Internal and relational pathways to resilience and coping among youth experiencing homelessness

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General Abstract

Youth experiencing homelessness are often portrayed as being amongst the most at-risk youth, due to increased risks of adverse outcomes. In turn, these youth have historically been pathologized and blamed for their status, and consequently, many experience stigma, isolation, and vulnerability. Although adverse outcomes are frequently experienced among this population, many possess notable strengths and demonstrate resilience and adaptive coping. Using a strength-based approach, the aim of this dissertation was to recast the predominant narratives surrounding the outcomes and interpersonal relationships of youth experiencing homelessness. Accordingly, in order to obtain a more nuanced understanding of the developmental dimensions involved in the well-being of these youth, a number of questionnaires were administered to a group of 102 youth experiencing homelessness in the region of Montreal (M_{age}= 20, *SD*= 2.07, 30.4% female) during a program of research. In the 1st paper, I investigated the associations among attachment relationships with mothers, fathers, and peers, and the use of various socioecological resources that likely contribute to resilience among the youth. The findings revealed through linear regressions that higher self-reported levels of attachment with parental figures were associated with increased engagement in seeking support from others (relational resilience), while higher self-reported levels of peer attachment were associated with higher levels of engagement in personal coping techniques (individual resilience), such as locus of control, and of environmental resources (contextual resilience), such as the use of community and spiritual resources. Further, an exploratory analysis revealed gender differences between attachment figures and resilience domains. Specifically, individual resilience was highly correlated with maternal attachment for the female participants but not for the males. Conversely, individual resilience was also correlated with paternal and peer attachment for the

males but not for the female participants. Further, relational resilience was significantly associated with maternal attachment among both males and females, but the magnitude of the relationship was significantly higher for the female participants. Relational resilience was also significantly correlated with paternal attachment among males, but not among the female participants. In the 2nd paper, I explored whether motivational orientations (autonomous versus controlled motivation) influenced coping styles (adaptive versus maladaptive coping) among the youth, and further examined whether attachment relationships and gender moderated this relationship. Four regression analyses were conducted and revealed that (1) autonomous motivation was significantly associated with the youth's adaptive coping, with greater levels of autonomous motivation being associated with higher levels of adaptive coping; and that (2) controlled motivation was significantly associated with the youth's maladaptive coping, with greater levels of controlled motivation being associated with higher levels of maladaptive coping. The findings revealed a significant main effect of peer attachment on adaptive coping, indicating that greater peer attachment was directly related to greater adaptive coping among the youth. The moderation analyses revealed no significant moderation effects for gender as well as maternal, paternal, and peer attachment. Overall, these findings provide an analysis of the relationships among factors implicated in the well-being of youth experiencing homelessness, add to our understanding of the factors that contribute to their adaptation and reveal the importance of attending to both individual and interpersonal factors when implementing prevention and intervention programs among this vulnerable population.

Résumé Général

Les jeunes sans-abri sont souvent décrits comme étant parmi les plus à risque, en raison des risques accrus de répercussions négatives. Ces jeunes ont historiquement été pathologisés et blâmés pour leur statut, et beaucoup font l'objet de stigmatisation, d'isolement et de vulnérabilité. Bien que les conséquences négatives soient fréquentes dans cette population, beaucoup possèdent des forces notables et font preuve de résilience et d'adaptation. En utilisant une approche basée sur les forces, l'objectif de cette dissertation était de remanier les récits prédominants entourant les aboutissements et les relations interpersonnelles de ces jeunes. Afin d'obtenir une compréhension plus nuancée des dimensions impliquées dans leur bien-être, des questionnaires ont été administrés à 102 jeunes sans abri dans la région de Montréal (M_{age}= 20, *SD*= 2,07) au cours d'un programme de recherche. Dans le 1er article, j'ai examiné les associations entre l'attachement avec les parents et les pairs, et l'utilisation de diverses ressources socioécologiques qui contribuent à la résilience chez les jeunes. Les résultats ont révélé, par le biais de régressions linéaires, que des niveaux plus élevés d'attachement autodéclaré avec les figures parentales étaient associés à un engagement accru dans la recherche de soutien auprès des autres (résilience relationnelle), tandis que des niveaux plus élevés d'attachement autodéclaré avec les pairs étaient associés à des niveaux plus élevés d'engagement dans les techniques d'adaptation personnelles (résilience individuelle), tel que le locus de contrôle, et dans les ressources environnementales (résilience contextuelle), telle que l'utilisation des ressources communautaires et spirituelles. En outre, une analyse exploratoire a révélé des différences entre les genres entre les figures d'attachement et les domaines de résilience. Plus précisément, la résilience individuelle était corrélée à l'attachement maternel chez les femmes participantes, mais pas chez les hommes. Inversement, la résilience individuelle était également corrélée à

l'attachement paternel et à l'attachement aux pairs chez les hommes, mais pas chez les femmes. De plus, la résilience relationnelle était significativement associée à l'attachement maternel chez les hommes et les femmes, mais l'ampleur de la relation était significativement plus élevée chez les femmes. La résilience relationnelle était également significativement corrélée à l'attachement paternel chez les hommes, mais pas chez les femmes. Dans le 2e article, j'ai exploré si les orientations motivationnelles (motivation autonome ou contrôlée) permettaient d'influencer les styles d'adaptation (adaptation ou maladaptation) chez les jeunes, et à déterminer si l'attachement et le genre modéraient cette relation. Quatre analyses de régression ont été effectuées et ont révélé que (1) la motivation autonome était significativement associée à l'adaptation des jeunes, des niveaux plus élevés de motivation autonome étant associés à des niveaux plus élevés d'adaptation ; et que (2) la motivation contrôlée était significativement associée à la maladaptation des jeunes, des niveaux plus élevés de motivation contrôlée étant associés à des niveaux plus élevés de maladaptation. Les résultats ont révélé un effet principal significatif de l'attachement aux pairs sur l'adaptation, ce qui indique qu'un plus grand attachement aux pairs est directement lié à une meilleure adaptation chez les jeunes. Les analyses de modération n'ont révélé aucun effet de modération significatif pour le genre ni pour l'attachement maternel, paternel et aux pairs. Ensemble, ces résultats fournissent une analyse de la relation entre les facteurs impliqués dans le bien-être des jeunes sans-abri, ajoutent à notre compréhension des facteurs qui contribuent à leur adaptation et révèlent l'importance de tenir compte à la fois des facteurs individuels et interpersonnels lors de la mise en œuvre de programmes auprès de ces jeunes.

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The completion of this doctoral degree does not repose solely on my efforts. A number of remarkable individuals have supported me and allowed me to step out of my comfort zone and into the scientist-practitioner that the School/Applied Child Psychology program has shaped me to be, and for that, I will forever be grateful.

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This doctoral dissertation is dedicated to my grandmother, Solange Morpeau Rochelin (December 12, 1939- November 8, 2021), whose love, selflessness, and determination were integral parts of my achievements. You will forever be missed.

Contribution to Original Knowledge

The present thesis involves several original contributions. Overall, the findings add to our understanding of the factors contributing to resilience and coping among youth experiencing homelessness, and highlight the importance of attending to both individual and interpersonal factors when implementing prevention and intervention programs. Specific to Paper 1, we are the first group to examine the relation between perceived attachment to essential figures and the self-reported use of three types of resources (individual, relational, and contextual) associated with resilience. In Paper 2, we are the first group to examine the influence of the quality of essential relationships with mothers, fathers, and peers, on the association between motivation and coping among youth experiencing homelessness, by applying the self-determination theory of motivation (Deci & Ryan, 1985). Our findings are informative about the differences in coping among the youth experiencing homelessness despite similar risk factors, and provide additional empirical evidence to support the development of strength-based prevention and interventions tailored to target adaptive coping strategies in this population.

Author Contributions

This dissertation represents a collaboration among the Youth Division of Welcome Hall Mission and researchers from both McGill University and Concordia University. I was the primary author for each of the two papers included in this dissertation. With the support of various co-authors, I conceptualized and developed each study. Dr. Jacob A. Burack, my doctoral supervisor and co-author in both studies, advised me in the conceptualization, development of research questions, resources, as well as the reporting of each paper. Dr. Sydney Miller, professor at Concordia University and member of my doctoral dissertation committee, initiated the collaboration with Welcome Hall Mission. Dr. Miller also provided feedback on the conceptualization of the project and data collection. Dr. David W. Evans, member of my doctoral supervisory committee and co-author for both papers, provided extensive feedback specific to data analysis and theoretical framework to the area of developmental psychology. Tamarah François, Jessica Sherman, Nancy Morisseau, and Emmanuel Lafontant, co-authors, and senior staff members at Welcome Hall Mission, contributed to many aspects of the larger research project, from elaborating objectives of the current study to determining procedures for data collection. They helped coordinate data collection, approached youth to introduce the study prior to any data collection, participated in feedback sessions and approved all presentations and publications of the data obtained through the collaboration. Vanessa K. Weva, MYST lab member and co-author in both papers, was involved in data collection, statistical analyses and reporting. Ms. Weva advised me on the statistical approaches for these two papers and provided feedback and edits. Reyhane Namdari, MYST alumna and co-author in both papers, was involved in the conceptualization of the larger project as well as data collection at Welcome Hall Mission. Camila M. Rimada, co-author in the

first paper, was involved in data collection at Welcome Hall Mission, assisted in data entry and verification, and provided feedback in Paper 1.

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Chapter I
Introduction

"Helping people transition out of homelessness as well as preventing [homelessness] is central to our city's social development." These are the words of Rosannie Filato of the executive committee on homelessness in Montreal as the city unveiled its 2018–2020 plan to fight homelessness.

This view depicts an increasing awareness of the need to better understand the factors that promote adaptation and well-being among individuals experiencing homelessness and facilitate their transition into stable housing. Prior to the 1980s, the word *homelessness* was rarely used in relation to what has now become a well-recognized social issue (O'Grady et al., 2020). From the late 1980s until the beginning of the 21st century, the word *homeless* was mainly used to refer to transient single men in cities (Hulchanski et al., 2009). Although men experiencing chronic homelessness unfortunately continue to be present and are most often visible in cities, they represent a relatively small proportion of individuals who are experiencing homelessness (O'Grady et al., 2020). The current homelessness portrait is significantly more diverse, with more women, families, and youth experiencing homelessness than in the past (Gaetz et al., 2016). The numbers of youth experiencing homelessness are rapidly increasing, as this population makes up 18.7% and 18.9% of the population experiencing homelessness in Canada (Gaetz et al., 2016) and Montreal (Latimer & Bordeleau, 2019), respectively.

Considering the unique factors associated to the circumstances of youth experiencing homelessness, the Canadian Observatory on Homelessness (COH) developed a youth-specific definition of homelessness, which refers to it as "the situation and experience of young people between the ages of 13–24 who are living independently of parents and/or caregivers, but do not have the means or ability to acquire stable, safe or consistent residence" (COH, 2016). Youth in

these conditions are among the most vulnerable groups, as they face extreme adversity and are highly stigmatized due to the increased risks of negative outcomes (e.g., suicidality, substance abuse; criminal victimization; mental health difficulties; Gewirtz O'Brien et al., 2020; Hughes et al., 2010; Thompson et al., 2010; Toolis & Hammack, 2015). In addition to the distressing circumstances surrounding their housing status, these youth are regularly confronted with negative social perceptions that not only devalue them by attributing precarity to personal failure (Bullock, 2008) but also disregard their developmental processes. For youth, experiencing homelessness does not simply mean a loss of stable housing, but also leaving a home in which relations of dependence are rooted (Gaetz et al., 2016). In this case, they may encounter a disruption and potential rupture of natural supports and social relationships with parents and caregivers, siblings, friends, neighbours, and community. Homelessness may also represent an interruption of adolescence and undermine the opportunity to transition into early adulthood in a manner that was planned (Gaetz et al., 2016). The influence of these factors on the youth's outcomes must be considered in prevention and intervention efforts. Accordingly, the COH's proposal for action in relation to child welfare and youth homelessness posits that strategies to prevent and decrease youth homelessness must be established and applied based on the needs of developing youth (Nichols et al., 2017). Hence, the identification of factors that contribute to the well-being of these youth and to the development of preventative strategies and targeted interventions to accompany them represents an essential contemporary civic duty.

This manuscript-style dissertation includes two papers that represent a research collaboration among Welcome Hall Mission, the largest organization servicing individuals in financial need in Montreal (Welcome Hall Mission Website, n.d.), and researchers from Concordia University and McGill University. With the aim of obtaining more fine-tuned

understanding of the processes and outcomes involved in the coping and resilience of youth experiencing homelessness, the current papers reflect a shift from inequality-legitimating narratives — in which individuals experiencing homelessness are often stigmatized and blamed for their situation — toward one that humanizes and highlights the internal and relational strengths of these youth.

This dissertation begins with an overview of homelessness, its prevalence and particularities among youth experiencing homelessness in Canada. This is followed by the first study which is focused on the links between attachment to essential figures (mother, fathers, and peer) and the use of various socioecological resources associated with resilience. Framed with the self-determination theory of motivation and the concept of attachment security, the second study is an initial examination of the contribution of both autonomous and controlled motivation on adaptive and maladaptive coping among youth experiencing homelessness, as well as of the moderating effects of maternal, paternal and peer attachment, and gender on this relationship.

Chapter II
Literature Review

Homelessness

Homelessness is defined as a range of housing and shelter conditions, from no housing at all to being at-risk of no longer being housed. In Canada, the most well-known and systematic definition was developed by the COH (2012). According to the definition based on international research, tested with Canadian stakeholders, and implemented in communities across Canada, homelessness is "… the situation of an individual, family or community without stable, safe, permanent, appropriate housing, or the immediate prospect, means and ability of acquiring it" (COH, 2012). The COH provides a summary of the possibilities based on typology.

> Homelessness encompasses a range of physical living situations, organized here in a typology that includes 1) *Unsheltered*, or absolutely homeless and living on the streets or in places not intended for human habitation; 2) *Emergency Sheltered*, including those staying in overnight shelters for people who are homeless, as well as shelters for those impacted by family violence; 3) *Provisionally Accommodated*, referring to those whose accommodation is temporary or lacks security of tenure, and finally, 4) *At Risk of Homelessness*, referring to people who are not homeless, but whose current economic and/ or housing situation is precarious or does not meet public health and safety standards. It should be noted that for many people homelessness is not a static state but rather a fluid experience, where one's shelter circumstances and options may shift and change quite dramatically and with frequency. (Definition, para. 2; refer to table 1 for examples)

Table 1

Canadian Definition of Homelessness (Adapted from COH, 2012).

	OPERATIONAL CATEGORY	LIVING SITUATION		GENERIC DEFINITION
1. UNSHELTERED	This includes people who lack housing and are not accessing emergency shelters or accommodation, except during extreme weather conditions. In most cases, people are staying in places that are not designed for or fit for human habitation	1.1	People living in public or private spaces without consent or contract	• Public space, such as sidewalks, squares, parks, forests, etc. • Private space and vacant buildings (squatting)
		1.2	People living in places not intended for permanent human habitation	• Living in cars or other vehicles • Living in garages, attics, closets or buildings not designed for habitation • People in makeshift shelters, shacks or tents
2. EMERGENCY SHELTERED	This refers to people who, because they cannot secure permanent housing, are accessing emergency shelter and system supports, generally provided at no cost or minimal cost to the user. Such accommodation represents an institutional response to homelessness provided by government, non-profit, faith-based organizations and/or volunteers	2.1	Emergency overnight shelters for people who are homeless	These facilities are designed to meet the immediate needs of people who are homeless. Such short-term emergency shelters may target specific sub- populations, including women, families, youth or Aboriginal persons, for instance. These shelters typically have minimal eligibility criteria, offer shared sleeping facilities and amenities, and often expect clients to leave in the morning. They may or may not offer food, clothing or other services. Some emergency shelters allow people to stay on an ongoing basis while others are short term and are set up to respond to special
		2.2	Shelters for individuals/ families impacted by family violence	
		2.3	Emergency shelter for people fleeing a natural disaster or destruction of accommodation due to fires, floods, etc.	

				circumstances, such as extreme weather.
3. PROVISIONALLY ACCOMODATED	This describes situations in which people, who are technically homeless and without permanent shelter, access accommodation that offers no prospect of permanence. Those who are provisionally accommodated may be accessing temporary housing provided by government or the non-profit sector or may have independently made arrangements for short-term accommodation.	3.1	Interim Housing for people who are homeless	Interim housing is a systems-supported form of housing that is meant to bridge the gap between unsheltered homelessness or emergency accommodation and permanent housing
		3.2	People living temporarily with others, but without guarantee of continued residency or immediate prospects for accessing permanent housing	Often referred to as 'couch surfers' or the 'hidden homeless', this describes people who stay with friends, family, or even strangers.
		3.3	People accessing short term, temporary rental accommodations without security of tenure	In some cases people who are homeless make temporary rental arrangements, such as staying in motels, hostels, rooming houses, etc.
		3.4	People in institutional care who lack permanent housing arrangements	People who may transition into homelessness upon release from: Penal institutions; Medical/mental health institutions; Residential treatment programs or withdrawal management centers; Children's institutions/ group homes.
		3.5	Accommodation/reception centers for recently arrived immigrants and refugees	Prior to securing their own housing, recently arrived immigrants and refugees may be temporarily housed while receiving settlement support and

				orientation to life in Canada.
4. AT-RISK OF HOMELESSNESS	Although not technically homeless, this includes individuals or families whose current housing situations are dangerously lacking security or stability, and so are considered to be at-risk of homelessness. They are living in housing that is intended for permanent human habitation, and could potentially be permanent (as opposed to those who are provisionally accommodated). However, as a result of external hardship, poverty, personal crisis, discrimination, a lack of other available and affordable housing, and/or the inappropriateness of their current housing (which may be overcrowded or does not meet public health and safety standards) residents may be "at risk" of homelessness.	4.1	People at imminent risk of homelessness	• Those whose employment is precarious • Those experiencing sudden unemployment Households facing eviction • Housing with transitional supports about to be discontinued • People with severe and persistent mental illness, active addictions, substance use, and/or behavioural issues Breakdown in family relations • People facing, or living in direct fear, of violence/abuse
		4.2	Individuals and families who are precariously housed	Those who face challenges that may or may not leave them homeless in the immediate or near future. CMHC defines a household as being in core housing need if its housing: "falls below at least one of the adequacy, affordability or suitability standards and would have to spend 30% or more of its total before-tax income to pay the median rent of alternative local housing that is acceptable (meets all three housing standards).

Prevalence of Homelessness in Canada

The current prevalence data on homelessness in Canada is somewhat inconsistent across studies due to differing definitions of homelessness, diverse methodologies used to count or estimate individuals and families experiencing homelessness, counters' failure to compute people who "don't look homeless", and individuals experiencing homelessness in places in which they could not easily be seen, such as shelters, motels, camping grounds, and living with friends (Gaetz et al., 2016). Nonetheless, the State of Homelessness in Canada 2016 report indicated that at least 235,000 Canadians experience homelessness in a given year and 35,000 Canadians experience homelessness on any given night (Gaetz et al., 2016). In Quebec, the number of persons experiencing homelessness on any given night is approximately 5800, with more than 3100 of them within the city of Montreal (Latimer & Bordeleau, 2019).

Youth Experiencing Homelessness

Youth experiencing homelessness are reported to make up between 18 to 19 percent of the homeless population in Canada (Gaetz et al., 2016; Latimer & Bordeleau, 2019). They are considered to be some of Canada's most at-risk persons (Gaetz et al., 2013; Hughes et al., 2010; Nichols et al., 2017) with considerable concern for their emotional and psychological well-being (Buckner, 2008; Haskett et al., 2016; Hulchanski et al., 2009; Mallett et al., 2004; Votta & Manion, 2004; Zerger et al., 2008). For example, in comparison to their housed counterparts, youth experiencing homelessness report poorer emotional and psychological well-being (Haskett et al., 2016; Hughes et al., 2010), interpersonal conflicts (Edidin et al., 2012), parental physical or sexual abuse (Ferguson & Xie, 2008; Mallett, 2009), suicidality (Mallett et al., 2004; Richer et al., 2013), substance use problems (Busen & Engebretson, 2008; Roy et al., 2013), increased mortality rates (Roy et al., 2004), and academic difficulties (Thompson et al., 2010). It is

important to operationalize key constructs relevant to this topic, including family histories, peer relationships and gender differences.

Family Histories. Families are considered to be the most enduring and important social grouping that provide a basis of connection, interdependence, and the context in which individuals experience their most intimate and noteworthy relationships (McKie & Callan, 2012). However, for the majority of youth experiencing homelessness, familial relationships are complex and often described as a precipitating factor in their homelessness. Indeed, many youth experiencing homelessness are from households in which they were victims of physical, sexual or emotional abuse and neglect (Ferguson & Xie, 2008; Mallett, 2009), or confronted to economic hardship (Karabanow et al., 2010), parental substance abuse and/or other mental disorders (Parker & Mayock, 2019). While high levels of family disruption and conflict, including experiences of violence and/or abuse are consistently featured in the literature on youth experiencing homelessness, evidence from youth experiencing homeless and other high-risk youth increasingly suggests that family contact, connectedness, and support can act as buffers and serve important functions (e.g., practical and emotional support) in helping these youth to successfully navigate adversity (Braciszewski et al., 2016; Parker & Mayock, 2019).

Peer Relationships. Among youth experiencing homelessness, peer relationships have often been framed as having both protective and a risk-enhancing characteristics (Kidd & Shahar, 2008). Youth experiencing homelessness maintain relationships within and outside of homelessness contexts, and the instrumental or emotional resources that they receive from their peers can impact their use of services (Barman-Adhikari & Rice, 2014). Certain types of support offered by peers may increase distress or engagement in unhealthy behaviors, whereas others can encourage the use of services. The influence of peers with antisocial tendencies has been

identified as one of the strongest risk factors for antisocial behavior among youth (Werner & Silbereisen, 2003). Peers who are also experiencing homelessness often serve as models in the utilization of services, as youth often report learning about resource availability or services from networking with their peers on the street (Garrett et al., 2008). For example, those who associated with other shelter users were five times more likely to use shelters themselves (Chew Ng et al., 2013).

Gender Differences. There are gendered patterns with regard to self-reported interpretations of circumstances leading to homelessness among youth (Tessler et al., 2001), patterns of resilience (Sanders et al., 2017), as well as coping strategies employed (Ferguson et al., 2015). For example, women experiencing homelessness more frequently endorsed eviction, interpersonal conflict, and loss of support as the main reasons for unstable housing, whereas men more often endorsed loss of a job, mental health problems, and drug and alcohol problems (Tessler et al., 2001). As a result, gender is frequently included as a moderating factor in studies conducted among youth experiencing homelessness.

Narratives

Considering the adverse correlates associated with youth homelessness, these youth are frequently characterized in terms of deficiencies and/or their homeless status, which limits the recognition of their capacities to cope (McCollum & Trepper, 2001). In a review of research on the 'homeless identity,' McCarthy (2013) suggested that the identities of persons experiencing homelessness are built for them by society to such a degree that they become 'objects of discourse' and not subjects of their own experience. This is problematic, particularly as knowledge about homelessness and individuals experiencing homelessness generally comes from the news media which typically depicts this population as having a lower moral value than

the ‘average citizen’ and, occasionally, as a group to be feared, as drug-addicted users, and/or violent and mentally ill offenders (Toft, 2014; Toolis & Hammack, 2015). Considering the heterogeneity of this population in relation to the varied and complex developmental trajectories, personal experiences and circumstances that led to homelessness, these depictions are not only inaccurate, but they also undermine the individuality of people experiencing homelessness. While recognizing the hardships-associated challenges encountered by youth experiencing homelessness, many have shown resilience as well as the ability to thrive and effectively cope with their environment (MacDonald, 2013). Thus, the following two papers stem from a program of research, aimed at examining individual and interpersonal factors that are associated with a greater use of resilience resources as well as the presence of adaptive coping strategies among youth experiencing homelessness. The findings from this program may be beneficial in offering tailored interventions to these youth while supporting them during their experiences of homelessness as well as in their transition out of homelessness.

Chapter III
Study One

Rethinking Narratives about Youth Experiencing Homelessness: Exploring Essential Relationships and Resilience

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Abstract

To understand the factors promoting resilience among youth experiencing homelessness, we utilized a model of attachment security and explored the links among essential relationships with parents and peers, and the use of various socioecological resources contributing to resilience. 102 youth aged 16-24 (M_{age}= 20, SD= 2.07) were recruited from an organization servicing individuals in need. The Inventory of Parent and Peer Attachment was used to assess self-perceptions of relationships with parents and peers, and the Child and Youth Resilience Measure was used to assess engagement in resilience resources. Higher levels of attachment with parental figures were associated with increased engagement in seeking support from others (relational resilience), while higher levels of peer attachment were associated with higher levels of engagement in personal coping (individual resilience), such as locus of control, and of environmental resources (contextual resilience), such as the use of community and spiritual resources. Implications for practice are discussed.

Keywords: homelessness, resilience, attachment, parental relationships, peer relationships

Rethinking Narratives about Youth Experiencing Homelessness: Exploring Essential Relationships and Resilience

The homeless population is often stereotyped, pathologized, criminalized, and defined only by their homeless status, as though the processes of development – cognitive, social, emotional− have little bearing on their lives. Or worse, they are blamed for their own mental health issues such as depression, anxiety, and substance abuse (Dej, 2016; O'Grady et al., 2011). Thus, we argue that understanding the ways that the social relationships of youth experiencing homelessness impact their developmental outcome will provide insights into the lives of this underserved and understudied population. We approach this study from a strength-based perspective as we attempt to examine the contributions of maternal, paternal and peer attachments on the resilience and well-being of youth experiencing homelessness.

In comparison to their housed counterparts, youth experiencing homelessness report higher rates of mental health and substance use problems, with over 85% reporting high levels of psychological distress (Gaetz et al., 2016). Yet, despite the well-known risks associated with youth homelessness, many of these vulnerable youth are able to develop healthy and adaptive coping mechanisms that lead to the development of resilience in the face of the associated adversities (Cronley & Evans, 2017). These types of adaptive processes are often linked to positive personal influences and relationships prior to or even during a period of considerable adversity (Cicchetti & Doyle, 2016).

The theories of attachment provide a potential focus in the quest to better understand the enabling of individual resilience, as attachment experiences are thought to reflect representations about the self and others that can influence the manner in which individuals perceive and respond to life stressors (Allen & Land, 1999; Bowlby, 1969). Direct parental emotional support

in childhood has long been linked to attachment security and the positive influence of these bonds typically extend into adolescence and even into adulthood (Allen et al., 2018; McElhaney et al., 2009). As adolescents develop toward young adulthood, peer relationships progressively take on characteristics that eventually supersede parental relationships (Allen et al., 2018; Zeifman & Hazen, 2008). At a conceptual level, attachment security is associated with a model of the self in relation to others in which both confidence in one's own ability to face and cope with obstacles and trust in others to be receptive and supportive in times of need are essential components (McElhaney et al., 2009; van Rosmalen et al., 2016). Accordingly, we investigated the relation between perceived attachment to parents and peers and the self-reported use of three types of resources (individual, relational, and contextual) that have been cited (Liebenberg et al., 2012) as essential to the development of resilience in at-risk youth.

Resilience in the Face of Homelessness

Resilience is a dynamic process that is generally defined as a multi-dimensional and interactive process between resources that contribute to the well-being of an individual who faces adversity, such as trauma, tragedy, high levels of stress, serious health problems, and financial or home-related stressors (American Psychological Association, 2020; Govender et al., 2017; Masten, 2014). Rather than being seen as an innate special quality (Garmezy, 1991b; Luthar et al., 2000; Masten, 2011), resilience is viewed as an outcome of the interaction between the individual and their environment (for a review, see Shean, 2015). This is exemplified by Ungar (2015) who argued that "given the multidimensionality of the processes associated with resilience, the likelihood of individual children withstanding the impact of cumulative stressors is not a measure of their personal invulnerability. Instead, resilience is predicted by both the

capacity of individuals, and the capacity of their social and physical ecologies to facilitate their coping in culturally meaningful ways" (p. 4).

The evidence from various at-risk populations suggests that the ability to recover from adverse life circumstances can be reduced to three broad categories – attributes of the family, community/context, and the individual (Garmezy, 1991; Luthar et al., 2000, 2015; Masten, 2014; Ungar, 2015; Rutter, 2013; Werner, 1989). In this framework, resilience is understood as a process through which youth use a combination of relational, contextual, and individual resources to respond to adverse circumstances and events over time (Cronley & Evans, 2017; Liebenberg et al., 2012). Examples of relational resources include experiences and attachment with caregivers, positive role models, mentors, or social support networks (Fergus & Zimmerman, 2005; Herrick et al., 2011; Rutter, 2013; Ungar, 2015; Yancey et al., 2011). Contextual resources include one's identification with community, educational, spiritual, cultural, political or traditional practices (Ungar, 2015). Examples of individual capacities include personality, temperament, and cognitions such as self-monitoring/regulating, empowerment, expressiveness, and locus of control (Ungar, 2015). The availability and accessibility of these individual, relational, contextual resources result in a cumulative effect on the youth's outcomes (Ungar et al., 2013).

Among youth experiencing homelessness, reliance on individual, relational and contextual resources associated with resilience (e.g., emotional self-control, relationship with parents, spirituality) increases their capabilities to survive without stable residences and contributes to healthy development and wellbeing (Bender et al., 2007; Malindi, 2017). In a systematic review of studies on the development of resilience among youth experiencing homelessness, Cronley and Evans (2017) found that the youth rely on informal social networks

to survive on the street and that their individual needs are supported through these networks. These resources are thought to further contribute to resilience by fostering engagement in healthy coping mechanisms. The opportunity to connect and form meaningful relationships with significant others may thus foster the development of other healthy relationships, such as those found in informal social networks.

Parental and Peer Attachment

Traditional attachment theory is largely based on a caregiver's capacity to provide a sense of security through which a child can explore the world and develop trust and confidence in themselves and in others (Ainsworth, 1978; Bowlby, 1969). In this context, attachments to caregivers and the internal working models of these relationships continue to be influential into adolescence and adulthood (Bowlby, 1988). By adolescence, attachment represents more of an internal state of mind or "felt security" on the part of the teenager, regardless of the physical presence of the attachment figure (Allen et al., 1994, 2007, 2018). The benefits of this felt security include the development of effective and healthy coping skills in adolescence and adulthood that may lead to a reduction of maladaptive behaviours (Barnes et al., 2007; McElhaney et al., 2009; Nowak et al., 2013).

As adolescence is marked by critical changes in cognitive, behavioural, and emotional systems that are linked to a striving for greater independence and autonomy from their parents (Guarnieri et al., 2010), attachment behaviour is often directed toward non-parental figures, such as peers, who are perceived as primary sources of guidance, support, and intimacy (Berndt, 2002; Collins & Laursen, 2000). For adolescents, peers represent other significant individuals who can shape the development of their values, which may be in line or different from those of their parents. While this does not necessitate a disruption of parental attachment, as adolescent

autonomy is created in the context of secure, close, and lasting relationships with parents (Fraley & Davis, 1997), it does suggest that interactions with peers take on an increasingly higher priority during adolescence and young adulthood (Gorrese & Ruggieri, 2012; Kerns et al., 2006). Among youth experiencing homelessness, for whom a dysfunctional family history is a common experience (Dang & Miller, 2013), many rely on their relationships with peers in order to moderate the demands and anxieties (Austin & Williard, 1998; Giordano, 2003; Ruddick, 1996) and to navigate their new environments (Karabanow & Clement, 2004; Whitbeck & Hoyt, 2017). Thus, these relationships are essential and frequently become a primary source of social support (Thompson et al., 2010). Accordingly, a significant positive attachment is associated with greater resilience among youth, even among those experiencing homelessness (Stefanidis et al., 1992; Stein et al., 2009).

Present Study

The potential contributions of both parental and peer relations to the well-being of youth experiencing homelessness highlights the complexity of the developmental pathway to resilience and the need to consider multiple aspects of, and contributors to, developmental outcomes (Luthar et al., 2015, 2021). Thus, the goal of the present study was to examine the links among self-reports of essential relationships – those with maternal, paternal, and peer figures – and self-report of engagement in three resources associated with resilience among youth experiencing homelessness in an urban area.

The data from this report were drawn from a larger community initiative and collaboration between Welcome Hall Mission, the largest community organization servicing individuals in financial need in Montreal, Quebec, and researchers from both McGill University and Concordia University. The collaborative project was focused on understanding factors

contributing to the well-being of youth experiencing homelessness in an urban setting. We hypothesized that the presence of secure attachment with maternal, paternal, and peer figures would contribute differentially to increases in the youths' engagement across individual, relational, and contextual resources of resilience. One, we expected the presence of maternal and paternal secure attachment, as compared with peer attachment, to predict greater use of resources related to relational resilience. Two, we expected peer attachment, as compared with maternal and paternal attachment, to predict greater use of resources related to individual and contextual resilience. The findings from this study will add to our understanding of the protective role of 'felt security' with maternal, paternal, and peer figures and how these bonds relate to the acknowledgement and usage of the different resources implicated in resilience among youth experiencing homelessness.

Method

Participants

The youth were recruited from the Warm Meals program, an evening program from every Monday to Friday at Welcome Hall Mission, in which meals were served to youth experiencing homelessness. The participants included 102 youth (68 male, 31 female, 1 trans, 2 undisclosed) aged 16-24 years (M_{age} = 20, SD = 2.07) experiencing homelessness. We used the Canadian Observatory on Homelessness definition of youth homelessness (Canadian Observatory on Homelessness, 2016), which is "the situation and experience of young people between the ages of 13–24 who are living independently of parents and/or caregivers, but do not have the means or ability to acquire stable, safe or consistent residence". This includes a range of housing and shelter conditions varying from being completely unsheltered to being at-risk of no longer being housed due to precarious or unstable living standards. The final group of participants was

racially/ethnically diverse, as 48 self-identified as White, 10 as Black, 3 as Indigenous, and the remaining 41 as either multiracial or other. The demographic statistics are presented in Table 1.

Measures

Demographics

A brief 13-item questionnaire was used to obtain information about the participants' age, gender, ethnicity, previous or current education, contact with family, mental health, reasons for leaving home, and current living arrangements.

Parent and Peer Attachment

The Inventory of Parent and Peer Attachment (IPPA; Armsden & Greenberg, 1989) was used to measure a global score of security attachment with the youth's mother, father and peers, based on multiple dimensions of attachment (i.e., trust, communication, alienation). It includes three distinct sections for maternal, paternal, and peer attachment. Each of the twenty-five-items that are associated with each attachment figure is rated on a five-point Likert-type scale in which 1 indicates that the statement is "almost never or never true" and 5 indicates "almost always or always true". Item examples such as "My mother respects my feelings" reflect a secure maternal attachment as opposed to "I wish I had a different mother," which highlights an insecure maternal attachment (Armsden & Greenberg, 1989). Negatively worded items were reverse scored. These subscales were factor analytically derived and the sum of all the items in each section (mother, father, peer) yielded the IPPA score in that particular section. The IPPA has good internal consistency IPPA with reported Cronbach alpha coefficients ranging between 0.72 and 0.91 for the subscales (father, mother, peer) in college students ranging in age from 16 to 20 years (Armsden & Greenberg, 1987). In the present sample Cronbach alpha reliabilities were .85 (maternal), .87 (paternal), and .91 (peer).

Resilience

The Child and Youth Resilience Measure (CYRM-28; Liebenberg et al., 2012) is a 28 item self-report, indirect measure of resilience used to assess the availability and usage of resources that increase the likelihood of demonstrating resilience when adversity is experienced. Resilience is divided into the three dimensions of *individual* factors (e.g., I strive to finish what I start), *relational* factors (e.g., I talk to my family/caregiver(s) about how I feel), and *contextual* factors (e.g., I participate in organized religious activities). Each item on the questionnaire is measured on a Likert scale ranging from 1, representing a lack of engagement, to 5, representing being fully engaged. These three dimensions of resilience and the structure of the measure have been validated by numerous researchers, including among English and French-speaking Canadian youth (Daigneault et al., 2013; Liebenberg et al., 2012), at-risk youth in New Zealand (Sanders et al., 2017), youth experiencing homelessness in South Africa (Malindi, 2017), and youth experiencing health-related adversities in an urban area of Malawi (Kaunda-Khangamwa et al., 2020). Among the participants in the present study, Cronbach's alpha reliability analyses were calculated for each resilience factor: individual = .77, relational = .75, contextual = .56. According to Hinton et al. (2004), a Cronbach alpha between 0.50 and 0.70 shows moderate reliability, 0.70 to 0.90 shows high reliability, and 0.90 and above shows excellent reliability.

Procedure

This study was approved by the Research Ethics Board (REB) at McGill University (REB File #: 240-1115). The participants were approached by the youth workers at Welcome Hall Mission while they were having dinner at the cafeteria. The workers explained the study, informed the participants that they would receive a gift card worth $15 at a local movie theater if they participated, and explained that they were under no obligation to participate and could

withdraw from the study at any time if they did agree to participate. If a youth agreed to participate, they were directed to a quiet room where they were greeted by a member of the research team. Prior to completing the questionnaires, the participants were administered a consent form describing the project's purpose, main area of interest, procedures, potential risks, and confidentiality. In order to preserve their anonymity, they were assigned a four-digit number that was written in place of their name on each questionnaire. The participants were encouraged to answer all of the questions except for ones that did not apply to them. For example, if they did not have a father or a paternal figure, they could skip the questions on the IPPA about their relationship with their father.

Results

Missing Data Analyses

Participants with and without missing data were compared using Little's (1988) missing completely at random (MCAR) test in the SPSS Missing Values (MVA) functionality. The Little's MCAR test, including all study variables, was not significant ($p > .05$), indicating that the data were missing completely at random. As a result, the data were not replaced and were analysed using complete-case analysis (listwise deletion), as listwise deletion is reported to produce unbiased estimates of means, variances and regression weights when the data are MCAR (Little & Rubin, 2019).

Bivariate Correlations

Pearson's *r* correlations were conducted to examine the associations within (see Tables 2 and 3 for the matrices) and between attachment figures and the three dimensions of resilience (see Table 4). The results indicated multiple positive correlations between attachment figures and engagement in diverse resilience resources. Higher levels of self-reported attachment with

maternal, paternal, and peer figures was associated with higher levels of self-reported engagement across all three resources associated with resilience.

To better understand the value of each attachment figure (paternal, maternal, peer) in explaining the engagement of the participants in each type of resilience resource (individual, relational, and contextual), three standard linear multiple regression analyses were conducted (see Table 5 for a summary of the results). An examination of tolerance statistics confirmed no violations of multicollinearity, as all tolerance values were above 0.10; the minimum tolerance value was 0.86. No Variance Inflation Factors exceeded 10; the largest was 1.14.

Regression Analyses

Individual resilience

A standard linear multiple regression analysis was conducted to evaluate the association between attachment figures and the self-reported engagement in individual resilience resources. The regression model was significant ($F_{(3,32)} = 11.20$, $p < 0.01$). Mother, father, and peer attachment accounted for 47% of the variation in youth's engagement in individual resilience resources ($R^2 = .51$, Adjusted $R^2 = .47$). Among the attachment figures, only the attachment with peers was a significant predictor of youth's engagement in individual resilience resources, with higher scores on peer attachment associated with higher scores on engagement in individual resilience resources when mother and father attachment scores were held constant ($\beta = .71$, $t = 5.35$, $p < 0.01$).

Relational resilience

A standard linear multiple regression analysis was conducted to evaluate the association between attachment figures and the self-reported engagement in relational resilience resources.

The regression model was significant ($F_{(3,34)} = 31.08$, $p < 0.01$). Mother, father, and peer attachment accounted for 71% of the variation in youth's engagement in relational resilience resources ($R^2 = .73$, Adjusted $R^2 = .71$). Among the attachment figures, only maternal and paternal attachment were significant predictors of the youth's engagement in relational resilience resources. In terms of mother attachment, higher scores were associated with higher scores on engagement in relational resilience resources when father and peer attachment scores were held constant ($\beta = .69$, $t = 7.42$, $p < 0.01$). For father attachment, higher scores were associated with higher scores on engagement in relational resilience resources when mother and peer attachment scores were held constant ($\beta = .26$, $t = 2.82$, $p = .01$).

Contextual resilience

A standard multiple linear regression analysis was conducted to evaluate the association between attachment figures and the self-reported engagement in contextual resilience resources. The regression model was significant $F(3,29) = 7.30$, $p < 0.01$. Mother, father, and peer attachment accounted for 37% of the variation in the youth's engagement in contextual resilience resources ($R^2 = .43$, Adjusted $R^2 = .37$). Among the attachment figures, only the attachment with peers was a significant predictor of the youth's engagement in contextual resilience resources, with higher scores on peer attachment associated with higher scores on engagement in contextual resilience resources when mother and father attachment scores were held constant ($\beta = .47$, $t = 3.15$, $p < 0.01$).

Gender analyses

We examined the role of gender as a moderating factor between the three attachment figures (maternal, paternal, and peer) and the three dimensions of resilience (individual,

relational, and contextual). As the number of female participants was slightly less than would be expected based on the percentage of female population experiencing homelessness in Canada (35.2%; Government of Canada, 2018), we regard these analyses as preliminary. However, the differential patterns of association for the males and the females depicted in table 4 were quite striking and reveal important differences between attachment figures and resilience domains. Individual resilience was highly correlated with maternal attachment for the female participants but not for the males, whereas individual resilience was correlated with paternal and peer attachment for the male but not for the female participants. Despite the relatively small number of female respondents the differences in the magnitudes of these correlation coefficients were statistically significant using Fisher's r-to-z transformation. Individual resilience and maternal attachment were correlated r=.13 for males, and for .70 females ($z=-2.29$, $p< .01$). So too, for the males, individual resilience correlated highly with peer attachment, but this correlation was not significant for the females, the magnitudes of these coefficients differed ($z=1.89$, $p=.029$). As for relational resilience, maternal attachment was positively and significantly associated for both the males and the females, but the correlation was of a significantly higher magnitude for the female participants ($z=2.08$, $p=.018$). For relational resilience, the males' attachment to paternal figures was highly significant, but for the females the association between relational resilience and paternal attachment was near zero ($r=2.78$, $p=.003$).

Gender differences are further highlighted by the analyses conducted within each gender. For the females, the differences in the correlations between maternal and paternal attachment and relational resilience was highly significant ($z=3.99$, $p< .0001$) indicating that maternal attachment plays a much larger role in relational resilience than paternal attachment – when such attachment relationships exist at all. The comparisons on peer attachments also revealed gender

differences. For the males, individual resilience was highly associated with peer attachment – mores so than for maternal attachment ($z=-3.42$, $p=.0003$), whereas for the females, peer attachment was virtually unrelated to individual resilience. As for relational resilience, the difference between the correlations with maternal and peer attachment were highly significant ($z=4.06$, $p< .00001$).

Discussion

The predictive associations among self-reports of attachment to maternal, paternal, and peers, and the self-reported use of three dimensions of resilience (individual, relational, and contextual) were explored among youth experiencing homelessness in Montreal, Canada. The findings of this study are consistent with the expectations that self-reports of more secure attachment to both parents and peers contributed to increases in the youth's engagement in resilience resources. More secure attachment with parental figures specifically contributed to their engagement in seeking support from their relationships with other individuals in their environments (relational resilience). More secure attachment with peers were associated with increases in engagement in personal and internal coping techniques (individual resilience), such as hopeful thinking, as well as in environmental and external resources (contextual resilience). Whereas parental support seems to contribute to the development of working models that allow youth to form meaningful relations with supportive others, support from peers has the potential to contribute in the development and identification of internal resilient resources (e.g., internal locus of control and motivation) as well as the ability to connect with the values promoted within contextual environments (e.g., religious facilities and community centers) that buffer one's internal needs. Our findings on peer attachment support and extend Barman-Adhikari and Rice's (2014) notion that peers represent a significant source of social support among youth

experiencing homelessness. The effects of peer support contributed to the youth's engagement in individual and contextual resources associated with the development of resilience. Consistent with Barman-Adhikari et al. (2016), our findings highlight the need for considering the context of youths' support systems when providing them with services. They are also evidence of the diverse nature of the social networks of youth experiencing homelessness, highlighting that their social lives are not necessarily devoid of positive connections owing to their homeless status. Rather, many of them may have rich and positive social connections that serve as protective factors in the course of their social and emotional development (Dang & Miller, 2013; de la Haye et al., 2012; Wenzel et al., 2012).

Our preliminary analyses on gender differences suggest that social connections may play qualitatively different roles in risk/resilience domains for males and females, and like their housed peers, issues of identity continue to play a key role in the social and personal development of the population experiencing homelessness. This work highlights the complexity of the lives of people who experience homelessness, and points to an essential continuity in the roles that social relationships have on our personal development and mental health and well-being.

Limitations

In light of the complexities in working with the unique population of youth experiencing homelessness, this study includes limitations that warrant consideration. One limitation is the use of a sample of convenience that was recruited from a sub-sample of youth experiencing homelessness who had sought out meals from a meals program, thereby excluding those who live in unstable housing conditions without access to service providers. A second limitation is that the data were obtained at one point in time, thereby precluding the delineation of causal

relations. Three, the use of self-report questionnaires intended to reflect the youth's perception of their own relationships and of resilience resources entails subjectivity in responding, this is the only way to assess the inner lives of this or any population. Despite these limitations, the findings reported here provide unique insights into the inner lives and social relationships of a specific subgroup of a particularly vulnerable but difficult to access and assess group.

Conclusion and Future Directions

Understanding the effects of the quality of essential attachment figures on resilience among youth experiencing or at risk for homelessness is paramount in identifying the protective factors that may promote adaptive functioning and well-being in this vulnerable population. The adverse circumstances of youth experiencing homelessness lead to significantly greater vulnerabilities than that of their housed-peers, and their marginalized status limits opportunities for social scaffolding that promotes adaptive development. Yet, despite the conditions surrounding parent-youth relationships, our findings highlight that positive relationships with parental and peer figures are associated with engagement in individual, contextual, and relational resources that have been found to lead to resilience. Some youth manage to adapt to their environment and benefit from the resources implicated in resilience. Supporting these youth in maintaining meaningful relationships with significant others may thus be a factor that contributes to their adaptation and transition out of homelessness. In addition to the specific findings on the influence of parental and peer attachment on resilience and mental health and well-being, our findings also highlight the universal workings of the attachment system among youth experiencing homelessness. Accordingly, nuanced and personalized efforts to help youth experiencing homelessness benefit from positive relationships with individuals in their lives are

necessary both for rethinking common societal narratives of pathology and for developing programs that can enhance well-being.

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Conflicts of Interest

The authors have no conflict of interest to report.

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Table 1

Description of Demographic Characteristics of Youth Experiencing Homelessness

Variable	Frequency	Percentage
	N	*%*
Gender		
Male	68	66.7
Female	31	30.4
Trans	1	1
Not Disclosed	2	2
Age		
16	2	2
17	2	2
18	9	8.8
19	21	20.6
20	10	9.8
21	20	19.6
22	7	6.9
23	21	20.6
24	10	9.8
Ethnicity		
White	48	47.1
African American/Black	10	9.8
Biracial	9	8.8
Hispanic	3	2.9

Indigenous	3	3.9
Arab	4	3.9
Asian	1	1
Other	24	23.5
Highest level of education		
6-8th Grade	20	19.6
9-10th Grade	26	25.5
11-12th Grade	30	29.4
Post-secondary	17	16.7
Undisclosed	9	8.8
Upbringing		
Rural	29	28.4
Urban	69	67.6
Undisclosed	4	3.9
Upbringing in single-parent home or step-family		
Yes	47	46.1
No	49	48
Undisclosed	6	5.9
Parental or caregiver abuse during upbringing		
Yes	33	32.4
No	65	63.7
Undisclosed	4	3.9

Parent(s) with addictions and/or mental health difficulties		
Yes	42	41.2
No	55	53.9
Undisclosed	5	4.9
Left home due to family conflict		
Yes	42	41.2
No	59	57.8
Spent time in the foster care system		
Yes	51	50
No	49	48
Undisclosed	2	2
Current frequency of family contact		
Daily	19	18.6
Weekly	26	25.5
Monthly	18	17.6
Less than monthly	32	31.4
None	2	2
Undisclosed	5	4.9
Diagnosis of physical health problem or disability in the past 5 years		
Yes	26	25.5
No	70	68.6
Undisclosed	6	5.9

Diagnosis of mental disorder in the past 5 years		
Yes	46	45.1
No	54	52.9
Undisclosed	2	2
Stay in a mental health or addictions care facility in the past 5 years		
Yes	21	20.6
No	42	41.2
Undisclosed	39	38.2
Stay in a correctional facility in the past 5 years		
Yes	13	12.7
No	29	28.4
Undisclosed	50	49
Children		
Yes	12	11.8
No	85	83.4

Table 2

Correlations among Maternal, Paternal, and Peer Attachment

	1.	2.	3.
1. Maternal attachment	-		
2. Paternal attachment	.19	-	
3. Peer attachment	.22	.32*	-

Note: **p <.05 (2-tailed)*

Table 3

Correlations among Individual, Contextual, and Relational Resilience

	1.	2.	3.
1. Individual resilience	-		
2. Relational resilience	.47**	-	
3. Contextual resilience	.64**	.67**	-

Note: ***p* ≤ *.01 (2-tailed)*

Table 4

Correlations among Attachment Figures and Resilience Resources

	Total resilience	Individual resilience	Contextual resilience	Relational resilience
Maternal attachment	.63**	.25	.40**	.76**
Males		.13	.32*	.68**
Females		.70**	.64*	.90**
Paternal attachment	.49*	.40**	.37**	.52**
Males		.45**	.48**	.69**
Females		.31	-.13	-.05
Peer attachment	.43*	.60**	.43**	.23
Males		.72**	.53**	.39*
Females		.35	.47*	.09

Note: ***p* ≤.01, **p* <.05*

Table 5

Summary of Multiple Regression Analyses Assessing the Associations Among Maternal, Paternal, and Peer Attachment on Individual, Relational and Contextual Resilience

	Individual Resilience			Relational Resilience			Contextual Resilience		
Variable	B	SE B	β	B	SE B	B	B	SE B	β
Maternal attachment	.001	.03	.01	.22	.03	.69**	.08	.04	.28
Paternal attachment	.01	.03	.03	.08	.03	.26**	.03	.04	.11
Peer attachment	.25	.05	.71**	.08	.04	.18	.18	.06	.47**
R^2	.51			.73			.43		
F	11.20**			31.08**			7.30**		

Note: *$p < .05$, **$p < .01$.

Bridge to Study 2

The findings from Study 1 highlight the role of essential relationships in the self-reported use of resilience resources among youth experiencing homelessness. Specifically, and in line with previous research and theories suggesting that social connectedness results in greater resilience among youth experiencing homelessness (Barman-Adhikari & Rice 2014; Tyler & Schmitz, 2020), the results from the first paper indicated that greater attachment to both parents and peers contributed to increases in the youth's engagement in resilience resources. Among parental figures, greater attachment contributed to greater engagement in relational resilience (e.g., seeking support from others), whereas greater attachment to peers contributed to greater engagement in individual (e.g., internal coping strategies) and contextual resilience (e.g., environmental and community resources). Previous research on coping had already shown the influence of motivation on adaptive and maladaptive coping among the general population (Bonneville-Roussy et al., 2017; Mouratidis & Michou, 2011). However, no study had investigated this relationship among youth experiencing homelessness. Therefore, using the same participants, the goal of paper 2 was to test these hypotheses and explore whether adaptive and maladaptive coping may be associated to the youth's autonomous and controlled motivation, and whether this relationship may be moderated by their gender and self-reported essential relationships with their mothers, fathers, and peers.

Chapter IV
Study Two

Rethinking Narratives about Youth Experiencing Homelessness (Part II): The Influence of Self-Determined Motivation and Peer Relations on Coping

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Abstract

Using the cognitive appraisal theory of coping and the self-determination theory of motivation, we examined the shared variance of motivational orientations, attachment relationships, and gender on adaptive and maladaptive coping among youth experiencing homelessness. Several scales including The Global Motivation Scale (assessing motivational orientations; i.e., autonomous and controlled motivation), the BRIEF Cope (adaptive and maladaptive coping strategies), and the Inventory of Parent and Peer Attachment (self-perceptions of relationships with mothers, fathers, and peers) were administered to 102 youth aged between 16-24 (M_{age}= 20, SD= 2.07) years recruited from an evening program for youth experiencing homelessness in Montreal, Canada. Autonomous motivation was positively associated with engagement in effective coping strategies, while controlled motivation was positively linked to maladaptive coping. Moderation analyses were used to examine whether gender and relationships with attachment figures moderated the relationship between motivation and coping. A significant main effect of peer attachment on adaptive coping emerged, in which greater peer attachment was related to more adaptive coping among the youth. No interaction effects resulted. Although no significant moderating effects were associated with essential relationships and gender, further research implementing a more nuanced approach to assessing the interaction between these constructs may be warranted. Overall, the findings highlight the importance of intervention programs for youth experiencing homelessness, that focus on enhancing autonomous motivation and utilizing peer support to optimize the use of adaptive coping strategies.

Keywords: homelessness, adaptive coping, maladaptive coping, motivation, attachment, relationships

Rethinking Narratives about Youth Experiencing Homelessness (Part II):

The Influence of Self-Determined Motivation and Peer Relations on Coping

Youth homelessness is described as "the situation and experience of young people between the ages of 13–24 who are living independently of parents and/or caregivers, but do not have the means or ability to acquire stable, safe or consistent residence" (Canadian Observatory on Homelessness [COH], 2016). It is frequently characterized in terms of the youth's deficiencies and risk factors (e.g., child maltreatment, suicidality, substance abuse, lower academic achievement; Rosenthal et al., 2008; Saperstein et al., 2014). The negative and deficit-based characterizations of their unstable housing status overemphasize possible negative outcomes stemming from their social precariousness, indirectly suggest that youth in these conditions have low chances of success (Gewirtz O'Brien et al., 2020) and limit the recognition of their ability to cope with the adversities that they face (McCollum & Trepper, 2001; Rew et al., 2019). We argue that the most common societal narratives about youth in these conditions lead to the frequent disregard of the dynamic developmental relations between the individual and their internal being and external environments. Rather, we contend that youth who experience homelessness are not homogeneous or one-dimensional and are not necessarily doomed to poor outcomes such as delinquency or substance abuse, as numerous outcomes — including healthy adaptation — are possible for youth who experience challenges and hardships (Burack & Schmidt, 2014; Cicchetti & Rogosch, 1996; Ungar & Theron, 2020). As with other youth, youth experiencing homelessness may display many positive characteristics that are associated with well-being (Rew et al., 2019), including self-determination, positive relationships with family members or peers, and adaptive coping (Krabbenborg et al., 2017; Napoleon et al., 2021; Rew et al., 2017; Rew et al., 2019; Tucker et al., 2010). Accordingly, we extend our previous findings

that essential relationships with parents and peers influence the use of individual, relational, and contextual resources associated with resilience among youth experiencing homelessness (Napoleon et al., 2021), suggesting similar developmental pathways underlying risk and resilience among youth experiencing homelessness and the general population. By attempting to identify motivational and relational factors that promote coping in this population, we also aim to determine whether similar factors influencing adaptive and maladaptive outcomes in the general population are also at play among youth experiencing homelessness.

Coping

Differences in coping strategies have long been cited as essential to developmental outcomes (Carver et al., 1989; Lazarus & Folkman, 1984). Although no method of conceptualizing coping is universally accepted, coping strategies are often distinguished based on whether they are adaptive or maladaptive (i.e., helpful or harmful; e.g., Campbell-Sills et al., 2006; Skinner et al., 2003; Thompson et al., 2010). Adaptive coping strategies, such as support planning, humour, active coping, positive reframing, use of emotional support, acceptance, and adherence to religious practices, represent the efforts of an individual to change the stressor or emotion that accompanies it (Lazarus & Folkman, 1984), and are associated with positive adjustment to stressors and decreases in psychological distress (Hong, 2007; Yeung et al., 2016). Adaptive coping strategies usually characterise the efforts of an individual to change the stressor or emotion that accompanies the stressor, resulting in desirable personal or social outcomes (e.g., decreases in psychological distress, better physical health; Connor-Smith & Compas, 2004; Holland & Holahan, 2003; Hong, 2007). Among youth experiencing homelessness, adaptive coping strategies decrease the risk of depression and problem substance use (Unger et al., 1998), and lead to better chances of legal employment and decreased participation in illegal activity

(Ferguson et al., 2015). In contrast, maladaptive coping strategies, such as substance use, venting, self-distraction, behavioural disengagement, denial, and self-blame, refer to the tendency of the individual to deny or escape a stressor and have been associated with undesirable personal and social outcomes (Gauvin et al., 2019; Marcks & Woods, 2007; Meyer, 2001). For youth experiencing homelessness, maladaptive coping strategies have been shown to be associated with higher rates of depression (Brown et al., 2015), internalizing and externalizing behaviour problems (Votta & Manion, 2004), delinquent behaviours (Dashora et al., 2011), and increased suicidality, particularly among females (Kidd & Carroll, 2007).

The Self-Determined Theory of Motivation as a Framework for Understanding Coping

The self-determination theory of motivation (SDT) provides a framework for understanding the development of adaptive and maladaptive coping in situations of distress (Deci & Ryan, 1985, 2000, 2008). As the association between motivation and coping in stressful contexts is empirically supported (Hodgins & Knee, 2002; Mouratidis & Michou, 2011; Ntoumanis et al., 2009), SDT appears to be a relevant framework for examining coping strategies among youth experiencing homelessness. The foundation of SDT is that autonomy, competence, and relatedness are three basic psychological needs that, if fulfilled, foster healthy personality development and human motivation. Individuals engage in behaviours or activities for reasons that are more self-determined (i.e., autonomous) when their psychological needs are fulfilled (Ryan and Deci, 2002). Specifically, SDT describes the motivation to engage in behaviours and activities as a multifaceted construct falling on a continuum from autonomous to controlled. This continuum consists of four distinct levels of extrinsic motivation – integrated regulation, identified regulation, introjected regulation, external regulation – intrinsic motivation,

and amotivation. These levels are then agglomerated into a more meaningful focus on 'autonomous motivation'— comprising intrinsic, integrated, and identified regulations — referring to behaviour is consistent with the individual's personal interests and values (e.g., acting out of choice and pleasure), and 'controlled motivation' — comprising introjected and external regulations — which refers to behaviour according to external or internal pressures (e.g., acting for reward, behaving to avoid punishment, or trying to avoid feelings of guilt; Chemolli & Gagné, 2014; Deci & Ryan, 2008; Ratelle et al., 2007). Autonomous motivation has been associated with numerous positive outcomes including greater psychological health and long-term persistence, positive mood states, healthier lifestyles and behaviours (e.g., Pelletier et al., 2004; Roth et al., 2007). In the face of stress, these characteristics allow autonomously motivated individuals to focus on their goals and to continue to act in line with their priorities (Skinner & Edge, 2002). Conversely, controlled types of motivation were found to more often lead to negative outcomes (e.g., rigid functioning, and diminished well-being; Deci & Ryan, 2000; Vallerand, 1997).

The consideration of when and how these alternative styles of motivation are used and the ways that they impact developmental outcomes needs to be framed within the context of the individual's relationships with others. This is consistent with the SDT premise that the social environment plays an important role in the fulfillment of basic psychological needs and that every person has an innate need to experience *relatedness*—to feel accepted by and significant to others, to feel cared for by others, and to care for others (Deci & Ryan, 2000; Lavigne et al., 2011). The need for relatedness can be experienced through attachment, an emotional bond that connects one person to another, which can decrease distress or anxiety and promote safety and subsistence (Ainsworth et al., 1978; Bowlby, 1969). As children get older, they develop a larger

collection of behaviours for attaining proximity to caregivers, and to some extent, the focus on protection shifts to a closeness that is more similar to emotional support. By the time they reach adolescence, attachment represents more of a "felt security" on the part of the teenager, rather than actual physical safety (Allen & Land, 1999; Allen et al., 2007). The benefits of this felt security extending from childhood to adolescence include the development of adaptive coping skills (Nowak et al., 2013).

As adolescence includes critical changes in cognitive, behavioural, and emotional systems that are connected to a desire for more independence and autonomy from parents (Guarnieri et al., 2010), peer relationships progressively take on characteristics that resemble parental relationships (Allen et al., 2018; Zeifman & Hazen, 2008) and offer important sources of social and emotional support (e.g., Laible, 2007; Liable et al., 2000; Wilkinson, 2010). Autonomy has an especially high meaning during these years, as a significant developmental task of adolescence is to negotiate the battle between developing independence on the one hand and preserving close bonds with parents on the other (Luthar et al., 2015). While using parental attachment as a secure base, increased autonomous exploration allows youth to focus on other tasks of social and emotional development such as forming relationships with peers and romantic partners and regulating their own emotions and behaviours (McElhaney et al., 2009). This suggests that attachment continues to transform and integrate with subsequent developmental accomplishments or milestones, including, autonomy and relationships with peers throughout young adulthood (Allen et al., 2007; Gorrese & Ruggieri, 2012; Sroufe & Rutter, 1984).

The developmental trajectory of attachment relationships may be particularly relevant for youth experiencing homelessness − who may have chosen or have been forced to leave an unsafe or otherwise untenable situation due to conflict with parental figures within the home (Mayock et

al., 2014). Many of these youth find support from surrogate families made up of their peers (Karabanow & Naylor, 2013; Thompson et al., 2016) and are able to learn prosocial coping strategies from other environments (Kidd, 2003; e.g., supportive mentors and organizations, peer groups, etc.). When this attachment to their peers is marked by mutual reciprocity and cooperation, it may offer an increased sense of security and belonging (Thompson et al., 2016). The challenges and hardships, often described as inevitable for youth experiencing homelessness, may thus be counteracted by having a community of peers for various types of support. When peers are able to create a supportive climate in which they are responsive to the needs of the youth, the youth may feel encouraged to adhere to their personal values and goals. In turn, peer support may reduce stress and depressive symptoms (Kidd & Davidson, 2006) and may help the youth to view their stressful situation as more controllable, thus leading to the use of more adaptive forms of coping (Skinner & Edge, 2002) and the development of positive changes in their own lives (Bender et al., 2007). As with other populations, supportive relationships with family members and peers mitigate negative and stressful life events in the lives of youth experiencing homelessness (Gasior et al., 2018; Krabbenborg et al., 2013).

The Present Study

The purpose of this project was to better understand personal and interpersonal factors that contribute to the well-being of youth experiencing homelessness in an urban setting. The focus is on 1) the influence of autonomous motivation on adaptive and maladaptive coping; 2) the influence of controlled motivation on adaptive and maladaptive coping; and 3) the possible moderating effects of essential maternal, paternal, and peer relationships, and gender on these relationships. Consistent with evidence from the general population, we hypothesized that greater reports of autonomous motivation, but not controlled motivation, would lead to more

adaptive coping and less maladaptive coping among the youth experiencing homelessness. Accordingly, we also hypothesized that greater reports of controlled motivation, but not autonomous motivation, would lead to more maladaptive coping and less adaptive coping. In relation to our moderators, we hypothesized that the effects of motivation on coping would be moderated by the youth's essential relationships, with youth who have more secure relationships benefitting the most. We also explored whether motivation relates to coping through gender considering the evidence that male and female young adults experiencing homelessness use different strategies to cope with stressors (Ferguson et al., 2015; Kidd & Carroll, 2007), with females using greater social withdrawal and avoidant coping techniques in comparison to males (Kidd & Carroll, 2007).

Method

Participants

The youth were recruited from a weeknight dinner program for youth living in unstable housing conditions run by the largest agency providing services to people in poverty in a major Canadian city. The participants were 102 youth (68 male, 31 female, 1 trans, 2 undisclosed) aged 16-24 years (M_{age} = 20, SD = 2.07) experiencing homelessness based on the COH definition of youth homelessness (COH, 2016). The group was racially/ethnically diverse, as 48 self-identified as White, 10 as Black, 3 as Indigenous, and the remaining 41 as either multiracial or other.

Measures

Demographics

A brief 13-item questionnaire was used to obtain information about the participants' age, gender, ethnicity, previous or current education, contact with family, mental health, reasons for

leaving home, and current living arrangements. The demographic statistics are presented in Table 1.

Autonomous and Controlled Motivation

The GMS-28 (Guay et al., 2003) is a 28-item scale based on the five motivational constructs conceptualized by Deci and Ryan (1985, 2000) to assess motivation orientations. The participants rated the extent to which each of the items corresponded to the reasons why they do things in general (e.g., "In general, I do things in order to help myself become the person I aim to be"; "In general, I do things because otherwise I would feel guilty for not doing them"). The items in the GMS-28 are divided into the 5 subscales of motivation: intrinsic motivation, integrated regulation, identified regulation, introjected regulation, and external regulation. The subscales were amalgamated into the two global motivation scales of (1) *Autonomous Motivation*, comprised of the intrinsic motivation, integrated and identified regulation subscales, and (2) *Controlled Motivation*, comprised of the introjected regulation and external regulation subscales. The scores on these two global scales were used in all of the analyses. Acceptable levels of reliability, validity, and internal consistency have been reported for the GMS-28 (Guay et al., 2003). Among the participants in this study, the Cronbach alpha reliabilities were also within acceptable levels: .89 (autonomous motivation) and .70 (controlled motivation).

Adaptive and Maladaptive Coping

The Brief COPE (Carver, 1997) is a multidimensional coping inventory that was used to measure the varying coping strategies used by the youth in response to their current housing situations. The B-COPE is comprised of 28 items used to measure 14 different coping strategies. Among the 14 subscales, 8 are considered to be adaptive coping strategies, whereas the other 6 are considered to be maladaptive coping strategies. For the present study, two variables were

computed and labelled: (1) *Adaptive Coping,* includes instrumental support, planning, humour, active coping, positive reframing, use of emotional support, acceptance, and religion subscales, and (2) *Maladaptive Coping,* comprises substance use, venting, self-distraction, behavioural disengagement, denial, and self-blame subscales. The participants were asked to rate how frequently they engage in the described behaviours (e.g., "I've been taking action to try to make the situation better"). The ratings are on a four-point Likert scale ranging from 1 (I haven't been doing this at all or never) to 4 (I've been doing this a lot or often). The total scores for the use of adaptive or maladaptive coping strategies were calculated by summing the appropriate items for each variable, in which higher scores reflected greater use of the coping strategy. The Brief COPE has predicted clinically relevant outcomes across many stressful situations and disadvantaged populations, including youth experiencing homelessness (e.g., Meyer, 2001; Stein et al., 2008). For the participants in this study, the Cronbach alpha reliabilities were within acceptable levels: .89 (adaptive), and .76 (maladaptive).

Maternal, Paternal, and Peer Attachment *(IPPA)*

The IPPA (Armsden & Greenberg, 1987, 1989) was used to assess the quality of perceived maternal attachment, paternal attachment, and peer attachment in the current study. The IPPA includes three sections for maternal, paternal, and peer attachment separately. Each section includes twenty-five items comprising a five-point Likert-type scale, with "1" indicating "almost never or never true" and "5" indicating "almost always or always true" (Armsden & Greenberg, 1989). The participants were asked to rate how true the statement is for them. Examples of items include "My mother respects my feelings," "I wish I had a different mother," "When we discuss things, my father cares about my point of view," "I feel angry with my father," "My friends encourage me to talk about my difficulties," "My friends understand me,"

and “If my friends know something is bothering me, they ask me about it”. Negatively worded items were reverse scored. The sum of the items in the mother and father sections yielded the maternal and paternal attachment scores in our sample, whereas the sum of items in the peer section yielded the peer attachment score. The IPPA has been used to measure attachment in vulnerable youth from low-income backgrounds (e.g., Murray & Zvoch, 2011) and it has been reported to be reliable and valid (Gullone & Robinson, 2005; Murray & Zvoch, 2011). For the participants in this study, the scales demonstrated acceptable Cronbach alpha reliabilities of .85 (maternal), .87 (paternal), and .91 (peer).

Procedure

This study was approved by the Research Ethics Board at McGill University and is part of a program of research conducted at Welcome Hall Mission by researchers from both McGill University and Concordia University. The participants were approached by intervention workers at the Warm Meals center as they entered the cafeteria at dinner time. The workers explained the study, informed the participants that they would receive a gift card worth $15 at a local movie theater if they participated, and emphasized that they were under no obligation to participate and even if they did agree to participate could withdraw from the study at any time. The interested individuals were directed to a quiet room in the same building where they were greeted by one or two members of the research team. A research assistant asked the prospective participants about their preferred language, either English or French, and all subsequent testing was conducted in that language[1]. Prior to completing the questionnaires, the participants were provided an information form describing the project’s purpose, main area of interest, potential risks, and procedures to maintain confidentiality. The participants provided written consent and in order to

[1] All of the proposed measures were translated into French by native French speaking students in the research laboratory using a back-translation method.

preserve anonymity, they were assigned a four-digit number that was written in place of their name on each questionnaire. The participants were encouraged to answer all of the questions except for ones that did not apply to them. For example, if they did not have a father or a paternal figure, they could skip the questions on the IPPA about their relationship with their father.

Results

Missing Data Analyses

IBM SPSS (version 27.0) was used to conduct all analyses. The participants with and without missing data were compared using Little's (1988) missing completely at random (MCAR) test in the SPSS Missing Values (MVA) functionality. The Little's MCAR test, including all study variables, was not significant ($p > .05$), indicating that the data were missing completely at random. As a result, the data were not replaced and were analysed using complete-case analysis (listwise deletion), as listwise deletion is reported to produce unbiased estimates of means, variances, and regression weights when the data are MCAR (Little & Rubin, 2019).

Bivariate Correlations (Simple Regression)

Pearson *r* correlations were conducted to examine the intercorrelations among all of the measures. The results indicated multiple positive correlations among and between self-reported relationships with attachment figures, coping styles, and motivational orientations. See Table 2 for correlations among the study variables.

Multiple Regression analyses

To better understand the value of each of the motivational orientation (autonomous and controlled) in explaining the engagement of the participants in each type of coping (adaptive, maladaptive), standard linear multiple regression analyses were conducted (see Table 3 for a summary of the results). An examination of tolerance statistics confirmed no violations of

multicollinearity, as all tolerance values were above 0.10; the minimum tolerance value was 1. No Variance Inflation Factors exceeded 10; the largest was 1.

Adaptive coping

A standard linear multiple regression analysis was conducted to evaluate the association between motivation orientations and adaptive coping. The regression model was significant ($F_{(2,79)} = 14.63$, $p < 0.01$). Autonomous and controlled motivation accounted for 25% of the variation in youth's adaptive coping ($R^2 = .27$, Adjusted $R^2 = .25$). Among the motivation orientations, only autonomous motivation was a significant predictor of the youth's adaptive coping, with greater levels of autonomous motivation being associated with higher levels of adaptive coping when controlled motivation was held constant ($\beta = .49$, $t = 4.81$, $p < 0.01$).

Maladaptive coping

A standard linear multiple regression analysis was conducted to evaluate the association between motivation orientations and maladaptive coping. The regression model was significant ($F_{(2,79)} = 6.18$, $p < 0.01$). Autonomous and controlled motivation accounted for 11% of the variation in youth's maladaptive coping ($R^2 = .14$, Adjusted $R^2 = .11$). Among the motivation orientations, only controlled motivation was a significant predictor of youth's maladaptive coping, with greater levels of controlled motivation being associated with higher levels of maladaptive coping when autonomous motivation was held constant ($\beta = .39$, $t = 3.47$, $p < 0.01$).

Moderation analyses

To investigate how gender as well as relationships with maternal, paternal, and peer figures moderate the relationship between motivation and coping, 12 simple moderation analyses including two independent moderators were performed using PROCESS (Hayes, 2018). The outcome variables for the analyses were adaptive and maladaptive coping. The predictor

variables for the analyses were autonomous and controlled motivation. The independent moderating variables evaluated for the analyses were gender as well as maternal, paternal, and peer attachment. A main effect of peer attachment on adaptive coping was significant, $F_{(5,58)} = 7.48$, $p < .03$ (see Table 12). Greater peer attachment was directly related to greater adaptive coping. However, contrary to our expectations, none of the interactions between the motivational orientations and the independent moderating variables were found to be statistically significant in predicting coping. See Tables 5 to15 for details of the models and interactions.

Discussion

In keeping with the importance of considering at-risk youth in the context of their complex development and ecological systems while remaining sensitive to disadvantages (Burack et al., 2021), coping styles (i.e., adaptive or maladaptive) among youth experiencing homelessness were examined in relation to their autonomous or controlled motivation and to the extent that they were influenced by attachment relationships to essential people in their lives (e.g., mother, father, peers) and gender identity. The primary findings of this study are two-fold. First, the findings pertaining to the motivational orientations reinforce the assumed relationships based on SDT and replicate results from the general population (Bonneville-Roussy et al., 2017; Mouratidis & Michou, 2011; Pelletier et al., 2004; Roth et al., 2007), as consistent with our hypotheses, autonomous and controlled motivation significantly and respectively predicted adaptive and maladaptive coping in the youth. These findings are also commensurate with the evidence that the youth experiencing homelessness who are able to have a positive outlook in relation to their stressful situation are reported as being more self-regulated and self-efficient (Aldwin et al., 2011). Second, our findings relating to peer relationships highlight the essential role of peers in fostering adaptive coping among youth in unstable housing conditions. Our

analyses revealed a significant main effect of peer attachment on adaptive coping, but no significant moderation effects for relationships nor gender in our sample. These findings support the developmental peer-related processes conceptualized in the attachment theories and are also consistent with our previous findings (Napoleon et al., 2021) that higher levels of attachment to peers are associated with greater levels of in individual resilience among youth experiencing homelessness. In this context, peers appear to be compensating for parental void that youth experiencing homelessness frequently face.

Overall, in contrast to the prescriptive identities conveying youth experiencing homelessness as not being in control of their destiny and as being doomed to adverse outcomes (McCarthy, 2013), our findings depict similar developmental pathways as the general population and highlight continuity between typical and atypical populations (Burack, 1997). Despite a history of homelessness, these youth can be self-determined and use their motivation to cope adaptively, and further, positively benefit from their relationships with peers. They are much more than the impairing stereotypes within which they are categorized and hence, should not be defined by their homelessness, but rather through the multiplicity of the developmental and interpersonal processes involved, of which they are not stripped of once they become homeless.

Limitations

Although this study represents an analysis of a particularly understudied and difficult to access population, some limitations warrant further consideration. One limitation is the use of a convenience sample that was obtained from a sub-sample of youth experiencing homelessness who had sought out meals from a meals program, thus excluding those who were living in unstable housing conditions without access to service providers. Second, the data were obtained at one point in time (i.e., cross-sectional), thus precluding the delineation of longitudinal causal

relations. Third, the use of self-report questionnaires intended to reflect the youth's perception of their own relationships and of motivational and coping resources entails subjectivity in responding. Despite these limitations, the information gained from this study will both add to the literature on at-risk youth and contribute to the development of sustainable intervention strategies for organizations serving youth experiencing homelessness, including Welcome Hall Mission, to promote adaptive coping in this population.

Conclusion and Future Directions

Homelessness remains a significant social issue, particularly for the growing population of youth in unstable housing conditions (Latimer & Bordeleau, 2019; Gaetz et al., 2016). This study offers an original contribution as it is an initial study on the influence of essential social relationships on the association between autonomous and controlled motivation and coping among youth experiencing homelessness and also offers an expanded conceptualization and application of the SDT (Deci & Ryan, 1985) to this population. Overall, our findings offered additional empirical evidence to support the development of strength-based interventions and services aimed at optimizing coping strategies, as well as the importance of peers in the well-being of youth experiencing homelessness. A greater focus on these factors may contribute to their transition into stable housing after experiencing homelessness.

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Table 1

Description of Demographic Characteristics of Youth Experiencing Homelessness

Variable	Frequency	Percentage
	N	%
Gender		
Male	68	66.7
Female	31	30.4
Trans	1	1
Not Disclosed	2	2
Age		
16	2	2
17	2	2
18	9	8.8
19	21	20.6
20	10	9.8
21	20	19.6
22	7	6.9
23	21	20.6
24	10	9.8
Ethnicity		
White	48	47.1
African American/Black	10	9.8
Biracial	9	8.8
Hispanic	3	2.9

Indigenous	3	3.9
Arab	4	3.9
Asian	1	1
Other	24	23.5
Highest level of education		
6-8th Grade	20	19.6
9-10th Grade	26	25.5
11-12th Grade	30	29.4
Post-secondary	17	16.7
Undisclosed	9	8.8
Upbringing		
Rural	29	28.4
Urban	69	67.6
Undisclosed	4	3.9
Upbringing in single-parent home or step-family		
Yes	47	46.1
No	49	48
Undisclosed	6	5.9
Parental or caregiver abuse during upbringing		
Yes	33	32.4
No	65	63.7
Undisclosed	4	3.9
Parent(s) with addictions and/or mental health difficulties		

Yes	42	41.2
No	55	53.9
Undisclosed	5	4.9
Left home due to family conflict		
Yes	42	41.2
No	59	57.8
Spent time in the foster care system		
Yes	51	50
No	49	48
Undisclosed	2	2
Current frequency of family contact		
Daily	19	18.6
Weekly	26	25.5
Monthly	18	17.6
Less than monthly	32	31.4
None	2	2
Undisclosed	5	4.9
Diagnosis of physical health problem or disability in the past 5 years		
Yes	26	25.5
No	70	68.6
Undisclosed	6	5.9
Diagnosis of mental disorder in the past 5 years		
Yes	46	45.1

No	54	52.9
Undisclosed	2	2
Stay in a mental health or addictions care facility in the past 5 years		
Yes	21	20.6
No	42	41.2
Undisclosed	39	38.2
Stay in a correctional facility in the past 5 years		
Yes	13	12.7
No	29	28.4
Undisclosed	50	49
Children		
Yes	12	11.8
No	85	83.4

Table 2

Bivariate Correlations for Major Study Variables

		1.	2.	3.	4.	5.	6.	7.
1.	Autonomous Motivation	--						
2.	Controlled Motivation	.35**	--					
3.	Adaptive Coping	.51**	.22*	--				
4.	Maladaptive Coping	.04	.35**	.25**	--			
5.	Maternal Attachment	.30*	.05	.33**	.01	--		
6.	Paternal Attachment	.23	.23	.30*	-.02	.20	--	
7.	Peer Attachment	.38**	.23	.51**	.21	.15	.30*	--

*$p < 0.05$, **$p < .001$

Table 3

Summary of Multiple Regression Analyses Assessing the Associations Among Autonomous and Controlled Motivation on Adaptive and Maladaptive Coping

	Adaptive Coping			Maladaptive Coping		
Variable	B	SE B	β	B	SE B	β
Autonomous Motivation	.02	.003	.49**	-.002	.003	-.08
Controlled Motivation	.004	.01	.07	.02	.01	.39**
R^2		.27			.14	
F		14.63**			6.18**	

***p < .01.*

Table 4

Moderating Effects of Gender (W) and Maternal Attachment (Z) on the Relationship Between Autonomous Motivation (X) and Adaptive Coping (Y)

Model summary						
R	R^2	MSE	F	Df1	Df2	p
.73	.53	.22	11.13	5	50	<.01**
Model						
	coefficient	se	t	p	LLCI	ULCI
Constant	2.11	1.44	1.46	.15	-.79	5.00
Autonomous motivation	.04	.02	.23	.82	-.03	.04
Gender	-1.27	.81	-1.58	.12	-2.90	.35
Int_1	.01	.01	1.52	.14	-.0047	.03
Maternal attachment	.00	.02	-.0003	.99	-.03	.03
Int_2	.00	.0002	.18	.85	-.0003	.0004
Tests of highest order unconditional interactions						
	R2 change		F	Df1	Df2	p
X*W	.02		2.30	1	50	.14
X*Z	.003		.03	1	50	.85
BOTH	.02		1.21	2	50	.31

Int_1: Autonomous motivation x Gender; Int_2: Autonomous motivation x Maternal Attachment

**p < .01

Table 5

Moderating Effects of Gender (W) and Paternal Attachment (Z) on the Relationship Between Autonomous Motivation (X) and Adaptive Coping (Y)

Model summary						
R	R^2	MSE	F	Df1	Df2	P
.61	.37	.29	4.85	5	42	<.01**
Model						
	coefficient	se	t	p	LLCI	ULCI
Constant	1.65	2.15	.77	.44	-2.69	5.98
Autonomous motivation	.01	.02	.46	.65	-.04	.06
Gender	-.55	.89	-.61	.54	-2.35	1.26
Int_1	.004	.01	.33	.74	-.02	.03
Paternal attachment	.004	.02	.18	.86	-.04	.05
Int_2	.0000	.0002	.03	.98	-.0004	.001
Tests of highest order unconditional interactions						
	R2 change		F	Df1	Df2	p
X*W	.002		.11	1	42	.74
X*Z	.00		.001	1	42	.98
BOTH	.002		.06	2	42	.98

Int_1: Autonomous motivation x Gender; Int_2: Autonomous motivation x Paternal Attachment

**p < .01

Table 6

Moderating Effects of Gender (W) and Peer Attachment (Z) on the Relationship Between Autonomous Motivation (X) and Adaptive Coping (Y)

Model summary						
R	R^2	MSE	F	Df1	Df2	p
.77	.55	.23	13.40	5	54	<.01**
Model						
	coefficient	se	t	p	LLCI	ULCI
Constant	1.37	1.21	1.13	.26	-1.06	3.79
Autonomous motivation	.004	.02	.23	.82	-.03	.03
Gender	-.50	.66	-.76	.45	-1.81	.82
Int_1	.00	.01	.19	.85	-.01	.02
Peer attachment	.004	.01	.28	.78	-.02	.03
Int_2	.0001	.0002	.83	.41	-.0002	.001
Tests of highest order unconditional interactions						
	R2 change		F	Df1	Df2	p
X*W	.003		.04	1	54	.85
X*Z	.01		.69	1	54	.41
BOTH	.01		.42	2	54	.66

Int_1: Autonomous motivation x Gender; Int_2: Autonomous motivation x Peer Attachment

**p < .01

Table 7

Moderating Effects of Gender (W) and Maternal Attachment (Z) on the Relationship Between Autonomous Motivation (X) and Maladaptive Coping (Y)

Model summary						
R	R^2	MSE	F	Df1	Df2	p
.29	.08	.28	.90	5	50	.49
Model						
	coefficient	se	t	p	LLCI	ULCI
Constant	2.42	1.62	1.50	.14	-.83	5.66
Autonomous motivation	-.01	.02	-.39	.70	-.04	.03
Gender	-.55	.91	-.61	.55	-2.37	1.27
Int_1	.01	.01	.90	.37	-.01	.03
Maternal attachment	.01	.02	.34	.73	-.03	.04
Int_2	-.0001	.0002	-.26	.79	-.0004	.0003
Tests of highest order unconditional interactions						
	R2 change		F	Df1	Df2	p
X*W	.01		.81	1	50	.37
X*Z	.001		.07	1	50	.79
BOTH	.02		.42	2	50	.66

Int_1: Autonomous motivation x Gender; Int_2: Autonomous motivation x Maternal Attachment

Table 8

Moderating Effects of Gender (W) and Paternal Attachment (Z) on the Relationship Between Autonomous Motivation (X) and Maladaptive Coping (Y)

Model summary						
R	R^2	MSE	F	Df1	Df2	p
.42	.17	.33	1.77	5	42	.14
Model						
	coefficient	se	t	p	LLCI	ULCI
Constant	3.54	2.29	1.54	.13	-1.09	8.16
Autonomous motivation	-.02	.03	-.90	.37	-.08	.03
Gender	-.43	.95	-.45	.65	-2.36	1.49
Int_1	.01	.01	1.00	.32	-.01	.04
Paternal attachment	-.01	.02	-.52	.60	-.06	.03
Int_2	.0001	.0002	.60	.55	-.0003	.001
Tests of highest order unconditional interactions						
	R2 change		F	Df1	Df2	p
X*W	.02		1.01	1	42	.32
X*Z	.01		.36	1	42	.55
BOTH	.02		.52	2	42	.60

Int_1: Autonomous motivation x Gender; Int_2: Autonomous motivation x Paternal Attachment

Table 9

Moderating Effects of Gender (W) and Peer Attachment (Z) on the Relationship Between Autonomous Motivation (X) and Maladaptive Coping (Y)

Model summary						
R	R^2	MSE	F	Df1	Df2	p
.40	.16	.29	2.11	5	54	.08
Model						
	coefficient	se	t	p	LLCI	ULCI
Constant	2.46	1.35	1.82	.07	-.25	5.16
Autonomous motivation	-.01	.02	-.77	.45	-.05	.02
Gender	-.02	.73	-.03	.97	-1.49	1.44
Int_1	.01	.01	.62	.54	-.01	.02
Peer attachment	-.002	.01	-.12	.90	-.03	.03
Int_2	.0001	.0002	.36	.72	-.0003	.0004
Tests of highest order unconditional interactions						
	R2 change		F	Df1	Df2	p
X*W	.01		.38	1	54	.54
X*Z	.002		.13	1	54	.72
BOTH	.01		.32	2	54	.73

Int_1: Autonomous motivation x Gender; Int_2: Autonomous motivation x Peer Attachment

Table 10

Moderating Effects of Gender (W) and Maternal Attachment (Z) on the Relationship Between Controlled Motivation (X) and Adaptive Coping (Y)

Model summary						
R	R^2	MSE	F	Df1	Df2	p
.45	.21	.33	2.92	5	56	.02*
Model						
	coefficient	se	t	p	LLCI	ULCI
Constant	2.37	1.16	2.05	.04	.06	4.69
Controlled motivation	-.01	.03	-.21	.83	-.07	.06
Gender	-.08	.66	-.12	.91	-1.40	1.24
Int_1	-.001	.02	-.04	.97	-.04	.03
Maternal attachment	-.01	.01	-.51	.61	-.03	.02
Int_2	.0004	.0003	1.19	.24	-.0002	.001
Tests of highest order unconditional interactions						
	R2 change		F	Df1	Df2	p
X*W	.00		.002	1	56	.97
X*Z	.02		1.42	1	56	.24
BOTH	.02		.71	2	56	.50

Int_1: Controlled motivation x Gender; Int_2: Controlled motivation x Maternal Attachment

*p < .05

Table 11

Moderating Effects of Gender (W) and Paternal Attachment (Z) on the Relationship Between Controlled Motivation (X) and Adaptive Coping (Y)

Model summary						
R	R^2	MSE	F	Df1	Df2	P
.38	.15	.34	1.65	5	48	.16
Model						
	coefficient	se	t	p	LLCI	ULCI
Constant	2.15	1.47	1.46	.15	-.81	5.10
Controlled motivation	.02	.04	.37	.72	-.07	.10
Gender	-.17	.91	-.18	.86	-1.99	1.67
Int_1	-.01	.02	-.22	.83	-.06	.04
Paternal attachment	.003	.01	.28	.78	-.02	.03
Int_2	.000	.0003	.05	.96	-.001	.001
Tests of highest order unconditional interactions						
	R2 change		F	Df1	Df2	p
X*W	.001		.05	1	48	.83
X*Z	.000		.003	1	48	.96
BOTH	.001		.033	2	48	.97

Int_1: Controlled motivation x Gender; Int_2: Controlled motivation x Paternal Attachment

Table 12

Moderating Effects of Gender (W) and Peer Attachment (Z) on the Relationship Between Controlled Motivation (X) and Adaptive Coping (Y)

Model summary						
R	R^2	MSE	F	Df1	Df2	p
.63	.39	.28	7.48	5	58	<.01**
Model						
	coefficient	se	t	p	LLCI	ULCI
Constant	.10	1.23	.08	.94	-2.37	2.56
Controlled motivation	.04	.04	1.06	.29	-.04	.12
Gender	-.96	.58	-1.65	.10	-2.12	.20
Int_1	.01	.02	.89	.38	-.02	.05
Peer attachment	.03	.02	2.28	.03*	.004	.06
Int_2	-.001	.001	-1.07	.29	-.001	.0004
Tests of highest order unconditional interactions						
	R2 change		F	Df1	Df2	p
X*W	.01		.80	1	58	.38
X*Z	.01		1.14	1	58	.29
BOTH	.01		.67	2	58	.52

Int_1: Controlled motivation x Gender; Int_2: Controlled motivation x Peer Attachment

**p < .01

Table 13

Moderating Effects of Gender (W) and Maternal Attachment (Z) on the Relationship Between Controlled Motivation (X) and Maladaptive Coping (Y)

Model summary						
R	R^2	MSE	F	Df1	Df2	p
.45	.21	.24	2.91	5	56	.02*
Model						
	coefficient	se	t	p	LLCI	ULCI
Constant	2.68	.99	2.71	.01	.70	4.65
Controlled motivation	-.02	.03	-.68	.50	-.07	.04
Gender	.25	.56	.44	.66	-.88	1.37
Int_1	-.001	.02	-.09	.93	-.03	.03
Maternal attachment	-.02	.01	-1.69	.10	-.04	.003
Int_2	.001	.0003	1.84	.07	.00	.001
Tests of highest order unconditional interactions						
	R2 change		F	Df1	Df2	p
X*W	.001		.01	1	56	.93
X*Z	.05		3.39	1	56	.07
BOTH	.05		1.70	2	56	.19

Int_1: Controlled motivation x Gender ; Int_2: Controlled motivation x Maternal Attachment

*p < .05

Table 14

Moderating Effects of Gender (W) and Paternal Attachment (Z) on the Relationship Between Controlled Motivation (X) and Maladaptive Coping (Y)

Model summary						
R	R^2	MSE	F	Df1	Df2	p
.45	.20	.30	2.47	5	48	.05*
Model						
	coefficient	se	t	p	LLCI	ULCI
Constant	1.24	1.38	.90	.37	-1.54	4.02
Controlled motivation	.02	.04	.54	.59	-.06	.10
Gender	.78	.86	.92	.36	-.94	2.51
Int_1	-.01	.02	-.59	.56	-.06	.03
Paternal attachment	-.01	.01	-.63	.53	-.03	.02
Int_2	.0002	.0003	.59	.56	-.0004	.001
Tests of highest order unconditional interactions						
	R2 change		F	Df1	Df2	p
X*W	.01		.35	1	48	.56
X*Z	.01		.35	1	48	.56
BOTH	.02		.51	2	48	.60

Int_1: Controlled motivation x Gender; Int_2: Controlled motivation x Paternal Attachment

*p < .05

Table 15

Moderating Effects of Gender (W) and Peer Attachment (Z) on the Relationship Between Controlled Motivation (X) and Maladaptive Coping (Y)

Model summary						
R	R^2	MSE	F	Df1	Df2	p
.46	.21	.28	3.15	5	58	.01*
Model						
	coefficient	se	t	p	LLCI	ULCI
Constant	1.43	1.23	1.16	.25	-1.04	3.89
Controlled motivation	.01	.04	.15	.89	-.07	.08
Gender	.75	.58	1.29	.20	-.41	1.91
Int_1	-.01	.02	-.78	.44	-.05	.02
Peer attachment	-.01	.02	-.47	.64	-.04	.02
Int_2	.0003	.001	.63	.53	-.001	.001
Tests of highest order unconditional interactions						
	R2 change		F	Df1	Df2	P
X*W	.01		.61	1	58	.44
X*Z	.01		.39	1	58	.53
BOTH	.01		.35	2	58	.71

Int_1: Controlled motivation x Gender; Int_2: Controlled motivation x Peer Attachment

*p < .05

Chapter V
General Discussion

Summary of Findings and Original Contributions

As is the case for most individuals from marginalized groups, youth experiencing homelessness have historically been discussed almost exclusively within the context of adverse correlates, mental health outcomes and psychosocial functioning (Gewirtz O'Brien et al., 2020; Whitbeck et al., 2000). These youth are often stigmatized to the point of being blamed for their precarity (Kidd, 2007; McCarthy, 2013). This stigmatization has been found to contribute to reports of low self-esteem, loneliness, feelings of being trapped, and suicidality among youth experiencing homelessness (Kidd, 2007). Yet, areas of considerable developmental and interpersonal strength are possible for youth in vulnerable populations (Cicchetti & Cohen, 1995; Cicchetti & Doyle, 2016; Luthar et al., 1993), including youth experiencing homelessness, as evidenced by many of these youth's ability to rely on various resources and succeed despite their housing status (Dang, 2014; Dang & Miller, 2013; Slesnick et al., 2017). Within this context, the studies presented in the two papers were conducted with the aim of recasting the common narratives of deficit and redirecting our attention to the personal and interpersonal development of youth by examining the factors implicated in the resilience and coping of youth experiencing homelessness.

The objective of the first study was to examine the association between relationships with attachment figures (i.e., mothers, fathers, peers) and the use of resources implicated in resilience (i.e., relational, individual, contextual). The findings indicate an association between relationships with parents and peers and the use of resources implicated in resilience, revealing a positive relationship both between reports of parental attachment and relational resilience and

between reports of peer attachment and contextual and individual resilience. In relation to parental attachment, the results highlight the significant role of these relationships in the process of resilience among youth experiencing homelessness, reflecting similar findings as youth within the general population. Even as youth experiencing homelessness have experienced events that culminate in living out of their parents' house and are physically distant from their families, the findings depict the continuity of this attachment in the youth's ability to use relational resources when overcoming adversities. As for peer attachment, the findings are consistent with the literature depicting the increasing influence of peers in shaping behaviours and attitudes of youth transitioning from childhood to adolescence and later young adulthood (Gorrese & Ruggieri, 2012). These findings are also consistent with the Kidd et al. (2019) report that peer support represents a potentially impactful part of the interventions addressing youth homelessness.

In an extension of the findings from Study 1, and based on the self-determination theory of motivation (Deci & Ryan, 1985, 2000), the focus of the second study was to explore the relationships between motivational orientations (i.e., autonomous and controlled motivation) and coping strategies (i.e., adaptive and maladaptive coping), as well as the effect of relationships and gender. The results were consistent with our expectations based on findings from the general population, as they depicted a positively significant relationship between autonomous motivation and adaptive coping, and between controlled motivation and maladaptive coping. Accordingly, the motivational orientations that have been shown to influence adaptive and maladaptive outcomes in the general population appear to be also at play in a population of youth experiencing homelessness. Regarding relationships, a main effect of peer attachment on adaptive coping was found among the youth. Neither gender nor relationships moderated the associations between motivational orientations and coping styles. A number of possibilities could

explain these null results, including the cross-sectional study design, the sample size considering the percentage of missing values across measures (see Appendix A), or a possible lack of statistical power. Nonetheless, these findings highlight the importance of self-determination and peer relationships in adaptive coping and are in line with Slesnick et al.'s (2017) report that feelings of personal control mediate the effects of cumulative risk on homelessness.

Key Implications for Practice

These findings have key implications with regard to the orientation of interventions and approaches taken with youth experiencing homelessness. In addition to highlighting the significance of motivational orientations as well as essential relationships in the adaptive coping and resilience among youth experiencing homelessness, they illustrate some developmental continuity between youth experiencing homelessness and those in the general population — especially with regard to strengths that must be considered in their trajectories. Accordingly, when possible and considered within the context of familial environment, mental health service providers are encouraged to provide opportunities for youth to remain connected with peers and family members by including them in the services provided and/or by facilitating access to communication platforms. Although youth experiencing homelessness often report not having a parental figure and complex family dynamics and relationships (Parker & Mayock, 2018), they also often express a desire to reconnect and maintain family relationships, even in circumstances where conflict, abuse, or violence were present (Mallett et al., 2009; Mayock et al., 2011). Similarly, many youth experiencing homelessness have conflict-ridden family relationships, yet when family relationships may have protective roles (e.g., Stein et al. 2009; Tyler, 2008) and families can provide these youth with vital supports (emotional, practical, and/or financial) in their transition out of homelessness and in the development of a sustainable future (Braciszewski

et al., 2016; Mallett et al., 2009; Mayock et al., 2011). While a return to the family home may not be a viable, appropriate, or desirable option for many (Mayock et al., 2011), familial reunification and improved family relationships are nonetheless possible in certain contexts, particularly where regular contact is maintained (Mallett et al., 2009; Mayock et al., 2011). Therefore, parental and peer relationships may be important, albeit underused, assets in designing interventions to improve the well-being of youth experiencing homelessness. Furthermore, youth-focused programs should consider opportunities that recognize youths' internal characteristics and developmental needs, such as a desire for autonomy, competence, and relatedness, as posited in the theory of self-determined motivation and reflected in our findings. The greater recognition of individual characteristics and needs may lead to greater autonomy as autonomously-motivated individuals feel more independent in their decisions and competent in their capacity to manage adversity during times of stress or transition (Skinner & Edge, 2002). By understanding the motivational styles of youth experiencing homelessness and the quality of their relationships, clinicians and service providers would be better equipped to champion individual traits and needs and create individualized plans for their reintegration. Intervention programs focused on autonomous motivation and interpersonal support may result in more self-determined behaviours and in turn, greater usage of resilience resources and adaptive coping strategies.

Recommendations for School Psychology Practitioners

Although the youth in the current studies were older individuals, the results from the two studies have relevant implications for school psychology practitioners as many youth experiencing homelessness are of school-age (Gaetz et al., 2016). The environmental contexts associated with youth homelessness provide a complex but potentially unique opportunity for

school psychologists to seek a better understanding and offer support in a possibly stable environment for these school-aged youth. Although some of the adversities that youth experiencing homelessness face are beyond the capacity of the educational system to resolve (Tierney et al., 2008), schools can play a vital role in the experience of youth experiencing homelessness and can be important sites of intervention. Some youth experiencing homelessness also consider that schools could have been a key site that could have prevented their homelessness (Schwan et al., 2018). As experts in the development and mental health needs of their students, school psychologists have the opportunity to support students experiencing homelessness, reduce the stigma associated with homelessness among students and school staff, and counteract reductionist narratives with psychological education on the realities of homelessness and the possible impacts on academic functioning (e.g., the relationship between sleep-deprivation and/or malnourishment on externalizing behaviours and/or school engagement; Malenfant et al., 2020). A close relationship with a school professional, such as a school psychologist or a teacher, has been cited as a source of resilience among students experiencing homelessness and beliefs that the professional is concerned about one's well-being can help mitigate feelings of isolation, abandonment, and hopelessness (Sulkowski, 2016) and facilitate inclusion, belongingness, and an overall positive school environment (Murphy & Tobin, 2011).

Youth who have experienced or are experiencing homelessness often fail to have their academic needs met, disengage from school, and/or drop out (Gupton, 2017). Many desirable academic, behavioral, and socioemotional outcomes for youth experiencing homelessness have been linked to a positive school environment, which may include awareness about homelessness and students experiencing homelessness, attention to basic needs, a stable and supportive environment, collaboration with community organizations, and parental involvement (Murphy &

Tobin, 2011; O'Malley et al., 2015). Support from school psychologists can provide students experiencing homelessness with important mentorship opportunities, assistance with navigating school and social service agencies, and creates support for learning functional and socioemotional skills (Sulkowski, 2016). Therefore, understanding the challenges faced by students experiencing homelessness is among the initial steps in helping these youth receiving the appropriate services and support in the school community. Thus, school psychologists have the capacity to be leaders in the understanding and prioritizing of the needs of students experiencing homelessness (Sulkowski, 2016). This leadership can be evident through their work with other school professionals in the assessment and coordination of needs, and context-specific modification of policies based on the youth's realities, such as policies related to attendance, tardiness, suspension, classroom accommodations, and school uniforms that do not appropriately consider the conditions of students experiencing homelessness (Wynne & Ausikaitis, 2013).

School psychologists are also encouraged to consider implementing or participating in school-based interventions or groups aiming to address the socioemotional needs of students experiencing homelessness. Pertaining to our findings, school psychologists should consider educating their students who are experiencing homelessness about the adaptive role of autonomous motivation and interpersonal relationships. For example, group-delivered cognitive-behavioural therapy and acceptance and commitment therapy programs have been associated with greater emotional well-being among students experiencing homelessness (Viafora et al., 2015). Ongoing school and community-based interventions evolving from the promotion of internal and relational characteristics may therefore be important aspects to the promotion of resilience and adaptive coping, which in turn may emphasize the strengths of a population that has been marginalized and underserved.

Conclusion and Directions for Future Research

The findings from the current studies inform our understanding of the complexity and nuances of developmental pathways in typical and atypical populations and contribute to changing the reductionist narratives about youth experiencing homelessness. The findings highlight the importance of understanding and being aware of both motivational orientations as well as relationships with essential figures, and to what extent these characteristics can be introduced in interventions. Considering the importance of taking individual traits and interpersonal relationships into account when working with youth experiencing homelessness, these youth should continue to be assessed within the context of their development and needs rather than being categorized according to their homelessness.

Future research is required to clarify the nature and specific dimensions of peer relationships which encourage individual and contextual resilience and adaptive coping as well as the context within which these peer relationships are formed (e.g., origin of the friendship) and the long-term influence of these relationships (e.g., protective and risk-enhancing characteristics of peer relationships). Additionally, a more nuanced approach to understanding the interplay between individual and environmental constructs as well as possible confounders (e.g., history of abuse, mental illness, duration of homelessness) on resilience and coping would be beneficial. Future work conducted using mixed-methods research design would also allow for a more in-depth and context-specific exploration of perceptions, attitudes, and relationships among this population. Pertaining to attachment and quality of relationships, attachment should be assessed in greater detail, using measures that can generate the participants' attachment styles and classifications (e.g., secure, dismissing, preoccupied and unresolved), such as the Adult Attachment Interview (AAI; George et al., 1984) and its child and adolescent adaptations

(Attachment Interview for Childhood and Adolescence, Ammaniti et al., 1990; Child Attachment Interview, Target et al., 2003). Understanding the dimensions of attachment relationships among these youth may give greater insight into their influence on resilience and coping.

Overall, these ideas are all part of rethinking the narratives about youth experiencing homelessness. In order to do so, we must remember that housing status is not a reflection of individual shortcomings and that these youth cannot be defined solely by their housing status as they are individuals with unique characteristics and complex developmental trajectories. In this way, as researchers and practitioners, our mission is to empower these youth and their families through their current situation and into their future lives.

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Appendix A: Percentage of Missing Cases and Values across Measures

Study Variables	Missing Values (n=102)	Percentage of Missing Values
Gender	2	2%
Age	0	0%
CYRM_Individual	10	9.8%
CYRM_Relational	7	6.9%
CYRM_Contextual	17	16.7%
Brief COPE_Adaptive Coping	0	0%
Brief COPE_Maladaptive Coping	0	0%
GMS_Autonomous Motivation	17	16.7%
GMS_Controlled Motivation	10	9.8%
IPPA_Maternal Attachment	35	34.3%
IPPA_Paternal Attachment	47	46.1%
IPPA_Peer Attachment	33	32.4%

Appendix B: Information Letter

Faculty of Education
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McTavish Street
Montreal, PQ, Canada H3A1Y2

Faculte des sciences de l'education
Universite McGill
3700, rue McTavish
Montreal, PQ, Canada H3A 1Y2

Facsimile/Telecopier
(514) 398- 6968

Dear Potential Participant:

McGill Youth Study Team has decided to team up with Welcome Hall Mission to conduct a project identifying what factors contribute to positive functioning and well-being among street youth. In order to help us better understand these factors, the youth and young adults who attend Welcome Hall Mission's Warm Meals Program will be asked if they are willing to complete a series of questionnaires. These questionnaires cover a range of areas including past and current living arrangements, relationships with parents and friends, how one copes with problem they may face, and feelings of optimism, personal autonomy, and self-esteem. You would be filling out these questionnaires during the Warm Meals program at Welcome Hall Mission in a group setting in a separate room for about 2-3 sessions each lasting approximately one hour in duration.

It is important to know that the information collected in this study will be used only for research purposes and will be held in the strictest of confidence. Whether you participate or not will not affect your status at Welcome Hall Mission in any way. When the results will be published, it will be as group average and no personal information will be used in the publication of findings.

We would greatly appreciate your participation. If you are willing to participate in this study, please see a MYST research assistant who will provide an overview of your rights as a research participant. You will be required to sign the attached consent form in order to participate. You can withdraw from the study at any time and you will receive a small present, regardless of whether you complete all the questionnaires.

If you have any questions, please contact Jake Burack at 514-398-3433.

Sincerely,

Jake Burack, Ph.D.
Professor and Director
McGill Youth Study Team

Appendix C: Consent Form

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Participant Consent Form

Researcher: Jake A. Burack, Professor
McGill University, Department of Educational and Counselling Psychology
514-398-3433; jake.burack@mcgill.ca

Hi, we're a team of researchers from McGill University who are conducting research at Welcome Hall Mission to find out more about you; your daily living, interests, and things that you do. Here's more about out study:

Title of Project: Personal, Environmental, and Circumstantial Predictors of Resilience and Well-Being of Homeless Youth

Purpose of the Study: The goal of this project is to better understand what factors contribute to positive functioning and well-being among homeless teenagers. The information gathered from you and other teens may provide answers to important questions about what contributes to the lives led by homeless youth

Study Procedures: We will ask you to complete paper and pencil questionnaires during the Warm Meals program at Welcome Hall Mission in a group setting in a separate room for about 2-3 sessions each lasting approximately one hour in duration. Members of our team will be available to read out the questionnaires and answer any questions you may have. We'll be asking about your past and current living arrangements, relationships with your parents and friends, how you cope with problem that you may face, and your feelings of optimism, personal autonomy, and self-esteem. These questionnaires do not pose any known risk to you, and they've been used before with people your age. We will also be talking to you about our study once you have finished in order to figure out what you thought of our research and ask how you think our research could be improved. Everything we ask you to do will be explained to you beforehand.

Voluntary Participation: Participation is voluntary. If you ever want to stop or not finish the questionnaires, that's ok! You can do that at any time. You may refuse to participate in parts of the study, may decide not to answer any questions, and may withdraw from the study at any time, for any reason. If you decide to withdraw, your questionnaire responses will be destroyed unless you give permission otherwise. At the end of this study, all identifiable data will be destroyed and withdrawing one's data from this study will not be possible. Your answers to our questions and your participation or nonparticipation will not affect you position at the Welcome Hall Mission or otherwise in any way.

Potential Risks: The only potential source of harm or risk is that you will reveal some sensitive personal information because some of the questionnaires used ask about these types of issues. You may also wish to seek out support from following resource:

AmiQuébec
6875 Décarie Blvd., Suite 300, Montréal, QC, H3W 3E4
Phone: 514-486-1448 or 1-877-303-0264
Email: infor@amiquebec.org
http://amiquebec.org/youth/ provides a list of resources specifically for youth

Your answers on the questionnaires will remain confidential, so the staff and other patrons at Welcome Hall Mission won't know how you responded to any questions. Your questionnaires, answers, and/or scores will never be revealed to anyone besides the researchers.

Potential Benefits: Participating in the study might not benefit you directly, but we hope to learn about homeless youth to develop sustainable intervention strategies within Welcome Hall Mission and other outreach settings to promote self-esteem and self-competence among youth like you.

Compensation: You will receive a small gift (e.g., water bottles, keychains, t-shirts) whether or not you finish all the questionnaires.

Confidentiality: Your name will not be used in reports but your identity will be known to us, the researchers. You will be given a number to protect confidentiality and so that no identifying information will be put on your questionnaires. Information linking your name with your number will be kept secure using a password protected file on a computer on McGill campus. Only the researchers will have access to this information, and it will be destroyed at the end of this study. We will provide information about your answers ONLY if we are required to by law, if you reveal information that indicates that you may cause harm to yourself or others or if there is a suspicion that you are being harmed. In these instances, the researchers will meet with you privately to discuss the responses in question, and may contact a parent/guardian regarding the disclosure and/or make a report to the Director of Youth Protection as necessary.

Questions: If you have any questions about this study, please contact the director of research, Dr. Jake A. Burack at 514-398-3433, or by e-mail at jake.burack@mcgill.ca

If you have any ethical concerns or complaints about your participation in this study, and want to speak with someone not on the research team, please contact the McGill Ethics Manager at 514-398-6831 or lynda.mcneil@mcgill.ca.

Please sign below if you have read the above information and consent to participating in this study. Agreeing to participate in this study does not waive any of your rights or release the researchers from their responsibilities. To ensure the study is being conducted properly, authorized individuals such as a member of the Research Ethics board, may have access to your information. By signing this consent form, you are allowing such access. A copy of this consent form will be given to you and the researcher will keep a copy.

Participant Name	Date of Birth
Date	Signature of Participant

Appendix D: Demographics Questionnaire

Participant #: _____DOB (dd/mm/yyyy): _____ Gender: _____

Ethnicity: _____

Demographics

1. *In what kind of location did you grow up?* Rural _____ Urban _____
2. *Upbringing included:*

   Both Parents _____ Mother Only _____ Father Only _____ Out of Family Home _____

   Extended Family Caregivers _____ Other (Please specify): _____
3. *Primary reason for not living at home:*

   Family conflict/Kicked out _____ Own choice _____

   Other reasons _____
4. *Do you have contact with your family?*

   Yes _____ No _____
5. *How frequently do you have contact with your family?*

   Daily _____ Weekly_____ Monthly _____ Less than monthly_____
6. *In how many different situations have you lived over the past 6 months?*

   Shelter_____ Apartment _____Family_____Home_____ Street_____ Churches _____

   Other (please specify):_____
7. *Do you have an income?*

   Yes _____ No _____
8. *If yes, from where?*

   Employed (regular or irregular)_____ Social Assistance _____ Panhandling _____
9. *What was the last grade that you completed in school?*

   Grades 6-8 _____ Grades 9-10 _____ Grades 11-12 _____

   Post high school _____
10. *Did you have any special needs in school, such as learning or behavioural difficulties?*

    Yes _____ No _____

11. If yes, please describe:

Learning difficulties _____ Behavioural difficulties _____

Emotional difficulties or other _____

12. In general, would you say your mental health is:

Good or better_____ Fair _____ Poor _____

13. In general, would you say your health is:

Good or better_____ Fair _____ Poor _____

Appendix E: Homelessness Assessment Risk Tool (HART)

HART

1. Do you have a place to live in right now?
   __ Yes __ No

   a. If yes to #1, are you the owner or primary tenant?
      __ Yes __ No

   b. If yes to #1, is this place: (check any of the following if yes)
      __ Adequate (i.e. in good repair; repairs done if requested; no vermin)
      __ Affordable (costs no more than 50% of your gross income)
      __ Stable (you are not at risk of eviction)
      __ In a safe neighborhood

2. How many times have you moved in the past 12 months?
   __ None or Once __ 2-3 times __ 4 or more times

3. Have you ever had to stay with friends and family for long periods (over a month)?
   __ Yes __ No

4. If you needed it, is subsidized housing readily available in your community?
   __ Yes __ No __ Don't know

5. In the past 12 months did you have to move any time because of conflict with a room-mate/landlord or neighbour?
   __ Yes __ No

6. Have you ever been homeless?
   __ Yes __ No

   a. If yes to #6, were you ever homeless when you were younger than 18 years of age?
      __ Yes __ No

7. In the past 5 years, have you spent time in a mental health or addictions care facility? a. __ Yes ___ No
   b. If yes, did you have stable housing to move into upon your return to the community?
   __ Yes __ No

8. In the past 5 years, have you spent time in a correctional facility?
   __ Yes __ No

   a. If yes to #8, did you have stable housing to move into upon your return to the community?
      __ Yes __ No

9. In the past five years, have you moved away from your home country?
__ Yes __ No

10. Are you currently or recently employed?
__ Yes __ No

a. If no to #10, do you expect to have difficulty finding employment?
__ Yes
__ No, I don't expect to have a hard time finding a job.
__ No, I won't be looking for a job in the next several months.

11. Until now, have you worked in relatively stable and secure jobs?
__ Yes __ No

12. Have you been able to pay your rent/mortgage without difficulty in the past 12 months?
__ Yes, no difficulty.
__ No, I've had some difficulty.
__ No, I've had considerable difficulty.

13. In the past 12 months, have there been any important changes or losses in your family/support system?
__ My family/friends are very supportive.
__ My family/friends are not as supportive as before.
__ I live far away from my family and friends.
__ I have lost support through interpersonal conflict or the death of a caregiver.

14. I have family or friends that could help me with housing and/or finances for a while if I needed.
__ Yes __ No

15. Do you currently have children?
__ Yes __ No

16. In the past five years, have you been diagnosed with any serious physical health problems or disability?
__ Yes __ No

17. In the past five years, have you been diagnosed with any serious mental health problem such as depression, anxiety, PTSD, bi-polar disorder or psychosis/schizophrenia.
__ Yes __ No

18. In the past five years, has anyone close to you expressed concern about your use of

alcohol, other substances, or medical prescriptions?
__ Yes __ No

19. Did you complete high school?
__ Yes __ No

20. As a child or youth was your family generally warm and supportive?
__ Yes __ No

21. As a child or youth were you ever in the foster care system or other youth facility?
__ Yes __ No

22. Do you come from a single parent or step-family?
__ Yes __ No

23. Were you ever suspended from school or have problems following rules?
__ Yes __ No

24. Have you been the victim of bullies or of neighborhood violence?
__ Yes __ No

25. When you were a child, was there significant conflict in your family?
__ Yes __ No

26. Have you ever been abused by a parent or caregiver?
__ Yes __ No

27. Have you been "kicked out of the house" in the past year?
__ Yes __ No

28. Does one of your parents have addictions and/or mental health difficulties?
__ Yes __ No

29. Was your family of origin on social assistance for long periods?
__ Yes __ No

30. Are you currently a single parent?
__ Yes __ No

31. Do your parents take an interest in and supervise your activities?
__ Yes __ No

32. Have you recently utilized any youth-oriented services to help you stay housed?
__ Yes __ No

Appendix F: Child Youth Resilience Measure (CYRM)

The Child and Youth Resilience Measure (CYRM)
To what extent do the sentences below describe you? Circle one answer for each statement.

	Not at All	A Little	Some-what	Quite a Bit	A Lot
1. I have people I look up to.	1	2	3	4	5
2. I cooperate with people around me.	1	2	3	4	5
3. Getting an education is important to me.	1	2	3	4	5
4. I know how to behave in different social situations.	1	2	3	4	5
5. My parent(s)/caregiver(s) watch me closely.	1	2	3	4	5
6. My parent(s)/caregiver(s) know a lot about me.	1	2	3	4	5
7. If I am hungry, there is enough to eat.	1	2	3	4	5
8. I try to finish what I start.	1	2	3	4	5
9. Spiritual beliefs are a source of strength for me.	1	2	3	4	5
10. I am proud of my ethnic background.	1	2	3	4	5
11. People think that I am fun to be with.	1	2	3	4	5
12. I talk to my family/ caregiver(s) about how I feel.	1	2	3	4	5
13. I am able to solve problems without harming myself or others (for example by using drugs and/ or being violent)	1	2	3	4	5

	Not at All	A Little	Some-what	Quite a Bit	A Lot
14. I feel supported by my friends.	1	2	3	4	5
15. I know where to go in my community to help.	1	2	3	4	5
16. I feel I belong at my school.	1	2	3	4	5
17. My family stands by me during difficult times.	1	2	3	4	5
18. My friends stand by me during difficult times.	1	2	3	4	5
19. I am treated fairly in my community.	1	2	3	4	5
20. I have opportunities to show others that I am becoming an adult and can act responsibly.	1	2	3	4	5
21. I am aware of my own strengths.	1	2	3	4	5
22. I participate in organized religious activities.	1	2	3	4	5
23. I think it is important to serve my community.	1	2	3	4	5
24. I feel safe when I am with my family/caregiver(s).	1	2	3	4	5
25. I have opportunities to develop skills that will be used later in life (like job skills and skills to care for others)	1	2	3	4	5

	Not at All	A Little	Some-what	Quite a Bit	A Lot
26. I enjoy my family's/ caregiver's cultural and family traditions.	1	2	3	4	5
27. I enjoy my community's traditions	1	2	3	4	5
28. I am proud to be a citizen of _____ (insert country)	1	2	3	4	5

Appendix G: Global Motivation Scale (GSM-28)

GLOBAL MOTIVATION SCALE (GMS-28)

Indicate to what extent each of the following statements corresponds generally to the reasons why you do different things.

Does not correspond			Corresponds moderately			Corresponds completely
1	2	3	4	5	6	7

IN GENERAL, I DO THINGS . . .

1.	... in order to feel pleasant emotions.	1	2	3	4	5	6	7
2.	... because I do not want to disappoint certain people.	1	2	3	4	5	6	7
3.	... in order to help myself become the person I aim to be.	1	2	3	4	5	6	7
4.	... because I like making interesting discoveries.	1	2	3	4	5	6	7
5.	... because I would beat myself up for not doing them.	1	2	3	4	5	6	7
6.	... because of the pleasure I feel as I become more and more skilled.	1	2	3	4	5	6	7
7.	... although I do not see the benefit in what I am doing.	1	2	3	4	5	6	7
8.	... because of the sense of well-being I feel while I am doing them.	1	2	3	4	5	6	7
9.	... because I want to be viewed more positively by certain people.	1	2	3	4	5	6	7
10.	... because I chose them as means to attain my objectives.	1	2	3	4	5	6	7
11.	... for the pleasure of acquiring new knowledge.	1	2	3	4	5	6	7
12.	... because otherwise I would feel guilty for not doing them.	1	2	3	4	5	6	7
13.	... for the pleasure I feel mastering what I am doing.	1	2	3	4	5	6	7
14.	... although it does not make a difference whether I do them or not.	1	2	3	4	5	6	7
15.	... for the pleasant sensations I feel while I am doing them.	1	2	3	4	5	6	7
16.	... in order to show others what I am capable of.	1	2	3	4	5	6	7
17.	... because I chose them in order to attain what I desire.	1	2	3	4	5	6	7
18.	... for the pleasure of learning new, interesting things.	1	2	3	4	5	6	7
19.	... because I force myself to do them.	1	2	3	4	5	6	7
20.	... because of the satisfaction I feel in trying to excel in what I do.	1	2	3	4	5	6	7
21.	... even though I do not have a good reason for doing them.	1	2	3	4	5	6	7
22.	... for the enjoyable feelings I experience.	1	2	3	4	5	6	7
23.	... in order to attain prestige.	1	2	3	4	5	6	7
24.	... because I choose to invest myself in what is important to me.	1	2	3	4	5	6	7

Does not correspond accordingly			Corresponds moderately			Corresponds completely
1	2	3	4	5	6	7

IN GENERAL, I DO THINGS . . .

25.	... for the pleasure of learning different interesting facts.	1	2	3	4	5	6	7
26.	... because I would feel bad if I do not do them.	1	2	3	4	5	6	7
27.	... because of the pleasure I feel outdoing myself.	1	2	3	4	5	6	7
28.	... even though I believe they are not worth the trouble.	1	2	3	4	5	6	7

Appendix H: BRIEF Cope

Coping Strategies Inventory (COPE)

Instructions:
People often react in different ways when they are faced with a difficult, challenging, or stressful issue in life. This questionnaire invites you to respond to how frequently you cope in the ways the statements suggest in terms of what you do or feel when you experience a stressful or challenging issue in your life. It is to be expected that the type of issue you face in a given situation may change the way you react so answer the following questions from the viewpoint of what you generally do or feel most of the time. **Please respond to every item** and report what is true or mostly true for you, not what you believe other people would do in a similar situation facing the same issue. Use the following scale and respond to each statement by choosing one of the four options to the right hand side of each item.

	Never	Rarely	Sometimes	Often
1. I've been turning to work or other activities to take my mind off things.				
2. I've been concentrating my efforts on doing something about the situation I'm in.				
3. I've been saying to myself "this isn't real".				
4. I've been using alcohol or other drugs to make myself feel better.				
5. I've been getting emotional support from others.				
6. I've been giving up trying to deal with it.				
7. I've been taking action to try to make the situation better.				
8. I've been refusing to believe that it has happened.				

	Never	Rarely	Sometimes	Often
9. I've been saying things to let my unpleasant feelings escape.				
10. I've been getting help and advice from other people.				
11. I've been using alcohol or other drugs to help me get through it.				
12. I've been trying to see it in a different light, to make it seem more positive.				
13. I've been criticizing myself.				
14. I've been trying to come up with a strategy about what to do.				
15. I've been getting comfort and understanding from someone.				
16. I've been giving up the attempt to cope.				
17. I've been looking for something good in what is happening.				
18. I've been making jokes about it.				
19. I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.				

	Never	Rarely	Sometimes	Often
20. I've been accepting the reality of the fact that it has happened.				
21. I've been expressing my negative feelings.				
22. I've been trying to find comfort in my religion or spiritual beliefs.				
23. I've been trying to get advice or help from other people about what to do.				
24. I've been learning to live with it.				
25. I've been thinking hard about what steps to take.				
26. I've been blaming myself for things that happened.				
27. I've been praying or meditating.				
28. I've been making fun of the situation.				

Appendix I: Inventory of Parent and Peer Attachment (IPPA)

IPPA

This questionnaire asks about your relationships with important people in your life; your mother, your father, and your close friends. Please read the directions to each part carefully.

Part I

Some of the following statements ask about your feelings about your mother or the person who has acted as your mother. If you have more than one person acting as your mother (e.g. a natural mother and a step-mother) answer the questions for the one you feel has most influenced you.

Please read each statement and circle the ONE number that tells how true the statement is for you now.

	Almost Never or Never True	Not Very Often True	Some-times True	Often True	Almost Always or Always True
1. My mother respects my feelings.	1	2	3	4	5
2. I feel my mother does a good job as my mother.	1	2	3	4	5
3. I wish I had a different mother.	1	2	3	4	5
4. My mother accepts me as I am.	1	2	3	4	5
5. I like to get my mother's point of view on things I'm concerned about.	1	2	3	4	5
6. I feel it's no use letting my feelings show around my mother.	1	2	3	4	5
7. My mother can tell when I'm upset about something.	1	2	3	4	5
8. Talking over my problems with my mother makes me feel ashamed or foolish.	1	2	3	4	5
9. My mother expects too much from me.	1	2	3	4	5
10. I get upset easily around my mother.	1	2	3	4	5

	Almost Never or Never True	Not Very Often True	Some-times True	Often True	Almost Always or Always True
12. When we discuss things, my mother cares about my point of view.	1	2	3	4	5
13. My mother trusts my judgment.	1	2	3	4	5
14. My mother has her own problems, so I don't bother her with mine.	1	2	3	4	5
15. My mother helps me to understand myself better.	1	2	3	4	5
16. I tell my mother about my problems and troubles.	1	2	3	4	5
17. I feel angry with my mother.	1	2	3	4	5
18. I don't get much attention from my mother.	1	2	3	4	5
19. My mother helps me to talk about my difficulties.	1	2	3	4	5
20. My mother understands me.	1	2	3	4	5
21. When I am angry about something, my mother tries to be understanding.	1	2	3	4	5
22. I trust my mother.	1	2	3	4	5
23. My mother doesn't understand what I'm going through these days.	1	2	3	4	5
24. I can count on my mother when I need to get something off my chest.	1	2	3	4	5
25. If my mother knows something is bothering me, she asks me about it.	1	2	3	4	5

Part II

This part asks about your feelings bout your father, or the man who has acted as your father. If you have more than one person acting as your father (e.g. natural and step-father) answer the question for the one you feel has most influenced you.

	Almost Never or Never True	Not Very Often True	Some-times True	Often True	Almost Always or Always True
1. My father respects my feelings.	1	2	3	4	5
2. I feel my father does a good job as my father.	1	2	3	4	5
3. I wish I had a different father.	1	2	3	4	5
4. My father accepts me as I am	1	2	3	4	5
5. I like to get my father's point of view on things I'm concerned about.	1	2	3	4	5
6. I feel it's no use letting my feelings show around my father.	1	2	3	4	5
7. My father can tell when I'm upset about something.	1	2	3	4	5
8. Talking over my problems with my father makes me feel ashamed or foolish.	1	2	3	4	5
9. My father expects too much from me.	1	2	3	4	5
10. I get upset easily around my father.	1	2	3	4	5
11. I get upset a lot more than my father knows about.	1	2	3	4	5
12. When we discuss things, my father cares about my point of view.	1	2	3	4	5

	Almost Never or Never True	Not Very Often True	Some-times True	Often True	Almost Always or Always True
14. My father has his own problems, so I don't bother him with mine.	1	2	3	4	5
15. My father helps me to understand myself better.	1	2	3	4	5
16. I tell my father about my problems and troubles.	1	2	3	4	5
17. I feel angry with my father	1	2	3	4	5
18. I don't get much attention from my father.	1	2	3	4	5
19. My father helps me to talk about my difficulties.	1	2	3	4	5
20. My father understands me.	1	2	3	4	5
21. When I am angry about something, my father tries to be understanding.	1	2	3	4	5
22. I trust my father.	1	2	3	4	5
23. My father doesn't understand what I'm going through these days.	1	2	3	4	5
24. I can count on my father when I need to get something off my chest.	1	2	3	4	5
25. If my father knows something is bothering me, he asks me about it.	1	2	3	4	5

Part III

This part asks about your feelings about your relationships with your close friends. Please read each statement and circle the ONE number that tells how true the statement is for you now.

	Almost Never or Never True	Not Very Often True	Some-times True	Often True	Almost Always or Always True
1. I like to get my friends' point of view on things I'm concerned about.	1	2	3	4	5
2. My friends can tell when I'm upset about something.	1	2	3	4	5
3. When we discuss things, my friends care about my point of view.	1	2	3	4	5
4. Talking over my problems with friends makes me feel ashamed or foolish.	1	2	3	4	5
5. I wish I had different friends.	1	2	3	4	5
6. My friends understand me.	1	2	3	4	5
7. My friends encourage me to talk about my difficulties.	1	2	3	4	5
8. My friends accept me as I am.	1	2	3	4	5
9. I feel the need to be in touch with my friends more often.	1	2	3	4	5
10. My friends don't understand what I'm going through these days.	1	2	3	4	5
11. I feel alone or apart when I am with my friends.	1	2	3	4	5
12. My friends listen to what I have to say.	1	2	3	4	5

	Almost Never or Never True	Not Very Often True	Some-times True	Often True	Almost Always or Always True
14. My friends are fairly easy to talk to.	1	2	3	4	5
15. When I am angry about something, my friends try to be understanding.	1	2	3	4	5
16. My friends help me to understand myself better.	1	2	3	4	5
17. My friends care about how I am feeling.	1	2	3	4	5
18. I feel angry with my friends.	1	2	3	4	5
19. I can count on my friends when I need to get something off my chest.	1	2	3	4	5
20. I trust my friends.	1	2	3	4	5
21. My friends respect my feelings.	1	2	3	4	5
22. I get upset a lot more than my friends know about.	1	2	3	4	5
23. It seems as if my friends are irritated with me for no reason.	1	2	3	4	5
24. I can tell my friends about my problems and troubles.	1	2	3	4	5
25. If my friends know something is bothering me, they ask me about it.	1	2	3	4	5

Appendix J : Lettre d'Information

Faculty of Education
McGill University 3700
McTavish Street
Montreal, PQ, Canada H3A1Y2

Faculte des sciences de l'education
Universite McGill
3700, rue McTavish
Montreal, PQ, Canada H3A 1Y2

Facsimile/Telecopier
(514) 398- 6968

McGill

Cher (Chère) Participant(e) Potentiel(le) :

Le centre d'études McGill Youth Study Team et la Mission Bon Accueil collaborent dans le cadre d'un projet qui vise à identifier les facteurs qui contribuent au fonctionnement positif ainsi qu'au bienêtre général des jeunes sans-abris. Afin de mieux comprendre ces facteurs, nous demanderons aux jeunes ainsi qu'aux jeunes adultes faisant partie du programme de repas chauds s'ils acceptent de remplir une série de questionnaires. Ces derniers traitent de plusieurs sujets : hébergement, relations avec parents et amis, stratégies d'adaptation aux difficultés de la vie, sentiments d'autonomie, d'optimisme et d'estime de soi. Ces questionnaires seront remplis avec d'autres participants, en 2 ou 3 sessions d'une heure environ, pendant le programme de repas chauds à la mission dans une salle séparée.

Il est important de noter que l'information collectée pendant cette étude ne sera utilisée que pour des besoins de recherche. Les résultats seront publiés en tant que moyenne de groupe, de manière à assurer la confidentialité de tous et toutes. Votre statut à la Mission Bon Accueil ne sera aucunement influencé par votre volonté de participer à cette étude.

Nous apprécierions grandement votre participation. Si vous êtes intéressé(e)s, veuillez le signaler à un assistant de recherche du centre d'étude MYST, qui vous expliquera en détails vos droits en tant que participant(e) dans une étude. Vous aurez à signer le formulaire de consentement pour participer. Vous êtes en droit de vous retirer de l'étude à n'importe quel moment. Nous vous offrirons également un petit cadeau, que vous finissiez les questionnaires ou non.

Si vous avez des questions, veuillez contacter Jake Burack au 514-398-3433.

Sincerères salutations

Jake Burack, Ph.D.
Professor and Director
McGill Youth Study Team

Appendix K : Formulaire de Consentement

Faculty of Education
McGill University 3700
McTavish Street
Montreal, QC, Canada H3A1Y2

Faculté des sciences de l'éducation
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Fiche de consentement du participant

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Bonjour, nous sommes une équipe de chercheurs de l'Université McGill qui mène une recherche à Mission Bon Accueil pour en savoir plus sur vous, votre vie quotidienne et vos intérêts. Pour plus de détails, veuillez vous référer à la section ci-dessous :

Titre du projet : Les prédicteurs personnels, environnementaux et circonstanciels associés à la résilience et au bien-être chez les jeunes itinérants.

Objet de l'étude : Ce projet a comme objectif de mieux comprendre les facteurs qui contribuent au fonctionnement positif et au bien-être des jeunes itinérants. L'information que nous recueillerons auprès de vous et d'autres jeunes peut mener à une meilleure compréhension des facteurs qui contribuent à l'itinérance chez les jeunes.

Procédures de l''étude : Nous vous demanderons de remplir des questionnaires, sur papier et avec un crayon, pendant la période du souper offert à Mission Bon Accueil. La complétion des questionnaires peut prendre environ deux à trois sessions d'une heure chacune. Durant ces sessions, vous serez en groupe dans une pièce séparée où les membres de notre équipe seront disponibles pour vous aider à compléter les questionnaires ou pour répondre à vos questions. Les questionnaires porteront sur votre mode de vie actuel ainsi que sur votre mode de vie passé. Entre autres, les questions porteront sur vos relations avec vos parents et avec vos amis, votre façon de composer avec des situations difficiles ainsi que vos sentiments d'optimisme, d'autonomie et d'estime de soi. Ces questionnaires ne posent aucun risque connu pour vous et ont déjà été utilisés avec succès avec des jeunes de votre âge. Nous aimerions vous parler davantage une fois que vous auriez complété les questionnaires, car il est important pour nous de savoir ce que vous pensez de notre projet et si nous pouvons faire quoi que ce soit pour améliorer cette étude. Finalement, tout ce que nous vous demandons de faire afin de participer à l'étude vous sera expliquer à l'avance.

Participation volontaire : Votre participation est volontaire. Vous êtes libre de vous retirer de l'étude à tout moment. Vous pouvez aussi refuser de participer à des parties de l'étude ou décider de ne pas répondre certaines questions. Si vous décidez de vous retirer, vos questionnaires seront détruits, à moins que vous choisissez autrement. À la fin de cette étude, toute votre information identifiable sera détruite et le retrait de cette information ne sera pas possible. Vos réponses aux questionnaires et votre décision de participer ou de ne pas participer à cette étude n'affecteront aucunement votre position à *Mission Bon Accueil*.

Risques potentiels : La seule source de risque à laquelle vous pourriez faire face est la révélation de certaines informations personnelles et sensibles par l'entremise de nos questionnaires. Si vous vous sentez fragile suite à la participation à cette étude vous pouvez chercher du soutien auprès de ressources telles que :

AmiQuébec
6875 Décarie Blvd., Suite 300, Montréal, QC, H3W 3E4
Téléphone: 514-486-1448 or 1-877-303-0264
Courriel: infor@amiquebec.org
http://amiquebec.org/youth/ : une liste de ressources spécialisées pour les jeunes.

Vos réponses sur les questionnaires resteront confidentielles, de sorte que le personnel et les autres clients de Mission Bon Accueil ne connaitront pas vos réponses. Vos questionnaires, vos réponses et vos scores ne seront jamais révélés à des personnes autres que les chercheurs.

Avantages potentiels : Votre participation à l'étude n'est pas garantie de vous bénéficier directement, mais en apprenant davantage sur l'itinérance chez les jeunes, nous espérons pouvoir mettre en place des stratégies d'intervention durables qui qui auront comme objectif de promouvoir l'estime de soi et l'auto-compétence chez des jeunes comme vous au sein d'organisations comme Mission Bon Accueil.

Compensation : Vous recevrez un petit cadeau (par exemple, des bouteilles d'eau, porte-clés, t-shirts, carte-cadeau) peu importe votre décision de compléter tous les questionnaires ou pas.

Confidentialité : Votre nom ne paraitra jamais sur les questionnaires que vous remplissez. Comme mesure de confidentialité, vous recevrez un numéro que vous mettrez sur vos questionnaires. L'information reliant votre nom et votre numéro sera conservée et sécurisée à l'aide d'un fichier protégé par mot de passe sur un ordinateur qui sera uniquement accessible, dans un laboratoire sur le campus de McGill. Seuls les chercheurs auront accès à ces informations, et elles seront détruites à la fin de cette étude. Nous fournirons des informations sur vos réponses uniquement si nous sommes obligés de le faire par la loi, si vous indiquez que vous êtes à risque de vous faire du mal ou de faire du mal à d'autres, ou si l'on soupçonne que quelqu'un est en train de vous faire su mal. Dans ces cas, les chercheurs vous rencontreront en privée pour vous faire part de leur préoccupations et essayeront de communiquer ces préoccupations avec les gens impliqué (parent / tuteur etc.). Si nécessaire, les chercheurs pourraient aussi faire un signalement au Directeur de la protection de la jeunesse.

Questions : Si vous avez des questions au sujet de cette étude, s'il vous plaît communiquer avec le directeur de la recherche, Dr Jake A. Burack au 514-398-3433, ou par courriel à jake.burack@mcgill.ca

Si vous avez des préoccupations ou des plaintes éthiques au sujet de votre participation à cette étude, et que vous voulez parler avec quelqu'un qui n'est pas sur l'équipe de recherche, s'il vous plaît contacter le responsable du code d'éthique de McGill au 514-398-6831 ou à lynda.mcneil@mcgill.ca.

S'il vous plaît signez ci-dessous si vous avez lu les informations ci-dessus et que vous acceptez de participer à cette étude. ***En acceptant de participer à cette étude vous ne renoncez en aucune façon vos droits comme participant et les chercheurs devront maintenir leurs responsabilités. Pour assurer que l'étude est menée correctement, les personnes autorisées, telles que membre du Comité d'éthique de la recherche, peuvent avoir accès à votre information. En signant ce formulaire de consentement, vous permettez un tel accès. Une copie de ce formulaire de consentement vous sera remise et notre équipe de recherche en gardera aussi une copie.

Nom du participant	Date de naissance
Date	Signature du participant

Appendix L : Fiche Démographique

_____ _____
de participant Date de naissance (jj/mm/aaaa)

_____ Sexe: _____
Groupe éthnique

Fiche Démographique

1. Dans quel type de milieu avez vous grandi : Rurale____ ou Urbain_____
2. Vous avez grandi avec :

   Deux parents _____ Une mère _____ Un père_____

   Maison hors de la famille_____ Adulte dans votre famille étendue_____

   Autres conditions (s.v.p. spécifiez):
   _____
3. Raison principale de ne pas vivre à la maison :

   Conflit familial/Renvoyez de la maison_____ Choix personnel_____ Autre raison_____
4. Êtes-vous en contact avec votre famille ?

   Oui_____ Non_____
5. Combien de fois contactez vous votre famille ?

   Chaque jour_____ Chaque semaine_____ Chaque mois_____ Moins que chaque mois_____
6. Dans les derniers 6 mois, vous vous êtes retrouvé dans quelles situations :

   Abri d'accueil_____ Appartement_____ Maison familial_____ Rue_____

   Église_____ Autres (s.v.p. spécifiez) : _____
7. Avez-vous un revenu ?

   Oui_____ Non_____

8. Si oui, ce revenu provient d'où ?

Employé (régulier ou occasionnel) _____ Assistance sociale_____ Mendicité_____

9. Quel est votre plus haut niveau de scolarité complété ?

   6-8ième année_____ 9-10ième année_____ 11-12ième année_____

   Postsecondaire_____

10. Aviez-vous des besoins spéciaux à l'école tels que des difficultés d'apprentissage ou de comportement ?

    Oui_____ Non_____

11. Si oui, s.v.p. précisez :

    Difficultés d'apprentissage_____ Difficultés comportementales_____

    Difficultés émotionnelles_____

12. En général, diriez-vous que votre santé mentale est :

    Bien ou mieux_____ Assez bien_____ Pas en bonne condition_____

13. En général, diriez-vous que votre condition de santé est :

    Bien ou mieux_____ Assez bien_____ Pas en bonne condition_____

Appendix M : Version française du Homelessness Assessment Risk Tool (HART)

HART – Français

1. Avez-vous un domicile?
   __ Oui __ Non

   a. Si vous avez répondu oui au n°1, êtes-vous le propriétaire ou le locataire principal ?
      __ Oui __ Non

   b. Si vous avez répondu oui au n°1, est-ce que cet endroit est : (cochez toutes les cases qui s'appliquent)
      __ Adéquat (c.à.d. en bon état ; réparations réalisées quand nécessaires ; aucune vermine)
      __ Abordable (vous payez moins de 50% de votre revenue brut)
      __ Stable (vous n'êtes pas à risque d'éviction)
      __ Dans un quartier sécuritaire

2. Combien de fois avez-vous déménagé au cours des 12 derniers mois?
   __ Aucune fois ou une fois __ 2-3 fois __ 4 fois ou plus

3. Est-ce que ça vous vous êtes déjà retrouvé en situation où vous étiez obligé(e) de rester chez un membre de votre famille ou chez des amis pendant une longues durées (plus d'un mois)?
   __ Oui __ Non

4. En cas de besoin, est-ce que des logements subventionnés sont facilement accessibles dans votre communauté?
   __ Oui __ Non __ Je ne sais pas

5. Au cours des 12 derniers mois, étiez-vous obligé de déménagé en raison d'un conflit avec un colocataire, propriétaire ou voisin ?
   __ Oui __ Non

6. Avez-vous déjà été sans-abri?
   __ Oui __ Non

   a. Si vous avez répondu oui au n°6, avez-vous déjà été sans-abri avant l'âge de 18 ans?
      __ Oui __ Non

7. Au cours des 5 dernières années, avez-vous été admis dans un institut de santé mentale ou de toxicomanie?
   a. __ Oui __ Non

      a. Si oui, aviez-vous un logement stable lors de votre retour en communauté?
         __ Oui __ Non

HART – Français

8. Au cours des 5 dernières années, avez vous été admis dans un établissement correctionnel ?
__ Oui __ Non

a. Si oui au n°8, aviez-vous un logement stable lors de votre retour en communauté?
__ Oui __ Non

9. Au cours des 5 dernières années, avez-vous déménagé dans un autre pays?
__ Oui __ Non

10. Êtes-vous employé actuellement ou avez-vous été employé récemment?
__ Oui __ Non

a. Si non au n°10, pensez-vous avoir de la difficulté à trouver un emploi?
__ Oui
__ Non, je ne pense pas avoir de la difficulté à trouver un emploi.
__ Non, je ne suis pas à la recherche d'un emploi dans les prochains mois.

11. Jusqu'à présent, avez-vous eu des emplois relativement stables et sécuritaires?
__ Oui __ Non

12. Avez-vous été en mesure de payer votre loyer/prêt sans difficulté au cours des 12 derniers mois?
__ Oui, sans difficulté.
__ Non, j'ai eu quelques difficultés.
__ Non, j'ai eu de grandes difficultés.

13. Au cours des 12 derniers mois, avez-vous observé de changements majeurs ou pertes dans votre famille ou système de soutien?
__ Ma famille et mes amis me soutiennent beaucoup.
__ Ma famille et mes amis me soutiennent moins qu'avant.
__ J'habite loin de ma famille et de mes amis.
__ J'ai perdu mon soutien par conflit interpersonnel ou par décès d'un gardien.

14. J'ai une famille ou des amis qui pourraient m'aider avec le logement et/ou les finances pendant quelque temps, en cas de besoin.
__ Oui __ Non

15. Avez-vous des enfants présentement ?
__ Oui __ Non

16. Au cours des 5 dernières années, avez-vous été diagnostiqué avec un grave problème ou handicap physique ou mental?
__ Oui __ Non

HART – Français

17. Au cours des 5 dernières années, avez-vous été diagnostiqué avec de graves troubles mentaux tels que la dépression, l'anxiété, l'SSPT, un trouble bipolaire ou une psychose ou schizophrénie.

__ Oui __ Non

18. Au cours des 5 dernières années, est-ce qu'un proche a exprimé des craintes par rapport à votre consommation d'alcool, d'autres substances, ou de médicaments par ordonnance?

__ Oui __ Non

19. Avez-vous terminé vos études secondaires?

__ Oui __ Non

20. Lors de votre jeunesse, est-ce que votre famille était chaleureuse et est ce qu'elle se soutenait?

__ Oui __ Non

21. Lors de votre jeunesse étiez-vous dans un système de placement familial ou autre établissement pour jeunes?

__ Oui __ Non

22. Êtes-vous d'une famille monoparentale ou recomposée?

__ Oui __ Non

23. Avez-vous été suspendu d'une école ou eu des problèmes à suivre les règlements?

__ Oui __ Non

24. Avez-vous été victime d'intimidation ou de violence de quartier ?

__ Oui __ Non

25. Quand vous étiez enfant, y avait-il de graves conflits dans votre famille?

__ Oui __ Non

26. Avez-vous déjà été abuse par un parent ou un gardien?

__ Oui __ Non

27. Avez-vous été « mis à la porte » de votre maison au cours de la dernière année?

__ Oui __ Non

28. Est-ce que l'un de vos parents souffre de dépendance et/ou troubles mentaux?

__ Oui __ Non

HART – Français

29. Est-ce que votre famille d'origine était sur l'aide sociale pour de longues périodes?
__ Oui __ Non

30. Êtes-vous présentement un parent seul ?
__ Oui __ Non

31. Est-ce que vos parents s'intéressent à vos activités et les supervisent?
__ Oui __ Non

32. Avez-vous récemment utilisé des services destinés aux jeunes afin de vous loger?
__ Oui __ Non

Appendix N : Version française du Child Youth Resilience Measure (CYRM)

CYRM – French version

Dans quelle mesure les phrases ci-dessous te décrivent-elles ? Encercle une réponse pour chaque énoncé.

	Jamais	Rarement	Parfois	Souvent	Toujours
1. Y a-t-il des gens que tu admires ?	1	2	3	4	5
2. Collabores-tu avec les gens qui t'entourent?	1	2	3	4	5
3. Pour toi, est-ce important de faire des études ?	1	2	3	4	5
4. Sais-tu comment te comporter dans différentes situations sociales?	1	2	3	4	5
5. Dirais-tu que tes parents te surveillent attentivement?	1	2	3	4	5
6. Dirais-tu que tes parents savent beaucoup de choses sur toi?	1	2	3	4	5
7. Manges-tu assez tous les jours, ou presque?	1	2	3	4	5
8. Fais-tu tout ton possible pour finir ce que tu as entrepris?	1	2	3	4	5
9. As-tu des convictions spirituelles qui te donnent de la force?	1	2	3	4	5
10. Es-tu fier de ton origine ethnique?	1	2	3	4	5
11. Les gens trouvent-ils agréable d'être avec toi ?	1	2	3	4	5
12. Parles-tu à ta famille de ce que tu ressens ?	1	2	3	4	5
13. Es-tu capable de résoudre des problèmes sans utiliser d'alcool ou des drogues illégales ?	1	2	3	4	5

CYRM – French version

	Jamais	Rarement	Parfois	Souvent	Toujours
14. Te sens-tu appuyé pas tes amis ?	1	2	3	4	5
15. Sais-tu où aller pour obtenir de l'aide dans ta communauté ?	1	2	3	4	5
16. Te sens-tu à ta place dans ton école?	1	2	3	4	5
17. Penses-tu que ta famille sera toujours prête à t'appuyer dans les moments difficiles ?	1	2	3	4	5
18. Penses-tu que tes amis seront toujours prêts à t'appuyer dans les moments difficiles?	1	2	3	4	5
19. Es-tu traité de façon équitable dans ta communauté ?	1	2	3	4	5
20. As-tu l'occasion de montrer aux gens que tu deviens adulte ?	1	2	3	4	5
21. Connais-tu tes forces?	1	2	3	4	5
22. Participes-tu à des activités religieuses organisées ?	1	2	3	4	5
23. Trouves-tu qu'il est important de servir ta communauté ?	1	2	3	4	5
24. Te sens-tu en sécurité quand tu es avec ta famille?	1	2	3	4	5
25. As-tu l'occasion d'acquérir des compétences professionnelles que te seront utiles plus tard ?	1	2	3	4	5

CYRM – French version

	Jamais	Rarement	Parfois	Souvent	Toujours
26. Aimes-tu les traditions de ta famille?	1	2	3	4	5
27. Aimes-tu les traditions de ta communauté ?	1	2	3	4	5
28. Es-tu fier d'être _____? (Nationalité)	1	2	3	4	5

Appendix O : Version française du Global Motivation Scale (GMS-28)

ÉCHELLE DE MOTIVATION GLOBALE

Indique dans quelle mesure chacun des énoncés suivants correspond aux raisons pour lesquelles tu fais différentes choses en général.

Ne correspond pas du tout 1	Correspond très peu 2	Correspond un peu 3	Correspond moyennement 4	Correspond assez 5	Correspond beaucoup 6	Correspond exactement 7

EN GENERAL, JE FAIS DES CHOSES . . .

1.	... pour ressentir des émotions que j'aime.	1	2	3	4	5	6	7
2.	... parce que je ne veux pas décevoir certaines personnes.	1	2	3	4	5	6	7
3.	... pour m'aider à devenir ce que je veux être plus tard.	1	2	3	4	5	6	7
4.	... parce que j'aime faire des découvertes intéressantes.	1	2	3	4	5	6	7
5.	... parce que je m'en voudrais de ne pas les faire.	1	2	3	4	5	6	7
6.	... parce que j'éprouve du plaisir à me sentir de plus en plus habile.	1	2	3	4	5	6	7
7.	... bien que je ne vois pas ce que cela me donne.	1	2	3	4	5	6	7
8.	... parce que je vis une sensation de bien-être pendant que je les fais.	1	2	3	4	5	6	7
9.	... parce que je veux être mieux considéré-e par certaines personnes.	1	2	3	4	5	6	7
10.	... parce que je les choisies comme moyens pour réaliser mes projets.	1	2	3	4	5	6	7
11.	... pour le plaisir d'acquérir des connaissances.	1	2	3	4	5	6	7
12.	... parce que je me sentirais coupable de ne pas les faire.	1	2	3	4	5	6	7
13.	... parce que je ressens du plaisir à maîtriser ce que je fais.	1	2	3	4	5	6	7
14.	... bien que cela ne fasse pas de différence que je les fasse ou non.	1	2	3	4	5	6	7
15.	... parce que j'éprouve des sensations plaisantes en les faisant.	1	2	3	4	5	6	7
16.	... pour montrer aux autres ce que je vaux.	1	2	3	4	5	6	7
17.	... parce que je les choisis pour obtenir ce que je désire.	1	2	3	4	5	6	7
18.	... parce que j'y trouve de nouveaux éléments intéressants à apprendre.	1	2	3	4	5	6	7
19.	... parce que je m'oblige à les faire.	1	2	3	4	5	6	7
20.	... parce que j'éprouve de la satisfaction à essayer d'exceller dans ce que je fais.	1	2	3	4	5	6	7

Ne correspond pas du tout 1	Correspond très peu 2	Correspond un peu 3	Correspond moyennement 4	Correspond assez 5	Correspond beaucoup 6	Correspond exactement 7

EN GENERAL, JE FAIS DES CHOSES . . .

21.	... même si je n'ai pas de bonnes raisons de les faire.	1	2	3	4	5	6	7
22.	... pour les sentiments agréables que je ressens.	1	2	3	4	5	6	7
23.	... parce que je souhaite obtenir du prestige.	1	2	3	4	5	6	7
24.	... parce que je choisis de m'investir dans ce qui est important pour moi.	1	2	3	4	5	6	7
25.	... parce que j'ai du plaisir en apprenant sur différents faits intéressants.	1	2	3	4	5	6	7
26.	... parce que je me sentirais mal de ne pas les faire.	1	2	3	4	5	6	7
27.	... parce que je ressens du plaisir à me surpasser.	1	2	3	4	5	6	7
28.	... même si je ne crois pas que cela en vaille la peine.	1	2	3	4	5	6	7

Appendix P : Version française du Brief COPE

Coping Strategies Inventory (COPE)

Pour répondre au questionnaire:
Nous nous intéressons à la façon dont les gens répondent lorsqu'ils sont confrontés à un événement difficile ou stressant. Il y a de multiples façons de réagir face à un stress. Ce questionnaire vous demande de quelle façon vous avez agi et vous êtes senti face à un ou des évènements stressants. Manifestement, face à différents événements on adopte différentes réponses, mais nous vous demandons de penser à ce que vous faites, en général, lorsque que vous êtes confronté à beaucoup de stress. Vous avez 4 types de réponses. Il n'y a pas de bonne ou de mauvaise réponse, choisissez celle qui vous convient le plus par rapport au comportement mis en place lors de situations stressantes. **Veuillez, s'il vous plaît, répondre à tous les énoncés** et rapportez ce qui est vrai, ou en majeure partie vrai, pour vous en cochant le champ approprié.

	Pas du tout	De temps en temps	Souvent	Toujours
1. Je me suis tourné vers le travail ou d'autres activités pour me changer les idées.				
2. J'ai concentré mes efforts pour résoudre la situation.				
3. Je me suis dit que ce n'était pas réel.				
4. J'ai consommé de l'alcool ou d'autres substances pour me sentir mieux.				
5. J'ai reçu un soutien émotionnel de la part des autres.				
6. J'ai renoncé à essayer de résoudre la situation.				
7. J'ai déterminé une ligne d'action et je l'ai suivie.				

	Pas du tout	De temps en temps	Souvent	Toujours
8. J'ai refusé de croire que ça m'arrivait.				
9. J'ai évacué mes sentiments déplaisants en en parlant.				
10. J'ai reçu l'aide et le conseil d'autres personnes.				
11. J'ai consommé de l'alcool ou d'autres substances pour m'aider à traverser la situation.				
12. J'ai essayé de voir la situation sous un jour plus positif.				
13. Je me suis critiqué.				
14. J'ai essayé d'élaborer une stratégie à propos de ce qu'il y avait à faire.				
15. J'ai reçu le soutien et la compréhension de quelqu'un.				
16. J'ai abandonné l'espoir de faire face.				
17. J'ai recherché les aspects positifs dans ce qu'il m'arrivait.				
18. J'ai pris la situation avec humour.				

	Pas du tout	De temps en temps	Souvent	Toujours
19. J'ai fait quelque chose pour moins y penser (comme aller au cinéma, regarder la TV, lire, rêver tout éveillé, dormir ou faire les magasins).				
20. J'ai accepté la réalité de ma nouvelle situation.				
21. J'ai exprimé mes sentiments négatifs.				
22. J'ai essayé de trouver du réconfort dans ma religion ou dans des croyances spirituelles.				
23. J'ai essayé d'avoir des conseils ou de l'aide d'autres personnes à propos de ce qu'il fallait faire.				
24. J'ai appris à vivre dans ma nouvelle situation.				
25. J'ai planifié les étapes à suivre.				
26. Je me suis reproché les choses qui m'arrivaient.				
27. J'ai prié ou médité.				
28. Je me suis amusé de la situation.				

Appendix Q : Version française du Inventory of Parent and Peer Attachment (IPPA)

IPPA – French Version

Ce questionnaire porte sur vos relations avec les gens qui comptent beaucoup dans votre vie : votre mère, votre père et vos amis proches. Veuillez lire attentivement les instructions concernant chaque partie.

1re Partie:

Certaines des propositions suivantes portent sur vos sentiments vis-à-vis de votre mère (ou de celle que vous considérez comme votre mère). S'il y a plus d'une personne qui joue le rôle de mère pour vous (par exemple, une mère biologique et une belle-mère), répondez aux questions en pensant à celle qui a eu le plus d'influence sur vous.

Veuillez lire chaque proposition et entourer le chiffre qui indique le mieux à quel point la proposition est vraie pour vous, en ce moment.

	Presque jamais vrai ou jamais vrai	Pas très souvent vrai	Parfois vrai	Souvent vrai	Presque toujours vrai ou toujours vrai
1. Ma mère respecte mes sentiments.	1	2	3	4	5
2. J'ai l'impression que ma mère s'occupe bien de moi en tant que mère.	1	2	3	4	5
3. J'aurais aimé avoir une autre mère.	1	2	3	4	5
4. Ma mère m'accepte tel(le) que je suis.	1	2	3	4	5
5. J'aime avoir le point de vue de ma mère sur les choses qui me préoccupent.	1	2	3	4	5
6. Je pense que cela ne sert à rien de montrer mes sentiments à ma mère.	1	2	3	4	5
7. Ma mère peut dire quand je suis contrarié(e) par quelque chose	1	2	3	4	5
8. Je me sens honteux(se) ou ridicule quand je parle de mes problèmes à ma mère.	1	2	3	4	5
9. Ma mère attend trop de moi.	1	2	3	4	5
10. Quand ma mère est là, je m'énerve facilement.	1	2	3	4	5

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	Presque jamais vrai ou jamais vrai	Pas très souvent vrai	Parfois vrai	Souvent vrai	Presque toujours vrai ou toujours vrai
11. Je suis beaucoup plus souvent contrarié que ma mère ne l'imagine.	1	2	3	4	5
12. Quand on parle, ma mère est attentive à mon point de vue.	1	2	3	4	5
13. Ma mère fait confiance à mon jugement.	1	2	3	4	5
14. Comme ma mère a ses propres problèmes, je ne l'embête pas avec les miens.	1	2	3	4	5
15. Ma mère m'aide à mieux me comprendre.	1	2	3	4	5
16. Je parle à ma mère de mes problèmes et de mes difficultés.	1	2	3	4	5
17. Je suis en colère contre ma mère.	1	2	3	4	5
18. Ma mère ne me prête pas beaucoup d'attention.	1	2	3	4	5
19. Ma mère m'aide à parler de mes difficultés.	1	2	3	4	5
20. Ma mère me comprend.	1	2	3	4	5
21. Quand je suis en colère à propos de quelque chose, ma mère essaie d'être compréhensive.	1	2	3	4	5
22. Je fais confiance à ma mère.	1	2	3	4	5

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	Presque jamais vrai ou jamais vrai	Pas très souvent vrai	Parfois vrai	Souvent vrai	Presque toujours vrai ou toujours vrai
23. Ma mère ne comprend pas ce que je vis en ce moment.	1	2	3	4	5
24. Je peux compter sur ma mère quand j'ai besoin d'être soulagé(e) d'un poids.	1	2	3	4	5
25. Si ma mère sait quelque chose me tracasse, elle me demande ce que c'est.	1	2	3	4	5

2ème partie:

Certaines des propositions suivantes portent sur vos sentiments vis à vis de votre père (ou de celui que vous considérez comme votre père). S'il y a plus d'une personne qui joue le rôle de père pour vous (par exemple, un père biologique et un beau-père), répondez aux questions en pensant à celui qui a eu le plus d'influence sur vous.

Veuillez lire chaque proposition et entourer le chiffre qui indique le mieux à quel point la proposition est vraie pour vous en ce moment.

	Presque jamais vrai ou jamais vrai	Pas très souvent vrai	Parfois vrai	Souvent vrai	Presque toujours vrai ou toujours vrai
1. Mon père respecte mes sentiments.	1	2	3	4	5
2. J'ai l'impression que mon père s'occupe bien de moi en tant que père.	1	2	3	4	5
3. J'aurai aimé avoir un autre père.	1	2	3	4	5
4. Mon père m'accepte tel(le) que je suis.	1	2	3	4	5

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5. J'aime avoir le point de vue de mon père sur les choses qui me préoccupent.	1	2	3	4	5
6. Je pense que cela ne sert à rien de montrer mes sentiments à mon père.	1	2	3	4	5
7. Mon père peut dire quand je suis contrarié(e) par quelque chose.	1	2	3	4	5
8. Je me sens honteux(se) ou ridicule quand je parle de mes problèmes à mon père.	1	2	3	4	5
9. Mon père attend trop de moi.	1	2	3	4	5
10. Quand mon père est là, je m'énerve facilement.	1	2	3	4	5
11. Je suis beaucoup plus souvent contrarié que mon père ne l'imagine.	1	2	3	4	5
12. Quand on parle, mon père est attentif à mon point de vue.	1	2	3	4	5
13. Mon père fait confiance à mon jugement.	1	2	3	4	5
14. Comme mon père a ses propres problèmes, je ne l'embête pas avec les miens.	1	2	3	4	5
15. Mon père m'aide à me mieux comprendre.	1	2	3	4	5
16. Je parle à mon père de mes problèmes et de mes difficultés.	1	2	3	4	5
17. Je suis en colère contre mon père.	1	2	3	4	5

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	Presque jamais vrai ou jamais vrai	Pas très souvent vrai	Parfois vrai	Souvent vrai	Presque toujours vrai ou toujours vrai
18. Mon père ne me prête pas beaucoup d'attention.	1	2	3	4	5
19. Mon père m'aide à parler de mes difficultés.	1	2	3	4	5
20. Mon père me comprend.	1	2	3	4	5
21. Quand je suis en colère à propos de quelque chose, mon père essaie d'être compréhensif.	1	2	3	4	5
22. Je fais confiance à mon père.	1	2	3	4	5
23. Mon père ne comprend pas ce que je vis en ce moment.	1	2	3	4	5
24. Je peux compter sur mon père quand j'ai besoin d'être soulagé(e) d'un poids.	1	2	3	4	5
25. Si mon père sait que quelque chose me tracasse, il me demande ce que c'est.	1	2	3	4	5

3ème Partie:

Cette partie porte sur vos sentiments vis-à-vis de vos amis proches. Veuillez lire chaque proposition et entourer le chiffre qui indique le mieux à quel point la proposition est vraie pour vous en ce moment.

	Presque jamais vrai ou jamais vrai	Pas très souvent vrai	Parfois vrai	Souvent vrai	Presque toujours vrai ou toujours vrai
1. J'aime avoir l'avis de mes amis sur les choses qui me préoccupent.	1	2	3	4	5

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2. Mes amis devinent quand je suis contrarié(e) par quelque chose.	1	2	3	4	5
3. Quand on parle, mes amis tiennent compte mon point de vue.	1	2	3	4	5
4. Je me sens honteux(se) ou ridicule quand je parle de mes problèmes à mes amis.	1	2	3	4	5
5. J'aurais aimé avoir d'autres amis.	1	2	3	4	5
6. Mes amis me comprennent.	1	2	3	4	5
7. Mes amis m'encouragent à parler de mes difficultés.	1	2	3	4	5
8. Mes amis m'acceptent tel(le) que je suis.	1	2	3	4	5
9. J'éprouve le besoin d'être en contact avec mes amis plus souvent.	1	2	3	4	5
10. Mes amis ne comprennent pas ce que je vis en ce moment.	1	2	3	4	5
11. Je me sens seul(e) ou à l'écart quand je suis avec des amis.	1	2	3	4	5
12. Mes amis écoutent ce que j'ai à dire.	1	2	3	4	5
13. J'ai l'impression que mes amis sont de bons amis.	1	2	3	4	5
14. Il est assez facile de parler avec mes amis.	1	2	3	4	5
15. Quand je suis en colère à propos de quelque chose, mes amis essaient d'être compréhensifs.	1	2	3	4	5

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	Presque jamais vrai ou jamais vrai	Pas très souvent vrai	Parfois vrai	Souvent vrai	Presque toujours vrai ou toujours vrai
16. Mes amis m'aident à mieux me comprendre.	1	2	3	4	5
17. Mes amis se préoccupent de savoir comment je vais.	1	2	3	4	5
18. Je suis en colère contre mes amis.	1	2	3	4	5
19. Je peux compter sur mes amis quand j'ai besoin d'être soulagé(e) d'un poids.	1	2	3	4	5
20. J'ai confiance en mes amis.	1	2	3	4	5
21. Mes amis respectent mes sentiments.	1	2	3	4	5
22. Je suis beaucoup plus souvent contrarié(e) que mes ne l'imaginent.	1	2	3	4	5
23. J'ai l'impression que mes amis sont irrités contre moi sans raison.	1	2	3	4	5
24. Je peux parler à mes amis de mes problèmes et de mes difficultés.	1	2	3	4	5
25. Si mes amis savent que quelque chose me tracasse, ils me demandent ce que c'est.	1	2	3	4	5