

## Appendix 1

# International peer-review literature and Australian grey literature review on trauma-informed or trauma-integrated care

Current as at April 2017

TABLE 1: PEER-REVIEW LITERATURE (INTERNATIONAL)

Reference	Title of the study	Setting	Focus	Aims	Methodology and population location	Findings	Methodological limitations
<b>Trauma-informed or trauma-integrated care: Peer-review findings</b>							
Azeem et al., 2011	Effectiveness of six core strategies based on trauma-informed care in reducing seclusions and restraints at a child and adolescent psychiatric hospital	Child and adolescent psychiatric hospital	Program evaluation	Determine effectiveness of trauma-informed care training program in reducing use of potentially re-traumatising methods of care by staff for hospitalised youth over a three year period	Review of medical records of 458 psychiatrically hospitalised youths (mean age 14) USA	Restraints and seclusions were reduced over the study period after implementation of trauma-informed care strategies.	<ul style="list-style-type: none"> <li>Retrospective</li> <li>No control group</li> <li>Non-representatively sampled</li> </ul>
<b>Secondary publication: Azeem et al., 2015: Restraint reduction at a paediatric psychiatric hospital: A ten-year journey.</b>							
Baker et al., 2016	Development and psychometric evaluation of the attitudes related to trauma-informed care (ARTIC) scale	Various	Psychometric measurement	Develop a self-report measurement of attitudes towards Trauma Informed Care (TIC) by staff working in all service settings	Quantitative evaluation of 760 staff primarily working in school settings USA	The measure has potential uses in a range of trauma-informed care research, as well as facilitating data-based decision-making related to the adoption and implementation of trauma-informed care.	<ul style="list-style-type: none"> <li>Non-representatively sampled</li> <li>Cross-sectional</li> </ul>
Brown et al., 2017	The central role of relationships to trauma-informed integrated care for children and youth	Primary care	Review current evidence	Describe essential elements common to various integration schemes	Narrative review of peer-reviewed findings N/A	Makes recommendations at the patient, practice and system level.	<ul style="list-style-type: none"> <li>Non-systematic review</li> </ul>

Reference	Title of the study	Setting	Focus	Aims	Methodology and population location	Findings	Methodological limitations
Caldwell et al., 2014	Successful seclusion and restraint prevention efforts in child and adolescent programs	Various	Program evaluation	Evaluate the impact of a program designed to prevent restraint/seclusion (Six Core Strategies)	Review of facility data on number of restraint/seclusion events USA	Significant reductions in the use of restraint/seclusion at three facilities after introducing the trauma-informed care program.	<ul style="list-style-type: none"> <li>Retrospective</li> <li>No control group</li> </ul>
Corbin et al., 2011	Developing a trauma-informed, emergency department-based intervention for victims of urban violence	Emergency department	Establish principles/framework	Develop the potential role of emergency room staff in responding in a trauma-informed way to youth victims of violence	Hypothetical case study USA	Propose that Healing Hurt is a suitable program for a hospital setting for young people experiencing violence.	<ul style="list-style-type: none"> <li>No quantitative/qualitative data</li> </ul>
Donisch et al., 2016	Child welfare, juvenile justice, mental health, and education providers' conceptualizations of trauma-informed practice	Various	Investigate level of awareness	Describe their knowledge of, perceptions of resources needed, and barriers to implementation for trauma-informed practice, as well as reflect upon potential outcomes that might indicate successful trauma-informed practice implementation	Focus groups and qualitative interviews with 126 child-service providers (20% in the mental health system) USA	Service providers felt knowledgeable about what they define trauma-informed practice to be, although they articulated wide variations in the degree to which they are taught skills and strategies to respond to their traumatized clients.	<ul style="list-style-type: none"> <li>No quantitative data</li> <li>Non-representatively sampled</li> <li>Cross-sectional</li> <li>No control group</li> </ul>
Hanson & Lang, 2016	A critical look at trauma-informed care among agencies and systems serving maltreated youth and their families	Various	Establish principles/practices	Measure the importance, uniqueness and extent to which 15 trauma-informed care components had been implemented	Online self-report survey to 414 trauma researchers and practitioners, 32% of which were in behavioural health service systems International	Most of the components were important to trauma-informed care, but not unique. More research is needed defining and validating the core components of trauma-informed care, the methods and measures for evaluating large-scale trauma-informed care efforts, and most importantly, whether the child and family outcomes and future cost savings are achieved.	<ul style="list-style-type: none"> <li>Non-representatively sampled</li> <li>Cross-sectional</li> <li>No control group</li> </ul>

TABLE 2: GREY LITERATURE (AUSTRALIA ONLY)

Author/s Organisation Year	Type of document Title	Setting	Purpose	Methodology and Population	Location	Conclusions
Trauma-informed or trauma-integrated care: Grey literature findings						
Australian Childhood Foundation (2013)	Practice guide Safe & Secure: A trauma- informed practice guide for understanding and responding to children and young people affected by family violence	All settings	Develop a guide for all professionals in all roles who come into contact or work with children who have experienced family violence	Consultations and a literature review Service providers	Not specified	Proposes the Safe and Secure trauma-informed practice framework for supporting children and young people affected by family violence.
Australian Childhood Foundation (2010)	Practice guide Making SPACE for learning: Trauma- informed practice in schools	Education	Develop a trauma-informed resource guide for use in school by teachers, principals and counsellors	Literature review, practice experience, and case studies	Not specified	Proposes five key dimensions that offer the most potential to establish effective opportunities for schools to respond to the needs of children and young people who have experienced trauma, and strategies for how to implement these principles.
Australian Psychological Society (2016)	Response Royal commission into the protection and detention of children in the Northern Territory	Juvenile detention	Make expert psychological recommendations in response to the Royal Commission	Expert consensus	Northern Territory	Priority recommendation: facilities in the NT need to adopt a culturally-appropriate trauma-informed model of care that underpins all activities within the organisations, including case management.
Atkinson, J. Australian Institute of Family Studies (2014)	Resource sheet Trauma-informed services and trauma-specific care for Indigenous Australian children	All settings	Summarise what is known about trauma-informed services and trauma-specific care to aid the healing and recovery of Indigenous Australian children who have experienced trauma, as well as identify current gaps in knowledge	Review of trauma practice experience	Not specified	There is evidence that some organisations and practitioners are becoming trauma-informed by delivering at least one trauma-informed principle. Services and tools that show promise are reviewed. There is a distinct lack of evaluated programs or evaluations in progress. Evidence supporting the implementation of trauma-informed services and trauma-specific care and improvements in the health and wellbeing of Indigenous children is typically anecdotal.

Author/s Organisation Year	Type of document Title	Setting	Purpose	Methodology and Population	Location	Conclusions
Department of Human Services (2011)	Report Evaluation of the Therapeutic Residential Care Pilot Programs	Residential care	To evaluate the effectiveness and efficiency of the therapeutic residential care service (based on a trauma- informed approach) for children and young people in Victoria	Service modelling workshops, a literature review, comprehensive client outcomes surveys, stakeholder consultations, workforce survey Young people (n = 38, mean age 15 years), from therapeutic residential care homes	Victoria	Therapeutic residential care practice leads to better wellbeing outcomes for children and young people, and better financial and economic outcomes, than standard residential care practice.
Funston, L. NSW Government Department of Health (undated)	Practice guide Youth Health Resource Kit (3.4 Trauma-informed practice)	Health	Guide to providing effective health care for young people and advocate for use of trauma-informed approaches among health practitioners	Case study	Not specified	Questions are presented in order to elicit reflection on whether a practitioner/health service is adopting a trauma-informed approach.
Jackson, A.L., et al. Berry Street (2013)	Practice guide A trauma-informed framework for supporting Aboriginal young people leaving care	Various out-of-home settings	Provide a trauma-informed framework that assists workers supporting Aboriginal young people leaving care to form and sustain positive relationships, have a positive identity, learn, work and enjoy life	Case studies	Victoria	Discusses the difficulties facing Aboriginal young people leaving and transitioning from care to adulthood and interdependent living, emphasises the importance of culturally competent practice, and identifies some of the necessary tasks from an organisational perspective that can support the development and maintenance of a healthy organisational culture.
Lighthouse Foundation (undated)	Report Social return on investment analysis	Homeless	Economic analyses of a trauma-informed program (Therapeutic Family Model of Care) <sup>(16)</sup>	Economic	Victoria	The changes experienced by young people who undergo the program are sustainable, and result in permanent exit from homelessness for 80% of program completers. The investment generates significant social returns for stakeholders, including young people and the government, as well as economic benefits.

Author/s Organisation Year	Type of document Title	Setting	Purpose	Methodology and Population	Location	Conclusions
Mendes, P., et al. Monash University (2014)	Report Good practice in reducing the over-representation of care leavers in the youth justice system: Leaving care and youth justice – Phase Three Report	Various out-of-home settings	Provide recommendations to address the over- representation of young people from out-of-home care backgrounds in the justice system, using a trauma-informed approach to preventing, understanding and addressing offending behaviour among young people in and leaving out-of- home care	Literature review and interviews/focus groups Stakeholders and care leavers (n = 15, mean age 20 years)	Victoria	Outlines the usefulness of a trauma-informed approach for preventing and addressing the over- representation of young people in and leaving care in the youth justice system, with specific recommendations for residential care, leaving/post- care, youth justice, education, and mental health settings.
Mental Health Coordinating Council (2014)	Discussion paper Recovery for young people: Recovery orientation in youth mental health and Child and Adolescent Mental Health Services (CAMHS)	Mental health	Propose a recovery-orientated framework, incorporating trauma-informed principles, for implementation in child, adolescent and youth mental health services	Qualitative focus groups Service providers, young people (n = 5, ages 16 – 25) and families	New South Wales	Recommended that the NSW Ministry of Health integrate trauma-informed care principles in all quality improvement processes, in addition to supporting workforce capacity building in trauma- informed care to ensure services are responding appropriately to the needs of children and young people in mental health services who have experienced trauma.
PeakCare (2015)	Reports (2) Trauma-informed therapeutic framework for residential care project Proposed Hope and Healing framework for residential care	Residential care	Assess existing frameworks operating in Queensland and other comparable jurisdictions, advise on the 'best fit' trauma based practice framework for Queensland, and provide advice and options for implementation of the framework	Reporting data, a literature review, interviews, stakeholder consultations Young people (n = 17, mean age unknown), from therapeutic residential care homes and stakeholders	Queensland	Proposes the Hope and Healing Framework (trauma-informed approach) which sets out the foundation for caring and working with young people in residential care in a way that understands and responds to trauma and is therapeutic in its approach.
Stokes & Turnbull University of Melbourne (2016)	Report Evaluation of the Berry Street Education Model: Trauma-informed positive education enacted in mainstream schools	Education	Evaluation project examining the effectiveness of the Berry Street Education Model (trauma-informed positive education model) to engage young people in two mainstream schools	Qualitative data Teachers, students (n = 52, mean age unknown), and school leadership	Victoria	School leadership affirmed the positive impact of the program on student wellbeing, achievement, behaviour and engagement and supported the model's application to other mainstream schools.