



ADMINISTRATION FOR
CHILDREN & FAMILIES
Office of Family Assistance

Laying the Foundation

Trauma-Informed Practices in Temporary
Assistance for Needy Families (TANF) Programs



Table of Contents

Acknowledgement	i
Introduction	1
Building a Trauma-Informed Foundation	2
10 Primary Domains	2
Governance and Leadership	3
Policy	3
Physical Environment	4
Engagement and Involvement	4
Cross-Sector Collaboration	5
Screening, Assessment, Treatment Services	5
Training and Workforce Development	6
Progress Monitoring and Quality Assurance	7
Financing	8
Evaluation	8
Conclusion	9
References	10

Acknowledgement

This publication was made possible through support from Prime Contract No. HHSP233201500096I, Task Order No. 75P00120F37005 through funds from the State and Tribal Technical Assistance & Resources (STAR) for TA contract with the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Family Assistance (OFA) and presented to James Butler, Federal Contracting Officer's Representative.

Special acknowledgement to the State and Tribal TANF staff and former customers who helped inform this brief, as well as Dr. Suzan Song and Melissa Bocash, Program Administrator, Reach Up (TANF), Vermont Agency for Human Services. Thank you to BLH Technologies, Inc. staff Lynn Moore Hill, Janet Kreitman, Bill Weger, Lisa Adams, and Pam Grimes who edited and designed this brief, and ICF staff Jessica R. Kendall and Emily Ramirez who wrote it.

Suggested citation: Kendall, Jessica R., and Ramirez, Emily. (2022). "Laying the Foundation: Trauma-Informed Practices in Temporary Assistance for Needy Families (TANF) Programs." Washington, DC: Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services.

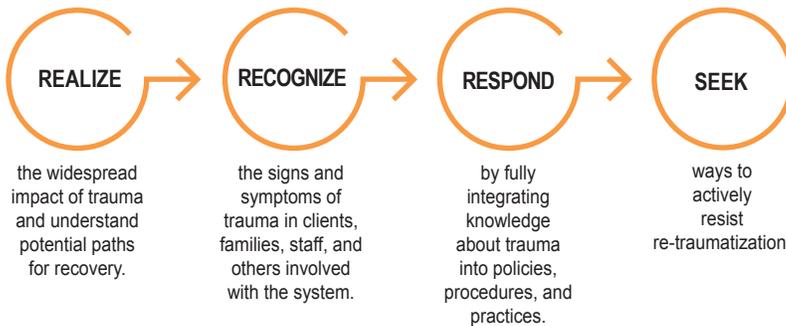
Introduction

Trauma is defined as an “emotional response to a terrible event like an accident, rape, or natural disaster.”¹ Traumatic experiences may include abuse, assault, neglect, poverty, or food instability.² A specific culture, race, or ethnic group may have also experienced multigenerational trauma where a whole community experienced oppression. Examples include slavery, the Holocaust, or forced migration.³ Long-term consequences of trauma may include physical, cognitive, and emotional effects that can impact relationships, home, work, or school.⁴

The experience of trauma is very common.⁵ We all may have experienced a traumatic event in our lives or know someone who has. Its prevalence increases among families and individuals who have engaged with social service systems.⁶ Research has documented the effects trauma and poverty have on cognitive and executive skills.⁷ These are skills TANF customers must use to plan for long-term self-sufficiency and short-term work participation activities.

Trauma-informed practices recognize and respond to both staffs’ and customers’ adverse experiences. Implementing trauma-informed practices within TANF programs helps ensure staff are satisfied at work. It also ensures encounters between staff and customers are safe and effective, and services are outcomes-focused.⁸

The U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA) has noted that trauma-informed practices are those that:⁹



This practice brief is the first of four resources focused on trauma-informed practices in Temporary Assistance for Needy Families (TANF) programs. Each has been informed by State and Tribal TANF staff and former customers. The brief provides practical tips to TANF staff on supporting and using trauma-informed practices to improve collaboration between staff and with customers:

- **Brief #1: Laying the Foundation: Trauma-Informed Practices in TANF Programs.** This brief is for TANF leadership and administrators. It supports programs in designing and using trauma-informed practices.
- Brief #2: Applying Trauma-Informed Practices in Case Management and Supervision. This brief is for TANF case managers and supervisors to design and use trauma-informed practices when working with customers.
- Tip Sheet: Applying Trauma-Informed Practices for TANF Eligibility Workers. This tip sheet is for TANF staff engaging directly with customers.
- Tip Sheet: Applying Trauma-Informed Practices for TANF Case Workers. This tip sheet is for TANF staff engaging directly with customers.

A core component of implementing a trauma-informed approach is being customer-centered. This requires a systematic focus on customer needs and concerns. This ensures nonjudgmental service delivery. It also empowers customers to be engaged contributors to their educational or employment plans.¹⁰ This practice brief provides foundational information for TANF leaders and administrators. It helps them to design and support trauma-informed practices and policies within a TANF program. It focuses on key organizational and implementation domains critical to building the infrastructure needed to support trauma-informed practices.¹¹

Building a Trauma-Informed Foundation

There is no set formula or checklist for creating, supporting, and maintaining a trauma-informed organization. It often requires a shift in culture and in how staff at all levels interact with each other and the families or individuals they serve.¹² It also takes time, sustained focus, and champions to guide the effort. Much of the work in becoming trauma-informed is also grounded in organizational change management.¹³ Trauma-informed practices are universal best practices in human services. They can increase meaningful engagement between staff and customers. This supports customer wellbeing, economic mobility, and work participation. For a TANF program to build a foundation to support trauma-informed practices, it should:

ASSESS

Analyze the program's trauma-informed strengths and needs with respect to numerous organizational domains (see Pages 3-8). The program must identify the extent to which it is already implementing trauma-informed practices. It must devise a plan forward to improve practices where possible. Be sure to include staff, customers, and former customers in this process.

DESIGN

Create a working group to lead and guide the design process based on assessment results. Be sure to include case managers, direct supervisors, eligibility workers, and TANF administrators or decision-makers. Also include current or past customers to both identify areas for improvement. This helps ensure plans are customer-centered and informed.

TEST AND IMPLEMENT

Pilot trauma-informed strategies with a small subset of TANF families—either with an interested local office (or subset thereof) or a portion of the program's TANF population. For example, families who have received cash assistance for a certain amount of time or who have been largely disengaged with the program and its supports.

TRACK

Identify and track indicators of success related to those domains for which new or enhanced strategies are tested. Other metrics to track may include increased frequency of engagement with customers, better identification and remediation of challenges, increased work, and education participation.



10 Primary Domains

SAMHSA's concept and guidance on building trauma-informed organizations proposes 10 primary domains to consider: (1) governance and leadership; (2) policy; (3) physical environment; (4) engagement and involvement; (5) cross-sector collaboration; (6) screening, assessment, and treatment services; (7) training and workforce development; (8) progress monitoring and quality assurance; (9) financing; and (10) evaluation. The remainder of this brief is organized around these 10 domains. A definition adapted from SAMHSA's guidance¹⁴ is provided for each domain. So are tips for TANF programs to consider as they build or enhance their trauma-informed foundation.¹⁵

Programs may not need or be able to focus on all ten domains at once. Consider which may be feasible to assess and design first. See the trauma-informed organizational assessment tools at Page 4 to get started.



GOVERNANCE AND LEADERSHIP

Leadership supports and oversees efforts to build a trauma-informed organization. Leadership understands the importance of trauma-informed practice and invests in implementing and sustaining it.

Tips to consider:

- Support foundational training and awareness on the importance and impacts of trauma-informed practices for TANF administrators and leadership.
- Identify diverse champions among TANF leadership who will guide and lead efforts to assess and design trauma-informed plans. Champions passionate about increasing trauma-informed efforts are critical to inspire staff and community partners to create change.
- Address organizational resistance or inertia to increase awareness and adapt services based on the research of the impacts of trauma.¹⁶ Question prior practices or processes simply because that is “how it has always been done.”
- Identify resources and capacity to support efforts. This may include updates to training and workforce supports and tools, modifications to organizational policies, and changes to assessments or forms used with customers.



POLICY

There are written program policies, procedures, and protocols that establish and support a trauma-informed approach.

Tips to consider:

- Adopt policies that ensure customers’ basic needs are met prior to work participation activity assignment or job placement. Basic needs examples may include housing, food, clothing, transportation, childcare, and mental health supports.
- Eliminate policies that make engagement more difficult. Examples include requiring in-person orientations, handwritten or unnecessarily long applications, or handwritten signatures of documents.
- Review TANF program policies related to confidentiality, privacy, and safety for both staff and customers. For example, consider whether policies include a grievance process for customers to address their concerns about TANF services or procedures. This is in addition to any rights of appeal relating to eligibility or sanctioning determinations. Assess staff privacy protections for in-person or virtual meetings with customers.
- Adopt policies that ensure customers or former customers have meaningful opportunities to advise on organizational functioning. This includes service design, facility environment, and delivery and coordination with workforce, education, and other human service providers.
- Ensure policies are transparent and understood by staff at all levels. Ensure staff are clear on roles and responsibilities across job functions including eligibility determinations, employment supports, and case management.

- Assess opportunities to leverage good cause exceptions, the family violence option, sanctioning policies, and other program design elements. This would allow programs to pursue trauma-informed practices while satisfying requirements, such as the Work Participation Rate.¹⁷



PHYSICAL ENVIRONMENT

The program ensures its physical and virtual spaces offer a safe and inviting environment that does not threaten customers' or staffs' senses of physical and psychological safety.

Tips to consider:¹⁸

- Assess in-person spaces staff use (such as location, offices, cubicles, or conference rooms) to meet with customers. Consider, for example, what pictures are displayed (if positive, culturally relevant, and re-affirming). Consider if the color scheme is calm and welcoming. How the office building is safely accessed. Whether there are private spaces to have confidential or sensitive conversations and available and appropriate level of security in and outside the building. Ask customers or former customers for feedback about physical spaces as well.
- Assess virtual spaces staff use (telephone or videoconference) to meet with customers. Consider, for example, ease of access, pictures or personal effects displayed that will be seen by customers. Also consider protections for staff confidentiality and privacy. Finally, give customers the option to join meetings on or off camera to protect their privacy.
- Review spaces staff use to meet with each other (virtual and in-person). This helps to assess how pictures, lighting, and décor may influence or affect staff morale and motivation.

Trauma-Informed Organizational Assessments

Check out these tools to assess the extent to which your organization is trauma-informed:

Hetling, A. (2019). Building a Trauma-Informed Temporary Assistance for Needy Families Program: An Evaluative Toolkit. Washington, DC: Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services. https://peerta.acf.hhs.gov/sites/default/files/public/uploaded_files/Trauma-Informed-TANF-Program-Toolkit_508.pdf

Guarino, K., Soares, P., Konnath, K., Clervil, R., and Bassuk, E. (2009). Trauma-Informed Organizational Toolkit. Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, and the Daniels Fund, the National Child Traumatic Stress Network, and the W.K. Kellogg Foundation. <https://www.air.org/resource/trauma-informed-organizational-toolkit> (Section I)

Fallot, R. and Harris, M. (2006). Trauma-Informed Services: A Self-Assessment and Planning Protocol. Community Connections.



ENGAGEMENT AND INVOLVEMENT

Customers have meaningful opportunities to advise on program designs, services, quality assurance and other domains of organizational functioning.

Tips to consider:

- Create systematic and meaningful opportunities to engage customers and former customers. Encourage feedback on new or existing programmatic or policy efforts at key touchpoints throughout a TANF case. Gather real time feedback as new initiatives or pilot efforts are implemented. This will help assess how these efforts directly affect customers and may become more trauma-informed.



CHECK OUT BRIEF #2:

[Applying Trauma-Informed Practices in Case Management and Supervision](#) to learn about tips to engage with customers in a trauma-informed way when meeting virtually.

- Gather feedback on ways to support customers and their families as part of a two-generation approach or through new or enhanced case management approaches. Think about requesting customer feedback on the utility and effectiveness of intake. Review eligibility processes or forms and coordination with other basic assistance programs. Gather customer feedback before and after implementing changes to assess immediate impacts on customer engagement and motivation.
- Collect customer or former customer feedback through focus groups, ad hoc or standing advisory committees, surveys, and key informant interviews. For each, ensure customers are clear that providing constructive feedback will not impact their benefits or services. Also consider how to protect customers' privacy and the frequency with which feedback can or should be requested. Determine how customers can be equitably compensated for their suggestions and expertise.



CROSS-SECTOR COLLABORATION

Programs collaborate with key partnering organizations to build a shared understanding of trauma-informed practices.

Tips to consider:

- Coordinate training efforts for staff with key community and government partners. Examples include the local workforce board, adult education, food assistance, Medicaid, and behavioral health.



SCREENING, ASSESSMENT, TREATMENT SERVICES

Screenings and assessments are culturally appropriate and reflect evidence- and trauma-informed practices. To the extent customers need trauma-specific or mental health treatment services, programs have effective referral systems in place.

Tips to consider:

- Review screening, intake, and assessment protocols to reflect trauma-informed language and approaches.
 - Ensure language does not request unnecessary, duplicative, or detailed information that may be re-traumatizing. Remove questions that ask specific details about traumatic experiences. Examples include intrafamily violence, domestic abuse, assault, or human trafficking. Build in processes to allow for follow-up meetings if unable to gather necessary, but sensitive information during initial intake.
 - Ensure forms use trauma-sensitive language. For example, “customer” rather than “recipient,” “survivor” rather than “victim,” “challenge” rather than “weakness or barrier.”
 - Build in practices that regularly check and assess customer safety and whether new challenges or adversities may make engagement difficult.

- Provide training for staff who administer forms and assessments in evidence-based motivational interviewing techniques. This ensures implementation is trauma-sensitive. For example, encourage staff to discuss behaviors instead of the person. Use open-ended questions. Understand verbal and non-verbal cues.¹⁹ Consider how training may be tailored differently for staff who perform case management functions. This may be different from those who may focus exclusively on eligibility determinations.
- Ensure staff are aware of and can effectively refer customers to community health, mental health, and trauma-specific treatment interventions when needed. Assess the extent to which referral sources use evidence-based, trauma-specific treatments. Examples include trauma-focused Cognitive Behavioral Therapy or Parent-Child Psychotherapy.²⁰

Trauma-Informed Job Announcements

Review job announcements for key positions working directly with TANF customers:

- Do they use words that promote collaboration among staff and with customers?
- How do they address work/life balance?
- Do they highlight opportunities for professional growth?
- Do they note clear qualifications, roles, and responsibilities for the position?
- Do they delineate supervision and oversight for the role?
- Do they consider the value of knowledge of trauma-informed practices and training in social work or behavioral health topics?
- Do they convey and consider the importance of lived experience with social service systems in addition to professional experience?



7 TRAINING AND WORKFORCE DEVELOPMENT

Staff at all levels participate in training and development opportunities to understand and implement trauma-informed practices. Human resource systems embrace trauma-informed practices tied to supervision and staff evaluations. Resources for staff who have experienced trauma or secondary traumatic stress also help.

Tips to consider:

- Design and deliver tailored training on understanding trauma and trauma-informed practices. Training may also include vicarious trauma and staff burnout for TANF administrators, direct supervisors, eligibility, and case management staff. Prepare fidelity measures and tools to implement coaching and trauma-informed practices like motivational interviewing.
- Use trauma-informed language in job announcements, particularly for direct supervisors and case management staff (see box).
- Modify interview questions and rubrics to adjust how each question is scored. This will increase focus on trauma-informed candidates.
- Include trauma-informed expectations in staff performance evaluations. These may relate to transactional activities or work participation-related goals as well as the identification and resolution of customer-related challenges. They also may relate to the frequency and quality of customer interactions and relationships and the quality and individualization of customer case plans.
- Leverage existing resources from the Office of Family Assistance, such as its Coaching for Success e-curriculum.²¹



PROGRESS MONITORING AND QUALITY ASSURANCE

The program tracks use and impacts of the trauma-informed practices.

Tips to consider:

Organizational elements to track include:

- Ability to use, update, and share trauma-informed policies and processes.
- Availability and evaluation of trauma-informed training for staff at all levels.
- Trauma-informed staff hiring, performance, and accountability measures.
- Engagement and use of customer feedback and suggestions.
- Trauma-informed changes to intake, screening, and assessment protocols.
- Staff satisfaction and understanding of job responsibilities.
- Retention of front line and supervisory staff.

Case manager service and engagement elements to track include:

- Frequency of engagement between staff and customers.
- Identification and remediation of potential customer challenges.
- Referral and use of community and partner human service resources.
- Include more individualized and targeted goals in customer case plans.
- Customer engagement in work participation activities.
- Customer satisfaction with staff interactions and services.



CHECK OUT TIP SHEETS:

[Applying Trauma-Informed Practices for TANF Eligibility Workers](#) and [Applying Trauma-Informed Practices for TANF Case Workers](#) to review additional trauma-informed tips for TANF staff when conducting various job functions that engage TANF customers.





FINANCING

The program has resources to support the implementation of trauma-informed practices, such as those relating to staff training, trauma-informed assessments or screenings, and safe physical spaces.

Tips to consider:

- Identify methods to compensate customers or former customers for their time in support of advising efforts. Examples of advising efforts include focus groups, interviews, surveys, consultations, and advisory bodies.
- Identify ways to support training stipends for staff who engage in advanced training, educational courses, or certifications on trauma-informed practices. This includes related approaches (such as coaching or motivational interviewing).
- Determine if MOE funds may support the design, implementation, monitoring, and evaluation of trauma-informed practices and related coaching and support services.
- Coordinate with community partners to share costs related to training costs.



EVALUATION

Evaluations of program activities use trauma-oriented research instruments to measure and understand trauma and trauma-informed practices.

Tips to consider:

- Consider testing changes in policy and process on a smaller scale first before finalizing solutions. Check in with staff and customers to confirm changes are having anticipated impacts.
- Ground evaluation in participatory action research principles so TANF customers are engaged in the discussions, decisions, and actions of researchers or evaluators.²²
- Conduct cognitive interviews with representatives from target populations. Modify instruments as needed. This ensures appropriate, trauma-informed language throughout.
- Create a customer-driven protocol to manage crisis situations during data collection. This will help staff identify verbal and non-verbal signs of distress and respond appropriately. For example, the protocol may share when to offer a break, end the activity, or offer support services.

CONCLUSION

Becoming a trauma-informed organization takes time, resources, and ongoing support from leadership. Implementing trauma-informed practices within TANF programs will help ensure staff are satisfied at work and encounters between staff and customers are effective and services are outcomes-focused.²³ They will also help ensure customers feel safe and empowered during their TANF case, as well as help build rapport and trust between staff and customers. To begin, TANF programs should assess what aspects of their policies, procedures, workforce, training, and practices already embody key elements of a trauma-informed approach and which show room for improvement. Tackling all organizational elements at once may not be feasible. Programs may start small to raise awareness. They may offer foundational training and build momentum to identify a core group of champions to lead program efforts to enhance trauma-informed practices. In building a trauma-informed foundation, programs should always be focused on the customers. This will help to inform how best to engage and support the families TANF serves.

Helpful Resources on Building Trauma-Informed Organizations

- Hetling, A. (2019). *Building a Trauma-Informed Temporary Assistance for Needy Families Program: An Evaluative Toolkit*. Washington, DC: Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services. https://peerta.acf.hhs.gov/sites/default/files/public/uploaded_files/Trauma-Informed-TANF-Program-Toolkit_508.pdf
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- U.S. Department of Justice, Office for Victims of Crime. *The Vicarious Trauma Toolkit*. <https://ovc.ojp.gov/program/vtt/blueprint-for-a-vicarious-trauma-informed-organization>
- National Human Trafficking Training and Technical Assistance Center. (2018). *Toolkit for Building Survivor-Informed Organizations*. Washington, DC: U.S. Department of Health and Human Services, Office on Trafficking in Persons. <https://www.acf.hhs.gov/otip/resource/nhttacorgtoolkit>
- U.S. Department of Health and Human Services, Administration for Children and Families *Resource Guide to Trauma-Informed Human Services*. <https://www.acf.hhs.gov/trauma-toolkit>

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- ² See, e.g., Manduca, R. and Sampson, R. (2019). Punishing and toxic neighborhood environments independently predict the intergenerational social mobility of black and white children. *Proceedings of the National Academy of Sciences*, 116(16), 7772-7777. <https://www.pnas.org/content/116/16/7772>
- ³ Administration for Children and Families website, Trauma webpage. <https://www.acf.hhs.gov/trauma-toolkit/trauma-concept#:~:text=Historical%20trauma%20is%20multigenerational%20trauma%20experienced%20by%20a,migration%2C%20and%20the%20violent%20colonization%20of%20Native%20Americans>
- ⁴ American Psychological Association website, Trauma webpage. <https://www.apa.org/topics/trauma>; Collins, K., Connors, K., Donohue, A., Gardner, S., Goldblatt, E., Hayward, A., Kiser, L., Strieder, F. Thompson, E. (2010). Understanding the impact of trauma and urban poverty on family systems: Risks, resilience, and interventions. Baltimore, MD: Family Informed Trauma Treatment Center. https://www.nctsn.org/sites/default/files/resources/resource-guide/understanding_impact_trauma_urban_poverty_family_systems.pdf; Administration for Children and Families website, Executive Function webpage. <https://www.acf.hhs.gov/trauma-toolkit/executive-function>
- ⁵ See, e.g., Resnick, H. S., Kilpatrick, D. G., Dansky, B. S., Saunders, B. E., & Best, C. L. (1993). Prevalence of civilian trauma and posttraumatic stress disorder in a representative national sample of women. *Journal of consulting and clinical psychology*, 61(6), 984; Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. *American journal of preventive medicine*, 14(4), 245-258.
- ⁶ American Institutes for Research website, Trauma-Informed Care in Service Systems website. <https://www.air.org/resource/trauma-informed-care-service-systems>
- ⁷ See, e.g., Center on the Developing Child at Harvard University (2016). *Building Core Capabilities for Life: The Science Behind the Skills Adults Need to Succeed in Parenting and in the Workplace*; Welsh, A., "Effects of Trauma Induced Stress on Attention, Executive Functioning, Processing Speed, and Resilience in Urban Children" (2013).
- ⁸ See, e.g., Raja, S., Hasnain, M., Hoersch, M., Gove-Yin, S., & Rajagopalan, C. (2015). Trauma informed care in medicine. *Family & community health*, 38(3), 216-226. Substance Abuse and Mental Health Services Administration. (2014). SAMHSA's concept of trauma and guidance for a trauma-informed approach. Rockville, MD; Ko, S. J., Ford, J. D., Kassam-Adams, N., Berkowitz, S. J., Wilson, C., Wong, M., ... & Layne, C. M. (2008). Creating trauma-informed systems: child welfare, education, first responders, health care, juvenile justice. *Professional psychology: Research and practice*, 39(4), 396.
- ⁹ Substance Abuse and Mental Health Services Administration. SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014. https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf
- ¹⁰ See important corollaries in defining victim-centered approaches at: the Office for Victims of Crime Training and Technical Assistance Center website, Victim-Centered Approach webpage. <https://www.ovctac.gov/taskforceguide/eguide/1-understanding-human-trafficking/13-victim-centered-approach/#:~:text=Key%20Term%3A%20The%20Victim%2DCentered,service%20in%20a%20nonjudgmental%20manner>
- ¹¹ Substance Abuse and Mental Health Services Administration. SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014. https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf (the six principles include: safety; trustworthiness and transparency; peer support; cultural, historical and gender issues; empowerment, voice and choice; and collaboration and mutuality).
- ¹² Centers for Disease Control and Prevention website, Infographic: 6 Guiding Principles To a Trauma-Informed Approach webpage. https://www.cdc.gov/cpr/infographics/6_principles_trauma_info.htm
- ¹³ National Implementation Research Network website, Active Implementation Hub webpage. <https://nim.fpg.unc.edu/module-1/implementation-stages>; RAND Corporation Getting to Outcomes@ Improving Community-Based Prevention webpage. <https://www.rand.org/health-care/projects/getting-to-outcomes.html>
- ¹⁴ See Substance Abuse and Mental Health Services Administration. SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014. https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf
- ¹⁵ Tips from this brief draw from and were informed by focus groups and key informant interviews of TANF staff and former TANF customers on implementing trauma-informed practices; Dr. Suzan Song; Melissa Bocash, Program Administrator, Reach Up (TANF), Vermont Agency for Human Services; and the authors' work and experience designing and delivering trainings and written products for human and victim service professionals on this topic. Additional informative literature and research on building trauma-informed organizations includes: Substance Abuse and Mental Health Services Administration. SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014. https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf; Administration for Children and Families website, Resource Guide to Trauma-Informed Human Services webpage, <https://www.acf.hhs.gov/trauma-toolkit>; Elliot, D.E., Bjelajac, P., Fallot, R.D., Markoff, L.S., and Reed, B.G. (2005); Fallot, R. and Harris, M. (2006). Trauma-Informed Services: A Self-Assessment and Planning Protocol. Community Connections; Hetting, A. (2019). Building a Trauma-Informed Temporary Assistance for Needy Families Program: An Evaluative Toolkit. Washington, DC: Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services. https://peerta.acf.hhs.gov/sites/default/files/public/uploaded_files/Trauma-Informed-TANF-Program-Toolkit_508.pdf; Guarino, K., Soares, P., Konnath, K., Clervil, R., and Bassuk, E. (2009). Trauma-Informed Organizational Toolkit. Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, and the Daniels Fund, the National Child Traumatic Stress Network, and the W.K. Kellogg Foundation. <https://www.air.org/resource/trauma-informed-organizational-toolkit>
- ¹⁶ See, e.g., Trauma Informed Oregon website, Dealing with Resistance to Trauma Informed Care webpage. <https://traumainformedoregon.org/tic-resources/dealing-resistance-trauma-informed-care/>
- ¹⁷ Hetting, A. (2019). Building a Trauma-Informed Temporary Assistance for Needy Families Program: An Evaluative Toolkit. Washington, DC: Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services. https://peerta.acf.hhs.gov/sites/default/files/public/uploaded_files/Trauma-Informed-TANF-Program-Toolkit_508.pdf
- ¹⁸ For additional and specific tips about physical environment considerations, see: OFA PeerTA website at <https://peerta.acf.hhs.gov/content/building-trauma-informed-temporary-assistance-needy-families-program>; see also: Social Work Today website, Awareness of Trauma-Informed Care webpage. [Awareness of Trauma-Informed Care \(socialworktoday.com\)](https://www.socialworktoday.com)
- ¹⁹ Barthle, Courtney, Kendall, Jessica R., and Ramirez, Emily (2022). "Applying Trauma-Informed Practices in Case Management and Supervision." Washington, DC: Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services.
- ²⁰ Trauma Informed Care: Perspectives and Resources, "Evidence-Based Treatments Addressing Trauma." https://gucchd.georgetown.edu/TraumaInformedCare/IssueBrief4_EvidenceBasedTreatments.pdf
- ²¹ See: OFA PeerTA website at <https://www.peerta.acf.hhs.gov/content/ofa-webinar-coaching-success-elearning-curriculum> Based on Public Consulting Group's Human Services Coaching Framework, this curriculum aims at training employment case managers in how to leverage coaching techniques to improve their case management skills. The curriculum includes self-paced learning modules that cover topics such as active listening, powerful questions, emotional intelligence, and praise.
- ²² Adelman, C. (1993). Kurt Lewin and the Origins of Action Research, *Educational Action Research*, 1:1, 7-24, DOI: 10.1080/0965079930010102
- ²³ See, e.g., Raja, S., Hasnain, M., Hoersch, M., Gove-Yin, S., & Rajagopalan, C. (2015). Trauma informed care in medicine. *Family & community health*, 38(3), 216-226. Substance Abuse and Mental Health Services Administration. (2014). SAMHSA's concept of trauma and guidance for a trauma-informed approach. Rockville, MD; Ko, S. J., Ford, J. D., Kassam-Adams, N., Berkowitz, S. J., Wilson, C., Wong, M., ... & Layne, C. M. (2008). Creating trauma-informed systems: child welfare, education, first responders, health care, juvenile justice. *Professional psychology: Research and practice*, 39(4), 396.



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Office of Family Assistance