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Measuring Trauma-Informed Care Using the Attitudes Related to Trauma-Informed Care (ARTIC) Scale

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Developers Tulane University

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- Faculty, Department of Psychology
- PI, NIJ-funded RCT, Trauma-Informed Approaches to School Safety, New Orleans Public Schools




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Traumatic Stress Institute: Mission

The Traumatic Stress Institute fosters the transformation of organizations and service systems to trauma-informed care (TIC) through the delivery of whole-system consultation, training, coaching, and research.




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Training and Consultation

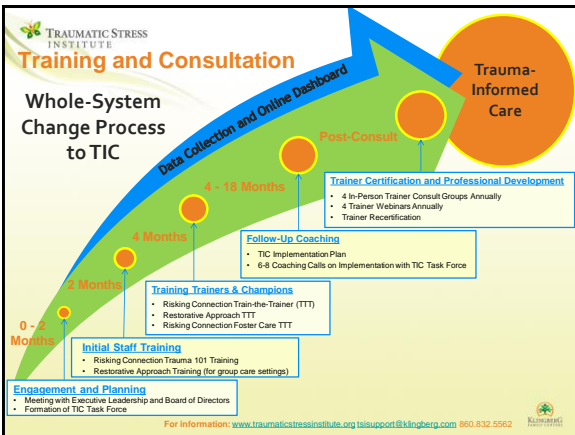
Research/Program Evaluation



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Training and Consultation

Whole-System Change Process to TIC



Engagement and Planning

- Meeting with Executive Leadership and Board of Directors
- Formation of TIC Task Force

Initial Staff Training

- Risking Connection Trauma 101 Training
- Restorative Approach Training (for group care settings)

Training Trainers & Champions

- Risking Connection Train-the-Trainer (TTT)
- Restorative Approach TTT
- Risking Connection Foster Care TTT

Follow-Up Coaching

- TIC Implementation Plan
- 6-8 Coaching Calls on Implementation with TIC Task Force

Trainer Certification and Professional Development


- 4 In-Person Trainer Consult Groups Annually
- 4 Trainer Webinars Annually
- Trainer Recertification

Data Collection and Online Dashboard

Pre-Consult

Trauma-Informed Care

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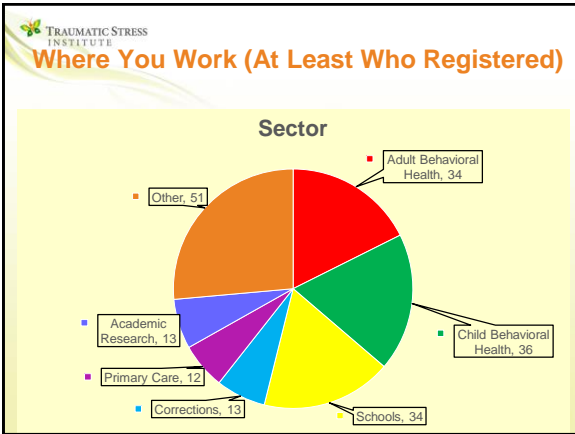
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Research/Program Evaluation

Measurement development
 Outcome evaluation of our change model
 Program Evaluation Consultation

- Data collection and analysis
- Dashboard data display for individual staff and organizations
- Consultation on data-based decision making






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Where You're From

Outside US


- Adelaide, Australia
- Dublin, Ireland
- Ontario, Canada
- British Columbia, Canada
- Alberta, Canada




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Landscape of the TIC Field


- Trauma-informed care (TIC) exploding BUT...
- TIC a buzzword with vague definition and few concrete ways to operationalize
- Literature on TIC is rich with theories, principles, and White Papers
- Little empirical evidence
- Lack of objective tools to measure the concept
- Research tools and designs expensive and impractical




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How the ARTIC Fills the Gaps


- Reflects and synthesizes the current theoretical and empirical knowledge of TIC
- Psychometrically validated
- User-friendly to administer
- Long versions and short versions
- Push TIC field toward more data-driven decision making



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ARTIC Scale Development

- Grew from 19-item scale used to evaluate Risking Connection Trauma Training Model (Brown, et al., 2012)
- Revamped in partnership with content experts using Community Based Participatory Research (CBPR) (Hausman, Baker, et al., 2013)
- Developed from study of 760 adult professionals from human service, education, health care, and related fields.
- Reliability and validity robust




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Sample ARTIC Items

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 The clients were raised this way, so there's not much I can do about it now. The clients were raised this way, so they don't yet know how to do what I'm asking them to do.

7 Clients need to experience real life consequences in order to function in the real world. Clients need to experience healing relationships in order to function in the real world.



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ARTIC Subscales: 5 Main Subscales


Subscale 1. Underlying cause of problem behavior/symptoms
Beliefs about behavior/sxs as adaptive and malleable vs. behavior/sxs as intentional and fixed.

Subscale 2. Responses to problem behavior
Beliefs about importance of relationships, flexibility, kindness as agents of change vs. rules, consequences, accountability as agents of change

Subscale 3. On-the-job behavior
Beliefs about importance of empathy-focused staff behavior vs. control focused staff behavior

Subscale 4. Self-efficacy
Beliefs about one's ability to meet the demands of working with a traumatized population vs. inability to meet the demands.

Subscale 5. Reactions to the work
Beliefs about acceptance of the effects of secondary trauma and coping by seeking support vs. minimizing the effects of secondary trauma and coping by hiding or ignoring the impact.




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ARTIC Subscales: Supplementary Subscales

Subscale 6. Personal support of TIC
Beliefs about being supportive of, and confident about, implementation of TIC vs. concerned about implementing TIC

Subscale 7. System-wide support for TIC
Beliefs about system-wide support for TIC vs. not feeling supported by colleagues, supervisors, and administrators to implement TIC



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Versions of the ARTIC

Human Services

- ARTIC-45 (Orgs that have begun TIC implementation)
- ARTIC-35 (Orgs that have not implemented TIC)
- ARTIC-10 (Short form; fine for orgs that have or have not implemented TIC)

Education

- ARTIC-45 (Schools that have begun TIC implementation)
- ARTIC-35 (Schools that have not implemented TIC)
- ARTIC-10 (Short form; fine for orgs that have or have not implemented TIC)



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ARTIC Translations


Available now:

- Spanish
- French
- Japanese

In Process:

- Portuguese
- Norwegian


問1	問2	問3	問4
貴社の言葉や行動の用語は 多くの行動マニュアルから 大がかりに転写している	貴社の中で働く人々の間の 関係に集中すること、ト ラウマを軽減した人とはた らず多くの人で共通のアプリ ローチである	新しく導入した技術になる ことは、私たちがその技術 の多くで使っていない技術の ことだ	社には必要な研修の手立て が無い
貴社の言葉や行動の用語は 多くの言葉や行動の用語は 多くの人が使っている言葉 転写してきたことに由来し ている	関連用語（用語を導いた 結果としての事）がトラウマ を軽減した人とは異なる者 である。これらのアプリ ーチである	私たちが使用する技術に関して 聞いた話、それは私にと って手遅れなことだ	社には必要な研修の手立て がある




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What questions can the ARTIC answer?


- Did our interventions to implement TIC lead to change?
- Has the change been sustained over time?
- What is the level of organizational readiness for TIC implementation?
- What domains of attitudes (sub-scales) are strongest and weakest?
- Which staff/groups of staff may need additional training or supervision related to TIC?
- How can we tweak our intervention based on the data?




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Case Example: Rand Corporation


- Evaluating one-time, 2-hour Trauma 101 in-service pilot training for teachers
- One school in CA.
- Trained MSW students to deliver the training to teachers.
- Used ARTIC-35 (5 primary subscales)
- Stat significant increase in favorable attitudes on 4 or 5 subscales
- Hoping to expand to school resource officers and other teachers




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Case Example: American Home Finding Association

- Client agency of the Traumatic Stress Institute
- Multi-service agency in rural Iowa
- 12-18 month whole system change process
- ARTIC-45 and knowledge measure at 3 time points (before 3-day training, after 3-day training, 4 months later). N = 27.
- Data displayed on tailored agency and individual dashboards





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Case Example: American Home Finding Association (Cont.)


Key Findings:


- Stat significant increase in 5 of 7 subscales pre- to post-3 Day training
- Big fallout of scores at follow-up for group that did not receive additional training.
- For group without additional trainings, belief about system support for TIC decreased below baseline



 **Case Example:**
Behavioral Health Alliance of Rural Pennsylvania (BHARP)


- Large TIC initiative in 25 counties in rural PA.
- Initiative: readiness assessment, intensive training, trauma screening, learning collaborative, close tracking of multiple outcome metrics
- ARTIC-45 and ProQOL, one time point, n=400.
- Local norms to make comparisons
- Dashboard reports for individual staff
- Written agency reports for 23 agencies
- Subscale-specific recommendations



 **Case Example:**
Behavioral Health Alliance of Rural Pennsylvania (BHARP)

Key Findings


- Agencies found that staff vicarious trauma much more prevalent than they knew.
- Staff attending more TIC training did indeed have better ARTIC scores
- Case managers unexpectedly had less favorable scores than most other job roles



 **What We've Learned in Last 2 Years**


- TIC movement mushrooming in US and globally
- Hunger for valid measurement tools. Few available
- Ambivalence in TIC field about empirical research
- ARTIC one of many potential ways to measure TIC change
- Few measures applicable cross sector
- ARTIC is sensitive to change in staff attitudes
- Staff attitude change ≠ TIC system change



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Limitations of the ARTIC

- Move beyond preliminary validation
- Replication needed to confirm the 7 subscale structure
- Original sample demographic – largely white, college educated, women
- No norms
- Linking ARTIC scores with other favorable staff and system-level outcomes




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How to obtain the ARTIC?

- **Cost:** (One time fee per organization)
 - \$500 (for under 600 respondents).
 - Over 600, cost varies by number of respondents.
 - Reduced cost or waived fee possible for grad students and others where cost is prohibitive.
- **Includes:**
 - All versions of ARTIC
 - Information about how to use and score
 - ARTIC Scoring Spreadsheet (calculates subscale and total scores for you)
 - Qualtrics files for ARTIC
- Go to <http://traumaticstressinstitute.org/how-do-i-obtain-the-artic/> for details about purchasing.



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Questions???



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Thank You

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