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## Social filter worksheet

Posted by Heather at 8:39 AM Do your students have trouble thinking about what to say in challenging or awkward social situations? The Social Filter Skills workbook gives your ASD/ADHD students a snare practice in determining the right thing to say... and what not to say ... in more than 90 real-life social situations. Your students will start by thinking about how people will feel if you say something nice compared to something rough or awkward. Next, they will evaluate certain examples to decide whether it's okay to say, or not. Ultimately, given a certain scenario, students will decide what is good to say in that situation. At the end of the workbook, your students will have a better understanding of how their words affect others and will be able to make better choices. A great achievement! Our workbooks are designed to appeal to students who are not motivated low text density, large prints and plenty of white space. Help your students today by grabbing this workbook. Download the free sample page here. ShareTweetGooglePinterestMail Our 4th grade Life Skills Lessons continue with lessons using your social filters, my favorite topic. We start with a chat about a filter; most of my students don't know what this is. Those who can tie it with a filter in a fish tank. I ask them to guess how the filter might relate to THINKING before we talk. So many students are able to make this connection! My heart is always warm in these moments. Then we dive into the story. I use Julia Cook's I Can't Believe You Said That! (affiliate link) – even if I skip the long page with parental rules/advice. I asked: (Before reading): This book is about something called a social filter. What are filters? What do you think this might have to do with THINK before you talk? pg. 11: Do you think these consequences are fair? What consequences have you provided? pg. 13: RJ confused. Why? What does he not understand? (After reading): How did RJ change during this story? Why do you think he chose to change? Being Frank is another great book for this topic if that's easier for you to get your hands on. The students then work in a small group to read the situation and thought and sort them into Proceed, say it out loud!, Keep it in your head!, and Filter it! (Let's say in a more polite and respectful manner.) This was meant to be more reinforcements of the concept of social filters, but I found there were moments where this was a challenge students, especially in finding ways to say thoughts that don't count more respect. Once all the groups are done, we're together in the carpet again. I read every card and the students used hand motion to show me their response. Whenever students show they'll filter it into something better, I ask them to share their ideas. Then I sent them back to and give each student a situational template/thought card and ask them to come up with their own example and write their answers (say or filter them) behind. This is awesome! Not only do they come up with some good ideas, but this type of exit ticket gives me more material for lessons of years to come. (\*Note: I used to have a few examples of student exit tickets I've showed here. I am working to make sure I comply with FERPA, which means not showing student handwriting, so I have since thrown it away.\*\*) \*\*Next year, I can use this as my intro lesson (or second lesson) on THINK. While quite specifically for rough thinking, I think it introduces a broader idea that we should think about things before we say them out loud. This went great in 4 of my 5 home rooms. In my rough room, this isn't ideal- they laugh too hard about all the rough comments in the book. While they understand the concept perfectly, the book almost seems to feed their tendency to burn with each other. I think this book might not be the most appropriate in a classroom where many students already say unwanted things to/about others as a way to be funny – unless you think they'll respond to a brief discussion at first about how the story can be funny but they should remember how painful those words are too. Pins for later: Tips on how to teach social skills to your children so they will know when to think and when to say it. One of my favorite things about my son J is his cruel honesty. He always tells us what he thinks, which is fantastic. We know we can count on him to tell the truth when needed. And we always know when he does or doesn't like something. But sometimes, his comments can be inappropriate or hurt. Like when he said, that the man had a really big stomach while passing a receipt checking workers on his way out of the Canadian Tire. Or a loved one has a big butt right to his face. Or the time he made comments about a small person, one I was convinced that the person had heard many times before. He has absolutely no filter, like many kids on the spectrum. Okay, like most children in general. So we always strive to teach him when to think or when to say it, especially when coming out in public. Here are some ways we have worked to teach kids socially think or say it. When it comes to teaching social skills to think or say it, books have always been the best method for us. My hyperlexic son obviously likes to read and it's his strength so naturally we use it to work on other skills. However, with regard to working to think or say it?, I like to use many books that use thought bubbles and speech balloons to strengthen this particular skill. We also like to use this type of book to work on understanding so you can already find a search picture books to start with there. You can also read comic books and graphic novels to help with teaching these social skills. The other thing we like to do is model language that helps teach the difference between thinking and saying it. When it comes to teaching social skills to hyperlexic children, it is better to teach them directly and give them the scripts and phrases they need to succeed. For example, in the privacy of our own home or in the car, I would often ask J to share what he thought and encouraged him to use a phrase like I thought about ... or I wonder if... Then we will discuss whether it should remain an in-depth thought (something to take care of himself) or outside thoughts (which he can share with others by saying to others). The practice will help him become more skilled at censoring what he can say and what he can't say to others. Here are some wonderful free resources to work on these social skills. 1. Think or Say It's Cutting & Paste Compilation Worksheet - Practice makes perfect, right? Help your child adopt the difference between what we can say and what we can think of with these useful work demons. 2. Thinking & Talking Bubble Visual Poster – You can print this as a small signal card to keep handy with you while out and about or hang them as posters to reinforce the important differences between when to think and when to say it. 3. & Brain Social Filter Thoughts and Talk printables – There are two large prints available here to help children work when to think something or when to say otherwise. Just scroll through the list until you find a print called Brain Social Filter and Thinking and Talking Bubbles. 4. Comic Book Templates - Drawing and writing your own comics is the best way to strengthen this skill because it encourages your child to think about whether a character will say or think about something in particular. I personally love this free template. I also really like these social emotional comic strips, although they are not free. Video modeling is very useful for kids with autism so I highly recommend watching the following social skills videos with your child. You can also pair up with the printable sources available above to discuss more differences between when to think and when to say it. This post is part of a monthly series called Parenting Children with Special Needs. Moon topics take care of the public situation and you can find another post on this topic below. The Honored Mother in the Park | This Outnumbered Mom Dear Mom Who Was Afraid To Leave Her House | Kori in Home Married to her high school sweetheart, Dyan is a Canadian stay-at-home mother to two boys, J and K. She is also a part-time piano teacher. He loves board games, video games, Pots Soon, and reading. To remain in touch, subscribe to the weekly newsletters to get a copy of the free Weekly Autism Planner and follow together on social media. I have so many students working on this skill now! You know what I'm talking about, right? Students who either can't control their

emotions or take someone else's perspective, so they end up blurring an offensive message that would be better abandoned as an afterthought? I guess we might all be this guilty sometimes! These students can benefit from interventions related to using their social filters. Why do students face difficulties with their social filters? Autism and related disorders. Many students with autism have difficulty in value social situations and take on someone else's perspective. Impulsive: Students with attention difficulties may be impulsive and say whatever goes into their heads. Mental health problems and emotional rules: Students with mental health challenges and difficulties controlling their emotions may be caught up in their anger or feeling depressed that they can't take someone else's perspective. These types of students can do well to say or think it's tasks about people other than themselves but when trapped in a moment of anger in circumstances associated with them, it may have difficulty taking use of their social filters. With these types of students, I find it important to do two things: Encourage them (or their parents) to share difficulties or examples of times when they don't use their social filters because of their inability to control their emotions. Deselate this situation with them using comic strip templates. Take advantage of the situations when they appear. If students want to share a challenging incident or situation for them, that's awesome! Don't just direct them to counsellors they use it as an opportunity to see someone else's perspective in circumstances and recognize any difficulties by using their filters that may have contributed to the situation. Social Filter Intervention Activities: Julia Cook's Book: I can't believe you just said so. Julia Cook's book is a good friend of SLPs! In this story, R.J. got into trouble at school for rough and insensitive comments. His parents helped him use his social filters. The book is geared towards K-3 but I definitely use it with older students that this is too. This book is a great introduction to using social filters. There is also a brief introduction to the book in this youtube clip! 2. Speech Videos Every Day: Think or Say it? This youtube is 3:05 minutes long and it features children who look older in low or middle school age. I have used it to introduce the topic of social therapists and you can also dissect it as a therapeutic task. 3. Comic Path Templates: Comic path templates can be a valuable tool for dissecting social situations. Have draw comic strips of social situations, adding to the thoughts, feelings and words of people involved in the situation. Click here to get your free comic band pdf template as it is in the image below: 4. Hands-on and Visual Activity Using real filters or funnels shows how social filters might work. Write down the thoughts and put it through the funnels. Do students analyze the thoughts and decide whether it should remain an afterthought or through a funnel and be the words that others hear. 5. Boom Cards: See sets of boom cards that can be used to teach and practice the use of social filters. For Boom Cards: Think or Say it? Elementary, click here. For high school and high school thinking or saying it's a version with a longer and more complex scenario for older students, click here! Not familiar with boom cards? Click here for more information! 6. Teach Criteria! Provide students with a framework on how to distinguish between topics or better comments left as thoughts and people who are ok to say to others! This visual from me says it or thinks it's a boom card might help: An example of IEP's Objectives for Social Filter: Given the social scenario of the hypothesis, students will identify whether or not the best statements as thoughts or words are expressed in scenarios 8/10. Given the actual social scenario presented to doctors by students or related adults, students will a) identify at least one thought or emotion of others in the scenario, and b) use comic strip templates to dissuade the situation and provide an in-depth comment on his own behavior in the actual scenario of 4/5. I hope you've got some ideas for working on social filters! Filter!

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