Social Thinking Across the Home and School Day: The ILAUGH Model

Description

This course is designed to teach professionals and parents the social learning frameworks, concepts, and strategies needed to guide others toward improved social processing and social competencies. Conference attendees will gain new insights into the power of their own social-emotional intelligence as they explore their social motivations and how they process and respond to social information. We will dissect hidden social rules, contemplate how social expectations change with age, and discuss how social problem solving is at the heart of social competencies and affects how students interpret and respond to social-academic information and assignments. Social Thinking has developed a large range of treatment* strategies—and attendees will walk away with a number of them, including approaches for helping students avoid "the blurt," cope with boring moments, and develop conversational language.

Much of the day will focus on the ILAUGH Model of Social Cognition. ILAUGH is an acronym for Initiating Communication, Listening with Eyes and Brain, Abstract and Inferential Thinking, Understanding Perspective, Getting the Big Picture, and Humor & Human Relatedness. The ILAUGH model demonstrates not only why people with social learning challenges have weaker social abilities but also how social interpretation is linked to academic tasks such as written expression, conversational language, reading comprehension, and organizational skills. As we wrap up the day, we will explore how to teach at the roots—and not through the leaves—of Social Thinking's Social Learning Tree. We will then discuss how to write realistic IEP goals based on rubrics. Mainstream teachers find the information in this course applicable to all students as it pertains to social-emotional learning, and audiences around the world love that it furthers their own social-emotional insights!

*Treatment refers to using conceptual and strategy-based frameworks to help individuals improve their social thinking, skills, and competencies.

Participants will be able to:

1.Explain how teaching "think with your eyes" is different from simply teaching good eye contact.

2.Explain why a person with social learning challenges may have reading comprehension problems in the classroom.

3.Distinguish between IEP goals that address social competencies versus superficial social skills goals.

4.Describe how the use of spiral-bound strategy cards can facilitate teaching how to initiate communication.

5.Explain how gestalt processing relates to written expression and organizational skills.

6.Describe a strategy to help students avoid blurting.

Implementing Social Thinking Concepts and Vocabulary: A Day to Develop Team Creativity

Description

It's time to get practical! Using Social Thinking's Social Competency Model, learn to guide individuals to better socially attend, interpret, problem solve and respond to social information. Explore how to teach three core treatment*-based frameworks and more than 20 unique strategies based on Social Thinking Vocabulary and related activities. Teach students to better interpret and respond to their social world by making smart guesses to discover hidden social rules. Learn systematic and logical ways to encourage social responsibility by learning about our own and others' social thinking. Explore how our thinking about a situation and what we know about others can help us create the expected behaviors that support our relationships. Learn how we make these abstract concepts more concrete by reviewing a variety of activities through clinical examples. Our evidence-based Social Thinking Vocabulary is the foundation of our teaching programs, and research published in the Journal of Autism and Developmental Disorders (Crooke, et al.) demonstrates how individuals benefit from learning these concepts. The study found that once children were taught how to think about these concepts, they were able to generalize the information.

Social Thinking's treatment-based frameworks and strategies can easily be used in conjunction with programs such as Positive Behavioral Interventions and Supports (PBIS), Response to Intervention (RTI) and other social and emotional learning (SEL) programs for all students.

Motivational developmental tools such as our We Thinkers! curricula for 4- to 7-year-olds,

You Are a Social Detective!

 and

Superflex… a Superhero Social Thinking Curriculum

 will also be reviewed to help participants see how these materials teach key lessons.

Participants will work in groups to learn how to use Social Thinking concepts to create their own lesson plan. We explore how to make lessons applicable across a variety of environments and focus on enabling students to apply these lessons in their lives. Most lessons are further explained in the book

Think Social! A Social Thinking Curriculum for School-Age Students

 (Winner, 2005), which is used in schools around the world.

How does improving social competencies also improve academic performance? The Social Thinking Methodology recognizes that the social mind not only helps us interact with others, but also has a considerable impact on our success in school and later in life. We use our social competencies to understand the relationships of characters in a novel (impacting our reading comprehension), to write an effective essay that acknowledges the reader's perspective, to understand that it's not enough to do your homework, you have to turn it in for the teacher to know you did it! We use our social mind in

almost everything we do throughout our life. In this course, we'll discuss the important connection between social competencies and academic performance. For more information on this topic, check out the book:

Why Teach Social Thinking? Questioning Our Assumptions About What It Means to Learn Social Skills

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Participants will be able to:

1.Describe why the context or situation is key for figuring out social expectations and related social skills.

2.Describe the core steps of Social Behavior Mapping to help teach social responsibility.

3.Define at least five (5) Social Thinking Vocabulary concepts.

4.Describe how Social Thinking Vocabulary concepts facilitate generalization across settings.

5.Describe the difference between sharing an imagination and a singular imagination and their relationship to conversations and reading comprehension.

Speaker

Nancy Clements MA, CCC-SLP

Nancy Clements is a speech language pathologist and Executive Director of Social Thinking Boston®, the East Coast sister clinic to Social Thinking Stevens Creek and Social Thinking Santa Clara. She brings her highly creative approach to her clinical practice, where she maintains a very active and varied caseload ranging from early social learners through adults. She is especially interested in bringing Social Thinking concepts to all learners and continuing to analyze the impact of social thinking methodologies across all tiers using a Response to Intervention (RTI) model. Nancy enjoys formulating programs from the ground up through creative strategies, systems of implementation, and models of efficacy that are data driven. Having been raised by parents who were both educators, she brings an empathic and collaborative approach to coaching teachers, administrators and specialists.