!Social
ThinkinG
Social Learning for a Lifetime of Well-Being

www.socialthinking.com

Certificate of Completion

- Webinars are not pre-approved for CEUs
- Download Certificate of Completion below, in "Description & Handouts" tab

---

Links to products & articles

See at bottom of page:
"Helpful Resources"

Post it. Share it. Tag it.

@socialthinking   2socialthinking

#STWebinar

ThinkinG

Social Competency Model:
Teaching Social Competencies,
More Than Social Skills

Michelle Garcia Winner, MA, CCC-SLP &
Pamela Crooke, PhD, CCC-SLP
Santa Clara, California

Some of the many questions that have led to the constant evolution of Social Thinking's Methodology:

- What's it mean to teach social skills?
- How do students learn social skills?
- Why doesn't a student behave if he knows what to do?
- Why can't we just teach this as part of "lunch bunch?"
- Isn't teaching topic maintenance and turn taking all there is to teaching social skills?

Hold those thoughts!

It appears we need to teach way more than social skills to our students who have weak social skills.

Especially if we expect them to problem solve as they share space, interact, and interpret and respond to their social-academic curriculum!

If an individual is capable of using language to problem solve, then we need to teach a more sophisticated approach to social-emotional learning.

Our Social Thinking Methodology explores two critical aspects of the social mind:
Input & Output

Input:
Interpretation of all social and situational information plus world knowledge, etc.
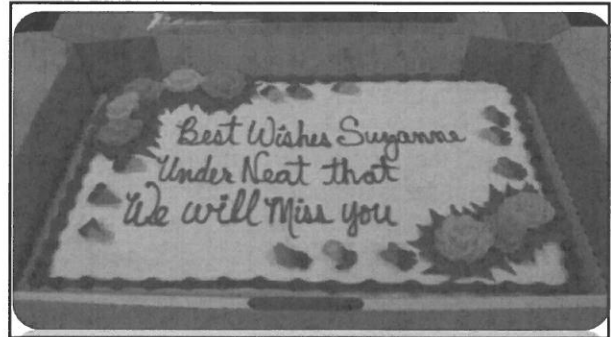
Output:
1. Responses within "live" social interactions (face-to-face, digital messages, performances, etc.)
2. Social-academic-vocational responses (reading comprehension of literature, written expression, etc.)

Explore this type of response...

A coworker called in to have a cake made for an employee who was leaving the company.

http://www.snopes.com/food/prepare/caketalk.asp

What is the *input* needed to produce the expected *output*?

Why was it wrong or considered funny to write exactly what one was told to write?

Social input & output is multi-layered and multi-dimensional, especially in real-time social communication.

Participant 3	Participant 1	Participant 2	
Input	Input	Input	
Output	Output	Output	Output
Input	Input	Input	
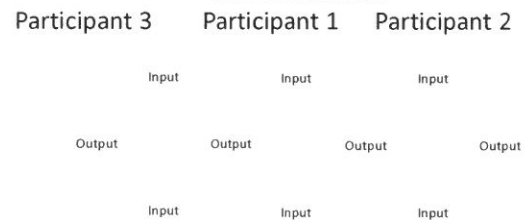
Developmentally, we are expected to evolve in our social input and output across time.

Consider that there are at least two very different types of approaches to teaching social skills.

One specifically teaches social skills and the other teaches social problem solving on the way to figuring out what social response(s) to provide. Production of a range of non-memorized social responses is more than teaching only social skills!

Social Thinking's Methodology is a sophisticated approach to social-emotional learning.

We teach social competencies and not only social skills. Our approach is developmental as the teachings evolve across a lifetime of learning.

What's the research tell us?

Social Information Processing (SIP) is critical for the development of social competencies.

A seminal reference:

Crick, N., & Dodge K. (1994). A Review and Reformulation of Social Information Processing Mechanisms in Children's Social Adjustment. *Psychological Bulletin. 115*, 74-101.

More recently:

Beauchamp, M., & Anderson, V. (2010). SOCIAL: An Integrative Framework for the Development of Social Skills. *Psychological Bulletin. 136*(1), 39-64.

Considering this and other research Social Thinking developed

The Social Competency Model

An imperfect, evolving conceptual framework to guide interventionists through assessment and treatment of social competencies.

In our Social Competency Model, we focus on four main components:

1. Social attention
2. Social interpretation (meaning making) of self and others
3. Problem solving to make decisions as to how to proceed
4. Production of social response(s)

Making sense of this visually using an iceberg analogy, given we generally only see the top of the social iceberg...and on that iceberg we may not realize how many responses require social information processing!

Above the sea, the tip of the iceberg

Below the sea, the iceberg's foundation

Social Competency Model
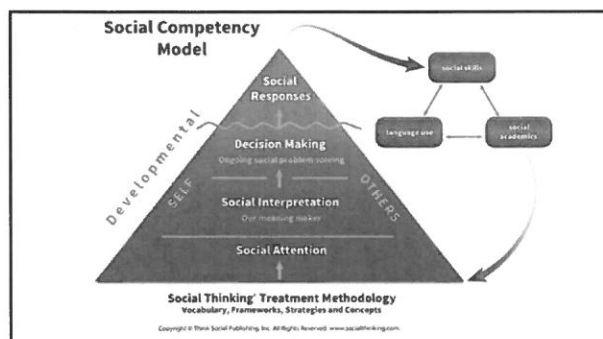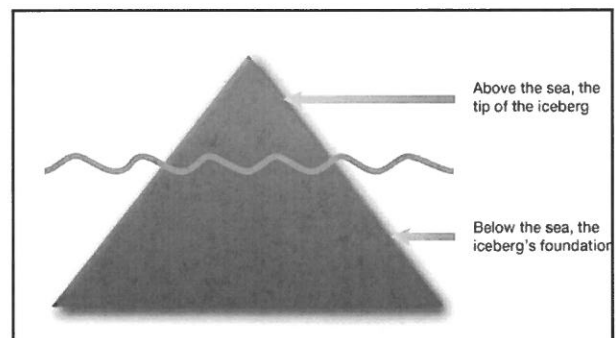
Social responses are the same as social output.

Social output (e.g., understanding people's intentions) assists with reading comprehension of literature, social studies, and history; written expression; speaking and listening in a group; classroom management; project-based learning; universal design, sharing space effectively; interacting face-to-face and digitally; and...

This all starts with social attention. How can we foster social attention?

Through language.
Language serves to help focus attention on specific concepts, both verbal and non-verbal.

Consider how Social Thinking Vocabulary help students to focus on specific elements of the social world:

•People have thoughts and feelings
•Read the group plan
•Body in the group
•Brain in the group
•In each situation there are expected and unexpected behaviors, etc.

In short, language and cognition are game changers in treatment. Leading us to utilize a more sophisticated approach.

To review these four steps of teaching social competencies:

1. Social attention
2. Social interpretation (meaning making) of self and others
3. Problem solving to make decisions as to how to proceed
4. Production of social response(s)

Continue the learning!

Sign up for our newsletter

socialthinking.com/join

Live Regional Conferences

We share A LOT more information in our multi-day live conferences!

socialthinking.com/conferences

What does this look like in treatment?

Prior to having an individual change a behavior we actively encourage the student to:

---

1. Socially observe (attend to the situation and the people)
2. Interpret how to make sense of what they are observing
3. Problem solve and make decisions: consider what the expected social response could be (it may help to have students note the unexpected social response as well to develop their own awareness in the situation)
4. Produce the social response

For example, when using our book
You Are a Social Detective

- We encourage social attention (be a detective)
- Make smart guesses to interpret by figuring out basic social expectations
- This information teaches social input

Then, and only then, do we use the *Superflex*® curriculum to teach the connection between input and output (social self-regulation).

The team of *Unthinkables*® make it difficult for students to be good citizens of *Social Town*:

For example, **WasFunnyOnce** provides the student with the Unthinkable power to use humor at the wrong time, place, or with the wrong person.

Students then learn strategies to maximize their Superflexible thinking, which helps them to problem solve how to attend to and interpret the situation and then produce social response to meet their own social goals.

...and since this is hard work, the students need to go to the *Superflex Academy* to study how they can learn to defeat the powers of their Unthinkables to maximize their Superflexible thinking...
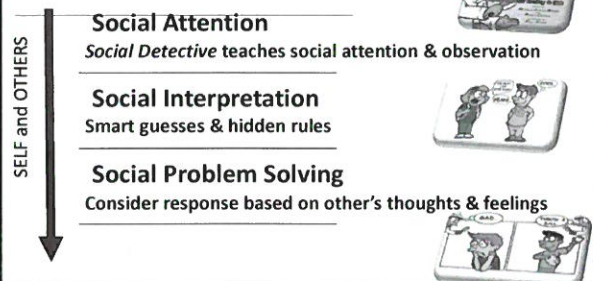
Across different developmental ages, all the way into mature adulthood, we teach the same four steps.

Student motivation is fueled by helping them to make more sense of others' social responses and meet their own realistic social goals while also learning to manage their anxieties.

Improving one's social competencies *always* involves teaching all four steps!

1. Attend
2. Interpret self & others in context
3. Problem solve to make decisions
4. Respond

You Are a Social Detective

SELF and OTHERS

Social Attention
Social Detective teaches social attention & observation

Social Interpretation
Smart guesses & hidden rules

Social Problem Solving
Consider response based on other's thoughts & feelings
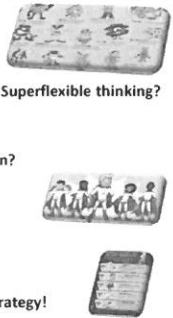
Then add *Superflex* curriculum

SELF and OTHERS

Social Attention
Which Unthinkables are trying to defeat your Superflexible thinking?

Social Interpretation
What do you need to try to do in this situation?

Social Problem Solving
Make a decision as to what strategy to use.

Social Response
Practice your social response based on your strategy!

SOCIAL BEHAVIOR MAPPING
(Social-Emotional Chain Reaction)

SELF and OTHERS

Social Attention
Attention to the situation and people

Social Interpretation
Determine the hidden expectations

Social Problem Solving
Combo of columns help to problem solve the thoughts, feelings, and reactions

Social Response
Circles indicate "possible" responses

10% off products

Use code: competency

Expires November 15, 2017

Some interventionists are using the language created by Social Thinking only to focus on and reinforce a student's social skills.

This is not the correct use of our Social Thinking Methodology!

It is a misuse of our work!

To teach social competencies is be aware of and guide social-emotional learning through a four-step process:
1. Social attention
2. Social interpretation of self & others
3. Social problem solving
4. Social responses

While both unsophisticated and sophisticated approaches are important, we have to figure out who needs what type of social learning.

We should consider what type of social learning a student is capable of *prior* to selecting the treatment approach.

Social-emotional teaching requires this type of *differentiated instruction*.

Continue to learn with us as we all try to make sense of the neurological research, clinical research, client experiences and needs, and the needs of families.

Social Thinking's Methodology seeks to avoid the assumption that people simply need to learn "social skills."

Social Thinking®

Social Learning for a Lifetime of Well-Being

www.socialthinking.com