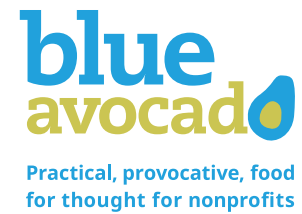


Trauma-Informed Practice Organizational Self-Assessment



I. Supporting Staff Development

- A. Training and Education
- B. Staff Supervision, Support and Self-Care

II. Creating a Safe and Supportive Environment

- A. Establishing a Safe Physical Environment
- B. Establishing a Supportive Environment
 - I. Information Sharing
 - II. Cultural Competence
 - III. Privacy & Confidentiality
 - IV. Safety and Crisis Prevention Planning
 - V. Open & Respectful Communication
 - VI. Consistency and Predictability

I. Supporting Staff Development

Note: for this assessment, "staff" applies equally to paid or volunteer staff)

A. Training and Education	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable to my role	Not Sure
I have received training on the following topics:						
1. What traumatic stress is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. How traumatic stress affects the brain and body.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The relationship between mental health and trauma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The relationship between substance use and trauma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The relationship between homelessness and trauma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The relationship between childhood trauma and adult re-victimization (e.g., domestic violence, sexual assault).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Cultural differences in how people understand and respond to trauma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. How working with trauma survivors impacts staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. How to help consumers identify triggers (i.e., reminders of dangerous or frightening things that have happened in the past).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRAUMA-INFORMED PRACTICE ORGANIZATIONAL SELF-ASSESSMENT

A. Training and Education (continued)	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable to my role	Not Sure
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I have received training on the following topics (continued):

10. How to help consumers manage their feelings (e.g., helplessness, rage, sadness, terror, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. De-escalation strategies (i.e., ways to help people to calm down before reaching the point of crisis).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. How to develop safety and crisis prevention plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. How to establish and maintain healthy boundaries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Staff Supervision, Support and Self-Care	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable to my role	Not Sure
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1. Staff has regular team meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Topics related to trauma are addressed in team meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Topics related to self-care are addressed in team meetings (e.g., vicarious trauma, burn-out, stress reducing strategies).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Staff members have a regularly scheduled time for supervision or mentoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRAUMA-INFORMED PRACTICE ORGANIZATIONAL SELF-ASSESSMENT

B. Staff Supervision, Support and Self-Care (continued)	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable to my role	Not Sure
5. Staff members receive individual supervision or mentoring from a supervisor or mentor who is trained in understanding trauma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Part of supervision or individual mentoring time is used to help staff members understand their own stress reactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Part of supervision or individual mentoring time is used to help staff members understand how their stress reactions impact their work with consumers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Our organization helps staff members debrief after a crisis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Our organization has a formal system for reviewing staff performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Our organization provides opportunities for ongoing staff evaluation of the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Our organization provides opportunities for staff input into program practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Outside consultants with expertise in trauma provide on-going education or regular consultation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Creating a Safe and Supportive Environment

A. Establishing a Safe Physical Environment	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable to my role	Not Sure
1. Our facility has a security system (i.e., alarm system).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Staff monitors who is coming in and out of the center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Staff members ask consumers for their definitions of physical safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The environment outside the center is well lit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The common areas within the center are well lit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Bathrooms are well lit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Consumers can lock bathroom doors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Consumers have access to private, locked spaces for their belongings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The center has a physical environment that feels safe and comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The center provides consumers with opportunities to make suggestions about ways to improve/change the physical space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRAUMA-INFORMED PRACTICE ORGANIZATIONAL SELF-ASSESSMENT

B. Establishing a Supportive Environment	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable to my role	Not Sure
I. Information Sharing:						
1. The program reviews rules, rights and grievance procedures with consumers regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Consumers are informed about how the program responds to personal crises (e.g., suicidal statements, violent behavior).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Consumer rights are posted in places that are visible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Material is posted about traumatic stress (e.g., what it is, how it impacts people and available trauma specific resources).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRAUMA-INFORMED PRACTICE ORGANIZATIONAL SELF-ASSESSMENT

B. Establishing a Supportive Environment (continued):	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable to my role	Not Sure
II. Cultural Competence:						
1. Information for consumers is available in different languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Staff shows acceptance for personal religious or spiritual practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Our organization provides on-going opportunities for consumers to share their cultures with each other (e.g., potlucks, culture nights, incorporating different types of art and music, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Outside agencies with expertise in cultural competence provide on-going training or regular consultation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRAUMA-INFORMED PRACTICE ORGANIZATIONAL SELF-ASSESSMENT

B. Establishing a Supportive Environment (continued):	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable to my role	Not Sure
III. Privacy and Confidentiality:						
1. Our organization informs consumers about the extent and limits of confidentiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Staff does not talk about consumers who are not present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Staff does not talk about consumers outside of the center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Staff does not discuss the personal issues of one consumer with another consumer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Consumers who have violated rules are approached in private.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. There are private spaces for staff and consumers to discuss personal issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRAUMA-INFORMED PRACTICE ORGANIZATIONAL SELF-ASSESSMENT

B. Establishing a Supportive Environment (continued):	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable to my role	Not Sure
IV: Safety and Crisis Prevention Planning:						
1. Consumers are offered an opportunity to work with staff on a plan such as WRAP (Wellness Recovery Action Plan).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Work with consumers on plans includes: A list of triggers (i.e., situations that are stressful or overwhelming and remind the consumer of past traumatic experiences).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A list of ways that the consumer shows that they are stressed or overwhelmed (e.g., types of behaviors, ways of responding, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Specific strategies and responses that are helpful when the consumer is feeling upset or overwhelmed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Specific strategies and responses that are not helpful when the consumer is feeling upset or overwhelmed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. A list of people that the consumer feels safe around and can go to for support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Consumers may be encouraged but are never required to write a plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRAUMA-INFORMED PRACTICE ORGANIZATIONAL SELF-ASSESSMENT

B. Establishing a Supportive Environment (continued):	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable to my role	Not Sure
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IV: Safety and Crisis Prevention Planning (continued):

8. Consumers may be invited but are never pressured to share their plan with staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Consumers who develop a plan have absolute control and choice over how their plan is shared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRAUMA-INFORMED PRACTICE ORGANIZATIONAL SELF-ASSESSMENT

B. Establishing a Supportive Environment (continued):	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable to my role	Not Sure
V. Open and Respectful Communication:						
1. Staff members ask consumers for their definitions of emotional safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Staff members use positive communication techniques with consumers (e.g., open-ended questions, affirmations, and reflective listening).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The center uses “people-first” language rather than labels (e.g., “a person diagnosed with bi-polar disorder” rather than “bi-polar, or people experiencing homelessness” rather than “homeless people” or “the homeless”).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Staff uses descriptive language rather than characterizing terms to describe consumers (e.g., describing a person as “having a hard time getting her needs met” rather than “attention-seeking”).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Establishing a Supportive Environment (continued):	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable to my role	Not Sure
VI. Consistency and Predictability:						
1. The center has regularly scheduled community meetings for consumers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The center provides advanced notice of any changes in the daily or weekly schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Center staff responds in a consistent way to consumers (e.g., consistency across shifts and roles).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. There are structures in place to support staff consistency with consumers (e.g., trainings, staff meetings, shift change meetings, and peer supervision).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The program is flexible with rules if needed, based on individual circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Acknowledgements:

Guarino, K., Soares, P., Konnath, K., Clervil, R., and Bassuk, E. (2009). Trauma-Informed Organizational Toolkit. Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, and the Daniels Fund, the National Child Traumatic Stress Network, and the W.K. Kellogg Foundation. Available at www.homeless.samhsa.gov and www.familyhomelessness.org.

