



Supporting youth transitioning from child to adult services - A case study example by Community Engaged Scholarship Institute

Community-Based Research Case Example

WHO

Researcher Team: Dr. Elizabeth Jackson, Director, Community Engaged Scholarship Institute, University of Guelph; Sara Ropp, Senior Support Services Manager Community Living Stratford and Area; Jess Notwell, Student Research Assistant

Community Partners: Community Engaged Scholarship Institute (CESI), Community Living Stratford

Working Group: Directors from Community Living Stratford and Area, Community Living Guelph, Community Living Cambridge, Community Living Owen Sound.

WHY

Research Purpose: This research project sought to identify strategies that could be used to address challenges to supporting transitional age youth (TAY) living with Developmental Disabilities and Dual Diagnosis.

WHERE AND WHEN

Location(s): Four regions across Ontario - Stratford and area, Guelph, Cambridge and Owen Sound

Dates: 2017- 2019

HOW

Research Methods: Thematic analysis of interviews and focus groups with managers, direct support professionals and transitional aged youth.

Research Design:

- Focus groups and interviews were conducted across the four regions.
- CESI Director and Knowledge Mobilization (Kmb) Coordinator consulted on analysis and reporting and the working group explored implications and next steps.



- Research launch event (November 2019) convened by working group with CESI support.

WHAT

Brief Project Description: The project working group identified gaps in service delivery and support for transitional aged youth living with developmental disabilities in Community Living agency settings. The research sought to identify strategies for service providers to better support transitional aged youth within these agencies.

OUTCOMES

Outputs:

- Two targeted briefs - Policy Brief and Education Brief. Accompanying infographics, versions edited to target individual organizations.

Outcomes:

- Research helped to validate and affirm knowledge held by direct support professionals and service users.
- Results shared with Ministry contacts to drive advocacy efforts for changes to funding allocation and supports provided.

LESSONS LEARNED

Key Lessons Learned

CESI Perspective: Importance of being led by community-identified priorities; leveraging respective resources, knowledges, and skills for greatest impact; power of working knowledge and collaboration.

Agency Perspective: Encouraged to see academics as potential collaborators and resources; Strength of collaborating with counterparts across organizations.

MORE INFORMATION

Website: <https://www.cesinstitute.ca/supporting-youth-transitions-respecting-dignity-fulfilling-dreams>

Webinar Recording: <https://www.communityresearchcanada.ca/learning-together>