



CAREER CONNECTED
LEARNING PHL

Positioning Philadelphia's Youth for Career Success

Creating Safe Spaces: An Introduction to Trauma Informed Practices |

June 5, 2025



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Foundations Inc. Your Capacity Building Partner



Build Capacity

Capacity Building and Support



Strengthen Skills

Professional Learning



Elevate Techniques

Resources

What is Capacity Building? The Toolbox

What you're able to do with what you have

- Human
- Organizational
- Technical
- Partnership

Growing what you're capable of doing

- Improving Skills
- Strengthening Systems
- Leveraging Resources
- Enhancing Partnerships

Objectives

- Gain an understanding of what trauma is and how to identify the types of trauma
- Learn strategies to create safe spaces to support the youth in your programs
- Discuss Adverse Childhood Experiences (ACEs) and how to provide proactive strategies to support youth

2 Truths and a Lie

1. Trauma is only caused by major, life-threatening events
2. Supportive relationships with caring adults will help buffer the negative effects on trauma on a youth's development
3. Predictable routines and clear expectations can help create a sense of safety and security for youth who have experienced trauma

2 Truths and a Lie (cont'd)

1. Nonverbal cues like body language and tone of voice can communicate safety and trust to youth who have experienced trauma
2. Providing youth with choices and a sense of control can be empowering and help counteract feelings of powerlessness often associated with trauma
3. All challenging behaviors in youth are directly related to past trauma

What is Trauma?

“An emotional response to a distressing event such as an accident, crime, natural disaster, physical or emotional abuse, neglect, experiencing or witnessing violence, death of a loved one, war, or more.”

Collective Trauma

“an event that occurs when a society, culture, community, or group is impacted by one traumatic event or the same series of traumatic events”

Philadelphia Data

- 33.2% experienced emotional abuse
- 40.5% witnessed violence while growing up
- 27.3% reported feeling unsafe in their neighborhood
- 37% reported 4 or more ACEs



Adverse Childhood Experiences (ACEs)

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical

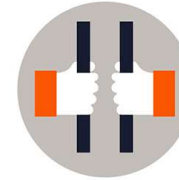


Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse



Divorce

Types of Trauma

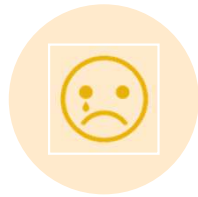
Acute

Chronic

Complex

Secondary
or Vicarious

Identifying the Signs of Trauma



DEPRESSION



EATING
DISORDER



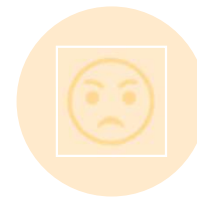
SELF-HARM



SUBSTANCE
USE



RISKY
BEHAVIOR



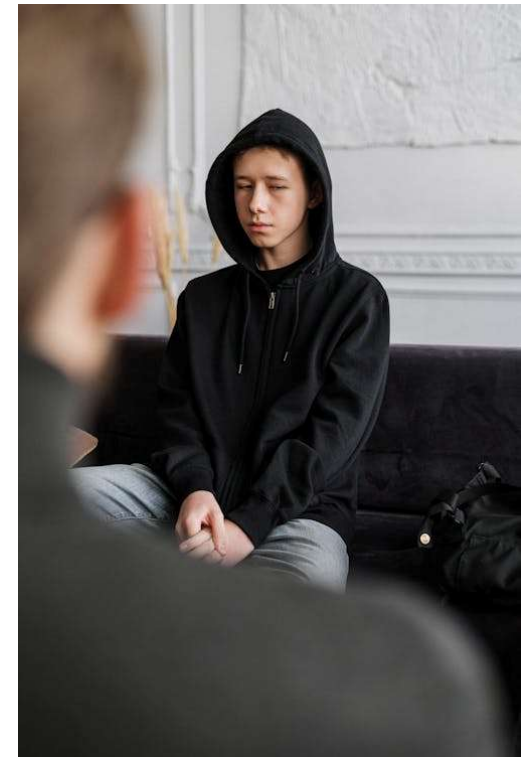
AGGRESSION

Responding to Trauma

- Assure safety
- Reinforce they are not responsible
- Be Patient
- Referrals

Responding in the Moment

- Listen & assess for distress of harm
- Affirm their experience
- Partner with them to navigate care
- Initiate self-care & support plan
- Seek out help as needed



Identifying the Signs of Trauma

Maria has recently become withdrawn and quiet during programming. She used to be very social and engaged in activities, but now she often sits alone and avoids eye contact. One day during programming a car outside made a loud noise and startled Maria that she was visibly shaking after.

Signs of Trauma Scenario 2

David has not been getting on well during programming. He is frequently aggressive towards the other youth, argumentative with staff, and was recently caught stealing small supplies.

Signs of Trauma Scenario 3

Alex complains of frequent headaches. The staff have noticed that when Alex attends programming they seem more anxious recently, has had difficulty concentrating on activities, and often seeks reassurance. Alex has missed several days because they say they do not feel well.

Impact of Trauma



- Learning problems
- Increased use of health and mental health services
- Long-term health problems
- Increased involvement with welfare and juvenile justice

Reducing the Effects of ACEs



CHECK-IN WITH OWN
FEELINGS



ENCOURAGE
CONNECTION



ENCOURAGE PROBLEM-
SOLVING SKILLS



CREATE A PREDICTABLE
ROUTINE

Creating a Safe Space

- Safety
- Trustworthiness
- Peer support
- Collaboration
- Empowerment



Creating a Safe Space

- What are one or two things you can implement into your program to create a safer space for your youth?
- Who can you connect with to help with the implementation?
- What may be some challenges that would prevent you from implementing?

Mandated Reporting

Responsible for reporting

Information to include in report

- Youth name, age, and physical description
- Youth address and phone number
- Description of suspected perpetrator
- Immediate safety concerns

Confidentiality

Resilience Building



- Mindfulness and relaxation practices
- Physical activity
- Creative outlets
- Nurture wellbeing

Implementing Into Programming



Trauma education



Life skills



Build autonomy

Trauma Education

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teen Mental Health First Aid

teen Mental Health First Aid (tMHFA) teaches teens in grades 9-12, or ages 14-18, how to identify, understand and respond to signs of mental health and substance use challenges among their friends and peers.

Adolescence is a time of critical change and development, and the time when mental health challenges may first emerge. Those challenges may be the cause for falling grades, problems with close relationships and substance use. Take comfort knowing that your students will be prepared to provide support for their peers as well as better cope with mental health challenges themselves — and get assistance from a trusted adult.

Life Skills & Build Autonomy

Adulthood 101 Game - Game Set Up

- Place the Scenarios and Professions cards in the middle of the table so the C2L logo is face up. If Advanced Play, add the Scenarios (advanced play), Credit Card, and Invest Card in separate piles in the middle of the table so the C2L logo is face up.
- Everyone gets Checking Tracker sheets.
- Decide who will be the Bank Teller. They get the Bank Teller Professions card as well as the Savings Trackers.
 - The Bank Teller will still participate in regular game play.
 - The Bank Teller is responsible for keeping track of the rounds/weeks and announces which week is in play at the beginning of each new one. Say "We are entering week 1."



Adulthood 101 Game Checking Tracker

Date	Item	Debit (-)	Credit (+)	Notes

Adulthood 101 Savings Tracker

Client: _____

Date	Debit	Credit	Notes

Date	Debit	Credit	Notes

Implementing in Programming

What activities can you implement in programming to educate youth about trauma informed practices?

C2L-PHL Resource Library Reminder

Universal Support

- Virtual Training Sessions
- Tools and Templates
- Guides
- Podcasts and Other Media
- Collaboration and Engagement

Questions?

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