Social Thinking

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Welcome!

Agenda:
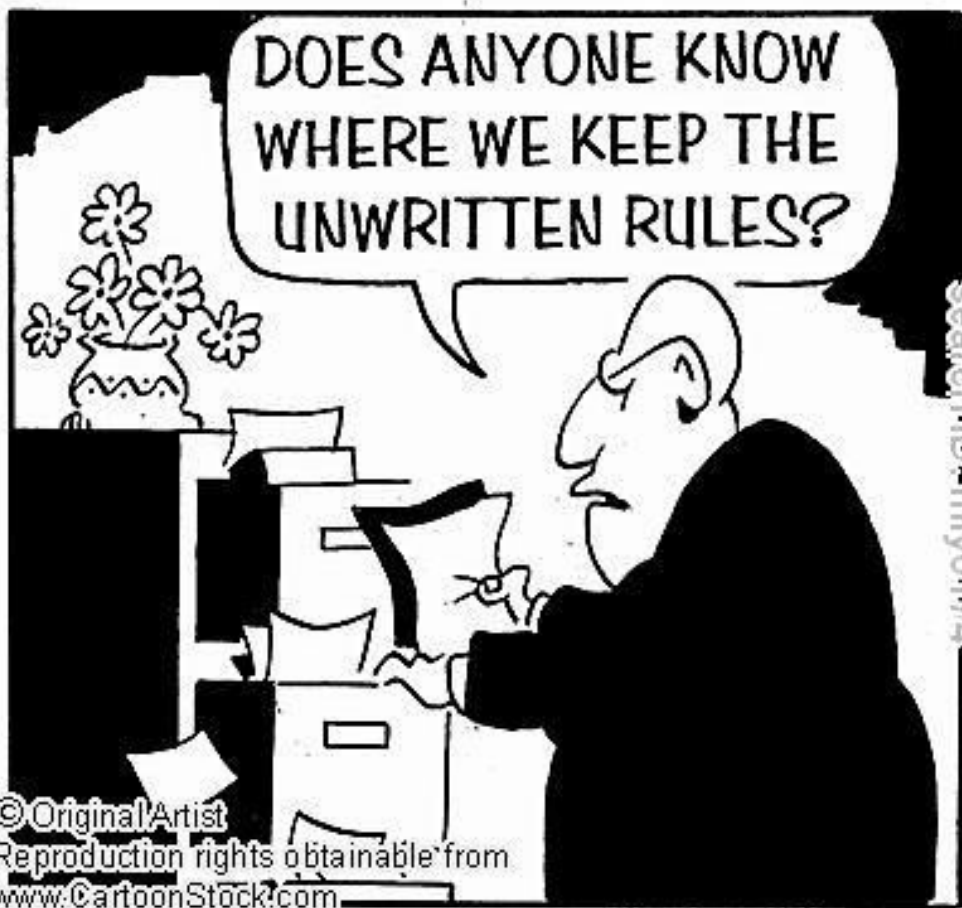
- Social Thinking background information
- Main concepts
- Possible home applications

What do you know about social thinking?

(www.socialthinking.com)

What is social Thinking? www.socialthinking.com

- The Social Thinking methodology was developed by Michelle Garcia Winner.
- Social Thinking is, "the process in which we interpret the thoughts, beliefs, intentions, emotions, knowledge, and actions of another person, along with the context of the situation, to understand that person's experience."
- The information we gather is used to determine how we respond in order to meet our social goals.
  ○ Our response then affects the thoughts and feelings of th

(www.socialthinking.com)

Why is social Thinking important?

- It has a direct impact on relationships at school and home.
- Social Thinking affects a person's "social skills, perspective taking, self-awareness, self-regulation, critical thinking, social problem solving, play skills, reading comprehension, written expression, ability to learn and work in a group, organizational skills, etc."
- It develops naturally for most individuals, however, some students may require explicit teaching of skills.

(www.socialthinking.com)

Why Do we teach social thinking?

Social Thinking strategies teach children and adolescents:

- How their own social minds work
  - Why do we react the way we do?
  - Why do others react in certain ways?
- How their actions and behaviors affect peers and adults around them
- How their actions and behaviors are affecting their own emotions
- How to change or shape their actions and behaviors for more rewarding interactions with others

All of us Engage in social Thinking every day...

We constantly think about others and their perspective...

- Work (Chewing loudly on gum might bother our co-workers)
- Shopping (Moving our shopping cart/basket, spatial awareness of the objects)
- Emails/Text Messages/Social Media (Is the message sarcastic, funny, serious, mean, kind, etc.)
- Movie Theatre (Talking loudly usually bothers others in the theatre)
- Driving (A car may merge in front of us or turn, so we slow down)
- Conversations (What are they thinking? What do they believe? What are their intentions or emotions?)
- School (Yelling out loud while everyone takes a test will bother our classmates)

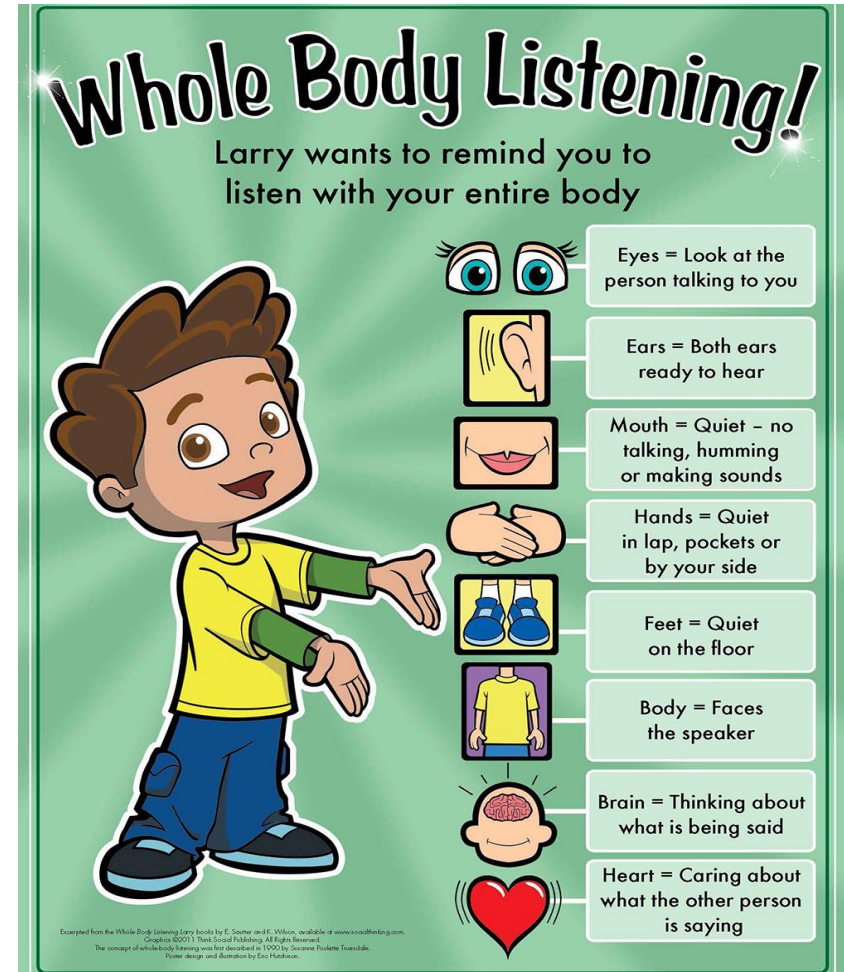*Can you think of any other examples?*

Common Terminology

- Whole Body Listening
- Expected vs. unexpected
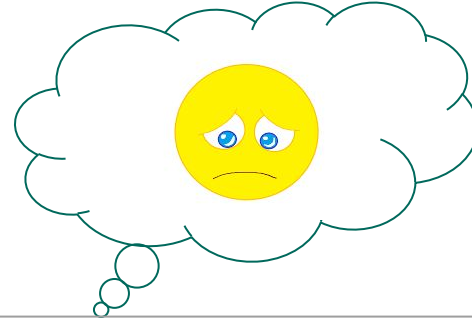- Social behavior mapping
- Size of the problem

Whole Body Listening

- Gives explicit expectations for "listening" with different body parts

- Can be taught to whole classrooms

- Additional concepts:
  - Thinking with our eyes
  - Body in the group
  - Brain in the group

Whole Body Listening!
Larry wants to remind you to listen with your entire body

Eyes = Look at the person talking to you

Ears = Both ears ready to hear

Mouth = Quiet – no talking, humming or making sounds

Hands = Quiet in lap, pockets or by your side

Feet = Quiet on the floor

Body = Faces the speaker

Brain = Thinking about what is being said

Heart = Caring about what the other person is saying

Excerpted from the Whole Body Listening Larry books by E. Sautter and K. Wilson, available at www.socialthinking.com.
Graphics ©2011 Think Social Publishing. All Rights Reserved.
The concept of whole-body listening was first described in 1990 by Susanne Poulette Truesdale.
Poster design and illustration by Eric Hutchinson.

(www.socialthinking.com)

Our Behavior Impacts Those Around Us

Expected	Unexpected
Eyes looking at people you are speaking to	Eyes looking around the room
Shoulders facing audience	Shoulders facing away from audience
Hands at sides or gesturing while speaking	Hands in front of face or moving wildly
Voice loud but calm	Voice quiet

Expected vs. unexpected

Expected Social Behaviors

Things kids do or say that *other kids* think is friendly, helpful and respectful to others.

Un-expected Social Behaviors

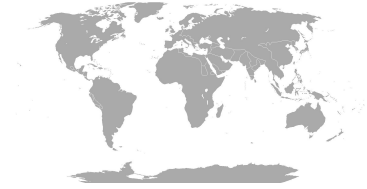Things kids do or say that *other kids* think is *not* friendly, hurtful, weird & disrespectful to others.

Group Expectations

Expected :)	Unexpected :(

Social Behavior Mapping

- Gives more information to the student about his/her behavior.
- Provides vocabulary for discussing the behavior.
- Helps students recognize their actions, their effect on others, and the indirect effect back on themselves.

Connects Expectations and Perspectives and Consequences

Social Mapping

Expected Behaviors	How they make others feel	Consequences you experience	How you feel about yourself
	➡	➡	➡
	➡	➡	➡

Example Social Behavior Maps

Social Behavior Mapping
What's Expected for:

_____

Expected behaviors	How your behaviors make people FEEL	How people react to how THEY FEEL about your behavior	How YOU FEEL about yourself based on how people react to you
1.			
2.			
3.			

Social Behavior Mapping
What's Unexpected for:

_____

| Unexpected behaviors	How your behaviors make people FEEL	How people react to how THEY FEEL about your behavior	How YOU FEEL about yourself based on how people react to you
1.			
2.			
3.			

Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?

Huge Problem

Big Problem

Medium Problem

Little Problem

Tiny Problem

1

2

3

4

5
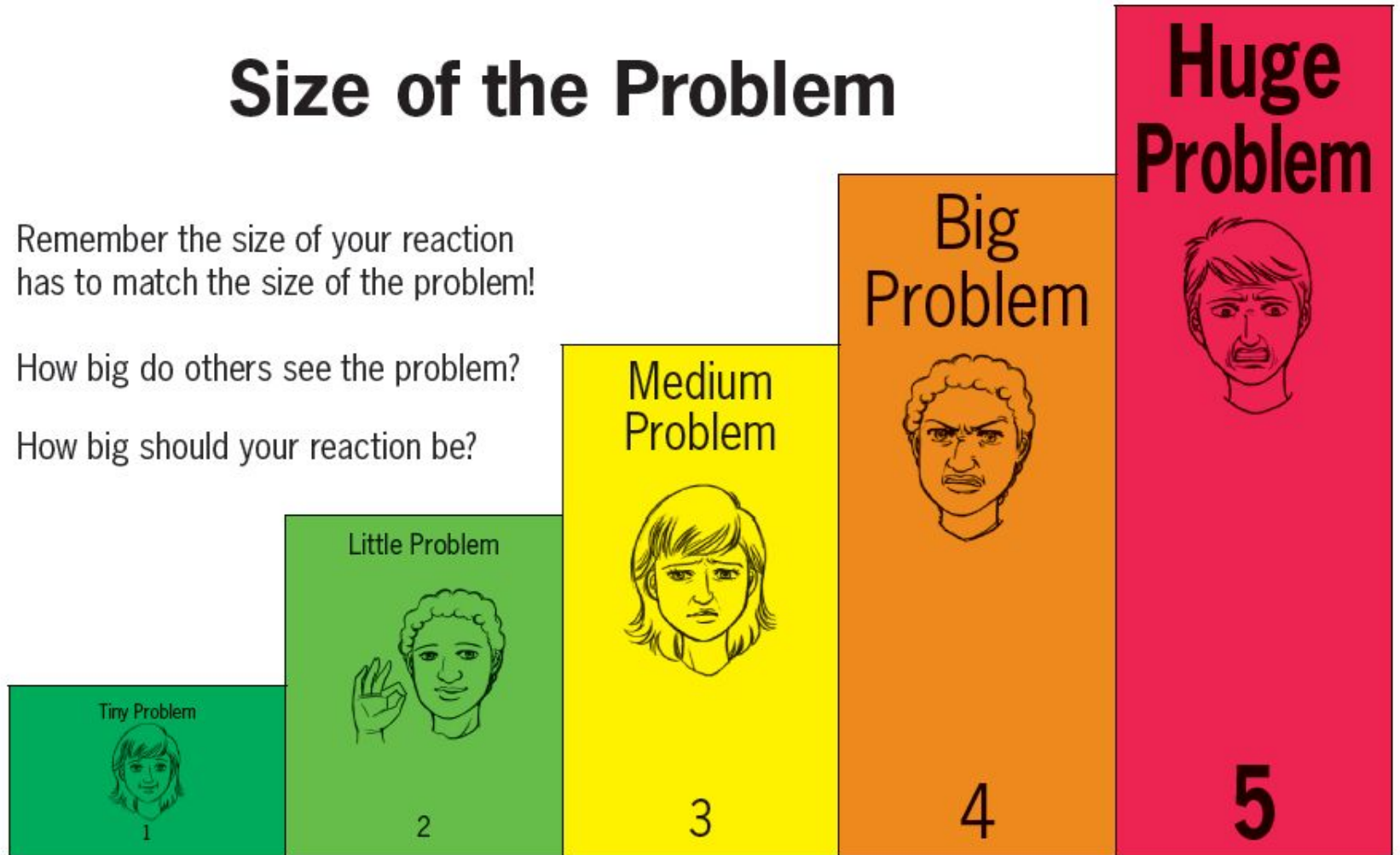
Obtained from ZONES of Regulation Curriculum

Tiny	Little	Medium	Big	Huge
Size 1 Problems	Size 2 Problems	Size 3 Problems	Size 4 Problems	Size 5 Problems
These are problems that:	These are problems that:	These are problems that:	These are problems that:	These are problems that:
• Are not dangerous • Won't last long • Don't need to be talked about	• Last less than 10 minutes • Can be solved easily without help • Only affect 1-2 people	• Need adult help • Will only affect you for 1 day • Can be tricky to solve • May affect 3=-5 people	• Might involve injuries • Last for at least 1 week • Can be tricky to solve	• Are very dangerous/ emergencies • Can involve many people • Don't have fast or easy solutions
You should...	You should...	You should...	You should...	You should...
• Be flexible • Ignore the problem	• Fix the problem by yourself • Be flexible	• Tell an adult • Stay calm	• Find an adult right away • Tell somebody how you feel/ what happened	• Listen to an adult • Stay calm

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http://speechymusings.com/2015/02/23/size-of-the-problem-activities/

References

- http://www.socialthinking.com