Slide 1

Welcome to

Trauma-Informed Leadership: The Balance of Compassion & Accountability

El liderazgo informado sobre el trauma: el equilibrio entre compasión y responsabilidad

THE TRAINING WILL BEGIN SHORTLY! WHILE YOU'RE WAITING...

Icebreaker Question (answer in the chat)
What's your favorite way to relax after a busy day?

Survey & Certificate of Completion
Available following the training.
CEUs available for LCSWs, LMFTs, LPCCs, and LEPs

Connect With Us!

VISIT CALTRIN.ORG & SCAN TO LEARN MORE

FOLLOW US! AND CHECK OUT TRAINING REPLAYS ON YOUTUBE!
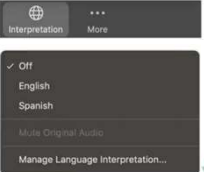
Slide 2

SPANISH INTERPRETATION AVAILABLE!
INTERPRETACIÓN AL ESPAÑOL DISPONIBLE!

Today's training will be in both English and Spanish.
La capacitación de hoy será en español y ingles.

Click the "Interpretation" icon in your toolbar;
select "Spanish."

Seleccione el ícono "Interpretation" de las opciones al debajo de su pantalla. Elige la opción "Spanish."

Interpretation   More
- Off
- English
- Spanish
- Mute Original Audio
- Manage Language Interpretation...

Slide 3

Hi, We're CalTrin!

Who we are
- The California Training Institute
- Funded by the State of California, Dept. of Social Services, Office of Child Abuse Prevention (OCAP) to support child abuse prevention through professional development and extended learning opportunities.
- Designed for staff of family strengthening and child abuse prevention organizations in California, including Family Resource Centers, Child Abuse Prevention Councils, community-based organizations, and other child and family serving systems.

What we offer
- Live webinars & small group training
- Virtual, self-paced courses
- Job aids & other resources

This training was made possible with funding from the California Department of Social Services, Office of Child Abuse Prevention. Any opinions, findings, conclusions, and/or recommendations expressed are those of the CEBC /CalTrin and do not necessarily reflect the views of the California Department of Social Services.

UPCOMING TRAININGS
mark your calendars!

Visit caltrin.org to view and register for upcoming webinars or workshops

September 17 | Knowledge of Parenting & Child Development

September 20 | Art & Science of Father Engagement Programming

September 24 | Centering Equity in the Work

September 26 | Best Practices to Address the Needs of Caregivers with Disabilities

October 1 | Mental Health Matters in Early Childhood

October 8 | Expanding Social Supports to Achieve Better Outcomes

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Before We Begin...

DURING

The notetaking slides and participant guide are in the chat now!

Review interactive features for today's session. Locate the controls on the toolbar at the bottom of your screen.

This presentation is being recorded.

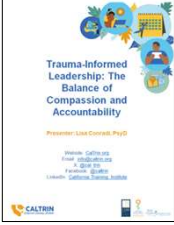External AI assistants are not allowed in CalTrin trainings due to California privacy laws.

AFTER

Complete the survey to receive your Certificate of Attendance. CEUs available for LCSWs, LMFTs, LPCCs, and LEPs.

A follow-up email will be sent to all participants within two days.

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TRAINING RESOURCES

Workbook Page #

Trauma-Informed Leadership: The Balance of Compassion and Accountability

Presenter: Lisa Conradi, PsyD

Website: CalTrin.org
Email: info@caltrin.org
X: @cal_trin
Facebook: @caltrin
LinkedIn: California Training Institute

Fillable PDF Participant Guide

Notetaking PPT Slides

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CALTRIN
California Training Institute

**Trauma-Informed Leadership:
The Balance of Compassion
& Accountability**

Presenter: Lisa Conradi, PsyD

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CALTRIN
California Training Institute

Speaker **SPOTLIGHT**

- Provides consultation and support to organizations striving to become more trauma-informed at all levels.
- Former Executive Director of the Chadwick Center, a children's advocacy center which houses one of the largest trauma treatment centers in the nation
- Licensed clinical psychologist trained on evidence-based trauma-focused treatment practices, including Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT) and Child-Parent Psychotherapy (CPP)
- Co-author of Trauma-Informed Assessment with Children and Adolescents: Strategies to Support Clinicians

Lisa Conradi, PsyD

**President & Founder,
Trauma-Informed Innovations, LLC**

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Trauma-Informed Leadership:
Balancing Compassion and
Accountability

Lisa Conradi, Psy.D.
Trauma-Informed Innovations, LLC

September 12, 2024

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Poll Question #1: How Many Staff do you Supervise/Roll up to you?

- 1-5
- 6-10
- 11-20
- More than 20

10

Poll Question #2: How Long Have you Been a Leader?

- 0-2 years
- 3-5 years
- 6-10 years
- More than 10 years

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What are we going to talk about today?

01
Identify three reasons why a trauma-informed leadership approach is beneficial to an organization.

02
Name the four pillars of a trauma-informed leadership approach.

03
Identify four concrete strategies that they can implement in their organization to become a more trauma-informed leader.

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Setting the Stage: Applying a Trauma Lens

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What Characterizes Trauma?

- Harmful event or series of events
- Lack of actual or perceived control in the harmful situation
- Violation of trust and safety
- Disruption in the social contract

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Types of Trauma

- Capital "T" trauma – Those specific, identifiable, and hurtful events that create autonomic and powerful responses in our body. These are the types of trauma we serve every day in child and family-serving organizations.
- Small "t" trauma – Less memorable but hurtful misfortunes of childhood. Might include bullying, high conflict divorce, etc. All of us have likely experienced a version of this type of trauma.
- Stressful events – Events that cause temporary distress but which our bodies can adapt and recover within a reasonable period. Might include parental divorce, moving, etc.
- Some adverse childhood experiences are trauma, some are stress.

STRESS ≠ TRAUMA

Definitions adapted from Mate & Mate, 2022

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Collective Trauma

- Refers to the psychological reactions to a traumatic event that affect an entire society
- The tragedy is represented in the collective memory of the group, which includes both a reproduction of the event, but also an ongoing reconstruction of the trauma in an attempt to make sense of it.

Hirschberger, 2018

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Syndemic Trauma

- A syndemic refers to two or more health problems that coexist at the same time or concurrently
- A syndemic trauma refers to two major traumatic events that occur at the same time
- Scholars have argued that we are currently experiencing a syndemic trauma – the co-occurrence of the COVID-19 pandemic and grappling with racial justice issues (Powell, 2020)
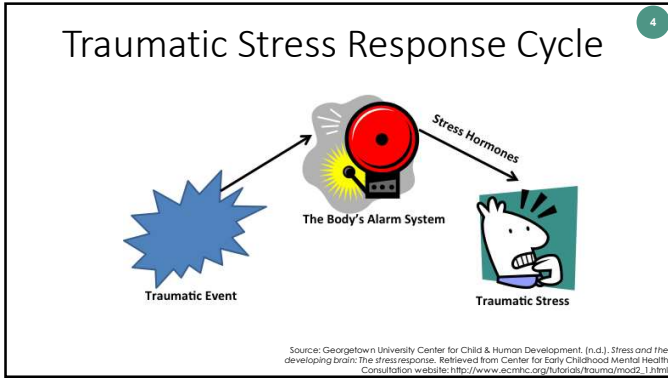
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Trauma and the Current Workforce

In our field, we are likely working with families every day who have experience capital "T" trauma

Many of us and our staff have experienced their own capital "T" trauma or small "t" trauma

These experiences impact how we connect and relate with another, causing tension and frustration.

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Traumatic Stress Response Cycle

Stress Hormones

The Body's Alarm System

Traumatic Event

Traumatic Stress

Source: Georgetown University Center for Child & Human Development. (n.d.). *Stress and the developing brain: The stress response.* Retrieved from Center for Early Childhood Mental Health Consultation website: http://www.ecmhc.org/tutorials/trauma/mod2_1.html

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Why is this Important?

- When individuals are in a "reactive" mode, they are activating the "fight, flight, freeze, or fawn" parts of their brain, or the emotional centers:
  - Those in "flight" might be calling out more often, increased absences, leave for another job
  - Those in "fight" mode might be disagreeing with every decision, pushing back on everything
  - Those in "freeze" mode might be "checked out" and not engaged, just trying to survive
  - Those in "fawn" mode might be trying to please everyone, abandoning their own needs to avoid conflict, criticism, or disapproval
- When we can step back and reflect, it activates the "cognitive' part of our brain, or the frontal lobe, creating opportunities for more innovation and problem-solving.

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What is Trauma-Informed Care?

Trauma-informed care seeks to:
- **Realize** the widespread impact of trauma and understand paths for recovery;
- **Recognize** the signs and symptoms of trauma in patients, families, and staff;
- **Integrate knowledge** about trauma into policies, procedures, and practices; and
- Actively **avoid re-traumatization**.

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SAMHSA'S KEY PRINCIPLES OF A TRAUMA-INFORMED APPROACH

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

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A Trauma-Informed Leader…

- Creates physically and psychologically safe teams and environments
- Builds trust between and among team members
- Facilitates multiple opportunities for connection
- Identifies clear boundaries and expectations while also supporting staff autonomy, voice, and choice
- Engages in the "tough" conversations when needed
- Has a space to be vulnerable and take care of themselves

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What Does it Mean to be a Trauma-Informed Leader?

A trauma-informed leader is an individual who integrates the key principles of trauma-informed care into their leadership style

Involves effectively balancing compassion and accountability

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Why Trauma-Informed Leadership?

My Leadership Story

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The Four Pillars of Trauma-Informed Leadership™

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Safety

Trust

Autonomy

Connection and Relationships

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Safety

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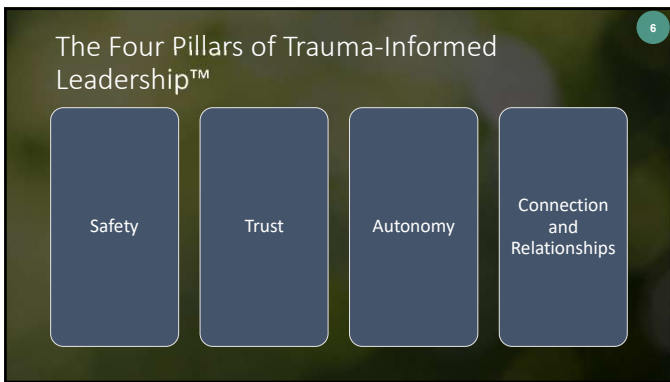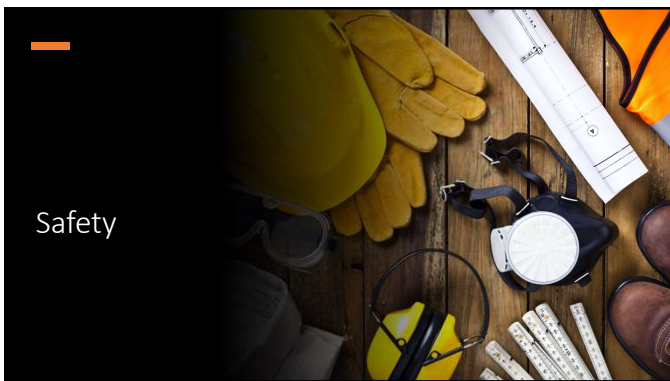
Safety

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Physical – Freedom from threats of violence, whether from self or others. Physical safety includes being aware of risks in the environment and taking steps to ensure basic physical safety when there is a threat.

Psychological – The ability to be safe within one's own identity and the sense of feeling safe with other people and in one's community. Your ability to create psychological safety in an interaction may increase the comfort that the person feels during the process

Definitions adapted from Bloom & Farragher, 2013

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The Role of Safety in Trauma and Trauma-Informed Leadership

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- A traumatic experience is characterized by a profound lack of both physical and emotional safety
- An individual who has experienced chronic and complex trauma, may have difficulty distinguishing between safe and unsafe situations
- Following a traumatic event, a person may feel unsafe even when they are physically safe
- This can lead to them re-experiencing the event with the physiological responses
- A trauma-informed leader actively works on creating a physically and psychologically safe work environment

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Team Psychological Safety

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A shared belief held by members of a team that the team is safe for interpersonal risk taking.

Edmondson, 2019

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What Psychological Safety is NOT

- Psychological safety is not about being nice (or making people happy)
- Psychological safety is not a personality factor
- Psychological safety is not just another word for trust
- Psychological safety is not just about lowering performance standards

Edmondson, 2019

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Psychological Safety and Team Engagement

	Low Standards	High Standards
High Psychological Safety	Comfort Zone	Learning and High-Performance zone
Low Psychological Safety	Apathy zone	Anxiety zone

Edmondson, 2019

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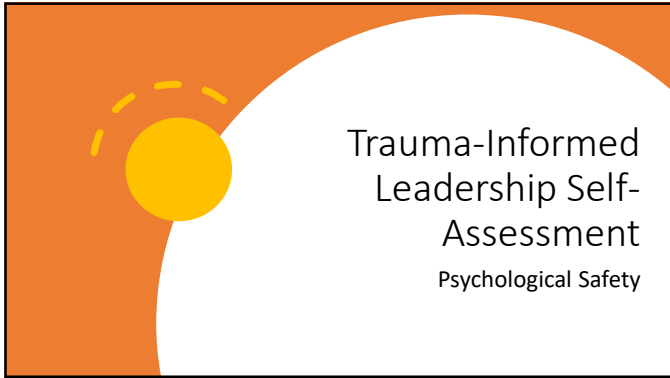
The Benefits of Psychological Safety

- Encourages speaking up
- Enables clarity of thought
- Supports productive conflicts
- Mitigates failures
- Promotes innovations
- Removes obstacles to pursuing goals for achievement performances
- Increases accountability

Edmondson, 2012

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Trauma-Informed Leadership Self-Assessment

Psychological Safety

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Poll Question: Team members feel comfortable communicating with each other and/or their leader when concerns arise

- Never
- Rarely
- Sometimes
- Often
- Always

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How Leaders Can Cultivate Psychological Safety in their Teams

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- Be accessible and approachable
- Acknowledge the limits of current knowledge
- Be willing to display fallibility
- Invite participation
- Highlight failures as learning opportunities
- Use direct language
- Set boundaries
- Hold people accountable for transgressions

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Trust and Transparency

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The Role of Trust in Trauma and Trauma-Informed Leadership

- Trauma can profoundly impact an individual's ability to trust in the world to be safe
- Some types of interpersonal trauma occur when the individual a child is supposed to trust the most (e.g., a parent) is the person who hurts them
- This can severely impair an individual's ability to trust in others over time
- A trauma-informed leader actively creates an environment of trust and transparency

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Trust Defined

Choosing to risk making something you value vulnerable to another person's actions.

Feltman, 2021, p. 9

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BRAVING

- **Boundaries**: You respect my boundaries, and when you're not clear about what's okay and not okay, you ask. You're willing to say no.
- **Reliability:** You do what you say you'll do. At work, this means staying aware of your competencies and limitations, so you don't overpromise and are able to deliver on commitments and balance competing priorities.
- **Accountability**: You own your mistakes, apologize, and make amends.
- **Vault**: You don't share information or experiences that are not yours to share. I need to know that my confidences are kept, and that you're not sharing with me any information about other people that should be confidential.

Brown, 2018

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BRAVING, Continued

- **Integrity:** You choose courage over comfort. You choose what is right over what is fun, fast, or easy. And you choose to practice your values rather than simply professing them.
- **Nonjudgment:** I can ask for what I need, and you can ask for what you need. We can talk about how we feel without judgement. We can ask each other for help without judgment.
- **Generosity:** You extend the most generous interpretation possible to the intentions, words, and actions of others.

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The Benefits of Cultivating Trust and Transparency

Team members have clarity on what's expected of them

Team members understand why the organization has made certain decisions (even if they don't agree with them)

Team members are less likely to make unfavorable comparisons to others, "why did XX get this, but I don't?"

Team members know that their leader will do what they say they are going to do

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Trauma-Informed Leadership Self-Assessment

Trust and Transparency

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Poll Question: There is a culture of non-judgment and support

| Never |
| Rarely |
| Sometimes |
| Often |
| Always |

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Increasing Trust and Transparency

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- Consistency – checking in, following up
- Have the hard conversations
- Question (and encourage staff to question) the "stories we tell ourselves"
- Doing what you say you will do (being dependable and consistent)

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Increasing Trust and Transparency, Cont'd

- Being approachable and friendly (people trust leaders they like)
- Championing authenticity, empathy and humanity.
- Showing support for your team members, even when they make mistakes (and admitting to your own)
- Balancing the need for individual confidentiality with organizational transparency

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Autonomy

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The Role of Autonomy in Trauma and Trauma-Informed Leadership

- Autonomy refers to an individual's ability and right to make decisions and have voice, choice, and control over their own lives
- A hallmark of a traumatic event is that an individual or group's autonomy has been taken by them through physical or emotional coercion
- An individual who has experienced trauma often spends much of their energy trying to regain control
- A trauma-informed leader actively works on identifying ways in which staff can meet business requirements while also retaining a sense of autonomy and control

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The Benefits of Championing Autonomy

- Team members feel like they have unique skills that can contribute to the success of the organization
- Team members feel a sense of control over their own successes, and their own challenges
- Team members are more likely to be innovative
- Organizations are more likely to be creative and adaptable

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Strategies to Increase Autonomy

- Opportunities for input in strategic planning or other key organizational activities and initiatives
- Help staff determine what they really need to focus on - how does that map onto their role?
- Clarity on what they can and can't control by incorporating "Zones of Control" language

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Setting the Stage: Zones of Control, Influence, and Acceptance

ZONE OF ACCEPTANCE — Areas that we cannot change. We might be able to write letters or state our preferences in open forums, but our influence is indirect at best.

ZONE OF INFLUENCE — Areas where we can provide direct input, but we do not make the final decision. These are likely areas in which we advocate for staff at our Senior Leadership/Board level or with the various funding sources through ongoing meetings, etc.

ZONE OF CONTROL — Areas that we have complete power over and should be the areas in which we spend most of our time and energy

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Connection and Relationships

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The Role of Connections and Relationships in Trauma and Trauma-Informed Leadership

- Some of the most complicated and challenging types of trauma occur within the context of our connections and relationships
- This type of trauma is called complex trauma
- Complex trauma can have a profound impact on how we see the world and relate to others around us
- The best way to heal complex trauma is within the context of relationships
- A trauma-informed leader actively works on creating opportunities for connections and relationships within their team and organization

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The Benefits of Cultivating Connections and Relationships

Team members feel like they are a part of something bigger and are better aligned with the Mission and Vision of the organization

Team members are likely to feel more supported, especially after dealing with a tough case

Organizations are more likely to have better engagement and less turnover

Organizations can manage concerns regarding burnout and secondary traumatic stress more quickly

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Facilitate Opportunities for Social Support (13)

- Social support refers to activities that allow team members to remain committed to the team, especially at times of emotional turmoil (e.g., when conflict arises). Social support can take a number of forms that can include:
  - Being an ally to them when they need someone to help advocate for them or their ideas
  - Reassuring their worth and value to the team-tell them how much you and the other team members appreciate them
  - Listening to their problems and offering guidance – if they ask for it.

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Video: Offering Social Support (16)
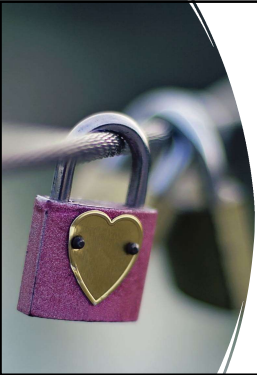
USA TODAY

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Additional Strategies to Build Connections and Relationships (14)

- CULTIVATE MEANINGFUL MEETINGS AND GATHERINGS FOR STAFF
- HAVE TEAM MEMBERS WORK TOGETHER ON PROJECTS
- BUILD INCLUSIVE CULTURES
- IDENTIFY STAFF MEMBERS "LANGUAGE OF APPRECIATION IN THE WORKPLACE"
- INCORPORATE GRATITUDE TO EACH OTHER IN THE CULTURE OF THE ORGANIZATION
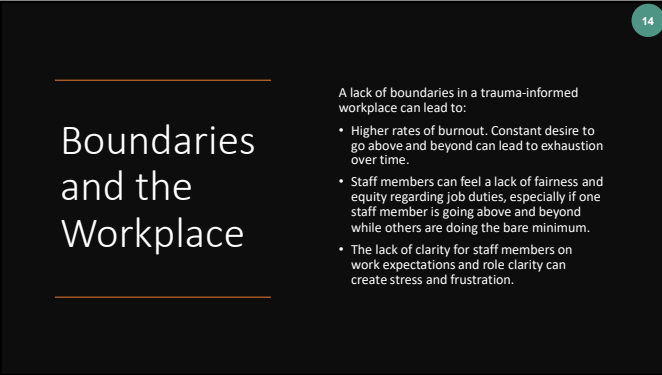- BE FLEXIBLE WHEN YOU CAN

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Boundaries

- "Boundaries are expectations and needs that help you feel safe and comfortable in your relationships" (Glover Tawwab, 2021).
- Individuals who have experienced trauma have often had their physical and emotional boundaries fundamentally violated, often repeatedly.
- Often, we loosen our boundaries trying to be "compassionate" or "available" to our staff or we keep overly rigid boundaries that may not make much sense.
- Finding a balance of appropriate, healthy, and relational boundaries is critical as a trauma-informed leader.

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Boundaries and the Workplace

A lack of boundaries in a trauma-informed workplace can lead to:

- Higher rates of burnout. Constant desire to go above and beyond can lead to exhaustion over time.
- Staff members can feel a lack of fairness and equity regarding job duties, especially if one staff member is going above and beyond while others are doing the bare minimum.
- The lack of clarity for staff members on work expectations and role clarity can create stress and frustration.

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Boundaries Assessment

- Conduct a Personal Self-Assessment – What are ways in which you have good boundaries? What are ways in which you struggle to maintain boundaries? What are ways in which you may have rigid boundaries?
- Conduct a Team Self-Assessment – What are ways in which your team has good boundaries? What are areas in which they are not?
- Identify at least one personal and one team boundary that you can implement in the next week. Share it publicly and get buy-in.

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Poll Question: Team members feel comfortable both setting and respecting each other's boundaries

- Never
- Rarely
- Sometimes
- Often
- Always

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Bringing it All Together

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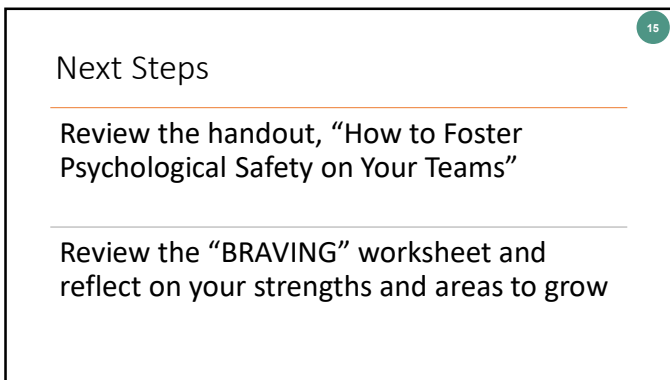**General Tips on Leading with Compassion and Accountability**

- Don't be afraid to create clear boundaries and expectations for job roles and performance
- Engage in courageous and difficult conversations on an ongoing basis
- Create an environment that views mistakes as opportunities to learn (*but still hold people accountable to appropriate consequences*)
- Create opportunities for staff to connect with one another and appreciate each other as human beings
- Provide ongoing and transparent communication regarding initiatives and expectations
- Focus efforts for improvement in your zones of control and influence
- Be aware of your own triggers and trauma and how it may be impacting your ability to fully engage
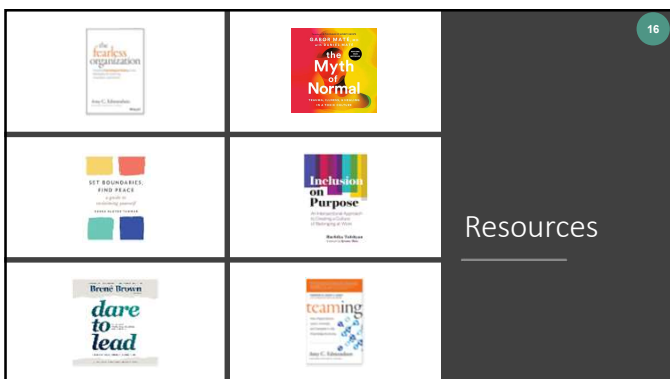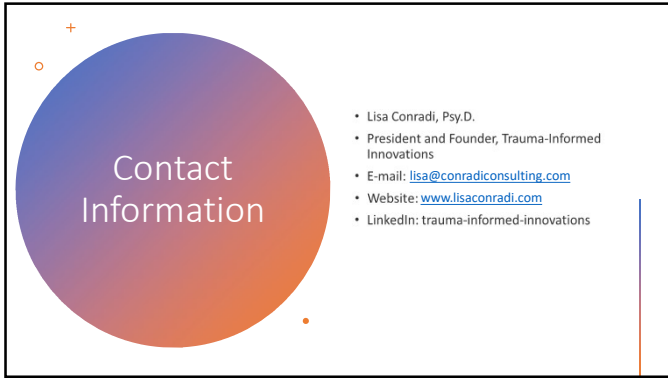
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Questions?

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Next Steps

Review the handout, "How to Foster Psychological Safety on Your Teams"

Review the "BRAVING" worksheet and reflect on your strengths and areas to grow

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Resources

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Contact Information

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- LinkedIn: trauma-informed-innovations

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Thanks for joining us!
WHAT'S NEXT?

- Survey and certificate in the chat now
  - LCSWs, LPCCs, LMFTs, and LEPs – complete additional survey section to receive CEUs
- Follow-up email with resources within two days
- Watch your inbox for the next issue of *CalTrin Connect*

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