



SECRET AGENT SOCIETY - SMALL GROUP PROGRAM

# NDIS GUIDE 2024

FOR PLAN MANAGERS, PLANNERS,  
SUPPORT COORDINATORS &  
SAS PROVIDERS



**Social Science**  
Translated

**SAS Small Group Program (SAS-SG) is published and distributed by Social Science Translated Pty Ltd (SST) which is a wholly owned subsidiary of Autism CRC Ltd.** SST's mission is to deliver evidence-based practical resources to engage professionals, children and families to diversify life skills. We envisage a world that values diverse life skills that make for meaningful change in people's lives.

[www.secretagentsociety.com](http://www.secretagentsociety.com)

v1.0

# CONTENTS

## SAS SMALL GROUP PROGRAM NDIS GUIDE

What is the purpose of the SAS Small Group Program?	1	Is there a consumable or assistive technology resource?	5
Who is SAS best suited to?	1	Will the family require internet access?	6
Does SAS align with NDIS Support Categories?	2	Is SAS compatible with iPads or other tablets?	6
How do I find SAS services for my Clients?	2	Is there an eligibility intake process for families?	6
Who is eligible to be an SAS Provider?	2	Can SAS be delivered with younger or older children?	6
What is the SAS program structure?	3	Where do I find out more about the SAS evidence-base?	7
How many hours should be allocated?	4	Can families access any other SAS options?	7
How many children can be in one group?	4	Need more information?	7
Can SAS be delivered to an individual child?	5	Appendix: NDIS Support Items	8
Can SAS be delivered via telehealth?	5		

## What is the purpose of the SAS Small Group Program?

The Secret Agent Society Small Group Program (SAS-SG) is an award-winning evidence-based **skill development program** designed to help children who have social participation and emotion recognition and regulation goals.

SAS-SG empowers children to feel happier, calmer and braver while making and maintaining friendships, working in teams, and engaging in the community. Designed to captivate kids while they **learn emotion recognition, emotion regulation, problem solving, and diverse social skills in a fun way!**

The program is both evidence-based and founded on a number of different theoretical frameworks, cognitive function, and therapeutic approaches that are relevant to neurodivergence such as autism and other developmental and attentional disabilities, as well as child mental health:

- Theory of Mind / Double Empathy
- Weak Central Coherence Theory
- Executive Functioning Deficits
- Applied Behaviour Analysis
- Cognitive Behaviour Therapy
- Acceptance and Commitment Therapy
- Typical Child Development

## Who is SAS best suited to?

The program is designed for children 8-12 years of age with a disability who have social and emotional needs and the evidence base for the program is increasingly expanding towards 7-14 years of age.

SAS-SG was originally designed to use an espionage theme and computer game component to capture the interest of children on the **autism spectrum** and provide them, via service providers, a best-practice skill building program

to help reach their potential at home, school and in the community.

SAS-SG has since demonstrated significant benefits for children and families living with a range of disability and mental health challenges; such as ADHD, learning difficulties, anxiety disorders and children without formal diagnoses.

**Challenges with reading emotions in others or themselves, regulating emotions, working in groups, and making or keeping friendships in childhood can impact a number of life outcomes.** These social-emotional challenges experienced by many children can impact on educational outcomes, career, relationship status, mental health, criminal justice contact and general wellbeing outcomes later in life.

SAS builds capacity in the following areas:

- Recognise emotions in self and others;
- Express feelings in appropriate ways;
- Cope with feelings of anger and anxiety;
- Understand levels of friendship;
- Communicate and play with others;
- Cope with team work, games, and 'losing';
- Build and maintain friendships;
- Cope with mistakes, transitions, and other challenges;
- Solve social problems;
- Detect the difference between accidents, jokes and nasty deeds;
- Detect and understanding bullying;
- Prevent and manage bullying and teasing;
- Acknowledge personal strengths and goals;
- And more.

**Research has shown there are substantial lifelong benefits to be gained from effective enhancement of social-emotional skills in childhood, and this is precisely what SAS-SG provides for children.**

## Does SAS align with NDIS Support Categories?

SAS-SG supports participants with their social, emotional and behavioural NDIS participant goals. Additionally, the program can facilitate the participants'/ families' **capacity building** in the following areas:

- a. **Improved Relationships**
- b. **Improved Daily Living Skills**
- c. **Increase Social and Community Participation**

For some participants **Core Supports** and **Assistive Technology** may also be utilised to assist a child's participation in the program, the application of new skills in the community, and the adult Mentor support role.

## How do I find SAS services for my Clients?

Social Science Translated (SST) website provides a free [Find an SAS Provider](#) search function. Families and NDIS supporters can use this service to locate their nearest SAS-SG Provider including those who offer telehealth and/or neurodivergent-affirming approaches.

If required, please contact an SAS Provider directly to establish if they are also an NDIS Registered Provider.

Although SAS Provider accessibility is increasing across Australia, families may need to seek out and enrol in an SAS-SG Program outside of their usual service access. Alternatively, services and/or individual clinicians can be encouraged to complete the SAS Facilitator Training Course and become a new local SAS Provider of SAS-SG.

Many SAS Providers offer the program via in-person or telehealth methods and some are identifiable as offering neurodivergent-affirming approaches.

If the family resides remotely, it is recommended that they contact distant SAS Providers to discuss remote delivery options.

SAS Provider listings are wholly managed by the SAS Providers themselves. SST holds no responsibility for the information contained in provider listings.

Go to <https://www.sst-institute.net/find-a-service-provider> and type in your **City/Town, State** to find providers\*.

### **Disclaimer:**

*\*SST trains professionals in SAS-SG program delivery and provides clinical program delivery support. It is important to note that SST itself is not an SAS Provider and is not NDIS registered.*

## Who is eligible to be an SAS Provider?

SAS Providers typically include **allied health, education, and other disability professionals** typically working in community, hospital, or educational settings.

To ensure program fidelity and best practice, professionals complete an **intensive facilitator training course** and are provided with a suite of in-depth, relevant, and evidence-based resources to maximise program delivery and client outcomes.

All SAS Facilitators have a **certificate of completion** and prior to enrolling in the program parents or caregivers may request to see this SAS Facilitator certificate.

## What is the SAS program structure?

The SAS Small Group Program consists of small group child sessions (Cadet Club Meetings), Parent Group Meetings, teacher information sessions and Teacher Tip Sheets, paired with real-life practice Missions and a Skill Tracker system to monitor and reward skill development at home and at school.

Combining family and facilitator resources, the content and program structure is accessed through an intuitive and engaging software package that streamlines program delivery and participation for all child and adults users in **face-to-face** or **telehealth sessions** and between session activities.

### PROGRAM OVERVIEW

**GROUP MEETINGS:**

- Parent Meetings
- Child Meetings
- Optional Teacher Session

**BETWEEN MEETING ACTIVITIES:**

- Digital HQ
- Missions
- Skill Tracker
- Teacher Tip Sheets
- Graduation
- Phone Check-in



The evidence-based curriculum captivates children with its espionage-themed games and activities including: multi-level gamified learning through the SAS Digital Headquarters (SAS Digital HQ); a virtual Helpful Thought Zapper; role-playing through the SAS Challenger Board Game; finding smart solutions with the D.E.C.O.D.E.R problem solving formula; and deciphering emotions through Secret Message Transmission Device Game.

### The program includes:

- **Child Group Meetings:** delivered as 11-22 sessions of 45-90 minutes each, which includes 2-4 booster sessions.
- **Parent Group Sessions:** commence with a 2-hour parent information session, followed by 11-22 group meetings of 30-45 minutes (or as 4 x 2-hour sessions) over the course of the program.
- **School Support:** Classroom teachers are educated and updated on the skills and content children are learning and how they can support the application of skills in the classroom and playground. This occurs through a varied combination of providing a series of SAS Teacher Tip Sheets, teacher consultation, school visits, and a school staff presentation.
- **Missions and Mission Journal:** Between child group meetings, children participate in weekly tasks, including playing educational activities within the SAS Computer Game, skills practice activities in day-to-day life and completion of a reflection journal.
- **Skill Tracker System:** A short-term daily motivation tool to encourage children to practise specific skills at home and school, aligned with progression through the program.
- **Assessment Measures:** Built-in Questionnaire booklets, observational assessment tool, computer game reporting and skill tracker cards, provide valuable information to guide clinical practice for each individual child as well as providing easy and comprehensive outcome reporting.
- **SAS Digital Headquarters (SAS Digital HQ):** The online gateway for children to access their club meeting activities, four levels of gamified learning, digital gadget pack, a Mission Journal for self-reflection on real life practice tasks, a multi-user Skill Tracker system, and other tools

For a brief summary on commonly used Support Items for the components, please refer to the Appendix.

## How many hours should be allocated?

As there are multiple components to the program which may vary slightly across providers and across families' needs, the program can be delivered over 28 to 45 hours across multiple NDIS Support Items. Program pricing is determined by the SAS Provider and could range from \$2,000 to \$7,000 typically spanning an eight-month period depending on the range of the participants' needs. It may be possible to include SAS-SG as a **Program of Support**, which allows for the provider to claim a regular amount for delivering the agreed upon support.

If you're looking for an SAS services, we recommend that you contact an SAS Provider to discuss approximate costs and program timeline. If you are an SAS Provider or planning to become an SAS Provider, review the SAS Implementation Guide. For more information on the NDIS Support Items, please refer to the NDIS Pricing Arrangements and Price Limits 2023-2024 and NDIS Support Catalogue 2023-24.

## How many children can be in one group?

SAS Small Group is ideally co-facilitated by 2 trained SAS Facilitators to a group of **4-6 children, (usually splitting into 2 subgroups of 3 children for some activities)**. However, SAS-SG can be facilitated by a single trained SAS Facilitator with up to 4 children.

Number of Trained SAS Facilitators	Number of Cadets
1	1-4
2	3-6

*\*For rules surrounding Claiming for Group Supports refer to Page 28 of the NDIS Pricing Arrangements and Price Limits 2023-2024*

## Can SAS be delivered to an individual child?

Yes, a single SAS-SG facilitator can run the program 1 : 1 or with up to 4 children. Research has shown SAS-SG delivered in small groups leads to the greatest outcomes for children, published research and clinical use also support the alternative use of the program in an individual format. As part of the in-take process the SAS Provider will make an informed assessment as to whether a child and family are best supported with a group or streamed to an alternative individual delivery model.

During training, SAS Facilitators are given instructions on how to deliver SAS-SG individually.

## Can SAS be delivered via telehealth?

Yes, SAS-SG can be delivered via a telehealth delivery method. Generally, SAS Providers offer a telehealth delivery when:

- families are seeking a flexible online service to meet their family needs;
- families are unable to access face-to-face services due to their location;
- during periods of suspended face-to-face services due to public health directives;
- where an online delivery is assessed as being in the best interests of the family by an allied health professional; or
- when families are required to protect their health and wellbeing.

## Is there a consumable or assistive technology resource needed?

Yes, each SAS Provider factors in an SAS Cadet Place for each child/family

which may be considered a consumable digital learning resource, or assistive technology software. This software licence may be included in the program delivery costs of their service model or treated as an additional support as part of accessing the program. It includes software-based resources for the child, parent, teacher, Facilitators and therapy assistants.

The Cadet Place includes access to SAS Digital HQ where children access live SAS Club Meetings, and learning activities. Between group meetings, children log in to Digital HQ to:

- review the content from Club Meetings in their Club Journal;
- review and refer to their Gadget Pack items for everyday life opportunities to use skills;
- play the four levels of learning games and quizzes;
- complete Mission Journal entries; and
- log their skills practice in the Skill Tracker.

It also provides access for SAS Mentors (usually parents, teachers, support workers and occasionally SAS Facilitators). Depending on the type of mentor and desired program input, each adult may have access to different SAS components such as:

- live Parent Group Meetings;
- Parent Meeting Notes;
- Teacher Tip Sheets;
- Cadet progress overview;
- Cadet Club Meeting Journal and Gadgets;
- Questionnaire booklets, or
- the child's Skill Tracker rewards system.

For a brief summary on commonly used Support Items please refer to the Appendix, and for specific information refer to *NDIS Support Catalogue 2023-24* and *NDIS Pricing Arrangements and Price Limits 2023-24*.

## Will the family require internet access?

Yes, ideally the child and supporting adults need access to stable internet when participating in group meetings and completing SAS Digital HQ components between sessions. Other elements are able to be used offline. If the family does not have internet access through home or school the SAS Provider will discuss and recommend alternative options i.e. such as utilising a room at the service location to complete the SAS Computer Game activities and missions or working at the local library or school library.

## Is SAS compatible with iPads or other tablets?

Core learning activities of SAS are designed to be for compatible tablets (e.g. iPads), laptops and desktops. For children, the Cadet Journals, Gadget Pack, Skill Tracker are available on phone-sized devices. Adult mentors can use tablets, laptops, desktops and phones for the majority of their resource access.

Families are provided with access to the Mentor Enrolment Guide upon entry into an SAS group. This includes an overview of the [Technical Requirements](#).

## Is there an eligibility intake process for families?

SST recommends that prior to program delivery, SAS providers conduct an intake assessment with each child/family to assist them in determining suitability for the program.

The SAS intake assessment typically includes interviews with the child, the child's parents, a child's school teacher (or other staff member) and information from other medical/allied health professionals working with the child, in addition the completion of parent and teacher-report questionnaires and child competency measures. Intake may also involve the optional SAS observational assessment at school.

Assessment results are integrated to create a profile of the child's social-emotional strengths to determine program suitability, individualise program content delivery and to determine group composition.

## Can SAS be delivered with younger or older children?

The program is evidence-based for children 8-12 years of age who have social and emotional needs and the use is increasingly expanding towards 7-14 years of age.

The applied use of SAS goes beyond the recommended age range quite frequently. For example, practitioners use the structured program or the stand-alone tools with older and younger children when considered to be clinically and practically appropriate.



## Where do I find out more about the SAS evidence-base?

Multiple research evaluations support the effectiveness of SAS for supporting/empowering the social and emotional skills of children around the world.

To find out more, visit the SST website which has a page dedicated to research [www.secretagentsociety.com/evidence](http://www.secretagentsociety.com/evidence) or contact SST directly [SAS@sst-institute.net](mailto:SAS@sst-institute.net) or 07 3720 8740.

## Can families access any other SAS options?

Yes, the SAS Computer Game Pack is for flexible teaching of specific skills where SAS-SG is not appropriate. These resources can be purchased at any time, they include:

- **[SAS Computer Game Pack](#)**
  - Includes access to the Computer Game for 1 player, digital instruction manual and a Guide for Parents & Professionals.
- **[SAS E-Telligence Pack](#)**
  - A set of visual supports, including relaxation gadget code cards, stickers and much more (can also be used with SAS-SG).

Some SAS Providers offer to use the SAS Computer Game Pack as a professionally led therapy solution to their clients based on an assessment of the child and family needs. Families can also utilise it at home or with the support of their allied health or education professional in a therapy or school setting.

## Need more information?

If you require any additional information, please don't hesitate to contact the SST team directly.

- **Enquires email:** [SAS@sst-institute.net](mailto:SAS@sst-institute.net)
- **Telephone:** (07) 3720 8740
- **Website:** [www.secretagentsociety.com](http://www.secretagentsociety.com)

*Any NDIS related content has been sourced from the following documents: NDIS Support Catalogue 2023-24 and NDIS Pricing Arrangements and Price Limits 2023-24, which are valid from 28 November 2023.*



## APPENDIX:

# NDIS SUPPORT ITEMS (2024)

### PROGRAM DELIVERY COMPONENTS:

1. **Assessment:** Intake process and outcomes evaluation (varies across SAS Providers)
2. **Child Sessions:** (2 x delivery format options)
3. **Parent Group Meetings:** (3 x delivery format options)
4. **School:** School and/or Teacher Contact (varies across SAS Providers)
5. **Technology:** Cadet Places, Devices & Internet
6. **Other:** Program Elements

Key	Core Program Areas
	Assessment
	Child Group Sessions
	Parent Group Sessions
	School-Teacher Contact
	Software, Devices & Internet
	Other

The following document is designed as a brief summary on commonly used Support Items. Please refer to the *NDIS Support Catalogue 2023-24* and *NDIS Pricing Arrangements and Price Limits 2023-24* for specific information and for information on the use of the SAS small group program refer to *Secret Agent Society Small Group Program Digital Edition NDIS Guide 2023-24*.

## 1. Assessment: Intake process and outcome evaluation

Program Delivery	SAS Program Activity	Support Category Name	NDIS Support Item Number Options	NDIS Support Item Name	NDIA Reporting	No of Sessions/ Modules	Estimated Session Hours
<b>Intake and Pre-Assessment</b>							
<b>Pre-Assessment</b>	<b>Intake interview + Q're administration, scoring and interpretation - Parent, Teacher, Child, school observation</b>	Improved Daily Living Skills	15_054_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Psychology)	Yes	1	<b>1-5.5</b>
		Improved Daily Living Skills	15_617_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Occupational Therapist)	Yes	1	<b>1-5.5</b>
		Improved Daily Living Skills	15_621_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Social Worker)	Yes	1	<b>1-5.5</b>
		Improved Daily Living Skills	15_622_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Speech Pathologist)	Yes	1	<b>1-5.5</b>
		Improved Daily Living Skills	15_056_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Other Therapy)	Yes	1	<b>1-5.5</b>
<b>3 time point Post Assessment</b>							
<b>Post Program Delivery</b>	<b>Q're administration and Scoring /observational assessment / scoring and interpretation/ feedback and consultation to parents &amp; teachers / NDIS reporting if required</b>	Improved Daily Living Skills	15_054_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Psychology)	Yes	3	<b>1-3</b>
		Improved Daily Living Skills	15_617_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Occupational Therapist)	Yes	3	<b>1-3</b>
		Improved Daily Living Skills	15_621_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Social Worker)	Yes	3	<b>1-3</b>
		Improved Daily Living Skills	15_622_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Speech Pathologist)	Yes	3	<b>1-3</b>
		Improved Daily Living Skills	15_056_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Other Therapy)	Yes	3	<b>1-3</b>
<b>or</b>							
		Improved Relationships	11_023_0110_7_3	Behaviour Management Plan Incl. Training in Behaviour Management Strategies	Yes	3	<b>1-3</b>
<ul style="list-style-type: none"> <li>● Provision of Pre and Post Assessment services may vary across SAS Providers and participant need.</li> <li>● The recommended minimum hours do not include any travel time to complete interview or assessment activities.</li> <li>● NDIS Claims for Telehealth Services should be made using the relevant support item as indicated in NDIS Pricing Arrangements and Price Limits by using the "Telehealth Services" option in the myplace portal (see page 17 for restrictions).</li> </ul>							

## 2. Child Sessions (2 x delivery format options)

Program Delivery	SAS Program Activity	Support Category Name	NDIS Support Item Number Options	NDIS Support Item Name	NDIA Reporting	No of Modules	Recommended Minimum Session Hours	Minimum Program Delivery Hours
<b>Child Therapy Session</b>								
<b>Modules</b>	<b>SAS Child Sessions</b>	Improved Daily Living Skills	15_054_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Psychology)	Yes	11-22	0.75-3	<b>16.5</b>
		Improved Daily Living Skills	15_617_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Occupational Therapist)	Yes	11-22	0.75-3	<b>16.5</b>
		Improved Daily Living Skills	15_621_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Social Worker)	Yes	11-22	0.75-3	<b>16.5</b>
		Improved Daily Living Skills	15_622_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Speech Pathologist)	Yes	11-22	0.75-3	<b>16.5</b>
		Improved Daily Living Skills	15_056_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Other Therapy)	Yes	11-22	0.75-3	<b>16.5</b>
<b>or</b>								
		Improved Relationships	11_022_0110_7_3	Specialist Behavioural Intervention Support	Yes	11-22	0.75-3	<b>16.5</b>
		Increased Social and Community Participation	09_009_0117_6_3	Skills Development & Training	No	11-22	0.75-3	<b>16.5</b>
		Improved Relationships	11_024_0117_7_3	Individual Social Skills Development	Yes	11-22	0.75-3	<b>16.5</b>
<ul style="list-style-type: none"> <li>● Child Therapy Sessions are usually delivered as 90 minute or 45 minute modules (full or split modules)</li> <li>● NDIS Claims for Telehealth Services should be made using the relevant support item as indicated in NDIS Pricing Arrangements and Price Limits by using the "Telehealth Services" option in the myplace portal (see page 17 for restrictions).</li> <li>● For rules surrounding Claiming for Group Supports refer to Page 28 of the NDIS Pricing Arrangements and Price Limits 2023-2024</li> </ul>								

### 3. Parent Group Meetings (3 x delivery format options)

Program Delivery	SAS Program Activity	Support Category Name	NDIS Support Item Number Options	NDIS Support Item Name	NDIA Reporting	Minimum Delivery Hours per session	Modules	Minimum Recommended Hours
<b>Information Session &amp; Parent Group Meetings</b>								
<b>Modules</b>	<b>SAS Parent Group Meetings &amp; Follow Up</b>	Improved Daily Living Skills	15_038_0117_1_3	Training for Carers/Parents	Yes	30min- 2hrs	4-23	<b>9.5</b>
<b>or</b>								
		Improved Daily Living Skills	15_054_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Psychology)	Yes	30min - 2hrs	4-23	<b>9.5</b>
		Improved Daily Living Skills	15_617_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Occupational Therapist)	Yes	30min - 2hrs	4-23	<b>9.5</b>
		Improved Daily Living Skills	15_621_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Social Worker)	Yes	30min - 2hrs	4-23	<b>9.5</b>
		Improved Daily Living Skills	15_622_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Speech Pathologist)	Yes	30min - 2hrs	4-23	<b>9.5</b>
		Improved Daily Living Skills	15_056_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Other Therapy)	Yes	30min - 2hrs	4-23	<b>9.5</b>
<b>or</b>								
		Improved Relationships	11_023_0110_7_3	Behaviour Management Plan Incl. Training in Behaviour Management Strategies	Yes	30min - 2hrs	4-23	<b>9.5</b>
<ul style="list-style-type: none"> <li>● Parent Training Modules are usually delivered as a single 2hour introduction session followed by: 22 x 30min modules, 11 x 45 minute modules or 3x2 hour modules</li> <li>● NDIS Claims for Telehealth Services should be made using the relevant support item as indicated in NDIS Pricing Arrangements and Price Limits by using the "Telehealth Services" option in the myplace portal (see page 17 for restrictions).</li> </ul>								

#### 4. School: School and/or Teacher Contact (Varies across SAS Providers)

Program Delivery	SAS Program Activity	Support Category Name	NDIS Support Item Number Options	NDIS Support Item Name	NDIA Reporting	Minimum Delivery Hours per session	Minimum Recommended Hours
<b>Information Session &amp; Parent Group Meetings</b>							
<b>Modules</b>	<b>SAS Parent Group Meetings &amp; Follow Up</b>	Improved Daily Living Skills	15_054_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Psychology)	Yes	30min - 2hrs	<b>2-9</b>
		Improved Daily Living Skills	15_617_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Occupational Therapist)	Yes	30min - 2hrs	<b>2-9</b>
		Improved Daily Living Skills	15_621_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Social Worker)	Yes	30min - 2hrs	<b>2-9</b>
		Improved Daily Living Skills	15_622_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Speech Pathologist)	Yes	30min - 2hrs	<b>2-9</b>
		Improved Daily Living Skills	15_056_0128_1_3	Assessment, Recommendation, Therapy And/or Training (Other Therapy)	Yes	30min - 2hrs	<b>2-9</b>
<b>or</b>							
		Improved Relationships	11_022_0110_7_3	Specialist Behaviour Intervention Support	Yes	30min - 2hrs	<b>2-9</b>
		Improved Relationships	11_023_0110_7_3	Behaviour Management Plan Incl. Training in Behaviour Management Strategies	Yes	30min - 2hrs	<b>2-9</b>
		Improved Relationships	11_024_0117_7_3	Individual Social Skills Development	Yes	30min - 2hrs	<b>2-9</b>
<ul style="list-style-type: none"> <li>Provision of the School Information Session and Teacher Check-ins may vary across SAS Providers and participant need. The recommended minimum hours do not include any travel time to complete activities.</li> </ul>							

## 5. Technology: Cadet Places, Devices and Internet Access or Support

- SAS digital materials may be considered as software licenses, consumable digital learning resources, and access to them may be supported by consumable/assistive technology devices and services. Please note, these may be claimed as self-managed purchases.

Support Category Name	NDIS Support Item Number Options	NDIS Support Item Name
Consumables	15_222100911_0124_1_1	*Low Cost AT for Communication or Cognitive Support
Assistive Technology	05_222102111_0124_1_2	Software and Related Items for Advanced Comms Functions - Computer/Tablet/Phone
Assistive Technology	05_0002_0124_1_2	AT Supplementary Charge - Communication and Information support
Assistive Technology	05_222100115_0124_1_2	AT Rental - Communication and Computer access
Assistive Technology	05_222102811_0124_1_2	Adapted Computer Tablet or Smartphone for Sensory or Cognitive need
Assistive Technology	05_702288440_0124_1_2	Programming/Customisation of Electronic Equipment
Improved Daily Living Skills	15_222400911_0124_1_3	Low Cost AT - Support Capacity Building

## 6. Other: Program Elements

- **Additional Adult Group Therapy Assistant and Between Session Mentor Support**

*Consider the use of these codes for both assistants during group meetings and Mentor role (if a professionally contracted adult is providing Mentor support).*

Support Category Name	NDIS Support Item Number Options	NDIS Support Item Name
Improved Daily Living Skills	15_052_0128_1_3	Therapy Assistant – Level 1
Improved Daily Living Skills	15_053_0128_1_3	Therapy Assistant – Level 2
Improved Daily Living Skills	15_043_0128_1_3	Counselling Assessment
Improved Daily Living Skills	15_038_0117_1_3	Training For Carers/Parents
Community Engagement Assistance	15_045_0128_1_3	Improved Daily Living Skills
Improved Daily Living Skills	09_591_0117_6_3	Activity Based Transport
Increased Social and Community Participation	09_011_0125_6_3	Community Participation Activities
Life Transition Planning Incl. Mentoring Peer-Support And Indiv Skill Develop	09_006_0106_6_3	Increased Social and Community Participation
Access Community Social and Rec Activ – Standard – Weekday Evening (Core Support)	04_103_0125_6_1	Assistance with Social, Economic and Community Participation

- **Non-Face-to-Face Support** (recommended where possible to be identified on the Participant's Service Agreement)

- Reviewing between session activity and progress
- Skill Tracker set up and completion and prompting between sessions.
- Teacher support or Teacher Tip Sheet Set administration between sessions
- Consultation with Participant's education and clinical network

*\* For restrictions surrounding Claiming for non-direct Services refer to Page 17 of the NDIS Pricing Arrangements and Price Limits 2023-2024.*



- **Sensory Supports During Session**

- Specialist sensory supports for children with specific needs may also be covered, for more information see NDIS Support Catalogue 2023-24

- **Centre Costs and Use**

Support Category Name	NDIS Support Item Number Options	NDIS Support Item Name	Registration Group Name
Assistance with Social, Economic and Community Participation ( <i>Core Support</i> )	04_599_0136_6_1	Centre Capital Cost	Group and Centre Based Activities

- **Travel Time** (recommended where possible to be identified on the Participant's Service Agreement)

Support Category Name	NDIS Support Item Number Options	NDIS Support Item Name	Registration Group Name
Increase Social and Community Participation	09_799_0117_6_3	Provider travel - non-labour costs	Development of Daily Living and Life Skills
Improved Relationships	11_799_0110_7_3	Provider travel - non-labour costs	Specialist Positive Behaviour Support
Improved Relationships	11_799_0117_7_3	Provider travel - non-labour costs	Development of Daily Living and Life Skills
Improved Daily Living Skills	15_799_0118_1_3	Provider travel - non-labour costs	Early Intervention Supports for Early Childhood
Improved Daily Living Skills	15_799_0128_1_3	Provider travel - non-labour costs	Therapeutic Supports

\*To determine whether the support being delivered is regional, remote or very remote refer to page 26 of the NDIS Pricing Arrangements and Price Limits 2023-2024

\*For restrictions surrounding Claiming for Provider Travel refer to Page 19 of the NDIS Pricing Arrangements and Price Limits 2023-2024

- **Cancellation Fees:** (recommended where possible to be identified on the Participant's Service Agreement)

\* For restrictions surrounding Cancellation Fees refer to the NDIS Pricing Arrangements and Price Limits 2023-2024