



Beyond Trauma-Informed Care



Trillium Family Services has been providing school-based mental health services in an Outpatient and Prevention capacity for over 25 years. We are committed to meeting the mental and behavioral health needs of students, families, teachers, support staff and administrators.

As of 2019, Trillium therapists can be found in 120 schools across the State of Oregon. Over the past 5 years we have been on the cutting edge of Trauma-Informed systems of care delivery. Within our own complex organization of over 700 employees we have made significant cultural changes in response to shifting our mindset from asking "What is wrong with you?" to "What has happened to you?" to "What is possible for you?"

Trillium is staffed with mental health and prevention professionals who are skilled in the development and delivery of trainings on all facets of Trauma Informed Care within the school and community setting. Trillium Family Services has developed the following sessions to address multiple requests from our school partners who are in search of skill-based trauma-informed training that guides the learners beyond introductory information.

Building Brighter Futures with Children and Families



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Each of the four training options below can be selected individually or in customizable packages, and are all designed to be facilitated in 2-hour blocks of time.

1. Safety and Self-Care: Define the 5 domains of safety (per Dr. Sandra Bloom) and generate buy-in for safety as the foundation of creating a culture of academic success. Discuss all aspects of a trauma-informed environment. Address themes of vicarious trauma, job satisfaction, staff longevity and staff influence as it relates to creating a safe environment for students, staff and families.

Activities: Safety plan, Self-Care Plan, ProQOL (for school staff), Mindfulness resources

2. Risk, Resilience & Relationships: Who is at risk of experiencing the adverse symptoms resulting from exposure to trauma? Review the continuum of trauma, and discuss the balance of risk factors and support factors that can lead to trauma symptoms, increase familiarity around concepts of social determinants and health equity as it relates to healing from trauma (Pair of ACEs).

Learn about trauma-informed language and how we can create safety through language. How we talk to and about students, parents and other staff is vital to a trauma-informed community. Practice reframing “bad behavior, laziness, meanness” as lagging skills. Explore the role that empathy and curiosity play in this shift and provide scientific evidence that human brains develop to “get really good” at what they must do to survive.

A deep dive into the power of relationship-building will support school staff in identifying students who have relationships (positive or difficult) with several adults in the school, and those who may be relatively unknown to school staff.

Activities: “Pair of ACEs” Tree, Window of Tolerance, Who Knows Who, Lagging Skills from Collaborative Problem Solving.

Menu Of Training

Full-Day: 8-hour training (1-hour lunch) OR 4 Sessions: 2-hours each

Half-Day: 4-hour training

Two-hour Topic Session

A la carte: Post-training educational consultation to discuss specific staff struggles (“I have a student who...”) or larger school-wide efforts to integrate trauma-informed principles.

Each training will be facilitated with all aspects of a Trauma-Informed environment in mind. This includes mindfulness and self-care opportunities woven into each lesson, and attention to the physical, mental and social well-being



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3. Identifying Students and Staff at Risk: Staff will learn to become Trauma-Informed Assessors within the community. We will train and empower all staff to recognize the signs and symptoms of trauma wherever they are, engage with several practice scenarios (explosive, withdrawn, suicidal, stressful home dynamic, overwhelmed staff) and workshop effective strategies to implement in the heat of the moment (prioritizing safety, the power of validation, remaining present during a crisis/ not joining students in dysregulation, rethinking default discipline strategies).

Ask the question: Provide an introductory training to the Columbia Suicide Severity Rating Scale and recommendations for assessing suicide risk with youth and adults.

Activities: Practice Scenarios, Think: Kids Lagging Skills Assessment, Cognitive Behavioral Therapy and Mindfulness strategies for adults and students, Columbia Suicide Severity Rating Scale.

4. Intensive Supports: This session will support the demystification of School-Based Mental Health Services. Participants will receive answers to questions that will help support students, their families and staff! The “ladder” of mental health resources in the State of Oregon will be reviewed, laws related to the age of consent, the limits of confidentiality for school-based mental health providers, mandatory reporting, and common mental health diagnoses for youth and the intersection of trauma will be described. A brief orientation to the theory of therapeutic change will be provided to contextualize the question many adults want the answer to: “when will things get better for this student?” Recommendations for increasing mental health supports in your school will be presented.

Activities: Build a “support” decision tree for your school, Q&A

Cost Packages

Attendees	Safety & Care	Attendees	Risk, Resiliency, Relationships
10	\$785.76	10	\$785.76
15	\$852.26	15	\$852.26
20	\$918.76	20	\$918.76
25	\$985.26	25	\$985.26
30	\$1,051.76	30	\$1,051.76
35	\$1,118.26	35	\$1,118.26
40	\$1,184.76	40	\$1,184.76
45	\$1,251.26	45	\$1,251.26
50	\$1,317.76	50	\$1,317.76

