

## Trauma-Informed Organizational Self-Assessment

Please complete the assessment 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. Answers will remain anonymous.

1.

**Which agency do you work for or are you affiliated with?**

*Mark only one oval.*

- Council for the Homeless
- Lower Columbia CAP
- Share
- WGAP

2.

**Which location of your organization do you most often work?**

*Mark only one oval.*

- Council for the Homeless - VHA Location
- Council for the Homeless - HSC Location
- Lower Columbia CAP
- WA Gorge Action Program - Bingen Location
- WA Gorge Action Program - Goldendale Location
- WA Gorge Action Program - Stevenson Location
- Share - Fromhold Center
- Share Shelters (Orchards, Homestead, Share House, WHAT)
- Share Day Center/Lincoln Place/ Outreach
- Not Applicable
- Other: .....

3.

**Organizational Role**

*Mark only one oval.*

- Staff Member Full-Time
- Staff Member Part-Time
- Volunteer
- Board Member

4.

**How long have you been involved with the organization?**

*Mark only one oval.*

- Less than 6 months
- 6 months - 1 Year
- 1 - 2 Years
- 2 - 4 Years
- 4 - 6 Years
- 6 + Years

## **I. Supporting Staff Development**

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5.

**A. Training and Education: Staff at all levels of the program receive training and education on the following topics:**

*Mark only one oval per row.*

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
What traumatic stress is.	<input type="radio"/>					
How traumatic stress affects the brain and the body.	<input type="radio"/>					
The relationship between mental health and trauma.	<input type="radio"/>					
The relationship between substance use and trauma.	<input type="radio"/>					
The relationship between homelessness and trauma.	<input type="radio"/>					
How trauma affects a child's development.	<input type="radio"/>					
How trauma affects a child's attachment to his/her caregivers.	<input type="radio"/>					
The relationship between childhood trauma and adult re-victimization (e.g., domestic violence, sexual assault).	<input type="radio"/>					
Different cultural issues (e.g., different cultural practices, beliefs, rituals).	<input type="radio"/>					
Cultural differences in how people understand and respond to trauma.	<input type="radio"/>					
How working with trauma survivors impacts staff.	<input type="radio"/>					
How to help consumers identify the triggers (i.e., reminders of dangerous or frightening things that have happened in the past).	<input type="radio"/>					
	<input type="radio"/>					

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
How to help consumers manage their feelings (e.g., helplessness, rage, sadness, terror).						
De-escalation strategies (i.e., ways to help people calm down before reaching the point of crisis).	<input type="radio"/>					
How to develop safety and crisis prevention plans.	<input type="radio"/>					
What is asked in the intake assessment.	<input type="radio"/>					
How to establish and maintain healthy professional boundaries.	<input type="radio"/>					

6.

**B. Staff Supervision, Support, and Self-Care**

Mark only one oval per row.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
Staff members have regular team meetings.	<input type="radio"/>					
Topics related to trauma are addressed in team meetings.	<input type="radio"/>					
Topics related to self-care are addressed in team meetings (e.g., vicarious trauma, burnout, stress-reducing strategies).	<input type="radio"/>					
Staff members have a regularly scheduled time for individual supervision.	<input type="radio"/>					
Staff members receive individual supervision from a supervisor who is trained in understanding trauma.	<input type="radio"/>					
Part of supervision time is used to help staff members understand their own stress reactions.	<input type="radio"/>					
Part of supervision time is used to help staff members understand how their stress reactions impact their work with consumers.	<input type="radio"/>					
The agency helps staff members debrief after a crisis.	<input type="radio"/>					
The agency has a formal system for reviewing staff performance.	<input type="radio"/>					
The agency provides opportunities for	<input type="radio"/>					

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
on-going staff evaluation of the program/agency.						
The agency provides opportunities for staff input into program practices.	<input type="radio"/>					
Outside consultants with expertise in trauma provide ongoing education and consultation.	<input type="radio"/>					

## II. Creating a Safe and Supportive Environment

7.

**A. Establishing a Safe Physical Environment**

Mark only one oval per row.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
Agency staff monitors who is entering and exiting the program/agency.	<input type="radio"/>					
Staff members ask consumers for their definitions of physical safety.	<input type="radio"/>					
The environment outside the organization is well-lit.	<input type="radio"/>					
The common areas within the organization are well lit.	<input type="radio"/>					
Bathrooms are well lit.	<input type="radio"/>					
Consumers can lock bathroom doors.	<input type="radio"/>					
The organization incorporates child-friendly decorations and materials.	<input type="radio"/>					
The organization provides a space for children to play.	<input type="radio"/>					
The organization provides consumers with opportunities to make suggestions about ways to improve/change the physical space.	<input type="radio"/>					

**B. Establishing a Supportive Environment**

8.

**Information Sharing**

Mark only one oval per row.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
The organization reviews rules, rights, and grievance procedures with consumers regularly.	<input type="radio"/>					
Consumers are informed about how the program responds to personal crises (e.g., suicidal statements, violent behavior, and mandatory reports).	<input type="radio"/>					
Consumer rights are posted in places that are visible (e.g., room checks, grievance policies, mandatory reporting rules).	<input type="radio"/>					
Materials are posted about traumatic stress (e.g., what it is, how it impacts people, and available trauma-specific resources).	<input type="radio"/>					

9.

**Cultural Competence**

*Mark only one oval per row.*

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
Program information is available in different languages.	<input type="radio"/>					
Staff and/or consumers are allowed to speak their native languages within the agency.	<input type="radio"/>					
Staff and/or consumers are allowed to prepare or have ethnic-specific foods.	<input type="radio"/>					
Staff shows acceptance for personal religious or spiritual practices.	<input type="radio"/>					
Outside agencies with expertise in cultural competence provide on-going training and consultation.	<input type="radio"/>					

10.

**Privacy and Confidentiality**

Mark only one oval per row.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
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).	<input type="radio"/>					
Staff and other professionals do not talk about consumers in common spaces.	<input type="radio"/>					
Staff does not talk about consumers outside of the agency unless at appropriate meetings.	<input type="radio"/>					
Staff does not discuss the personal issues of one consumer with another consumer.	<input type="radio"/>					
Consumers who have violated rules are approached in private.	<input type="radio"/>					
There are private spaces for staff and consumers to discuss personal issues.	<input type="radio"/>					

11. **Safety and Crisis Prevention Planning**

Mark only one oval per row.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
Written safety plans are incorporated into consumers' individual goals and plans. [Safety plan is defined as the action consumers and staff will follow when the consumer feels threatened by another person outside of the program.]	<input type="radio"/>					
Each consumer has a written crisis prevention plan which includes a list of helpful and unhelpful triggers, strategies, and responses, and a list of persons the consumer may contact for support. [Crisis prevention plan is defined as an individualized plan to help consumer manage stress and feel supported.]	<input type="radio"/>					

12.

**Open and Respectful Communication**

*Mark only one oval per row.*

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
Staff members ask consumers for their definition of emotional safety.	<input type="radio"/>					
Staff members practice motivational interviewing techniques with consumers (e.g., open-ended questions, affirmations, and reflective listening.)	<input type="radio"/>					
The agency uses people-first language rather than labels (e.g., people who are experiencing homelessness rather than homeless people.)	<input type="radio"/>					
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="radio"/>					

13.

**Consistency and Predictability**

*Mark only one oval per row.*

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
The organization has regularly scheduled procedures/opportunities for consumers to provide input.	<input type="radio"/>					
The organization has policy in place to handle any changes in schedules.	<input type="radio"/>					
The program is flexible with procedures if needed, based on individual circumstances.	<input type="radio"/>					

**III. Assessing and Planning Services**

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Conducting Intake Assessments

14.

**A. The intake assessment includes questions about:**

*Mark only one oval per row.*

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
Personal strengths	<input type="radio"/>					
Cultural background	<input type="radio"/>					
Cultural strengths (e.g., world view, role of spirituality, cultural connections)	<input type="radio"/>					
Social supports in the family and the community	<input type="radio"/>					
Current level of danger from other people (e.g., restraining orders, history of domestic violence, threats from others)	<input type="radio"/>					
History of trauma (e.g., physical, emotional, or sexual abuse, neglect, loss, domestic/community violence, combat, past homelessness)	<input type="radio"/>					
Previous head injury	<input type="radio"/>					
Quality of relationship with child or children (i.e., caregiver/child attachment)	<input type="radio"/>					
Children's trauma exposure (e.g., neglect, abuse, exposure to violence)	<input type="radio"/>					
Children's achievement of developmental tasks	<input type="radio"/>					
Children's history of mental health issues	<input type="radio"/>					
Children's history of physical issues	<input type="radio"/>					

15.

**Intake Assessment Process**

*Mark only one oval per row.*

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
There are private, confidential spaces available to conduct intake assessments.	<input type="radio"/>					
The program informs consumers about why questions are being asked.	<input type="radio"/>					
The program informs consumers about what will be shared with others and why.	<input type="radio"/>					
Throughout the assessment process, the program staff observe consumers on how they are doing and respond appropriately.	<input type="radio"/>					
The program provides an adult translator for the assessment process if needed.	<input type="radio"/>					

16.

**Intake Assessment Follow-up**

*Mark only one oval per row.*

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
Based on the intake assessment, adults and/or children are referred for specific services as necessary.	<input type="radio"/>					
Re-assessments are done on an on-going and consistent basis.	<input type="radio"/>					
The program updates releases and consent forms whenever necessary to speak with a new provider.	<input type="radio"/>					

17.

**B. Developing Goals and Plans**

*Mark only one oval per row.*

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
Staff collaborates with consumers in setting their goals.	<input type="radio"/>					
Consumer goals are reviewed and updated regularly.	<input type="radio"/>					
Before leaving the program, consumers and staff develop a plan to address any future needs.	<input type="radio"/>					

18.

**C. Offering Services and Trauma-Specific Interventions**

*Mark only one oval per row.*

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
The program provides opportunities for care coordination for services not provided within that organization.	<input type="radio"/>					
The program educates consumers about traumatic stress and triggers.	<input type="radio"/>					
The program has access to a clinician with expertise in trauma and trauma-related interventions (on staff or available for regular consultation).	<input type="radio"/>					

**IV. Involving Consumers**

19.

**Involving Current and Former Consumers**

*Mark only one oval per row.*

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
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.)	<input type="radio"/>					
The program recruits former consumers to serve in an advisory capacity.	<input type="radio"/>					
Former consumers are invited to share their thoughts, ideas, and experiences with the program.	<input type="radio"/>					

**V. Adapting Policies**

20.

**A. Creating Written Policies**

Mark only one oval per row.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
The program has a written statement that includes a commitment to understanding trauma and engaging in trauma-sensitive practices.	<input type="radio"/>					
Written policies are established based on an understanding of the impact of trauma on consumers and providers.	<input type="radio"/>					
The program has a written commitment to demonstrating respect for cultural differences and practices.	<input type="radio"/>					
The program has a written policy to address potential threats to consumers and staff from natural or manmade threats (fire, tornado, bomb threat, and hostile intruder).	<input type="radio"/>					
The program has a written policy outlining program responses to consumer crisis/staff crisis (i.e., self harm, suicidal thinking, and aggression towards others).	<input type="radio"/>					
The program has written policies outlining professional conduct for staff (e.g, boundaries, responses to consumers, etc.)	<input type="radio"/>					

21.

**B. Reviewing Policies**

*Mark only one oval per row.*

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
The program reviews its policies on a regular basis to identify whether they are sensitive to the needs of trauma survivors.	<input type="radio"/>					
The program involves staff in its review of policies.	<input type="radio"/>					
The program involves consumers in its review of policies.	<input type="radio"/>					

