Domains of educational practice from which schools accommodate highly mobile students: A table across a timeline of the students' experience in a school.

First domain: Access to educational services: Addressing the issues that get in the way of education.
1. A need for accurate data
2. Need for professional development
3. Need to coordinate services with community agencies as well as to arrange transportation
4. Transient or highly mobile life styles and living situations frequently exacerbate attendance issues.
5. Primary needs may not being met because of the lack of fixed and steady housing include: health, hygiene, lack of regular meals or adequate clothing, etc.
6. Need for access to services without labels and stigma

Second domain: Welcoming and inclusive school culture setting up a safe social/emotional context for learning
1. Arriving students and families need an orientation to the school and school culture of which they are about to become a part.
2. Overcoming the stigma of homelessness and diversity issues related to culture/ethnicity/minority status or low SES.
3. Parent Involvement may be difficult and may require adjustments in educational practice
4. Students need a social life.
5. The experience of homelessness and mobility often are accompanied by a lifestyle that is frequently chaotic and harsh. Students exhibit social need for consistency, comfort, security, safety and quiet.
6. Need for behavioral training and conflict resolution to offset aggressive behaviors.

Third domain: Flexible instructional strategy and systems to help students succeed in their education
1. Need for Inter and intra district communication about curricula. Also need for flexibility in ways students can earn credit within the district.
2. Contextual instruction helps students transform abstract concepts into concrete solutions.
3. Need for quick assessment, remediation when necessary and a school norm of high expectations for all
4. Flexible instruction; self regulated learning and learner centered orientation are beneficial practices to disadvantaged students.
5. Setting student up for success if they transfer on to another location.

Gaps in the literature
1. Lack of data or quantifiable examples
2. Wisdom of educational psychology to be implemented for this population – little on contextual instructional needs as an example.
3. Very little on unaccompanied youth
4. Need for on going professional development that moves beyond the arrival issues and into academic achievement

First domain: Access to educational services: Addressing the issues that get in the way of education.		
Educational issues addressed: A need for accurate data[1]		
The difficulty with data is exacerbated by the fact that:		
a) One-fifth of homeless children do not attend school[2] creates need for outreach in community to get them to enroll. b) 41% of homeless children are under the age of 5.		
Before student arrives	**Upon arrival**	**As they stabilize**
Map the specific demographics and patterns of mobility for their students. Standard mobility and turnover indices do not provide the level of detail necessary populations.[3] Important to build awareness of the issue for both stable and mobile families. Need to recruit families to enroll their children. Work with shelters and motels in the area to identify those not enrolled. put up posters etc.[4] Place posters in prominent locations around the school and community specifying where the parent can find help. Act quickly to assure provision of shelter including local homes, shelter and churches[5].	Training for attendance administrator: catch addresses of mobile students.[4]	Students tend to move within a small network of economically similar schools.[6] Projects such as Stay Put in Chicago work as prevention initiatives to educate families as to the importance of stability to academics.[7]
Educational issues addressed: Need for professional development[8]		
Before student arrives	**Upon arrival**	**As they stabilize**
The dynamics and potential solutions for working with this population should be covered in teacher preparation programs[9]	There is a need for well-trained staff and ongoing professional in-service and training of school administrative personnel that includes information on identification of homeless and highly mobile students and families and full inclusion in services[10].	

[1] (Kebrow, 1996; Kebrow, Azcoitia, & Buell, 2003; Lash & Kirkpatrick, 1990; G. R. Lopez & Mapp, 2002; Rumberger, 2003; Rumberger & Larson, 1998, 1999)

[2] (The Better Homes Fund, 1999)

[3] (Lash & Kirkpatrick, 1990)

[4] (Iowa Department of Education, 1998; Planning and Evaluation Service, 2002; Popp, 2003; Stronge, 2000)

[5] (Iowa Department of Education, 1998; Rumberger & Larson, 1998)

[6] Kebrow, 1996; Kebrow et al., 2003

[7] (Kebrow et al., 2003; Varlas, 2003)

[8] (Berliner, Mc Cormick, California. Dept. of Education, & Los Angeles County, 2001; E.A. James, 2003; Kindler, 1996; Lash & Kirkpatrick, 1990; Long, 1975; Perlman, 1961; Popp, 2003)

[9] (Lash & Kirkpatrick, 1990; P. D. Lopez, 2002)

[10] (Iowa Department of Education, 1998; Popp, 2003; Rumberger, 2003)

First domain: Access to educational services: Addressing the issues that get in the way of education.		
Educational issues addressed: Need to coordinate services with community agencies as well as to arrange transportation [11]		
Before student arrives	Upon arrival	As they stabilize
Transportation remains a key issue: if the students and/or their families are homeless then the McKinney-Vento Homeless Assistance Act, Title X of NCLB, mandates school districts to work out the transportation necessary to ensure that the students remain in their "school of origin." Houston and Victoria School Districts in Texas have both been successful in stabilizing families because of the way they design transportation [12]	Homeless families frequently live complex lives as they depend on services from others and coordination of managing a job, the timetable at a shelter, after school services for healthcare, etc. This may be exacerbated by lack of transportation. Anything the school can do to ease that stress, such as scheduling conferences as parents pick up children, is helpful. Remedial activities for students may need to be during the school day [13]	Build collaborative services with community agencies – full service community schools and school linked programs that ensure primary needs will be met [14] Many communities have begun to form partnerships that develop school-linked services for children and their families. These "full-service schools" [15] as they are sometimes called, are based on the premise that the current social service delivery system is not adequately well-coordinated to meet the pressing social, educational, and health needs of today's students from low-income families. Schools, for their part, are stable and dominant institutions in many children's lives. School-linked services are designed to build on schools' importance in the community by acting as key participants in planning, governance, and coordination of services on-site or near the school. In order to meet the service needs of students, schools partner with health and social service organizations, parents, and other community groups to develop clear goals and objectives and establish mechanisms for communication, collaboration, and integration of the service delivery system. [16] Attendance at after-school activities exacerbates issues with transportation needs [17]

[11] (Berliner et al., 2001; Hartman & Franke, 2003; Homes for the Homeless, Stern, & Nunez, 1999; National Coalition for the Homeless, 1999; Peneul & Davey, 2000; Popp, 2003)

[12] (James & Lopez, 2003)

[13] (E. A. James, 2003; Kindler, 1996; Rumberger & Larson, 1998)

[14] (Peneul & Davey, 2000; Popp, 2003; Williams & Korinek, 2000)

[15] (Dryfoos, 1994)

[16] (Peneul & Davey, 2000)

[17] (E. A. James, 2003)

First domain: Access to educational services: Addressing the issues that get in the way of education.		
Educational issues addressed: Transient or highly mobile life styles and living situations frequently exacerbate attendance issues. Effective programs employ creative strategies for overcoming barriers to school attendance such as transportation, residency health, and records requirements. Moreover, effective programs will provide an array of services that can be combined, adjusted, or reconfigured to provide the support needed for school success. [18]		
Before student arrives	Upon arrival	As they stabilize
Need for in service training for office personnel, school nurses and clerks to oversee some of the health and attendance issues. [19] Professional learning community pyramid of interventions or other wrap around service coordination can be especially helpful in addressing attendance issues. [20]	Attendance buddy [21]. Work with community agencies to provide child care services so that homeless students don't have to miss school to care for younger siblings buddy. Establish ongoing activities and procedures to address the needs of new students. [22] Assess the past enrollment history of incoming students, including the number of previous school changes, and closely monitor the education progress of students with three or more previous school changes. [22]	Do not punish students for not coming to school, instead consider "buy-back" policies that permit students with attendance problems to erase an absence from their record for every five days of uninterrupted attendance. [23]

[18] Edmonds, 1982; Lezotte & Jacoby, 1990 as reported in (Williams & Korinek, 2000)

[19] (Iowa Department of Education, 1998; Popp, 2003)

[20] (Eaker, DuFour, & Burnette, 2002)

[21] (Berliner et al., 2001; Rumberger & Larson, 1998)

[22] (Rumberger, 2003)

[23] (South Coast Today, 2003)

First domain: Access to educational services: Addressing the issues that get in the way of education.		
Educational issues addressed: Primary needs may not being met because of the lack of fixed and steady housing include: health, hygiene, lack of regular meals or adequate clothing, etc.[24].		
Before student arrives	Upon arrival	As they stabilize
School staff should collaborate with community service agencies to provide and effective plan for shelter and provision of needed services.[25] If possible house professional health services in the school, utilize free and reduced price services and collaborate with community agencies to provide healthcare to students. Use business partners to help provide supplies for homeless students.[26] Contact community shelters to ask shelter staff to encourage school enrollment, or to provide alternative schooling within the shelter or other alternative setting.	Designate a school staff person to be a liaison and make sure that the school liaison is known by the school staff and throughout the community.. Make accommodations in school schedules to allow health services and personal counseling to be provided and refer chronic cases to professionals. Have school supplies ready for students unable to afford them. Share a set of texts for each grade with the local shelter.[27]	
Educational issues addressed: Need for access to services without labels and stigma[28]		
Before student arrives	Upon arrival	As they stabilize
In a case study of Moffett elementary in an unincorporated, disenfranchised, socio-economically deprived area of LA, it is shown that it is important that services are offered to all students. This article concludes that as long as transient students are treated differently than non mobile they will never be integrated into the school. At Moffett all services, including the initial intake do not earmark students in anyway.		

[24] (Iowa Department of Education, 1998)

[25] (Peneul & Davey, 2000; Popp, 2003; Williams & Korinek, 2000)

[26] (Berliner et al., 2001)

[27] (Driver & Spady, 2000)

[28] (Franke, Isken, & Parra, 2003)

Second domain: Welcoming and inclusive school culture setting up a safe social/emotional context for learning		
Educational issues addressed: Arriving students and families need an orientation to the school and school culture of which they are about to become a part. [29]		
Before student arrives	Upon arrival	As they stabilize
Create information packets about extracurricular activities. [30] Establish ongoing activities and procedures to address the needs of new students. Create referral procedures for new students who are showing adjustment problems. Provide a personal touch as well as a professional demeanor [31]	Train student volunteers to help those who have entered school late. [30] Sponsor school-wide "acquaintanceship" contests or activities. Organize students to provide weekly ongoing information booths at lunch to explain extracurricular activities and how to join. Ask staff and teachers to mentor new students who may have academic or social difficulties.	Welcome each student to your classroom each day [32]

[29] (Rumberger & Larson, 1998; Stronge, 2000)
[30] (Rumberger & Larson, 1998)
[31] (Stronge, 2000)
[32] (Driver & Spady, 2000)

Second domain: Welcoming and inclusive school culture setting up a safe social/emotional context for learning		
Educational issues addressed: Overcoming the stigma of homelessness and diversity issues related to culture/ethnicity/minority status or low SES.		
Before student arrives	Upon arrival	As they stabilize
Provide encouragement and assistance in getting to school for children and parents who may have feelings of shame associated with their homelessness, by visiting shelters or wherever families are staying. Contact community support and school social workers. Structure the school environment to make the child feel comfortable and successful.[24] Culture of school with minority parents often need to break down the standard of automatic deference from parents to teachers. Teachers (esp. white teachers) need to be taught to construct relationships across cultural and class differences[33] Studies find that self reflective educational practices by educators, especially when it focuses on the discrepancies between the teachers own experiences as contrasted to those of the students, help educators discover areas where, if their practice changed, they would reach students more effectively.[34]	Acceptance from classmates and stigmatization is a significant problem for homeless middle school students.[35] Attentive school personnel can identify when the students need special assistance, and help them to get to the right service. Often adolescents prefer to hide their homelessness rather than bring attention to their lack of housing. Kids in crisis need help immediately, and cannot wait weeks, days, or even hours for help. It takes a great deal of courage for teen to ask for help, and when they do, help needs to be delivered in a prompt and sensitive manner.[36] Teachers should encourage mobile students to participate in extracurricular activities to help develop social skills, improve self esteem and their attitude towards school[37] Make certain that curricular content affirms and develops native languages and cultures.[26]	Never use food as a reward or punishment. Never punish students by taking away a possession, time with a friend, or play time.[26] Never punish students for behaviors beyond their control, such as erratic attendance, tardiness, sleepiness, or not completing homework assignments. Give mobile students class jobs and roles to play. Do not confiscate possessions as a disciplinary measure.[32]

[33] (Lareau & Horvat, 2002)

[34] (McCombs, 2001)

[35] Schwartz, 1995 in (Vissing, 2000)

[36] (Vissing, 2000)

[37] (Kindler, 1996)

Second domain: Welcoming and inclusive school culture setting up a safe social/emotional context for learning		
Educational issues addressed: Parent Involvement may be difficult and may require adjustments in educational practice.[38]		
Before student arrives	Upon arrival	As they stabilize
Schools must revise what parent involvement means to reflect what it means to the parents whose children attend those schools. Migrant parents report that being involved in their children's education means discussing the importance of education with their children at home. Also in providing an example of life without education as a negative motivator to create will to work hard in school.[39]	Have parent liaisons: certified teachers and paraprofessionals who monitor attendance, facilitate school supply drives, and connect with business and community organization to help provide students in meeting primary needs prior to coming to school have proven effective in Victoria School District, TX.[40]	Provide parents with assessment results and related goals and objectives. Provide support systems for parents to discuss issues in parenting. Provide financial assistance for students to attend field trips when parents are unable to pay. Help parents become familiar with community services as appropriate.
Educational issues addressed: Students need a social life.[27]		
Before student arrives	Upon arrival	As they stabilize
Discuss social/emotional needs of homeless and highly mobile students with staff in pre school year training.[27]	Communication, assessment and constant work towards assimilation work to create the welcoming school atmosphere.[41] Facilitate age-appropriate friendships.[26] Provide cooperative learning activities, assign a welcoming buddy, promote diversity in all activities and set a standard of inclusion.	Encourage letter writing, or email writing as part of school activities. If mobile students move, provide stamps and encourage them to stay in touch.

[38] (G. R. Lopez & Mapp, 2002; Varlas, 2003)
[39] (G. R. Lopez & Mapp, 2002)
[40] (Varlas, 2003)
[41] (Sanderson, 2003).

Second domain: Welcoming and inclusive school culture setting up a safe social/emotional context for learning		
Educational issues addressed: The experience of homelessness and mobility often are accompanied by a lifestyle that is frequently chaotic and harsh. Students exhibit social need for consistency, comfort, security, safety and quiet.		
Before student arrives	Upon arrival	As they stabilize
Discuss chaotic life style qualities with faculty and staff prior to school year. Strategize on ways the school can become a safe haven of calm. Model calm for students and other staff. The six standards of relationship based pedagogy interact to balance the needs of learners and to provide intrinsic motivation. [42]	From the time the student first enters the classroom they should experience how the teacher works to: a) establish positive relationships and class climate, b) adapts to individual differences, c) constantly facilitates learning and thinking skills. [43]. Have a new student packet that welcomes each student. Have a "chat time" at the end of the day to let new students process their experience Assign each student a personal space. [44]	Provide quiet and reflective times in each class. Allow students to do homework at school. [27] Have the same teacher in the classroom daily and announce in advance arrangements for substitute teachers. Minimize the movement of classroom furniture. Allow students to hold on to their personal belongings throughout the day to allay their fear of losing their few possessions. [45] Post and regularly review student generated classroom rules and consequences. Follow a structured and predictable daily schedule to give students a sense of permanence and consistency. [26] Find many reasons each day to offer authentic praise for each student's behavior. [26] Increase the frequency of earned reinforcers. Maintain the privacy of each student. [27]

[42] (Rogers & Renard, 1999)

[43] (McCombs, 2001)

[44] (Berliner et al., 2001; Driver & Spady, 2000)

[45] (Berliner et al., 2001; Rogers & Renard, 1999).

Second domain: Welcoming and inclusive school culture setting up a safe social/emotional context for learning			
Educational issues addressed: Need for behavioral training and conflict resolution to offset aggressive behaviors.[46]			
Before student arrives	Upon arrival	As they stabilize
Schools need to strategically plan interventions that mitigate behavior/attitudinal problems, lack of academic foundation created by mobility and the negative impact on a teachers time created by high mobility.[41] Rethink "carrot and stick" discipline techniques. Replace with growing capacity for conflict resolution techniques. For homeless students, conventional ways to manage behavior can escalate problem and self-defeating behaviors, resulting in unproductive power struggles, meaningless consequences, and missed opportunities to teach and learn necessary life skills and prosocial behaviors. Children who experience their school day as a time of rejection, exclusion, and humiliation aren't successful learners.	Post and abide by student-generated classroom rules that include consequences that are respectful, reasonable, and related to the behavior, and that reinforce personal responsibility. Find regular and authentic reasons to offer students praise and encouragement. Never use threats, arguments, lectures, yelling or sarcasm to address problem behaviors.	Encourage students to use self-imposed "time-outs" in which they voluntarily separate from the rest of the class for a reasonable period of time to express their feelings, talk with a neutral person, or quietly reflect upon the incidents. Teach students how to fight fairly by attacking the problem and not the person. Teach them to avoid using threats, excuses, name-calling, and blaming. Teach students to be peacemakers by using conflict resolution skills. Conduct class meetings in which students and teachers engage in dialogue around issues of mutual concern, with the goal of solving problems. Encourage self-expression thorough journal writing, talking into a tape recorder, or play therapy. Make referrals to professional mental health specialists.[26]

[46] (P. D. Lopez, 2002; Rumberger & Larson, 1998; Sanderson, 2003)

Third domain: Flexible instructional strategy and systems to help students succeed in their education		
Educational issues addressed: Need for Inter and intra district communication about curricula. Also need for flexibility in ways students can earn credit within the district.[47]		
Before student arrives	Upon arrival	As they stabilize
Teachers who work with mobile students should be familiar with the curricula used by teachers in other schools at the same grade level.[3] School-Match, a research company commends Osceola school district for stabilizing families, achieving high attendance rates and coordination between school and community services – curriculum coordination between schools was a stepping stone to this achievement.[40]	Align course offerings among school, after-school programs and shelter-based programs. Infuse life-skills across the curricula. Move away from fixed scope and sequence approaches to curricula to ones based more on central themes and ideas. Offering curricular units as "mini-classes" so students can experience completion and mastery of parts of lessons. Allow for flexible course offerings so students unable to attend school during designated times of the day or year can still take courses, especially those required for graduation.[26]	Align course offerings among school, after-school programs and shelter-based programs. Infuse life-skills across the curricula.[26]
Educational issues addressed: Contextual instruction helps students transform abstract concepts into concrete solutions.[48]		
Before student arrives	Upon arrival	As they stabilize
Design lessons that build upon student interests and strengths, and that are meaningful to their lives.[26] Use lessons to promote self-expression. Keep learning fun.[26]		Using literature to teach problem-solving skills and to promote effective ways to cope with feelings.[26] Use journal writing with prompts to elicit student's interests, life experiences, and writing skills.

[47] (Berliner et al., 2001; Kebrow, 1996; Lash & Kirkpatrick, 1990; Varlas, 2003)

[48] (Bond, 2004)

Third domain: Flexible instructional strategy and systems to help students succeed in their education		
Educational issues addressed: Need for quick assessment, remediation when necessary and a school norm of high expectations for all.[26]		
Before student arrives	Upon arrival	As they stabilize
Develop short assessment tests for reading, writing and computing to determine which class to assign the student to before their transcript arrives, or if they don't have one. A reduction in instructional pacing or "flattening" might help accommodate a transient student population but it will also limit the amount of material to which all students are exposed and thus get in the way of improving instruction for the school's continuing students.[30]	To make assessments most meaningful to parents and students as well as to the school staff: a) Assess students in ways that don't require reading fluency – administer inventories that identify strengths and interests. b) Administer curriculum-embedded tasks and quick performance assessments. c) Assign students jobs and assess performance. Focus on acquisition of basic skills through working alone on repetitive, low-level tasks and quizzes must be replaced by more promising education practices. Assess academic readiness quickly.[26] Provide any needed remediation and/or plan to promote any areas where student is gifted.[21] Contact previous school for direct conversation, expedite any special education needs or services.[27] Ensure that curricula convey high-expectation messages, foster positive peer relationships, allow for problem solving and decision-making, and are developmentally appropriate.[26] Activity based assessment and designing a personalized learning inventory for every student may have positive implications for blending the difficult tasks of curriculum coordination and flexible learning strategies.[21] Teaching must make an effort to integrate academic, social, emotional, cultural, and physical growth using a wide range of learning materials, flexible teaching styles, and meaningful ways to assess learning.[30]	Teachers should promote excellence in all students by maintaining high expectation, personalized contact, small class size and provide opportunities for students to demonstrate initiative, competence and responsibility.[37] Maintain an updated inventory checklist of knowledge skills, learning styles, and dispositions. Have students talk into a tape recorder about their lives, interests, and school experiences.[26] Conduct focused, private, and ongoing conversations with students, parents and other service providers about the growth, achievement and remedial needs of mobile students.[26] Develop a report-card-in-progress to regularly communication achievement.

Third domain: Flexible instructional strategy and systems to help students succeed in their education		
Educational issues addressed: Flexible instruction; self regulated learning and learner centered orientation are beneficial practices to disadvantaged students. [49].		
Before student arrives	Upon arrival	As they stabilize
Teachers should be explicit about their expectations for learning and behavior and present these, expectations repeatedly throughout the year. [50] Teacher's strategies that allow them to group students in a variety of configurations to meet different and changing instructional needs. Educational programs must tailor children's learning experiences to their individual needs, capabilities, and potential. Teach and model problem solving, critical thinking, cooperative learning throughout every classroom throughout the year.		While no educator is on either the extreme of learner centered about everything, or not, the higher degrees of learner centeredness correlate with increased classroom motivation. The principles that increase motivation are: to construct meaning from what is known, to represent knowledge, to link old knowledge with new, to be strategic and to think about thinking within a greater educational context that includes the learners whole life. The learner determines the level of motivation but it is an intrinsic trait to want to learn. [34] Reciprocal teaching is a way of teaching reading that turns each student into a "teacher" of reading. It has been particularly successful in teaching reading to students with learning disabilities [51] at the elementary level and has been adapted for students experiencing reading difficulty at the high school level. [52] The approach uses a group problem-solving activity in which students read a passage of text, paragraph by paragraph. During reading, they are taught to practice four comprehension strategies: generating questions about the text, summarizing the text, attempting to clarify word meanings or confusing text, and predicting what might appear in the next paragraph. This type of activity has proven successful with homeless and highly mobile youth. [16]

[49] (Lindner, 1993; McCombs, 2001; Peneul & Davey, 2000)

[50] (Berliner et al., 2001; Lash & Kirkpatrick, 1990)

[51] Palincsar & Brown, 1988

[52] Alfassi,1998

Third domain: Flexible instructional strategy and systems to help students succeed in their education		
Educational issues addressed: Setting student up for success if they transfer on to another location.[26]		
Before student arrives	Upon arrival	As they stabilize
Teachers who work with mobile students should be familiar with the curricula used by teachers in other schools at the same grade level.		Teachers can prepare students to transfer to other schools by providing them with curricular information that could help the new teachers in assessing the student. Keep a portfolio of "My best work yet." This allows a student to take it to a new school allowing for easing the assessment process at that end. This has proven successful as part of the Stay Put initiative in Chicago. Establish procedures to recover textbooks from withdrawing students.[22]

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