

## **SOME SOCIAL THINKING VOCABULARY** **BY MICHELLE GARCIA WINNER**

**SOCIAL THINKING-** The idea that we are social thinkers everyday whether it is at home or in the classroom. We should be aware that people around us have thoughts and feelings. It includes sharing a space with others effectively and understanding the perspective and intentions of others. Although it is abstract, the vocabulary and lessons are concrete and talk about how the social world works.

**WHOLE BODY LISTENING-**Idea that the whole body (eyes, ears, mouth, hands, feet, bottom, and brain) needs to be focused on the group in order to listen and show you are listening.

**EXPECTED BEHAVIORS** -Understanding that a range of hidden rules exist in every situation and people are responsible for figuring out what those rules are and then following them. By doing so, we keep other people thinking good thoughts about us. Doing what is expected is different based on where we are and who we are with.

**UNEXPECTED BEHAVIORS-**Failing to follow the set of rules, hidden or stated, in the environment. People who don't follow the rules are doing what is 'unexpected' and people may have "uncomfortable" or 'weird' thoughts about them.

**THINKING WITH YOUR EYES** - Your eyes are 'tools' that help you figure out your environment and what other people might be thinking about. It puts the emphasis on the students becoming good observers and to use the clues to make smart guesses about what other people might be thinking about. They are encouraged to use this information to adapt their thinking, words, and behavior. Also, if you use your eyes to look at a person, it makes them feel that you are thinking about what they are saying or doing.

### **YOUR BODY IS IN THE GROUP/YOUR BODY IS OUT OF THE GROUP-**

When someone's body is turned into the group and they look like they are working as part of the group. We notice when somebody's body is not part of the group.

**YOUR BRAIN IS IN THE GROUP/YOUR BRAIN IS OUT OF THE GROUP-** We notice when somebody's is in the group and their brain is paying attention. We think that person is doing a really good job participating in the group. We also notice when somebody's body is in the group, but it does not appear like their brain is part. It does not appear that their brain is thinking about the same thing as the group. We say "your brain is not a part of the group".

**BEING A "THINKING OF YOU" KID VERSUS A "JUST ME" KID-**

These terms are used to define the difference between cooperating in a group versus just focusing on one's own needs.

**THE THREE PARTS OF PLAY-** Play involves 3 steps: set up, play, and clean up. Many students take way too long to set up because they insist that things be a certain way. We want them to learn that it takes away from play time which is what they really want. Also, helps with cooperation.

**SOCIAL DETECTIVE** - Everyone is a social detective. We are good social detectives when we use our eyes, ears, and brains to figure out what others are planning to do next, or what they are presently doing and what they mean by what they say. We use our eyes, ears, brains to figure out people and places.

**SMART GUESSES-** This is when we use all of our tools to figure things out and then make guesses based on what we know about the world.

**WACKY GUESSES-** If we forget and don't think about what we know and see, then we just make a random guess without having any information. As we learn in school, our teachers do not expect us to make wacky guesses.

**BIG PROBLEM / LITTLE PROBLEM-** Not all problems should get the same emotional reaction. Students use a rating scale (1-5) to help understand the range of their behavior. Big problems call for stronger emotions and help. Little problems are called 'glitches' and can be worked out if you stay flexible.

**SUPERFLEX-** A comic superhero who helps kids overcome the challenges in different social situations that arrive across the school and home day.

**FLEXIBLE THINKING** - Needed to interpret verbal and nonverbal information based on different points of view or different contexts. This is the opposite of having a rigid brain, where one follows a rule all the time or cannot interpret subtle different meanings in language or expression.

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**THE UNTHINKABLES** - Comic characters who try to make people inflexible and have other challenge such as distractions, getting off topic, and stuck on topics. The students learn how each of them has Super-flexible capacities in their brains that can overcome a Team of Unthinkables, such as Rock Brain, Topic Twister Meister and Mean Jean.

**Michelle Garcia Winner Resources:**

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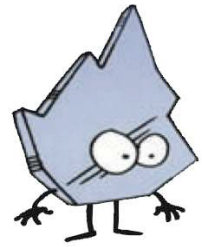
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## The Social Thinking Curriculum - How It All Works Together!

For the latest information on new products and workshops, sign up for the newsletter at [www.socialthinking.com](http://www.socialthinking.com)

### New! *Superflex Takes on Glassman and the Team of Unthinkables!* (2009 Madrigal and Winner)

In this new teaching comic book in the Superflex series, the superhero, Superflex, swoops down to help Aiden overcome the Unthinkable, Glassman (who causes our over-reactions to small things), at just the right time: the first day of school! Superflex shows elementary school students how they can use strategies to conquer their own “Team of Unthinkables,” like Glassman. In the process, students learn to calm Glassman and strategies to assess the size of problems and other issues. As students face Glassman and other Unthinkables, they build up and learn to flex nimble, new mind muscles and problem-solving skills.



### NEW! *Socially Curious and Curiously Social: A Social Thinking Guidebook for Teens & Young Adults with Asperger's, ADHD, PDD-NOS, NVLD or Other Murky Undiagnosed Social Learning Issues* (2009 Winner and Crooke)

This anime-illustrated book is for teens and young adults to read themselves to learn how the social mind needs to work in order to effectively relate to others, at school, at work, in the community and even at home. As there is little information on how to talk about social information, this book redefines what it means to “be social” and it is likely NOT what you were thinking! This book is a “get real” discussion about what really goes on inside the mind of folks as we share space together.

### *You Are A Social Detective* (2008 Winner and Crooke) - Now Available in Spanish

An engaging comic book that introduces children and adults to the core concepts of teaching social thinking and the related Social Thinking Vocabulary. Paraprofessionals, teachers and caregivers have found this book to be a great way to encourage kids to be their own social detectives to better understand the social world of both school and home. Different concepts can be reviewed repeatedly with

students to teach them how to develop their own social detective skills. Elementary school-aged (K-5) students, and immature older middle and high school students who enjoy visual books, have benefited from this book.

### *A Politically Incorrect Look at Evidence-Based Practices and Teaching Social Skills* (2008)

We are all pushed by a political mandate to teach social skills using an “evidence-based approach.” However, most administrators, educators and parents have not stopped to ask what it means to really teach this abstract set of concepts and skills. In this research-based essay, the basic questions of “what are social skills?” and “how do we teach them?” are asked (and answered) along with 8 other critical questions. Anybody involved in teaching social skills will find this paper a “must read.” To assume we can simply teach a social skill as an isolated unit is to fail to respect the core issues of our students.

### *SUPERFLEX: Comic book, Curriculum and CD* (2008 Madrigal and Winner)

Paired with the core Social Thinking curriculum, *Superflex* teaches K-5<sup>th</sup> grade students to think about how their brains work so that they can better monitor their own behavior. Each one of us has a Superflex superhero in our brains that is challenged daily by a “Team of Unthinkables.” *Superflex* is an effective and engaging tool for helping students to think about their own thinking and then to learn to use strategies that challenge their own motley team of thoughts that may be causing them problems (Unthinkables). The 110-page curriculum gives clear lessons and worksheets to help professionals and parents build in students a full-fledged Superflex Superhero Academy to work on those Unthinkables across different contexts. A CD lets users download related worksheets.

### *Thinking About You Thinking About Me, 2<sup>nd</sup> Edition* (2007) [The book to start with to learn about social interaction and awareness](#)

This core book of Social Thinking explores ways to understand and treat K-adult individuals with social cognitive weaknesses. The book introduces the concepts of the 3 levels of perspective taking deficits and how we provide treatment through the 4 steps of communication, 4 steps of perspective taking and the ILAUGH model. This book provides philosophy, related lessons for elementary school, lessons for older kids (middle and high school) and goal suggestions for each section. This book also presents concrete concepts, such as the Me Binder and Social Behavior Mapping. Chapters related to informal and formal assessments have doubled in this edition and include the Social Thinking Dynamic Assessment Protocol®. *A prerequisite to get the most from many books here!*

### *Sticker Strategies: Practical Strategies to Encourage Social Thinking and Organization* (2007)

*Sticker Strategies* includes over 80 fundamental teaching concepts/student strategies printed onto color-coded 4x6 inch stickers to apply to a spiral-bound set of index cards for a student to use at school or home. The text on the stickers is also provided on a page to copy for future use with different students. The strategies encourage teachers to work with students to determine which strategies or social thinking reminders fit best for each student; a small book of key strategies can then be developed based on the student’s needs that the student can take around campus. Strategies are organized in categories, including: asking for help; emotions and problem solving, organization, writing and homework; group work; family time/home strategies. A very practical tool, the strategies are relevant for a large range of students who have learning disabilities and works best for 3rd grade to 12th grade students.

### *Think Social!: A Social Thinking Curriculum for School-Age Students with CD of Goals* (2005)

This curriculum builds on the philosophy in *Thinking About You...*, sequencing lessons across 8 chapters that help direct students to the basics of working and thinking in a group. The chapters then examine how to use and interpret language (verbal and nonverbal) to further understand the communicative context. The lessons encourage students and their caregivers to learn the Social Thinking Vocabulary and to develop self-awareness through analysis of their groups’

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therapy videos clips. At the end of each chapter, the relevant Social Thinking Vocabulary provides content for "teachable moments" across the day and goal suggestions. Each chapter also provides a list of educational standards that require the student to know the social knowledge taught, linking social thinking back to the academics of the classroom. The curriculum provides a comprehensive introduction to guide people through its use and applying it to developing social thinking groups and the core social thinking philosophy. Users are encouraged to modify some activities to better fit the age of the students, but the most basic activities are necessary for our brightest and oldest students. The lessons have helped those from kindergarten through adulthood.

### **Orange Book: Worksheets! for Teaching Social Thinking and Related Skills (2004)**

This book is a large set of worksheets that explains social thinking concepts and encourages students to process more deeply what these concepts mean to them. The worksheets also serve as lesson plans to introduce the concepts; the educator is then expected to take the concepts and play with them through different activities the educator deems appropriate. The worksheets are supplemental information, dovetailing off lessons discussed in *Thinking About You...* and *Think Social!*. They can be copied and sent to parents and other professionals to share the concepts the student is learning. The curriculum works best for grades 5-12, although some worksheets are for young students (K-4.). The worksheets are coded to suggest which ones are better for different aged students.

### **Social Behavior Mapping (2007) – Now Available in Spanish**

One of the most successful strategies used at the Social Thinking clinic, the Social Behavior Map (SBM) is a cognitive behavior strategy to teach individuals about the specific relationships between behaviors, others' perspectives, others' actions (consequences) and the student's own emotions about those around him or her. The SBM is a visual tool that displays these abstract concepts through a flow chart. Covering a range of topics for home, community and the classroom, professionals and parents use SBMs to teach how all behaviors done in the presence of others involve social interpretation and responses. Intended for 3rd-12th grade students, this strategy is most effective for students with solid language skills.

### **Blue Book: Inside Out: What Makes the Person With Social Cognitive Deficits Tick? (2000) [Start here for the connection to academics](#)**

The book introduces the ILAUGH model to explain the connection between social and academic skills. The model provides a way to target challenges that a student may face and how these affect schoolwork and social interaction. Handouts and IEP goals are provided at the end of each ILAUGH chapter. Also included are chapters on starting social groups and the connection between social thinking and reading comprehension. For teaching K-adulthood.

### **New! The Story of Michelle's Father - Auschwitz Survivor, Max (Priscilla Alden Thwaites Garcia)**

#### ***Auschwitz, Auschwitz I Cannot Forget You As Long As I Remain Alive (2009)***

As Michelle puts it, "My mother was a writer who not only was a wife but also my dad's `therapist.'" This book captures Max's triumph over the Nazis and his remarkable life to the present day. Max not only survives the Holocaust, but he served as an interpreter for his U. S. liberators and for the U. S. Counter Intelligence Corps. Max moved to America and realized the dreams that the Holocaust could not extinguish: having a family and becoming a successful architect in San Francisco. Today, Max's influence is felt by generations young and old, even in the lands where he had been tormented.

### **DVDs and POSTERS**

#### **DVD: Social Thinking Across The Home and School Day (2004)**

A 4-hour training: 2 hours summarizing the ILAUGH model explored in the book, *Inside Out*, plus 2 hours of social thinking therapy with elementary and high school students. For preschool- 12<sup>th</sup> grade.

#### **DVD: Strategies for Organization: Preparing for Homework and the Real World (2005)**

This 3.5-hour DVD presents Michelle's workshop by the same name. The accompanying booklet contains handouts discussed on the DVD that can then be used with students. The DVD offers 10 critical steps towards helping students with the nitty-gritty of organizational skills towards completing homework assignments. The strategies can help all students, not just those with social cognitive challenges—working best for those in 4th through 12th grade.

#### **DVD: Growing Up Social (2007)**

This 2-hour DVD explores the developmental structure of normal social behavior as a way to understand social thinking and related social skills. Infant and preschool social developmental milestones are related to increasingly complex skills, such as reading comprehension and conversation. The 4 steps of communication and 4 steps of perspective taking are discussed as major elements that support the development of social thinking. For preschool – 12<sup>th</sup> grade.

#### **DVD: Social Behavior Mapping (2007)**

This 1 hour DVD explains the cognitive behavioral concept of social behavior mapping (SBM) described in Michelle's book, *Thinking About You Thinking About Me*, 2<sup>nd</sup> Edition (2007) and demonstrated in 2 of her posters. For more information about SBM see the book on the topic above.

#### **Four Posters for the Classroom and Treatment Room (2004) – Reinforcement for Above Curriculum Materials**

- \* The yellow poster is a completed social behavior map for generic use in the classroom.
- \* The red is a blank social behavior map with a dry erase surface to be used and reused in the treatment room.
- \* The popular social thinking concepts of the *Boring Moment* and *Being Part of a Group* are for all classrooms, to help teachers engage in a more explicit discussion about classroom expectations.
- \* These are sold as a 4-pack at conferences, but can be bought individually from our website.

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