



# Trauma, cognitive development and social and emotional wellbeing

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# Overview

- Cognitive and social implications of maltreatment
- Models of First Nations social and emotional wellbeing
- Promoting healing in First Nations communities

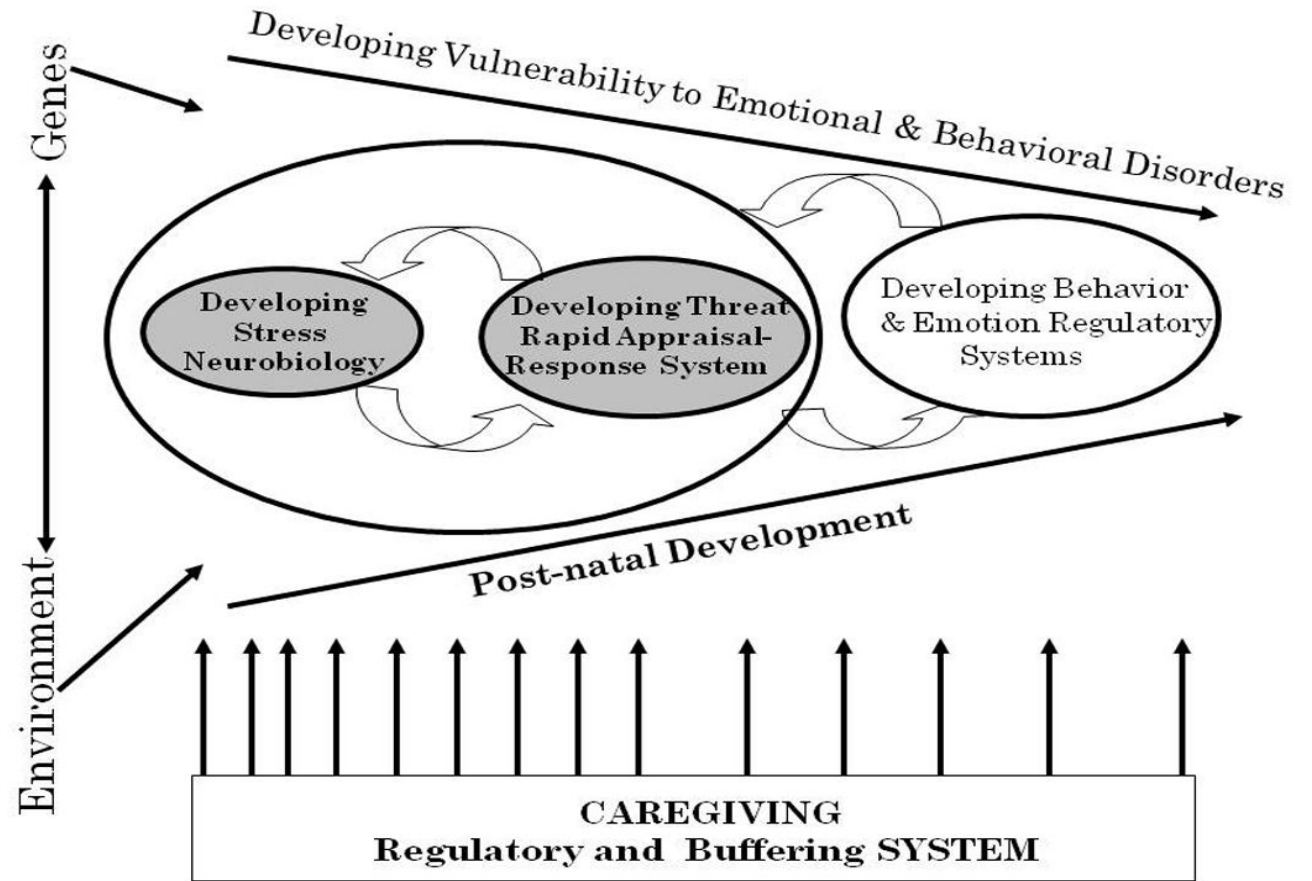


# Developmental Models

Scope of developmental outcomes narrows with age – early period of particular importance

Genes and environment interact across development, with the caregiving environment playing an important role

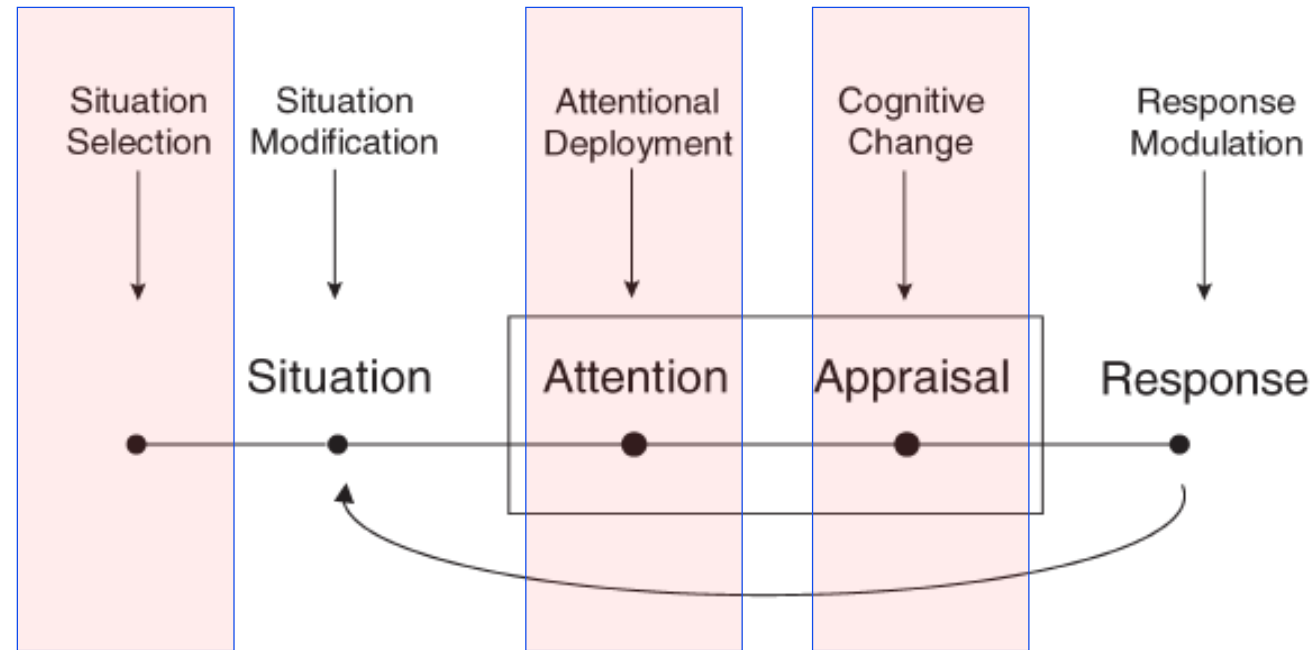
Interplay between neurobiological systems, cognitive processes, and behaviour across development



Loman and Gunnar (2010)



# Cognitive Models

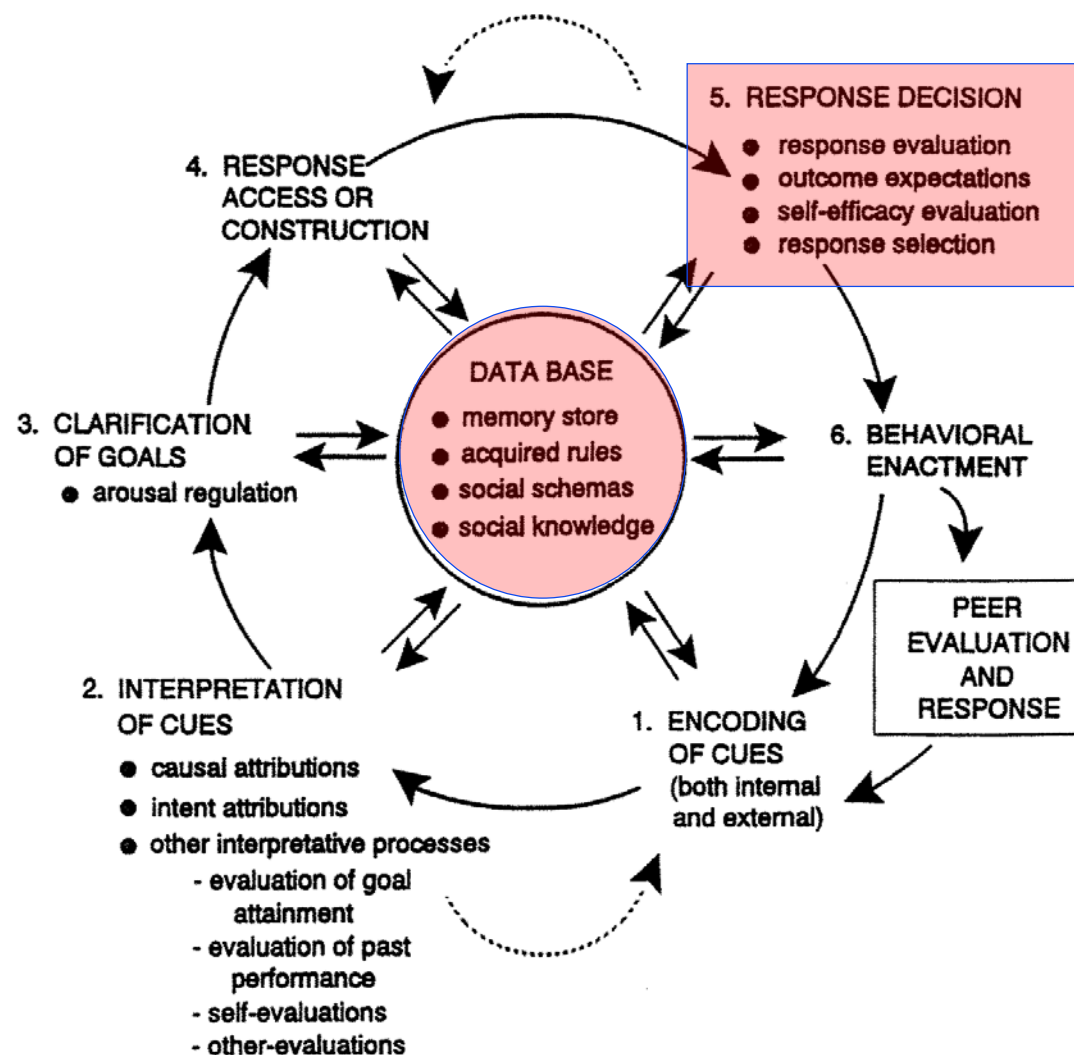




# Cognitive Models

Maltreatment associated with:

- Poorer emotion understanding and recognition
- Physical abuse – tend to see anger
- Neglect – more generalised issues of emotion understanding
- Also difficulty understanding the mental states of others





# Key Findings

- Situation Selection: Weak evidence of facilitated avoidance and risk taking (girls)
- Attentional Deployment: Weak evidence, but emphasized the role of attention control
- Cognitive change: No evidence of differences in negative attributions
- Emotion Understanding: Some evidence of maltreatment-related effects
- Theory of Mind: Some of evidence differences
- Prosocial Responding: Evidence of different patterns of enacting prosocial responses



# First Nations perspectives

- Holistic health
- Self-determination is critical
- Culturally valid approaches
- Trauma and loss play a role
- Human rights foundation
- Improving SEWB means addressing racism, environmental adversity, and disadvantage
- Family and kinship must be understood
- Diversity of FNs recognized
- Strengths-focus

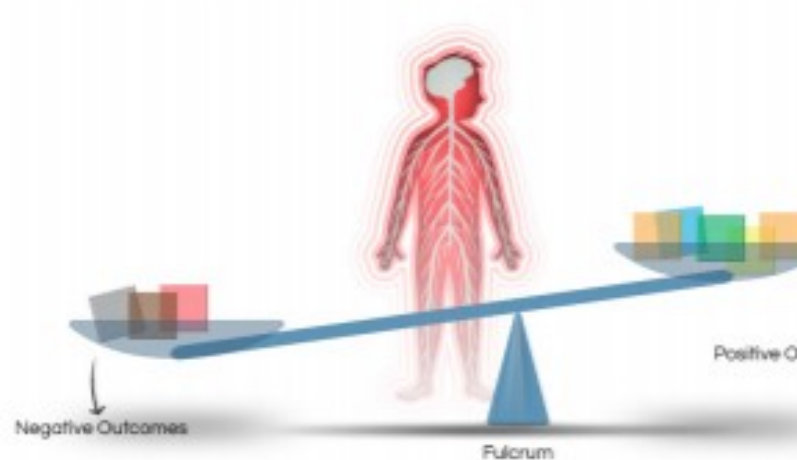




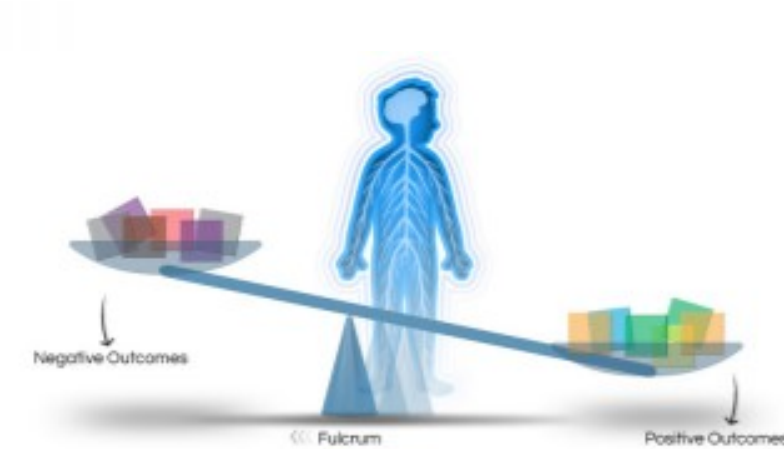
# Resilience and Healing – Harvard models



**When positive experiences outweigh negative experiences, a child's "scale" tips toward positive outcomes.**



**The initial placement of the fulcrum affects how easily the scale tips toward positive or negative outcomes.**



**Over time, the cumulative impact of positive life experiences and coping skills can shift the fulcrum's position, making it easier to achieve positive outcomes.**

National Scientific Council on the Developing Child (2015)  
*Supportive Relationships and Active Skill-Building  
Strengthen the Foundations of Resilience: Working Paper 13*