

Social Thinking and Me

Implementation Checklist

Getting started—Interventionist (parent, teacher, therapist, etc.)

- Start with the *Social Thinking and Me Thinksheets for Social Emotional Learning* book. Review the introductory materials (Preface) and pages 1–14 for helpful information about using this book.
- Review the Glossary on pages 15–19. This will introduce and preview the core Social Thinking Vocabulary concepts covered in this two-book set.
- Read the Kids' Guidebook through once to get a sense of the Social Thinking Methodology and its emphasis on teaching social learning/social competencies, which goes beyond teaching social skills (behaviors).
- Copy and distribute the Letter to Parents/Caregivers on pages 20–21 to share information with them about the content you will be teaching. Offer additional help to parents/caregivers who are interested in extending the student's learning at home/outside the classroom or school.
- If you are new to the Social Thinking Methodology, learn more by visiting our website, www.socialthinking.com and reading some of our free online articles and/or listening to some of our free webinars.

Using the Kids' Guidebook and Thinksheets book together with students

- Content in each chapter builds upon the previous ones; to optimize learning, read chapters from the *Kids' Guidebook* in order.
- Take your time! You are sharing new content with social learners who may not intuitively understand how the social world works, or how they, as individuals, work within the social world. When teaching the Social Thinking Methodology, keep in mind the learning is slow but deep!
- Spend as much time on each social concept as your students need to process what they are learning. This may vary from student to student based on their social abilities. Consider reading chapters in sections, rather than all in one sitting.
- As you read each chapter, complete the corresponding Thinksheets with your students, and engage in the corresponding Extension Activities. These will provide opportunities to further develop and expand their learning. Do not simply give the students the Thinksheets to complete on their own!
- Start to use the newly taught vocabulary and concepts immediately, within meaningful natural interactions, in a supportive and guiding way. "Let's all put our bodies and brains in the group." "Hmmm . . . Let's think about the size of this problem . . ." "Huh! I bet it might help you figure out what's going on if you think with your eyes."
- Depending on the social abilities of your students/group, consider incorporating complementary Social Thinking Methodology tools and/or teaching frameworks into your lessons. Options include *You are a Social Detective!* and our Superflex curriculum, *Social Situation Mapping*, or *Getting Into The Zones of Regulation*.
- As you move through this two-book set, be sure to continually circle back and review concepts previously learned, tying them to new learning opportunities as they arise.