

# PROMOTING RESILIENCE

a trauma informed practice approach



**ORANGA  
TAMARIKI**  
Ministry for Children



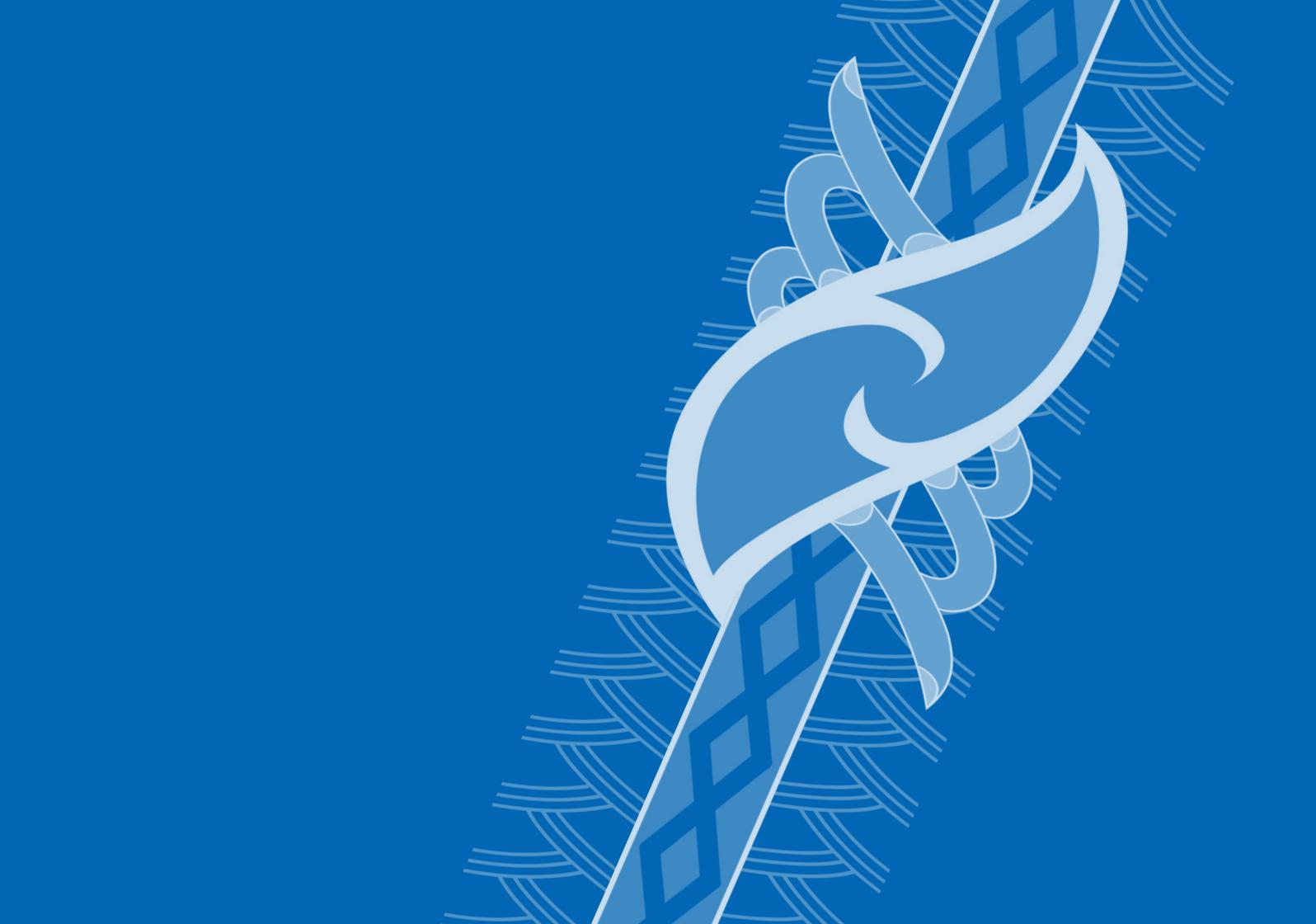
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# INTRODUCTION

Oranga Tamariki:  
trauma informed approach





# THE TOHU

The central image of pounamu within the shape of a leaf represents te tamaiti.

The leaf represents new beginnings, growth and fragility.

The two hands represent the whakapapa link of tamariki to their ancestors and to their whānau.

The tukutuku (criss cross lashing) in the centre represents the binding and unity of the whānau, wider family and caregivers of te tamaiti. The tukutuku lashing ensures strength.

On each side of the tukutuku is a row of kupenga (nets). These represent the casting of our net, to capture knowledge, kōrero, discussion, evaluation and planning. These nets must be cast far and wide to ensure we capture all the layers of information for te tamaiti in order to support them on their journey into the future.

Designed by O'Dell Toi

*He kokonga whare e kitea  
He kokonga ngākau kore e kitea*

*(The corner of a house can be seen,  
but not so the corner of one's heart)*



# WHAT GUIDES OUR WORK



# DEFINING TRAUMA

**Trauma** is defined as an event, events or circumstances that are often experienced as life threatening, causing significant fear and distress, and overwhelming the ability to cope.

**Complex trauma** describes multiple, enduring experiences that threaten or cause harm to wellbeing. Complex trauma results from violence and neglect, bias and discrimination, conflict and oppression, and the effects of colonisation: loss of culture, language, identity, land and collective wellbeing. For tamariki Māori, complex trauma can be displayed as powerlessness, having no voice, self-esteem, or honour.

**Vicarious trauma** is the experience of symptoms similar to those who have directly experienced traumatic events. Vicarious trauma is caused by witnessing or hearing about the trauma experienced by tamariki and whānau. Working closely with high numbers of tamariki with trauma histories, high risk tamariki and on-going conflict amongst whānau are seen as key contributing factors.



RECOGNISE



RESPOND



REGULATE



RESTORE

# OUR TRAUMA INFORMED APPROACH

## RECOGNISE

“I want you to know who I am and what I’ve been through”



## RESPOND

“I want to be heard and feel safe”



## REGULATE

“I need you to help me manage my feelings”



## RESTORE

“I need you to support my healing”



Trauma is experienced by te tamaiti, their whānau and caregivers in the following areas:

- Historically through colonisation
- Conflict between values, beliefs, and worldviews
- Across families and generations
- Within systems we are a part of
- Directly to individuals

Take time to connect with te tamaiti whānau and others by:

- Being calm and self aware of our own emotions
- Being empathetic and showing you care
- Being flexible with tamariki and whānau who might not be ready to talk about what they've experienced

Support te tamaiti, whānau and others to manage emotional responses by:

- Providing structure, being predictable and reliable even when dealing with uncertainty
- Staying calm and helping others to be calm
- Recognising tamariki and whānau behaviour serves a purpose
- Sharing information and working closely in partnership with others

Enhance mana by:

- Sharing control with tamariki and whānau to identify and achieve goals that are meaningful to them
- Focusing on the strengths and abilities of tamariki and whānau
- Providing the resources necessary for healing and preventing further trauma

**“I WANT YOU  
TO KNOW  
WHO I AM  
AND WHAT  
I’VE BEEN  
THROUGH”**





# RECOGNISE

Tamariki and whānau are the experts on their own lives. Our role is to tautoko tamariki and whānau through the hard bits. We do this by bringing everyone together, offering our knowledge, and sharing our resources so that tamariki and whānau can set and achieve goals that are meaningful to them.

Use a trauma informed approach to understand the whole story for tamariki and whānau, including their:

- identity, cultural values, beliefs, and practices
- perspectives and how things look through their eyes
- trauma histories
- protective adults
- strengths and abilities.



RECOGNISE



RESPOND



REGULATE



RESTORE

# To help you 'recognise'...KNOW:

- About impacts of historical and intergenerational trauma on cultural identity, current behaviours, and resilience.
- Not all challenging events have traumatic effects and tamariki and whānau will have different responses.
- Potential impact of trauma on the developing brain.
- Role of attachment and key relationships in relation to trauma.
- What flight, fright and freeze responses and trauma indicators look like.



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help you 'recognise'...DO:

- Gather information! Use different sources to understand what you're seeing (e.g. talk to those close to te tamaiti and find out what is normal for them). Look in CYRAS - is anything missing? What do you need to know more about? Look at our past involvement, what is it telling you? (e.g. Have there been three years of reports of family violence for a child who is 4 years old?).
- Check things out! Make a list of questions to ask (e.g. How are tamariki coping with usual daily activities?) and people to talk to. Consult development guides (see links in the toolkit section for more information). Discuss questions with your supervisor.
- Plan ahead! Have a good list of questions to help you recognise trauma in tamariki and whānau.



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help you 'recognise'...KNOW:

- Some signs of trauma are not obvious.
- Shared planning and decision making (e.g. whānau hui, case consult, hui-a-whānau, family group conference, etc.) can bring to the surface tensions between those involved. Each person will understand what is happening in a different way and have a different level of comfort with being involved.
- Behaviour is a form of communication too. Tamariki and whānau might not be able to talk about what is happening, they might not want to share in front of certain people or in certain places.



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help you 'recognise'...DO:

- Look for language and communication that is strained, and behaviour that is heightened, aggressive or vigilant, highly distracted or overwhelmed, quiet, withdrawn, or shut down; and signs of anxiety like sleeplessness or a sore puku.
- Think about how to offer extra support when it's needed, set aside extra time for meetings so tamariki and whānau don't feel rushed.
- Provide clear information about what is happening and what is expected of tamariki and whānau.
- Support tamariki and whānau to feel comfortable by bringing food and drinks to share, offering breaks, and activities for tamariki.



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help you 'recognise'...KNOW:

- Tamariki and whānau work best with someone they connect with.
- Tamariki and whānau will experience the same feelings of uncertainty, loss and grief when tamariki are removed from home.
- The differences between your worldview and Te Ao Māori and Pacific worldviews and how your worldview impacts on Māori and Pacific peoples.
- How trauma affects you personally.



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help you 'recognise'...DO:

- If you're not the right person, find out who is and how they can be involved.
- Think about and anticipate questions tamariki will ask and have answers ready (e.g. Will I be with my sisters and brothers? Can I see my mum and dad? Do I have to change schools?)
- Find cultural supervision and support, use professional supervision, ask peers for help.
- Debrief and talk with your supervisor about cases that are difficult for you.



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# SUGGESTIONS



## Unhelpful

Making negative assumptions (that mum is never going to get it together)



## Helpful

Assume people are doing the best they can in any given situation (this mum just lost her sister and her mum the year before. She is doing her best to manage her grief and responsibilities without much support)



RECOGNISE



RESPOND



REGULATE



RESTORE

**“I WANT TO BE  
HEARD AND  
FEEL SAFE”**



# RESPOND

A trauma informed approach means that we take into account the importance of relationships in building and restoring safety for tamariki.

Our involvement can feel intrusive and has potential to retraumatise tamariki and whānau.

Being sensitive and behaving respectfully can help tamariki feel safe.

Be intentional in your practice behaviours and plan your response to the unique circumstances of te tamaiti, whānau and peers.



RECOGNISE



RESPOND



REGULATE



RESTORE

# To help you 'respond'...KNOW:

- Noticing the small things matter. Every interaction has the ability to help restore relationships.
- It is helpful to appear calm even if you are feeling unsure.
- Tamariki will notice your attention to what they are saying and feeling and will feel listened to.
- Body language can vary by culture. What is considered respectful in one culture, might not be in another.
- Calming the other people involved will help calm te tamaiti.



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help you 'respond'...DO:

- Acknowledge and validate their feelings and their experiences. Write down their words and ask if you've got them right (e.g. I imagine you're worried too. Can you help me understand what's going on?).
- Check out your thinking. What are you observing and understanding about others' body language? For Māori this could mean talking about ihi (energy within) and wehi (body language).
- Attune by being present and aware of the impact of what you say on how tamariki and whānau act. If talking is making the situation tense, try something else (e.g. take a walk, sit in silence, listen to music, draw, take a break).
- Learn about the culture of tamariki and whānau you work with and what their cultural protocols are (e.g. making or not making eye contact, which person in the family is spoken with first, etc.).
- Share information to ensure everyone is on the same page (e.g. everyone involved knows their role in the safety plan of te tamaiti).



RECOGNISE



RESPOND



REGULATE



RESTORE

# To help you 'respond'...KNOW:

- Stress, anxiety, and effects of trauma on language development can impact how tamariki and whānau understand what you're saying and what you're asking them to do (e.g. create goals and plans).
- Strong reactions from tamariki and whānau are reasonable responses to dealing with high and intense emotions – it's not personal and it's not about you. It's about tamariki and whānau.
- Some tamariki and whānau might need extra time for planning and decision making. Whānau are more likely to engage when the plan reflects their values and goals.



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help you 'respond'...DO:

- Think about how you communicate and what you might say to tamariki and whānau. Ask about experiences from their perspective (e.g. what does it look like when things are hard? When things are good?).
- When tamariki and whānau are angry and distressed, take a step back to understand things from their perspective.
- Reduce stress for tamariki and whānau by arranging meetings around their commitments (e.g. meet after school and work).
- Find out what non-engagement is about and find a solution to it:
  - Be curious about what te tamaiti needs for the right fit (check your ideas with your supervisor and ask for extra support).
  - Try meeting in different places or with different people.



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help you 'respond'...KNOW:

- Building trusting relationships takes time.
- Getting to know tamariki can help you learn what works for them (e.g. if they're easily startled or prefer to meet outside).
- How to be respectful and suspend judgement:
  - Are we expecting to prove that something happened? Or, are we looking to understand what's happening now and what's happened in the past for tamariki and whānau?



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help you 'respond'...DO:

- Use words and phrases that tamariki and whānau understand (e.g. sad, scared, mad, worries, mamae, and having a sore puku).
- Use different activities or tools with tamariki to find out about their views, likes and dislikes (e.g. feelings cards, or three houses).
- Consider different tools you could use to help your engagement. (e.g. feelings thermometer, and other engagement tools for tamariki).
- Be curious, ask open ended questions, and listen (e.g. I'm wondering, what's going on? or What happened?)



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help you 'respond'...KNOW:

- Who needs to be involved (which whānau members: auntie, kuia, kaumātua, and other supportive adults).
- Think about what power imbalance looks and feels like. How would it feel for whānau to have lots of professionals in a room talking about them and their tamariki?
- Tamariki and whānau need their voices heard so they can have ownership over what comes next - "It's my plan, I am going to do this".



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help you 'respond'...DO:

- Invite people important to te tamaiti, set the day and time so they can attend and feel comfortable to participate in decision making activities. Whenever possible, ask whānau where they want to meet and go to them.
- Provide structure by saying what time meetings start and end, what the purpose of the meeting is and how you can accomplish the goals together.
- Follow tikanga and be sensitive to varying levels of comfort with te reo and tikanga (ask whānau what is comfortable for them, and follow their lead).
- Ask professionals to come in one at a time so they don't outnumber whānau.
- Include the voice of te tamaiti, even when they can't be physically present (e.g. Have te tamaiti record a statement, draw a picture, make a video).
- Include whānau voices (e.g. Have someone call-in, put their contributions in writing, or be part of only a portion of the meeting, etc.).



RECOGNISE



RESPOND



REGULATE



RESTORE

# To help you 'respond'...KNOW:

- Tamariki need evidence their needs will be met before they can feel safe.
- Open and non-judgemental communication is important to avoid triggering feelings of shame for tamariki and whānau.
- Tamariki and whānau will be wondering and worrying about the outcome of the assessment and the next steps.



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help you 'respond'...DO:

- Think about what tamariki might need to feel safe (e.g. Ask te tamaiti what they need and explain how whānau will stay involved).
- Show te tamaiti safety elements in a new placement, (e.g. locks on windows).
- Notice how te tamaiti feels, name it for them and try to understand things from their perspective (e.g. "I see that you're upset, can you help me understand why you're worried/frustrated/angry/mad/scared?). Sit with them even when it's difficult.
- Share information about next steps at each visit.



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# SUGGESTIONS



## Unhelpful

- Acting like an enforcer
- Seeing te tamaiti in school when unnecessary
- Using jargon and acronyms
- Packing the clothes of te tamaiti into a plastic shopping or rubbish bag



## Helpful

- Acting like a helper
- Seeing things from their perspective - what will their friends think?
- Using plain language, saying the whole term and explaining what it means
- Keeping several backpacks on hand in case te tamaiti needs to move their belongings quickly



RECOGNISE



RESPOND



REGULATE



RESTORE

**“I NEED YOU TO  
HELP ME MANAGE  
MY FEELINGS”**

REGULATE



# REGULATE

Tamariki involved with Oranga Tamariki experience instability, many 'hellos' and 'goodbyes' with people who don't stay in their lives, changes in when they see their whānau, where they live, and where they go to school. Even positive new events or surprises can cause stress for tamariki.

To avoid causing additional trauma remember:

- no unexpected change
- the less change, the better
- tamariki need regular and planned contact with their whānau
- plan and prepare tamariki and whānau for what comes next.



RECOGNISE



RESPOND



REGULATE



RESTORE

# To help tamariki and whānau 'regulate'...KNOW:

- Tamariki who experience trauma often experience unpredictability and disappointment with both events and relationships.
- Providing structure and routine can help tamariki feel more secure.
- Tamariki often need considerable support to deal with the 'maybe days' when they are uncertain what is happening (e.g. whether they will see whānau, where they will go to live next, if they are going to a new school).



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help tamariki and whānau 'regulate'...DO:

- Be reliable by explaining your role, sharing next steps and doing what you say you will. (e.g. "I am here because someone is worried about you. My job is to ask about worries and find out how I can help. I will call/visit you next Wednesday so we can plan what to do next").
- Create your own shared routines and rituals with tamariki (e.g. have a cup of milo or tea at the start of each visit).
- Think about how to have courageous conversations with tamariki and whānau:
  - Be truthful and clear in explaining what you mean, and what you're asking for or expecting.
  - Practice with your supervisor or a peer beforehand if you're feeling unsure.



RECOGNISE



RESPOND



REGULATE



RESTORE

# To help tamariki and whānau 'regulate'...KNOW:

- Rapid unexpected changes in the environment activate our stress response systems, increasing anxiety and triggering trauma symptoms.
- For tamariki, we can expect changes with everyday activities when circumstances are highly stressful. You might see challenging or withdrawn behaviours, and regression (where skills already mastered are lost) in eating, sleeping, toileting, language or other skills.
- Tamariki, whānau and caregivers will need extra support when going through change.



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help tamariki and whānau 'regulate'...DO:

- Look for behaviour that appears distracted or off task, withdrawn or overwhelmed and give frequent breaks.
- Think about what whānau need to know to support te tamaiti and create a placement plan (e.g. include what is normal for te tamaiti, and any history of issues with sleeping, eating and toileting).
- Tell whānau what is happening with te tamaiti and help them think of ways to stay involved (photo books or other taonga to share when face-to-face visiting isn't immediately possible).
- Think about who needs to be involved in common ways to support tamariki, whānau, and caregivers (e.g. school, other agencies involved with te tamaiti).



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help tamariki and whānau 'regulate'...KNOW:

- Our involvement can create or increase stress for tamariki and whānau.
- Being stressed will impact on how tamariki and whānau understand what we're saying.
- How to reduce stress for tamariki and whānau by explaining what their rights are, what is being asked of them, and what they can do if they disagree.



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help tamariki and whānau 'regulate'...DO:

- Think about how our involvement might feel for tamariki and whānau. Be gentle and sensitive in your interactions with tamariki and whānau.
- Take time to settle into a meeting, respond to questions, and make decisions.
- Provide options and ask tamariki and whānau where they want to meet, who they want to have involved, and what tikanga or other cultural and spiritual processes they want to follow.
- Think of creative ways to make information easily understandable, and it might need to be provided in more than one way ( e.g. another language, written, spoken, pictures).



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help tamariki and whānau 'regulate'...KNOW:

- Tamariki and whānau need to stay connected even when they can't be together.
- Tamariki need to feel respected and cared for.
- Behaviour is a form of communication.
- How to help tamariki learn to regulate their emotions.
- Make expectations clear and developmentally appropriate.



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help tamariki and whānau 'regulate'...DO:

- Plan, arrange and support regular contact with siblings and parents and help tamariki get photos of whānau for when they're apart.
- Be curious and look beyond the behaviour that's 'on top', validate feelings, show empathy.
- Support whānau and caregivers to have few rules and enforce them consistently using natural consequences where possible.
- Separate behaviour from te tamaiti (e.g. instead of saying te tamaiti is hostile, you might say te tamaiti is using a loud voice).
- Connect with te tamaiti before setting limits.
- Encourage tamariki to do something active everyday (playing sport, jumping on a trampoline, taking walks, helping in the garden, running in place, star jumps or dancing - to release some energy).



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# SUGGESTIONS



## Unhelpful

- Not letting tamariki and whānau know what's going on, where they're going, and when they'll see each other again.
- Labelling tamariki as their behaviour (e.g. she is 'aggressive' or 'off the rails').
- 'Surprises' even when they are intended as positive.



## Helpful

- Tell tamariki and whānau (whenever possible) where they're moving to, what the place will be like, who the people are they'll be living with.
- Naming the behaviour and getting curious about why it might be useful for te tamaiti in the situation.
- Prepare for change wherever possible and validate coping skills for managing change – especially unexpected changes.



RECOGNISE



RESPOND



REGULATE



RESTORE

**“I NEED YOU  
TO SUPPORT  
MY HEALING”**

RESTORE



# RESTORE

Oranga and Haumanu (Healing and Restoration) can occur when:

- respectful relationships are at the core of all responses to trauma
- experiences and feelings of trauma are acknowledged and validated
- every day, cultural, and spiritual rituals and routines are established and maintained
- safety is restored through a network of trusting relationships
- principles of Te Toka Tumoana and Va'aifetu are adhered to.



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help tamariki and whānau 'restore'...KNOW:

- You are a visitor in the lives and homes of tamariki and whānau.
- How to offer a pathway forward by being truthful and trustworthy (courageous conversations).
- What's important to tamariki and whānau to help them set and achieve goals (using their strengths and cultural and spiritual values) they find meaningful.
- Strategies are more likely to work if each person has the same understanding of what's happening and what is needed.



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help tamariki and whānau 'restore'...DO:

- Be humble. The stories of tamariki and whānau are taonga.
- Be direct, respectful and kind (e.g. "we're worried te tamaiti isn't safe at home because of\_\_\_\_, sounds like you're worried too").
- Encourage tamariki and whānau to talk about what they want for their whānau and what gets in the way. Ask:
  - What's going well?
  - Who do you look up to in your whānau?
- Include tamariki and whānau voices in your case notes (e.g. te tamaiti says, "I feel like I have black clouds in my head").
- Keep everyone involved (e.g. keep in contact with whānau, update the teacher, and specialist and justice services where involved).



RECOGNISE



RESPOND



REGULATE



RESTORE

# To help tamariki and whānau 'restore'...KNOW:

- Tamariki and whānau are experts in their lives.
- When tamariki and whānau are experiencing hard times, it might be difficult to make plans and figure out what's going well. Be creative in helping them find their strengths and ways forward.
- Whenever possible, share control and provide options.
- Support tamariki and whānau to make sense of the story so far.



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help tamariki and whānau 'restore'...DO:

- Think of creative ways to engage with tamariki and whānau so they feel comfortable to tell their stories. You could ask: Who holds whānau stories? Offer to help record stories in a way that is meaningful to tamariki (photos, audio recordings, written notes, etc.) that they can keep with them.
- Ask tamariki and whānau to think of a good role model from a movie, TV show, book or story. Ask what they like about them and why to get them thinking about what they value.
- Offer choices: "Would you like some more time before we go to Aunties' house?"
- You might say something like, "I know your dad loves you and he's having a hard time showing it."



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help tamariki and whānau 'restore'...KNOW:

- Tamariki need to feel safe before healing can begin.
- Tamariki need evidence that their needs will be met before they can feel safe.
- Practicing self-regulation skills helps tamariki learn to lower their own stress responses.
- You have an opportunity to model how relationships are repaired by taking ownership of mistakes.



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help tamariki and whānau 'restore'...DO:

- Be open and non-judgemental if and when tamariki want to talk about hard stuff.
- Find resources to support their cultural, identity, and spiritual needs.
- Help tamariki to recognise how they feel by using engagement tools such as feelings cards, feelings thermometers, and relaxing breathing.
- Model for te tamaiti behaviour that helps repair relationships (e.g. I'm sorry I growled, lets start again).



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help tamariki and whānau 'restore'...KNOW:

- Having a strong sense of identity, knowing their whakapapa, values, cultural and spiritual beliefs and practices help tamariki to deal with traumatic experiences and challenging life events.
- Effects of complex trauma can be long lasting. It is important to support tamariki in developing skills to reduce stress and regulate emotions.
- Celebrate success and focus on strengths and achievements.
- Strong and trusting relationships are the key to managing change.



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# To help tamariki and whānau 'restore'...DO:

- Find protective adults in the whānau and figure out how they can get involved. Seek cultural support when needed.
- Help tamariki and whānau to participate in cultural and spiritual healing processes. Find resources that are available in your area, connect with those who provide cultural and spiritual healing and develop confidence in talking to tamariki and whānau about values and beliefs that are different to yours.
- Help tamariki to continue attending usual activities (sport, dance, music, youth group, kapa haka, rainbow group, etc.).
- Think of who needs to be involved to support tamariki and whānau (e.g. share information about strategies with other people and services involved).



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# SUGGESTIONS



## Unhelpful

- Deciding on goals for tamariki and whānau without their input



## Helpful

- Helping tamariki and whānau set goals that are meaningful for them
- Ensuring tamariki and whānau have the resources necessary to achieve their goals



RECOGNISE



RESPOND



REGULATE



RESTORE

# PRACTITIONER TOOLKIT

ideas and strategies  
for you to use



# SOCIAL STORY

**Social Stories – using visuals and simple text to prepare for change in routines.**

**Social stories:**

- have short text describing the steps that will happen, the event, people, safety, and the return to familiar circumstances
- are written in a way te tamaiti can understand
- have simple visuals that illustrate each step - the child may draw or photos may be used
- are read by a primary carer with te tamaiti with more explanation as needed.



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

**Example:**

Te tamaiti aged 3-5 years who will see her whānau at the park.



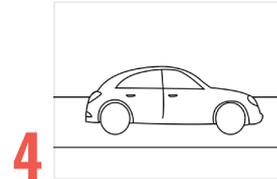
On Sunday after lunch I will get ready to go to the park.



At the park I will see my mum, sisters and brother. We will play on the swings. We will have afternoon tea.



Aunty will stay at the park to take care of me.



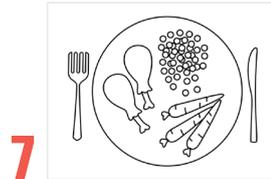
I will go back to my house with Aunty in her car.



My sisters and brother will go home with my Mum.



If I feel sad I can have a cuddle with Aunty. I can play with my teddy.



I will have dinner with Aunty and she will read my favourite story before bed.



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

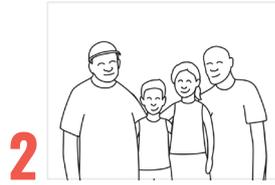
**Example:**

Te tamaiti aged 5-9 years who is joining a new cultural group activity.



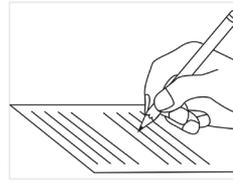
Kei te whakareri tōku karani ma kia haere māua ki ngā hākinakina Pā Wars a te Paraire.

**(On Friday Nanny's getting ready to take us to the Pā Wars.)**



Whakapae ana karani ma kia tae moata mo te karakia. I ngā mahi hakinakina Pā Wars ka kite au i ōku tuāhine, toku tūngane, ōku mātua kēkē me ngā kaihana hoki.

**(Nanny makes sure we get there in time for Karakia. At the Pā Wars I will see my brother, my sisters, my uncles and my cousins.)**



Kei te haere māua ko karani ma ki te rehita toku ingoa. Ka āta whakaro he aha ōku hakinakina pai.

**(Nanny and I will register and then we will talk about which sport I might play.)**



Kei te kōrero māua ko karani ma ki ōku tuāhine me tōku tūngane mo tōku kapa takaro.

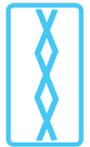
**(Nanny and I will talk with my brother and sisters about which team I'm in.)**



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

**Example continued:**

Te tamaiti aged 5-9 years who is joining a new cultural group activity.

**5**



*Kei te mātakitaki a karani ma i ahau e takaro ana. Hari koa tōna hanga!*

**(Nanny watches me with a big smile.)**

**6**



*Ko ngā kapa toa anake i whiwhi ai he taonga.*

**(All the teams that win get a prize at the end.)**

**7**



*I te mutunga o ngā hakinakina ā, ka mau karani ma i toku ringa i roto tona ake ringaringa ka watea mai mātou i tōku whānau. Ka hoki māua ki te kainga mā runga te motokā.*

**(I say “hurray” to my whānau. Nanny holds my hand and we go back to the car to go home.)**



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# TRANSITIONAL OBJECTS

Transitional objects provide a tangible reminder of people and places. They are used intentionally to help tamariki cope with upcoming changes.

## What are they?

- Transitional objects are special things that tamariki can keep with them when they go from place to place. They provide a sense of consistency and comfort by always being there.
- A soft toy, blanket, shirt or pillow belonging to a loved one, a necklace, or other special momento.
- Taonga such as a pounamu that represent cultural values.



## How do you use them?

- Encourage te tamaiti to talk about important objects or belongings and what they mean to them.
- Te tamaiti might want to keep their special object close by taking it to school and sleeping with it at night.
- Talk with whānau and caregivers about what is important for tamariki to have with them and how this can be managed.



RECOGNISE



RESPOND



REGULATE

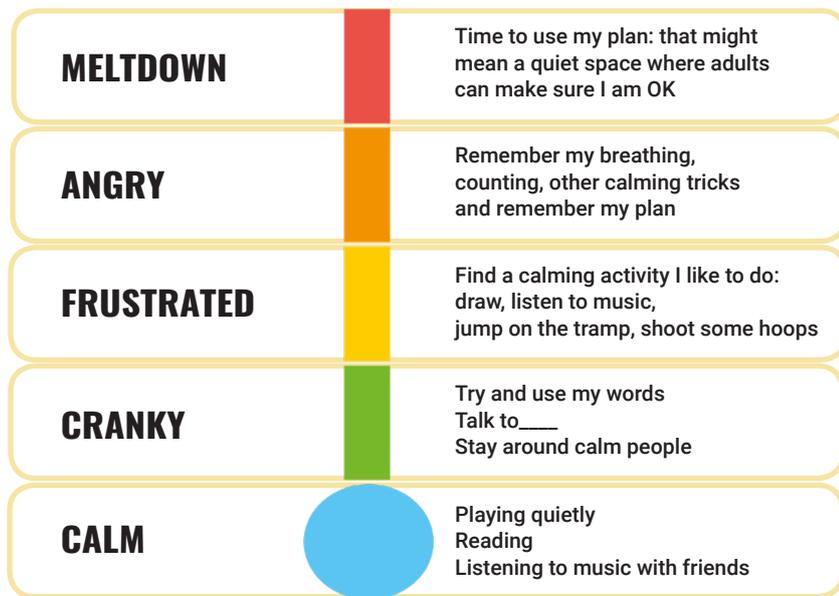


RESTORE

# MY FEELINGS THERMOMETER

Activities for helping tamariki recognise, name and manage their feelings

Example: Anger thermometer



**SOME IDEAS OF WHAT I CAN DO**



**RECOGNISE**



**RESPOND**



**REGULATE**



**RESTORE**

# MY STORY

A life story book can give tamariki a place to record what's important to them, which is especially important when their caregivers change. Working with a caregiver and whānau, a life story book can be constructed in various forms and include:

- Name te tamaiti prefers to be called and how to pronounce it correctly.
  - Photos of people and places important to te tamaiti.
  - Everyday routines.
  - Strengths and interests.
  - Food preferences.
  - Taonga and tikanga that are meaningful to te tamaiti.
  - Religious and spiritual practices.
  - What helps te tamaiti feel better (e.g. taking a walk, having a cuddle, being alone in a quiet place, listening to loud music).
- Record an entry in the life story book each time you visit te tamaiti so they can remember who they stayed with and for how long, what they learned there, why they left, photos if it was a good experience and a wee story about what they did while they were there.
  - Take care to ensure the book follows tamariki with any changes to where they live.
  - Make sure tamariki have their book handed to them when they leave care.



RECOGNISE



RESPOND



REGULATE



RESTORE

# EVERYDAY AND ORDINARY - EATING

## Tips to share with whānau and caregivers

### What to look out for

- Unusual or unnecessary behaviours around food such as hoarding food - (hiding food under the bed and gorging - eating without limits).

### What to do

- See a General Practitioner to check general health and to rule out any physical concerns.
- Validate with te tamaiti that these behaviours feel out of their control and without a clear reason.
- Normalise that sometimes these things happen and reassure about access to food showing practical examples (e.g. te tamaiti can have a special area in the refrigerator for their food or a box of their favourite snacks).
- Provide frequent healthy snacks and drinks (e.g. eating and drinking small amounts every two hours).
- Keep mealtimes regular and predictable.
- Repetition of favourite foods is usually ok.



RECOGNISE



RESPOND



REGULATE



RESTORE

# EVERYDAY AND ORDINARY - SLEEPING

## Tips to share with whānau and caregivers

### What to look out for

#### Younger tamariki:

- Grogginess when waking up.
- Irritability and moody.
- Overactive and 'wound up'.
- Tantrums.
- Emotionally sensitive and responding to little things with big responses.
- Frequent waking and seeking comfort.

#### Older tamariki:

- Changes in mood.
- Easily agitated.
- Worsening performance in everyday activities (sport, school, homework).
- Increased tiredness throughout the day.

### What to do

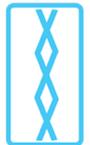
- See a General Practitioner if these behaviours persist.
- Check that te tamaiti is feeling safe – they may not be used to sleeping alone, be worried about large windows, noises and other features of unfamiliar surroundings.
- Validate the problems and the feelings that te tamaiti is having with settling (e.g. "Looks like you're having trouble sleeping tonight. It can be hard to fall asleep in a new place.").
- Create a safe environment and provide reassurance (e.g. locks on the windows, a low light).
- Accept sleep disturbances as part of caring for tamariki and respond with comfort quickly.
- Help te tamaiti to wind down with settling activities (karakia, daily catch-up, songs, stories, shared reading time, hand massages).
- Ensure te tamaiti has a comfort object such as a teddy or other special items such as a quilt or blanket.



RECOGNISE



RESPOND



REGULATE



RESTORE

# EVERYDAY AND ORDINARY - TOILETING

## Tips to share with whānau and caregivers

### What to look out for

- Learn what is normal for te tamaiti so you can notice changes.
- Tamariki can feel embarrassed and hide wet clothes. Be discreet and respectful when responding to what's happened and make a plan together.
- Tamariki can't help changes in their toileting habits, but you can support them to learn about how their body is working and what strategies are helpful for them.

### What to do

- Keep fluid intake normal (e.g. don't restrict water before bed).
- Use code words for wet beds (e.g. laundry day, and "looks like it might be laundry time today").
- Validate any feelings te tamaiti may have - embarrassment distress ("I see you're worried about someone seeing your shorts. I'll help you get some clean clothes").
- Build toilet breaks into routines (e.g. everyone uses the toilet before leaving the house).
- Tell other adults providing support about common issues and what to do about them (e.g. ask the teacher to remind te tamaiti to use the toilet at morning tea time).
- Pack a change of clothes available for school, long or special outings, and sleepovers.
- Return to usual activities and routines as soon as practicable when incidents occur.



RECOGNISE



RESPOND



REGULATE



RESTORE

# VICARIOUS TRAUMA - WE FEEL IT TOO!

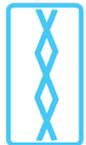
- Breathe and be aware of your own reactions to the trauma of others, and be prepared by managing your own emotions.
- Make sure you set aside enough time and be emotionally ready to have difficult conversations.
- Take care of yourself with people and activities that are restorative.
- Be present, listen to what is being said without judgement, and ask if advice is wanted. Sometimes people just want to be heard.
- Take care of yourself by debriefing soon after events with a colleague or supervisor, and providing and receiving emotional support.
- It's ok to have an emotional response to our work, it shows we care. It's important that we tell someone how we're doing.
- Use professional and cultural supervision for advice and guidance to challenge and support your practice and to create space for critical reflection. It's ok to bring something up more than once if it's still bothering you.
- Be prepared to access Employee Assistance Programmes and other supports if your own signs of trauma persist. Support others to do the same.



RECOGNISE



RESPOND



REGULATE



RESTORE

# WHERE TO GO FOR MORE INFORMATION

## Websites and Links

- Child Development and Trauma Indicators: Western Australia Child Development and Trauma Guide: <https://tinyurl.com/child-dev-trauma-guide>
- Trauma Informed Practice and Practice Framework on Te Pae: <https://tinyurl.com/TraumaInformedPractice>
- Trauma Informed Practice on My Learn: <https://elearn.ssi.govt.nz/course/view.php?id=16748>
- Trauma Informed Practice: Key Theories Paper on Te Pae: <https://tinyurl.com/TraumaInformedPractice>
- Social stories: [talklink.org.nz](http://talklink.org.nz)



RECOGNISE



RESPOND



REGULATE



RESTORE

# WHERE TO GO FOR MORE INFORMATION

## Key Resources

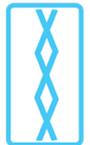
- Chadwick Trauma Informed Systems Project. (2013). Guidelines for Applying a Trauma Lens to a Child Welfare Practice Model (1st ed.). CA: Chadwick Center for Children and Families.
- Jennings, Ann. (2004) Models for developing trauma informed behavioural health systems and trauma specific service. Report produced by the national association of state mental health program directors (NASMHPD) and the National Technical Assistance Centre for State Mental Health Planning (NTAC). United States.
- National Child Traumatic Stress Network (2007). The 12 core concepts: concepts for understanding traumatic stress responses in children and families
- Pohatu, T.W. (unknown date). Ata: Growing respectful relationships.
- Yatchmenoff, D.K., Sundborg, S.A., Davis, M.A. (2017). Implementing trauma informed care: Recommendations on the process. Advances in Social Work. Vol 18(1), 167-185, DOI: 10.18060/21311



RECOGNISE



RESPOND



REGULATE



RESTORE

