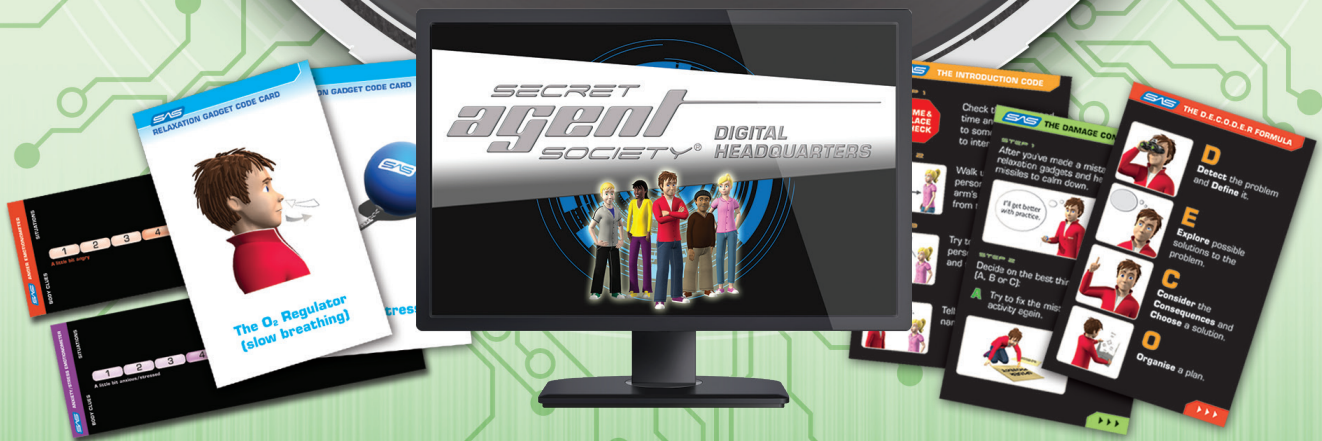


SECRET
agent
SOCIETY **DIGITAL HEADQUARTERS**

COMPUTER GAME PACK GUIDE

Renae Beaumont PhD
2nd EDITION



Social Skills
Training Institute

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The Secret Agent Society (SAS) programs and resources empower children to build social and emotional skills through espionage, technology, and fun! This SAS Computer Game Pack Guide supports families, schools, and clinicians using the SAS Computer Game Pack, and additional SAS E-Telligence Packs.

SAS-SA

SAS Stand Alone resources are used at any time to assist your current social skills groups, teaching or counselling. The SAS-SA resources are the SAS Computer Game Pack, SAS Challenger Board Game, SAS E-Telligence Pack, and SAS Poster set.

SAS-SG

SAS Small Group Program is a specialised and award-winning program for empowering children aged 8 to 12 years who have identified social and emotional challenges.

SAS-WOC

SAS Whole-Of-Class is designed for building resilience for all students aged 8-12. Select between informal use of SAS-SA resources or lead innovative practise with our ready-to-use resources.



THE COMPUTER GAME PACK

- 1 x Secret Agent Society (SAS) Digital Headquarters Product Key
- 1 x Anger Emotionometer
- 1 x Anxiety/Stress Emotionometer
- 1 x Anger Body Clues Sticker Sheet
- 1 x Anxiety Body Clues Sticker Sheet
- 2 x Situation Sticker Sheets
- 2 x Relaxation Gadget Sticker Sheets
- 27 x Relaxation Gadget Code Cards (including 3 blank cards)
- 10 x Skill Code Cards (including 3 blank cards)
- 1 x SAS Code Card Holder

Pack Description & Purpose

The SAS Computer Game Pack contains a combination of physical and digital resources, including access to the online SAS Digital Headquarters computer game (Digital HQ). Research suggests that children benefit from prompts and guidance to apply skills taught online to real-life situations. The SAS Computer Game Pack includes a variety of resources that not only help children use skills from the SAS Digital HQ in their everyday lives, but also promote the development of additional skills. This pack is designed to help children learn:

- How to recognise simple and complex emotions in themselves and others;
- How to express feelings in appropriate ways;
- How to cope with feelings of anger and anxiety;
- How to start, continue and end conversations, and play activities with others;
- How to detect the difference between friendly joking and mean teasing;
- How to deal with bullying;
- How to cope with making mistakes, and;
- How to handle new situations and ask for help when needed.

The SAS Computer Game Pack provides children with access to an online platform; SAS Digital HQ,

where they can engage with gamified learning activities and digital self-reflection tools (Mission Journal & Scene Generator) after trying their skills at home, school and in the community. This game is designed to be used in conjunction with the physical resources included in this pack. The physical resources included in the SAS Computer Game Pack include:

- pocket-sized 'Emotionometers' (emotion thermometers) along with stickers to create and customise a guide to their own emotion body clues at mild/moderate/high levels of anger or anxiety, and to help recommend 'Relaxation Gadgets',
- 'Code Cards' featuring skill steps for regulating emotions, engaging socially with others and solving social-emotional problems.
- A 'Code Card Holder' for keeping SAS cards together in one place for easy reference and review.

This guide provides a variety of ideas on how to use the SAS Computer Game Pack flexibly to assist children to develop target skills. These resources are designed to be used for developing learning plans, assist in therapy sessions, and to maximise targeted skill development at home.

The Computer Game Pack is one of the many Secret Agent Society Program resources available in the evidence-based SAS framework. Results from independent trials of the Computer Game Pack showed that 8- to 12- year-old children with an Autism Spectrum Disorder who used it (with parent/s or school staff support) made improvements in their social-emotional skills (Beaumont, Rotolone & Sofronoff, 2015; Sofronoff, Silva & Beaumont, 2015; Walker, Sofronoff & Beaumont, in prep). Feedback from parents and professionals also suggests that the Computer Game Pack may be beneficial for other groups of children who have social-emotional difficulties, including typically developing children and those with Anxiety Disorders, Attention Deficit Hyperactivity Disorder and/or Oppositional Defiant Disorder.

For more information on the evidence-base behind the SAS intervention framework, please visit <https://www.sst-institute.net/sas-evidence>.

SAS Digital HQ

The four level Secret Agent Society (SAS) Digital HQ is an online platform designed to motivate learning and skill use. Digital HQ contains 4 levels of gamified learning including choose-your-own-adventure missions, as well as access to the digital Mission Journal. Digital HQ can be used to teach skills hierarchically by progressively, moving through learning activities and missions in a sequential manner. Alternatively, it can be used flexibly to target specific skills in isolation. Digital HQ is designed to be paired with supporting visual tools and professional and/or parent support to empower children to learn emotion recognition, emotion regulation and social skills.

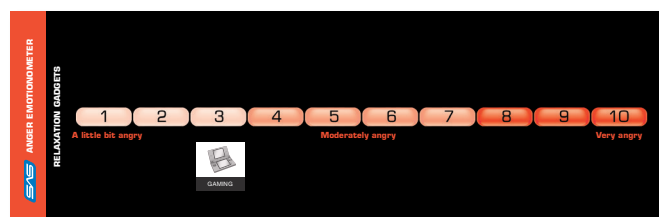
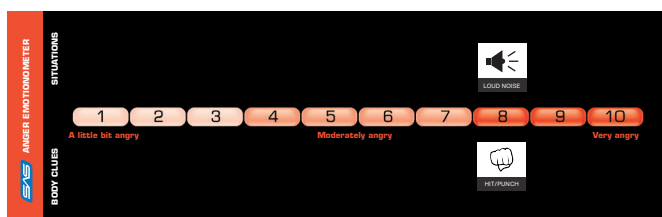
The Mission Journal section in Digital HQ

This section outlines 'missions' to allow children to practice using their social skills in real life. Children can document their success on these missions by answering journal questions through using words or pictures created with a Scene Generator and other interactive activities. For further information about how to use the Secret Agent Journal, please refer to the SAS Digital Headquarters Instruction Manual.



Anger and Anxiety Emotionometers and Emotionometer Stickers

The anger and anxiety Emotionometers are visual tools measuring degrees of emotion, much like thermometers measure degrees of temperature. Children can stick stickers on their Emotionometers to illustrate the body clues they experience when they feel low, medium and high levels of anger or anxiety and the situations in which they feel these emotions. They can also attach stickers showing the relaxation gadgets/strategies they would like to use to calm down at these times. Blank stickers are included to allow children, parents and practitioners to create their own pictures of relevant body clues, situations or relaxation strategies that aren't featured on the stickers provided. Children are introduced to angry and anxious body clues in the 'Detective Laboratory' and 'Degrees of Delight and Distress' activities in Level 2 of Digital HQ. They learn about helpful relaxation strategies in Level 3.



Try to provide the minimal amount of assistance necessary to help children create their own anger and anxiety Emotionometers using the stickers provided. It can be helpful to provide personal examples of the body clues that you feel when you're angry or anxious, the situations in which you feel these emotions and how you cope with them. To encourage children to carefully consider the stickers that they are attaching to their Emotionometers, try initially covering up the low and medium zones and asking a child to just add stickers to the high zone of each Emotionometer. Then, move to the low zone (covering up the medium and high zones) and finish with the medium zone.

Children often have the most difficulty identifying body clues that signal mild feelings of anger and anxiety. It is important that they develop this skill, however, as relaxation strategies are generally most effective when used at the first signs of distress. It is much more difficult for a child to calm down when they are feeling very anxious or angry!

Encourage children to keep their Emotionometers with them (e.g. in their Code Card holders) as a reminder of the situations in which they are likely to feel anxious and angry, the body clues to watch out for and the relaxation gadgets they can use to calm down at these times. Before they enter 'high-risk' situations, try to prompt them to state the body clues they need to watch out for and the relaxation strategies that they intend to use. Praise and/or reward children for their efforts at detecting how they feel and using relaxation strategies to calm down.

Relaxation Gadget Code Cards

The Relaxation Gadget Code Cards provide a more detailed description of the relaxation strategies featured on the Relaxation Gadget Emotionometer stickers. The cards describe when and how to use these strategies.

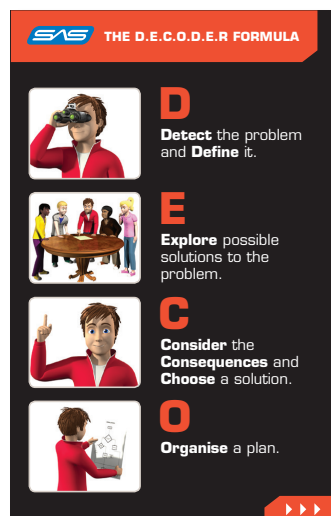
Help children to choose the strategies that they think will work best for them. Blank Relaxation Gadget Code Cards have been included to allow children to create their own cards to show any relaxation strategies that aren't featured on the cards provided (eg. a child's hobby or interest). If the 'Thought Tracker' Code Card is chosen, help children to write down common unhelpful thoughts that go through their head on the back of the card. If the 'Helpful Thought Missile' Code Card is chosen, help children to write down their common enemy thoughts and helpful thoughts that they could think instead on the back of the card. If children choose the 'Fire Engine' Code Card, discuss when, how and where they will use this strategy. Depending on their emotion coping skills and the situation, decide whether it is appropriate for a child to express their distress verbally. Recommend that they try to use this strategy away from other children.

Prompt children to refer to their Relaxation Gadget Code Cards before entering potentially anxiety- or anger-provoking situations to remind them of their chosen relaxation strategies. After the stressful event, review what they did well in using their relaxation strategies and anything that they would do differently next time. Praise and/or reward them for their efforts at staying calm.



Skill Code Cards

This pack contains the following Skill Code Cards:



The D.E.C.O.D.E.R Formula

Steps to follow to solve social problems.



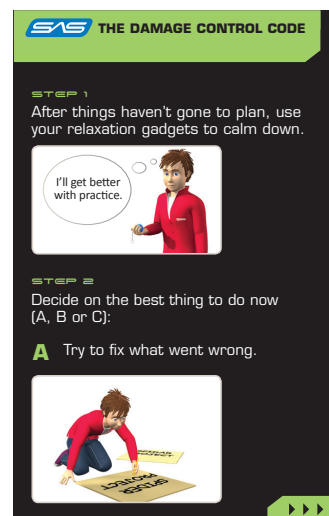
The Conversation Code

How to start, continue and end conversations with others.



The Play Code

How to play with others in a calm and friendly way.



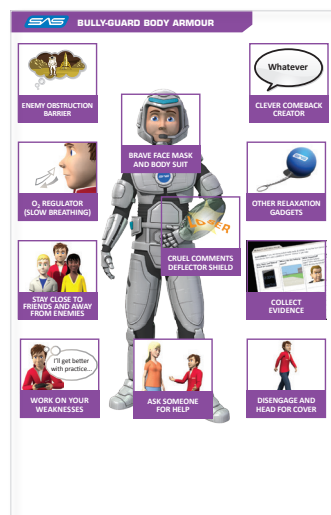
The Damage Control Code

How to cope with making mistakes.



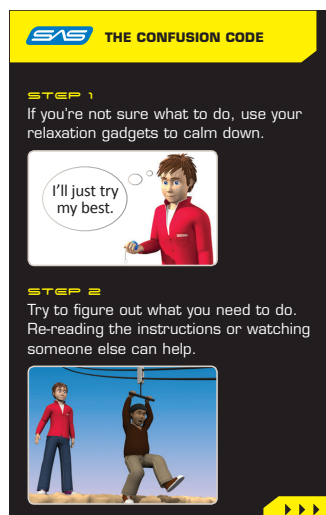
The Difference between Accidents, Jokes and Nasty Deeds

Clues to help determine other's intentions.



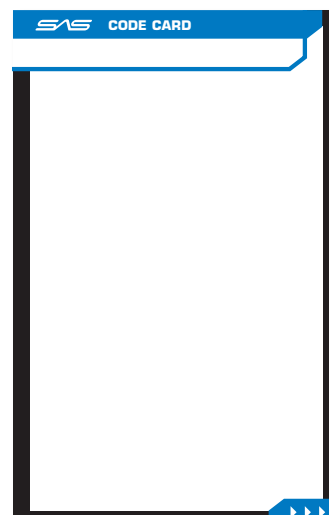
Bully-Guard Body Armour

Strategies for defending yourself against bullies.



The Confusion Code

How to cope with feelings of confusion or uncertainty.



Blank Code Cards

Can be used to illustrate the steps for social skills that are not featured on the cards provided, or to modify the steps of existing social codes.

This section of the guide provides a variety of ideas on how to use the SAS Computer Game Pack flexibly to empower children to develop specific target skills. A series of target skills is outlined together with online game activities, practice tasks for in session/ lesson, and missions to complete over time at home, school, or in the community.

Target Skill 1:

Recognising how other people feel from facial expression, voice tone, and body language.

DIGITAL HQ ACTIVITIES

- **Level 1** - Spot the Suspect (facial expression recognition).
- **Level 1** - Eyewitness Recall (facial expression recognition).
- **Level 1** - The Line Up (body posture/movement recognition).
- **Level 1** - Voice Verification (voice tone recognition).

ADDITIONAL SESSION / LESSON ACTIVITIES

- Analysing people's facial expressions, body postures, and voice tones in movie/TV/YouTube clips.
- 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 signalled the target emotion, and help child(ren) fine-tune these as needed.
- 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 – Secret Spy Mission (practising recognising how people feel from their facial
- Journal Mission – Sound Signal (practising recognising how people feel from their tone of voice).

Target Skill 2:

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.

DIGITAL HQ ACTIVITIES

- **Level 2** - Detective Laboratory (body clues and thoughts that signal feelings of happiness, sadness, anger and anxiety).
- **Level 2** - 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

- 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.
- 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, medium, and high levels of anxiety and anger.

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.
- Display print-outs of Emotion Scale(s) from Degrees of Delight and Distress Digital HQ 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 3:

Accurately reading social situations by integrating contextual and emotional clues.

DIGITAL HQ ACTIVITIES

- **Level 2** - Secret Agent Viewing Panel.

ADDITIONAL SESSION / LESSON ACTIVITIES

- Use Comic Strip Conversations (stick figure pictures of scenarios with speech and thought bubbles) or the Scene Generator Device in Digital HQ Journal to review social scenarios/problems that have happened to children and to 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).

Target Skill 4:

Using relaxation strategies to calm down when feeling anxious and/or angry.

DIGITAL HQ ACTIVITIES

- **Level 3** - Crime at the Cathedral (to be played at least twice, choosing different paths each time).
- **Level 3** - 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 (stick figure pictures of scenarios with speech and thought bubbles) or the Scene Generator Device in Digital HQ Journal to review social scenarios/problems that have happened to children and to identify important clues that signalled how people were feeling and what they might have been thinking.situations at school and at home (with adult and/or peer help where possible and appropriate).

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 (prompted by an adult or peer).

Target Skill 5:

Being friendlier and more inclusive of others.

DIGITAL HQ ACTIVITIES

- **Level 3** - 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 – Lesson with class members explaining that we all have strengths and challenges, and can support each other to be the best that we can be (including specific tips for peer support for the child).
- Peer Mentors – Friendly well-liked class members who can support the child and offer to hang out with them at break times.
- Class-wide Friendship and Rewards System – Class chart where all class members are rewarded for kind and friendly behaviour.

Target Skill 6:

Introducing yourself to others and talking with them.

DIGITAL HQ ACTIVITIES

- **Level 3** - Secret of the Schoolyard Ghost (beginning of 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 Digital HQ 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, referring to the Conversation Code steps. 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 7:

Group work and playing in a calm, cooperative way with others.

DIGITAL HQ ACTIVITIES

- **Level 3** - 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, referring to the Play Code Card steps.

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 8:

Solving social problems (in general).

DIGITAL HQ ACTIVITIES

- **Level 3** - Any of the four choose-your-own-adventure 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 9:

Coping with mistakes.

DIGITAL HQ ACTIVITIES

- **Level 3** - 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 a 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 10:

Accurately identifying and managing bullying.

DIGITAL HQ ACTIVITIES

- **Level 3-** Secret of the Schoolyard Ghost.

ADDITIONAL SESSION / LESSON ACTIVITIES

- Discuss why people tell jokes or play jokes on others. Show/discuss a 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 (if appropriate). 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.
- Nominate peer mentors to spend time with children who are at risk of being bullied at break times or when on public transport.
- Journal Mission – Bully-Guard Body Armour (using the D.E.C.O.D.E.R problem-solving formula to solve a bullying problem).

Target Skill 11:

Coping with changes in routine or when trying something new.

DIGITAL HQ ACTIVITIES

- **Level 3-** Detective Flight Challenge.
- **Level 3-** 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)
- Journal Mission – The Final Challenge (joining a new club, team or social group and making new friends).

Target Skill 12:

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).

MORE INFORMATION ON USING SAS DIGITAL HQ

For detailed information on how to navigate and utilise SAS Digital HQ please review the SAS Digital Headquarters Instruction Manual at www.playsas.net/info

**OTHER SECRET AGENT SOCIETY SOCIAL SKILLS
RESOURCES:**

The Secret Agent Society Small Group Program Facilitator Manual
The Secret Agent Society Challenger Board Game
The Secret Agent Society Family Kit

Published by:

Social Skills Training Pty Ltd

(trading as Social Skills Training Institute)

ABN 94 600 644 326, The University of Queensland

PO Box 6068, St Lucia Qld 4067, AUSTRALIA

**Social Skills Training Pty Ltd is a subsidiary of Autism CRC Ltd,
which is a not-for-profit organization.**

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