Staff Survey: Trauma-Informed Practice Module

This first set of questions ask about how you feel working at your school.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree nor Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel connected to other adults at my school.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>2. I feel comfortable discussing feelings, worries, and frustrations with my supervisor.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>3. People at this school care about me as a person.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>4. Staff at this school trust each other.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>5. It is OK in this school to discuss feelings, worries, and frustrations with other staff.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>

This next set of questions ask about how students interact with you.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree nor Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Students share their concerns with me.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>7. Students express their feelings with me.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>8. Students talk with me about their homes and families.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>9. Students talk freely about their lives outside of school.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>
The next questions ask about staff relationships with school leaders.

10. How much do your school leaders care about you as an individual?
   A) Do not care at all
   B) Care a little bit
   C) Care somewhat
   D) Care quite a bit
   E) Care a tremendous amount

11. When you face challenges at work, how supportive are your school leaders?
   A) Not at all supportive
   B) Slightly supportive
   C) Somewhat supportive
   D) Quite supportive
   E) Extremely supportive

12. How respectful are your school leaders to you?
   A) Not at all respectful
   B) Slightly respectful
   C) Somewhat respectful
   D) Quite respectful
   E) Extremely respectful

13. When challenges arise in your personal life, how understanding are your school leaders?
   A) Not at all understanding
   B) Slightly understanding
   C) Somewhat understanding
   D) Quite understanding
   E) Extremely understanding

Thirteen items assessing attitudes related to trauma-informed care developed by the Traumatic Stress Institute and Dr. Courtney Baker from Tulane University.

For more information about the full ARTIC scale, see https://www.traumaticstressinstitute.org/the-artic-scale/
The next two questions ask about your familiarity with and training in trauma-informed care.

27. How familiar are you with trauma-informed care or trauma-informed schools?
   A) Not at all familiar
   B) Slightly familiar
   C) Somewhat familiar
   D) Quite familiar
   E) Very familiar

28. Have you had training in trauma-informed care or trauma-informed schools?
   A) No
   B) Yes

The final set of questions ask about trauma-informed care in your school.

29. Staff at this school understand Adverse Childhood Experiences (ACES), stress, and trauma.
    (Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree)

30. This school uses a trauma-engaged approach to discipline (e.g., restorative practice, non-punitive).
    (Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree)

31. Strength-based language is used throughout this school community.
    (Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree)

32. This school has developed a master list of trauma-engaged resources and supports.
    (Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree)

33. Staff in this school have knowledge of practices (e.g., mindfulness, breathing, meditation) that help prevent and address stress, burnout, secondary trauma, and compassion fatigue.
    (Strongly Disagree Disagree Neither Disagree nor Agree Agree Strongly Agree)
34. Staff in this school have the opportunity to use self-care techniques (e.g., mindfulness, breathing, meditation).

35. Students in this school have knowledge of self-care techniques (e.g., mindfulness, breathing, meditation).

36. Students in this school have the opportunity to use self-care techniques (e.g., mindfulness, breathing, meditation).