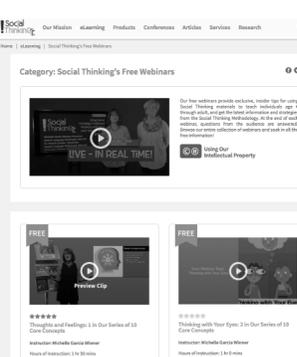




Face-to-Face Communication Is a Thing Again! Wait, how do we teach that?
 Moderator:
Pamela Crooke,
 PhD, CCC-SLP
 Speaker:
Michelle Garcia Winner,
 MA, CCC-SLP

1

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2

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 #STWebinar



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3

There is no perfectionism in the social world – it has too many moving parts for any of us to do well all the time.

“I put my foot in my mouth”

4

The Social Thinking® Methodology

Explains how the social world works to help individuals better navigate to regulate within it, from 4 years old and across our lives.

Through the methodology we explain what’s happening, why things are important, and we provide frameworks and strategies to evolve one’s social competencies.



5

Social relationship development pre-COVID-19 often sprang from spontaneous and unplanned encounters.

Now, we have obstacles and barriers that have altered not only **how** we communicate but how we **feel** about communicating and learning with others.

6

While we all know each of our personal and work lives changed significantly due to COVID-19, what are some of these big changes?

7

Prior to COVID-19, we took for granted our face-to-face encounters with peers, teachers, counselors, administrators, school staff, parents, and caregivers.

Sharing similar experiences with a diverse group of people helps to create a sense of community, purpose, and belonging.

8

Being in the presence of classmates in school provides social motivation to attend to the teacher and engage in assignments, even when doing individual work at one's desk.

9

Engaging in online classroom experiences provide curriculum and connection differently.

The digital distance of learning and relating through screens became a digital divide many find challenging to manage.

10

When we experience dilemmas or problems for which there are not obvious or easy solutions, especially at a time of rampant uncertainty, negative feelings may flourish and spiral out of control.

11

As we begin to re-establish learning and working together in groups, we also have to manage our negative feelings. They don't simply just disappear.

12

Many teachers and students experienced a variety of traumas which will stick with them the rest of their lives.

All of us experienced, and may be experiencing, confusion and levels of distress.

13

As administrators, teachers, and parents—now is a time to learn how our students are feeling and what they are thinking about.



14



Play Preview

Free webinar posted on www.socialthinking.com

Exploring Our Children's Stress

Tips & Tools for Adapting Teaching to Students' Needs

15

Negative feelings, such as sadness, anxiety, stress, nervousness, etc. are part of our daily experience—in the same way that calm, pleasure, enjoyment, happiness, etc. are also part of our lives. The goal for each of us is **emodiversity**.



16

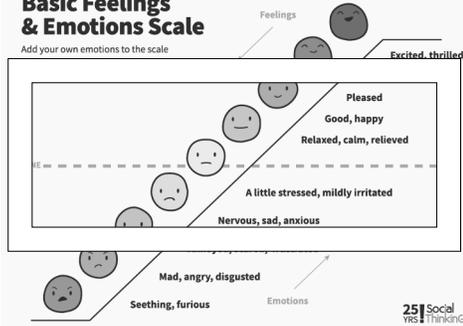
Emodiversity, whether positive, negative, or global, was associated with better mental and physical health across two large cross-sectional studies of over 37,000 respondents

Quoidbach, J.; et al. (2014) Emodiversity and the Emotional Ecosystem, *Journal of Experimental Psychology: General*, Vol. 143, No. 6, 2057–2066

17

Basic Feelings & Emotions Scale

Add your own emotions to the scale



Feelings

Excited, thrilled

Pleased

Good, happy

Relaxed, calm, relieved

A little stressed, mildly irritated

Nervous, sad, anxious

Mad, angry, disgusted

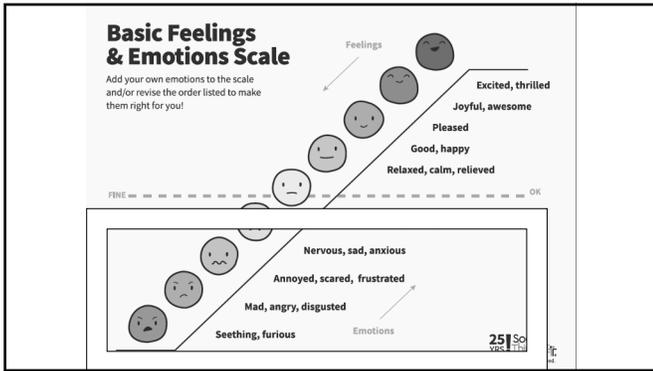
Seething, furious

Emotions

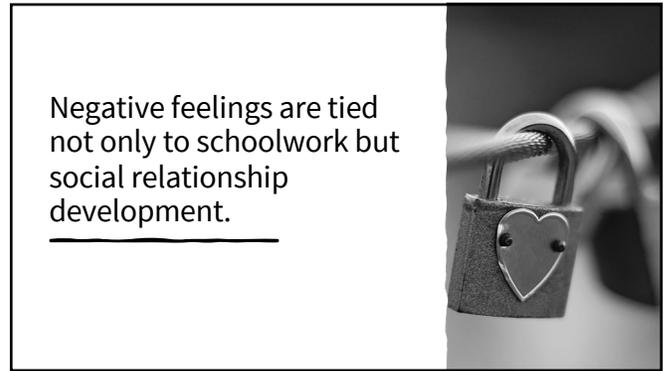
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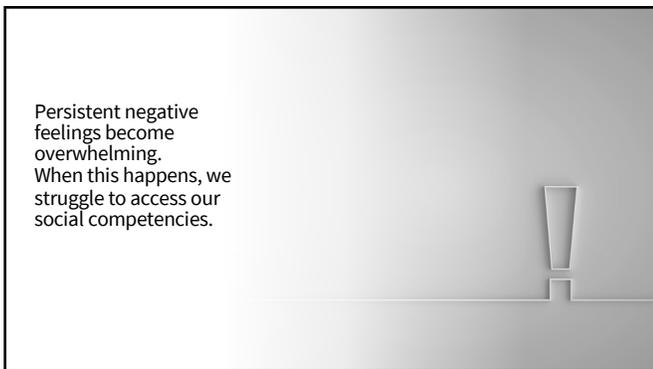
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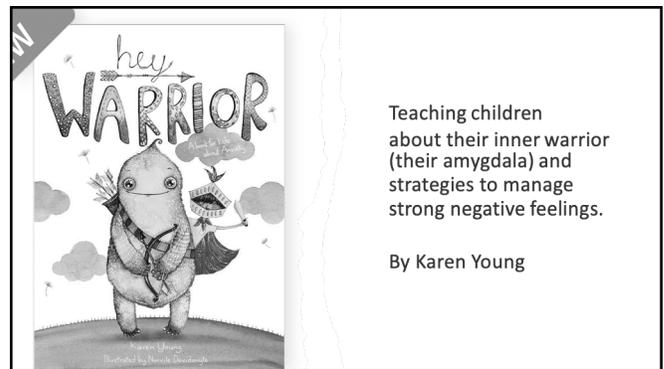
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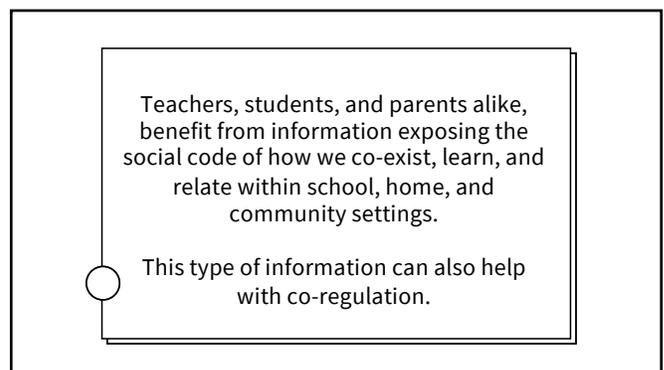
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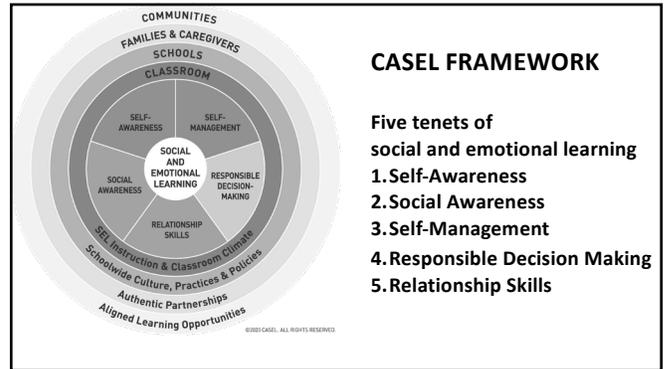
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25



26

The social mind seeks to make meaning of what's going on around us, in part to help us figure out the social norms within a specific situation.

27

We've developed visual supports:
-treatment frameworks
-strategies
to help individuals understand and handle an array of situations.

I'll provide you a brief over-view to some of our core treatment frameworks.

28

What are the social dynamics when we share space together?

What's a typical classroom experience?

29

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.

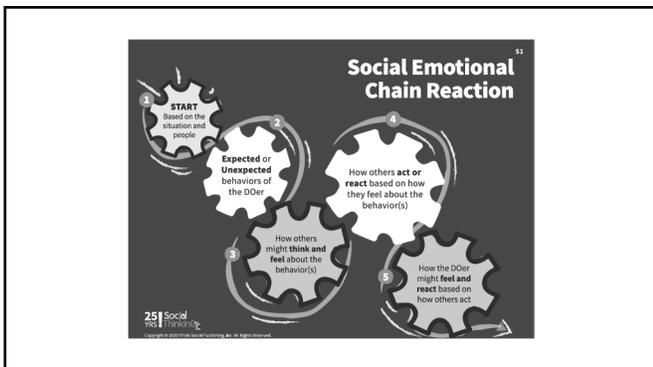
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The goal is to help teachers, parents, administrators, and students who can use language to think about the situation and their own and others' thoughts and feelings, develop metacognitive awareness of many social aspects of the social world we typically take for granted.

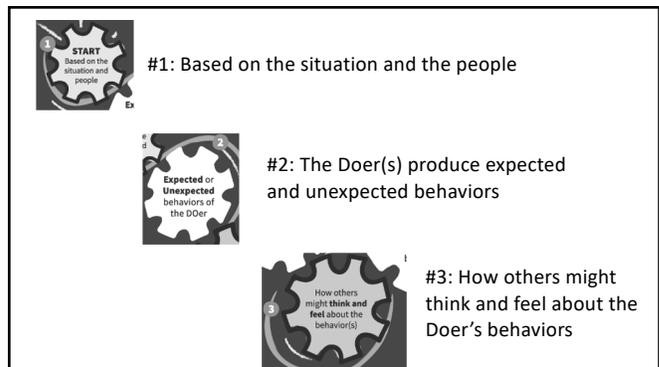
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Social Emotional Chain Reaction
A visual framework to encourage social awareness of how we co-exist and relate to each other.

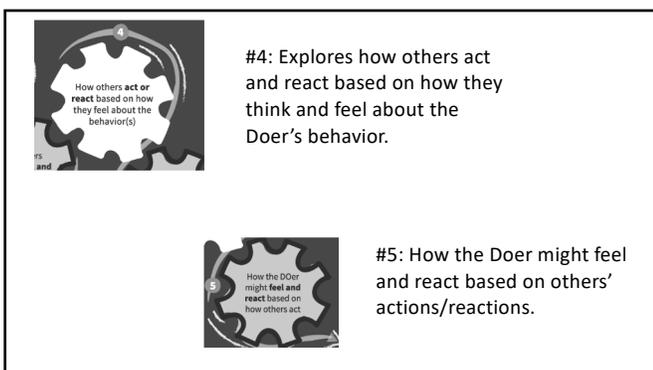
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A practical treatment framework that expands upon the Social Emotional Chain Reaction

Social Behavior Mapping

Social Behavior Mapping

36

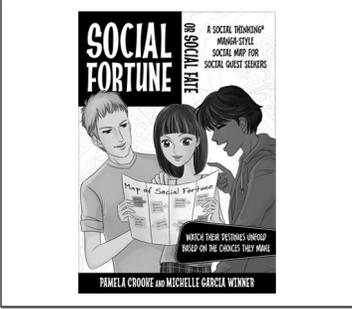
5 Steps of Being with Others, Social Emotional Chain Reaction, & Social Behavior Mapping all help teach the five tenets of CASEL's framework

1. Self-Awareness
2. Social Awareness
3. Self-Management
4. Responsible Decision Making
5. Relationship Skills

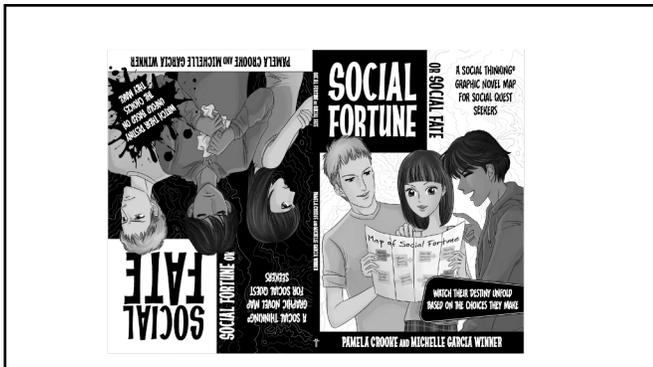


37

Using manga-style illustrations and direct teaching for tweens and teens.



38



39

1. The situation and people

2. The behavior

3. Emotional response

4. Reactions

5. Emotional response

Social Fortune: Bored Outta My Brain!



40

Social Fortune: Bored Outta My Brain

Quest Tip & Strategy Codes

| Expected Behaviors | How others FEEL about what you did | How others FEEL about what you did | How you FEEL about how you behaved |
|--|---|---|---|
| <ul style="list-style-type: none"> Did the Social Fate? Did it address what you are asked? | <ul style="list-style-type: none"> Calm Disad | <ul style="list-style-type: none"> Teacher may notice you that teachers in the group | <ul style="list-style-type: none"> Neutral Calm |

QUEST TIP: BORING MOMENTS? USE THE SOCIAL FATE!

ROKO'S STRATEGY CODES

1. **ST** Social Thinking Codebook: It's important to have the Social Fate for reactions. We just didn't always have the words to describe the very important strategy. It's coming to you to survive a moment that may be boring by being that social thinking with your eyes and body. The reality is that your brain may not be at a high level of focus but that's okay. When you're with the other person, in this way, you don't know like you're bored outta your brain, and the other person feels like you're part of the group.

2. **FB** Focus Attention and Thoughtful: Also you need to use the Social Fate to catch the thought out. He was really bored. Thoughts to get back outta your brain come out of your mouth. You need to know how to use the Social Fate and how to use it to get back to work. You need to know how to use the Social Fate to get back to work. It's a part of being a person. This is something that takes a lot of practice.

3. **TR** Think and Respond: Also something that happens. He could have stopped down on the desk, pulled out a book from his backpack and read, played with his pencil or just checked out. BUT he didn't do any of those things. Instead, he thought about his choices and decided to use the Social Fate. Good Choice.

4. **WH** No: Stop going forward or flip the book upside down and read from the back to see what happens when Kiko makes a different choice. What would you do in this example?

ForLuna/77

41

Social Fate:

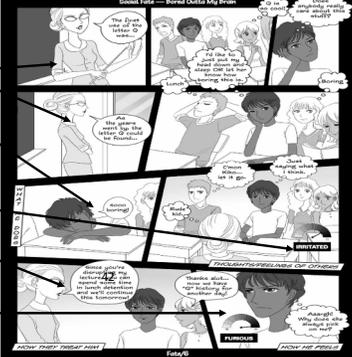
1. The situation and people

2. The behavior

3. Emotional response

4. Reactions

5. Emotional response



42

Social Fate: Bored Outta My Brain!

Quest Tip & What Happened?

| When you DO the social thinking | How others FEEL about what you did | How others react to how they feel | How you FEEL about how they reacted to you |
|---------------------------------|------------------------------------|-----------------------------------|--|
| Put your head down on your desk | Frustrated | Consequences at school | Frustrated |
| Assume your opinion | Unsettled | Not rag you | Embarrassed |
| | | Not rag you | Embarrassed |
| | | Teacher reacts | Embarrassed |

QUEST TIP: BOREDOM IS JUST A FACT OF BEING HUMAN—DEAL WITH IT!

So here's the truth about life and school and people... they can be boring sometimes. We all have to learn to deal with the boring moments across the day. Everybody has to do it! How you deal with these moments eventually affects how others feel about you, how they react to you, and eventually how you feel about yourself. When you were really bored, it was OK to announce to your parents that you were bored. In school, however, the school rule is that you just cope with the boring moment or when we are just sitting around others even if we are not talking to them. We've got a pretty good strategy that is helpful for those boring times called the Social Fate. The SOCIAL THINKING map for this social situation has more info about this. The Social Fate is something everyone does once in awhile. It basically means that when something is boring, you don't announce it but instead keep your eyes and body focused on the other person while your brain takes a super-quick break. In other words, your thoughts might wander for a second or two when something is boring but then your brain has a quick switch you tune into the person or situation again.

WHAT HAPPENED?

So in this situation, you can see that everyone is bored at some point during the teacher's discussion. Some students groan, some stretch, and some sit like Social Fate. In this case, the teacher says, "Oh a lot of kids, and make the choice (Katie Piles or Option Kestler?) to not bring out his head on his desk to show his boredom... and announce it to the class at all. Bad idea. The teacher is not going to let that happen but the other students do well because they were all understanding the boring moment quickly. The big problem happened when they were consequences for Katie and the consequences because the teacher decided to continue the lesson to the next day based on Katie's behavior. As you can see, Katie's choice made her feel terrible AND he felt like the teacher had picked on him. He didn't see the connection between his choice, how it made others feel, and how he felt in the end. Kids could have used a Social Fortune Behavior Map early on to help him make a better choice and avoid the chain of events that happened.

How about you? What do you do when you're bored? Do you announce it to the class and teacher? If so, you're helping give the rest of SOCIAL THINKING some extra options for what your mind would you take in this situation?

Fate/7

43

Ironically, co-existing, learning together, and friendship do not always feel good.

To be in the social world involves learning to be comfortable with discomfort.

44

Learning How to Be Comfortable with Discomfort

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45

To encourage self-management, it's important we don't teach students that they will **always** be comfortable in their school, class, lunchroom or playground.

46

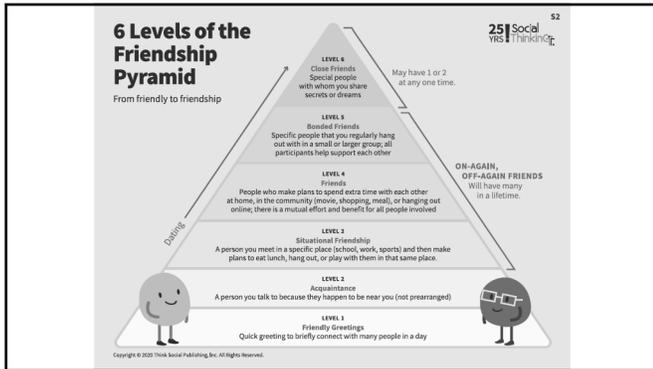
Feeling a little nervous, stressed, or worried about communicating with another person is OK, as long as it doesn't stop that person from making needed or wanted connections.

47

The friendship pyramid was created to help students learn the process of making a friend.

This encourages self-awareness as well as the 4 other tenets within CASEL's framework.

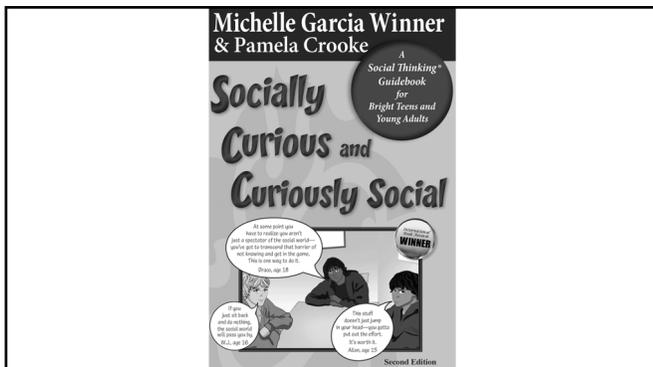
48



49

- 6. Close friends:**
A small set of people (1-3) who share their fears and triumphs
- 5. Bonded friends:**
A group of friends who predictably hang out together weekly
- 4. Friends:** plan time to meet up outside of place where you met
- 3. Situational Friendships:** arrange time in same setting
- 2. Acquaintances:** not-prearranged interactions
- 1. Greetings:** acknowledging others

50



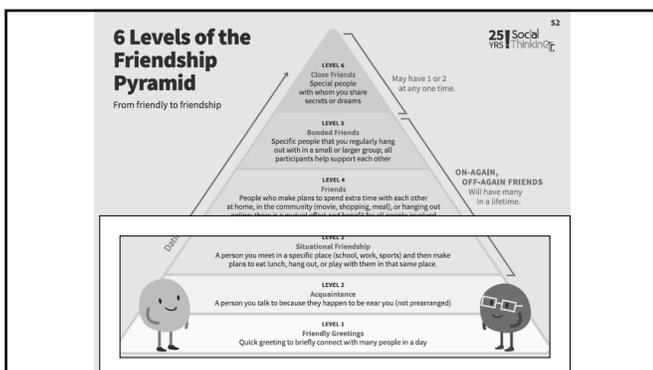
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As we return back to school, let's focus on the foundational steps in relationship development.

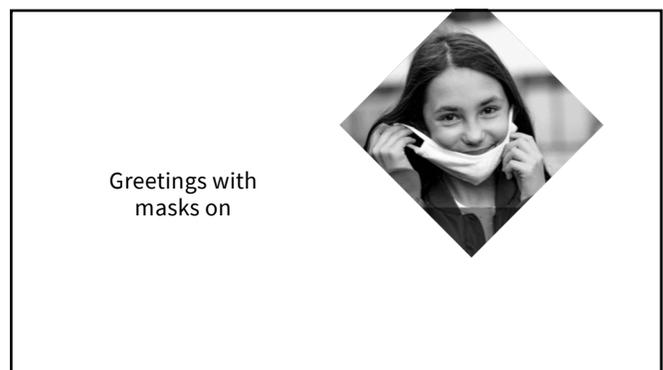
While people will say they want to make friends, they don't start by being friends.



52



53



54

Basic Feelings & Emotions Scale
Add your own emotions to the scale and/or move the order listed to make them right for you!

When we feel negative, we may be less likely to greet others

But when we push ourselves to do positive things, even when feeling negative, we often feel more positive

Emotions: Seething, furious; Mad, angry, disgusted; Annoyed, scared, frustrated; Nervous, sad, anxious; A little stressed, mildly irritated; Relaxed, calm, relieved; Good, happy; Pleased; Joyful, awesome; Excited, thrilled

251 Social Thinking

55

There are general patterns we tend to follow in the pursuit of being part of a group, which includes being with just one other person.

Many of these patterns changed during the pandemic.

56

Talking to acquaintances with physical distancing

BACK TO SCHOOL

Two times the distance, same group plan!

NEW NORMAL SOCIAL DISTANCING

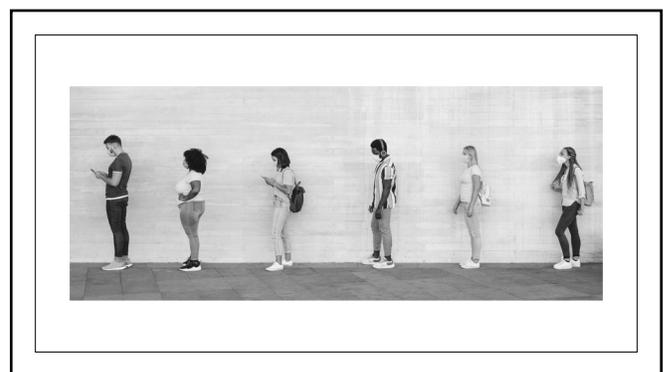
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58

What type of line is this?

59



60

How has your school environment changed to accommodate the new norms?

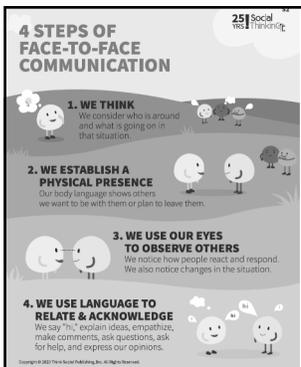


**Explain rather than assume children will infer.
Encourage students to relate despite the distance!
Most will feel better for it.**

61

The more we are aware of what we do when we relate, the better we are able to meet our own goals of how to participate within these shifting contexts.

62



This is part of our everyday experience. Yet, only when we describe it can we become aware of some of the many moving parts required within the social world.

63

How do we help individuals learn the process of finding a group of people to partner up with in the classroom?



Or meet up during lunch or free time?

64

4 Steps of Face-to-Face Communication

Step 1: Think about who's around you and who you want to meet up with.

When you come into class, look around, make a plan for who to group up with if the teacher provides that option.

65

4 Steps of Face-to-Face Communication

Step 2: Establish a physical presence.
The position of our bodies shows people who we want to be with or talk to.

When the teacher says, "Find a group," move your body toward the student(s) you are interested in working with. Not seeking a group indicates you don't desire to work with anyone.

66

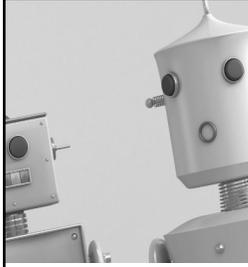


4 Steps of Face-to-Face Communication

Step 3: Think with your eyes. Use your eyes to think about the situation, the people, and to show people you are interested in working with them.

As you approach the person, show that person(s) you are thinking about them.
If they already have formed their group to work with, look around and find another person to approach.

67



4 Steps of Face-to-Face Communication

Step 4: Use language to relate
Attend to what others are saying, ask questions, make comments related to what's being discussed.

If you are anxious, remember it's ok to take a risk and share your thoughts.
That's expected and what everyone in the group is doing!

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Ask a Question, Add a Thought!



You can...

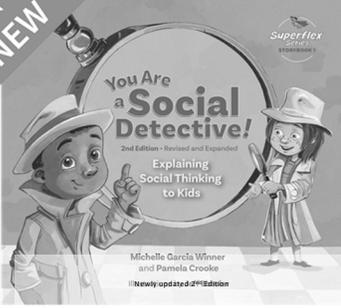
- Add your thought
- Ask a follow-up question
- Ask a new question
- Add a new thought
- Make a supportive comment

Remember...

- Think about the person(s) you are talking with
- Stay connected with your comments, questions, and body
- Think with your eyes and keep your body and brain in the group
- Whopping topic changes (WTC)

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NEW

2nd edition

Also available in Apple & Google digital formats

Digital Version Available

70



Situation - place - people - what's happening

First, Detectives notice and think about where they are (place) and the people around them. Then, they notice what's happening (action).

Let's try it.

CLUE #1: Social Detectives use their eyes to notice the place, the people, what is happening, and what they may be planning to do next.

CLUE #2: Social Detectives use their ears and eyes to listen to what people are saying to figure out what's happening and what they plan to do next.

CLUE #3: Social Detectives use their brains to remember places, people, and experiences to help them figure out what is happening now.

CLUE #4: Social Detectives also use their eyes, ears and brains to figure out how someone might be feeling.

Smart Guess Toolbox

71

Core Social Thinking® Vocabulary

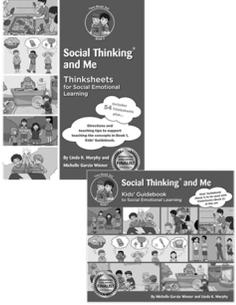
Core vocabulary to help explain aspects of the social world for individuals of all ages.



- BRAIN IN THE GROUP**
- Expected/Unexpected**
- Smart guess/Wacky guess**
- HIDDEN RULES**
- Sharing an imagination**
- Just ME vs. thinking about you**
- Whole Body LISTENING**
- SOCIAL Thinker**
- SOCIAL RULES CHANGE WITH AGE**
- Social Detective**
- BODY in the group**
- Flexible vs. Stuck thinking**
- SIZE OF THE PROBLEM**
- Group plan**
- Thinking with your EYES**

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Kids' Guidebook (ages 9-12): Chapters & lessons about:

- Social Thinking = Flexible Thinking
- We All Have Feelings
- Thinking with Your Eyes
- Thinking About the Hidden Rules & Expected Behavior
- Keeping My Body, Eyes, Ears, and Brain in the Group
- Thinking of Others vs. Just Me
- How Big Is My Problem?
- Thinking About My Reaction Size
- Doing an Activity or Just Hanging Out

Digital Version Available of Kids' Guidebook only

73

Mainstream schools are adopting Social Thinking® Vocabulary for use schoolwide.

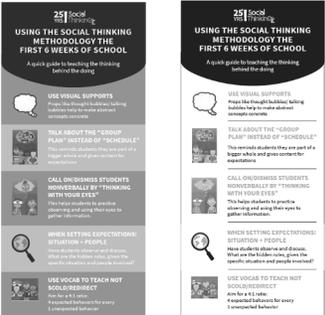


LINK her VIDEO HERE

Kari Zweber Palmer, MS, CCC-SLP
Member of the Social Thinking Training & Speakers' Collaborative

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Download our free visual-support & bookmark. About use of Social Thinking Vocabulary in classrooms.



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Social Thinking Vocabulary and Strategies Livestream Series
April 16-17 3.5 hrs. each day / CEUS available
Recorded training available until May 31, 2021



- Part 1 – The Social World: Practical Vocabulary and Concepts for Teaching How it Works
- Part 2 – Strategies and Concepts for how to Navigate to Regulate in the Social World

Dr. Pamela Crooke PhD, CCC-SLP
Co-developer of the Social Thinking Methodology

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Assessing Social Competencies Using Social Thinking® Informal Dynamic Tasks – Livestream - Recorded series
May 3 & 4 - 3.5 hrs. each day / CEUS available
Recorded training available till May 31, 2021



- Part 1 – Assessing Social Competencies with Practical Assessment Tools and Tasks
- Part 2 – Exploring Socially Based Executive Functions & Tips for Assessing Different Developmental Ages

Michelle Garcia Winner MA, CCC-SLP
Founder of the Social Thinking Methodology

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Demystifying Executive Functions

What They Are and How to Teach Them

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Understanding Self-Regulation

Help Your Students Learn to Help Themselves

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Social Anxiety

Breaking It Down to Build Up Social Competencies

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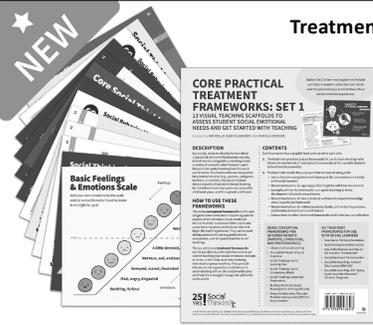
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Every product we publish provides information and strategies to explore how the social world works.

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Treatment Frameworks Set 1

Also available in Apple & Google digital formats



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Treatment Frameworks Set 2

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We provide an array of products across developmental ages

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Ages 4-7

87

The Zones of Regulation & New Products for Ages 6-11

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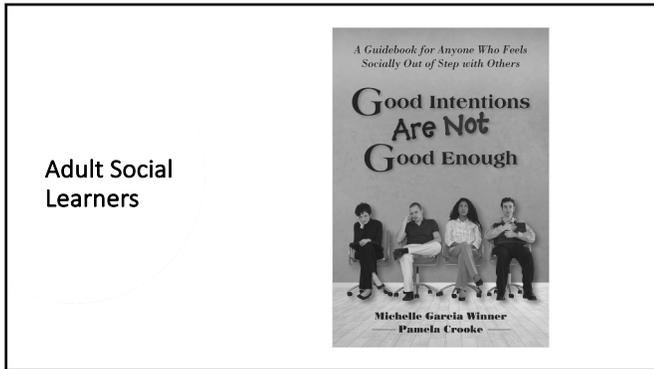
Ages 8-11

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Tweens and Teens

Digital Version Available

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