

Youth Prevention I

Upstream International Living Lab

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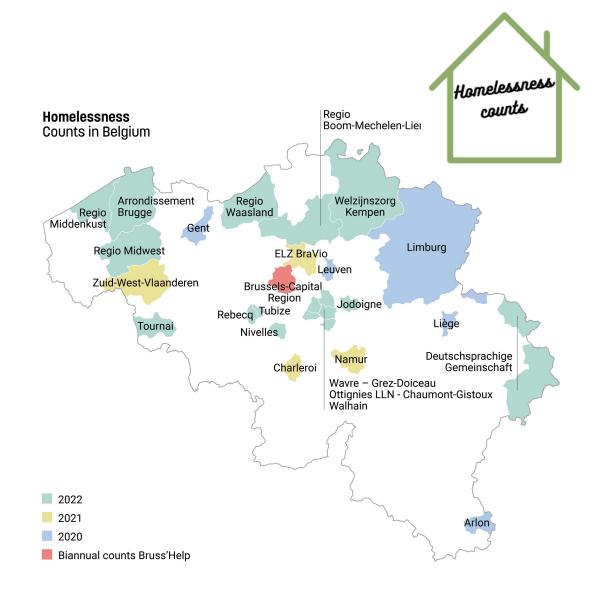
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About Us





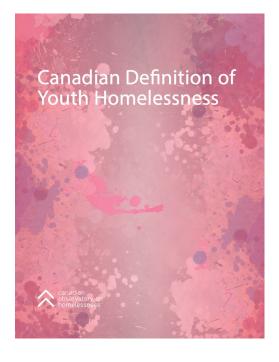




Youth Homelessness Social Innovation Lab



Youth Homelessness in Belgium & Canada



Canadian Definition Of Youth Homelessness

Canadian Observatory on Homelessness

DEFINITION

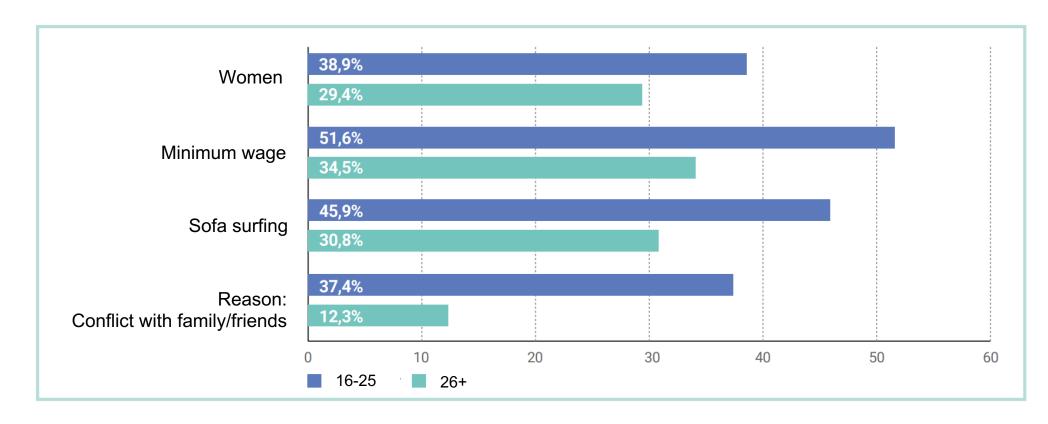
"Youth homelessness" refers to the situation and experience of young people between the ages of 13 and 24 who are living independently of parents and/or caregivers, but do not have the means or ability to acquire a stable, safe or consistent residence.



Youth homelessness in Belgium

19.2%

homeless youth



3 main groups of homeless youth in Belgium

29.4%
Belgian, no care history

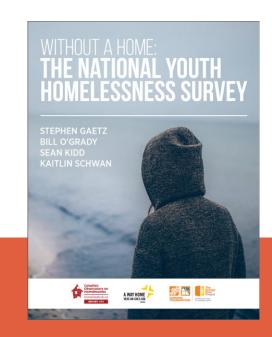
Homeless youth have different experiences and different needs

24.2% Youth care leavers

30.4% Newcomers



DIVERSITY



29.5%

identified as $\overline{LGBTQ2S}$

identified as Indigenous

30.6% 28.2%

identified as racialized

16% 10.1%

identified as Black

identified as newcomers

Age of first experience of homelessness

Many homeless youth became homeless before they were 16, and youth who leave home at a younger age experience greater adversity on the streets.

40.1%

were younger than 16 when they first experienced homelessness THOSE WHO LEAVE HOME AT AN EARLY AGE ARE MORE LIKELY TO:

- Experience multiple episodes of homelessness
- Be involved with child protection services
- · Be tested for ADHD
- · Experience bullying
- Be victims of crime once homeless, including sexual assault
- Have greater mental health and addictions symptoms
- · Experience poorer quality of life
- Attempt suicide
- Become chronically homeless



Involvement with Child Protection services

57.8%

indicated some kind of involvement with child protection services in the past **47.2**%

had a history of
placements in foster care
and/or group homes

30.9% were in group homes



Mental Health and WellBeing

Findings indicated that a total of 85.4% (942) of the youth fell in the 'high' symptom/ distress category. This is indicative, in the general Canadian population, of youth midway between inpatient and outpatient psychiatric care levels.

85.4% of youth fell in the 'high' symptom/ distress category

42% reported at least one suicide attempt

35.2%
reported at least
one drug overdose
requiring hospitalization



Criminal Victimization

PROLONGED EXPERIENCES OF HOMELESSNESS

Exposure to street violence makes the impact of prestreet adversity much less relevant. This suggests that whether prior to becoming homeless young people were exposed to adversity or not, experiencing violence while homeless has a 'leveling' effect on youth mental health risk.

Exposure to sexual and physical violence on the street made youth over three times as likely to be in the high mental health risk group.



Data points to some important conclusions

First, we are waiting too long to intervene.

Second, experience of homelessness has a devastating impact on health, safety, mental health and well-being.

Third, some young people – Indigenous, LGBTQ2S, newcomer youth – experience additional burden of discrimination and exclusion.

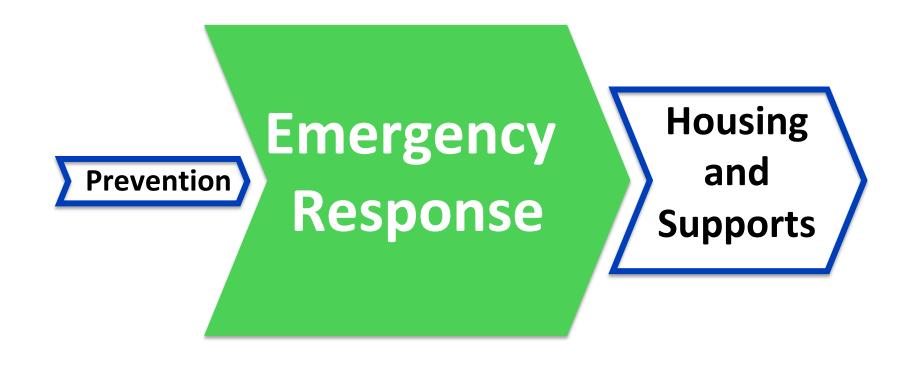
Fourth, the emergency response does not prevent or end youth homelessness.

Fifth, our public systems are failing to prevent youth homelessness.

Sixth, people with lived experience of youth homeless strongly profess the need to shift to prevention.

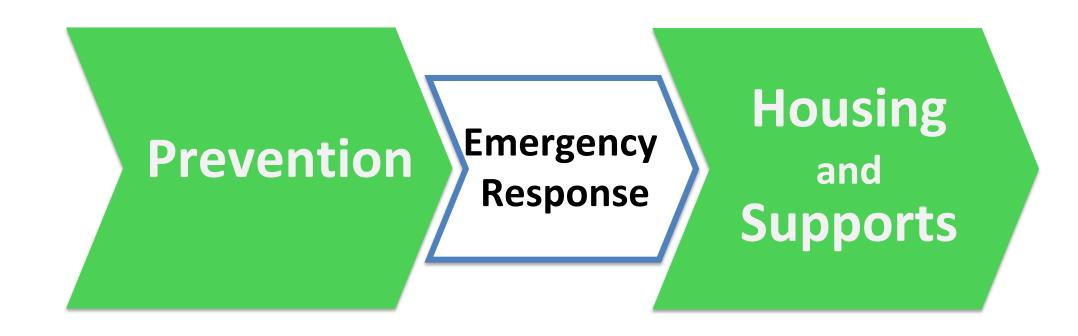


Addressing homelessness in Canada





The change we want to see ...





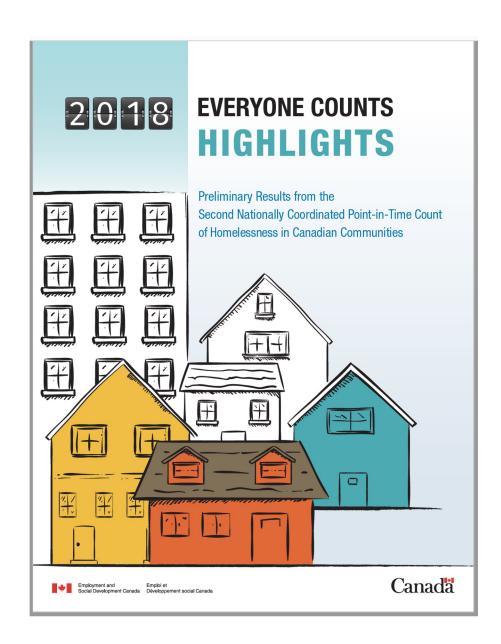
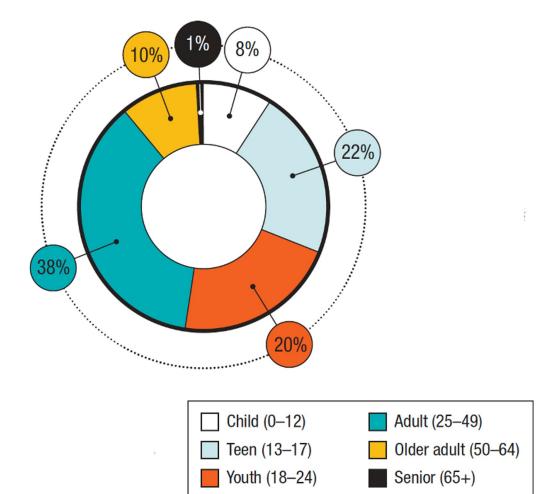


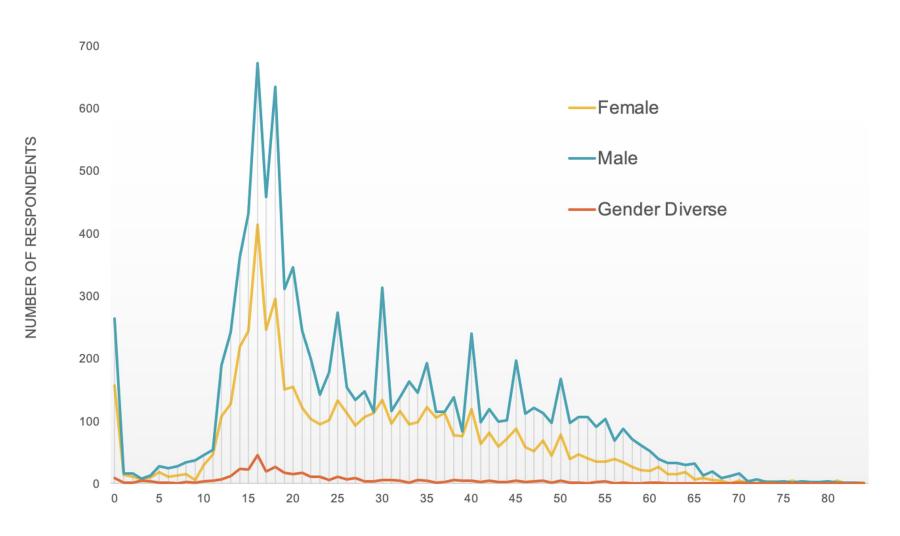
FIGURE 6 Age of First Homelessness Experience

50% First experienced homelessness before the age of 25





Selected research findings on youth (PiT 2018)



The 2018 PiT Count survey asked respondents at what age they first experienced homelessness.

Half of all respondents first experienced homelessness under the age of 25. This percentage was still high among older adults (aged 50-64) and seniors (aged 65+), with 25% first experiencing homelessness before 25.

AGE OF FIRST HOMELESSNESS



"Almost everyone has, like, the one teacher that they really trusted and liked, or the one school counsellor that was cool and not scary. So it would be nice if just they got this basic training and also like, signs to look out for. And like, how to approach a student and be like, "hey, you know, how's everything at home, everything going okay?"

Vancouver Youth

Importance of School-Based Early Intervention

"Everything starts with me at school. You live at home and receive upbringing, but the school shapes you. You spend more time at school than at home. There should be more guidance at school."

Flemish Youth







The Geelong Project

Australia



Community of Schools & Services (COSS) model



Collaboration

organize a community collective of agencies and schools



Identify At-risk Young People:

screen the school population to identify young people before crises occur



Outcome Measurement

Measure the outcomes continuously to inform practice



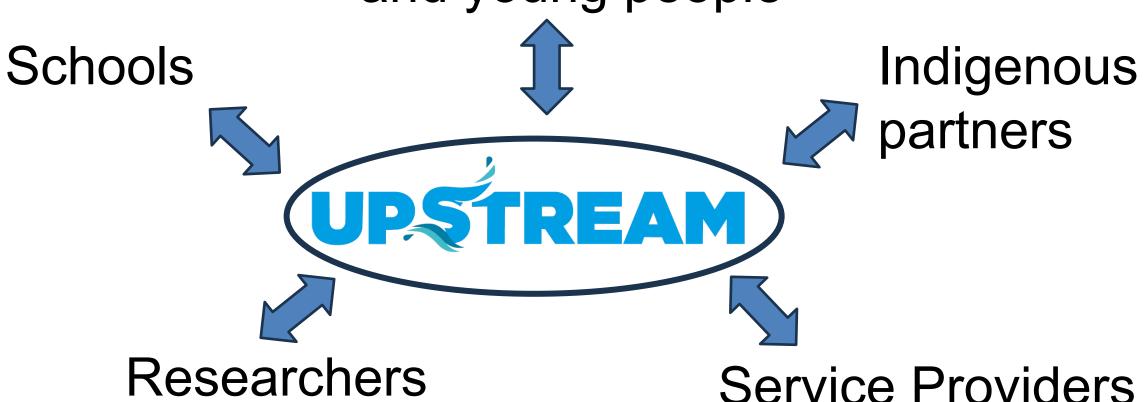


Practice Framework:

work with a cohort of vulnerable youth and their families throughout adolescence

Meaningful collaboration takes time ...

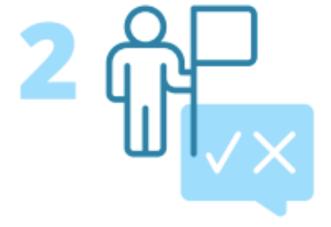
Parents/families and young people



How Upstream works!



Students complete a standardized assessment;



Based on the results, students who are flagged for potential risk have the opportunity to participate in validation interviews with case managers;



Once needs are determined, a collaboratively developed care plan is established and students are connected to supports.





Population Screening: Identification of students at risk

Target:

Middle school students, age 12-18. IDEALLY focus on 12-16

Content:

Survey is strengths-based, focusing on risks and assets

Goal:

Identify students school officials may not have identified as "at risk"

Consent:

IMPORTANCE of Waived parental consent!!!

Student Nee Completely fill in the oval of your choice Use a black or blue pen or pencil. Do not use a red pen Rub out any mistakes or stray marks. COMPLET MARK LIKI RUB OUT ANY MARK LIKI THE STREET OF	Please complete like this:
First Name	1 D D D or 1 2 3 4
Name: Date of Birth: Name of School: This survey asks some questions about your and a state of the state o	Year: Class:
Your answers to various questions will be treated in st	ife and relationship at home, at school and outside of school. trict confidence. A few questions might seem a little personal,
1. Gender:	estimate of school.
2. Age: 12 13 14 15 16 17 18 19 194	(c) Over the past 12 months, at any time, have you ever gone and stayed with friends or relatives because you did not want to be at home with your parent(s) and tembra
3. Cultural Background:	Yes No
(a) Were you born in a non-English speaking country? Yes No If YES, which country: (b) Are one or both yourseless.	(d) Have you ever, at any time in your life, gone and stayed with friends or relatives because you did not want to be at home with your parent(s) and family?
or Torres Strait islander?	6. Your Family (mark one only) Which adults do you currently live with all or most of the time?
(c) Are one of both your parents born overseas in an non-English speaking country: One Both Neither Parent	Both parents together One parent One parent and a step-parent/de-facto parters
Youth Allowance Are you in receipt of a Youth Allowance payment rom Centrelink? No No, but I get Abstudy Yes, at a standard at home with	Neither parent but with: 1 Foster parents or carer Relatives Non-related person(s) Live alone Siblings
Tes, at the away from home rate Yes, at the independent rate	
Yes, at the "unreasonable to live at home" rate	7. Some issues:
ving situation: (Mark one only)	(a) Do you regularly smoke cigarettes? Yes No
Which residential setting best describes where you stayed last night? Family owned house/flat	(b) Have you ever experimented with marijuana or other drugs?

2 Follow up interview assessment



Results are compared with what teachers and counsellors know about who is at risk.

Based on the results, students who are flagged for potential risk have the opportunity to participate in validation interviews with case managers.

Most students identified as at risk, the school staff were not aware of.

3 Flexible Service Delivery

A 3-Tier Response

Tier 1.

Active monitoring by school staff, or a secondary consultation where a referral is made to another program or agency.

Tier 2.

Casework support, either a brief counsellingtype of casework or case management by TGP

Tier 3.

'Wrap-around' case management for complex cases requiring the formal involvement of several agencies.

Young people are offered support.

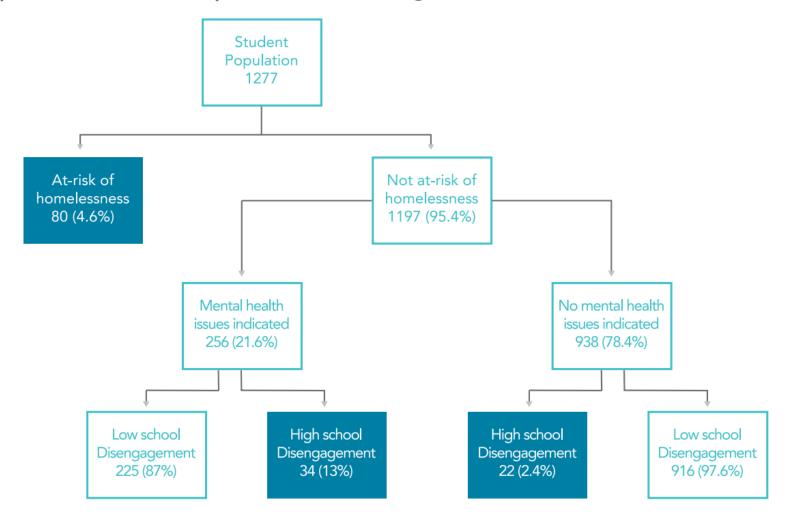
If they accept, they are referred by school staff to the community support, with a warm hand-off.

Casework is designed to:

- Stabilize the situation
- Engage young people AND families with support
- Address underlying issues
- Support appropriate referrals for additional help
- Help young people with goal setting
- Enhance attachment to school



Figure 1: Population Profile - three pilot schools, Geelong, AIAD 2017



THE UPSTREAM PROJECT FLANDERS

Upstream Flanders Set up

- Start 2023
- 3 pilots: Mechelen, Antwerp, de Kempen
- Funding: Opgroeien Vlaanderer is kansrijk opgroeie
- Care partner 1Family1Plan (1G1P): intersectoral collaboration
- Research partner



Upstream Flanders First steps

Development questionnaire

Example: AIAD Upstream Australië

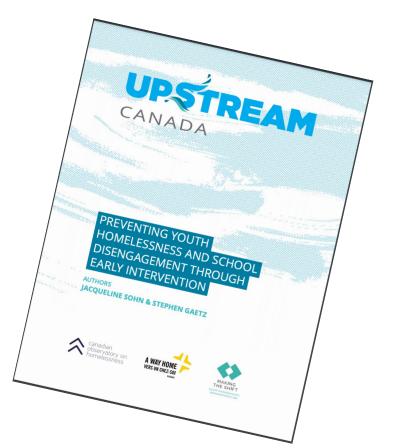
8. The following are some statements about your home life: Indicate what you think is the best answer to describe your						
home life: - from Strongly Agree - 1, Agree - 2, Unsure - 3, Disagree - 4, and Strongly Disagree - 5.		Agree	Unsure	Disagree	Strongly Disagree	
(a) I feel happy at home		2	3	4	5	
(b) I would like to move out of home soon		2	3	4	5	
(c) I get into lots of conflict with my parent(s) / guardian(s)		2	3	4	5	
	-					
(d) Do you feel safe at home?						
(e) Have you moved out of home for any period in the past 12 months?	☐ Yes	□ No				

Set up network and start partnerships

Upstream Flanders Challenges

- Student guidance centers (CLB)
- Finding the right partners

THE UPSTREAM PROJECT CANADA



GOALS AND OBJECTIVES OF UPSTREAM CANADA

Risk factors for homelessness and school disengagement are not always apparent until a young person is in crisis – and sometimes, not even then. Recognizing this, Upstream Canada aims to support these students in particular, through a more proactive approach to intervention.



This collaborative approach is meant to alleviate rather than add to the social care burdens of educators.



Upstream Canada considers stakeholders as part of an ecological system.

Demonstration Projects in two mid-sized cities:

Kelowna, BC

St. John's NFLD



Results: Research Impact KELOWNA

94%
Participation rate

(N=220)

Implementation Approach

Collaboration from the earliest stages of design

SCHOOL DEMOGRAPHICS

Low-moderate needs; mixed

CONSENT PROCESS

Waiver of the requirement to obtain parental consent

ELIGIBLE PARTICIPANTS

235 (ages 13 & 14)

STUDENTS AT RISK (SNA)

34% (N=75)

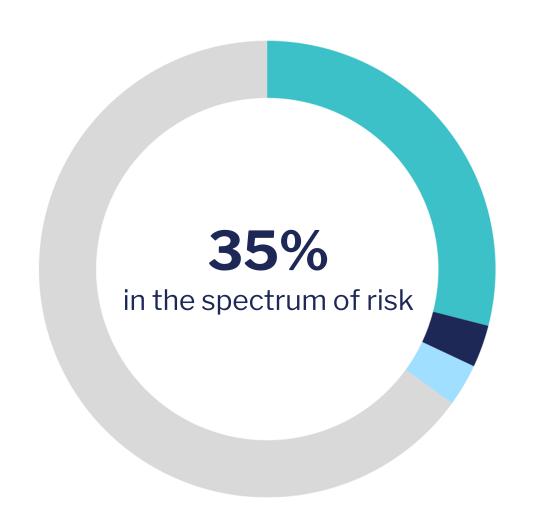
tier 3: 3% (n=6)

tier 2: 3% (n=6)

tier 1: 29% (n=63)

Results: Screening

KELOWNA



Tier 1

Tier 2

Tier 3

Not flagged

Risk of Homelessness & School Disengagement

THE UPSTREAM PROJECT CANADA

Key Challenges

- Search for 'exemplary' program after failed pilots
- School engagement challenging schools not compelled to participate
- Stable Funding
- Taking to Scale

Countries' Adaptations of UPSTREAM



PARTNERSHIP AND COLLABORATION: THE UPSTREAM INTERNATIONAL LIVING LAB (UILL)

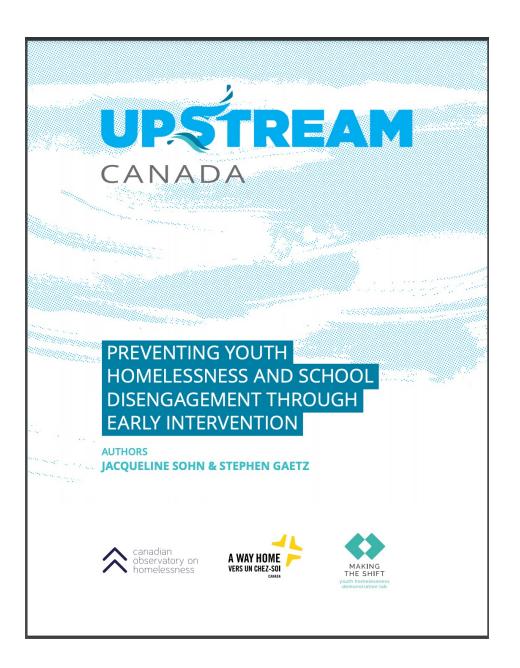
Current Partners:

- Australia
- Belgium
- Canada
- United States
- Wales

Variations between countries

- Questionnaire
- Data ownership
- Single screening ⇔ yearly follow-up

To find out more ...



ANY QUESTIONS

Get in Touch!

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