



Welcome to

Becoming a Trauma-Informed Leader: Preparing for and Implementing Change at the Personal and Team Levels

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

Icebreaker Question
(answer in the chat)
How do you like to show appreciation to your team?

Survey & Certificate of Completion
Available following part three of the training.

Connect With Us! 

VISIT CALTRIN.ORG & SCAN TO LEARN MORE 

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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

 March 12 The No Hit Zone Strategy for Reducing Child Abuse	 April 8 Becoming a Trauma-Informed Leader (Part 3)
 March 20 Protective Factor of the Month: Knowledge of Parenting & Child Dev	 April 17 Protective Factor of the Month: Concrete Support
 March 25 Becoming a Trauma-Informed Leader (Part 2)	 April 22 Adolescent Cognitive and Psychosocial Development


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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 for administrative purposes only. The recording will NOT be shared.




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

AFTER



Complete the survey at the end of part three to receive your Certificate of Attendance.

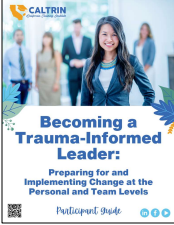


A follow-up email will be sent to all participants. To receive credit for this training and to be sent the materials, you must be using your OWN Zoom link.

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TRAINING RESOURCES


Workbook Page # x



Fillable PDF Participant Guide



Notetaking PPT Slides



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Becoming a Trauma-Informed Leader: Preparing for and Implementing Change at the Personal and Team Levels

Presented by Lisa Conradi, PsyD



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CALTRIN
California Training Institute

Speaker SPOTLIGHT




- 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)
- Develops programs and trainings to support leaders individually as well as organizations more broadly in their efforts to integrate trauma-informed leadership into their daily practices

Lisa Conradi, PsyD
President & Founder,
Trauma-Informed Innovations, LLC

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BECOMING A TRAUMA-INFORMED LEADER: PREPARING AND IMPLEMENTING CHANGE AT THE PERSONAL AND TEAM LEVELS

Lisa Conradi, Psy.D.
President and Founder
Trauma-Informed Innovations, LLC

March 11, March 25, and April 8 - 2025

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PLAN FOR THIS SERIES



At the end of this 3-part series, participants will be able to:

- Identify concrete strategies that participants can use to personally prepare to become trauma-informed leaders.
- Identify concrete strategies to assist in building safety and trust in their teams.
- Assess and identify key boundaries that they can implement at the personal and team levels to support them in building safety and trust in their teams.



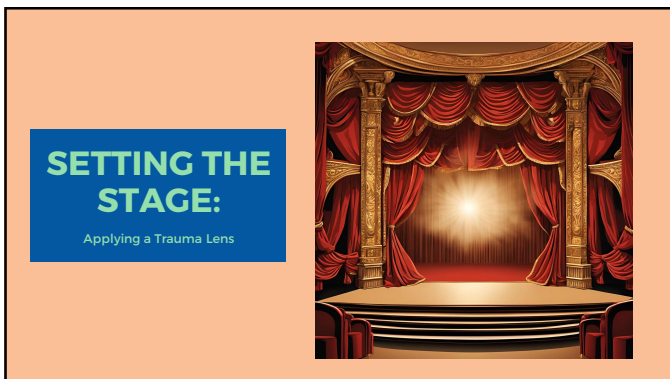
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WHAT CHARACTERIZES TRAUMA?

- 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.




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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

According to statistics, 1/3 people in our workforce have experienced capital "T" trauma

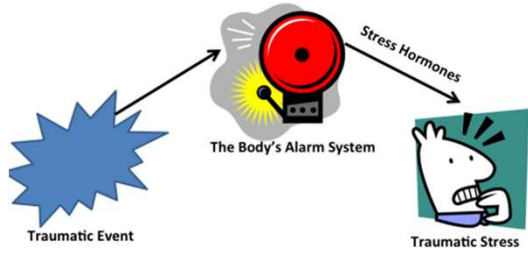
Many of us and our staff have experienced their own capital "T" trauma or small "t" trauma

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

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Traumatic Stress Response Cycle



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

- 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**
Realize the widespread impact of trauma and understand paths for recovery
- **Recognize**
Recognize the signs and symptoms of trauma in patients, families, and staff
- **Responds**
Integrate knowledge about trauma into policies, procedures, and practices
- **Resists**
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?

Integrates the key principles of trauma-informed care into their leadership style

Balances compassion and accountability

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A TRAUMA-INFORMED LEADER:

- Are consistently enhancing trust and psychological safety
- Understand the prevalence and impact of trauma on individuals and teams
- Actively work to increase employee retention and engagement
- Identifies clear boundaries and expectations
- Value and commit to ongoing and transparent communication
- Champion inclusivity and diversity
- Strive to create a more positive team and organizational culture
- Understand the importance of attending to their own well-being

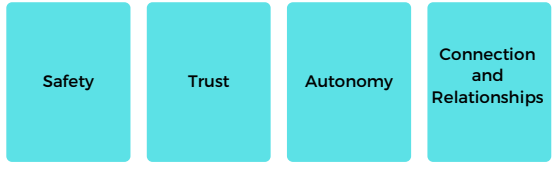

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WHY TRAUMA-INFORMED LEADERSHIP?

My Leadership Story

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THE FOUR PILLARS OF TRAUMA-INFORMED LEADERSHIP



Safety Trust Autonomy Connection and Relationships

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SAFETY




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Safety



Physical Psychological


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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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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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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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CONNECTION AND RELATIONSHIPS



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THE ROLE OF CONNECTION AND RELATIONSHIPS IN TRAUMA AND TRAUMA-INFORMED LEADERSHIP

- 01 Some of the most complicated and challenging types of trauma occur within the context of our connections and relationships
- 02 This type of trauma is called complex trauma
- 03 Complex trauma can have a profound impact on how we see the world and relate to others around us
- 04 The best way to heal complex trauma is within the context of relationships
- 05 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

- The last couple of years have been incredibly challenging for leaders who have supported staff throughout a time of profound societal change.
- Leaders are trying to achieve the ultimate balancing act by ensuring that they continue to provide necessary services to the public, support their staff with both compassion and accountability, and take care of themselves.
- In addition to being leaders, we are HUMANS having our own personal and professional experiences.
- We will now dig in to understand the role we as people play in being leaders.

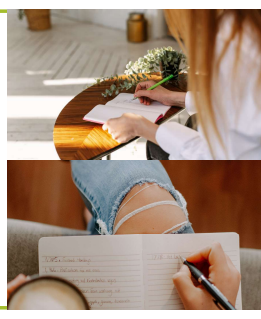


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TRAUMA-INFORMED SELF-ASSESSMENT

Developing your trauma-informed leadership story

DREAD Journal Activity



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SHARING YOUR TRAUMA-INFORMED LEADERSHIP STORY



- You will be divided into groups of 2-3 and will go into breakout rooms to discuss the following questions:
 - Introduce yourself by sharing your name and agency
 - Take about 5-8 minutes each to share your personal story in this work. Answer the following questions for each other:
 - How did you first come into work supporting child and family-serving systems? How did you become interested in this work?
 - How did you progress to your current position?
 - What do you love most about this work? What would you do all day if you could?
 - What do you dislike/dread about this work?
 - What would others identify as your strengths?
 - What do you find most challenging about implementing a trauma-informed approach?
- Identify similarities and differences between the stories and come prepared to share general themes back with the group.

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REPORT OUT

What themes came up in your discussions?



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DREAD JOURNAL ACTIVITY



- 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 client
- Why #1: Why do I dread this activity?
• Answer: Because I'm afraid that the client will become angry or sad.
- Why #2: Why am I afraid that the client will become angry or sad?
• Answer: Because I get activated when others are angry or sad around me
- Why #3: Why do I get activated when others are angry or sad around me?
• Answer: Because I get overwhelmed with their difficult experiences
- Why #4: Why do I get overwhelmed with their difficult experiences?
• Answer: Because I feel helpless and don't know how to support them
- Why #5: Why do I feel helpless?
• Answer: Because it reminds me of times when I was younger and I didn't feel supported.

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DREAD ACTIVITY REPORT OUT

WHAT WAS THE INITIAL ACTIVITY THAT YOU DREADED?

WHAT DID YOU LEARN ABOUT YOURSELF WHILE GOING THROUGH THIS ACTIVITY?


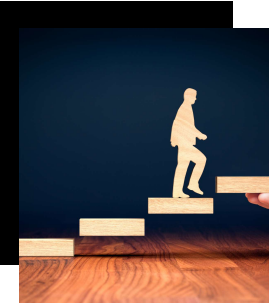
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Strategies to Manage Difficult Situations - Pause-Reset-Nourish



- Designed to help us rebalance our nervous system when a stressful event occurs. It can be done by anyone at any time.
- **Pause:** Take a moment to pause and check-in with your internal experiences or how your body is feeling now.
- **Reset:** Actively do something to help you feel steadier, more calm, focused, and confident, such as petting an animal or taking a walk outside.
- **Nourish:** Soak in something positive that replenishes your mind-body-heart-soul-or-spirit. This might be a family activity, celebrating a success, or doing something for others in need.

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Creating a Personal Commitment Statement

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 your role that you currently find most challenging.

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PERSONAL COMMITMENT - EXAMPLE

I am committed to providing trauma-informed care to the children and families I serve by acknowledging my biases, continuously assessing the areas in which I am 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 of potential conflict that I find most challenging because I understand that these moments are critical for developing the type of work environment that I am aspiring to create.

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QUESTIONS AND DISCUSSION

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RESOURCES

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**UP NEXT:
PART 2: DEVELOPING
SAFETY AND TRUST
AS A TRAUMA-
INFORMED LEADER**

March 25, 2025

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ABOUT TRAUMA- INFORMED INNOVATIONS

We help leaders use a trauma-informed leadership approach to overcome self-doubt, set strong boundaries, and navigate challenging leadership situations with confidence and ease.

We provide training and consultation, individual and group coaching, and professional speaking to help new and emerging leaders grow their skills to become more confident, clear, and compassionate.

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LET'S CONNECT!

lmc@lisaconradi.com

www.lisaconradi.com

www.linkedin.com/in/lisa-conradi-27996b31

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Thanks for joining us!

WHAT'S NEXT?

- **Part 2: March 25 from 10:00AM-12:00PM PT**
 - Check your calendar to make sure you have the Zoom link
- Follow-up email with resources within two days
- Contact us if you have questions or technical issues!



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