Aligning what we know with what we do

Trauma is pervasive & life-shaping; we adjust organizational practices to support staff & client's coping capacity, honor their strengths, and avoid re-traumatization

If you want to go fast, go alone.
If you want to go far, go together.

What we'll do today

- Check-in & Review

- Principle of the month: COLLABORATION

- Spotlight on CROSS-AGENCY COLLABORATION with cohort member Desiré Shepler & ROCK Matsu Director Betsy Smith
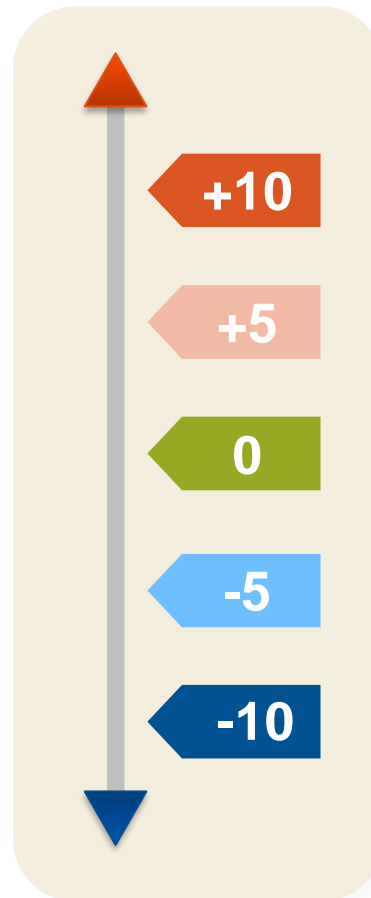
- Resources & Practice Ideas

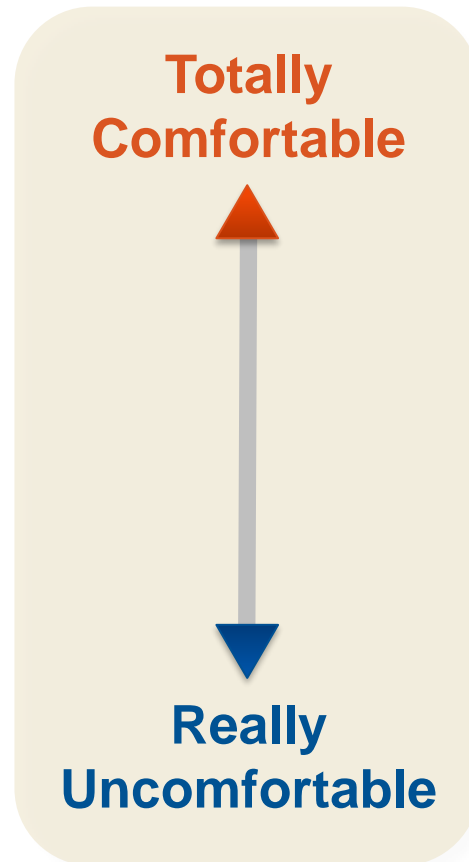**OPENING CHECK-IN** Adapted from ARC Reflections Foster Parent Training

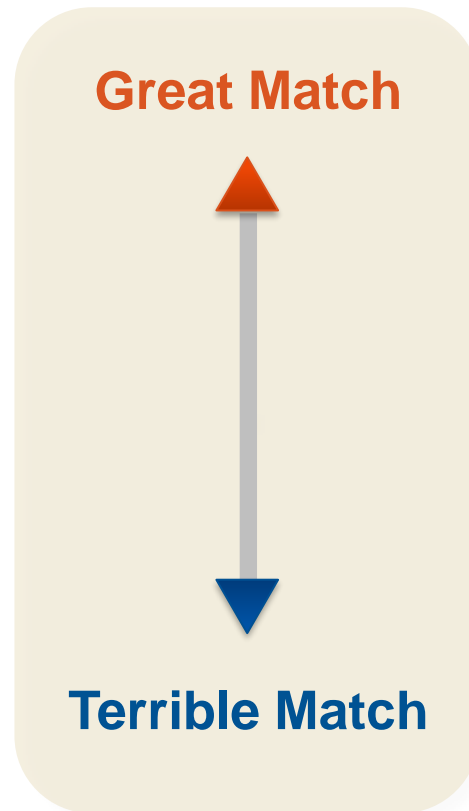# Let's Talk About Energy

How high (or low) is your **energy** right now?

+10

+5

0

-5

-10

How Comfortable?

How comfortable does that **energy** feel in your body?

Totally Comfortable

↑

↓

Really Uncomfortable

How Effective?

How good a match is your **energy** level
for what you are doing?

Great Match

Terrible Match

Bringing the Check-In Together

Totally Comfortable

Really Uncomfortable

+10

+5

0

-5

-10

Great Match

Terrible Match
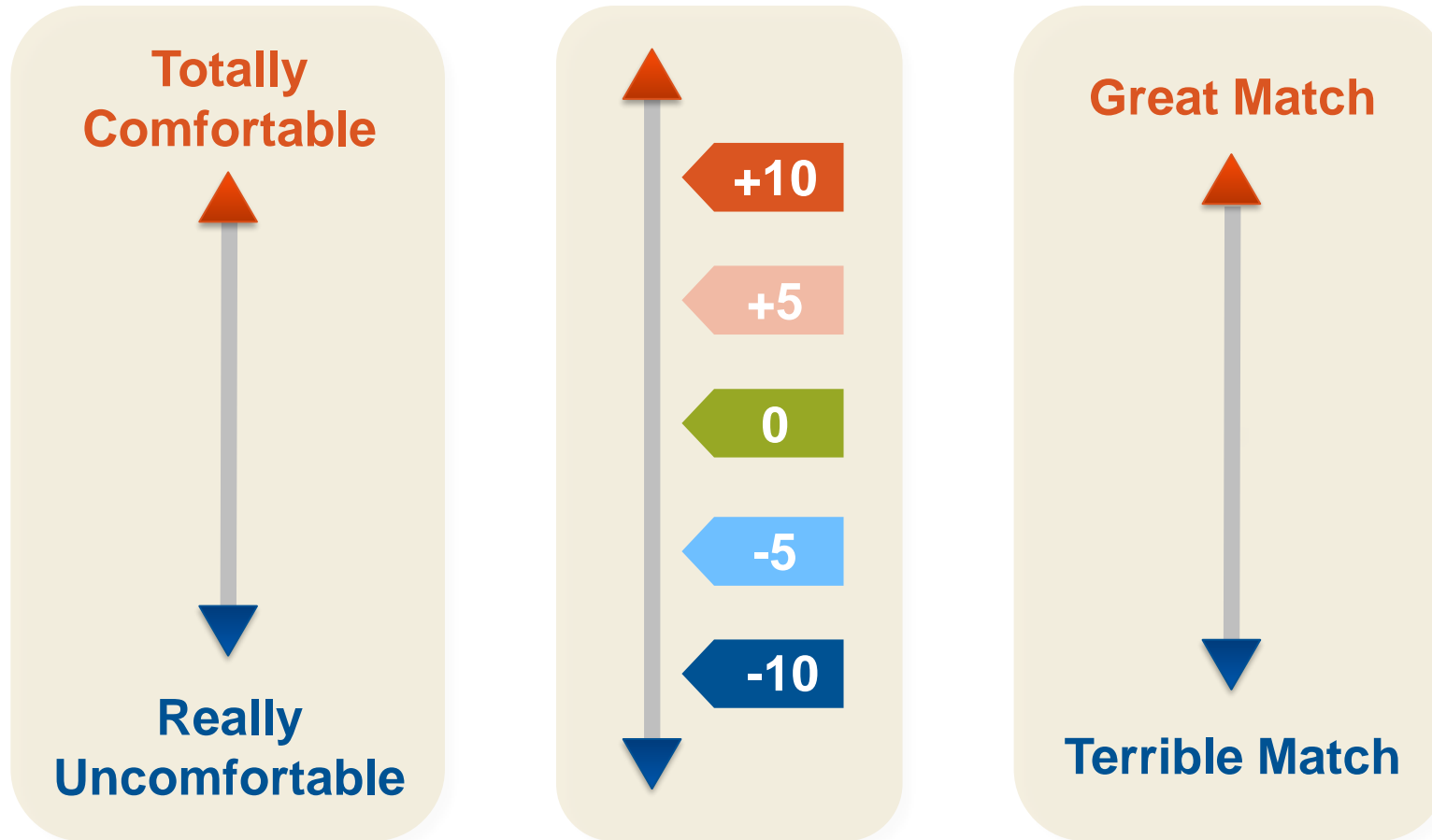
Getting Comfortable

- If your energy is comfortable and a good match, great!

- If not, **what can you do to get it there**?

- Stretch? Breathe? Rant? Grab a drink? Jot down your worries? Switch to standing? Massage your hands? Hold your heart?.......?

Emerging themes from cohort agency assessments

- Staff Support
- A "home" for T.I.C.
- T.I.C to "take root"/infused/embedded
- Internal Agency Alignment
- Focus on Supervision
- Common Language

- "Action"
- Tools
- Training
- Increased Empathy
- Focus on Stress Mgmt.
- Supporting families of clients
- Physical Space Improvements

SAFETY	All people associated with the organization feel safe - Physically, Emotionally, Socially & Morally Consistency, Predictability, Respect
TRUST & TRANSPARENCY	Above board, straightforward communication; clear & appropriate boundaries Trauma-informed supervision Treating shared information with great care
COLLABORATION	An emphasis on leveling power differences and valuing all voices; open communication Acknowledging differing sources of expertise
EMPOWERMENT	Recognizes, encourages & builds on the strengths of everyone; healthy conflict resolution Boosting Resilience
PEER SUPPORT	Being able to count on others in an open & caring way; asking for & offering help
HUMILITY & RESPONSIVENESS	Committed to Equity; proactive about meaningful attention to cultural identities of clients and staff; inclusive of the many aspects of human identity; responsive to issues of systemic racism & injustices

Working Definition

Importance is placed on **partnering** and the **leveling of power differences** between staff and clients _and_ among organizational staff from "support staff", to "professional staff", to administrators, demonstrating that **healing happens in relationships and in the meaningful sharing of power and decision-making**.

The organization recognizes that everyone has a role to play in a trauma-informed approach.

4 things we'll consider:

- Power Dynamics
- All Voices Heard
- Social Responsibility
- Open Communication

How does Collaboration "flip the script" on Trauma

Power Dynamics

Be explicit, transparent, non-abusive

Is power used to coerce or to free people from coercion, to exert control or to give over control, to do something or to prevent something being done? Is it subtle or overt, directed inward or outward?

What power do I have?

"I have a degree/license to perform my job."

"I have a private office."

"I approve leave requests."

"Around me, everybody knows that if _____ doesn't happen, there'll be hell to pay."

"People tend to ask me for advice."

"I make people laugh easily."

"People are afraid to disappoint me."

"I have a personal friendship or relationship with a member of my agency's Board or senior management."

"I know the salary of all company employees."

"Most people in leadership positions at work *look like me.*"

"Even though I'm not in a formal position of authority, people tend to *follow my lead*."

"I can fire people."

"I share the same first language with most people at my organization."

"I have more than 10 keys on my keyring."

"Through my position, I have access to a lot of sensitive information about my co-workers"
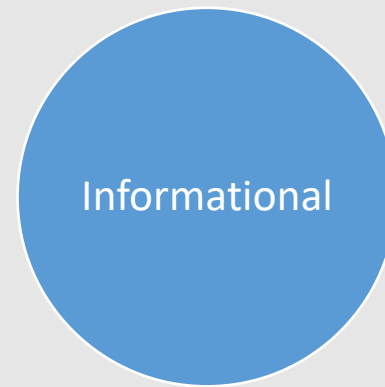
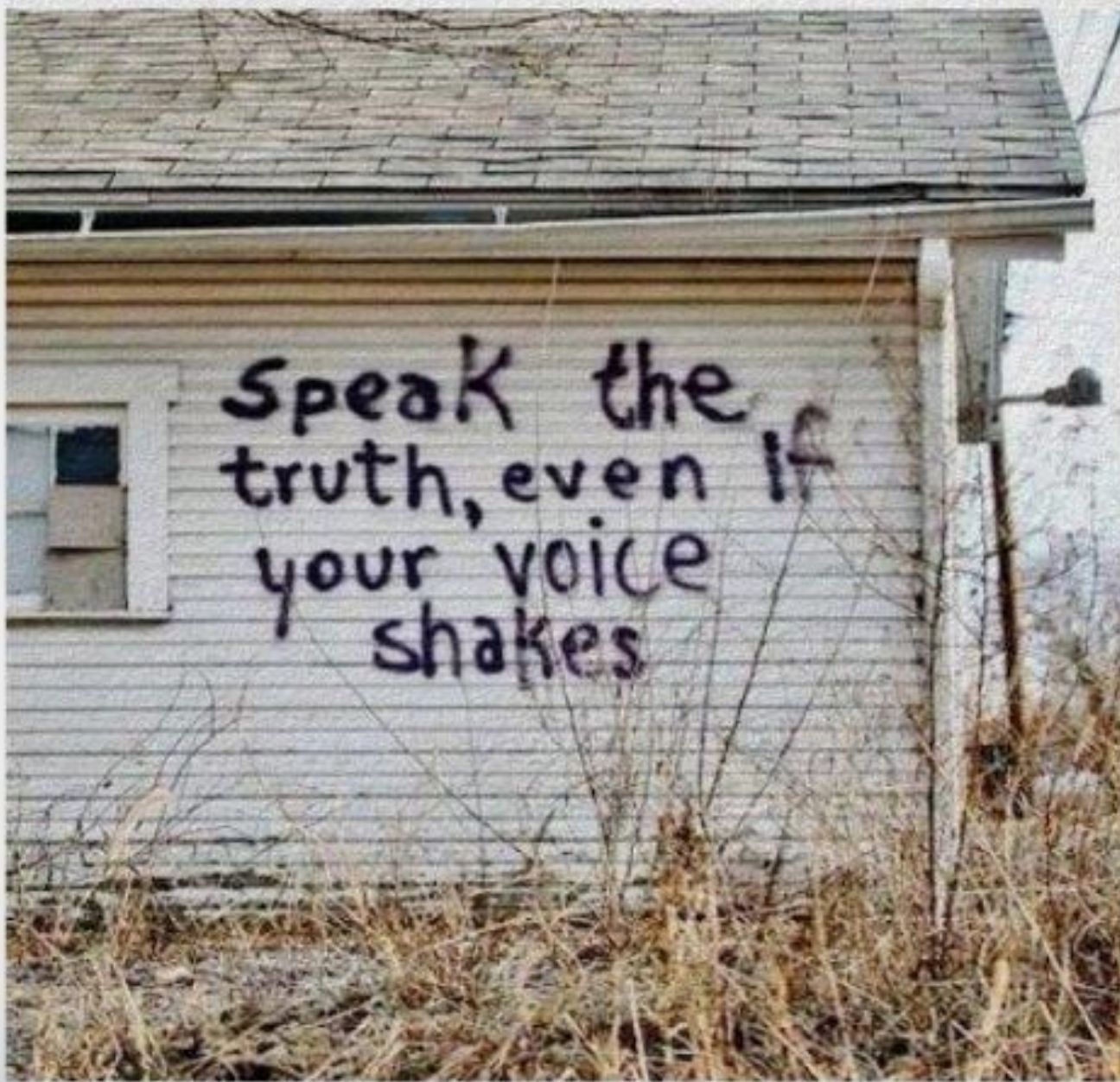One does not have to be a therapist to be therapeutic

PAUSE & REFLECT

Influence is Power. Who & what do you influence at work?

All Voices Heard

How do we create conditions in our workplaces to facilitate all voices being heard?

PAUSE & REFLECT

What if meetings themselves are part of the problem?

Social Responsibility

Open Communication

We can't correct what we aren't willing to confront.

Achieving Collaboration through Communication

- Conflict Resolution: Have & communicate a policy, a plan, & a structure/formula to follow *with* competent, well-trained & trusted staff to take the lead

- Excellent communication skills are **vital**: Provide explicit training & *know your competency expectations*

- Include/consider *Emotional Intelligence* in training, staff development, supervision, hiring & promoting decisions

- **Relationships heal**: be aware of both boundaries & authenticity

Build authentic (if not "mutual" relationships)

- Validate what you hear
- Promise only what you can deliver
- Educate/provide information
- Be willing to sit with uncomfortable emotions

Reflections on Community & Cross-Agency Collaboration with Desiré Shepler & Betsy Smith

Practice Ideas: Things to consider

- Start with the Willing
- Expect resistance
- Cost-neutral options
- Actionable Now options
- Start small & persevere w/ curiosity, hope & stamina
- A Demonstration Project
- Walking-the-talk

"The world is changed by your example, not your opinion" - Paulo Coelho

Practice Ideas: Things to consider
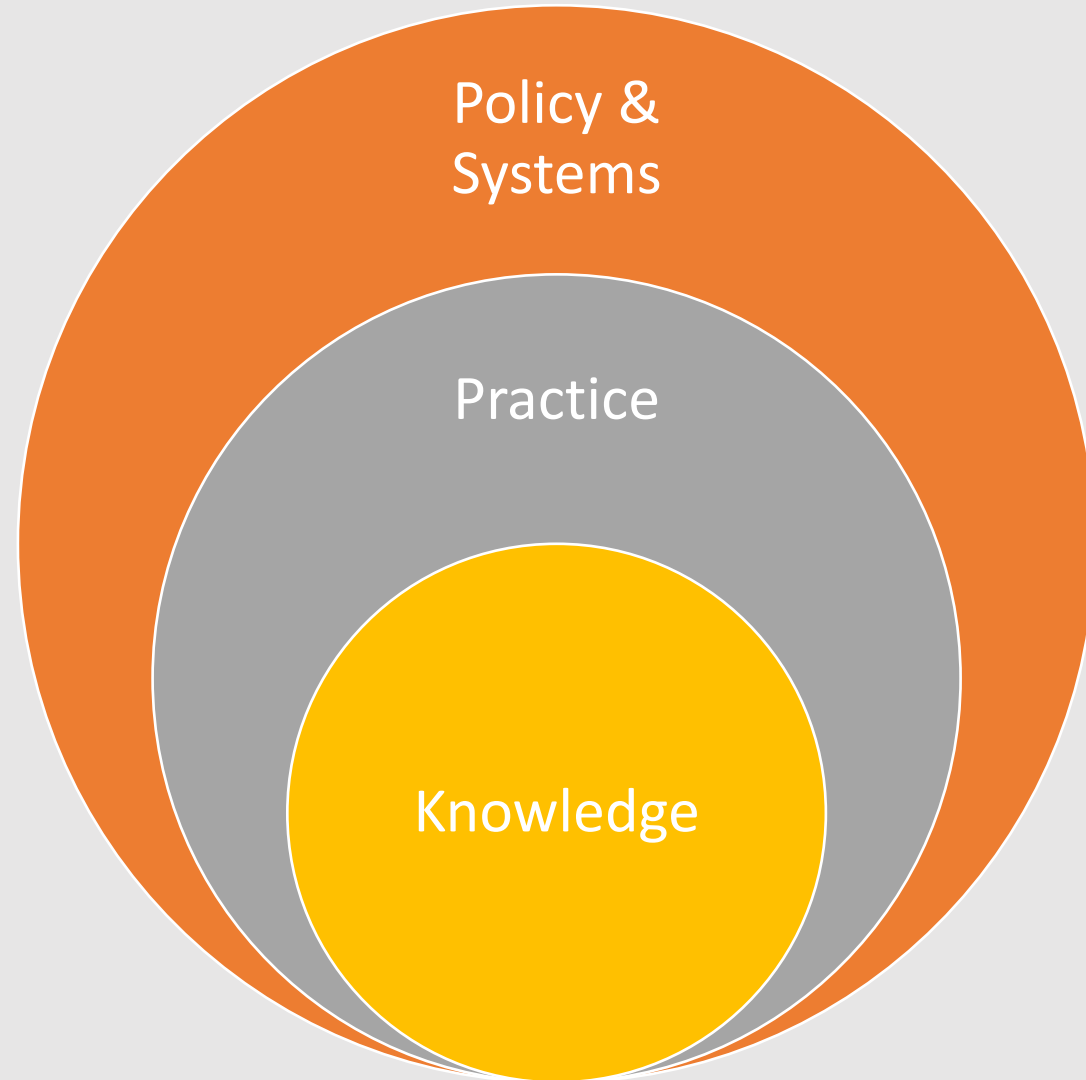
Policy & Systems

Practice

Knowledge

Practice Ideas: Things to consider

High importance, Low changeability

High importance, High changeability

Low importance, Low changeability

High changeability, Low importance

Overview of Tools & Resources

GENERAL GUIDELINES

Safety:

Inform participants that the meeting is not supposed to take the place of a therapy group. "We care for and support each other, and the purpose of this meeting is xxx." Reassure participants that they will not be asked to disclose their personal trauma history.

Predictability:

Create an agenda and if possible send it to participants before the meeting.

Collaboration and Cooperation:

Ask if anyone wants to add items to the agenda.

Trustworthiness:

Start and end meetings on time.

Emotional and Physical Regulation:

Indicate where the restrooms are located

Provide cold water to drink

Ensure the acoustics will allow everyone to be heard

AGREEMENTS

As a group, participants come up with agreements that will help them feel physically and emotionally safe as well as create an environment that is conducive to collaboration and cooperation. The facilitator's role is not to 'enforce rules' but to steer the group back to the predetermined mutual agreements. It is helpful if the agreements can be written up on easel paper/whiteboard for the sake of latecomers and as a visual reminder for the group.

Suggestions for Agreements:

- Choice: For example, participants can choose to speak or to pass and speak later (or not).

- Self-care: "Please take breaks as needed. We encourage you to take care of yourself."

- Confidentiality: ('Vegas rule') – What is said in the room stays in the room.

- Be careful to only share the story that is yours to tell.

- Survivor empowerment: Never speak for a survivor when they can speak for themselves.

- Headlines only. No gory details. (This is to prevent retraumatization.) Headline example: "I was sexually assaulted by a teacher when I was in high school."

- Avoid talking over another person or interrupting.

- Ask before offering advice.

- If someone discloses hold space for them – don't rush on to the next person or fill the space with your own story/commentary.

Trauma Informed Care Workgroup
Meeting Guidelines

As TIC Workgroups form and begin to gather information, identify opportunities, set priorities for change, and propose solutions, there are a number of considerations that can help keep the process on track. We recommend using or adapting some of the questions below to set guidelines for Workgroup meetings.

1) Are enough people in the meeting, with enough diversity in roles and responsibilities, to ensure we are representing different experiences and points of view?
    a. If not, what is our plan to remedy this?
    b. Are we able to move forward anyway, and if so, with what considerations?

2) Are we using a trauma informed process as we make decisions in this meeting?
    a. Is our process inclusive (making sure everyone in the room has a chance to be heard and that the discussion is not dominated by one or two members)?
    b. Are we spending enough time processing different views and perspectives?
    c. Have we openly discussed issues of safety and power; do we have a plan to make this process as safe as possible for all?

3) Are we making space for individuals to "check in" so that we're hearing what is

What's **SHARING POWER** Got to Do with Trauma-Informed Practice?

We developed this tip sheet to encourage providers to share power in the context of trauma-responsive practice. If you are a family member, you may want to share this resource and your thoughts about it with current or future service providers. Thank you for reading! — Partnering with Youth and Families Committee, National Child Traumatic Stress Network

SHARING POWER is a deliberate approach to engagement with families, youth, and children. It seeks to combine the knowledge and training of the provider with the lived experience of the families receiving services. Sharing power has become as integral to trauma-informed care as any psychoeducation, narrative, or skill-based practices. The Substance Abuse and Mental Health Services Administration (SAMHSA) has included this concept in its definition of trauma-informed care, stating that, "Importance is placed on partnering and the leveling of power differences… Healing happens in relationships and in the meaningful sharing of power and decision-making." (See SAMHSA's *Concept of Trauma and Guidance for a Trauma-Informed Approach*.)[1]

When shared power is incorporated, the families receiving services will be more invested in reaching goals, more satisfied with services, and more hopeful about managing life beyond the service relationship.

THE JOURNEY:

How Is Sharing Power Integral to Trauma-Informed Services?

10.2 CONFLICT STYLE QUESTIONNAIRE

Purpose

1. To identify your conflict style
2. To examine how your conflict style varies in different contexts or relationships

Directions

1. Think of two different situations (A and B) where you have a conflict, a disagreement, an argument, or a disappointment with someone, such as a roommate or a work associate. Write the name of the person for each situation below.

2. According to the scale below, fill in your scores for Situation A and Situation B. For each question, you will have two scores. For example, on Question 1 the scoring might look like this: 1. 2 1 4

3. Write the name of each person for the two situations here:

Person A_____   **Person B** _____

1 = never	2 = seldom	3 = sometimes	4 = often	5 = always

Person A	Person B	
1.	_____|_____	I avoid being "put on the spot"; I keep conflicts to myself.
2.	_____|_____	I use my influence to get my ideas accepted.
3.	_____|_____	I usually try to "split the difference" in order to resolve an issue.
4.	_____|_____	I generally try to satisfy the other's needs.
5.	_____|_____	I try to investigate an issue to find a solution acceptable to both of us.
6.	_____|_____	I usually avoid open discussion of my differences with the other.
7.	_____|_____	I use my authority to make a decision in my favor.
8.	_____|_____	I try to find a middle course to resolve an impasse.

Conflict Resolution Checklist

☐ Clarified initial positions (preferred plans of action).

☐ Summarized with an umbrella statement of the problem (We need to figure out what to do about _____.)

☐ Explored both sides' underlying concerns, with adequate specific details?

☐ Looked back to summarize the concerns on both sides.

☐ Assessed what was each party's main concern(s).

☐ Sustained a cooperative emotional tone?

☐ Kept dialogue preceding in short chunks (no long monologues).

☐ Devised a plan of action responsive to the concerns on both sides?

☐ Reviewed the plan to check for clarity of what each person would do.

☐ At the end, asked *"Are there any little pieces of this that still feel unfinished?"* to address remaining potential factors.

The Five Components of Active Listening

Communication is not a one-way process. It requires, at least, someone to give the message and someone to receive it. Demonstrating active listening shows the speaker that their message is being both received and understood.

This article explains the five components of active listening and offers suggestions for demonstrating these in conversation.

Active listening has five components:

1. Testing understanding
2. Questioning
3. Building
4. Feedback
5. Summarising

Testing understanding

Testing your understanding by **clarifying** what the speaker has said ensures you have the correct facts and demonstrates that you have understood. **Eliciting facts** is one of the basics of active listening. A simple way of demonstrating this component in conversations is to rephrase or restate what has been said back to the

Asking probing questions allows you to do this while also demonstrating that you have been listening to all that the speaker has said.

Questioning by group members also prevents the speaker going on too long without a break for information to be absorbed. Some people tend to give messages full of fascinating facts but much too detailed for a single sitting. Asking

---

Planning To Have A Difficult Conversation

Being able to have difficult conversations is a key skill for any manager and leader, which, with time and practice, will become easier. This template is designed to help you develop a framework for having a real difficult conversation with a member of your team. A blank version of the template is available in Supplementary Resources.

Questions

What message do you need to get across?

What are your responses likely to be?

Mixed Up Emotions

Developing self-awareness is an important aspect of personal growth, which can help you to rationalise your thoughts and maintain perspective in pressured leadership situations. This exercise will help you to reflect on a challenging situation you are currently facing. It is designed to help give you a clear sense of what you are feeling, why you might have such feelings and how you are coping. You can then take steps to manage your emotions and work towards a positive outcome.

This exercise will also help you with your responses to a range of different challenging situations in the future. A blank answer sheet has been provided for you in using the button at the top of this page.

It is recommended that you find a quiet time and place to do this exercise, preferably away from your desk. It is also important to remain as objective as possible when answering the questions.

Task

1. Think about a particularly challenging situation, event or change that is affecting you. For instance, it could be that:

- You are feeling under pressure as a result of new leadership responsibilities

Questions

1. What emotions/feelings are you experiencing about the particular situation?

2. Which emotions are the strongest?

3. Which emotions recur/last longest?

Handling Difficult Conversations

Difficult conversations are part and parcel of managerial life. Whether it's telling your team they're not getting a pay rise or taking someone to task over inappropriate behaviour, these top tips provide practical advice and useful phrases you can use to handle tricky or uncomfortable conversations.

Difficult conversations in the workplace can cover a wide range of topics, from tackling problem behaviour (e.g. under-performance, bullying, persistent lateness); to breaking bad news (e.g. redundancies); to talking to a team member about potentially uncomfortable issues such as poor personal hygiene or irritating personal habits.

Whatever the subject matter, the following tips should help you handle even the most difficult conversations with ease.

General tips

Timing is important. Don't take the other person by complete surprise. You may need to prepare the groundwork by emailing them or dropping

Acknowledge the other person's point of view. What you have said may come as a surprise to them, so ensure that you allow them sufficient

How to Remain Cool, Responsive and Engaged When Another is Upset

Remain calm and in control
- Take 3 deep breaths before speaking or count to 5 in your head (or 10)

Talk in a soft spoken tone
- Pretend you are whispering in someone's ear

Think before you speak
- Silence is ok, collect your thoughts before talking

Do not take anything that the upset person says personally
- Whatever is going on is "not about you" directly

Stay focused and clear about your goal at this moment
- Talk about one thing at a time

Be a good listener
- Try not to interrupt, show by your body language that you are listening

Follow up later with your supervisor
- Talk to your supervisor about the occurrence to get more perspective and learn other resources you could use

Some useful phrases to use are:

|	
I understand the problem as…	You mean……..
You feel……	What I hear you saying…..
From your point of view…..	You think…..
In your experience……	From where you stand….
I see the situation as…	In your experience……
I'm sensing…	As you see it…….
Could it be that…	I'm picking up that you…..
I wonder if…	You believe………
Correct me if I'm wrong……..	As I hear it….

Personal Practice Ideas: COLLABORATION

- Take the "*Conflict Style*" questionnaire
- Make it a habit to introduce yourself; ask others how they would like to be addressed. Ask permission before using first names. *(Titles convey power.)*
- Consider the "*Step up, Step back*" maxim

Team Practice Ideas: COLLABORATION

- Learn more about how your colleagues feel about conflict – @ your next meeting, ask people to place themselves in proximity to "CONFLICT" at a distance, and with a physical posture that they feel comfortable with.

- Host a book club

HOW TO
FIGHT
THICH NHAT HANH

- Consider the make up of your team/committee etc. Is membership adequately representative?
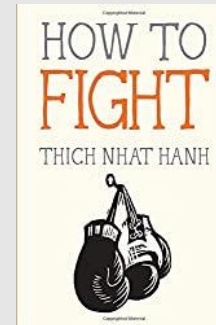
Organization Practice Ideas: COLLABORATION

- Establish a practice of sending meeting agendas out in advance; offer broad invites to submit additional agenda items

- Consider rotating chairs/co-chairs for committee meetings

- Sit in circles when & where possible

- Meaningfully include consumers in (e.g.) designing physical spaces, in services-evaluation

- Discover consumer definitions of (e.g.) physical safety, emotional safety, social safety

PAUSE & REFLECT

How will you know when there has been change or progress in your agency with the COLLABORATION principle?

Follow-up/next steps

- "COLLABORATION Principle" Slides to follow this Webinar
  www.forgefacilitation.com/resources

- Technical Assistance/Consultation/Facilitated Workshops Calls

- Next Webinar: "EMPOWERMENT" December 8th 10am - Noon