



Rethinking Expertise: Young People and the Power of Lived Experience

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The National Conference on Ending Homelessness

Learning Objective(s)

- Understand the unique journey through narrative of someone who experienced homelessness as a youth.
- Understand the interventions that were in place for a homeless youth to thrive and become a college professor.
- Understand how important it is that the narratives of homeless youth are incorporated into social policy.
- Understand why it is important that homeless youth are at the forefront of ending homelessness by highlighting the importance of youth leadership.
- Demonstrate effective models of strong leadership and agency by youth with lived experience in the community.



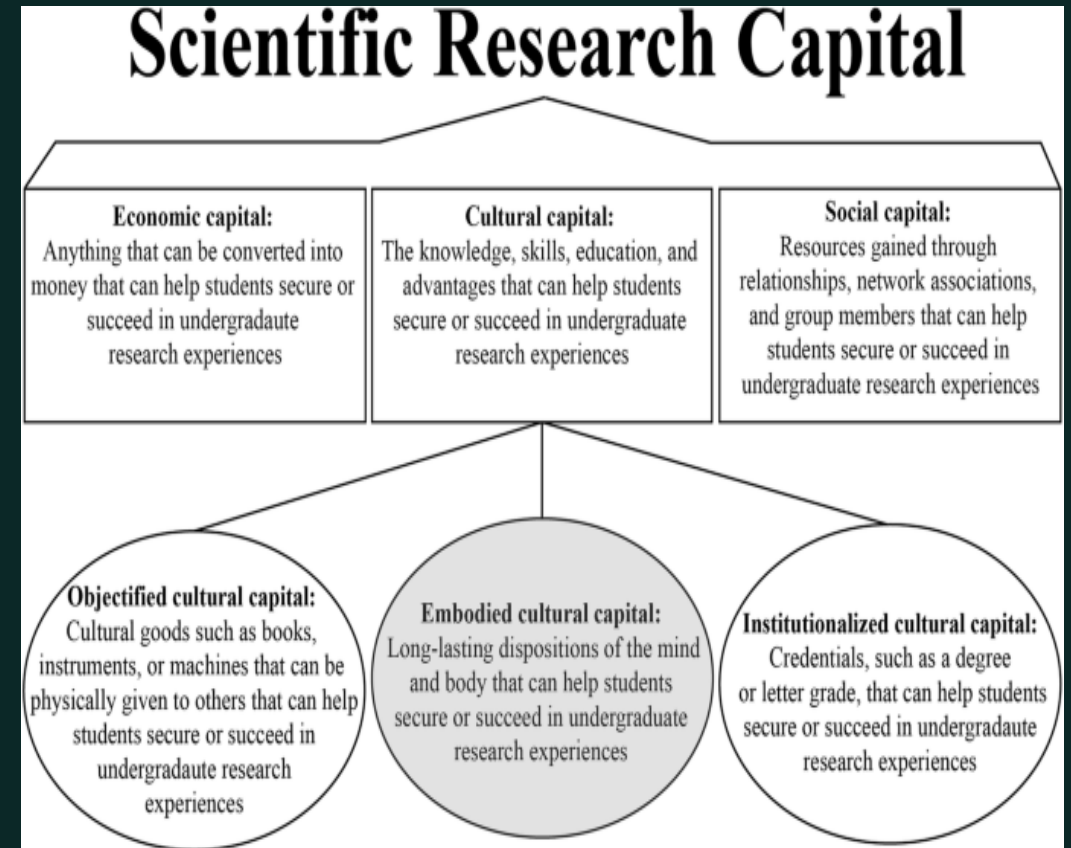
LIVED EXPERIENCES/HIS-STORY

- Lived experience involves the representation and understanding of a researcher or research participant's human experiences, choices, and options and how those factors influence one's perception of knowledge (Boylorn, 2008).



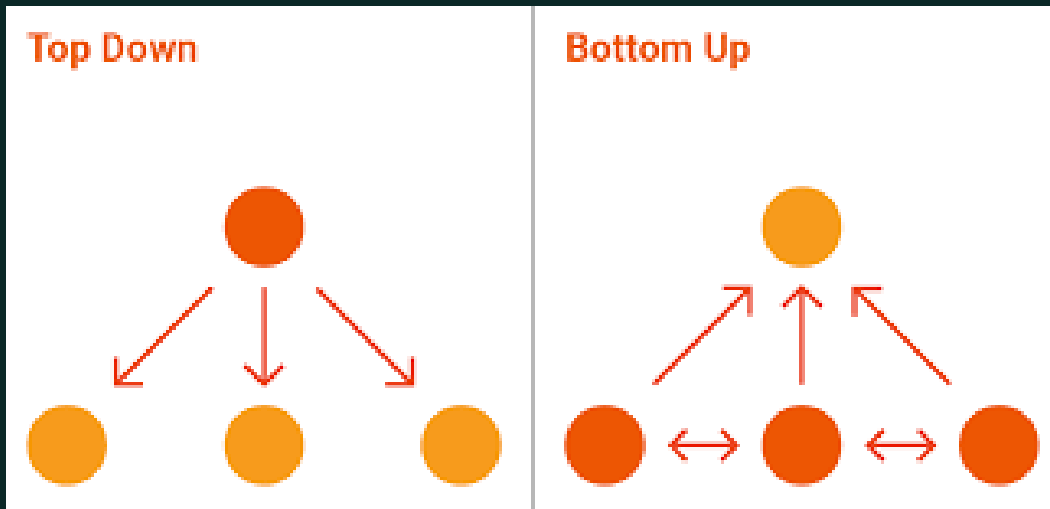
INTERVENTIONS

- Housing Subsidy
- Engaged Education System
- Financial Assistance
- Mentorship
- Community



YOUTH AND SOCIAL POLICY

- A power-up approach to policy making is necessary if we are going to eradicate homelessness (Lambdin-Pattavina et. al., 2018).
- Qualitative research in the implementation of social policy.
- Power brokers with lived experiences need to be in all places and spaces.



The End of Youth Homelessness

- Adopt a shared understanding of youth and young adult (YYA) homelessness so that: data collected by different sources will paint a consistent and accurate picture of the need in the communities and ensure that all young people can access the services and housing they need.
- Understand the strength and resilience among young adults and channel in into action and system change.
- Examine and improve the interlocking systems of oppression that lead to homelessness.



Effective Model of Strong Leadership

- Action
- Environmental Condition
- Skills

- *Reference: Redmond, S., & Dolan, P. (2016). Towards a conceptual model of youth leadership development. Child & Family Social Work, 21(3), 261-271.*

References

- Boylorn, R. M. (2008), 'Lived Experience', in Given, L. M. (ed.) *The Sage encyclopedia of qualitative research methods, Vol. 2*, Thousand Oaks: Sage.
- Lambdin-Pattavina, C., Desiderio, K., Gilmore, R., Manohar, B., Roncesvalles, J., & West, A. (2018). Power Up! Using Appreciative Inquiry to Explore and Enhance Perceptions of Empowerment in a Day Shelter for People Experiencing Homelessness. *The American Journal of Occupational Therapy*, 72(4_Supplement_1), 7211505110p1-7211505110p1.
- Redmond, S., & Dolan, P. (2016). Towards a conceptual model of youth leadership development. *Child & Family Social Work*, 21(3), 261-271.