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
I get people to invade others’ personal space.

Space Invader

I distract people.

Brain Eater

I make people overly competitive.

D.O.F.

I put people in grumpy moods.

Grumpy Grumparity

I make people have huge upset reactions.

Glassman

I get people to only talk about themselves.

One-Sided Sid
Stop and Discuss

Which Unthinkables have already tried to take over your flexible thinking today?

What is *social thinking?*

“Interpretive Engine”
The ability to consider the context and your own and others’ thoughts, emotions, beliefs, intentions, knowledge, etc. to help interpret and respond to the information in your mind and/or through your social behavioral interactions.

*Note: small "s" and small "t" refer to thinking socially and not the Social Thinking methodology*

What are social skills?

Utilizing your social thinking then adapting your behavior to encourage people to think about you or your intentions in the manner you had hoped.

And, having an emotional awareness that what we do and say can impact how other people think and feel, which impacts how they may treat us which influences how we end up feeling about them and possibly ourselves.

It is important to note:

The Social Thinking Methodology is geared for those with solid to high language skills, who have near average to way above average verbal intelligence.
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.

Introducing Social Thinking’s Social Competency Model

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

Self Awareness always comes before Self regulation or self control

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**Treatment Pathway**
3 Parts of our Journey

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**Part 1 Learning about Me in the Social World**
- Increase awareness of self and others as part of the social world

**Part 2 Learning about Strategies**
- Explore strategies to regulate self as part of the social world and move toward own goals

**Part 3 Putting it all together**
- Increased awareness of self and others as part of the social world
- Awareness of own goals and then strategies to meet goals
- Using knowledge then skills to navigate the social world

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**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*

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**Social Attention**

**Social Interpretation** Making meaning

**Social Problem solving**

**Social Response**
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

Increase awareness of self as part of the social world

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

Learning about Me in the Social World

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’

Increase awareness of self and others as part of the social world
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)

Brain making!

No two brains are exactly the same. Everybody has strengths that are unique and things that are hard.

“If we did this today, I would need lots of clay cleaners for my next lesson.”
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.


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

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

Social Emotional Chain Reaction

**Expected behaviors**

How you behave affects how people...
- Feel & Think
- Which affects how they react & respond
- Which affects how you feel yourself

**Unexpected behaviors**

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.

<table>
<thead>
<tr>
<th>Situation</th>
<th>PEOPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected</td>
<td>Unexpected</td>
</tr>
</tbody>
</table>
Consider the many different contexts across the school day: What are the hidden rules? What is expected? Unexpected? How does it change based on the people who are around (teacher there vs. not)

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.
Teach Guessing through an Observation Toolbox

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

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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

Theme Based Lessons: Social Detective Boot Camp (SDBC)!
Kids show their competencies in observing to make Smart Guesses about context based expectations

Moving Into The Superflex Academy Starts With Social Detective Boot camp

Step One
• You are a Team!
• You must work together to solve the missions
• The missions should remain TOP SECRET but will 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
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

My Recess Mission

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

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.

Stratham Memorial School, NH
Social Detectives for all Pre-K, K and 1st graders
Further exploring connection to academics

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

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.

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)
Heroes Are Found In Many Places

Heroes Often Have Grit

Meet Superflex

See Handout “Superflex is Me!”

“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!”

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!”

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.

“Here’s the cool thing… We all have the power to be a Superflex! We all have a hero inside!”
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.
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…

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Our clients agreed. So, we imagined how WORRY WALL got his power and this was our conclusion.

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**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

The Powers of Rockbrain

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 Williams) Rock Brain

Students quickly start wanting to create their own Unthinkables!

From kids at True North Wellness Harrisburg, PA

Kids are creating Unthinkables all over the world!

Israel, Portugal, Argentina, Hong, Kong, etc...
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?
Use your observation powers to spot the Unthinkable!

On the way to the apple trees, Evan sees the tractor. He clucks on and pretends to drive. Now Evan is thinking about a tractor.

The kids decide to swim in the cornfield. Maybe they will find a shark tooth there.

Oops! Their bodies get too close to each other.

Up ahead they see a sunken ship. Maybe they can find a shark tooth there!

Evan, Elle, and Jesse swim toward the ship. Ouch!

Mel’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

The Unthinkables Have Their Place in History

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
Explore strategies to regulate self as part of the social world and move toward own goals
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

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

Social Town has become a dark, dark place since the disappearance of Superflex, one of the most popular super heroes to ever walk the planet. Without Superflex to help defeat the TEAM OF UNTHINKABLES, humans everywhere are forgetting how to act and think about others around Social Town.

He was having so much fun playing with Bark he kept tossing the rubber chicken, not paying about his mom's direction.
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!
Upstairs Downstairs Brain

Upstairs and Downstairs Thinking
Flip Your Lid!
(Dan 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

Upstairs and Downstairs Brain activity

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

Upstairs and Downstairs Brain

- 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

A Process to Keep Your Lid On!

- NAME IT
- TAME IT
- REFRACT IT

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

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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
• I can try this
• I will use this strategy _____.
• This will make me feel good once I get through it
• I will be relieved once it is done

Negative self-talk
• I suck
• I can never do that
• Tomorrow I will do it

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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”
Activity – Using Your Own Unthinkable

What strategies can you use to defeat this Unthinkable?

Create a Thinkable/Unthinkable duo at your table

When creating one’s own THINKABLE:

1. Name it
2. Draw a picture
3. Describe the powers
4. ADVANCED: Think which Unthinkable(s) this Thinkable can help defeat with its powers or create the UNTHINKABLE.
Be Focused! Stay Calm!

Superflex Planet Party Game

Connecting to Academics

One School’s Way of Sharing Some Kindness!
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

Increased awareness of self and others as part of the social world
Awareness of own goals and then strategies to meet goals
Using knowledge then skills to navigate the social world

Superflex with RTI and PBIS

Tier 3 IEP's Specialized and individualized

Tier 2 Referred for behavior interventions

Social Detective and Superflex paired as school wide (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!
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?
- We aren’t moving forward with the plan (stuck on a step)
- People are upset (voices/faces)
- Teacher stops to give directions again
- Trying the same way to do something over and over

Review “powers” of Rock Brain

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**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!*

**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

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
Used the app SPORE to create their own Annoyables

They also had to provide a rational for designing their SPORE the way they did.

The Proactivators

The proactivators is a story of four teens teaching high schoolers right from wrong at the high schoolers level adding things such as the effects of drugs, alcohol and juvenile acts such as crippling a person and theft.

The four teens names are Rick, Dana, Ike, and Linens. All four of them go on a field trip to a nuclear planet and because of a scientist’s mistake. The reactor explodes and the radiation gives the four superpowers along with four juvenile delinquents. Rick gains the powers to control nature and goes by the alter ego Leaf. Dana gains the power to control fire and calls himself Flames of Passion or Flames for short. Jack gains the abilities to control light and run at light fast speeds and goes by the name Light. Linens gains the ability to make whatever she draws come to life and goes by the persona Artist.

ANOTHER VARIATION: Teach from the students’ point of interest:

- Minecraft
- Space
- Military
- Biology
- Dr. Who
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…