

SBH SCHOOL TIPS

SUPERFLEX® ... A SUPERHERO SOCIAL THINKING

SBH Queensland has purchased the Superflex Curriculum for schools to loan from us throughout the year. This curriculum supports children to learn about Social Thinking and self-regulation. There has been an increasing interest from children (and adults who teach or work with children) to gain an understanding of their strengths and challenges for social situations, through the Superflex and the 14 unthinkable characters, children (aged 7 to 10+) can learn about these concepts easily within the classroom setting.

Through the 6 books available the children gain an understanding of the concepts of social skills they can use in the classroom and playground with their peers.

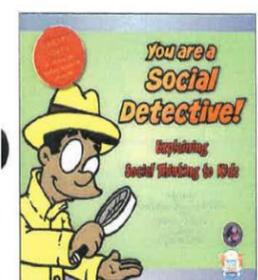
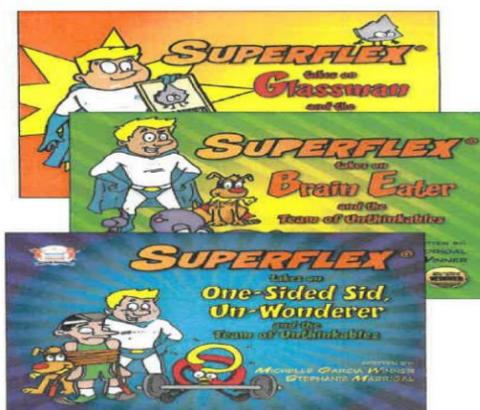
Superflex: In this book Superflex and the Unthinkable characters, explore concepts that can be used into classroom movies, plays, drawings, comic books, puppets and costumes. Superflex helps citizens of Social Town outsmart the team of Unthinkable and diminish their powers to distract, disengage and otherwise detour children in their efforts to think about others and use their social strategies.

Social Town Citizens Discover 82 New Unthinkable for Superflex: In this book, 5 more characters of Superflex's trusted friends are introduced. These Power Pals, and their very cool Five-Step Power Plan helps organise children's thinking so they could more effectively problem solve what's happening around them (the situation), the hidden rules, which Unthinkable was invading their brain, what strategy could be used to defeat the Unthinkable, and how to coach themselves through the process to regain or maintain self-regulation.

Superflex Takes on Rock Brain and the Team of Unthinkables: This book reveals to the children the first Unthinkable character as they work through the Superflex curriculum. This foundation of learning sets the stage for the children to move onto the other books in the series, such as:

Superflex Takes on Brain Eater and the Team of Unthinkables, Superflex Takes on Grassman and the Team of Unthinkables, Superflex Takes on One-Sided Sid, un-Wonderer.

Superflex products provide teachers with a fun, motivating and nonthreatening way to help students explore social thinking while increasing their knowledge of social expectations, their own social behaviour and learning ways to modify their behaviours using Superflex strategies. *Please let SBH QLD Education Team on education@sbhqueensland.org.au if you would like to loan some resources from the Superflex curriculum.*



Catering for diversity using the Australian Curriculum

Inclusive Strategy: Response

Response is one of the five inclusive strategies which refer to the conditions under which students with disabilities engage in learning experiences and assessment tasks.

Adjustments:

The Response inclusive strategy focuses on how a student responds to an assessment. When making adjustments related to response, teachers may consider modes of response, such as verbal, written and non-verbal, and use of specialized equipment and resources.

Verbal - some students may need to respond to assessment requirements verbally. The most common ways a student may respond are by speaking:

- To an adult, who scribes their answer word for word, including punctuation
- Into a recording device
- Through a translator who translates the student's verbal response

Written - Some students may require more than one adjustment to assist them in completing an assessment that requires a written response. Adjustments may include the use of:

- Tools and adaptations, such as pencil grips or hand grips
- Specialised writing tools
- Special paper
- Keyboards to type
- A scribe
- Speech to text software

Non-verbal - Some students may be unable to provide written or verbal responses to demonstrate their knowledge, skills and/or competencies. In this case, students can provide evidence of learning by using non-verbal responses.

For example, students may use:

- Assistive Technology to provide a response to an assessment
- A symbol bank
- A word bank
- Finger or eye pointing

Specialised equipment and resources - Some students may need to use specialised equipment and resources to complete an assessment. For example, a student may use:

- A computer or laptop
- Communication devices
- Symbol systems
- Combinations of systems
- Text to speech, speech to text or text to symbol software
- Talking calculator
- Braille machine