

Social Instruction in the General Education Setting

An Introduction to Superflex and the Importance of Social Training Across the Curriculum

Social through the day

Social moments are defined from people sharing space.

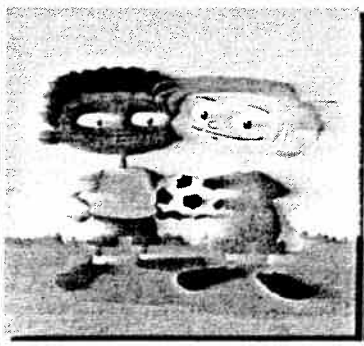
• All social interactions are learned at the sand table.

• in the lunch room.

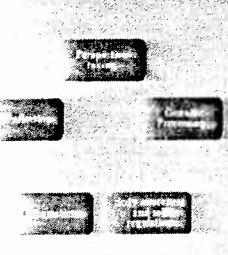
• in a cafeteria.

• when writing one message.

• when understanding a problem.



The continuous cycle of social



- Social processing is continuous.
- If we look close enough, we can see these deficits and the form they take when we watch our kids on the playground, in the cafeteria, when seated at a restaurant, or when they are asked to follow classroom routines.



Acknowledging the "social" in academic

- Today's interventions need to move outside one-thirty minute or one hour session per week and be integrated into the environments kids are in most of the time -- the classroom.
- Social and the understanding of social skills have for many years been thought to be greetings, sharing, talking about problems, etc.
- Our guys know the social rules and many have the "skills" that people have taught them in the past.
- What they aren't masters of yet is how to integrate those skills into the "thinking" piece of relationship development and social communication.

Nothing new we are talking about....


- In 1997, Korinek & Popp wrote about the importance of incorporating social skills instruction in the academic curriculum for all kids. Their hypothesis was that when you integrate social teaching with academics in a meaningful way, it can potentially help those students who are at risk for school failure (Korinek & Popp, 1997).
- More recently, papers by Miller, Fenty, Scott & Park (2010) and Womack, Marchant, & Borders (2010) talk about literature based social "skill" instruction within the regular education setting.

This can be done!!

Be a Social Detective	Superflex
	

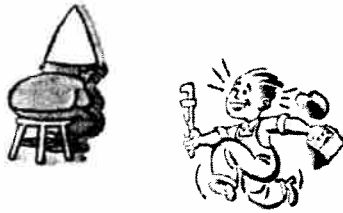
Thinking outside the box


- Teaches kids about the different types of "smarts" academic vs. social
- Introduces the concept of thinking with your eyes
- Introduces the terminology expected vs. unexpected
- People have thoughts about us based on our behavior
- Social Inference
- Context and location based differences in expectations
- Using our brain, ears, eyes and feelings to interpret social interactions
- Predictions based on situational knowledge



Advantages

- Boosts confidence
- Teaches a measured level of humor, optimism and motivation
- Builds confidence through internal reinforcement, teacher and student feedback
- Encouraged to be p their social and language skills





Superflex
and the
Team of Unthinkables

The students, with the Supeflex Curriculum work to:

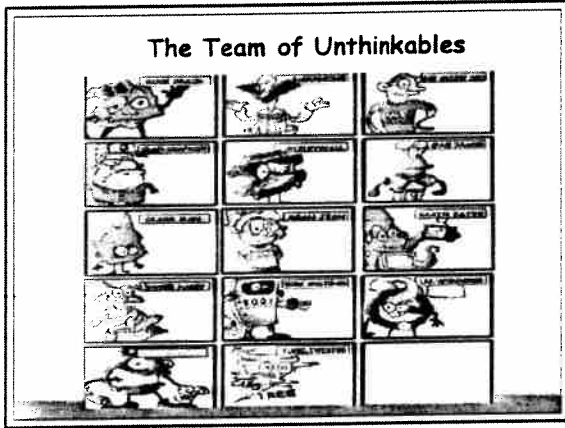
- Increase their knowledge of social expectations
- Increase self awareness of their own behavior
- Learn how to modify their behaviors using "Superflexible" strategies.

Each group will be learning at a different pace

- Some groups may require that you slow down and stop to teach related social thinking concepts. This will depend on each groups knowledge base.
 - i.e., If introducing Glass Man, the group may also need a lesson on the problem solving scale which they may use as a strategy.

Superflex Curriculum Lessons

- The curriculum is designed to take the students through a progression of lessons which:
 - Lessons 1-5: Explore and increase the student's understanding of flexible thinking and other related skills
 - Lessons 6-9: Introduce the Unthinkable characters and explore the child's own social weaknesses
 - Lessons 10-13: Students develop and utilize Superflexible strategies to "defeat" their own Team Of Unthinkables



Important Social Thinking Vocabulary

SOCIAL THINKING- The idea that we are social thinkers everyday whether it is at home or in the classroom. We should be aware that people around us have thoughts and feelings. It includes sharing a space with others effectively and understanding the perspective and intentions of others. Although it is abstract, the vocabulary and lessons are concrete and talk about how the social world works.

WHOLE BODY LISTENING- Idea that the whole body (eyes, ears, mouth, hands, feet, bottom, and brain) needs to be focused on the group in order to listen and show you are listening.

EXPECTED BEHAVIORS - Understanding that a range of hidden rules exist in every situation and people are responsible for figuring out what those rules are and then following them. By doing so, we keep other people thinking good thoughts about us. Doing what is expected is different based on where we are and who we are with.

UNEXPECTED BEHAVIORS- Failing to follow the set of rules, hidden or stated, in the environment. People who don't follow the rules are doing what is 'unexpected' and people may have "uncomfortable" or "weird" thoughts about them. In their brains they can overcome a Team of Unthinkables, such as Rock Brain, Topic Twister Meister and Mean Jean.

Michelle Garcia Winner Resources:
<http://www.socialthinking.com>

THINKING WITH YOUR EYES - Your eyes are 'tools' that help you figure out your environment and what other people might be thinking about. It puts the emphasis on the students becoming good observers and to use the clues to make smart guesses about what other people might be thinking about. They are encouraged to use this information to adapt their thinking, words, and behavior. Also, if you use your eyes to look at a person, it makes them feel that you are thinking about what they are saying or doing.

YOUR BODY IS IN THE GROUP/YOUR BODY IS OUT OF THE GROUP When someone's body is turned into the group and they look like they are working as part of the group. We notice when somebody's body is not part of the group.

YOUR BRAIN IS IN THE GROUP/YOUR BRAIN IS OUT OF THE GROUP- We notice when somebody's is in the group and their brain is paying attention. We think that person is doing a really good job participating in the group. We also notice when somebody's body is in the group, but it does not appear like their brain is part. It does not appear that their brain is thinking about the same thing as the group. We say 'your brain is not a part of the group'.

BEING A "THINKING OF YOU" KID VERSUS A "JUST ME" KID these terms are used to define the difference between cooperating in a group versus just focusing on one's own needs.

SOCIAL DETECTIVE - Everyone is a social detective. We are good social detectives when we use our eyes, ears, and brains to figure out what others are planning to do next, or what they are presently doing and what they mean by what they say. We use our eyes, ears, brains to figure out people and places.

SMART GUESSES- This is when we use all of our tools to figure things out and then make guesses based on what we know about the world.

WACKY GUESSES- If we forget and don't think about what we know and see, then we just make a random guess without having any information. As we learn in school, our teachers do not expect us to make wacky guesses.

BIG PROBLEM / LITTLE PROBLEM- Not all problems should get the same emotional reaction. Students use a rating scale (1-5) to help understand the range of their behavior. Big problems call for stronger emotions and help. Little problems are called 'glitches' and can be worked out if you stay flexible.

SUPERFLEX- A comic superhero who helps kids overcome the challenges in different social situations that arrive across the school and home day.

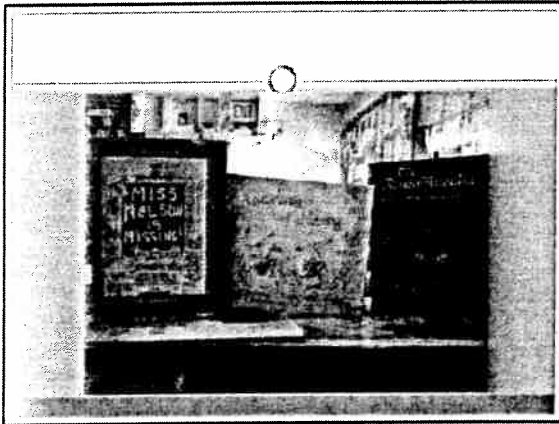
FLEXIBLE THINKING - Needed to interpret verbal and nonverbal information based on different points of view or different contexts. This is the opposite of having a rigid brain, where one follows a rule all the time or cannot interpret subtle different meanings in language or expression.

THE UNTHINKABLES - Comic characters who try to make people inflexible and have other challenge such as distractions, getting off topic, and stuck on topics. The students learn how each of them has Super-flexible capacities

Materials and slides adapted from www.socialthinking.com

Superflex

Benefits	Integrations Across Contents
<ul style="list-style-type: none"> Increases awareness of social thinking Provides students with language for problem solving and socialization Provides opportunity for self reflection of behaviors Allows students to take ownership of actions 	<ul style="list-style-type: none"> Connections of character traits in reading Writing with voice Utilization of written responses, creating parent survey Perspective taking in social studies (current events) Data collection and analysis in math and science



Making Connections in Reading

Give an example of a character you have read about that shows a similar character trait to an Unthinkable we have discussed today. (UnWorrier, One-Sided Sid, Mean Eater, or DCP)

Tell the character trait of the Unthinkable and how the character shows this in the book. You can use characters from your text right novels, picture books or our instructional text, *The Rough-Faced Girl*.

*To me with the rough face girl, her
 2 sides are connected to her
 they resist at first, but in the
 book, she stayed and became
 and when great days, they
 talking about themselves.*

Role Playing

- Real life situations
- Demonstrated strategies to defeat Unthinkables
- Creating own dialogue and role play
- Use of flexible brain and cues for props
- Students resolved problems independently in hallway
- Able to reflect on the strategies used

The Superflex Curriculum is heavily grounded in a cognitive behavioral approach.

- Cognitive Behavioral approach is grounded in exploring the "thinking" process.
- Goal of Cognitive Behavioral Therapy which is to increase a client's awareness of the impact of their behavior on others as well as themselves (Attwood, 2006).
- Research has shown positive outcomes with students presenting with social-cognitive deficits (Braswell & Bloomquist)
 - Carol Gray Social Stories



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The Unthinkables

Rock Brain



ROCK BRAIN

He gets you stuck on your own thoughts, answers and solutions. He gets you to do only what you want to do, without thinking about the group.

WHAT YOU CAN DO TO DEFEAT ROCK BRAIN:

- Listen to your group's ideas
- Be Flexible
- Agree to follow someone else's plan

Mean Jean




Mean Jean

Makes you do and say mean things to your friends
Makes you take others' things without asking
Makes you unwilling to share

WHAT YOU CAN DO TO DEFEAT MEAN JEAN:

- Think: Will what I say or do hurt someone's feelings?
- Stop bragging, bossy, and hurtful thoughts in your head
- Ask yourself: Will what I say hurt my friends' feelings?

Glass Man



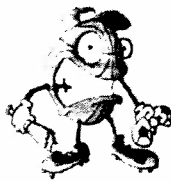
Glass Man

Gets upset very quickly
 The degree of the upset does not match the seriousness of the problem
 Usually thinks things are not fair

WHAT YOU CAN DO TO DEFEAT GLASS MAN

STOP and think about the problem
 Tell yourself to take a break and walk away
 Ask for help
 Take a deep breath to calm down

D.O.F. Destroyer of Fun




**Destroyer of Fun
D.O.F.**

He insists on being first, playing only what he wants to play, and does not think about compromising.
 He doesn't respect others' feelings.

WHAT YOU CAN DO TO DEFEAT D.O.F. :

Think: If I am a just me player, my friends will not have a good time.
 Think: Try problem, I will still get a turn or win another time.

Space Invader




Space Invader

Makes your body move into others spaces when it's unexpected
 Makes your friends uncomfortable because you are too close

WHAT YOU CAN DO TO DEFEAT SPACE INVADER:

Use the one arm rule to keep space between you and your friend
 Think about how your body looks in the group

Worry Wall




Makes you feel nervous or worried
 Makes you stop thinking about what the group is thinking about

WHAT YOU CAN DO TO DEFEAT WORRY WALL:
 Close your eyes, take a deep breath, and relax
 Find a thought to help you change how you are thinking
 Ask for help

Worry Wall

One Sided Sid




Makes you talk about only what you are interested in
 You think only your plan will work
 Others must do it your way
 You interrupt to talk about what you want to talk about

WHAT YOU CAN DO TO DEFEAT ONE-SIDED SID:
 Open your people files and think about what others like
 Look with your eyes - if the group's busy, save what you want to say
 Look with your eyes - are others happy?

One Sided Sid

Topic Twister

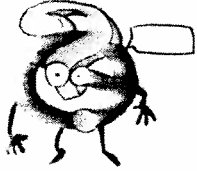


Keeps you from talking about what the group is talking about
 Keeps you talking about what you want to talk about when the group doesn't want to listen

WHAT YOU CAN DO TO DEFEAT TOPIC TWISTER:
 Look at others - do they seem interested in what you are saying?
 Ask a question about what others are talking about
 Turn off your "me" button and think about the group

Topic Twister

Un-Wonderer



Stops you from showing interest in others or thinking about what others want to do


Keeps you from asking questions and adding your ideas in group

WHAT YOU CAN DO TO DEFEAT UN-WONDERER:

- Look at the speaker
- Listen and then ask a question
- Create people files in your brain

Un-Wonderer

Was Funny Once



Makes you tell jokes at the wrong time

Makes you retell the jokes when they are no longer funny


Makes you act and talk in a silly way that makes the group lose its focus

WHAT YOU CAN DO TO DEFEAT WAS FUNNY ONCE:

- Ask yourself: is this a silly or serious moment?
- Use the one time only rule: Tell your joke only once so it doesn't get boring

Was Funny Once

Energy Hare-y



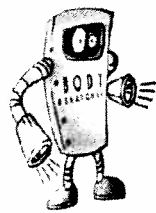
Gives you too much energy - you are moving around and forgetting too much

WHAT YOU CAN DO TO DEFEAT ENERGY HARE-Y

- Use whole body listening.
- Check with your eyes to see how others are acting. Match their calmness.
- Take a deep breath to calm down.

Energy Hare-y

Body Snatcher



He gets you to wander away from the group and turn your body away from the group.

WHAT YOU CAN DO TO DEFEAT BODY SNATCHER


Point your shoulders to the group.

Think: *Where should my body be?*

Use your eyes to think about where your group is and what it is doing.

Body Snatcher

Brain Eater



Brain Eater makes it difficult for a person to focus on what they are or others are doing during an activity. The person may get easily distracted with his own thoughts or things around them.


What you can do to defeat him?

Turn your body and eyes away from what is distracting you and think about the person talking.

Use a fidget so that you keep your body busy but your brain focused on the group.

Try to notice when your brain is thinking about something else and get it to refocus on the group.

Grump Grumpaniny



Makes the person think the worst or feel like people are always unkind. He ends up believing it even when people are trying to be nice. He may also see everything as negative or bad and does not see how his emotion spreads and makes everyone feel unhappy.

What you can do to defeat him?


Think about how the person treats you. Is he friendly or mean to you? If this person is friendly to me then he is not being mean to me.

Self Talk: "I am being negative. What could be a positive way of thinking about it?"

Social Behavior Map Template 1: Behaviors that are **EXPECTED**

Context _____

Behaviors, feelings, and consequences are listed in categories in arbitrary order. There is not a one-to-one correlation between the information listed in each column. For example, whatever behavior is listed first does not have to match to the first emotional reaction or the first consequence, and so on.

Expected Behaviors You Produce	How They Make Others Feel	Consequences You Experience	How You Feel About Yourself
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**Social Behavior Map Template 2:
Behaviors that are UNEXPECTED**

Context _____

Behaviors, feelings, and consequences are listed in categories in arbitrary order. There is not a one-to-one correlation between the information listed in each column. For example, whatever behavior is listed first does not have to match to the first emotional reaction or the first consequence, and so on.

Unexpected Behaviors You Produce	How They Make Others Feel	Consequences You Experience	How You Feel About Yourself	
<ul style="list-style-type: none"> • • • • • • • 	<ul style="list-style-type: none"> • • • • • 	<ul style="list-style-type: none"> • • • • • • • 	<ul style="list-style-type: none"> • • • • • 	
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