

# Social Thinking Across the Home and School Day: The ILAUGH Model

**PRESENTED BY****Beckham Linton****SERIES SESSIONS**

Date	Time
April 16, 2018	9:00 AM – 3:30 PM

**LOCATION****Ramada Plaza Calgary Airport – 3515-26  
Street NE****FEE****\$165.00****QUESTIONS?****Contact Us:****[crc-register@arpc.ab.ca](mailto:crc-register@arpc.ab.ca)****[403-291-0967](tel:403-291-0967)****REGISTER ONLINE****Visit our website to register:****[crcpd.ab.ca](http://crcpd.ab.ca)**

## Program

AUDIENCE: GRADES K-12 EDUCATORS, SUPPORT STAFF, INCLUSIVE EDUCATION SPECIALISTS & LEARNING LEADERS ARE ENCOURAGED TO ATTEND.

This day is designed to teach professionals and parents frameworks, concepts, and strategies so that they may better understand the social learning experience and guide others toward improved social processing and social skills. Attendees will gain new insights into the power of their own social emotional intelligence as they explore their social motivations and how they process and respond to social information. We will dissect the hidden rules, contemplate how social rules change with age, and discuss how social problem solving is at the heart of social skills, and affects how one interprets and responds to social-academic information and assignments. Social Thinking has developed a large range of treatment\* strategies, and attendees will walk away with a number of them including those for helping students avoid “the blurt”, cope with “boring moments”, and develop conversational language. Additionally, we will focus much of our attention on the ILAUGH Model of Social Thinking. The ILAUGH model is an acronym to represent treatment ideas and research related to: Initiating communication, Listening with the eyes and brain, Abstracting and inferencing, Understanding perspective, Getting the gist, and Humor & human relationships. The ILAUGH model not only demonstrates why people with social learning challenges have weaker social skills but also how social interpretation is linked to academic tasks such as written expression, conversational language, reading comprehension and organizational skills. As we wrap up the day, we will explore how we want to “teach in the roots” and not through the leaves of Social Thinking’s Social Learning Tree. We will then discuss how to write achievable IEP goals based on rubrics. Mainstream teachers find the information presented on this conference day applicable to all students as it pertains to social emotional learning, and audiences around the world love that it furthers their own social emotional insights! *\*Treatment refers to conceptual and strategy-based frameworks for building understanding and use of social skills and social thinking.*

Participants will be able to:

1. Explain how teaching "think with your eyes" is different from simply teaching good eye contact.
  2. Explain why a person with social learning deficits may have reading comprehension problems in the classroom.
  3. Distinguish and describe the difference between a useful IEP goal and one that is of little benefit.
  4. Describe how the use of spiral bound strategy cards can facilitate teaching how to initiate communication.
  5. Explain how gestalt processing relates to written expression and organizational skills.
  6. Describe a strategy to help students avoid blurting.
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## Presenters

### Beckham Linton

earned a Master of Arts degree in Speech Language Pathology at Oklahoma State University and has been working in the field for 24 years. She began her career in the area of Neurorehabilitation in the states of Oklahoma and Kansas and quickly developed a special interest in working with people facing social cognitive challenges following traumatic brain injury.

Beckham and her family moved to Ft. Collins, Colorado in 1996 where she worked as staff therapist and Director of the Speech-Language Pathology and Cognitive Rehabilitation departments at The Brain Injury Recovery Program, (currently named Center for Neurorehabilitation Services P.C.). Her responsibilities included evaluation and treatment planning for adults and children, cognitive rehabilitation program development, in-service training, client care coordination and public education. Beckham also served as staff therapist at The Speech-Language Stimulation Center in Ft. Collins, Colorado and managed a caseload including children birth to 3 years and teens/adults with voice disorders.

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