



## **Social Thinking® Curriculum:**

*What is it? How can we use it to help our students?*

# **HANDOUTS**

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## Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual. (*MA DESE, January 2011, Curriculum Frameworks.*)

- **They demonstrate independence.**

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

- **They build strong content knowledge.**

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

- **They respond to the varying demands of audience, task, purpose, and discipline.**

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

- **They comprehend as well as critique.**

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

- **They value evidence.**

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

- **They use technology and digital media strategically and capably.**

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

- **They come to understand other perspectives and cultures.**

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

## College and Career Readiness Anchor Standards for Writing

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### *Text Types and Purposes\*\**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 3a. Write fiction, personal reflections, poetry, and scripts that demonstrate awareness of literary concepts and genres.\*

### *Production and Distribution of Writing*

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### *Research to Build and Present Knowledge*

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### *Range of Writing*

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

\* Massachusetts addition to the Common Core State Standards

\*\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

### **Note on range and content of student writing**

*To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.*

## College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### *Comprehension and Collaboration*

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

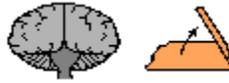
### *Presentation of Knowledge and Ideas*

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Note on range and content of student speaking and listening**

*To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.*

*New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.*



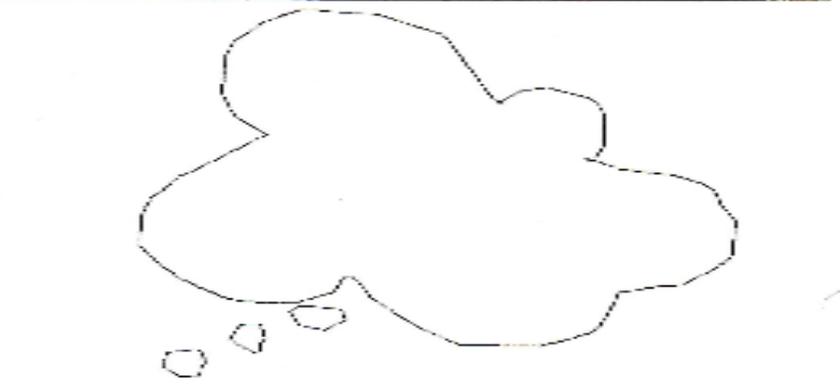
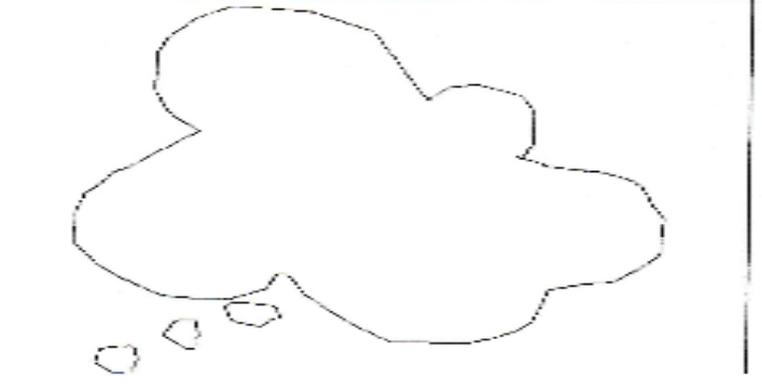
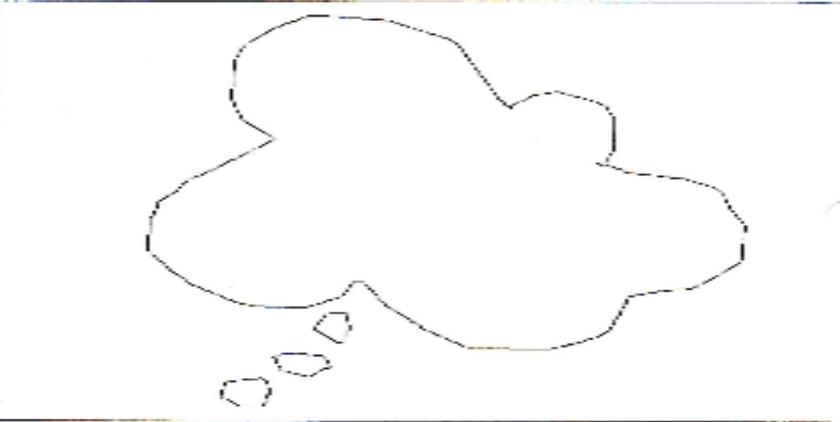
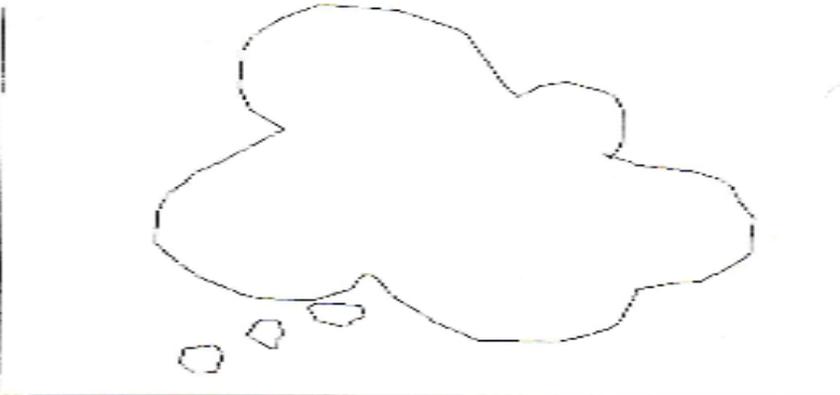
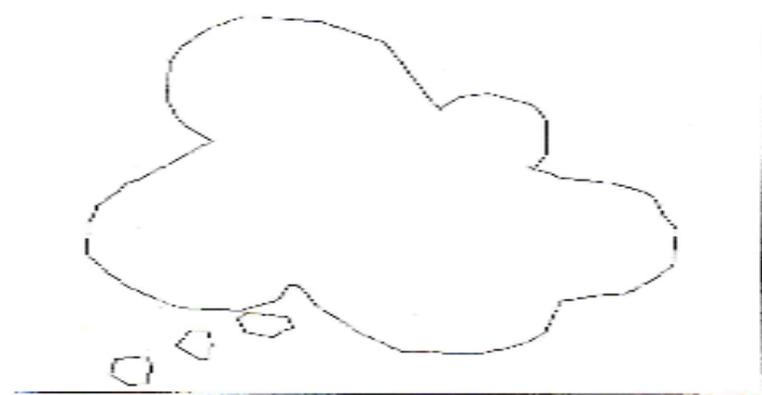
Finding out about another person means ...

**BUILDING A BRAIN FILE OF INFORMATION**

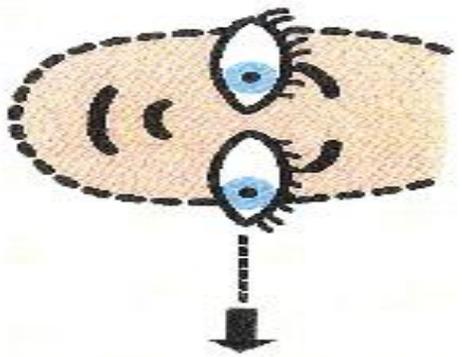
You can ask someone:

1. What town do you live in? \_\_\_\_\_
2. What is your favorite color? \_\_\_\_\_
3. Do you have any pets? \_\_\_\_\_
4. Do you have any brothers or sisters? \_\_\_\_\_
5. Do you have a favorite song? \_\_\_\_\_
6. What is your favorite thing to do or play? \_\_\_\_\_
7. What is your favorite movie? \_\_\_\_\_
8. What winter holiday do you like to celebrate? \_\_\_\_\_
9. Do you like messy projects? \_\_\_\_\_
10. What is your favorite thing to talk about? \_\_\_\_\_

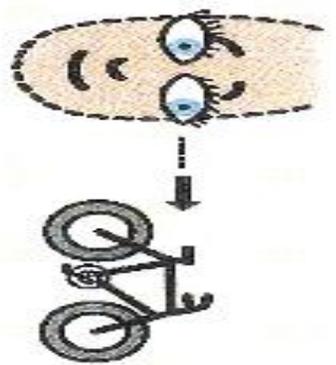
Thinking With Your Eyes: Thought Bubbles/Wonder Bubbles



I look around me with my eyes.

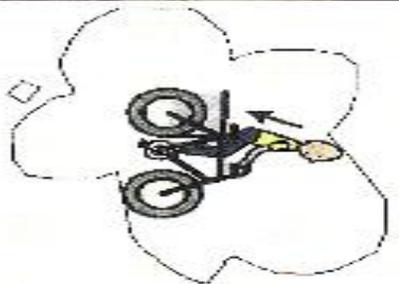


When I see something,



information is sent to my brain.

This information turns into a



thought. I THINK about the

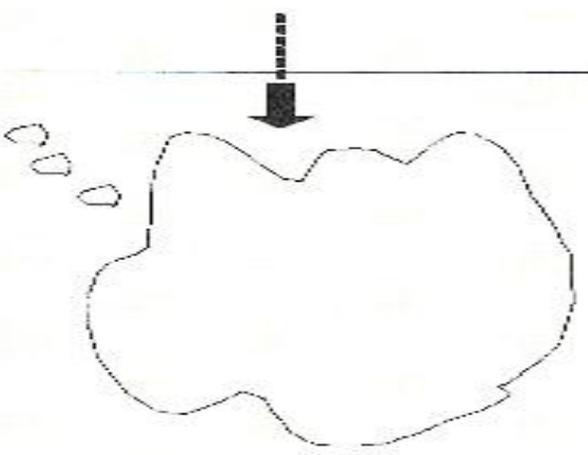
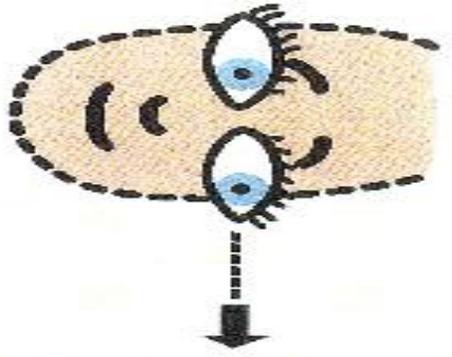


things I see with my eyes.

eyes

see

think



## *Read My Body/Plan Scenarios*

<u><i>Action</i></u>	<u><i>What it may mean?</i></u>	<u><i>What might you do?</i></u>
<b>Yawn.</b>	Tired. May be getting ready to go to sleep.	
<b>Picking up my coat.</b>	May be getting ready to go.	
<b>Looking at my watch.</b>	May be late. May be bored.	
<b>Standing near someone who is blocking the way.</b>	May want to get by or leave.	
<b>Trying to open a container.</b>	May want to eat. May want to play with what is inside.	
<b>Holding up your hand.</b>	May want a “high 5.”	
<b>Holding on to a tissue.</b>	May be getting ready to sneeze.	
<b>Dialing the phone.</b>	May be getting ready to talk on the phone.	
<b>Putting on my shoes.</b>	May be getting ready to go somewhere.	

*Assessment of Social Cognition and Related Skills*

*Published in: Winner, M. (2002). Assessment of social skills for students with Asperger syndrome and high-functioning autism. Assessment for Effective Intervention, 27, 73-80. by Michelle Garcia Winner, adapted by Tracey L. Stoll, Learning Solutions, LLC 2010*

**Assessment of social cognition and related skills**

Appendix: The I LAUGH Framework for understanding social cognition  
How do social deficits affect classroom performance?

Type of Social Cognitive Deficits	How it affects social interaction	How it affects classroom functioning	Observed:		Strategy: <i>implemented or to be implemented</i>
			<i>Always</i>	<i>Never</i>	
I=Poor Initiation of Communication or Action	<ul style="list-style-type: none"> <li>Does not initiate appropriate social interactions</li> </ul>	<ul style="list-style-type: none"> <li>Does not ask for help</li> <li>Sits and does nothing when others are doing something.</li> <li>In class group work, may not participate or only knows how to direct the others; weak negotiator.</li> </ul>			
L=Listening with eyes and brain	<ul style="list-style-type: none"> <li>Does not observe other's social cues.</li> <li>Does not process the meaning of their message.</li> </ul>	<ul style="list-style-type: none"> <li>Does not observe other's social cues in the classroom.</li> <li>Does not process the meaning of the message in the academic environment.</li> </ul>			
A=Abstract and Inferential	<ul style="list-style-type: none"> <li>Does not infer meaning from social cues and has difficulty deciphering meaning from spoken language.</li> </ul>	<ul style="list-style-type: none"> <li>Is limited in the ability to infer meaning from books and teacher's lectures.</li> <li>Very literal in interpretation of all materials</li> </ul>			
U= Understanding Perspective	<ul style="list-style-type: none"> <li>Difficulty recognizing and incorporating other person's perspectives into how to regulate their own behavior in social relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty understanding the perspective of characters in literature.</li> <li>Difficulty regulating his classroom behavior according to the needs of others.</li> </ul>			
G=Gestalt processing; getting the big picture	<ul style="list-style-type: none"> <li>Tangential language</li> <li>Off topic remarks as the student fails to track the underlying concept of the verbal interaction.</li> </ul>	<ul style="list-style-type: none"> <li>Attends to details but misses the underlying concept of assignments.</li> <li>Writing can be tangential or misses the point.</li> <li>Difficulty staying with the concept of group work and cooperative learning.</li> </ul>			
H=Humor	<ul style="list-style-type: none"> <li>They usually have a great sense of humor, but may miss the subtleties of humor.</li> <li>May not understand if they are being laughed at or laughed with.</li> </ul>	<ul style="list-style-type: none"> <li>They respond well to a teacher who has a bit more of a relaxed, humorous style, but is still able to follow a fairly structured routine.</li> <li>The student may produce inappropriate humor in the class as an attempt to engage others.</li> </ul>			

## Collaborative Games/Activities to Reinforce Using "Social Thinking"

### **Alphabet Actors**

Divide players into groups of three or four.

The leader then calls out a letter, and the groups must then form that letter using their bodies.

The groups can decide if they want to build the letters standing or laying on the group.

You can have the different groups spell out words as well.

### **Birthday Line Up**

This is a great team building or ice breaker activity.

Inform that group that they cannot talk from this point forward until you give them permission.

Have the group get in a line.

Tell them they must, in silence, get in order by height.

Once they successfully complete this challenge, you can give the following line up tasks: line up by birthday month, first name, # of years at school, etc.

### **Hula Hoop Pass**

Have the group form a circle holding hands. Ask two people to let go of their grip long enough for them to place their hands through a hula hoop before rejoining them.

The team task is to pass the hula hoop around the circle in a specified direction until it returns to the starting point.

Another way to play is two use two hoops and have them go around the circle in opposite directions.

You can also use loops of rope (about hula hoop size).

### **Name Toss**

Here are the common rules:

1) Arrange the group in a circle.

2) One person starts off by saying the name of someone else in the circle, and tossing the ball to them.

3) That person then in turn says the name of a different person, and tosses the ball to someone else who has not yet received the ball.

4) That continues until everyone in the circle has received the ball once.

5) Generally, the objective is to pass the ball around the circle without dropping it. If the ball is dropped, the group restarts until completed without dropping.

6) You can add a "thank-you, (name)" from the receiving person if you like...

*As always, feel free to change the rules, and make this activity work for you!*

- *Try saying a color someone has on.*
- *Try sequencing names start to finish, and then finish to start.*
- *Try naming an interest of another person.*

## **The Toilet Paper Game**

1. Take a roll of toilet paper and ask a person how many squares they want, but don't tell them why. Set a Limit From 5 to 50.
2. Count out the squares, Rip after the last square and give all of the squares to the camper.
3. Repeat until all the campers have desired amount.
4. Then go around and have each person say stuff about themselves for each square until they are finished. The first square has to be their name.

## **2 Truths and a Lie**

Ask each person in the group to think of two true facts about themselves, and one lie.

Each person in the group takes a turn telling the group their three items.

The group then has to agree on which fact they think is a lie. Once the group announces their decision, the speaker tells the group the correct answer. The group then can talk about any of the interesting things they just learned about the new person.

Variation:

Each person writes down their 2 truths and a lie on a piece of paper and hands it in anonymously. Read each card randomly one at a time. The group has to decide who the person on the card is, as well as the lie.

## **Tower Build**

Using wooden blocks, Jenga blocks, cardboard boxes (small), Legos, or any sturdy building material; explain to students you will be building a tower as high as it can go without either falling over. Players will build until all the pieces are used.

Explain to students that they are not allowed to talk. Rather, use thumbs up, down, or side to show person placing piece whether they agree on the piece placement or not. Players need to consider the opinions of other group members, but not necessarily change their own mind/piece placement.

Be sure to preview with group the expected collaborative behaviors if the tower falls prematurely.

Once the tower is built, play by removing one piece at a time still trying not to topple the tower.

Change up the rules each time you play the game.