

Social Thinking and Executive Functioning Strategies for Students with Language Based Learning Disabilities

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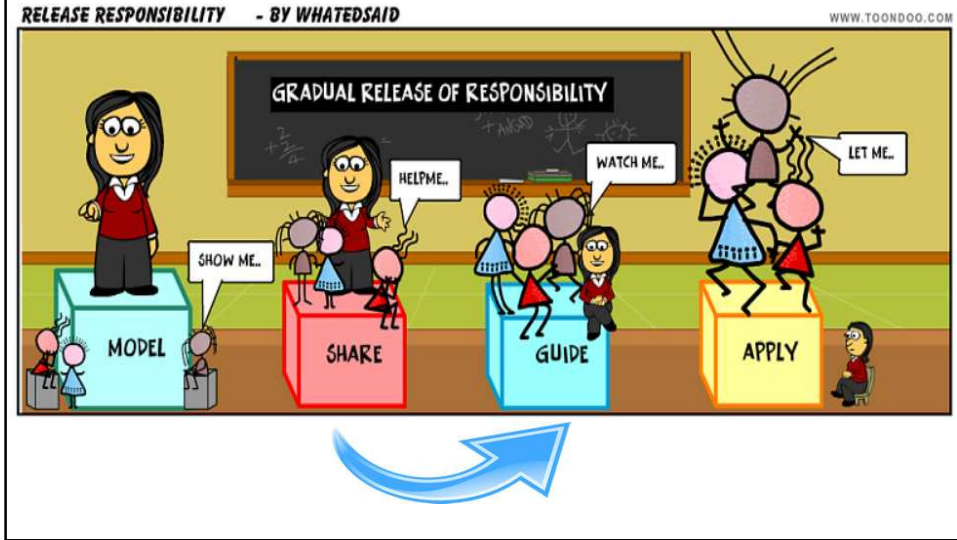


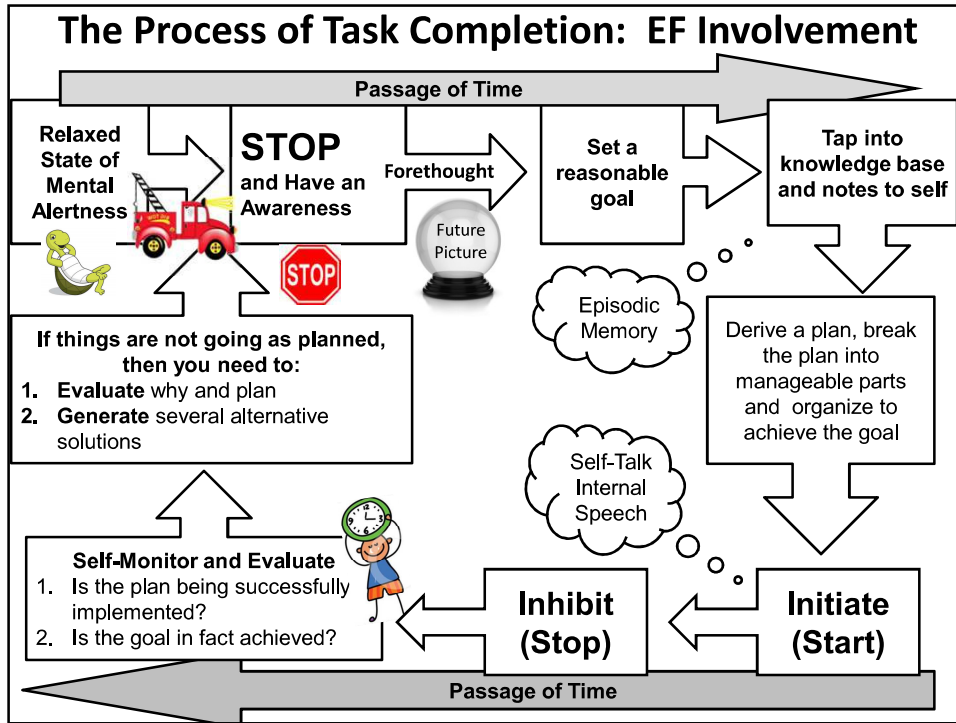
Common Threads

The importance of:

1. The power of gradual release of responsibility
2. Knowing your students and helping your students to know themselves
3. The power of the words we use in shaping student social behaviour
4. Selecting and layering effective instructional strategies

Gradual Release of Responsibility



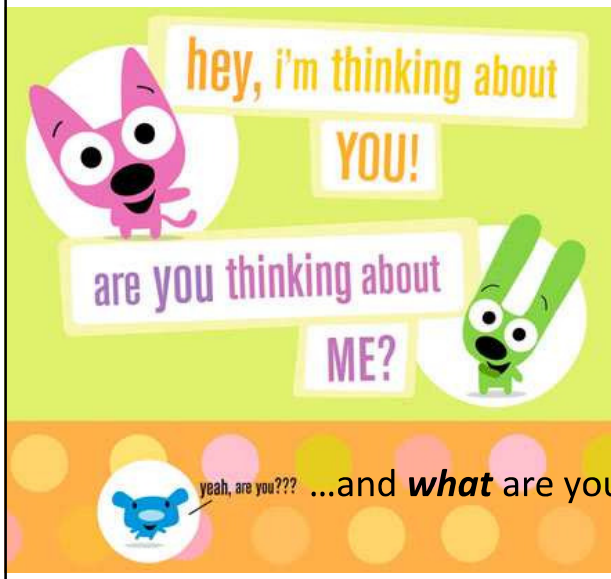


Social Thinking and Social Behaviour Mapping

What is Social Thinking?

"Social Thinking® is a teaching framework for individuals aged preschool through adult, created by Michelle Garcia Winner, CCC-SLP (www.socialthinking.com). It consists of a Social Thinking Vocabulary that establishes a *common language to discuss social functioning*, curriculum lessons and strategies that break down social concepts into concrete, teachable formats, and the Social Thinking-Social Communication Profile, a tiered informal assessment tool that helps educators and clinicians better understand different levels of social cognition and match teaching strategies to the social strengths and challenges of the individual. Social Thinking 'explodes the social code' to help children and adults learn to be better social thinkers and social communicators."

What is Social Thinking?



Thinking about others and their thoughts – perspective-taking

Social Behaviour Mapping

- Behaviours can be “expected” or “unexpected.”
 - “appropriate” and “inappropriate” with a Social Thinking twist (minus the judgment)

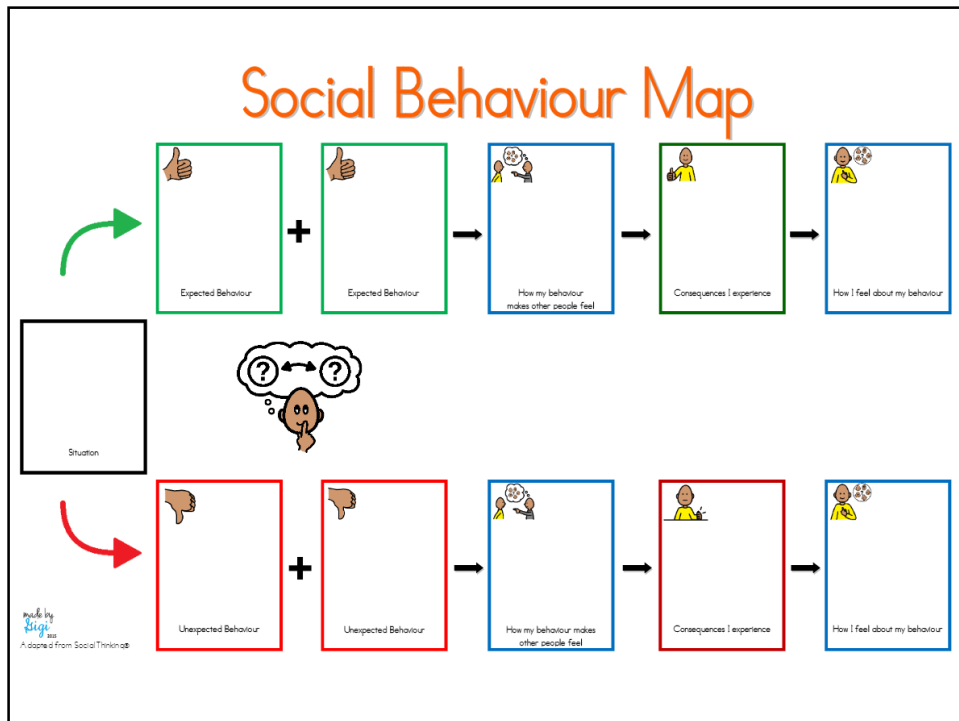


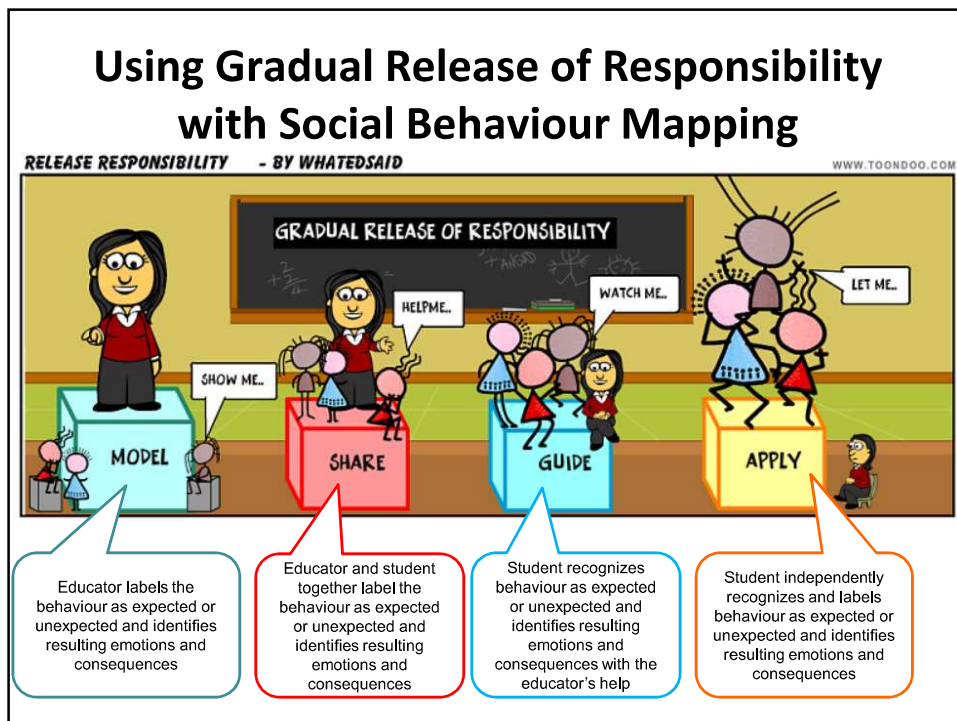
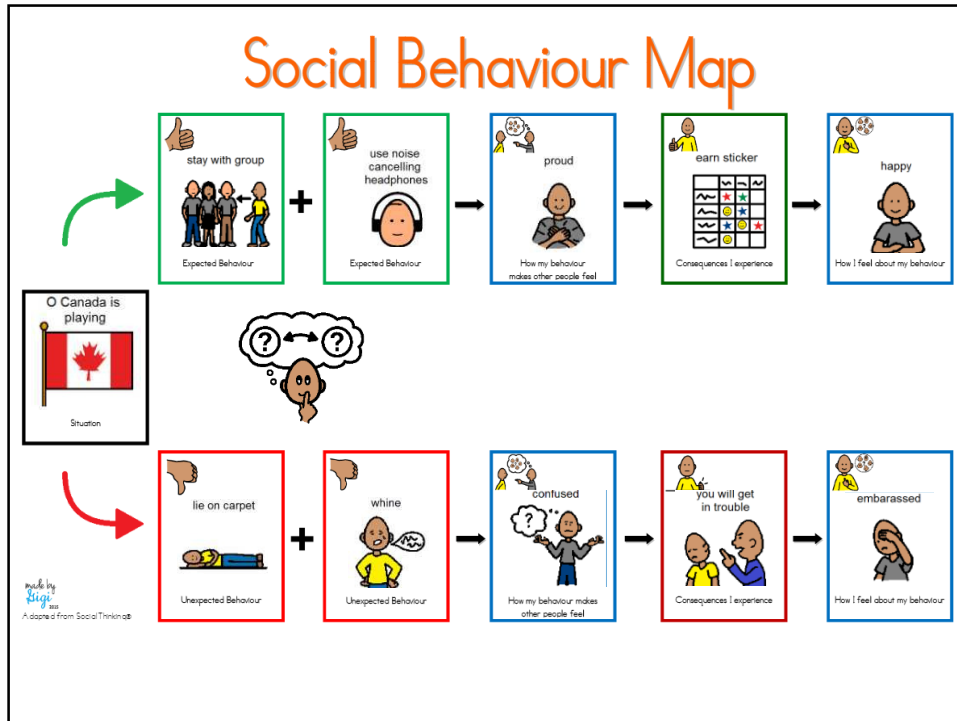
Behaviors That Are EXPECTED For...				Behaviors That Are UNEXPECTED For...			
Expected Behaviors	How They Make Others Feel	Natural Consequences You Experience	How You Feel About Yourself	Unexpected Behaviors	How They Make Others Feel	Natural Consequences You Experience	How You Feel About Yourself

Behaviors That Are EXPECTED For...				Behaviors That Are UNEXPECTED For...			
Expected Behaviors	How They Make Others Feel	Natural Consequences You Experience	How You Feel About Yourself	Unexpected Behaviors	How They Make Others Feel	Natural Consequences You Experience	How You Feel About Yourself

Learning Together in a Group

<p>Expected <small>(good thoughts)</small></p> <ul style="list-style-type: none"> · raise your hand · be kind · be polite · take turns · participate · hands & feet to yourself · body & brain in the group · cooperate · pay attention · stay calm · do your work · stay on topic · compromise · positive attitude <p>Emotions</p> <ul style="list-style-type: none"> · proud · smart · happy · calm · relaxed · excited · awesome <p>Consequences</p> <ul style="list-style-type: none"> · people think good things · people want to be with you · confident · class rewards · free time · learn, good grades 	<p>Unexpected <small>(weird, uncomfortable)</small></p> <ul style="list-style-type: none"> · interrupting · off-topic comments · swearing · calling out · tuning out · not working · bullying · hitting/punching · leaving the group · bad attitude <p>Emotions</p> <ul style="list-style-type: none"> · disappointed · angry · stressed · annoyed · embarrassed · frustrated · disgusted <p>Consequences</p> <ul style="list-style-type: none"> · you're excluded · lonely · bad grades · call home · time out, no rewards
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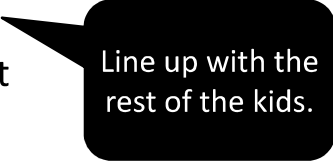


Using Self-Talk and Declarative Language to Increase Independence

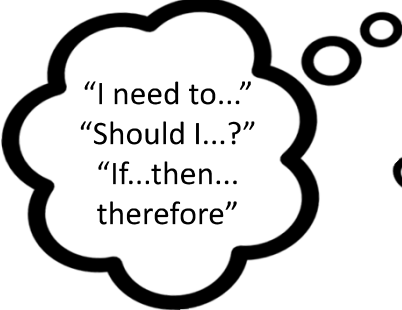
Imperative vs. Declarative Language

Imperative: a command

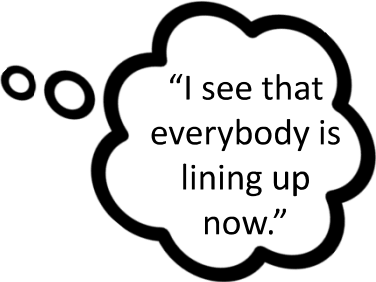
Declarative: a statement



Line up with the rest of the kids.



"I need to..."
"Should I...?"
"If...then... therefore"



"I see that everybody is lining up now."

What is Declarative Language?

Allows us to do
"small talk"

"I had a friend
who..."
"I saw a website..."

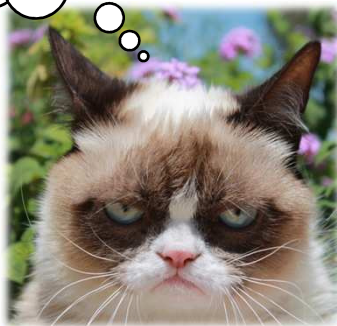
"Really! I went
there..."
"I've never..."



What is Self-Talk?

The ongoing internal conversation a person
has that affects his or her mood.

I just know
it's going
to be a bad
day.



You're
going to do
GREAT
today!



Why use declarative language with students?

- ✓ It helps to develop an inner voice (Think-Aloud).



- ✓ It promotes independent problem-solving. Provide a direction that does not have a yes/no answer.

Why use declarative language with students?

- ✓ It provides another perspective and helps the student understand what you are feeling.
- ✓ It helps children notice what's going on around them.



How do we use declarative language with students?

✓ REFERENCING OR DESCRIBING what is to be accomplished so the learner creates the goal

⊗ COMMANDING what needs to be done to achieve the goal.

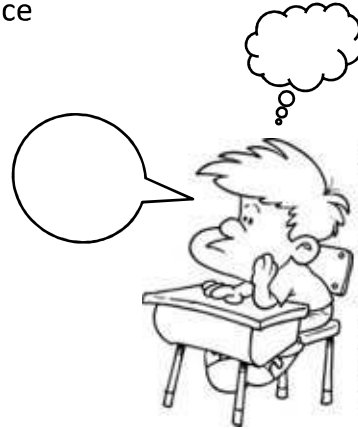


WHICH STATEMENT ENCOURAGES INDEPENDENT PROBLEM-SOLVING?

<i>Imperative/Authoritative Statement</i>	<i>Declarative Statement</i>
Pick up the scraps of paper on the floor.	I see scraps of paper on the floor.
Hang up your backpack and get out your pencil.	Hmmm...I see your backpack on the desk.
Get your lunch out.	Hmmm...I notice that all of the kids are getting out their lunches.
Clean up the table now.	This table looks really messy. It's going to be hard to eat snack here!
Line up.	All the kids are lining up. Must be time to go to recess.
Write your name on your paper.	Oh, I hope I can remember who this paper belongs to!
Pass in your math paper.	Looks like I have almost all of the math papers here on my desk.
Pick up the pencil.	There's a pencil on the floor.

In the Classroom...

- Comment on a shared experience
- Compare and contrast
- Think back and reminisce
- Brainstorm
- Plan and prepare
- Integrate ideas
- Repair misunderstandings



The “Huh” Strategy **By Sarah Ward, M.S., SLP-CCC** **Cognitive Connections Therapy**

High Level of Support Needed*

- “What would you be carrying if you were prepared to walk into this class?” (as he walks into class)
- “What would your desk space look like if you are done with the spelling?”
- “What do you see in this paper or assignment when it’s done?”
- “What will this assignment look like in 15 minutes?”
- “What would a good stop spot look like?”
- “How will you decide (or what will you see) when you are done?”
- “If you were ready for outlining this paper, what would you have with you?”
- “Does your work match your plan?”
- “If things had gone the way you expected, what would you and I both see?”
- “What strategy worked? When might you picture yourself using that again?”
- “When you do _____, what do you see happen?”

*Kristen Jacobsen, M.S., CCC/SLP. The Center for Executive Function Skill Development

Medium Support*

- “How is it going?”
- “How’s your time/pace?” (with a visual gesture towards the clock)
- “What’s another way to approach that...”
- “What strategy would help you to get started?”
- “Is it a good idea to _____ right now?”
- “Could you see yourself using any different strategies?”

*Kristen Jacobsen, M.S., CCC/SLP. The Center for Executive Function Skill Development

Fairly Independent Students

- “Hmmm...”
- “Huh!”
- “Oh!”



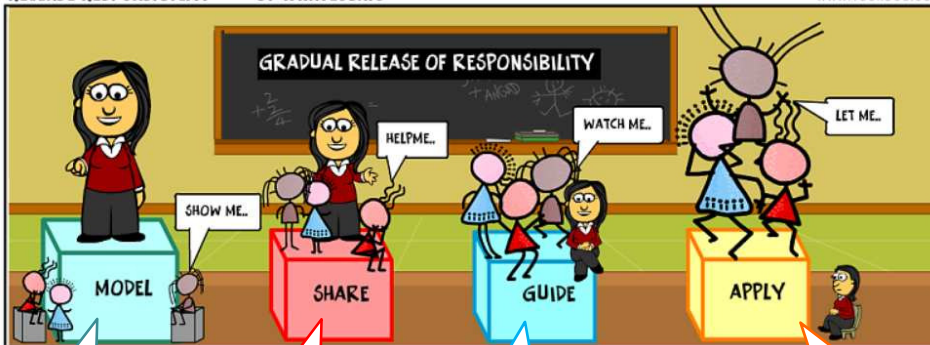
Use of more subtle facial expressions and voice tones

<http://goo.gl/7qoTnA>

Using Gradual Release of Responsibility with Declarative Language → Self-Talk

RELEASE RESPONSIBILITY - BY WHATSAID

WWW.TOONDOO.COM



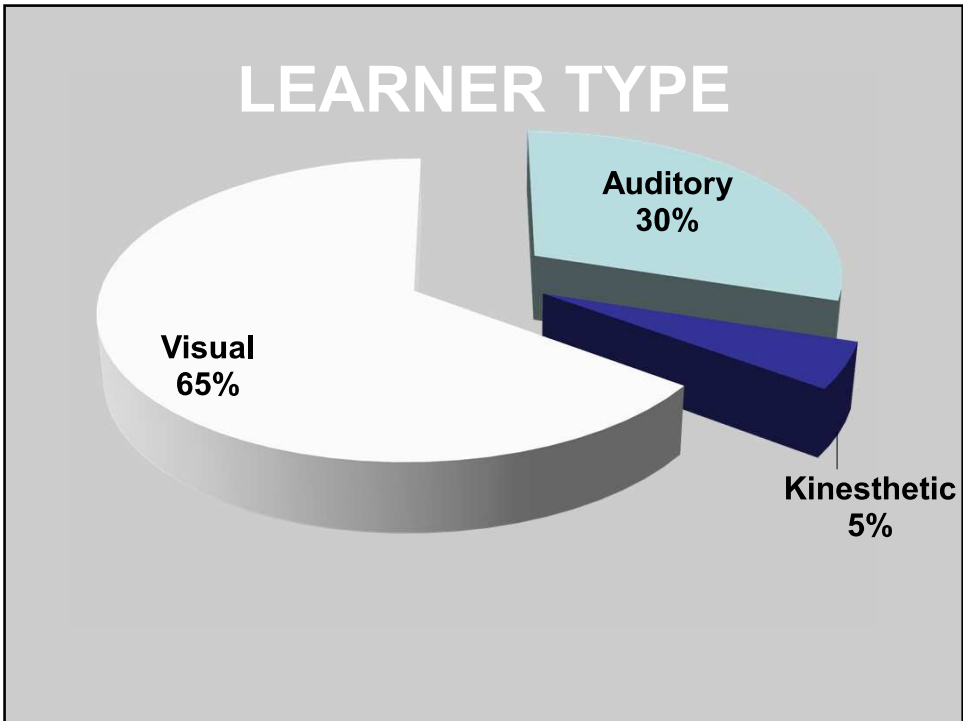
Educator thinks aloud

Educator leads, students add to think-aloud

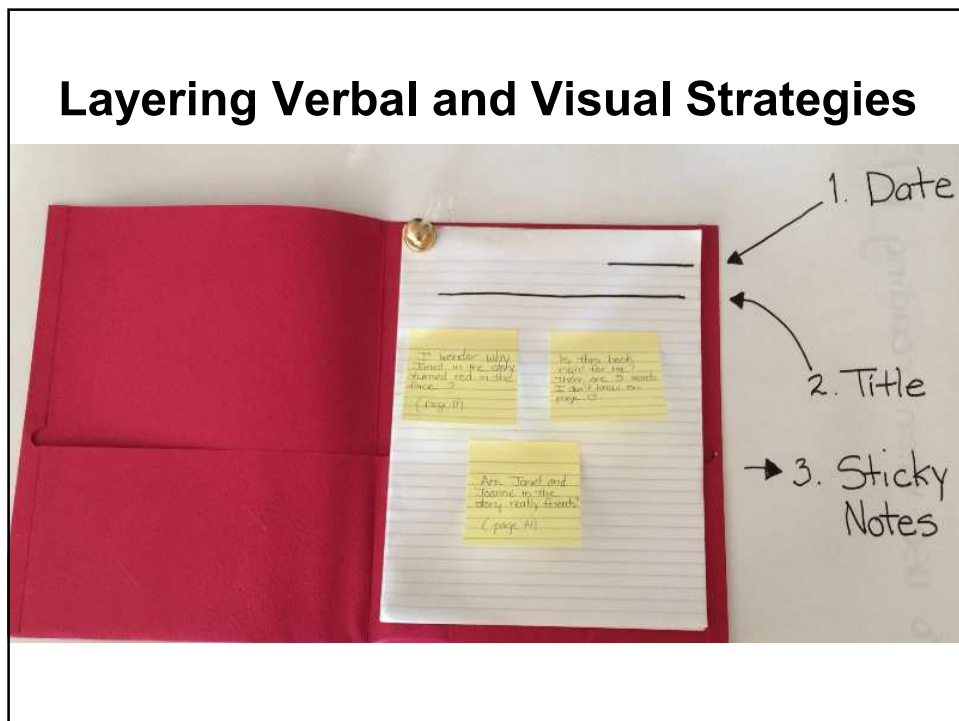
Student leads think-aloud, educator adds


Student thinks aloud/ internal monologue (self-talk)

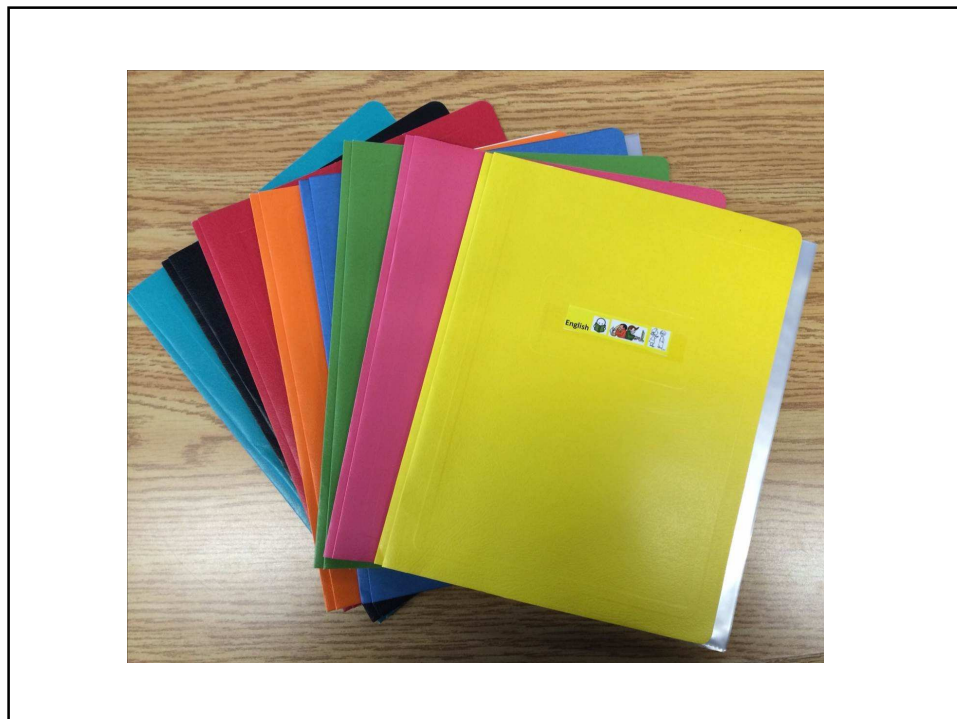
Selecting and Layering Effective Instructional Strategies



Use Learning Strengths to Select Learning Strategies		
These Learning Strengths	Drive These Recommended Strategies	Supporting These Needs
<h1>1</h1> <ul style="list-style-type: none"> • Is able to work or play independently • Understands and sets goals • Reading comprehension 	<h1>3</h1> <ul style="list-style-type: none"> • Visual supports/ examples • Model task • Chunk task 	<h1>2</h1> <ul style="list-style-type: none"> • Organization • Auditory memory • Task initiation and persistence

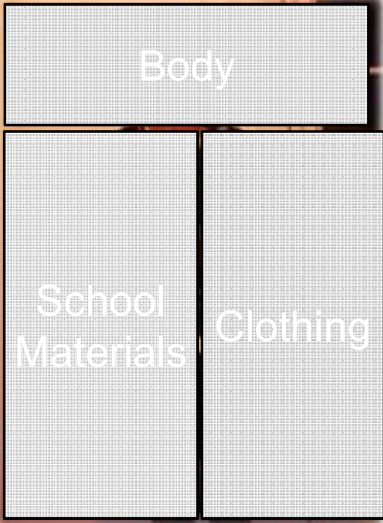


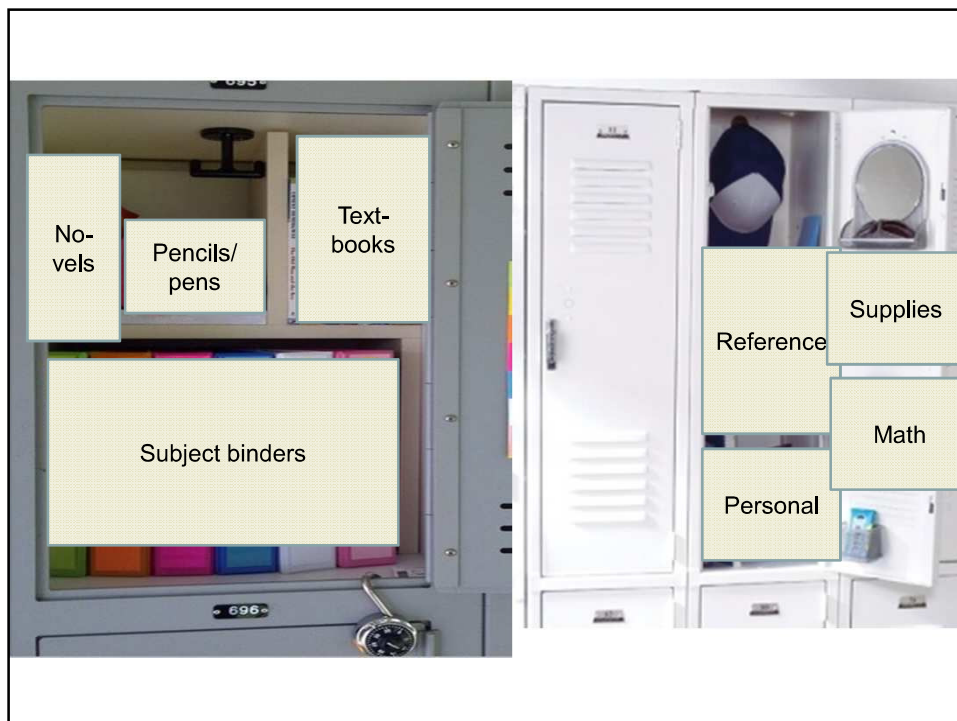
Student Strengths	Recommended Strategies	Student Needs
<p>Visual learning style, Processing brief auditory information</p>	<p>Colour-coding, visual schedule, images, declarative prompts</p>	<p>Processing written information, organization, Processing longer auditory information</p>
		



Student Strengths	Recommended Strategies	Student Needs
Visual learning style, Oral expression, General knowledge, Making connections, Idea generation	Colour-coding, Pictorial representations Get Ready, Do, Done, Declarative prompts	Goal-setting, planning, task initiation, task completion, self-monitoring, organization

Student Strengths	Recommended Strategies	Student Needs
Visual or kinesthetic learning style, tech savvy	Colour-coding/highlighting, Freyer graphic organizer, visual representation of vocabulary, technology	Goal-setting, planning, task initiation and completion, self-monitoring, decoding, memory

Student Strengths	Recommended Strategies	Student Needs
Visual and kinesthetic learning styles	Block and Box, Visual checklist, Declarative prompts	Organization, memory, task initiation, completion and self monitoring
		<p>“Head to toe!”</p> <ul style="list-style-type: none"> <input type="checkbox"/> Headband <input type="checkbox"/> Sweatshirt/coat <input type="checkbox"/> Snack <input type="checkbox"/> Bag <input type="checkbox"/> Homework <input type="checkbox"/> Notebook <input type="checkbox"/> Shoes for gym

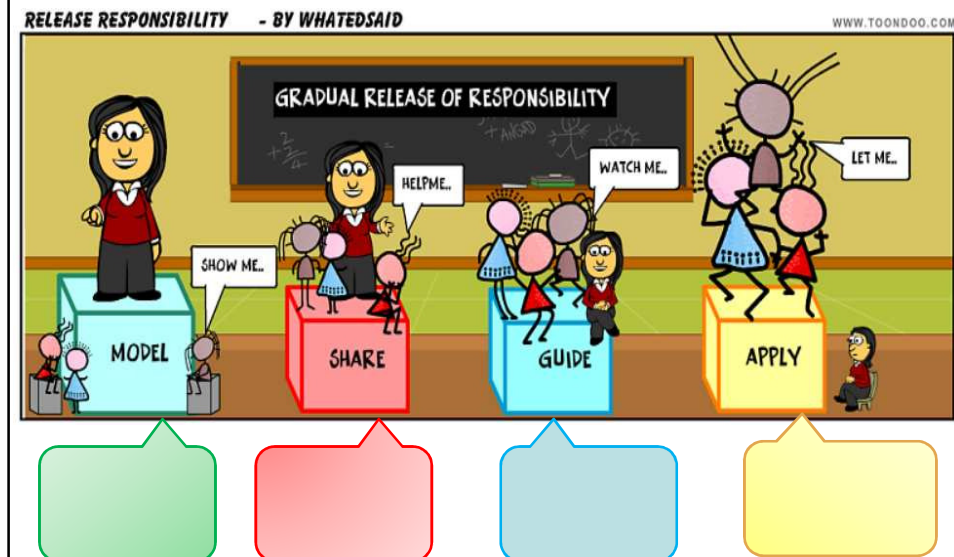


Does this strategy work for me?



PRACTICE

How Would You Use Gradual Release of Responsibility to Teach Students to.....



Questions? Please contact us!

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