

Implementation Support Guide

Students usually use Social Cipher one of three ways.

With an
OT or SLP

As part of school
wide MTSS

During IEP service
time

Don't hesitate to reach out for customized solutions. That's what we're here for! This guide is intended to help your team imagine what Social Cipher might look like in day to day practice in your buildings.

During Individualized Education Plan (IEP) service time

What it looks like in practice:

When students need a cool down they can visit a computer and use Ava as a regulating mechanism. Or, in pull out models, they can use Ava as part of their regular service minutes.

We recommend 1-2, 20 minute sessions a week for gameplay, as well as 15-20 minutes for curriculum activities and discussion prompts.

Structural supports:

Teachers should consult the "IEP Goal Companion Guide" to align Ava quests with student goals. The companion app provides OTR attempt/success ratios against those goals, and guidance on supporting students as they move forward. The students and special education teachers need access to devices and wifi. General education teachers should be aware of the strategies Ava teaches and leverage them in their classroom to support students.

Consider this:

Finding a quiet space to recharge can be the difference between a great day, and a very bad day. Social Cipher teaches students to seek that time, and provides one way to accomplish it!

Is this model best for our students?

This model is best if you have a limited budget, or have a school that specializes in supporting neurodivergent students.

With an Occupational Therapist (OT) or Speech Language Pathologist (SLP)

What it looks like in practice:

SLP's and OT assign work to students in the Ava game during part of the student's service minutes. The provider uses the print curriculum in conjunction with the game to explore concepts and skills learned in the game.

We recommend 1-2, 20 minute sessions a week for gameplay, as well as 15-20 minutes for curriculum activities and discussion prompts.

Structural supports:

The provider and student will need access to a device and wifi during service minutes. Printables for general education teachers are also provided, and support the student's efforts.

Consider this:

Our first and strongest supporters were school psychologists, OT's and SLP's in private practice. They're excited to see Ava reach more students in schools because their general education teachers can also leverage the curriculum Social Cipher provides. Although the most targeted form of implementation, it can still make a big difference in your schools.

Is this model best for our students?

This model is best if you have a limited budget, or have a school that specializes in supporting neurodivergent students who receive mostly related services.

As part of a school wide Multi Tiered System of Support (MTSS) model

What it looks like in practice:

A designated educator assigns work to students in the assigned service tier. This may be the whole school, or only students who are showing indications of needed additional help with self regulation, communicating and conflict resolution. The team reviews the students behavior after they use Ava and determines next steps.

We recommend 1-2, 20 minute sessions a week for independent play, along with 1-2 15 minute sessions per week for class-wide discussion of gameplay outcomes using curriculum discussion. This can be modified by assigning gameplay as homework, and having students play and discuss in small groups.

Structural supports:

It's usually best if there is one designated educator or para professional handling assignment and license. The process is simple, but a point person means it's done consistently.

Consider this:

Early support can help students navigate tricky middle school issues, no matter their neurotype.

Is this model best for our students?

This model is best for schools and districts making a concerted effort to support SEL in ALL their students.

Thought of a different way to use
Social Cipher? We're all ears!