

Trauma-Informed Organizational Self-Assessment
 As adapted from the work of Lisa Guarino, LMHC et al. of
 The National Center on Family Homelessness

Supporting Educators' Development	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	Not Applicable
Training and Education						
Educators at all levels of the school receive training and education on the following topics:						
1. What traumatic stress is.						
2. How traumatic stress effects the brain and body.						
3. The relationship between mental health and trauma.						
4. The relationship between substance abuse and trauma.						
5. How trauma affects a child's development.						
6. How trauma affects a child's ability to learn and participate in school activities.						
7. Cultural differences in how children understand and respond to trauma.						
8. How working with trauma survivors impacts educators.						
9. How to help students identify triggers from children's past trauma.						
10. How to help students manage their feelings.						
11. De-escalation strategies to calm students when (or before) they become upset or angry, to avoid crises).						
12. Educators have regular department or school meetings.						
13. Topics related to trauma are addressed in department or school meetings.						
14. Topics related to self-care are addressed in department or school meetings.						
15. Administrators are trained in understanding trauma.						
16. Part of department or school meetings is used to help educators understand their own stress reactions.						
17. The school helps educators debrief after a crisis.						
18. The school provides opportunities for educators' input into school practices.						
19. Outside consultants with expertise in trauma provide on-going education and consultation.						

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Creating a Safe Supportive Environment						
<i>Establishing a Safe Physical Environment</i>	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	Not Applicable
1. The school facility has a security system.						
2. School staff monitors who is coming in and out of the school.						
3. Educators ask students about physical safety needs and concerns associated with participation in school services.						
4. The environment outside the school buildings is well lit.						
5. The common areas of buildings are well monitored.						
6. Bathrooms are well monitored.						
7. Educators have an opportunity to make suggestions to change the physical environment to enhance physical safety/address safety concerns.						
8. Students have an opportunity to make suggestions to change the physical environment to enhance physical safety/address safety concerns.						
9. Material about traumatic stress is posted in buildings.						
<i>Cultural Competence</i>						
10. Students are allowed to speak their native language within the school.						
11. Students are allowed to prepare or have ethnic-specific foods.						
12. The school provides ongoing opportunities for students to share their cultures with each other.						
13. Educators show acceptance for student/student religious/spiritual practices.						
14. Outside agencies with expertise in cultural competence provide on-going training and consultation to educators.						
15. Educators use the least intrusive ways to check on student safety and possessions.						
16. Educators do not talk about students in the common spaces.						
17. Educators do not talk about students outside of the school.						

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Safety and Crisis Prevention Planning	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	Not Applicable
18. Student Administrators work with educators to create written, individualized safety plans for their classrooms/programs.						
19. Any student with one or more indicated safety risks has a written crisis-prevention plan.						
20. Every crisis prevention plan includes: (a) a list of triggers, (b) a list of behaviors indicating stress reactions, (c) specific strategies/responses that are helpful when the student is having a stress reaction, (d) specific strategies that are <i>not</i> helpful if the student is stressed or overwhelmed (e) a list of safe people.						
Open and Respectful Communication						
21. Educators ask students about whether they feel safe and how the class or program environment can be set up to feel safer.						
22. Educators practice empowerment based communication strategies with students (e.g., motivation interviewing techniques, open-ended questions, reflective listening).						
23. Educators use "people-first" language rather than labels (e.g. "people experiencing trauma" versus "victims")						
24. Educators use descriptive language rather than labels to describe students (e.g. "having a hard time getting his needs met" not "attention-seeking" or "incurable").						
Consistency and Predictability						
25. The program/school has regularly scheduled meetings.						
26. The program/school provides advanced notice of schedule changes.						
27. Educators respond consistently to students.						
28. Trainings and department/program/school meetings support educators' consistency with students.						
29. The program/school is flexible with rules if needed, based on individual circumstances.						

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Student Evaluations	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	Not Applicable
Student evaluations address the student's:						
1. Personal strengths.						
2. Cultural background.						
3. Cultural strengths (world view, spirituality, cultural connections)						
4. Social supports in family and community.						
5. Current level of danger from other people (e.g. restraining orders, history of domestic violence, threats).						
6. History of trauma (e.g. physical, emotional or sexual abuse, neglect, traumatic separations or loss, domestic/community violence, combat, past homelessness, history of impaired caregiver due to mental illness, substance abuse, etc.)						
7. Previous head injury and any related medical/cognitive harm.						
8. History of mental health issues.						
9. History of physical health issues.						
10. Substance abuse history.						
11. Treatment history.						
12. Quality of relationships with parents.						
13. Quality of relationships with peers.						
14. Achievement of developmental tasks.						
Developing Goals and Plans						
15. Educators support students in setting their own goals.						
16. Student goals are reviewed and updated regularly.						
Offering Services and Trauma-Specific Interventions						
17. The school provides opportunities for students to receive a variety of counseling services.						
18. The school provides or refers children to agencies with clinician expertise in trauma work with children.						
19. The Educators maintain on-going communication with counseling agencies/providers that work with their student(s).						
20. Clinicians educate students about trauma and triggers.						
21. The school has access to a clinician or clinicians with expertise in trauma and trauma-related interventions.						

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Writing, Reviewing and Adapting Policies	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	Not Applicable
1. The program/school has a written statement that includes a commitment to understanding trauma and engaging in trauma-sensitive practices.						
2. Written policies are established based on an understanding of the impact of trauma on students.						
3. The program/school has a written commitment to demonstrating respect for cultural differences/practices.						
4. The program/school has a written policy to address threats to studentstudents from persons outside of the school.						
5. The program/school has a written policy outlining school responses to student crises (e.g. self-harm, suicidal thinking, aggression)						
6. The program/school has a written policy outlining professional conduct for educators						
7. The program/school reviews its policies regularly to identify whether they are sensitive to the needs of trauma survivors.						
8. The program/school involves educators in its review of policies.						