Two Days of Social Thinking®

Day 2: Individualized Journeys: explaining how the social world works before expecting self-regulation

Friday, February 10, 2023

Simon Fraser University – Goldcorp Centre of the Arts

Presented by

Michelle Garcia Winner CCC-SLP

and

Dr. Pamela Crooke

In partnership with

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 həṅq̓əmiṅəm̓ and Sḵwx̱wú7mesh speaking peoples. The həṅq̓əmiṅəm̓ (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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Slide 1

25 YRS! Social Thinking®

Slide 2

25 YRS! Social Thinking®

Individualized Journeys: explaining how the social world works before expecting self-regulation

Michelle Garcia Winner, MA, CCC-SLP
Pamela Crooke, PhD, CCC-SLP

Slide 3

Who are you?
Who are we?

Slide 4

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

Slide 5

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Submit

Enter the code
31 07 27 6

Or use QR code

https://www.menti.com/8dvr5vkzui

Slide 7

Setting expectations this talk

2/4/23
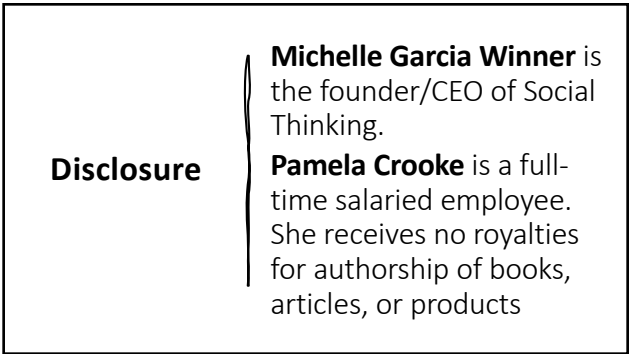
7

- This course is all about visual teaching frameworks found within the Social Thinking Methodology. We will refer to materials, games, posters, and products as part of the teaching process and case journeys.

- You *do not* need to purchase materials to work with your students, clients, or children to use many of the strategies.

- We offer 100s of free articles, webinars and "free stuff" downloads on our website: http://www.socialthinking.com

Disclaimer

The Fine Line

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The Social World is a very big place. It involves…

15

Sharing space/co-existing
Driving a car
Walking past people
Understanding the group plan
Social aspects of curriculum (written expression, reading comprehension, science labs, etc.)
Interpreting intentions of people you do and don't know
Problem solving
Self-advocating
Building relationships, etc.

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- Sharing space/co-existing
- Driving a car
- Walking past people
- Understanding the group plan
- Social aspects of curriculum (written expression, reading comprehension, science labs, etc.)
- Interpreting intentions of those you know and don't know
- Problem solving
- Self-advocating
- Building relationships, etc.

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Social ThinkinG®

Methodology

TWO Pathways

Interventionists:

- Develop understanding of the complexities of the social world, ideas for dynamic assessment, and frameworks and tools for teaching

Social Learners:

- Explore frameworks and strategies to interpret and respond to the social world while also learning to self-regulate to navigate and meet their goals.

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Using tools and strategies and frameworks from the Social Thinking Methodology, should always be a journey and not a sprint.

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Thinking about our own thoughts (and feelings) is called:

Metacognition

20

Thinking about others' thoughts and feelings and how they think about our own thoughts and feelings is called:

Social Metacognition

21

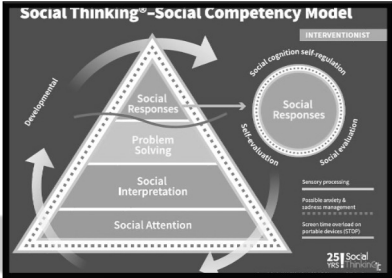Social Metacognitive teaching tools and strategies can be very helpful for some

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

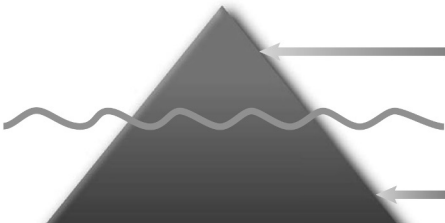Pamela J. Crooke, Ph.D., CCC-SLP[1] and
Michelle Garcia Winner, M.A., CCC-SLP[1]

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

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Quick Refresher on the Social Competency Model

23

Above the sea, the tip of the iceberg

Below the sea, the iceberg's foundation
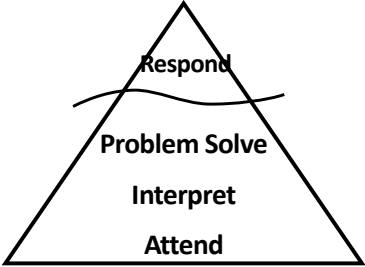
Social competencies are the foundation for using social skills

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Respond

Problem Solve

Interpret

Attend

25

Social Cognitive Self-Regulation

Social Responses

Problem Solving

Social Interpretation

Social Attention

Developmental

Social Responses

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Understanding and Using Visual Frameworks
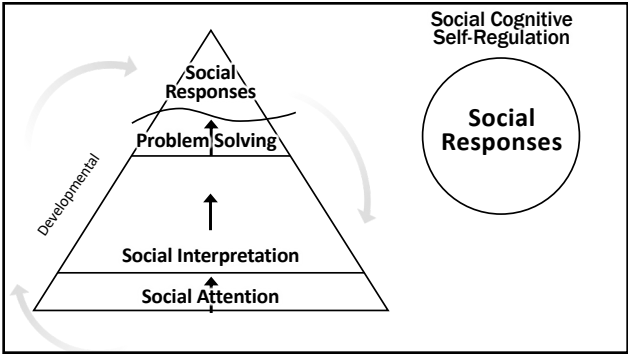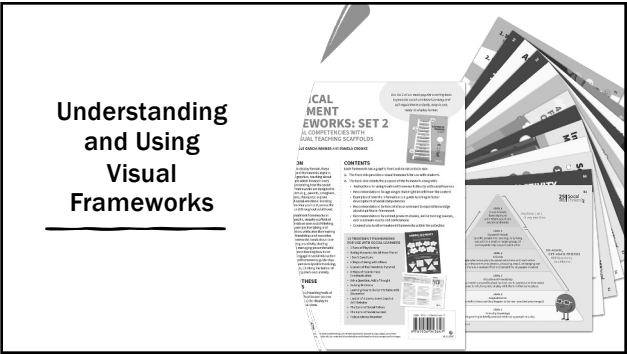
28

Visual frameworks help us explore:

1. Who is this social learner?

2. Explaining **Me in the social world** and learning **how the social world works.**

3. How to **regulate to navigate** the social world to meet my social goals?

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IMPORTANT

• We are going to show many many visual frameworks just to orient you to them. We will explain a few later in the talk.

• We aren't showing every framework in the ST Methodology.

30

1. Who is this social learner?

• Social Learning Tree

• The ILAUGH Model

• Group Collaborative, Play and Problem-Solving Scale (GPS)

• The Building Blocks for Social Development of Young Children

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Social Thinking® – Social Learning Tree

Who is this social learner in the academic world?

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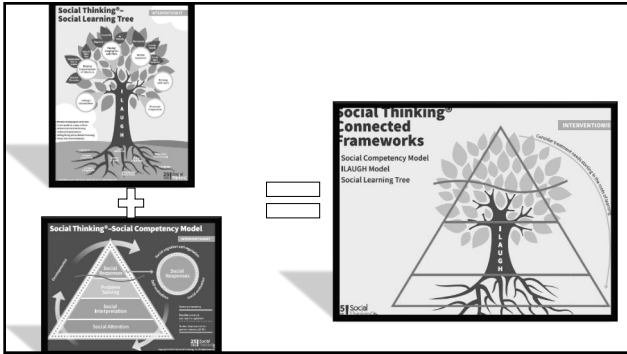
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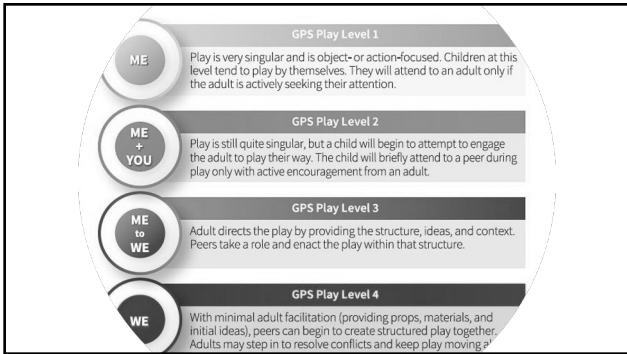
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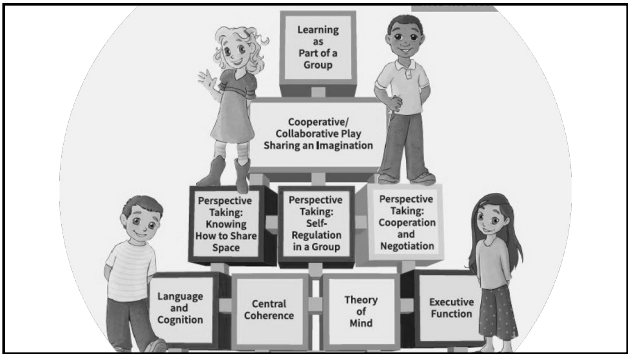
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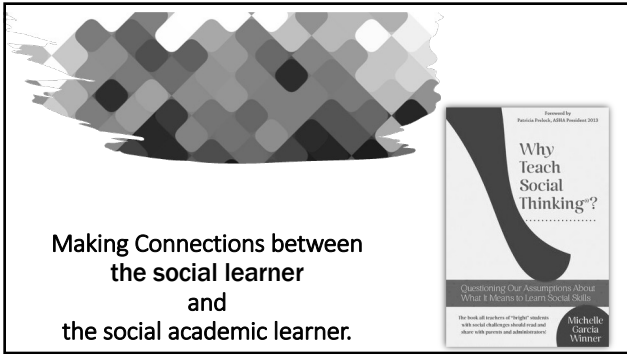
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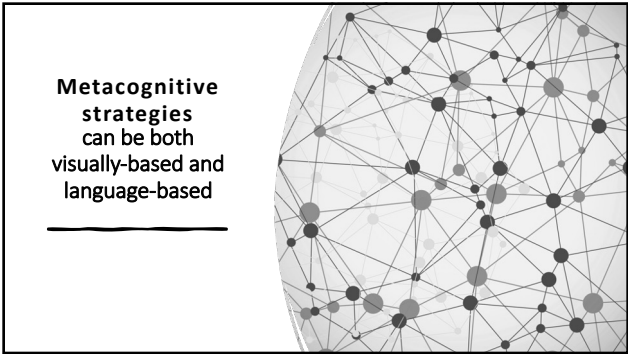
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ME in the social world

How the social world works
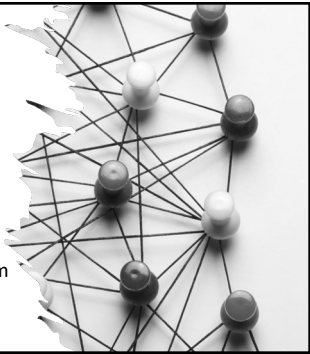
Interventionist Teaching Frameworks

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Examples:
- Social Thinking Vocabulary
- 3 parts of play/activity
- Five steps of being with others
- The Friendship pyramid
- Four steps of communication
- Ask a Question / Add a Thought
- Size of the Problem Size of the Emotion
- Boring Moments: we all have them
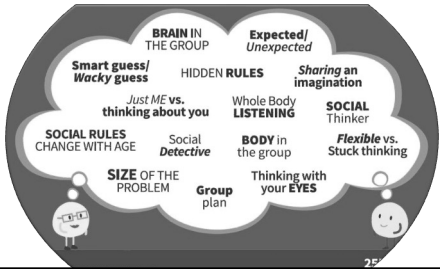- Social Emotional Chain Reaction
- Social Behavior Mapping-GO

40

Reminder:

- Just showing these frameworks to orient you to them. We will explain a few later in the talk.

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Social Thinking Vocabulary

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3 parts of play (or group work)

1 Set Up 3 Clean Up

43

Friendship Pyramid

44

4 Steps of Face-to-Face Communication

45

Add a Thought, Ask a Question

46

Size of the Problem and Reaction thermometer

47

Surviving the Boring Moment

48

Social Emotional Chain Reaction

49

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Navigating and Regulating
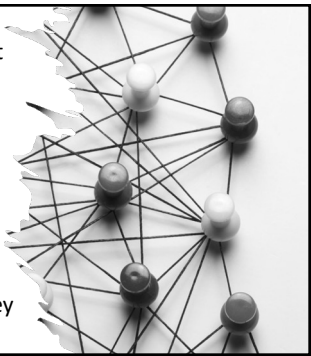in the social world
to meet my goals

**Interventionist
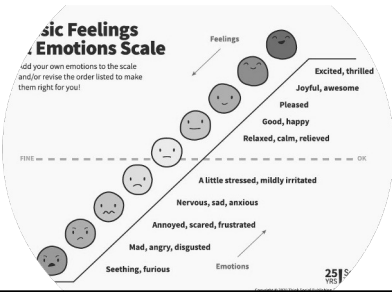Teaching Frameworks**

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For Example:
• Feelings and Emotions chart
• I Don't Care Scale
• Be comfortable with discomfort
• Ladder to Success
• Spirals of Success
• Spiral of Failure
• Independence Mountain
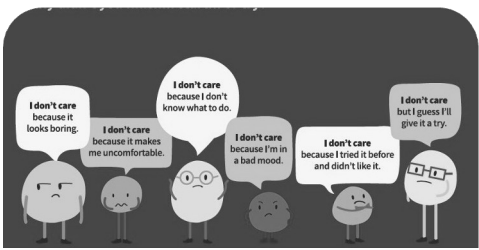• Solving problems before they become problems

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Feelings and Emotions Chart

sic 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 | S
YRS

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I Don't Care Scale

I don't care because it looks boring.

I don't care because it makes me uncomfortable.

I don't care because I don't know what to do.

I don't care because I'm in a bad mood.

I don't care because I tried it before and didn't like it.

I don't care but I guess I'll give it a try.

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Being Comfortable with Discomfort

COMFORT ZONE

55

I'll try
It's hard, but I'll do it
I have a good idea
Maybe I can
I think I might
I wish I could, I can't yet
I hate trying
My Self-Defeating Thoughts
I won't do it!

Ladder of Success

56

Spirals of Anxiety

57

Independence Mountain

58

Solving Problems before they become problems

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All types of visual supports help to engage social metacognition

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63

Unpacking Case Journeys

64

Refer to your extra handouts

65

What do I bring to this journey?

Who is this person and how do I relate to them?

What is their social learning style?

REFLECT, RETHINK, GATHER

What frameworks & strategies fit

What are other considerations

What goal or problem(s) are we solving for?

Unpacking Case Journeys

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Notice this is a moving and dynamic cycle

It is a dynamic rather than process. Not exact nor meant to be used rigidly.

The more you know, the more you will move around the cycle.

REFLECT, RETHINK, GATHER is the mantra on each and every step and between the steps.

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What do I bring to the journey?

68

What are my assumptions based on my experiences, my training, my trauma, or my personal beliefs?

Diagnosis?
Biases?
Expertise?

69

What do I bring?

OVERLAP

Who is the person and how do I relate to them?

70

What do I understand about the social learner?

Do they understand how the social world works?

Do they use that knowledge to navigate to meet their goals?

Do my biases help or hamper teaching?

71

Do I understand their social learning strengths and struggles?

73

My learning strengths and struggles

STRONG 10 9 8 7
FINE 6 5 4 3
WEAK 2 1

74

Unpacking the Case Journey

What is their social learning style?

-Social learning characteristics-
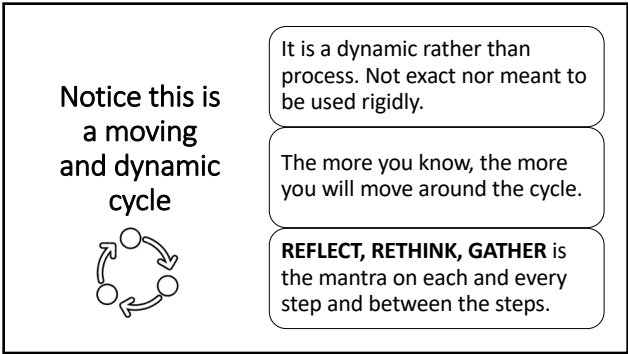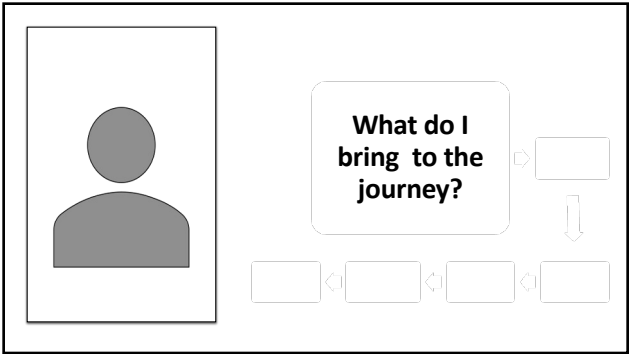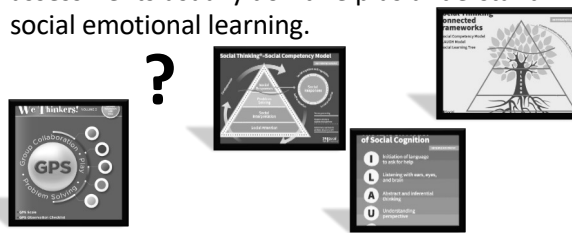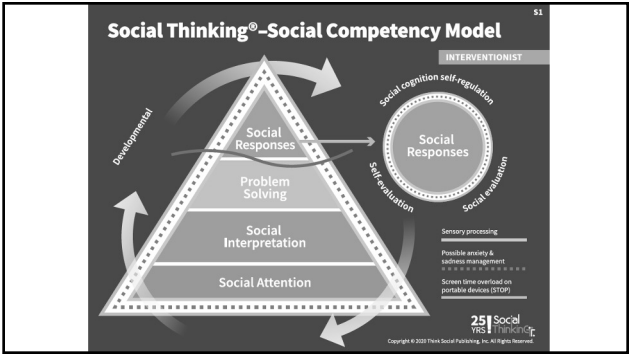
81

Figuring out social learning needs when measured IQ, language scores, and academic assessments usually don't help us understand social emotional learning.

?

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83

Simply put

Socially Attend

Socially Interpret

Socially Problem solve

Socially Respond

84

Social attention and interpretation are at the hub of all information we try to make sense of—whether in text, digital mediums, literature, curriculum, interactions, etc.
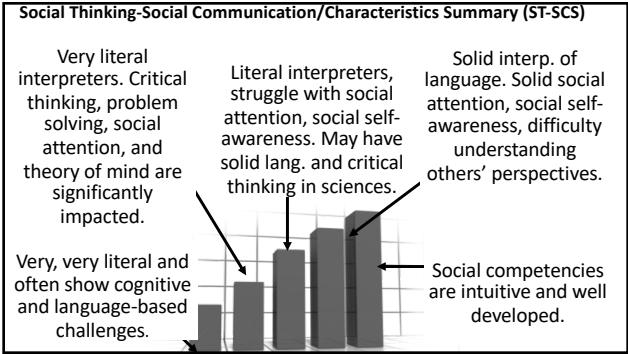
85

OUR SOCIAL BRAIN IS OUR MEANING MAKER.

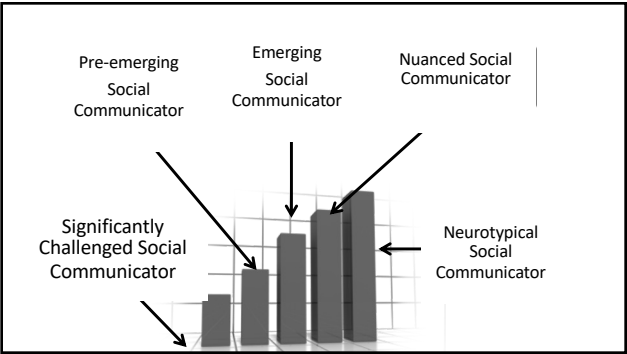We use it to make sense of information *in the social world*.

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Social Learning Styles

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Slide 91

Social Thinking-Social Communication/Characteristics Summary (ST-SCS)

Very literal interpreters. Critical thinking, problem solving, social attention, and theory of mind are significantly impacted.

Literal interpreters, struggle with social attention, social self-awareness. May have solid lang. and critical thinking in sciences.

Solid interp. of language. Solid social attention, social self-awareness, difficulty understanding others' perspectives.

Very, very literal and often show cognitive and language-based challenges.

Social competencies are intuitive and well developed.

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Slide 92

Pre-emerging Social Communicator

Emerging Social Communicator

Nuanced Social Communicator

Significantly Challenged Social Communicator

Neurotypical Social Communicator

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Slide 98

When using the Social Thinking Methodology, teaching journeys are driven by the strengths, needs and challenges of the social learner rather than on a specific diagnosis or eligibility

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Slide 100

We Thinkers! VOLUME 2

Group Collaboration • Play
GPS
• Problem Solving

GPS Scale
GPS Observation Checklist
GPS Differentiated Interactive Play Activities

What about the teaching journey for early learners?

We Thinkers! Volume 2:
Social Problem Solvers

Group Collaboration, Play and Problem-Solving

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Slide 101

We ask key questions, exploring socially based executive functioning, perspective taking, flexibility, language use, tendency to play with adults versus peers, etc.

For example,
• **What does play look like?**
• **What is the child focused on?**
• **What kind of imagination?**

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Slide 108

All this information connects!

108

Unpacking the Case Journey

What goal or problem(s) are we solving for?

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What do we mean by Social Goals?

Most people have social goals just as they have school, work, and family goals (ex. join a club, avoid in-laws, etc.

Sometimes social goals are clearly stated, "I want to work on better communication with my wife."

Sometimes they are not, "Why won't Dustin play with me?"

Sometimes social goals are **personal** and sometimes they are formed by **group** expectations.

Making progress towards one's social goals requires self-awareness, self-reflection, and self-evaluation.

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I'm happy by myself, leave me alone!

I don't have any problems. You are the problem.

Everyone in my school is a jerk!
Just teach me how to deal with jerks!

I'm the most hated kid in school and I love it!

Caregiver sadly reports, "my child has no friends."

Teacher says, "he's smart, just quirky so it's not a problem" but the kid says, "no one likes me."

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Social goals are not about producing social skills based on a standard. **They are based on a person's desire or need:**

- Avoiding threats
- Co-existing for companionship
- Conflict resolution
- Abandoning unsafe or toxic relationships
- Rupture and repair in current relationships
- Advocating for self or others
- Organizing for school, work, social
- Participating
- Belonging

115

Classrooms and workplaces often have shared social goals

1. Group projects
2. Celebrations
3. Meetings (small and large)
4. Communicating progress on shared work
5. Group responsibilities (clean, organize, etc.)
6. State testing
7. Performance evaluation

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Consider some of these assumed group social goals in schools.

- Stand in a line
- Walk to a specific destination while maintaining this line
- Find a peer to work with in class
- Work together afterschool on a specific project
- Develop a connection with one or more peers to hang out with during free time.
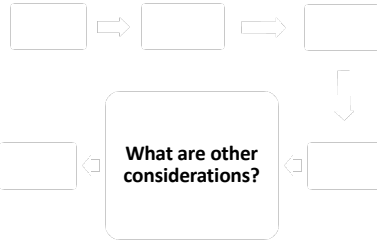
117

Now, consider how daunting it may be for individuals with social learning differences, disabilities, or challenges to understand some of these group social goals when the expectations are not always explicit.

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Unpacking the Case Journey

What are other considerations?

120

Consider patters across environments like:

- Awareness of others (when an adult is not interacting with them)
- How they share an imagination
- Inferring social cues
- How they use language to relate (narrative, etc.)
- Anxiety(s), sensory and/or screen time overwhelm??
- How they relate when not on their terms?

121

Explore socially-based executive functioning and perspective taking.

What does play or hanging out look like?

On what or where does this social learner focus?

What examples of imagination do I see?

122

More considerations

| Developmental stage |
| Personality |
| Contexts (school, home, etc.) |
| Role (parent, child, etc.) |
| Executive functions - self-regulation |
| Anxieties and depression |
| Other environmental pressures |

123

Even more considerations:

- Are they isolated?
- Do they have a negative inner voice
- Struggle to read Intentions?
- Think everyone is their friend?

124

Anxiety lurks around school:
How do we make sense of a student turning in a test - in a class he likes - that looks like this?

Table 7.1 General Rules for Solubility of Ionic Compounds (Salts) in Water at 25 °C

125

Always start teaching at the place where the social learner can easily learn.

If you begin based on **your plan**,

then behavior problems often follow.

126

DOORWAYS
to enter
teaching

See handout

Do they:

• Desire a friend?
• Desire to work with peers, but not develop a friend?
• Want to avoid people?
• Seem inattentive and socially clueless?
• Seem so anxious or sad that s/he wants to avoid people?
• Reject adults & challenges authority?
• Have academic struggles?

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What to do?

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Unpacking
Teaching Frameworks

For interventionists to use with the social learner
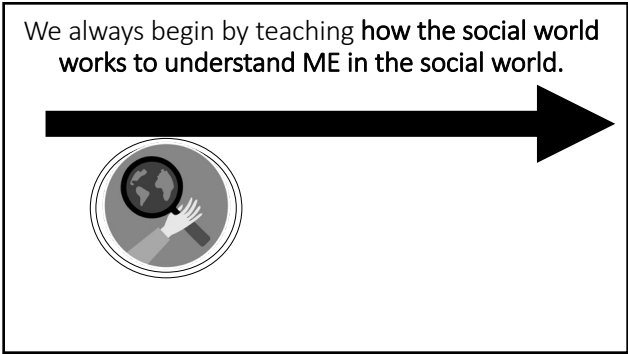
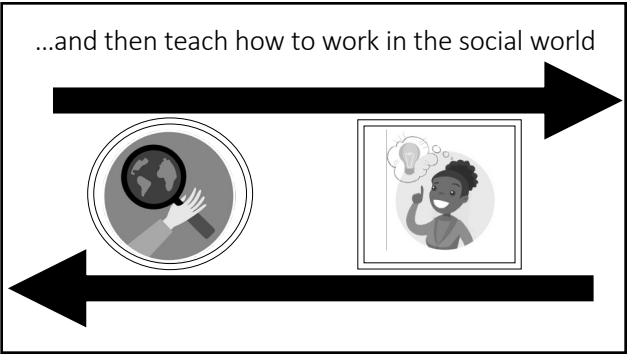Frameworks, Concepts, & Strategies

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Teaching is organized by:

How the social world works

How one navigates to regulate in the social world

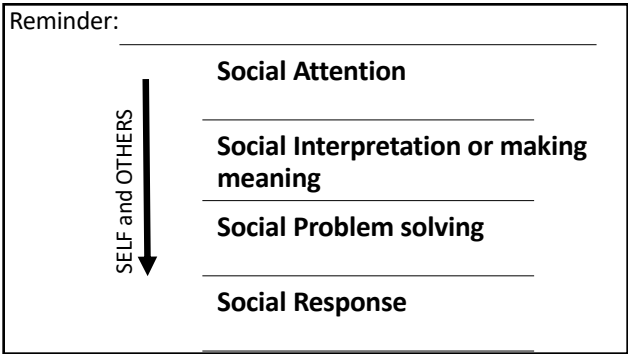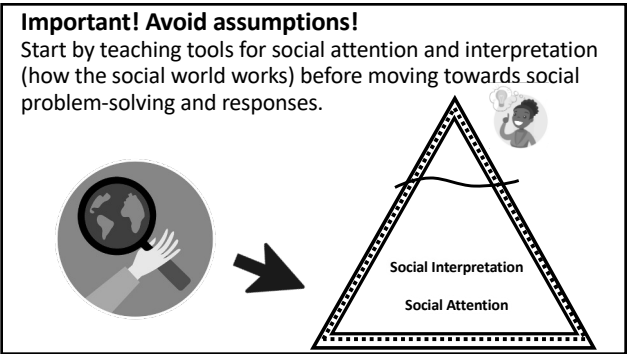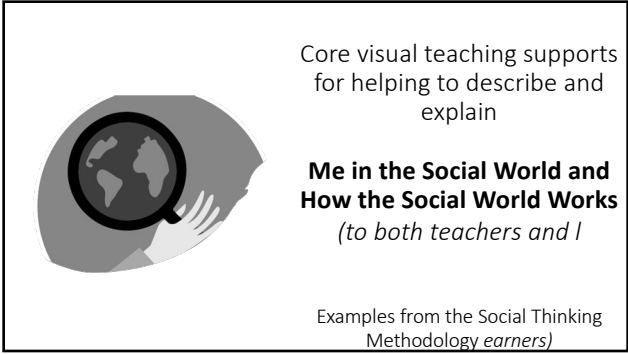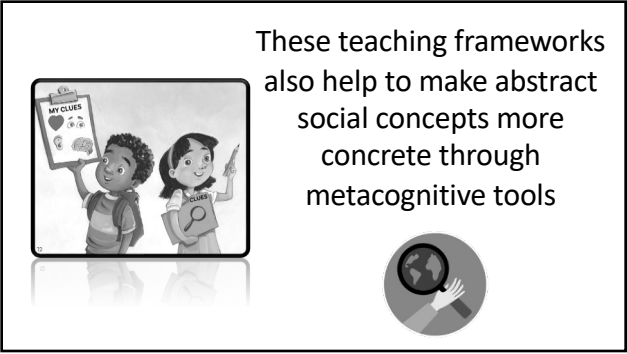132

We always begin by teaching **how the social world works to understand ME in the social world.**

133

…and then teach how to work in the social world

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Reminder:

SELF and OTHERS

Social Attention

Social Interpretation or making meaning

Social Problem solving

Social Response

135

Important! Avoid assumptions!
Start by teaching tools for social attention and interpretation (how the social world works) before moving towards social problem-solving and responses.

Social Interpretation

Social Attention

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Core visual teaching supports for helping to describe and explain

Me in the Social World and How the Social World Works
(to both teachers and l

Examples from the Social Thinking Methodology *earners)*

137

These teaching frameworks also help to make abstract social concepts more concrete through metacognitive tools

138

Smarts: school smarts and social smarts

Be a Social Detective

139

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141

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Why is developmental age so important?

Social emotional demands shift with age

When someone says or does things considered to be younger for their age, we describe them as "immature." If they seem more sophisticated than others, we describe them as "very mature."
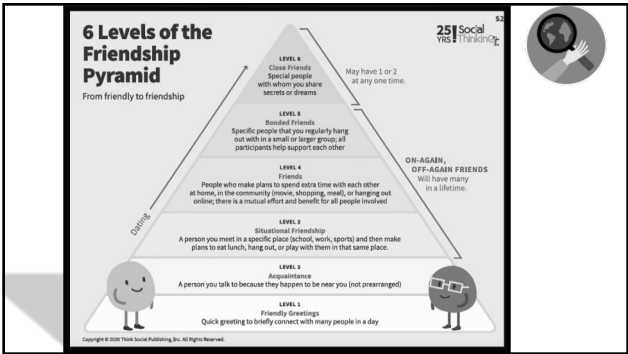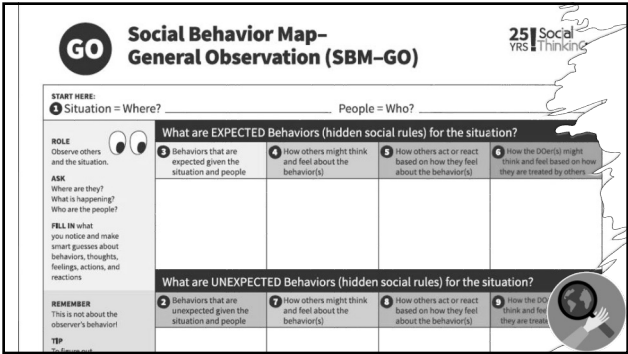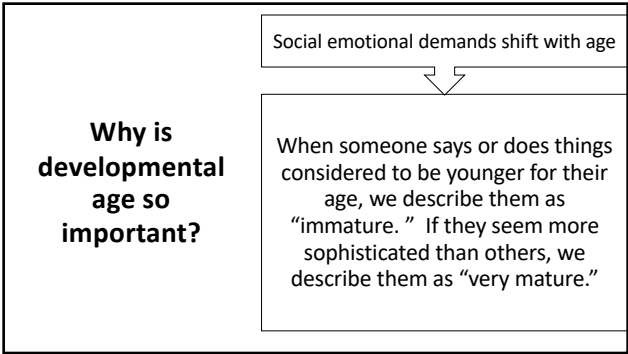
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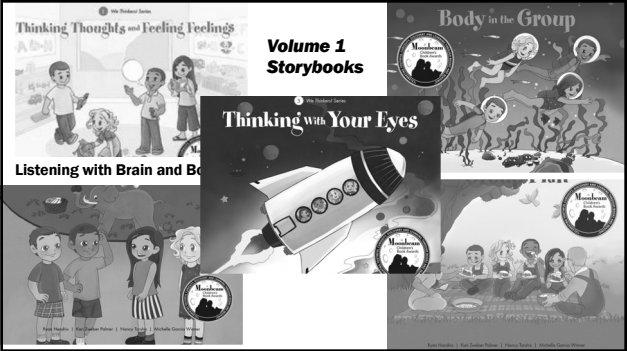Visual Teaching Frameworks and Tools

4–7-year-olds

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We Thinkers!

- Volumes 1 and 2 include 10 storybooks to bring this vocabulary to life when used with their corresponding curriculum.
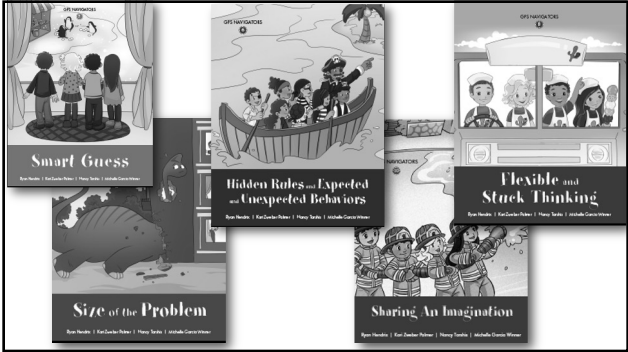
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Volume 1 Storybooks

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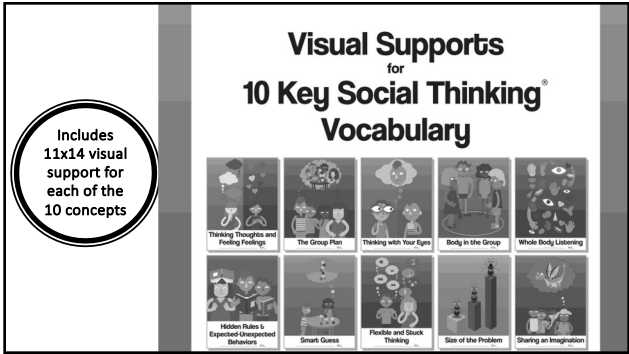| 10 core vocabulary	1. Thoughts & Feelings
	2. Think with Eyes
	3. The Group Plan
10 free webinars	4. Body in the Group
	5. Whole Body Listening
	6. Expected-Unexpected Behavior
	7. Smart Guess
	8. Flexible and Stuck Thinking
	9. Size of Problem
	10. Sharing an Imagination

https://www.socialthinking.com/online-training/free-webinars

150

151

Hooray and
OH NO!

Try it

165

165

Elementary Years

166

Language is becoming a bit more sophisticated as 7-10-year-old social learners can harness their experiences and imagination.

They use language to express social goals (explicitly or implicitly)

Have more knowledge about themselves in the social world.

167

Book 1 in the Superflex Series

168

169

Superflex is me!

172

UnthinkaBots are imaginary characters.

We pretend they have BOT powers to make us say things do things that are unexpected behaviors for the situation.

173

THINKABLES!

For every UnthinkaBot, there are also imaginary characters.

We can pretend they help activate brain powers (also called strategies).

174

Thinkables and their powers are also in our brains.

We have to learn to activate and grow their powers.

175

176

Visual Tools for Tweens and Teens
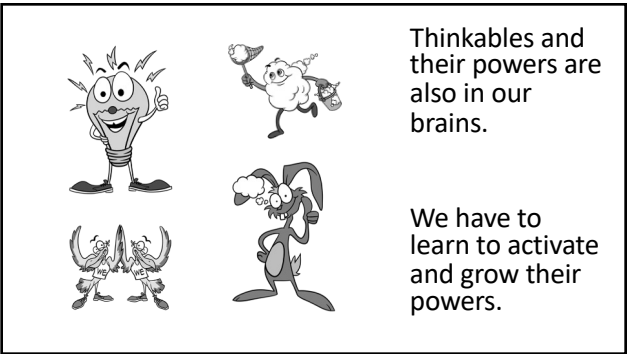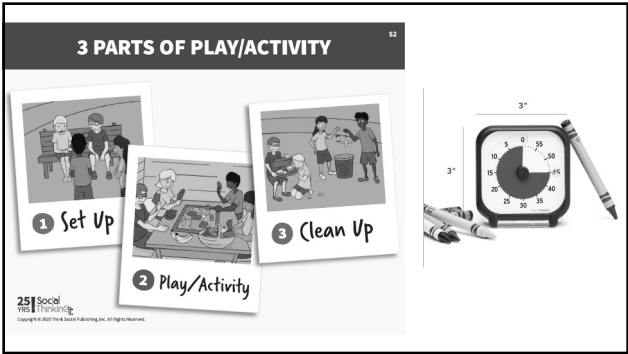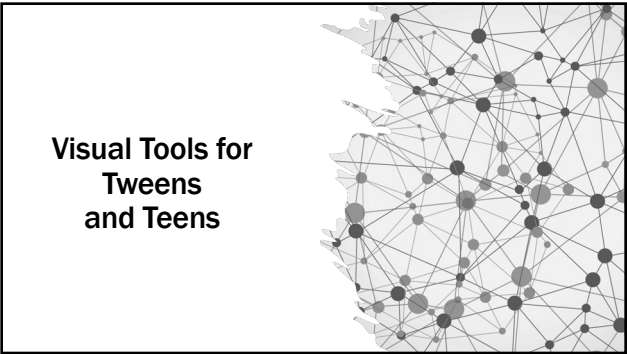

177

Teens want more autonomy.

They want their learning to be fun but based a bit more in reality.

They may enjoy learning about themselves by exploring some part of the world they are interested in (e.g., military, computer games, tv shows, you tube influencer)

ME

178

Teens are becoming socially more aware of how they feel

and how they perceive others feel about them.

179

Validate their prior success to help them develop hope that they can tackle their increasing vulnerabilities as they age.

Negative self-conscious emotions can be paralyzing for some.

180

See handout

Pride

Satisfaction

Guilt

Envy

Regret

Embarrassment

Jealousy

Shame

Humiliation

181

The bummer is, that while a self-defeating voice may sound convincing,
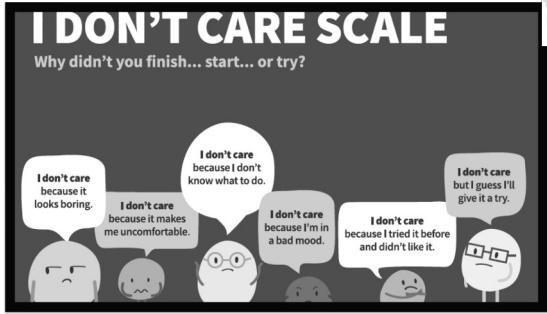
It's hard for many to escape negative feelings even if they tell themselves,

"I don't care."
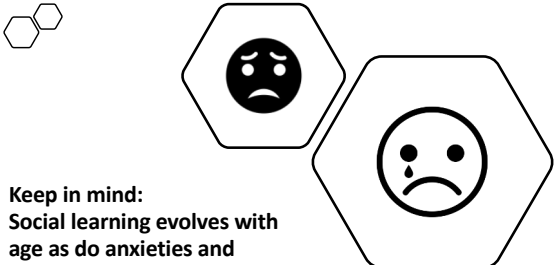
182

I DON'T CARE SCALE

Why didn't you finish… start… or try?

I don't care because it looks boring.

I don't care because it makes me uncomfortable.

I don't care because I don't know what to do.

I don't care because I'm in a bad mood.

I don't care because I tried it before and didn't like it.

I don't care but I guess I'll give it a try.

183

Keep in mind:
Social learning evolves with age as do anxieties and depression!

184

Avoid pushing an anxious, sad or depressed teen to just go try something

or change their behavior (which is probably very ingrained).

It can also increase already compelling anxiety.

185

Social anxiety can lead people to feel that they are better off alone -

"I don't want friends."

"Nobody want to be with me."

"I'm good by myself."

"I'm at school to learn, the library is a good place to be."

186

The Spiral of Social Failure

Social Expectation:

Fill in the blank! → I doubt my ability → So I make excuses → STOP → I make self-defeating comments → I have negative emotions about my ability → I avoid trying → I give myself more proof that I CAN'T do it!

The Spiral of Social Success

Social Expectation:

Fill in the blank! → I can try it! → I rely on my Inner Coach → GO → I remind myself of strategies → I keep my emotions calm → I attempt the task → I teach my brain that I CAN do it!

187

6 Levels of the Friendship Pyramid
From friendly to friendship

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.

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

Many teens need a framework for understanding and friendships and relationships

188

4 STEPS OF FACE-TO-FACE COMMUNICATION

1. WE THINK
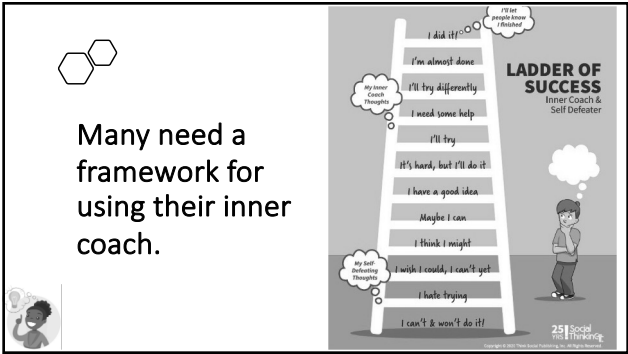We consider who is around and what is going on in that situation.

2. WE ESTABLISH A PHYSICAL PRESENCE
Our body language shows others we want to be with them or plan to leave them.

3. WE USE OUR EYES TO OBSERVE OTHERS
We notice how people react and respond. We also notice changes in the situation.
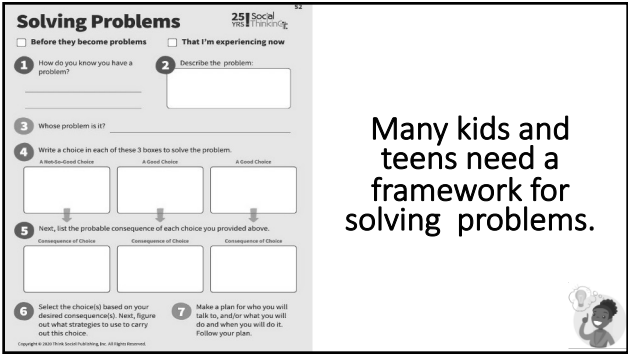
4. WE USE LANGUAGE TO RELATE & ACKNOWLEDGE
We say "hi," explain ideas, empathize, make comments, ask questions, ask for help, and express our opinions.

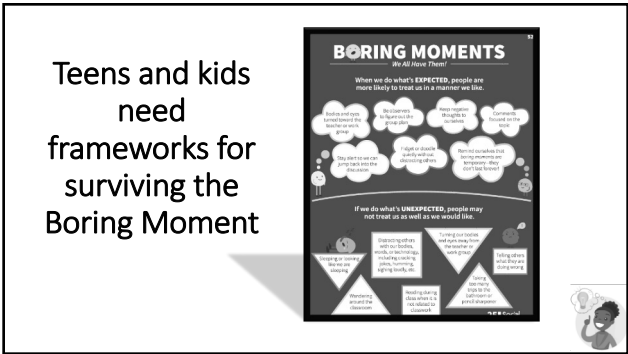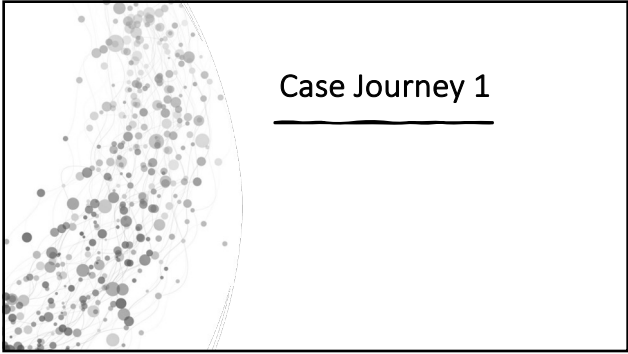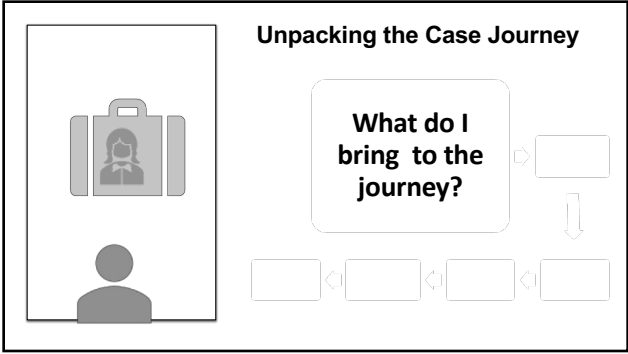Many teens need a guide or framework for how to manage face-to-face interactions

189

Many need a framework for using their inner coach.

190

Many kids and teens need a framework for solving problems.

191

Teens and kids need frameworks for surviving the Boring Moment

192

Most of us need a framework for being more comfortable with discomfort.

193

Case Journey 1

194

Unpacking the Case Journey

What do I bring to the journey?

196

Unpacking the Case Journey

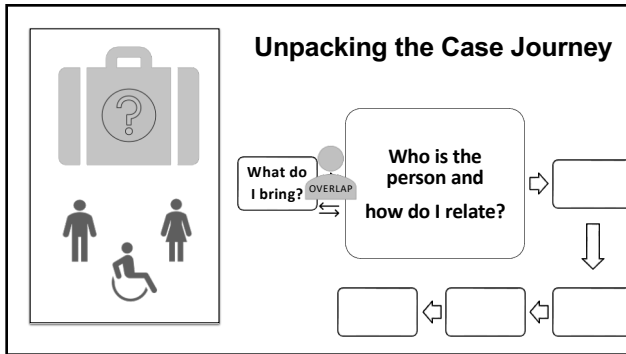**What do I bring?** OVERLAP

Who is the person and how do I relate?

198

Who is the person and how do I relate?

- 9.5 yrs., academically gifted
- Neurodivergent (dx - ADHD)
- **Described as being "avoidant" and "disruptive" and "argumentative."**
- Limited family involvement
- Executive functioning & sensory challenges.

199

Dillon

- He expressed frustration and confusion as to why he is not a preferred peer partner.
- Peers describe him as "pretty smart but not at all friendly" and "sometimes mean."

200

- Dillon has a strong aptitude in science and technology where he is an academic standout.
- He struggles to write personal essays that involve assigning voice and perspective to characters and to summarize what he has read in a succinct manner (especially when the content has a socially loaded theme

201

He excels and finds great joy in asking scientific questions, gathering evidence, and stating conclusions.

During the daily quiz, Dillon shouts out the answer before others have a chance to respond. Regardless of repeated reminders from his teacher to "raise your hand and wait."

He routinely tells other students they are "blockheads" or "dummies" for not knowing answers.

202

Dillon's mom and teacher have tried to explain that his words and actions can be hurtful. Dillon responds by justifying the accuracy of his comments ("well they are dummies if they don't know") or actions
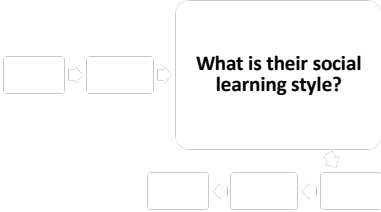
And yet, Dillon complains daily to his mom and teacher that **"no one will play games* with me at lunch."**

Among Us or board games *

203

Unpacking the Case Journey

What is their social learning style?

204

Nuanced Social Communicator

Dillon has solid social attention and social interpretation.

He can talk about what to do before or after the fact but struggles in the moment of the situation.

He shows difficulty understanding others' perspectives in real time, the impact of his words or actions, and executive functioning.
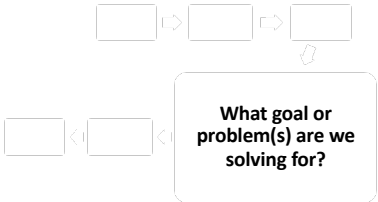
205

- He knows that people have thoughts and feelings that are different from his own.

- Dillon's cognitive and academic strengths can, at times, put him at a social disadvantage as others assume he understands the social expectations across social situations.
- In other words, both peers and teachers expect that his social knowledge should match his academic knowledge: it does not.
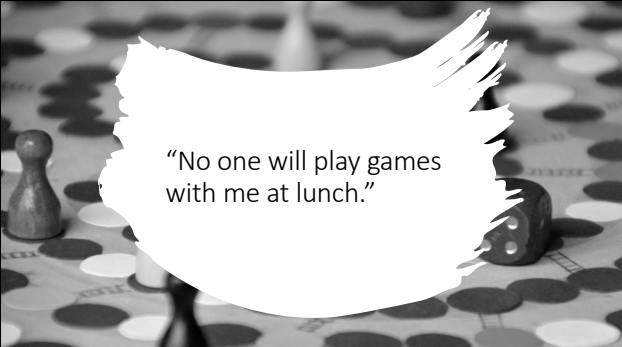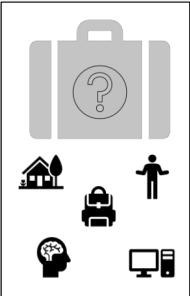
206

Unpacking the Case Journey

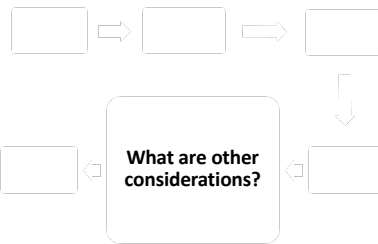What goal or problem(s) are we solving for?

207

"No one will play games with me at lunch."
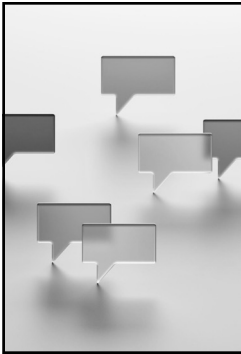
208

Unpacking the Case Journey

What are other considerations?

209

26

Dillon is reported to struggle with impulsiveness, social self-awareness, and is quick to blame others.

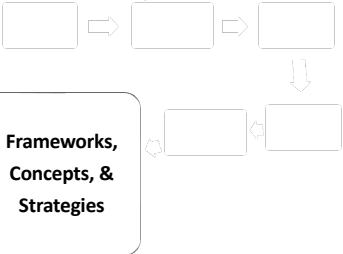Teachers see him as smart but a behavior problem.

He can **Talk the talk, but not walk the walk**.

210

Unpacking Teaching Frameworks

For interventionists to use with the social learner

Frameworks, Concepts, & Strategies

211

Doorway =

Science and science experiments

Test this statement:
We all have expectations for how people behave around us (e.g., what they do and say).

Is this accurate or not?

- The group proposed making a survey to poll family and adults (not peers) about whether they believed this to be true or false. Findings from their families = this is true.

- All agreed that they also have expectations.

- Dillon clarified that babies and little kids should "get a pass" because we just "expect them to be annoying" and "they don't know better."

212

Hanging out with others involves being in a group.

What do we already know about groups and how they work?

[small group lesson]

What do you already know about how groups work?
- kids: "classrooms are groups", "kids hang out in groups", "people get in lines (a kind of group) to avoid chaos"

What do teachers expect from students when they are speaking/teaching?
- Responses: "teachers usually talk during teaching time and kids don't talk unless they are asked to talk", "kids are supposed to at least look like they are listening."
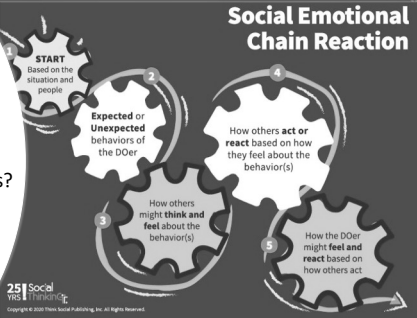
213

Let's gather more information

1. When you are in a group, what do you expect from other kids?

2. Are there written group rules in classrooms or meetings? If so, what are they?

3. What about unspoken group norms? How would we explore that?

4. What happens if kids don't follow the group norms?

5. How do kids get themselves into groups?

6. What makes it easy (and hard) for you to work alone (in groups)?

7. How would others know you are upset, angry, thrilled, nervous?

214

Situation = people and place and what is happening

- Do you agree with this?
- Do you think others agree?

Social Emotional Chain Reaction

215

Slide 216

Expected/Unexpected for the situation

does not mean right/wrong or appropriate/inappropriate

216

Slide 217

For example, *Yelling* can be expected and unexpected based on the situation.

Yelling is an expected behavior:
• if in extreme pain,
• when at sporting events,
• during playground play,
• to express injustices,
• when getting help from someone far away

Yelling can be an unexpected behavior:
• during teacher talk time in the classroom,
• during library silent reading time,
• when visiting a hospital, etc.

217

Slide 218

Yelling can also be both depending on how and why it occurred.

• 12-year-old yells, "stop that" when their sibling "pinches" while watching videos at home (expected behavior based on the situation).

• 12-year-old yells "stop that" from a pinch, but the setting is now during vows at a wedding ceremony. (unexpected behavior for that situation).

218

Slide 219

Go-Map:

1. Practice social observation,
2. Get a person's perspective on their expectations for others in a situation and
3. Show that we all impact one another.

Social Behavior Map– General Observation (SBM–GO)

220

Slide 220

START HERE:
Situation = Where? Game group in Mr. V's class People = Who? Me Mr. V. and other kids

What are EXPECTED Behaviors (hidden social rules) for the situation?			
Behaviors that are expected given the situation and people	How others might think and feel about the behavior(s)	How others act or react based on how they feel about the behaviors	How the DOer(s) might think and feel based on how they are treated by others
• Asking kids to play • Letting kids pick the game • Following the rules • Be nice to each other	• Good • Like a team • Happy	• Maybe play again • Stay calm	• Ok • Good

What are UNEXPECTED Behaviors (hidden social rules) for the situation?			
Behaviors that are unexpected given the situation and people	How others might think and feel about the behavior(s)	How others act or react based on how they feel about the behaviors	How the DOer(s) might think and feel based on how they are treated by others
• Cheating • Taking too long to pick a game • Getting mad if you loose.	• Super mad • Bored • Frustrated • upset	• Tell Mr. V. • Won't play with that kid	• Mad • Bored

Sum it up by circling the chain reaction. Talk through the map.

220

Slide 221

1. We notice the situation and people.
2. We have thoughts and feelings about those around us.
3. We try to figure out each other's plans.
4. We try to figure out each other's thoughts and feelings.
5. We adjust what we do and say to keep others thinking about us in the way we want them to based on the situation.

5 STEPS OF BEING WITH OTHERS

Groups are complex

Let's avoid telling kids to just "get into a group" and expect they know what to do.

221

*"Now I know about groups.
I know what I expect kids to do and I guess they want me to do that stuff too.*

I sorta know how to get into a group with a couple of kids.

So now how do I hang out? I want to talk about Among us."

222

Start
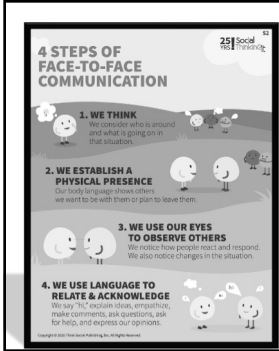
| What is Among Us? | → | Dillon is receptive to learning about this. We have connected. | → | Needs EF strats |

REFLECT, RETHINK, GATHER

| 4 steps of comm | ← | New kid in group | ← | "How do I talk to kids" |

Unpacking Case Journeys
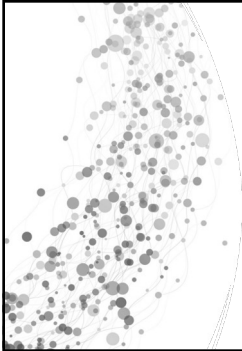
223

4 Steps of Face-to-Face Communication.

The purpose of this framework is to explore an abstract social competency (face-to-face communication) by making it into a concrete visual multi-step process involving nonverbal body cues, perspective-taking, and language.

224

Case Journey 2

• Younger student

225

Unpacking the Case Journey

What do I bring to the journey?

227

FRIENDSHIP IS A BIG ABSTRACTION.

What is it?
How do we teach social competencies to help kids make and keep friends?

230

ONE OF THE ABSTRACTIONS IS THE DIFFERENCE BETWEEN HOW A CHILD INTERACTS WITH AN ADULT WHO IS NOT A FAMILY MEMBER, VERSES A PEER.

231

FRIENDSHIPS INVOLVE SOCIAL COMPETENCIES THAT INCLUDE BUT ARE NOT LIMITED TO:

○ social initiation,
○ future planning,
○ time management
○ life skills, such as budgeting.

232

Children interacting with adults is a vastly different social landscape of expectations, than children interacting with their peers.

233

ADULTS TEND TO:

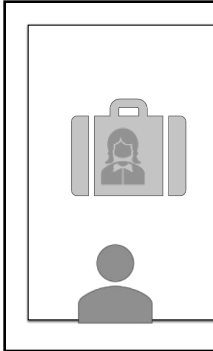|	
Value	Value children who like to be with them
Pay	Pay attention to children when they share their experience or knowledge
Expect	Not expect children to inquire about the adult's personal thoughts or feelings
Value	Value children's many forms of intelligence

234

PEERS TEND TO:

Value peers who are interested in what the they are doing, thinking or feeling

Value peers who can connect through a variety of activities or topics

Avoid peers who may be self-oriented

May think quite negatively about a "bright" child who is routinely informing peers about their vast array of knowledge.

235

Unpacking the Case Journey

What do I bring?

OVERLAP

Who is the person and how do I relate?

236

JORDAN, A 14-YEAR-OLD BOY WHO EXCELS AT AMASSING AND SHARING HIS KNOWLEDGE.

Jordan really likes being around people.

The more people, the happier he feels.

237

AND,

JORDAN SEES HIMSELF AS FRIENDLY WHEN HE TELLS PEOPLE WHAT HE KNOWS.

HIS KNOWLEDGE IS HIS "GIFT."

238

JORDAN WILL SIT WITH A GROUP OF GUYS AT LUNCH, BUT THEN AFTER LUNCH HE USUALLY WANDERS AROUND BY HIMSELF ON HIS WAY TO A TEACHER'S CLASSROOM OR TO GO TO THE LIBRARY "TO KEEP LEARNING."

239

HE REALLY ENJOYS TALKING TO ADULTS.

HE WILL OFTEN GO TO CLASSROOMS OF SELECT TEACHERS DURING BREAK TIMES.

HE DESCRIBES SOME OF HIS TEACHERS AS "MY FRIENDS".

240

AS HE WANDERS, JORDAN TENDS TO GET HARASSED BY 3 KIDS WHO HANG OUT IN A GROUP.

ONE OF WHOM USED TO BE JORDAN'S FRIEND.

Jordan has tried all sorts of ways to get them to like him, or at least stop bothering him.

241

ONE OF HIS STRATEGIES WAS TO TELL THE BOYS HOW DUMB THEY ARE, WHEN COMPARED TO ALL HE KNOWS.

242

I ASKED JORDAN TO TELL ME 3 WORDS TO DESCRIBE HIMSELF:

1. **Kind**
2. **Funny**
3. **smart**

243

HOW WOULD THIS GROUP OF 3 BOYS DESCRIBE YOU?
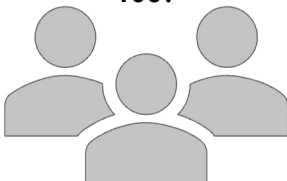
"But, my one long time friend would describe me as, funny, quirky, kind and loyal"

"Vulgar, not funny, bastard"

244

JORDAN OFTEN SHARED GREAT FRUSTRATION ABOUT THESE 3 BOYS.
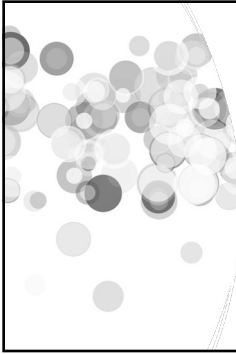
245

Unpacking the Case Journey

What is their social learning style?

246

Nuanced (Strong Emerging) Social Communicator

He is a literal interpreter.

He struggles somewhat with social attention and social social self-awareness.

He has solid critical thinking in sciences. He is quick to blame others and may become flooded by negative feelings and anxiety.

247

Unpacking the Case Journey

What goal or problem(s) are we solving for?

248

"I don't know how to approach people to join a group"

How do you know you have a problem?

- I never work with any of my peers during group time
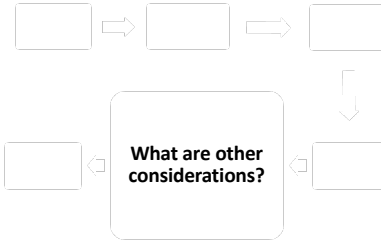
• **What choices do you have?**

  • **Not so good choice**: I don't do anything when I'm supposed to choose a person to work with

  • **Good choice**: I observe which students I feel the most comfortable being around

  • **Good choice**: I can approach one of these students when the teacher tell us to "find a group"

249

Unpacking the Case Journey

What are other considerations?

250
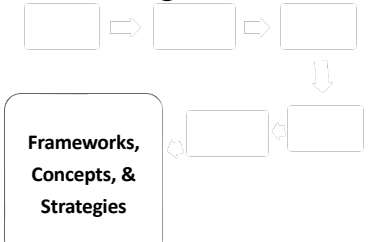
JORDAN HAS NEVER PLANNED THINGS TO DO WITH KIDS AT HIS SCHOOL.

IF HE GETS IN TOUCH WITH ANOTHER STUDENT, IT'S USUALLY WITH HIS MOM'S HELP.

251

Unpacking Teaching Frameworks

For interventionists to use with the social learner

Frameworks, Concepts, & Strategies

252

Solving Problems

☐ Before they become problems   ☐ That I'm experiencing now

① How do you know you have a problem?

② Describe the problem:

③ Whose problem is it?

④ Write a choice in each of these 3 boxes to solve the problem.

A Not-So-Good Choice   A Good Choice   A Good Choice

⑤ Next, list the probable consequence of each choice you provided above.

Consequence of Choice   Consequence of Choice   Consequence of Choice

⑥ Select the choice(s) based on your desired consequence(s). Next, figure out what strategies to use to carry out this choice.

⑦ Make a plan for who you will talk to, and/or what you will do and when you will do it. Follow your plan.

253

WE USED POPSICLE STICKS TO SHOW WHAT THIS LOOKED LIKE AT LUNCH.

254
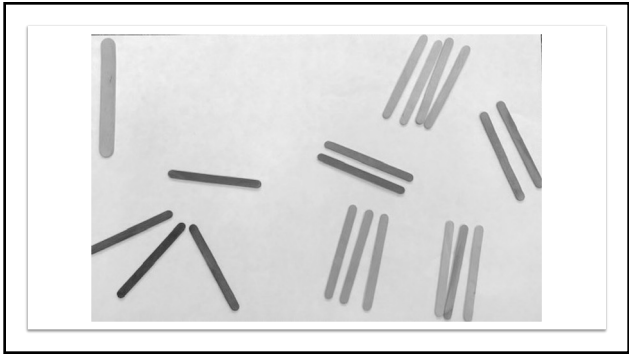
255

I EXPLAINED THAT BULLIES WILL ALWAYS EXIST.

IN FACT, AT TIMES THESE BOYS MAY EVEN CALL HIM THE BULLY!

256

SOCIAL:

IS NOT "JUST PLAY."

IS NOT JUST "HANGING OUT."

IS NOT "JUST FRIENDSHIP."

For example, Being social is looking friendly when you walk by another person

257

To be social is to adapt effectively based on your own social goals and the needs of others.

258

IF YOUR SOCIAL GOAL IS TO LET SOMEONE KNOW YOU ARE FRUSTRATED WITH THEM WITHOUT MAKING THEM ANGRY, AND YOU DO IT,

THEN YOU'RE DEVELOPING SOCIAL COMPETENCIES.

259

ANY TIME YOU HAVE A GOAL, YOU'RE ENGAGING YOUR EXECUTIVE FUNCTIONS.

260

EXECUTIVE FUNCTIONING:

**GETTING YOURSELF
TO DO_____(SOMETHING)
WITH THE PURPOSE OF ACHIEVING
A SPECIFIC GOAL.**

261

SOCIAL GOALS:

- Appear friendly
- Make a friend
- Keep a friend
- Go out with friends
- Plan to hang out at my house on weekends
- Find a group of peers to work on a project
- Avoid being called on in class
- Avoid being around other kids
- Be the most hated kid in school

262

INCOMPLETE LIST OF EXECUTIVE FUNCTIONS

Goal identification and future thinking	Impulse control	Attention	Emotional and behavioral control
Flexible thinking	Working memory	Self-evaluation and self-monitoring	Planning and prioritizing
	Task initiation	Perspective taking of one or more….	

263

**ORGANIZING TIME
WITH PEERS
REQUIRES THE
SIMILAR
ORGANIZATIONAL
SKILLS REQUIRED TO
DO ONE'S
HOMEWORK.**
.

264

4 STEPS TOWARDS EXECUTIVE FUNCTIONING

Have a goal - something you think about

Develop a series of sequenced or parallel action plans

Self-regulate your behavior and emotions in order to carry out the action plans to accomplish your goal.

Self-evaluate your progress and be flexible throughout all steps!

265

**THE TREATMENT PROCESS IS TO
MAKE THE IMPLICIT, EXPLICIT.**

266

LESSON: THE POWER OF TWO

He can distract the there "mean" guys from thinking about him if he has a person he can hang-out with.

267
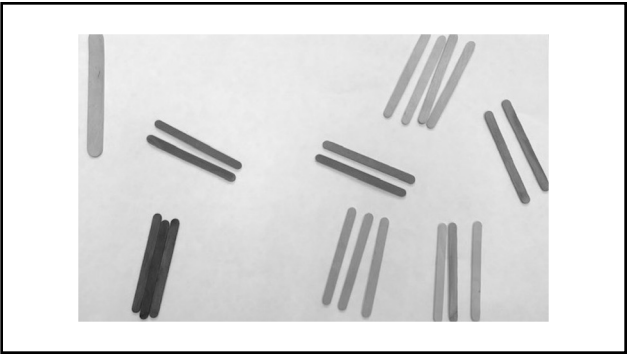
268

AND SO NOW WE WORKED ON PERSPECTIVE TAKING.

We practiced his focusing on what others were saying (including adults). He is used to talking singularly about himself when with others.

269
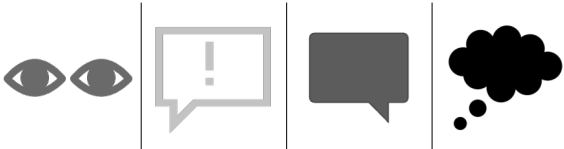
WE EXPLORED THE CONCEPT THAT HIS KNOWLEDGE IS

"A GIFT"

TO SOME BUT NOT ALL.

Adults love his knowledge. They find it interesting, and some knowledge is amusing (random facts about animals).

During "hang out time" peers don't see the gift in his knowledge. Instead, they think he is showing off.

To a peer, his gift would be when he shows interest in another kid's knowledge, experience or skill.

270

THE BIGGEST COMPLIMENT WE GIVE OUR PEERS IS OUR ATTENTION.

"Thank you, Michelle. That is really interesting."

271

WE DISCUSSED HOW SOCIAL EXPECTATIONS CHANGE WITH AGE.

High school students make plans to be with people they like.

Planning involves reaching out to people to organize a time to connect.

This summer, even during the pandemic, kids will be making all types of plans to connect with each other.

They will return to school in the fall with deeper friendships formed over the summer.

If Jordan returns to school in the fall without making efforts to organize time with kids in his school, he will have moved down the friendship pyramid.

272

Learning How to Be Comfortable with Discomfort

Learning How to Be comfortable with discomfort

COMFORT ZONE
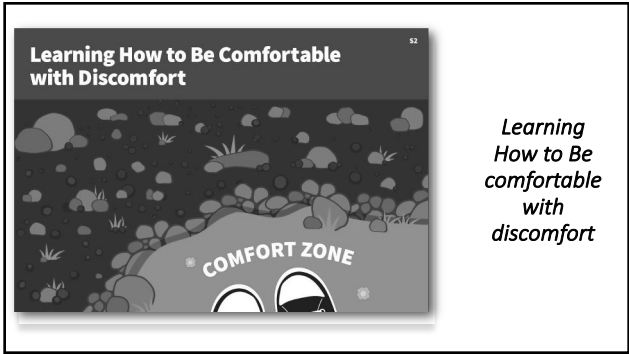
273

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

274

"Teach me how to make a friend?"
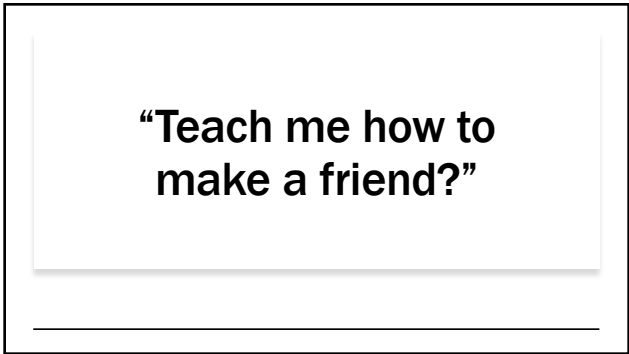
275

IMPORTANT!

When helping a student learn about friendships, avoid telling them,
"Just go make a friend."

276

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

277

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

278

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

279

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

280

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

281

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.

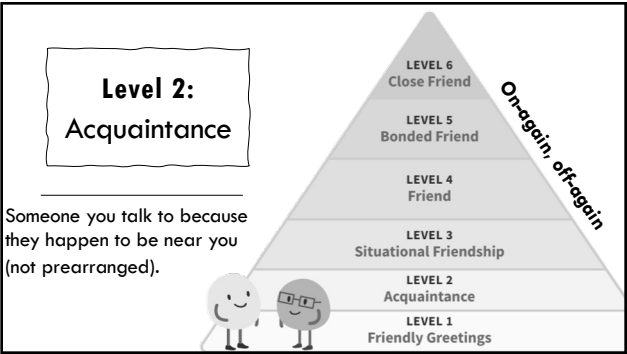LEVEL 6 Close Friend
LEVEL 5 Bonded Friend
LEVEL 4 Friend
LEVEL 3 Situational Friendship
LEVEL 2 Acquaintance
LEVEL 1 Friendly Greetings

On-again, off-again

282

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

283

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

284

285

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?

287

"Wait!
I don't like everyone around me!"
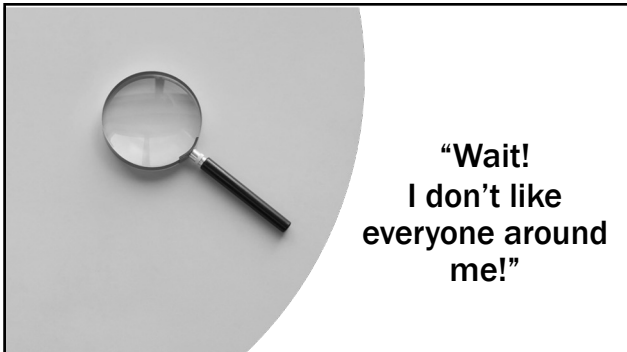
288

The human brain also pays more attention to negative social information than positive.

289

Neutral – Don't Acknowledge

Disapproving: glare at them
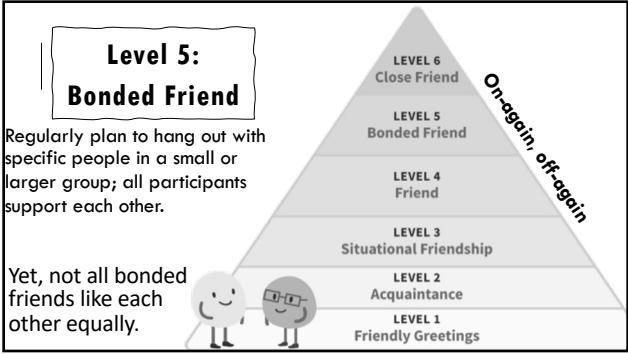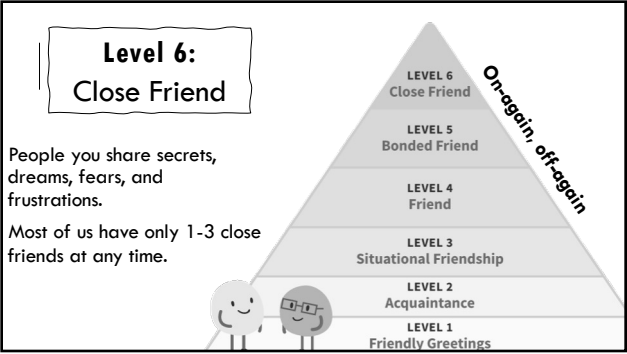
Mean: gestures and language

Really dislike - longer negative interactions

Hate: fight/yell

Totally ignore

On again off again dislike

Perhaps will like in future

PYRAMID
OF DISLIKE

290

Friendship is a choice

Do I want you as my friend?
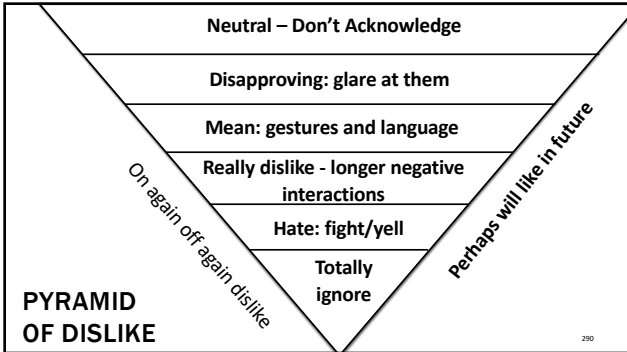
291

HIS GOAL WHILE ON SUMMER VACATION WAS TO WORK AT MAKING PLANS WITH A PERSON HE WANTS TO BE FRIENDS WITH.

He had 5 possible choices.

One he strongly preferred since they shares common interests.

I encouraged him to consider that if he organizes his time to be with just one of them over the summer, **he will have improved 100%.**
This felt realistic to Jordan.

His mother happily agreed to not make any social plans for him at this time.

293

AS THEIR KIDS AGE, PARENTS WEAR OUT !

ENCOURAGE PARENTS TO HAVE THEIR CHILD USE STRATEGIES TO CONNECT WITH OTHERS.

294

Jordan organized time with two different peers during the summer.

HE MADE THE EFFORT TO LEARN ABOUT WHAT EACH OF THESE KIDS LIKED TO DO AND WORKED AT DOING SOME OF THESE THINGS WITH EACH OF THEM.

295

Jordan's mom encouraged him to keep in touch with each of these kids.

He sent them memes, and this led to circular engagement.

296

When Jordan returned to school in the fall, he focused on connecting with each of these kids at lunch rather than wander around aimlessly.

He sat with one or the other at lunch.

297

HE LIKED THE IDEA OF

THE POWER OF TWO

He wasn't wandering around by himself all the time making fun of others and other kids were less likely to bother him.

298

He started to notice he felt better about being with kids in his school.

299

He started to talk about having friends on his friendship pyramid, rather than focusing on his different levels of dislike.

He felt better about being around his peers.

These were initial steps in the right direction, but...

300

The journey began again with new goals and new strategies.

301

As we hope we have shown, the social world is complicated; it morphs quickly.

Remember neurodivergent students need to spend far more cognitive and emotional energy trying to figure how to interpret and respond to what's going on around them.

302

Note: (see Neurodiversity Article)

We also believe it is important to give students visual tools to understand and and strategies for navigating in the social world.

They ultimately have the choice to use them (or not). But to not teach social competencies like we teach other foundations concepts is unfair to the student.

304

"**90%** of what we do as parents/teachers is tolerating the fact that we can't immediately solve the problem."

-Dr. Jed Baker

True. We can't problem solve all the issues our students and children encounter. But we can equip them with as many tools as possible to understand

How the social world works and who they are in it
And
How to use what they've learned to navigate
to meet their own social goals.

Protect mental health in the process!

305