



People who work in education, health care, human services, and related fields have a wide variety of beliefs about their students, their jobs, and themselves. The term “student” is interchangeable with “client,” “person,” “resident,” “patient,” or other terms to describe the person being served in a particular setting.

Trauma-informed care is an approach to engaging people with trauma histories in education, human services, and related fields that recognizes and acknowledges the impact of trauma on their lives.

✓ INSTRUCTIONS

For each item, select the circle along the dimension between the two options that best represents your personal belief during the past two months at your job.

Sample

1	2	3	4	5	6	7
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Ice cream is delicious ○ ● ○ ○ ○ ○ ○ Ice cream is disgusting.

👁 **Note:** In this SAMPLE ITEM, the respondent is reporting that he/she believes that ice cream is much more delicious than disgusting.

I believe that...

1	2	3	4	5	6	7
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|----|--|---------------|---|
| 1 | Students could act better if they really wanted to. | ○ ○ ○ ○ ○ ○ ○ | Students are doing the best they can with the skills they have. |
| 2 | Focusing on developing healthy, healing relationships is the best approach when working with people with trauma histories. | ○ ○ ○ ○ ○ ○ ○ | Rules and consequences are the best approach when working with people with trauma histories. |
| 3 | If students say or do disrespectful things to me, it makes me look like a fool in front of others. | ○ ○ ○ ○ ○ ○ ○ | If students say or do disrespectful things to me, it doesn't reflect badly on me. |
| 4 | The ups and downs are part of the work so I don't take it personally. | ○ ○ ○ ○ ○ ○ ○ | The unpredictability and intensity of work makes me think I'm not fit for this job. |
| 5 | It's best not to tell others if I have strong feelings about the work because they will think I am not cut out for this job. | ○ ○ ○ ○ ○ ○ ○ | It's best if I talk with others about my strong feelings about the work so I don't have to hold it alone. |
| 6 | Students do the right thing one day but not the next. This shows that they are doing the best they can at any particular time. | ○ ○ ○ ○ ○ ○ ○ | Students do the right thing one day but not the next. This shows that they could control their behavior if they really wanted to. |
| 7 | Students need to experience real life consequences in order to function in the real world. | ○ ○ ○ ○ ○ ○ ○ | Students need to experience healing relationships in order to function in the real world. |
| 8 | I realize that students may not be able to apologize to me after they act out. | ○ ○ ○ ○ ○ ○ ○ | If students don't apologize to me after they act out, I look like a fool in front of others. |
| 9 | I feel able to do my best each day to help my students. | ○ ○ ○ ○ ○ ○ ○ | I'm just not up to helping my students anymore. |
| 10 | The most effective helpers find ways to toughen up – to screen out the pain – and not care so much about the work. | ○ ○ ○ ○ ○ ○ ○ | The most effective helpers allow themselves to be affected by the work – to feel and manage the pain – and to keep caring about the work. |

Thank you for your participation.