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.

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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.
5 relevant papers (including 2 reviews)

- 1 with formerly homeless youth (HF intervention)
- 0 with social or economic inclusion as primary outcome

Intervention Research

**Cochrane Library**

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

**The Lancet**

- 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., 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.
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?

The Identity Project

Six week leadership and career development program:
- Dare to Dream
- Strategic Career
- Group Coaching
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Study Design:

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

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Group 1 (n= 8)</th>
<th>Group 2 (n= 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n (%)</td>
<td>n (%)</td>
</tr>
<tr>
<td>Age (mean)</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Female gender</td>
<td>6 (75)</td>
<td>5 (46)</td>
</tr>
<tr>
<td>Born in Canada</td>
<td>3 (38)</td>
<td>5 (46)</td>
</tr>
<tr>
<td>Refugee</td>
<td>1 (13)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>Completed high school or more</td>
<td>6 (75)</td>
<td>9 (82)</td>
</tr>
<tr>
<td>Social assistance</td>
<td>6 (75)</td>
<td>9 (82)</td>
</tr>
<tr>
<td>Attempts to exit homelessness (mean)</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Years away from biological parents (mean)</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>
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Week One: Dare to Dream
- Full-day workshop
- Vision board
- 15-page workbook
- Catered lunch

Weeks Two and Three: Group Coaching
- Half-day
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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)

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

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

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
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

Kidd et al. (2013). Cohen’s $d$: 0.2 = small, 0.5 = medium, 0.8 = large
Lee et al. (2001). Beattie et al. (2018). Cohen’s $d$: $0.2 = \text{small, } 0.5 = \text{medium, } 0.8 = \text{large}$
Hopelessness

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

Cohen’s d: 0.2 = small, 0.5 = medium, 0.8 = large
## Other Socioeconomic Inclusion Indicators

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

*Three youth completed secondary education during the follow-up period
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 takeaway 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 in self-esteem and physical community integration in Group One (intervention) compared to Group Two (no intervention) immediately post-intervention.

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

Pooled data: small to moderate effect sizes in 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

1. Housing-focused (tangible) + Identity-focused (intangible) =
   - Self-esteem
   - Self-efficacy
   - Internal locus of control
   - Purpose in life

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, FG 4)
The Identity Project

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