

**How to Ask for Help** **25+ YRS!** Social Thinking

**Why It's Hard?  
How We Can Help...**

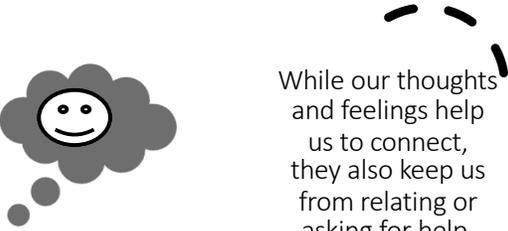
Speaker:  
**Michelle Garcia Winner** MA, CCC-SLP  
Moderator: **Pamela Crooke**, PhD, CCC-SLP

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What's the difference between humans and computers?

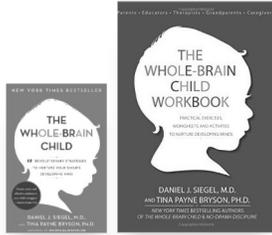
Humans have internal thoughts & feelings.

2



While our thoughts and feelings help us to connect, they also keep us from relating or asking for help.

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The **Social Thinking Methodology** aligns well with concepts and strategies related to the **Mindsight** approach

Daniel Siegel, MD & Tina Payne Bryson, PhD

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Talking about our thoughts and feelings requires us to use metacognitive awareness.

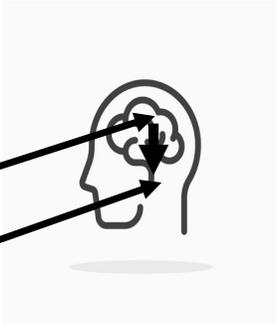
Dr. Dan Siegel describes it as:  
**"name it – tame it"**

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Dr. Daniel Siegel

Conceptualizing the brain for social emotional learners

- Upstairs Brain
- Downstairs brain



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Upstairs - Downstairs in the brain (Siegel)

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**Upstairs:** the brain's control center focuses on using metacognition to organize and consider thoughts, feelings, and experiences to figure out how to thoughtfully respond.

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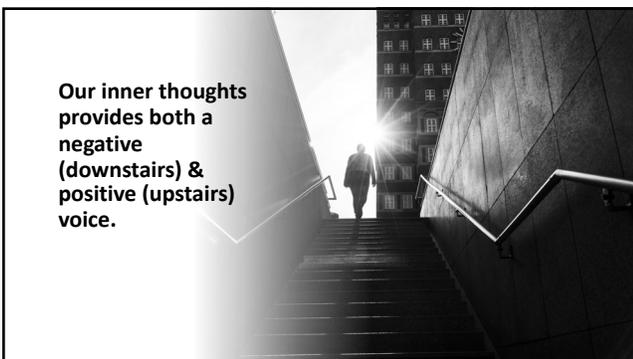
**Downstairs:** the brain's auto-functions that immediately process what our brain is sensing/experiencing and may respond impulsively.

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We all do best when we use our "upstairs thinking" to make sense of thoughts and feelings while learning to self-regulate the sensations and frustrations we are experiencing in our "downstairs brain."

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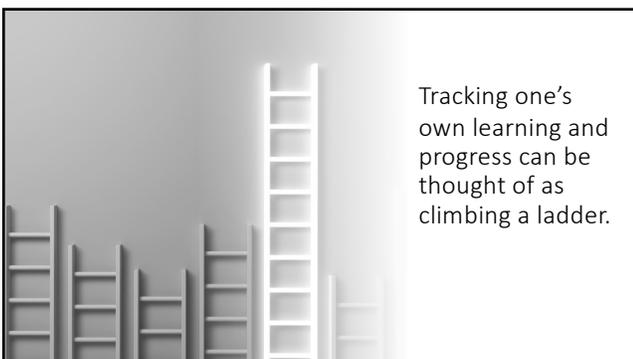
**Self-defeating statements**

- I am really bad at that
- I can never do that
- Tomorrow, I will do it
- "I have this, no worries!"

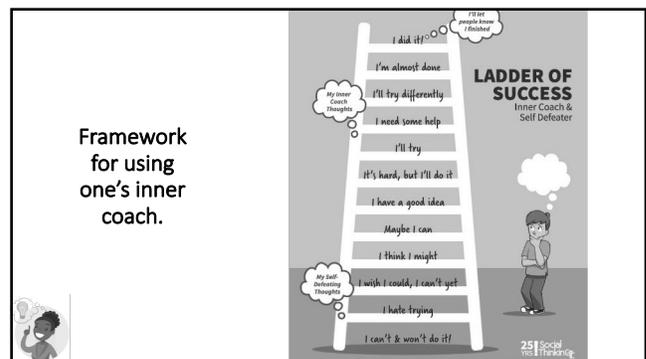
**Inner coach statements**

- I can try this
- I will use strategy \_\_\_\_\_
- This will make me feel good once I get through it
- I will be relieved once it is done

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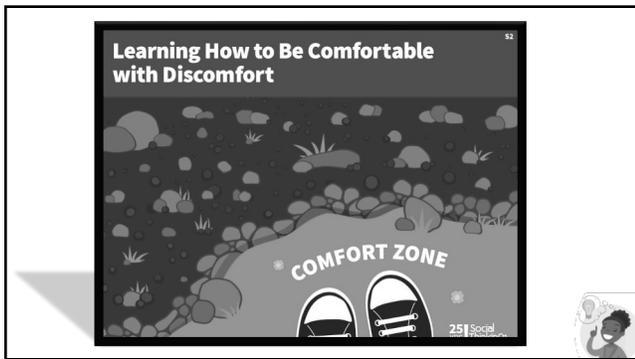
Our brains tend to default to negative thinking rather than positive thinking.

This is called a “negativity bias”

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When we are learning and/or working together, there are plenty of times we may feel uncomfortable.

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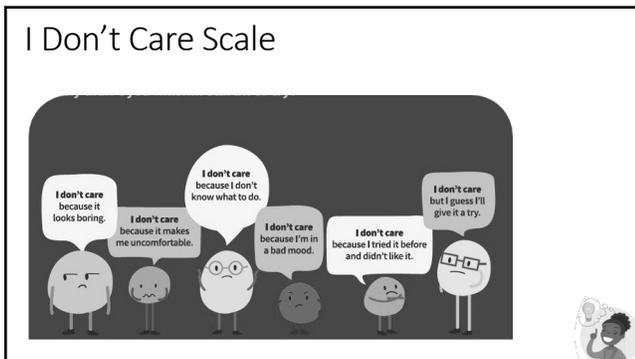


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When a person wants to give up, it's easy to just say, "I don't care."

Be curious about why they don't care.

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Beginning in the preschool years and then throughout our lives, teachers/bosses expect students/employees to engage in metacognitive awareness to figure out when they need help.

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Is what I'm learning making sense to me?

Am I doing what I'm supposed to be doing in terms of the work I'm expected to produce?

If not, what's making me confused?

Is there something I don't know that my peers seem to know? Or my boss expects me to know?

Can I locate the information I need by myself, or do I need assistance from others?

If so, I need to ask for help.

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Overall, **Asking for Help** requires us to:

1. Have self-awareness
2. Initiate communication, often by raising your hand while simultaneously looking toward the person you are asking
3. Explain and/or show the problem you are having
4. Be able to focus on what is being explained and/or demonstrated to help you understand
5. Check with yourself: does the explanation make sense to you? If not, seek further clarification

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This same metacognitive process is used in our homes, community, and jobs.

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It's our social mind that helps us personally evaluate how we are doing relative to others, as well as how we are doing compared to ourselves.

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

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

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INTERVENTIONIST

Social cognition self-regulation

Social Responses

Self-evaluation

Social evaluation

Sensory processing

Possible anxiety & sadness management

Screen time overload on portable devices (STOP)

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**Asking for help requires us to:**

1. Attend to the situation
2. Interpret the information
3. Problem solve/figure out what makes sense and if something doesn't make sense
4. Respond by "asking for help" or "clarification"

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Social comparison to self and others:

- a. interpersonal:  
I compare myself to others
- b. intrapersonal:  
I compare myself to what I expect from myself

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**Different types of people:**

1. Perfectionists
2. Socially Anxious
3. Disorganized
4. More literal learners  
(tendency to be confused by abstract information)

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**1. Perfectionists:**

- Their intrapersonal evaluation tends toward expecting themselves to be perfect.
- They expect they should learn easily and efficiently.
- They leave themselves no room for error, therefore they are likely to become anxious if they struggle with some aspect of the curriculum or job.
- They deny they need help **but are often willing to ask for clarification.**



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**2. Socially anxious learners:**

- Worry what others think about their abilities.
- When they feel comfortable and competent doing assignments, they are fine.
- When they are unsure what to do, they become focused on their anxiety, which limits their ability to consider if they need help.

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**3. Disorganized learners:**

**Relatively weak executive functions**

Feel flooded by information and expectations
Have difficulty with time management
Struggle with managing their workload
It's unclear if they don't understand a concept because they'll tell you they just didn't have time to do it, or they'll avoid the conversation entirely and spend their time doing what they prefer.

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**3. Disorganized learners:**

They may assure you they know what needs to be done, or that they have studied for the test, or that they have done their homework, but they tend to “talk the talk” rather than “walk the walk.”

In this process, they often don’t ask for help, instead they navigate to what they feel competent in doing (e.g., computer gaming, playing music, etc.).

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**4. More literal learners: tend to be easily confused by more abstract lessons**

1. They are likely to be strong learners of factual information as toddlers and in the early years of school.
2. They are strong detail-oriented thinkers, but struggle to understand main ideas.
3. As the curriculum evolves to include abstract thinking (3<sup>rd</sup> grade and above), they tend to struggle with socially and emotionally based cause-effect reasoning.

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**4. More literal learners: tend to be easily confused by more abstract lessons**

4. They tend to struggle with aspects of the curriculum or jobs that require them to infer, predict, problem solve, and effectively communicate to share their information with others.
5. In this process, they are also less aware of what they don’t know so they are less likely to ask for help.
6. However, their needs are often more obvious to their teachers/caregivers, who will often seek to offer them support and provide more concrete instruction to help make the implicit information explicit.

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Why is asking for help so difficult when giving help is so easy?

Asking for help requires us to be vulnerable...

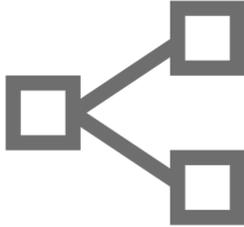
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- I don’t know what to do
- I’m confused
- Can you explain what’s meant by \_\_\_\_\_?
- I can’t understand this math problem
- How can I improve in my \_\_\_\_\_?

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Break information down to build up social emotional competencies.



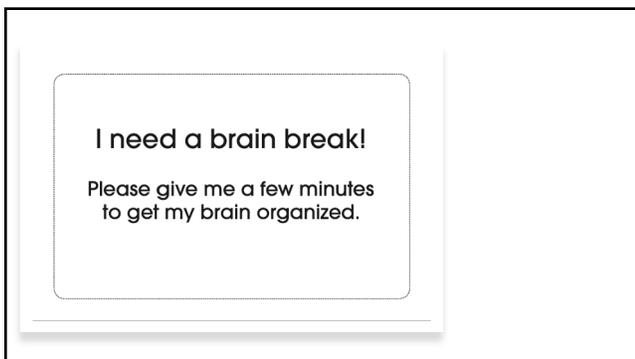
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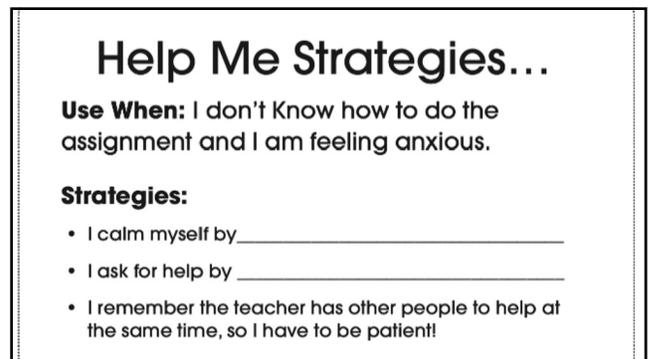
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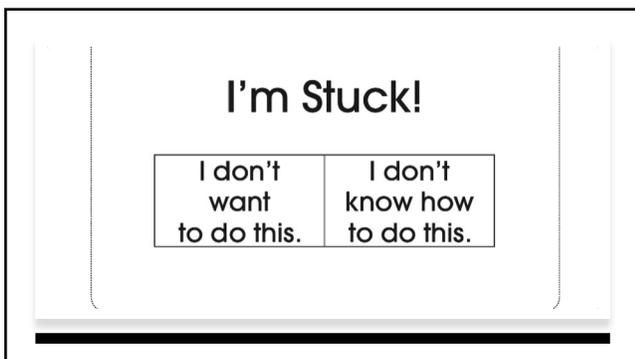
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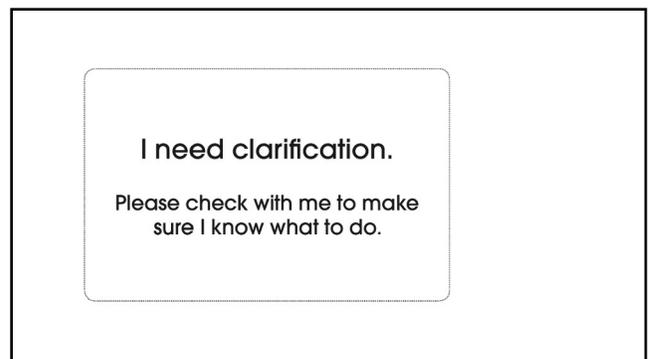
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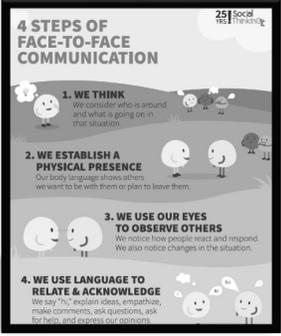
Here are some other  
Social Thinking lessons & frameworks  
which may be helpful to use...

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...when asking for and  
receiving help in person  
involves face-to-face  
communication.

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Learners may benefit from structured information on how to manage the multisensory components of face-to-face interactions

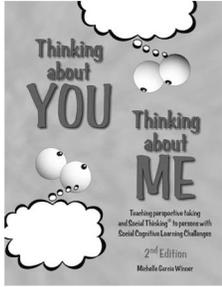


**4 STEPS OF FACE-TO-FACE COMMUNICATION**

- 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.

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Learn more about teaching these four steps and the Social Thinking Informal Assessment Tasks

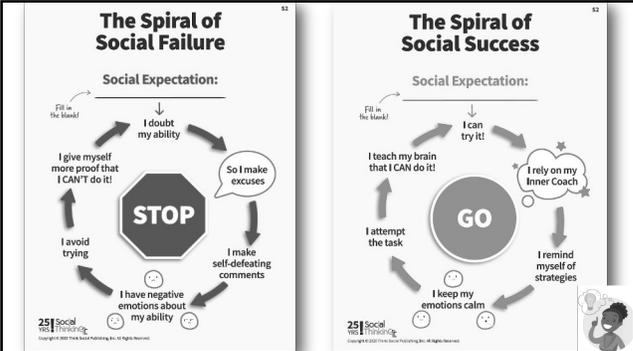


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Sometimes asking for help turns into the need for anxiety management and personal problem solving.

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**The Spiral of Social Failure**

Social Expectation: Fill in the blank!

I doubt my ability

I give myself more proof that I CAN'T do it!

I avoid trying

I have negative emotions about my ability

I make self-defeating comments

So I make excuses

**STOP**

**The Spiral of Social Success**

Social Expectation: Fill in the blank!

I can try it!

I teach my brain that I CAN do it!

I attempt the task

I keep my emotions calm

I remind myself of strategies

I rely on my Inner Coach

**GO**

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**Solving Problems** 251 Social Thinking 52

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 consequences. 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.

**Personal Problem Solving in 7 Steps**



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Michelle Garcia Winner & Pamela Crooke

**Socially Curious and Curiously Social**

Third Edition

A Social Thinking® guidebook for bright teens and young adults

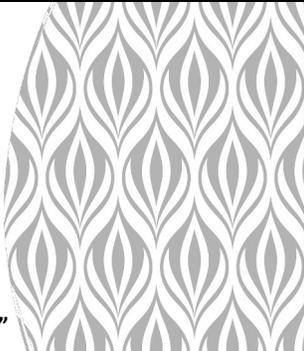
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Learn more about helping teens and young adults

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After a learner has asked for and received help, there is power in showing gratitude.

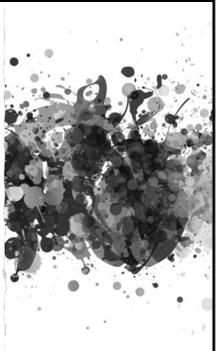
“Thanks”  
“Thank you”  
“Your help is much appreciated”



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As learners practice asking for help, ask them:

What’s the level of risk when doing this?



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**Risk Scale:**

High Risk

Okay

XXXX

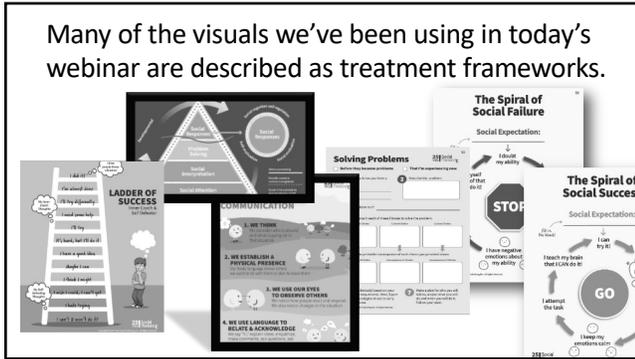
No Risk

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Developmentally, as we become more aware of ourselves and others, the more likely we are to feel self-conscious emotions.

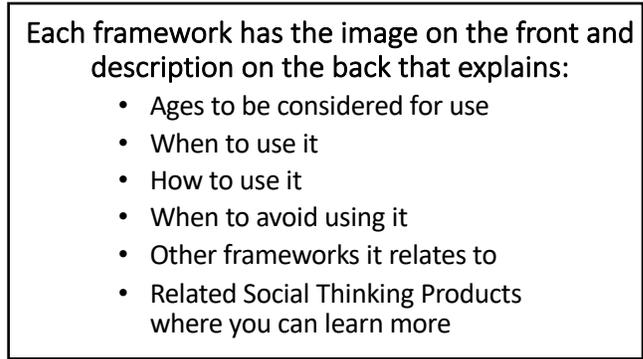
These are the emotions of comparison.

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Many of the visuals we've been using in today's webinar are described as treatment frameworks.

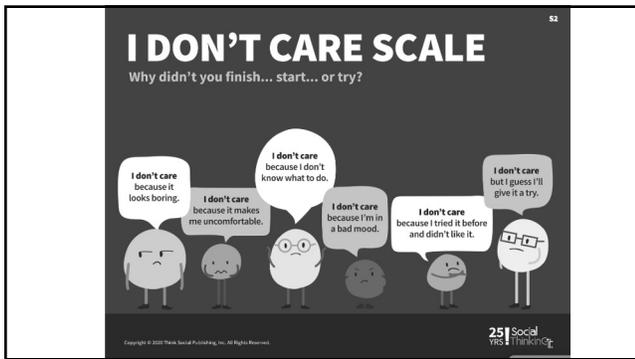
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Each framework has the image on the front and description on the back that explains:

- Ages to be considered for use
- When to use it
- How to use it
- When to avoid using it
- Other frameworks it relates to
- Related Social Thinking Products where you can learn more

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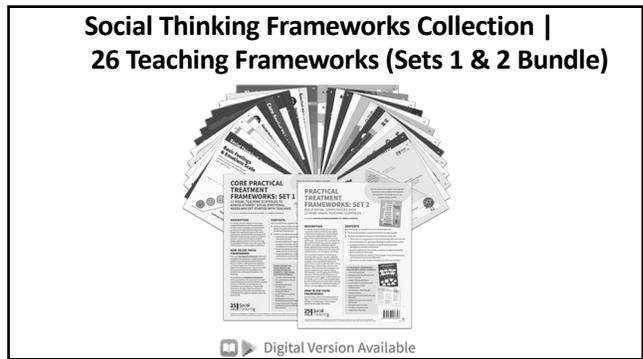


## I DON'T CARE SCALE

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'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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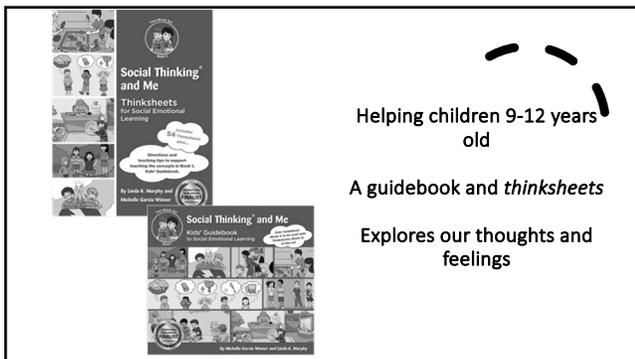


## Social Thinking Frameworks Collection | 26 Teaching Frameworks (Sets 1 & 2 Bundle)



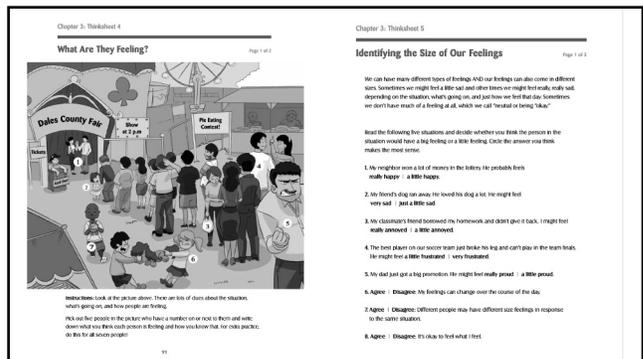
Digital Version Available

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Helping children 9-12 years old  
 A guidebook and *thinksheets*  
 Explores our thoughts and feelings

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### Chapter 3: Thinksheet 4

#### What Are They Feeling?



Imagine being look at the picture above. There are lots of clues about the situation, which give you and the people are feeling. Pick out five people in the picture who have a number on or near to them and write down what you think each person is feeling and how you know that. Use each picture to do this for all seven people!

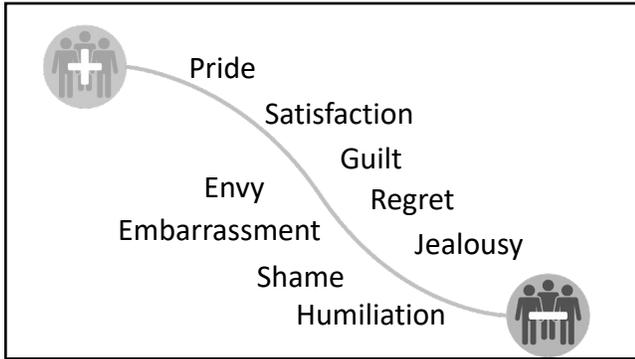
### Chapter 3: Thinksheet 5

#### Identifying the Size of Our Feelings

We can have many different types of feelings. And our feelings can also come in different sizes. Sometimes we might feel a little sad and other times we might feel really, really sad, depending on the situation, what's going on, and just how we feel that day. Sometimes we don't have much of a feeling at all, which we call 'neutral' or being 'flat'.

1. My neighbor won a big of money in the lottery, he probably feels **really happy** - a **BIG** happy.
2. Our friend's dog can jump. He loved to dig a bit. He might feel **very sad** - just a **BIT** sad.
3. My classmate's friend borrowed my homework and didn't give it back. I might feel **really annoyed** - a **BIG** annoyed.
4. The best team in our soccer team just broke the big and can't play in the team final. He might feel a **little** frustrated - very **frustrated**.
5. We did just get a big promotion. We might feel **really proud** - a **little** proud.
6. **Agree** - **Disagree**: My feelings can change over the course of the day.
7. **Agree** - **Disagree**: Different people may have different size feelings in response to the same situation.
8. **Agree** - **Disagree**: It's okay to feel what I feel.

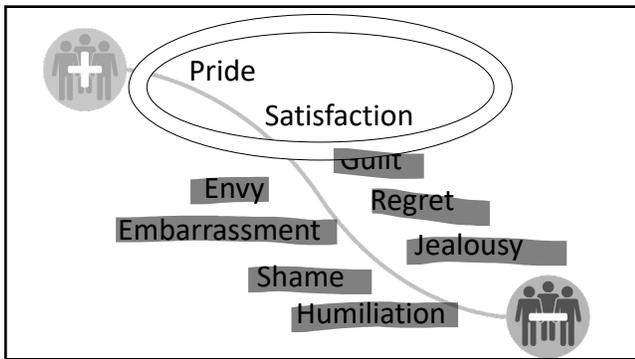
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Life's not all about being "smart,"  
it's about feeling good about who  
we are and how we're contributing  
to each other's wellbeing.

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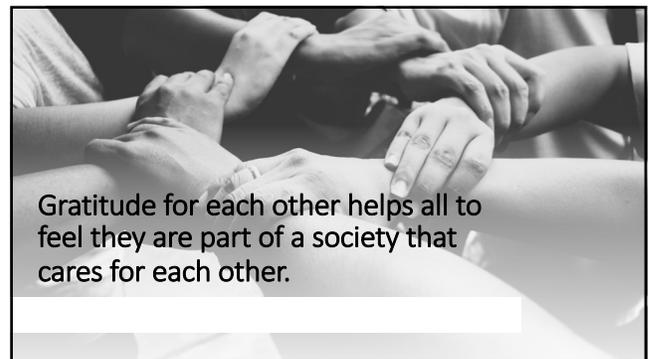
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**Remembering to Thank People who HELP.**  
People like to help other people. It makes each of us feel good to be able to help another person.  
People like it when you show or tell them that you appreciate them. People feel good about you when you show people that you are glad they took the time to be with you.  
You can say "thank you" in many different ways:  
• Smile  
• Say "thanks."  
• Say "that really helped."  
• Say "goodbye" in a friendly tone of voice.

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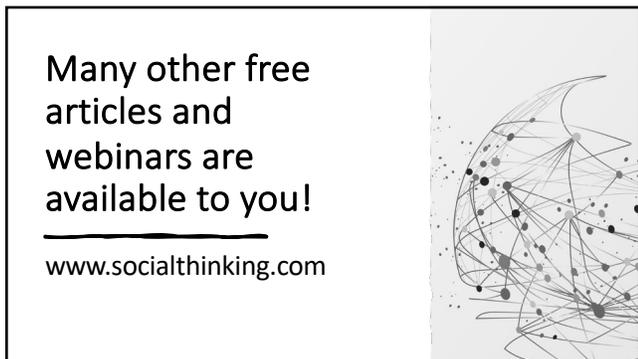
Humans feel valued when  
receiving and providing  
needed help.

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Gratitude for each other helps all to  
feel they are part of a society that  
cares for each other.



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