Welcome!

- We read about *Leadership* and *Leadership Development* all the time...
  - Time Magazine Articles
  - Leadership Seminars, Leadership Institutes
  - Politics, Social Causes, World Leaders
  - Policy, Practices, Protocols in Systems
  - Parents and Caregivers in homes and child serving environments
  - Teachers and School Personnel
So...what is leadership?

- What does Leadership mean? There are all kinds of successful leaders, but they may not have the values you or I believe in...what are some examples in History?
- What do you think is critical in leadership? The right kind of Leadership? Honorable Leadership? Leadership that understands who is in the room?
  - Understanding? Knowledge?
  - Empathy? Setting boundaries?
  - The ability to make decisions, even when difficult?
  - The ability to motivate others?
  - The boldness to take risks?
  - Moving an idea to an action?
  - Audience ideas?

leadership is not a position or a title, it is action and example.
What is Trauma Informed Leadership? What does it include? Why is it important?

Leadership with Safety?

Strengths Based Leadership?

How about just saying the Right type of Leadership versus the wrong type of Leadership?

Compassionate Leadership?

Should we even use the term "Trauma Informed"? What does that mean?

Everyone is a leader... we all influence others, whether we mean to or not. Let's focus on what makes the best leader... what gives us the results we are looking for... in ourselves and in others... and for now, why Trauma Informed Leadership (TIC) is important.

What if many of our best Leadership Models are leaving something out?

Something that prevents many (most) of us from hearing and applying all those great lessons?

A physiological dynamic that many times interrupts our ability to choose? Something as simple as stress. Stress and its impact on our body, mind, emotions, and spirit.

IF YOU DON'T KNOW WHERE YOU'RE GOING ANY ROAD WILL GET YOU THERE
How we are made...
Our Human gift...

The Brain:
Human Beings have *multiple* areas of our brain which contribute to our thoughts and behavior

**Survival Mechanism**
Autonomic and Survival

**Limbic Mechanism**
Hormonal and Neurotransmitter Control – Emotional

**Frontal and Pre-Frontal Cortex**
Judgment, Planning, Course Correction, Intentional boundaries – Executive Function and more

The intent of this gift is that we use *all three*...

* To stay (Survival) **Safe and Alive**...
* To (Emotional) **feel** our experiences...
* To (Cognitive) **think about and plan for** new experiences...
Adaptation to Stress...

Regardless of where we come from: our ethnicity, our race, our gender, our size, our preferences....

We all experience Stress and we all have the same type of response to the ‘Biology of Stress’
All of us...

Directional growth patterns – most primitive to most advanced (0-13)

Babies v other mammals...

Reorganization 12-14

Mapping 13-25

How does the gift of our environment impact our brain development?

How the brain adapts to our environment...

- Need for Interaction (experience dependent)
- Neurological Prioritizing
- Arborization, Utilization and Pruning
- Myelination – wrapping and reinforcement of neurons and pathways – (Hard wiring our experiences into our Biology)
All of us...

Stress hormones keep us safe...

We are built to withstand approx. 20" of stress.

And we adapt so that we know how to function in the environment we spend the most time in.

**Synaptic Density**

At birth | 6 years old | 14 years old
---|---|---

Synapses are created with astonishing speed in the first three years of life. For the rest of the first decade, children's brains have twice as many synapses as adults' brains. Drawings supplied by H.T. Chugani.
Scientists now know that chronic, smothering stress in early childhood, perhaps caused by extreme poverty, neglect, repeated abuse, or severe maternal depression, for example, can be toxic to the developing brain. While positive stress (moderate, short-lived physiological responses to uncomfortable experiences) is an important and necessary aspect of healthy development, toxic stress is the strong, unrelieved activation of the body’s stress management systems in the absence of the buffering protection of adult support. This image depicts the structure of neurons in the areas of the brain that are most important for successful learning and behavior in school and the workplace—the hippocampus and prefrontal cortex. The neuron on the right, which has been subjected to toxic stress, clearly displays underdeveloped neural connections, or weaker brain architecture.
This is not suggesting something is wrong with the brain... On the contrary, it says more about what is happening in the environment.

Our brain has a masterful ability to adapt and adjust to the demands placed before us... if we need to survive, then growing up in a non-threatening environment may not serve us as well. Likewise if we grow up in a dangerous/violent environment, it will be challenging for us to adjust our behavior to a non-violent one.

### Behavioral Implications

<table>
<thead>
<tr>
<th>What is Happening?</th>
<th>What it can cause....</th>
</tr>
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<tbody>
<tr>
<td>Hyper vigilance</td>
<td>Hard to calm down</td>
</tr>
<tr>
<td>Routinized Defense</td>
<td>Prepared to Fight – quick to anger or defense</td>
</tr>
<tr>
<td></td>
<td>Overly aware of your surroundings</td>
</tr>
<tr>
<td>Externally in tune with environment</td>
<td>Less in tune with self, your needs, your body clues,</td>
</tr>
<tr>
<td></td>
<td>and your impact on others</td>
</tr>
<tr>
<td>Survival Skills the strongest</td>
<td>Quick to make assumptions about others – Barrier to trust</td>
</tr>
<tr>
<td>Self Loathing, Self target of blame and shame. What is wrong with me? Instead of What is happening to me?</td>
<td>Victim thinking - Loss of personal accountability</td>
</tr>
<tr>
<td>Tendency to re-enact painful episodes (tethered to your past)</td>
<td>Tendency to create a drama where there is not one</td>
</tr>
<tr>
<td>Quick criticism, resolute judgment</td>
<td>Resentment and bitterness</td>
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</tbody>
</table>
A threshold is a point at which we perceive a stimulus and act on it.

We are born with a large number of physical thresholds.

- We have a hearing threshold below which we cannot hear.
- We have a noise threshold beyond which noise becomes intolerable.
- We have a pain threshold beyond which we cannot tolerate pain.

We also have an emotional threshold. When we exit this band, we are no longer able to tolerate the emotional trigger we are experiencing. In other words, we are unable to use learned and skilled behavior strategies to cope with it. (Reminder: What part of the brain do we have to use when we access our learned coping skills?)

Emotional Band Width

Normal Range of Emotions – If they stay IN the Band, then you are able to cope, to apply skills, to stay “present”
Emotional Band Width

NO COPING SKILLS HERE!!!

Threshold of Tolerance
Emotional Band Width
Emotional Band Width with Neurological Adaptation

The Re-Enactment Triangle

PERSECUTOR  RESCUER  VICTIM
The Re-Enactment Triangle

VICTIM

PERSECUTOR

RESCUER

Re-enactment in the Workplace

Persecutor

- I am so tired of people not doing what I want, We are going to change or else I will do something about it! If only people would do what I ask I wouldn't have to be this way. I know this is unpleasant but _______ is bringing it on themselves. (I act based on other people's behavior)

- This role acts from the lens (many times) that he or she is the victim and would not have to act this way if others would just change their behavior or choices. They do not see themselves as accountable for the misbehavior. They believe they are forced to act this way due to other people’s behavior.
Re-enactment in the Workplace

Rescuer

- Some characteristics:
  - Nurturing, helpful, wanting to caretake, finding a way to be important without empowering others, building my identity based on how I solve other people’s problems...
  - What would this organization do without me? There are so many problems, I am so glad I am here or else goodness knows what might happen. If ______ knew how much I help them under the radar they would never let me leave. I just cannot figure out why ______ is always struggling. They cannot seem to do what I can do. I can solve almost anything.
  - This role finds his or her identity in gaining the approval and need from others. Without this attention, he or she is left feeling lost. This person needs to find out what their own beliefs and worldview is and stop living other people’s lives for them. (I act based on other people’s behavior)
The Re-Enactment Triangle

PERSECUTOR

VICTIM

RESCUER

Re-Enactment in the Workplace

Victim

• Nothing goes right, no one is communicating, I can tell I am becoming more negative, maybe I am not happy here, I am seeking out people who will let me complain, I am not building skills, I am becoming more avoidant and resistive...this is not the place for me. (I act based on other people’s behavior)

• If I blame everything on everyone else, then I am not accountable. I am a victim. I am stuck in blame and shame. I cannot find my way out.
SELF AWARENESS

• Who am I?
• What do I value? What do I believe?
• What happens to me when I am hurt, sad, afraid, or happy?
• What do I spend the majority of my time thinking about? Doing? Does this represent accurately what I value, what I believe?
• What is my world view? How do I value others? Do I base my behaviors on what other people believe, think, do? If so, am I losing myself? My own views? My own accountability?
• Do I see others as a source of meeting my needs? Or do I see that as my job? How do I thrive in relationships?

SELF-MANAGEMENT

The Significance of Managing Triggers

In the moment . . .

➢ we have **8 to 15 seconds** to stop the trigger

In the aftermath . . .

➢ it takes **six to eight hours** to recover
KNOWING the TRUE and FALSE SELF

True and False Self/Personas

Joy – Positive
Sad
Fear
Hurt

Manipulation
Deception
Masks/Personas
Anger
Status
Involuntary Defense
Public v Private “Me”
BOUNDARIES & ACCOUNTABILITY

My Stuff/Their Stuff

Myths of Power...
PERSONAL POWER...
EMPOWERMENT...
OWNERSHIP...

Where do I end and someone else begins?
When am I accountable?
When is someone else?
EMPOWERMENT

tr.v. em-pow-er·ed, em-pow-er·ing, em-pow·ers
1. To invest with power, authority.
2. To equip or supply with ability; enable

THE POWER TO CHOOSE

TRUST – IS IT EARNED?
Can we be perfect enough to earn it?

TAKING CREDIT?
Accountability? Courage? Do I matter enough to speak my truth? Do I have enough courage to speak it? Am I willing to take the consequences of doing it?

Art of Language – Victim or Victimized?
Am I a Survivor….a Thrive-r…. or a combination of many things that make up my past?

Resentment?
Bitterness?
Regret?
Anger?
What is keeping me tied to my past? Why am I allowing that to continue?
Is trust a choice or can it be earned?

How might I think of trust differently in order to rebuild my sense of personal power?

From Self Awareness to Self Management

*Self awareness* is the first step in creating the PAUSE

Knowing and owning triggers

*Self management* creates space for the pause, resulting in having CHOICES on how to react
Self Awareness Tool: Developing Emotional Literacy

1. Recognizing a feeling as it happens is the keystone of emotional intelligence.
2. Notice and name emotions – use emotional literacy list. (practice now)
3. Create a time for daily check in on emotions and impact on self.
4. Ask a partner or good friend to tell you what they see.

VALUES’ SYNCING

<table>
<thead>
<tr>
<th>LIST YOUR FIVE MOST IMPORTANT VALUES IN LIFE</th>
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<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
</tbody>
</table>
VALUES’ SYNCING

List the top five things you think about every day. Do they match with the previous list? Why or Why Not?

1. 
2. 
3. 
4. 
5. 

How is Trauma Informed Leadership different?

Let’s start with a typical frame of Leadership

• Forbes Magazine published an article listing the essential elements of a Leader...What are those?
  • Honesty - The Ability to Delegate - Communication
  • Sense of Humor – Confidence - Commitment
  • Positive Attitude – Creativity – Intuition - Ability to Inspire

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Understanding TIC Leadership #1

• Why do we need a Trauma Informed Leader?
  • Because half to two thirds of our population has had at least one episode of overwhelming stress or trauma and they need to heal or gain awareness of this impact before they can lead or follow in a healthy way. (Acestudy.org)

Understanding TIC Leadership #2

• The Trauma Informed Leader has to understand that the population is filled with people who have suffered at the hands of someone else’s Leadership...and the misuse of power and control that comes from unhealthy Leadership.
Understanding TIC Leadership #3

- The Trauma Informed Leader prioritizes safety and healing along with empowerment and accountability in order to bring people from different points of health, readiness, and learning to an enhanced state or condition.

Understanding TIC Leadership #4

- The Trauma Informed Leader understands that there are multiple types of safety...physical, of course, but emotional and spiritual and cultural and cognitive...
Understanding TIC Leadership #5

• Successful Trauma Informed Leadership not only helps us *achieve our individual and collective goals*, but it guides us to *become healthier in a holistic sense* which positively impacts everyone whose life we touch...most specifically, our children. And impacting our children has a generational impact on all of us.

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...and making the Right Ideas happen...

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Understanding the Whole Person

- What is our “whole person” reality in our society? Why do we need to be mindful of this information?
  - Adverse Childhood Experiences Study
- Neuro-science
- Information on relationships and relational theory
- Epigenetics
- Safety
- LEADERSHIP TIP: The best way to change “policies” “practices” “protocols” is to change “philosophy”… then the rest comes naturally and it comes from a group not an individual...

Characteristics of Trauma Informed Leadership

- Understanding the science of stress
- Embracing the definition of safety as both physical AND emotional
- Creating a safe space to voice positive and course correcting feedback
- Spend more time celebrating when something goes well
- Patience and Respect
- Working alongside each other…not over or under each other
Characteristics of Trauma Informed Leadership

- Intentional boundaries
- Encouraging true involvement from others
- Honesty with the staff team
- The art of language – avoiding labels, possessive phrases, and hierarchy...
- Focus on roles versus status internally – This helps staff see themselves as more autonomous, more responsible, and accountable to everyone.

Characteristics of Trauma Informed Leadership

- Help the team see how imperfect and how creative they all are
- Help the team see possibilities and solutions even in the most stressful conditions
- Admit when you are stressed
- Transparency is not just something you offer sometimes, it should be a constant
- It is ok to be wrong and you will be healthier every time you admit that to the team
- Accountability and courage keep us from seeing ourselves as victims
Characteristics of Trauma Informed Leadership

- Encourage discovery in conflict...what is the “why” behind our reactions? Why do certain things bother us so much?
- Guide the team in understanding Active Resistance
- Guide the team in understanding Learned Helplessness
- Guide the team in understanding mindful ways to mend connections between members
- Building capacity for Self-Management and/or Increased Mindful Containment...in order to notice your reaction or response to something and hold it until the most appropriate time and way to discuss it further.
- Avoid making assumptions or at least acknowledge when you are

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Characteristics of Trauma Informed Leadership

- Understanding that each member of the team matters, should offer their insights, should have the space to build confidence in order to offer those insights and should have the courage to cope with the consequences of sharing.
- Seeking strengths in self and then seeking strengths in others
- Making as many suggestions from observing strengths as areas to develop
- Gratitude and appreciation for each other

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Who can be a Trauma Informed Leader?

- **Every one of us!** (MCCC examples of Parent Leadership, Organizational Leadership, etc...)
- **We all have power.** It is how we use it or misuse it
- We can all understand our social and physiological reality as a society. **We all have stress. Stress is normal.** Most of us have had overwhelming stress. Overwhelming stress is more the norm than not. And our systems, our leadership models, our professional and personal development rarely takes this into account.
- **We can all be emotionally healthy** and lead others to be and do the same
- **We can focus on relationships and values** as keys to positive change.
- **We can work differently** with one another...again...safely and alongside, not over or under.

Questions?
THANK YOU!!

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