

# **Superflex** Our Social-Thinking Superhero!

Dear parents and educators,

The children are continuing to learn about social thinking through the use of a fun, new curriculum using a social-thinking superhero named **Superflex!** This curriculum is used with our elementary and younger middle school students.

The goal of this curriculum is to provide a fun, motivating way to improve the child's social and behavioral flexibility and to ultimately develop better self-monitoring and self-feedback loops for their social behavior. The concept is based on the ideas that we all have a superhero, **Superflex**, in our brains, and he is constantly battling the "**Team of Unthinkables**" (a variety of unexpected behaviors) such as: **the Un-Wonderer, Space Invader, and Brain Eater, etc.,** who may come and try to take over our brains. The students will be able to identify what members are on their **Team of Unthinkables** and learn **Superflexible Strategies** to defeat their **Unthinkables** when they challenge **Superflex**.

The lessons will progress through and provide several opportunities for the child to learn about various **Unthinkable** characters while building on his or her ability to recognize these behaviors in themselves and others, and using the **Superflexible Strategies** to modify their behavior.

It will be important for the parents and educators to carry over the concepts and strategies that the children learn in the sessions to assist with generalizing their skills. Each lesson will have an accompanying homework assignment to be completed and returned the following week. Please take the time to complete the homework and promote situations throughout the week that help foster the concepts learned in the sessions. The vocabulary and concepts used in this curriculum should provide the support team with additional positive opportunities to reinforce the skills learned by the child. Remember to keep the learning fun and positive! Really try to find those times where your child is being **Superflex** and using his or her strategies to think about others. This will help the child recognize the expected behaviors and make him or her feel good and motivated to continue using the strategies. This can be done with positive reinforcement such as social praise. Enough cannot be said about the power of positive reinforcement!

Below are some examples of how to reinforce these new concepts at home with your child.

- ✨ "I liked that you defeated **Rock Brain** by using your **Superflex Strategy**. That made me feel proud. How do you feel?"
- ✨ "You really worked hard at keeping those hurtful thoughts in your head; nice job, **Superflex!**"
- ✨ "Okay, a **Superflexible** moment is coming up. Let's see if you can defeat **Rock Brain** and shut your video game off. Way to go **Superflex!**"
- ✨ "Hey Sam, you did a great job defeating your **Unthinkable, Rock Brain**, today when you let Jimmy go first."
- ✨ "Tom, nice job defeating the **Body Snatcher** while we were walking together in the store. I felt like you were really thinking about me."
- ✨ It may also be fun to identify when we notice **Unthinkables** taking over the brains of others. If you notice a situation, you can talk about it after the fact. For example, did you notice when **Brain Eater** distracted your dad's brain at dinner?
- ✨ At dinner time, a parent could "plant" an **Unthinkable**, have it show up in their brain, and see if their son or daughter notices. Maybe he or she could even help them with a strategy to defeat their **Unthinkable**.