

TRAUMA INFORMED PRACTICE IN PRACTICE



If anything in this presentation raises issues/concerns for you:

- Lifeline - 13 11 14 www.lifeline.org.au
- Beyond Blue - www.beyondblue.org.au
- 1800 Respect – 1800 737 732 www.1800respect.org.au
- Red Nose Grief and Loss - 24/7 via our Support Line at 1300 308 307
- intake@rednose.org.au or visit our live chat at rednosegriefandloss.org.au/live-chat
- Reach out to EAP

About TIPT and me



- Trauma and Mental Health Solutions
- 20 years teaching and training in some of WA's hardest for staff schools
- Specialist in Trauma Informed Practice including responding to and managing complex trauma, PTSD, Vicarious Trauma
- Trauma Informed Care
- Trauma Informed Crisis Response
- Lego® Serious Play® Facilitator
- Mental Health First Aid Instructor
- Protective Behaviours

WHY SHOULD WE CARE?



Up 75% of Australian adults are exposed to at least one traumatic event at some time in their lives. (Australian institute of Health and welfare.)



Approximately 30% of young people have complex trauma. (Child maladaptive treatment study 2024)

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Table 1. Rates of trauma by category

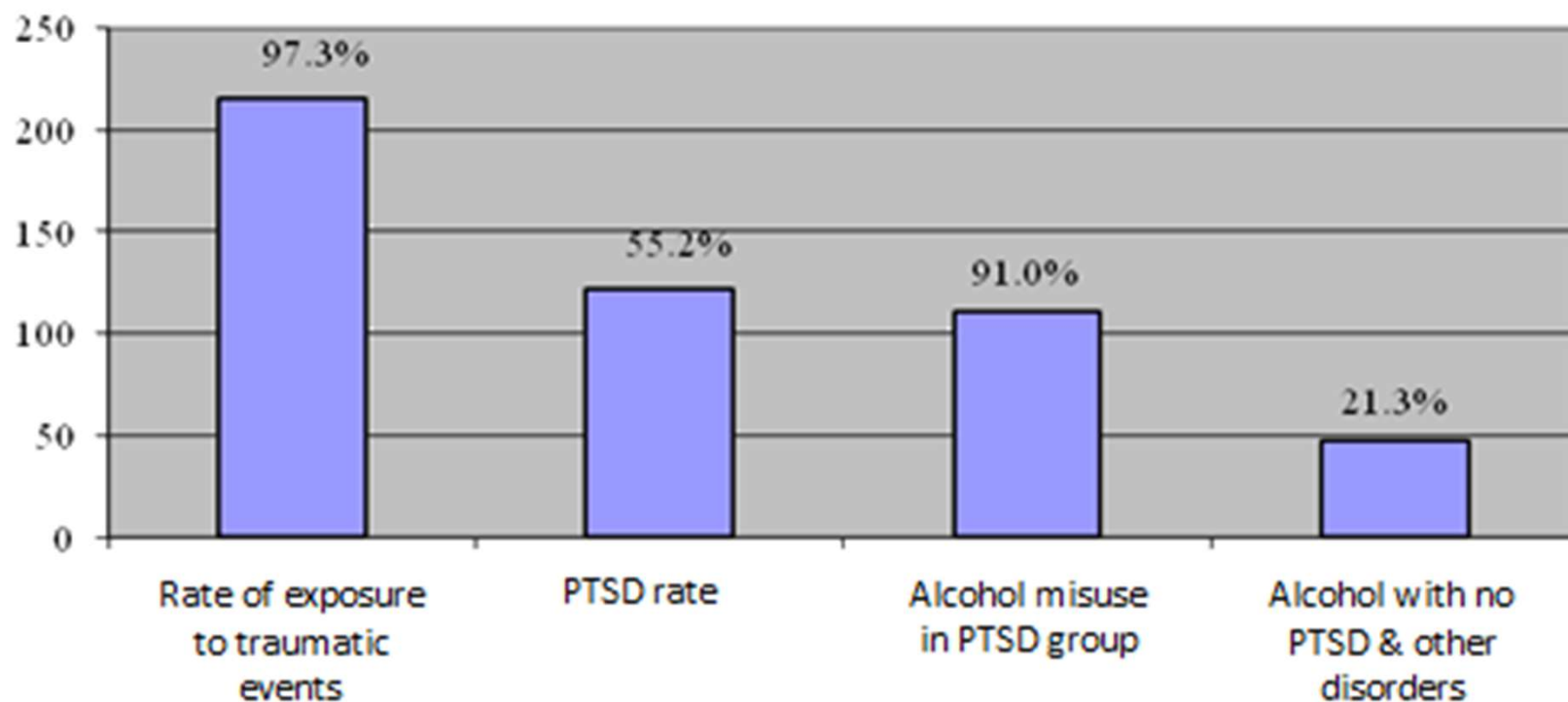
Type of trauma	Indigenous sample	General Australian population
Sexual violence	31.7%	8.5%
Physical violence	55.5%	11.5%
Non-interpersonal	47%	10.6%
Unexpected death of a loved one	44.7%	17.7%

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Table 2. The standardized prevalence of PTSD

	Indigenous sample	General Australian population
In 12-month period	13.3%	4.4 %
Lifetime	19.9%	7.3%

For Aboriginal Communities Published in Rural and Remote Health Journal by Galeye T Nadew





Safety



Trustworthiness



Choice



Collaboration



Empowerment



Definitions

Ensuring physical and emotional safety for all. Generally involves protection of self or others.

Maximizing trust, ensuring clear expectations, and having consistent boundaries. Refers to transparency.

Making individual choice and control a priority. Refers to the right to self-determination and autonomy.

Sharing power and working together with individuals. The idea of working with, not doing to or for.

Involves the recognition of strengths and skills to build a realistic sense of hope and possibility.

Values/Principles in Practice

Create a welcoming environment

Embrace diversity and inclusion

Give consequences using supportive, non-confrontational language

Provide clear information about expectations

Inform others of transitions ahead of time

Express patience and acceptance

Inform others about options available to them

Balance flexibility while defining parameters

Reflect options regarding race, gender and culture

Seek ideas and feedback

Explore others' circumstances from their perspective

Acknowledge power dynamics

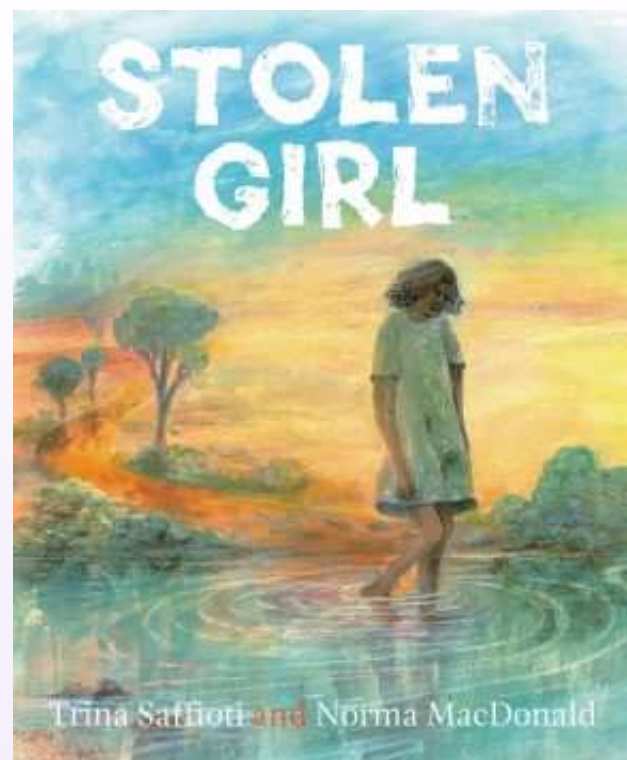
Build on strengths and capacities

Ensure interactions are validating and affirming

Use person-first and inclusive language

STOLEN GENERATION

It is estimated that at a minimum, one third of Australia's total Aboriginal and Torres Strait Islander population may be affected by intergenerational trauma as a descendants from the Stolen Generation



CHILD ABUSE

- Aboriginal and Torres Strait Islander children aged 0-9 are two to four times more likely to be sexually abused
- Aboriginal and Torres Strait Islander children aged 0-17 are eight times more likely to be subjected to child abuse or neglect than non-Indigenous children.



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SARCS FORM

 Government of Western Australia
North Metropolitan Health Service

Sensitive Practice Request

Dear healthcare worker,
I have experienced some traumatic events in my past that can make healthcare appointments very challenging for me. By providing this information to you, I am hoping that together we can find a way for me to get my healthcare needs met. Thank you for providing a trauma informed service.

My fear and anxiety about coming to this appointment is currently at (patient please tick)
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ (1: very relaxed – 10: extremely anxious)

My biggest fear is: _____ Something that I might do or say during my appointments, due to my fear and anxiety is: _____
_____ If this happens you can assist by _____

Helpful actions

(Patient - please tick each action below that would be helpful to you and add any other points at the bottom).

Before procedures ☐ Introduce yourself and your role to me ☐ Introduce other workers and explain why they are there ☐ Get to know a bit about me first	During procedures ☐ Give me choices and control where possible ☐ Offer that I watch and / or help with the procedure ☐ Maximise privacy – keep doors and curtains
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Before procedures

- ☐ Introduce yourself and your role to me
- ☐ Introduce other workers and explain why they are there
- ☐ Get to know a bit about me first
- ☐ Don't ask me questions about my trauma
- ☐ Explain what you are going to do and why
- ☐ Ask "what could make this easier for you?"
- ☐ Ask permission before touching me
- ☐ If I need to have a procedure, explain it to me and give me written information to read
- ☐ Agree on a "PAUSE" signal I can use during the examination or procedure
- ☐ Tell me that it is "okay to stop" the examination or procedure at any time
- ☐ Tell me about stress reduction techniques to use

During procedures

- ☐ Give me choices and control where possible
- ☐ Offer that I watch and / or help with the procedure
- ☐ Maximise privacy – keep doors and curtains closed, provide a sheet or rug to cover my body and expose only one part of my body at a time
- ☐ Reassure me, use my name and check if I am okay as you go
- ☐ Remind me to keep breathing slowly and deeply
- ☐ Watch for non-verbal cues and pause as needed.
- ☐ Only restart when I am ready
- ☐ Allow me to dress in private
- ☐ Only discuss sensitive information when I am

KEY TAKEAWAYS

1. Listen to the patient. Listen to what isn't being said as much as what is being said.
2. Validate their feelings.
3. Take the time to connect with the patient and build trust.
4. Check your own body language. What is it saying?
5. The healthcare environment may not be a comfortable or trusted space. Don't take it personally.
6. In crisis, people only hear 7% of what you say.

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