



Social Inferencing Supports

Materials/Assembly

- Consider printing and laminating the 'Types of Social Clues' table for use during social inferencing teaching and activities.
- Consider printing the 'Clues to Look for' resource to support the young person to identify and describe the emotional clues observed.
- Consider printing multiple 'Social Inference Reflection Worksheets' or laminating a copy to be used during social inferencing teaching or to support reflective conversations following social misunderstandings or conflicts.

Instructions

1. Identify resources that provide different social scenarios to practice social inferencing. It can be helpful to start with common situations the young person would be likely to experience. Consider teaching social inferencing with photos first and then moving to spoken or written scenarios. Media such as brief video clips can also be useful.
2. Discuss the need to sometimes 'infer' or make a best guess about a social situation. Explore together why it is important to try to understand social information such as how another person is feeling or what they might be thinking about in a situation.
3. Teach the different types of social inferencing clues (e.g., identifying the people, the place, facial expressions, body language, tones of voice and previous knowledge about the situation) using the included visual supports.
 - Review the clue types and generate examples together with the young person.
 - Practice identifying the different social inferencing clues using an image, written scenario or video clip. Consider using the 'Types of Social Clues' table or completing the 'Social Inference Reflection Worksheet' while completing this activity.
 - If the young person is having difficulty identifying and describing the facial expressions, body language and tone of voice, use the 'Clues to Look For' tables to support. When using this resource, it may be helpful to draw or find pictures or sound clip examples of these facial expressions, body language, and tone of voice clues.
 - After practicing identifying specific social inferencing clues, support the young person to make a 'smart guess' about the feelings and/or perspectives of those involved in the situation. Some young people may benefit from use of the included 'I think ... was thinking/feeling ... because...' sentence strip. For example, "I think the **Mum** is frustrated with the girl because the **girl is her daughter**, and she is not listening to her **like she should be at the shops**. Also, the **Mum's hands are on her hips**, **she is raising her voice** and **is frowning**."
4. If the young person is having difficulty understanding or interpreting different sections on the 'Types of Social Clues, consider ways to provide further explicit instruction and practice in these specific areas. For example, many young people will need more focused practice on identifying emotions from facial expressions. Other young people may need more targeted instruction on making inferences based on memory (e.g., background information or their own personal experience), such as inferring a person needs a jumper because it is cold. Additional resources



are available to provide specific teaching in the particular areas of social inferencing – the ‘Clues to Look For’ table below is one example of an additional resource.

5. Following multiple successful sessions identifying and using social inferencing clues, consider using the Social Inference Reflection Worksheet for real-life scenarios. Alternatively, similar questions to those found in the resource could be used as a guide for adults to engage the young person in a less formal, reflective conversation. This step is important to support the generalisation of social inferencing skills, which is the ability to apply the skills outside of the teaching context.



Types of Social Clues

	<p>People</p>	<p>Who are they? How do they know each other?</p>
	<p>Place</p>	<p>What kind of place is it? What do people usually do there? What do people expect other people to do in this place? Is their behaviour expected for this place?</p>
	<p>Face</p>	<p>What facial expression is their face showing?</p> <ul style="list-style-type: none"> • Where are their eyes looking? • What is their mouth doing? • What are their eyebrows doing?
	<p>Body Language</p>	<p>What does their body look like?</p> <ul style="list-style-type: none"> • What are their hands/arms doing? • What is their posture like? • Are they standing far away or close to others? • Are they facing away or towards the other person?
	<p>Tone of Voice</p>	<p>What does their voice sound like?</p> <ul style="list-style-type: none"> • Loud or soft? • Fast or slow? • Rising or falling tone at the end?
	<p>Memory</p>	<p>What do you know from the past about this situation? How have you felt when this happened to you?</p>



I think *he/she* was *feeling/thinking* ... because ...



Clues to Look For

Feeling	Face 	Body Language 	Tone of Voice 
Happy Proud	<ul style="list-style-type: none"> Smiling with cheeks raised or teeth showing Some wrinkling at the eyes Making eye contact with others 	<ul style="list-style-type: none"> Relaxed body OR Head held high and shoulders back 	<ul style="list-style-type: none"> Talking calmly Laughing Speaking in a medium to high pitch
Angry	<ul style="list-style-type: none"> Frowning Eyebrows pulled together and down – 2 vertical lines between their brows Lips pressed together and tensed Intense eyes or glaring at others Clenched teeth 	<ul style="list-style-type: none"> Muscles seem tense Clenched fists Leaning forward Puffing up chest to seem bigger Arms crossed 	<ul style="list-style-type: none"> Talking in a loud or fast voice May emphasise the last part of a word (e.g., “This is taking <u>forever!</u>”) Yelling or shouting
Sad	<ul style="list-style-type: none"> Looking down at the ground or away Eyelids dropped or look heavy Inner corners of eyebrows pulled together (not down) Lips curved down at corners Teary eyes or crying Covering face with hands 	<ul style="list-style-type: none"> Hunched over/ shoulders slouched Standing away from others 	<ul style="list-style-type: none"> May sigh before or after speaking Voice may go down at the end Talking slowly, quietly or not talking a lot Voice trembling
Afraid Scared Nervous	<ul style="list-style-type: none"> Eyebrows raised & pulled together (flat) Eyes open wide Eyes moving around a lot Mouth tense or open Biting lip 	<ul style="list-style-type: none"> Body shaking Chest moving quickly or breathing fast Shallow breathing Lifting of shoulders Covering face with hands 	<ul style="list-style-type: none"> Speaking in a high-pitched or fast voice Voice may shake or stutter Screaming
Surprised	<ul style="list-style-type: none"> Eyebrows raised but NOT drawn together (upside down U) Mouth open 	<ul style="list-style-type: none"> Stepping back or away Moving head back Hands on cheeks or covering mouth 	<ul style="list-style-type: none"> Gasp/quickly breathing in Speaking in a medium to high pitch



Feeling	Face 	Body Language 	Tone of Voice 
Embarrassed	<ul style="list-style-type: none"> • Looking down or to the side • Blushing • Hand up to forehead or covering face 	<ul style="list-style-type: none"> • Hunched over • Putting something between their body and the person or thing • Moving away from others 	<ul style="list-style-type: none"> • Laughing nervously • Speaking slowly • Emphasising the beginning syllables of words (e.g., "<u>E</u>veryone saw me.")
Confused Unsure	<ul style="list-style-type: none"> • Eyes squinting • Head tilted to one side • Forehead wrinkled • Lips pressed together, lips to one side or biting lip • Hand on chin 	<ul style="list-style-type: none"> • Shrugging shoulders • Arms out with palms facing up • Moving head back 	<ul style="list-style-type: none"> • Talking more slowly • Volume and pitch may rise (e.g., go up the hill or sound like a question) • May pause between words (e.g., "I don't... get it.")
Bored Uninterested	<ul style="list-style-type: none"> • Looking away • Looking at a phone, watch, or clock • Eyes slightly closed 	<ul style="list-style-type: none"> • Fiddling with their hands • Starting to do something else • Facing away from the person talking • Slouched shoulders 	<ul style="list-style-type: none"> • Making sounds instead of words (e.g., 'uh-huh', 'yeah') • Flat tone of voice • Yawning
Dislike Teasing Sarcastic	<ul style="list-style-type: none"> • Closed mouth smile • One eyebrow raised • Eyes rolling • Eyes looking up to or to one side 	<ul style="list-style-type: none"> • Laughing quietly or trying to hold in the laugh • Arms crossed or placing hands on hips 	<ul style="list-style-type: none"> • Emphasising words like 'finally', 'really' or 'so' • Saying agreeing words ('yeah', 'yes', 'sure') slowly • Whispering to someone • Sighing



Social Inferencing Reflection Sheet

Draw or write what happened. **Where did it occur?** Who was present?



What did their face/s look like?

What could you see? (e.g., smiling, frowning, crying)



What did their body look like?

What could you see? (e.g., slouched shoulders, making fists, had their back turned)



What did they say?



How did their voice sound? How did they say it?



What did you hear? (e.g., talking fast/slow, talking loud/soft, voice going up or down, trembling)



How would you feel in that situation?

Have you ever been in the same situation as them?



How do you think they were feeling?

Make sure to put all the clues (face, body, voice and previous experience) together.

“I think ... was feeling/thinking ... because...”



What could you do next? What could you do differently?

For example: is there a skill you need to practice? (e.g., focus on tone of voice) Is an apology appropriate?

