

April 18, 2016

Trauma informed practices self assessment

For SUN Instructors and partners

Thank you for participating in this Self-Assessment! The results of this survey will be used to improve SUN programming for students, families and staff. This assessment will help determine to what extent SUN program activities are consistent with the guiding principles of trauma-informed practice: **safety, restorative intent, resilience, hope, equity and connectedness.**

Trauma occurs when an external, negative experience overwhelms our coping mechanisms reducing our sense of resourcefulness and safety. Trauma can have a pervasive and harmful impact on individuals, families and communities. In Multnomah County, students are most likely affected **by domestic violence, child maltreatment (physical abuse, sex abuse and neglect), teen dating violence, bullying and gang violence.** School programs which recognize student's histories and create safe, supportive environments will help students achieve optimal health and well-being. Having a trained trauma-informed staff will not only reduce the potential re-traumatizing of youth their families but also help make sure they are able to succeed socially, academically and emotionally.

Filling out this survey is voluntary, **anonymous** and will **have no affect on your employment status or performance evaluations.** The results will only be used to improve programming and staff development. Any questions can be directed to your SUN Manager.

Please submit the completed form: _____
(SUN Manager fill out)

What is your role? (check one)

- SUN Instructor
- AmeriCorps Member
- Extended Day or Activities Coordinator
- Partner staff from another organization
- Volunteer (parent, student, community member)
- Intern
- Other _____

This survey is split up into 4 areas that make up a trauma-informed program and will take about 20 minutes if you complete all four sections. *You might only complete one or two of these sections today.*

- 1. Knowledge and understanding of trauma informed practices**
- 2. Racial equity lens, including assumptions and biases**
- 3. Organization structure including colleague and staff support**
- 4. Experiences as a helper, both positive and negative**



1. Knowledge and understanding of trauma informed practices

The following questions are specific to your understanding and delivery of trauma informed practices. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the LAST 30 DAYS.

In the LAST THIRTY DAYS, I.....

	QUESTION	Don't know	Never	Rarely	Some times	Often	Very Often
1	Recognized ways in which "class disruptions" or "behavior problems" could be related to trauma						
2	Recognized ways that students and their families can be triggered by the systems and services designed to help them.						
3	Used strategies that took into account brain science						
4	Observed the impact of stress on students both physically and cognitively (hypervigilence, aggression, fleeing)						
5	Used routine and ritual to support transitions and time periods that are difficult for students						
6	Used a broad array of self-regulation skill building with students						
7	Used strategies to help students feel physical safety and control						
8	Collaborated with parents or caregivers by asking for feedback, engagement, or help with problem solving.						
9	Shared trauma informed strategies I used with students with parents or caregivers.						
10	Provided students opportunities for helpful participation (leadership, volunteer, 'classroom jobs').						
11	Collaborated with students and staff to create safety plans and other supports for those affected by trauma-triggers.						
12	Used strategies to keep <i>myself</i> calm and regulated in moments when working with a student who is challenging in my classroom.						

2. Cultural understanding and responsiveness including how one’s assumptions and biases impact work

The following questions as you about your work with students from various backgrounds. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the LAST 30 DAYS.

0=Never 1=Rarely 2=Sometimes 3=Often 4=Very Often 5=Do not Know

In the LAST THIRTY DAYS, I.....

QUESTION		Never	Rarely	Sometimes	Often	Very Often	Do not know
		0	1	2	3	4	5
1	I thought about my own gender and race						
2	I have identified ways that my cultural background influences the way I ‘show up’ in and set up my classroom						
3	I have observed how cultural institutions and social factors such as race, ethnicity, income and class impact my students						
4	It is difficult to work with students whose cultural background is significantly different from my own						
5	Discrimination and prejudices are directed at me by staff, students and/or families.						
6	I identified my own culturally biased assumptions						
7	The school I participate in recognized that some people or cultures have endured generations of trauma, violence, abuse and other hardships						
8	I participated in formal and informal dialogue in my school community and with my colleagues about the intersections of race, economic status and trauma						
9	I have recognized ways my students have been impacted by the intersection of race, gender and poverty						
10	It is frustrating when my students actions and behavior don’t align with my upbringing or culture						

3. Organization structure including colleague and staff support

Organizations develop cultures over time that can be both negative and positive. The Following questions ask about your organizational structure. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the LAST 30 DAYS.

0=Never 1=Rarely 2=Sometimes 3=Often 4=Very Often 5=Do not Know

In the LAST THIRTY DAYS, I.....

QUESTION		Never	Rarely	Sometimes	Often	Very Often	Do not know
		0	1	2	3	4	5
1	I know who to turn to when I am experiencing difficulty with a student.						
2	Staff shares with each other successful trauma informed techniques.						
3	Opportunities exist for confidential discussion about students during the extended day.						
4	My SUN Site Manager is supportive and praises good work.						
5	I would feel comfortable talking to my SUN Site Manager about ways to manage personal and professional stress.						
6	The relations among the colleagues at this school are characterized by friendliness, concern for each other and support.						
7	Students, SUN staff and families were encouraged to provide suggestions, feedback, and ideas for this program.						
8	This SUN School would ignore a concern from me.						
9	I was prepared for my role through an orientation and ongoing support.						
10	I feel that I belong at this SUN School.						

5. Experiences as a helper, both positive and negative

When you help students in your SUN role you have direct contact with their lives. As you may have found, your compassion for those you work with can affect you in positive and negative ways. Below are some questions about your experiences, both positive and negative, as a SUN staff member. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last 30 days.

0=Never 1=Rarely 2=Sometimes 3=Often 4=Very Often

QUESTION		Never	Rarely	Sometimes	Often	Very Often
		0	1	2	3	4
1	I am preoccupied with more than one student I help.					
2	I feel connected to others at my SUN school					
3	I jump or am startled by unexpected sounds.					
4	I feel invigorated after working with those I help.					
5	I find it difficult to separate my personal life from my life as a helper.					
6	I think that I might have been affected by the traumatic stress of those I help.					
7	Because of my helping I have felt "on edge" about various things.					
8	I feel as though I am experiencing the trauma of someone I have helped.					
9	I am pleased with how I am able to keep up with helping techniques and protocols in this position					
10	I have thoughts that I am a "success" as a helper in this position					
11	I feel worn out because of my job as a helper in this position					
12	I feel trapped by my job as a helper in this position					
13	I believe I can make a difference through my work at this SUN school.					
14	My work at this SUN school makes me feel satisfied					

Resources Used For Questions

- B. Hudnall Stamm, 2009. Professional Quality of Life: Compassion Satisfaction and Fatigue Version 5 (ProQOL).
- Eisenberger, R. & Huntington, R. (1986). Perceived organizational support. *American Psychological Association Inc*, 500-507.
- Fallot, R.D. & Harris, M. (2009). Creating cultures of trauma-informed care (CCTIC): A self-assessment and planning protocol. *Community Connections*, 2.2, 1-18. Retrieved from <https://www.healthcare.uiowa.edu/icmh/documents/CCTICSelf-AssessmentandPlanningProtocol0709.pdf>
- 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. Retrieved from www.homeless.samhsa.gov and www.familyhomelessness.org
- Lesley University Center for Special Education and Trauma and Learning Policy Initiative of Massachusetts Advocates for Children and the Legal Services Center of Harvard Law School. (2012). Trauma-sensitive school checklist. Retrieved from <http://sspwi.dpi.wi.gov/files/sspwi/pdf/mhtraumachecklist.pdf>
- Substance Abuse and Mental Health Services Administration. (2014). SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration. Retrieved from <http://store.samhsa.gov/shin/content/SMA14-4884/SMA14-4884.pdf>