

SECRET **agent** *SOCIETY* **PROFESSIONAL** **TRAINING**

Step 1

DECIDE WHETHER SAS IS SUITABLE FOR YOUR ORGANISATION

To support effective program planning and implementation, organisational leaders (e.g. directors, managers, department heads and/or school principals) are asked to collaboratively complete the below checklists with the staff they envisage delivering the Secret Agent Society Small Group Program (SAS-SG).



Checklist 1 - Capacities and Resources

This checklist will help you to understand your organisation’s current capacity to deliver the program, including strengths and areas that may require further attention. Please contact SST on training@sst-institute.net to discuss any questions or concerns that arise when completing the checklist.

Capacities and Resources	Is this in place? (Y/N)	Comments <i>(How can this objective be achieved?)</i>
Are the key decision makers within your organisation informed about the program and supportive of its implementation?		
Have all staff who will be attending the training course been briefed about SAS and how it meets organisational objectives?		
Does your organisation have access to appropriate children to deliver the program to (i.e. 8 to 12 year-old children with social-emotional challenges, IQ close to or within average range), and capacity to engage parents and teachers?		
Do you and/or your staff meet the eligibility requirements for attending the SAS Facilitator Training Course (see ‘Training Eligibility’ on page 4 of this SAS Training Application Pack)?		
Have you planned: <ul style="list-style-type: none"> >How you will recruit families to attend SAS groups? >How many SAS groups your organisation intends to deliver and over what time frame? >How many children will participate in each group? > How many facilitators will need to be trained to maintain a maximum ratio of 1 facilitator per 3 children? 		
Will staff have sufficient time, space and equipment available to effectively deliver SAS in the 12 or 23 session format (including booster sessions) with child, parent and teacher components (see ‘Program Preparation and Delivery’ section and Appendix A of SAS Guide For Professionals)?		

Capacities and Resources	Is this in place? (Y/N)	Comments <i>(How can this objective be achieved?)</i>
Is there a plan for supporting ongoing quality-assured SAS program delivery (see 'Implementation Support' section of SAS Guide For Professionals)?		
Are you aware of available funding options for your organisation to deliver SAS?		
<p>Have you planned for the provision of Family Kits for each family participating in SAS groups? Including:</p> <ul style="list-style-type: none"> • Responsibilities for ordering, timing & payment • Individual versus bulk discount orders of kits <p>(see 'Family Resources' section of SAS Guide For Professionals)</p>		
Have you planned how families will be informed about SAS and how program enrolments will be managed?		
Have you considered workforce attrition (of trained SAS Facilitators) or increased program demand in your preparation?		

Objectives

How does offering the SAS Program meet your organisation's objectives?

Checklist 2 – Organisational Fit

To ensure that SAS fits with your organisation’s philosophies and objectives, please answer the questions below.

Completing home practice tasks can be highly beneficial for transferring skills learned in session to real-life environments.						
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Unsure	Slightly Agree	Moderately Agree	Strongly Agree
Using reward systems can be a very effective and appropriate method for promoting children’s skill use.						
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Unsure	Slightly Agree	Moderately Agree	Strongly Agree
Parents and teachers play an important role in supporting children’s social skill development.						
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Unsure	Slightly Agree	Moderately Agree	Strongly Agree
Regular communication between caregivers and school support staff is important for improving the social functioning of children.						
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Unsure	Slightly Agree	Moderately Agree	Strongly Agree

Checklist 3 – SAS Provider Agreement

When applying for SAS Facilitator Training, the following points form part of a SAS Provider Agreement to ensure the Secret Agent Society Program is promoted and delivered in an accurate and quality-assured manner.

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- Attend at least 75% of the SAS Facilitator training course.
 - Deliver the program in its entirety (including Child Group Meetings, Parent Group Meetings/Information Sessions, Teacher Tip Sheets and assessment measures).
 - Deliver the group program with a maximum of three children per trained SAS Facilitator and a maximum of six children in a group with two facilitators.
 - Ensure that all families have access to the SAS Family Kit.
 - Engage in consultative support to monitor and develop professional practice and effective delivery of the SAS Program.
 - Only allow trained SAS Facilitators to deliver the intervention.
 - Ensure program facilitators have access to a SAS Facilitator Kit and Session Resource Kit.
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