

# Mapping Tool

## Core Competencies for Trauma-Informed Staff

	Demonstrates Competency	Needs further development	Little to No Exposure
<b>Demonstrates Knowledge in the Following Areas</b>			
Summarizes the findings of the Adverse Childhood Experience Study (ACES)			
Describes interconnection of violence, trauma, & social issues			
Describes impact of trauma on the body, spirit, mind			
Understands impact of trauma over the life-span			
Understands “symptoms” are considered adaptive strategies/coping mechanisms from trauma			
Understands the complex needs of trauma survivors			
Understands the prevalence and impact of gender disparity (especially regarding women)			
Describes the impact of cultural trauma			
Understands retraumatization			
Understands cultural differences in how people understand, respond to, and treat trauma			
Understands universal precautions			
Understands the impact of natural disasters and war and its link to earlier traumatic experiences for trauma survivors			
Understands impact of trauma on LGBTQI individuals and community			
Understands healthy boundaries within trauma-informed contexts			
Understands the intergenerational cycle of violence			
Understands the importance of self-care			

	Demonstrates Competency	Needs further development	Little to No Exposure
Understands the building blocks of establishing a trusting relationship			
Understands collaborative decision-making processes and need to seek common ground			
Understands the role of staff self-disclosure in trauma-informed settings			
Understands the need to know peers/participants beyond their label, disability and/or affect			
Understands why gender specific options are available			
<b>Demonstrates Skills in the Following Areas</b>			
Articulates a working definition of trauma			
Articulates difference between trauma-informed and trauma-specific			
Ability to establish and maintain healthy boundaries			
Ability to create a safe, welcoming physical environment			
Ability to create a safe, welcoming, supportive environment			
Ability to create a safe, welcoming, inclusive environment			
Ability to create a safe, welcoming, relational environment			
Ability to provide gender specific supports and services			
Supports peer skill development by sharing power			
Supports peer/participant involvement by providing opportunities for program participants to facilitate, organize, and/or coordinate activities			
Ability to establish and maintain transparency in actions and interactions			
Establishes means for sharing information in an ongoing, consistent manner			

	Demonstrates Competency	Needs further development	Little to No Exposure
Ability to establish trusting relationships with colleagues			
Ability to establish trusting relationships with peers/participants			
Ability to make appropriate referrals with timely follow-up			
Ability to communicate and collaborate with peers/participants in a respectful, inclusive manner			
Ability to make decisions in collaboration with peers/participants			
Ability to engage peers/participants with empathy, warmth, and sincerity			
Ability to practice self-care in an intentional, consistent manner			
Ability to maintain confidentiality			
Ability to identify and use relevant existing community programs and resources and alternative peer/participant operated supports/programs			
Willingness to ask for help from supervisor, peers/participant, colleagues			
Willingness to learn from peers/participants			
Ability to offer true choice to peers/participants and to honor their choice			
Ability to coach peers/participants to know their strengths & talents			
Demonstrates culturally appropriate respect			
Ability to tailor staff person approach to individual peer's/participant's unique goals and needs			
<b>Demonstrates the Following Values In One's Work</b>			
Values the lived experience of peers/participants			
Peers and program participants are the experts in their own recovery			

	Demonstrates Competency	Needs further development	Little to No Exposure
Healing from trauma is transformative			
Connections between staff and participants are reciprocal and offer opportunities for shared learning			
Women heal in relationship with self, others, and/or a source outside of themselves			
Pathways to recovery are diverse and vary from individual to individual			
Recovery is a spiral path, not direct, not linear			
Healing builds strength in the "broken places"			
Recovery from trauma is possible for all			
Informed choice is central to trauma recovery			
Healing Happens in relationships			

**NOTE:** These are the values we have identified for a trauma-informed organization.

Review your organization's values and see how and if they align with these values.

We encourage you to consider what are trauma-informed values for your organization.

## Creating Conditions for Safety: Elements of a Trauma Informed Environment

<i><b>Mapping Tool</b></i>	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)	Un-known	Not Relevant
<b>Physical Environment</b>						
<b>Confidentiality and Privacy</b>						
Space for private conversations for program participants and staff						
Staff do not talk about program participants in common areas						
The program/agency informs program participants about what information is gathered, where it is kept, and who has access to it, and when and what the agency has to report and to whom						
Staff supervision is made available in a private confidential space						
<b>Accessibility</b>						
All doors have automatic openers and all furnishings set up for ease of movement of wheelchairs and walkers						
All materials available in audio versions as well as big print						
Interpreters available for the deaf and hard of hearing when requested						
<b>Appearance</b>						
Space kept clean and neat						
Well lit space						
Well lit parking area at all times						
Furnishings comfortable						

Andersen, R., Niedzwiecki, D., Rodman, M., 2012

<b>Physical Environment</b>	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)	Un-known	Not Relevant
<b>Climate</b>						
Layout of space promotes interactions between program participants and staff						
Posted signs have "person first language"						
Someone always available to welcome anyone walking into space						
<b>Space reviewed and assessed by program participants</b>						
Space reviewed and assessed by former and/or current program participants						
<b>Supportive Environment</b>						
<b>Transparency</b>						
Policies and procedures reviewed with program participant						
Program participants informed why they are asked to fill out certain forms and who has access to them						
Program participants informed of program/agency protocols on how staff respond to participants experiencing a crisis						
Policies and procedures reviewed with staff						
<b>Consistency and Predictability</b>						
Hours of operation posted and adhered to						
Change in hours provided to program participants with advance notice						
Change in staff provided to program participants with advance notice						
Responsive to program participants' inquiries for services/supports within 48 hours						
Staff meetings and supervision on a consistent and predictable schedule						

Andersen, R., Niedzwiecki, D., Rodman, M., 2012

<b>Resource Availability</b>	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)	Un-known	Not Relevant
Culturally sensitive staff are culturally responsive to women						
Resources compiled, updated and made available to program participants and all staff						
Staff serve as a resource to program participants and are responsive to needs of program participants						
<b>Supportive Environment</b>						
<b>Clear Expectations</b>						
Code of ethics a) developed with program participants;						
developed with staff						
b) posted in common areas						
c) reviewed regularly with program participants and staff						
Common group agreements developed and followed for all meetings						
Agency/Program mission, vision, and/or guiding principles posted in common areas						
Staff and program participants' actions guided by the agency/program mission, vision, and/or guiding principles						
<b>Gender Specific</b>						
Programs offered for women only in private and confidential spaces						
Program elements designed by and for women						
Opportunities provided for women to come together in informal settings to share their experience, strength, hopes and dreams						

Andersen, R., Niedzwiecki, D., Rodman, M., 2012

<b>Cultural Sensitivity</b>	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)	Un-known	Not Relevant
Signs posted in different languages to meet needs of community						
Images and language on posters and artwork represent the demographics of the community						
Staff represent the demographics of the community						
<b>Inclusive Environment</b>						
<b>Voice</b>						
Former and/or current program participants involved in program development						
Former and/or current program participants involved in program implementation						
Former and/or current program participants involved in program evaluation						
Women self identify their own goals						
Women evaluate whether their self identified goals have been met						
Different perspectives are included						
<b>Choice</b>						
Information and resources shared with program participants so they can make an informed choice						
All program functions and regulations clearly described so program participants make informed choices						
<b>Language</b>						
All written and verbal communication uses "person first" language						
Language does not limit what a person can do (people are not viewed or talked about as a diagnosis or "label")						
Materials available in the primary languages of community members						

Andersen, R., Niedzwiecki, D., Rodman, M., 2012



<b>Relational Environment</b>	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)	Un-known	Not Relevant
<b>Boundaries</b>						
All staff and volunteers have clear job descriptions						
The role of staff is made clear to program participants						
Staff do not do for one person what they would not do for all						
When ready and appropriate, staff share their own life experience						
<b>Balanced</b>						
Mutuality demonstrated between staff and program participants						
Whenever and wherever appropriate, decisions made collaboratively between program participants and staff						
Staff seek ways to share power with program participants						
Supervisors seek ways to share power with staff						
<b>Authentic</b>						
Staff able to relate and empathize with program participants in response to the very human experience of woundedness and recovery						
Staff are able to engage with program participants and notice what each brings to the interaction						
Staff meet people (participants, other staff, etc.) where they are at in their healing and recovery journey and offer support and guidance without judgment						
Agency recognizes that the staff person's lived experience affects her/his response to women's narratives/stories						

Andersen, R., Niedzwiecki, D., Rodman, M., 2012

## ELEMENTS OF A TRAUMA-INFORMED ENVIRONMENT

### Physical Environment

#### ***Confidentiality & privacy***

- Space for private conversations for program participants and staff
- Staff do not talk about program participants in common areas
- Agency informs program participants about what information is gathered, where it is kept, and how has access to it, and when and what the agency has to report and to whom
- Staff supervision is made available in a private confidential space

#### ***Accessibility***

- All doors have automatic openers and all furnishings set up for ease of movement of wheelchairs and walkers
- All materials available in audio versions as well as big print
- Interpreters available when requested

#### ***Appearance***

- Space kept clean and neat
- Well lit space
- Well lit parking area at all times
- Furnishings comfortable

#### ***Climate***

- Layout of space promotes interactions between program participants and staff
- Posted signs have person-centered language
- Someone always available to welcome anyone walking into the space

#### ***Space reviewed and assessed by program participants***

- Space reviewed and assessed by former and/or current participants

### Supportive Environment

#### ***Transparency***

- Policies and procedures reviewed with program participants
- Program participants asked informed why they are asked to fill out forms and who has access to them
- Program participants informed of agency protocols on how staff will respond to participants experiencing a crisis
- Policies and procedures reviewed with staff

#### ***Consistency and Predictability***

- Hours of operation posted and adhered to
- Change in hours provided to program participants with advance notice
- Change in staff provided to program participants with advance notice
- Responsive to program participants' inquiries for services/support within 48 hours
- Staff meetings and supervision on a consistent and predictable basis

#### ***Resource Availability***

- Culturally sensitive staff are culturally responsive to women
- Resources compiled, updated and made available to participants and all staff
- Staff serve as a resource to program participants and are responsive to their needs

### ***Clear expectations***

- Code of ethics developed with program participants and staff is posted in common areas and reviewed regularly with program participants and staff
- Common group agreements developed and followed for all meetings
- Agency mission, vision and guiding principles posted in common areas
- Staff and program participants' actions are guided by the mission, vision, & principles

### ***Gender specific***

- Programs offered for women only in private and confidential spaces
- Program elements designed by and for women
- Opportunities provided for women to come together in informal settings to share experience, strength, hopes and dreams

### **Inclusive Environment**

#### ***Voice***

- Former and/or current program participants involved in program development, implementation, evaluation
- Women self-identify their own goals
- Women evaluate whether their self-identified goals have been met
- Difference perspectives are included

#### ***Choice***

- Information and resources shared with program participants so they can make informed choices
- All program functions and regulations clearly described so program participants make informed choices

#### ***Language***

- All written and verbal communication uses person-centered language
- Language does not limit what a person can do (people are not viewed or talked about as a diagnosis or label)
- Materials available in the primary languages of community members

### **Relational Environment**

#### ***Boundaries***

- All staff and volunteers have clear job descriptions
- The role of staff made clear to program participants
- Staff do not do for one person what they would not do for all
- When ready and appropriate, staff share their own life experience

#### ***Balanced***

- Mutuality demonstrated between staff and program participants
- Whenever and wherever appropriate, decisions made collaboratively between program participants and staff
- Staff seek ways to share power with program participants
- Supervisors seek ways to share power with staff

#### ***Authentic***

- Staff able to relate and empathize with program participants
- Staff are able to engage with program participants and notice what each brings to the interaction
- Staff meet people (participants, other staff) where they are in their healing and recovery journey and offer support and guidance without judgment
- Agency recognizes that the staff person's lived experience affects his/her response to women's narratives/stories



### **Example of Impact Related to Qualities of a Trauma-Informed System**

**Name that Quality:** \_\_\_\_\_

My journey has given me wisdom and strength. One of the reasons I reached out to SPAN for help is because their mission statement alone gave me a sign that they would understand what I was going through. I spent many sleepless nights reading online about different agencies and not one of them seemed to have any supports in place for families. SPAN's website stated right up front that its foremost commitment was to children and families with the greatest need due to disability; poverty; discrimination based on race, sex, language, immigrant, or homeless status; involvement in the foster care, child welfare, or juvenile justice systems; geographic location; or other special circumstances. I felt I had found someplace that I belonged.

**Name that Quality:** \_\_\_\_\_

By pairing me up with other parents who had "been there," and who understood my family's unique needs, it brought out the best in me at the worst time in my life

**Name that Quality:** \_\_\_\_\_

From the very beginning, the issues that my family and I were facing were seen through a lens of understanding. The SPAN staff members who worked with me were culturally competent and caring. They understood that parenting is one of the most crucial responsibilities a human being can have.

**Name that Quality:** \_\_\_\_\_

Through workshops, trainings and conferences, I learned specific leadership skills (advocacy, effective communication, organizational skills, coping with stress). Their supports impacted me in many ways:

- I was motivated to pursue goals for my child and later for me and the rest of my family.
- I learned how to manage disagreements with professionals.
- Most important, I learned how to communicate with ease and clarity.
- Before I met SPAN I felt hopeless and emotions got in the way of communicating. By SPAN supporting me and teaching me how to advocate for myself and my family, I found my own voice, and now I lend my voice to others who may not be able to speak due to language barrier or disability.

## ***Qualities of a Trauma Informed System***

### **INTENTIONALITY: “Action Rooted in Knowing”**

Purposeful, committed organizational efforts focused on creating and sustaining conditions to support healing and growth in individuals and communities.

### **MUTUALITY: “Healing Happens in Relationship”**

Connections that are reciprocal in nature, offering opportunities for increased understanding and shared learning.

### **COMMONALITY: “We all have a story”**

Awareness that life experiences shape and inform perception of self, interactions with others, and the nature of the world.

### **POTENTIALITY: “Healing is Possible for All”**

Recognize and take action on the capacity for positive change in individuals, organizations, and communities.

Agency/Site\_\_\_\_\_

## Trauma-Informed Action Plan

Please set two to three goals. Create goals that are reasonable considering your time, resources, and what can be accomplished within two-three months. (Remember the Spheres of Influence and Control)

Use the attached forms. Make a copy for each team member.

**Goal:** (Be specific and descriptive)

**Action Steps:** (Break each goal down into 2-4 action steps)

**How and When Will Peers be Involved?** (Are peers involved in planning, implementation, training, etc.)

**Completion Date:** (When will each action step be accomplished?)

**Identify:**

**Person Responsible:** (Who is accountable for completion of task?)

**People to be included in task completion:** (Who is doing the “work”?)

**Resources:** (Are there costs involved? Space needed?)

**Allies necessary to accomplish goal:** (Do you need the cooperation or support from another department or an agency administrator? From a local agency or group of people?)

**Whom do you need to inform about intentions?**

**Names/Roles of Key team members:**

## Trauma Informed Action Plan – Action Steps Worksheet

Goal #

Action Step: \_\_\_\_\_

Person Responsible:

Completion Date:

People to be included:

Allies Needed:

Resources Needed:

How and when are peers involved?

Action Step: \_\_\_\_\_

Person Responsible:

Completion Date:

People to be included:

Allies Needed:

Resources Needed:

How and when are peers involved?

