
Trauma-Informed Training & Facilitation

JENNIE MARSH, LMSW

DEBI HOLCOMB, LMSW

Objectives

Participants will be able to:

Identify adult learning considerations for victim services providers and presenters/trainers.

Apply specific strategies for creating a trauma-informed training environment.

Identify trauma-informed approaches to facilitating training with adult learners.

Principles of Adult Learning

Adults...

Need to feel **self-directed**.

Need to have a **reason for learning**.

Want to use their **experience and background**.

Prefer a **hands-on** problem solving approach.

Want to **apply new knowledge and skills** immediately.

(OVC, 2014)

3

Trauma-Informed Principles

Safety

Trustworthiness and transparency

Peer support

Collaboration

Empowerment, voice, and choice

Cultural, historical, and gender issues

(SAMHSA, 2014)

4

How do we effectively combine these principles to create a Trauma-Informed training experience for our participants?

5



6

Preparation

7

"To me, trauma-informed critical pedagogy means acknowledging the role trauma has played in the lives of both students and teachers when creating curriculum."

(Cities of Peace, 2016)

8

Do your homework

- Prior to entering the space, do your homework!
 - Existing dynamics- community, office
 - Experiences with prior trainings, with the training content
 - Relationships between participants
 - Identities, both visible and invisible



9

The Training Environment

10

Trauma-Informed Environment

A Trauma Informed Environment:

Realizes the widespread impact of trauma and understands potential paths for recovery

Recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system

Responds by fully integrating knowledge about trauma into policies, procedures, and practices

Seeks to actively resist **re-traumatization**

SAMHSA, 2012

11

Creating a TI Training Space

Principle: **Safety**

Strategies:

Personal space

Content warnings/reminders

“Brave” space

Recognizing there are survivors in the room

(Trauma Informed Oregon, 2016)

12

Creating a TI Training Space

Principle: **Safety**

Strategies:

Logistics- restroom, drinks, exits

“Focus” aids- fidget toys, crayons, etc.

Encouraged to practice self-care in the environment

Ensure exits clearly marked and accessible

(Trauma Informed Oregon, 2016)

13

Creating a TI Training Space

Principle: **Trustworthiness and transparency**

Strategies:

Frankly discussing the “why”

Clear agenda/expectations/outcomes- then deliver!

14

Creating a TI Training Space

Principle: **Peer support & Collaboration**

Strategies:

Creating community agreements and revisit them

Prepare materials in as many formats as possible, considering accessibility

(Trauma Informed Oregon, 2016)

15

Creating a TI Training Space

Principle: **Empowerment, voice, and choice**

Strategies:

Discuss what they hope to get from this training and provide that if at all possible

Respect how people engage (Ex. introverts and extroverts)

16

Creating a TI Training Space

Principle: **Empowerment, voice, and choice**

Strategies:

Give participants a “pass” option when appropriate (ice breakers, reading aloud, etc)

Encourage active feedback throughout the training, and incorporate it

(Trauma Informed Oregon, 2016)

17

Creating a TI Training Space

Principle: **Cultural, historical, and gender issues**

Strategies:

From the beginning, “actively recognize and address historical trauma”, including acknowledging bias

As the trainer/facilitator, prepare yourself to practice cultural humility, and to interrupt and address oppression that shows up in the room

(Trauma Informed Oregon, 2016)

18

Trauma-Informed Training Facilitation

19

Trauma-Informed Facilitation

Principle: **Safety**

Strategies:

Language we use

When asking questions, consider secondary trauma (i.e. "What brought you here today?")

(Trauma Informed Oregon, 2016)

20

Trauma-Informed Facilitation

Principle: **Safety**



Strategies:

When facilitating discussions,

- Lead
- Engage
- Listen
- Build consensus/resolve conflict
- Debrief

(Trauma Informed Oregon, 2016)

21

Trauma-Informed Facilitation

Principle: **Trustworthiness and transparency**

Strategies:

Clear and consistent throughout about tasks, boundaries, activities, expectations, rationale, etc.

Explain you are using adult learning principles, and then stick to them!

(Trauma Informed Oregon, 2016)

22

Trauma-Informed Facilitation

Principle: **Trustworthiness and transparency**

Strategies:

Use a variety of training methods designed to engage

- Lecture (15 minute rule)
- Posing questions- discussion/writing/voting
- Scenarios- individual/group
- Role-plays
- Games
- Others?



23

Trauma-Informed Facilitation

Principle: **Trustworthiness and transparency**

Strategies:

When facilitating activities,

- Introduce the activity (including clear written instructions)
- Establish the groups
- Monitor (and explain what you are doing)
- Always, always, ALWAYS debrief afterwards!

(Office for Victims of Crime, 2014)

24

Trauma-Informed Facilitation

Principle: **Peer support & Collaboration**

Strategies:

Create a culture of doing “with”

Acknowledge and appreciate the expertise in the room

Create opportunities for students to share their knowledge, facilitation, lead when appropriate

(Trauma Informed Oregon, 2016)

25

Trauma-Informed Facilitation

Principle: **Empowerment, voice, and choice**

Strategies:

Be clear that students should only share what they want to share

Give choice in activities- work in a group or alone, writing or discussion, etc.

(Trauma Informed Oregon, 2016)

26

Trauma-Informed Facilitation

Principle: **Cultural, historical, and gender issues**

Strategies:

Language we use

Cultural humility

Be mindful & Interrupt oppression

(Trauma Informed Oregon, 2016)

27

Participants who challenge us

[Video](#)

What kinds of participants (as described in the video) have you experienced as a trainer?

What are some trauma-informed ways we can think about these participants?

28

Participants who challenge us

Trauma shows up during training in the following ways (Davidson, 2017):

- Difficulty focusing, attending, retaining, and recalling
- Challenges with emotional regulation
- Fear of taking risks
- Anxiety about public speaking
- Anger, helplessness, disassociation
- Withdrawal and isolation

29

Participants who challenge us

What are some trauma-informed ways to handle participants who challenge us?

30

Activity

Individually:

Please review the provided powerpoint slides. Your participants are 25 local system-based advocates and other community service providers.

Consider:

1. Given this material, what are three things you would do initially to create a trauma-informed training environment?
2. What are three training strategies you might use to reframe this material, using adult learning principles? (Consider targeting the learning preferences we discussed)

Activity

When instructed, split into groups of 3-4 and share your ideas. The facilitators will circulate if you have questions.

Select a spokesperson who will be prepared to share out 1-2 important things with the larger group.

Bibliography

- Cities of Peace. (2016). What is trauma-informed critical pedagogy? Retrieved from <http://www.citiesofpeaceyouth.org/stories/2016/2/23/what-is-trauma-informed-critical-pedagogy>
- Davidson, S. (2017). Trauma-informed practices for postsecondary education: A guide. Retrieved from <https://educationnorthwest.org/sites/default/files/resources/trauma-informed-practices-postsecondary-508.pdf>
- Office for Victims of Crime. (2014). *The ultimate trainer*. Washington D.C.: Office for Victims of Crime Technical Assistance Center.
- Substance Abuse and Mental Health Services Administration. (2014). *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.
- Trauma-Informed Oregon. (2016). Trauma informed care in the classroom: A resource guide for educators in higher learning. Retrieved from <https://traumainformedoregon.org/wp-content/uploads/2016/03/Trauma-Informed-Care-in-the-Classroom.pdf>

33

Thank you!

Jennie Marsh, LMSW

jmarsh1@ku.edu

(785) 864-2366

Debi Holcomb, LMSW

debiholcomb@ksu.edu

34