



Why Teach Social Thinking?

Michelle Garcia Winner

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Today's children (both neurotypical and those with social learning challenges) are entering school with declining abilities to learn in a group, attend to a lesson, be considerate toward others, or self-regulate their own behavior. Teachers are increasingly finding themselves ill-equipped with the know-how, tools, and strategies to teach students about social awareness, emotional intelligence, and self-regulation of behavior. If you've ever wanted, or needed, to make a case for social instruction to be added to a student's treatment plan, social goals written into a student's IEP, or social thinking lessons infused into a classroom or campus curriculum plan, *Why Teach Social Thinking?* drives home the importance of social learning to a student's academic success and later success in life. Author Michelle Garcia Winner connects the dots from social emotional learning to the Common Core Standards to increased likelihood of success in adulthood. Through exploring 12 core questions, Winner attempts to raise awareness of the many complex and interrelated issues that are at the heart of teaching social skills.

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