Staff Survey: Trauma-Informed Practice Module

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

1. I feel connected to other adults at my school.  
   - Strongly Disagree  
   - Disagree  
   - Neither Disagree nor Agree  
   - Agree  
   - Strongly Agree

2. I feel comfortable discussing feelings, worries, and frustrations with my supervisor.  
   - Strongly Disagree  
   - Disagree  
   - Neither Disagree nor Agree  
   - Agree  
   - Strongly Agree

3. People at this school care about me as a person.  
   - Strongly Disagree  
   - Disagree  
   - Neither Disagree nor Agree  
   - Agree  
   - Strongly Agree

4. Staff at this school trust each other.  
   - Strongly Disagree  
   - Disagree  
   - Neither Disagree nor Agree  
   - Agree  
   - Strongly Agree

5. It is OK in this school to discuss feelings, worries, and frustrations with other staff.  
   - Strongly Disagree  
   - Disagree  
   - Neither Disagree nor Agree  
   - Agree  
   - Strongly Agree

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

6. Students share their concerns with me.  
   - Strongly Disagree  
   - Disagree  
   - Neither Disagree nor Agree  
   - Agree  
   - Strongly Agree

7. Students express their feelings with me.  
   - Strongly Disagree  
   - Disagree  
   - Neither Disagree nor Agree  
   - Agree  
   - Strongly Agree

8. Students talk with me about their homes and families.  
   - Strongly Disagree  
   - Disagree  
   - Neither Disagree nor Agree  
   - Agree  
   - Strongly Agree

9. Students talk freely about their lives outside of school.  
   - Strongly Disagree  
   - Disagree  
   - Neither Disagree nor Agree  
   - Agree  
   - Strongly Agree
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.

<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>29.</td>
<td>Staff at this school understand Adverse Childhood Experiences (ACES), stress, and trauma.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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<tr>
<td>30.</td>
<td>This school uses a trauma-engaged approach to discipline (e.g., restorative practice, non-punitive).</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>31.</td>
<td>Strength-based language is used throughout this school community.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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<tr>
<td>32.</td>
<td>This school has developed a master list of trauma-engaged resources and supports.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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<tr>
<td>33.</td>
<td>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.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither Disagree nor Agree</td>
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<td>34.</td>
<td>Staff in this school have the opportunity to use self-care techniques (e.g., mindfulness, breathing, meditation).</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>35.</td>
<td>Students in this school have knowledge of self-care techniques (e.g., mindfulness, breathing, meditation).</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>36.</td>
<td>Students in this school have the opportunity to use self-care techniques (e.g., mindfulness, breathing, meditation).</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
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