

Bibliography

Responding Together domain – Therapeutic storytelling

Akgün, E., & Benli, G. K. (2019). Bibliotherapy with preschool children: A case study. *Current Approaches in Psychiatry*, 11(1), 100–111. <https://doi.org/10.18863/pgy.392346>

Australian Institute for Disaster Resilience. (2021). Disaster resilience education for young people handbook. <https://knowledge.aidr.org.au/resources/handbook-disaster-resilience-education/>

Australian Institute for Disaster Resilience. Disaster Resilient Australia-New Zealand School Education Network (DRANZSEN). <https://schools.aidr.org.au/disaster-resilience-education/disaster-resilient-australia-new-zealand-school-education-network/>

Australian Institute of Health and Welfare (AIHW). (2012). Social and emotional wellbeing: development of a children's headline indicator. <https://www.aihw.gov.au/reports/children-youth/social-emotional-wellbeing-development-of-chi/summary>

Bateman, A., & Robinson, P. (2019). The Christchurch earthquake: Lessons from the real-life experiences of early childhood teachers. *Journal of Early Childhood Teacher Education*, 41(4), 325–337. <https://doi.org/10.1080/10901027.2019.1654049>

Berger, E., Carroll, M., Maybery, D., & Harrison, D. (2018). Disaster Impacts on Students and Staff from a Specialist, Trauma-Informed Australian School. *Journal of Child & Adolescent Trauma*, 11(4), 521–530. <https://doi.org/10.1007/s40653-018-0228-6>

Beyond Blue. (2019). BETLS Observation Tool. <https://beyou.edu.au/resources/betls-observation-tool>

Be You. Staff wellbeing. <https://beyou.edu.au/fact-sheets/wellbeing/staff-wellbeing>

BMJ Best Practice. (2017). Mental health response to disasters and other critical incidents. London: BMJ Publishing Group. https://www.bmj.com/content/bmj/suppl/2017/06/30/357.jun21_2.j2981.DC1/BP_emergency_response.pdf

Bodrova, E. & Leong, D. J. (2005). Uniquely preschool: What research tells us about the ways young children learn. *Educational Leadership*, 63(1), 44-47. https://www.researchgate.net/publication/274898553_Uniquely_preschool

Boon, H. J., & Pagliano, P. J. (2014). Disaster Education in Australian Schools. *Australian Journal of Environmental Education*, 30(2), 187–197. <https://doi.org/10.1017/aee.2015.8>

- Brown, M. I., Westerveld, M. F., Trembath, D., & Gillon, G. T. (2018). Promoting language and social communication development in babies through an early storybook reading intervention. *International Journal of Speech-Language Pathology*, 20(3), 337–349. <https://doi.org/10.1080/17549507.2017.1406988>
- Brunzell, T., Waters, L., & Stokes, H. (2015). Teaching with strengths in trauma-affected students: A new approach to healing and growth in the classroom. *American Journal of Orthopsychiatry*, 85(1), 3–9. <https://doi.org/10.1037/ort0000048>
- Brymer, M., Layne, C., & Jacobs, A.K. (2006). *Psychological first aid field operations guide*. (2nd ed.). Los Angeles: National Child Traumatic Stress Network and National Center for PTSD. https://www.ptsd.va.gov/professional/treat/type/PFA/PFA_2ndEditionwithappendices.pdf
- Cafasso, J. & Kim, S. (2023). Traumatic events. Healthline. <https://www.healthline.com/health/traumatic-events>
- Cohen, E., & Gadassi, R. (2018). The function of play for coping and therapy with children exposed to disasters and political violence. *Current Psychiatry Reports*, 20(5) 31. <https://doi.org/10.1007/s11920-018-0895-x>
- Cohen, L. J. (1987). Bibliotherapy: Using literature to help children deal with difficult problems. *Journal of Psychosocial Nursing and Mental Health Services*, 25(10), 20–24. <https://doi.org/10.3928/0279-3695-19871001-07>
- Cumming, T. (2017). Early childhood educators' well-being: An updated review of the literature. *Early Childhood Education Journal*, 45(5), 583–593. <https://doi.org/10.1007/s10643-016-0818-6>
- Department of Education, Employment and Workplace Relations (DEEWR). (2009). *Belonging, being & becoming: The Early Years Learning Framework for Australia*. Canberra: DEEWR. https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf
- Emerging Minds. *Community Trauma Toolkit*. <https://emergingminds.com.au/resources/toolkits/community-trauma-toolkit/>
- Everymind. (2020). *Understanding mental health, mental ill-health and suicide*. <https://everymind.org.au/understanding-mental-health>
- Garcia, S. E., & Tully, E. C. (2020). Children's recognition of happy, sad, and angry facial expressions across emotive intensities. *Journal of Experimental Child Psychology*, 197, 104881. <https://doi.org/10.1016/j.jecp.2020.104881>
- Gibbs, L., Nursey, J., Cook, J., Ireton, G., Alkemade, N., Roberts, M., Gallagher, H. C., Bryant, R., Block, K., Molyneaux, R., & Forbes, D. (2019). Delayed Disaster Impacts on Academic Performance of Primary School Children. *Child Development*, 90(4), 1402–1412. <https://doi.org/10.1111/cdev.13200>
- Gibbs L, Young D, Marck CH, Nursey J, Cook J, Wraith R, Cotton A. (2020). APPRAISE: Tools to guide selection of school-based post-disaster psychosocial programs, Report to Victorian Department of Education and Training. Child and Community Wellbeing Unit, University of Melbourne.

- Heath, M.A., Sheen, D., Leavy, D., Young, E., & Money, K. (2005). Bibliotherapy: A resource to facilitate emotional healing and growth. *School Psychology International*, 26(5), 563–580.
<https://doi.org/10.1177/0143034305060792>
- Hobfall, S. E., Watson, P., Bell, C. C., Bryant, R. A., Brymer, M. J., Friedman, M. J., ... Ursano, R. J. (2007). Five essential elements of immediate and mid-term mass trauma intervention: Empirical evidence. *Psychiatry*, 70(4), 283-315.
<https://doi.org/10.1521/psyc.2007.70.4.283>
- Jones, C. (2019, January 25). Understanding and supporting educator wellbeing. The Spoke.
<http://thespoke.earlychildhoodaustralia.org.au/understanding-supporting-educator-wellbeing/>
- Kaur, S. (2021). Digital storytelling in early childhood online classes. *The National Life Skills, Value Education & School Wellness Program*, 7(1), 42–48.
- National Indigenous Australians Agency. (2017). National Strategic Framework for Aboriginal and Torres Strait Islander Peoples' Mental Health and Social and Emotional Wellbeing 2017-2023.
<https://www.niaa.gov.au/resource-centre/national-strategic-framework-aboriginal-and-torres-strait-islander-peoples-mental>
- Parker, R., Thomsen, B. S. (2019). Learning Through Play at School – A Framework for Policy and Practice. <https://learningthroughplay.com/explore-the-research/why-school-time-is-playtime>
- Perry, B. D., & Ludy-Dobson, C. (2010). The role of healthy relational interactions in buffering the impact of childhood trauma. In E. Gil (Ed), *Working with children to heal interpersonal trauma: The power of play*. Guilford Press. <https://www.amostbeautifulthing.com/wp-content/uploads/2020/01/The-Role-of-Healthy-Relational-Interactions-in-Buffering-the-Impact-of-Childhood-Trauma.pdf>
- Prinstein, M. J., La Greca, A. M., Vernberg, E. M., & Silverman, W. K. (1996). Children's coping assistance: How parents, teachers, and friends help children cope after a natural disaster. *Journal of Clinical Child Psychology*, 25(4), 463–475. https://doi.org/10.1207/s15374424jccp2504_11
- Rae, T., Cowell, N., & Field, L. (2017). Supporting teachers' well-being in the context of schools for children with social, emotional and behavioural difficulties. *Emotional and Behavioural Difficulties*, 22(3), 200–218. <https://doi.org/10.1080/13632752.2017.1331969>
- Rosenfeld, L.B., Caye, J., Ayalon O., & Lahad, M. (2005). *When their World Falls Apart: Helping Families and Children Manage the Effects of Disasters*. Washington: NASW Press.
- Shablack, H., Becker, M., & Lindquist, K. A. (2020). How do children learn novel emotion words? A study of emotion concept acquisition in preschoolers. *Journal of Experimental Psychology: General*, 149(8), 1537–1553. <https://doi.org/10.1037/xge0000727>
- Szente, J. (2021). Resources for preparing early childhood teachers to assist children in disasters: Reflections on current events. *Journal of Early Childhood Teacher Education*, 43(3), 406–413..
<https://doi.org/10.1080/10901027.2021.2005190>
- Terranova, A. M., Morris, A. S., Myers, S., Kithakye, M., & Morris, M. D. S. (2015). Preschool children's adjustment following a hurricane: Risk and resilience in the face of adversity. *Early Education and Development*, 26(4), 534–548. <https://doi.org/10.1080/10409289.2015.994463>