Tips for Delivering Trauma-Informed Professional Learning for Educators

SAFETY

- Share training topics in advance
- Begin by recognizing that the content may be distressing for some & invite educators to step away if necessary
- Don't ask staff to fill out a trauma screening questionnaire

TRUST AND TRANSPARENCY

- Dedicate time for relationship building
- Acknowledge that there is not a “one size fits all” answer to addressing student trauma
- Demonstrate empathy for educators’ emotional reactions to challenging behaviors

PEER SUPPORT

- Address secondary traumatic stress, burnout, and self-care
- Foster social networks among participants
- Provide ongoing coaching or consultation

COLLABORATION

- Take a strengths-based approach
- Acknowledge the work that educators are already doing
- Learn about the school, educators, and students as much as possible beforehand

VOICE AND CHOICE

- Show alignment between trauma-informed practices and other initiatives in the school
- Build educators’ toolboxes with many different strategies
- Provide time for educators to reflect on how to apply their learning about trauma to their classrooms

CULTURE AND CONTEXT

- Be attentive to your social position in relation to participants and the school community
- Talk about systems that contribute to student trauma, including schools
- Build empathy for educators’ students and their families, as well as colleagues

Adapted from Koslouski, J.B., & Chafouleas, S.M. (2022). Key Considerations in Delivering Trauma-Informed Professional Learning for Educators. *Frontiers in Education*, doi: 10.3389/feduc.2022.853020