





Social Learning for a Lifetime of Well-Being

    www.socialthinking.com

Webinar is being recorded 

Recording will be available
on this webpage

Download handouts 

Download presentation handouts
in tab under video:
“Description & Handouts”

Using Social Thinking
Materials To Teach
Ages 19 - 80



Michelle Garcia Winner: Speaker
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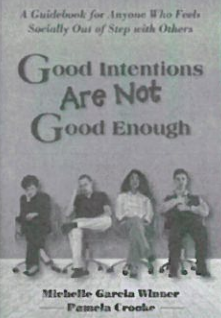

Social Thinking’s methodology is designed to help people with social learning challenges across a range of diagnostic labels, or no label at all...

- Asperger’s Syndrome
- ASD level 1 or 2
- ADHD
- Gifted
- Quirky, etc.

Our materials are designed to help people with solid to strong language and academic learning skills.

Our book for adults:

It used to be called
Social Thinking at Work,
Why Should I Care?



Michelle Garcia Winner
Pamela Crooke

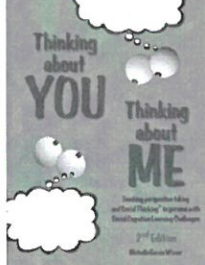
Michelle Garcia Winner
Pamela Crooke

Social Thinking's teaching materials are also used for transition to adulthood programs.

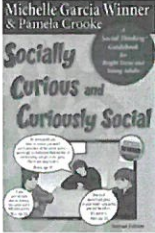
Many people ask us
"where should we start" to best
understand how to teach this
information?

Core Social Thinking
treatment is defined in:

Thinking About You
Thinking About Me



Explaining the social thinking and the social emotional connection to 14-21 year olds

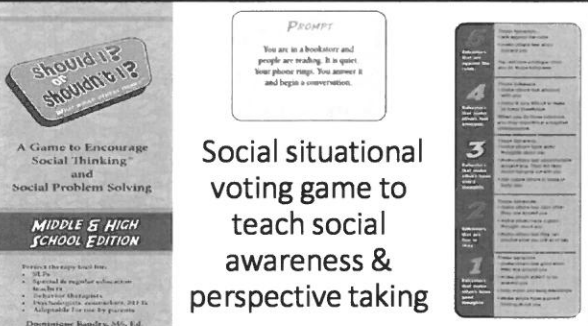



Michelle Garcia Winner
& Pamela Crooke

On our website:
recorded webinar on the
topic of "How to Use
Social Thinking Materials
to Teach Ages 11-22"

You can also read materials in
our other books developed to
share with teenagers and very
immature adults.

- Social Thinking and Me
- Social Fortune Fate
- Social Thinking Worksheets for Teens and Tweens



should I or shouldn't I?

A Game to Encourage Social Thinking™ and Social Problem Solving

MIDDLE & HIGH SCHOOL EDITION

PROMPT
You are in a bookstore and people are reading. It is quiet. Your phone rings. You answer it and begin a conversation.

Social situational voting game to teach social awareness & perspective taking

10% off products

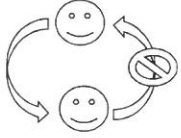
Use code: AGES19to80

Expires April 6, 2017

Our adults have a keen understanding of how they expect people to treat them and what makes them feel comfortable and uncomfortable.

However, my clients may not understand how they may make you feel uncomfortable from a social perspective.

Treatment model: connecting their social emotional experiences to ours.



Strong perception of what they think and feel about others

Weak perception of what others think and feel about them

Treatment encourages bi-directional perspective taking.

The elephant in the room

- We all notice each other's social abilities, just like we notice someone's gender.
- If no one is talking about it to the person, it doesn't mean they don't notice. The client also notices and it likely is impacting their mental health.
- We are uncomfortable talking about a person's social functioning, especially to an adult!

We judge social abilities so quickly!

- Higher functioning children with social awkwardness and neuro-typical children were filmed and pictures taken during a story retelling task.
- 1-3 sec of audio, audio visual, visual film and still pictures were shown to untrained adults.
- The adults were able to identify those who were socially awkward with high reliability.

Summary of research

"These data suggest that typical adults use subtle non-verbal and non-linguistic cues produced by children with high functioning autism to form rapid judgments of social awkwardness with the potential for significant repercussions in social interactions."

Grossman, R. (2015) Judgments of social awkwardness from brief exposure to children with and without high functioning autism. *Autism*. Vol. 19(5), 580-587.

Social is a judgment.

Rapid in nature.
Our clients may have as much social judgement as typical co-workers, friends, etc.

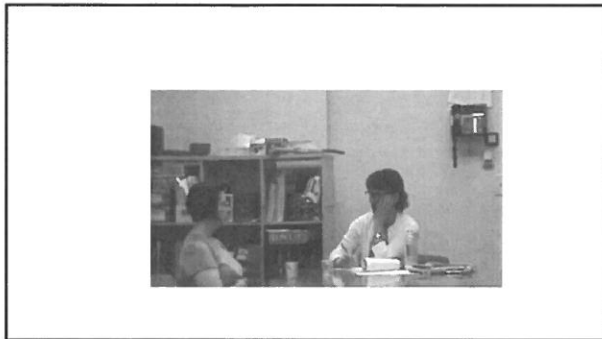
Social learning treatments are very helpful.

Social Thinking's frameworks & strategies are well suited for those with solid to strong intelligence and emerging to solid social self-awareness.

Social Thinking Conference Survey

May 2009

- 86% have observed those with lesser social skills be excluded in the work environment.
- 56% have observed those with lesser social skills not being promoted.
- 84% have observed co-workers being made fun of due to their lesser social abilities behind their back.
- 74% know someone who can't get work due to lesser social skills.



Every adult who seeks services comes because his/her social skills are not being interpreted by peers in the manner they had intended.

...and yet the issues each client presents can be so completely different from the other adult clients.

Each is unique even if they share a similar diagnostic labels.

Some adults lack social self-awareness. They may have generalized anxiety, however they won't have social anxiety.

Many adults are aware we all have thoughts and emotions about each other. People in this group are likely to have social anxiety and/or sadness and/or depression.

Virtually all of our adult clients struggle, at some level to take others' perspective.

Some struggle to engage in the act of perspective taking and others struggle with more fluid (efficient) perspective taking.

We work with all adults on becoming better social observers of the situation and the people.

We encourage them to
Think With Their Eyes



Michelle Garcia Winner and Pamela Crooke

How Much Eye Contact is the Right Amount?

What people are looking at often reveals what they are thinking about, and can be a potent indicator of what they may be willing to talk about. So as you establish physical presence and stand with someone, you follow the person's eyes to discern what he or she is seeing, giving you information that you can then use in your conversation or just retain for informational purposes. Not noticing what someone is looking at can disrupt the flow of communication.

While this process is commonly described as using appropriate eye contact, we teach our clients that they are really *thinking with their eyes*. This is an important but subtle distinction. Using our eyes to initiate and maintain communication is about more than just looking. It involves *thinking* or *social thinking*—thinking about what others are feeling and thinking by picking up on their nonverbal cues. The ability to observe what someone else is looking at starts very young in life. Known as *joint attention*, it helps us to predict what others are thinking about.

The intensity of eye contact depends on a number of factors—how many people are in the group, whether your role is that of a



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Joseph

- 40s
- Successful in business, lead sales person for his office in a technical line of work
- Skilled at talking to clients, less skilled at relating to his co-workers and managers
- Has work based acquaintances who support and even coach him.
- Lives strongly by routine and has strong organizational skills.



Joseph cont.

- He would like to get a promotion at work but has been told he does not “give a rat’s ass about people” and all jobs require stronger ability to relate to others spontaneously.
- He is actively involved in online dating and has met with frequent success for the development of short term, long distance relationships.
- Is easily emotionally dysregulated, he often gets very angry with people.

Joseph's challenges

- Wants to improve his social communication
 - Increase ability to interpret other's intentions
 - Express himself more thoughtfully to others
- Anger Management

We explored his core default thinking when he is relating to others



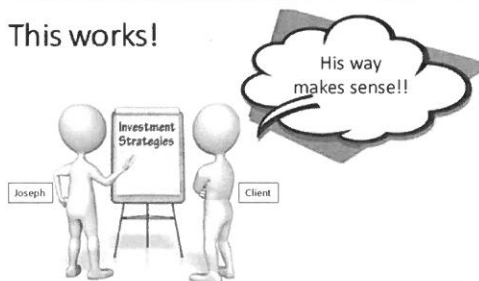
He is quite inflexible - he has a "tight core"

- He exhibits obsessive compulsive (OCD) type behavior at home
- He has very strong expectations for how people should behave around him.
- When upset, he feels he has a right to lash out at others, even if they don't know he is upset... *because his way makes the most sense!*

His inflexibility can be a benefit at work:

- Clients have assigned him the role of **Information Informer**
- He is efficient, he asks a question or two about how his client is doing and then he focuses on sharing his expertise.
- His expectations for his clients:
 - They want his help
 - They will follow his advice
 - They will engage with him around his discussion points.

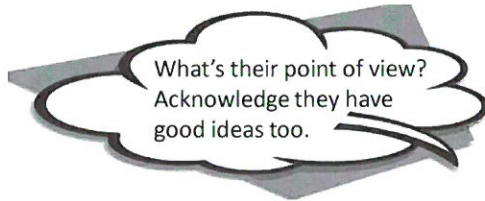
This works!



Problem! He is insensitive to co-workers



When seeking more socially based relationships, he needs to change his default thinking to asking questions about others...



...and when with them he has to take a moment to Stop and Think!



What are his or her thoughts?



plans? feelings?

A few community service announcements

Before I explain about the psychology of each of our shared social expectations....

Continue the learning!



Sign up for our newsletter

SocialThinking.com/Join

Certificate of attendance

- No CEUs offered
- Download Certificate of Attendance below under "Description & Handouts" tab

Links to products & articles

See at bottom of page:
"Helpful Resources"

Exploring Social Psychology

What's each of our social psychological experiences?

- Most are aware that people think about us and try to read our intentions.
- We almost all have experienced episodes of social anxiety.
- We almost all have experienced some level of mild social paranoia (non-clinical level)

If social is a judgement, then upon what social behaviors do we bestow a more positive judgement?

- We are all ego-centric; we want people to help us feel comfortable.
- We all want to be socially validated (included or acknowledged).

- We want our intelligence to be valued (our thoughts to be considered).
- We want to feel like we can contribute positively in one or more mini-societies in some way.
- We worry at times, that people don't like us or are misunderstanding us.

As humans, we tend to have a "cup half full" social mentality.

Meaning, we tend to think people may not like us or interpreted our behavior more negatively.

Given that we know people tend to judge people a bit more harshly, we have to give a little extra effort to make people feel included, welcome, etc.

Taking the mystery out of “small talk”

Small talk: is about showing an intention to communicate.

What is stated:

- Isn't it a beautiful day?
- Doing anything special this summer?
- Did you see the “Top Chef” finale?

The intention:

- Wants to talk to you, shows interest.
- Desire to continue to communicate
- Trying to locate a topic you can connect with.

Notice the rapid topic switching in small talk.

It is **NOT** about maintaining one stream of thought.

It **IS** about showing intention to communicate!

What is a social conversation for?

- Social conversation is **NOT** about data exchange!
- It is also not about proving what you know to others.
- It is about validating the person you are talking to, both emotionally and for their ideas, when you feel you can.
- This is at the heart of networking.

There is no bigger compliment than to give someone our attention!

We also feel validated when others connect to our ideas and experience.

What do these core social concepts mean for teaching our students social competencies?

They are guideposts for helping our clients understand the **needs** of their communicative partners.

Social psychology in action: if our intention is to keep you comfortable or to have you include us:

1. We want others to have neutral to good thoughts about us as often as possible.
2. We all worry that others don't like us.
 - some element of social paranoia in us all!
3. We all have to adapt our social behaviors to encourage those around us to feel OK about us, even when we don't plan to interact with others.

4. We all have to be aware that people try and read our intentions, but we cannot be sure they are reading them accurately.
 - We need to try to monitor how others are thinking about us as we relate to them.
5. We all have to monitor and possibly adjust our behavior to make it more likely people are reading our intentions the way we want them to be read, even if the way that we show them through our communication is not completely honest!

- For example: we may have to look attentive when we're feeling bored,
- Act as if we are interested in someone's idea so he or she will consider our idea,
- Simply say "hi" in a friendly tone of voice even when someone is irritating us!

Bottom line...

- Our literal truths about how people are making us think and feel are not always to be shared with others, even though we told you to "always tell the truth".
- If we make people think we don't value them, people's social paranoia emerges and they need to get away and may feel the need to talk negatively about the person that made them feel bad.

When do we read others' intentions?

- Always, even when you don't intend for people to monitor you. People read your intentions when you are just sharing space.
- If you interact with them, they are very actively trying to read your intentions.
 - People think if you only talk about your job you are not interested in them personally. This makes them think you don't value them.

How do you read other's intentions?



- Starts with recognizing people have intentions.
- Reading intentions requires multiple considerations:
 - Wondering why they are doing what they are doing?
 - What they are saying
 - What they are doing
 - What you know about them previously?
 - How the situation influences their behavior and/or language. etc..

**Intention Driven-
 Social Behavior Mapping**

Modifications for Adults

Social Emotional Chain Reaction

Situation _____



Expected behaviors  **Unexpected behaviors** 

How you behave affects how people feel and think
 Which affects how they react & respond
 Which affects how you feel yourself

Social Emotional Chain Reaction + Intention

Situation _____

In any situation you have a social goal or *intention*

Expected behaviors  **Unexpected behaviors** 

People seek to interpret your intentions based how they observed your behavior in that situation.

How they *perceive your intentions* affects how people feel and think:
 Which affects how they react & respond
 Which affects how you feel yourself

In this situation _____
 Your intention is _____

Your EXPECTED behaviors	How others perceived your intentions	How others feel and think based on your perceived intentions	How people treat you based on how they feel and think	How you feel about how you are treated

In this situation _____
 Your intention is _____

Your UNEXPECTED behaviors	How others perceived your intentions	How others feel and think based on your perceived intentions	How people treat you based on how they feel and think	How you feel about how you are treated

In this situation: Participating in meetings
 Your intention: To be a team player

Your EXPECTED behaviors	How others perceived your intentions	How others feel and think based on your perceived intentions	How people treat you based on how they feel and think	How you feel about how you are treated
<ul style="list-style-type: none"> • Acknowledge others • Encourage team members • Share your own ideas 	<ul style="list-style-type: none"> • Collaborative • Interested 	<ul style="list-style-type: none"> • Fine • Good 	<ul style="list-style-type: none"> • Positive feedback • Appear calm in your presence 	<ul style="list-style-type: none"> • Good • Pleased • Fine

In this situation: Participating in meetings
 Your intention: to be a team player

Your UNEXPECTED behaviors	How others perceived your intentions	How others feel and think based on your perceived intentions	How people treat you based on how they feel and think	How you feel about you are treated:
<ul style="list-style-type: none"> Sit without greeting anyone Remain quiet Look frustrated 	<ul style="list-style-type: none"> Judgmental of team members 	<ul style="list-style-type: none"> Neutral Displeased Frustrated 	<ul style="list-style-type: none"> Fail to include you Work around you at other times, etc. May talk about you to others, etc. 	<ul style="list-style-type: none"> Frustrated Stressed Angry

Example Map from the book:

Collaborating with Colleagues at Work

Expected

Example Map from the book:

Collaborating with Colleagues at Work

Unexpected

Download our newest handout on Intention Driven-Social Behavior Mapping; find resources at bottom of your screen.

What's covered in our book?

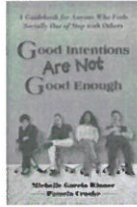
Introduction

- The Social Mind: It's Always on the Job, Even When You're Off the Job
 - The Social Mind at Work
 - Multiple Intelligences and Social Learning Challenges
 - Tools for Social Thinking

Chapter 1

•Social Thinking: What Is It, and How Is It Different From Social Skills

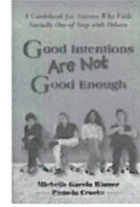
- Thinking About Thinking Socially
- Emotions and Social Memory
- Social Thinking as an Equation



Chapter 2

•What Plays Into Good Communication Skills?

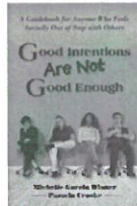
- Strategies for Adult Communication



Chapter 3

•Emotions: The Uninvited Guest That Keeps Showing Up

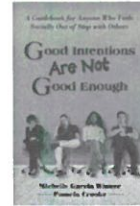
- Emotional Expression Compression
- Exploring the Social-Emotional Chain Effect
- Emotional Scale
- Problem-Solving Thermometer



Chapter 4

•Perspective Taking: Are You Thinking What I'm Thinking?

- The Seven Core Tenets of Perspective Taking



Chapter 5

•The Four Steps of Communication: Talking Isn't the Only Way to Connect



Chapter 6

•The Core of Communication: What People Mean by What They Say and How They Say It

- Getting to the Core of Communication
- Contentious Versus Supportive Relationships
- Indirect Communication: Reading Between the Lines



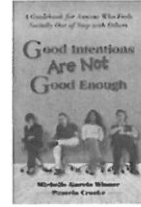
Chapter 7

- Fitting In: The Importance of Conformity, Teamwork and Networking



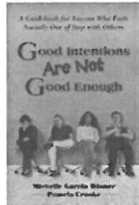
Chapter 8

- Relating at Work: The Office Hierarchy, Friendship, Romance and More
 - The Unspoken Codes Around:
 - Workplace Hierarchy and Culture
 - Friendship, Flirting, and Romance
 - Sexual Behavior and Bullying



Chapter 9

- Social Technology: How It's Changing the Way We Communicate



Chapter 10

- Social Behavior Maps (SBM) for Adults: Navigating the Social-Emotional Terrain



Chapter 11

- Strategies: Tips and Pointers



Most chapters have multiple examples from clients we have worked with across time.


The best place to begin learning this information is by studying how Social Thinking's concepts relate to your own daily existence.

Our work with mature adult clients is so important!

Please join us in learning more about how to help our children as they grow into and live as mature adults!

Our next webinar

April 18, 10 am PST
How to Use Our Core Materials



Registration not open yet

Conferences

We share A LOT more information in our multi-day conferences!

SocialThinking.com/Conferences



Social Learning for a Lifetime of Well-Being

 www.socialthinking.com