

HOW LIAISONS LEVERAGE SELF-REGULATED LEARNING DURING TRANSITIONS
TO ONLINE LEARNING AT MIDWESTERN URBAN SCHOOL DISTRICT: A
TRANSCENDENTAL PHENOMENOLOGICAL STUDY

by

Traci C. Eshelman

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

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Abstract

The purpose of this transcendental phenomenological study was to discover how homelessness liaisons leverage self-regulated learning to buffer learners' risk and adversity during transitions to online learning for students experiencing homelessness (SEHs) at a Midwestern urban school district. The theory guiding this study was Zimmerman's social cognitive theory of self-regulated learning, a protective factor for SEHs. After collecting data using a questionnaire, conducting individual interviews, and a focus group, the study used bracketing or epoché to analyze data collected on 11 homelessness liaisons regarding how they fostered self-regulation in their students during the transition to online learning COVID-19 Closures caused. Results illustrated that life coaches became their students' bridge to safety, love, support, and stability, which fosters self-regulation. Implications and future research are discussed.

Keywords: students experiencing homelessness, self-regulation, liaisons, relationships, engagement, online learning, trauma, SRL, SEL, educational technology, COVID

Dedication

I dedicate this dissertation to all GUARDIAN angels who protect, support, advocate for, love, and mentor students experiencing homelessness.

Acknowledgments

To my husband, Mike, whom I thank from the bottom of my heart:

You've been so kind and generous.

I don't know how you keep on giving.

For your kindness, I'm in debt to you.

For your selflessness, my admiration,

For everything you've done, you know I'm bound.

I'm bound to thank you for it.

You've been so kind and generous.

Oh, I want to thank you for so many gifts you gave.

The love, the tenderness, I want to thank you.

I want to thank you for your generosity, the love

And the honesty that you gave me.

I want to thank you and show my gratitude

My love, and my respect for you, I want to thank you.

Oh, I want to thank you, thank you, thank you, thank you

I want to thank you, thank you, thank you, thank you.

(Merchant, 1998)

Table of Contents

Abstract	3
Dedication	5
Acknowledgments.....	6
List of Tables	14
List of Figures	15
List of Abbreviations	16
CHAPTER ONE: INTRODUCTION.....	18
Overview.....	18
Background	19
Historical Context	19
Social Context.....	21
Theoretical Context.....	25
Problem Statement	27
Purpose Statement.....	28
Significance of the Study	28
Theoretical Significance	29
Empirical Significance.....	29
Practical Significance.....	30
Research Questions	32
Central Research Question.....	32
Sub-Question One	32
Sub-Question Two	32

Sub-Question Three	32
Definitions.....	32
Summary.....	37
CHAPTER TWO: LITERATURE REVIEW.....	39
Overview.....	39
Theoretical Framework.....	39
Definitions and Background	39
Self-Regulated Learning Components.....	41
Self-Regulated Learning Process and Phases	46
Self-Regulated Learning Impediments	47
Related Literature.....	48
Students Experiencing Homelessness World.....	49
The System.....	62
Self-Regulated Learning and School Connectedness	76
Executive Function and Emotional Control.....	86
Motivation.....	89
Self-Efficacy and Agency	90
Resilience.....	91
Relationships and Self-Regulated Learning.....	93
SEHs' Impediments to Positive Relationships	94
Bias and Stereotypes Influence Relationships	95
Protective Factors for Positive Relationship Building.....	98
COVID-19 Closures.....	104

Professional Development and Pre-Service Training	108
Summary	112
CHAPTER THREE: METHODS	113
Overview	113
Research Design.....	113
Research Questions	115
Central Research Question.....	115
Sub-Question One.....	115
Sub-Question Two	115
Sub-Question Three	115
Setting and Participants.....	115
Site	116
Participants.....	118
Researcher Positionality.....	119
Interpretive Framework	119
Philosophical Assumptions.....	120
Researcher’s Role	122
Procedures.....	122
Questionnaire	123
Individual Interviews	124
Focus Group.....	125
Permissions	127
Recruitment Plan.....	127

Data Collection Plan	128
Questionnaire	129
Survey/Questionnaire Questions.....	131
Individual Interviews	132
Focus Groups	137
Data Synthesis.....	139
Trustworthiness.....	142
Credibility	142
Transferability.....	143
Dependability	143
Confirmability.....	144
Ethical Considerations	145
Summary.....	146
CHAPTER FOUR: FINDINGS	148
Overview.....	148
Participants.....	148
Beth.....	153
Omar	153
Jeff.....	154
Jenny	154
Ruth.....	155
Dr. Zacatecas.....	155
Helen.....	156

Bonnie	157
Eleanor	157
Bernie	158
Laura	159
Results.....	159
Theme 1: The Life Coach	161
Theme 2: The System	177
Theme 3: The Students	188
Theme 4: The COVID Closures	205
Theme 5: SRL and SEL	222
Theme 6: Strategies.....	229
Theme 7: Bridge to Home.....	270
Research Question Responses.....	276
Central Research Question.....	276
Sub-Question One	278
Sub-Question Two	279
Sub-Question Three	279
Summary	281
CHAPTER FIVE: CONCLUSION.....	282
Overview	282
Discussion	282
Interpretation of Findings	283
Implications for Policy or Practice	290

Theoretical and Empirical Implications.....	297
Limitations and Delimitations.....	307
Recommendations for Future Research.....	308
Conclusion.....	310
References.....	312
Appendix A.....	328
Liberty University’s IRB Approval.....	328
Appendix B.....	329
XYSD Approval to Conduct Research.....	329
Appendix C.....	330
XYSD Submitting your Research Proposal.....	330
Appendix D.....	332
XYSD Proposal Amendment.....	332
Appendix E.....	333
Informed Consent.....	333
Appendix F.....	338
Questionnaire.....	338
Appendix G.....	340
Permission to Use Image.....	340
Appendix H.....	341
The Life Coach Network.....	341
Appendix I.....	342
The System Network.....	342

Appendix J	343
Student Attitudes and Dispositions	343
Appendix K	344
The SEHs' Physical Environment	344
Appendix L	345
The Social-Emotional Environment Network	345
Appendix M	346
Trauma Network	346
Appendix N	347
The COVID Closures Network	347
Appendix O	348
The SRL and SEL Network	348
Appendix P	349
The Strategies Network	349
Appendix Q	350
The Bridge to Home Network	350
Appendix R	351
Research Questions Responses	351

List of Tables

Table 1. Participants.....	148
Table 2. Life Coach Positivity.....	162
Table 3. Technology.....	218
Table 4. Relationship Building.....	253
Table 5. Implications for Practice.....	294

List of Figures

Figure 1. SEHs' Triadic Risk and Adversity Relationship	58
Figure 2 Liaisons Relationships.....	63
Figure 3. Self-Regulated Learning Conditions, Process, and Outcomes.....	75
Figure 4. The Life Coach Ethnicity.....	150
Figure 5. The Life Coach Age.....	151
Figure 6. The Life Coach Education.....	151
Figure 7. The Life Coach Gender.....	152
Figure 8. Number of Students in Life Coaches' Caseload.....	171
Figure 9. Life Coach Network.....	173
Figure 10. Life Coaches' Perceptions of SEHs' Help-Seeking Ability.....	225
Figure 11. Life Coach Perception of Ability to Help SEHs Alter Environment.....	241
Figure 12. Life Coaches' Perceptions of Students' Ability to Alter Environment.....	241
Figure 13. Life Coaches' Confidence that SEHs Can Find Appropriate Study Environment...	242
Figure 14. Life Coaches' Perceptions of Students' Ability to Alter Study Time.....	244
Figure 15. Life Coach Attrition.....	268
Figure 16. Life Coach Perceptions of Helping Students Plan.....	280

List of Abbreviations

Emotional regulation (ER)

Executive function (EF)

Homeless or highly mobile (HHM)

Local education agency (LEA)

Mastery motivation (MM)

McKinney-Vento Act (McV)

Multidimensional theory of school connectedness (MTSC)

Post-traumatic stress disorder (PTSD)

Professional Development (PD)

School connectedness (SC)

Self-regulation (SR)

Self-regulated learning (SRL)

Self-regulated learning theory (SRLT)

Specific, measurable, achievable, relevant, and timely (SMART)

Social-emotional competencies (SEC)

Social-emotional learning (SEL)

Socio-economic status (SES)

Students experiencing homelessness (SEHs)

Trauma-informed practice (TIP)

Trauma and violence informed care (TVIC)

United States Department of Education (ED)

United States Department of Health and Human Services (HHS)

United States Department of Housing and Urban Development (HUD)

United States Department of Labor (DOL)

United States Department of Transportation (DOT)

Youths experiencing homelessness (YEHs)

Zone of proximal development (ZPD)

CHAPTER ONE: INTRODUCTION

Overview

“He didn’t look at me as a student tryna be a charity, which I told him from the beginning. Like, I don’t want your sympathy or any of that. I don’t want your pity, or anything like that. I just really want to know how you can help me be successful... I want to succeed. I want to get my high school degree so I can help my family get up outta this space” (Edwards, 2019, p. 16). This quote epitomizes how students experiencing homelessness want to succeed and help their families escape their current conditions. According to Wright, Nankin, Boonstra, and Blair (2019), 37% of the homeless population comprises families with children under 18. Liaisons, school district appointed advocates for students experiencing homelessness (SEHs), struggle to support these learners due to a lack of resources, training, and structural constraints (Havlik, Schulteis, Schneider, & Neason, 2016). Quantitative research has demonstrated that self-regulated learning (SRL) increases academic and lifelong outcomes for SEHs, but their adverse environmental conditions outside of the school remain an obstacle to SRL (Lafavor, 2018; Manfra, 2019; Pavlakis, 2018; Ramakrishnan & Masten, 2020). This study investigated how liaisons at a Midwestern urban school district empower and equip SEHs to alter their environment and improve SRL conditions. This transcendental phenomenological study aimed to uncover how liaisons leverage SRL techniques, how transitioning to online learning during COVID-19 affected their students’ ability to self-regulate in an adverse environment, and how they used technology to sustain relationships and increase engagement. Implications for SEHs transcend their academic career and could improve their lifelong quality of life and terminate transgenerational homelessness (Palmer, Labella, Plowman, Foster, & Masten, 2020). This section discloses the historical, social, and theoretical background of the phenomenon, the

problem, the significance of the study, related research questions, and definitions.

Background

The background of this study includes historical, social, and theoretical aspects that will provide direction for the investigation. The historical background consists of the current situation and the events leading up to the homelessness crisis in the United States of America. The social construct includes a discussion regarding the stakeholders like the children, their families, the liaisons' role in the children's lives, the school district's responsibility, and the McKinney-Vento Act. Finally, this section comprises the study's theoretical foundations: social cognitive self-regulative learning (SRL) theory.

Historical Context

President George H.W. Bush signed the No Child Left Behind (NCLB) Act on January 8, 2002, reinstated the McKinney Education Homeless Act and re-named it The McKinney-Vento Homeless Education Assistance Improvements Act (McV) (United States Department of Education, 2004). NCLB reinforced McV mandates that all school districts provide equitable education opportunities to students experiencing homelessness. McV states that school districts are legally obligated to assist students experiencing homelessness with shelter, food, clothing, and transportation (Children's Law Center of Massachusetts, 2021). Enhancements also included requiring all school districts to appoint a liaison to support students experiencing homelessness (United States Department of Education, 2016). The liaison is the point person within a school district coordinating academic and social support for students experiencing homelessness.

The McKinney-Vento Act defines homelessness as a condition in which children and youths "lack a fixed, regular, and adequate nighttime residence" (National Center for Homeless Education, 2021, p. 1). McV includes doubled-up students (living with friends or family), living

in a vehicle, a motel, a street, or a shelter. This act ensures students experiencing homelessness have transportation to their school of choice and instant enrollment even when the parent or guardian does not have adequate documentation. These two issues are critical to providing consistency and stability for the child. The act maintains the importance of affording students stability within a school district and requires the school district to facilitate this stability.

The number of students experiencing homelessness (SEHs) increased roughly 15% annually from 2012 to 2019 (Hallet & Skrla, 2021). Since COVID-19, Hallet and Skrla (2021) predicted this rate to be significantly higher. Since COVID-19, United States school districts reported an average of 20% of known SEHs missing, meaning they never returned to school after COVID-19. No one knows the exact percentage of missing children (Tamez-Robledo, 2021).

SEHs face overwhelming barriers to education. According to Edwards (2020), 70% of SEHs in high school are below grade level in reading. Further, 80% of SEHs are below grade level in math (Edwards, 2020). Edwards added that only 64% SEHs graduate on time and are four and half times less likely to graduate. Students experiencing homelessness (SEHs) arrive at school without the most fundamental human needs of safety and shelter and are physically and emotionally unprepared for academic success (Clemens, Hess, Strear, Rue, Rizzolo, & Henninger, 2018; Kidd, Vitopoulos, Frederick, Daley, Peters, Clare,...& McKenzie, 2019; Labella, Naraya, & Masten, 2017; Lafavor, 2018). Manfra (2019) found that SEHs entering school lacked reading, math, cognition, and behavior regulation readiness, and the gaps widened as students aged. In 1987, the McKinney-Vento Act (McV) was the first policy to address SEHs' needs at the national level (Hallett, Skrla, & Low, 2015).

Unfortunately, 33 years after implementing McV across the United States, SEHs continue to lag in academic achievement, graduation rates, and college and career readiness (Children's

Law Center of Massachusetts, 2021; Clemens et al., 2018). Experts have blamed deficiencies in self-regulation, lack of executive function, poor physical health, internal and external mental well-being, and the general cycle of poverty (Lafavor, 2018, Lervåg, Dolean, Tincas, & Melby-Lervåg, 2019; Manfra, 2019). COVID-19 school closures (COVID Closures) magnified the problem by taking the only secure, safe, and stable environment SEHs know, school, and disconnecting their only lifeline, life coaches, or liaisons (Dorn, Hancock, Sarakatsannis, & Viruleg, 2020).

Social Context

Homelessness in schools involves students experiencing homelessness, their families, peers, teachers, administrators, liaisons, and multiple people from outside organizations. These stakeholders endure complicated communications systems and struggle to develop positive relationships that improve SEHs' lives (Ingram, Bridgeland, Reed, & Atwell, 2017). According to the National Law Center on Homelessness and Poverty (2021), 4.2 million children and youth experience homelessness yearly. Experts predict this number will soar with the housing instability that COVID-19 has caused (National Conference of State Legislators, 2022).

Students experiencing homelessness (SEHs) confront multiple risks and adversities like additional learning challenges with social and emotional stress, low executive function (EF), low motivation, chronic absenteeism, and higher incidents of abuse and trauma (Lervåg et al., 2019; Manfra, 2019). Cumulative adversity negatively impacts SEHs' life-long physiological well-being lowering cognitive functioning and autonomic-neurohumoral regulation, thus increasing chronic mental, physical, and emotional health conditions (Barnes, Lafavor, Cutuli, Zhang, Oberg, & Masten, 2017). Social and emotional stress minimizes peer engagement and reduces motivation, trust, and the development of teacher-student relationships, which are critical to

academic success (Lafavor, 2018). Teall's (2019) applied methods study on SEHs' emotional needs found that 80% of educators in New York City's public school district found SEHs' emotional health to be a considerable challenge, while 41% reported mental health as a significant learning obstacle. The suicide rate for SEHs in the New York City Public School District is 3.5 times higher than for students with adequate housing (Teall, 2019). According to Crumé et al. (2019), 30% of SEHs self-harm, 20% have suicidal thoughts, 9% attempt suicide, 60% suffer from depression, and 70% have endured physical or sexual abuse. According to Rodger, Bird, Hibbert, Johnson, Specht, and Wathen (2020), doctors diagnosed 24% of the study's SEH population with post-traumatic stress syndrome (PTSD).

These physical, social, emotional, and mental health challenges impact SEHs' success in the classroom. Homelessness is a vital predictor of academic achievement, and without adequate skills, SEHs' potential success in and out of school diminishes (Lervåg et al., 2019). The achievement gap is widening due to COVID-19 Closures, as school historically has been the only safe and stable environment SEHs could depend on (Tamez-Robledo, 2021). Before COVID-19, less than 25% of high school SEHs graduated, 11.4% of high school SEHs were proficient in math, and only 14.6% were proficient in reading (Camp, Fox, & Flowers, 2019). Notable, only 10% of the general population in the United States identifies as LGBTQ, but 40% of youth experiencing homelessness identify as LGBTQ (Chassman, Littman, Bender, Santa Maria, Shelton, Ferguson, ... & Petering, 2020). SEHs are 87% more likely to drop out than students with adequate housing (Chassman et al., 2020).

School districts and educators have been ill-equipped to handle the needs of SEHs due to the lack of time, professional development (PD), training, and basic understanding of available resources the McV endows (Manfra, 2019). Teaching colleges lack curriculum, training, and

field experience managing SEHs for pre-service teachers (Havlik, Rowley, Puckett, Wilson, & Neason, 2017;2018).

Homelessness liaisons represent the figure central to SEHs' support system. McV mandates each school district appoint a homeless liaison to mitigate these challenges SEHs have. At XY School District (XYSO) (pseudonym), liaisons are called "life coaches." The school district has 15 full-time life coaches responsible for 3500 students experiencing homelessness. This paper will refer to XYSD's life coaches as liaisons. An essential role of liaisons is identifying students experiencing homelessness (Ingram et al., 2017). Once identified, liaisons provide academic tutoring, find food, shelter, clothes, and transportation, connect students and families experiencing homelessness to social services, track absences, facilitate enrollment, and track the families' multiple moves (United States Department of Education, 2004). Liaisons are central to developing relationships with all stakeholders to provide and connect SEHs and their families to services and supports (Baharav, Leos-Urbel, Obradovic, & Bardack, 2017). Challenges in accomplishing these tasks include time, cooperation, communications, and training (Chassman et al., 2020).

A liaison's most significant and challenging role is identifying SEHs (Edwards, 2020; Havlik, Schulteis, Schneider, & Neason, 2020; Havlik et al., 2017;2018; Low, Hallett, & Mo, 2017). Educators do not have the proper training to identify characteristics of SEHs (red flags), like falling asleep in class, hunger, frequent absences, and coming to school in soiled clothes (Ingram et al., 2017). SEHs maintain a low profile in fear of being discovered as homeless, complicating the identification process (Kidd et al., 2019; Labella, Naraya, and McCormick (2016); Smart-Morstad, Triggs, & Langlie, 2017). Poor relationships add another barrier to identification (Ingram et al., 2017).

Further, time works against liaisons, given their excessive workload and multiple duties (Havlik et al., 2020). Most liaisons across the United States have other responsibilities and do not work for SEHs full-time (Havlik et al., 2017;2018). Liaisons' caseloads often are more significant than the time they have to effectively provide what SEHs need (Havlik et al., 2020; Havlik et al., 2017;2018). The McV does not mandate a full-time liaison for SEHs or specify how much time a liaison must commit to SEHs' essentials. School districts with limited funding and human resources will appoint a liaison who performs several other school district tasks (Havlik et al., 2020). According to Havlik et al.'s (2020) study, only 20% of the designated liaisons across the country devoted 100% of their time to tending to SEHs' needs. Havlik et al. (2020) added that liaisons spend most of their time simply trying to identify students experiencing homelessness.

Cooperation from other departments and students' primary teachers is another obstacle liaisons must navigate. Relationships with teachers can get strained because teachers generally do not have the background or knowledge to support students experiencing homelessness (Edwards, 2020; Havlik et al., 2017;2018). Because of this, many teachers display frustration with SEHs and blame their character instead of their situation on frequent absences, missed assignments, and bad behavior (Edwards, 2020). Teachers often have low expectations and consequently do not provide challenging work (Edwards, 2019). Liaisons cannot provide basic needs to SEHs if they do not have positive relationships with all stakeholders, and liaison-teacher relationships are paramount to SEHs' success (Howland, Chen, L., Chen, M., & Min, 2017); Ingram et al., 2017; McKenzie-Hougestol, 2020).

Current literature addresses the problems of homelessness, like discipline, behavior, high retention rates, low graduation rates, and repeating the poverty cycle. Still, few studies exist that

explore the people closest to these students: liaisons or life coaches (Havlik et al., 2020).

Liaisons could provide valuable information on what is helping these students achieve academic success. Liaisons can also offer valuable insights to equip all stakeholders with strategies to support SEHs. Stakeholders include parents, student peers, administrators, social workers, teachers, counselors, principals, shelter directors, health care professionals, and housing authority officials (Baharav et al., 2017; Hallet et al., 2020; Howland et al., 2017). Further, studies evaluating how liaisons and educators foster self-regulation to buffer risk and adversity do not exist. A study focusing on how liaisons engage with SEHs could provide valuable information on these relationships and strategies to help provide SEHs tools for success (Clemens et al., 2018; Havlik et al., 2020; Havlik et al., 2017;2018).

Theoretical Context

Historically, the 20th century educators experienced a widening gap of students who were prepared for college or workforce and those who were not. By 1976, the United States was in a crisis with students who were at risk and unprepared for college or work mainly due to educational theories and practices that strayed from reading, writing, and arithmetic (Zimmerman, 1989). By 1983, the United States was experiencing extremely low achievement levels compared to other countries which sparked the No Child Left Behind (NCLB) initiative intended to close the gap. Unfortunately, this initiative was teacher-centered and did not consider the students' needs (Zimmerman, 1989). Teachers fed information to the students and the students received the information limiting critical thinking. This pedagogy opposes the theory of self-regulated learning which embraces student-centered learning (Cleary & Zimmerman, 2004).

Acknowledging these deficits in learning, Zimmerman saw the need to empower students to take charge of their own learning rather than being a learning receptacle. The self-regulatory

learning (SRL) theory guided this study. Self-regulated learning is “the process wherein students actively participate in their own learning through metacognition, behavior, and motivation. Self-regulated students set their own learning goals, plan for meeting those goals by identifying appropriate strategies, implement and evaluate the efficacy of the strategies, and reflect on their learning progression” (Zimmerman & Schunk, 2004, p. 100). “Self-regulated learning occurs to the degree that a student can use personal (i.e., self) processes to strategically regulate behavior and the immediate learning environment” (Zimmerman, 1989, p. 330). According to multiple researchers, SEHs are ill-equipped to self-regulate due to their environmental and cultural contexts (Crumé et al., 2019; Distefano, Grenell, Palmer, Houlihan, Masten, & Carlson, 2020); Lafavor, 2018; Ramakrishnan & Masten, 2020). Self-regulation involves multiple principal processes, subprocesses, components, and subcomponents, most of which SEHs lack due to homelessness. Self-efficacy, motivation, reading skills, peer engagement, and self-control are essential skills needed to self-regulate, and multiple researchers cited challenges SEHs have in developing these skills (Distefano et al., 2021; Masten, Fiat, & Labella, 2015; Ramakrishnan & Masten, 2020). Most research highlighting SRL attributes to SEHs’ learning outcomes is quantitative and lacks guidance for liaisons and educators on equipping and empowering SEHs with these powerful learning skills. Additionally, SEHs lack control over their environment, limiting their ability to self-regulate. Control over the environment is a primary SRLT assumption, but SEHs have little to no power over their environment. Further, Zimmerman (1989) stated that environmental control might be more critical to SRL than the other components. No research to date has evaluated how environmental control influences learners’ SR competencies and how COVID-19 has SEHs’ already limited control over their environment. This study explored how liaisons empower and equip SEHs to navigate their volatile

environment pre- and post-COVID-19 Closures.

Problem Statement

The problem is K-12 students experiencing homelessness have little control over their environmental conditions and struggle to gain self-regulation. Zimmerman (1989) hypothesized that the environment might be more influential in buffering or prohibiting learners' self-regulation of the three triadic self-regulatory learning components. Unfortunately, no research has followed Zimmerman's hypothesis to understand the constraints or safeguards the environment generates in a K-12 context. Quantitative research has indicated that self-regulation can be a protective factor for students experiencing homelessness. Still, little qualitative data exists to explain how liaisons, educators, and students leverage SRL to improve learning outcomes. Further, COVID-19 has revealed massive decreases in progress among SEHs and students facing extreme poverty (Goldstein, 2021).

Students need self-regulation when transitioning to online learning because educators cannot be the regulator from a distance (Santamaría-Vázquez, Del Líbano, Martínez-Lezaun, & Ortiz-Huerta, (2021). Further, SEHs do not have parents who can empower their children with self-regulation (Manfra, 2019; Pavlak, 2018). Given these differences, the progress gap is widening, and promoting self-regulation might equip and empower all learners to take charge of their learning during times of instability and uncertainty. Unfortunately, most educators of SEHs are ill-equipped to promote SRL skills (Rodger et al., 2020). This study reveals how a K-12 homelessness program in the Midwest leverages self-regulation to reach students experiencing homelessness during COVID-19 Closures.

Purpose Statement

The purpose of this transcendental phenomenological study was to discover how liaisons foster self-regulated learning for K12 students experiencing homelessness in grades kindergarten through twelve at XYSD in the Midwest of the United States of America. Liaisons and life coaches will be generally defined as the primary contact “between homeless families and school staff, district personnel, shelter workers, and other service providers.” (The United States Department of Education, 2004, p. 2). XYSD designates the staff who support and serve SEHs as life coaches. The two terms are interchangeable in this study.

Significance of the Study

Providing data on how liaisons leverage SRL and aid SEHs in altering their volatile learning environment has theoretical, empirical, and practical significance. XYSD has one of the highest child poverty rates in the United States (Annie E. Casey Foundation, 2021). The rates of students experiencing homelessness are radically increasing, and experts do not know the exact percentage increase since the COVID-19 Closures (Hallet & Skrb, 2021). Hallet and Skrb (2021) believe the figures are significantly higher than reported. XYSD is urban and has a souring homeless population with constant influxes of refugees and transient working families. XYSD is also one of the few in the country with a dedicated team and resources to address homelessness and provides regular professional learning opportunities for the liaisons, providing a unique perspective for programs across the country (Erb, personal communication, April 23, 2021). The department director is committed and dedicated to the liaisons and the children and receives the most Title I money in the district. The director is also vigilant with grant writing and creative financing through community outreach. This study can build on XYSD’s work by providing

evidence for best practices for liaisons and suggesting strategies for other districts that do not have a well-established system of support for SEHs.

Theoretical Significance

No known study on SEHs and self-regulation provides data from the social cognitive self-regulated learning theoretical lens. Evaluating this phenomenon through the social cognitive self-regulated learning theory provides a perspective that will help educators empower and equip SEHs during and after crises like COVID-19. Numerous studies evaluate SEHs' risk and adversity, but none from SRL's perspective. Several studies focused on effortful control and emotional control (Distefano et al., 2021; Laffavor, 2018; Ramakrishnan & Masten, 2020). Still, these studies neglected to evaluate the phenomenon using the triadic social cognitive SRL perspective, which could help evaluate the various relationships between risk, adversity, and protective factors. Pavlakis (2018), Pavlakis (2021), and Low et al. (2017) provided evidence that environmental conditions dictate self-regulation, but none employed a theoretical self-regulation framework. This study aimed to uncover how liaisons can empower and equip SEHs to alter their environment to minimize risk and adversity according to Zimmerman's social cognitive self-regulated learning theory.

Empirical Significance

Most of the literature on SEHs and self-regulation is quantitative (Distefano et al., 2021; Havlik et al., 2020; Laffavor, 2018; Manfra, 2019; Pavlakis, 2018; Ramakrishnan & Masten, 2020; Wright, Nankin, Boonstra, & Blair, 2019). Barnes et al. (2017), Laffavor, Langworthy, Persaud, and Kalstabakken (2020), Manfra (2019), Parry, Quinton, Holland, Thompson, and Cumming, (2021), and Pavlakis (2018) provided quantitative studies that confirmed that SRL's significant influence over SEHs' academic outcomes. Unfortunately, these quantitative studies

do not provide rich and thick details on how educators promote self-regulation to a population of students that struggle with its components. Pavlakis (2018) used Epstein's overlapping spheres of influence theory to analyze SEHs' environmental conditions in one of the few qualitative studies. Although the data was valuable, the results limited readers' knowledge of how educators can buffer SEHs' environmental conditions. Low et al. (2017) explored SEHs' doubled-up environment, but the study was a non-experimental research design to confirm risk and adversity with no clear theoretical framework. Finally, Pavlakis' (2021) study evaluated environmental influences on SEHs but used the distributed leadership theory to gain an overall system perspective.

Practical Significance

XMSD has a thirty-year history of supporting SEHs, thanks to a dedicated, passionate, and influential advocate who initiated the program. Dr. Zacatecas, Director of the XMSD Homelessness Program, has leveraged all stakeholders to prioritize SEHs in the district, and her success is evident. Uncovering XMSD's successes and how the liaisons have leveraged SRL to increase SEHs' academic outcomes could have implications for other urban school districts without such leadership. This program could serve as a model for other programs and uplift SEHs across the country. Further, uncovering these successes and how the liaisons have managed challenges is all-encompassing, meaning its value reaches all students, not just students experiencing homelessness. COVID-19 catapulted students and educators into blended and online learning without the necessary tools. When armed with SRL knowledge, educators will be in a better position to deliver online, blended, and in-person learning, given SRL theory's attributes.

In addition to academic goal attainment, SRL positively influences learners' perceptions of a positive future; SRL fosters optimism (Zimmerman, 2002). SRL increases academic achievement, self-recognition, self-accomplishment, peer recognition and admiration, personal goals, and intrinsic motivation (Zimmerman & Schunk, 2001). These attributes represent SEHs' protective factors that will positively influence their academic career and future. SEHs cannot control their adverse environment, which, according to Bandura (1986), is a significant obstacle to SRL and academic success. If SEHs could gain control over their environment, even in small ways, they may secure a sense of self-control and become empowered, but no research exists on this phenomenon (Havlik et al., 2020). If learners perceive control over their environment, self-efficacy and academic success will increase, thereby giving greater control over the environment will improve self-efficacy and academic success (Bandura, 1997).

Research Questions

This study addressed one central research question and three sub-questions to uncover how liaisons have fostered self-regulated learning with their students while transitioning to online learning.

Central Research Question

How have homelessness liaisons at XYSD leveraged self-regulated learning and technology to buffer students experiencing homelessness risk and adversity during transitions to online learning?

Sub-Question One

How have liaisons helped students who experience homelessness alter their learning environment to foster self-regulated learning?

Sub-Question Two

How has technology helped or hindered self-regulated learning?

Sub-Question Three

What are liaisons' perceptions of their ability to provide self-regulated learning to their students?

Definitions

The following terms are essential to understanding the context of homelessness and the support and services that liaisons provide students:

1. *Adaptive response* - "adjustments designed to increase the effectiveness of one's method of learning, such as discarding or modifying an ineffective learning strategy"
(Zimmerman, 2002, p. 68).

2. *Agency* - students' ability to “direct their own efforts to acquire knowledge and skill rather than relying on teachers, parents, or other agents of instruction” (Zimmerman, 1989, p. 329).
3. *Behavior SRL construct* - “Self-regulated learners ‘select, structure, and create social and physical contexts and environments to maximize learning” (Zimmerman & Martinez-Pons, 1988, p. 284).
4. *Control (Executive) Processes* - “Executive functions (EFs; also called executive control or cognitive control) refer to a family of top-down mental processes needed when you have to concentrate and pay attention, when going on automatic or relying on instinct or intuition would be ill-advised, insufficient, or impossible” (Diamond, 2013, p. 135).
5. *Couch-hopping* - periodically living at various peoples’ homes (Ingram et al., 2017).
6. *COVID Closures* - When the COVID-19 pandemic permeated the United States of America, school districts closed and reverted to remote learning. Most urban school districts closed their doors for a year and a half starting March 2020 and then went to a hybrid learning model. COVID Closures is the term used to describe when the schools shut their doors and switched to remote and hybrid learning.
7. *Defensive adaptation* - “efforts to protect one’s self-image by withdrawing or avoiding opportunities to learn and perform such as dropping a course or being absent for a test” (Zimmerman, 2002, p. 68).
8. *Doubled-up* - temporarily living at a family or friend’s home due to economic hardship (Low et al., 2017).

9. *Effortful control (EF)* - a part of executive function that “integrates aspects of inhibition, attention, planning, and shifting with more affectual responses and processes” (Lafavor, 2018, p. 1241).
10. *Emotional control* - “process of monitoring, evaluating, and modifying emotional reactions and predict societal acceptance and positive emotional reactions and predict societal acceptance and positive outcomes in a variety of domains” (Lafavor, 2018, p. 1242).
11. *Emotion regulation (ER)* - “extrinsic and intrinsic processes responsible for monitoring, evaluating, and modifying emotional reactions... to accomplish one’s goals” (Ramakrishnan & Masten, 2020, p. 224).
12. *Goal-setting* - “deciding on specific outcomes of learning or performance” (Cleary & Zimmerman, 2004, p. 538).
13. *Homelessness* - a condition in which children and youths “lack a fixed, regular, and adequate nighttime residence” (National Center for Homeless Education, 2021, p. 1).
14. *Liaison* - “the primary contact between homeless families and school staff, district personnel, shelter workers, and other service providers. The liaison coordinates services to ensure that homeless children and youth enroll in school and have the opportunity to succeed academically” (The United States Department of Education, 2004, p. 10).
15. *Mastery motivation (MM)* - “the drive to master and control the environment observed in infants and young children, typically from ages six months to five years” (Ramakrishnan & Masten, 2020, p. 224).
16. *McKinney Vento Act* - “a federal law that requires each state to ensure that each homeless child or child of a homeless individual has access to the same education as other children,

including public preschool programs” (Children’s Law Center of Massachusetts, 2021, p. 1).

17. *Metacognition SRL construct* - Metacognition involves students who can “plan, organize, self-instruct, self-monitor, and self-evaluate at various stages of the learning process” (Zimmerman, 1986, p. 308).
18. *Motivation* - “activation to action. The level of motivation is reflected in choice of courses of action and in the intensity and persistence of effort” (Bandura, 1994, p. 1).
19. *Motivation SRL construct* –Motivation involves “self-regulated students perceiving themselves as competent, self-efficacious, and autonomous” (Zimmerman, 1986, p. 308).
20. *Multidimensional theory of social connectedness (MTSC)* - "the belief by students those adults in the school care about their learning as well as about them as individuals" (Dinnen, Baker, Dallal, Brann, & Flaspohler, 2020, p. 3).
21. *Peer support* - “[provision of] emotional and social support to others who share a common experience” (Kidd et al., 2019, p. 641).
22. *Resiliency* - “the set of attributes that provides people with the strength and fortitude to confront the overwhelming obstacles they are bound to face in life” (Sanger, Creswell, Schaffart, Engelbert, & Opfer, 2000, p. 1).
23. *School connectedness (SC)* - "the belief by students that adults in the school care about their learning as well as about them as individuals" (Dinnen et al., 2020, p. 2).
24. *Self-Concept* - “one’s collective self-perceptions that are formed through experiences with, and interpretations of, the environment and that are heavily influenced by reinforcements and evaluations by significant other persons” (Schunk, 2009, p. 523).

25. *Self-Efficacy* - “perceptions about one’s capabilities to organize and implement actions necessary to attain designated performance of skills for specific tasks” (Zimmerman, 1989, p. 329).
26. *Self-reflection* - the “process of comparing performance with goals in determining progress” (Zimmerman & Schunk, 2001, p. 147).
27. *Self-Regulation* - “the degree to which students are metacognitively, motivationally, and behaviorally proactive regulators of their own learning process” (Zimmerman, Bandura, & Martinez-Pons, 1992, p. 664).
28. *Self-regulated learning (SRL)*- “the process wherein students actively participate in their own learning through metacognition, behavior, and motivation. Self-regulated students are equipped to set their own learning goals, plan for meeting those goals by identifying appropriate strategies, implement and evaluate the efficacy of the strategies, and reflect on their learning progression” (Zimmerman & Schunk, 2004, p. 100).
29. *Shelter* - “supervised facilities that are used for temporary living accommodations and can include both short- and longer-term programs (Pavlakis, 2018, p. 1047).
30. *Social-emotional competencies (SECs)* - "the ability to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development" (Dinnen et al., 2020, p. 3).
31. *Social-Emotional Learning* - “how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions” (D’Emidio-Caston, 2019; p. 119).

32. *Strategic planning* - “selecting or creating a strategy to optimize one’s performance during learning attempts” (Cleary & Zimmerman, 2004, p. 538).
33. *Trauma-informed-care (TIC) and Trauma-and-violence-informed-care (TVIC)* - “reducing harm by creating safe environments and care encounters with individuals who have and/or are still experiencing violence” (Rodger et al., 2020, p. 4).
34. *Unaccompanied youth* - children experiencing homelessness “whose parents request them to leave home and prevent them from returning or staying permanently in foster care programs” (Morgan, 2018, p.215).

Summary

Students experiencing homelessness have little control over their environmental conditions and struggle to gain self-regulation. COVID-19 Closures have tested educators’ ability to navigate self-regulated learning and technology to deliver quality instruction to SEHs. Progress has slowed to 75% before COVID-19 progress (Goldstein, 2021). Further, 20% of SEHs have permanently disconnected from school and their only lifeline (Tamez-Robledo, 2021). School is usually the most stable environment and safest place SEHs can turn to, yet COVID-19 has created another barrier to stability for SEHs to navigate (Aceves, Griffin, Sulkowski, Martinez, Knapp, Bamaca-Colbert, & Cleveland, 2020). Not only does this situation impact SEHs’ academic success, but it predicts their lifelong outcomes. Homelessness impacts SEHs’ lifelong adversity and predicts future generations of homelessness, creating a cycle of poverty (Lafavor et al., 2020).

The purpose of this transcendental phenomenological study was to discover how liaisons foster self-regulated learning for students experiencing homelessness in grades kindergarten through twelve at XYSD in the Midwest of the United States of America. SRL requires students

to control their learning by setting goals, selecting strategies to attain them, and monitoring their progress (Zimmerman, 1989). Further, Zimmerman (1989) hypothesized that environmental influences could influence self-regulation more than personal or behavioral, but no study has expanded or evaluated this hypothesis. No study has evaluated how educators leverage SRL to increase engagement with SEHs, which leaves practitioners with few suggestions on what is working to increase SRL in this marginalized and invisible population. SEHs have significant obstacles with SRL due to a lack of control over their environment, which is critical to self-regulation. This study mapped SEHs' risk and adversity according to Zimmerman and Bandura's social cognitive self-regulated learning theory with the intent to reveal environmental conditions' influence on SEHs' learning during COVID-19.

CHAPTER TWO: LITERATURE REVIEW

Overview

Historically, schools have been the safest environment on which SEHs could depend (Aceves et al., 2020), but COVID-19 shut the doors to this safe and stable place. Consequently, 20% of the homeless population disengaged and vanished from the rosters (Tamez-Robledo, 2021). Research has shown that self-regulation can buffer SEHs' risks and adversities, but the pandemic removed many safeguards and protective factors. Further, research has indicated that SEHs do not have the tools to self-regulate, and educators are ill-equipped to empower SEHs with SRL tools. This literature review will explore and explain SEHs' risks and adversities through the SRLT lens. This chapter discusses the theoretical framework and related literature and concludes with a summary.

Theoretical Framework

Self-regulation learning theory is complicated and based on seven theoretical frameworks and countless versions, components, and processes. Although each approach conflicts in some details, they all involve empowerment, goal-setting, monitoring performances, motivation, and evaluating results in common (Zimmerman & Shunk, 2001). According to Zimmerman (2002), learners must acquire SRL skills and strategies through explicit instruction. SRL has implications for teaching and learning and is particularly interesting in aiding SEHs (Baharav et al., 2017; Distefano et al., 2021; Lafavor, 2018; Manfra, 2019; Pavlakis, 2018; Ramakrishnan & Masten, 2020; Wright et al., 2019).

Definitions and Background

Bandura's (1991) and Zimmerman's (1986) self-regulated learning theory and processes will drive the definitions and background of this paper. Zimmerman's (1986) theory of self-

regulated learning largely depends on Bandura's social cognitive theory (1986), and the definitions and background reflect this. Self-regulation (SR) refers to "the degree to which students are metacognitively, motivationally, and behaviorally proactive regulators of their learning process" (Zimmerman et al., 1992, p. 664). Self-regulated learning (SRL) is "the process wherein students actively participate in their own learning through metacognition, behavior, and motivation" (Zimmerman & Schunk, 2004, p. 100). Learners leverage personal, behavioral, and environmental processes and components to regulate their behavior (Zimmerman, 1989). Self-regulation learning theory (SRLT) because it differs in that theory addresses how students self-regulate. Zimmerman (1986) defined SRLT as "how students personally activate, alter, and sustain their learning practices in specific contexts (p. 307).

SR is an important learning tool because its components directly determine knowledge acquisition (Zimmerman, 1989). Self-regulation increases self-efficacy and buffers prior poor performances. In a study by Zimmerman et al. (1992), researchers found a 26% increase in effort and motivation when students felt empowered and in control of their learning.

Self-regulated learners have high self-efficacy, influencing knowledge and skill attainment, commitment, and effort to complete tasks and attain goals (Zimmerman et al., 1992). SR learners are active participants in their learning, mindful, proactive, focused, engaged, and self-motivated (Cleary & Zimmerman, 2004). SR learners set high goals, have high expectations, apply appropriate strategies, and leverage SR components and processes to self-motivate (Zimmerman et al., 1992).

Bandura's social cognitive theoretical framework of self-regulation theory is most appropriate for this study because it incorporates self or person, behavior, environment, and the triadic relationship of all three concerning self-regulation. Bandura's framework emphasizes the

environmental influences of self-regulation, which is relevant to SEHs and their tremendous environmental adversities that negatively impact the personal and behavioral components of SRL (Bandura, 1986). Social cognitive self-regulation theory aligns best with SEHs' needs and protective factors by promoting explicit expectations, modeling, observing behaviors, setting small, attainable goals, and applying Vygotsky's zone of proximal development (ZPD) in goal setting. The foundations require clear outcomes, leveraging motivation and increasing self-efficacy, and explicitly teaching SRL strategies. The fundamental purpose of SRL in this context is to improve self-efficacy, which is one of the most significant risk factors SEHs endure.

Bandura (1986) described learning through reciprocity between self, behavior, and environment. Personal (self) influences include learners' knowledge, metacognition, goals, and affect (Zimmerman, 1989). Concerning SRL, personal (self) determines how a learner organizes and transforms information, sets goals, plans, and rehearses or memorizes content (Bandura, 1991). Behavior refers to self-observation, self-judgment, and self-reaction and includes self-evaluation and evaluating progress, keeping records and monitoring progress, self-consequencing by rewarding, punishing based on performance, and reviewing records (Bandura, 1991; Zimmerman, 1989). Learners' environment includes peer and adult engagement, help-seeking, and searching for information related to learning (Bandura, 1991). These interactions and interdependencies predict every SRL subprocess, strategy, and learners' ability to self-regulate (Zimmerman, 1989)

Self-Regulated Learning Components

Self-efficacy, agency, metacognition, and motivation compose SRL theory. Self-efficacy refers to "perceptions about one's capabilities to organize and implement actions necessary to attain designated performance of skills for specific tasks" (Zimmerman, 1989, p. 329). Self-

efficacy is the most valuable component and determines self-regulation, goal-setting, motivation, effort, persistence, and achievement or goal attainment (Bandura, 1984). Self-efficacy is the core of self-regulation. When students believe they can, they have a greater chance of achieving (Cain & Dweck, 1995). Above all other components, self-efficacy predicts the ability to self-regulate (Zimmerman, 1991). SRL will increase academic achievement, but knowing about SRL strategies is not enough. Students must believe they can self-regulate and believe they have the knowledge and skills which improve their motivation, confidence, and achievement (Zimmerman et al., 1992).

Learners' self-efficacy derives from mastery experiences, social modeling and observing peers and adults, and social persuasion (Bandura, 1994). Processes involved with self-efficacy include cognitive, motivational, affective, and selection (Zimmerman & Schunk, 2001). Cognitive processes involve goal-setting and increase students' self-regulating ability (Zimmerman et al., 1992). When students believe they can, they will. Higher self-efficacy drives more challenging goal-setting, producing higher academic goal attainment (Zimmerman et al., 1992). Students' belief in their ability to self-regulate increases their self-efficacy and, in turn, their goals and final grades. Simply envisioning a goal completed will empower learners to be proactive and motivate them to persist through challenges and obstacles (Bandura, 1991).

Further, students who attribute success to effort and lack of success to either low effort or mismatched SR strategies will have higher levels of self-efficacy (Bandura, 1991). Attributing failure to ability and low expectations decrease self-efficacy. Success, peer achievement, feedback, zone of proximal development (ZPD), modeling and observing, and a positive environment will increase self-efficacy (Bandura, 1997).

Low self-efficacy is one of the most significant impediments to SEHs learning (Manfra, 2019; Pavlakis, 2018; Ramakrishnan & Masten, 2020; Wright et al., 2019). Learners that equate performance to ability will select goals that are not challenging enough and will not increase their knowledge or skills (Bandura, 1991). On the other hand, if learners perceive an inordinate amount of effort needed to acquire a skill, they may see their abilities as inferior to their peers, and their self-efficacy will suffer (Bandura, 1991). Learners need to shift to positive belief systems to combat negative belief systems. Students with a positive belief system learn from their errors and build knowledge from them. Positive learners believe they can acquire any skill with effort and goal setting (Zimmerman, 1989). Finally, learners with a positive belief system judge success on personal standards and criteria, not norms (Bandura, 1991).

Agency is closely related to self-efficacy because it involves the personal (self) and is interdependent with self-efficacy and other SRL subprocesses (Bandura, 1986). Bandura was the first to recognize the importance of agency and self-control (Zimmerman & Schunk, 2001). Agency is students' ability to "direct their own efforts to acquire knowledge and skill rather than relying on teachers, parents, or other agents of instruction" (Zimmerman, 1989, p. 329). Personal agency allows students to assess their thoughts and environment and adapt to self-regulate despite barriers and obstacles (Bandura, 1986). Learners must also develop self-control to self-regulate, which is closely related to agency. Zimmerman and Martinez-Pons (1988) defined self-control as the ability to "select, structure, and create social and physical contexts and environments" to optimize learning (p. 284).

Students, not teachers, should decide their goals, strategies, time frame, and effort to achieve (Zimmerman & Schunk, 2001). If students are actively involved in their learning, they will take ownership. Students should choose tasks, strategies, study partners, and goals

(Zimmerman, 2002). Empowerment increases self-efficacy, agency, and control (Cleary & Zimmerman, 2004). Zimmerman and Paulsen (1995) added that self-recording was the most effective strategy to empower students to take charge of their learning.

SRL also requires metacognition which is key to task analysis, planning, and behavioral control (Zimmerman & Schunk, 2001). Metacognition involves students who can “plan, organize, self-instruct, self-monitor, and self-evaluate at various stages of the learning process” (Zimmerman, 1986, p. 308). Zimmerman (2002) added that metacognition is the awareness of one’s knowledge and thinking processes. Metacognition refers to recognizing the process of learning and how one learns. Task analysis relates to planning and depends on self-regulation, knowledge and skills, goals, self-efficacy, affect, and behavior control (Zimmerman & Schunk, 2001). Finally, behavior control requires attentiveness, engagement, persistence, and accurately evaluating what strategies will work (Zimmerman & Schunk, 2001).

Lastly, motivation is integral to SRL and influences all SRL components and processes (Zimmerman et al., 1992). Bandura (1994) defined motivation as “activation to action,” and the “level of motivation is reflected in choice of courses of action and in the intensity and persistence of effort” (p. 1). Two types of motivation exist, extrinsic and intrinsic, and both are important to teaching and sustaining self-regulation (Zimmerman & Schunk, 2001). Extrinsic motivation refers to doing something because it “leads to a separable outcome” (Ryan & Deci, 2000, p.2). Ryan and Deci (2000) defined intrinsic motivation as “doing something because it is inherently interesting or enjoyable” (p. 2). The objective of self-regulated learning is to move from extrinsic motivation to intrinsic by “constructing meaning, choosing how to approach and solve a task, seeking challenging tasks, controlling strategies for success, collaborating with others, deriving

consequences from performance that enhance self-efficacy” (Zimmerman & Schunk, 2001, p. 271).

Self-efficacy and motivation are bi-directionally related and predict successful self-regulation, goal-setting, effort, persistence, and goal attainment (Bandura, 1986). When students perceive themselves as “competent, self-efficacious, and autonomous, they become motivated to learn” (Zimmerman, 1986, p. 308). Success motivates, but failure disengages learners without high self-efficacy (Bandura, 1991). Zimmerman’s (1989) study found that small, tangible extrinsic rewards increased self-efficacy by 140%. Learning occurred 22% faster, and students were 160% more likely to attain skills than students who did not incorporate small, tangible rewards (Zimmerman, 1989).

Goal-setting influences motivation, specifically if the goals are too difficult or too easy based on learners’ ability (Bandura, 1991). Students should set their own goals, and teachers should provide regular feedback (Zimmerman & Schunk, 2001). Using Vygotsky’s zone of proximal development (ZPD) will maximize motivation by establishing goals that align with learners’ progress, skills, and competencies (Bandura, 1994). Increasing motivation is central to SRL, and several strategies can aid educators and learners in moving from extrinsic to intrinsic motivation. Learners should establish small, incremental extrinsic rewards with teachers’ guidance because small and consistent successes will lead to self-satisfaction and increased self-efficacy (Zimmerman, 1989). These short-term rewards for mini-task completion could include study breaks, food, breaks, and other diversions that learners find enjoyable (Bandura, 1991). These strategies will increase satisfaction, self-efficacy, motivation, and goal attainment (Bandura, 1991).

Obstacles to motivation include an adverse environment, low self-efficacy, and poor behaviors. Students disengage when teachers give irrelevant or inauthentic tasks. Activities must be culturally and contextually relevant to increase engagement and enthusiasm (Bandura, 1991). Educators should also beware of closed-ended tasks like worksheets and busy work, decreasing motivation and engagement (Zimmerman & Schunk, 2001).

Self-Regulated Learning Process and Phases

According to Zimmerman et al. (2004), SRL boasts three cyclical phases: forethought (before learning), performance control (during learning), and self-reflection (after learning). Forethought requires goal-setting, modeling, and strategic planning (Zimmerman, 2002). Cleary and Zimmerman (2004) defined goal-setting as “deciding on specific outcomes of learning or performance” (p. 538). Modeling allows students to observe desired actions as a means of learning (Bandura, 1986). Strategic planning refers to “selecting or creating a strategy to optimize one’s performance during learning attempts” (Cleary & Zimmerman, 2004, p. 538). Forethought involves knowledge, metacognition, goal setting, and affect (Bandura, 1986). Other forethought determinants include self-motivation and beliefs, outcome expectations, intrinsic interest and value, and learning goal orientation (Zimmerman, 2002). Highly effective self-regulators are mindful, confident, proactive, and keen planners while setting goals (Zimmerman, 2002). Finally, students should be agents of their learning by establishing their targets. Bandura and Cervone’s (1983) study demonstrated that students who determined their goals were 40% more effortful in their task work than those who did not set their objectives.

Phase two, performance, includes self-control and self-observation subprocesses (Zimmerman et al., 2004). Self-control includes self-instruction, imagery, attention, focus, and task strategies, while self-observation includes monitoring progress and performance, self-

recording, self-experimentation, graphic organizers, practice quizzes, self-questioning, and tracking success and failures (Bandura, 1991; Zimmerman, 2002; Zimmerman et al., 2004). Monitoring learning will increase achievement (Zimmerman, 2002). Zimmerman (1989) cautioned students' reactions to negative self-evaluations, yielding isolation and withdrawal. SEHs tend to isolate and withdraw, so educators must beware that poor performance evaluation could exacerbate isolation and withdrawal. A way to mitigate this phenomenon is to improve self-efficacy. Students with higher self-efficacy can effectively overcome this obstacle (Zimmerman, 1989).

Zimmerman and Schunk defined the final phase, self-reflection, as the "process of comparing performance with goals in determining progress" (p. 147). This phase includes self-judgments and self-reactions. Self-judgment involves self-evaluation and self-reactions (Zimmerman et al., 2004). Self-evaluation requires learners to compare their performance to a standard like time, norm, or an absolute concrete standard (Zimmerman, 2002). Self-evaluation also requires learners to attribute goal attainment or failure to reach the goal to a cause (causal attribution) (Zimmerman, 2002). Self-reaction involves evaluating satisfaction and adaptive inferences, which guide learners to modify their strategies (Zimmerman et al., 2004). If learners are satisfied with their performance, motivation will increase, but motivation will decrease if they are not satisfied with their performance (Zimmerman, 2002).

Self-Regulated Learning Impediments

Learning environments exhibit many obstacles to SRL. The environment generally predicts self-efficacy and achievement. If learners lack control of the environment, they lose confidence and faith in their abilities regardless of how complex or straightforward the tasks are. Resilience will decrease (Bandura, 1991). Group projects can also be obstacles. Group projects

are more complicated to manage than individual projects because individuals lose their sense of control of tasks (Bandura, 1991). When learners perceive a loss of control, they struggle to self-regulate (Zimmerman et al., 1992). Negative peer influences also decrease SRL (Cleary & Zimmerman, 2004). Learners “who have a strong sense of self-efficacy through ingenuity and perseverance figure out ways of exercising some control in environments containing limited opportunities and many constraints” (Bandura, 1991, p. 269).

Lastly, depression and anxiety inhibit SRL. To combat this obstacle, learners should set “SMART” goals to minimize the negative impact that depression can have on goal attainment and performance, decreasing motivation. Bandura (1991), however, advised that anxiety will inhibit high expectations and challenging goals, leading to failure. Social comparisons also increase depression and anxiety, reducing learners’ self-regulating ability (Bandura, 1991). If learners see peers as more capable, they can get caught in a self-devaluation cycle and increase depression symptoms (Bandura, 1991). Modeling and observation may appear counterintuitive to students who experience anxiety and depression. Educators should be aware of anxious or depressed students’ greater propensity to diminish their abilities when comparing themselves to peers and minimize this phenomenon.

Related Literature

Liaisons for students experiencing homelessness have the daunting task of supporting SEHs through complex services networks, school administrators, and school staff. COVID-19 complicated communications and collaboration and significantly reduced engagement. The literature confirmed gaps in understanding how SRL can support SEHs during temporary virtual learning. The following section will discuss current literature and unexplored deficits in the literature.

Students Experiencing Homelessness World

Various types of homelessness exist with differing risks, adversities, solutions, and interventions. A family could be doubled-up, living in a shelter, a motel, a vehicle, or substandard housing, and each case requires different needs (Low et al., 2017). Students who are doubled-up temporarily live with other family or friends due to economic hardships or “couch-hop,” meaning they frequently jump from one friend’s house to another (Low et al., 2017). This situation often poses challenges for educators, such as difficulties in identifying SEHs, McV misunderstandings, and a lack of skills for attaining additional services and support. The SEHs’ environment is typically overcrowded with parenting conflicts, noise, lack of privacy, and anxiety (Low et al., 2017; Teall, 2019). Students living in a shelter, motel, or on the streets have additional obstacles like transportation, challenges with frequent and abrupt evictions, divided families, lack of parental control, witnessing violence, sexual and physical abuse, lack of personal space, and transience (Pavlakis, 2018). Pavlakis (2018) added challenges like finding a space to study and obtaining school supplies. Pavlakis (2018) found in her study that students in shelters required more attention because they statistically have a lower attendance rate, higher truancy, and are more likely to drop out.

Geographic Location

Geographic homelessness also produces varying risks and adversities. Rural, urban, and suburban homelessness present different challenges. Most research involved urban homelessness, but rural and suburban homelessness have differing challenges. Urban centers have public transportation and access to government agencies, food pantries, shelters, and other supports (Ingram et al., 2017). SEHs living in rural areas receive fewer services and supports because rural areas do not have the infrastructure like transportation and local government

agencies that are logistically easier to find (Pavlakis, 2018). Due to these findings, rural homelessness for students may be more problematic than urban homelessness. Rural homelessness accounts for 7% of SEHs, but the researchers believe the percentage is significantly higher because few studies exist on rural SEHs (Ingram et al., 2017). Tobin (2016) noted that research on rural homelessness is inadequate. Kaden (2020) provided minimal findings on rural homelessness through a single case study on how COVID-19 illuminated homelessness inequities and highly vulnerable populations but stated more research was needed.

SEHs living in the suburbs have similar problems to rural environments with a lack of public transportation and no access to shelters, services, and supports (Pavlakis, 2021). Pavlakis (2018) contended that suburban SEHs tend to be invisible and threaten suburban life. The only known study on suburban student homelessness found homelessness and poverty to be a significant stigma and that suburbanites do not believe homelessness is in their backyard (Pavlakis, 2021). This socio-economic tension within the community alienates families experiencing homelessness and increases SEHs' internalizing behaviors like isolating and withdrawing. Ingram et al. (2017) agreed that suburban homelessness has unique challenges and creates tensions within the community that typically does not want to acknowledge poverty.

Demographics

Youth experiencing homelessness (YEH) also differ in their needs and have different demographics than younger SEHs (Low et al., 2017). YEHs, typically high school-aged, are more likely to be runaways, drug and substance abusers, unwelcome in their own homes, couch-hoppers, living on streets, identify as LGBTQ, and are of color (Low et al., 2017). Experts also refer to YEHs as unaccompanied youth who live without their families (Morgan, 2018). YEHs' have added challenges that SEHs do not have. YEHs are more complicated to identify because

they do not want authorities to send them to a foster home (Ingram et al., 2017). YEHs also have trouble obtaining health services, food, shelter, and enrollment. YEHs are too young to apply for benefits legally and supports yet do not have a parent or guardian available or willing to sign for them (Low et al., 2017). This situation poses a huge hurdle for liaisons and the school district, and often YEHs get lost in enrollment or identification.

Finally, homeless or highly mobile (HHMs) is another declination experts use when referring to these young people. HHM includes students who may not be homeless but have inadequate housing and frequently move due to poverty, divorce, or other circumstances unrelated to work-related parental transitions. This study will use SEHs as an all-inclusive term for students and youth experiencing homelessness. SEHs do not include highly mobile students. This study will use the term HHM only regarding studies that include highly mobile students with students experiencing homelessness.

Risk & Adversity

Three categories compose SEHs' risk and adversity: academic, social-emotional, and physical or environmental. The categories align with Bandura's (1986) social cognitive theory of personal (self), behavior, and environment. Academic involves SEHs' academic risk and adversity directly related to academic achievement and is closely related to Bandura's (1986) personal (self) construct. Social-emotional risk and adversity impact students' ability to control their emotions and behaviors and relate with Bandura's (1986) behavior. Finally, physical or environmental risk and adversity include home, school, and relationship contexts and correlate with Bandura's environmental factors.

Academic

School districts enroll SEHs who are already academically, socially, and emotionally behind their peers (Baharav et al., 2017). School readiness contributes to this disparity. SEHs enter kindergarten lacking school readiness, like following directions and listening skills (Dinnen et al., 2020; Manfra, 2019). One reason SEHs enter school is that they are more likely to experience developmental delays than their peers with adequate housing (Ingram et al., 2017; Manfra, 2019). SEHs enter school with cognitive developmental delays and impairments (Ingram et al., 2017; Lafavor, 2018; Lervåg et al., 2019; Manfra, 2019), gross motor skills developmental delays (Ingram et al., 2017), and physical delays (Ingram et al., 2017). Cognitive developmental delays include learning disabilities (Ingram et al., 2017), low executive functioning (Manfra, 2019), poor decoding skills (Lervåg et al., 2019), and inability to execute non-verbal problem-solving (Lervåg et al., 2019). Lafavor (2018) added that SEHs cannot self-regulate. Despite resounding research demonstrating that SEHs enter kindergarten less school-ready, Manfra's (2019) study found no significant difference in school readiness between SEHs and students with adequate housing.

Doctors see increased rates of respiratory problems, ear infections, common colds, PTSD, substance abuse, and psychosis in SEHs (Camp et al., 2019; Dinnen et al., 2020; Lervåg et al., 2019; Manfra, 2019). SEHs are less likely to have medical care and more likely to display poor nutrition and dental hygiene, fatigue, lack of clean clothing, and unsanitary living conditions (Low et al., 2017; Morgan, 2018; Teall, 2019). Authorities also report higher physical, emotional, and sexual abuse in SEHs (Chassman et al., 2020; Lafavor, 2018; Masten et al., 2015; Morgan, 2018).

These risks and adversities predict academic success or failure and impact secondary risks and adversities. Lack of participation, low attendance, high truancy rates, and decreased

academic achievement are secondary risks and adversities these primary adversities impact (Baharav et al., 2017; Edwards, 2019; Haghanikar & Hooper, 2021; Ingram et al., 2017; Lervåg et al., 2019; Low et al., 2017; Masten et al., 2015; Morgan, 2018; Ramakrishnan & Masten, 2020). These risks and adversities particularly impact math and reading scores (Ingram et al., 2017; Lafavor, 2018; Low et al., 2017), lower GPAs (Baharav et al., 2017), and lower standardized test scores (Baharav et al., 2017). However, Manfra's (2019) study found no significant evidence demonstrating that SEHs performed lower than adequately housed peers. Tobin's (2016) cross-sectional study also conflicted with most of this research on SEHs and academic achievement. When controlling for special education and race, Tobin (2016) found that homelessness was unrelated to math and ELA scores. No significant relationship between homelessness and lower achievement existed compared with students experiencing poverty with adequate housing (Tobin, 2016).

All of these factors influence higher rates of grade retention (Ingram et al., 2017; Masten et al., 2015; Morgan, 2018) and dropping out (Dinnen et al., 2020; Ingram et al., 2017). Chassman et al.'s (2020) sample of 1426 YEHs indicated that these students were more likely to attain a college degree. The researchers hypothesized that this sample had learned to overcome adversity and developed resilience, but more research is needed to explain this anomaly (Chassman et al., 2020). Another inconsistency Chassman et al. (2020) discovered was race was not a factor in earning a college degree. Aceves et al. (2020), Edwards (2019), Ramakrishnan & Masten (2020), and Wright et al. (2019) contended disparities between students experiencing homelessness of color and LGBTQs versus white students. Chassman et al. (2020) concluded that black participants were likelier to earn a college degree than their cisgender white peers. The

authors have no explanation for this anomaly, but further investigation could uncover confounding variables that may help to explain this conflict.

Social-Emotional

SEHs experience multiple social-emotional risks and adversities like externalizing and internalizing behaviors, psycho-social disparities, and difficulties acquiring social-emotional competencies (Ingram et al., 2017; Lafavor, 2018). After surveying liaisons, Ingram et al. (2017) found that 80% of the liaisons cited emotional health as a significant barrier to learning. Further, SEHs have difficulties learning and transferring social-emotional competencies, making it challenging to address these risks and adversities (Crumé et al., 2019; Distefano et al., 2021; Ingram et al., 2017; Palmer et al., 2020; Ramakrishnan & Masten, 2020). At the heart of externalizing behaviors are emotional control (EC) problems like anger and aggression (Dinnen et al., 2020; Ingram et al., 2017; Wright et al., 2019) and disruptive behaviors (Ingram et al., Masten et al., 2015; Low et al., 2017; Teall, 2019). Internalizing behaviors are multiple and have a significant impact on SEHs' well-being. SEHs have difficulties trusting others and lack confidence and independence (Ingram et al., 2017). SEHs suffer from PTSD, hyperactivity (Ingram et al., 2017), and impulsivity (Teall, 2019), making it difficult to focus and pay attention in class. SEHs typically have low self-esteem (Lafavor, 2018) and feel embarrassed and ashamed of their situation, contributing to fear and anxiety (Hallet et al., 2015; Ingram et al., 2017; Low et al., 2017; Morgan, 2018). These behaviors can lead to isolation and withdrawal (Camp et al., 2019; Crumé et al., 2019; Lafavor, 2018; Low et al., 2017; Ramakrishnan & Masten, 2020; Teall, 2019; Wright et al., 2019). Severe stress, irrational fears and phobias, and anxiety can be debilitating and lead to more dangerous internalizing behaviors (Camp et al., 2019; Ingram et al., 2017; Lafavor, 2018; Manfra, 2019; Morgan, 2018; Teall, 2019). SEHs are more likely to

experience depression (Camp et al., 2019; Crumé et al., 2019; Dinnen et al., 2020; Masten et al., 2015; Morgan, 2018; Teall, 2019), ideate suicide, and commit suicide (Crumé et al., 2019; Morgan, 2018; Teall, 2019), and have higher incidents of substance abuse (Chassman et al., 2020; Dinnen et al., 2020).

Psycho-social skills are also problematic for SEHs. Social isolation leads to decreased peer engagement (Lafavor, 2018), immature interactions with peers and adults (Wright et al., 2019), fear of asking for help (Ingram et al., 2017; Low et al., 2017), and difficulties establishing and maintaining relationships (Crumé et al., 2019; Ingram et al., 2017; Lafavor, 2018; Lervåg et al., 2019; Manfra, 2019).

Physical (Environmental)

Physical risk and adversities relate to SEHs' home and school environment and stem from limited resources, extreme poverty, lack of education, and intergenerational homelessness and poverty (Ingram et al., 2017; Ramakrishan & Masten, 2020). Living conditions typically lack safety and privacy (Chassman et al., 2020; Crumé et al., 2019; Edwards, 2019; Ingram, 2017) and are overcrowded (Low et al., 2017; Teall, 2019) and unsanitary (Ingram et al., 2017).

In general, lack of stability and transience wreak havoc on all aspects of SEHs' lives (Baharav et al., 2017; Low et al., 2017; Masten et al., 2015; Morgan, 2018; Wright et al., 2019). Family conflicts also create a tumultuous and unstable environment (Chassman et al., 2020). Paralleling stability issues are parenting issues. Parents have difficulties supporting their children due to a lack of education (Manfra, 2019) and the challenges and stresses of extreme poverty (Crumé et al., 2019; Distefano et al., 2021; Lervåg et al., 2019; Low et al., 2017; Manfra, 2019; Masten et al., 2015; Palmer et al., 2020; Pavlakis, 2018; Ramakrishnan & Masten, 2020). These challenges lead to less nurturing mothers (Manfra, 2019; Masten et al., 2015) and a lack of

cognitive stimulation during SEHs' formative years resulting in underdeveloped executive functioning (EF) (Lafavor, 2018; Lervåg et al., 2019; Low et al., 2017; Manfra, 2019).

At home, SEHs experience poor nutrition (Crumé et al., 2019; Manfra, 2019; Morgan, 2018) and lack personal and dental hygiene (Teall, 2019). Living conditions are typically unsanitary, and SEHs lack clean clothing leading to shame, embarrassment, and isolation (Ingram et al., 2017). SEHs lack personal space and privacy and typically experience overcrowding (Low et al., 2017; Teall, 2019). Their living environment generally is unsafe, leading to physical and sexual abuse (Chassman et al., 2020; Crumé et al., 2019; Lafavor, 2018; Masten et al., 2015; Morgan, 2018). Trauma, including domestic violence, physical and sexual abuse, transience, and parental drug and alcohol abuse, impacts every aspect of SEHs' lives (Chassman et al., 2020; Crumé et al., 2019; Ingram et al., 2017; Morgan, 2018; Ramakrishnan & Masten, 2020; Teall, 2019).

At school, SEHs lack transportation to and from school and extra-curricular activities, hampering peer engagement (Ingram et al., 2017; Low et al., 2017; Teall, 2019). At home, SEHs lack safe places, privacy, resources, nurturing, support, and often lack cognitive stimulation during their formative years (Lafavor, 2018; Lervåg et al., 2019; Manfra, 2019).

Lack of resources and medical care (Manfra, 2019) leads to chronic respiratory problems, ear infections, common colds, skin diseases, and poor health in general (Camp et al., 2019; Crumé et al., 2019; Lervåg et al., 2019; Manfra, 2019). SEHs also lack sleep and suffer from fatigue (Crumé et al., 2019; Morgan, 2018; Pavlakis, 2018) due to their safety concerns and having many adult responsibilities (Teall, 2019).

School can also be a challenging environment for SEHs. Bullying and victimization lead to isolation and withdrawal (Chassman et al., 2020; Crumé et al., 2019; Ingram et al., 2017;

Morgan, 2018; Ramakrishnan & Masten, 2020). Due to McV mandates to limit school instability, long bus rides lead to exhaustion and long days and prevent before and after school participation (Ingram et al., 2017; Low et al., 2017; Pavlakis, 2018; Teall, 2019). McV does not mandate transportation for before and after school programs, limiting SEHs' ability to participate (Ingram et al., 2017). Although McV limits multiple school moves by requiring school districts to keep students at the same school despite multiple moves, discontinuity of schooling is still an issue because often moves are too far for the SEHs to stay in the same district (Lafavor, 2018; Manfra, 2019).

SEHs face racism, marginalization, and discrimination (Aceves et al., 2020; Edwards, 2019; Ramakrishnan & Masten, 2020; Wright et al., 2019). Aceves et al. (2020) added microaggressions as a challenge SEHs must endure. These risks and adversities lead to social-emotional and behavior problems, absences and truancy, and a higher incidence of juvenile incarceration (Chassman et al., 2020; Lafavor, 2018).

Risk and Adversity Related to Self-Regulated Learning Social Cognitive Theory

Figure 1 categorizes SEHs' risk factors related to Bandura's social cognitive triadic relationships between self (person), behavior, or environment.

Figure 1*SEHs' Triadic Risk and Adversity Relationship*

Note. Information compiled from Aceves et al. (2020), Camp et al. (2019), Chassman et al. (2020), Crumé et al. (2019), Dinnen et al. (2020), Distefano et al. (2021), Edwards, (2019; 2020;), Hallet et al. (2015), Ingram et al. (2017), Lervåg et al. (2019), Low et al. (2017), Manfra (2019), Masten et al. (2015), Morgan (2018), Palmer et al. (2020), Pavlakis (2018), Ramakrishnan & Masten (2020), Teall (2019), Tobin (2016), and Wright et al. (2019).

Figure 1 uses Bandura's social cognitive model to map risks and adversities that SRL can mitigate. Self, behavior, and environment influence the degree to which learners can self-regulate their learning (Zimmerman, 1989). Self (person), behavior, and environment predict every SRL subprocess, strategy, and ability to obtain SRL skills. Zimmerman (1989) contended that personal effort, outcomes, and changes in the environment impact personal, environmental, and behavioral influences. No study has evaluated how liaisons use SRL to equip SEHs to adapt and accommodate this triadic paradigm.

SRL improves self-efficacy, self-esteem, executive function (EF), control over the environment, engagement, motivation, and verbal competencies (Bandura, 1986; Bandura, 1991; Pajares, 1997; Zimmerman & Martinez-Pons, 1988; Zimmerman et al., 1992; Zimmerman, 1986; Zimmerman & Schunk, 2001). Each of these constructs parallels SEHs' protective factors that improve SEHs' academic outcomes (Baharav et al., 2017; Distefano et al., 2021; Lafavor, 2018; Manfra, 2019; Pavlakis, 2018; Ramakrishnan & Masten, 2020; Wright et al., 2019). Further, personal efforts to self-regulate, behavioral performance outcomes, and changes in context strengthen or weaken learners' ability to self-regulate (Zimmerman, 1989). This concept is significant because SEHs' life is unstable, and their environment is in constant flux. Therefore, it is constantly disrupting the triadic formula. Since SRL improves each of these conditions, SRL could be an extremely effective means to strengthen SEHs' learning.

Overcrowding, for example, will impact SEHs' study space, which impacts SEHs' behavior and then influences SEHs' perceptions of self. Overcrowding will frustrate SEHs, which produces poor behaviors impacting SEHs' affect and self-efficacy. SEHs may give up knowing that they do not have a quiet study place or a study place at all. Each risk factor listed will produce different self, behavior, and environmental outcomes relating to SRL and

consequently impact SEHs' academic results. SEHs' risk factor influences, correlations, and consequences are limitless according to this model. Understanding how these risk factors relate to self-regulated learning processes is imperative so educators can develop appropriate interventions to help SEHs self-regulate. Self-regulation will help SEHs' academic outcomes, but it will also assist them in their health, future employment, and quality of life (Masten et al., 2015).

SEHs have little control over their physical context and social experience (Camp et al., 2019). Zimmerman (1986) predicted that demographic trends like drastic increases in poverty and single-parent homes would negatively impact students because the social and environmental components needed to foster SRL in children would fail. Consequently, students' self-regulation capacity would diminish, resulting in lower academic achievement (Zimmerman, 1986). Crumé et al. (2019), Distefano et al. (2021), Lafavor (2018), Pavlakis (2018), and Ramakrishnan and Masten (2020) provided evidence that supports Zimmerman's prediction. Environmental factors and physical and social contexts could be more significant than personal (self) or behavior due to SEHs' circumstances. Environmental influences seem to drive this model's direction. Zimmerman (1989) provided the only research indicating that environmental factors could contribute to success or failure more than the other two constructs: "environmental influences may be stronger than behavioral or personal ones in some contexts or at certain points during behavioral interaction sequences" (p. 330). SEHs' environment may be more influential than their personal or behavioral attributes. Unfortunately, researchers have not conducted follow-up or extended studies on this concept.

Since the environment impacts the self and behavior components, it would be valuable to uncover how liaisons promote SRL by helping SEHs control their domains. Homelessness is a

significant factor in SEHs' ability to self-regulate, and this environment influences SEHs' ability to plan, monitor, and execute learning. This negative impact is reciprocal with self (person) and behavior, influencing self-efficacy and increasing negative behaviors, as seen in studies by (Crumé et al., 2019; Ingram et al., 2017; Masten et al., 2015; Low et al., 2017; Teall, 2019). SEHs' environments are in constant flux, meaning their environmental impact on SRL is more significant than students with stable homes. Liaisons and educators of SEHs may have a more difficult time empowering SEHs with SRL, but no known research exists to confirm this hypothesis. The only analysis supporting this concept is quantitative and measures SEHs' ability to self-regulate (Barnes et al., 2017, Crumé et al., 2019; Distefano et al., 2021; Lafavor, 2018; Ramakrishnan & Masten, 2020).

SEHs also have little control over their social contexts. SEHs' social experience largely depends on their physical context, like hygiene and clothing (Teall, 2019). SEHs tend to isolate themselves, predetermining their social context, which largely determines their self-regulating ability. Seeking help is a basic SRL strategy yet one of the most challenging tasks an educator can ask of SEHs (Edwards, 2019). SEHs isolate and withdraw due to others' behaviors.

Given the triadic and reciprocal relationship between all three components, it is critical liaisons equip and empower SEHs to construct effective learning environments. Students with higher self-efficacy can take better control over their environment and apply SR strategies, and know when and which SR strategies to use, which may be a way to mitigate environmental risks.

Quantitative researchers have documented the positive influences SRL has on SEHs' academics, personal affect, behavior, and environment, but little qualitative research exists to support and explain the positive SRL outcomes (Distefano et al., 2021; Havlik et al., 2020; Lafavor, 2018; Manfra, 2019; Pavlakis, 2018; Ramakrishnan & Masten, 2020; Wright et al.,

2019). Further research will uncover critical aspects of buffering SEHs' risk and adversity with SRL as a significant protective factor (Havlik et al., 2020). Finally, no research exists that evaluates SEHs' environmental influencers on SRL.

The academic, social-emotional, and physical risk factors listed predict academic achievement. All the above factors contribute to the challenges SEHs have in attaining academic achievement and preparing for college or employment. However, no research delved into how SEHs' environment affects self-regulation. Research has investigated if correlations between environment and SRL existed, but no research evaluated how educators promote and foster SRL given the significant environmental adversity. Without this knowledge, liaisons have little guidance and insights into interventions and transformation.

The System

The system that supports SEHs is complex and includes other complicated systems like school districts, local, state, and federal government agencies, private businesses and industries, and private organizations. The system has countless people in charge of various domains at each entity and presents challenges with communications and collaboration between all stakeholders. Central to all of the systems is McV, which has its challenges and limitations. Finally, preservice counseling and teaching candidates and their training question their preparedness and skills to manage SEHs once in the field.

Hierarchy and Structure

School districts (SDs), local educational agencies (LEAs), government agencies, and private entities rely on countless people to support SEHs. Within a school district (SD) or LEA, homelessness liaisons cooperate with administrators, principals, school counselors, and teachers to access and sustain SEHs services and supports. Stakeholders within the school district include

everyone from the top down and the bottom up. Every adult that encounters SEHs can positively influence their education through caring and trusting relationships (Edwards, 2019). Outside the schools, liaisons must collaborate with directors of local government agencies, private businesses, faith-based organizations, and other private entities that provide food, clothing, housing, grant money, and services to SEHs and their families.

Liaisons

Central to mitigating SEHs' risk factors are homelessness liaisons. The United States Department of Education (2004) defined a liaison as the primary contact "between homeless families and school staff, district personnel, shelter workers, and other service providers. Relationships with SEHs and their families are paramount. In her research, Heyward (2021) noted that parents deeply appreciated constant communications with the liaisons and stressed the importance of positive relationships the liaisons build.

Figure 2

Liaisons' Relationships.



Note. Information compiled from Havlik et al., 2016; Heyward (2021); Clemens et al. (2018).

Liaisons are the glue between all stakeholders (Havlik et al., 2016). Clemens et al. (2018) added that liaisons are the only consistent people in SEHs' lives. McV mandates that every local education agency (LEA) appoints a liaison to identify and support SEHs (National Association for the Education of Homeless Children and Youth, 2016). Liaisons are responsible for coordinating all the academic, social, and medical services and benefits for SEHs (Havlik et al., 2016). Figure 2 maps the relationships between the liaisons, stakeholders, and liaison interfaces to support SEHs.

Liaisons are the central point of communication, collaboration, and partnerships with all community outreach programs to support SEHs and their families (Havlik et al., 2016). Liaisons must coordinate their efforts with government agencies, including housing authorities, social services, the department of labor, and the health department. Given the lack of physical, social, psychological, and emotional risk factors, liaisons must connect SEHs with multiple government

agencies. The Department of Health and Human Services (HHS) provides childcare, nutrition, health advice, early childhood education, physical, emotional, and mental health support, and medical and dental services (HHS, 2021). The Department of Housing and Urban Development (HUD) helps SEHs and their families find emergency shelter, longer-term affordable public housing, and rental assistance (HUD, 2021). The Department of Labor (DOL) empowers SEHs and their families with skills, workforce readiness programs, and jobs (DOL, 2021). The Department of Transportation (DOT) and Port Authorities work with the homelessness liaisons to help SEHs and their families find transportation to and from school when school districts cannot adequately support transportation (DOT, 2021).

Liaisons reported difficulty collaborating with key stakeholders, including government agencies, shelters, and even departments within the school district (Ingram et al., 2017). Pavlak, 2018) stressed that referrals are not collaborations. Liaisons must leverage all communications with the government and community to maximize student needs and increase relationship building (Pavlak, 2018). However, liaisons experience slow response times, bureaucratic inefficiencies, distrust, and a lack of leadership, limiting building and sustaining relationships with key providers (Howland et al., 2017, p. 274). Collaboration with outside entities also provides invaluable insights into students' needs because the communication offers educators another perspective (Pavlak, 2018). These collaborations support services and are a conduit to getting to know the student better from different perspectives. Qualitative research would provide insights into building solid relationships and confirm protective factors that would assist SEHs.

Other obstacles that prevent liaisons from securing services and supports for SEHs exist. Researchers have argued that identifying students experiencing homelessness is the most

significant challenge liaisons face (Edwards, 2019; Haghanikar & Hooper, 2021; Hallet et al., 2015; Ingram et al., 2017). Record-keeping and tracking limit liaisons' ability to find and identify SEHs (Hallet et al., 2015). Identification requires close relationships with all students, a comprehensive enrollment system, communications across all staff, and professional training on SEHs' red flags (Ingram et al., 2017). Although research is older, Hallett et al. (2015) provided evidence that suggested identifying SEHs brought more money into the SD. Discovering and identifying SEHs led to financial support through McV, grants, and other federal programs to increase academic outcomes. Although philosophically and ethically, money should not be the motivator to uncover and assist SEHs, money convinced this SD's administration to spend the resources to identify SEHs (Hallett et al., 2015).

Liaisons' multiple caseloads and time management are of grave concern (Havlik et al., 2017;2018). Another obstacle to serving SEHs is that most liaisons across the United States fulfill multiple duties outside of catering to the needs of SEHs (Howland et al., 2017). Morgan's study (2018) indicated that 90% of liaisons participating said they had other duties to fulfill other than tending to SEHs' needs, limiting their ability to serve this population best. Added to multiple responsibilities is the issue of having an overwhelming caseload (Edwards, 2019; Ingram et al., 2017). Time is of the essence with multiple caseloads and numerous roles within the school district.

Havlik et al. (2020) reported that only 20% of liaisons work with private organizations and agencies to increase services and supports for SEHs. Positive relationships with these agencies are paramount to SEHs' success and called for research to dig deeper into liaisons' roles and relationships with these supports (Havlik et al., 2020). Clemens et al. (2018) and Semanchin Jones, Bowen, and Ball, A. (2018). agreed that communications and collaborations

between all stakeholders lacked regularity and intensity. Given time constraints, building relationships with these organizations is complicated (Ingram et al., 2017). The school district represented in this study (XYSD) represents an exception to this understanding. XYSD has critical relationships with local private homeless shelters that provide housing, homework support, youth programs, and transportation. Hallet and Skrla (2021) noted how liaisons should connect with churches and faith-based organizations with food banks and provide backpacks for students in need. XYSD works closely with faith-based organizations that help secure housing placements, clothing, food, personal hygiene items, and financial backing. XYSD also works closely with professional local sports teams, which serve Thanksgiving dinner yearly to SEHs and their families. Local businesses and industries also participate in fundraisers and provide backpacks, school supplies, new clothes, and computers to SEHs and their families. Every year XYSD has a marathon with local celebrities and donations from across the county to support awareness and needs for SEHs. If only 20% of the liaisons in the United States collaborate with outside entities, 80% of SEHs lack significant supports and positive experiences that could change their lives. No known study exists on how liaisons build and sustain relationships with private businesses and organizations to support SEHs.

Given the complexity and the pivotal importance of the liaisons' role, ample research should exist. Unfortunately, only one recent study centered around liaisons. This peer-reviewed journal article called "Local liaisons: Roles, challenges, and training in serving children and youth experiencing homelessness" by Havlik, Schultheis, Schneider, and Neason is a reprint rather than a revision of the original study, which is misleading to researchers. The original study was published in 2016 and found that liaisons spend most of their time identifying SEHs, relationships are essential, liaisons are SEHs' lifeline, and no universal PD exists to support

SEHs and liaisons. The study also called for mentors, professional learning communities (PLCs), and networking at conferences and workshops (Havlik et al., 2016; 2020). No extended research focusing on these constructs exists, even though Havlik et al. (2016; 2020) called for extending research on how liaisons can serve and support SEHs. The 2020 study was a reprint, not an extension of the original research. The researchers provided no new data or insights in the revised 2020 version. Given the tremendous increase in homelessness, it is incredible that no new research on the massive responsibilities liaisons have exists.

School counselors

School counselors represent an essential resource for SEHs and their families. A “natural opportunity for social workers and teachers to begin working toward a ... collaborative partnership” exists (Cryer-Coupet, Wisemant, Atkinson, Gibson, & Hoo, 2020). Cryer-Coupet et al. (2020) stressed the importance of leveraging this natural opportunity for counselors and social workers to mitigate challenges with trauma SEHs and their families experience. Given trauma's social-emotional and psychological challenges, liaisons must form solid relationships with school counselors to address SEHs’ greatest needs (Hallet & Skrla, 2021). Hallet and Skrla (2021) elaborated those liaisons should use their ties with their SEHs to build upon their relationships with the counselors. Rodger et al. (2020) discovered that trauma- and violence-informed care (TVIC) could be a powerful tool for counselors to support SEHs. Educators should learn about TVIC to create a safe and inclusive school environment for all students (Rodger et al., 2020). Cryer-Coupet et al. (2020) designed a framework for facilitating collaborations and relationship building between counselors, liaisons, and social workers. This paradigm is a novel approach to building connectedness and relationships. Further investigation is needed on the TVIC framework to determine its value specifically to SEHs.

Teachers and Staff

Teachers and school staff are also in the front and regularly contact all students. All stakeholders at the school level play an important role in identifying SEHs, but teachers see SEHs regularly. Stereotyping is a significant issue with teachers and other school district stakeholders (Cronley & Evans, 2017; Edwards, 2019; Pavlakis, 2018; Wright et al., 2019). Stakeholders hold preconceived notions of homelessness characteristics. In Haghanikar and Hooper's (2021) study on pre-service teachers' knowledge about homelessness, participants described people experiencing homelessness as drug addicts and raggedy old men living under a bridge who are lazy and irresponsible. Camp et al. (2019) shared similar findings that school counselors lacked the necessary knowledge on SEHs and added that pre-service counselors required coursework that does not address homelessness. These stereotypes create barriers to critical relationships because they build mistrust instead of trust (Edwards, 2019).

Identifying SEHs is challenging because of these negative preconceptions and SEHs' proclivity to isolate and withdraw (Edwards, 2019). Lafavor et al. (2020) confirmed these findings in a study on teachers' perceptions of SEHs and academic success. Lafavor et al. (2020) found that educators possessed significantly lower expectations than SEHs' corresponding parents. Further, teachers' low expectations and negative perceptions of SEHs' competence inversely correlated with SEHs' actual academic competencies based on reliable and validated standardized assessments (Lafavor et al., 2020). This discrepancy between ability and perceived ability negatively impacts every teaching and learning construct contributing to academic success.

Contributing to stereotyping and bias is educators' lack of context. In Pavlakis' (2018) study, educators were unaware of homelessness challenges and learning obstacles. Rodger et al.

(2020) noted that educators lacked the skills to support SEHs' relationship building and sensitivities to poverty, race, and trauma, preventing nurturing, caring, and trusting relationships. Further, Pavlakis (2018) cited systemic obstacles to nurturing relationships, included not having a procedure for outreach to HHM families. Some educators in the study provided regular outreach, but others did no outreach, highlighting system requirements and policy inconsistencies.

Another barrier to building and sustaining positive relationships with SEHs is deficit teaching (Edwards, 2020). When teachers have low expectations of SEHs, their low expectations become a self-fulfilling prophecy (Cronley & Evans, 2017; Wright et al., 2019). SEHs will not trust or be motivated to learn from teachers who do not believe in them (Edwards, 2019; Edwards, 2020). Most stakeholders lack knowledge of communicating with SEHs, which is a barrier to building solid relationships (Edwards, 2020; Howland et al., 2017; Pavlakis, 2018). District stakeholders must learn to approach and communicate with SEHs with kindness, sensitivity, and without bias or judgment (Masten, 2015). Responding to students when they first reveal that they are experiencing homelessness (Teall, 2019) is imperative.

Environment and Structure:

Ideally, a school's environment should be positive, trustworthy, inclusive, have high expectations for all students, and provide multiple pathways to academic and career success (Clemens et al., 2018). Unfortunately, the environment is not always the same for SEHs compared to students with adequate housing. Homelessness is not an open topic of discussion and creates discomfort (Kim, 2020). Educators are typically ill-equipped to manage SEHs' needs and find conversations strained and uncomfortable because educators lack experience, training, and context (Edwards, 2019; Pavlakis, 2021; Rodger et al., 2020; Wright et al., 2019). School

environments typically convey deficit thinking, fostering distrust and contention (Edwards, 2019; Wright et al., 2019). Schools focus on deficits rather than SEHs' strengths by trying to "fix" the students rather than building on their strengths. (Wright et al., 2019). Even worse, Semanchin Jones et al. (2018) uncovered disturbing violations of trust and privacy, resulting in fear and increased difficulties in identifying SEHs and negatively impacting positive relationships.

Communication and collaboration are complicated and inefficient. Principals must constantly communicate with SEHs' social workers and share information on SEHs to support them better (Pavlakis, 2021). Pavlakis suggested improving collaboration and communications by placing social workers' offices near the principals' offices to maintain regular contact and cooperation.

Educators are ill-equipped to manage student homelessness and need skills to build supportive, nurturing, stable, equitable learning environments for SEHs. Rodger et al. (2020) discovered that educators lack the essential competencies to refer SEHs to various health professionals and self-care practices. Further, educators lack trauma-informed skills, knowledge, and competencies to enact trauma-informed practices (TIPs) to support SEHs' trauma carried into the school. Rodger et al. (2020) called for a deeper investigation into aiding educators responsible for SEHs.

Schools provide multiple college and career pathways; however, SEHs lack access to these college and career readiness counseling, most likely due to transience and high absences (Semanchin Jones et al., 2018). Semanchin Jones et al. (2018) added that SEHs should hear more success stories to create a positive, supporting environment which would increase SEHs' optimism. Semanchin Jones et al. urged counseling and educating SEHs based on their strengths, not weaknesses.

The environment must encourage educators to equip SEHs to advocate and include them in the learning process (Semanchin Jones et al., 2018). Semanchin Jones et al. (2018) added that the environment must encourage high expectations of all students, including SEHs, to improve self-efficacy, self-esteem, and motivation. The school environment should also provide access to faith-based organizations and mentoring programs to increase SEHs' social-emotional competencies, engagement, and positive relationships and build faith, hope, resilience, and a safe space to decompress, motivate, and uplift (Edwards, 2019).

McKinney-Vento Act

McV's policy and language comprise inconsistencies in terminology and definitions (Edwards, 2020, Teall, 2019) and is essentially an unfunded mandate (Chow, 2015; Clemens et al., 2018). According to Teall (2019), McV does not include language sensitive to emotional and mental health (TIP/TVIP), critical to supporting SEHs. Additionally, McV does not mandate mental health access at all schools and does not include assessments for LEAs to determine compliance with regulations and policy (Teall, 2019). Edwards (2020) contended that McV's language is "charitable," which negatively impacts SEHs and lowers their self-esteem and self-efficacy (p. 128). Edwards (2020) continued that McV's negligence of including policy on racism has created an environment of mistrust and jeopardized positive relationships due to the disproportionate percentage of black SEHs versus white. Owing to this, black SEHs have a deep-seated distrust of educators.

Teall (2019) added that McV should mandate training on the policy and dedicate at least one full-time liaison for each school district. Chow (2018) expressed concerns with McV's funding formula, essentially calling the mandates unfunded. The federal government, under McV, provides a school district with only \$75.00 per student experiencing homelessness per year

to carry out all of these regulations and mandates. Clemens et al. (2018) stressed the importance of grant writing, churches, and community outreach to compensate for this funding gap.

To summarize, Clemens et al. (2018) called for a systematic approach to supporting SEHs and the people who support them through: (a) identification policy; (b) collaboration; (c) relationship building; (d) training and awareness; (e) celebrating success (antideficit thinking); (f) eliminating bias and stereotyping; (g) listening; (h) trust-building; (i) providing role models and mentoring.

Preservice

Lack of pre-service experience also contributes to an environment that struggles to be inclusive and supportive to SEHs. According to Havlik (2017;2018), college did not prepare future educators to manage SEHs. Haghanikar & Hooper (2021) agreed and added that pre-service teachers did not have the contextual background on homelessness and lacked basic knowledge of McV regulations and policies. Most pre-service teachers are white and come from middle-class families with little experience with rural and urban poverty's context and environment (Haghanikar & Hooper, 2021). Cronley and Evans (2020) pointed out that teaching colleges typically do not have a formal curriculum to equip pre-service teachers with skills and competencies that support SEHs. Coursework also lacks information on McV. Kim (2020) found that pre-service courses rarely discussed student homelessness, and pre-service teachers had no training or experience with homelessness. In-service teachers were uncomfortable discussing homelessness with students experiencing it and those with adequate housing.

Cronley and Evans (2017) conducted a qualitative study that demonstrated pre-service social workers' skills and competencies relating to HUD, McV, resilience theory, and SRL, which improved the learning environment and conditions. This study's focus was on social

workers. Still, its implications reach all educators who are an integral part of SEHs' success and parallel the call from many researchers to address the need for professional learning and pre-service course work to address homelessness specifically and how to best deal with it (Cronley & Evans, 2017). Kim (2020) also stressed the need for open discussions, reading materials, professional development, and preservice field experience with homelessness to adequately train current and future educators on how to have the conversation with all students and provide an inclusive, trusting, caring environment.

Conflicts

Significant conflicts in these studies exist. Although many studies cited liaisons as the central figure responsible for SEHs (Clemens et al., 2018; Havlik et al., 2016; Ingram et al., 2017), Sulkowski (2020) called for school psychologists to be the pivot person on SEHs' team. Additionally, Pavlakis (2021) interviewed 42 SEH stakeholders in a school district and community but did not identify any of the interviewees as liaisons. Pavlakis (2021) concluded that social workers were the point person for SEHs, not an McV-appointed liaison. Havlik (2017;2018) conflicted with Havlik (2016; 2020). Havlik (2017;2018) stated that school counselors were the pivotal points of contact for SEHs, but Havlik et al. (2016; 2020) declared that liaisons were central figures for SEHs. Further investigation is needed to understand the dynamics of collaboration and relationships between all parties, the pivot person, and their duties.

Edwards (2020) clearly and concisely summarized the structural and environmental improvements schools need to start making. Edwards encouraged schools to create an environment that supports mentoring, positive and trusting relationships, feelings of connectedness, and positive racial relations. The researcher explained that the system must

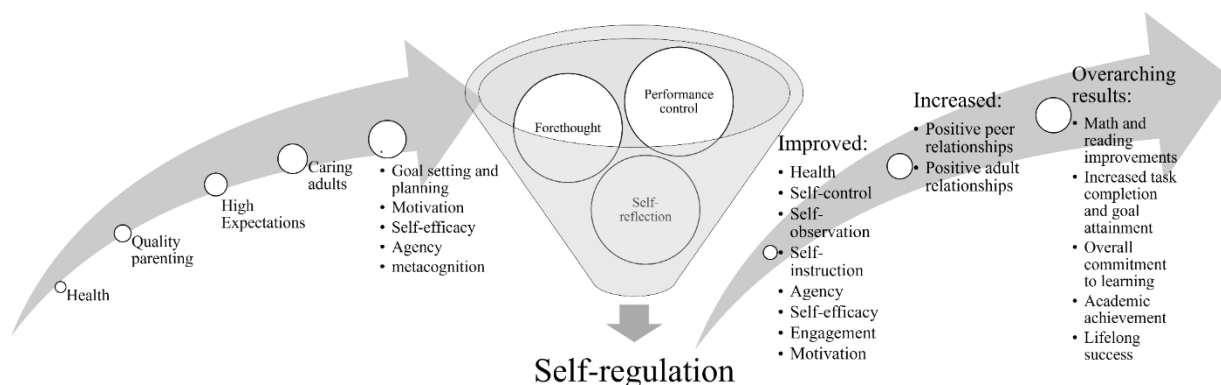
encourage educators to be caring, have high expectations, and provide enrichment and quality courses. Athletics and extracurriculars should also be accessible to SEHs (Edwards, 2019; Ingram et al., 2017; Pavlakis, 2018). Continuous professional learning would improve building relationships and supporting SEHs through trauma-informed instruction (Rodger et al., 2020). Also vital is multiculturalism training (Edwards, 2020, Wright et al., 2019). The environment should recognize and accept that students come from different situations and contexts and have different needs (Low et al., 2017). The system should empower students using SRL and foster school connectedness to increase a sense of belonging (Crumé et al., 2019; Distefano et al., 2021; Lafavor, 2018; Pavlakis, 2018; Ramakrishnan & Masten, 2020).

Self-Regulated Learning

Much of the literature on SEHs and SRL involved executive function (EF) and emotional control (EC) (Distefano et al., 2021; Manfra, 2019; Ramakrishnan & Masten, 2020). Figure 3 illustrates the SRL components, processes, and outcomes for SEHs.

Figure 3:

Self-Regulated Learning Conditions, Process, and Outcomes



Note. Content adapted from Zimmerman (1989).

This section will discuss optimum conditions for self-regulated learning and SEHs obstacles to self-regulation. Given optimum conditions for self-regulation, outcomes can be significant in improving academics and lifelong success.

Self-regulation is a significant variable in SEHs' academic and lifetime success (Crumé et al., 2019; Distefano et al., 2021; Lafort, 2018; Pavlakis, 2018; Ramakrishnan & Masten, 2020). Lafort et al. (2020) added that SRL might be more critical for SEHs than students with adequate housing due to their added stressors and emotional trauma. SRL will buffer many of the risks and adversities SEHs endure. SEHs' cumulative risk and harsh conditions build upon an unstable, tumultuous environment full of experiences that limit SEHs' ability to learn and practice self-regulation (Crumé, 2019). Past experiences dictate SEHs' ability to self-regulate,

and it is complicated to unlearn these past experiences and progress toward self-regulation (Bandura, 1986). SEHs' past and current trauma, relationships, experiences, and environment are the building blocks of their ability to self-regulate. Educators struggle to equip SEHs with self-regulation tools when these components are harmful and disruptive.

Health and Self-Regulated Learning

Barnes et al. (2017) conducted a thorough study on SEHs' SRL complex interdependencies, health, cognition, risk, and behaviors. Although the focus was on how the lack of SEHs' self-regulating ability impacted their physical health, academic insights arose. Barnes et al. (2017) discovered a reciprocal relationship between poor health and lack of self-regulation in SEHs. According to Barnes et al. (2017), poor health negatively impacts neural pathways and increases stress, lowering self-regulation. Decreased cognition and lower executive function (EF) result (Barnes et al., 2017). Poor health also reduces psycho-social development, decreasing positive relationships and negatively impacting learning (Barnes et al., 2017). Conversely, poor self-regulation negatively impacts chronic health conditions, including physiological stress, which increases risky behaviors resulting in poor health (Barnes et al., 2017). Further, Low self-regulation decreases EF and cognition, resulting in poor health. This symbiotic relationship could be the key to regulating SEHs' cognition, behavior, learning, engagement, and lifetime success (Semanchin Jones et al., 2018).

Camp et al. (2019), Dinnen et al. (2020), Lervåg et al. (2019), and Manfra (2019) also discovered increased rates of respiratory problems, ear infections, common colds, PTSD, substance abuse, and psychosis in their research on SEHs risk and adversity. SEHs are less likely to have medical care and more likely to display poor nutrition and dental hygiene, fatigue, lack

of clean clothing, and unsanitary living conditions (Low et al., 2017; Morgan, 2018; Teall, 2019), contributing to physical, emotional, and mental well-being.

SEHs' risk and adversity negatively influence SEHs' ability to self-regulate, thus impacting their health. Greater risk and adversity yield lower cognition and effortful control, thereby decreasing self-regulation and academic achievement (Lafavor, 2018). SEHs' risk and adversity contribute to a constant disruption in Bandura's triadic formula, which is the basis of Zimmerman's self-regulation theory based on social cognitivism. When viewing SEHs' risk and adversity under Bandura's social cognitive lens, a clear picture of SRL obstacles relating to self, behavior, and environment emerges.

Trauma

The trauma of experiencing homelessness and the environment students is subjected to at home lead to numerous social and emotional challenges that inhibit learning. Trauma includes poor parenting, family conflicts, parents' drug and alcohol abuse, domestic violence, divorce, separation, physical, emotional, and sexual abuse, and instability (Chassman et al., 2020; Lafavor, 2018; Teall, 2019). Unfair discipline, bullying, victimization, discrimination, marginalization, microaggressions, and racism harm peer and adult relationships (Aceves et al., 2020). A lack of self-regulation exacerbates the situation, alienating teachers, adults, and peers and decreasing appropriate class participation (Lafavor, 2018). All of these traumas contribute to low self-esteem, severe stress and anxiety, lack of intra- and interpersonal skills, depression, withdrawal, and social isolation (Camp et al., 2019; Dinnen et al., 2020; Masten et al., 2015; Morgan, 2018 Teall, 2019). Additionally, SEHs generally lack maturity, fear asking for help, and display other internalizing and externalizing challenges (Ingram et al., 2017; Teall, 2019).

Combining these factors leads to a higher rate of suicide and suicidal thoughts (Morgan, 2018; Teall, 2019).

Crumé's (2019) study revealed that SEHs' trauma predicted a lack of SR skills, lower grades, engagement, positive relationships, and increased mental health problems. Specifically, SEHs' trauma inversely correlated with EF, health, sleep, emotional control, achievement, and school connectedness (Crumé, 2019). Labella et al. (2019) confirmed that SEHs' adversity and environment contributed to diminished cognitive functioning and internalizing and externalizing behaviors and documented that SEHs' increased cortisol production directly related to adversity. Crumé (2019) agreed that trauma predicted additional stress, internalizing behaviors, and victimization for SEHs. All of these factors impede SRL and align with SRL theory.

Trauma negatively influences self-concept, self-efficacy, and self-esteem. According to Cleary and Zimmerman (2004), SRL depends on learners' self-concept, and SEHs typically have negative internal and external concepts, which creates a barrier to SRL (Pavlakis, 2018; Ramakrishnan & Masten, 2020). Zimmerman (1989) stated, "Unfavorable self-evaluations of learning progress may lead to withdrawal or learned helplessness" because learners with low self-efficacy believe their effort cannot compensate for their perceived deficiencies. Monitoring can be an additional strain on SEHs at risk of isolation and withdrawal from learning, decreasing engagement. However, students with higher self-efficacy can better control their environment, apply SR strategies, and know when and which SR strategies to apply (Zimmerman, 1989).

SEHs have low self-efficacy. Barnes et al.'s (2017) study suggested that quality parenting buffered adversity's impact on SEHs' social skills, peer relationships, internalizing and externalizing behaviors, cognitive and emotional functioning, academic achievement, and suspected decreases in SEHs' cortisol production. However, Labella et al. (2019) found that

SEHs still had difficulties self-regulating regardless of quality parenting. Labella et al.'s (2019) study found that adversity negatively impacted SRL regardless of quality parenting. Quality parenting also did not predict improved social functioning. These findings contradicted Distefano et al. (2021), Lafavor (2018), Masten et al. (2015), Palmer et al. (2020), Pavlakis (2018), and Ramakrishnan & Masten (2020), whose studies all provided evidence that quality parenting buffered adversity and acted as a protective factor. More research is needed to uncover these discrepancies.

Environment

Homelessness significantly limits SEHs' self-regulating ability, particularly in planning and monitoring performance. SEHs have little to no control over their environment, which decreases their self-efficacy, motivation, resilience, and academic achievement (Camp et al., 2019; Ramakrishnan & Masten, 2020). Quinton (2021) found that the most significant impediment to SEHs' self-regulation was the lack of control over their environment, which is a critical component of SRL. Zimmerman (1989) contended that learners' environment might influence SRL more than person (self) or behavior. No research provides further evidence that SEHs' environment is more influential in SRL outcomes.

This negative impact is reciprocal with self (person) and behavior, influencing self-efficacy and increasing negative behaviors, as seen in studies by Crumé et al. (2019), Ingram et al. (2017), Masten et al. (2015), Low et al. (2017), and Teall (2019). SEHs' environments are in constant flux, meaning their environmental impact on SRL could be more significant than students with stable homes. Zimmerman (1986) predicted that demographic trends like drastic increases in poverty and single-parent homes would negatively impact students because the social and environmental components needed to foster SRL in children would fail. Consequently,

students' self-regulation capacity would diminish, resulting in lower academic achievement (Zimmerman, 1986). Crumé et al. (2019), Distefano et al. (2021), Lafavor (2018), Pavlakis (2018), and Ramakrishnan and Masten (2020) provided evidence that supports Zimmerman's prediction.

SEHs environmental challenges that impact SRL include perceived lack of control over the environment (Pavlakis, 2018), lack of privacy (Low et al., 2017; Pavlakis, 2018), overcrowding, and safety (Low et al., 2017; Teall, 2019), victimization (Crumé et al., 2019), instability (Aceves et al., 2020; Crumé et al., 2019, Labella et al., 2019; Low et al., 2018), and exclusion (McKenzie-Hougestol, 2020). According to Pavlakis (2018), lack of privacy yields a perceived lack of control, minimizing agency and reducing SEHs' self-regulatory ability. Overcrowding and feeling unsafe decrease engagement, and SEHs' overall perceived lack of control over their environment reduces attention, potential self-regulation, and grades. Cumulative adversity in a homeless climate increases victimization, thus decreasing prosocial behaviors, peer engagement, and grades (Crumé et al., 2019). Much research investigated environmental instability. Crumé et al. (2019) correlated instability to SEHs' coping skills, which will decrease SRL. Instability increases internalizing behaviors (Labella et al., 2019). School is the most stable environment for SEHs (Aceves et al., 2020), but the lack of stability at home disrupts engagement and self-regulation at school (Low et al., 2017). Crumé et al. (2019) added that parents were ill-equipped to aid SEHs in coping skills, SR, and buffer instability-related comorbidities. According to Crumé et al. (2019), parents were exhausted and ill-equipped to help their children cope.

Exclusion is also environmental adversity that can negatively impact SRL. McKenzie-Hougestol (2020) found that educators excluded SEHs from the planning process and making

decisions on their future career pathways, courses, and collaborating with support services, making SEHs feel excluded from their own lives. This context could breed helplessness, thus reducing SRL's empowerment, agency, and engagement, but no research investigated how exclusion influences SRL. Zimmerman (1989) warned educators about perceived helplessness's detriments and its negative impact on self-efficacy and the ability to self-regulate.

Further, SEHs' diverse needs are specific to the environmental context (Pavlakis, 2018). The context will dictate different SRL adversities, which is why Pavlakis (2018) stressed that educators must adapt to SEHs' specific living conditions. Different environments yield different needs, but the research did not specify how different contexts affected SEHs' self-regulation. SEHs can come from shelters, doubled-up, temporary housing, motel, or public spaces. Further, homelessness varies based on urban, rural, or suburban demographics. Each environmental situation will produce differing risks and adversities and impact SRL differently. Pavlakis (2018) defined shelter as "supervised facilities that are used for temporary living accommodations and can include both short- and longer-term programs" (p. 1047). The shelter environment produces sudden and abrupt moves creating added instability (Pavlakis, 2018). Families in shelters are often separated because shelters for women and children do not accept men and older boys who must stay at another shelter (Masten et al., 2015; Pavlakis, 2018). The shelter environment also limits parental control, from discipline decisions to food choices for their children (Pavlakis, 2018). Shelters yield sleeping issues resulting in fatigue and exhaustion (Crumé et al., 2019; Teall, 2019). Lack of space at shelters limits SEHs' control over a place to do homework and study (Pavlakis, 2018).

Temporary housing yields isolation and does not provide resources and supports for families experiencing homelessness. Still, SEHs have more privacy and space to control their

learning, theoretically giving them better tools to self-regulate, although this is to be determined (Pavlakis, 2018). No research exists to provide evidence for this hypothesis. Doubled-up students have multiple adversities. Doubled-up refers to temporarily living at a family or friend's home due to economic hardship (Low et al., 2017). Typical adversities SEHs experience being doubled-up include lack of space to do homework and study, lack of privacy, difficulties sleeping, parenting conflicts with other adults in the home, and no on-site programming and connection to services (Pavlakis, 2018). This environment produces another challenge for SEHs in the school environment. Educators do not consider being doubled-up as homeless and neglect to include and identify this group of SEHs as homeless, thus not connecting them to services and supports that McV requires (Pavlakis, 2018). Low et al. (2017) described SEHs who were doubled up as invisible, isolated, lacking space to do homework, enduring chaos, adult conflicts, and the stress of being the first step to being in a shelter or on the street. Low et al. (2017) called for more research to determine how this environment impacts depression, withdrawal, engagement, behavior, and emotional control, all SRL factors.

Due to environmental adversity, liaisons and educators of SEHs may have more difficulty empowering SEHs with SRL, but no known research exists to confirm this hypothesis (Crumé et al., 2020). Since the environment impacts the self and behavior components, it would be valuable to uncover how liaisons promote SRL by controlling SEHs' domains. The only analysis supporting this concept is quantitative and measures SEHs' ability to self-regulate (Barnes et al., 2017, Crumé et al., 2019; Distefano et al., 2021; Lafavor, 2018; Ramakrishnan & Masten, 2020).

SEHs also have little control over their social contexts. SEHs' social experience largely depends on their physical context, like hygiene and clothing (Teall, 2019). SEHs tend to isolate themselves, predetermining their social context, which largely determines their self-regulating

ability. Seeking help is a basic SRL strategy yet one of the most challenging tasks an educator can ask of SEHs (Edwards, 2019). SEHs isolate and withdraw due to others' behaviors.

Environmental Solutions

Given the triadic and reciprocal relationship between all three components, it is critical liaisons equip and empower SEHs to construct effective learning environments. Students with higher self-efficacy can take better control over their domain and apply SR strategies, and know when and which SR strategies to use, which may be a way to mitigate environmental risks (Zimmerman, 1989). Strength-based interventions and approaches can empower learners and help them control the adverse environment to increase SR and resiliency (Quinton, 2021). Educators do not need to “fix” SEHs; educators need to leverage their strengths to increase their resilience and power over their environment (Edwards, 2019; Quinton, 2021).

Only one study investigated how injecting SRL buffered SEHs' risks and adversities. Quinton et al. (2021) evaluated an intervention intended to equip learners to control their environment, situation, and context to focus on SEHs' strengths and increase SRL and academic outcomes through the relational developmental systems theory (RDST). RDST builds on learners' strengths to control their environment to improve educational outcomes (Quinton et al., 2021). The researchers found significant increases in self-regulation, particularly goal-setting, engagement, problem-solving, metacognition, and emotional regulation. Additionally, the researchers found increased resilience, physical, mental, and emotional well-being, improved growth mindset, optimism, and happiness. This activity may allow SEHs to control their environmental context and situation, aligning with Zimmerman's (1989) social cognitive theory of self-regulation. This study provided quantitative data on a potential intervention, but more research is needed to confirm efficacy and viability from a small lens perspective. Quantitative

research confirmed these potential environmental impacts on self-regulatory components, but no study evaluated how liaisons can help SEHs navigate this environment to better self-regulate.

Positive relationships also mitigate these risk factors (Baharav et al., 2017; Dinnen et al., 2020; Edwards, 2019; Ingram et al., 2017; Wright et al., 2019). Unfortunately, the literature does not delve into how educators develop these positive relationships, which would provide insights into protective factors contributing to SEHs' success.

Morgan (2018) suggested empowering SEHs by creating a homelike classroom environment, including pets and plants that students must take care of, giving students a sense of control over their environment. Lafavor et al. (2020) agreed that a positive school climate would increase positive learning outcomes in reading and math. These suggestions align with Zimmerman and Schunk's (2001) contentions that learners will alter self-regulation for a positive environment. Zimmerman and Schunk further explained that their self-regulation would increase when learners select and structure their spaces.

Quantitatively, researchers have documented the positive influences SRL has on SEHs' academics, personal affect, behavior, and environment, but little qualitative research exists to support and explain the positive SRL outcomes (Distefano et al., 2021; Havlik et al., 2020; Lafavor, 2018; Manfra, 2019; Pavlakis, 2018; Ramakrishnan & Masten, 2020; Wright et al., 2019). Further research will uncover critical aspects of buffering SEHs' risk and adversity with SRL as a significant protective factor (Havlik et al., 2020). Finally, no research exists that evaluates SEHs' environmental influencers on SRL.

Executive Function and Emotional Control

Resilience, executive function (EF), self-regulation, and social-emotional competencies are closely related. Most of the research on SEHs and SRL involved executive function (EF) and emotional control (EC) (Distefano et al., 2021; Laffavor, 2018; Ramakrishnan & Masten, 2020). EF refers to prefrontal cortex functions, including control, goal orientation, early working memory, social competencies, cognition, and self-regulation (Laffavor, 2018). Masten et al. (2015) defined EF as “the neuro-cognitive processes involved in goal-directed, voluntary control of attention; working memory; and self-control of emotions and behavior that develop rapidly in preschoolers and continue to develop into early adulthood” (p. 322). EF moderates intimate relationships with teachers and peers and impacts math, reading, and learning outcomes (Laffavor, 2018).

Low EF predicts poor self-regulation (Barnes et al., 2017, Manfra, 2019). Higher EF increases SEHs’ psychosocial skills and decreases behavior problems resulting in improved learning and academic achievement (Distefano et al., 2021). Chronic, cumulative adversity negatively impacts cognitive functioning and autonomic-neurohumoral regulation and will increase chronic mental, physical, and emotional health conditions (Barnes et al., 2017). Barnes et al. (2017) and Distefano et al. (2021) stressed the importance of plasticity and nurturing EF skills during preschool. Preschool through the second grade is a critical SRL window due to brain plasticity and will predict adult behaviors, future jobs, lifelong internalizing and externalizing behaviors, and major life transitions (Barnes et al., 2017, Masten et al., 2015). Surprisingly, Barnes et al. (2017) could not explain why planning and self-monitoring skills were insignificant protective factors in their quantitative study on SRL and SEHs. Still, they did find a

strong correlation between physical health, cumulative risk, low EF, behavior regulation, metacognition challenges, and emotional control.

EF risk factors include lack of parental education and early stimulation (Lafavor, 2018). Lervåg et al. (2019) added that SEHs' cognitive ability inversely correlates to a lack of parental education. Social engagement is a critical piece of EF and brain development, and relationships before entering school are crucial for early interventions to improve EF at the earliest stages (Masten et al., 2015). Trauma reduces EF (Lafavor, 2018). Constant worrying, adult responsibilities, isolation, chronic fatigue, stress, anxiety, and low self-esteem reduce EF (Teall, 2019). Strong relationships with family increase learning and achievement through EF (Lervåg et al., 2019). Contextualized reading material and assignments enhance EF and resilience because of increased motivation and engagement (Lervåg et al., 2019). Further, social skills training will increase EF and promote positive peer and adult relationships (Morgan, 2018).

EF is a critical component of self-regulation and refers to inhibition, attention, planning, adapting, and impulsivity control (Lafavor, 2018). Barth (2020) defined SRL as “a total engagement activity involving multiple parts of the brain. This activity encompasses full attention and concentration, self-awareness and introspection, honest self-assessment, openness to change, genuine self-discipline, and acceptance of responsibility for one’s learning” (p. 20). Without self-regulation, SEHs cannot control emotional outbursts and impulsivity, limiting peer engagement (Lafavor, 2018). Radical and impulsive behavior alienates peers and will reject SEHs due to this lack of self-regulation. SEHs must have positive peer relationships to increase resilience and academic success (Lafavor, 2018). Mentoring relationships also provide support, motivation, self-esteem, and self-regulating skills (Edwards, 2019).

Baharav et al.'s (2017) quasi-experimental study concluded that HHMs with early SR competencies managed their behaviors, engaged in school, and improved self-management, social awareness, growth mindset, and self-efficacy. EF and EC positively predicted improved ELA and math scores (Baharav et al., 2017). Distefano et al.'s (2021) intervention increased SEHs' SRL skills, EF, and school readiness in less than a month. The intervention included strategies to increase EF in SEHs: (a) clear, explicit, and simple directions; (b) feedback; (c) scaffolding; (d) reflection; (e) critical thinking and reasoning; (f) repetition; and (g) extensions (Distefano et al., 2021). Through professional development, specific activities and tasks, and individual student coaching, Distefano et al. (2021) interventions equipped educators to improve SEHs' EF and SRL. The researchers found significant EF improvement, which improved prosocial behaviors, peer engagement, and academic achievement (Distefano et al., 2021).

Emotional Control

Lafavor (2019) conducted a quantitative study emphasizing emotional control (EC) over EF to maximize SRL. EC refers to the "process of monitoring, evaluating, and modifying emotional reactions and predict societal acceptance and positive emotional reactions and predict societal acceptance and positive outcomes in a variety of domains" (Lafavor, 2018, p. 1242). Lafavor's (2018) quantitative study demonstrated emotional control (EC) and self-regulation produced significantly improved math and reading achievement and concluded that SEHs' EC influenced reading scores more than IQ (Lafavor, 2018). Barnes et al. (2017) agreed and added that SEHs' ability to modify their behavior and control their thoughts and feelings mitigated homelessness' cumulative risk and adversity. However, Lafavor's study concluded that emotional control (EC) and social competencies impacted academic achievement more than effortful control and IQ. Neither Barnes et al. (2017) nor Lafavor (2018) could explain how or

why emotional control was a more critical buffer than effortful control and EF. Most research indicated that EF was the most significant influencer of resilience and self-regulation (Distefano et al., 2021; Masten et al., 2015).

Motivation

Bandura (1994) defined motivation as “activation to action” and added that the “level of motivation is reflected in choice of courses of action and in the intensity and persistence of effort” (p. 1). Emotional regulation is particularly influential in SEHs’ extrinsic and intrinsic mechanisms that control performance monitoring and emotional outbursts (Ramakrishnan & Masten, 2020). Teall (2019) added how important goal-setting was to motivation and determining SEHs’ academic and affective outcomes. Ramakrishnan and Masten’s (2020) quantitative study provided valuable insights into SEHs’ motivation and its relation to academic achievement and social-emotional learning (SEL) components. Results were mixed and conflicted with Zimmerman’s (1989) SRL theory’s correlations. Ramakrishnan and Masten’s (2020) study found that SEHs increased motivation significantly correlated with increased SRL, SEL, emotional regulation, and prosocial behaviors but only moderately associated with academic achievement. The study showed that low motivation connected with lower SRL, SEL, prosocial behaviors, emotional control, and emotional regulation and presented SEHs with copious adversities. However, motivation did not correlate with SEHs’ EF, school readiness, or long-term risk and adversity, which conflicts with other SRL studies on SEHs and SRL theory (Distefano et al., 2021; Manfra, 2019; Ramakrishnan & Masten, 2020; Zimmerman, 1989).

Ramakrishnan and Masten’s (2020) study also indicated a connection between motivation, resilience, and EF. Motivation boosts SEHs’ resilience, increasing self-efficacy and academic achievement (Ramakrishnan & Masten, 2020). Sager (1996) defined resiliency as “the

set of attributes that provides people with the strength and fortitude to confront the overwhelming obstacles they are bound to face in life” (p. 1). Unfortunately, the researchers could not explain how or why all of the SRL components correlated with mastery motivation and how it impacts EF. Ramakrishnan and Masten (2020) speculated that emotional control might correlate more to resilience than motivation. Still, the researchers could not explain how or why and implicated the need for more research on SRL and its subcomponents concerning SEHs’ risk and adversity. The researchers also suggested further research on motivation’s role in SEL components related to SRL. Sulkowski (2020) also uncovered a gap in research on SRL components that contributed to SEHs’ resilience and noted current research is scattered and conflicting. Edwards (2019) warned practitioners that resiliency frameworks could decrease motivation because if SEHs perceive resilience as a trait rather than a learned skill, they will feel defeated before even trying.

Self-Efficacy and Agency

Empowering learners and promoting agency increases motivation and resilience. Morgan (2018) suggested that educators be flexible in assignments, highlighting the importance of SEHs controlling their learning by planning and owning their deadlines. Morgan’s study demonstrated that these practices increased motivation and engagement by increasing SEHs’ agency.

Semanchin Jones et al. (2018) agreed that SEHs’ lack of agency significantly reduces engagement in learning. Low expectations also reduce SEHs’ motivation. Teachers with low expectations yield SEHs with little self-confidence, an integral SRL, and motivational component (Semanchin Jones et al., 2018; Edwards, 2019; Wright et al., 2019). Lafavor et al. (2020) also observed higher incidents of SEHs’ challenges with inhibition, externalizing behaviors, and lower engagement stemming from perceived academic incompetence. Finally,

Lafavor et al.'s (2020) quantitative study demonstrated that teachers' low expectations yielded lower self-efficacy. Low self-efficacy is one of the most significant impediments to SEHs learning (Manfra, 2019; Pavlakis, 2018; Ramakrishnan & Masten, 2020; Wright et al., 2019). Learners cannot believe in themselves if they do not perceive the teacher believes in them. If teachers have low expectations, students will have low expectations and lower academic outcomes. Self-efficacy is critical to motivating SEHs and acquiring SR competencies (Rodger et al., 2020; Wright et al., 2019). Quinton et al. (2021) recommended a strength-based approach to improve SEHs' SR, goal-setting, problem-solving, and emotional regulation, improving resilience, well-being, growth mindset, collaboration, engagement, optimism, and happiness. Edwards (2019) and Wright et al. (2019) agreed that educators must take a strength-based approach to provide a way for SEHs to control their volatile environment, which inhibits SRL. Cleary and Zimmerman (2004) recommended attributing poor outcomes to poor strategies, not SEHs' abilities. Teachers and SEHs blame poor grades and behaviors on personal traits rather than lack of skills. Teacher bias leads SEHs to blame themselves for failure rather than their situation or lack of skills, which has lifelong consequences of poor self-efficacy and self-esteem.

Resilience

Cronley and Evans (2017) defined resilience as "individuals' ability to overcome or cope with adversity" and called it "a process of adaptation" (p. 292). Internal and external factors affect resilience. Internal factors include self-compassion, self-reflection, and spirituality (Cronley & Evans, 2017; Sulkowski & Michael, 2020). External factors include positive role models, social supports, and effective parenting (Cronley & Evans, 2017; Sulkowski & Michael, 2020). Masten et al. (2015) described resilience as an attribute inherent in people. Edwards (2020) contended that promoting resilience to SEHs is dangerous because SEHs will feel

defeated if they do not perceive that they possess this attribute. Edwards (2020) elaborated that resilience is a derogatory word limiting SEHs' capacity to achieve as described as an attribute. This conflict needs further investigation.

Educators can promote resilience by understanding risk and protective factors that inhibit or encourage student achievement. Deficit thinking and negativity reduce resilience (Cronley & Evans, 2017; Edwards, 2019; Edwards, 2020; Wright et al., 2019). Most research studies are negative and incorporate deficit thinking (Edwards, 2020; Wright et al., 2019). Future studies must shift from underscoring the risk factors to protective factors (Edwards, 2020). Researchers must deemphasize the risk factors, find solutions, and highlight the protective factors contributing to SEHs' successes (Edwards, 2020; Wright et al., 2019). Additionally, delays in paperwork upon enrollment and lack of immediate testing and accurate assessments negatively impact resilience (Howland et al., 2017). Factors that promote resilience include focusing on students' soft skills, motivation, and adapting and differentiating classroom assignments (Howland et al., 2017). Close relationships improve students' resilience (Howland et al., 2017). Teachers and liaisons can create and maintain a student portfolio with learning styles and student characteristics, making relationship building easier for the next set of educators when students abruptly move (Howland et al., 2017). Howland et al. (2017) also recommended giving homework that does not require parental support, choice in assignments, flexibility, and culturally and contextually relevant assignments.

Church and spirituality also increase resilience (CDC, 2009; Cronley & Evans, 2017; Edwards, 2019; McKenzie-Hougestol, 2020; Wright et al., 2019). Church relationships provide hope, connectedness, and mental and emotional supports (Edwards, 2019; McKenzie-Hougestol, 2020; Wright et al., 2019). Very little research exists on spirituality, church, and resilience.

Further investigation into churches as vital SEHs' supports is warranted. Additionally, research on resiliency and SEHs using the risk and resiliency theoretical framework is needed (Cronley & Evans, 2017). No research exists using the risk and resiliency framework, clarifying definitions and providing better guidance to researchers investigating students and homelessness (Cronley & Evans, 2017).

Relationships and Self-Regulated Learning

Multiple stakeholders contribute to SEHs' well-being, and the relationships between and among all stakeholders are complex, with numerous risks, adversities, and protective factors. Semanchin Jones et al. (2018) contended that building positive relationships through resilience, trust, agency, and self-regulation will increase engagement and academic success. Every individual that comes into contact with SEHs will impact their success or failure (Edwards, 2019). Positive teacher-child, teacher-parent, and peer-peer relationships will increase positive academic outcomes and reduce poor behavior, thereby improving self-regulation and academic success (Lafavor et al., 2020).

Relationships are crucial to engagement (Chow et al., 2015), but homelessness decreases SR, engagement, and EF, making it difficult for SEHs to form, build, and maintain positive relationships (Crumé, 2019). Understanding the risks and protective factors will aid educators in daily interactions that buffer SEHs' cumulative risk and adversity. SEHs require self-regulation to get along with others which assists in developing and sustaining positive connections necessary to achieve learning objectives (Ramakrishnan & Masten, 2020). Seeking help and support from others is a critical strategy to increase self-efficacy and SRL, but SEHs isolate, withdraw, and are leary to seek help from peers or adults. Without positive relationships, SRL and self-efficacy will suffer and limit SEHs' coping ability.

Psychosocial competencies drive SEHs' capacity to build and sustain relationships and contribute to self-regulation and academic achievement. This relationship between self-regulation and relationships is reciprocal. Increased self-regulation yields prosocial behavior and positive engagement in school (Lafavor et al., 2020). Improved SR, EF, and SEL will improve relationships, engagement, and connectedness (Lafavor, 2018). Positive relationships yield positive self-regulation, and negative peer relationships produce lower self-regulation (Pavlakis, 2021; Zimmerman & Schunk, 2001).

Lafavor also found in her 2018 quantitative study that psychosocial competencies were more influential on SEHs' academic achievement because the skills equipped SEHs to seek help from an adult, peer, or outside source. These results aligned with Zimmerman's SRL theory which highlighted the importance of asking for help to increase SR competencies (1989).

SEHs' Impediments to Positive Relationships

The relationships between SEHs and their peers are the most critical of all connections due to the importance of socialization and learning (Masten et al., 2015). Kidd (2019) stressed that peer support could be as effective as psychological and emotional professional interventions. Unfortunately, many barriers exist that prevent positive peer relationships. One barrier is social isolation (Teall, 2019). SEHs isolate and withdraw because of shame and embarrassment (Hallet et al., 2015). SEHs are terrified their peers will discover their situation, so they are often quiet and shy (Hallet et al., 2015). Others display aggressive behaviors that dissuade peers from connecting with them (Manfra, 2019). Frequent moves disconnect relationships, and after having to say goodbye to friends several times, SEHs prevent the pain by not forming close relationships (Masten et al., 2015; Wright et al., 2019). Poor hygiene is another barrier to peer engagement (Clemens et al., 2018). Peers will distance themselves from students with a lack of hygiene.

Additionally, SEHs are more likely to lack social competencies, inhibiting them from forming intimate relationships (Masten et al., 2015). Finally, frequent absences limit opportunities for SEHs to collaborate with peers and develop critical relationships, which lead to academic success (Havlik, Rowley, Puckett, Wilson, & Neason, 2017). Although research highlights the importance of peer relationships, no known study investigates how liaisons facilitate and nurture these relationships, leading to SEHs' success.

Semanchin Jones et al. (2018) also found psychosocial skills necessary in self-regulated learning. Semanchin Jones et al. (2018) correlated low emotional control with lower motivation, engagement, relationships, and increased isolation and truancy, speculating that SEHs' poor behavior alienated other students. Lafavor explained peer engagement suffers from a lack of emotional control as part of the SR process. SEHs can alienate peers with their lack of control, negatively impacting peer engagement and relationships (Lafavor, 2018). Little research exists beyond these quantitative studies. Labella (2019) agreed and recommended that SRL improve engagement with peers and adults to mitigate cumulative homelessness risks and adversities. Low et al. (2017) called for more profound research on how behavior and emotional control correlate to SEHs' educational engagement and research that will divulge a clearer understanding of the emotional and psychological impacts on SEHs' academic engagement.

Bias and Stereotypes Influence Relationships

Researchers have well documented that most teachers across the United States come from white suburban homes and have little experience with extreme poverty and homelessness (Edwards, 2019; Wright et al., 2019). Consequently, most educators lack the experience and skills to manage SEHs and struggle to develop trusting relationships (Wright et al., 2019). Pre- and in-service teacher perceptions of homelessness conjure visions of raggedy, bearded old men

living under a bridge, and educators rarely identify children as homeless (Wright et al., 2019). These stereotypes impede relationship building. Kim (2020) agreed that today's teachers have little to no experience with homelessness and struggle to manage it. Kim's (2020) study showed that teachers did not discuss homelessness in the classroom, and teachers had distorted perspectives of homelessness. Teachers were uncomfortable talking about homelessness and avoided discussing it in their classrooms, consequently minimizing its importance in teaching and learning (Haghanikar & Hooper, 2021; Kim, 2020). Bias and stereotyping lead to internalizing behaviors (McKenzie-Hougel, 2020). Moulton's (2018) qualitative case study suggested that stakeholders refrain from referring to SEHs as homeless and address them as individual students with different needs, dreams, talents, skills, and plans to mitigate bias.

Lack of resources or knowing where to find help is a challenge in discussing homelessness and developing trusting relationships. Curriculum, lessons, and reading lists are not contextually relevant to support SEHs' literacy needs. Material is unrelatable and can often alienate SEHs, which according to Lervåg et al. (2019), partially explains SEHs' low reading comprehension and literacy skills. Kim (2020) also cited a lack of resources as an obstacle. In Kim's (2020) study, only one out of the six teachers interviewed could reference any materials in school that dealt with homelessness. This teacher identified a book called "Fly Away from Home" that her teacher had read in elementary school (Kim, 2020). Ignoring homelessness forces SEHs to remain hidden and silent. These struggles make SEHs feel invisible and alienated and cause them to withdraw and isolate themselves. Current materials disengage SEHs resulting in more absence and strained relationships.

Lack of training on homelessness, bias, stereotypes, frustration with truanancies, and additional work absences strain teacher-SEH relationships (Havlik, 2017; 2018). Smart-Morstad

et al. (2017) explained how prejudice and stereotyping make SEHs feel invisible or responsible for their weaknesses and learning challenges. Isolation negatively impacts SEHs' relationships with administrators, educators, and peers (Pavlakis, 2018). Interestingly, educators who manage SEHs reported feeling isolated and having difficulties collaborating and communicating with other stakeholders (Pavlakis, 2018).

Teachers also view SEHs as having behavior problems and disrupting everyday classroom routines because they are often behind in their work and frequently absent, causing more work and stress (Wright et al., 2019). SEHs disrupt the classroom, and teachers must reteach or hold back students ready to progress to address poor behavior or remediation (Pavlakis, 2021). Wright et al. (2019) continued those educators should treat SEHs like every other student, but the same study recommended being more tolerant of SEHs' poor behaviors. This mixed message to educators needs clarification.

Edwards (2020) study revealed that teachers had lower tolerance and expectations for black SEHs, resulting in mistrust and disempowerment among SEHs of color. SEHs feel apathy and distrust when teachers do not believe in them (Edwards, 2020). Edwards (2020) provided an example of a high-performing student of color experiencing homelessness who wanted to attend a highly competitive college. The educator talked her into going to a less competitive school despite her capabilities of doing a more challenging course of study. Educators tend to have lower expectations for SEHs than the parents or what quantifiable statistics deem their capacity is. In Laffavor et al.'s (2020) study, parents believed more strongly about their child's abilities and potential success than teachers, regardless of their actual academic capabilities based on a valid and reliable standardized test (Wechsler Individual Achievement Test- 2nd edition (WIAT-II)).

Pavlakis (2018) found educators blamed SEHs' learning challenges on poor parenting rather than on structural obstacles that SEHs have, like privacy, sleep, or establishing a quiet study environment. Havlik et al. (2017;2018) added that teachers blame SEHs' difficulties on the child's character rather than the context of experiencing homelessness and extreme adversity. Chow (2015) warned educators not to generalize or judge SEHs and their families. Still, without training and experience, educators do not have the tools to foster positive and trusting relationships with SEHs. Parents have expressed frustration with educators and shelter workers judging their parenting skills, contributing to a lack of trust in Pavlakis' (2018) study. Lafavor et al.'s (2020) study uncovered significant bias and stereotypes in their quantitative study evaluating teacher and parent perceptions of SEHs. The researchers assessed 86 SEHs ages nine through eleven and 48 teachers and concluded that the teachers perceived SEHs as less competent and engaged than the objective testing indicated (Lafavor et al., 2020). Compounding low expectations, Edwards (2020) explained that SEHs families of color have a deep-seated mistrust of authorities due to past atrocities. Authorities are eight times more likely to remove students of color from their homes than white students, leaving black SEHs less likely to trust adults enough to divulge their situation and ask for help (Edwards, 2020).

Protective Factors for Positive Relationship Building

Relationship building, integral in promoting self-regulation and positive learning outcomes, boasts several protective factors. These protective factors correlate with factors that promote SRL and engagement. Trusting and caring people attract positive relationships with students in need. Quality parenting can also contribute to positive peer and teacher relationships with SEHs. Finally, extracurricular activities and athletics help build positive peer-to-peer and

peer-to-adult relationships. The following section discusses relationships as SEHs protective factors.

Caring Adults

The most significant protective factors for SEHs include trusting and caring (Edwards, 2019). SEHs need that one adult to tell them: *I will never give up on you* (Semanchin Jones et al., 2018). Educators and adults who manage SEHs' situations must convey this statement in every word, action, and expression to develop trust and build relationships. Teall (2019) agreed that SEHs need caring teachers who advocate for SEHs' needs. Pavlakis (2018) found caring educators with high expectations that applied SRL components like planning and chunking to empower students to take charge of their learning within their environmental constraints. McKenzie-Hougestol (2020) added that building these positive and trusting relationships will foster SEHs' empowerment and resilience. Moulton's (2018) qualitative case study corroborated with Edwards and Wright et al.'s (2019) contentions that adults need to be supporting and caring advocates to SEHs to foster positive relationships.

Quality Parenting

Quality parenting can improve relationship building. According to Lafavor et al. (2020), intergenerational homelessness risk factors affect SEHs' lifetime and their future children's adversity. Fortunately, research has demonstrated that quality parenting can increase SEHs' positive behaviors, peer-to-peer and peer-to-teacher engagement, SEL competencies, and resilience. Labella (2019), however, found that the adversity load SEHs experience can overwhelm this protective factor rendering it ineffective. These results contradict Distefano et al. (2021), Edwards (2019), Edwards (2020), Lervåg et al. (2019), Manfra (2019), Palmer et al. (2020), and Wright et al. (2019). Labella's (2019) study failed to confirm their hypothesis that

quality parenting would increase SEHs' positive social functioning. Even though Labella et al.'s (2019) findings did not verify that quality parenting improved psychosocial functioning and peer engagement, the study did confirm significant improvement in SEHs' relationships with their teacher. Labella et al. (2019) speculated that the results might be that the adversity was too extreme for any protective factors like quality parenting to buffer the internalizing and externalizing behaviors homelessness causes. Cumulative adversity may be too overwhelming. More research is needed to understand potential outliers' influences on relationships.

Extracurriculars and Athletics

Extracurricular activities help SEHs foster positive relationships by increasing self-esteem, confidence, connectedness, and well-being (Teall, 2019). Semanchin Jones et al. (2018) added that extracurriculars and athletics could improve self-efficacy and minimize isolation and withdrawal. Athletics and extra-curricular activities provide a platform to positively express emotions and energy in a safe environment (Edwards, 2019; Ingram et al., 2017; Pavlakis, 2018). Kidd et al.'s (2019) intervention called Housing Outreach Project- collaborative (HOP-c) provided strong evidence that positive peer engagement positively influenced school connectedness and feelings of belonging. Connectedness, belonging, and positive relationships positively impacted employment, education, and future volunteering, paying it forward to younger SEHs (Kidd et al., 2019). This study aligned with SRL theory's assumptions that engagement and connectedness will improve SR behavior (Distefano et al., 2021). Teall (2019) noted that performing arts provided a special emotional release for SEHs, which improved their emotional health and well-being but stressed the need for future research to investigate how building relationships improve SEHs' academic and lifelong outcomes.

Edwards (2019) cited church as a significant protective factor for SEHs, which empowered and equipped them to build positive relationships, thus increasing their self-esteem. Pavlakis (2021) cited churches as an influential protective factor that improved SEHs' outcomes. Church can provide a sense of belonging and strengthen SEHs through others, God, peers, and caring adults, making SEHs feel loved and human (McKenzie-Hostel, 2020). Church is a safe place for SEHs to feel their emotions. Edwards (2019) quoted a student experiencing homelessness, "Church was the only place she felt comfortable expressing her feelings because it was a place where people went to relieve their stress... I cry every time I go to church. That is how I know I am letting so much out. I just love that feeling. And I feel like I can only do that at church" (p. 20). McKenzie-Hougestol (2020) explained that positive relationships at church could provide hope, a safe space, caring adults, and positive relationships, which increase SEHs' ability to overcome adversity. Faith in God gave SEHs hope and strength to walk through trouble with support from God and caring adults (McKenzi-Hougestol, 2020). Church may provide the key to relationship-building opportunities with mentors, pastors, youth leaders and provide a safe place to express their emotions. Church can provide hope, motivation, and healing, increasing resilience while building positive relationships (Edwards, 2019). Further research would unveil additional insights into the power of the church's attributes.

School Connectedness

School connectedness and a sense of belonging will also positively influence SEHs' relationships. SC correlates with SRL and social-emotional competencies (SECs) (Dinnen et al., 2020). SECs refer to learners' "ability to understand, manage, and express the social aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and

development” (Dinnen et al., 2020, p. 3). SEHs need self-management, self-awareness, psychosocial skills, and critical thinking to improve relationships, increase SRL, and improve academic outcomes. According to Dinnen et al. (2020), increasing school connectedness will decrease violence, substance abuse, and emotional and eating disorders and improve relationship building and SRL competencies. In Dinnen et al.’s (2020) quasi-experimental study evaluating protective factors, results conflicted with the multidimensional theory of school connectedness. The researchers did not find significant correlations between HHMs, and social-emotional competencies needed to enhance SR (Dinnen et al., 2020). Dinnen et al. (2020) explained that positive teacher-student relationships buffered the effects of mobility and homelessness, but this is speculation and warrants further investigation. Dinnen et al. (2020) also found encouraging teacher relationships, student engagement, and a positive school environment correlated with positive student performance outcomes. Dinnen et al. (2020) confirmed that these positive changes improved conditions for all students, not just HHMs.

Schools are central to developing and sustaining relationships by providing a safe, nurturing, and warm environment that facilitates inclusion (Morgan, 2018). Aceves et al. (2020) found that positive school experiences produced positive affect, improved psychological well-being, connectedness, and a sense of belonging. In a mixed-methods study, Teall (2019) suggested that administrators consider keeping SEHs with the same teacher over several years to promote stability and build relationships that encourage SRL. Wright et al. (2019) encouraged one-on-one relationship building between teachers and SEHs to dispel bias and stereotypes. Very little research on SC and building relationships to improve SRL exists, and Aceves et al. (2020) called for more research on how SC works as a protective factor for SEHs.

No study has investigated longer-term relationships between SEHs and teachers or liaisons and how educators develop positive relationships to increase agency, self-esteem, empowerment, and other SRL components. SEHs need these strong relationships to improve connectedness and educational outcomes (Lervåg, 2019). Pavlakis (2018) noted the importance of supporting partnerships and collaboration between families, LEAs, and the community to build trust, promote shared power, and sustain relationships, improving SEHs' learning and engagement. This study paralleled the SC theory by creating a sense of belonging and improving student and parent engagement (Pavlakis, 2018). Pavlakis (2018) suggested schools regularly communicate with parents and SEHs on all news to improve trusting and positive relationships, not just bad news. Edwards (2019) and Wright et al. (2019) agreed that this anti-deficit approach would build trusting relationships.

Trauma-informed education and technology could unlock the barrier to building positive relationships. Labella et al. (2019) recommended trauma-informed instruction and professional development on trauma to improve engagement with peers and teachers. Cryer-Coupet et al. (2020) stressed that educators and social workers must foster relationships with SEHs' families to provide trauma-informed care, interventions, supports, and services through the trauma-informed practices (TIP) lens.

Technology

Finally, technology could offer a safe place for SEHs to develop and sustain positive relationships, but little research evaluating how technology can help or hinder SEHs' relationships exists. In 2020, Greeson evaluated a new app called Youth Matters Philly (YMP) and found the app increased engagement and helped SEHs build and sustain relationships. The app also increased empowerment and agency, which are critical components of SRL. Besides

this study, no peer-reviewed research exists on leveraging technology to improve relationships and SRL. Morgan (2018) offered insights through a study regarding online relationship building and speculated that online could be a safer environment than in-person, but little other evidence exists.

Summary of Self-Regulated Learning and Relationships

Building positive relationships, trust, agency, and self-regulation will increase engagement and academic success (Semanchin Jones et al., 2018). Barnes et al. (2017) stressed self-regulation's role in building relationships to increase connectedness and improve physical, mental, and emotional health. Parental and educators' encouragement and warmth are essential to SEHs' learning (Pavlakakis, 2018). Educators must improve their relationships with SEHs by reducing bias and stereotypes, empowering SEHs, and establishing high expectations to improve their self-efficacy and SRL (Semanchin Jones et al., 2018). Multiple researchers noted systemic changes, including pre-service and in-service trauma-informed practice (TIP), multicultural, and SRL training to improve relationships, trust, and academic achievement (Baharav et al., 2017; Edwards, 2019; Haghanikar & Hooper, 2021; Ingram et al., 2017; Pavlakakis, 2021; Rodger et al., 2020; Wright et al., 2019). However, due to limited research and mixed results, Barnes et al. (2017) cannot explain how or why SRL and EF mitigate risks, what type of SRL interventions improve relationships and EF, what SRL improves impulse control behavior regulation, or how SRL and EF improve resilience. Further research is warranted.

COVID-19 Closures

COVID-19 Closures have wreaked havoc on families, government systems, and the education systems. With the only safe and stable environment closed, SEHs have had to learn in less than optimum conditions. Teall (2019) reported significant issues for SEHs include finding a

quiet and safe place to study. Shelters and doubling-up spaces are loud, chaotic, and not conducive to self-regulation (Pavlakakis, 2018). COVID-19 may have worsened these living conditions; therefore, further investigation will explain how COVID-19 impacted self-regulation and resilience among SEHs.

COVID-19 also produced many new challenges like technology and engagement, which exacerbated existing challenges like identifying SEHs and tracking SEHs already placed. Of grave concern is missing students. Dr. Zacatecas (March 21, 2021) reported that 20% of her identified SEHs were missing despite tireless efforts to find them, including physically driving to their places of residence (personal communication). According to the School House Connection and Poverty Solutions (2020), COVID-19 has resulted in a 28% decrease or roughly 420,000 fewer SEHs identified during the 2020-2021 school year, yet government statistics showed a significant increase in homelessness during the pandemic. Since 2007, homeless encampments have increased by 1300%, and COVID-19 has hastened this rate (Haghanikar & Hooper, 2021). The organization, whose foundations are with the University of Michigan, estimated that 1.4 million SEHs were unidentified during the 2020-2021 school year due to COVID-19 Closures. SchoolHouse Connection and Poverty Solutions (2020) estimate that the figure is significantly higher due to the rapid increase in homelessness.

Hallet and Skrla (2021) discovered school districts across the United States disregarded McV regulations during COVID-19 Closures, which restricted SEHs' funding, services, and benefits. Students and families could not obtain services and supports that they would have received if they had been physically at their LEA (Hallet & Skrla, 2021). The government will not provide services and supports to these families without identification. Liaisons could not identify students experiencing homelessness if the schools were closed. Unless the school district

identifies SEHs, they cannot provide supports and services for medical, dental, mental health, and academics.

Consequently, during the COVID Closures, the liaisons could not connect the SEHs to social services and shelter supports, which help with food, clothing, and hygiene. The school is a family's lifeline support; without identification, the school system cannot tend to their needs. Further, the first Coronavirus Aid, Relief, and Economic Security Act (CARES) did not allocate money for SEHs' supports (Tamez-Robledo, 2021). Only 18% of liaisons surveyed in the School House Connection and Poverty Solutions' (2020) report indicated that any CARES funding was going to McV programs. SEHs became invisible and lost in the shuffle. Liaisons attributed the loss of students to virtual learning because of the difficulties in identification and tracking (Tamez-Roblado, 2021). Other reasons for the decrease in identification and tracking included transience, disengagement (dropping out), and simply being lost and unable to reach the family (Tamez-Roblado, 2021). School House Connection and Poverty Solutions (2020) recommended leveraging multimedia to reach SEHs, collaborating with community organizations to find SEHs, direct contact with families and PDs so educators can learn to spot red flags, and informing parents of McV during enrollment.

Another significant concern with the onset of COVID-19 Closures is learning loss. The most considerable learning loss is among students of color, English language learners, and students in extreme poverty (Dorn et al., 2020). According to Dorn et al. (2020), those in extreme poverty could lose 18 months of learning. Research has indicated that SEHs' learning outcomes are worse than students experiencing extreme poverty but have adequate housing (Labella et al., 2016). Given these statistics, it is reasonable to suggest that the learning loss for SEHs will be more than 18 months.

In recent studies, elementary-aged students have experienced the greatest learning gap, indicating a growth rate of 75% compared with pre-pandemic assessment (Goldstein, 2021). Researchers suspect the growth rate is lower than reported because of several confounding variables. Assessments were online, and passing and failing parameters shifted during the pandemic (Goldstein, 2021). Pittsburgh Public School District students failed courses 5% more than pre-pandemic failures, aligning with the national average (Goldstein, 2021). Chronic absences predicted learning progress more than any other variable and have had a more significant impact on students living in poverty (Goldstein, 2021).

Research has demonstrated that technology could be a conduit to connectedness, collaboration, and peer engagement for students experiencing homelessness (Wang, 2020), yet anecdotally and non-peer-reviewed literature indicates a significant drop in engagement since the massive technology infusion during COVID-19 Closures (Semanchin Jones et al., 2018). No research evaluates why a considerable decline occurred when previous research noted that technology enhances connectedness. Previous research on social and emotional learning and technology can increase mental health outcomes, yet recent studies show significant increases in mental and emotional challenges during these Closures (School House Connection & Poverty Solutions, 2020). Future research is needed to explain these conflicts.

There is no peer-reviewed research on COVID-19's impact on SEHs and their liaisons. Students whose school districts have identified lack the usual supports they have when they physically attend school. SEHs lack food, safety, internet access, and mental, physical, emotional, and academic supports (Tamez-Roblado, 2021). According to Tamzez-Roblado (2021), educators have physically driven to SEHs' locations to deliver greatly needed items and learning packets. Semanchin Jones et al. (2018) contended that instability forces SEHs to shut

down and disengage. Semanchin Jones et al.'s idea of instability could be why SEHs have disconnected. Another potential explanation is that COVID-19 cut off relationships with students. Only empirical evidence can answer how COVID-19 has impacted relationships with SEHs and all stakeholders. Research evaluating the Closures should also investigate what interventions aid relationship building during COVID-19.

Professional Development and Pre-Service Training

Educating educators has been the most significant intervention for SEHs. Camp et al. (2019) conducted a quantitative survey to determine what practices improved SRHs' school experiences. Training educators was the only significant predictor of SEHs' outcomes in Camp et al.'s (2019) quantitative survey design. Research indicates that educators responsible for SEHs need training in multicultural experiences, minimizing stereotyping and bias, strengths-based teaching, trauma-informed care, SRL, and how to develop relationships. These pre-and in-service teacher trainings are related to improving self-regulation in SEHs in improving academic outcomes and positive well-being. Two systems, teaching colleges and LEAs, need to evaluate their most critical needs for training teachers on managing SEHs.

Bias, Stereotypes, Anti-Deficit Thinking, and Low Expectations

Teall (2019) also suggested pre-service fieldwork for school counselors to gain experience with SEHs by volunteering at shelters, doing service projects, or volunteering at other service agencies. This experience would minimize bias and stereotypes and provide invaluable insights to foster positive relationships with SEHs and a more inclusive environment.

Haghanikar & Hooper (2021) suggested that preservice courses and fieldwork focusing on SEHs would reduce deficit thinking, encourage high expectations, and improve inclusion.

Technology can be an effective way to reach educators and provide authentic learning scenarios. Haghanikar and Hooper (2021) leveraged technology and picture books to enhance multicultural sensitivities and best practices for managing SEHs in their intervention study on teaching pre-service teachers about homelessness. The study provided strong evidence that this multicultural intervention increased awareness and contextual exposure to this invisible population of students. Stanford University also leveraged technology to train pre-service educators. The Stanford Virtual Human Interaction Lab (VHIL) results reported greater empathy toward SEHs on homelessness using their interactive virtual reality platform and found that educators took more initiative to provide supports and services to SEHs (Stanford University, 2018).

Wright et al. (2019) employed a critical reflection approach to training pre-service teachers on bias, stereotypes, and ways to manage SEHs. This study's intervention changed pre-service teachers' deficit thinking to objective, strengths-based, and empowerment-driven in a few short sessions (Wright et al., 2019). Wright et al. (2019) advised that the program fostered positive relationships with SEHs and increased educators' confidence in managing the homeless population, increasing SEHs' resilience and success. Teall (2019) implored LEAs to provide multi-cultural training on managing and developing strong and trusting relationships with SEHs and forming and sustaining partnerships and strong relationships with support agencies and services. Pavlakis (2021) added that LEAs must train relationship-building skills between all SEHs' stakeholders. Pre- and in-service training on the services network and relationship building are essential to success (Pavlakis, 2021).

Being open, positive, nurturing, and non-judgmental is how trusting relationships form with SEHs, and training is a significant part of equipping educators. Training educators on

SEHs' context, environment, and adversity will improve relationships, SEL, SRL, and ultimately academic and lifelong success (Smart-Morstad et al., 2017). Smart-Morstad (2017) called for pre-and in-service training to help SEHs develop and sustain positive relationships, empower SEHs to set high goals and expectations (SRL), and equip educators to provide a safe, stable, empathic, and flexible environment.

Trauma was another domain that LEAs and teaching colleges needed to review for training. Pre-service educators and social workers do not possess trauma-informed skills and knowledge to support SEHs adequately (Cryer-Coupet et al., 2020, Haghanikar & Hooper, 2021). Rodger et al. (2020) recommended explicit TIP and TVIC to equip educators with the tools to support tolerance and alternative discipline, create a safe environment, privacy and trust-building, and mechanisms of how trauma affects learning and engagement. Trauma-and-violence-informed-care (TVIC) refers to “reducing harm by creating safe environments and care encounters with individuals who have and/or are still experiencing violence” (Rodger et al., 2020, p. 4). Semanchin Jones et al. (2018) added that TIC must address the high percentage of SEHs with PTSD. Educators must learn how to create an emotionally and physically safe and stable environment, provide SEHs with choices, collaboration, and connections, and focus on strengths-based teaching (Rodger et al., 2020)

Self-Regulated Learning Training

Research on SRL interventions for SEHs was mixed and limited. Most studies called for explicit SRL instruction for maximum results (Distefano et al., 2021; Semanchin Jones et al., 2018). Barnes et al. (2017) called for SRL interventions to mitigate cumulative adversity but did not suggest an SRL program or curriculum. After only one month of an SRL training program, Distefano et al. (2021) provided evidence that improved teacher perceptions and self-efficacy in

transferring their knowledge and skills to their SEHs. Chow (2015) stressed the importance that teachers who teach SRL must themselves possess SRL competencies. Distefano et al. (2021) added that in addition to increasing SR competencies, school readiness and EF increased after equipping the students with SR skills.

Pre- and in-service educators must transfer their SR competencies to SEHs. Semanchin Jones et al. (2018) found that explicit SRL instruction will provide SEHs with resilience, cognitive skill development, executive functioning (EF), and increase parent and student engagement. Distefano et al. (2021) recommended teaching SRL to SEHs using explicit directions, feedback, scaffolding, critical thinking, repetition, and extension. Lafavor's study (2018) stressed coping skills like deep breathing, taking little breaks, and reorganizing activities to increase SR competencies. These strategies increase EF, planning, organizing, and adaptive functioning (Lafavor, 2018).

Modeling is a highly effective means of teaching SR (Zimmerman, 2002). Unfortunately, SEHs do not learn SR at home because parents lack the skills to model and explicitly teach SR to their children (Manfra, 2019). According to Pavlak (2018), parents lack the self-efficacy to support SRL at home and found that parents who tried to implement and encourage self-regulation at home lamented environmental challenges that inhibited self-regulation. Parents were frustrated with creating routines, encouraging engagement, and empowering students to practice math because environmental obstacles prohibited following through with SR strategies (Pavlakis, 2018). Unfortunately, the study did not indicate which environmental challenges caused such frustration. More research is needed to understand these challenges to develop effective interventions. Lafavor et al. (2020) also identified challenges with parents and added that educators do not provide SR supports for SEHs. Lafavor et al. (2020) suggested building

trust and relationships with SEHs' parents would improve SR competencies. Parents must learn how to self-regulate for them to teach their children self-regulation.

Summary

SRL will improve SEHs' self-efficacy, agency, self-control, and motivation, thereby increasing peer-to-peer and peer-to-adult engagement (Barnes et al., 2017; Zimmerman, 1989). These enhancements increase task completion and goal attainment, commitment to learning, math and reading improvements, academic achievement, and lifelong success (Masten et al., 2015). Zimmerman (1989) contended that environmental conditions could be more influential than personal or behavioral risk factors. No study since has evaluated how liaisons and SEHs navigate volatile environmental conditions to enhance SRL. The research has indicated that SRL can buffer these conditions when educators can equip SEHs with SR skills, but studies conflict on SRL and its components as related to SEHs (Distefano et al., 2021; Edwards, 2020; Manfra, 2019; Ramakrishnan & Masten, 2020; Sulkowski, 2020; Tobin, 2016). Further, existing quantitative research lacks how SEHs acquire SRL competencies and how liaisons and educators equip and empower them (Distefano et al., 2021; Havlik et al., 2020; Lafavor, 2018; Manfra, 2019; Pavlakis, 2018; Ramakrishnan & Masten, 2020; Wright et al., 2019). None of the studies evaluate the significance of SEHs controlling their environment to promote SRL. This study aimed to answer how XYSD successfully integrates SRL and empowers SEHs to control their learning.

CHAPTER THREE: METHODS

Overview

This transcendental phenomenological study explored how liaisons equip students with self-regulated learning during their transition to online learning. Participants included a criterion sampling of 12 homelessness liaisons from a Midwestern urban school district. This section describes the researcher's interpretive and philosophical frameworks, including ontological, epistemological, and axiological assumptions. This section illustrates Moustakas' (1994) data analysis procedures of transcribing, coding and bracketing to uncover clusters and themes that lead to the phenomenon's essence. Finally, this section details Liberty University's IRB and XYSD's research approval procedures.

Research Design

Quantitative data regarding homelessness is readily available through government statistics, non-profit studies, and local educational agencies; however, few studies provide a voice behind the numbers (Havlik et al., 2020). This study employed a transcendental phenomenological qualitative design to address this gap. Qualitative research will provide a perspective of depth and breadth that will help the reader understand liaisons' experiences dealing with the challenges of students experiencing homelessness. A qualitative study requires the researcher to observe outside of the self to interpret a phenomenon by leveraging artifacts like field notes, interviews, videos, photographs, memos, and other items representing a story (Denzin & Lincoln, 2011). This study employed a transcendental phenomenological approach to qualitative research. Phenomenology was an appropriate choice because the method provides ordinary meaning, describes the phenomenon in-depth, and explains the universal essence of what and how something is experienced (van Manen, 2014). van Manen defined phenomenology

as “an inquiry that involves a dynamic play of showing and hiding—our attempt to be attentive to the primordialities of meaning as we encounter and live with things and others in our lived-through experiences and everyday existence” (Denzin & Lincoln, 2011, p. 28). According to Denzin and Lincoln (2011), Heidegger described phenomenology as a pre-reflective experience. The observations must originate in the content and context of the phenomenon, not the researcher, who is an instrument in qualitative research. In this case, the researcher must view the liaisons’ lived experiences without preconceived notions to report the phenomenon's essence through the eyes of the participants’ perceptions and context.

The transcendental phenomenological approach for this study was superior to hermeneutic and existential phenomenology because it eliminated researcher bias or preconceptions to attain the true essence of the participants’ experience (Moustakas, 1994). Transcendental phenomenology is less interpretive than hermeneutic and existential, which provides an unadulterated description of the phenomenon (Moustakas, 1994). Transcendental phenomenology refers to bracketing one’s experience of a phenomenon to prevent distorted perceptions (Moustakas, 1994). Given my history of HHM, this was an appropriate approach to understanding liaisons’ experiences with students experiencing homelessness. Moustakas (1994) defined transcendental as the “means in which everything is perceived freshly, as if for the first time” (p. 34). Epoché was even more critical given my experiences with HHM to glean a fresh perspective of liaisons and their SEHs during COVID-19. For this study, I consciously bracketed my emotions and experiences to detail how the current liaisons experience the phenomenon. I set data aside at times and returned to it later because I knew it affected me personally. The transcendental approach is systematic and provides a solid foundation of structure and framework to build themes discovered during the process (Moustakas, 1994). This framework

delivered the design needed to objectively and systematically find common themes to develop a detailed description of how liaisons experienced technology infusion during COVID-19 and how the crisis changed their relationships and engagement strategies. These textual descriptions crafted a solid structural description using these procedures, so no detail was lost (Moustakas, 1994). Providing detailed textural and structural descriptions created a comprehensive narrative of every aspect important in answering the research questions regarding how relationships and engagement with students and other stakeholders have changed due to COVID-19 Closures.

Research Questions

Central Research Question

How have homelessness liaisons at XYSD leveraged self-regulated learning to buffer students experiencing homelessness risk and adversity during transitions to online learning?

Sub-Question One

How have liaisons helped students experiencing homelessness alter their learning environment to foster self-regulated learning?

Sub-Question Two

How has technology helped or hindered self-regulated learning?

Sub-Question Three

What are liaisons' perceptions of their ability to provide self-regulated learning to their students?

Setting and Participants

The nature of qualitative research makes generalizability difficult for researchers. The researcher can overcome this obstacle by providing detailed and thick descriptions of the participants, setting, situation, and contexts (Moustakas, 1994). This section describes the

participants' location, situation, context, and the phenomenon. The following section further defines populations and demographics, which help to make this study more generalizable.

Site

This study occurred in a Midwestern urban school district called XY School District (XYSD). XYSD (a pseudonym) has one of the highest child poverty rates in the country and deals with homelessness due to poverty amplified by influxes of refugees and migrant workers. The school district enrolls roughly 35,000 students, of which 3,000 - 3500 are experiencing homelessness. The schools include 62 PreK-8 Schools, 31 High Schools, two K-8 Schools, one PreK-6, two Remote School Options (K-8, 9-12), and one Online Building (K-12). Students range in age from four to 20 years old.

XYSD employs 15 full-time liaisons, which the school district calls “life coaches,” one dedicated psychologist, a social worker, two administrators, and the director. All members of the Operation Chrysalis team serve only students experiencing homelessness. The team does not provide services or supports to students that do not qualify for McV. More than 60% of the urban school district is black, and roughly 30% are Hispanic (Source withheld to protect the anonymity of the school district). Fewer than 25% of XYSD’s SEHs graduate (United Way, 2021)

However, sweeping changes over the past several years have affected SEHs’ outcomes at XYSD. In 2019 100% of all third graders experiencing homelessness were at or above grade level due to liaisons’ efforts to connect with the students, provide academic tutoring, and offer new reading and literacy programs (M. Zacatecas, personal communication, May 23, 2019). A more significant percentage of SEHs attained reading proficiency than the general population. Under Dr. Zacatecas’ leadership, SEHs at XMSD have more resources and supports than the average SEH in the United States, according to liaison and homelessness expert Dr. Jennifer Erb

at the University of Michigan (J. Erb, personal communication, April 23, 2021).

This study referred to life coaches and liaisons interchangeably because the life coaches' responsibilities fall under the McV definition of liaison. The term "liaison" is universal for the life coaches' job. The school district has a dedicated and passionate director of a loyal and devoted team of liaisons, and the department has financial support from the top. This commitment from the top puts XYSD at an advantage compared to 80% of the other school districts that do not have dedicated liaisons for students experiencing homelessness (Havlik et al., 2020). This school district has the logistics, model, and structure to attend to every need SEHs have within the parameters of the McV. Following the McKinney-Vento Act mandates, the department works diligently on building relationships within the school system and the community, so all stakeholders are a part of SEHs' success in and out of school. Reporting how well-equipped liaisons dealt with COVID-19 Closures and the abrupt switch to technology, this study provided insights for school districts that do not have a designated homelessness department or designated liaisons. These insights could help them establish a systematic and sustainable approach to helping SEHs.

XYSD's homelessness department director is Dr. Maria Zacatecas (pseudonym), who reports directly to the superintendent. Dr. Zacatecas oversees SEHs' needs at all 68 schools within the district. The superintendent, Mr. Edward Ramsey (pseudonym), is personally vested in providing every support and service to aid his SEHs' academic and lifetime success. Dr. Zacatecas and Mr. Ramsey work diligently with local, state, and national foundations to guarantee sustainable funding for students experiencing homelessness at XYSD. Mr. Ramsey and Dr. Zacatecas apply the McKinney-Vento Act and go beyond what the act requires to serve SEHs' best interests. The two work tirelessly with local shelters, the housing authority, health

and human services, and social services to ensure all entities coordinate services and support for these students and families.

Dr. Zacatecas has an IT person who liaises between the technology department and her staff to ensure all computers and connections are working. All the liaisons have what they need. The department has one secretary and 15 liaisons, all reporting to Dr. Zacatecas. The 15 liaisons were the sample pool and, according to Moustakas (1994), were selected based on criterion sampling. Criterion sampling was appropriate because the study aimed to investigate the experiences of appointed liaisons who work with students experiencing homelessness. In addition, the liaisons and Dr. Zacatecas have solid and sustained relationships with the local homeless shelters, the county and city housing authority, social services, health clinics, local foundations, local professional sports teams, community outreach organizations, community organizers, parents, and families, all to provide the very best for SEHs.

Participants

Since this study investigated a specific shared experience, it demanded purposive and criterion sampling, according to Stake (1995). According to Moustakas (1994), this study needed a homogeneous population to detail this experience. The liaisons' backgrounds vary, but all have at least a bachelor's degree. Liaisons include former teachers, social workers, and even two former actors and musicians as part of the team. Several liaisons have master's degrees, either in social work or education. The liaisons' ages range from mid-twenties through the seventies. Liaisons' work experience varies from one to two years of involvement to some who have been part of the process since the inception of the McKinney-Vento Act. Such a wide range of backgrounds is representative of liaisons across the country who come from various backgrounds and vocations (Havlik et al., 2020). To confirm demographics at the time of the study, I adapted

the Teacher Background Questionnaire developed by the U.S. Department of Education National Center for Education Statistics because a demographics questionnaire explicitly designed for liaisons does not exist. The National Assessment of Educational Progress (NAEP) validated this questionnaire in its original form using construct validity measures and data analysis techniques (Impara, Plake, & Fager, 1993). The NAEP sustains committees and experts overseeing the validation process to ensure questionnaires and assessments by domain follow rigorous protocols (National Center for Education Statistics, 2021). The authorities have a request seeking permission to use their questionnaire questions in this study.

Researcher Positionality

This section explores the researcher's positionality by describing the interpretive framework and philosophical assumptions. The researcher's positionality included an interpretive framework and philosophical, ontological, epistemological, and axiological assumptions. Additionally, this section divulges the researcher's role within XYSD and current relationship dynamics.

Interpretive Framework

Educational research should contribute to improving teaching, learning, and humanity. I embraced an interpretive and transformative framework and approach for this study with the hope that the results would initiate positive changes to support liaisons and their students. This research intended to discover effective strategies liaisons use to empower students and help them take control of their compromised environments. Mertens (2008) explained that the transformative approach focuses on finding ways in which researchers can recommend improvements for undesirable conditions. Researchers often use this lens with marginalized populations who are invisible and do not have a voice (Mertens, 2008). Students experiencing

homelessness and those supporting them are isolated and invisible (Pavlakakis, 2018). This framework gave this marginalized population a voice and empowered them to improve their conditions while raising awareness of the phenomenon (Mertens, 2008). This research intended to uncover and analyze liaisons' experiences to provide strategies for equipping and empowering all stakeholders involved with homelessness in school. Evaluating liaisons' lived experiences with SEHs at a successful program will provide insights for other schools that struggle to support SEHs.

Philosophical Assumptions

Philosophical assumptions drive research studies by providing the underlying intent of the researcher (Coates, 2021). Coates (2021) evaluated 1,026 mixed methods studies and found that only 7.9% of the studies referenced the researcher's philosophical assumptions. Neglecting to include the researcher's philosophical assumptions in a research study limits the direction and organization of the study (Coates, 2021). Dinsmore (2017) explained that studies that lack philosophical underpinnings would lack clarity. Further, reporting philosophical assumptions minimizes researcher bias (Coates, 2021). This section provides the researcher's ontological, epistemological, and axiological assumptions.

Ontological Assumption

Ontology defines the nature of reality and the researcher's position on understanding reality from their life experiences (Lincoln & Guba, 2000). From 2019-2020 I worked closely with liaisons at XYSD and students experiencing homelessness by providing professional development, technology, and educational enrichment. I grew close to many of these life coaches and the department head, have helped them transition to online learning, and have seen their struggle to integrate new technology and cater to SEHs' vast needs during a crisis. I had to

remember during this investigation that there are multiple realities. Different perceptions require researchers to recognize potential biases derived from previous experiences (Moustakas, 1994). To ensure credibility and validity, researchers must be transparent in revealing their perceptions of the phenomenon (Moustakas, 1994). While conducting this research, I consciously reminded myself that my reality and experiences were not the same as the participants' experiences in the study. Recognizing these differences before the investigation began and during the data analysis was critical to reaching the phenomenon's essence.

Epistemological Assumption

In qualitative research, multiple realities exist, and researchers construct knowledge through the lens of the participants (Lincoln & Guba, 1985). As a qualitative researcher, I placed myself in the participants' shoes to understand what they saw. This heuristic research approach provided insights needed in this research since I was experiencing what the participants experienced at the deepest possible levels. This philosophical position aligns with transcendental phenomenological data collection and analysis, according to Moustakas (1994). When researchers become blind and then see through their participants' eyes, they can experience what the participant experiences.

Axiological Assumption

Growing up, I experienced periods of housing instability and have definitive perspectives on overcoming this adversity. I was aware of these preconceptions of resilience and listened to and observed participants with a tabula rasa. As the researcher, I recognized my biases and desires to solve students' challenges experiencing homelessness fundamentally. I exercised extreme caution when interpreting the participants' perceptions, was mindful of leading questions, and acknowledged my own bias and that the participants' struggles were theirs for me

to observe.

Researcher's Role

With qualitative data, the researcher becomes the instrument of the investigation (Moustakas, 1994). My role in this study was as a participant observer. I worked with these liaisons for two years as a former educational software vendor. The liaisons no longer use the software, and I no longer work for this company. There was no conflict of interest or bias in conducting the research or reporting the results.

Before conducting this study, I developed a rapport with these liaisons through multiple professional development seminars I conducted and pilot-testing an educational software program. This study had no bearing on the liaisons' software use, nor did my previous relationships cloud my perceptions. This study and the educational software product the liaisons used from my former company were unrelated. Further, the liaisons did not receive any discounts or special treatment from my former company for participating in the study. Additionally, there was no sense of coercion because there was no power difference between the liaisons and my former company and my former position with the company. No one benefited or experienced any adverse effects from participating in this study. As the investigator and instrument, I did not have any known biases regarding the participants of this study. I was a tabula rasa when conducting research and analyzing the data.

Procedures

Before recruiting and collecting data, Liberty University's IRB and XYSD's research department approved the proposal to conduct this research in this district. See Appendix A for Liberty University's IRB approval and Appendix B for XYSD's research approval documentation. The recruitment plan included obtaining permission from the director of

Operation Chrysalis to email all of the liaisons within the department. Recruitment included any person who exclusively works with students experiencing homelessness at XYSD. Dr. Zacatecas sent a list of all personnel responsible for supporting students experiencing homelessness at XYSD. Upon approvals from Liberty's IRB and XYSD, I emailed a request to participate in the study to all liaisons in the homelessness department with a copy to Dr. Zacatecas on the correspondence. Dr. Zacatecas provided the direct email addresses needed. Dr. Zacatecas and the liaisons signed the informed consent which included research procedures, the research purpose, risks, benefits, alternative approaches, confirmation that their participation was voluntary, and they could withdraw from the study at any time without any penalties. See Appendix E for the participant consent/assent form. While waiting for participants to agree to do the research, a pilot study tested interview and focus group questions and techniques. The questions did not need any alterations.

Questionnaire

Once participants agreed to join the study, they signed and returned the consent via email. See Appendix E for the letter of consent. Then the liaisons answered basic demographic questions. Via email, liaisons received a link to a Google form questionnaire regarding the participants' demographic information, teaching experiences, and length of time practicing as a liaison. Google forms automatically logged each response in a spreadsheet, making the analysis organized, efficient, and accurate. The questionnaire also provided information on the participants' perceptions of engagement, relationship-building, and technology during COVID-19 Closures. The questionnaire (Appendix F) addressed the need for open-ended questions to reveal participants' perceptions and experiences in their own words (Patton, 2015). Immediately following the data collection, the researcher reduced the data into codes and reflected on the

meaning and perceptions through the participants' eyes (Moustakas, 1994). Since this was a transcendental phenomenological analysis, before collecting new data, the researcher analyzed the previous data set (Moustakas, 1994). By chunking each data set, the researcher could attain a more accurate textural and structural description of this data set through this data analysis (Moustakas, 1994).

Individual Interviews

Once the data from the questionnaire was collected and analyzed, the video streaming app Zoom, with audio and visual turned on, was the medium used to conduct the interviews. The video camera was on to maximize personalization to see non-verbal cues. Due to COVID-19, XYSD did not allow visitors to any buildings. After recording the interviews, Zoom and Otter.ai transcription software transcribed the interview recordings. The researcher cross-referenced each transcription and determined the most accurate translation. The researcher adhered to Moustakas' (1994) recommendation of taking thorough notes during and after the interview, so this study included memoing. The semi-structured interviews allowed for a balance of structure and flexibility (Patton, 2015). According to interview protocol in phenomenological research, the participants led the discussion, and the researcher listened as much as possible, only interjecting for clarification (Moustakas, 1994).

Further, the interviewer was careful not to use leading questions, finish the interviewees' sentences, interrupt, or debate (van Manen, 2014). The researcher recorded every minute detail, including verbal and non-verbal cues, inflections, tone, mood, and anything out of the ordinary during the interview (van Manen, 2014). The researcher followed Moustakas' (1994) recommendation of making the interviewee feel comfortable by starting with simple, more general questions and developing a rapport before focusing on more intense questions (van

Manen, 2014).

Atlas.ti was the software program used to analyze the interview answers. All data were uploaded into the software program for efficient and accurate evaluation and documentation. The analysis was exhaustive before collecting more data because Moustakas (1994) stated the importance of treating each experience singularly and separately before pulling them together to discover the phenomenon's essence. Following Moustakas' parameters, Atlas.ti was the software used to code the information by first uploading the transcripts to the program. The researcher manually coded and did not depend on the software's artificial intelligence coding option. After coding, the researcher sorted the codes into categories or themes and developed the themes into textural and structural descriptions of the participants' experiences using Atlas.ti's robust grouping and networking system. Data analysis of the interview data occurred before the focus group. The researcher made no adjustments to the focus group questions but was conscious of delving deeper into answers regarding environmental changes life coaches took during the COVID Closures, which needed deeper investigation following the interviews.

Focus Group

The focus group transpired after the interview sessions and the data analysis. By the time of the focus group, XYSD lifted the no visitor policy because COVID-19 was not at a hazardous infectious level. Liamputtong (2011) described a focus group as a group conversation that enables the researcher to gather data more efficiently. The focus group was an appropriate instrument because it allowed the participants to rely on each other for shared experiences, hopefully sparking commonalities and differences in practice. Two participants could not attend. Laura opted to join the focus group using Zoom, and Bonnie chose not to participate. Zoom recorded the focus group video and audio, and Otter.ai software transcribed the dialogue. The

researcher set up Zoom in front of the focus group and placed a cell phone with Otter.ai in the back of the focus group for backup recording. The researcher used Zoom and Otter.ai to transcribe the discussion and compared and reconciled each account for the most accurate translation.

Atlas.ti was appropriate to use for the focus groups. The researcher uploaded all data documents immediately into the Atlas.ti program for immediate coding. The researcher did not have any co-researchers or co-coders, so there was no need for convergences; however, the researcher followed Moustakas' recommendations for multiple coding passes to ensure the codes did not overlap. The researcher explored the word cloud and sentiment analysis functions during the first coding round. The researcher found these functions misrepresented the participants' meanings and did not use this function to interpret any findings.

With each coding iteration, the researcher used the co-occurrence *explorer* and downloaded all co-occurring codes into an excel spreadsheet for a different view. The researcher compared the spreadsheet co-occurrences with the quotes and codes. With each iteration, the researcher merged, renamed, and deleted redundant codes and began to create groups and networks. Atlas.ti also checked for redundancies. When Atlas.ti spotted redundancies, the researcher either merged the redundancies or deleted one depending on the context.

The researcher used the co-occurrence *table* to determine frequencies confirming the most robust relationships. The researcher explored the quotes attached to the frequently occurring co-occurrences. These groups and networks morphed into patterns and themes. The researcher also depended on the network and group managers to analyze the codes, groupings, and networks. The researcher renamed nodes and rearranged links throughout multiple coding iterations until the relationships best represented the participants' expressions.

After further iterations, the author triangulated the data using the code-document table, which cross-tabulated the codes, groups, and networks. Textural and structural descriptions of the phenomenon appeared from these themes. From this thorough analysis, the essence of the phenomenon emerged.

Permissions

XYSD's Research and Evaluation Department approves all research in the district. The first step at XYSD was to complete the "Submitting your Research Proposal" (see Appendix C). The researchers filled out all fields and uploaded Liberty University's IRB documentation, including the IRB approval letter and protocol information. Second, the researcher uploaded the study's abstract, including: (a) the problem's background; (b) the study's purpose; (c) research questions; (d) description of participants; (e) intervention or program; (f) research design; (g) data collection and analysis procedures. Third, the researcher uploaded relevant documents like a cover letter and other supporting documentation. XYSD provided amendment proposal forms in case the researcher needed to amend the research, but the researcher did not need this documentation (Appendix D). XYSD Research and Evaluation Department reviewed and approved the proposal seven weeks after submission.

Recruitment Plan

This study used a convenience sampling method targeting XMSD's life coaches (equivalent to the nationally recognized term "liaison"). The sample pool at XYSD was 15 life coaches, one social worker, one psychologist, and the director. All participants had to work for Operation Chrysalis, meaning their caseload had to be exclusive to students who qualified for McV. Transcendental qualitative research requires a criterion sampling method and was most appropriate for this study. The phenomenon of homelessness is specific to particular educators

and administrators. Liaisons are at the heart of this phenomenon; therefore, selecting participants directly involved in the experience of students experiencing homelessness was imperative. During recruitment, each potential participant had the background of the problem, the study's purpose and research questions, and data collection and analytical procedures. The potential participants decided on the risks and benefits of the study and agreed to participate through informed consent (Appendix E).

Data Collection Plan

This study used three qualitative instruments for triangulation: (a) background information questionnaire, (b) semi-structured interviews, and (c) focus group. This study first employed a demographics and background knowledge questionnaire. The questionnaire provided basic demographic information on all liaisons wishing to participate in the study, a brief synopsis of their teaching philosophy, and general questions about students' environment and engagement during the COVID Closures (National Center for Educational Statistics, 2021). Each questionnaire took roughly 20 minutes to fill out and send back. The second instrument was a semi-structured interview with each liaison. Due to COVID-19, the interviews were conducted via Zoom with the video component. The video recorded each interview to help recognize non-verbal cues. Zoom and Otter.ai transcribed each recording immediately following the interviews. The researcher uploaded the transcriptions to Atlas.ti immediately upon completion and reviewed each translation to determine the best representation. The researcher kept both versions in the file folder on a password-protected computer. Each interview took between an hour and an hour and a half. The third instrument was a participant focus group to discuss self-regulated learning and technology during COVID Closures. The focus group was held at the XYSD administration building and took roughly an hour and a half.

Each instrument helped to build the following instrument, so analyzing the data immediately after collecting the data was vital. Basic information from the demographics and teaching philosophy questionnaire supported discussion during the interviews. Data from the interviews supported discussion during the focus group. This data was the foundation for digging deeper into each consecutive data source.

The semi-structured interviews provided in-depth and detailed information on the liaisons' experiences with SEHs during COVID-19 Closures. The strategy was to start with general information and gradually dig deeper to obtain exhaustive, granular information to develop a textural and structural description of the phenomenon (van Manen, 2014).

Triangulating all of the information provided a credible, valid, and thorough representation of the essence of coaching students experiencing homelessness during COVID Closures (Moustakas, 1994).

Questionnaire

Before conducting the interviews and focus group, all liaisons submitted a questionnaire that provided background information on demographics, their role as a liaison, and liaisons' perceptions of their students' ability to alter their study environment. These answers guided the focus group and interview questions and discussion. Appendix F provides the questionnaire. The demographic questions (1 – 11) combined content from three validated questionnaires on teachers and interventionists, including the Tennessee Education Research Alliance's 2021 Tennessee Educator Survey (Interventionist Core), The National Center for Educational Statistics' Teacher Background Questionnaire, and OECD (2021) Teaching and Learning International Survey (TALIS) (National Center for Educational Statistics, 2021; Organisation for Economic CoOp and Development (OECD), 2019; and the TNEducation Research Alliance,

2021). These altered questions, however, reflect liaisons rather than teachers. Questions 12 – 22 reflect self-regulated learning emphasizing the environment. These questions originate from Zimmerman and Martinez-Pons' (1988) scale called the Self-Regulated Learning Interview Schedule (SRLIS) and the Online Self-Regulated Learning Questionnaire (OSLQ) (Barnard, Lan, To, Paton, & Lai, 2009). These instruments provide valid and reliable questions regarding SEHs' self-regulation competencies. Questions 12 – 22 provide a 5-point Likert scale format with frequency or strength as the measures (see Appendix F).

The SRLIS questions reflect altering the environment to improve SRL, while the OSLQ focuses on environmental structuring regarding self-regulation, providing data on CQ and SQ3. This study's questionnaire altered the questions to reflect the liaisons' perceptions of environmental factors influencing SRL. Question 12 asks about the liaisons' caseload, which impacts their effectiveness in supporting SEHs. Data on liaisons' workload will confirm or refute research on multiple responsibilities (Ingram et al., 2017). Question 13 is a general question regarding SRL strategies liaisons may apply to encourage general study strategies (Zimmerman, 1989). Questions 13 – 22 ask about SRL concerning Bandura's (1986) and Zimmerman's (1989) contention that students need to control their environment to learn effectively. These questions aimed to probe liaisons' perceptions of their students' ability to alter their environment.

Questions one through eleven are general demographic questions on gender, age, ethnicity, and experience as a liaison, providing substantive data for generalizability. Stake (1995) recommended the naturalistic generalization approach. Naturalistic generalization increases generalizability by the researcher giving extensive details on participants and the environment. Question twelve pertains to the liaisons' role as a life coach and central support system for SEHs. These questions are critical because they ask if the liaison has other

responsibilities besides supporting SEHs and how much time they spend as a liaison versus their other responsibilities. According to Havlik et al. (2020), most liaisons must split their time with other duties within the school district, which takes time away from supporting SEHs' needs.

Questionnaire Questions

Participants answered the questionnaire through a link provided via email. The link was to Google Forms which collected all the data and converted it into a spreadsheet. The researcher then converted the excel spreadsheet into a CSV and uploaded the CSV into Atlas.ti. The questionnaire took each participant about 15 minutes to complete. The participants had two weeks to complete the questionnaire. The researcher sent reminders via email to the participants who did not respond within two weeks.

Questionnaire Data Analysis Plan

The first coding round occurred upon completing the questionnaire before initiating the second instrument. According to Moustakas (1994), researchers must code and reflect before moving to the following data set. Coding included demographics, experience, and challenges. This coding and reflection helped guide the interview questions and facilitate meaning-making. Analysis included evaluating liaisons' common characteristics and approaches to engaging SEHs by reading the responses several times and taking notes on commonalities and stark contrasts. Moustakas (1994) recommends reflection, so contemplating after re-reading and reflecting on the responses was part of the process. Upon completing the analysis, the researcher documented the findings and adjusted interview and focus group discussions for a deeper understanding. The researcher did not need to change any questions but navigated the follow-up questions to self-regulation and the environment. The questionnaire and interviews did not provide detailed information on how liaisons altered the environment, which prompted the researcher to follow up

during the focus group to tease out any details that participants did not think about when responding to the first two instruments.

Individual Interviews

Interviews in phenomenological research provide the richest details for deducing an emic and etic perspective of a lived experience (Moustakas, 1994). Transcendental phenomenology requires the researcher to bracket or epoché during the interview process. The researcher must step aside from the experience and connect with the interviewee in the interviewee's world, not the world the researcher knows (Moustakas, 1994). Moustakas (1994) explained that the researcher must see everything "freshly, as if for the first time" (p. 34). However, when the researchers complete the analysis, they should add their views of the phenomenon concerning the evidence gathered, thus providing an etic perspective (Moustakas, 1994). Moustakas stressed that the researcher must develop textural and structural descriptions of the participant's experience through in-depth interviews. Moustakas recommended the researcher include two broad questions in the interview:

- What have you experienced in terms of the phenomenon?
- What contexts or situations have typically influenced or affected your experiences of the phenomenon? (p. 79).

All questions in this interview originated from this guiding principle of casting a wide net and targeting more descriptive details of the experience as the interview proceeds. Upon completing the individual interviews, Dr. Zacatecas and the researcher agreed on a date for the focus group held at the XYSD administration building. Additionally, the questions refer to the liaisons as "life coaches" because XYSD addresses liaisons as "life coaches." The first five questions provide data that will provide descriptive information on research participants and their work

with SEHs.

Individual Interview Questions

1. Please introduce yourself, your position, and how long you have been a life coach at XYSD.
2. Please tell me about your students' ages, grades, situations, characteristics, personalities, or anything else that strikes you when you work with them.
3. What are your responsibilities as a life coach?
4. Why did you become a life coach?
5. What is the turnover like with liaisons and SEHs (are you assigned new students each year, or do they carry over until they are no longer experiencing homelessness)? (CQ1)
6. Describe the various engagement strategies you used before and after COVID-19 and their outcomes. (CQ)
7. How have you built trust with your students after COVID-19 (CQ)?
8. Describe strategies you have used to improve relationships with your students since the COVID-19 Closures and after (SQ3).
9. How have the relationships with your students and families changed since COVID-19? (SQ1)
10. How has technology changed how students feel connected to XYSD (SQ2)?
11. How have COVID-19 Closures affected your position and role in assisting your students' planning, monitoring, and reflecting on their work? (SQ2)
12. What self-regulation strategies have your students employed before COVID-19 and after (planning, monitoring, reflecting) (CQ)?
13. What type of training would better equip you to help your students (SQ3)?

14. Please add any other aspects of self-regulation, engagement, technology, and COVID-19 Closures you believe are essential to understand. (SQ3)

Questions one through four establish a rapport with the interviewee, which according to Patton (2015), is critical to making the interviewee feel comfortable and at ease. These questions were also essential to establish a foundation of the liaison's experience. Liaisons are responsible for grades kindergarten through 12 and different experiences with varying age groups. Therefore, it was crucial to discover what age groups are in their domain to understand the liaison's context. Question five relates to the turnover rates of SEHs and their liaisons. Understanding turnover was essential because research has indicated that long-term relationships with a caring adult represent a critical protective factor in academic success (Blum, 2005; CDC, 2009; Edwards, 2019; Quinton et al., 2021). In addition, McKenzie-Hougestol (2020) noted that strong relationships build resilience through self-regulation, empowerment, and connectedness, so it was vital to understand if and how these relationships are maintained and supported by the administration.

Questions five through ten deal with how COVID-19 Closures and the rapid infusion of technology impacted the liaisons and SEHs' roles, relationships, trust, connectedness, and engagement. Research has indicated that technology can positively impact peer-to-peer and student-to-teacher engagement and relationships, consequently improving SRL (Dryden-Peterson, Dahya, & Adelman, 2017; Tyler & Schmitz, 2017; VonHoltz, Frasso, Golinkoff, Lozano, Hanlon, & Dowshen, 2018). COVID-19, in terms of technology, has been the great equalizer. Before COVID-19, only 40% of XYSDs' families had access to Wi-Fi and a device (Zacatecas, personal communication, August 23, 2020). With COVID-19 Closures, every student at XYSD received a Chromebook and a hotspot to access the internet. Given the research on

technology's affordances of connecting and facilitating engagement, questions five through ten address technology infusion's impact on relationships and engagement critical to self-regulation, resilience, and connectedness. These questions are not leading. Researchers must not impose previous research results or opinions on the interviewee's experience. Therefore, as Moustakas (1994) recommended, the questions are general and do not lead the interviewees in any direction but their own.

Question 12 is a general question regarding how liaisons foster self-regulation. Without self-regulation, students will disengage, especially in a virtual environment (Clemens et al., 2018; Semanchin Jones et al., 2018; Kim, 2020). These questions investigated what type of self-regulation strategies, if any, the liaison employs. The liaisons' experiences provided insights into self-regulation during COVID-19 Closures, virtual learning, homelessness, and their challenges and triumphs. Question 13 involves training and support. Liaisons must feel supported to advocate for the SEHs' needs (Havlik et al., 2017;2018). Kim (2020) stated that liaisons must feel helped to regulate their behavior. Still, the administration must support them with training, technology, and how to deal with "difficult knowledge" to be effective (Ingram et al., 2017). Haghanikar and Hooper (2021) elaborated that teacher training needed to include diversity and strategies to support students experiencing homelessness, equipping teachers and liaisons to empower their students. Edwards (2020) agreed that diversity and context need to be included in professional learning to reach students experiencing homelessness and develop relationships without offending or playing the role of a savior, which creates power issues. According to the research, the system does not adequately support liaisons (Havlik et al., 2020). These questions positively address these deficits by asking for potential solutions and remedies to any challenges the liaisons face.

The final question, question 14, was open and allowed the interviewee to add anything that may not have surfaced during the interview process. The question is open-ended and vague enough to focus on their experience without interjecting the interviewer's ideas on what might be missing. The questions were a guideline, and the interviewee used the questions as a framework only. The interviewer did clarify any unclear answers. During the interview, the researcher followed up on responses to describe any themes that could be nebulous.

Individual Interview Data Analysis Plan

Reflecting was a guiding principle of this analysis. After transcribing the data and uploading it into Atlas.ti, the researcher reviewed and reflected on the results (Moustakas, 1994). Reflection aided the researcher in minimizing bias and revealing the true essence of the participants' experiences (Moustakas, 1994). The researcher first read the transcripts and notes for an overall perspective as often as necessary to attain an overall sense of the interviews. The researcher then looked for meaning in the words and phrases and looked for shifts in the narrative that could be significant. This segment helped the researcher to create meaning units. At this point, the researcher eliminated redundancies in these meaning units. The researcher read, re-read, and reflected on these meaning units to describe the phenomenon's essence in theoretical terms. The researcher tried to always focus on the participants' meanings during the analysis instead of the researchers' interpretation (Moustakas, 1994). Objectivity is the pillar of transcendental phenomenological data analysis. The researcher maintained horizontalization. This analysis method removed researchers' bias by focusing on the participants.

Atlas.ti helped identify key terms, phrases, statements, and quotes. After Atlas.ti generated these introductory statements, the researcher reflected and then organized the statements into themes using various colored index cards as thematic organizers to compare with

Atlas.ti's built-in thematic organizers. The researcher relied on phenomenological data analysis through reduction, using multiple reduction levels to find consistent, unchanging meaning units. In this case, clustering occurred through Excel spreadsheets, Atlas.ti data analysis functions, and color-coded index cards sorted by themes. Clusters of information emerged to help the researcher develop a textural (what) and structural (how) description (Moustakas, 1994). Moustakas (1994) called this process refining and bracketing.

Focus Groups

The purpose of the focus group was to cast a wide net by using three general questions. First, Krueger and Casey (2015) described a focus group as “a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, nonthreatening environment” (p. 18). Second, Krueger and Casey (2015) elaborated that “the discussion is relaxed, comfortable, and often enjoyable for participants as they share their ideas and perceptions” (p. 18). According to Krueger and Casey (2015), the ideal focus group size is roughly 4-10 participants. Group members can “influence each other by responding to ideas and comments in the discussion” (p. 18). This group-level data provided a general sense of the phenomenon. The researcher brought specialty pastries and tried to make the room comfortable for the liaisons so they would feel relaxed to speak freely and openly in a conversive manner to brainstorm and dig a little deeper into their experiences. The literature has indicated that members of focus groups may be more likely to open up when other group members validate concerns that all of the group members have (Krueger & Casey, 2015). This phenomenon occurred, and a naturalistic dialog transpired.

The hour-and-a-half-long focus group consisted of three general questions and a discussion concentrating on the environmental aspect of the social cognitive theory of self-

regulation. The questions in the questionnaire and interview were more general to evoke deep and thick descriptions until the focus group. The focus group approaches elicited specific details on SEHs' environmental barriers and how liaisons helped SEHs alter their conditions.

Focus Group Questions

1. Would you please describe your students' learning environments before and after COVID-19? (SQ1)
2. What methods or strategies do you use to help your students improve their study environment (e.g., quiet, comfortable, clean, distraction-free climate) (CQ, SQ1)?
3. Please describe how your students seek help from adults or peers (CQ, SQ1).

These focus group questions aimed to uncover the liaisons' perceptions of SEHs' environment, how their students try to control their learning environment, and how they equip and empower SEHs to alter and improve their learning conditions. Zimmerman (1989) hypothesized that learners' environment significantly impacts self-regulation, yet researchers have not explored this construct qualitatively. These questions aimed to answer Zimmerman's hypothesis. Before COVID-19, SEHs could depend on the school to provide a safe, clean, and comfortable study environment, but after COVID-19, students had to learn in an unsafe, cluttered, loud, and overcrowded environment (Dorn et al., 2020; Ingram et al., 2017; Wright et al., 2019)

Focus Group Data Analysis Plan

Data analysis echoed that of the individual interview questions. Upon completion, the researcher transcribed and uploaded all data into Atlas.ti. Then using Moustakas' (1994) procedures for bracketing and epoché, the researcher reflected on the data and organized it using color-coded index cards by themes and the Atlas.ti analysis functions. The researcher relied on

phenomenological data analysis through reduction, as confirmed in the focus group analysis. Again, the researcher reflected on the themes and developed clusters of common information using Moustakas' (1994) process of horizontalization. The researcher reflected to determine the textural (what) and structural (how) descriptions and document the findings.

Data Synthesis

This transcendental phenomenological study employed Moustakas' (1994) data analysis procedures to ensure reliability, credibility, and a step-by-step analysis of each resource. Using the data analysis program Atlas.ti to code transcripts minimized bias and improved credibility and reliability. This analysis was an inductive process of open coding to identify emerging themes, memoing, note-taking, adding new codes, constantly comparing each data source, and summarizing patterns to provide a complete description of each account in one (Semanchin Jones et al., 2018). The program allowed consistent, reliable, and credible triangulation that improved the strength of the findings.

First, the study described the researcher's experience with homelessness and high mobility (HHM) and the relationship with the liaisons in their environment. According to Moustakas (1994), this step is necessary to bracket the researcher's interpretations and perceptions of those participants. Then, upon careful review of the data, Moustakas recommends identifying critical statements the interviewees make, discussing their perceptions of each experience, and employing horizontalization of the data. Personal interpretations cannot and were not part of this discussion. The focus was strictly on the participants' perceptions to document an unadulterated account of their experience with students experiencing homelessness and the conditions COVID-19 triggered (Moustakas, 1994).

The third step in this systematic analysis was combining like statements to develop a broader understanding of these comments (Moustakas, 1994). Moustakas labeled these as clusters and contended that they would minimize redundancy. This study used color-coded index cards and Atlas.ti to sort the themes and clusters of information. After developing clusters, the researcher created a textural description and provided direct quotes from the interviewees to enhance the credibility (Moustakas, 1994). A textural description represented what the liaisons experienced with SEHs. Liaisons' experiences included every aspect of their encounters with SEHs, including successes, challenges, and conditions that contributed to each experience. Cross-evaluation of all accounts and identifying common themes and overarching meanings shared by all liaisons was the next critical step. Then the researcher evaluated the liaisons' experiences working with SEHs and stakeholders to determine common themes involving relationships, engagement, self-regulation, and other common ideas that emerge from the analysis. Moustakas (1994) defined this evaluation as the structural description the researcher must document in the data analysis process. The purpose was to provide interviewees' narratives to explain the overall meaning of their experience of being a liaison during COVID Closures. The structural description included insights regarding the context of the phenomenon. It was critical to provide rich and detailed descriptions of the context in which liaisons conduct their sessions and interact with SEHs and all stakeholders. In this case, most of the interactions were through technology. However, most of the liaisons had physically gone out into the neighborhoods to find their students and provide food, learning packets, toiletries, and hope despite endangering their own lives with exposure to COVID-19 and the dangers within crime-ridden environments. According to Dr. Zacateacas, 20% of the students experiencing homelessness in XYSD are missing despite countless attempts to find them (personal

communication, January 5, 2021). Additionally, 50% of the students were not logging in, and the liaisons had to make phone calls to ensure the SEHs' well-being constantly. These are examples of how the new context created new challenges for the liaisons, and it was critical to evaluate how they navigated these challenges.

Finally, Moustakas (1994) charged researchers to document the essence of the experience shared by the participants. The essence is like describing food as sweet or savory. The essence was the overall flavor of the liaisons' experiences with SEHs, the stakeholders, their relationships, collaborations, communications, and the context in which they assist SEHs in acquiring the academic, social, physical, psychological, and emotional supports needed throughout the COVID Closures. The essence answered all of the research questions proposed in this study. This description captured the soul of serving students experiencing homelessness in a remarkable and unprecedented context. COVID-19 Closures predicted a massive technology infusion that shook the district and families. This essence captured how the liaisons navigated this technology infusion with little to no technology training and limited student access. This overall textural and structural description covered what tools the liaisons leveraged to fulfill their duties and how they managed to provide for the students experiencing homelessness and their families. These descriptions included expressions of frustration and jubilation as appropriate to understand all aspects of their role. These insights will provide policymakers and school districts with professional development strategies to improve relationships with all stakeholders, strategies for engaging SEHs and their families, and ways liaisons equip their students with self-regulatory behavior to improve SEHs' learning.

Trustworthiness

Triangulation and an excellent coding system guided through qualitative analysis software provided the foundations of the trustworthiness of this study. These methods were central to delivering a credible, dependable, transferable, and confirmable study. In addition to triangulation and systematic coding methods, the study provided direct quotes, member checks, peer review, pilot testing, and an external audit.

Credibility

This study's most important source of credibility was corroborating the three data sources through triangulation. Triangulation occurred through coding and developing themes from various sources (Patton, 1980). An analysis of any disconfirming evidence added to the credibility. According to Patton (1980), evidence that does not belong to emerging themes may develop, and it is important to document those. Thus, all evidence was recorded so this research would have credibility.

Further, any personal biases that surfaced were present in the report. Before starting the research, I declared any potential biases, but Moustakas (1994) contended that as themes emerge, the researcher must divulge any biases that surface to maintain credibility throughout the study. When answers on the questionnaire or interviews triggered me, I put the data aside until I could resume objectivity. Multiple times, particularly when Catalina was describing her experiences with some of her girls, I had to breathe through emotional reactions to past trauma. I allowed myself to react naturally, and multiple times I had to leave the research for days at a time to recover from the triggers. I would journal my thoughts and reactions to help dissipate the pain. I documented each significant occurrence in Atlas.ti for trustworthiness purposes. I had to remind myself that these were not my experiences; they belonged to someone else.

Member checking provided an additional layer of credibility (Stake, 1995). Upon completing each interview and focus group transcription, the researcher sent the data via emails to the participants to evaluate the report and if they wanted to make any corrections. Liberty University's faculty and the dissertation committee will provide an external research audit. Eisner (1991) suggested that an external audit will deliver interrater reliability as an audit trail, confirming if the researcher employed a systematic method of compiling and analyzing said data. An external document named "procedures" will store all changes in the paper and any procedural changes. The researcher maintained an audit trail using Atlas.ti's memo system.

Another form of validation in this study was detailed and thick descriptions immersing the reader in the liaisons' experiences. Stake (1995) added that this detailed description would allow transferability because context and characteristics will be apparent. Other school district liaisons will relate to and immerse themselves in a similar context. Finally, as part of the dissertation process, Liberty University will peer-review this study to solidify its credibility further.

Transferability

The best way to ensure transferability in qualitative research is to provide characteristics of the population and context to the utmost possible detail (Stake, 1995). If the researcher provides finite information on the population's characteristics, the phenomenon, and the context, the findings may be generalizable to like contexts and populations (Stake, 1995). The preliminary questionnaire defined specific characteristics regarding the population's demographics and context. I painstakingly detailed all of the factors regarding demographics, context, and situations to maximize the generalizability and transfer of the findings of this study.

Dependability

A valid qualitative data analysis instrument will provide reliability and consistency within the study. Semanchin Jones et al. (2018) used Atlas.ti in their phenomenological study on homelessness in public schools, which provided a careful and systematic analysis of codes and themes. Atlas.ti is a qualitative and mixed-methods analysis software program that boasts ease of use and multi-platform usability (Atlas.ti, 2021). This software assisted this study in developing a code list and tracked themes in a systematic and documentable fashion.

Confirmability

Confirmability is a degree of neutrality or the extent to which the respondents shape the findings of a study and not researcher bias, motivation, or interest (Lincoln & Guba, 1985). Techniques for establishing confirmability in this study included: (a) confirmability audits, (b) audit trails, (c) triangulation, and (d) reflexivity. Establishing confirmability provides confidence to the reader that the content reflects the participants' words, not the researcher's views. The confirmability and audit trail provide the reader with the procedures and methods the researcher used, thus providing confidence that the study used consistent and validated methods of inquiry. Triangulation verifies that data from each instrument align, giving the study greater validity. Finally, reflexivity provides a benchmark for the research when viewing and analyzing the data. The researcher always considered personal perspectives concerning the participants and ensured that the data reflected their views, not the researchers' predispositions.

Ethical Considerations

Ethics is of great concern, which is why the researcher has completed ethical research training through CITI Program. I finished the social and behavioral research “Basic/Refresher” course on February 6, 2021. This course empowers researchers to conduct investigations with the highest ethical standards that The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research demands (HHS.gov, 2021). This study complies with every aspect of the IRB, starting with permissions from XYSD and providing informed consent documentation. The study adheres to all privacy and confidentiality regulations according to Liberty University Institutional Review Board Handbook (2021):

- All individual identifiers of each human research subject or any person named by any human research subject have been removed, and
- All variables that can be surrogates for individual identifiers (e.g., street address of subject) have been removed.
- All possible identifiers when a human research subject is in a small subgroup within the sample have been removed.

All documentation has been locked in files on my computer that require a passcode to access. The researcher is the only person with access to this code. Additionally, the study does not contain any specific information a reader could trace back to the school district used in this study. The study incorporates pseudonyms for the school district, the homelessness department’s name, its administrators, and the liaisons. The questionnaire on background information and demographics has no identifiable information to maintain privacy and confidentiality. The only potential issue with privacy and confidentiality is that all participants know who is in the focus group and who said what. To maintain confidentiality, before conducting the focus group, all

participants verbally agreed to the strictest confidence of what was said and who was part of the focus group. Of course, ethics will depend on the participants' promise and professionalism to ensure confidentiality.

Upon completing the research, research data will remain on the researcher's personal computer for a minimum of three years, according to Federal regulations (HHS.gov, 2021). However, if Liberty University or XYSD requests the researcher to retain the data longer than the minimum requirements, data will remain on the computer. The research may be used for future studies, so the signed consent included a statement reflecting future use. No participant objected to retaining the data. The data will be in a Google Drive account designated for this research study only under a Gmail account created explicitly for this study. The Gmail account will be password-protected; only the researcher can access the password. After three years, the researcher will permanently delete the Google Drive and Gmail accounts.

Summary

This chapter has leveraged Moustakas' (1994) transcendental qualitative framework and analysis procedures to describe how SEHs and liaisons manage undesirable learning conditions to increase SRL and academic success. This section framed the design, procedures, data collection, and analysis through the researcher's positionality, interpretive framework, and philosophical foundations. Phenomenological research aims to capture the universal essence of an experience by evaluating participants' accounts of the phenomenon. This study broadcasts the liaisons' voices through these textural and structural descriptions. With a systematic analysis approach and rich, detailed descriptions of the liaisons, XYSD, and their specific context, this study aimed to make critical results transferable and generalizable to similar populations and contexts across the United States. COVID Closures have created unforeseen challenges and

stresses in liaisons' lives and roles that stakeholders should address to provide the best possible care, supports, services, and education for a severely marginalized population, students experiencing homelessness.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this study was to discover how homelessness liaisons (life coaches) leverage self-regulated learning to buffer learners' risk and adversity during transitions to online learning for students experiencing homelessness (SEHs). The results contain seven themes and multiple subthemes. This chapter includes participant descriptions, the data, and responses to the research questions. Part of the data incorporates themes and subthemes that emerged from thorough transcendental data analysis, according to Moustakas (1994). Themes include the life coaches, the system, the students, the Covid Closures, SRL and SEL, strategies, and the bridge to home.

Participants

This study's recruitment plan required the sampling method Moustakas (1994) described in his transcendental phenomenological procedures. Criterion sampling was the most appropriate selection process because the study required participants to have a direct role in supporting and serving SEHs. Each participant had to work directly and exclusively for students experiencing homelessness. In other words, each participant had to be a part of Operation Chrysalis, the XYSD's department for SEHs. See table 1 for an overview of each participant.

Table 1

Participants

Participant	Years in Position	Highest Degree Earned	Caseload	Grade Level
Beth Parks	6-10	Bachelors	50	K-8 th
Jenny Ross	3-5	Masters	21+	K-8 th

Laura Heider	0-2	Masters	21+	K-8 th
Omar Leperlier	11-14	Bachelors	21+	K-8 th
Helen Hume	0-2	Masters	21+	9 th – 12 th
Esther Zacatecas	15 +	PhD	3000	K- 12 th
Jeff Hahn	0-2	Masters	100+	9 th - 12 th
Bonnie Young	11-14	PhD	11-15	K- 8 th
Eleanor Nelson	3-5	Masters	112	9 th - 12 th
Bernie Carlson	15 +	Masters	21+	K- 8 th
Ruth Hou	3-5	Masters	1700	K- 12 th

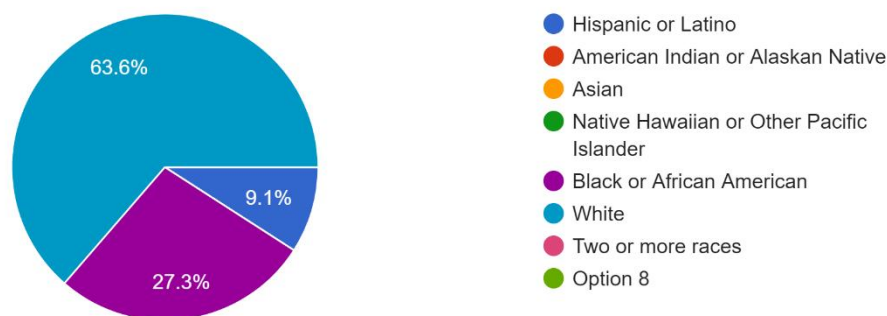
Upon internal IRB approval at XYSD, each potential participant received an email and consent form to participate in the study (Appendix E). Five participants responded positively, while two responded with a “no” two weeks after receiving the recruitment email. The participants who did not respond received a follow-up email after two weeks, and seven additional participants consented, providing eleven total participants for the study. Each signed up for a time to conduct the individual interviews that virtually occurred using Zoom. Upon completing each interview, each participant confirmed the focus group date. XYSD removed their COVID-19 restrictions, so the focus group was held in person, with one person attending virtually. Bonnie Young was the only unavailable person for the focus group, so a total of ten contributed to the focus group.

Recruitment was difficult because the process started the last week of February. By the end of February, life coaches' schedules typically are full, given the testing window in this state. State testing occurs in March and April, which limits availability. COVID-19 also made recruiting difficult because all life coaches have been overwhelmed with additional responsibilities due to SEHs and their families' more significant needs. A total of eleven participated in the questionnaire and individual interviews, and ten participated in the focus group.

Figure 4

Life Coach Ethnicity

Ethnicity
11 responses

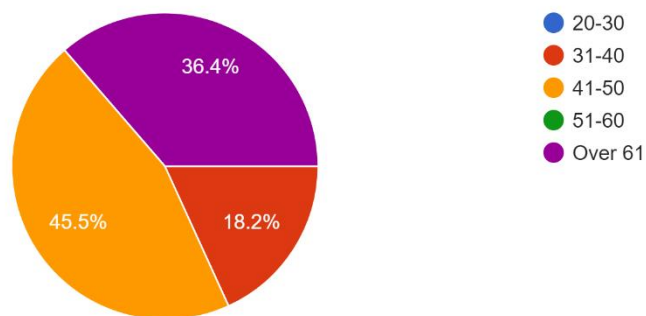


The participants represent a diverse cross-section of liaisons, with three black or African Americans, one Latina, and seven Caucasians.

Figure 5*Life Coach Age*

Age

11 responses

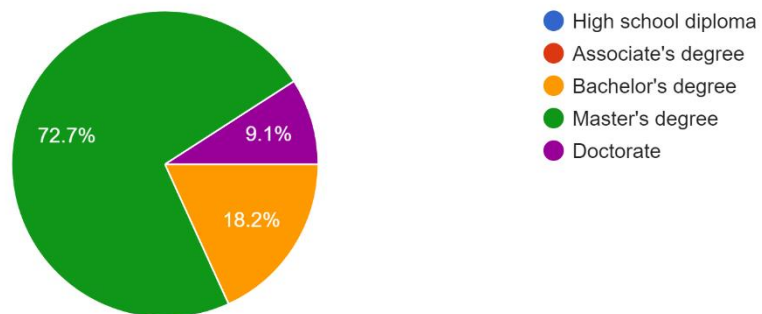


The population included a variety of ages, backgrounds, and experiences. The age range spanned from the 20s through the early 70s.

Figure 6*Life Coach Education*

Highest level of education you have completed

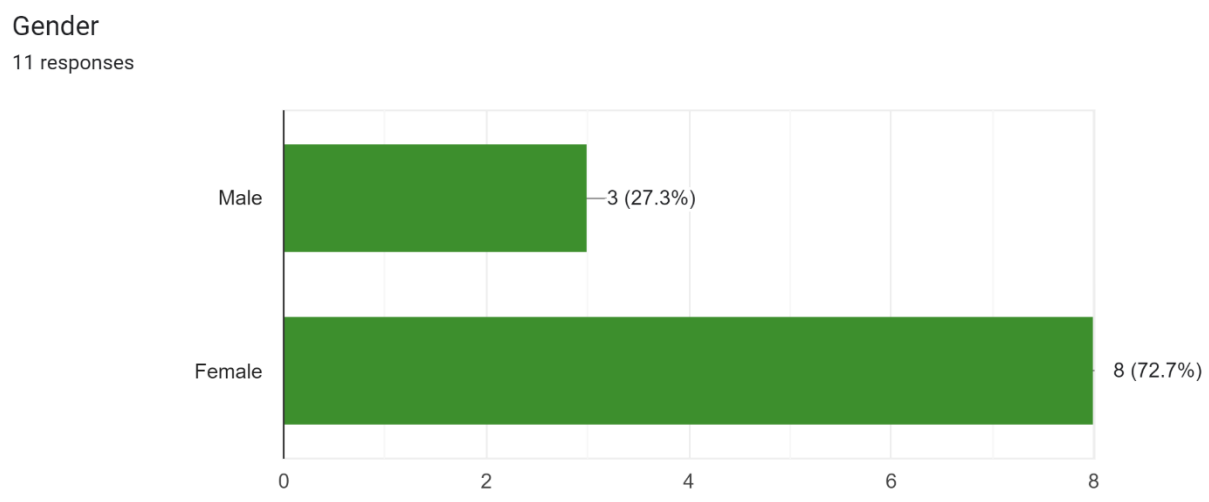
11 responses



Three of the life coaches were not trained educators but had a wealth of experience in education. Two life coaches had a theater background and were actors and musicians. The life coaches' personalities were intoxicating and inviting, and the students love them.

Figure 7

Life Coach Gender



The population had three men who brought other aspects, characteristics, and attributes. SEHs at XYSD lack a father figure. The male life coaches, all devoted fathers, bring that paternal attribute to their students, most of whom are unfamiliar. Two of the liaisons had PhDs, one in psychology and the other in education. Seven life coaches had a master's degree in education, theater, fine arts, or social work. The participants' experience as a life coach ranges from 0 – more than 30 years. Life coaches with 0-2 years of experience have years of experience in social work and education, compensating for the lack of experience in this role. Coaches with less than two years of experience in this role also have years of experience working with SEHs in another capacity. Only five out of the eleven participants held a current teaching certificate from

the school district's state. Table 1 includes the participants' pseudonyms, demographics, experience, and educational information.

Beth

Beth, a white suburban life coach who commutes to the urban school district, focuses on academic results. Beth has almost ten years of experience working with SEHs and, although she does not have a teaching certificate, taught multiple years at a local parochial K-8th elementary school. This life coach is no-nonsense and maintains strict boundaries with her children. Even with the boundaries, Beth conveys love and support. Students look forward to working with her, and she gets results. Before COVID-19, she was integral in seeing that all students achieved reading at grade level by the third grade. In addition to her responsibilities of working individually with the students, Beth helps Dr. Zacatecas with supervising the other life coaches. The additional administrative responsibilities include organizing team meetings and professional development, rostering and enrollment administration, and overseeing software programs that ease the workload and support learning.

Omar

Omar is a black or African American male life coach with tremendous positivity, dedication, and passion. Omar is intensely loyal and epitomizes the saying, "I will do anything for these kids." Although Omar is not an educator, he has a master's degree and can relate to the students exceptionally well given his ethnicity, being a male, and also coming from humble beginnings. Omar is 100% non-judgmental and realistic in his approach to working with children. Omar approaches his students by meeting them where they are (just like Catalina). Realistic should not be confused with low expectations. Realistic expectations are attainable in a short amount of time. Omar believes this is critical for SEHs' success and that small steps will

help SEHs successfully climb their mountain. Omar is devoted to ensuring all his children, especially the girls, see a loving, devoted, caring, and gentle father, as he believes this is missing in most of his students' lives.

Jeff

Jeff is an educator who recently moved into the role of a life coach and is grateful for the freedom being a life coach affords so he can affect positive change. Jeff, like most life coaches, values the freedom teachers do not typically have, like one-on-one time with students, not having the constraints of standardized testing, and the ability to attend to the urgent needs of the students. Jeff leverages his love of sports to relate to his students by using frequent sports analogies and encouraging athletics. Although new to the life coach role, he has ample experience teaching at the high school level and knew many of his current students before switching roles.

Jenny

Jenny is a deeply committed life coach who desperately wants her children to succeed. Jenny is academic but demonstrates compassion, caring, and tireless devotion to her students and families. Although often frustrated by the system's confines, she finds ways to work around the system and get the students what they need. Jenny represents a balance between social and academic caregiving. Jenny recently started to train a new life coach, Laura, and the two of them work as a team at one of the elementary schools that experienced a significant spike in SEH enrollment. The number of SEHs in this elementary school doubled after COVID-19. Jenny is an exceptional, thorough, loving, dedicated mentor who wants to see her children succeed more than anything. She believes her children are intelligent and capable. She believes every single one of her children can and should succeed in school and life.

Ruth

Ruth has been in this position for almost five years and is a licensed social worker. She appropriately describes herself as a leader because the other life coaches depend on her expertise in working with various government agencies and crisis management. Additionally, her background in social work provides the other life coaches with expertise in social-emotional learning. After COVID-19, social-emotional well-being has been a critical component of supporting students. Ruth provides advice, strategies, and supports the other life coaches use on their students. Ruth supports only SEHs enrolled in Operation Chrysalis; however, she now aids in enrolling and rostering students in the foster care system. Students in K-12 receive Ruth's support; her focus is social-emotional, and she does not provide academic interventions. Ruth focuses on schools with no designated life coach and students with extreme social-emotional needs at schools with a designated life coach. Ruth is no-nonsense and approaches her work professionally. Ruth has extraordinary compassion for her students and does whatever it takes to get them through the COVID Closure's devastation. Ruth is desperate to find ways to treat the trauma that has wreaked havoc on this population and wants to provide all life coaches with the right tools to deal with SEHs' trauma. This life coach and social worker has many ideas that she wants to enact for the upcoming school year through professional development.

Dr. Zacatecas

Dr. Zacatecas as one life coach, Bernie, described is a "pip." She gets things done, and few people can say no to her. When George Bush enacted McV, the school district asked her to establish Operation Chrysalis temporarily while she was a professor at the local state university. More than thirty years later, she is no longer a one-woman show, as she put it, and supervises an entire department with a Title I budget more considerable than any other department in the

school district. Like all life coaches, Dr. Zacatecas is available 24/7, anytime, anywhere, for any reason. When she sees value in an idea or project, she tirelessly goes after it and gets it done. The most current project is a deal with T-Mobile that will supply all SEHs with a mobile phone and internet service. The deal includes phone and service after the student graduates or moves.

Ensuring stability, safety, and consistency is of the utmost importance to Dr. Zacatecas. She is fiercely proud of her students' reading levels, surpassing the general population before COVID-19. Dr. Zacatecas took everything to a new level of support and directed all her life coaches during COVID-19 to ensure all students had Chromebooks, hotspots, hygiene products, clothing, and food. Dr. Zacatecas does not get frustrated; she just gets matters done. If there is a barrier, she removes it or builds a new road. She believes that human resources are everything when providing services and supports to SEHs. She believes that good people supersede any environmental barrier or condition to learning, and nothing can stop progress with good people. She expects the best from her people, and they provide her and the students their best, better than their best.

Helen

Helen is a new life coach but has years of experience as an educator and years of experience and success working with students from marginalized populations. Helen is kind, supportive, and loving but is a die-hard educator focused on academics and results. Helen is a black or African American with high expectations of her students and works tirelessly to provide them with the supports they need. Helen sees the value in providing her students with basic needs and foundational skills to fulfill academic requirements at higher levels. She has seen failures in not addressing these fundamental skills and works tirelessly to ensure her students

have these skills. Helen strikes a balance between improving academic skills and providing for the social-emotional needs of her children.

Bonnie

Bonnie is a former school psychologist who wanted to continue in the field of education as entering her retirement age. A white woman with over 30 years of experience in schools, Bonnie has over ten years of experience as a life coach. Before COVID-19, her focus was academic, but given the recent events now focuses on her students' social-emotional challenges and needs. Bonnie is soft-spoken but determined to give her students equal opportunities in education and life. This will be her last year as a life coach before Bonnie retires.

Eleanor

Eleanor is an educator with more than 30 years of teaching at one of the district's most challenging high schools. Eleanor will be the first to tell you that there is nothing you can throw at her that she has not seen and cannot handle. Eleanor has a gentle warmth and kindness but means business regarding attendance and performance. She doesn't believe in excuses but is nurturing and loving in her delivery. Eleanor has exceptionally high expectations of her students but will not abandon them and will always support them, whether directly or indirectly. For those students who resist her support, she finds alternative methods to support them, whether through other faculty and staff, students, counselors, or even security guards. She will find a way to reach every child.

Eleanor is a black or African American woman who involves her own family in supporting her students. Her daughter helps with supplying products; both her children have grown up in soup kitchens and shelters, providing support for those in need. She is fiercely loyal and protective of her students and proud that she has raised her own children to be as

compassionate and giving as herself. She considers many of her students her own, and Eleanor takes care of them well into college. Eleanor helps them move into their dormitory and talks with the dean to ensure they get what they always need, providing her cell phone and mandate to call her if they get into trouble. The students willingly give consent. Eleanor is the mother we all dream about, loving without conditions providing boundaries, direction, guidance, support, and great expectations. She is also a great cook and has cooked for her students at family gatherings. Notably, most life coaches include their students in their personal lives.

Bernie

Bernie is the other actor and performer who became a life coach shortly after Dr. Zacatecas took over the department. Bernie started working with "The Reading Company," originally an after-school reading program produced by the theater. Almost thirty years later, he still makes a difference in children's lives. Like the other men in this group, Bernie believes providing an exemplary father figure is integral to his students' lifelong success. Although not an educator, Bernie emphasizes education and reading and believes students cannot succeed in any other domain without reading. Bernie also believes reading links a lifetime love of learning, compassion, kindness, paternity, and maternity. He believes that books transfer the love of reading and learning in general. Bernie gets frustrated with the system because, like Dr. Zacatecas, he is the type of person that just gets things done. He doesn't have time for excuses, particularly for a top-heavy bureaucracy. These excuses, delays, and bureaucratic red tape only harm his students, and his priority is to save the children and give them the foundations for a successful life. Red tape is a barrier to his children's success.

Laura

Laura is a new life coach recently hired to aid Jenny's elementary school, whose homeless population doubled shortly after the return from the COVID Closures and focuses on academic supports. She is serious about her job and dedicated to her children believing they can achieve anything. Before becoming a life coach, Laura was a first-grade teacher and then a learning support teacher managing struggling students who did not have an IEP. Being thrown into the life coach role after COVID-19 has been challenging but rewarding. Laura sees and is frustrated with the aftermath of the COVID Closure and how behind students are academically, socially, and emotionally. Laura is grateful for the support that Jenny has given her and is humble about her new position.

Results

Before conducting the interviews, the questionnaire data was exported into a spreadsheet and coded. Immediately following each interview, Otter.ai transcribed the recorded Zoom session. The first coding round occurred through the program Atlas.ti. The focus group procedures followed the same coding process as the interviews. The recorded focus group was transcribed with Otter.ai, and the researcher used Atlas.ti for the coding process. After multiple coding iterations of 26 total documents, 1852 quotes, 342 codes, 38 networks, 23 code groups, and four memos remained. Seven primary themes evolved from the 23 code groups: the life coach, the system, the students, the Covid Closures, SRL and SEL, and strategies. The life coach theme contained three sub-themes: attitudes, attributes, and beliefs, roles and responsibilities, and priorities. The second theme, the system, contained four sub-themes: Operation Chrysalis and XYSD, outside organizations, government agencies, and training. Theme three, the students, contained three subthemes, attitudes and dispositions, physical environment, and social-

emotional environment. The fourth theme, the Covid Closures, included five subthemes: teaching during covid, the COVID slide, the maturity slide, lack of SR and SE well-being, shift in priorities, and technology. SRL and SEL, the fifth theme, consisted of three subthemes: SRL, SEL, and SRL and SEL symbiotic relationship. The sixth theme, strategies, contained five subthemes: learning, SRL, agency, self-efficacy, SEL, relationship building, and life coach survival. The final theme, bridge to home, did not have a sub-theme.

The corresponding codebook displays all 23 code groups, from the highest number of codes to the fewest number of codes each group contains. After finalizing the coding after seven coding iterations, the researcher ran co-occurrence and frequency tabulations to determine the most significant codes. The co-occurrence and frequency function in the Atlas.ti program assisted with determining the code groups. The co-occurrence charts described the intersection between the most significant codes and when they occurred together, providing rich and thick data on the quotations.

This study's code book displays each code's comments, grounding, density, and code groups. The comment section is chronological and is part of the study's audit trail. Changes, merges, and author's notes are in each code's comment section. The "Grounded" column represents the number of times the independent code aligns with a quote. The "Density" column refers to how often each code links to another code (co-occurrences). This information contributed to the analysis of breaking down the codes into groups and then into themes. For example, "environment" had the highest density out of all the codes with 116 co-occurrences but had the second highest groundedness at 241. SRL had the second-highest density at 92, but the most codes cited (groundedness) at 337.

Appendix I contains the codes attached to direct quotes and the density of the codes and quotes. Each quote appears in order of importance according to its density. Only the most notable quotes (highest density) appear in this section. The codebook demonstrates how each code relates to the quote and provides a rationale for applying the codes.

Theme 1: The Life Coach

The life coach network (see Appendix H) contains 142 code groups that detail their attitudes, attributes, and belief systems. The network contains vast information regarding their responsibilities and how they perceive their role as a life coach. Further, the network contains codes connecting the importance of relationship-building related to learning, SRL, and SEL. This theme answered the central research question, and sub-questions one and three.

The life coaches' job is complicated and demanding and requires the professional to be flexible and quick-thinking. Helen summarized by stating her job is "literally *life skills*, like whatever you need to help you succeed in life. That's what my job is." The life coaches' positive attitudes help them navigate a complicated network of parents, students, agencies, organizations, administration, faculty, and staff to provide services and supports for their students. Services and supports include housing, food, academic intervention, transportation, counseling, college and career opportunities, social and emotional support, and self-regulated learning. During and post-COVID-19 times have presented numerous obstacles and existing learning barriers. Government agencies have been a significant source of frustration for life coaches. The administration provides exceptional training, and the life coaches commented on which training they found valuable and additional training they would like.

Besides identifying students who may be experiencing homelessness and rostering them, thanks to new extensive SEL and trauma training, life coaches know how to identify students

who need counseling and therapy. To refer students to counseling or therapy, life coaches must identify, fill out the paperwork, confer with the teacher, develop a relationship with the therapist, and get parental approval. Catalina explained that the therapy is more about helping students manage their feelings and emotions so they can focus on their schoolwork and less about deep, psycho-therapy sessions helping them deal with the years of trauma.

Life coaches also need to collaborate with government agencies, teachers and staff, and private organizations on behalf of their students. Catalina discussed a successful arrangement she coordinated with one of the shelters she works with, so they could open communications with her children. The shelter and Catalina created a consent form that will allow the shelter and Catalina to discuss the children's well-being openly. Without this document, regulations prohibit either party from discussing students' private information, which hampers getting the children what they need.

Attitudes, attributes, and beliefs.

Table 2 illustrates the overall positive attitudes life coaches exude. "Pick me!", "Is it my turn?" and "Take me!" resonates through the hallways as life coaches walk to a classroom or cafeteria like they are rock stars.

Table 2

Life Coach Positivity

	● positive	● negative
Life Coach	Gr=165	Gr=165
	Absolute	Absolute
Jenny Gr=223	0	0
Bonnie Gr=54	126	126

Laura Gr=97	253	0
Helen Gr=141	0	0
Dr. Zacatecas Gr=21	0	0
Omar Gr=270	253	0
Catalina Gr=186	253	0
Jeff Gr=90	253	0
Eleanor Gr=137	0	0
Ruth Gr=210	0	0
Beth Gr=70	0	0
Focus Group Gr=271	108	145
Bernie Gr=79	186	67
Totals	1432	339

Note: The table displays normalized frequencies. Gr=grounded

Dr. Zacatecas burst with pride and joy when describing how the students light up when they see their life coaches walking down the hallway,

The kids come up and say, “Take me today!” or “You're going to take me today! You got to take me!” They put their arms around the life skill coach, “Gonna take me today?”

You can tell that there's a real good feeling, a good connection between the child and the life skill coaches.

This scene depicts the general sentiments SEHs have for their life coaches.

Life coaches are loving, nurturing, stable, consistent, and dependable. They are non-judgmental, unbiased, objective, and careful to treat every student with dignity and respect.

Dignity and respect are coded 42 times throughout the instruments. Eleanor described this attitude best when she stated,

Always show them dignity, no matter what they look like, how they may smell, how dirty they are... I always try to give them dignity and respect. It's probably embarrassing already; they don't need some other adult in their face belittling them... That's my goal. I'm gonna respect you, and I expect the same respect in return.

Dignity and respect are common themes among life coaches' attributes and belief systems. When the life coaches first interact with their new students, they are careful in their language, using euphemisms like "displaced" instead of homeless, so visions of people living under a bridge do not manifest. The life coaches discreetly supply hygiene items and food in generic drawstring bags that could pass for an athletic bag or small backpack so peers will not notice. Life coaches preserve dignity and respect by not calling out the students in the classroom for pull-out sessions. Instead, the life coach will call the teacher and ask the teacher to send the student to a room number to ensure privacy, confidentiality, and dignity.

The life coaches are dedicated, determined, persistent, tenacious, and passionate and go above and beyond the written job requirements. Life coaches are flexible, creative thinkers and problem-solvers. The term "not my job" does not exist in the life coaches' vernacular. The life coaches provide their cell phone numbers and encourage families to call anytime, for any reason. Even after students and families find adequate housing, the life coaches continue to provide services and supports. Eleanor continues to care for her students well into their college years by helping them move into their dorms, setting up laundry service, finding dormitory or apartment furnishings, and ensuring they stay on track academically. Eleanor described moving her student

into their college dormitories, “I help them clean their rooms... get detergent, sheets, and towels and... set the room up... I’m really like their surrogate parent.”

Displaying her tenacity and determination, Eleanor explained how she demands that the university stay in touch with her regarding her students telling the dean of students to notify her without fail, “I need to know what’s going on with them. I need to know because I’m their support system.” Students sign consent for the university to contact Eleanor with any academic, personal, or health issues they have.

Helen described her dedication and going above and beyond as she discussed one of her students who moved toward the end of the school year,

I still go and see her because she needed that. And I talked to the mom. I'm just trying to make sure she was okay. She's always really happy to see me. She's been through a lot.

And I wanted her to have some stability because she was changing, like so close to the end of the school year.

This student was in another school, but Helen remained dedicated and devoted to her because she worried that the transition was going to be particularly difficult for this child. Catalina has about twenty students she still tends to that are no longer with Operation Chrysalis revealing, “That doesn’t stop them from stopping me in the hallway, and just wanting to chat and spend time with me.” Catalina is proud and loves that she and her students maintain relationships even after moving on.

Jeff is no exception, as indicated when he stated how he checks in on students no longer on his list, “I’ll see how things are going. And, if they’re good, then I’m really happy about that, obviously, and I’ll just let them know, like, ‘Hey, I’m gonna be at this school at this time, if you ever need something, you still have my number, right?’”

It is important to note that these life coaches do not consider these actions extraordinary. These professionals view their actions as standard and are incredibly humble when discussing their work. If anything, the life coaches do not think they do enough for the children and feel tremendous guilt regarding the limits of time and resources that prohibit them from doing more. Laura wanted to know what would make the most significant impact because having to choose from so many desperate situations is disconcerting. The life coaches want to know what will make the most significant impact and how to prioritize. The situation is like triage at a MASH unit.

Laura questioned,

What's going to make the biggest impact? And where to start? How do you start? Do you start with just keeping them in the classroom? Or do I need to pull them out of the classroom? And should I be working outside with them? Should I be working with these kids every day and ignoring a lot of my other students? We have a couple of families that take up a lot of our time Is that unfair to all these other kids that are enrolled in the program who probably could use and benefit from our assistance? There's only so many hours in the day.

When asked where Laura feels like she is making the most significant impact, she believed she makes the biggest impact with the families in severe crisis.

Bernie also expressed frustration with having to select which students to help first and the limited time he has with his children, "The only thing I can do is try to help them learn how to read, and count, and do basics. It's not that ideal of a situation. Theoretically, I'm supposed to meet with them once a week for 45 minutes. Once a week is not enough." The frustration in his

voice was painful to hear. Bernie wants to do everything he can to help these children, but 45 minutes a week is not enough time to support their needs.

The life coaches are compassionate, empathetic, gentle, and grace-giving. Jeff discussed giving students grace, compassion, and empathy, stating, "You're living a grown person's life. And you're 15!" Eleanor wished more teachers would give their students grace with late assignments stating, "They're just trying to figure out where they're going to sleep for the night. Just give them a little grace, and I'll make sure they get it done." They are loyal and fiercely protective of their students, often calling them "my children." Multiple life coaches called themselves surrogate parents. The code "surrogate parent" appeared eight times throughout the interviews and focus group. Bernie summarized, "It's about being their parent. Caring for them."

The life coaches exuded pride in their children and demonstrated faith in their students, knowing they could achieve anything. Omar expressed his pride and sheer love for his students by calling every one of his boys, "He's my guy!" and "I love this kid!" Omar's positivity exuded despite his students being behind by two years or more. Omar bragged about every one of his students' strengths and discussed how one could read *The Lorax* "by themselves" as if they had just won an Olympic gold medal. To Omar, reading *The Lorax* was more significant than a gold medal.

Eleanor has tremendous pride in her students, also. Eleanor told several stories about her former students working in the district as teachers and principals and how she always formally addresses them. The former students tell her she does not need to address them formally, but Eleanor insisted, "'Yes, I do, because you're the principal, and if the kids see me calling you your first name, well, that's gonna be terrible.' I said, 'No.' I said, 'You've earned that title. So, you're Miss Seidel, or you are Dr. Heim.'"

Life coaches have tremendous respect for one another and work cohesively for the sake of their students. Jeff expressed his admiration for Eleanor,

Eleanor is awesome. Eleanor has like major credit because she taught at Washington High School for over 30 years [the toughest school in the district]. She's awesome. I absolutely love her. She is super motherly, but she definitely carries a hammer in her toolbox. I respect that. I respect her so much. She was at a school of hard knocks and is kind of old school, but she definitely has a soft spot.

Bernie raved about the psychologist who works exclusively for Operation Chrysalis and how she is helping his students with obtaining IEPs. He values collaboration. All life coaches mentioned their respect and admiration for Ruth, who provides all students with social-emotional support. Jenny praised Ruth, "She's been an essential resource for me." Jenny boasted of her new colleague that she has been training and how together, they have provided significantly more remedial instruction for their students. Ruth, in turn, raved about Eleanor, "She's awesome. I absolutely adore her. Eleanor is very motherly and nurturing, and young girls kind of go to her. They feel supported. She's loving."

Ruth continued to explain how life coaches have their niche and how they collaborate and help each other when one life coach may be able to provide the type of support that an individual student might need. For example, gender is an issue. Many life coaches' students have endured the trauma of sexual abuse. The male life coaches explained that these traumatized girls do not always feel comfortable with a male life coach. The male life coaches recognize this and seek a life coach like Eleanor, who is maternal and nurturing, someone they know will reach their girl. On the flip side, Eleanor mentioned that she does not always interconnect with the boys. When this happens, Eleanor calls upon one of the male life coaches, who she believes will be the right

fit for her student. Omar expressed his gratitude toward the life coaches with education backgrounds stating how much he learns from them, including time management, how to manage time with his children, and how to best help them academically. The life coaches are more like a high-functioning family who call upon one another because they value and respect each other.

The life coaches are grateful for their job and position, the freedom it affords, their colleagues, mentors, and other support people. The life coaches are all positive and hopeful, for the most part, but display frustration when dealing with the government. Life coaches are also frustrated and sometimes feel hopeless regarding the students' environment and situation. Ruth noted, "That is something no one can help." Catalina threw her hands up in the air and described transience, "It can become very, very frustrating. Because you just start gaining some momentum in getting children the services they need before they just turn around and disappear."

Above all, life coaches are altruistic. Every single interviewee displayed forms of altruism with joint statements like Laura's, "I love kids. I love making a difference," The life coach continued to explain how she felt she was in a position that is making a difference, "it allows me to give back for all that I've been given in my life." Jenny stated, "I developed a passion for helping others who've been hindered by structural, institutional, generational racism and discrimination. So, helping people who have historically and currently been oppressed and subjugated." Bonnie commented, "I love kids. I love all kids. I'm retiring at the end of this year, and it isn't easy for me." Helen also believes she is making a difference, "I'm not just helping the students, you know I'm making so much bigger an impact [than when she was teaching]." Ruth confessed, "I've always been a helper. I'm a middle child."

Role and responsibilities.

Life coaches must be flexible because their role is vast. Jeff describes his position on the Operation Chrysalis team as a utility player on a baseball team,

I'm gonna have my cleats on in the dugout, but all of a sudden, the third baseman gets hurt, and I gotta get my glove and go play third base, okay. Then I gotta go out to the outfield. Then all of a sudden, our pitchers start getting a lot of hits, and now I'm coming in to pitch because we want to save the bullpen for the next day. So, being a utility person is having a lot of tools in your arsenal is extremely important.

Jeff also considers himself a resource person, mentor, and tutor. Having such vast responsibilities requires life coaches to be flexible, like a utility player on a baseball team. Gift cards, hygiene products, school supplies, and clothing are just a few necessities life coaches provide their students regularly. The life coach is the SEHs' go-to person for anything they need, including physical necessities, love, and support.

Bernie summarized his role and responsibilities,

I'm here to help them be the best student they can be. They need some clothing, okay. Food? You bet. School supplies? We've got them. Books. Learning to read? Let's go. You got a problem? I'm there for you. You got a problem with your teacher? You got a referral. You've been suspended? I've gottcha. You know, you know what? I'M THE FATHER!

Most life coaches see themselves as mentors, surrogate parents, teachers, tutors, and services and support contacts. Jeff summed up their roles, "I think we are our job title," and continued to explain that their job is to set up these students for success in life, academics, and lifelong well-being. Bernie described his role as a relationship-builder,

It's as simple as asking a student you are working with, "How are you doing today?" You don't realize the effect you can have on that young boy or girl. We provide a relationship of love and understanding with our kids, And, for some kids, sadly, it's it's almost the only love and understanding they get.

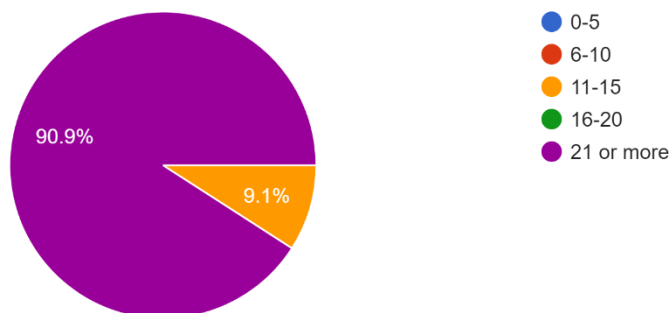
Bernie was describing relationship-building that he learned from clinical psychologist Matthew Bennet. Bernie said Bennet changed his and other life coaches' lives by showing them how to focus on the relationship aspect of their jobs. Bernie explained, "Communicating and building relationships is key to relaying the importance of education and breaking that cycle of poverty."

Figure 8

Number of Students in Life Coaches' Caseload

How many students are in your caseload?

11 responses



Life coaches support between 50 to 120 SEHs at any given time. This number fluctuates due to transience, identification, and rostering. Typically, the professionals start out with a much smaller number. For example, at the beginning of the year, Catalina started with 25 students and, by March, had 68 students. Identification throughout the year, new families moving into the district, and other families becoming homeless explain the recent and drastic increase.

Interestingly, despite significant transience in the homeless population, more families move into the district, are identified, or become homeless than move out of the district. If the transience was significant, this number should not be as drastic. Further research is needed to determine the reasons behind this significant increase in SEHs throughout the year.

Operation Chrysalis divides the life coaches by elementary schools and high schools. Elementary schools cover grades kindergarten through eight, and high school includes grades nine through 12. Not every school in the district has a designated life coach. Demand dictates in which schools Operation Chrysalis places a life coach. Some elementary schools have two life coaches due to demand, but others do not have a designated life coach, and Ruth will cover that school's caseload. The administration determines which schools to place the life coaches based on need. The school year 2021-2022 represented a drastic increase in students. The high school life skills coaches travel to all the high schools to provide support. Jeff has about 100 students and travels to 15 different high schools, while Eleanor has 112 students and travels to seven different high schools. Jeff travels to and supports students at 15 high schools. Ruth covers any school that does not have a designated life coach.

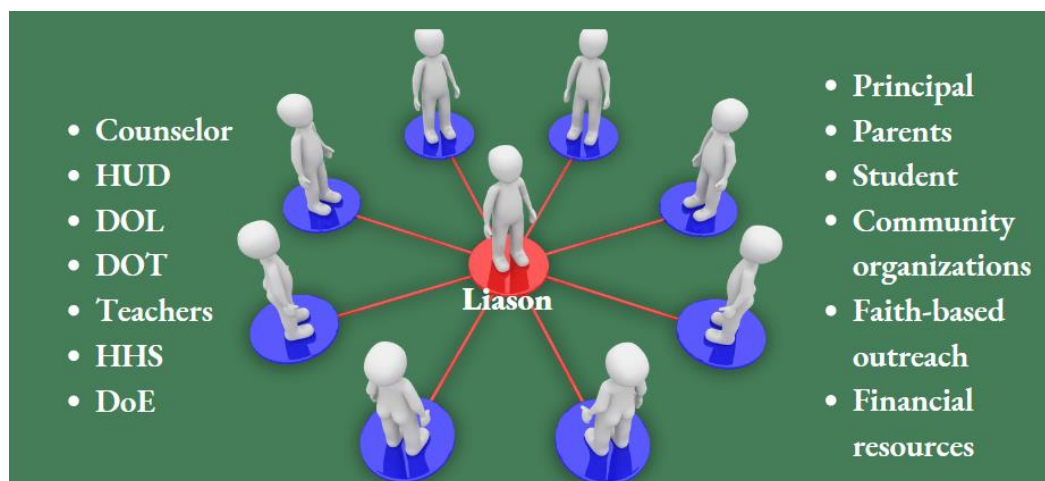
Operation Chrysalis's administration team of two manages the day-to-day enrollments and rostering, but the life coaches refer the cases to the administration team for processing. Life coaches are experts at identifying potential SEHs and know how to approach them and their families to confirm homelessness. Their objective is to inform the student and family of the additional available resources for them and their rights under McV and help them with the paperwork and enrollment process.

A critical responsibility is getting SEHs up to grade level. Typically, SEHs enter the district two years behind their adequately housed peers, which aligns with the research (Dinnen

et al., 2020; Manfra, 2019). The life coaches must juggle catching up students with fundamental skills and helping them keep up with the current content. When students register for classes, Operation Chrysalis provides an internal ELA and math measure called Easy Curriculum Based Measurement (Easy CBM). This assessment is different from XYSD’s standardized assessment and gives the department better control over students’ progress. The life coaches work closely with the SEHs’ teachers to determine the most appropriate interventions for each child. Jenny indicated, “It is hard for them to stay engaged with the class when they’re learning new material, so we’ll take them from class to teach the material they need to do that lesson.” Other life coaches expressed frustration with students’ lack of foundational skills and having to learn two years or more material above their skill set. Omar noted that the students are not ready for the material teachers introduce, which decreases engagement.

Figure 9

Life Coaches Network



Note: Graphic from EdTech by Design, 2022. See Appendix J for permission to use. Key: HUD= Housing and Urban Development; DOL=Department of Labor; DOT= Department of Transportation; HHS=Health and Human Services.

An essential life coach responsibility is collaborating with teachers, counselors, government agencies, shelters, principals, parents, children, faith-based organizations, and other private organizations that can provide support. Life coaches help their families fill out government forms on the computer to apply for housing, food stamps, jobs, and other government services. The life coaches also connect them to shelters and other faith-based organizations for services and supports. The life coach is central to coordinating academic, social, and emotional supports with faculty and staff and outside counselors, therapists, and medical personnel. Figure 9 illustrates the complicated network of supports the life coaches must navigate.

Life coaches juggle more than 13 different organizations and people for each student. The collaboration is complicated and can be frustrating at times. Often, the various stakeholders do not know what the other one is doing. Further, when students move, all the work that the life coach coordinated vanishes, and a new liaison at the new school must start over, just as these life coaches start over with all their new students.

Helen noted that a life coach's key responsibility is “to be there for the family. That’s my main goal, to be there for the families for whatever reason, for whatever they need.” Helen explained how she finds housing for her families through Section 8 housing and HUD. Helen described how life coaches help families regain their lives through these services and supports like the new gift card program that provides families with \$50.00 gift card increments to help them with laundry, gas, groceries, or whatever they need to get through the week.

Relationships are an integral part of the life coaches’ lives. Life coaches must develop critical relationships with all stakeholders, including the students, their families, government agencies, shelters, school faculty and staff, other life coaches, and outside organizations.

Relationships are critical to obtaining students the supports and services they need and garnering trust with their students. Laura noted, “The relationships that Jenny and I have are very deep. I mean, kids pop in, and, yeah, it’s definitely long term.”

Priorities

Priorities for life coaches are identifying students, connecting them to supports and services, and providing academic interventions. Post-pandemic, the priorities have shifted from academic interventions to social-emotional interventions and more social work. Academic interventions have always focused on K-3 literacy and reading. The state has a third-grade reading mandate which drives this priority. Before the COVID Closures, Life coaches focused on grades kindergarten through three, but after the COVID Closures, they must focus on kindergarten through four due to the stalled academic development. Operation Chrysalis hired Laura this year to focus on K-3 students who are not at grade level in reading but do not have an IEP. Laura works with the students in small reading groups and focuses on getting them to pass the third-grade reading commitment.

Helen noted the difference in treating the K-3 students versus the upper elementary students, “For my younger students, I’m mainly focused on just basic skills, so it doesn’t necessarily have to be what they’re doing in the classroom. It’s just making sure they are up to par on just basic third-grade skills and second-grade skills. I focus first on reading.” Helen does not meet with the upper elementary students (grade 6th – 8th) because she believes pulling them from core classes is counterproductive. Instead, she and the other life coaches meet sporadically with the upper elementary students. The coaches try to meet with the 5th and 6th graders weekly, but their needs are different, and they focus more on services and supports and helping with current schoolwork. The focus with K-3 and now K-4 is fundamental skills and reading.

Although academic interventions are an official priority for life coaches, they all understand that academics cannot occur until they have developed a trusting relationship. These educators take care of students' fundamental needs of hunger and feeling loved, cared for, and safe. Helen explained that sometimes her students just need someone to talk to to address their social and emotional well-being, "I've gotta reach them before I can do anything academic."

Beth's priorities this year have been second grade because "they didn't know how to read." During the COVID Closure, Beth confirmed none of them logged on, and consequently, "they just all passed. So, they didn't know their letters. No letter sounds." Beth was proud of how far they've come this year but admitted they are not ready for third grade and has requested to retain many so they can obtain competencies, but the district will not retain them. Beth hopes they will attend summer school and get the skills they need to succeed in the third grade.

Eleanor, a high school life coach, prioritizes her couch surfers because they are in the most volatile environments. Typically couch surfers are not with their parents and have no support system. Eleanor prioritizes their environment, grades, and a good look over,

Some kids I might only need to see once every other week because they'll tell me, "Miss Nelson, I'm cool, everything's great. I'm still with my grandma, and I'm fine." And I look them up and down just to see if they're clean, look healthy, and then when I see they're alright, I'm like, Okay, this kid is good.

Eleanor described one boy living with his grandmother as an example,

I'm looking at him just as shiny and clean haircut. And so I asked him how long you've been with his grandmother, and he told me two months or so. So I look at that belly and said, "I know Grandma's feeding you," and he says, "Nothing like Grandma's food." So, I know that he's ok.

Eleanor and the other life coaches are keen observers in the hallways to ensure they remain safe and healthy.

Differences between high school, lower elementary, upper elementary, and middle school are apparent. Jeff, who has only high school students, prioritizes setting his students up for their future by focusing on post-secondary goals and essential services and supports. He stated, “I try to attack this, to have that cyclical poverty, you know, that bridge of poverty, to be a lot shorter.” Jeff generally applies Maslow’s Hierarchy of Needs to determine his priorities for his students. After determining his students’ living conditions and situations, Jeff determines their needs. He focuses on grades for students living in ideal doubled-up conditions, but for students who couch surf or do not have anyone and are in what Jeff calls “down in Maslow’s basement,” he provides survival techniques and supports.

Eleanor also makes attendance a priority. Since the COVID Closures, her students have been making excuses for not coming to school, but she does not tolerate it and explains to them, “It’s almost been a year we’ve been back in school. You should be used to it by now. Kids will use any excuse you let them use, you know?” When they constantly miss their first-period class, Eleanor lets them know she will not accept that, and she claims that her students get “so sick of this lady being on my back they just buck up and come” so that they don’t have to hear her nagging them.

Theme 2: The System

The system network (see Appendix I) contains information from the top down and how the XYSD interprets and implements the McV mandate. This network references how the top management supports Operation Chrysalis and the importance of human resources, strong leadership, and training. Further, the network illustrates the interactions, collaborations, and

communications between outside organizations, government agencies, and life coaches from a systemic perspective. This theme answers the central research question and sub-questions one and three.

Over thirty years ago, XYSD asked Dr. Zacatecas to help establish Operation Chrysalis because of George Bush's new McV mandate. What was supposed to be a four-month contract turned into a lifetime of supporting thousands of SEHs. Operation Chrysalis is Dr. Zacatecas' life work. Dr. Zacatecas' life coaches and colleagues' respect for her demonstrates her commitment to and passion for helping SEHs and their families.

Operation Chrysalis and XYSD

Operation Chrysalis has served students and families experiencing homelessness at XYSD for over 30 years, with Dr. Zacatecas at the helm. Dr. Zacatecas described the model she developed over the years,

We have a different model for serving students and families experiencing homelessness.

We work with kids inside the school using life coaches. All the life coaches are part of Operation Chrysalis. The purpose of the life coaches is to get students to grade level. Life coaches are in 14 or 15 schools. McV money pays for a part of their salary, and Title I pays for the rest. The life coaches only serve McV students.

Dr. Zacatecas stressed the importance of having a great staff,

With great people, you can do a lot. We are hiring four or five new life coaches. Life skill coaches are not union. We had to be careful with the name because of the union. When I hire new people, I put them in a group where they will get good modeling [train the trainer or PLCs].

Operation Chrysalis has an exceptionally low turnover in life coaches. Laura agreed and was surprised because “it’s a very heavy, heavy job.” But in the same breath, Laura stated how she loves her job,

I love helping. I love making a difference. I love XYSD. I love XYSD kids. I know that my impact is greater here than it is in other places. And it’s a place that fits my goals. It allows me to give back for all that I’ve been given in my life. From having parents who have given me an education, a husband who’s allowed me to work from home, being able to raise my own children, it allows me to give back.

Laura explained why the burnout and attrition rate is so low at Operation Chrysalis,

What I love about the job is every day is different. And I don’t think it’s so monotonous that you don’t get bored. You know, and crises come up, and you have to shift your focus from one family to another and who trumps whom and so that the nice part of the job, that it’s always evolving, changing.

Dr. Zacatecas described the differences between their kindergarten through eighth grade and high school programs and the different focuses. The K-3 focus is literacy and getting the students to grade-level reading. Still, the focus on upper-level students is more on social-emotional support and connecting them with services. The department has two people responsible for the administration, meaning the physical aspect of enrolling students, inputting them into the roster, and maintaining student data and directory. The administration team maintains an informative website with updated phone numbers of all shelters and government agencies providing services and support. The website also details the parents' and children’s rights under McV, registration and enrollment process, kindergarten enrollment process, an FAQ on homelessness, parents' support of academic success, and school programs.

At the highest system level, upper administration, Jeff expressed frustration with the system's lack of understanding of post-COVID Closure life,

There has been a big drop in students' capabilities, functions, energy levels... it's been a little bit of spoon-feeding. The kids need a lot of nourishment... Something that I think should take five to ten minutes takes them 15 to 20 minutes... people in leadership positions think, "Okay, well, we're back to normal now," and I think they're a little out of touch. Students don't have the same prowess as before March 12, 2020... It's gonna take a lot of time to ramp them back up.

Outside organizations

Dr. Zacatecas works tirelessly to obtain services and supports so her life coaches can provide the best services and supports possible. Various private entities provide financial, education, housing, transportation, academic, and essential services for Operation Chrysalis families and children. These outside organizations include local professional sports teams, T-Mobile, local foundations, Catholic Charities, local shelters, Say Yes to Education, Ernst and Young, and Humble Design. T-Mobile is giving every SEH a new telephone with service and a new phone for every student in foster care at XYSD. T-Mobile's commitment is 2,000 McV student phones and 900 foster students' phones. The phone and the service will continue with the student after graduation. Dr. Zacatecas stated, "It's a fabulous program."

A non-profit called "Say Yes to Education" works closely with XYSD and provides a family support specialist in each school to help students and families prepare for higher education. The program guarantees free college tuition for every student attending XYSD starting in the eighth grade. The life coaches work closely with the liaison from "Say Yes to Education" to provide the family with what they need to help their children succeed in school.

Jenny described her relationship with the liaison, “I’m so fortunate to have a really incredible worker here, and she and I work very closely. We are kind of a tag team.”

Humble Design is a non-profit corporation based in Chicago that helps people experiencing homelessness furnish their new home when they get new housing. Dr. Zacatecas raved about their partnership, “We are very fortunate to be able to collaborate with them, thanks to one of our life skills coaches, Beth.” When the family gets their new house or apartment, Humble Design meets with the family to find out their favorite colors, design preferences, and needs. Dr. Zacatecas continued explaining the process,

When they get their new house or apartment, there is never anything in there. No beds, no couches, nothing. They don’t even have a table. It’s just like HGTV. They send the family out for the day, and then the family comes back (to a furnished and decorated home), and they’re just screaming and so excited to see what their new environment looks like. So, that is a very special thing for us.

Jenny revealed that before the COVID-19 money, Operation Chrysalis would not have the opportunity to place doubled-up families in a new home. Jenny was pleased with the Humble Design partnership and their ability to “to get the house and get the resources for all of their furniture down to the decorations and kitchen, we’re really giving them a more stable environment. Makes such a difference for the kids.”

When asked if the life coaches could see a difference in the students after this significant shift in environment, multiple life coaches began to speak simultaneously during the focus group. Dr. Zacatecas stated, “I see a big difference in how they respond because now they have a place to do their work and a beautiful apartment or house.” Beth quickly added,

They're not as tired because they have their own bed. A lot of kids are sleeping on the floor. The kids are tired. They normally sleep at night with Mom or on a couch or don't have a bed at all. They're tired, and that's a problem. When you're tired and hungry it is difficult to learn.

Dr. Zacatecas added a story about one little boy who brought pictures and showed all his teachers his new house, "It was so exciting and made a real big difference the way he behaved in school. They can hardly believe that this is now their place, and they can be stable."

Government agencies

The life coaches agreed that the only positive COVID-19 outcome was the money. The system provided Operation Chrysalis with money for computers, hot spots, phones, transportation, gift cards, hygiene and cleaning supplies, and other perks for their students and families. Ruth added,

Our doubled-up families don't get the same housing opportunities as our families that are residing in a shelter or are physically living on the streets. So, COVID sort of, you know, changed that a little bit, and we were able to do first month's rent and security deposit for families through a special housing program. The local housing authority also gave us 339 section eight vouchers. So, we were able to provide housing to 25 Operation Chrysalis families.

Although the government provided additional financing for the group, government agencies are one of the life coaches' most significant sources of frustration. Bureaucracy, red tape, lack of urgency, neglecting the children to the point of physical and psychological harm, and the lack of common sense, in many cases, infuriate the coaches. During the interview with Jenny, a student interrupted us with an urgent matter. Jenny graciously asked to step out for a

moment to deal with the situation and returned to describe her frustration with one of her students who has had a grueling time. Jenny continued,

The mother is in a difficult situation. She works a few jobs, and her income is too high to receive a lot of the assistance that we would typically refer families to for housing. She doesn't want to quit her jobs, so her income is lower, and she can qualify. But she's just in a really tricky situation where she's taking care of not only her own kids, but she has an older son who's incarcerated, and she's taking care of his child. And she recently lost her fiancé. He passed away. So, there's a lot of grief that she's dealing with, and the kids are dealing with, and just things are exceptionally difficult. You know, they're just having a really hard time getting on their feet, and they were staying with her sister for a while in that house, but the heat was turned off. The kids were coming to school very dirty. We washed their coats here at the school. We've worked with our crisis manager. These kids just they have a really hard time processing all of the trauma that they've been through.

The question in the life coaches' mind is here is a woman working three jobs and making too much money to qualify for home assistance. This situation leaves the life coaches feeling hopeless and helpless after attempting to get this family access to housing and supports.

According to Beth, one issue is that the child protective service agency is down 100 workers. During and after COVID Closures, the employees quit working and haven't returned. The city does not have enough case workers or counselors to manage the steep increase in mental health and increase in child physical and sexual abuse. During the focus group, Bernie suggested child protective services was problematic before COVID-19, stating, "I've never seen child protective services do shit. Like ANYTHING." Beth agreed by stating in all her years, she only

saw the agency take one family's children away. Laura told the group about calling after one of her children was getting badly beaten at home by a stepdad, but the agency did nothing after countless reports. Bernie stated nothing ever happens because the authorities are not allowed to go into the home, "If mom says you can't come in, they don't go in. Well then, what are we talking about here? 'Are you having a problem, Ma'am?' 'No, we're not having a problem.' 'Okay, then. See ya later.'"

Catalina claimed the authorities must build a case, but Bernie snapped, "How can you build a case if you don't go in and see the environment?" Catalina explained, "It's a voluntary thing. We make a report, and the case managers show up." Frustrated, Bernie retorted, "Case managers change and disappear." Catalina agreed and conceded part of the problem was the follow-up. Disgusted, Bernie discussed his experience with the case managers, "I call my case manager. I email my case manager and his boss, but my emails bounce back because they think I'm spam. Emailing as XYSD [an official government email address] and at their office, I'm spam. Brilliant!"

Catalina, also disgusted and disheartened, told the group about calling "no less than eight times a piece [multiple children] on one family," but to no avail. The girls ended up trying to commit suicide. "The only time I've ever seen them move is when I've had two sisters who are simultaneously hospitalized for suicidal ideation. That's the only time I've ever seen child protective services actually step up and go, 'Oh, shit. You know, I guess maybe we should have done something.'"

Omar added that one of the parents at his school thought the secretary called child protective services on her, "and she walked into the building and said, 'I don't care because they ain't gonna do anything.'" Multiple life coaches simultaneously said, "She's not wrong." Bernie

threw his hands in the air when someone from the agency asked him why *he* did not see any signs in one case that he had reported multiple times.

Training

Training is a significant part of life coaches' lives. The administration conducts regular internal training for the life coaches. Dr. Zacatecas includes XYSD faculty and staff in training on her department's function to raise awareness and help with identification and communications. Dr. Zacatecas stated,

We like to get on the agenda for professional days and provide PDs on McV for the rest of the staff. It's important that everyone gets McV training, from the paras to the bus drivers. The bus drivers see everything. They are very important for identification. They can see if a mom is picking up a kid in her car at the bus stop. Everyone must be included in McV training.

Life coaches have extensive training to identify SEHs, and teach reading and reading recovery, trauma-informed-care (TIC), and SEL. Every life coach expressed interest in social work training, as their jobs have shifted to dealing more with more social work. These dedicated professionals would like to see continued training on social work, trauma, SEL, SRL, and communicating with students and parents. Laura specified her desire to

have strategies for social-emotional support for families in crisis and trauma. How best to support these families and these kids? Is there a hierarchy? Where do you start? What do you start with first to get them on track academically? Do you start socially, emotionally?

Laura continued with the need for more trauma training, "What types of trauma and how best to help kids with trauma? Is it the trauma of a neglectful parent or is it the trauma of not having a home? What? How do you best help these kids? What's going to make the biggest impact?"

Additionally, they would like a roadmap. Life coaches believe a roadmap would help them navigate the complicated network of agencies with which they must collaborate. Tremendous frustration exists when dealing with government agencies and bureaucracies. The life coaches believe that professional learning that helps them navigate the bureaucratic channels of city government would help them obtain resources and supports faster. The life coaches would also like guidance on speaking with these agencies to convey urgency and advocate for their students more effectively. Eleanor also wants more training in social work because she feels ill-equipped to help her students fill out applications for food stamps, health care, and other social services.

Jeff specified a desire to learn more about restorative practices as part of SEL because most, if not all, of his students have experienced significant trauma. He explained, “Unfortunately, bad things happen to people, so restorative practice (RP), I want to learn more about.” Several added that they would like to learn how to engage the parents and how to engage them in their children’s learning. Many want to learn how to communicate with and educate their parents. Omar believes stress is killing this community and wants to learn how to convey to the parents that they are creating a toxic environment with this stress. Omar stated, “Stress can kill, but let’s just present it in a way that is like, I hate to say this, but if you don’t do this, your risk of dying increases tenfold, and they have to be told with urgency.”

Laura mentioned the importance of knowing how to communicate with children experiencing trauma and crises when she described siblings that she has who witnessed their stepfather

literally shot dead in their house, and the mom doesn’t want to be mom, and she takes out her anger and her frustration out on them. Mom has a boyfriend, and the boyfriend has an

interest in the kids, but when the boyfriend's mad at the mom, the mom takes it out on the kids.

When asked how she communicates with the siblings when discussing such a traumatic event, Laura continued,

I just tell them I'm sorry. That had to be so traumatic for you. That had to be a terrible time for you. I don't have trauma training. I would love to be trained in how to help and what to say, and what to do, because I fly by the seat of my pants and just hope that I'm not making things worse for them.

Bernie raved about the life coaches' trauma training over the past year and is eager to know more,

We did a very intensive trauma-informed care. Trauma shapes the brain, and it shapes the fetus in the womb. If the fetus is in a shitty environment with a lot of chaos and a lot of trauma, that affects the development of that child's brain. Nature does it for a reason because that kid is going to be born into a chaotic environment. And they have to survive.

Bernie continued to explain the brain lacks development in his students,

The frontal lobe doesn't get to develop. It doesn't. The thing that keeps you afraid and keeps you producing the bad hormones, you know, that make you ready to protect yourself. That's in a different part of the brain, right? A more prehistoric part of the brain, okay, which is always working overtime with our kids. The rest doesn't develop properly.

Ruth believes training other faculty and staff on these children's situations is critical to garnering empathy and support,

Another goal of mine is to get out more and do more PDs with teachers because I don't think some people legit understand that we have families sleeping on hardwood floors,

with one blanket, no pillow, no nothing. You know, mom and boyfriend are fighting, there's hardly any food and they haven't showered in two days, because they don't have enough soap, their clothes stink, and we expect that child to get up in the morning and just start learning. I mean, it just does not happen. And it's very, very difficult to try to explain to people.

Theme 3: The Students

Every life coach explicitly stated, "All kids are different," and many stated that every situation is different. Besides speaking to the life coaches' fierce anti-bias and non-judgmental attitude, this statement highlights the complicated life of a student who is displaced and how to aid these students. Catalina described her students as "all over the place." Jeff depicted his students' characteristics and attitudes as a broad range on a wide spectrum. Bonnie emphatically stated, "They're kids!" Laura defended her children unequivocally, stating, "These are very bright children, who academically have the mental capacity. They're smart. They're smart girls. They're pretty good girls." In stating this so forcefully, Laura wants the world to know these are capable, wonderful children who deserve better, and she does not want people to have preconceived notions of her children. This theme answers the central research question and sub-questions one and three.

Attitudes and dispositions

The attitudes and dispositions network (see Appendix J) shows the relationships between the students' attitudes and disposition to engagement, motivation, and environment. The codes within this network illustrate life coaches' impact on their students' attitudes and dispositions and how they relate to SRL and learning outcomes.

All the life coaches expressed the students' disposition toward them as excited and wanting to work with them. Jenny confirmed, "Most of my students have a very positive outlook despite their circumstances." Students seek them out in the hallways, run up and hug them, and beg to be taken during the day. The younger students always want it to be "their turn" to visit with the life coach. This response highlights their positive attitude and willingness to try. One explanation for the "pick me!" attitude is wanting to get out of class. More likely, however, is Catalina's explanation, "I have an adult all to myself who's willing to spend time with me, and listen to me, and pay attention to me. And, you know, as a bonus, I always get like something, candy, a book, a game to play." The "Pick me!" phenomenon encompasses individualized attention, love, and a chance to be seen and heard. Helen confirmed that students love to see her because of the one-on-one attention she provides and her undivided attention. Beth humbly agreed, "Who wouldn't like me? I'm giving them that one-on-one attention. They're looking for that attention. That's all they want. They want the attention. They don't get it at home."

Some children experience isolation and loneliness due to their situation of constantly moving and having to make new friends. This attitude reflects previous research (Camp et al., 2019; Crumé et al., 2019; Lafavor, 2018; Low et al., 2017; Wright et al., 2019; Ramakrishnan & Masten, 2020; Teall, 2019). Catalina advised that SEHs "are wise beyond their years" because they have had to take care of themselves, their siblings, and often their own parents. Parenting the parent is a common attribute in these children that makes them incredibly resilient and resourceful. Still, the long-term effect is detrimental because they don't have anyone who loves and protects them. The child is the giver, and the parent is the taker. Catalina continued, "Mom, or sometimes Dad, but usually, Mom is preoccupied with her own life, that she's not looking out for their lives. So, they are resilient."

Consequently, life coaches see a tremendous amount of anxiety in their children. The older students are more cautious and less trusting. Helen explained that the students who do not want to visit typically have severe emotional trauma.

Although they are all excited to go with the life coaches and love their mentors, some students are intrinsically motivated, and others are unmotivated and have a sense of malaise and hopelessness. The life coaches attributed their successful students to a nature over nurture belief which conflicts with Cain and Dweck (1995). The majority indicated that they have many students in the same environment, from the same families, but some thrive with their help, and others despair. Jenny explained that “some kids are just very studious, quiet, like your typical quote, unquote ‘good students.’” Other life coaches agreed that students from the same homes with the same environments could go either way toward success and thrive or will repeat the cycle of poverty and intergenerational homelessness, which conflicts with Dweck and her resiliency theory (Cain & Dweck, 1995). Helen affirmed, describing a couple of her students, “They’re both very far behind, but she really gets excited about learning.” Both students are in the third grade and live in the same home with the uncle raising them and their cousins because they lost their mother over a year ago. The children, however, are very different. Helen explained that the boy is going down a dark path and resisting any support, and his sister is

such a bubbly girl and loves coming. She loves learning. If I give her a task, she’s gonna try and study it on her own. She comes back, and she gets it! Like, she gets really excited about it. They’re both very far behind, but she gets really excited about learning. The brother, who is the same age, same grade, with the same trauma, is withdrawing, resisting support, and refuses to learn.

It is necessary to understand the life coaches' perceptions of their students to see how they manage the various personalities, characteristics, and situations. Jeff confessed that "there are some kids who will just get it done" and confirmed that no matter how he approaches them, they will do what they need to do to get the work done and succeed. Jenny provided an example of two of her students that is a common situation, "One is very, you know, doesn't really care about school, and doesn't really apply herself, and the other is very studious, very serious about school. And, honestly, their home situations are not that different." Jenny added that all their personalities are different, "I think we just have these different personalities, and some kids are just more apt to want to do well in school than others." Laura commented on very successful siblings she has and attributed it to an involved parent but conceded that the siblings are naturally gifted, "She's [the mom] pretty involved. And I think that education must be important to them. The kids usually have their work done. And I think that they're probably just naturally lucky that they're intelligent girls." Recognizing these differences in their children equips the life coaches to treat every child differently and "meet them where they are," as Catalina assured everyone in the focus group.

Physical environment

The physical environment network (see Appendix K) depicts the various environments in which SEHs reside and how the various living conditions impact their ability to self-regulate and control their learning. The network illustrates life coaches' obstacles to promoting self-regulation and learning. Like the children's affect, attitudes, characteristics, and personalities, the children's environments are also diverse.

Bernie believes the environment is everything and contributes to students' success or failure. Bernie noted his children "face extra, additional challenges, period, in their life. And

most of it involves the environment in which they're living. That's the bottom line." Most students live doubled up. According to Dr. Zacatecas, roughly 70% of the students are doubled-up. The remaining 30% live in shelters, cars, hotels, and some on the streets. Life coaches have even found students living in a park under a slide. Laura aptly summarized her children's environments,

My kids range in age and their needs. Their basic needs, not having clean clothes, not, I've got kids sleeping in cars. We've got kids in shelters. We have kids who are hungry. And then we have some kids who are just doubled-up with grandma and grandpa and their home life, while they're technically considered homeless, have a pretty good home situation.

Laura also has discovered squatters in an apartment with no running water, no toilet, and only a few outlets to plug in a space heater. The life coach noted, "obviously, when you're worrying about how you're gonna get heat, academics are not, unfortunately, on the forefront for these families."

The most successful homeless environment is one that is doubled-up with few people in a home with loving, caring parents who value education. Bernie described during the focus group that doubling up can work well and quickly noted that families have been living "doubled-up" for centuries. This seasoned life coach believes an equation could determine a positive or negative doubled-up situation. Bernie claimed that dividing the number of people residing in residence by the square footage would determine outcomes. Although Bernie was partially joking, his statement is accurate. All life coaches described successful doubled-up situations as those where few people lived under one roof, and everyone had private, quiet space, stability, consistency, boundaries, and family valued education. Jeff described an ideal doubled-up

situation where his YEH lives with his grandmother, “a pensioner with a savings account, and they bake, and they have a garden.” Jenny described a similar situation with a single father and his children, who moved in with the grandmother, who was retired and helps raise the children. Despite offers to help him find housing, the father likes this situation, and it works for them. The children have a stable, loving, caring environment with boundaries and caregivers who value education. According to Jenny, they have stability, and she does not need to provide much intervention.

Unfortunately, all life coaches concurred that these situations are not the norm. More typically, grandparents, their children, and grandchildren live in a two-bedroom apartment with one bathroom. Life coaches described four and five children sleeping on a mat on the floor or a deflated air mattress. Bernie knows what environmental impact his children must deal with when they say all they would like for Christmas is a pillow. Common are siblings living together with all their children, the cousins. Families may include two sisters and 12 children between them. One of the sisters will work while the other will take care of the 12 children in this two-bedroom apartment. Jenny described one of her mothers who has eight children under nine. The life coach explained she has one baby every year, and four siblings are now with this life coach. The life coach is hopeful because the mom has a steady boyfriend and provides more stability and consistency to her children. Jenny added,

Oftentimes, you have a single mother, and she has five kids, and they’re all under the age of seven. You know, she’s got like, two twin five months old, and a three-year-old, five-year-old, it’s, it’s a lot, and she may have an eighth-grade education herself. The family may not have a car, and they’re doubled-up with Grandma, who also has the mom’s other

sister and her kids. It's a crowd. There's so much going on. Sometimes they don't even have their own bed. It's really, really difficult for kids to do homework at home.

Bernie summarized the various situations and outcomes,

Most of the families are doubled-up, and in some cases, that's that's marvelous. Maybe they have two or three siblings, and they're there with their mom and grandparents in a big house. That's ideal. That's the way people have lived together for centuries. However if mom has three or four kids, and she moves in with her sister who also has three or four kids, and they're in a two-bedroom apartment. Now you've got a different environment.

Transience is also a significant aspect of the SEHs' environment. Catalina explained that homelessness for many families is a way of life,

Many children by the sixth grade are in their 12th school... They start at this school and then move to that school, then move to a different school, then they move to another school, then they move, and they move, and they move, and they move, and they move.

Catalina continued to describe one of her new students in the sixth grade who has been enrolled in 22 schools but believed a couple of the schools might be repeats. Regardless of repeats, the child has been uprooted 22 times by age 12, highlighting the lack of stability and consistency leading to feeling safe, a human being's fundamental need.

Transience is unsettling. Children are suddenly displaced with no warning and have to leave the house abruptly when evicted. Catalina added,

They leave with nothing, no toys, no clothes, nothing, and typically the mom does not have any of the children's documentation like birth certificates, social security cards, immunization, or medical records. The family leaves with essentially the clothes on their backs.

Transience destabilizes the students' environment forcing the child to constantly reorient to the environment confirming the research (Baharav et al., 2017; Low et al., 2017; Masten et al., 2015; Morgan, 2018; Wright et al., 2019).

Students are typically exhausted. Eleanor explained why some students are tired all the time and sleep immediately after they get home from school. The students must be awake at night to protect themselves from sexual abuse. Eleanor described one of the situations she dealt with,

I had these three sisters. One was in my class, and every day, she'd go to sleep. I asked why she was so tired, and she said it was her night to stay up. "My stepfather, my mother's boyfriend. When she has gone to work, he tries to come in the room with us, and so me and my sisters have to take turns sleeping. So if he tries to open the door, you know, I'm already woken, and I'm telling him to get out of there." She had to stay up because she had to guard the door so her sisters could get some sleep. Her body's rhythm was getting messed up.

Eleanor called the authorities and notified the mother of the situation. The mother kicked out the boyfriend, and Eleanor was grateful that this mother took the situation seriously and believed her daughters. This situation aligns with the other literature and provides a narrative and the "why" SEHs are exhausted (Crumé et al., 2019; Ingram et al., 2017; Low et al., 2017; Pavlakis, 2018; Teall, 2019).

Students are dirty and deal with food insecurity aligning with Hallet et al. (2015), Ingram et al. (2017), Low et al. (2017), Morgan et al. (2018), and Ramakrishnan and Masten (2020). Ruth wants to find a way to provide mobile washers and dryers for families after describing what one of her students goes through to wash the family's clothes,

It was about four degrees outside, and my student had to go do laundry for the family. I was at the house meeting with the mom. The streets were shoveled, but not the sidewalks. She comes out, and she's got this little tiny cart on wheels. The laundry is stacked this high.

Ruth on Zoom demonstrated an overflowing cart and the child trying to maneuver the little cart with laundry spilling on the snow-covered sidewalk. Ruth continued, "She goes by herself, trying to get this laundry down the street. Because our families don't have washers and dryers in their places, and they barely have working water."

Catalina explained how she manages the food insecurity situation, "There's lots and lots of food insecurity. So, when a kid comes to school, and they haven't eaten, and they don't know if they're going to eat when they go home, and they've missed breakfast, and they're late coming to school, yeh, their first objective is "I need food." Yeah, and so we feed them regardless of what time they show up.

Catalina described another little boy who came to school and cried every day, nonstop. Catalina pulled him aside and asked,

"Baby," I said, "Why are you crying?" And I said, "Do you want to go home?" And he said, "No." And I said, "Are you having a hard time learning?" "No." I said, "Well, what's wrong, Honey?" And he said, "I'm hungry." And I said, "OKAY! Well, let's go get you something to eat."

Catalina asked the boy what he'd had for dinner, and he replied nothing, and he couldn't remember when the last time was that he had eaten. Catalina commented, "So when you've got a child who comes to school in that state, learning is a secondary goal."

The families' environments impact attendance. Omar indicated that 50% of his families do not own a car. Lack of transportation negatively affects attendance because of the time it takes the parents to get to doctor's appointments and other engagements while their children are in school. For example, getting to a doctor's appointment for her other children may take all day, meaning she may not make it home in time to get her other children off the bus. The mother must either send them to school and get off the bus alone or drag them all to the doctor's office and have them miss school. The mother will choose to take all of her children with her for safety's sake.

Social-emotional environment and parental influence

The social-emotional environment network (see Appendix L) illustrates how the SEHs' social and emotional environment is as important as their physical environment for self-regulation. The parent comprises a significant portion of this social-emotional environment with their ability or inability to self-regulate and their participation or lack of participation in their children's academic careers.

Every SEH has experienced some degree of trauma above that of students with adequate housing. Life coaches see students moving three times in one school year, dealing with parental mental health issues, suicides, heroin addiction, alcoholism, and other drug abuse. SEHs witness gang violence, crime, sexual abuse, sex trafficking, and physical abuse. Life coaches detailed their children's experiences witnessing their siblings' and fathers' murders and the deaths of mothers, aunts, uncles, and grandmothers. Trauma and parental support are central to SEHs' social and emotional living environment.

Trauma is the central theme surrounding the SEHs' environment (see Appendix M). This trauma impacts the whole child, academics, social and emotional well-being, self-regulation,

affect, attitude, and ultimately, success in life. The physical environment the children live in breeds trauma, but the social and emotional environment also causes significant trauma with violence, physical, sexual, and emotional abuse, negligence, and isolation. In general, the environment is not safe for them.

Beth claimed that this had been her worst year since she started more than ten years ago, “I had a kid who was involved with sex trafficking. 13 years old. She ran away twice and was with a 23-year-old man who was trying to get her to sex traffic.” The authorities saved the girl from the sex ring, but Beth feared the group would lure her back, explaining, “they look for the kids who are maybe riding the bus by themselves, look upset, lonely, or they find the ones that are mad at the world or they find them online.” During COVID Closures, online predators were very active. Beth said the sex traffickers that found her student found her online during the COVID Closure. The most distressing part of this story was this girl’s parent and grandparents knew the girl was being trafficked. The family was excited to see their daughter and granddaughter made the news.

Beth’s comment was, “You can’t make this shit up. Crazy. So, she’s had a lot of issues.” Beth continued to describe some of her other students’ environments,

Then I have another girl, a fourth-grader, who was being sexually abused. I’ve had another third-grader who I was just on the phone with who was being sexually abused.

Another child who was probably had some sexual abuse. He’s like going to the bathroom on the floor and painting. Lots of shelter kids. I’ve never had this many shelter kids.

Beth has never seen social-emotional problems to this extent in her ten-year tenure, and her caseload is the most it’s ever been.

COVID-19 created a new layer of trauma for parents and their inability to support their children. COVID-19 has spiraled children and their families into constant crises. COVID-19 was traumatic for most people, Ruth confirmed and had a more significant impact on displaced families. Ruth continued,

Mom's on drugs, or there's domestic violence going on, and you're stuck in that house, there's nowhere to go for basically 18 months. Child abuse department and family services were not going into people's houses. So, the kids got the crap beat out of them, I hate it. Can you imagine what their day was all day, every day?

When the schools closed, the government took away the one safe place and the only safe people most of these children had. After closing the schools, a teacher was not there to see and report a bruise due to abuse; life coaches were not physically present for the child to go to and talk about their concerns. The government closed the SEHs' only safe environment and disconnected them from their safe person, advocate, and surrogate parent.

As Bernie and other life coaches have suggested, central to SEHs' environment and source of trauma is the parent or guardian, who can be a positive influence. All life coaches agreed that the outcomes are positive when the parent has a positive attitude about education, establishes boundaries for the children, reads to them, and cares for them. Feeling loved and cared for trumps being homeless. Unfortunately, this idyllic homeless situation is not the norm. Parents are trying to deal with surviving everyday life. Many parents are dealing with their own trauma and mental health challenges. Sadly, many parents simply do not care. According to Ruth, "Some of them just suck! I'm gonna be frank, brutally honest, that they don't care. Many parents I've talked to are like, 'He's 18, he's on his own. I don't care.' Some parents don't care if their children go to school or not."

Most children entering kindergarten are severely behind because they did not attend preschool and their parents did not provide the necessary learning opportunities, which aligns with the literature (Dinnen et al., 2020; Manfra, 2019). Many children also enter school late, at six or seven years old, and have never had any experience in school. Catalina has two children, seven and five years old, who have never been to school and are just starting in kindergarten and second grade, but the kindergartner's skills are passing her older sibling's skills. Children enter school without knowing their letters or numbers; some do not know their names. Bernie advised that he has had students that do not know their names. "“what's your name?” the teacher will ask. The child responds, ‘Five.’ ‘I know you are five, but what is your name?’ ‘Five.’” Bernie affirmed that this is no exaggeration. “These are regular kids [not ELLs] in kindergarten. They're in the third week of kindergarten and don't know their letters. They don't know their name. Do you hear what I'm saying to you! They do not know their bloody name. That's educational neglect.”

Regarding boundaries, parents tend to resist providing boundaries and supervision either because of poor parenting skills or because they are simply overwhelmed with working two or three jobs trying to survive. Lack of boundaries is an incredible frustration for the life coaches when they get the students to listen only to go home. The lack of boundaries and regulation and the parent telling the child not to listen to the life coach negate all the progress the life coach makes. Omar has observed a trend in parents moving away from educational involvement,

Parents' expectations lately, compared to the past five or six years ago, have (shifted to) everything is supposed to be on the educator, everything is supposed to be on the school. There's nothing that the parent feels like this is incumbent upon me to teach and to supplement what's going on in the classroom.

Omar was exasperated and disheartened to describe this trend and frustrated with how to deal with parents removing themselves from their children's education and leaving it to the school alone. Omar continued repeating, "That's not MY job; that's YOUR job," when he has asked parents to support their children's learning at home. Omar quickly added that every Operation Chrysalis parent does not have this attitude, but the attitude is prevalent.

Life coaches believe parents have this attitude because they are more overwhelmed than ever. Omar described one of his mothers,

She has four kids; her sister has eight. They're doubled-up together, you know, and she was in a DV domestic violence shelter, which means she's in an undisclosed location.

(The mom) works 12-hour days. She's trying to look after 12 kids, and she's not even thirty years old. She looks to be about 25. Who could navigate this situation? You know, I would DEFY somebody to tell me that they could do that better.

Omar described the parental social, emotional, and mental well-being as dire and the environment as toxic, "We hear about stress and the impact it has on black families, specifically in the inner city. We've heard so much about it it's just become white noise. Everybody's stressed, and I think a lot of people who are living stressed out don't even realize it."

Omar lamented that he wished he had the correct language to help these parents understand what is physiologically happening to them. One of Omar's "little guys" announced to the class one day that his "uncle got shot in the face," which alarmed Omar. When he talked with the mom about it, she "dismissively said it happened a while ago and the boy overheard a conversation she was having," and the boy remembered. Omar wants to have the language to tell the parents this kind of talk is traumatic for children. These discussions of violence trigger stress. Omar wishes he could tell the moms, "Girl, you gotta chill, you stressing yourself out. Your

cortisol levels are through the roof, your cortisol levels are crazy, like you know, your cerebellum is overworked, Baby.’ Like, I wish that would be the common language.”

Laura described a typical scenario with some of her children,

Stepdad was literally shot dead in their house. The mom doesn't want to be a mom. And she takes out her anger and her frustration on them. Mom has a boyfriend. The boyfriend has an interest in the kids, and when the boyfriend's mad at the mom, the mom takes it out on the kids.

Dr. Zacatecas added during the focus group that this is common, particularly with YEHs, Many of our unaccompanied kids have been thrown out of their place because the child and the mother's boyfriend don't get along. So, the mom would say, “Well, he's not going. If you can't get along, you have to go.” So, the kid has to go, and then they become an unaccompanied youth. And that is sort of common.

Catalina reluctantly described one of her middle school students who experienced gang rape. The mother had called because peers were bullying the daughter over a YouTube video the students were sharing. The boys had videotaped the rape and put it on YouTube. The mother's response was for the girl to stop hanging around those boys and expected the life coach to get the other kids to stop bullying her daughter over the video of the gang rape. The mother didn't ask for counseling, therapy, or the police and was more concerned about the bullying. Catalina was silent after sharing the story.

Parental learning support is limited. Jenny noted three or four out of her 60 parents are involved with her students' learning. This lack of parental support poses great difficulty when life coaches try to instill positive self-regulation habits in their students. Lack of scheduling, planning, and monitoring makes transferring skills extremely difficult. When parents do not have

the self-regulation tools, they cannot model them to their children, which also aligns with the literature (Crumé et al., 2019; Distefano et al., 2021; Lافavor, 2018; Pavlakis, 2018; Ramakrishnan & Masten, 2020).

Homes are full of anger, resentment, bitterness, and stress. Omar described this anger with one of his student's moms having a meltdown in the parking lot when the security guard politely asked the mother to move her car, "Bitch, I'm gonna park this car when and where I want to.' The officer just said, 'Ma'am, could you move your car?' That's what she said to her, you know!" Omar explained something is terribly wrong with this degree of anger, knowing the children leave their safe person and safe space for an environment of rage. Catalina poignantly explained how social services provide home-based intensive therapy and counseling for students. Still, she contended it's not just the student who needs the therapy, **"the home itself needs therapy."**

Catalina explained that many children parent their parents by describing many of her children's resilience and resolve,

They learned very early on that they are capable of taking care of themselves. They survive. The oldest child in the family becomes the mother or the parent. They will sometimes parent their own parent. I've seen a fourth-grader right before school stand there and remind her mother of all the things that she [the mother] needs to get done that day. I've seen children who've missed mountains and mountains of school because mom has to do 'x' and so they have to stay home and take care of the babies. I have one little girl who is a fifth-grader and is responsible for doing the food shopping for the entire family. You know, she gets the food stamp card and will walk a couple of blocks to the grocery store and buy the groceries.

Catalina continued to describe other students in similar situations who must raise their mothers' babies, take care of the home, do the family's laundry, make dinner, do the dishes, and be the mother. Catalina described another situation where the son had to grow up very fast,

I had one young boy, his, his mother was in the old-fashioned sense, a lady of the evening. If the porch light was on, he wasn't allowed to come home, because she was working, so he knew what was going on. He had no place to go. So, eventually, we found him a job working overnight at McDonald's, so he could go home from school, sleep, go into work very, very, late, and at least he had someplace safe to be all night long.

Jenny stressed,

Older siblings take care of younger siblings. That's an expectation. They look out for each other during the school day, in the hallways during transitions, during lunchtime, recess, arrival, dismissal; you'll see the siblings together, taking care of the younger ones.

Catalina added that once this parent-the-parent pattern forms, it is difficult for the parent ever to become a parent again. When parents do try to become the parent by presenting boundaries, the children rebel and are confused. The children resent the authority because the parent was absent for so long and the child was taking care of everything and "now you want to come around and tell me what to do when you were absent for so long!" Catalina noted that is common with her older students.

Life coaches struggle to deal with parental mistrust and their reluctance to make school a priority. Jenny described institutional barriers preventing families for generations from seizing opportunities. For generations, they have seen nothing but obstacles to their success, so they have developed a deep mistrust of authorities and the system in general. Even when families find adequate housing, education is not a priority. Both Helen and Eleanor noted parents who will not

send their children to school even after finding suitable housing. Helen commented, “So, you can’t help the kids if they aren’t in school. It’s very, very difficult.” The life coaches call, text, email, and even drive to the new residence to try to convince the parents to get their children to school to no avail. Omar attributed this attitude to intergenerational mistrust of the system, “a lot of our parents are products of the XYSD, and, and the parents see me like I’m a child protective services caseworker who will take their child away. It’s the entire system, not just XYSD, it’s whoever might get me in trouble.” Jenny agreed that the mistrust is not racially-based but authority-based. The parents have a deep-seated mistrust of any authority. Jenny has heard parents screaming expletives at the teachers and fellow African American teachers. According to the life coaches, the mistrust is of generations of the system failing the parents’ parents, siblings, cousins, them, and now their children. The parents see generations of a system failing them. Mistrust creates an impenetrable barrier to aiding the children when life coaches cannot get the parents to cooperate. Omar indicated change will take “years and years of consecutive positivity” and parents seeing positive results from the school and the system.

The mistrust spills into getting help for themselves. The mental health crisis in the black communities is alarming, and Omar indicated the black community has stigmatized these mental health weaknesses. Omar added that unless we get help, “our country is breaking down to where, man, we’re just falling apart, our black mothers, especially experience such acute stress.”

Theme 4: The COVID Closures

The COVID Closures network (see Appendix N) exemplifies the impact COVID-19 had on teaching and SEHs’ social, emotional, and physical well-being. Further, this network demonstrates the aftermath of closing the schools and the life coaches trying to restore normalcy to SEHs’ academic and personal lives. This network also revealed the life coaches’ intensely

negative perceptions of technology. This theme answered sub-question two regarding liaisons' experiences with technology.

“We were thrown out of the schools in March of 2020,” according to Bernie. This life coach also described the COVID Closures as “when they locked us out.” These are meaningful descriptions and mark the general sentiment of all life coaches that the COVID Closures severely and negatively impacted their children. Life coaches could not speculate how long it would take their children to recover from the destruction COVID Closures reaped and sowed. These professionals vehemently opposed the Closures of the schools and are now dealing with the post-COVID-19 wrath. During COVID-19, these life coaches experienced extreme hardship, but their students' hardships were even more profound. The life coaches believe we will not know the COVID Closures' devastation for years to come. The life coaches blame COVID-19 and school closures for their students' academic and social-emotional destruction.

Teaching during COVID Closures

Life coaches risked their safety and well-being during COVID-19 Closures by driving directly to wherever their students were, whether in a van along the river, in a parked car, or a motel, doubled-up in a large apartment building, on a front porch, or a shelter. Life coaches were determined to get their students what they needed despite tremendous obstacles. Eleanor noted how she and the life coaches worked throughout COVID-19 without taking any time off. They drove from location to location, dropping off food, clothing, hygiene items, gift cards, and anything the students and families needed.

Catalina praised one of her shelters and how they managed the COVID Closures,

The principal, the assistant principal, myself, the school secretary, the tech, the shelter

director, we were on the phone every day, getting kids online, making certain instruction

was happening, interfacing with the staff helping with additional, you know, behind-the-scenes stuff. They had tons of people there that worked with the kids by ability and grade level. They were very dedicated to trying to help these children stay on task.

Jenny added that shelters turned the communal rooms into classrooms for virtual learning during the pandemic, “Prior to the pandemic, these [communal] rooms were used for parenting classes, job readiness classes, and places for a student to do their homework. During the pandemic, those were used during the school day to facilitate remote learning.” Both life coaches praised this shelter for their tireless efforts during the pandemic.

This dedication represents how all the life coaches stepped up to deliver instruction under the most troublesome circumstances. Before and during COVID Closures, only 40% of the city had wi-fi access, so getting their students access was time-consuming and posed a serious obstacle to learning. While waiting for wi-fi, life coaches handed out breakfasts, lunches, and dinners with learning packets and checked on the students and families to ensure they had what they needed. They provided hygiene and cleaning supplies, food, and other greatly needed supplies. When the Chromebooks arrived for all the students, these dedicated professionals passed them out during breakfast, lunch, and dinner. Life coaches delivered these items to students who did not show up at the pick-up sites despite the danger to their health and safety.

Dr. Zacatecas described the scene,

During the beginning of COVID, when we first left the school buildings life skills coaches were out there bringing laptops to our children, hotspots, hygiene supplies, cleaning supplies. We were very lucky that all of our staff really pulled together to make sure that everyone had what they needed. And they would even bring lunches for the children.

Catalina stayed abreast of the students engaged or disengaged at the shelters stating, “I checked everybody. If so-and-so was not working, they’d [shelter workers] knock on the door saying, ‘You got your computer? What’s going on? Where’s your charger? Why aren’t you doing your work?’”

Dr. Zacatecas mentioned that some shelters responded to the COVID Closures better than others and praised XYSD’s superintendent for rapidly responding to the Wi-Fi needs, hotspots, and chrome books the students needed to continue to learn.

Conducting lessons during the COVID Closures was exceptionally challenging, given the students’ environment. Space, privacy, and quiet were scarce. Intermittent Wifi made working online frustrating. Online, life coaches witnessed screaming babies, ten, eleven, and 12 children in a two-bedroom apartment trying to take care of each other, all trying to get on their computer at the same time while taking care of their baby siblings or cousins. Jenny confirmed “lots of yelling, crying babies in the background” and kids that “had to watch the two-year-old or something while mom went out.” Chaos reigned. Parents, children, life coaches, teachers, and parents were stressed and teetered toward giving up. Children started to disengage entirely, and ultimately the district lost 20% of their rostered SEHs, the exact percentage of SEHs across America that dropped out of society during the COVID Closures (Morton, 2021). Jenny described simply being able to show her students how to navigate the new learning management system (LMS). Still, beyond that, they could not focus on academics. Jenny expounded, “The home environments were always very loud and distracting, lots of yelling, crying babies in the background. Sometimes kids couldn’t meet with me because they had to watch the two-year-old or something while their mom went out.”

Bonnie added, “Little kids on the computer was a nightmare. Kids were not comfortable; no one wanted to be on the computer... It was not pleasant... no personal contact...”

Ruth agreed, “It was just complete chaos. It was a disaster.” Imagine during COVID-19 twelve children trying to get internet access on twelve different computers in a two-bedroom apartment with one kitchen table. All life coaches concurred that students learned little academics during the COVID Closures. Engagement marginally increased when students switched to blended learning because SEHs needed consistency and stability during this disruptive period, and school had been their only safe haven. COVID-19 disconnected SEHs from their life coaches despite the advent of technology. Ruth noted that they used texting the most to communicate, but there was a different kind of disconnect because all people “were so afraid to see other people it was just a huge disconnect.”

Bernie described one of his families,

I have a family with nine kids. The mom has one a year. They got a fifth-grader, fourth-grader, a third-grader, second-grader, first grade, or kindergarten. A preschool kid. A three-year-old, two-year-old, and a one-year-old in their home. This is a two-bedroom deal. These kids are not participating remotely. There’s no way. There’s too much going on in that house. They can’t. That’s one thing that we learned from remote learning. We got to look into the house.

Bernie explained that during the COVID Closures, the life coaches could intimately see their students’ living environment, which was enlightening.

During the COVID Closures and hybrid learning paradigms, SEHs’ safe person was not immediately present and could not see their situation firsthand, especially if the student

completely disengaged. Jenny confirmed that the students prefer to learn in person with structured instruction and hate doing their work on their devices on the LMS. Jenny concluded,

They do not like remote days. Our student population hates the idea of a snow day. They don't like the weekends. They're basically not excited for breaks. Our students want to be in school. They feel safe here. They feel cared for. They want to be with their teachers.

As for the technology itself, Jenny added,

They don't like doing their school assignment, their academic work on technology, or through technology. They don't like having Zoom meetings instead of in-person meetings. They would rather be here at school, physically, with their peers, physically, with the teacher instructing them coming around to their table. They're more engaged. When they're online, you'll see one kid who is slumped over, sleeping. The kids don't want to engage in the material. Their home environments are not real conducive to learning, whereas school is.

The COVID Closures disconnected the life coaches and their students. Not having that personal connection with the students was difficult and worrying for the life coaches. Eleanor described dropping off necessities on the children's porches,

I would just put it outside the door, and I would get in the car, and I would wave at them, you know, so I would at least get a chance to see them. But when I was able to have one-on-one just with the kids, it was nice to see them and be able to talk one-on-one with them.

The only way to contact the student was through the parent or guardian's text or email, which was rarely correct. Life coaches were highly frustrated and worried about their children's well-being. Eleanor was frustrated because the numbers in the school directory were

disconnected. Dr. Zacatecas indicated it is common for SEHs' phones to be disconnected. Many homes lacked connectivity, so Zoom or Microsoft Teams didn't work. Life coaches contacted administration, teachers, counselors, and principals to see if they had contact with any of their students and, if so, how. Jeff was equally frustrated and worried during COVID Closures stating that

a lot of students really fell off, and almost impossible to be in contact with... It was really difficult for some students... due to maybe being transient, bouncing around a lot, might not have Wi-Fi, couch surfing, so there's a lot of trials and tribulations.

The COVID Slide

Academically life coaches differ in their opinions on how far behind the students are.

Bernie explained,

Many of our students did not attend remotely; they basically missed a grade. And they were advanced to the next grade automatically. So, now you have a second-grader who missed a lot of kindergarten, missed a lot of first grade, and now they're in the second grade. It doesn't make any sense. Not only can they not read, letter recognition, letters, the basics are just not there, and that goes for first graders, second graders, and third graders.

According to the life coaches, the average number of years behind is three years, but the range is between two-and-a-half and five years behind adequately housed students. Before the COVID Closures, the typical SEH was statistically two years behind a student with adequate housing, according to Jenny.

Consequently, the life coaches now focus on grades kindergarten through four instead of kindergarten through three. Historically, Operation Chrysalis focused on reading in grades

kindergarten through three because the director believes they cannot succeed in any other subject area without reading. Additionally, the state mandates that all children be at grade level in reading by the end of third grade, or XYSD will retain them. Operation Chrysalis acted accordingly. The year before the COVID Closures, Operation Chrysalis had 100% of their third graders at reading level by the end of the year, more than the general population. That is a significant figure considering that the school district had over 3,000 SEHs. Life coaches concurred that no statistics exist on the extent of the students' learning gap, nor are there any comparisons of learning gaps between students with adequate housing and students who are displaced. Given the extensive research, students who are displaced typically are further behind students with adequate housing (Baharav, Leos-rbel, Obradovic, & Bardack, 2017; Camp et al., 2019; Crumé et al., 2019; Dinnen et al., 2020; Edwards, 2019; Ingram et al. 2017; Lafavor, 2018; Low et al., 2017; Manfra, 2019; Masten et al., 2015; Ramakrishnan & Masten, 2020). XYSD is no exception. The pandemic is unprecedented, and life coaches are struggling to address the learning gaps while taking care of extensive additional needs that they have never seen before the COVID Closures. Additional quantitative research will reveal these gaps and the period to recover the academic deficits the COVID Closures caused.

Life coaches described a lack of boundaries and self-regulation during the COVID Closures. Students watched TV all night, played inappropriate video games, and spent most of their 18 months out of school unsupervised. Catalina explained that the Closures reverted her students to perpetual “summer mode” and explained how they could not establish a routine. School became “an option as opposed to a mandate.”

Laura expressed how her academic priorities with her families have shifted pre-post COVID-19,

Before COVID, my expectations were higher. For me, the kids had to read every day and bring books back signed every day. And there was a lot of parental involvement. And I think I expected a lot more of the families pre-COVID. Post-COVID, I have to be more accepting of what families can give and know that everyone's doing their best. So, I think my expectations are just more realistic. I have a lot more compassion now for the families in knowing that everyone's doing their best. I don't call parents and say, "Johnny didn't bring his book, and it's not signed, and can you help them do that?" I feel like these families have so much on their plate. Worrying about signing a book and bringing it back is so low on their priority list.

When asked how the COVID Closures impacted parental support, Beth jumped in, saying, "if it wasn't there before, it wasn't there during COVID, and it's still not there." Laura agreed,

I was gonna say the exact same thing. The kids I would work with reading before COVID wouldn't bring their reading books back signed by a parent. Certainly, those were the kids that didn't get on Zooms, and those are still the kids now that don't do their homework. Education isn't a priority. And education is not a priority because it's not a priority to mom, or dad, or grandma, or grandpa. It isn't a priority. Their priority is food and shelter.

The maturity slide

The maturity slide is an evident life coach concern. Students lived with few boundaries during the COVID Closures, many staying up all night and watching babies during the day. Little to no academic learning occurred. When they returned to school, the life coaches described the phenomenon as the students being "stuck in time." Their maturity level never progressed.

According to Beth, “the first graders missed kindergarten; the third graders missed out on how to be a second-grader. They’ve missed on the skills of how to be the way they’re supposed to be.” Beth described how these students have missed out on 18 months of maturation and learning how to navigate through specific windows of their lives. If a student was in middle school during the COVID Closures and returned to high school in the ninth or tenth grade, their maturity level was still in middle school. The ninth and tenth graders are displaying behaviors typical of seventh and eighth-graders. Eleanor described students’ post-COVID Closure behavior,

These kids have not been in school for a whole year. It’s like the ninth-graders that have come in, they’re still in middle school in their minds. So, they’re still doing middle school things in high school because they missed that, you know, year of being in high school.

Violence, fighting, increased gang activity, criminal activity, and inappropriate use of technology have all contributed to poor behaviors in school. Jeff expressed concern about a “complete cultural shift” in the students’ environment since COVID Closures. Omar referred to this as “the SRL slide” because students can no longer self-regulate and have no control.

Lack of self-regulation and social-emotional well-being

Post-COVID Closures, students’ behavior has been unprecedented. Life coaches and teachers are experiencing severe increases in behavioral problems, fights, bullying, suicide attempts, drug use, gang involvement, and other mental, social, and emotional disturbances. Jenny has an eighth-grader who must wear an ankle bracelet for multiple crimes he committed during the COVID Closures with a local gang. Despite constant attempts to intervene with the family (the mother is self-medicating), the principal, counselor, assistant principal, the family support school liaison, and the police, no one could access child protective services. Child

protective services was unresponsive to the constant attempts and pleas for them to intervene for this child. The child is wearing an ankle bracelet and is in and out of juvenile detention.

Life coaches and teachers have never seen such a decline in behaviors, attitudes, and affect. The life coaches attribute this decline to missing over a year of social growth, technology, the lack of supervision during the COVID Closure, and the inability to read emotions during the masking while in-person and hybrid learning. According to Ruth,

People are just not okay. Whether because they're having feelings of being lonely, or like kind of just that gloom, you know, like that doom. I'm talking six years old. Normally when you think about an average child, you think they're mostly happy; they want to play outside. And the kids that I've been seeing are not like that. They're just very gloomy. They're depressed. They don't want to do sports. Sports used to be a big thing. It worries me. It's happening so early. We had a five-year-old that had suicidal ideation. FIVE! She was in kindergarten.

Per Eleanor, "If we could just wipe out social media, like take it off, turn it off, something, because it's always where the fight stems from." Eleanor confirmed that the fights seem to be over not liking a peer's YouTube video or making derogatory comments under a peer's picture on Instagram. Eleanor continued to describe the severity of the fighting caused by social media,

These kids are not just fighting; they're savages... busting kids' teeth out, just pulling their hair out. It's all over this social media stuff. And it's because those kids have lost a year of maturity when they come, so they're in high school, ninth graders doing eighth-grade and seventh-grade stuff.

Eleanor noted that she is seeing more fighting with girls than boys but did not offer an explanation why she thinks the escalation in fighting is more with the girls. Dr. Zacatecas agreed that girls are vicious in their fighting.

Eleanor continued to describe how the students fight,

I've seen fights in the high school where you break them up, but these you have to call the ambulance. It's not like they fight one-on-one. It's one-on-ten. It's like a wild animal how they kind of circle the weakest person that they're gonna kill. They group in a circle, and once they make that circle, you can't get in there like the administrators, the teachers, because they have figured out how to make this barrier and get as much of this person as they can while they can. It's calculated. It's like a lion trying to get his prey, and they circle it, separate it from the other ones, and then they attack.

Dr. Zacatecas asked Eleanor to confirm if this is happening more with SEHs or other students, and Eleanor responded, "No, it's everybody. Everybody. Equal rights, right? No distinguishing. It's everyone." Laura added that the school where she works removed social media from the school, which, to her shock, did not make a difference in the behavior. Jenny agreed that removing social media has not made a difference because the students access it outside school. It has prevented inappropriate use of social media during school hours, however.

Parent behavior is also alarming. Several life coaches reported parents screaming expletives at the teachers and noted a significant reduction in parental support. Omar saw this trend before the COVID Closure, but post-COVID Closure seemed to magnify and speed the trend. Catalina explained,

The mental health issues that were brewing in the home before COVID... if they were planted before COVID they have gone into full bloom at this point. And it has had a huge

impact on the students' overall well-being, behavior, their ability to learn, focus, concentrate. I've had a lot more deaths amongst my students in primary caregivers, in secondary caregivers. Not COVID deaths, but those primary, secondary, and tertiary support systems, as tenuous as they were, are collapsing. I had two families this week alone [family deaths].

The other life coaches agreed that they were dealing with grief with their students.

Catalina continued to explain that often these children end up living with elderly grandparents who are not in the best of health and the stress of having the children "dropped in their laps" is too much.

Catalina noted several differences, including more severe food insecurity and hunger, and that students and families are needier in every aspect. Laura added,

They're super needy. I feel like they're needier now than they ever were before... I feel like they're just not as self-sufficient as they used to be across the boards, all grades, especially the younger ones, where they've never really had a full classroom experience with 30 kids in a classroom and only one adult.

All the coaches in the focus group agreed. Catalina added, "There have always been mental health issues, but our mental health issues seem to be much more extreme." Ruth agreed,

The mental health and the after-effects of COVID have has been really challenging. I mean, suicide and thoughts of suicide and anxiety and depression, and, you know, social interactions, like all that stuff has just been, I mean, just, I think heightened a lot this year.

Catalina described eight of her students with severe suicide ideation and four hospitalized for the severity. One of her students drank bleach and attempted suicide multiple times. When

the sixth-grader returned from the hospital, she ingested the pills that were supposed to prevent her from committing suicide. The mother called Catalina and said what am I supposed to do now. Catalina screamed, “CALL 911!” One of her kindergarten students described to her how she wanted to kill herself and how. The life coach consensus was that suicide ideation and attempts post-COVID-19 are more frequent, younger, and more serious.

Overall, the students have had difficulty adjusting to boundaries, causing outbursts and significant behavior problems. Omar noted that for the past 18 months, his kids “have been having the time of their lives staying up all night, watching whatever they want whenever they want, having immediate access to the internet, games, YouTube, and social media.” Upon returning to school, Omar explained the students are not having fun anymore, but they cannot handle day-to-day scheduling, responsibilities, and content. They are frozen in time.

Shift in priorities

All life coaches noted a shift in their priorities post-COVID Closures. Although Operation Chrysalis hired Laura for academic support, she finds that kids really need more social-emotional support than they do academics. And so, I’m doing a lot more, not that I’m a trained social worker, but I feel like I’m doing a lot more social-emotional support for these kids than I am academic support.

Technology

Table 3

Life Coaches’ Perceptions of Technology

	● negative	● positive
Life Coach	Gr=165	Gr=165
	Absolute	Absolute

Jenny		
Gr=223	0	0
Bonnie		
Gr=54	54	0
Laura		
Gr=97	0	82
Helen		
Gr=141	0	0
Zacatecas		
Gr=21	0	0
Omar		
Gr=270	0	48
Catalina		
Gr=186	0	38
Jeff		
Gr=90	0	36
Eleanor		
Gr=137	0	0
Ruth		
Gr=210	0	0
Beth		
Gr=70	0	0

Focus Group		
Gr=271	145	108
Bernie		
Gr=79	69	191
Totals	268	557

Note: The table displays normalized frequencies. Gr=grounded.

All the life coaches had negative perceptions regarding technology during and post-COVID Closures. Laura does not see much difference pre-post COVID with technology because, like Beth and Bonnie, she prefers paper books, paper, and pencils over technology when working with her children. Technology is a primary reason students today struggle with academics and social-emotional learning. Jenny related,

It's really important to consider the impact of social media and cell phones. I think that's caused a lot of damage and distraction to our students, you know, homeless, just being exposed to age-inappropriate content. I'm hearing more cuss words in the hallway than I've ever heard before. I see a lot of inappropriate dancing... YouTube and other platforms have become a huge, huge problem.

Despite the software XMSD installed on the students' devices, Jenny stated, "Our students are very savvy, and they find ways to go on YouTube instead of doing their work." Jenny continued to explain how difficult it has been to keep their children safe and on task in this technology-infused environment. Access to inappropriate content, contact, distractions, and lack of boundaries have jeopardized students' safety and learning. Jenny also experienced one of her children in elementary school with her description of "inappropriate contact," a euphemism for pedophiles stalking children online. During the COVID Closures, pedophile rings had an open

line to find, stalk, groom, and enslave children through technology meant to educate and protect the students. Three life coaches indicated multiple instances of trafficking and pedophilia online during the COVID Closures, which devastated these life coaches who were helpless during the Closures, helpless to protect their children.

Not all the content students access is inappropriate, but it is still a distraction to learning. Although lower elementary school children take advantage of the technology and teachers sometimes use the technology to pacify the students, the bigger problem is with the upper elementary grades, 5th grade through 8th grade.

Beth bluntly expressed her perceptions of the technology infusion,

I hate all this blended learning they want them to do. They have to be on the computer half the day. They want them doing all these activities on the computers, and they're all on YouTube and games they shouldn't be on, and they're not doing what I told. I'm not doing it. I don't care. I think they have enough screen time at home. They don't need it during the day.

Beth concluded that students need paper and pencil because "Nobody knows how to write their name."

As several life coaches reluctantly discussed, technology infusion due to COVID Closures did have benefits. Beth noted that the technology infusion increased digital awareness, provided internet service across the city, and made it easier for families to submit paperwork. Jeff leverages technology to reach his students. Given Jeff's high caseload and the 15 schools he needs to cover, he has found technology to enable him to mentor and tutor through online means. Jeff stated how he is always available to his students by phone or computer, "A lot of students use Google Classroom, or they use Microsoft Word, and they could share their documents with

me, and I can literally proofread their work before the teacher sees it.” Jeff stressed that although he may only get to one school twice a month, students always have access to him through technology. Although not a fan of technology, Laura agreed that having access to Zoom provides an additional way to reach her students.

Life coaches agreed that access to technology has been detrimental to their well-being. Omar explained how phone apps influence students’ behavior and attitudes, particularly with fighting. Omar provided the example of looking something up on YouTube, and hundreds of high school fights will populate his account instead of finding a “How to” video. Omar stated,

You go down a rabbit hole. Like, where did this come from? I’ve seen students of mine, elementary students holding AK 47s on Facebook, just holding assault rifles. Like, so the attitude is just more violent in America for children. I think all kids, especially our inner-city kids.

Eleanor confirmed her belief that social media is the root of all the fighting. Bernie added that this should not be a surprise because

after we were thrown out of the schools in March 2020, what did they do for a year? What did they do FOR A YEAR? They were watching TV and playing Fortnite or shooting people, right? That was their deal for a year. Think about that.

Theme 5: SRL and SEL

The SRL and SEL network (see Appendix O) encompasses every aspect of the life coach, as depicted in this figure. Significant themes connecting SRL and SEL emerged, and post-COVID Closures shifted the life coaches and educators’ priorities from academics to social-emotional care. This network reveals the interdependence between self-regulatory and social-

emotional components and symbiotic relationship. This theme answers the central research question and sub-questions one and three.

Although life coaches did not believe they were implementing SRL as the interviews proceeded, all explained how they leveraged every component of SRL, including agency, self-efficacy, and motivation, and developed an SRL process. All life coaches indicated that SEHs' environment and trauma were the most pronounced obstacles to self-regulation. Despite believing that it is nearly impossible, Catalina implements self-regulation techniques daily with success. The interviews also revealed a symbiotic relationship between SRL and SEL.

Self-regulated learning

All life coaches confirmed age was a significant factor in self-regulating ability. The life coaches of the younger students did not believe their students would be able to self-regulate, but they all described situations in which they provided self-regulation. Eleanor explained that as her students got older, they became more aware of self-regulation, especially when it got closer to graduation. Eleanor mentioned that her seniors start to think about planning and organizing their senior year because their time is running out. Eleanor also believes that some students are more likely to self-regulate than others, like her high achievers. Eleanor indicated that she does not need to help her high achievers set goals because they inherently do that. This philosophy conflicts with Dweck and Cain (1995).

COVID-19 Closures highlighted the importance of self-regulation due to learning at home. Students had to establish goals, monitor their own progress, and reflect on their successes and failures. Without self-regulation, virtual learning was a "disaster," noted Bonnie and multiple life coaches. Beth stated,

I don't think they self-regulate. That's the problem. They don't know how to turn it off.

The children are worse off because they are addicted to it [social media and gaming].

They want it all the time. They are on YouTube and games when they are supposed to be getting their work done.

Lack of self-control is significant because if students cannot control themselves in school where boundaries exist, they will have an even more difficult time with self-control at home, where the environment is chaotic and lacks boundaries. Jenny stated that post COVID Closures, they have realized that self-regulation is "so important for academic success." SRL is the precursor to academic success. Helen's attitude toward SRL was like Catalina's: she does not believe her young students can self-regulate. Still, Helen is open to learning about strategies that can help them gain control.

Some students can plan, monitor, and reflect, and others struggle, but this task is more difficult for SEHs than their adequately housed peers, which aligns with the literature (Distefano et al., 2021; Lafavor, 2018; Ramakrishnan & Masten, 2020). Jenny said her students can reflect on their work but do not know how to plan or monitor themselves. Students know their deficits, go to their life coaches with specific questions, and ask for help with the content with which they struggle. Jenny explained,

They are reflective regarding what is tripping them up, for example. They may be having an issue with remembering their multiplication facts, and they ask for help and plan to work on that skill. They will say, "Hey, can you please help me with this project? I'm struggling, and I want to do better in this class."

Eleanor has asked her students, "What makes you put your nose to the grindstone and get your work done and keep your grades up?" One student with a GPA of 3.8 who lives with her

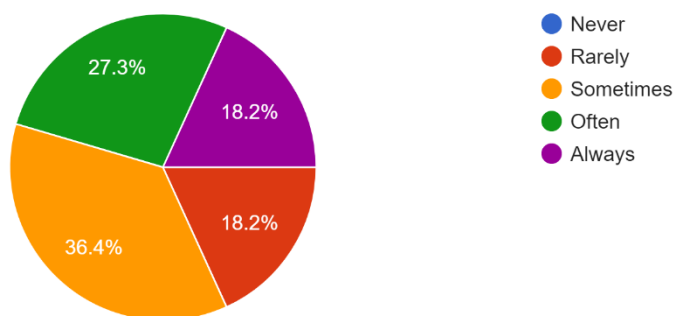
father and frequently moves in with different girlfriends each year responded that grades were “all she had that she could control.” Eleanor repeated what the girl stated, “If I don’t do something, it is on me, not my father, and he, you know, he doesn’t have control of my grades.” This girl realized that the only thing she could control in her life was herself, her grades, her attitude, and her work ethic. Control empowered her, and her grades reflect this attitude. Eleanor is “working my fingers to the bone” to get her scholarships and attend college. Eleanor described some students just trying to get by, but she has noticed a pattern in her successful students that they have a sense of control over their grades and future, which empowers them. In an environment where these students have little control, the successful ones try to control what little they can, their grades, and schoolwork.

Figure 10

Life Coaches’ Perceptions of SEHs’ Help-Seeking Ability

My students seek assistance from me or other resources when they have difficulties understanding schoolwork. (OSLQ) (SQ3)

11 responses



The life coaches' questionnaire conflicted with the interviews and focus group when discussing students' ability to seek help. This conflict is most likely due to the life coaches' humility. During the focus group, Laura confirmed that students are not afraid to ask for help,

“I’m finding that when they need help, they’re not shy to just walk out of a classroom and get help.” Omar interjected during this focus group discussion and emphatically stated, “They’re not bashful at all. No!” Laura added, “They are not shy to come up and say, ‘I need help. I’m getting in trouble. Can you help me with this?’”

During the focus group, Omar and Beth laughed, saying, “To be totally honest with you, sometimes they stay with you just entirely too long... and they don’t want to go back to class. They want to spend time with you.” Beth added how she has to use the timer to encourage her children to leave. Jenny agreed and lovingly described one of her students, “She’s looking at me saying, ‘Please, can I just do some work with you.’ So, I printed out those Easy CBM (practice sheets). Beth concurred, “They probably don’t want to do something, but they’ll do it.” Jenny confirmed that it is the attention that the life coaches provide that entices the children to seek help and follow through with tasks that they would not normally do for their teachers.

Per Jenny, students struggle with agency and motivation, “It’s hard to get them out of this present moment to see how this can affect their future; they don’t have much agency.” Agency depends on motivation. Life coaches find motivation elusive because students and parents cannot see the outcomes after generations of failures. Self-regulation will only occur when the parents buy in to education and see the pot of gold at the end of the rainbow. The key is to get the parent to see the value of education. Omar also indicated that parents are not motivated to help their children and only show up at academic events to celebrate their children’s successes “when we gave away a 43-inch flat-screen TV.”

All life coaches suggested that their students have high confidence, self-efficacy, and resiliency and know they are survivors. Their self-efficacy originates from their ability to navigate life, not from academics. Jeff explained,

99% of them are extremely resilient; they're tough. And I think because they've been in fight mode for so many years and for living a lot of grown-up lives. And I respect them for that, and I think that they respect me for acknowledging that.

Social-emotional learning

Many teachers Beth works with send students with poor behavior to her office because Beth knows how to handle them and get them to calm down. Beth described a typical situation, I don't even talk to them. I just say, "Oh, I'm finishing up an email," and then they just kind of look at the stuff, and then I give them a snack, and all of a sudden, they're fine. Changing the subject, redirecting, a lot of redirecting. I'll give them my calming down box. They start calming down, and I tell them, "Listen, if you want to come in here ever again, you got to get yourself together."

This "calming down box" is key to helping students gain self-control. Ruth calls the box her "self-regulation box." This plastic container comprises manipulatives that act as a distraction to their heightened emotions. Beth also gives her students a calm space and a way to release their emotions.

Beth then will help them back to their class and say, "Come back to see me, but I want it to be on good terms, and you can pick out of my prize box. So, the Dollar Tree is my best friend." The prize box contains playdough, puppets, fidgets, squeezey balls, slime, suckers, ring pops, gum, McDonald's toys, and any giveaways from conferences. Beth states that it "helps the kids get it together. The kids look at it, and they like to play with it, things that they can squeeze. Kinetic sand, oh, I love that. So, they like to play with that, just to kinda bring them back. And then they get it together."

Jeff described a situation with a student and others that he helped get through significant social-emotional trauma and stressed the importance of seeing signs of distress,

I had a strong feeling that a student was not ok and was going to commit suicide. I asked her, “Hey, how do you feel?” and she just started bawling her eyes out. She’s a senior now. She actually wrote me a letter talking about that day saying, “Hey, you know, thank you for what you do and help me out. I felt so broken and sad, but you helped me get into counseling.” For that, I’m very blessed and happy.

The symbiotic relationship between SRL and SEL

Jeff believes anxiety and self-regulation are linked, “I think kids are having a really tough time self-regulating, whether or not it’s coming to school, whether or not it’s accountability for their actions. I think students are really anxious.” SEHs already have significant obstacles to self-regulation, but Jeff believes they get stuck at the bottom of Maslow’s Hierarchy and struggle to move up the pyramid. The educator observed,

kids are not able to self-regulate because their brain as a teenager isn’t wired for these grown-up experiences. A lot of kids I work with they’re like playdough, but they don’t have the lid or the container which they’re in. So they become really hardened, you know. It’s hard for them to really grow.

Jeff continued to explain that there is a relationship between trauma, SEL, and SRL. The trauma makes SEL and SRL essential pieces of treating the students, “it’s going to hurt, you know, but perhaps maybe they can overcome the trauma a little bit quicker” if they have the tools to help them self-regulate and control their emotions. Jeff continued, “It’s about coping, but we’re going to really suffer, and it’s going to be really hard.”

Laura also noted the symbiotic relationship between self-regulation and social-emotional regulation, bringing academics into the mix by stating,

If I can help them self-regulate the behavior piece, we can get to the academic piece. I thought we would be doing more academic tutoring [before being hired], but I'm doing more social-emotional because they can't self-regulate, ignore distractions, or just do non-preferred tasks. So, getting them to be able to self-regulate to do those things lead them to self-regulating, getting them to become independent, doing the work that's needed or asked of them without standing over them and holding their hand to do it.

Jeff finds ways to connect SEL and SRL for life lessons. The life coach discussed a situation with one of his students who was fighting with her aunt (guardian), and the aunt died while she was at school. The student was distraught that she and her aunt ended on such bad terms. Jeff suggested she write her a letter, and the incident reminded him that SEL and SRL are connected. Self-control and self-regulation would perhaps have prevented the hurt and pain this student felt when she lost her aunt. This life coach recognizes these situations and helps his students see the connection between their behavior and outcomes. When pressed, Jeff was not sure which is more critical for students' well-being, SRL or SEL, but he confirmed that both work together to improve students' lifelong outcomes.

Theme 6: Strategies

Three primary SEH strategies (see Appendix P) emerged from this network: learning, SRL, and SEL. All strategies heavily depend on building positive relationships. Life coaches build these positive relationships through trust, communications, engagement, and creating a positive and nurturing environment. A secondary strategy emerged from this network involving

how life coaches survive the daily and secondary trauma they experience with their children.

This theme answers the central research question and sub-questions one and three.

According to Jeff, all students need foundational skills before reaching self-actualization. These skills are essential for SEHs because they lack the social, emotional, and self-regulatory skills that students with adequate housing have and the academic skills and tools to build. Jeff compared the situation to building a house,

it's like building a roof before we pour the concrete. That's never gonna work. That roof is gonna obviously fall down because of gravity and there's nothing there! There's no foundation. You need to have the most solid foundations, and that's just basic needs.

Learning

Laura stated that most of the students at XYSD are behind academically and are struggling from the “quote, unquote COVID slide, and they need a lot of intervention.” Life coaches apply a variety of learning strategies. Helen leverages hands-on learning with games, puzzles, and games while integrating some worksheets to ensure students can write and have foundation skills. Many students come to them not being able to hold a pencil. The life coaches try to make learning fun by incorporating these interactive learning activities. Omar also incorporates hands-on learning with reading to keep the students engaged. Omar wants to create with his students to give them a memory of reading together and sharing a story and experience they can take home.

Life coaches struggle with that balance between catching students up and working on current material resulting in poor behavior and disengagement. Jenny explained,

It's hard to pay attention to the lesson because everything's going over your head. They tend to act out and get frustrated, and they want to be caught up, they want to be able to participate in the lesson, but the material is too high for them.

Jeff addresses this by leveraging Gardner's Theory of Multiple Intelligence and Vygotsky's Zone of Proximal Development (ZPD). Omar addresses this by finding books that suit his students' reading levels and interests. Maybe they should be reading novels at a certain age, but Omar tries to find material that fits their skills and age. Many coaches have their students read simple books to their younger siblings to get them to read. Students are embarrassed to read board books or picture books

Jenny and other life coaches value the one-on-one time and the individualized attention they can give their students to help bridge that gap between their foundational skills and the current content in the classroom. All the life coaches believe this is an integral strategy to improve academic outcomes for SEHs. Omar says their time together motivates them to do anything: "They'll do anything you ask them because they don't want to return to that environment. They just want their time with you to be fulfilling."

One of the strategies Operation Chrysalis has implemented covers learning, engagement, SRL, and SEL and builds relationships with the community, families, and children. This literacy program called "The Reading Company" started 24 years ago with the director of Operation Chrysalis and two of her life coaches. Bernie explained that 24 years ago, they started this literacy program for students living in shelters,

We did six of them in a row at the playhouse, and the format really hasn't changed that much over the years. We have a company of four actors, five actors and a piano player.

We would bus the families in from the shelters to the playhouse. We'd have 120, 150 people there. We had an opening number, and Bernie started singing the opening number during his interview,

The more you read, the more I read, the more I read, the more I grow. The more I read, the more I know. The more I read, the more I grow. Bah bah bah, Reading, dah dah dah. And we would sing a couple of parody songs, like "Hang on Sloopy," which became, "Keep on reading, reading, keep on," and "Reading. Reading. Reading on the river. [Tune to Ike and Tina Turner's "Rollin on the River"].

Bernie was singing these jingles about reading and was really into it.

And we would bring them up on stage and do an improv with them based on letters and things like that. And then, later, we added poetry. Kids would bring their poems up, and they would read them. And, then at the end, toward the end of the evening, we would do the book, the "Book of the Week." And I would take these books and rewrite them and break them into parts, so the actors knew what they were saying. So we acted out the book. But with the book in our hand.

And Bernie grabbed a book and demonstrated how he would act out the book.

Then when everybody left the theater every kid, got a copy of the book. A mother came up to me and said, "You know I had to read that book to my child six times last week." And I went, "GOTCHA!" And the thing is that the kids, it was the same thing with reading to my kids [before bed every night].

Bernie was so excited he showed a picture of the actors in the Reading Company. Bernie described reading books together as the bridge to feeling connected, loved, and safe. The book was the conduit to learning and feeling loved and safe.

Life coaches have learned that creating a safe, comfortable, controlled environment is the key to reaching and teaching students. Omar keeps music on and uses it to calm, but also uses it to motivate the students by making them special playlists. He proudly calls it “brain music.” Omar will also adjust the lighting in the room, explaining how distracting the overhead lighting is by replacing that lighting with a dimmer lamp to create a warmer and more inviting atmosphere, less harsh. Omar typically plays classical music but rewards the children with hip-hop or special playlists when they accomplish major tasks.

Self-regulation

Life coaches use multiple SRL strategies, including planning, monitoring, reflecting, motivation, role-playing, and role modeling. The overarching goal is to transfer these skills from guidance to intrinsic motivation when students can control their actions and alter their environments for optimum learning outcomes.

Overall, SRL is difficult for SEHs to grasp because they do not have role models at home that provide self-regulation, just as the literature states (Distefano et al., 2021; Levrag et al., 2019; Manfra, 2019; Palmer et al., 2019; Pavlakis, 2018). The environment lacks boundaries, schedules, routines, and conventional skills students need to succeed. Agency is central to SEHs’ building self-regulation, but they do not have role models outside of school to help them develop it. Life coaches use strategies to improve students’ self-regulation skills by developing agency, planning, monitoring, altering their environment, helping-seeking, building self-efficacy, and supplying various motivation techniques. Ultimately, SRL provides control to students with little or no control over their environment.

Agency

Agency was the central sub-theme around SRL. The code “agency” appeared 118 throughout all three instruments. Omar fosters agency by empowering his children with choices in reading, music, and activities. Eleanor’s loving and nurturing nagging, combined with high expectations and a low tolerance for excuses, foster agency,

I’m always on them about “You get your grades up. Did you finish your credit recovery? Did you do this? Did you do that?” So, I’m that voice in their ear in their head to try to keep pushing them and letting them know I’m keeping up with your stuff. I know what you’re doing. I know when you haven’t done stuff... I’ve been in this game longer than you’ve been on this earth. I know who to talk to and who to figure out what you’re doing.

The students know they cannot get anything past her, so they give up and just do what they should. They know Eleanor will track them down and will not stop until she knows the students have completed their work.

Jenny believes that if educators can develop a sense of agency, students will naturally start to plan and monitor their work. To develop a sense of agency, Jenny shows students how to accomplish tasks rather than do it for them, “I show them how to find answers through Khan Academy,” and she shows them how to use a planner “so they have autonomy over their work.” Jenny is proud that many of her students “value their schoolwork immensely and have a sense of ownership over it.”

Bernie discovered a way to provide agency during the COVID Closures by leveraging older students’ technology knowledge to set up the computer and hotspots so the younger students could access their virtual learning platform. The life coach explained,

If you have a high school student that was computer savvy, then you had a leg up. That family was getting remote learning. When there was a high school kid in the household, you know, I'd say, "Latisha, come here. LaTisha, how old are you? 16? Right. Here. Here are the instructions. You're going to help your brother and sister get on this, right?" She goes, "Oh, yeah, okay, fine. No problem." And that would work.

Bernie described empowering the older children with their knowledge made them feel helpful, knowledgeable, and in control.

Eleanor uses role modeling, role-playing, and guided practice to develop agency in her students, explaining, "I give the kids the tools to be able to talk to the teachers themselves. Because if I don't teach them how to stand up for themselves and talk for themselves, then who's gonna do that?"

Eleanor continued to describe how she role-plays with the students and helps them come up with what to say to the teacher, principal, or counselor, and then they practice. Eleanor ensures they understand that she will not speak for them, but she will jump in if needed because they need to know how to stand up for yourself and talk to people to get things you want. You can't yell at people and think they're going to help you. You have to know how to talk to people to get what you need.

Eleanor compassionately described standing with her students when they speak up for themselves by practicing, gently putting her hand on their back or shoulder, letting them know she is right there with them, or she said she will just stand very close to them so they know that she is there.

Laura first mentioned role-playing when asked about how she helps her students self-regulate. The life coach described role-playing with a student regarding a situation with another student getting on her nerves,

Ok, Ben gets on your nerves and says things, but what can we do? Ben is buzzing in your ear to annoy you. What can you do? Let's think of some strategies. You can ignore him. You can raise your hand and ask to move to another seat. You can ask Ben politely to stop... Do you engage with Ben? Do you tell Ben to shut up? Do you tell Ben to leave you alone? Do you tell Ben to stop? What is the outcome? Which do you think will be the best outcome? And which outcome do you think that you personally are capable of doing?

This scenario that Laura described empowered the girl at her comfort level and equipped her with agency. Laura provided the girl with multiple strategies and practiced the strategies with her before the girl confronted the situation herself. Bonnie was also pleased to talk about this successful strategy which has prevented the children from “melting down in the classroom, running out, and running to her.”

Eleanor waits for about two or three sessions before discussing grades with her children, but then “it is time to get real.” Eleanor empowers and encourages agency with the children by including them in the process, not just telling them what they need to do. Edwards (2020) indicated that typically teachers and authorities leave SEHs out of the process. Life coaches at XYSD include their students in the process, which empowers them and promotes agency.

“Ok, what are those grades looking like? We're gonna look together, and you're gonna tell me what's going on.” And then, they see that I'm there to help them. We'll develop a plan on what you can do to bring your grades up.

Eleanor assures them she will be there to help and support them. The point is that the student is part of the process and makes these decisions with Eleanor.

Building agency depends on students' ability to seek help. SEHs' ability to seek help stems from life coaches' relationships and trust. Laura discussed during the focus group how students are "not shy about walking out of the classroom" to seek help. Bernie affirmed, "They're not bashful. At all!" Omar interjected, "No! They're not. I can't think of one student who won't ask for help." Every focus group member started to chatter about how their students have no issues seeking help. Laura confirmed that life coaches are successful with this aspect of self-regulation because trust and solid relationships are the foundations of their work with SEHs,

They are not shy to come up and say, "I need help. I'm getting into trouble. Can you help me with this?" You know, we've worked with them, don't get in a fight. Go seek an adult. And we are their safe adults. And they know, for the most part, we don't judge, and we're not going to yell. And so they come to us for help.

Self-efficacy

Self-efficacy is critical for SEHs because of their situation, lack of a positive environment, boundaries, and a loving, caring adult that builds them up. Omar does not hesitate to build up his students and give them confidence. Omar takes every opportunity to let his students know they come from greatness, that "you are an ancestor of the people who made it here through the Middle Passage, you are not just an ancestor of a slave. You're the ancestor of the people who MADE IT, not the people who died trying. Some people made it through the worst atrocities that a human can endure, you made it, and you're here."

Bernie incorporates building self-efficacy in his young students through reading to their younger siblings,

And, so if I have a third grader that can kind of read and has infants in the house, I train them to read Goodnight Moon to their brothers and sisters. “You have to do it. You have to do this every night when they go to bed.” I try to make them do it because I know that it ain’t happening in the home. And I’ve had some success.

When asked about the impact this has on his students, Bernie responded, “It makes them feel good, and it makes them a better student. You can tell, you know, that they take more interest in the work that they’re doing.”

Jenny described one of her lower-achieving students in a classroom that showed her peers how to make a protractor out of paper. This endeavor provided a sense of pride and provided this lower achieving student with confidence that she was with lower grades than anyone at the table, but she had a skill that she could share with them and teach her “superiors.” This student inspired Jenny to work more on building confidence and self-efficacy with her other students. According to life coaches, all students have gifts. The key is to find those gifts, help them flourish in them, and let their peers, teachers, principals, and the world see them. The life coaches are like their students’ cheerleaders and have a sense of pride when their students succeed and want to jump up and down when they get an answer right or have the confidence to raise their hands to try to answer the question. Jenny expressed how delighted she becomes when her students realize that it is important to participate, be engaged, get work done, and be able to answer a question in class. That is intrinsic motivation. When the life coaches get their children to that point, they have transcended extrinsic motivation and have discovered intrinsic motivation. Having the confidence to answer the question intrinsically motivates them to continue to plan, monitor, reflect and learn.

Jeff encourages students to doodle but was a bit sheepish in bringing it up. Jeff stated, “You know, some teachers get so pissed off if they see a kid doodling. I remember there was this kid doodling while I was having a formal observation.” Jeff continued to explain that the teacher did not think his student was paying attention, but he knew doodling gave this student self-control, so he asked the student a question about the discussion, and she answered correctly. The educator proudly confirmed, “She was self-regulating. Doodling helps.”

Jeff empathized with one of his students, who is not unlike many of his SEH peers, “You’re not going to have that piece, organization and accountability at home because your mom’s sick. It’s not like they’re going out to a dance club every night and not being with their children. The teenagers are putting the preteens to bed which happens all the time.”

Without a role model who can demonstrate self-regulation, accountability, organization, and time management at home, Jeff concluded that when students get to high school, they are ill-equipped to manage their time and organize their courses. Jeff approaches SRL by setting simple, attainable goals and building upon those successes, “sometimes we just set the easiest goal possible.” Motivation is critical, and Jeff believes students need something to look forward to, “something that helps them get through.”

Eleanor helps students plan and monitor by showing them their options and guiding them with small steps within the overarching reality,

“First, you need to get your high school diploma, then you have to get some other type of training. When they express to me that they don’t want to live like this, I say, “Let’s start making a plan right now. How are we going to get you to this point and not be stuck here?”

Jeff and Eleanor aid their students with time management and planning. Jeff tells his students,

“Look, if you’re here, you might as well try your best to learn something, use your time wisely.” Time management is a big thing that I talk about, especially organizational pieces. Kids can live perfectly fine without knowing what the 27th Amendment is, but time management and organization are the most important things you can learn.

Jeff continued to describe one student who had seven classes in one folder that was falling apart and how he handled it,

“This is hurting you. You have three papers here that aren’t turned in.” He goes, “Oh, I forgot about those.” “Yeah, no. So, we turn those bad boys in!” I said, “Look, seven notebooks, seven folders.” We wrote them all down, and it’s just like, “There ya go.”

Planning is critical for SEHs, particularly those who are constantly tired. Jeff advises his students,

“You can’t go to bed as soon as you get home. Try to stay up at least until it starts getting a little dark, and then go to bed because you need to reset yourself. Stay as vertical as possible because when you’re horizontal all the time, if you’re laying down, that’s when depression can really start kicking in. So, if you’re somewhat active, at least, get up, walk around your house, or whatever.”

Jeff continued to explain other strategies he gives his students,

I just have told a bunch of kids that are afraid to leave their house that they should clean some baseboards. “Because then you’re squatting up and down, you know. Move your bed to the other side of the room. Clean up all the stuff underneath your bed. You’re moving, you know, working your triceps.” I mean, as crazy as it sounds, I think one of

the best exercises you can do is rearrange your room. And it's free. "Your mom will really appreciate it."

Building self-efficacy requires students to navigate and control their environment successfully. Figure 18 illustrates the lack of confidence life coaches have when trying to help their students adapt to their chaotic environment to improve their learning.

Figure 11

Life Coach Perception of Ability to Help SEHs Alter their Environment

I provide my students with strategies to adapt their study environment. (OSLQ) (SQ1; SQ3)
11 responses

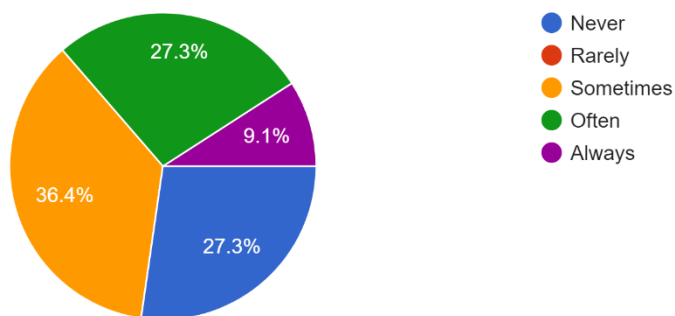


Figure 12

Life Coaches' Perceptions of SEHs' Ability to Alter their Environment

My students alter their environment to improve their learning conditions (OSLQ) (SQ1; SQ3)
11 responses

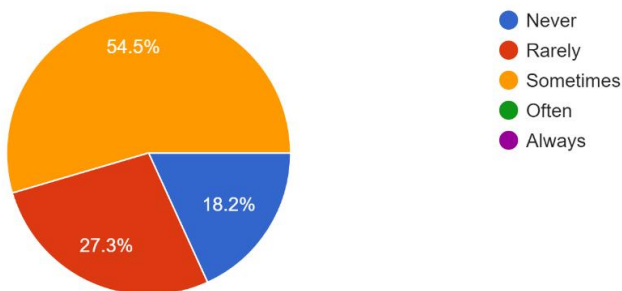


Figure 19 highlights the life coaches' perceptions of their ability to help their students alter their environment, and figure 19 shows whether the life coach believes SEHs have the capability to alter their environment. Although the initial questionnaire revealed that 25% of the life coaches help their students adapt to their environment and 41.7% sometimes do, most life coaches described how they help their students adapt to the chaotic environment to improve their learning. To plan, monitor, and reflect, SEHs require an environment conducive to self-regulation. Life coaches agreed that adapting the environment to promote learning is difficult if not impossible, "you can't teach those skills to a child whose family life is falling apart," Catalina noted. Life coaches still find ways to help students adapt to their environment. These savvy and creative thinkers help their students find quiet spaces, alter study times, and even leverage earbuds to adapt to their environment.

Figure 13

Life Coaches' Confidence that SEHs Can Find Appropriate Study Environment

My students can find a comfortable place to study. (OSLQ) (SQ1; SQ3)

11 responses

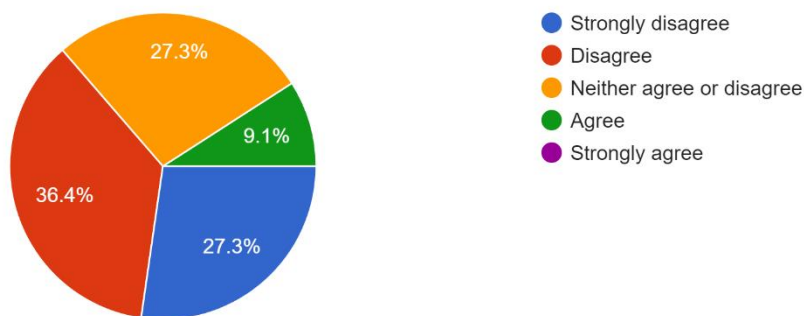


Figure 20 shows the diverse opinions on the students' ability to find a comfortable and quiet place to study. Bernie encourages students to find a quiet spot to read and noted, "That's a question I've always asked my kids, 'Do you have a place where you can go to read?'" Bernie

added that a good environment includes “reinforcement from mom and dad, aunts, and their caregivers’ reinforcement. It’s about family taking part in the education of the kids. It’s not rocket science.”

Jenny agreed that SEHs must find a quiet place to study,

Situations vary from shelter to shelter, but you’ll have maybe a large family of five or six people, and they have their room where they have bunk beds, but they may be able to go to a communal room where they can do their schoolwork.

Jenny tells students without privacy to go under a blanket or in a closet with a flashlight to find some solitude.

Although life coaches encourage their students, finding a quiet and private environment to study is challenging. Eleanor noticed students wearing earbuds and believes this is a great way to promote self-regulation, focus, and concentration in chaotic environments. Eleanor explained,

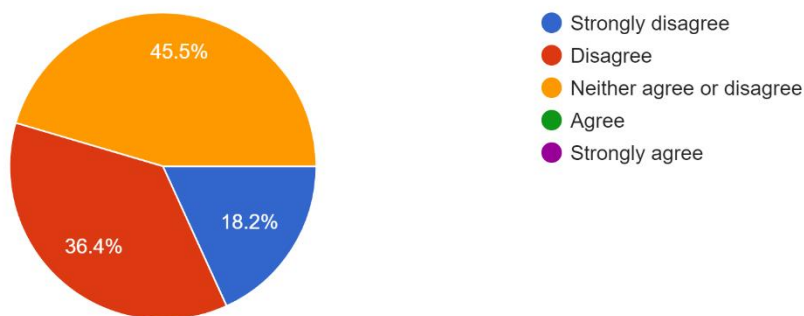
The room could be falling down around them, and they’ll have those in, and they’re able to work. Kids have adjusted to the noise around them. I might see kids in the lunchroom doing work. They got those earbuds in. They’ll pull their hood up on their head. They’re zoned out, doing the work. That’s how a lot of kids are able to get their work done, even if the house is falling apart.

Eleanor has talked about these earbuds with her students and asked them how it isn’t a distraction. The students tell her it helps them focus because they block out the noise. For Eleanor, the students now have one less excuse for completing their work. When her students complain that it is too noisy to get their work done, she responds, “Put them ear things in your ear and start doing your work.”

Figure 14*Life Coaches' Perception of Students' Ability to Alter Study Time*

My students choose a time to study with few distractions. (OSLQ) (SQ1; SQ3)

11 responses



The time students study can be crucial for SEHs due to a chaotic environment. None of the life skills coaches agreed that their students could choose a time to study with few distractions. Jenny advises her students to try to get their work done as soon as they get home from school in a quiet space with the door closed if they have a private room somewhere. The parents need to be involved with empowering and equipping the students to focus on their schoolwork, but the parents lack self-regulation and do not see the value in education. Jenny claimed that parents also need to learn about the benefits of getting an excellent education,

If there was something we could do to help the parents or caregivers to contribute to creating that type of atmosphere where the child can focus on their schoolwork, that's, especially for the younger ones, probably the most important SRL strategy.

Eleanor agreed that timing within the environment is essential for self-regulation,

They just kind of have to find a quiet time, and that might not be till 11 o'clock at night because sometimes they come home, it might just be a whole bunch of people who have stuff going on. And then, until the house gets settled, they really can't study.

Laura mentioned that students who sleep in a car or tents do not have outlets to work on their Chromebooks. The life coach indicated that the students

seem to go to a family friend's after school but don't stay there to combat this. I think when it's time to go to sleep, Mom drives around all night. So, just driving around, just trying to let her kids sleep. When it's time to go to bed, they drive around in the car.

Motivation

Life coaches primarily described extrinsic motivation to help their students self-regulate, with the end goal being intrinsic motivation, which aligns with this study's theoretical framework (Zimmerman & Schunk, 2001). These educators explained how difficult motivation for their students is without the ability to see outcomes, making intrinsic motivation challenging to attain. Further, parents need to see the potential outcomes as much as the students to promote and foster motivation. Parents need to see that outcomes can be different for their children.

Perhaps the system failed the parent, but with their help, the system does not have to fail their children. Providing a cozy little quiet reading nook will not be enough to help these children self-regulate. Life coaches have a variety of techniques to promote and foster motivation, including role-modeling and leveraging relationships.

Jenny believes the students need to develop a sense of intrinsic motivation by seeing what the outcome could be if they study and put some effort into their studies. She concluded, "They need to be able to see the outcomes. This needs to be demonstrated to them, shown, or modeled, what the long-term outcome of them is doing their homework on their own outside of school."

Eleanor described how she motivated her students to come to school. Eleanor leverages her relationships with other teachers, principals, and counselors to check up on her students and

combines these relationships with extrinsic rewards for her students. Eleanor lets her students know she has eyes all over the school, and she will hold her students accountable. She explained,

I had a student who just would not come to school. I said, “You know what? just give me two weeks.” You know, I start small. “Just give me two weeks of coming to school and not missing a day, just two weeks, and I’ll have a surprise for you.” All I had was a McDonald’s gift card.

Eleanor called the principal and told him to let this student know Miss Nelson said hello so the boy would know she knew he was in school. By doing this, the boy knew Eleanor was watching him even when she did not meet with him. Eleanor continued with her story,

So, when he did his two weeks, I gave him the McDonald’s gift card, and he was just ecstatic. I started buying McDonald’s give cards like crazy! So then I told him you come two more weeks, you get two gift cards. That got him coming enough where he was in the habit. And then, when he would miss school, he would call into the school and ask to speak to the assistant principal, “Tell Miss Nelson I can’t come because my grandma is sick and she can’t bring me...” So, my friend, the principal, asked me how I got him to come to school. I said, “McDonald’s gift card!”

The entire focus group burst out laughing after Eleanor told this story, understanding the significance of the relationships she built with faculty and staff, the relationship with the boy, and how she leveraged a simple reward to get results. Eleanor explained that after this episode, the boy started to pass his classes and how he’s a much better student. Eleanor burst with pride, saying,

He was even in juvenile, but you know, he’s off probation. So, I was just like, McDonald’s gift card, and at first, he didn’t even like me! Sometimes they have hard

heads, but they have a special place in my heart. But sometimes, you just gotta bribe them.

Like Eleanor and SRLT, Jeff believes motivation comes in small steps. Jeff equates teaching students' self-regulation to an athlete returning from a sports injury,

It comes in shorter bursts of information and guidance. Instead of having these long detailed discussions or expectations, we might just focus on one goal, and it might be the easiest thing in the world, but we gotta start somewhere.

Omar and Jeff brilliantly leverage motivation to get their students to engage in their studies by getting to know their likes and dislikes. Omar will let his students sit on his motorcycle, play basketball or Barbies with his kids, whatever it takes to motivate them and make them feel loved and cared for. Jeff also leverages sports with his students shooting hoops with them, and with his girls who are not into sports, he will simply walk the halls with them, chatting and being present for them. These simple experiences motivate the students to do well for their life coach. They are motivated to the point that they do not want to disappoint their life coach. Omar bluntly stated,

Bribing kids with snacks, treats, doughnuts, and stuff like that, do the same thing with parents, giving them gift cards, giving them things, that doesn't work. Like, it doesn't work as a solution, a buy-in, you know, it doesn't work. They definitely don't go, "You know what? Mr. Leperlier gave me \$100 worth of gifts last month, so my kid is gonna be in school on time and on task every day for the next six months."

Omar's explanation aligns with SRLT because, according to Zimmerman (1989), extrinsic rewards are not as powerful as intrinsic motivation.

Jeff related motivation to self-actualization and realistic goals, “We have to be realistic. I’m not here to crush dreams, but I’m also here to tell students like, ‘look, it’s gonna be pretty hard to be a doctor when you miss 85 days of school.’”

if the students do not participate in attaining their goals.

Jeff also spoke to motivation through students’ learning language stating only a handful of students may be interested in a history topic, “but the 1,000s of kids are not going to be interested,” so the life coach needs to relate that content to the students’ learning language. Jeff stated if the student has a STEM focus instead of focusing on the history of the Tuskegee airmen, which “some kids might not care about.. they may be thinking ‘how did those planes get up there? And why were they so good?’” According to Jeff, motivation depends on students’ interests. Jeff emphasized,

finding, empowering them, and giving them agency means you have to know the student. What makes them tick? And that’s all about relationships. Knowing your students, because how can you develop agency unless you know what makes them tick? Once you know the students’ learning language, you can provide options that will empower and provide agency.

XYSD and the city also offer motivation in the form of free tuition for all students to go to a local university or a trade school. Jeff tries to leverage this program to motivate his students, telling them,

I don’t know anybody who doesn’t like free money. So, you go to school for free or a trade school for free. I really push the trades, especially with some of these young boys who think they want to go to college by telling them about college, “I don’t see it. You’re gonna have to prove it with your attendance”.

Holding a student accountable for attendance is another motivation if that student wants to go to college. Eleanor adheres to the same strategy.

Jeff also finds the students' strengths and builds on those strengths. Omar and Jeff are practical in their approaches with their students leveraging Vygotsky's Zone of Proximal Development (ZPD) in academics and life. Omar wants his children to dream big but also provides practical advice regarding their futures and careers. Most of his students see their parents working in health care, hair and nails, and service. Omar does not discourage his students from pursuing those interests but wants them to be open to other unknown careers. Omar confirms that they are open to his suggestions harkening back to the vital relationship development.

The school district provides various student options, which leads to empowerment and agency. Eleanor explained the different options students have for attending class,

Some kids are just not into school, you know, so we try to find some other options. We have what they call Omni School, we have remote learning, and we have online learning. So, when I see someone who's just not attending school, we try to figure out one of those options. Omni School, they come like three hours a day. Then they can leave. So, they can either come nine to 12, one to four, or 12 to three or something. They can pick their sessions.

With these various options, students can choose blended, hybrid, asynchronous, or synchronous, and choose the times of the day for any of those options or combinations. Eleanor added that the students could do the classes at their own pace providing a competency-based approach. Life coaches will help the students determine which options will be best for their situation.

Role Models

Jenny believes that for students to self-regulate and motivate themselves, they need to see someone formerly in their situation who has succeeded. Jenny emphasized that the parents need to see a role model for their support. Jenny stressed that parents and the students need a buy-in, “They need to know *why* they need to do social studies weekly assignment and why fractions are important. They need the ‘Why. Why is this important to my future?’” Jenny suggested authentic learning experiences and role models,

To be a physicist like Neil deGrasse Tyson, that’s so far off for them. You know, it’s not as relatable; just because he has the same skin color doesn’t really make it relatable to them. The situation is more important. They need something that’s more authentic, more relevant, culturally relevant, and relevant to their socio-economic situation relative to their housing situation. They need an impetus that will encourage them enough regardless of how distracting their circumstances are. They must have that agency over their learning to overcome the impossible nights to get their homework done.

Jenny’s statement explained that her students need to see a role model that was in their situation, put education first, and succeeded. Overcoming obstacles supersedes skin color in terms of role modeling and mentoring. Students need to hear stories of others, regardless of their skin color, that they leveraged education to rise above homelessness and poverty. Jenny clarified,

Hey, look at me, I got out! Right? I was living with my seven cousins in a one-bedroom apartment, and this is what I did. And this is what I’m doing now. And I attribute that to education and finding a quiet place and getting my work done, and listening in class.

And this is what Jenny has been stressing when she pushes in her classes: she reinforces the listening component, helps prioritize school, and planning for their futures to develop agency and self-regulation.

Eleanor and Jeff agreed, “Self-regulation is hard for our kids to learn because they have not seen it modeled by somebody in their home.” Eleanor continued, “You have to have somebody in your house saying, ‘Okay, it’s time for you to get this done. Turn the TV off to get your homework done.’”

Jenny believed that “pushing-in class” is a strategy that enables life coaches to model self-regulation that they do not see at home. Pushing in allows the life coach to model ideal self-control, listening, staying on task, planning, monitoring their work, seeking help from the teacher, and reflecting on their work.

Operation Chrysalis leverages its relationships with outside organizations to provide role modeling to improve SEHs’ self-regulation. During the COVID Closures, the children ran the streets unsupervised and started to get into trouble with the police. The life coaches had a difficult time engaging the students online. The department reached out to a local organization that focused on getting students out of gangs. The mentors are former gang members. This organization helped get the kids off the streets and into learning pods during the COVID Closures. According to Jenny, the mentor “meets with a group of boys and does activities with them and empowers them.” Jenny continued,

it was getting him out of that environment and taking him to a learning pod where he was being supervised and provided breakfast and lunch, and he could use his Chromebook to do some schoolwork and go to the online class meetings.

Social-emotional learning

SEL and SRL require similar and overlapping strategies, particularly regarding self-efficacy, agency, empowerment, and building a positive, loving, caring environment. Omar wants his students to see a loving and caring black man who takes care of his family,

it's especially important from a black man to hear non-stern words, which is so much of what we hear from males in general, regardless of who you are. And we hear stern defiant words from men. It's as simple as saying, "I love you," you know?

Omar wants to be a role model his students see as a loving, caring father.

Laura explained that SEL and SRL are related because students need both strategies to succeed. One strategy Laura uses is post-it notes. Laura explained the process that helps her students deal with their emotions and self-regulate in class,

I've also given them post-it notes. If there's something that's really bothering them, they can write down on a post-it note what happened. And so, then they can tell me. They don't need to leave the classroom to come tell me. But then that gives them the ability to tell me when the time is right, they can come and share. And we can talk about what went well, what didn't. So that seems to be another strategy that they seem to really like.

Reflection is the integral SRL component incorporated into this strategy. Laura takes the time to discuss how the student handled the situation and walk them through the steps they took to manage their emotions, thus helping them self-regulate.

Relationship building

Table 4 represents life coaches' multiple strategies when describing how they build relationships with their students.

Table 4*Relationship Building Strategies*

Strategy	Frequency
● Compassion	
Gr=115	343
● Engagement	
Gr=75	323
● Trust	
Gr=129	295
● Communications	
Gr=69	227
● Positivity	
Gr=54	189
● Personal Connections	
Gr=49	175
● Services & Supports	
Gr=55	155
● Dignity & Respect	
Gr=41	146
● Altruism	
Gr=42	140
● Above & Beyond MCV	
Gr=31	87

● Anti-Bias/Anti-Stereotypes	
Gr=24	80
● Parent Relationships	
Gr=42	76
● Intergenerational Mistrust	
Gr=43	69
● Present	
Gr=15	45
● Expectations	
Gr=13	37
● Explicit Explanation	
Gr=7	37
● Faith in Students	
Gr=7	28
● Surrogate Parent	
Gr=8	26
● Loyalty	
Gr=9	21
● Belong	
Gr=4	13
● Gentle	
Gr=5	13

● Protective	
Gr=8	13
● Listening	
Gr=4	9
● Confidentiality	
Gr=2	6
● Out in the Open	
Gr=2	5
● Grace	
Gr=2	3
● Safe adult	
Gr=3	3
Totals	2626

Note: Table represents normalized frequencies. Gr= grounded.

Helen summed up relationship building with a quote from Rita Pearson’s TED talk, “Students don’t care how much you know until they know how much you care. And that’s just the bottom line.” Helen explained,

If you have that relationship, children will rise to the occasion for you. So, once they know that you care, they will start doing a little bit more and a little bit more for you.

And then pretty soon, they’re gonna be doing it for themselves. You just have to build that relationship.

Without positive relationships, no learning, self-regulation, or social-emotional strategy will help SEHs, and positive relationships are impossible without trust.

Trust is the fundamental component of building relationships. Caring is a significant part of developing that trust. The child must see that the life coach sincerely cares. Laura stated about developing trust,

I think just showing the kids I care about them first, putting the kids first, and putting their social-emotional well-being first. And trying to just be an advocate for the kids and letting the parents know that I'm there as their advocate and their support. And that seems to have worked really well. I have a really good relationship with my kids and the families, just reminding them, I'm not judging, I'm not here to judge, I'm here to help.

Life coaches of older SEHs have less contact with the parents, and the relationship with the student is more important. All life coaches develop relationships by first gaining students' and families' trust. Life coaches develop trust by providing services, supports, gift cards, transportation, an open line of communication, following through with what they promise, and, most importantly, not judging. Omar assures his parents, "I don't care what happened. I just want to support you through it and get you through it," and then provides them with his personal cell phone number and tells them to call him for anything they need, from underwear to finding a car. When they first meet, Jenny stresses to her families, "I'm not here to police their parenting. I'm just here to provide supports and help." Trust evolves when the families see the life coaches follow through with their words. Life coaches are on call 24 hours a day, seven days a week, ensuring their families know they are available. The families have their life coach's cell phone number. Omar calls it "21 access to me." Trust is crucial, and a vital part of that trust is letting the families know that the life coaches are available, attentive, and visible.

Omar also builds trust by being a "personal sharer," meaning he shares his own story of surviving extreme poverty because when parents hear his story, they feel like this person knows

what it's like and has been through this. Omar is especially sensitive to the young mothers' plights with getting the children to doctors' appointments without transportation and having to pick up the other kids from school. Consubstantiality is a critical element of trust and relationships because Omar can share his experiences with the same struggles and personally relate to his parents and children. Omar, like Eleanor, includes his daughter in his relationships with his students.

They like to talk to my daughter. She calls me all the time. We'll FaceTime with her. I tell them about taking my daughter to the movies. If they're not in a good home environment, it gives them a good sense of this is a positive, positive relationship, father-daughter relationship. This is what it should look like, at least, you know. At least I've heard something positive about what Mr. Leperlier was doing with his daughter over the weekend.

Eleanor also includes her family in the relationships with their students. Eleanor's children frequently visit the neighborhood and are as altruistic as their mother. Eleanor is proud that her children are so giving, loving, and non-judgmental and are friends with her students. Eleanor also brings leftovers to school the next day and places them in the refrigerator, and she joyously exclaimed how her students ask her, "What you got in your refrigerator today." Eleanor will happily send the leftovers to her students.

Helen agreed that family must be part of the relationship and personal connection when she described one of her students and the family,

We've really connected with her [the mom]. When her daughter had a birthday, she sent me pictures of her daughter dressed up for her birthday party, so just building that

connection with the families and then you can actually have the real talks; ok, this is where your child is right now. This is where we need to get your child.

Omar also builds relationships by asking “secondary questions,” reassuring his students that he is listening to them, “Like, my one little guy, he’s got a brother with a 5.0 Mustang he told me about. So, the next time I saw him, I asked him, ‘What color’s your brother’s 5.0?’” Omar claims that now the boy knows he was listening the first time because of this follow-up question and stresses simple natural cadences to the conversation or, as Eleanor says, “keeping it real.”

Jeff confirmed that relationships are everything with his students. The life coach confirmed,

If you have a relationship with students, some of my most difficult students who would cuss out other teachers who would fight in classes, they might not be my best student, but at least they would sit down and not be such a knucklehead and get some work in. I consider that a victory.

Most life coaches start with getting to know the students with a series of simple, unintrusive questions. As Catalina said, they aren’t going to ask them for their life story when they first meet. The first communication must be gentle, general, and non-judgmental. Helen uses a “get to know you” sheet when she first meets students and claims it is also essential for the life coach to share themselves. In other words, the sheet is a get to know you and “get to know me” sheet. The basic questions include siblings, pets, who live with them, and what types of activities they did over the weekend. As the relationship grows, the communications grow in depth and detail so the life coaches can determine what their students need. Jeff emphasizes to

his students their value just as Mr. Rogers would. Jeff tells his students, “I’m so glad to know you,” and he means it.

Eleanor believes that treating students with dignity and respect “goes a long way, and once they see that you are truly interested in them, you’re not trying to be fake or anything, they start to respect you, and sometimes, they start trying to emulate you and think, ‘I want to be just like her.’” Eleanor stressed how important it is always to behave appropriately because you never know who’s watching you, “I’ve had kids come back to me years and years ago and tell me, ‘Miss Nelson, I wanted to be just like you.’ You never know who’s watching you.”

When asked about how being a mandatory reporter impacts parental trust, Laura responded,

I think that’s probably one of the hardest parts for me, because I know by calling what might then happen at home, and is it really going to get better or worse, and weighing the benefits or some of the risk and knowing that it’s gonna do nothing most likely and so am I making it worse? And a lot of times, for me, I need it to be a group decision because it’s so hard for me to make the decision on my own, weighing the pros and the cons.

Omar added that he is also careful while navigating this line of trust and being a mandatory reporter. Omar manages this line by assuring the families his purpose is to support them, not report them. He explained,

I grew up poor. I don’t care if you live in the projects with rats. That’s a messed-up situation. Do I think you may be a bad parent? In comparison to who? Anybody might make the same decision that someone may find questionable if they were in the projects with rats. So, who am I to call? But, If you’ve done something egregious for me to call, oh yeh. I’ll call and tell you to your face.

Omar added he must be careful about how he communicates with the parents because of his position as a mandatory reporter,

There IS a line. Obviously, that's a mandated report, right? I'm not gonna have you beat your kids and be like, "Oh, it's okay, I understand." But then that creates an impression that at some point if I do something wrong with my kids missing enough days at school, Mr. Leperlier gonna be like everybody else at child protective services, welfare, you know that makes me go take classes before they can give me cash assistance.

The line is tricky for these life coaches because they must protect the children and gain parental trust at the same time. The parents know their living conditions are subpar, and the authorities could interpret them as dangerous and take away the children. The situation is precarious for all of the life coaches.

How life coaches communicate is integral in developing trusting relationships. Omar despises "finger-wagging," stating, "I'm not a finger wagger. Not that guy. I don't care what happened. I just want to support you through and get you through it." Helen explained how sensitivity and the communications approach is critical to developing positive, trusting relationships. Topics like hygiene, academic deficits, and housing environments are "touchy topics," according to Helen, and must be treated gently with dignity and in a non-judgmental way. All life coaches noted that the key to approaching these touchy subjects is to affirm their role as advocates, not judges.

Laura worries about the communication aspect of her job and fears she will do more harm than good when dealing with awkward topics. Laura described a situation with twins in the third grade,

They're suicidal. They tell me how they want; they hate their lives, they want to die. One of the twins told me that she thinks she's bisexual. And I was like, "you're only in the third grade, you know? And if you are, that's fine." "My mom said I'm not allowed to be," I said, "I think you're too young to know what you are yet. I'm not saying you are or you're not", I said, "but I wouldn't worry about it when you're in the third grade." You shouldn't be worrying about that at this point in your life!

Bernie detailed his communications process when he first meets his students by using simple, close-ended questions,

"Hi. I'm Mr. Carlson. I'm with Operation Chrysalis. You're not in any trouble. You mind if you come with me and we talk a little bit?" And again, I'm talking to a first, kindergarten, first, second, third-grader, fourth-grader, so there's a little difference in how you interview those different ages, but it's pretty much the same. "I have a little space down here off the music room, and I just want to talk to you for a little bit. Is that okay?" "Yeah." And the first question, I say, "Do you live with your mom?" And it's usually yes. "Oh, great. Blah, blah, blah." I try to explain Operation Chrysalis, and I say, "you're on my list because your mom signed you up. That's the only way you get on this list. There's your name. See." I show him his name. "That's your name, right there. And, Operation Chrysalis, Did you move recently?" Because, you know, that's why they're there. The answer is probably yes. "What school did you go to? Okay. That's why we're here. We're here to help people that move around because sometimes when people move, they need a little extra help, and I want to help you, especially when it comes to reading and math and stuff." Then I find out more about the student's situation."

Bernie continued to explain how he asks questions about the child's family finding out who lives in the house,

“Do you have your own bedroom? Oh, you sleep with your sister. Do you have your own bed? No. Oh, you don't. Oh okay. Do you have a mattress on the floor because when I was in college, that's how I lived. I had a mattress on the floor. It can be cool. You don't have a... well, do you have some padding, blankets?” I can tell where they're coming from now, and we get to find out that the child sleeps on the sofa. “Is that like where the TV is? Ah, so you like the TV, and the TV's on a lot. Oh yeah. All night.” She sleeps, this first grader sleeps on the sofa all night long with the TV. That tells me everything. Yeah, yeah. Tells you everything. And so you know what you're dealing with. And, my kids hug me, you know? Because they need that. That's the connection.

Eleanor also uses a litany of gentle and unintrusive questions to get to know the students and figure out what she will need to provide. Many students do not know what Operation Chrysalis is. To save students' dignity, Eleanor does not use the term “homeless” but instead refers to the students' situation as displaced. Eleanor explains that it simply means their mother's or father's name is not on the lease. Eleanor then asks what they need and if they need toothpaste, lotion, deodorant, shampoo, or other hygiene supplies. The children will often be embarrassed, but Eleanor responds with,

“C'mon. Be truthful.” I always say, “keep it real with me.” I tell them I've been in the district for 32 years, and I say, “whatever you tell me would not shock me.” I have seen the whole gamut of stuff.

Engagement is a critical piece of relationship building with students and families.

Operation Chrysalis initiates numerous programs to engage students and families. Dr. Zacatecas

confirmed, “parent engagement with the homeless is not easy. You have to build trust to engage them.” Life coaches must develop trust with the parents as much, if not more, than with the children. Trust is difficult to maneuver given the historic parental mistrust of authorities. Laura confirmed,

The coaching from home... The kids say my mom said I’m not supposed to talk to you about those things from home. I’m not supposed to tell you why I wasn’t at school. She told me to tell you it’s none of your business.

Helen shared a recent outing with the school’s families and children and a professional local sports team. The families, children, and life coaches attended a professional sports game together. The local professional sports team spent time with the children and families before and after the game, providing games, refreshments, and entertainment. Helen stressed how vital this type of interaction is so families and children. Helen said academic support and basic needs are essential but so is providing

opportunities and outings for the families themselves to get together and just let their hair down just to relax and just be able to spend time with their kids. I think that is such an important thing because the families have so much on their mind that I don’t have time to think about going to a game. I don’t have time to thinking about, oh, taking my kids, I can’t afford to take my kid.

Dr. Zacatecas was pleased with this event and grateful to the local professional sports team for reaching out. Due to COVID-19 over the past two years, the team was not allowed to provide their traditional Thanksgiving dinner to Operation Chrysalis families, so this was a fantastic alternative. The life coaches hope the Thanksgiving dinner with the professional sports team will resume next Thanksgiving.

XYSD sports and clubs also provide engagement opportunities for families and children. Jeff loved playing in the staff versus student volleyball game and did not hesitate to mention him spiking the ball for a point. Omar takes his children to XYSD's basketball games. These activities provide SEHs with the time and attention they crave.

Another successful activity to engage parents that Dr. Zacatecas initiated was a finance program for Operation Chrysalis parents with Ernst and Young. Ernst and Young have corporate days when they give back to the community. Working with Dr. Zacatecas, the company sponsored a conference on budgeting to promote responsible personal finance. Dr. Zacatecas was adamant that the conference show dignity and respect and treat the parents like they were professionals going to any conference any other professional would attend. Their children had to be in school, or the parents could not attend. The program provided childcare for non-school-aged children. Dr. Zacatecas explained,

They had a great breakfast and lunch. Turnout was fabulous. The conference was high level, not demeaning or patronizing, treating them like lesser of a human because they don't have this skill. It was a regular conference, professional. They had a keynote speaker that was funny and relatable, and professional. A local newscaster was the luncheon speaker. Parents had buy-in, so the turnout was great. They were treated as equals.

Dr. Zacatecas and Ernst and Young organized and promoted the event as a conference for professionals and treated the parents as professionals. The results were excellent.

The environment is also essential in building relationships. Helen described how the school's culture and physical environment could foster or hinder positive relationships,

My AB Elementary students are more outgoing. In general, the dynamics at AB Elementary and CD Elementary are very different than, just like the school atmosphere itself. In AB Elementary, the kids are a little more outgoing and have a little more flavor, if you want to say. They are very active. They love coming. They love like when they see me. You know, “can I go? Pick me up today! Pick me!”

Helen explained that she is visible in the open at AB Elementary, so students see her all day while walking through the hallways. This environment makes it easy for the students to pop their heads into her office for a quick chat which helps build strong relationships. CD Elementary’s environment is less open, and Helen’s office is less visible in the back of the building. The consequences are students do not go to Helen impromptu as her AB Elementary students do. Jeff also noticed various locations of his building that produced stronger relationships than others. “The students see me walking up the stairs, and kids will be giving me 50 high-5s on the way up. I love that!” Being visible is critical to building strong relationships.

Eleanor also believes in being visible and present whether the student wants you around or not. Eleanor and Jeff stressed how they respect their students' need for space if they do not want to talk, but that does not mean they do not keep up with their students. Eleanor explained, “You don’t need to see me, but I make sure that I see them. I go to the cafeteria. If I see them, I just say, “Hey, how you doing?” Just kind of do my observation. And with their teacher, I may say, “Hey, can you let me know if so-and-so is doing all right in your class and he’s coming to school,” you know, just so I have another set of eyes on that kid. If he doesn’t want to talk to me, fine. You don’t have to talk to me. But I’m gonna find somebody who can make sure I know what’s going on.”

Jeff will also find someone to help his students that feel uncomfortable with him. Jeff indicated that black female students are more likely to relate less to him because he is a large white man. Jeff takes no offense and understands that many female students have experienced physical and sexual abuse and mistrust men. Jeff will seek someone out to help his students and “will work behind the scenes, so they don’t have to interact with me.” Jeff continued that he respects his students’ feelings and is humble enough to take a subtle approach.

Omar also builds peer relationships by having lunch with his students telling them to invite their friends. Omar is involved in coaching basketball and takes the students to the gym to “shoot some hoops and work on their basketball skills, helping those guys” which builds their confidence and helps them develop peer relationships.

Relationships with teachers and staff are also critical to supporting SEHs. All life coaches have extraordinary relationships with teachers and staff and leverage these relationships to support their students. Due to Eleanor’s years of experience in the district, she knows everyone and does not hesitate to go to them for help stating,

I have a pretty good relationship with most of the teachers and counselors. The principal at this school is my friend. And, they know me, so I’ll go to the teacher and say, “Hey, I’m sorry about so-and-so. He’s experiencing some trouble. He’s not, he’s not getting your lessons because he doesn’t have a place to go.”

This relationship enables Eleanor to advocate for her student and give them more time to finish the assignment or an extension for a test due to their extenuating circumstances.

Bernie appreciates his relationships with the teachers stating,

We’re not licensed teachers, and we’re not a member of the union. So, we’re kind of free to become a part of the life of the school as much as we want to be. And I do. And I covet

my friendships and relationships with the teachers. I mean, it's important that we have that because we're also here to serve the teachers.

Bernie sees his role as serving the teachers and his students.

Omar described a situation with one of his teachers and a family who needed housing, The teacher at my old building owns five houses in this area. And he's like, "Hey, you know, you can stay here in this house. You know, when you can, when you get it together, and you can pay your rent, you know, you can stay here maybe long term, but right now, this is a quick fix for you."

This teacher provided a home for a struggling family and told them to pay what they could when they could.

Eleanor has extraordinary relationships with people throughout the district due to teaching at one of the high schools for over 30 years.

If I know that they're having trouble with a particular teacher, I am able to go to the teachers and say, "Hey, what is it that they're not doing? What is it I can do to help them?

How can we help this kid get this credit in your class?"

Eleanor stressed that she would never ask the teachers to give grades away, but "sometimes I want them to give them a little grace." Eleanor explained how her relationships with faculty and staff always provide her eyes on her children and stressed, "security guards are a good resource. They know everything."

Jeff values his relationships with his colleagues like all his counterparts,

We have life skills coaches who are really good, you know, with counseling and things like that, and I talk to them and bounce ideas off of them because they have that

background, and they reciprocate with my academics. It's a really nice balance. Really just to have someone who's just approachable.

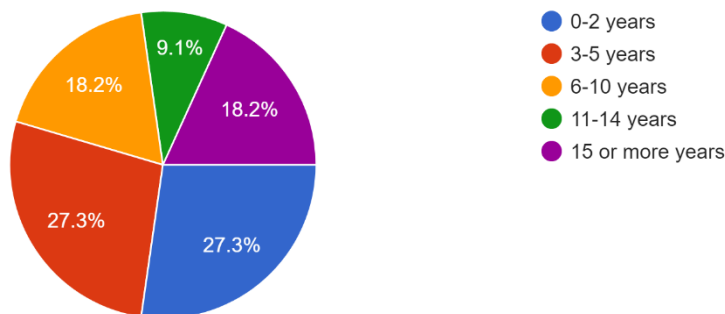
Life coach survival

One stark statistic with Operation Chrysalis is the life coaches' trivial attrition rate.

Figure 15

Life Coach Attrition

How many years have you been a liaison (life coach), including substitute and part-time?
11 responses



According to the questionnaire, half of the life coaches have been in this position for at least six years, four more than ten years, and three more than twenty years. Laura admitted, “This is a heavy, heavy job.” When looking at statistics at other “heavy” jobs, the attrition rate is high, with the average number of years that a child welfare worker stays in their position being three and a half (Katz, Julien-Chinn & Wall, 2022). Dr. Zacatecas ensures that the life coaches get exceptional training, and she partners them with similar personality traits and approaches to their work. Dr. Zacatecas attributes the low attrition rate to hiring great people, training them to give them the necessary skills, and nurturing a family culture. The life coaches also have coping mechanisms that help them get through the secondary trauma they experience daily. Several coaches value therapy and counseling, and others compartmentalize their work. Catalina noted

that she no longer shares her work experiences with her family, which helps her separate the weight of her job and home life.

Bernie noted,

I have moms that we communicate with, and they're so thankful. And then I have moms that are in trouble. There are just some tragic, tragic situations, and it's tough. You can save anybody, but you can't save everybody. You can't go into this gig planning on saving everybody.

Bernie has realistic expectations of himself, and after almost thirty years of service, this philosophy minimizes the secondary trauma and keeps him optimistic. Bernie considers it a major victory when he gets through to one child.

Jeff explained that although this is a difficult job, he appreciates the freedoms he has to help his students,

We can have such a broad variety of conversations. We have one-on-one time. We're not being (micromanaged) with principals walking into our meeting saying, "Oh, well, you're not talking about academics, and shame on you for that." It's one-on-one, and teachers don't have that. We're set up to have that report.

Jenny agreed, "We are not the disciplinarian. We are their support system."

Jeff added that his students frequently

cuss me out and say extremely rude things to me when he was a teacher. But I haven't had that at all. I haven't been cussed out. It's been great. But again, even if I get a little bit of flack, it doesn't bother me because I know you're on my list. You're living a grown person's life, **and you're 15!**

Grief is central to the life coaches' experiences. Bernie explained what it is like to lose his children

These kids move around a lot. You get to meet them. You get to know them. You start working with them, all of a sudden, they're not there. They miss like a week. You know, you call up, "what's going on?" You can't, you can't reach them. The phone number doesn't work anymore. I mean, that's always par for the course. You lose them. And then you maybe find out that they've been found housing, which is great! But now they're in a different school. They start all over again.

Bernie did not explain how he deals with the sadness of losing his children.

Catalina advised, "Find yourself someone that you can share that (your experience) with or another professional who does this so they understand what your dealing with so that you can continue to remain emotionally healthy, yeah, so you can keep doing your job." If the life coaches do not put on their oxygen masks, they will not be able to help their children.

The recent conference all the life coaches attended on trauma-informed care (TIC) resonated with them and provided an outlet to deal with secondary trauma. Secondary trauma is one of the most significant reasons for attrition in this field (Katz, Julien-Chinn & Wall, 2022). Multiple life coaches expressed gratitude for the recent conference that addressed their secondary trauma and provided strategies for dealing with it.

Theme 7: Bridge to Home

The bridge to home network (see Appendix Q) illustrates the essence of the life coaches' purpose, to bridge a feeling of safety, love, and caring from the school to the SEHs' living environment to foster learning and lifelong success. This bridge incorporates self-regulation, social-emotional support, personal connections, positive relationships, and all of the supports life

coaches need to provide this bridge to their students. This theme answers the central research question and sub-questions one and three.

Life coaches described creating an environment at school that students can bridge to their home to help them gain control of their lives and their environment. The life coaches act as that bridge to self-regulation, social-emotional well-being, valuing learning, and providing hope, love, and safety. Omar described creating a safe haven for his students where they know they have someone safe to talk to and on whom they can depend. The life coaches leverage one-on-one time with the students when they can provide them undivided attention. Omar believes in separating their hostile environment from school and their work.

Dr. Zacatecas confirmed the life coaches

really care, and personnel is more important than anything because if you have good personnel, kids are going to rise to the occasion. When I see the life skill coaches walking down a hallway, and the kids come up and ask are you taking me today, they put their arms around them and still ask are you going to take me today? You can tell that there's a really good feeling, a good connection between the child and the life skills coach.

Equipping the students to deal with their home environment means reassuring them that homelessness isn't permanent. Omar explained,

Homelessness is just a stage of living. Homelessness is temporary for the majority of families. Most people are homeless for a short time, they've gone through a situation where the landlord did something crazy, somebody rewired something in the house, and they got evicted, or there was a fire, something tragic. Definitely loss of a job, and then they get it together. So, equipping them means reminding them of that, acknowledging what happened, and giving them things to help them get through that crisis, whether it's

clothes, food. Letting them know we are here for them and “We love you, man, we love you, we got your back”

Bridging love and support to the home involves giving a part of themselves. Omar will create with his students so they can take that home, put it on the refrigerator, or give it to their mother, something tangible that the students can look at and have a positive memory, a positive feeling of being listened to, loved, and protected. Jenny confirmed,

That level of attention, you know, they know that we genuinely care for them, and they may be missing that at home... We just have really incredible relationships with these kids, and that creates that intrinsic motivation for them.

Bernie believes that bridge involves love through books and reading. After describing his bedtime ritual with his own children reading *Goodnight Moon* 800 times, he explained that his children grew up loving books. Bernie explained,

The reason why they (Bernie’s own children) liked books was because night after night, I read to them, and they loved them, and they loved me. And I held this thing called a book and modeled love for their parents. So every time they picked up a book, you know, it made them feel good. It’s built into their psyche because for years we went to bed, a comfy, warm, secure bed with these things called books. Well, my kids, you know, here at school, they don’t know this feeling from books. That’s one thing we try to do.

Bernie described more than giving their children books; he described giving them love, security, comfort, and safety through reading a book with them.

The life coach and books are the bridge to home. Omar described when one of his students in a classroom

just kind of snuggled up next to me, just to show everybody that she's the one that I'm really here to see, and I'm reading a book to them. Mallory looked at me like, "He's not gonna punch me in the nose. He's going to protect me. I trust him. He loves me. He cares about me. The last thing he would do is hurt me." So I just try to create that environment. Bernie explained that the Reading Company was a significant part of building that bridge to home,

My point is, kids love the actors, and they see the actors work with this thing called a book. Not books in general, but a specific book. And then they get a copy of the same thing the actors held, and we tell them, "You gotta read the book. Read the book." And they go back to the shelter and ask Mom to read the book. In fact, the shelter workers, too. We asked them if there was any kind of activity going on that was a little different, and they said, "Yeah, they're reading these books. They're reading these books to their kids!" So, you asked me how, how can you do it [bridge learning to home]. I mean, that's it, okay, it's theater. They took the book home. They knew how to sing the song. They begged their parents to read to them. That's the power, the power of theater and music, and having fun.

Unfortunately, the COVID Closures also shut down the Reading Company. Additionally, at the time of the interviews, the venue required masking and vaccinations, so students are not currently allowed to enter the playhouse. Dr. Zacatecas explained that the playhouse "would not allow non-vaccinated students into the facility." Vaccinations were unavailable to students under 12 years old at the time of the interviews and focus group. The life coaches hope they will be able to restart the Reading Company in the fall but also noted that their population has a low vaccination rate because of mistrust of the system.

Overall, the bridge is a personal connection. When asked if technology could replace what the Reading Company does, Bernie thoughtfully responded,

There's nothing like live. That's why theater is theater. You're in the same space with the audience, and you're sharing the same experience, and all of a sudden, everybody's laughing, and you're laughing with them. And you don't even know why are, and that's not the same thing as sitting in your living room looking at the screen! It's not. I'm sorry. So, are there technology programs that can help? Of course, there are hundreds, probably. The internet is filled with stuff like that, but there's no connection. That's what I said, you put your arm around the kid, and you say, "How are you doing today?" You connect! It's about, that's the answer to your whole deal. It's about connecting. People need it. People need a connection.

Omar agreed and explained how he bridges that personal connection to home, I make letter charts. In different colors that I create with my little guys, my little kids. It's something that we make together, with different colored sharpies, make capital letters, lowercase letters, color different colors, write our names on it, put heart sprinkles or whatever we want to, but we made it together. I could give them a Dollar Store letter chart, but I can take more stock in the fact that we made it together, you know, made it together. It's the connection to you. That is really what's important.

Part of that bridge is constant communication and letting their students know they are always available. Jeff explained,

I do text at least two, three times a week and just say, "Hey, I hope you're doing well. If you need anything, make sure to give me a call." That's an extension of me, because a lot

of times, students don't get that hug and kiss at the door, not that I do that! But, you know, the "Hey, I'm thinking about you today, and I hope you're doing well."

Laura bridges self-regulation to the home by providing examples the students can practice in school for difficult situations at home when she explained a conversation she may have with a student,

Your mom gets mad at you all the time, and she likes to weaponize that. What can you do? What are your choices? You can argue with mom? Is that going to make the situation better or worse? Can you just talk to yourself in your head and say, "I'm not going to engage in a fight with my mom? And I'm not going to fight with my twin sister. And I'm going to tell them in the morning." And then we'll celebrate the successes.

Bernie stressed the relationship aspect of bridging the school learning environment to the home,

All the home environments are different. So, I don't have one thing that works all the time for everybody, but here's the deal. I have kids that I've built relationships with close relationships with, parental relationships with, and being a parental figure for them. And I have expectations. Expectations. Because a lot of our kids don't have expectations at home. That's an impetus.

Expectations are part of self-regulation. Without expectations, students will not have direction or motivation. Bernie's point about having expectations and the students wanting to fulfill these expectations is an integral part of bridging SRL to the home environment. Catalina agreed and noted that it is essential to "meet them where they are at because if their behavior is off the charts, that is the first thing you have to attack because they can't be in the classroom if they're throwing desks, you know."

Laura agreed that if you have strong relationships with the children, they do not want to disappoint you,

They have to know that you care. That is the first step. Showing them that you care and then wanting to do better to please. That strong foundation. For me, that is setting the expectations. I expect this to come back. They don't want to disappoint you.

Beth interjected, "Their teachers will even say, 'Wait till I tell Miss Parks, and they'll beg, 'Oh don't don't tell her.' They don't want to disappoint you."

Research Question Responses

Life coaches leverage multiple SRL strategies by fostering agency and self-efficacy through stable, loving, and caring relationships. All life coaches struggle to find solutions to help their students improve their living environment for learning. The educators have employed SEL techniques and simple environmental changes like changing when and where the students should study to minimize distractions. All life coaches agreed that technology prohibits students from self-regulating and see little benefit to using technology in learning. Finally, liaisons struggle with confidence in providing SRL to their students. Appendix R illustrates the findings for the central and sub-research questions.

Central Research Question

This study's central research question was, "How have homelessness liaisons at XYSD leveraged self-regulated learning and technology to buffer students experiencing homelessness risk and adversity during transitions to online learning?" Multiple themes answered this central question: (a) the life coach theme, (b) the system, (c) SRL and SEL, (d) strategies, and (e) the bridge to home. The sub-theme, relationship building, wove its way throughout most major themes and significantly contributed to fostering self-regulation. These themes revealed ways life

coaches leveraged self-regulation to improve student outcomes; however, the data did not show that technology buffered student risk factors. The data illustrated that technology impeded academic, social, and emotional well-being.

The life coach theme revealed the life coaches' attitudes and dispositions that foster self-regulation and the nature of their job and role in their students' lives. The life coach became the conduit to self-regulation because, typically, the students do not have a role model at home that can develop self-regulation. The system provides liaisons the luxury of working one-on-one with each of their students to reinforce these SRL strategies that parents neglect at home. Helen explained, "That level of attention (is important). They know that we genuinely care for them, and they may be missing that at home." Even 45 minutes a week with their students fosters empowerment and encourages students to take control of their own learning. Agency was the most significant subtheme of SRL, and each life coach struggled with empowering their students to be agents of their learning. In essence, the "pick me" positive attitude that the life coaches nurture in their students through positive, loving, caring, and trusting relationships is the solution to providing agency.

The relationship theme explained how liaisons foster self-regulation in their students. Jenny stressed, "We just have really incredible relationships with these kids, and that creates that intrinsic motivation for them." The goal of self-regulated learning is to shift from extrinsic to intrinsic motivation. Life coaches develop caring, loving, and trusting relationships with their students and families. These relationships would not exist without unwavering guidance from the director of Operation Chrysalis and support from the top administrators. The system provides life coaches with evidence-based and timely professional development to nurture these critical relationships. The CEO of XYSD and director of Operation Chrysalis support relationship-

building through funding and community outreach. The top echelons of administration support Dr. Zacateca's community programs and outreach to all stakeholders with government and private organizations.

Specific strategies emerged from ways in which liaisons foster self-regulation, including planning, monitoring, and reflection. Strategies included multiple ways to control emotions, provide agency, and improve self-efficacy and empowerment. Life coaches mix social-emotional learning strategies with self-regulation to individualize student needs. These educators prioritized getting to know each of their students so they could provide this individualized learning.

Sub-Question One

The first subquestion in this study was, "How have liaisons helped students who experience homelessness alter their learning environment to foster self-regulated learning?" When first asked how liaisons helped students alter their environment, most replied it was impossible. The questionnaire responses paralleled these insecurities in their ability to alter the students' compromised environment to improve learning. When digging deeper, however, life coaches revealed various strategies like finding a quiet space, using air buds to block out the chaos in the background, going under their covers or in a closet, or using the shelter's learning space. Ruth and Jenny provide a battery operated light for their closet when they go in there to hide so they can feel safe. Although more complex, life coaches recommend engaging the parents and getting them to help provide a positive learning environment by making learning a priority. Finally, Humble Design was a resounding answer to providing a quiet, comfortable, and safe environment for the children once a family finds housing.

Another key to altering the environment is the self-regulation box or "safety box." All life coaches have these boxes in their rooms, and many send some trinkets home with their

students to help them self-regulate. A simple key chain can remind the students to go to a safe place in a dangerous situation or remind them of keywords to help calm them down during an argument. The manipulatives serve as a mechanism to calm students down. Putty, squishy balls, kinetic sand, and other tactile manipulatives distract students from feeling anxious and help to calm them down so they can focus. Beth stated the manipulatives “help the kids get it together.”

These strategies to alter the environment empower students and provide them with lifelong self-regulation skills. Being able to alter one’s environment to focus transcends school work. Life coaches believe these skills will help them in the real world. These strategies’ success is evident in many responses. The children’s behavior, as Beth stated, “They’re not as tired” after Humble Designs comes in and provides each family member with their own bed and linens.

Sub-Question Two

This study’s second subquestion was, “How has technology helped or hindered self-regulated learning?” The theme “The COVID Closures” provided significant evidence that technology impeded learning and maturation which negatively impacted self-regulation. All life coaches agreed that technology had hindered self-regulated learning because their environment outside of the school typically does not have boundaries. According to Beth, “They don’t know how to shut it off.” Worse, life coaches believe technology is the source of fighting and violence. Eleanor stated, “If we could just wipe out social media, like take it off, turn it off, something, because it’s always where the fight stems from.”

Sub-Question Three

The final sub-question was, “What are liaisons’ perceptions of their ability to provide self-regulated learning to their students?” All of the themes included evidence that liaisons are insecure with their abilities to provide SRL, but their responses indicate they employ highly

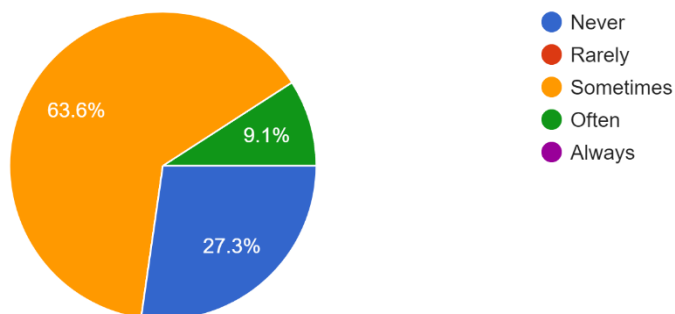
effective self-regulation strategies. Even though liaisons successfully use these strategies and are highly creative and provide individualized SRL, they do not have the confidence in their efforts.

Before the interviews and focus group, most life coaches did not believe they employed SRL (see figure 23).

Figure 16

Life Coach Perceptions of Helping Students Plan

11 responses



As seen in Figure 16, the questionnaire to which life coaches responded before their interviews revealed that only 9.1% often use SRL strategies to help their children learn, and no life coach answered always. The instrument revealed that 90.9% of life coaches felt that they used SRL to help their students “Never,” “Rarely,” or “Sometimes.” This figure represents the average answers to all questions regarding employing SRL strategies.

During the interviews, however, all life coaches revealed how they applied various self-regulation strategies to improve learning outcomes with their students. Life coaches organically incorporate the SRL process including planning, monitoring, and reflection by providing individualized learning to each student. Eleanor described the planning stages that she provides for her students, “We’ll help develop a plan on what you can do to bring your grade up.” Jeff

described how he helped his students organize their planners, notebooks, and calendars. All life coaches mentioned how their students reflect and know when they are struggling in certain areas.

Life coaches employ SRL strategies, but do not have the confidence to apply with fidelity. Many life coaches indicated an interest in learning more about SRL to improve student outcomes. The life coaches, although they all provide SRL, do not perceive themselves as capable of helping the students self-regulate. Helen admitted regarding SRL, “I probably need to think about what I need to do to help them. I can’t because I don’t have anything that I’ve ever actually done.” Most life coaches indicated a desire for professional learning to help them provide their students with self-regulation strategies, especially ways to promote social-emotional learning through self-control. Jenny even suggested that she and the life coaches would benefit from “a guidebook to self-regulated learning strategies and how to use them with these kids.”

Summary

Multiple themes emerged from a thorough transcendental phenomenological analysis. Self-regulation and the environment represented the themes with the highest number of codes and density. Life coaches provided the key to improving learning and their students’ lives by bridging the feeling of safety, love, and support they give them in school to their living environment. These life coaches delicately communicate with the students, provide trust, build relationships, and introduce learning when students feel safe, loved, and supported. The life coach is the bridge to the students’ homes, making self-regulation and success possible. Jenny summarized, “we just have really incredible relationships with these kids. And that creates, like that, intrinsic motivation for life.”

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this transcendental phenomenological study was to discover how liaisons foster self-regulated learning for K12 students experiencing homelessness in grades kindergarten through twelve at XYSD in the Midwest of the United States of America. This chapter will provide an overview of the data analyses and interpret the findings. The chapter will first deduce the analytical conclusions to the phenomenon's essence. Then the chapter includes implications for policy and practice, theoretical and methodological implications, limitations and delimitations, and recommendations for future research.

Discussion

Seven themes emerged from this study: (a) the life coaches' responsibilities, roles, and attitudes; (b) the system; (c) SEHs' attitudes and dispositions and their physical, social, and emotional environment; (d) COVID Closures' impact on SEHs; (e) SRL, SEL, and their symbiotic relationship; (f) strategies the life coaches use to improve self-regulation and learning; (g) the bridge to home. Each of these themes weaves a story of the liaison's life and experiences with students and families experiencing homelessness. This section provides interpretations of the data, empirical and theoretical implications, and evidence supporting all constructs. This section includes: (a) interpretation of findings; (b) implications for policy or practice; (c) theoretical and empirical implications; (d) limitations and delimitations; and (e) recommendations for future research.

Interpretation of Findings

Multiple themes emerged after careful analysis of the data. The life coach's role, responsibilities, attitudes, and attributes illustrate a typical day when dealing with students, principals, social workers, outside agencies, parents, guardians, siblings, and other stakeholders. Life coaches struggle daily with prioritizing what sometimes can be a life-and-death decision. Although life coaches have a positive outlook, their frustrations appear when they depend on outside entities and people who do not share their dedication, determination, and passion. The system the life coaches navigate is the source of most of their frustration. Although the internal system, Operation Chrysalis, and XYSD provide a solid foundation of administrative, financial, and human resources, outside government entities are inefficient, lack responsiveness, are understaffed, and are ill-equipped to protect SEHs.

SEHs at XYSD are similar to the SEHs the literature described as having difficulties with attendance, hygiene, social-emotional and mental health, and physical health issues, and they are academically behind their peers before they enter Operation Chrysalis. Life coaches fiercely defend their SEHs and adamantly expound that their students are able and capable of anything. Life coaches believe their students are capable of more because they are survivors and stronger than most students because of the world they have had to navigate. The SEHs' physical environment aligns with the literature (Ingram et al., 2017). Most students live in doubled-up situations, but XYSD has SEHs that live in shelters, on the streets, in their cars, in hotels, and in parks. Their living conditions are usually deplorable, lacking heat, running water, a toilet, sheets, blankets, and a bed. The typical doubled-up situation at XYSD is multiple children, often eight-twelve children living with multiple adults in a two-bedroom apartment with one bathroom. The chaotic environment leaves SEHs feeling unsafe, unprotected, and unloved. The transience

uproots SEHs from any stability their school provides, makes them feel isolated, and prohibits them from making long-lasting friendships and connections with adults. Lack of parental support and engagement further limits SEHs' potential success.

The COVID Closures illuminated significant deficits in teaching and learning within this population and divulged significant dilemmas with technology. Students did not have the physical, social, or emotional environment to engage online. Further, technology hindered academic growth and contributed to what the life coaches describe as a "maturity slide." Students' lack of self-regulation and boundaries during the COVID Closures produced students who failed to grow academically and emotionally mature.

Life coaches leverage various components of self-regulation to help students succeed. Agency appeared more than any other SRL component, 69 times in the coding. Closely following agency was how life coaches fostered self-efficacy (39 appearances in the data). The data confirmed that lack of parental engagement, boundaries, and role-modeling limited SEHs' self-regulating ability. SEL was a significant theme related to SRL. Life coaches explained how their training regarding dealing with trauma empowered them and helped them deal with the multiple traumas SEHs face in their chaotic, unstable, and often dangerous environment. From this data, a symbiotic relationship between SRL and SEL emerged. The data revealed how providing self-control strategies improved students' social-emotional well-being. All life coaches described how they used items from their self-regulation boxes to promote and foster control over SEHs' emotions and help manage their environment.

This self-regulation box was a key strategy that emerged as part of an overall theme of life coaches' strategies to promote self-regulation and learning. Other techniques life coaches leverage include building positive relationships, applying extrinsic and intrinsic motivation,

becoming the students' role models, and finding other models to support their students. The life coaches promote social-emotional learning and trauma-informed-care.

Culminating the themes is the bridge to home and how life coaches intricately weave strategies to improve their students' environments. Life coaches become the conduit to self-regulation, self-control, safety, love, and positivity that their students take with them in the form of a memory, a book, a little trinket, or an artifact. These items are extensions of the life coach themselves, reminding the students they are capable of anything and that their life coach will never leave them.

Summary of Thematic Findings

The data from these themes provided explanations of life coaches' daily obstacles and affordances of assisting SEHs. Life coaches concluded that relationships were central to every aspect of helping their students SEHs. These relationships included developing trust with parents and students and facilitating positive and regular communications with all other stakeholders. The environment, life coaches realized, was central to fostering self-regulation. Technology which should have been a vital ingredient for success, turned into a dangerous weapon predators used to find marginalized students.

Additionally, students misused technology by gaming and becoming addicted to social media instead of learning. Finally, after multiple data collection and analyses, the experience that all life coaches had in common with providing their students a healthy environment was themselves. The life coach became the bridge to a positive environment where students could feel safe and loved.

Relationships

Relationships are central to student success. Building relationships with SEHs is a delicate matter mainly because life coaches must discuss sensitive subjects and are mandatory reporters. Additionally, parents and guardians have an inherent mistrust of anyone in authority, which makes building trust obtruse. XYSD's life coaches are masters at gaining students' and families' trust. Without trust, positive relationships are impossible. Although they admit this task is monumental and time-consuming, they employ multiple strategies to gain trust and foster positive relationships with their students, parents, and guardians. Strategies include convincing the families and students they do not judge them; they are there to support them. The life coaches solidify these relationships by following through with providing them the services and supports these families and students desperately need. The life coaches approach every student with high expectations, love, kindness, compassion, dignity, and respect. Bias and stereotypes are extinct in the life coaches' world. These attributes garner the trust they need to build positive relationships with their students and families.

Environment and Self-Regulated Learning

One of the most confounding challenges life coaches have is to help their students alter a chaotic environment that prohibits self-regulation and learning. Learning requires self-regulation (Lafavor, 2018; Manfra, 2019; Pavlakis, 2018; Ramakrishnan & Masten, 2020). The chaotic and unstable environment limits life coaches' ability to employ typical SRL strategies that work for students with adequate housing (Lafavor, 2018; Manfra, 2019; Pavlakis, 2018; Ramakrishnan & Masten, 2020). These life coaches have been creative at finding ways for students to alter their environment to promote self-regulation and learning. Eleanor cleverly noticed how students could block out noise using their earbuds and now suggests they use them at home, on the bus, or

in the cafeteria to drown out the chaos and noise so they can focus on their work. Jennifer provides her students with a stick-up light for the wall of a closet so they can go there with a blanket and a book to feel safe and to get their work done.

All life coaches have a self-regulation or safety box. The contents include trinkets and anti-stress manipulatives. The younger students have a book called “My Magic Breath,” which helps students breathe under challenging situations. The older students use social-emotional learning strategies to control their behavior when they feel stress or anger and want to lash out. All these strategies provide students with ways to control their emotions through altering their environments and illustrate the symbiotic relationship between SRL and SEL.

Life coaches also help students plan for difficult situations when they return to their residences. The life coaches give the students something to keep in their pockets, a small trinket, key chain, or something to remind them of their self-regulation and safety plan. They will role-play and go over multiple possible situations they will encounter when they go home and practice ways to handle each situation. Life coaches help their students find ways to control their environment by finding a closet to go to with a blanket which will make them feel safe until they are ready to talk about the situation or hide from imminent danger. They discuss other “safe places” they can find and go to when they feel uncomfortable. They discuss dealing with fights with their siblings or cousins and how to control their temper through role-playing and brainstorming non-confrontational things to say. The self-regulation plan is very similar to the self-regulation box because it enables students to control their emotions and behaviors and find ways to feel safe.

Technology

Technology at XYSD before COVID-19 was limited, and post-COVID-19 life coaches are leery of using it. Some life coaches refuse to use it with their children after seeing the devastation technology created during COVID Closures. These life coaches witnessed technology as the conduit for sex trafficking their children, violence, crime, bullying, and frustration. Most of these educators blame technology for their students being two to four years academically behind, and all blame technology for their students' lack of maturity upon returning from the COVID Closures. Interviews and the focus group indicated that technology devastated relationships and significantly decreased engagement. The devices disconnected rather than connected life coaches and students due to the lack of personnel connections, fear, lack of access, and environment. Families did not want others to see and hear the background. Life coaches witnessed chaos, poor parental behavior, and other environmental barriers to learning with the families who did engage during COVID Closures. Despite every attempt to provide access to all, the environmental conditions prevented online learning. These findings contradict the extant literature that states technology can positively impact peer-to-peer and student-to-teacher engagement and relationships, improving SRL (Dryden-Peterson, Dahya, & Adelman, 2017; Tyler & Schmitz, 2017; VonHoltz, Frasso, Golinkoff, Lozano, Hanlon, & Dowshen, 2018).

The life coaches of the high school SEHs had a few positive comments regarding technology, particularly Jeff, who noted technology enabled him to stay connected to his students. All life coaches of K-8 SEHs had a negative attitude toward using technology. Most life coaches saw technology as a barrier between them and their students by eliminating personal connections. Beth has terminated all use of technology with her students. They all see technology as an obstacle to self-regulation because the students use it for gaming, social media, and video

entertainment when they should be using it for learning. Without boundaries at home, life coaches struggle to influence boundaries in school. Further, the progress they make with self-control at school vanishes when the student returns to their place of residence. Overall, technology has done more damage to relationship-building and establishing a safe environment.

Bridge to Home

These life coaches have become their students' mentors, role models, and surrogate parents. One of the life coaches stays with her children beyond high school graduation and helps them move into their universities. This determined woman demands that the university's dean contact her if there is any issue with her students. These life coaches provide the love, support, and safety students need to develop self-regulation. One liaison lives by Maslow's hierarchy of needs and checks off each of his students' needs from bottom to top and doesn't stop until his students reach the top. Every life coach is dedicated, determined, passionate, persistent, and borderline relentless at providing the services and supports these children need. As one liaison put it, the ultimate goal is to develop intrinsic motivation in their students by providing them with their most basic needs: love, support, and safety. Once the children attain these basic human needs, students inherently become self-motivated academically and for life.

Multiple life coaches summarized bridging stability and a positive learning environment with a book. Reading to children provides them with love and feelings of security, which transfers to their home environment. When the children pick up that book that the life coach just read to them, it is more than just a book; it is a memory of being loved, feeling safe, and knowing that learning can take them to unimaginable places. The book is the bridge that reminds students that there is a way out. The book reminds SEHs that something better exists, and they can achieve anything with the love and support of their life coach.

Implications for Policy or Practice

This study produced multiple implications for policy and practice. Nationally, the McV is flawed in its attempt to standardize practice in supporting students experiencing homelessness. Additionally, McV is an unfunded mandate which requires school districts to provide services and supports without adequately funding the regulation. At the local level, XYSD provided multiple strategies that school districts across the country could use to improve relationships and engagement with SEHs and their families. The life coaches also provided numerous ideas for potential training programs that would equip them to support their students.

Implications for Policy

Liaisons are ill-equipped to manage a complicated network of stakeholders. Liaisons must interface with a minimum of 14 people from multiple government agencies and private organizations, including shelters, youth centers, foundations and food pantries, principals, counselors, psychologists, special education directors, teachers, parents, and the children. The liaison's network is complex and overwhelming. Coordinating all stakeholders is a monumental task, and the liaisons have no systematic way to sustain this network. A software program developed specifically for these liaisons could provide a systematic way to maintain documentation, enrolment information, and comments from each stakeholder. The system could enable all stakeholders to communicate and collaborate for the benefit of the students. Additionally, this repository of information could transfer as soon as the child moves, which would minimize delays in enrollment at the new school and provide all the students' benchmarks and portfolios for immediate placements.

At the national and state level, if another pandemic develops, the departments of education and local school districts need to consider the potential long-term mental and

emotional health consequences of extended periods of isolation and masking. Further, no one predicted the severe reduction in maturation or technology's detrimental impact on students' behaviors and proclivity toward violence. Before the national, state, and local governments close the only safe environment SEHs have, they need to evaluate the long-term negative social, emotional, and physical consequences versus the benefits of keeping children isolated.

Governments must consider alternatives to keep students socially and intellectually engaged and ensure they are safe from physical, psychological, and sexual abuse if governments determine the benefit of shutting down outweigh the risks. Further, governments need to protect children from human trafficking at all costs now and if there is another pandemic that places our children in greater danger of predators.

McV is an unfunded mandate. School districts receive roughly \$75.00 per child experiencing homelessness. The liaison must create a budget of around \$75.00 per SEH per year to pay for their personal hygiene items, clothes, food, transportation, academic supports, social, emotional, and mental health care, medical and dental assistance, and other life necessities. Homelessness departments cannot operate on \$75.00 per SEH per year. If McV is going to mandate school districts serve this population, they need to fund and support their mandates.

Further, the McV mandate itself is flawed. Regardless of the number of SEHs in a district or the district's poverty level, McV only requires one liaison to serve SEHs and does not require liaisons to devote 100% of their time to serving SEHs. Liaisons can have multiple roles and responsibilities outside serving SEHs. That means McV's requirements are the same for America's largest school district, New York City School District, and its smallest district, Austin Area School District in Pennsylvania (National Center for Educational Statistics, 2021).

Finally, federal, state, and local government agencies must protect SEHs' safety. These students are online without supervision, riding public transportation, loitering in front of apartment buildings, and getting involved with gangs and other criminal activities. McV should collaborate with the housing authority to provide safe spaces for these children when they are out of school. Rather than create another bureaucracy, these agencies could provide grants to private industries that could open youth centers staffed with tutors, social workers, and other mentors. These programs provide another potential bridge to feeling protected, safe, and loved. Many programs like this exist, but funding is limited.

The life coaches concurred the one good thing that came out of COVID-19 was the money. The additional government money allowed them to find and secure housing for more families than in the department's history. Providing a physical home had direct implications. Life coaches noted increased positive behaviors and less exhaustion, and students started to succeed. Humble Designs added to the children's disposition because they provided the beds, sheets, towels, and furniture, which made their new residence a home rather than just a shelter, providing the student a sense of stability.

At the local level, school districts should help their liaisons connect and collaborate with all stakeholders. Frustration turned to anger during the focus group when discussing child protective services' ineptitude and negligence in protecting their children. The life coaches are overwhelmed and unprepared to leverage their relationships with outside organizations, government entities, parents, guardians, principals, social workers, and transportation. Policy to facilitate collaboration and communication with all stakeholders could address this deficit. Students' needs get lost when outside agencies delay or neglect to respond to life coaches' requests.

Further, significant turnover at local agencies causes delays in providing for SEHs. Liaisons need to be able to connect, collaborate, and plan on a timely basis. When connecting and collaborating fail, their students end up abused, in the hospital, and one even died due to child protective services neglecting their duties. Training on effective collaboration and communication with government and outside entities could help the liaisons protect their children. A framework that would encourage collaboration and communication could turn this obstacle into a conduit for serving SEHs on a timely basis.

Although Havlik et al. (2020) indicated that the system does not adequately support liaisons, Dr. Zacatecas and XYSD have provided the best evidence-based professional development the educational community offers. XYSD's commitment to excellence and professional training to support its students contradicts the current literature. This contradiction is further evidence that supports the need for other districts to look to XYSD for an effective model to support SEHs.

The life coaches praised their initial training in trauma-informed care and believed more training in trauma and SEL would help them help their students navigate their chaotic and unstable environment. These devoted educators would like to expand SEL and trauma professional development and called for more social work, SEL, and SRL training. Further, the life coaches expressed interest in learning more about leveraging self-regulation to improve their students' learning and lifelong outcomes. The life coaches realized that SRL and SEL are codependent. SEL requires elements of self-regulation. Self-regulation requires emotional control. The life coaches would like to explore this symbiotic relationship to foster control in their students. The life coaches also would like more training in communicating and engaging parents. These educators agreed with the literature that parental engagement is key to academic

success (Edwards, 2019; Pavlakis, 2018; Wright et al., 2019). Due to intergenerational mistrust, gaining parental trust and support is a significant challenge. Life coaches would like to know the language and communication styles that will reach the parents and children to gain their trust and convince them that education is vital to their future success.

Implications for Practice

Table 5 lists suggested practices based on life coaches' experiences.

Table 5

Implications for Practice

Strategy	Description
Build relationships with all stakeholders	Gain trust from parents and students by convincing them the liaison's position is one of support, not judgment. Further, leverage relationships with outside public and private organizations.
Provide parent training.	Before children can self-regulate, they need to see their parents self-regulate. Include training for parents on trauma, self-regulation, and social-emotional well-being.
Engage parents.	Provide opportunities for parents to be involved with their children's liaisons and academic life through activities they will all enjoy. Parents' lives are stressful, and providing outside entertainment with a sports

	<p>team, a carnival, or some type of positive activity will help liaisons and educators build positive relationships.</p>
<p>Provide ample one-on-one attention.</p>	<p>SEHs crave attention above all else. Liaisons and educators must give their full attention and be present while working with their students. Jenny recommends “pushing-in,” meaning the liaison comes to the classroom with the student and offers additional support when learning occurs. This help can be invaluable in remediation and also self-regulation. Pushing-in provides an opportunity to apply planning, monitoring, and inflection in real time.</p>
<p>Have high but realistic expectations.</p>	<p>Counter to Edwards’ (2020) and Wright et al.’s (2019) advice of setting the bar high, liaisons and educators should be realistic in their expectations. These life coaches stressed setting small and attainable goals before overwhelming students who will just become frustrated when they do not see results.</p>
<p>Empower students.</p>	<p>The student should be Batman, and the educator should be Robin. Liaisons should</p>

	<p>not do everything for their students; they should help their students help themselves. Empowering them means giving the students the tools to succeed but letting them know they are not alone.</p>
<p>Human resources is everything; hire great people.</p>	<p>The department must hire strong, passionate, dedicated, tireless, persistent, tenacious liaisons who lack bias and prejudice. Hiring people who have a shared experience will also improve outcomes.</p>
<p>Provide trauma-informed care.</p>	<p>Support the people who support SEHs by being sensitive to the traumatic experiences they hear about daily. Secondary trauma impacts liaisons. These liaisons love their children and feel the trauma the children share. The liaisons suffer grief and loss when their children leave, even if it is for a better situation. Further, the stress of this position is astronomical. Many liaisons have therapists to deal with the job's secondary trauma, grief, and stress. Schools need to take care of these great people to keep great people.</p>

XYSD life coaches displayed the epitome of dedication, passion, commitment, perseverance, and relentless devotion, ensuring their students received everything they needed to succeed. Dr. Zacatecas summarized with her statement that human resources is everything stating, “If you have good staff, you can do more than any other resource. Staff is more important than anything else.” Dr. Zacatecas’ primary recommendation for success is to hire great people.

All life coaches exuded a positive attitude that lacked bias, prejudice, and stereotypes. The life coaches exemplified educators with high expectations who believed their students could soar and thrive. When hiring liaisons, they should have this attitude and disposition because, as Eleanor exclaimed, “If I don’t believe in my student, who will?”

These life coaches also use gentle language. They are careful to always provide their students with dignity and respect. They have an intake template that guides them with what to say when they first meet a student. All coaches stressed that they must start slowly and gradually prove themselves to build trust. Providing services and supports and following through with what they promise is central to gaining families’ and students’ trust. None ever start with academics because most students need food, clothing, and safety before they can even think about discussing grades and an academic plan. This compassion builds trust and is the key to building positive relationships. Liaisons across the country could learn from this approach and use similar templates to train their educators when encountering a student experiencing homelessness.

Theoretical and Empirical Implications

This study added to the current body of literature through its theoretical and empirical findings. Theoretically, Zimmerman (1989) contended that the environment plays a significant role in learning but admittedly did not provide sufficient evidence regarding the significance the

environment played in the triadic social cognitive theory. This study provides a rich and thick description of the environment life coaches must overcome to promote self-regulation in SEHs and how life coaches counter negative environmental factors. This study confirms the environment's significance in learning and offers strategies life coaches employ to extend a positive learning environment at school to the SEHs' residences. Empirically, this study confirmed most of the findings in the extant literature, but contradicted some key elements noted in the extant literature.

Theoretical implications

The theoretical framework that guided this study was Zimmerman's (1989) self-regulated learning theory which is grounded in Bandura's (1994) social cognitive theory. Although environment is a significant component of self-regulation, Zimmerman (1989) admitted that his research lacked evidence regarding the impact environmental factors have on self-regulation in relation to the other factors. By studying the most deplorable environmental conditions, this study revealed how the environment influences self-regulation and ways in which liaisons mitigate these deficiencies. Zimmerman (1989) stated that the environment could be more critical to SRL and Bandura's social cognitive triad more than other components. This study's data on SEHs' living conditions and environment confirmed SRLT and Zimmerman's (1989) contention that the environment added evidence that the environment plays a more significant role in self-regulation than any other aspect. Additional quantitative data, however, will need to confirm this. This study shaped Zimmerman's (1989) argument regarding the environment's importance in self-regulation and highlighted many strategies life coaches leverage to improve SEHs' self-regulation.

This study's most significant theoretical contribution is that liaisons and educators can change an unbearable, chaotic, and unstable environment to improve self-regulation and learning. Pavlakis (2018; 2021) and Low et al.'s (2017) quantitative studies showed that the environment impacts SEHs' learning. However, no study evaluated SRL by altering the environment nor provided a qualitative perspective with a rich and thick description of the phenomenon. This study adds to the importance of altering the environment to improve self-regulation and details how life coaches accomplish this monumental task.

Although physically, educators are limited to changing the SEHs' environment, they can change their social, emotional, and safety within their environment which helps the students gain control, feel empowered, safe, and able to succeed despite their circumstances. The life coach becomes their safe environment, and the coaching, advice, and strategies the life coaches provide give SEHs confidence and agency to take on multiple obstacles they face. The life coaches' strategies, compassion, security, love, and support become the bridge to the SEHs' environment, thus changing their environments' dynamics. Helping their students see what they can control allows them to focus on what they can do rather than what they cannot. Eleanor's student, who revealed her success, represents this concept the best. This student explained that grades were the only thing in her life she could control and could not blame bad grades on anyone but herself. Life coaches help students seize situations and factors they can control rather than focus on what they cannot. This strategy increases self-regulation and social-emotional well-being and theoretically should aid in lifelong success (Zimmerman, 1992).

Further, this study confirms the importance of self-regulation's other components and processes and aligns with the extant literature. Zimmerman (1989) cited executive function, self-efficacy, agency, motivation, and self-control as key concepts students need to self-regulate, and

researchers have stressed SEHs lack these skills and affect (Baharav, Leos-rbel, Obradovic, & Bardack, 2017; Distefano et al., 2021; Lafavor, 2018; Matsen et al., 2015; Ramakrishnan & Masten, 2020).

Most literature on SEHs and self-regulation focused on SEHs' low executive function (Distefano et al., 2021; Lafavor, 2018; Ramakrishnan & Masten, 2020). This study confirmed these findings, particularly in Bernie's discussion on how SEHs trauma in-utero impacts their executive function as a means of surviving a chaotic environment. Further, Omar noted multiple times how the environment creates toxic stress in these families making self-regulation impossible without intervention. This study added to the literature by providing ways to mitigate trauma and empower students to take control of their lives. XYSD's administrative commitment from the CEO and the director of Operation Chrysalis ensures the life coaches have evidence based training to manage their students' trauma thus improving outcomes.

Agency and self-efficacy data in this study also align with previous research (Edwards, 2019; Semanchin Jones et al., 2018; Wright et al., 2019). Agency and self-efficacy were key components of XYSD's SEHs' success, aligning with the literature and theory (Bandura, 1991; Zimmerman, 1992). This study extended these findings by offering life coaches' strategies to nurture agency and self-efficacy for positive learning outcomes and lifelong success. Multiple researchers noted low expectations inhibited self-efficacy and agency (Manfra, 2019; Pavlakis, 2018; Ramakrishnan & Masten, 2020; Wright et al., 2019). Quinton et al. (2021) called for high expectations to improve SEHs' self-efficacy and agency. This study illustrated how the life coaches' positivity and high, but realistic, expectations contribute to increased self-efficacy and agency.

Ingram et al. (2017) emphasized SEHs' lack of confidence. Evidence from this study, however, contradicted Ingram et al.'s study that noted SEHs' lack of confidence. According to all life coaches, SEHs have tremendous confidence because they know they are survivors. According to Bandura (1991) and Zimmerman (1992), this attitude should translate to academic success and self-regulation. The problem is that SEHs have confidence in surviving, not in academics. The life coaches struggle to redirect that self-confidence to academic self-efficacy, which will build upon their self-control and academic success.. SEHs lack confidence in their academic skills, but not in their ability to survive.

Help-seeking is another important SRL component (Zimmerman, 1989). Life coaches indicated that SEHs have agency and are not afraid to ask for help. This could be a testament to the positive and trusting relationships the life coaches emphasize and prioritize.

This study confirmed Crumé et al. (2019), Distefano, Grenell, Palmer, Houlihan, Masten, & Carlson (2020), Lafavor (2018), and Ramakrishnan & Masten's (2020) contention that SEHs lack self-regulation skills due to their situation and lack of familial role models. Pavlakis (2018) stated that the lack of parental boundaries negatively impacts SEHs' ability to learn and have self-control. This study confirmed these findings particularly with abusing technology, the lack of a schedule at home, parents allowing children to stay up all night watching tv, and the lack of supervision during the COVID Closures. These lack of boundaries translate into the lack of self-regulation and life coaches expressed frustration with incorporating boundaries into their students' lives, but once they return home parents reverse most of their work.

Bandura (1991) and Zimmerman (1992) noted the importance of motivation in students' learning. Multiple life coaches explained how they started with small goals and rewards and progressed to bigger goals with greater rewards. These strategies align with starting with

extrinsic rewards with the ultimate goal of attaining intrinsic motivation (Zimmerman, 1989). A perfect example is Eleanor, who started a student out with a McDonald's gift card to get him to come to school. Initially, the boy just wanted a cheeseburger, but ultimately he wanted to come to school for his own benefit, intrinsic motivation. Further, the life coaches themselves become the intrinsic motivation. The children do not want to disappoint the one person they trust. An inherent need to succeed develops inside the student: intrinsic motivation.

Contrary to the literature, this study negated Rodger et al.'s (2020) contention that educators were ill-equipped to promote SRL skills. This study's questionnaire aligned with Rodger et al.'s (2020) evidence. However, the interviews and the focus group data confirmed that life coaches innately fostered self-regulated learning in their students. The life coaches simply did not know the skills they were fostering were part of self-regulated learning theory. Perhaps that is because instilling life skills is part of their job description, and self-regulation is a life skill. Jeff stated, "we are our job title," meaning they help students acquire life skills. Self-control is a fundamental life skill that teachers do not have the luxury of being able to teach.

Empirical Implications

This study confirmed most of the extant literature on SEHs' self, behavior, and environment. SEHs suffer more physical, mental, and emotional challenges than their adequately housed students. This study confirms most of these risk factors, but added to the literature by providing strategies in which life coaches minimize these risk factors and provide services and supports to counter the adverse impact of their environment and situation. This study, however, contradicted multiple data points involving trust, confidence, help-seeking, and life coaches' ability to serve and support SEHs.

Internalizing and externalizing behaviors with an emphasis on emotional and behavioral challenges are common among SEHs (Crumé et al., 2019; Dinnen et al., 2020; Distefano et al., 2021; Ingram et al., 2017; Palmer et al., 2020; Ramakrishnan & Masten, 2020; Wright et al., 2019). This study confirmed these researchers' findings, and the life coaches cited trauma as the most significant impediment to SEHs' emotional well-being. The COVID Closures exacerbated the trauma because students no longer had any protective factors the life coaches, social service agencies, and the school district provided. Students had to endure 18 months of physical and sexual abuse with no one to provide them with a safe environment or escape.

Suicidal ideation is more common with SEHs than students with adequate housing (Crumé et al., 2019; Ingram et al., 2017; Morgan et al., 2018). This study confirmed these findings and added to the quantitative data providing a rich and thick description of the SEHs' and liaisons' experiences of this trauma. Multiple life coaches held back tears and anger discussing their students' suicide ideation and attempts. Life coaches added that due to the COVID Closures, they are experiencing suicide ideation and attempts at much younger ages. Depression and suicidal thoughts are entrenched in students as young as five years old. Life coaches confirmed they did not experience this before the COVID Closures.

Further, the extant literature neglected to discuss the secondary trauma liaisons experience. Everyday these dedicated educators intervene in students' chaotic lives. The life coaches deal with sexual and physical abuse, suicide attempts and ideation, murder, deaths of their SEHs' loved ones, and other tragic events. No other study exposed how liaisons experience such malaise on a daily basis and how they deal with it. Multiple life coaches discussed being in therapy to deal with the secondary trauma they deal with simply by listening to their students' accounts. Still, the life coaches' dedication to their children often trumps their own well-being.

Crumé et al. (2019) and Pavlakis (2018) cited exhaustion and lack of sleep as life coaches' familiar complaints regarding the students. Life coaches explained why students were exhausted, which added to the extant literature. One example was how siblings took turns staying up at night to protect one another from sexual abuse. Other life coaches discussed physical abuse and described how students typically sleep as soon as they return from school but then wake up around 11 p.m. and stay up all night to protect one another from abuse. Another explanation was parental prostitution which prohibits the children from being in the house when the mother works in the middle of the night. Although not optimum, the life coaches came up with a solution of getting one of their students a job at McDonald's during the night shift, so he had a safe place to go while his mother was working.

Crumé et al. (2019) mentioned SEHs' lack of trust. Although entering a new relationship all SEHs lack trust with their new life coach, but XYSD's emphasis on building strong relationships mitigate this risk factor. The extant literature merely stated how trust is a factor in liaisons' ability to support their students, but most studies neglected to advise how liaisons experience this and offset the mistrust (Crumé et al., 2019; Ingram et al., 2017). These life coaches successfully gain their students' trust by genuinely caring for their students, following through on their promises, and always being there for them. This disposition aligns with (Aceves et al., 2020; Edwards, 2019; Wright et al., 2019).

Trust is critical to building positive relationships. These life coaches take it a step further by trying to build trusting relationships with the parents and guardians, which they believe is as essential as gaining trust from their students. These life coaches believe that the child will succeed more readily if the parent is involved. Unfortunately, parents have an inherent mistrust of authority figures and a system that has failed them and generations before them. The parents'

mistrust of authority and the system affects their children's attitudes; consequently, they do not value education. SEHs reserve their confidence and self-efficacy for survival as opposed to academics, of which families see little value in a system that failed them and multiple generations. This attitude from home negatively impacts attendance and students' motivation.

Ingram et al. (2017), Lafavor (2018), Lervag et al. (2019) and Manfra (2019) cited significant percentages of SEHs who have learning disabilities. This study confirmed that, but extended the literature by providing narratives on how life coaches manage the additional academic support SEHs require. In the extant literature, Morgan et al. (2018) was the only study that emphasized individual learning for SEHs. All life coaches attribute much of their success to individualized learning and one-on-one attention they are able to provide SEHs.

Additionally, Jenny and Laura spoke frequently of a push-in strategy and how being in the classroom with their students provides additional academic support, can help their students catch up more quickly, empowers the students, helps the students build confidence, and builds relationships. One strategy, pushing-in, accomplishes all of these protective factors. Pushing-in also encourages participation which Dinnen et al. (2020) stated was a challenge for SEHs.

Baharav et al. (2017), Edwards (2019) Haghaniker and Hooper (2020) Ingram et al., (2017), Lervag et al. (2019), Low et al. (2017), Morgan et al. (2018), and Ramakrishnan and Masten (2020) cited one of SEHs' greatest risk factors as lack of attendance and truancy. This study confirmed these findings, but provided ways in which liaisons use SRL theory to improve attendance. A prime example is Eleanor's little bribes leveraging extrinsic motivation that led to intrinsic motivation with one of her students. A simple McDonald's gift card was the small extrinsic reward that built up to the student taking ownership of his attendance. The intrinsic

motivation, which Zimmerman stressed was the ultimate objective of self-regulation, was the student not wanting to disappoint his life coach or himself by missing school.

Ingram et al. (2017) and Low et al. (2017) contended that SEHs hesitate to ask for help which is a critical component of SRL. Zimmerman (1994) stated help-seeking is integral in self-regulation. Life coaches all agreed during the focus group and in individual interviews that their students do not hesitate to ask for help with homework and life. This attitude could be because of the strong and trusting relationships the life coaches emphasize with their students and families.

According to Edwards (2019), Semanchin Jones et al. (2018), and Wright et al. (2019), educators' biases and stereotypes hinder positive relationships. This study illustrated how bias and stereotypes seriously impede building positive relationships. Liaisons eliminate this obstacle from their first encounter with families and children experiencing homelessness by stressing that they are there to help them, not judge or report them. This attitude helps dispel the mistrust and build solid positive relationships. Following through with their promises of services and supports further eradicates the students' and families' mistrust and leerness of engaging with the liaison and school district.

Another significant divergence from the extant literature is the data retrieved from a population dedicated to serving SEHs. Operation Chrysalis dedicates liaisons' time to exclusively serving SEHs' needs. All Operation Chrysalis employees, including the social worker, psychologist, director, administrative support team, and life coaches, exclusively serve SEHs at XYSD. McV requires school districts to appoint one liaison as the homelessness contact for all SEHs. The McV does not consider the size, demographics, socio-economic data, or percent of students receiving Title I (United States Department of Education, 2004). McV mandates one liaison regardless of these key data points (United States Department of Education,

2004). Further, McV does not require the districts appointed liaisons to commit 100% of their time assisting SEHs (United States Department of Education, 2004).

Consequently, only 20% of the school districts in the United States have a designated liaison who exclusively serves and supports students experiencing homelessness (Havlik et al., 2020). This study observed and provided evidence from a population of multiple liaisons at one school district fully dedicated to aiding SEHs. The data from this study reflect liaisons who can and do dedicate their time to academic, social-emotional, and lifelong interventions. The current literature reveals the role and responsibilities of the liaison as primarily identifying and rostering SEHs and little else (Hallett & Skrla, 2021; Havlik et al., 2020; Ingram et al., 2017). Since liaisons at the majority of districts have other roles and responsibilities outside of being the homelessness liaison, they have little time to devote to anything more than identifying SEHs.

Further, a school district with multiple liaisons dedicated 100% to SEHs is rare, and no literature exists regarding this population. Only one study is dedicated to the liaisons' perspective, a reprint from their original study in 2016 with no additional contributions (Havlik et al., 2020). The Havlik et al. (2020) study was limited to single liaisons with multiple roles and responsibilities outside of serving SEHs. Operation Chrysalis receives more Title I money and more support from the top administration than any other department at XYSD, which allowed this study to observe professionals dedicated to helping SEHs thrive.

Limitations and Delimitations

This study was limited to one school district, which restricts its generalizability. However, Moustakas (1994) stated that a rich and thick description of the participants and setting could increase transferability. This study provided detailed descriptions of the life coaches' roles, responsibilities, attitudes, and dispositions and a rich and thick description of the school setting

and culture. Given these descriptions, readers can generalize based on the characteristics of the population and setting. Another limitation was the number of participants. Initially, eleven participants enrolled and participated in the questionnaire and the individual interview. Only ten were able to participate in the focus group.

Delimitations impacted this study's limitations because the study's nature dictated a purposeful and small sample. This phenomenological study required a specific population of educators who dedicated their time and resources to students experiencing homelessness. Since only one other study exists on this key population, the intent was to focus on this underreported and misunderstood population. Researchers could argue that a case study would have been a better choice, but the researchers' predispositions required bracketing and epoché.

Recommendations for Future Research

The symbiotic relationship between SRL and SEL emerged and warrants further investigation. Social-emotional well-being is of paramount importance today, and school districts are implementing multiple social-emotional supports for their students, given the COVID-19 ramifications (Labella et al., 2019). The self-regulation piece is missing from the literature and professional learning. Life coaches in this study demonstrated how using self-regulation strategies improved their students' social-emotional well-being. Current literature aligns social learning with positive outcomes and the difficulties SEHs have with peer engagement (Distefano et al., 2021; Masten, Fiat, & Labella, 2015; Ramakrishnan & Masten, 2020). However, no study currently pulls all of these pieces together to demonstrate how the social-emotional and self-regulation strategies work together to improve learning. After a thorough search in multiple databases, no research explicitly explains the symbiotic relationship between SEL and SRL strategies and components. Future research should investigate the symbiotic relationship between

SEL and SRL and uncover which components of SRL are most significant to SEHs' social-emotional well-being. Given SEHs' circumstances, this research could be invaluable for educating these students.

Future research should also investigate XYSD's department and model of serving SEHs. The department has data showing academic improvements and academic success, but no data exists that aligns their program to these successes. A longitudinal quantitative study evaluating the progress of SEHs throughout the department's growth would provide a glimpse into Operation Chrysler's success. This type of data could provide the country with a new model of serving SEHs, providing the data that supports the model's success.

Research on the regionally based non-profit, Humble Designs could boost funding to improve SEHs' new housing placements. Every participant raved about the program and noted significant improvements in academics, behavior, and social-emotional well-being after using Humble Designs. A quantitative, multiple case study on Humble Designs clients' academic and social-emotional outcomes could help to expand this successful program to other parts of the country. Dr. Zacatecas expressed interest in determining the short-term and long-term quantitative outcomes of using Humble Designs. A correlational pre-post design would be appropriate.

Generalizability was this study's most significant limitation. Future research should locate similar programs and compare the program's parameters, successes, and failures. These comparisons could provide insights into a new model which could help liaisons provide the services and supports SEHs require. A mixed-methods study would provide qualitative and quantitative data to guide practitioners to specific strategies better to help SEHs.

Finally, future research should include liaison trainings' effectiveness. No research validates professional development programs that teach McV, liaison's role and responsibilities, or programs that help teachers and staff identify, enroll, and communicate with SEHs. Further, life coaches mentioned the need for training to support their efforts to provide services to their children. Government agencies can hinder supporting their children and immensely cause life coaches' frustration. Life coaches want training on interventions to help them leverage the services and support from outside entities more effectively. Applied or action research should serve as the foundation for these types of supports for liaisons to streamline communication and collaboration with outside and internal stakeholders. Action research would be ideal because it includes the stakeholders as researchers. The liaisons' insights into the type of training they want would benefit their district and districts across the country.

Conclusion

When initially asked how they improved their students' environment, many life coaches responded with silence, and others stated that was impossible given their students' circumstances. The life coaches did not realize that they themselves changed their students' environment by being an extension of a home. The life coaches themselves, a wing of the classroom, provide students the safe, loving, caring, compassionate home they physically do not possess, the feeling of snuggling safely in their life coaches' lap reading a book. Home is the feeling of creating something together in the name of learning, creating not an artifact, but a memory, a feeling of home. Home is feeling listened to, protected, safe, loved, and supported. This book, trinket, key chain, or little item from the Dollar Store reminds their students of how to manage sometimes terrifying situations. A nightlight for a closet to hide in makes them feel safe when chaos surrounds these children. These objects are not just physical items; they are

memories or representations of home, safety, love, security, and the knowledge that a loving, caring person is cheering and rooting for them and **WILL NEVER LEAVE THEM.**

That is the life coach. The life coach is the home.

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Appendix A Liberty University's IRB Approval

Date: 8-9-2022

IRB #: IRB-FY21-22-681
Title: How liaisons leverage self-regulated learning during transitions to online learning at a midwestern urban school district: A transcendental phenomenological study
Creation Date: 1-27-2022
End Date:
Status: **Approved**
Principal Investigator: Traci Eshelman
Review Board: Research Ethics Office
Sponsor:

Study History

Submission Type	Initial	Review Type	Limited	Decision	Exempt - Limited IRB
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Key Study Contacts

Member	Jerry Woodbridge	Role	Co-Principal Investigator	Contact	
Member	Traci Eshelman	Role	Principal Investigator	Contact	
Member	Traci Eshelman	Role	Primary Contact	Contact	

Appendix B

XYSD Approval to Conduct Research

[Redacted]

[Redacted]
Executive Director Research and Development
Office of Strategic Implementation

Chief Executive Officer
[Redacted]

Board of Education
[Redacted]
Board Chair

Louise P. [Redacted] Esq.
[Redacted]

[Redacted] J.D.
[Redacted]

[Redacted] Ph.D.
[Redacted]

[Redacted]
[Redacted]

[Redacted] ers
[Redacted]

[Redacted] A
[Redacted]

Dear Ms. Eshelman,

Thank you for your interest in conducting research at the [Redacted] School District. The research review committee with has reviewed your proposal titled *How liaisons leverage self-regulated learning during transitions to online learning at a midwestern urban school district: A transcendental phenomenological study* with input from the Director of [Redacted]. We have moved to approve the staff questionnaire as proposed, one focus group, and one individual meeting with LCSs staff. [Redacted] asks for a presentation from you to the staff to relay findings.

Respectfully,

[Redacted Signature]

on Behalf of the Research Review Committee
[Redacted] School District.

Appendix C

XYSD Submitting your Research Proposal



Submitting your Research Proposal

Project Title <input type="text"/>	Zip <input type="text"/>
Primary Contact/Researcher <input type="text"/>	Email <input type="text"/>
Title for Primary Researcher <input type="text"/>	Phone <input type="text"/>
Contact/Researcher 2 <input type="text"/>	Date <input type="text" value=""/>
Institutional/Organization Affiliation <input type="text"/>	Topic Area <input type="text" value="Select or enter value"/>
Address <input type="text"/>	Data Collection Strategy <input type="text" value="Select"/>
City <input type="text"/>	IRB protocol number <input type="text"/>
State <input type="text"/>	IRB Expiration Date <input type="text"/>
	Upload IRB documentation Please use the Upload Documents button at the end of this form.
	If you are not attaching your IRB approval letter and protocol documentation, please explain why: <input type="text"/>

If you are not attaching your IRB approval letter and protocol documentation, please explain why:

Abstract (Project Description)

Provide an Abstract or general summary of the project's purpose that is not more than one page in length including: 1. Background of the problem under investigation; 2. Purpose of the study; 3. Research questions; 4. Description of study participants. You may use the District's website [\[redacted\]](#) to identify possible participants, but do not contact schools directly until the RRC has approved your proposal and cleared you to contact them; 5. Intervention, program, or other; 6. Research design of the study (e.g. quasi experimental design with two schools in the treatment group and two in the comparison group; questionnaire administered to a random sample of elementary school students; qualitative design with observations and interviews; etc.); 7. Data collection and analysis (e.g. pre/post-test; results will be analyzed using analysis of variance). Note: your structured abstract, void of any identifiers, will be used to communicate the essence of your research project to Administrators and others within the District who are involved in deciding whether the project aligns with District goals and needs. An answer must be provided either typed or you can copy and paste it in the box below.

Upload Documents

Upload your signed cover letter, IRB and other supporting documents. You can upload up to 10 individual documents.

Drag and drop files here or [browse files](#)

Send me a copy of my responses

Submit

Appendix D

XYSD Proposal Amendment



Proposal Amendment Form

Study Title

Study # assigned by RRC

Name

Date of Amendment Request Submission

Organization

Name of Primary Researcher on Approved Study

Phone

Email

Proposed Amendments

Describe in detail the proposed amendments you would like to make to your study and the date they would go into effect:

Explain in detail why these changes are necessary

Additional Documents

If you are submitting additional documents, please list.

File Attachments

Drag and drop files here or [browse files](#)

Send me a copy of my responses

Submit

Appendix E
Informed Consent
CONSENT FORM

How liaisons leverage SRL during transitions to online learning at midwestern urban school
district: A transcendental phenomenological study

Traci Eshelman
Liberty University
School of Education

You are invited to a research study on how homeless liaisons experienced the transition to online and hybrid learning during the COVID-19 crisis. The study intends to understand how liaisons supported their students and facilitated relationships and school connectedness during the massive technology infusion. You were selected as a possible participant because you are an appointed life coach supporting students experiencing homelessness. Please read this form and ask any questions you may have before agreeing to be in the study.

Traci Eshelman, a doctoral candidate in the School of Education at Liberty University, is conducting this study.

Background Information: The purpose of this study is to answer the following questions:

Central Research Question

How have homelessness liaisons at XYSD leveraged self-regulated learning to buffer students' experiencing homelessness risk and adversity during transitions to online learning?

Sub-Question One

How have liaisons helped students experiencing homelessness alter their environment to foster self-regulated learning?

Sub-Question Two

How has technology helped or hindered self-regulated learning?

Sub-Question Three

What are liaisons' perceptions of their ability to provide self-regulated learning to their students?

Procedures: If you agree to be in this study, I would ask you to do the following things:

1. Fill out an online questionnaire regarding demographics and open-ended questions regarding your experience during the COVID-19 transition to hybrid and online learning. The questionnaire will take approximately 20 minutes. The questionnaire is a Google form link that will be emailed to your [REDACTED] email address.
2. Participate in a 45-minute interview with semi-structured and open-ended questions. The interview will be conducted using Zoom and will be recorded for transcription purposes only. The video will be kept strictly private and confidential. The video and transcription will be stored in the researcher's password-protected computer. The researcher will be the only person with access to the transcription and video.
3. Participate in an online focus group facilitated by Zoom. Participants will include other life coaches from [REDACTED]. The focus group will be limited to 40 minutes. Participants will be asked to maintain the strictest confidentiality with the discussion. The Zoom session will be

recorded for transcription purposes only. The video will be kept strictly private and confidential. The video and transcription will be stored in the researcher's password-protected computer. The researcher will be the only person with access to the transcription and video.

Risks: The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

Benefits: As a life coach, data collected could provide transformative practices which will help you better serve students experiencing homelessness. Additionally, data could support enhanced professional development, which will also help you manage challenges with serving and supporting students experiencing homelessness. Your insights also could benefit other programs across the country that do not have the infrastructure that ~~XXXX~~ has in place.

Confidentiality: The records of this study will be kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify a participant. Research records will be stored securely, and only the researcher will have access to the records.

- Participants' privacy will be protected by using pseudonyms for any responses. The individual interviews will be conducted on Zoom in a private location where no one will be able to listen in to the conversation. Additionally, the recorded interview will be stored on the researcher's password-protected computer. No one except the researcher will have access to the recording.
- All data will be stored on the researcher's password-protected computer. The researcher is the only person with access to the computer, and no one else has the password to the computer. Per federal regulations, data must be retained for three years upon completion of the study. After the three years, all data will be deleted.

- Interviews will be recorded and transcribed. Recordings will be stored on a password-locked computer for three years and then erased. Only the researcher will have access to these recordings.
- I cannot assure participants that other members of the focus group will not share what was discussed with persons outside of the group. However, before the focus group, confidentiality will be stressed, and boundaries of discussion will be established.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

How to Withdraw from the Study: If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you, apart from focus group data, will be destroyed immediately and will not be included in this study. Focus group data will not be destroyed, but your contributions to the focus group will not be included in the study if you choose to withdraw.

Contacts and Questions: The researcher conducting this study is Traci Eshelman. You may ask her any questions you have now. If you have questions later, **you are encouraged** to contact her at 724-331-0256 and/or Teshelman@Liberty.edu. You may also contact the researcher's faculty chair, Dr. Jerry Woodbridge at jlwoodbridge@liberty.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu.

Please notify the researcher if you would like a copy of this information for your records.

Statement of Consent: I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

The researcher has my permission to audio-record/video-record me as part of my participation in this study.

Signature of Participant

Date

Signature of Investigator

Date

Appendix F

Questionnaire

Supporting Students Experiencing Homelessness Questionnaire

The following questionnaire will ask you about your background and demographics. Upon completion, names will be coded so no identifiable information will appear on the analysis. All personally identifiable information will be stored on the principal investigator's password protected computer. The researcher and committee chairperson and member are the only people with access to this information. Your participation is voluntary, and you can withdraw from the study at any time. There are no right or wrong answers. This is not a test. If you have any questions, please contact the lead investigator Traci Eshelman at 724.331.0256 or Teshelman@liberty.edu. Thank you for your cooperation.

* Required

1. First name *

2. Last name *

3. Email *

4. Phone number *

5. Gender *

Check all that apply.

- Male
 Female

6. Age

Mark only one oval.

- 20-30
 31-40
 41-50
 51-60
 Over 60

7. Ethnicity

Mark only one oval.

- Hispanic or Latino or Spanish Origin of any race
 American Indian or Alaskan Native
 Asian
 Native Hawaiian or Other Pacific Islander
 Black or African American
 White
 Two or more races
 Ethnicity unknown

8. Highest level of education you have completed *

Mark only one oval.

- High school
 Associate's degree
 Bachelor's degree
 Master's degree
 Doctorate

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27

10/16/21, 12:22 PM

Supporting Students Experiencing Homelessness Questionnaire

9. Do you currently possess a valid teaching certification? *

Mark only one oval.

- Yes
 No

10. How many years have you been a liaison (including substitute and part-time)? *

Mark only one oval.

- 0-2 years
 3-5 years
 6-10 years
 11-15 years
 16 or more years

11. How many years have you worked for XYSD? *

Mark only one oval.

- 0-2
 3-5
 6-10
 10-14
 15 or more

12. How many students are in your caseload? *

Mark only one oval.

- 0-5
 6-10
 11-15
 16-20
 21 or more

13. I use a method to help my students learn and remember items their teachers say will be on a test. (OSLQ) (SQ3) *

Mark only one oval.

- Never
 Rarely
 Sometimes
 Often
 Always

14. I provide to my students strategies to help them focus when there are distractions that prevent them from studying. (OSLQ) (SQ1; SQ3) *

Mark only one oval.

- Never
 Rarely
 Sometimes
 Often
 Always

<https://docs.google.com/forms/d/115MnOryapi81uP5b7MnyYx3dRMuE9Nq4YyqE7Medit>

37

<https://docs.google.com/forms/d/115MnOryapi81uP5b7MnyYx3dRMuE9Nq4YyqE7Medit>

47

15. I provide my students with strategies to adapt their study environment. (OSLO) (SQ1; SQ3) *

Mark only one oval.

- Never
 Rarely
 Sometimes
 Often
 Always

16. My students seek assistance from me or other resources when they have difficulties understanding schoolwork. (OSLO) (SQ3) *

Mark only one oval.

- Never
 Rarely
 Sometimes
 Often
 Always

17. My students alter their environment to improve their learning conditions. (OSLO) (SQ1; SQ3) *

Mark only one oval.

- Never
 Rarely
 Sometimes
 Often
 Always

18. My students alter their environment to improve their learning conditions. (OSLO) (SQ1; SQ3) *

Mark only one oval.

- Strongly disagree
 Disagree
 Neither agree or disagree
 Agree
 Strongly agree

19. My students choose a quiet, distraction-free location to study. (OSLO) (SQ1; SQ3) *

Mark only one oval.

- Strongly disagree
 Disagree
 Neither agree or disagree
 Agree
 Strongly agree

20. My students can find a comfortable place to study. (OSLO) (SQ1; SQ3) *

Mark only one oval.

- Strongly disagree
 Disagree
 Neither agree or disagree
 Agree
 Strongly agree

<https://docs.google.com/forms/d/115Mn0yapin81sP6b7MnYj3dRMAE9Nj-6Yyge7Medit>

5/7

<https://docs.google.com/forms/d/115Mn0yapin81sP6b7MnYj3dRMAE9Nj-6Yyge7Medit>

6/7

21. My students know where to study most efficiently. (OSLO) (SQ1; SQ3) *

Mark only one oval.

- Strongly disagree
 Disagree
 Neither agree or disagree
 Agree
 Strongly agree

22. My students choose a time to study with few distractions. (OSLO) (SQ1; SQ3) *

Mark only one oval.

- Strongly disagree
 Disagree
 Neither agree or disagree
 Agree
 Strongly agree

This content is neither created nor endorsed by Google.

Google Forms

<https://docs.google.com/forms/d/115Mn0yapin81sP6b7MnYj3dRMAE9Nj-6Yyge7Medit>

7/7

Appendix G

Permission to Use Image



To: Traci Eshelman, Liberty University

RE: Permission to use graphic

Dear Ms. Eshelman,

You have EdTech by Design's permission to use the following graphic in your dissertation and any other work you intend to publish:



Kind regards,

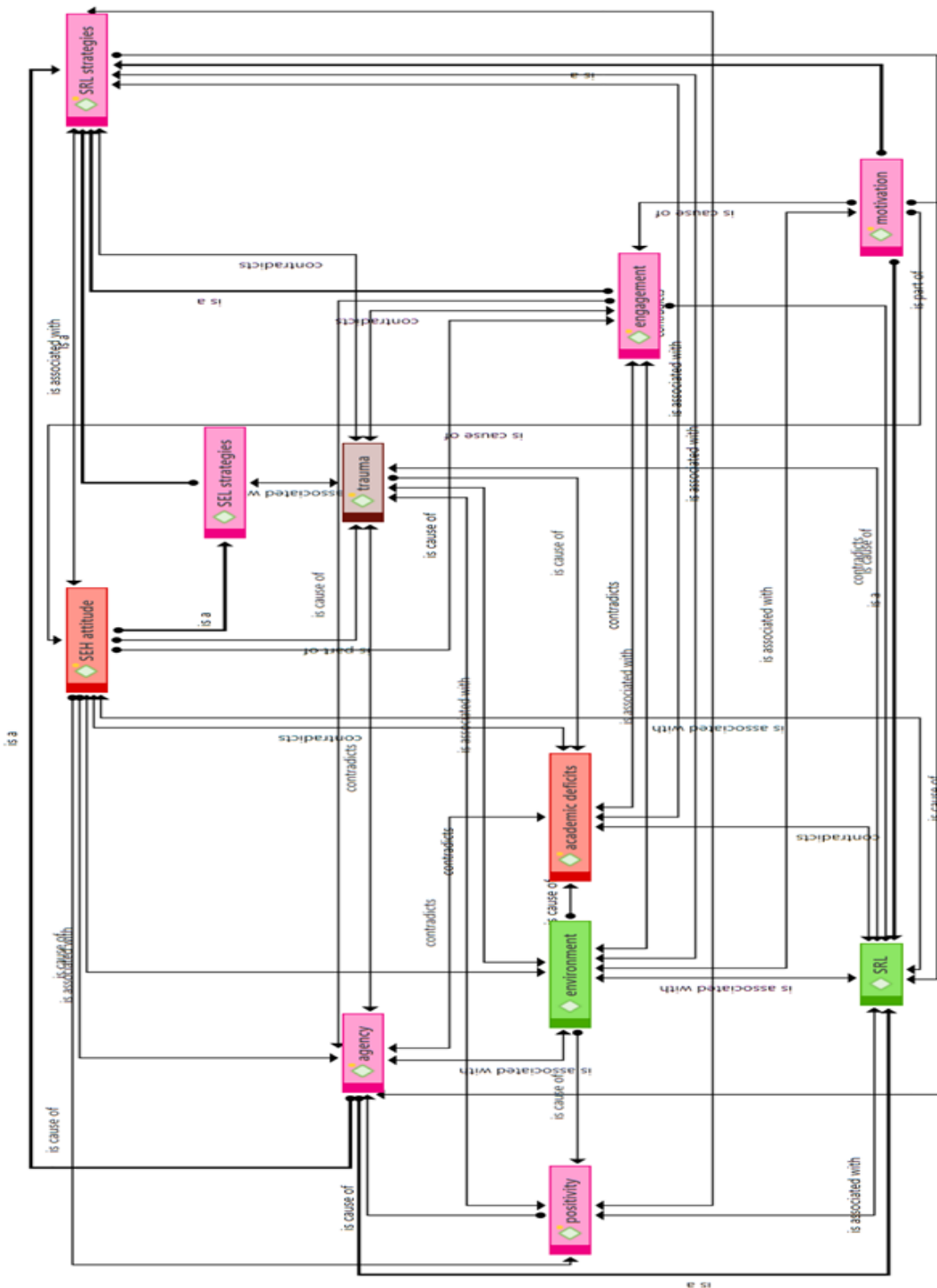
Traci Eshelman Ramey

Traci Eshelman Ramey
Executive Director



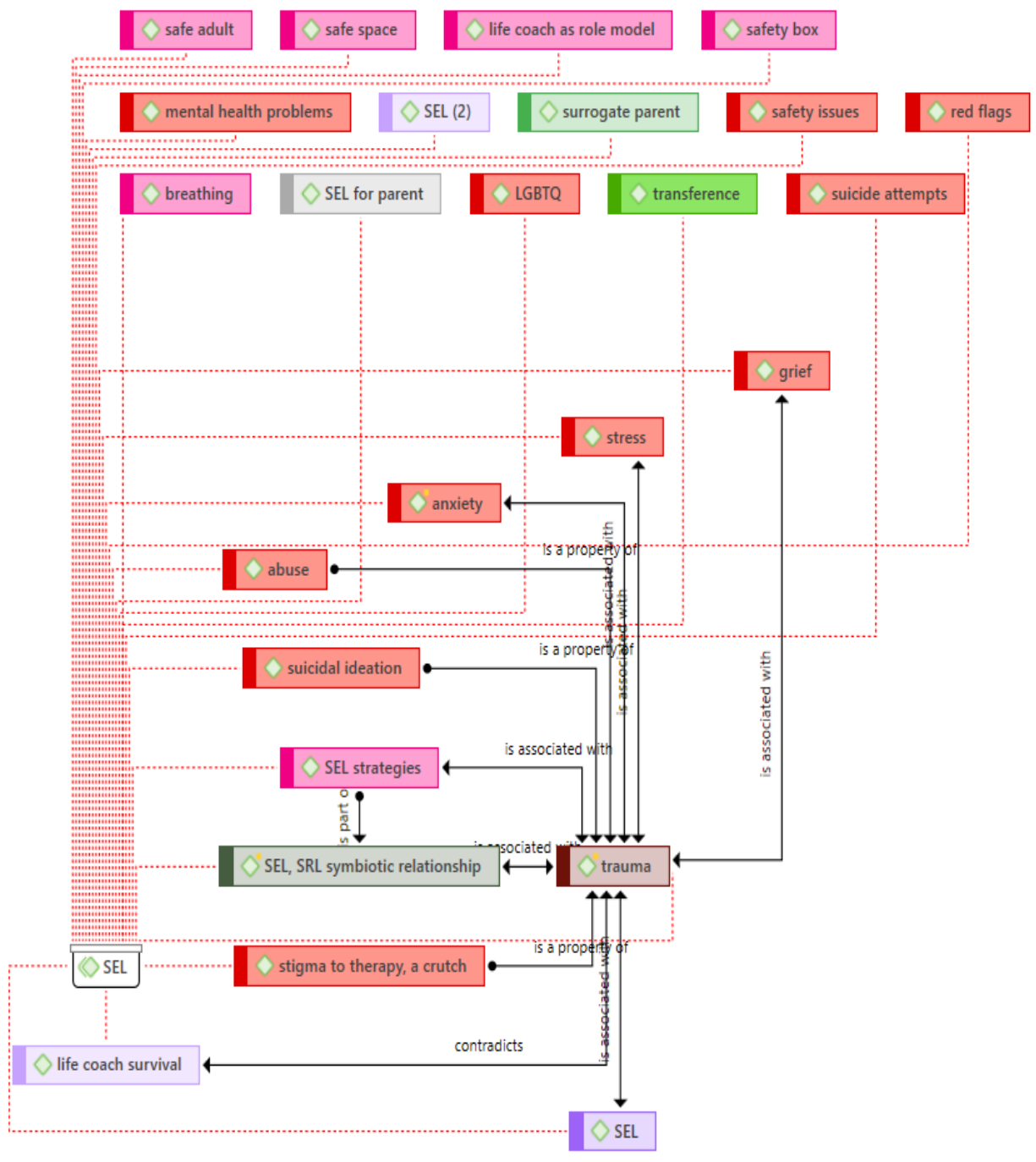
Appendix J

Student Attitudes and Dispositions



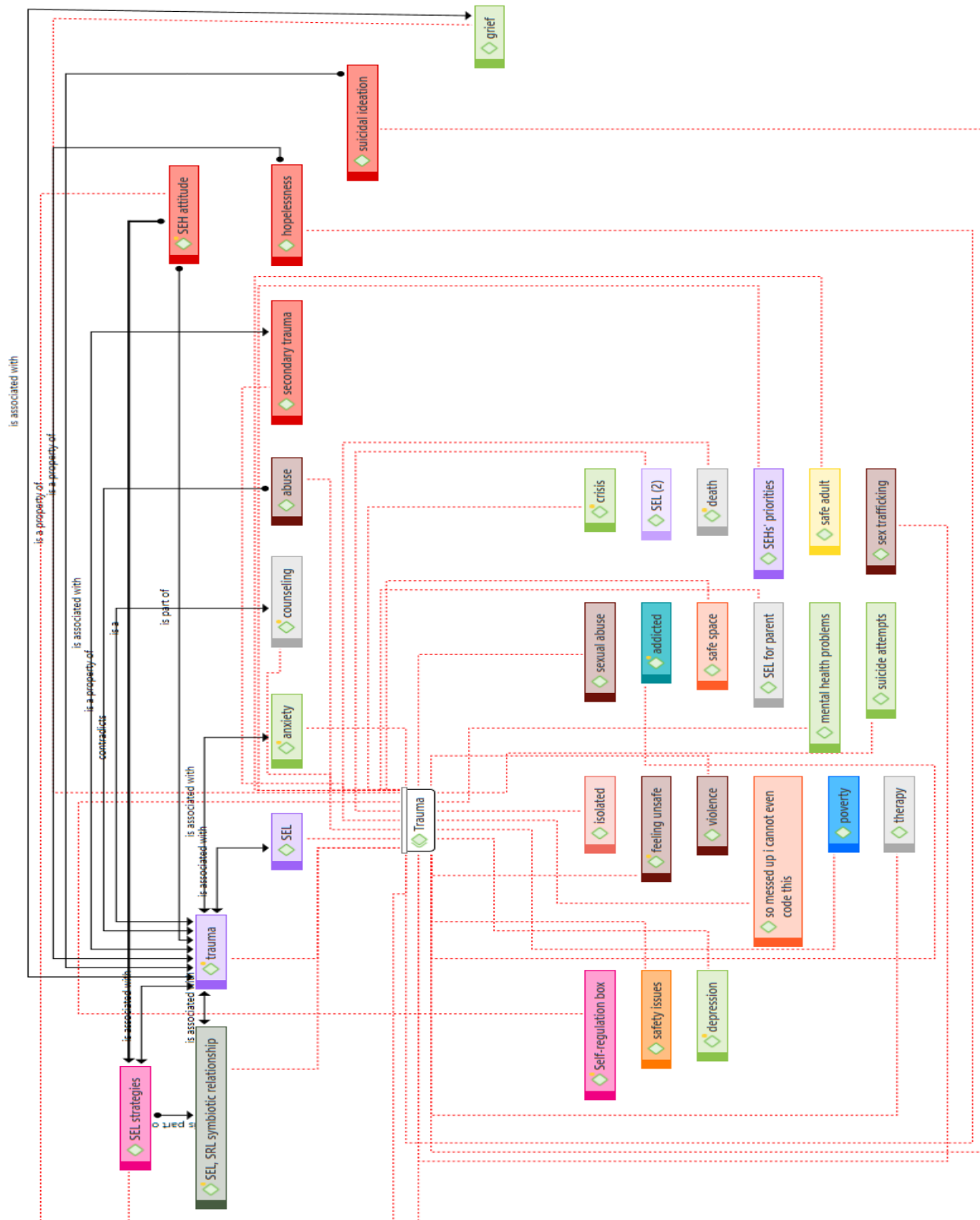
Appendix L

The Social-Emotional Environment Network



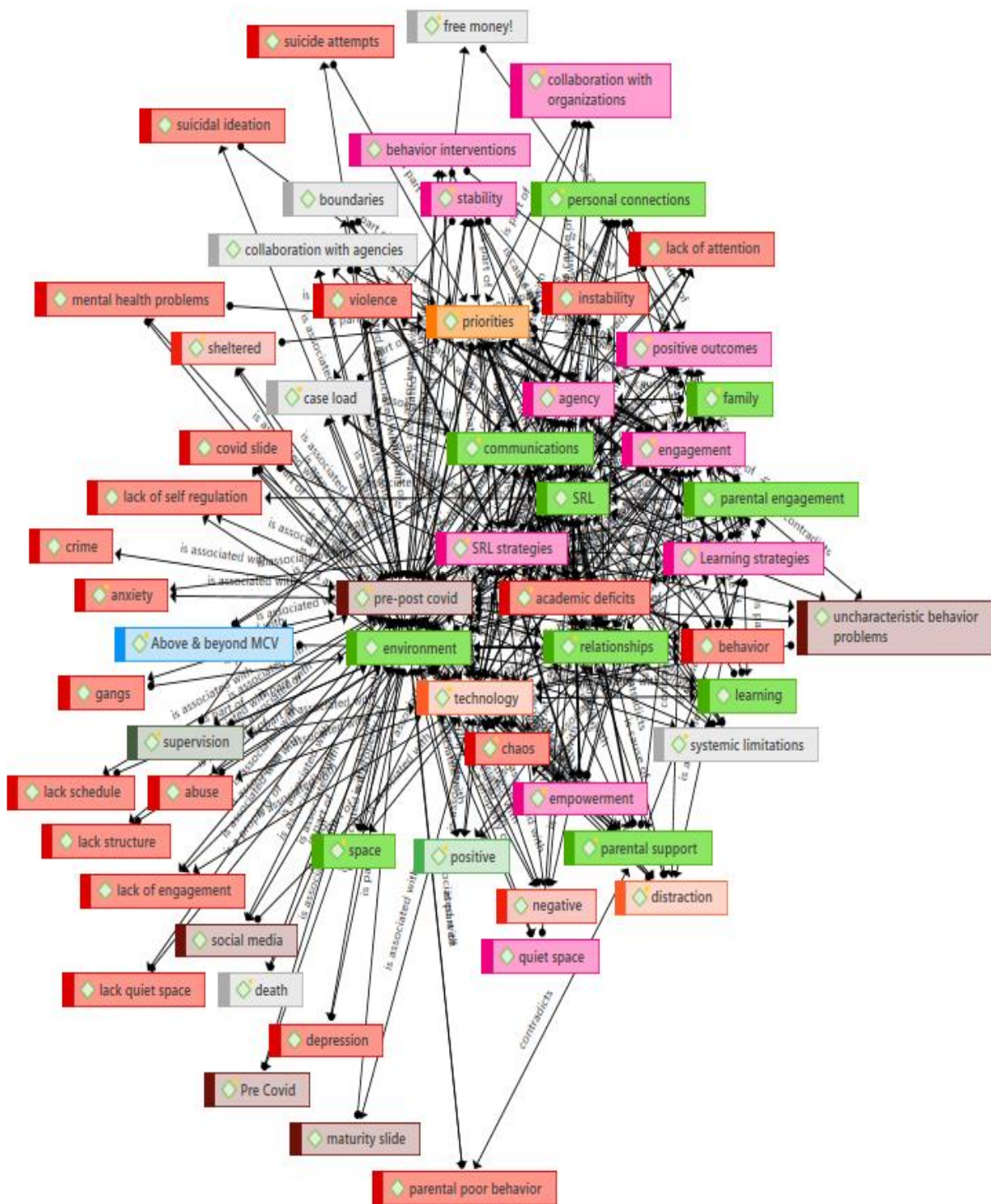
Appendix M

Trauma Network



Appendix N

The COVID Closures Network



Appendix R

Research Questions Responses

Research Question	Themes and Subthemes	Participant responses
CRQ	<ul style="list-style-type: none"> • SRL <ul style="list-style-type: none"> ○ Planning ○ Agency ○ Intrinsic motivation • Relationships 	<p>“But here's the deal is I have kids, that I've built relationships with close relationships with parental relationships with (long pause) and being a parental figure for them. And I don't mean, we don't I mean, you know, but that's what's going on here. I have expectations. That's the word expectations because a lot of our kids don't have expectations at home. Period” -Bernie.</p> <p>“I don't don't tell kids, you can control your safety, because they just can't, you know what I mean? So I'll say things like, you can control. You can control what your body does, right?” -Ruth</p> <p>“then I kind of, I don't say let you know, and then they start calming down and did you want to look at my calming down box. Okay, so then they look at it and then then I can talk to him” -Beth</p> <p>“that's not gonna help you. You know, that's this is hurting you. I go. You have three papers that are turned in without a grade on it. He goes, Oh, I forgot</p>

		<p>about those. Yeah, no. So we turn those bad boys in.</p> <p>Yeah. I said look, seven notebooks, seven folders, US History Biomed and we wrote them all down “ – Jeff</p> <p>“Technology, you know, having that, you know, kind of extension of me” - Jeff</p> <p>“We'll help, you know, develop a plan on what you can do to bring your grade up “– Eleanor</p> <p>“They love like when they see me. You know, ‘can I go? Pick me up today! Pick me!’” Helen</p> <p>“That level of attention, you know, they know that we genuinely care for them, and they may be missing that at home... We just have really incredible relationships with these kids, and that creates that intrinsic motivation for them.” – Jenny</p> <p>“... just reminding them I’m not judging them. I’m not here to judge; I’m here to help” - Helen</p>
SQ1	Environment Technology	<p>“When we do rapid rehousing, we work with this group. We find a family an apartment; upon inspection and approval, the house is empty. They don’t have anything in it. Humble Design works with the family on design, colors, and preferences. They ask the family to leave so they can work on it. The family returns in two days to a fully furnished apartment.</p>

		<p>They do a magnificent job. Really wonderful partnership. When the kids come in for the reveal, you can hear the kids screaming. They're so excited" – Dr. Zacatecas</p> <p>"They're not as tired because they have their own bed (after providing Humble Design)" -Beth</p> <p>"They're using those earplugs, if things if they if the room could be falling down around them, and they'll have that in and they're able to work" – Eleanor.</p> <p>"(I tell the kids to) go in their closet and (they) actually have nightlights, the ones that stick on the wall; they don't need to go in an outlet. So, sometimes kids go into their closets and put on their nightlight and get their blankie and put it around them" -Ruth.</p>
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SQ2	SRL Technology	<p>“they’re all on YouTube and games they shouldn’t be on, and they’re not doing what I told” – Beth</p> <p>“Bernie is like, you know, dude, I've been having the time of my life, at home, watching YouTube watching videos, or whatever, for the past year. Right? Now, you come back to school, you place these demands on me, that I'm not even that are only not not fun. I'm not equipped to handle” -Omar.</p> <p>“I mean, these kids are not just fighting, you know, they’re savages. Like it’s just some fights that I have never seen in my life. And I taught in high school for 32 years. I’ve seen some fights that I’ve never seen in a high school where they’re just, you know, busting kids’ teeth out, just pulling their hair out. I mean, it’s just, it’s horrible sometimes. It’s all over this social media stuff” -Eleanor</p> <p>“I don’t think they self-regulate. That’s the problem. They don’t know how to turn it off. The children are worse off because they are addicted to it (social media and gaming). They want it all the time. They are on YouTube and games when they are supposed to be getting their work done” -Beth</p>
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SQ3	SRL Training	“I probably need to think about what I need to do to help them. I can’t because I don’t have anything that I’ve ever actually done” -Helen “(I would like) “a guidebook to self-regulated learning strategies and how to use them with these kids” -Jenny
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