

Edited by SHULA MOZES and MOSHE ISRAELASHVILI

Youth Without Family to Lean On

Global Challenges and Local Interventions



YOUTH WITHOUT FAMILY TO LEAN ON

Youth Without Family to Lean On draws together interdisciplinary, global perspectives to provide a comprehensive review of the characteristics, dynamics, and development of youth (aged 15–25) who have no family to lean on, either practically or psychologically.

In this timely volume, Mozes and Israelashvili bring together leading international experts to present updated knowledge, information on existing interventions, and unanswered questions in relation to youth without family to lean on, in pursuit of fostering these youth's positive development. The various chapters in this book include discussions on different topics such as social support, developing a sense of belonging, parental involvement, and internalized vs. externalized problems; on populations, including homeless youth, residential care-leavers, refugees, asylum-seekers, young women coming from vulnerable families, and school dropouts; and interventions to promote these youths' mentoring relationships, labor market attainment, out-of-home living placements, use of IT communication, and participation in community-based programs. Additionally, various problems and challenges are presented and elaborated on, such as: Who needs support? Who is qualified to provide support? How should related interventions be developed? The book takes a preventive approach and aims to emphasize steps that can be taken in order to promote young people's positive development in spite of the absence of a family to rely on in their life and examines the best practices in this context, as well as the international lessons that deserve further dissemination and exploration.

This book is essential reading for those in psychology, sociology, public health, social work, law, criminology, public policy, economics, and education and is highly enriching for scholars and practitioners, as well as higher education students, who wish to understand and help the gradually increasing number of youth who are forced, too early, to manage their life alone.

Shula Mozes is a social entrepreneur. In 2001, she founded the “Lamerhav” program for young adults who lack family support, and in 2015, she launched “iota”, a social business striving to design beautiful hand-knitted furniture while creating jobs for otherwise unemployed people worldwide and preserving this craft.

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YOUTH WITHOUT FAMILY TO LEAN ON

Global Challenges and Local
Interventions

Edited by Shula Mozes and Moshe Israelashvili

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Heartfelt thanks to our spouses,

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who had to put up with us

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FOREWORD

Many people believe that Gilbert O’Sullivan’s (1972) song, “Alone Again (Naturally)” is the saddest song ever written, as it seems to voice the desperation of a person lacking familial support. While Gilbert O’Sullivan denied that this song is autobiographical, saying that it is unrelated to his father’s death when he was 11, he did confess that he didn’t know his father very well, that his father wasn’t a good parent and didn’t treat his mother well. Interestingly, in spite of the depressing lyrics, this song was ranked the No. 2 song in 1972¹ and the fifth most-popular song of the decade.² This leads one to wonder, what is going on here – why is sadness so appealing to young people?

Obviously, being alone and having no one to lean on are among the most frightening positions for most people. Gilbert O’Sullivan’s lyrics and melody succeeded in touching and properly expressing this fear, and hence made the song so popular, especially among young people.

This book is about the many youths who, for various reasons, find themselves without a family to lean on. On a daily basis, in every country in the world, significant numbers of children, adolescents, and emerging adults are obliged to make their way on their own during the transition to adult life. The statistics about these children tell us that the number of youth without a family to lean on is growing over time.

The growing number of these young people is only one reason why their difficulty in managing the transition to adulthood deserves the general public’s concern. The literature reports on significant vulnerability to problem behavior and social marginalization among these youth, unless society intervenes. Another reason why public attention should be given to them is to benefit from their potential contribution to society. For example, in light of the decline in the global birth rate, alongside the constant increase in the rate of senior citizens within most societies worldwide, every child who can become an independent, contributing, and positively developing adult is important for the economy and for society’s resilience. Finally, from an ethical perspective, it goes without saying that all societies should be committed to enhancing the equality and inclusion of all its members and especially providing children with a fair chance of becoming integrated and happy members of society.

After 20 years of Shula Mozes’s intensive field experience and intervention among youth without a family to lean on, and Moshe Israelashvili’s extensive empirical explorations among emerging adults, we had the opportunity to pause and discuss the lessons we have learned in this field. It

wasn't the first time we have discussed this; over the years, we have had various opportunities to collaborate, study together, and discuss related matters. However, in light of several recent events, this time the discussion was more profound and addressed essential issues. Among the first topics that we agreed upon was the need to collect, edit, and properly present the accumulated knowledge in this field, encompassing both theory and best practices that deserve further attention. Our search for such an updated and comprehensive book yielded several options. However, we thought that most of them were not entirely updated, the majority of them didn't integrate the knowledge from empirical studies and from applied practice, and none of them held a global perspective on the various topics. The idea of preparing such a book crossed our minds, but it took us several days to mule it over, to overcome our hesitations, and to reach the self-conviction that this should be done. This was followed by a sense of enthusiasm, as the greater good of these youth is very precious to us. Once we started working on the project, we found many colleagues who were ready to jump in and join us on this journey. Moreover, we were extremely pleased and fortunate to benefit from the collaboration of Routledge Publishers, which confirmed our sense that this urgent topic would arouse widespread interest.

To supply the readers of this anthology with a global perspective on the problems of youth without familial support and on projects that address their needs, we conducted an international search for contributors and ended-up with a list of dozens of names of persons or projects, all relevant in some way to the subject. Many of the people, organizations, and initiations welcomed being reached out to, yet several of them had difficulties in either meeting the prospective timeline and/or following our guidelines for submission of a proposal and/or (later on) preparation of the manuscript in accordance with our expectations. In the end, this process yielded 26 submissions, written both by researchers and by practitioners, coming from various parts of the world and reflecting a variety of projects and interventions that were implemented in these countries. We have been blessed with talented contributors who have enriched and challenged us. Their contributions are divided into three parts: theory, research, and field work. We believe that our readers will benefit from updated reports and important insights from different countries and different disciplines.

In the process of assembling this anthology, we have been gratified to see and hear the extent to which this type of book is really needed and we hope that it will have a significant impact on the field. Furthermore, we hope that this book will help initiate new academic studies, additional programs and interventions by NGOs, and revised governmental policies and investments – all in support of these at risk youth and their positive integration into society.

Finally, we wish to express our hope and faith – hope for a better life for all youth without a family to lean on, faith in their ability to overcome and approach a better life, and both hope and faith that we and all those involved in this book will continue to make our best efforts to collaborate and develop an optimal environment for these precious young people, who have so much to contribute to human society.

Notes

1 United States Billboard.

2 Kasem's American Top 40 of the 1970s.

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PART I

Foreword



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1

THOSE WHO WE EXPECT TO BE “SELF-MADE ADULTS”

Moshe Israelashvili and Shula Mozes

In their book, *Do Parents Matter? Why Japanese Babies Sleep Soundly, Mexican Siblings Don't Fight, and American Families Should Just Relax*, LeVine and LeVine (2016) emphasize the large variety of ways that parents raise their children around the globe. These authors' aim is to challenge the way American parents raise their children, by suggesting that children are smarter, more resilient, and more independent than their American parents tend to assume and hence recommend more relaxed parental behavior. However, what about children who don't have parents?

Parental absence can occur due to actual events, such as parental death, or due to psychological events, such as parental physical, sexual, and emotional abuse, physical and emotional neglect, adult incarceration, mental illness, substance abuse, violence, separation or divorce, immigration, etc. (Portwood et al., 2021). Moreover, even when these children are cared for in alternative residences (e.g., foster care), when they reach the age of 18, they are usually obliged to move away from these arranged and relatively secure places and to cope independently with life's challenges with no family to lean on. This book is about these children, adolescents, and emerging adults (EAs) who have no family to lean on and hence are vulnerable to becoming marginal parts of adult society.

The meaning of having a family to lean on

Notably, the term “family support” appears in the literature with two different meanings (although they are related to one another): (a) To describe activities or facilities aimed at providing advice and support to parents, as they seek ways to care for and bring up their children (e.g., Pithouse et al., 2018; Hoagwood et al., 2020). This use of the term is relatively new and still under debate (Devaney & Dolan, 2017; Frost & Dolan, 2021; Ryding 2019). However, according to this evolving approach, interventions to enhance children's positive development are conducted through efforts to strengthen the family, such as postpartum interventions (Alves et al., 2018) and interventions among children of divorced parents (Wolchik & Sandler, 2022). This approach relies on various theoretical models, such as Bronfenbrenner's bioecological approach (see Shelton, 2018), and is supported by the accumulating findings regarding the impact that a change in parental behaviors can have on children's development, such as in the case of the *Head Start* (Ramey, 1999; Zigler & Styfco, 1995) and *Incredible Years* (Reid et al., 2004) programs. (b) Another use of the term “family support”, sometimes also referred to as

“family social support” (e.g., Hatch et al., 2020), is much older (e.g., Arnett, 1902) and addresses the extent to which people’s families serve as a source of support to them. Obviously, family-related issues constitute an essential part of people’s social interactions. Hence, they could have a major impact on people’s lives in relation to outcomes such as thriving at work (Chan et al., 2020; Ren et al., 2021), recovery from substance use (Israelashvili, 2019; Markowski et al., 2021) and the emergence of PTSD (Wang et al., 2021). This book focuses on this (second) use of the term “family support” – namely, the family as a source of support to the child.

Family support is a state in which extended family members (one or more) supply support to (one or more) members of the family. Generally speaking, family support is a specific case of social support. There are several definitions for the term “social support”, such as: “an exchange of resources between two individuals perceived by the provider or the recipient to be intended to enhance the well-being of the recipient” (Shumaker & Brownell, 1984, p. 11). Another example of a definition of social support is “the provision, or inferred availability, of material and psychological resources that help individuals to cope with stress” (Chu et al., 2010). Importantly, although these two definitions seem to be practically oriented, social support can have many forms. Cutrona (2000) identified four main types of support: (a) *Concrete support*: Practical acts of assistance between people, (b) *Emotional support*: Acts of empathy, listening, and generally “being there” for someone when needed, (c) *Advice support*: Giving advice and going beyond, to reassure its implementation (or change), and (d) *Esteem support*: Informing or rating others in relation to their personal worth. Armstrong et al. (2005) elaborate more on this and mention the following acts of social support: instrumental, informational, emotional, and tangible support, as well as affection, positive interactions, tangible aid, and esteem boosting. Another feature of social support is that people can obtain it from various sources; hence, it is also defined as “the delivery (or perceived delivery) of assistance from communities, social networks, and confiding partners in meeting the instrumental and expressive needs of individuals” (Colvin et al., 2002, p. 20).

Accordingly, the term family support refers to any state of providing social, emotional, behavioral, and technical support that is given within the family system. Referring to family support, four additional comments should be made: (a) The support provider is not doing so for his/her own personal benefit. As Armstrong et al. (2005) mention, “social support is limited to informal support, defined as social support provided to a person by unpaid individuals such as relatives, friends, neighbors, and peers” (p. 270); (2) The power of social support and family support is not limited to the actual provision of support, but rather to the mental state in which people believe that they’ll receive support from their family members when they are in-need (see Canty-Mitchell & Zimet, 2000); (3) When people feel that they cannot rely on their own family, it doesn’t necessarily mean that their family rejects them or that they reject their family, though such situations are not uncommon. Rather, it means that they feel that there is no use in waiting to receive support from their family, sometimes in spite of the family’s eagerness to support them. (4) Feelings of family social support are important to all family members, and not only to children, making proper family support a mutual process. For example, Herland (2020) found that a mothers’ sense of having someone to lean on was one of the major determinants of their recovery and functioning after a troubled upbringing. However, in extreme and troubling cases of parental maltreatment, children are expected to become parental child and support their parent(s) in their dealing with daily hassles, rather than vice versa. According to Israelashvili et al. (2006), in these cases, the demanding parent leaves the child with no coping resources to meet life’s challenges,

which may eventually lead to the child’s suicidal behavior. Obviously, suicide being the extreme, but even without it the child’s life is badly damaged.

In sum, in the context of child development, a possible working definition of family support would be – the extent to which children believe that they can rely on their family – be it their parent(s), grandparent(s), or siblings of all kinds – in times of need.

This book focuses on states in which people lack family support. A review of the existing literature suggests that a lack of family support might lead to the onset, progression, and outcome of both physical and mental health problems (e.g., Hatch et al., 2020; Fiske et al., 2015; Zaborskis et al., 2021). Hence, this book takes a preventive approach and aims to emphasize steps that can be taken in order to promote young people’s positive development in spite of the absence of a family to rely on in their life. Namely, the book examines the best practices in this context, as well as the international lessons that deserve further dissemination and exploration.

This book’s chapters discuss people of various age-cohorts; yet, of special interest are youth, those people who are on the threshold of the transition from adolescence to emerging adulthood (i.e., ages 17–25; EA).

The prevalence of having no family to lean on among youth

Longitudinal studies on the statistics of marriage highlight that in the last 40 years, there has been a gradual decline in the number/rate of people who get married, alongside an increase in non-marital cohabitation, as well as living apart together (LAT) relationships (Trost, 2010). This phenomenon has appeared across countries, nations, and cultures (Ortiz-Ospina & Roser, 2020). A related phenomenon is the increase in the mean age of marriage, attributed to the rise in women’s educational attainment (Bongaarts, 2017). These statistics might lead people to assume that there is also a decline in the global number of children who are raised without a loving family, “...as only those who love children will have them”. The truth is, however, that several other global trends contribute to the reverse situation. Among these additional trends are: the decline of traditional collectivistic societal norms (e.g., Patel, 2018) that leads to more individualistic behavior, an increase in globalization that leads to greater mobilization of people and ideas (e.g., Almeida & Chase-Dunn, 2018), higher rates of divorce worldwide, sometimes leading to parental alienation behavior (Harman et al., 2018), etc. Altogether, these and other societal trends lead to the existence of a significant number of children who feel that they don’t have a supportive family to lean on. The following are several examples of these groups of children:

- **Orphans:** Orphans are “the classical archetype” of children without family to lean on. The literature on orphans is relatively rich and began to emerge about 300 years ago (e.g., Gairdner, 1728). Accordingly, scientific explorations of the best solutions for these children were initiated about 100 years ago (e.g., Josey, 1929). According to The United Nations International Children’s Emergency Fund’s (UNICEF) definition, orphans are persons under the age of 18 who have lost one or both of their parents due to death from any cause. The current estimated number of orphans worldwide is 140 million, with a relatively higher rate in Asia. However, recently UNICEF’s Executive Director, Henrietta Fore, expressed special concern regarding the preliminary signs of a possible increase in the world’s population of orphans due to COVID-19 (UNICEF, July 2021).
- **Children of war:** This population has long been studied, such as the children who were evacuated from London (Boyd, 1941) or from Finland (Santavirta et al., 2018) during WWII and children who survived the Holocaust (e.g., Gomolin, 2019). Unfortunately, before and after WWII, history provides a long list of other examples of children of war.

These are children, adolescents, and emerging adults who live in war-zones, where their own lives and the lives of other family members are at-risk. Under these conditions, they are exposed to all kinds of terrifying situations; e.g., while some are exposed to a malfunctioning family, others see family members and other people killed or wounded, and some of them are forced to become child soldiers (Heing, 2017; Garbarino et al., 2020). An even more extreme case are those children during the Holocaust (Heberer, 2011), some of whom later became child Holocaust survivors (Gomolin, 2019), who struggled to survive at literally every moment of their stay in the Nazi camps.

- ***Migrants and immigrants:*** In recent years, the number of migrants and international immigrants has increased, as well as the rate of children among them. The UN's International Organization for Migration has estimated that in 2020 there were 281 million international migrants, living in a country other than their country of birth, which is 128 million more than in 1990, and over three times the estimated number in 1970. Among the entire immigrant population, about 15% are children and youth, including many unaccompanied children. For example, in early 2019, the number of unaccompanied immigrant children who arrived in Greece was 682,7,272 in Italy, and 13,400 in Spain (UNICEF, 2020). These youths can be divided into two groups – (1) *Forced displacement*: By the end of 2006, there were about 9.9 million refugees and 744,000 asylum-seekers in the world, of which youth constituted nearly one-quarter (UNHCR, 2007). These numbers have increased significantly in recent years. According to UNICEF statistics, at the end of 2018, over 31 million children were living under the conditions of forced displacement due to violence and conflict within their own country or abroad. This includes some 13 million child refugees, around 1 million asylum-seeking children, and an estimated 17 million children displaced within their own countries. The UNICEF estimates (2021) that around 3.7 million child refugees live in camps or collective centers. A literature review on psychological distress among refugee children (Bornstein & Montgomery, 2011) estimated that a large number of them suffer from various degrees of emotional and behavioral problems, such as PTSD (19%–45% of them) and depression (3%–30%). Bornstein and Montgomery mention that post-migration experiences have a direct impact on refugee children's mental health and highlight the lack of personal and structural support as major determinants of depression. (2) *Voluntarily displacement by parents*: Usually, the decision to immigrate is made by the parents, and frequently it is made in spite of child(ren)'s unwillingness to depart. Moreover, frequently immigrant youth "lose" their parents' support and presence during the transition to the new state/country, as parents are preoccupied with survival. In addition, immigrant youth also lose their age-related peers and social networks, thus leading many of them to become literally alone in the new host country. A factor which often adds to immigrant youth's difficulties is their family's expectation that they will be able to learn the new language quickly and "represent" the family proficiently in various encounters with all kinds of officials (e.g., tax officers). These problems are not unique to poor families; an emerging phenomenon that is worth mentioning in this context is "wealthy migrants", estimated at 108,000 people in 2018 by The International Organization for Migration ("IOM"). These wealthy migrants are millionaires who gain additional citizenships through their wealth, and whose children may feel lonely and become vulnerable to the same extent as those children whose parents immigrated in search for food.
- ***Children of divorce:*** In the USA, 40% of all marriages end in divorce at some point, leading to 50% of all American children experiencing the end of their parents' marriage. Among these children, an additional 50% also experience the breakup of their parent's second marriage (Bratter & King, 2008). Sometimes children of divorce lose both of their parents,

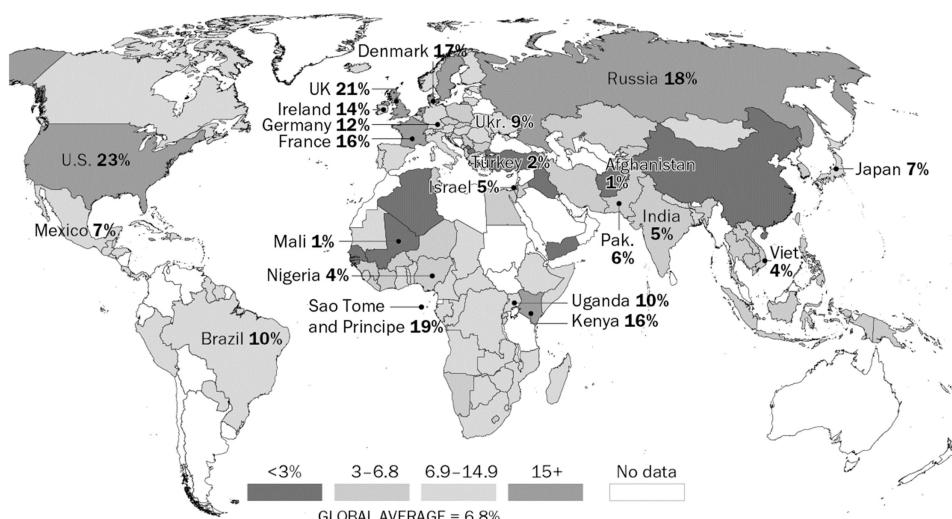
“Self-made adults”

who are completely engaged in fighting with each other and/or in their own adjustment to the new situation. A very common experience among many children of divorce is the feeling of not being able to rely on their parents. This occurs to a greater extent when the divorce has led to a significant deterioration in the hosting parent’s financial situation. In such cases, the child may feel that the hosting parent is in-need of the child’s support in order to “survive” in the new family circumstances. Furthermore, such parents may be out of the home for long hours working, leaving the child to manage life’s difficulties alone.

- **Children of career parents:** The role of fathers as providers has always been, and still is, a major expectation in most societies worldwide. However, according to Orgad (2019), these days’ women are also encouraged to “lean in” – i.e., to actively accept challenges and seek more responsibility, especially in order to advance their careers. Hence, in addition to the traditional career-father, the rate of career-mothers has steadily grown in recent decades, accounting for almost 74% of “working-age” (25–54) women (Yellen, 2020). As a result, to a greater extent than before, parents are too busy managing their own lives, and have limited control over their children, usually remotely via technology (e.g., Lu, 2020; Ribak, 2009). In such situations, the children are psychologically left with no adult figure to lean on. *The Beatles* (Lennon & McCartney) phrased it beautifully, “She’s leaving home, after living alone, for so many years”.
- **Children of single-parent families:** The rate of single-parent families is gradually increasing. Figure 1.1 presents the rate of single families in various countries and emphasizes their particularly high rate in the USA.

Almost a quarter of U.S. children live in single-parent homes, more than in any other country

% of children under age 18 in single-parent households



Note: Single-parent households include one adult and at least one biological, step or foster child under 18. Adult children may be present, but no other relatives or non-relatives.

Source: Pew Research Center analysis of 2010–2018 census and survey data. See methodology for details.
“Religion and Living Arrangements Around the World”

PEW RESEARCH CENTER

Figure 1.1 Rate of children living in single-parent homes

There are various reasons for the relatively high rate of single-parent families, with parental divorce and the decision to raise a child without getting married accounting for only two of the reasons. Studies on single-parent families show that, in many cases, being raised in a single-parent family means having a loving parent, excellent life conditions, and optimal circumstances for a child's positive development. Yet, in other cases, the situation is problematic in terms of meeting the child's psychological and developmental needs. This is due to the obligation that is imposed on single parents to work harder in order to provide for the family's basic needs, the parent's inability to always be present when needed (e.g., school meetings), the parent's possible mental health problems (e.g., burnout), etc. Hence, the increasing number of children who live in single-parent families means that there are more children who don't gain enough family support, if at all.

- ***Children of addicted or incarcerated parents:*** Addicted or incarcerated parents are not at home. In the United States, it was estimated that in 2020 about 2.6 million children had a parent who was incarcerated, and by age 14, one in 14 US children had an incarcerated parent (Poehlmann-Tynan & Turney, 2021). Living in such adverse circumstances makes these children more vulnerable to additional negative life experiences; e.g., they are five times more likely to be exposed to other stressful or traumatic events (Turney, 2018). The same goes for children of addicted parents, who are engaged in their addiction and too often leave their children to manage by themselves (Magura & Laudet, 1996).
- ***Children of abusive families:*** Child maltreatment creates an unbearable environment for children, sometimes leading them to become – not only psychologically, but also practically – homeless (Whitbeck & Hoyt, 2017).

The argument that is outlined earlier, supported by these various examples, is that the changing face of modern society and recent global developments have resulted in a growing number of youth who lack someone to lean on. Sometimes youth without family to lean on are encouraged, and in special cases even forced, to leave their home and move to an alternative residence. There are several types of alternative residences, that are different in their living styles, demands, types of parental figure(s), etc. Among these alternatives are – *Residential care*: long-term care provided to adults or children, who stay in a residential setting rather than in their own home or family home; *Orphanages*: living houses for orphans; *Residential child care communities*: a type of residential care, which refers to long-term care provided to children who cannot stay in their birth family's home; *Foster care*: children live with a family that is not biologically related to them; *Wraparound*: an intensive process of individualized care for youth with serious or complex needs; *Therapeutic boarding schools*: tuition-based, out-of-home placements that combine therapy and education for children with special needs; *Post-hospitalization therapeutic boarding schools*; *Residential schools*: schools in which children generally stay 24 hours per day, 7 days per week (often called “boarding schools”), such as Israeli youth villages; etc.

The general idea in all of these forms of care is to provide a stable and supportive environment for at-risk children and children whose parents are unable to care for them, where they can live and learn, usually until the age of 18. The major questions that immediately emerge are: Do these places of residence provide the children and adolescents who stay there with all of the developmental assets that are needed for positive integration into modern life? Will these children/adolescents be able to efficiently depart from their current residential arrangement, if provided, and move on to address various life encounters and to become mature, active, and satisfied members of adult society?

The developmental assets of youth without family

Developmental assets (Peterson & Bulleigh, 2003; Scales et al., 1999) are a set of benchmarks that state the roles that families, schools, congregations, neighborhoods, and other community institutions play in shaping young people’s lives. These assets seem to be relatively universal, regardless of cultural differences (Wium et al., 2019). An example of “external assets” is the feeling of receiving support, care, and love from families, neighbors, and relevant organizations and institutions.

Studies that explored the types of support that care-leavers lack have highlighted both practical and psychological needs. Based on an online survey among professionals working with care leavers, Strahla et al. (2021) conclude that the challenges faced by care leavers are: 94% are challenged by topics related to employment, 86% by matters related to education and housing, 81% by feelings of loneliness, 75% by mental health issues, 61% by their (possible) engagement in problem behaviors (e.g., delinquency and substance abuse), and 56% by issues related to teenage parenthood. Another study by Barratt et al. (2020) included interviews with youth who are transitioning out of care, and focused on their “internal conversations”, which represent their inner feelings, challenges, and disturbing thoughts. The researchers identified several themes, including: (1) looking to the future, (2) planning, (3) interpreting the impact of earlier life experiences (e.g., trauma) on their future orientation, (4) unhelpful or futile thoughts, (5) making sense of themselves and their past, (6) the lure and risk of their birth family, (7) loneliness, support, and socializing, and (8) romantic relationships. Finally, in another study by Laut (2017), the researcher explored how former foster youth make sense of, and understand, their successful transition out of foster care. The study design included interviews with six former foster youths (ages 19–32) who reported on 16 superordinate themes, also divided into 19 subthemes. Following is the list of themes the interviewees mentioned:

Challenges associated with the transition:

- *New responsibilities*
 - Financial stress
 - Budgeting
- *Social services*
 - Inadequate resources
 - Lack of voice
- *Loneliness (after leaving foster care)*
- *Lack of supportive adults*
- *Challenges of being under-aged (i.e., when leaving foster care before the age of 18)*

Coping strategies

- *Emotional blunting*
- *Self-reliance*
- *Grit*
 - Don’t look back
- *Relationships*
 - Emotional support
 - Instrumental support

- *Early adoption of adult roles*
 - Adoption of adult responsibilities in childhood
 - Loss of childhood identity

Identity

- *Stigma*
 - Experience of stigma
 - Distance from stigma
 - Lingering stigma
- *Differentiation from other youth*

Changing perspectives on the transition

- *Success is contextual*
 - Survivors of the past
 - Success in relation to others
- *The transition as an achievement*
- *Attainment of adulthood*
- *Identity*
 - Autonomy and independence
 - Self-sufficiency
- *The transition as intentional*
 - Directly intentional transitions
 - Indirectly intentional transitions

This list of themes is eye-opening in demonstrating the range and variance of the needs of youth who are transitioning from an, at least partially, protected environment (e.g., foster care) to “life”, while knowing that there is no one out there who can be supportive in times of need.

Notably, both youth who live with their biological family and those who live apart from their biological family experience a major life-course transition when reaching the age of 18. In most countries, 18 is the legal coming of age, the age when they are regarded as adults and not in need of support, unless they belong to recognized underprivileged groups (e.g., special need, delinquents, mental cases, and welfare clients). Thus, the reality in many countries, not limited to western countries, is that at the age of 18, people are expected to, both legally and practically, manage their life by themselves. In reality, some of these people (aged 18+) willingly address this challenge independently. To some degree, current discussions about the developmental period of emerging adulthood (e.g., Kelly et al., 2019) correspond with the literature on college students’ ways of behaving, living, loving, etc. Within the scope of the literature on college students, recent discussions highlight the importance of family dynamics that support emerging adults’, including college students’, management during the period of EA. For example, Oliveira et al. (2020) reviewed 50 studies published since 2000 that explored family dynamics during emerging adulthood and concluded that positive ways of management in the family system enable emerging adults to reach a sense of identity and belonging that is critical to their

successful transition into adulthood. Thus, in spite of the fact that legally people at the age of 18 are considered adults, the current reality in modern society (especially in western societies) makes the transition from adolescence to adulthood more complicated and troubling for many normative youths. This is the case to a greater extent among youth without family to lean on, who are underprivileged, vulnerable, societally disadvantaged, underserved, disconnected, and sometimes even socially excluded. Due to the problematic course of their life, many children and adolescents who can't rely on their families will approach emerging adulthood while they are still in need of a significant amount of support and extensive guidance in several of the major domains in which adults are supposed to manage well. Supplying them with such support, guidance, and help can make their lives more positive than they would be otherwise, as well as improving society.

This book

This book proposes a collection of papers that, together, provide a comprehensive review of the characteristics, dynamics, and development of youth (aged 15–25) who have no family to lean on, either practically or psychologically. All the chapters were written especially for this book, and together, address both theoretical, as well as applied, aspects of this topic. The preparation of the book was initiated in order to achieve three major goals: One of the book's goals is to supply the reader with an updated review of major aspects of the topic, that should be taken into consideration in future conceptual discussions regarding these youths. Another goal of the book is to present and discuss the characteristics of existing programs and of other explorative interventions in this context. The presentation and analysis of these existing initiations has the potential to significantly advance the capability of future interventions to promote these youth's positive development, until becoming positively integrated in adult society. The third goal of the book, which is relevant to both the theoretical and the applied aspects, is to expand the frame of reference and take a global perspective on the various related topics. An international perspective on this topic can facilitate researchers in reaching several generic conclusions regarding the characteristics of youth without family to lean on, the problems and developmental challenges that they face, and the best-practices that should be used to promote their positive transition into adult society.

The book's chapters are organized around three major and complementing topics:

- The first section of the book highlights and discusses major components in the existing literature on understanding and considering youth without family to lean on. This section includes the following: Sulimani-Aidan discusses the meaning of mentoring relationships; Seginer elaborates on the nature and importance of these youth's future orientation; Bluth and Manzoni present various aspects of young adults' labor market attainment; Allen, Berger, Campbell, U'Ren, and Andrews discuss the crucial feeling of finding a sense of belonging; Orte, Valero de Vicente, Barceló, Barrio, and Sánchez-Prieto describe the act of training mentors based on the Positive Youth Development movement; Addi-Raccah challenges the scope of the term “lack of family to lean on” by discussing the nature of parental involvement in children's schooling; Vidal, Torelló, del Valle, and Amer review factors that are involved in the transition to independent life; Jones outlines the meaning and sources of social support for foster youth; Gelman and Mozes discuss and raise aspects that are related to the crucial process of selecting those youth who will be incorporated in intervention programs.

- The second section presents meaning and features of having no family to rely on in various cultural contexts. These descriptions, brought in this section, are: Charles' description of the life of the island child who is left behind by working parents who sail away to find jobs; Itzhaki-Braun and Yablon's presentation of ultra-orthodox Jewish youth who drop out of their high-school in Israel, and hence, are obliged to deal with their parents' frustration, and sometimes even alienation; Solomon and Solomon's description of homeless youth in India, who become homeless due to their parents' lack of ability to take care for them; Frimpong-Manso's review of residential care-leavers in the Global South; Reinke, Kärner, and Ringeisen's discussion of the needs of young refugees in Germany; and Di Maggio, Santili, Ginevra, and Nota's elaboration on the features of young asylum-seekers in Italy.
- The third section of the book includes a sample of existing interventions that aim to support youth without family to rely on. These programs have been implemented in various parts of the world and include: Lightfoot, de Terte, Ross, Etheredge, and Gammon's description of Wraparound in New Zealand; Medalion, Levin, Kadosh, and Yirmiya's presentation of two Orr-Shalom programs for graduates of out-of-home living placements in Israel; Krauskopf, Roger, and Hernández's intervention among Young Latin American women with vulnerable families; Rácz, Bogács, and Jonkl's use of IT communication to support the coming of age of children and youth in child care; Washington's initiation of a project among American youth, named The Foster Youth Success Campaign; Ostaszewski, Pisarska, Bobrowski, and Greń's discussion of the different characteristics of Polish youth with internalizing vs. externalizing problems and the implications for future interventions among these two groups; García-Poole, Byrne, and Rodrigo's "Building My Future" community-based intervention program to promote youth development among adolescents at psychosocial risk; and, finally, Mozes's description of the emergence of "Lamerhav" – an Israeli program for young Israeli adults without family support, and the changes that the program had to undergo until its present position.

Altogether the 24 chapters of the book supply a comprehensive observation of both the common and the unique aspects of youth without family to lean on. These chapters, as well as the many children, adolescents and emerging adults who have no family to rely on, eagerly await the readers' insightful consideration of the various terms, models, programs, and questions that are included in this book.

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