



Handouts to Go With:

Social Thinking® Across the Home and School Day: The ILAUGH Model of Social Thinking

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SOLVING PROBLEMS BEFORE THEY BECOME PROBLEMS

1. What is the problem?

2. What choices do you have to solve the problem?

1. <u>a bad choice</u>	2. <u>a good choice</u>	3. <u>a good choice</u>



3. Write in possible consequences of each choice:

1.	2.	3.

3. What choice or choices are best to pick? _____

4. When are you going to start to solve your problem?
(List time and/or date) _____

5. Where are you going to do this? (Location)

6. Who do you need to talk to, for help? (Person)

7. What are you going to say or ask?

mwinner'99

Name _____ Date _____

CREATING A CONVERSATION

Which means it goes both ways!!!

...and the other person does not know what you are about to do!

Think about the other person...what do you know about them?

1. _____
2. _____
3. _____



Think of the other person...how do they feel today? What do they like to talk about?

1. _____
2. _____
3. _____



Think of 3 things you want to ask the other person about themselves.

1. _____
2. _____
3. _____

Think of 3 things you want to tell the other person about yourself.

1. _____
2. _____
3. _____

Go for it; start the conversation and see if you can ask and tell your 6 items.

Some Examples of Goal Ideas from Think Social! A Social Thinking Curriculum for School Age Students

Expected/Unexpected: Student will be able to use the terms “expected and unexpected” related to behaviors observed that are expected and unexpected, ____% of intervention session, and then using these concepts beyond the intervention room ____% of the time.

Size of the Problem:

When getting frustrated, the student will determine the size of the problem (big problem, little problem), describe their own and others emotional reactions to problems based on the size and then minimize their own emotional response to problems they acknowledge to be relatively small, ____% of intervention session, and then using these concepts beyond the intervention room ____% of the time.

Brain and Body in the Group:

The student will monitor other students as well as his/her own ability to stay central in a group of students by monitoring if their brains and body are in the group or out of the group, ____% of intervention session, and then using these concepts beyond the intervention room ____% of the time.

Flexible Thinking:

The student will define what it means to be a flexible thinker; he/she will then be willing to make choices, once they are presented to the student by the teacher, ____% of intervention session and then using these concepts beyond the therapy room ____% of the time.

Social Behavior Mapping:

The student will explain how the four columns of a Social Behavior Map are related to each other, and then complete his or her own Social Behavior Map for a specific environmental context with ____% accuracy.

Shared Imagination:

The student will demonstrate the ability to follow the lead of another child in a shared imagination activity by synchronizing movements, making related comments and playing cooperatively, ____% during the intervention session.

Add-A-Thought Comments:

The student will connect other people’s experiences to his own by making add-a-thought comments, ____% of intervention session and then use these concepts beyond the therapy room ____% of the time.

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5

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