Trauma-Informed, Resilience-Oriented Leadership and Crisis Navigation

VIEW SELF-PACED TRAINING

Learn how school leaders can use a trauma-informed, resilience-oriented approach to navigate school crises. This self-paced training covers what it means to be a school leader as well as strategies to monitor and adapt during crises while maintaining a trauma-informed, resilience-oriented lens.

Learning Outcomes

» Explain the difference between leadership and management.
» Identify the leadership components related to SAMHSA's Trauma-Informed Care principles.
» Discuss the necessary components to develop a supportive environment.
» Identify the leadership skills necessary for rapid cycle, adaptive change.
» Recognize methods of rapid cycle change management to enhance staff and student performance.
» Improve staff and student engagement outcomes through rapid cycle change management.
» Recognize the impact anxiety has on the general functioning of staff in a crisis.
» Identify two leadership interventions you can implement to manage the impact of anxiety on your staff.
» Learn how to set up daily routines to help lead during a crisis situation.

Key Takeaways

☑ The most important thing you bring to your role as a leader is you — your individuality, your unique perspective, your personality, your weaknesses, your quirks, and your strengths. Utilize those to create a circle of influence and to motivate and inspire others.

☑ The principles of a trauma-informed, resilience-oriented approach to leadership are safety (physical, emotional, moral, relational), trustworthiness and transparency, peer support, collaboration and mutuality, and empowerment, voice, and choice.

☑ Adaptive challenges include a gap between the way things are and the desired state, the inclusion of multiple perspectives, the need for new learning, the need for changing beliefs and attitudes, the reality of facing resistance, and a longer timeline than a technical challenge.

☑ Rapid Cycle Adaptive Leadership requires an understanding of the difference in advocacy versus inquiry, discussion versus dialogue, and the need to observe both the small details and the big picture.

☑ It is important to lead through relationships, prioritizing transparency and compassion, and to provide regulation and self-care for yourself and those you lead.

☑ When someone's brain is stressed, they cannot respond, learn, or process well. Thus, do not attempt to solve issues when you or the person you are serving is in this state.

☑ In times of crisis, remember that everyone is doing the best they can with what they have. Be kind, be patient, and be empathic with everyone you encounter, including yourself.

Additional Resources

"A is for Adaptive" - An article discussing the importance of adaptivity in schools and techniques to achieve or increase adaptivity.

National Child Traumatic Stress Network - A collection of information and resources on understanding and assisting students who have experienced trauma.

Questions for Discussion

» Which principles of trauma-informed, resilience-oriented leadership does your school address well? What needs improvement?

» What kind of adaptive challenges does your school face? How are they addressed?

» Does your school have a protocol for crisis navigation? Who takes a leadership role?

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