Ending Youth Homelessness: Using the Preliminary Intervention Model in your community’s response

March 18, 2014
Part 1 of 2
Goals for today’s discussion

- Provide an overview of *Opening Doors: Federal Strategic Plan to Prevent and End Homelessness*, and the **Federal framework** to end youth homelessness

- Review the framework’s **Preliminary Intervention Model** and the research behind it

- Share examples of how components of the model are being implemented in communities
Presenters

Federal Partners

- Eric Grumdahl, USICH
- Caryn Blitz, HHS ACYF
- Todd Shenk, HUD
- Lindsay Knotts, USICH
- Brian Lyght, DOL
- Diana Bowman, DOE National Center for Homeless Education (NCHE)

Community Panelists

- Angela Rosales, Corporation for Supportive Housing
- Denise Hinds, Good Shepherd Services
- Kendall Rames, Urban Peak
- Cheryl Pooler, Waco Independent School District
Webinar Format

- Webinar will last 90 minutes
- Approximately 30 minutes have been reserved at the end of the webinar for Q&A
- Audience members who would like to pose a question can do so at any time through the “Question” function found in the “GoToWebinar” toolbar.
- Call audience members are muted due to the high number of participants
- Call will be recorded and posted to the USICH website
No one should experience homelessness and no one should be without a safe, stable place to call home.

The Plan set forth four bold and ambitious goals:

1. Finish the job of ending chronic homelessness by 2015
2. Prevent and end homelessness among Veterans by 2015
3. Prevent and end homelessness for families, youth, and children by 2020
4. Set a path to ending all types of homelessness
With this amendment, we are specifically addressing what is needed to **improve the educational outcomes of children experiencing homelessness** and adding specific steps that must be taken to **prevent and end homelessness for unaccompanied youth**.

- Secretary Kathleen Sebelius
What We Know

The needs of unaccompanied youth (age 12 - 24) are distinct from adults or families.

- Youth have different emotional, social, and physical development needs and opportunities.
- Home may not exist, may not be safe, or may not be supportive.
- Still, *most* youth find a stable place relatively quickly.
- Many youth have experienced and survived trauma.
- Youth name varying goals and needs; one size doesn’t fit all.
- Engagement of families and schools can be critical.
- Responses must attend to risk and protective factors.
- More risk and fewer protective factors increase likelihood of long-term homelessness. Responses must scale accordingly.
- Youth homelessness services are currently undersized and fragmented.
Federal Framework for Ending Youth Homelessness

**Strategy I: Getting to Better Data**
- A confident estimate of youth homelessness
- Data coordination, youth PIT strategy, and household survey

**Strategy II: Building Capacity for Service Delivery**
- A research-informed intervention model
- Review research and apply to intervention strategies
- Increased evidence of effective interventions
- Identify and scale-up evidence-based practices and increase rigorous evaluation
- Gaps analysis
- Investigate funding and capacity needs of programs
Youth Framework

DATA STRATEGY

To understand prevalence, characteristics, and needs of homeless youth

FEDERAL DATA SYSTEMS INTEGRATION

Youth Point-in-Time (PIT) Counts

Assess
Feasibility of coordinating local counts

Plan
Local youth PIT counts

Implement

National Study
(National youth PIT count, household survey)

Plan
National study

Implement
Regularized estimates and data

END YOUTH HOMELESSNESS

Core Outcomes:
Stable housing, positive connections, education, employment, and well-being

CAPACITY STRATEGY

To support improved service delivery

Review
Methods, data systems

Review
Existing service gaps, resources, and research

Develop research-informed intervention model (preliminary)

Identify screening and assessment tools and effective interventions

Disseminate intervention model

Support national dialogue

Develop and evaluate innovations in service delivery for homeless youth and priority subpopulations

Implement

Improved intervention models

Strategies to build and coordinate service capacity for scaling up screening, assessment, and effective intervention

Implement

Strategies and evaluations

Measurable impacts on core outcomes

Involves federal, state, and local participation and collaboration

May require new resources

May require new resources and/or legislative authority

June 2012

2020
Strategy: Building Capacity for Service Delivery

- A research-informed intervention model
- Review research and apply to intervention strategies
- Increased evidence of effective interventions
- Identify and scale up evidence-based practices and increase rigorous evaluation
- Gaps analysis
- Investigate funding and capacity needs of programs
Why a Youth Intervention Model?

- Provides a consistent, collaborative approach to ending youth homelessness
- Shifts the focus from individual programs to coordinated systems
- Allows for flexibility to local context and circumstances
- Shifts the focus from outputs to outcomes
Unaccompanied Youth Intervention Model

FOCUS BASED ON RISK AND PROTECTIVE FACTORS

UNACCOMPANIED YOUTH EXPERIENCING HOMELESSNESS

1. Screen and assess based on risk and protective factors

PLAN system strategies and service array considering levels and types of risk and protection

2. Target individual plans to decrease risk factors, increase protective factors, and reflect youth’s goals

IMPLEMENT intervention strategies with fidelity and attention to practice frameworks

3. Match effective, culturally appropriate interventions

SYSTEM- AND ORGANIZATION-LEVEL PLANNING

ESTABLISH screening and assessment tools and processes

YOUTH-LEVEL PLANNING

1. Screen and assess based on risk and protective factors

TARGET planning strategies and service array considering levels and types of risk and protection

2. Target individual plans to decrease risk factors, increase protective factors, and reflect youth’s goals

IMPLEMENT intervention strategies with fidelity and attention to practice frameworks

3. Match effective, culturally appropriate interventions

EVALUATE impacts

REVISE system strategies and programming based on new evidence

STABLE HOUSING PERMANENT CONNECTIONS WELL-BEING EDUCATION OR EMPLOYMENT

IMPROVE CORE OUTCOMES

Monitor progress and adjust services as needed
## Clusters of Newly Homeless Youth

<table>
<thead>
<tr>
<th>Lower Risk Group</th>
<th>At-Risk Group</th>
<th>Risky Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><em><em>High</em> or Medium</em>*</td>
<td><em><em>High</em> or Medium</em>*</td>
<td><em><em>High</em> or Medium</em>*</td>
</tr>
<tr>
<td><strong>Risk Factors:</strong></td>
<td><strong>Risk Factors:</strong></td>
<td><strong>Risk Factors:</strong></td>
</tr>
<tr>
<td>- All Low</td>
<td>- Emotional distress</td>
<td>- Emotional distress*</td>
</tr>
<tr>
<td></td>
<td>- Unprotected sex*</td>
<td>- Unprotected sex</td>
</tr>
<tr>
<td></td>
<td>- Smoking*</td>
<td>- Smoking</td>
</tr>
<tr>
<td></td>
<td>- Alcohol use</td>
<td>- Alcohol use*</td>
</tr>
<tr>
<td></td>
<td>- Drug use*</td>
<td>- Drug use</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sexual/Physical abuse*</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Protective Factors:</th>
<th>Protective Factors:</th>
<th>Protective Factors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- School connection*</td>
<td>- Employment*</td>
<td>- School connection</td>
</tr>
<tr>
<td>- Positive friends*</td>
<td>- Positive friends</td>
<td>- Employment</td>
</tr>
<tr>
<td>- Health*</td>
<td></td>
<td>- Health</td>
</tr>
<tr>
<td>- Survival skills*</td>
<td></td>
<td>- Survival skills</td>
</tr>
</tbody>
</table>

*Likelihood of becoming chronically homeless increases*
R&P Factors: Screen, Assess, Target

1. SYSTEM- AND ORGANIZATION-LEVEL CONSIDERATIONS

   LIKELIHOOD OF RISK
   Time Experiencing Homelessness and Disconnection
   - less time
   - more time
   LOWER RISK
   HIGHER PROTECTION

   RISK AND PROTECTION GROUPS
   RISKY
   High risk factors, low protective factors
   AT-RISK
   High risk factors, some protective factors
   LOWER RISK
   Low-to-medium risk factors, high protective factors

2. TARGETING PLANS TO FACTORS

   RISK FACTORS
   Problematic symptoms, behaviors, associations
   - Trauma
   - Emotional distress
   - Sexual risk behavior
   - Family problems
   - Criminal or delinquent behavior
   - Substance abuse

   PROTECTIVE FACTORS
   Positive skills, attitudes, behaviors, associations
   - Family cohesion and support
   - School engagement or employment
   - Survival skills
   - Positive connections
   - Positive future expectations
   - Decision-making skills
   - Self-esteem and self-efficacy
   - Health

3. IMPLEMENT

   INTERVENTION STRATEGIES
   - Housing
   - Treatment
   - School and community programs
   - Family supports

   PRACTICE FRAMEWORKS
   - Positive youth development
   - Trauma-informed
Standardized Screening and Assessment

Screening

- Involves universal administration of a brief tool or tools to: 1) identify issues; and 2) refer for further assessment

- Can often be implemented by staff with little training or mental health/behavioral health background

- Many screening tools are free or low cost

- Important to have an established referral process for further assessment if the screening uncovers problems
Standardized Screening and Assessment

Assessment

- Assessment informs service decisions:
  - at the **youth level** (case planning)
  - at the **program level** (inform service array)
  - at the **system level** (coordinate service array, screening & assessment, referral processes, data sharing, etc.)

- Assessment shifts the focus from outputs to outcomes:
  - Assessment provides a baseline for periodic follow-up assessments to measure outcomes over time
### Screening, Assessment & EBIs

#### Risk and Protective Factors Identified among Runaway and Homeless Youth

<table>
<thead>
<tr>
<th>Variable</th>
<th>Measures</th>
<th>Ages</th>
<th>Type of Assessment &amp; more info</th>
<th>Psychometric</th>
<th>Training &amp; Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resilience</strong></td>
<td>The Conner-Davidson Resilience Scale&lt;sup&gt;1&lt;/sup&gt; (Connor &amp; Davidson, 2003)</td>
<td>10 years and older</td>
<td>Self report. It is a 25-item scale. It was used among a sample of homeless youth&lt;sup&gt;2&lt;/sup&gt;</td>
<td>The test-retest reliability is 0.87. The internal consistency is 0.89.</td>
<td>Training: Not necessary. Administration: 5-10 minutes. Cost: $50 for the first 1,000 administrations. Request needed to be submitted for payment details. More information available at <a href="http://www.cd-risc.com/index.shtml">http://www.cd-risc.com/index.shtml</a></td>
</tr>
<tr>
<td><strong>Self-esteem &amp; self-efficacy</strong></td>
<td>The Rosenberg Self Esteem Scale&lt;sup&gt;4&lt;/sup&gt; (SES, Rosenberg, 1989)</td>
<td>Adolescents and adults</td>
<td>Self-report. It is a 10-item scale. SES was used in several studies of homeless adolescents&lt;sup&gt;5&lt;/sup&gt;.</td>
<td>Test-retest correlations typically range from 0.92 to 0.88. Internal consistencies are in the range of 0.77 to 0.88 across various samples.</td>
<td>Training: Not necessary. Administration: 3-5 minutes. Cost: Free; available at <a href="http://www.socy.umd.edu/quick-links/rosenberg-self-esteem-scale">http://www.socy.umd.edu/quick-links/rosenberg-self-esteem-scale</a></td>
</tr>
<tr>
<td><strong>Self-esteem &amp; self-efficacy</strong></td>
<td>The Self-Perception Profile for Adolescents&lt;sup&gt;8&lt;/sup&gt; (Harter, 1988)</td>
<td>14-19 years</td>
<td>Self report. The Global Self-Worth subscale (5 items) were used to measure self-efficacy in Lightfoot et al.’s study&lt;sup&gt;6&lt;/sup&gt; among a sample of homeless/runaway youth.</td>
<td>The internal consistencies of the Global Self-Worth subscale range from 0.80 to 0.89 across different samples.</td>
<td>Training: Not necessary. Administration: 1-3 minutes. Cost: Free; available at <a href="https://portfolio.du.edu/SusanHarter/page/44210">https://portfolio.du.edu/SusanHarter/page/44210</a></td>
</tr>
</tbody>
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## Screening, Assessment & EBIs

### Evidence-Based Interventions for Runaway, Homeless, and At-Risk Youth

<table>
<thead>
<tr>
<th>Types of behavior addressed</th>
<th>Intervention</th>
<th>Age</th>
<th>Setting</th>
<th>Citation/Link to information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substance Use and Mental Health</td>
<td>Community Reinforcement Approach</td>
<td>14-24</td>
<td>Home/ Drop-in Center</td>
<td>Slesnick et al., 2013&lt;br&gt;Slesnick et al., 2008&lt;br&gt;Slesnick et al., 2007</td>
</tr>
<tr>
<td></td>
<td>Ecologically-based Family Therapy</td>
<td>12-22</td>
<td>Home</td>
<td>Slesnick et al., 2013&lt;br&gt;Slesnick et al., 2009&lt;br&gt;Slesnick et al., 2005</td>
</tr>
<tr>
<td></td>
<td>Field Based STI Testing</td>
<td></td>
<td>Community Office</td>
<td>Auerswald et al., 2006</td>
</tr>
<tr>
<td></td>
<td>Functional Family Therapy</td>
<td>12-22</td>
<td>Office</td>
<td>Slesnick et al., 2009</td>
</tr>
<tr>
<td></td>
<td>Motivational Interviewing</td>
<td>14-24</td>
<td>Office/ Home</td>
<td>Slesnick et al., 2013&lt;br&gt;Peterson et al., 2006&lt;br&gt;Baer et al., 2007</td>
</tr>
<tr>
<td></td>
<td>Street Smart</td>
<td>11-16</td>
<td>Shelter</td>
<td>Rotheram-Borus et al., 2003</td>
</tr>
<tr>
<td></td>
<td>STRIVE</td>
<td>12-17</td>
<td>Home</td>
<td>Milburn et al., 2011</td>
</tr>
</tbody>
</table>

### Tested with High-Risk Populations

#### Interventions for Behavioral Concerns

<table>
<thead>
<tr>
<th>Types of behavior addressed</th>
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<th>Age</th>
<th>Setting</th>
<th>Citation/Link to information</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Brief Strategic Family Therapy</td>
<td>12-17</td>
<td>Home</td>
<td><a href="http://www.nrepp.samhsa.gov/ViewIntervention">http://www.nrepp.samhsa.gov/ViewIntervention</a></td>
</tr>
</tbody>
</table>
Practice Frameworks

Trauma-Informed Care (TIC)

- An organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma
- Emphasizes physical, psychological and emotional safety for both consumers and providers, and helps survivors rebuild a sense of control and empowerment
  - Aims to avoid re-victimization
  - Appreciates many problem behaviors began as understandable attempts to cope
  - Strives to maximize choices for the survivor and control over the healing process
  - Understands each survivor in the context of life experiences and cultural background.
Positive Youth Development (PYD)

- A policy and approach that emphasizes providing services and opportunities to support all young people in developing a sense of competence, usefulness, belonging and empowerment

- While individual programs can provide PYD activities, the approach works best when entire communities, including young people, are involved in creating a continuum of services and opportunities that youth need to grow into happy and healthy adults.
Positive Youth Development (PYD) (cont.)

- Essential features of effective learning environments and settings that facilitate positive youth development for young people inside and outside of school:
  - Physical and psychological safety
  - Appropriate structure
  - Supportive relationships
  - Opportunities to belong
  - Positive social norms
  - Support for efficacy and mattering
  - Opportunities for skill building
  - Integration of family, school/employment and community efforts
“Trauma, meet Empowerment.”

<table>
<thead>
<tr>
<th>Recognizes &amp; targets:</th>
<th>Traumatic stress</th>
<th>Assets &amp; strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increases system awareness of:</td>
<td>Impacts of trauma</td>
<td>Youths’ ability to contribute</td>
</tr>
<tr>
<td>Screens &amp; assess for:</td>
<td>Trauma exposure &amp; symptoms</td>
<td>Developmental assets &amp; well-being</td>
</tr>
<tr>
<td>Evidence-based interventions are:</td>
<td>Therapeutically oriented</td>
<td>Skills- &amp; competencies-oriented</td>
</tr>
<tr>
<td>Strengthens:</td>
<td>Protective factors</td>
<td>Promotive factors</td>
</tr>
<tr>
<td>Promotes</td>
<td>HEALING</td>
<td>THRIVING</td>
</tr>
</tbody>
</table>
Practice Frameworks

Trauma Resources

- Culture and Trauma Brief: Trauma Among Homeless Youth (2007) (PDF)
- Culture and Trauma Speaker Series, Part I Working with Homeless & Runaway Youth (2007)
- Facts on Trauma and Homeless Children (2004) (PDF)
- Psychological First Aid for Youth Experiencing Homelessness (2009) (PDF)
Practice Frameworks

Positive Youth Development Resources

- 2008 Positive Youth Development Toolkit

- FindYouthInfo.gov Webpage: Positive Youth Development

- Best Practices: Positive Youth Development