



Webinar is being recorded

Recording will be available on this webpage

Download handouts

Download presentation handouts in tab under video: "Description & Handouts"

Certificate of attendance

- No CEUs offered
- Download Certificate of Attendance below under "Learning Goals"

Links to products & articles

See at bottom of page: "Helpful Resources"

10% off products

Use code: AGES4to7

Expires Feb. 7, 2017

Post it. Share it. Tag it.



@socialthinking 2socialthinking

#STWebinar

Continue the learning!



Sign up for our newsletter

www.socialthinking.com/Join

Our next webinar

Feb. 22, 10 am PST
How to Use Our Materials to Teach Ages 11-18
Registration not open yet

Exciting Announcement!

Documentary: Life, Animated
nominated for an Oscar!



Using Social Thinking's
Published Products for Early
Learners (4 to 7 years old)

Michelle Garcia Winner: Presenter
Speech Language Pathologist, MA-CCC

Dr. Pamela Crooke : moderator
Speech Language Pathologist, PhD-CCC

Santa Clara, California

Social Thinking, the company,
does not teach a social skills
approach.

Social Thinking defines the process of “being social” as having at least 3 parts -

1. Attend to the situation & what you know about the people in the situation in order to interpret intentions, emotions, etc.
2. If you want to relate in this situation, adapt your behavior in order to attempt to meet your own social goals.
3. Why bother? Because we each have thoughts and feelings about those around us. How someone feels about us can impact how we feel about them and possibly how we feel about ourselves.

social thinking
problem solving
+ social skills

social competencies

Today we are discussing the materials Social Thinking has created for use with early learners (4 years old to 7 years old).

Social Thinking’s information was first created for teenagers and young adults.

Simple language was introduced to bypass student’s use of large vocabulary words but absent understanding of key social concepts.

Typically social information is taught using large conceptual terms:

- Pay respect
- Cooperate
- Negotiate
- Pay attention
- Be friendly, etc.

My students could say the words
but they often used them
inaccurately. They would blame a
person for not cooperating when in
fact my student was lacking
cooperation skills.

It became clear that when working
with students with solid to gifted
language and academic learning
skills, we needed to avoid
assumptions!

In 1999 I began giving talks to
the public about what I was
learning.

We immediately received requests to
teach the same information to young
children.

We began to evolve the work for
children of all ages and also for
more mature adults.

We are tackling assessment and
treatment strategies.

We cannot assess if we don't
know what we are assessing.

We can't provide solid treatment
without knowing what we are treating.

Another major gap I experienced is
that parents and professionals lack
a clear understanding of the social
thinking and related skills we expect
students to produce at different
developmental ages.

To teach social competencies is to teach:

- Input:
Situation + People + any other details that help to inform
- Output:
Response (intellectual or social behavioral)

I created Social Thinking Vocabulary and concepts in order to teach implicit information explicitly.

All our products are designed to teach social thinking (input) and related social skills (output) to ultimately increase self-awareness and self-regulation.

Input always starts first and is then followed by output.

Over the last 4 years we have published two volumes, that include 10 core Social Thinking Vocabulary Concepts for what we call “early learners”.

And...we experienced a name change

Our 1st volume, was published in 2013 and was called The Incredible Flexible You

This is also the name of Volume 1's music CD.



Purchase or stream these songs on CD Baby, Amazon Music, Google Play or wherever you get music.
(We no longer sell the CD)

Name change:
People confused
The Incredible Flexible You and Superflex!

We are in the process of renaming Volume 1 to We Thinkers, Volume 1: Social Explorers



USB (flash drive) is no longer included.
All USB contents are now included in curriculum book

Our 2nd volume, We Thinkers! Volume 2: Social Problem Solvers was published in 2016.

It consists of a curriculum book, 5 storybooks and a GPS book.



USB (flash drive) is no longer included. All USB contents are now included in curriculum book

About the Authors



From L-R

Kari Palmer, me, Ryan Hendrix and Nancy Tarshis

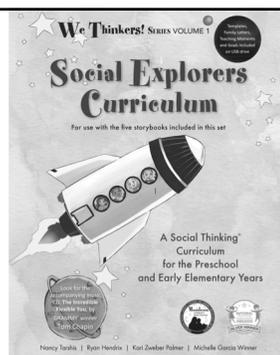
All treatment and assessment scales are based on the research, our experience and the values of our clients & family members who helped us to develop these concepts.

- In Speech Language Pathology and Psychology, this is considered “a curriculum based on the evidence”

The Volume 1 and Volume 2 curriculums and the GPS Scale each have an extensive research review at the start of each book.

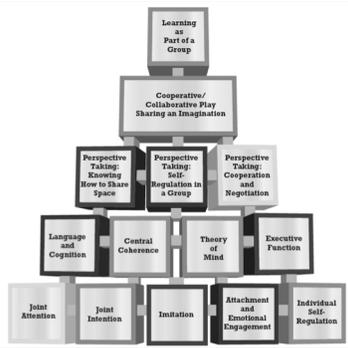
Volume 1 Curriculum

194 pages



The research focus in Volume 1 is on exploring the neuro-typical emergence of basic social interpretation and relatedness skills and what happens when a child’s social development is atypical.

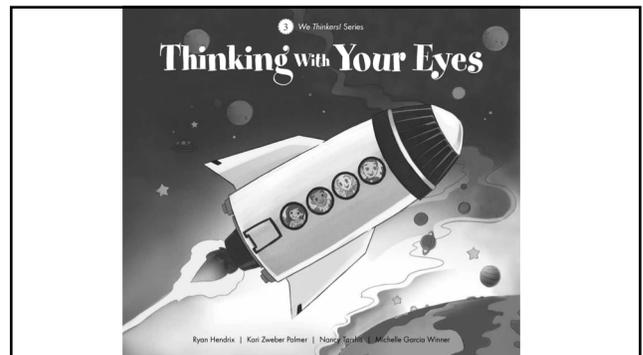
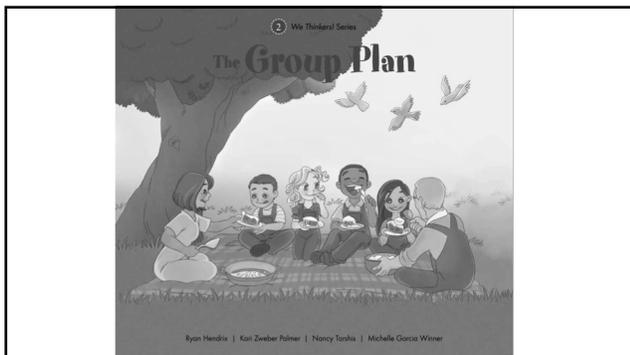
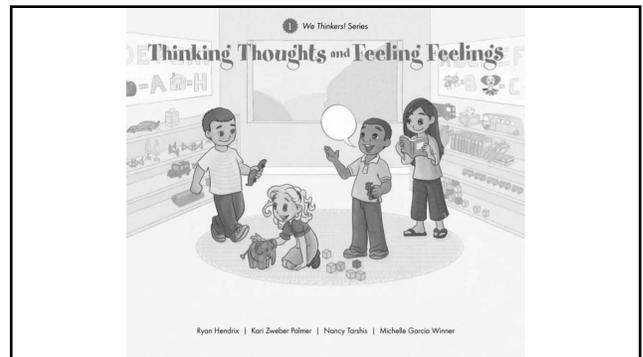
Building blocks of typical preschool social development

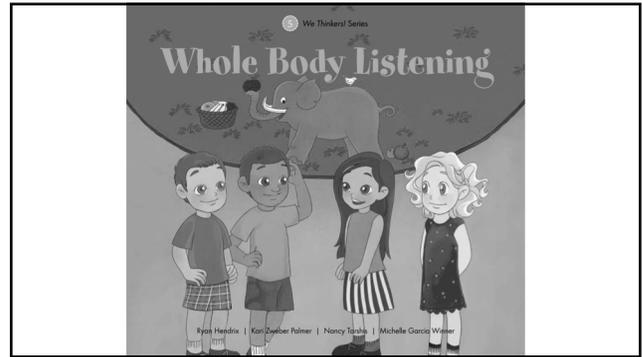
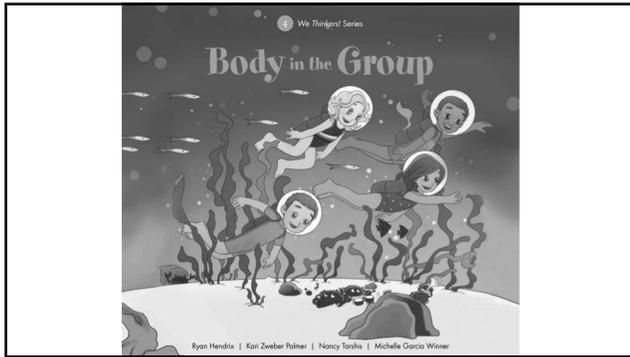


The shaky foundation when social development is atypical



Volume 1 focuses on teaching 5 core developmental social learning concepts





To get started:

- The storybook is read to kick off the teaching of each Social Thinking concept.
- One concept is taught at a time in a Unit covered in the Curriculum.
- Each Unit has
 - Guiding questions to use during the storybook
 - Activities related to the concept taught
 - Generalization activities
 - Parent letter to explain the concept to families

Each Unit's Layout:

- Social Thinking Concept Targeted-
- Definition-
- Why Do We Teach This Concept?
- Before Teaching the Unit-
- Prepare Materials for Activities –
- Opening Routine -

Unit Layout

Each unit follows a similar format as outlined below. This section provides additional tips and suggestions for teaching the vocabulary concepts.

Social Thinking Concept Targeted
Identifies the Social Thinking Vocabulary the unit is designed to teach.

Definition
A short definition of the concept, suitable to be shared with children.

Why Do We Teach This Concept?
Outlines why the concept is important in the overall framework of teaching Social early-elementary-aged children.

Before Teaching the Unit
Bulleted step-by-step reminders for teaching the unit.

Prepare Materials for Activities
Description of items and prep work needed prior to reading the storybooks and activities to children.

Opening Routine
The purpose of the opening routine is to have a consistent signal that group is starting preparing the children to think about each other and the plan for the day. In this

We teach an Opening Routine with notes to adults & visuals for kids

1. Read the storybook to the children.

2. After reading the storybook, discuss the story with the children. Ask them to share their favorite part of the story.

3. Discuss the story with the children. Ask them to share their favorite part of the story.

4. After reading the storybook, discuss the story with the children. Ask them to share their favorite part of the story.

5. Discuss the story with the children. Ask them to share their favorite part of the story.

6. After reading the storybook, discuss the story with the children. Ask them to share their favorite part of the story.

7. Discuss the story with the children. Ask them to share their favorite part of the story.

8. After reading the storybook, discuss the story with the children. Ask them to share their favorite part of the story.

9. Discuss the story with the children. Ask them to share their favorite part of the story.

10. After reading the storybook, discuss the story with the children. Ask them to share their favorite part of the story.

Storybooks have associated visual cues:

- Stop and Notice
- Stop and Discuss
- Stop and Do

Visuals match each storybook theme:



Activities within each Concept's Unit:

- All concepts are taught through playful activities
- This is how children learn social information!
- Children are taught the "3 parts of play" to help them to learn the progression through an activity.



Set Up

How children learn social information is through play. This is where we children will have the opportunity to use the vocabulary and concepts during and have experiences with other children as they progress during an experience.

Play

Engage in an activity together to use the concepts and their learning goals. This is the time to use the concepts and their learning goals. This is the time to use the concepts and their learning goals.

Clean Up

As we wrap up the activity, it is important to have a consistent and teach modeling within. This allows us to highlight to the children the group progressions and skills and give them a good thought about the day.

This teaching format is consistent across 10 storybooks and 2 curriculums!

Here's an example from Volume 1, Storybook 1 Thinking Thoughts and Feeling Feelings

Thinking Thoughts and Feeling Feelings

Ryan Hendrix | Kari Zueber Palmer | Nancy Tanshi | Michelle Garcia Winner

Thinking Thoughts and Feeling Feelings

Before Teaching the Unit

- Read through the Unit Plan and the Teaching Moment activities associated with it.
- Read through the appendices, using the reference points to find the, lists and notes, and/or Stop and Do's.
- Read through the different structured Activities to be done within the unit.
- Create materials: Create props, graphic cards, and images, etc. for the different activities.
- Familiarize yourself with the lists to the long used in teaching the unit.
- Review the unit objectives and notes in the Unit Plan section of the unit.
- Review the unit objectives for this concept (find goals in Appendix 2)

Prepare Materials for Stop and Do Activities

Get prepared for Stop and Do activities encouraged while reading the storybooks.

Page 7, Dice Roll: What Can Your Body Do?

- Cut out body part cards using template provided in Appendix A.
- Alternative suggestions:
 - o Use a Mr. Potato Head toy and pull out individual body parts.
 - o Place body parts or individual cards into an opaque bag to draw out one by one.

Page 11, Create Thought Bubble Props

- Attach cards to each side of a large square block.
- Add Velcro® strips or dots. (You will be attaching various images within the thought bubble from time to time.)

Unit 1: Thinking Thoughts and Feeling Feelings

How and When Page 16
Ask your students: "What other names for feelings do you know besides happy, sad, mad, and scared?"

How and When Page 20
Discuss the different characters, point to their hearts, and the associated feelings in each character.

How and When Pages 22-25
As you read these pages, use props to act out the scenes. Blow bubbles, make a spider puppet or toy crawl around, rip a page of artwork in half, and drop a scoop of toy ice cream on the ground. At each page, ask your students to imagine how they would feel in the situation.

Ask your students to stand up and act out the different feelings together. Encourage them to demonstrate the various facial expressions and body language for each emotion. Please remember that the expectation in this activity is self-awareness, not reading the emotion of another person, and of course! We want our students to think about how their faces and bodies look and feel when they are experiencing an emotion.

MUSIC ACTIVITY
"Show Me What You're Feeling" (Track 1)
Act out lyrics with children as you listen together so the children can practice demonstrating the various feelings with their faces and bodies. If children need help remembering what the different emotions look like, copy pages from the story, use expression/mimicry charts or pictures from magazines, etc. and post nearby as a reference during the song.

How and When Page 27

As an adult reads the storybook, take note of the: Stop and Discuss Stop and Notice & Stop and Do guide.

Unit 1: Thinking Thoughts and Feeling Feelings

Structured Activities

After you have completed the story and corresponding Teaching Moments, the following activities are used to reinforce the Social Thinking concept. Keep in mind that your purpose is to model the use of the vocabulary during teachable moments.

Draw attention to times when your students are thinking thoughts and feeling feelings. It is important to use the vocabulary at the time you notice children doing the concepts well, so students can pay attention to what they are expected to do. If the vocabulary is used to tell children what not to do ("Cooper is not thinking about my feelings"), then students pair the words with bad behavior and not as a tool through which they can learn positive behaviors. As much as possible in this unit, draw awareness to the idea that we are always having thoughts and feelings.

What do They Like to Think About? Fun with Familiar Characters

Use the thought bubble prop and pictures of items you like. Hold the thought bubble over your head and tell the group: "There are lots of things I like to think about. I like to read books. I like to think about books." Then select one picture (for example, books) and say: "I like to think about books." "I like to think about reading books." Then make the connection between thoughts and feelings: "I like to think about reading books. This gives me a happy and calm feeling." Do the same for other pictures of things you like to think about.

Extend the discussion by talking about favorite and familiar characters from books, movies, or television. For example, Ernie likes to think about his rubber duck and the Hungry Caterpillar likes thinking about food. Use your thought bubble prop and hold it above the character's head. Ask your group: "What might the Hungry Caterpillar like to think about?" If they are having difficulty generating ideas, you might show a few choices: "Does the caterpillar like to think about food or his rubber ducky?" Once the group figures out the right answer, put the image in the thought bubble and review: "The caterpillar likes to think about food. This gives him a happy feeling!"

Explore activities that tie the characters in the storybooks to what is happening with the children in the room.

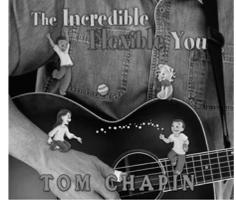
Unit 1: Thinking Thoughts and Feeling Feelings

Handouts are provided to make the lessons as user-friendly as possible:



Each unit has at least one song to match and a lyric sheet to teach

12 songs for 10 units.



Purchase or stream these songs on CD Baby, Amazon Music, Google Play or wherever you get music. (We no longer sell the CD)

Where You Think a Thought

Words and music by Tom Chapin & Phil Galdston

You got fingers to snap (snap snap), two hands to clap (clap clap)
Ten toes to tap (tap-a-tap-tap), but your brain is where you think a thought

You got legs to walk (left, right), a tongue to talk (blah, blah, blah, blah)
You can walk and squawk (squawk), but your brain is where you think a thought

You got a mouth to drink (slurp slurp), two eyes to blink (blink blink)
One place to think (ohhhhh) and your brain is where you think a thought

You got ears to hear (what?), whoever's near (who?)
Still it's very clear (Yessir!), that your brain is where you think a thought

It's like a picture there, it's underneath your hair, it's where you think
And thinking happens quick, it's like a magic trick, it's like shazaaam!
When you think, when you think a thought
When you think, think, think a thought



The songs on the music CD were created by longtime songwriters and Grammy-recognized artists Tom Chapin and Phil Galdston.

Tom Chapin, widely known for empowering children through his music, co-wrote and performs the songs.




All the songs on the CD are used across both Units in Volume 1 and 2

The CD is included in Volume 1 and also sold separately.



Purchase or stream these songs on CD Baby, Amazon Music, Google Play or wherever you get music. (We no longer sell the CD)

Expand your use of vocabulary to other settings in "Beyond the Unit".

Beyond The Unit: Generalize the Vocabulary to Other Settings

Just because the unit is over doesn't mean learning stops! Continue to use and reinforce the vocabulary in future units and throughout your year together with students. Some suggestions follow.

- While getting ready for large group time
- "It's circle time. I'm thinking about everyone putting their bodies in the group."
 - "Gardens is thinking about sitting on the blue carpet squares."
 - "Vadant is ready. He is thinking about our group."
 - "I'm thinking about reading a book to you all."
 - "I see Lisa smiling. She is feeling happy."

- Choice time:
- "Megan likes blocks. She is thinking about playing with blocks."
 - "Reaham does not like play dough. He is thinking about the other choice - doing a puzzle instead."
 - "Pablo and Lila are playing cars together. They are smiling and having fun. They are feeling happy and thinking about each other."

- When group time is ending:
- "Today in group we played with dinosaurs. We were thinking about dinosaurs."
 - "Group time is over now. It's time to think about cleaning up."
 - "It's time to think about saying goodbye to each other."
 - "We are all done with group time today. Everyone did a great job playing together. You can tell by the smile on my face that I am feeling happy. I am excited to see you again next time."

Explore our rubrics to take data on children's concept learning and performance of related social behaviors.

Take Away Points For This Unit

On the following page you will find a list of the key concepts we want students to take away from this unit. Review the list and assess your student's knowledge based on the rubrics below.

0 =	No understanding of the concept. They are not using the vocabulary or demonstrating any of the requisite associated behaviors.
1 =	Emerging awareness of the concept. May be able to point out or give examples of its use or misuse on others but are not demonstrating its use even with maximum support and cuing.
2 =	Emerging awareness of the concept. May be able to point out or give examples of its use or misuse on others and are demonstrating its use with support and cuing.
3 =	Solid understanding of the concept and can demonstrate its use with moderate cues.
4 =	Solid understanding of the concept and may be starting to use it with minimal cues.
5 =	Solid understanding of the concept and can demonstrate its use with minimal cues.

If you rate a student at 0 on the majority of the bullet points, consider: The appropriateness of curriculum for this student. (See page 30 in introduction.)
 If you rate a student at 1 or 2 on the majority of the bullet points, consider: Spending more time teaching this concept before moving on to the next unit. Explore it in different ways and across settings.
 If you rate a student at 3 or above on the majority of the bullet points, consider:

Information to help the adults connect the dots on what children are learning:

Unit 1 Take Away Points for Thinking Thoughts and Feeling Feelings

The expectation is for kids to be exposed to (not master) the following concepts:

- Basic information about the Brain
 - They have a body part called a brain.
 - Their brain is inside the head; they can't see it.
 - The brain's job is to think and make thoughts.
 - Basic information about the Heart
 - They have a body part called a heart.
 - It is located inside the chest; they can't see it.
 - Our heart is our feelings keeper.
 - Information about Thoughts
 - Thoughts are quiet words or pictures in your head.
 - We represent thoughts in illustrations by a thought bubble.
 - It's time to think about saying goodbye to each other.
 - We all have thoughts when we are with other people.
 - Other people have thoughts too when they are with us.
 - Information about Feelings
 - We can see how others are feeling by what they say, what they do, and how they look.
 - We can observe others' feelings by reading their facial expressions and body language.
 - We take into consideration the context (what is happening around us) to help determine others' feelings.
- After completing this unit, we want kids to start using words such as *brain, thought, feeling, thinking*

Help families and others working with children become familiar with the concepts and how they can use them:

The Family Letter: Extending Learning Outside the Classroom

As children learn new Social Thinking vocabulary, it is helpful to include the help of parents and family members in using the same vocabulary at home.

The family letter for Thinking Thoughts and Feeling Feelings includes an activity that gives children additional opportunities to explore the different things they like to think about. Share the letter with families and encourage them to complete the activity at home and return the thought bubble booklet next time. They have children share their work with each other during your next session together.

Find the Family Letter in Appendix C and on the USB drive in the back of this book.



Each unit builds on the next, incorporating concepts learned previously while also introducing new ones.

At end of Volume 1, we discuss goal writing

Ideas for Goal Writing

Concept: Understanding Self and Others

When provided with a photograph of themselves or others in a social context (e.g., playing with peers), students will identify (circle) and label (underline) the following objects:

Concept or Topic	0	1	2	3
Thought/Response	Labels both self and others in a social context.	Labels both self and others in a social context.	Labels both self and others in a social context.	Labels both self and others in a social context.
Thought/Response	Labels both self and others in a social context.	Labels both self and others in a social context.	Labels both self and others in a social context.	Labels both self and others in a social context.

Concept: The Group Plan

When provided with a photograph of themselves or others in a social context (e.g., playing with peers), students will identify (circle) and label (underline) the following objects:

Concept or Topic	0	1	2	3
Thought/Response	Identifies both self and others in a social context.	Identifies both self and others in a social context.	Identifies both self and others in a social context.	Identifies both self and others in a social context.
Thought/Response	Identifies both self and others in a social context.	Identifies both self and others in a social context.	Identifies both self and others in a social context.	Identifies both self and others in a social context.

On the inside back cover of the Curriculum book is a wallet size USB drive.

On it we have...

USB (flash drive) is no longer included. All USB contents are now included in curriculum book



Contents on USB Drive

Diagram 1. Building Blocks of Typical Preschool Social Development
 Diagram 2. The Shaky Foundation When Social Development Goes Awry
 Diagram 3. Social Thinking as a Supportive Framework
 Social Developmental Timeline

Teaching Moments

Appendix A. Templates
 Appendix B. Song Lyrics
 Appendix C. Family Letters
 Appendix D. Ideas for Goal Writing



USB (flash drive) is no longer included. All USB contents are now included in curriculum book

Who are these two volumes designed for use?

- For students with solid to strong language skills
- Use in the mainstream as a Tier 1 Intervention
- Use as Tier 2 and 3 for students with more intense social learning needs.

RTI - MTSS (Multi-tiered System of Supports): Tier 1

- Read the storybook
- Stop and notice, discuss and do activities embedded in the storybook
- Teacher to choose which of the other related activities would fit the needs of the classroom.

RTI - MTSS (Multi-tiered System of Supports): Tier 2 -3

Prior to the classroom reading the concept, expose children to information:

- Pre-read storybooks
- Begin to discuss concepts from the Stop and Discuss, Notice and Do sections in the book.
- Begin to explore activities in the curriculum
- Begin to use the language in treatment context



Warning! For students with social learning challenges, go slowly through this information!

Saying the words is one thing, understanding the concepts another and then demonstrating related output is another...

It's a journey, allow the time!!

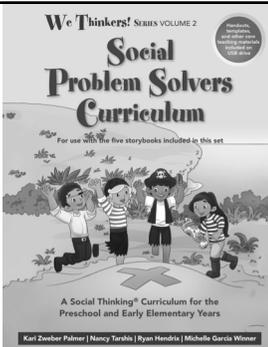


Fidelity Checklist for Volume 1 & 2



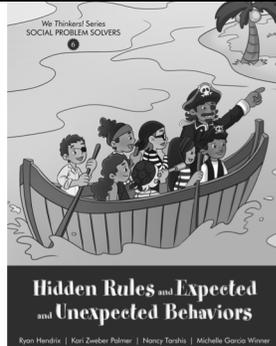
Volume 2

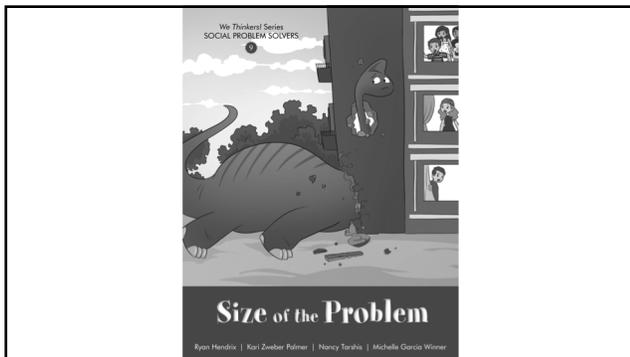
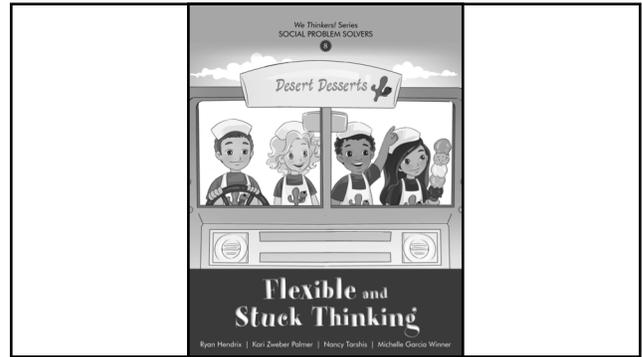
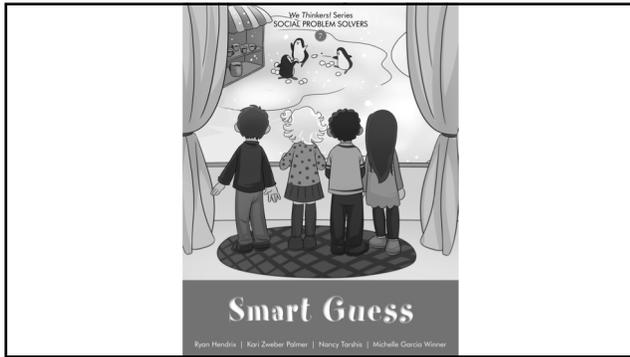
322 pages



Volume 2 builds off the lessons taught in Volume 1
 We recommend you always complete Volume 1 prior to going to Volume 2

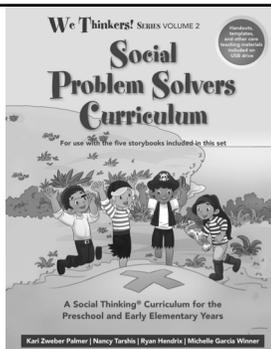
Volume 1 introduces 5 basic concepts, and Volume 2 moves us towards executive functioning – as all concepts are gaining in complexity





The research review in this book is about self-regulation, resilience and problem solving as part of building our social competencies.

This all relates to executive functioning!



We Thinkers! Series VOLUME 2
Social Problem Solvers Curriculum
For use with the five storybooks included in this set.
A Social Thinking® Curriculum for the Preschool and Early Elementary Years
Kari Zueber Palmer | Nancy Tarahis | Ryan Hendrix | Michelle Garcia Winner

The teaching progression is very much the same as in Volume 1

In all units, we seek to connect how to add information from Volume 1's Units 1-5 to Units 6-10 taught in Volume 2

For example, in Unit 6 Hidden Rules and Expected and Unexpected Behaviors, we directly teach how to fuse the information together.

For example: Unit 6 Hidden Rules & Unexpected Behaviors then reviews how this relates to The Group Plan (Unit 2) and Thinking with Your Eyes (Unit 3), etc.

Unit 6: Hidden Rules and Expected and Unexpected Behaviors

Connecting Expected/Unexpected to THE GROUP PLAN

1. Tell the group "OK, I am now going to read to you from a book I want to share! The group plan is to listen to a story. If you see me doing something expected or unexpected, raise your thought bubbles!" Then, pick up a book and pretend to read silently.
2. As your students hold up their red thought bubbles, stop to discuss, "I'm following my own plan, and not the group plan. That's unexpected. That probably makes you feel uncomfortable."
3. Place the image of Elle thinking about her own plan (from the Unexpected Example cards) in the large red thought bubble.
4. "I want to change your thoughts so you feel comfortable about being with me. I know I can follow the group plan. That's expected!"
5. Start reading from the book to your students until many are holding up their green thought bubbles.
6. "I'm following the group plan and now you are probably feeling more comfortable and having good thoughts about me."
7. Place the image of the four characters thinking about one group plan (from the Expected Example Cards) in the large green thought bubble.

Connecting Expected/Unexpected to THINKING WITH YOUR EYES

1. Start a conversation with the group, "I want to tell you what happened to me this week." Talk with your group about something in your life, but with your eyes looking at the ceiling.
2. As your students hold up their red thought bubbles, stop to discuss, "I was looking at and thinking about the ceiling. That was unexpected. That probably made you feel uncomfortable."
3. Place the image of Jesse with his eyes looking away from Elle (from the Unexpected Example Cards) in the large red thought bubble.
4. "I want to change your thoughts so you feel comfortable about being with me. I know I can think with my eyes about all of you. That's expected!"

Goal writing and related discussion about the educational standards is included in the later part of curriculum

Ideas for Goal Writing and Links to Educational Standards

As you work through Volume 2 of the *He Thinkers!* series, it is important to periodically take some time to think back through your students' social awareness and responses and assess their abilities in both the areas covered by the unit and those that follow. We suggest the use of rubrics to measure progress, as goals with strict performance objectives do not lend themselves to the type of flexible social thinking and social behavior we are hoping to impart to our students.

The sample goals that follow are written in a rubric assessment format. It would not be possible for us to list every concept, skill, and behavior that can be targeted for treatment. As such, we have provided some very general examples of rubrics for each of the five core Social Thinking concepts targeted in this curriculum. A few important notes:

1. For each of the first three teaching concepts (hidden rules and expected and unexpected behavior; smart guess; and flexible and stuck thinking) we have written both concept rubrics and a performance rubric.
2. The **concept rubrics** are designed to help you assess your students' understanding of these five new and more complex ideas.
3. The **performance rubrics** look at how students are able to put this knowledge into action through their behavior.
4. Please notice that for *Size of the Problem and Sharing an Imagination* we are only teaching students the

Unit 6: Hidden Rules and Expected and Unexpected Behaviors

Concept goal ideas
When given social scenarios (e.g., playing with peers, working on a group project), student will identify a range of stated and unstated rules that relate to expected and unexpected behaviors, as measured by the following rubric.
(Handline: Rubric Rating = _____)

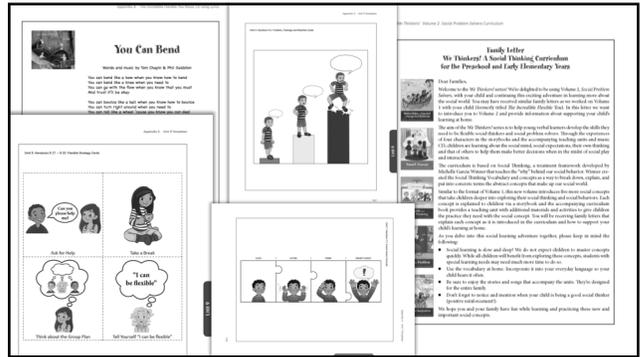
Performance goal ideas
The child will use the hidden rules in a social situation and adapt his or her behavior to demonstrate expected behaviors with _____ cues (visual, verbal, minimal, no-direct).
(Handline: Rubric Rating = _____)

Unit 6 Concept Rubric	1	2	3	4
Expected behaviors	Does not understand the concept	States at least one logical or plausible expected behavior based on the given situation.	States a few logical or plausible expected behaviors based on the given situation.	States how using expected behaviors impact how someone else feels.
Unexpected behaviors	Does not understand the concept	States at least one logical or plausible unexpected behavior based on the given situation.	States a few logical or plausible unexpected behaviors based on the given situation.	States how using unexpected behaviors impact how someone else feels.

Unit 6 Performance Rubric	1	2	3	4
Expected	Child does not	With maximal visual	With moderate visual	Child demonstrates

We learned from your feedback about Volume 1, and organized Volume 2 a bit differently.

The last 100 pages provide an appendix of handout illustrations, family letters and music lyrics



What's Sharing an Imagination?

Unit 10: Sharing An Imagination

Activity 2: Imagine and Share Sample

It's not a...	It's a...
Spoon	Brush (hair, paint) Roller Drumstick Pliers
Plate	Shooting Wheel Click Furber Taco Pizza
Cup	Flower pot Tobacco Hat Drum Mountain
Block	Flower Crate

On the inside back cover of the Volume 2 GPS Book is a wallet size USB drive.

On it we have..

USB (flash drive) is no longer included.
All USB contents are now included in curriculum book

Contents on USB Drive*

Teaching Moments by Unit
Fidelity Checklist

Appendix A. Templates by Unit
Appendix B. The Incredible Flexible You Music CD Song Lyrics
Appendix C. Family Letters

USB (flash drive) is no longer included.
All USB contents are now included in curriculum book

Two volumes, 10 storybooks,
2 curriculum books and a music CD
AND
we realized we had a problem!

Learning the input did not directly teach
social output for interactive play with
peers!

Solution:

Recognizing not all children have
the same capacity for interactive
play, we created a tool to help
parents and professionals figure out
a child's interactive play level.

Our Group Collaboration, Play and Problem Solving (GPS) Scale provides:

1. A 5 Point Scale to determine a student's level of play
2. An observation checklist to help guide users to determine the level of play
3. Differentiated Interactive Play Activities that cover Units 6-10 Storybook concepts

We developed a
2nd core book in
Volume 2
dedicated to the
GPS Scale,
Checklist and Play
Activities

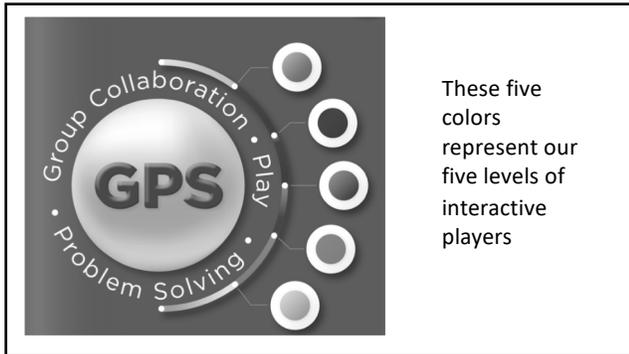


Creating this delayed getting
Volume 2 to market.

We received a lot of mail voicing concerns
about our delayed delivery of this
product.

Some of it not so nice...

Here's what we created...



These five colors represent our five levels of interactive players

CORE SUMMARY OF THE GPS PLAY SCALE

ME	ME YOU	ME & WE	WE	SCIP
GPS Play Level 1	GPS Play Level 2	GPS Play Level 3	GPS Play Level 4	GPS Play Level 5
Play is very singular and is object or action focused. Children at this level tend to play alone. They will attend to an adult if the adult is actively seeking their attention.	Play is still quite singular but children will attempt to engage the adult to play their way. With a lot of work on the part of the adult, the child will briefly attend to a peer during play.	Adult directs the play, providing the structure, ideas, and context. Peers take a role and enact the play within that structure.	With minimal adult facilitation (providing props, materials, and initial ideas), peers can begin to create structured play together. Adults may step in to resolve conflicts and keep play moving along.	Shared Collaborative Imaginative Play (SCIP). Peers provide ideas, decide on a theme and choose roles, negotiate, and problem solve on their own. Low adult facilitation, if any.

What is Social Thinking's GPS and what is it not?

- Not intended to be diagnostic or a prognostic tool.
- Means of observing and categorizing play
- Help with planning intervention and celebrating progress with realistic expectations!

We differentiate between being Me Thinkers and We Thinkers

<ul style="list-style-type: none"> • Self-focused play • Object-oriented play • Singular Imagination • Include adults when adults actively seek their attention or follow the child's lead 	<ul style="list-style-type: none"> • Emerging or emerged in their ability to socially attend to peers • Shared Imagination • Able to engage in peer based play (with differing levels of support)

- We asked 6 questions on our observation checklist, 3 of which are:**
1. Does the child seek peers or adults as play partners?
 2. How flexibly does the child shift play ideas during interactive play?
 3. How does the child engage with objects and play material during interactive play?

Our questions led to some basic descriptions.

ME

GPS Play Level 1

What does play look like?

Play is very singular and object/action focused

Child plays alone

Briefly attends to an adult if s/he is actively seeking child's attention.

What is attention focused on? Objects

Singular or Shared Imagination? Singular

ME + YOU

GPS Play Level 2

What does play look like?

Play is still quite singular but attempts to engage the adult to play their way. With a lot of work by the adult, the child will briefly attend to a peer.

What is attention focused on? Objects and Adult
Singular or Shared Imagination? Singular

ME to WE

GPS Play Level 3

What does play look like?

Adult directed play with adult providing the ideas, script, and context. Peers interact with each other in a structured context.

What is attention focused on?

Interacting with Peers when they understand what to do given the structure, otherwise focused on Adults

Singular or Shared Imagination? Emerging into shared

WE

GPS Play Level 4

What does play look like?

Peers seek to develop play ideas with each other, with minimal adult facilitation in the form of props, materials and initial ideas. However, they struggle to sustain peer engagement without conflict requiring adult intervention.

What is attention focused on?

Shifting to peer focused but struggling to persistently consider peer's wants and needs.

Singular or Shared Imagination? Shared

SCIP

GPS Play Level 5

What does play look like?

Shared Collaborative Imaginative

Play (SCIP)- Peers provide ideas, shift, negotiate, and problem solve on their own.

What is attention focused on?

Peer to Peer

Singular or Shared Imagination?

Shared. Peers are leaders and followers.

Based on a GPS level (2-5) we developed Differentiated Interactive Play Activities using storybook contexts 6-10 .

For level 1 players, we recommend other's materials such as the Hanen Program out of Canada.

Example of a GPS Level 2 Play Activity for a small group of players in the Flexible and Stuck Thinking storybook:

ME & YOU GPS Play Level 2 Unit #: Flexible and Stuck Thinking

Ice Cream Boss Says

In this activity, students take turns pretending to be the boss at the ice cream shop and giving directions to the other workers to follow. The activity begins with the adult as the Ice Cream Boss, modeling the activity. The goal is for students to pay attention to the leader (the leader is eventually a peer) and follow the same plan. However, in this activity, instead of watching each other use materials, children will be observing others' actions and moving their bodies in a similar way.

- The adult is the Ice Cream Boss first. Put on an apron (or any prop that signifies you are the leader). Tell students that the job of the Ice Cream Boss is to give directions to the workers. When you are the boss, you give the orders. When you are not the boss, you follow directions.
- Give a direction and do an accompanying action that children can imitate. For example:
 - Scoop the ice cream
 - Shake on the sprinkles
 - Pour the chocolate sauce
 - Wipe down the tables

ME & WE GPS Play Level 3

Example of a GPS Level 3 play activity for the Size of the Problem storybook:

Unit #: Size of the Problem

1. Before students arrive, choose a scene from the storybook, *Size of the Problem: Dinner Birthday Party* and gather necessary props. The props you need will depend on the scene you choose. We recommend starting with the following example found on page 6 in the storybook. Find scenes in Appendix C in this user manual. Discuss how scenes at the party can use making problems. The kids are eating cake and helping make the problems better.

Group Play Plan
 Unit: _____ Play Theme: _____

Scene: _____

Student Name	Role and Job	Props Needed

WE GPS Play Level 4

Example of a GPS Level 4 Play Activity in the Sharing an Imagination storybook:

Unit #: Sharing an Imagination

Instructions for the Roadblocks activity

- Introduce the Roadblocks game to the students. Begin by being seated together. "Today we are going to play a game called Roadblocks. Together we will be problem solvers and share an imagination! Since I know how to play the game, I will show you how it works."
- Select the Roadblocks Setting Card, Roadblock 10: Get around turtles in the street.

Roadblock 10
Get around turtles in the street.

- Show students the card. "Remember this picture from our story? This was when Evan, Ellie, Jessie and Holly pretended to be firefighters. They also had to be problem solvers to get the turtles out of the middle of the street! Who remembers how they did it?"
- Continue: "That's right! They used a hose to flood the street. Then the turtles swam away. Now WE are going to pretend to do the same thing."
- Use the Tunnel of Change (introduced in the We Thinkers! Volume 2 Social Problem Solvers curriculum, Unit 10, Activity 3) so kids can imagine themselves as firefighters.

A Fidelity Checklist is included to guide effective use of our GPS scale and play activities

We Thinkers! Series Group Collaboration, Play and Problem Solving (GPS) Fidelity Checklist

Clinician/Adult—Use this form to guide your observations for the intended use of the GPS protocol and materials.
 Fidelity Observer(s)—Use this form to score adult fidelity in utilizing the GPS materials. Fidelity scores located at the bottom of this form.

Key elements: 1) Prepares for observation, 2) Structures observation, 3) Facilitates engagement, 4) Evaluates findings

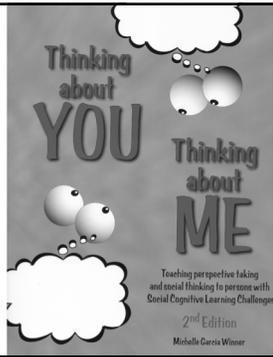
Fans (circle one): Clinician/Adult | Fidelity Observer | My Name: _____ Date: _____
 General (e.g., circle level): Observations: 1 | 2 | 3 | 4 | Length of observation: _____ min. Child's initials: _____
 Level of structure (check one): High Structure (e.g., teacher led) | Low Structure (e.g., free play)

	1 (Observed quality)	2 (Adequate quality)	3 (Poor quality)
PREPARE	Adult brings all materials and appears familiar with them as indicated by using them fluidly and comfortably.	Adult brings all materials, but appears less familiar with them than noted as indicated by needing to read materials from time to time, juggling materials, or appearing less comfortable.	Adult doesn't bring materials or appears unfamiliar with materials as indicated by searching for materials or stumbling in use of materials.
STRUCTURE	Adult confers with others post observation (self-report acceptable).	Adult confers with teacher, staff, and/or parents about the representativeness of each observation's self-report of conferring is acceptable.	Adult observes without checking representativeness of the observation with others.
FACILITATE	Adult engages with solitary or struggling players.	Adult engages with solitary players or those struggling to play with peers, but uses direct strategy of prompts (e.g., work to encourage higher levels of play).	Adult engages with solitary players or those struggling to play with peers fewer than five times per observation and uses few if any prompts.
EVALUATE	Adult utilizes one or two of the recommended scoring tools during the play observation.	Adult utilizes one or two of the recommended scoring tools during the play observation.	Adult does not utilize recommended tools to evaluate play level.

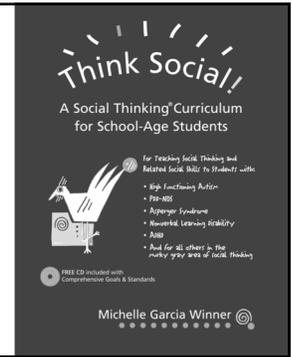
Currently the way to access the GPS book is to purchase the full We Thinkers Volume 2 package.

This is because all of the Differentiated Play Activities described in back of the GPS book relate to the Volume 2 storybooks.

If you would like to learn more about using Social Thinking concepts more broadly and related assessment tasks:



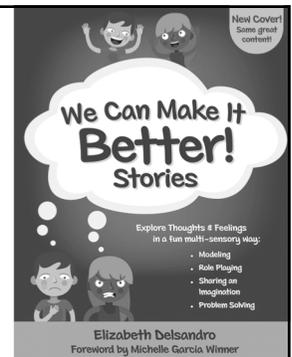
If you would like to learn more about Social Thinking Vocabulary concepts:



Other materials that can be used in symphony with our We Thinkers Series Volumes 1 and 2

We Can Make It Better!

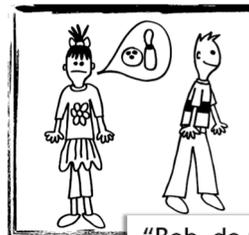
Pairs well with the Volume 1 storybook, Thinking Thoughts and Feeling Feelings



Make It Better Stories have social dilemmas...

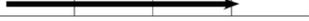


Maria loves to bowl. Her family bowls in a league every Saturday morning.



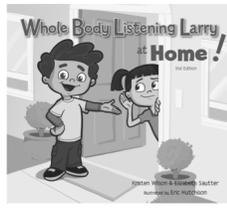
"Bob, do you like to bowl?" Maria asks. Bob walks away from Maria.

Thinking and Feeling Board	
Thinking 	Feeling 
Character: 	Character:

Not So Good Board			
1 	2	3	Ending 
			

"We Can Make It Better!" Chart			
Name	1	2	3
Ben	"I like to go bowling!" says Bob.	"You can go first, Maria," says Bob.	"A zero is OK," says Bob.
Montana	"Maria, you're a good bowler!" says Bob.	Bob grabs Maria's shoes for her.	"That's OK. Now it's my turn," says Bob.

Better Board			
1 	2 	3 	Ending 
			

These two books compliment what students are learning in the Volume 1 Whole Body Listening storybook




Why the 2nd Edition?

Final thought:
Our Motivational Developmental Tools are to help guide teaching students to develop self-awareness, improved social interpretation (input) and to be more aware and capable of refined social output.

As you teach, remember you are teaching social competencies and not simply social skills.

Webinar is being recorded

Recording will be available on this webpage

Download handouts

Download presentation handouts in tab under video: "Description & Handouts"

Certificate of attendance

- No CEUs offered
- Download Certificate of Attendance below under "Learning Goals"

Links to products & articles

See at bottom of page: "Helpful Resources"

10% off products

Use code: AGES4to7

Expires Feb. 7, 2017

Post it. Share it. Tag it.



@socialthinking

2socialthinking

#STWebinar

Continue the learning!



Sign up for our newsletter

www.socialthinking.com/Join

Our next webinar

Feb. 22, 10 am PST

How to Use Our Materials to Teach Ages 11-18

Registration not open yet to be announced through newsletter & social media



Social Learning for a Lifetime of Well-Being



www.socialthinking.com