

Micro-Lesson Training and Education: Preparing for a Trauma Informed Training



School
of Social Work
PORTLAND STATE UNIVERSITY



Welcome!



Trauma Informed Oregon is a collaboration of university, public and private partners, individuals with lived experience, youth and family members that are committed to creating and sustaining a trauma informed system of care in Oregon.



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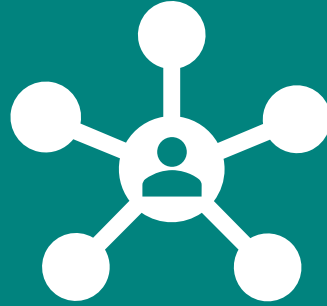
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Regulate



Three deep
breaths &
controlled release

Relate



Please type in
Chat your name,
organization, and
emoji to express
how you are
feeling

Reason



Micro-Lessons

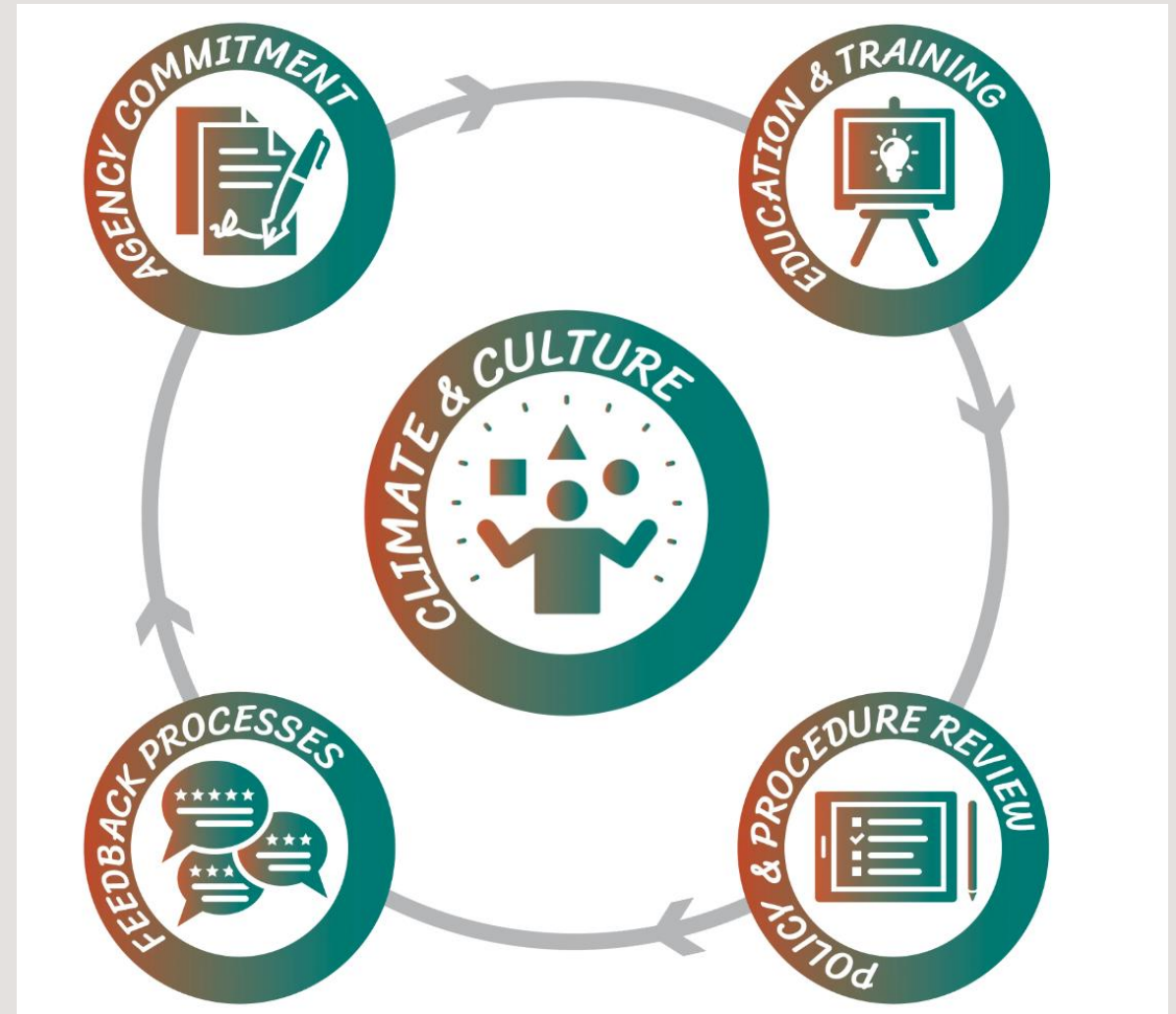
Training and Education:
Preparing for a Trauma
Informed Training



Five Essential Elements of Trauma Informed Care

The TIC Implementation Tool helps organizations **assess, plan, and monitor** how effectively trauma-informed care is being put into practice.

This micro-lesson focuses on the **Training and Education** element of implementation—building skills for trauma-informed facilitation and learning.



Facilitating Through a Trauma-Informed Lens

Providing training in a trauma-informed way means “modeling the model.” It begins before the session starts and continues after it ends.

We anchor sessions in SAMSHA’s Six Principles

- Safety
- Trustworthiness & Transparency
- Peer Support
- Collaboration & Mutuality
- Empowerment, Voice & Choice
- Cultural, Historical & Gender Issues

SAMSHA's Six Principles

- Safety
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As you think about a training or meeting you facilitate, how might you use *SAMHSA's Six Principles of Trauma Informed Care* to evaluate the experience?



“

Trauma-informed pre-planning begins with curiosity, not assumptions. It builds safety, trust, and collaboration before the session even starts.



Context Shapes Everything

Each training needs to reflect the people and community in the room.

We ask:

Who's here?

What might feel hard or healing?

What's happening in their world right now?

Pre-Planning

- Purpose & Alignment
- Language & Naming Conventions
- Expectations & Predictability
- Awareness & Relationship-Building

Preparing for the Event

Planning

- Choose a space that supports inclusion and accessibility. (*Consider light, spaciousness, bathroom access, and comfort.*)
- Share meeting details—agenda, directions, accessibility notes—ahead of time. (*Predictability reduces uncertainty.*)

Packing

- Bring fidgets or creative materials for participants who learn best through movement or touch.
- Provide materials in multiple formats (*print, digital, visual*).

Preparing

- Check in with your body and mind; attend to unmet needs before starting.
- Arrive early to settle into the space and model regulation.
- Test technology and materials; troubleshoot possible issues.
- Notice potential environmental challenges (*temperature, noise, seating*) and name them openly.

Clear Communication

- Before and During the Session
- Engagement and Responsiveness
- Closure and Follow-through

Planning Reflection

Context Shapes Everything

Pre-Planning

Preparing

Clear Communication

What can we do in our planning to make learning spaces more predictable, inclusive, and choice-filled?





Trauma-informed training holds space for uncertainty, invites curiosity, and encourages critical engagement.

– Dr. Mandy Davis





Regulate – Support physiological and emotional regulation first.

Calm the body and lower stress responses through movement, rhythm, breathing, sensory grounding, or co-regulation.

This aligns with the *brainstem* and *midbrain* functions, where safety and survival are managed.

Relate – Once calm, build or repair connection through presence, empathy, and attunement.

This activates the *limbic system*, where relationships, emotions, and belonging are centered.

Reason – Only after regulation and connection can we engage in thinking, reflection, problem-solving, and learning.

This engages the *prefrontal cortex*—the part of the brain responsible for logic, planning, and abstract thought

Guidelines & Understandings of Engagement

- Actively Listen & Engage
- Make Space for Multiple Truths/Norms
- Notice Power Dynamics in the Room
- Confidentiality & Safety

Group
Work



Write



Chat

Embodied Reflection and Awareness



Reflection

- *How might this help?*
- *How might this hurt?*
- *How might identity influence impact?*

Awareness

- *Intrapersonal*
- *Interpersonal*
- *Organizational*

What Are We Attending to During Training

- **The Space**

- *We ask: Does this space feel safe, welcoming, and adaptable?*

- **The People**

- *We ask: How can we co-regulate and create belonging here?*

- **The Process**

- *We ask: Am I applying trauma-informed principles in real time?*

- **The Content**

- *We ask: Are we modeling curiosity, not certainty?*



Reflections for Trainers

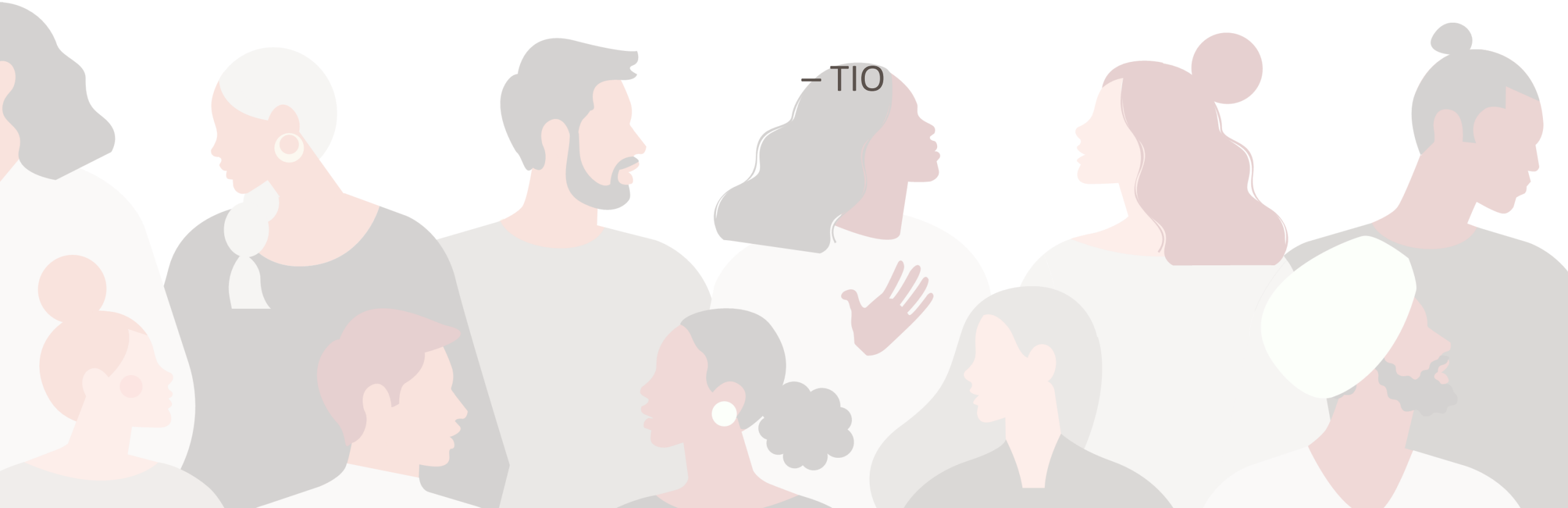
- When have you adjusted your facilitation in response to what a group needed in the moment—especially during tension or uncertainty?
- When have you looked back and thought, “I wish I had paused, asked a question, or slowed down”?
- What helped you stay aligned with trauma-informed principles in the moment?
- What will you carry forward into your next facilitation space to support regulation, connection, or clarity?

What helps you notice when a group—or you—needs to pause and reset?”





*Following up shows continued care
and commitment to meeting
participants' needs*



Closing

- **Closure** is about integration and care, not just ending on time.
- **Summarize key ideas** and name what you've built together.
- **Invite reflection:** what stood out, what's still resonating?
- **Offer time for regulation** (breath, stretch, brief reflection).
- **Express genuine gratitude** for presence and participation.
- Leave participants feeling **grounded, clear, and connected.**

Guiding Question:

"How do we close in a way that leaves people feeling seen, supported, and hopeful?"

Post Meeting Follow-up

- **Reflect** as facilitators: what worked, what needs adjustment or repair?
- **Follow through** on commitments made during the session.
- **Communicate next steps** clearly and transparently.
- **Share notes, resources, or appreciation** to reinforce trust.
- **Check in** with participants or partners as appropriate.
- **Debrief and regulate** as a facilitation team: care for yourselves, too.

Guiding Question:

“How do we follow through in ways that sustain connection and care for ourselves and others?”

Tip Sheets

QR Code for

TIO's Newsletter on Training and Education in Trauma Informed Care



Tip Sheets to be Shared with Follow-up Email

1. Trauma-Informed Trainings Checklist
2. Managing Monopolizing Conversations
3. Repairing Harm in Meetings
4. Oversharing Personal or Activating Information
5. Interrupting Harmful and Oppressive Language
6. Elevating Voices and Increasing Representation
7. Vocabulary and Definitions

5 Key Takeaways

Preparation is Relational

- Trauma-informed facilitation starts *long before* the session.
- How we plan, name, and invite people into the space communicates safety, care, and respect.

Clarity Builds Trust

- Transparent communication—agendas, expectations, timing—helps participants regulate and choose how to engage.
- Predictability is a form of safety.

Presence Shapes Possibility

- Our regulation, tone, and responsiveness matter more than any slide.
- When we pause, breathe, and notice what's emerging, we model the principles we teach.

Reflection Deepens Practice

- Reflection helps us stay aligned with trauma-informed values at every level—*intrapersonal, interpersonal, and organizational*.
- Questions like *“How might this help? How might this hurt?”* keep us accountable.

Closure and Follow-Up Sustain Connection

- Ending well and following through reinforce safety, trust, and belonging.
- Gratitude, clarity, and continued communication turn a training into an ongoing relationship.

References

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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). U.S. Department of Health and Human Services.
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Triesman, K. (2021). *A treasure box for creating trauma-informed organizations: A ready-to-use resource for trauma, adversity, and culturally informed, infused and responsive systems*. Jessica Kingsley Publishers.

Thank You

We welcome your feedback. Please take our survey linked in the Chat.

https://portlandstate.qualtrics.com/jfe/form/SV_57w7Wo6ZrUdP9Ay

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