Trauma-Informed Guiding Principles for Working with Transition Age Youth: Provider Fact Sheet

The purpose of these guiding principles is to help providers and various systems recognize the impact of trauma on transition age youth (TAY) by offering foundational principles for understanding and working with TAY. These principles include concrete, resilience-building strategies while using a trauma-informed approach.

These guiding principles were informed from a range of perspectives including *The NCTSN Core Concepts for Understanding Traumatic Stress Responses in Children and Families* (a.k.a. the 12 Core Concepts). These core concepts, along with these guiding principles, can help you, as a provider, incorporate trauma-informed care into every encounter you have with TAY.

This product was developed to support service providers across various child-serving systems rather than specific to one particular system (e.g., child welfare, juvenile justice, education, and behavioral health).

1 Who are Transition Age Youth?

Transition Age Youth includes young people, typically between the ages of 16 to 25, who are approaching transition from child-serving system(s) (e.g., child welfare, juvenile justice, education, behavioral health) due to "aging out" – leaving a formal system of care because of reaching a certain age – or other circumstances (i.e., achievement of case plans, graduation, etc.). While TAY have a complex set of needs and face many challenges, they also have the potential to lead successful adult lives when offered resilience-buidling resources, strategies and support.[1]

The terms transition age youth, youth, young people, and young adults are used in various places throughout these guidelines, as these are the terms commonly used to describe this population.

1 This definition was developed in collaboration with the NCTSN TAY Collaborative Workgroup.

2 Trauma-Informed Guiding Principles

When working with TAY, consider the following guiding principles:

1. TAY can have a range of experiences and functional challenges in different areas of their lives.

Developmentally, TAY are in a stage of emerging adulthood. This is a period of growth marked by identity exploration, instability, self-focus, feelings of being "in-between," and optimism for the future.[2] Many cultures and societies regard this unique stage of life, between adolescence and adulthood, as a critical formative phase due to the transition into adult roles and responsibilities.

For youth who have experienced childhood trauma and system involvement, emerging adulthood can introduce additional challenges. These challenges are often compounded by a lack of support from family and service systems, ongoing traumatic stress reactions, and increased demands and responsibilities of adulthood including issues with housing, employment, and poverty. Further, experiences of racism and racial trauma can play a significant role in the challenges experienced by TAY, as youth of color are often less likely to experience reunification (e.g.with birth families or adoption).[3] Therefore, it is essential to give special attention and allocate sufficient resources when working with youth of color.

Evidence indicates that youth who are aging out of foster care are more likely to experience poor outcomes. This can create a perception of learned helplessness, impacting a young person's sense of self and ability to engage in goal-directed activity in the future.[4] In comparison, non system-involved peers may have life-long supportive connections and relationships to aid in their successes, such as parents, extended family members, and friends.[5] For instance, approximately half of young adults (ages 18-24) in the United States remain at home, and nearly two-thirds of young adults in their early twenties receive economic support from their parents.[6] TAY may also face additional barriers given the lack of resources and support they generally receive compared to their non system-involved peers. For example, on average, youth in the US are not expected to reach self-sufficiency until age 26, whereas youth exiting the foster care system are expected to achieve a level of independence by ages 18 or 21.[7]

Challenges Often Experienced by Transition Age Youth (TAY)
Only 50% of all foster youth complete their secondary education.[8]
Only 6% of former foster youth have a 2- to 4-year college degree.[9]
Up to 40% of young adults who transition out of foster care experience homelessness within the first four years of aging out.[3]
Approximately 50% of 19–21-year-olds transitioning out of foster care are unemployed.[10]
Approximately 51% of female foster youth are pregnant by age 19, and 46% have repeat pregnancies by age 19.[11]
70-80% of youth released from juvenile justice facilities are rearrested within three years.[12]
44% of homeless youth had spent time in a jail, prison, or juvenile detention center.[13]
Only 31% of TAY were engaged in either school or work 12 months after release from correctional facilities.[14]

However, amidst these challenges and adversities, it is essential to recognize that these young adults are courageous, strong, and resilient individuals. They have often experienced stress and trauma that many will never experience in their lifetime, and as a result, they have developed strengths and coping resources to survive early in life. These strengths and coping strategies need to be acknowledged and utilized when supporting them. TAY can also help guide providers on how to improve and implement iterative models of care that can inform what a trauma-informed approach can look like for different sets of youth.[15]

To lessen the many disparities faced by these young adults, systems and providers have sought to bridge services for TAY between child- and adult-serving systems to ensure continuity of care and timely access to needed services and supports. Yet despite these well-intentioned efforts, young adults often still find services difficult to access, stigmatizing, and unhelpful or irrelevant to their current needs and/or identities. Additionally, a youth's perception of danger can become exacerbated while transitioning out of child-serving systems into adult services, especially those who have experienced early abandonment and loss. This exacerbated perception of danger can create difficulties in engaging with and trusting new providers and with relationships in general. Providers can support TAY by acknowledging the challenges of their transition, offering guidance, and helping youth build and enhance their support networks and other resilience-building strategies.

2. Culture is interwoven with traumatic experiences, responses, and recovery.

Cultural norms and experiences are particularly salient during this period into emerging and young adulthood.[16] Transitioning young adults' beliefs, attiudes, and behaviors reflect their culture, including race, ethnicity, and sexual identity. In this sense, understanding cultural factors and using a culturally responsive approach allows you to adopt a better, more nuanced understanding of this dynamic period. In contrast, exclusion of cultural considerations can lead to a more constricted perspective that does not consider the cultural strengths the youth may bring to the table.

When considering the needs and strengths of TAY, it is critical to remember that their culture is central to their identity: it helps them define who they are, how they think, what they value, and what is important to them. Culture also affects how young adults communicate and express their emotions, coping responses, and strengths, including maintaining safety and staying healthy.

Culture will also shape the experiences that TAY perceive and interpret as traumatic, their reactions to these experiences, and potential trauma reminders. While using a culturally responsive approach, consider the impact of racial trauma and other cultural stressors, for example, the stress related to acculturation among young adults of color. It is also critical for you, as a provider, to be mindful of power dynamics a youth is experiencing including power imbalance within the relationship between providers and TAY. As a provider, it is equally important to acknowledge and recognize how culture can be a resilience-building asset for TAY.

3. Trauma can impact developmental processes.

Transition age youth are in a unique developmental stage, distinct from both adolescents and mature adults. There are already many potential challenges associated with this stage, but experiences with trauma, loss, system involvement, and other ongoing adversities can further compound this challenging period and disrupt healthy developmental processes for TAY. These experiences may lead to regressions or delayed initiation of age-appropriate activities. Also, the experience of trauma may lead to precocious development, or development that seems to be "fast forwarded" or beyond what may seem age-appropriate. For example, youth may be forced to get a job earlier to help pay bills, take on caregiving responsibilities at young ages, or deal with responsibilities far above their current development level. This can impact their perspectives on work, money, or their relationships with trusted adults. Youth may also have precocious sexual development related to their past experiences, which can potentially lead to high-risk sexual activity, more inhibitions, or disinterest in romantic relationships. This may also impact the choice of sexual partners, dating behavior, atiitudes and preparation for parenting and family life.

Regarding identity development, trauma and loss experiences can lead to a development of self that is marked by negativity, confusion and fragmentation, or a limited ability to see oneself in the future. Yet while TAY may develop at a much faster pace in relation to their experiences of trauma and loss, for some youth, it may promote their creativity, independence, a greater sense of intuition, and adaptability to change.

Further, the transitional age brain, which is still evolving and developing, can pose challenges for young adults under any circumstances. Given the "neurodevelopmental mismatch" that occurs during this developmental period, transitional age youth may be more likely to engage in behaviors that can lead to negative outcomes, morbidity, and mortality.[17] But when compounded by experiences of trauma, brain development and functioning can be greatly impacted which can lead to a broader

range of adverse outcomes.[17] TAY can exhibit several neurobiological challenges in response to chronic experiences of trauma and adversity including:

- The brain going into "survival mode" as it grows and develops over time.
- Automatically engaging in protective or "fight or flight" actions.
- Being hypervigilant, including scanning the environment or being on guard for danger.
- Attempting to block out or not think about upsetting things.
- Being unable to regulate aggression or use techniques to manage anger.
- Having difficulty with emotional and behavioral dysregulation.
- Experiencing problems with memory and learning.
- Engaging in risk-taking behaviors.
- Having challenges with sustaining goal-directed activity.

These types of reactions may be common as TAY constantly anticipate danger and threat in their environment. Engaging in risk-taking behaviors can also lead to the emergence of future behavioral health challenges and future systems involvement as these disruptions can cascade forward and hinder decision-making or other behaviors. This can leave TAY less prepared to accomplish tasks and take on the responsibility needed to move into adulthood successfully.

4. Trauma can have an impact on coping responses.

Recovery from the adverse effects of stress and trauma begins with recognizing that the experience of imminent threat/danger can lead to changes in the way an individual learns to cope and continues to manage stress. A trauma reminder (or trigger) is something (such as a feeling, taste, sight, sound, smell, person, etc.) that causes an individual to remember their traumatic experience, many times in powerful, emotional ways as if the trauma is happening at that moment. For example, a youth may experience a trauma reminder when a provider's voice sounds similar to the parent that physically abused them, or if a youth smells a fragrance or scent that is a reminder of their abuser. Reminders can lead to a range of responses/behaviors that are designed to help youth cope during and/or immediately after a traumatic event as well as over time. While these coping strategies are necessary and effective in the face of trauma, you want to be aware when these strategies interfere with the youth's ordinary day-to-day activities.

Given the complex experiences with trauma, loss, and other stressors, it is vital to consider the varied forms of coping that TAY may use in response to current situations that might have helped them in the past. While these responses may be labeled as unhealthy coping strategies, they are often adaptive responses to the complex experiences TAY have faced throughout their lives including difficulties they face as they transition from child- to adult-serving systems. These behaviors or responses to stress may include:

- Difficulties with acting out.
- Experiencing aggression.
- Using substances.
- Engaging in self-harm or experiencing suicidality.
- Having problems with unhealthy relationships.
- Experiencing withdrawal and avoidance.

Therefore, it is essential for you, as a provider, to redefine and understand these responses as adaptive and potential ways of coping with trauma and its effects without simply considering these youth to be dysfunctional.

5. Providers have an essential role in supporting resilience-building strategies.

The unique needs of transition age youth often require you to offer support and strategies that are sensitive to their past experiences but also help them build competencies to succeed in the future. In addition, there may be several avenues to enhance existing skills and build healthy or positive coping strategies for TAY, even during the challenges they face.

As a provider, you play an essential role in helping TAY recover from the impact of trauma and to build strengths and coping skills to more effectively transition into adulthood.

The following are suggested strategies that may assist you in your work with TAY:

5.1. Enhance Physical and Psychological Safety

Transition age youth who have experienced trauma may still feel unsafe even when they are no longer in danger. For instance, sometimes even a noise or a person's tone of voice can trigger or serve as a reminder for the feeling of being unsafe and elicit a reaction that you might not expect or understand. Therefore, in addition to ensuring physical safety, it is important to help TAY feel emotionally safe (e.g., able to trust others, comfortable being open and vulnerable, etc.).

When establishing safety, you must consider the impact of racial trauma experienced by youth of color. The unpredictable nature of racist events can lead youth to being and feeling constantly threatened. Frequent exposure to race-based violence, racial discrimination, and microaggressions reinforces the sense that the world is unsafe and that there is no one you can trust. It is important to be sensitive to these experiences and acknowledge them when supporting youth of color.

Establishing psychological, emotional, and physical safety are prerequisites to the foundation of promoting positive youth developmental outcomes. First, youth must have their basic needs met and they must have any exposure to obvious trauma reminders minimized. Feeling safe is also about establishing a trusting environment that is nurtured by supportive adult relationships involved in the youth's healing process.

Consider these strategies in your work :

- Support TAY in identifying their trauma reminders or triggers.

- Support TAY in understanding their responses as coping strategies. Help TAY understand that their strategies to cope may have previously worked, but they may no longer be benefiting or aiding them in their overall health and well-being (e.g., self-medicating, binge eating, etc.).

- Explore coping skills that are healthy and reduce reliance on maladaptive strategies (see section Enhance TAY Internal Assets and Strengths for more).

- Establish a sense of cultural safety by creating space to work with youth of different cultural backgrounds that does not diminish, demean, or disempower them, but allows them to feel secure in their identity and culture. Acknowledge power imbalances and disparities. Youth are more likely to listen and positively respond to recommendations if you help them feel safe.

- Elicit input from TAY on their treatment or service plan and related activities. Youth who feel that their input and involvement are important, valued, and heard will feel safer to engage in programs more fully.

Here are a few examples of how to turn strategies into action:

Suggested Strategy	Concrete Actions
Encourage TAY to employ coping strategies that can be associated with positive outcomes	Encourage TAY to listen to music, engage in yoga/meditation, exercise, journaling or art positive outcomes
Help foster nurturing environments for TAY considering their preferences	Provide comforts, such as snacks, computer or video game access, and other age-appropriate activities
Train staff on trauma-informed approaches, including practices that are equitable and inclusive	Ensure that all staff at every position in the organization receive training in trauma-informed approaches
Create a safe and inclusive space that allows for representation	Connect youth with providers who they relate to or may identify with Recruit and hire a diverse workforce Respect gender identities by offering access to restrooms that youth identify with

5.1.2. Strengthen Relationships Between Providers and TAY

Relationships matter for youth and young adults. Although you recognize the importance of relationships, it can be challenging to help TAY develop the skills to strengthen their relationships. Relationship-building skills are especially critical for youth involved in multiple systems, who are experiencing homelessness or housing instability, or disconnected from caregivers or other caring adults.

Building safe, stable, and nurturing relationships is fundamental to supporting young people. It is also equally important for you, as a provider, to manage your own emotional reactions to a youth's concerns and responses. To engage with, provide effective services, and support young people and families, it is critical to demonstrate commitment to respecting a youth's cultures and strengths. Be aware of the importance of their relationships and support them within their own culture to promote well-being.

Consider these strategies in your work:

- Discuss Mutual Respect
  - View a youth as a whole individual, including their cultures, perspectives, behaviors, expressed ideas, and experiences from a non-judgmental stance.
  - Be mindful not to pry or ask youth to relive their traumatic experiences. Wait for youth to bring up these issues when they feel comfortable sharing them.

- Build Trust
  - Develop trust through genuineness, consistency, dependability, and transparency.
  - Be patient as it takes time to develop trust in any relationship. It takes longer when trust has been broken by the experiences of trauma and loss.
  - Recognize that a sense of trust is informed by culture. Building trust takes longer when there are cultural barriers and even longer when there has been historical and/or racial trauma.
  - Understand that young people may have hesitation about accessing support and building relationships.
  - Know that it is impossible to build trust if you buy into stereotypes and do not see a youth for who they are without biases.
  - Create a positive and effective communication process.

> "When they label you, that's their whole perception. That's how they treat you. It spreads throughout the community... you need to prove yourself to other staff. You have to work extra hard and prove them wrong."
> – Transition Age Youth

- Identify Individual Needs
  - Be aware of how youth connect with significant others, including extended family members, friends, and community resources.
  - Demonstrate an authentic desire to learn from youth and listen and respond to their needs and preferences.
  - Commit to understanding individual experiences of historical and racial trauma, differences in culture, gender identity, sexual orientation, and views on health, well-being, and healing or recovery.

- Provide Culturally Responsive Care
  - Help youth build resilience and do not forget to include their cultural strengths.
  - Explore with youth their cultural identity when appropriate and if they want to share. Culture can be an extraordinary protective factor for youth.
  - Recognize and respect a youth's cultural beliefs about attachment, coping, and healing.
  - Collaborate with TAY to integrate their culture into their care.
  - Recognize that members of the same racial or ethnic group may have very different life experiences, emotions, and responses. Be careful not to generalize about groups of people.
  - Acknowledge and support a youth's efforts to make meaning of what happened to them. Understand that this occurs at the intersection between their trauma experiences and their culture.

> Culture can be a way to ground young people in a solid sense of meaning, self-perception, and purpose. A positive sense of ethnic-racial identity is linked to emotional well-being and protection against the harmful effects or racial trauma.

- Empower Youth
  - Practice strategies that share power and decision-making with youth instead of using "power over" youth strategies. One of the distinctive characteristics of trauma is a loss of power and control. This is often exacerbated for youth involved in multiple systems who may view their caseworkers, probation officers, and teachers as authority figures who have the ability to drastically alter their lives, leaving youth feeling increasingly helpless.
  - Establish norms and discuss what power each person has and how it manifests itself in society and ensure acknowledgment of these realities in your interactions with TAY.
  - Recognize power dynamics and work to level these power differentials between TAY and providers.
  - Approach decisions involving TAY with transparency and active involvement of the youth to the fullest extent possible.
  - Place yourself in the same situation as the youth you serve. Then consider how it would feel if you were not able to give input about where you live or work.

- Foster Genuineness and Strengthen Communication
  - Genuinely listen to TAY to understand their needs and current circumstances and to meet them where they are at.
  - Practice open and honest dialogue about services, including discussing limitations that may exist due to hierarchical processes.
  - Practice empathy and empathetic listening – not sympathy.
  - Communicate with TAY in concrete, straightforward language.
  - Remain present, interested, and curious.
  - Demonstrate reliability and consistency in the relationship.

Here are a few examples of how to turn strategies into action:

Suggested Strategy	Concrete Actions
Discuss Mutual Respect	Let TAY know they are the experts on their lives and experience.

Respect that some youth's interpretations, experiences, and practices may differ from your own.

Maintain an open-door policy and support open and transparent communication with TAY.

Encourage TAY to talk confidentially with providers and give suggestions and feedback without concern about being criticized.

Act on suggestions offered by youth.

Celebrate the work and milestones you accomplish together as well as what youth accomplish on their own.

Establish and model boundaries, encourage youth to develop their own boundaries with providers.

Create shared ground rules for mutual respect and model and refer to ground rules when necessary.

Respect youth choices, culture, and values.

Support a youth's decision-making process. |

Build Trust	Share information – be honest about agency and practice guidelines that might drive a response, for example if a TAY shares a desire to hurt themselves. Let youth know what to expect as much as possible. Remain honest and transparent. Follow through on agreements. Get to know and understand what is important to the youth and honor that in communication and interaction. Ask questions with curiosity and non judgement. Respect the privacy of youth/young adults. Follow the youth/young adult's process in relationship building.
Provide Culturally Responsive Care	Help connect youth with others from their own cultural background and belief system in order to promote and maintain resilience. Ask youth what their preferred language or primary language is and provide services in that language if available. Integrate a trauma-informed interpreter when possible to increase the youth's sense of safety. Be culturally attuned – explore trauma in relation to the youth's culture. Listen to and integrate the youth's own terms for what they are experiencing. It is important to hear, in the youth's own words, what their traumatic experience means for them.
Empower Youth	Pratice "power with" strategies instead of "power over" strategies – include TAY in decision-making processes to ensure their voice is heard and valued. Develop goals, action plans, and agreements collaboratively. Create an equal playing field with TAY where there is engagement on both sides and youth are in control of their desired outcomes for life. Be aware of the inherent ways providers have "power over" youth.
Foster Genuineness and Strengthen Communication	Practice open and honest dialogue about the depth of service and express upfront limitations created through hierarchical processes. Communicate with TAY on their level and follow up to make sure they understand what you have been talking about. Don't be distracted while you are talking, utilize active listening skills so you can be fully present.

While you may not constantly know what to do, you can always listen, empathize, support, and enhance the capacity of youth to succeed.

5.1.3. Enhance TAY Internal Assets and Strengths

You can support TAY by using an asset-building approach and acknowledging the strengths youth possess. Internal assets can include positive commitments, skills, and values that TAY can develop and use to help guide their choices and actions. You can help enhance the development of internal assets by promoting strong positive values, social competencies, a healthy, positive identity, and maintaining consistency in support.

Consider these strategies in your work:

- Facilitate Positive Identity
  - Encourage TAY to consider and focus on positive views of themselves, their sense of power, purpose, and worth.
  - Focus on and identify strengths and opportunities where youth can use them.
  - Explore opportunities to increase self-efficacy and autonomy while providing space to make mistakes without disproportionate consequences.
  - Provide concrete opportunities for self-reflection.

- Emphasize Commitment to Learning
  - Develop opportunities for TAY to practice critical thinking skills.
  - Assist TAY in identifying areas of interest where they may want to explore and build skills.
  - Encourage and model an attitude of curiosity and ongoing learning with TAY.

- Promote Positive Outlook in Relation to Circumstance
  - Guide TAY in identifying priorities and choices. You can help with seeking opportunities to nurture and instill values.
  - Help TAY connect with their positive identity to help them see their circumstances in a positive light.

- Support Healthy Coping Strategies
  - Encourage and help youth develop skills in using calming, regulating, and de-escalation activities.
  - Practice interpersonal skills to help TAY develop and maintain supportive relationships.
  - Practice authentic engagement strategies with TAY.
  - Model personal coping strategies with TAY.
  - Search for opportunities to introduce new coping strategies.

Here are a few examples of how to turn strategies into action:

Suggested Strategy	Concrete actions
Facilitate Positive Identity	Explore with youth what they see internally about themselves and help them to reframe their narrative if necessary. Ask questions directly to help youth to better understand who they are. Normalize a youth's experience as much as possible.
Emphasize Commitment to Learning	Acknowledge that there are different paths of learning. Learning can be self-guided and can include things like taking a course in an area of interest such as photography or exploring new coping skills like learning about mindfulness or yoga. Ask TAY their opinions, explore their interests, and create a space for self-reflection.
Promote Positive Outlook in Relation to Circumstance	Help reframe the negatives that are being presented in a situation and discuss the strengths a youth has to meet those challenges. Point out opportunities to use strengths in circumstances that may be difficult.
Support Healthy Coping Strategies	Talk with youth about what coping strategies they have tried that are helpful and those that are unhelpful. Suggest the use of a "coping skills jar" which includes a range of techniques that youth can pull from, including music, art, yoga, meditation or mindfulness activities, games, etc. Talk with others and identify additional coping strategies for TAY. Help TAY track their stressors and reminders or triggers.

5.1.4. Develop TAY External Resources and Supports

Transition age youth need external resouces and support in order to help them be successful. As a provider, you can establish safe environments and offer opportunities for access to these resources and supports.

Consider these strategies in your work:

- Identify Opportunities for Empowerment, Connection, and Skill-building
  - Build relational and community supports (e.g., engagement in positive activities and supportive relationships with peers, mentors, and family members).
  - Create a mutual understanding of boundaries and expectations between TAY, their peers, and other adults.
  - Connect TAY to needed transition services early on in the transition process.

- Consider connection to a range of services and resources as relevant to each individual youth, including education, employment, mentorship, sexual health, mental health, substance abuse, etc.
- Facilitate discussions and normalize the importance of these services moving into adulthood for continued growth and development, recovery from trauma, and to foster continued independence and empowerment.

Here are a few examples of how to turn strategies into action:

Suggested Strategy	Concrete Actions
Identify Opportunities for Empowerment, Connection and Skill-Building	Engage adult allies and/or peer mentors. This may be used to create an environment where TAY feel comfortable sharing their stories in positive and meaningful ways. Connect TAY to services that help them self-regulate and de-escalate (i.e., yoga, mindfulness, meditation, and using a coping skills jar). Engage in transition services early on to build a greater understanding of resources and a sense of independence

6. Working with trauma-exposed TAY can cause secondary traumatic stress for providers.

The experience of listening to traumatic stories and witnessing the impact of trauma on TAY may take an emotional toll on you and disrupt your functioning and ability to engage in professional activities. This is not uncommon, and it is important to develop an awareness of how working with individuals impacted by trauma may also impact you and your colleagues. There are ways to build resilience and address secondary traumatic stress at both the individual and the organizational level. Strategies to address secondary trauma are most successful when your organization supports them.

Organizations that address secondary trauma benefit by having a healthy and functioning workforce critical to delivering quality services. Some practices that support this healthy workforce include:

- Implementing flexible schedule policies.
- Providing daycare services for staff.
- Providing access to mental health resources.
- Offering overall self-care support systems at work.

You need to be able to take care of yourself in order to you support TAY. It is recommended that you engage in counseling for yourself, when needed, and practice self-care to support your mental health.

For more information on secondary traumatic stress and strategies for intervention, please see our additional resources:

Secondary Traumatic Stress Fact Sheet:
https://www.nctsn.org/sites/default/files/resources/fact-sheet/secondary_traumatic_stress_child_serving_professionals.pdf

Strategies for Self-Care:
https://www.nctsn.org/sites/default/files/resources/fact-sheet/taking_care_of_yourself.pdf

REFERENCES

2 Arnett, J,J. (2004). *Emerging Adulthood: The winding road from the late teens through the twenties*. London, England: Oxford University Press.

3 Cuccaro-Alamin, S., Hammond, I., McCroskey, J., Webster, D., & Putnam-Hornstein, E. (2015). Transition age youth and the child protection system: Demographic and case characteristics. Children's Data Network. https://www.datanetwork.org/research/transition-age-youth-and-the-child-protection-system-demographic-and-case-characteristics/

4 Gomez, R.J., Ryan, T.N., Norton, C.L., Jones, C., & Galán-Cisneros, P. (2015). Perceptions of learned helplessness among emerging adults aging out of foster care. *Child & Adolescent Social Work Journal, 32*(6), 507–516. https://doi.org/10.1007/s10560-015-0389-1

5 Schoeni, R. & Ross, K. (2004). Material assistance received from families during the transition to adulthood. In R. Settersten, Jr., F. Furstenberg, Jr., & R. Rumbaut (Eds.), *On the frontier of adulthood: Theory, research, and public policy*. Chicago, IL: University of Chicago Press.

6 Furstenberg, F.F., Kennedy, S., McLoyd, V.C., Rumbaut, R.G., & Settersten, R.A. (2004). Growing up is harder to do. *Contexts (Berkeley, Calif.), 3*(3), 33–41. https://doi.org/10.1525/ctx.2004.3.3.33

7 Shirk, M. & Stangler, G.J. (2004). *On their own: What happens to kids when they age out of the foster care system?* Boulder, CO: Westview Press

8 Wolanin, T. (2005). *Higher education opportunities for foster youth: A primer for policymakers*. Washington, D.C.: The Institute for Higher Education Policy.

9 Courtney, M., Dworsky, A., Brown, A., Cary, C., Love, K., & Vorhies, V. (2010). *Midwest evaluation of the adult functioning of former foster youth: Outcomes at age 26*. Chicago, IL: Chapin Hall at the University of Chicago.

10 The Annie E. Casey Foundation, *KIDS COUNT Data Center*. https://datacenter.kidscount.org

11 Boonstra, H.D. (2011). Teen pregnancy among young women in foster care: A primer. *Guttmacher Policy Review, 14* (2), 8-19.

12 Mendel, R.A. (2011). *No place for kids: The case for reducing juvenile incarceration*. Baltimore, MD: Annie E. Casey Foundation.

13 Administration on Children, Youth and Families, Family and Youth Services Bureau. (2016). *Street Outreach Program Data Collection Project Final Report*. Washington, D.C.: Administration on Children, Youth and Families.

14 Bullis, M., Yovanoff, P., Mueller, G., & Havel, E. (2002). Life on the "outs": Examination of the facility-to-community transition of incarcerated youth. *Exceptional Children, 69*(1), 7–22. https://doi.org/10.1177/001440290206900101

15 Eidelson, R. (2019, April 15). *Trauma-informed care with transition age youth*. Psychology Today. https://www.psychologytoday.com/us/blog/dangerous-ideas/201904/interview-trauma-informed-care-transition-age-youth

16 Hardin, E.E., Leong, F.T., & Osipow, S.H (2001). Cultural relativity in the conceptualization of career maturity. *Journal of Vocational Behavior, 58*(1), 36–52. https://doi.org/10.1006/jvbe.2000.1762

17 Chung, W. W., & Hudziak, J. J. (2017). The transitional age brain: The best of times and the worst of times. *Child and Adolescent Psychiatric Clinics of North America, 26*(2), 157–175. https://doi.org/10.1016/j.chc.2016.12.017

SUGGESTED CITATION

Kisiel C., Pauter S., Ocampo A., Stokes C., Bruckner E. (2021). Trauma-informed guiding principles for working with transition age youth: Provider fact sheet. Los Angeles, CA and Durham, NC: National Center for Child Traumatic Stress.