

Trauma-Informed Organizational Self-Assessment

Please complete the assessment, reading each item and rating from strongly disagree to strongly agree based on your experience in the organization over the last year. Use your initial impression: **Remember you are evaluating the agency not your individual performance.**

Agency/Program: _____ Today's' Date: _____

Name of Staff (optional): _____

I. Supporting Staff Development

A. Training and Education

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
Staff at all levels of the program receive training and education on the following topics:						
1	1	2	3	4		
2	1	2	3	4		
3	1	2	3	4		
4	1	2	3	4		
5	1	2	3	4		
6	1	2	3	4		
7	1	2	3	4		
8	1	2	3	4		
9	1	2	3	4		
10	1	2	3	4		
11	1	2	3	4		
12	1	2	3	4		
13	1	2	3	4		
14	1	2	3	4		
15	1	2	3	4		
16	1	2	3	4		
17	1	2	3	4		

B. Staff Supervision, Support and Self-Care		Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
18	Staff members have regular team meetings.	1	2	3	4		
19	Topics related to trauma are addressed in team meetings.	1	2	3	4		
20	Topics related to self-care are addressed in team meetings (e.g. vicarious trauma, burn-out, stress-reducing strategies).	1	2	3	4		
21	Staff members have a regularly scheduled time for individual supervision.	1	2	3	4		
22	Staff members receive individual supervision from a supervisor who is trained in understanding trauma.	1	2	3	4		
23	Part of supervision time is used to help staff members understand their own stress reactions.	1	2	3	4		
24	Part of supervision time is used to help staff members understand how their stress reactions impact their work with consumers.	1	2	3	4		
25	The agency helps staff members debrief after a crisis.	1	2	3	4		
26	The agency has a formal system for reviewing staff performance.	1	2	3	4		
27	The agency provides opportunities for on-going staff evaluation of the program/agency.	1	2	3	4		
28	The agency provides opportunities for staff input into program practices.	1	2	3	4		
29	Outside consultants with expertise in trauma provide on-going education and consultation.	1	2	3	4		

II. Creating a Safe and Supportive Environment

A. Establishing a Safe Physical Environment		Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
1	Agency staff monitors who is coming in and out of the program/agency.	1	2	3	4		
2	Staff members ask consumers for their definitions of physical safety.	1	2	3	4		
3	The environment outside the organization is well lit.	1	2	3	4		
4	The common areas within the organization are well lit.	1	2	3	4		
5	Bathrooms are well lit.	1	2	3	4		
6	Consumers can lock bathroom doors.	1	2	3	4		
7	The organization incorporates child-friendly decorations and materials.	1	2	3	4		
8	The organization provides a space for children to play.	1	2	3	4		
9	The organization provides consumers with opportunities to make suggestions about ways to improve/change the physical space.	1	2	3	4		

B. Establishing a Supportive Environment		Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
Information Sharing							
10	The organization reviews rules, rights and grievance procedures with consumers regularly.	1	2	3	4		
11	Consumers are informed about how the program responds to personal crises (e.g. suicidal statements, violent behavior and mandatory reports).	1	2	3	4		
12	Consumer rights are posted in places that are visible (e.g. room checks, grievance policies, mandatory reporting rules).	1	2	3	4		
13	Materials are posted about traumatic stress (e.g. what it is, how it impacts people, and available trauma-specific resources).	1	2	3	4		
Cultural Competence							
14	Program information is available in different languages.	1	2	3	4		
15	Staff &/or consumers are allowed to speak their native languages within the agency.	1	2	3	4		
16	Staff &/or consumers are allowed to prepare or have ethnic-specific foods.	1	2	3	4		
17	Staff shows acceptance for personal religious or spiritual practices.	1	2	3	4		
18	Outside agencies with expertise in cultural competence provide on-going training and consultation.	1	2	3	4		
Privacy and Confidentiality							
19	The agency informs consumers about the extent and limits of privacy and confidentiality (kinds of records kept, where/who has access, when obligated to make report to police/child welfare).	1	2	3	4		
20	Staff and other professionals do not talk about consumers in common spaces.	1	2	3	4		
21	Staff does not talk about consumers outside of the agency unless at appropriate meetings.	1	2	3	4		
22	Staff does not discuss the personal issues of one consumer with another consumer.	1	2	3	4		
23	Consumers who have violated rules are approached in private.	1	2	3	4		
24	There are private spaces for staff and consumers to discuss personal issues.	1	2	3	4		

		Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
Safety and Crisis Prevention Planning							
For the following item, the term “safety plan” is defined as a plan for what a consumer and staff members will do if the consumer feels threatened by another person outside of the program.							
25	Written safety plans are incorporated into consumers’ individual goals and plans.	1	2	3	4		
For the following item, the term “crisis-prevention plan” is defined as an individualized plan for how to help each consumer manage stress and feel supported.							
26	Each consumer has a written crisis prevention plan which includes a list of triggers, strategies and responses which are helpful and those that are not helpful and a list of persons the consumer can go to for support.	1	2	3	4		
Open and Respectful Communication							
27	Staff members ask consumers for their definitions of emotional safety.	1	2	3	4		
28	Staff members practice motivational interviewing techniques with consumers (e.g. open-ended questions, affirmations, and reflective listening).	1	2	3	4		
29	The agency uses “people first” language rather than labels (e.g. ‘people who are experiencing homelessness’ rather than ‘homeless people’).	1	2	3	4		
30	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’).	1	2	3	4		
Consistency and Predictability							
31	The organization has regularly scheduled procedures/opportunities for consumers to provide input.	1	2	3	4		
32	The organization has policy in place to handle any changes in schedules.	1	2	3	4		
33	The program is flexible with procedures if needed, based on individual circumstances.	1	2	3	4		

III. Assessing and Planning Services

A. Conducting Intake Assessments	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
The intake assessment includes questions about:						
1 Personal strengths.	1	2	3	4		
2 Cultural background.	1	2	3	4		
3 Cultural strengths (e.g. world view, role of spirituality, cultural connections).	1	2	3	4		
4 Social supports in the family and the community.	1	2	3	4		
5 Current level of danger from other people (e.g. restraining orders, history of domestic violence, threats from others).	1	2	3	4		
6 History of trauma (e.g. physical, emotional or sexual abuse, neglect, loss, domestic/community violence, combat, past homelessness).	1	2	3	4		
7 Previous head injury.	1	2	3	4		
8 Quality of relationship with child or children (i.e. caregiver/child attachment)	1	2	3	4		
9 Children's trauma exposure (e.g. neglect, abuse, exposure to violence)	1	2	3	4		
10 Children's achievement of developmental tasks.	1	2	3	4		
11 Children's history of mental health issues.	1	2	3	4		
12 Children's history of physical health issues.	1	2	3	4		

		Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
Intake Assessment Process							
13	There are private, confidential spaces available to conduct intake assessments.	1	2	3	4		
14	The program informs consumers about why questions are being asked.	1	2	3	4		
15	The program informs consumers about what will be shared with others and why.	1	2	3	4		
16	Throughout the assessment process, the program staff observes consumers on how they are doing and responds appropriately.	1	2	3	4		
17	The program provides an adult translator for the assessment process if needed.	1	2	3	4		
Intake Follow-Up							
18	Based on the intake assessment, adults &/or children are referred for specific services as necessary.	1	2	3	1		
19	Re-assessments are done on an on-going and consistent basis.	1	2	3	1		
20	The program updates releases and consent forms whenever it is necessary to speak with a new provider.	1	2	3	1		
B. Developing Goals and Plans							
21	Staff collaborates with consumers in setting their goals.	1	2	3	4		
22	Consumer goals are reviewed and updated regularly.	1	2	3	4		
23	Before leaving the program, consumers and staff develop a plan to address any future needs.	1	2	3	4		
C. Offering Services and Trauma-Specific Interventions							
24	The program provides opportunities for care coordination for services not provided within that organization.	1	2	3	4		
25	The program educates consumers about traumatic stress and triggers.	1	2	3	4		
26	The program has access to a clinician with expertise in trauma and trauma-related interventions (on-staff or available for regular consultation).	1	2	3	4		

IV. Involving Consumers

A. Involving Current and Former Consumers		Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
1	Current consumers are given opportunities to evaluate the program and offer their suggestions for improvement in anonymous and/or confidential ways (e.g. suggestion boxes, regular satisfaction surveys, meetings focused on necessary improvements, etc)	1	2	3	4		
2	The program recruits former consumers to serve in an advisory capacity.	1	2	3	4		
3	Former consumers are invited to share their thoughts, ideas and experiences with the program.	1	2	3	4		

V. Adapting Policies

A. Creating Written Policies		Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
1	The program has a written statement that includes a commitment to understanding trauma and engaging in trauma-sensitive practices.	1	2	3	4		
2	Written policies are established based on an understanding of the impact of trauma on consumers and providers.	1	2	3	4		
3	The program has a written commitment to demonstrating respect for cultural differences and practices.	1	2	3	4		
4	The program has written policy to address potential threats to consumers and staff from natural or man-made threats (fire, tornado, bomb threat, and hostile intruder).	1	2	3	4		
5	The program has a written policy outlining program responses to consumer crisis/staff crisis (i.e. Self harm, suicidal thinking, and aggression towards others).	1	2	3	4		
6	The program has written policies outlining professional conduct for staff (e.g. boundaries, responses to consumers, etc).	1	2	3	4		
B. Reviewing Policies							
1	The program reviews its policies on a regular basis to identify whether they are sensitive to the needs of trauma survivors.	1	2	3	4		
2	The program involves staff in its review of policies.	1	2	3	4		
3	The program involves consumers in its review of policies.	1	2	3	4		