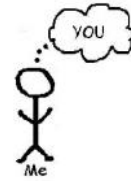


The Enrichment Center for Communication and Social Thinking at The Stern Center for Language and Learning

From Superflex to Social Scientist A Social Thinking Curriculum

**Presented by Nancy Clements, MA., CCC-SLP
2nd National Social Thinking Provider's Conference
San Jose, CA
June 28, 2009**



Groups

Each group session consists of 50 minutes of instruction, followed by a 10-minute family informational period. Instruction is embedded within activities tailored to social cognition and relationship development. Instructional goals are developed for each group and individual progress is reported at the end of each instructional semester. We are currently running groups for individuals age 5-18. Social thinking groups are led by two coaches and are offered during the fall and spring semesters.



SuperFlex © Social Tour Group



Social Astronauts



Social Scientist



Social Detectives



Social Aviators



Social Engineers

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Image Source www.microsoft.com



Camp Compass

Camp Compass offers a unique, off-site, activity-based, social learning experience for children with difficulties navigating their way in social situations. Through fun, cooperative learning experiences, social coaches give individuals the social thinking tools to deal with the challenges of social interactions in multiple contexts. Summer sessions are offered each July.

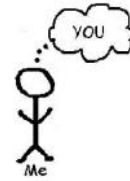
Research

The Stern Center is currently conducting research to examine outcomes of small group social thinking instruction. Data will be analyzed this summer.



**The Enrichment Center for Communication and Social Thinking at
The Stern Center for Language and Learning**

***From Superflex to Social Scientist
A Social Thinking Curriculum***



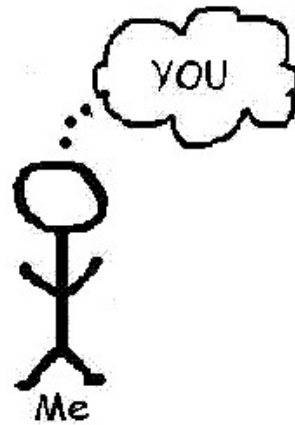
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Group Descriptions and Sample Lesson Plans





SUPERFLEX© SOCIAL TOUR GROUP

Image Source: <http://office.microsoft.com/en-us/clipart/default.aspx> Bus File name j0163035.gif Kid File name j0232141.wmf

Welcome to Social Town! Your children are embarking on a full-fledged tour of social town. We will be making frequent stops throughout our tour to explore social thinking, teaching your children's brains to Think Social! TM. Participants in the Superflex Social Tour use their imagination and creativity to find ways to defeat the Team of Unthinkables TM. In addition to the multiple outings to explore Social Town, your children will finish this tour with a resource notebook filled with strategies and suggestions for them to beat their own Unthinkables TM.

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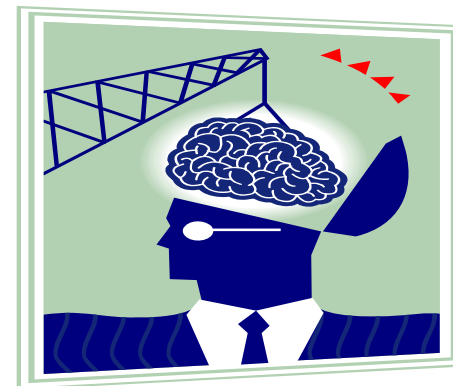
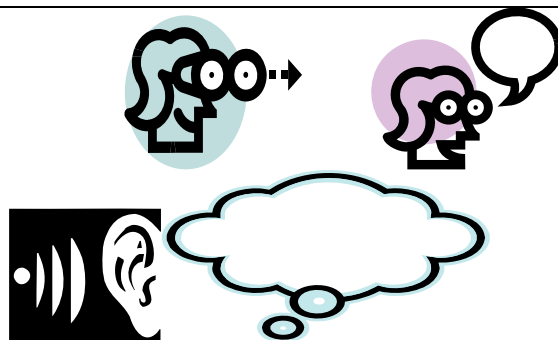


Date: 5-11-09

Brain IN

Brain OUT

Social Tour Group



NAMES:

JL

+	+	+	+	+
---	---	---	---	---

GCL

+	+	+	+
---	---	---	---

RM

+	+	+	+	+	+	+
---	---	---	---	---	---	---

OB

+	+	+
---	---	---



	1	2	3	4
Description of student participation and understanding.	Student demonstrated limited understanding of concept. No use of vocabulary related to concept, listening or attending to concept at times, but not consistently throughout instruction.	Student demonstrated emerging understanding of concept. Student used vocabulary related to the concept when prompted, and appeared to listen and attend consistently throughout instruction.	Student demonstrated understanding of concept. Student spontaneously used vocabulary related to the concept without prompting, but did not connect the concept with other situations or previously taught concepts.	Student demonstrated generalized understanding of concept. Student spontaneously used vocabulary related to this concept and generated connections to other situations and/or previously taught concepts.

Social Cognition Model and Concept Area	Activities Used to Target the Concept	Student Name and Skill Performance Based on Rubric				
		JL	GCL	RM	OB	
Initiation	Party Planning/Snack Partners	2	2	2	2	
Listening with Eyes and Brain	Receiving Information from other group members and coach	2	2	2	2	
Abstract Thinking	Party Planning- categorizing details	2	2	2	2	
Understanding Perspective	Predicting Nancy and Julie's thoughts and behaviors: Smart Guesses	3	2	2	2	
Gestalt	Party Planning-categorizing details: things associated with a BBQ...what goes with....	1	1	1	1	
Humor						





Social Astronauts

<http://office.microsoft.com/en-us/clipart/default.aspx> File name j0437185.jpg

Image Source:

The Social Astronauts are a group of explorers who are beginning to discover the cosmos of communication and social understanding skills. With plenty of support from ground control, this group begins learning cooperative planning and explores the universe of social challenges and adventures. Each explorer will develop his or her own solar system of new skills, collected in a resource notebook for social understanding. This resource becomes the safe lifeline, and strong vessel, to carry each child as he or she learns to reach for the stars in the ever-expanding universe of relationships.

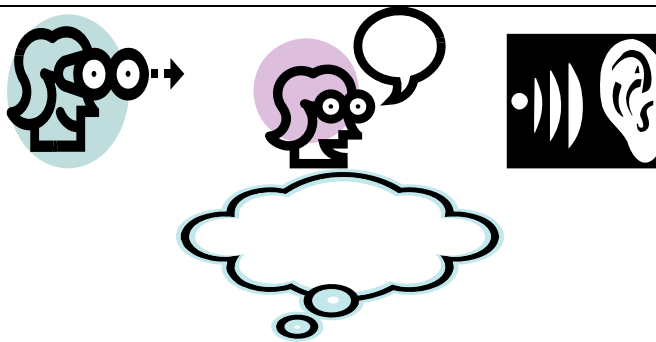
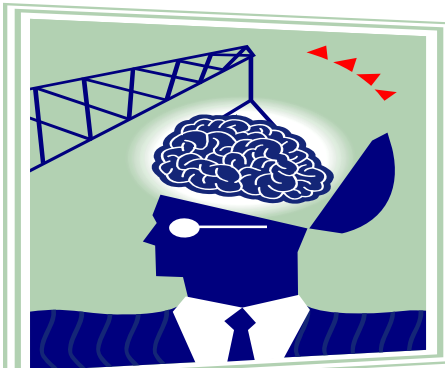
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Date: 5-12-09

Brain IN

Brain OUT

Social Astronauts		
<p>NAMES:</p> <p>GS</p> <p>JB</p> <p>RH</p> <p>JW</p>	<div data-bbox="472 771 766 820">+ + + + +</div> <div data-bbox="472 901 682 950">+ + + +</div> <div data-bbox="472 1031 850 1079">+ + + + + + +</div> <div data-bbox="472 1161 640 1209">+ + +</div>	



	1	2	3	4
Description of student participation and understanding.	Student demonstrated limited understanding of concept. No use of vocabulary related to concept, listening or attending to concept at times, but not consistently throughout instruction.	Student demonstrated emerging understanding of concept. Student used vocabulary related to the concept when prompted, and appeared to listen and attend consistently throughout instruction.	Student demonstrated understanding of concept. Student spontaneously used vocabulary related to the concept without prompting, but did not connect the concept with other situations or previously taught concepts.	Student demonstrated generalized understanding of concept. Student spontaneously used vocabulary related to this concept and generated connections to other situations and/or previously taught concepts.

Social Cognition Model and Concept Area	Activities Used to Target the Concept	Student Name and Skill Performance Based on Rubric				
		GS	JB	RH	JW	
Initiation	Snack Partners	2	2	1	2	
Listening with Eyes and Brain	Snack Partners/making popcorn/conversation	3	2	3	1	
Abstract Thinking	Kid Nation- Part 1	3	2	2	1	
Understanding Perspective	Predictions- Smart Guesses with Kid Nation	2	3	2	1	
Gestalt	“What does having a BBQ mean”?	1	1	1	1	
Humor	Response to reinforcement prizes and disappointment-changing thinking	2	3	3	3	





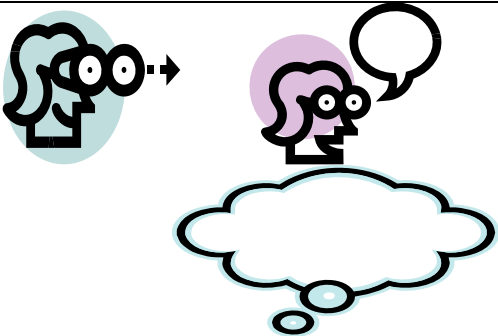

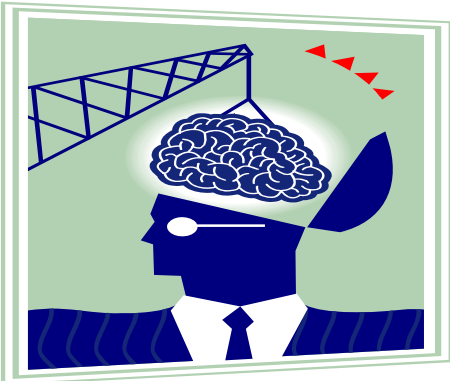
Social Detectives

Image Source: <http://office.microsoft.com/en-us/clipart/default.aspx> File name PE01460_.wmf

The Social Detectives are just beginning their journey of social discoveries. They are actively learning as they gather social evidence with their eyes and brains, solving social puzzles as they fill their detective boxes with state of the art problem solving strategies.

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Social Detectives	 	
<p>NAMES:</p> <p>BC</p> <p>MH</p> <p>ER</p> <p>AM</p>	<div data-bbox="470 685 745 732">+ + + + +</div> <div data-bbox="470 816 672 863">+ + + +</div> <div data-bbox="470 948 829 995">+ + + + + + +</div> <div data-bbox="470 1079 621 1127">+ + +</div>	

	1	2	3	4
Description of student participation and understanding.	Student demonstrated limited understanding of concept. No use of vocabulary related to concept, listening or attending to concept at times, but not consistently throughout instruction.	Student demonstrated emerging understanding of concept. Student used vocabulary related to the concept when prompted, and appeared to listen and attend consistently throughout instruction.	Student demonstrated understanding of concept. Student spontaneously used vocabulary related to the concept without prompting, but did not connect the concept with other situations or previously taught concepts.	Student demonstrated generalized understanding of concept. Student spontaneously used vocabulary related to this concept and generated connections to other situations and/or previously taught concepts.

Social Cognition Model and Concept Area	Activities Used to Target the Concept	Student Name and Skill Performance Based on Rubric				
		BC	MH	ER	AM	
Initiation	Snack Partners	3	3	3	2	
Listening with Eyes and Brain	Receiving directions for playing HEDBANZ Receiving information during the game	3	2	3	1	
Abstract Thinking	Making SMART GUESSES from the CLUES given	3	2	2	3	
Understanding Perspective	Turn taking during the game- knowing when to ask questions and how to respond without giving away the answer	2	3	2	2	
Gestalt	Putting all of the CLUES together to make a SMART GUESS	2	2	2	2	
Humor	Response to reinforcement prizes and disappointment-changing thinking	2	3	3	3	





Social Engineers

Image Source: <http://office.microsoft.com/en-us/clipart/default.aspx> File name j0439242.jpg

The Social Engineers are a group of “construction workers” who are actively building their repertoire of social skills. These kids have developed some muscles already with exposure to social understanding concepts and prior group work. Now, with the tools they have collected, they are ready to construct a model for social interactions that will raise them higher and higher into the skyscrapers that make up our communities. Each engineer will gather his or her plans into a resource notebook for social cognition that will become the blueprint for building relationships in the future.

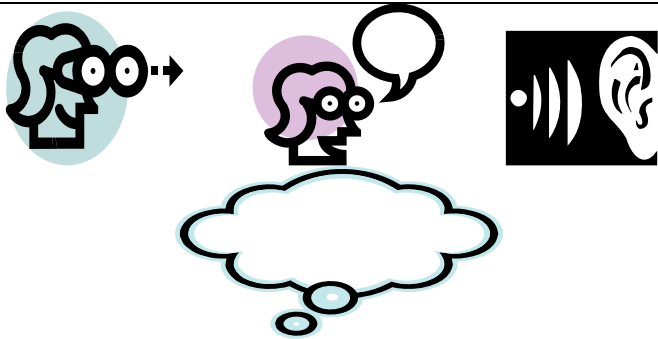
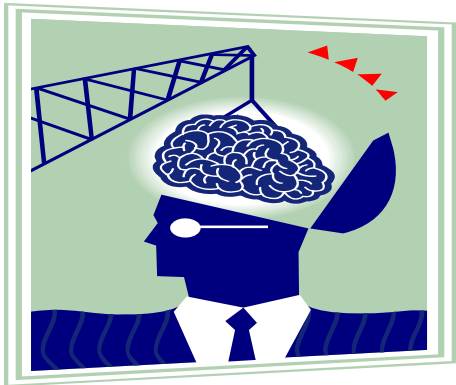
© Copyright Stern Center for Language and Learning 2009



Date: 5-19-09

Brain IN

Brain OUT

Social Engineers		
NAMES: TJ TK ZRH DO	<div data-bbox="409 800 707 847">+ + + + +</div> <div data-bbox="409 932 613 979">+ + + +</div> <div data-bbox="409 1063 779 1110">+ + + + + + +</div> <div data-bbox="409 1195 562 1242">+ + +</div>	



	1	2	3	4
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Social Cognition Model and Concept Area	Activities Used to Target the Concept	Student Name and Skill Performance Based on Rubric				
		TJ	TK	ZRH	DO	
Initiation	Snack Partners and Practice lines for movie scene 4	1	3	3	2	
Listening with Eyes and Brain	Party invitations Filming Scene Practice lines	1	2	2	3	
Abstract Thinking	Party Invitations Practice lines	1	3	2	3	
Understanding Perspective	Brainstorming topics to talk about at the party	1	3	3	3	
Gestalt	Party Invitations- Brainstorming activities and food for party	1	3	3	2	
Humor	Movie ending scene	2	3	3	3	



Social Aviators



Image Source: <http://office.microsoft.com/en-us/clipart/default.aspx> File name BD05680_.wmf

The Social Aviators are a group of social “high flyers” that have years of experience learning and working with others. These kids soar to lofty new heights by using their skills for flexibility and perspective taking to develop new skills in communication, cooperation, and teamwork. Using collaborative group projects, our Social Aviators pool their experiences and resources to build a model for working with others. Over the course of the instructional sessions, each student develops his or her own resource notebook for social cognition that can travel along on all future flights.

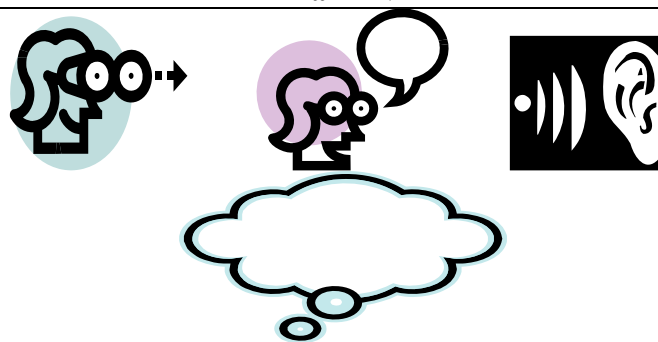

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Date: 5-12-09

Brain IN

Brain OUT

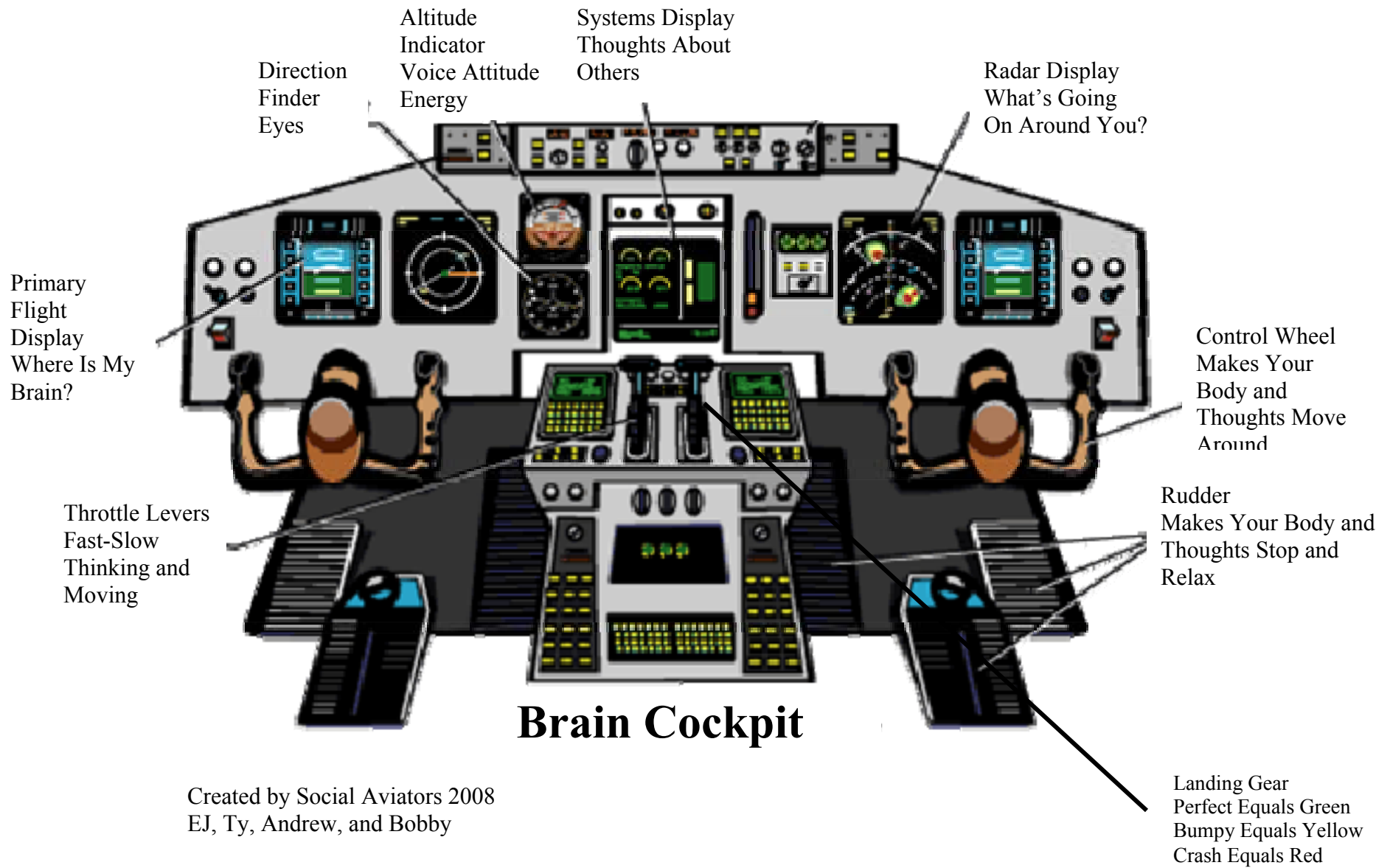
Social Aviators									
NAMES:									
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+	+	+	+	+					
TY	<table border="1"><tr><td>+</td><td>+</td><td>+</td><td>+</td></tr></table>	+	+	+	+				
+	+	+	+						
EJ	<table border="1"><tr><td>+</td><td>+</td><td>+</td><td>+</td><td>+</td><td>+</td><td>+</td></tr></table>	+	+	+	+	+	+	+	
+	+	+	+	+	+	+			
BC	<table border="1"><tr><td>+</td><td>+</td><td>+</td></tr></table>	+	+	+					
+	+	+							



	1	2	3	4
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Social Cognition Model and Concept Area	Activities Used to Target the Concept	Student Name and Skill Performance Based on Rubric				
		AO	TY	EJ	BC	
Initiation	Snack Partners-following routine independently	4	4	4	4	
Listening with Eyes and Brain	Party Planning and creating invitations for each invited group conversation	3	2	3	3	
Abstract Thinking	Joining together time, location and who should be invited	2	2	2	2	
Understanding Perspective	Predictions- What will happen at the party-mixing ideas	2	3	2	2	
Gestalt	Who should you converse with and why? CONTEXT	2	2	2	2	
Humor	Predicting hilarious outcomes at the party	3	3	3	3	





	1	2	3	4
Description of student participation and understanding.	Student demonstrated limited understanding of concept. No use of vocabulary related to concept, listening or attending to concept at times, but not consistently throughout instruction.	Student demonstrated emerging understanding of concept. Student used vocabulary related to the concept when prompted, and appeared to listen and attend consistently throughout instruction.	Student demonstrated understanding of concept. Student spontaneously used vocabulary related to the concept without prompting, but did not connect the concept with other situations or previously taught concepts.	Student demonstrated generalized understanding of concept. Student spontaneously used vocabulary related to this concept and generated connections to other situations and/or previously taught concepts.

Social Cognition Model and Concept Area	Activities Used to Target the Concept	Student Name and Skill Performance Based on Rubric				
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Initiation	Snack Partners	3	3	3	2	
Listening with Eyes and Brain	Receiving directions for playing HEDBANZ Receiving information during the game	3	2	3	1	
Abstract Thinking	Making SMART GUESSES from the CLUES given	3	2	2	3	
Understanding Perspective	Turn taking during the game- knowing when to ask questions and how to respond without giving away the answer	2	3	2	2	
Gestalt	Putting all of the CLUES together to make a SMART GUESS	2	2	2	2	
Humor	Response to reinforcement prizes and disappointment-changing thinking	2	3	3	3	





Social Scientists

Image Source: <http://office.microsoft.com/en-us/clipart/default.aspx> File name j0292116.wmf

The Social Scientists are a group of advanced thinkers who are learning to collect social “data” and discover the unseen world of nonverbal communication, team planning, and the multitudes of ways to use flexible thinking. This collaborative team probes the subtle microbes of social understanding. Each scientist develops his or her own resource notebook, for use in experimenting with new relationships in the future.

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THE STERN CENTER FOR LANGUAGE AND LEARNING

SOCIAL SCIENTIST GROUP CONTRACT

January –June 2009

This contract is a legally binding agreement between Nancy Clements, MA, CCC-SLP and _____ (here in referred to as STUDENT). The obligations set forth in this agreement are as follows:

1. Student agrees to self-monitor his behavior throughout group time (1 or 2 hour slots.
2. Student agrees to practice strategies (see attached) as a way of self-monitoring unexpected reactions within commonly occurring social situations.
3. Student agrees to not react to ANY TERMINOLGY used by social coaches (Nancy Clements, Mary Cotton and Sarah Hall Fox).
4. Student will not react in a negative manor to any group member.
5. Student will not shrug or act indifferent to conversation or activities during group time. If necessary student will use SOCIAL FAKE and pull off the social fake.
6. Student will be compensated with overtime pay for practicing theses skills in other places and situations (such as home and EMS).
7. Student will not disagree when a coach or parent gives feedback on areas where he is having social difficulties.
8. Student agrees to participate in group and in all activities and is allowed one 5 minute break per 60 minutes of group.
9. When on a break, student is considered “OUT” and may not participate with actions or words.
10. Student agree to converse about topics for 8-10 minutes that are not related to his own topics of interest and will ask at least 5 questions of interest to his coaches and peers.
11. Student agrees to provide and receive accurate feedback about his performance in group weekly, as a means of determining pay for the day.

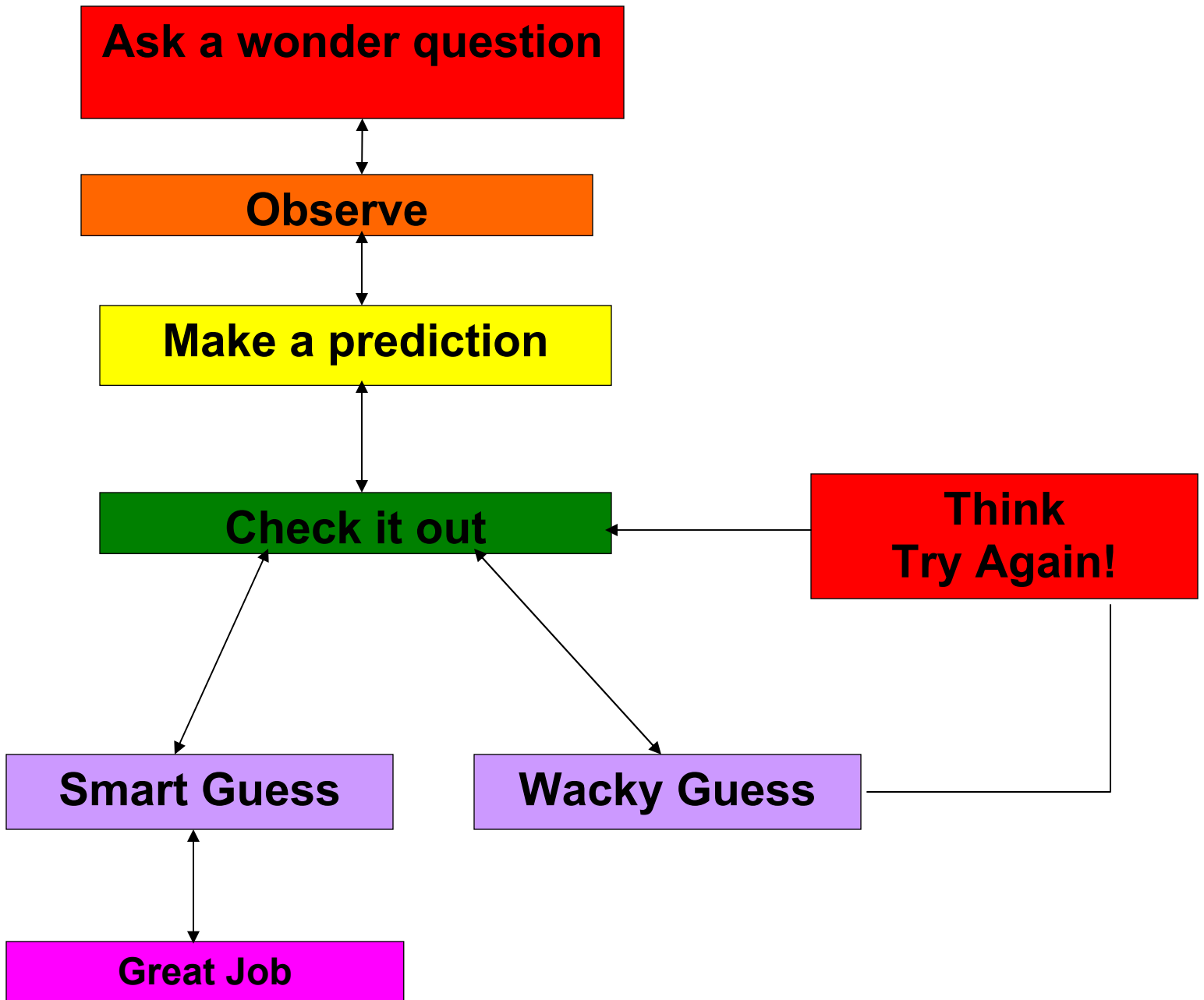
Student will be compensated at a rate of 5.00/week for 60 minutes ad 10.00 for a 2 hour group. He shall be paid on the third week of each month. Overtime pay will be determined based on performance.

Nancy Clements, MA, CCC-SLP
Social Coach

Mary Cotton, MA, SLP-CF
Social Coach



The Social Scientific Method



Clements, Cotton, Erdelyi, Woodbury, 2008

© Copyright Stern Center for Language and Learning 2008, Clements/Erdelyi
Image Source www.microsoft.com



SODA

STOP



What is the room arrangement

What is the activity schedule or routine?

Where should I go to observe?

OBSERVE



What are the people doing?

What are the people saying?

What is the length of a typical conversation or comment?

What do the people do after they've visited?

DELIBERATE:



What would I like to do?

What would I like to say?

How will I know when others would like to visit longer or would to end this conversation?

ACT:



Approach person(s) with whom you'd like to visit.

Say, "Hello how are you?"

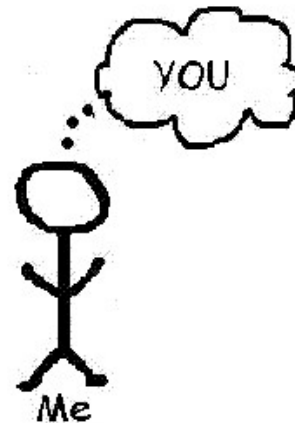
Listen to person(s) and ask related questions.

Look for cues that this person would like to visit longer or would like to end this conversation.

Figure 3. SODA visual learning strategy. (From Bock MA. The SODA Strategy: enhancing the social action skills of youngsters with Asperger Syndrome. In: Intervention in school and Clinic. Austin TX: Pro-Ed, Inc.: 2001; with permission)



Supportive Program Materials





Thinkers

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Image Source www.microsoft.com



My Social Behavior Map: Is My Behavior Expected or Unexpected?

Situation/Place: _____

Behavior	How it Makes Adults Think/Feel	Consequences I May Get From Adults	How I Think About Myself
	How it Makes Kids Think/Feel	Consequences I May Get From Kids	How I Think/Feel About Myself

After Thinking About It, My Behavior Is:

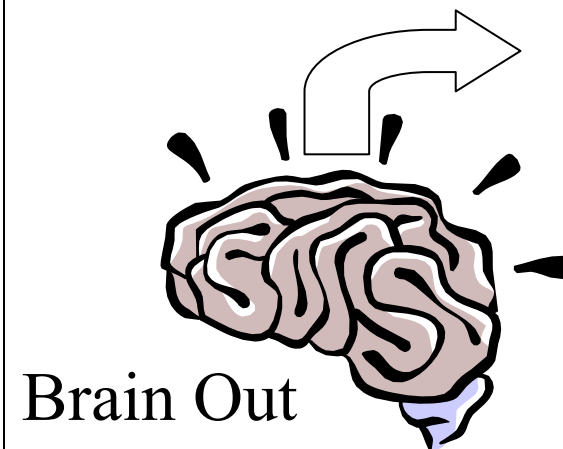
____ Expected: _____
Explain

____ Unexpected: _____
Explain

____ Both: _____
Explain

*Adapted by Nancy S. Cotton, Ph.D. from Michelle Garcia Winner, Think Social, 2008.

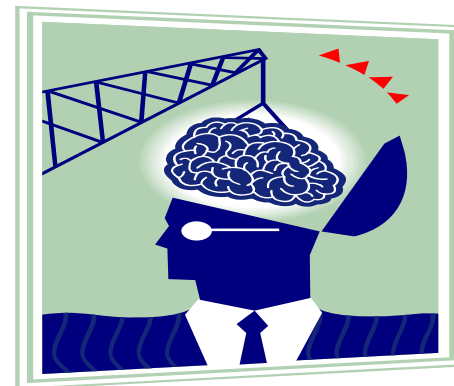
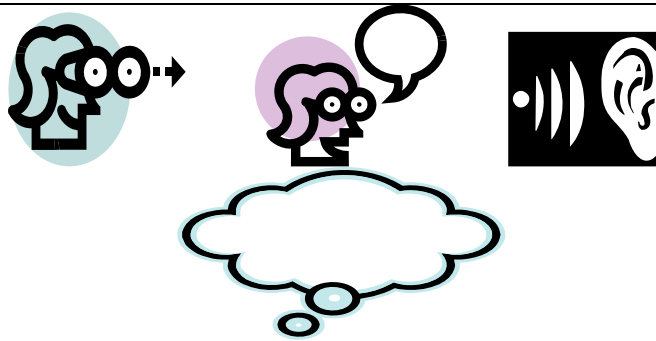




Date:

Brain IN

Brain OUT



NAMES:



	1	2	3	4
Description of student participation and understanding.	Student demonstrated limited understanding of concept. No use of vocabulary related to concept, listening or attending to concept at times, but not consistently throughout instruction.	Student demonstrated emerging understanding of concept. Student used vocabulary related to the concept when prompted, and appeared to listen and attend consistently throughout instruction.	Student demonstrated understanding of concept. Student spontaneously used vocabulary related to the concept without prompting, but did not connect the concept with other situations or previously taught concepts.	Student demonstrated generalized understanding of concept. Student spontaneously used vocabulary related to this concept and generated connections to other situations and/or previously taught concepts.

Social Cognition Model and Concept Area	Activities Used to Target the Concept	Student Name and Skill Performance Based on Rubric				
Initiation						
Listening with Eyes and Brain						
Abstract Thinking						
Understanding Perspective						
Gestalt						
Humor						



SCLL

Lesson Evaluation & Progress Notes

Client Information

Client Name:

Group Name:

Lesson:

Date:

Goals

Describe the goal for the lesson:

Activities designed to target the goal:

Future Goals

Comments



GOAL

PLAN

Materials

- 1.
- 2.
- 3.

Steps

- 1.
- 2.
- 3.

DO

Problems

- 1.
- 2.
- 3.

Solutions

- 1.
- 2.
- 3.

REVIEW

How did we do?

1	2	3	4	5	6	7	8	9	10
Terrible		Bad		OK		Good			Great

What worked?

What didn't work?

What will we try next time?

Stern Center for Language and Learning



GOALS FOR GROUP INSTRUCTION

September 2008-January 2009

Name: XXXX
Date of Birth: 10/23/96
Dates in the Classroom:
Number of Instruction Hrs.:

Parents: X
Address: X
X
Telephone: X
School: X
Grade: X

Reasons for Referral:

XXXX was referred by his parents to participate in a social cognition group at the Stern Center. XXXX has demonstrated strengths with experiential and visual learning and has thrived in the context of previous group instruction at the Stern Center. At times, social communication and social thinking skills have been challenging or frustrating for Matt. Matt's parents want group instruction to help him reach his greatest potential in developing social thinking.

Rationale for Instruction:

Research has shown that explicit instruction is necessary for students who have needs in language and social cognition to social thinking skills. Instruction in the small group setting is most beneficial when teaching social thinking skills due to the following:

Celebration of diversity. Students learn to work with all types of people. During small-group interactions, they find many opportunities to reflect upon and reply to the diverse responses fellow learners bring to the questions raised. Small groups also offer opportunities for students to learn different perspectives from their peers. This exchange inevitably helps students to better understand other points of view.

Acknowledgment of individual differences. When questions are raised, different students will have a variety of responses. Each of these can help the group create a product that reflects a wide range of perspectives and is thus more complete and comprehensive.

Interpersonal development. Students learn to relate to their peers and other learners as they work together in group enterprises. They can benefit from structured interactions with others.

Actively involving students in learning. Each member has opportunities to contribute in small groups. Students are apt to take more ownership of their material and to think critically about related issues when they work as a team.

More opportunities for personal feedback. Because there are more exchanges among students in small groups, students receive a wider variety of feedback about their ideas and responses. This feedback is often not possible in one to one instruction, in which a student has the opportunity to hear only one person's responses and perspectives.



Individualized Instruction Plan:

The following goals and objectives will be addressed during instruction. His performance will be rated using the following guidelines:

- IND: Independent (80-100% mastery): Student can apply concept or strategy consistently.
- INST: Instructional (60-79% mastery): Student needs continued instructional direction and support to apply concept or strategy consistently.
- FRUS: Frustration (less than 60% mastery): Student is having difficulty understanding concept or strategy or completing task.
- N/A: Area of study has not yet been introduced.

GOAL #1: To improve social understanding		11/08	1/09	6/09
1.	XXXX will independently: a) Use the terms “ expected and unexpected ” related to behaviors observed in his presence 85% of the time in a structured group setting and 50% of the time in multiple environments. b) Describe his own behaviors as “expected and unexpected” 85% of the time in a structured group setting and 50% of the time in multiple environments.	INST FRUS /INST		
2.	XXXX will independently: a) Explain how “ expected and unexpected ” behaviors can impact how someone feels and thinks when observing others 85% of the time in a structured group setting and 85% of the time in multiple environments b) Explain how others are thinking and feeling about his own “expected and unexpected” behaviors 85% of the time in a structured group setting and 50% of the time in multiple environments.	INST INST		
1.	<u>Social Mediation:</u> XXXX will independently: a) Communicate with a peer to agree upon and plan choice of activity, rules and roles before beginning an activity (PLAN) b) Use effective methods of communication to compromise, when peers have different ideas or disagree (NEGOTIATE) c) Effectively join into a peer’s activity schema (DO) d) Engage in joint evaluation with peers to modify an activity, idea or project (REVIEW)	INST INST INST INST		
	<u>Flexible Thinking:</u> XXXX will independently: a) Define what it means to be a flexible thinker b) Make choices to change or continue his behavior using flexible thinking strategies (RED, GREEN and YELLOW THOUGHTS) 85% of the time in a structured group setting and 50% of the time in multiple environments. c) Target two expected behaviors on the social behavior map, keep his own data on the production of these behaviors and chart the occurrence of these behaviors in the expected context 85% of the time in a structured group setting and 50% of the time in multiple environments.	INST INST INST		



GOAL # 2: To improve social conversational skills		11/08	1/09	6/09
1.	<u>Topic Maintenance:</u> XXXX will independently: <ol style="list-style-type: none"> Extend a conversation using one topic across 5-10 minutes Use independent questioning as a means to extend the conversation Use expected commenting as a means of social communication in an unstructured activity. Understand and use humor, sarcasm, and idioms as a means of expected communication in multiple environments. 	INST INST INST		

GOAL #3: To improve Matt's self regulation skills XXXX will:		11/08	1/09	6/09
1.	Generate the expected action for his body when given a specific group scenario	INST		
2.	Offer a self- report after each session on the level of engagement of his brain and his body during each group session.	INST		
3.	Identify the expected thoughts and responses when given a specific group scenario.	INST		

Program Components:

- Visuals
- Rules, Rituals and Roles
- Giving and Receiving (with objects and then with information)
- Emphasis on interpretation of non-verbal signals during dynamic activities
- Conversational Rules
- Social Autopsies and Video taped analysis
- Toolbox of strategies and skills
- Comic Strip Cartooning for conversation and problem solving

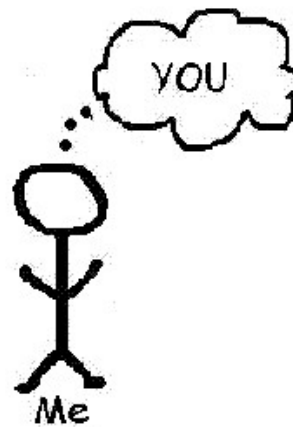
Intervention:

The following materials and programs will be used during instruction:

- *Conversation Road*, Clements, 2000.
- *Relationship Developmental Inventory*, Guttstein, 2001 and 2003.
- *Thinking About You Thinking About Me*, Winner, 1999.
- *Navigating the Social World*, McAfee, 2002.
- Problem-solving activities
- Teacher Created Materials
- ILAUGH Model of Instruction



Research



Social Thinking Progress Report

Parent Form

Child's Name: _____

Today's Date: _____

Your Relationship to child: _____

This questionnaire will be used throughout the year to track changes.

Please rate your child by circling your response in the correct row.

	Month of survey	Never	Rarely	Some of the time	Most of the time	All of the time
If you ask your child to "Show me you are thinking about me" would they direct their attention towards you (turn body, use eye contact)?	September	1	2	3	4	5
	January	1	2	3	4	5
	April	1	2	3	4	5
	June	1	2	3	4	5
Does your child <u>spontaneously</u> direct his/her attention towards a conversational partner (turn body, use eye contact)?	September	1	2	3	4	5
	January	1	2	3	4	5
	April	1	2	3	4	5
	June	1	2	3	4	5
If you asked your child "How can you get more information about someone or something" would they ask a direct question?	September	1	2	3	4	5
	January	1	2	3	4	5
	April	1	2	3	4	5
	June	1	2	3	4	5
Does your child <u>spontaneously</u> ask a direct question to gain new information?	September	1	2	3	4	5
	January	1	2	3	4	5
	April	1	2	3	4	5
	June	1	2	3	4	5

Please rate your child by circling your response in the correct row.

The following three questions are about the *Unthinkables*

(Rock Brain, Space Invader, Brain Eater, etc....)

	Month of survey	Never	Rarely	Some of the time	Most of the time	All of the time
If you ask your child to label his/her <i>Unthinkable</i> would he/she accurately label a specific <i>Unthinkable</i> ?	September	1	2	3	4	5
	January	1	2	3	4	5
	April	1	2	3	4	5
	June	1	2	3	4	5
Does your child <u>spontaneously</u> label <i>Unthinkables</i> in him/herself?	September	1	2	3	4	5
	January	1	2	3	4	5
	April	1	2	3	4	5



	June	1	2	3	4	5
Does your child <u>spontaneously</u> label <i>Unthinkables</i> in others?	September	1	2	3	4	5
	January	1	2	3	4	5
	April	1	2	3	4	5
	June	1	2	3	4	5

Please rate your child by circling your response in the correct row.

	Month of survey	Never	Rarely	Some of the time	Most of the time	All of the time
If you asked your child to “Change their thinking” (defeat an <i>unthinkable</i>) would they positively shift mood or behavior?	September	1	2	3	4	5
	January	1	2	3	4	5
	April	1	2	3	4	5
	June	1	2	3	4	5
When faced with perseverative thoughts and/or actions, does your child <u>spontaneously</u> make a positive shift in mood or behavior?	September	1	2	3	4	5
	January	1	2	3	4	5
	April	1	2	3	4	5
	June	1	2	3	4	5
If you asked your child how someone might be thinking about them could he/she describe the effect of his/her actions on another person’s thinking in terms of <i>green, yellow, red</i> thoughts?	September	1	2	3	4	5
	January	1	2	3	4	5
	April	1	2	3	4	5
	June	1	2	3	4	5
Does your child <u>spontaneously</u> label what another person thinks or feels about his/her actions?	September	1	2	3	4	5
	January	1	2	3	4	5
	April	1	2	3	4	5
	June	1	2	3	4	5
If you labeled another person’s response to your child’s actions, would he/she then be able to change his/her actions?	September	1	2	3	4	5
	January	1	2	3	4	5
	April	1	2	3	4	5
	June	1	2	3	4	5
Does your child <u>spontaneously</u> change his/her behavior in response to how he/she perceives others are thinking about them?	September	1	2	3	4	5
	January	1	2	3	4	5
	April	1	2	3	4	5
	June	1	2	3	4	5

Additional comments:

September:



January:

April:

June:

To be filled out at end of session.

Please check your response in the correct box.

	Yes 4+ sessions	Yes 1-3 times	Did not observe
Did you observe sessions of weekly social thinking groups?			
Did any member of your child's <u>instructional team</u> observe sessions of weekly social thinking groups?			

Please check your response in the correct box.

	Less effective	About the same	More effective
Rate the effectiveness of the Stern Center's Social Thinking intervention in comparison to other social skills services your child has received.			

