



Caring for Children and Young People with Trauma training


Kinship care content overview

There are five modules to the online training tailored specifically for foster carers and **kinship carers**. The introduction and welcome module take approximately 15-25 minutes to complete and the core modules takes approximately 45-90 minutes to complete, depending on the carers experience level, prior learning and the time taken to complete responses to reflection activities and further reading options.

- Module 1. Setting the foundations – an introduction to all of the learning
- Module 2. Brain development
- Module 3. Understanding trauma
- Module 4. Trauma informed approaches
- Module 5. Collaboration and self-care

In total the online training program will take up to 7 hours to complete. Where possible, it is recommended carers complete each module in one sitting. Carers can however, leave at any point and pick up where they have left off.

ePortfolio

Throughout each module, carers are provided with opportunities for reflection by using the online ePortfolio. This is indicated in green and uses the following icon: 

Carers can use the ePortfolio, or, if they prefer, manually document their reflections to discuss with their DCP and/or agency support worker.

The reflection topics are identified throughout this document using the above green icon.

Knowledge Checks

Carers are required to complete Knowledge Checks that include multi-choice questions. These knowledge check can be repeated as many times as needed to achieve 100% pass mark to complete the activity.

A **successful** response to the question will be indicated by:

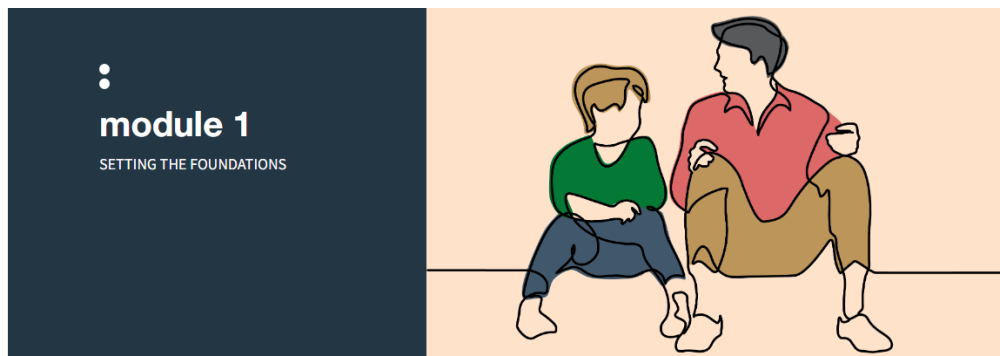
Question 4 1 / 1 point

An **unsuccessful** response to the question will be indicated by:

Question 5 0 / 1 point

It is important to remind carers that the knowledge check is not a test. The purpose, is to help reflect on the content within each module.

Module 1. Setting the foundations



Child development

Provides a summary of what children and young people who have experienced trauma will need to grow up happy and healthy. This sets the scene for modules 2 – 5.

Becoming resourceful

An acknowledgement that all carers will bring knowledge and experience of their own that is helpful to care for a child or young person who has experienced trauma. Carers are introduced to a case study which will be referenced through the learning modules to provide context to specific learning outcomes.

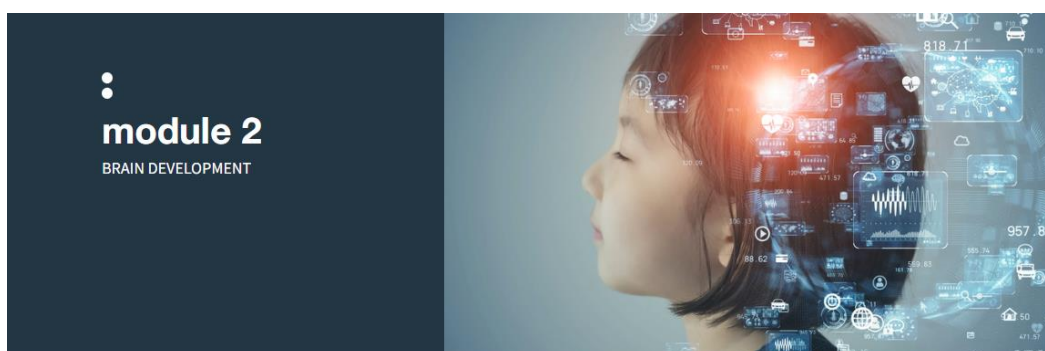
Your learning journey

Provides an opportunity to read about the learning in each of the modules with an overview of the content.

Getting the most from the program

Informs carers about the ePortfolio, links to access further information, tips on how best to engage with the online modules for effectiveness and a reminder that at times, carers may find some of the information confronting.

Module 2. Brain development



Why is it important to know more about how children and young people develop?

Knowing about the brain develops powerful insight and information drawn from brain science and will complement carers own experience and wisdom.

Carers are provided with the learning objectives for the module.

How does the brain develop?

Brains develop through relationships with others. This topic looks at the building blocks of the brain through a series of videos and animation.

A snapshot of each developmental stage

Speaks to how all children and young people are unique and develop at their own pace and brain development from birth through to adolescence.

Brain food for healthy brain development

Brains thrive from different activities at different times. This topic looks at early learning opportunities to build developmental skills (fine motor, gross motor, social, emotional, language etc) and includes an interactive mix and match activity.

What are the take home messages?

Provides carers with information on providing a healthy, caring environment for children and young people.



Review of case study

Using the information provided about healthy brain development throughout the module, carers are encouraged to reflect on this learning using the case study provided in Module 1.

This topic provides carers with an opportunity for reflection by using the online ePortfolio. Carers can use the ePortfolio, or, if they prefer, manually document their reflections to discuss with their DCP and/or agency support worker.

In order to progress to the next module, carers need to complete the knowledge check at the end of this module.

Module 3. Understanding trauma



How does understanding trauma help?

Trauma can slow down development and leave children and young people with gaps in their learning that may require further support from their carer. In this topic, a video presented by carers provides an insight on how understanding trauma has helped them in their care journey.

What is trauma?

Trauma is the emotional, psychological and chemical reactions that are left over in the brain and body after exposure to threat, violence and overwhelming life challenging events. This topic provides carers with information on simple, complex and developmental trauma.

How does developmental trauma affect children and young people?

Strong connections with carers are critical for healthy growth. There are videos in association with this that cover: impacts of developmental trauma on relationships, understanding rupture and repair in relationships and signs of sensory challenges.

Trauma and the body

Children and young people withdraw from situations when threats are most present. This topic provides an explanation of the impact of trauma to children and young people through their body and how trauma and sensory challenges impact children and young people.



Trauma and emotions

Children and young people learn to describe feelings through day-to-day interactions. Often children and young people have learnt to keep their feelings hidden or unexpressed and need carer support to help them learn new ways to regulate. This topic revisits the Emotional Centre of the brain as explained in Module 2 through a series of interaction and through video.

This topic provides carers with an opportunity for reflection by using the online ePortfolio. Carers can use the ePortfolio, or, if they prefer, manually document their reflections to discuss with their DCP and/or agency support worker.

Consistent responses

This topic highlights the importance of routine and the impacts of trauma on memory.

Memories of trauma

Traumatized children and young people can easily be triggered. Here, carers are provided with information on fragments of memory and how this may impact a child or young person.

Building and strengthening memory

Carers are provided with tools to consider how to help build and strengthen the memory resources for children and young people.

Trauma and behaviour

Through videos, carers are provided with an opportunity to hear from experts on understanding trauma-based behaviour, responding to behaviours and the impact on early trauma in adolescence.



Reflecting on what a carer has learnt so far

Here, carers are provided with an opportunity to reflect on what they have learnt. How this learning translates to the case study throughout the program and how this learning may mirror the child or young person in their care.

This topic provides carers with an opportunity for reflection by using the online ePortfolio. Carers can use the ePortfolio, or, if they prefer, manually document their reflections to discuss with their DCP and/or agency support worker.

In order to progress to the next module, carers need to complete the knowledge check at the end of this module.

Module 4. Trauma-informed approaches



Am I the right person to do this?

Children and young people use their relationship with carers to heal from their trauma. This topic acknowledges the challenges of providing care for children and young people.

What is trauma informed care?

Trauma informed care is all about the everyday moment-by-moment interactions carers have with children and young people and carers hear from professionals supporting carers to implement trauma-informed care.



The centrality of relationships

Interactive animations and videos are used to highlight to carers the need for relationships to create opportunities for change. Relationships must provide safety for children and young people to be able to learn, grow and heal.

This topic provides carers with an opportunity for reflection by using the online ePortfolio. Carers can use the ePortfolio, or, if they prefer, manually document their reflections to discuss with their DCP and/or agency support worker.

Creating the experience of safety

This topic offers examples through video, of how children and young people cannot change until they have experienced safety in relationships as well as their physical environment.



What happens when children start to feel unsafe again?

It is not always easy to keep routines consistent or planned. Carers are provided with interactive examples of how to rebuild safety for children and young people.

This topic provides carers with an opportunity for reflection based on the case study, in addition to the children and young people in their care using the online ePortfolio.

Carers can use the ePortfolio, or, if they prefer, manually document their reflections to discuss with their DCP and/or agency support worker.



A different way of thinking about parenting

Carers are provided with information for a trauma-informed approach to parenting as well as characteristics of therapeutic parenting through videos and animation.

This topic provides carers with an opportunity for reflection by using the online ePortfolio. Carers can use the ePortfolio, or, if they prefer, manually document their reflections to discuss with their DCP and/or agency support worker.

Creating a home environment that calms and soothes

Here, carers are provided with ways to create a home environment in the context of the individual needs of the child or young person in their care.



The importance of predictability and routines

Trauma-informed approach requires carers to think and respond differently to boundaries, limits, predictability and consequences.

This topic provides carers with an opportunity for reflection by using the online ePortfolio. Carers can use the ePortfolio, or, if they prefer, manually document their reflections to discuss with their DCP and/or agency support worker.

Managing change or the unexpected

Children and young people with trauma struggle to tolerate change and here, carers are provided with an interactive framework for responding to trauma-based behaviours.

Strategies to calm and connect

Following on from the earlier topic of creating a home environment that calms and soothes, here carers are provided with information on how they can adapt their home environments to offer children or young people in their care the capacity to manage their trauma-based behaviours.



De-escalation

In order to understand how to de-escalate trauma-based behaviours, carers also need to understand the escalation cycle for children and young people. This topic uses the case study presented throughout the modules to explain this.

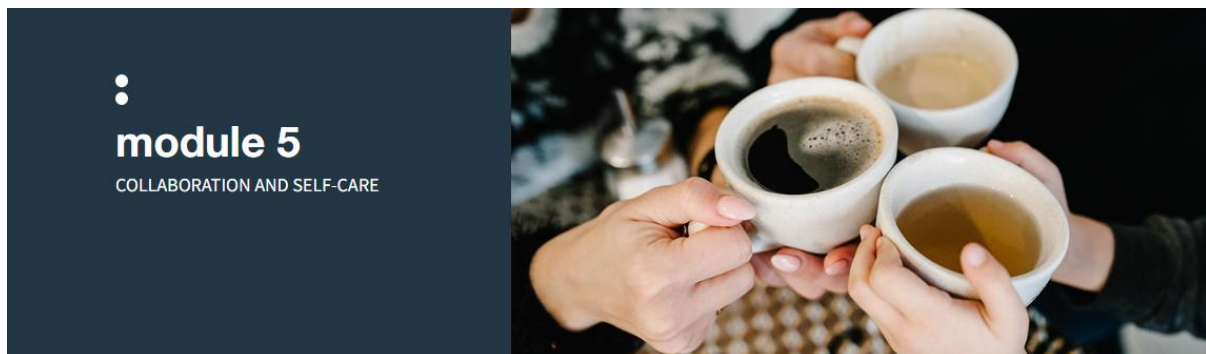
This topic provides carers with an opportunity for reflection by using the online ePortfolio. Carers can use the ePortfolio, or, if they prefer, manually document their reflections to discuss with their DCP and/or agency support worker.

Balancing the needs of children and young people in care with the needs of other family members

Balancing the needs of a range of family members is never easy and carers are reminded of this.

In order to progress to the next module, carers need to complete the knowledge check at the end of this module.

Module 5. Collaboration and self-care



The importance of care teams

Children and young people have overlapping needs. Carers cannot meet all of the child or young person's needs on their own and a care team approach provides consistency. Carers are introduced to the importance of care teams.



The important role of kinship carers in care teams

Kinship carers are critical in care teams as they are the experts in the lives of children and young people which is captured in this topic.

This topic provides carers with an opportunity for reflection by using the online ePortfolio. Carers can use the ePortfolio, or, if they prefer, manually document their reflections to discuss with their DCP and/or agency support worker.



How carers can support children to participate in care teams

Children and young people have the right for their voice to be heard and considered in decision making that impacts their own lives. This topic challenges carers to make sure they are including children and young people in meaningful ways.

This topic provides carers with an opportunity for reflection by using the online ePortfolio. Carers can use the ePortfolio, or, if they prefer, manually document their reflections to discuss with their DCP and/or agency support worker.

Looking at a different care team

Relationships with traumatised children and young people aren't easy. In this topic carers are presented with a new case study to explore how care teams can make a difference to achieve positive outcomes for children and young people in their care.

Being a kinship carer isn't always easy

Carers are reminded to look at their own self-care and wellbeing through animations and videos.



Vicarious trauma

Continuing from the previous topic, carers are presented with videos and animation to address trauma responses that can be experienced by carers themselves.



This topic provides carers with an opportunity for reflection by using the online ePortfolio. Carers can use the ePortfolio, or, if they prefer, manually document their reflections to discuss with their DCP and/or agency support worker.

This is the final topic of Module 5 - collaboration and self-care.

Completing the knowledge check at the end of this module finalises Caring for Children and Young People with Trauma training.

Conclusion of training

Carers need to have completed all of the knowledge checks to receive the certificate of completion which can be accessed and printed at the end of Module 5.

DCP and/or agency support workers are asked to update the carer case file once the training is completed.