### Potential Impacts of Trauma

#### Babies
- Learn to manage their feelings when there is an adult who cuddles them, plays with them and talks to them.
- Often hear loud or unexpected noises or strange objects, new situations or people.
- Need to feel sure that someone will always take care of them. This is how babies learn to feel safe and to trust others.
- Learn through all their senses, by what is around them and by copying people closest to them.
- Learn to talk when parents/caregivers sing songs, talk about everyday things and read books aloud, even if only for short times.
- Love the sound of loving voices and to look at people’s smiling faces.

#### Toddlers
- Are curious about their world and other people they want to explore and learn.
- May not want to be away from parent.
- Like to play near other children, but not with other children.
- Are not ready to share toys.
- Are becoming more independent but are not aware of danger/risk.
- Like routine and can have difficulty changing from one activity to another.
- Are easily frustrated and will have temper tantrums.

#### Pre-Schoolers
- Begin to play with other children and for longer periods of time and are curious about everything and will ask lots of questions.
- They use imaginative play.
- They will copy adult behaviours.
- Communicate their worries more clearly using simple sentences.
- Are becoming more independent eg want to dress themselves.
- Enjoy helping with simple tasks eg washing up.

#### Primary Schoolers
- Friendships are important.
- Primary School is an important part of a child’s life. It is a time for learning to read, write and make friends.
- Enjoy playing games with teams.
- Can manage an increasing range of tasks independently.

#### Adolescents
- Puberty brings about huge physical and emotional changes.
- Increased importance of friendships.
- Increased sexual awareness.
- May struggle with who they are and what they want.
- May begin to push the boundaries.
- Increased risk taking.
- Swings between child like behaviour and wanting to be treated as adult.

### Possible Impacts on health, emotional and social wellbeing and learning across all developmental ages and stages

#### Babies
- May change their feeding/ sleeping patterns.
- May cry a lot more than is usual for them and be harder to settle or may become very quiet and not seem to care about, or cry about anything.
- May be much more sensitive to loud noises or new people and may need more cuddles and reassurance.
- When a parent is more stressed, upset, distracted or angry, the baby can tell and can feel very unsafe, and scared.
- When babies are fearful, feel unsafe and have poor sleep, they can be slower to learn and to reach their milestones.

#### Toddlers
- Do not understand that adults may be too tired or stressed to play with them.
- Find it difficult to learn new skills when feeling unsafe.
- May find it hard to settle and play.
- May be a change in eating, sleeping and setting routines.
- Fearful of strangers.
- Sometimes your toddler will only want you.
- Increased irritability and tantrums.
- May become very quiet and not interested in anything.
- Little eye contact with others.
- May become overly upset by little things.
- Go back to baby behaviours.

#### Pre-Schoolers
- Sometimes your child will only want to be with you.
- Reluctant to attend familiar places such as Kinder.
- May go back to toddler behaviours eg thumb sucking and bed wetting.
- Eating and sleeping habits might change.
- May have nightmares or be reluctant to go to bed.
- Changes in behaviour.
- May become aggressive or seem very quiet.
- More easily upset by events/changes.
- Increase in tantrums.

#### Primary Schoolers
- Sometimes health problems become more noticeable i.e. hearing and speech delay.
- May become aggressive or seem very quiet.
- Reluctant to go to bed, difficulty sleeping may have nightmares.
- Lack of concentration and school work may suffer.
- Withdraw from previously enjoyed activities and friends.
- Feels responsible for family situation and takes on adult roles.
- Headaches and stomach aches.
- May be bullied or display bullying behaviours to siblings or friends.
- Can become frustrated and have difficulty expressing how they feel.

#### Adolescents
- Strong feelings including anger, sadness, guilt and anxiety and difficulty managing them.
- Acting out / risk taking/self harming.
- Loss of interest in previously enjoyed activities.
- Depression/anxiety/mood swing.
- May spend more time with friends.
- Self medicating with drugs, alcohol and sex.
- Disturbed sleep.
- Self absorbed.
- School refusal.
- Impulsive behaviours and decision making.
- Feels responsible for family situation and takes on adult roles.

### Development

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### Tips

#### Babies
- Toddlers often want the parent very close and enjoy books, singing, pretend games. These can provide quiet, cuddle-time that can be very calming for parent and child.
- Outside play can be stimulating, allow lots of running etc. It can improve a toddler’s sleeping and mood.
- Distraction can help a toddler before their frustration becomes overwhelming.
- Consistent routine, rules and predictability make a child feel safer. It is very common for parents to find themselves wanting to loosen the rules for children during/after a difficult time but this can be more unsettling for young children and make it harder to resume these boundaries later on.

#### Toddlers
- May need you to spend more time with them.
- Keep routines the same as far as possible.
- Prepare children for changes in the day moving from one place to another with lots of reassurance.
- Talk to your child about what is happening in their day.
- Encourage children to draw, play and have fun even when you are stressed.
- Listen to your child.
- Explain what is happening in words they can understand.
- Accept that children might see the situation differently to you and keep talking to them.
- Keep in contact with the school to see how they are doing.
- Reshape normal activities to the best of your ability in the circumstances.
- Seek support for you and your child if needed.
- Let them know you are always available to talk.
- Provide reassurance.
- Discuss feelings of distress and anger and let teens know that this is normal.
- Respect their emotions and reactions.
- Accept that they might see the situation differently to you.
- Be honest and patient with them.
- Maintain communication with their teachers and school.
- Encourage healthy ways to deal with stress eg exercise and healthy eating.
- Seek professional help if they are struggling to cope.

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