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**Understanding Socially Based Self-Regulation:  
Help Your Students Learn to Help Themselves**

Presented by: Michelle Garcia Winner, SLP, MA-CCC  
Moderated by: Pamela Crooke, SLP, PhD-CCC

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**Today's webinar is the result of being asked to review a book for teachers on how to teach children to self-regulate**

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**Prompting students to get them to behave is not the same as teaching students to self-regulate when in the presence of others**

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**Behavior plans can be helpful for teaching students to produce a limited set of behaviors that are expected in a specific situation.**

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**As part of this process, the student is provided with external rewards (e.g. points, stickers, edibles, etc.) for producing specifically defined behaviors.**

**The reward provides the motivation for producing the behavior.**

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**The reward is extrinsic or outside of the individual, we describe this as an “outside-in” approach to learning.**

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**Challenges with Outside-In Teaching:**

- a. It does not encourage students to engage in figuring out and problem solving the social context
- b. Which means, students are memorizing behaviors to produce without awareness as to when, why and with whom those behaviors are suitable and when they produce awkward moments
- c. The behaviors taught may not be in alignment with students’ own goals
- d. Research demonstrates a trend towards memorized social behaviors not generalizing across environments and people
- e. Some students with social self-awareness will try to outsmart their behavior plans

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**When we teach students concepts and strategies to develop self-regulation, the goal is for them to learn how to regulate their own behavior without external rewards**

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**Self-regulation is part of our executive functioning as it involves producing personal goal-oriented social responses**

Social goals can include but are not limited to: participating with others in a group, standing out as being a unique thinker, being helpful, being friendly, helping myself and others feel comfortable, etc.

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**How is this tied to other research-based concepts? Social self-regulation also involves:**

- Social attention and perspective taking (theory of mind)
- Focusing on main ideas (central coherence)
- Sensory processing and sensory problem solving
- Anxiety and sadness management
- Digital device management
- Communication skills, etc.

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**Obviously, learning to self-regulate is complicated!**

It involves many moving parts!



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**Remarkably, typically developing children are neurologically wired towards “WE collaboration” by 15 months old.**

*We collaboration or we-thinking, reading intentions and regulating our actions based on the needs of others, is ground zero for self-regulation.*

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**Learning to self-regulate is an “Inside-Out” approach.**

**It is a journey, not a sprint!**

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**As most of us adults are aware, this process of self-monitoring and self-control is not easy for any of us!**

We are not fully consistent across each day and we all continue to improve in self-regulation of our emotions and behavior across our life-span.

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**Adults are expected to self-regulate at home, across communities, jobs, etc.**

Behavior plans are not used in the adult world without a job/community coach present. Job coaches are expected to provide temporary assistance.

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**Developing self-regulation fosters the growth of internally driven social competencies as we learn to:**

- a. Attend to socially based context and cues
- b. Interpret ours and other's actions, intentions, etc.
- c. Then, problem solve to decide...
- d. Our social responses, while simultaneously interpreting how other people are making sense of what we are doing socially

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**Social self-regulation is part of  
our social competencies.**



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**How can we break this down to  
teach aspects of social self-  
regulation?**

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**The Social Thinking-  
Social Competency Model**

Explains a social cognitive pathway to  
social information processing and  
responses

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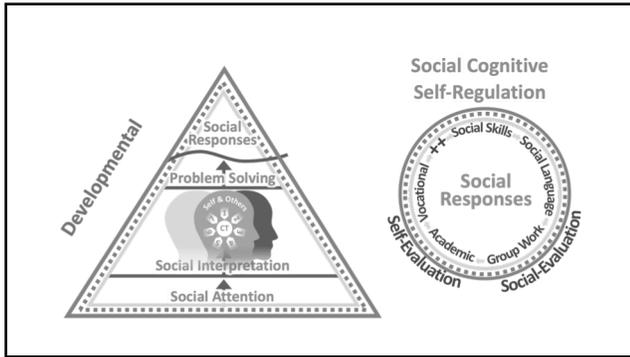
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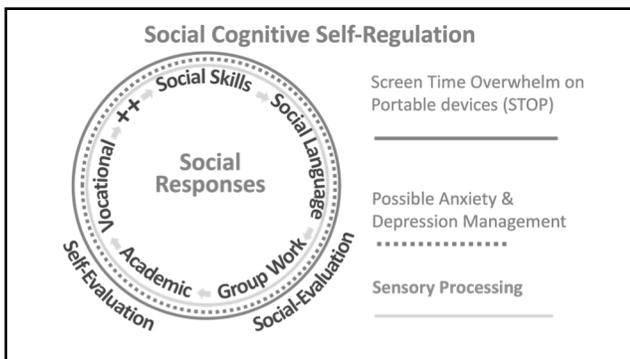
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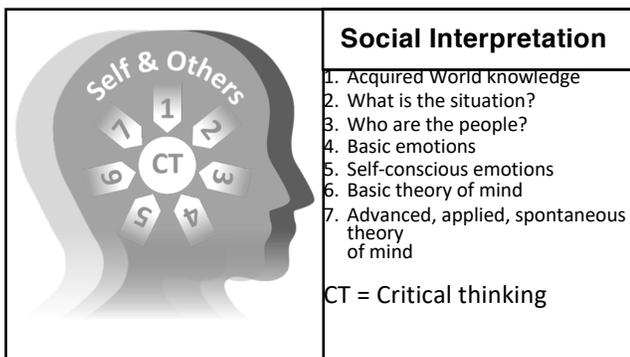
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- Social Interpretation**
1. Acquired World knowledge
  2. What is the situation?
  3. Who are the people?
  4. Basic emotions
  5. Self-conscious emotions
  6. Basic theory of mind
  7. Advanced, applied, spontaneous theory of mind
- CT = Critical thinking

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**Intentional self-regulation requires meta-cognitive awareness (e.g., the ability to think and talk about our own and other's thinking and feelings, etc.)**

Our "meta" learning is fostered by language-based discussions paired with visual supports utilizing charts and scales to better understand our inner self in order to learn to manage our inner and outer self!

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**Three big parts to this self-regulatory process:**

- 1. Social and self-awareness:** Paying attention to myself and others in this context.
- 2. Self-monitoring (interpretation):** How are things going for me and others in this context based on my personal goals and the group goals?
- 3. Self-control (problem solving, deciding and producing related responses):** Figuring out what to do to help me meet my goals in this context.

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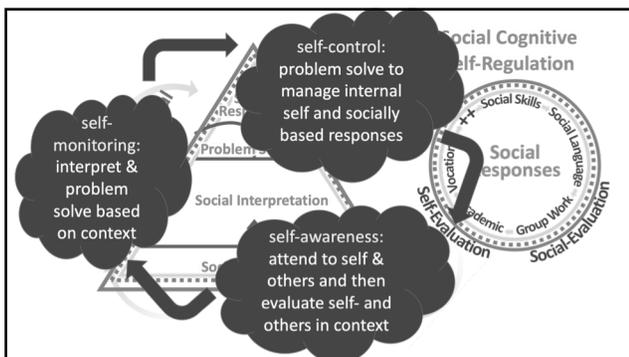
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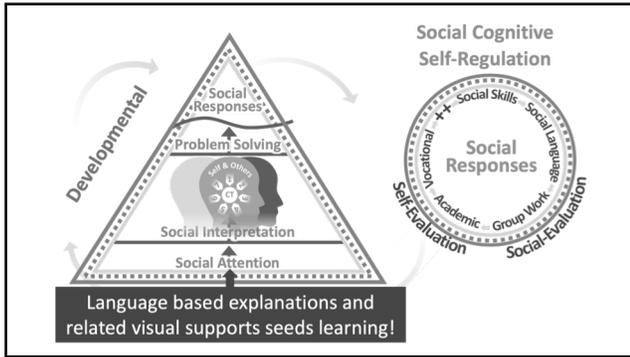
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**Well, that's complicated!**  
I can hear you all now....



....make this simpler to understand!

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**Introducing two basic categories through which interventionists can foster the development of socially based self-regulation, utilizing our Social Thinking Methodology:**

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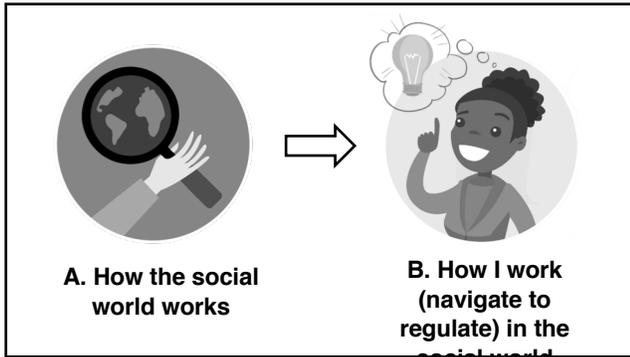
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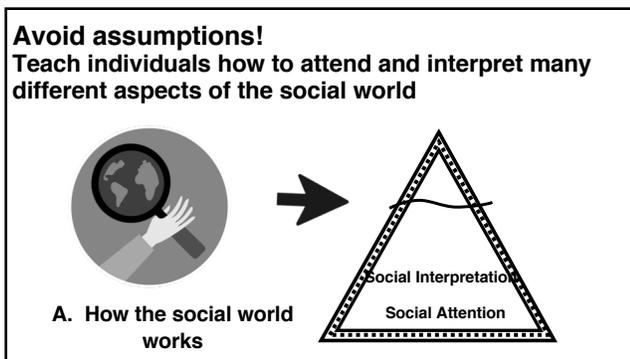
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Core Treatment Frameworks Explaining Aspects of: *How the Social World Works*

- Be a Social Detective
- The Perspective-Taking Loop
- Four Steps of Communication
- Four Steps of Perspective Taking
- Each person has feelings about self and others
- Social-Emotional Chain Reaction

This block contains a rounded rectangle on the left with a magnifying glass icon and text describing core treatment frameworks. To the right is a list of seven key concepts, each followed by a horizontal line for notes.

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Core Treatment Frameworks Explaining Aspects of: *How the Social World Works*



**Social Behavior Mapping GO & ME**

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**Language to Relate**

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**Friendship Pyramid**

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**How's texting on a device different from writing a sentence in school?**

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**What's Social Communication?**

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**Social Thinking Vocabulary—unique vocabulary to explain**

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**Download our free one-page handout (below video):**  
**Self-Regulation in the Social World with Treatment Frameworks**

**Explore treatment frameworks around:**

1. How the social world works
2. How I work (navigate to regulate) in the social world
3. How my student/child is currently working and regulating in the social world

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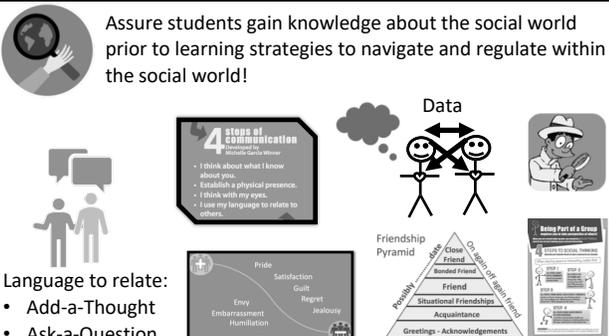
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Assure students gain knowledge about the social world prior to learning strategies to navigate and regulate within the social world!



**Language to relate:**

- Add-a-Thought
- Ask-a-Question

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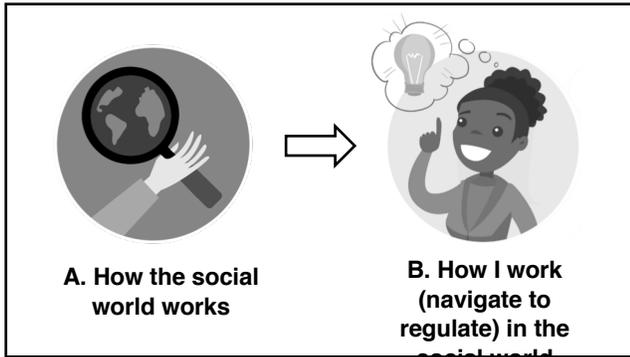
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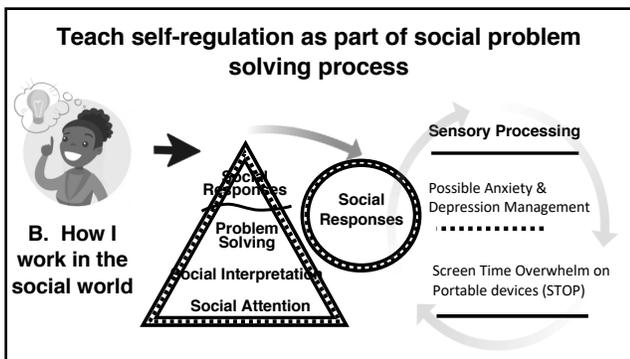
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Core Treatment Frameworks Explaining Aspects of: <i>How I Work in the Social World</i> 	<b>Executive Functions: Goals action plans &amp; flexibility</b>
	<b>Learning about my strengths and weaknesses</b>
	<b>Learning to be comfortable with discomfort</b>
	<b>Zones of Regulation</b>
	<b>Superflex, Thinkables and the Team of Unthinkables</b>

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Core Treatment Frameworks Explaining Aspects of: *How I Work in the Social World*



**Inner Coach & Self-Defeater**

**Spirals of Success & Failure**

**Size of My Problem & Size of My Reaction**

**Solving problems before they become problems**

**What is a strategy?**

**What's the social risk? How do I deal with discomfort, & more....**

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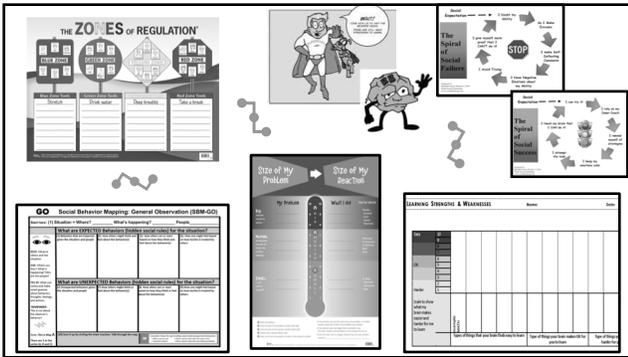
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**We also use treatment frameworks developed by others**

 Upstairs and Downstairs brain (Dr. Daniel Seigel and Dr. Tina Payne Bryson)

 Get Ready, Do, Done (Sarah Ward and Kristin Jacobson)

 **Social Stories (Carol Gray)**

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**Begin by teaching how the social world works and then how to learn concepts to work in the social world**



A. How the social world works

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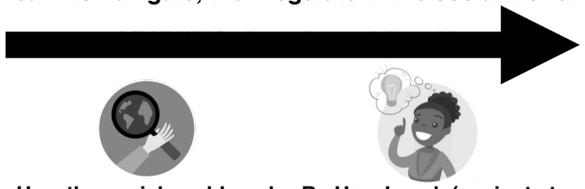
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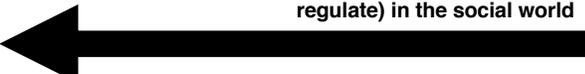
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**Students engage in learning strategies to help them learn to navigate, then regulate in the social world.**



A. How the social world works B. How I work (navigate to regulate) in the social world



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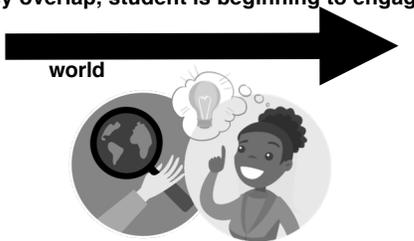
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**When they overlap, student is beginning to engage in self-re**



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**Ages 4-7**

**How the social world works**

1. People have thoughts & feelings
2. The Group Plan
3. Think with your eyes
4. Body in the group
5. Whole body listening

**How I work in the social world**

1. Hidden rules: Expected & Unexpected Behaviors
2. Flexible Thinking
3. Smart Guesses
4. Size of Problem & Size of the reaction
5. Share an imagination

We Thinkers! Vol. 1      We Thinkers! Vol. 2

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**Ages 8-10**

**How the social world works**

**How I work in the social world**



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Basic Bundle: 4 products      All-In-One Bundle (Posters Sold Separately): 12 products

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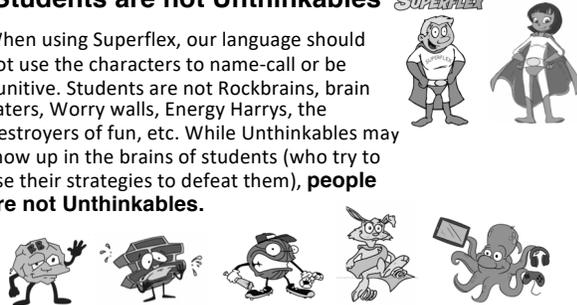
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**Students are not Unthinkables** SUPERFLEX™

When using Superflex, our language should not use the characters to name-call or be punitive. Students are not Rockbrains, brain eaters, Worry walls, Energy Harrys, the Destroyers of fun, etc. While Unthinkables may show up in the brains of students (who try to use their strategies to defeat them), **people are not Unthinkables.**



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**Read our new free article:**

Self-Regulation Strategies for the Self-Regulator:  
Don't Let Rock Brain Win!

By Pamela J Crooke and Michelle Garcia Winner 2019

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**Remember:**  **Social learning evolves with age as do anxieties and depression!**



Our teaching must morph and evolve based on the social learner's ability to process and respond to socially based information.

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**Tweens, Teens & Adults:**  
**Relationships require a lot of social competencies!**

How the social world works | How I work in the social world

**SBM-GO**  
The biggest compliment we give each other is our attention

**SBM-ME**  
Friendship Pyramid

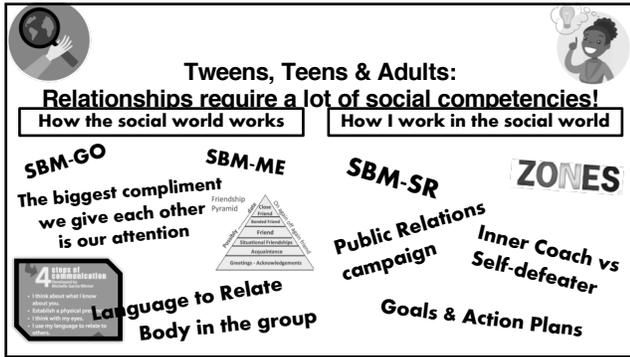
**SBM-SR**  
Public Relations campaign

**ZONES**  
Inner Coach vs Self-defeater

Language to Relate  
Body in the group

Goals & Action Plans

**4 Skills of Communication**



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Intensive 3-day training with Social Thinking Clinicians near San Francisco or Boston.

Observe therapy and an assessment!

Sounds Interesting!

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• Bay Area, CA	• Columbus, OH

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Teaching Social Competencies—More Than Social Skills

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