 Concept #1:
Thoughts and Feelings

Presented by:
Michelle Garcia Winner, MA-CCC
& Pamela Joan Crooke, PhD-CCC
Speech-Language Pathologists

Introducing our 10 by 10 by 10
webinar series

- 10 webinars
- 10 months
- 10 Social Thinking concepts

- What are the 10 concepts?
- Thoughts and feelings
 - Think with eyes
 - Group plan
 - Body in the group
 - Whole body listening
 - Hidden rules: expected–unexpected
 - Flexible vs. stuck thinking
 - Smart guess
 - Size of the problem
 - Shared imagination

Why?

To demonstrate how social-emotional learning is relevant all day, every day across all age groups, for all individuals, regardless of whether they have a diagnosis or not.

&

Concepts do not wear as students age, but instead how the concept is used morphs across our lifetime.

- How?
- ✓ Review purpose of core concept
 - ✓ Explain depth of teaching
 - ✓ Explain use across age groups
 - ✓ Encourage learning across contexts
 - ✓ Show which Social Thinking product further explores this concept

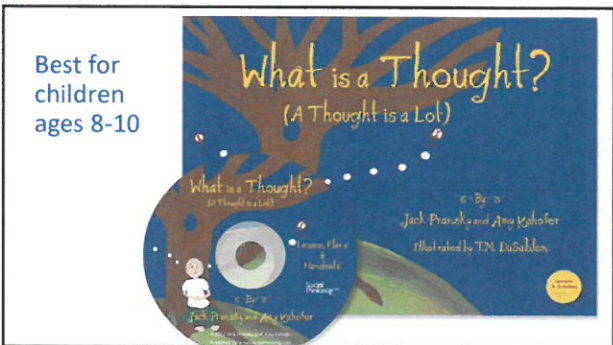
**Exploring:
Thoughts and Feelings**

Teaching explicit what we **think** all students already know.

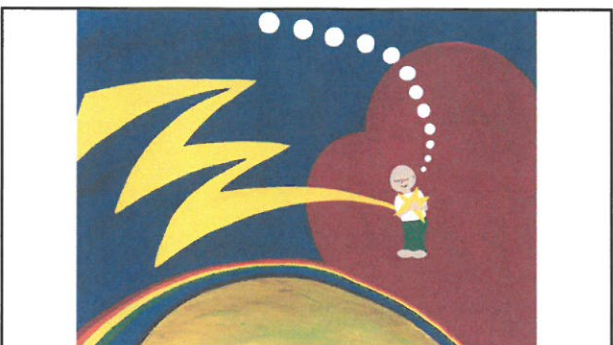
Let's say these words rather than make this assumption.

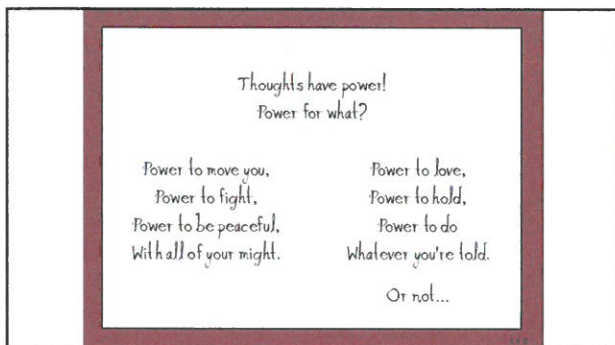
One aspect of **Thoughts and Feelings**, has to do with managing our own thoughts and feelings.

This is considered key to our self-regulation when around other people, or even when by ourself.



What is a thought?
A thought is a lot,
A lot more than we think.
What does that mean?
Come have a look!



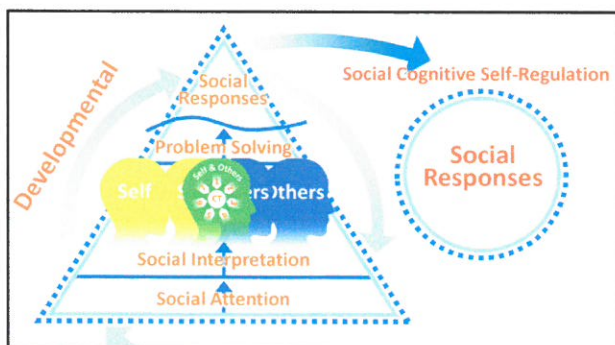
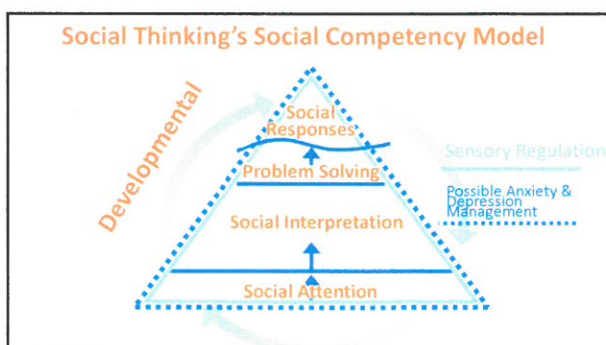


Teaching an individual that they can have control over their thoughts and the intensity of their feelings is related to many evidence-based practices.

- Mindfulness
- Positive psychology
- Cognitive behavioral therapy, etc.

But wait, there's more to this concept!

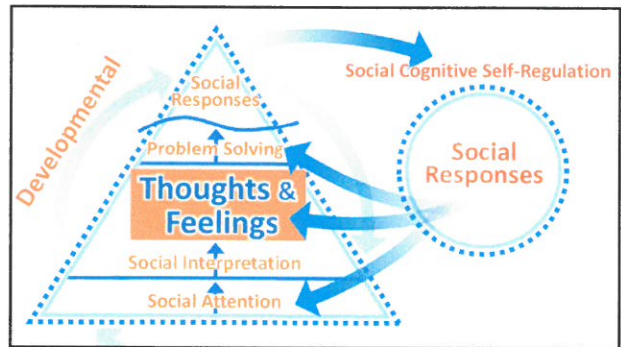
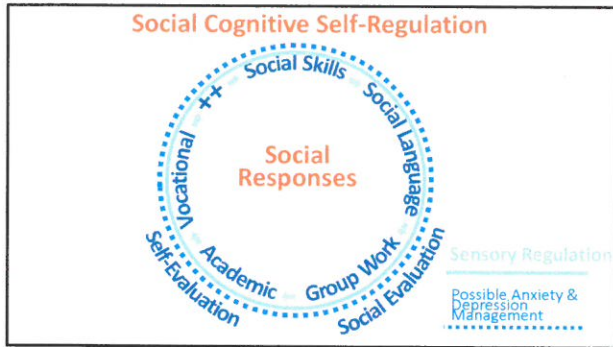
We are also expected to consider the thoughts and feelings of others; whether they are parents, teachers, friends, or classmates you have never spoken to! Considering this information ideally leads us into social problem solving...



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



1st storybook in *We Thinkers!* Volume 1

We explain the interplay between each other's thoughts and feelings in a simple manner.

The cover of the book "Thinking Thoughts and Feeling Feelings" shows four children in a colorful setting. The title is written in a playful font. At the bottom, it says "From Heidi | Kim Zoller-Palmer | Nancy Tombs | Michelle Garcia Winner".

As students age we encourage them to explore this by studying our social expectations for each other through our book:

The cover of the book "You're a Social Detective! Explaining Social Thinking to Kids" features a cartoon detective character. The title is in a bold, yellow font. At the bottom, it says "With Michelle Garcia Winner, PhD, and Nancy Tombs, PhD".

We describe how each person has thoughts and feelings about another's behavior. How one person thinks and feels about another can impact future interactions.

A comic strip showing four children. One child says "I FEEL MAD". Below the comic, text reads: "When people have uncomfortable thoughts, everyone starts to feel uneasy. They may not want to play or work with the person that is making them upset." The page number "28" is at the bottom left.

Primary-school-age students describe as "nice" a person who they tend to have positive thoughts and feelings about.

When a person describes someone as "mean" or "not nice," they are having negative thoughts and feelings about that person.

A graphic for the "Social Detective" tool. It features a yellow starburst with the words "WIDE PERSON" and three question marks. Below it, text reads: "What are the Social Detective tools (COT) like to figure out what someone wants to talk about or what they are trying to do? Using these tools can help us figure out who we think is a nice person."

By the end of this book, we have introduced:

The **Social-Emotional Chain Reaction**,
but we don't tell younger children this is
what we call it!

Social-Emotional Chain Reaction

Expected
behaviors



Unexpected
behaviors



How the protagonist behaves affects how others
feel and think

Which affects how these others react & respond

Which affects how the protagonist feels,
thinks, reacts, etc.

Caretaking each other's
thoughts and feelings, so
that people think about us in
the manner we want for
ourselves, is the backdrop
upon which we teach with
our Superflex curriculum



The Social-Emotional Chain Reaction is
important to discuss directly with students.
It's all about the interplay of each other's
thoughts and feelings.

To be socially competent is to understand that what
we say or do can have a lasting impact on others'
thoughts and feelings.

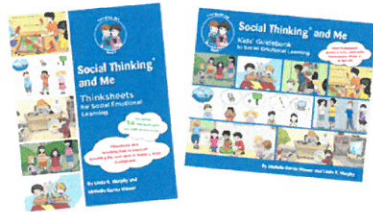
Twens & tweens become increasing less
likely to say someone is "nice" or "mean";
instead they may describe someone as
"cool" or say or imply they are offended
(#fraud) or just send around a meme about
a person they feel did them wrong.

WHEN YOUR TEACHER KEEPS TALKING AFTER THE BELL RINGS



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

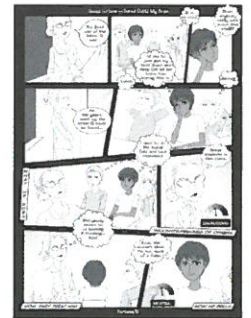
For 9- to 12-year-olds



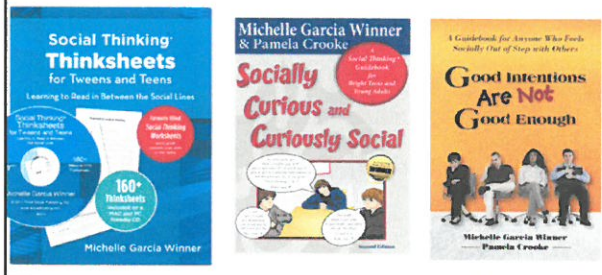
For 10- to 18-year-olds



Example:
Bored out of
my brain!



And across adolescence and into adulthood...



Talking explicitly about how we impact our own and others' *Thoughts and Feelings* leads to direct awareness of our social responsibility toward each other, rather than our implied responsibility.

BUT...be aware that we as parents and professionals have to go out of our way to talk about positive thoughts and feelings.

We need to push toward positive attention about our own thoughts and feelings as well as those who make us comfortable if not downright happy, as our brains tend to have a *negativity bias*!

Our brains are designed to focus more actively on what people are doing wrong than doing right. We also focus on those who make us feel bad rather than those who make us feel good.

However, the research and common sense inform us that we each prefer to be around positive people or in situations where we can feel and think positively.


Throughout the school year, as you highlight how we each have thoughts and feelings about each other, push toward recognizing the good thoughts and the good feelings that surround us.

PUSH POSITIVE!


This takes extra effort in each of our brains but we are all better off for it in the short run and the long run!

Introducing two new books in our Superflex Series

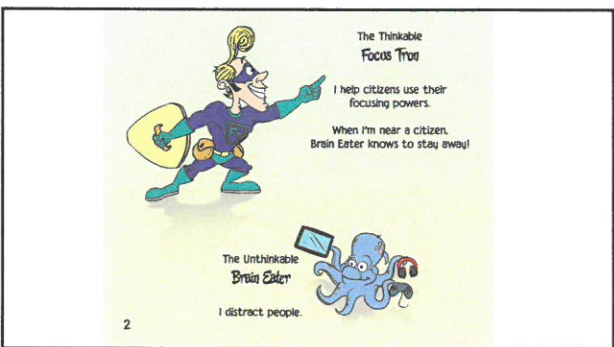
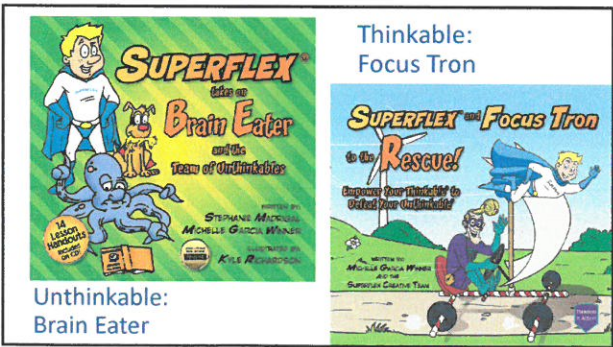
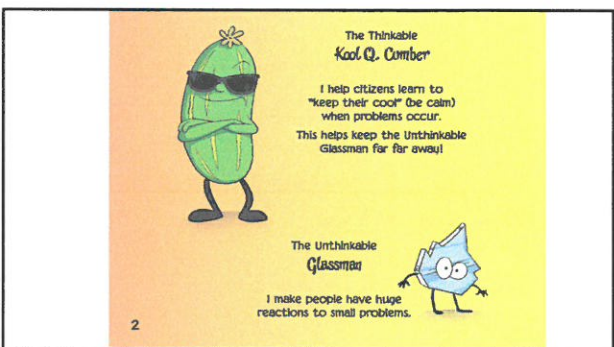
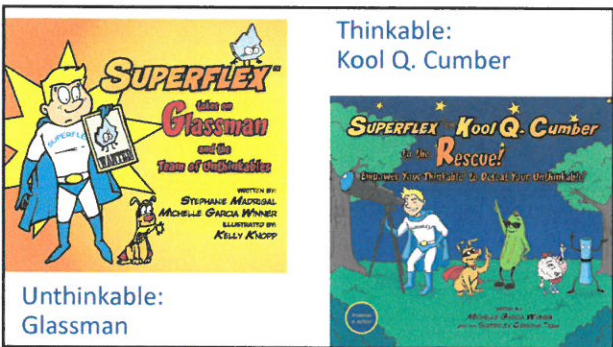
About the adventures of Thinkables!



FOCUS TRON



KOOL Q. CUMBER




As you explore these 10 concepts across 10 webinars, we have a product that visually represents each concept we will be covering.



**Visual Supports
for
10 Key Social Thinking
Vocabulary**

- Social Thinking Vocabulary concepts in visual form!
- Perfect visual support for learning in classrooms, intervention rooms, or at home
- Available in a soft, easy-to-use paperback format!

www.socialthinking.com




**Thinking Thoughts and
Feeling Feelings**



Thinking with Your Eyes



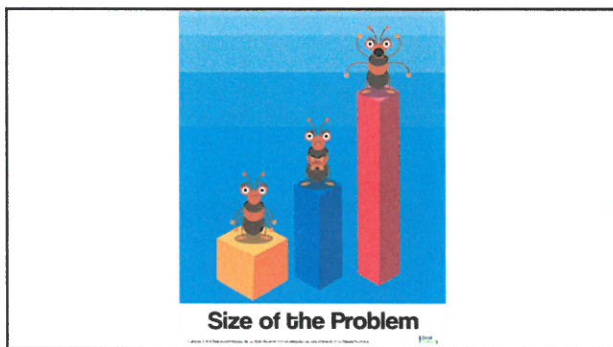
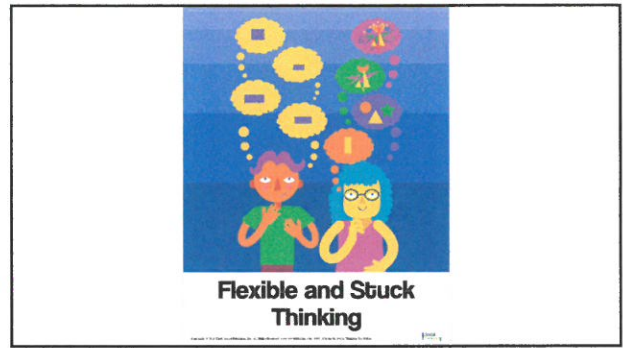
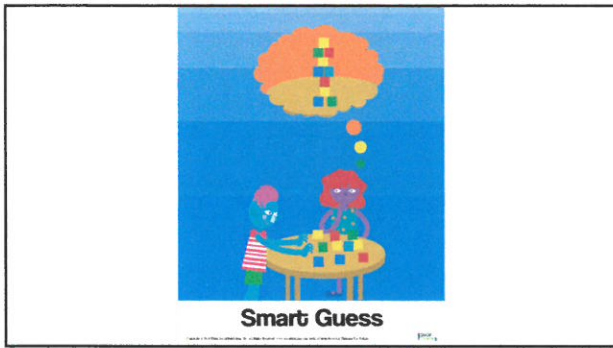
Body in the Group



Whole Body Listening



**Hidden Rules and
Expected-Unexpected**



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.

Register for our next webinar on concept #2:

Think with Your Eyes

