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EDITORIAL

The *Journal of Social Intervention: Theory and Practice* is undergoing several transitions. Firstly, we would like to announce a change to the editorial board of the *Journal of Social Intervention: Theory and Practice*. Our highly esteemed editor-in-chief, Dr. Nol Reverda, left his position in January 2018. During his time with the Journal, he worked very hard to make the journal accessible to an international readership and to guarantee its continued publication. The editors of the journal wish to express their sincere gratitude for his contribution.

Nol Reverda is succeeded by Dr. Toby Witte, whom we are delighted to welcome. Toby Witte is Professor in Community Care at Rotterdam University of Applied Sciences. He has also been an active and much valued member of the editorial board and editor of our “Innovations in Education and Social Practice” section for the past five years. We are confident that Toby Witte will be an excellent editor-in-chief for our publication, and that he will continue to contribute to the quality of our journal in this new role.

Secondly, as announced in our last 2017 issue, the frequency with which the journal will be published has changed. In order to increase contact with our readers and provide them with relevant information on social interventions more frequently, we have decided to separate the peer-reviewed articles from the other sections of our journal. That means that the current issue is the first of three issues every year (in February, June, October) that contains peer-reviewed articles.

EDITORIAL

Furthermore, we will publish four further issues dedicated to the Book Review and Innovations in Social Practice and Education (in March, May, September and December).

Meanwhile, we open this issue with an article by Maritza Gerritsen, Lineke van Hal, Joos Meesters, Bea van Bodegom, Lisbeth Verharen, all of whom are involved in the research group for Strengthening Social Quality at HAN University of Applied Sciences. In their article, they report on a research project concerning the experiences of adolescents with special needs in education and work, in the context of the transitions that have taken place in these fields in recent years. How do these adolescents evaluate the support that they now receive, and what do they expect from their future? These youngsters realize they need extra care, but they also want to be perceived as “normal” wherever possible. They value professionals who can help them to think about the practical aspects of their situation and who are aware of both their limitations and their potential. Insecurity about their (employment) prospects affects their expectations, and they generally experience problems during the transition from students to professionals. The research concludes that the main points for improvement in the support provided for these adolescents are cooperation and coordination with and between professionals in their immediate circle, and ensuring that there are opportunities to learn from experience what kind of work really suits them.

The second contribution is by Pauline Naber, professor Lifeworlds of Youth at Inholland University of Applied Sciences, Eva Smallegange, global psychosocial support specialist at War Child, and Shira van Dongen, researcher at Inholland University of Applied Sciences. Their article reports on research into the accessibility and usefulness of the “Triple P Teens” parenting support programme for parents from diverse backgrounds. On the basis of 50 semi-structured interviews, the authors conclude that although parents’ motivations for participation in the programme are diverse, the meetings are perceived as positive and valuable by the majority of them. An important aspect of improving the programme is the composition of the groups, so that they are made up of parents experiencing more similar issues and with more similar needs. Diversity in the age of the teenagers and the nature of the problems that exist can have a negative effect on effectiveness and learning outcomes.

The final article is by Esther Kuis, a psychologist at *Rodersana*, Maaikje Hermsen, associate lector at the Research Centre for Social Support and Community Care at HAN University of Applied Sciences, Annelies van Heijst, emeritus professor at the School of Humanities, Tilburg University, Madeleine Timmermann, a nurse and theologian who now works as a spiritual caregiver in a hospice, and Petri Embregts, professor at Tranzo, Tilburg School of Social and Behavioral Sciences,

Tilburg University. This practice-based contribution examines the voluntary deployment of people without a disability to support people with a disability. It aims to provide a case example of an active citizenship-practice in the context of the transformation of the Dutch welfare state. The article provides an insight into a new care phenomenon: "TL" (Dutch: "Verwenzorg"). What motivates and encourages volunteers to provide care and what are its outcomes for the clients involved? The authors conclude that for volunteers, motivations and benefits include both altruism and self-interest. The clients mainly perceive benefits, but also mention some points for improvement in terms of the personalization and tailoring of "Verwenzorg" for individual clients.

As mentioned previously, our next issue in March will include our Book Reviews and an Innovations in Social Practice and Education article.

Toby Witte, editor-in-chief

Nol Reverda, editor-in-chief

Yke Eijkemans, managing editor