

# Trauma, adversity, & culturally-informed & infused supervision

Highly Specialist Clinical Psychologist, Trainer, and Author.

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## Contact Details

- Website- [www.safehandsthinkingminds.co.uk](http://www.safehandsthinkingminds.co.uk)
- Twitter and LinkedIn- [Dr Karen Treisman](#)
- Email- [Karen@safehandsthinkingminds.co.uk](mailto:Karen@safehandsthinkingminds.co.uk)
- Facebook- [Safe Hands and Thinking Minds](#)

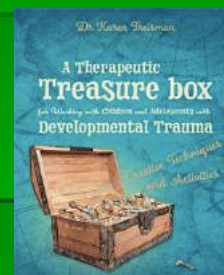
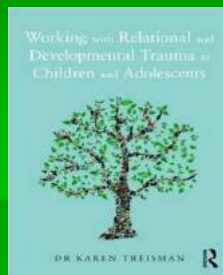


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## My Books & Cards

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## What will be covered?

- Some things to be mindful of and to hold in mind.
- Differences between trauma-informed and non trauma informed supervision.
- How supervision fits in and represents wider organisational culture.
- Values and principles of trauma-informed practice applied to supervision.
- Some benefits and reasons why supervision is important.
- Reflective questions and activities around supervision.
- Tips, tools, and ideas for enhancing supervision
- Contracting and planning for supervision
- Playfulness and creativity in supervision
- Online- staying engaged.

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## Some things to be mindful about...

- Frontline/ leaders/ all roles.
- Messages, culture, & priority. Absence/ tick box/luxury.
- "Super vision"
- Name?
- Snoo-ervision (Shohet et al, 2019).
- Power dynamics & relationship to help/authority/power.
- Leadership/ authority/ power/ attention needing.
- Therapy/ Management.
- Group or individual/ specialist.
- Specific model/approach.
- Internal or external.
- Not-a-one-size-fits-all.
- Changes with time.

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"We do not learn from experience... we learn from reflecting on experience."  
John Dewey

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## Trauma-informed supervision

- What do you think makes trauma-informed supervision different to other types of supervision? What would this look and feel like?
- Collage/ list/ sculpt/ word cloud etc.

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## Trauma

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- Trauma, adversity, and attachment including neuroscience, sensory processing, multi-sensory, emotional regulation.
- Survival & coping modes- individually and organizationally.
- Mirroring and parallel patterns including organisational and team dynamics.
- Values and principles. Model the model.
- Complexity of the role including exposing material, interpersonal areas, social justice, boundaries, moral and ethical dilemmas and much more...

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It is not just about adverse childhood experiences, but also about adverse community experiences, adverse cultural experiences, & adverse organisational experiences

- David Labby

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### Trauma-reducing not trauma-inducing

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### Mirroring...

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- Powerlessness
- Voiceless
- Done to
- Silenced
- Re-abused
- Blamed/ shamed
- Helpless/ stuck
- No writing notes
- Leadership/authority/ attention needing.

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### Trauma within the organization

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*"The expectation that we can be immersed in suffering and loss daily and not be touched by it, is as unrealistic as expecting to be able to walk through water and expecting not to get wet"*  
 (Remen, 1994)

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## Organisational and cultural change

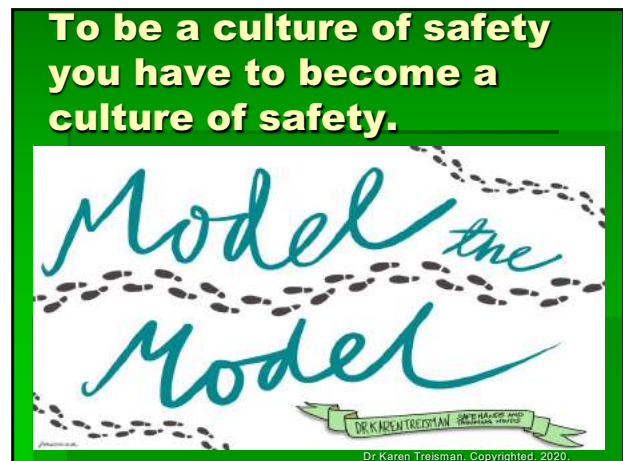
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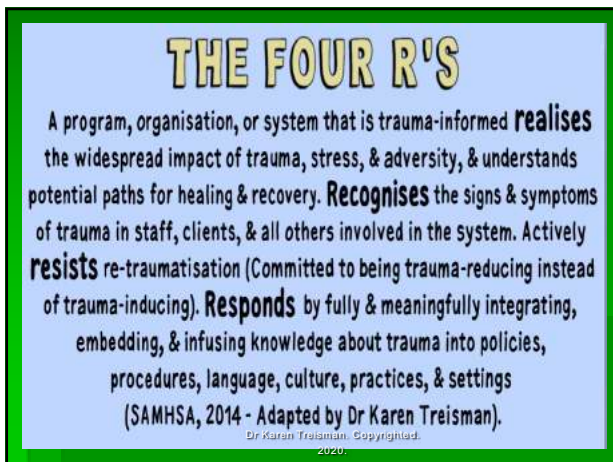




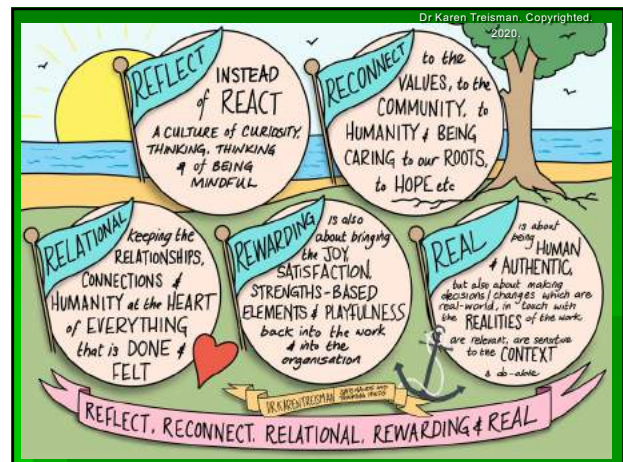
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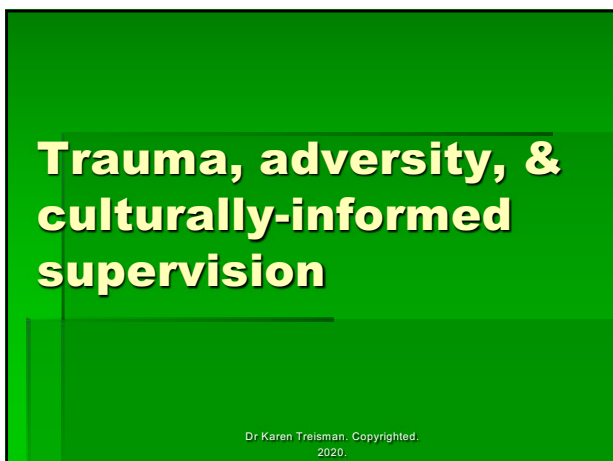
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## Some benefits & needs



- Vicarious & secondary trauma.
- Wellbeing leads to well doing (Wellness project, Kenya)
- Nourish to flourish.
- Self-care vs self-sacrifice.
- Model the model.
- Contain the container.
- Care for the carer.
- Shohet et al- digest.

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## Reflecting on supervision

- What would you want your supervisees to say if they were to describe you and your supervision? (3 words) and vice averse.
- How would you want them to feel post supervision? (3 words)
- What type of supervisors do you want them to become? (treat people how you want to teach them/ lead by example).

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## Reflecting on supervision

- Thinking back to your own experiences of "supervision"- what would you say were some of the BEST examples? What made this helpful and memorable to you?
- Thinking back to your own experiences of "supervision"- what would you say was some of the WORST examples? Backwards thought shower...

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## Trauma Informed & Trauma Responsive Metaphors & Symbols

Dr Karen Treisman, Clinical Psychologist, Author & trainer of Safe Hands & Thinking Minds



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*I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.*



*Maya Angelou*

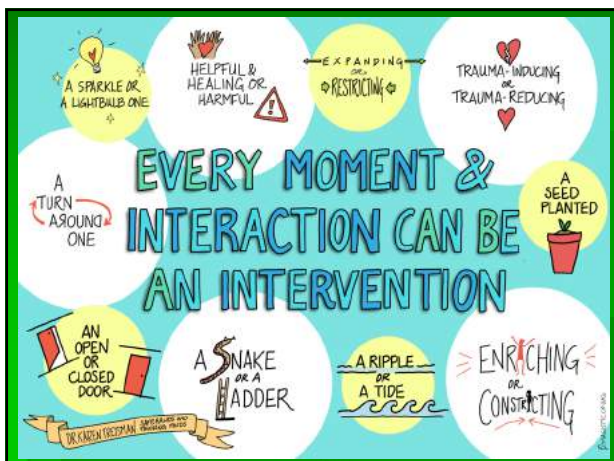
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## Trauma-informed Supervision

- What do you think are some of the key qualities, values, ingredients, & purposes of supervision?
- How do the values and principles of trauma-informed practice relate to supervision?

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### ASSUMPTIONS, PRINCIPLES, & VALUES OF A TRAUMA-INFORMED ORGANISATIONAL CULTURE

A PARADIGM TRANSFORMATION A DIFFERENT LENS

DR. KAREN TREISMAN  
CLINICAL PSYCHOLOGIST, TRAINER, AUTHOR

SafeHands ThinkingMinds.co.uk

Sketch by @mivvrat

#### THE FOUR R'S

A program, organization, or system that is trauma-informed **RECOGNIZES** the individual impact of trauma, stress, & adversity, & understands potential paths for healing & recovery. **RESPONDS** to the signs & symptoms of trauma in staff, clients, & others involved in the system. Actively **RESISTS** re-traumatization. **CONSIDERS** that to bring trauma-reducing instead of trauma-inducing. **RESPONDS** by fully & meaningfully integrating, embedding, & sharing knowledge about trauma into policies, procedures, language, culture, practices, & settings. (SAMHSA, 2014 - Adapted by Dr. Karen Treisman)

There also needs to be respect, an expectation, & an acknowledgment that the journey to become a trauma-informed organization is a dynamic, multi-layered, & multi-systemic.

The principles & values are relevant to all people in an organization & should also be reflected in all aspects of the organization from the mission statement, to team meetings, to recruitment. (See Working & Relating Practices)

Therefore, it requires work, skill, time, shared vision, commitment, consistency, adaptability, continuous, hard, & to reach every (Treisman, 2016)

<b>TRUST &amp; MULTI-LAYERED SAFETY</b> KEEP PATIENCE RELATIONAL EMOTIONAL PHYSICAL ENVIRONMENTAL SOCIAL	<b>RELATIONSHIP-FOCUSED</b> RELATIONAL TRAUMA REQUIRES RELATIONAL REPAIR PRACTICES/JOINT	<b>CURIOSITY, REFLECTIVENESS, EMPATHY, COMPASSION, &amp; UNDERSTANDING</b>
<b>ACKNOWLEDGING, HOLDING, &amp; CELEBRATING</b>	<b>BEHAVIOUR IS COMMUNICATION</b>	<b>CULTURAL HUMILITY &amp; RESPONSIVENESS</b>
<b>COMMUNICATION, COLLABORATION &amp; TRANSPARENCY</b>	<b>AGENCY CHOICE</b>	<b>INTEGRATION</b>
	<b>MASTERY VOICE</b> (AT MULTIPLE LEVELS)	

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- What are some of your top tips for high-quality supervision? (of course varies depending on type and context).

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## Hold in mind & reflect on

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- RRRRRRR
- Unique people/lens/ experiences/ culture.
- Triggers/ hotspots/ prickly parts. Timehole.
- Values/assumptions/biases/lens.
- The impact of the work/ own history/ organisational trauma.
- Power & privilege.
- Difference & similarities between supervisee & supervisor.
- Parallel & mirroring processes.
- Survival mode= safety first.
- Relational/ human.

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### AN ELEMENT OF CULTURAL HUMILITY & CULTURAL RESPONSIVENESS

#### THE INTERSECTION OF IDENTITIES

DR. KAREN TREISMAN  
CLINICAL PSYCHOLOGIST, TRAINER, AUTHOR

SafeHands ThinkingMinds.co.uk

Sketch by @mivvrat

**?** We live in multi-layered & complex lives. We are all unique individuals within unique contexts with our own unique sense & meaning-making around these areas. However, we need to take a position of curiosity, & be reflective & reflexive about our own & others culture & intersection of identities.

This includes an acknowledgement & sensitivity that culture shapes, informs, & filters our own & others lens, bias, assumptions, experiences, interpretations, expectations, beliefs, actions, life events, perspectives, values, & our relationship to "difficulties", services / "help" / people in positions of power, & each other.

This also includes reflecting on, acknowledging, & considering how these influence & impact one's relationship with & position of power, oppression, access, & privilege.

This also includes holding in mind that the categories described are themselves social constructs & complex.

<b>RACE</b>	<b>SPIRITUALITY</b>	<b>DISABILITY / HEALTH</b>
<b>ETHNICITY</b>	<b>GENDER</b>	<b>IMMIGRATION STATUS</b>
<b>NATIONAL ORIGIN</b>	<b>SEXUALITY</b>	<b>EDUCATION / OCCUPATION</b>
<b>LANGUAGE</b>	<b>AGE</b>	<b>GEOGRAPHIC LOCATION</b> INCLUDING URBAN / RURAL
<b>RELIGION</b>	<b>CLASS / SOCIOECONOMIC STATUS</b>	<b>RELATIONSHIP STATUS</b>

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## REFLECTION QUESTIONS

- How do I acknowledge, honor, explore and reflect on the areas of difference and similarities in the work and in the supervision?
- How do I feel about discussing these? Hopes and fears?
- How might my own lens, experiences, and biases influence this relationship? Including memory bank.
- What am I missing/need to know?
- What about me/them/us facilitate or impact interactions in supervision?
- What I might represent to that person?

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## Key Elements



- Plan and contract—  
Personalized.
- Expectations and boundaries.
- Reciprocal- learn from each other.
- Importance & meaningful.
- Timing and consistency.
- Environment including fidgets, chairs, food, distraction, privacy, music etc.

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## Reflective questions for contract and planning

- *What is your optimum learning and processing style?*
- *What are your needs, preferences, aims, hopes, wishes, worries, fears, and apprehensions about and for supervision, for the work, and for your role?*
- *What are aspects of your identity and life experiences which are important for the supervisor to hold in mind and vice averse? (of course, those which the person is comfortable to share. See chapter on cultural humility 9).*
- *What expectations are there, of the supervisor about the supervisee, and the supervisee about the supervisor? What are some of your commitments to supervision? What do you need from each other? How will supervision work and what will it look like?*

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## Reflective questions for contract and planning

- *What are your passions, interest areas, motivators, driving values, ambitions, strengths, skills, resources, and so forth? Who inspires you? What matters to you? What supports you? What is important to you? What are you hoping for from this job/space?*
- *What has been your experience of supervision in the past? What was helpful and unhelpful about these experiences? What specific skills, qualities, contributions, or events did you find helpful and unhelpful in these supervision experiences? What would you like to be different/similar?*
- *How, if any, has supervision contributed to your practice and way of working? How have your supervision needs and wants changed over time? What do you feel you need/want now?*

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## Reflective questions for contract and planning

- *How will we jointly and openly check, voice, and feedback on whether supervision is happening in a helpful way? What will we do if there are conflicts or if it is not helpful?*
- *How will we be mindful and reflect on differences and similarities? How are we going to hold in mind issues of power within the work and within the supervisor-supervisee relationship? (see chapter 9) How will we be mindful of parallel and mirroring processes?*
- *What supports you to feel safe, supported, listened to, regulated, and so forth? What does this mean and look like to you? (This might include thinking about cultural, moral, psychological, and physical safety and trust).*
- *Are there things I (supervisor) need to look out for around your wellbeing? How will I know if things are feeling too much, difficult, or when you would benefit from some more support? In these times, what is most helpful and supportive to you? (it might also be helpful to go through the wellbeing plan on chapter 15). This might also include conversations about triggers, hotspots etc.*

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## Reflective questions for contract and planning

- *What are other support options which you can utilise outside of supervision?* (holding in mind professional boundaries and supervision not being a replacement for therapy).
- A helpful activity to support the above, is to use reverse "brain-storming/ thought-showering". For example, "What would the worst supervision ever be and look like?"; "What could we do to make supervision super unhelpful/ a waste of time/ stressful/ trauma-inducing?" and then to the other way around.
- *What is your understanding of the values and principles of trauma-informed practice? It may be helpful for us to go through these, and think about what they mean to you and us, which jar, which resonate, which you would add etc?*

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## Ongoing review & honest & reciprocal feedback.

- How can I be most helpful to you?
- What do you want to leave having discussed/ achieved?
- How will we know if this has been helpful?
- What works/doesn't work?
- Same/differently?
- Take home message?

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## Values & key ingredients



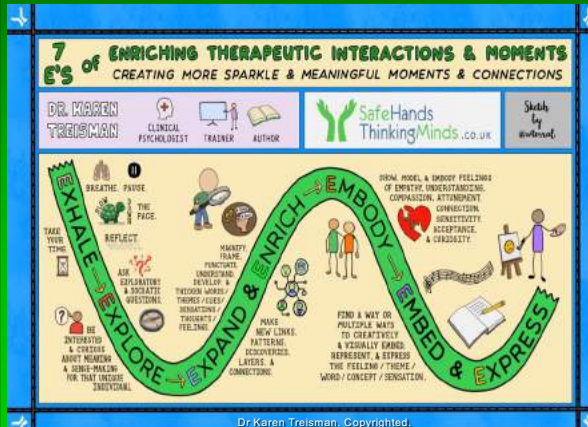
- Rituals and anchors.
- Playful/ fun.
- Multi-sensory.
- Link theory to practice/ expand and enrich.
- Learning and developing.
- Strengths, skills, & resources.
- Positive genuine feedback.

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## 7 E's of ENRICHING THERAPEUTIC INTERACTIONS & MOMENTS

CREATING MORE SPARKLE & MEANINGFUL MOMENTS & CONNECTIONS



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## Make time for play!



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## Some other activities

- Miniature to represent how to feel.
- Cards decks.
- Where in body.
- Tree of life.
- Eyes and shoes.



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## Values & key ingredients

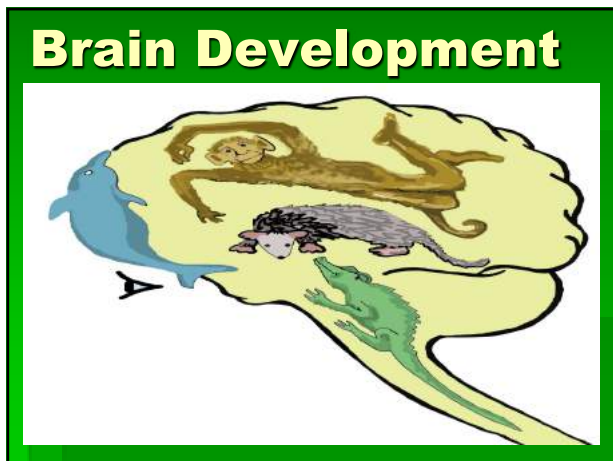
- Super vision.
- Model the model (Treisman, 2016).
- Treat someone what you want to teach them.
- Contained, calm, regulating.
- Set the emotional tone.



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## Optimal window of tolerance/ zone of proximal development

The graph plots Performance on the y-axis (from Weak to Strong) against Arousal on the x-axis (from Low to High). It shows three zones: a blue 'Comfort Zone' at low arousal, a green 'Learning Zone' in the middle, and a red 'Danger Zone' at high arousal. A bell-shaped curve peaks in the Learning Zone.

The diagram shows concentric circles representing the Zone of Proximal Development. The inner circle is labeled 'The zone for learner control' and the outer ring is 'The zone for teacher control'. Text above the circles says 'The zone for learner control is the zone for teacher control'.

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A cartoon illustration of a house with a sign that says 'BRICK PARENTS SECURE BASES SAFE HAVENS'. The house has a banner above it that says 'MULTI-LAYERED SAFETY & TRUST' and 'DR KAREN TREISMAN SAFE HANDS AND THINKING MINDS'. The house is flanked by two trees. The left tree has signs for 'CULTURAL SAFETY', 'PHYSICAL SAFETY', and 'RELATIONAL SAFETY'. The right tree has signs for 'MORAL SAFETY', 'EMOTIONAL & PSYCHOLOGICAL SAFETY', and 'INTERNAL SAFETY'. The house has a sign that says 'REPAIR RELATE REFLECT REGULATE' and 'SAFETY & TRUST'. Below the house, it says 'WHEN SAFETY & TRUST INCREASE, THREAT, FEAR & DANGER DECREASE'.

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## Values & key ingredients

The infographic is titled 'TRAUMA-INFORMED ORGANISATIONAL CULTURE' and includes sections for 'ASSUMPTIONS, PRINCIPLES & VALUES', 'THE BRAIN & EYES', 'SAFE HANDS', 'RELATIONSHIPS', 'BEHAVIOUR & COMMUNICATION', 'CULTURAL AWARENESS & RESPONSIVENESS', and 'ALLENCE'. It features various icons and text boxes.

- Connection before correction (Hughes, 2011).
- Human! "Mistakes".
- Mentalisation leads to mentalisation.
- Culture of curiosity. Be curious not furious.
- Secure base & safe haven.

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**UNHEALTHY CONFLICT**

**HEALTHY CONFLICT**

Parenting that is able to separate the behaviour from the child

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## Reflections...

- Reflections, thoughts, concerns, hopes, examples?
- Goodbyes and thanks.

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## Contact Details

- Website- [www.safehandsthinkingminds.co.uk](http://www.safehandsthinkingminds.co.uk)
- Twitter and LinkedIn- [Dr Karen Treisman](#)
- Email- [Karen@safehandsthinkingminds.co.uk](mailto:Karen@safehandsthinkingminds.co.uk)
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