

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/be exposed to
different background

Appreciate
Differences in
Background, Opinion, etc.

Being Present

"Brave space" rather
than a "Safe space"

Be as open + honest
as you're willing to be
Be brave and willing to
address issues instead
of staying silent

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

Share the air time

embrace "conflict"

assume best intentions -
ask clarifying questions
when necessary

-honesty from the group
-an open space
-respect

Active listening
inquisitive participation

Multiple voices
Questions +
responses

Allow each person to
change their mind
Step up / step back

Acknowledge
our own
feelings and
those of
others

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

- ❖ Developed in Bronfenbrenner (1974, 1976, 1977, 1979).
- ❖ 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.)

Chronosystem

Biology

Assemble your group!

Kenia
Hannah
Stone
Kara
Chibuzo

Marissa
Russ
My
Dana
Michael

Jake
Sarah
Monique
Jenna

Lane
Kaci
Jay
Lauren
Meghan

Modeling the Ecological System

Task:	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.
Deliverables:	<ol style="list-style-type: none">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:

Theoretical & Empirical: Fabelo, T. *Breaking Schools Rules: A Statewide Study on How School Discipline Relates to Students' Success and Juvenile Justice Involvement*. Council of State Governments Justice Center, 2011: ix-xii, 1-14. https://csgjusticecenter.org/wp-content/uploads/2012/08/Breaking_Schools_Rules_Report_Final.pdf 

Blitzman, J. (2015). Are we Criminalizing Adolescence? *Criminal Justice*, 30(1), 22-28. <http://search.proquest.com.ezp-prod1.hul.harvard.edu/docview/1698995442/BE10A45FB4E3470DPQ/5?accountid=11311>


Mckenna, J. M., & Pollock, J. M. (2014). Law Enforcement Officers in Schools: An Analysis of Ethical Issues. *Criminal Justice Ethics*, 33(3), 163-184. <http://www.tandfonline.com.ezp-prod1.hul.harvard.edu/doi/abs/10.1080/0731129X.2014.982974>


Policy & Practice: OUSDNews. (2013). *Restorative Welcome and Reentry Circle*. Retrieved from <https://www.youtube.com/watch?v=HILtFVHR8Q0> 



[Video]

California Education Code: Suspension and Expulsion, EDC § 48900. Retrieved from <http://codes.findlaw.com/ca/education-code/edc-sect-48900.html> 

News & Opinion: Holloway, L. (1998, September 17). Board Votes to Give Police Control Over School Security. *The New York Times*. Retrieved from <http://www.nytimes.com/1998/09/17/nyregion/board-votes-to-give-police-control-over-school-security.html> 

reaking the School-to-Prison Pipeline. (2014). Retrieved from http://www.wnyc.org/story/blocking-school-prison-pipeline/?utm_source=sharedUri&utm_medium=metatag&utm_campaign=sharedUri  [Podcast]

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!