



Concept #2:
Thinking with your eyes

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Introducing our 10 by 10 by 10
webinar series

- 10 webinars
- 10 months
- 10 Social Thinking concepts

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webinars:

[www.socialthinking.com/
webinarseries](http://www.socialthinking.com/webinarseries)

A screenshot of the Social Thinking website's 'Free Webinars' section. It displays a grid of webinar thumbnails with play buttons and titles like 'Thinking with Your Eyes' and 'Thinking with Your Ears'.

Today's webinar topic:

An illustration for the webinar 'Thinking with Your Eyes'. It shows a person with a thought bubble above their head, and two children below, one with large eyes and the other with a neutral expression. The title 'Thinking with Your Eyes' is at the bottom.

**10% off all products
mentioned in this PowerPoint!**

Use code: **ThinkEyes**

Expires Oct. 2, 2018. Excludes conferences,
training, eLearning, and ineligible products.

Exploring: Thinking with your eyes

Our eyes help us to figure out what's going on around us, what we are watching on a screen, etc.

People with solid to good vision use their eyes to see anything and everything; but, how do we make sense of what we see?

We use our eyes socially.
They help us make smart guesses (webinar #7 in series) about others' thoughts, feelings and plans based on what's going on in a specific situation.

Typically developing babies begin focusing on the faces of caregivers in the early days of life.

By 6 months old, neurotypical children have established *joint attention*; by 12 months old, they are also *starting to read others' intentions*.

Non-verbal information also communicates our thinking!



Even little kids do "check backs" to make sure you are thinking about what they're thinking!



In the English language, the words:

Look
See
Think

...all tend to share the same meaning.

To maintain *joint attention* means our brains are attending to social information while not actively attending to other visual information around us.

School age students who have not established basic abilities in joint attention will struggle to work and learn in a classroom environment without assistance.

Most brains have a filtering system, helping us to focus on relevant information.

This means that with your ears, you may technically hear a lot of noise, but your brain helps you to filter out sounds that may not be relevant to staying focused in the present situation. For example, when in a classroom most students likely don't pay attention to the the car driving by on the street, the tick of a clock, people walking by in the hall, etc.

Our eyes work in the same way.
We literally see more things than
our brain guides us to attend to.

This is a picture of my 94-
year-old dad in his
hometown of Amsterdam.

What does your brain see
in this picture?



How many of you noticed...



?

Most of you focused on my dad.

Your social mind led you to attend to him;
it filtered out all the other visual "noise" in
the picture.

However, not all people have the same social filtering abilities.

Their eyes may not focus on faces, people, emotions, gestures. Instead they may notice the umbrellas, flowers, windows in the picture.

They may not have noticed my dad.



What if you have students who struggle to notice the people in the classroom, including the teacher?

We often describe these students as “not paying attention” and using “poor eye contact.”

...then treatment recommendations usually lead to goals for the child such as “pay attention” and use better “eye contact.”

In reality, the student’s real challenge is more complicated than teaching these behaviors, and these goals will not be met.

After all, paying attention is not a behavior, it is the ability of the brain to focus on interpreting relevant information.

A student producing increased eye contact does not require the student to make sense of any social information, it just teaches a student to look in the direction of another’s eyes.

This is how I met Daniel; he was 9 years old.

He had chin up, eyes down eye contact. Since he was 3 years old he was reinforced for using “eye contact.”

The problem was Daniel never knew what he was supposed to be looking at.

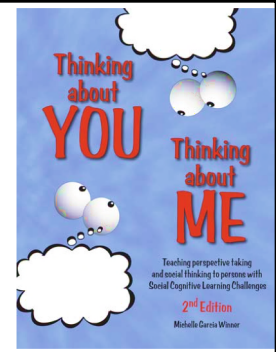
He lifted his chin but his eyes went down to the floor each time he was told to give “eye contact”.

Daniel led me to develop the
Social Thinking Vocabulary terms:

Think with your eyes
Listen with your eyes

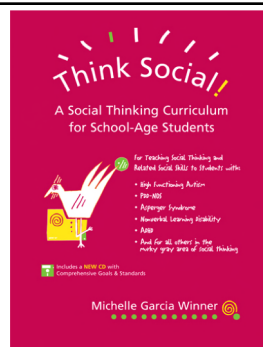
Thinking about YOU
Thinking about ME

Core book for parents and professionals. Explains many foundational concepts for teaching the Social Thinking Methodology.



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

Lesson plans for over 30
concepts.



With so many typically developing children growing up on hours of daily attention paid to digital devices, teachers and developmental specialists are noticing that children are not as skilled at:

Paying attention in a group, making sense of the visual world that surrounds them, socially interacting, or dealing with the boring moments of life.

Many children are more comfortable controlling what they are seeing through a digital or TV screen than playing socially or being with their less familiar peers...



...and less comfortable attending broadly to the landscape of social information that surrounds them.



Our Social Thinking Methodology has a different way to teach about social use of our eyes.

Rather than assume children don't know how to behave, we assume their brain has a difficult time sorting out the relevant information.

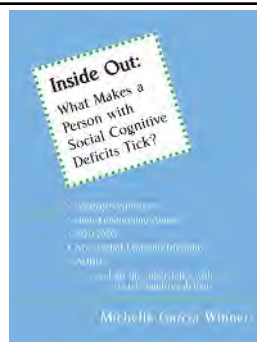
The ILAUGH Model

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

Inside Out:
What Makes a Person with Social Cognitive Deficits Tick?

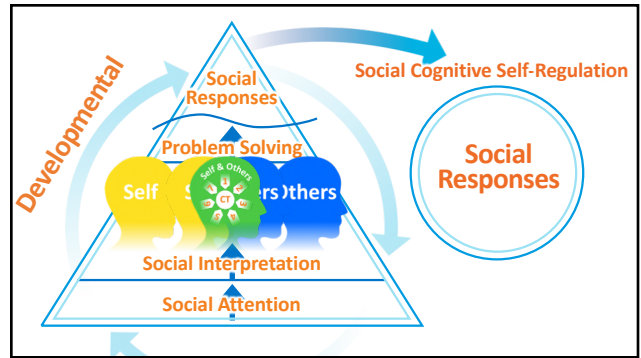
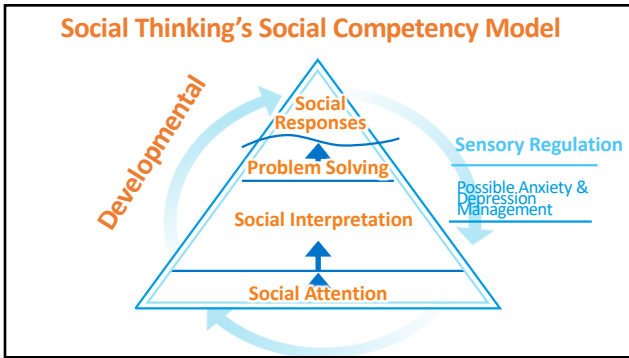
The ILAUGH Model of Social Cognition:
The Social-Academic Connection



Social Thinking's
Social Learning Tree



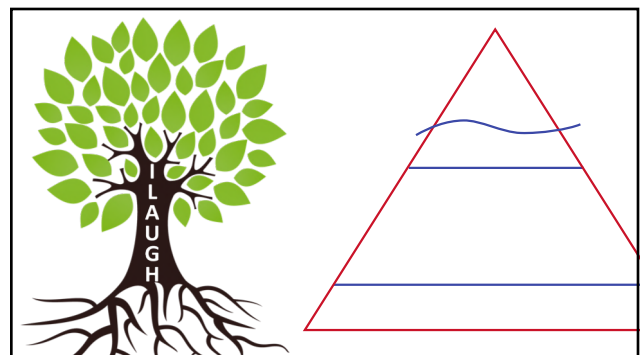
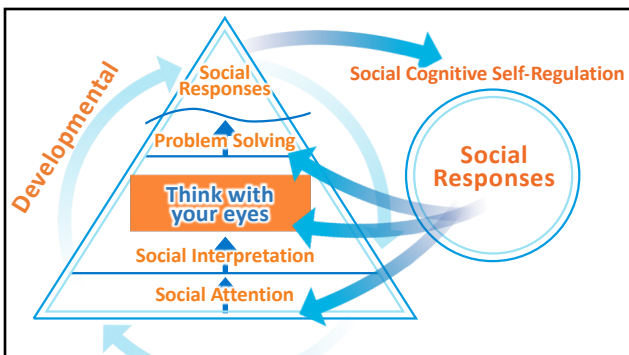
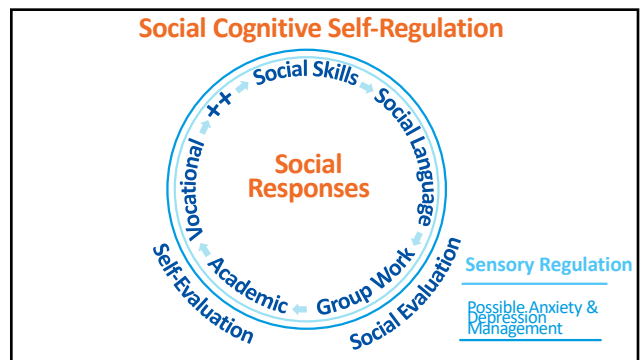
Social Thinking's
Social Competency Model
helps to make sense of this process.



Social Interpretation

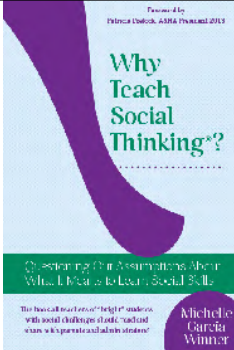
1. What is the situation?
2. Who are the people?
3. World knowledge
4. Basic emotions
5. Self-conscious emotions
6. Basic theory of mind
7. Advanced, applied, spontaneous theory of mind

CT = Critical thinking



Why Teach Social Thinking?

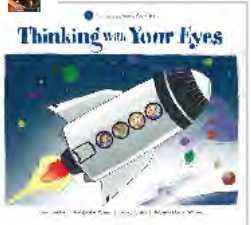
Learn more about the social-academic connection and the Social Learning Tree in this book.



How do you teach the concept *thinking with your eyes* across developmental age groups?

We Thinkers! Volume 1 Social Explorers Package (for ages 4-7)

Concept is introduced in the third storybook, **Thinking with Your Eyes** and taught as a chapter in the Curriculum.




Joint attention leads to joint thinking.

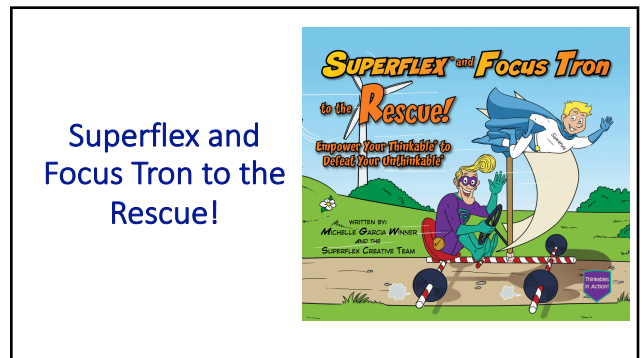
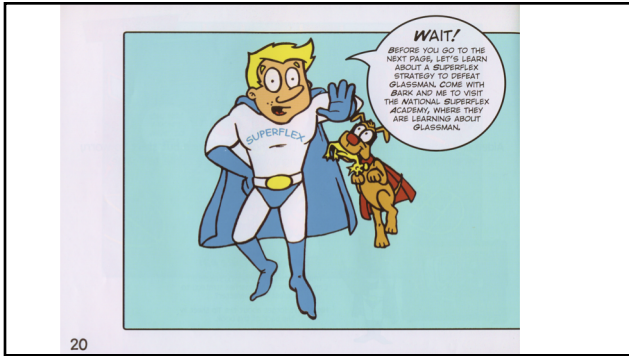


Students are then taught to become social detectives who observe what's happening around them.



Superflex... A Superhero Social Thinking Curriculum Package (for ages 8-13)





Thinking with your eyes is the doorway to perspective taking!

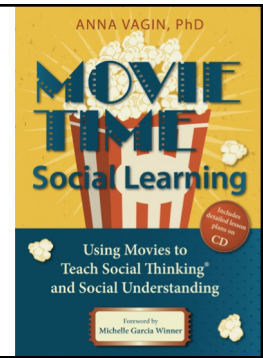
We start teaching students of all ages what it means to observe.

We ask school-age students to notice what is happening in their classroom or during lunchtime; for adults we ask them to notice what is happening in a restaurant, mall, or coffeeshop.

Quote from 43-year-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.”

Movie Time Social Learning (for ages 4-18)



As students get older, we explain the interaction of our thoughts and feelings in increasingly sophisticated ways:

Social Thinking and Me (for ages 9-12)



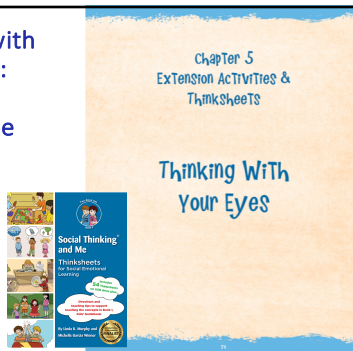
There's a full chapter on Thinking with Your Eyes in:

Social Thinking and Me Kids' Guidebook



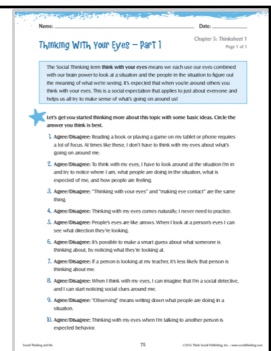
Extend the teaching with the related chapter in:

Social Thinking and Me Thinksheets for Social Emotional Learning



For example:

True/False:
People's eyes are like arrows. When I look at a person's eyes I can see what direction they're looking.



More practice...



We also learn to be aware that people are interpreting what our eyes may be looking at and thinking about.

This means our eyes have two big roles in the social communication process:

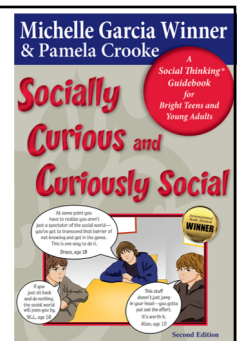
1. Guide each of us to interpret others' non-verbal cues as well as interpret the situation.
2. Help other people interpret our eyes to get a sense of what we may be thinking about.

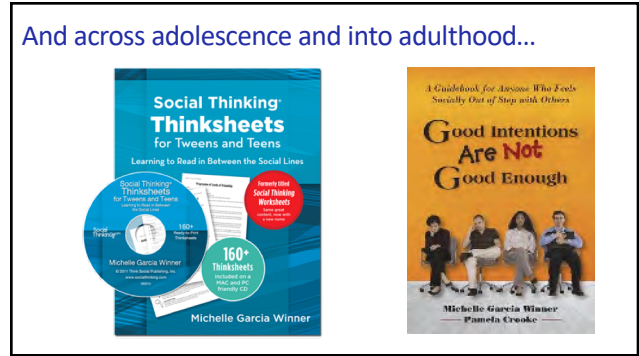
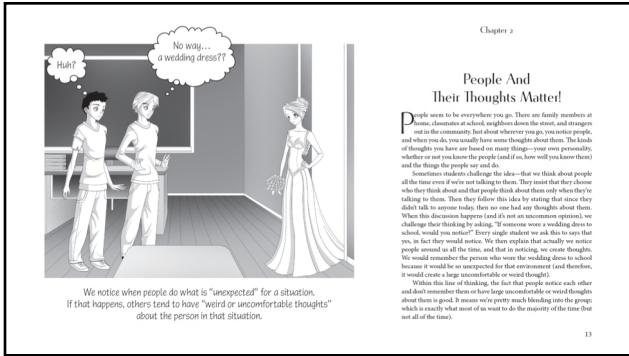
Social Fortune or Social Fate (For ages 10-18)

Teaches the **Social-Emotional- Chain-Reaction through Social Behavior Mapping**
Example: Bored out of my brain!



Socially Curious and Curiously Social (for ages 14-22)





Check out eLearning: explore our many courses regarding a large range of topics!

From the social-academic connection, to learning more about Superflex, working with teenagers, teaching executive functioning, etc.

New! Visual Supports for 10 Key Social Thinking Vocabulary (for all ages)

Includes an 11x14" visual support for each of the 10 concepts in this webinar series.

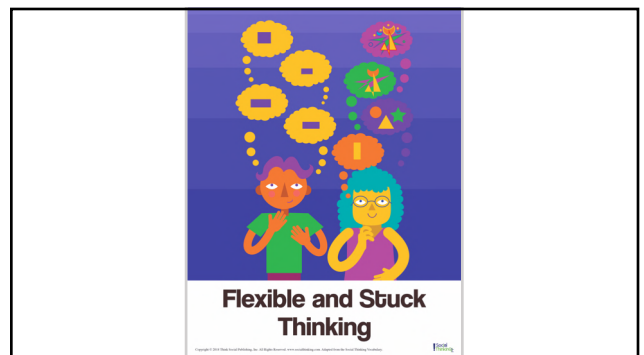
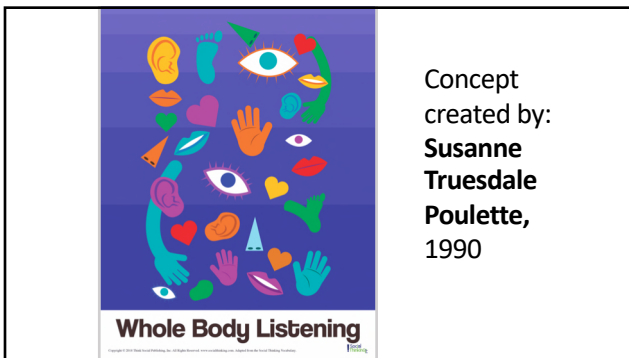
The topic of the first webinar in the series exploring 10 concepts in 10 months.

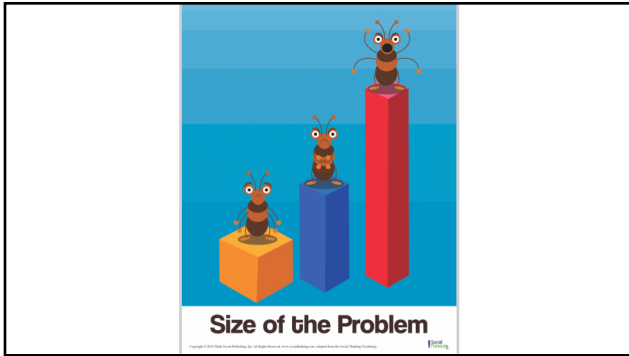
Thoughts and Feelings

Today's webinar topic:

Here are the rest of the visual supports and future webinar topics...

Thinking with Your Eyes





Our next webinar in the series is
on concept #3:

The Group Plan

You can register now for this webinar!

Find **The Group Plan** at
www.socialthinking.com/webinarseries

Wed., October 10
10am Pacific Time

Reminder: 10% off all products
mentioned in this PowerPoint!

Use code: **ThinkEyes**

Expires Oct. 2, 2018. Excludes conferences,
training, eLearning, and ineligible products.

