

# Emerging Minds.

National  
Workforce  
Centre for Child  
Mental Health

## Trauma-informed care: Resources to build knowledge and support practice



Emerging Minds offers a range of free, easy-to-use tools to support practitioners working with children and families. Get started with the resources below, or visit our website to find out more [www.emergingminds.com.au](http://www.emergingminds.com.au).



### e-Learning courses

**Understanding child mental health** – explores mental health for children aged 0–12 years and will help practitioners to identify factors that support positive mental health in children.

**The impact of trauma on the child** – introduces learners to key understandings about trauma and adversity, and their impact on children.

**Supporting children who have experienced trauma** – this course aims to use trauma-informed practice to study the detail and skills of therapeutic engagement, from working with a child who may be reluctant to engage, to identifying and making use of their resilience and strengths to help them move past self-blame and hopelessness.

**Intergenerational mental health** – designed to support professionals who work with children or parents to apply the three elements of an ‘intergenerational lens’ in their work, to positively influence the parent-child relationship and children’s mental health.

Want to jump into more courses? Find out more about the [Emerging Minds Learning pathways](#).



### Webinars

**The effects of trauma on children’s mental health** – presenters discuss the effects of trauma on children’s mental health using a case study from Emerging Minds Learning.

**Supporting children’s mental health after trauma** – an interdisciplinary panel discuss the impacts of trauma and adversity on the developing brain and describe preventative approaches to reduce the risk of mental health concerns.

**Practice skills of working with children who have experienced trauma** – a guest panel describe the skills practitioners can use to engage children who have experienced trauma and the therapeutic theories that underpin these skills.

**Aboriginal children and the effects of intergenerational trauma** – a guest panel explore the effects of intergenerational trauma on Aboriginal and Torres Strait Islander children and families, outline current research on the importance of cultural competence, and discuss examples of organisational and individual practice to build trust and collaboration.



## Practice papers

**[Making use of practitioners' skills to support a child who has been sexually abused](#)** – this paper draws attention to the issue of child sexual abuse (CSA), highlights the skills all practitioners have that can support children and the key principles that can support practice when working with CSA.

**[Working and walking alongside First Nations children and young people – a practical guide for non-Aboriginal workers](#)** – to fully understand the lives and circumstances of First Nations families, it is necessary to understand and accept the impacts of trauma across generations, without judgement, but with clear insight and intention to use your skills and capacities for healing.

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## Fact sheets

Trauma reactions and signs that may indicate further assistance is required in children aged **[0-24 months](#)**, **[2-4 years](#)**, and **[5-12 years](#)**.

**[Talking to children and young people about trauma](#)** – information about talking to children about trauma, particularly interpersonal trauma.

**[The perinatal period: trauma and families](#)** – information about the perinatal period (pregnancy through to 12 months old).

**[Supporting Recovery from Trauma – Refugee and Asylum Seeker Children](#)** – information about supporting recovery from trauma in refugee and asylum seeker children.

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## Podcasts

Supporting the communication needs of children with complex trauma – **[part 1](#)** and **[part 2](#)** – explore the role of speech pathology in supporting children who've experienced complex trauma and the role of speech pathology in a multidisciplinary complex trauma service.

**[A polyvagal approach to working with trauma](#)** – guest psychiatrist discusses how neurobiological understanding of trauma shapes the way she works with children with significant trauma histories.

**[Unravelling intergenerational trauma](#)** – explore the evolutionary and attachment origins of relational trauma as well as therapeutic practices that support healing of distressing parent-child relationships.

**[Culturally informed trauma-integrated healing practice – part 1](#)** and **[part 2](#)** – guests share information, concepts, practical skills and suggestions that can support mainstream professionals working with First Nations children, young people and their families/communities.

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## Research highlights

**[The interaction between trauma and sleep in children and adolescents](#)** – traumatic experiences and sleep problems are both common in children and adolescents, however their relationship with each other is often overlooked in clinical care.

**[The link between childhood trauma and mental health: A transdiagnostic model](#)** – this opinion piece published by researchers in BMC Medicine proposes a model of transdiagnostic mechanisms to “explain the strong links between childhood trauma and psychopathology”.

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## Toolkits

**Community Trauma Toolkit** – Grouped by audience, this toolkit offers resources developed to support children and families during all stages of a natural disaster or traumatic event.

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## Videos

**What is Trauma and Adversity?** – this short video describes what are traumatic events and experiences, and how these and adversity can impact on children's mental health.

**The Healing Foundation – intergenerational trauma animation** – explanation of where intergenerational trauma comes from and how it is impacting on Aboriginal and Torres Strait Islander communities.

**Understanding trauma** – video produced by KidsMatter together with the Australian Child and Adolescent Trauma, Loss and Grief Network.

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