

# Social Cognitive Language

This language ties into the concepts that the kids will be learning in their social-emotional groups. It helps to develop a kid's self-awareness of themselves and others in a social setting.

## 1 Thought Bubble



The thought bubble is used when a student is interrupting someone, speaking impulsive thoughts, or using unkind words towards a peer. If a child interrupts others, take time later to ask what others are thinking when the student is interrupting and how it makes them feel.

## Examples

"Johnny, I would love to hear what you have to say, but we are reading a story right now. Keep it in your thought bubble and we will talk after!"

"Sally, that comment is something that we should keep in your thought bubble because it could hurt your friends feelings"

## 2 Body in the Group



Often times in group activities, there always seems to be students who end up wondering off from the rest of the group and not participating or in their own world. Keeping your body in the group is used when talking about how close or far a student's body should be from others.

## Examples

"Sally, I'm so confused why you are over there, bring your body back to the group!"

"It makes me nervous when your body leaves the group. Please ask before you get up to leave the room"

## 3 Thinking with Your Eyes



This can be useful to help guide a student on where to look when talking to others or when trying to identify context clues in a social situation. This can be used prior to giving a direction.

## Examples

"I need you to show me that you are thinking with your eyes..."

"Lets think with your eyes. What is going on in this picture? How might the characters feel?"

"Before you leave the room, lets think with your eyes, did you forget anything?"

## 4 The Group Plan



This is anything that you are doing that has two or more people. It is helpful to make a group plan of your day. You can make a visual schedule of your day that the kids can refer to if they stray away from the task at hand.

## Examples

"Johnny, I know you want to play with leggos, but right now the group plan is to read our books."

"Sally, what is the group plan right now?"

## 5 Whole Body Listening

Prior to giving instruction, you want to make sure the children are listening with their whole body. It helps to prepare them for a social situation.

**Eyes**= on the person talking

**Ears**= ready to hear

**Mouth**= quiet

**Hands**= quiet and in your

lap

**Feet**= quiet and on the floor

**Body**= faces who is talking

**Brain**= thinking about what is being said

**Heart**= caring about what the other person is saying

### Examples

"Okay friends, Sally is talking, lets show her whole body listening!"



## 6 Expected & Unexpected Behavior

Instead of using "good" or "bad" to describe a child's behavior, use "expected" and "unexpected." We don't want any child to start to think that they are a "bad" student. Before you start a group activity, go over expected and unexpected behaviors.

### Examples

**Expected:** Body in the group, raising your hand, using manners, being helpful, following the group plan

**Unexpected:** Unsafe choices, leaving the group, screaming inside, breaking tools, etc...

## 7 The Size of the Problem

In life we have small, medium, or big problems. Additionally, there are appropriate reactions to each size of the problem. Ask your student what size problem they are having and does their reaction match the size.

### Examples

**Small:** Something the child can solve: spilling a glass of water, not sharing, forgetting a pencil, etc..

**Medium:** Something that might require an adult to help: reaching for something, a minor injury, etc..

**Large:** A 911 situation: a house fire, a serious injury, someone stealing

