

COMMUNITY TRAUMA TREATMENT CENTER FOR RUNAWAY AND HOMELESS YOUTH

ARC AGENCY INVENTORY*

Instructions: As part of our work around trauma, we have adopted an ARC (Attachment, Self-Regulation, and Competency) framework for intervention with youth who have experienced multiple or prolonged traumatic stress. ARC provides core principles of intervention and a guiding structure for providers working with youth. Since we are still early in our thinking about trauma and ARC, we thought it would be useful to have each agency conduct a self-assessment around the key principles of ARC.

Please read over the information in the boxes carefully. The staff at each agency should work together to answer the discussion questions; there are no right or wrong answers. This is a chance for agency staff to discuss some of the issues raised by the questions and, if applicable, identify areas for growth or change.

On the last page is a form to fill out summarizing your discussion. This is the only page that needs to be submitted. When you are finished, please complete one for your agency and fax it to Childrens Hospital Los Angeles.

POSITIVE ATTACHMENT: Positive attachment is the capacity to form and maintain a healthy emotional bond with another person or persons and which is a source of mutual enjoyment.

WAYS TO CREATE POSITIVE ATTACHMENT

- Create a structured and predictable environment by establishing rituals and routines
- Increase service providers capacity to manage intense affect
- Improve service providers understanding of the behavior of runaway and homeless youth, youth who have been traumatized, youth who have had to survive, and their ability to respond appropriately
- Increase the use of praise and reinforcement to build competency among youth. Look for strengths instead of focusing only on weaknesses or deficits.

A. Positive Attachment

1. What rituals and routines are included in day-to-day encounters with youth?
2. How does your agency support service providers in addressing youth when they are: (ask for examples)
 - a. in crisis?
 - b. angry or upset?
 - c. withdrawn and unresponsive?
3. How does staff at your agency use positive reinforcement or praise when working with youth? (ask for specific examples.)

4. Over the past year, has your agency made any changes in the ways it supports positive attachment with youth? If yes, how?

SELF-REGULATION: Developing and maintaining the ability to notice and control primary urges such as hunger and sleep, as well as feelings of frustration, anger, fear, etc

WAYS TO SUPPORT SELF REGULATION

- Build affect knowledge skills- ability to accurately identify one's own feelings
- Build affect expression skills-ability to safely express emotional experience
- Build affect modulation skills- ability to recognize and shift emotions and return to a calmer state

B. Self Regulation

1. How does your agency promote youth's ability to
 - a. Identify their feelings?
 - b. Express themselves appropriately?
2. How does your agency respond when youth express themselves inappropriately?
3. How does your agency help youth learn how to soothe or distract themselves when they are feeling upset, withdrawn, angry, etc?
4. How does your agency make it safe for youth to approach staff if they need help?
5. Over the past year, has your agency made any changes in the ways it supports positive self-regulation with youth? If yes, how?

DEVELOPMENTAL SKILL COMPETENCY: Mastering the developmental tasks of adolescence and developing the ability to plan and organize for the future,

WAYS TO SUPPORT DEVELOPMENTAL COMPETENCIES

- Create opportunities for the youth to gain mastery over the environment
- Create opportunities to connect with peers, adults, and community
- Identify and build on youths strengths to promote positive self-concept
- Encourage practice and teach youth to monitor how people respond to their behavior in order to foster a sense of control
- Encourage youth to set goals for the future and organize themselves (executive functioning)

C. Developmental Competencies

1. How, if at all, are youth involved
 - a. In program development?
 - b. In developing rules and consequences at your agency?
2. Do youth have responsibilities within the agency? If so, what responsibilities do they include?
3. How does your agency help youth identify and build on their strengths?
4. How does your agency help youth set goals for the future?
5. How does your agency help youth have positive relationships
 - a. with peers?
 - b. with adults?
 - c. with community members?
6. Over the past year, has your agency made any changes in the ways it supports developmental competency with youth? If yes, how?

ARC INVENTORY

Completed by: _____
(Name) (Title)
Agency: _____ Date: _____

POSITIVE ATTACHMENT

1. Circle the number that corresponds to how well your agency already supports positive attachment. For this scale, “1” equals “*not at all well*” and “5” equals “*extremely well*”.

Not at all well 1 2 3 4 5 Very well

2. What aspect of supporting positive attachment is most challenging for your agency?
3. What are the most successful strategies and interventions used by your agency to promote positive attachment?

SELF-REGULATION

4. Circle the number that corresponds to how well your agency already supports self-regulation.

Not at all well 1 2 3 4 5 Very well

5. What aspect of supporting self-regulation is most challenging for your agency?
6. What are the most successful strategies and interventions used by your agency to promote self-regulation?

DEVELOPMENTAL COMPETENCIES

7. Circle the number that corresponds to how well your agency already supports developmental competency.

Not at all well 1 2 3 4 5 Very well

8. What aspect of supporting developmental competency is most challenging for your agency?
9. What are the most successful strategies and interventions used by your agency to promote developmental competency?

10. What types of staff training and support are needed in any of the areas mentioned?

11. As a result of this inventory, are there any changes that you plan to make? If yes, give us examples of 1-3 ways that you will change agency policies, procedures, staff training, etc to adopt the ARC framework.

Please return this page only to Arlene Schneir at CHLA.
FAX:323-913-3614 of EMAIL aschneir@chla.usc.edu