

# WESTMEAD FEELINGS PROGRAM 1

Let me show you  
how I feel

## Online program



**The Westmead Feelings Program is designed to teach children the skills to be able to:**  
The Westmead Feelings® Program is a neuro-affirming, evidence-based program that supports autistic children aged 6 - 8 years and autistic children with mild intellectual disability aged 8-12 years to recognise emotions, understand what they mean, and learn practical ways to manage big feelings.

The program also supports parents and caregivers with strategies to help children use these skills in everyday life — at home, at school, and in the community. The program is grounded in research on emotional intelligence and emotional competence and is tailored to suit each child's individual learning needs. WFP engages children by using evidence based practises including social script videos, video modelling, visual prompts and role-plays to build their social emotional skills.

### What does the program involve?

There are 3 modules delivered over three school terms.

**Module 1 - Understanding emotions**

**Module 2 - Problem solving and perspective taking**

**Module 3 - Managing emotions**

### What skills children learn

**Understanding and recognising emotions**

**Measuring intensity of emotions**

**Recognising face, voice and body signals associated with different feelings**

**Perspective taking**

**Problem solving**

**Emotion coaching for parents and teachers**

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[hello@thesocialskillshub.com.au](mailto:hello@thesocialskillshub.com.au)  
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# WESTMEAD FEELINGS PROGRAM 1 OVERVIEW

Module	Participant	Content
<b>Module 1: Understanding emotions</b>	Parent/teacher Session 1	Emotion coaching
	Child Session 1	<ul style="list-style-type: none"> <li>• Introductions to each other and the program</li> <li>• "Good" and "not-so-good" feelings</li> </ul>
	Child Session 2	<ul style="list-style-type: none"> <li>• Introduction to the Feelings Strength Bar</li> <li>• Learning about the feeling "happy" (and different intensities of the feeling)</li> </ul>
	Child Session 3	<ul style="list-style-type: none"> <li>• Learning about the feeling "sad"</li> </ul>
	Child Session 4	<ul style="list-style-type: none"> <li>• Learning about the feeling "worried"</li> </ul>
	Child Session 5	<ul style="list-style-type: none"> <li>• Learning about the feeling "angry"</li> </ul>
	Parent/teacher Session 1	<ul style="list-style-type: none"> <li>• Practising emotion coaching</li> <li>• How children express emotion</li> <li>• Using a communication book</li> </ul>

Module	Participant	Content
<b>Module 2: Problem solving and perspective taking</b>	Parent/teacher Session 1	Emotion coaching to support: <ul style="list-style-type: none"> <li>• Structured problem solving</li> <li>• Visual perspective taking</li> <li>• Recognition of emotion through body cues</li> </ul>
	Child Session 1	<ul style="list-style-type: none"> <li>• Structured problem solving</li> </ul>
	Child Session 2	<ul style="list-style-type: none"> <li>• Body signs for different feelings (the face)</li> <li>• Visual perspective taking (people can have different feelings in the same situation)</li> </ul>
	Child Session 3	<ul style="list-style-type: none"> <li>• Body signs for different feelings (the body)</li> <li>• Visual perspective taking</li> </ul>
	Child Session 4	<ul style="list-style-type: none"> <li>• Body signs for different feelings (the voice)</li> <li>• Visual perspective taking</li> </ul>
	Child Session 5	<ul style="list-style-type: none"> <li>• Body signs for different feelings</li> <li>• Combined perspective taking and problem solving</li> </ul>
	Parent/teacher Session 1	<ul style="list-style-type: none"> <li>• Emotion coaching to support:</li> <li>• Structured problem solving</li> <li>• Visual perspective taking</li> <li>• Recognition of emotion through body cues</li> </ul>

Module	Participant	Content
<b>Module 3: Managing emotions</b>	Parent/teacher Session 1	<ul style="list-style-type: none"> <li>• Emotion coaching and the Feelings Control Kit</li> <li>• Emotion regulation</li> </ul>
	Child Session 1	<ul style="list-style-type: none"> <li>• Introduction to the Feelings Control Kit</li> <li>• Strategies for managing feeling sad</li> </ul>
	Child Session 2	<ul style="list-style-type: none"> <li>• Strategies for managing feeling worried</li> </ul>
	Child Session 3	<ul style="list-style-type: none"> <li>• Strategies for managing feeling angry</li> </ul>
	Child Session 4	<ul style="list-style-type: none"> <li>• Using the Feelings Control Kit to manage not-so-good feelings</li> </ul>
	Child Session 5	<ul style="list-style-type: none"> <li>• Program review</li> <li>• Program closure and celebration</li> </ul>
	Parent/teacher Session 1	<ul style="list-style-type: none"> <li>• Program review</li> </ul>

Module	Participant	Content
<b>Booster Session</b>	Parent/teacher	<ul style="list-style-type: none"> <li>• Review of emotion coaching</li> </ul>
	Child	<ul style="list-style-type: none"> <li>• Review of full program</li> </ul>

# WESTMEAD FEELINGS PROGRAM

## How to get involved

Complete our online form or email us at [hello@thesocialskillshub.com.au](mailto:hello@thesocialskillshub.com.au)  
Our team will contact you to arrange an initial pre-group assessment where we will discuss individual goals.

## What is included?

Once eligible, your small group training program will include:

- 15 child sessions (approx. 90 minutes each) online
- 6 parent/carer sessions online
- 6 teacher/therapist sessions
- progress summary report
- child, parent and teacher workbooks



## What can I expect during the program

Families attend fortnightly sessions that include both child, parent and teacher components, ensuring skills are explicitly taught and consistently supported across home, school and community contexts.

Each family receives a Westmead Feelings Program kit, which includes structured workbooks and visual materials designed to reinforce concepts and support ongoing practice between sessions.

Children are introduced to each new skill through explicit social-script videos, followed by video modelling using child actors who demonstrate: emotional identification, emotional regulation strategies, problem-solving skills, perspective-taking.

Facilitators explicitly model each skill, providing clear, scaffolded instruction. Children then participate in guided role-plays, allowing for repeated practice with in-the-moment coaching and feedback to support skill generalisation.

Visual supports and prompts are embedded throughout all modules to enhance comprehension, predictability, and engagement. Sessions also include structured movement breaks and games, supporting regulation and sustained attention.

At the conclusion of each session, families are provided with take-home practice tasks, enabling children to consolidate skills and apply them in real-world settings with adult support.

# WESTMEAD FEELINGS PROGRAM

## Cost

Contact us for your detailed personalised quote.

## 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, and the Westmead Feelings Program.

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.





## WESTMEAD FEELINGS PROGRAM

### Does the Westmead Feelings Program (WFP) align with NDIS support categories?

WFP supports participants in achieving their social, emotional, and behavioural goals related to the NDIS. 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, and relationship status; mental health; criminal justice contact; and general well-being outcomes later in life.

#### **WFP builds capacity in the following areas:**

- Understanding and recognising emotions
- Measuring intensity of emotions
- Recognising face, voice and body signals associated with different feelings
- Perspective taking
- Problem solving

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 WFP provides for children.

# WESTMEAD FEELINGS PROGRAM 1 or 2?

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## Which program is best for my child?



	Westmead Feelings Program 1	Westmead Feelings Program 2
<b>Target Age</b>	<ul style="list-style-type: none"> <li>6-8 years old without intellectual disability</li> <li>8-12 years old with mild intellectual disability</li> <li>children with other developmental delays</li> </ul>	<ul style="list-style-type: none"> <li>8-14 years old</li> </ul>
<b>Who is the program for?</b>	<ul style="list-style-type: none"> <li>autistic or suspected autistic with mild intellectual disability</li> <li>children who need extra support with understanding emotions at a foundational level</li> </ul>	<ul style="list-style-type: none"> <li>autistic or suspected autistic with no intellectual disability</li> <li>children ready to build on existing skills and develop deeper emotional insight</li> </ul>
<b>Language and literacy levels</b>	<ul style="list-style-type: none"> <li>limited language skills</li> <li>early/pre-literacy skills (approximately foundation or kindergarten level)</li> <li>able to draw simple pictures</li> <li>able to pay attention for a few minutes at a time</li> </ul>	<ul style="list-style-type: none"> <li>basic literacy skills required</li> <li>able to read, write and engage with written tasks</li> <li>able to pay attention for 10-15 minutes at a time</li> </ul>
<b>Learning style</b>	<ul style="list-style-type: none"> <li>highly visual and concrete</li> <li>simplified language</li> <li>slower pace, more repetition</li> </ul>	<ul style="list-style-type: none"> <li>working towards more abstract thinking</li> <li>increased discussion and reflection</li> <li>faster pace with more independence</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>foundational emotional skills</li> <li>basic emotion recognition and regu</li> </ul>	<ul style="list-style-type: none"> <li>more advanced emotional understanding</li> <li>deeper exploration of thoughts, feelings and perspectives</li> </ul>

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