

The *Social Thinking* Project



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T. MARSHALL ELEMENTARY SCHOOL



<http://www.marshalles.org/>

What is Social Thinking?

- A program that teaches students to understand the concepts of social interaction so that they may learn social skills in a context that is meaningful for them.
- Moving beyond spoken interactions
- Following unwritten social rules of the environment
- Sharing space with others
- Thinking about others
- Regulating your behavior to others expectations or thoughts. (Winner, 2005)



The Launching of Social Thinking at Marshall...

Professional
Development
during 2011-2012
school year.

Leadership

Needs Assessment

Identify Staff

1. Professional Development
2. Leadership
 - ✦ Passion for Social thinking Philosophy
 - ✦ Desire to integrate Social Thinking Philosophy school wide.
 - ✦ Recognized a need to solidify a Behavioral RTI process.
 - ✦ Needed a consistent approach for discipline interventions.
3. Identified staff to lead social thinking groups.

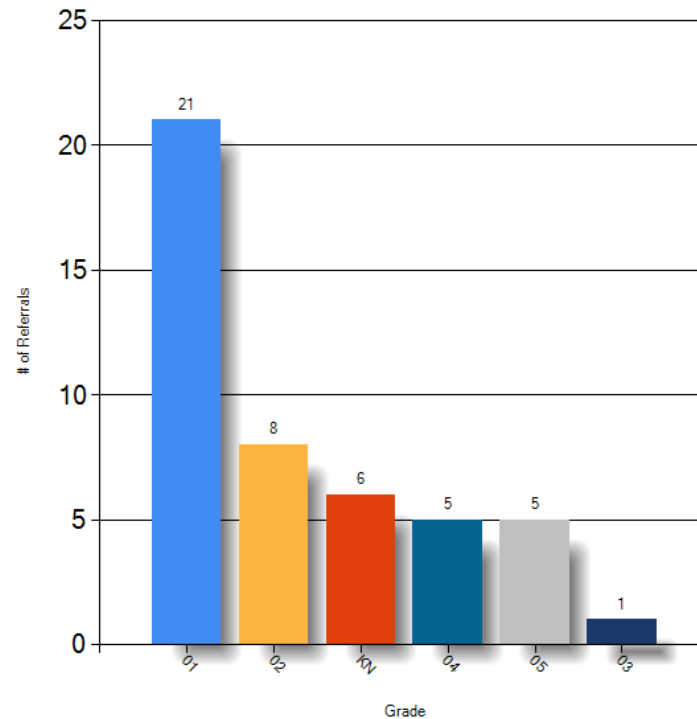


Grade Level Behavior Referrals



Marshall Elementary
Grade Summary Totals - Active Students Only (All Grades)
Date Range: 9/2/2013 - 4/28/2014
Top 15-Sorted by Count - Referral

Grade Summary Totals

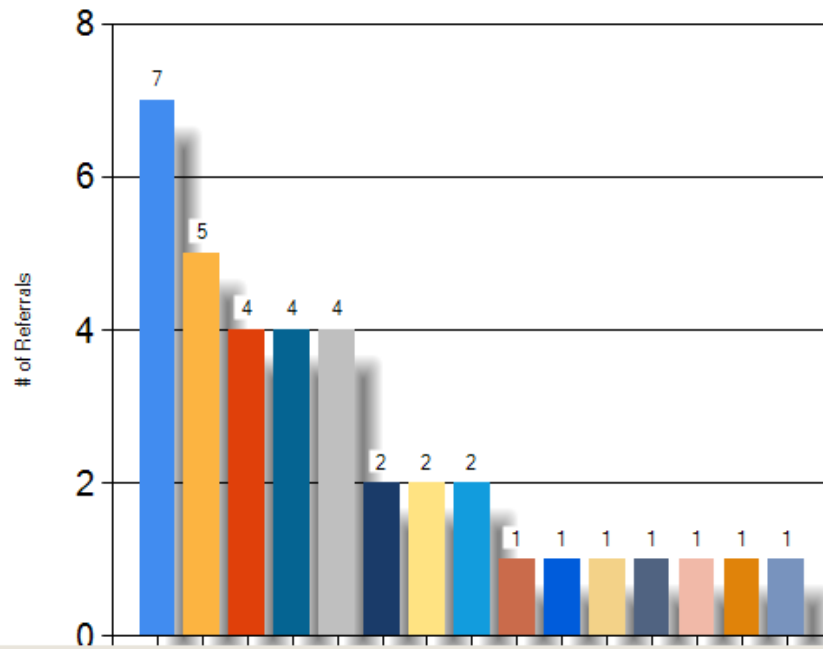


Individual Student Behavior Referrals



Marshall Elementary
Student Summary Totals - Active Students Only (All Grades)
Date Range: 9/2/2013 - 4/28/2014
Top 15-Sorted by Count - Referral

Student Summary Totals





Fall 2012

- School Counselor & Speech Therapist completed training
- List of student were identified for immediate need.
- Individual social thinking sessions began in October 2012.
- Groups for grades 3-5 began in November 2012.
- Teacher In-Service to implement School-wide language and philosophy provided.



Social Thinking Vocabulary



- Expected and Unexpected Behavior
- Think with your eyes
- Being a “Thinking of you” kid versus a “Just Me”
- Comfortable/ Uncomfortable thoughts
- Your behavior affects my thoughts and feelings
- Size of the problem: Matching reaction to the size of the problem
- Problem Solving Strategies
- Self-monitoring behavior





January 2013

Established school
wide expectations
for problem
solving

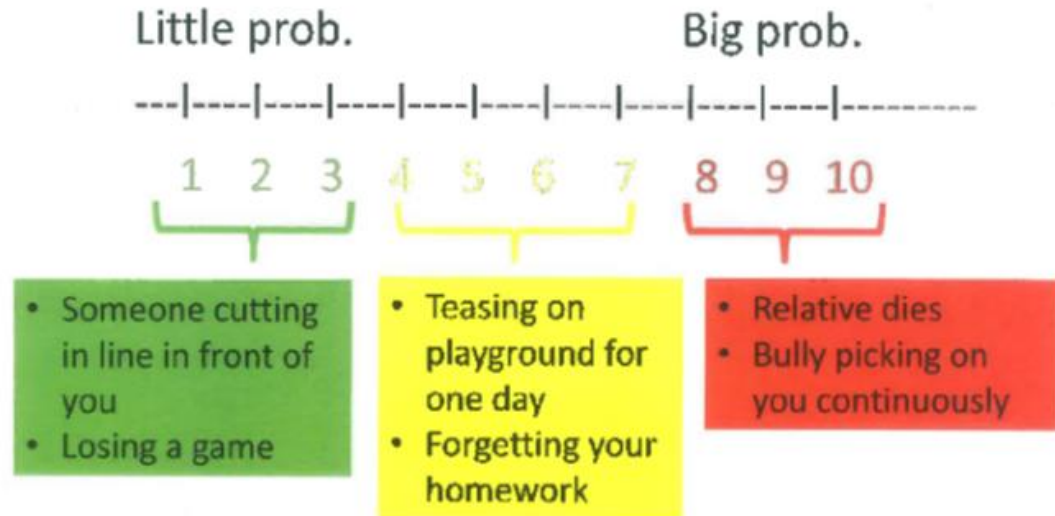
(Reinforced in
August 2013
during a
professional
development)

- Problem reflection visual and problem scale were asked to be put up in classroom in a “thinking area”
- Anger and anxiety thermometer were sent out to teachers
- The problem wheel was offered to teacher to use in addition to PBS think sheets.
- Integrated social thinking vocabulary and concepts during parent and teacher consults/meetings.

Students can understand expected responses to different types of problems.

Utilized for individual, group, and classroom behavior interventions.

1-10 Problem Scale



The Size of the Problem

Teachers utilize to help students identify the problem and their view of the problem.

Problem Reflection

My problem is:

The size of my problem:

Little Problem

Big Problem



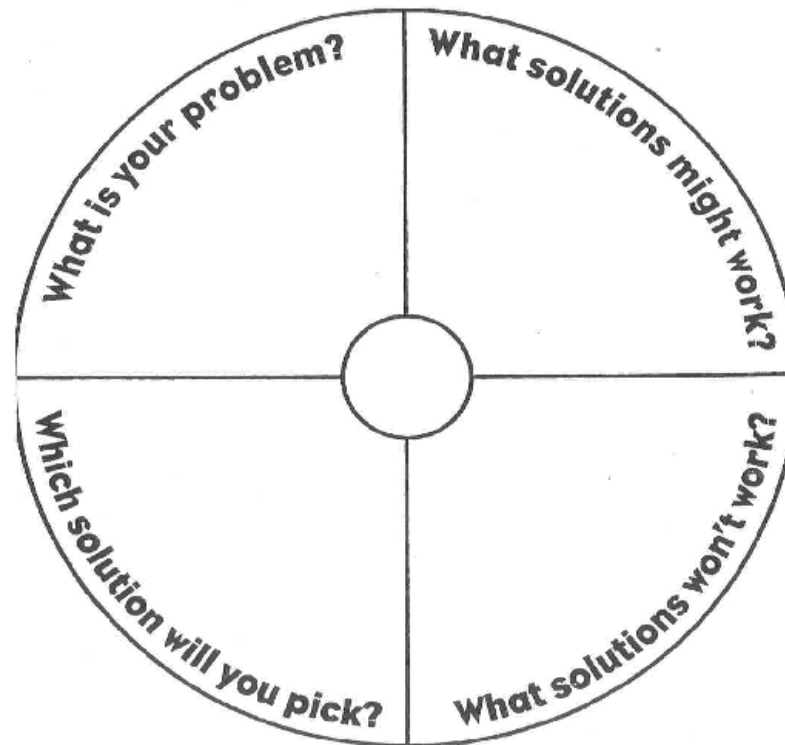
The Problem Reflection



Teachers were given these visuals to support individual and classroom problem-solving strategies and interventions.

The School Counselor integrated the problem wheel with the Second Step Program lessons including music and curriculum for social-emotional learning.

Problem Wheel




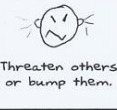
*Used with permission from
Cathy Grayson*

Self-regulating Negative Emotions with visuals:

ANGER & ANXIETY THERMOMETERS

I'm 6'2", Strong as an Ox - So Can You Tell Me Why I'm Trembling?
Name: David My Scared/Afraid/Trembling Scale

Rating Looks/Sounds like Feels like Safe people can help/ I can try to

Rating	Looks/Sounds like	Feels like	Safe people can help/ I can try to
5	 Wide-eyed, maybe screaming, and running, hitting.	I am going to explode if I don't do something.	I will need an adult to help me leave. Help!
4	 Threaten others or bump them.	People are talking about me. I feel irritated, mad.	Close my mouth and hum. Squeeze my hands. Leave the room for a walk.
3	You can't tell I'm scared. Jaw clenched.	I shiver inside.	Write or draw about it. Close my eyes.
2	I still look normal.	My stomach gets a little queasy.	slow my breathing. Tell somebody safe how I feel.
1	Normal - you can't tell by looking at me.	I don't know, really.	Enjoy it!

48



5

Big Problem...
big tummy twister and
I'm really upset !!!



4

Tummy twister and
I'm upset

tummy twister



3

Tummy twister



2

A little tummy twister,
but I'm okay

happy heart



1

No problems...
I feel great

2013-2014 School Year



**MERGING SOCIAL THINKING CONCEPTS
SCHOOL WIDE**

Social Thinking Groups Process

Identify Students

- Students with known social skills deficits
- Teacher Recommendations
- Individual Assessment
- Parent Letter and consent

Provide Parent Consultation

Provide Teacher resources and consultation as needed

K-2 Superflex Lessons

3-5 Think Socially Lessons



Wow! Space Respector

wants to give your brain superflexible, super organized power!

Power #1: The Decider power helps you to stop, describe, and decide the powers of the Thinkable.



- Space Respector helps people to be mindful of others' personal space and to stay out of their space bubbles.

Power #2: The Social Detective power helps you to observe the situation and the people in the situation.



- Your Social Detective observes the distance people stand apart from each other based on the situation and the people in the situation.
- When citizens aren't talking to each other and are standing around without a plan to speak with others, your Social Detective notices they often stand at least two arms' length away from each other. If people are planning to talk to each other, they usually stand about one arm's length away from another person.
- The exception to this is in a really crowded place (like an elevator) where citizens may stand very close to each other (almost touching) without a plan to talk with each other. However, when people have their space invaded in this way, they understand that the situation (the crowded elevator) is making them stand this close!
- Your Social Detective's advanced powers can help you observe yourself and notice if you're standing the expected distance from people based on the situation and your own plan for talking with them.

Power #3: The Brakester power helps you to stop and think to discover the hidden rules.



- People work at self-monitoring how far away or how close they should be to other people based on their plan to communicate with them or not. The process they go through to figure out how far they should stand from others is called an "imaginary space bubble locator" because everyone likes to have a bit of a space bubble around them.
- Citizens like this imaginary space bubble because if people are too close to their bodies, it makes them feel uncomfortable.



Space Respector

Thoughts of Social Town Citizens

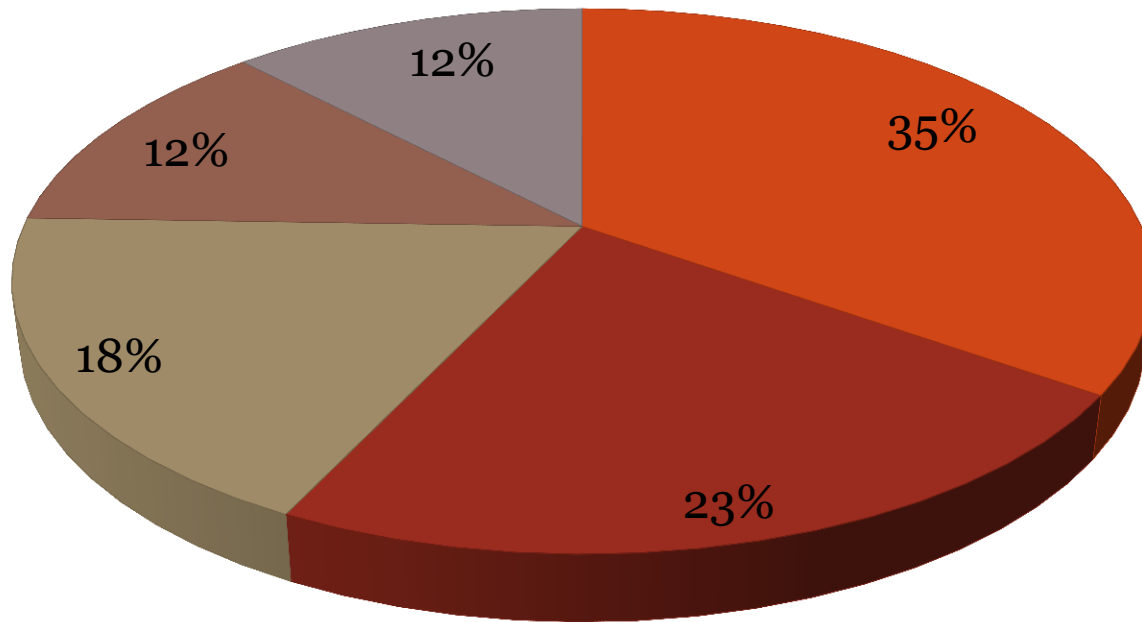
Citizens feel comfortable when others citizens are able to self-monitor the movement of their own body. They can use the space bubble locator to do this.

2013-2014 Social Thinking Groups



8 Social Thinking Groups

■ K-1 ■ 2nd ■ 3rd ■ 4th ■ 5th





Shaping School-wide Behaviors

Behavior Planning
Behavior Interventions
Behavior Management
Problem Solving

- Behavior intervention staff are using social thinking components to help shape student behavior
- Expected/Unexpected Language
- Model and Encourage Self-regulation strategies
 - Providing safe environment for de-escalation
 - Providing positive consequences for expected behaviors (“Blue Room” and calming corners)
 - Providing sensory tools to self-manage negative emotions.
- Processing behavioral choices with the Problem Wheel

Group Counseling

Social thinking concepts are incorporated into all counseling groups

- 3-8 students per group
- 6-10 weeks long
- Grades K-5
- Over 25 groups per year.



“Social Savvy” Parenting Workshops

- First was held on April 2nd
- Introduced social thinking strategies to use in the home setting.
- Will become a yearly resource for parents.

Marshall Elementary School Presents:

Parenting Workshop Series



Last Chance to Register!

“Safe Parenting”: January 15th at 6-7:30pm **Paula Woolfolk & Charlene Forba-Mayer**

Learn about the Internet safety program presented to your children at Marshall. This will increase your awareness of technological parent control safety features and ways to keep your child safe in the virtual world.

“Promoting Positive Behaviors”: March 19th 6-7pm **Laura Berger & Wendy Edwards**
Sponsored by Nemours Health and Prevention Services.

Learn ways to promote positive behavior in your child and strategies to prevent negative behaviors.

“Social Savvy Parenting”: April 2nd at 8-9am **Wendy Edwards & Debby Lawkowitz**

Learn ways to promote social skills and problem solving into your daily life as a family. Your child will learn how to navigate their social world with your daily support of the Social Thinking philosophy.

“Managing Negative Behaviors”: April 16th 6-7pm **Laura Berger & Wendy Edwards**
Sponsored by Nemours Health and Prevention Services.

Learn what to do when negative behaviors occur with safe and effective intervention strategies.

“Understanding Mental Health Concerns”: May 28th 8-9am **Wendy Edwards & Donelle Magoski**

Learn about common childhood mental health symptoms and gain insight on available resources to support the whole family.

REGISTER NOW!

NAME: _____	Sign up for	Time	Date
ADDRESS: _____	<input type="checkbox"/> Safe Parenting	6-7pm	January 15th
PHONE: _____	<input type="checkbox"/> Promoting Positive behaviors	6-7pm	March 19th
CITY/STATE: _____	<input type="checkbox"/> Social Savvy parenting	8-9am	April 2nd
ZIP: _____	<input type="checkbox"/> Managing Negative Behaviors	6-7pm	April 16th
EMAIL: _____	<input type="checkbox"/> Understanding and Addressing Mental health	8-9am	May 28th
HOW TO REGISTER: _____	<input type="checkbox"/> Individual Parenting Coaching Session	By Appointment Only	

Email adbradley@christina.k12.de.us or drop Registration form at the Main Office Reception.

No Name Calling Week 2014



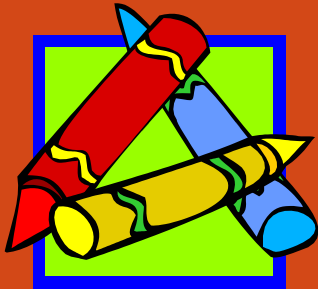
- January 2014
- Bullying prevention talks
- Problem wheel and problem solving steps taught and applied to bullying situations in 2nd-5th grade classrooms.

The Future of Social Thinking

@

T. Marshall Elementary School

Identify and support
school wide positive
behaviors with social
thinking tools and
concepts.



• Future Endeavors

- Identify and implement a School-wide Screener to assist with identifying student social-emotional issues school-wide.
- Train Special Education Staff (teachers, aides, etc.)
 - Integrate Social thinking with IEP/504 planning.
- “Train the trainer” (in-house consultants);
2 staff members
 - Purchasing New materials/curriculum to support social thinking concepts.
 - Kindergarten Social Thinking Classes to introduce basic concepts and vocabulary.

Thank you



RESOURCES TO GET YOU STARTED: WWW.MARSHALLES.ORG

- Buron, Kari Dunn and Curtis, Mitzi; **The Incredible Five Point Scale: Autism Asperger Publishing Co., 2004.**
- Concouvanis, Judith: **Super Skills: A Social Skills Group Program for Children with Asperger Syndrome, High Functioning Autism and Related Challenges: Autism Asperger Publishing Company, 2005.**
- Winner, Michelle Garcia; **Think Social! A Social Thinking Curriculum for School-age Children; California, Think Social Publishing Inc., 2005.**
- Winner, Michelle Garcia and Crooke, Pamela; **You are a Social Detective! Explaining Social Thinking to Kids; California, Think Social Publishing Inc., 2008.**
- Winner, Michelle Garcia and Madrigal, Stephanie; **Superflex...A Superhero Social Thinking Curriculum Package; California, Think Social Publishing Inc., 2008.**