

Additional information about the strengths-based Houvast intervention and its implementation

Houvast in a nutshell

Houvast has been derived from the strengths-based approach developed by Rapp and Goscha (1). The main aim of Houvast is to improve the quality of life of homeless young adults by focusing on their strengths and stimulating their capacity for self-reliance. The fundamental assumption of the strengths perspective is that homeless young adults have strengths, talents and goals and that their environments consist of resources, people and opportunities. The strengths model emphasizes that the capacity for growth and recovery is an innate ability of human beings.

Homeless young adults are able to recover in the sense that they are able to regain a meaningful life with hope and a better prospect for the future. A future with secure living conditions, meaningful relationships with others, a positive identity and a feeling of competence, and full access to institutions, networks and human and civil rights (2). Recovery does not mean that a homeless young adult will no longer experience problems or symptoms or struggles with these issues. Nor does recovery mean that a homeless young adult will no longer use specialized services, medication or will be completely independent in meeting all of his or her needs. The process of recovery is different for each individual and is unique and personal. It is a process of trial and error by making small steps forward and backward, it is a process of celebrating successful experiences, but also of experiencing feelings of pain and frustration.

What are the differences between the strengths model and Houvast? The strengths principles and the tools (strengths assessment and personal recovery plan) are the components of the strengths-based approach that are used in Houvast. The strengths-based approach has been adapted to Houvast in that language, presentation and training are tailored to the situation of homeless young adults. In addition to the strengths model, Houvast contains a few unique components, namely an elaborated strengths based trajectory with tools and a theoretical framework inspired by the concept of citizenship (2), social quality (3), self-determination (4).

Six basic principles of the strengths-based approach used in Houvast

Houvast contains the following six strengths principles that were adopted from Rapp and Goscha (1):

1. Homeless young adults are capable of recovering and regaining control of their lives;
2. The focus is on sources of strengths in homeless young adults and their environments;
3. Homeless young adults are in lead of their recovery process;
4. The working relationship is primary and essential, recovery starts with trust;
5. The primary setting for working with homeless young adults is the community, institutional settings should be minimized;
6. The community is viewed as a crucial source of support and resources for homeless young adults.

Tools of the strengths-based approach used in Houvast

The Houvast intervention comprises several tools, developed by Rapp and Goscha (5) and translated for fidelity assessment in Dutch shelter facilities, i.e.:

1. Strengths assessment
2. Personal recovery plan
3. Group supervision.

Strengths assessment

The strengths assessment is a tool that helps the professional and the homeless young adults to identify and make use of multiple strengths people possess and support the recovery process. It can be used to search for meaning of life from a young adult's viewpoint. Professionals get access to his or her desires and aspirations and gain insight into what ultimately gives life purpose to the young adult. The strengths assessment in Houvast is organized into ten life domains and three temporal orderings (past, present and future): safety & protection against violence, living conditions & daily living, finances & social security, children & child rearing, (ex-)partner, social relationships, activity, work & learning/education, leisure & recreation, health & self-care, and spirituality & purpose in life. These life domains correspond to those life areas that homeless young adults generally are most concerned about. The professional is seeking information reflective of the homeless young adult's talents, aspirations, and confidence, and the opportunities, resources, and social relations from his or her environment (1).

Personal recovery plan

The strengths model assumes that all homeless young adults have goals. There is always something that a young adult wants to attain or obtain or something that provides him or her with energy. The challenge for professionals is to discover these goals by working together with the homeless young adult. The personal recovery plan can be seen as the mutual agenda between the homeless young adult and the professional that helps to maintain overview and focus, it is focused on achieving the goals that the homeless young adults has set. This is very important because goals that have no intrinsic value to a homeless young adult are rarely achieved. The personal recovery plan has two main sections. The first is the section of the plan where the long-term goal is written and the second is the space that contains the short-term goals, or steps taken along the path, of achieving the young adult's long term goal. The personal recovery plan can be used to break down the long-term goal into smaller measurable steps. For each goal or task, a target date for achievement is set. A target date further structures and directs the goal achievement process and enhances the likelihood of its completion. Also, there is space for assigning who is responsible for the completion of the goal or task. Most desirable is when the homeless young adult can achieve his or her goal independently because this would increase a homeless young adult's sense of achievement and empowerment, and the greater the likelihood of subsequent goal-directed efforts being exerted (1).

Group supervision

Group supervision is the ‘fuel’ for a team working according to the strengths-based model. It is a mechanism that enables professionals to feel a sense of connectedness to a group who shares the same mission and vision as well as an instrument for exchanging feedback. Group supervision is designed to accomplish three purposes: 1) support and affirmation; 2) generating ideas; and 3) mutual learning. The central task of group supervision is to generate promising ideas on how to support homeless young adults in achieving their goals more effectively. During the group supervision, two to four challenging situations are thoroughly discussed. Each discussion of a homeless young adult begins with the distribution of the young adult’s strengths assessment. Thereafter, professionals can provide creative solutions and finally are building a ‘body of knowledge’ (1). Each group supervision follows an eight-step group supervision process, these steps contain:

1. The team starts with presenting successful experiences in response to the previous group supervision.
2. Strengths assessments are handed out to each team member for all presentations.
3. The professional clearly states what they want help with from the group during the presentations.
4. The professional clearly states what the young adult’s goal(s) are.
5. The team asks constructive questions based on the strengths assessment.
6. The team brainstorms constructive suggestions related to the strengths assessment to help the young adult achieve their goal or help the professional engage with person or develop goals. An average of 10 suggestions is generated per review.
7. If necessary, the professional ask questions for clarification following the brainstorming.
8. A clear plan/strategy is stated for each presentation. The professional states the next steps.

Unique components of Houvast: theoretical framework

Key elements of the strengths-based intervention as developed in the Netherlands are citizenship, social quality and prerequisites for social participation, a meaningful and safe existence and, by extension, hope and recovery (2).

Citizenship

The notion of citizenship is a central premise of the Dutch strengths-based intervention. Homeless young adults are, and remain, citizens, despite their sometimes unusual or troublesome behaviour and their weak social status (6). A ‘citizen’ is an individual who both ‘rules’ and ‘is ruled’ within her or his own social context. Citizens can make their own choices and direct their own lives, but they must also conform to rules and laws. To fulfil this dual function, a citizen must possess some measure of autonomy, good judgment and loyalty. The perception that homeless young adults are insufficiently competent to satisfy the ideal of autonomous citizenship cannot be a licence to redefine their quality-of-life standards to the level of some kind of second-class citizens with reduced rights. Setting citizenship as a benchmark for change does not mean every citizen must satisfy that ideal, but it does help to preserve an orientation towards it, a perspective on it (6). Homeless young adults are subject

to the same expectations as other citizens. In their capacity as citizens, homeless young adults have:

- *Rights*. They may take others to account, availing themselves of their civil rights, any acquired group rights and their client rights.
- *Obligations*. As participants in society and in social relations, they themselves are accountable for their actions and they may also be taken to account by others.
- *Autonomy*. Given their right to individual self-determination, they may take part in society, participate in social relations and direct their own lives.
- *Dependence*. In their self-actualisation process and in their diverse roles they are dependent on social interaction and support in networks; on laws, rules and procedures designed mostly by others; on access to institutions; and on available community resources (2).

Translated into the interventions used by professionals, 'citizenship' means that homeless young adults, with all their idiosyncrasies, are to be accepted and treated with respect. At the same time, they may be held accountable for their actions, especially if those actions could harm themselves or others or jeopardise the atmosphere and safety in a shelter facility. Professionals should not hesitate to confront homeless young adults with their transgressive behavior and remind them of their obligations. Respectful confrontations are ideal opportunities for homeless young adults to critically scrutinise their own actions, to consider what unforeseen consequences these might have for themselves or other people, and to adapt their behavior accordingly (7, 8). A commitment to the notion of citizenship further implies that homeless young adults are entitled to use community resources and that professionals, in their role as guide and mediator, are there to help homeless young adults secure access to such resources.

Social quality and prerequisites for social participation

Just as for other citizens, the happiness and well-being of homeless young adults depends on the added benefit that they derive from their environment, and in particular from the community and from their interactions with other people. The model of social quality forms an important element of the Dutch strengths-based intervention and an operational definition of 'quality of life'.

The social quality model has two dimensions (3). The first dimension – structural versus individual – reflects the fundamental tension between social structures and human agency. The second dimension – relational versus institutional – refers to the tension between informal relationships in the community (family, networks, groups) and the formal relationships in institutions (such as health care, employment, educational, financial or criminal justice institutions). Combining these two dimensions results in four necessary preconditions for social participation: socioeconomic security, social cohesion, social empowerment and social inclusion. These govern the quality of daily life and are also essential for homeless young adults' recovery.

Socioeconomic security means that homeless young adults have access to the material and environmental resources they need for taking part and feeling safe. These include income, education, health care, personal safety and social contacts.

Social cohesion involves the mutuality and interconnectedness of relationships based on shared values and norms and identities; social cohesion is an essential factor in social development and individual self-actualisation.

Social empowerment means that individual's capabilities and opportunities to act are supported and reinforced by social structures and relations.

Social inclusion refers to access to community institutions and integration into such institutions and into social relations in everyday life.

When applied in social work practice or in policy making, the social quality model can serve as a tool for reflection and insight: 'Are we doing the right things?' 'What can we do in situations of deprivation to keep things from getting worse?' 'What things are needed to enable homeless young adults to build strength and realise their potentials?' The model can also expose potential structural obstacles to the recovery and support process. One such obstacle is that homeless young adults repeatedly find themselves incapable of organising their naked existence without intensive involvement by professionals (9). Or they encounter stubborn neighbourhood resistance to giving people who are 'different' a place, literally and figuratively, in the local environment.

The prerequisites for social participation often serve as protective factors as well. Social cohesion and socioeconomic security can do much to absorb the impact of experiences like personal misfortune or tragic life events. Such protective factors can strengthen the resilience and coping capacity of both individuals and their social systems, thereby supporting the individual recovery process.

Unique components of Houvast: Strengths-based support trajectory

In order to support professionals in their daily work with clients, and building on the strengths model, Wolf (2) has developed a manual with a description of a strengths-based support trajectory. This trajectory comprises three interconnected phases with seven basic tasks to be performed by professionals:

1. Focus-decision phase

A. Making connection

During the 'focus-decision' phase, it is important that a professional makes a connection and builds a working relationship with his or her client. The professional should fulfill the basic human needs of the homeless young adult directly and should create safety and structure in the situation. Next, there is space for explanation of the strengths-based support trajectory and the mutual expectations between the professional and the young adult regarding this trajectory.

B. Strengths assessment

An important ingredient of the focus-decision phase is a strengths assessment. This is a portrait of the homeless young adult and his or her environment. It focuses on strengths and perspectives and describes the needs, aspirations, skills and influencing factors on ten life domains. Finally, it results in an agreement between the homeless young adult and the professional about long-term recovery goals and actions.

C. Taxation of strengths and weaknesses

During the phase of ‘taxation of strengths and weaknesses’ the professional asks specific questions to gain insight into risk factors that might be present in the living situation of the homeless young adult. It helps professionals to objectify and substantiate their possible ‘gut feelings’ about the situation of their client and results in an overview of the balance between capacity and burden, and what the homeless young adult can or cannot handle.

D. Setting goals and making a personal recovery plan

People always have goals, no matter how small they are. Setting goals is a helpful way for professionals and homeless young adults to focus the attention and action on a future event. The long-term goals are derived from the strengths assessment and included in the personal recovery plan. Concrete actions are described for each long-term goal in the personal recovery plan in order to achieve that particular goal. Also, a target date for achievement is set and there is space for assigning who is responsible for the completion of the goal. The personal recovery plan is an agreement between the homeless young adult and the professional and gives a sense of belonging.

2. Execution phase

E. Support of recovery

During the execution phase, support of the recovery process is central. To support the recovery of a client, a professional should provide practical and emotional support and should ‘be there’ when necessary and ‘stay there’ as long as needed. In this phase, the professional makes appointments with social network resources of the client as well as with other professionals involved, in consultation with the young adult. Also, encouraging and motivating the young adult to carry out the actions as previously agreed on or verify whether or not actions are carried out according to the personal recovery plan are important tasks for the professional. There should also be space for celebrating successes.

3. Evaluation phase

F. Evaluate

During the ‘evaluation phase’ it is evaluated by both the professional and the homeless young adult whether self-reliance and quality of life have improved as a result of the actions in the previous phases. Also, they determine the attainment of the formulated goals in the personal recovery plan. Finally, an inventory of the strengths and resources including a taxation of the capacities of the homeless young adult is completed. Based on this inventory, new long-term recovery goals can be formulated and the possible need for extension of the support trajectory can be recognized.

G. Wrap-up

In order to close the trajectory, during the evaluation phase the professional, in close collaboration with the homeless young adult, should reflect on the support trajectory as a whole in terms of goal achievement and perceived benefits. Within the homeless young adult feelings of fear and insecurities may exist and the professional should pay attention to these feelings. If necessary, a follow-up trajectory and handover of work to other relevant social and professional relations should be arranged.

All the above mentioned phases are not free-standing but are interconnected. For instance, building a working relationship with homeless young adults and continuously updating the 'strengths assessment' and 'recovery plan' are important during the whole trajectory, as is constant reflection on activities and achievements. Also, the strengths assessment and personal recovery plan are connected in such a way that professionals must use them in combination for maximum effectiveness.

Unique components of Houvast: tools

Several tools were developed by Impuls, Netherlands Center for Social Care Research and have been added to the Houvast intervention. These tools are not included in the American version of the strengths-based model: (2, 10):

1. Ecomap
2. Very Important Persons (VIP) card
3. Worksheet evaluation report and final report

Ecomap

An ecomap is a visual representation of the structure of family and social relationships of a homeless young adult. It is a very useful tool to provide homeless young adults insight into their strengths and personal network and to examine the strength of each relationship over time. It can also be used to fill out the strengths assessment and to formulate long-term recovery goals. Ecomaps are diagrams consisting of an inner circle that contains the primary system (family and partner and children, if applicable), surrounded by other circles representing the resources and elements in the social network of the young adult.

Very Important Persons (VIP) card

By filling out the VIP card the homeless young adults get more insight into the meaning of important persons in their network. These 'important persons' are persons who provide all kinds of support but who also give the young adult the chance to be meaningful to others. This reciprocity is essential for homeless young adults' self-image and self-esteem. Together with the professional the homeless young adult can fill out the VIP card by answering several questions, such as: "how often do you see each other?", or: "do you receive criticism from this person?"

Worksheet evaluation report

An important element of working according to Houvast is reflection and evaluation. By asking questions as "does this work for you?" or "are we on the right track?" the professional

continuously evaluates and reflects on his/her own actions during the trajectory. If necessary the trajectory can be adjusted in agreement with the homeless young adult. At the end of the trajectory, the professional carries out a systematic evaluation. The worksheet contains different questions that should be discussed with the homeless young adult in a natural and casual way. In other words, there should be a dialogue between the professional and the young adults and the questions in the worksheet should not be administered in the form of an interview. The worksheets can be supportive for the professional to schedule new appointments.

Worksheet final report

At the end of the trajectory, the homeless young adult, with the assistance of the professional, fills out a final questionnaire. This questionnaire contains information about agreements on extension on the support trajectory (if applicable). Also, questions about quality of life in general and on 11 domains and improvement or deterioration on these domains are enclosed. Finally, the homeless young adult is asked to share his thoughts looking back on the trajectory and looking forward to the future. At the end, there is a request to write down the new address, and both the homeless young adult and the professionals sign the worksheet.

Introduction and implementation of Houvast

Professionals are responsible for the daily support of homeless young adults. From October 2011 to January 2012, all professionals working with homeless young adults in the five shelter facilities received a four-day training provided by certified trainers. During the training professionals learned the principles of the Houvast intervention. For instance, how to recognize strengths and capabilities of homeless young adults, how to use naturally occurring resources (e.g. neighbor) and how to access and use the young adults' personal resources (e.g. friends). Also, building a trustful relationship with the young adults is important. The professionals learned how to use the tools of the Houvast intervention, such as the strengths assessment, the personal recovery plan and the group supervision. Some aspects of the intervention were learned through role-plays based on real life situations. In total, 43 out of 50 professionals achieved competency in working according to the Houvast intervention and received a certificate. In September 2012, all professionals attended a follow-up training day with their team.

Team leaders, who are responsible for team work and the daily organization in the shelter facilities (e.g. drawing a working schedule), attended a two-day training in Houvast provided by certified trainers in the same period as professionals received training. Team leaders were taught how to support professionals in adhering to the Houvast intervention and to maintain Houvast's quality standards. They are familiar with the quality criteria regarding the strengths assessment, personal recovery plan and group supervision and know how to support professionals in using these tools. Team leaders chair the group supervision meetings and give direction to professionals and homeless young adults in the search for naturally occurring resources. During the training, team leaders had to bring a filled out strengths assessment of a homeless young adult in their organization to practice group supervision.

Supervisors are part of the team and are responsible for providing feedback to professionals to attain model fidelity of Houvast. All supervisors must first complete the training for professionals or team leaders before attending the six day training for supervisors. The training was given in April 2012 to May 2012. During the first three days, the supervisors are trained in the fundamental elements of Houvast and on how to provide supervision. In the remaining three days, theory is put into practice and applied to the working place. Besides training in the basic aspects and skills of supervision, supervisors are taught to review the Houvast-tools, such as the strengths assessment and the personal recovery plan. At the end of the training, supervisors know the 'ins and outs' of Houvast and are able to transfer this knowledge to the professionals and the team. Supervisors are able to stimulate, challenge and inspire other people in using the strengths-based intervention and can build a professional relationship with individual professionals and with a team. As the implementation of a new intervention in an organization takes much time and effort, supervisors also learn how to cope with the challenges regarding the implementation of Houvast.

The manager focuses on management processes within the organization as well as relevant relationships with external stakeholders and does not work directly with the homeless young adults. Upon consenting participation, two to three managers of each shelter facility attended a meeting with the researchers in which they received additional information on the study and were given guidelines on how to optimize the implementation of Houvast in their shelter.

For participants of any of the trainings, a handbook and a manual are available with detailed information on the Houvast intervention including case descriptions and homework assignments. For every training and each training day, learning goals are described. Table 1 shows examples of learning goals for professionals, team leaders and supervisors and the corresponding quality requirements.

All trainings are evaluated. At the final training day all participants filled out an evaluation questionnaire. For every training trainers keep a log about how the training proceeds, if there are any deviations from the training script and if there are specific issues that need special attention. This log is evaluated by the training organization, the Impuls Academy, to examine whether the training is conducted according to the script and whether any follow-up actions are required.

Table 1

Examples of learning goals for professionals, team leaders and supervisors during training in the Houvast intervention

Day	Learning goals	Quality requirements
Training for professionals		
Day 1: Vision and mission of the strengths-based intervention.	<ul style="list-style-type: none"> - To know the conditions that determine the quality of life of homeless young adults and the most important risk factors of social exclusion and homelessness. - To familiarize with the principles of working according to a strengths-based approach and the quality criteria that cover model fidelity. 	Professionals receive a certificate if they meet the following criteria:
Day 2: Relate and connect, inventory of strengths & estimation of capacities	<ul style="list-style-type: none"> - To know the meaning and importance of an effective working relationship for the support of homeless young adults regarding their recovery. - To gain insight into the strengths-based trajectory and to practice the essentials. - Being able to make an inventory of strengths, possibilities and desires together with homeless young adults in order to support their process of recovery. 	<ol style="list-style-type: none"> 1. Presence (7 of 8 day parts) 2. Final assignment: <ul style="list-style-type: none"> - Strengths assessment with a client (quality assessed by the trainer) - Personal recovery plan with a client (quality assessed by the trainer)
Day 3: Goal setting, making a personal recovery plan & supporting recovery	<ul style="list-style-type: none"> - Being able to make a personal recovery plan in collaboration with homeless young adults and being able to match the plan with personal and environmental capabilities. - Being able to use the ecogram and VIP card (Very Important Persons), to clarify the possible ways people in the homeless young adult's personal network could help him or her. 	<ol style="list-style-type: none"> 3. Work according to the Houvast intervention and participate in at least two follow-up sessions or conferences per year.
Day 4: Evaluating and finishing	<ul style="list-style-type: none"> - To know how the organization implements the strengths-based intervention and what they expect from professionals.. - Being able to present a case during group supervision. 	
Training for team leaders		
Day 1: Principles and tools of the strengths-based approach	<ul style="list-style-type: none"> - To know the strengths-based intervention: the conceptual framework and the principles. - To familiarize the use of the strengths-based assessment and group supervision and their quality criteria, and to know how to apply them. 	Presence on both days

	- To know your responsibilities in your function as a team leader in the context of working according to a strengths-based intervention: how to support, stimulate and structure in the context of Houvast?	
Day 2: Setting goals and making personal recovery plans and chairing a group supervision meeting	<ul style="list-style-type: none"> - Being able to use the strengths assessment in your function as team leader. - Being able to give direction to homeless young adults and professionals in the search for naturally occurring resources. - To know your responsibility in the process of setting goals and making personal recovery plans in your function as team leader. 	
Training for supervisors		
General goals for the six training days	<ul style="list-style-type: none"> - To know the ‘ins and outs’ of the strengths-based intervention and being able to transfer the knowledge to professionals and the team. - Being able to give specific feedback to professionals on the tools and the required strengths-based competences and to provide field mentoring (give good examples, practice through role plays, etc.). - To know the effect of and being able to apply different techniques and instruments regarding supervision, such as listening, summarizing and dig deeper (ask more precise questions). - Familiarize with the challenges regarding the implementation of the strengths-based intervention in an organization. 	<p>Supervisors receive a certificate if they meet the following criteria:</p> <ol style="list-style-type: none"> 1. Presence on the first and last day. Participants have to make an additional assignment if they missed more than one day part. 2. Writing reflective reports about learning goals and processes and supervision. 3. Filling out a strengths assessment and making a corresponding plan.

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Table 2

Demographics of the homeless young adults in the study of the effectiveness of Houvast in the Netherlands

Characteristics	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
Age (M±SD)	20.12 ±1.33		19.56 ±1.46		20.48 ±2.17		20.62 ±1.76		19.17 ±1.04	
Gender										
Male	19	76	8	44	20	74	22	76	12	67
Female	6	24	10	56	7	26	7	24	6	33
Ethnicity										
Dutch	21	84	13	72	25	93	29	100	17	94
Other	4	16	5	28	2	7	0	0	1	6
Education ^b										
Lowest	5	20	6	33	8	30	7	24	4	22
Low	12	48	5	28	16	59	12	41	9	50
Intermediate	8	32	7	39	3	11	9	31	4	22
High	0	0	0	0	0	0	0	0	0	0
Duration of homelessness ≥ 3 months	14	56	17	94	11	41	19	66	10	56

^aDemographics are obtained from the first interview with the homeless young adults who entered the shelter facility (December 2011 – April 2013) who decided to participate in the study on the effectiveness of Houvast.

^bLowest = did not complete or only completed primary school, low = pre-vocational secondary education or lower secondary vocational education, intermediate = higher secondary vocational education, senior general secondary education, pre-university, high = higher professional education or university education.

Table 3

Degree of change of the model fidelity according to supervisors and team leaders approximately eight months after the audit

	Question: "Isimproved, deteriorated or unchanged compared to the audit in 2012?"									
	Shelter facility									
	1		2		3		4		5	
	TL ^a	S ^b	TL	S	TL	S	TL	S	TL	S
1. the professionals' responsibility	+	±	+	+	+	+	+	±	++	+
2. the case load ratio	±	±	±	±	++	+	±	±	±	±
3. the quality of the group supervision (focus primarily on the discussion of homeless young adults, all professionals are present, following of the eight-step group supervision process, strengths assessments are handed out, the professional clearly states what they want help with and states what the homeless young adult's goals are, the team asks constructive questions and a brainstorm results in suggestions for the professional, a clear plan/strategy is stated for each presentation)	++	+	±	+	+	++	+	++	--	++
4. the intensity of supervision (quality assessment of tools and competencies, field mentoring, ratio supervisors versus professionals)	++	-	+	+	+	++	-	+	+	+
5. the quality of the strengths assessment (use of homeless young adult's language, description of the needs, aspirations and use of naturally occurring resources on each life domain, focus on strengths and perspectives)	±	+	±	+	+	++	+	±	+	++
6. the integration of the strengths assessment and the personal recovery plan	++	±	+	+	±	+	±	±	±	+
7. the quality of the personal recovery plan (goals are revised, updated and changed during the contact with the professional, goals are broken into small meaningful steps and employs the language used by the homeless young adult, target dates are set for each task)	+	±	±	±	±	+	+	++	+	++
8. the degree of homeless young adults' contact in the community	±	±	+	+	±	±	±	±	±	±
9. the use of naturally occurring resources in achieving homeless young adults' long-term goals	+	±	+	+	+	±	++	+	±	±

^aTL = team leader ^bS = supervisor

--- = deteriorated significantly, -- = deteriorated - = a little bit deteriorated, ± = unchanged, + = a little bit improved, ++ = improved, +++ = improved significantly