

SECRET
agent
SOCIETY

SOLVING the MYSTERY
of SOCIAL ENCOUNTERS®

SAS
COMPUTER GAME
INSTRUCTION
MANUAL



Social Skills
Training Institute

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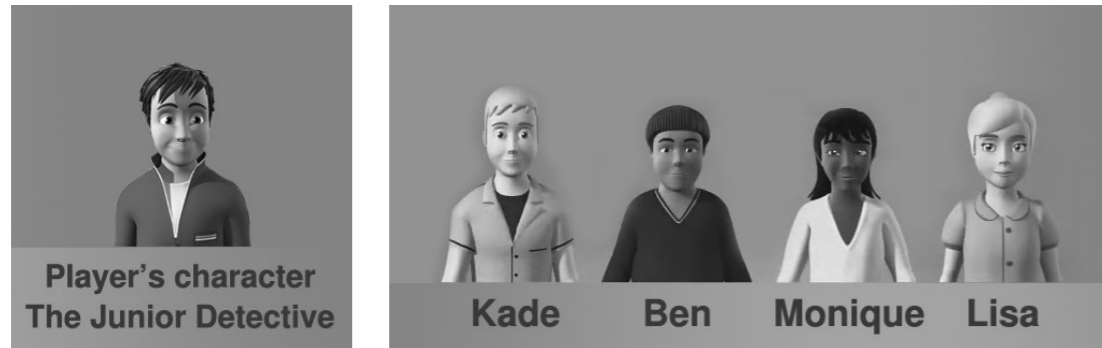
Renae Beaumont, PhD, is a clinical psychologist and Senior Honorary Research Fellow at The Parenting and Family Support Centre, The University of Queensland, Australia. In 2015 and 2016, Renae was based at Weill Cornell Medical College in New York, collaborating on a multisite trial of the Secret Agent Society Program. Renae has more than 15 years’ clinical and research experience working with children and their families in hospital, clinic and school contexts. She also has more than 10 years’ experience supervising psychology trainees.



Renae has presented at several international conferences and authored numerous peer reviewed publications. Renae was nominated on two occasions for the University of Queensland Young Alumnus of the Year Award, and in 2011 received the American and Canadian Academy of Child and Adolescent Psychiatry Senior Researcher award. In 2014, her Secret Agent Society Program won the Aspect National Recognition Award for Advancement, and the Secret Agent Society Family Kit won the United States’ Learning Magazine Teacher’s Choice Award for the Family. Renae is passionate about using innovative technology and strengths-based approaches to positively transform children’s and families’ lives.

GAME OVERVIEW

The year is 2030, and soon after birth, all children undergo a genetic screening procedure to determine their ideal career. This procedure has shown that the player is best suited to a career as a Secret Agent, specialising in the field of Controlled Remote Viewing (mind reading). The player's character (the Junior Detective) enters the International Secret Agent Society Headquarters, where he trains with four other rookies: Kade, Ben, Monique and Lisa.

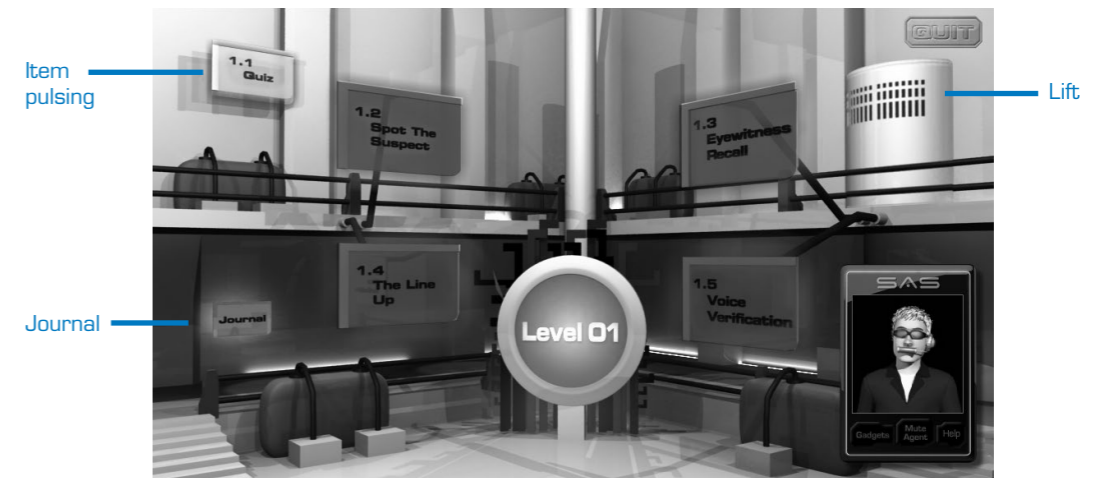


To graduate from the academy, the Junior Detective must successfully complete a three level training course. A mentor special agent, Agent Ardon, guides the player through the program by communicating via a handheld PC. It is important that the computer volume is set so that Agent Ardon can be heard clearly.

Agent Ardon talking into his microphone on the handheld PC screen



The player is awarded promotions in ranking and gadget attachments for their handheld PC as they successfully complete game activities. These handheld PC gadgets are needed for the virtual reality missions in Level 3 of the game. Clicking the **Gadgets** button at the bottom of the PC allows the player to see what gadgets they have been awarded. The **Mute Agent** button allows the player to mute Agent Ardon if they become frustrated listening to him. The **Help** button allows the player to listen to the activity instructions again or to receive further game play advice.



The first time a user plays the game, Agent Ardon directs them to the activity that they are to try next. The activity will also be shown pulsing blue in the relevant menu environment. The player is only able to access the next activity in a level once a previous activity has been successfully completed.

For further information on accessing game activities, please refer to the User **Profile** section.

Please note that due to the size of the game and online play, **pauses are to be expected**. These may occur at the start of activities, end of activities and when data is being processed and saved in the Journal. Please be patient at these times.



To move between levels in the program, the player clicks on the lift in the top right corner of the level menu environment. Once inside the lift, they can select the level they wish to move to. Each level of the game is unlocked when the previous level has been successfully completed.

To help the player apply the skills that they learn in the program, a series of home missions have been included in a Secret Agent **Journal**. Research has shown that children who completed these missions made greater improvements in their social functioning than those who did not. For more information about the home missions, please refer to the Journal section.

PURCHASING THE GAME

If you have not received or purchased a pack containing the Secret Agent Society (SAS) Computer Game Product Key, please go to www.sst-institute.net to find out what your options are.

ACTIVATING YOUR GAME ACCOUNT

1. Locate your unique SAS Computer Game Product Key on your SAS Computer Game Pack or inside your SAS Parent Workbook.
2. An adult will need to go to <https://www.playsas.net/activate> and follow the instructions to activate an account using the Product Key.
3. During the activation process, a four character game play code will be provided to play the game. Please record this on your Product Key sticker.
4. Once activated, you will have 12 months access to play the SAS Computer Game with an option to renew for a further 12 months of play.

If you require the downloadable version of the game, please contact support@sst-institute.net. Alternative activation instructions will be provided.

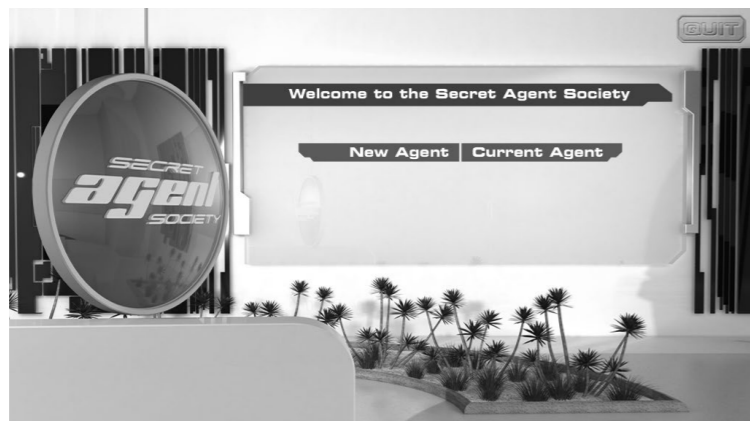
STARTING THE GAME

To play the game at any time after activation, go to <https://www.playsas.net> and enter your four character game play code to open the game.

YOUR USER PROFILE

The first time the user plays the game, it is recommended that they log on as a **New Agent** and enter an agent name of their choice (this name cannot be changed later). Only one **New Agent** profile can be created per account.

When next entering the game, the agent name will appear automatically. The player can click on **Continue** to continue playing where they were up to.



An activity is considered successfully completed if the player:

- a) reaches the target score for the activity within the time limit allowed (for activities where target scores are shown), or
- b) attempts the activity twice.

Once an activity has been successfully completed, the user can revisit it as many times as they want. It is strongly recommended that the player firstly attempts all game activities in order. However, to have access to all parts of the game before completing it, the child or adult can enter '**open_access**' into the text box instead of the agent name.

ADULT HELP

The activities included in this game are designed to be played with practitioner or parent support. Adults can help to improve children's learning outcomes from the program by:

- Directing them to on-screen instructions within activities, and reading them aloud where necessary.
- Explaining any terms that children may be unfamiliar with (e.g. 'distrusting').
- Prompting children to pay attention to important features of items before answering questions (e.g. face, voice, body and situational clues).
- Prompting children to relate concepts taught in the program to real-life experiences.
- Giving personal examples of concepts taught in the program where appropriate.
- Encouraging children to play the game frequently for brief intervals (e.g. 15–20 mins). This helps to maximise their enjoyment of the program and reduce their frustration levels.
- Praising and/or rewarding children for their efforts at activities.

More detailed guidelines for how adults can help children with the program are included in the **Game Activities** section.

LEVEL 1

Activities included in this game are designed to be played with practitioner or parent support. Adults can help to improve children’s learning outcomes from the program by:

- Afraid / Scared
- Angry
- Bored
- Confused
- Distrusting / Suspicious
- Embarrassed
- Guilty
- Jealous
- Joking / Teasing
- Proud
- Sad / Upset

QUIZ 1

At the beginning and end of each level in the game, the player is asked to complete a nine-question quiz. The quizzes test the player’s knowledge and understanding of the concepts taught in each level.

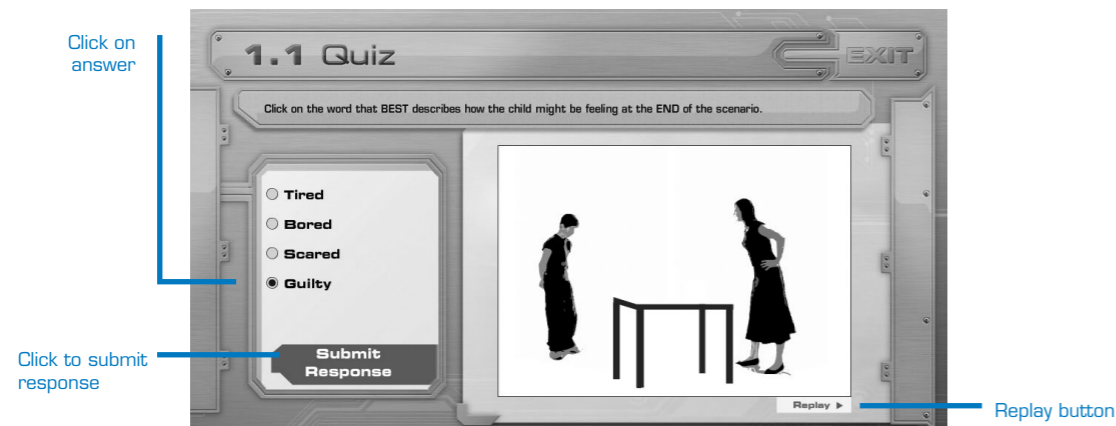
For each quiz question, the player clicks on the answer they think is most correct and then clicks **Submit Response**. Audio and video footage can be viewed again by clicking the **Replay** button.

SPOT THE SUSPECT

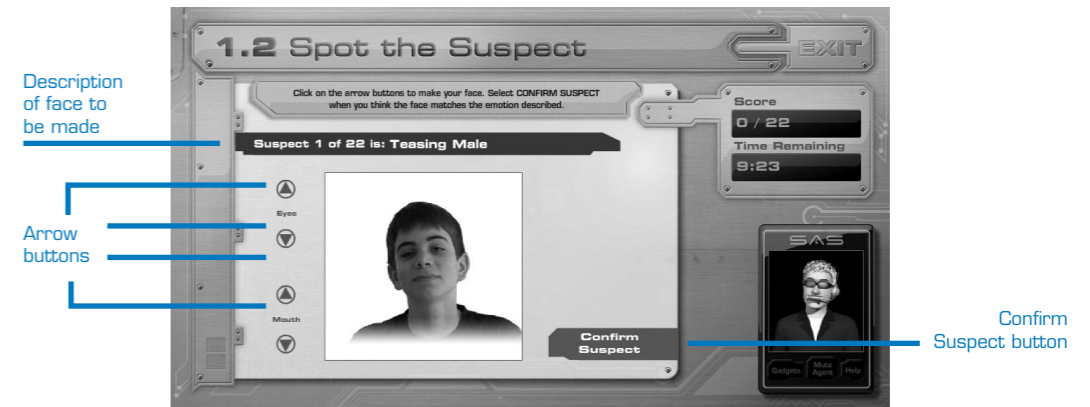
Target Score: 17/22 faces correct

Time Limit: 20 minutes

This game aims to teach emotion recognition from facial expressions. It involves making faces that match the descriptions shown on the screen.



To make a face, the player clicks on the arrow buttons next to the eyes and mouth. Once they have selected the eyes and mouth that BEST match the face description, the player clicks **Confirm Suspect**.



The number of eye and mouth options reduces as the game continues until there is only one option left for the last item. Many children find this to be the most challenging activity in the computer game. An adult can help a child to complete this activity by:

- Prompting them to choose eyes and mouth options that match up exactly to make a complete face. Children sometimes focus on the eyes and mouth separately, and fail to check whether they match before clicking the Confirm Suspect button.
- Asking the child to consider what the target facial expression would look like, and to act this out in front of a mirror. If the child is unsure, the adult may demonstrate the target facial expression for them.
- Providing praise and encouragement when an item has been answered correctly.

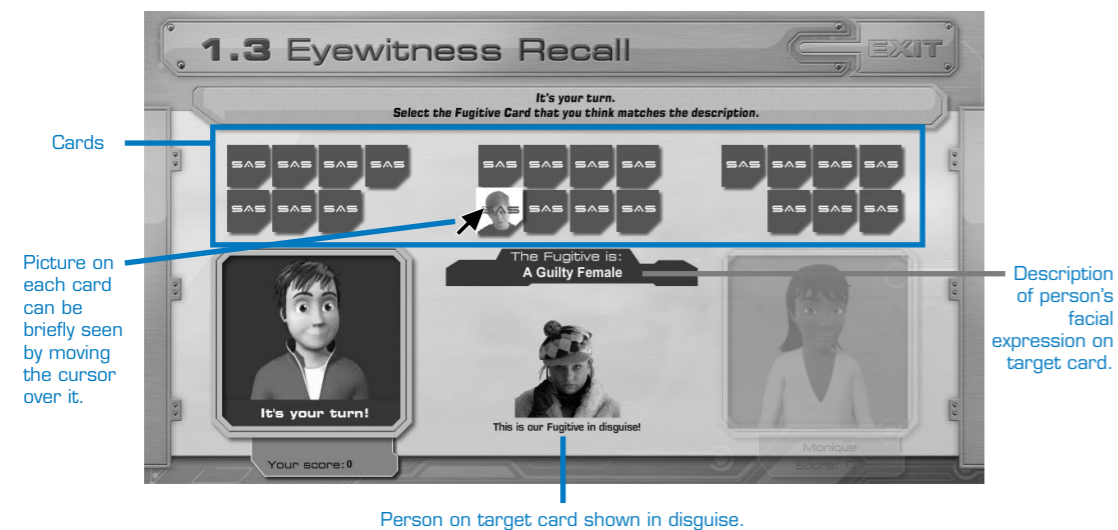
If the target score of 17/22 is reached on the player’s first attempt at this activity, they are awarded an **Invisible Ink Reader** attachment for their handheld PC. If the target score is not reached, they are encouraged to try the activity again. If the target score is still not reached on the player’s second attempt, they are awarded the **Invisible Ink Reader** attachment for effort, and prompted to go to the next activity: Eyewitness Recall.

EYEWITNESS RECALL

In real life, people's facial expressions often change within an instant. Therefore, the Eyewitness Recall activity has been designed to improve the player's speed at facial expression recognition. The player tries to select the card that BEST matches the emotion description of the fugitive shown in disguise. The user can briefly see the fugitive pictured on each card by moving the cursor over it. A card is selected by clicking on it. If the player finds the target card, they get another turn. If they choose an incorrect card, their opponent gets a turn.

The game continues until no cards are left and the player with the highest score wins. The first time the user plays the game, their opponent is Monique (a fellow trainee at the academy). If they don't win against Monique, the user plays the game again against Ben, another Rookie. If the user logs onto the game with the same username in the future, Monique will always be their opponent.

If the user wins against Monique on their first attempt, they are awarded **Night Vision Contact Lenses**. If the user loses against Monique and then loses against Ben, they are awarded the **Night Vision Contact Lenses** for effort, and prompted to go to the next activity: The Line Up.

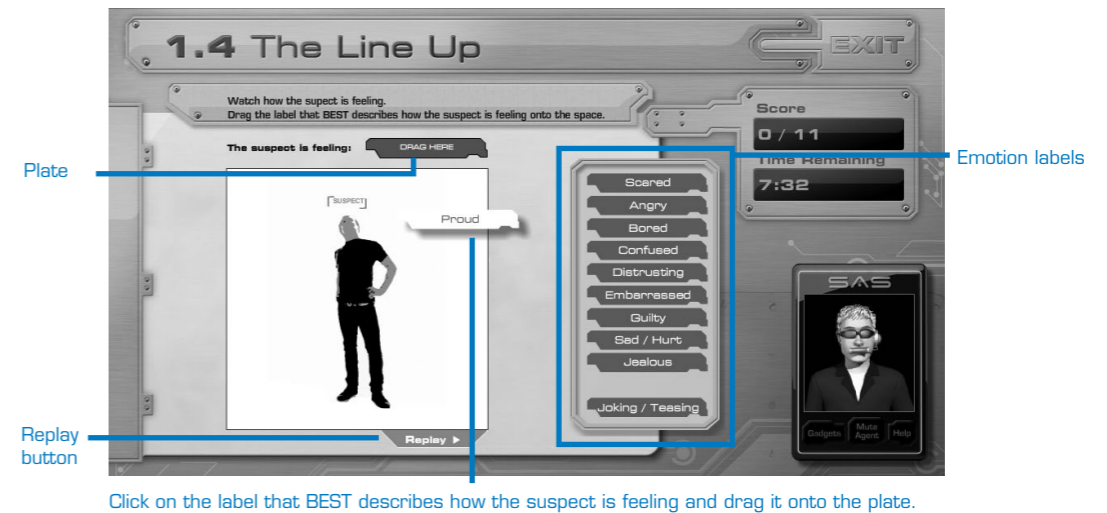


THE LINE UP

Target Score: 9/11 bodies correct

Time Limit: 8 minutes

This activity aims to teach emotion recognition from body posture and movement. The player watches 11 video segments in which people's faces are greyed out. For each segment, they choose the emotion label that BEST describes how the suspect is feeling and drag it onto the plate. An item may be replayed by clicking the **Replay** button.



Click on the label that BEST describes how the suspect is feeling and drag it onto the plate.

If the player reaches the target score on their first attempt at this activity, they are awarded a **Thought Catcher** attachment for their handheld PC. If the target score is not reached, they are prompted to try the activity again. If they don't reach the target score on their second attempt, the player is awarded the **Thought Catcher** attachment for effort, and prompted to continue to the next activity: Voice Verification.

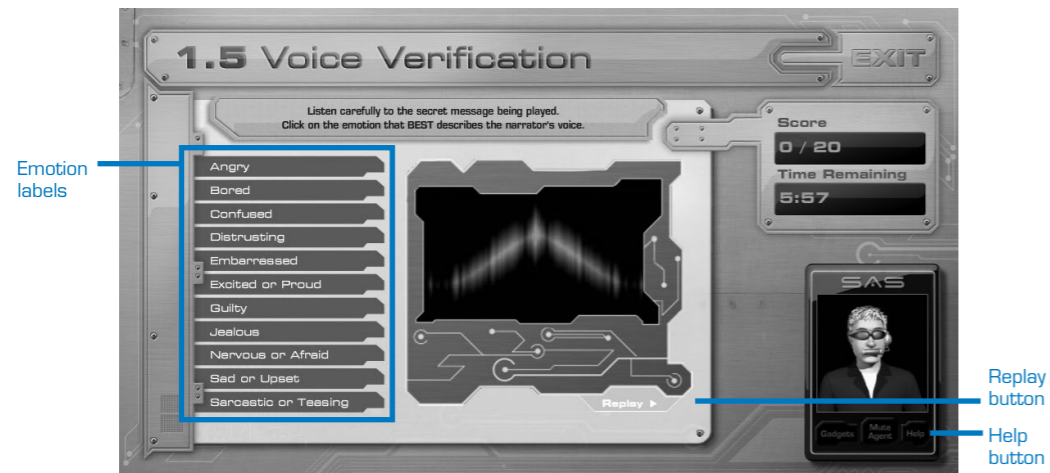
After completing **Spot the Suspect**, **Eyewitness Recall** and **The Line Up**, it is recommended that the player try the **Secret Spy Mission** in the Journal. This will give them reallife practice at detecting how people feel from their facial expressions, body postures and movements.

VOICE VERIFICATION

Target Score: 17/20 voices correct

Time Limit: 7 minutes

This game aims to teach the player how to identify people's feelings from their tone of voice. For each of the mystery voices played, the user clicks on the emotion label that BEST describes the narrator's voice. A voice may be replayed by clicking the **Replay** button.



For a detailed explanation of the voice clues that signal how someone is feeling, the player may click on the **Help** button on their handheld PC.

If the player reaches the target score on their first attempt at this activity, they are awarded a **Voice Frequency Amplifier** attachment for their handheld PC and promoted to the rank of **Police Officer**. If they don't reach the target score on their first attempt, they are prompted to try the activity again. If they don't reach the target score on their second attempt, the player is awarded the **Voice Frequency Amplifier** attachment and ranking promotion for effort. Before advancing to Level 2, the player repeats Quiz 1.

After completing **Voice Verification**, it is recommended that the player try the **Sound Signal** home mission in the Journal. This will give them real-life experience in detecting people's emotions from their tone of voice.

REPEAT QUIZ 1

Quiz 1 is repeated to assess how much the player has learned from the Level 1 activities.

LEVEL 2

Level 2 of the computer game aims to teach the player how to detect their own feelings from physical body sensations. It also teaches them about degrees of emotion, and how to integrate face, body, voice and situational clues to detect how other people are feeling.

QUIZ 2

Before beginning the Level 2 training activities, the player is prompted to complete Quiz 2. As in Quiz 1, the user clicks the **Submit Response** button to submit their answer to each question.

For questions that involve audio or animated footage, the user can replay an item by clicking the **Replay** button.

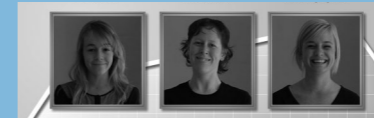
Quiz 3 Answers

Question 1: *Brain Functioning: React before thinking; Breathing Rate: Fast; Heart Rate: Fast; Muscle Tension: High*

Question 2: I don't want to go on school camp. How will I know where to go and what to do? What if I can't get to sleep at night?

Question 3: People's thoughts mostly control how they feel.

Question 4: Slider to be placed within Disappointed section of scale.



Question 5:

Question 6: Feels sick in the stomach, has a headache and breathes fast.

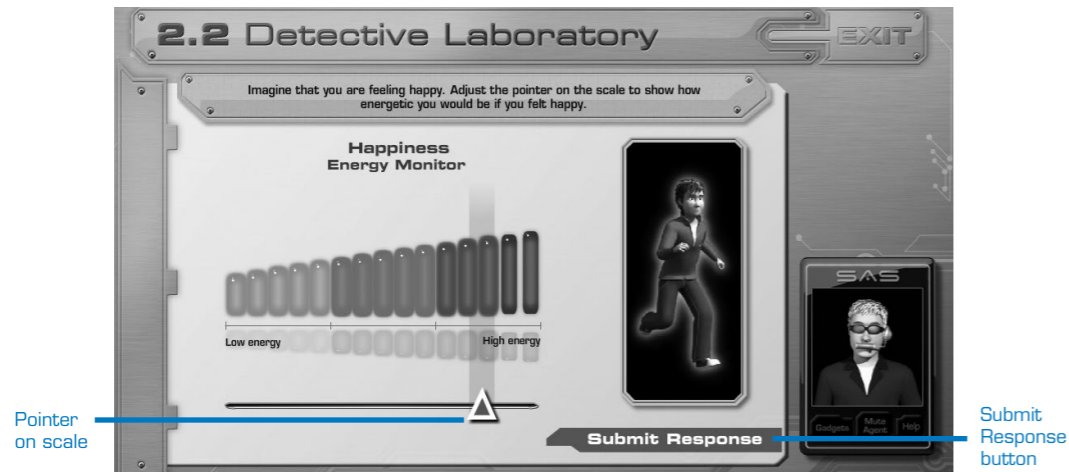
Question 7: Teasing

Question 8: Jealous

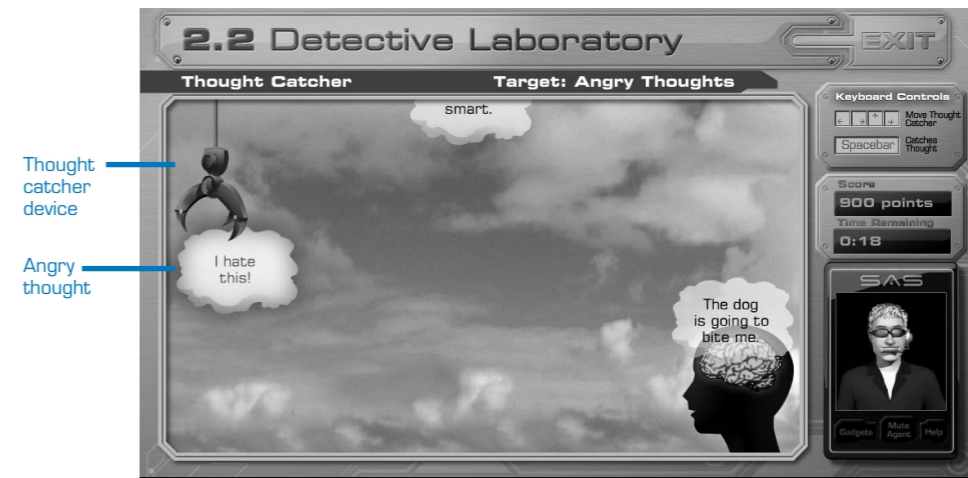
Question 9: Scared

DETECTIVE LABORATORY

This activity aims to improve the players's awareness of the physical body sensations and thoughts often associated with feelings of happiness, sadness, anger and anxiety. The player adjusts pointers on scales to show how the human body typically reacts to each of these emotions. The correct response for each item includes a range of points on the scale. Once the player has adjusted the pointer position with their mouse, they click on the **Submit Response** button.



For each emotion, the user also plays a **Thought Catcher** game. This activity involves using a device to catch all of the thoughts that match a target emotion as they float up the screen. For example, if the player is calibrating the anger monitors, they are asked to catch all of the angry thoughts. In this instance, the player must try to only catch the angry thoughts. The player uses the **arrow keys** on their keyboard to move the thought catcher device, and presses the **Spacebar** to catch a thought.



For each of the thought catcher activities, the player has **1 minute** to catch **at least three of the four thoughts** that match the target emotion. They are awarded 300 points for each target thought caught. No points are awarded for thoughts that don't match the target emotion (e.g. catching a happy thought when the target is angry thoughts).

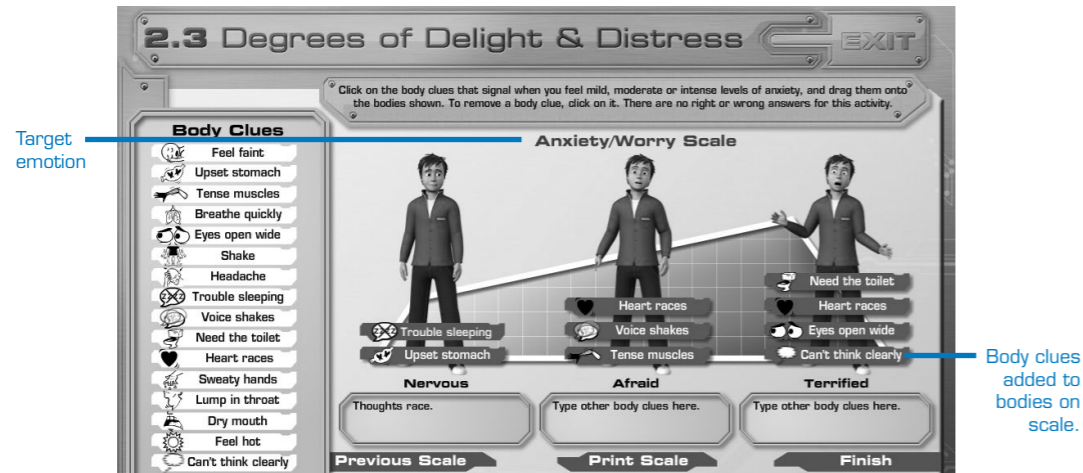
If the player successfully catches 3/4 target thoughts, they are prompted to move on to the next set of emotion scales. If not, they replay the thought catcher activity, aiming for a score of at least 900 points. If they fail to reach the target score on their second attempt, they are congratulated for trying and prompted to move on to the next set of emotion monitors.

Once all of the monitors have been calibrated, the player is awarded a **Ruby Laser Ring** attachment for their handheld PC and prompted to continue to the next activity: Degrees of Delight and Distress.

DEGREES OF DELIGHT AND DISTRESS

This activity aims to extend the player's understanding of the physical body clues that signal when they feel happy, sad, angry and anxious. It involves the player creating pictures to illustrate the body clues they feel when they experience mild, moderate and intense levels of these emotions.

A series of emotion thermometers or '**Emotionometers**' is shown. Each features three bodies at the mild, moderate and intense anchor points of the emotion scale. Using their mouse, the player clicks and drags the body clues that signal when they feel mild, moderate and intense levels of an emotion onto the bodies. At least one body clue must be added to each body on the scale.



A maximum of eight body clues can be added to a body, and the same body clue can be added to more than one body. To remove a body clue from a body, the player clicks on it. If the player experiences a physical sensation that doesn't feature in the body clues list, they can type it into the text box at the appropriate point on the scale. There are no right or wrong answers for this activity.

An adult can help with this activity by:

- Assisting the player to figure out the meaning of any emotion words that they are unfamiliar with. For example, if a child isn't familiar with the word 'devastated', an adult could prompt them to figure out what the words means from where it is positioned on the sadness scale (i.e. the intense end).
- Prompting the player to carefully consider the body clues they experience when they feel mild, moderate and strong levels of each emotion. Try to give examples of situations where the child typically feels different degrees of a target emotion, and ask them what body sensations they experience at these times. Children may take several days or weeks to be able to identify the body clues that signal the nature and intensity of their emotions.
- Sharing personal examples of when they feel different degrees of the target emotions, and the body clues that they experience at these times.
- Encouraging the player to print out each of the emotion scales after they have added their body clues. This is done by clicking the **Print Scale** button at the

bottom of each screen. These print-outs can be used as prompts to help the player to become more aware of their body clues and emotions in real life.

- Praising and/or rewarding the player's efforts at this activity and at identifying body clues that signal how they feel in everyday life.

Children often have the most difficulty identifying body clues that signal mild degrees of emotions. It is important that they develop this skill, however, as relaxation strategies are generally most effective when used at the first signs of distress.

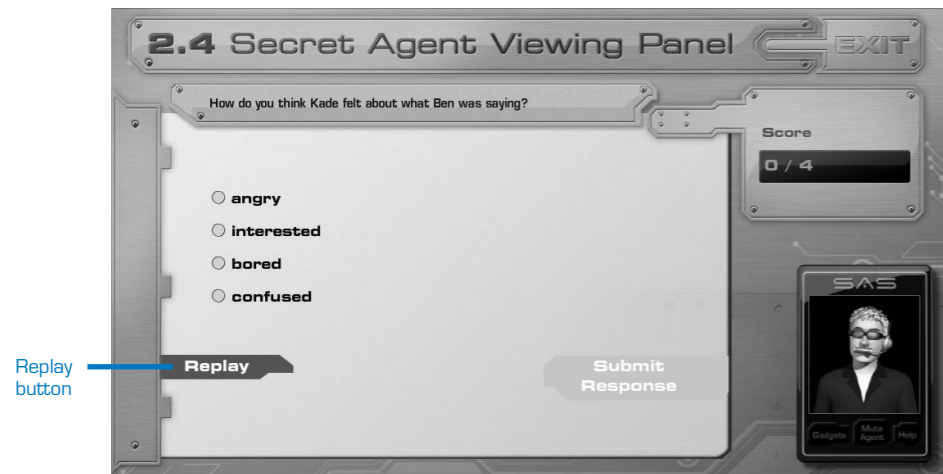
After the player has added body clues to each of the emotion scales, they are awarded a **Secret Agent Stress Ball** gadget and instructed to continue to the next activity: The Secret Agent Viewing Panel.

After completing the **Detective Laboratory** and **Degrees of Delight and Distress** activities, it is recommended that the player try the **Employment of the Emotionometer** home mission in the Journal. This will give them real-life practice at detecting the intensity of their emotions from physical body sensations.

SECRET AGENT VIEWING PANEL

This activity aims to teach the player how to detect people's feelings by combining face, voice, body and situational clues. The player watches secret video footage of their fellow officers at the academy.

To successfully complete this activity, the player must correctly identify how the target person feels in **three out of four** of the scenes shown for each officer. The user can replay a scene before selecting their answer by clicking the **Replay** button.



If the player doesn't reach the target score on their first attempt, they are prompted to view the footage of the officer again. If they are unable to obtain the target score on their second viewing, the player is encouraged to move on to the footage for the next officer. After viewing the footage for all officers, the player is awarded a **Fingerprint Identification Device** for their handheld PC and promoted to the rank of **Detective**.

Before advancing to Level 3, they repeat Quiz 2.

REPEAT QUIZ 2

Quiz 2 is repeated to assess how much the player has learned from the Level 2 activities.

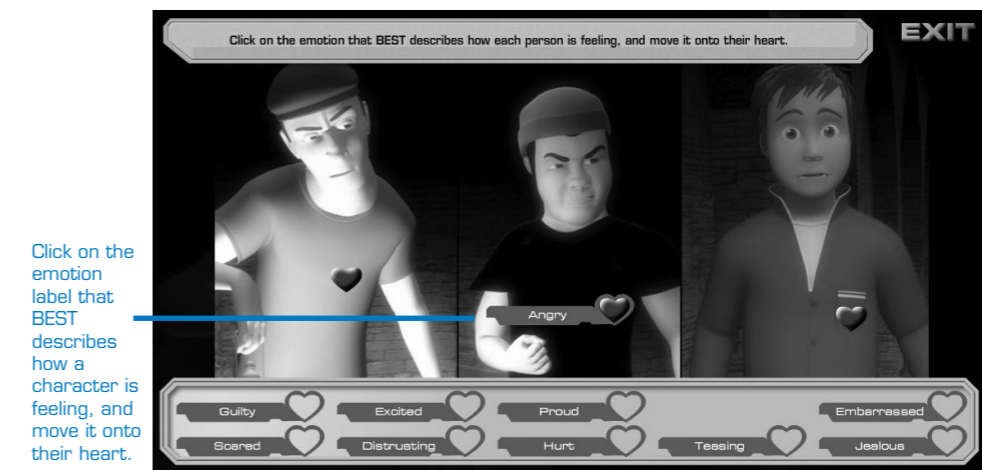
LEVEL 3

Level 3 of the game helps the player to integrate, apply and extend on the skills that they have learned in Levels 1 and 2. The player attempts four animated virtual reality missions that present social challenges such as trying something new, losing a competition, working as a team, meeting new people and coping with bullying. In completing each of the missions, the player identifies characters' thoughts and feelings and decides how best to cope with the situations that arise.

To identify what a character is thinking, the player clicks on the appropriate thought bubble and drags it onto a blank thought cloud near the character's head.



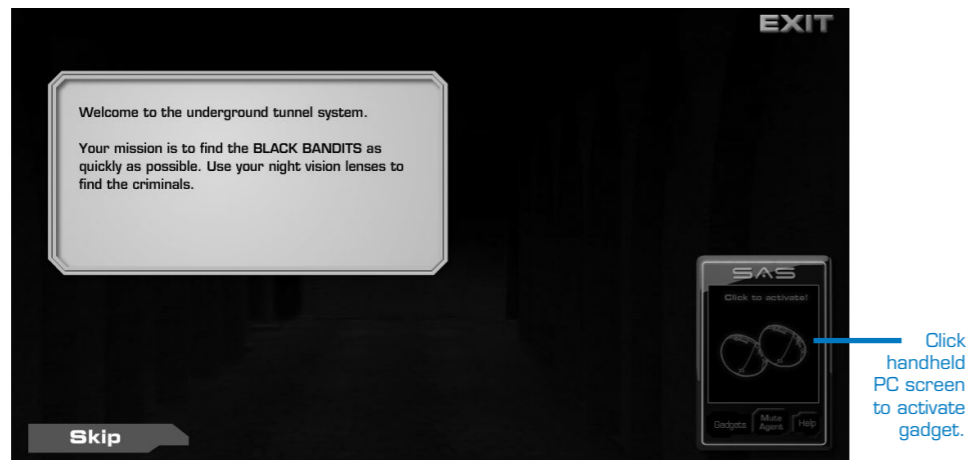
To identify how a character is feeling, the player clicks on the appropriate emotion label and drags it onto the red heart icon on the character's chest.



If a player has difficulty identifying a character's thoughts or feelings, it is helpful for them to pay close attention to the emotion clues provided (e.g. the character's facial expression, body posture, voice tone and/or the situation that they are in).

To successfully complete each of the missions, the player activates the handheld PC gadgets that they have been awarded. To do this, they click on the screen of the handheld PC when prompted to do so.

Each mission ends differently depending on what the player chooses to do.



Click handheld PC screen to activate gadget.

To improve the player's ability to consider different solutions to social problems, they complete each mission **twice**, choosing a different course of action each time. Ideally, they will repeat each mission multiple times to explore several different ways of coping with social challenges.

To improve the user-friendliness of the Level 3 missions, a **Skip** button is available from the second time a user plays most of the missions. This allows them to skip to the point where they choose how they want their character to cope with the situation, preventing the need to watch the beginning of a mission multiple times.

QUIZ 3

Before beginning the Level 3 missions, the player completes Quiz 3. As with Quizzes 1 and 2, the user clicks the **Submit Response** button to submit their answer to each question. For questions that involve audio or animated footage, the user can replay an item by clicking the **Replay** button.

Quiz 3 Answers

- Question 1: Tell his teacher that the bully stole his money.
- Question 2: All of the above.
- Question 3: It doesn't matter that I lost. It's only a game. Maybe I'll win next time.
- Question 4: d) Both a and c.
- Question 5: I hate it how she just takes over!
- Question 6: Apologise to Hayley.
- Question 7: Ask someone else if he can play with them.
- Question 8: Tell the girls that she doesn't like jumping in puddles, but she hopes that they have fun.
- Question 9: Help the boy to do his homework at break-time.

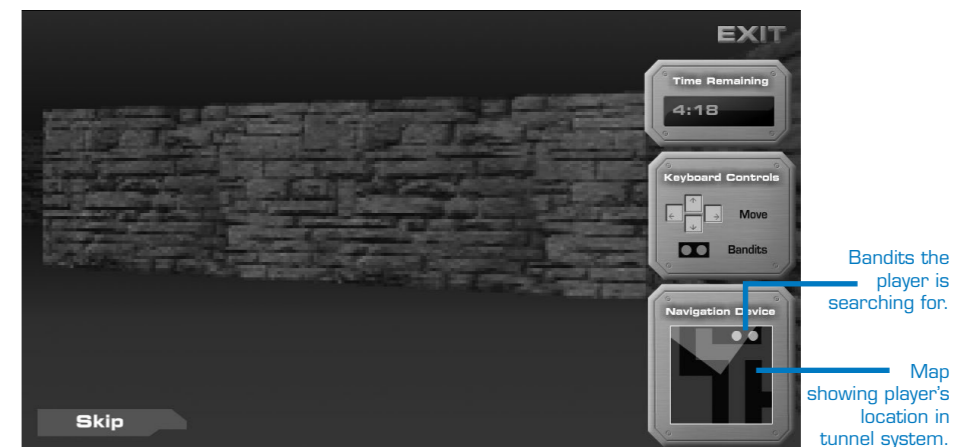
CRIME AT THE CATHEDRAL

This mission involves the player's character tracking down thieves who plan to steal artwork from a cathedral.

At the beginning of the mission, the player must find the Church's foundation stone, which is hidden amongst other symbols on the screen. The player moves the viewing pane by pressing the **arrow keys** on their keyboard. Once the foundation stone has been found, they press the **Spacebar** to select it. The location of the foundation stone is shown in the screen shot **below**.

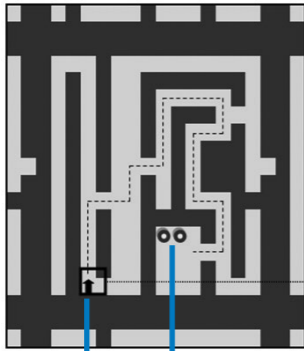


When the player clicks on the foundation stone, they are transported into an underground tunnel system and given five minutes in which to find the bandits. A map showing the player's location in the tunnel system is pictured on the bottom of the screen. When the player gets close to the bandits, they will see two dots on the map flashing red and yellow. These dots show the location of the bandits.



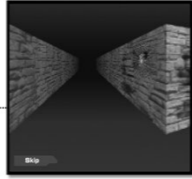
The position of the bandits in the tunnel system, relative to the user's starting position, is shown on **page 22**.

Once the bandits have been found, the player's character reveals himself to them, and the player must decide what to do next. Each option leads to a different mission ending.



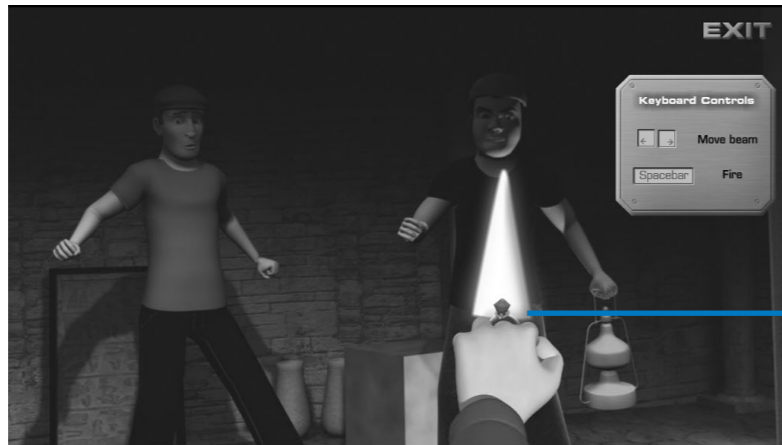
Start here Bandits

DIRECTIONS
 From the beginning:
 - Take the first right turn and then veer to the left.
 - Again, take the first right turn and then veer to the left.
 - Follow the path around to the right, and to the right again (past the crossed-P symbol on the wall).
 - Keep following this path. When the tunnel darkens, take the first right turn and you will find the bandits.



If the player chooses to **Attack the enemies**, they are prompted to activate their ruby laser ring. To aim the ring at Cougar (the bandit wearing the black T-shirt), the player uses the **arrow keys** on their keyboard. To fire the laser beam, they press the **Spacebar**.

Once the player has completed this mission twice, they are awarded **DVD Recording Glasses**.



Aim and fire laser ring at Cougar.

DETECTIVE FLIGHT CHALLENGE

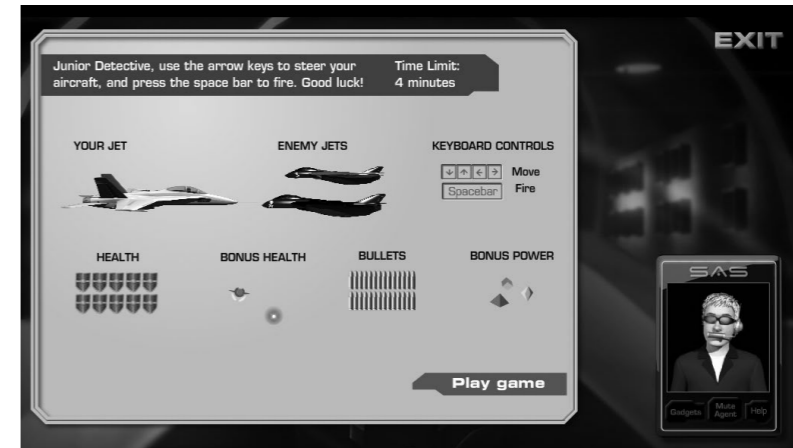
This mission involves the player competing in a jet fighter competition. At the beginning of the mission, the player must decide whether they want their character to **Just take off and start the race** or to **Take some slow breaths and think helpful thoughts**. If the player chooses to **Just take off and start the race**, their plane shakes throughout the game to reflect their character shaking with nerves and not being able to control the aircraft. This makes it harder to shoot down the enemy planes without crashing into them.

It is recommended that players choose **Just take off and start the race** on their first attempt at this mission, and that they select **Take some slow breaths and think helpful thoughts** on their second attempt.

Flying Competition — Keyboard Controls

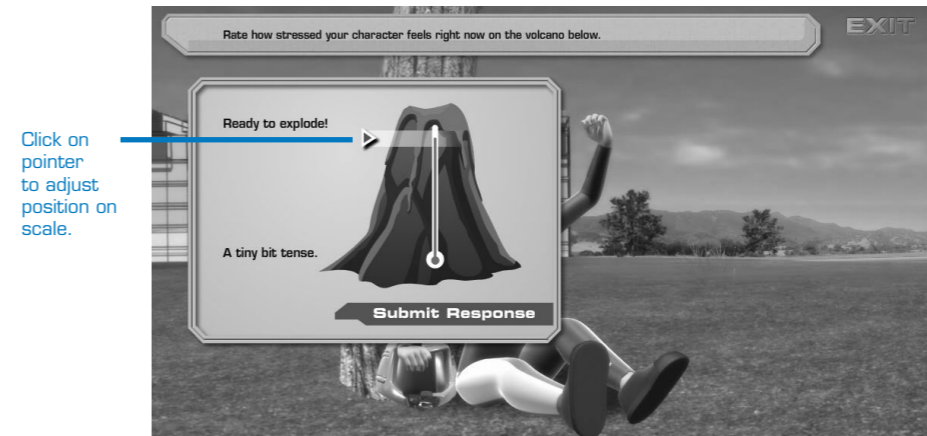
During the flying competition, the player uses the **arrow keys** on their keyboard to position their plane, and presses the **Spacebar** to fire at an enemy jet. The player can collect bonus health by catching purple glowing balls that are released from flying pods. They can also obtain bonus power by flying over the

red, blue and green gems. The user has four minutes to shoot down as many enemy jets as possible, with each jet worth 25 points.



If the player chooses to **Take some slow breaths and think helpful thoughts**, they come 2nd on the scoreboard at the end of the flight, regardless of their actual score. If the player chooses to **Just take off and start the race**, they automatically come last on the scoreboard. The game has been programmed in this way to help children learn that they are likely to perform better if they use strategies to calm down before and during stressful tasks.

If the player chooses to **Just take off and start the race**, they are required to rate how angry their character feels afterwards. They do this by clicking on the pointer on an anger volcano scale and dragging it up or down. Once the player has positioned the pointer, they click **Submit Response**.



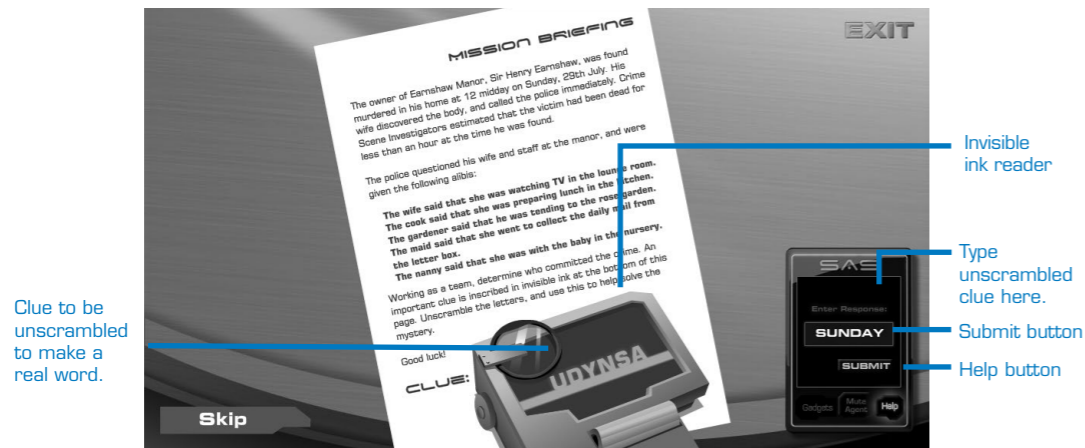
Click on pointer to adjust position on scale.

After playing the mission twice, the user is awarded a **Voice Recording Attachment** for their handheld PC.

After completing the **Crime at the Cathedral** and **Detective Flight Challenge**, it is recommended that the player try the **Operation O2 Regulator**, **Enemy Thought Destruction**, **Relaxation Gadgetry** and/or **Ultimate Chill-Out Challenge** home missions in the Journal. This will give them real-life practice at using relaxation strategies or 'gadgets' to calm down.

MURDER AT EARNSHAW MANOR

This mission involves the player's character working with the other detectives to solve a murder mystery. To help solve the mystery, the player is asked to unscramble a clue that is printed in invisible ink on the mission briefing.



Once the player has unscrambled the clue, they type it onto the handheld PC screen and click the **SUBMIT** button. If the player hasn't unscrambled the clue after 15 seconds, they are prompted to click on the **Help** button of their handheld PC to receive a hint. The unscrambled clue spells out the word **SUNDAY**.

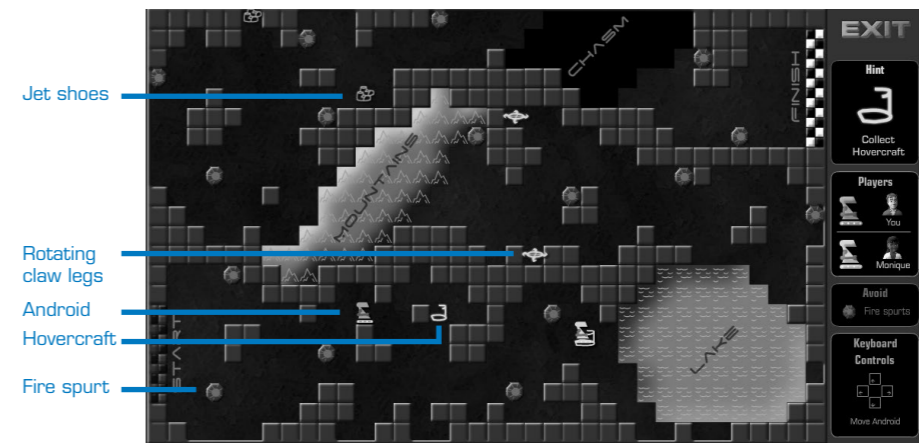
Once the clue has been unscrambled, the player's character snatches the mission briefing off Kade and solves the mystery on his own. Later, he asks the detectives if he can play with them at lunchtime, and they express their anger towards him for bossing them around in class. The player must choose whether they want their character to **Apologise** to the detectives, or to **Stand up for himself**.

If they choose to **Apologise**, Ben invites their character to play the **Android Adventure game**.

Playing the Android Adventure Game

The aim of the Android Adventure Game is to be the first Android to cross the finish line. The player must collect a hovercraft before crossing the lake, rotating claw legs before crossing the rocky mountain and jet shoes before crossing the chasm. The player also needs to dodge the red fire spurts, which destroy them.

To move through the obstacle course, the player presses the **arrow keys** on their keyboard. To collect an object, the player must only press one arrow key at a time.



The first time the user plays the game, Monique automatically wins. The second time they play the game, Monique automatically loses. She says that this game doesn't count and that the next game is for real. The third and subsequent times the user plays the game, it is a fair duel between both players.

After the user has played Murder at Earnshaw Manor twice, they are awarded **Muted Bullet and Shield Attachments** for their handheld PC.

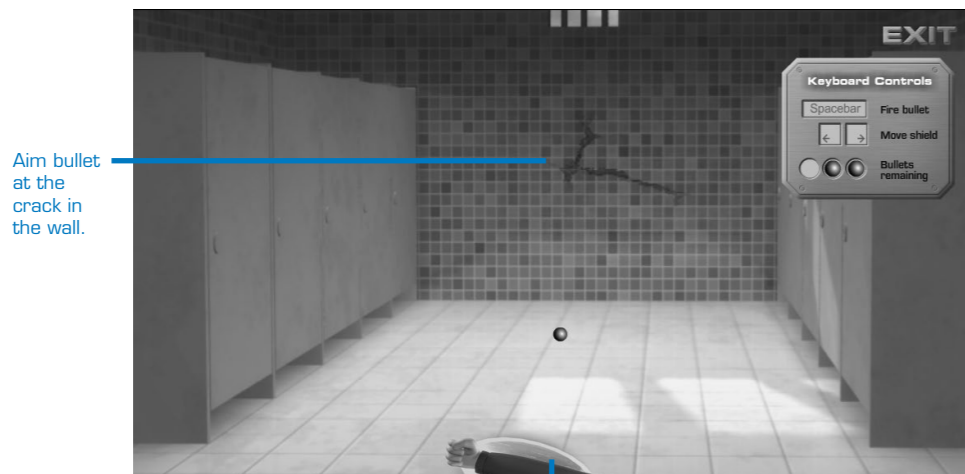
After completing **Crime at the Cathedral**, **Detective Flight Challenge** and **Murder at Earnshaw Manor**, it is recommended that the player try the **Friendship Force** and **Mistake Mania** home missions in the Journal. This will give them real-life practice at being friendly to others and coping with making mistakes.

SECRET OF THE SCHOOLYARD GHOST

This mission involves the player's character going undercover as a new student at an art school to solve a ghost mystery.

Bullet and Shield Game

During the course of this mission, the player's character is locked in the school toilets and must use the bullet and shield attachments on his handheld PC to escape. To break through the toilet wall, the player first presses the **Spacebar** on their keyboard to fire a bullet at the wall. When the bullet rebounds off the wall, the player presses the **arrow keys** on their keyboard to position the shield so that it hits the bullet back onto the wall. The player should try to aim for the cracked part of the wall when firing or rebounding a bullet. The player has three bullets with which to break through the wall.



Press arrow keys on keyboard to move the shield and hit the bullet against the wall. Continue rebounding the bullet off the wall until it crumbles.

After completing all of the **Level 3 Virtual Reality Missions**, it is recommended that the player try the following home missions in the Journal: **D.E.C.O.D.E.R Problem Demolition, Cracking the Conversation Code, Cooperation Challenge, Repeat of the Cooperation Challenge, Bully-Guard Body Armour, Fear Fighter** and **The Final Challenge**. This will give them real-life practice at solving problems, talking to others, making friends, coping with bullying and trying new things.

REPEAT QUIZ 3

Quiz 3 is repeated to see how much the player has learned from the Level 3 activities.

LEVEL 4

After repeating the Level 3 Quiz, the player is prompted to take the lift to Level 4 for the Secret Agent Society Graduation Ceremony.

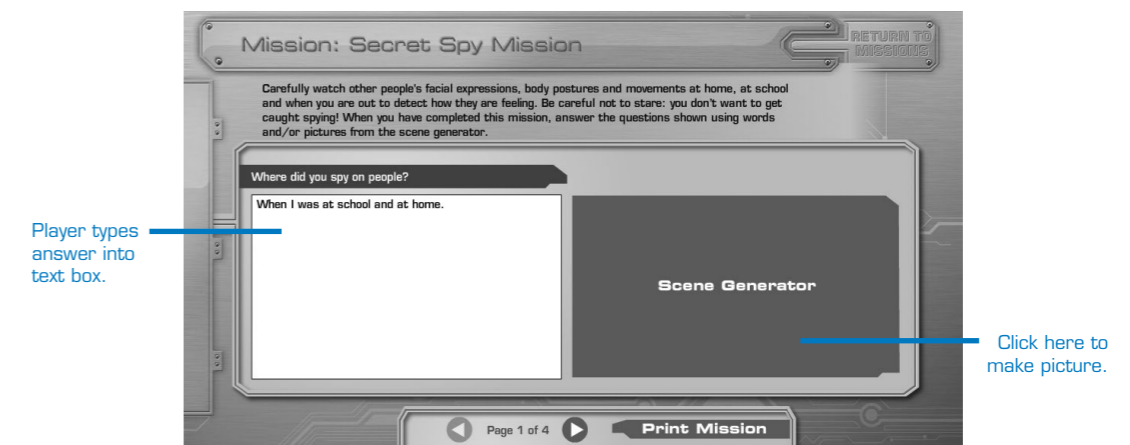
JOURNAL

The Journal contains 16 home missions that give children practice at using the skills demonstrated in the computer game and featured on the SAS Code Cards. Each journal mission provides an initial description of what the child is required to do, and then lists a series of questions that they are encouraged to answer after they have completed the mission. To give the player enough time to master one skill before learning another, it is generally recommended that they only try a couple of home missions each week.

To answer the journal questions, the player may be required to do one or more of the following:

1. TYPE IN THEIR ANSWER

For most questions in the Secret Agent Journal, the player can type their answer into a text box.



2. CREATE A PICTURE USING THE SCENE GENERATOR

Some children prefer making pictures to answer the Secret Agent Journal questions. To allow for this, a Scene Generator device has been included in the Journal.

To make a picture using the Scene Generator, the player clicks on the blue Scene Generator rectangle. Then, they can make a picture using the menu items available.



Change Scene

To choose a background, the player clicks on the **Change Scene** button. To scroll through the different background options, the user clicks on the small **arrows** at the top and bottom of the scrollbar. They select a background by clicking on it.

Add Person

To add people to their picture, the player clicks on the **Add Person** button. They scroll through the people available in the menu, and click on a person to add them to the picture.

Change Emotion

The player can change how a person feels by clicking on the person in the picture, and then clicking the **Change Emotion** button. The player selects an emotion by clicking on it.

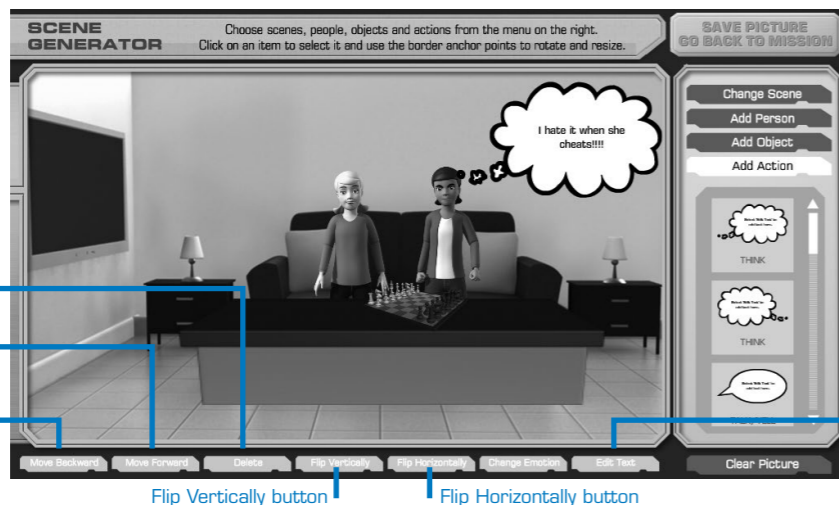


Chair positioned behind person.

Desk positioned in front of person.

Add Object

The player can add objects to a scene by clicking the **Add Object** button, and scrolling through the available options. To create the illusion that someone is seated, the player can choose a chair from the objects menu, add a person to the picture and finally position a table/desk from the objects menu in front of the person.



Delete button

Move Forward button

Move Backward button

Flip Vertically button

Flip Horizontally button

Edit Text button

Add Action

The player can also add action icons to their picture such as speech and thought bubbles. To do this, they click on the **Add Action** button and then click on the action they wish to add. To add text to the bubble, the player clicks on the **Edit Text** button, clicks their cursor in the bubble and begins typing.

Moving, Resizing and Removing Items

To move a person, object or action, the player clicks on the item in the picture, and drags it to the desired position. To resize an item, they click on it and adjust the border anchor points. They can also move items in front of or behind other items by clicking on them, and then clicking the **Move Forward** or **Move Backward** button. To flip an item vertically or horizontally, the player clicks on it, and then clicks the **Flip Vertically** or **Flip Horizontally** button. To remove an item, the player clicks on it, and then clicks the **Delete** button. To delete the entire picture, the player clicks the **Clear Picture** button.

To save their picture and go back to the mission questions, the player clicks on the **SAVE PICTURE AND GO BACK TO MISSION** button. Once they have saved a picture, the player is not able to go back and make any further changes to it without starting again.

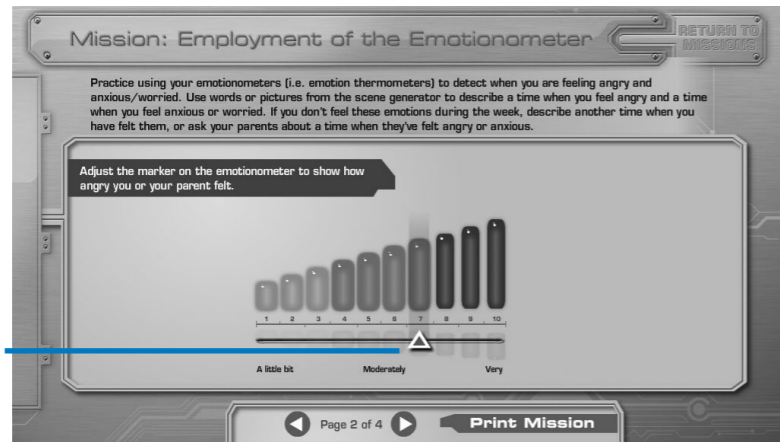
Note to Adults

Some children become distressed when creating home mission pictures, as the people, objects and scenery in the available menu options do not closely resemble the people, objects or scenery in the real-life situations they were in. If a child is distressed by this, try one or more of the following:

- Explaining to the child that the picture is only meant to give a rough idea of what actually happened. Encourage them to only choose items that are essential for the scene (e.g. leave out the background if it isn't necessary). Explain that they can type in a more detailed description in the text box if they want to.
- Prompting or helping the child to sketch a stick-figure drawing of what happened instead of creating a Scene Generator picture. The child can add thought bubbles, speech bubbles and symbols to the picture to represent people's thoughts, words and emotions.
- Encouraging the child to type in their answers to the questions (providing assistance where necessary), and to leave the Scene Generator pictures blank.

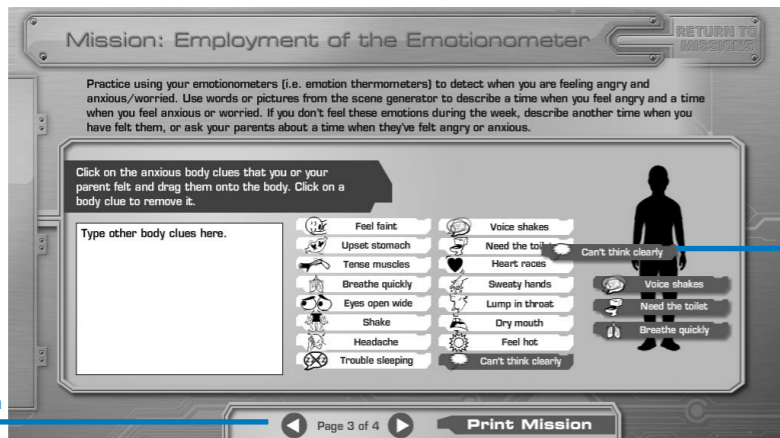
3. ADJUST THE POINTER ON A SCALE

For some questions, the player is asked to adjust the pointer on a scale to show the intensity of their emotions. To do this, they click on the **pointer** and move it to the appropriate point on the scale.



4. ADD BODY CLUES TO A BODY

For some questions, the player is asked to add body clues to a body to illustrate the physical sensations that they felt. To do this, they click on each of the body clues that they wish to add, and drag them onto the body. A body clue can be removed by clicking on it.



Click on arrows to move between mission questions.

Click on body clues and drag them onto the body.

MOVING BETWEEN QUESTIONS IN A MISSION

To move from one question to the next, the player clicks on the **arrow** buttons at the bottom of the question screen.

PRINTING ANSWERS

To save paper, it is recommended that the player waits until they have answered all of the questions for a mission before printing their answers. When the **Print Mission** button is pressed, all of the questions for a mission are printed, regardless of whether or not they have been answered. Due to the memory required for saving and printing the mission pictures, please be patient if delays occur during printing.

ADULT HELP

Adult assistance is strongly recommended for the home missions. Parents and professionals play a very important role in:

- Helping children to plan when and how they will complete a home mission.
- Demonstrating and discussing skills and concepts with children.
- Prompting children to use skills that they have learned in the program at appropriate times in real life.
- Prompting children to reflect on what they have done well in using a skill and what they could improve on for next time.
- Helping children to answer home mission questions by typing their responses where necessary or assisting them to create pictures with the Scene Generator.
- Praising and/or rewarding children for their efforts at home missions.

DESCRIPTION OF HOME MISSIONS

Secret Spy Mission

This mission involves the player carefully watching other people's facial expressions, body postures and movements at home, at school, and when they are out to detect how they are feeling. If they aren't able to do this with real people, they can try to identify how TV characters feel from their facial expressions and body postures/movements by muting the sound.

After the player has completed this mission, they are to use words and/or pictures from the Scene Generator to describe:

- Where they spied on people.
- What emotions they detected them feeling.
- What clues suggested that they felt this way.



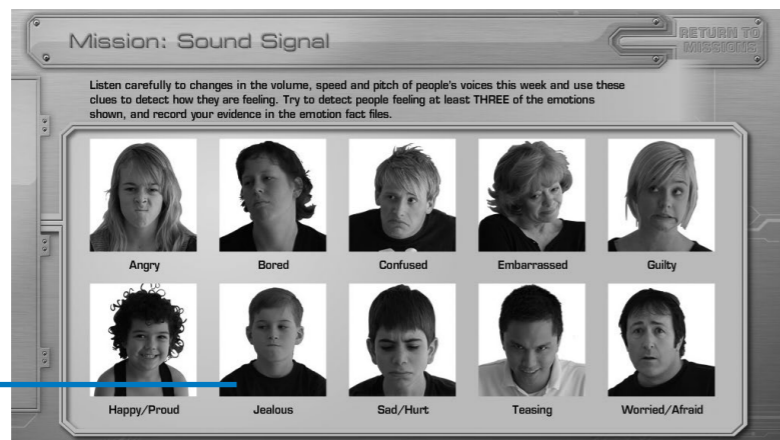
It is recommended that children attempt this home mission after playing the **Spot the Suspect**, **Eyewitness Recall** and **The Line Up** activities in Level 1 of the computer game.

Sound Signal

This mission involves the player listening carefully to the volume, speed and pitch of people's voices in real life to detect how they are feeling. The player should try to detect people feeling at least three of the emotions shown. For each emotion that they detect, the player is to use words and/or pictures from the Scene Generator to describe:

- The situation the person was in.
- Voice clues that showed how they were feeling.
- Other clues that showed how they were feeling.

To open an emotion file, the user clicks on the picture.



It is recommended that children attempt this home mission after playing the **Voice Verification** activity in Level 1 of the computer game.

Employment of the Emotionometer

This mission involves the player using their **Emotionometer cards** (emotion thermometers) to detect when they are feeling anxious and angry. Before using the Emotionometers, they should decorate them with the body clue, situation and relaxation gadget stickers provided. After using their Emotionometers, the player is to answer the following Journal questions about a time when they felt anxious, and a time when they felt angry:

- Why did they feel the emotion?
- How intense was the emotion?
- What body clues did they feel?



- What did they do when they felt the emotion?

If the player is unable to detect these emotions, they can ask an adult to describe when they have felt anxious or angry.

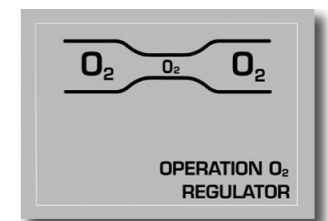
An adult can help the player to complete this home mission by:

- Encouraging the child to scan their body for anxious and angry body clues, particularly when entering 'high risk' situations where they often feel these emotions.
- Helping the child to detect when they feel mild levels of anxiety or anger. These are the times when relaxation gadgets or strategies are likely to be most effective in helping the child to calm down.
- Prompting the child to rate the intensity of their emotions on their Emotionometers when the adult detects the child feeling anxious or angry. If a child is very distressed, it is often better to ask the child to rate the intensity of their emotions later on when they have calmed down. Otherwise, they might rip up their Emotionometers in frustration!

It is recommended that children attempt this home mission after playing the **Detective Laboratory** and **Degrees of Delight and Distress** activities in Level 2 of the computer game.

Operation O2 Regulator

This mission involves the player practising slow breathing for 5–10 minutes at least five nights during the week. It is recommended that the child practise slow breathing at a time when they are feeling reasonably relaxed (e.g. before bedtime reading). For each practice session, the child is to rate how relaxed they feel before and after slow breathing.



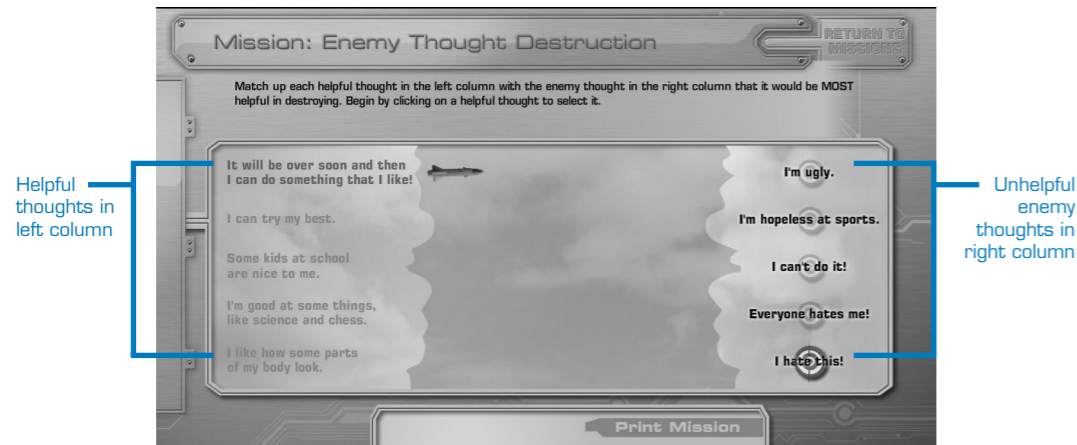
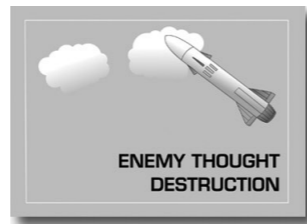
The **O2 Regulator Relaxation Gadget Code Card** describes when and how to use this relaxation strategy. When a child is first learning slow breathing, it is helpful if an adult practises with them, and if the adult rates their own levels of relaxation before and afterwards. The adult can also jot down the child's relaxation ratings, and these can later be transferred onto the scales in the Journal.

Once a child has become skilled at slow breathing, they can use this strategy to help them calm down whenever they detect themselves feeling low to moderate levels of anxiety or anger.

It is recommended that children attempt this home mission after playing the **Crime at the Cathedral** and **Detective Flight Challenge** missions in Level 3 of the computer game.

Enemy Thought Destruction

This mission involves the player matching up each helpful thought in the left column with the enemy thought in the right column that it would be most helpful in destroying. The player begins by clicking on a helpful thought to select it, and a missile appears. The player then clicks on the enemy thought target that best matches the helpful thought. If the player correctly matches up a helpful thought and unhelpful thought, the missile destroys the target. If they choose an incorrect target, the missile goes off course, and they are prompted to try again.

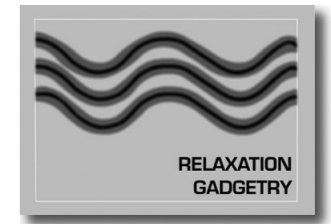


The **Helpful Thought Missile Relaxation Gadget Code Card** explains how thinking in helpful ways (i.e. shooting down enemy thoughts with helpful thought missiles) can help people to feel happier, calmer and braver. After trying this home mission, the player can write down the unhelpful 'enemy' thoughts that they often think when they feel upset or frustrated on their Thought Missile Code Card. Then, they can write down helpful thoughts that they could think instead. An adult can give the child clues to help them identify their enemy thoughts and more helpful alternatives, and assist with writing on the Code Card if necessary. It is also helpful for adults to give personal examples of the unhelpful enemy thoughts they think when they feel unpleasant emotions.

It is recommended that children attempt this home mission after playing the **Crime at the Cathedral** and **Detective Flight Challenge** missions in Level 3 of the computer game.

Relaxation Gadgetry

This mission involves the player using at least one of the relaxation gadgets featured on their chosen **Relaxation Gadget Code Cards** or **Emotionometer stickers**. The player should try to use the gadget(s) to calm down when they feel mildly to moderately angry or anxious, as it is much harder for them to calm down when they are really upset. After completing this mission, the player is to answer the following Journal questions:



- What emotion they felt when they used their gadget(s) — anger or anxiety.
- Why they felt the emotion.
- What body clues signalled how they were feeling.
- What relaxation gadgets/strategies they tried to use.
- How strong their anger or anxiety was before and after using the relaxation gadget(s).
- What problems they had in using their relaxation gadgets.

An adult can help the player to complete this home mission by:

- Sharing personal examples of the relaxation strategies or 'gadgets' they use to calm down when they feel angry or anxious.
- Prompting the child to use the relaxation gadgets featured on their Code Cards and Emotionometer stickers when they detect them becoming anxious or angry.
- Taking time to calm down themselves if a child is refusing to use their relaxation gadgets when prompted to do so.

It is recommended that children attempt this home mission after playing the **Crime at the Cathedral** and **Detective Flight Challenge** missions in Level 3 of the computer game.

The Friendship Force

This mission involves the player choosing three friendly deeds or acts to do each day at school. Once they've practised their friendly behaviours on three or more days, they are to answer the following Journal questions:



- What were their three friendly deeds or actions?
- How did they feel when they were doing these things?
- How did other people react? What did they say and do?
- What problems did they have in completing the mission?

It is helpful for an adult to encourage the child to display friendly behaviours whenever an appropriate opportunity arises (e.g. sharing treats with a sibling or friend). At first, they may need to prompt and guide the child through the steps of the friendly action or behaviour. However, as the child becomes more socially skilled, the level of prompting needed will gradually reduce.

It is recommended that children attempt this home mission after playing the **Murder at Earnshaw Manor** mission in Level 3 of the computer game.

D.E.C.O.D.E.R Problem Demolition

This mission involves the player solving a social problem with the D.E.C.O.D.E.R formula. The letters of the word 'D.E.C.O.D.E.R' represent helpful steps that a young person can go through to solve a social problem. These steps are illustrated on the **D.E.C.O.D.E.R Skill Code Card**.



The steps are as follows:

D: DETECT the problem and DEFINE it.

E: EXPLORE possible solutions to the problem.

C: CONSIDER the CONSEQUENCES and CHOOSE a solution.

O: ORGANISE a plan.

D: DO it!

E: EVALUATE how it went.

R: REWARD yourself for trying your best.

It is recommended that an adult help a child to work through the D.E.C.O.D.E.R steps and to practise their chosen solution before they do it in real life. If a child isn't experiencing any social problems at present, they can use the formula to solve a social problem from their past, or to problem-solve a challenge that another student at school is facing.

It is recommended that children attempt this home mission after viewing the different solutions to social problems demonstrated in the **Level 3 Virtual Reality Missions**.

The Ultimate Chill-Out Challenge

This mission involves the player using the relaxation strategies or gadgets on their chosen **Relaxation Gadget Code Cards** or **Emotionometer stickers** to calm down at least two times when they feel low to moderate levels of anger or anxiety. It is recommended that they try to use slow breathing as one of their relaxation strategies, as it is invisible to others and very powerful. After completing this mission, the player is to answer the following Journal questions:



- Why they felt angry or anxious.
- What body clues signalled how they were feeling.
- What relaxation gadgets/strategies they tried to use.
- What helpful thoughts they tried to think.
- How strong their anger or anxiety was before and after using the relaxation gadget(s).
- What they could do differently next time to stay calm.

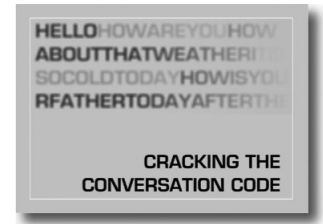
An adult can help the player to complete this home mission by:

- Assisting them to plan when they can use their relaxation gadgets, what strategies they will use and how they can remind themselves to use their relaxation strategies at these times.
- Being on the look out for early signs of anger or anxiety in the child, and prompting them to use their relaxation gadgets at these times.
- Taking time to calm down themselves if a child refuses to use their relaxation gadgets when prompted to do so.

It is recommended that children attempt this home mission after playing the **Detective Flight Challenge** mission in Level 3 of the computer game. It is also recommended that they try the **Operation O2 Regulator, Enemy Thought Destruction** and **Relaxation Gadgetry** home missions before trying this home mission.

Cracking the Conversation Code

This mission involves the player practising the steps on the **Conversation Code Card** each day when talking to family, teachers and classmates. After several days, they are to answer the following Journal questions:



- What they spoke to family, classmates and teachers about.
- What steps from the Conversation Code they did well.
- What steps they would do differently next time.

An adult can help the player to complete this home mission by:

- Encouraging them to only focus on a couple of steps from the Conversation Code to start with. As a child's conversational skills improve, additional steps can be added.
- Demonstrating the Conversation Code steps when talking to the child.
- Prompting the child to apply the Conversation Code steps during daily discussions.

It is recommended that children attempt this home mission after playing the **Secret of the Schoolyard Ghost** mission in Level 3 of the computer game.

Cooperation Challenge

This mission involves the player inviting a friend to their house to practise the steps featured on the **Play** and **Conversation Code Cards**. Each night before the friend's visit, it is helpful for the child to practise the steps for playing and talking to others with family members. After the friend's visit, they are to answer the following Journal questions:

- Who did they invite over?
- What activities did they do together?
- What did they talk about?
- What steps from the Play and Conversation Codes did they do well?
- What steps would they do differently next time?
- What other problems did they have during the friend's visit?

An adult can help the player to complete this home mission by:

- Encouraging them to only focus on a couple of steps from the Conversation and Play Codes to start with. As a child's conversational and play skills improve, additional steps can be added.
- Demonstrating the Conversation Code steps when talking to the child.
- Prompting the child to practise the Conversation Code and Play Code steps during everyday interactions with themselves and others.
- Helping the child to plan conversation topics and activities for the friend's visit. Encourage the child to choose activities that:
 - the visitor is likely to enjoy.
 - they are capable of playing in a friendly and cooperative way.
 - give the child the opportunity to practise their conversation and play skills (watching movies usually doesn't achieve this goal).



- Reviewing the Conversation and Play Code steps with the child just before the friend's visit.
- Planning with the child how they will cope if they have a disagreement or argument with the visitor (act this out if necessary).
- Keeping the length of the visit brief (e.g. 30 mins). If it goes well, the duration of future visits and outings can be gradually lengthened.
- Intervening early if arguments or disagreements arise. Try to prompt the child to use their social skills to resolve the issue (e.g. take turns, apologise), or suggest that the child and guest spend some time apart doing separate activities if the issue is unlikely to be resolved. Once both children are calm, consider encouraging them to resume an activity together to give them another opportunity to play cooperatively (if appropriate).
- Offering to drop the guest home so that they can be returned early if necessary.

It is recommended that children attempt this home mission after playing the **Murder at Earnshaw Manor** and **Secret of the Schoolyard Ghost** missions in Level 3 of the computer game and after trying the **Cracking the Conversation Code** home mission.

Mistake Mania!

This mission involves the player planning to purposefully make a mistake and using the steps featured on the **Damage Control Code Card** to cope. It is recommended that an adult help the child to develop and practise an action plan for this mission before they try it in real life. After completing this mission, the player is to answer the following Journal questions:



- Describe the mistake that they made.
- What steps from the Damage Control Code did they do well?
- How did other people react to their mistake?
- What would they do differently next time they make a mistake?
- What helpful thoughts could they try to think next time they make a mistake?
- What relaxation gadgets/strategies could they try to use?
- What other problems did they have on this mission?

It is recommended that children attempt this home mission after playing the **Crime at the Cathedral**, **Detective Flight Challenge** and **Murder at Earnshaw Manor** missions in Level 3 of the computer game.

Repeat Mission: Cooperation Challenge

This mission involves another visit or outing with a friend to give the player more practice socialising with others. It is recommended that they plan the visit or outing with a different person to whom they did the Cooperation Challenge with, to encourage friendship building with multiple people. It is helpful for the player to practise the steps from the Conversation Code, Play Code and Damage Control Code with family members to prepare for this home mission. After the visit/outing, the player is to answer the following questions:



- Who did they invite over or go on an outing with?
- What activities did they do together?
- What did they talk about?
- What steps from the Play, Conversation and/or Damage Control Codes did they do well?
- What steps would they do differently next time?
- What other problems did they have on this mission?

An adult can help the player to complete this home mission by:

- Encouraging them to only focus on a couple of skill steps to start with. As their skills in talking and playing with others and in coping with making mistakes improve, additional steps can be added.
- Demonstrating how to use the Conversation Code and Damage Control Code steps at appropriate times in their own lives.
- Prompting the child to use the Conversation Code, Play Code and Damage Control Code steps when opportunities arise in their everyday life.
- Helping the child to plan conversation topics and activities for the friend's visit or outing. Encourage the child to choose activities that:
 - the visitor is likely to enjoy
 - they are capable of playing in a friendly and cooperative way.
 - give the child the opportunity to practise their conversation and play skills (watching movies usually doesn't achieve this goal).
- Reviewing the Conversation Code, Play Code and Damage Control Code steps with the child just prior to the friend's visit or outing.
- Planning with the child how they will cope if they have a disagreement or argument with their friend (act this out if necessary).
- Keeping the length of the visit or outing brief. If the previous Cooperation Challenge went well, the visit/outing for this mission may be lengthened slightly (e.g. 1 hour).
- Intervening early if arguments or disagreements arise. Try to prompt the child to use their social skills to resolve the issue (e.g. take turns, apologise), or suggest that the child and guest spend some time apart doing separate activities if the issue is unlikely to be resolved (assuming this is possible). Once both children are calm, consider encouraging them to resume an activity together to give them another opportunity to play cooperatively (if appropriate).
- Offering to drop the guest home so that they can be returned early if necessary.

It is recommended that children attempt this home mission after playing the **Murder at Earnshaw Manor** and **Secret of the Schoolyard Ghost** missions in Level 3 of the computer game and after trying the **Cracking the Conversation Code** and **Cooperation Challenge** home missions.

Bully-Guard Body Armour

This mission involves the player solving a bullying problem with the D.E.C.O.D.E.R formula. The formula is featured on the **D.E.C.O.D.E.R Code Card**. With the help of an adult, the child applies each step of the formula to a bullying problem that they are facing at school. If they aren't experiencing any bullying problems, they can use the formula to solve a bullying problem that another student is facing or that they might have to deal with in the future.

The steps of the D.E.C.O.D.E.R formula are as follows:

D: DETECT the problem and DEFINE it.

E: EXPLORE possible solutions to the problem.

C: CONSIDER the CONSEQUENCES and CHOOSE a solution.

O: ORGANISE a plan.

D: DO it!

E: EVALUATE how it went.

R: REWARD yourself for trying your best.

When exploring possible solutions to the problem, the player is encouraged to refer to the defence weapon stickers that they have chosen for their **Bully-Guard Body Armour Code Card**.

Adults are encouraged to help the player plan and act out their chosen solution before they try it in real life. Before a child acts out their solution, it can be helpful for an adult to demonstrate it for them. If bullying persists despite a child's best efforts at dealing with it, it is recommended that a meeting be scheduled with school staff to determine an appropriate management plan.

It is recommended that children attempt this home mission after playing the **Secret of the Schoolyard Ghost** mission in Level 3 of the computer game and after trying the **D.E.C.O.D.E.R Problem Demolition** home mission.

Fear Fighter

This mission involves the player trying a new activity that causes them to feel mildly to moderately anxious and using the steps on the **Confusion Code Card** to stay calm. It is recommended that an adult help the child to develop a plan for this mission before they try it in real life. After completing this mission, the player is to answer the following Journal questions:

- What new or scary thing did they try to do?
- What steps from the Confusion Code did they do well?



- What helpful thoughts did they try to think?
- What relaxation gadgets/strategies did they try to use?
- What would they do differently next time?
- What other problems did they have on this mission?

It is recommended that children attempt this home mission after playing the **Detective Flight Challenge, Murder at Earnshaw Manor** and **Secret of the Schoolyard Ghost** missions in Level 3 of the computer game and after trying **The Ultimate Chill-Out Challenge** home mission.

The Final Challenge

This mission involves the player joining a club, team or social group and practising the friendship skills that they have learned in this program. After they've been to one or more group meetings, the child is to answer the following Journal questions:

- What is the name of their team or club?
- What Secret Agent Society skills or gadgets have they used to stay calm, have fun and make friends?
- What skills or strategies did they find most helpful?
- What problems did they have?
- What else could they do to stay calm, have fun and make friends?

Attending weekly team meetings will give the child a regular opportunity to practise their social skills. It is recommended that the child join a team or club related to their special interest, if they have one. This will help to motivate them to continue attending club/team meetings despite the social challenges they face.

It is helpful for an adult to review with the child what went well and what they could do differently after each team meeting. Once the child's social skills improve, it is beneficial for them to start socialising with team members outside of structured team meetings or practice sessions.

It is recommended that children attempt this home mission after **completing the computer game** and **all other home missions**.



EXITING THE GAME

If a player wishes to exit the game during an activity, they press the **EXIT** button in the top right of the screen. Please note that if a player exits an activity before finishing, their progress **will not be saved**. For most activities, the player is required to click the **Continue** button at the end of the activity for their progress to be saved. If a player exits an activity before their data is saved, they will be asked to repeat it the next time they log on with their username.



When a player clicks the Continue button at the end of an activity, they usually return to the level menu environment. Here, they can click the **QUIT** button to exit the game. A **QUIT** button is also available in the lift.



RESEARCH

Research suggests that with parent or school staff coaching, children who complete the Secret Agent Society Computer Game activities (including the Journal missions) make significant improvements in their ability to express their feelings in appropriate ways and talk, play and work with others at home and at school (e.g. Beaumont, Rotolone & Sofronoff, 2015). The Code Cards and Emotionmeters included in the Computer Game Pack are valuable tools to help children apply the skills that they learn in the computer game in daily life.

It should be noted, however, that many children with social and emotional difficulties are likely to require more intensive support than can be provided by the Computer Game Pack alone. The Secret Agent Society Small Group Program is recommended for these children. This comprehensive curriculum includes:

- small group club meetings to help children apply social skills to everyday life.
- parent information sessions to provide guidance on supporting children's social skill development.
- teacher tip sheets that describe strategies for supporting children's social development at school and creating a friendly and caring classroom environment.

Research conducted in clinic and school contexts suggests that the small group program results in significant improvements in children's social-emotional functioning at home and at school. Treatment gains also appear to be greater than those achieved with the Secret Agent Society Computer Game Pack alone (e.g., Beaumont & Sofronoff, 2008; Beaumont et al., 2015).

References

- Beaumont, R., & Sofronoff, L. (2008). A multi-component social skills intervention for children with Asperger syndrome: The Junior Detective Training Program. *Journal of Child Psychology and Psychiatry*, 49(7), 743-753. doi:10.1111/j.1469-7610.2008.01920.x
- Beaumont, R., Rotolone, C., & Sofronoff, K. (2015). The Secret Agent Society social skills program for children with a high-functioning autism spectrum disorders: A comparison of two brief versions for schools. *Psychology in the Schools*, 52(4), 290-402, DOI: 10.1002/pits.21831

INCLUSION CRITERIA FOR GAME ITEMS

Each of the emotion recognition items included in the computer game (faces, voices, video footage and animated scenes) was evaluated by 23 adult judges (14 females, 9 males) to ensure that it accurately represented the emotion it was designed to convey. Judges were asked to choose the emotion that best described each item from the response options included in the game. Each judge rated the items independently.

For an item to be included in the game, at least 60% of judges (14/23) were required to correctly identify the emotion, and no more than 25% of judges (6/23) could identify the same alternative distracter. Eight items that did not meet these criteria were revised, replaced and trialled on a new sample of judges. All met the rating criteria and were included in the final game.

TARGET SCORES AND TIME LIMITS FOR ACTIVITIES

This game has been comprehensively tested on 8 to 12 year-old children with and without an Autism Spectrum Disorder (ASD) diagnosis to determine appropriate target scores and time limits for activities. To encourage children with ASDs to perform at a similar accuracy level to typically developing children, target scores have been chosen that are comparable to the average performance of typically developing children on their first attempt at the activities. Time limits have been selected that allow sufficient time for children with ASDs to logically deduce the correct answers to items, but that still impose time pressures on their performance.

As described in the **User Profile** section of this manual, if a player doesn't reach the target score for an activity on their second attempt, they are able to progress to the next activity. This reduces frustration caused by having to repeat an activity several times before being able to move on in the game.

SYSTEM REQUIREMENTS

The following system requirements are provided to assist you to play the SAS Computer game online:

- 512MB RAM (1GB recommended).
- Flash Player 18 or higher installed (<https://get.adobe.com/flashplayer/>).
- Internet Connection: ADSL or higher.

MACINTOSH

- Mac OS X v10.7 and above.
- Intel® Core™ Duo 1.83GHz or faster processor.
- Web browser (Chrome or Safari recommended).

WINDOWS

- Microsoft® Windows 7 and above.
- 2.33GHz or faster x86-compatible processor.
- For netbook class devices: Intel Atom™ 1.6GHz or faster processor.
- Web browser (Chrome, IE or Edge recommended. Firefox Not Recommended).

WORLDWIDE TECHNICAL SUPPORT

For technical assistance with the game, please **email** support@sst-institute.net

SECRET
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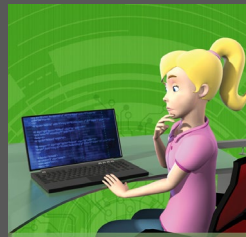
Other Secret Agent Society Options:



**SAS Challenger
Board Game**



**SAS Small Group
Program**



**SAS Computer
Game Pack**

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