Welcome to

BECOMING A TRAUMA-INFORMED LEADER: PREPARING FOR CHANGE AT THE PERSONAL & TEAM LEVEL

THE TRAINING WILL BEGIN SHORTLY

While you're waiting...

Icebreaker Question (answer in the chat)

If you had to teach a class on one thing, what would you teach?

Survey & Certificate of Completion

Available following part 2 of 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 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.

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UPCOMING TRAININGS

mark your calendars!

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

2/09 I Historical Trauma in California

2/15 I Identifying Drug-Endangered Children: A Collaborative Approach

2/15 I Protective Factor: Parental Resilience

2/28 I Neglect: What are We Really Talking About?

3/8 I What Works in Clinical Supervision? A Review of 21 Evidence-Based Strategies

3/13 I Effective Feedback

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Before We Begin...

DURING

Access your presentation slides and workbook now! The links are in the chat.

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

This presentation is being recorded for administrative purposes only. The recording will NOT be shared.

AFTER

Complete the survey at the end of Part 2 of this training to receive your Certificate of Attendance.

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

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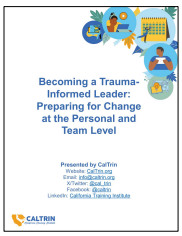
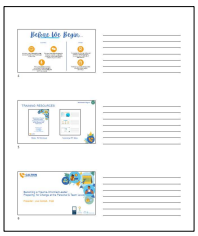
Workbook Page # x

TRAINING RESOURCES



Fillable PDF Workbook



Notetaking PPT Slides

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CALTRIN
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Becoming a Trauma-Informed Leader: Preparing for Change at the Personal & Team Level

Presenter: Lisa Conradi, PsyD

CDSS
Rady Children's Chadwick Center

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CALTRIN California Training Institute

Speaker SPOTLIGHT

- 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

LISA CONRADI, PsyD

Executive Director
Chadwick Center for Children & Families
Rady Children's Hospital – San Diego

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Becoming a Trauma-Informed Leader: Preparing for Change at the Personal Level

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

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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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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

- 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
- In addition, staff often bring their own current or past experiences of trauma into the workplace

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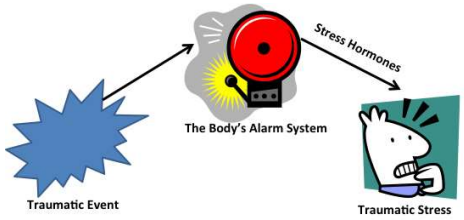
Traumatic Stress Response Cycle



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

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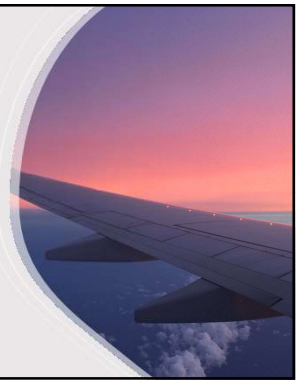
Why is this Important?

- 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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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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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 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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The Four Pillars of Trauma-Informed Leadership™

- Safety
- Trust
- Autonomy
- Connection and Relationships

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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

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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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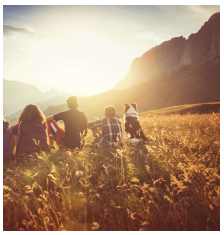
The Role of Autonomy in Trauma and Trauma-Informed Leadership

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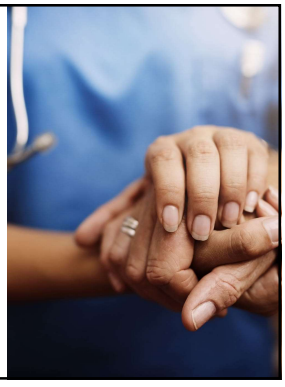
The Role of Connections and Relationships in Trauma and Trauma-Informed Leadership

- 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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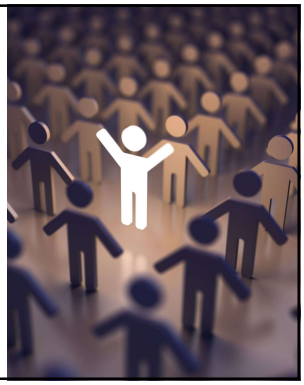
The Role of Self in Trauma-Informed Leadership

- To become a trauma-informed leader, we must integrate the Four Pillars of Trauma-Informed Leadership into our leadership orientation
- These require each of us to dig deep and identify the areas in which we are strong and the areas in which we might struggle personally as a leader.
- There are two activities that we will do together today to assist in this process:
  - Emotional Self-Assessment
  - Develop a Personal Leadership Commitment Statement



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TIL Emotional Self-Assessment

- Developing your leadership story
- DREAD Journal Activity

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Sharing Your Leadership Story

You will be divided into pairs and will go into breakout rooms to discuss the following questions:

- Introduce yourself by sharing your name and agency
- Take about 10 minutes each to share your personal leadership story. Answer the following questions for each other:
  - How did you become the leader you are today?
  - What was your first opportunity as a leader?
  - How did your various roles come together to inform who you are as a leader now?
  - What have you learned from your previous leaders? What qualities inspired you? What qualities did you find challenging or harmful?
  - What do you love most about being a leader? What would you do all day if you could?
  - What do you dislike/dread about being a leader?
- Identify similarities and differences between the two stories and come prepared to share general themes back with the group.

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Leadership Story Report Out

What themes came up in your discussions?

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DREAD Journal Activity

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- Identify something that you DREAD in your role.
- Now, to dig deeper, you need to ask why 5 Times. For example:

DREAD Activity example: Having a difficult conversation with a staff member

Why #1: Why do I dread this activity?

- Answer: Because I hate it when there's conflict

Why #2: Why do I hate this type of conflict?

- Answer: Because I get flustered and freeze

Why #3: Why do I get flustered?

- Answer: Because I don't know what to say in a moment

Why #4: Why do I have a hard time knowing what to say in a moment?

- Answer: Because I feel like the situation is scary and unsafe.

Why #5: Why is the situation scary and unsafe?

- Answer: Because it reminds me of times when I was younger and I was unable to use my voice

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Creating a Personal Leadership Commitment Statement

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This should be based on what you uncovered from your self-assessment process

This statement should include specific commitments that you make to address the part of leadership that you currently find most challenging.

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Leadership Commitment - Example

As a leader, I am committed to engaging in trauma-informed leadership by acknowledging my biases, continuously assessing the areas in which I'm challenged in this work and leaning into difficult situations to create spaces characterized by safety, connectedness, vulnerability, and belonging. I will lean in during the moments I find most challenging because I understand that these moments are critical for creating the type of work environment that I am aspiring to create.

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Conclusion

- Would anyone be willing to share their personal leadership commitment statement?
- Next month, we will work on identifying concrete strategies to assist in building safety, trust, and boundaries in your teams.

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Contact Information

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