



*Understanding
Transitions in the
context of disaster
recovery and
resilience*

Included below are reflective questions referred to during the webinar along with links to additional information, resources and references.



With delivery partners



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Links to additional information, resources and references

Please find below a selection of resources either shared during the webinar or used in preparation for the webinar.

Be You resources

- Be You Wellbeing Tools for You (educators):
<https://beyou.edu.au/resources/tools-and-guides/wellbeing-tools-for-you>
- Be You Wellbeing fact sheet:
<https://beyou.edu.au/fact-sheets/wellbeing>
- Be You Sessions and Events:
<https://beyou.edu.au/resources/sessions-and-events>
- Be You Bushfire Response Program:
<https://beyou.edu.au/bushfire-response-program>
- Be You Bushfire Response Resource Pack:
<https://beyou.edu.au/bushfire-response-program>

Emerging Minds resources

- Emerging Minds Community Trauma Toolkit:
<https://emergingminds.com.au/resources/toolkits/community-trauma-toolkit/>
- Emerging Minds and Be You e-learning suite: supporting children in early learning, primary and secondary school following a disaster or community trauma
<https://emergingminds.com.au/>

Other resources

- Stephen Porges on co-regulation:
<http://relationalimplicit.com/zug/transcripts/Porges-2016-09.pdf>
- Stephen Porges on Polyvagal theory, including window of tolerance:
<https://www.relationalimplicit.com/category/polyvagal/>
- National Institute for the Clinical Application of Behavioural Medicine, Information on the window of tolerance:
<https://www.nicabm.com/trauma-how-to-help-your-clients-understand-their-window-of-tolerance/>
- Neurosequential Network resources:
<https://www.neurosequential.com/covid-19-resources>
- Beacon House, trauma informed resources, information and activities focused on bottom-up strategies for regulation:
<https://beaconhouse.org.uk/resources/>

Attendee questions and answers

1. Are there good resources to support student voice prior, ongoing and at the end of wellbeing activities?

We try and use visuals as much as possible to capture student voice pre and post intervention, also use of colour scales and emoji/emotion faces to help them rate their feelings about the activities. You can use these types of resources with younger children and children with speech and language delays.

Billie Newton, Occupational Therapist, Royal Far West

[Be You FactSheet: Including children's voices](#)

Kathryn Hopps, PhD, Be You Consultant, Early Childhood Australia

Specifically, we have conducted a number of welfare programs in response to the fire/COVID situation we were confronted with. This includes Seasons for Growth, Rock and Water, and Smiling Minds. In both Rock and Water and Seasons, there is lots of opportunities for student voice to occur. Moreover, I encourage my teachers and staff to 'always' and I mean always be willing to listen at any time. If this interrupts a class then so be it, I then make myself available to cover the teacher in class so they can have that time with the kids.

Brad Bannister, Principal, Delegate Public School

2. Does Be You have any resources on regulation?

Suggested resources:

Bruce Perry (a base understanding is required):

<https://www.neurosequential.com/covid-19-resources>

Trauma informed resources, information and activities focused on bottom up strategies for regulation: <https://beaconhouse.org.uk/resources/>

Stephen Porges on co-regulation: <http://relationalimplicit.com/zug/transcripts/Porges-2016-09.pdf>

More Stephen Porges on Polyvagal theory, including window of tolerance:

<https://www.relationalimplicit.com/category/polyvagal/>

Window of tolerance: <https://www.nicabm.com/trauma-how-to-help-your-clients-understand-their-window-of-tolerance/>

Visual content: <https://www.nicabm.com/category/infographic/>

Billie Newton, Occupational Therapist, Royal Far West

Suggested Be You resources:

[Be You Factsheet: Self-regulation](#)

[Be You Embed module topic: Self-awareness and self-regulation](#)

[Be You FactSheet: Transitions for babies and toddlers](#)

Other resources:

[Emotional literacy and co-regulation](#)

Kathryn Hopps, PhD, Be You Consultant, Early Childhood Australia

3. Talking about triggers and the importance of sharing stories and listening to everyone's experiences, how do you balance so kids don't get retriggered?

Taking the child's lead with conversation and play, you could introduce the subject but not push it. See if they take it up. Also, reading the child's cues to notice if they are being re-triggered by sharing their story – e.g. signs they are becoming dysregulated might be looking away, going silent, becoming upset, stiff body or they might start moving their body and appearing hyperactive.

Billie Newton, Occupational Therapist, Royal Far West

We do have information about how to sensitively inquire with a primary-school aged child or young person about their wellbeing if concerns are raised. I think that this would be helpful to apply for more general conversations where an educator may be worried about triggering

[Be You module: Inquire](#)

For very young children, opportunities for play are a good way for children to explore feelings and past events in their own way

[Be You Factsheet: Why is Play important](#)

Kathryn Hopps, PhD, Be You Consultant, Early Childhood Australia

Well, this is an interesting question, staff need to be an ear rather than a voice in these situation and let kids of all ages share what the kids are willing to share. Knowing the kids as well as we do at our school and this includes knowing the families as well, when we are having a shared discussion, we would get the children who are wanting to speak to debrief us first so we can broach the subject in a sensitive manner with others that mean then experience a trigger. In most cases it is important to not necessarily take anyone out of the discussion, because whilst it might become a retrigger, it also allows all students an understanding that others may be experiencing similar difficulties as well. It is all a moving tightrope, but knowing the kids and families is the key. If retriggerers occur, I also always call parents first to let them know what has happened and what was happening at school and that their child may want to talk or may be a little upset when they get home.

Brad Bannister, Principal, Delegate Public School

4. Would members of the panel recommend these strategies shared today for teenagers as well as children?

Yes, grade to suit developmental level and interests. For teenagers very important to tap into their sense of agency and support them to make choices/decisions.

We have been trained in Tuning into Teens, would highly recommend this. They also have a new program which is Whole School Approach to Tuning into Teens -

<https://tuningintokids.org.au/about/our-programs/>