

# TIPPS

## Trauma-Informed Self-Assessment Tool

This assessment tool is designed to help identify ways to make your program more trauma-informed.  
Please rate the following items on a scale of 1 to 5 that reflects how much you agree or disagree with each statement about yourself or your program.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1	2	3	4	5

### **T**rainning and Supervision (training and supervision of staff)

- My program offers trainings on the impact of trauma on children, youth and families
- My program offers trainings on recognizing the impact of trauma exposure on staff (i.e. "secondary trauma")
- My program offers trainings on topics related to cultural competence (e.g. building knowledge of the backgrounds and identities of communities we serve, how to communicate and interact in affirming and respectful ways with families of diverse cultures, including identifying and addressing potential staff biases)
- We discuss issues related to trauma as a staff
- I go to my supervisor if I need help working with a participant who has experienced trauma
- I feel comfortable talking with my supervisor about secondary trauma
- Staff make referrals when a participant needs resources in addition to what we can provide
- My program partners with other agencies in order to support children, youth and families

### **I**nteractions (interactions between staff and youth in the program)

- Staff and youth do not use derogatory or violent language (e.g. "that's so gay")
- Staff and youth intervene when others use derogatory or violent language
- Instead of punishment, staff use accountability strategies designed to teach, change, or shape behavior
- Youth seek out positive interactions with staff
- Youth cooperate with each other
- Staff work to engage families and build relationships with them as equal partners where appropriate
- Staff are mindful of how their personal experiences and identities impact their interactions
- Staff work with children and families in ways that affirms their culture, language and identities
- Staff and youth use gender inclusive language
- Youth are encouraged to use critical thinking skills
- Children and youth are supported in identifying and managing strong emotions

### **P**rogram activities (activities done with staff and youth)

- My program offers a range of activities for youth to choose from based on interest, ability, and comfort
- My program offers activities that foster social and emotional learning
- Activities in my program are consistent and predictable
- When possible, children, youth and families are provided notice when changes will be made
- Activities in my program are appropriate, responsive and affirming of cultural and linguistic diversity
- Activities in my program seek ways to include parents and caregivers when appropriate
- Activities in my program are respectful of personal space
- Youth can choose to sit out of an activity that could be triggering or make them feel uncomfortable
- My program aims to identify youth and family strengths and provide opportunities for leadership

### **P**olicies (general rules and guidelines)

- Staff are informed of our program's mandated reporting policy
- Staff are given clear expectations about when to involve parents/caregivers
- Youth and families are informed of the limits to their confidentiality
- My program has a consistent policy around responding to crisis
- Staff and youth are given clear expectations about how to handle conflict at the program
- Staff and youth are given clear expectations about appropriate behaviors and boundaries

- \_\_\_\_\_ Policies and/or protocols are clearly communicated to all participants and families in my program
- \_\_\_\_\_ Youth and families are given opportunities to participate in the development of policies and guidelines
- \_\_\_\_\_ Youth and families in my program are given opportunities to provide feedback on programming and policies

## **S**safety (location, physical layout and visible materials)

- \_\_\_\_\_ Staff are trained and able to support children and youth experiencing intense emotions
- \_\_\_\_\_ Staff are trained and able to support parents/caregivers who may be experiencing intense emotions
- \_\_\_\_\_ Staff are mindful of things that might remind children, youth and families of traumatic events or situations
- \_\_\_\_\_ There are visible materials and resources for children, youth and families about
  - \_\_\_\_\_ mental health resources
  - \_\_\_\_\_ domestic violence and sexual violence services
  - \_\_\_\_\_ suicide prevention
  - \_\_\_\_\_ substance use and abuse programs
  - \_\_\_\_\_ LGBTQ/T programs
  - \_\_\_\_\_ homicide bereavement
  - \_\_\_\_\_ other supportive resources (housing, healthcare, legal resources, employment, etc.)
  - \_\_\_\_\_ opportunities for family and community connection (conversation groups, sports, arts/music, etc.)
- \_\_\_\_\_ Visible materials and resources are culturally and linguistically relevant
- \_\_\_\_\_ The program has a welcoming atmosphere to children, youth and families of all backgrounds (e.g. culture, religion, sexual orientation, gender identity, disabilities, etc.)
- \_\_\_\_\_ Staff work to identify and address safety concerns as children, youth and families define it, recognizing that “safety” may be defined differently by each family
- \_\_\_\_\_ There are first aid kits readily available for youth
- \_\_\_\_\_ The program has secure doors on all bathroom stalls
- \_\_\_\_\_ There are no private spaces where youth can go in secret
- \_\_\_\_\_ The program has gender-inclusive bathrooms

***\*\*This form was developed by the Boston Area Rape Crisis Center and adapted by the Boston Public Health Commission’s Division of Violence Prevention.***

## **References**

- A New Day for Youth: Creating Sustainable Quality in Out-of-School Time* by Noam, 2008
- BE SAFE Initiative: Case Studies Brief* by the National Institute on Out-of-School Time, 2012
- BE SAFE Program Climate Self-Assessment Observation Tool* by the National Institute on Out-of-School Time and the Boston Area Rape Crisis Center, 2011
- Creating Safe Space for GLBTQ Youth: A Toolkit* by Advocates for Youth in Washington, District of Columbia, 2005
- PEGS* by the Boston Area Rape Crisis Center, 2013
- Stronger Programs for Healthier Youth: Building Trauma-Informed Youth Program Environments* by the Boston Area Rape Crisis Center, 2013
- Understanding the Links between Adolescent Trauma and Substance Abuse: A Toolkit for Providers* by the Adolescent Trauma and Substance Abuse Committee of the National Child Traumatic Stress Network, 2008