



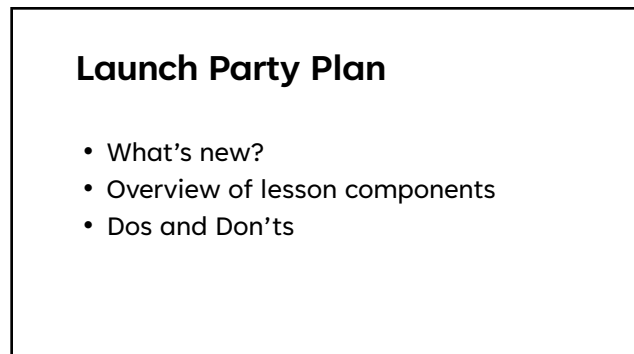
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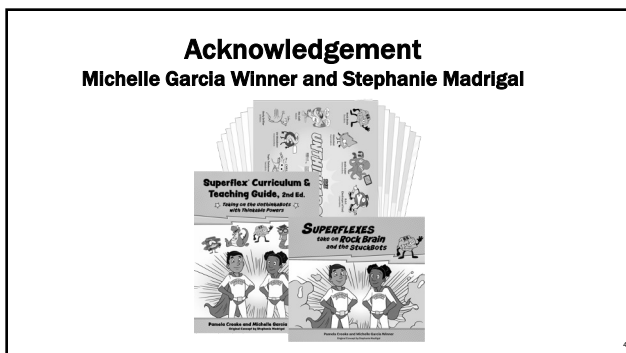
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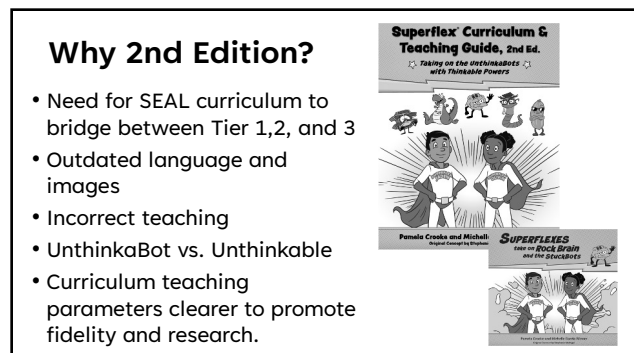
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UnthinkaBots

- No humans or names
- Grump Grumpaniny
- One-sided Sid
- Mean Jean/Gene
- Glassman/Glassy
- Body Snatcher

7

Added Bots!

These are the imaginary powers of the UnthinkaBots. Each UnthinkaBot has different Bot powers.

*Rock Brain has StuckBots,
Worry Wall has WorryBots,
Glassman/Glassy has ExplodaBots.*

8

Equal emphasis on Thinkables

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MTSS – Across Tiers

Elementary Ages

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(“How would you make this better?”)

Community Input ROADMAP

Input from Neurodivergent clients, families, educational staff, & communities of color

Learner, therapist, and team members

Dynamic shifts based on input

Changes

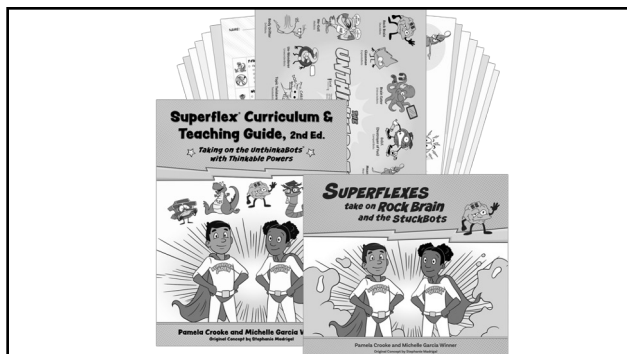
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We also want to express our deep appreciation to the Neurodivergent speech-language professionals who were not only the inspiration for changing some of the terms in this curriculum but have also influenced how we teach and write about the Social Thinking® Methodology as a whole.

12

What's in my kit?

13

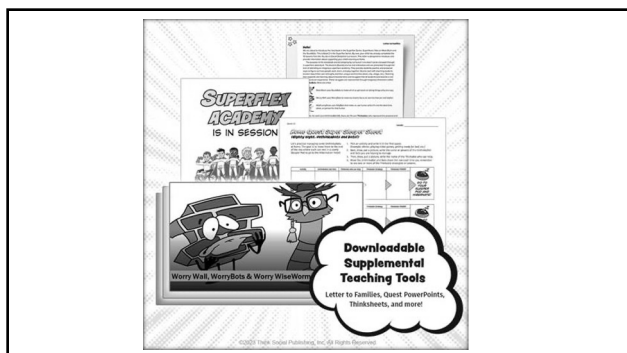


14

SUPPLEMENTAL TEACHING VISUALS PACK
 This pack includes (16) reference visuals, outlined below, printed on 8.5" x 11" sturdy paper stock for you to hold up, hang, etc. to supplement your teaching.

Double-sided Mini-poster: UnthinkaBots & Thinkables
Pairs & Powers Visuals (14) Double-sided teaching tools,
My Thinkable Brain Power Picker (1) A quick visual reference with each

15



16

Digital Content: Downloadable Supplemental Teaching Tools
 Find instructions for downloading these materials on the front and inside back cover of this book.

Letter to Families
 This letter introduces and provides information about the Superflex curriculum to caregivers about supporting their child's learning at home. A copy of this letter is also included in the book on page 20.

"Superflex Academy is in Session" Sign
 To hang up ahead of each quest, reused across all of the lessons. We suggest printing this sign on heavier paper stock or laminating it due to the amount of use.

Quest Thinksheets
 Over 20 designated Thinksheets to use across all 25 quests to supplement the learning, including Spot the Thinkable or UnthinkaBot Super Sleeper Sheet, and more!

17


Overview of lesson (QUEST) components

18

25 Total Lessons (Quests)



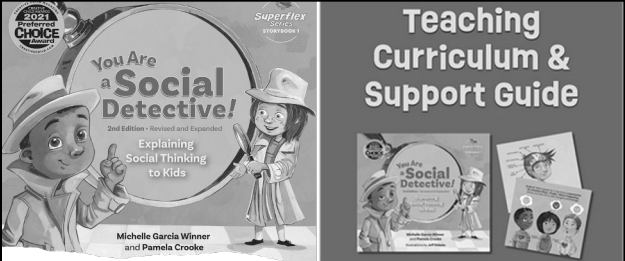
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You are a Superflex Academy instructor who will guide students enrolled in the Superflex Academy through a series of quests.

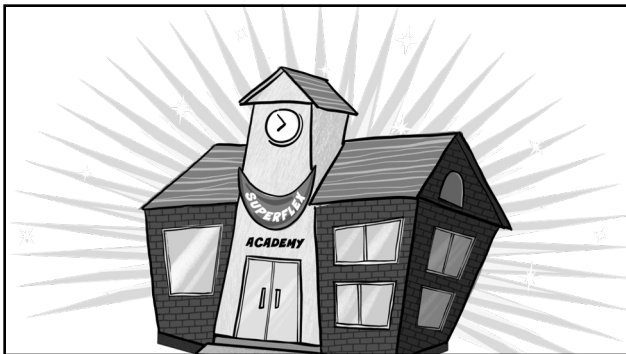
Your role is to empower students to gain strategies (social skills and competencies) to transform themselves in their own unique Superflexes.

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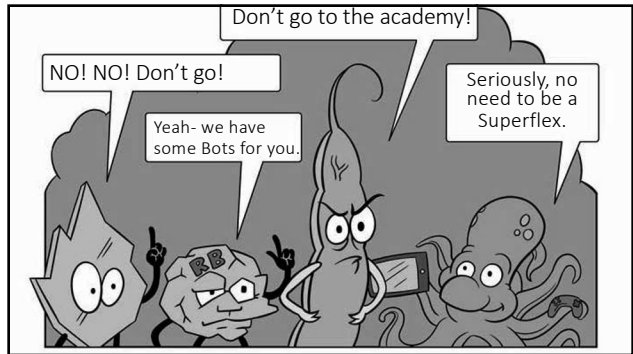


Reminder: You will have already taught 10 lesson from Book 1 of the Superflex Series

21



23



24

Come FLEX with me at the A-cad-e-mee!

I'll help you keep your KOOL when those Bots are near.

Keep your eye on the prize! You are Superflex!

T-Flex
Flex-a-Do powers

Kool Q. Cumber
Cooling Cap and Prob-u-lator powers

Focus Tron
Focus Pocus powers

25

My Future me!

26

Goals

Teach the power of **self and other awareness**.

Give students proactive ways to **interpret** people, place s and situations in order to **problem solve** or decide how (or if) to respond.

Motivate students to learn through the lens of a **Superhero Academy***

27

Core Lessons include

- Purpose
- Materials to gather
- Visuals to use
- PowerPoints
- Why the concept is important
- Ways to prime thinking or extend the learning

Superflex Curriculum & Teaching Guide, 2nd Ed.
Taking on the Unthinkabots with Thinkable Powers

Pamela Crooke and Michelle Garcia Winner
Original Concept by Stephanie Rodriguez

28

Unthinkabots Invade Social Town (But Thinkables Are Here Too!)

QUEST 3

Materials

What to do before the lesson

Purpose

Why these concepts matter

Download or Print

TEACHING INSTRUCTIONS

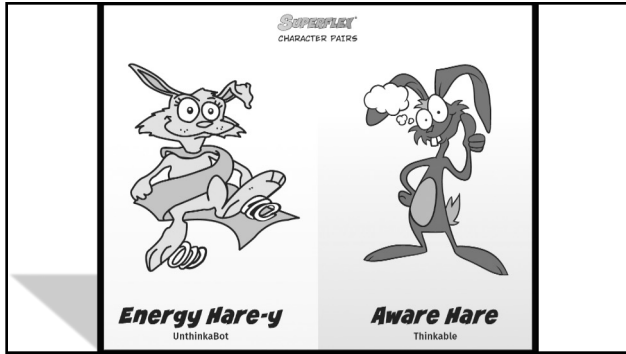
1. Hold up the "Superflex Academy is in trouble" sign.
2. Unthinkabots are here!
3. Have you ever noticed that sometimes people see or do things and you just confused? Do you ever think "ugh" or "why are they doing that?"
4. Maybe when someone gets too close to you...
5. ...or get really stuck on an idea, used to be too slow to think, or had a big reaction to social partners.
6. If you've ever noticed anything like that, then you've probably noticed an unthinkabot! Meeting a thinkable can help you see the unthinkabots on the loose.

29

Teaching these concepts correctly MATTERS A LOT!

5/5/24

30



31

- * Use Aware Hare's very sensitive **Energy Earbuds** (shaped like rabbit ears) to read the level of energy for the activity.
 - ▶ **Ears-UP = High Energy!** Places like the playground and times like recess often are Ears-UP times. Movement and lots of energy is just right. Sometimes we need a snack or water for Ears-UP times.
 - ▶ **Ears-DOWN = Lower Energy.** Places like the library, classrooms during learning times, when people are talking to us, or learning groups are usually Ears-DOWN times.
- * If it's an Ears-DOWN time but we are feeling lots of energy, we can take a few deep breaths, use fidgets, sit on a cushion, or use other strategies that are helpful for us.
- * Use Aware Hare to notice our bodies if we are feeling wiggly or itchy or moving a lot.

32

**Examples from
Worry Wall
Quest**


33



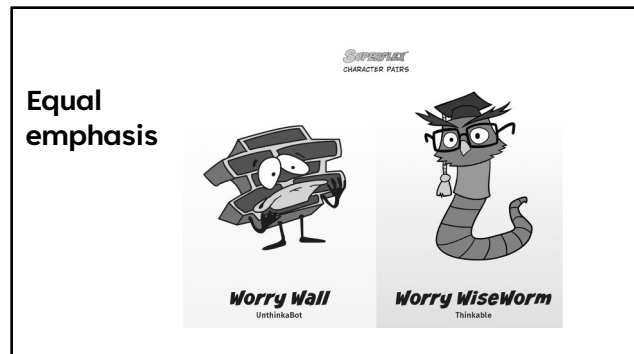
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Teach It
Use the following pages as a guide for teaching this lesson. This "slide guide" includes thumbnails of the PowerPoint Slides on the left and sample words one might use to teach the concept in black text on the right. The blue text sections are instructional cues for the facilitator only and should not be spoken aloud. NOTE: Please adapt this guide based on your teaching style and the students' needs but stay true to the overall theme and goals of the Quest.

SLIDE THUMBNAIL REFERENCE	TEACHING INSTRUCTIONS
	1 Hang up the "Superflex Academy is in Session" sign. After showing the title slide, move on to next slide and tell your own Worry Story. <i>Note: The next slide is a sample worry story if you don't want to share your own.</i>
	2 Today (this morning, last night, etc.), I felt really worried because I couldn't find my _____. And then, I started thinking that someone found my _____ and they were _____. Now, I hadn't really tried looking in different places to find my _____ but my brain and thoughts were telling me that something terrible has happened with my _____. I started to sweat a little and breathe faster. I was feeling sooooo worried, and then I looked in _____ and found my misplaced _____. Not where I usually keep my _____, but _____ was safe. PHIEW!
	3 Have any of you ever had a worried thought or a Worry Story like mine? Almost everyone does. Your parents or grandparents, teachers and students, and even your brothers and sisters have worries.



35



36

Worry Wall and WorryBots

Description: 2-inch tall rust colored brick body with a worried expression.

Worry Wall uses the very, very powerful WorryBots to make you get stuck on worried thoughts and feel worried feelings a lot of the time.

Be on the lookout! How **WorryBots** take action:

- Look like bricks that stack on top of each other to build a wall of worry!
- Make us believe that we need to be perfect and never make a mistake.
- Can get bigger and bigger in our brains with a **Worry Magnifier**.
- Can make us want to avoid many things such as trying new things, trying hard things, talking to other kids, working in a group, writing paragraphs, and asking for help!

37

Worry WiseWorm

Use Worry WiseWorm Thinkable powers and lenses:

- If it's a **Wee-Tiny Worry**, then I can write in my **Worry Journal**. I can also talk to with friend or adult.
- If it's a **Wise Worry**, then I should **listen to my body and brain**. Wise Worries help us get things done and keep us safe.
- If it's a WorryBot and it magnified or is a wall, shrink it by **taking a deep Worm Breath** and let it out slowly. I can also talk to an adult if I need more help.
- Remind yourself, "I've been able to get through worry moments before."
- It's okay to make some mistakes. WorryBots makes us think it's not!

38

Extension Activities

1. BUILD AN ACTUAL WALL OF WORRIES FROM A BRICK
Have a book read to Perry Wallace (James Marshall) or Lucia Ramirez (Kathryn Lopez) to the class, and have their group use bricks to prop up a wall of worries from the characters. Talk about the evidence for why the worries were helpful or harmful.

2. BUILD AN ACTUAL WALL OF WORRIES FROM THE GROUP ABOUT AN EVENT
Consider events like Testing week, a sporting event, theater performance, etc. Build a group wall of Worries with cardboard bricks with sticky notes on each brick to represent possible worries.

Have students take the bricks off one by one and by telling which Worry WiseWorm strategy would help to make that worry smaller.

Use digital apps or technology to have students build digital walls of Worries and strategies for dismantling them.

3. WORRY WALL SCENES (3-5th)
Divide or have small groups discuss, using the lyric sheet and music.

What are some of the powers mentioned in the Worry Wall song?
 1. Think about the problem... think it through... work down to the top.
 2. I don't worry, worry, worry. Gotta be cheap.
 3. I don't worry, worry, worry. Gotta be cheap.

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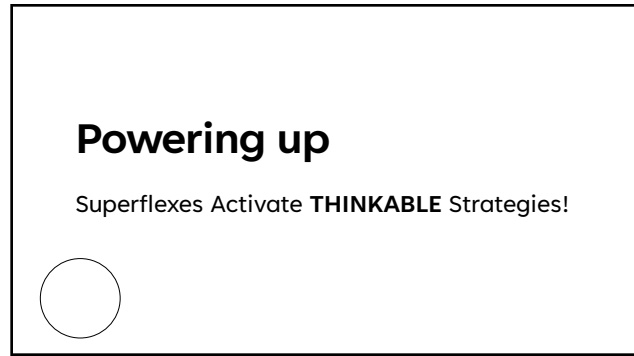
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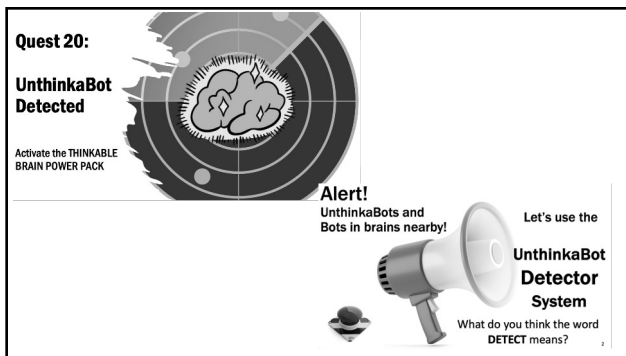
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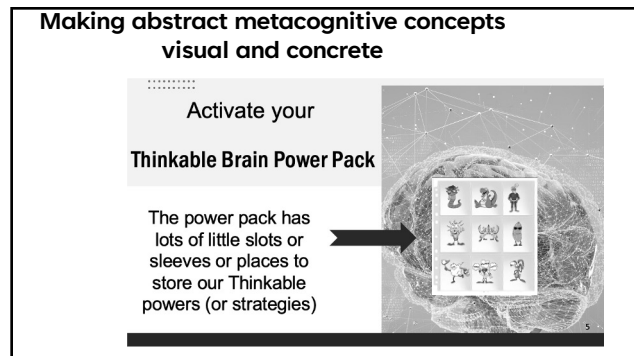
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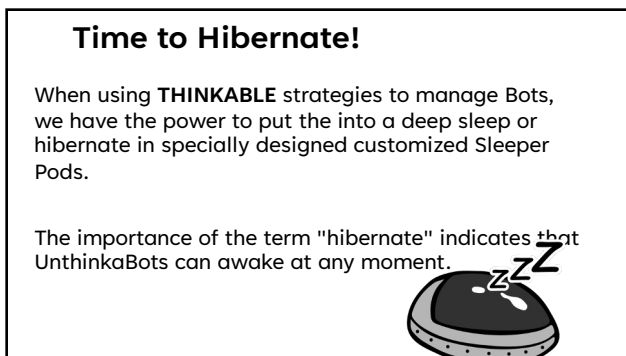
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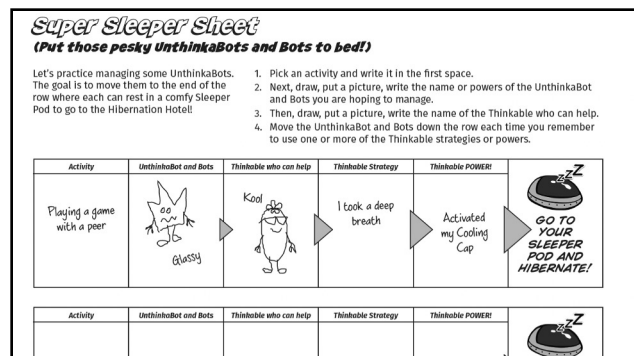
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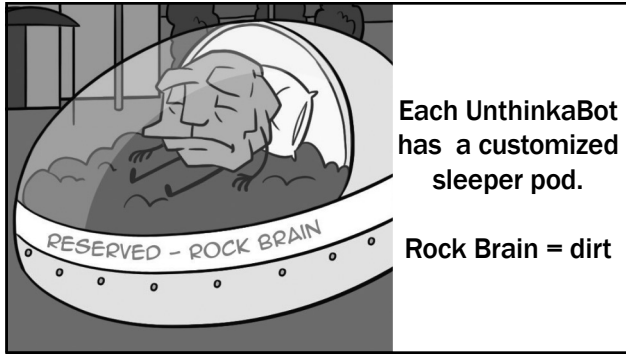
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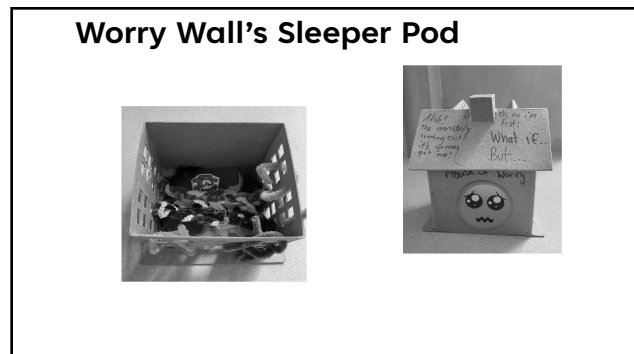
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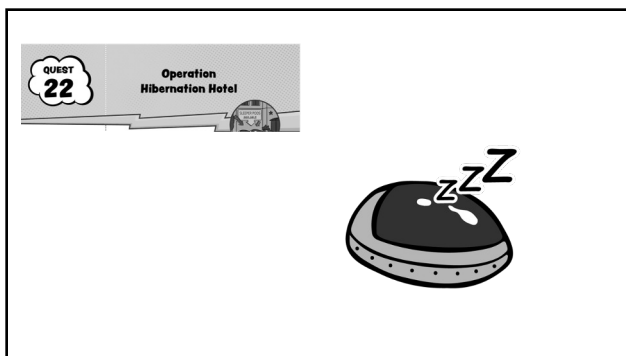
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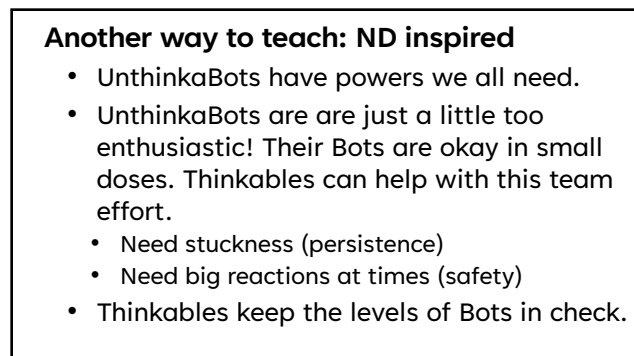
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54



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60

Follow student’s passions too!

- Unicorn Academy
- Lego Master Academy
- Paleontologist Academy
- Magic Academy

61

DOs and DON'Ts



64

Please DO read the introduction!

(it’s only a few pages)

These 25 lessons are about teaching how to INTERPRET social information and then what to do with that information to respond (or not). It is not about getting kids to behave.

The lessons align to academic standards.

The lessons also connect to social and emotional concepts needed for working in groups and classrooms.

65

65

DO

Review the Curriculum and Teaching guide teaching each lesson.

Read through the STORYBOOK before reading to your students



66

66

DO

Review the teaching PPTs alongside the teaching guide.

The Powerpoints are visual supports for the lessons and do not include all of the language needed for teaching.

**Print or copy
Thinksheets for lessons as recommended.**

Use visuals in kit!

67

67

DO

Understand the goal of the lesson and why the concept is important.

Extend the learning with the recommended activities listed in the PPTs and teaching guide.

Note: There are optional additional extension activities for deeper learning

68

68

DO

Encourage and facilitate student participation in activities but allow for different ways of showing participation.

Use positive comments often.

Look at the TEACHER fidelity checklist before each lesson.

69

69

DO

Let the parents know what you are teaching and why. Send the letter and Home Quests to families when recommended.

Allow variations in what is considered a Superhero. Some student may want to think of themselves as Magical rather than a superhero.

HAVE fun!

70

70

Proactive talk about UnthinkaBots (Bots)

- “I think we have an UnthinkaBot in this room. Anyone have a guess?”
- “Freeze – there are Bots trying to get into our teaching time. What should we do?”
- Prime: Which bots usually show up at recess? Are we ready?
- Remind: Let’s keep the ____bots out of our group today.

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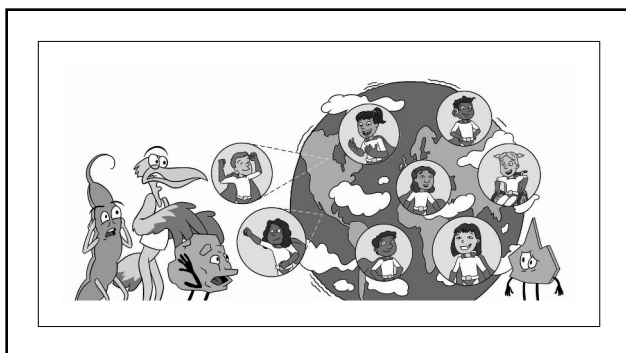
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Avoid (please don’t...)

1. Use the lessons to blame, shame, or focus on negative behaviors (“stop acting like mean bean”).
2. Use the curriculum or tools in a behavioral way.
3. Never (ever) call a student by a character name (“you’re being rock brain today.”). NEVER!
4. Expect that every student will learn these concept at the same pace.
5. Assume the tools are a good fit for all. They are NOT!

72

72



73

What if a student becomes overly interested in UnthinkaBots only?

- Shift teaching to focus on Thinkable powers only.
- Use Thinkable visuals for activities (cards, stickers, Thinkable storybooks, etc.).
- Note their use of Thinkable strategies and avoid engaging in lengthy exchanges about Bots or UnthinkaBots.
- Don’t use this curriculum series if it gets in the way of learning other content or is not a fit for the student or family.

74

74

**2021-2023:
Research**

- University driven: 2 arms (lab & school based)
- Control: After school recreation group
- Multiple Tier 1 classrooms with both neurodivergent and neurotypically developing students and small group clinic-based group.
- Lessons using Social Detective and Superflex.
- Bio and neuro outcome measures for clinic group and standardized and informal measures for school-based groups.

75

Can't beat 'em –Join 'em
Teachers Pay Teachers!

We now have an official Social Thinking Storefront. We will launch more information once we have (100ish) supplemental teaching tools!


Stay Tuned

77

Superflex® 2nd Edition Kit
Now available and **ON SALE**



Also available in the Dynamic Duo Bundle!



78

17th Social Thinking Global Providers' Online Conference
Self-Regulation and Stress Management
Streaming Live June 21-22, 2024 | 9:00 AM PT



Tracey Marks, MD
Michelle Garcia Winner, MA, CCC-SLP

Leah Kuypers, MA Ed., OTR/L
Pamela Crooke, PhD, CCC-SLP

79