

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



VISIT [CALTRIN.ORG](https://caltrin.org) &
SCAN TO LEARN MORE



Connect With Us!

FOLLOW US! AND CHECK OUT
TRAINING REPLAYS ON YOUTUBE!



SPANISH INTERPRETATION AVAILABLE!

INTERPRETACIÓN AL ESPAÑOL DISPONIBLE!

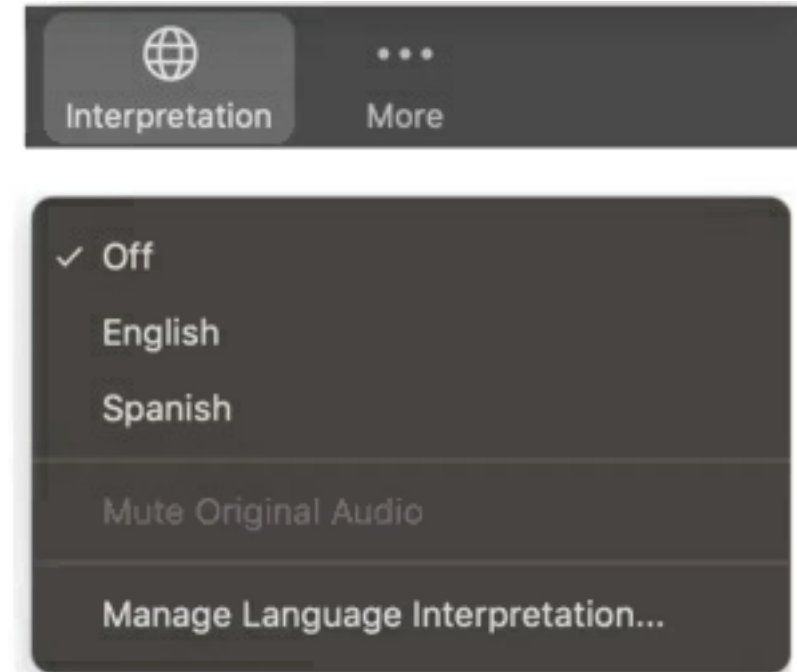
Today's training will be in both English and Spanish.

La capacitación de hoy será en español y inglés.

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."



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



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

Before We Begin...

DURING



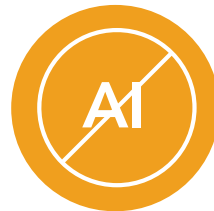
The notetaking slides and participant guide are in the chat now!



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.


TRAINING RESOURCES



Trauma-Informed Leadership: The Balance of Compassion and Accountability

Presenter: Lisa Conradi, PsyD

Website: CalTrin.org
Email: info@caltrin.org
X: [@cal_trin](https://twitter.com/cal_trin)
Facebook: [@caltrin](https://www.facebook.com/caltrin)
LinkedIn: [California Training Institute](https://www.linkedin.com/company/california-training-institute)



Fillable PDF Participant Guide



Slide 1: Trauma-Informed Leadership: The Balance of Compassion & Accountability. Includes a QR code and social media links.

Slide 2: SPANISH INTERPRETATION AVAILABLE! INTERPRETACION AL ESPAÑOL DISPONIBLE! Includes instructions for selecting Spanish in a video player.

Slide 3: Hi, We're CalTrin! Includes a map of California and text about the training institute.

Notetaking PPT Slides





Trauma-Informed Leadership: The Balance of Compassion & Accountability

Presenter: Lisa Conradi, PsyD

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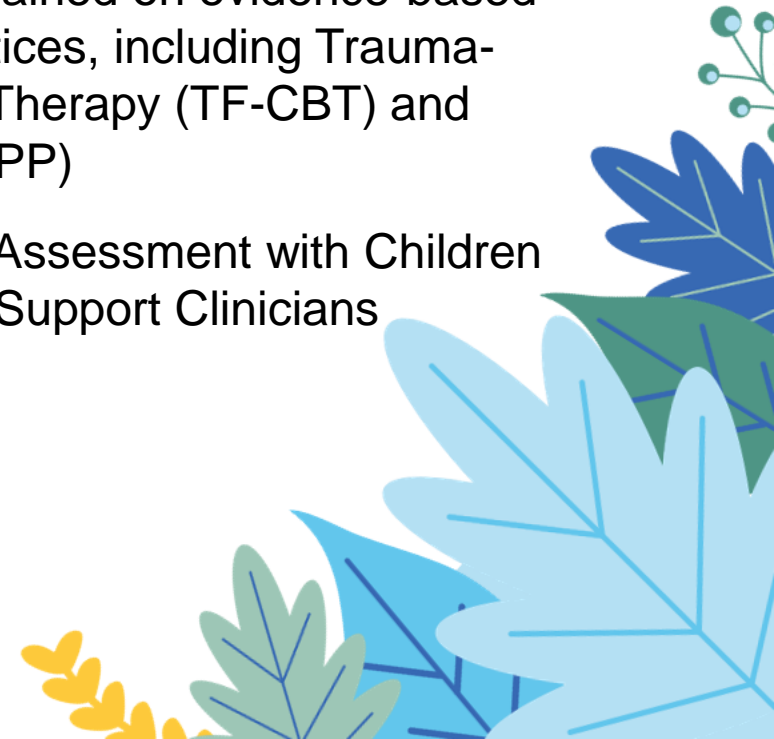




Lisa Conradi, PsyD

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

- 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



Trauma-Informed Leadership: Balancing Compassion and Accountability

Lisa Conradi, Psy.D.

Trauma-Informed Innovations, LLC

September 12, 2024

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

1-5

6-10

11-20

More than 20

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

0-2 years

3-5 years

6-10 years

More than 10 years

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.

Setting the Stage: Applying a Trauma Lens



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



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**



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.

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)



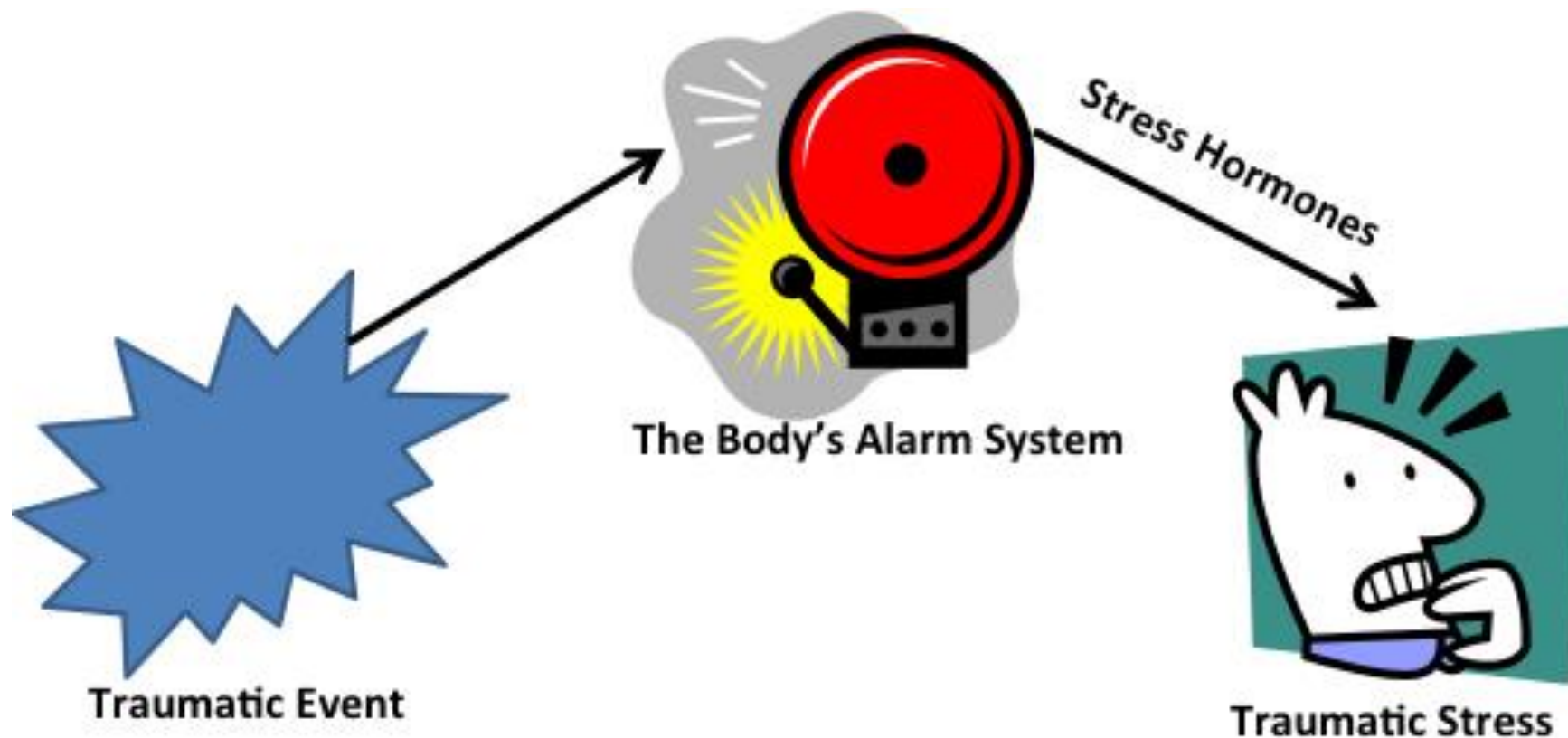
Trauma and the Current Workforce

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.

Traumatic Stress Response Cycle



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

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.



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.**



SAMHSA'S KEY PRINCIPLES OF A TRAUMA-INFORMED APPROACH

Safety

Trustworthiness
and
Transparency

Peer Support

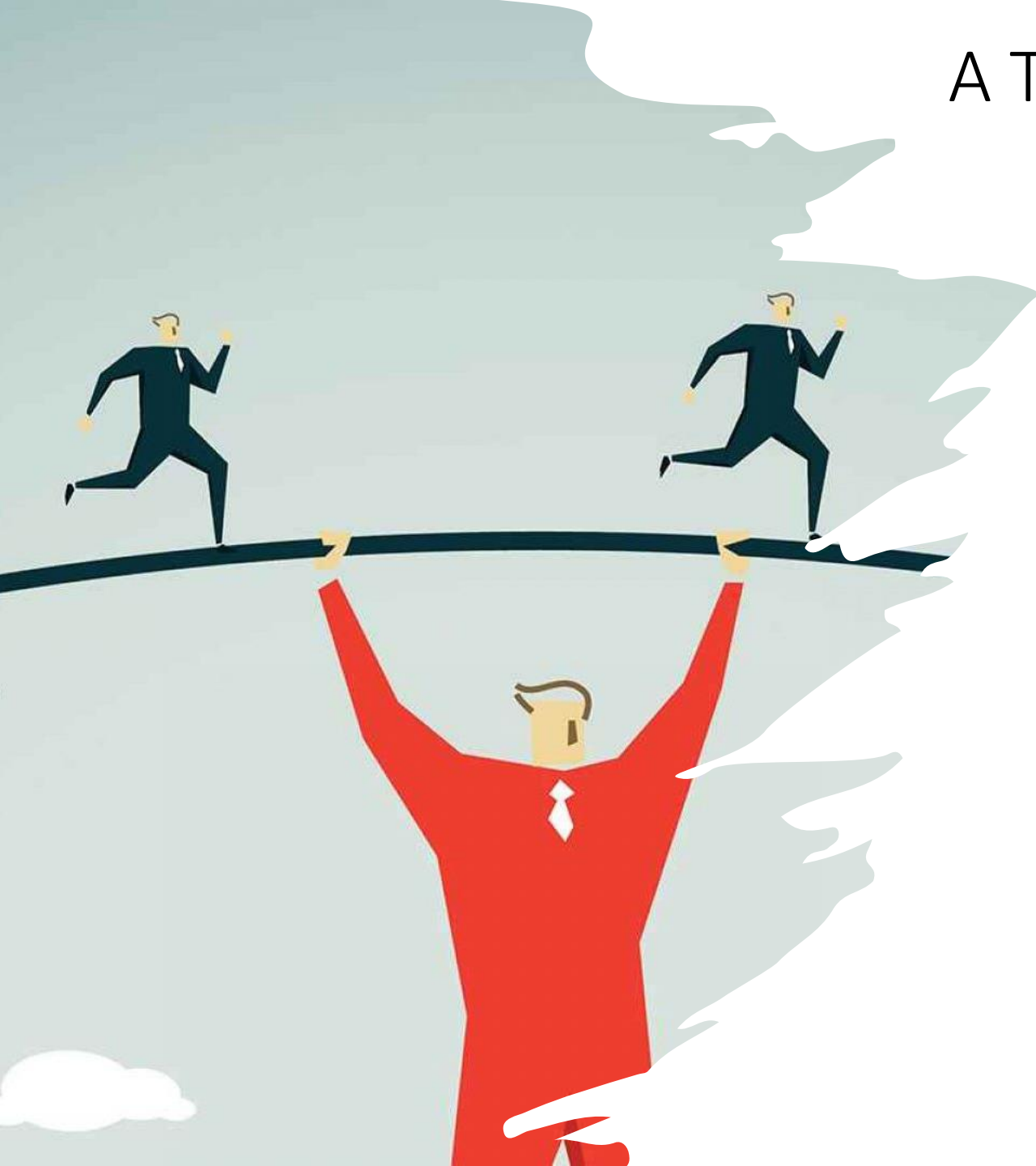
Collaboration
and Mutuality

Empowerment,
Voice, and
Choice

Cultural,
Historical, and
Gender Issues

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



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





Why Trauma-Informed Leadership?

My Leadership Story



The Four Pillars of Trauma-Informed Leadership™

Safety

Trust

Autonomy

Connection
and
Relationships



Safety



Safety

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

The Role of Safety in Trauma and Trauma-Informed Leadership

- 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



Team Psychological Safety

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

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

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

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



Trauma-Informed Leadership Self- Assessment

Psychological Safety

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

Never

Rarely

Sometimes

Often

Always

How Leaders Can Cultivate Psychological Safety in their Teams

- 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

The background features a gradient from light purple to dark grey. On the left, several 3D cubes of varying sizes are arranged in a loose, upward-curving path, connected by thin, light-colored lines. On the right, a network diagram is visible, consisting of a series of interconnected nodes (small circles) and lines, forming a complex web-like structure. The overall aesthetic is modern and digital.

Trust and Transparency



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

Trust Defined

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





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.

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.



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

Trauma-Informed Leadership Self- Assessment

Trust and Transparency



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

Never

Rarely

Sometimes

Often

Always

Increasing Trust and Transparency

- 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)



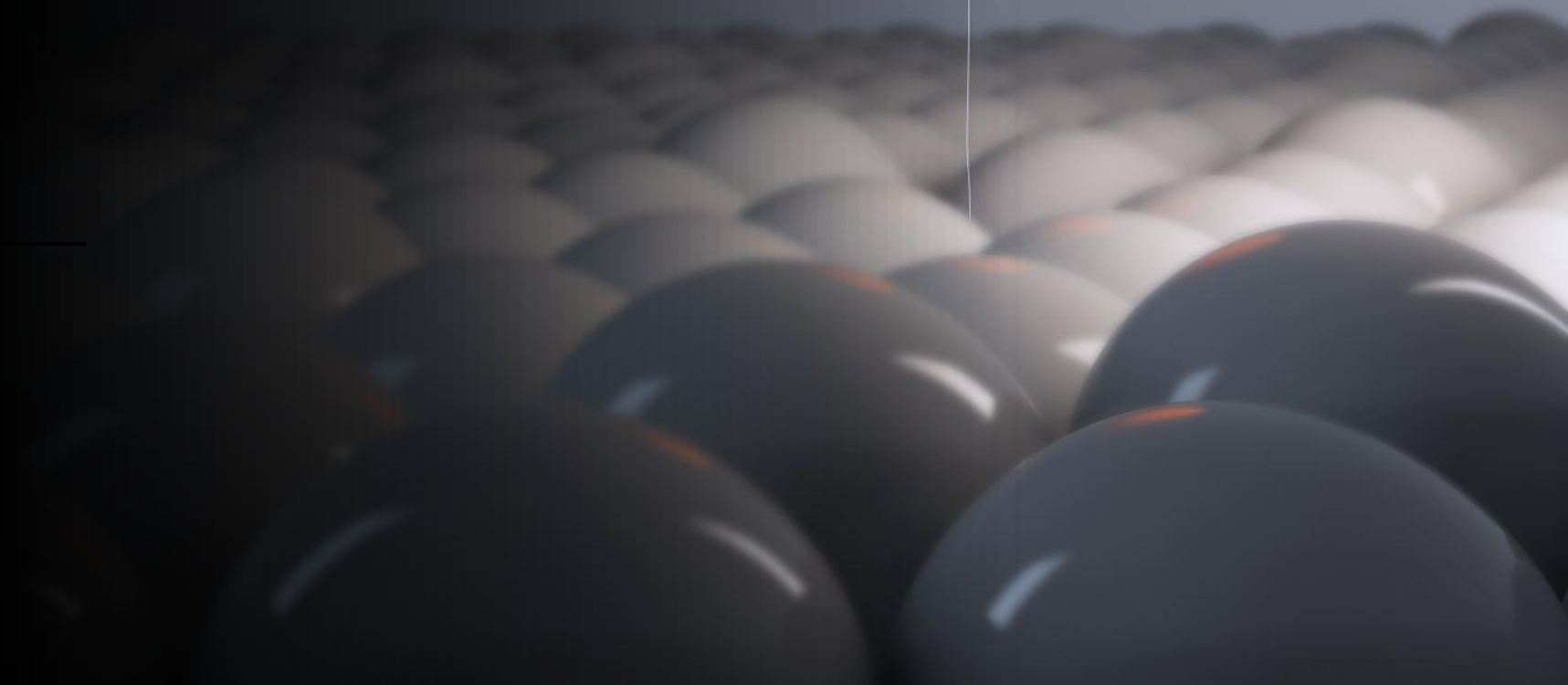
Increasing Trust and Transparency, Cont'd

- 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





Autonomy



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



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



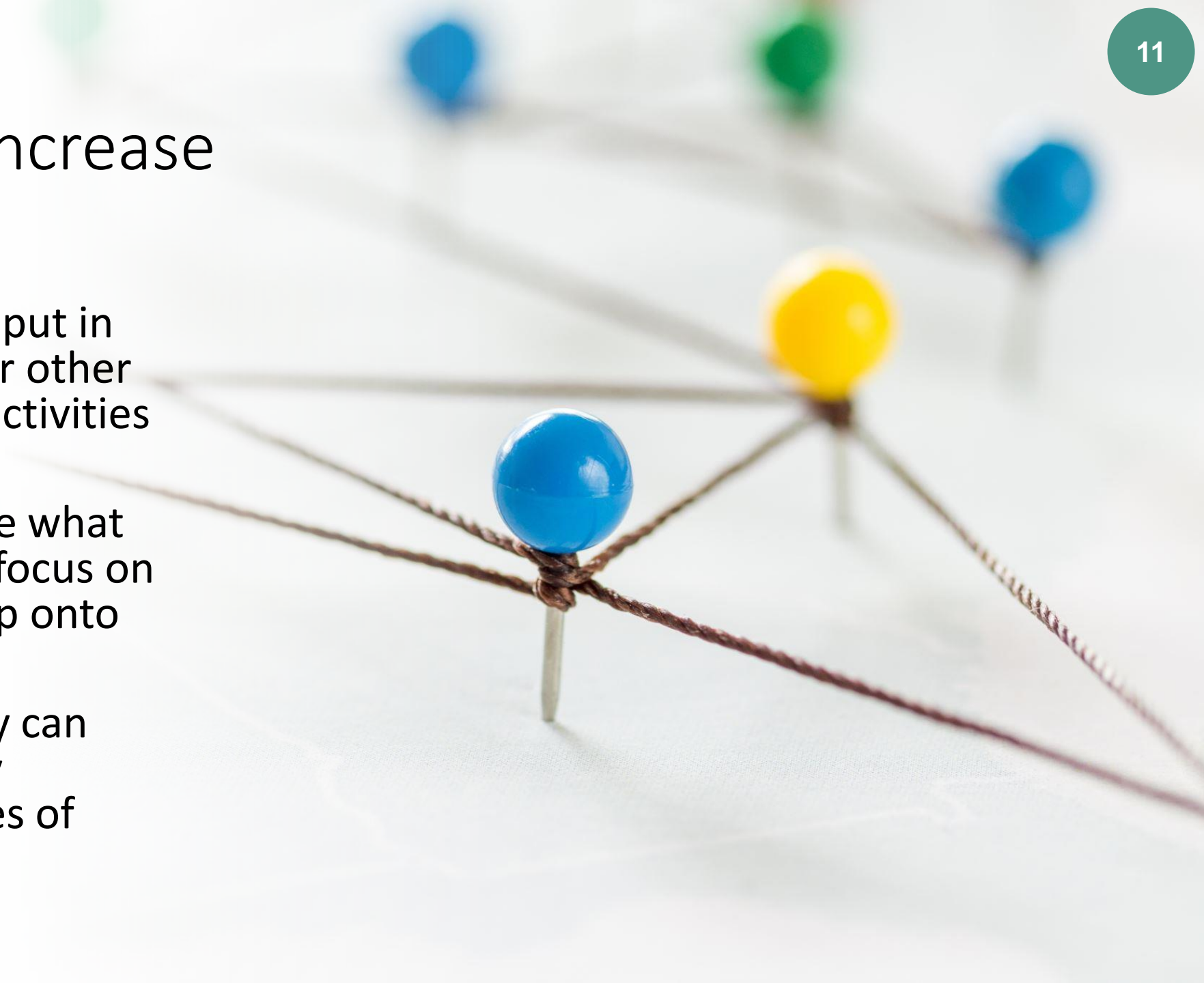
Team members are more likely to be innovative



Organizations are more likely to be creative and adaptable

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



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



Connection and Relationships

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



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

Facilitate Opportunities for Social Support

- 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.



Video: Offering Social Support



Additional Strategies to Build Connections and Relationships



CULTIVATE MEANINGFUL MEETINGS AND GATHERINGS FOR STAFF



HAVE TEAM MEMBERS WORK TOGETHER ON PROJECTS



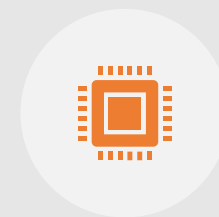
BUILD INCLUSIVE CULTURES



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

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.



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.



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.

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

Never

Rarely

Sometimes

Often

Always

Bringing it All Together

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



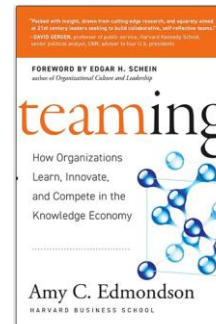
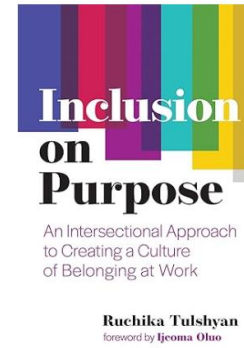
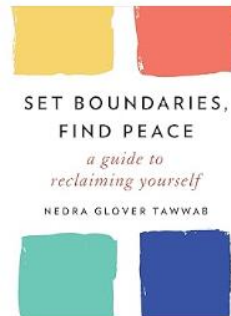
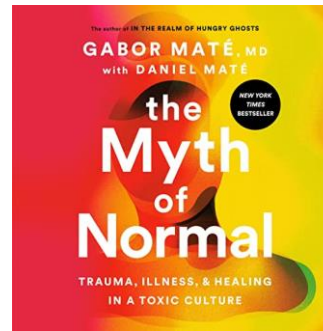
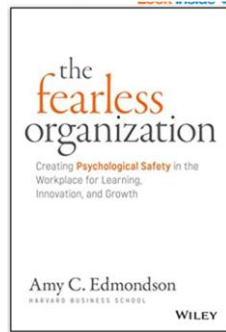
Questions?



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



Resources



Contact Information

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 - Website: www.lisaconradi.com
 - LinkedIn: trauma-informed-innovations
- 

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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