



Additional Handout Packet

Social Thinking®

Social Detective, Superflex® and Friends Take on Social Emotional Learning (SEL)

Material based on work developed by:
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Social Thinking – Think Social Publishing, Inc.

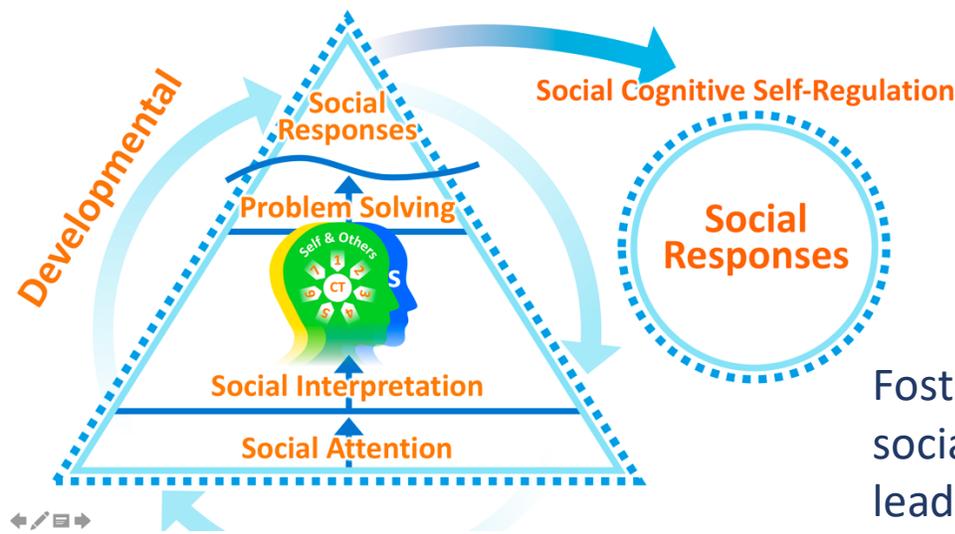
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Learn more about Social Thinking at www.socialthinking.com

Social Thinking's Social Competency Model



Foster development of social competencies that lead to social self-regulation-

Social Cognitive Self-Regulation



Teach individuals

1. Social Attention
2. Interpretation of self & others
3. Problem solve to decide...
4. Social Response(s)

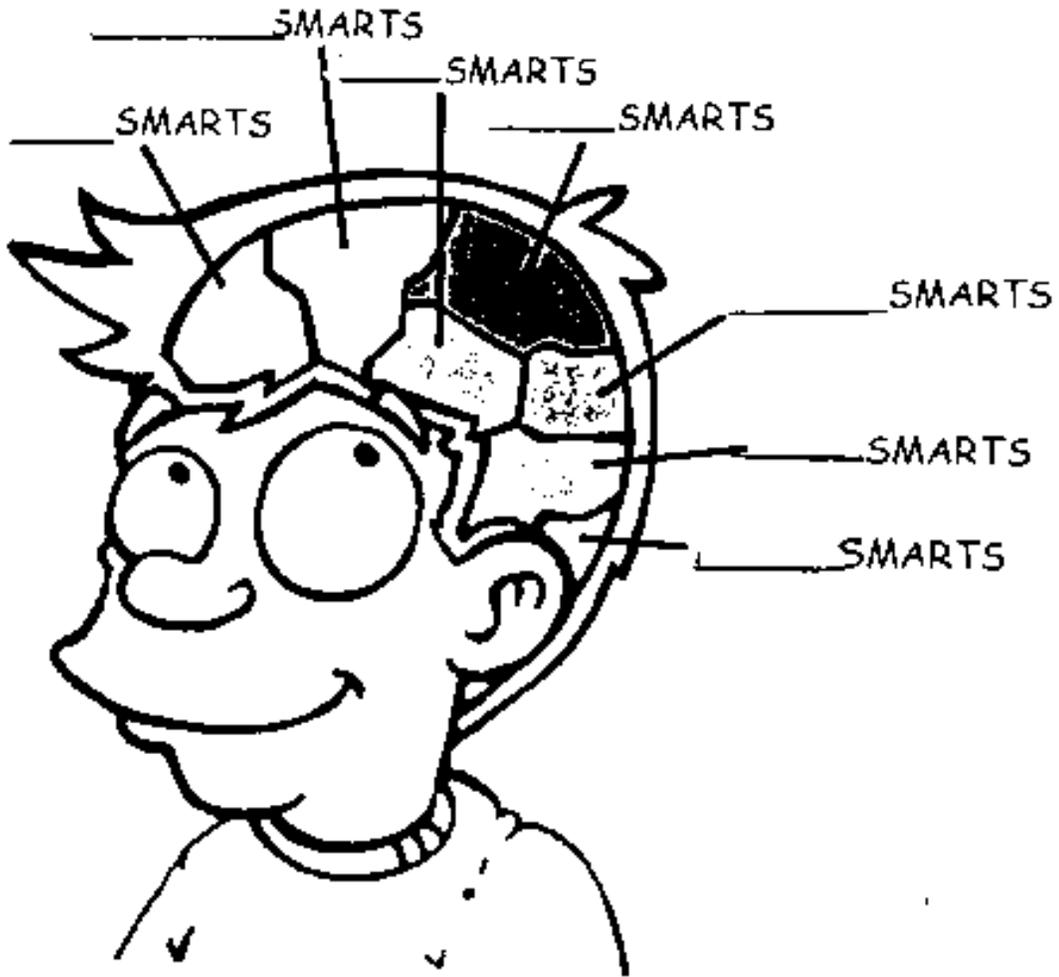


Social Interpretation

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

CT = Critical thinking

Name _____



TEAM FLAG Mission:

Work together as a team to AGREE on your Team Name, draw a picture of your Team Mascot and your Team Flag

****If you need some help, then you should ask your Platoon Leader, Pam**

Team Name: _____

Draw you team mascot in the top box and your flag in the lower box





Superflex is ME!

You may have heard of superheroes that have the power 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!

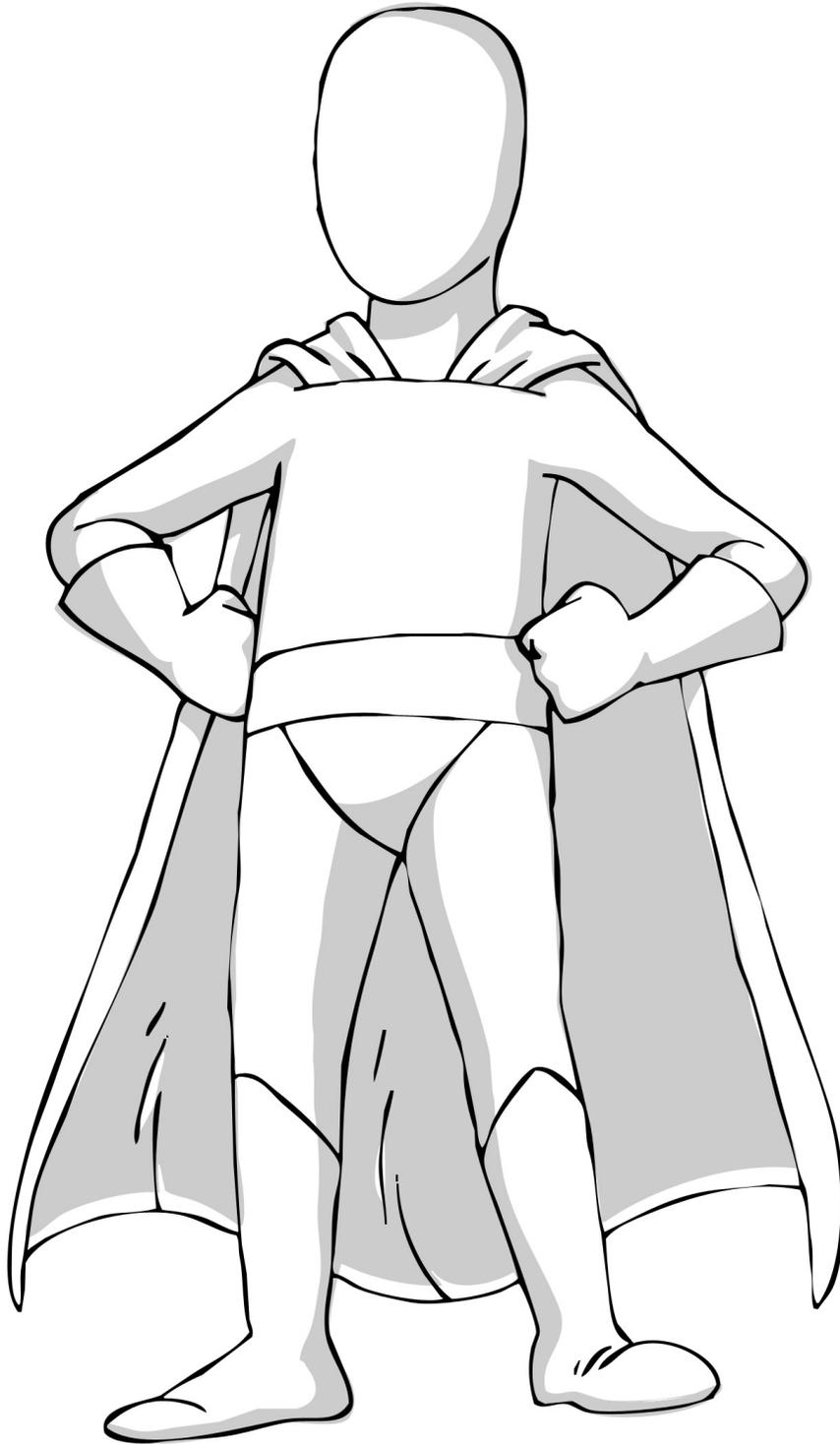
Here's the cool thing... We all have the power to be a Superflex! We all have a hero inside!

To become a Superflex, you first learn to think about others and what is happening around you. As you get older, your Superflex helps you find and use the right strategies to be a flexible thinker and problem solver and helps you be part of the group plan.

Your Superflex helps you stay calm and focused during difficult moments! Your Superflex gives you many powers.

Being a 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!

Superflexible ME!



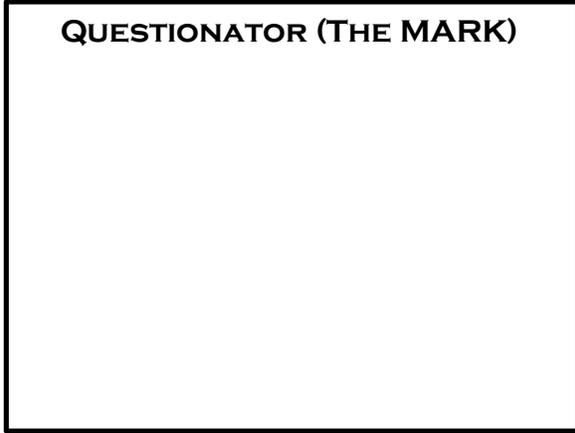
Here are 3 things I can do well with my Superflexible thinking:

1. _____
2. _____
3. _____

Wanted!

Last seen on the Worry Wall express bus

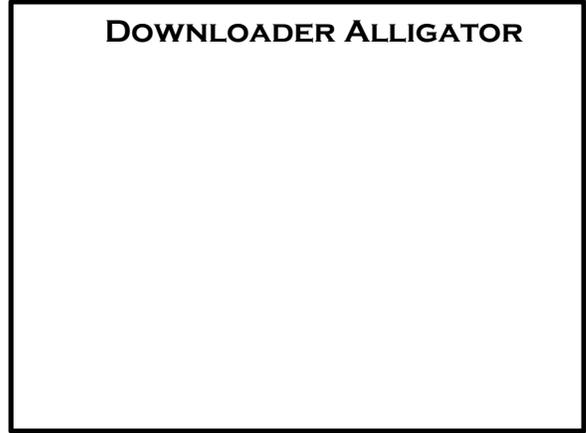
QUESTIONATOR (THE MARK)



Description: Can morph from a dinosaur or a snake into a question mark

POWERS: Able to sneak in to brains and makes kids ask questions before people have a chance to explain. Often makes kids ask if they can do things their own way or a different way from the group.

DOWNLOADER ALLIGATOR



Description: Alligator with a very large head and body for storing Information. Has a USB tail

POWERS: Gets into the brains of kids and makes them start to download facts and information without checking to see if the other person is interested. Also makes kids talk about topics that are more about "science smarts" rather than figuring out their interests.

These two UNTHINKABLES or often seen on the WORRY WALL express bus and love to hang out with ROCKBRAIN.

SECRET TIP: Watch out for Worry Wall's very powerful PROBLEM MAGNIFIER!!! He uses it to make it seem like you need to ask A LOT of questions and tell people everything you know!

SUPERFLEX STRATEGIES to DEFEAT!

THINK _____

STOP AND DO: _____

Cranium coach (your brain coach) is saying

THINK _____

STOP AND DO _____

Create your own UNTHINKABLE!

What's the name of your Unthinkable?

What powers does it use to try to control your brain functioning?

- 1.
- 2.
- 3.

Show us what this Unthinkable might look like!

A large dashed rectangular box intended for drawing a visual representation of the 'Unthinkable'.

Your Superflexible self sweeps into action. What strategies can you use to defeat the powers of your Unthinkable?

- 1.
- 2.
- 3.

We're ALWAYS teaching our brains!

MEET YOUR SELF COACH



Think about a team... a sports team or any team that has a coach.

So this coach is there to help the team 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... Your self coach!

This coach uses silent words in your brain to help you know what to do – we also call that SELF TALK.

Our self coach helps us to think about words that will help us solve problems before they become problems. Our coach can also help us feel better about problems and situations and things that we really can't control. It's one of our most important social thinking tools.

BUT – here's the deal. We have to train our coach to know what to say to our brains.

Someday your self coach will know the words you need to tell your brain, but like everything else it takes practice!

My SELF COACH (inside coach) uses SILENT words in my brain to help me...

SOLVE PROBLEMS

This is
just a little
problem

I can start now
and then I'll
have time for
what I want to

GET STARTED

Just a few
more and I'll
be done!

KEEP WORKING UNTIL I'M FINISHED

It's ok if I'm not great
at this at first.
Everyone has to learn
and practice.

TRY NEW THINGS

I have to SHOW
I am thinking
about them,
especially with
my eyes.

STAY CONNECTED

***SHIFT MY THINKING TO
KEEP SHARING IDEAS WITH OTHERS***

I want to talk about
my ideas, but I need
to think about what
others want to talk
about.

AND MANY, MANY MORE!!!

This is one of my most important social thinking tools! Every time I listen to my self coach I am teaching my brain that I can try!

BEWARE OF YOUR SELF DEFEATER!

But wait... there is another voice you might hear that is **NOT** helping you to do what is expected... a voice that tells you you're not good at something or you can't do it, so don't even bother trying... and that is the voice of... The **SELF DEFEATER!!!**

When you listen to your self defeater, it's like stepping into quicksand. It can suck you in and make you stuck on negative, self-defeating, thoughts. These negative thoughts can keep you from solving problems, trying new things, making smart guesses, and shifting your thinking or being flexible. When you listen to the self defeater you are teaching your brain that you CAN'T do it. YIKES!

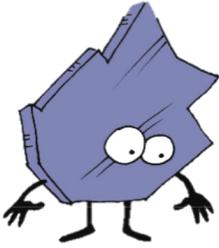
What can you do when you hear this voice???

1.

2.

3.

Glassman Trap



Using Triggers to Trap the Unthinkable... Glassman!

What Social Thinking Concept: Identifying triggers that create big reactions to small problems (Glassman moments)

Possible objective for the lesson:

Name will identify 3 triggers that lead to big reactions for him or her

How? You will need:

- Cardboard box
- Paper
- Tape
- Pencils/Markers/Crayons
- Any additional materials to represent the triggers your group identifies or that you might want to use in designing a trap for Glassman

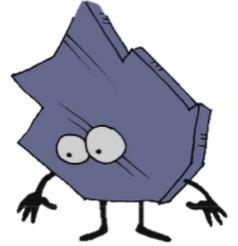
Before setting a trap for Glassman, students need to have a working understanding of the following Social Thinking concepts:

- Superflex and The Unthinkables – This Thinksheet will focus on Glassman

Triggers

A trigger is something that starts a reaction. A trigger can be something that happens, something that somebody says, or even a thought you have, and suddenly BOOM, you're having a big reaction. There is an Unthinkable that LOVES just this kind of situation... Glassman.

Figuring out what our triggers are helps us to avoid them or be ready with a strategy when that trigger situation happens. Below is a list of some possible triggers. Some of them might not be triggers for you. But some may be just the kind of thing that Glassman is waiting for and uses to cause a big reaction.



Circle all of the situations that are triggers for you.

- Making a mistake
- Losing at a game
- Not knowing the plan
- Running out of time to finish a project
- Missing a question on a test
- Getting in trouble
- Getting reminders
- People noticing when I do something embarrassing
- People noticing when I make a mistake
- Teasing
- I don't have an idea to add
- Nobody likes my idea
- The group goes with a different idea
- I don't know what to say
- Someone gets too close to me
- Having to stop before I am done playing
- Not understanding what others are laughing about
- Being late
- Homework
-
-

Part 2 – Making a Trap for Glassman

Now that you have thought about some of your triggers, choose the 3 that are the biggest for you. These are likely situations that always get a reaction out of you or that usually cause your biggest reactions. Now comes the fun part, figuring out how you can use these triggers to trap Glassman! Think about a trap... It has to have a way to get Glassman's attention... to draw him in... to make him want to walk right into it. We know that Glassman appears in situations where there are problems... So your trap will need to look like it is full of problems just perfect for Glassman to cause a reaction to.

If one of your triggers is missing a question on a test, for example, then you might put a piece of paper with a -1 on it in the trap. Or if losing a game is a trigger, you might put a game piece or a playing card in the trap. Anything that would cause a reaction will be a magnet for Glassman, so have with this!

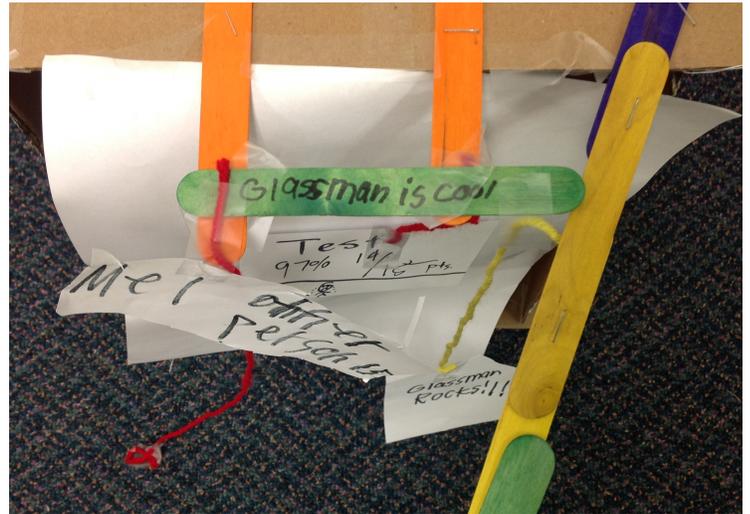
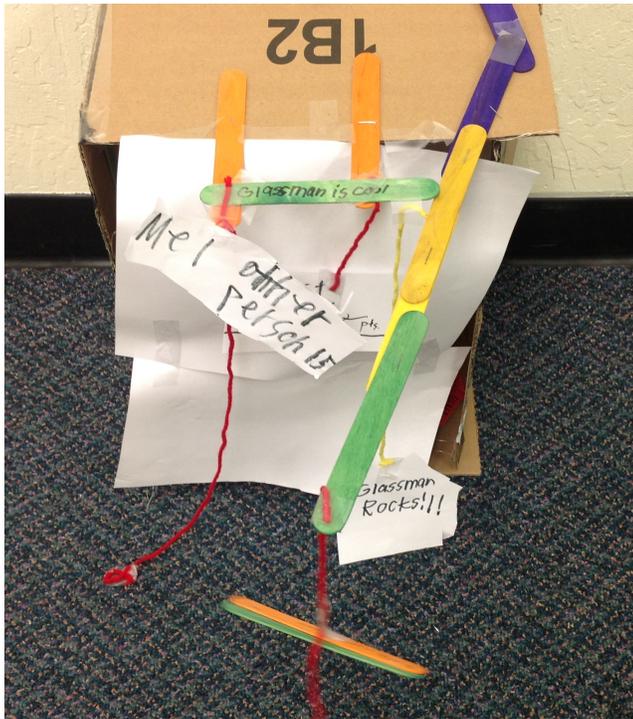
Trigger 1:
Trap Idea:

Trigger 2:
Trap Idea:

Trigger 3:
Trap Idea:

After you've thought of ideas, make or find the actual items you'll need. Arrange the trigger items in a cardboard box, add details like yarn for Glassman to get tangled up in or a note telling him how great he is, and you've got yourself a trap! Set your trap full of triggers out for Glassman to find. If you don't actually find him in the trap the next time you look, don't worry, he's pretty sneaky. Maybe he's just waiting for you to have a big reaction to that!

Here are some examples for inspiration!



Popcorn Olympics!

The Inventor of Fun versus the Destroyer of Fun



What Social Thinking Concept: Identifying expected and unexpected behaviors that add to or take away from the fun of a competition

Possible objectives for the lesson:

Objective: *Name* will identify 3 expected behaviors that add to the fun of a competition. Examples include:

- Body in the group
- Brain in the group
- Following the group plan
- Thinking with your eyes
- Making positive comments about peers and/or self
- Making encouraging statements
- Following the rules of the game
- Showing a small reaction when you win
- Showing small reactions to small problems
- Staying connected while you wait
- Trying something new
- Asking for help

Objective: *Name* will identify 3 unexpected behaviors that take away from the fun of a competition. Examples include:

- Body out of the group
- Brain out of the group
- Following your own plan
- Not thinking with your eyes
- Making negative comments about peers and/or self
- Making discouraging statements

- Bragging
- Over celebrating
- Changing the rules
- Having big reactions to small problems
- Not waiting
- Not asking for help

How? You will need:

- Popcorn
- Tape
- Bowl
- Spoon
- Additional materials based on the events you chose for your group

Before the Popcorn Olympics begin, students need to have a working understanding of the following Social Thinking concepts:

- Body in the group
- Brain in the group
- Following the group plan
- Thinking with your eyes
- Making positive comments about peers and/or self
- Making encouraging statements
- Showing small reactions to small problems
- Superflex and The Thinkables and Unthinkables – for this lesson, specifically:
 - The Destroyer of Fun (The D.O.F.)
 - The Inventor of Fun (The I.O.F.)

Welcome to the Popcorn Olympics!

Tell your students, *“In our group today we will be competing in a series of events. These events will test our speed, accuracy, and agility with the crunchy snack we call... popcorn. We’ll be playing some games with popcorn, but the real competition is between the Destroyer of Fun and the Inventor of Fun.*

Anytime there is a competition, we can make a smart guess that the Unthinkable, the D.O.F. will be sneaking around, trying to get into our brains and into our group. When this Unthinkable appears, he takes the fun out of playing together. We will need to be on the lookout for him! How will we know the D.O.F. has found his way into our group?”

Encourage discussion about behaviors that are *unexpected* during games/competitions. As you or your students provide examples, point out the **unexpected behaviors** that are on the scorecard (see attached) and add any new ideas to the blank spaces on the scorecard.

Continue, *“When we notice unexpected behaviors, we will add a point to the scorecard for the D.O.F.*

There’s a Thinkable that also loves games and competition, the I.O.F. When the I.O.F. is in our brains and in the group, the game or competition is more fun for everyone. How will we know the I.O.F. is at the Popcorn Olympics?”

Encourage discussion about behaviors that are *expected* during games/competitions. As you or your students provide examples, point out the **expected behaviors** that are on the scorecard (see attached) and add any new ideas to the blank spaces on the scorecard.

“When we notice expected behaviors, we will add a point to the scorecard for the I.O.F. Our goal in the Popcorn Olympics is to help the I.O.F. win by scoring the most points.”

Choose an event and show your students how to play. Here is a list of events to choose from:

- Distance toss – Place a piece of tape (or other visual marker) on the floor. Students stand behind the mark and toss their popcorn as far as they can.
- Accuracy – Place a bowl on the floor. Have students stand the same distance away and attempt to throw their piece of popcorn into the bowl.
- Accuracy and Speed challenge – Place a bowl on the floor. Have students stand the same distance away and attempt to throw their piece of popcorn into the bowl. Set a timer for 30 seconds and see how many pieces they can get into the bowl in the time.
- Agility – have students place 3 pieces of popcorn on a spoon then maneuver (walking!) around obstacles.

Get creative! Make up your own event!

After students have completed an event, use the scorecard to reflect on how it went. At first, you (the teacher) will most likely need to identify examples of expected and unexpected behaviors (the times the I.O.F or D.O.F entered the group.) Use the reflection questions at the bottom of the scorecard to structure your discussion and set you up for the next event!

Score Card

The Inventor of Fun (I.O.F.)		The Destroyer of Fun (D.O.F.)		
Expected Behaviors	Points	Unexpected Behaviors	Points	
Body in the group		Body out of the group		
Brain in the group		Brain out of the group		
Following the group plan		Following your own plan		
Thinking with your eyes		Not thinking with your eyes		
Making positive comments about peers and/or self		Making negative comments about peers and/or self		
Making encouraging statements		Making discouraging statements		
Following the rules of the game		Bragging		
Showing a small reaction when you win		Over celebrating		
Showing small reactions to small problems		Changing the rules		
Staying connected while you wait		Having big reactions to small problems		
Trying something new		Not waiting		
Asking for help		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?

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 DOF out of the next event in the Popcorn Olympics?

General interest:

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