

Social Thinking and Related Strategies for adults at work

Michelle Garcia Winner

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Related Diagnoses

- ✿ High Functioning Autism Spectrum Disorders (H-ASD)
- ✿ Asperger Syndrome
- ✿ Pervasive Developmental Disorder: Not Otherwise Specified (PDD-NOS)
- ✿ Semantic Pragmatic Disorder
- ✿ Nonverbal Learning Disorder (NLD)
- ✿ Hyperlexia
- ✿ Tourettes Syndrome....Fragile X....
- ✿ ADHD + OCD = Asperger Syndrome?

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There are more diagnostic labels than we have problems to treat from the brain!

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I started to create Social Thinking when I realized that there were different types of social learners.

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Some clients were so literal and limited in their comprehension of what people are thinking that we could only teach them more basic social skills.

These clients continue to benefit from ABA into adulthood.

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However, many students with solid to high IQ's and who have more ability to understand other's minds, needed a more sophisticated treatment approach.

Social Thinking was developed for them.

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For example:

The following email was from a woman in her 40s who was seeking my consult.

The below email came after we struggled to communicate via email and I did not think I wanted to work with her. When I had asked to get to know the many facets of her beyond the fact she has ASD.

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"I hope this helps you some...."

You are correct... I am a VERY, VERY high functioning person (with or without ASD). THAT is a fact. I am in the top 2% of the world IQ and also in earnings (The world = the NT world too). I thought I had mentioned this part. I am a true 2e. (twice exceptional) Yes, I am profoundly gifted along with my moderately profound ASD. This is the "medical statistical anomaly" part that is very puzzling to them.

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They are not used to talking in such simple social terms with an ASD person who is so accomplished.

You can do a google search on me to find out all the "facets" you wish. I really am very public. LOL!

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Uh I am second guessing myself... My Social Skills coach told me recently that NTs do not do the same sort of research on people prior to meeting them. I never feel the need to "get to know" people like you as I can go online and know everything I need to know about you to accomplish our meeting agenda. I always research people thoroughly prior to my meeting them and had always assumed the same courtesy from others. I am wondering if I may be screwing up right now and that you mean not the facts part of this thing but more the emotional facets that you want to meet? Curious and weird to me but I have been told about this so wondering if this is it now... ? (sorry but am just learning about this stuff)"

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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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Our clients have challenges with social learning. There is only a 5% overlap between one's IQ and their social intelligence.

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We avoid assuming our clients have basic social information.


Just because an adult has a large vocabulary does not mean they understand the social rules.

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We start with teaching explicitly what it means to **observe**

Instead of telling them to use eye-contact, we teach them to *think with their eyes.*

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 **Hidden Social Rules**

At times described as "the hidden curriculum." Encourages us to actively discover and give voice to information that is mandatory for all participants in a situation to abide by in order for people to feel comfortable sharing space together.

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Discover the hidden rules associated with the vocational environment

- How is the client expected to enter into work each day?
 - Who should s/he greet?
 - How should s/he greet them?
 - When do you stop greeting people once you set in your work day?
- Asking for help?
 - Who to ask
 - When to ask
 - How to ask, etc..

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Quote from 43 yr old male client

“Observing the social interactions of others is very helpful to me as I formulate how to interact myself. As I learn not everyone walks with their head down avoiding eye contact all of the time. As I learn when and how to smile. As I study what makes a stranger seem approachable. In short, you have to know the rules of the game in order to play the game.”

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○ “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.

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○ Expected and Unexpected behavior

Given the hidden rules, we figure out the social expectations.

This concept will be the most powerful if you help your clients to figure out the expectations themselves.

If you just tell them to stop doing unexpected behaviors, you will struggle to make progress with them!

○ Thinking about what people think

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○ Good Thoughts – Comfortable Thoughts

○ Weird Thoughts – Uncomfortable Thoughts

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Use Carol Gray’s Comic Strip Conversations

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BEHAVIOR CHANGE

Mandates that the behavior of both adult and student changes!

It is NOT a passive process.
Success is dependent on positive adult intervention.

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Behavior can be Modified

- **Externally:** From others giving feedback (reward systems)
- **Internally:** From teaching the student about how to change behavior
 - self-awareness
 - self-monitoring
 - self-control

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Exploring the concept of Social Behavior Mapping

Learning to value social emotions as they relate to our social behaviors

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Social Behavior Mapping

I figure out the situation
↓
Consider what is expected or unexpected behavior for that situation
↓
Other people have feelings about the behavior.
↓
How they feel affects how they treat you.
↓
How they treat you, affects how you feel.

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Social Behavior Map

Behaviors That Are EXPECTED For...				Behaviors That Are UNEXPECTED For...			
Expected Behaviors	How They Make Others Feel	Natural Consequences You Experience	How You Feel About Yourself	Unexpected Behaviors	How They Make Others Feel	Natural Consequences You Experience	How You Feel About Yourself
→			→	→			→

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Original Social Behavior Mapping (SBM)

First identify the situation, and then...

1. Explore the social hidden social expectations (expected & unexpected).
2. Explore how others feel based on if your behaviors are expected/unexpected.
3. Connect how we treat you is related to how we feel about your behavior.
4. Connect how you feel about yourself based on how people have treated you.

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Social Behavior Maps (SBM)

The situation: Greeting people at work

Behaviors expected in the situation	How other people feel about the behavior	How they react to you: based on how they feel	How you feel based on how you are treated by others.
Looking towards a person Friendly face Say Hi	Included Fine Annoyed	Friendly tone of voice and face Comments show interest in you	Good Calm Friendly
Unexpected behaviors in the situation	How other people feel about the behavior	How they react: based on how they feel	How you feel based on how you are treated by others.
Walking directly to punch-in Looking towards destination Not greeting others	rejected stressed annoyed	People may not choose you to talk to Serious face	Rejected stressed Annoyed

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Social Behavior Mapping

Situation: Listening to the teacher talk

Expected

My behavior that is expected in the situation	Others' feelings about my behavior(s)	How others treat me based in how they feel about my behavior(s)	How I feel based on how I am treated in the situation
Quiet voice Eyes focused and thinking about the teacher Looking like I am thinking about what the teacher is saying Hands only touching materials on my desk	Calm Pleased Happy	Calm face Calm voice Relaxed body	Calm Relaxed

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Unexpected Teacher Talk Time

My behavior that is expected in the situation	Others' feelings about my behavior(s)	How others treat me based in how they feel about my behavior(s)	How I feel based on how I am treated in the situation
Telling the teacher about what I did last night Reading a book I brought from home Kicking the chair in front of me Looking at objects or people around the room or staring out the window	Stressed Frustrated	Unhappy face Her eyes look right at me Unhappy sounding voice She tells me what I am doing that is unexpected and she asks me to stop in a loud voice	Stressed Frustrated Angry

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Michelle Garcia Winner - Social Behavior Mapping 33

Free instructions on Social Behavior Mapping free as part of this webinar

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Social Fortune-Social Fate

A SOCIAL THINKING® GRAPHIC NOVEL MAP FOR SOCIAL GUEST SEEKERS

WATCH THEIR DESTINY UNFOLD BASED ON THE CHOICES THEY MAKE

PAMELA CROONE and MICHELLE GARCIA WINNER

Social Fortune: Bored Outta My Brain!

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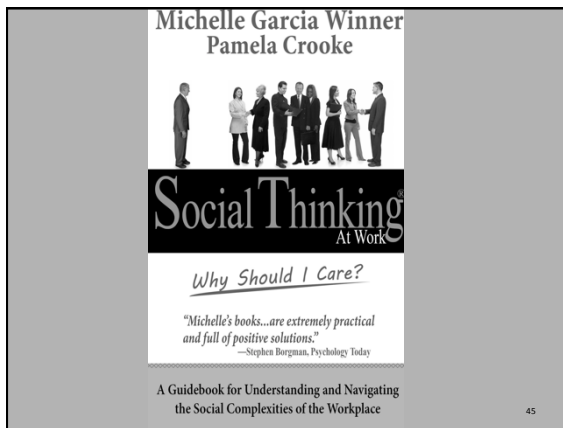
Intention Driven SBM (The **unexpected** behavior side).

1st column: What you intend to communicate through your behavior.
 2nd Column: Your **unexpected** behaviors in this situation
 3rd Column: How people perceive your intentions based on your behaviors
 4th Column: How they feel based on this interpretation.
 5th Column: How they treat you based on how they feel.

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Intentions Based Social Behavior Map

What you intend to communicate through your behavior	Your expected behaviors in this situation	How people perceive your intentions based on your behaviors	How they feel based on this interpretation	How they react: based on how they feel	How you feel, based on how they react to you
Friendliness	Smile, greeting, as body approaches others	Friendly	Calm included	Ask your opinion in meetings	Calm Included
What you intend to communicate through your behavior	Your unexpected behaviors in this situation	How people perceive your intentions based on your behaviors	How they feel based on this interpretation	How they react: based on how they feel	How you feel, based on how they react to you
Friendliness	Walk past without a greeting	Rejecting me unfriendly	Irritated	Do not seek to actively include you in	Rejected Stressed ⁴⁴



Two core Social Thinking frameworks

To help put social information into a larger framework

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4 Steps of Perspective Taking

Required in all groups:

1. I think about you. You think about me.
2. I am aware of your motive/intention. Why are you near me? What do you want from me?
3. Since you are thinking about me, what are you thinking about me?
4. I monitor my behavior and possibly adjust it to keep you thinking about me the way I want you to think about me.

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4 Steps of Communication

1. **Thinking** about people who share your space or whom you plan to communicate with.
2. Establishing a **physical presence** to show intention to communicate.
3. Use **eyes to think about others**.
4. **Language** to relate to others.

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Our thinking about those around us leads us to perspective taking.

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Perspective Taking:
requires us to consider our own and others'...

Thoughts and intentions
Physical and language based motives
Prior knowledge and experiences
Belief systems
Personality
What you know about the person/people
While considering the context.

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What's friendship?

Someone who makes you feel good about you across time.

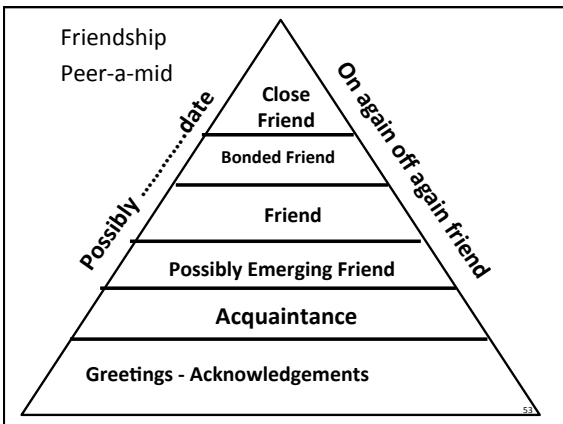
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What is a friend?

Which means it's someone:


1. You trust
2. You share something in common with (interest, experience)
3. You like them (make you feel good)
4. Both people mutually seek the friendship.

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Level 1: Friendly Greetings

- Short and Friendly
- Relatively frequent



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Level 2: Acquaintance

- Someone you happen upon and you then start to talk to them.
(not prearranged)



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Level 3:

Possible Emerging Friendship

Someone who agrees to meet up at a later time in the same environment in which you happened to meet them to begin with.

- For example meeting at school, work, or in the community for lunch, hang-out, etc.
- You may begin to Facebook them, etc.



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Level 4: Friend

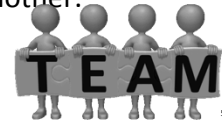
- Begin to make an effort to meet up with this person elsewhere.
- Arrange to hang out outside of school or work time.
- This is a mutual effort and benefit.
- Facebook, text, call, etc..



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Level 5: Bonded Friend

- Plan time to be together.
- Make a strong effort to connect with this person to spend time with them on weekends, after school, etc.
- Look out for one another.



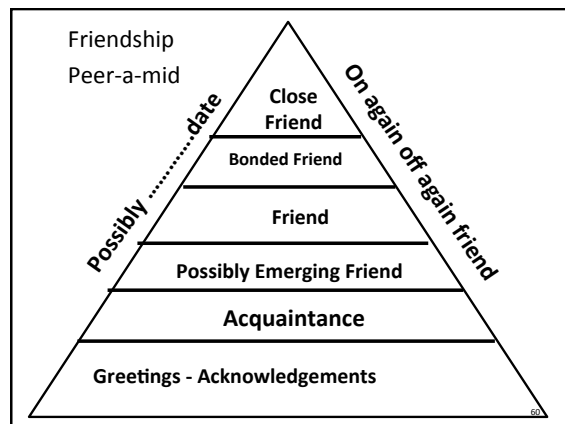
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Level 6: Close Friends

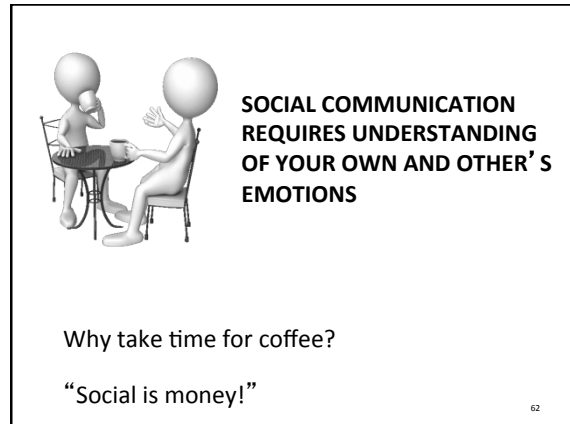
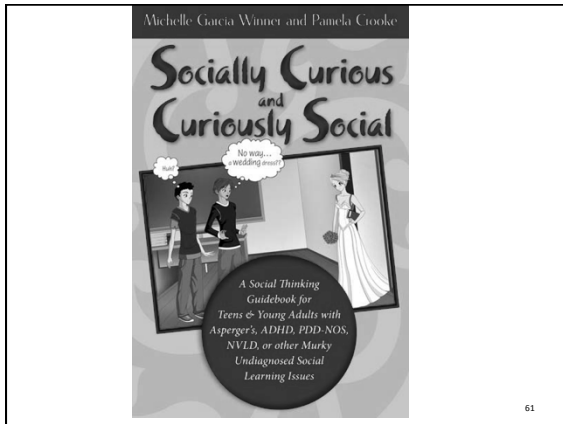
- Very close friend with whom you share special secrets, dreams, etc.
- This person may or may not be friends with any of your other friends.



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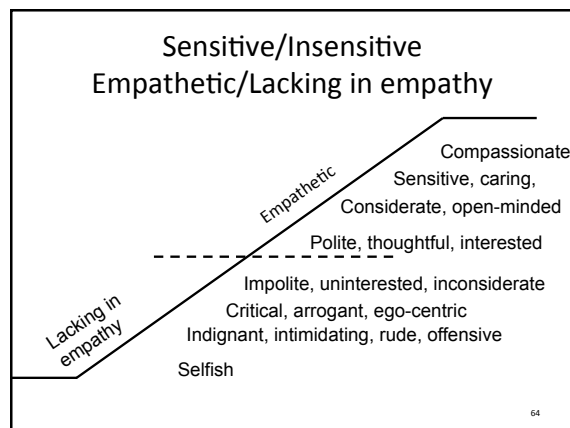


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We have a LOT of words to describe the different ways in which we perceive people treat us!

Empathy.....
Lacking in Empathy....

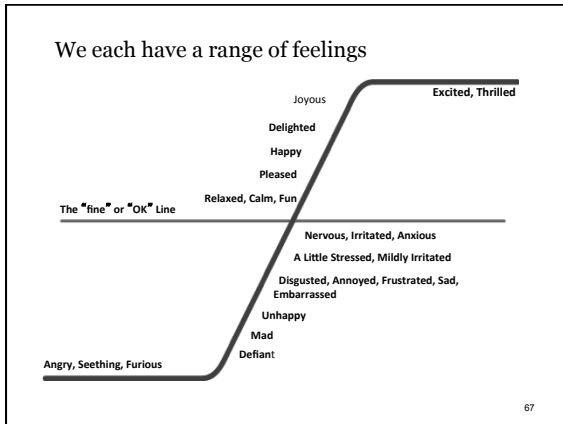


Remember how we want to be perceived may not mirror exactly our private thoughts!

- The fact is we may feel we are pretty self-centered, self-assured and critical of other's actions or thoughts in the privacy of our minds, but people don't have immediate access to our private thoughts. What they see is how we present ourselves to others.
- If we act sensitive even if we don't feel as sensitive in our own private thinking, we are often still perceived as "empathetic".

Important unwritten rule of the work environment:

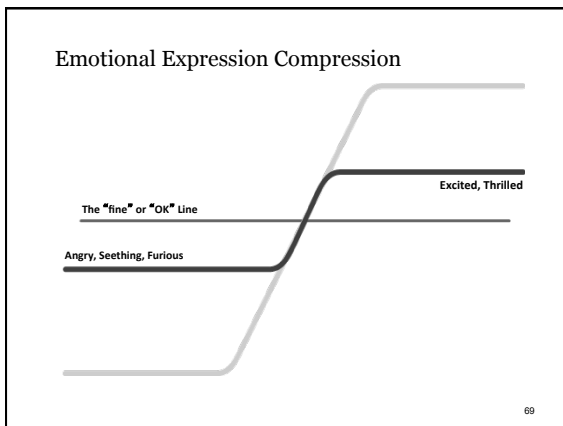
We are expected to work to keep our co-workers calm even in difficult situations.



**BY ADULTHOOD
WE ARE EXPECTED TO MINIMIZE HOW
WE EXPRESS OUR LARGER EMOTIONS:**

Emotional Expression Compression

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Adults don't usually look like this!

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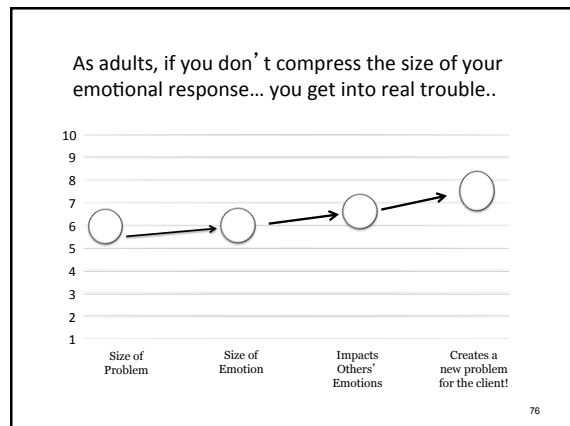
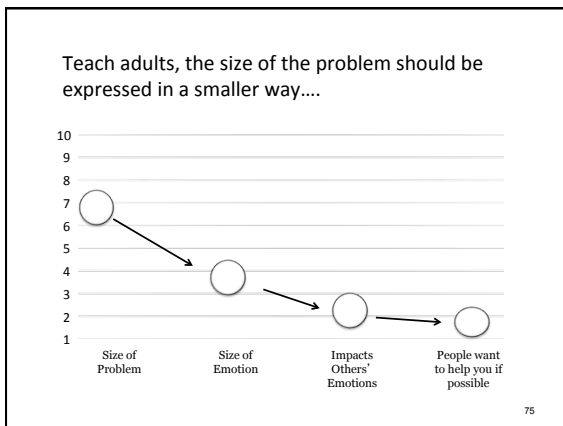
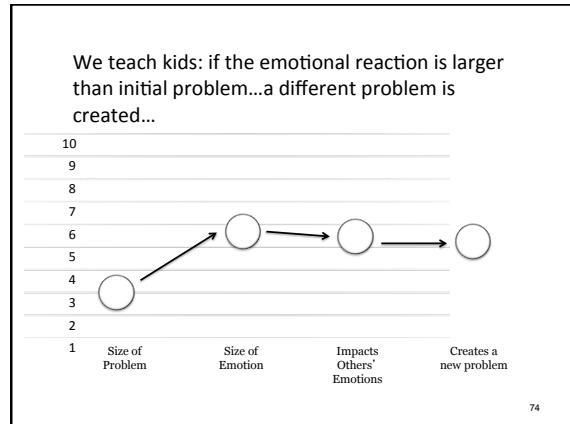
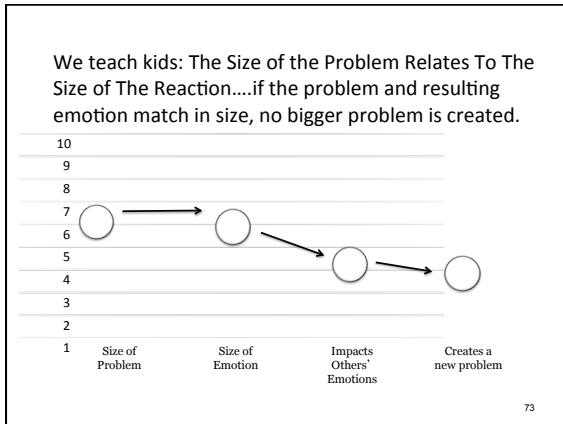
Nor do we usually look like this..

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EMOTIONAL PROBLEM SOLVING

Problem solving is also expected to become more refined:
-Lost bus ticket

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Katie's triumph

"I ordered my laptop and I called them to change the shipping address and they told me it was too late. But what they could do is cancel my order and I could redo it with a different shipping address. I admit, I was mad. My thought was since I was paying a certain amount and I had just placed the order several hours earlier that it shouldn't be a big deal. BUT I took a breath and thought about the size of the problem and how I should react to the size of the problem. So, I just said forget it and hung up...thought you would enjoy hearing this!"

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Treatment needs to not only focus on how our clients are "reading" others cues but also include how they are being "read"

....and there is so much more to learn now only about our clients but also about ourselves, as we are the teachers...

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There are many more resources for you to explore free on our website:

- Blogs, free articles, research
- Conferences
- Products
- Assessment & Therapy
- Mentor / Internship Training



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