



Autism

2014 Conference

August 5-6, 2014

8:30 AM - 4:00 PM
(registration 7:30-8:30)

New Location!

Holiday Inn Grand MT
5500 Midland Rd
Billings, MT

Conference Fee: Free!

*Lunch & refreshments
on your own*

Online registration

www.msubillings.edu/autism

Credit Available

- OPI renewal units
- MASHA or ASHA Certification Maintenance Hours
- Social work/LCPC CEUs

- One graduate credit
- Nursing CEUs

Contact MSUB Extended
Campus (406) 896-5890.

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Social Thinking

Social thinking is what we do when we interact with people: we think about them. And how we think about people affects how we behave, which in turn affects how others respond to us, which in turn affects our own emotions. Whether we are with friends, sending an email, in a classroom or at the grocery store, we take in the thoughts, emotions and intentions of the people we are interacting with. Most of us have developed our communications sense from birth onwards, steadily observing and acquiring social information and learning how to respond to people. Because social thinking is an intuitive process, we usually take it for granted. But for many individuals, this process is anything but natural. And this often has nothing to do with conventional measures of intelligence. In fact, many people score high on IQ and standardized tests, yet do not intuitively learn the nuances of social communication and interaction. While these challenges are commonly experienced by individuals with autism spectrum disorders (high-functioning), social communication disorder, Asperger's, ADHD, nonverbal learning disability (NLD) and similar diagnoses, children and adults experiencing social learning difficulties often have received no diagnosis. A treatment framework and curriculum developed by Michelle Garcia Winner targets improving individual social thinking abilities, regardless of diagnostic label. Professionals and parents alike are using these methods to build social thinking and related skills in students and adults. Social Thinking books, workshops and trainings, created by Winner or based on Winner's work, now offer a range of strategies that address individual strengths and weaknesses in processing social information.

About the Presenter



Michelle Garcia Winner is the founder of Social Thinking® which specializes in developing treatment models and specific strategies for helping persons with social cognitive learning challenges. She runs and works in her small clinic, has authored numerous books, and speaks internationally. Michelle's goal is to help educators, mental health providers, and parents appreciate how social thinking and social skills is an integral part of students' academic, vocational and community success. She was honored with a "Congressional Special Recognition Award" in 2008.



Informal Dynamic Social Thinking Assessment & Core Treatment Strategies for Home & School

This workshop is designed to help parents and professionals better understand the inner minds of individuals with social learning challenges. Michelle will introduce the Informal Dynamic Social Thinking Assessment, a tool described in her book, *Thinking About YOU Thinking About ME*, 2nd Edition. IDST assessments are not only useful as part of the initial or three-year testing process, but can be done on an ongoing basis to gauge students' abilities and needs across time. The IDST is invaluable in learning more about the way our children/students think, and how their social thinking deficits affect them. This, in turn, illuminates why they need direct teaching of social concepts and arms us with relevant knowledge to determine specific treatment strategies that are best aligned with their needs. Video clips of the informal assessment will demonstrate ways in which all of us (diagnosticians, parents, paraprofessionals, treatment clinicians, etc.) can work more effectively with this population. This is a day filled with very practical information! In the afternoon, participants will learn about Social Behavior Mapping. SBM is a visual teaching strategy which demonstrates how doing what is "expected" or "unexpected" in specific social situations impacts how those around us feel about our behaviors and how that, in turn, impacts how they treat us, and ultimately how we feel about ourselves. This technique is now widely embraced as a core Social Thinking concept used for all students. Rounding out the day, basic concepts and ideas will be presented for running Social Thinking groups as well as specific teaching strategies that help make the abstractions of the social world more concrete! Michelle will delve into how we make friends, distinguishing between 1) "being friendly," 2) developing a friendship, and 3) having a "bonded friend." Michelle will discuss how conversational skills are only one component to keeping friends; "hanging out" actually means we share space without necessarily talking! Parents and professionals give high praise for the practical nature of this workshop.

Intended audience: Teachers; speech-language pathologists; therapists (MFTs; LCSWs; OTs; PTs); autism specialists; clinical, educational, developmental psychologists; clinical and educational administrators; physicians, nurses, nurse practitioners, particularly those in developmental practice; social workers; paraprofessionals; parents and other family members and caregivers of students with social thinking challenges.

Populations to be discussed: School-age students and adults who have social and communication difficulties, including but not limited to those related to high-functioning autism, PDD-NOS, Asperger Syndrome, NLD, ADHD and undiagnosed challenges. Information presented concentrates on students with near normal to far above normal verbal intelligence (verbal IQs above 70). Most strategies focus on school-age children and adults, although the information is helpful for those living and working with younger children.

Objectives:

- Participants will be able to describe how to assess "thinking with your eyes" and how this is different from identifying what someone is looking at.
- Participants will be able to describe the core components of the "Double Interview" and explain how it helps assess perspective taking.
- Participants will be able to describe how to fill out each of the four columns on Social Behavior Maps.
- Participants will be able to describe the Four Steps of Communication as a primary component to assessing and treating social skill deficits.
- Participants will be able to define at least three different stages of making friends and how to teach students to advance from one stage to the next.
- Participants will be able to discuss how to teach nonverbal ways of maintaining a friendship when peers "hang out".



Implementing Social Thinking Concepts and Vocabulary into the School and Home Day

This is a favorite course for parents and educators, filled with very practical information that can be infused into home and school environments. Lessons offered are relevant for all school age students; people working with preschoolers and young adults will also benefit from the information presented. Michelle will define many Social Thinking concepts and explain how to apply Social Thinking Vocabulary (STV) across the school and home day. Included are: working as part of a group, the three parts of play, lessons related to abstracting and inferencing information, what it means to share an imagination and more. Michelle will discuss how all the concepts and vocabulary work together to teach students how to communicate. Clinical examples will be used to highlight how to teach these abstract concepts to help make the information more concrete. Participants will experience working as part of a group by creating one or two of their own lesson plans. This day will focus on discussing and brainstorming ways to teach social concepts and vocabulary across a variety of environments. Michelle's goal is to help students carry these ideas out of the treatment room and into their real lives. Workshop participants will leave the course fully prepared to infuse more Social Thinking concepts into their home or school day. Lessons will be taught in the order they are introduced in Michelle's curriculum, *Think Social! A Social Thinking Curriculum for School Aged Students* (2005).

Intended audience: Teachers; speech-language pathologists; therapists (MFTs; LCSWs; OTs; PTs); autism specialists; clinical, educational, developmental psychologists; clinical and educational administrators; physicians, nurses, nurse practitioners, particularly those in developmental practice; social workers; paraprofessionals; parents and other family members and caregivers of students with social thinking challenges.

This workshop is intended as a more advanced course for adults who have attended one or more of the following workshops: Social Thinking Across the Home and School Day: the ILaugh model of Social Thinking, Informal Dynamic Social Thinking Assessment and Core Treatment Strategies, Thinking About YOU Thinking About Me, and/or have read one or more of the following books: *Thinking About YOU*, *Thinking About ME*, *Inside Out: What Makes a Person With Cognitive Deficits Tick?*, or *Think Social! A Social Thinking Curriculum*.

Populations to be discussed: School-age students and adults who have social and communication difficulties, including but not limited to those related to high-functioning autism, PDD-NOS, Asperger Syndrome, NLD, ADHD and undiagnosed challenges. Information presented concentrates on students with near normal to far above normal verbal intelligence (verbal IQs above 70). Most strategies focus on school-age children and adults, although the information is helpful for those living and working with younger children.

Objectives:

- Participants will be able to describe how teaching Social Thinking and related skills can be done in the classroom during academic and social tasks.
- Participants will be able to define five different Social Thinking Vocabulary concepts.
- Participants will be able to describe how Social Thinking Vocabulary concepts facilitate generalization across settings.
- Participants will create a lesson plan to teach students about being part of a group.
- Participants will create a lesson plan to teach students how to be more aware of nonverbal and verbal communicative information.
- Participants will describe what is meant by teaching students the concept of the three parts of play.