



Teaching Social Competencies—More Than Social Skills
Social Learning for a Lifetime of Well-being

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Superflex & Friends Take on Social Emotional Learning and Educational Standards



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Financial Disclosure

Speaker for Social Thinking
Executive Director Social Thinking Boston

Once upon a time, in San Jose, a student was



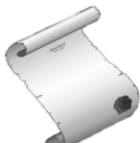
stuck...


His flexible therapist had a idea...

Today we are going to talk about the scope and sequence of the use of published Social Thinking products.




Our materials are being adopted broadly without all professionals/administrators fully grasping the more intensive teaching concepts.

Our purpose is to clarify teaching principals and illuminate how to use these curricula in the manner they are intended = FIDELITY



Proclamation: 
Dear Citizens of Social Town

We have come together to learn how to defeat the powers of the **Unthinkables** by building more resilient Social Detective and Superflex powers!



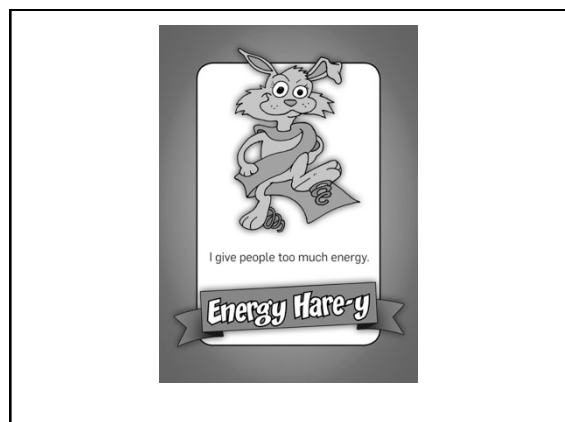
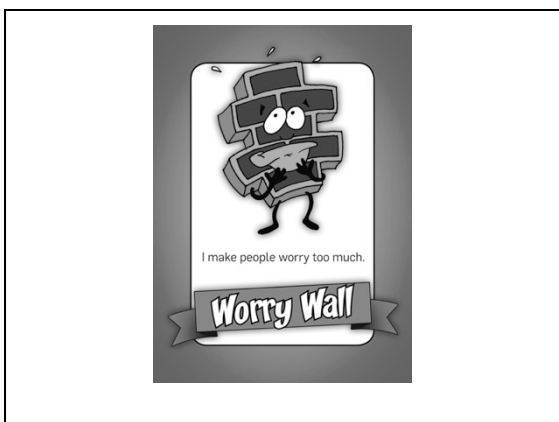
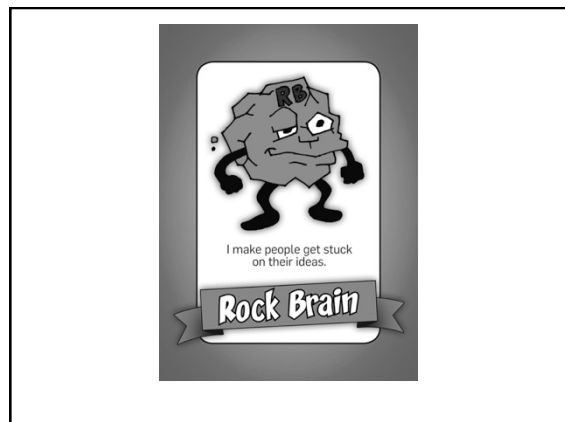
Access fidelity checklists for You are a Social Detective and Superflex posted on the Social Thinking website under these products!

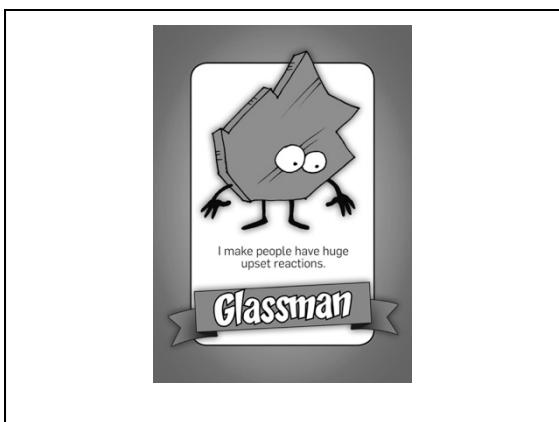
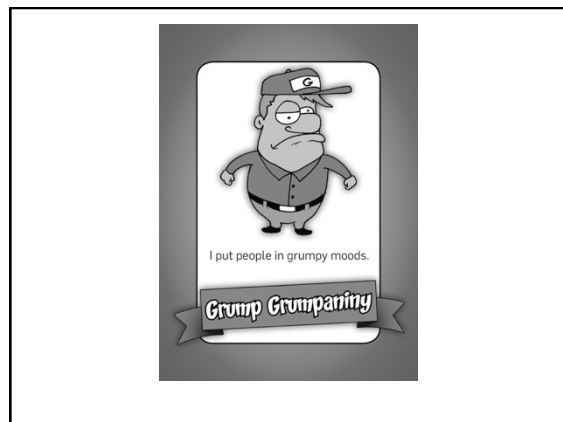
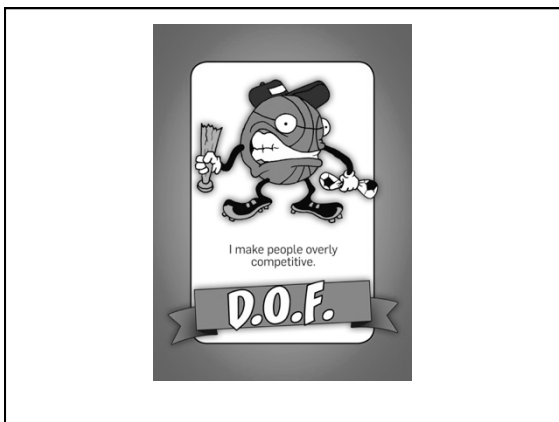
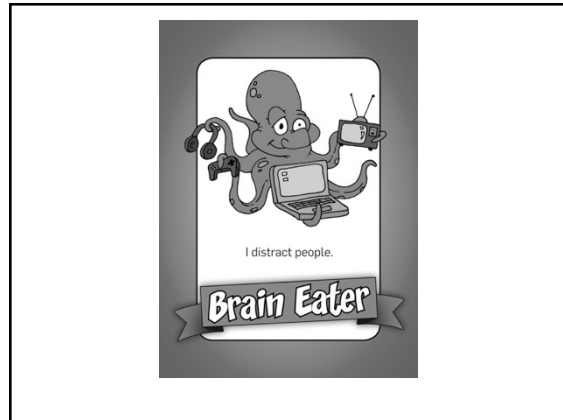
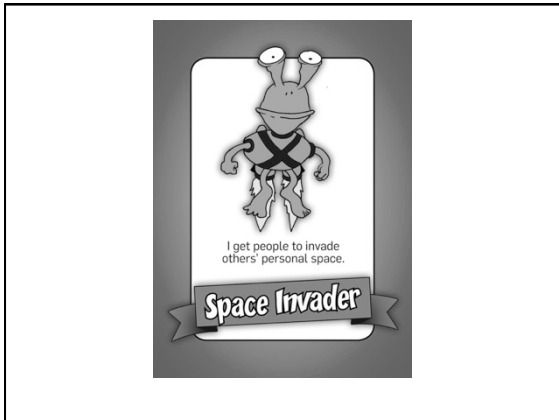
No matter how young or old, teams of Unthinkables invade our brains!

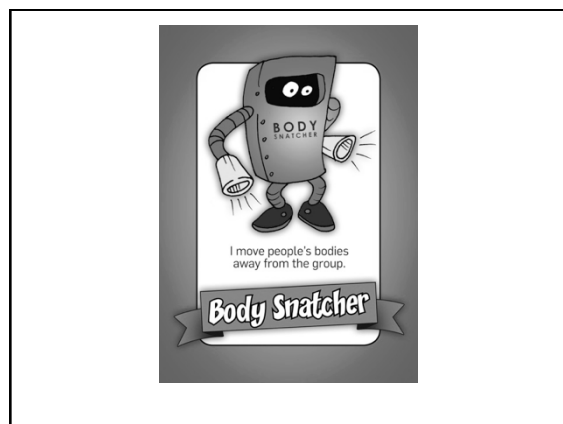
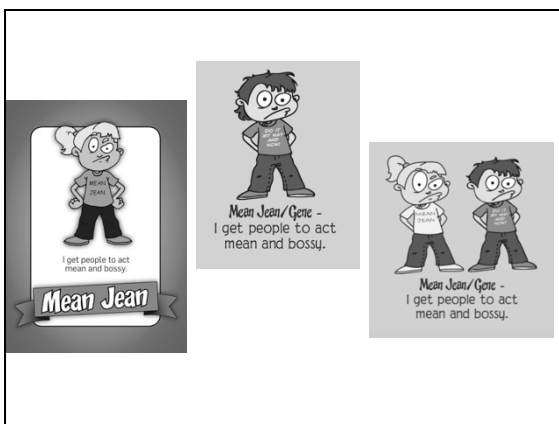
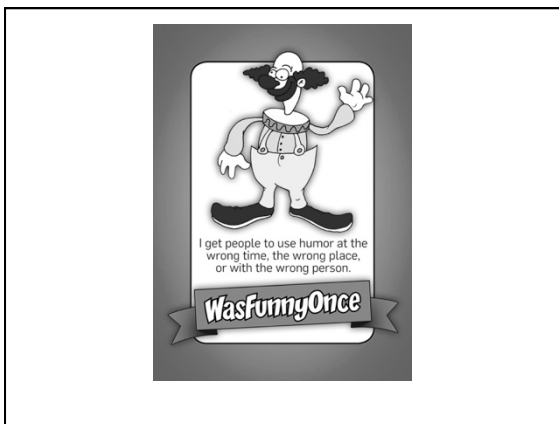
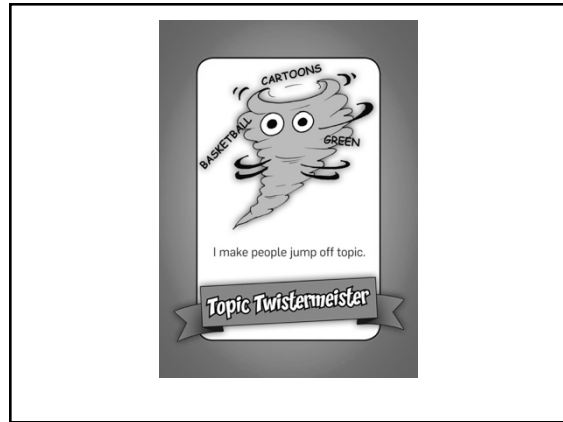
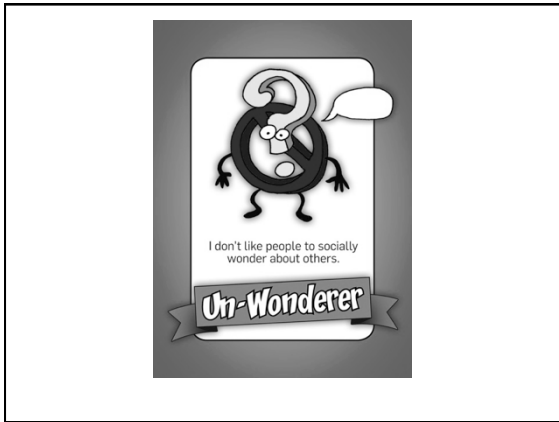
Let's figure out who has shown up in your brain this week and perhaps right now, at the conference...

Superflex and The Unthinkables

Introducing the cast of characters that will be joining us today



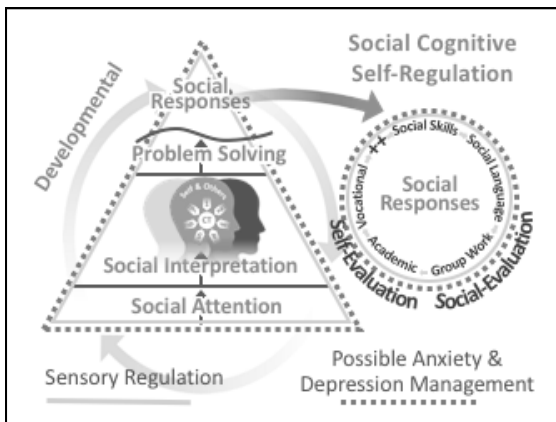
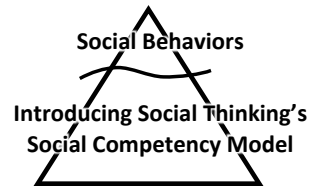




A methodology for some, not for all

- ASD levels
- ADHD
- Social Communication Disorder
- Semantic Pragmatic Disorder
- Nonverbal Learning Disorder (NLD)
- Gifted and talented – Twice exceptional
- Fetal Alcohol Syndrome
- Overlap with mental health diagnoses
- Brain injury
- Behavioral DX
- Neurotypical or those with undiagnosed issues

Using an iceberg as an analogy, in the social world we tend to only see social behaviors; but there is so much more going on below the surface.



| Self & Others | Social Interpretation |
|---------------|---|
| | <ol style="list-style-type: none"> 1. What is the situation? 2. Who are the people? 3. World knowledge 4. Basic emotions 5. Self-conscious emotions 6. Basic theory of mind 7. Advanced, applied, spontaneous theory of mind |
| | <p>CT = Critical thinking</p> |

The ability to comprehend and explain information, spoken or written, rests on our social knowledge.

This all relates back to Standards of Education

The social mind is our *meaning maker*

We use it to both interpret and respond to information.

Our students with Social Learning Challenges need assistance with learning both the interpretation as well as the response.

If you....

- Watched this clip for fun on You Tube- we call this
- If you read this story rather than watched it, we would call it *literature*.
- If you explained this clip to another person we would call it **narrative language**.
- If you were asked to re-tell this clip in written form we would call it **written expression**.

Socially, we have to self-regulate as part of our social response.


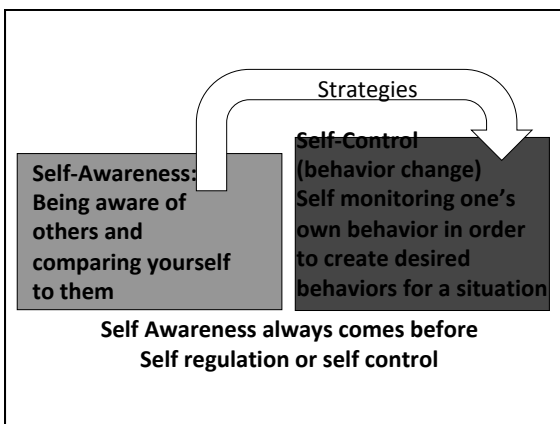
However, the self-regulation begins with one’s attention and interpretation of one’s self in comparison to others.

NEVER START by teaching self-regulation.

Our students need to understand the social expectations prior to being able to adapt their behavior to meet their social goals.

To use the methodology well, it is important that:

- recognizing/understanding what we are doing that is unexpected and our ability to self-control that same behavior.
- Adults appreciate how hard it is to change one’s behavior!

There are Stepping Stones Along the Pathway



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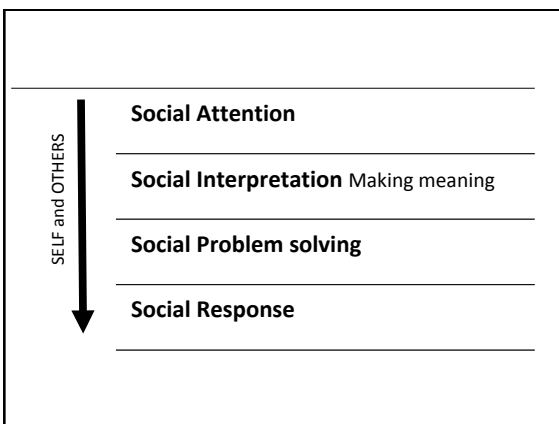
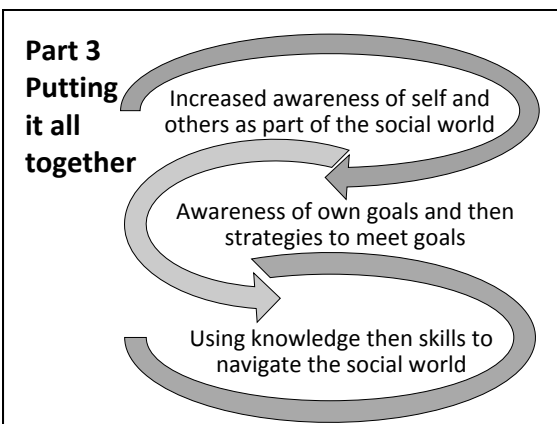
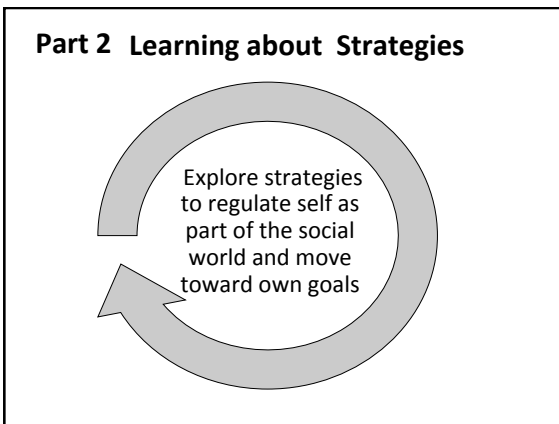
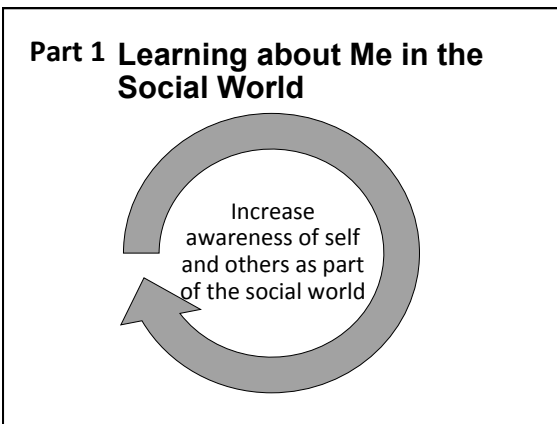
Treatment Pathway

3 Parts of our Journey

What do we mean by the term “treatment?”

- **Treatment**
Methodology involves implementation of conceptual and client based treatment frameworks, strategies and activities to foster the development of social cognitive processing and responses.

Please see our free article-
*Research to Frameworks to Practice:
Social Thinking's Layers of Evidence*



What are realistic outcomes?

- Most students will start to talk about Superflex, the Unthinkables and what they are noticing in others and themselves.
- Kids with poor self-awareness may develop better self-awareness.
- Kids with stronger self-awareness may begin to start to self-monitor and slowly learn to use self control of their behavior.

Different expectations for different ages and abilities

Part 1



Learning about Me in the Social World

Increase awareness of self as part of the social world

- Learning about your brain and powers
- Social Detective to learn about others
- Superflex
- Unthinkables

My Brain has Powers

- Thinking about myself and learning about my own brain (across the ages)
- What I think about – My brain (bag)
- My brain's wires (strengths and challenges)

Brain Bags – What I think about

Images, drawings and notes that represent different interests and knowledge

A visual Me File
'My mind Magnets'





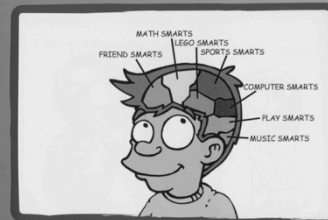
My Brain Wires – Exploring Smarts

- Adding wires to our brain bags
- Pipe cleaners and clay (younger)
- Brains and wires with recycled materials
- Strengths and challenges graph (older)

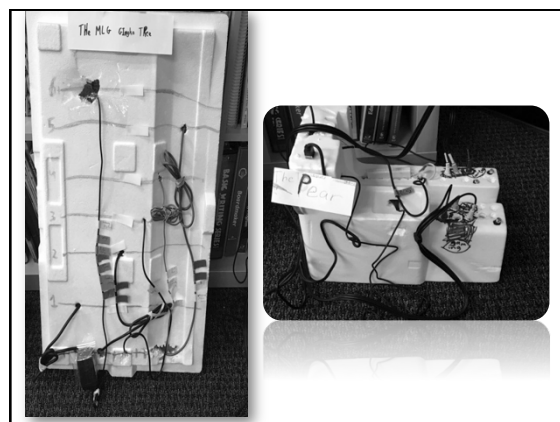
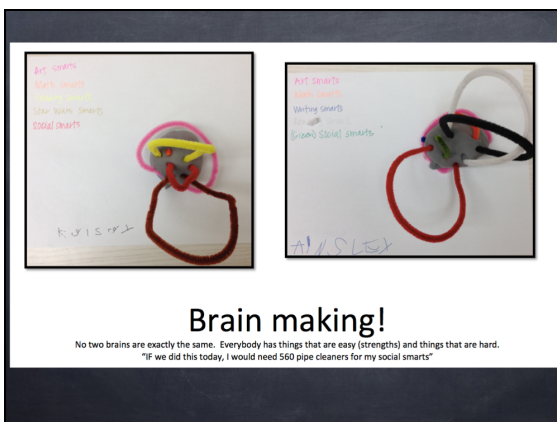
Brain Bags

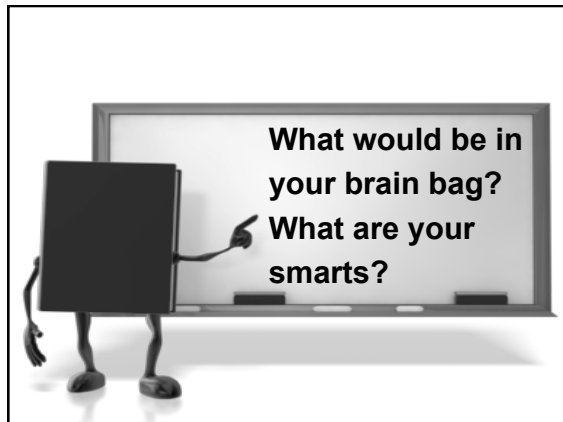
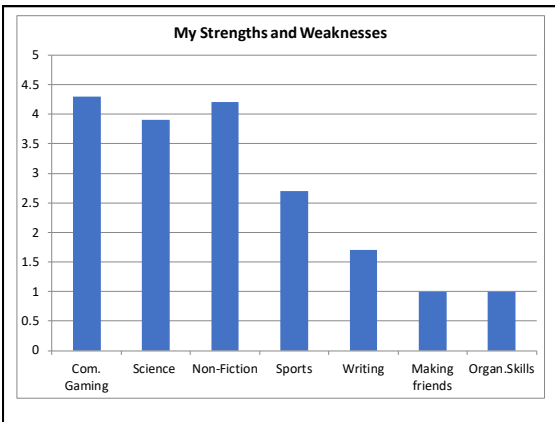
Goal: Increase awareness of the different things we all think about

- We all think about different things (e.g., interests)
- We all have different knowledge (e.g., concepts we are familiar with and think about such as the Group Plan)



In our brains there are all types of "smarts." Some people have really great computer smarts, music smarts, sports smarts, math smarts, or even Lego™ smarts!





**So many brains with
so many different smarts
all sharing space...**

**No wonder it's so
hard to be flexible!**

***Behind everything social
is a flexible brain***

The process of interpreting and responding to information based on our own goals involves our Executive Functions, Perspective Taking (Theory of Mind) and our ability to get the main idea (Central Coherence).

Formal Definition of Executive Functions

The executive functions are a set of processes that all have to do with managing oneself and one's resources in order to achieve a goal. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation.

Drs. Gerard A. Gioia, Peter K. Isquith, Steven C. Guy, and Lauren Kenworthy (2000)

Or more simply – summarize EF with your students as the ability to: Goal, Plan, and Regulate

1. Create a goal.
2. Develop a plan to meet the goal.
3. Use strategies and flexible thinking to self-regulate your emotions and related behavior to carry out the plan to meet the goal.

We tend to think about executive functions as they relate to:

- Writing a paper
- Moving across the day's schedule quickly and efficiently
- Having materials ready for you to do your homework
- Completing your homework
- Turning in homework, etc.

Socially Based Executive Functions help people to accomplish specific social goals such as:

- Choosing a seat
- Going through coffee line
- Make a friend
- Keep a friend
- Work well in a group
- Express your point of view in a manner other's can consider it, etc.



Socially Based Executive Functioning in face-to-face interactions:

One's ability to socially attend to the situation in order to create a social plan and then adapting one's language and behavior to encourage others to interpret your intentions in the manner you had hoped.

You can't have a goal without self awareness

- If your goal is to make a friend then your plan is to:**
- Be aware of who is around you, the situation and who you would like to be friends with
 - Make an effort to be with the person
 - Plan to be perceived as friendly, nice and interested in the person
 - Engage in behaviors that keep the other person comfortable (this requires self-regulation)
 - Repeat this pattern on a regular basis


BREAK

Teaching Social Detective Thinking

Supporting social observation and interpretation


You Are A Social Detective




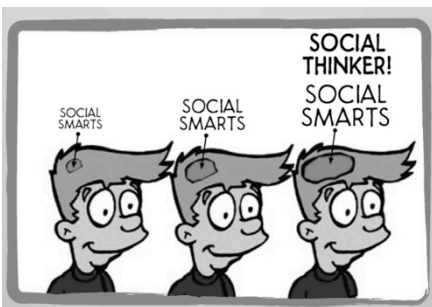
Social Attention
Social Detective teaches social attention & observation

Social Interpretation
Smart guesses & hidden rules

Social Problem solving
Consider response based on other's thoughts & feelings



SELF and OTHERS

SOCIAL THINKER!
SOCIAL SMARTS

Being a Social Detective builds our social smarts. This makes us better Social Thinkers over time.

What we say matters - Social Thinking Vocabulary

User-friendly vocabulary concepts to explicitly teach social expectations to all people across all settings.

Teaching students from an abstract base does not help them to problem solve our social expectations.

Consider the abstract language we use to guide children to learn in a group:

“cooperate”

“negotiate”

“respect”

“be supportive”

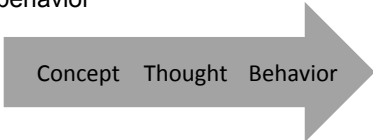
With Social Thinking, rather than teach students expectations with an abstract term such as “behave”...

We teach:

1. Every situation has *hidden rules*
2. There are behaviors that are *expected* and *unexpected* based on the situation

More than just words

- It is not about the vocabulary, it is about the concepts underneath
- We use the language *because* the language triggers the thought and the behavior



Concept Thought Behavior

Social Emotional Chain Reaction

Expected behaviors 

Unexpected behaviors 

How you behave affects how people...

Feel & Think
Which affects how they react & respond

Which affects how you feel yourself

Hidden Rules/Expectations

We use the words “hidden expectations” to explain that there are social expectations that people don’t talk about, but that we are all expected to follow based on what is happening around us (the context/situation.)

How do we know how to behave?

- We figure out the hidden rules/ expectations!
- We don't base our social behavior on the environment.
- Social behavior is dictated by the **context/situation** (people + place) occurring *within* the environment.

Social Detective teaches Awareness to the situation and the people (in the situation) which uncovers the Hidden Rules

The hidden rules guide us to figure out what is *expected* and *unexpected* behavior in a situation.

Teaching Hidden Rules/ Expectations

- Instead of asking "What is expected in our classroom?" consider the specific situations *within* your classroom:
 - Independent reading
 - Group work
 - Snack time
 - Lining up
 - Checking out a book

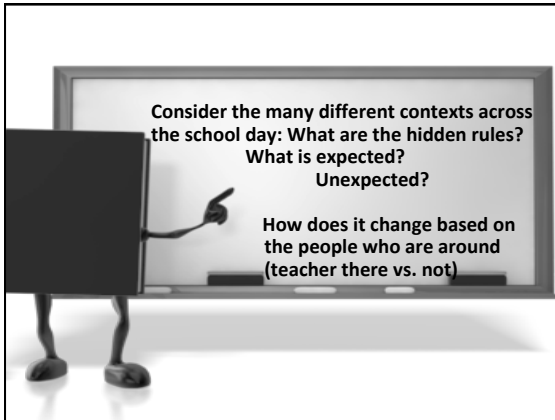
Student-friendly definitions

- **Expected behavior** is behavior that most people do in a certain place or certain situation.
- **Unexpected behavior** is the opposite. It's behavior that most people wouldn't do or shouldn't do in a situation.

What is the difference?

- What makes a behavior **expected** is that it encourages others to feel calm or possibly pleased in response to the social behavior.
- What makes the behavior **unexpected** is in response to the behavior, people who witness the behavior feel stress or more negatively towards a person.

| | |
|-----------------|------------|
| Situation _____ | |
| PEOPLE _____ | |
| Expected | Unexpected |
| | |



Discuss with students:



- “Where are you? Who is there? What is happening?”
- “What behavior do you think is unexpected?”
- “What behavior do you think is expected?”

What do you do with what you observe?

We make predictions and inferences all the time!

- In social interactions
 - In order to share space effectively with others across contexts
 - To understand the directions provided
 - To gain meaning and understand content across academic subjects
- This is what makes it possible to figure out what to do AND when to shift our thinking and plans

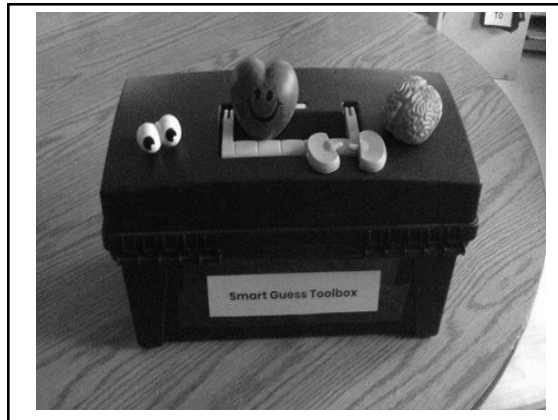
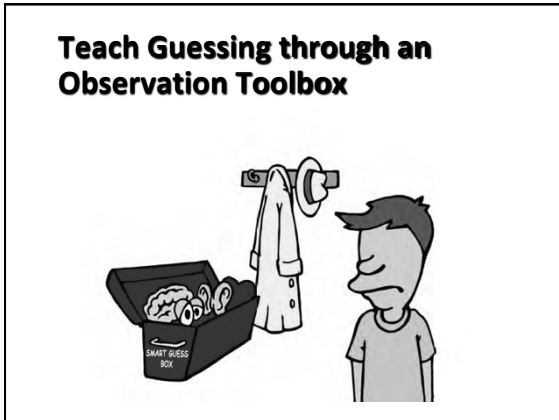
Input before Output


We have to put the pieces of the puzzle together to interpret and make inferences about how others are feeling, what they are thinking, and what the plan is BEFORE we respond.

If we have the wrong input, the output will not match up with the hidden rules or expectations for the context.


Smart Guess

- We don't always know something with certainty (that's expected!)
- When we have some clues or information, we can make a smart guess (also called an educated guess).
- We take information from what we see (think with our eyes) and what we hear and combine that with what we already know or remember.



Teaching Smart Guess 

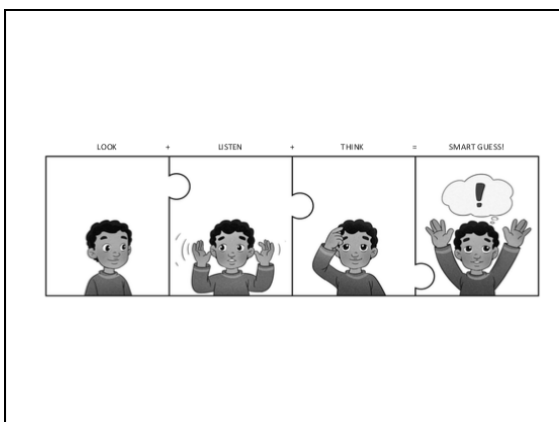
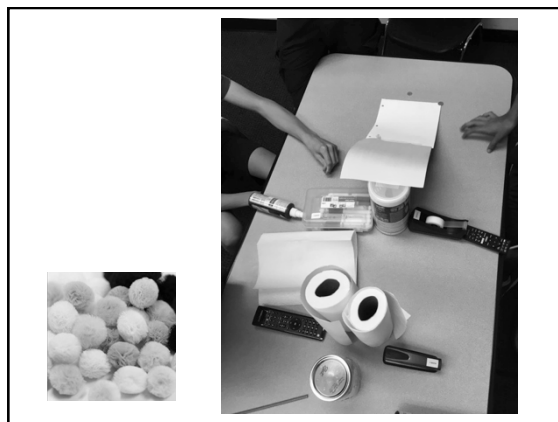
What are we doing to do today?






What do you see?

What do you hear?

What do you know/remember?



Social Math or Smart Guess
Formula: Adding up the clues to make a smart guess


-  Think with your eyes.
What do you see?
- +
-  Listen with your ears.
What are others saying?
- +
-  What do you KNOW about the person in that situation?
What has happened in the past?

SMART GUESS


Activity: Make a Smart Guess to figure out the Group Plan

- Choose familiar routines or activities (a familiar game, putting homework away, silent reading, etc.)
- Ask a student/group of students to leave the room
- Choose a group plan with the remaining students (e.g., get ready for silent reading)
- Begin the group plan
- Ask students to re-enter the space, observe and make a smart guess about what the group is doing---then follow the plan

Moving Into The Superflex Academy Starts With Social Detective Boot camp



Superflex®
Training Academy



Quiet Please-Training In Session!

Hours:
Monday-Friday
8:00 A.M. - 5:00 P.M.
Saturday
8:00 A.M. - 12:00 Noon
Sunday
Out saving Social Town and practicing our Superflex Strategies!
We will return on Monday.

**Theme Based Lessons:
Social Detective Boot
Camp (SDBC)!**


Kids show their
competencies in observing
to make Smart Guesses
about context based
expectations

Step One

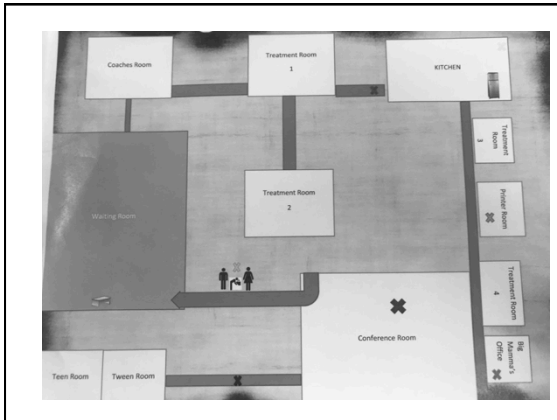
- You are a Team!
- You must work together to solve the missions
- The missions should remain TOP SECRET but will be asked to show what you have learned

**You As The Instructor Is
Part of The Superflex
Academy Staff**

- Teach about the Ranks
- Guide the missions with goals on how to proceed through the Ranks
- Prepare Weekly Mission Packs

Celebrating Success 


- Completing Missions = A BADGE stamp
- WARNING: It may take a few weeks to get each BADGE stamp



1st Mission
At Social Thinking Boston we see many kids that are bored in the waiting room... Your task is to notice who might be bored.

2nd Mission
Your next mission is to figure out the hidden rules of the waiting room by making a smart guess.


3rd Mission
Use your social detective tools to create slime. Using no words.



My Recess Mission




How did I do?

1 2 3 4 5



| Mission | My Rating |
|--|-----------|
| 1. Name one hidden rule that you noticed? | 1-2-3-4-5 |
| 2. How many people did you notice following that hidden rule? | 1-2-3-4-5 |
| 3. Find one group that was playing a game? How were kids making each other feel? | 1-2-3-4-5 |
| 4. What can your plan be? | 1-2-3-4-5 |


Social Detective Mission FOR SOCIAL DETECTIVES EYES ONLY

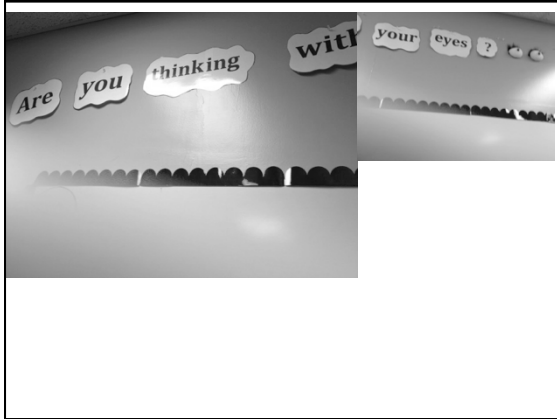
- Expected/Unexpected → 
- Expected/Unexpected → 
- Expected/Unexpected → 

Reading Other's Intentions

- Media examples are everywhere!
- YouTube clips
- Big Bang Theory
- Texts and emails can be used to talk about sarcasm, perspective taking and motives

Stratham Memorial School, NH
 Social Detectives for all Pre-K, K and 1st graders





Further exploring connection to academics



Key Ideas and Details for 1st grade:

Literacy

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

Reading for Comprehension: It's more than Fluency!

We have a "Stopwatch" Mentality.

**Let's teach students to be Text Detectives! -
Look for the clues in the TEXT**

Several Apps and check out Pinterest for examples

Turn and Talk

How could you infuse the concept of being a SOCIAL DETECTIVE into what you already do?



Not all children are ready for Superflex!

We adapt the teachings of Superflex for children depending on a student's social attention, self-awareness, abstract language and developmental age.



If your student..

- Cannot pretend
- Takes all information literally
- Has **very weak** language skills so it is unclear how he/she processes and responds to information

Do NOT use Superflex!

A child is ready for using the Superflex Curriculum when:

- They can distinguish between real and pretend
- Have learned the basic Social Thinking concepts
- Are developmentally ready – meaning they can begin to think about their own thinking and how this relates to their own behavior!

While Superflex is mighty cute, be very aware of a child's abilities with regards to social attention.

Different kids will have different levels of success depending on their own native abilities.

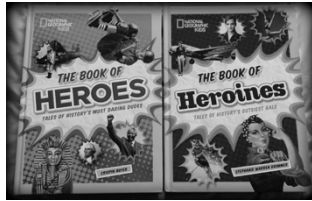
Superflex and the Unthinkables in the Social World

A Hero can take many forms (from my students)



This image by Unknown Author is licensed under CC BY-SA 4.0

Heroes Are Found In Many Places



Heroes Often Have Grit

Meet Superflex

See Handout "Superflex is Me!"



Superflex is ME!

You may have heard of Superheroes that have the powers to fly, freeze, or become invisible. But have you heard about Superflex? Superflex is one of the greatest superheroes of all time! Superflex's super powers help us think about others!

Here's the cool thing... We all have the power to be a Superflex! We all have a hero inside!

So become a Superflex, you first learn to think about others and what is happening around you. As you get older, your Superflex helps to find and use the right strategies to be a flexible thinker and problem solver and helps you to be part of the group plan. Being Superflex is not always easy... All of these super powers take practice and work. Together with your team (your family, teachers, and friends) you can learn more about and use your super flexible thinking powers!

Draw a picture of Superflex!



Meet...



"You may have heard of Superheroes that have the powers to fly, freeze, or become invisible. But have you heard about Superflex? Superflex is one of the greatest superheroes of all time! Superflex's super powers help us think about others!"

"To become a Superflex, you first learn to think about others and what is happening around you. As you get older, your Superflex helps to find and use the right strategies to be a flexible thinker and problem solver and helps you to be part of the group plan. Being Superflex is not always easy... All of these super powers take practice and work.

Together with your team (your family, teachers, and friends) you can learn more about and use your super flexible thinking powers!"

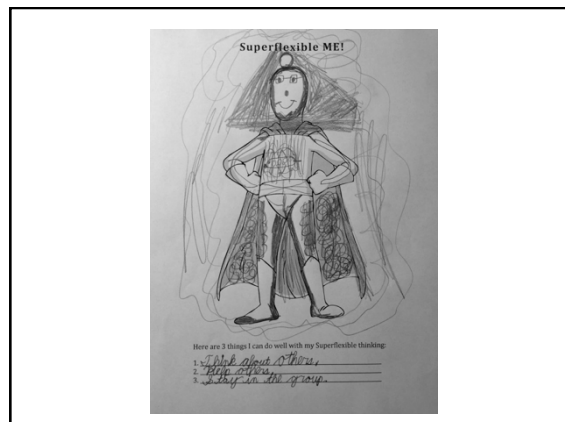
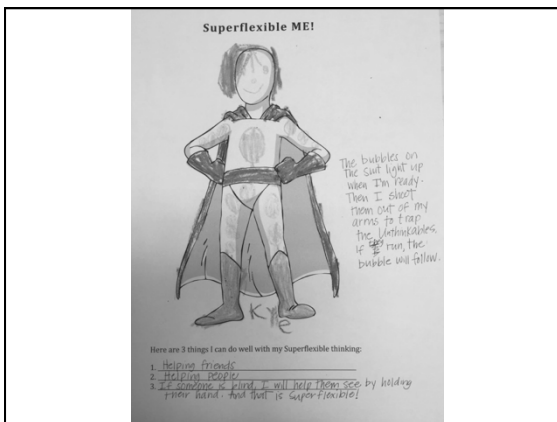
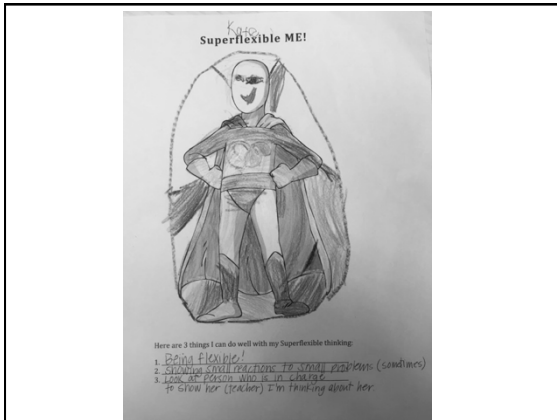


"Here's the cool thing... We all have the power to be a Superflex! We all have a hero inside!"

It is important to teach children that Superflex IS ME!



Help kids realize that Superflex is ME! SF can be any skin color, size, sex, gender, hair or eye color, etc.



Meet The Unthinkables

The Unthinkables are a way for us to talk about unexpected behavior.

Each Unthinkable has a specific "power" to defeat superflexible thinking in a person's brain

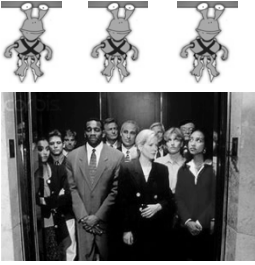




Image from Bigjoeontheho.com

When they are around, it is hard to think of others and share space with others. Problems happen.

Think, Pair, Share

Which UNTHINKABLES are the most common?

They often come in teams of 2 to 3

One of THESE 3?



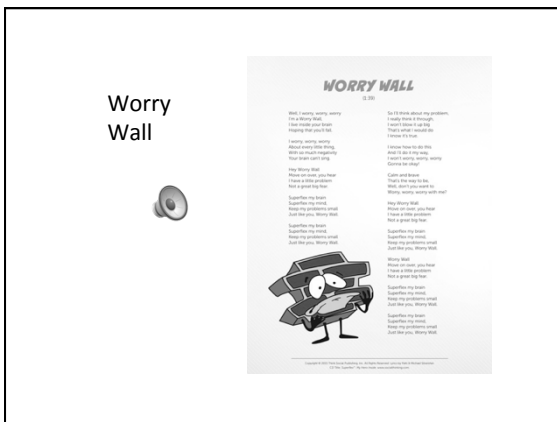
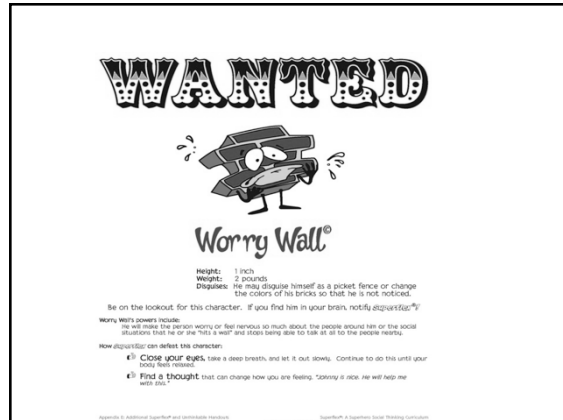
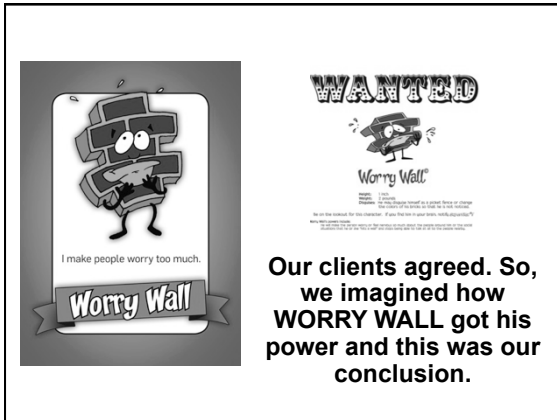
OR THESE?

According to adults, here are the 6 most common UNTHINKABLES



But when a 3rd grade teacher asked 64 3rd & 4th grade STUDENTS

“Which UNTHINKABLE shows up most often in your brain?, the overwhelming response was...

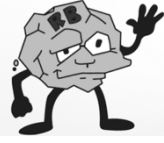


Pair Unthinkables with Basic Concepts

Pair core social thinking concepts/ vocabulary with Unthinkables to ensure a slower pace and deeper teaching. This shifts the focus from behavior change to teaching the underlying social learning concept.

- Concepts underlying Unthinkables**
- Body Snatcher- Body in the Group
 - Brain Eater- Brain in the Group
 - Energy Hare-y- Whole Body Listening
 - Mean Jean- Think It Thoughts
 - Un-Wonderer- Social Wondering
 - Rock Brain- Flexible Thinking
 - Glassman- Size of Reaction matches the Size of the Problem

We can all relate to Rock Brain.



Rock Brain (1:47)

I'm Rock Brain, Rock Brain
There's only one way to go.
It's my way or the highway
It's the only way I know.

I'm Rock Brain, Rock Brain
There's only one way to go.
It's plain to see
It's all about me.
It's the only way I know.

I recognize no compromise
If I try it again
I will not bend.
If at first it doesn't work
Then try it again
Do not bend.

Rock Brain, Rock Brain
There's more than one way to go.
(It don't know.)

So get unstuck, here's what we say
Rock Brain, Rock Brain
There's many more roads to choose.
When you only think one way
You've got too much to lose.

Rock Brain, Rock Brain
We've got an idea to share.
Shake it loose
Do something new
And you might get somewhere.

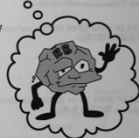
I might get somewhere?
Yes.
You might get somewhere.
You might get somewhere.
No way.

The Powers of Rockbrain

Rock Brain® is on the Loose... AND HE WANTS TO GET INTO BRAINS EVERYWHERE TO TAKE OVER YOUR SOCIAL TOWN!!

Be on the lookout for this character!
He may be **hiding** somewhere in your brain.

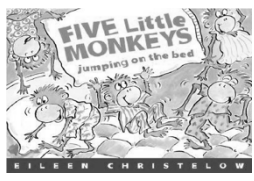
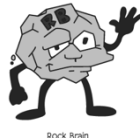
He is **very sneaky** and has defeated **SUPERCALIFRAJILL!** before!!





Do you recognize him?

HE MAY TRY TO:

- Get you stuck on doing only what you want to do.
- He will not let you compromise with others.
- **Rock Brain** will try to make sure that you make only bad choices so a problem only gets worse, or he will get you to try one solution that's not working over and over again.
- He will make you get stuck on rules and get stuck on ways that you want to do things without thinking about others.

Rock Brain

Rockbrain Scavenger Hunt



Turn and Talk

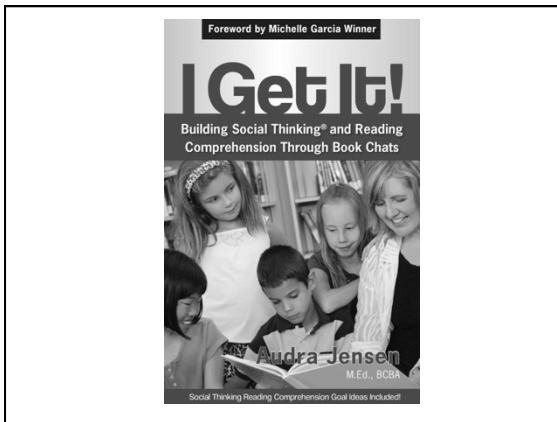
- Where does ROCKBRAIN show up in your own life?
- How about your colleagues?
- Your students?

Suggested progression to explore different Unthinkables and their powers


- Teach the concept first (expected behavior)
- Then add the Unthinkable and teach it as the opposite (unexpected behavior)
- Work on the student pairing the concept and Unthinkable together
- Find the Unthinkable in literature
- Look for the Unthinkable in day to day situations

Explore Unthinkables in books and television

- Max & Ruby (Nick Jr)- *Body Snatcher* and *Mean Jean*
- Pinkalicious (Victoria Kann) -*Glass Man*
- Howard Wigglebottom (Howard Binkow)- *Energy Harey*
- Pigeon books (by Mo Williems) *Rock* *Brain*



Students quickly start wanting to create their own Unthinkables!



From kids at True North Wellness Harrisburg, PA

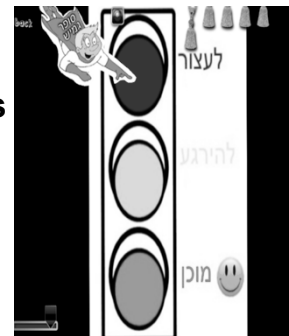
Name Sheriff ain't sharing

Power He makes you not want to share with anyone.

how do you defeat him? stop and think to yourself. "How would I feel if I didn't have something and no one would share with me?" It's okay to share.

Kids are creating Unthinkables all over the world!

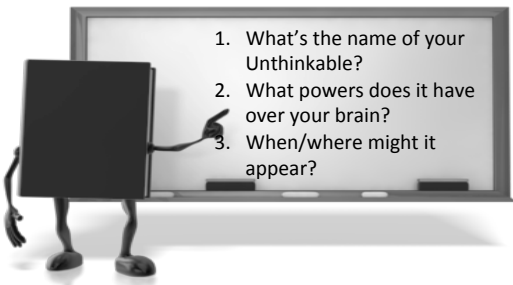
Israel, Portugal, Argentina, Hong, Kong, etc...



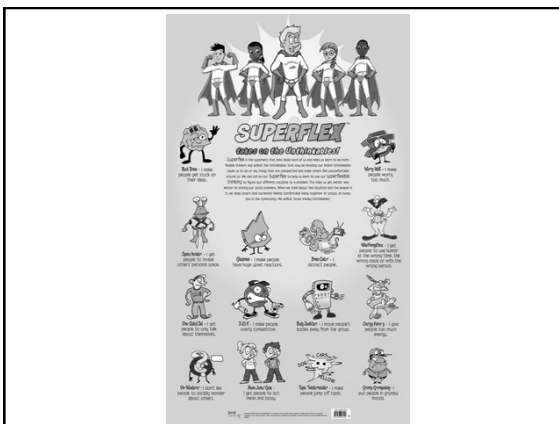
Hi, I am **MD** I have created
 a new Unthinkable for Superflex to fight.
 MAD MASTER! (I sent a poster like in your book.)
 SUPERFLEX
 A superhero
 Social Thinking Curriculum
 I hope you like the idea. Also if you're going
 to use him please give me some money and some
 credits. From: **MD**

Shake down:

Activity – Make an Unthinkable





1. What's the name of your Unthinkable?
2. What powers does it have over your brain?
3. When/where might it appear?



Making the Connection to Academics

Use your Social Detective or Observation Smarts to Find Unthinkables in literature

Use Detective power to figure out:
 WHO is there?
 WHERE are the characters?
 What is expected?

On the way to the apple trees, Evan sees the tractor. He climbs on and pretends to drive! Now Evan is thinking about a tractor. He is following his own plan.

Use your observation powers to spot the Unthinkable!

On the way to the apple trees, Evan sees the tractor. He climbs on and pretends to drive! Now Evan is thinking about a tractor. He is following his own plan.

On the way to the apple trees, Evan sees the tractor. He climbs on and pretends to drive! Now Evan is thinking about a tractor. He is following his own plan.

The kids decide to swim to the coral reef. Maybe they will find a shark tooth there. Oops! Their bodies got too close to each other.

The kids decide to swim to the coral reef. Maybe they will find a shark tooth there. Oops! Their bodies got too close to each other.

Up ahead they see a sunken ship. Maybe they can find a shark tooth there! Evan, Ellie and Jesse swim toward the ship. Oops! Molly's body is out of the group. The other kids think she doesn't want to look in the ship with them. They feel sad.

Up ahead they see a sunken ship. Maybe they can find a shark tooth there! Evan, Ellie and Jesse swim toward the ship. Oops! Molly's body is out of the group. The other kids think she doesn't want to look in the ship with them. They feel sad.

Connecting to Academics



This photo by Unknown Author is licensed under CC BY

Connected to Daily Reading - Superflex Word Wall

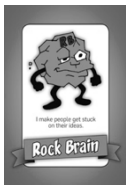


Stubborn
Selfish
Defiant
Rigid

Rude
Annoying
Grumpy
Negative

Nasty
Bossy
Inflexible
Mean

The Unthinkables Have Their Place In History

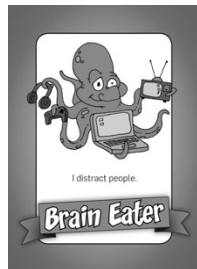


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And In Current Events

- Mobile Phone Ban In Schools Takes Effect In France
- (September 7, 2018)

What Were the Teachers Observing in Their Students?



Moving on to strategies and self monitoring?

Move forward, go back, stay where you are (move deeper)?

Before moving on to strategies, ask yourself these questions...

- Is my student...
- Able to identify expected and unexpected behaviors in others and self?
- Able to use the abstract concepts of the Unthinkables to understand/describe unexpected behaviors?
- Talk about powers
- Identify Unthinkables specific to them
- Identify situations when Unthinkables are likely to appear (e.g., Doing homework, Glassman likely to take over my thinking)

From a parent: 9 year old PDD-NOS

“My son has recently started learning about Superflex with his SLP. It has given him vocabulary and a way of thinking about his challenges that help him to understand his own thoughts.

Last night he was being really negative about everything...This is what he said about the encounter:

“After being ambushed by Negasaurus Nix and Kenny Can’t, I have fired all of my Thinkable guards.

Rock Brain perforated Positive-saurus Fix’s shield, so he quit and Kenny Can retired. So that’s it. I was just ambushed and I lost.”


With increased awareness comes increased knowledge of why we have goals

We naturally develop goals as we figure out who to defeat


Part 2 Learning about Strategies



The Superflex Curriculum




Social Attention
What Unthinkables are in trying to defeat your Superflexible Thinking?



Social Interpretation
What do you need to do try and do in this situation?

Social Problem solving
Make a decision as to what strategy to use



Social Response
Practice your social response based on your strategy!

Sometimes It Feels Like...

- Herding kitten video here – not needed for handout


Social Behavioral Dysregulation

The inability to coordinate social emotional behavioral responses (expected behaviors) required at that moment in a particular situation

Dysregulation in the classroom

-
-
-
-
-
-
-
-

Mr. Dysregulation on the playground!



D.O.F. Destroyer of Fun

(1:31)

Can't wait to play a game 'cuz I know I'll win
I'll be number one when we begin
I gotta go first at the game we play
It's my favorite game
And I like it that way.

D.O.F. the Destroyer of Fun
D.O.F. always number one.
Doesn't matter what others do or say
Just win, win, win, it's better that way.

But maybe everyone should have a real good time
So when we play with each other no one's left behind.
If it's not "just me" that's put to the test
Then everyone can feel
They're doing their best.

D.O.F. the Destroyer of Fun
D.O.F. always number one.
Doesn't matter what others say or do
Just win, win, win, make it all about you.

Share the glory all around
You'll feel lucky with what you found.
We want to play with you, so superflex you mind.
No one's gonna leave you behind.

D.O.F. Destroyer of Fun
D.O.F. got you on the run,
Gonna share the field, now it's time to begin
No one's left behind, so everyone can win,
Everyone wins! Yay!

What are you doing to self-regulate right now in this situation?

- What are you inhibiting?
- What are you pushing yourself to focus on?
- What motivates you to do this?
- When does it get difficult?
- What strategies do you have when it gets difficult?

We take for granted our ability to self-regulate when uncomfortable, in a manner that keeps others comfortable!



We need self-regulation for navigating in the social world (e.g., when we inhibit revealing a secret, even though it is tempting to tell it), academic life (e.g., when we study for the test, even though we would prefer to watch our favorite TV show), and much more—indeed, in every aspect of life.

*-Andrea Berger in **Self-Regulation: Brain, Cognition, and Development***

3 Key Processes For Self-Regulation

1. Self-Monitoring (or Self Observation)
2. Self-Awareness (or Self Judgment)
3. Self-Control (or Self Reaction)

Bandura, 1986

Avoid Assumptions!

When developing lessons for students with solid to gifted language and learning skills, do not assume they have strong social learning and sensory regulation skills based on their academic testing!

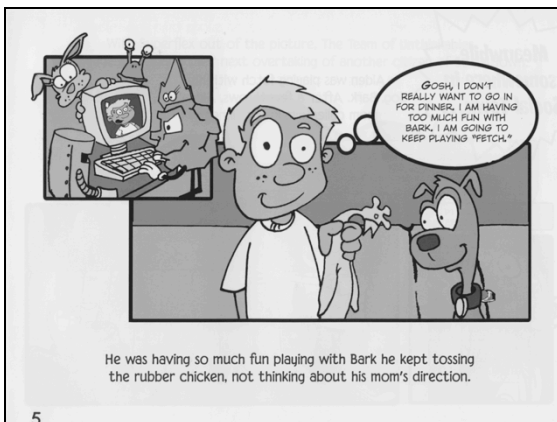
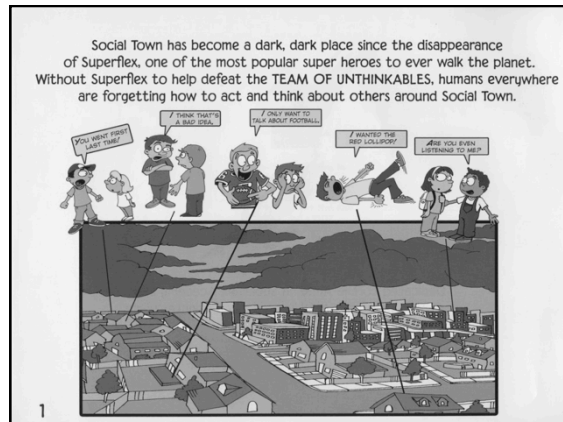
For kids with poor self-regulation, it's not that easy!

- Teach what to pay attention to (Social Detective)
- Use a common language to understand the expectations (Social Thinking Vocabulary)
- Give Time to process and respond to this information
- Promote strategies to motivate learning to self-regulate in the moment, if able!

Exploring strategies to regulate self as part of the social world

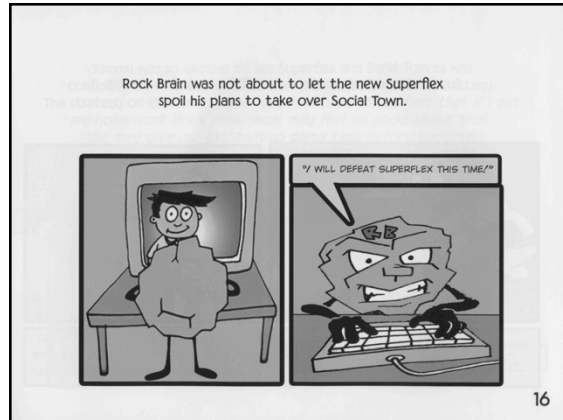
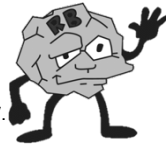
- Upstairs and Downstairs
- Brain Boards
- Thinkables
- Self Coach Training
- Strategies for specific Unthinkables

How UNTHINKABLES play a role in dysregulation

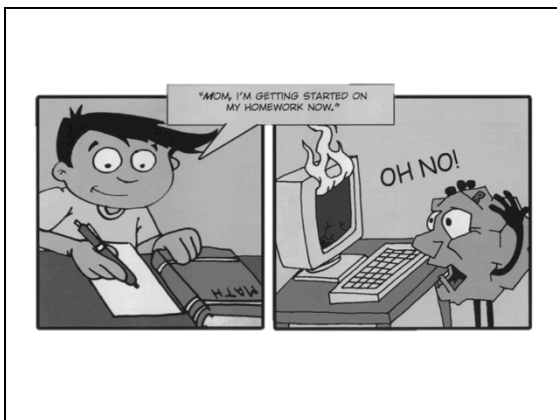


**And the story goes...
After Aiden finds the brain sensor;
Aiden becomes Superflexible!**

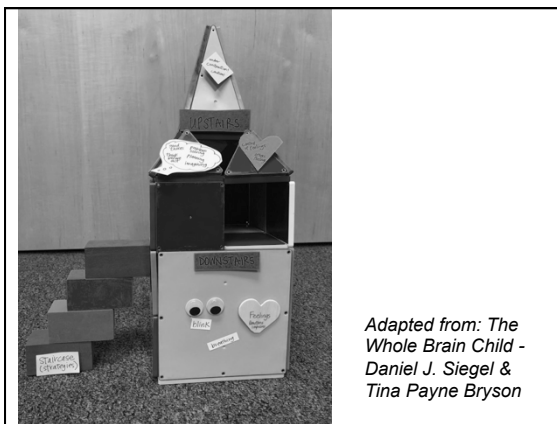
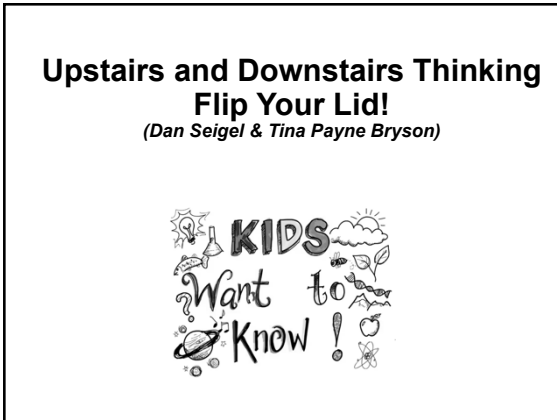
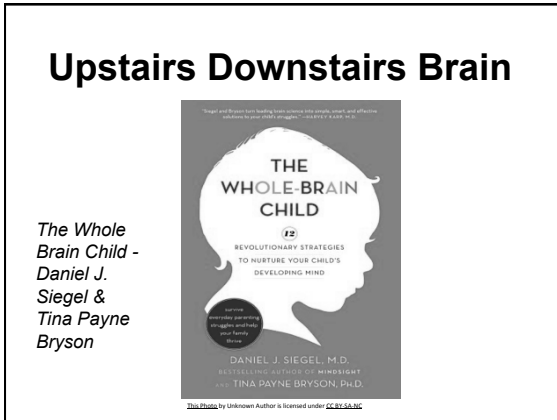
Rock Brain loses his power
as Aiden uses strategies to
become more flexible.
Mom and Aiden are both happy.



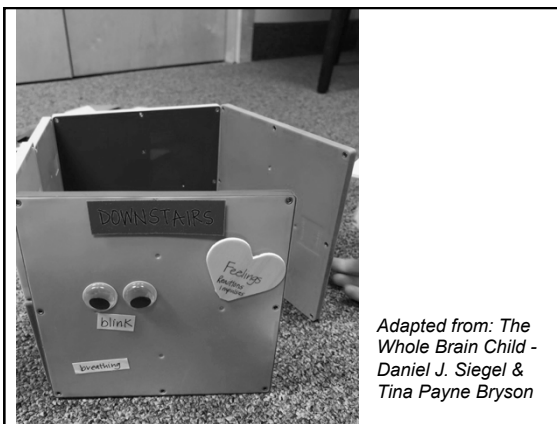
**Aiden/Superflex and Bark
offer teaching tips to kids
to defeat their
Unthinkables**



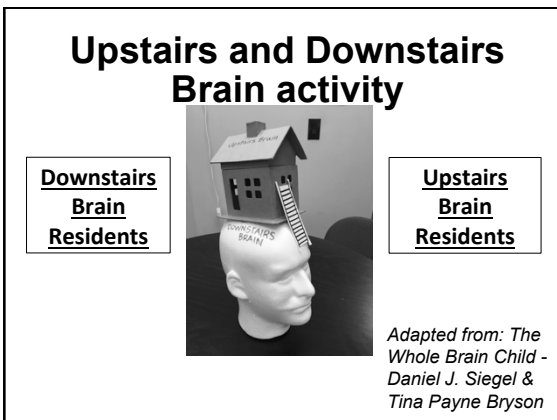
**Using Strategies and
THINKABLES to
guide us toward self-
regulation!**



Adapted from: *The Whole Brain Child* - Daniel J. Siegel & Tina Payne Bryson



Adapted from: *The Whole Brain Child* - Daniel J. Siegel & Tina Payne Bryson



Adapted from: *The Whole Brain Child* - Daniel J. Siegel & Tina Payne Bryson

Time for Math!!

Seeing
Smelling
Tasting
Hearing
Feeling

I'M NOT DOING IT!

MAD Scared

Head on desk
Don't finish work

Adapted from: The Whole Brain Child - Daniel J. Siegel & Tina Payne Bryson

Flipping your Lid!

Adapted from: The Whole Brain Child - Daniel J. Siegel & Tina Payne Bryson

It's time for Math!

Seeing
Smelling
Tasting
Hearing
Feeling

Think how good I'll feel when I'm done!

MAD!

Finish work

Adapted from: The Whole Brain Child - Daniel J. Siegel & Tina Payne Bryson

Upstairs and Downstairs Brain

Adapted from: The Whole Brain Child - Daniel J. Siegel & Tina Payne Bryson

A Brain Board is Command Central

- Concrete representations of the control panel nestled in all of our brains
- Taught through components
- Designed to incorporate and teach core Social Thinking frameworks and concepts
- Individualized to each and every student

A Process to Keep Your Lid On!

NAME IT

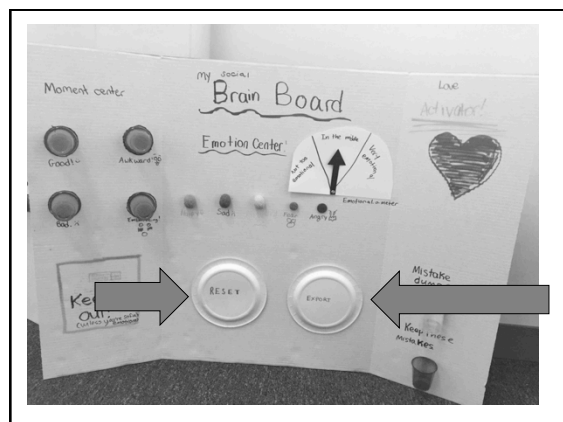
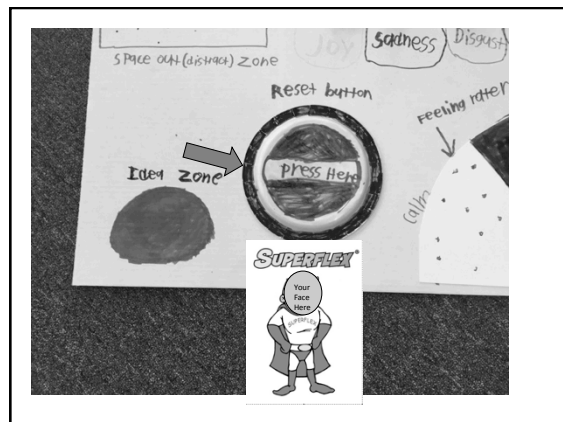
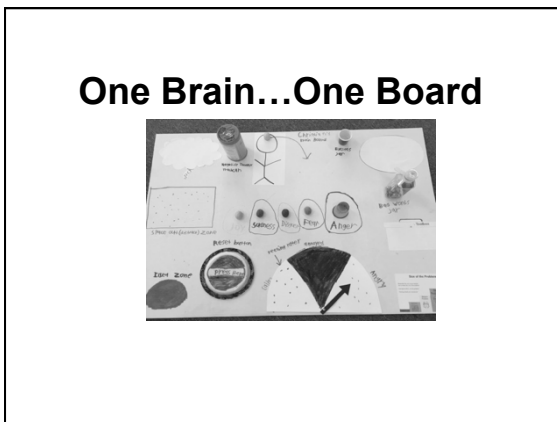
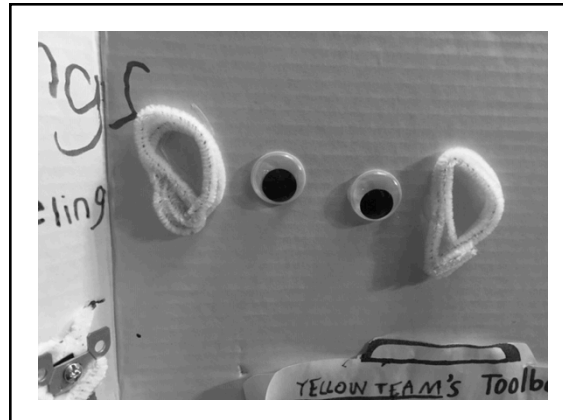
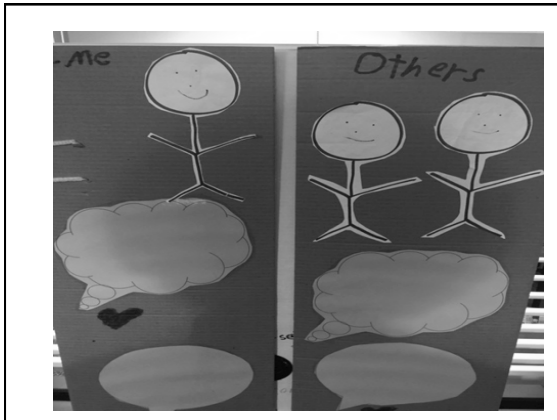
↓

TAME IT

↓

REFRAME IT

The Whole Brain Child - Daniel J. Siegel & Tina Payne Bryson




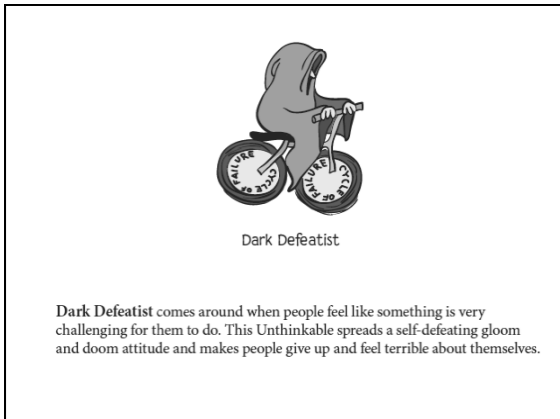
An eLearning module on Brain Boards can be found at www.socialthinking.com

Strategies for Kids : Brain Boss & Flex Camp: The Detective & Dragon Series
 Instructors:
Nancy Clements Pamela Crooke
 • Category:
Teaching Our Vocabulary, Frameworks & Motivational Strategies

The biggest voice we ever hear is the one inside our heads

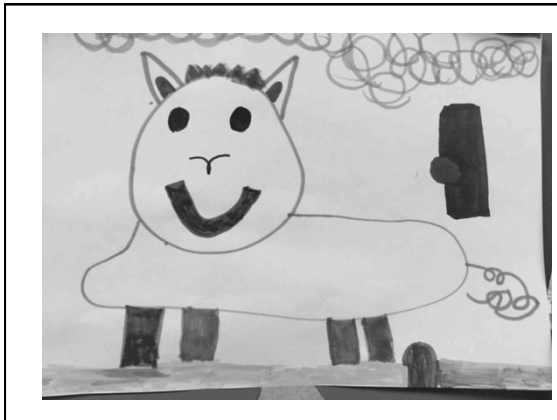
There are two ways to look at anything...
 Developing your self coach

We're ALWAYS teaching our brains! 
MEET YOUR SELF COACH
 Think about a team... a sports team or any team that has a coach.
 Ok, this coach is there to help them figure out how to play and what to do.
 A coach gives ideas to the players.
 A coach tells when someone is doing a good job.
 A coach is always on your side.
 Well guess what? You have a coach in your brain too...



Self Coach vs Self Defeater

| Positive self-talk | Negative self-talk |
|---|---------------------------|
| • I can try this | • I suck |
| • I will use this strategy _____. | • I can never do that |
| • This will make me feel good once I get through it | • Tomorrow I will do it |
| • I will be relieved once it is done | |



Self Defeater Trap




Now to the THINKABLES

Thinkables

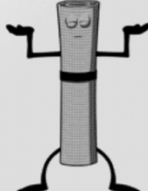
- Represent expected behaviors and strategies to help defeat Unthinkable
- Students gain a Thinkable or Thinkable powers when they have nearly eliminated an Unthinkable
- Use with those who only want to focus on negative behaviors. Limit to only use Thinkables with these students
- A way to switch the focus in order to push positive

The following are Thinkables for each of the 14 "Unthinkables"

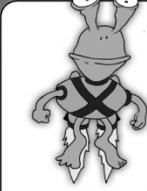


I give people too much energy.

Energy Hare-y




Meditation Matt - I help you try to be calm throughout your day, so you can stop and think about making good choices.



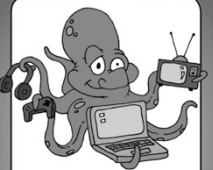
I get people to invade others' personal space.

Space Invader




I help you pay attention to and respect other people's personal space bubbles.

Space Respector




I distract people.

Brain Eater




I help give you focusing powers so your brain can stay connected to what others are talking about or what you are doing.

Focus Tron



I make people overly competitive.

D.O.F.



I help you use your positive thinking so you can cooperate and be flexible during sports and games.

Inventor of Fun (L25)



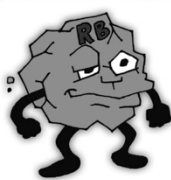
I put people in grumpy moods.

Grump Grumpaning




I help you see the good things in a day and feel pretty good about your life so you can always show your "sunny" side to others.

Sunny Sun



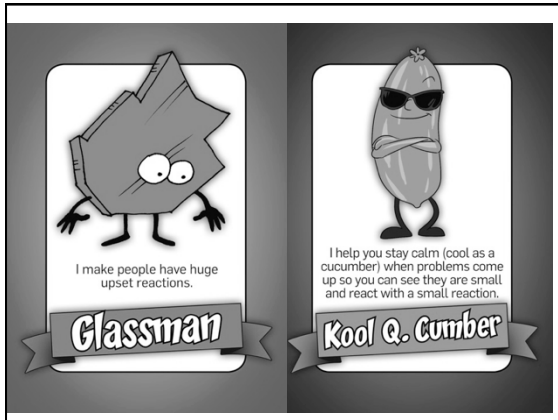
I make people get stuck on their ideas.

Rock Brain



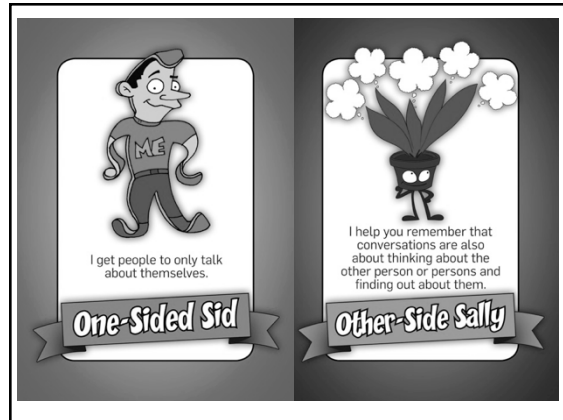
I help you be a flexible thinker so you don't get stuck on your own thoughts or plans.

Rex Flexinator



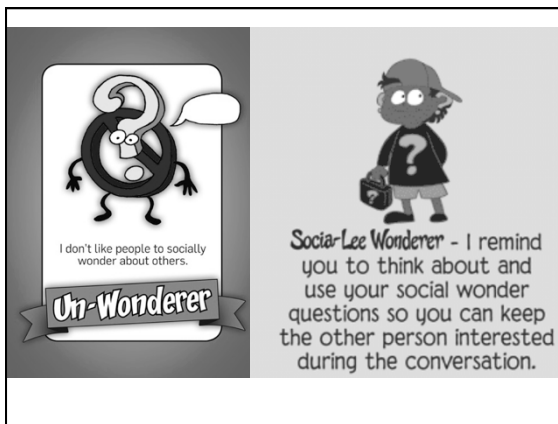
Glassman
I make people have huge upset reactions.

Kool Q. Cumber
I help you stay calm (cool as a cucumber) when problems come up so you can see they are small and react with a small reaction.



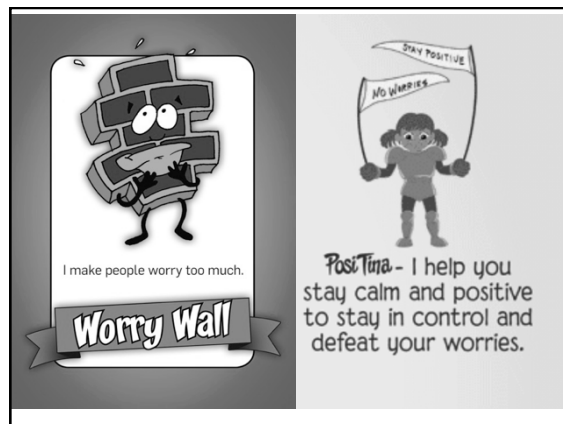
One-Sided Sid
I get people to only talk about themselves.

Other-Side Sally
I help you remember that conversations are also about thinking about the other person or persons and finding out about them.



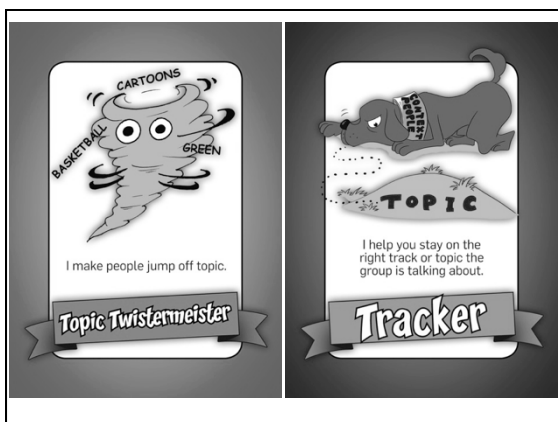
On-Wonderer
I don't like people to socially wonder about others.

Social-Lee Wonderer - I remind you to think about and use your social wonder questions so you can keep the other person interested during the conversation.



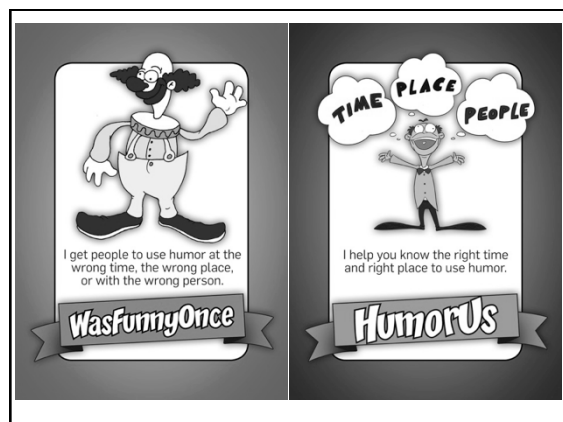
Worry Wall
I make people worry too much.

Posi Tina - I help you stay calm and positive to stay in control and defeat your worries.



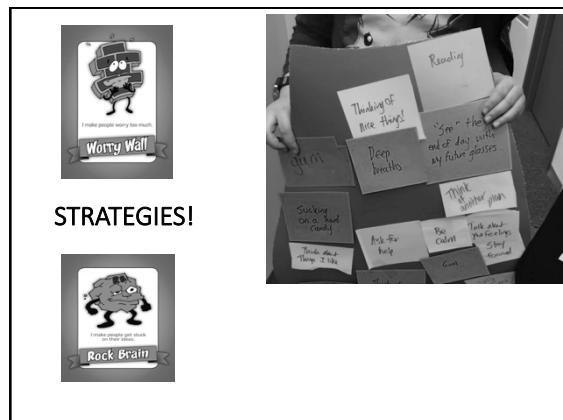
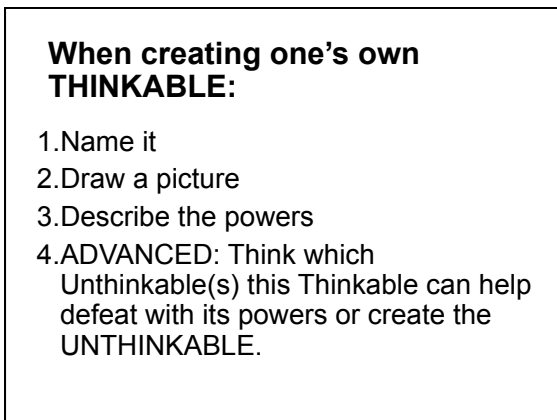
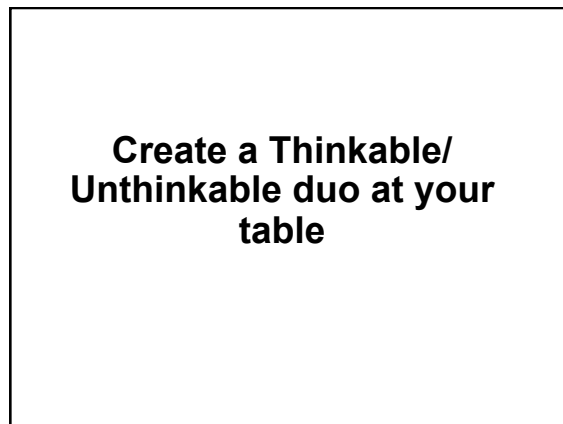
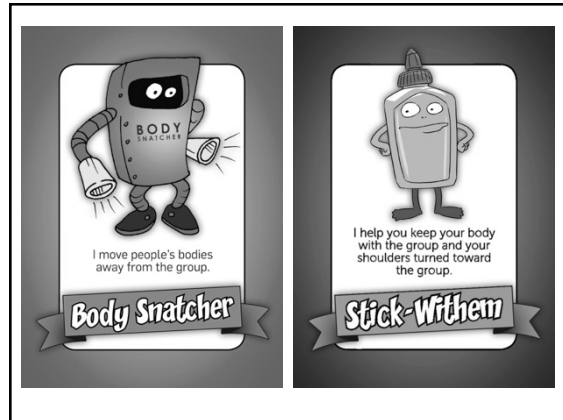
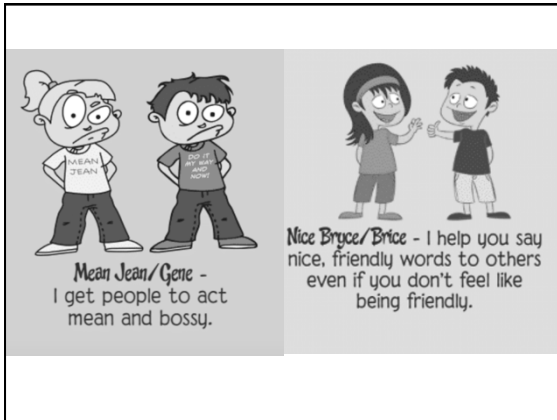
Topic Twistermeister
I make people jump off topic.

Tracker
I help you stay on the right track or topic the group is talking about.



Was Funny Once
I get people to use humor at the wrong time, the wrong place, or with the wrong person.

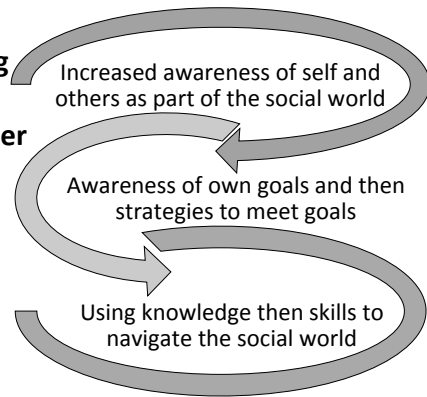
HumorUs
I help you know the right time and right place to use humor.



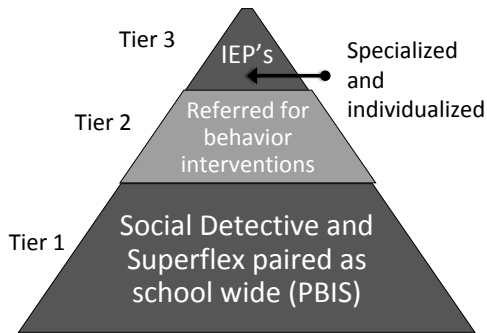
3rd grade

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

Part 3 Putting it all together



Superflex with RTI and PBIS



Superflex and PBIS

Positive Behavioral Interventions & Supports creating a caring community

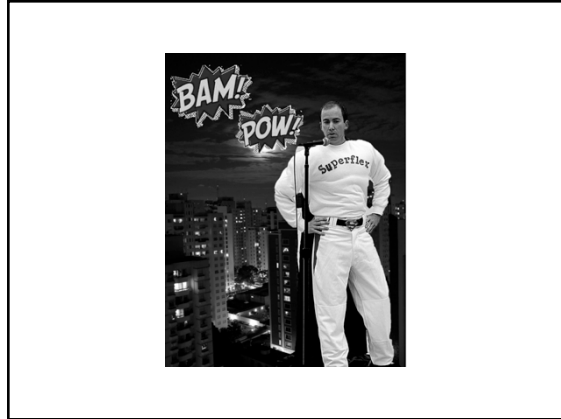
- Creating safe schools establishing a positive culture with quality leadership through common:
 - Vision
 - Values
 - Language
 - Experience

Superflex and PBIS: Rolling it out

- Detective FIRST!!!
- Provide Visuals for kids to explore!
- Infuse language across day
- Spirit assemblies/ST trivia on morning announcements
- The goal is NOT to have it be a separate program but infused within existing programs

Encourage self-discovery, use of concepts across situations and settings.


- Encourage as part of conflict resolution – which Unthinkables are invading?
- Encourage when students are receiving discipline, how can they become a better Social Detective and gain more Superflexible strategies?



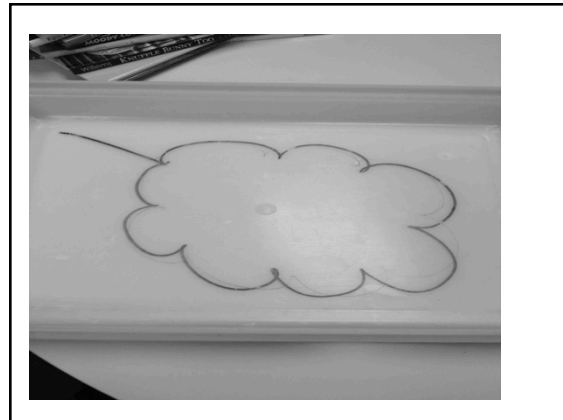
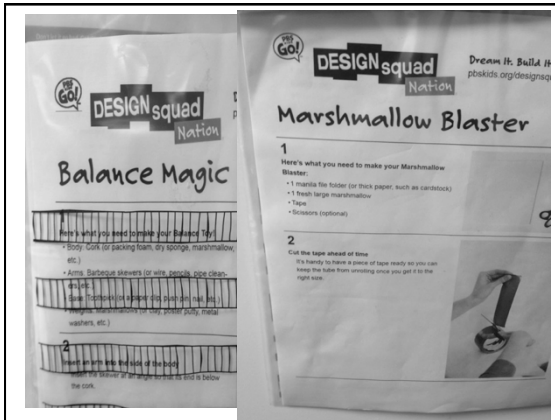
Putting it all together!

- Using the knowledge and strategies
- Project Based Learning
- Preview/Set Up (discussions, role play, etc.)
- Do
- Review

Project Based Learning
Requires Flexible Thinking!



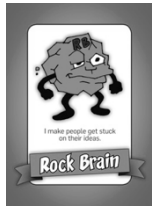
A cartoon character with a large, grey, jagged rock for a head. The character has a grumpy expression and is standing on two legs. Below the character is the text: "I make people get stuck on their ideas."




Preview/Set Up

- Discuss
 - Different roles or jobs
 - *Sketcher*
 - *Approver*
 - *Taper*
 - *Labeler*
 - *Holder*
 - Possible problems
 - Strategies to have on hand
 - Role Play

**Example:
Rock Brain Challenge**




Make a Brain out of Jello

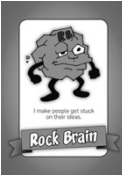


Jobs in Making the Superflexible Brain

- Materials Manager
- Can opener
- Measurer
- Water adder
- Food coloring adder
- Stirrer
- Check list checker




How will we know Rock Brain is in the group?



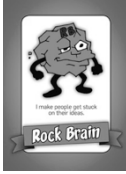
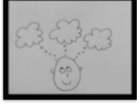
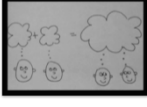

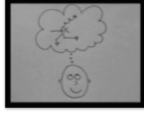
Review "powers" of Rock Brain

- We aren't moving forward with the plan (stuck on a step)
- People are upset (vo: faces)
- Teacher stops to give directions again
- Trying the same way to do something over and over





Strategies to defeat
Rock Brain

| | | |
|---|---|---|
|  Ask for help |  Think of ideas |  Add ideas together |
| |  Let it Go |  Try Another Way |

When (not if) Rock Brain enters the group

FREEZE! (Often job of teacher)

- What's happening?
- Stop and Think!
- Strategy?
- How did we do?

Freeze!

What is happening?
Can't open the can.

What strategies could we use?
Try another way and/or ask for help. Try it!

How did it go?
Asked the teacher. She had a can opener. It worked!

After activity is completed..

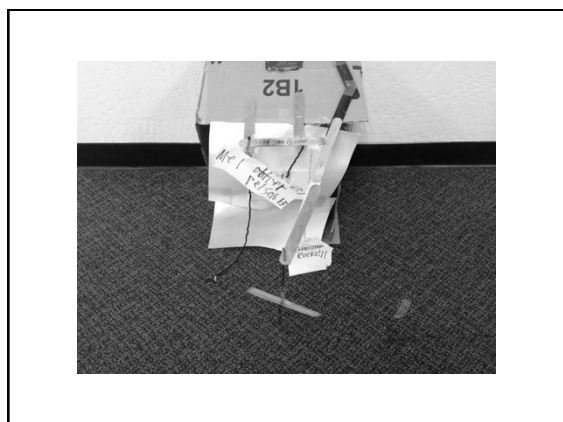
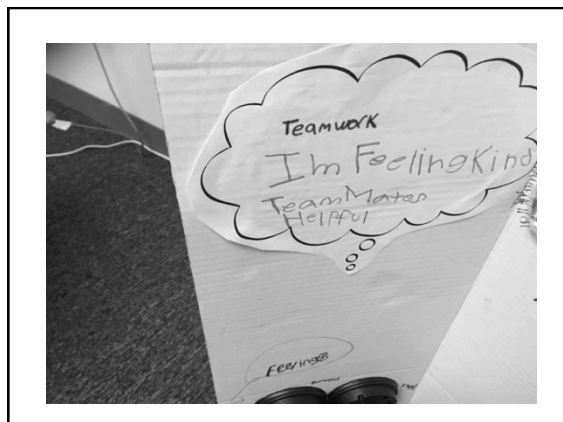
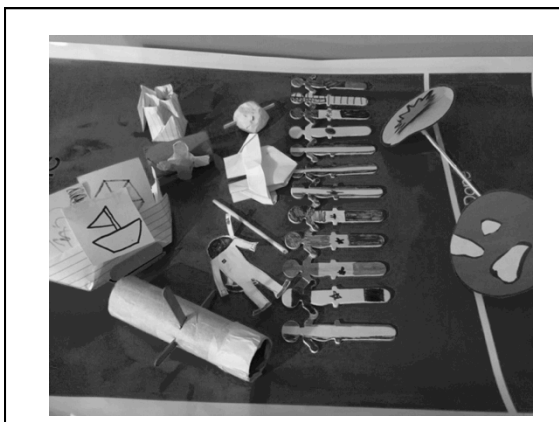


DEFEATED!

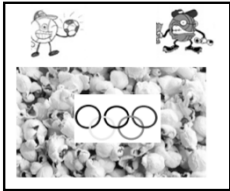
Defeating Unthinkables

Avoid any language around "killing" or hurting any Unthinkables. We only DEFEAT an Unthinkable or lay it to rest.

Discuss with students that the only way to defeat an Unthinkable is through the use of strategies, NOT by swords/ guns/ bombs, etc.



The Inventor of Fun (I.O.F) vs The Destroyer of Fun (D.O.F.) in The Popcorn Olympics!



You'll need:

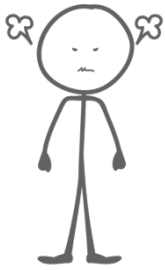
- Popcorn
- Events (distance, accuracy, obstacles)
- Scorecard to reflect on behaviors
- Strategies to adjust or keep it up for the next event

| Score Card | | | |
|---|--------|--|--------|
| The Inventor of Fun (I.O.F) | Points | The Destroyer of Fun (D.O.F) | Points |
| Expected Behaviors | | Unexpected Behaviors | |
| Stays in the group | | Runs out of the group | |
| Follows the group plan | | Following your own plan | |
| Thinking with your eyes open | | Not thinking with your eyes | |
| Making positive comments about peers and/or self | | Making negative comments about peers and/or self | |
| Making encouraging comments | | Not making encouraging comments | |
| Following the rules of the game | | Breaking | |
| Showing a small reaction when you acts to small questions | | Over celebrating | |
| Staying connected while you wait | | Changing the rules | |
| Trying something new | | Having big reactions to small problems | |
| Asking for help | | Not waiting | |
| | | Not asking for help | |

Reflect:
 Who won this round of the popcorn Olympics? Was it the I.O.F. or the D.O.F.?
 How did the I.O.F. score points (what were the expected behaviors observed)?
 Follow up question: What did you do to help the I.O.F. score points in this competition?
 Were there any D.O.F. moments? How did the D.O.F. score points (the unexpected behaviors observed)?
 Follow up question: How can we keep the D.O.F out of the next event in the Popcorn Olympics?

A couple of non-negotiables:

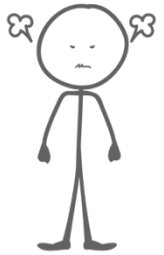
DO NOT punish, reprimand, or admonish kids for not using the strategies in real time!



Please don't call students the names of the Unthinkables!!

Ex. "You are being a ROCKBRAIN"
 "You are such a GLASSMAN"

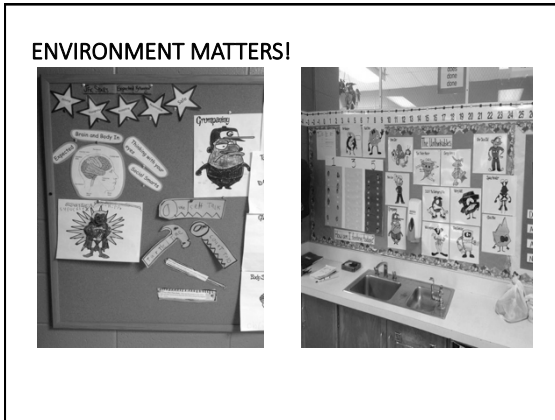
Instead, notice the behavior that brings on the unthinkable



A behavior plan, that focuses on the product of good behavior rather than the process of learning to understand the expectations and how to self-monitor one's own success doing what is expected will usually have limited success!

USE more POSITIVES than Critical statements

- This is just good teaching
- Avoid calling out every misstep on the part of the student
- Catch him/her doing it RIGHT!
- Use the THINKABLES



5th Speaking and Listening - Comprehension and Collaboration #1.
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

**Free article:
Dos and Don'ts of
Teaching Superflex**

Go to www.socialthinking.com
Click on "What's Social Thinking?" tab
Then see it listed on the left list of free articles.

What to do about those in Middle/ High School who are too cool for Social Detective, Superflex and Social Town?

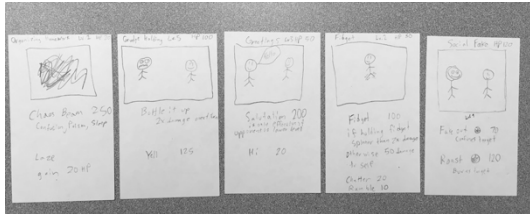
Extend same idea to Middle School and beyond

Older kids may reject Superflex, but are okay with "Mind-benders" or "**Annoyables**."

Have the students invent their own teenage mind creatures

Define powers such as a "**mind meld**" or other form of mind control to **defeat the annoyables**

What's in Your Deck?



Superflex power into Minecraft power

'Steve' vs. 'The Creepers'



And now our adult clients are designing their own Superflex concepts to learn self-control!



James Bond meets Superflex...
Think about it...



Teaching Social Competencies—More Than Social Skills
Social Learning for a Lifetime of Well-Being



www.socialthinking.com