September 8, 2016

Intergenerational Effects: The Educational Impact of an Incarcerated Parent
Opening Reflection

❖ Select a short excerpt (no more than two sentences) from this week’s readings that you found interesting / startling.

❖ What about this excerpt jumped out at you? Why do you think it is important?

We will open today’s class, sharing our names and excerpts.
Our Norms

Check your privilege

LISTEN & TRY TO UNDERSTAND OTHER PERSPECTIVES

Propositional Attitudes

Lack of knowledge opportunity to teach/ expose to different background

Be open "Brave space" rather than a "Safe Space"

Appreciate Differences in Background, Opinion, etc.

Being Present

Be brave and willing to address issues instead of staying silent

Share the air time

Embrace "conflict"

Let each other know what we’ve learned from one another so far.

What that means to us. Let one another know what more we’d like to learn/understand.

Assume best intentions.

Ask clarifying questions when necessary.

Acknowledge our own feelings and feelings of others.

Multiple voices

Questions and responses

Active listening, inquiry, participation

Stand up for us.
Agenda

1. Opening reflection
2. Reading Review
3. What are Ecological Systems of Human Development?
4. Modeling the Ecological System
5. Break
6. Intervention/Media Analysis
7. Announcements
8. Gearing up for next week…
9. Closing reflection & survey
Reading Review

What is the central issue?

What terms were introduced?

What evidence was used?

What conclusions were drawn?
Reading Review

- In groups of 4, summarize each reading in one sentence.
The Ecological Systems Theory of Child Development

- **Proposition 1**: Human development is relational.
- **Proposition 2**: Human development is contextual.
Environments as Contexts of Development

There are 4 primary subsystems in Bronfenbrenner’s ecological systems framework:

1. **Microsystem**: Proximal activities, roles, relations in defined setting where the individual interacts directly with others (family, peers, etc.)

2. **Mesosystem**: Interconnections among two or more microsystems (e.g., interactions among family members and teachers).

3. **Exosystem**: Distal systems that influence the individual indirectly through their impact on meso- and microsystems (e.g., education policies).

4. ** Macrosystem**: Includes norms and values of cultures and subcultures (belief systems, ideologies, societal structure, gender role socialization, etc.)
Assemble your group!

<table>
<thead>
<tr>
<th>Kenia</th>
<th>Marissa</th>
<th>Jake</th>
<th>Lane</th>
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<tr>
<td>Hannah</td>
<td>Russ</td>
<td>Sarah</td>
<td>Kaci</td>
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<td>Stone</td>
<td>My</td>
<td>Monique</td>
<td>Jay</td>
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<td>Kara</td>
<td>Dana</td>
<td>Jenna</td>
<td>Lauren</td>
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<td>Chibuzo</td>
<td>Michael</td>
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<td>Meghan</td>
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# Modeling the Ecological System

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<th>Task:</th>
<th>Create a tangible, visual depiction of the ecological system of a child who experienced/is experiencing parental incarceration. This depiction should: (1) clearly convey the subsystems, and (2) indicate the major findings of this week’s empirical and theoretical readings.</th>
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| Deliverables: | 1. When your model is complete, one member of the group should upload a photo of the model along with a 3-5 description to the **Week 2: Ecological Model Photos and Descriptions** discussion board.  
2. Groups will have 5 minutes to present their model. Presentation should (1) describe the model, (2) indicate how the model reflects ecological systems theory AND the empirical evidence from the week’s readings, (3) share the process of model building, (4) what—if any—elements of the model that were difficult to convey tangibly, and (5) conclude with any insights gained in constructing the model. |
10 Minute Break
Intervention/Media Analysis

- In groups of 2-3, select one of the interventions or the Atlantic article. After you review the intervention/article, discuss the following:
  - What is the purpose of the intervention/article?
  - Why might the intervention/article be important?
  - How is this intervention/article attempting to reach its target audience? Do you think it will be successful? Why, or why not?
  - What, if any, evidence supports the approach of intervention/article?
  - What additions, revisions, or alternatives would you suggest?

Once you are done, you will exchange insights with another group.
Announcements

❖ Office hours: W, 2-5 in Café, 24 Hours notice for sign up.
❖ Analytic Reading Responses (ARRs) are due starting Monday 9AM.
❖ Anything else?
Gearing up for next week...

### Week 3: Push Out & The School to Prison Pipeline: School Discipline Policies & Law Enforcement In Schools

#### Framing Questions:
1. What is the association between school discipline policies/in-school law enforcement and educational attainment? What are the normative considerations regarding school discipline policies and in-school law enforcement?
2. What policy/practice interventions had been designed to reduce student suspension and expulsion?
3. How is the “school to prison pipeline” portrayed in the media?

#### Special Note:
Judge Blitzman will be joining us in class today. Please read his bio on the course site.

#### Readings:

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<th>Theoretical &amp; Empirical:</th>
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<th>Policy &amp; Practice:</th>
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<tbody>
<tr>
<td>OUSDNews, (2013), Restorative Welcome and Reentry Circle. Retrieved from <a href="https://www.youtube.com/watch?v=HL5FVHRBQ0">Link</a></td>
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#### News & Opinion:

[Video]
Closing Reflection & Survey

Please post your closing reflection on the Week 2 discussion board. Once you have posted your response, please complete the Week 2 survey.

❖ How might you interact with youth who have experienced parental incarceration in the work you hope to do in the future? In which subsystem would this occur? What would you want to keep in mind?

Have an excellent week!