

Review for Teachers & Parents - Section 1

VOCABULARY & CONCEPTS

Being Part of a Group and Recognizing Expectations

We are currently exploring the following terms. Remember to use them with the student now and over time to help them generalize the concepts beyond the room where the lesson was first taught.

| Critical Vocabulary | Definitions |
|---|--|
| <i>Expected behaviors, unexpected behaviors</i> | Every environment has a set of unwritten rules that people expect to be followed such as talking when it is your turn, respecting personal space, etc. When people follow these rules, some of which are not always explained to the student, then he is considered to be "doing what is expected ". Students who don't follow the rules are doing what is unexpected and people may have "weird" thoughts about them. |
| <i>You can change my feelings</i> | People have feelings/reactions about other people's behavior. Sometimes people have good feelings when people behave by doing what is expected and other times they have annoyed or angry feelings when others do what is unexpected . Students learn that their behavior affects other people's feelings. |
| <i>Observing other people through imitation</i> | When you're in a group and you are not sure what to do, you often observe the people around you. If you see what they are doing and it looks like the teacher is pleased, then you can imitate their behavior and the teacher will likely be pleased with you! |
| <i>Big problem - Little problem</i> | Not all problems merit the same concern or reaction. Discuss with the student if it was a truly big problem (near a crisis) or a smaller problem (a glitch). |
| <i>Three parts to play</i> | Playing involves three steps: set up, play and clean up. Many of our students take way too long setting up since they insist things have to be done a certain way. We want them to learn that this takes away from the play time which is what the students really want. |

Review for Teachers & Parents - Section 2

VOCABULARY & CONCEPTS

Our Whole Body and Mind Help Us Be Part of the Group

We are currently exploring the following terms. Remember to use them with the student now and over time to help them generalize the concepts beyond the room where the lesson was first taught.

| Critical Vocabulary | Definitions |
|--|--|
| <i>Whole body listening</i> | The whole body (eyes, ears, mouth, hands, feet, bottom and brain) needs to be focused on others in order to listen and show you are listening. |
| <i>Thinking with our eyes</i> | <p>Use your eyes to figure out what non-verbal messages others are sending as well as what they might be thinking about. (This provides more information than just telling the student to "use good eye-contact" or "look at me".)</p> <p>When we are aware that others have thoughts and we "think with our eyes" to watch people's faces and eyes, we can begin to see some of the thoughts other people are having.</p> |
| <i>Thinking about what people are thinking (in terms of what they expect from others)</i> | Taking into consideration the thoughts of others is an important way to decipher what they expect from you. Encourage students in classrooms and at home to be more actively aware of the thoughts of others. |

Review for Teachers & Parents - Section 3

VOCABULARY & CONCEPTS

Self-awareness and Self-monitoring Our Behavior in a Group

We are currently exploring the following terms. Remember to use them with students now and over time to help them generalize the concepts beyond the room where the lesson was first taught.

| Critical Vocabulary | Definitions |
|---|---|
| <i>Your body is in the group/ Your body is out of the group</i> | <p>We notice when someone's body is turned into the group and they look like they are working as part of the group. We also notice when someone's body is not in the group or is turned out of the group.</p> |
| <i>Your brain is in the group/ Your brain is out of the group</i> | <p>We notice when someone's body is in the group and their brain is actively paying attention; we think that person is really doing a good job participating in the group.</p> <p>We also notice when someone's body is in the group but it does not appear that their mind is thinking about the same things as the rest of the group. When we see a student whose "brain is not in the group," then we don't think he is really paying attention.</p> |
| <i>Being a "Thinking of You" kid versus a "Just ME"</i> | <p>These are terms to define the difference between cooperating in a group versus focusing on one's own needs. A "Thinking of You" kid cooperates by considering what other people need or want in a group. A "Just ME" kid just thinks about and acts upon primarily what he or she wants to do.</p> |
| <i>Good thoughts / Weird thoughts</i> | <p>All people have thoughts about other people. Most thoughts are good or normal thoughts, but each of us may do things each day which can cause people to have "weird thoughts" about us. Creating a small number of weird thoughts each day in other people is totally acceptable, but when we create too many weird thoughts in others, they start to think we may not be nice or safe to be with or that we just don't seem to care about them.</p> |

Review for Teachers & Parents - Section 4

VOCABULARY & CONCEPTS

Learning More About Observing Others

We are currently exploring the following terms. Remember to use them with students now and over time to help them generalize the concepts beyond the room where the lesson was first taught.

| Critical Vocabulary | Definitions |
|--|--|
| <i>Figuring out other people's plans</i> | Observing other students in order to figure out what they are planning to do next based on the actions of their body (e.g. walking towards the pencil sharpener means the person is likely to sharpen his pencil). |
| <i>Smart guess - Wacky guess</i> | <p>Guessing is an important part of participating in school lessons and communicating with others. There are two major types of guesses. "Smart guesses" (same as educated guess) are guesses you make based on a fact or some information you have learned about a topic.</p> <p>A "wacky guess" is a guess you may be asked to make when you have not been given any (or enough) information. For example, asking someone who has never been to my house to guess what color it is.</p> <p>In school, teachers ask students to make "smart guesses."</p> |
| <i>Identifying one's own feelings</i> | Helping our students identify that they have feelings and helping students communicate these feelings more clearly. Also helping students understand that we can share feelings about the same event (earthquakes, hurricanes, etc.). |
| <i>Social Behavior Mapping</i> | This is a technique to help students understand that their behaviors impact how people feel about them and the natural consequences that arise due to people's feelings or response to such behaviors. A student's feelings about the people around him are often based on how people are treating him. Please ask for the handout that explains this process in more detail. |

Review for Teachers & Parents - Section 5

VOCABULARY & CONCEPTS

Figuring Out What People Mean by What They Say

We are currently exploring the following terms. Remember to use them with the student now and over time to help them generalize the concepts beyond the room where the lesson was first taught.

| Critical Vocabulary | Definitions |
|---|---|
| <i>Body language and spoken language</i> | Exploring how we communicate using these two systems. For younger students we call it "spoken language" rather than verbal language. |
| <i>Literal language and figurative language</i> | We describe "literal" language as being like concrete, never changing. We describe "figurative" language as being something that your brain has to figure out. |
| <i>Indirect language</i> | Exploring how we may state what we want by alluding to it rather than directly stating it. For example, a person who says "do you understand the math?" may actually be asking for help. |
| <i>Figure out meanings using four clues</i> | We try and figure out the hidden meaning in what people say by considering: what they were thinking; the words said; body language/facial expression; and the environment/context in which it was said. These four clues help define the meaning or relevance of the statement. |
| <i>Figuring out people's intentions</i> | All communication has a purpose. When we are talking to people we often try and figure out what their intentions are when they are talking to us. Once we figure out their intentions, we can then adapt our response accordingly |
| <i>Flexible brains</i> | We talk about using our "flexible brains" when we recognize that a student has some choices to make or has different ways in which he can interpret the situation. We have a saying that "flexible thinking is social thinking." |

Review for Teachers & Parents - Section 6

VOCABULARY & CONCEPTS

Adjusting Our Participation and Language Based on What Other People are Thinking, Imagining or Wondering

We are currently exploring the following terms. Remember to use them with the students now and over time to help them generalize the concepts beyond the room where the lesson was first taught.

| Critical Vocabulary | Definitions |
|--|---|
| <i>Thinking about what others are thinking</i> | Making the effort to try and determine the thoughts in other people's minds by watching their body movements and trying to figure out what those movements are telling us. |
| <i>Synchronizing our movements/responding to people's action plans</i> | When playing or just walking with others we have to plan our movements based on reading the action plans or thoughts of others. |
| <i>Imagination</i> | "IMAGINATION" is being able to try and see, or pretend to do something that is not right in front of you. |
| <i>Wonder</i> | "WONDER" requires one to combine imagination with verbal or non-verbal questions (curiosity). (In these tasks we are going to encourage the students to think their questions out loud, asking them of each other.) |
| <i>World Wonders and Social Wonders</i> | World Wonders are factual wonders we each have about the world. Our own unique curiosity and individual interests. Social Wonders are about the thoughts, feelings and emotions of others. You show you are interested in them by asking about things that are interesting to them. |
| <i>Asking social wonder questions</i> | Once we start to more actively consider the wonders and experiences of others, we have to ask people questions to learn more information about them. The more we show interest in others, the more they show interest in us! |
| <i>Sharing someone's Wonder Bubble</i> | The result of sharing an imagination and world wonder simultaneously. |

Review for Teachers & Parents - Section 7

VOCABULARY & CONCEPTS

Our Language Makes Others Have Different Thoughts and Feelings

| Critical Vocabulary | Definitions |
|--|---|
| <i>Whopping topic changes (WTC)</i> | Comments made that people cannot follow and that interrupt the conversational flow. WTCs often confuse people or make people feel like you aren't interested in them. |
| <i>Initial and follow-up questions</i> | When we are asking people questions, it is best to listen to a person's response and then ask a follow-up question related to the same topic. This is how we move from small talk (rapid questions about different topics) to a deeper discussion about a topic area. |
| <i>Supporting comments/ responses</i> | These can be very simple responses such as "cool," "nice," or "bummer," or they can be nonverbal, such as showing body language and eye contact. |
| <i>Bridging or baiting questions</i> | These are questions aimed at getting others to talk about what the speaker wants to talk about. An example of a bridging question is, "Have any of you been to the mall lately?" if the speaker wants to talk about the mall. This is not a bad strategy as long as it is used sparingly. |
| <i>Our bodies are part of communication</i> | Teach students that keeping their bodies and brains in the group during active communication is crucial for good participation. |
| <i>Clarifying needs and asking for help</i> | Questions are not just for social wonder; they are also to help us gain information we need to keep us working calmly. |
| <i>Initiating topics</i> | Four general categories can be referenced to initiate topics with others by thinking about: 1) Shared experiences or memories, 2) Seasonal topics, 3) News events 4) General interests or thoughts. |
| <i>Rude interruptions/ Acceptable interruptions</i> | Not all interruptions are rude. Rude interruptions usually happen when someone cuts off your thoughts before you have really been able to state them, or they disregard your stated thoughts. Acceptable interruptions are those made before you finish stating all your ideas but your communicative partner has listened to your message and is highly motivated to add his or her thoughts on top of yours. Students have to determine the intention of the interruption before responding with anger or a reprimand to their communicative partner. |

Review for Teachers & Parents - Section 8

VOCABULARY & CONCEPTS

There is Still So Much More to Teach!

| Critical Vocabulary | Definitions |
|--|--|
| <i>The hidden curriculum or hidden rules</i> | These are the untaught rules that exist within any environment and change within different environments (e.g. from structured teaching to group work). We need to be aware of these changes across contexts or environments and then explicitly teach these rules to the students. |
| <i>Social rules change across our lives</i> | Once a social rule has been taught to a child, it will most surely change as the child matures. The social rules we teach to a five-year-old are not the same rules that apply for 15-year-olds. By 15, children have to deal with much more nuance driven and sophisticated concepts. Teach students to be aware that the social rules change as they age. |
| <i>Opinions and belief systems</i> | Each of us has personal opinions and even stronger belief systems (e.g. religious, cultural, monetary, political, etc.). We need to teach our students to be aware of people's different values and belief systems. They must be taught to be careful with the questions they ask and not overtly announce their opinions and beliefs when establishing communication with others. |
| <i>Problem solving</i> | The student needs to learn a set of specific strategies for recognizing and addressing social problem solving. Seek more information about this from the student's social thinking teacher. |
| <i>The Four Steps of Communication</i> | The Four Steps of Communication speak to the multiple variables that create communication, and represent a hierarchy of actions of successful communication: <ol style="list-style-type: none">1. Thinking about the people in your communicative space.2. Establishing a physical presence (body in the group, shoulders turned to the group, etc.).3. Using your eyes to think about others.4. Using language to relate to what other people are thinking. |