

Term Two 2026

The SAS program is designed to teach children the skills to be able to:

Recognise emotions in themselves and others

Express emotions in appropriate ways

Cope with anxiety and anger

Talk and play with others

Cope with change

Build and maintain friendships

Solve friendship problems

Cope with mistakes and losing

Recognise and deal with bullying and teasing.



Register NOW:
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Child Meetings

Sessions will begin the week of Monday 20th April, and continue for nine weeks. There will be a follow-up session approximately 3 months later, and another 3 months after that. You can choose from weekly sessions from Mon-Thurs at either 4:30pm AEST or 6:00pm AEST. Saturday afternoon sessions are also available, including in-person sessions at our offices in Cheltenham from 12P:30 to 2:00 PM.

Parent Meetings

Initial meeting Friday, 17th April @ 7:00pm - This meeting will provide you with all the necessary information to prepare for the upcoming program.

Weekly group parent meetings are at 7pm online via Zoom—there will be at least two options available. All dates/times are to be confirmed after the initial intake process has been completed. (*week beginning)

	intake	2 hour info session	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8	Module 9	Follow up 1	Follow up 2
Child meetings	book now	-	April 20*	April 27*	May 4*	May 11*	May 18*	May 25*	June 1*	June 8*	June 15*	Sept 14*	Dec 14*
Parent meetings	book now	Friday 17 th April @ 7pm	April 20*	April 27*	May 4*	May 11*	May 18*	May 25*	June 1*	June 8*	June 15*	Sept 14*	Dec 14*

What does the SAS training involve?

Parent Group Meetings

- Parent group meetings are held throughout the program to advise and support parents on the content of child group meetings and how to help their children apply their SAS skills in real life.
- It is optimal if parents have the opportunity for networking and facilitated discussion on the successes and challenges they have faced in supporting their children to use their newly learnt social skills.
- Parent meetings are typically held as close as possible to the child meeting and without children present.



School Support

Classroom teachers are updated on the skills and content children are learning through SAS and how they can support the application of skills in the classroom and playground. This occurs through a combination of providing a series of SAS Teacher Tip Sheets, the Skill Tracker, and teacher consultation.

- SAS is often written into children's individual learning plans to assist teachers to meet the social-emotional goals of their students.
- The SAS Small Group Program is mapped to the Australian National Curriculum.

Missions and Mission Journals

Between each child group meeting, children participate in weekly tasks, including playing 4 levels of online gamified learning, skills practice activities in day-to-day life and completion of a reflection journal.

Skill Tracker System

A short-term daily motivation tool is used to encourage children to practice specific skills at home and school, aligned with progression through each module of the program.

Assessment Measures

A combination of questionnaire booklets, an observational assessment tool, computer game performance and Skill Tracker progress, provide valuable information to guide areas of focus for each individual child as well as providing easy and comprehensive outcome reporting.

SAS Digital Headquarters

The online gateway for children to access their club meeting activities, four levels of gamified learning, digital gadget pack, a Mission Journal for self-reflection on real life practice tasks, a multi-user Skill Tracker system, and other tools. Watch the game trailer.

Costs

The total program cost is approximately \$3810, you will be given a detailed quote prior to starting. This includes all meetings, follow up sessions, access to online portal. Please note there may be an additional fee for sessions that are missed and make up sessions are required. NDIS funding may be used if the family are self-managed or plan-managed. Please note that for participants with plan-managed NDIS there may be an out of pocket expense for the family. Contact your NDIS plan manager for further information.

Does SAS align with NDIS support categories?

SAS supports participants with their social, emotional, and behavioural NDIS participant goals. Additionally, the program can facilitate the participant's/families capacity building in the following areas:

- a. Social and Community Participation
- b. Improved Relationships
- c. Improved Daily Living Skills

For some participants, core supports may also be utilised to assist a child's participation in the program and the application of new skills in the community

Children who struggle to read emotions in others, regulate their emotions, work in groups, and make or keep friendships can suffer significant detriments to their quality of life. The social-emotional challenges experienced by many children can impact educational, career, relationship status, mental health, criminal justice contact, and general well-being outcomes later in life.

SAS builds capacity in the following areas:

- Recognise emotions in themselves and others;
- Express their feelings in appropriate ways;
- Cope with feelings of anger and anxiety;
- Understand levels of friendship;
- Communicate and play with others;
- Cope with teamwork, games, and 'losing';
- Build and maintain friendships;
- Cope with mistakes, transitions, and other challenges;
- Solve social problems;
- Detect the difference between accidents, jokes, and nasty deeds;
- Detect and understanding bullying;
- Prevent and manage bullying and teasing;
- Acknowledge personal strengths and goals;
- And more.

Research has shown there are substantial lifelong benefits to be gained from effective interventions for enhancing social-emotional skills in childhood, and this is precisely what SAS-SG provides for children.

SAS and the NDIS

Supports Social and Community Participation

- SAS-SG directly addresses the NDIS capacity-building category of **Social and Community Participation** by teaching children to initiate and maintain peer interactions, engage in team activities, and confidently participate in school and community settings.

Enhances Improved Relationships

Through structured group sessions, collaborative missions, and parent/teacher involvement, SAS cultivates key relationship skills—like reading nonverbal cues, using appropriate humour, and practising turn-taking—thereby aligning with the NDIS **Improved Relationships** support area.

Secret Agent Society supports the NDIS category **Participation in Community, Social and Civic Activities** (including **Access Community, Social and Recreation; Assistance with Social, Economic and Community Participation**) by teaching practical social strategies that enable participants to confidently join in community events, recreational groups, and civic activities

Builds Improved Daily Living Skills

- By embedding skill practice into everyday “missions” and leveraging the SAS Skill Tracker for daily reinforcement, SAS empowers participants to manage emotions, cope with transitions, and solve social problems in real-life contexts, meeting NDIS goals for **Improved Daily Living Skills**.

Delivers Measurable, Evidence-Based Outcomes

- With built-in assessment measures—including parent and teacher questionnaires, computer game analytics, and observational tools—SAS provides objective data to track progress against each participant’s NDIS goals, simplifying outcome reporting and plan reviews.

Offers a Holistic, Multisetting Model

- The multi-component design—comprising child group meetings, parent workshops, school support (tip sheets and consultations), and family-kit resources—ensures skills are practised and reinforced across home, school, and community, in line with NDIS’s focus on functional improvements across life domains.

Individualises Goal Integration and Group Matching

- Our comprehensive intake assessment (interviews, questionnaires, and observational data) embeds each child’s specific NDIS plan goals in the program and matches them with peers who share similar objectives, maximising relevancy and the probability of goal achievement.

Ensures NDIS-Compliant Service Agreements

- We provide clear, NDIS-required service agreements up front—detailing supports, responsibilities, and reporting schedules—so families and plan managers have full transparency before receiving a detailed program quote.

Who is SAS best suited to?

The program is designed for children 8-12 years of age with a disability who have social and emotional needs, and the evidence base is increasingly expanding towards 7-14 years of age. SAS was originally designed to use an espionage theme and computer game component to capture the interest of children on the autism spectrum or with similar developmental disabilities and provide them, via service providers, a best-practice intervention to help reach their potential at home, school, and in the community.

SAS has since demonstrated significant benefits for children and families living with a range of disabilities and mental health challenges such as ADHD, learning difficulties, anxiety disorders, and children without formal diagnoses.

Where do I find out more about the SAS evidence-base?

Multiple research evaluations support the effectiveness of SAS for improving the social and emotional skills of children around the world.

To find out more, visit the SST website which has a page dedicated to research <https://www.sst-institute.net/sas-evidence> or contact SST directly SAS@sst-institute.net or 07 3720 8740.

Meet your facilitators

Anne-Marie O'Hagan

Anne-Marie O'Hagan is an experienced teacher (VIT registration #338893) and the visionary behind The Social Skills Hub, bringing over 15 years of specialised experience supporting neurodivergent children and teens. She has a Bachelor of Social Science followed by a Bachelor of Teaching. Anne-Marie recently completed a Graduate Certificate in Autism and Neurodivergent Studies at the University of Wollongong, and she is now finalising her Master's in Autism and Neurodivergent Studies—continuing her dedication to professional growth. She has since trained extensively in leading interventions, including Secret Agent Society, PEERS for Young Adults, and PEERS for Preschoolers.

Over the years, Anne-Marie has empowered more than 200 clients (ages 5 to 60) to navigate social interactions, build emotional resilience, and thrive in everyday settings.



Martin Papavgeris

(TQI registration # 009259, Working with Vulnerable People # 8440)
Martin has a Bac Education and is an experienced primary school teacher with a passion for supporting children's social and emotional development. For over five years, he has served as a dedicated social skills coach, guiding young learners to build confidence and positive peer relationships. Martin is highly skilled in facilitating evidence-based programs, including the Secret Agent Society small group social skills program and PEERS, both renowned for helping children develop essential social communication strategies. His expertise allows him to create a safe, engaging, and supportive environment where students can practice and apply new skills, empowering them to thrive both in and out of the classroom.



Emmalyne Day

(TRB of NT registration # 13945)
Emmalyne holds a Bachelor of Arts, a Graduate Diploma of Education (Primary and Secondary) and is an experienced primary school teacher with a strong passion for empowering young people with the skills they need to thrive. With over four years of experience as a social skills coach, Emmalyne is highly skilled in facilitating evidence-based programs, including Secret Agent Society and PEERS. Her warm and friendly nature helps children and teens feel supported, confident, and engaged as they develop important social and emotional skills.



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