



RESILIENT COMMUNITIES OF EAST GEORGIA

TRAUMA INFORMED INDIVIDUAL		Meets	Needs work	Not Sure
1.	Can define trauma and its different types.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Can explain the trauma's effect of the brain and brain development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Can explain trauma's effect on a behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Can define a trauma-informed approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Understands the importance of mindfulness and has begun the process of reflecting on childhood and identifying their own parenting style, triggers and approach to relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Understands the importance of attunement to others needs and works to be more attuned during interactions with struggling children and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Understands the stages of child development and appropriate behavior at each.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Understands the stages of brain development and potential effects of trauma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Can define resilience and best practices in creating resilience in children, adults and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Understands the importance of relationship building and best practices in building healthy and appropriate relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Know the best practices in reducing the effects of trauma and decreasing the potential for additional traumatization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRAUMA INFORMED ORGANIZATION		Meets	Needs work	Not Sure
1.	Program/direct service staff can define trauma and its different types.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Program/direct service staff can explain the trauma's effect of the brain and brain development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Program/direct service staff can explain trauma's effect on a behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Program/direct service staff can define a trauma-informed approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Program/direct service staff understand the importance of mindfulness and has begun the process of reflecting on childhood and identifying their own parenting style, triggers and approach to relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Program/direct service staff understand the importance of attunement to others needs and works to be more attuned during interactions with struggling children and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Program/direct service staff understand the stages of child development and appropriate behavior at each.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Program/direct service staff understand the stages of brain development and potential effects of trauma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Program/direct service staff can define resilience and best practices in creating resilience in children, adults and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Program/direct service staff understand the importance of relationship building and best practices in building healthy and appropriate relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Know the best practices in reducing the effects of trauma and decreasing the potential for additional traumatization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



RESILIENT COMMUNITIES OF EAST GEORGIA

TRAUMA-COMPETENT INDIVIDUAL		Meets	Needs work	Not Sure
1.	Trained in multiple evidence-based or promising practice trauma interventions and have incorporated learning into day to day implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Understands best practices in trauma-informed care and have incorporated them into day to day implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Understands best practices in creating resilience and have incorporated them in personal relationships and professionally, in day to day implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Have assessed personal childhood experiences, as well as parenting and attachment styles and are mindful of all in interactions with traumatized individuals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Incorporates best practices in attunement, easily recognizing, naming and meeting needs of the children, adults and families they serve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Participates in on-going training and capacity building regarding trauma, ACEs, secondary trauma and resilience, including self-directed research and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRAUMA-COMPETENT ORGANIZATION		Meets	Needs work	Not Sure
1.	All staff are trained in an evidence based or promising practice trauma intervention and have incorporated learning into day to day implementation with support from the organization's leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	All staff understand best practices in trauma-informed care and have incorporated them into day to day implementation with support from the organization's leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	All staff understand best practices in creating resilience and have incorporated them in personal relationships and professionally in day to day implementation with support from the organization's leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	All staff are being assisted in assessing personal childhood experiences, as well as parenting and attachment styles and are mindful of both in interactions with the organization's clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	The organization's programs, services, initiatives and strategies incorporate best practices in attunement, and all staff can easily recognize, name and meet the needs of the children, adults and families the organization serves. Ideally -the organization has a specific strategy for becoming and staying trauma-competent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Leadership of the organization ensure staff at all levels participate in on-going training and capacity building regarding trauma, ACEs, secondary trauma and resilience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Thank you to "Building a Region of Resilience NW Georgia" for the trauma checklist.