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Table S1

*Organizational TIC Measure*

| Yes | No | Item |
| --- | --- | --- |
| | | There is some discussion of TIC, but it has not yet been implemented |
| | | A few people have been trained in TIC, but setting-wide implementation or formal training has not yet occurred |
| | | Most or all staff have training in TIC |
| | | Trauma screening is standard practice |
| | | The organization has/had a restraint and seclusion reduction initiative |
| | | Staff are trained in trauma-specific treatments such as TF-CBT, TARGET, GTI, CBITS, or TREM |
| | | Staff are evaluated in part based on TIC implementation |
| | | The job setting has systems in place to support TIC implementation |
| | | The administration facilitates and supports TIC implementation |
| | | The system as a whole has changed to accommodate TIC |
| | | Thoughtful, systematic adaptations have been made to TIC implementation so that TIC is an even better fit in your job setting |
| | | TIC implementation is now self-sustaining |

*Note*. Yes endorsements are summed for a possible score of 0-12.

Table S2

*Staff- and System-Level TIC Implementation Drivers (N = 537)*

| Staff-level TIC implementation driver | $t$ | Low-Implementers ($n$ = 275) | | High-Implementers ($n$ = 262) | |
|---|---|---|---|---|---|
| | | *M* | *SD* | *M* | *SD* |
| Positive attitude about TIC | -7.05** | 8.45 | 1.71 | 9.29 | 0.90 |
| Skills to practice TIC | -7.30** | 7.49 | 2.31 | 8.68 | 1.32 |
| Motivated to change practice to be more trauma-informed | -6.56** | 8.41 | 1.73 | 9.23 | 1.07 |
| Behavior with clients is trauma-informed | -9.17** | 7.05 | 2.28 | 8.52 | 1.28 |
| Routinely seek information about patients' trauma histories in order to better understand them | -5.45** | 8.13 | 2.27 | 9.06 | 1.63 |
| Ensure efforts are culturally competent and sensitive | -2.27* | 8.63 | 1.40 | 8.87 | 1.07 |
| Utilize a strengths-based perspective | -3.56** | 8.59 | 1.47 | 9.00 | 1.18 |
| Believe restraint and seclusion are traumatic experiences for clients | -1.50 | 8.16 | 2.62 | 8.48 | 2.33 |
| Feel connected to your clients | -1.48 | 8.31 | 1.29 | 8.47 | 1.28 |
| See clients' behavior as having meaning and/or resulting from clients' experiences of adverse events | -3.83** | 8.75 | 1.29 | 9.13 | 1.01 |
| Willing to individualize and be flexible depending on clients' needs | -3.13** | 8.99 | 1.07 | 9.25 | 0.86 |
| Think "my client is doing the best he/she can at this particular moment" | -4.01** | 8.12 | 1.67 | 8.64 | 1.34 |
| Feel clients are doing things to hurt/frustrate/irritate you personally[R] | -1.60 | 8.74 | 1.59 | 8.95 | 1.41 |
| Feel burned out related to work[R] | -1.76 | 7.06 | 2.57 | 7.45 | 2.48 |
| Experience secondary traumatic stress or vicarious trauma as a result of work[R] | 0.66 | 7.37 | 2.42 | 7.24 | 2.32 |
| Get compassion satisfaction from work | -0.44 | 8.45 | 1.51 | 8.50 | 1.45 |
| Satisfied with your job | -1.90 | 7.88 | 1.86 | 8.16 | 1.59 |
| Committed to your job | -0.97 | 8.82 | 1.67 | 8.95 | 1.48 |
| Skipped work for no major reason other than that you didn't want to go to work that day[R] | 0.39 | 9.16 | 1.73 | 9.10 | 1.63 |

| | t | M | SD | M | SD |
|---|---|---|---|---|---|
| Used an Employee Assistance program or some other form of counseling to manage stress at work[R] | 0.59 | 9.12 | 2.03 | 9.01 | 2.08 |
| Feel able to complete tasks and reach goals at work | -0.21 | 8.19 | 1.63 | 8.21 | 1.56 |
| Feel supported by colleagues at work | -4.61** | 7.73 | 2.07 | 8.45 | 1.54 |
| Feel supported by direct supervisor(s) at work | -5.14** | 7.25 | 2.84 | 8.35 | 2.02 |
| Feel supported by those who are in charge of your service (e.g., director, principal) at work | -4.50** | 6.81 | 2.90 | 7.82 | 2.26 |
| Feel rewarded at work for using TIC | -7.28** | 5.86 | 2.90 | 7.54 | 2.40 |
| System-level TIC implementation driver | *t* | *M* | *SD* | *M* | *SD* |
| The use of restraints, seclusions, suspensions, expulsions,  and/or out of program/class time[R] | 1.46 | 6.07 | 1.51 | 5.88 | 1.52 |
| The need for serious incident reports including client or helper injury[R] | 1.97 | 5.56 | 1.77 | 5.25 | 1.82 |
| Punitive and coercive environment[R] | -1.22 | 5.89 | 1.60 | 6.05 | 1.41 |
| Emphasis on accountability within flexibility | -1.09 | 4.85 | 1.50 | 4.99 | 1.51 |
| Interest in genuine staff development | -5.89** | 4.96 | 1.70 | 5.74 | 1.32 |
| Clear job role definitions | -2.28* | 4.79 | 1.64 | 5.10 | 1.50 |
| High staff turnover[R] | -0.49 | 4.42 | 1.97 | 4.50 | 1.88 |

*Note.* *p < .05, **p < .01. [R] indicates reverse scored. The word "client" was replaced with the word "student" for school-based staff.

Figure S1. Few staff report moderate or high levels of TIC implementation in their systems.
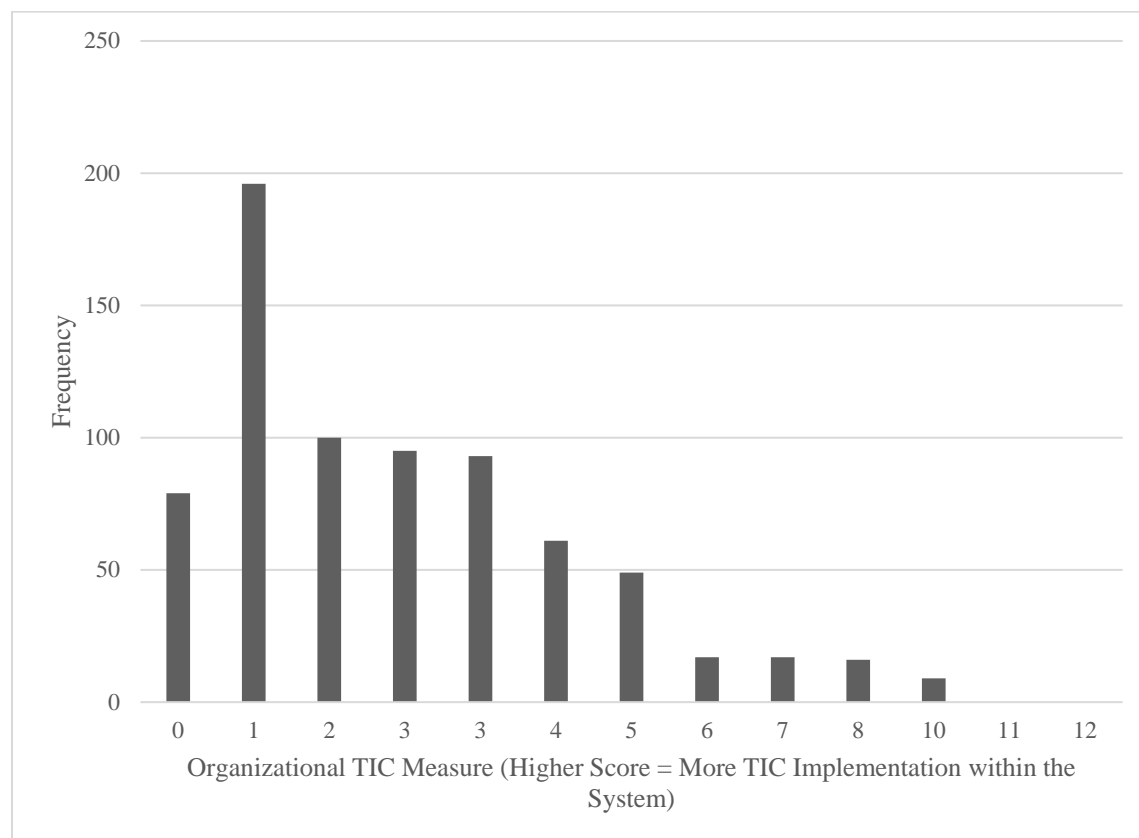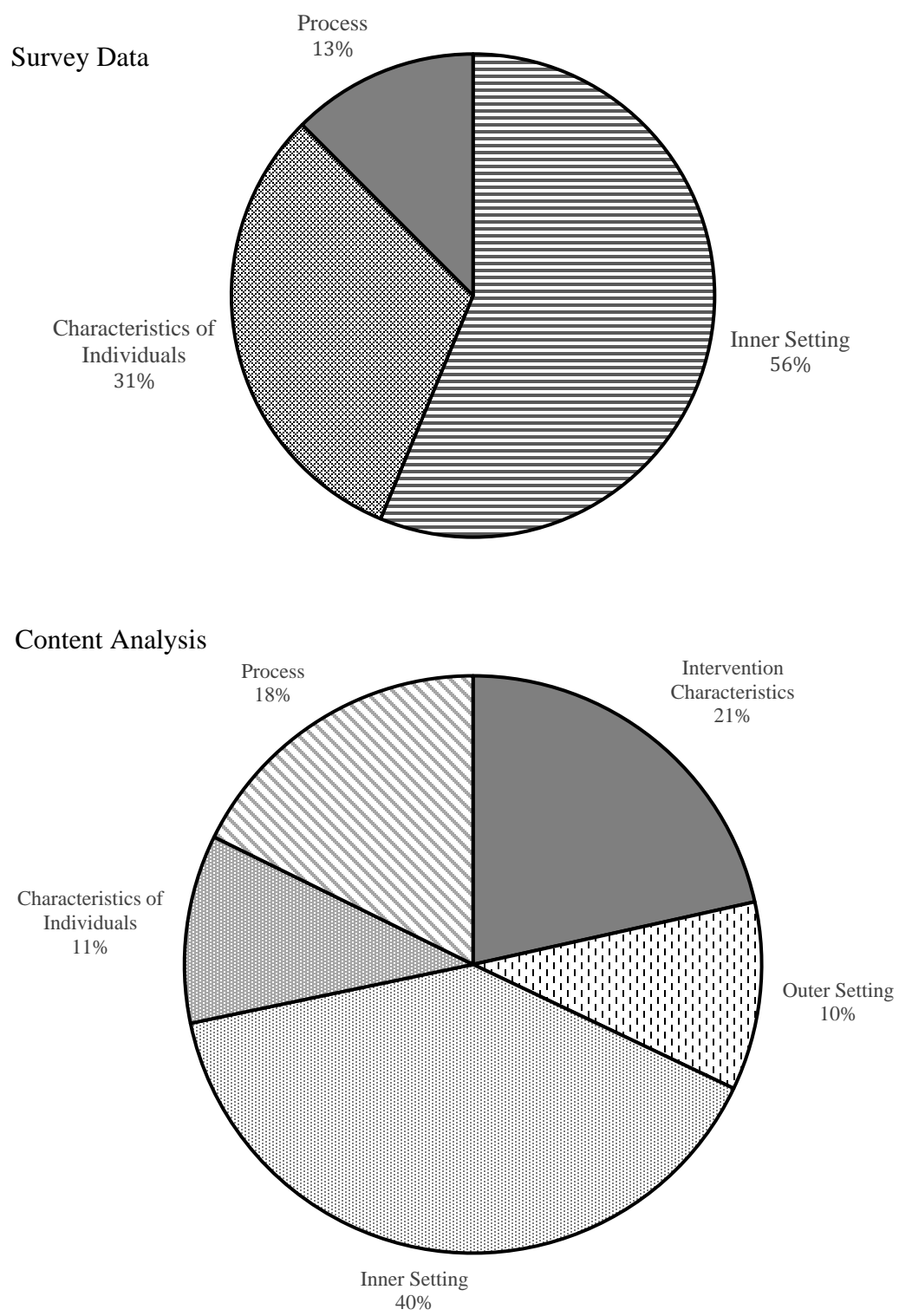
Figure S2. Codes by CFIR domain.

Survey Data

Process
13%

Characteristics of
Individuals
31%

Inner Setting
56%

Content Analysis

Process
18%

Intervention
Characteristics
21%

Characteristics of
Individuals
11%

Outer Setting
10%

Inner Setting
40%

Figure S3. Most commonly coded CFIR constructs (survey data). Domain is indicated by the number in the parentheses; Domain 1 = *Intervention Characteristics,* Domain 2 = *Outer Setting*, Domain 3 = *Inner Setting*, Domain 4 = *Characteristics of Individuals*, Domain 5 = *Process*.
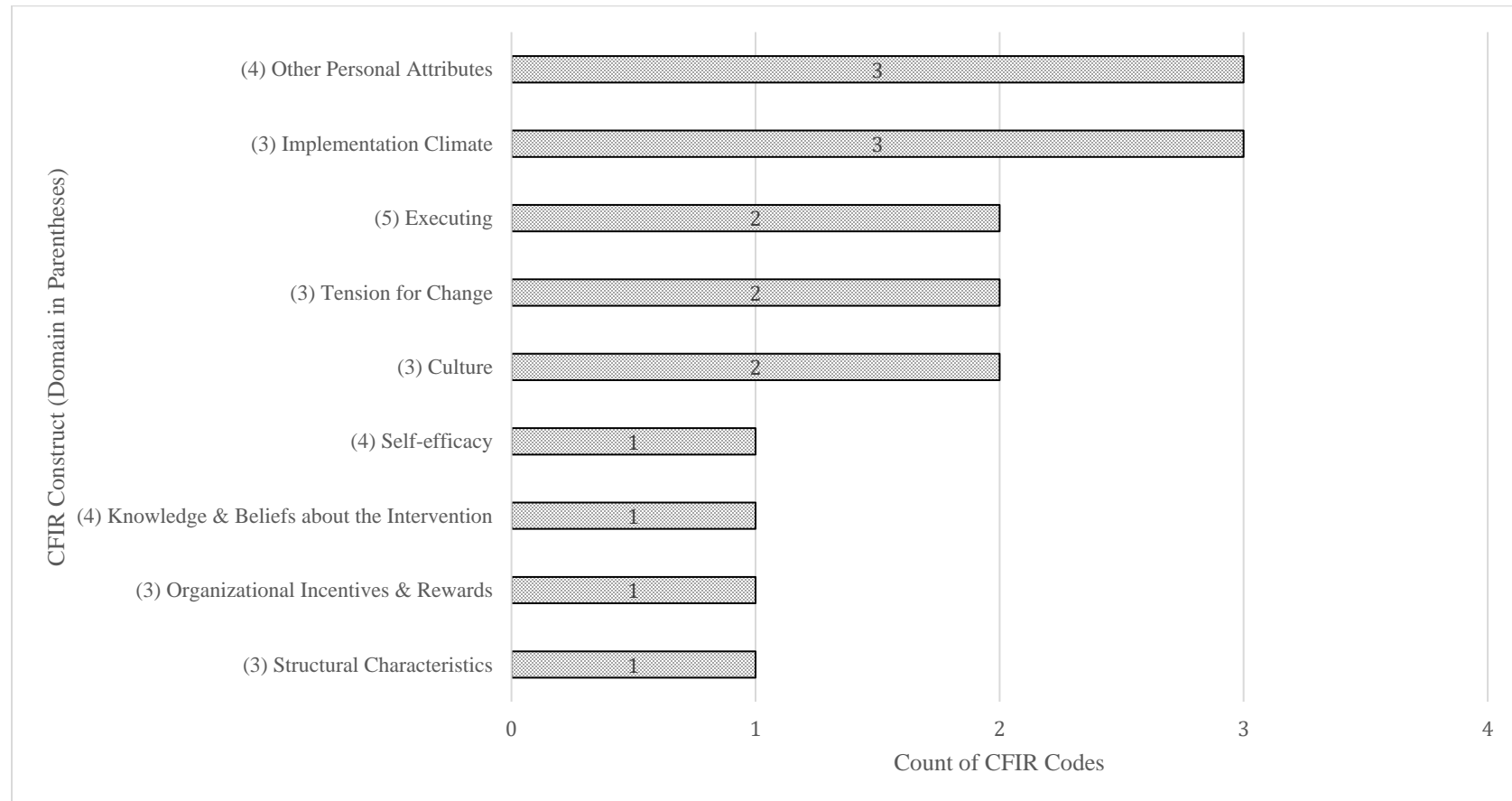
Figure S4. Most commonly coded CFIR constructs (content analysis). Domain is indicated by the number in the parentheses; Domain 1 = *Intervention Characteristics,* Domain 2 = *Outer Setting*, Domain 3 = *Inner Setting*, Domain 4 = *Characteristics of Individuals*, Domain 5 = *Process*.