



A Guide for Using The Trauma-Informed Practice (TIP) Scales

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Acknowledgements

This brief guide was created to assist nonprofit domestic violence programs and similar organizations interested in using the Trauma Informed Practices (TIP) Scales to examine and improve upon their work. The development of the TIP was a highly collaborative process involving academics, national experts, advocates, and survivors. The TIP was created and validated by ourselves and the following individuals:

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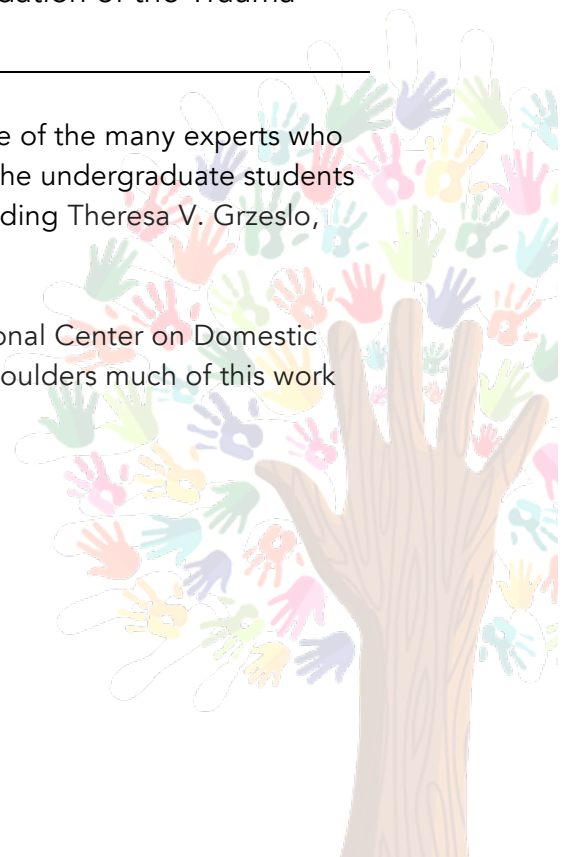
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More detailed information about the development of the scales can be found at: Goodman, L., Sullivan, C.M., Serrata, J., Perilla, J., Wilson, J.M., Fauci, J.E., & DiGiovanni, C.D. (under review). Development and validation of the Trauma Informed Practice Scales.

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How the TIP Can Support Your Work

Many human service and advocacy-based organizations are committed to providing trauma-informed practices (TIP) to people using their services, and domestic violence (DV) programs are no exception. Some DV programs have a long history of using a trauma-informed lens in their work, while others are newer to the concept.

Regardless of where on the continuum of TIP such organizations lie, until now none has had a tool for examining, from the survivor's perspective, the extent to which they are truly engaging in the type of practice to which they aspire.

The TIP was created to be used easily by community programs so that they can:

Identify their areas of strength and weakness.

Improve their practices.

Demonstrate to funders and other key stakeholders that they are incorporating trauma-informed principles into their work.

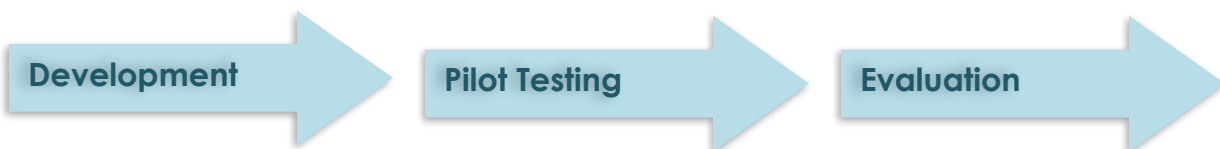


The Process of Creating the TIP Scales

The TIP Scales were created through a university-community collaboration that included national experts on TIP in a DV context, as well as survivors and front-line advocates.

Briefly, we:

- 1 **developed** items for the initial measure based on an extensive literature review, interviews with TIP experts, and focus groups with survivors and advocates;
- 2 **administered** the draft measure in the context of a survey of 370 survivors seeking support from DV programs; and
- 3 **evaluated** the factor structure, reliability, and validity of the TIP scales.



The final TIP Scales that emerged from the exploratory factor analyses correspond remarkably well with existing literature on trauma-informed practice in the DV context¹.

They assess the following six domains of trauma informed practice:

- Environment of Agency and Mutual Respect
- Access to Information on Trauma
- Opportunities for Connection
- Emphasis on Strengths
- Cultural Responsiveness and Inclusivity
- Support for Parenting

The subscales and what they measure are described next.

¹ For a point by point comparison of TIP scales with principles of trauma informed practice, see Goodman, L., Sullivan, C.M., Serrata, J., Perilla, J., Wilson, J.M., Fauci, J.E., & DiGiovanni, C.D. (under review). Development and validation of the Trauma Informed Practice Scales.

Agency subscale scores indicate the extent to which survivors feel that the program and its staff respect their agency and autonomy by offering opportunities for choice and control.

Information subscale scores reflect the extent to which survivors feel that staff offer information that increases their understanding of trauma and coping skills.

Connection subscale scores indicate the extent to which survivors perceive their program as one that creates opportunities for developing and strengthening mutually supportive relationships.

Strengths subscale scores reflect the extent to which survivors perceive that staff recognize and value the unique strengths they bring from their family, culture, relationships, and life experiences.

Inclusivity subscale scores reflect the extent to which survivors regard staff as understanding of and responsive to various aspects of their identity, including culture, religion, sexual orientation, socioeconomic status, and immigration status.

Parenting subscale scores reflect the degree to which survivors feel the program helps them strengthen their relationships with their children through support and education.

The TIP Scales assess the following six domains of trauma informed practice:

Environment of Agency & Mutual Respect

Access to Information on Trauma

Opportunities for Connection

Emphasis on Strengths

Cultural Responsiveness & Inclusivity

Support for Parenting

The English version of the TIP can be found in its entirety in Appendix A. The key to identifying the 6 subscales within the TIP follows immediately in Appendix B. The Spanish version of the TIP is in Appendix C.



Tips for Using the TIP

This brief guide was created to give you some helpful tips for collecting and analyzing the TIP. This section covers the basics regarding:

- **When and how often** you want to use the TIP.
- Deciding **how many** clients you may want to hear from.
- Having a **protocol** in place with staff so everyone knows when and how to ask clients to complete the TIP.
- **Analyzing and using** the findings.

When and How Often to Use the TIP?

You do not need to use the TIP surveys all year long, nor with every client being served by your agency. Instead, consider using the TIP for a particular period of time – long enough to hear from enough clients that you feel comfortable you have enough information on which to judge how well you are doing, but short enough that the process isn't overly cumbersome for staff or the survivors with whom you are working.

You might decide to use the TIP for two months, for example, inviting every client who uses your services during that time to complete the survey. If that timeframe is long enough to get enough surveys back (say, at least 40), that may be enough. You can always decide to collect more surveys if you think it would be helpful.

Once you have enough surveys, use the suggestions in the section of this guide called "Creating TIP Scores" to analyze the results and decide how to use them. The results should tell you;

1) what is going especially well in your organization, &

2) where there is room for improvement.

We have intentionally kept this toolkit brief & (hopefully) easy-to-use, but that means it may not cover everything you might want to know about evaluating your program. Many additional tools and manuals can be found at: dvidenceproject.org/evaluation-tools

After meeting with the staff to discuss the findings, you might implement a number of changes within your organization. Allow enough time for the changes to become routine (perhaps 6-12 months?), and then survey clients again with the TIP in order to see if services have improved in the way you were hoping.



Designing a Protocol for Getting Completed TIPS Back from Clients

Once you have decided on a time frame for collecting surveys (say, for simplicity's sake, that you have decided to collect surveys for two months), it is important that all program staff feel like they are a part of the process and understand how the surveys can help them understand their work.

In short, if you want program staff to care about collecting and using this information, it is important to involve them in deciding who will collect the data, when, from whom, and how often.

Different programs will make different decisions about this based on the size of your organization, number of staff, types of services offered, etc., but we offer a number of guidelines here to help you make the best choices possible.

First, regardless of the service offered, survivors should be confident that program staff cannot trace their comments directly back to them.

Some clients will not want to give negative feedback to the person who just provided them with services, either because they do not want to hurt the staff member's feelings or because they might think staff will hold their comments against them.

Therefore, some time and effort needs to go into reassuring clients that steps have been taken to ensure their comments are completely anonymous. Tips for doing this can be found on the next page, which can be copied and distributed to program staff.

Any staff member who will be involved in collecting surveys from survivors should be familiar with the protocol guide presented on the next page. Feel free to copy and distribute it!

If you want program staff to care about collecting and using this information, it is important to involve them in deciding who will collect the data, when, from whom, and how often.

CREATING A PLAN WITH STAFF FOR COLLECTING TIP DATA

1. Meet with key staff to explain the need for the evaluation and how it can be useful.
2. Decide with staff **who** will collect the data, **how often**, and **from whom** (more information about sampling below).
3. Copy enough blank forms so that they are readily available to staff; they should be in a **visible** area that will remind staff to use them.
 - **Do not collect data when clients are in crisis.**
4. Design the process in a way that clients can return completed forms **anonymously**. You can make or buy a locked box with a hole in the top, or provide envelopes that clients can seal themselves and place in a safe place. Consider:
 - o Clients need to feel that no one will look at their form in the near future.
 - o Clients need to feel that they will not be identified by their survey.
 - o Before you begin, you could ask some clients what place or approach would feel best to them.
 - o You might need to figure this out through trial and error.
5. Decide with staff how often to discuss how the data collection is going; this should be quite often in the beginning while staff are getting used to the new procedures.
6. All staff who might invite clients to participate in completing a survey should have a copy of the "**Directions for inviting clients to participate in program evaluation**," described next.

Important Sampling Notes & Considerations

Collect data often enough that you don't miss those clients who receive short-term services, BUT not so often that it's a burden to clients.

The key to sampling is that you must make sure that the people you include are as much like ("representative of") the whole group of people who receive your services as possible. This includes: Clients from all ages, races and cultural groups, sexual orientations, religious preferences, and abilities must be included. Dissatisfied as well as satisfied clients need to be included.

Shelter residents	Ideally, try to ask every shelter resident to participate as they get closer to shelter exit (other than those in crisis).
Support group participants	Ideally, at the end of a meeting, invite them to stay an extra 5 minutes to complete the form if they have participated in at least 3 meetings. Pens or pencils should be provided, as well as a locked box or envelope they can seal, and the facilitator should leave the room.
Advocacy program participants	Ideally, after about 4-5 contacts with the advocate unless the advocate believes they'll see the client again. You want to allow enough time for change to occur, but not miss those clients receiving short-term advocacy.
Counseling clients	This depends on how long counseling generally lasts. Allow enough time for change to occur but not so long that you'll miss clients who end counseling earlier than expected.

DIRECTIONS FOR INVITING CLIENTS TO PARTICIPATE IN PROGRAM EVALUATION

The staff member who asks the client to complete the TIP survey or any other evaluation surveys should ideally **not be the person who has just delivered the service** (the advocate, group facilitator, counselor, etc.). For small programs where this is not possible, be sure to follow these guidelines even more carefully, and NEVER take a completed form directly from a client. Clients can put the completed survey into a locked box, sealed envelope, etc.



Stress the following things to the client when you ask them to complete a survey:

- You **understand s/he is busy** and you **appreciate** their taking the time to complete a survey.
- The survey will only take a **few minutes** to complete.
- Explain that your program takes survey results **seriously** and **makes changes** to services based on feedback received.
- While you would appreciate their feedback, completing the survey is **completely voluntary**.
- Explain that it's very important staff do **not know who completed what survey** and that a number of procedures are in place to make sure staff don't know who said what. For example:
 - Show the client where to put the completed survey. Either provide a locked box or a sealed envelope or direct the client to another staff person who collects the surveys.
 - Mention that surveys are only checked once a month (or once a quarter for even smaller programs) so that staff have no idea who completed them.
 - Mention this is also why you've provided a pencil or black or blue pen.
- Ask if the client has any **questions or concerns**.



For clients that agree to take the survey:

Make sure clients receive either a pencil, or black or blue pen to complete the survey. Provide a **private and quiet place** for the client to complete the survey.

Some clients will tell you that they WANT you to know what they said. When this happens, thank them but remind them that you want them to give both positive feedback as well as ideas for how things could be improved and that you'd rather they do the survey in confidence.



Scoring the TIP

Developing frequency scores

While you could do some more advanced statistical analyses to understand the TIP data (if you have a data geek handy!), you can learn a lot from simple frequencies. Frequencies tell you how many of something you have. They are sometimes called “counts,” and are often shown as percentages. Frequencies can be invaluable, even if they are simple.

Example

For the TIP, clients are asked to choose whether a statement is:

Not at all true | A little true | Somewhat true | Very true

Item 1 reads: *Staff respect my privacy.*

Let’s assume that 50 clients completed the survey, and their answers look like this:

Response Option	Number of Clients Who Chose This Option
Not at all true	2
A little true	5
Somewhat true	20
Very true	23

You may decide to present this information as percentages, such as: **“Of 50 clients, 86% said it was somewhat or very true that staff respected their privacy.”** You could also present the information in table form. In this next table, n stands for number of participants:

Response Option	Percent Endorsed
Not at all true	4% (n=2)
A little true	10% (n=5)
Somewhat true	40% (n=20)
Very true	46% (n=23)

You can gain some helpful information just by examining each item individually on the entire TIP, but if you have the time and resources **we recommend you examine the data by subscales**. Just a reminder, there are 6 subscales:

Environment of Agency and Mutual Respect (Agency; 9 items)

Access to Information on Trauma (Information; 5 items)

Opportunities for Connection (Connection; 3 items)

Emphasis on Strengths (Strengths; 3 items)

Cultural Responsiveness and Inclusivity (Inclusivity; 8 items)

Support for Parenting (Parenting; 5 items)

The reason we suggest you look at items within the scales is that it would give you valuable information about whether your staff is excelling in a particular area but has room for improvement in another.

For example, what might you think of the following results?

Survey item	Not at all true	A little true	Somewhat true	Very true
Opportunities for Connection subscale (3 items)				
In this program, I have the opportunity to connect with others.	0	2%	8%	90%
I have opportunities to help other survivors of abuse in this program.	1%	3%	12%	84%
I have the option to get support from peers or others who have had experiences similar to my own.	0	3%	7%	90%
Emphasis on Strengths Subscale (3 items)				
Staff respect the strengths I have gained through my life experiences.	23%	12%	50%	15%
Staff respect the strengths I get from my culture or family ties.	26%	20%	46%	10%
The strengths I bring to my relationships with my children, my family, or others are recognized in this program.	18%	19%	45%	18%

The responses in this table might indicate to you that you are doing a great job providing survivors with opportunities for connection, but that your staff may not be focusing on or respecting clients' strengths. You might implement some specific

changes in your staff training and supervision to rectify this problem, and then will want to collect more survey data after enough time has passed for change to occur. Ideally, you would see much more positive answers to these items after changes in practice were made!

Developing mean (or average) scores

In addition to looking at frequencies, or the percentage of answers in each category, you might want to look at the "average response" across each of the TIP's six subscales. The mean response is the mathematical average of the responses. This would be too cumbersome to do by hand but is a very simple keystroke in any database such as Microsoft Excel. The reason we have assigned a number to each response category (not at all true = 0, very true = 3) is so that you can calculate scale means if you desire. The reason to do this is to see if the subscale mean improves over time, or to see if some subscales have higher means than others (indicating where your program is stronger or weaker).

Example

Using the same responses in the earlier example, and assuming 100 respondents, you would have the following calculations:

Survey item	Not at all true = 0	A little true = 1	Somewhat true = 2	Very true = 3
Opportunities for Connection subscale (3 items)				
In this program, I have the opportunity to connect with others.	0 x 0	2 x 1	8 x 2	90 x 3
I have opportunities to help other survivors of abuse in this program.	1 x 0	3 x 1	12 x 2	84 x 3
I have the option to get support from peers or others who have had experiences similar to my own.	0 x 0	3 x 1	7 x 2	90 x 3
Emphasis on Strengths Subscale (3 items)				
Staff respect the strengths I have gained through my life experiences.	23 x 0	12 x 1	50 x 2	15 x 3
Staff respect the strengths I get from my culture or family ties.	26 x 0	20 x 1	46 x 2	10 x 3
The strengths I bring to my relationships with my children, my family, or others are recognized in this program.	18 x 0	19 x 1	45 x 2	18 x 3

If you multiply each of these items accordingly, then divide by 100 (the number of respondents), you will get a mean score for each item:

Survey item	Item Mean
Opportunities for Connection	
In this program, I have the opportunity to connect with others.	2.88
I have opportunities to help other survivors of abuse in this program.	2.79
I have the option to get support from peers or others who have had experiences similar to my own.	2.87
Emphasis on Strengths	
Staff respect the strengths I have gained through my life experiences.	1.57
Staff respect the strengths I get from my culture or family ties.	1.42
The strengths I bring to my relationships with my children, my family, or others are recognized in this program.	1.63

To calculate the subscale mean from the item means, you simply add the item means together and divide by the number of items in the subscale. So for the [Connection](#) subscale, you would add 2.88 + 2.79 + 2.87 and then divide by 3.

The subscale means, then, are:

Opportunities for Connection:	2.85
Emphasis on Strengths:	1.54

One way to describe this would be: “On a scale of 0-3, with 0 being Not at All True and 3 being Very True, the mean of the Opportunities for Connection subscale was quite positive, at 2.85. The average score on the Emphasis on Strengths subscale, however, was only 1.54 (midway between A Little True and Somewhat True), suggesting a need for improvement.”

Dealing with “I Don’t Know” Responses

One of the TIP subscales – [Cultural Responsiveness and Inclusivity](#) – includes survey items with “I don’t know” response options. These were provided because it is possible that some clients will not know an answer to a particular survey item and where this is true we do not want them to guess.

For example, [Cultural Responsiveness and Inclusivity](#) item #5 reads: Staff understand the challenges faced by people who are immigrants.

It is possible that some program clients will simply be unaware whether or not this is true. In these cases they can choose the “I don’t know” response.

It is important to think about how best to handle frequency calculations when you have an “I don’t know” category.

Example

If your raw numbers from 100 respondents look like this:

	Not at all true	A little true	Somewhat true	Very true	I don’t know
Staff understand the challenges faced by people who are immigrants.	0%	2	8	65	25

It would be inaccurate (and paint your program in a more negative light) to report that only 65% of your clients reported “very true” to this survey item. It would be more accurate to remove the “I don’t know” responses before calculating percentages of you ‘valid’ responses.

When you report your frequencies (percentages), then, it would be more accurate to say:

	Not at all true	A little true	Somewhat true	Very true	I don’t know
Staff understand the challenges faced by people who are immigrants.	0	2%	11%	87%	25%

You could present this as: “25% of the clients were unable to answer this question. Of the 75 clients who did have an opinion, 87% reported that it was ‘very true’ that staff understand the challenges faced by people who are immigrants.”

Parting Words

We hope this brief guide is helpful to you in documenting and understanding your efforts to promote health and healing for survivors. We see this guide as a “living document” that will change over time as we hear from you about what is helpful and what else is needed. Please do not hesitate to contact either of us with your thoughts, questions, and experiences so that we can make this guide as useful as possible over time. And thank you for all that you do for survivors and their children!



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APPENDIX A





The Trauma Informed Practices (TIP) Scales

(English version)

How Do You Feel About This Program?






We would like to ask you some questions about how it feels to participate in this program. We are especially interested in the extent to which staff at this program recognize your challenges and difficulties, as well as your strengths and coping strategies.

- A** Please let us know how true the following statements are **as you think about your interactions with staff in this program** on a scale from 0 to 3. You may feel different ways about different staff members. Please respond with your overall impression of the staff. This picture will help you think about that:

	Not at all true	A little true	Somewhat true	Very true
				
1. Staff respect my privacy.	0	1	2	3
2. Staff are supportive when I'm feeling stressed out or overwhelmed.	0	1	2	3
3. I decide what I want to work on in this program.	0	1	2	3
4. I have the opportunity to learn how abuse and other difficulties affect responses in the body.	0	1	2	3
5. I have the opportunity to learn how abuse and other difficulties affect peoples' mental health.	0	1	2	3
6. Staff treat me with dignity.	0	1	2	3
7. Staff respect the strengths I have gained through my life experiences.	0	1	2	3
8. Staff respect the strengths I get from my culture or family ties.	0	1	2	3
9. Staff understand that I know what's best for me.	0	1	2	3

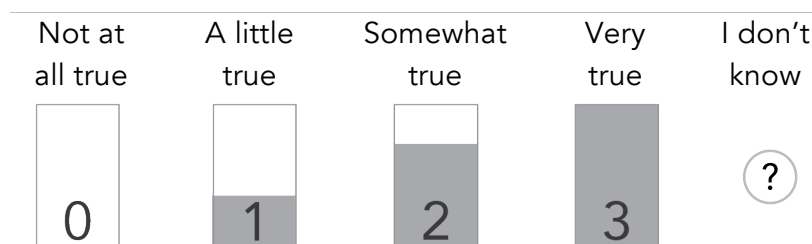
	Not at all true	A little true	Some- what true	Very true
	0	1	2	3
10. In this program, I have the opportunity to connect with others.	0	1	2	3
11. I have opportunities to help other survivors of abuse in this program.	0	1	2	3
12. This program creates opportunities for me to learn how abuse and other hardships affect peoples' relationships.	0	1	2	3
13. The strengths I bring to my relationships with my children, my family, or others are recognized in this program.	0	1	2	3
14. Staff respect the choices that I make.	0	1	2	3
15. In this program, I can share things about my life on my own terms and at my own pace.	0	1	2	3
16. This program gives me opportunities to learn how abuse, and other difficulties affect peoples' ability to think clearly and remember things.	0	1	2	3
17. I have the option to get support from peers or others who have had experiences similar to my own.	0	1	2	3
18. Staff can handle difficult situations.	0	1	2	3
19. I am learning more about how to handle unexpected reminders of the abuse and difficulties I have endured.	0	1	2	3
20. I can trust staff.	0	1	2	3

- B** The next set of statements are **also about your experience of this program**. Please let us know how true the following statements are on a scale from 0 to 3. This picture will help you think about that. Note that as you think about these statements you have the option to circle "I don't know." Also note that you may feel different ways about different staff members. Please respond with your overall impression of the staff.

	Not at all true	A little true	Somewhat true	Very true	I don't know
					
1. Peoples' cultural backgrounds are respected in this program.	0	1	2	3	?
2. Peoples' religious or spiritual beliefs are respected in this program.	0	1	2	3	?
3. Staff respect peoples' sexual orientations and gender expressions.	0	1	2	3	?
4. Staff understand what it means to be in my financial situation.	0	1	2	3	?
5. Staff understand the challenges faced by people who are immigrants.	0	1	2	3	?
6. Staff understand how discrimination impacts peoples' everyday experience.	0	1	2	3	?
7. Staff recognize that some people or cultures have endured generations of violence, abuse, and other hardships.	0	1	2	3	?
8. This program treats people who face physical or mental health challenges with compassion.	0	1	2	3	?

- C** **If you have children**, please respond to the following questions. (If you do not have children, please skip these questions).

Please let us know how true the following statements are **as you think about your interactions with staff in this program** on a scale from 0 to 3. Note that as you think about these statements you have the option to circle "I don't know." You may feel different ways about different staff members. Please respond with your overall impression of the staff. This picture will help you think about that:



1. I am learning more about how children react emotionally when they have witnessed or experienced abuse, and other hardships.	0	1	2	3	?
2. Staff help me explore how children's relationships can be affected by witnessing or experiencing abuse, and other life difficulties.	0	1	2	3	?
3. I am learning more about how my own experience of abuse can influence my relationships with my children.	0	1	2	3	?
4. The program provides opportunities for children to get help dealing with the abuse and other hardships they may have experienced or been affected by.	0	1	2	3	?
5. Staff support me to strengthen my relationships with my children.	0	1	2	3	?

APPENDIX B

Key to TIP Scales

Appendix B: Key to the TIP Scales

The full 33-item TIP contains 6 subscales. The survey is divided into three sections (sections A, B, and C) for two reasons. First, the three sections have slightly different response options, with Sections B and C including an “I don’t know” response. Second, Section C should only be asked of parents with minor children being served by the program. Others will leave that section of the survey blank.

We have provided the subscales here in two different ways; use whichever is easiest for you to identify which survey items capture which type of trauma-informed practice.

Section A. 4 subscales, 20 items total

Environment of Agency and Mutual Respect (Agency; 9 items)
Access to Information on Trauma (Information; 5 items)
Opportunities for Connection (Connection; 3 items)
Emphasis on Strengths (Strengths; 3 items)

Organized by the order on the survey

- | | |
|--|-------------|
| 1. Staff respect my privacy. | Agency |
| 2. Staff are supportive when I'm feeling stressed out or overwhelmed. | Agency |
| 3. I decide what I want to work on in this program. | Agency |
| 4. I have the opportunity to learn how abuse and other difficulties affect responses in the body. | Information |
| 5. I have the opportunity to learn how abuse and other difficulties affect peoples' mental health. | Information |
| 6. Staff treat me with dignity. | Agency |
| 7. Staff respect the strengths I have gained through my life experiences. | Strengths |
| 8. Staff respect the strengths I get from my culture or family ties. | Strengths |
| 9. Staff understand that I know what's best for me. | Agency |
| 10. In this program, I have the opportunity to connect with others. | Connection |
| 11. I have opportunities to help other survivors of abuse in this program. | Connection |
| 12. This program creates opportunities for me to learn how abuse and other hardships affect peoples' relationships. | Information |
| 13. The strengths I bring to my relationships with my children, my family, or others are recognized in this program. | Strengths |
| 14. Staff respect the choices that I make. | Agency |
| 15. In this program, I can share things about my life on my own terms and at my own pace. | Agency |
| 16. This program gives me opportunities to learn how abuse, and other difficulties affect peoples' ability to think clearly and remember things. | Information |
| 17. I have the option to get support from peers or others who have had experiences similar to my own. | Connection |
| 18. Staff can handle difficult situations. | Agency |
| 19. I am learning more about how to handle unexpected reminders of the abuse and difficulties I have endured. | Information |
| 20. I can trust staff. | Agency |

Organized by subscale

Agency. Environment of Agency and Mutual Respect (9 items)

1. Staff respect my privacy.
2. Staff are supportive when I'm feeling stressed out or overwhelmed.
3. I decide what I want to work on in this program.
6. Staff treat me with dignity.
9. Staff understand that I know what's best for me.
14. Staff respect the choices that I make.
15. In this program, I can share things about my life on my own terms and at my own pace.
18. Staff can handle difficult situations.
20. I can trust staff.

Information. Access to Information on Trauma (5 items)

4. I have the opportunity to learn how abuse and other difficulties affect responses in the body.
5. I have the opportunity to learn how abuse and other difficulties affect peoples' mental health.
12. This program creates opportunities for me to learn how abuse and other hardships affect peoples' relationships.
16. This program gives me opportunities to learn how abuse, and other difficulties affect peoples' ability to think clearly and remember things.
19. I am learning more about how to handle unexpected reminders of the abuse and difficulties I have endured.

Connection. Opportunities for Connection (3 items)

10. In this program, I have the opportunity to connect with others.
11. I have opportunities to help other survivors of abuse in this program.
17. I have the option to get support from peers or others who have had experiences similar to my own.

Strengths. Emphasis on Strengths (3 items)

7. Staff respect the strengths I have gained through my life experiences.
8. Staff respect the strengths I get from my culture or family ties.
13. The strengths I bring to my relationships with my children, my family, or others are recognized in this program.

Section B. 1 subscale, 8 items

Cultural Responsiveness and Inclusivity (Inclusivity)

1. Peoples' cultural backgrounds are respected in this program.
2. Peoples' religious or spiritual beliefs are respected in this program.
3. Staff respect peoples' sexual orientations and gender expressions.
4. Staff understand what it means to be in my financial situation.
5. Staff understand the challenges faced by people who are immigrants.
6. Staff understand how discrimination impacts peoples' everyday experience.
7. Staff recognize that some people or cultures have endured generations of violence, abuse, and other hardships.
8. This program treats people who face physical or mental health challenges with compassion.

Section C. 1 subscale, 5 items

Support for Parenting (Parenting)

1. I am learning more about how children react emotionally when they have witnessed or experienced abuse, and other hardships.
2. Staff help me explore how children's relationships can be affected by witnessing or experiencing abuse, and other life difficulties.
3. I am learning more about how my own experience of abuse can influence my relationships with my children.
4. The program provides opportunities for children to get help dealing with the abuse and other hardships they may have experienced or been affected by.
5. Staff support me to strengthen my relationships with my children.

APPENDIX C

The Trauma Informed Practices (TIP) Scales **(versión Española)**

Cómo usted siente sobre este programa?






Nos gustaría hacerle algunas preguntas sobre cómo se siente al participar en este programa. Estamos especialmente interesad@s en la manera en que el personal de este programa reconoce sus desafíos y dificultades, así como las fortalezas que usted tiene para lidiar con estos.

- A** Por favor díganos qué tan ciertas son las siguientes afirmaciones **cuando piensa en como es el con el personal de este programa**, en una escala de 0 a 3. Usted puede sentirse de diferente manera sobre diferentes miembros del personal. Por favor responda con la opinión general que usted tiene del personal. Esta imagen le puede ayudar a pensar sobre eso:

	<div> <div>No es cierto</div> <div></div> <div></div> <div></div> <div>Muy cierto</div> </div>			
	0	1	2	3
1. El personal respeta mi privacidad.	0	1	2	3
2. El personal me apoya cuando me siento estresad@ o agobiad@.	0	1	2	3
3. En este programa yo decido en lo que quiero trabajar.	0	1	2	3
4. Tengo la oportunidad de aprender cómo el abuso y otras dificultades afectan las respuestas del cuerpo.	0	1	2	3
5. Tengo la oportunidad de aprender cómo el abuso y otras dificultades afectan la salud mental de las personas (por ej. depresión, ansiedad, etc.).	0	1	2	3
6. El personal me trata con dignidad.	0	1	2	3
7. El personal respeta las fortalezas que he adquirido a través de las experiencias de mi vida.	0	1	2	3
8. El personal respeta la fortaleza que proviene de mi cultura o lazos familiares.	0	1	2	3
9. El personal comprende que yo sé lo que es mejor para mí.	0	1	2	3

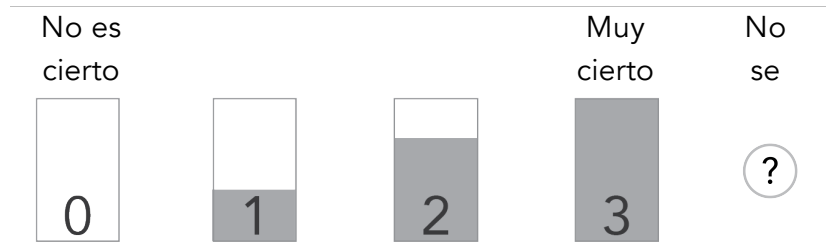
	<div> <div>No es cierto</div> <div> <div></div> <div></div> <div></div> <div></div> </div> <div>Muy cierto</div> </div>			
	0	1	2	3
10. En este programa, tengo la oportunidad de conectar con otr@s.	0	1	2	3
11. En este programa, tengo la oportunidad de ayudar a otr@s sobrevivientes de abuso.	0	1	2	3
12. Este programa crea oportunidades para que yo pueda aprender cómo el abuso y otras dificultades afectan las relaciones entre las personas.	0	1	2	3
13. En este programa se reconocen los puntos fuertes que traigo a las relaciones con mis hij@s, mi familia y otr@s.	0	1	2	3
14. El personal respeta las elecciones que hago.	0	1	2	3
15. En este programa, puedo compartir cosas sobre mi vida en mis propios términos y a mi propio ritmo.	0	1	2	3
16. Este programa me da la oportunidad de aprender cómo el abuso y otras dificultades afectan la capacidad de las personas para pensar claramente y recordar cosas.	0	1	2	3
17. Tengo la opción de recibir apoyo de otr@s personas que han tenido experiencias similares a las mías.	0	1	2	3
18. El personal puede manejar situaciones difíciles.	0	1	2	3
19. Estoy aprendiendo más sobre cómo manejar cosas inesperadas que me recuerdan del abuso y las dificultades por las que he pasado.	0	1	2	3
20. Puedo confiar en el personal.	0	1	2	3

- B** El próximo grupo de afirmaciones **también son sobre su experiencia con este programa.** Por favor díganos qué tan ciertas son las siguientes afirmaciones en una escala de 0 a 3. Esta imagen le puede ayudar a pensar sobre eso. Note que al pensar en estas afirmaciones, usted tiene la oportunidad de marcar “No sé”. También note que usted puede sentirse de diferente manera sobre diferentes miembros del personal. Por favor responda acerca e la opinión general que usted tiene del personal.

	No es cierto			Muy cierto	No se
					
	0	1	2	3	?
1. En este programa se respeta los antecedentes culturales de las personas.	0	1	2	3	?
2. En este programa se respetan las creencias religiosas o espirituales de las personas.	0	1	2	3	?
3. El personal respeta la orientación sexual y las expresiones de género de las personas.	0	1	2	3	?
4. El personal comprende lo que significa estar en mi situación financiera.	0	1	2	3	?
5. El personal comprende las dificultades que enfrentan las personas inmigrantes.	0	1	2	3	?
6. El personal comprende cómo la discriminación impacta las experiencias diarias de las personas.	0	1	2	3	?
7. El personal reconoce que algunas personas o culturas han sufrido generaciones de violencia, abuso y otras desgracias.	0	1	2	3	?
8. Este programa trata con amabilidad y respeto a las personas que tienen problemas físicos o de salud mental.	0	1	2	3	?

- C Si tiene hij@s,** por favor responda las siguientes preguntas. (Si no tiene hij@s, por favor sáltese estas preguntas y continúe con la próxima página).

Por favor díganos qué tan ciertas son las siguientes afirmaciones **cuando piensa como es el trato que tiene con el personal de este programa**, en una escala de 0 a 3. Usted puede sentirse de diferente manera sobre diferentes miembros del personal. Por favor responda acerca de la opinión general que usted tiene del personal. Esta imagen le puede ayudar a pensar sobre eso:



1. Estoy aprendiendo más sobre cómo l@s niñ@s reaccionan emocionalmente cuando han presenciado o sufrido abuso u otras dificultades.

0 1 2 3 ?

2. El personal me ayuda a explorar cómo las relaciones de l@s niñ@s pueden ser afectadas al presenciar abuso u otras dificultades en la vida.

0 1 2 3 ?

3. Estoy aprendiendo más sobre cómo mi propia experiencia con el abuso puede influir en mi relación con mis hij@s.

0 1 2 3 ?

4. El programa provee oportunidades para que l@s niñ@s reciban ayuda para lidiar con el abuso u otras dificultades que hayan experimentado o por las cuales hayan sido afectad@s.

0 1 2 3 ?

5. El personal me ayuda a fortalecer la relación con mis hij@s.

0 1 2 3 ?