

Table of Contents

Introduction	i
Assessing Social Cognitive Deficits.....	i
Differences in Health and Education Diagnostic Systems	ii
Creating a Framework of Understanding.....	iv
Evolving from Behavioral to Cognitive Treatment.....	v
Cognitive Theory that Contributes to Therapeutic Application	v
What are Social Skills?.....	ix
Pulling It All Together: The I LAUGH Framework Model.....	ix
Exploring Social Cognitive Deficits as a Set of Related but Unique Learning Disabilities	xiii
Perspective Taking – The Clinical View.....	xiv
Sharing “Perspective Taking” with Educators and Caregivers.....	xiv
Summary	xv
Chapter 1. Perspective Taking: Thinking, Learning and Teaching	1
First-Order Testing.....	1
Second-Order False-Belief Testing.....	2
Theory of Mind and Perspective Taking Deficits.....	2
Spectrum of Perspective Taking Deficits: Proposing Three Levels	4
Interweaving Developmental Language Concepts and Theory of Mind	12
Applying Perspective Taking Lessons in the Clinic.....	13
Applying Perspective Taking Lessons Outside the Clinic	13
Teaching “Social Thinking” to EPTs and IIPTs to Foster Social Understanding	14
EPT, IIPT and Overall Intelligence.....	15
Recognizing Perspective Taking Deficits	16
Summary	17
Chapter 2. The Keys to Perspective Taking	19
Perspective Taking Attributes	19
Thinking About How Others Affect You	20
Others Thinking About You	23
EPT vs. IIPT Perspective Taking: How This Appears in the Classroom and at Home	27
Summary	31

Chapter 3. The Four Steps to Communication	33
Creating a Framework for Understanding Social Thinking Complexity	33
Defining the Four Steps to Communication	33
The Four Steps to Communication - A Detailed Description	35
The Four Steps to Communication are Synergistic.....	37
Are the Four Steps to Communication an Evidence-Based Practice?	38
Summary	39
Chapter 4. Communication Step 1: Enhancing Perspective Taking Knowledge & Skills.....	41
Core Beliefs Underlying the Therapeutic Lessons.....	41
Lessons for Children That Can Lead to Building a Therapy Curriculum	44
“Think, Know, and Guess”	44
Using Videotapes to Teach “Think, Know, and Guess”	45
The “Thinking About You” Game	45
Whole Body Listening	49
Pantomime	50
Videotaping the Group.....	50
Summary of the Whole Body Listening Strategy.....	51
Use Literature to Teach Social Awareness.....	51
Making Smart Guesses	52
I Can Change How You Feel	55
Using an Emotions Poster	55
Using Personal Memories of Others to Make Educated Guesses About Them	57
Using Body Drawings to Teach Children About Memory	58
Building a Curriculum for Older Children and Adults.....	62
The Four Steps of Perspective Taking.....	62
All People Have Thoughts About Others.....	66
Teamwork Versus Friendship.....	67
Reading Other People’s Reactions.....	71
Using the Rubber Chicken to Keep Students Thinking.....	72
Teaching Older Kids About Files in Your Brain	73
Empathy	75
Social Expectations: Differences in Age Affect How People Treat You	76
Chores and Gift Buying As Treatment Strategies at Home.....	77
The Social Fake: “Truth” and How it Plays Into Social Expectations.....	78

The Boring Moment!.....	79
Exploring Motive Through Hidden Agendas.....	80
Exploring Motives Through Truth in Advertising.....	84
Ideas on Writing Goals and Some Objectives for this Area of Treatment.....	87
Summary	89

Chapter 5. Communication Step 2: Establishing Physical Presence91

Physical Presence: The Basis of Social Interaction	91
Whole Body Listening	95
Children DO Understand!.....	95
Open and Closed Shoulders.....	96
Discovering One’s Zone of Comfort	96
Sitting as Part of a Group	97
Physical Presence: On the Move and Standing Still.....	98
More on Teaching Physical Presence	100
Being Part of a Group: There Goes My Body, There Goes His Brain	100
Goal Ideas for Physical Presence.....	104
Summary	104

Chapter 6. Communication Step 3: Thinking with Your Eyes 105

Thinking With Your Eyes: Conveying Social Knowledge and Social Skill	105
Development of Eye Contact and Abstract Communication in the Early Years.....	106
How to Teach Eye Contact or “Thinking with Your Eyes”	107
Thinking With Your Eyes: Ideas for Therapeutic Intervention	109
Establishing Norms By Observing All Children in a Specific Social Context	111
Goals Ideas for Thinking With Your Eyes.....	113
Summary	113

Chapter 7. Communication Step 4: Using Language to Develop, Sustain Relationships 115

What is Conversation?.....	115
Creating a Realistic Set of Treatment Goals and Objectives	115
The Mechanics of Conversations: Questions and Comments	118
The Add-a-Thought Game	129
The Conversation Tree	131
The Three Strikes Principle	135

A Practical Note About Branching.....	135
Using the Conversation Tree with the Overly Verbal and the Minimally Verbal Student	137
The Many Uses of the Conversation Tree	139
Topic Cards	139
Derivatives of the Conversation Tree Concept.....	141
Beyond the Conversation Tree: Improvisational Games.....	143
Paper Clips and Thumbtacks	144
Language Skills for Communicative Success: Suggested Goals	148
Summary	149

Chapter 8. Social Behavior Mapping..... 151

A Brief Summary of Behavioral Interventions	151
Social Cognitive Gaps.....	152
Social Behavior Mapping.....	154
Completing the Social Behavior Map (SBM)	158
The Behavioral Tornado.....	168
How to Use Social Behavior Maps.....	168
Focus on the Expected.....	169
Using SBMs in Retrospect	169
Summarizing the Concept of Social Behavioral Maps.....	170
Summary of Instructions for Creating and Using the Social Behavior Map	172
Supplements to Social Behavior Mapping: Teaching Students How Behavior Change Develops	173
Four Steps To Changing One’s Own Behavior	173
A Behavioral Plan is Different From Behavioral Action!.....	175
“The Incredible 5 Point Scale”	178
IEP Goals Related Social Behavior Maps	178
Goals & Benchmarks for an IEP.....	179
Summary	179

Chapter 9. The Me Binder: Teaching Students About Their IEPs..... 181

Using the “Me Binder” to Teach Students About Their IEPs	182
The Six Sections of the Me Binder.....	183
The Me Binder Paragraphs.....	183
How to Use the Me Binder with the Student	184
Creating the Me Binder	185
Goals for Addressing Concepts in this Chapter	204
Summary	204

Chapter 10. About the Social Thinking Dynamic Assessment Protocol®	205
Adopting a Healthy “Perspective” Towards Social Assessment	205
The Protocol	211
Section 1. Getting to Know the Student	214
Section 2. Welcoming the Rubber Chicken	215
Section 3. Writing Sample: Asking for Help	216
Section 4. The Double Interview	217
Section 5. Thinking With Our Eyes	226
Section 6. Picture Sequencing	227
Section 7. Reading Social Scenario Pictures to Assess Perspective Taking	231
Section 8. Assessing Organization Skills	233
Additional Social Thinking Dynamic Assessment Protocol Strategies	234
Other Tasks Useful for Assessing Students with EPT	239
Summary	242
Chapter 11. Standardized Assessments: Comments & Critiques	243
An Overview of Assessment Procedures	243
The Strengths and Weaknesses of Published Assessment Instruments	244
Diagnosis of Autism Spectrum Disorders	245
Executive Functions: Organization, Written Expression, Problem Solving, and Pragmatic Skills	247
Expressive and Receptive Language Skills	249
Narrative Skills	251
Social Competency Checklists	252
New Thought About Qualifying Students for Services	254
Final Thoughts	268
Appendix. The Social Thinking Dynamic Assessment Protocol®	P-1
Section 1. Getting to Know the Student	P-3
Section 2. Questionnaire for Teachers & Related Professionals	P-5
Section 3. Writing Sample: Asking for Help	P-7
Section 4. The Double Interview	P-10
Section 5. Thinking With Our Eyes	P-14
Section 6. Sequencing Pictures	P-18
Section 7. Social Scenario Pictures	P-22
Section 8. Assessing Organizational Skills	P-24
Final Notes	P-29

Bibliography	B-1
Research Publications and Informative Books.....	B-1
Treatment Materials	B-4
Assessment Tools.....	B-6
Games.....	B-7
DVDs/Videotapes.....	B-7

Figures

1. Interrelationship of the ILAUGH Model Variables.....	42
2. Body Drawing.....	59
3. Visual Web – What You Remember about Others.....	60
4. Example of an Illustrated Visual Conversation.....	71
5. The Use of Play-Dough to Illustrate Physical and Cognitive Presence.....	103
6. Teaching Students About Eye Movement.....	112
7. Language Forms Used in Conversation.....	119
8. Mapping Out “Why” Questions.....	121
9. Template of Index Cards for Add-A-Thought Comments.....	130
10. Base and Top of the Conversation Tree.....	131
11. Growth of the Tree Trunk Based on Student Participation.....	132
12. The Conversation Tree with a Branch.....	134
13. Picture of a Time-Timer.....	138
14. Chain of Behavioral Reactions.....	155
15. Social Behavior Mapping.....	166-167
16. A Behavior Plan Written for the Child to Comprehend.....	202-203

Handouts

1. The Ongoing Process: The Four Steps of Perspective Taking.....	64
2. Brainstorming the Team Video Project	69
3. Breaking the Team Video Project Down into Basic Elements.....	70
4. Creating Files in Your Brain to Remember About Others.....	74
5. Truth is Not Always the Ultimate Goal.....	83
6. Thinking Through Hidden Agendas	85
7. Social Behavior Map Templates 1 & 2	156-157
8. Social Behavior Map Sample.....	171
9. Four Steps of Behavior Change	176
10. Defining the Difference Between a Goal and an Action.....	177
11. The Daily Schedule	186
12. The Weekly Schedule.....	187
13. Strengths and Weaknesses.....	189
14. Descriptions of School Employees.....	192-193
15. Special Education Teacher	194
16. Instructional Assistant or Paraprofessional.....	195
17. Speech Language Pathologist.....	196
18. Adaptive Physical Education Teacher.....	197
19. Occupational Therapist.....	198
20. School Psychologist.....	199
21. Sample Social Assessment Report Template.....	257-260
22. Sample Social Assessment Report.....	261-267

Tables

1. Summary of the "I LAUGH" Model and Corresponding Treatment Ideas.....	xi - xii
2. Attributes that Contribute to Forming a Theory of Mind/Perspective Taking.....	27
3. Comparing Levels of Perspective Taking Deficits.....	28-30
4. Core Beliefs in Developing Clinical Lessons.....	43
5. Rules for Playing the "Thinking About You" Game.....	48
6. Concepts Related to the Development of Perspective Taking.....	61
7. Infusing the Perspective Taking Process into the Therapy Setting.....	65
8. Teaching Concepts for Facilitating Development of Perspective Taking.....	86
9. Hierarchy of Knowledge and Skills Needed to Foster a Social Relationship with Other Persons.....	92-93
10. Questions Used to Engage Others in Social Interaction.....	123
11. Variables Affecting Interpretation of the Communicative Message.....	127
12. Verbal & Nonverbal Behavior That May Merit a Branch.....	136
13. Lessons That Can Be Used When Growing a Conversation Tree.....	140
14. Conversation Street Vocabulary.....	142
15. Review of Language-Based Social Interaction Therapy Strategies.....	147
16. Student Responses When Asked to Interview the Evaluator.....	223
17. Strange Stories.....	237-238