


M U N I
C J V

Trauma-Informed Practice

is for everyone

A woman with reddish-brown hair, wearing a bright green top, is sitting in a chair and smiling. She is in an office or meeting room with purple walls. In the background, there is a black armchair with a colorful pillow, a floor lamp, and a bulletin board with various papers pinned to it. The scene is brightly lit, likely from a window on the right.

Dr. Kristie Moore

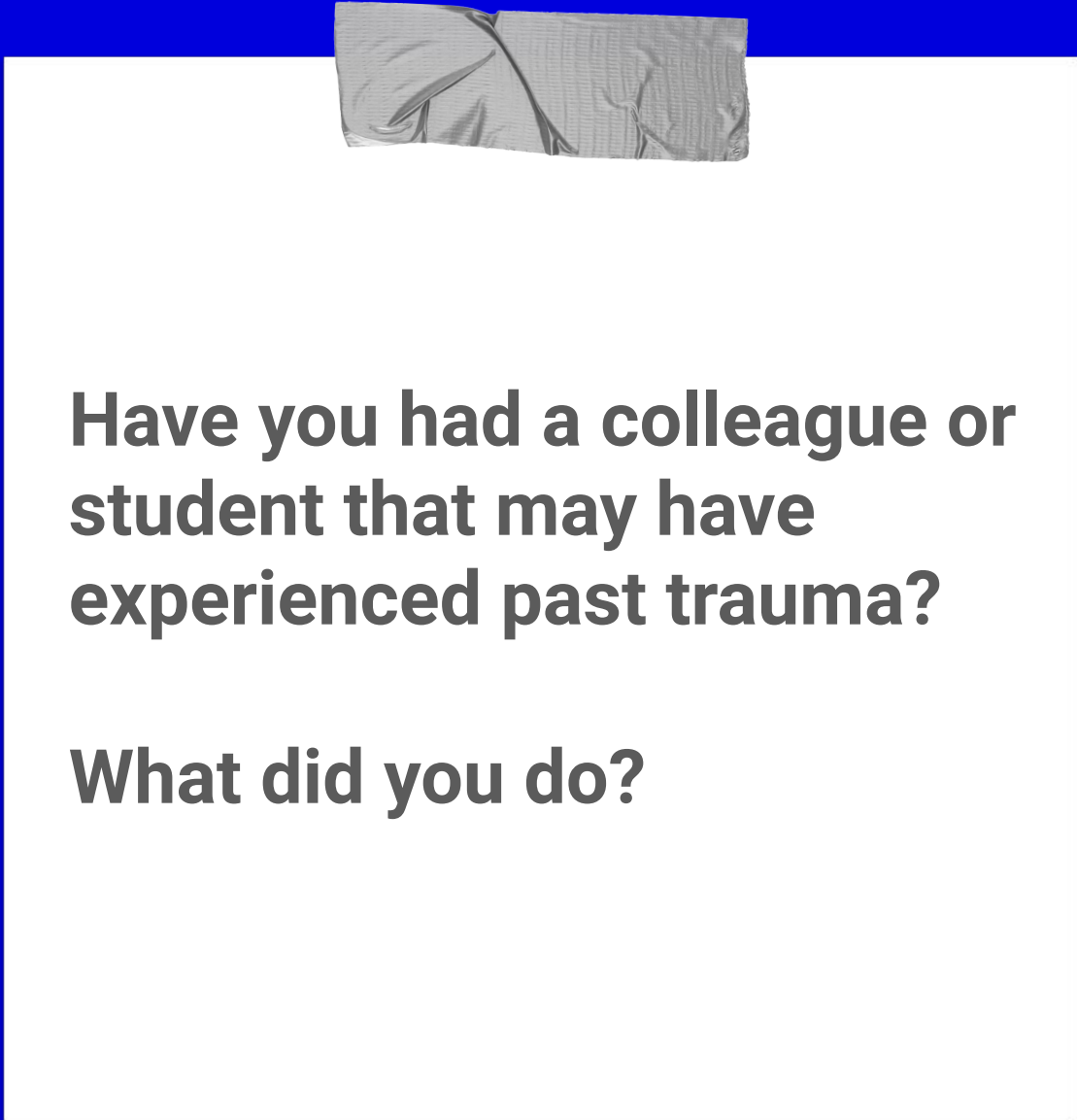
Instructional Officer for Psychological Services, Katy ISD

Belinda Allan



Hi, my name is Belinda Allan (BIT MEd)

- Social education researcher
- Teacher trainer
- Language teacher
- Recent trauma-informed enthusiast



**Have you had a colleague or
student that may have
experienced past trauma?**

What did you do?

Your experiences

When dealing with the person with a possible traumatic past:

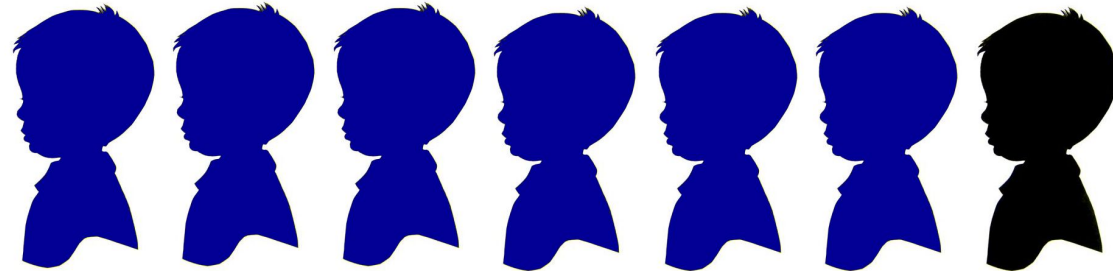
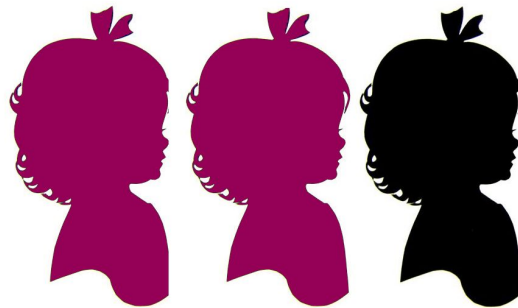
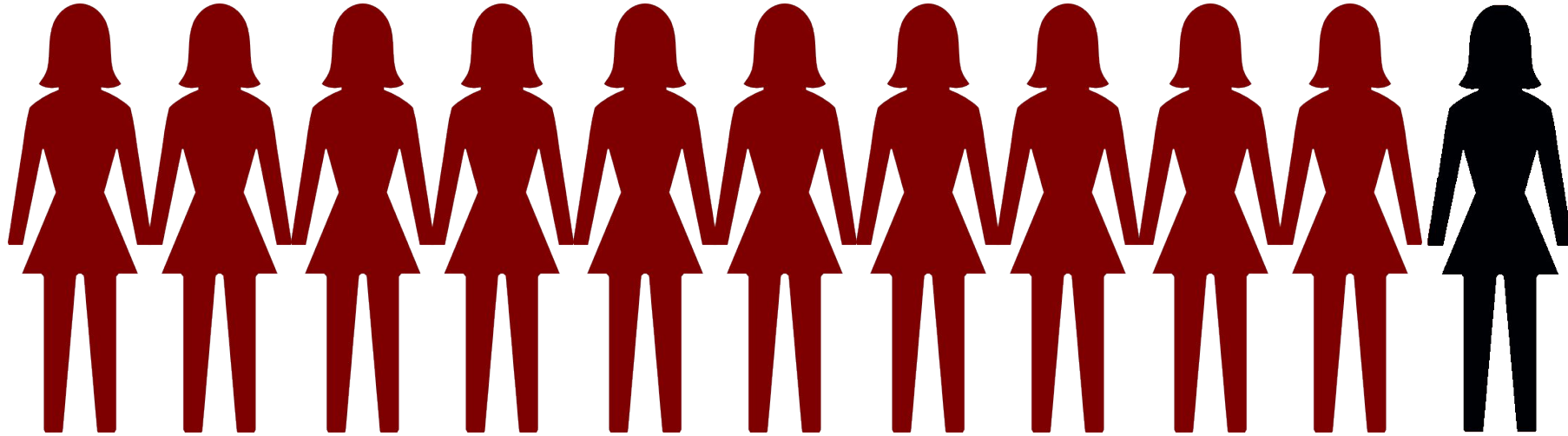
- What seemed to help?
- What didn't help much?

helpful

not so helpful



In Czech Republic



Bullying

Manipulated

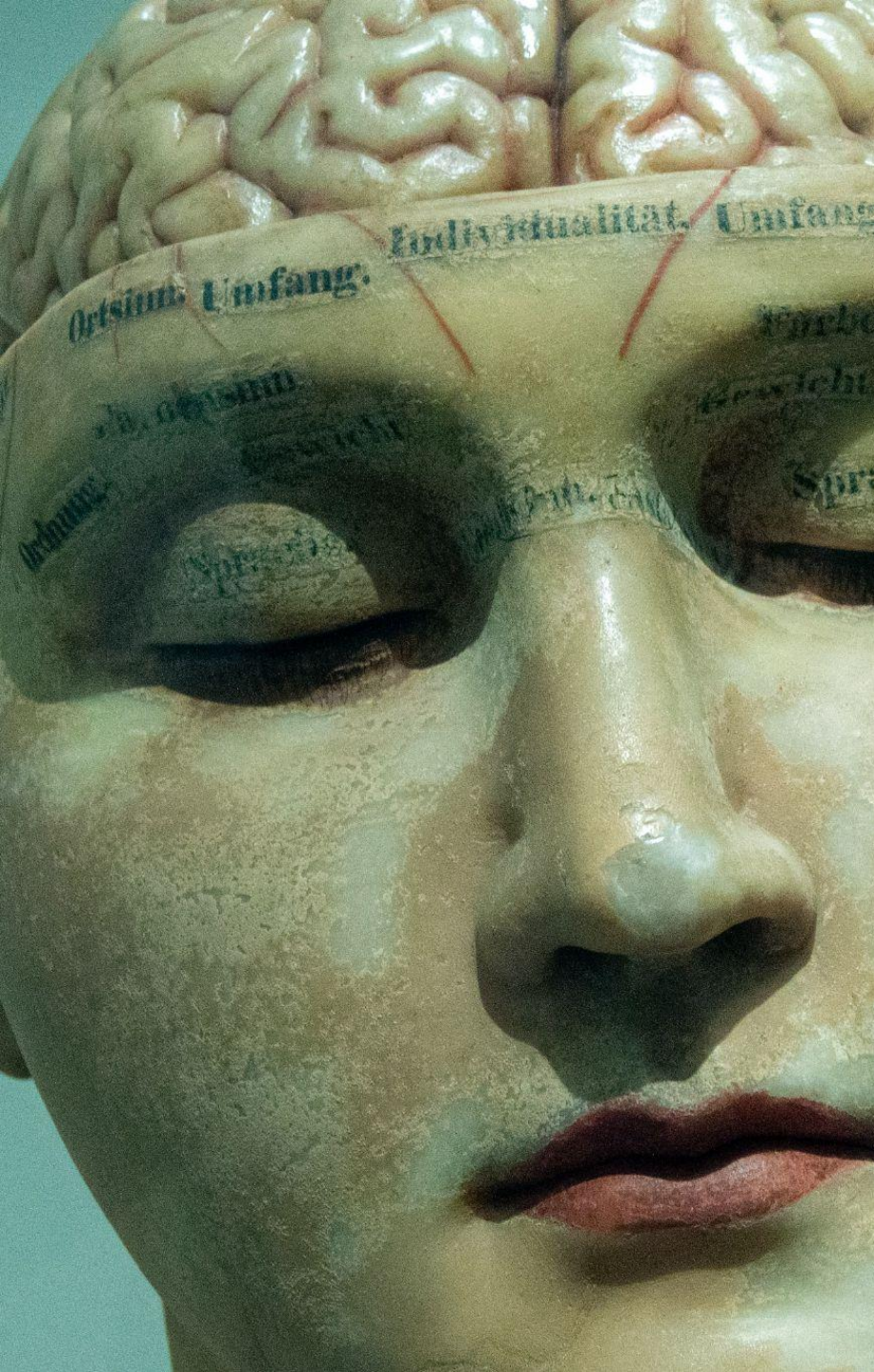


AUTISM



Excluded

Sexually
abused



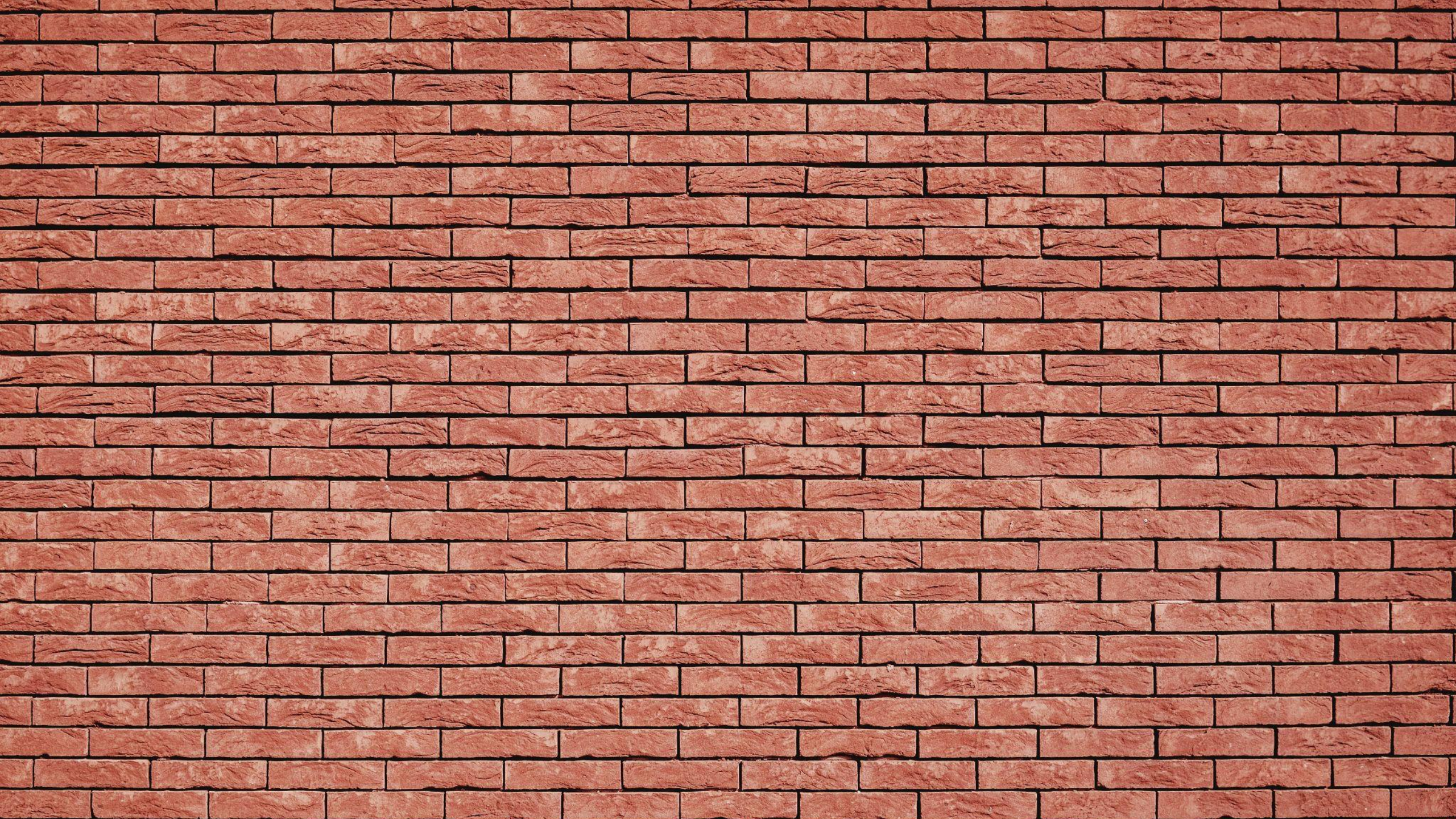
Influences of anxiety and trauma

- decreased cognitive performance
- decreased physical performance
- attention bias
- interpretational bias
- difficult to regulate emotions
- overly exercised amygdala



Direct influences on behaviour

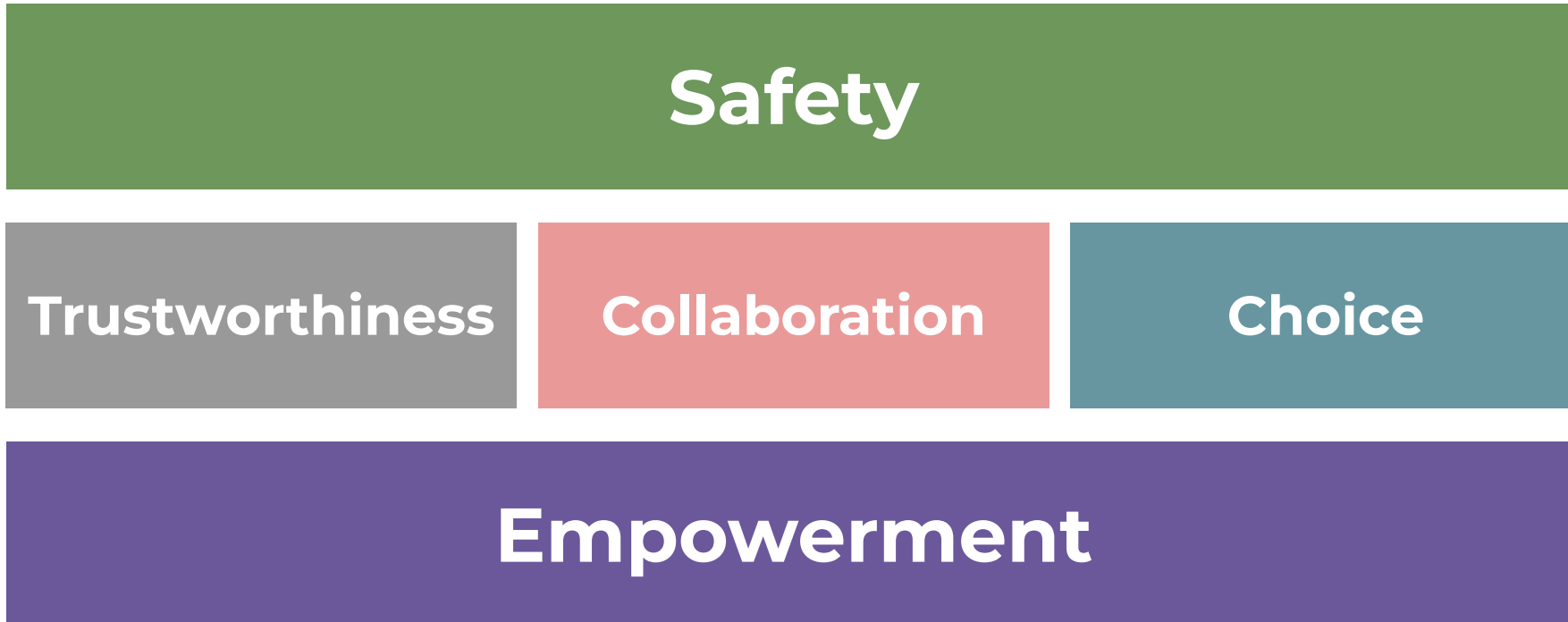
- Struggle to focus and complete tasks
- Fall behind on work / studies
- Easily overwhelmed
- Difficulty with time management
- Have trust issues
- Possibly quick to anger
- People pleasing
- Becoming panicked if triggered



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Being trauma-informed

Trauma-informed principles



Safety



- Create a safe space / sense of belonging
- Community of inclusivity
- Don't be alone - closed door

Trustworthiness



- Policies, values
- Expectations
- How decisions are made

Collaboration

Dismantle power dynamics.
Treat teacher-to-leader and
student-to-teacher as equals.

- **Opportunities for input**
- **Share the power**
- **Allies - common goals**

Choice



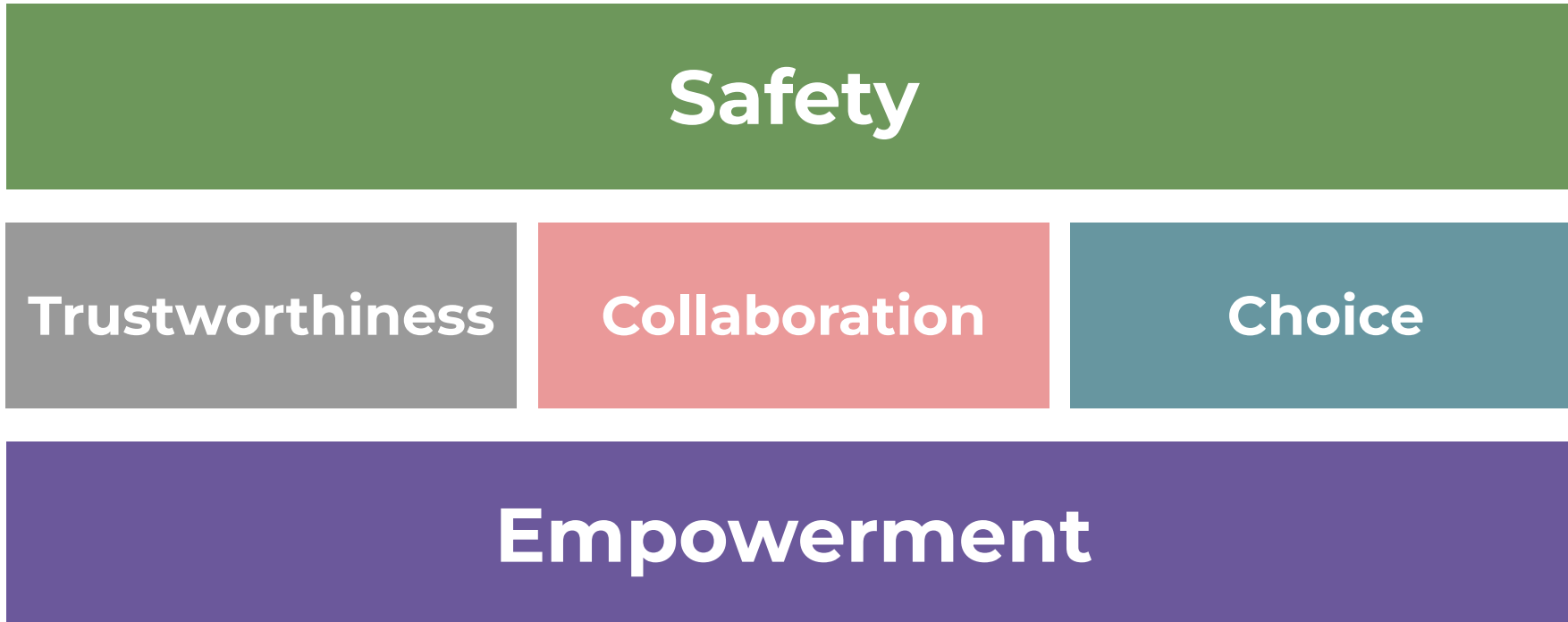
- Let them decide
- Individualised approach
- Autonomous working

Empowerment



- Provide resources
- Optimistic feedback & support
- Focus on growth, improvement

Trauma-informed principles



Moving from ...

To...

What's wrong with him/her?



What might have happened to them?
How can I be trauma-informed?



Knowing there's a trauma

Safety

Trustworthiness

Collaboration

Choice

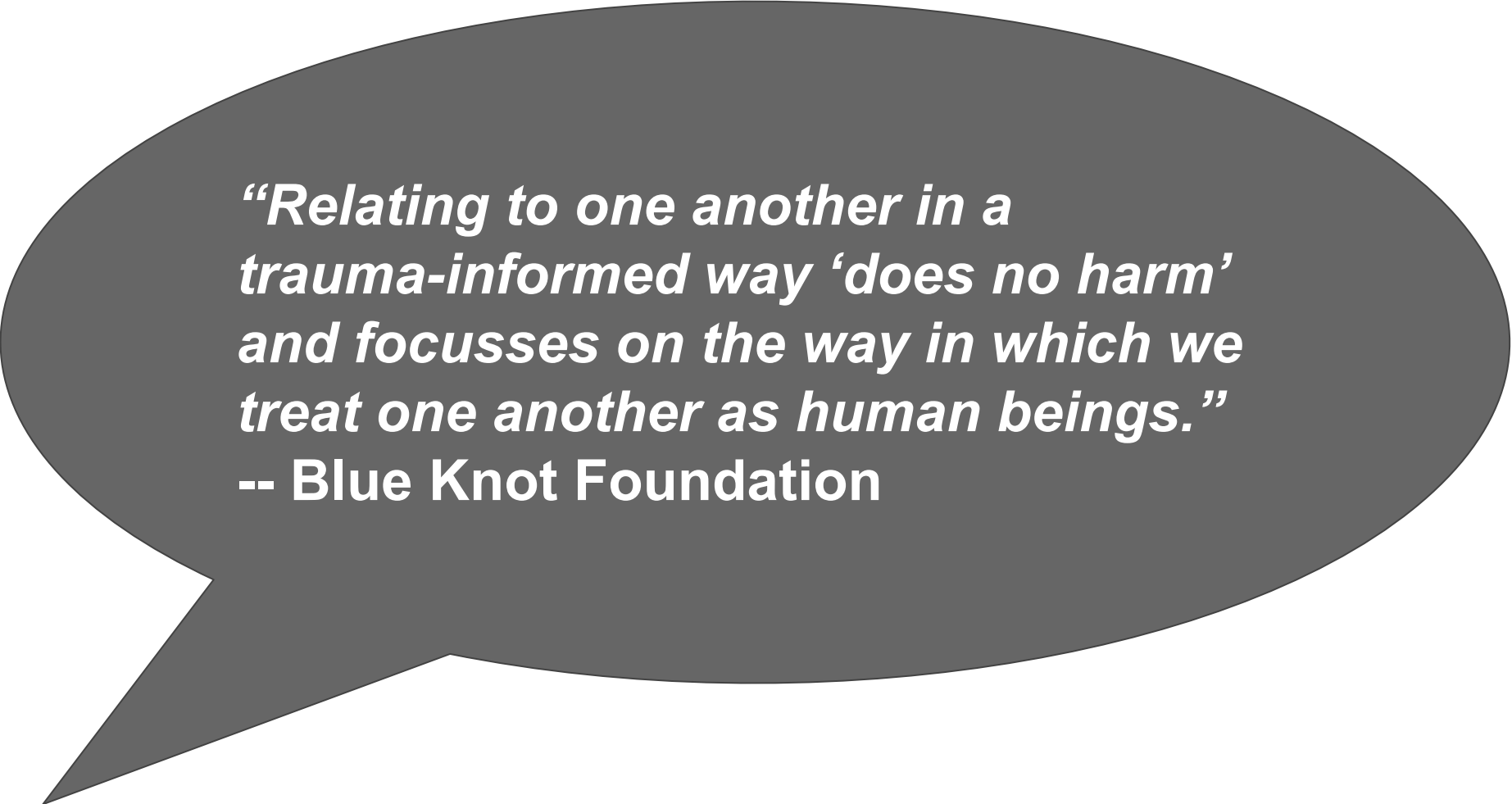
Empowerment



Why use trauma-informed practice

When put into practice

- makes stressful interactions less likely, and
- helps reduce the effects of prior traumas



“Relating to one another in a trauma-informed way ‘does no harm’ and focusses on the way in which we treat one another as human beings.”
-- Blue Knot Foundation

slido



How will you be more trauma-informed in the classroom and office from now on?

① Start presenting to display the poll results on this slide.

References

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