



HippyAustralia

Families Learning Together

HIPPY Australia bushfire trauma package

This package has been developed by HIPPY Australia to support HIPPY sites (providers) and communities who have been both directly and indirectly impacted by the 2019/2020 Australian bushfire crisis. HIPPY Australia have provided directly affected HIPPY sites with some additional funding to support them through the recovery phase.

The aim of the Bushfire Trauma Package is to provide HIPPY sites with a general understanding on the impacts of trauma on children, families and communities. Strategies have been suggested to support HIPPY sites to continue to strengthen and foster safe relationships with HIPPY families and communities who have been impacted by trauma. HIPPY Australia have also identified strategies and are committed to support HIPPY sites during the bushfire crisis. A list of current (February 2020) available bushfire and trauma resources and services have been provided to support sites with information and referrals.

There are a number of sites who have not been directly affected by the bushfires, however HIPPY Australia acknowledges that the HIPPY program supports children and families experiencing vulnerability and hardship and we hope that the package is a valuable resource.



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Understanding Trauma and How to Support Families and Children

What is trauma?

Trauma is an experience (single or ongoing) that overwhelms our capacity to cope. It is generally unexpected, involves a perceived threat to survival, and is (feels) outside of one's control. Trauma is unique to each individual, so triggers, responses, and symptoms can vary immensely.

What are the different types of trauma?

Single trauma (acute trauma): An often overwhelming and painful single incident like a natural disaster, car accident, or other personal traumatic event that threatens a person's life or safety, or the lives of those around them. Such incidents might significantly impact on a person, leaving them with many questions about safety and control over their life.

Complex trauma: Refers to exposure to multiple, repeated, prolonged and/or varied traumatic experiences such as family violence, and includes all forms of child abuse including sexual abuse and neglect. This type of violence is often interpersonal, planned, and the impact on the individual is likely to be severe. As a result, individual challenges around shame, trust, self-esteem, identity, and emotion regulation may occur impacting health, wellbeing, relationships, and daily functioning.

Development trauma: This occurs during the crucial stages of brain and child development where there has been early separation, loss, abuse, neglect, or where a child has been forced to live with family violence or experiences of high parental conflict. Development trauma can impair and splinter a child's development.

Intergenerational trauma: In some cases, trauma is passed from one generation of survivors to the next through either direct experience of the trauma and/or from seeing and/or hearing about it through family members via family habits and behaviours.

Transgenerational trauma: This type of trauma is passed between or across generations and may occur without one directly experiencing it. Instead it is transmitted through a parent who has experienced trauma via post-traumatic stress disorder symptoms. Examples of transgenerational trauma are the impacts of Colonisation, Stolen Generation and the Holocaust.

Vicarious trauma: Refers to exposure to traumatic material (second-hand) through empathetic responses. Workers who support families and children who have been impacted by trauma are at risk of experiencing vicarious trauma.

What are common responses to trauma?

- Physical symptoms such as stomach aches, palpitations, trembling and sweating.
- Psychological symptoms such as aggression, negative behaviour, confusion, excitement and panic.
- Flashbacks and recurrent thoughts.
- Anxiety, depression, stress or symptoms of PTSD.
- Mood swings—deep emotions including, shock, confusion, numbness or negativity.
- Emotionally intrusive thoughts, suicidal thoughts etc.
- Guilt, shame etc.
- Sleep disturbances, frequent waking and nightmares
- Poor concentration.

How trauma impacts families and children (Brain, Body, Emotion, Behaviour, Memory, Learning)

Brain:

- Trauma is stored as fragmented information (sensory input) and held in the subcortical (bottom half) area of the brain. The information stored can be triggered by sensory inputs or memories, which can cause the individual to have ‘flashbacks’ making them feel like they are experiencing the traumatic event all over again.
- During a traumatic experience, or when triggered, the amygdala, (the smoke detector part of the brain) enlarges, signalling the body to respond with a survival-based response.
- Trauma can reduce the capacity of the brain to be adaptable and flexible when responding to different situations and contexts. Due to this, individuals may react impulsively and inappropriately, without understanding or being able to explain why.
- Stress hormones (adrenaline and cortisol) are released, impacting memory and cognitive functioning. Due to this, many find it difficult to recall or make sense of the traumatic experience. In this state, it may be challenging to follow instructions or use logic and reasoning, and therefore may be unable to understand or engage in consequences for their (often inappropriate, trauma-based) behaviours.
- Trauma can alter children’s developmental trajectories. Trauma can slow down or even stop children’s development beyond the stage they had reached when the trauma first occurred.

Body:

- When experiencing a traumatic event or a perceived threat, our bodies move towards survival-based responses i.e. fight, flight and freeze response.
- Our autonomic nervous system keeps us safe by scanning the environment for safety. If the environment is unsafe, our nervous system will tell our body to respond in a state of hyperarousal or to shutdown (hypoarousal).
- Bodies can become frozen in time and might continue to react in ways learnt to keep safe (survival mode).
- Auditory systems can become impaired because it is focused on listening for sounds that may indicate threat.

Behaviour:

- Trauma-based behaviors can be categorised by:
 - Survival behaviours (fight, flight and freeze responses);
 - Comfort-seeking behaviours (clinginess or dependence on patterns and routines aimed at self-soothing); or
 - Protective behaviours (responses that are self-protective when a threat is perceived).
- Trauma-based behavior (appropriate or inappropriate) is generally used to keep the individual safe from real or perceived danger.
- Trauma-based behaviour can be activated due to change, unpredictability, increasing levels of stress, sensory stimulation within the environment, and negative thoughts.
- Any change, positive or negative, can be perceived as a threat that can trigger a significant trauma response which overwhelms the individual.

Emotion:

- Trauma can disrupt individual’s capacity to manage and regulate their emotions.
- Trauma can disconnect individuals from their feelings and impact emotional literacy (cannot name, describe, or manage their feelings).
- Feelings can be experienced as big and overwhelming, leaving individuals confused, fearful, and reluctant to seek support.
- Anger is often used as a trauma response behaviour. This can serve to mask feelings of shame, sadness, distress, uneasiness, confusion, and frustration.

Arousal/Attention:

- Ongoing trauma can cause the brain-body system to become stuck in a hypervigilant state. Therefore, the individual is constantly scanning the environment for threat.
- Disassociation—in this state, a person may seem distanced from events around them or vague. They might look like they have ‘zoned out’ or day dreaming and appear ‘unreachable’. They often do not know how they are feeling resulting in gaps in focus, memory and learning.

Memory:

- Memories of the trauma are stored as isolated images, bodily sensations, smells and sounds that are separate from other everyday experiences.
- When these trauma memories are triggered, it is difficult for the individual to make sense of the present experience, instead they feel they are reliving the traumatic experience all over again. Therefore, they may not know why they have been triggered or what has triggered them, and their response will usually be well beyond their control.
- Trauma can impact memory systems. Therefore, an individual’s capacity to remember even the easiest of instructions will be compromised.

Learning:

- When experiencing trauma or a perceived threat, cognitive abilities shutdown—therefore it is challenging for individuals to focus on tasks, learn new things, or remember/recall information.
- Due to the individual being on high alert (arousal) and constantly scanning for danger they will not be focused on what is occurring in the present and will find it difficult to concentrate.
- On the surface, dissociative children may not exhibit any behavioural issues due to their anguish being internalised. This puts them at risk as students may not receive the learning support they need due to giving the appearance of managing their environment despite their inner struggles. This places them at high risk of falling through the gaps where symptoms remain unchecked.

Strategies to support families who have been impacted by trauma:

- Establish and build safe, supportive and predictable relationships and routines.
- Role model safe and respectful relationships.
- Do not promise things that you cannot commit to or follow through with.
- Provide a safe environment and avoid punitive measures for trauma responses.
- Be predictable and repetitive in your contact with families.
- Encourage and support families to avoid excessive use of stimulants, especially caffeine and nicotine.
- Encourage and support families to avoid excessive use of drugs and alcohol.
- Encourage and support families to maintain a normal routine as much as possible (e.g. return to work or school as soon as possible etc).
- Encourage and support families with self-care strategies (e.g. balancing healthy eating, exercise and relaxation time).
- Provide families with time, support, and information so they can make informed decisions.
- Encourage and support families with referrals to other services that best suit their current needs and who specialise in trauma.
- Include families in positive community-based activities.

Resources for families to support children who have been impacted by trauma:

- Encourage and support parents/carers to find regulation strategies for themselves. This will help them with regulating their children.
- Encourage and support families to identify strategies to help their children regulate (please see additional handout).
- Highlight the importance of self-care for parents/carers who are supporting children experiencing trauma.
- Encourage families to repair their relationships and reconnect with their children when there has been rupture.
- Encourage and support parents in understanding that all behavior has meaning and is communicating a need.
- Support families with referrals and encourage them to engage in interventions which enhance parental reflective functioning (i.e. parenting programs such Bringing Up Great Kids, Circle of Security, Tuning into Kids/Teens, Zones of Regulation etc.)
- Support families in understanding that their child's chronological age and their developmental age may be different and that's okay. When a child is helped to feel completely safe in their relationships and various environments, learning will reoccur, and this gap will start to close.
- Support and encourage families to notice what the child does well and offer behaviour specific praise.
- Support and encourage families to set boundaries and have good routines.
- Support and encourage families to understanding the importance of reading and playing with their child (enjoy quality time and connection).
- Support and encourage families to continue with positive family rituals.
- Refer families to support services in your local area that specialise in supporting children who have been impacted by trauma.

How to support HIPPY families who have been impacted by trauma (trauma-informed practices)

- For trauma informed practices to be successful with families, both physical and emotional safety needs to be established.
- Focus on relationship building (for both families and Tutors) that is safe, supportive, respectful, empathetic, predictable and reliable.
- If possible try to develop an understanding of family context, history, culture without being intrusive and invasive
- Implement practices that minimise re-traumatisation.
- Be aware of the attention of Tutors, children and parents when they are dysregulated or under stress and understand that new learning and memory recall may be difficult
- Provide Tutors and families with enrichment on trauma. Utilise trauma experts or organisation in your local state/area.
- Have an understanding that due to children's chronological age and development age possibly being different, certain HIPPY workbooks/activities may need to be adapted or repeated regularly.
- Provide families and children with regulation strategies or sensory objects during group meetings and home visits.
- Know what support services are available in your local community for families and provide families with referrals that best meet their needs.
- Offer Tutors a safe space to debrief and be aware of vicarious trauma.
- Use Tutor Training funding to provide mental health training and accidental counselling.
- Organisations to provide all staff with trauma, child safety, and mandatory reporting training.



- Encourage safe, enriching, positive relationships with others and the broader community (for both Tutors and families).
- Be empathetic of trauma history, triggers, needs and desires of families and Tutors.
- Role model safe and respectful relationships
- Include families in positive community-based activities.
- Promote worker self-care.

How HIPPY Australia will support sites that have been impacted by the recent bushfires:

There has been some funding made available to the directly impacted sites.

If you are a HIPPY site that has been directly or indirectly impacted here are some other ways HIPPY Australia can offer support.

- Conversations with Line Managers, Coordinators, and Consultants about how HIPPY Australia can support delivery at the site.
- Update sites' Development Plans to support actions.
- Refer to the Trauma Package or Resources which are already available.
- Support sites to connect with other sites who have experienced similar trauma.
- Flexible working arrangements to be discussed and implemented.
- Encourage targeted trauma enrichment topics for Group Meetings and Tutor Trainings.
- If you require an extension for your October–December reporting period, please contact HIPPY Australia.
- Encourage sites to seek support using their organisation's EAP or by seeking external supervision (via a trauma specialist organisation).



Strategies to Support Regulation

Alerting For use when there are low states of alertness, energy or mood e.g. sad, bored, tired, unwell	Calming For use when in a heightened state of vigilance or elevated mood e.g. anxiety, stress, frustration, excitement, silliness, fear	Organising To help maintain a calm, happy state and level of arousal to assist with learning when focus may become compromised	General To encourage connection, playfulness, and joy
<ul style="list-style-type: none"> • Novelty fidget toys – BluTac, Playdough, Velcro • Doodling • Loud clapping • Loud, fast paced music • Drum, tap fingers • Jumping or skipping • Yawning • Scent—Strong, spicy • Sour sweets • Spicy food • Snapping elastic • Bright light • Fresh air • Cool room • Variable and unpredictable movement of high intensity • Activities such as running, karate, jumping on a large cushion etc 	<ul style="list-style-type: none"> • Routines • Rocking chair/glider/hammock • Massage chair • Warm shower • Cool face washer or a moistened wipe • Offer a cool drink/warm drink • Linear swinging • Weighted lap pad • Stroking an animal • Soft sensory plush toy • Watch flickering fire • Yoga/meditation/stretching • Gentle humming/singing • Diffuse calming essential oils -- e.g. lavender • Sucking sweet snacks • Warm room • A quiet area—reduce environmental distractions 	<ul style="list-style-type: none"> • Regular movement • Pushing or lifting – ‘heavy work’ • Using deep touch pressure • Erasing a whiteboard or chalkboard • Chewy, resistive and crunchy snacks • Blowing and sucking (sipper or straw bottles) • Weighted lap pads for students who are ‘on the go’ • Alternative seating – sit and move cushions • Alternative writing utensils for more sensory feedback • Using natural light • Deep breathing/yoga • Activity breaks • Brain breaks • Vibrations 	<ul style="list-style-type: none"> • Music—play appropriate background music • Dancing to music, moving the body, and finger play songs and rhymes • Doing animal actions • Singing familiar songs with or without music or using a singing bowl • Read a story • Give a hug • Ask them to draw you a picture • Ask them to help you with something they’re good at • Offer to do the task together

<ul style="list-style-type: none"> • Hunting for items in a rice bin 	<ul style="list-style-type: none"> • Bouncing ball games • Feeling your heartbeat (placing your hand on your heart and feeling the heartbeat) • Use breathing techniques to regulate, like whistles, bubbles, straws etc. • Orientating the senses e.g. what are three things you can see in the room • Scratch & sniff stickers • Offering sensory play—playdough, water play, gloop/slime • Offering support when the child is ready to seek comfort • Safe space for time alone—low light cubby house, egg chair etc. • Deep pressure with body parts or a cushion or weighted blanket • Calming bedtime rituals, body massage, warm bath • Progressive muscle relaxation • Mindfulness activities e.g. mindful eating i.e. chocolate, sour and crunchy foods • Hug a pillow/toy/object/soft plush toy • Listen to music through headphones 	<ul style="list-style-type: none"> • Headphones to block out sensory stimuli • Set up opportunities for success • Offer choices (no more than two) • Have a visual schedule • Talk about upcoming transitions ahead of time • Doodle • Use a fidget toy • Help someone else • Use a scratch art doodle pad • Shake up a snow globe and watch it settle • Look through a kaleidoscope • Periodic body scan meditation 	
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Trauma Support Resources and Services

Telephone Support Lines:

- [Beyond Blue](#)—1300 22 4636
- [Lifeline](#)—13 11 14
- [Headspace](#)—1800 650 890
- [Suicide Call Back Service](#)—1300 659 467
- [Parent line](#)—13 22 89
- [Kids Helpline](#)—1800 55 1800
- [Men's Line](#)—1300 789 978 -Telephone and online support, information and referral service for men.
- [MiNetworks](#)—1800 985 944 or go online.
Connects you to an experienced mental health worker to find information and support.

*** For additional support, contact your doctor or mental health professional

Online Support Services:

OnTrack is a free online treatment program that helps you self-manage your recovery from depression. It focuses on practical things you can do to make things better and helps you to set goals.

MoodGYM is an innovative, interactive web program designed to prevent depression. It consists of 5 modules, an interactive game, anxiety and depression assessments, downloadable relaxation audio, a workbook and feedback assessment.

[The Mental Health Association of Queensland](#) offers free online support services with a registered psychologist or social worker, accessed via online video chat.

Helpful Resources:

- [Australian Counselling Association](#) on 1300 784 333 to find a counsellor.
- [Australian Psychological Society](#) on 1800 333 497 to find a psychologist.
- [Lifeline service finder](#) to find other free or low-cost health and community services in your area.
- [Mental Health First Aid course](#) so you can help someone developing a mental health problem or in a mental health crisis.

Services and resources for families and professionals:

Information and support for families:

- Headspace
<https://headspace.org.au/friends-and-family/how-to-support-your-child-after-a-natural-disaster/>

Information and support services for family and friends supporting young people affected by a natural disaster

- Pregnancy, Birth & Baby
<https://www.pregnancybirthbaby.org.au/supporting-kids-through-a-natural-disaster>
- Trauma and Grief Network
<https://tgn.anu.edu.au/resource/disasters/>

The TGN offers resources to help caregivers understand and respond to the diverse needs of children and adolescents experiencing trauma, loss and/or grief.

- Queensland Government
<https://www.qld.gov.au/community/disasters-emergencies/recovery-after-disaster/support/family-relationships>
Explains the impact of natural disasters on families. Information around supporting children before, during, and after a natural disaster.
- Health Direct
<https://www.healthdirect.gov.au/natural-disasters>
Information on how to prepare and how to cope after a natural disaster.
- Phoenix Australia – Centre for Posttraumatic Mental Health
<https://www.phoenixaustralia.org/resources/>
A range of resources to help people in the immediate aftermath of a disaster such as floods or bushfires.

Information for supporting young people and learning

- Department of Education - Victoria 'Student Wellbeing Hub'
[https://studentwellbeinghub.edu.au/parents/resources/?audience\[\]=Parents&keywords\[\]=bushfire&utm_source=Email&utm_medium=email&utm_campaign=The%20impact%20of%20bushfires%202020](https://studentwellbeinghub.edu.au/parents/resources/?audience[]=Parents&keywords[]=bushfire&utm_source=Email&utm_medium=email&utm_campaign=The%20impact%20of%20bushfires%202020)
A space for educators, parents and students to build safe, inclusive and connected communities to promote wellbeing and learning.
- Australian Childhood Foundation
<https://professionals.childhood.org.au/app/uploads/2018/08/ACF325-Making-Space-For-Learning-Book-v4.pdf>
'*Making Space for Learning*'—A resource guide to assist schools to support children and young people to grow and develop at school.
- National Centre for Child Traumatic Stress—USA
<https://www.nctsn.org/what-is-child-trauma/trauma-types/disasters>
A range of *Child Trauma Toolkits and selected Resources for Educators*. Information around: self-care, facts and suggestions about trauma, and psychological and behavioural impact of trauma on children by grade level.
- The Heart of Learning and Teaching Compassion, Resiliency and Academic Success
<http://k12.wa.us/CompassionateSchools/HeartofLearning.aspx>
The Heart of Learning: Compassion, Resiliency, and Academic Success is a handbook written and compiled by the State of Washington Office of the Superintendent of Public Instruction and Western Washington University staff. It contains valuable information designed to assist educators daily as they work with students whose learning has been adversely impacted by trauma in their lives.

Articles:

Australian Children's Foundation

'9 Plain English Principles of Trauma Informed Care'

<https://professionals.childhood.org.au/prosody/2015/04/trauma-informed-care/>

Books

The Body Keeps the Score – Brain, Mind and Body in the Healing of Trauma

Dr. Bessel van der Kolk

Renowned trauma expert Bessel van der Kolk has spent over three decades working with survivors of trauma. In *The Body Keeps the Score*, he transforms our understanding of traumatic stress, revealing how it literally rearranges the brain's wiring—specifically areas dedicated to pleasure, engagement, control, and trust. He shows how these areas can be reactivated through innovative treatments including neurofeedback, mindfulness techniques, play, yoga, and other therapies. Based on Dr van der Kolk's own research and that of other leading specialists, *The Body Keeps the Score* offers proven alternatives to drugs and talk therapy—and a way to reclaim lives.

After the Storm: Healing after Trauma, Tragedy and Terror.

Kendall Johnson

Becoming A Superhero: A Book for Children Who Have Experienced Trauma.

Miri Bar-Halpern, illustrated by Magali Laitem,

Becoming A Superhero provides young children specific coping skills that will build their sense of resiliency and reduce PTSD symptoms. This book can be used both as prevention and intervention when working with children who have experienced a traumatic event. *Becoming A Superhero* is based on proven, research-based techniques such as psychoeducation about trauma and emotion identification, the development of coping skills and affect regulation, and mindfulness activities. These components are based on cognitive and behavioural interventions such as Trauma Focused Cognitive Behavioural Therapy, TARGET-Trauma, and Affect Regulation, and Dialectical Behavioural Therapy.

Becoming a Superhero includes bibliotherapy techniques that have been identified by research to help the book be more attractive and useful to children. A separate chapter provides methods of adapting this book to the child's developmental level and alternative skill-building activities. *Becoming a Superhero* is an excellent way to open a discussion between the therapist, the parent, and the child.



Bushfire Relief Support Resources and Services

For local up to date information on what is happening in your community:

- **Local emergency radio station or State Emergency apps or the National Bushfires app** (<https://bushfireblankets.com/bushfire-app.html>)—For current information about state-specific incidents and emergencies, listen to your local emergency radio station, Australian bushfires app or State Emergency apps for up to date information.
- **Contact your State’s Department of Health or Local Government**—For information on rainwater tanks.
- **Air quality**—For information about air quality and other impacts of a fire on the environment is available from localised apps and weather forecasts.

Helpful phone numbers:

- [Beyond Blue](https://www.beyondblue.org.au)—1300 224 636
- [Lifeline](https://www.lifeline.org.au)—13 11 14
- [Men’s Line](https://www.mensline.org.au)—1300 789 978
- [Headspace](https://www.headspace.org.au)—1800 650 890
- [Suicide Call Back Service](https://www.suicidecallback.com.au)—1300 659 467
- [Kids Helpline](https://www.kidshelpline.com.au)—1800 551 800
- [QLife](https://www.qlife.org.au)—1800 184 52
- [Save the Children](https://www.savethechildren.org.au)—1800 76 00 11

Resources and factsheets:

Beyond Blue has created a list for adults to help look after yourself after the fires:

<https://www.beyondblue.org.au/get-support/online-forums/ptsd-trauma/coping-with-bushfires>

Along with a bushfire resource pack for educators:

https://beyou.edu.au/bushfires-response?utm_source=sfmc&utm_medium=email&utm_campaign=BY_2020_BF&utm_term=link_resource_pack

ABC News also made a similar self-care list.

<https://www.abc.net.au/life/mental-health-and-trauma-care-after-australian-bushfire/11863202>

Talking Matters have made an info sheet on supporting children through fires with useful links, and simple stories for educators explaining fires to younger children:

<https://www.talkingmatters.com.au/about-us/resources/social-stories/bush-fire-handout>

The VCAA has **bushfire education modules** for 3-5-year olds

The Early Years bushfire education module is intended to support Early Childhood educators to introduce bushfires and related concepts to children between three and five years of age. The module is structured around the four themes of ‘Learning about bushfires’, ‘Preparing for bushfires’, ‘Responding to bushfires’ and ‘Recovering from bushfires’.

Under each theme is a series of downloadable lessons that explore key concepts through age-appropriate, sequenced, learning activities.



<https://www.bushfireeducation.vic.edu.au/early-years/early-years-landing-page.html>

Queensland Government [resources](#) for children which includes a [series of children's books](#)

Welcome to Birdie's Tree! Natural disasters like storms, cyclones, floods or fire can be very frightening and upsetting for babies and young children. Playing a therapeutic game or reading a story with a caring adult can help a young child work through the scary experiences and 'big feelings'. There's information for parents and carers too (which can be downloaded) on bushfires, droughts, cyclone etc.

<https://www.childrens.health.qld.gov.au/chq/our-services/mental-health-services/qcpimh/natural-disaster-resources/storybooks/>

<https://www.childrens.health.qld.gov.au/natural-disaster-recovery/>

Australian Childhood Foundation has downloadable resources to help support professionals working with families and children.

<https://professionals.childhood.org.au/resources/>

Emerging Minds has developed an educator resource to support children who have been impacted by bushfires.

<https://emergingminds.com.au/>

Services and support:

Australian Government: Department of Education—The Australian Government has announced a series of targeted initiatives to provide education and mental health support to children, families and communities affected by the 2019/2020 bushfire crisis.

<https://www.education.gov.au/support-bushfire-affected-communities>

Australian Government: Department of Human Services is offering support to families who have been directly impacted by the bushfires. Australian Government will provide an extra \$400 (a total of \$800) to families for each child aged under 16 that is eligible for the Australian Government Disaster Recovery.

<https://www.humanservices.gov.au/individuals/help-emergency>

Save the Children have established a child friendly spaces for evacuation centres. They provide a short-term space for children to play while the evacuation centre is open. Locations: Wagga Wagga, Bairnsdale, Albury, Taree, Adelaide Hills, Huon Valley, Townsville.

<https://www.savethechildren.org.au/Our-Stories/10-ways-to-help-kids-cope-in-a-crisis>

UNICEF Australia is working with partners to support children and their families affected by the devastating bushfire crisis, including: supporting immediate relief efforts through a back-to-school package for affected children in time for the new school year; supporting recovery by working with partners to provide access to psychosocial support for affected children; and contributing to rehabilitation efforts by convening appropriate forums to ensure children's voices shape future responses.

<https://www.unicef.org.au/appeals/bushfire-and-drought-response>

Australian Government: Department of Health—Australian Government Mental Health Response to Bushfire trauma can be found here.



<https://www.health.gov.au/health-topics/emergency-health-management/bushfire-information-and-support/australian-government-mental-health-response-to-bushfire-trauma>

Australian Government: Department of Agriculture—Bushfire Support and Information for Farmers, and Rural, Regional and Urban Communities.

<https://www.agriculture.gov.au/ag-farm-food/bushfires>

National Indigenous Australians Agency—Support to bushfire-affected communities.

<https://www.niaa.gov.au/support-bushfire-affected-communities>

Australian Government: Business Support—Help for Australian Bushfire Affected Businesses

<https://www.business.gov.au/news/bushfire-support>

Australian Psychological Society—Australian Bushfires 2020: Psychological Preparation and Recovery fact sheets and information

<https://www.psychology.org.au/Australian-bushfires-2020>

Australian Red Cross—Resources for Parents and Teachers of pre-school to year 12 students about important emergency preparedness and recovery information.

<https://www.redcross.org.au/get-help/emergencies/resources-about-disasters/resources-for-parents-and-teachers>

Dairy Australia—Support for Farmers Affected by Bushfires

<https://www.dairyaustralia.com.au/news-listing/support-for-farmers-affected-by-bushfires?id=32F2CA5BF7404BC692B6F7153FAF14B0>

AFCA- Australian Financial Complaints Commission—Bushfire disaster support

<https://www.afca.org.au/news/significant-events/bushfire-disaster-support/>

Additional Information and Resources:

Child-centred disaster risk reduction: can disaster resilience programs reduce risk and increase the resilience of children and households? (Ronan, Haynes, Amri, Towers, Alisic, Davie, Ireland & Petal 2016) Australian Journal of Emergency Management, Volume 31, Issue 3. pp. 49-58.

https://www.researchgate.net/publication/311260133_Child-centred_disaster_risk_reduction_Can_disaster_resilience_programs_reduce_risk_and_increase_the_resilience_of_children_and_households

Child friendly spaces: Protecting and supporting children in emergency response and recovery, (Stuart, Williams, Davie & Erwin 2014) Australian Journal of Emergency Management, Volume 29, Issue 1.

<https://search.informit.com.au/documentSummary;dn=828461723631303;res=IELAPA>

Looking after our children and young people in an emergency: Emergency Management Roundtable key findings and recommendations, April 2014 (Victorian Council of Social Services (VCOSS) 2014)

<https://vcoss.org.au/analysis/looking-after-our-children-and-young-people-in-an-emergency/>



Children aren't liabilities in disasters – they can help, if we let them (Eriksen, Amri, Towers, Calgareo, Richardson, Haynes & McKinnon 2018) The Conversation.

<http://theconversation.com/children-arent-liabilities-in-disasters-they-can-help-if-we-let-them-93794>

Gender and Disaster resources developed to support families affected by fires.

<https://www.genderanddisaster.com.au/>



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Australian Childhood Foundation 2020, *Professional Resources and Blog Pages*,
<https://professionals.childhood.org.au/resources/>

Australian Institute of Family Studies 2016, *Trauma-informed care in child/family welfare services*,
<https://aifs.gov.au/cfca/publications/trauma-informed-care-child-family-welfare-services/what-trauma-informed-care>

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