1. **Supporting Staff Development**
2. Training and Education

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| --- | --- | --- | --- | --- | --- |
| Strategies | Activities | People Responsible | Cost | Estimated Timeline | Done |
| Staff at all levels of the program receive training and education on the following topics: * Cultural differences in how people understand and respond to trauma.
 |  |  |  |  |  |

1. Staff Supervision, Support and Self Care

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| Strategies | Activities | People Responsible | Cost | Estimated Timeline | Done |
| Topics related to self care are addressed in team meetings (eg vicarious trauma, burn out, stress-reducing strategies). |  |  |  |  |  |
| Part of supervision time is used to help staff members understand their own stresses. |  |  |  |  |  |
| Part of supervision time is used to help staff members understand how their stress reactions impact their work with consumers. |  |  |  |  |  |
| The agency helps staff members debrief after a crisis. |  |  |  |  |  |

1. **Creating a Safe and Supportive Environment**
2. Establishing a Safe Physical Environment

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| --- | --- | --- | --- | --- | --- |
| Strategies | Activities | People Responsible | Cost | Estimated Timeline | Done |
| Staff members ask consumers for their definitions of physical safety. |  |  |  |  |  |

1. Establishing a Supportive Environment

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| --- | --- | --- | --- | --- | --- |
| Strategies | Activities | People Responsible | Cost | Estimated Timeline | Done |
| Information Sharing | Consumer rights are posted in places that are visible (eg room checks, grievance policies) |  |  |  |  |
| Materials are posted about traumatic stress (eg what it is, how it impacts people, and available trauma-specifics resources). |  |  |  |  |
| Cultural Competence | Program information is available in different languages. |  |  |  |  |
| Safety and Crisis Prevention | 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. 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. |  |  |  |  |
| Open and Respectful Communication | Staff members ask consumers for their definitions of emotional safety. |  |  |  |  |
| The agency uses “people first” language rather than labels (eg ‘people who are experiencing homelessness’ rather than ‘homeless people’). |  |  |  |  |

1. **Assessing and Planning Services**
2. Conducting Intake Interviews

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| Strategies | Activities | People Responsible | Cost | Estimated Timeline | Done |
| The intake assessment would include questions about:* Cultural strengths (eg world view, role of spirituality, cultural connections).
* Previous head injury.
* Quality of relationship with child or children (ie caregiver/child attachment)
* Children’s trauma exposure (eg neglect, abuse, exposure to violence)
* Children’s achievement of developmental tasks.
 |  |  |  |  |  |

1. Offering Services and Trauma-Specific Interventions

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| Strategies | Activities | People Responsible | Cost | Estimated Timeline | Done |
| The program educates consumers about traumatic stress and triggers. |  |  |  |  |  |
| The program has access to a clinician with expertise in trauma and trauma-related interventions (on-staff or available for regular consultation). |  |  |  |  |  |

1. **Involving Consumers**
2. Involving Current and Former Consumers

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| Strategies | Activities | People Responsible | Cost | Estimated Timeline | Done |
| The program recruits former consumers to serve in an advisory capacity. |  |  |  |  |  |
| Former consumers are invited to share their thoughts, ideas and experiences with the program. |  |  |  |  |  |

1. **Adapting Policies**
2. Reviewing Policies

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| Strategies | Activities | People Responsible | Cost | Estimated Timeline | Done |
| The program involves consumers in its review of policies. |  |  |  |  |  |