IMPLEMENTING SOCIAL THINKING® CONCEPTS AND VOCABULARY INTO OUR SCHOOL AND HOME DAY: FOR CHILDREN 4 – 18 YEARS

WORKSHOP 1

DATE: 31 August 2013 (Saturday)
TIME: 9:00am to 5:00pm
VENUE: Theatrette @ 93, Toa Payoh Central Community Centre (Level3), Singapore 319194

Michelle Garcia Winner, MA, CCC SLP is a speech language pathologist who specializes in the treatment of students with social cognitive deficits. More than 15 years ago, Winner coined the term Social Thinking® and developed the related treatment approach for individuals with high-functioning Autism, Asperger’s and similar challenges.

In 2008, she was awarded a Certificate of Special Congressional Recognition for developing this treatment approach.

Michelle is part of the Social Thinking Training & Speakers' Collaborative, a group of professionals specially trained in and actively practicing Social Thinking. The heart of Michelle’s work is illuminating the often elusive and intangible world of Social Thinking and developing practical strategies that can be easily used by parents, educators, and service providers across different environments.

This is a favourite workshop day for Parents, Speech Therapist, Psychologists, Occupational Therapist, Teachers in Mainstream and Special Education Schools given the very practical nature of the information. Lessons are relevant for all school age students; we also demonstrate how we teach these concepts to our young, verbal 4-7 year old social learners.

The workshop will explore how to teach many of the “Social Thinking® Vocabulary” (STV) concepts for use across the school and home day. The importance of revealing the hidden rules of the social context prior to teaching social expectations will be reviewed. Avoiding assumptions and how to better understand what it means to work as part of a group, the “three parts of play”, how to share an imagination, abstract and infer, etc. All of these teaching tools help students to learn stronger concepts and related skills to foster their development of friendship, classroom participation, play and conversation.
As with all of our workshops, clinical examples will be used to highlight how to teach these abstract concepts to help make the information more concrete. Research published in 2008 (Crooke, et al) in the Journal of Autism and Developmental Disorders, demonstrated the efficacy of using STV’s to help students learn and generalize social concepts and related skills.

Our newly published, Volume 1 of The Incredible Flexible You curriculum, storybooks and music (2013) will be highlighted to demonstrate how to introduce core STV to our young learners (4-7 years old).

1) The participants will be able to define 5 different social thinking vocabulary concepts and provide at least one strategy to teach each concept.

2) The participants will be able to describe how social thinking vocabulary concepts facilitate generalization across settings.

3) The participants will create a lesson plan to teach students how to better understand working as part of a group.

4) Participants will describe the difference between sharing an imagination and a singular imagination as these relate to conversations and reading comprehension.

5) Participants will describe why the context is critical to consider when teaching social concepts.

6) The participants will be able to describe how teaching social thinking and related skills can be done in the classroom during academic and social tasks.

Brief overview of the ILaugh model will be covered.

**Intended audiences:** Parents and Family members, Speech Therapists, Occupational Therapists, Clinical and Educational Psychologists, Mainstream School Teachers working in Kindergartens, Primary and Secondary schools, Special Education Teachers working with high functioning children, Autism Specialist, Physicians, Social workers, Paraprofessionals, Caregivers of students with social thinking challenges.

**Population to be discussed:** Kindergarten, school age students (in mainstream schools and high functioning students in Special schools)—who have Social, Behavioral and Communication difficulties, including but not limited to those related to high functioning autism, PDD-NOS, Asperger Syndrome, NLD, ADHD and other undiagnosed challenges.

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**Course Fee:** S$321 (Individual rate)

**Group Rate (New):** S$305 each participant (for a group size of 5 or more)

S$290 each participant (for a group size of 10 or more)

**Student Fee:** S$107 (Special discounted fee for students pursuing Certificate/ Diploma/ and Bachelor degree courses).

All course fee is inclusive of 7% GST.

- Includes 2 tea breaks.
- Seats are limited.

**To Register Click here.**

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For more Information

**Contact:** Nitish

(Program Coordinator)

**Office Ph:** 65-64668090

**Hand phone:** 65-98294357

**Email:** nitish@ovspring.com

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To date Michelle has written or coauthored more than 20 books on Social Thinking. Her work is being applied not only to persons with higher functioning Autism, Asperger’s Syndrome, ADD/ADHD, and related disabilities, but also more broadly to students in mainstream classrooms and to adults in vocational and professional settings in the U.S and abroad.

More recently, research published in the Journal of Autism and Developmental Disorders supported Social Thinking vocabulary use with individuals with higher-functioning autism and Asperger’s. Michelle is internationally recognized as a thoughtful and prolific writer in the area of social thinking/social skills. She travels around the world speaking on a multitude of topics relating to Social Thinking, and repeatedly receives accolades for her educational, energetic, and enthusiastic workshop presentations.

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