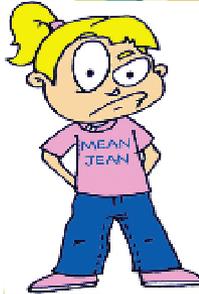
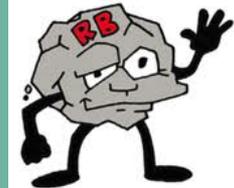


SUPERFLEX



Superflex!

Teaching Students Strategies to Develop Self-Awareness and Monitor Behaviors



This powerpoint was adapted from the work of
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Core Vocabulary of the Superflex Curriculum

- * Flexible
- * Expected
- * Unexpected
- * Superflex
- * Rock Brain
- * Glassman
- * Space Invader
- * Was Funny Once
- * Mean Jean
- * Braineater

“Flexible”

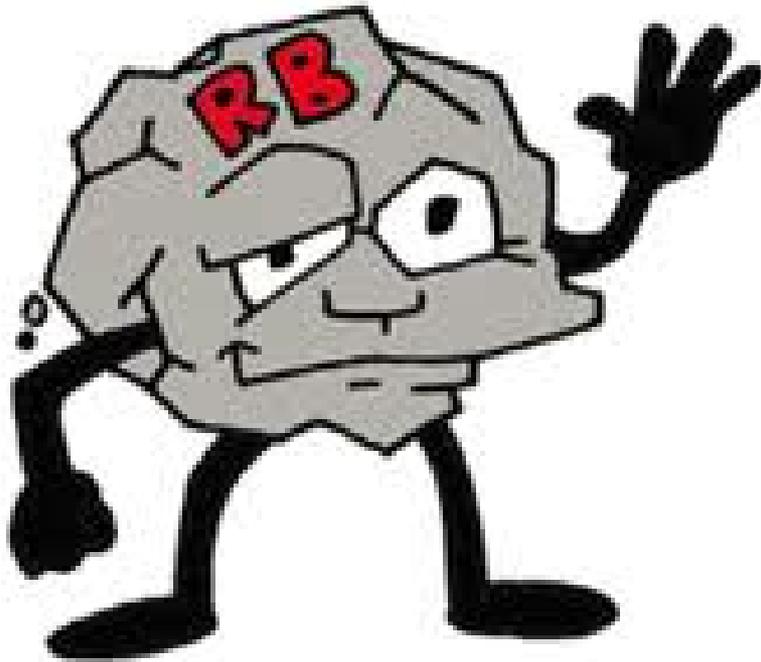
* Thinking is Flexible...

- 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

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- * “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

SUPERFLEX



- * “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!”

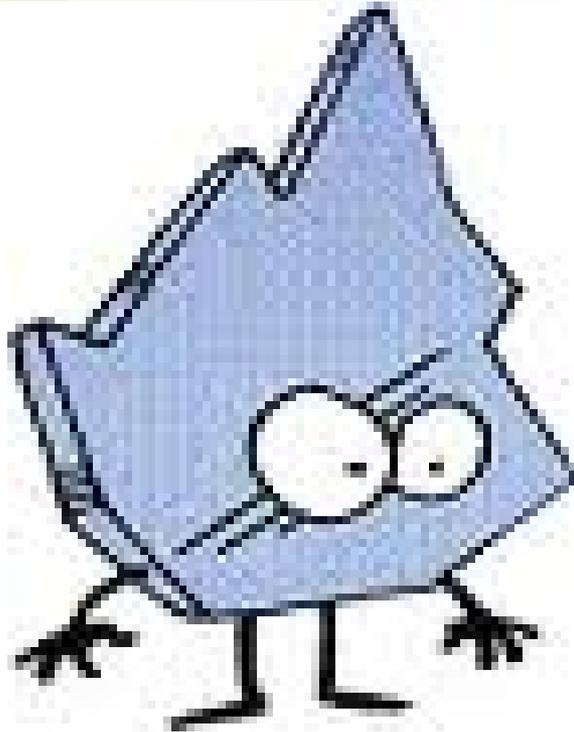
Strategies to Defeat Braineater

SUPERFLEX



- * “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

SUPERFLEX



- * “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

SUPERFLEX



- * “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.”

Silly 5-point scale

5	WAY TOO SILLY. I am not learning. My laugh is too big. I am not thinking about others.
4	TOO SILLY. Doing anything for a laugh. Looking for reactions from others. I am not learning.
3	Silly. Laughing out loud. Being funny but then stopping when the teacher tells me to .
2	A little Silly. Telling a joke one time. Laughing at one thing and then stopping. I am having fun but I am still learning.
1	Serious. This is NOT a time to laugh. Times to be serious are when the teacher is angry or when someone feels sad.

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

SUPERFLEX



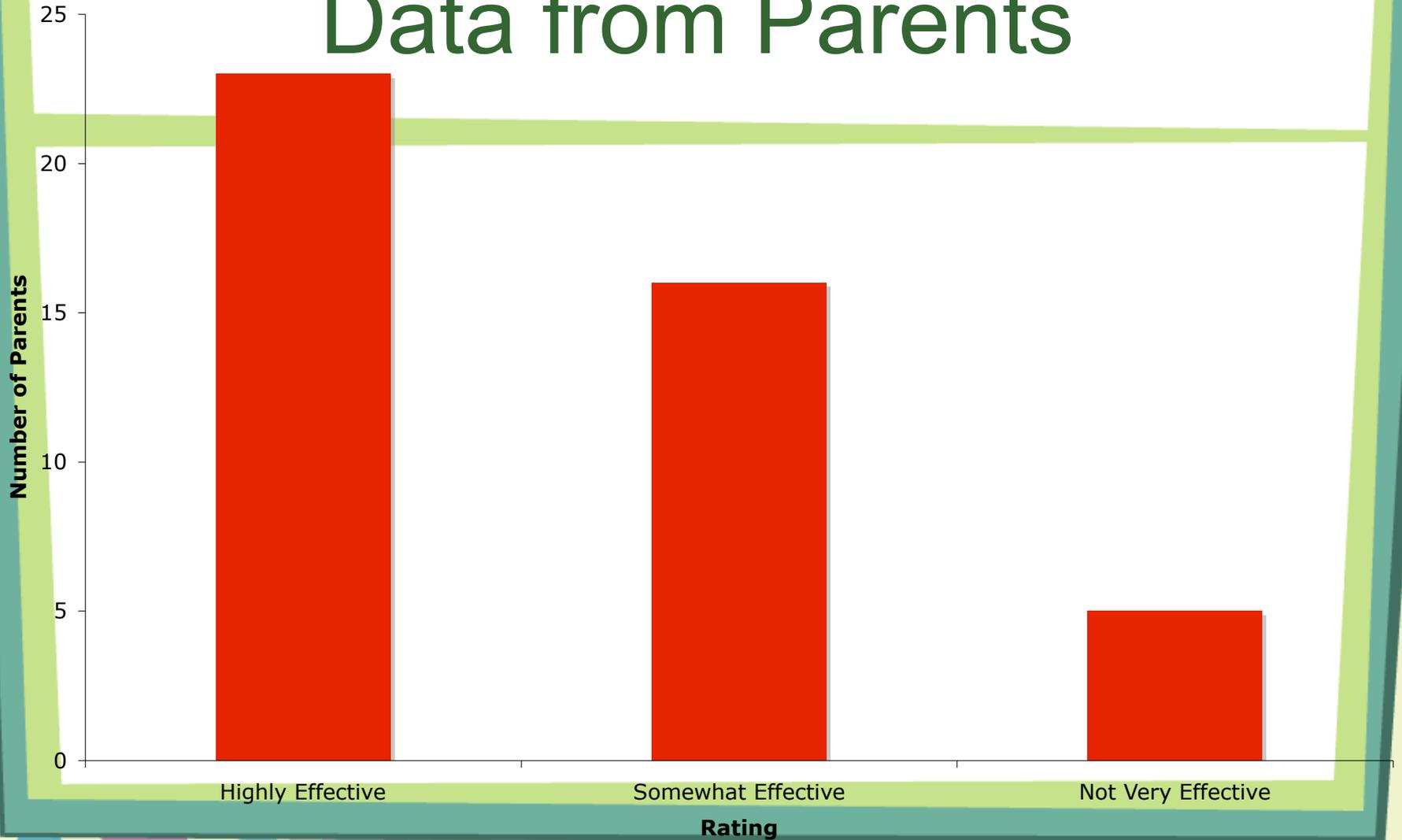
- * “Think: is this a keeper?”
- * “I need to think how I would feel if someone else said it to me.”

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



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!