

March 1st 2019

# ANNUAL BETTY FUSILIER CONFERENCE ON COMMUNICATION DISORDERS



UNIVERSITY OF CENTRAL ARKANSAS™

**“Social Detective, Superflex<sup>®</sup>,  
and Friends take On  
Social-Emotional Learning”**

**At the Centennial Valley Country Club**

UNIVERSITY OF  
CENTRAL  
ARKANSAS™



University of Central Arkansas  
Communication Sciences and Disorders  
201 Donaghey Ave., Box 4985  
Conway, AR, 72035-0001

# Course Description:

You have been asking about how to use some of our core curricula with different types of learners and ages, and—voila—here is the answer. This course will focus on teaching the strategies in our core curricula *You Are a Social Detective!* and *Superflex* with fidelity, and will share developmentally appropriate tools to foster social attention and self-regulation for students in kindergarten through middle school. Learn creative ideas to help students understand self-awareness, self-monitoring, and self-control through our more advanced teachings of Superflex's Five-Point Power Plan. We demonstrate how to help children become social detectives to figure out the hidden rules, and how to foster your own super-flexible creativity when teaching these lessons to your own chil-

dren or students. We'll also examine developmental adaptations to our teachings for different age groups, and provide strategies for helping students who no longer think Superflex and his team of Unthinkables are "cool."

This interactive course is filled with creative group activities to help our students move from being "Me" thinkers to "We" thinkers, and explores the core concepts applicable throughout the school-age years. We examine how lessons connect to educational/academic standards in the mainstream classroom—our strategies help everyone improve reading comprehension, written expression, conflict resolution, and work as part of a group. We also discuss the connections between the Social Thinking Methodology and Social and Emotional Learning (SEL).

PLEASE NOTE: This course focuses on the use of Social Thinking's books *You Are a Social Detective!* and *Superflex... a Superhero Social Thinking Curriculum* to teach concepts related to Social Thinking. Our intention is NOT to market the products, but instead to show how to teach an appropriate scope, sequence, and pacing of the curricula in the manner they were designed. Our hope is to increase the consistency and fidelity in the ways these concepts are taught. If you (or your district or place of employment) are uncomfortable with a full day focusing on strategies related to products, please select another course to attend.

## Participants will be able to:

1. Explain the connection between: a) awareness of the situation and people, b) hidden rules, and c) behaviors that are expected or unexpected for the situation.
2. Explain how teaching social observation/interpretation (via *Social Detective*) and problem solving/self-regulation (via *Superflex*) can be incorporated into lessons to support academic standards (e.g., speaking and listening, reading literature, and writing).
3. Describe how the *Superflex* curriculum can be used to motivate social learning engagement, social problem solving, self-awareness, self-monitoring, and/or self-control.
4. Explain the developmental justification for modifying and adapting the *Superflex* curriculum for younger students (K-2nd graders).
5. Explain how *Superflex's* Five-Point Power Plan helps to foster deeper social learning for grades 3–5.
6. Describe how the *Superflex* curriculum can be incorporated into school- and district-wide social-emotional learning initiatives and support Positive Behavioral Interventions & Supports (PBIS) and Response to Intervention (RTI).





Beckham Linton earned a Master of Arts degree in Speech Language Pathology at Oklahoma State University and has been working in the field for 24 years. She began her career in the area of Neurorehabilitation in the states of Oklahoma and Kansas and quickly developed a special interest in working with people facing social cognitive challenges following traumatic brain injury. Beckham and her family moved to Ft. Collins, Colorado in 1996 where she worked as staff therapist and Director of the Speech-Language Pathology and Cognitive Rehabilitation departments at The Brain Injury Recovery Program, (currently named Center for Neurorehabilitation Services P.C.). Her responsibilities included evaluation and treatment planning for adults and children, cognitive rehabilitation program development, in-service training, client care coordination and public education. Beckham also served as staff therapist at The Speech-Language Stimulation Center in Ft. Collins, Colorado and managed a caseload including children birth to 3 years and teens/adults with voice disorders.

## Beckham Linton MA, CCC-SLP

As her family grew, Beckham joined the Poudre Valley School District in 1999 where she served as a staff speech language pathologist for both elementary and middle schools supervising interns, developing in-service training programs and consulting with IEP teams across the district.

In 2003, Beckham relocated to Overland Park, Kansas and secured her current position in the Blue Valley School District. She quickly experienced an influx of students on her caseload whose significant social language challenges interfered with their ability to meet academic expectations, despite their strong verbal language skills. She also recognized that she and other SLP's were ill-equipped to effect real change in these students via traditional 'lunch group' social skills teaching methods, so with the help of one of her students' parents, Beckham began a search for more efficient and effective strategies. Her quest lead her to the work of Michelle Garcia Winner in Social Thinking and she has never looked back.

Greatly inspired, Beckham completed the Social Thinking Clinical Training Level 1 in 2008 and Clinical Training Level 2 in 2009, and she attends yearly Social Thinking Conferences and collaborative meetings in order to stay current. In addition to her speaking and work in the public school system, Beckham runs a small private practice and has dedicated her career to sharing her passion for helping others become more effective communicators and personal problem solvers across all aspects of their lives.



### Other Experience

- Development and implementation of individual and group social language therapy programs for kids ages 5- 15.
- District wide teacher/parent continuing education talks on Social Language challenges
- Contributor: Facilitating Relationships! Six Second Stories and Other Social Communication Strategies. Maryellen Rooney Moreau, M.Ed., CCC-SLP and Gwynne McElhinney, M.S., CCC-SLP
- Received the ASHA Award for Continuing Education (ACE)
- Developed Metacognitive awareness training presentation for neuro-rehabilitation professionals
- Facilitator of the social support group for adults with TBI
- Facilitator of the collaborative group called the 'Social Think Tank' in Blue Valley School District
- Presenter: Social Thinking and The Story Grammar Marker: Strategies for Teaching Communicative Success and Personal Problem Solving
- Presenter: The Language-Thinking Connection: Language + Thinking = Communication
- Presenter: Social Thinking and BIST (Behavior Intervention Support Team)
- Contributor: Superflex and Friends Take on Social Emotional Learning (SEL) and the Common Core Standards

## SCHEDULE OF EVENTS

8:00-8:30	Use social competencies to problem solve how to sign in, find a seat, and enjoy a cup of coffee or tea while getting to know fellow attendees
8:30-10:30	Explore Social Thinking as a “meaning maker” and it’s ties to executive functioning, social attention and cognitive flexibility. Review the basic idea of Social Thinking vocabulary and how to share this broadly through <u><a href="#">You Are a Social Detective!</a></u>
10:30-10:45	BREAK
10:45-11:45	Connect the teachings of Social Detective and Superflex to educational standards by exploring the social academic connection, information on emotional dysregulation and Superflex’s teachings.
11:45-12:45	BREAK FOR LUNCH
12:45-2:45	Extension of Superflex for all students through PBIS. Newest teachings related to Superflex for 3rd and 5th graders: Power Pals ad Thinkables.
2:45-3:00	BREAK
3:00-4:00	Newest teachings of Social Detective and Superflex for K-2 and linking it to educational standards. Extend concepts learned from Superflex but explored through a new lens with middle and high school students.

Beckham enjoys a 28 year marriage and has 2 beautiful children. She loves reading, watching movies, family gatherings, dancing with 'the girls', morning yoga with my 'sis' and always looks forward to getting back to the mountains.

#### SPONSORED BY:

**UCA Chapter of the National Student Speech-Language Hearing Association**

#### Financial Disclosure

Financial: Speaker for Think Social Publishing, Inc. and receives speaking fees.  
 Non-financial: No relevant non-financial relationships exist.

**Attendee Information:** **register online at <http://bit.ly/fusilier19>**

Name:

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Mailing Address:

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City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code:

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**Cancellations:** A refund can be awarded by emailing [@NSSLHA.UCA@gmail.com](mailto:@NSSLHA.UCA@gmail.com) by February

**Group registration can only be done via mail-in option or PO**  
**Make checks payable to: NSSLHA-UCA Chapter**

REGISTER @ <http://bit.ly/fusilier19>  
or mail-in attached registration form to:

Candice Robinson  
201 Donaghey, UCA Box 4985,  
Conway, AR 72035

**Make checks payable to:**  
**NSSLHA-UCA Chapter**

Please email Candice Robinson @  
[NSSLHA.UCA@gmail.com](mailto:NSSLHA.UCA@gmail.com) for  
information regarding purchase  
order requisitions.

Lunch provided with registration.  
Dietary restrictions cannot  
be accommodated.

### Registration Fee

Professional	\$115
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\*A certificate of participation will be awarded.



**NSSLHA Chapter at University of Central Arkansas** is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language

pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

**This conference is offered for 0.65 ASHA CEU's (Intermediate Level: Professional Area), 6.5 Continuing Professional Education Hours (CPE) in Developmental Language Disorders, and 6.5 CPE hours in content area 1 Board of Examiners for Speech Pathology and Audiology.**