

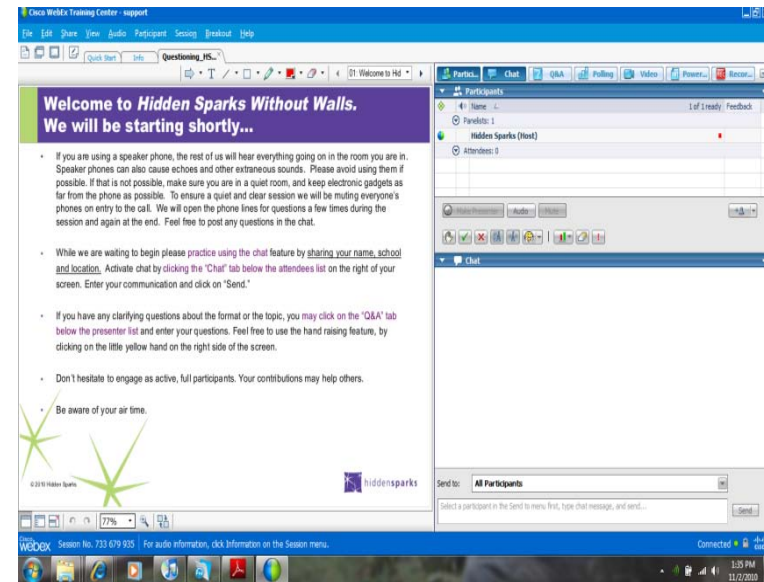
Welcome to *Hidden Sparks Without Walls*. We will be starting shortly...

To alleviate background noise and ensure a quiet session, your phones have been automatically muted. Questions and comments can be submitted via the **CHAT FEATURE**.

While we are waiting, activate the chat feature by clicking in the “Chat” tab that is located below the attendees list on the right of your screen.

When chatting, please remember:

- Select “**All Participants**” so everyone can see your message .
- If you have any clarifying questions about the format , or the topic, you may click on the “**Q&A**” tab located below the presenter list and enter your questions.
- Feel free to use the **hand raising feature** by clicking on the little yellow hand on the right side of the screen.



ABOUT HIDDEN SPARKS

Hidden Sparks is a non-profit whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks develops and supports professional development programs for Jewish day schools to help increase understanding and support for teaching to diverse learners.

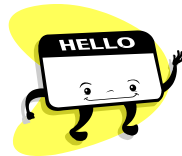
Guided by a philosophy that helping schools meet the needs of children with learning and behavioral differences will ultimately benefit all students, Hidden Sparks' programs combine professional development in learning and positive behavioral support, guided classroom observation and one on one coaching. The Hidden Sparks model and program is currently in 23 Jewish Day Schools/Yeshivot in New York and with the support of a Covenant Foundation grant, in 3 schools in Baltimore, through a partnership with SHEMESH and in 2 schools in Chicago through a partnership with REACH.

More than 20 schools have received Hidden Sparks services through the No Child Left Behind program

Welcome & Conference Etiquette

Below are some tips that will help make this conference call successful:

- **PLEASE NOTE:** We will be muting phones automatically, but when we open the lines for questions we will want to ensure that those questions can be heard and answered without undue background noise.
- **For best reception, we recommend your using a landline rather than a cellphone.**
- **Please participate in a quiet, undisturbed room** to avoid background noise if you are called on to raise a question.
- **Chat Room & Question/Answer Box** – Those participating on-line may use the chat room and question/answer box on the lower right of their screen to enter questions and comments at any time. During the designated Q and A times, you will be able to “raise your hand” in the sidebar, and we will unmute you for questions
- **Identify Yourself** - When you ask a question verbally during the designated times, please identify yourself by name and school or state on-line in the chatroom.



*The Hidden Sparks Without Walls
Parent Connection Series
is made possible by the generosity of the*

**JEWISH WOMEN'S
FOUNDATION** of new york

hiddensparks
without walls

***Are You Thinking What I Think
You're Thinking?***

NURTURING SOCIAL THINKING IN CHILDREN

Michelle Garcia Winner

February 17, 2015



hiddensparks®
helping children reach their potential™

Our Guest: Michelle Garcia Winner



Michelle Garcia Winner, MA, CCC, is the founder of Social Thinking® which specializes in developing treatment models and specific strategies for helping persons with social cognitive learning challenges. She runs a small clinic, has authored numerous books and speaks internationally. Ms. Winner's goal is to help educators, psychologists, psychiatrists, mental health counselors and parents appreciate how social thinking and social skills are integral parts of students' academic, vocational and community success. She was honored with a "Congressional Special Recognition Award" in 2008.

Today we will explore

Social Thinking is designed for use with students who have solid to high level language and academic learning skills. It utilizes language to describe the complex manner in which we think socially prior to help us problem solve the use of our social skills.

Social Thinking has developed a treatment philosophy, frameworks and strategies that can be used with students as young as 4 years and then across the lifespan.

Session Goals

- Define how the process of social thinking is required for the production of sophisticated social skills.
- Explain how the social mind assists with reading comprehension and written expression.
- Identify and explain 3 Social Thinking Vocabulary concepts.
- Explain how our Social Detective and Superflex story books and related curriculum help to reinforce teaching social responsibility.

Related Diagnoses

- ✶ ASD levels 1-3 / Asperger Syndrome, High Functioning Autism (HFA), PDD-NOS
- ✶ Social Communication Disordered
- ✶ Semantic Pragmatic Disorder
- ✶ Nonverbal Learning Disorder (NLD)
- ✶ Hyperlexia
- ✶ Tourettes Syndrome....Fragile X....
- ✶ ADHD + OCD = Asperger Syndrome?
- ✶ Fetal Alcohol Syndrome
- ✶ Where does Bipolar fit in?
- ✶ Many other labels involving social interaction

What is Social Thinking?

The ability to consider your own and others thoughts, emotions, beliefs, intentions, knowledge, etc. to help interpret and respond to the information in your mind and possibly through your social behavioral interactions.

Defining “good social skills”

As you consider your Social Thinking, it's the ability to adapt your behavior effectively based on the situation and what you know about the people in the situation for them to react and respond to you in the manner you had hoped.

Why do we use social skills?

To **impact** how we make people feel
which then impacts how they **feel**
about us. This impacts how we can
feel about ourselves!

The Social-Academic Connection

We understand that social skills are important for social functioning but we are less informed about how social learning impacts academic interpretations, classroom self-regulation, narrative language and written expression.

Consider the following story about a brownie, a man, a dog and onlookers....

1. If you watched this story on YouTube in the form of a video clip, we call it “leisure viewing”.
2. If a student had to watch the video and then explain it in writing, it would be considered “written expression”.
3. If this was a story students had to read, rather than watch, they would then be engaging in “reading comprehension”.

Interpreting this story required the social mind

- The social mind is used to interpret and respond to all socially based information in school.
- Each school has academic standards to help students demonstrate ability to:
 - Take another's point of view
 - Narrate their own experience
 - Flexibly choose words to convey different levels of understanding to different audiences, etc.

The background features three large, stylized green starburst or asterisk-like shapes. One is in the top left, one in the top right, and one in the bottom left. They are composed of several sharp, radiating lines of varying lengths, creating a dynamic, geometric pattern.

Social Thinking helps to take implicit
social information and teach it explicitly.

Social Thinking vocabulary & concepts

User-friendly vocabulary concepts to explicitly teach social expectations to all people across all settings.

Concepts can be used in the mainstream classroom as well as any other situation.

More than just words



- It is not just the vocabulary, it is about the concepts underneath.
- We use the language *because* the language triggers the thought and the behavior.



Concept Thought Behavior

Share the language, share the experience

We share **Social Thinking Vocabulary** and related concepts with caregivers and professionals to encourage all people to use the language and concepts in teachable moments.

Think with your eyes

We use our eyes to observe the situation, the people and their expressions to help us make sense of what they are saying and/or doing.

We also use our eyes to show we are attending to others but this is a minor reason.

The major reason is to collect social information to help us interpret and respond to relevant information that surrounds us.

Teaching students to Think with Their Eyes

Or you can also describe this as “Listen With Your Eyes”

1. Have students sit in a circle. One person (the leader), looks directly at another person while asking a question.
2. First have the teacher be the leader, who ever she looks at gets to answer the question.
3. Then, modify the game to:
4. The person who was looked at then gets to answer the question. They then take over as being the leader for one turn.
5. They then look at another kid while asking a question, once this other person answers, they then become the leader, etc..

More on teaching Thinking with Eyes

- There are many modifications you can make to this game to play it in many different ways.
- For example, instead of asking a question, the leader can think with her eyes and then identify who is looking at her.
 - ✓ She can then choose to toss a ball to one of the people who is thinking about her.
 - ✓ The person who then receives the ball gets to toss it based on who is looking at them and who they choose from this group, etc..

Expected behavior

Each situation has “hidden rules”, these are the expected behaviors we are to follow in that situation but that are often not explained by adults. Expected behaviors keep people feeling comfortable in that situation.

The expected behaviors in one situation are not the expected behaviors in another situation. You have to be a Social Detective and think with your eyes to figure out the expected behaviors!

Adults need to help directly teach the hidden rules/ expectations to our students!

Unexpected behavior

The unexpected behavior is that which makes people feel uncomfortable in a situation.

We have a social agreement when we share space together – that we will work to keep others around us feeling comfortable! When someone does or says something that makes someone feel uncomfortable, we describe this behavior as “unexpected” .

Good thought / weird thought

People prefer to share space, interact and make friends with people who help them to feel comfortable. They tend to have good thoughts about these people.

This is not cultural but instead, part of our humanity.

When teaching your clients about this help them to see how they want people to keep them feeling comfortable. If someone makes them feel uncomfortable, they often want to get away from that person! For example, if you stand too close to the student or you refuse to look at them they feel you are doing something unexpected and this makes them have a “weird thought” or “uncomfortable feeling” about you.

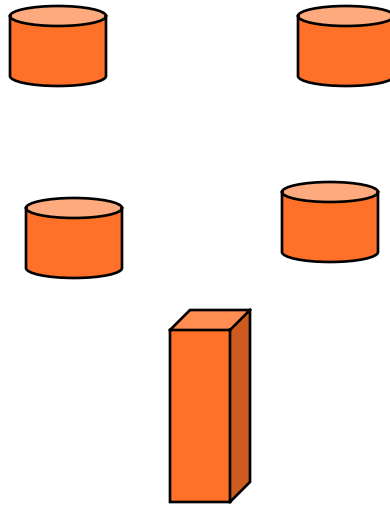
Kids like talking about “weird thoughts” but this does not mean anyone can describe another person as weird! It only is used to talk about a thought!

General social rule

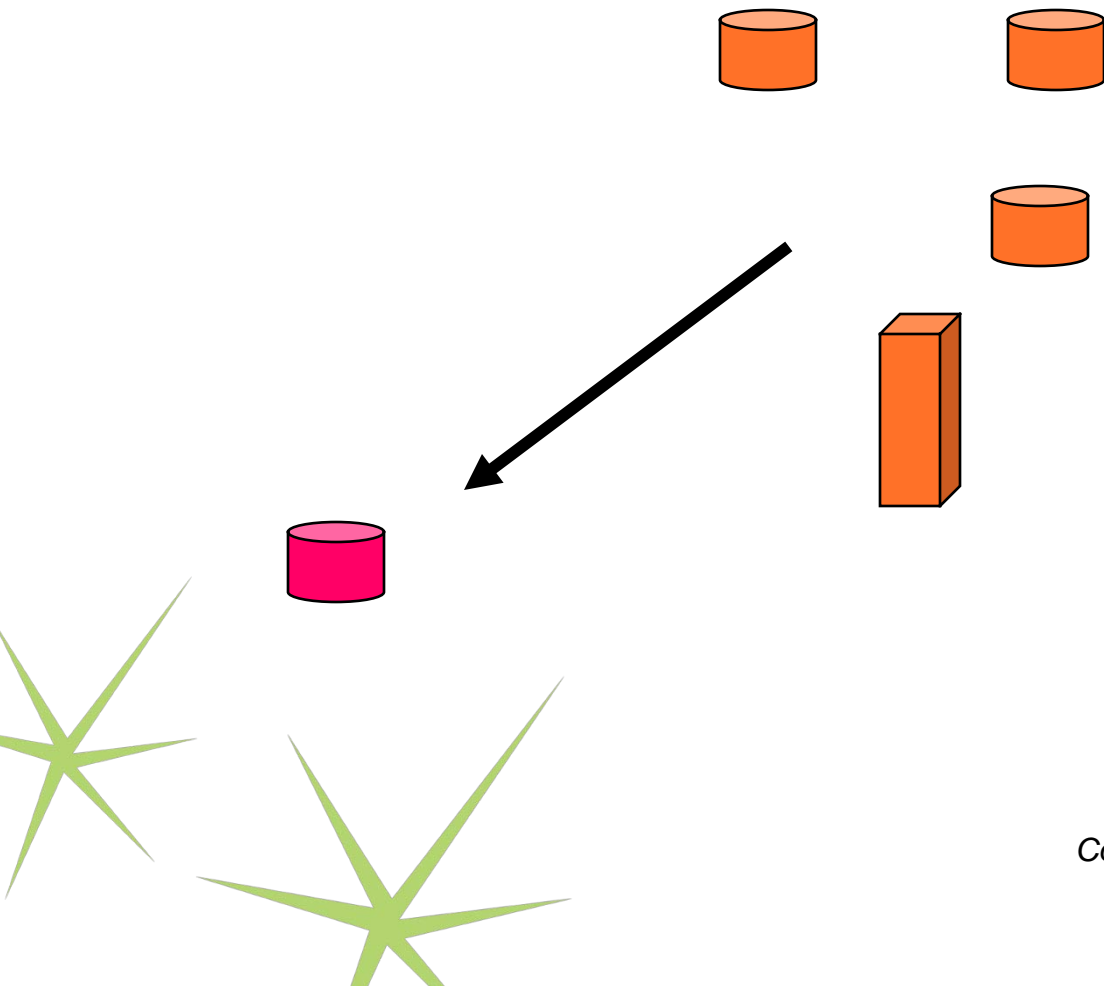
When people read the hidden rules and use expected behavior we tend to have good thoughts about them. They make us feel more comfortable.

When people ignore or don't know the hidden rules and produce unexpected behavior, we tend to have uncomfortable or "weird thoughts" about them. We often want to get away from people who make us feel uncomfortable.

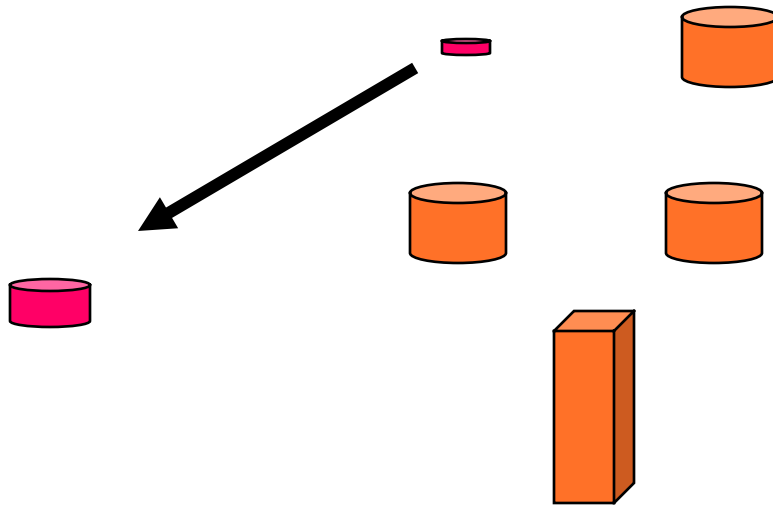
Lesson on physical presence: Is your body IN the group?



Is your body OUT of the group?



Is your brain IN the group? or OUT of the group?

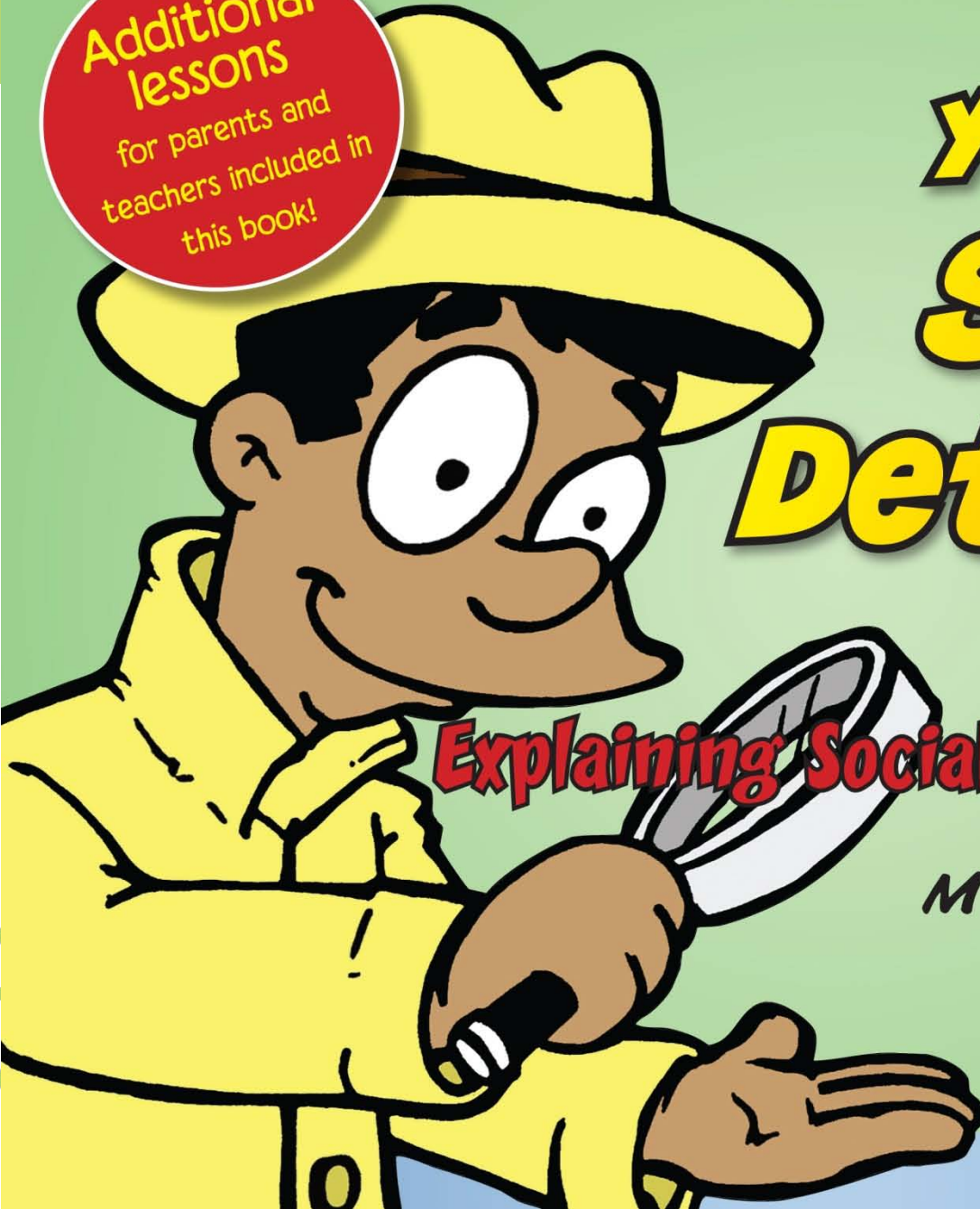


Copyright 2015 Think Social Publishing, Inc.

Three green starburst graphics are positioned in the background. One is in the top left, one is in the top right, and one is in the bottom left. They are composed of several sharp, light green rays emanating from a central point.

These core Social Thinking concepts and more
are summarized in our award winning book,
You Are A Social Detective.

This can be used with all students
in elementary school.

A cartoon illustration of a young man with brown skin, wearing a yellow fedora and a yellow trench coat. He has large, expressive eyes and a slight smile. He is holding a magnifying glass in his right hand, which is raised towards his face. His left hand is extended forward, palm up. The background is a solid light green color.

**Additional
lessons**
for parents and
teachers included in
this book!

You are a Social Detective!

Explaining Social Thinking to Kids

WRITTEN BY:

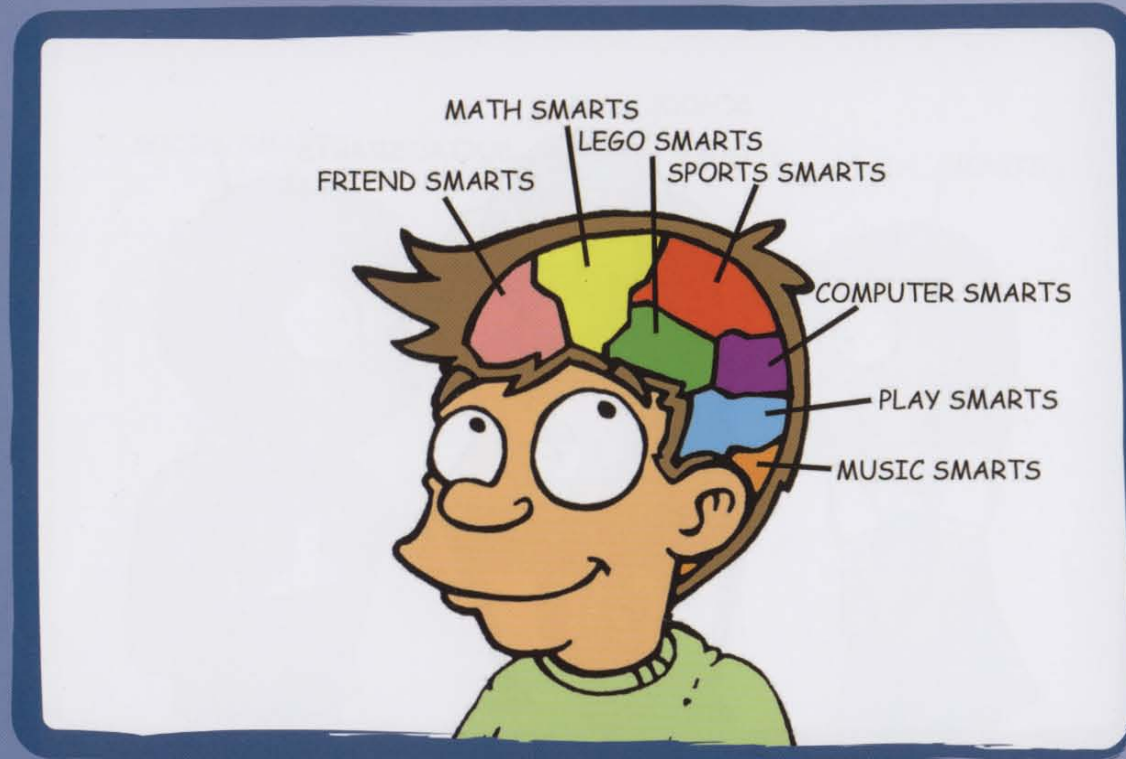
MICHELLE GARCIA WINNER

AND

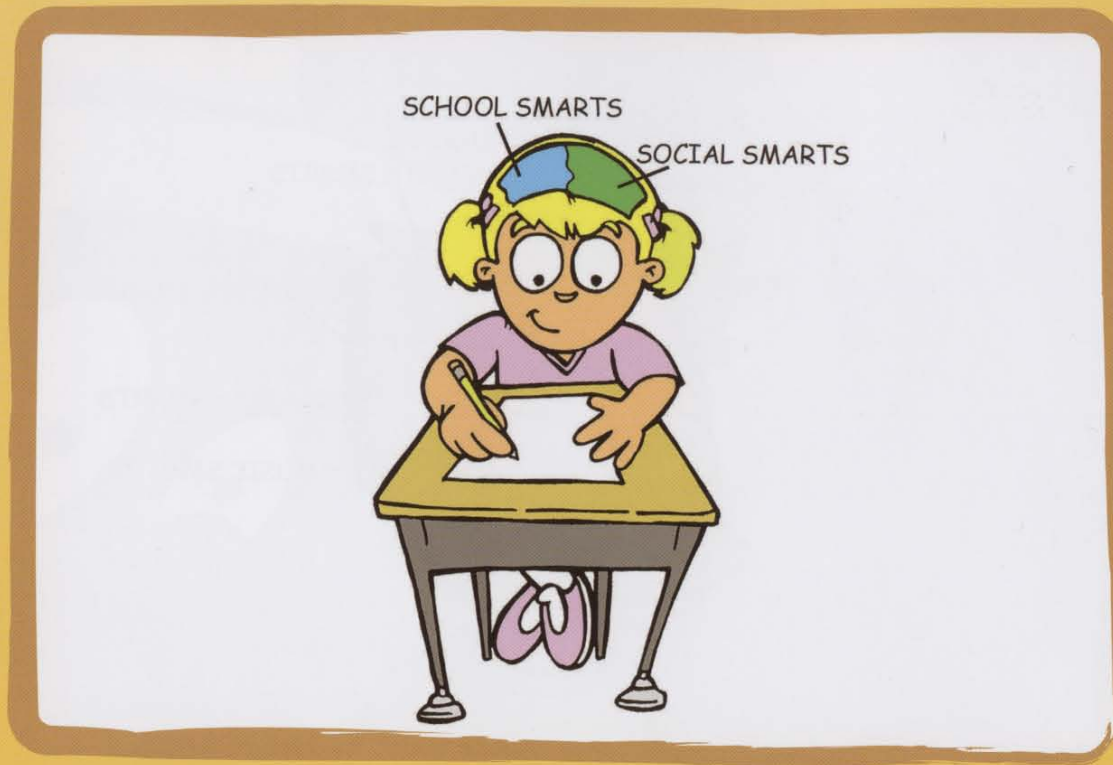
PAMELA CROOKE

ILLUSTRATED BY:

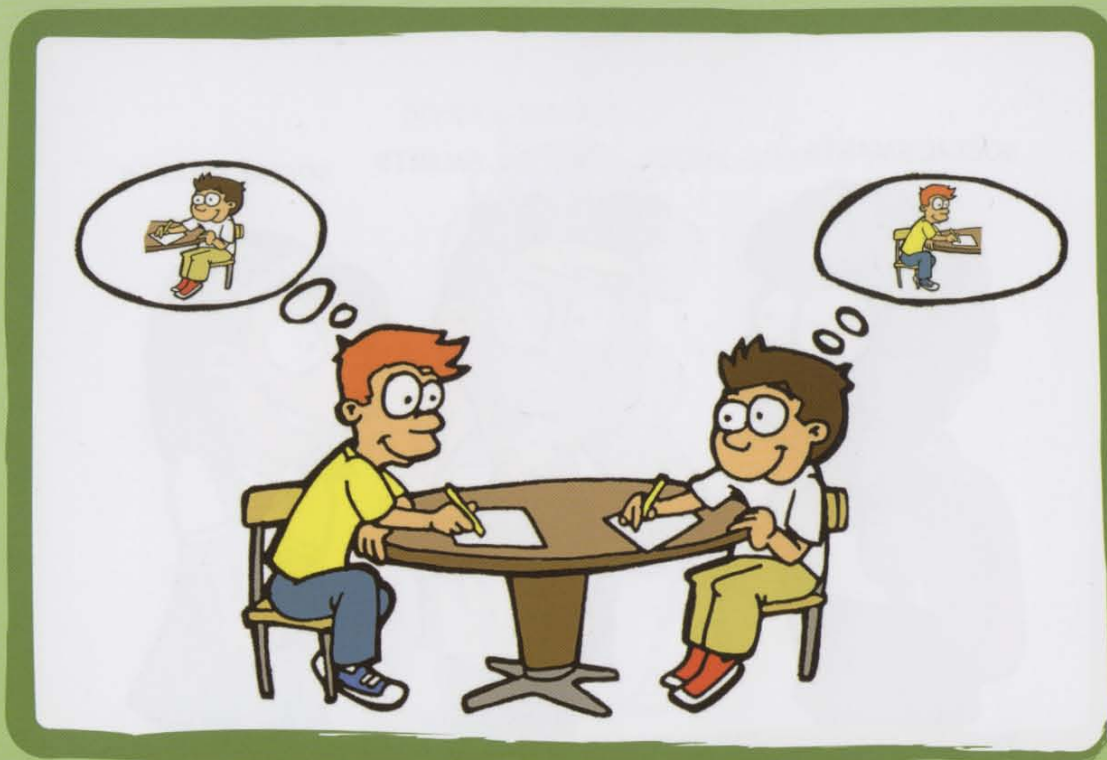
KELLY KNOPP



In our brains there are all types of “smarts.” Some people have really great computer smarts, music smarts, sports smarts, math smarts, or even Lego™ smarts!



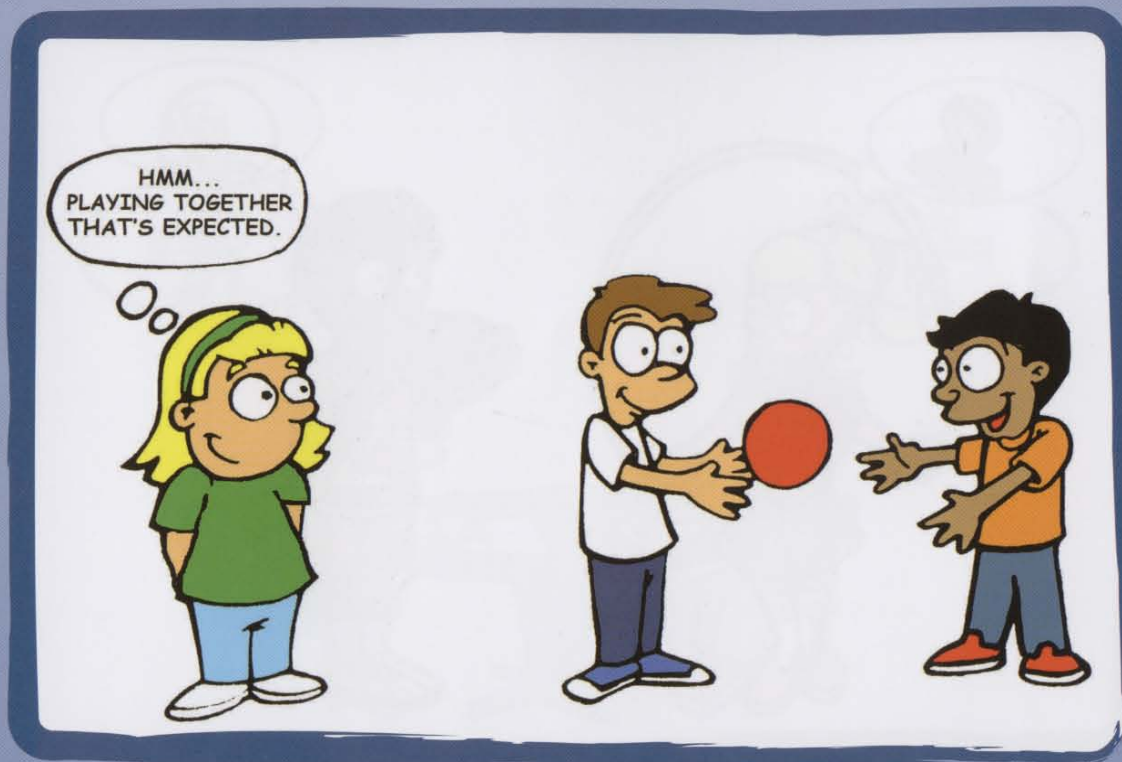
Everyone knows that we use **school** **smarts** at school, but
did you know we use our **social** **smarts** too?



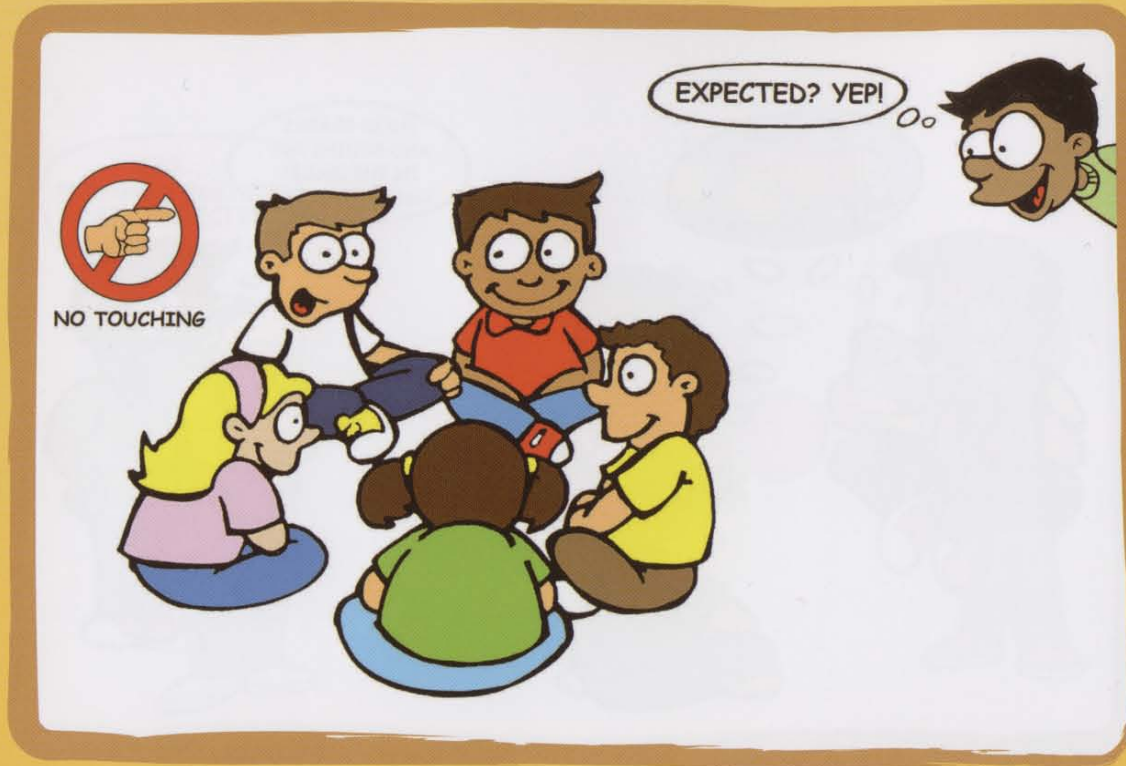
Using **social smarts** means understanding that others have thoughts about us and we have thoughts about them even when we are working at school.



We use our social smarts everywhere – NOT just in the classroom.
People think about each other in all different places.



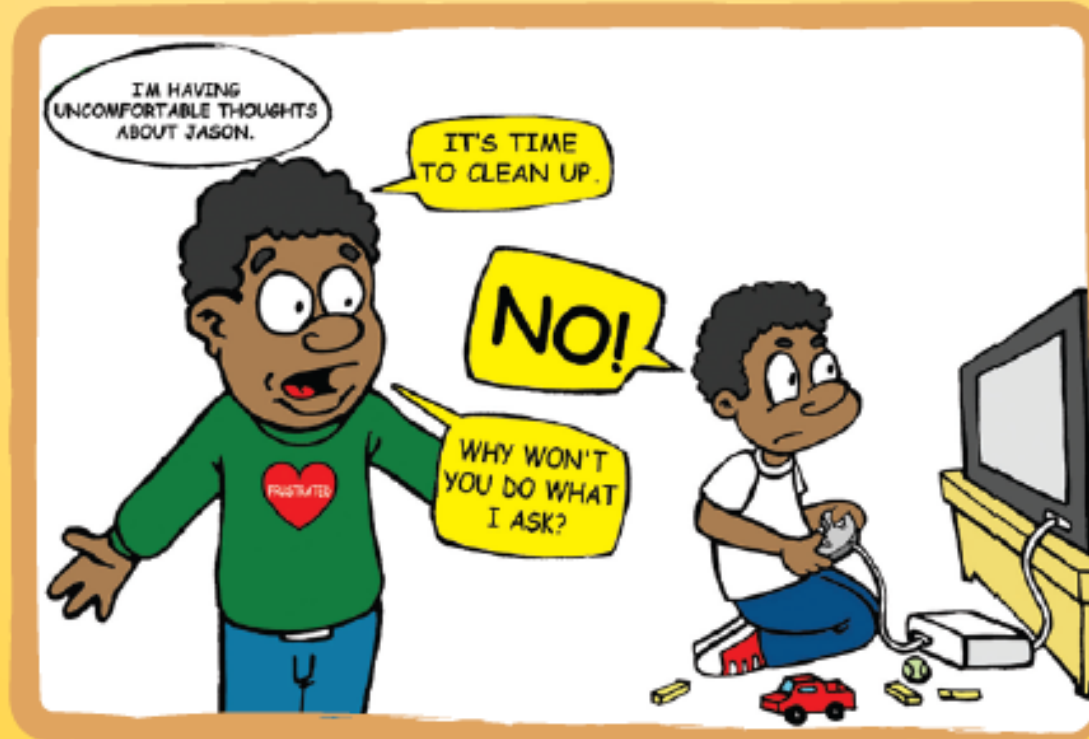
One part of **social smarts** is knowing that kids think about how other kids behave. We figure out how to behave based on where we are and what we are expected to do at that time.



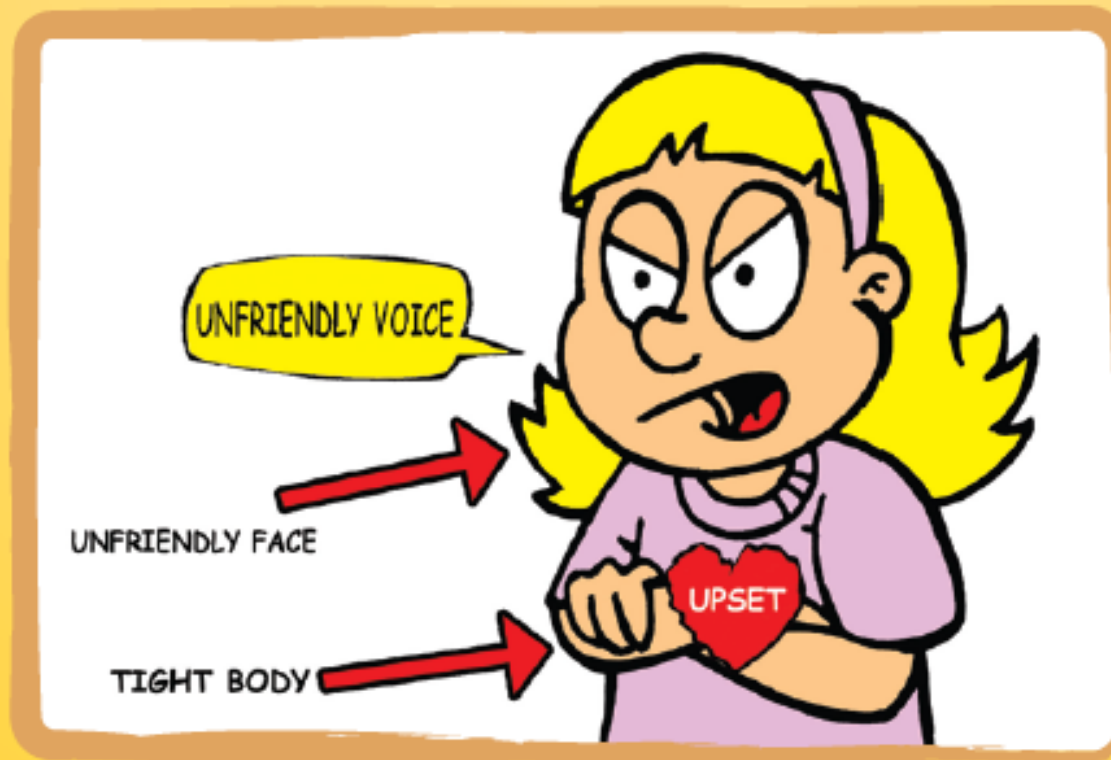
If their body is part of the group, then they are keeping their body close to other people in the group without touching others.



If a person's body is NOT a part of the group, then he or she is wandering away from the group or standing or sitting too close, which bothers others.



When people have uncomfortable thoughts about us, we don't feel so good about ourselves, and others don't feel great about us either.



When we don't feel good, we may not seem friendly, we may use a mean-sounding voice or show an angry face. Our body gets tight. This means we are upset.



When good **Social Thinkers** grow up they work well with others in the office and in their homes – for example, as moms, dads, teachers, and other types of workers. Can you give other examples of how adults use their **Social Thinking** tools?

Now you can be an even better **Social Detective**.
People will feel good when you use your **Social Smarts** all day!!



We also help to teach about social self-regulation
in a manner that makes it fun for all kids to explore.



SUPERFLEX

***Superflex takes on Rock Brain
and the Team of Unthinkables***

...A New Beginning...

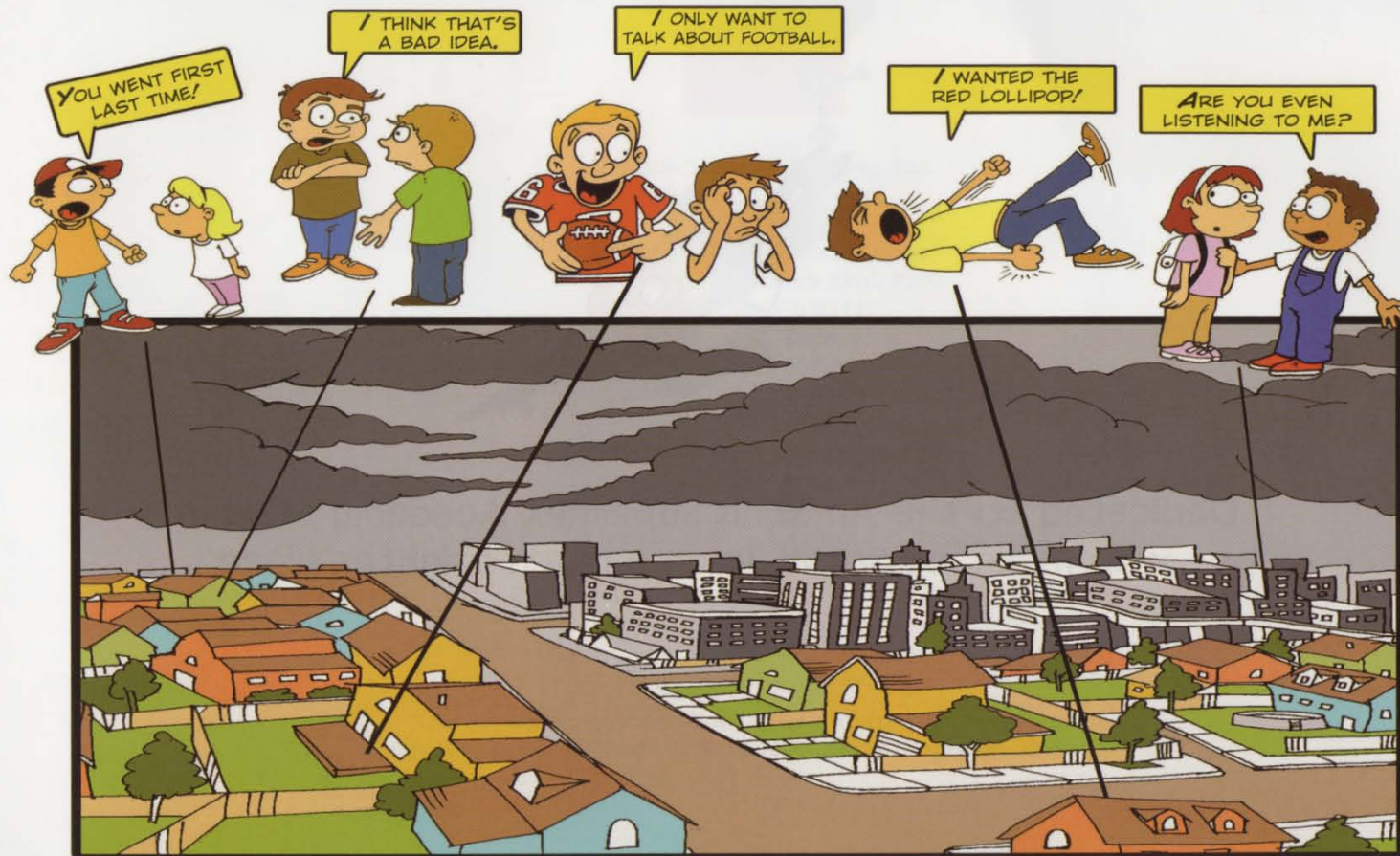
WRITTEN BY:
STEPHANIE MADRIGAL
ILLUSTRATED BY:
KELLY KNOPP

To use it well, it is important that:

- Basic Social Thinking Vocabulary concepts have already been taught prior to using Superflex and are used widely.
- Children can distinguish between real and imaginary worlds.
- We recognize it is a journey between recognizing and understanding what they are doing that is unexpected and their ability to self-control that same behavior.
- Adults appreciate how hard it is to change one's behavior!

The journey starts in "Social Town"

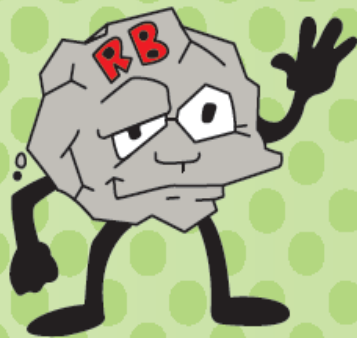
Social Town has become a dark, dark place since the disappearance of Superflex, one of the most popular super heroes to ever walk the planet. Without Superflex to help defeat the TEAM OF UNTHINKABLES, humans everywhere are forgetting how to act and think about others around Social Town.





We quickly introduce that there are a lot of Unthinkables which invade the brain of Social Town citizens!

The following is the top and bottom of a poster that can be hung in classrooms and homes.



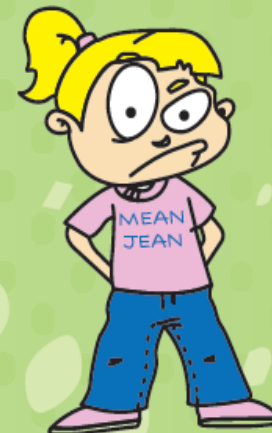
Rockbrain - I make people
get stuck on their ideas.



Glassman - I make people
have huge upset reactions.



DOF - I make people
overly competitive.



Mean Jean - I get people to
act mean and bossy.



Space Invader - I get people
to invade other's
personal space.



One Sided Sid - I get
people to only talk
about themselves.

SUPERFLEX
takes on the Unthinkables!47

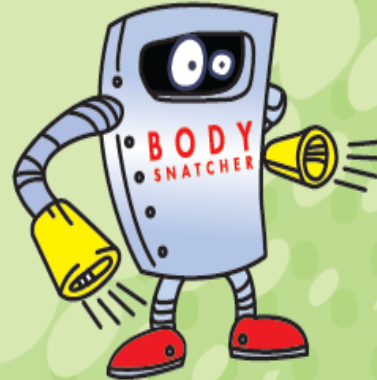


WasFunnyOnce - I get people to use humor at the wrong time, the wrong place or with the wrong person.

Superflex helps a citizen be a more flexible thinker, which allows the person to better control his or her brain and change how he or she thinks. He helps a citizen think about how to act and behave to keep others (and himself/herself) feeling good. He helps a citizen be a better problem-solver by thinking of many different solutions to one problem. He helps a citizen notice when an Unthinkable is becoming more active in his brain and then quickly comes up with a strategy to defeat the Unthinkable.



Brain Eater - I distract people.



Body Snatcher - I move people's bodies from the group.



Energy Hare-y - I give people too much energy.



Topic Twistermeister - I make people jump off topic.



Worry Wall - I make people worry too much.



Unwonderer - I don't like people to use social wonder about others.



Grump Grumpaning - I put people in grumpy moods.

**Social Thinking has many, many more tools,
concepts and treatment ideas.**

**Please find all our free articles on our website
www.socialthinking.com**



Copyright 2015 Think Social Publishing, Inc.

Upcoming Hidden Sparks Without Walls Sessions

Tue. 2/24/15	For Teachers: The Art of Teaching Rashi to the Struggling Student: Demands and Strategies
Tue. 3/17/15	For Teachers and Parents: Sensory Processing Strategies at Home
Learning Lenses Blended Course is taking place this summer! Applications will be available in March.	

For more information visit: www.hiddensparks.org

Contacting Hidden Sparks

Contact Presenter:

Michelle Garcia Winner
www.socialthinking.com

Contact Hidden Sparks:

www.hidden-sparks.org
news@hidden-sparks.org (212) 767-7707

www.facebook.com/HiddenSparks



Hidden Sparks would like to thank ...

Our donors and supporters:

The George Rohr Foundation

The Covenant Foundation

FJC

Jewish Women's Foundation of New York

The Milstein Family Foundation

The Oppenheimer Haas Foundation

The Polinger Family Foundation

Slingshot

Our Institutional Partners:

Bank Street College of Education, New York, NY

The Churchill School and Center, New York, NY

Ravsak

Shemesh, Baltimore, MD

JCFS, Chicago, IL