

Welcome to **THE TRAINING WILL BEGIN SHORTLY**
While you're waiting...

**TRAUMA-INFORMED LEADERSHIP:
 A DEEP DIVE INTO SAFETY AND
 TRUSTWORTHINESS**

? *Icebreaker Question (answer in the chat)*
 How do you like your eggs?

🏆 *Survey & Certificate of Completion*
 Available following the training.

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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 provide training to FRCs and CAPCS
- We support child abuse prevention in California through professional development and extended learning.

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.

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UPCOMING TRAININGS
mark your calendars!

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 February Protective Factor: Parental Resilience 02/14 Webinar - or - 02/28 Workshop	 03/03 Youth Thrive Overview
 02/21 Foundational Skills in Verbal De-escalation	 03/09 Supervisando Exitosamente
 02/22 Leading through Change	 03/15 So You Want to Implement Motivational Interviewing?...Now What?

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Housekeeping

DURING	DURING	AFTER
 <p>Access the slides now! The link can be found in the chat.</p>	 <p>Review interactive features for today's session. Locate the controls on the toolbar at the bottom of your screen.</p>	 <p>Complete the survey at the end of Part 2 (March 9) to receive your Certificate of Attendance.</p>
 <p>This presentation is being recorded for administrative purposes only.</p>	<p>Chat Raise Hand Breakout Rooms Share Screen Jamboard</p>	 <p>A follow-up email will be sent to all participants within 2 days.</p>

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Trauma-informed Leadership: A Deep Dive into Safety and Trustworthiness

Presenter: Lisa Conradi, PsyD



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Speaker SPOTLIGHT

LISA CONRADI, PsyD
EXECUTIVE DIRECTOR
CHADWICK CENTER FOR CHILDREN & FAMILIES
Rady Children's Hospital-San Diego

- Executive Director of the Chadwick Center, a children's advocacy center which houses one of the largest trauma treatment centers in the nation
- Significant experience supporting service systems to become more trauma-informed, including leading implementation of trauma-focused evidence-based practices
- 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 the recent book, Trauma-Informed Assessment with Children and Adolescents: Strategies to Support Clinicians

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Trauma-Informed Leadership: A Deep Dive into Safety and Trustworthiness

Part 1: Safety

Lisa Conradi, Psy.D.
Executive Director, Chadwick Center for Children and Families

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What are we going to talk about today?

- Define and articulate the components of a trauma-informed leadership approach
- Identify concrete strategies to assist in building psychological safety in their teams

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A Reminder About Trauma

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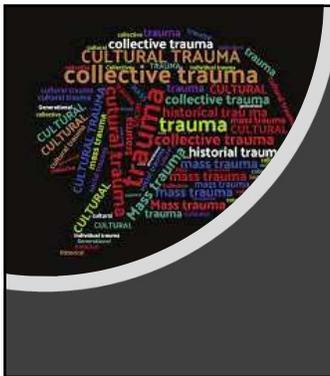
A Traumatic Experience . . .

- Threatens the life or physical integrity of a person or of someone important to that person
- Causes an overwhelming sense of terror, helplessness, and horror
- Produces intense physical effects such as pounding heart, rapid breathing, trembling, dizziness, or loss of bladder or bowel control



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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

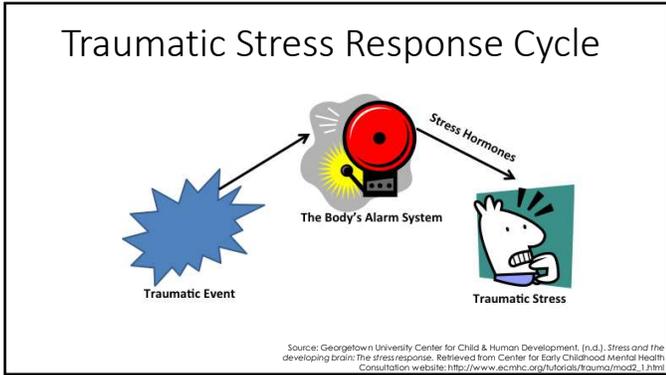
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Syndemic Trauma

- 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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Why is this Important?

- When individuals are in a “reactive” mode, they are activating the “fight, flight, or freeze” 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
- When they can step back and reflect, it activates the “cognitive” part of their brain, or the frontal lobe, creating opportunities for more innovation and problem-solving



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Trauma and the Current Workforce

- Our collective experiences of COVID-19 has created a collective trauma
- COVID, along with many of the racial justice issues impacting our staff, has created a culture of syndemic trauma
- A trauma-informed leadership approach is essential to truly meeting the current needs of the workforce

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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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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

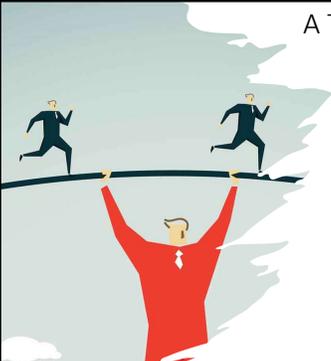
Involves effectively balancing compassion and accountability



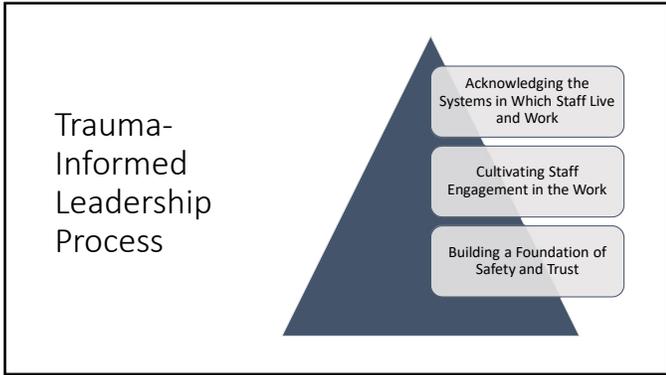
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A Trauma-Informed Leader...

- Creates physically and psychologically safe teams and environments
- Builds trust between and among team members
- Facilitates multiple opportunities for transparent communication
- Engages in the “tough” conversations when needed
- Demonstrates compassion for staff experiences
- Holds staff accountable with clear boundaries and expectations
- Has a space to be vulnerable and take care of themselves



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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

Definitions adapted from Bloom & Farragher, 2013

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Team Psychological Safety

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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The Benefits of Psychological Safety



- **Encourages speaking up:** Psychological safety alleviates concern about others' reaction to behaviors or actions that have the potential for embarrassment.
- **Enables clarity of thought:** When the brain is activated by fear, it has less neural processing power for exploration, design, or analysis.
- **Supports productive conflicts:** Psychological safety allows self-expression, productive discussion, and the thoughtful handling of conflict.
- **Mitigates failures:** A climate of psychological makes it easier, and therefore more common, to report and discuss errors.

Edmondson, 2012

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The Benefits of Psychological Safety, Continued



- **Promotes innovations:** Removing the fear of speaking up allows people to suggest the novel ideas and possibilities that are integral to developing innovative products and services.
- **Removes obstacles to pursuing goals for achievement performances.** With psychological safety, individuals can focus on achieving motivating goals rather than on self-protection.
- **Increases accountability:** Rather than supporting a permissive atmosphere, psychological safety creates a climate that supports people in taking the interpersonal risks necessary to pursue high standards and achieve challenging goals.

Edmondson, 2012

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Breakout Room Discussions

As you reflect on the benefits of psychological safety previously identified, discuss the following questions in your breakout groups:

- Introduce yourselves – name, agency, role, years in leadership
- How do you know that a team member or your team feels psychologically safe?
 - What are some concrete examples you have seen of psychologically safe teams in your work?
- How do you know when a team member or your team DOES NOT feel psychologically safe?
 - What are some concrete examples you have seen of teams who do NOT feel psychologically safe in your work?
- Brief Report out to the larger group

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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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Signs that a Workplace is Psychologically Safe

A leader or manager knows that psychological safety is present when:

- People on a team say such things as:
 - "We all respect each other"
 - "When something bugs me, we're able to confront each other"
 - "Everyone in our group takes responsibility for what we do."
 - "I don't have to wear a mask at work, I can be myself."
- People talk about mistakes and problems, not just successes
- The workplace appears to be conducive to humor and laughter

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Increasing Psychological Safety

- Promote self-awareness
- Demonstrate concern for team members as people
- Actively solicit questions
- Provide multiple ways for employees to share their thoughts
- Show value and appreciation for ideas
- Promote positive dialogue and discussion
- Be precise with information, expectations, and commitments
- Explain reasons for change
- Own up to mistakes

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Trauma-Informed Leadership Breakout Group Discussions

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Trauma-Informed Leadership Self-Reflection, Part 1

First, take a couple of minutes to rate the following statements 1-5, with 1 = "This is NEVER true for my team" to 5 = "This is ALWAYS true for my team"

- Team members feel comfortable communicating with each other and/or their leader when concerns arise
- When mistakes happen, they are viewed as learning opportunities

Note your responses as well as reasons why you provided the rating that you did.

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You will now be divided into breakout rooms of 5-6 participants each. Once you go into the breakout room, discuss the following and have one participant note your responses in the Jamboard link:

- What are some ways in which your team's communication is strong? What has worked well in the past?
- What are some ways in which there's opportunity for growth in your team's communication? What are some specific things you can do to improve your team's communication?
- What are ways in which you and your team approach mistakes? What works and what are opportunities for improvement.

After 10 minutes, we'll come back to the larger group for a brief report out

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Trauma-Informed Leadership Self-Reflection, Part 2

First, take a couple of minutes to rate the following statements 1-5, with 1 = "This is NEVER true for my team" to 5 = "This is ALWAYS true for my team"

- Everyone in the group takes responsibility for what they do
- The workplace is conducive to humor and laughter

Note your responses as well as reasons why you provided the rating that you did.

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Breakout Room Discussions, Part 2

You will now be divided into breakout rooms of 5-6 participants each. Once you go into the breakout room, discuss the following and have one person note your responses in the Jamboard link:

- How do you model responsibility for members of your team?
- What are ways in which your workplace is conducive to humor and laughter?
- What are additional strategies you have used to facilitate psychological safety in your teams?

After 10 minutes, we'll come back to the larger group for a brief report out

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Strategies Used to Facilitate Psychological Safety

- *Open door policy, individual check ins and team meetings*
- *Share own challenges and struggles*
- *Ask for help, feedback and input*
- *Acknowledge contributions*
- *Have space in meetings for celebrations and shout outs*
- *Learn about each other through check ins*
- *Share clear expectations often in writing and verbally in staff meetings*
- *Discuss challenges or difficult situations*

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Strategies Used to Facilitate Psychological Safety, *continued*

- *Humor, integrity*
- *I try to be completely transparent and seek input. I give feedback as close to the event as possible and try to have that be a time of learning.*
- *Encouraging honesty and transparency in supervision*
- *I have attempted to create an open environment where my employees can come to me with questions without judgement.*
- *Open door policy, always assuming responsibility for the team, encouraging others to have open communication about concerns.*
- *Try to facilitate open and honest supervisions, provide support and encouragement, and treat mistakes and excellent learning opportunities*



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Homework

Between now and March 9, reflect on the Jamboard responses from your group, and identify something that you can implement before March 9.

On March 9, we will discuss what you have tried how it's worked.

Please also review the "BRAVING" worksheet.

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Contact Information

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 Chadwick Center for Children and Families
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What Happens Next?

- Follow up email within the next 2 days with slides and "Homework"
- Check you calendar to make sure you have the Zoom link for March 9
- Contact us if you have questions or technical issues!

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