



TRIGGER TOOLKIT

A TOOLKIT FOR TRAINING IN MUSEUMS

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INTRODUCTION

Many artefacts and conversation subject matters relevant to the heritage sector speak to a time in which intolerant, discriminatory, and offensive attitudes and behaviours were significantly more prevalent than they are today. In addressing the history of the British heritage sector, from collections of artefacts to stories yet to be told, it is likely that material which represents a break with the diverse social and cultural landscape of the present day will need to be discussed.

It is important that in navigating this history organisations ensure that equality, diversity and inclusion (EDI) is a priority. Doing so will extend the positive reach and impact of the heritage sector by ensuring that it is inclusive and accessible to all. However, this aim requires an informed, culturally competent and sensitive approach in order to develop a cultural offering that not only responds to the needs of those the sector serves and aims to serve, but also proactively seeks to identify opportunities to enact transformational change. One way this goal can be achieved is through the training of heritage sector staff and volunteers.

The intention of a trigger warning is not to enact censorship. Rather, it provides participants with the opportunity to decide whether they can comfortably engage with the material at hand. Having had this opportunity, individuals can then prepare themselves, both intellectually and emotionally, to address topics which, whilst essential for the ongoing development of the heritage sector, can inevitably be quite challenging.

This toolkit has been developed by Inclusive Boards in partnership with Museum Development Yorkshire. It is intended to support organisations working across the sector to take a practical approach to preventing, responding to and managing a triggering event within a training session. It supports and can be part of an organisation's tools and training for becoming more equitable, diverse and inclusive.



ACKNOWLEDGEMENTS

Inclusive Boards would like to thank the individuals who freely gave their time to support the development of this toolkit.

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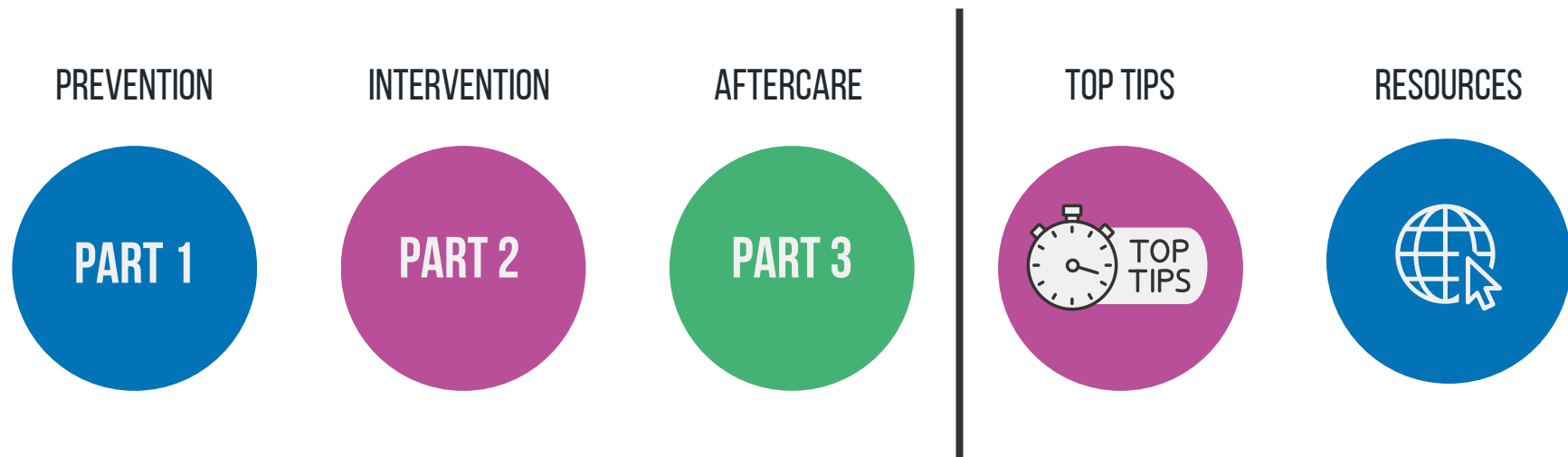
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HOW TO USE THIS TOOLKIT

This toolkit is designed to support training providers and managers to prepare and present materials in a way that is sensitive to and inclusive of the needs of training participants and those for which a duty of care is held in the professional environment. The toolkit is presented in three parts:

- **Part 1** provides guidance on how to evaluate and prepare training content prior to the delivery of any session in order to reduce the likelihood of an emotional trigger occurring.
- **Part 2** contains a number of resources and strategies that will support someone who becomes triggered during a session.
- **Part 3** offers some best practices for following up with people who have experienced an emotional trigger during a training session and ensuring they have access to the necessary support.



QUICK REFERENCE GUIDE

GLOSSARY OF TERMS

We have included the below glossary of terms to support with context and understanding of the language used throughout this toolkit.

DIVERSITY

Difference; recognising and taking account of everything that makes us unique as an individual. Diversity is valuing the rich tapestry of experience that individuals bring.

EQUITY/EQUALITY

Valuing all individuals and offering them a level playing field to reach their full potential in employment or access to a service. This means, at times, treating people differently in order to be fair.

INCLUSION

An organisational effort and practice where groups or individuals from different backgrounds are culturally and socially accepted, welcomed, and equally treated.

TRIGGER

“The re-experiencing of unpleasant Post Traumatic Stress Disorder (PTSD) symptoms such as intrusive thoughts being evoked by exposure to materials which spark traumatic memories” as described by Charles et al. (2022). Although the term trigger was first developed in the clinical context of PTSD, it has now been adopted more widely to refer to stimulus which causes a painful, uncomfortable or traumatic memory to resurface.

PSYCHOLOGICAL CONTRACT

According to the Chartered Institute of Professional Development, “The term 'psychological contract' refers to individuals' expectations, beliefs, ambitions and obligations, as perceived by the employer and the worker. The concept emerged in the early 1960s and is core to understanding the employment relationship. Drawing on insights from psychology and organisational behaviour, it provides a powerful rationale for employers to pay attention to the 'human' side of the employment relationship. Although the notion of psychological contract describes the expectations and assumptions of employers of their workers and vice versa, the concept has been mainly studied from the perspective of the employee.”.

THE FOLLY
(STEPHEN GARNETT)



EVALUATING AND DELIVERING CONTENT

PART 1: PREVENTION

RESEARCH

Preventing triggers from happening is the most effective and inclusive way of demonstrating an active commitment to your training participants' mental health and psychological wellbeing. These are some of the practical tools you can implement in your training in order to prevent triggers from happening.

You should familiarise yourself with the nine protected characteristics set out in Section 4 of the Equality Act 2010 ("The Act") as well as socio-economic status per the investment principles of Arts Council England:

- | | |
|-----------------------------------|---------------------------|
| 1. AGE | 6. RACE |
| 2. DISABILITY* | 7. RELIGION OR BELIEF |
| 3. GENDER REASSIGNMENT | 8. SEX |
| 4. MARRIAGE AND CIVIL PARTNERSHIP | 9. SEXUAL ORIENTATION |
| 5. PREGNANCY AND MATERNITY | 10. SOCIO-ECONOMIC STATUS |

These characteristics comprise the legal and regulatory framework that organisations should consider when developing and delivering training. However, it is not an exhaustive list. There may be other characteristics pertinent to your region, sector, or organisation that you wish to consider in the process.

**Please note, this includes physical impairments, neurodiversity, and mental health.*

THE FOLLOWING TWO PAGES CONTAIN POTENTIALLY TRIGGERING CONTENT



Additionally, Familiarising yourself with the most common triggers can better prepare you to prevent potentially triggering content and conversations. The following list provides a broad overview of sensitive topics that may be presented in different formats. For example either directly or indirectly through group discussion, or through visual content.

However, the list is not intended to be exhaustive or include all possible triggering topics and subjects, therefore it is essential to remain open and understanding of people's individual needs. Organisations may choose to add examples that are relevant to the list. Assumptions about the sensitivity of a topic should never be made and just because a topic/image/video does not seem to be sensitive or triggering to some, it does not mean that it is not triggering to others.

- Abortion
- Abuse
- Addiction
- Animal cruelty/animal death
- Blood
- Child abuse
- Childbirth
- Civil disasters
- Classism
- Climate emergency
- Colourism
- Criminal Justice System
- Death/dying
- Debt
- Diseases
- Dissection
- Divorce
- Eating disorders/body image disturbance
- Fertility
- Gambling
- Genomics
- Hateful language directed at religious groups (e.g. Islamophobia, Anti-Semitism)s
- (Im)migration/asylum seeking
- Incest
- Kidnapping and abduction
- Mental illness and ableism
- Miscarriages
- Modern day slavery/human trafficking
- Natural disasters
- Paedophilia
- Policing
- Politics
- Pornographic content
- Poverty
- Racism/racial slurs
- Self-harm
- Sexual assault
- Suicide
- Transatlantic slave trade/colonialism
- Transphobia/transmisogyny
- Violence
- Warfare
- Xenophobia





EQUALITY IMPACT ASSESSMENT

Using an Equality Impact Assessment (sometimes referred to as an Equality Analysis) is a helpful strategy for identifying any potential triggers within the content of your training. It is defined as an 'evidence-based approach designed to help organisations ensure that their policies, practices, events and decision-making processes are fair and do not present barriers to participation or disadvantage any protected groups from participation' (UKRI). Equality Impact Assessments can allow you to gain a better understanding of potential triggers and help you prepare in advance by giving you the tools to plan how to effectively prevent or mitigate them.

Here is an example of how to use an Equality Impact Assessment template:

TRAINING CONTENT	TRIGGERING/ SENSITIVE/ OFFENSIVE CONTENT IDENTIFIED?	SEVERITY OF POTENTIAL TRIGGER (RAG)	IS THE CONTENT STRICTLY NECESSARY?	RATIONALE	PREVENTION OR MITIGATION STRATEGY
Finance for non-finance managers in the heritage sector	No	None	Yes	Content checked against trigger criteria, no evidence of associated triggers	None required
Health and safety presentation	Unsure	Low to Medium	Yes	Training content discusses how to dress a wound	Provide a content outline prior to delivery
Collection review presentation	Yes Racist and intolerant artefacts will be presented throughout	High to Extremely High	Yes	Triggering childhood trauma, reference to offensive language and name calling	Include a trigger warning for slides displaying images of potentially triggering artefacts

HOW TO USE THE TEMPLATE

The template above gives an example of what might be considered in completing the assessment.

TRAINING CONTENT

Use this section to list the topic of your training content. If you are planning on delivering a presentation on different topics, it is advisable to split these into multiple sections and analyse each one individually.

TRIGGERING/SENSITIVE/OFFENSIVE CONTENT IDENTIFIED

Use this section to highlight the presence of any potentially triggering content.

SEVERITY OF POTENTIAL TRIGGER

Use the RAG system (Red - Amber - Green) to identify the severity of the potential trigger and prioritise them accordingly.

RATIONALE

Use this section to give more content to the potential trigger and explain how/why it might negatively affect people.

PREVENTION OR MITIGATION STRATEGY

Use this section to describe the mitigation and prevention strategies that you are going to implement to minimise the risk of a trigger occurring.

TRAINING PROCEDURES - PREPARATION

If you plan to introduce equality impact assessments, you may wish to design and implement a process alongside them to ensure that they are consistently applied. A key consideration is whether you are delivering training in-house or procuring an external expert. In either scenario, you will need to factor in time for an appropriately qualified individual to review the content ahead of its delivery, provide feedback, and ensure this is actioned before the session.

You may also wish to consider introducing dual moderation for your training sessions. Dual moderation typically refers to having two people responsible for a group of participants at any given time. Whilst this is a more resource intensive delivery method, it can provide several key advantages. For example, it provides an opportunity for one of the trainers to have a private conversation with a participant who has been triggered if such an event occurs. It also allows you to share responsibilities such as maintaining the flow of the session,

moderating the chat function in virtual sessions, and ensuring participants are engaged and psychologically safe throughout. Equally, dual moderation supports business continuity; if one of the trainers is ill or unable to deliver a session for any reason, it means that the other person can assume full responsibility for the session. Finally, it is quite possible for a trainer to become triggered when discussing sensitive content. Ensuring there is another person in the room capable of delivering the session by themselves is a great way of supporting trainer wellbeing alongside that of your participants.

After having identified any potentially triggering content, there are a number of ways in which you can prepare prior to training. Below is a list of practical tools and resources which explain in more detail how to prevent triggers.



TRIGGER AND CONTENT WARNINGS

Trigger warnings are designed to inform training delegates about the presence of sensitive and possibly triggering information, videos, images or discussions. As discussed by Reading University in their **guide**, the objective of trigger warnings is not to censor or remove specific types of content, but rather to give people the opportunity to choose whether to engage with sensitive materials. Nevertheless, it is sensible to remove any sensitive or offensive material if it is unnecessary and does not meaningfully contribute to the objectives of your training session.

If you identify any potentially triggering elements within the training content, it is your responsibility as a trainer to ensure that they are flagged in an appropriate and timely way using the suggested trigger and content warnings.

Here are some examples of where and how to use trigger warnings:

- **In conversations/discussions:** If a planned topic of discussion is potentially triggering or there is a planned disclosure of sensitive information, it is good practice to give a verbal warning prior to the presentation and allow others to choose to withdraw from that conversation or presentation.
- **In emails:** If an email content or attachments include any potentially triggering elements, highlight the matter to the recipients by either including a trigger warning at the very top of the email or, if necessary, in the object of the email.

- **On documents:** If a document contains any triggering content, some suggestions would be to use trigger warnings on the front page of the document, on the page that precedes the triggering content; and at your discretion you may choose to flag this at the top of every page of the document or triggering pages.
- **On presentation slides:** If your training presentation includes a potentially triggering image, video or text, it is preferable to include a trigger warning both at the beginning of the presentation and on the slide which immediately precedes the sensitive or triggering content.

Trigger warnings should be written in a bright and contrasting colour and appear in a large enough font so that they are clearly visible. This also applies to any graphics denoting trigger warnings.

If you identify any potentially triggering elements within the training content, it is your responsibility as a trainer to ensure that they are flagged in an appropriate and timely way using the suggested trigger and content warnings.



In addition to informing your training participants of the presence of potentially triggering content, it is also advisable to briefly explain the nature of it. For example, you could introduce your presentation by saying: 'This presentation contains content that could be potentially triggering to some people, as it discusses issues surrounding hate crime/racism'. This allows participants and the trainer to prepare for that part of the session, and this may include being more observant of participants' engagement in the session, body language and group dynamics.

CONTENT OUTLINE

Another helpful strategy is to distribute a content outline of your training session ahead of time (e.g. through a group email). This allows everyone to have a clear understanding of the nature and context of the images, texts, videos and discussions that are going to arise during the training, thus removing the chance of someone unexpectedly encountering distressing content.

Remember to use trigger warnings in your content outline and group email if it includes any potentially triggering content.

SAFE SPACES CONTRACT

Prior to delivering the session, make participants aware of the behaviours expected of both yourself and them in order to support a healthy and safe environment for productive dialogue. This can be done by introducing a safe spaces contract. An example of this might include asking all participants to:

- Please listen respectfully to everyone.
- Feel free to stop us and ask questions at any point.
- Allow everyone a chance to speak.
- Recognise our views may differ- that is ok.
- Acknowledge that everyone has different lived experiences & we can only speak from our own experiences.
- Avoid minimising or dismissing someone else's lived experiences.
- Use an inclusive nudge if needed: "Instead of saying... could we say..."
- What's shared here stays here, what's learned here leaves here (Chatham House Rule)

PSYCHOLOGICAL AND SAFETY BRIEFING

Alongside using trigger warnings, it is good practice to preface your sessions with a psychological and emotional safety briefing in order to make everyone aware of the type of support that is available before commencing training. This could entail reminding participants that, in case of psychological or emotional distress, they can turn their cameras off, step away or give a signal to leave. You should also remind participants of the different types of mental health support, services and resources available (both internal and external), if applicable.

PSYCHOLOGICAL CHECK IN/BREAK

Take the time to check in with your participants throughout your training session. This could entail pausing your session for a few minutes to ensure that everyone feels comfortable with what has been shown and discussed so far. This could also be used as an opportunity to remind your participants of any upcoming triggering material.

In addition to scheduling some breaks throughout your session, remind your participants during the session when the next break is due or ask if they are ready for a break if upon observation it would be beneficial to do so.



ICEBREAKERS

Introducing a session with an icebreaker is an excellent way of establishing a positive psychological contract, both between the trainer and delegates and amongst the delegates themselves. Ice breakers encourage participation, and therefore inclusion, and can make delegates feel more comfortable in contributing their perspectives once you reach the substantive part of the training session. Depending on the nature of the training icebreakers can be designed to energise a group, segway between different topics/stages or to build familiarity and trust amongst participants.



RESOURCES

[PSYCHOLOGICAL CONTRACT](#)

[BEST DIVERSITY ICEBREAKERS TO TRY AT WORK](#)

[7 \(MORE\) DIVERSITY ACTIVITIES AND ICEBREAKERS FOR COWORKERS](#)



ACCESSIBILITY

- Triggers may not exclusively be caused by the content of your training, such as a sensitive or offensive image or text, but they might also originate from the format and degree of accessibility of the training. It is therefore important to make sure that your training and your content is accessible and accommodates everyone's individual needs which might not always be obvious or visible. Some useful examples might be: Making sure that you use easily readable colours, images and fonts
- Offering your training materials in different formats if needed (e.g. printed)
- Avoiding gendered language and expressions
- Avoiding acronyms, abbreviations and unnecessary capitalisation
- Using alternative text (Alt text) to provide a description of the appearance and function of images
- Using headings to group your content and making page titles informational (eg. write 'section about x and y' rather than 'Part 1')
- Using subtitles when displaying video or audio recordings
- Offering resources in different languages for people whose first language is not English



RESOURCES

[IMAGE COLOUR PICKER](#)

[COLOUR CHECKER](#)

[CHECKING FOR GENDERED LANGUAGE](#)

[BRITISH DYSLEXIA ASSOCIATION -
STYLE GUIDE](#)

[CABINET OFFICE DISABILITY UNIT -
ACCESSIBLE COMMUNICATION
FORMATS](#)

[ALT TEXT - WHY IT'S IMPORTANT
AND HOW TO USE IT](#)

PREVENTION CHECKLIST - HAVE YOU?

- ✓ Researched and familiarised yourself with the most common triggers
- ✓ Performed an Equality Impact Assessment to identify any potentially triggering materials
- ✓ Removed any triggering content which is unnecessary for the purpose of the training
- ✓ Used appropriate trigger and content warnings where necessary
- ✓ Reviewed your training content for accessibility and cross referenced materials with common triggers
- ✓ Provided a content outline in advance of the training
- ✓ Prefaced your session with a psychological and safety briefing and signposted both external and internal support available
- ✓ Used icebreakers to encourage participation and trust
- ✓ Scheduled breaks and check ins



OTHER USEFUL RESOURCES

THE MIX'S GUIDE TO TRIGGER AND
CONTENT WARNINGS

UNDERSTANDING MENTAL ILLNESS
TRIGGERS

EQUALITY IMPACT ASSESSMENT
GUIDE UKRI

EQUALITY ACT (2010) GOV.UK

DISCRIMINATION: YOUR RIGHTS
GOV.UK

TRIGGER WARNING GUIDANCE AND
SAMPLE WARNING

'WHY I USE TRIGGER WARNINGS' BY
K. MANNE (2015)

READING UNIVERSITY GUIDE ON
TRIGGER WARNINGS

'TYPOLOGY OF CONTENT WARNINGS
AND TRIGGER WARNINGS:
SYSTEMATIC REVIEW' BY CHARLES
ET AL.





EVALUATING AND DELIVERING CONTENT

PART 2: INTERVENTION

Due to their subjective nature, not all triggers will be prevented every time, and in some instances will be completely understandable. Bear in mind that the trigger impact will present in various ways and to various degrees. Therefore, in addition to learning how to prevent triggers from happening, it is also crucial to be prepared and know how to react if either yourself or a person experiences a triggering episode, for example during a training session.

Although triggers are extremely personal and each experience of them will not be identical, there are some general guidelines and practical techniques you can use to manage a trigger and respond appropriately.

RECOGNISING THE SIGNS OF A TRIGGER

A trigger might not always be visible. In addition to that, triggers are personal and subjective and can greatly vary from person to person. Alongside being explicitly told by a participant that they are triggered, here is a list of some of the most common emotions and reactions associated with triggers:

- Sudden changes of mood
- Disrupting the session or trying to change the topic
- Displays of anger, fear, shame or guilt
- Pity
- Sadness (crying, withdrawing)
- Defensiveness or hostility (reacting defensively or aggressively towards others and self)
- Frustration or overwhelm (appearing confused or unnerved)
- Signs of shutting down (reduced participation, speaking or moving noticeably less often)

Note that these behaviours and moods are not necessarily caused by being triggered via the training session or its content, there may be other matters affecting the participant and it is worth checking in with your group to assess whether a break is needed - this will also offer the opportunity to approach participants to check in on a more individual basis.

It would be unreasonable to expect everyone to be able to interpret other people's behaviours and moods. This requires a level of training and expertise that often goes beyond that of a trainer. Do not attempt to over-analyse all of your participants, just try to be mindful of any unusual or noticeably different behaviour.

Recognising triggers is a good starting point to understanding the causes, signs and emotional reactions associated with them. There are a wide range of resources (see the list further below) to further develop your understanding of this.

In addition, knowing how to recognise your own triggers helps in building empathy with other people's lived experiences. As a trainer, developing the soft skills that can be improved on over time and understanding more about this topic will help in ensuring that training sessions are delivered with you equipped to manage a triggering episode should it occur.

With some people, you may not notice anything other than a change in their demeanour, such as suddenly becoming withdrawn. They may not vocalise that they have been triggered or shown any outward signs and so keeping an eye on the ethos of the group as a whole may support you in identifying such instances and adjusting your delivery accordingly.

MAINTAINING THE FLOW OF THE TRAINING SESSION

Below is a list of suggested ways of managing a trigger response during a training session. These are suggested best practices and more can be understood about these in the resources provided on page 13 of this toolkit.

- It is important not to disrupt the training session without a planned strategy in place. A triggered participant may not want additional focus placed on them as this can amplify negative feelings associated with triggers.

- Unless it is unavoidable, do not mention the triggering topic or display the triggering image/video again.
- If that is not possible, make the person/people who experienced the trigger aware that more potentially triggering material is going to be discussed or displayed.
- In addition to that, remind them of the variety of psychological and emotional support available, alongside letting them know that they can leave the session or take a longer break.
- Hold enough space for the triggered person to express themselves where appropriate, but do not pressure them to share or disclose any details they might be comfortable with, especially in a group setting.

PAUSING THE SESSION/RETURNING TO SAFE TOPIC

As soon as you notice any visible signs of emotional or psychological distress and discomfort, it might be necessary to pause the training session for a few minutes (by suggesting that everyone takes a break/leaves the room/turns off their cameras) or change the topic of discussion by returning to a 'safer' one. It may be worthwhile to allot extra time for training delivery when covering challenging topics.

Remain calm and use this time to critically reflect on the situation and the material which caused the trigger.



MENTAL HEALTH FIRST AID

Trainers could consider taking part in the Mental Health First Aid training in order to become accredited MHFA Instructor Members. MHFA's courses offer a range of evidence-based face to face and digital learning, from awareness raising to skill development. Their objective is to empower people to notice signs of mental ill health, and encourage them to break down barriers, listen in a non-judgemental way, and signpost to support for recovery. Undergoing the MHFA training could significantly increase trainers' competence in recognising the signs of a trigger and responding to trigger incidents.



RESOURCES

[MENTAL HEALTH FIRST AID TRAINING](#)

[IDENTIFYING EMOTIONAL TRIGGERS AND
WHAT THEY MEAN](#)

[MANAGING YOUR EMOTIONAL TRIGGERS
TOOLKIT](#)

[EMOTIONAL TRIGGERS IN THE WORKPLACE](#)

[HOW TO IDENTIFY AND MANAGE YOUR
EMOTIONAL TRIGGERS](#)



EVALUATING AND DELIVERING CONTENT

PART 3: AFTERCARE

CHECKING IN

Check in with the triggered person/people at the end of your session. Make them aware of all of the psychological and emotional support available again. Give them space to disclose more details about how they feel and be open to any suggestions.

However, if it is obvious that the person does not wish to remain engaged, do not pressure them to do so - sometimes the best option is to leave the environment.

SEEKING FEEDBACK

Feedback could be collected through an anonymous survey at the end of the training session. This can allow all participants to express their opinions and make suggestions about the content and format of your session. Participants should be encouraged to share both positive and negative feedback about the session. It is advisable to use both open and closed-ended questions to allow participants to leave more detailed comments if they wish to do so. Here are some examples of questions you could ask in addition to your standard survey template:

- To what extent were the trigger warnings in this session helpful in preparing you to discuss and view sensitive content/topics?
- Were you informed about the presence of sensitive or potentially triggering content before the presentation/training?
- Do you feel like you were given enough resources or strategies to deal with emotional distress during the training session?

The feedback ought to be used to inform the next training session to continuously improve the extent to which the content is inclusive and mindful of everyone's individual needs.

SIGNPOSTING SUPPORT

- Let attendees know that both internal and external support is available.

This can be done by sending a group email at the end of the session with relevant links, resources and contact information.

- Internal resources - mental health first aiders, line manager
- External resources - mental health support lines, online resources, self-help techniques

STAYING ON AT THE END OF THE SESSION

Do not leave the session immediately, but take the time to speak with anyone who might wish to comment or provide any feedback after your session. Make sure to also leave your contact details, so that participants can contact you after the session.



ACCESSIBLE RESOURCES

This page provides links for all additional resources found throughout the toolkit for the benefit of those with printed copies.

PART 1: PREVENTION

Psychological Contract:

<https://www.cipd.co.uk/knowledge/fundamentals/relations/employees/psychological-factsheet#gref>

Best Diversity Icebreakers to Try at Work:

<https://coachdiversity.com/blog/fun-diversity-icebreakers/>

7 (more) Diversity Activities and Icebreakers for Coworkers:

<https://getsling.com/blog/diversity-activities/>

Image Colour Picker:

<https://imagecolorpicker.com/en>

Colour Checker:

<https://webaim.org/resources/contrastchecker/>

Checking for Gendered Language:

<https://gender-decoder.katmatfield.com>

British Dyslexia Association - Style Guide:

<https://www.bdadyslexia.org.uk/advice/employers/creating-a-dyslexia-friendly-workplace/dyslexia-friendly-style-guide>

Cabinet Office Disability Unit - Accessible Communication Formats:

<https://www.gov.uk/government/publications/inclusive-communication/accessible-communication-formats#:~:text=A%20minimum%20size%20of%2016,size%20best%20suits%20their%20needs>

Alt Text - Why it's Important and How to Use it:

<https://moz.com/learn/seo/alt-text>

The Mix's Guide to Content and Trigger Warnings:

<https://www.themix.org.uk/mental-health/looking-after-yourself/a-guide-to-content-and-trigger-warnings-37946.html>

Understanding Mental Illness Triggers:

<https://www.nami.org/Blogs/NAMI-Blog/January-2022/Understanding-Mental-Illness-Triggers>

Equality Impact Assessment Guide UKRI:

<https://www.ukri.org/wp-content/uploads/2021/02/nerc-110221-Funding-Opp-PreparingForFutureCleanAir-EIA.pdf>

Equality Act (2010) Gov.uk:

<https://www.gov.uk/guidance/equality-act-2010-guidance#:~:text=Print%20this%20page-,Overview,strengthening%20protection%20in%20some%20situations.>

Discrimination: Your Rights Gov.uk:

<https://www.gov.uk/discrimination-your-rights/how-you-can-be-discriminated-against><https://www.gov.uk/discrimination-your-rights/how-you-can-be-discriminated-against>

Trigger Warning Guidance and Sample Warning:

<https://wholepicturetoolkit.org.uk/app/uploads/2022/02/Trigger-warning-guidance.pdf>

'Why I Use Trigger Warnings' by K. Manne (2015):

<https://www.bu.edu/fafc/files/2015/10/Why-I-Use-Trigger-Warnings-The-New-York-Times.pdf>

Reading University Guide on Trigger Warnings:

<https://www.reading.ac.uk/cgsd/-/media/project/functions/cgsd/documents/gap/trigger-warnings.pdf?la=en&hash=4ED308FDD1478F4FFE870A057D857ECA>

'Typology of Content Warnings and Trigger Warnings: Systematic Review' by Charles et al.:

<https://journals.plos.org/plosone/article?id=10.1371%2Fjournal.pone.0266722>

PART 2: INTERVENTION

Mental Health First Aid Training:

<https://mhfaengland.org/>

Identifying Emotional Triggers and what they Mean:

<https://www.mindbodygreen.com/articles/emotional-triggers>

Managing your Emotional Triggers Toolkit:

<https://mediatorsbeyondborders.org/wp-content/uploads/2020/01/managing-your-triggers-toolkit.pdf>

Emotional Triggers in the Workplace:

<https://www.workplacestrategiesformentalhealth.com/resources/emotional-triggers>

How to Identify and Manage your Emotional Triggers:

<https://www.healthline.com/health/mental-health/emotional-triggers>

END NOTE

The tools and techniques shared in this toolkit are collated with the intention of supporting individuals and organisations to prepare and deliver training with greater consideration of equity, diversity and inclusion. These are issues central to modernising the heritage sector, and if addressed with intention, compassion, and care, will grow the reach and impact of organisations' cultural offering.