

# Socialthinking We Thinkers Volume 2 Social Problem

Curriculum book that is part of the larger Vol. 1 curriculum framework

NOTE: This storybook includes a read-aloud option which is accessible on Google and iOS devices. Ellie, Evan, Jesse, and Molly go on the best adventure of all as they learn about an imagination when they play and pretend together in Storybook 10 of the We Thinkers social emotional learning curriculum for ages 4-7. From imagining their swings as their galloping ponies to speeding in their firetruck to the rescue of a turtle family in danger, friends use the social concepts they've learned to make smart guesses about what each is imagining and use flexible thinking to adapt to change and work together as a group to use others' ideas in their constantly changing imaginary world. When they think about each other's thoughts, feelings, and actions, along with sharing their own with their friends, they create and imagine in ways they never would have thought of by themselves! When we consider the thoughts and feelings of multiple minds, it fosters our own creativity and relationship development, along with other fundamental concepts taught in storybooks 1-10, which are used with the corresponding teaching units within the related curriculum. Best practice: teach these concepts in order, starting with storybook 1 of 10 while using the corresponding curriculum materials.

NOTE: This storybook includes a read-aloud option which is accessible on Google and iOS devices.

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devices. Celebrate Jesse's birthday with his pals and all their dinosaur friends in storybook 10 of the We Thinkers! Vol. 2 social emotional learning curriculum for ages 4-7. It's Jesse's birthday and everyone is so excited to share frosted cake, ice cream, fun games, and gifts. But when all the dinosaurs of all sizes come over, there are always problems! The friends learn that problems and their reactions to the problems come in small, medium, and large sizes—just like dinosaurs—and that it's important and expected to match your reaction to the size of the problem to help everyone still feel comfortable so they can help solve the problem. Even though drinks get spilled, cake chomped, and presents squashed, Jesse, Ellie, Molly, and Evan learn how to size up the problem with the expected reaction so that everyone can figure out how to still have a great day! Continue building on this important social concept with the most important of all concepts in storybook 10, which aligns with the corresponding teaching unit with the related curriculum. Best practice: teach these concepts in order, starting with storybook 10 while using the corresponding curriculum.

NOTE: This storybook includes a read-aloud option which is accessible on Google and Kindle devices. Come along with Evan, Jesse, Ellie, and Molly on new exciting adventures to help children learn about hidden social rules and expected and unexpected behaviors while using the social concepts explored earlier through storybooks 1-5. In storybook 6 of the We Thinkers! Vol. 2 social emotional learning curriculum for ages 4 -7, the friends set sail on a pirate ship. There's so much to learn to help keep everyone feeling calm, safe, and comfortable with each other when you've never been on a pirate ship before. When the children th

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their eyes, keep their bodies in the group, follow the group plan, and think about other thoughts and feelings, they each learn the unspoken, hidden rules and expected behavior. Like the jolly pirates so that they all can work together to find the buried treasure. Continue building this important social concept with increasingly sophisticated concepts taught in storybooks 7-10, which align with the corresponding teaching units within the related curriculum. Practice: teach these concepts in order, starting with storybook 1 of 10 while using the corresponding curriculum.

Learning Ways to Be with Others

Whole Body Listening

Park Adventure

We Thinkers! Volume 1 Social Explorers

The Incredible Flexible You Volume 1 Curriculum

Thinking With Your Eyes

Ocean Adventure

This curriculum is for elementary school children (grades K-5) as well as immature older students.

NOTE: This storybook includes a read-aloud option which is available on Google and IOS devices. Ellie has a secret plan for their next adventure, and Jesse, Molly, and Evan have to make smart guesses to figure out what it might be in storybook 1 of the We Thinkers! Vol. 2 social emotional learning curriculum for ages 4 -7. As

Ellie gives them little clues to figure out the mystery, her friends learn that wac guesses don't make sense with what they know about the situation. When they at what's going on, listen to each other, and think about what they know, they smart guesses and solve the mystery. By making smart guesses about others' thoughts, feelings, and plans the children know what to say and do that helps everyone—even their new penguin playmates—feel good about being together. Continue building on this important social concept with increasingly sophisticated executive function concepts taught in storybooks 8-10, which align with the corresponding teaching units within the related curriculum. Best practice: teach these concepts in order, starting with storybook 1 of 10 while using the corresponding curriculum.

NOTE: This storybook includes a read-aloud option which is accessible on Google and IOS devices. Blast off with the gang to an alien planet in outer space. In storybook 3 of the We Thinkers! Vol. 1 social emotional learning curriculum for ages 4-7, Molly, Evan, Jesse, and Ellie learn how to communicate with friendly aliens by thinking with their eyes since they don't speak Bleep! Bleep! Bloop! They quickly learn that our eyes are like arrows that point to what we are looking at probably thinking about, too. They figure out what the aliens might be thinking a feeling by using their eyes to follow what the alien's eyes are pointed toward and

expression on its face. It's so much fun to figure out what's going on in a situation, communicate, and make new friends—all by using our eyes! Continue building on this important social concept with the fundamental concepts taught in storybooks 4-10, which align with the corresponding teaching units within the related curriculum. Best practice: teach these concepts in order, starting with storybook of 10 while using the corresponding curriculum.

*Superflex Takes On Glassman and the Team of Unthinkables* introduces readers to a very persistent and sneaky Unthinkable named Glassman who causes people to have large reactions to small problems (or, shatter like a pane of glass). In the story, Aiden's classmates are regularly visited by Glassman and have large reactions to small problems. Superflex to the rescue! The kids learn strategies from the Superflex Academy to figure out the size of the problem and the expected reaction size, and use calming self-talk and other strategies to find their Superflex inside to defeat Glassman! Short quizzes pop up throughout the book to reinforce learning. This engaging book is part of our Superflex series, which is designed to help children learn about their own and others' thoughts and behaviors, and practice strategies for self-regulation across a variety of situations. As kids learn strategies to defeat the Unthinkables and unexpected behavior, they strengthen their flexible thinking and are better able to self-regulate in challenging times.

Superflex: a Superhero Social Thinking Curriculum  
Sharing An Imagination  
Empower Your Thinkable to Defeat Your Unthinkable  
Think Social!  
Social Thinking--software Practice  
Social Thinking and Me!  
Dinosaur Birthday Party

**NOTE: This storybook includes a read-aloud option which is accessible on Google and ISO devices. Meet Evan, Ellie, Molly, and Jesse as they learn about thoughts and feelings in storybook 1 of the We Thinkers! Vol. 1 social emotional learning curriculum for ages 4-7. As they play in their classroom, they learn where thoughts and feelings come from, how their thoughts, feelings, and bodies are connected to each other, and how their bodies show their feelings. As they become aware of their own thoughts and feelings, they see their classmates have them too, and discover they can share the same thought to play together! These pivotal social concepts set the stage for learning the fundamental concepts taught in storybooks 2-10 and align with the corresponding teaching units within the related curriculum. Best practice: teach these concepts in order, starting with storybook 1 of 10 while using the corresponding curriculum.**

**NOTE: This storybook includes a read-aloud option which is available on Google and IOS devices. Get the scoop on flexible and stuck thinking in storybook 8 of the We Thinkers! Vol. 2 social emotional learning curriculum for ages 4-7. Molly, Evan, Jesse, and Ellie are working in an ice cream shop. It's a dream come true—they get to wear special shop uniforms, scoop ice cream, take telephone orders, run the cash register, and even drive the delivery truck! Uh oh. The friends learn the hard way that when they all get stuck on what only they want and think and don't think about each other, they can't work well together as a group and follow the group plan to get the ice cream delivered before it melts. By using flexible thinking the children are able to see the big picture, take turns doing the fun jobs, and meet their goals. Everyone is a happy customer! Continue building on this important social concept with increasingly sophisticated executive function concepts taught in storybooks 9-10, which align with the corresponding teaching units within the related curriculum. Best practice: teach these concepts in order, starting with storybook 1 of 10 while using the corresponding curriculum.**

**The social world is a big place, and the information can feel overwhelming at first. This two-set collection of 26 core practical frameworks (13 frameworks per set) is a powerhouse of visual teaching tools that includes the most important conceptual and treatment**

**frameworks within the Social Thinking Methodology. Core Practical Treatment Frameworks: Set 2 contains 13 of our most popular treatment frameworks to promote social emotional learning. Each provides visually scaffolded information to introduce core social thinking concepts, such as perspective taking and social communication, while illuminating different types of friendships and executive function. Treatment frameworks are for direct use with social learners as they develop and expand their understanding of how the complex social world works and how to navigate to self-regulate within it. In a ready-to-display format, each set of 13 frameworks presents—in both graphics and words—a variety of concepts, their purpose, instructions for use, recommendations for related books, trainings, free articles and webinars, and connections to other frameworks. Set 2 contains the following 13 frameworks: · 3 Part of Play/Activity · Boring Moments · I Don't Care Scale · 5 Steps of Being with Others · 6 Levels of the Friendship Pyramid · 4 Steps of Face-to-Face Communication · Ask a Question, Add a Thought · Solving Problems · Learning How to Be Comfortable with Discomfort · Ladder of Success · The Spiral of Social Failure · The Spiral of Social Success · Independence Mountain** The majority of frameworks were first presented in print products published by Think Social Publishing, Inc., and/or in webinars, articles, On Demand courses, and conference/livestream events that can be found on the Social Thinking website. We strongly urge

**interventionists to explore these source products for deeper instruction, examples, and learning for using the frameworks in practice.**

**"... a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. Using a cognitive behavior approach, the curriculum's learning activities are designed to help students recognize when they are in different states called "zones," with each of four zones represented by a different color. In the activities, students also learn how to use strategies or tools to stay in a zone or move from one to another. Students explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones. To deepen students' understanding of how to self-regulate, the lessons set out to teach students these skills: how to read others' facial expressions and recognize a broader range of emotions, perspective about how others see and react to their behavior, insight into events that trigger their less regulated states, and when and how to use tools and problem solving skills. The curriculum's learning activities are presented in 18 lessons. To reinforce the concepts being taught, each lesson includes probing questions to discuss and instructions for one or more learning activities. Many lessons offer extension activities and ways to adapt the activity for individual student needs. The curriculum also includes worksheets, other handouts, and visuals to display and share.**

**These can be photocopied from this book or printed from the accompanying CD."--Publisher's website.**

**Affect in Social Thinking and Behavior**

**Social Thinking at Work**

**Learning to Read in Between the Social Lines**

**We Thinkers! Volume 2 Social Problem Solvers**

**Ice Cream Shop Adventure**

**Hidden Rules and Expected and Unexpected Behaviors**

**Flexible and Stuck Thinking**

*A collection of essays on the interrelationship of social science and software practice. Software practice--which includes software development, design, and use--needs to go beyond the traditional engineering framework. Drawing on a variety of social theory approaches, this book focuses on interdisciplinary cooperation in software practice. The topics discussed include the facilitation of collaborative software development, communication between developers and users, and the embedding of software systems in organizations.*

*Contains worksheets that break down abstract social thinking concepts into concrete steps that students can work on individually or in groups, at home or in school. The worksheets are intended for students with high functioning autism, Asperger's Syndrome, nonverbal learning disability, Attention Deficit Hyperactivity Disorder, and other social cognitive deficits. Worksheets are coded by age-level.*

*NOTE: This storybook includes a read-aloud option that is accessible on Google and IOS devices. Jesse, Evan, Ellie, and Molly explore the ocean bottom, learn what it means to have your body in the group, and discover why it's a key element of successful social interactions. In storybook 4 of the We Thinkers! Vol. 1 social emotional learning curriculum for ages 4-7, the four friends observe how some sea creatures like fish, sea turtles, and jellyfish swim in groups—and others, like a big toothy shark—are not in a group. They discover how to find just the right distance between each other to feel comfortable and happy, and when they each keep their bodies in the group, it sends a silent message that they're interested in the others and are following the same group plan. Yikes! Finding a big shark in a dark cave is definitely not part of the group plan! Continue building on this important social concept with the fundamental concepts taught in storybooks 5-10, which align with the corresponding teaching units within the related curriculum. Best practice: teach these concepts in order, starting with storybook 1 of 10 while using the corresponding curriculum.*

*"Utilizing the anime illustrations to capture the attention of teens and tweens, we have developed this book to teach the core concepts related to Michelle Garcia Winner's Social Behavior Mapping (SBM). SBM's teach how our own behaviors, expected and unexpected, impact how others feel about us, ultimately treat us which then affects how we feel about ourselves. The core of the book consists of 10 social scenarios, each one scenario is played out through the lens of Social Fortune or Social Fate by*

*demonstrating visually how a situation can change quickly based on how someone reacts within it. Every scenario begins with a mini-story told through a four pictured comic strip which then leads the protagonist to a decision making point. If the decision made leads to others feeling good and ultimately the character feeling good about him or herself, this will be represented as "social fortune." However, if the protagonist makes a decision that traps him/her and peers/adults in an uncomfortable or frustrating situation, this leads to "social fate." The social fortune and social fate decisions are depicted through unique four-pictured comic strips."--Publisher's website.*

*Mystery Adventure*

*Explaining Social Thinking to Kids*

*YouCue Feelings*

*A Literature Review and Discussion*

*Size of the Problem*

*Why Should I Care? a Guidebook for Understanding and Navigating the Social*

*Complexities of the Workplace*

*A Fun and Motivating Way to Explore Social Thinking Behavior*

The connection between mental and social life remains one of the most intriguing topics in all of psychology. This book reviews some of the most recent advances in research exploring the links between how people think and behave in interpersonal situations. The chapters represent a variety of theoretical orientations, ranging

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from evolutionary approaches through cognitive and affective theories, all the way to considering social and cultural influences on the relationship between social cognition and interpersonal behavior. Given its breadth of coverage, this volume is useful both as a basic reference book and as an informative textbook for advanced courses dealing with social cognition and interpersonal behavior. The main target audience comprises researchers, students, and professionals in all areas of the social and behavioral sciences, including social, cognitive, clinical, counseling, personality, organizational, forensic, and applied psychology, as well as sociology, communication studies, and social work. Written in a readable yet scholarly style, this volume serves as an engaging overview of the field for students in courses dealing with social cognition and social interaction at undergraduate and graduate levels.

1. The need for honesty ; 2. The call for criticism ; 3. Our reasons f

Introducing Social Thinking Vocabulary concepts to school-age children

The social world is a big, complicated place! We are all social detectives as we observe, gather, and make sense of the clues within different social contexts (settings, situations, and the people in them) to figure out the hidden rules for expected behaviors. This leads us toward understanding how we each feel and think about others in a situation and how we choose to respond to each other's actions and reactions. We are good Social Detectives when we use our eyes, ears, hearts, and brains to figure out what others are planning to do next or are presently doing and what they mean by their words and actions. This revised,

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expanded 2nd edition of the awarding-winning storybook teaches from the social learner's perspective about the power of observation, reading context, and interpreting clues before choosing how to respond in ways that meet their social goals. A new structured approach to observation, new illustrations reflecting a broader range of inclusion and diversity in characters, practice pages and activities for deeper learning, specific teaching tips, and a glossary of Social Thinking Vocabulary and concepts are just some of the new material you'll find inside. This is the first book in the Superflex® series. It guides readers on a journey of discovery where they can:

- Learn formulas for gathering clues by observing a setting, situation, and people in it
- Be empowered to figure out how the social world works through their own detective lens
- Learn to identify feelings and emotions and connect them to behaviors
- Understand that all feelings are okay, even uncomfortable ones, and we can still learn and grow
- Get support from emojis and special word banks
- Find core Social Thinking® Vocabulary words highlighted throughout to support and strengthen key learning concepts
- Have numerous opportunities to make smart guesses about hidden social rules in various situations
- See examples and tips for school, home, and community life
- Celebrate how all of us are social observers who are affected by others' actions and reactions

You are a Social Detective!

A Politically Incorrect Look at Evidence-based Practices and Teaching Social Skills  
A Curriculum Designed to Foster Self-regulation and Emotional Control

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Thinking Thoughts and Feeling Feelings

Smart Guess

We Thinkers! GPS

For Teaching Social Skills and Related Skills

*Includes detailed lessons, worksheets and vocabulary for a social skills curriculum for children.*

*You Are a Social Detective: Explaining Social Thinking to Kids.*

*Early learner curriculum for teaching Social Thinking concepts to children ages 4-7*

*Early learner curriculum to teach Social Thinking concepts to children ages 4-7*

*A Strategy to Motivate and Engage Young Learners in Social Problem-solving Through Flexible Stories*

*Thinking about You, Thinking about Me*

*Explaining Social Thinking to Kids, 2nd Edition*

*Building Social Thinking and Reading Comprehension Through Book Chats*

*The Group Plan*

*You Are a Social Detective!*

*I Get It!*

When Braden wakes up to pouring rain that cancels a championship baseball game he's been

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excited for, he goes on a overreactin tailspin! Will he be able to recover and practice the tips of flexible thinking? Find out in this comical story.

Superflex and Kool Q. Cumber to the Rescue! introduces readers to the Thinkable Kool Q. Cumber (we call him Kool, for short!). Kool helps Social Town citizens stay calm when problems happen, and use strategies they learn to figure out the size of a problem and the expected reaction size. In the story, Aiden and his classmates present science projects, but Aiden's friend Sam becomes frustrated with problems throughout the day. As Sam feels his brain being invaded by Glassman, he uses the strategies he learned from Kool and the five Power Pals to calm down and have a reaction that matches the size of the problem. This engaging book is part of our Superflex series, which is designed to help children learn about their own and others' thoughts and behaviors, and practice strategies for self-regulation across a variety of situations. As kids learn strategies to defeat the Unthinkables and unexpected behavior, they strengthen their flexible thinking and are better able to self-regulate in challenging times. This illustrated storybook connects to and supports these Social Thinking Vocabulary concepts:

- Figuring out the size of the problem
- Learning to match reaction size to size of the problem (expected behavior)
- Social attention/observation: what are other kids doing/how are they reacting?
- Flexible Thinking
- Using strategies to defeat Glassman: calming my body, breathing in, tightening all my muscles, breathing out and relaxing them; using positive self-talk, etc.
- The Five-Step Power Plan helps organize children's thinking so they can more effectively problem solve what's happening around them. This aligns with and supports the four steps in the Social Thinking Social Competency Model: attend, interpret, problem solve, respond.
- Using the Five-Step Power Plan to assess the social dilemma.

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Adults who are using the Superflex curriculum and concepts can use Superflex and Kool Q. Cumber to the Rescuelin several ways:

- To help children celebrate their ability to defeat Glassman when he appears
- To teach about and illustrate how calling upon Kool Q. Cumber can help them remember to match the size of their reaction to the size of a problem
- As a companion book to Glassman, to help children compare and contrast the inner workings of their brain in tackling everyday social challenges related to problem and reaction sizes
- In situations where students find it fun to act out ONLY the negative powers of the Unthinkables, use Kool Q. Cumber to shift attention to the positive powers for defeating Glassman. Focusing exclusively on the negative powers prevents students from learning how to defeat an Unthinkable!
- Kool Q. Cumber can help when other Unthinkables invade a student's brain alongside Glassman—Rock Brain, Worry Wall, and D.O.F. (Destroyer of Fun), etc.

NOTE: This storybook includes a read-aloud option which is accessible on Google and IOS devices. Catch up with Ellie, Jesse, Molly, and Evan on a field trip to a farm in storybook 2 of the We Thinkers! Vol. 1 social emotional learning curriculum for ages 4-7. What an adventure as they learn what a group plan is and why it's important to follow the group plan instead of their own individual plans if they want to get important things done as part of a group—like picking apples, collecting fresh eggs, carrying pails of milk—as they work together with Grandma to make a delicious apple pie and fresh ice cream. These young social learners find out that it's fun and feels good to share thoughts, follow the group plan, and think about others, which makes everyone feel calm and comfortable. Continue building on this important social concept with the fundamental concepts taught in storybooks 3-10, which align with the corresponding teaching units within the related curriculum. Best practice: teach these concepts in order,

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starting with storybook 1 of 10 while using the corresponding curriculum.

NOTE: This storybook includes a read-aloud option which is accessible on Google and IOS devices. Learn how to actively listen with your eyes, ears, mouth, hands, arms, legs, and feet in another social learning adventure with Evan, Ellie, Molly, and Jesse in storybook 5 of the We Thinkers! Vol. 1 social emotional learning curriculum for ages 4-7. On their visit to the zoo, the children learn how whole body listening helps them stay connected to the person who is speaking and figure out what's happening around them. When they keep their eyes, mouth, arms, hands, legs, and feet calm and quiet as possible, it helps them learn and it makes the speaker, the curious animals, and everyone in the group feel good and comfortable because it shows others they are thinking about them. Continue building on this important social concept with the fundamental concepts taught in storybooks 6-10, which align with the corresponding teaching units within the related curriculum. Best practice: teach these concepts in order, starting with storybook 1 of 10 while using the corresponding curriculum.

Superflex and Kool Q. Cumber to the Rescue!

Adventure on the Farm

The Zones of Regulation

Thinking about Social Thinking

A Social Thinking Curriculum for School-age Students : for Teaching Social Thinking and Related Social Skills to Students with High Functioning Autism, Asperger Syndrome, PDD-NOS, ADHD, Nonverbal Learning Disability, and for All Others in the Murky Gray Area of Social Thinking

We Can Make it Better!

### My Day is Ruined!

*Feelings are a crucial element of social relationships, yet students with social learning challenges (some with diagnoses such as Autism Spectrum, Social Communication Disorder or ADHD) frequently have limited understanding of emotions. Our goal for students with such challenges is for them to acquire social relationship skills that will improve their capacity for effective, fulfilling relationships with family members, people at their school or work, and members of their broader community. This is a large and complicated task. YouCue Feelings simplifies such learning using a relatively new form of storytelling - online videos - to accelerate learning about feelings and relationships. YouCue Feelings includes summaries and titles of 25 wonderful online, easily accessed videos. Each has been selected for its portrayal of rich social relationships and crucial social learning concepts. YouCue Activities, done in conjunction with video viewing, make up the core of the YouCue Feelings program. These activities range from simple drawing projects or discussions about the characters in a YouTube video, to more sophisticated activities such as building connections between the social learning concepts in videos and what happens in a student's everyday life. There 25 activities in Level 1, focusing on the characters in the videos. Level 2 contains 25 additional activities that use video viewing to jumpstart discussions*

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*about the student's own emotional experiences. In this first book of a series, author Anna Vagin, PhD, draws on her thirty years of experience working with children to show therapists, teachers, and parents how to support elementary and middle school students in building their emotional vocabulary, tracking changes in feelings over time, and increasing their ability to reflect on their own emotional experiences. YouCue Feelings guides students in thinking about, talking about, and ultimately, practicing important social learning ideas in their everyday lives.*

*Book geared to young adults and adults on why Social Thinking/social skills are important in the workplace, community, and in relationships.*

*The role of affect in how people think and behave in social situations has been a source of fascination to laymen and philosophers since time immemorial. Surprisingly, most of what we know about the role of feelings in social thinking and behavior has been discovered only during the last two decades. Affect in Social Thinking and Behavior reviews and integrates the most recent research and theories on this exciting topic, and features original contributions reviewing key areas of affect research from leading researchers active in the area. The book covers fundamental issues, such as the nature and relationship between affect and cognition, as well as chapters that*

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*deal with the cognitive antecedents of emotion, and the consequences of affect for social cognition and behavior. This volume offers a highly integrated and comprehensive coverage of this field, and is suitable as a core textbook in advanced courses dealing with the role of affect in social cognition and behavior.*

*Presents an organized teaching approach that uses children's literature to teach social thinking and improve reading comprehension skills*

*Using Online Videos for Social Learning*

*Social Thinking Thinksheets for Tweens and Teens*

*Group Collaboration, Play and Problem Solving*

*Classroom Adventure*

*Superflex Takes on Glassman and the Team of Unthinkables*

*A Social Thinking® Curriculum for the Preschool and Early Elementary Years*

*Breaking Down Concepts for Teaching Students with Social Cognitive Deficits*