Fostering Trauma-Informed Leadership Skills

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<tr>
<th>Time</th>
<th>Session Title</th>
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<td>8:30 – 8:40</td>
<td>Welcome and Introductions</td>
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<td>Group Agreements</td>
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<td>BREAK</td>
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<td>Emotional Intelligence</td>
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<td>12:15 – 12:30</td>
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Goals

- Explain the basics of trauma
- Outline principles and practices of trauma-informed approaches
- Share strategies and tools for trauma-informed spaces, interactions, and leadership skills
Self Care

This workshop may talk about intense topics and could cause stress reactions in some.

Care for yourself today:

→ Take breaks
→ Breathe deeply
→ Ask for support

→ Art Rios Sr. is available for support at any time
Group Agreements

• How do we demonstrate respect for each other and this space?

• How do we care for each other and this space?
Why are Trauma-Informed Approaches Important for Consumer Leadership?

• Create safe engagement spaces
• Foster growth
• Build healthy relationships
• Model positive behaviors
• Shared decision making
• Informed participation in feedback
Trauma is...

**Events**
- Singular, multiple events, or chronic conditions
- Happen to one person or a group of people
- Natural or human-caused

**Experience**
- How a person interprets or assigns meaning to event
- Done subconsciously

**Effects**
- Physically or emotionally harmful
- Lasting negative effects on functioning and well-being (mental, physical, social, emotional, spiritual)

*Adapted from SAMHSA TIP 57*

Not everyone experiences trauma the same. Two individuals can go through the same event but experience it differently, or have different effects.
Secondary or Vicarious Trauma

Secondary trauma is emotional stress that happens when someone hears about the first hand trauma experiences of another.

Secondary trauma can lead to chronic fatigue, disturbing thoughts, poor concentration, emotional detachment, exhaustion, avoidance, absenteeism, and physical illness.
# Effects of Trauma

## Thoughts
- Purpose
- View of Others
- View of World
- Sense of Safety
- Sense of Fairness
- Vision for the future

## Behaviors
- Aggression
- Impulsivity
- Hypervigilance
- Self-destructive behaviors
- Substance Use

## Feelings
- Agitation
- Anger
- Sadness
- Depression
- Guilt
- Hopelessness
- Shame

## Relationships
- Distrust
- Withdrawal
- Dependence
- Avoidance

## Body
- Sleep Disturbance
- Hypertension
- Physical Ailments
- Nightmares
- Flashbacks

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Traumatic stress reactions are normal adaptations to abnormal situations.
<table>
<thead>
<tr>
<th>Traditional Perspectives</th>
<th>Trauma-Informed Perspectives</th>
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<tbody>
<tr>
<td>• Challenging behaviors are personal deficits</td>
<td>• Challenging behaviors are ways of coping</td>
</tr>
<tr>
<td>• Difficult behaviors are disruptive and maladaptive</td>
<td>• Difficult behaviors may be an automatic stress response</td>
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<tr>
<td>• Punitive approaches</td>
<td>• Strengths-based</td>
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<tr>
<td>• What is wrong with you?</td>
<td>• What happened to you?</td>
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Trauma-Informed Principles

1. Understanding, recognizing and responding to the effects of trauma
2. Building on strength and resiliency
3. Respect physical and emotional well-being and safety
4. Informing people of options and letting them decide what is right for them
5. Providing opportunities to learn from people with the shared experience
6. Creating clear expectations, and being open and authentic
Prioritize Self – Care

We must care for ourselves by first acknowledging our condition, create a realistic plan of care and acting upon it.

Self-care should not be an “emergency response plan” to be used only when stress becomes overwhelming.
Respectful and Honest Interactions

• Approach everyone with care and consideration for what they may have or may be going through
• Listen and be attentive - all groups are different and there may be unexpected diversity in the group
• Be empathetic, non-judgmental and open
• Learning when to assume the best of intentions in others
• Support personal choices
Creating Safe and Supportive Spaces

• Create environment based on values of dignity and respect for people and diversity

• Prioritize the emotional climate over achieving tasks

• Pay attention to physical space, tone, culture and atmosphere

  → Trust, respect, openness

  → Atmosphere and body language of people

  → Developing guidelines that allow for flexibility
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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| Communication                    | - Active, Patient Listening  
- Be empathetic, non-judgmental, and open  
- Only 7% of communication is what you say. Pay attention to tone and body language. |
| Emotional Intelligence           | - Be aware of other’s emotions – and pay attention to your own  
- Approach people with consideration for what they have or may be going through |
| Group Participation And Facilitation | - Learn about the group and it's members  
- Understand and manage group dynamics  
- Find common ground and engage participation to build consensus |
| Conflict Resolution              | - Create open participation and outline guidelines for meetings  
- Allow for respectful disagreement  
- Understanding members may help anticipate where tensions may arise |
| Cultural Humility                | - Allow individuals to define their own culture and identity  
- Suspend ideas about what you think you know based on generalizations |

**TRAUMA-INFORMED SKILLS**
Effective Communication
Effective Communication

• **What is Communication?**
  - Communication is an exchange of information, opinions and ideas.
  - Without effective communication, a message can be misunderstood, misinterpreted or poorly delivered leading to frustration, lack of clarity or confusion.

• **What is Successful Communication?**
  - Successful communication happens when both the sender and the receiver understand the same information.
Principles of Communication

- Communication is the process by which we exchange information to one another.
- It is both the way the message is delivered and the way it is received.
- It takes both intentional speaking and active listening.
Effective Communication Skills

• Skills
  • Listening. Friendliness and confidence. Empathy
• It’s not always what you say, but how you say it.
  • Watch your tone, facial expressions, and body language
• Aim for understanding, not agreement.
  • Once you give your message, be open to feedback
  • Ensure your message has been received as intended and you resolve any questions or concerns.

Be clear. Speak for yourself.
Barriers to Communication

- Distractions stop us from being an effective listener
  - Cell phones
  - People coming in and out of meetings
  - Lack of interest
  - Noisy environment
  - Being cut off or cross-talking

Respect the time, people and space
• Listen to understand – not to respond.
• Don’t interrupt or cut the speaker off.
• Give them your full attention.
• Ask clarifying questions
• Demonstrate empathy
The Goal

- The goal of communication between a sender and a receiver is understanding of the message being sent.
- Anything that interferes with this can be referred to as ‘noise’.
- Communication noise can influence our interpretation of messages and significantly affect our perception of interactions with others.

Have you seen difficult conversations facilitated well?
Emotional Intelligence
Emotional Intelligence

**SELF**

**Social Awareness**
the ability to understand the emotional makeup of other people, skill in treating people according to their emotional reactions (empathy)

**Self Awareness**
the ability to recognise and understand your moods, and emotions, and drives, as well as their effect on others

**Self Management**
the ability to control or redirect disruptive impulses and moods, the propensity to suspend judgement – to think before acting

**SOCIAL**

**Social Skills**
proficiency in managing relationships and building networks, an ability to find common ground and build rapport

**How we manage ourselves**

**How we handle relationships**

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https://www.youtube.com/watch?v=NIOT0uuDL1E
Discussion

• How are we struggling with these components of Emotional Intelligence?

• What are strategies we use for awareness and management for ourselves?

• What are strategies we use for awareness and management for others?
Conflict and Conflict Resolution
What is Conflict?

Disagreements, difficult conversations, and conflict will and should happen. These are not problems – they are opportunities.

Conflict is bound to happen while we un-learn old habits, and develop new skills and awareness to work cooperatively and challenge oppression.

It is how we handle them that matters. We have to maintain respectful interactions and ensure emotional safety for everyone.

Manage Conflict Before it Starts

• Know the group’s members and their circumstances to understand:
  • How they want to be communicated with and treated
  • Anticipate problems or triggers
• Know your personal limits, bias, and perceptions
• Understand how to create open participation with respectful disagreement
Components of Conflict

- Discomfort
- Tension
- Misunderstanding
- Incident
- Crisis
Dealing with Conflict

• Don’t react – respond
• Listen for intent and messages. Don’t just wait to respond.
• Challenge your assumptions.
• Respect others opinions and feelings
• Remember the goals
• Work to find common ground and understanding
What is Conflict Resolution?

**Objective of Conflict Resolution:** Reduce the level of emotions to encourage the possibility for discussion.

- Pay attention to behaviors as they can clue you in to how people may be feeling or how you may need to respond.

- Never judge or dismiss behaviors. People behave in ways they have learned to manage their feelings, instability, needs, or trauma.

- Empathize with the emotions that are causing the behaviors.
Conflict Resolution Tips

- Give the person undivided attention.
- Be empathic and nonjudgmental.
- Clarify messages.
- Avoid overreacting.
- Focus on feelings.
- Allow silence for reflection.
- Allow time for decisions.
- Respect personal space.
- Use nonthreatening non-verbals.
CLIP: President Obama's Anger Translator (C-SPAN)

https://www.youtube.com/watch?v=HkAK9QRe4ds
Cultural Humility
• Pat is 31 years old and lives at home with one sibling and their parents.
• Pat has always lived in the family home and would not consider moving out to live alone except after getting married.
• Pat’s parents always play a significant role in making decisions about all aspects of Pat’s life including education and work decisions, friendships and romantic life since Pat was a child.
• Pat rarely makes decisions without consulting family members and rarely expresses disagreement with others out of fear of disapproval or loss of the opportunity support.
• Pat feels very uncomfortable when alone and tends to cling to others out of fear of being abandoned.
Who is Pat?

• What if I added the following information specifying that Pat is Patricia Lee and that she and her family immigrated to the US from China when she was 5 years old?

• Or if I said that Pat is Patrina Smalls who was woman who belonged to a strict Muslim sect?

• Or what if Pat was Patrick Smith, a man who has been sexually assaulted and isolated by his father his entire life?
What is Culture?

• Many people look at culture as ethnic heritage, but culture is a broad term that includes a variety of groups or identities including:
  • race, language, gender, sexual orientation, class, family, age/generation, religion or spirituality, geographic origin

• Culture is a combination of thoughts, feelings, attitudes, beliefs, values, and behavior patterns that are shared by a community with a shared identity
Cultural Humility

• It is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.

• It is not about trying to change others to become more like you or assume you know anyone based on their identification with one group.

• It is about cultivating an open attitude or open mind, and new skills in yourself, while at the same time learning about and honoring other peoples other's people culture's and individual identities.
Strategies for Cultural Humility

A - Ask questions in a safe, humble manner
S - Seek self-awareness
S - Suspend judgement
E - Express kindness and compassion
S - Support a safe and welcoming environment
S - Start where the person is

ASSESS Model by Lisa Boesen
Discussion

• What does cultural humility mean to you?

• What are strategies for being culturally humble?

• How do we ensure safe and supportive environments?
Group Facilitation
Trauma - Informed Meetings

- Trauma impacts peoples self-worth, self-esteem, and ability to trust or form healthy relationships.
  - It can also effect communication styles and behaviors in how people can act to get their needs met, sometimes we see it as disruptive or aggressive.

- We need to:
  - Set up meetings and facilitate meetings in ways that helps people rebuild feelings and connections.
  - Honor the beliefs and experiences of others.
  - Balance supporting people who are having trauma responses and behaviors that are harmful to others.
Know the group

• Learn about the group
  • What are their strengths?
  • What are they passionate about?
  • What are their triggers?
  • What is their communication style?
  • What is their culture?

• Understand and manage group dynamics
  • Be mindful of task and process/relationship goals
  • Pay attention to non-verbal cues
Facilitating skills

• Build consensus and engage participation
  • Summarize key points and clarify understanding
  • Set ground rules and guidelines for conduct
  • Ensure all voices are heard
• Be mindful of task and process
  • Balance agenda with where people are at
• Guide the process – do not control it
Approach everyone with care and consideration for what they may have or may be going through

Pay attention to physical space, body language, tone, culture and atmosphere

Be empathetic, non-judgmental and open. Don’t take anything personally.

Never judge or dismiss behaviors. People behave in ways they have learned to manage their feelings, instability, needs, or trauma.

Respect the dignity of people without regard to sex, race, age, sexual orientation

Trauma – Informed Approaches

