



6040 Lincoln Avenue Suite C
Lisle, IL 60532
P: 630-524-4000 F: 630-524-2311
www.coreconnectioncc.com

Group Information:

Our groups utilize concepts and strategies from cognitive behavior therapy, Social Thinking® founded by Michelle Garcia Winner, and other theoretical or evidence-based intervention strategies that focus on the development of social-emotional competencies related to:

Self-awareness

Self-regulation

Social/Relationship Skills

Social Awareness

Social Problem-Solving

Coping Skills

Mindfulness

Our group placement philosophy:

- Groups are formed based on a child's chronological age, social learning level, social skills, emotional and behavioral regulation. Participants in our groups should have average to above average verbal IQ, solid language skills and be able to regulate their behavior with prompts and minimal support.

Our process:

- Once your application is received, we will review the information submitted and may request additional information needed. This additional information may include: our school form to be completed by educational staff, IEP's or other evaluations that may help us to learn more about your child and determine if we have an opening that could be a good fit.
- Next, we will schedule an intake session to meet you and your child, complete some informal assessment activities, answer any questions and confirm that the group we have identified will be a good fit based on social cognitive ability level, behavioral regulation and group cohesiveness.
- Following the intake appointment, we will confirm the group placement and schedule.
- Groups are typically offered on a school semester schedule, Fall, Winter/Spring, and Summer. If your form is received while sessions are in progress, new openings will most likely not occur until the next session. You will be contacted when we begin our review of submitted forms. Please reach out if you have not heard from us and would like an update.

At times, we may complete an intake appointment and determine the group we are forming may not be a good match for your child. In this case, we will share our concerns with you and discuss options which may include: considering other groups that we may offer, suggest placing them on a waiting list for future groups, consider starting with individual therapy, or provide referrals to other group therapy options. We feel strongly that best practice for forming groups that teach social learning and practice skills is to have participants well matched by skill level and areas of social

challenge. Group formation also depends on schedule availability and group referrals. We appreciate your patience in the process.

- The methodology used is described in the following article found on <http://www.socialthinking.com>

[Grouping Students for Treatment: Looking Beyond the Diagnostic Label, Michelle Garcia Winner.](#)

Here is an excerpt from the article describing social learning levels.

“Grouping Students by Ability”

Social Thinking has mapped out 6 different levels of the social mind to help explain how varied the social learning needs of our students can be. This helps us better understand why some of our students with solid or even strong verbal IQ scores may need to learn basic facts about social thinking and related social skills (in the same way that other students with learning disabilities need to start with basic math facts) while other students with similar IQs already know the basic facts and instead need to work on social nuance. In fact, we have identified three different levels of social groupings for students who can benefit from Social Thinking:

1. Our very, very literal students, described as Challenged Social Communicators
2. Our cleverer but fairly literal students, described as Emerging Social Communicators, and
3. Our more typical appearing students who are socially out-of-sync in subtle ways, described as Nuance Challenged Social Communicators.

We present these different levels of the social mind in our free article “[Social Thinking-Social Communication Profile](#)” and discuss them in more detail in my book, [Why Teach Social Thinking? Questioning Our Assumptions about What It Means to Learn Social Skills](#) (2013).

Schedule and Fees:

- Sessions use curriculum-based materials which are individualized based on individual and group goals.
- Groups are 50-60 minutes and parents are provided with information about the group topics and activities.
- Groups are activity based, utilizing a variety of materials, and providing opportunities for children to learn, and practice new skills.
- We are in network with Blue Cross Blue Shield PPO and Blue Choice PPO

- If we are not in your insurance network, we may submit your claims to your insurance company as a courtesy or will provide receipts so you may submit for reimbursement and any claim benefits paid will be directed to you. Payment is due at the time of service.
- Group fees vary based on the size of the group \$70-\$85.
- An intake appointment is required prior to final placement \$125

Group Descriptions:

Social Cognitive Skills (Social CBT)

Social CBT Groups: Our social-cognitive behavior therapy groups use cognitive psychotherapy concepts along with vocabulary and methodology from Social Thinking®. These groups work on perspective taking, self-awareness, social awareness, self-regulation and how our thoughts and feelings influence our behavior. We work on teaching problem solving and more adaptive ways to think about and cope with environmental and social stressors. Self-regulation and social attention are important skills for social functioning and necessary to improve our ability to observe and process social information with more reliability. Participants will learn to work together and provide one another with supportive and constructive peer feedback.

Social Theatre™

Social Theatre occurs in a group therapy setting, where participants learn about social skills through script writing and improvisational theatre activities. Participants are taken through a collaborative writing process at the speed they are comfortable, then eventually perform their own skits in the community. Scripts are written about social fails and how to correct the situations. Their skits include strategies utilizing social emotional concepts from Social Thinking®, Assertiveness Training, Skillstreaming, and Cognitive Behavioral Therapy.

Actual sessions are 45-50 minutes with a parent briefing afterwards. The parent briefing includes a discussion of the activities, the rationale and teaching behind the activities, as well as an optional weekly family assignment. Moreover, during this time, we also brainstorm and plan outings where the participants can perform.

Creative Kids Design Club

Apply social cognitive strategies and regulation tools, in a group setting with other kids, to create something amazing! This group is for children in grade levels 4th-6th with some prior experience learning Social Thinking concepts.

Each week a different social thinking concept will be reviewed and individual goals/intentions for the session will be set around that concept. The creative design project will be selected by the group but may include Lego design then building and/or a Rube Goldberg machine (a chain reaction made by a series of simple machines). The first 3 weeks will be introductory/planning, the next 4 weeks will be devoted to creating and perfecting our design, then the last week will be a presentation of the final product

Other Group Offerings and additional information about openings, days/times may be found on our website: www.coreconnectioncc.com

Please contact us if you have questions or need additional information. Thank you!