



RESILIENCE IMPACT

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**TRAUMA-INFORMED  
ORGANIZATIONAL  
ASSESSMENT**

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- 1. Element is **not in place**
- 2. Element is **emerging in practice**
- 3. Element is **being incorporated into practice**
- 4. Element is **fully implemented**

### Trauma Prevalence & Impact

Knowledge

1	2	3	4
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Private Logic

1	2	3	4
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Compassion

1	2	3	4
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Regulation

1	2	3	4
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Comments:

### Engaging & Affirming Instruction

Student Voice & Choice

1	2	3	4
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Culturally Responsive

1	2	3	4
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Universal SEL Instruction

1	2	3	4
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Teaching/Reteaching Behavior Expectations

1	2	3	4
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Comments:



Reason to Be

Purpose & meaning in work (staff)

1	2	3	4
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Future orientation (students)

1	2	3	4
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Shared vision (all stakeholders)

1	2	3	4
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Trauma stewardship/self-care (staff)

1	2	3	4
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Comments:

Empty text box for comments.

Protective Factors

Belonging

1	2	3	4
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Sleep, exercise & nutrition

1	2	3	4
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Mental health

1	2	3	4
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Mindfulness

1	2	3	4
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Comments:

Empty text box for comments.

Family Engagement & Community Partnerships

Culturally Relevant

1	2	3	4
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Family/School Bond to Support Learning

1	2	3	4
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Community Partnerships re: Learning

1	2	3	4
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Community Partnerships re: Needs

1	2	3	4
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Comments:

Empty text box for comments.

### School Climate

**Consistent behavior expectations**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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**Physical environment**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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**Safe & Predictable**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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**Behavior Response**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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**Comments:**

### Multi-Tiered Systems of Support

**MTSS for academics**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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**PBIS Tier 1**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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**PBIS Tier 2 & 3**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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**Data based decision making**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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**Comments:**

### Questions to Consider as you reflect on the data:

1. What themes have been present in the assessment process?
2. What changes do staff prioritize in their vision for the future of their school?
3. How motivates staff to do things differently in the future?
4. What changes do administration prioritize in their vision for the future of their school?
5. What motivates administration to do things differently in the future?
6. What things have been identified, that with minimal effort, could have an impact on the school functioning and culture?
7. Who needs to be at the table to make this work happen?



**Areas of Strength** (2 areas with highest score)

1. \_\_\_\_\_

2. \_\_\_\_\_

**Areas of Growth** (2 areas with lowest score)

1. \_\_\_\_\_

2. \_\_\_\_\_