

# Support children and young people after a community trauma

Your early learning service or school is an important protective environment for supporting a child or young person's recovery after a community trauma.

## The educator's role

Educators play an important role in supporting recovery following a natural disaster, such as bushfires or floods, or other traumatic event in the community. As well, educators are often impacted themselves after a community trauma.

By being informed about how to notice and respond, you are well-placed to support recovery and resilience in children and young people.

## Understanding community trauma

Understanding the impact of community trauma on children and young people can help educators support recovery in their learning community. This module covers understanding:

- the timeline of managing a natural disaster or other community trauma (preparedness, immediate aftermath, short-term and long-term), and key strategies to support children and young people through each stage
- regulation and co-regulation to support recovery in children and young people.

## Responding to community trauma

There are two key tools to support learning communities following community trauma.

- Psychological first aid (PFA) offers 5 principles to promote psychosocial support: Ensure safety, keep calm, connect with others, encourage self-efficacy, have hope.
- The framework for supporting resilience and recovery puts a child or young person's wellbeing at the centre of 4 approaches, which work together: Educator wellbeing, daily approaches, monitoring progress and activating support.

## Conclusion

This module provides preparedness skills, a practical framework and tips for supporting children and young people following a traumatic event in the community. Remember that much of what you're already doing in your day-to-day practice can support children and young people to recover.