

# The Thinking Side of Social: The Role of Mental State Verbs in Social Success

Anna Vagin, PhD  
CSHA Convergence

3/24/2022 SC044 - 2:00-5:00 PM

# Disclosure time!

I am a speech pathologist in private practice in Larkspur, California, working with children & young adults who have social learning challenges.

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I am the author of *Movie Time Social Learning* (2013) and *YouCue Feelings: Using Online Videos for Social Learning* (2015). I receive royalties from those books.

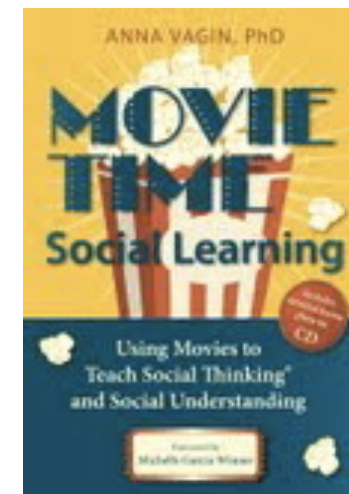
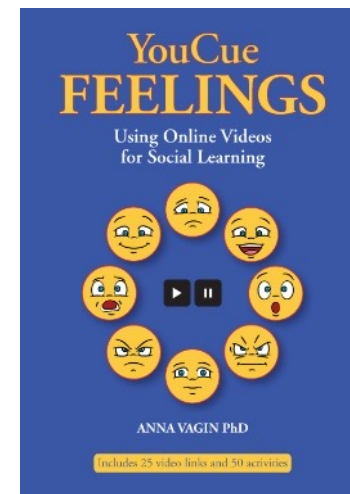
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I am the creator of the *Conversation Paths Pack Expanded Version* (2021) and *Just the Paths* (2022), both available for purchase on my website. I receive royalties from those sales.


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I have no non-financial disclosures.

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# Our Afternoon Together

- 
- 01 Introducing mental state verbs (MSV)
  - 02 Let's hit play...
  - 03 A toolbox of MSV activities
  - 04 Goals & rubrics

# Mental State Verbs

notice...  
know...  
remember...  
understand  
hope...



*foundations for engagement*



# Mental State Verbs

- abstract cognitive thought processes
- often challenging for students with social cognitive or language challenges to understand because they are invisible
- that does not mean that they aren't important – in fact, understanding them influences academic and social success
- *We can clearly see when someone is walking, **but** we can't see when someone is remembering or wishing.*

# Mental state verbs

- know
  - think
  - learn
  - understand
  - guess
  - notice
  - recognize
  - realize
  - notice
- want
  - wish
  - hope
  - decide
  - feel
  - remember
  - forget
  - imagine
  - believe
- consider
  - dream
  - wonder
  - plan
  - imagine
  - analyze
  - envision
  - look
  - agree

# MSV research

## Fonagy, et al, 1991 in Infant Mental Health Journal

- The children of parents who were more in tune with the mental states of their child were more securely attached.

## Spanoudis , et al, 2007 in Int. J of Lang & Comm Dis

- “Mental state terms, and especially mental verbs, constitute a link between language, social cognition & Theory of Mind” (p.490)

## Papafragou, et al, 2007 in Cognition

- MSV present unique challenges to young language learners
- Acquisition of MSV in part relies on conceptual development
- Part of the challenge also stems from the difficulty of syntactically mapping MSV

## Hammon et al, 2015 in National Conference on Undergraduate Research

- When children with high functioning autism were given intervention that included MSV, their spontaneous use of MSVs also increased.
- Some participants demonstrated use of MSV that had not been used during the intervention.

## Morreau & Lafontaine, 2020 in Story Grammar Marker Thinking Bubble Supplement

- “Mental States/Thinking Verbs play a major role in ...processing kick-offs and feelings, the making of plans and inferences, the discovery of intentions and motivations, solving of problems, thinking critically, resolution of conflicts, participating in social situations, telling your story, and in thinking about others’ thinking.” (p.3)

# What does this research mean?

- We need to understand the importance of mental state verbs in cognitive and communicative functioning.
- We need to target mental state verbs and incorporate that work into every session.
- We need to listen carefully to our students so we notice their growing understanding and use of mental state verbs.

Practice Matters!

# Double think

- A student-friendly term that refers to pausing and considering contextual information (linguistic, non-verbal/emotional, situational,) recognizing how one's world knowledge relates to the current moment, and finally, inferring the social meaning of the moment.
- Double thinking can be applied to curriculum, social interaction, and conversation.
- It represents a mental state, and therefore, can require pause/reflection.
- Often, our first idea or plan is not the best - hence the need to "think again."



*Conversation Paths Pack Expanded Version, 2021*





# Using photos & pictures



Visual information is very important for most of our students, so I like to practice with my photographs and pictures in books, so students have the opportunity to focus on someone else (me) and my activities and interests as well as books they enjoy.



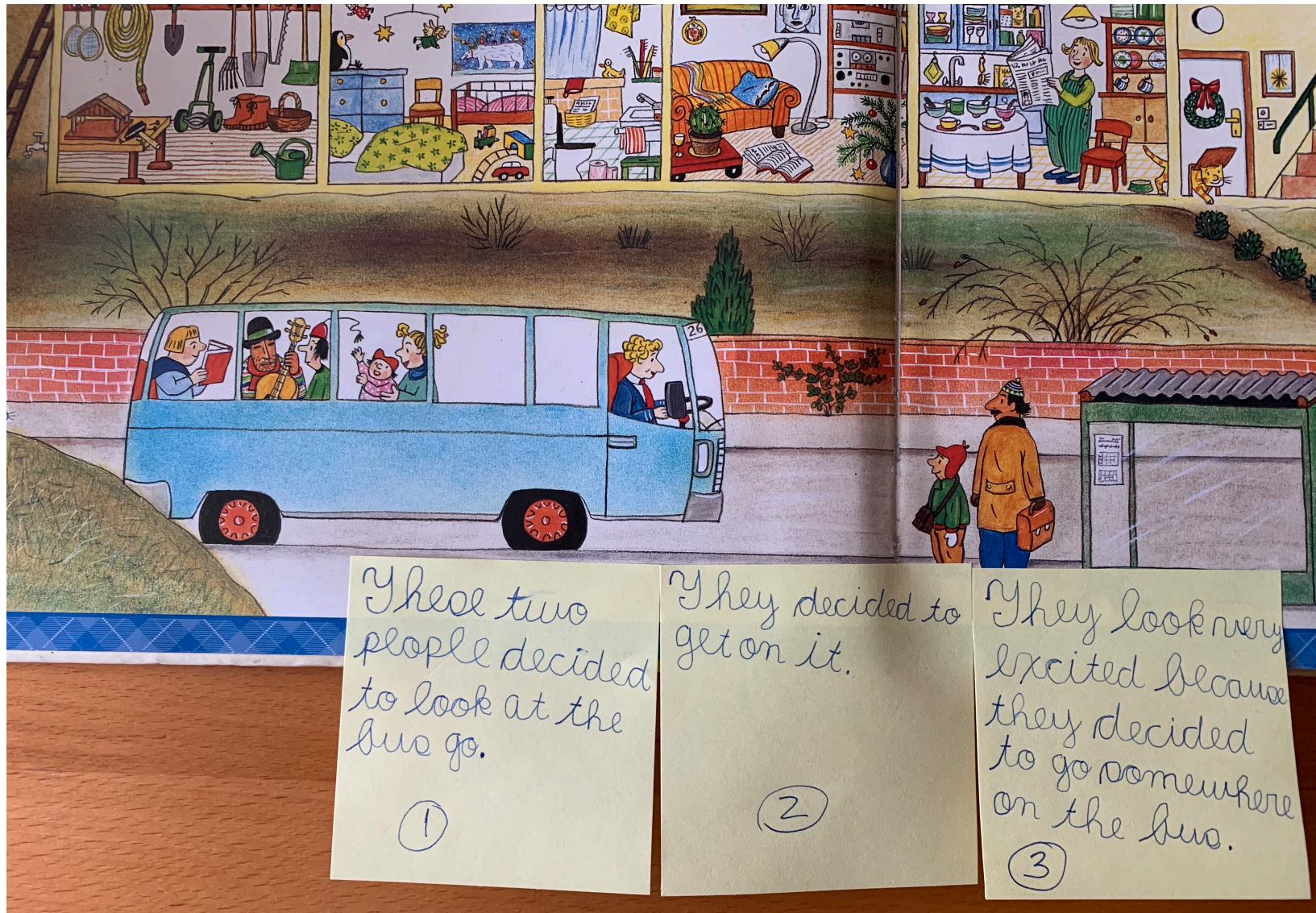
Choosing a photo or picture(s) from a book, support students in working out their double think. Often, I ask students to give me questions and/or comments.



Take advantage of annotation tools – circle what is important that they might not have noticed, draw arrows connecting things, etc. Use stickie notes!



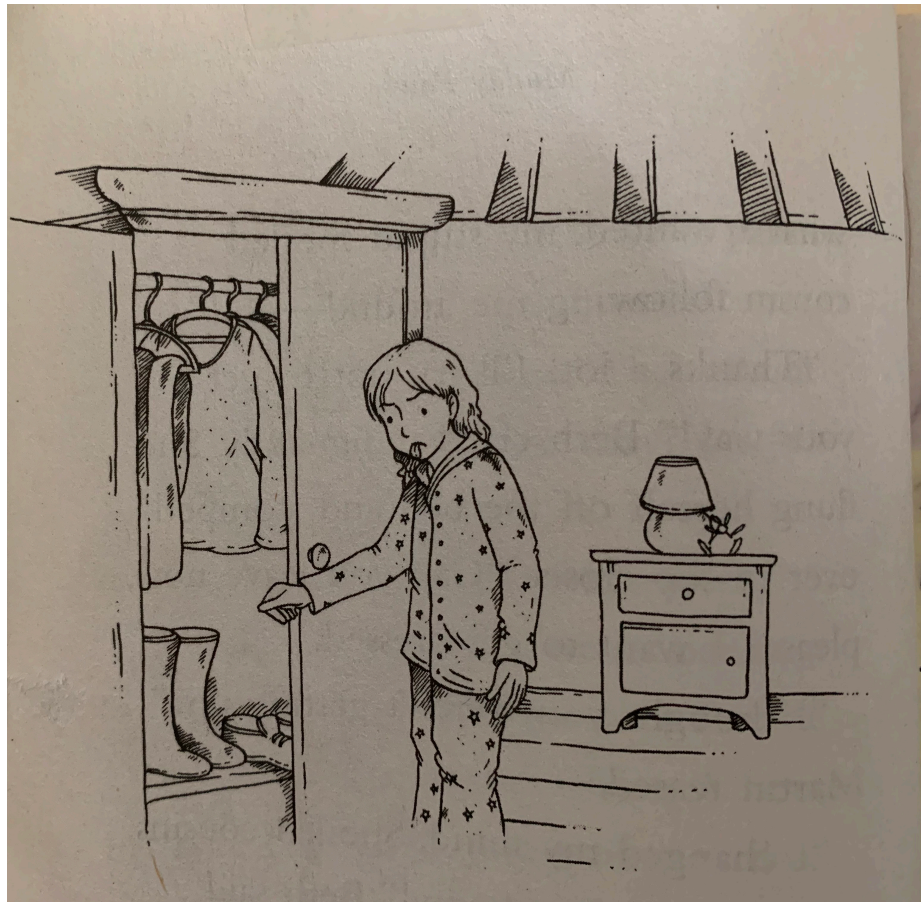
If working in a group, move slowly as you compare double thinks or develop one together. Then discuss everyone's comments and questions, encouraging cross talk and opinions.



*In the Town All Year 'Round* by  
Rotraut S. Berner (2008)



051020



*Magic Paws: Muddy Puppy*  
by Sue Bentley (2008)

### Double think

She's in her bedroom.  
She's getting her boots.  
She just woke up and looks grumpy.

### Questions

Where is she going?  
Why is she in a bad mood?  
Where's her bed?

### Comments

I like her pajamas.  
I have a lamp like that.

051021



### Double think

A dog – wee bit small

Some dog food

Outside a house

He is holding a puppy and dog food outside the house with an ATV.

Probably his puppy.

He just got the dog.

### Questions

Is that your son? Yes

~~Is that a dog?~~

What kind of dog is it? Black lab

How long ago is this? 7 years

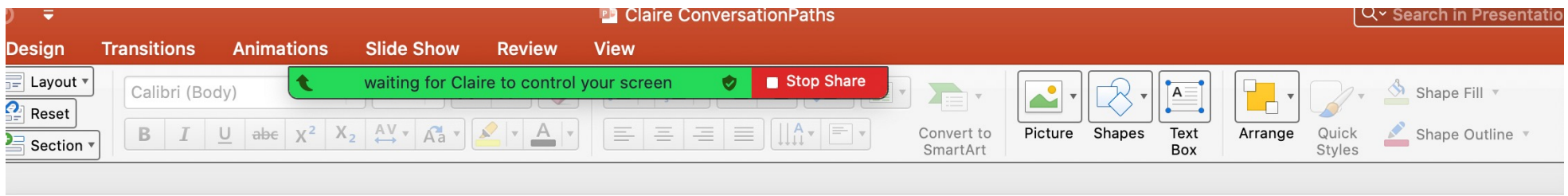
### Comments

That's a cute dog.

I was 5 years old then!

I'm getting a dog too.





The person is looking at the cashier at the restaurant.  
The cashier is giving the white bag to her.  
Maybe she will ask the cashier to get a receipt.  
~~Maybe there is coffee inside the white bag.~~  
Maybe she is asking the cashier if she wants to get a sprinkle cookie.

### Sentences with thinking words

I guess maybe it's Peet's coffee.  
I wonder if there is a bagel inside the bag.  
I notice that the tables have one person sitting down.  
I think the person is looking outside the window.  
I really like the girl's happy smile.  
I remember when it was very busy at Peet's Coffee in Bon Air.

# Using animated videos



Visual information is very important for most of our students, so I like to practice with video animations, so students have the opportunity to focus on someone else (me) and my activities and interests.



Choose an engaging video.  
FREE lists are available on my website:  
[www.socialtime.org/resources](http://www.socialtime.org/resources).



Take advantage of pause and rewind as well as annotations, stickie notes, etc.



Again, move slowly and try to figure out WHERE the stuck points are – they will be different for different students.  
**MAKE VISUALS!**



# Exposure - label



*A Cloudy Lesson*  
By Yezi Xue

- Planned to blow some clouds
- Tried to do it
- Wished they could blow a bigger cloud
- Thought about how to help the boy
- Decided to try again
- Realized it was broken
- Wanted to fix it
- Noticed the clouds disappearing
- Wondered about a different shape
- Hoped it would work
- Agreed it was a good idea
- Enjoyed being together

# Structure – guided composing



CGI Animated Short Film "Joy and Heron" by Passion Pictures | CGMeetup

CGI Animated Short Film "Joy and Heron" by Passion Pictures | CGMeetup

Perspective taking is based in MSV.



I see worms - I should feed them to my babies.

Heron is looking at the worms because he wants to feed his babies.

Heron will take a worm. BUT the worms are the man's. Heron will STEAL the worms from the man.

Joy does NOT know about the babies.



## CGI Animated Short Film "Joy and Heron" by Passion Pictures | CGMeetup



Double think about the nest:  
Heron lives in the nest with the 3  
birds.  
The 3 birds are Heron's birds -  
she is feeding them lunch  
because they are very hungry.  
They are her babies and she is  
their Mother.

## CGI Animated Short Film "Joy and Heron" by Passion Pictures | CGMeetup

🔄 You are screen sharing 🛡️ Stop Share

Heron's baby birds look very hungry but they don't want to eat the fish. because they hate them.

Joy is thinking about the baby birds. Joy feels sad.



CGI Animated Short Film: "Maca & Roni - Cleaning" by Kyungmin Woo | CGMeetup



*Maca & Roni: Cleaning* by  
Kyungmin Woo

CGI Animated Short Film: "Maca & Roni - Cleaning" by Kyungmin Woo | CGMeetup





# The complications of jump cuts



*Maca & Roni: Bon Voyage* by  
Kyungmin Woo

# Then add MSV...wow - so complicated!

He is **imagining** that he is in Hawaii. He isn't really on the beach - he is still in the pizza place but he **wishes** he was in Hawaii.



Use all the tech  
at your disposal  
to create  
visuals for this  
abstract work!

*Maca & Roni: Bon Voyage* by  
Kyungmin Woo

# Keep going...



*Maca & Roni: Bon Voyage by Kyungmin Woo*



They are running fast because they want to turn on the AC. They plan to turn it on but they realize the AC is up very high so they decide to use the remote. Roni is feeling freezing so he decides to turn off the AC. Maca is amazed that the remote control is gone, so he decides to look for it, but he can't find it anywhere. They agree that they will climb up the ladder to reach the AC to turn it off, but the ice starts coming down so they realize they have to climb down. The robot thinks he can use the 2 hammers to cut down the ice on the ladder, but he gets all covered in ice.

Maca & Roni: Turn off the AC  
by Kyungmin Woo

Roni decides to jump on the trampoline - it's very bouncy, but he fell down and the trampoline broke apart. Maca is feeling sad because he can't find the remote anywhere because he lost it. Dr. Albert and Maca plan to climb up the ice ladder so they put on snow boots, backpacks and warm jackets. They decide to take a break and have soup together. Maca tries to open the can of soup but it's very hard to open. Maca slid down the steep ice and Dr. Albert grabbed him. They finally made it to the top. They realize that the AC is still very high but Maca reaches and turns it off with the remote control.

# In conversation



Visual information is very important for most of our students, so I like to practice conversation with lots of visual supports – it gets complicated!



Conversation Paths Pack is available on my website:  
[www.socialtime.org](http://www.socialtime.org)



Different students will need different levels of support, so be ready to think on your feet and be flexible!

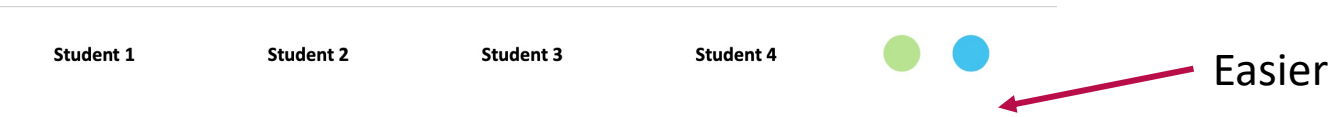


Again, move slowly and try to figure out WHERE the stuck points are. Don't rush – slow & deep learning is better than repeating what you say or agreeing with you!

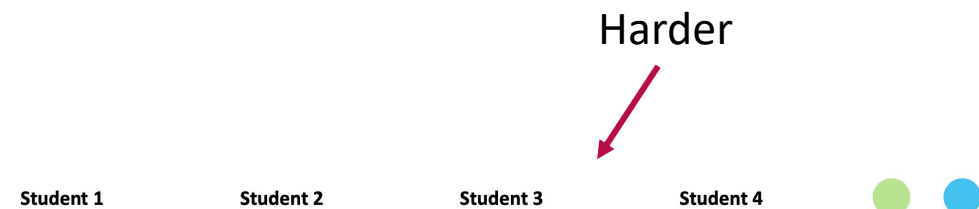
# Double thinking with Conversation Paths

- Conversation Paths are a semi-structured way for students to practice 8 building blocks of conversation and specific Practice Activities – either via teletherapy or in-person.
- While allowing for spontaneity, Conversation Paths give students the chance to practice conversational components they may not typically use.
- Conversation Paths can be used in individual or small group (2-4 student) therapy sessions.
- Appropriate for students who:
  - are in 3rd – 12th grades (depends on abilities & needs.)
  - are able to read the sample conversations (some help ok!)
  - have social learning challenges, speech and language disabilities, or can benefit from support to improve their conversational skills.





QUESTIONS		
HOW	DO	COULD
WHEN	IS	DOES
WHY	WHO	WAS
CAN	WHAT	ARE
DID	WHERE	



COMMENTS		QUESTIONS		
OPINION ADD A THOUGHT		HOW	DO	COULD
		WHEN	IS	DOES
		WHY	WHO	WAS
		CAN	WHAT	ARE
		DID	WHERE	



# Remembers

- Remembers represent what we remember about others we know (whether we like them, don't like them, or don't know them very well.) Such info is often gleaned from small talk, as well as observation and what we notice about people (e.g. wearing a Star Wars t-shirt = probably likes Star Wars.)
- Remembers are important in conversations and social interactions. They keep us from asking the same questions over and over, like asking “What grade are you in?” when you asked them that 2 days ago. When we use our remembers, others have good thoughts about us, because remembers show that we listened AND remembered.



*Conversation Paths Pack Expanded Version, 2021*

# Goal & Materials

## GOAL



### *Work on double think to:*

- Improve overall conversational competence
- Decrease the tendency to ask the same question across multiple encounters
- Improve the ability to formulate questions & comments based on information already known
- Emphasize the importance of remembering (and using) what we know about others
- Teach and reinforce use of the mental state verb remember, which then supports cognitive growth

## MATERIALS



### *Work on double think with:*

- Conversation Paths
  - Integrate remembers template slides into Conversation Paths so speakers can easily add to & refer to them.
  - Consolidate the information gleaned through questioning and conversation into remembers slides.
  - Encourage speakers to review remembers cards as needed before conversations begin.
  - Support students to double think to recall what info is on their remembers card.
  - Compliment/reinforce: “You remembered and asked about something from your remembers card about Y.”

**What Elliot,  
Len and Jake  
remember  
about Colton:**

- 8th grader
- Loves traveling to Europe – might plan one for this summer
- Norway, Sweden, it was light all day
- Likes jokes about killing people
- No electives right now – liked computer, model airplanes, cooking
- He liked electives.
- Not so much into fast food
- Multiple sports, likes watching soccer and ski and row (planning to join rowing team in summer)

Based on your  
remembers of  
Colton, what  
might be good  
questions to  
ask him?

- Any update on your summer trip?
- Are you watching the Tour?
- Did you finish that model airplane you were doing?
- Where are you going to high school?
- What's your favorite restaurant?
- How's crew?

# Opinions

- Opinions are a form of comment.
- Opinions can be challenging for those with social cognitive and/or language challenges, who may actually be rarely asked about their opinion.
- Expressing an opinion also requires making a decision and taking a risk - and perhaps being wrong, since others can judge us based on our opinions.
- It's important not only to be able to state our opinion appropriately, but also to tolerate differing opinions in socially acceptable ways.





# Goal & Materials

## GOAL



### *Work on opinions to:*

- Improve the ability to formulate & express an independent opinion in an appropriate way
- Decrease decision paralysis and inability to take a position
- Practice taking a risk, which builds resilience
- Help speakers stay regulated, be flexible & tolerate uncomfortable feelings that may arise when others have different opinions
- Teach and reinforce use of mental state verbs such as: think, like/don't like or decide which then supports cognitive growth

## MATERIALS



### *Work on questions with:*

- Conversation Paths
  - Integrate opinions practice template slides into Conversation Paths to easily switch between activities focusing on opinions and activities integrating opinions into conversation.
  - Introduce the idea gently if speakers become anxious – perhaps start with easier topics (e.g. school vacations, popsicles) rather than inquiring about more controversial ideas (e.g. gaming systems, politics.)
  - Discuss the feelings that can arise when we realize others don't always share our opinions, as well as strategies to help us cope with these situations.
  - Compliment/reinforce: “You thought about it and came up with an opinion - great!” “You were ok that Y had a different opinion.”

	Video games	McNuggets	Switch	PS5	applesauce	pasta	tennis
Andrew	Meh – don't like	junk food salty, fat, sugar	expensive	No, Kinect is the best	good	Try not to eat. Depends on sauce	Love it
Marcus	Love them	Really good	Good, not the best	Best in world	good	Fav food	Don't like

### Tell what you think.

Given a thing/activity/place/idea, tell what your opinion is – remember, we can all have different opinions – and that's ok!

	Beach or woods?	Brownies or ice cream?	In-N-Out or Gott's?	Pizza or burrito?	TikTok or Discord?	iPhone or Pixel 5?	Tahoe or LA?
Andrew	Beach	Ice cream	Gott's	burrito	Discord	Pixel 5	Tahoe
Marcus	Beach	brownies	Gott's	pizza	Discord	iPhone	LA
Calvin	BEACH	neither	In-N-Out	pizza	Discord	iPhone	Tahoe

### This one or that one?

Given 2 choices, explain why you like one more than the other.



	Warriors	Vegan tacos	bowling	SATs	Electric guitar	Nascar
Court	intro	+	+	+	+	+
Charlie	+	intro	uhoh	+	intro	+
Curtis	+	+	intro	+	+	+
Josh	+	+	+	intro	+	intro

### Convo practice:

One person introduces topic & gives/explains their opinion. Each person then takes a turn recognizing the opinion just stated verbally (e.g. “oh ya”, “really?”, etc.) or non-verbally (e.g. head nod, body stays regulated, etc.) and appropriately state their opinion.

# Kayaking

## I know

---

- There was lots of water.
- I saw sea otters.
- I watched a seaplane land.

## I think

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- The water was pretty.
- The sea otters were cute.
- I think it would be fun to ride the seaplane.

## I know into I think

What do you know about something? There are things you know, but also opinions that tell what you think about what you know. Opinions are often more interesting to others, so it's good to have and share opinions.

# Opinions in conversation

Anna: I just planted an apple tree in my yard – can't wait!!  
(Anna likes apples)

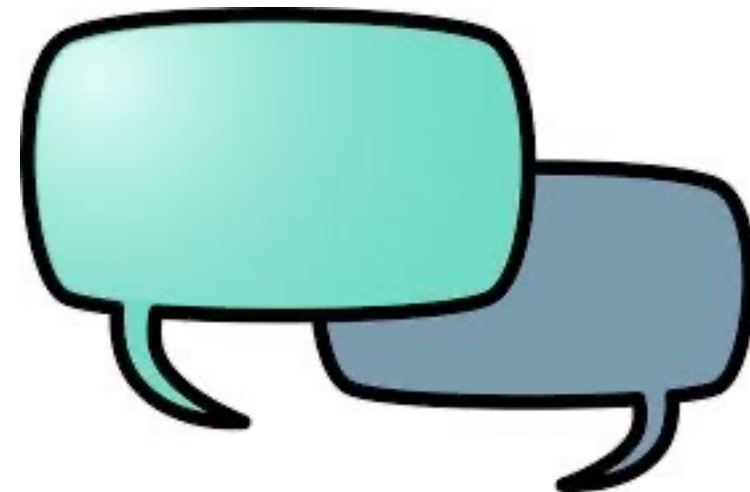
Andy: That's cool ~~but a little boring~~. That's cool not a fan. ~~I like apples. That's cool, I eat apples.~~ That's cool, even though I really don't like apples.

Anna: I just ordered mosquito repellent bracelets from Amazon.

Andy: ~~GENIUS IDEA!!!!!!!!!!!!~~ Genius idea! Mosquitos will never get past that. Those annoying bugs will never hurt you.

Anna: I just bought outdoor furniture.

Andy: ~~That's stupid and boring.~~ That sounds cool. What furniture was it?







## Activity

Speak your  
thoughts!

## Mental State Verbs

Running errands

"I **hope** we can find parking!"

At home – mealtime prep

"Oh no, I just **realized** I **forgot** to  
take the chicken out of the  
freezer!"

Announcing a fire drill day

"I **wonder** what time the alarm will  
go off!"

Planning for a field trip

"We need to decide where we  
want to have lunch!"

# Mental State Verbs

- Writing goals is very personal...
  - It's very easy to criticize the goals that other people write.
  - You probably won't like all the goal suggestions I give here.
  - The goals I've written are just suggestions – feel free to change them so they work for you and your students.





# Example: 5<sup>th</sup> grader, DX: ADHD & Social Pragmatic Disorder (mainstreamed, receives resource support & social group)



## TEACHER INFO FROM CONVERSATION CHECKLIST

- Alex usually doesn't remember what others have told him about project plans. He typically ends up doing the group project alone and his own way. With friends, the teacher noted that classmates often say Alex "never remembers what we tell him – he just does what he wants."

## PARENT INFO FROM CONVERSATION CHECKLIST

- Parents described that it's "hard to have a conversation with Alex – he just goes back to what he wants to talk about, so we end up just listening and blankly nodding – he doesn't notice that we aren't really interested."

## ALEX'S IMPRESSIONS OF HIS SKILLS

- Alex agrees that it's important to know about what your friends like, but that he doesn't know how to do that, and that, "anyway, I always forget what they say."

## SLP CLINICAL OBSERVATIONS

- Alex monopolizes conversation, talks over others, and interrupts to bring topic back to his particular interest. He tends not to attend to facial/emotional and nonverbal signals from peers. When he asks a question, it's often based on his interests, and he doesn't always listen to the answer.



## CCSS.ELA-LITERACY.SL.5.1.C



- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **BASELINE:** During group projects, Alex struggles to remember what others say or plan to do relative to the project. He asks repetitive questions but doesn't seem to pay attention to what other students say.
- **GOAL:** By May 2020, Alex will attend to and remember student input in classroom-based school projects, with a rating of 3 on the attached rubric measured over 2 consecutive opportunities.



Conversation Paths Practice Activities	Date & Score					Rubric				NAME: Alex F.  DATE: 09/05/19  GOAL #1: CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. BASELINE: During group projects, Alex struggles to remember what others say or plan to do relative to the project. He asks repetitive questions but doesn't seem to pay attention to what other students say. GOAL: By May 2020, Alex will attend to and remember student input in classroom-based group projects with a rating of 3 on the attached rubric as measured over 2 consecutive opportunities. <b>GOAL MET</b>
	Sept	Dec	Mar	Jun		1	2	3	4	
remembers	1	1	2	3		needs multiple visual supports & verbal prompts (>5x/5min) to remember & use information provided by someone else	needs very little support (<1x/10min) to remember & use information contributed by someone else	needs low (<3x/5min) support to remember & use information contributed by someone else	independently demonstrates recall & use of information contributed by others consistent with peer group	
DEFINITIONS										
remembers	Remembers are things we remember about what others have said or information we learn about them (whether we like them, don't like them, or don't know them very well.) Remembers are important in conversations and social interactions. Our conversational partners don't like to be asked the same questions over and over. And letting others know, based on what we say, that we remember what we have learned about them (their likes as well as their dislikes) makes other feel good. Remembers show that we listened AND we remembered. Remembers are important when we are collaborating with others.									
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NAME: Alex F.

DATE: 09/05/19

GOAL #1: CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. BASELINE: During group projects, Alex struggles to remember what others say or plan to do relative to the project. He asks repetitive questions but doesn't seem to pay attention to what other students say. GOAL: By May 2020, Alex will attend to and remember student input in classroom-based group projects with a rating of 3 on the attached rubric as measured over 2 consecutive opportunities. **GOAL MET**

Excerpt from Practice Activities Rubric, CPPEV,  
Vagin (2021)

# Goal Attainment Scaling (GAS) rubric

PERFORMANCE SCORE**	PERFORMANCE RATING**			GOAL 1
2	Much more than expected (far exceeds annual goal)			At least six times in a three minute conversation over 3 observations with 2 peers in speech group, recalls what he remembers about others and asks questions and followup questions. Significant decrease in repetitive questioning.
1	Somewhat more than expected (exceeds annual goal)			At least 4 times in a 3 minute conversation with a peer in speech group, spontaneously brings up, via comment or question, something he remembers about other person. When asked, can recall 2 items on a remembers card about peer in speech group without needing to review it.
0	Expected level of outcome (meets annual goal)			When reminded, reviews what he knows about a person prior to starting conversation with them, and then able to make 2 interesting & relevant questions or comments about 1 fact he remembers about their interests.
-1	Somewhat less than expected (benchmark)			Can give 2 reasons why remembering what he knows about others is important. Has compiled at least 2 remembers cards about peers in speech group with accurate information about them that he has found out via questions.
-2	Much less than expected (present level of performance)			Argues about the relevance & importance of remembering what he knows about others. Frequently asks uninteresting & repetitive questions that have already been answered (e.g. "Why don't you like Fortnite?")

Excerpt from GAS Rubric, CPPEV, Vagin (2021)

# Example: 4<sup>th</sup> grader, DX: Anxiety & Social Pragmatic Disorder (mainstreamed, receives school counselor support & social group)



## TEACHER INFO FROM CONVERSATION CHECKLIST

- Daniel's anxiety shows itself in class quite a bit. He typically doesn't participate in group discussions, and when he is asked about his opinion he gets a feel for "how the tide is running" and then agrees, even when I know that isn't what he really thinks. Students used to ask him questions, but he often tears up so they have basically stopped. He often looks so lonely, but it's hard to know how to help.

## PARENT INFO FROM CONVERSATION CHECKLIST

- Parents described that Daniel is pretty chatty at home when it's just them, but when even family members come over he gets really quiet. He recently started meds for his anxiety, and they see some improvement. He asks lots of questions about sports, and loves to talk about his favorite teams.

## DANIEL'S IMPRESSIONS OF HIS SKILLS

- Daniel agrees that he gets really nervous when kids talk to him. He has several friends who are quiet like him, and he likes that. He wants to learn how to be less nervous when he talks, and how to make decisions about things faster.

## SLP CLINICAL OBSERVATIONS

- When he feels comfortable in a situation, Daniel can have lots to say. He is much more comfortable with adults, and often appears overwhelmed in groups and certainly in classroom discussions. He has done well in social group with one other student this year, and is ready for a slightly larger group.



## CCSS.ELA-LITERACY.SL.5.1.C



- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- BASELINE: During conversation in his social group, Daniel does not respond to questions asking his opinion- he replies “I don’t know.” When others give their opinion, Daniel consistently says “Me too - I like/don’t like that.”, agreeing with what others say.
- GOAL: By May 2020, Daniel will express his opinion during small talk practice in social group with 3 other students, and will provide one detail to support his opinion, scoring a rating of 3 on the attached rubric measured over 2 consecutive opportunities.



A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
Conversation Paths Practice Activities	Date & Score					Rubric					NAME: Daniel G.  DATE: 08/25 2019  GOAL #1: CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. BASELINE: During conversation in his social group, Daniel does not respond to questions asking his opinion - he replied "I don't really know." When others give their opinion, Daniel consistently says "Me too - I like/don't like that.", agreeing with what others say. GOAL: By May 2020, Daniel will express his opinion during small talk practice in social group with 3 other students and will provide one detail to support his opinion, scoring a rating of 3 on the attached rubric measured over 2 consecutive opportunities. <b>GOAL MET</b>					
	Sept	Dec	Mar	Jun		1	2	3	4							
opinions	1	2	2	3		doesn not reply/says "I don't know" when asked opinion	needs high support to express opinion - scores self a anxious=2 or higher (1-5 scale)	needs low (<3x/5min) support to express opinion	independently able to express opinion and stay regulated consistent with group							
opinions	Opinions can be challenging for students with social cognitive and/or language challenges. They require taking a risk - perhaps their opinion will be judged to be wrong, or they may not be used to being asked what they think. Opinions are a form of comment. It's important not only to be able to state our opinion appropriately, but also to tolerate differing opinions in socially acceptable ways.															
** see CPPEV intro guide and practice activities guide for more info about using the practice activities																
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Excerpt from Practice Activities Rubric,  
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# Example: 6<sup>th</sup> grader, DX: ADHD & Multiple Learning Disabilities (mainstreamed, receives resource support & social group)



## TEACHER INFO FROM CONVERSATION CHECKLIST

- Marcus can take up a lot of air in the room. He can be impulsive and has trouble modulating his volume. He is quick to speak up and criticize others, especially if he feels their opinion has no basis, or is different from his. However, he has many friends who admire his quick wit and humor.

## PARENT INFO FROM CONVERSATION CHECKLIST

- Parents agree that Marcus likes to argue, and often seems to take a position different from their own. He can be inflexible, and it's often hard to get him to understand another person's perspective. He gives way too much information about what he thinks.

## MARCUS' IMPRESSIONS OF HIS SKILLS

- Marcus feels that he has lots of good ideas and other students should listen to his opinion more because he's "usually right, they just don't want to admit it."

## SLP CLINICAL OBSERVATIONS

- Marcus' inflexibility makes it hard for him listen to and respect the opinions of others. While he does have lots of good ideas, he will be more successful at getting them heard if he can soften his delivery, and appreciated differences more. Marcus has shown significant improvement in using friendly words, but he still has a bit to go.

## CCSS.ELA-LITERACY.SL.5.1.C



- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **BASELINE:** During conversation in his social group, Marcus struggles to tolerate differing opinions. He argues for his position, and can use unkind words when others have a different idea.
- **GOAL:** By May 2020, Marcus will tolerate differing opinions by staying well regulated and not arguing loudly or using unfriendly words during small talk practice in social group with 3 other students, scoring a rating of 3 on the attached rubric measured over 2 consecutive opportunities.





A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
Conversation Paths Practice Activities	Date & Score					Rubric					NAME: Marcus K. PLACEMENT: DATE: 08/25/2029					
	Sept	Dec	Mar	Jun		1	2	3	4							
opinions	1	2	2	3		frequently berates or strongly argues with people when they have an opinion different from his	needs high support and multiple cues to stay regulated and maintain friendly language when others have a different opinion	needs low (<3x/5min) support to stay friendly and regulated when faced with different opinions	independently able to tolerate differing opinions consistent with peer group		GOAL #1: CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. BASELINE: During conversation in his social group, Marcus struggles to tolerate differing opinions. He argues for his position, and can use unkind words when others have a different idea. GOAL: By May 2020, Marcus will tolerate differing opinions by staying well regulated and not arguing loudly or using unfriendly words during small talk practice in social group with 3 other students, scoring a rating of 3 on the attached rubric measured over 2 consecutive opportunities. <b>GOAL MET</b>					
opinions	Opinions can be challenging for students with social cognitive and/or language challenges. They require taking a risk - perhaps their opinion will be judged to be wrong, or they may not be used to being asked what they think. Opinions are a form of comment. It's important not only to be able to state our opinion appropriately, but also to tolerate differing opinions in socially acceptable ways.															
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