



## WESTMEAD FEELINGS PROGRAM

Let me show you  
how I feel



## Term Two 2026 - 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 and those with interpersonal differences 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.

### What does the program involve?

There are 3 modules delivered over three school terms.

**Module 1 - Understanding emotions**

**Module 2 - Understanding others' emotions/emotional problem-solving**

**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**

**Register NOW:**

**[hello@thesocialskillshub.com.au](mailto:hello@thesocialskillshub.com.au)**

**ph 0483 901 819**

# 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.

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## 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.





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## 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 2 OVERVIEW

Module	Participant	Content	Date
<b>Module 1: Understanding emotions</b>	Parent/teacher Session 1	Emotion coaching Telling "FIBS" How children express emotion	Sat 23 <sup>rd</sup> May @ 12:30pm EST
	Child Session 1	<ul style="list-style-type: none"> <li>• Introductions to each other and the program</li> <li>• Different names for feelings</li> <li>• Body signs for feelings</li> </ul>	Sat 30 <sup>th</sup> May @ 2:30pm EST
	Child Session 2	<ul style="list-style-type: none"> <li>• Introduction to the Feelings Strength Bar</li> <li>• Learning about the feeling "happy"</li> </ul>	Sat 13 <sup>th</sup> June @ 2:30pm EST
	Child Session 3	<ul style="list-style-type: none"> <li>• Learning about the feeling "sad"</li> </ul>	Sat 27 <sup>th</sup> June @ 2:30pm EST
	Child Session 4	<ul style="list-style-type: none"> <li>• Learning about the feeling "worried"</li> </ul>	Sat 11 <sup>th</sup> July @ 2:30pm EST
	Child Session 5	<ul style="list-style-type: none"> <li>• Learning about the feeling "angry"</li> </ul>	Sat 25 <sup>th</sup> July @ 2:30pm EST
	Parent/teacher Session 2	<ul style="list-style-type: none"> <li>• Practising emotion coaching using FIBS</li> <li>• How children express emotion</li> <li>• Using a communication book</li> </ul>	Sat 8 <sup>th</sup> Aug @ 2:30pm EST

Module	Participant	Content	Date
<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 (PEACE CAR)</li> <li>• Encouraging helpful thinking</li> <li>• Theory of Mind and perspective taking</li> </ul>	Sat 29 <sup>th</sup> Aug @ 2:30pm EST
	Child Session 1	<ul style="list-style-type: none"> <li>• Structured problem solving (PEACE CAR)</li> </ul>	Sat 12 <sup>th</sup> Sept @ 2:30PM EST
	Child Session 2	<ul style="list-style-type: none"> <li>• The relationship between thoughts and feelings</li> <li>• Helpful and unhelpful thoughts</li> </ul>	Sat 26 <sup>th</sup> Sept @ 2:30pm EST
	Child Session 3	<ul style="list-style-type: none"> <li>• What others think and feel: Knowing through seeing</li> </ul>	Sat 10 <sup>th</sup> Oct @ 2:30pm EST
	Child Session 4	<ul style="list-style-type: none"> <li>• What others think and feel: Knowing through hearing</li> </ul>	Sat 24 <sup>th</sup> Oct @ 2:30pm EST
	Child Session 5	<ul style="list-style-type: none"> <li>• What others think and feel: Knowing through experiencing</li> </ul>	Sat 7 <sup>th</sup> Nov @ 2:30pm EST
	Parent/teacher Session 2	<ul style="list-style-type: none"> <li>• Emotion coaching to support:</li> <li>• Structured problem solving (PEACE CAR)</li> <li>• Encouraging helpful thinking</li> <li>• Theory of Mind and perspective taking</li> </ul>	Sat 21 <sup>st</sup> Nov @ 2:30 pm EST

Module	Participant	Content	Date
<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> </ul>	Sat 23 <sup>rd</sup> Jan 2027 @ 2:30pm EST
	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>	Sat 30 <sup>th</sup> Jan 2027 @ 2:30pm EST
	Child Session 2	<ul style="list-style-type: none"> <li>• Strategies for managing feeling worried</li> </ul>	Sat 13 <sup>th</sup> Feb 2027 @ 2:30pm EST
	Child Session 3	<ul style="list-style-type: none"> <li>• Strategies for managing feeling angry</li> </ul>	Sat 27 <sup>th</sup> Feb 2027 @ 2:30pm EST
	Child Session 4	<ul style="list-style-type: none"> <li>• Using the Feelings Control Kit when worry becomes anger</li> </ul>	Sat 13 <sup>th</sup> Mar 2027 @ 2:30pm EST
	Child Session 5	<ul style="list-style-type: none"> <li>• Program review</li> <li>• Program closure and celebration</li> </ul>	Sat 3 <sup>rd</sup> Apr 2027 @ 2:30pm EST
	Parent/teacher Session 2	<ul style="list-style-type: none"> <li>• Program review</li> </ul>	Sat 17 <sup>th</sup> Apr 2027 @ 2:30pm EST

Module	Participant	Content	Date
<b>Booster Session</b>	Parent/teacher	<ul style="list-style-type: none"> <li>• Review of emotion coaching</li> </ul>	Sat 17 <sup>th</sup> Jul 2027 @ 2:30pm EST
	Child	<ul style="list-style-type: none"> <li>• Review of full program</li> </ul>	Sat 31 <sup>st</sup> Jul 2027 @ 2:30pm EST