

# Supporting Students in Temporary Housing:



## Liaising Through a Social-Emotional Framework



**NYSTEACHS.org**

The New York State Technical and Educational  
Assistance Center for Homeless Students

**Presented by:**  
**Thursday, March 27, 2025**  
**9:30am-11:00am**



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# Webinar Format



- Today's session will be recorded.



- Your microphone will be automatically muted.



- Your camera will be automatically disabled.



- The in-webinar chat will allow you to communicate with the panelists and the host only.



# Housekeeping



- We will launch poll questions periodically throughout the session and ask you to respond to questions in the chat.
- We won't be able to answer questions about specific situations in the chat, but we welcome you to call the Help Line to discuss these issues at 800-388-2014.
- The Help Line is open 24 hours a day. Specialists are available from 9:00am – 5:00pm. If you leave a message, you will be called back by the next business day.
- Following today's webinar, today's recorded session, attachments, and Q&As will be posted/accessible.



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# Who is in the Room?

## Are you a...

- New McKinney-Vento Liaison (1<sup>st</sup> Year)
- McKinney-Vento Liaison (2–4 years)
- McKinney-Vento Liaison (5–9 years)
- McKinney-Vento Liaison (10+ years)
- BOCES liaison
- Other School/District Staff



## Which region are you from?

- \* Western
- \* Finger Lakes
- \* Central
- \* Southern Tier
- \* Mohawk Valley
- \* Capital
- \* Hudson Valley
- \* New York City
- \* Long Island
- \* North Country

# Session Outcomes



By the end of today's webinar, participants will be able to:

- Understand the concepts of Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, and Social Awareness and the importance of each in the context of social-emotional learning.
- Identify strategies to promote these concepts among students in challenging living situations.
- Explore practical approaches for McKinney Vento Liaisons to effectively implement these strategies.

# Today's Agenda

**Section 1:** Maslow and Behavior

**Section 2:** Social Emotional Learning (SEL) and the CASEL - 5

**Section 3:** Programs, Strategies, and Actions

**Section 4:** Taking Care of Y.O.U

**Section 5:** Resources and Survey



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# Section 1

Maslow and Behavior

# Maslow before Bloom

Maslow's hierarchy of needs is a theory of motivation which states that five categories of human needs dictate an individual's behavior:

- Physiological needs
- Safety needs
- Love and Social Belonging
- Esteem
- Self Realization





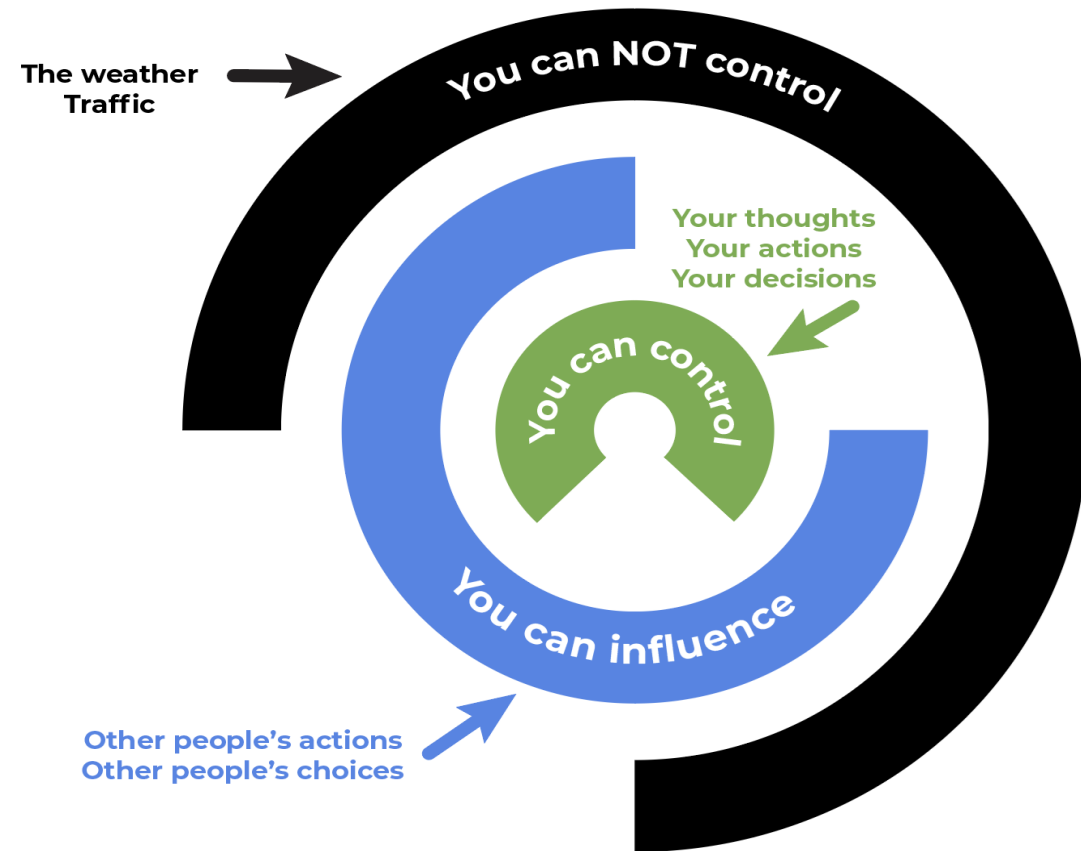
# Behavior Principles

- Behavior is learned.
- Behavior that persists over time is meeting a need.
- Behavior is affected by the environment.
- Behavior is changeable.
- Desired behavior is more likely if *taught, practiced and reinforced*.



# Locus of Control

Behavior Principles  
**Where to start?**



# Section 2

Social Emotional Learning (SEL) and the CASEL-5

# Background

## Social Emotional Learning (SEL) benchmarks/goals for New York State Schools:

1. Young people develop a **self-awareness** that nurtures and affirms a strong sense of identify, informs decisions about their actions, and builds a sense of agency.
2. Young people use **social awareness** and interpersonal skills to establish, navigate, and maintain mutually supportive **relationships** with individuals and groups that nurture a strong sense of belonging.
3. Young people demonstrate intentional **decision-making** skills and behaviors that consider social, emotional, and physical safety and well-being in personal, school, and community contexts.

[NYS SEL Benchmarks](#)

# Background

## The Collaborative for Academic, Social, and Emotional Learning (CASEL):

- Defines SEL as the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.



[CASEL'S SEL Framework](#)

# Key Components of SEL

**Self-Awareness:** Understanding one's own emotional strengths, and weaknesses.

**Self-Management:** Regulating emotions, behaviors, and impulses.

**Social Awareness:** Understanding the emotions, perspectives, and needs of others.

**Relationship Skills:** Building and maintain positive relationships, communicating effectively, and resolving conflicts constructively.

**Responsible Decision-Making:** Making ethical and constructive choices, considering consequences, and taking responsibilities for actions.



# How Do We Get Students Here?

- To learn skills, we must teach.
- To teach, we need strategies and actions.



# Section 3

Programs, Strategies, and Actions



# What's My Role?

## Duties of the Liaison:

McKinney-Vento Act requires local liaisons to ensure that:

- children and youth experiencing homelessness are enrolled in and have a **full and equal opportunity to succeed in, schools within the LEA.**

42 U.S.C. § 11432(g)(6)(A)(ii)

# Programs

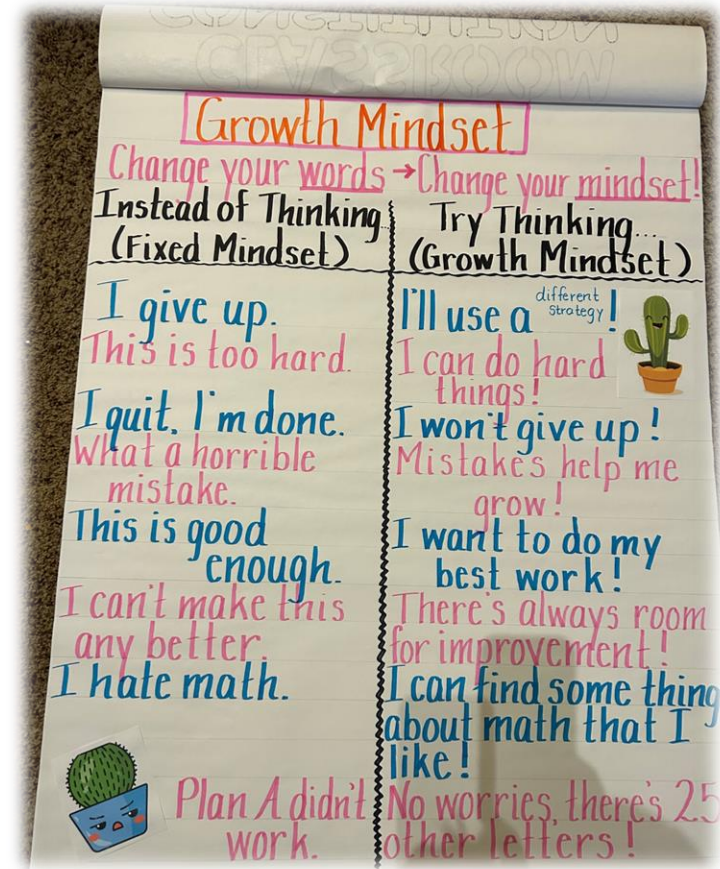
## Examples of SEL Programs/Tools/Resources:



# Strategies and Actions

**Self-Awareness:** Understanding one's own emotional strengths, and weaknesses.

- Encourage a growth mindset



# Strategies and Actions

**Self-Management:** Regulating emotions, behaviors, and impulses.

- Create an agreement or contract



# Strategies and Actions



**Social Awareness:** Understanding the emotions, perspectives, and needs of others.

- Understanding and expressing gratitude
- Recognizing strengths in others
- Recognizing situational demands and opportunities

# Strategies and Actions

**Relationship Skills:** Building and maintain positive relationships, communicating effectively, and resolving conflicts constructively.

- Play games



# Strategies and Actions

**Responsible Decision-Making:** Making ethical and constructive choices, considering consequences, and taking responsibilities for actions.

- Identify the problem/conflict to be solved
- Gather relevant information
- Brainstorm possible solutions
- Identify potential consequences
- Make a choice
- Take action
- Report back



# Section 4

Taking Care of Y.O.U



# Know Your Hot Button Behaviors

- What behaviors push your buttons?
- How do these behaviors make you feel?
  - What is your response?
- How can this impact your relationship with the student?



# Know the Risks Inherent in the Work

Working in a care- or education-oriented job, especially with others experiencing trauma, can put you at risk for:

- **Burnout:** excessive stress due to job demands or conditions
- **Compassion fatigue:** exhaustion due to frequent emotional appeals or caretaking demands
- **Secondary or vicarious trauma:** feelings of trauma after exposure to the trauma of others
- **Moral distress:** conflict felt when you're not able to act in what you consider to be the most moral way due to competing demands or interests



# Engage in Self-Care

- Ideally proactive
- Individual
- Multi-faceted
- Active practices AND mental habits
- Not always pleasant!



# Section 5

Concluding Activity, Resources, and Survey

Thank You!

# Additional Resources

- [NYS SEL Benchmarks](#)
- [The Case for SEL CASEL](#)
- [CASEL's SEL Framework](#)
- [Positive Behavioral Intervention & Supports \(PBIS\)](#)
- [Enhancing Social Emotional & Behavioral \(SEB\) Support](#)
- [Second Step](#)
- [The Zones of Regulation](#)
- [How to Maslow Before Bloom, All Day Long](#)
- [Group Reflection Protocol for SEL](#)
- [An Introduction to Social Emotional Learning](#)
- [RethinkEd](#)

# Additional NYS-TEACHS Resources

- [INFO-BRIEF: Trauma-Sensitivity and School Success](#)
- [Matrix of Trauma-Sensitive Strategies of School Success](#)

# Technical and Educational Assistance Center

- **Help Line** (800-388-2014)
- **Website** (<https://nysteachs.org>)
- **Web-Based Trainings**
- **Outreach Materials**
- **Tales from the Field**



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## **Next Webinar:**

**Supporting Students in Temporary Housing:**

**McKinney-Vento 101**

**Thursday, April 10, 2025**

**9:30am -11:00am**



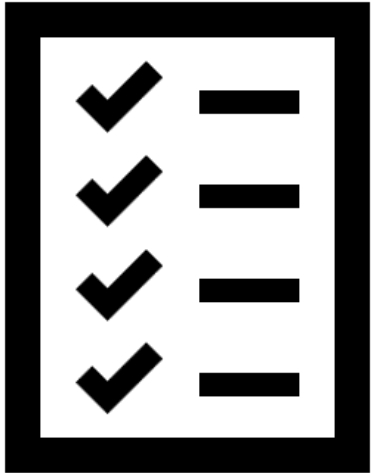
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# Session Survey



**Please take a few moments to complete our survey.**

<https://measurement.welcomesyourfeedback.com/PartSvy032725>



**We appreciate your feedback!  
Responses are used in the  
planning of upcoming  
Professional Learning sessions.**



Have your district add: [measurement@online2.snapsurveys.com](mailto:measurement@online2.snapsurveys.com) if your firewall is preventing your certificate from arriving immediately in your inbox after you click the blue submit button.