


HOW TO DEVELOP AND IMPLEMENT A UNIVERSITY COURSE ON FAMILY HOMELESSNESS

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Creating a Syllabus: Course Description

- This course will examine and identify the causes, impact, and demographics of family homelessness and the programs and policies that are making progress in addressing family homelessness.



Creating a Syllabus: A Collection of Readings on Family Homelessness

- Institute for Children and Poverty Briefs
- The National Center on Family Homelessness Briefs
- McKinney-Vento Issues and Briefs
- Health Care for the Homeless Clinician's Network
 - Homelessness & Family Trauma: The Case for Early Intervention
- National Alliance to End Family Homelessness
 - 10 Year Plans and Effective Programs
- Sound Families Initiative
 - Ending Family Homelessness Through Improved Systems and Stronger Organizations

Creating a Syllabus: Course Objectives

- Identify the causes and conditions that can lead to family homelessness from a cultural and societal context.
- Recognize the impact of homelessness on child and youth development, including areas of health, mental health, education, socialization, and family development.
- Analyze the effect of homelessness and the role of mothers, fathers, and unaccompanied youth. Examine the impact on family stability using a systems theory approach and other relevant models of family life management incorporating values, attitudes, goals, resources, decision making, problem solving, implementing, evaluating, and communicating.

Creating a Syllabus: Course Objectives Cont.

- Review and analyze current research and literature on family homelessness and how it can be applied by family and consumer science professionals in policy making and practice.
- Explore and discuss effective interventions that address the needs of families experiencing homelessness, including community based approaches.
- Identify local, regional, and national initiatives that are presently in place to prevent and reduce family homelessness.


Developing Class Activities & Reflective Work

- Lectures
- Discussion
- Small Group
- Practical Demonstrations
- Parent and/or Student Panel
- YouTube
- Music/Poetry/Art
- Expert Panel
- Local and Regional Coalition Representatives
- Service Learning
- Website Review
- Poster Presentations
- Special Project Organization
- Working with Models of Intervention and Prevention




Developing Class Activities & Reflective Work Cont.

- Define Family Homelessness.
- What are the characteristics of family homelessness?
- What are the causes of family homelessness?
- What is the impact of homelessness on families?
On children?
- What might be issues that a family would encounter if they become homeless? How should the community intervene?




Developing Class Activities & Reflective Work Cont.

- What are the unique issues of unaccompanied youth and other youth who are homeless?
- What approach and intervention would be the most effective for immigrant families who are without housing?
- How the experiences of immigrant families are similar and different from other families who are without housing?




Developing Class Activities & Reflective Work Cont.

- Bronfenbrenner's Five Critical Processes for Positive Development, propose a strategy that would address the needs of homeless children and families.
- Develop a comprehensive strategy to help meet the needs of homeless children and families that incorporates every level of Maslow's Hierarchy of Needs.
- Develop a comprehensive approach using the Family Consumer Science Model.




Developing Class Activities & Reflective Work Cont.

- Outline the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth. Include legal mandates.
- Why is the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth a federal law?
- Describe 5 best practices for teachers and school personnel in addressing the educational needs of homeless students.




Developing Class Activities & Reflective Work Cont.

- What can schools do to help students who are homeless?
- Identify a minimum of 5 communication strategies that could be used when talking to a person who has or is experiencing homelessness
- Propose a short, mid, and long term plan to address family homelessness.
- Provide an outline for a 10 year plan to end homelessness. Who needs to be involved and in what capacity?



Developing Class Activities & Reflective Work Cont.

- Design an awareness campaign on family homelessness. Include who would be involved and what each entity would do.
- Within your profession, what can you do to assist children and families who are homeless?
- What responsibility do we all have to assist and eventually work towards elimination of family homelessness?
- What questions remain?



Developing Class Activities & Reflective Work Cont.

- View and Evaluate: *Pursuit of Happiness*
- Write a summary including the following:
 - The meaning of each of 5 parts of Chris Gardner's Life,
 - e.g., this part of my life is riding the bus,...being stupid,...internship,...running,...happiness
 - At least five symbols and what they mean
 - Relationships, e.g. mother & father, husband & wife
 - What is the meaning of Happiness spelled with a "Y"?

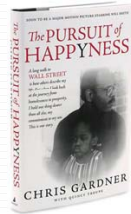


Photo: <http://www.chrisgardnermedia.com/books>

Developing Class Activities & Reflective Work Cont.

- Review of Local, Regional, State, National, and Global Websites, Initiatives, and Programs that address Family Homelessness



Designing an Assessment of Learning Tools

- Rubrics
- Checklists
- Peer Assessment
- Self-Assessment
- Discussion Groups
- Class Participation
- 3-2-1



Rubric/Checklist for Classroom Participation

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Unacceptable
	1	0.75	0.50	0.25	0
Takes Notes					
Level of Engagement in Class					
Listening Skills					
Participates in Discussion					
Respectful and Considerate of Others					
Participates in Activities					
Preparation					
Contributes to Class Understanding of Topic and Materials					
Professional Conduct and Manner					
Integrates Course Readings into Classroom Participation					

Additional Areas of Student Assessment

- Relevance of Topic
- Summary of Findings
- Student's Analysis and/or Reflection
- Integration of Class Materials and Topics
- Clarity and Format of Presentation, References Cited, APA Format (or equivalent)
- Relevance of Websites-includes 4 Levels
- Summary of Findings
- Student's Analysis and/or Reflection
- Integration of Class Materials and Topics
- Clarity and Format of Written Presentation

Key Component of Family Homelessness Issues & Briefs

- Available shelter and housing for families is decreasing.
- Overcoming homelessness is almost impossible without steady employment.
- Homeless children have less of chance of succeeding in school.
- Homeless families are more vulnerable to serious health issues.
- Homeless parents and their children are more likely to have experienced violence.
- Homeless parents and their children are more likely to be separated from each other.

Source: Institute for Children and Poverty-National Data on Family Homelessness 2008


Recognition of Impact of Homelessness on Student Learning

- Children experiencing homelessness are four times more likely to show delayed development. They also have twice the rate of learning disabilities as non-homeless children.
- 85% of homeless children and youth regularly attend school.
- Homeless children still experience significant educational disruption.
- 42% of children and youth experiencing homelessness are below the age of five, they are significantly underrepresented in pre-school programs.
- Of children in grades 3-12 who are homeless and participated in state assessment tests, only 48% were proficient in reading and only 43% proficient in math.
- 36% of homeless children repeat a grade.

Source: National Center on Family Homelessness, The Characteristics and Needs of Families Experiencing Homelessness, April 2008

Building Models of Intervention Based on Theoretical Framework

- Maslow
- Bronfenbrenner
- Vygotsky
- Family Consumer Science Body of Knowledge



Building Models of Intervention Based on Theoretical Framework: Maslow

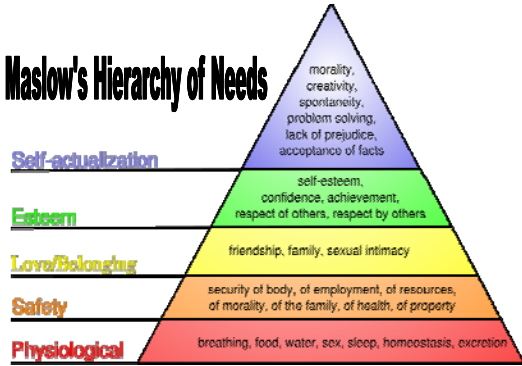
- Maslow's Hierarchy of Needs
 - Physiological Needs
 - Safety Needs
 - Needs of Love, Affection, and Belongingness
 - Needs for Esteem
 - Needs for Self-Actualization



Abraham Maslow

Photo: <http://webpace.ship.edu/cgboer/maslow.html>


Maslow's Hierarchy of Needs



Model: J. Finkelstein <http://z.about.com/d/psychology/1/0/h/5/hierarchy-of-needs.png>

Building Models of Intervention Based on Theoretical Framework: Bronfenbrenner

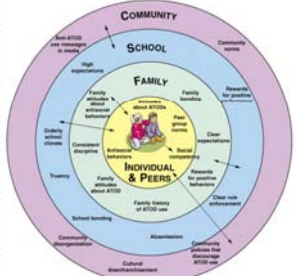
- Bronfenbrenner's Five Critical Processes for Positive Development
- Bronfenbrenner's Ecological Model of Child Development



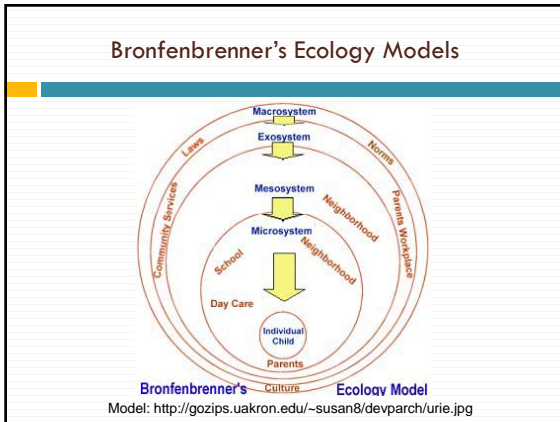
Urie Bronfenbrenner

Photo: <http://home.comcast.net/~eric.durbrow/pages/120.html>

Bronfenbrenner's Ecology Models




Model: <http://www.dbhds.virginia.gov/images/OSAS-ATODcircle.gif>



Bronfenbrenner's Five Critical Processes for Positive Development: Proposition 1

- Children require progressively more complex activities with parents/caregivers on a regular basis over an extended period of time.




Bronfenbrenner's Five Critical Processes for Positive Development: Proposition 2

- Children need established patterns of interpersonal activities to enhance their responsiveness to other features of their environment.




Bronfenbrenner's Five Critical Processes for Positive Development: Proposition 3

- The establishment and maintenance of patterns of interpersonal interaction depends on the availability and involvement of another adult, a *third party*, who supports the child and caregiver in their activities.




Bronfenbrenner's Five Critical Processes for Positive Development: Proposition 4

- The effective functioning of child-rearing processes in the family and other child settings requires ongoing communication and trust in the settings where parents and children live their lives. (home, work, school, etc.)



Bronfenbrenner's Five Critical Processes for Positive Development: Proposition 5

- The effective functioning of child rearing processes on the family and other child settings requires public policies and practices that act in support of child rearing activities.




Bronfenbrenner's Ecological Theory-Sociocultural View of Development

- This theory looks at a child's development within the context of the system of relationships that form his or her environment.
- Five environmental systems ranging from fine grained inputs and direct interactions with social agents to broad based inputs of culture.




Bronfenbrenner's Ecological Theory-Sociocultural View of Development Cont.

- Microsystem-setting in which an individual lives. Individual helps construct settings, not passive.
- Mesosystem-relations between microsystems, connections between contexts, relation of family experiences to school experiences, school to church, family to peers.




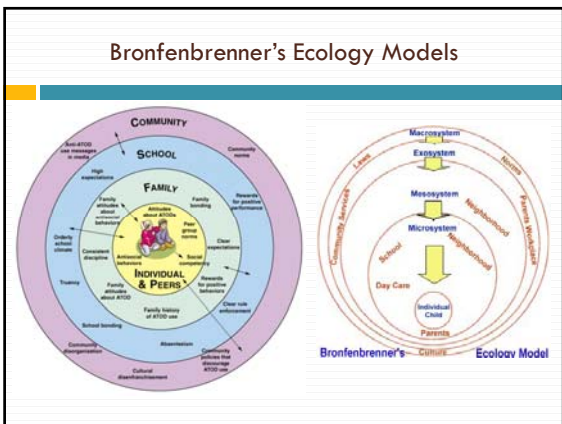
Bronfenbrenner's Ecological Theory-Sociocultural View of Development Cont.

- Exosystem-experiences in a social setting in which an individual does not have an active role but which nevertheless influence experience in an immediate context.
- Macrosystem-attitudes/ideologies of the culture in which individuals live.




Bronfenbrenner's Ecological Theory-Sociocultural View of Development Cont.

- Chronosystem-the patterning of environmental events and transitions over the life course; effects created by time or critical periods in development. Sociohistorical conditions.

Bronfenbrenner's Ecological Theory-Sociocultural View of Development Cont.


- Changes or conflict in any one layer will ripple throughout other layers. To study a child's development then, we must look not only at the child and their immediate environment, but also at the interaction of the larger environment as well.



Building Models of Intervention Based on Theoretical Framework: Vygotsky

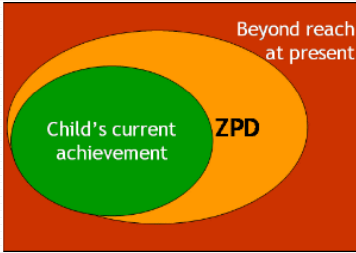
- Vygotsky's Zone of Proximal Development
 - "Cannot yet do"
 - "Can do with help"
 - "Can do alone"

"Stretching" the learner- what comes next, for them



Lev Vygotsky
Photo: <http://www.kolar.org/vygotsky/>


Vygotsky's Zone of Proximal Development



Model: <http://www.learningandteaching.info/learning/constructivism.htm>

10 Year Plans and Programs that Work

- National Alliance to End Homelessness Toolkit
- McKinney-Vento Homeless Assistance Act
- Short term
- Mid term
- Long term
- Are they feasible?
- Who needs to be involved?






Review of Book Lists

- Just for Schools Book List on Homelessness
- ICP Reports
- Awakening Social Consciousness: Homelessness in Children's Literature by Joyce Herbeck
- NAEHCY
- Other relevant book lists

Homelessness by Krista E. published in Teen Ink.

<p>My home can be everywhere and nowhere.</p> <p>My daily meals consist of anything and nothing.</p> <p>My knick-knacks and baubles are the clothes I wear.</p> <p>My money is only what others give me.</p> <p>I am a being.</p> <p>I am human.</p> <p>I am homeless.</p>	<p>If only people could see where I stand.</p> <p>And help me through it all.</p> <p>Will this loneliness ever end?</p> <p>Will I begin a new life?</p> <p>Does anyone care?</p> <p>Because I am here.</p> <p>I am real.</p> <p>I cannot be ignored.</p> <p>I am a person.</p> <p>I am alive.</p> <p>And...I am homeless.</p>
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Sharing Knowledge on Higher Level to Prepare Future Practitioners

For additional information, please contact

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