



The Social Navigator User Guide

For Version 1.1

Who

The Social Navigator is designed to address the needs of any child ages 6–16 who has difficulty:

- staying calm
- being flexible
- considering and relating to others
- solving even simple problems or conflicts

What

The application is designed to:

- reduce meltdowns.
- change the way adults approach challenging behaviors and teach social skills.
- practice communication, flexibility and interaction skills during actual events.
- develop greater social awareness.
- instantly document and collect data.

Why

The Social Navigator has been developed to support and teach social information processing. Social competence requires that the child can engage in specific cognitive tasks. Every component of the Social Navigator has been designed to support, practice and teach these skills.

When to Use

The Social Navigator can be used as a teaching tool or or as a behavior management device.

As a Teaching Tool:

In Review Mode, the application can be used to teach individuals, small groups and large groups.

With over 100 strategies and 70 social skills included, the Social Navigator provides an entire social skills curriculum.

The Social Navigator can be used to prepare a child for an upcoming event or to review a past problematic situation.

The application can be used to isolate social dynamics, teach normative expectations, review adaptive strategies and enhance conflict resolution skills.

As a Behavior Management Device:

The Social Navigator App can be used anytime the child begins to get agitated or when his/her behavior begins to conflict with normative expectations. *For example, the app can be used when the child puts his head down and pushes his work away in class or when the child interjects with a topic unrelated to what others are talking about.*

Just like you use a calculator to solve a math problem, the Social Navigator can be used to solve social conflicts. The app is designed to reduce meltdowns, for both the child and adult by automatically redirecting attention from a power struggle to a problem to be solved.

The app should always be used before agitation escalates. Once a meltdown ensues the child has limited capacity to shift mindset or redirect his or her attention.

How to Use

As a Teaching Tool:

The Social Navigator provides a systematic approach for improving social awareness and teaching cooperative and communication skills.

Teach social dynamics and conflict resolution skills to large and small groups.

The app can be used to teach:

- relevant variables in social situations.
- how changes in circumstances change expectations.
- appropriate ways to address common challenges or conflicts.

Prepare small groups or individuals for upcoming events at home, in school or in the community.

- Evaluate standard expectations
- Review common challenges
- Practice specific skills

Review a past problematic situation or a chronic behavior with an individual.

- Assess the dynamics of a problematic incident
- Review alternative ways of resolving conflict
- Practice adaptive skills

As a Behavior Management Device:

The Social Navigator is designed to be a guided reference for both the adult and the child to reduce conflict and develop skills.

- In the beginning, use of the app will likely need to be initiated by an adult. The adult should remain available to assist the child in accurately identifying the dynamics of the current situation and (in Report Mode) aid in documenting and rating the outcome.
- The adult is expected to coach the child in implementing recommended strategies. Not all strategies need to be used and the child should determine which skill(s) he/she would like to employ. In all circumstances, the child's interest or need should not be ignored.
- No additional reinforcement model should be used with the Social Navigator. The application focuses on improving skills, not disciplining maladaptive behavior. Skills are naturally reinforced when the child is able to get his or her needs met in a socially acceptable manner.

The child can be expected to use the app independently only after he or she displays proficiency:

- in reading.
- in recognizing when he/she needs the assistance of the app.
- in accurately identifying the type of situation (Why are you there?) and recognizing their own concern at the time (What do you want to be able to do?).

Getting Started

Step 1 Before using the device, tap the “Settings” button in the top right corner. Switch the Review Mode setting to “on” before exploring the app.

There are two modes available for the Social Navigator.

1. If you are using the device as a **teaching tool**, review mode should be switched “on”. This mode can be used to review scenarios and strategies, for learning the app and for demonstration. In this mode, the app can be shared among multiple users and is not capturing or storing any data.
2. Review Mode should be “off” if you are using the device for **behavior management**. In this mode, the application is designed to be used with only one child. Don't have more than one child share one device, all inputs are being stored by the device and data is being accumulated as the app is used. This information will be used to document each event, determine function of behavior and track skills.

Step 2 Enter the user (child's) name in the available box. This name will appear on all email reports and easily identifies the child for the email's recipient.

Step 3 Tap “View and Add Reporters”. This feature allows you to store the names and emails of anyone who is likely to use the app with the child. Not all names need to be stored, and other names can be manually added at the time of use.

The Basics

The “Question” Screens

1. “Where are you?”

- For **behavior management**, simply designate your location at the time of use.
- To **teach**, enter the location for the scenario you would like to review.

2. “Why are you there?”

This question asks the user to consider the type of situation he or she is in. This dynamic can be challenging for some children to identify and may require the assistance of an adult. *For example, in school you may be in an auditorium for a lecture (to learn), or you may be in an auditorium for a performance (to be entertained).*

3. “With whom are you interacting?”

- For **behavior management**, the user should identify the individual or individuals included in the social exchange, not all the people present.
- To **teach**, enter the individual or individuals the child is expected to interact with.

4. “What do you want to be able to do?”

This question asks the child to identify his or her interest or motivation. Many children struggle to identify and articulate what it is they want to be able to do in any given situation. The child should be encouraged to review the drop down menu closely before making a choice. *For example, does the child want “to do something else” or does the child want “to do it my way?”*

The "Connection" Screen

The purpose of this screen is to make a literal and figurative connection between the four key circumstantial dynamics and their social implications. The user simply connects all four icons with their finger to get to the customized guide.

As a Teaching Tool:

Remember, review mode should be turned on.

The "Situation" Screen

This screen is designed to improve social comprehension and formally teaches the child the normative rules that apply to common situational factors.

The "Strategies" Screen

This screen is designed to give direct advice for how the child can get their needs met in an acceptable manner. Often, suggested approaches remind the child of the other person's perspective and can be used to explore how certain behaviors are perceived and how they will likely affect others.

The "Reminders" Screen

This screen is designed to prompt the child to consider the environmental factors that may be challenging for them to manage and can be used to teach standard social norms and expectations.

As a Behavior Management Device:

Remember, review mode should be turned off.

The "Strategies" Screen

This screen gives direct advice for how the child can get their needs met in a socially acceptable manner.

The "Reminders" Screen

This screen reminds the child of the common social protocols associated with their specific situation.

The "Accomplishments" Screen

- This screen provides the user with a condensed list of suggested strategies and should be used to assist the child in planning and executing suitable behaviors.
- This screen is also used to document the suggestions that were tried by the child. Check all the skills that were attempted by the child, regardless of quality of performance.

The "Ratings" Screen

The performance scale is completed by the reporter and gives their impression of the effectiveness of the skills used by the child.

The "Reporting" Screen

This optional screen allows the user to provide additional details about the event. This information is helpful in identifying common triggers or events that the child finds challenging.

- "Name" is meant to designate the person reporting the incident. "Self" should be entered if the child is independently using the device. Simply touch the space provided and add one of the stored names or use the keyboard to add a different name.
- "Place" is meant to designate a more detailed description of where the event took place ("math class" or "Jill's party").
- "Activity" is meant to designate a detailed description of what the child was doing at the time ("taking test" or "playing a game").

The “Settings” Screen and Reports

Event Log

This feature allows access to a time-stamped report of every incident that has been recorded in Behavior Management Mode. This report documents the use of the device, the circumstances of the event and outcomes. These reports can be easily shared between parents, school personnel or other professionals via the email option.

Function of Behavior

This report depicts a comparative pie chart of the areas in which the child struggles to get his or her needs met. The chart represents the accumulated data captured during the use of the app. This information can be helpful in determining which type of skills should be prioritized and practiced.

The four areas include:

- Attention (to get attention)
- Avoidant (to escape or avoid a demand)
- Tangible (to get something)
- Sensory (to do something that feels good or to avoid something that feels unpleasant)

Accumulated Skill Data

This feature provides information about the social skills used by the child and can be helpful in identifying strengths and weaknesses.

The three categories include:

- Suggested (indicates skills to be reviewed)
- Tried (indicates level of comfort or resistance)
- Rating (indicates level of proficiency)

Product Specifications

Version: 1.1

Activation Date: June 2012

Operating System: Apple iOS (Versions 3.2 and higher)

Compatible Hardware

Social Navigator operates on the following devices:

- Apple iPad (all models)
- Apple iPhone (all models)
- Apple iPod Touch (all models)

Device Management

Required Space: 4.2 MB

Wireless and Mobile Communications

No network access is required for most functions.

This app is designed to be used in common social situations, both in and out of the home. These functions are self-contained on your device, and so can be used when no network access is available. Because no data is exchanged beyond your device, no wireless data or cellular transmissions are required to provide feedback to the user.

However, should you choose to email reports to anyone, please be aware that you may require network access and that you may incur wireless or data charges from your carrier(s) or other service providers. To avoid these charges, we suggest that you use the email functions when you have free or low cost wireless access, or in circumstances when you will not incur any incremental fees. Emailed reports are an optional feature with Social Navigator. This benefit is provided to our licensees at no additional charge.

Support

More help is available. Please visit us at:

<http://www.socialnavigatorapp.com>

For access to additional resources and documents such as our free Social Skills Checklist, please visit us at:

http://www.socialnavigatorapp.com/special_needs_resources.htm

To learn about some of the scientific underpinnings and clinical knowledge that drove this app's design, please visit us at:

<http://www.socialnavigatorapp.com/behind.htm>

For other questions or to inquire about group training please contact us at:

support@7minds.net

Remember...

You have licensed the world's premier social skills app, and the only one that can provide expert guidance in the moment when needed most. Think of this app like a high quality home gym. You have already made the investment, so use it often. Work it into your daily habits and routines. The more you use it, the better your results will be. Keep using it and it can build skills that will last a lifetime.