

## Jarjums Walking on Country

### *Gurumba Bigi & Welcome*

I would like to acknowledge and pay my respects to the First Nations custodians of the unceded lands we are all meeting on and from today across Qld and Australia.

This includes the **Ugarapul Peoples**, here on the edge of the beautiful Scenic Rim in Southern Qld.

To our Elders, past and present and to country, thank you for your generosity, spirit, and teaching.

To our emerging leaders and First Nations colleagues joining today, may we work together in unity to create a world that supports all people to flourish.

A warm welcome and big thank you to all for being here and prioritising our children and young people.

*Jarjums Walking on Country* by Sarima Chong.

A story book created with the children @ Stafford Heights Goodstart Early Years Centre, 2024.



Thriving Queensland Kids Partnership



Thriving Kids in Disasters is funded by The John Villiers Trust

# Thriving Kids in Disasters | Words into Practice WEBINAR 3

**Accessible communication: connect, include and empower**

**Disability Action Week**  
24 November to 1 December 2024  
[www.qld.gov.au/daw](http://www.qld.gov.au/daw)

Easy Read

**Thriving Kids in Disasters: Words into Practice**

**Webinar 3**

**Resilient Kids: Designing and delivering a collaborative child- and youth-centred recovery program in northern NSW**

Wednesday 27th November 2024  
11:00am - 12:15pm (QLD time)

**Host:**  
**Anita Egginton, PhD** *Thriving Queensland Kids Partnership*  
With over 30 years of practice, academic training, and lived experience of significant events, Anita's role in TKID is to resource practitioners, organisations and groups to support kids' wellbeing and resilience across the different phases of disaster management in Queensland.

**Guest Presenters from the Resilient Kids initiative:**

Our guest presenters represent the different dimensions and reflect the depth, diversity and richness of the Northern NSW Resilient Kids initiative. We will hear from Healthy North Coast, Social Futures, The Family Centre, Human Nature Therapy, and Lives Lived Well collaborators.

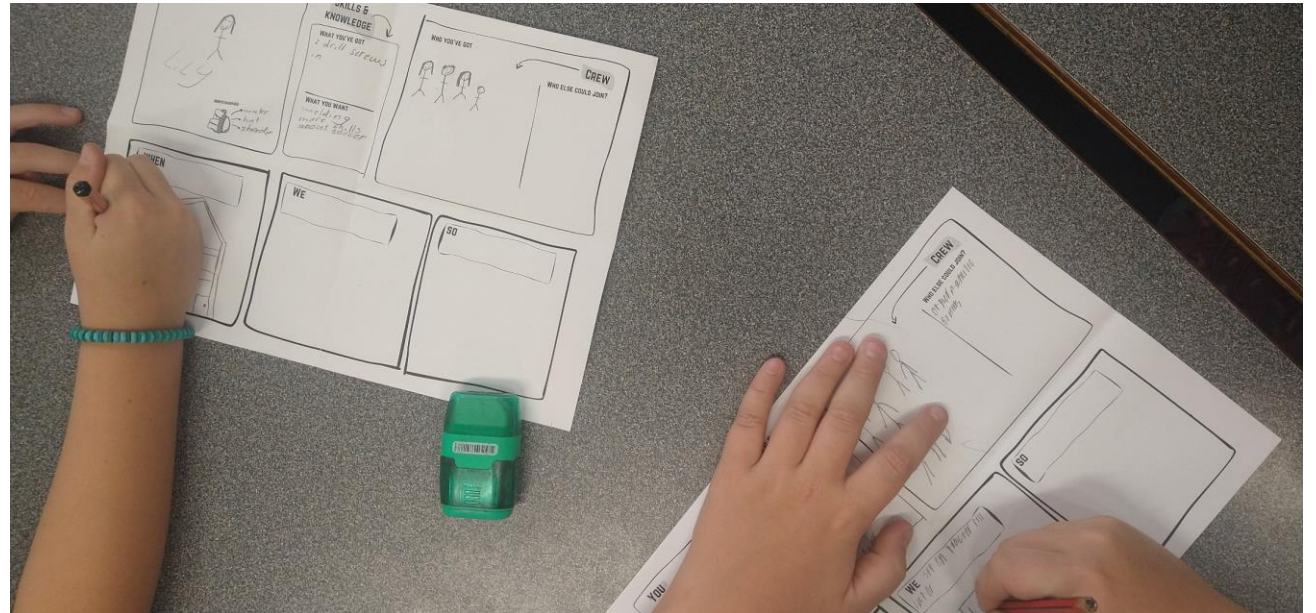
TKID is funded by The John Villiers Trust

[tqkp@aracy.org.au](mailto:tqkp@aracy.org.au)

# Housekeeping

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- This is a 1hr and 15 minute webinar – **microphones and video are turned off**
- The session will be **recorded**
- Please use the **Q&A function** throughout the webinar
- **Tech/other support** from Sophie Morson (TQKP collaborator)  
[Sophie.Morson@aracy.org.au](mailto:Sophie.Morson@aracy.org.au)



# Why we are hosting these webinars

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We want to:

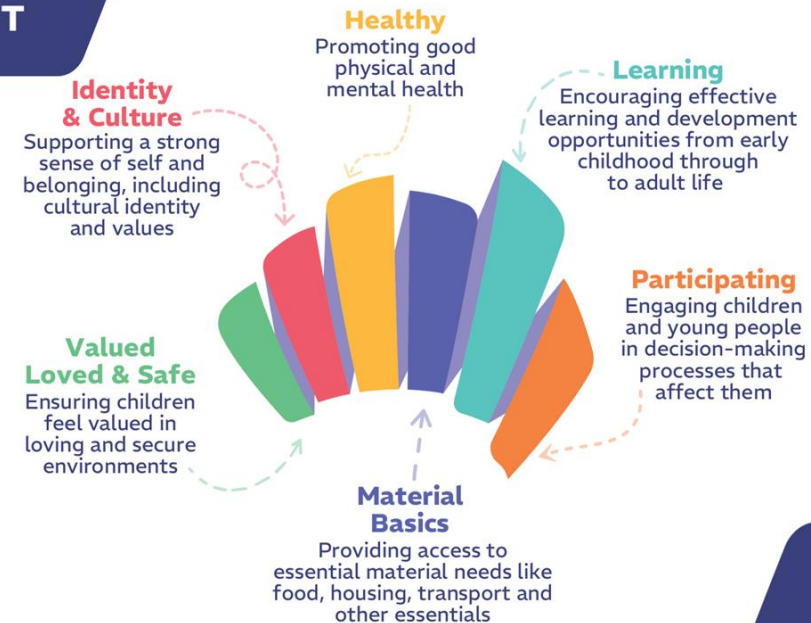
1. Make kids of all ages visible in the disaster management and resilience space in Qld.
2. Increase attention to the wellbeing and resilience of kids in these settings
3. Provide people involved in disaster management and allied operations with access to contemporary child and youth centred practices, people, programs, and resources that provide advice and practical examples of how they might support kids and caregivers in PRRR settings



# Supporting the social and emotional wellbeing of infants, children, young people and their caregivers in disaster settings



## THE NEST

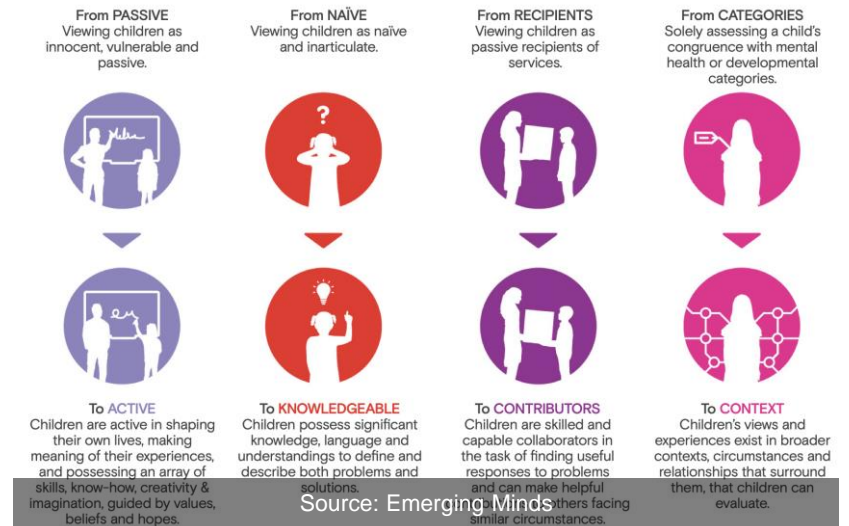


# Hand over to the Resilient Kids collaborators

- Sophie Boyle, Healthy North Coast
- Kat Fermanis, The Family Centre
- Shoshannah Oks, Social Futures
- Jen Parke, Human Nature Therapy
- Jody Wilcox, Lives Lived Well



Source: The Guardian (Hunter Street, Lismore)



**HEALTHY  
NORTH COAST**

**phn**  
NORTH COAST  
An Australian Government Initiative

# RESILIENT KIDS PROGRAM

Sophie Boyle, Kat Fermanis, Shoshannah Oks, Jen Parke, Jody Wilcox

27 November 2024



## **Acknowledgment of Country**

We acknowledge the Traditional Custodians of the lands across our region, which includes the Githabul, Bundjalung, Yaegl, Gumbaynggirr, Dunghutti and Birpai Nations. We pay respect to the Elders past, present and those on their journey. We recognise these lands were never ceded and acknowledge the continuation of culture and connection to land, sky and sea. We acknowledge Aboriginal and Torres Strait Islander peoples as Australia's First Peoples and honour the rich diversity of the world's oldest living culture.



# RESILIENT KIDS PROGRAM



# ABOUT HEALTHY NORTH COAST



Healthy North Coast is an independent, not-for-profit organisation committed to improving the health of our North Coast communities through quality primary health care.

We proudly deliver the North Coast Primary Health Network Program and work alongside our communities, hospital, social services.

# CONTEXT

Following the 2022 catastrophic flooding in the Northern Rivers region, Healthy North Coast received a **\$10 million grant from the National Emergency Management Agency** to design, deliver and evaluate the Resilient Kids Program from 2022-20205.

## Flood impacts in the Northern Rivers:



10,849 homes  
sustained damage



4,055 properties  
were declared  
uninhabitable



4,000 people  
evacuated from  
Lismore alone



3,500 Aboriginal  
people living on  
Bundjalung Country  
severely impacted



7,331 people used  
formal emergency  
accommodation

# PATHWAY TO PROGRAM DESIGN

## Resilience Survey

With responses from **6,611 students** (8-18) from **75 schools**, 'baseline' data about the wellbeing of young people in the region established

## Service Map

A map of mental health and wellbeing services available to young people in the region and potential gaps

## Evidence Review

An evidence base for interventions that promote mental health and wellbeing in young people post-disasters

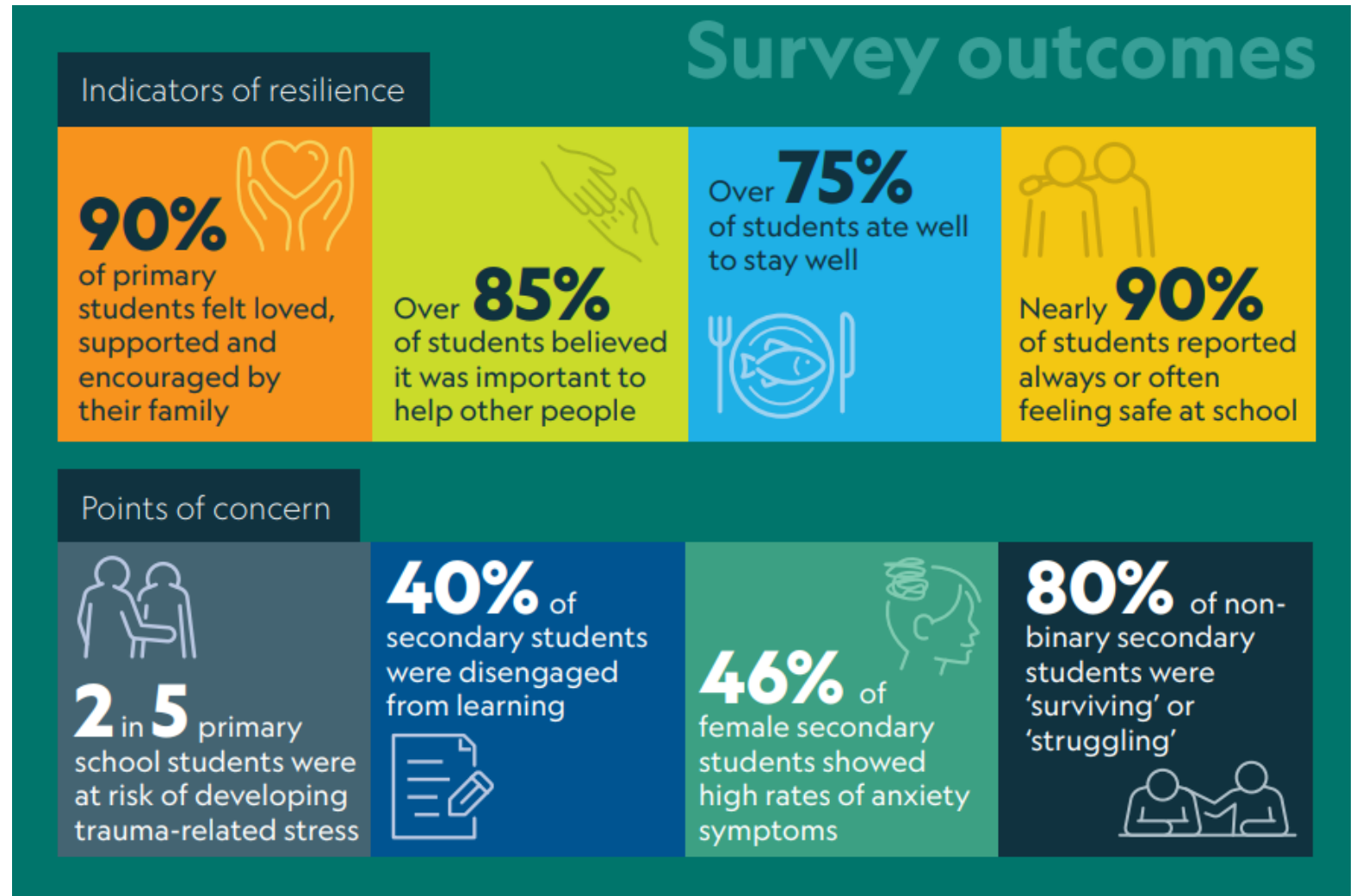
## Student and community workshops

Insights from students on the effects of the floods on young people and the supports they would like to receive. In addition, advice and insights from community leaders and organisations on what was needed to support the wellbeing of young people

## Service design workshops

Data and insights collected, along with reviews of best practice approaches to improving outcomes supported the design of the Resilient Kids service model.

# RESILIENCE SURVEY OUTCOMES



# RESILIENCE SURVEY OUTCOMES

## Themes from the qualitative question

What students needed:

- Access to basic necessities
- Recreational fun activities and time in nature
- Social connections and support from those closest to them
- Consistent counselling support
- Teaching life skills and how to tackle 'big issues'
- A voice in decisions that impact their lives.

## Qualitative outcomes

### STUDENT QUOTES

We asked students...

***What is the one thing you would do to support the wellbeing of young people?***

*"Assure them of their safety, future, and freedom"*

Grade 11 student

*"Never give up believe in ur self (sic)"*

Grade 7 student

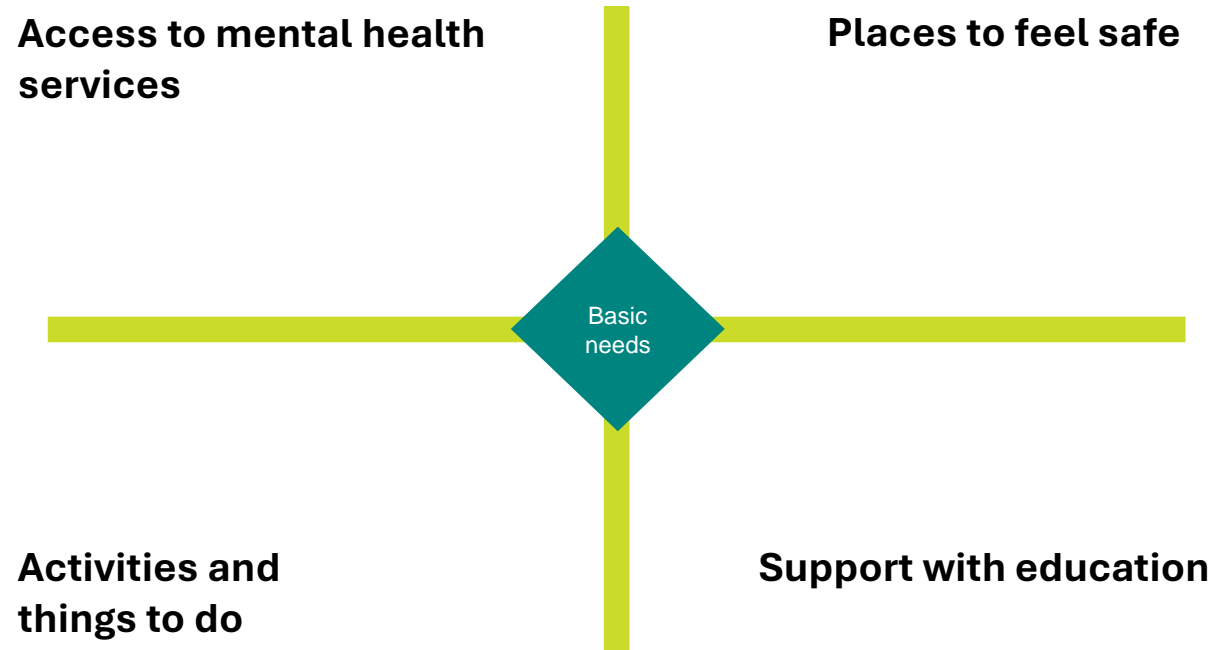
*"I would give all the people that lost there (sic) things in the flood fresh food and water and a place to live and give all the kids some new toys and all the parents and adults enough money to help repair"*

Grade 4 student

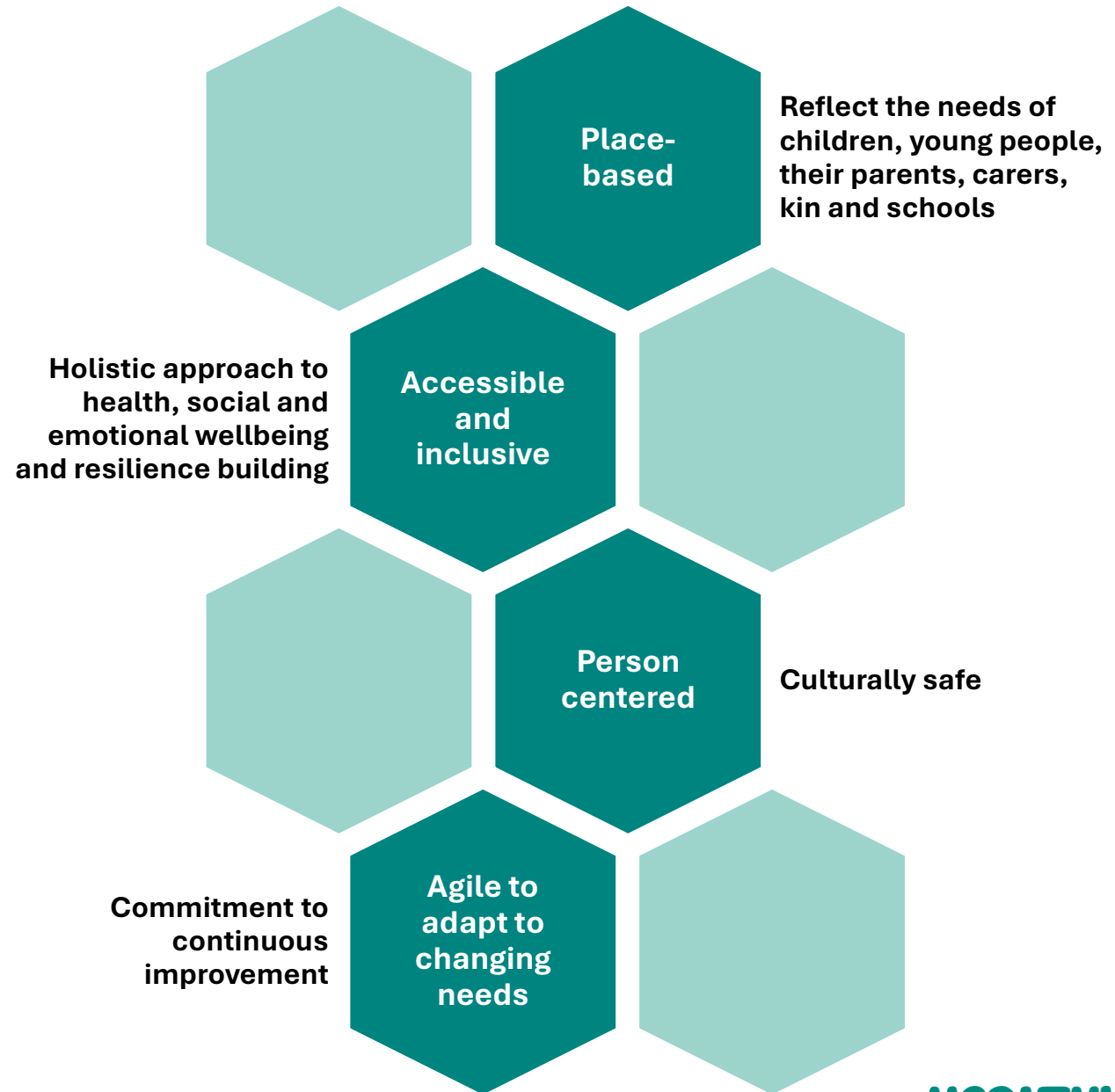
# STREAM 3 DESIGN WORKSHOPS

Additional design workshops were held with the three Northern Rivers Aboriginal Medical Services; **Rekindling the Spirit, Bulgarr Ngaru Medical Aboriginal Corporation and Bullinah Aboriginal Health Service** to develop culturally relevant and safe services that responded to local needs.

This process was informed by responses from **803 Aboriginal and Torres Strait Islander young people** to the baseline survey and the insights of the Northern Rivers AMSs of community need.

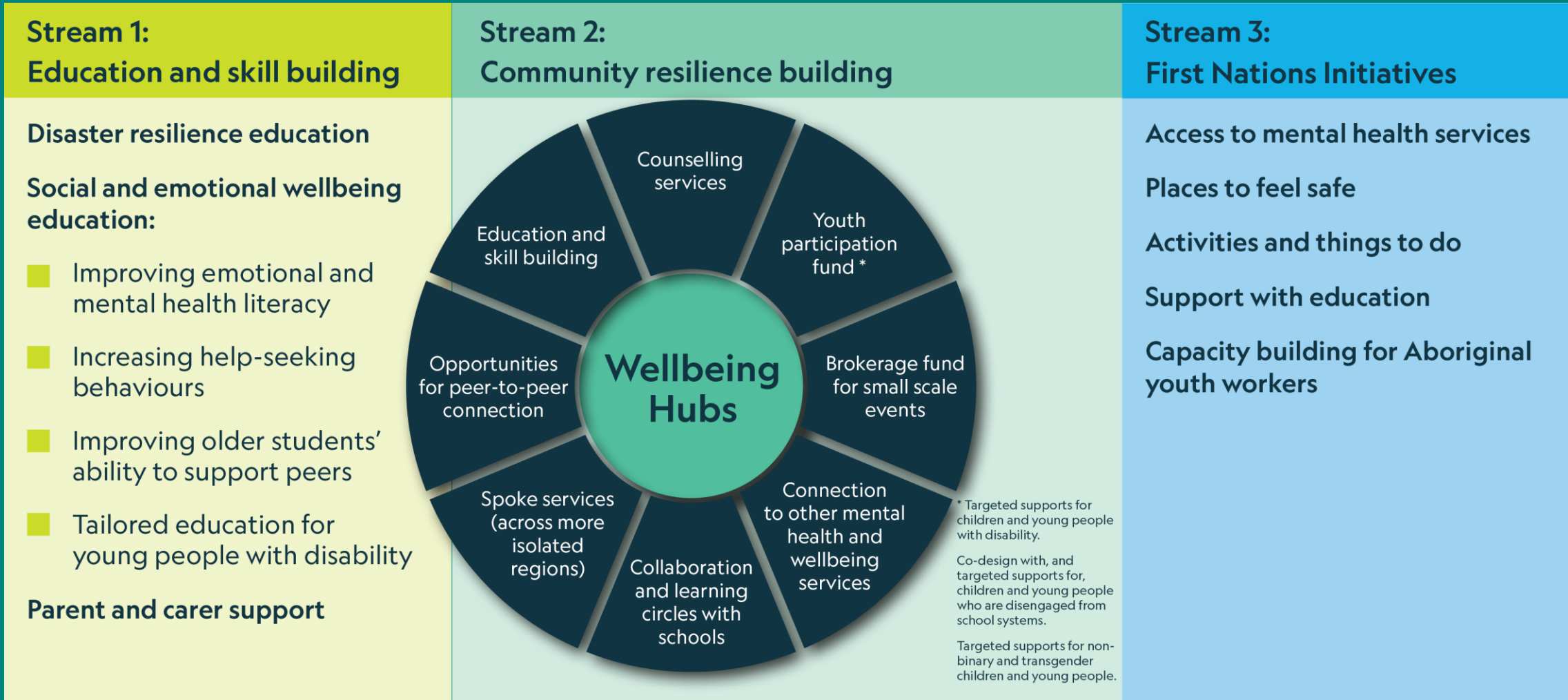


# RESILIENT KIDS SERVICE MODEL: KEY ELEMENTS





# The Resilient Kids Service Model



# STREAM 1 – THE FAMILY CENTRE



## Disaster Preparedness, Resilience and Wellbeing Education:

### Disaster Preparedness Program

**Half-day presentations** – designed to be a brief information, education and skills session for a small or large group, delivered in an interactive and engaging supportive style; or

**Full-day presentation and workshops** – designed for a large group of students/young people (max 75/85) with workshops that students travel to in smaller groups. Allows for a more detailed exploration of topics, with opportunities to share individual knowledge/skills/experiences. The group could be a year, class, school or other group dependent on need. The full-day program can also be delivered to smaller groups/classes as well.

### Stormbirds

**Stormbirds** is a small group education program that supports the recovery of children and young people in response to change, loss and uncertainty that often results from natural disasters. These events include storms, floods, bushfires, earthquakes, droughts, cyclones, tornadoes, volcanic eruptions and tsunamis.

RESILIENT  
KIDS



Kat Fermanis

# STREAM 2 – SOCIAL FUTURES



**SOCIAL  
FUTURES**

**RESILIENT  
KIDS**



Stream 2: Community Resilience Building



**RESILIENT  
KIDS**

# Types of Support



# Stepped Care Approach







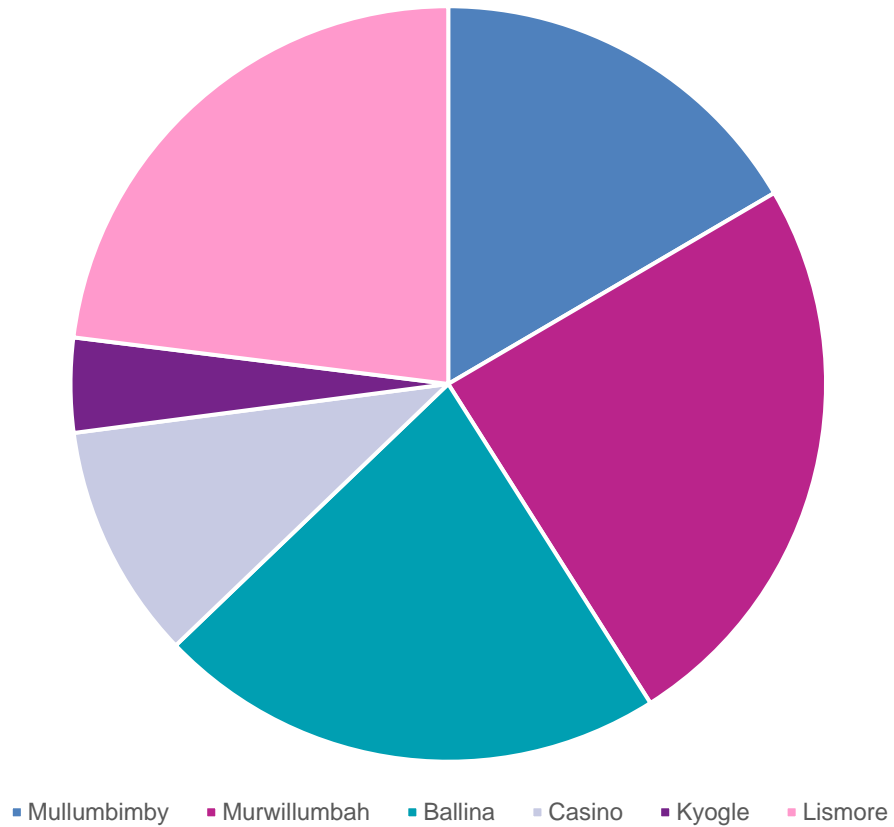
Social Futures Resilient Kids Program  
helps young people build resilience  
through wellbeing activities.



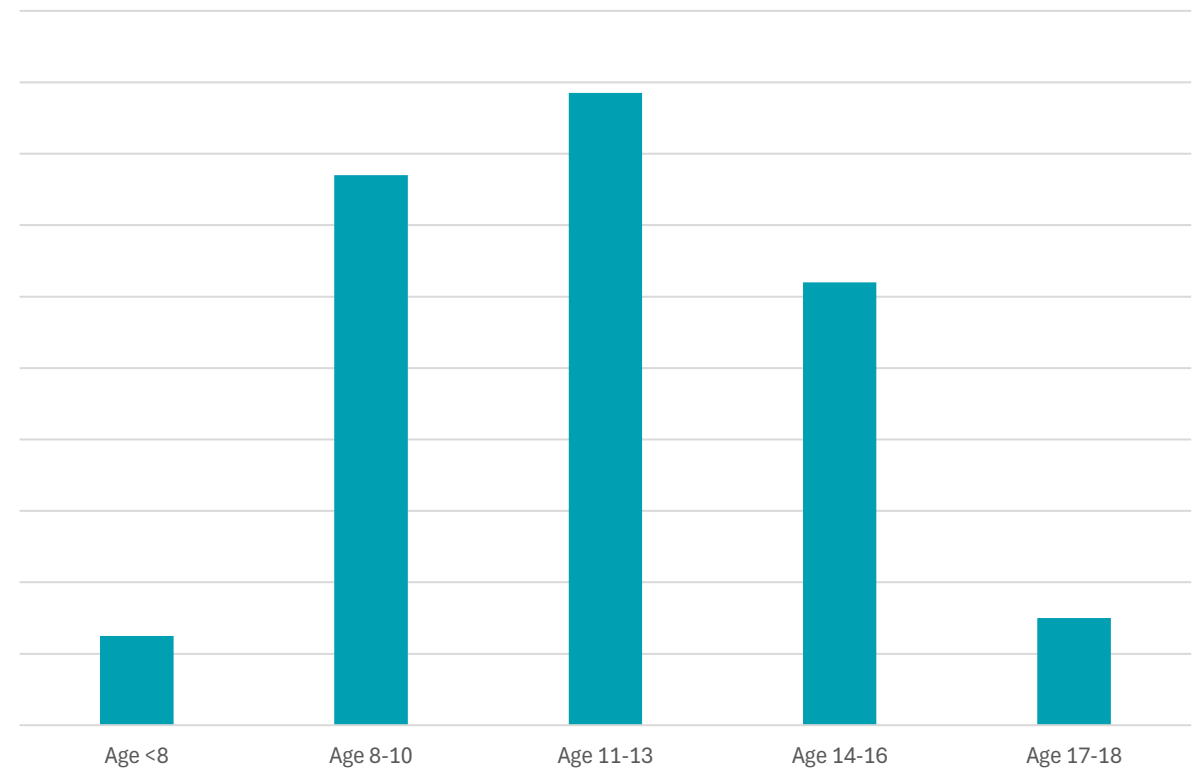




## Participants by Hub



## Participants by Age



# We are proud of...



- A program that is responsive to needs
- Flexibility in service delivery
- Championing our priority groups
- No wrong door - System of support

**RESILIENT  
KIDS**



Our model combines highly individualised, clinically proven, evidence based mentoring and therapy, delivered through an assertive outreach model, with fun and engaging activities in nature.

# We are grateful for...



- High uptake
- The range of evidence-based youth focused therapies
- Families' willingness to engage and support
- C/YP referring friends and siblings
- C/YP making friends and building social connection, reengaging with education and family support and understanding their emotions.

# STREAM 3 – LIVES LIVED WELL





Lives **Lived** Well



# Acknowledgement of Country

Lives Lived Well recognises Aboriginal and Torres Strait Islander peoples as the original inhabitants of the land now known as Australia and their continuing connection to land, air and sea. We acknowledge the traditional custodians of the lands across which we work and live, and pay our respects to elders, past and present.

Lives Lived Well is proud to work in partnership with local Aboriginal and Torres Strait Islander communities. We are committed to reconciliation through our day-to-day work and our Reconciliation Action Plan.



# Strong Community – Aboriginal Resilient Kids Program

- Established after the completion of the Strong Community program that provided Social, Emotional & Wellbeing support to Aboriginal & Torres Strait Islander peoples of the Northern Rivers. Original program offered outreach support to clients 12+.
- LLW were successful in tender for Stream 3 of the Resilient kids funding for the Aboriginal Resilient Kids Program.
- Due to the strong partnerships and reputation already built within the community and with stakeholders, HNC PHN in collaboration with LLW agreed that the program would be called Strong Community – Aboriginal Resilient Kids.
- Referral pathways remained the same, employment of consistent messaging with our stakeholders and communities that our eligibility (age) was the only change.



# What we offer

**We provide a range of free mental health and wellbeing services for Aboriginal and Torres Strait Islander children and Young people aged 8-18 years, in community and schools, including:**

- Culturally sensitive mental health support and case management
  - Clinical mental health support in non-clinical settings
  - SEWB support in 9 schools
- Culturally safe recreational and educational activities
- Health promotion
- Outreach support from Tweed Heads to Grafton
- Regular activities like BBQs, yarn ups, weaving groups, connecting with country, fishing, and sports
- School holiday activities such as camps and other fun events

## **Our team includes:**

- 5 Identified Youth Wellbeing Workers
- 6 Youth Wellbeing Clinicians (4 of whom identify)



# Data Snapshot

## Referrals and Enrolments

- 145 Referrals/Enquiries
- 83 Enrolments
- 39 Enquiries allocated to workers
- 68 Open enrolments

## Mental Health and Wellbeing Issues

- Anxiety - 3
- Mixed Anxiety/Depressive Symptoms - 21
- PTSD - 1
- ADHD - 11
- Drug Dependence -5
- Depressive Symptoms - 1
- Suicide Alert - 7
- FDV (Family and Domestic Violence) Alert - 4

## Legal situations

- 5 clients on bail
- 2 on police diversion
- 1 on probation
- 1 with court pending
- 3 incarcerated at Acmena
- 1 on court diversion
- 1 on parole
- 1 on home arrest

## Client demographics

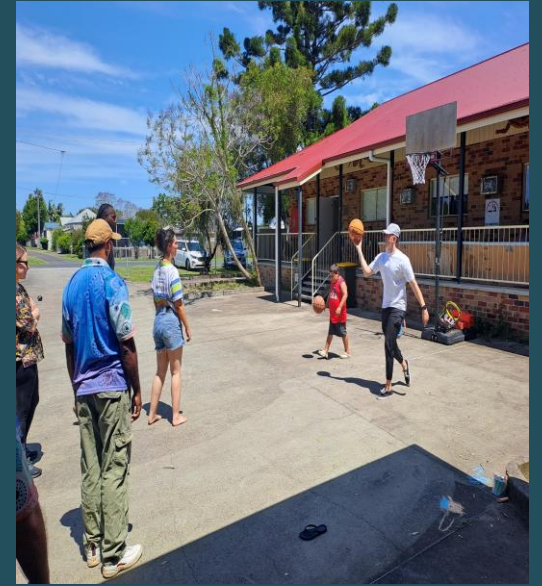
- 1 client identifies as Torres Strait Islander
- 5 identify as both Aboriginal and Torres Strait Islander
- 139 identify as Aboriginal



# Our Work In Action

All of the support we provide is always through a cultural lens and culturally appropriate.

- **Brokerage for Activities:** Funding for sports and other activities.
  - Example's: Paid for football boots for a young person, making his mother emotional with gratitude.
  - Sponsored a team of disengaged boys from Coraki Pod Village for a touch football competition.
- **Essential Items:** Funding for school uniforms, food, hygiene products, etc.
- **Educational Support:** Helped a young person on dialysis complete Year 10 modules.
- **Medical and Wellbeing Support:** Ongoing support for a young person with a brain tumor and heart condition, including transport and hospital visits.
- **School Activities:** 1:1 counselling and group activities in 9 schools for children and young people displaced by floods.
- **Youth Action Meetings (YAMS):** Main referral source in Lismore, new attendance in Grafton, and efforts in Tweed Heads.
- **Bail Support:** Listed as a support service on bail applications.
- **Youth Justice Conferencing:** Participation with ongoing engagement beyond initial sessions.
- **PCYC Community Program:** Weekly program at Acmena Youth Detention Center.
  - Example: A young person engaged with the program after release.
- **Safe Spaces and Activities:** Providing activities like fishing, basketball, BBQs, and bush walking.
- **Fit for Life Program:** Facilitated with police in Tweed Heads, soon to start in Lismore and Clarence Valley.
- **Community Engagement:** Working with pod villages, AMS's, families, and young people for regular activities and program linkages.
- **Co-location:** Presence at Headspace Grafton (2 days/week) and Minjungbal Cultural Center and Museum (3 days/week), Kurrachee centre in Coraki.



# Case Study

## Background

- 13-year-old Aboriginal female.
- **Presenting Issues:** Depressive symptoms (including suicidal ideation), disruptive anger, and restrictive eating behaviors.
- **Background:** Experienced verbal abuse, emotional and physical neglect from her stepmother and father, including denial of her Aboriginality. Recently moved back with her mother. Fractured relationship with her father, contributing to her distress.
- **School Attendance:** Reduced due to conflicts with students and teachers. Frequent interpersonal conflicts due to explosive anger.
- **Risk Factors:** Suicidal ideation, disordered eating behaviors, and previous self-harming behaviors.
- **Protective Factors:** Resilience, reflective insight, proactive engagement with the clinician, support from her mother, aunts, uncles, and friends. Committed to progressing her basketball career.

## Identified Goals

- To increase self-awareness and self-compassion
- To learn skills to assist in reducing severity and frequency of explosive anger

## Services/Therapeutic Approach

- **Schema Mode Conceptualization:** Helps the client understand her behaviors in response to triggered schemas or "wounds." This includes recognizing the development of modes like the "aggressive overcompensator," which protects the "vulnerable child."
- **Safe Environment:** Creating and maintaining a safe space for the client to express and process emotions through experiential techniques.
- **Psychoeducation:** Teaching the client about the brain using the hand model, coregulation, and learned coping behaviors/modes.
- **DBT Skills Integration:** Incorporating Dialectical Behavior Therapy (DBT) skills such as STOP, TIPP, and opposite emotion/action to help the client manage her emotions and behaviors.

## Outcome Measures

	Baseline	1 month	
<b>Suicide Risk</b>	Yes - almost every day	Yes - Several days	
<b>Quality of Life</b>	Psychological	7	5
	Physical	5	4
	Overall	4	3
<b>K-5</b>	14 (High)	8 (Moderate)	
<b>Social Connectedness Scale</b>	39	39	
<b>PEQ overall satisfaction score</b>		5/5	

**Outcome Measure Results:** The client has reported a reduction in the frequency of her aggressive overcompensator mode, demonstrated use of the STOP skill and reflection in relation to interactions she would normally react to. The client has reflected an increase in self-compassion, and reduction of negative cognitions, particularly in reattributing the rupture of the relationship with her Father away from herself. The client has attributed having access to a safe space to discuss with the clinician has assisted her to navigate her distress and cognitive distortions more effectively, and thus noted a reduction in her restrictive eating behaviours since engagement.



# RESILIENT KIDS EVALUATION



# EVALUATION APPROACH

## Developmental Evaluation

Ensuring new information is incorporated into the ongoing refinement of the Resilient Kids program design and delivery

## Formative Evaluation

Analysing emerging findings and results, identifying barriers and enablers, and identifying lessons learnt so far to inform future program direction

## Impact Evaluation

Assessing the program's outcomes and wider impact in communities to contribute to the evidence base around 'what works' in improving young people's resilience in a disaster recovery context

## Areas of Inquiry

Appropriateness

Impact

Sustainability

Effectiveness

Implementation



# EMERGING OUTCOMES

## FIRST FORMATIVE REPORT

1

Resilient Kids has **increased access** to a range of supports for wellbeing and resilience for many young people in our region.

2

Resilient Kids is helping to **improve the mental health and wellbeing of young people** by equipping them with valuable knowledge, practical skills and tools for personal growth and resilience.

3

Resilient Kids is **empowering adults as natural supporters** in the lives of young people, strengthening their ability to engage more effectively with their kids and offer stronger support.

4

The program's **flexibility and diverse service streams** have helped to expand access to much-needed support and address the diverse needs and priorities of children and young people in the region

# WHAT CAN BE STRENGTHENED

## FIRST FORMATIVE REPORT

Continue to **involve young people** in the ongoing design and implementation of programs

**Facilitate involvement of adult supporters** (e.g. parents/caregivers, teachers) and build their capacity

Normalise the provision of **disaster education, skill development and emotional regulation**

**Dedicated time for establishing new services effectively**, including places, workforce and community relationships

**Strengthen connections** with GPs, other professionals and trusted community spaces/organisations for more **integrated service systems and connected communities**

Offer **flexible supports** for the wide range of complexities that young people and their families experience including but not limited to being impacted by floods

**Increase accessibility** for more children and young people, such as different days, longer appointments, support for transport and digital/online resources

**Leverage data and learning** to more quickly respond and offer **access to support following a disaster event**

# COMMUNITY -LEVEL DISASTER RESILIENCE

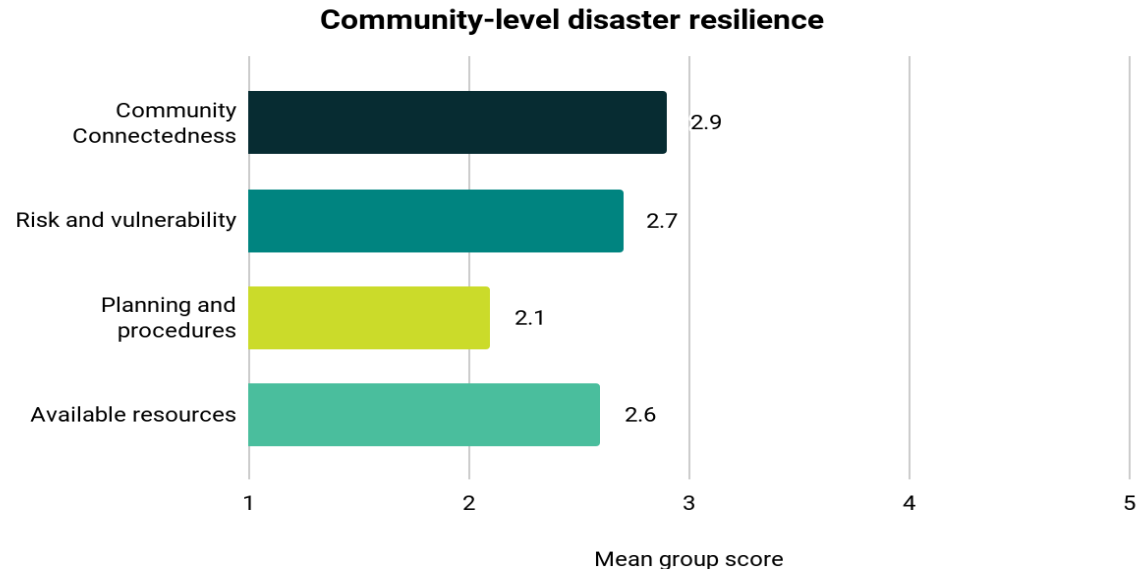
Part of the Resilient Kids evaluation is to also understand what ‘resilience’ is to different communities, and what is needed to support and build the resilience of children and young people.

Using an **adapted Community Disaster Resilience Scorecard**, 10 local representatives explored disaster resilience as it relates to children and young people. This is the first of two focus groups, and this process will be repeated in October 2025.

The session aimed to:

- measure **the level of disaster resilience** within Northern Rivers communities
- better **understand the concept of disaster resilience at a community level** that is relevant and meaningful for Northern Rivers communities
- assess the **perceptions of ‘current state’ and ‘future needs’** relating to community disaster resilience.

The results are outlined below:





Thank you  
for your time

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Q & A



ThinkFeelDo sensory bears are an invaluable tool that help enable children struggling with trauma to regulate their emotions and talk about their feelings.



# Wrap up & Feedback

We'd love to hear what you've valued about this and other webinars we've hosted.

Please email Anita Egginton as she'd love to hear your feedback:

[anita.egginton@aracy.org.au](mailto:anita.egginton@aracy.org.au)

# Would you like to know more about TKiD?



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Sign up to the TQKP newsletter -  
<https://share.hsforms.com/1nOoblL2PRpic2j3NPGVc7Qdtff3>

## Contact us:

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