



Empower Your Neurodivergent Child With Social Cipher



Ava by Social Cipher offers a unique and engaging video game designed to help children and teens explore social situations and build self-confidence. It's built especially for neurodivergent youth to provide a safe, fun space where your child can practice social skills and better understand themselves and the world around them.

How Can It Help My Child?

We believe in meeting your child where they are. Through our video game, your child steps into the shoes of our main character, Ava, an autistic star-mapper, and her friends, who have their own unique strengths and needs. This empowers them to **practice social skills, build confidence, feel understood, and develop self-advocacy.**

Key Skills Your Child Will Build

Understanding Themselves & Others

To recognize and name their own emotions and better understand the perspectives of their friends and family.

Communicating Their Needs

To identify what they need to feel comfortable and successful and practice asking for it respectfully.

Navigating Social Situations

To develop strategies for handling new situations, making friends, and collaborating with others.

Building Healthy Relationships

To learn the importance of trust, boundaries, and clear communication in friendships.

We're trusted by over 200 schools and therapy centers, as well as partners such as The LEGO Foundation.

Partner with Your Child's School

If you think Social Cipher could make a difference for your child, please share it with other parents or reach out so we can work together to bring it to your school community.

Visit our website to schedule a meeting or explore our resources.



www.socialcipher.com



Know Your Rights

What can I do if the IEP team agrees that my child is eligible, but I do not agree with the level or type of services offered in the IEP?

Parents are an important part of the development of the IEP. They should be asked to give their opinions on the services offered, including the type, frequency, and location where services are provided.

If you disagree with the school district about the proposed level or type of services, you have several options:

- You may refuse to sign the IEP at the initial meeting and take it home to review further. If you refuse to sign the IEP, the school district is not required or allowed to provide the proposed special education services to your child. If the purpose of the IEP is to determine eligibility, your child will not be considered eligible until you sign the initial IEP. If you are attending an annual review of an existing IEP and you refuse to sign the IEP, the prior plan will remain in effect until resolution.
- You may sign the IEP and write a note next to your signature saying that you agree for the school district to start providing services to your child, but you do not agree that the offer of services is appropriate. This can be done with a simple sentence on the signature page or can be written up in a "Parents' Addendum to the IEP," which lays out your concerns in greater detail. One situation in which this can be helpful is when the parents and the school district agree on the type of service offered (such as speech therapy), but do not agree on the amount offered (more or less speech therapy than the parents believe is appropriate for the child's needs). Signing only an authorization of services can allow the student to start receiving important services while protecting the parents' right to oppose the IEP and allowing for continuing negotiations with the school district.



Know Your Rights

Federal and State Laws

Individuals with Disabilities Education Act (IDEA), 20 U.S. Code § 1400 et seq.; federal regulations relating to the IDEA, 34 Code of Federal Regulations § 300.1 et seq.; Cal. Educ. Code §§ 56000 et seq. (special education) and 48900 et seq. (school discipline); Cal. Gov. Code § 7579.5 (surrogate parents).

(“Special Education Rights for Children and Families”)

Work Cited

“Special Education Rights for Children and Families.” Special Education Rights for Children and Families, Judicial Council of California, 2016,
<https://courts.ca.gov/sites/default/files/courts/default/2024-08/sped.pdf>. Accessed 14 October 2025.

Helpful Action Steps

What Can I Do?

ATTEND PTA MEETINGS

- ☐ [Work with other families](#) to advocate for the resource
- ☐ Organize with other parents. Finding like-minded people!
- ☐ Share parent one-pager (above)
- ☐ [Letter from parent to parent](#)

DISCUSS YOUR WISHES WITH YOUR CHILD'S TEACHER AND/OR SPECIAL EDUCATION TEACHER

- ☐ [Neurodiversity Affirming Checklist](#)
- ☐ Bring: Parent one-pager (above) and [One-pager for the school](#)
- ☐ How it works: be ready to discuss [implementation](#), [cost](#), and any [funding resources](#)

[SEND A LETTER](#) TO THE SCHOOL ADMINISTRATOR/EDUCATOR

- ☐ If needed: Schedule a Meeting with administration
- ☐ How to Guide: Language to use talking to admin about the game

REVIEW THE FOLLOWING RESOURCES

- ☐ Understanding where money might come from: [Funding resource](#)
- ☐ Who can you go to?
 - Classroom Teacher
 - Special Education Teacher
 - Curriculum Specialist
 - Department Head
 - Assistant Principal or Principal
- ☐ Review Know Your Rights (above)