



# Understanding trauma and brain development

## STAFF SELF-ASSESSMENT TOOL



**Loddon's Commitment to Supporting Families**

Our shared core competencies

### For staff working directly with children, young people and families (tier 1)

In 2017, the Loddon Children & Youth Area Partnership (the Partnership) identified four 'pillars of competency' that are essential in supporting vulnerable children, young people and families.

The purpose of this tool is to:

- assist staff working directly with children, young people and/or their families (90% or more of the time) to assess levels of competence in regards to **understanding trauma and brain development**
- facilitate discussions between staff and managers about professional development and training needs in relation to this competency
- provide the basis for self-reflection and planning
- provide a baseline for tracking progress in building competency over time

**Name:**

**Role/Position:**

**Email:**

**Phone:**

#### Understanding trauma and brain development

This competency includes training related to brain science, and the effect of trauma on brain development and behaviour. A common example is 'trauma informed care' training. This competency means knowing how to deliver effective care to people with trauma histories, create a safe environment, and prevent secondary traumatic stress in staff.

*Check the appropriate box:*

- I have completed training in this competency and know how to apply it in my work
- I have completed training in this competency but need to update my learning
- I have not completed training in this competency
- Yes  No I have a good understanding of the organisation's rationale for building this competency

*For each statement below check the appropriate box:*

	Often	Sometimes	Rarely/ Not at all	Not Applicable
I have accessed the online information about this competency (e.g. resources, Fact Sheets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I comply with mandated reporting and legislative requirements relevant to my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I recognise the signs of trauma in my clients without them having to tell me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am comfortable asking families about their trauma experiences to guide the service response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I assess risk and protective factors to identify children and families who are vulnerable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel confident making referrals when a client needs additional or different resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use evidence-based, culturally responsive assessment and treatment for traumatic stress and associated mental health symptoms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can recognise the symptoms of vicarious trauma in myself and other workers and know who to go to for assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident using the Common Risk Assessment Framework to assess client safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>