



# A Trauma- and Violence-Informed Approach to Youth Employment and Skills Training

## Service delivery model

June 2021

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## EXECUTIVE SUMMARY

### What is this report about?

This document represents SRDC's learning about trauma- and violence-informed (TVI) approaches to training and employment services for youth. It includes a proposed service delivery model developed on the basis of background research and interviews with experts, including providers of youth employment and training services.

### Who will find it useful?

This document is written for providers of employment support and training programs, researchers and community leaders working with youth, and government representatives involved in the design and evaluation of employment support and training programs. Our objective is to provide a model that guides employment services for diverse groups of youth, including those who may have had experiences of trauma and violence.

### What are the main points?

- Experiences of trauma and violence are pervasive in society. Many young people seeking services in health, housing, employment, or other systems have experienced trauma and violence and may continue to do so.
- Trauma- and violence-*informed* (TVI) refers to an approach that aims to reduce the harmful effects of trauma, and to create environments that promote growth and development. TVI approaches have potential to benefit everyone, especially marginalized populations.
- Youth who have experienced trauma and violence face many persistent barriers to employment. Systems and services that are not trauma- and violence-informed can exacerbate its effects, and prevent youth from seeking out, participating in, or benefitting from employment and skills training programs, resulting in further marginalization and poorer outcomes. Providers of employment, health, and other services need to understand the foundational principles of a TVI approach to create environments that minimize the potential for re-traumatization and maximize the potential for empowerment and skill building.

- Implementing TVI principles in youth employment services means embedding them structurally across organizations, throughout services and programs, and in individual providers' practice. The report provides examples of how the four key TVI principles, summarized below, can be implemented at different levels of service delivery:
  1. Understand trauma and violence, and their impacts on peoples' lives and behaviours
  2. Create emotionally and physically safe environments
  3. Foster opportunities for choice, collaboration, and connection
  4. Provide a strengths-based and capacity-building approach to support client coping and resilience
- TVI approaches to employment and skills training for youth can vary depending on the context and setting of program delivery as well as the needs of participating youth. This report highlights key guidelines and shares practical strategies for applying the TVI principles across five different program elements: 1) building community and industry partnerships; 2) assessment and intake; 3) goal setting; 4) skills and employment support programming; and 5) measuring and celebrating success.
- This report proposes a service delivery model for a TVI approach for employment and skills development for youth. The model provides a set of principles, strategies, and guidelines for programs for developing and implementing their services. In addition, the model articulates foundational TVI principles for designing employment and skills training programs for youth, and depicts a proposed TVI approach across program elements. Recognizing the wide diversity of employment and skills development programs across Canada, this model is not meant to be prescriptive, linear, or hierarchical; rather, it is meant to be iterative while providing some universal considerations for embedding TVI principles within programs.
- TVI services aim to reduce the potential harms of trauma for all, and to create enabling conditions to help individuals build resilience, enhance skills, and lead healthy and productive lives. TVI approaches have potential for widespread benefits, promoting better outcomes for all who participate.

## INTRODUCTION

This document was produced by the Social Research and Demonstration Corporation (SRDC), a Canadian non-profit social policy research organization. Since much of our work focuses on ways to support equity-seeking groups in employment and skills training, we were already familiar with the lived experiences of and barriers faced by different populations, especially youth who are racialized or have mental health concerns. We were also aware of a growing movement to adapt social service delivery to be responsive to experiences of trauma and violence among individuals and communities.

With financial support from the Public Health Agency of Canada, we undertook background research on trauma, violence, and resilience, and their impact on individuals and communities, including in the context of employment and skills training. We spoke with several researchers and community leaders to develop a better understanding of trauma- and violence-informed (TVI) approaches to service delivery. We also interviewed over a dozen providers of employment support services to learn what this approach looks like in practice.

This document represents our learning about TVI approaches to training and employment services for youth. It includes a proposed service delivery model for a TVI approach for employment and skills development for youth. Our objective is to support employment and skills training programs to more effectively engage with and serve diverse groups of youth, including those who may have had experiences of trauma and violence. The views and guidance provided in this document are solely those of SRDC and not the Government of Canada.



## UNDERSTANDING A TVI APPROACH

### WHAT IS TRAUMA?

There are many definitions of trauma, but all emphasize **the emotional and psychological harm from negative events** such as domestic or community violence; sexual, physical or emotional abuse; severe neglect; homelessness; incarceration; deprivation caused by extreme poverty, war, or natural disasters; or systemic or historical trauma from experiences of racism, erosion of culture, or the intergenerational legacy of colonization or slavery.<sup>1</sup>

**There are different types of trauma.** Trauma can stem from a single event, or a series of events. Trauma that happens in early childhood can interfere with healthy development. Historical trauma occurs to groups of people over the lifespan through widespread societal practices, such as slavery or residential schools. Both the impacts of trauma and patterns of coping can be passed from generation to generation.<sup>2-4</sup>

**Experiences of trauma and violence are pervasive in society** and many people seeking services – in health, housing, employment or other areas – will have histories of trauma and violence.<sup>5</sup> Many young people seeking services have experienced trauma and violence,<sup>5</sup> and may continue to do so. **Trauma can affect anyone<sup>1</sup>** – in Canada, one in three adults have experienced maltreatment in childhood and nearly three quarters have been exposed to traumatic events at some point in their lives.<sup>6,7</sup> Appendix A provides more information about the impacts of trauma.

In the face of exposure to trauma, resilience is “the capacity of individuals to navigate their way to health-sustaining resources, including opportunities to experience feelings of wellbeing, and a condition of the individual’s family, community, and culture to provide these health resources and experiences in culturally meaningful ways.”<sup>8</sup> **There are many individual, community, and environmental factors that can build resilience and protect against trauma and trauma-related harm**, and determine how individuals are able to cope.<sup>8-11</sup>

### WHAT IS A TVI APPROACH?

**Trauma- and violence-informed (TVI) refers to an approach that aims to reduce the harmful effects of trauma,<sup>1</sup> and to create environments that promote growth and development.**<sup>4</sup> (see footnote a) Whether adopted by health, education, or other social services, a TVI

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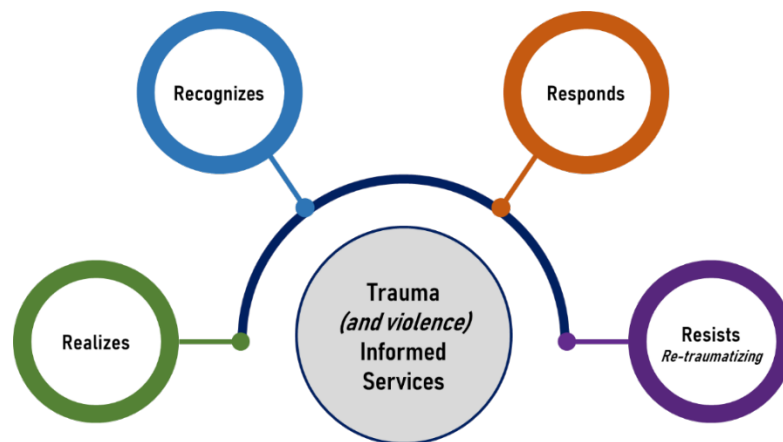
<sup>a</sup> This is different from trauma-specific services, which aim to *treat* trauma through clinical or other interventions.

approach reflects practices that are embedded into universal service delivery; no one is required to disclose experience with trauma and violence.<sup>5</sup>

TVI services aim to reduce the potential harms of trauma for all, and to create enabling conditions to help individuals build resilience, enhance skills, and lead healthy and productive lives.<sup>12</sup> In fact, **TVI approaches have potential for widespread benefits for everyone** – evidence is growing that adopting TVI approaches and its key principles can lead to better outcomes for all who participate, whether in schools, primary health care, or social service contexts.<sup>13–15</sup> This reflects similar approaches in public health, whereby inclusive policies and programs can be beneficial to everyone, especially marginalized populations.

Figure 1 below shows the four Rs of trauma- and violence-informed services. TVI services *realize* the connections between trauma, violence, and negative health and social outcomes and behaviours. Staff *recognize* the signs of trauma among clients and staff, and *respond* by providing a holistic, strengths-based approach to supporting individuals.<sup>1</sup> Finally, TVI services act on the principle of ‘do no harm’ to avoid/*resist re-traumatizing* or triggering clients through any aspect of the program, even inadvertently.<sup>1,12</sup>

**Figure 1**      The 4 Rs of trauma- and violence-informed services

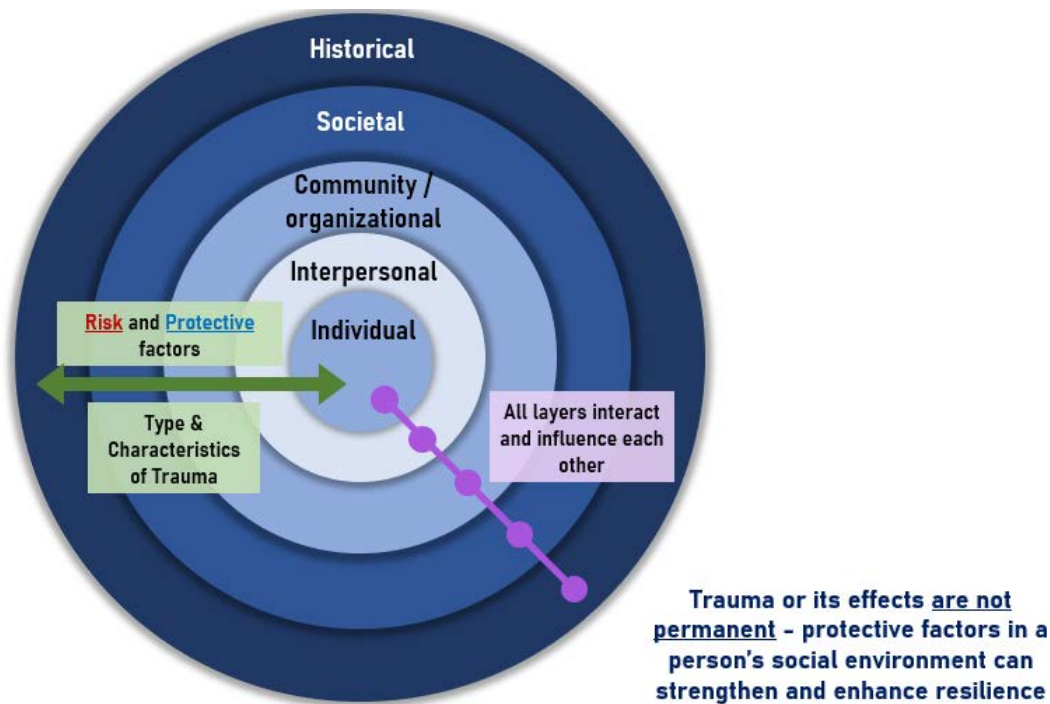


A TVI approach also recognizes that both ***the likelihood of experiencing trauma and how one responds to and copes with trauma are shaped by many risks and protective factors*** that operate at many levels of a person’s social environment, and over the life course (see Figure 2).

Along with other influences on health and wellbeing such as income/poverty, education, employment, disability status,<sup>1,5</sup> **these factors intersect to either magnify or reduce the effects of trauma.** This explains why the experiences of individuals, communities, and entire cultures can be very different.<sup>1,3,16–22</sup>



**Figure 2** Socio-ecological model of trauma



Adapted from SAMHSA, 2014.

Among youth, those who have been involved with child welfare or justice systems, experienced homelessness, are LGBTQ2S+, and/or are from racialized communities are more likely to experience trauma.<sup>23</sup> This may reflect inequality of opportunity, stigma and discrimination, or other factors that influence trauma in society at large and historically.

**Figure 3** Examples of risk and protective factors for trauma at multiple levels

Individual	Family / Interpersonal	Societal or Community	Cultural & Historical
<ul style="list-style-type: none"> <li>Age</li> <li>Gender</li> <li>Race and ethnicity</li> <li>Personality</li> <li>Education</li> <li>Income</li> </ul>	<ul style="list-style-type: none"> <li>Parental relationships</li> <li>Siblings and peers</li> <li>Home environment</li> <li>History of trauma within immediate social network</li> </ul>	<ul style="list-style-type: none"> <li>Access to health and social services</li> <li>Access to labour market</li> <li>Systemic inequalities or opportunities</li> <li>Laws, policies, attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Racism or other discrimination</li> <li>Cultural norms</li> <li>Intergenerational factors</li> <li>Historical influences</li> </ul>

Adapted from SAMHSA, 2014; Urquhart & Jasiura, 2013.

In particular, a **TVI approach recognizes that the harmful effects of trauma are not necessarily permanent and can be reduced**; protective factors in a person's social environment can strengthen and enhance resilience. A key strategy of a TVI approach, therefore, is to build on strengths and protective factors to enhance coping and resilience.

### Coping and resilience in the face of trauma

*Coping* describes thoughts and behaviours used to manage the impact of stressful events or experiences.<sup>24</sup> Coping can be *adaptive*, such as when youth self-manage their emotions and behaviours, or access external supports to minimize the stress of the traumatic experience.<sup>10,24</sup> Coping can also be *maladaptive* – emotional and behavioural responses that do not minimize stress, and may expose youth to further harm (e.g., through substance abuse).<sup>25</sup> Coping is a complex process and may involve different strategies at the same time.<sup>25</sup> Environments that provide community cohesion, a sense of belonging, and access to resources can promote adaptive coping and resilience.<sup>10</sup>

*Resilience* is a response to significant psychological or environmental adversity (or both). It is defined as “both the capacity of individuals to navigate their way to health-sustaining resources, including opportunities to experience feelings of wellbeing, *and* a condition of the individual's family, community, and culture to provide these health resources and experiences in culturally meaningful ways.”<sup>8</sup>

## WHY IS A TVI APPROACH IMPORTANT TO YOUTH EMPLOYMENT AND SKILLS TRAINING?

**Youth who have experienced trauma face many persistent barriers to employment**, in part because trauma can affect precisely the things that are critical to their ability to engage in programs or to achieve employment success.<sup>1</sup> For example, trauma can impair memory, making it difficult to process large amounts of new information, as is common in classroom settings.<sup>26</sup> Youth who have experienced trauma may also have difficulties trusting others,<sup>27</sup> or display aggressive or other inappropriate responses, especially if triggered by untrained staff who are confrontational rather than calming.<sup>4</sup> Since trauma can create shame and lead to negative self-perceptions,<sup>28</sup> some youth may find it difficult to learn new skills or content, especially in group and classroom settings.<sup>29</sup>

**Figure 4** Potential implications of trauma for employment and training

Job performance	Morale	Behavioural	Interpersonal
Low motivation	Loss of interest	Overwork	Poor communication
Task avoidance	Apathy	Tardiness	Conflicts
Decreased productivity	Dissatisfaction	Exhaustion	Withdrawal from others/ reluctance to form connections
Altered capacity for memory	Lower self-esteem and confidence	Frequent job changes	Impatience
		Disrupted emotional regulation	Apprehension towards classroom structure

Racial stigma and discrimination create further trauma for youth who interact with systems that are meant to facilitate their development.<sup>30-32</sup> In fact, **systems and services that are not trauma-informed can reinforce or exacerbate its effects.**<sup>33</sup> This can happen, for example, when individuals must repeatedly describe their traumatic experience to service providers, such as at intake or during assessments.<sup>5</sup> These experiences may prevent racialized youth from seeking out, participating in, or benefitting from employment and skills training programs, resulting in further marginalization and poorer outcomes generally.

It is important to underscore that **TVI services are insufficient to tackle structural inequities** faced by the youth for whom these services are often aimed, such as those from low-income backgrounds, Indigenous youth, Black youth, refugee and newcomer youth. For this reason, many argue it is not possible to deliver TVI programs without considering cultural safety – practices that ensure services are free of racism and discrimination, where people are supported to draw strengths from their identity, culture, and community – and an acknowledgement of systemic racism and other forms of discrimination (i.e., how employment services and processes may themselves be race-based or perpetuate racism).<sup>34</sup> (see footnote b)

<sup>b</sup> It is also important to recognize that assets related to coping and thriving are culturally bound. As such, promoting youth wellbeing involves not only improving individual experiences, but also addressing the interpersonal, community, and systemic challenges they face.<sup>35-37</sup>

**Systematic discrimination can be embedded in education and the labour market**<sup>38,39</sup> in the following ways:

- Youth from racialized communities often experience race-based discrimination in the form of educational streaming and suspension, lower educational attainment, higher rates of incarceration, apprehension into foster care, and unemployment;<sup>40-51</sup>
- For Indigenous youth, colonization, discrimination, and living in remote locations can compound a lack of access to educational supports and attainment, sustainable employment, and other determinants of health;<sup>31,45,50,52</sup>
- Youth can be further traumatized by experiences of prejudice, stigma, and discrimination when interacting with organizations and institutions within health care, housing, child welfare, law enforcement, or other systems.<sup>5,33</sup>

While it may not be possible to remove all the barriers youth may experience along their pathway to employment, **programs should aim to create environments that minimize the potential for re-traumatization and maximize the potential for empowerment and skill building.** Developing a TVI approach to the delivery of employment and skills development supports for vulnerable youth is also likely to be more effective at reaching and engaging youth who may not have previously participated in such programming, while also enhancing the quality of service delivery for all youth. For these reasons, employment and other services need to understand the foundational principles of a TVI approach.

The following section offers a practical guide for implementing a trauma- and violence-informed approach for employment and skills development programs working with and delivering services to youth.

## IMPLEMENTING TVI

### WHAT ARE THE CORE PRINCIPLES OF A TVI APPROACH?

The core principles of a TVI approach can be applied by service providers across a range of sectors and client groups, whether or not they have experienced trauma.<sup>5</sup> We choose to adopt the language used by the Public Health Agency of Canada to describe these principles, but recognize that other organizations and research literature may use slightly different terminology. Overall, the four central principles of TVI approaches are to:

#### 1. Understand trauma and violence, and their impacts on peoples' lives and behaviours

The first principle of TVI is to build awareness of the prevalence of trauma and violence, including how trauma can present, its negative effects, the importance of cultural and historical context, and the ways people can adapt to or cope with the effects of trauma.<sup>53</sup> A TVI program or service educates staff about how a client's social and environmental circumstances may affect how they access and receive services.<sup>1</sup> Staff training is a common approach to building awareness and understanding about trauma. Research has found that training about TVI approaches contributes to both staff outcomes (e.g., knowledge and practices related to trauma), as well as client outcomes such as perception of care and positive behaviour.<sup>54</sup>

Trauma awareness does not require disclosure of specific traumatic experiences or assume that everyone has a history of trauma. Rather, it anticipates that possibility in all client interactions, such as during intake, assessment, and ongoing programming.<sup>12</sup> The goal is to embed an understanding of trauma and violence as a universal approach for all people.

#### 2. Create emotionally and physically safe environments

Experiences of trauma and violence can create a sense of fear, shame, and vulnerability,<sup>28</sup> as well as persistent feelings of threat or harm from unsafe relationships or living situations.<sup>4</sup> Youth who have experienced racial discrimination may be deterred from seeking supports or attending programs because of a lack of trust or fear of recurring trauma.<sup>55</sup> Consequently, creating

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*"We try to live the culture. If we expect youth to be safe, we need to be safe with each other."*

– Leader of a provincial education and training organization

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environments that are physically, emotionally, and socially safe lies at the core of TVI programs.<sup>1</sup> Programs can foster safety and trustworthiness by design and adapt their spaces, structures, procedures, and policies using a TVI lens, so they minimize the potential for re-traumatization and maximize the potential for empowerment and skill building.<sup>4,33,53</sup>

### 3. Foster opportunities for choice, collaboration, and connection

Trauma and violence are often associated with feelings of helplessness and powerlessness;<sup>4</sup> they are also frequently associated with abuses of power within either formal relationships (e.g., between supervisor and employee, or between client and service provider) or informal relationships (e.g., within a family).<sup>1</sup>

The principle of fostering choice, collaboration, and connection focuses on the relational aspects of services, and on minimizing power imbalances. This principle promotes services that offer flexibility and control to clients.<sup>12</sup> Clients are both encouraged and empowered to have a voice, be involved in shared decision-making, and build connections.<sup>33</sup> This principle is meant to encourage the creation of environments and conditions that foster a sense of efficacy, self-determination, dignity, and personal control for those accessing the program or service.

### 4. Provide a strengths-based and capacity-building approach to support client coping and resilience

Research shows that characterizing individuals – particularly youth – primarily by their problems, risk factors, or symptoms is counter-productive to helping build resilience, and can negatively effect their feelings of hopefulness and self-confidence.<sup>1,56</sup> Recognising that trauma is often associated with low self-esteem, TVI approaches place an emphasis on creating environments that are nurturing and focus on positive growth, change, and being forward-looking.<sup>4,57-59</sup> This principle promotes services that recognize, appreciate, and build on their clients' strengths.<sup>1</sup>

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*“To do this work you have to be open to change. You have to be open to the idea that what you’re doing is not perfect and what you’re doing could always be adapted or changed or offered in a different way for a different individual. No two people are alike, not everybody learns the same way, or takes instruction the same way. It’s really important to any organization to be open.”*

– Director of a national employment program

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## HOW CAN TVI PRINCIPLES INFORM YOUTH EMPLOYMENT SERVICES?

Implementing TVI principles in youth employment services means embedding them structurally across organizations, throughout services and programs, and in individual providers' practice. In this section, we discuss potential mechanisms to influence, design, and deliver employment supports for youth. We provide examples of how the four TVI principles can be implemented throughout the different levels of service delivery.

### Organizational / structural level

Increasing organizational awareness and understanding of trauma and violence and their impacts on people's lives and behaviours is key to embedding TVI approaches. **Organizational leadership can be critical to modeling TVI approaches through an organizational culture that champions and practices open communication, empathy, and flexibility.**

Organizations can facilitate and incentivize TVI practices by providing access to related resources and supports, particularly training for all staff. **Training is instrumental to facilitate organizational learning about trauma and to ensure staff have a baseline understanding of trauma and violence**, equipping staff with the language and tools to support their work with youth, community partners, and other team members. Training on TVI practice can include ways to interact with diverse groups of young people to support their resilience and to ensure the learner is not re-traumatized or re-victimized.

**Creating safe spaces for reflection, self-assessment, and collaborative learning** as organizations are also central to ensuring staff and youth can feel validated, motivated and encourage to seek support.<sup>33</sup> Regular check-ins to share updates, challenges, and provide case support can help foster collaborative spaces to practice and model TVI approaches as an organization.

### Service / program level

Key to implementing TVI principles is to design programs that are adaptable and prioritize youth needs through provision of **holistic services, wrap-around supports, or referrals** to community partners to ensure youth's basic needs are met. A TVI approach embedded within a service or program means considering the ways in which supports can be offered holistically; it means taking into account youths' whole lives, drawing on strengths from their identity, culture, and community through **bridging to community resources**.

As youth are connected to other supports in the community, **ensure multiple entry and exit points and provide options for services**. Flexibility in how youth move in and out of programs is central to ensuring youth's immediate and ongoing needs can be met while reassuring youth they can return to training when ready without fear of reprisal or exclusion. Incorporate **opportunities for different types of learning**, such as applied learning (e.g., using measurement in the kitchen), hands-on learning (e.g., woodworking), and culturally relevant learning (e.g., sharing circles). **Non-linear models** may also encourage more **opportunities for practice and creativity**, as youth reflect and learn more about their skills. **Assessment is key** to privileging youth voice and better understanding their needs and priorities.

Fostering collaboration and relationships among youth, peers, staff, community partners, and employers is key to positive youth development. It is also intended to create safe environments and conditions that nurture a sense of efficacy, self-determination, dignity, and personal control. **Working from youth's strengths** can help create physically and emotionally safe environments for youth to learn and develop their resilience and coping skills. Having the opportunity to establish safe connections – through **providing choices, allowing feelings to be expressed without fear of judgement, and providing opportunities for decision making** – can help equalize power imbalances in relationships and be reparative for youth.<sup>4</sup>

### Individual provider / practice level

The goal of building strong relationships and creating environments that are physically, emotionally, and socially safe lies at the core of TVI programs. Individual service providers play a key role in developing trust and rapport with youth. **Begin where youth are at**. It may take time to get to know youth and their needs; however, this process can be strongly influenced by how safe youth feel. **Focus on building a strong connection and trust**. Creating safe environments directly affects their feelings of trust, decision-making, and self-efficacy. **Create time and space for youth to express their needs, priorities, and the barriers they face**.

**Empower youth** by supporting them to develop their own plans and strategies, offer choices, and work with them to discuss and practice goal setting, conflict resolution, and open communication across classroom, applied learning, and work settings. **Be responsive and flexible**. Nurturing a trusting relationship in these ways is fundamental to youths' sense of autonomy, self-determination, and resiliency. **Regularly check-in** with youth and **emphasize that they can come back to a safe place** despite challenges or conflicts they may face during the program. Celebrate their successes and encourage their visions and goals to build on their momentum and growth.

## WHAT DOES A TVI APPROACH LOOK LIKE IN YOUTH EMPLOYMENT & TRAINING SERVICES?

TVI approaches to employment and skills training for youth can vary depending on the context and setting of program delivery as well as the needs of youth participating. Drawing on background research as well as over a dozen interviews with experts and community leaders working with youth in programs across Canada, we outline below considerations for embedding TVI throughout program service delivery and design. Specifically, we highlight key guidelines for and share practical strategies and examples for applying a TVI approach across the different program elements, beginning with building community and industry partnerships. A summary of strategies for applying TVI principles in practice is provided in Appendix B.

### Building intersectoral community and industry partnerships

Building collaborative relationships with community, industry, or employer partners is fundamental to developing responsive and adaptive skills and employment training support services.

Community partnerships that help connect youth to appropriate services and supports outside the scope of employment and skills training can ensure their basic needs are met first as well as to engage youth. Holistic youth support requires building intersectoral partnerships to assist youth in navigating and accessing needed services across areas such as health, housing, childcare, or education. Embedding a TVI approach to building community and industry partnership can include engaging with partners who are open to building relationships with youth, creating awareness about impacts of trauma among potential employers to encourage empathy, and discussing concrete strategies for accommodation and inclusion.

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*In every program, we must build trust, understand, and work with the community, including mentors and staff from each community. We build connections to industry with folks prepared to learn with the community and this becomes relationship-building... When we say “workforce development” we mean from the employer side. It’s critical on the relationship side because, especially for youth with trauma, we can’t set them up to fail and we need to ensure the employer is ready to take an extra step to understand that.*

– Executive director of a provincial education and training organization

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Collaborative community partnerships can be mutually beneficial for organizations and agencies who may have shared goals. Creating awareness about different programs, services, tools, and resources offered across sectors can create opportunities for further collaboration with diverse

partners. When formalizing a partnership, expectations, roles, program goals, and measurement goals should be clarified at the outset and if possible, outlined in a protocol or memorandum of understanding. Workforce development with employers should focus on building relationships in the context of youth and the community's needs, as well as employers' needs.

### Promising practice spotlight

**Choices for Youth** in St. John's, Newfoundland, offers young people who experience multiple barriers opportunities to lead stable and productive lives. The program takes a trauma-informed and harm reduction approach. It recognizes that it can be difficult for youth to take part in effective employment training, education, or work programs if they lack the basic necessities for their wellbeing (e.g., food or housing). Youth enrolled into the program are offered housing support at the onset, and staff work with them to find more stable living conditions. The program emphasizes safety by creating a non-judgmental and inclusive environment where young people from all backgrounds are supported. Partnerships with social and community groups as well as industry partners help provide different opportunities and ensure that youth feel valued for their diversity.<sup>60</sup> Working together with youth, community and businesses, a TVI approach is embedded throughout the programming, such as by recognizing partners' common goals and challenges, while seeking to centre supports around a young person (e.g., to secure stable housing, access education and training, or improve their health and relationships).

### Assessment and intake

Assessment and intake are also foundational to determining youth's needs and their readiness to begin and remain engaged with programming. Begin building rapport and trust with youth during this early phase of assessment and intake by giving them time to express and share their needs, priorities, hopes, and challenges.

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*Intake is huge, it's key. There needs to be learning around what needs to be asked, what you need to dive into, assessment, process. Intake isn't coming in one day with a form. It should take much more time and much more investment. [This is] really important. It gives you the time to get to know the learners and their needs. There needs to be much more time and investment in it.*

– Director of a national employment program

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An initial light assessment is recommended to determine what barriers youth may face to participating in the program. Their readiness and stability to progress through the program are key to success. Asking too much too soon can be intimidating and discouraging for some youth who may need time to build trust with the program and its staff.

## Promising practice spotlight

**Imagination FX** in British Columbia works with Indigenous organizations and government to improve social, community, and economic conditions for Indigenous people in BC. Through Tri-partite relationships, Imagination FX provides Essential Skills and Employment Readiness programs to Indigenous learners. Learners share what skills and supports they require to help them be successful on their employment journey as well as in life. Using a two-step intake process, individual and group needs are assessed to understand each learner's challenges and strengths. The first intake meeting is less than half an hour and asks mostly yes or no questions across each category (e.g., transportation, experience or family's experience with residential schools, childcare, criminal activity, and substance use) for the comprehensive assessment. The top three barriers are identified and shared with learners and are also used to inform the group's needs. Intake is followed by a motivational interview to assess a learner's readiness and to discuss what they think are their top three barriers. Activities and different essential skills addressed throughout the program are aligned with the range of commonly identified barriers between the group, such as a driver's training, first aid, or certificates as well as holistic supports for grief, substance use, or mental health.

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*All support staff are trained in harm reduction and TVI practice. It's how we interact with young people, how we acknowledge trauma in someone's life, and how we operate from a non-judgmental standpoint. It also means that there are very few instances where young people couldn't come in and out of a program.... When people ask about our program model – how long is it before [youth] have to get to the outcomes and what kind of outcomes – we have those things, but... we are here for the young person. There are certain [goalposts] that we try to achieve but recognizing that young people come from a myriad of different experiences, we [can't] push for the outcome, we have to allow for those things to happen..., and allow for the 'in and out.'*

– Director of a provincial youth education and employment organization

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## Goal setting

Fostering youth empowerment and individual choice is especially important when setting goals, so youth are supported to determine and share their own priorities, goals, and interests. Start by supporting youth to daydream and create opportunities for them to begin to imagine a future and what is possible for them (e.g., by bringing in peers and adults in whom they can see themselves reflected). Creating multiple opportunities for youth to establish their own goals is key to supporting youth's growth in personal accountability, self awareness, and self confidence. Programs should build in explicit flexibility for goals or interests to change as youth try new things and discover more about themselves. It is also important to provide opportunities for youth to voice and share what they will consider success as they work towards these goals.

## Promising practice spotlight

The **Construction Foundation of British Columbia (CFBC)** aims to build community through charitable initiatives and industry-focused education and research. The CFBC's All Roads program works with community members interested in skilled trades to collaboratively support each participant through their employment journey. During All Roads, individualized road maps are developed with each participant to help them identify and overcome barriers to employment, including returning to school or furthering training opportunities. Focusing on individuals and supporting them in identifying options and choices as they articulate barriers is central to helping each participant work towards employment, training, or career opportunities that are specific to their personal and cultural goals. These steps can include:

1. Build up Work Readiness for Community Members – Work with schools and participants to build confidence, plan personal paths and improve readiness for work
2. Upskill for Jobs and Support Graduation – Math and Language upgrading and work integrated graduation paths (school credits for employment experience)
3. Skills and/or Trades Training for Work – Increase informed decision-making through exploration and build applied skills for the work available
4. Supported Work and Apprenticeship Placements – Job placement, apprenticeship registration and support and follow up through employment.

CFBC fosters youth choice and self-efficacy by figuratively walking alongside youth throughout their journey, as they 'figure it out.' This includes supporting youth to develop and re-visit their roadmap, identify choices and options, articulate their own barriers and assets, and hold themselves accountable to the goals they set for themselves.

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*In the first 1.5-2 weeks, we do a variety of assessments, including abilities, computer, learning, personality profile, and transferrable skills. Then we move into goal setting and identify where the individual wants to be. We work individually as well as in groups to help develop skills and determine what to work on and the steps to get there.*

– CEO of an employment services organization in a rural community

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## Skills and employment support programming

Building on opportunities for choice and collaboration for youth to set their own goals, offering a range of learning options is also integral to supporting capacity-building among youth. Programs should facilitate a mix of applied learning, hands-on learning, creativity, and practice that provide opportunities for youth to explore their skills and assets in emotionally and physically safe environments. Foundational areas of program focus could be incorporated with activities or programming specific to the needs of each group or individual. Offering a combination of independent and group work can also create opportunities for personal reflection, and support exchange between peer groups to encourage mentorship, build trust, empathy, and connection. Employment and training programs that embed TVI within their programming do so through



non-linear, integrated approaches. This reinforces organizational adaptability and flexibility to be responsive to youth needs. Finally, providing the time and space for reflection throughout daily or weekly programming components is critical to fostering youth resilience.

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*We focus on individuals and working with them where they're at. When and how they get there is their choice. We're involved in the process of delivering choice and walking alongside them as they figure it out, identify choices, options, and articulate barriers even if they have had them the whole time.*

– Executive director of a provincial education and training organization

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## Promising practice spotlight

PTP Adult Learning and Employment Programs consults nationally with education and service providers using the Communications and Math Employment Readiness Assessment (CAMERA) System. The CAMERA system supports providers in assessing a learner's abilities to manage workplace communications and numeracy tasks. The adaptability of CAMERA includes intake and progress tests as well as curriculum guidelines and resources to strengthen essential skills using embedded tasks. The system focuses on "signposts" and learning objectives that are specific to essential skills that run across all sectors. In this integrated model (shaped in the form of a triangle), essential skills and employability skills are the foundation of programming while technical or skills specific lie on top. The program focuses on providing a range of diverse tasks and teaching multiple skills within specific, applied, contexts, which gives learners numerous opportunities to apply learning, practice, and discuss challenges. The focus is on creating a safe environment where learners are revisiting topics frequently, feel safe to fail, and are making connections continuously from employability skills, essential skills, or technical skills.

## Measuring and celebrating success

Tracking progress and assessment of positive outcomes should focus on being holistic, learner centred, and culturally respectful. In alignment with individual goal setting, success should also be tracked and measured against how individuals are progressing through their own goals during the program. Programs that embed TVI approaches include what youth consider to be positive outcomes and provide opportunities for youth to share their own stories and experiences. Stories can be an important indicator of success and reported in a way to include people's journeys, process, milestones achieved, and skills gained.

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*The most consistent marker of progress is a person's confidence. It is the most difficult to measure and yet the most critical to everything along the pathway, how they interact with their peers, with customers, etc. Confidence is not linear either. It goes up and down. If it looks that way, it means we are doing well. It means that people are being challenged and when they fall down, they pick themselves up again.*

– Director of a youth education and employment organization

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Celebrating youth's skills, strengths, and success is key to a strengths-based approach, reinforcing positives and reminding youth of their existing assets. Focusing on positives and strengths is central to shifting the dynamic and language to frame youth resilience in order to change how they see themselves as well as what is expected from them. Allowing time and space to celebrate youth's success in the program with their families and communities – incorporating cultural celebration where possible – is critical to supporting a youth's sense of whole selves, reinforcing the holistic approach to programming.

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*Too often programs come in and say this is how it's going to work. And that's how they run into problems. After seeing so much success and knowledge gained, it's through failures that there are lessons. It's very important to consider with youth – building trust and opportunities to share, use their voice and stories.*

– Director of a national employment program

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## Promising practice spotlight

At **Bridges for Women** in Victoria, British Columbia, large graduation ceremonies are organized for participants at the end of the program to celebrate their successes. Their friends, family members, and community supporters are invaluable witnesses at the graduation. As part of the ceremony participants are asked to deliver a short talking paper on their reflections about their experience in the program. These reflections often include changes that participants have noticed about themselves, what the program has meant for them, as well as what's next. There can be changes in relationships across their life, including their children and family, with improved boundaries and feelings of increased autonomy. Others also note how they feel safer with other women as well as more connected to their community. They also describe what they are looking forward to, such as more training, education, employment, self-employment, or focusing on their healing with more counselling. For some, due to the impacts of trauma and violence, this program could have been the first thing they've finished, and its completion marks an important healing experience in their journey to healthy relationships across several facets of their lives.

## A TVI APPROACH TO YOUTH EMPLOYMENT AND TRAINING – A SERVICE DELIVERY MODEL

Figure 5 below proposes a service delivery model for a TVI approach for employment and skills development for youth. The model provides a set of principles, strategies, and guidelines for programs to consider in developing and implementing their services. SRDC developed the model based on our knowledge of the employment and skills development field, evidence from the literature, and grounded in practical strategies shared by the experts with whom we consulted.

In alignment with the four Rs in Figure 1, the service delivery model *recognizes* the multiple dimensions of influence to improve youth development and wellbeing. It has specific strategies to enhance employment and skills development programs by *responding* to the holistic needs of youth. The model also *realizes* the connections and interplay between the dimensions of influence, but focuses on building a foundation of trusted community and industry relationships with partners who are committed to not *re-traumatizing* youth.”<sup>1</sup>

Figure 5 comprises two components. The left side of the figure articulates the foundational TVI principles for designing employment and skills training programs for youth. It illustrates that strategies to support the foundational TVI principles must occur at multiple levels, from the structural/organizational, service/program, and individual provider/practice level, each reinforcing each other. Although the design and operation of a program is beyond the control of individual providers, there are strategies that individual staff within programs can utilize to engage and work with youth in a trauma- and violence-informed way.

Similarly, while overcoming broader systemic barriers lies beyond the scope of individual programs, there is a key role to play in considering the impacts of structural challenges on clients, and seeking to embed inclusive practices into environments and interventions so as not to further perpetuate these impacts. Examples of broader policy changes at the structural level could include actions taken by governments to regulate organizations or incentivize service providers in adopting TVI approaches.

The right side of the figure spotlights service/ program level and represents the core of the service delivery model. Each level in the model represents a program element, such as building community and industry partnerships (bottom of the pyramid), assessment and intake and programming (in the middle), or measuring and celebrating success (at the top of the figure). Recognizing the wide diversity of employment and skills development programs across Canada, these layers are not meant to be prescriptive or hierarchical; rather, they aim to provide some universal elements to guide ways in which a TVI approach can be embedded within programs. Importantly, these elements are conceptualized as being intimately connected, each reinforcing each other, often occurring in tandem. They are not linear, but iterative.

**Figure 5** Proposed service delivery model for a TVI approach for employment and skills development for youth



## LEARNING MORE ABOUT TVI

The following is a list of resources for those who wish to learn more about TVI approaches to service delivery.

1. [Trauma and violence-informed approaches to policy and practice](#) – *Government of Canada*

An introduction to TVI principles, the importance of TVI approaches and their implementation. Also provides examples of TVI approaches in areas such as housing, healthcare and integrated service provision, among others.

2. [Trauma-and violence-informed care \(TVIC\): A tool for health and social service organizations and providers](#) – *EQUIP Health Care*

A brief 4-page tool developed in Canada for health and social science organizations and provides general guidance in how to do their work in a trauma and violence informed way.

3. [Trauma-informed: The trauma toolkit](#) – *Klinic Community Health Centre*

A toolkit that offers service providers and organizations the knowledge needed to deliver services that are trauma-informed.

4. [SAMHSA's concept of trauma and guidance for a trauma-informed approach](#) – *Substance Abuse and Mental Health Services Administration (SAMHSA)*

A report that provides information about the concept of trauma and the key principles of TVI along with guidance for implementing a TVI approach.

5. [Implementing a trauma-informed approach for youth across service sectors](#) – *Substance Abuse and Mental Health Services Administration (SAMHSA)*

A brief resource for implementing a TVI approach to service delivery professionals specifically working with youth.

6. [Employment for youth with trauma histories: Lessons from research and experience](#) – *Centre for Youth and Communities*

A report that discusses why TVI approaches for youth are important along with supports and approaches, written from the perspective of being able to apply it to youth employability programs.

7. [Healing families, helping systems: A trauma-informed practice guide for working with children, youth and families](#) – *Ministry of Children and Family, BC*

A guide for professionals working with children, adolescents and families in the province of British Columbia.

8. [Trauma-informed practice \(TIP\) guide](#) – *BC Centre of Excellence for Women's Health*

A guide intended to contribute to the translation of TVI principles into practice by informing professionals working in the mental health sector about TVI approaches and strategies.

9. [Building a trauma and violence informed agency from the ground up: Making connections](#) – *Canadian Mental Health Association*

A PowerPoint presentation that walks through the concept of trauma, gender and cultural responses to trauma, what TVI approaches, and practices look like and key components of a TVI agency.

10. [Trauma-informed approaches: Federal activities and initiatives](#) – *Federal Partners Committee on Women and Trauma*

A comprehensive report that reviews the progress of projects, progress and initiatives across over three dozen U.S. federal agencies and departments. Offers a demonstration of the application of TVI approaches across different systems and sectors.



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## APPENDIX A: IMPACTS OF TRAUMA

Regardless of the type, **traumatic events generally have three characteristics**<sup>61</sup>: (1) It was unexpected; (2) The person was unprepared; and (3) There was nothing the person could do to stop it from happening.

**For most people, traumatic experiences lead to mild, temporary changes** that do not have long-term consequences for healthy functioning.<sup>1,62</sup> However, some experiences of trauma can have severe and/or persistent effects on wellbeing, with an estimated ten per cent of individuals developing posttraumatic stress disorder (PTSD) or other severe mental health disorders.<sup>63</sup>

Trauma can cause distinct changes in the brain, including to hormones important for forming social connections, building attachment, and developing trust. For example, a youth's trauma experiences can result in distrust of adults and institutions who may have failed to protect them from harm, affecting relationships and interactions with social institutions and communities.<sup>61,64</sup>

**Understanding the biological changes that result from trauma can help service providers recognize some of its emotional, physical, cognitive, and behavioural effects.**<sup>65</sup>

**Communities and population groups that have experienced trauma through colonization, slavery, or racial/ethnic violence may continue to feel its impact across generations,**<sup>66</sup> both biologically and socially. These impacts can multiply the effects of environmental stressors such as poverty and food insecurity and further place people in vulnerable circumstances, thus 'multiplying the risk' for individuals and their communities.<sup>3,67</sup>

**Figure 6** Potential effects of trauma on individuals

Physical	Emotional or Cognitive	Spiritual	Relational	Behavioural
<ul style="list-style-type: none"> <li>Fatigue and exhaustion</li> <li>Disrupted sleep</li> <li>Increased heart rate</li> <li>Nausea</li> <li>Sweating or shivering</li> </ul>	<ul style="list-style-type: none"> <li>Anxiety or fear</li> <li>Anger</li> <li>Feeling of helplessness</li> <li>Numbing</li> <li>Disrupted concentration</li> <li>Affected memory</li> </ul>	<ul style="list-style-type: none"> <li>Loss of connection</li> <li>Self-blame or hate</li> <li>Hopelessness</li> <li>Loss of purpose</li> <li>Cynicism</li> </ul>	<ul style="list-style-type: none"> <li>Conflict in relationships</li> <li>Distrust, especially of authority figures</li> <li>Difficulty maintaining or making close relationships</li> <li>Feeling ashamed</li> </ul>	<ul style="list-style-type: none"> <li>Restlessness</li> <li>Withdrawal or avoidance</li> <li>Aggression</li> <li>Substance abuse</li> <li>Self-harm or suicidal impulses</li> </ul>

Adapted from <sup>1</sup>; Urquhart & Jasiura, 2013.



## APPENDIX B: TVI PRINCIPLES IN PRACTICE – GUIDELINES AND STRATEGIES

### 1. Building community and industry partnerships

TVI principles in practice	Guidelines	Strategies and examples
1. Understand trauma and violence, and their impacts on people's lives and behaviours	<ul style="list-style-type: none"> <li>▪ Create awareness about impacts of trauma among employers and partners to ensure match and to manage expectations</li> <li>▪ Ensure staff and partners are familiar with the historical context and experiences for identified cultural groups, including the role that culture plays in resiliency</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engage employers in pre-employment training to better understand needs and challenges of youth who experienced trauma</li> <li>▪ Invite community partners to facilitate a workshop on a topic youth have identified as an area of interest</li> </ul>
2. Create emotionally and physically safe environments	<ul style="list-style-type: none"> <li>▪ Ensure and work towards cultural competence</li> <li>▪ Integrate opportunities for cultural learning across the organization</li> <li>▪ Provide support for staff at risk of secondary trauma and facilitate their self-care</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide staff and partners with basic cultural awareness training</li> <li>▪ Invite an Elder to engage with youth, employers, and staff</li> <li>▪ Link with culturally appropriate community resources that can help address immediate and underlying needs</li> </ul>
3. Foster opportunities for choice, collaboration, and connection	<ul style="list-style-type: none"> <li>▪ Engage with industry partners and employers open to building relationships with youth</li> <li>▪ Build relationships with community partners who offer services that are culturally relevant or build on culturally relevant skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establish a regular channel of communication with an employer to quickly respond to and support on-the-job needs</li> <li>▪ Incorporate healing or sharing circles facilitated by Elder or community counsellor</li> </ul>
4. Provide a strengths-based and capacity-building approach to support client coping and resilience	<ul style="list-style-type: none"> <li>▪ Ensure the availability of supports or referrals for holistic, wrap-around services, and to meet basic needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work with community food basket programs to ensure access to food for youth and families</li> </ul>

## 2. Assessment and intake

TVI principles in practice	Guidelines	Strategies and examples
1. Understand trauma and violence, and their impacts on people's lives and behaviours	<ul style="list-style-type: none"> <li>Provide staff regular training and support to develop baseline awareness and understanding of trauma and TVI</li> </ul>	<ul style="list-style-type: none"> <li>Review personal information data collection procedures and critically consider information collected, what information will be used for, and when to request information</li> <li>Include procedure guidelines for intake and data collection to be done non-judgementally</li> </ul>
2. Create emotionally and physically safe environments	<ul style="list-style-type: none"> <li>Ensure assessment is done gradually in stages, prioritizing relationship building, and meeting basic needs</li> <li>Consider needs, priorities of families and communities</li> <li>Provide welcoming intake procedures, signage, comfortable physical space, and consideration of confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>Begin with a short phone call or in-person assessment (e.g., half an hour) with basic and simplified (e.g., yes or no) questions to better understand immediate needs and barriers (e.g., identification)</li> <li>Walk through the practice setting to see and assess how a client might experience each moment</li> <li>Create separate waiting spaces for family, women, or elders, including a place for clients to decompress or clear their mind, and where they can find comfort</li> </ul>
3. Foster opportunities for choice, collaboration, and connection	<ul style="list-style-type: none"> <li>Focus on fostering relationships, connection, and trust at intake, beginning with job coach, support worker, mentor, etc.</li> <li>Provide information about the program and its activities in a clear and transparent way, focusing on choices and options</li> </ul>	<ul style="list-style-type: none"> <li>Provide clear information, transparency about program and activities in plain language verbally and in written materials</li> <li>Ensure informed consent by giving youth time to process information and ask questions</li> </ul>

## 2. Assessment and intake

TVI principles in practice	Guidelines	Strategies and examples
		<ul style="list-style-type: none"> <li>Slowly build on questions through a follow-up interview to gauge readiness for change. The interview is an opportunity for learners to share their own perspectives</li> <li>When youth are ready to begin the program, schedule time for a one-on-one conversation that focuses on relationship building and allow staff to develop a better understanding of the youth's needs, challenges, and their strengths</li> </ul>
4. Provide a strengths-based and capacity-building approach to support client coping and resilience	<ul style="list-style-type: none"> <li>Plan for multiple formal and informal "interviews" to develop a holistic understanding of youth's social, community, and cultural environments, focused both on their needs and on their assets</li> </ul>	<ul style="list-style-type: none"> <li>Schedule multiple "knowledge check-ins" to gauge why youth want to participate as well as the skills and interests they hope to explore further</li> </ul>

### 3. Goal setting

TVI principles in practice	Guidelines	Strategies and examples
1. Understand trauma and violence, and their impacts on people's lives and behaviours	<ul style="list-style-type: none"> <li>Affirm and validate goals or skills youth are interested in pursuing</li> </ul>	<ul style="list-style-type: none"> <li>Ask for and incorporate youth's own views on how they would like to work on their goals</li> </ul>
2. Create emotionally and physically safe environments	<ul style="list-style-type: none"> <li>Embed trust building and confidence building through supporting self-determined goals without judgement</li> <li>Emphasize the importance of reflecting and learning throughout the process</li> </ul>	<ul style="list-style-type: none"> <li>Ask youth for their input into inclusive and safe strategies</li> <li>Remind youth that their goals and ideas may change, and this too is part of their growth and progression through the program</li> </ul>
3. Foster opportunities for choice, collaboration, and connection	<ul style="list-style-type: none"> <li>Support youth's own decision making to strengthen their self-efficacy and autonomy</li> <li>Collaboratively discuss and provide choices for support or activities that privilege youth decisions</li> </ul>	<ul style="list-style-type: none"> <li>Develop a "living document" for youth to set own goals as well as what they will consider a success</li> <li>Use language of mapping, milestones, guides, or roadmaps to reflect flexibility and informed decision-making by youth</li> <li>Offer youth choices of program, activities to engage in to work on skills or goals</li> </ul>
4. Provide a strengths-based and capacity-building approach to support client coping and resilience	<ul style="list-style-type: none"> <li>Use language of resiliency to frame and encourage further skill development</li> </ul>	<ul style="list-style-type: none"> <li>Ask youth to identify their own strengths and assets to build on</li> <li>Use motivational interviewing (focus on engagement and empowerment) to support youth in identifying their strengths</li> </ul>

#### 4. Skills and employment support programming

TVI principles in practice	Guidelines	Strategies and examples
1. Understand trauma and violence, and their impacts on people's lives and behaviours	<ul style="list-style-type: none"> <li>Ensure organizational adaptability and flexibility to be responsive to youth needs</li> <li>Build-in multiple entry and exit points to support a non-linear, open, and integrated approach</li> </ul>	<ul style="list-style-type: none"> <li>Provide easily accessible resources to support staff to increase their trauma awareness and competency</li> <li>Provide options for youth to stay connected with the program while they access wrap-around supports</li> </ul>
2. Create emotionally and physically safe environments	<ul style="list-style-type: none"> <li>Create an atmosphere of safety, respect, and acceptance by modeling vulnerability, empathy &amp; resiliency expected from youth</li> <li>Develop procedures that avoid re-traumatization and reduce impacts of trauma</li> <li>Provide opportunities to share cultural practices, and honour Indigenous ways of knowing</li> </ul>	<ul style="list-style-type: none"> <li>Co-create group guidelines for respectful sharing, discussion, conflict resolution, and what consequences are acceptable</li> <li>Let youth know if the program schedule or routine is going to change, and explain why</li> <li>Have a medicine room so youth can smudge quickly</li> </ul>
3. Foster opportunities for choice, collaboration, and connection	<ul style="list-style-type: none"> <li>Build in time and space for reflection throughout daily or weekly programming activities or components</li> <li>Create opportunities and provide the time and space for collaborative relationships to be formed between youth, staff, employers, and partners</li> </ul>	<ul style="list-style-type: none"> <li>Schedule regular opportunities for discussion through sharing circles, healing circles, group reflection, or one-on-one counselling with support worker</li> <li>Address and acknowledge conflicts, challenges, successes, and healing experienced by the group and/or individual</li> </ul>
4. Provide a strengths-based and capacity-building approach to support client coping and resilience	<ul style="list-style-type: none"> <li>Create opportunities for applied learning, hands-on learning, creativity, and practice</li> <li>Create opportunities for group sharing and peer mentorship</li> </ul>	<ul style="list-style-type: none"> <li>Offer choices to apply skills in practice that are flexible and adaptive to youth's needs and preferences (e.g., a kitchen, woodworking space)</li> <li>Set aside sufficient time to identify and discuss feelings, recognize triggers, and share strategies for self-regulation and coping</li> </ul>

## 5. Measuring and celebrating success

TVI principles in practice	Strategy/Guidelines	Examples
1. Understand trauma and violence, and their impacts on people's lives and behaviours	<ul style="list-style-type: none"> <li>Emphasize progress through the program based on an individual's own goal setting</li> </ul>	<ul style="list-style-type: none"> <li>Celebrate different successes, such as attendance, harm reduction, or project completion</li> </ul>
2. Create emotionally and physically safe environments	<ul style="list-style-type: none"> <li>Celebrate successes with youth, their families, and communities</li> </ul>	<ul style="list-style-type: none"> <li>Consider cultural events or program milestones as opportunities to invite community to celebrations or "feasts" to connect with youth</li> <li>Upon completion of program, organize graduation or certificate ceremony</li> </ul>
3. Foster opportunities for choice, collaboration, and connection	<ul style="list-style-type: none"> <li>Implement a milestone-based approach</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledge and track progress through program based on the goals youth set for themselves</li> </ul>
4. Provide a strengths-based and capacity-building approach to support client coping and resilience	<ul style="list-style-type: none"> <li>Apply holistic positive youth development lens to measure success</li> </ul>	<ul style="list-style-type: none"> <li>Include stories that reflect individual identities, journeys, and what they consider to be positive outcomes for themselves, such as skills, relationships, or basic needs met</li> </ul>





