Superflex!
Teaching Students Strategies to Develop Self-Awareness and Monitor Behaviors

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### Core Vocabulary of the Superflex Curriculum

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<thead>
<tr>
<th>Flexible</th>
<th>Was Funny Once</th>
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<td>Expected</td>
<td>Mean Jean</td>
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<td>Unexpected</td>
<td>Braineater</td>
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<td>Superflex</td>
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<td>Rock Brain</td>
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<tr>
<td>Glassman</td>
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<tr>
<td>Space Invader</td>
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“Flexible”

❄ Thinking is Flexible...

- It can change
- It can adjust to go with the flow.
- You are in control of changing your thinking.
Superflex Curriculum

- Stephanie Madrigal and Michelle Garcia Winner developed a social thinking curriculum that involves identifying expected and unexpected behavior. Flexible thinking is expected, inflexible thinking is unexpected behavior.
- Superflex is a superhero that helps defeat “unthinkables.”
- “Unthinkables” are characters that invade your brain and make your thinking inflexible and make you have unexpected behaviors.
- Meet Superflex and some of the characters with the strategies used to defeat them...
Rock Brain

- “You’re not listening.”
- “Not being flexible.”
- “You get stuck.”
- “You keep wanting to play Legos when you are supposed to clean up.”
Strategies to defeat Rock Brain

- “Change your mind.”
- “Go with the flow.”
- “Listen and do what you’re supposed to do.”
- “Be a first-time listener.”
- “Do what you’re supposed to do first, then go back to what you want to do.”
Space Invader

Who is space invader? What does he do?

- “Pops your space bubble.”
- “Makes you get too close to others.”
Strategies to defeat Space Invader

- “Use your arm length to help you.”
- “If someone gets too close, ask them to please move back.”
- “Stop and think.”
Braineater

- “He makes you get distracted!”
- “He makes me pay attention to my friends and not my teacher.”
- “He uses Xbox to distract me!”
Strategies to Defeat Braineater

- “Move the thing that is distracting you away.”
- “Give the School Listening Look.”
- “Take a break!”
- “Give the person eye contact.”
Glassman

“He makes you have a big reaction to a small problem.”

“He makes a small problem into a really big one.”
Strategies to Defeat Glassman

- “Take a deep breath.”
- I should think: “Is this a big deal?”
- Identify the size of the problem and match your reaction to the size.
- Self Talk: “It’s not big deal”
Was Funny Once

- “He makes you get silly when you are supposed to be listening.”
- “He makes me laugh and laugh.”
- “He makes you do something that you think is funny after your teacher told you not to.”
- “He makes you get carried away.”
- “You can’t get back on track.”
Strategies to Defeat Was Funny Once

- “Think about our Silly Scale”
- “I need to think if I should be at a 1 or a 5.”
- “Look at what everyone else is doing.”
<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>WAY TOO SILLY. I am not learning. My laugh is too big. I am not thinking about others.</td>
</tr>
<tr>
<td>4</td>
<td>TOO SILLY. Doing anything for a laugh. Looking for reactions from others. I am not learning.</td>
</tr>
<tr>
<td>3</td>
<td>Silly. Laughing out loud. Being funny but then stopping when the teacher tells me to.</td>
</tr>
<tr>
<td>2</td>
<td>A little Silly. Telling a joke one time. Laughing at one thing and then stopping. I am having fun but I am still learning.</td>
</tr>
<tr>
<td>1</td>
<td>Serious. This is NOT a time to laugh. Times to be serious are when the teacher is angry or when someone feels sad.</td>
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</table>
Mean Jean

• “She makes me drip other people’s buckets.”
• “She makes me say bossy and mean things.”
• “She let’s ‘keepers’ pop out!”
Strategies to Defeat Mean Jean

- “Think: is this a keeper?”
- “I need to think how I would feel if someone else said it to me.”
Classroom Strategies

- Flexibility chain
- “Go with the flow” nonverbal signal
- Connecting it to how full is your bucket (specifically Mean Jean)
- Dramarama School - give a scenario to act out. Then, act it out using a strategy to defeat
- Superflex awards
- Constant repetition of the key vocabulary, especially flexible, expected and unexpected.
Parent Survey Results

Data from Parents

Number of Parents

<table>
<thead>
<tr>
<th>Rating</th>
<th>Number of Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>20</td>
</tr>
<tr>
<td>Somewhat Effective</td>
<td>15</td>
</tr>
<tr>
<td>Not Very Effective</td>
<td>4</td>
</tr>
</tbody>
</table>
The Outcome

- Superflex gives our students the language to identify their thoughts/feelings, point of view, and intentions.
- It provides them with ways to discuss behavior(s) with peers, teachers, and parents.
- It encourages students to use strategies to deal with those behaviors.
- Children learn how to work more cooperatively without labeling behaviors in a negative way.
- Stresses the importance of flexibility in the classroom (for both students and teachers!)
- Allows teachers to spend less time on behavior management as well as improves individual behaviors.
- It gives teachers proactive strategies to use!