

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
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National Center for Homeless
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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



Opening Doors

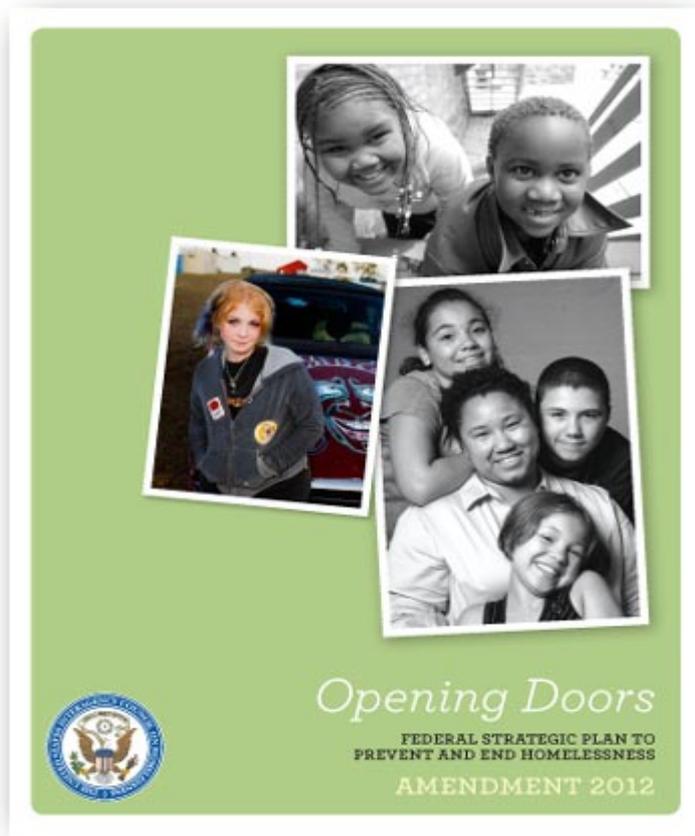
No one should experience homelessness and no one should be without a safe, stable place to call home.

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



Opening Doors Amendment



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

JUNE 2012

2020

INVOLVES FEDERAL, STATE, AND LOCAL PARTICIPATION AND COLLABORATION

PHASE I MILESTONES

May require new resources

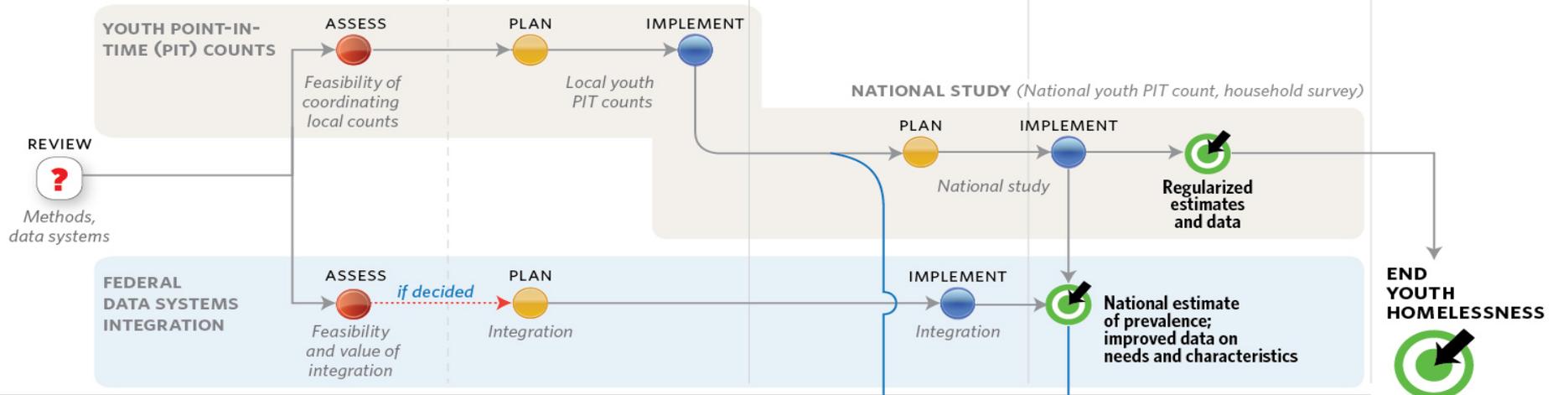
PHASE II MILESTONES

May require new resources and/or legislative authority

PHASE III OUTCOMES

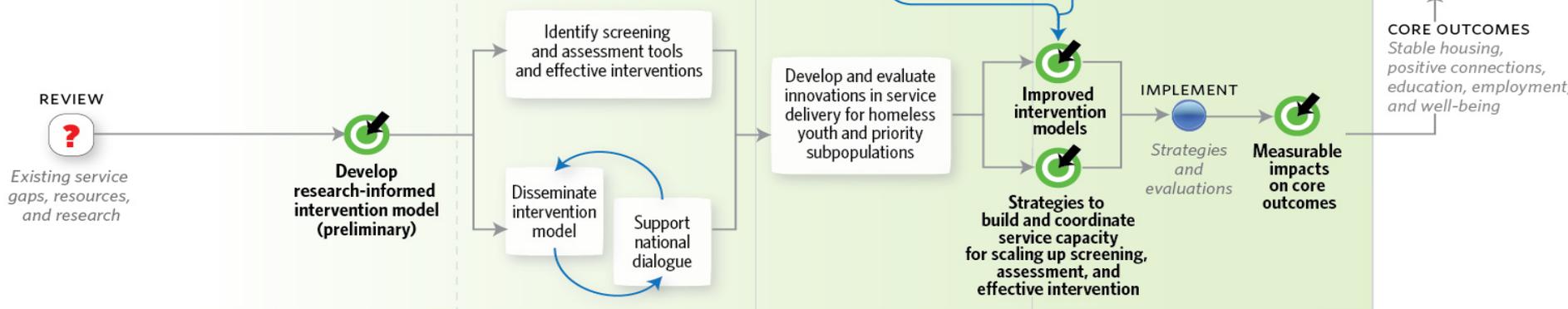
DATA STRATEGY

To understand prevalence, characteristics, and needs of homeless youth



CAPACITY STRATEGY

To support improved service delivery





Strategy:

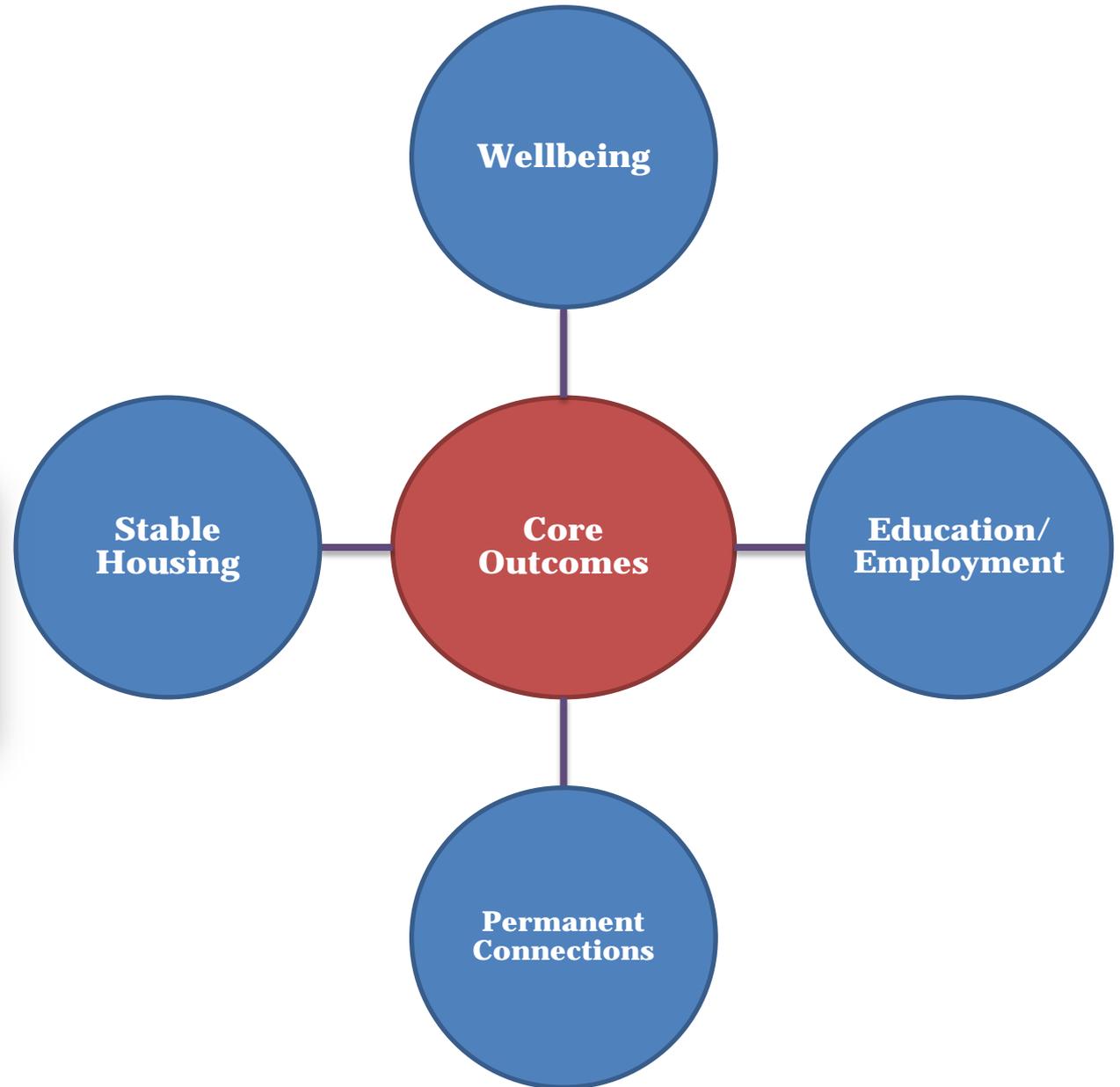
Building Capacity for Service Delivery

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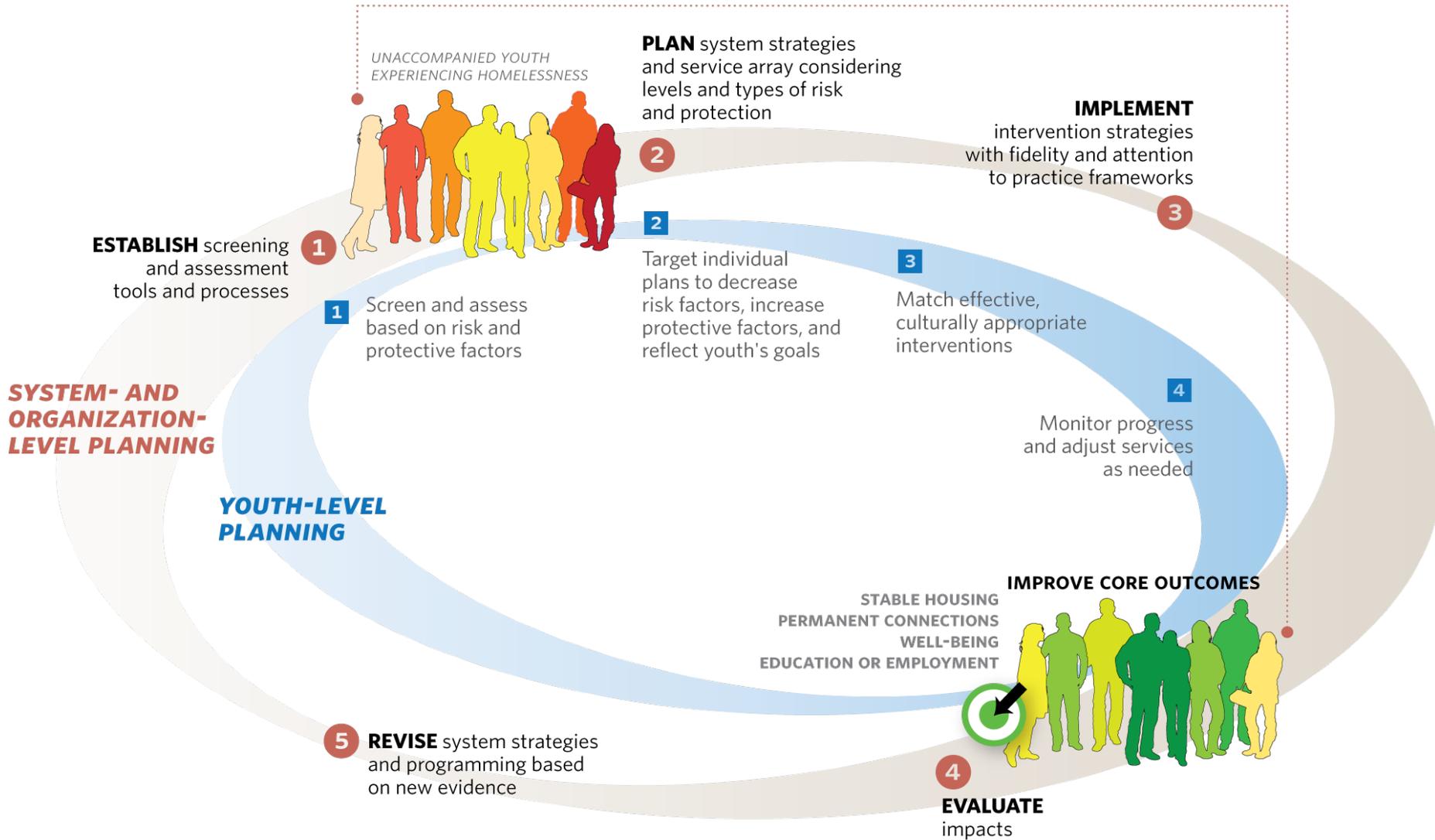
Why a Youth Intervention Model?

- 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

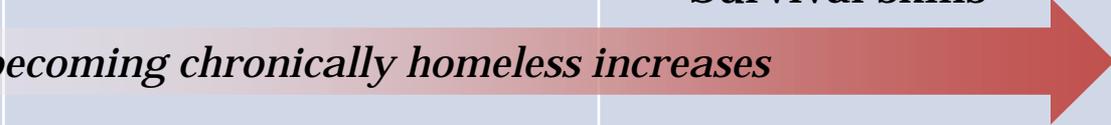


Unaccompanied Youth Intervention Model

FOCUS BASED ON RISK AND PROTECTIVE FACTORS



Clusters of Newly Homeless Youth

<i>Lower Risk Group</i>	<i>At-Risk Group</i>	<i>Risky Group</i>
High* or Medium	High* or Medium	High* or Medium
Risk Factors: <ul style="list-style-type: none"> All Low 	Risk Factors: <ul style="list-style-type: none"> Emotional distress Unprotected sex* Smoking* Alcohol use Drug use* 	Risk Factors: <ul style="list-style-type: none"> Emotional distress* Unprotected sex Smoking Alcohol use* Drug use Sexual/Physical abuse*
Protective Factors: <ul style="list-style-type: none"> School connection* Positive friends* Health* Survival skills* 	Protective Factors: <ul style="list-style-type: none"> Employment* Positive friends 	Protective Factors: <ul style="list-style-type: none"> School connection Employment Health Survival skills
<i>Likelihood of becoming chronically homeless increases</i> 		

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

HIGHER RISK
LOWER 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

Protective factors					
Variable	Measures	Ages	Type of Assessment & more info	Psychometric	Training & Administration
Resilience	The Conner-Davison Resilience Scale¹ (Connor & Davidson, 2003)	10 years and older	Self report. It is a 25-item scale. It was used among a sample of homeless youth ² .	The test-retest reliability is 0.87. The internal consistency is 0.89.	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 http://www.cd-risc.com/index.shtml
Self-esteem & self efficacy	The Rosenberg Self-Esteem Scale³ (SES, Rosenberg, 1989)	Adolescents and adults	Self-report It is a 10-item scale. SES was used in several studies of homeless adolescents ^{4,7} .	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.	Training: Not necessary. Administration: 3-5 minutes. Cost: Free; available at http://www.socy.umd.edu/quick-links/rosenberg-self-esteem-scale
	The Self-Perception Profile for Adolescents⁸ (Harter, 1988)	14-19 years	Self report. The Global Self-Worth subscale (5 items) were used to measure self-esteem in Lightfoot et al.'s study ⁹ among a sample of homeless/runaway youth.	The internal consistencies of the Global Self-Worth subscale range from 0.80 to 0.89 across different samples.	Training: Not necessary. Administration: 1-3 minutes. Cost: Free; available at https://portfolio.du.edu/SusanHarter/page/44210

1. Connor, K. M., & Davidson, J. (2003). Development of a new resilience scale: The Connor-Davidson resilience scale (CD-RISC). *Depression and Anxiety, 18*, 76-82.

2. Cleverley, K., & Kidd, S. A. (2011). Resilience and suicidality among homeless youth. *Journal of Adolescence, 34*, 1049-1054.

3. Rosenberg, M. (1989). *Society and the Adolescent Self-Image*. Revised edition. Middletown, CT: Wesleyan University Press.

4. Pears, J., & Noller, P. (1995). Youth homelessness: Abuse, gender, and the process of adjustment to life on the streets. *Australian Journal of Social Issues, 30*, 405-424.

5. Adlaf, E. M., Zdanowicz, Y. M., & Smart, R. G. (1996). Alcohol and other drug use among street-involved youth in Toronto. *Addiction Research, 4*, 11-24.

6. Kidd, S., & Shahar, G. (2008). Resilience in homeless youth: The key role of self-esteem. *American Journal of Orthopsychiatry, 78*, 163-172.

7. Yoder, K. A., Whitbeck, L. B., & Hoyt, D. R. (2008). Dimensionality of thoughts of death and suicide: Evidence from a study of homeless adolescents. *Social Indicators Research, 86*, 83-100.

8. Harter, S. (1988). *Manual for the Self-Perception Profile for Adolescents*. Denver, CO: University of Denver.

9. Lightfoot, M., Stein, J. A., Tevendale, H., & Preston, K. (2011). Protective factors associated with fewer multiple problem behaviors among homeless/runaway youth. *Journal of Clinical Child & Adolescent Psychology, 40*, 878-889.

Screening, Assessment & EBIs

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

Types of behavior addressed	Intervention	Age	Setting	Citation/ Link to information
Tested with Homeless Youth				
Interventions for Mental Health & Substance Use				
Substance Use and Mental Health	Community Reinforcement Approach	14-24	Home Drop-in Center	Slesnick et al., 2013 Slesnick et al., 2008 Slesnick et al., 2007
	Ecologically-based Family Therapy	12-22	Home	Slesnick et al., 2013 Slesnick et al., 2009 Slesnick et al., 2005
	Field Based STI Testing		Community Office	Auerswald et al., 2006
	Functional Family Therapy	12-22	Office	Slesnick et al., 2009
	Motivational Interviewing	14-24	Office Home	Slesnick et al., 2013 Peterson et al., 2006 Baer et al., 2007
	Street Smart	11-16	Shelter	Rotheram-Borus et al., 2003
	STRIVE	12-17	Home	Milburn et al., 2011
Tested with High-Risk Populations				
Interventions for Behavioral Concerns				
Types of behavior addressed	Intervention	Age	Setting	Citation/ Link to information
Internalizing/ Externalizing Behavior Problems	Behavior Management through Adventure	12-17	Correctional	http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=260
	Brief Strategic Family Therapy	12-17	Home	http://www.nrepp.samhsa.gov/ViewInterventi



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.



Practice Frameworks

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.



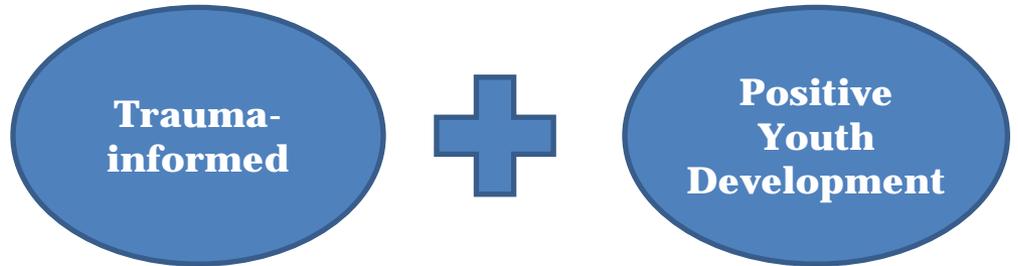
Practice Frameworks

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.”



Recognizes & targets:	Traumatic stress	Assets & strengths
Increases system awareness of:	Impacts of trauma	Youths' ability to contribute
Screens & assess for:	Trauma exposure & symptoms	Developmental assets & well-being
Evidence-based interventions are:	Therapeutically oriented	Skills- & competencies-oriented
Strengthens:	Protective factors	Promotive factors
Promotes	HEALING	THRIVING



Practice Frameworks

Trauma Resources

- National Child Traumatic Stress Network: National Homeless Youth Awareness Month (November 2013)
<http://www.nctsn.org/resources/public-awareness/national-homeless-youth-awareness-month#q1>
- [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
<http://www.nrcyd.ou.edu/publication-db/documents/2008-positive-youth-development-toolkit.pdf>
- FindYouthInfo.gov Webpage: Positive Youth Development
<http://findyouthinfo.gov/youth-topics/positive-youth-development>
- Best Practices: Positive Youth Development
<http://www.meac.org/EmotionalSecure/Positive%20Youth%20Development.pdf>