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**NOL REVERDA,
YKE EYKEMANS**

EDITORIAL

This third issue of the *Journal of Social Intervention: Theory and Practice* presents articles on a wide range of themes in the field of social intervention. The first article reports on research into the precarious practice of support for people with mental health problems. The second contribution addresses the way professionals within the youth field handle lesbian, gay, bisexual and transgender young people, as well as young people with an intersex condition. The third article concerns a practice report on a supported social housing project for vulnerable target groups.

We open this issue with an article by Anne Elberse, a social worker at Versa Welzijn, and Marc Hoijtink, sociologist and researcher at the Amsterdam Research Institute for Societal Innovation and a lecturer in the Master's programme in Social Work at Amsterdam University of Applied Sciences. Based on a small-scale qualitative study, the authors analyse how the social service called "*Koffie om de hoek*" ("Coffee around the corner") functions as a source of support for people with a background of psychiatric issues and at the same time can result in tensions that lead people to stop participating in the activities provided. The article also discusses the meaning of the findings regarding the service, and elaborates an argument for getting social professionals involved in evaluative research to a greater extent.

The second contribution is by Michelle Emmen, Hanneke Felten, Anne Addink, Pieter Paul Bakker, Maurits Boote, and Saskia Keuzenkamp, all of whom work at Movisie, the Netherlands centre for

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social development. The article is about a study on the awareness among social professionals in the field of the specific risks, problems and needs of lesbian, gay, bisexual and transgender young people, as well as young people with an intersex condition. Although LGBT adolescents report more psychological problems including a risk of suicide, the study shows that it is not self-evident for social professionals to focus on sexual preferences and gender identity as an issue. In fact, there is a lack of knowledge concerning LGBT adolescents, and social professionals do not relate LGBT feelings to the psychological and social problems these youngsters may experience. Furthermore, they do not experience LGBT feelings as something special, and therefore do not see a role for themselves in supporting LGBT adolescents. Together with the lack of an action perspective and a reluctance to address these types of issues, this means that LGBT adolescents are all too often overlooked.

We conclude the issue with a contribution by Liesbeth Naessens, Mieke Schrooten, and Joris Van Puyenbroeck, all of whom work for the Social Work research group at Odisee University of Applied Sciences in Brussels, Belgium. This practice-based article describes an experimental project that aims to improve the cooperation between social care services and providers of social rented housing. Based on the observation that cooperation projects are often difficult to carry out due to legal limitations, the selected projects have been encouraged to operate “between” legal barriers and to identify and address the difficulties that undermine successful cooperation between these two fields of policy. The “*Proefwonen*” project (“Trying to live independently”) in Halle, Belgium, is one of eleven selected experiments. It is aimed at promoting the movement of two specific vulnerable target groups (people with a mental disorder and psychiatric patients) into social rented housing.

This issue concludes with our regular book review and Innovations in Social Practice and Education sections. In the book review, Joop Hofman discusses and compares *The Abundant Community, Awakening the Power of Families and Neighbourhoods* by John McKnight and Peter Block and *Deepening Community. Finding Joy Together in Chaotic Times* by Paul Born.

In Innovations in Social Practice and Education, Patricia Vuijk, Kim Bul, Ewa Brand, Kirstin Greaves-Lord, Athanasios Maras, and Chris Kuiper discuss how serious gaming can support adolescents with a disorder in the autism spectrum during their transition from primary to secondary education.

Nol Reverda, editor-in-chief

Yke Eykemans, managing editor