Mild Intellectual Disability and homelessness

Johan de Vries
City of Amsterdam

FEANTSA Policy Conference
18-19 May
Gdańsk, Poland
# Data Homelessness Amsterdam region (N=900,000)

<table>
<thead>
<tr>
<th></th>
<th>Homeless sheltered</th>
<th>Mental/psychiatrical illness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guided housing</strong></td>
<td>807</td>
<td>336</td>
</tr>
<tr>
<td><strong>Group housing</strong></td>
<td>185</td>
<td>217</td>
</tr>
<tr>
<td><strong>24hrs settings</strong></td>
<td>217</td>
<td>1.086</td>
</tr>
<tr>
<td><strong>Physical care</strong></td>
<td>118</td>
<td>218</td>
</tr>
<tr>
<td><strong>Families</strong></td>
<td>83</td>
<td></td>
</tr>
<tr>
<td><strong>Families 24hrs</strong></td>
<td>89</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,499</td>
<td>1,857</td>
</tr>
</tbody>
</table>
Definition Mild Intellectual (or Learning) Disability (MID)

• IQ under 85 in combination with poor social adaptability, additional psychiatric problems and an assumption of longterm need for care
  • (Moonen & Versteegen, 2016)

• Social vulnerable people with limited cognitive skills
Prevalence

IQ Score Distribution

Percentage of Population

IQ Score

0.1% 2% 14% 34% 68% 95% 14% 34% 2% 0.1%

55 70 85 100 115 130 145
Urban complexity

...not the ideal partner for an IQ < 85
Typified

- Low social & relational skills
- Low ego-strength
- Susceptibility for peer pressure
- Lack of problem awareness & insight

.....often hidden behind withdrawn behaviour or streetwise vocabulary and behaviour
Risks of...

• School dropout
• Unemployment
• Detention
• Debts
• Loverboys
• Young motherhood
• Eviction...
• Homelessness
Screening

• SCIL > screenings instrument on mild learning disability
  • 25 points set of questions
  • proven indication of possibility of lower IQ’s
  • Easy to apply and score
  • Scores under 19 proved 80% MID
  • Scores under 15 proved 94% MID
Influence of stress on skills

• Recent evidence in biological and social science
  • Stress severely compromises ability to effectively solve problems, juggle priorities, make plans, manage impulses and follow through to complete longer term goals.
Mission for professionals & organisations

- Reduce stress
- Do not trust on self-reliance dogma
- Create awareness and expertise in your facilities

Guideline: Effective Interventions for Youngsters with MID:
- More extensive assessment on all aspects of life
- Adapt to their level of communication
- Make practice/exercise material tangible / real
- Give structure and simplify
- Enlarge and strengthen the social network
Mission for city policy

- Acknowledge the challenge for people with MID and the assignment for policymakers
- Learn from users with MID
- Simplify your infrastructure of support
- Contract experts on MID on policymaking
- Learn from existing practices
- Contract facilities with service level agreement on MID
Amsterdam-case

- Early recognition/screening
  - Primary school
  - All front offices
  - Training awareness
  - Applicating instruments
- Improve accessibility
  - Communications
  - Websites
  - Systems
- Hiring of users on all policy issues
- Contracting experts and suppliers in neighbourhoods
  - Awareness / Pathfinding / Prevention
Questions