

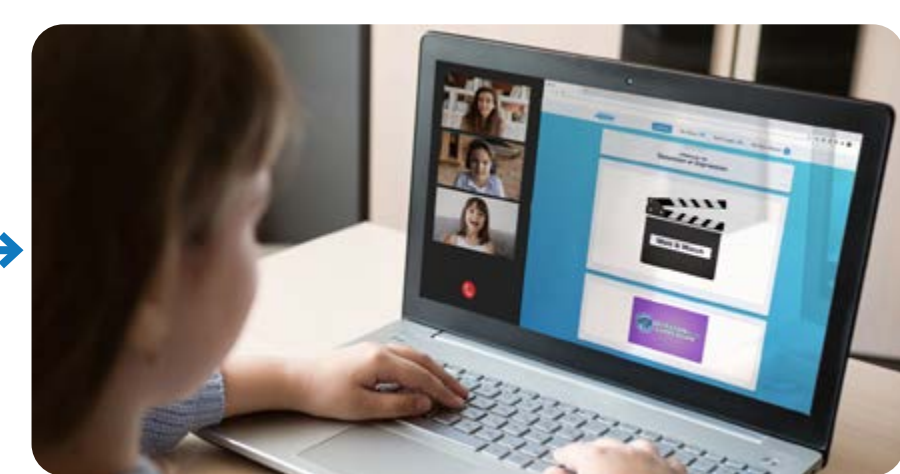
ACCESS, ACCEPTABILITY AND SATISFACTION OF PIVOTING ONLINE

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2009-2020



2021-2023



Introduction

Over 18 years a PhD project has progressed to empower children's social-emotional resilience across multiple countries and despite being designed for autism, Secret Agent Society has now gathered over 20 publications (4 RCTs) demonstrating its effectiveness and application to various settings and families.

In 2020, a co-design program transformation into a digital health solution occurred; remaining true to the evidence-base clinical best practice and community utilisation. Through careful planning and testing, the program content, process and physical resources became one integrated software package supplemented with a digitised two-day facilitator training course alongside the addition of the assistant course requested by the advisory group.

The Transformation Imperatives:

- ▶ Meet the short-to-medium term needs of community services facing crisis
- ▶ Meet the long-term vision for program innovation
- ▶ Maintain consistency with published content and processes

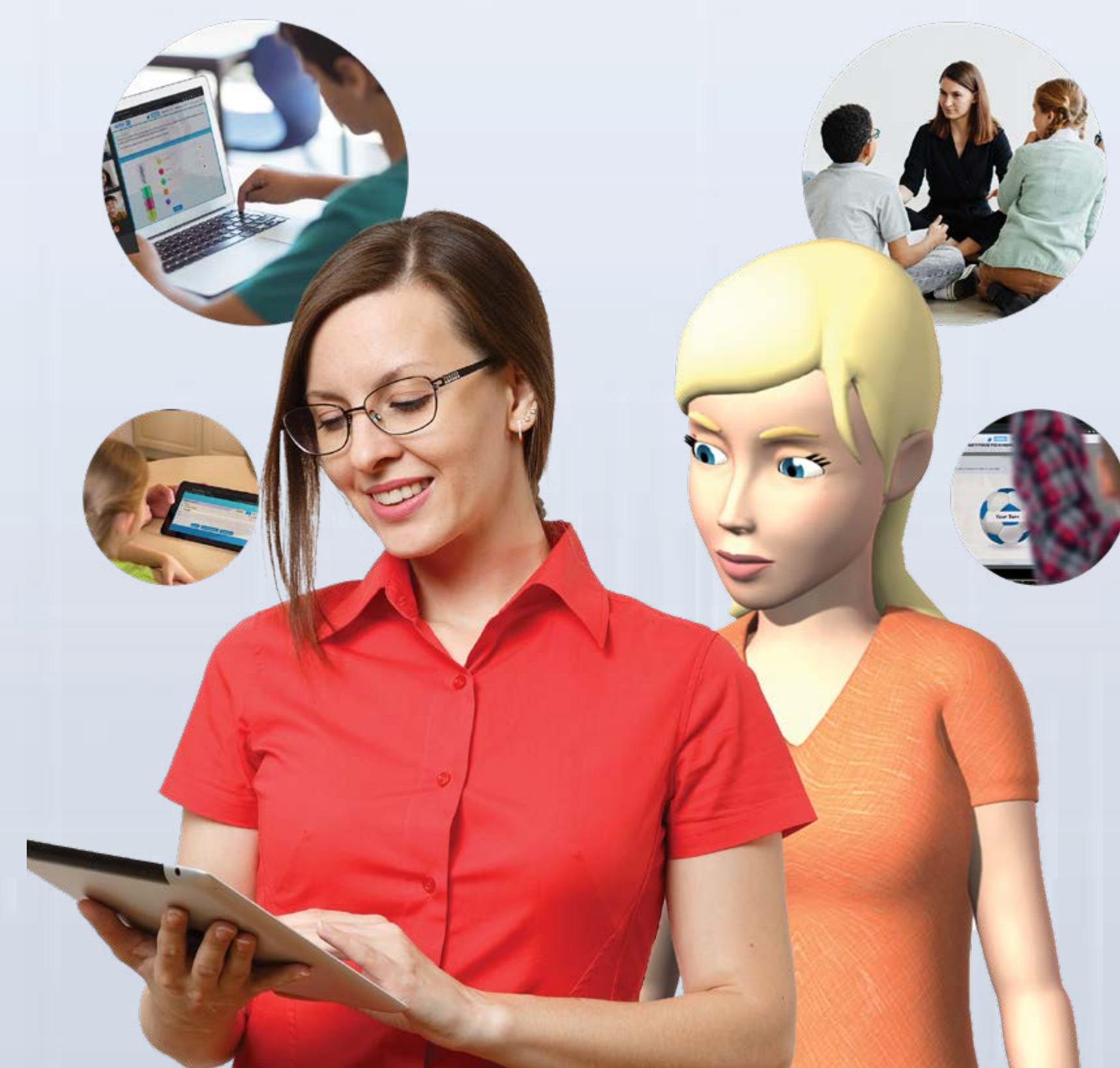
Online Training Objectives:

- ▶ Reduce geographical attendance barriers
- ▶ Maintain high trainee satisfaction
- ▶ Introduce self-paced completion
- ▶ Use progressive assessment

Overall, the SAS transformation involved a six step co-design process of fast-paced cyclic feedback with an advisory group of 23 clinicians and educators from across sectors around the globe, Dr Renae Beaumont the SAS program author, software developers, children, and a commitment to the long-standing evidence behind the program.

Online training evaluation measures included:

- ▶ Program uptake data
- ▶ Quantitative and qualitative training feedback using the Workshop Evaluation Survey
- ▶ User-data analysis
- ▶ Community consultation feedback



Demonstration Options

1 Visit INSAR Tech Demo on 6th May '23

2 Visit www.secretagentsociety.com and contact the Social Science Translated team.

Two-Phase Training Evaluation

Two training evaluation phases, over 8-10 month periods were completed. Following the initial 8 months, themes analyses was used to identify and address areas of weakness and implement updates. Re-evaluation during the second 10-month phase measured the impact of improvements while continuing to inform future improvements.

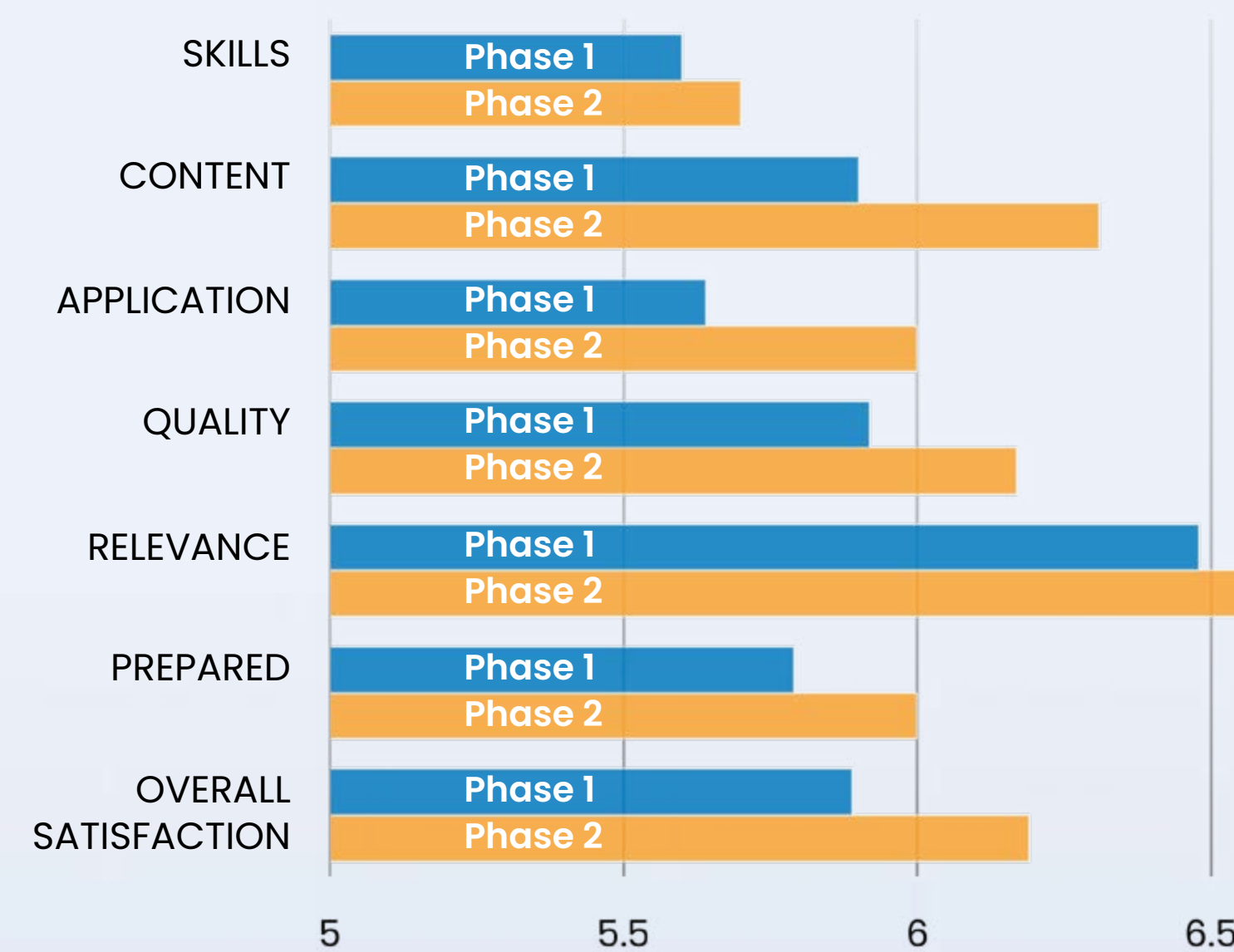
"I can flick to the bits I need help with without going back over everything."

1,160 professionals
(**782** SAS Facilitators, **378** SAS Assistants)

Psychologists (**21%**), Behaviour Analysts (**13%**), Educators (**23%**), Occupational Therapists (**12%**), Speech Pathologists (**12%**) & Social Workers (**15%**)

- Core Strengths:
- ▶ Combination of videos and interactive process
 - ▶ Flexible completion due to self-paced training
 - ▶ Structured and easy to navigate training platform

Evaluation Means for Professional Training



Research Snapshot

- Temkin, A.B., et al. (2022). Secret Agent Society: A randomized controlled trial of a transdiagnostic youth social skills group treatment. *Research on Child and Adolescent Psychopathology*.
- Beaumont, R., et al. (2021). Randomized Controlled Trial of a Video Gaming-Based Social Skills Program for Children on the Autism Spectrum. *Journal of Autism and Developmental Disorders*, 1-14.
- MacEvilly, D., & Brosnan, G. (2020). Adapting an emotional regulation and social communication skills group programme to teletherapy, in response to the COVID-19 pandemic. *Irish Journal of Psychological Medicine*, 1-6.
- Einfeld, S.L., et al. (2018). School-based social skills training for young people with autism spectrum disorders. *Journal of Intellectual and Developmental Disability*, 43(1), 29-39.
- Weiss, J., et al. (2018). A randomized waitlist-controlled trial of cognitive behavior therapy to improve emotion regulation in children with autism. *Journal of Child Psychology and Psychiatry*, 59(11), 1180-1191.
- Sauvé, S., et al. (2018). Adapting a social skills intervention for children with autism within an urban specialty community clinic. *Evidence-Based Practice in Child and Adolescent Mental Health*, 3(4), 219-235.
- Beaumont, R., & Sofronoff, K. (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.

2 Year Impact

Groups:

"I found it really easy and useful to check the cadet and parent progress."

5,015 Children

1,497 Groups commenced (892 completed)

11,110 Cadet Club Meetings

4,426 Parent Group Meetings

Favourite SAS skills:

Emotion Recognition | **Emotion Regulation** | Social Skills | **Social Problem Solving**

Provider Services:

"I'm surprised how much I prefer the digital format to the previous format. I did not think that I would like it as much."

187 SAS Providers (both **in-person** and **telehealth** service delivery)

62% greater reach of services due to new flexibility

74% SAS Provider services continue SAS year-to-year

58% previously used physical program resources
42% new to digital

6 Global regions (AUS, CAN, USA, UK, NZ, SING)

Conclusions

The outcomes to-date provide preliminary support to both the co-design methodology and resultant suitability of digitised self-paced professional training within a software-based social-emotional skills program to empower children's resilience. Results include a swift uptake and feedback that aligned with overall project aims. Internal evaluations continue with phased reviews and program enhancements over time. Outcomes from independent community implementation research using both the physical and digital versions are continuing.

