

Supporting children who have experienced trauma

**Interactive online session
Thursday, 22 April 2021**

**Presenters: Kate Headley and
Dan Moss**

**Emerging
Minds.**

**National Workforce
Centre for Child
Mental Health**





Acknowledgement

We recognise the land on which we meet today and pay respect to Aboriginal and Torres Strait Island Peoples, their ancestors, the elders past, present and future from the different First Nations across this country.

We acknowledge the importance of connection to land, culture, spirituality, ancestry, family and community for the wellbeing of all Aboriginal and Torres Strait Islander children and their families.

Event objectives



- Consider the key messages that underpin supportive and engaging practice with children who have experienced trauma
- Explore the five practitioner perspective shifts which can help your work with children who have experienced trauma
- Discuss the five stages of engagement with children which help develop engaging and trusting relationships where disclosures become more possible and supported
- To gather information about your practice experience in work with children who have experienced trauma
- To gather information about future trauma course content that will most help you in your work with children

Key messages



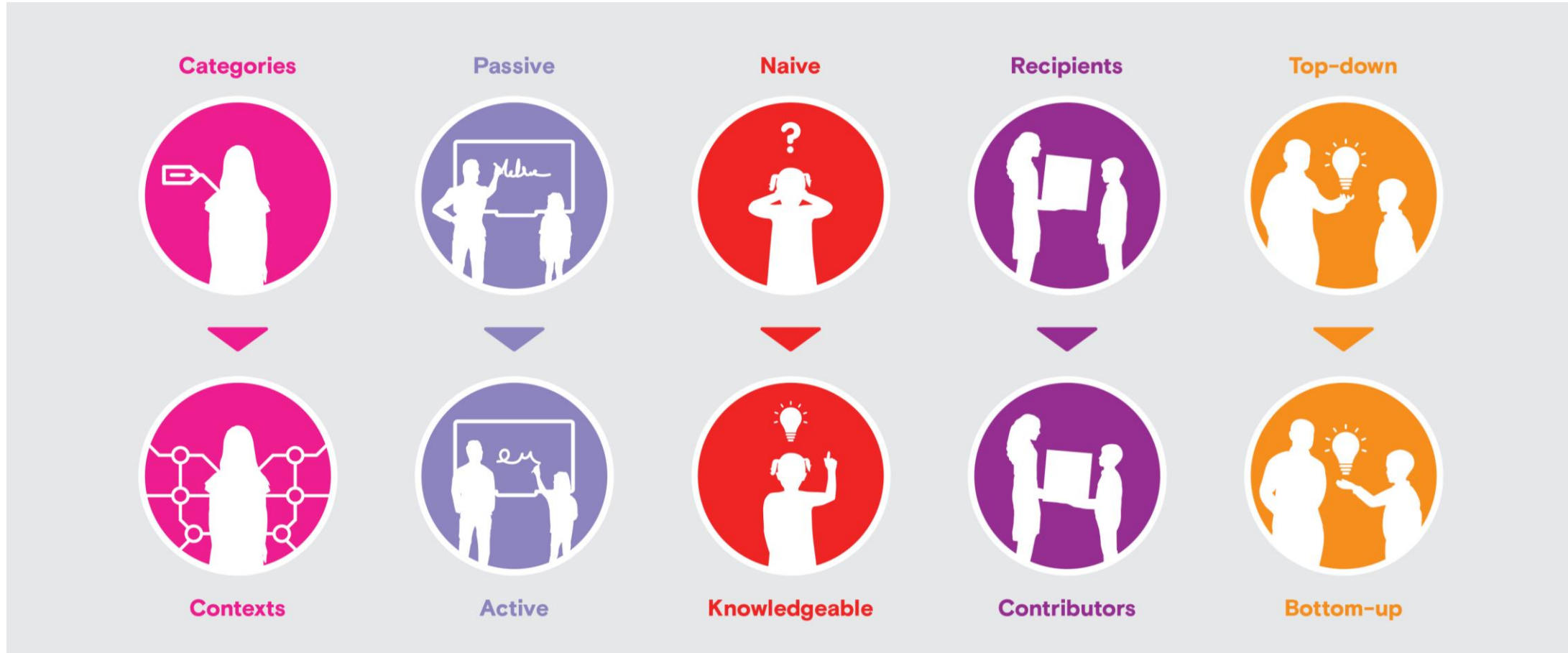
- Initial engagement is key - providing messages that have the child feel like they can trust the practitioner
- An understanding of how children's experiences of trauma affects their behaviour and communication in their engagement with you
- Much of the skill in this work needs to be demonstrated before/or as a prerequisite to discussing the details of trauma
- Tension between establishing rapport and establishing intent and purpose of engagement
- Communication as behaviour
- Giving the child a place to stand in contrast to interpersonal trauma

Charlie

- It is all my fault
- I am a bad kid
- I have let my parents down
- My dad gets mad because I am weak/lazy/stupid
- The violence only started because I asked for it
- I must have something wrong with me
- I have to keep what is happening a secret
- I can't tell the practitioner what happened to me because they won't believe me/ will think it's my fault/ will be really upset/ will think I am a freak.



Module One: The five practice shifts

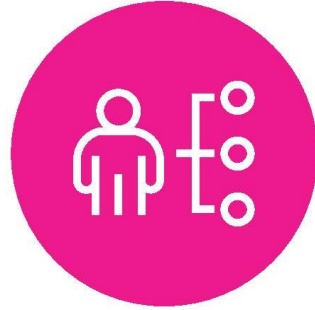


Module Two: The five stages of engagement



Beginning a conversation:

Providing clear messages about your intentions to centre the child in all stages of engagement



Develop intent and purpose:

Negotiating the intent and purpose of your engagement by providing clear choices to children and being transparent about what you know about their story.



Giving the child a place to stand in relation to trauma:

Helping children get clear about the values that are important to them and how they demonstrate these in their own lives



Noticing resilience and protest:

Help children to notice the stories of protest and resilience in their own lives and how they have stood up to unfairness or injustice.



Checking in with the child:

Regularly review progress with a child while developing a relationship of reciprocity, which gives the child a voice in the decisions that affect their lives.

Module Two: The five stages of engagement



Link here: <https://drive.google.com/file/d/1g02B7r3QXWW9GfXtBzlwRVFTzevd1tnM/view>

Discussion time

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Supporting resources



eLearning

- <https://learning.emergingminds.com.au/course/supporting-children-who-have-experienced-trauma>

Webinars

- <https://emergingminds.com.au/resources/practice-skills-of-working-with-children-who-have-experienced-trauma/>

Resources

- [Engaging children and parents affected by child sexual abuse - Emerging Minds](#)
- [Aboriginal children and the effects of intergenerational trauma - Emerging Minds](#)
- [Collaborative practice in child and family welfare: Building practitioners' competence - Emerging Minds](#)
- [The effects of trauma on children's mental health webinar - Emerging Minds](#)
- [The effects of adverse experiences on children webinar - Emerging Minds](#)

Supporting resources

Podcasts

- [Podcast | Supporting children with complex trauma 1 - Emerging Minds](#) Interview with Kate Headley
- [Podcast | Supporting children with complex trauma 2- Emerging Minds](#) Interview with Kate Headley
- [An interview with Resilience - Emerging Minds](#)
- [An interview with Shame - Emerging Minds](#)
- [An interview with Secrecy - Emerging Minds](#)
- [Supporting children through understanding regulation - part 1 - Emerging Minds](#) – An interview with Ben Rogers
- [Supporting children through understanding regulation - part 2 - Emerging Minds](#) – An interview with Ben Rogers

Supporting resources

Papers

- [Workforce Development Framework - Emerging Minds](#) October 2019
- [Making use of practitioners' skills to support a child who has been sexually abused - Emerging Minds](#) Sophie Guy, June 2020
- [Supporting children's participation through shared decision-making in child mental health care - Emerging Minds](#) Michele Hervatin, August 2020
- [An overview of child participation: Key issues for organisations and practitioners - Emerging Minds](#) Nicole Paterson and Cathryn Hunter, August 2020
- [Working and walking alongside First Nations children and young people – a practical guide for non-Aboriginal workers - Emerging Minds](#) Judy Atkinson, Margaret Hayes & Carlie Atkinson, May 2020

Thank you

Slides: A recording of today's session and the presenters slides will be emailed to all participants in the coming weeks. This includes a list of further resources.

Next session: Our next session is on Thursday, 27 May. It will take a deeper dive into our latest online learning suite, Engaging Children. Keep an eye-out in our newsletter for further details and to register: www.emergingminds.com.au/subscribe

Emerging Minds would like to thank the many practitioners from across the country who have contributed to the supporting children who have experienced trauma course, and who continue to work with us on all of our of our content.

Emerging Minds would also like to acknowledge the significant contribution of our child and family partners who contributed their lived experience with such generosity and wisdom throughout the development of the supporting children who have experienced trauma. Emerging Minds acknowledges the contribution of all of our child and family partners in supporting practice which improves children's mental health.