

PROFESSIONAL TRAINING RESOURCE

Presence Works™ Instructor Edition

Facilitator Guidance, Applied Practice, Assessment, and Training Integrity

Good trauma-responsive training depends on more than what's taught. It depends on how the room is held. This edition is the professional companion for Presence Works instructors and facilitators, built to help you deliver this material consistently, ethically, and in a way that actually translates into practical skill, not just knowledge.

Why This Edition Matters

The Instructor Edition supports consistent delivery of the Presence Works approach while preserving a distinction that matters: instructors teach supportive competencies and decision-making. They don't train learners to diagnose their colleagues or practice outside their own professional role. Holding that line is part of what makes the training trustworthy.

What's Inside

Facilitator guidance and a suggested teaching flow for the core Presence Works concepts. Learning objectives, teaching points, discussion prompts, and debrief questions. Applied scenarios drawn from fire and EMS, law enforcement, dispatch, healthcare, chaplaincy, education, veteran support, disaster response, and other helping settings. Application prompts that move learners from knowledge to demonstrated practice, along with knowledge check and assessment guidance, model responses, scoring rubrics, and remediation principles. You'll also find guidance on psychological safety, voluntary participation, sensitive disclosures, scope, referral, and life safety escalation, instructor self-regulation practices for emotionally charged discussions, and adaptation guidance for faith-affirming and religiously neutral learning environments without coercion.

The Instructor's Role

A Presence Works instructor is not just a presenter. The instructor models the same posture the curriculum teaches: regulating yourself, creating relational safety, listening carefully, respecting learner autonomy, avoiding forced disclosure, normalizing appropriate stress reactions, staying

inside scope, and connecting learners with support when a training discussion surfaces something real.

Training Integrity Standards

Learners are never required to disclose their own trauma history to participate. Polyvagal Theory is taught as a useful, polyvagal-informed lens alongside broader evidence-informed principles, never presented as a diagnostic tool or settled proof of every proposed mechanism. Peer support is never taught as a substitute for indicated behavioral health or medical care. Confidentiality and its limits are stated accurately, according to applicable law, agency policy, and role. Scenario practice assesses observable supportive behaviors, not personality or presumed nervous system states. Cultural humility, spiritual choice, and respect for differing beliefs and backgrounds are preserved throughout, and referral and life safety procedures are built into training, not treated as optional add-ons.

How PRESENCE™ and ATTUNE™ Guide Facilitation

PRESENCE™ is how we show up. ATTUNE™ is how we respond to what we notice. Regulation is what keeps us available for the encounter in the first place. The instructor anchor underneath all of it: observe before interpreting, ask before advising, offer before directing, match before moving deeper, and connect before leaving. It's the same posture the curriculum asks of every learner, held first by the person teaching it.

Who This Edition Is For

This edition is intended for authorized Presence Works instructors, facilitators, trainers, and organizational partners delivering approved Presence Works educational content. Where this edition contains answer keys, scoring guidance, or protected assessment content, access should be kept separate from student-facing materials.

Where This Leads

Prepare facilitators to teach with consistency, compassion, scientific integrity, and applied skill.

Learn the skill. Practice the encounter. Become the presence your people can trust.