Secret Agent Society
Whole-Of-Class
Utility Trials

Kathleen Davey

Clinical Psychologist & Chief Operating Officer
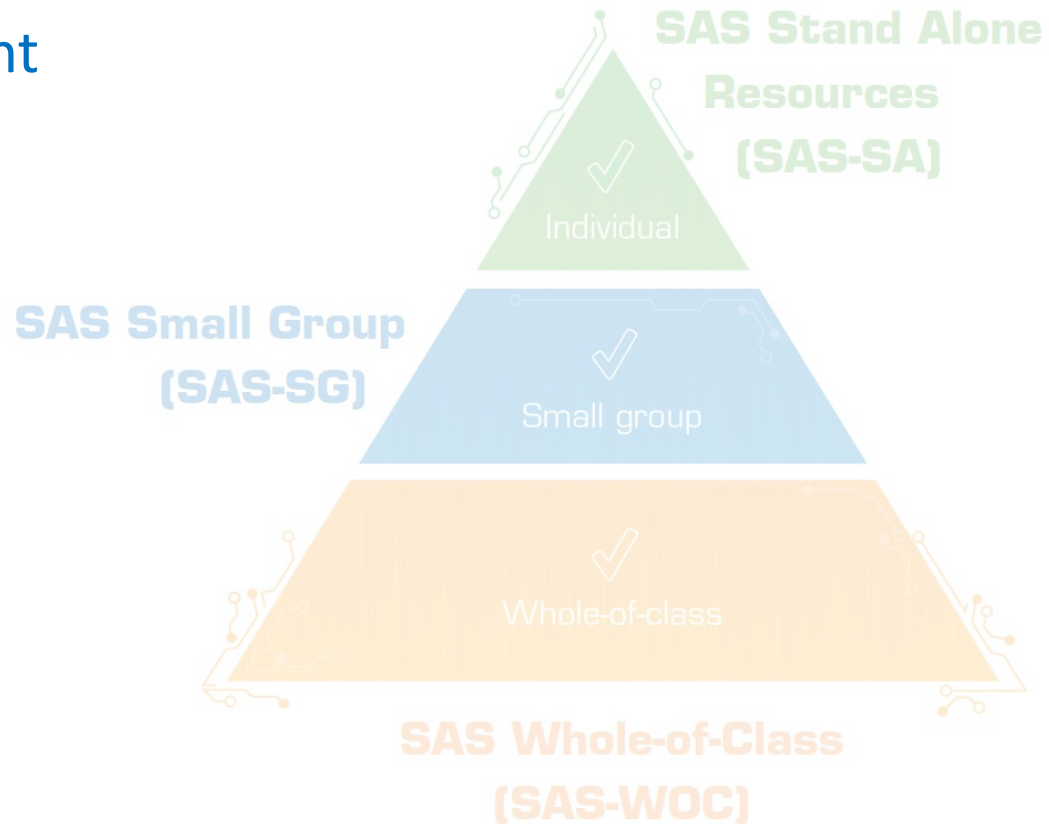
Provide Feedback & ideas:
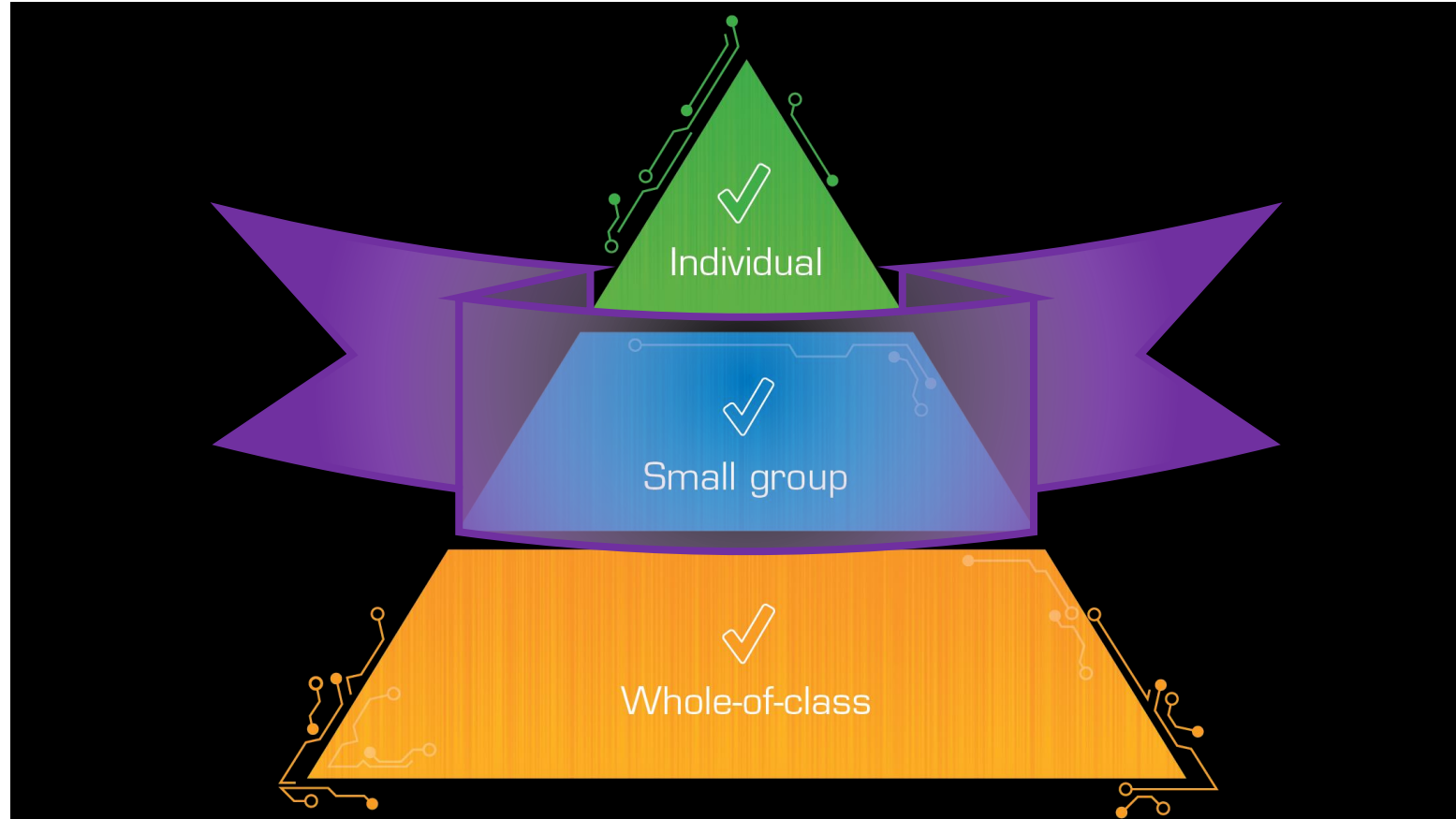www.slido.com
Event: #7644

What Is SAS?

- Social & emotional empowerment

- Suite of intervention and prevention programs (3 Tiers)

- Evidence-based and evidence-informed = confidence

- Manualised consistent approach

- Professional Training (NESA & AITSL)

- AASE PRESENTATION @ 3:25PM

SAS Stand Alone Resources (SAS-SA)
Individual

SAS Small Group (SAS-SG)
Small group

SAS Whole-of-Class (SAS-WOC)
Whole-of-class

Social Skills Training Institute

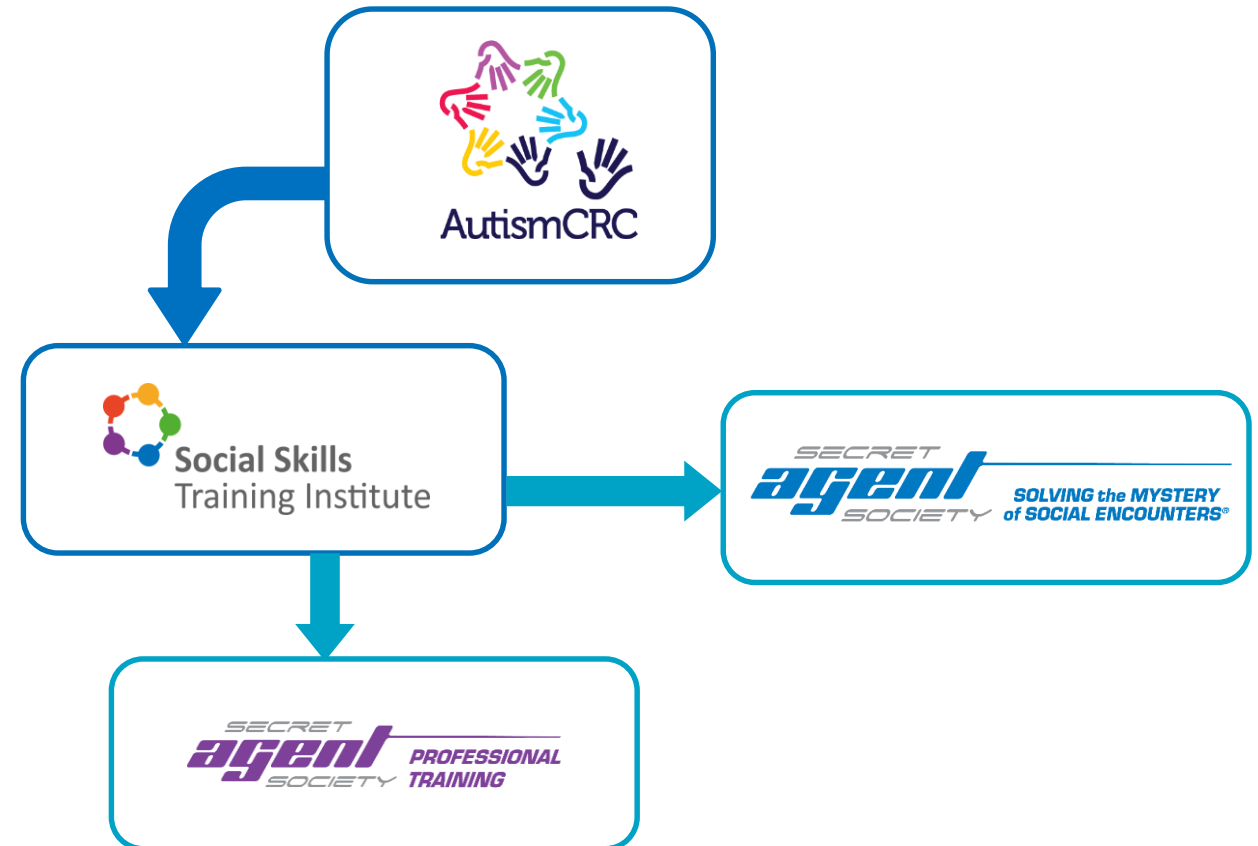Autism CRC

Who are we?

- Social Skills Training (SST) is a subsidiary of the not-for-profit Cooperative Research Centre for Living with Autism (AutismCRC)

- AutismCRC is the world's first national cooperative research effort focused on autism across the lifespan

- Complement foundation SAS-SG program
  - for those with identified social-emotional needs
- Empower all students
  - not just those identified as struggling
- Implement inclusion strategy
  - SAS-SG + SAS-WOC

...oks, teacher manual, school

...e training course)

Utility Trials	
# Schools	5 (8 classrooms)
Purpose	Learn about practical application of SAS-WOC in classrooms. To inform refinements program prior to release.

...ial

...le establishing a distribution model ready for

What is SAS-WOC?

- Ready-to-use set of teacher, classroom and student resources.

- 9 x 45 minute lessons

- Booster Lessons following year

- Classroom activities (class, small group and individual), computer game play, missions between lessons.

- SAS-WOC Class Leader Training
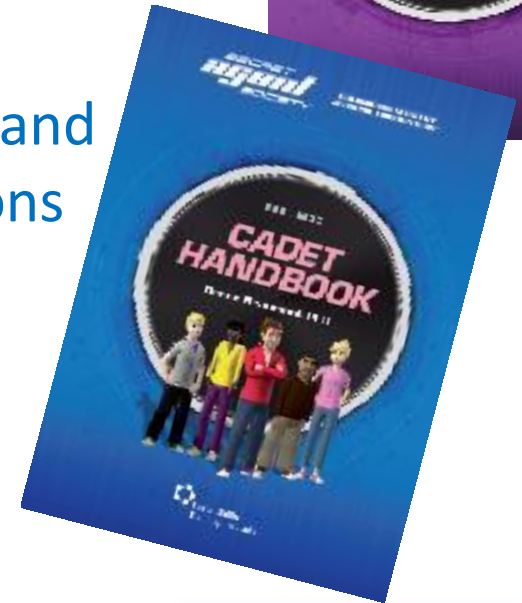
- Teach within the **Australian Curriculum** General Capabilities and also mapped onto HPE for Years 3/4 or 5/6
  - Mapping documents for Australian and Victorian Curricula
- **Inclusive education model** - Combine with the SAS Small Group Program (for children with identified challenges)
- **Wellbeing & Leadership** tool - Build resilience in preparation for NAPLAN and transition to Year 6 school leadership.

Secret Agent Society Whole-of-Class

Ethical Understanding ✔ | Intercultural Understanding ✔
Personal and Social Capability ✔ | Literacy ✔
Critical and Creative Thinking ✔ | Numeracy
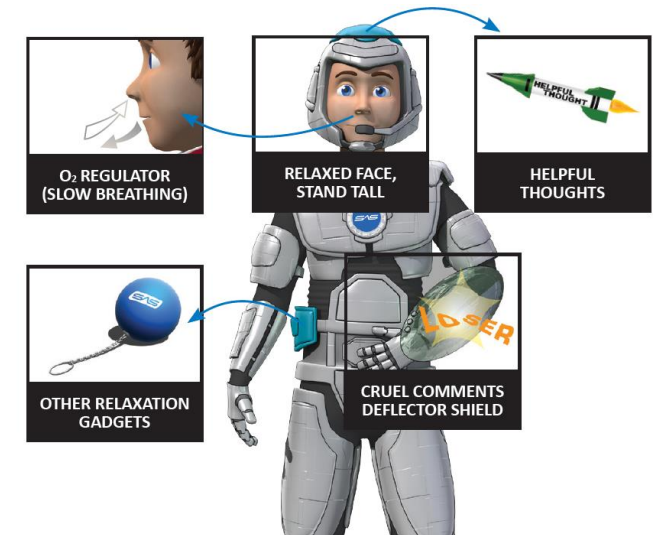ICT Capability ✔

HPE Year 4 & 5

- Identify and achieve personal goals
  - Bionic Powers

- Detect emotion intensity in self
  - Body signals, emotionometers - focus on Anger and Anxiety

- Regulate own emotions
  - Relaxation Gadgets – e.g. O_2 Regulator, Helpful Thought Missiles
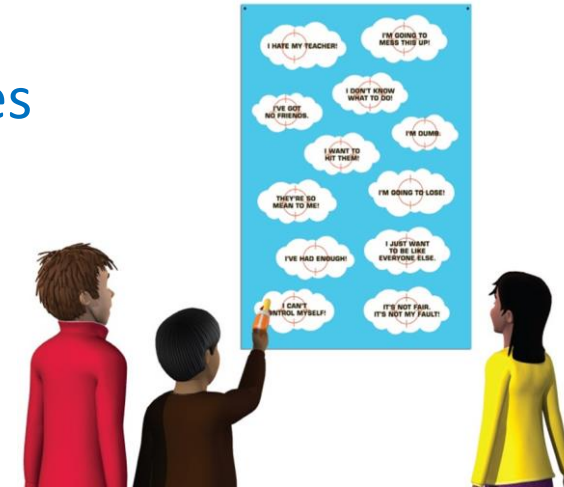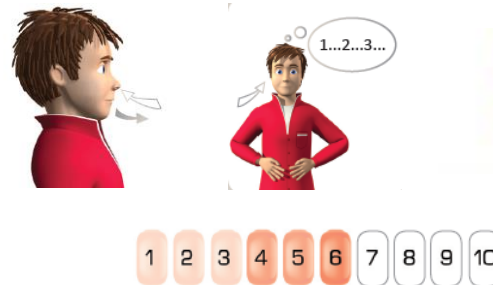
- Recognise social-emotional cues in others
  - Face, voice & body clues for 11 key emotions (simple & complex)
- Build friendships & work in teams
  - Social Skills Codes – e.g. Conversation Code, Play Code
- Solve social challenges
  - D.E.C.O.D.E.R Problem Solving Formula
- Identify and respond to bullying
  - Bully Guard Body Armor, Bully Watch File

O₂ REGULATOR (SLOW BREATHING)

RELAXED FACE, STAND TALL

HELPFUL THOUGHTS

OTHER RELAXATION GADGETS

CRUEL COMMENTS DEFLECTOR SHIELD

Social Skills Training Institute

Autism CRC

- 5 schools across QLD, NSW, NT (8 Classes) - Most classes ranged from year 3 to 5

- 1 School = high school with differentiated HPE class of high need students

- 1 School = 7 verified students of a class of 19

- 1 School = regional school with mixed year level class (wider than years 3-5)
  - SAS-WOC delivered by external service provider

- 3 Schools / SAS-WOC leaders had prior experience with SAS-SG

- 1 class had two students attending a specialised unit 4 days per week and teacher loved the complementary nature e.g. that these children using the same language

Our Remaining Questions

1. **What nature of program do schools need?**

    - *E.g. A "whole-of-year level" approach aiming for a "whole-of-school" solution over time vs a boutique 'class-by-class' specialty intervention and inclusion program.*

2. **What is the best (and most cost effective) way for schools and school systems to plan and access multi-year program application?**

    - *E.g. Multi-class-multi-year packages (e.g. 4 classes per year over 5 years) vs class-by-class (e.g. depending on teacher decision each year)*

3. **How do educators want to access training?**

    - *E.g. Block learning or 'just in time', online or face-to-face, individual or as a team.*

4. **How can we make it easier for schools to shift to implementing quality evidence-based practice in classrooms?**

Social Skills Training Institute

Autism CRC

www.slido.com

Event: #7644

- Best fit = Years 4 or 5

- Year 3: Most feedback indicates these students are not ready for SAS-WOC.

- Significant adaptations required for classes of differentiated high school students and classes with high rate of verified students.

  – *"More complex kids would benefit from SAS-SG, can see how that's best for them."*

Adaptation Needs

- **Year 3 and Verified students** – Wait until Year 4/5 or use SAS-SG

- Content progression too fast & teaching approach not suited

- Expanded the teaching process and took more time over more lessons

  - (Current lesson = 2 x 45 minute for class with high ratio of verified students)

  - Taught in more detail or changed activities to a different level

- "Bullying" concept taken too literally – modified language and simplified.

- Struggled to remember components of social skills – Conversation Code and Play Code had too many steps for Year3's (e.g. used posters instead of cadet books)

 - Feeling alerts, took approx. 3 hours over 2 weeks practising
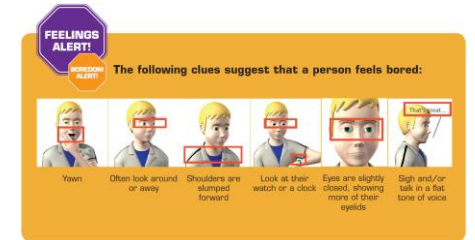
- Usual classroom teacher vs other teacher entering class to lead SAS-WOC
  - Teachers gave behavioural examples from during the week
- HPE specific allocation vs other e.g. wellbeing/growth time
- Teaching as a 2 person team was desirable
- Other teachers chose to sit in (out of interest to learn)
- School enjoyed benefits of external providers:
  - "Fresh and different" for students
  - Students felt confident to share - personal things otherwise wouldn't (recommendation to prepare school leaders for this)

SAS-WOC Content

- All content suitable and novel learning

- *"Emotionometer and relaxation gadgets really good for students – kids loved Body Clues Freeze Game and 'the gadgets'"*

- Helpful Thought Missile concept was really helpful

- Role playing scenarios was a lot of fun and generated good discussions

  - "Role-plays worked really well"
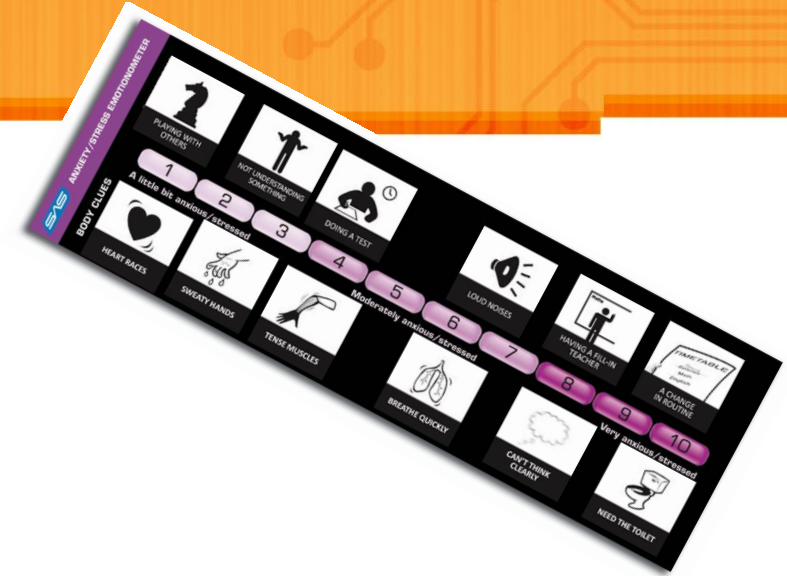
- Bully Guard Body Armour and Bully Watch File – differing school approaches.

- Some elements need simplifying or breaking down and allowing more time.
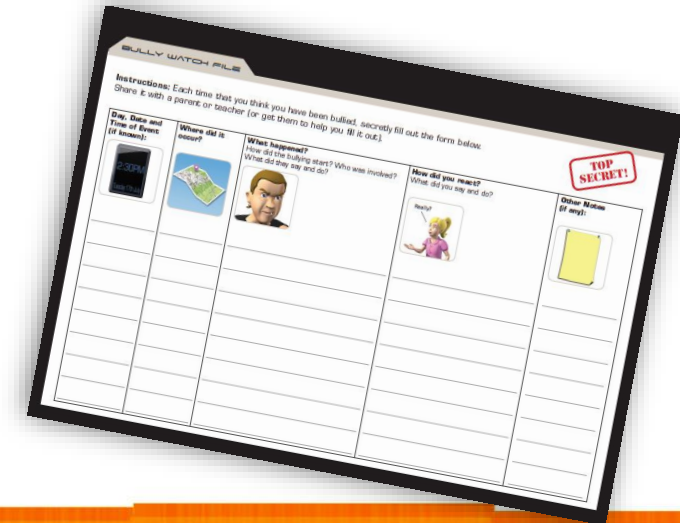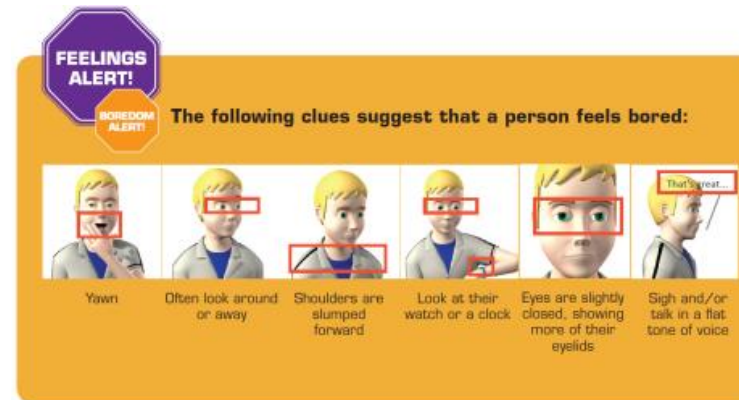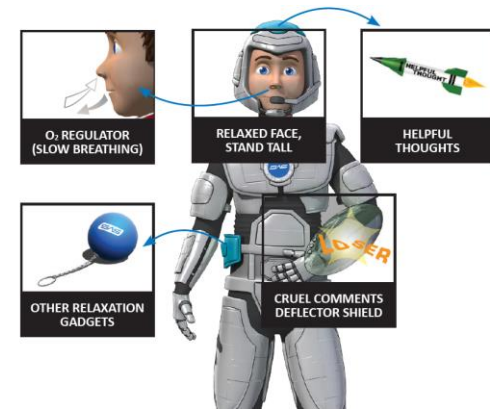
Parent Input & Outcomes

- Parents impressed

- Feedback received that children were using program at home

- Low parent engagement – will work harder to engage

  – Quick set up (minimal time to prepare parents)

  – Suggestion of a short video to entice parents to parent briefing & offer multiple time slots.

 – Easy read parent tip sheets

Student's Self Report

- Student feedback:
  - Feeling smarter, happier, calmer and braver
- Child quantitative questionnaire (scale 1 to 5, average score):
  - SAS Taught me things I didn't know before = 3.76
  - I have used SAS in real life = 3.97
- Things I have learned:
  - Relaxation Gadgets, O2 Regulator, Conversation Code, D.E.C.O.D.E.R
- Students nominated SAS goals for following school year e.g. to use O2 Regulator

- Students = *"very much into it", "great outcomes", "all children improved", "Students highly engaged, which is not usually easy", "seeing the outcomes is fantastic"*

- All speaking same language despite varied profiles across class

- Students able to differentiate relaxation gadgets between home and school and use appropriately

- Behaviour Cards counted pre/post SAS-WOC
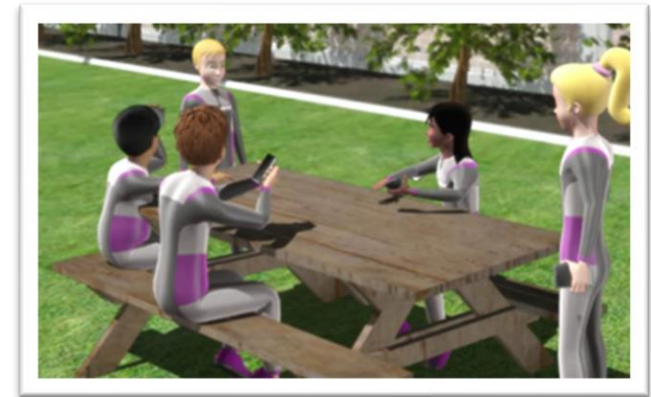
- Normalising of emotions, increased friendliness, more emotion recognition.

- Better at identifying their feelings and reflecting on them.

- Students =

  - *"more cooperative with others and using relaxation skills in times of stress or unhappiness"*

  - *"more awareness of others and their feelings"*

 - "exposure to relaxation gadgets and awareness of body feelings that they did not have before"

- Difficult when taught by a SAS-WOC teacher who does not have the students for other work or classes.

  – Some struggles to apply learning or complete Friendship Force reward chart across the day/classes

- Allowed time for missions and reflection discussions together in class - beyond allocated lesson time

- Suggestion: Program materials to include quick reference guides for classroom teacher or other staff to use between formal SAS-WOC lessons

  – Key message for newsletters, or "Mission of the Week"
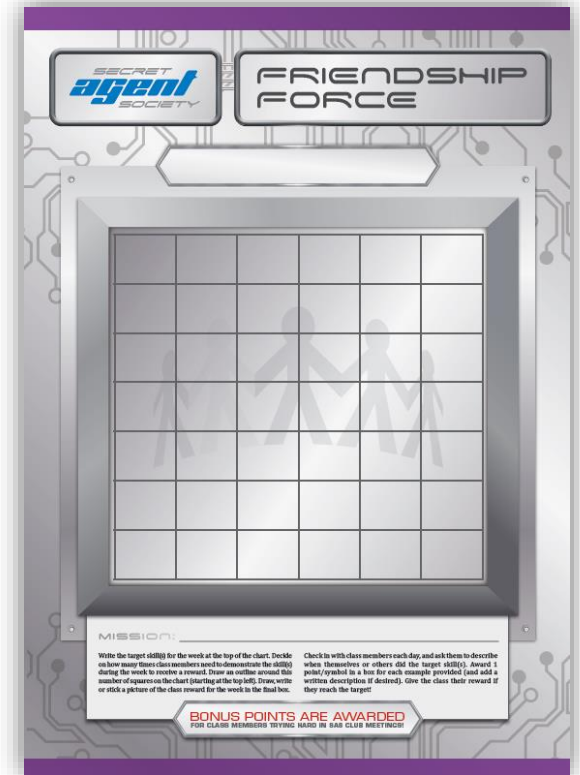
Students loved:

- Cadet Handbooks = exciting, colours & stickers (particularly in replace of writing)

- Helpful Thought Missile Action Game (used more than required)
  - one school didn't agree with missile launcher therefore used alternative method.

- Team work puzzle = appropriate and fun
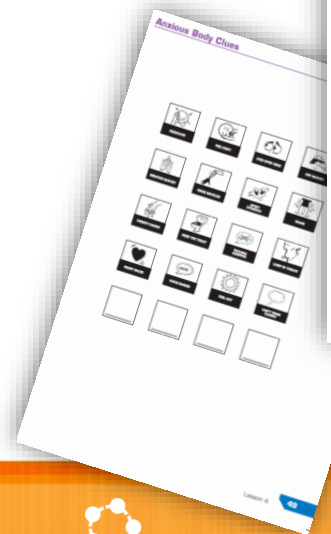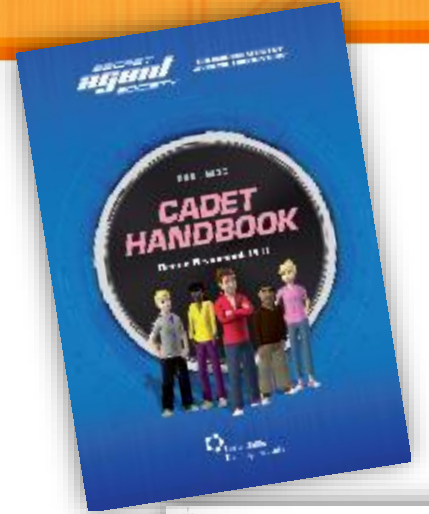
- *"I appreciated that there was no photocopying required and that the lessons flowed from one to the next with a short review to begin a new lesson"*

- Teachers found kids didn't mind writing activities as it was in small amounts

- Subject mapping document helpful however wasn't needed much due to familiar content for some.

- Difficulty with only one poster set when students move between rooms.

- Lessons went overtime (>45mins) for some teachers/classes

- Some lessons were more likely to be extended (e.g. take longer or split into two)

  - Emotions anger vs anxiety in separate lessons

  - D.E.C.O.D.E.R lesson

  - Conversation Code lesson

- Some between lesson Missions done in class time with teacher (e.g. lesson equivalent of 2hours total, instead of 45 minutes)

- Challenges with consistency and timing around swimming and performances etc

- Term 4 delivery difficult

- Could be delivered over 2 or more terms - Suggestion of Term 2 & 3

- Could commence implementing SAS-WOC at the beginning of the year and incorporate lessons across the year

  - Easier than fitting into one term

  - Less disruptions

- Could be implemented as a way of teaching rather than a stand-alone program.

- Request for more flexible delivery format

- Keen to use again with SAS-WOC and SAS-SG together.
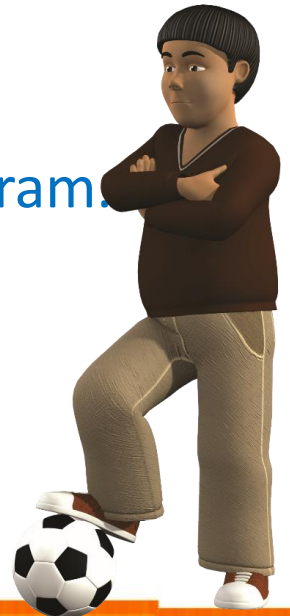
Computer Game

- Students seemed to prefer individual computer game play to small group or class play

  - Class play more practical for teacher/school

  - Integrated into ICT class to enable individual play

  - Class ipads – wasn't compatible

- Requested: progress reporting

- Teachers needed more training focus or guidance on computer game e.g. purpose of difficulty level

How do teachers/schools currently manage data collection consent and activation of individual student accounts?

- *"Voice Verification was interesting as I don't think many of my students had thought about voice before as an indicator of feelings. Sound Signal was very good and students became proficient at listening and could easily pick up the feeling."*

- *"The O2 Regulator was easily practiced and taken on board. We did relaxation gadgets over 2 lessons. Students just loved the Enemy Thought Destruction game – although they were not very good at accurately shooting the targets, we had no incidents of shame or self-blame – this was the most used gadget."*

Teacher Comments

- *"Students liked the Emotionometers, we laminated them for their desks and students became very proficient at t saying at any time of the school day how they were feeling and why."*

- *"Kids really enjoyed the theme and presentation. It was a very special program for the kids"*

- *"The language fits our PBS and philosophy and general mantra"*

- *"Most successful program I've trained in and taught"*

Areas For Improvement

- Split materials into smaller modules (rather than full 45 minute lessons)

- Simplify/redesign some social skill content/resources e.g. D.E.C.O.D.E.R and Play Code

  - Make it easier to teach to whole class

  - Flexibility with bullying content – easy to skip/replace or adapt for differing school approaches

- Provide processes and/or resources to support broader school integration and parent engagement

- Clear message for year level suitability – best fit years 4 & 5

Areas For Improvement

- Improve training experience, content and format

  – Block course vs 'just-in-time' approach?

  – Preparation for school and parent engagement

  – Modulated to match curriculum feedback

  – PD endorsement

Areas Of Strength

- Resources quality
  - Professionally printed class books with stickers etc
  - Activities and games
- Theme
- Emotion recognition and regulation content really strong
- Complementary/overlapping nature of SAS-WOC and SAS-SG
- *"Giving students skills to use in real life situations which they can use for the rest of their lives."*

Our Remaining Questions

1. What nature of program do schools need?

   - *E.g. A "whole-of-year level" approach aiming for a "whole-of-school" solution over time vs a boutique 'class-by-class' specialty intervention and inclusion program.*

2. What is the best (and most cost effective) way for schools and school systems to plan and access multi-year program application?

   - *E.g. Multi-class-multi-year packages (e.g. 4 classes per year over 5 years) vs class-by-class (e.g. depending on teacher decision each year)*

3. How do educators want to access training?

   - *E.g. Block learning or 'just in time', online or face-to-face, individual or as a team.*

4. How can we make it easier for schools to shift to implementing quality evidence-based practice in classrooms?

www.slido.com

Event: #7644

Kathleen@sst-institute.net