

TRAUMA-INFORMED CARE ARC IN FOCUS - EDUCATION AUGUST 2025

Understanding Trauma-Informed Care

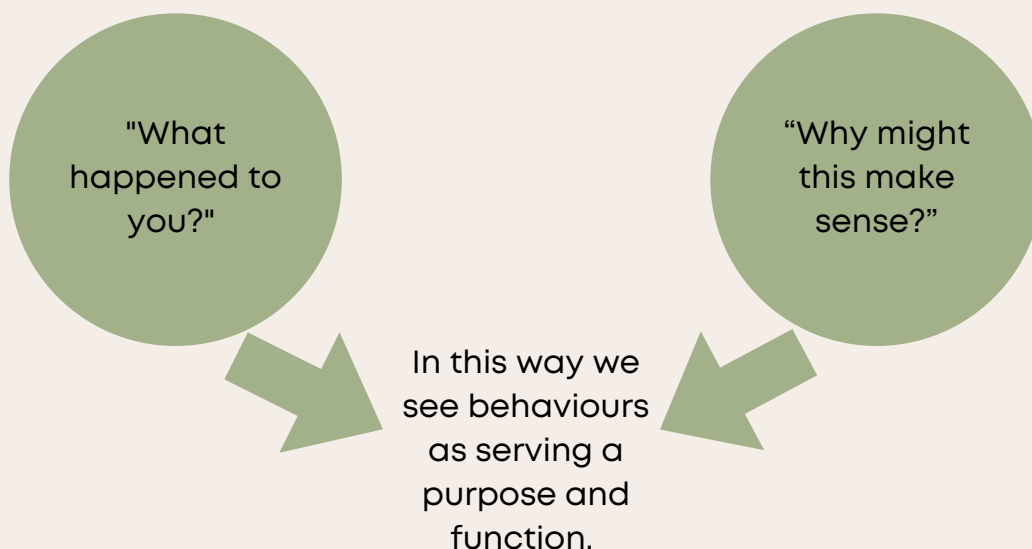
Trauma-informed care is a framework that recognises the impact of trauma on an individual and fosters pathways for healing, recovery and stabilisation. In trauma-informed care, there is a focus on nurturing resilience through safety, attachment, the development of meaningful goals and importantly, creating a life worth living.

The behaviours we see are often related to expression, communication, adaptation to intolerable events and active self-protection as a result of these events and experiences. Rather than viewing behaviours from the lens of a deficit, trauma-informed care considers a formulation surrounding history, development, natural connections, culture and current challenges impacting an individual. These explorations increase understanding for caregivers and professionals to better recognise behaviours and the needs of individuals and respond to them in a meaningful way.

Sometimes we get stuck on thinking we need to know all the details. Whilst it can certainly help, we don't need to know the details of an individual's experience to apply trauma-informed care principles at a care team level. Responding to children and adolescents requires patience, thoughtfulness and considered attunement rather than knowing the very specific details of what happened.

Rather than seeing behaviours as part of the person, we view them as being separate to the person.

Instead of asking "What's wrong with you?", a trauma-informed approach asks...



Trauma-informed Care Toolbox

Practical ways to implement trauma-informed care in the Sherwood Program:

- **Training for Caregivers and Professionals:** We continue to refine and provide comprehensive training on trauma, its impact, and trauma-informed care principles.
- **Creating Safe Spaces:** Establishing safe relationships, and professional boundaries with regular opportunities for child coaching and debriefing.
- **Consistent Routines:** Maintaining predictable daily routines to provide a sense of stability and nervous system regulation.
- **Active Listening:** Practicing active listening and validation to help children feel heard and understood.
- **Choice-making:** Offering choices whenever possible to empower children and promote a sense of control over their lives. This may include: what to eat for breakfast, what clothes to wear, seeing family, birthday celebrations etc.
- **Collaborative Problem-Solving:** Involving children in problem-solving and decision-making processes around their future, their goals both short-term and in the long-term.
- **A Whole Team Approach:** Including monitoring and reviews with allied health teams involving specialists, along with the child to voice and express their views.

“CHILDREN ARE NOT SIMPLY A COMPOSITE OF THEIR DEFICITS, BUT ARE WHOLE BEINGS, WITH STRENGTHS, VULNERABILITIES, CHALLENGES, AND RESOURCES.”
~ BLAUSTEIN & KINNIBURGH, 2010

