



THE PARISH SCHOOL

# SOCIAL LEARNING

—2018-2019—  
at The Parish School  
Social Thinking® Groups

Thank you for your interest in Social Learning at The Parish School. This program offers group therapy for children from all over the Houston area, from preschool to high school ages. Group members are comprised of community children, and current and alumni Parish students. All groups closely follow the Social Thinking® model created by Michelle Garcia Winner ([www.socialthinking.com](http://www.socialthinking.com)).

## INTAKE PROCESS

Groups are carefully matched according to Social Thinking® recommendations. Children are selected for groups based on their common social communication level, along with ages and social needs. Our groups typically serve four children, although some groups have up to six children. All intakes begin with a consultation or classroom observation (if the child attends The Parish School). The purpose of the consult is to determine if Social Learning is a good match for that child, to identify which groups meet their needs, and to evaluate social cognitive goals and needs.

## CONSULTATION

All children are required to complete a consult to be considered for the group. This consult is held at The Parish School (11001 Hammerly Dr., Houston, TX 77043). The fee for the consult is \$85, and it lasts 45 minutes. The consult includes an informal evaluation of social learning and verbal feedback to the parents.

## GROUP SCHEDULES AND FEES

Group rates are \$85 per hour of therapy. Contracts are offered on a yearly or semester basis. Most groups range between 12-14 hours per semester. All groups meet **one time per week**, either during lunch hours, afternoon hours, or after school, between 3:30-5:30 p.m.

## CONTACT INFORMATION

To schedule a consult or to learn more about our program, please contact **Stefanie Heintz** at [social@parishschool.org](mailto:social@parishschool.org) or **713.467.4696 x191**. Email is preferred, given limited office hours.



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## **SOCIAL COGNITIVE INTAKE FORM**

To be completed by parent

Please fill out completely and return via email to [social@parishschool.org](mailto:social@parishschool.org) or fax to **713-467-8341**. All clients must complete this form before the consultation or before being scheduled into a group.

<b>Client Name</b>	<b>Birthdate</b>
<b>School Attending</b>	<b>Grade</b>
<b>Parent's Name</b>	<b>Contact #</b>
<b>Home Address</b>	
<b>Email Address</b>	
<b>Referred by</b>	
<b>Current Diagnosis</b>	<b>Given by</b>
<b>Please list previous therapies or any history of medical challenges or developmental delays.</b>	
<b>What type of therapies is your child receiving? Please list therapist names for each therapy.</b>	

**What are your concerns about your child's social skills?**

**How well does your child read cues? Do they get the nuances of social expectations?**

**How well does your child interact with peers? What does he/she like to play?**

**Does your child have friends? A best friend?**

**Does your child do well academically and socially in school? What are current grades?**

**Is reading comprehension and writing on level for age?**

**Is your child able to organize well and get homework done? Without prompting?**

**Can they complete morning and night routines independently?**

Does your child get along with siblings? If not, why?

Does your child have normal language skills? If not, what is their age level for language?

Does your child receive services at school or is he/she completely mainstreamed in the classroom?

Any other comments or questions?



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## CHECKLIST FOR SOCIAL COGNITIVE SKILLS

To be completed by parent, caregivers and teachers

Student \_\_\_\_\_ Date \_\_\_\_\_

Person completing form \_\_\_\_\_ Setting seen in \_\_\_\_\_

Please complete the following checklist to help us choose goals for social thinking. Please return via email to [social@parishschool.org](mailto:social@parishschool.org) or fax to 713.467.8341.

### PLEASE CHECK ONE BOX ON EACH ROW

Please check whether the student:	Never	Almost Never	At Times	Almost Always	Always
<b>BEING IN A GROUP &amp; SOCIAL OBSERVATION SKILLS</b>					
Participates in a group (class, activity) appropriately while following the "hidden" social rules everyone else is following					
Stays physically with the group in school, at recess, and in other settings					
Actively participates in play with peers					
Gets help or assistance when needed					
Participates actively and appropriately in discussions/conversations					
Shows curiosity/interest in peers and adults in conversation by asking questions					
Is observed (or reported) "hanging out" or playing with friends outside of school or organized groups					
Actively follows others' eye gazes and makes eye contact with both peers and adults					
Initiates interactions spontaneously with peers and talks to peers often					
Listens to other people's words without cues					

UNDERSTANDING PERSPECTIVES					
Can read obvious cues to guess others' thoughts and feelings (happy, angry, etc.)					
Can read subtle cues to guess others' thoughts and feelings (sarcasm, teasing, etc.)					
Can guess other peoples' intentions and motives					
SELF-AWARENESS & SELF-MONITORING					
Realizes when there is a need to change behavior or words due to other peoples' negative thoughts or the possibility of consequences					
Can discuss a past situation that involved themselves and analyze what they did and what others did					
USING LANGUAGE SOCIALLY					
Stays on topic in conversations and talks about a variety of topics (not just one or two favorite topics)					
Understands abstract language (idioms, indirect language, multiple meaning words, abstract concepts) and inferences					
Has age-appropriate reading comprehension					
Follows the underlying meaning of what people are saying rather than being very "literal"					
Gives enough detail (not too much or too little) and uses an appropriate length of sentences in writing or in conversation					
Understands main idea and "summarizing" (if 2 <sup>nd</sup> grade or higher)					
FORMING RELATIONSHIPS					
Has age-appropriate and reciprocal friendships					
Has appropriate play skills with same age peers					
SOCIAL PROBLEM SOLVING					
Can solve social problems (sharing, conflict, friendship struggles)					
Can express emotions and respond to situations with an appropriate emotional response (reaction matches size of problem)					
<b>Any other comments about their social cognitive skills or goals:</b>					