

Trauma Informed Leadership

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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

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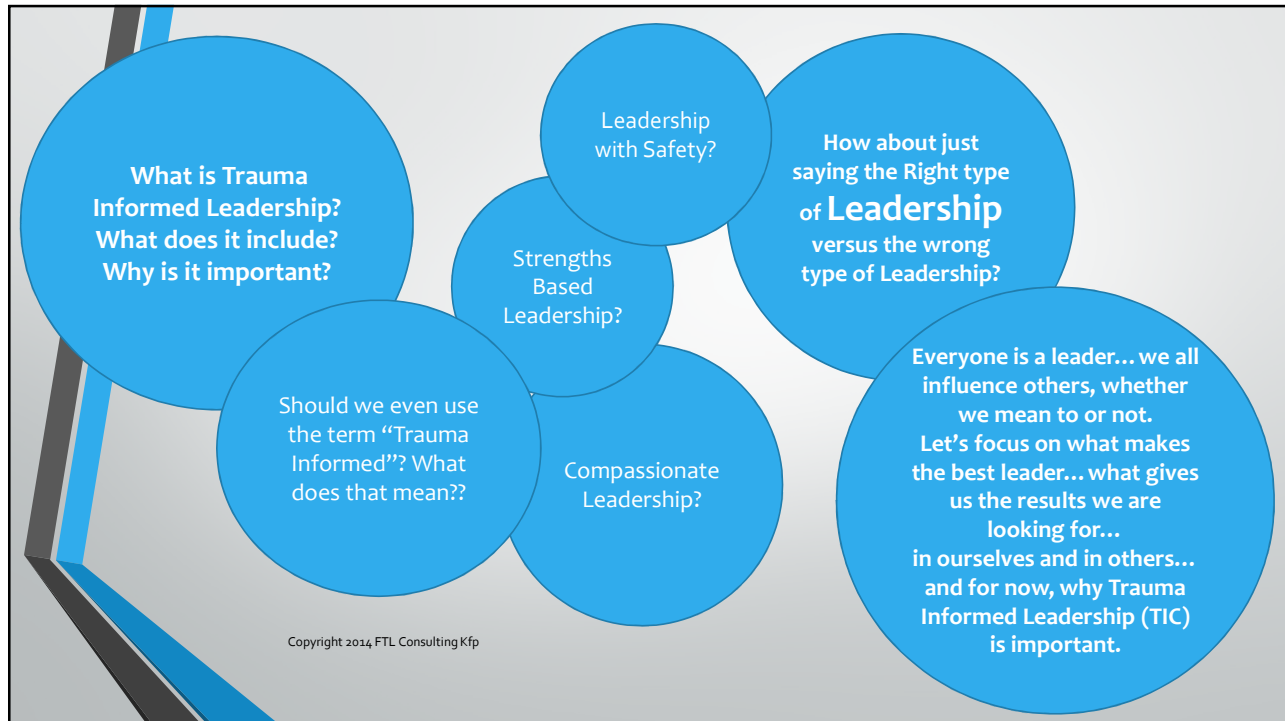
So...what is leadership?

- 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?

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leadership is not a
position or a title,
it is action and
example.

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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.

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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

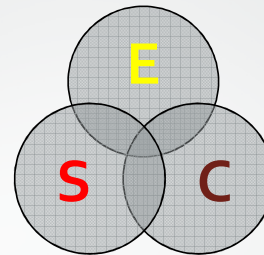
Autonomic and Survival

Limbic Mechanism

Hormonal and Neurotransmitter Control – Emotional

Frontal and Pre-Frontal Cortex

Judgment, Planning, Course Correction, Intentional boundaries – Executive Function and more



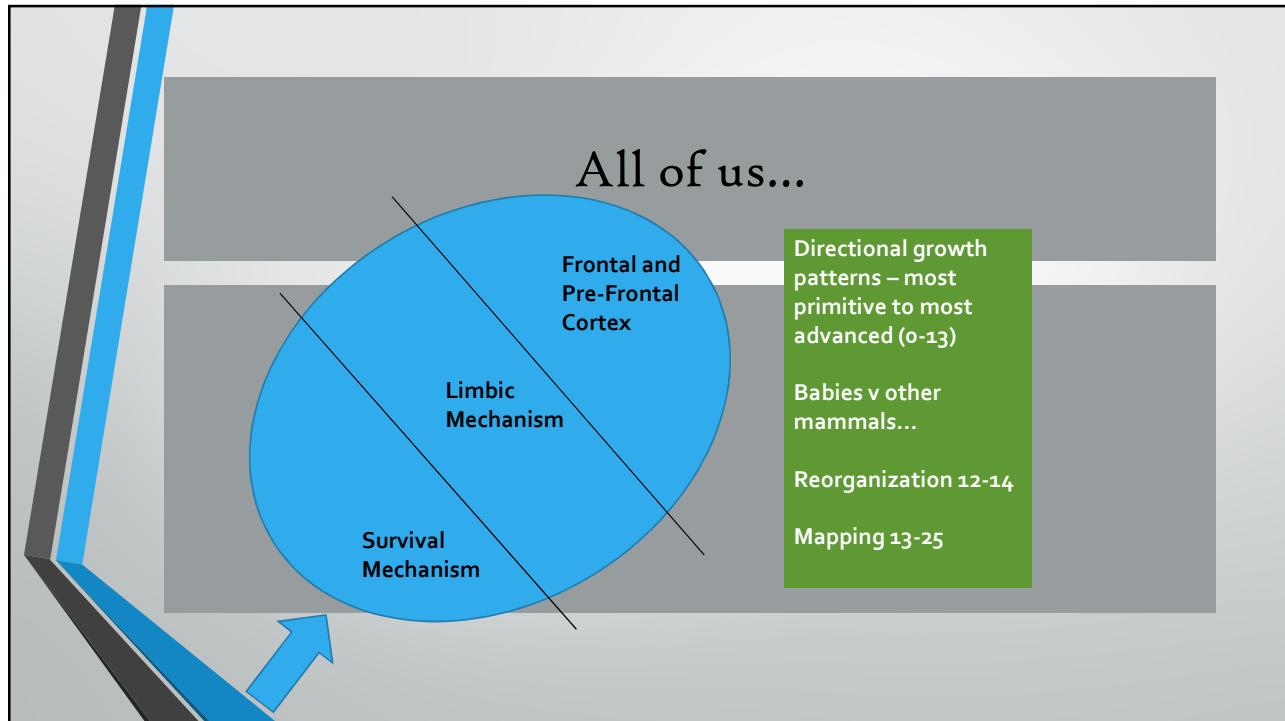
The intent of this gift is that
we use *all three*...

- * 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'



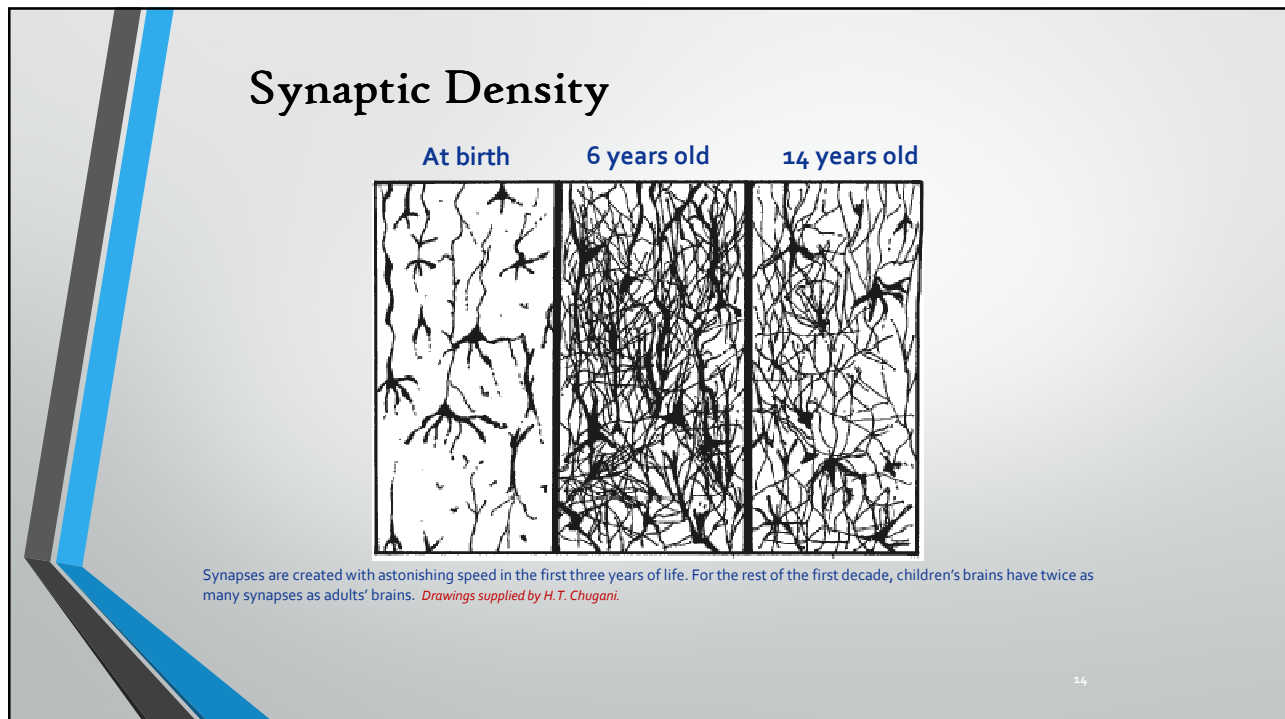
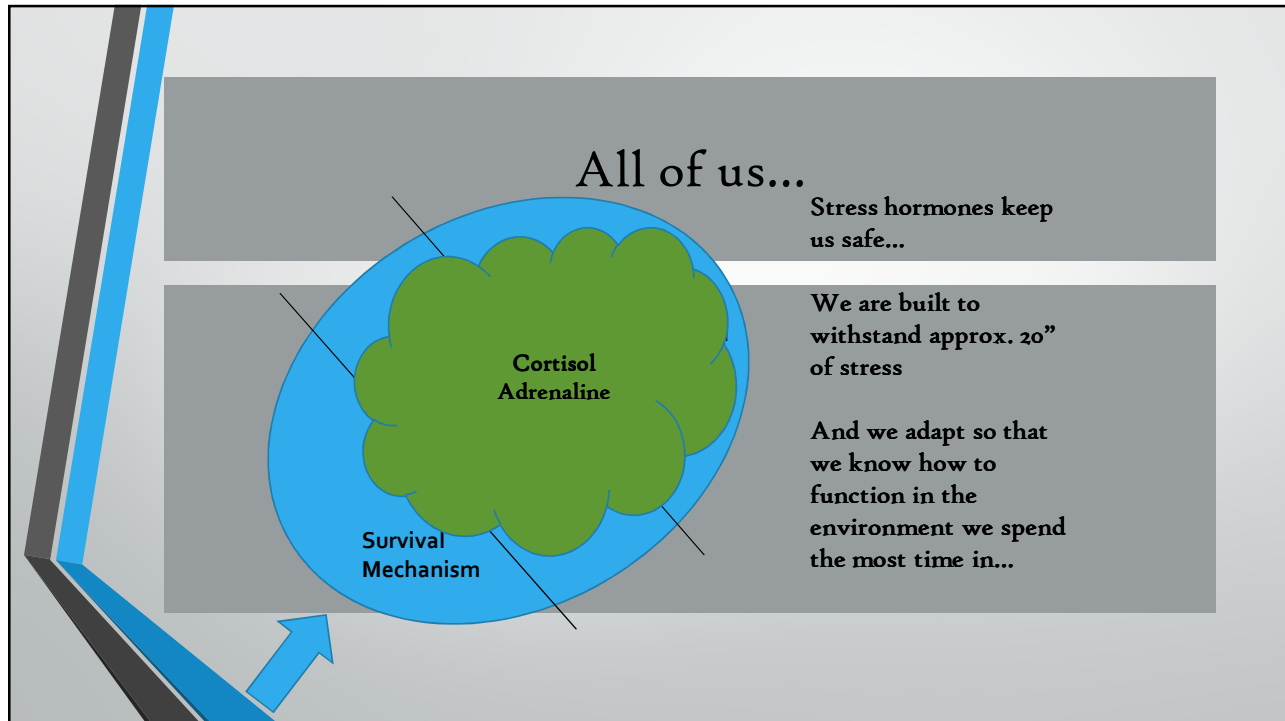
How does the gift of our *environment* impact our brain development?

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)

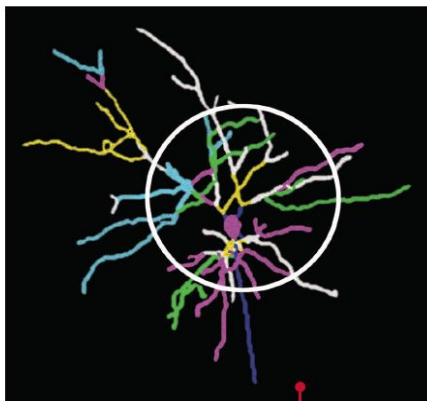
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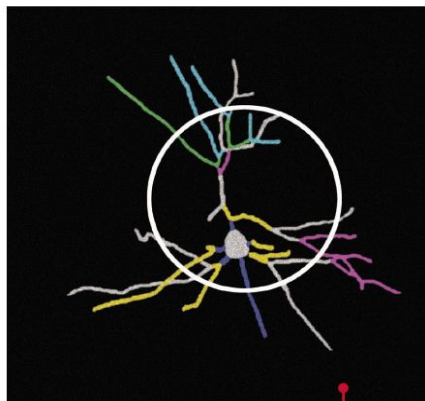


CORE CONCEPTS IN THE SCIENCE OF EARLY CHILDHOOD DEVELOPMENT

Toxic Stress Damages Developing Brain Architecture



Typical neuron: many connections



Neuron damaged by toxic stress: fewer connections

6

Scientists now know that chronic, unrelenting 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 system 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.

www.developingchild.harvard.edu

Center on the Developing Child  HARVARD UNIVERSITY

5 Days



2 Months



1 Year



28 Years



RAPID EARLY DEVELOPMENT: These PET scans suggest that the brain of a one year old more closely resembles an adult's brain than a newborn's.

Source: H.T. Chugani

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

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

THRESHOLD of TOLERANCE

A threshold is a point at which we perceive a stimulus and act on it.

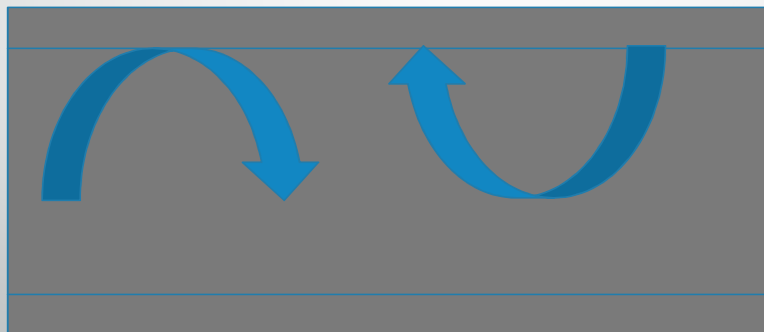
We are born with a large number of physical thresholds.

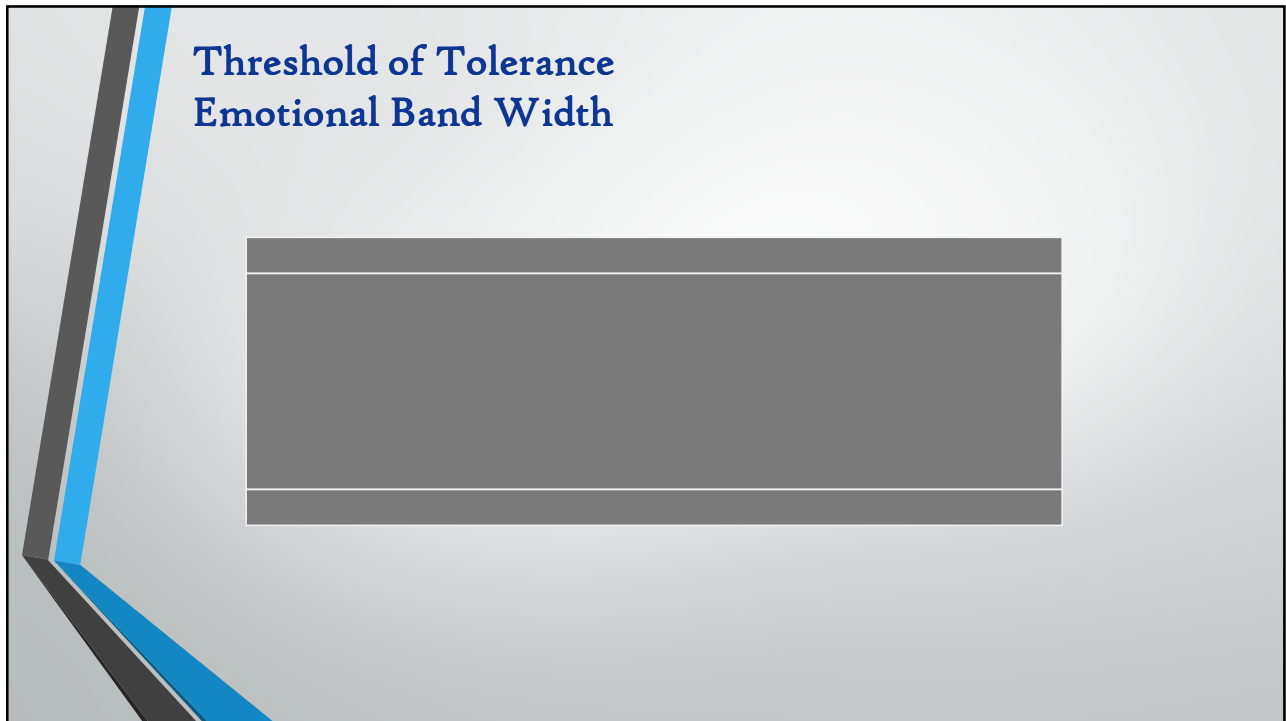
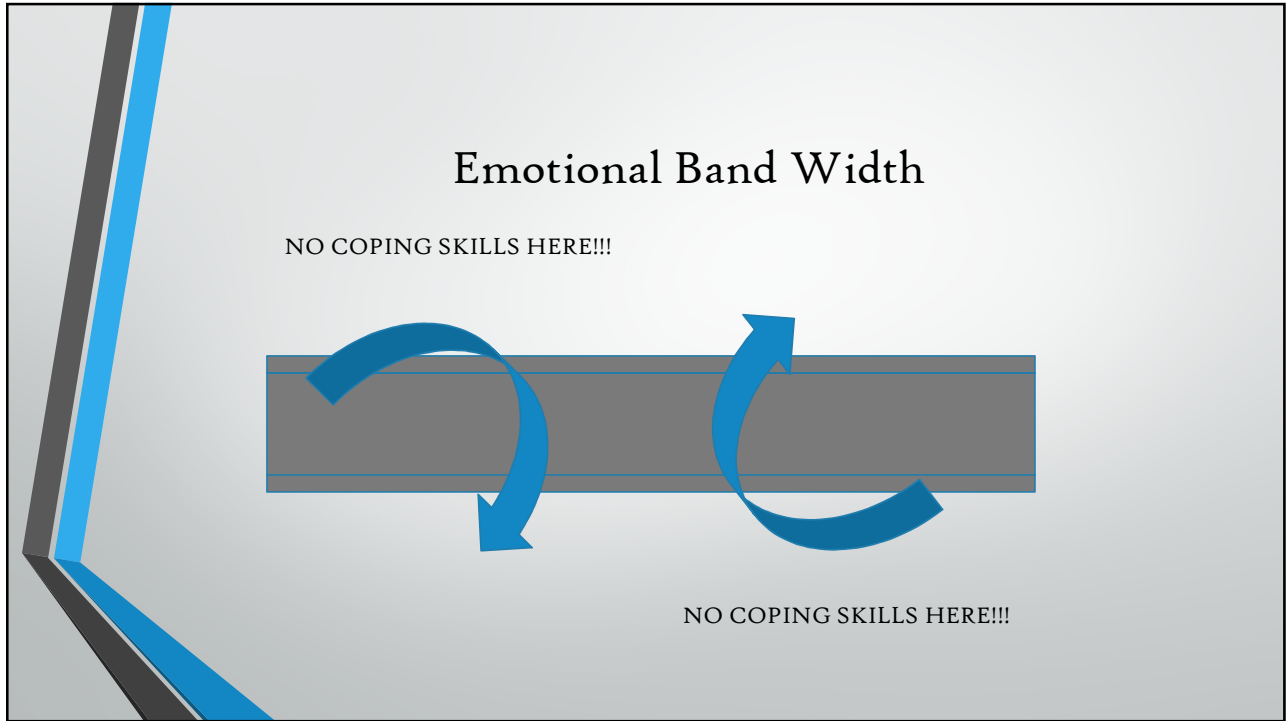
- We have a hearing threshold below which we cannot hear
- We have a noise threshold beyond which noise becomes intolerable
- We have a pain threshold beyond which we cannot tolerate pain

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”

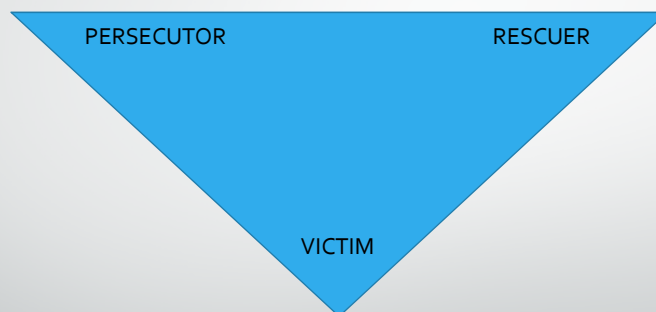




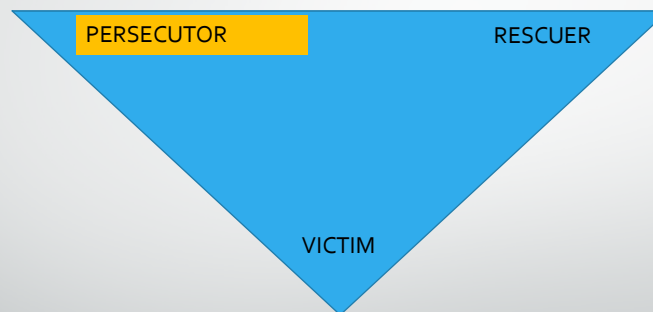
Emotional Band Width with Neurological Adaptation



The Re-Enactment Triangle



The Re-Enactment Triangle



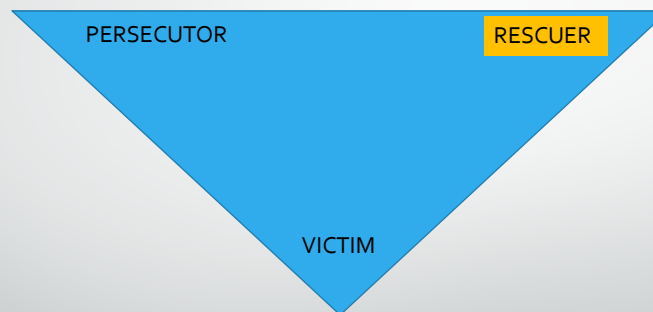
Re-enactment in the Workplace

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.**

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The Re-Enactment Triangle



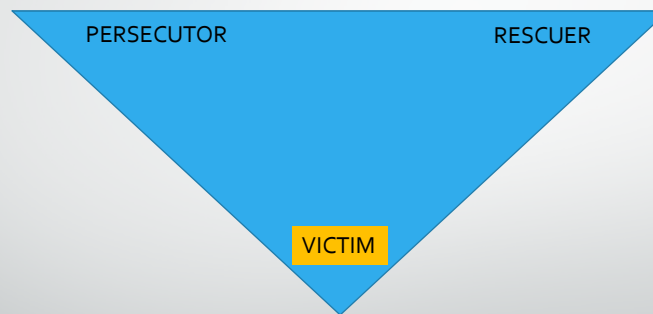
Re-enactment in the Workplace

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)***

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The Re-Enactment Triangle



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.**

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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 . . .

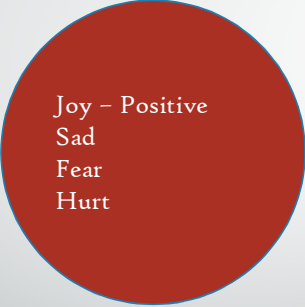
- we have **8 to 15 seconds** to stop the trigger

In the aftermath . . .

- it takes **six to eight hours** to recover

KNOWING the TRUE and FALSE SELF

True and False Self/Personas



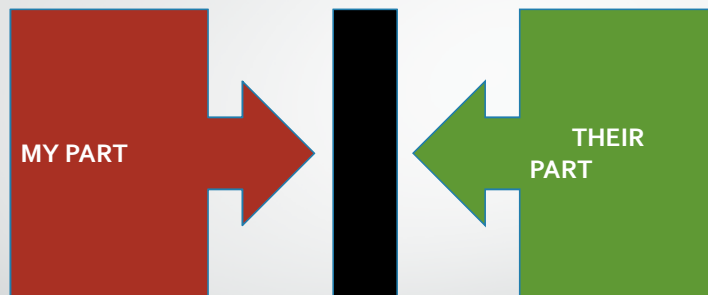
Joy - Positive
Sad
Fear
Hurt



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·ered, 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?

TRUST

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

PRACTICE...PRACTICE...PRACTICE....
When you are safe, calm, and not needing the skill
Then when you need the skill it is easier to access and perform...

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

LIST YOUR FIVE MOST IMPORTANT VALUES IN LIFE

1.

2.

3.

4.

5.

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
 - <http://www.forbes.com/sites/tanyaprive/2012/12/19/top-10-qualities-that-make-a-great-leader/>

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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)

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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***.

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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.

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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...

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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...

IT'S NOT ABOUT IDEAS.
IT'S ABOUT



MAKING IDEAS HAPPEN.

- 99 (BY BEHANCE)

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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...

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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

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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.

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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

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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.

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Questions?

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THANK YOU!!

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