

**The ILAUGH
Model of Social
Thinking®**

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Review your PowerPoint handouts

Bibliography for this day provided on our website, under private link:

<http://socialthinking.com/handouts>



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Financial Disclosure

Social Thinking has published a number of products, most of which were developed due to requests from former audience attendees.

I will be mentioning some of these books during this workshop day, as well as books published by others that we think the audience should know about.

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It is important to note:

The Social Thinking Methodology is geared for those with solid language skills, who have near normal to way above normal verbal intelligence.

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Related Diagnoses

- ✿ ASD levels 1-3 / Asperger Syndrome, High Functioning Autism (HFA), PDD-NOS
- ✿ Social Communication Disorder
- ✿ Gifted – Twice Exceptional
- ✿ Nonverbal Learning Disorder (NLD)
- ✿ Hyperlexia
- ✿ Tourette Syndrome...Fragile X....
- ✿ ADHD – ADD
- ✿ Fetal Alcohol Syndrome, head injury, etc.
- ✿ No diagnosis but issues in social learning

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What's Social Thinking?

1. Social thinking
2. Adapting social skills
3. Emotional impact on self and others

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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.

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What are considered 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.

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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!

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If you...

- *leisure time viewing.*
- call it **reading comprehension of literature.**
- Explained this clip to another person, we would call it **narrative language.**
- Were asked to re-tell this clip in written form, we would call it **written expression.**

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The social mind is our *meaning maker*

We use it to both interpret and respond to information.

Our students with Social Learning Challenges need assistance with learning both the interpretation as well as the response.

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Examples of socially based Common Core Anchor standards for k-12 students

1. Reading literature
2. Speaking and listening/ narrative language
3. Written Expression
4. Vocabulary

Teachers are engaging students' social cognition when they focus on information related to these standards.

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**Anchor Standard (CCR) 6:
Reading Literature**

Assess how point of view or purpose shapes the content or style of text

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**Anchor Standard (CCR) 1:
Speaking & Listening**


Prepare for and participate effectively in a range of conversations & collaborations with diverse partners, building on others' ideas and expressing their own clearly & persuasively



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**Anchor Standard (CCR) 3:
Written Expression**


Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences



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**Anchor Standard (CCRA) L.5
Vocabulary**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



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Intervention for kids with poor social skills requires teaching more than social skills...

- We need to help teach students to become more efficient social thinkers, before we can expect them to produce better social skills.

Example: eye contact

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**We need to teach:
"Social Thinking and related social skills"**

- "thinking with our eyes."
- These ideas are best for students who have systematic language and a verbal IQ of 70 or higher, and who have a moderately functioning theory of mind.

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Social Thinking provides the Infrastructure for many Language Arts Standards

- Furthermore, teachers provide culminating lessons to celebrate the development of the information related to the standards; they do not directly teach the standards.

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Social thinking plays a PROMINENT role in the classroom when:

- Students and teacher have to share space effectively
- Each participant has to interpret the other (student and teacher) accurately
- Students work together in peer-based groups
- Students have to interpret and respond appropriately to the curriculum

Goal of Treatment:

- To use each person's strengths (concrete learning) to teach increasingly abstract ideas, no matter the age.
- The goal is not to make the disability go away, but to create more awareness and then the use of expected social skills.

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The ILAUGH Model of Social Thinking demonstrates many co-dependent variables which are foundational to our social learning.

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ILAUGH

An acronym for elements of Communication & Problem Solving

I = Initiating

L = Listening with eyes and brain

A = Abstracting and Inferencing

U = Understanding perspective

G = Getting the Big Picture (gestalt)

H = Humor and Human Relationships

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Difficulty with

Physical and Communicative (verbal)

Having to start a behavior that is NOT routine

Hint: Asking for HELP is a great example of when we need to INITIATE.



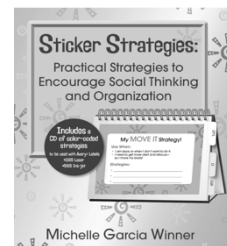
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Teaching Initiation

- Explore how a student asks for help, etc.
- Create expectation for initiation (culture).
- Build initiation into routines.
- Teach with Social Stories, scripting and comic strip conversations.

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Sticker Strategies: Practical Strategies to Encourage Social Thinking and Organization



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I LAUGH

- I = Initiating
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Difficulty with “listening”

- Weak auditory processing skills
- Difficulty gaining further information with eyes (count)
- Classroom “blurting”
- Quirky attention span
- Whole Body Listening

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Classroom Blurting

Keep your eyes on who you were talking to, hold up the palm of your hand and say:

“I am looking at _____; that means I am thinking about _____. I’m only talking to _____ right now.”

(Continue to talk to the 1st person)

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Allow for the BORING MOMENT

EXPLICITLY!

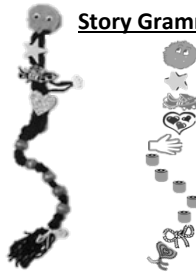
Teach how to cope with boredom as a classroom expectation.

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Auditory & Reading Comprehension are Similar!

- Beyond processing the signal or reading the code... both require:
 - Interpretation of different perspectives
 - Ability to determine the problems and related solutions
 - Ability to make guesses about what is being inferred by the message

Story Grammar Marker® BRADY



Story Grammar Marker® Icons

Developed by:
Maryellen Rooney Moreau

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Teaching social comprehension through reading stories, discussion.

IEP goal recommendations and literature review.



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Abstract & Inferential (Indirect)

- Very concrete, don't like unknown: Difficulty inferencing (hate guessing) – consider changing to “smart guess”
- Preference for sameness (argue for it)

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Abstract & Inferential (Indirect), cont.

- Poor interpretation of figurative language (e.g. idioms and metaphors, but if he or she passes figurative lang. test = ok)
- Difficulty with non-verbal communication skills
- Reading comprehension challenges

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Teaching “the Abstract”



- Teach literal vs. figurative (idioms)
- Teach prediction and inference, making “smart” guesses

- concrete (wet outside? Rain)
- emotional (feel)

Example: when watching shows, reading books, figuring out what is next to happen in school

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Teach Guessing through Observation Toolbox For Younger (k-5th Grade)

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Social Thinking’s Core Strategies

Social Thinking Vocabulary

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For example:

- Think with your eyes
- Hidden rules
- Expected –Unexpected
- Good thought- Comfortable thought
- Weird thought- Uncomfortable thought
- Is your body in the group?
- Is your brain in the group?
- Rules change with age, etc.

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Social Thinking Vocabulary

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

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

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More than just words

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

Concept Thought Behavior

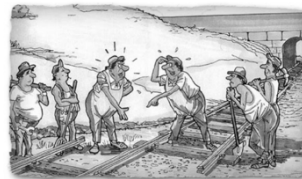
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Communication only makes sense when the communicative partners are thinking about each other!



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**Perspective Taking
considers your own and others' perspectives**

- Thoughts and Emotions
- Physical Motives/Intentions (What are they?)
and Language-based Motives and Intentions
- Prior Knowledge/Experiences (considered odd/
rude to ask/tell someone something they already know)
- Belief Systems (here vs. elsewhere in the US)
- Personality (we adapt based on the other person)

**Remember that active social thinking is a
Social Executive Function**

**The thoughts and minds of the people around us
must be processed, monitored and interpreted at
all times.**

Then...we self-regulate social behaviors for others
to react and respond in the manner we hoped,
using split-second timing and ongoing social
problem solving.

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**Speed of perspective taking
and the related response is
critical!**

We have milliseconds to process
and respond to this information!

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**Perspective Taking
has four immediate steps**

1. I think about you.
2. I think about WHY you are near me. What is your intent?
3. I think about what you are thinking about me.
4. I monitor you and modify my behavior to keep you thinking about me the way I want you to think about me.

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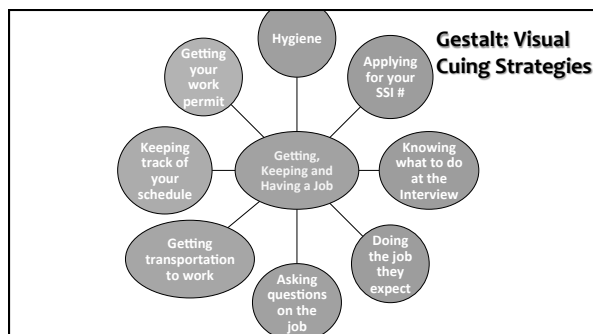
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UNDERSTANDING THE GESTALT

- Over-focus on details; don't see the whole picture
- Don't account for contextual cues
- Plug into a specific instruction but don't see how it relates to the next item (constant strugglers)
- Very weak ability to organize/prioritize
- Weak Written Expression

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Other thoughts on Organization

Please seek information by:
Sarah Ward and Kristen Jacobsen have excellent information to share:

<http://cognitiveconnectionstherapy.com>

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ILAUGH: An acronym for elements of Communication & Problem Solving...

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Dr. Stanley Greenspan:

“A person needs to be able to relate affectively before he can grow cognitively.”

Fostering a relationship with these kids is crucial!

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Make sure Humor is part of the lesson!

- Explore what makes people laugh.
- When is it OK / not OK to be funny?
- Use goofy props to teach about social skill.



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How can we use this information to better understand developing a treatment plan for our students?

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- Core social learning roots:
- Joint attention
 - Executive functioning
 - Central coherence
 - Theory of mind
 - Language
 - Cognition
 - Sensory integration
-make up the social learning roots

Social Learning Tree

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Imagine the trunk of a tree

- The ILAUGH Model-Remodeled creates the trunk of the Social Learning Tree.
- The stronger and taller it grows the more capacity for the development of the branches and leaves.

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Imagine the branches

The branches create the diverse social learning capacity:

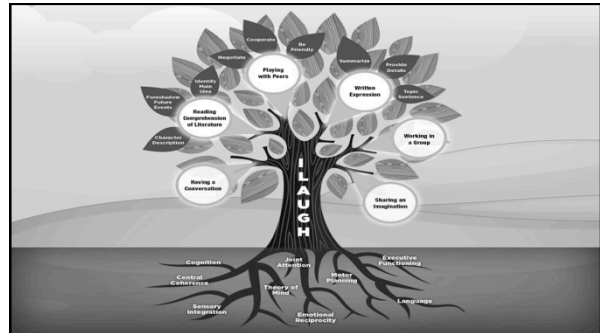
- Reading comprehension
- Playground play
- Working as part of a group
- Having conversations
- Cooperating
- Written Expression, etc.

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Imagine the leaves

The leaves of the Social Learning Tree are the details related to the branches. If the leaves are on the branch of Playground Play, the leaves involve:

- Taking turns
- Being a good sport
- Being friendly, etc.

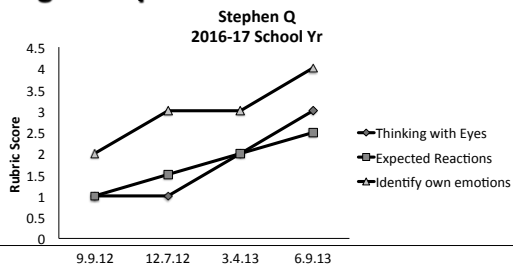


Example of lessons in the roots and trunk



Target	Date and Score				Rubric
	Sep	Dec	Mar	Jun	
Thinking with Eyes	1	1	2	3	<p>1 Needs constant adult prompts and reminders to think with eyes.</p> <p>2 Uses eyes to think about others during routines (small group)- adult prompts needed often</p> <p>3 Somewhat consistent use of eyes to think about others. Minimal adult cues.</p> <p>4 Using eyes to think about others in a manner consistent with peer group. Adult cues similar to others.</p>
Expected Reactions	2	1.5	2	2.5	<p>Typically over-reacts or under-reacts to peers. Needs full support from adults to react in an expected manner.</p> <p>Inconsistent responses and reactions to peers. Adults intermittently intervene.</p> <p>Somewhat consistent responses to peers depending on the activity. Minimal adult cues.</p> <p>Demonstrating responses and reactions to peers in a manner consistent with peer group. Adult cues similar to others in the setting.</p>
Identify own emotions	2	3	3	4	<p>Does not identify any emotions</p> <p>Able to identify 1-2 emotions in self with visuals and adult support</p> <p>Labels own emotions (3 or more) with visual support but minimal adult cues</p> <p>Understands and talks about emotions (little support from adult or similar to peer group)</p>

Charting is simple if in Excel



Use rubrics to show how much a student understands vs. produces across Social Thinking lessons.

and

Use rubrics to have students evaluate their own learning compared to your perspective (just another lesson in perspective taking).



Free article:

Social academic connection and goal writing: "A How To Guide for Measuring Social Thinking Progress"

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www.socialthinking.com