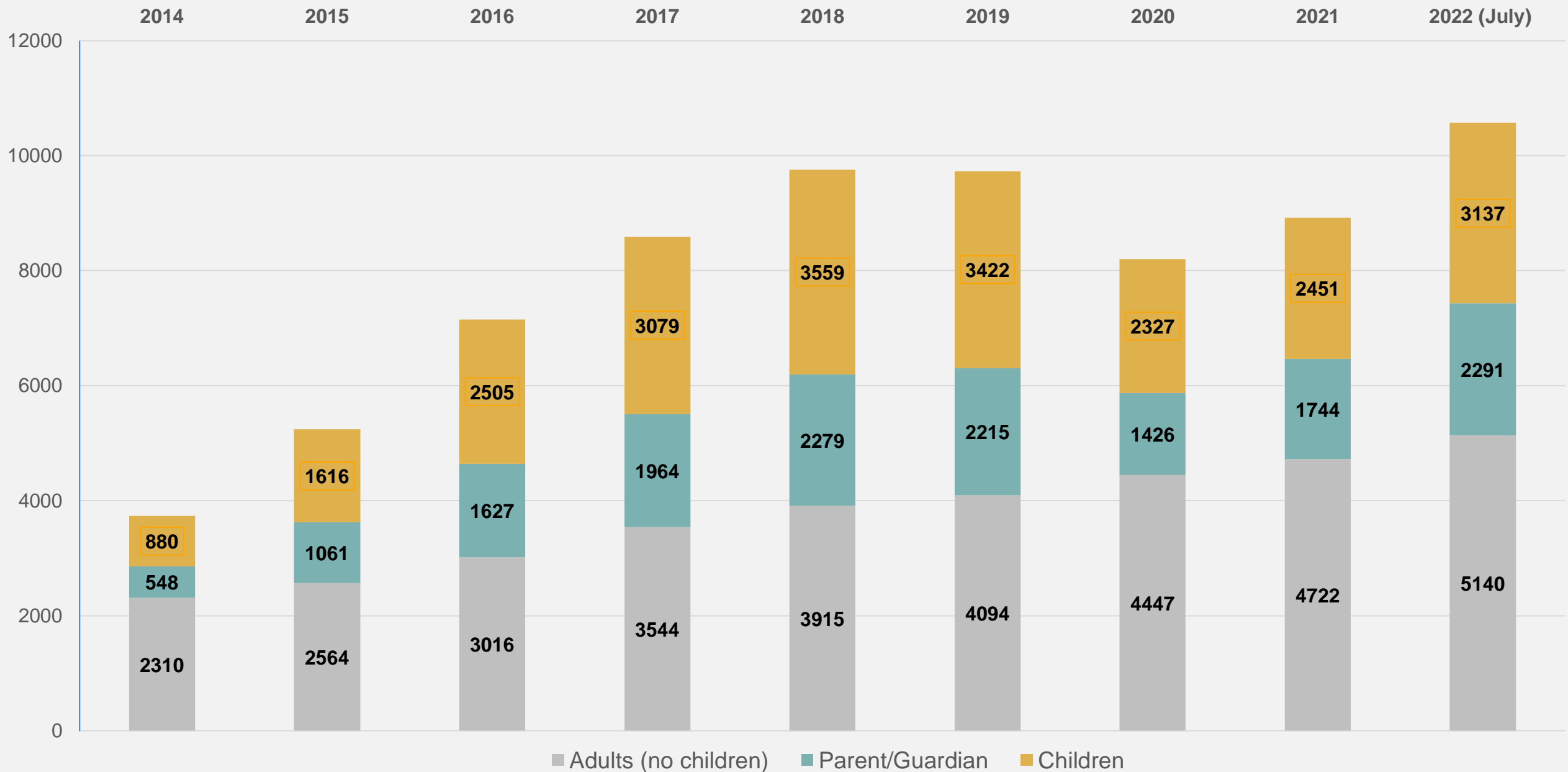


The Educational Needs of Children Experiencing Homelessness Living in Emergency Accommodation: Teacher Experiences and Perspectives

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Ireland's Homelessness Figures (Department of Housing, Planning and Local Government) 2014-2022



Authors/Place	Research Aim	Sample	Outcome Measure	Key Findings
(Groth et al., 2018) USA				(Moore et al., 2018) To examine the relationships between school climate and children
(Haskett et al., 2016) USA	status and social-emotional functioning of young children	children aged two	Stages Questionnaire	USA functioning of children compared with their non-
(Havlik et al., 2014) USA				1169 children CHKS-Survey of
(Master et al., 1997) USA				Homeless youth were found to be at greater risk of victimisation. They have high rates of depression tendency
(Begg, Levitt, Hayder et al., 2017) MA, USA				underperformance on the WRAT-R subtests of reading and mathematics.
(Chow et al., 2015) CA, USA				

Findings from the Literature: Impact of Homelessness on Children

- **Developmental delay, particularly language (Haskett et al., 2016)**
- **Academic underachievement and grade retention (Cutuli et al., 2013; D'Sa et al., 2021; Fantuzzo et al., 2012; Havlik et al., 2014; Masten et al., 1997)**
- **Feelings of hopelessness regarding academic success (Begg et al., 2017)**
- **Poorer mental health outcomes (Lee et al., 2010; Masten et al., 1993; Waldron et al., 2001)**
- **Emotional and behavioural difficulties and isolation from peers (Buckner, 2008; Herbers et al., 2014; Zima et al., 1997)**
- **Greater risk of depression and suicidal ideation (Moore et al., 2018)**

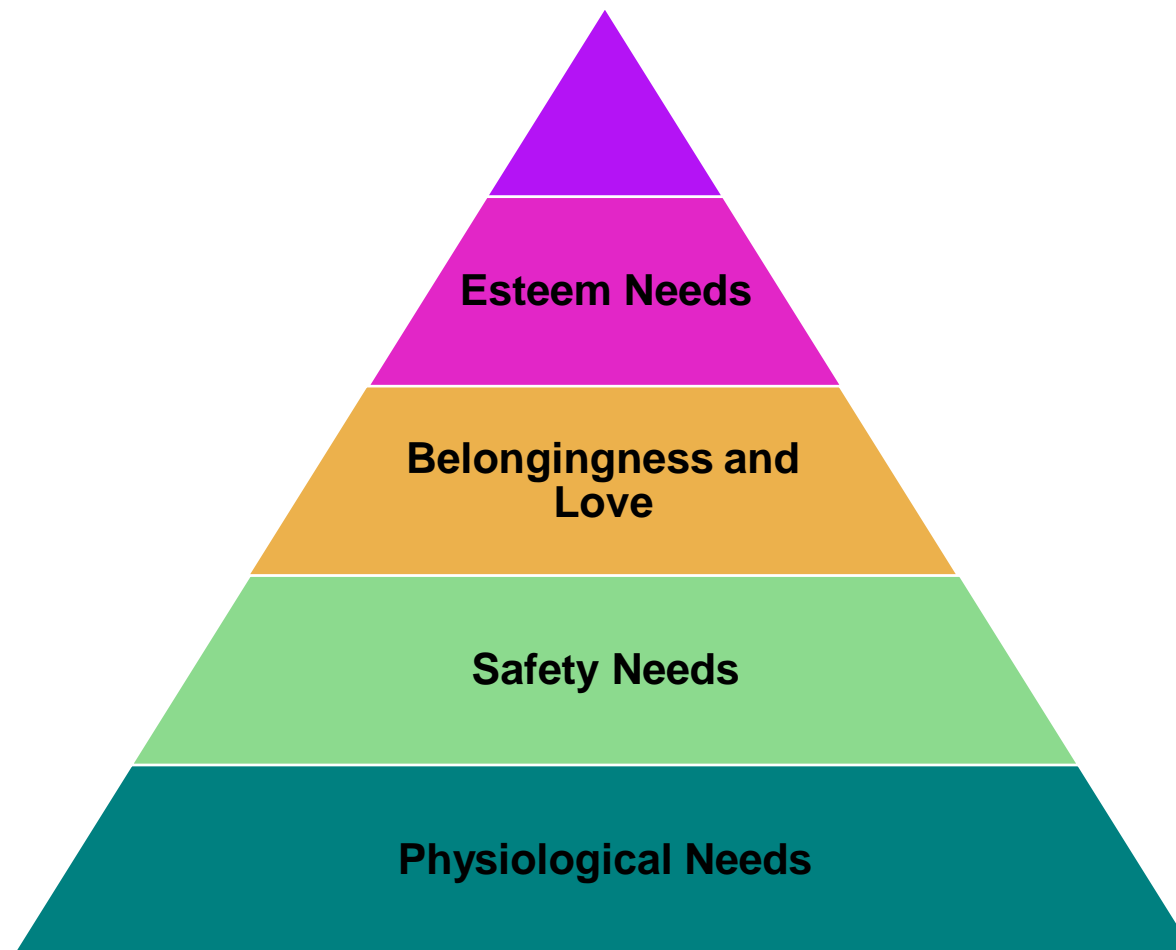
socio-emotional adjustment.	<ul style="list-style-type: none"> • Understanding and responding to academic risks as well as social and emotional wellbeing • Developing a safe and secure school climate. 	<ul style="list-style-type: none"> • children. • Consider the continuum of need resulting from homelessness and the vital role schools can play in supporting learning and social development for these children
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Home Works:

A Study on the Educational Needs of Children Experiencing Homelessness and Living in Emergency Accommodation

CHILDREN'S RIGHTS ALLIANCE
Uniting Voices For Children

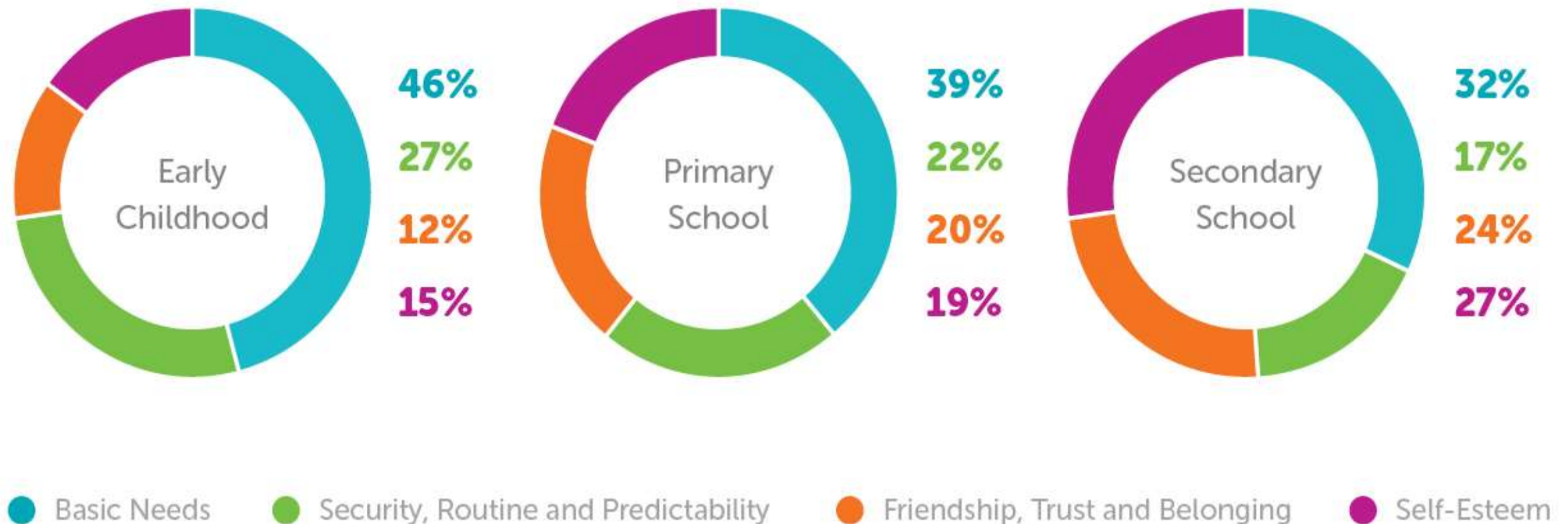
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Grainne McKenna



Maslow (1943)

Home Works: Parents' Perspectives on Factors Influencing School Attendance and Participation

Figure 4.4: Children's Needs Across Type of Educational Provision



Indicators of Need for Children Experiencing Homelessness

- Indicators to provide insight into children's 'educational' needs
- Plan for support and assistance within school settings
- Application beyond children experiencing homelessness
- Four domains:
 - **Physiological Needs** (rest, hunger, clothing, personal care needs)
 - **Security, Routine and Predictability** (school attendance, punctuality, response to change/transitions)
 - **Friendship, Trust and Belonging** (relationships with teachers and peers, social isolation, participation in class)
 - **Attitudes to School and Educational Aspirations** (awareness of strength, interest, enthusiasm, persistence)



Physiological Needs

The Child Experiencing Homelessness	Very True/Often True	Somewhat/Sometimes True	Not True	Don't Know
Well rested alert and ready for learning	4	11	<u>28</u>	3
Does not appear hungry	3	<u>22</u>	17	3
Dressed in full uniform	2	<u>26</u>	16	2
Maintains energy levels throughout the day	1	14	<u>29</u>	2
Physically healthy	4	<u>21</u>	19	2
Basic Hygiene	5	<u>28</u>	12	2



Security, Predictability and Routine

The Child Experiencing Homelessness	Very True/Often True	Somewhat/Sometimes True	Not True	Don't know
Can become distressed by a sudden change in the school environment	<u>26</u>	15	3	2
Attends school regularly (>20 days absence)	5	<u>23</u>	16	2
Easily upset by correction or admonishment from class teachers or peers	16	<u>22</u>	4	4
Frequently arrives late to school	<u>33</u>	9	3	15
Completes homework	4	<u>27</u>	18	5
Experiences peer to peer bullying	5	<u>18</u>	<u>17</u>	2
Will ask for additional support from teacher/staff	7	18	<u>19</u>	2
Easily frustrated in the school environment	17	<u>20</u>	6	3
Makes friends easily & responds to unfamiliar adults	1	19	<u>20</u>	6
Parents attends Meetings	4	20	<u>21</u>	2

Friendship and belonging

The Child Experiencing homelessness	Very True/Often True	Somewhat/Sometimes True	Not True	Don't know
A 'best friend' or small group of close friends	5	<u>27</u>	12	3
Responds positively to praise & encouragement from class teacher	<u>22</u>	19	3	2
Participates in extracurricular activities	3	20	<u>22</u>	2
Has limited awareness of or intolerant of other children's needs	7	24	<u>28</u>	4
Has their own identity & sense of belonging within class group	4	<u>28</u>	12	2
Asks questions, answers questions shares thoughts in class setting	4	<u>23</u>	17	2
Appears socially isolated from peer group	14	<u>23</u>	9	3
Will talk to and with the class teacher	10	<u>26</u>	8	2
Can become distressed within the school environment	<u>22</u>	18	4	2

Esteem and academic self-concept

The Child Experiencing homelessness	Very true/Often true	Somewhat/Sometimes true	Not True	Don't know
Aware of their individual strengths and capabilities	6	<u>28</u>	8	4
Shows interest, enthusiasm & motivation for school work	4	<u>28</u>	12	2
Takes pleasure in academic progress	11	<u>26</u>	7	2
Finds aspects of academic work challenging	<u>25</u>	19	-	2
Poor persistence on challenging tasks	17	<u>23</u>	3	3
Fear of failure	16	<u>19</u>	5	2



What worked

- Having a point of contact
- Access to additional learning support and support from external agencies
- Mentoring
- Flexibility

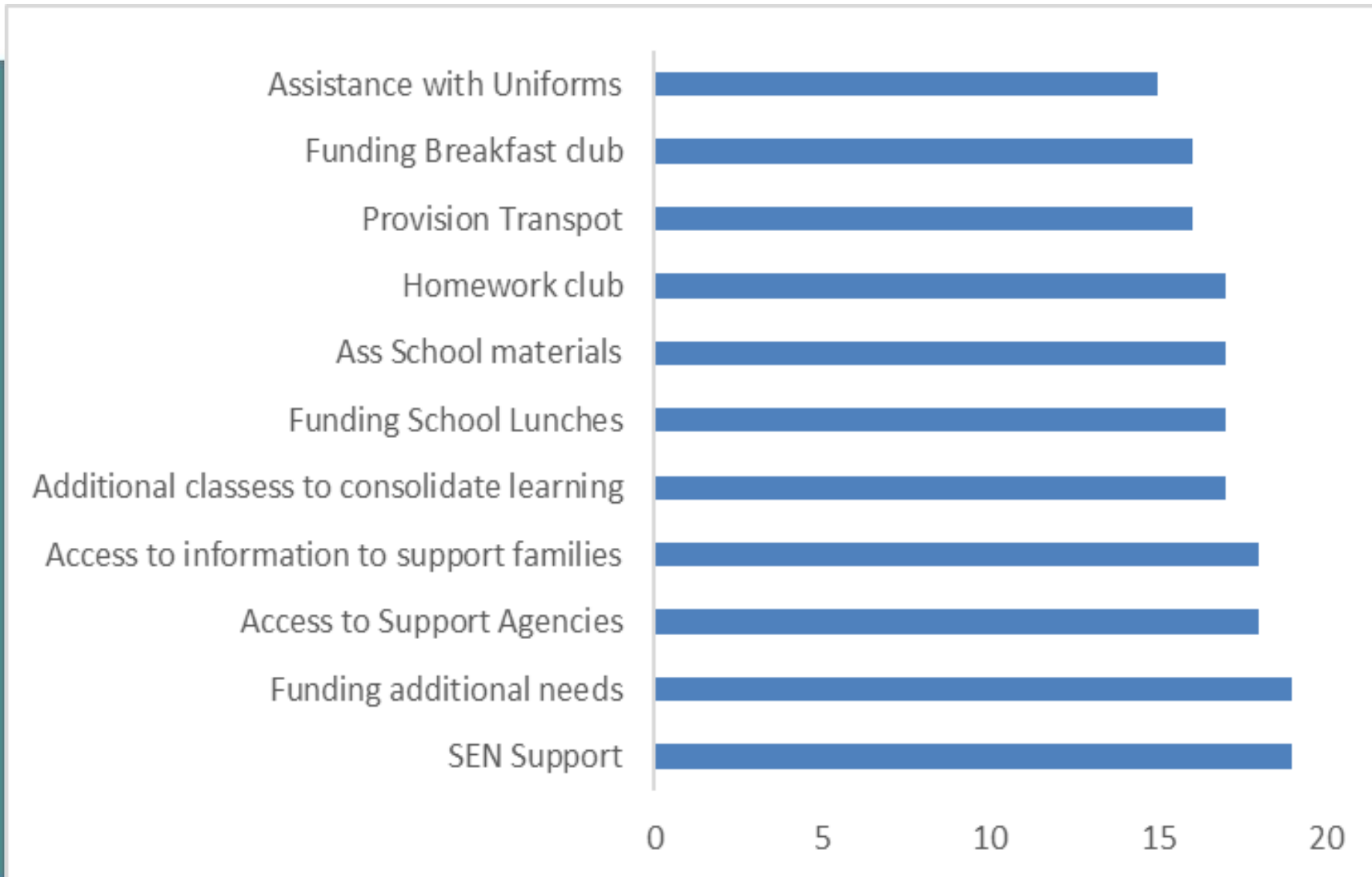
What did not work

- Sense of Helplessness
- Limited funding
- Not having access to information to support families
- Onus still on the families to seek support – sometimes not possible

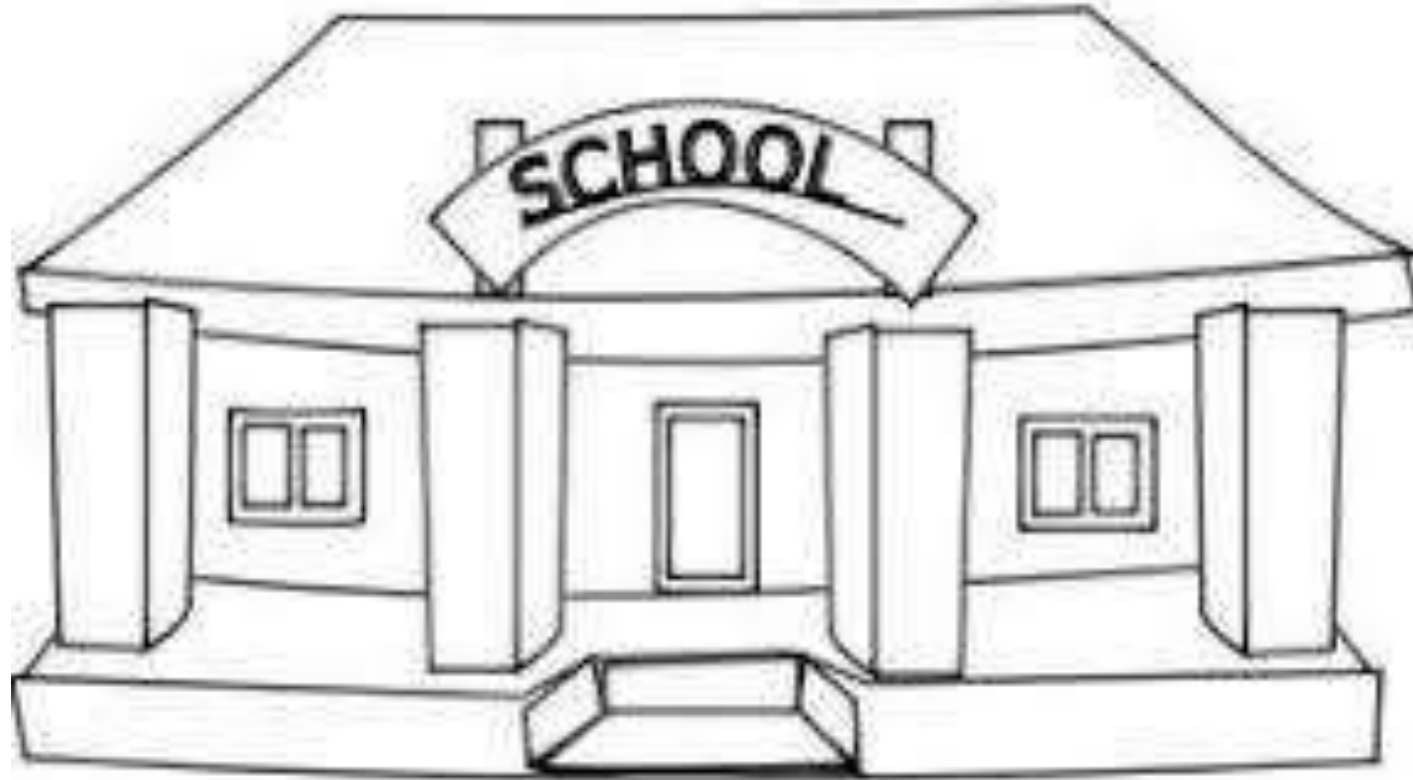
What could work

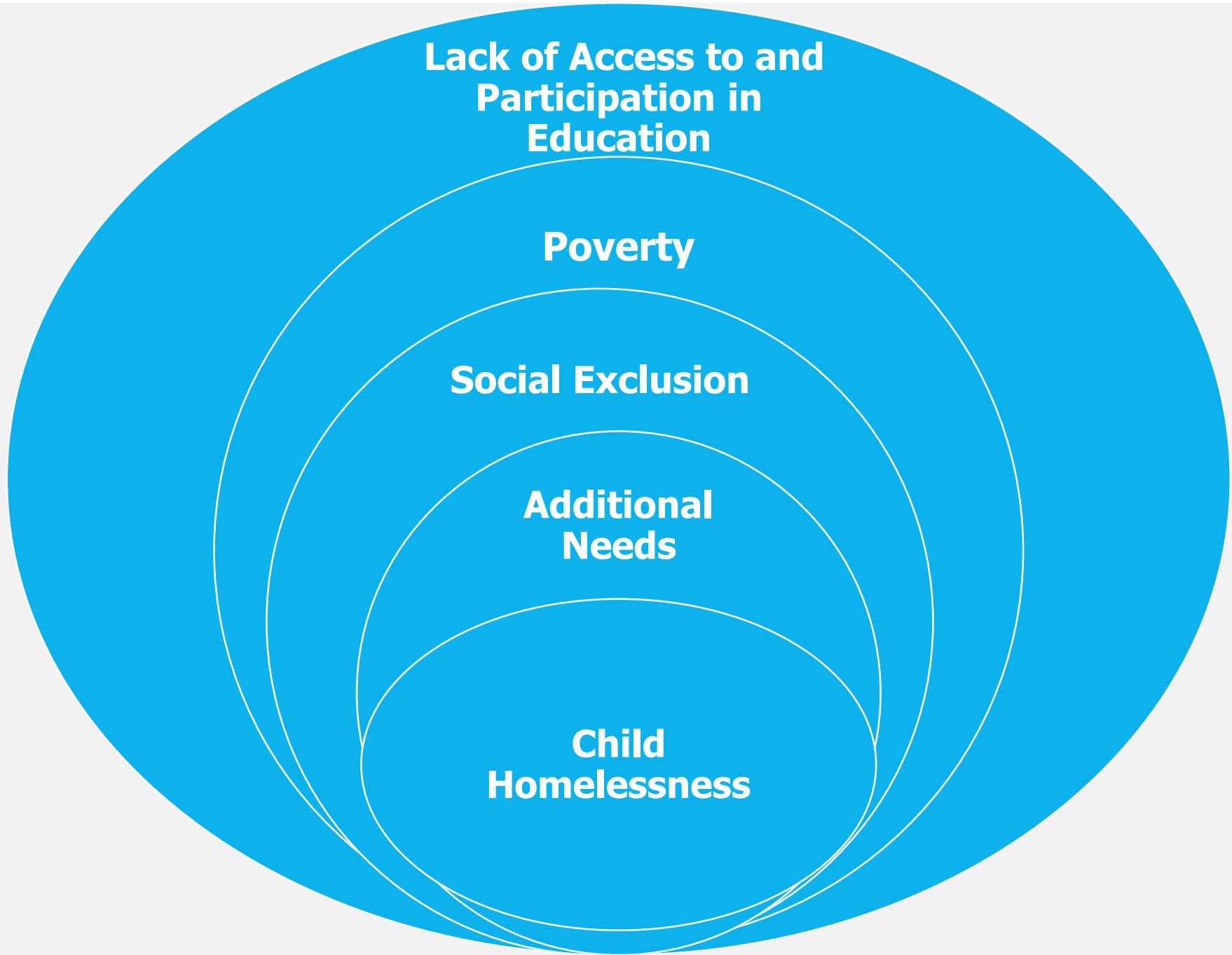
- Key Person to support schools – cluster
- Additional funding to Non –DEIS
- Support for pupils health and wellbeing – referral system for pupils over 18yrs
- Improved communication between schools - agencies – key workers

What schools need:



The Function of School Changes





**Lack of Access to and
Participation in
Education**

Poverty

Social Exclusion

**Additional
Needs**

**Child
Homelessness**

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