For further information, please contact the Social Skills Training Institute via:

Email: sas@sst-institute.net
Phone: +61 7 3720 8740
Fax: +61 7 3870 0798

Please send completed Training Application Documents to:

Program Coordinator
The Social Skills Training Institute
PO Box 6068
St Lucia, Qld 4067, Australia

We also accept application documents via fax or email (training@sst-institute.net).

Further information is also available on our website: www.sst-institute.net.

If you are interested in conducting research with the SAS Program, please contact Dr Renae Beaumont at renae@psy.uq.edu.au.
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EXECUTIVE SUMMARY

The Secret Agent Society Program

Secret Agent Society (SAS) is a breakthrough social skills program for 8 to 12 year old children with social and emotional challenges such as Autism Spectrum Disorder (ASD). The program consists of small group child lessons, parent and school staff information sessions and resources, real-life practice missions and a system to monitor and reward skill development at school and at home. In 2014, SAS was awarded the Autism Spectrum Australia National Recognition Award for advancement to acknowledge the significant, positive impact the program has on children’s and families’ lives. For details on who the program may be effective for, please see the Evidence section (page 9).


SAS teaches students how to:

- Recognise emotions in themselves and others.
- Express their feelings in appropriate ways.
- Cope with feelings of anger and anxiety.
- Communicate and play with others.
- Cope with mistakes, transitions and challenges.
- Build and maintain friendships.
- Solve social problems.
- Prevent and manage bullying and teasing.
- Acknowledge their personal strengths.

"An extremely positive experience for all involved... This program helped to implement our Inclusion Policy. Pupils who were outside the loop – socially – now had a means to access mainstream social situations."

School Manager
Irish Primary School
SAS is a multi-component program that up-skills and empowers not only children with social-emotional challenges, but also the parents and school staff who support them. The program includes:

- **Child Group Meetings**: delivered over 9 weeks for 90 minutes per session (or 18 weeks for 45 minutes per session).
- **Parent Information Sessions**: delivered as four 2-hour sessions or as weekly or fortnightly 30-45 minute sessions over the course of the program (based on parent and staff preferences).
- **Weekly Teacher Tip Sheets**: keep staff informed about what students are learning and how they can support the application of skills in the classroom and playground.
- **SAS Computer Game**: played at school or home to teach students to recognise emotions in themselves and others, express their feelings appropriately and cope with social challenges.
- **Home Missions**: weekly tasks to practise the skills learnt.

Within a school setting, the program is ideally co-facilitated by two trained SAS Facilitators with groups of four to six children (minimum of three children). If this is not possible, a single practitioner may deliver the program to a maximum of three children. Program facilitators typically include an Allied Health Professional (e.g., Educational Psychologist, School Counsellor, Speech Pathologist) or Diverse Learning Needs Teacher paired with a Teacher-Aide or School Support Officer. The Allied Health Professional or Diverse Learning Needs Teacher usually assumes the role of school SAS Coordinator.

The Secret Agent Society Program utilises full-colour espionage-themed resources designed for children 8 to 12 years old. The program was originally developed for children with Autism Spectrum Disorders; however, current research and feedback from professionals and parents support its effectiveness with children who have other social and emotional challenges, including ADHD, anxiety and anger management problems.

For detailed information on program components refer to Appendix A. For further information regarding the evidence base supporting the program, see page 9.

### The Social Skills Training Institute

The Social Skills Training Institute (SSTI) is the organisation that publishes the Secret Agent Society Program, making it available worldwide to children, parents and professionals. SSTI is a subsidiary of the not-for-profit Cooperative Research Centre for Living with Autism Spectrum (Autism CRC) which is a world-first research collaboration. We are committed to providing communities with the training, support and resources they need to deliver high quality, evidence-based child and family interventions.

### Practitioner Training

The two-day SAS Facilitator Training provides practitioners with the knowledge and skills necessary to effectively deliver the SAS Program. During the training, practitioners gain the knowledge and skills to:

- Assess the social functioning of students with social-emotional learning (SEL) challenges,
• Deliver a comprehensive social skills program to students with SEL challenges and their parents,
• Use school-based strategies to improve the social competence and inclusion of students with SEL challenges,
• Promote the generalisation and maintenance of students’ emotional regulation and friendship skills at school and at home,
• Manage common process issues that arise when facilitating group programs for students with SEL challenges and their parents,
• Evaluate the effectiveness of a social skills program for students with SEL challenges, and
• Identify indicators that a student and/or family require additional support.

Follow-up support is provided by the SSTI to help practitioners tailor the program to meet individual student needs.

Benefits of the Program for Schools
Improving the resilience and social competence of students with identified SEL challenges establishes a strong foundation for their personal wellbeing and academic success. SAS provides engaging, technologically innovative games and full-colour resources to empower students with the knowledge, skills and capacities to respond to everyday challenges. The ready-to-use curriculum and resources teach children skills in self-awareness, self-management, social awareness and relationship building – key objectives of the Australian National Curriculum. SAS includes evidence-based recommendations for school-wide policies and procedures to create caring, inclusive school communities where bullying is effectively prevented and managed.

SAS is based on a cognitive-behavioural theoretical framework and draws on child development research to ensure the age-appropriateness of the teaching materials. The intervention applies positive behaviour support principles to promote students’ social-emotional development and to optimise their learning outcomes. Reproducible assessment measures with demonstrated reliability and validity are included in the intervention package to examine children’s social-emotional skill profile and to track their progress through the program. These tools can be used to inform students’ Individual Education Plan (IEP) goals, and to monitor their progress over time.

The active involvement of children, parents and school staff as integral parts of the intervention framework ensure consistency and reinforcement of concepts across home and school environments, and helps to build the confidence and competence of all members of students’ support teams.

Organisational Planning
To decide whether SAS is appropriate for your school or district, school decision makers and prospective program facilitators are encouraged to collaboratively complete the SAS Training Application Pack (for Open Enrolment Trainings) or Program Readiness Questionnaire (for Agency Training events) prior to training (see page 24 for further details). Please contact SSTI to discuss any questions or concerns you may have about how SAS can be optimally delivered in your school or district.
THE EVIDENCE

Multiple University trials have shown the SAS Program to be effective in improving children’s emotional regulation and social skills when delivered in, school, clinic and home contexts.

Autism Spectrum Disorders

Results from the initial clinic-based randomised controlled trial of the SAS Small Group Program (formerly called the Junior Detective Training Program) showed 76 per cent of children aged 8 to 12 years with Asperger’s Disorder who had clinically significant delays in social functioning improved to showing social skills within the range of typically developing children\(^1\). Improvements in social skills and emotional regulation occurred across home and school and were maintained 5-months after the program ended. This Australian study currently holds the most clinically significant change published in the world for a social skills program for children with High-Functioning ASD.

An independent evaluation of the SAS Small Group Program conducted in Autism Spectrum Australia (ASPECT) Satellite Classes across five NSW school districts showed that SAS led to improvements in the emotional regulation and social skills of students with ASD, with treatment gains maintained one year after the program ended\(^2\). Results showed that supplementing the school curriculum with SAS led to significantly greater gains in students’ social-emotional functioning than the standard curriculum alone, with SAS shown to be equally effective irrespective of students’ socio-economic status, verbal comprehension level, gender, or age (between 8 and 14 years). This three year evaluation involved collaboration between ASPECT and academics from the University of Sydney, University of Queensland, Monash University, Griffith University, Westmead Children’s Hospital and King’s College (London).

Multiple sites across the world have conducted community implementation projects to demonstrate the benefits of using the SAS Small Group Program in local hospital and school services. These include the National Educational Psychology Service in Ireland, Geneva Centre for Autism in Canada, the Children’s Hospital Los Angeles and Buffalo School Districts in USA.

A Queensland-based trial of SAS was conducted in mainstream schools comparing the effectiveness of a variant of the SAS Small Group Program to the SAS Computer Game Pack. Results showed that both interventions led to improvements in the emotional regulation and social skills of students with ASD, although the small group intervention led to greater treatment gains\(^3\). The small group program participants also displayed reductions in child anxiety, improvements in student behaviour and enhanced parent and teacher self-efficacy.

Parent-directed variants of SAS have also been evaluated through the University of Queensland. Parents were supported by a trained SAS Facilitator via phone/web link, to deliver either a variant of the SAS Small Group
Program\textsuperscript{4} or the SAS Computer Game Pack with results showing improvements in the emotion regulation and social skills of children with ASD. The group program additionally improved children’s behaviour and parents’ self-efficacy. Results of the SAS Computer Game Pack randomised controlled trial are currently being prepared for publication.

**Other Social-Emotional Challenges**

A pilot evaluation conducted at the University of Queensland has demonstrated the effectiveness of the SAS Small Group Program for children who have social-emotional challenges, but who do not have an ASD. This trial included students with learning difficulties, ADHD, anxiety disorders and those who had not been formally diagnosed with a psychological disorder. SAS was as effective for these children as for those with an ASD (as demonstrated in previous trials), with significant improvements in children’s emotional-regulation skills, anxiety levels and social functioning shown. Results from this trial are currently being prepared for publication.

A multi-site randomised controlled trial of the SAS Small Group Program for children with anxiety disorders, ADHD and ASD is currently underway through Weill Cornell Medical College and New York Presbyterian Hospital in New York.

**Individual Delivery**

Preliminary evaluations of individual delivery variants of the SAS Small Group Program in Australia\textsuperscript{5} and Canada\textsuperscript{6} have also shown positive findings for improving the emotion regulation and/or social skills of children with ASDs. A randomised controlled trial is currently underway at York University, Toronto.


What tiers of support does the program provide?

There are three tiers of Social-Emotional Learning support recommended for students within a school-system. The three tiers of support and how SAS fits within each are listed below.

- **Individual support** – SAS includes resources and activities that can be used to provide specialised support to students with high SEL needs. University trials of individual-delivery variants of the program are currently underway.

- **Small group programs** – results from multiple University trials support the effectiveness of the SAS small group program for students with SEL challenges, particularly HFASD. The curriculum also includes recommendations for school policies and procedures to support the social-emotional development of all students.

- **School-wide Policies and Classroom Programs** – a classroom-based extension of the SAS curriculum is currently under development. A randomised controlled trial of the classroom curriculum commenced in 2016.

![Figure 1. Tiers of Social-Emotional Learning (SEL) Support within a School System](image)
TRAINING, DELIVERY & SUPPORT

Training

Eligibility

Eligibility requirements ensure that staff benefit from the SAS Facilitator Training Course and have the capacity to successfully deliver the program within their school.

To apply for training, staff need:

- A minimum of a Diploma level qualification in a helping or teaching profession (including, but not limited to, psychology, social work, psychiatry, education, counselling, occupational therapy, speech pathology, education, teacher’s aide certificate), and
- A minimum of six months professional experience working with children with High-Functioning ASD and/or other social and emotional challenges.

Training Structure and Content

The two-day SAS Facilitator Training Course provides staff with the knowledge and skills necessary to effectively deliver the Secret Agent Society group program.

Training involves a mix of didactic and multimedia presentations, small and large group discussions, exercises involving program resources and opportunities for participants to practise delivering program content. Group size is limited to 25 participants to facilitate interactive activities and to allow for the provision of individualised feedback. Staff are required to attend at least 75% of the training course to fulfil program delivery requirements.

To optimally benefit from the training course, it is recommended that staff consider which students they intend to deliver SAS to prior to attending. This allows practitioners to ask questions during training about program tailoring to meet students’ needs.

"I felt the pace was excellent. The delivery was inspiring. Could have so easily felt overwhelmed but didn’t – very well executed."

Training Participant
Brisbane
Program Preparation and Delivery

In preparing to deliver the SAS Program, practitioners and organisations need to cater for the increased time that will initially be required for program planning, administration and session preparation. As practitioners gain experience, preparation time will reduce considerably. The first time a newly trained facilitator delivers SAS they are likely to need 2 hours per session to prepare and debrief with their co-facilitator. This time requirement will decrease significantly with experience. Refer to Appendix B for an example of service delivery for a group of six children.

To deliver the SAS Program, a room with minimum 3.5m x 5.5m dimensions is recommended for child group sessions and a separate area with access to a computer, data projector (or equivalent) and seating for parents.

Implementation Support

Research shows that post-training support within an organisation is critical for effective and sustainable program delivery.

Built-in Support

Peer Support

- Staff are recommended to review program content with their co-facilitator / peer support team and to problem-solve obstacles to effective program delivery on an ongoing basis. Recommendation on how to do this effectively will be provided in training.

Half-hour individual consultation

- Each trained staff member will receive a half-hour follow-up consultation with an accredited Secret Agent Society Trainer or Regional Advisor.
- The consultation is scheduled by the staff member, usually within the first month of program delivery. The agenda for the phone or web link is determined by the practitioner, and typically focuses on successes and barriers to program implementation.
- Co-facilitators may elect to share their follow-up consultations with others.

SAS Practitioner Update Emails

Trained practitioners receive update support emails featuring:

- Program delivery tip sheets.
- Tools for aiding program set up and delivery.
• Latest research updates.

Access to the Social Skills Training Institute website
• Offers advice on frequently asked practitioner enquiries.
• Keeps practitioners updated on the latest advancements in research and training.

Additional Support Available
A number of additional post-training support options can be purchased as needed. These may include:

Telephone/Skype consultations
Telephone/Skype consultations can be scheduled at convenient intervals (e.g. one per month for the first three months), or on an as-need basis.

DVD/audio footage review
Facilitator feedback suggests that telephone/Skype supervision sessions are often most valuable if SSTI staff have the opportunity to review footage of facilitators delivering the SAS Program prior to scheduled support consultations.

Site visits
Site visits can be booked by schools for a number of purposes, including briefing school leaders and/or other school staff on the program, observing and providing feedback on program delivery and/or discussing implementation successes and barriers.

Accreditation

Benefits
Accreditation is available to those wishing to gain a higher level of qualification in SAS Program delivery. It ensures that facilitators are skilled in delivering the program in a quality-assured, effective manner and are capable of obtaining results similar to those achieved in published research. Accreditation is optional.

Accredited practitioners will be:

• Recognised as being competent in the delivery of the Secret Agent Society Program.
• Acknowledged on the Social Skills Training Institute website for referral purposes (if desired).
• Able to promote themselves as accredited providers of the program.
- Eligible to apply for inclusion on the Australian Psychological Society Autism and Pervasive Developmental Disorder (PDD) Identified Practitioners List (if desired/applicable).
- Eligible for an invitation to become SAS Regional Advisors with the Social Skills Training Institute. This role involves offering consultative support (face-to-face or telephone) to trained SAS Facilitators in their region.

**Eligibility**

To be eligible to apply for accreditation, practitioners must:

- Submit copies of all completed session checklists (de-identified) for the last SAS group program that they delivered.
- Submit copies of all parent satisfaction questionnaires (de-identified) from the last program delivered. Parent satisfaction ratings must average at least 3.5 out of 5, with no ratings falling below 3 out of 5.

**Components**

More information on the components of the accreditation process will be provided during training.

To become accredited, practitioners must:

- Meet eligibility requirements.
- Submit a DVD/audiotape of themselves demonstrating two core competencies for program delivery. These core competencies are:
  - Teaching a new social skill during a child group lesson, and
  - Managing a process issue during a parent or child group session.
- Submit a self-evaluative checklist for each competency.
- Submit the Accreditation Application Form.
- Pay the Accreditation Fee.

"I think the biggest thing that I've seen is it seems to have unlocked her emotions for her, and even her teacher at school said the same thing."

Mother
8 year old girl with Asperger Syndrome
To deliver the Secret Agent Society group program in a quality-assured manner, each school will require one SAS Session Resources Kit per four facilitators at a school site.

Due to quality assurance requirements, practitioners are not able to purchase the Facilitator Manual or Session Resources Kit without attending training. The program delivery resources will be provided at the commencement of the training course.

Group Facilitator Manual: 1 per trained staff member

- 1 x Facilitator Manual (full-colour)

Session Resources Kit: Max 1 kit per 4 trained staff members

- 1 x SAS Computer Game
  - 1 x Installation DVD, 1 x Rockey Activation USB, 1 x Instruction Manual
- 1 x SAS Challenger Board Game
  - 1 x Game Board, 12 x Character Figurines, 6 x Figurine Stands, 1 x Ball, 1 x Timer, 12 x Balloons, 2 x Dice, 4 x Corner Code Posters, 1 x Board Game Instruction Booklet
  - 1 x Set of Challenger Board Game Cards (12 x SAS Challenger cards, 6 x Meeting New People cards, 6 x Talking to Others cards, 6 x Playing with Others cards, 6 x Bullying and Teasing cards, 6 x Mistakes and Blunders cards, 6 x Change and Uncertainty cards)
- 1 x Helpful Thought Missile Game
  - 12 x Foam Helpful Thought Missiles, 1 x Helpful Thought Missile Launcher, 1 x Enemy Thoughts Backboard, 2 x Removable Hooks
- 6 x Walkie Talkies
- 1 x Mirror (in protective case)
- 11 x Detection of the Expression Game Cards
- 20 x Secret Message Transmission Device Game Cards
- 20 x Movie Mania Game Cards
- 10 x Friendship Force Game Cards
- 90 x Reward Tokens (in token bag)
- 1 x Permanent Marker
- 1 x Kit bag
Family Resources

Each family who participates in the program will require a Secret Agent Society Family Kit. The Family Kit contains all of the take-home and in-session resources and visual supports that families need to benefit from the intervention. Without these resources, the effectiveness of the program is likely to be significantly compromised and improvements are less likely to be maintained. Family Kits can be purchased in bulk or individually by schools or families via the Social Skills Training Institute website (www.sst-institute.net).

The Family Kit can be purchased with or without the SAS Computer Game included to increase program flexibility. For many schools, the most cost-effective option is to purchase several Family Kits with Computer Games upfront at a bulk discounted rate. Schools often consider covering the cost of the Family Kits through funds from student disability support loadings, fund raising, local grant initiatives and donations.

There are two models for the SAS Family Kits:

- **Model 1 SAS Family Kit including the Computer Game:** One SAS Family Kit – including the Computer Game – is purchased for each child. Families keep the entire kit (including the Computer Game) for future reference after the program ends to optimise the maintenance of treatment gains.

- **Model 2 SAS Family Kit without the Computer Game:** One SAS Family Kit – without the Computer Game – is purchased for each child. Families are loaned a Computer Game, which they return on completion of the program. The remainder of the kit is kept by families.

**Family Kit: 1 per family**

- 1 x SAS Computer Game (optional, may be loaned to families for the duration of the program)
- 1 x Cadet Handbook (full-colour)
- 1 x Parent Workbook (full-colour)
- 1 x Teacher Tip Sheet Pack
  - 11 x Weekly Teacher Information Sheets
  - 1 x Set of Teacher Questionnaire Booklets
  - 11 x Home-School Diary Sheets
- 1 x Gadget Pack
  - 1 x ID Tag
  - 1 x SAS Stressball
  - 26 x Relaxation Gadget Code Cards
  - 2 x Emotionometers (anger and anxiety emotion thermometers) and 7 x Sheets of Stickers (featuring angry and anxious body clues, common situations where these emotions are felt, relaxation ‘gadgets’ and anti-bullying strategies)
  - 14 x Skill Code Cards (Introduction Code, Helping Others Code, D.E.C.O.D.E.R Problem-Solving...

- 1 x Pocket-sized Code Card Holder
- 1 x Graduation Medal
- 2 x Fact File Cards
- 1 x Ziplock Bag
- 1 x Satchel Bag

Other Available Resources and Workshops

In addition to having their staff trained to deliver the SAS group program, schools may wish to supplement their existing classroom-based social-emotional skills curricula with the resources or workshop shown below.

The **SAS Computer Game Pack** contains the SAS Computer Game and a selection of visual supports to help students apply the social and emotional skills that they learn in the game to everyday situations. These include Skill Code Cards, Relaxation Gadget Code Cards, Emotionometers and stickers. A guide is included to give professionals advice on how to help students get the most out of the SAS Computer Game Pack resources. Classroom teachers can augment their SEL lessons by using the Computer Game in conjunction with an interactive whiteboard or data projector.

Recent school-based research has shown that students with ASD who used the pack with school staff support showed significant improvements in their emotional regulation and social skills at both school and at home, although treatment gains were greatest for those children who participated in the small group SAS program.

A one-day **SAS Computer Game Skills Workshop** is also available to up-skill professionals in how to optimally use the SAS Computer Game Pack resources. This workshop teaches professionals how to tailor game-play to meet a range of therapy and learning goals, optimise skill transference to real life and manage process issues. It is valuable for those wanting to learn how to flexibly use the Computer Game in individual consultation, small group and whole of class contexts.

The **SAS E-Telligence Pack** contains the visual supports (i.e. Code Cards, Emotionometers and Stickers) that help students apply skills introduced in the Computer Game at school and home. One pack per student is recommended if students are sharing a computer game.
The **SAS Challenger Board Game** helps students practically apply the social-emotional skills introduced in the SAS Computer Game through role plays and fun physical challenges. The board game requires 3-6 child players (on the autism spectrum and/or typically developing peers) and is facilitated by a staff member over several sittings/sessions, each approximately 20 minutes in length. An instruction booklet gives tips on how to help students get the most out of board game play.

Further information about these resources and the Computer Game Skills Workshop is available at [www.sst-institute.net](http://www.sst-institute.net).

Please note: Copyright restrictions prohibit the photocopying of published SAS resources unless otherwise stated.
# 2016 PRICING

All prices listed are in Australian dollars, inclusive of postage and handling, and are valid until 30 June 2016.

## Facilitator Training and Support

Table 1. Training, Accreditation & Additional Support Prices

<table>
<thead>
<tr>
<th>Details</th>
<th>Pricing*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-day training, ½ hour follow-up clinical support, SAS Facilitator Manual and SAS Family Kit per person.</td>
<td>Open Enrolment per participant** $890.91 ($980 incl. GST)</td>
</tr>
<tr>
<td></td>
<td>Agency Training up to 10 participants $8,909 ($9,800 incl. GST)</td>
</tr>
<tr>
<td></td>
<td>Agency Training 11-15 participants $12,588 ($13,846.80 incl. GST)</td>
</tr>
<tr>
<td></td>
<td>Agency Training 16-20 participants $14,586 ($16,044.60 incl. GST)</td>
</tr>
<tr>
<td>Optional Accreditation</td>
<td>$495.45 per practitioner ($ 545 incl. GST)</td>
</tr>
<tr>
<td>Optional one hour follow-up support</td>
<td>$200.00 ($220.00 incl. GST)</td>
</tr>
<tr>
<td>Optional three hours follow-up support</td>
<td>$550.00 ($605.00 incl. GST)</td>
</tr>
</tbody>
</table>

*Costs provided are for the delivery of training within Brisbane, Canberra, Melbourne, Sydney and surrounding areas. Should the trainer be required to travel further than 200 kilometres from these cities, the host agency will be responsible for covering travel costs from the city airport to the training destination and return. Additional charges may apply for events in Tasmania, Western Australia, or the Northern Territory.

**See the Training Application Pack for Open Enrolment dates and locations.
Facilitator Resources

Each facilitator will receive a Facilitator Manual and access to electronic SAS Facilitator resources at the SAS Practitioner Training Course. It is recommended that a maximum of four staff per service delivery site share a Session Resources Kit.

Table 2. Facilitator Resource Prices

<table>
<thead>
<tr>
<th>Details</th>
<th>Excluding GST</th>
<th>Including GST</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAS Session Resources Kit</td>
<td>$582.00</td>
<td>$640.20</td>
</tr>
</tbody>
</table>

SAS Family Kits

Each family who participates in the program will require a Secret Agent Society Family Kit. The Family Kit contains all of the take-home and in-session resources and visual supports that families need to benefit from the intervention.

Table 3. SAS Family Kit Prices

<table>
<thead>
<tr>
<th>Details</th>
<th>Quantity Ordered</th>
<th>Excluding GST</th>
<th>Including GST</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAS Family Kit (with Computer Game)</td>
<td>1-2 kits</td>
<td>$289.50</td>
<td>$318.45</td>
</tr>
<tr>
<td></td>
<td>3-5 kits</td>
<td>$258.04</td>
<td>$283.84</td>
</tr>
<tr>
<td></td>
<td>6-9 kits</td>
<td>$253.49</td>
<td>$278.84</td>
</tr>
<tr>
<td></td>
<td>10+ kits</td>
<td>$240.19</td>
<td>$264.21</td>
</tr>
<tr>
<td>SAS Family Kit (without Computer Game)</td>
<td>1-2 kits</td>
<td>$123.50</td>
<td>$135.85</td>
</tr>
<tr>
<td></td>
<td>3-5 kits</td>
<td>$118.64</td>
<td>$130.50</td>
</tr>
<tr>
<td></td>
<td>6+ kits</td>
<td>$114.09</td>
<td>$125.50</td>
</tr>
<tr>
<td>SAS Computer Game</td>
<td>-</td>
<td>$185.32</td>
<td>$203.85</td>
</tr>
</tbody>
</table>

Please Note: Divide the unit price by 12 or 23 (according to whether the 12 or 23 session format of SAS is being used) to obtain the per child per session cost. See Appendix B for an example of cost modelling with a group of 6 children.
Schools may choose to purchase three or more SAS Family Kits at a discounted rate to on sell to families. Payment plan assistance is available to economically disadvantaged families wishing to purchase the SAS Family Kit (including the Computer Game). For further details, please contact the Social Skills Training Institute.

**Starter Pack**

To help professionals prepare to deliver their first groups after attending practitioner training, SSTI offers an exclusive Starter Pack. The Starter Pack provides an additional discount on the Family Kits and is only available to professionals from the time they register for practitioner training until the last day of the training course. The Starter Pack applies to both Models 1 and 2 of Family Kits provision (see page 17).

**Table 4. SAS Family Kit Starter Pack Prices**

<table>
<thead>
<tr>
<th>Details</th>
<th>Quantity Ordered</th>
<th>Excluding GST</th>
<th>Including GST</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAS Family Kit (with Computer Game)</td>
<td>1-2 kits</td>
<td>$289.50</td>
<td>$318.45</td>
</tr>
<tr>
<td></td>
<td>3-5 kits</td>
<td>$242.08</td>
<td>$266.28</td>
</tr>
<tr>
<td></td>
<td>6+ kits</td>
<td>$232.21</td>
<td>$255.43</td>
</tr>
</tbody>
</table>

Please Note: Divide the unit price by 12 or 23 (according to whether the 12 or 23 session format of SAS is being used) to obtain the per child per session cost. See Appendix B for an example of cost modelling with a group of 6 children.

**Other Available Resources and Workshops**

In addition to the Board Game included in the SAS Session Resources Kit, it is recommended that schools purchase extra Board Games as needed to maintain a maximum ratio of three students per Board Game. This reduces student waiting time and heightens their enjoyment of the game. The below table summarises the costs of the SAS Challenger Board Game, Computer Game Pack, Computer Game Skills Workshop and E-Telligence Pack described on page 18 and 19.
Table 5. SAS Other Resources and Workshops Prices

<table>
<thead>
<tr>
<th>Details</th>
<th>Excluding GST</th>
<th>Including GST</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAS Computer Game Pack</td>
<td>$229.50</td>
<td>$252.45</td>
</tr>
<tr>
<td>SAS Computer Game Workshop (per person)</td>
<td>$200.00</td>
<td>$220.00</td>
</tr>
<tr>
<td>SAS Workshop &amp; Computer Game Combo</td>
<td>$409.09</td>
<td>$450.00</td>
</tr>
<tr>
<td>SAS E-Telligence Pack</td>
<td>$35.95</td>
<td>$39.55</td>
</tr>
<tr>
<td>SAS Challenger Board Game</td>
<td>$120.00</td>
<td>$132.00</td>
</tr>
</tbody>
</table>
TO APPLY FOR TRAINING

Open Enrolment

After reading this training guide, organisational leaders (e.g. principal or deputy principal) are asked to collaboratively complete the Open Enrolment Training Application Pack with the staff they intend to have trained in SAS and return it to the Program Coordinator at the Social Skills Training Institute via post (PO Box 6068 St Lucia Qld 4067 Australia), email (training@sst-institute.net) or fax (+61 7 3870 0798). A staff member will contact you closer to your scheduled course date to confirm your attendance and receipt of payment, and to discuss any questions or concerns that may arise from your paperwork.

If you are unable to attend any of the scheduled training courses, please email training@sst-institute.net to register your interest.

Agency Training

After reading this training guide, contact SSTI to speak with a consultant about whether SAS will optimally meet your organisation’s objectives. To proceed with scheduling training, please complete the following steps:

1. Meet with school leaders to brief them on SAS and to discuss any questions or concerns they may have about the program. Encourage them to contact SSTI for further information if needed.

2. Forward a copy of this Training Guide together with the SAS Program Readiness Questionnaire to school leaders who express interest in the program. Ask them to complete the Program Readiness Questionnaire with the school staff whom they intend to deliver SAS and return it to you.

   The Program Readiness Questionnaire helps to assess whether a school has sufficient resources and capacity to successfully deliver SAS, and assists in identifying where additional support may be needed. If a school principal decides not to proceed with SAS after completing the questionnaire, their training places can be offered to another school that may be better equipped for program delivery. This ensures optimal return on an organisation’s investment in facilitator training and resources.

3. Complete the Agency Training Application Form.

4. Return the Agency Training Application Form, together with the SAS Program Readiness Questionnaire(s) (one per school) to the SSTI Program Coordinator via post (PO Box 6068 St Lucia Qld 4067 Australia), email (training@sst-institute.net) or fax (+61 7 3870 0798). Once this paperwork has been received, you will be contacted to schedule the training and to discuss any questions that may arise.
Letter of Agreement

Once details of the training and implementation model have been finalised, your organisation will be asked to sign a Letter of Agreement (LoA) with SSTI regarding the provision of SAS Facilitator Training and Resources. The LoA clarifies details regarding the training and the responsibilities of both parties. The LoA must be signed before dates of training can be confirmed.

Training Venue and Other Requirements

Your organisation is responsible for securing an appropriate training venue and for confirming practitioner suitability, availability and attendance. As a brief overview, you will be required to organise:

- A training venue (including a break-out room) that can accommodate all participants, with tables and chairs configured in a U-shape.
- Catering (morning tea, lunch and afternoon tea are recommended).
- Equipment (data projector and screen/white wall, whiteboard/flipchart and markers).
- Storage and distribution of training materials to participants.
APPENDIX A. SAS GROUP PROGRAM

Program Structure

SAS is a multi-component program that up-skills and empowers not only students with social-emotional learning (SEL) challenges (such as those with ASD), but also the parents and school staff that support them. The program components include:

Child Group Meetings

To optimise the flexibility with which the program can be delivered in a school setting, child group sessions can be delivered as either 9 weekly 90 minute sessions, or 18 x 45 minute sessions delivered once or twice-weekly. Both program formats include 3 and 6 month follow-up sessions and are typically delivered during school hours.

Feedback from schools has indicated relative advantages of each delivery format. Parent attendance at information sessions (see below) and parent and teacher support of weekly skills practice tasks appears to be greatest for the 9 week intervention format. However, some students (especially those who are younger and/or have intellectual impairments or language delays) are likely to benefit from the slower pace of the program being delivered as 45 minute sessions over a longer time period.

All children within a group typically experience social-emotional challenges, although groups may consist of a blend of typically developing students with children who have social-emotional learning (SEL) challenges. Research has shown that the latter program delivery format may lead to greater improvements in peer acceptance, as typically-developing ‘peer buddies’ are better able to support students with SEL challenges to use their emotional regulation and friendship skills in the classroom and playground¹. Provided that peer buddies are well supported by school staff, research indicates that they are unlikely to experience any adverse social outcomes².

Parent Information Sessions

SAS adopts a whole-school community approach to optimising social-emotional learning outcomes for students with special needs. Parent sessions and resources are an integral part of the intervention, and aim to up-skill and empower parents to support their children’s social-emotional development. Based on parent and staff preferences, parent information sessions can be delivered as 4 x two hour sessions over the course of the program, or as weekly or fortnightly 30-45 minute sessions. These sessions are delivered by trained SAS Facilitators at school or online. Parent follow-up sessions are delivered 3 and 6 months after the intervention to


coach parents in how to address any new social-emotional challenges that students have faced. All resources for the parent information sessions are included with the program materials (see page 17).

**School Staff Information Session and Teacher Tip Sheets**

SAS Facilitators are encouraged to deliver a two hour information session at the outset of the program to all school staff who have contact with students involved in the program. This information session provides school leaders and staff with an overview of the program and the evidence supporting it, in addition to recommendations on school-wide policies and procedures to create a caring, compassionate school community. Weekly Teacher Tip Sheets keep staff informed about what students are learning in the program, and how they can support students in applying these skills in the classroom and playground. The tip sheets also contain recommendations about classroom-based strategies for promoting friendship-building amongst all students and preventing and managing bullying and teasing. Teacher Tip Sheets are ideally kept in a place that is easily accessible to all staff supporting the student (e.g. a security-protected student file on the school intranet). Program facilitators are encouraged to regularly check-in with students’ classroom teachers to monitor how students are going in applying their social-emotional skills in the classroom and playground.

**SAS Computer Game, Home Missions and Home-School Diary**

Students play the multi-level SAS Computer Game before group meetings either at school (e.g. with teacher-aide support) or at home. The SAS Computer Game teaches them to recognise emotions in themselves and others, express their feelings appropriately and cope with common challenges in a fun and engaging way that caters for self-paced learning. These skills are practised through spy-themed activities in the weekly child group meetings, and applied in weekly practise tasks (‘home missions’). Children record their progress on these missions in a Secret Agent Journal section of the Computer Game. They create pictures with speech and thought bubbles (similar to Comic Strip Conversations) to illustrate how they have used their social skills in real life. A Home-School Diary is also used to monitor and reward children’s skill usage at school and at home.

*Classroom teachers and special education staff are also encouraged to integrate the SAS Computer Game into their existing social-emotional skills curricula to teach all students how to recognise and manage their emotions and cope with social challenges.*
**Group Session Content**

A brief summary of the content of the Child Group Meetings (9 session format) is shown below. The Child Group Meetings can also be delivered as weekly or twice-weekly 45 minute sessions.

**Summary of weekly group meeting content**

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| **1** | • Introduction Code – steps for introducing yourself to others.  
  • Group rules and session rewards.  
  • Detection of the Expression Game – detecting emotions from facial expressions.  
  • Secret Message Transmission Device Game – detecting how people feel from their voice tone using walkie talkies. |
| **2** | • Secret Agent Body Signals – identifying body clues that signal how people are feeling.  
  • Emotionometer Device Activity – creating pocket-sized visual tools that measure degrees of anger and anxiety, and show the body clues and situations in which these emotions are felt. |
| **3** | • Detective Gadgets to help you feel better – review of relaxation strategies to cope with feelings of anxiety and anger.  
  • Helpful Thought Missile Game – shooting down unhelpful ‘enemy’ thoughts with foam helpful thought missiles. |
| **4** | • Detective Gadgets to help you feel better – review of additional relaxation strategies.  
  • SAS Friendship Force Game – investigating the qualities that make a good friend.  
  • Helping Others Code – steps for being helpful to others.  
| **5** | • Conversation Code – steps for starting, continuing and ending conversations.  
  • Secret Agent Fact File Cards – conversation topics for making new friends.  
  • Dialogue Duel – practising talking to others. |
| **6** | • Play Code – steps for playing with others in a friendly way.  
  • Damage Control Code – steps for coping with mistakes. |
| **7** | • Secret Agent Society Challenger Board Game – practising social skills through role plays and physical challenges.  
  • Clues for detecting the difference between accidents, jokes and nasty deeds. |
| **8** | • Bully-Guard Body Armour – strategies for defending yourself against bullies.  
  • Continue playing the Secret Agent Society Challenger Board Game. |
| **9** | • Confusion Code – steps for coping with feelings of confusion and uncertainty.  
  • SAS Review Game.  
  • Future Planning.  
  • Program evaluation. |

The three and six month follow-up sessions include activities that help students to review program content and plan for future challenges. Parents, teachers and children complete follow-up assessment measures and children are awarded graduation certificates and medals to celebrate their achievements.
APPENDIX B. SAS GROUP DELIVERY

The below example outlines the program flow, time allocation, and Family Kit costs when running a group with 6 children. Please note that the assessment and teacher check-in time is proportional to the number of children per group. It is recommended that practitioners allocate 45 minutes to 1 hour 20 minutes per child for assessment activities over the course of the program. For teacher check-ins, it is recommended that practitioners allocate 20 minutes per child (2 x 10 minute check-ins per child).

1. Intake & Pre-Assessment

For a group of 6 children, it is recommended that practitioners allocate 4 ½ to 8 hours for the Intake & Pre-Assessment, consisting of the following:

- Registration forms / Expressions of interest from parents
- Intake interview – parents, children and teachers
- Scoring and interpretation of pre-program assessments

2. Order SAS Family Kits

Below is an example of the resource costs per child per session for the two different models. Please allow 2 to 3 weeks for Family Kit delivery.

<table>
<thead>
<tr>
<th>Model 1: SAS Family Kit (with Computer Game)</th>
<th>Model 2: SAS Family Kit (without Computer Game)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$289.50* per kit</td>
<td>$123.50* per kit</td>
</tr>
<tr>
<td>$24.12 per child per session (12 session format)</td>
<td>$10.29 per child per session (12 session format)</td>
</tr>
<tr>
<td>$12.58 per child per session (23 session format)</td>
<td>$5.36 per child per session (23 session format)</td>
</tr>
</tbody>
</table>

Please note: for the Model 2 example, it is assumed that loan computer games have previously been purchased by the school.

*Please note: For the Model 2 example, the prices are excluding of GST

3. Preparation & Debrief

Practitioners should allocate approximately 15 hours for session preparation and debriefing/supervision with their co-facilitator and/or peers.
**4. Delivery**

The table below is an example of the 12 and 23 week delivery formats of the program.

<table>
<thead>
<tr>
<th>Week</th>
<th>Children</th>
<th>Parents</th>
<th>School / Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-</td>
<td>Parent Information Session (2 hours)</td>
<td>School Information Session (2 hours – optional)</td>
</tr>
<tr>
<td>2-10 or 2-19</td>
<td>9 x Child Group Sessions (90 mins) or 18 x Child Group Sessions (45 mins)</td>
<td>Option 1: 9 x Parent Group Meetings (45 mins)</td>
<td>Option 2: 3 x Parent Group Meetings (2 hours)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly Teacher Tip Sheets Teacher Check-Ins (2 hours)</td>
<td></td>
</tr>
<tr>
<td>Scoring and Interpretation of Assessments (45 mins)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-months</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 or 20-21</td>
<td>Follow-up Child Group Session 1 (80 mins / 2 x 40mins)</td>
<td>Option 1: Follow-up Parent Group Meeting 1 (40 mins)</td>
<td>Option 2: Follow-up Parent Phone Call 1 (10mins per family)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher Tip Sheet</td>
</tr>
<tr>
<td>Scoring and Interpretation of Assessments (45 mins)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-months</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 or 22-23</td>
<td>Follow-up Child Group Session 2 (60 mins / 2 x 30mins)</td>
<td>Option 1: Follow-up Parent Group Meeting 2 (40 mins)</td>
<td>Option 2: Follow-up Parent Phone Call 2 (10mins per family)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher Tip Sheet</td>
</tr>
<tr>
<td>Scoring and Interpretation of Assessments (45 mins)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Delivery Time</td>
<td>16 hours</td>
<td>10 hours</td>
<td>2-4 hours</td>
</tr>
</tbody>
</table>