



**It Takes a Village, Special Education PTA
Member Meeting/Speaker Event Minutes
January 17, 2008**

A. CALL TO ORDER

It Takes a Village, Special Education PTA, Mill Valley, had its regular member meeting and speaker event at 6:30 p.m. on January 17, 2008 at the Mill Valley School District Office, 411 Sycamore Ave., Mill Valley. The meeting was called to order at 6:30 p.m.

B. ATTENDANCE

Approximately 50 people attended, half of whom signed in. See attached attendance list.

C. SPEAKER PRESENTATION – STEPHANIE MADRIGAL MA CCC SLP: FACILITATING SOCIAL THINKING ACROSS THE SCHOOL DAY – Asperger Syndrome and Other Related Disorders

Stephanie Madrigal received her Bachelors and Masters degree in Speech Therapy from San Jose State University. She has worked for the Center for Social Thinking for four years and is currently the lead therapist and clinical manager. The Center for Social Thinking specializes in developing educational strategies for children and adults with social thinking challenges.

Ms. Madrigal presented social skills strategies that parents can implement at home. This event was a companion to the Social Thinking training that the District's special education staff received last year. Please visit the Social Thinking website for more details: www.socialthinking.com. Also see the attached Handout for a summary of the presentation.

Various Social Thinking products are available online at www.socialthinking.com for parents and educators. These include: Inside Out: What Makes a Person with Social Cognitive Deficits Tick; Thinking About You, Thinking About Me; Worksheets for Teaching Social Thinking and Related Skills; Think Social! A social Thinking Curriculum for School Age Students; Social Behavior Mapping; Sticker Strategies; Superflex (out in end of January); and DVD Strategies for Organization.

Social Thinking draws from many different areas of comprehension. These different areas are represented in the "I LAUGH Model."

I = Initiation of communication or action deficits
L = Listening deficits
A = Abstract and inferential skill deficits
U = Understanding perspective deficits
G = Gestalt processing (getting the big picture) deficits
H = Humor/human relatedness deficits

Each of these deficits affects *both* social interaction *and* classroom functioning in profound ways. For example, the INITIATING deficit affects a student socially when he or she is unable to initiate social interaction with peers. It affects classroom functioning when the student does not ask for help, sits and does nothing when others are working, and does not participate in group work.

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