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# Resources for Social Thinking

— Additional information and resources  
to add to your instruction from your  
CUSD Academic Coaches —

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# What's Included?

1. **Elementary site** complete material list and general resources
2. **Secondary site** complete material list and general resources
3. **We Thinkers!** material list, getting started tips, fidelity check, IEP goal samples, and additional resources
4. **Superflex** material list, getting started tips, fidelity check, IEP goal samples, and additional resources
5. **Zones of Regulation** material list, getting started tips, fidelity check, IEP goal samples, and additional resources

# Materials Included - Elementary Sites

## Support Materials

- Thinking About You, Thinking About Me
- Think Social!
- Social Behavior Mapping book
- Social Behavior Mapping poster
- You are a Social Detective book
- A “5” Could Make Me Lose Control
- Visual Supports for 10 Core Concepts
- Size of My Problem Poster
- Whole Body Listening Poster
- Should I, or Shouldn’t I game for Elementary students.

## Curriculum Materials

- We Thinkers! Volume 1 (Books 1-5)
- We Thinkers! Volume 2 (Books 6-10)
  - ◆ Includes GPS Problem Solving Scale for Assessment
- Social Thinking & Me two-book set
- 5 additional Social Thinking & Me student books
- Superflex Curriculum & Book
- Superflex posters 2-pack
- Superflex Bingo
- Superflex Superdeck & Double Deck Bundle
- Zones of Regulation curriculum
- Navigating the Zones game
- Zones 3-poster set

# General Idea Resources! - Elementary

[Social Thinking Website](#) – Click on Online Training or Articles for free webinars and resources. Sign up for a free account to receive up-to-the-date information.

[Social Thinking.com – Free Stuff](#)

[Social Thinking YouTube Channel](#)

[How to use Social Thinking Materials to Teach Ages 8 to 11](#)

[10 Steps to Teaching Social Behavior Mapping with Fidelity](#)

Social Thinking Facebook / Twitter Accounts Like or Follow– Social Thinking posts free resources and ideas for teaching all of their programs often. Many times there are free worksheets to download!

[AUsomely Social](#) – This is an excellent resource where a Social Skills Director from NC has gathered a myriad of resources related to Social Thinking programs including extra connected literature and YouTube videos.

[Why Do We Use the Expected-Unexpected Social Thinking Vocabulary?](#) – Article with teaching strategies related to a major core concept used for all ages.

[Think QuAD: A Free-Range Therapist's Guide to Fidelity and Social Thinking](#) – Video and downloadable fidelity checklists to ensure quality of instruction

**YOU!** You are the best resource. Teaching all of these programs and concepts require your creativity and there are an unlimited amount of resources on the internet. As we find more, we will post them on the Microsoft Teams teacher Files sections!

# Materials Included - Secondary Sites

## For any students on an IEP

- Thinking About You, Thinking About Me
- Think Social!
- Zones of Regulation
- Navigating the Zones Game
  - ◆ Navigating the Zones Advance Pack
- Zones Poster Set
- Social Behavior Mapping book
- Social Behavior Mapping poster
- A “5” Could Make Me Lose Control
- Social Fortune, or Social Fate
- Should I, or Shouldn’t I game for Middle and High School students.

## Specialized Classroom Focused

- Social Thinking & Me two-book set
- 5 additional Social Thinking & Me student books
- Self-Regulation With Superflex Super Bundle
  - ◆ Includes: Superflex Teacher Book, Superflex story book, Social Detective, CD, Stickers, & Superflex Bingo
- Superflex posters 2-pack

# General Idea Resources - Secondary

[Social Thinking Website](#) - Click on Online Training or Articles for free webinars and resources. Sign up for a free account to receive up-to-the-date information.

[Social Thinking.com - Free Stuff](#)

[How to use Social Thinking Materials to Teach Ages 11 to 22](#) - Free Webinar. Sign up for a free account for access.

[Social Thinking YouTube Channel](#)

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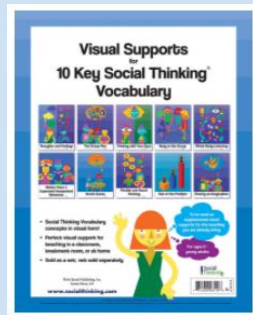
[Why Do We Use the Expected-Unexpected Social Thinking Vocabulary?](#) - Article with teaching strategies related to a major core concept used for all ages.

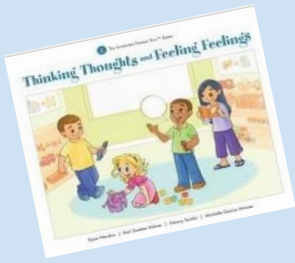
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# Materials Included - We Thinkers!

- We Thinkers! Volume 1 (Books 1-5)
- We Thinkers! Volume 2 (Books 6-10)
  - ◆ Includes GPS Problem Solving Scale for Assessment
- Visual Supports for 10 Core Concepts
- Size of My Problem Poster
- Whole Body Listening Poster





# Getting Started - We Thinkers!

*The video includes tips for getting started with the program, but We Thinkers! Is really a structured and easy program to follow. If you are getting ready to use this program, review the Social Thinking Training 2020 first. Here are a few additional tips when getting started...*

- Social Thinking recommends at least 8-30 minute sessions to complete a concept. Each of the 10 books are a core concept. You can take longer if you think your students need it and continue to expand on concepts through literature and acting out situations.
- Follow the program in order. Begin with We Thinkers! Book 1 - Thoughts and Feelings. Concepts tend to build on each other.
- Make sure to put importance on the use of the vocabulary in the core concepts. Introduce it in all of the students' environments including the general education classroom, site staff, and at home. This helps ensure generalization and success!
- Have fun! This is a fun curriculum and if you look like you are enjoying it, your students will too! Just as was mentioned in the video, you can add simple props and visuals to enhance retention.



# Fidelity Checklist - We Thinkers!

**Teacher:** Use this form to monitor your own implementation for adherence, quality, and level of exposure to match the form below.

**Fidelity Observer:** Use this form to score implementation fidelity on four key elements. Scoring details at the bottom of the form.

\*This form is available at the below link & on the Microsoft Teams page under “General” and “Files”



## We Thinkers! Series (Volume 1 and 2) Fidelity Checklist

**Clinician/Adult**—Use this form to monitor your own implementation for adherence and quality to match the form below.

**Fidelity Observer(s)**—Use this form to score implementation fidelity on four key elements. Scoring details at the bottom of this form.

My Name \_\_\_\_\_ Date \_\_\_\_\_

I am (circle one) Clinician | Fidelity Observer Setting (circle one) Whole class | Small group (2-4) | Individual

Context: Volume 1—Social Explorers (formerly The Incredible Flexible You) Unit 1 \_\_\_\_\_ Unit 2 \_\_\_\_\_ Unit 3 \_\_\_\_\_ Unit 4 \_\_\_\_\_ Unit 5 \_\_\_\_\_

Volume 2—Social Problem Solvers \*Vol. 1 must precede Vol. 2 Unit 6 \_\_\_\_\_ Unit 7 \_\_\_\_\_ Unit 8 \_\_\_\_\_ Unit 9 \_\_\_\_\_ Unit 10 \_\_\_\_\_

Key elements: 1) Prepares learning environment, 2) Structures implementation, 3) Facilitates learning, 4) Evaluates (provides feedback)

**ADHERENCE:** Clinician/Adult accurately delivers program elements

	Yes	No
<b>PREPARES</b> Adult prepares visual activity materials in advance		
<b>STRUCTURES</b> Adult reads storybooks in sequential order		
Adult pauses and/or stops while reading the storybooks (e.g., does not read from start to finish)		
Adult utilizes visual materials during implementation		
<b>FACILITATES</b> Adult uses storybooks to introduce unit vocabulary		
Adult facilitates peer involvement through statements, questions, etc.		
<b>EVALUATES</b> Adult gives verbal feedback to children		

**QUALITY:** Clinician/Adult competently administers program elements

	3 (High quality)	2 (Adequate quality)	1 (Poor quality)
<b>PREPARES</b> Adult prepares recommended materials prior to implementation	Adult prepares recommended materials prior to implementation	Most materials are prepared prior to implementation	Minimal or some materials prepared
<b>STRUCTURES</b> Adult introduces vocabulary and related activities through storybooks in sequential order	Adult introduces vocabulary and related activities through storybooks in sequential order	Adult introduces all units, but not in order OR only storybooks are utilized without corresponding curriculum activities	Uses some (not all) individual storybooks and curriculum units
Adult utilizes all icon prompts in storybooks to pause and/or stop for discussion	Adult utilizes all icon prompts in storybooks to pause and/or stop for discussion	Adult occasionally stops	Reads storybooks from start to finish, stopping only once or without stopping
Adults utilizes prepared visual materials during implementation to support teaching	Adults utilizes prepared visual materials during implementation to support teaching	Some use of visual supports	Minimal use of visual supports
<b>FACILITATES</b> Adult introduces key vocabulary through storybooks and then matches 3+ activities to support	Adult introduces key vocabulary through storybooks and then matches 3+ activities to support	Adult introduces vocabulary with one follow-up activity	Adult only uses storybooks to introduce vocabulary
Adult encourages peers to participate with one another in structured activities and guides the process as needed	Adult encourages peers to participate with one another in structured activities and guides the process as needed	Adult tells peers to participate and interact with one another with no additional support	No/limited encouragement for peer participation
<b>EVALUATES</b> Adult uses clear language and/or specific feedback to encourage learning concepts as well as performance (Note: learning concepts must occur before performance expectations)	Adult uses clear language and/or specific feedback to encourage learning concepts as well as performance (Note: learning concepts must occur before performance expectations)	Adult gives feedback (some specific and some general) to encourage learning concepts and/or performance	Non-specific/unclear feedback OR feedback only given related to performance without regard for understanding

**EXPOSURE:** Guidelines for minimum exposure based on the setting and types of learners

	Yes	No
General education classroom: minimum: Four 30-min. sessions per storybook unit		
Inclusion-based classroom: minimum: Four 30-min. sessions per storybook unit (Special needs students: 1+ priming sessions to introduce vocabulary and 1+ follow-up sessions by support staff)		
Specialized classroom (majority of learners are special needs students): minimum: Eight 30-min. sessions per unit		
Specialized small group (2-3 students per group) or individual sessions: minimum: Eight 30-min. sessions per unit		

**ALIGNMENT and ENGAGEMENT**

3 = solid examples/clearly evident, 2 = some evidence, 1 = no/minimal evidence

Alignment with social emotional learning/standards (e.g., collaboration, cooperation, etc.)	3	2	1
Differentiated instruction and developmental appropriateness	3	2	1
Student engagement and participation	3	2	1

High Fidelity: **Adherence** = Yes for all elements; **Quality** = Score of 3 on each element; **Exposure** = Yes for setting; **Align/Engage** = Score of 3 on each

Adequate Fidelity: **Adherence** = Yes (all except evaluates); **Quality** = Score of 2-3 on each element; **Exposure** = Yes for setting; **Align/Engage** = Score of 2-3 on each

# IEP Goal Examples - We Thinkers!

IEP goals are written for students based on their individual data. We know it can be hard to get started though, so we wanted to share a few examples. Check the Think Social book for more!

***Remember** IEP goals are simple, measurable, based on data, and based on what you want them to do.*

1. Sam will use whole body listening (body, head, and feet forward) during instructional time in the classroom in 4 out of 5 observations.
2. Jill will keep her body in the group while walking in line with her classroom peers in 4 out of 5 observations.
3. Johnny will state the expected behavior when given a social situation example related to unstructured time in the school day in 4 out of 5 trials.

# Idea Resources - We Thinkers!



[Thoughts & Feelings - #1 in Our Series of 10 Core Concepts](#) - Free Webinar to better understand the 1st of 10 core concepts taught through out We Thinkers and Social Thinking. There are also webinars on the other 9!

[Help Your Kids Become Whole Body Listeners: Fun Activities to Do at Home](#) - Article with activity ideas

[Taking a Deeper Look at Whole Body Listening: It's a Tool, Not a Rule](#) - Article with strategies

[AUsomely Social](#) - This is an excellent resource where a Social Skills Director from NC has gathered a myriad of resources related to Social Thinking programs including extra connected literature and YouTube videos.

[Social Thinking Resources - Burnaby Schools](#) - We Thinkers! Instruction guides for each book created by the Speech Pathologists

[Social Skills Blog - Burnaby Schools](#) - More social skill resources related to Social Thinking concepts by the Speech Pathologists

[Jill Kuzma's SLP Social & Emotional Skill Sharing Site](#) - This site includes several activities and resources that you can relate to Social Thinking concepts. Specific Social Thinking concepts are also included in this site.

[Expected and Unexpected Behaviors - Counseling Connections](#) - Teaching expected/unexpected and includes activities & video links

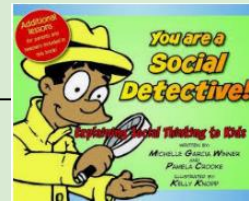
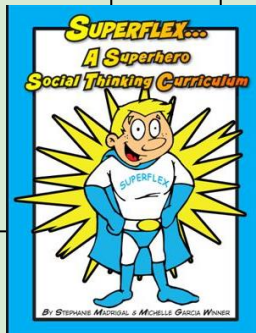
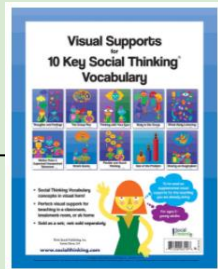
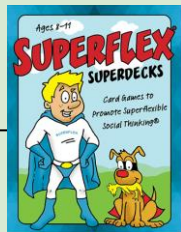
[Learning to Measure the Size of the Problem](#) - Edutopia presents an excellent video of a teacher introducing the Size of the Problem to her class.

**YOU!** You are the best resource. Teaching all of these programs and concepts require your creativity and there are an unlimited amount of resources on the internet. We recommend using specific concepts to search for better results (i.e. Size of the problem). As we find more, we will post them on the Microsoft Teams teacher Files sections!

# Materials Included - Superflex

## Elementary

- Superflex Curriculum & Book
- Superflex posters 2-pack
- Superflex Bingo
- Superflex Superdeck & Double Deck Bundle
- You are a Social Detective book
- Visual Supports for 10 Core Concepts
- Size of My Problem Poster



## Secondary

- Self-Regulation With Superflex Super Bundle
  - ◆ Includes: Superflex Teacher Book, Superflex story book, Social Detective, CD, Stickers, & Superflex Bingo
- Superflex posters 2-pack

# Getting Started - Superflex

*The video includes tips for getting started with the program. Superflex is excellent for helping students move from the abstract with behaviors to the concrete. If you are getting ready to use this program, review the Social Thinking Training 2020 first. Here are a few additional tips when getting started...*

- You can follow the instruction book if you would like. In the video, we discussed another option for getting started with the Superflex book and then introducing the Unthinkables one at a time. You can teach the more common Unthinkables at the rate of 1 per week, but then less common can be 2-3 per week if you are meeting multiple times per week.
- A fun way we have found to introduce the Unthinkables is to use YouTube videos where students can see the behavior in others and analyze the behavior, act out scenarios, and use our homemade coloring pages with the power and strategies listed while you introduce a character. These are included on the Microsoft Teams pages.
- After the students have met all of the Thinkables and Unthinkables, you can go back to the book for activities if you have not done them already, or continue to practice social situations that your students need more practice on.
- If you feel your students are too mature for the characters, or they express that it is too “baby-ish,” then you can move into Zones of Regulation. Another way to avoid this feeling is to use their age and maturity to look at the character behaviors and learn how to analyze the behavior and how the strategies will

# Fidelity Checklist - Superflex

**Teacher:** Use this form to monitor your own implementation for adherence, quality, and level of exposure to match the form below.

**Fidelity Observer:** Use this form to score implementation fidelity on four key elements. Scoring details at the bottom of the form.

\*This form is available at the below link & on the Microsoft Teams page under “General” and “Files”

## Social Thinking® *Superflex Curriculum* Package Implementation & Fidelity Checklist

**Clinician/Adult** – Use this form to monitor your own implementation for adherence and quality to match the form below.

**Fidelity Observer(s)** – Use this form to score implementation fidelity on four key elements. Scoring details at the bottom of this form.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Key Elements: 1) Prepares materials, 2) Structures implementation, 3) Facilitates learning, 4) Evaluates (provides feedback)

I am (circle one) **Clinician/Adult** | **Fidelity Observer**      **Setting** (circle one) **Whole class** | **Small group (2-4)** | **Individual**

**Content:** **REQUIRED Precursor** → You are a Social Detective (See implementation checklist in inside front cover of Social Detective book)

Rock Brain Comic Book \_\_\_\_\_  
Superflex Curriculum \_\_\_\_\_

ADHERENCE: Clinician/Adult accurately delivers program elements		Yes	No
<b>PREPARES</b>	Adult prepares visual activity materials in advance		
<b>STRUCTURES</b>	Adult introduces comics, lessons and activities in recommended sequence		
	Adult pauses and/or stops while reading (e.g., does not read from start to finish)		
	Adult references visuals during instruction		
<b>FACILITATES</b>	Adult uses comic and curriculum to introduce vocabulary and discussion points		
	Adult facilitates individual and peer involvement through statements, discussion questions, etc.		
<b>EVALUATES</b>	Adult gives verbal feedback to children		

**QUALITY:** Clinician/Adult competently administers program elements

	3 (High quality)	2 (Adequate quality)	1 (Poor quality)
<b>PREPARES</b>	Adult prepares and gathers recommended materials and visuals prior to implementation	Adult prepares most materials prior to implementation	Minimal or no materials prepared
<b>STRUCTURES</b>	Adult introduces content in the following order: 1. You are a Social Detective (comic & lessons) 2. Superflex Takes on Rock Brain Comic 3. Superflex Curriculum lessons/activities	Adult introduces partial content: 1. You are a Social Detective (comic & lessons) 2. Superflex Takes on Rock Brain Comic	Adult introduces Superflex Takes on Rock Brain comic book only
	<b>Comic only:</b> Adult references visuals in comic to stop for discussion or complete an activity	Adult occasionally stops	Reads comic from start to finish without stopping
	Adult utilizes prepared materials during implementation of lessons and activities	Some or limited reference and/or use of visual supports	No use or reference to visual supports
<b>FACILITATES</b>	Adult introduces key vocabulary and engages students in discussions and hands-on activities and assigns “funwork” [per curriculum]	Adult teaches lessons from the curriculum using occasional hands-on activities and discussions	Adult introduces content from comic only with limited activities or discussion
	<b>GROUP/CLASS only:</b> Adult encourages peers to participate with one another in structured activities or lessons and guides discussions between peers as needed	Adult tells peers to participate and interact with one another (with no additional support)	No/limited encouragement for peer participation
<b>EVALUATES</b>	Adult uses positive and specific language for encouraging learning and student use of vocabulary found in lessons	Adult uses positive and specific language to encourage participation	Non-specific/unclear feedback OR corrective language for vocabulary use and participation (ex. “You are being a Rock Brain.”)

EXPOSURE: Guidelines for minimum exposure based on the setting and types of learners		Yes	No
<b>General Education Classroom:</b> MINIMUM - Introduce the Rock Brain comic book = 20 MINUTES. Teach 13 lessons from curriculum = 20 MINUTES each. Add one additional review or extension lesson for each of the 13 curriculum lessons (20 MINUTES each). <b>Total:</b> 1 intro + 26 teach/review = 27 (20 min. lessons) <b>*Special needs inclusion students:</b> Add one additional 30 MINUTE priming session to introduce vocabulary and one 30 MINUTE review/extension per lesson. <b>Total:</b> 2 intro + 39 teach/review = 41 (30 min. lessons)			
<b>Specialized Classroom, Small Group (2-4 students) or Individual</b> (majority of learners are special needs students): MINIMUM- Introduce Rock Brain comic book = Two 30 MINUTE sessions. Teach 13 curriculum lessons, followed by 2 review lessons and one expansion lesson for each. <b>Total:</b> 2 intro + 52 teach/review = 54 (30 min. lessons)			

ALIGNMENT AND ENGAGEMENT		3 = solid examples/clearly evident, 2 = some evidence, 1 = no/minimal evidence		
Alignment with social emotional learning/standards (e.g., collaboration, cooperation, etc.)		3	2	1
Differentiated instruction and developmental appropriateness		3	2	1
Student engagement and participation		3	2	1

High Fidelity: **Adherence** = yes for all elements; **Quality** = Score of 3 on each element; **Exposure** = Score of 3 on each  
 Adequate Fidelity: **Adherence** = yes for all elements; **Quality** = Score 2-3 on each element; **Exposure** = Score of 2-3 on each

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# IEP Goal Examples - Superflex

IEP goals are written for students based on their individual data. We know it can be hard to get started though, so we wanted to share a few examples. Check the Think Social book for more!

**Remember** IEP goals are simple, measurable, based on data, and based on what you want them to do.

- 1. Alice will use her known strategies (do 10 jumping jacks, 10 wall push-ups, or walk to the bathroom and back) when prompted for excessive movement in 4 out of 5 opportunities.** *(make sure to list specific strategies given in a goal to be measurable) (Energy Hare-y)*
- 2. Cameron will be able to explain how unexpected behaviors can impact how someone feels while in a small group setting in 4 out of 5 given opportunities.**
- 3. Brian will adjust his reaction to match the level of the problem in 4 out of 5 opportunities.** *(Glassman – size of the problem and you can change this goal to an earlier step in teaching the concept that the student will identify the level of a reaction to an action in a given social situation)*

# Idea Resources - Superflex

BEING A FLEXIBLE THINKER	
Flexible Thinking	Stuck Thinking
Thinking of Others Person	Just Me person
People feel good	People feel tense, frustrated, mad, or sad
We get things done	Situation is difficult, we don't get things done
Expected behavior	Unexpected behavior

[Thoughts & Feelings - #1 in Our Series of 10 Core Concepts](#) - Free Webinar to better understand the 1st of 10 core concepts taught throughout Social Thinking. There are also webinars on the other 9! These concepts help you connect with how to teach the strategies to get rid of the Unthinkables.

[AUsomely Social](#) - This is an excellent resource where a Social Skills Director from NC has gathered a myriad of resources related to Social Thinking programs including extra connected literature and YouTube videos.

[Social Skills Blog - Burnaby Schools](#) - More social skill resources related to Social Thinking concepts by the Speech Pathologists

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[Expected and Unexpected Behaviors - Counseling Connections](#) - Teaching expected/unexpected and includes activities & video links

[Learning to Measure the Size of the Problem](#) - Edutopia presents an excellent video of a teacher introducing the Size of the Problem to her class. (Glassman)

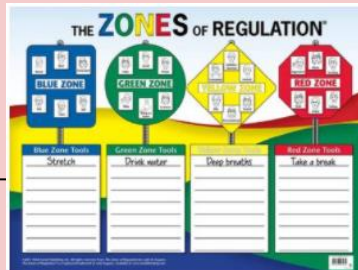
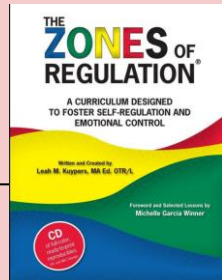
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# Materials Included - Zones of Regulation

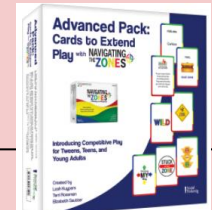
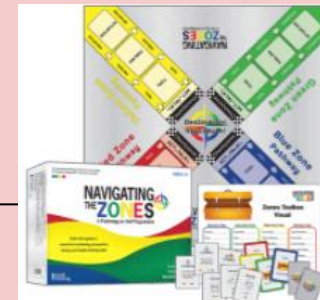
## Elementary

- Zones of Regulation curriculum
- Navigating the Zones Game
- Zones 3-poster set
- A “5” Could Make Me Lose Control (Related Material)



## Secondary

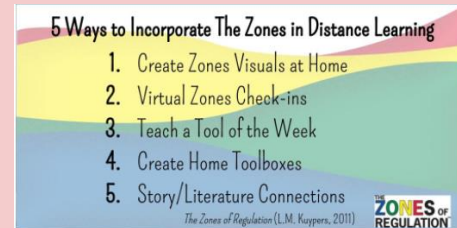
- Zones of Regulation curriculum
- Navigating the Zones Game
  - ◆ Navigating the Zones Advance Pack
- Zones 3-poster set
- A “5” Could Make Me Lose Control (Related Material)



# Getting Started - Zones of Regulation

The video includes tips for getting started with the program. Zones of Regulation is excellent for helping students move from the abstract with behaviors to the concrete. If you are getting ready to use this program, review the Social Thinking Training 2020 first. Here are a few additional tips when getting started...

- The instructional book is easy to follow from beginning to end. It is possible to use the curriculum in smaller chunks depending on student need if not taught as a full curriculum in a regularly attended group setting.
- A fun way we have found to introduce the Unthinkables is to use YouTube videos where students can see the behavior in others and analyze the behavior, act out scenarios, and use our homemade coloring pages with the power and strategies listed while you introduce a character. These are included on the Microsoft Teams pages.
- Lessons within the Zones of Regulation book do have modification suggestions for using with students with lower cognitive abilities. There are also many resources online for simplifying the instruction and concepts for students if needed.
- However you begin, make sure to begin with teaching vocabulary and zone levels.




# Fidelity Checklist - Zones of Regulation

**Teacher:** Use this form to monitor your own implementation for adherence, quality, and level of exposure to match the form below.

**Fidelity Observer:** Use this form to score implementation fidelity on four key elements. Scoring details at the bottom of the form.

\*This form is available at the below link & on the Microsoft Teams page under “General” and “Files”


**The Zones of Regulation® Implementation & Fidelity Checklist**
Name/Date \_\_\_\_\_

**Clinician/Adult** - Use this form to monitor your own implementation for adherence, quality, and level of exposure to match the form below.  
**Fidelity Observer(s)** - Use this form to score implementation fidelity on four key elements. Scoring details at the bottom of this form.

Key Elements: 1) Prepares materials, 2) Structures implementation, 3) Facilitates learning, 4) Evaluates (provides feedback)		
I am (circle one):	Clinician/Adult	Fidelity Observer
Setting (circle one):	Whole class	Small group (2-4)   Individual
<b>ADHERENCE: Clinician/Adult accurately delivers program elements</b>		
<b>PREPARES</b>	Adult prepares visual materials in advance	Yes No
<b>STRUCTURES</b>	Adult structures lessons in recommended sequence (Lead-in, Activity, Wrap-up) as stated in curriculum Adult refers to visual/reproducible	
<b>FACILITATES</b>	Adult uses curriculum to introduce vocabulary, visual supports and discussion points Adult facilitates involvement/reflection of curriculum content through statements, discussion questions and activities	
<b>EVALUATES</b>	Adult gives verbal feedback to students Adult checks (evaluates) student learning	

QUALITY: Clinician/Adult competently administers program elements			
	3 (High quality)	2 (Adequate quality)	1 (Poor quality)
<b>PREPARES</b>	Adult gathers/prepares all recommended materials and supplemental visuals prior to implementation	Adult gathers/prepares most materials prior to implementation	Minimal or no materials/visual supplements prepared
<b>STRUCTURES</b>	Adult introduces content according to instructions in The Road Map found in the Zones curriculum. Lessons include a lead-in, activity, and wrap up. Adult refers to visual/reproducibles provided for discussion or completion of activity	Adult introduces content according to the Zones Road Map, but lessons include activities and wrap up only Some or limited reference and/or use of visual/reproducibles	Adult introduces lessons from various parts of the curriculum using activities only No use or reference to visual/reproducibles
<b>FACILITATES</b>	Adult introduces and uses key vocabulary, visuals and engages students in discussions, activities and lessons. Adult engages students in learning by using a variety of prompts/techniques (modeling, role play, self-monitoring, self-reflection, reflective questioning, choices, visual supports)	Adult occasionally uses key vocabulary and facilitates some discussions/activities/lessons for students Adult engages students through modeling and visual supports	Adult teaches with limited discussions and/or activities Adult <b>tells</b> students to participate with limited encouragement for participation
<b>EVALUATES</b>	Adult uses positive and specific language (asks questions, offers choices, models) to guide and reinforce ("Let's go check your Zone," "What is a tool to help you care for your (Red) Zone?") Adult consistently uses recommended Ways to Check for Learning found in the curriculum (e.g., Zones Check-in, observation of student demonstrating targeted skills, student report, etc.)	Adult uses positive language and occasionally uses specific language (asks questions, offers choices, models) to guide and reinforce Adult uses only one tool (e.g. Zones Check-in)	Negative or corrective language and use of vocabulary ("It is not okay to be in the Red Zone!" or "You need to be in the Green Zone!") Adult does not check for student learning

EXPOSURE: Guidelines for minimum exposure based on the setting and types of learners		
	Yes	No
<b>General Education Classrooms:</b> MINIMUM Two 20-minute sessions per week for concepts in each of the 18 lessons. Activities may be altered due to the grade level or some lesson concepts may require multiple sessions to cover content. Instruction should be spread over 5+ months with vocabulary, visuals and discussion points infused into everyday routines. Lessons may be taught out of order (see Road Map) and some lesson content may not be appropriate for some students given their age/abilities. (Special needs inclusion students: Add one+ 30-minute priming session to introduce Zones framework and 4+ 30-minute follow-up sessions to review and extend activities)		
<b>Specialized Classroom (majority of learners are special needs students):</b> MINIMUM Two 25-minute sessions per week		
<b>Specialized Small Group (2-4 students per group) or Individual Sessions:</b> MINIMUM One 30-minute session per week for concepts outlined in 18 lessons. Instruction should be spread over 6+ months with vocabulary, visuals and discussion points infused into everyday routines and across settings. Student performance and needs guide intervention. Lessons may be taught out of order and some lesson content may not be appropriate for some students given their abilities. Refer to the Road Map in the curriculum for suggested order.		

**ALIGNMENT and ENGAGEMENT (Optional)** **3 = solid examples/clearly evident, 2 = some evidence, 1 = no/minimal evidence**

Differentiated instruction and developmental appropriateness	3	2	1
Student engagement and participation	3	2	1

High Fidelity: Adherence = Yes for all elements; Quality = Score of 3 across all elements; Exposure = Yes for setting  
 Adequate Fidelity: Adherence = Yes for all elements; Quality = Score 2-3 on each element; Exposure = Yes for setting

**Align/Engage** = Score of 3 for both  
**Align/Engage** = Score of 2-3 on both

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# IEP Goal Examples - Zones of Regulation

IEP goals are written for students based on their individual data. We know it can be hard to get started though, so we wanted to share a few examples. Check the Think Social book for more!

*Remember IEP goals are simple, measurable, based on data, and based on what you want them to do.*

1. **Johnny will apply a specific strategy (i.e. ask for a break, take deep breaths, or use a fidget) to reduce anxiety while in the classroom setting in 4 out of 5 observed opportunities.** (This can also be that he will “define” rather than “apply” if at the beginning stages of learning the zones and their strategies. Provide examples of strategies being taught to student))
2. **Danielle will increase perspective taking skills as demonstrated by reflecting on how her behavior in a given circumstance impacted the thoughts and feelings of another person near her while in a small group setting in 4 out of 5 given opportunities.**
3. **Brian will adjust his reaction to match the level of the problem in 4 out of 5 opportunities.** (This concept is taught in both Superflex and in Zones of Regulation – explicit teaching on varying levels of problems and appropriate reactions will be needed)

# Idea Resources - Zones of Regulation

[Zones of Regulation Newest Thinking and Teaching Tools](#)

[5 Teaching Ideas Connected to Pixar's Movie Inside Out](#)

[All the Zones are OK! Tips for Managing the Zones You're In](#) – Article with teaching strategies

What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

[Executive Functioning, Social Thinking and the Zones of Regulation: Developing a social emotional engine for a lifetime of self-management](#) – Article with teaching strategies

[AUsomely Social](#) – This is an excellent resource where a Social Skills Director from NC has gathered a myriad of resources related to Social Thinking programs including extra connected literature and YouTube videos.

[Social Skills Blog – Burnaby Schools](#) – More social skill resources related to Social Thinking concepts by the Speech Pathologists

[Jill Kuzma's SLP Social & Emotional Skill Sharing Site](#) – This site includes several activities and resources that you can relate to Social Thinking concepts. Specific Social Thinking concepts are also included in this site.

[Expected and Unexpected Behaviors – Counseling Connections](#) – Teaching expected/unexpected and includes activities & video links

[Learning to Measure the Size of the Problem](#) – Edutopia presents an excellent video of a teacher introducing the Size of the Problem to her class which can be used at any age for students whose reactions do not match the size of the problem.

**YOU!** You are the best resource. Teaching all of these programs and concepts require your creativity and there are an unlimited amount of resources on the internet. We recommend using specific concepts to search for better results (i.e. Size of the problem). As we find more, we will post them on the Microsoft Teams teacher Files sections!