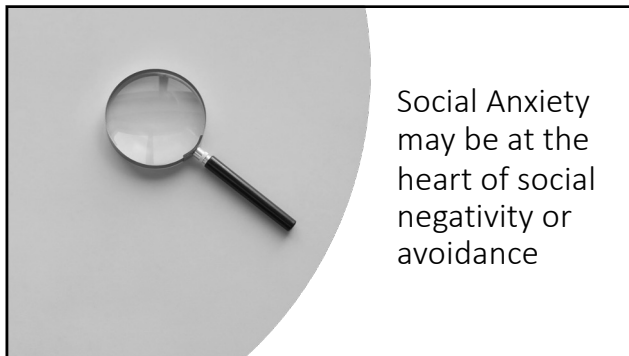Copyright © 2020 Think Social Publishing, Inc. All Rights Reserved.
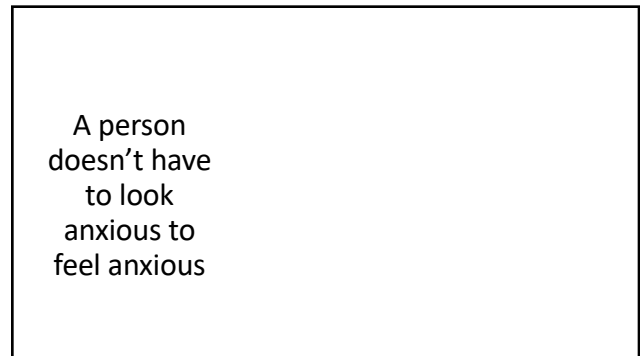
305

305

Pause and think:

Which of your students would benefit from learning through the lens of the Friendship Pyramid or other visual support?

If none, why?

306

Social Anxiety may be at the heart of social negativity or avoidance

307

A person doesn't have to look anxious to feel anxious

308

We don't eliminate anxiety but instead help people learn to manage it, so they can achieve their own personal social goals.

309

Two books that pack a powerful punch in teaching about managing one's anxiety

both by Karen Young, Australia

310

"Kids can do amazing things with the right information.

Understanding why anxiety feels the way it does and where the physical symptoms come from is a powerful step in turning anxiety around."

Karen Young

311

Becoming aware of one's own social competencies helps us manage our social anxiety!
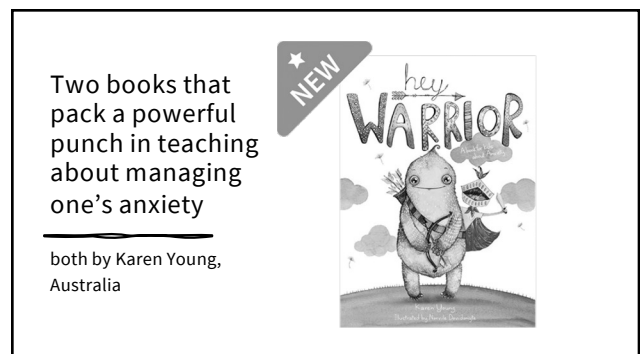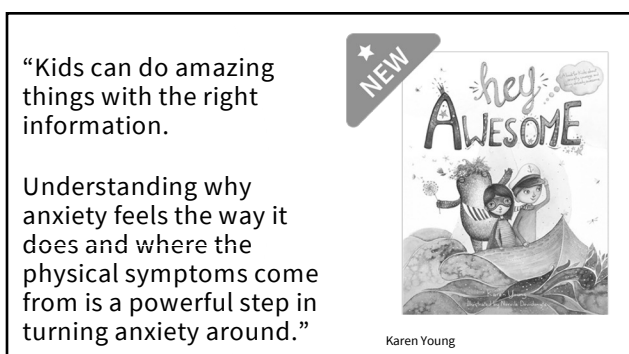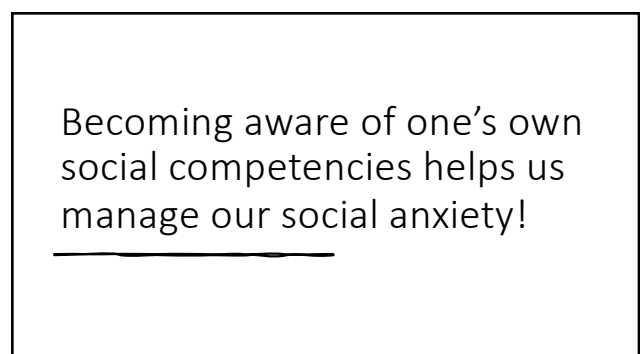
312

Social anxiety is common for those who have social self-awareness if they have a history of feeling that they struggle to connect beyond their family and really close friends.

313

Recognize that anxiety can make people look unfriendly or unapproachable.

We are all a little egocentric:

If someone looks uncomfortable or avoids us, then we are more likely to avoid them.

314

Use Thinksheets to encourage self-reflection related to progress towards social goals/objectives.

315

Begin with a blank *Thinksheet

My _____ scale

What I want:_____

Use the situations below (a-i) and label them on the scale (1 = easy; 10 = difficult)
a. Class (name)_____
b. breaktime
c. teacher _____
d. lunch
e. passing time
f. group work
g. end of school day
h.
i.

10.

5.

1.

*Literally 100s of Thinksheets (thinking lesson plans) that can be modified or used to encourage self-reflection, self-regulation, and self-evaluation.

316

"My initiation scale"

What I want:

Use the situations below (a-i) and label them on the scale (1 = easy; 10 = difficult)
a. Class (name)_____
b. breaktime
c. teacher _____
d. lunch
e. passing time
f. group work
g. end of school day
h.
i.

10.   10. Hardest, confusing, stressful

5.

1.   1. Easiest, comfortable, not-stressful

Start with: What I want
"I want pick my own lab partner"
This will determine the title of the scale

Have student to label the top and bottom of the scale

317

Have them select one or more contexts/situations:

Use the situations below (a-i) and label them on the scale (1 = easy; 10 = difficult)
a. Class (name)_____
b. breaktime
c. teacher _____
d. lunch
e. passing time
f. group work
g. end of school day
h. _____
i. _____

318

- Use different color pens or pencils to indicate different dates over time (baseline vs. later).

- Use different color pens or pencils to indicate each groupmates' self-evaluation or group reflection.

- Use the same Thinksheets over time to reflect thinking changes.

- Stress the importance of _____ considering the client's point of view

319

"Tuning in" to my Thinking

- A way to encourage perspective & observations from their point of view.
- Includes "I notice, I feel, I think"
- Also includes a space for "I'd like to" which leads to self-determination or advocacy for personal social goals

324

Social attention, self-reflection, setting social goals

"Tuning in" to my thinking   Name_____

Put an * (asterisk) next to the time you'd like to discuss or think about strategies.

_____	Date	Date	Date
I Notice			
I feel			
I think			
I'd like to			

325