



# Building Trauma-Informed Children's Advocacy Centers

## RESOURCE GUIDE



Western Regional  
CHILDREN'S ADVOCACY CENTER

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## OVERVIEW & PURPOSE

The Chadwick Center for Children and Families has been a long-time leader in developing tools for trauma-informed services and organizations. In 2019, its Advancing California's Trauma-Informed Systems (ACTS) project, (with support from the State of California, Office of Child Abuse and Prevention), partnered with the Los Angeles County Department of Children and Family Services (DCFS) to create "Trauma-Informed Considerations when Engaging Children and Families Toolkit" (referred to as the TIC Toolkit).

The TIC Toolkit was designed to support child welfare professionals in developing collaborative partnerships with families based on mutual respect and a common commitment to healing. The resources were chosen to aid Los Angeles DCFS in implementing a trauma-informed approach when interacting with children and families locally and improving outcomes through increasing family engagement.

To advance cross-sharing of lessons among Chadwick Center projects, Western Regional Children's Advocacy Center (WRCAC) adapted the TIC Toolkit for use in a children's advocacy center (CAC) environment by adding CAC-specific resources created by the Regional Children's Advocacy Centers (RCACs). For example, new resources include the webinar series, "[Trauma-Informed Care and Practice in a CAC Setting](#)," produced by WRCAC, "[Trauma-Informed Organizations Resource Guide](#)," produced by Northeast Regional Children's Advocacy Center (NRCAC), and "[Trauma-Informed Organizational Change Manual](#)," produced by The Institute on Trauma and Trauma-Informed Care (ITTIC) at the University at Buffalo, Buffalo Center for Social Research. Additional resources were curated from national centers, such as the National Center on Domestic Violence, Trauma & Mental Health; National Center on Law & Elder Rights; and Trauma-Informed Legal Advocacy, with trauma-informed materials identified that are suitable for specific disciplines represented within the CAC and multi-disciplinary team (MDT).

The resulting document, "Building Trauma-Informed Children's Advocacy Centers: Resource Guide," includes dozens of resources relevant to a CAC and MDT audience, categorized by resource type as follows:

- **Publications** include guides, manuals, fact sheets, summary sheets, infographics, and other materials available in portable document format (pdf) or other formats that allow for distribution electronically and as a printable resource. Guides and manuals are longer documents that may require significant time to thoroughly review and are designed to assist CAC leaders in organizational and systemic change.

- **Web-based Resources** include webinars, micro-learnings, and self-paced interactive guides on various topics. Webinars are links to recorded, live events, typically 60 to 90 minutes in length and micro-learnings are web-based videos that can typically be reviewed in 5 to 7 minutes.
- **Assessment Tools** are used to assess the degree to which an agency, such as a CAC, is trauma-informed across a variety of domains. The assessment tools require a significant amount of time to review as they include planning for and conducting assessments across multiple domains, review of collected data, and consideration of strategies to improve organizational responses across domains.

The Resource Guide is geared to CAC directors and staff as well as representatives from MDT partner agencies. To assist in identifying which materials are most applicable to which audience, each resource is categorized by discipline as follows: law enforcement, child protection, medical, mental health, victim advocacy, prosecution, CAC directors and CAC staff (including forensic interviewers and MDT coordinator/facilitators).

## **BUILDING A TRAUMA-INFORMED FOUNDATION**

Understanding how trauma impacts children and families is the cornerstone to quality care within a CAC. Additionally, MDT members are frequently exposed to trauma in the daily tasks of the job, and this exposure can increase the likelihood of experiencing secondary traumatic stress. Please see the resources below for understanding trauma and secondary traumatic stress.

### **[Trauma 101 and Trauma-Informed Practice by CAC and MDT Professionals](#)**

**MDT Audience:** All

**Source:** Western Regional Children’s Advocacy Center

**Type of Resource:** Web-based Resource

**Topic:** Trauma

**Released:** September 2020

**Use:** In this introductory webinar, Al Killen-Harvey, LCSW (Chadwick Center for Children & Families) introduces terminology related to trauma and adverse childhood experiences (ACEs) and builds the skills of professionals working with children who have experienced trauma.

### **[Understanding Secondary Traumatic Stress](#)**

**MDT Audience:** All

**Source:** National Child Traumatic Stress Network

**Type of Resource:** Publication

**Topic:** Secondary traumatic stress

**Released:** June 2017

**Use:** This fact sheet provides an overview of secondary traumatic stress (STS) and addresses professionals who are affected by STS, the impact of STS on the workforce, and how CACs can address STS.

### **[Encouraging Staff Wellness in Trauma-Informed Organizations](#)**

**MDT Audience:** All

**Source:** Trauma-Informed Care Implementation Resource Center

**Type of Resource:** Publication

**Topic:** Secondary traumatic stress

**Released:** December 2016

**Use:** This infographic describes an organization’s move toward becoming trauma-informed; ensuring emotional wellness among professional and non-professional staff is a crucial requirement for providing high-quality care.

### Trauma Lens

**MDT Audience:** All

**Source:** Trauma Informed Oregon

**Type of Resource:** Publication

**Topic:** Trauma

**Released:** 2016

**Use:** This resource contains a table providing examples of how professionals can reframe challenging behaviors through a trauma lens. The examples are some of the most frequently reported in Trauma Informed Oregon trainings and include challenging behaviors from service recipients and staff.

### The 12 Core Concepts: Concepts for Understanding Traumatic Stress Responses in Children and Families

**MDT Audience:** All

**Source:** National Child Traumatic Stress Network

**Type of Resource:** Publication

**Topic:** Trauma

**Released:** 2012

**Use:** This 5-page resource reviews 12 core concepts for understanding trauma in children and families, including understanding the complexity, pervasive effects, trauma reactions, and protective factors involved in trauma exposure and responses.

### Secondary Traumatic Stress: A Fact Sheet for Child-Serving Professionals

**MDT Audience:** All

**Source:** National Child Traumatic Stress Network

**Type of Resource:** Publication

**Topic:** Secondary traumatic stress

**Released:** 2011

**Use:** This fact sheet provides a concise overview of secondary traumatic stress and its potential impact on child-serving professionals. Included is an outline of options for assessment, prevention, and interventions relevant to secondary traumatic stress, and it describes the elements necessary for transforming child-serving organizations and agencies into systems that also support worker resiliency.

## Reflect. Refuel. Reset

**MDT Audience:** All

**Source:** Southern Regional Children’s Advocacy Center

**Type of Resource:** Web-based Resource

**Topic:** Secondary traumatic stress

**Released:** 2020

**Use:** This web-based interactive tool is a hub for resources and tools designed to help prevent and alleviate the impacts of secondary traumatic stress, often affecting CAC and MDT professionals who serve victims of child abuse and their families.

# CONSIDERATIONS IN TRAUMA-INFORMED RESPONSES

## I. Considering Diversity in a Trauma-Informed CAC

### A. Considering Race & Ethnicity

#### [Resources to Support Children’s Emotional Well-Being Amid Anti-Black Racism, Racial Violence, and Trauma](#)

**MDT Audience:** Mental Health, Victim Advocacy, CAC Staff

**Source:** Child Trends

**Type of Resource:** Web-based Resource

**Topic:** Resources to address racism

**Released:** June 2020

**Use:** This web-based guide leads users in understanding racism, preparing to talk to children about racism, listening and validating feelings, providing reassurance and hope, and limiting media exposure.

#### [Culture and Trauma Brief: Preliminary Adaptations for Working with Traumatized Latino/Hispanic Children and their Families](#)

**MDT Audience:** Mental Health, Victim Advocacy

**Source:** ACTS Project at Rady Children’s Hospital San Diego

**Type of Resource:** Publication

**Topic:** Culture and trauma with Latino/Hispanic children and families

**Released:** 2007

**Use:** This summary sheet was adapted from the NCTSN and will educate the reader on the Latino/Hispanic presence and experiences in the United States, make treatment recommendations for working with families, and think about future directions for treatment with Latino/Hispanic families.

#### [Cultural Humility](#)

**MDT Audience:** All

**Source:** National Child Welfare Workforce Institute

**Type of Resource:** Publication

**Topic:** Cultural humility

**Released:** Unknown

**Use:** This 1-page tip sheet reviews ways to create practice change with cultural humility in mind.



### Effects of Refugee Trauma

**MDT Audience:** Mental Health, Victim Advocacy, CAC Staff

**Source:** National Child Traumatic Stress Network

**Type of Resource:** Web-based Resource

**Topic:** Refugee families

**Released:** Unknown

**Use:** This portion of the NCTSN website reviews general symptoms that children who have experienced war trauma or persecution may experience as well as the impact of exposure to traumatic events separated by age group and developmental stages.

## **B. Considering Sexual Orientation**

### Adopting a Trauma-Informed Approach for LGBTQ Youth

**MDT Audience:** All

**Source:** National Resource Center for Mental Health Promotion and Youth Violence Prevention

**Type of Resource:** Web-based Resource

**Topic:** LGBTQIA+ Youth

**Released:** December 2020

**Use:** This 3-minute micro-learning was adapted to help schools and community agencies (1) understand why adopting a trauma-informed approach for LGBTQIA+ youth is needed; and (2) create trauma-informed environments that consider the unique trauma-related needs of LGBTQIA+ youth.

### Trauma Among Gay, Lesbian, Bisexual, and Transgendered Youth

**MDT Audience:** All

**Source:** National Child Traumatic Stress Network

**Type of Resource:** Web-based Resource

**Topic:** LGBTQIA+ Youth and trauma

**Released:** February 2016

**Use:** This webinar raises awareness of the vulnerability to abuse and neglect among gay, lesbian, bisexual, and transgender adolescents. During the presentation, the stages of sexual identity development as they relate to LGBTQIA+ youth and the barriers to LGBTQIA+ youth coming to terms with their sexuality are identified. Issues that arise in the child welfare arena are also discussed.

## C. Developmental Considerations

### Child Development and Trauma Guide

**MDT Audience:** All

**Source:** ACTS Project at Rady Children’s Hospital San Diego

**Type of Resource:** Publication

**Topic:** Child development and trauma

**Released:** December 2020

**Use:** This summary sheet was adapted and serves as a guide for MDT professionals to integrate knowledge from child development, child abuse and trauma and importantly to offer practical, age-appropriate advice as to the needs of children and their parents when trauma has occurred.

### Helping Young Children Who Have Experienced Trauma

**MDT Audience:** All

**Source:** ACTS Project at Rady Children’s Hospital San Diego

**Type of Resource:** Publication

**Topic:** Young children and trauma

**Released:** December 2020

**Use:** This summary sheet was adapted from Child Trends (2017; Publication # 2017-19) and describes early childhood trauma and its effects, offers strategies for early childhood programs, and presents recommendations to support trauma-informed care for this vulnerable group.

### Helping Children Cope After a Traumatic Event

**MDT Audience:** Mental Health, Victim Advocacy, CAC Staff

**Source:** Child Mind Institute

**Type of Resource:** Publication

**Topic:** Coping and trauma

**Released:** 2016

**Use:** This guide was assembled by psychiatrists, psychologists, and mental health experts who specialize in crisis situations. It offers simple tips on what to expect, what to do, and what to look out for in the wake of a traumatic event. There are general suggestions as well as age-specific information.

### How Can Trauma Impact the Brain?

**MDT Audience:** Mental Health, Medical

**Source:** CBT+

**Type of Resource:** Publication

**Topic:** Stress and the brain

**Released:** 2014

**Use:** This 2-page guide reviews different parts of the brain that are affected by trauma as well as tips for helping children who have experienced trauma.

## II. Building Trauma-Informed Rapport

### A. Building Trust

#### Trauma-Informed Lawyering

**MDT Audience:** Prosecution

**Source:** National Center on Law & Elder Rights

**Type of Resource:** Publication

**Topic:** Rapport building strategies

**Released:** September 2019

**Use:** This tip sheet reviews an introduction to trauma, secondary traumatic stress, and strategies to build rapport with clients. A trauma-informed legal practice aims to reduce re-traumatization and recognize the role trauma plays in the lawyer-client relationship. Integrating trauma-informed practices provides lawyers with the opportunity to increase connections to their clients and improve advocacy.

#### Trauma-Informed Legal Advocacy: Trauma, Memory & Trust-Building

**MDT Audience:** Prosecution, Victim Advocacy

**Source:** Trauma-Informed Legal Advocacy (TILA)

**Type of Resource:** Publication

**Topic:** Delayed disclosure and dissociation

**Released:** March 2015

**Use:** This resource provides education on delayed disclosures, dissociation, trauma's impact on memory, and language to use with clients to build rapport to increase accurate disclosures. The TILA Project is designed to offer guidance to legal advocates and lawyers on applying trauma-informed principles to doing legal advocacy with survivors of domestic violence.

### Trauma-Informed Legal Advocacy: Frustration & Anger

**MDT Audience:** Law Enforcement, Prosecution, Victim Advocacy, CAC Staff

**Source:** Trauma-Informed Legal Advocacy

**Type of Resource:** Publication

**Topic:** Regulating emotions and reflective practice

**Released:** March 2015

**Use:** This resource provides information on perspective-taking and compassion for the client and reviews burnout and secondary traumatic stress for providers. Additionally, it provides an activity to engage in reflective practice with a co-worker to improve staff well-being.

### Preparing for Court Proceedings with Survivors of Domestic Violence: Tips for Civil Lawyers and Legal Advocates

**MDT Audience:** Prosecution, Victim Advocacy

**Source:** National Center on Domestic Violence, Trauma & Mental Health

**Type of Resource:** Publication

**Topic:** Court preparation

**Released:** March 2013

**Use:** This resource provides tips for civil lawyers and legal advocates to recognize and adjust to the challenges survivors experience in the courtroom.

### Preparing for Court Proceedings: An Info & Worksheet for Survivors, Legal Advocates and Lawyers

**MDT Audience:** Prosecution, Victim Advocacy

**Source:** National Center on Domestic Violence, Trauma & Mental Health

**Type of Resource:** Publication

**Topic:** Court preparation worksheet

**Released:** August 2013

**Use:** This worksheet can be utilized with clients to help prepare them in a trauma-informed way to the stressors of the courtroom.

### Trauma and Behavior Part 3: The Importance of Relationship

**MDT Audience:** Law Enforcement, Mental Health, Victim Advocacy, CAC Staff

**Source:** Family and Children's Resource Program

**Type of Resource:** Web-based Resource

**Topic:** Building relationships

**Released:** June 2013

**Use:** This 5-minute micro-learning reviews steps to build trust, develop empathy, increase predictability, and increase engagement with children who have experienced trauma.

### Practical Interventions to Help Children Affected by Trauma

**MDT Audience:** Mental Health, Victim Advocacy, CAC Staff

**Source:** ACTS Project at Rady Children's Hospital San Diego

**Type of Resource:** Web-based Resource

**Topic:** Rapport building strategies

**Released:** 2010

**Use:** This 5-minute micro learning is adapted from Multiplying Connections is focused on teaching children's services professionals the impact of trauma on development; how to recognize children's reactions to trauma; and how to promote healing through trauma-informed care.

## **B. Understanding a Child's History**

### Tips for Identifying and Addressing Trauma Re-enactment with Children, Youth, and Young Adults

**MDT Audience:** Law Enforcement, Mental Health, Victim Advocacy, CAC Staff

**Source:** Center for Trauma Informed Child Welfare Policy, Programs and Practices

**Type of Resource:** Publication

**Topic:** Addressing challenging child behaviors

**Released:** 2020

**Use:** This 2-page tip sheet defines trauma re-enactment behaviors in children and youth and identifies strategies to respond to challenging behaviors.

### What Do I Do?

**MDT Audience:** All

**Source:** Echo Training

**Type of Resource:** Publication

**Topic:** Seven steps for building rapport with children

**Released:** June 2017

**Use:** This infographic describes seven steps to walk a provider through how to create safety, regulate the nervous system, build relationships, and foster growth for children who have experienced trauma.

### The Invisible Suitcase

**MDT Audience:** All

**Source:** ACTS Project at Rady Children’s Hospital San Diego

**Type of Resource:** Web-based Resource

**Topic:** Understanding a child’s trauma history through an analogy

**Released:** March 2008

**Use:** This self-paced micro-learning was adapted from the NCTSN and educates the reader on what the “invisible suitcase” represents, how it impacts behavior, what resource parents and providers can do, and understanding compassion fatigue.

## III. Using Trauma-Informed Language

### Building Rapport with Sex Trafficking Survivors

**MDT Audience:** All

**Source:** Journey Out

**Type of Resource:** Web-based Resource

**Topic:** Youth sex trafficking

**Released:** January 2020

**Use:** This 7-minute micro-learning guides the audience on how to approach or relate to someone who has been through extreme trauma, such as sex trafficking. Tips include staying neutral in your language, self-compassion, setting limits, use of humor, and deep breathing.

## Language to Use with Survivors of Youth Sex Trafficking

**MDT Audience:** All

**Source:** International Organization for Adolescents

**Type of Resource:** Publication

**Topic:** Youth sex trafficking

**Released:** 2018

**Use:** This fact sheet can be used as a guide for conversations while working with youth potentially trafficked for sex. When working with vulnerable youth it is important to be empathic and use empowering trauma-informed language. Language and terms should mirror the youth's language.

## What Every Judge Needs to Know About Trauma

**MDT Audience:** Prosecution

**Source:** Substance Abuse and Mental Health Services Administration

**Type of Resource:** Publication

**Topic:** Courtroom communication and language

**Released:** 2013

**Use:** This issue brief provides information, specific strategies, and resources that many treatment court judges have found beneficial. Recognizing the impact of past trauma on treatment court participants does not mean that you must be both judge and treatment provider. Rather, trauma awareness is an opportunity to make small adjustments that improve judicial outcomes while minimizing avoidable challenges and conflict during and after hearings.

## **IV. Responding to Trauma Reactions**

### **A. Understanding Difficult Emotions**

#### Understanding Trauma Reactions and Behavior Problems

**MDT Audience:** Mental Health, Victim Advocacy, CAC Staff

**Source:** Advancing California's Trauma-Informed Systems

**Type of Resource:** Publication

**Topic:** Recognizing trauma reactions

**Released:** December 2020

**Use:** This PowerPoint presentation describes the fight-flight-freeze response and associated behavior challenges that trauma-exposed children experience. It also helps providers differentiate between general behavior problems and trauma reactions.

### [Tips for Identifying and Addressing Trauma Reminders with Children, Youth, and Young Adults](#)

**MDT Audience:** Mental Health, Victim Advocacy

**Source:** Center for Trauma Informed Child Welfare Policy, Programs and Practices

**Type of Resource:** Publication

**Topic:** Trauma reminders

**Released:** 2020

**Use:** This resource can guide providers to help identify trauma reminders among children, youth, and young adults. It is important to explain what trauma reminders are and to know how to ask them about their possible trauma reminders.

### [Trauma-Informed Legal Advocacy: Legal Interviewing and Traumatic Triggers](#)

**MDT Audience:** Prosecution, Victim Advocacy

**Source:** Trauma-Informed Legal Advocacy (TILA)

**Type of Resource:** Publication

**Topic:** Trauma triggers

**Released:** March 2015

**Use:** This resource provides education on survivors' common responses to trauma triggers and how to apply trauma-informed principles to support clients by reducing possible triggers in the environment and responding to client while being triggered. The TILA Project is designed to offer guidance to legal advocates and lawyers on applying trauma-informed principles to doing legal advocacy with survivors of domestic violence.

### [Trauma-Informed Legal Advocacy: Emotional Safety Planning for Court](#)

**MDT Audience:** Prosecution, Victim Advocacy

**Source:** Trauma-Informed Legal Advocacy (TILA)

**Type of Resource:** Publication

**Topic:** Safety planning

**Released:** March 2015

**Use:** This resource provides four practical steps to help someone emotionally prepare for court. The TILA Project is designed to offer guidance to legal advocates and lawyers on applying trauma-informed principles to doing legal advocacy with survivors of domestic violence.



## Understanding and Helping Children who Dissociate

**MDT Audience:** Mental Health

**Source:** Liana Lowenstein, MSW

**Type of Resource:** Publication

**Topic:** Dissociation

**Released:** 2014

**Use:** This 3-page handout describes what dissociation looks like in children who have experienced trauma and provides brief, practical, strategies providers can use to respond to dissociation. While the handout was developed for therapists, the information and strategies are relevant to all helping professionals.

## **B. De-escalation Strategies**

### What To Do with Heavy Feelings

**MDT Audience:** Mental Health, Victim Advocacy

**Source:** University of Oklahoma Health Sciences Center

**Type of Resource:** Publication

**Topic:** Emotion Regulation and Feeling Identification

**Released:** 2020

**Use:** This 1-page guide summarizing feeling identification and helping children regulate a range of emotions.

### Simple Strategies for Intervening with Traumatized and Dysregulated Youth

**MDT Audience:** Mental Health, Victim Advocacy, CAC Staff

**Source:** ACTS Project at Rady Children's Hospital San Diego

**Type of Resource:** Web-based Resource

**Topic:** Strategies to help with regulation

**Released:** 2017

**Use:** This 5-minute micro-learning is adapted from a presentation by Dr. Rebecca Ezechukwu, University of New Mexico Health Sciences Center, and describes how self-regulation and dysregulation develop and introduces strategies to build attunement and manage de-escalation.

## Coaching on Coping Skills Handout

**MDT Audience:** All

**Source:** University of Oklahoma Health Sciences Center

**Type of Resource:** Publication

**Topic:** Creating a sense of safety for children

**Released:** 2014

**Use:** This 1-page handout describes the fight-flight-freeze response and ways helping professionals can create a sense of safety to help children experiencing a traumatic response de-escalate.

## ORGANIZATIONAL CONSIDERATIONS IN BUILDING A TRAUMA-INFORMED CAC

The resources below are aimed at helping organizations understand the degree to which they are trauma informed. These resources may be particularly helpful for CAC directors as they consider how to build trauma-informed CACs.

### [Ensuring Children’s Advocacy Centers are Trauma-Informed Organizations](#)

**MDT Audience:** CAC Directors

**Source:** Western Regional Children’s Advocacy Center

**Type of Resource:** Web-based Resource

**Topic:** Trauma-informed organizations

**Released:** October 2020

**Use:** In this webinar, Melissa Bernstein, Ph.D. (Chadwick Center for Children and Families, ACTS Project) discusses the framework for systems change that incorporates trauma-informed decision-making and responses by organizations that serve children and families who have experienced trauma.

### [Trauma-Informed Organizations Resource Guide](#)

**MDT Audience:** CAC Directors

**Source:** Northeast Regional Children’s Advocacy Center & New York State Children’s Alliance

**Type of Resource:** Publication

**Topic:** Trauma-informed organizations

**Released:** January 2019

**Use:** This resource guide outlines the 10 key development areas for trauma-Informed organizations, provides tools to assist CAC leaders in organizational change, and highlights successful efforts by CACs in the Northeast region.

## ORGANIZATIONAL ASSESSMENT TOOLS

The following measurement tools are used to assess the degree to which an agency, such as a CAC, is trauma-informed across a variety of domains.

### [Assessing and Improving Trauma-Informed Care in Children's Advocacy Centers](#)

**MDT Audience:** CAC Directors

**Source:** Western Regional Children's Advocacy Center

**Type of Resource:** Web-based Resource

**Topic:** Organizational assessment

**Released:** October 2020

**Use:** In this webinar, Jennifer Hossler, MSW (Project Intersect) reviews the use of the National Child Traumatic Stress Network (NCTSN) Trauma-Informed Organizational Assessment (TIOA) tool for assessment of a CAC. The webinar covers how changes in the organization can improve staff skills and services provided to children and families who have experienced trauma.

### [Trauma-Informed Organizational Change Manual](#)

**MDT Audience:** CAC Directors

**Source:** University at Buffalo – Buffalo Center for Social Research

**Type of Resource:** Assessment Tool

**Topic:** Trauma-informed organizations

**Released:** January 2019, Updated October 2021

**Use:** This manual provides a step-by-step guide with assessment tools for anyone interested in implementing a trauma-informed approach. The purpose of the manual is to guide organizations and systems in planning for, implementing, and sustaining trauma-informed organizational change.

### [NCTSN Trauma-Informed Organizational Assessment](#)

**MDT Audience:** CAC Directors

**Source:** National Child Traumatic Stress Network

**Type of Resource:** Assessment Tool

**Topic:** Organizational assessment

**Released:** 2020

**Use:** NCTSN's Trauma-Informed Organizational Assessment (TIOA) tool helps organizations assess their current practices in the context of serving children and families who have experienced trauma. Results from the assessment can drive organizational change to identify, prioritize, implement and sustain trauma-informed practices.

## Secondary Traumatic Stress Informed Organizational Assessment (STSI-OA)

**MDT Audience:** CAC Directors

**Source:** University of Kentucky, Center on Trauma and Children

**Type of Resource:** Assessment Tool

**Topic:** Organizational assessment

**Released:** 2014

**Use:** The STSI-OA is an assessment tool that can be used to evaluate the degree to which an organization is secondary traumatic stress-informed and able to respond to the impact of such stress in the workplace. The STSI-OA identifies specific areas of strength and opportunities to implement secondary traumatic stress-informed policies and practices. The results of this tool can be used as a roadmap for future training and implementation activities in the area of secondary traumatic stress and trauma-informed care.

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### **Western Regional Children's Advocacy Center**

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WRCAC is funded through the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention

Cooperative Agreement #2019-CI-FX-K002

The opinions, findings, and conclusions or recommendations expressed in this publication are those of the authors and do not necessarily reflect those of the Department of Justice.