

SECRET
agent
SOCIETY **SOLVING the MYSTERY
of SOCIAL ENCOUNTERS®**

**INDIVIDUALISED
PLANNING
GUIDE**

**FOR SCHOOLS AND CLINICIANS
USING THE SAS COMPUTER
GAME PACK**

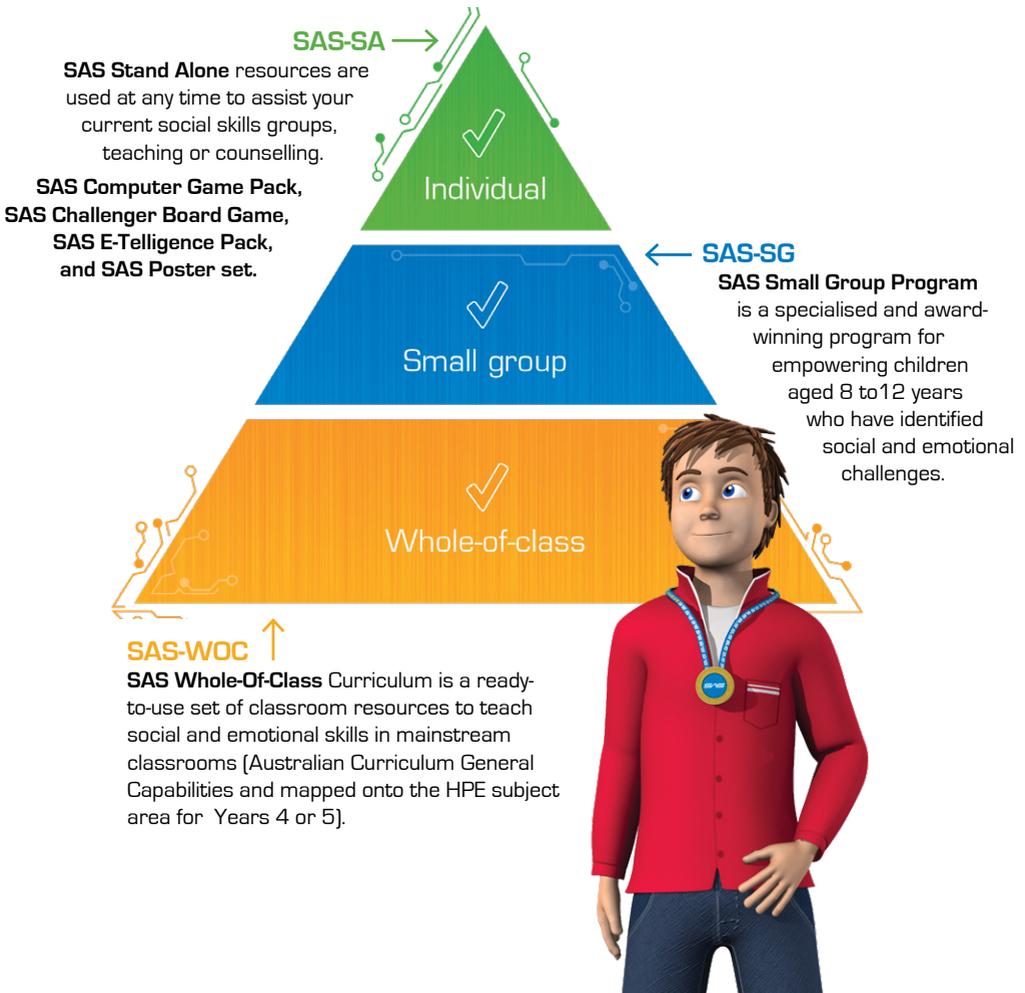


**Social Skills
Training Institute**

SECRET AGENT SOCIETY

The Secret Agent Society (SAS) programs and resources empower children to build social and emotional skills through espionage, technology, and fun!

This Individualised Planning Guide supports schools and clinicians using the SAS Stand-Alone resources (SAS-SA), specifically the SAS Computer Game Pack and additional SAS E-Telligence Packs.



ABOUT THIS GUIDE

This guide provides a variety of ideas on how to use the SAS Computer Game Pack flexibly to assist children to develop specific target skills. Schools often use this guide to assist in writing and implementing individualised learning plans, and allied health clinicians employ the guide to integrate SAS elements into individual therapy sessions where appropriate.

The thirteen target skills covered in the guide include:

- p4** Recognising how other people feel from facial expression, voice tone, and body language;
- p5** Recognising own emotions from physical 'body clues' and thoughts;
- p5** Detecting early warning signs of anxiety or anger;
- p5** Being aware of situations that are anxiety and anger provoking;
- p6** Accurately reading social situations by integrating contextual and emotional clues;
- p7** Using relaxation strategies to calm down when feeling anxious and/or angry;
- p8** Being friendlier and more inclusive of others;
- p9** Introducing yourself to others and talking with them;
- p10** Group work and playing in a calm, cooperative way with others;
- p11** Solving social problems;
- p11** Coping with mistakes;
- p12** Accurately identifying and managing bullying; and
- p13** Coping with changes in routine or when trying something new.

We recommend using this guide in conjunction with the SAS Guide for Parents and Professionals which is included with the SAS Computer Game Pack. The Guide for Parents and Professionals explains the SAS Computer Game as well as each important visual support component of the E-Telligence Pack (referred to on the following pages).

Please visit www.sst-institute.net to purchase the SAS Computer Game Pack.



LEVEL 1

SAS COMPUTER GAME ACTIVITIES

TARGET SKILL:

RECOGNISING HOW OTHER PEOPLE FEEL FROM FACIAL EXPRESSION, VOICE TONE, AND BODY LANGUAGE.

COMPUTER GAME ACTIVITIES

- Spot the Suspect (facial expression recognition).
- Eyewitness Recall (facial expression recognition).
- The Line Up (body posture/movement recognition).

ADDITIONAL SESSION / LESSON ACTIVITIES

- Analysing people's facial expressions in movie/TV/YouTube clips (consider muting).
- Charades Game (take turns acting out and guessing emotions from face and body clues). Use mirror or video record and review footage. Discuss face and body clues that signaled the target emotion, and help child(ren) fine-tune these as needed.

PROMOTING SKILL APPLICATION

- Journal Mission – Secret Spy Mission (practising recognising how people feel from their facial expression and body posture/movement).
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COMPUTER GAME ACTIVITIES

- Voice Verification (voice tone recognition).

ADDITIONAL SESSION / LESSON ACTIVITIES

- Analysing people's voices in movie/TV/YouTube clips.
- Take turns saying different 'secret messages' in different voice tones and guessing how the speaker feels from the speed, volume, pitch, pauses and inflection of their voice. Secret messages can be recorded on a tablet/computer and played back to review and discuss.

PROMOTING SKILL APPLICATION

- Journal Mission – Sound Signal (practising recognising how people feel from their tone of voice).

LEVEL 2

SAS COMPUTER GAME ACTIVITIES

TARGET SKILL:

RECOGNISING OWN EMOTIONS FROM PHYSICAL 'BODY CLUES' AND THOUGHTS.

DETECTING EARLY WARNING SIGNS OF ANXIETY OR ANGER.

BEING AWARE OF SITUATIONS THAT ARE ANXIETY AND ANGER PROVOKING.

COMPUTER GAME ACTIVITIES

- Detective Laboratory (body clues and thoughts that signal feelings of happiness, sadness, anger and anxiety).

ADDITIONAL SESSION / LESSON ACTIVITIES

- Ask child to lie down and draw around the outline of their body on a large sheet of paper. Ask them to draw the body clues and thoughts they experience when they feel a target emotion on the body poster.
- Body Clues Freeze Game – Professional (the 'DJ') chooses a target emotion (e.g. happy). As music is played, children move around the room in whatever way they like (e.g. dance, walk, skip, jump). When the DJ stops the music, the children freeze and point to a body part that signals when they feel the target emotion (e.g. pointing to a smiling face for happy) as quickly as possible. The last person to point to a body clue becomes the next DJ, and the current DJ joins in the next round of the game. In this game, players are not allowed to point to the same body clue two times in a row.

PROMOTING SKILL APPLICATION

- Display each child's body poster at home or at school to remind them to be on 'high alert' for these body clues.

COMPUTER GAME ACTIVITIES

- Degrees of Delight and Distress (creating printable scales that illustrate the body clues that signal when a child experiences different strengths of emotions).

ADDITIONAL SESSION / LESSON ACTIVITIES

- Emotionometer Activity – Help child/children to add stickers to the Anxiety and/or Anger Emotionometers in their E-Telligence Packs that illustrate the body clues and situations in which they feel low, moderate and high levels of anxiety and anger.

PROMOTING SKILL APPLICATION

- Display print-outs of Emotion Scale(s) from Degrees of Delight and Distress Computer Game activity.
- Encourage children to refer to their Emotionometers at home and at school to be on 'high alert' for angry and anxious body clues and situations.
- Journal Mission – Employment of the Emotionometer (practising detecting feelings of anger and/or anxiety).

TARGET SKILL:

ACCURATELY READING SOCIAL SITUATIONS BY INTEGRATING CONTEXTUAL AND EMOTIONAL CLUES.

COMPUTER GAME ACTIVITIES

- Secret Agent Viewing Panel.

ADDITIONAL SESSION / LESSON ACTIVITIES

- Use Comic Strip Conversations or the Scene Generator Device in the computer game Journal to review social scenarios/problems that have happened to children and identify important clues that signalled how people were feeling and what they might have been thinking.

PROMOTING SKILL APPLICATION

- Prompting children to be on 'high alert' for all clues that signal how people are feeling in social situations at school and at home (with adult and/or peer help where possible and appropriate).

LEVEL 3

SAS COMPUTER GAME ACTIVITIES

TARGET SKILL:

USING RELAXATION STRATEGIES TO CALM DOWN WHEN FEELING ANXIOUS AND/OR ANGRY.

COMPUTER GAME ACTIVITIES

- Crime at the Cathedral (to be played at least twice, choosing different paths each time).
- Detective Flight Challenge (to be played at least twice, choosing different paths each time).
- Journal - Enemy Thought Destruction mission (matching up helpful thoughts with the enemy thoughts that they would be most helpful in destroying).
- Use Comic Strip Conversations or the Scene Generator Device in the computer game Journal to review social scenarios/problems that have happened to children and identify important clues that signalled how people were feeling and what they might have been thinking.

ADDITIONAL SESSION / LESSON ACTIVITIES

- Discuss what the Junior Detective did to feel happier, calmer and braver and to make smart choices on the missions. Also discuss things he tried that didn't work so well.
- Encourage children to make posters or mime the relaxation or 'chill-out' gadgets/strategies that they already use to feel happier, calmer and braver (and share personal examples).
- Review the different relaxation strategies/gadgets shown on the Relaxation Gadget Code Cards in children's E-Telligence Packs. Teach and practise the steps of any new strategies (e.g. O² Regulator, Fire Engine and Helpful Thought Missile). Be sure to review the information on the back of the cards that indicates the level of anxiety/anger that each strategy is most helpful for, and where it is optimally used. Ask children to choose the relaxation gadgets that they would like to use in the situations featured on their Anxiety and/or Anger Emotionometers. Children can keep these Code Cards in their Code Card Holder (included in the E-Telligence Pack).
- Encourage children to add stickers to the backs of their Emotionometers showing the relaxation gadgets that they intend to use.

PROMOTING SKILL APPLICATION

- Display children’s posters in the classroom or at home.
- Journal Mission – Operation O² Regulator (practising slow breathing).
- Journal Mission – Relaxation Gadgetry (practising using relaxation gadgets to calm down when child feels mildly to moderately anxious or angry).
- Journal Mission – Ultimate Chill-out Challenge (for ongoing practise of using Relaxation Gadgets).
- Encourage children to refer to their Relaxation Gadget Code Cards and Emotionometers to remind them of their relaxation gadgets before entering ‘high-risk’ situations (prompt by adult or peer).

TARGET SKILL:

BEING FRIENDLIER AND MORE INCLUSIVE OF OTHERS.

COMPUTER GAME ACTIVITIES

- Murder at Earnshaw Manor (to be played at least two times, choosing a different mission path on each attempt).

ADDITIONAL SESSION / LESSON ACTIVITIES

- Discuss what friendly and unfriendly things the Junior Detective did and said.
- Find other examples in movies, TV shows and/or video clips to illustrate friendly and unfriendly behaviours.
- Help children to create posters illustrating why it can be important to have friends and what they can do to be a better friend to others (and any behaviours they might try to do less of). Encourage them to describe or act out the qualities they identify.

PROMOTING SKILL APPLICATION

- Display friendship posters at school or at home.
- Journal Mission – The Friendship Force.
- Celebrating Our Differences Seminar.
- Peer Mentors.
- Class-wide Friendship and Rewards System.

TARGET SKILL:

INTRODUCING YOURSELF TO OTHERS AND TALKING WITH THEM.

COMPUTER GAME ACTIVITIES

- Secret of the Schoolyard Ghost (beginning of Virtual Reality Mission).

ADDITIONAL SESSION / LESSON ACTIVITIES

- Ask children to draw/discuss/act out what the Junior Detective's face and body looked like when he introduced himself at the beginning of the mission. Discuss what else he did and said when he spoke to the students in the computer game scenario (e.g. conversation topics, how long he spoke for, time spent asking questions versus making comments, etc).
- Review the steps on the E-Telligence Pack Conversation Code Card with children.
- Ask children to talk to you and/or each other and to break as many rules from the Conversation Code as possible. Then, ask them to describe the mistakes they made.
- Ask children to practise having a conversation with yourself and/or each other and to try to follow the Conversation Code steps. At the end of their Conversation, ask them to self-evaluate how they went. Children can throw a ball to each other each time the speaker changes to visually illustrate turn-taking (with the goal being to not hold the ball for too long). Conversations can be filmed for later review and discussion.

PROMOTING SKILL APPLICATION

- Give children the Conversation Code Cards from their E-Telligence Packs. Encourage them to refer to the cards to remind themselves of the steps for introducing themselves and talking to others just before opportunities arise to do so (e.g. meeting someone new, lunch time). If possible, arrange for an adult to prompt them to use the Conversation Code steps before/during a conversation and to review how they went afterwards.
- Journal Mission – Cracking the Conversation Code (practising using the Conversation Code steps when talking to others).

TARGET SKILL:

GROUP WORK AND PLAYING IN A CALM, COOPERATIVE WAY WITH OTHERS.

COMPUTER GAME ACTIVITIES

- Murder at Earnshaw Manor (to be played at least two times, choosing a different mission path on each attempt).

ADDITIONAL SESSION / LESSON ACTIVITIES

- Discuss what the outcome was for the Junior Detective when he took over during the group assignment (even though his answer was correct).
- Discuss what friendly and/or unfriendly things the Junior Detective did and said when playing the Android Adventure game with the other Cadets (e.g. playing a game of their choice, how he coped with winning and/or losing, how the other Cadets responded).
 - Review the steps on the Play Code Card from the E-Telligence Pack with children.
 - Play a game with the child or get children to play games/do group activities with each other to practise the Play Code steps. At the end of the game, ask children to self-evaluate how they went.

PROMOTING SKILL APPLICATION

NOTE: Children typically need to have developed skills in detecting their own and other people's emotions, calming down and talking to others before they can successfully learn to play and work with others.

- Give children the Play Code Cards from their E-Telligence Packs. Encourage them to refer to it to remind themselves of the skill steps just before opportunities arise to do so (e.g. group activities or break time at school). If possible, arrange for an adult to prompt them to use the Play Code steps before/during the activity or game and to review how they went afterwards.
- Journal Mission – Cooperation Challenge (talking and playing with others - can be done at break time at school rather than at home).
- Journal Mission – Repeat Mission: Cooperation Challenge (for ongoing practise of the Conversation Code and Play Code Steps).

TARGET SKILL:**SOLVING SOCIAL PROBLEMS (IN GENERAL).****COMPUTER GAME ACTIVITIES**

- Any of the four virtual reality missions (to be played at least two times, choosing a different mission path on each attempt).

ADDITIONAL SESSION / LESSON ACTIVITIES

- Discuss how we can detect social problems by being on high alert for clues that either ourselves and/or someone else is feeling upset. We then have the power to choose a solution to the problem that has the best outcome for ourselves and others.
- Review the steps on the D.E.C.O.D.E.R Code Card from the E-Telligence Pack.
- Use drawings and role-plays to illustrate how the steps could be applied to a small problem that children have recently experienced (or a movie/TV show/book character example).

PROMOTING SKILL APPLICATION

NOTE: Children typically need to have developed skills in detecting their own and other people's emotions and calming down before they can successfully learn to detect and solve social problems.

- Give children the D.E.C.O.D.E.R Code Cards from their E-Telligence Packs. If possible, arrange for an adult to use the D.E.C.O.D.E.R steps and/or card when needed to plan for and/or review social problems with children.
- Journal Mission – D.E.C.O.D.E.R Problem Demolition (applying the D.E.C.O.D.E.R steps to a social problem).

TARGET SKILL:**COPING WITH MISTAKES.****COMPUTER GAME ACTIVITIES**

- Murder at Earnshaw Manor (choose apologise option).

ADDITIONAL SESSION / LESSON ACTIVITIES

- Discuss what the Junior Detective did when Lisa told him that he took over and bossed the other Cadets around. Explain that saying sorry (apologising) is a helpful way to fix things when you do or say something that upsets someone else (whether it was on purpose or not).

- Discuss/show movie/book/TV show/personal examples of the different types of mistakes that people can make.
- Ask children to discuss, draw or act out a time when things haven't gone to plan for them, or they accidentally said or did something that upset someone else.
- Review the steps on the Damage Control Code Card from the E-Telligence Pack with children.
- Ask children to discuss, draw or act out how they could have used, or did use steps from the Damage Control Code in the situation they previously described.

PROMOTING SKILL APPLICATION

NOTE: Children typically need to have developed skills in detecting when they feel upset and calming down before they can successfully cope with mistakes.

- Give children the Damage Control Code Card from their E-Telligence Pack. Encourage them to refer to the steps on the Code Card before doing activities with others to remind them what to do if something goes wrong. If possible, arrange for an adult to prompt them to use the Damage Code steps before/during a situation where they are likely to make mistakes and to review how they went afterwards.
- Journal Mission – Mistake Mania (making a mistake and using the Damage Control Code steps to cope).

TARGET SKILL:

ACCURATELY IDENTIFYING AND MANAGING BULLYING.

COMPUTER GAME ACTIVITIES

- Secret of the Schoolyard Ghost.

ADDITIONAL SESSION / LESSON ACTIVITIES

- Discuss why people tell jokes or play jokes on others. Show/discuss movie/book/TV show/personal examples of friendly joking, accidents, and intentional nasty deeds.
- Review the steps on the Detecting the Difference between Accidents, Jokes and Nasty Deeds Code Card from the E-Telligence Pack with children. Ask them to describe any other clues that could help them to distinguish friendly joking from mean teasing.
- Explain that bullying is when someone is repeatedly mean to you on purpose. Discuss the different ways that people can be mean on purpose.
- Review the bully defence weapons featured on the back of the Bully Guard Body Armour Code Card in children's E-Telligence Packs. Help children to circle the Bully-Guard Body Armour pictures on this Card showing the anti-bullying strategies they plan to use.
- Role-play with children how they could use their chosen Bully-Guard Body Armour strategies to cope with current bullying. Help them to self-evaluate their performance.

PROMOTING SKILL APPLICATION

NOTE: Children typically need to have developed skills in recognising emotions in themselves and others and calming down when they feel upset before they can successfully manage bullying.

- Give children the Bully-Guard Body Armour Cards from their E-Telligence Packs. Encourage them to refer to the steps on the Code Card before entering situations where they are likely to be bullied or teased to remind them how to manage it.
- Encourage an adult to check-in regularly with children to see how the strategies are working, and to determine if further steps need to be taken to stop the bullying.
- Nominating peer mentors to spend time with children who are at risk of being bullied at break times or when on public transport. The peer mentor role can be rotated and assigned to all children within a class, grade and/or school.
- Journal Mission – Bully-Guard Body Armour (using the D.E.C.O.D.E.R problem-solving formula to solve a social or bullying problem).

TARGET SKILL:

COPING WITH CHANGES IN ROUTINE OR WHEN TRYING SOMETHING NEW.

COMPUTER GAME ACTIVITIES

- Detective Flight Challenge.
- Secret of the Schoolyard Ghost (beginning).

ADDITIONAL SESSION / LESSON ACTIVITIES

- Discuss what the Junior Detective could have done to calm down when he felt nervous about his new training assignments.
- Ask children to discuss, draw or act out times when they have felt confused or unsure of what to do.
- Review the steps on the Confusion Code Card from the E-Telligence Pack with children.
- Ask children to discuss, draw or act out how they could have used, or did use the Confusion Code steps in the situation that they previously described.

PROMOTING SKILL APPLICATION

NOTE: Children need to develop skills in calming down when they detect that they are feeling anxious to optimally manage transitions and when trying new things.

- Give children the Confusion Code Cards from their E-Telligence Packs. Encourage them to refer to the card where possible before a change in routine or when trying new things to remind themselves how to cope. If possible, arrange for an adult to prompt them to use the Confusion Code steps before/during a new situation and to review how they went afterwards.
- Journal Mission – Fear Fighter (trying a new activity and using the Confusion Code steps to stay calm).

TARGET SKILL:

INTEGRATING AND APPLYING ALL OF THE ABOVE SKILLS.

PROMOTING SKILL APPLICATION

- Journal Mission – The Final Challenge (joining a new club, team or social group and making new friends).



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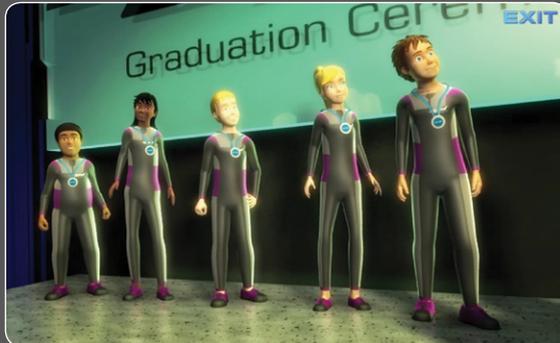
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