



## TIPS and BIPS

### Trauma Indicator Possibilities Screening and Buffering Items and Possibilities Scoring

The TIPS is the screening tool in the SAFE-T model. It corresponds with the sections referencing the SAFE-T Screening Tools and SAFE-T Checklist. We typically use the screening tools as referral documentation, utilizing the broader and longer SAFE-T Checklist only if we have flagged a certain number of items in the screening tool that indicate to us, as a team, that there are concerns worth documenting further and teaming about. For example, we may elect to look further if there are behaviors or situations flagged on the screening tool that indicate to the team that trauma may have been present in the client's past or present history. We may do this because we want to ensure we appropriately document any trauma-related risks and needs that we wouldn't otherwise look for and document, but that could affect our client's behavior, pose risks to our client or others, or relate to biological and medical needs or concerns.

(For more information on overall assessment of these issues, see Chapter 3 from SAFE-T online training modules: SHOULD WE MOVE ON TO ASSESSMENT? More on biological needs and concerns is found in the Risks and Needs section of the SAFE-T training.)

We use this checklist to see whether we may need to move on to the larger assessment.

Definitions are found after the screening tool followed by buffering items scoring.

Y N      Are there concerning items marked from both the behavioral (left) and situational (right) column?

Y/N      Are there 3+ items marked in any one section?

Y N      Are there at least 4 concerning items marked in total?

If any Y's, consider trauma-related supports. If more than 2 Y's, usually need to complete the SAFE-T Checklist.



1. We administer Screening Tool
2. We determine if we need to go more in-depth (and complete the SAFE-T Checklist with ACEs)



**BEHAVIOR REFERRAL INFORMATION:** Check the past and/or current box as appropriate for each behavior if you have a concern with this behavior, or if the person, to your knowledge, has ever used this behavior or shown this concern. **Challenging behaviors or concerns I have for this person in the past or present**

Past	Current	Behavior
		Acts out aggressive or sexual play with others or dolls or figurines
		Using alcohol, cigarettes or drugs
		Challenging behavior when almost any transition takes place
		Depicts aggressive events in drawing or coloring
		Challenges with appropriate play
		Trouble responding to caregiver's instructions
		Challenges with bedtime
		Depicts sexual events with drawing or coloring
		Destroys property
		Developing feeding skills is not happening on track
		Eating much less than others the person's age and size
		Eating much more than others the person's age and size
		Eating out of the garbage or eating hygiene products
		Makes false accusations about others
		Several weekly tantrums or crying spells lasting longer than 30 minutes
		Biting, kicking, or hitting others the person's own age
		Behavior that injures animals
		Running away from or leaving safe situations, or supervision
		Self injurious behavior when alone
		Public sexual behavior
		Sexual behavior toward animals
		Inappropriate sexual behavior
		Smearing feces
		Starts fires
		Taking things that do not belong
		Toilet training is not on track and person is not DD/ID
		Trouble talking
		Difficulty with expressing emotions
		Pain threshold seems higher or lower than that of most peers

*Other behaviors:*

**Adverse experiences or difficult caregiving situations that have affected this person in the past or present**

Past	Current	Situation
		Everyday parenting techniques seem to make challenges worse
		Client exposed to drugs in utero
		Client homeless as a child
		Client shows reduced eye contact with caregivers but not other people
		There is documentation of mistreatment, abuse or neglect
		It is likely a client was present during drug use
		Medical diagnosis
		Mental health diagnosis
		It is likely a client experienced neglect
		It is likely a client experienced sexual abuse
		It is likely a client experienced physical abuse
		It is documented a client witnessed family violence
		A client was abandoned as a child
		A client stayed in foster care as a child
		A client was adopted as a child
		A client was in multiple foster care placements
		A client was in a failed adoption
		Person's primary care was interrupted by a caregiver's incarceration or poverty
		A client was homeless as a child
		Person has lost a caregiver due to death
		A client's caregiving was disrupted due to immigration
		A client's caregiving was disrupted due to drug abuse
		A client has experienced a traumatic medical event
		A client has been treated for feeding challenges
		A client received feeding treatment, then family discovered medical reason for feeding concerns
		A client was pregnant before age 18
		A client's biological mother was pregnant before age 18

*Other concerning situations:*

<b>TIPS Definitions</b>	
<b>Behavior</b>	<b>Basic definition notes (for any behaviors for which your agency already records, may use your agency's definitions instead if there is a discussion or conflict)</b>
<b>Acts out sexual roles with others</b>	Mark this item as a "1" (meaning "yes") if the client has been observed using behavior that could be sexual in nature WITH other people. DO NOT count it if the person has used this behavior only with objects or themselves, such as masturbation, drawing sexual content, etc. Could include sitting on someone's lap and touching someone's private parts, putting someone's hand on client's private parts, asking someone to touch them, etc).
<b>Using alcohol, cigarettes or drugs</b>	Mark this item as a "1" (meaning "yes") if the client has been observed or reported by staff or previous caregivers as using the behavior, even once, or if the client self-reports that they did.
<b>Challenging behavior when almost any transition takes place</b>	Mark this item if the client uses challenging behavior (e.g., behavior that may require a behavior plan to decrease to reduce the risk of harm to the client themselves or another person) during transitions (such as moving from one event to another, one scheduled item to another, stopping a preferred activity and starting a scheduled one, etc)
<b>Depicts aggressive events in their writing or drawing</b>	Mark this item if the client has been observed or reported to draw pictures or write content (e.g., journal, letters, etc) with aggressive content that 2 observers agree could be aggressive (such as a person hurting someone else including an animal, hurting themselves, scenes with blood or violence or harm to someone's person, etc)
<b>Challenges with appropriate leisure skills</b>	Mark this item if the client finds it difficult to engage in appropriate leisure skills OR uses challenging behavior (e.g., behavior that may require a plan to decrease in order to reduce the risk of harm to themselves or others) when asked to engage in appropriate leisure skills or when it is time to do so
<b>Trouble responding to caregiver's instructions</b>	Mark this item if the client often (e.g., to the extent that it is targeted in a skill acquisition plan or behavior reduction plan) refuses to respond to caregiver's instructions
<b>Challenges with transitioning to rest or bed</b>	Mark this item if the client uses unsafe or challenging behaviors or serious avoidance behaviors when it is time to go to rest or bed, to the extent that they need or are prescribed medications, behavior plan components or other supports to help them transition to rest or bed
<b>Depicts sexual events with drawing or coloring</b>	Mark this item if the client has been observed or reported to draw pictures or write content (e.g., journal, letters, etc) with sexual content that 2 observers agree could be sexual (such as a person engaging in sexual content with someone else including an animal, sexual content with only themselves, scenes with sex (may also include violence or harm to someone's person, etc)
<b>Destroys property</b>	Mark this item if the client has been observed or reported to destroy property to the extent that the person destroys someone ELSE's property, usually with criteria that the item is valued at some dollar amount to replace (for this and all other behaviors, if MELMARK has your own definition of this behavior, use MELMARK's even if it conflicts with the examples or definitions provided here)



<b>Eating much less than others the person's age and size</b>	This item is usually present if the person is diagnosed with anorexia, but may also be scored if the person eats visibly less than others and there is no diagnosis. May still mark this if the item is likely present because of a drug interaction or another diagnosis.
<b>Eating much more than others the person's age and size</b>	This item is usually present if the person is diagnosed with bulimia, but may also be scored if the person eats visibly and markedly more than others and there is no diagnosis. May still mark this if the item is likely present because of a drug interaction or side effect, or another diagnosis.
<b>Eating out of the garbage or eating hygiene products</b>	Mark this item if the client has been observed or reported to engage in eating out of the garbage and/or eating hygiene products, even if it occurred rarely.
<b>Makes false accusations about others</b>	Mark this item if the client has been observed or reported to engage in this behavior. Do not include making statements about what someone MIGHT do, such as making inferences ("he is going to kill me") that might occur given a psychiatric diagnosis. Examples of making false accusations should include saying things that a person DID, not what they might do (e.g., saying "that staff member just tripped me" when the staff member was observed to be in another room, etc)
<b>Several weekly explosive bouts of screaming behavior or crying spells lasting longer than 30 minutes</b>	Mark this item if the client has been observed or reported to engage in more than 2-3 weekly bouts of crying or "explosive" behavior (e.g., shouting and screaming)
<b>Aggression to others (may include biting, scratching, pulling, kicking, or hitting)</b>	Mark this item if client uses aggression with other people. Do not count as "1" if client uses aggression to self such as self injurious behavior but never toward another person. Do not count if client used harmful behavior to themselves and someone else was hurt incidentally while blocking the behavior and this only occurred once.
<b>Behavior that injures animals</b>	Mark this item if client uses or has been observed to use behavior that injures animals such as hitting, kicking, throwing them, or pulling or pushing them, or hitting them with items, etc.
<b>Running away from or leaving safe situations, or supervision</b>	Mark this item if client uses or has been observed to use behavior that results in unsafe removal of supervision such as running away from supervision, leaving supervised area or safe situation; may be called "elopement" in past or current behavior plans.
<b>Self-injurious behavior when alone</b>	Mark item if client uses SIB (self injurious behavior) and this has occurred when other people are not present, even if the client later told someone about the behavior; mark item even if the injury does not leave a mark, or if the marks are not visible to others. Could include scratching themselves while asleep (e.g., clawing at chest and leaving marks), banging head, gouging eyes, pulling out hair, scratching skin; mark item even if client is also diagnosed with a disorder that could explain the behavior, such as Prader Willie Syndrome, or mental health challenges or as a side effect of a medication.
<b>Public sexual behavior</b>	Mark item if client uses sexual behavior in public, even if that behavior is directed toward self (e.g., pulling down pants or touching private body parts), if the behavior could be easily or reasonably viewed by someone else (e.g., in a public place or space, in a bathroom with the door open, etc)
<b>Sexual behavior toward animals</b>	Mark this item if client uses or has been observed to use behavior that involves sexual content and also involves animals such as pulling down pants and using the animal to touch private areas, or rubbing the animal on body, or taking two animals and touching them together in sexual way



Inappropriate sexual behavior	Mark item if client uses sexual behavior that is inappropriate per the person's context, such as touching self in a public place, using verbal behavior with sexual content to a peer or person with whom it is not appropriate; any contact between adult client and a minor. Do NOT include touching the person's spouse or partner if the touch was consensual and in a private room and was appropriate per the two clients' plans; therefore, the client may act out sexual roles with others (e.g., another item on this screening tool) but NOT have this item marked, and that could be appropriate given the situation.
Smearing feces	Mark item if client uses this behavior or has been observed to use the behavior. Do not count if client was in a toilet training program or working on related goals and the behavior ONLY occurred during a time limited way during the appropriate context (e.g., if client's behavior incidentally resulted in smeared feces on a toilet or related surface while being supervised to acquire the behavior or appropriate toileting).
Starts fires	Mark item if client started fires in the past or has used behavior that would have started fires in inappropriate setting if the behavior had not been stopped by a caregiver.
Taking things that do not belong	Mark item if client takes things that do not belong.
Toilet accidents	Mark item if client is not toilet trained and has accidents, whether this is a current goal or age appropriate or not. (For example, a 2 year old who has toilet accidents involving voiding bowels or bladder or both, either during the daytime or nighttime or both, would receive a "1" for this item and a 20 year old or 12 year old would also receive a "1" for this item. Record "1" whether "accidents" are "intentional" or not.
Trouble communicating with others	Mark item if 2 observers would reasonably agree that communication is difficult for the client, if others have trouble understanding the client's attempts to communicate their wants and needs, or if the client has communication related goals in their plan because they struggle in one of these or related ways: using challenging behavior instead of expressing wants and needs; absence of attempts to communicate; low rates of appropriate communication; etc
Difficulty with expressing emotions	Mark item if 2 observers would reasonably agree that expressing emotions is difficult for the client and this is a problem that impedes their quality of life; if others have trouble understanding the emotions the client attempts to express, or the client routinely expresses emotions that do not match or are not consistent with the client's current environmental context; or if the client has emotional expression related goals in their plan because they struggle in one of these or related ways: using challenging behavior instead of expressing emotions; absence of showing emotion or understanding emotion that others express in social situations; etc
Pain threshold seems higher or lower than that of most peers	Mark item if observations are consistent with one or more of these: client is diagnosed with pain threshold related conditions; if expressing pain is targeted in plan because client does not seem to "register pain"; if client inflicts pain on themselves that they do not seem to feel; if client's team member(s) in the past have observed this as a problem; etc



This is the BIPS (Buffering Items and Possibilities Scoring). Part 1: Teams may use this before or after treatment, during screening, or to guide teams to include therapeutic supports that have been found in the literature to support people during and/or after trauma. Use the definitions (next page) to fill out the table below and if needed, add to the person's behavior support plan, treatment plan, person-centered plan, or training package.

Part 2: Next, make sure to note which of the screened behavior "concerns" (from the screening tool, TIPS) might also have beneficial aspects. Some teams find it helpful to use this as a jumping-off point for treatment, in gathering information about possible alternative skills and behaviors you can build on.

## BIPS (Buffering Items and Possibilities Scoring) Part 1

While supporting behavior needs, honor the whole person and their overall health needs. The goal is to work towards a person scoring "YES" for every item below. No matter what behavioral supports are provided, the below factors will be incredibly helpful and may be even more critical.

*Item number in SAFE-T Checklist	Buffering Item	Yes/ engagement	No/ no engagement	Item is in behavior or support plan	Unknown	Notes
E47	Person exercises regularly					
E48	Person maintains a relatively healthy diet (including having the resources, knowledge, social support, and access to do so)					
E49	Person is working on using stress relieving techniques that work for them (e.g., they can calm down after a scary event, they can "relax"; may include meditation, yoga, stretching, reading, deep breathing, etc); they have at least one of these skills in their repertoire and are socially supported to do it when appropriate or needed					
E50	Adequate sleep hygiene					
E51	Person receives appropriate mental health care					
E52	Person has relationship with trusted adult					

\*SAFE-T Checklist training available at [cuspemergenceuniversity.com](http://cuspemergenceuniversity.com) or email [cuspemergenceu@gmail.com](mailto:cuspemergenceu@gmail.com) for more information.

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Buffering Item Possibilities Scoring		
Item number in SAFE-T Checklist	Buffering Item	Brief definition of "Engagement" in this item
E47	Person exercises regularly	Person engages regularly in a form of exercise appropriate to them (their abilities, environment, and supports); for example, person takes a walk every day, does yoga regularly, person bounces on a ball or plays an active game with staff or peers regularly; etc. Score "no" if person rarely engages in physical activity, even if it is prescribed and on the plan (e.g., person's team and BIP recommend regular exercise but client uses protests and does not engage in recommendations)
E48	Person maintains a relatively healthy diet	Includes having the resources, knowledge, social support, and access to do so. Person has been provided nutrition counseling or support, and attempts to follow a healthy diet, OR is supported by team to maintain healthy diet. Score "no" if person has been recommended a healthy diet but observations suggest client regularly violates it and eats a majority of unhealthy foods on a regular basis or avoids almost healthy foods on a regular basis
E49	Person is working on using stress relieving techniques that work for them	Person works on, with support if appropriate, using a coping skill when stressed; this skill or set of skills is in behavior plan, OR is practiced regularly by person with staff or in their educational program on a daily or regular basis; score "no" if the person does NOT use a stress relieving technique, is not supported to use one, there is not a related target skill(set) in their behavior plan or skill acquisition plan; the person responds inappropriately or "disproportionately" to stressful situations, etc. This item might include: they can calm down after a scary event, they can "relax"; may include meditation, yoga, stretching, reading, deep breathing, etc); they have at least one of these skills in their repertoire and are socially supported to do it when appropriate or needed
E50	Adequate sleep hygiene	Person has received sleep recommendation and regularly (e.g., 5/7 days per week) meets that (such as being told by primary care provider they need 7 hours of sleep, and sleeping 6-8 hours per night; score "no" if person regularly sleeps much less (2+ hours) than their recommended number hours of sleep)
E51	Person receives appropriate mental health care	Person is assigned to and /or regularly attends mental health support from qualified provider (e.g., do not count if person occasionally discusses mental health concerns with a provider who is not a mental health therapist, such as talking to one's residential counselor or educator about mental health); may include ACT session with behavior analyst or other therapist; psychologist or psychiatrist session to manage medications and discuss symptoms, mental health concerns; therapy session with cognitive behavior therapist or DBT provider; can include single or group sessions. INCLUSIONS: children who are not appropriate to attend meeting themselves, but who are followed by mental health team and providers, managing meds and symptoms
E52	Person has relationship with trusted adult	Person is reported to, and observed to, have relationship with trusted adult, as indicated by the following: Evidence of approach and interaction that may include some of these: initiates verbal behavior, including questions and statements; making and responding to bids for interactions combined with positive social affect as commensurate with how that client typically expresses it (e.g., smiles, eye contact, handing them things, accepting things, using parallel engagement in activities, talking and answering questions); LACK of the following exclusively or mostly in this person's presence: downcast eyes, running away, turning away combined with negative affect (e.g., frowns/grimaces), shaking or removing body parts when grazed).

## BIPS Part 2

**Instructions:** Place check marks in appropriate column based on whether the person uses some beneficial items in this screened area. May further describe in the boxes or attach papers.

*Below: Each behavioral area assessed on the screening tool could also be associated with a beneficial repertoire component. Ways to use this include (but are not limited to) these:*

**-For programming supports, to select behavioral alternatives, etc:** May select past/current or both by using checkmarks to indicate if this buffer is present, then use this skill or area to help engineer supports for related concerning items

**-To note how the person's repertoire has changed, or to monitor progress:** Some clients will have a "past" check but not a "current" one, indicating there may be stimulus control problems (e.g., they "can" use this skill but they are not finding the support in their current environment to do so- see for instance literature on boredom during incarceration and lack of input during neglect, which lead to development of problematic repertoires), or that there may be medical problems (e.g., there is onset of dementia, skill regression after abuse, or lack of enjoyment related to depression, cognitive decline or mental health challenges)

Past	Current	Screening area and beneficial skills or actions associated with it
		<b>Roleplay:</b> Acts out roles with others; plays pretend or uses roleplay (can imitate others' actions, act out events, and make statements to describe their behavior):
		<b>Substances:</b> Uses substances responsibly (e.g., may drink responsibly if legal drinking age; takes medications on time and in prescribed doses):
		<b>Transitions:</b> Communicates about challenging transitions; requests help as needed during transitions; uses transition object or items as needed; switches between events when needed:
		<b>Drawing and writing:</b> Can write or draw; describes events in their drawing or writing:
		<b>Leisure skills:</b> Uses at least one leisure skill; has a "hobby"; uses leisure skills at appropriate times; can be "by self" safely and use skills to entertain self:
		<b>Responds to instructions:</b> Person is able to respond to caregiver's instructions. For more information on building a repertoire of instruction following (which might be useful in safety situations, like "follow the red lights to safety" or "go to the exit"), see VB-MAPP for assessing and building listener responding skills. Subskills include asking questions for clarification if questions are not clear, asking for help if the question is too difficult, asking for an example if the instruction is new, etc.
		<b>Transitions safely:</b> Person safely transitions to rest or bed, or when it's time to stop doing one thing and start doing another, person moves between the activities
		<b>Colors or draws:</b> Person can depict events with drawing or coloring
		<b>Uses items safely:</b> Person has an array of skills to use with common objects or items. Pre-requisite skills may include object imitation (for this and related skill, see ABLLS-R)
		<b>Eating:</b> Consumes adequate amounts of healthful food (other related skills may include making a snack or a simple meal; washing dishes; following mealtime routines; enjoying a meal with others).
		<b>Safe food responses:</b> Eats only items that are produced or grown for eating; eating only edible items
		<b>Accurate reporting:</b> Can accurately describe what occurred after it happened; makes reports in which the reported event matches what an observer saw happen
		<b>Feelings:</b> Feels variety of feelings and uses appropriate affect (e.g., cries when sad things happen, but asks for help or uses soothing skills to return to doing something the person loves or finds comforting, after a little while (length will vary different individuals); laughs when there is something funny or smiles when someone tells a new funny story)
		<b>Touch:</b> Uses safe touch with others; has opportunities to engage in appropriate touching (roughhousing, patting, smoothing an animal's fur, volunteering to hold animals if appropriate at a shelter, etc – can also include hugging or shaking hands, receiving or giving massage)- select skills and environments and recipients that are appropriate (places, times, sufficient amount, etc)
		<b>Safe around animals:</b> Uses an appropriate repertoire of safe behaviors around animals, appropriate to the location, observers, number of people or animals present, etc. For instance, asks before petting a dog one passes on the street; follows owner's instructions as needed; gives treats to an animal appropriately; brushes fur or trims nails; etc

		<b>Stays in proximity to safety:</b> stays where there is appropriate supervision or follows safety signals (individualize for age and developmental age, skill level); stays out of unsafe environments (e.g., stays on bank of a lake instead of jumps in without a life vest); if taking the bus, for example, talks to people in safe amounts and using safe words and volume; asks bus driver or other community helpers for assistance if needed, follows safety instructions suited to the environment
		<b>Uses safe behavior with self:</b> Touches self without causing injury; uses self soothing behaviors that are supportive and helpful and effective
		<b>Safe behavior in public:</b> Uses safe behavior in public, including touching others only if appropriate or suited to the person and situation
		<b>Toileting:</b> Voids and uses toilet hygiene appropriately (uses in appropriate places and uses toilet paper appropriately; washes hands after voiding in toilet; uses communication effectively if needs assistance or if there are questions and language barriers or constraints (there is a line, the person is sick, etc)
		<b>Fire safety:</b> Person uses fire related equipment safely and follows safety rules in the environment, issued by a caregiver or stated by authorities; can use safety equipment to put out a fire or can ask for assistance
		<b>Uses own items:</b> Uses the person's own items; uses other's items only with permission; asks permission to borrow or share; follows rules set by social environments; their own Taking things that do not belong
		<b>Communicates with others effectively:</b> Uses appropriate communication appropriate to age and developmental level, perhaps including prostheses (pictures, written words or scripts, or PEC system, or technological assistance; related skills might include asking for what the person needs (including assistance, information, affection, interaction, food or other items; or tells others when things are wrong or bothering them; or when they need space, a break, a different environment, etc)
		<b>Describes emotions:</b> Can use age-appropriate or developmentally appropriate skills related to emotion (e.g., can articulate emotions, select pictures of emotions, describe emotions; answer questions related to emotions)
		<b>Describes pain and follows appropriate instructions related to it:</b> Can describe where pain is located in or on body; can describe or label parts of the body and respond to related instructions; goes to doctor and dentist visits and follows instructions related to those; takes medications as described

*This list is just a start. Several curricula will be helpful if you or a caregiver or team learn there is an area that could use some additional related skill building; behavior analytic curricula (or assessments and assessment/curricula combination) that could be compatible may include:*

- *DNA-V (expressing emotions, interacting with others (adolescents and up)*
- *TAPS (talking aloud problem solving)*
- *ABLLS-R*
- *VB-MAPP*
- *PEAK relational training system*
- *EFL (Essential Skills for Learning)*
- *AFLS (Assessment of Functional Living Skills)*

**SAFE Staff:** Screening tool for possible trauma indicators in staff or team members. **NONE** of these items is meant to judge a behavior as wrong, detect or diagnose trauma or any other concern on the part of staff or clients, but to assist teams with supporting their members and clients (could include areas such as training, emotional support, mental health support, or additional expertise, etc).

Y/N	Concern experienced by staff
	<b>Client harm:</b> Has witnessed clients harming themselves
	<b>Client harm:</b> Has witnessed clients harming other clients
	<b>Client harm:</b> Has witnessed clients harming staff or team members
	<b>Client harm:</b> Has been harmed by a client's physical actions
	<b>Restraint:</b> Has been involved in administering physical restraint
	<b>Restraint:</b> Has been involved in administering physical restraint in which someone else was injured
	<b>Sexual trauma:</b> Works with client who has experienced sexual trauma was experienced
	<b>Property Destruction:</b> Has had personal property destroyed by a client
	<b>Medical needs:</b> Has been assigned to work with someone who was medically fragile
	<b>Reporting:</b> Staff has had to report mistreatment, abuse or neglect for a client
	<b>Uncertainty:</b> Has been assigned to work with someone using behaviors the staff did not know/ was not trained to support
	<b>Reporting:</b> Staff has had to report that a client has been subject to mistreatment, abuse or neglect
	<b>Reporting:</b> Staff has had to report another person for mistreatment, abuse or neglect
	<b>Bullying and accusations:</b> Has experienced false accusations about themselves by a client
	<b>Bullying and accusations:</b> Has experienced bullying toward themselves by someone at work (including by client, staff, or others)
	<b>Animals:</b> Has observed a client injuring animals
	<b>Elopement:</b> Has chased a client who was in danger of injury because of client's behavior of leaving safe supervision
	<b>Sexual behavior:</b> Has been touched inappropriately by a client
	<b>Dangerous or difficult settings:</b> Has worked with a client in a difficult and trauma-related setting (include mental institution; prison; rehabilitation facility; residential home for persons from abused or abusive backgrounds; etc)
	<b>Dangerous or difficult behaviors:</b> Has worked with a client who uses difficult or dangerous behaviors (include behaviors that cause self-injury; behaviors with knives or other weapons; etc)

### Adverse experiences or difficult situations that have affected this person in the past or present

Y/N	Situation experienced by staff
	Has experienced trauma in their own childhood – between 1 and 4 events
	Has experienced trauma in their own childhood – 5 or more events
	Has experienced housing or food insecurity as an adult
	Has experienced job, transportation, or financial insecurity as an adult
	Has family members with medical concerns at present
	Has family members with mental health diagnoses or concerns

### Other concerning situations:

Y/N	Buffer experienced by staff
	Has access to trauma related supports for job related concerns
	Has access to mental health related supports for job related concerns
	Has access to stress relieving supports, and time to use appropriate supports, on the job
	Has access to healthy foods (meals and snacks) at work and time to eat
	Has time to sleep regularly and support to do this
	Has time to exercise regularly and support to do this
	Staff is not the only person trained to work with a given student/ behavior concern/ diagnosis (e.g., all people on caseload have a backup person)



*Other ideas or suggestions to support each other:*