25⁺ YRS! Social Thinking®

Social, Emotional & Academic Learning for a Lifetime of Well-being

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Social Thinking & FEELING

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Financial Disclosure

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Therapist at Social Thinking Stevens Creek in San Jose

The Social Thinking® Methodology helps us to learn how the social world works and how we work in the social world

Developed by Michelle Garcia Winner

Created to move beyond and beneath the level of simply teaching social skills

Global community:

The idea that *thoughts and actions matter* is shared by humanity, across cultures.

What is social thinking?

The process by 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.

What is social thinking?

- What we DO (social thinking) before we ACT (social skills)

- What keeps us connected, helps us share space effectively, think flexibly, act collaboratively and move toward our own and collective goals.
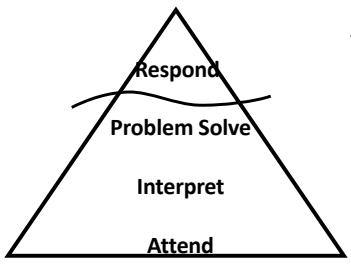
Using an iceberg as an analogy, in the social world we tend to only see social behaviors; but there is so much more going on below the surface.
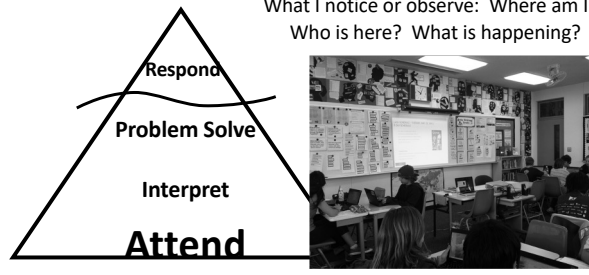
Social Behaviors

Introducing Social Thinking's Social Competency Model

What is this?:

Respond

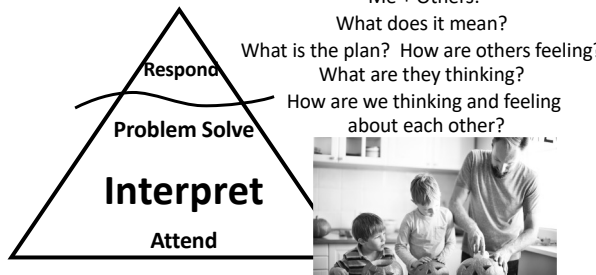Problem Solve

Interpret

Attend

What I notice or observe: Where am I? Who is here? What is happening?

Respond

Problem Solve

Interpret

Attend

This Photo by Unknown Author is licensed under CC BY
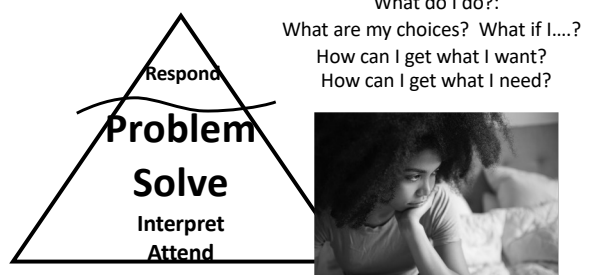
Me + Others:
What does it mean?
What is the plan? How are others feeling?
What are they thinking?
How are we thinking and feeling about each other?

Respond

Problem Solve

Interpret

Attend

What do I do?:
What are my choices? What if I....?
How can I get what I want?
How can I get what I need?

Respond

Problem Solve

Interpret

Attend

Social Behaviors/Skills:
What I do/don't do
What I say/don't say
The idea I now have
How I understand something

Respond

Problem Solve

Interpret

Attend
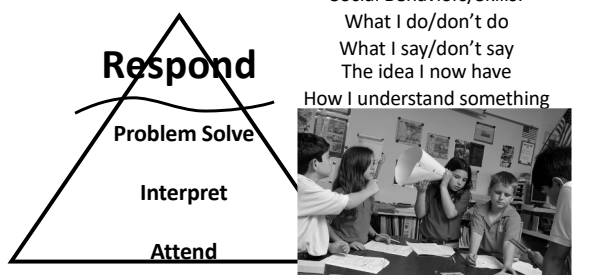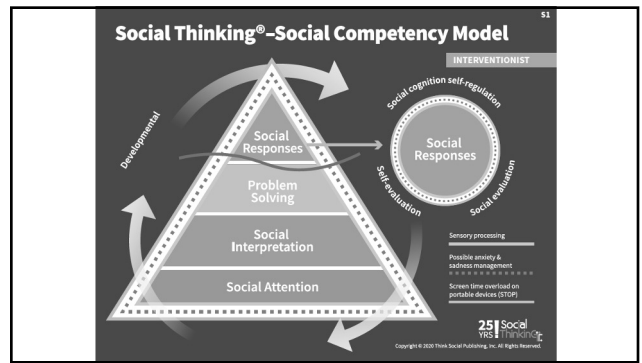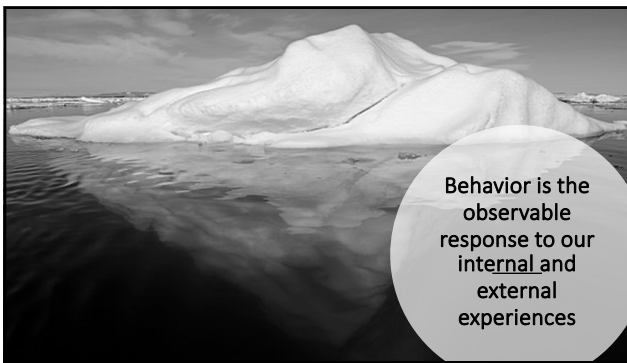
This Photo by Unknown Author is licensed under CC BY-SA

This is social emotional self regulation!

This is social emotional self regulation!

Behavior is the observable response to our internal and external experiences

Social Thinking®–Social Competency Model

INTERVENTIONIST

Developmental

Social Responses

Problem Solving

Social Interpretation

Social Attention

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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Behavioral responses

- Represent how a person's nervous system is constantly regulating the body's response to stress

- When we see persistent behavior challenges, it's an indication that the nervous system is automatically adjusting and responding to stress

- Behaviors are adaptive responses to an individual's ever-changing nervous system to SURVIVE and THRIVE

Learning in a group means balancing our own needs with the collective needs of the group

Me   Others

How are you feeling?
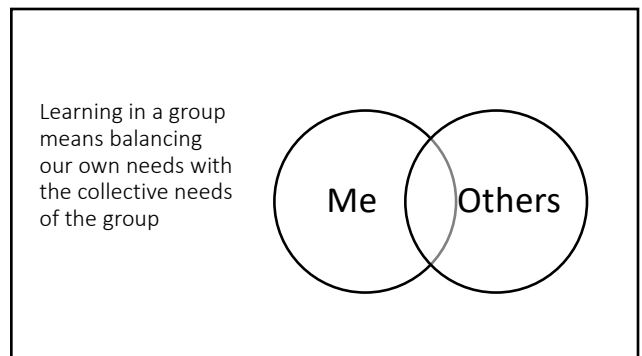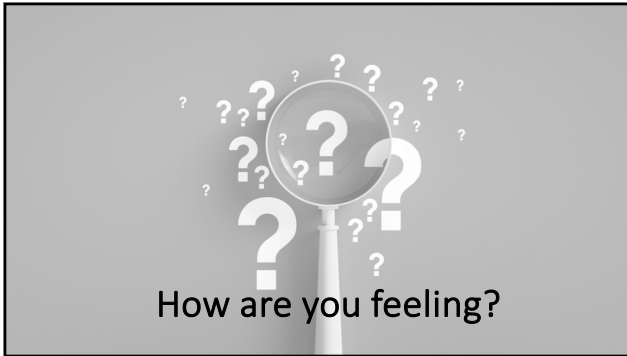
Emotion

- At most basic level, involve the release of neurochemicals in the brain, in response to some stimulus

- Automatic, instantaneous

- Happens everywhere and affects everything

We feel our feelings even if we don't have language to describe them

Vocabulary we use:

Feelings: what we feel and describe with graphics

**Emotions:** the language we use to try and describe our feelings

Excited, thrilled

Use a visual support to check in and identify emotions

Basic Feelings & Emotions Scale

Add your own emotions to the scale and/or revise the order listed to make them right for you!

Feelings

Excited, thrilled
Joyful, awesome
Pleased
Good, happy
Relaxed, calm, relieved

FINE — — — — — — — — — — — — — — — — — — OK

A little stressed, mildly irritated

Nervous, sad, anxious

Annoyed, scared, frustrated

Mad, angry, disgusted

Seething, furious   Emotions

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Check in to learn about your emotions

I'm feeling joyful
I'm feeling elated
I'm feeling grateful
I'm feeling disheartened
I'm feeling peeved

that describes how you feel

How We Feel
An emotional wellbeing journal
The How We Feel Project, Inc.

#127 in Health & Fitness

★★★★★ 4.9 • 9.1K Ratings

Free

Labeling our emotions with precise words -
Brackett

Legitimizes & organizes our experiences

Helps meet our own and others needs

Attaching a word to a feeling gives the emotional distance.

Makes empathy more available

Feelings are your GPS: orient where you are and best direction to head

Learn to work with what is happening rather than avoid, suppress or deny

Sometimes it's easiest to make sense of our feelings **without having to translate them into emotion words.**

Name _____
Date _____

OK

On a scale of 1-5...

Stress Scale
5pointscale.com

"When we activate numerical or creative thinking, we lessen the hold of anxiety."

The Opposite of Worry by Lawrence Cohen

5	I AM GOING TO EXPLODE!!!
4	I AM GETTING ANGRY
3	I AM A LITTLE NERVOUS
2	FEELING OK
1	CALM AND RELAXED

Kari Dunn Buron & Mitzi Curtis

Stressors

- Stressors are what activate the stress response in your body. They can be anything you hear, smell, touch, taste, or **imagine** could do you harm.

- External stressors: time, expectations, experiences, family

- Internal: self criticism, identity, memories and the future

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Our brain processes and responds to negative and positive feelings very differently.

When teaching about feelings and emotions, organize them into positive and negative emotions.
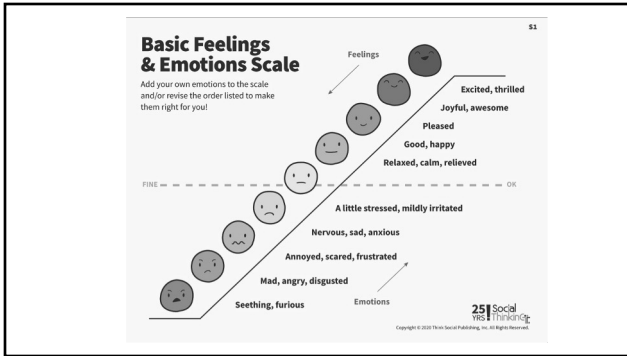

Negative Moods, Feelings and Emotions:

Engages detail oriented, bottoms up processing

Negative emotions provide more functional information (Ben-Zeev (2010)

We notice specifics when upset, which helps us to define our problems more clearly

Which can lead us to focus on our problems
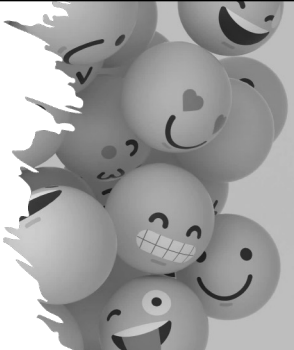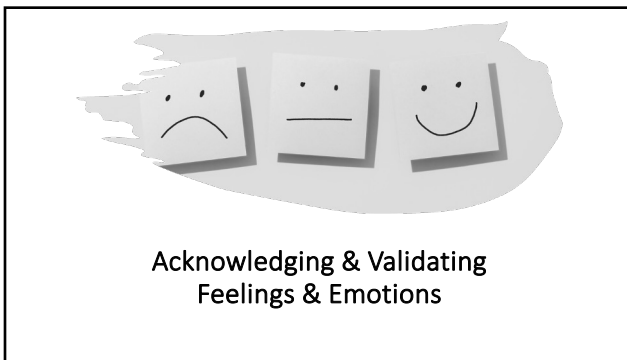

Positive Moods, Feelings and Emotions:

More global, thematic, top-down processing

Connect information globally, helps individuals to distinguish between main ideas and more peripheral information

Assists with goal attainment

Fuels motivation

Can be more open and accepting to negative feedback

Trope, Igou & Burke, 2012

Basic Feelings & Emotions Scale

Add your own emotions to the scale and/or revise the order listed to make them right for you!

Having negative emotions is not "bad" and having positive emotions is not "good." People experience a range of subtle emotion shifts between positive and negative daily!

Experiencing positive and negative emotions is a daily experience for all!

Acknowledging & Validating
Feelings & Emotions

NEVER IN THE HISTORY OF CALM DOWN HAS ANYONE CALMED DOWN BY BEING TOLD TO CALM DOWN

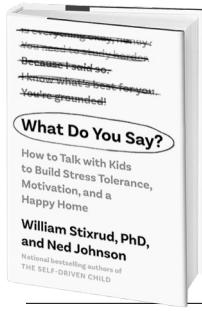Humans have a "negativity bias".

Our minds tend to be like metal detectors for negative emotions.

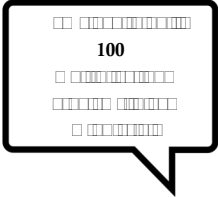We can spin paranoid about others rather quickly!

Our negative emotions consume a lot of our attention!

- Negative emotions are more noticeable than positive emotions.

- There are considerably more ways to describe negative emotional experiences than positive ones.
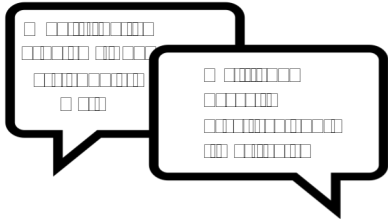
Slide 1

What Do You Say?

How to Talk with Kids to Build Stress Tolerance, Motivation, and a Happy Home

William Stixrud, PhD, and Ned Johnson

National bestselling authors of THE SELF-DRIVEN CHILD

"KIDS LISTEN BETTER **AFTER** THEY ARE HEARD.

WHEN THEY FEEL UNDERSTOOD- AND IMPORTANTLY, ACCEPTED- BY THEIR PARENTS, IT HELPS KIDS SEE THEIR PARENTS AS THE SAFE BASE THEY CAN COME TO, RATHER THAN RUN FROM, AT TIMES OF STRESS."

Slide 2

" We had to do **100** multiplication problems in 20 minutes!"

Slide 3

NOT HELPFUL

Why is that a problem? You are good at math

Well, you haven't practiced your times tables

Slide 4
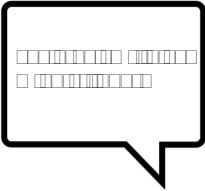
MORE HELPFUL: REFLECTIVE LISTENING

100 problems in 20 minutes, huh?'

Slide 5

RESIST THE TEMPTATION TO SOLVE A PROBLEM RIGHT AWAY…

JUST LISTEN

"RIGHTING REFLEX"

Slide 6

VALIDATE

Consider

I'd be frustrated too if…

That sounds like it would be hard

I can see why you had a long day

Rather than assume a student understands social emotional concepts, the Social Thinking Methodology teaches frameworks and strategies without assumption.

Think and Feel
OUT LOUD

Thinking and Feeling Out Loud
- Help students to be better social observers – notice important information in the situation, the people and others' thoughts and feelings
- Help students to be more aware of the plan happening around them, talk about their own plans and ideas, and better understand the plans of others
- Help students to be more aware of own and others' thoughts and feeling across the day, with different people, in different situations
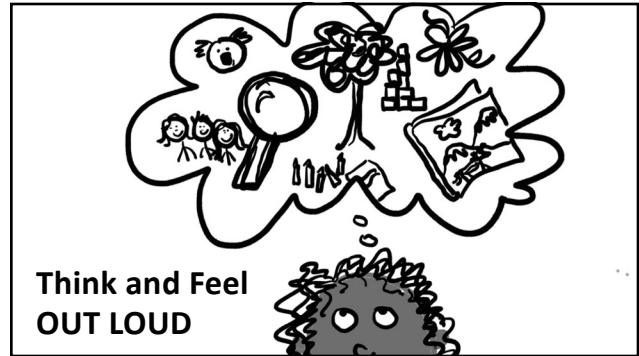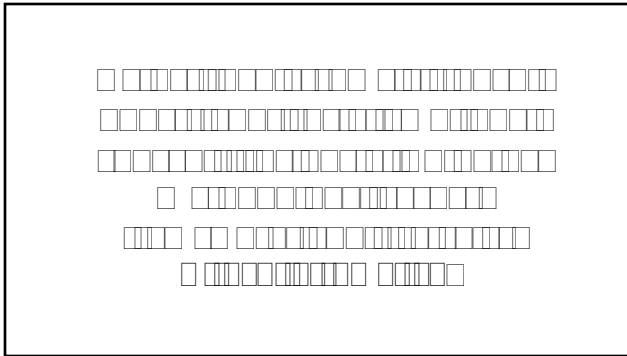- Explore how thoughts and feelings can change and how we effect each others' thoughts and feelings

Be a "social caster"
- Talk about how you are feeling and what you are thinking to increase social awareness and observation:
  - "I'm thinking…"
  - "I'm feeling _____ because_____."
- Draw their attention to the important information in the environment and situation – "I'm noticing…"
- Consider:
  - Where they are
  - Who is there
  - What is happening
- Talk about what *other* people might be thinking and feeling

Creating or adding to a blueprint

How do you get more information?

Start by observing and gathering information

Support students to observe what's happening and what people are supposed to be doing

Look → Think → Do

1. Enter the room
2. Stop and pause
3. **"Think with your eyes."**
   Look to see who and what is in the space
   Look to see what other people are doing
4. Figure out what *they* should be doing

What are all the group plans that happen here?

Breakfast
Lunch
Dinner
School work
Projects
Games...

What is the Group Plan?

- What do you recall or remember about situations like this in the past?
- What information is in the environment? Items on the table, materials on the counter, time of day, etc.
- What do you notice people are doing? What are they thinking? How are they feeling?
- What's your role within the group plan? What can you say? Do?
- What can help you be part of the plan? A specific role? Something to help regulate (a snack?), etc.

Doorways mark a transition to a new situation

- Use them as a visual cue to observe!
- Stop before passing through to imagine what you'll encounter
- Pause as and after entering to actively observe

DO ObseRve

Imagine...

Where am I going?
Who will be there?
What might be happening?

What will it be like?

Pause and observe...

What do I see?
What do I hear?
What do I know?

What's my Smart Guess?

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www.socialthinking.com

PLANNING FOR THE UNKNOWN

- What do we know? Need to know? What can we do to find out what we need to know?
- Access prior knowledge and experiences
  - What do you remember about last year?
- Advocacy! What would help you? What can you say? When?

- Look at images of or visit the physical spaces
- Create a mental picture to help anticipate what it might look or feel like
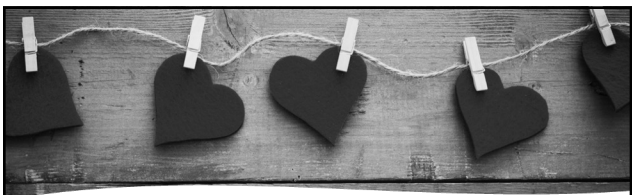
What is dysregulating about the situation?
- Dysregulated by the situation (the place, the people, and what is happening)
- What can we remove or adjust (including our expectations) to make it easier for student to attend?
  - Place?
  - People?
  - Plan?
- One piece of a bigger picture (additional supports?)

Connection & Relationship Development

Each "relatedness moment" we make with each other includes an emotional connection
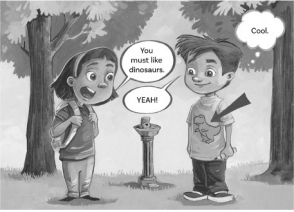
Emotional connection
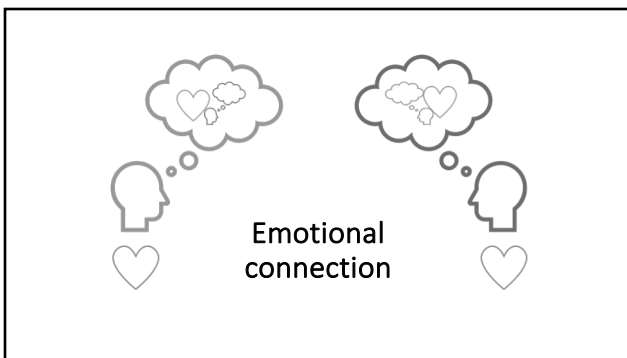
Seeking to understand others' thoughts and emotions as separate from our own is a significant part of the relationship development experience
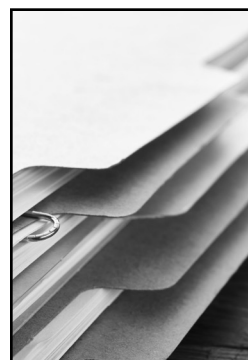
ME - WHAT I LIKE TO THINK ABOUT (WHAT'S IN MY BRAIN)

- We know the most about ourselves
- Our likes, dislikes, experiences, knowledge, etc. make up our Me File
- Use images, drawings and notes that represent different interests and knowledge to create a visual Me File

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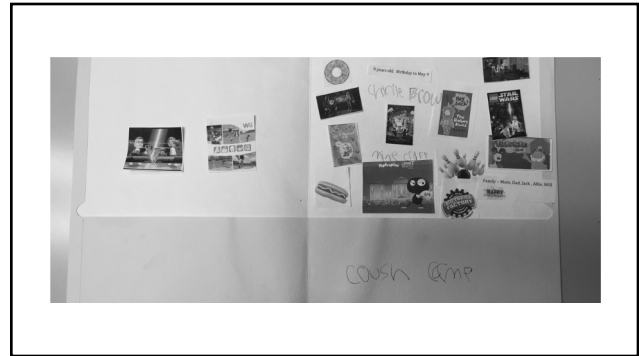
TO MAKE SENSE OF WHAT'S GOING ON IN THE SOCIAL WORLD,

WE MAKE **SMART GUESSES** ABOUT HOW OTHER PEOPLE FEEL AND THINK IN SPECIFIC SITUATIONS.

People files: The information we observe and store about people we meet and spend time with

- We can use this information to better understand others and make choices about how to interact with them
- What do I remember about them?
- What do I know about them based on the situation, even if I don't know them?

How do we get information into our people files?

- Observe – Think with our eyes to notice things about others and what they are doing
  - What can we see?
  - What do we hear?
- Make Smart Guesses
  - Draw inferences based on what we see, hear, or know
  - Use our world knowledge and experiences
  - Add up the information to make an educated guess about the person

Me file + People file = We file

- Shared experiences, likes, dislikes, etc.
- Can be used to support connection in working and playing/ hanging out together
- Access as part of setting up or preparing for group work and less structured time

Paper file that is added to over time

Notetaking App

Thank you!

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For more on Social Thinking: Visit www.socialthinking.com for information, articles, and videos about the Social Thinking methodology, core frameworks, concepts, strategies, and more