

Supporting children who have disclosed trauma

Emerging Mind Resources

Please note the resources displayed in this document were accurate at the time of publication

Practice Papers

Working with children to prevent self-blame after disclosures of child sexual abuse

<https://emergingminds.com.au/resources/working-with-children-to-prevent-self-blame-after-disclosures-of-child-sexual-abuse/>

This Emerging Minds practice paper is aimed at practitioners who want to respond to disclosures of child sexual abuse in ways that challenge self-blame in safe and respectful ways.

Making use of practitioners' skills to support a child who has been sexually abused

<https://emergingminds.com.au/resources/making-use-of-practitioners-skills-to-support-a-child-who-has-been-sexually-abused/>

This Emerging Minds 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.

Online Learning

Supporting children who have disclosed trauma

<https://emergingminds.com.au/online-course/supporting-children-who-disclose-trauma/>

This Emerging Minds online course examines practice strategies for supporting children who have disclosed trauma or abuse. It will help you develop strategies and activities to support children to move away from the self-blame and secrecy associated with physical or sexual violence.

Supporting children who have experienced trauma

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

This Emerging Minds course uses trauma-informed practice to study the explicit detail and skills of therapeutic engagement.

The impact of trauma on the child

<https://emergingminds.com.au/online-course/the-impact-of-trauma-on-the-child-foundation/>

This Emerging Minds course will introduce learners to key understandings about trauma and adversity, and their impact on children.

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Podcasts

Supporting the communication needs of children with complex trauma – part 1

<https://emergingminds.com.au/resources/podcast/supporting-the-communication-needs-of-children-with-complex-trauma-part-1/>

In part 1 of this two-part series, we explore the role of speech pathology in a complex trauma service and examples of the way Kate Headley works with children in the first session to create a safe and collaborative relationship.

Supporting the communication needs of children with complex trauma – part 2

<https://emergingminds.com.au/resources/podcast/supporting-the-communication-needs-of-children-with-complex-trauma-part-2/>

In part 2 of this series, we continue exploring the approaches Kate uses to ensure her work is child-centred and that the child's own goals lead the direction of therapy. She also elaborates on the role speech pathology plays in delivery of a multidisciplinary complex trauma service.

Supporting children who disclose trauma – part one

<https://emergingminds.com.au/resources/podcast/supporting-children-who-disclose-trauma-part-one/>

In part one of this two-part series, David Tully, Practice Manager at Relationships Australia SA talks about how children make meaning of their experiences of trauma and sexual abuse, and how perpetrators can manipulate children into believing they were complicit in the abuse. He discusses practices for beginning to challenge children's feelings of shame and self-blame. And he describes how being curious about the small acts of resistance that children demonstrate throughout traumatic experiences can help to honour their resilience, connections and courage.

Supporting children who disclose trauma – part two

<https://emergingminds.com.au/resources/podcast/supporting-children-who-disclose-trauma-part-two/>

In part two of this series, David Tully talks about the role of therapy in helping children to develop and understand their identity in the context of trauma or abuse. He describes the importance of helping children to discover new identities, built from their stories of protest, resistance and resilience. David also describes some of the labels that are often given to children who have experienced trauma, and how therapy can help to dispute these label