

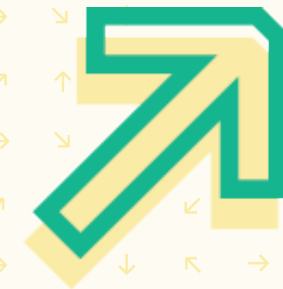
# Housing Stabilization:

## Facilitating Socioeconomic Inclusion for Young People Transitioning Out of Homelessness

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What interventions work with young people  
who have experienced homelessness?





# Evidence Finder

Locate and access relevant studies on homelessness interventions.

*Version 1.2 Last updated 13/02/2019*

<https://www.homelessnessimpact.org/evidence-finder>

Use our Evidence Finder to see where in the world reliable studies have been conducted. Each pin will provide a link to the original study. You can filter the results by population group, study type or year of publication. Some studies may appear on the map in more than one place if they have been conducted in multiple distinct contexts.

The studies from this map come from our **Evidence and Gap Map of Effectiveness Studies** (red pins) and **Implementation Issues** (blue pins). View the reports behind these maps [here](#) and [here](#). We will continue to add new studies as they are identified; if you know of any we have missed please let us know.

## FILTERS (3) ▼

### Year of publication

2015 – 2019

### Population groups

- Discharge from Health Facilities
- Ex-prisoners
- Families with Children
- Migrants
- People with Alcohol/Drug Issues
- People with Complex Needs/Dual Diagnosis
- People with Disabilities
- People with/History of Mental Illness
- Veterans/Ex-services
- Young People



- 5 relevant papers (including 2 reviews)
- 1 with formerly homeless youth (HF intervention)
- 0 with social or economic inclusion as primary outcome

**Missing:** Kidd, S. A., Vitopoulos, N., Frederick, T., Leon, S., Karabanow J., & McKenzie, K. (2018). More than four walls and a roof needed: A complex tertiary prevention approach for recently homeless youth. *American Journal of Orthopsychiatry*.

# Intervention Research

## Cochrane Library

Coren, E., Hossain, R., Pardo, J. V., Peras M. M., Chakraborty, K., Harris, H., & Martin, A. J. (2013). Interventions for promoting reintegration and reducing harmful behaviour and lifestyles in street-connected children and young people. Evidence-Based Child Health: A Cochrane Review Journal, 8(4), 1140-1272.

- No studies measured the primary outcome of reintegration (equitable social and economic inclusion)

## The Lancet

Luchenski, S., Maguire, N., Aldridge, R. W., Hayward, A., Story, A., Perri, P., ... & Hewett, N. (2018). What works in inclusion health: overview of effective interventions for marginalised and excluded populations. The Lancet, 391(10117), 266-280.

- Little evidence exists on how to promote reintegration and recovery after social exclusion
- Research on how to support socially excluded young people is “urgently needed”

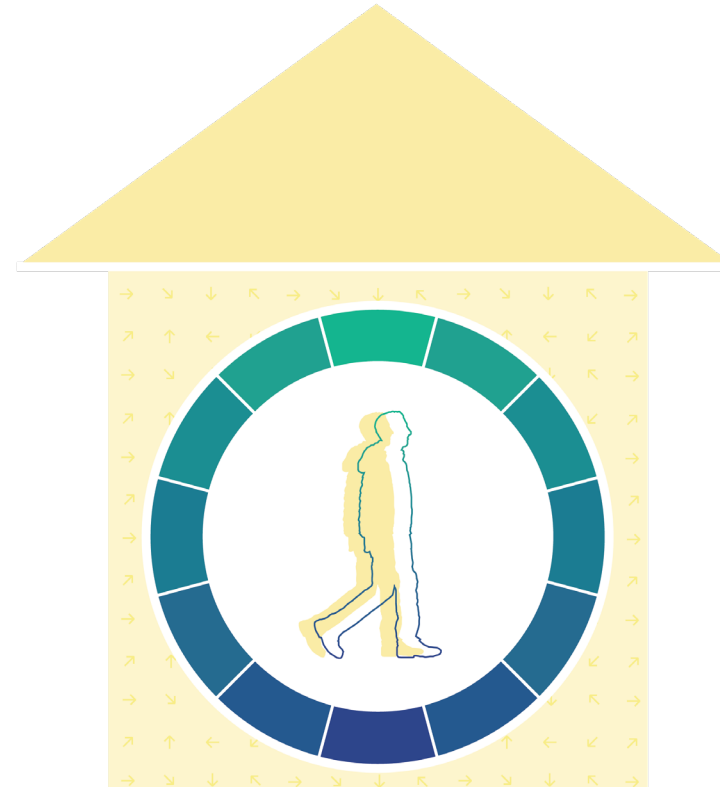


# Background: Precarious Lives

Inequities

Tangible { **Economic**  
**Social**

Intangible **Identity**



- Purpose
- Control
- Self-efficacy
- Self-esteem

Thulien, N.S., Gastaldo, D., Hwang, S.W., & McCay, E. (2018). The elusive goal of social integration: A critical examination of the socioeconomic and psychosocial consequences experienced by homeless young people who obtain housing. *Canadian Journal of Public Health, 109*(1).

Thulien, N.S., Gastaldo, D., McCay, E., Hwang, S.W. (2019). "I want to be able to show everyone that it is possible to go from being nothing in the world to being something": Identity as a determinant of social integration. *Children and Youth Services Review, 96*, 1126.



## Identity

- Socially constructed
- Malleable
- Actions align with identity

## Identity Capital

- Self-esteem
- Self-efficacy
- Control
- Purpose

**Q.** Can an identity capital intervention delivered outside the social service sector positively impact the social and economic inclusion of young people who have experienced homelessness?

Côté, J.E. (2016). The identity capital model: A handbook of theory, methods, and findings. Unpublished manuscript, Department of Sociology, The University of Western Ontario, London, Ontario, Canada.



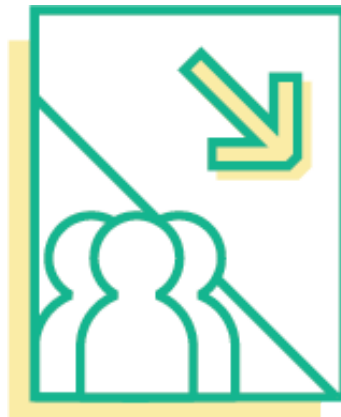
# The Identity Project

**Six week leadership and career development program:**

- Dare to Dream
- Strategic Career
- Group Coaching








# The Identity Project

## Study Design:

- Group 1 (8 participants)
- Three month delay—
- Group 2 (11 participants)
- Questionnaires  Ethnography/ Focus groups

**DK LEADERSHIP**  
DRIVING SUCCESS *Through Emotional Intelligence*

Ontario  
Trillium  
Foundation  Fondation  
Trillium  
de l'Ontario

An agency of the Government of Ontario  
Un organisme du gouvernement de l'Ontario

# Baseline Characteristics

Characteristics	Group 1 (n= 8)	Group 2 (n= 11)
	n (%)	n (%)
Age (mean)	23	23
Female gender	6 (75)	5 (46)
Born in Canada	3 (38)	5 (46)
Refugee	1 (13)	0 (0)
<i>Completed high school or more</i>	<i>6 (75)</i>	<i>9 (82)</i>
Social assistance	6 (75)	9 (82)
Attempts to exit homelessness (mean)	2	2
Years away from biological parents (mean)	3	5

# The Identity Project

## Week One: Dare to Dream



full-day workshop



vision board

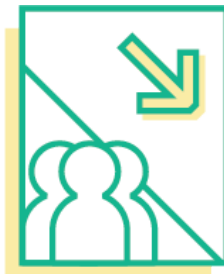


15-page workbook



catered lunch

## Weeks Two and Three: Group Coaching



half-day



# The Identity Project

## Week Four: Strategic Career



full-day workshop



podcast series:  
50 industry experts

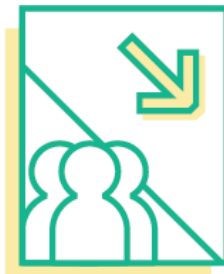


25-page workbook  
3 career/personality  
assessments



catered lunch

## Weeks Five and Six: Group Coaching



half-day



# Group 1 (intervention) vs Group 2 (no intervention)

Outcome	Group 1 (n= 8)	Group 2 (n= 10)	
	Mean (SD)	Mean (SD)	d
<i>Rosenburg Self-Esteem Scale</i>	5.3 (5.1)	0.9 (2.5)	1.2*
<i>Community Integration Scale (Physical)</i>	1.4 (1.0)	-1.1 (1.7)	1.8*
Community Integration Scale (Psychological)	0.3 (4.2)	0.1 (2.1)	0.1
Social Connectedness Scale	1.8 (18.9)	3.2 (9.3)	0.1
<i>Beck Hopelessness Scale</i>	-1.6 (2.5)	-0.5 (3.3)	0.4

\*p < 0.05. Cohen's d: 0.2 = small, 0.5 = medium, 0.8 = large

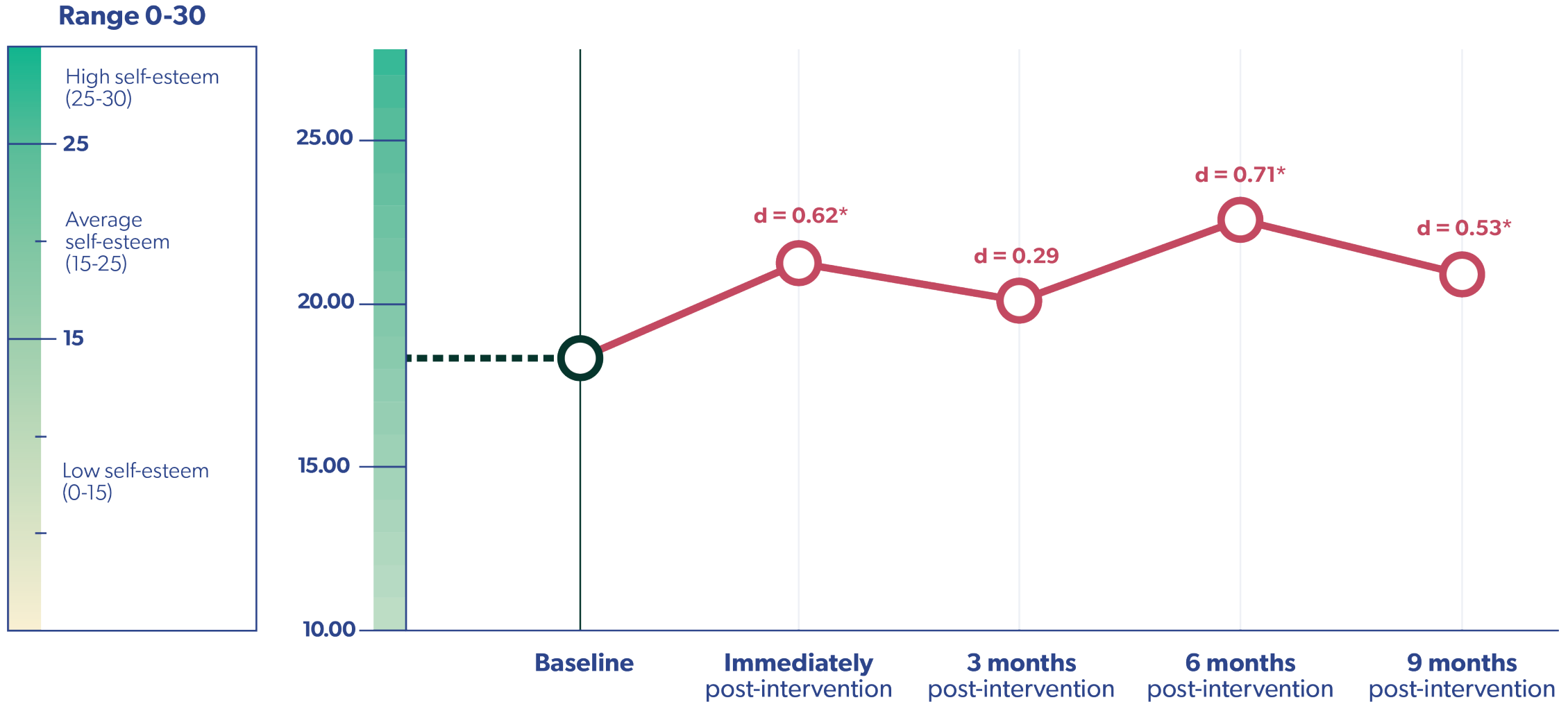
<sup>1</sup>Rosenberg, M. (1965). Society and the adolescent self-image. Princeton, NJ: Princeton University Press.

<sup>2</sup>Aubry T, Myner J. (1996). Community integration and quality of life: a comparison of persons with psychiatric disabilities in housing programs and community residents who are neighbors. Canadian Journal of Community Mental Health, 15(1), 20.

<sup>3</sup>Lee, R. M., Draper, M., & Lee, S. (2001). Social connectedness, dysfunctional interpersonal behaviors, and psychological distress: Testing a mediator model. Journal of Counseling Psychology, 48(3), 310.

<sup>4</sup>Beck, A. T., Weissman, A., Lester, D., & Trexler, L. (1974). The measurement of pessimism: The hopelessness scale. Journal of Consulting and Clinical Psychology, 41(6), 609.

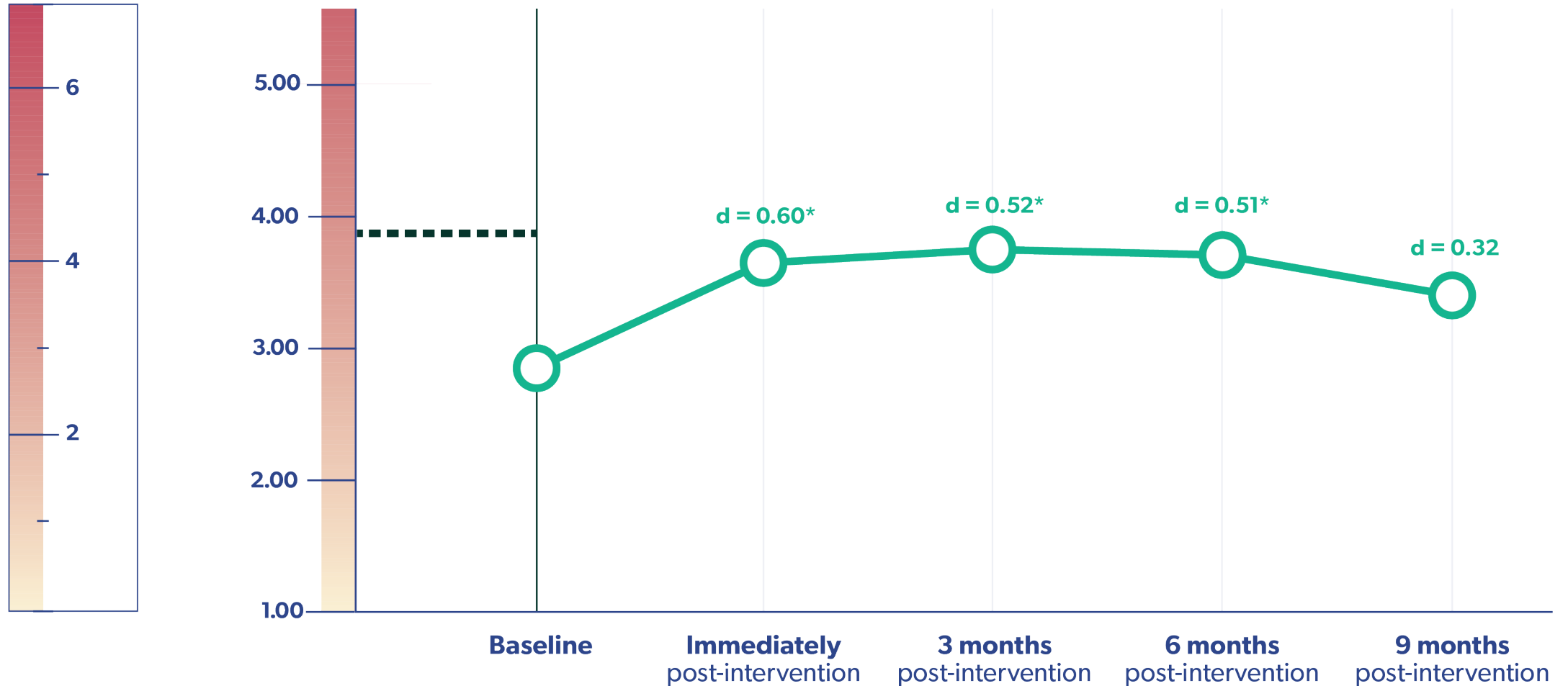
# Self-Esteem



Beattie, K., McCay, E., Aiello, A., Howes, C., Donald, F., Hughes, J., ... Organ, H. (2018). Who benefits most? A preliminary secondary analysis of stages of change among street-involved youth. *Archives of Psychiatric Nursing*, 33(2), 143–148. \* $p < 0.05$ . Cohen's  $d$ : 0.2 = small, 0.5 = medium, 0.8 = large

# Physical Community Integration

Range 0-7

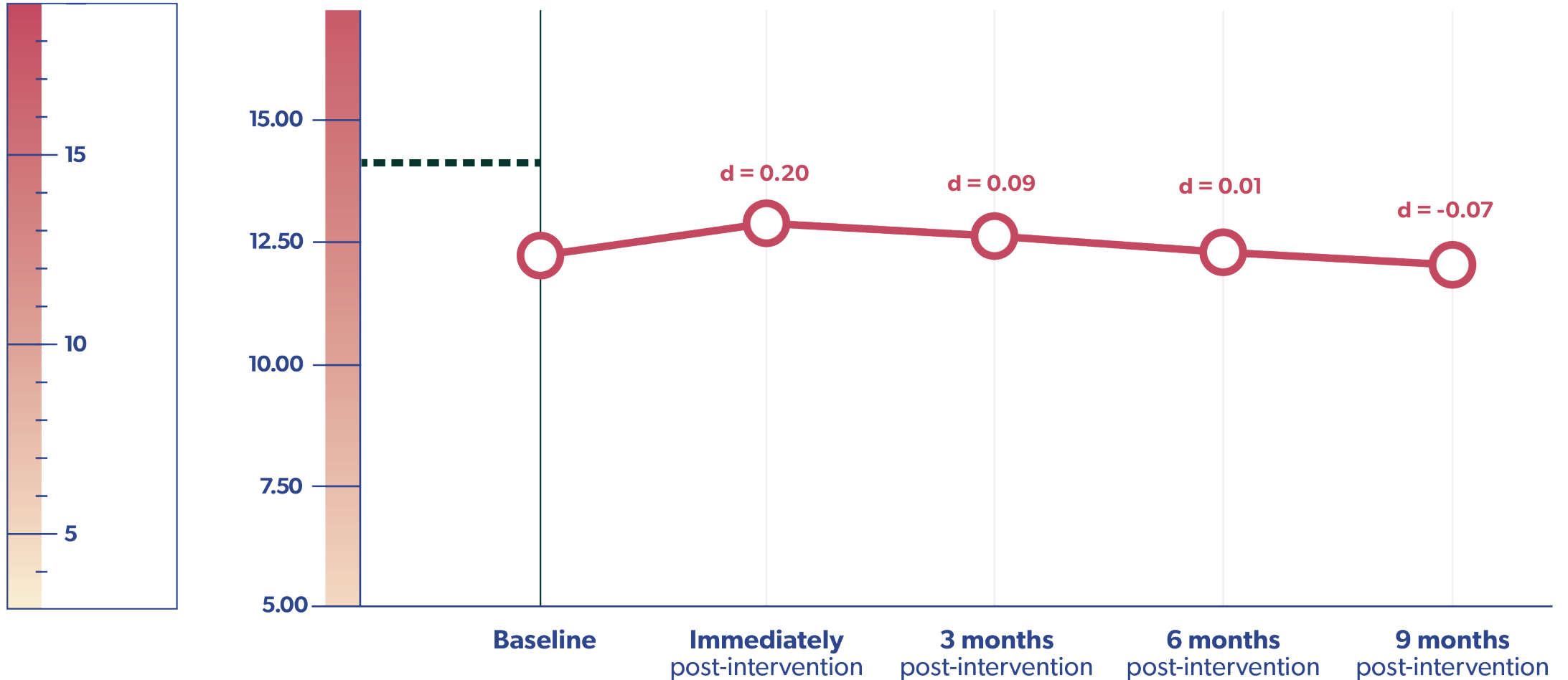


Kidd, S. A., Karabanow, J., Hughes, J., & Frederick, T. (2013). Brief report: Youth pathways out of homelessness – preliminary findings. *Journal of Adolescence*, 36, 1035–1037. \* $p < 0.05$ . Cohen's  $d$ : 0.2 = small, 0.5 = medium, 0.8 = large



# Psychological Community Integration

Range 4-20

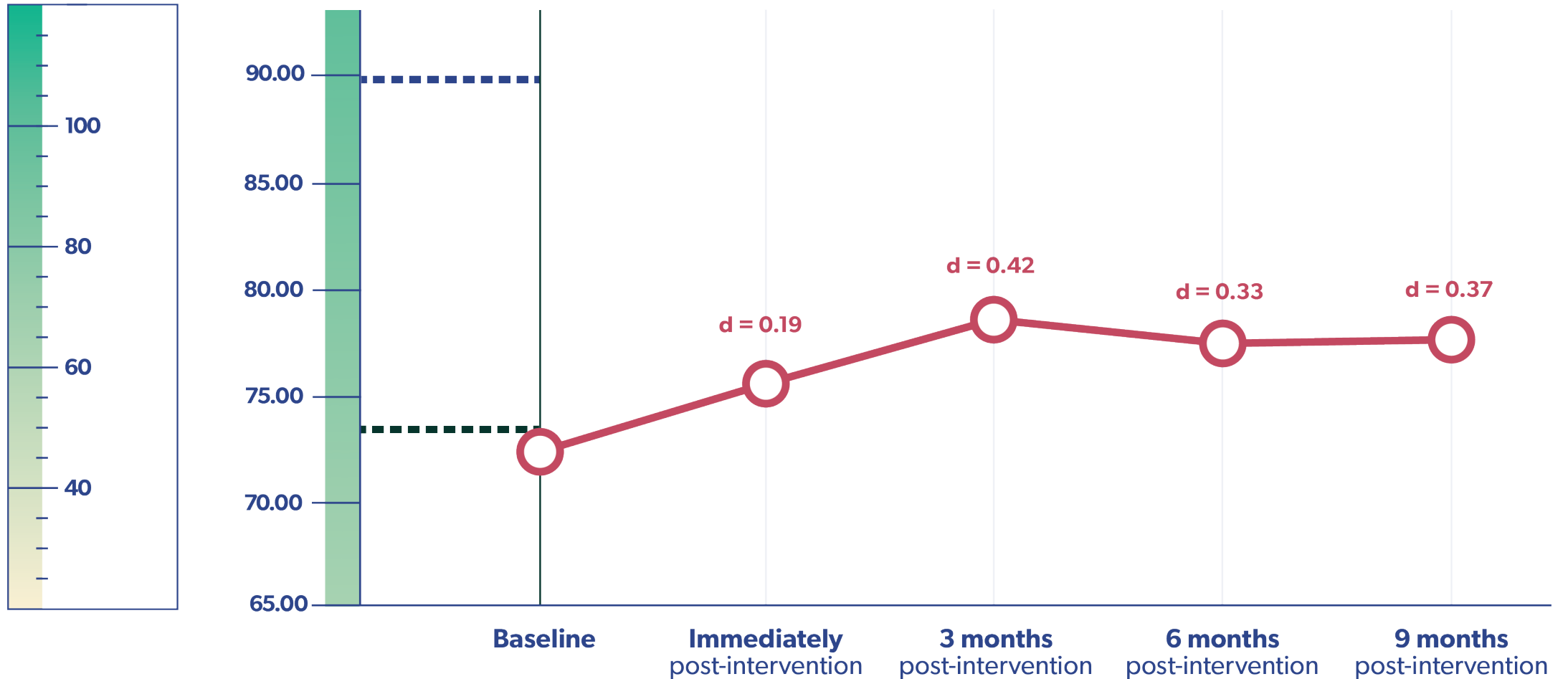


Kidd et al. (2013).

Cohen's d: 0.2 = small, 0.5 = medium, 0.8 = large

# Social Connectedness

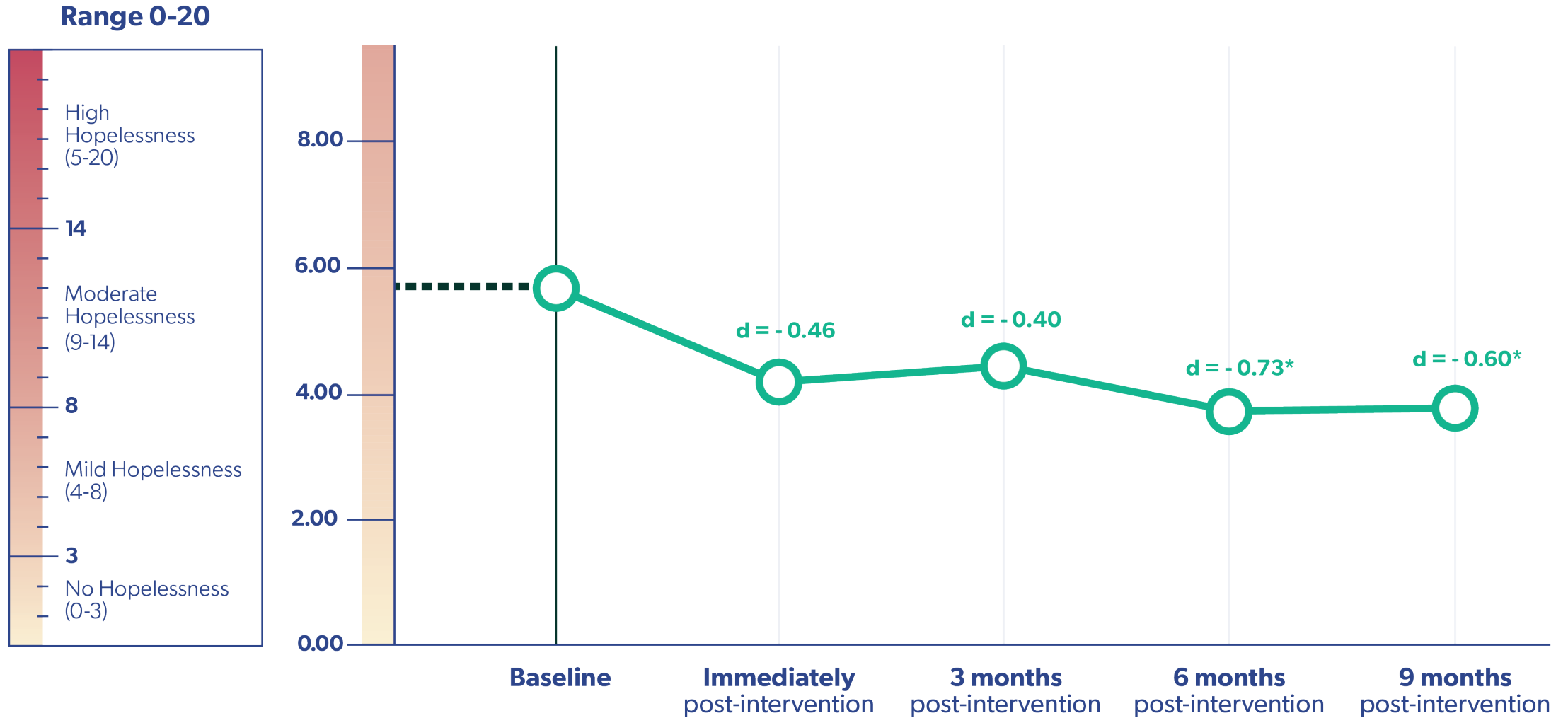
Range 20-120



Lee et al. (2001). Beattie et al. (2018).

Cohen's d: 0.2 = small, 0.5 = medium, 0.8 = large

# Hopelessness



Beattie et al. (2018). \* $p < 0.05$ .

Cohen's  $d$ : 0.2 = small, 0.5 = medium, 0.8 = large

# Other Socioeconomic Inclusion Indicators

Outcome	Baseline (n= 19)	Nine Months Post-Intervention (n= 18)
Education	n (%)	n (%)
Enrolled in secondary education	4 (21)	1 (6)*
Enrolled in post-secondary education	4 (21)	7 (39)
Employment	n (%)	n (%)
Full-time (> 30 hours/ week)	3 (16)	2 (11)
Part-time (< 30 hours/ week)	6 (32)	5 (28)
Training (any time during study)	1 (5)	3 (17)
Employment Income (mean)	\$1,356	\$1,146
Housed	19 (100)	18 (100)

\*Three youth completed secondary education during the followup period



## Vision for Life

### **Reaffirming Potential**

I don't feel like the shelter is what I represent. I felt like I was downgraded. Going to this program helped boost up my self-esteem again. ~ *Dominic (Group 1, FG 2)*

- Low program expectations
- Vision board
- Space matters

### **(Re)gaining Control**

My main take away is that I am the master of my own future. I feel lots more in control. I'm in the driver's seat. ~ *Nayah (Group 2, FG 1)*

- Car of life
- Tangible goals vs. positive fantasizing

# Reconstructing Identity

## Past as an Asset

Because I was able to focus on something changeable and see results, see my own progress, it took away any internalized stigma from the past. The past is still a defining factor in my identity, but it suddenly kind of switched in the program as being an asset as opposed to something that is like a weight. ~ *April (Group 1, FG 2)*

- Failure a prerequisite to success (grit)

## Internal (vs. external) Control

Before, I needed to have support from my worker or some other person [to make decisions]. But now, I'm doing it by myself... Now I see myself in the car, like in the driver's seat and I feel proud of myself. Like, I see myself there.

~ *Katherine (Group 2, FG 2)*

- Daily schedule (new – \*need vision first)
- Having a better life vs. “getting better”



# Conclusion

## 1. Promising intervention

Statistically significant improvements and large effect sizes **self-esteem** and **physical community integration** in Group One (intervention) compared to Group Two (no intervention) immediately postintervention.

Pooled data: statistically significant improvements and moderate effect sizes **self-esteem** and **hopelessness** six and nine months post intervention.

Pooled data: small to moderate effect sizes **self-esteem, physical community integration, and hopelessness** at all time points (matches QL data).

Pooled data: some enrolled in post-secondary education and all remained housed.

## 2. Purpose and personal control key to meaningful social (and ultimately economic) inclusion

## 3. Limitations

- Small sample
- Specific context
- Atypical baseline education
- No change in income (all still living in poverty)



# Recommendations



- Self-esteem
- Self-efficacy
- Internal locus of control
- Purpose in life

Housing-focused  
(tangible)

Identity-focused  
(intangible)

2. Trauma-informed care = Identity-informed care
3. Consider adding occupational therapist to team
4. Consider partnerships with established private sector programs
5. More interventions targeting social and economic inclusion!!

# Takeaway

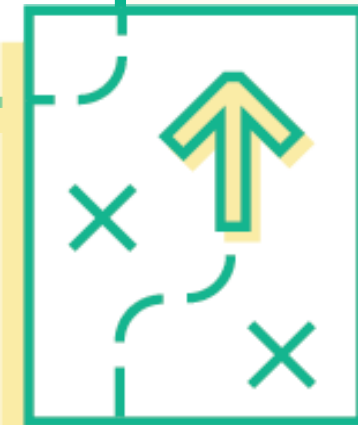
## **Socioeconomic Inclusion**

- A person that has your back
- A place to stay
- A dream

*~ Summer (Group 1, FQ 4)*



# The Identity Project



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