



Trauma Informed Lens

Tips for delivering
in person
training



Embedding a Trauma Informed Approach

<https://www.safeguardingni.org/trauma-informed-approaches>

Supporting the
development of
Trauma Informed Systems



Trauma Informed Approaches – Practical tips for designing and delivering in person training



Look

Prior Course Information: Provide an overview of the course content: clear directions; information about timings and hospitality.

Content: Explain Who, What, Why and When the training is being offered and the likely outcomes/benefits. Provide handouts and share key resources.

Venue: Consider the location, ensure comfort and be mindful of sensory needs (lighting, temperature, sound, wallart).



Explore

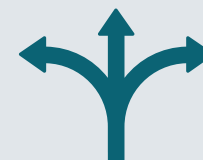
Regulation: Include connecting and regulating activities (playfulness, creative, sensory, body based).

Permissions: Invite attendees to move around the room and to opt-out of activities should needs arise.

Group safety: Encourage attendees to contribute in creation of group rules, using the 6 principles of a Trauma Informed Approach (Safety, Trust, Choice, Collaboration, Empowerment and Inclusion).

Learning: Encourage attendees to identify and share their hopes for the training.

Psychological Safety: Openness, Peer Support, Confidentiality, Creating a safe space to learn and share.



Needs

Structure: Start and end on time, begin with a grounding exercise.

Refreshments: Where, when and how to access.

Information shared: Through multi-sensory methods (visual, auditory and creativity).

Wellbeing: Encourage trainers and attendees to think about their needs during and after the event.



Support

Organisational system: Valuing training and supporting staff development and implementation of learning in practice, creates Trauma Informed system change.

Recognition: Celebrate learning (Certificate of attendance).

Evaluation: Encourage attendees to provide feedback using the principles of a Trauma Informed Approach (Safety, Trust, Choice, Collaboration, Empowerment and Inclusion) and invite attendees to reflect upon how the training may influence their practice.

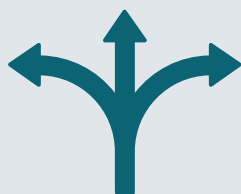


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- Aim to provide attendees with adequate information about the trainer and the content prior to the training. When participants understand the purpose of the training and how it aligns with their roles and the skills that they will acquire, they are more likely to be engaged and committed. Consider the provision of handouts, key information to support learning needs and if accessible versions are required.
- Consider including wellbeing information and an explanation about any potentially triggering content. This enables participants to decide if it is personally the right-time for them to attend and to bring along any supports which may be helpful. Encourage participants to think about supports they might need or want after the event, for example, to take into consideration their onward journey or work schedule.
- Consider how anyone can communicate accessibility needs in advance, e.g. if an individual has a visual impairment or is a wheelchair user. Upon arrival at the building, ensure clear instructions and signage to the event. This will support attendees to arrive at the training event within their own Window of Tolerance and ready for learning.
- Consider the suitability of the venue and whether it has the potential to be triggering. Think about the ambiance and sensory needs: Ensure the chairs and room setup are comfortable; Be mindful of space (too big or too small); Ensure access to exits; Consider the lighting and temperature of the room; the size and visibility of the technology; the appropriateness of existing wall content and if relevant add posters or key messages around the room.
- When situations arise beyond the trainers control, share the information in advance, if possible, and acknowledge impact on attendee (maintenance work, temperature, parking challenges).

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- Consider including connecting and regulating activities throughout the event, to support attention and engagement, for example items placed on the tables (pens, paper, sweets, water, fidgets).
- Think about the four key elements of PACE (Playfulness, Acceptance, Curiosity and Empathy). Consider bringing playfulness into the room, through creative, sensory and body-based activities. In line with a Trauma Informed Approach, offer attendees the option to opt-out of activities or social media postings and to move around the room if they need to.
- Establish group rules on a flipchart or whiteboard at the beginning of the event, this helps to create a non-threatening and supportive culture, thereby, strengthening the relationship between the group and the trainer. Consider providing examples such as mobiles switched to silent, maintaining good timekeeping, maintaining confidentiality and only sharing information they are comfortable with. Invite attendees to include their suggestions by holding in mind the principles of a Trauma Informed Approach (Safety, Trust, Choice, Collaboration, Empowerment and Inclusion).
- Aim to establish the learning needs and knowledge and skills of attendees so they can get the most out of the event. There are many ways to collate this information, for example gathering the experience attendees bring or writing one Hope and one Fear on a post-it note. This enables the trainer to identify any themes and clarify areas that will be covered and those that maybe covered by other trainings.
- Amy Edmundson's concept of Psychological Safety, namely: the belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes, and that the training event is considered a safe place for interpersonal risk taking. Be Vulnerable and Honest, share openly and invite others to do the same. Build Trust, respect others and help them feel safe to be honest with you. Be Curious, try to understand other perspectives and invite people to share ideas. Learn from mistakes, focus on how we can help each other and learn from it. Small actions of empathy and curiosity all help, the ambition is to support attendees to operate within their learning zone.

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- Consider beginning and ending with a breathing or grounding exercise, for example 5,4,3,2,1 (5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell, and 1 thing you can taste) to support transition to the training. Model expectations and provided the option to 'pass'.
- Aim to provide information about restrooms and timings for breaks. Communicate the rationale to arrive on time and preferably to stay to the end of the training. This is beneficial to complete evaluations, a regulating activity and to have time for questions and reflections, thereby ensuring attendees leave the training feeling regulated and ready to transition. Consider establishing cues to return from breaks, for example, playing music 5 minutes to the end of the break. These considerations are important for establishing safety, thereby modelling a Trauma Informed Approach.
- By following the agreed schedule, repetition and summarising after each section of the training, this helps create a sense of safety and trust. Repetition and use of a variety of learning modes (group tasks or videos), helps attendees to remain within their Window of Tolerance and aids learning.
- Consider provision of refreshments or provide directions to the nearest access point, this gives a message of feeling valued and nurtured.
- Reflect upon the choice of words within the content of the training and explain acronyms.
- Consider providing a quiet space where attendees can go if they need time to regulate and check in on them should they wish. Consider soundproofing to ensure confidentiality of attendees. The trainer may consider making themselves available for a period after the training should an attendee wish for additional support or signposting for support.
- Consider your wellbeing in the role of trainer, small actions such as arriving early to the venue allows time to complete the set up and ensure technology and microphones are working. This ensures the Trainer is regulated and within their own Window of Tolerance. The trainer is holding a lot of emotion in the room, particularly when discussing emotive topics and so needs to have the energy for this, the trainer may benefit from ensuring they have access to peer support following the event.

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Support



- Trainers may consider linking in with team leads, who can thereby voice commitment to the training journey, this demonstrates that staff are valued by supporting their continued development. Team leads can thereby consider how they can support attendees following the training. For example, enabling time for reflection; considering any extra resources they may need to implement the training and consider ways to share skills and knowledge amongst the team.
- Where appropriate consider including experts by experience for example to co-facilitate trainings or representation through videos or stories.
- Where possible face to face training is preferable when it is about a complex topic such as trauma. This means the trainer can model a Trauma Informed Approach; strengthen their relationship with the attendees; This means the trainer can check in with attendees and offer a safe space to debrief after the training if needed.
- Consider offering certificates of attendance and celebration of learning across teams. Consider developing peer support following the training for those attendees who wish to benefit.
- Evaluation and feedback forms are essential for demonstrating the organisation's values, trainers can consider providing examples of how they have acted upon and responded to prior feedback. For example, the Head/Heart/Bag/Bin exercise (Something I have learnt; I have felt; I will take away and Anything that I thought wasn't so good).



Trauma Informed Lens

Tips for hosting and
delivering virtual
training



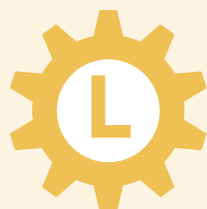
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Trauma Informed Approaches – Practical tips for hosting and delivering virtual training



Look

Prior Course Information: Provide an overview of the course content. If the training will be recorded or there is a requirement for attendees to have their cameras switched on, allow for advanced notice and consent. Ensure that the link is secure and that attendees are aware of timings and joining instructions.

Content: Explain Who, What, and Why the training is being offered online and the likely outcomes/benefits. Provide handouts and share key resources.

Venue: Invite attendees to set up their work area in a way that supports their full participation and engagement (regulating items –fidgets, water). Remind attendees of the limits of confidentiality (request attendees wear headphones to mitigate if not in a confidential space). Provide the option for technological support.



Explore

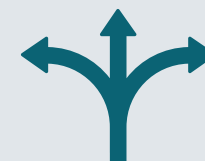
Regulation: Include connecting and regulating activities (Playfulness, creative, sensory, body based). Offer regular breaks, ideally every 60 minutes, and offer suggestions of ways for people to use their breaks (move their body, hydrate, draw).

Permissions: Normalise the nuances of virtual learning; including screen fatigue and silence. Establish norms (raising hand, chat function and selecting mute when not speaking). Invite attendees to move around the room and opt-out of activities as needed. Invite attendees to customise their profile should they wish.

Group safety: Encourage attendees to contribute in the creation of group rules, using the 6 principles of a Trauma Informed Approach (Safety, Trust, Choice, Collaboration, Empowerment and Inclusion) and taking into consideration safety in break out rooms.

Learning: Encourage attendees to identify and share their hopes for the training.

Psychological Safety: Openness, Peer Support, Confidentiality, Creating a safe space to learn and share.



Needs

Structure: Start and end on time, consider beginning and ending with a grounding exercise. Allow additional time for group connection and chat functions.

Refreshments: Invite attendees to access throughout the training and during the breaks.

Information shared: Invite attendees to make full use of technology (such as, polls, shared documents, whiteboards, live reactions). Use multi-sensory methods (visual, auditory, and creativity).

Wellbeing: Encourage hosts and attendees to think about their needs during and after the event.



Support

Organisational system: Valuing training and supporting staff development and implementation of learning in practice, creates Trauma Informed system change.

Recognition: Celebrate learning (Certificate of attendance).

Evaluation: Encourage attendees to provide feedback using the principles of a Trauma Informed Approach (Safety, Trust, Choice, Collaboration, Empowerment and Inclusion) and invite attendees to reflect upon how the training may influence their practice.



Trauma Informed Approaches – Practical tips for hosting and delivering virtual training

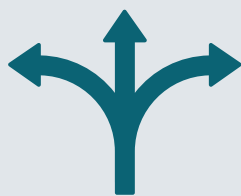


Look



- Aim to provide attendees with adequate information about the content prior to the training. When participants understand the purpose of the training and how it aligns with their roles and the skills that they will acquire, they are more likely to be engaged and committed. Consider the provision of handouts and key information to support learning needs.
- Request that learners do not share their training login details or password with others not registered for the event.
- If you are recording the training, you will need to gain full consent beforehand and abide by IT policy guidance on the storage of the recordings. Learners should not record the training in any digital format without prior consent; recording requests from learners will need to be considered prior to the training.
- Provide descriptions of expectations and reminders about caring for yourself. Consider including wellbeing information about any potential triggering content. This enables participants to decide if it is personally the right-time for them to attend and to consider any supports which may be helpful. Encourage participants to think about supports they might need or want after the event, for example, to take into consideration their onward journey or work schedule.
- Aim to provide attendees with adequate information regards timings and log in details. This will support attendees to arrive at the training event within their own Window of Tolerance and ready for learning.
- Careful consideration should be given to the number of learners per trainer; for example, having smaller groups for skills based training and larger groups for awareness type training. It would be better for trainers to see all learners participating in the training in order to engage with them and for them to engage with each other, this can be compromised when recruiting larger numbers. Your choice of online platform will impact on how many learners you can see on one screen.

Trauma Informed Approaches – Practical tips for hosting and delivering virtual training



- Your training session may start with a check-in and a round of introductions which will be led by you as the trainer. It is always important to spend time at the beginning of a course connecting people before you share any content. This helps develop trust and safety and is of course modelling the importance we place on relationships. The most successful courses will be those that intentionally develop trust and relationships from the beginning. Set out how participants may engage with each other. Consider offering a choice e.g. option for typed chat introduction for anyone who does not wish to engage verbally online.
- Establish group rules at the beginning of the event, this helps to create a non-threatening and supportive culture, thereby, strengthening the relationship between the attendees and the host. Consider providing examples (Please mute phones or other devices that may cause interference; mute microphones whilst the host is speaking as this will help to cut out the background noise and make it easier for people to listen and concentrate; Remember to look at the camera, this way you connect better with the audience; maintain good timekeeping and maintain confidentiality). Invite attendees to share their suggestions, holding in mind the creation of the 6 principles of a Trauma Informed Approach (Safety, Trust, Choice, Collaboration, Empowerment and Inclusion).
- 'Online fatigue' is a unique kind of exhaustion that occurs when people participate in screen calls for an extended period of time. Offer information about timings, shorter, more frequent screen breaks and allow for a slower pace. Consider including connecting and regulating activities throughout the event, to support attention and engagement. In line with a Trauma Informed Approach, offer attendees the option to opt-out of activities if they need to.
- Aim to establish the learning needs and knowledge and skills of attendees so they can get the most out of the event. This enables the host to identify any themes and clarify areas that will be covered and those that maybe covered by other trainings.
- Amy Edmundson's concept of Psychological Safety, namely: the belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes, and that the training event is a safe place for interpersonal risk taking. Small actions of empathy and curiosity all help. The ambition is to support attendees to operate within their learning zone. Trainers need to create a safe online learning environment by reducing potential threats and distractions, fostering an accepting and supportive online learning group.

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Needs



- Aim to provide information about timings and communicate the rationale to join on time and preferably remain online to the end of the training. This is beneficial to complete evaluations, a regulating activity and to have time for questions and reflections, thereby ensuring attendees leave the training feeling regulated and ready to transition.
- Consider establishing cues to return from breaks, for example, playing music 5 minutes towards the end of the break. These considerations are important for establishing the 6 principles of a Trauma Informed Approach (Safety, Trust, Choice, Collaboration, Empowerment and Inclusion).
- By following the agreed schedule, repetition and summarising after each section of the training, this helps create a sense of safety and trust. There is no single optimal mode of learning online that applies to all learners, so it is essential that trainers provide learners with multiple options in order to account for the variation in learning styles and needs while maintaining a level of engagement.
- Reflect upon the choice of words within the content and explain acronyms.
- Consider your wellbeing in the role of host. Small actions such as a quiet and private space to deliver from; e.g. avoiding noisy and busy environments or personal memorabilia on walls or backgrounds that may distract your learners; Choose your lighting carefully and make sure you are comfortable with the space you are using; Practice using the equipment and run through sessions; Log in a few minutes early to assist with technical issues and to complete the set up and ensure technology, internet connection and microphones are working; If possible have a colleague to support delivery of the training, for example troubleshooting any issues with the technology and coordinating a chat/comments function). This ensures the host is regulated and within their own Window of Tolerance. The host is holding a lot of emotion in the virtual space, particularly when discussing emotive topics and so needs to have the energy for this, the host may benefit from ensuring they have access to peer support following the event.

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Support



- Trainers may consider linking in with team leads, who can thereby voice commitment to the training journey, this demonstrates that staff are valued by supporting their continued development. Team leads can thereby consider how they can support attendees following the training. For example, enabling time for reflection; considering any extra resources they may need to implement the training and consider ways to share skills and knowledge amongst the team.
- Where appropriate consider including experts by experience, for example to co-facilitate trainings or representation through videos or stories.
- Training in an online environment can make it more difficult to identify those learners that need extra emotional support or for whom the content of the training may have triggered something personally difficult for them. Trainers should therefore ensure that they state explicitly that this may be needed and create opportunities for checking in and debriefing with learners individually to enable them to share and manage their emotional responses. In case an attendee needs additional support, the trainer needs to consider where to signpost attendees. Any safeguarding concerns will need to be passed on to the relevant agencies.
- Experiencing the training group as a safe space can replicate and highlight the importance of “safety” as a crucial principle of a Trauma Informed Approach.
- Consider offering certificates of attendance and celebration of learning across teams. Consider developing peer support for those attendees who wish to benefit.
- Evaluation and feedback forms are essential for demonstrating the organisation’s values, trainers can consider providing examples of how they have acted upon and responded to prior feedback. For example, the Head/Heart/Bag/Bin exercise (Something I have learnt; I have felt; I will take away and Anything that I thought wasn’t so good).