2020-02-01

Research and best practices to support students with incarcerated parents

Research and Best Practices to Support Students with Incarcerated Parents

Megan Sullivan

> *Another normal day. I was in the sixth grade and had just moved to Oakland, California. [My mother made me breakfast and told me she loved me before I left for school.] When I got to the house [later that day] the door was smashed in, and the living room was destroyed . . . I knew that I was going to have to leave the apartment sooner or later, so I packed stuff up, grabbed what I needed and left. With nowhere to go, the first night was the hardest. I slept in a park close by the school so that I wouldn't be late the next morning.*
>
> Alisha's recollections of the day her mother was arrested and taken to jail.[1]
>
> *Within a year, we had no car and no home phone. All our money was going to legal bills and my mom's on-going addiction. I developed bulimia during high school, no doubt a result of all the family stress. I had terrible cavities because I was throwing up all the time, and yet no one took me to the dentist. I remember a few nights literally banging my head against the wall in pain to try and help me sleep.*

Natalie, 16, reflects on the impact of her mother's criminal justice involvement on her.[2]

INTRODUCTION

Over the past several decades, researchers, practitioners and advocates[3] have correctly drawn our attention to the plight of children of incarcerated parents in the United States. Until very recently, however, most researchers have undertaken small-scale studies focused on the period when the parent is imprisoned, and most advocates and practitioners have had few resources at their disposal.[4] Their findings implied that all children with imprisoned parents were similarly affected, making it difficult to intervene in individually-tailored ways. School-based professionals should be aware that while we do not know how every child will be impacted by a parent's incarceration, we do know most children will benefit from intervention or support.

---

[1] Johnston and Sullivan, 2016
[2] Johnston and Sullivan, 2016
[3] National Resource Center for Children of Incarcerated Parents, 2013
[4] Johnston, 2006.

However, as the quotations at the beginning of this chapter suggest, children will present with diverse circumstances and needs. One adolescent may become homeless as a direct result of her mother's arrest, while a teenager may lack proper medical attention because of her parent's criminal justice involvement. In order to most effectively help students, school-based professionals should recognize the myriad ways parental incarceration impacts children's emotional, physical, social and academic well-being.

HISTORICAL AND DEVELOPMENTAL BACKGROUND

Commented [1]: Ok with this change? Yes, absolutely.

In order to fully comprehend what we know about children in 2019 and to contextualize the role research plays in how we think about young people who have parents in prison or jail, we should briefly review the historical background. Even prior to 1925, when we first began to track prisoners in the United States, there were people in prison or jail who were parents. In the early 1900s children of female prisoners were ubiquitous, because women were incarcerated in reformatories and kept their children with them.[5] Although the number of reformatories dwindled as the century progressed, until the mid-1960s many programs housed both women and their children. Soon afterward, however, federal judges worried about the number of children living in prison, and many facilities closed.[6] In the 1970s, and as a result of the different historical circumstances of the women's movement and the increasing rates of females imprisoned, several nurseries opened.[7] While some nurseries exist today, few other prison or jail-based programs target the children of incarcerated parents.

Commented [2]: What's the difference between a nursery and a reformatory? In the reformatory (women's prison) there was no nursery; women just kept babies with them.

[5] Craig, 2009
[6] Craig, 2009
[7] Craig, 2009

Despite a long history of youth with parents in prison or jail, early researchers did not study the economical, social, academic or emotional impact on those children. Eager to forestall future generations of justice-involved individuals, in the 1950s criminologists studied the relationship between a parent's criminal activity and a child's delinquent behavior. Researchers argued that a parent's criminal activity impacted a child's delinquent behavior though failed to establish a mechanism for intergenerational criminality.[8] These early researchers were less interested in children *as* children; instead they were keen to prevent generational criminal behavior.

Later, and in part because of the increase in the rate of incarceration and the number of women being imprisoned, researchers began to focus less on intergenerational criminality and more on the effects of imprisonment on families.[9] Government research came more slowly, though it too ultimately acknowledged that people in prison and jail were more than inmates; they were also parents. The first national survey of parents in state and federal prisons found that 700,000 parents had minor children, and that the number of children with a parent in prison in the United States had risen dramatically from 1991-1999, or from 936,500 to 1,498,800 parents.[10] The report also found that 43.8% of incarcerated fathers and 64.3% of imprisoned mothers had been living with at least one child prior to their incarceration, suggesting that incarcerated parents were child-rearing more than had been assumed. Research also revealed that forty-eight percent of state prisoners had been living with their children prior to arrest or incarceration with many contributing financially.[11] Researchers learned that when a resident parent was incarcerated, most children remained with their other parent (84%), although about

Commented [3]: My graduate advisor created a strong aversion to the word "but" in my professional writing. it stuck with me, despite being highly irrational. I think I get his/her point, and this is totally fine!

[8] Glueck & Glueck, 1950
[9] Baunach, 1985; Bloom and Steinhart 1993; Fishman, 1983
[10] Mumola, 2000
[11] Glaze & Maruschak, 2010

21% lived with relatives, mainly grandparents. A much smaller percentage lived with friends or in foster care (2.9%).[12] These finding proved that despite conventional wisdom, most prisoners were actively parenting prior to their incarceration, and most families would continue to care for children when their parents were imprisoned.

Additionally, some students will have parents who were themselves children of incarcerated parents. The general public often misunderstands intergenerational incarceration and assumes cycles of criminality rather than cycles of poverty, racism, and differences in crime and sentencing. School-based professionals will ideally recognize that successive generations of prisoners will have different experiences of incarceration, and such differences will impact families' experiences.[13] For example, prior to the early 1970s sixty-five percent of prisoners were White, and many were convicted for crimes against property. Their sentences were shorter than those given to men and women today who are increasingly people of color and drug involved.

These generational differences mean that many children today will have parents in prison for longer periods of time, higher rates of addiction and mental illness, and fewer supports when they leave prison or jail. Furthermore, any coping mechanisms the parents of today's children may have learned when *their* parents were imprisoned will not necessarily be helpful to boys and girls in 2019. School-based professionals should not assume generations of children of incarcerated parents will have similar experiences.

Current Findings

More recent research provides evidence that while we cannot know how each child will fare when a parent is incarcerated, we should recognize that many children will benefit from

[12] Glaze & Maruschak, 2010
[13] Johnston and Sullivan, 2016

support with respect to several areas: their emotional and social development; their economic circumstances; and their childhood and life-course outcomes.

Developmental and Social Impact

Once professionals acknowledged that inmates were not isolated individuals who had never been responsible for their children, they began to recognize children as human beings impacted by their parents' circumstances. Twenty-first century research and practice found that parental incarceration impacted a child's development and well-being; led to instability in living situations; made children more likely to live in poverty; and may hinder cognitive and behavioral development. [14,15,16,17] Research also found that children with parents in prison or jail experienced a sense of loss, stigmatization, poor school performance, and a greater potential for addiction.[18] Children of incarcerated parents also have more criminal justice involvement than their peers,[19] and researchers discovered that parental incarceration had lasting and detrimental effects on children.[20]

Commented [4]: Seems redundant with the end of the previous sentence - don't think it's necessary. Agreed. I think I was imagining people skipping to the end, so I tried to restate main point but that's not necessary.

Economic Impact

While the research cited above confirmed that children would suffer in various ways as a result of their parents' incarceration, it failed to explain exactly why this was so; did parental incarceration itself negatively impact children, or were there other factors? Such findings also did not address what happened to children after their parents left prison or jail. Phillips, Erkanli,

[14 -17] Gabel and Johnston, 1995, Hairston, 2007; National Resource Center on Children and Families of the Incarcerated, 2013; Reed and Reed, 1997; Geller and Cooper, 2012.

[15]

[16]

[17]

[18] La Vigne, Davies, Brazzell, 2008

[19] Siegel, 2011

[20] Arditti, 2012

Keeler, Costello and Angold [21] used data from the Great Smoky Mountains Study (GSMS), a longitudinal epidemiologic analysis of youth from eleven rural counties in North Carolina, to try to uncover the exact relationship between a parent's incarceration and a child's outcomes. Because this study included information about parents and caretakers who were criminally justice involved but not incarcerated as well as those people who spent time in prison and jail, researchers could better understand the specific impact of parental incarceration (as opposed to just parental criminal activity or only criminal justice involvement) on children.

Phillips' et al.[22] found that a parent's criminal justice involvement was not significantly correlated with a family's risks regarding family structure or quality of care. In other words, a parent's involvement in the criminal justice system did not in-and-of-itself hinder the structure of the family or the care children received. However, the family structure and the quality of care children received were impacted by parental substance abuse, mental illness, and low education attainment. This meant that parents in prison were not necessarily bad parents, and it underscored the need for robust treatment for mental illness and substance abuse in prisons and jail, and opportunities for access to educational opportunities wherever parents and children resided.

Phillips' et al proved [23] what many researchers and practitioners have long suspected: parental substance abuse, mental illness and low educational attainment contributed to greater parental involvement in the criminal justice system, and this in turn meant that children experienced greater economic strain and family instability. Compared to children whose parents had never been arrested, those whose parents had been incarcerated had an 80% greater chance of living in a household with economic strain. Children with parents in prison or jail were

[21] Phillips, Erkanli, Keeler, Costello and Angold, 2006
[22] Phillips, Erkanli, Keeler, Costello and Angold, 2006
[23] Phillips, Erkanli, Keeler, Costello and Angold, 2006

economically disadvantaged by the very fact of parental incarceration. (Most likely this is because the incarcerated parent was financially contributing to the family beforehand.) The negative economic effects of incarceration were further confirmed by the study's finding that children whose parents were involved with the criminal justice system but who were not incarcerated were more likely to experience family instability but not economic strain.

In conclusion, more nuanced recent research has found children are financially disadvantaged as a result of parental incarceration but that parental incarceration itself does not lead to family instability (though criminal justice involvement does).

Race and Childhood Outcomes

The Fragile Families & Child Wellbeing Study (FFCWS) followed 5,000 children born to mostly unmarried parents in large U.S. cities between 1998 and 2000 (https://fragilefamilies.princeton.edu/). Using these data and life-table methods to calculate the risk of parental imprisonment for Black and White children born in 1978 and 1990, researchers found race and class inequality in the risk of parental incarceration. Children of color who lived in communities where greater numbers of people were imprisoned experienced a different version of childhood than did White children, and this negative experience had implications throughout their lives.[24] Finally, research found evidence to determine which children were at greatest risk to experience a range of profound and negative impacts from parental incarceration, providing a basis for more targeted intervention and prevention strategies.

Health and Life-course Outcomes

[24] Wildeman, 2009

Commented [5]: Would you say that incarceration is there for more of an indicator of risk? This is all very interesting, and well articulated. nice job. Thank you! If by indicator you mean incarceration indicates what might happen to the child, then yes, it's more of an indicator. I think there are so many variables (has incarcerated parent had prior contact with the child, etc.) that incarceration itself can't be the cause of everything.

Commented [6]: Just to be sure, the study focused specifically on Black children, rather than children of color more broadly (which includes a broader range of races and ethnicities) - right? Yes, so I should have said Black children (not children of color). I went back to Wildeman's study to be sure; I think he used those designations because that's what he has available for 1978 and 1990. Thank for the catch!!

A recent study (*Health Care Use and Health Behaviors among Young Adults with History of Parental Incarceration*[25]) found an association between parental incarceration and poor health and unhealthy behaviors into adulthood. Thus, parental incarceration negatively affects health both during childhood and throughout adulthood. Some children will fare worse than others when a parent is incarcerated, and there are particular characteristics of children that can help us uncover who may need the most help.

Commented [7]: I'd only leave this sentence in if you can easily clarify some of those characteristics. Then we should delete it. What I meant was we know, for example, that children who have 2 incarcerated parents often fare worse and we know males with incarcerated parents have a greater chance of becoming incarcerated, so we can make inferences, but I think you are right: that's not clear and I can't say exactly.

[25] Heard-Garris, et. Al., 2008

Date	Research Interest	Discovery	Impact for Children
1950s	Intergenerational criminality	Link between parental activity and childhood delinquency	Prisoners recognized as parents
1970s - 1980s	Increased rate of incarceration; Women's movement helps focus on female prisoners	Families affected by imprisonment	First-generation of services for families and children
1990 -2000	National policies (e.g. "war on drugs," mandatory sentencing guidelines) significantly impact rate of incarceration. 1st national study of prisoners as parents	1.5 million children have parents in prison; most children under 10 years old	National awareness; expansion of programs for children; racial disparity acknowledged
1990s -2005	Researchers and advocates want to know how children are impacted by their parents' incarceration	Children impacted developmentally, socially, economically, and academically	Social workers, media, schools and communities become aware of problem
2017 - 2018	Researchers begin to use longitudinal study to determine exact impact on children	Must use longitudinal research to understand cause and effect	Children have various outcomes; some impacted throughout life-course

Table 1: Research on children of incarcerated parents began in the 1950s when criminologists wanted to determine if crime was passed down to offspring. Soon people in prison were recognized as parents, and researchers began to study the impact of parental incarceration on children. Findings influenced by researchers' interests, history and perceptions of prisoners.

Research findings

Commented [8]: Is this a new header in the text or part of the table? IT was a title for the table but I don't know how it got below the table?

STRATEGIES TO SUPPORT STUDENTS AND FAMILIES

So what does all this mean for the 2.7 million children in the United States who currently have an incarcerated parent, as well as for the approximately 10 million children who have experienced parental incarceration?[26] What about those children whose parents are on parole or otherwise involved with the criminal justice system? Although researchers have long understood that people of color are disproportionately impacted by incarceration, does the fact that one group of children has a radically different childhood than others mean anything for school-based professionals? What does it mean for school-based professionals that 1 in 9 African American children have an incarcerated parent, compared to 1 in 28 Hispanic children, and 1 in 57 white children? [27]

Recognize Children's Diverse Needs

The most salient fact school-based professionals can take from the decades of research regarding children is that no two children will fare exactly the same when their parents are incarcerated, but most children will benefit from help in school. Despite researchers' belated and incomplete understanding of children of incarcerated parents, one incontrovertible fact bears repeating: children come from different races, communities, classes and family structures, so their relationships to parental incarceration will be unique, as will their long-term outcomes. As a result, school-based professionals should not make assumptions about what it means that a child's parent is or has been in prison or jail. However, this also means there will be many opportunities for school-based professionals to intervene.

---

[26] National Resource Center, 2014
[27] National Resource Center, 2014

The words of the young women quoted at the beginning of this chapter are taken from the first collection of writing from adults who experienced the incarceration of one or more parents when they were children.[28] While many of the adults whose writing is included in *Parental Incarceration: Personal Accounts and Developmental Outcomes* detail the various effects of parental incarceration, nearly all the contributors acknowledge the connection between a parent's criminal activity and incarceration and children's daily lives. When asked to reflect on how their parents' incarceration impacted them, many adult children wrote about not having enough food to eat, a lack of access to health care and housing, and feeling stigmatized in school. With this information in mind, as well as with what we know from earlier findings, how should school-based professionals proceed?

Know How Teachers, School Instructional Support Personnel, and Administrators Can Help

The following material is divided into categories for the convenience of readers. However, all of the information below applies across categories and individuals. For instance, while part of an acronym to remind teachers how to help students begins with the letter "A" and encourages teachers to acknowledge the possibility that they will have children with incarcerated parents in their classrooms, all school-based professionals should acknowledge that there will be children among them who have relatives in prison or jail. Furthermore, while the information below suggests that teachers should provide books related to families and incarceration in their classroom libraries, counselors and administrators could also benefit from having such books in their offices.

Commented [9]: This is the broad term in federal regs referring to all support staff that aren't teachers or administrators (e.g., school psychologists, counselors, school nurses, OT, PT, SLP, etc.) That's perfect. I didn't know.

Commented [10]: I appreciate this reminder. The other approach is to just use the word "educators" throughout instead of teacher, which kind of applies to everyone - then this wouldn't be necessary. I sort of made some changes to reflect this, and therefore this can probably be delected but check it out. Yes!

[28] Johnston and Sullivan, 2016

ABC Teach Students ABC represents an acronym for Acknowledge the possibility, Books can be lifesavers, Creative Assign Assignments, Teach students their rights, and Suggest a mentor.

Acknowledge the possibility. Stigma exists, often causing many people to avoid telling others that a member of the family is or has been incarcerated. Indeed, some families avoid telling children a parent is incarcerated. Furthermore, no government agency is tasked with reporting a parent's incarceration. Therefore, and because they may never be directly alerted to the fact that a child's parent is incarcerated, it is incumbent upon teachers to acknowledge that some studentsn in their school will have incarcerated parents. Educators and schools should be alert for signs of changes in family structures, such as changes in who regularly picks up the child (grandparent instead of a parent); changes in quality and frequency of communication; or students appearing unusually stressed, withdrawn, or combative. Educators and schools can reach out to families if they notice changes, in an non accusatory and unassuming way, and educate themselves about parental incarceration.

Books can be lifesavers. Classroom and school libraries should include books that feature parental incarceration. For example, *Clarissa's Disappointment*[29] is a middle-grade reader with resources. Winner of the Underwood Prize for Children's Literature, the story centers on a young girl who copes with her sometimes conflicted feelings about her father's return from prison by writing. The first 75 pages provide compelling fiction; the last 20 include resources for teachers, counselors and families; and the book is printed in an easy-to-read font.

[29] Sullivan, 2017

Creatively assign assignments. Several states[30] have created nontraditional ways of connecting students with imprisoned parents. Lutheran Social Services and the South Dakota Department of Corrections help people record video diaries for their children. In New Hampshire, Child and Family Services and the Department of Corrections teach fathers to create storybook audiotapes. You can tailor specific assignments (e.g. let children write letters to parents, wherever they are) or create assignments particular to individual students (e.g. a student visiting a parent in prison can access the online database of prison visiting procedures). Continue to have the same high standards you would from any students, however.

Teach students their rights. In history or social studies classes, broaden the discussion of human rights. The San Francisco Partnership for Incarcerated Parents has created the excellent *Children of Incarcerated Parents: A Bill of Rights*.[31] This credo can be accessed from the organization's website and provides an excellent analysis of why children need and deserve particular rights. An expanded definition of children's rights can help all children, not only those with parents in prison or jail.

Suggest a mentor. Many church or community groups mentor children or offer other activities (e.g. summer camp). Search for resources by state or town. Churches and community groups sometimes help families communicate with loved ones in prison or jail or offer transportation options. These groups can also help children and families with what is often a difficult transition: the reentry of the parent from prison or jail back to the community.

ASKstudents. ASK represents an acronym for Assess children's safety and living situation, Support families, and Know the facts.

Commented [11]: Cool! Wonder if there is evidence of impact on these kinds of opportunities - both for parent and child. No evidence that I know of yet. Studies of efficacy of communication came out before video chats and diaries, and that showed that while communication definitely helps parents it only may help children. My caveat: when he was in prison my father (highly literate) wrote my siblings and me letters, because we couldn't afford phone calls, and he didn't want us to visit. Those letters were, I now think, helpful to his children.

[30] *Parenting from Prison: Innovative Programs to Support Incarcerated and Reentering,* U.S. Department of Health and Human Services, 2010

[31] San Francisco Partnership for Incarcerated Parents

Assess children's safety and living situation. Ensure where the student is living and with whom. As your role permits, inquire about the specific connection between the student and the incarcerated parent and the circumstances of the student's current housing. Women whose partners are incarcerated are at a greater risk for housing and food insecurity, so consider whether the family needs intervention or support.[32] Research also indicates children are at risk for decreased levels of medical and psychological treatment after a parent's incarceration.[33] Refer families to appropriate resources as needed.

Support families. While different families will have different needs, there are various particular ways staff, especially school mental health staff, can support families. First, have available in your office and provide resources such as those listed by the National Resource Center on Children and Families of the Incarcerated at Rutgers University.[34] Second, know that caregivers of incarcerated parents have unique concerns and often added stress; be prepared to recognize and address these needs as a pathway for supporting the student. Finally, provide access to information specific to those who care for children with parents in prison or jail (see below).

Commented [12]: maybe provide a couple examples from that list?

Some of these resources include fact sheets on incarceration, books for families, and films. (again, not sure if it's just too late in the day or what but I can't seem to add this.

Deleted: **K**now the facts.

Yet as this chapter has argued, we do not know exactly how each student will fare. Do not make assumptions about how students will feel, act, or perform academically. Do, however, use this chapter and other information to guide your interaction with students and families.

Deleted: Most recent estimates are that 1 in 28 children have a parent in prison or jail.

[32] Johnston and Sullivan, 2016
[33] Johnston and Sullivan, 2016
[34] National Resource Center for Children of Incarcerated Parents, 2013

Importantly, educators should not expect to know exactly how to intervene; instead, they can at the very least recognize there may be an issue, strive to support the student and family, and provide relevant information and insight.

***AIM** high.* AIM high represents an acronym for Acknowledge it, Improve instruction, and Message properly.

Acknowledge it. All school-based professionals, including administrators, should acknowledge that there will be children and families in their schools impacted by incarceration.

Improve instruction. One of the best ways to help students of incarcerated parents is to continue to improve instruction for all students. Administrators can also offer school workshops where teachers, support and mental health staffs, literacy professionals and others can learn about the impact of incarceration on students and families. Administrators can approve the purchase of classroom and library books that will help students who have parents in jail, prison or detention, and they can post or provide relevant fact-sheets throughout their schools.[35]

Message properly. Administrators should be mindful of subtle or overt messages their schools are promoting regarding incarceration. While it may not be appropriate to address incarceration or crime and punishment across all grade-levels, there may be moments when stereotypes -- within the curriculum, in signage posted around schools, or in the language used to discuss punishment -- can be addressed or avoided. Encourage social studies teachers to mention people in prison when they discuss global human rights; avoid posting pictures of people behind bars in detention or time-out centers; address language which discusses incarcerated people or their families in derogatory terms.

[35] National Resource Center for Children of Incarcerated Parents, 2013

Support Families

Most school-based professionals acknowledge the profound link between children and families. Many understand that when we support families we support children. School-based professionals can help the families and caregivers that attend to children who have parents in prison or jail by encouraging them to appropriately answer children's questions, to gather resources as needed, and to maintain their own health and well-being.

*Families should **ARM** themselves with knowledge.* ARM represents an acronym for Answer children's questions appropriately, gather Resources as needed, and Maintain their own health and well-being.

Answer children's questions appropriately. Caregivers should answer children's questions about their parents and jail or prison simply, honestly, and in an age-appropriate manner.[36] They may want to talk to someone about whether and how to communicate with the incarcerated parent. Schools can help families research information about the facility where their loved one is so they can help prepare for visitation (e.g., what to wear, what to expect, etc.).

Deleted: i

Resources – gather as needed. Encourage caregivers to access the resources they need regarding everything from communicating to the incarcerated parents, to prison visitations, to financial benefits that might be available to them. School-based professionals can print out information for caregivers or suggest they go to The National Resource Center for Healthy Marriage and Families and read *Tip Sheet: For Caregivers: Helping Children of Incarcerated Parents*.[37] The aforementioned addresses all these needs.

Maintain their own health and well-being. As is true for all caregivers, those who care for children of incarcerated parents also need to eat well, exercise and seek support when necessary.

[36] National Resource Center on Children and Families of the Incarcerated, Rutgers University, Children of Prisoner's Library
[37] Sullivan, 2016 Product # 084

Table 2 There are many ways school-based professionals can help children and families.

Commented [14]: I like this table! Thank you!

How School-based Professionals Can Help

Teachers	Counselors	Administrators	Families
ABC Teach Students	*ASK*	*AIM*	*ARM*
Acknowledge the possibility	**A**ssess children's safety	**A**cknowledge the possibility	**A**nswer questions appropriately
Books can be lifesavers	**S**upport families	**I**mprove instruction	**R**esource –gather resources
Creatively assign	**K**now the facts	**M**essage properly	**M**anage yourself
Teach students their rights			
Suggest a mentor			

CULTURAL CONSIDERATIONS

Anecdotal evidence suggests that despite their differences, all children may feel stigmatized by their parents' incarceration.[38] However, evidence from researchers outside of the United States[39] suggest that families may experience various levels of stigma due to the type of crime a parent is convicted of (e.g. political vs criminal; sex-crime vs property crime, etc.). In the United States, children with parents who are undocumented or who are in detention awaiting deportation have special concerns.

There are approximately nine million children who are part of what are called "mixed status" families, or families that are made up of undocumented children and either undocumented or U.S. born children; four million of these children were born in the United States.[40] In "The Distress of Citizen-Children with Detained and Deported Parents," Luis H. Zayas, et Al.[41] make

[38] Johnston and Sullivan, 2016
[39] Codd, 2013
[40] Taylor et al., 2011
[41] Zayas, L.H. et Al. 2015

the important point that these children are vulnerable to psychological effects as a result of their parents' detention or the fear of detention and removal. Given significant changes and inconsistencies in policies for people who enter the United States from another country and/or who are in this country illegally, it behooves all school-based professionals to consider their needs.

Finally, although a relatively small percentage of students whose parents are incarcerated will become involved with child welfare agencies, those displaced children also have specific needs. School-based professionals should be especially conscious of the toll moving from one home and one school to another may have on children. Schools can take steps to make the transition easier, whether the origin school or the receiving school. For the best information on how to support these children go online to the Child Welfare Information Gateway.

EXTERNAL RESOURCES

Since organizations may change over time, below is a list of the most long-serving organizations for families. School-based professionals should contact them first and should research state and city/town-specific organizations.

1. The National Resource Center on Children and Families of the Incarcerated at Rutgers University - Find fact sheets, information, libraries (for adults and children), and a directory of programs by state that can help families.
2. The Osborne Association - One of the most respected for resources and supports for children provides a wealth of information for all. If you want one resource that will help all, look at their resources (http://www.osborneny.org/resources/see-us-support-us-toolkit/).

3. Sesame Street Workshop - Online toolkit, curriculum and more.
4. Parenting Inside Out - Offers guides and curriculum for justice-involved parents that are appropriate for schools.

SELECTED CHILDREN'S LITERATURE

The Osborne Association, the oldest and most respected organization for children and families, has an excellent list of recommended books on this topic (http://www.osborneny.org/about/susu/recommended-books-for-and-about-children-of-incarcerated-parents/).

CLARISSA'S DISAPPOINTMENT, Megan Sullivan, is recommended for young children (5-12) & parents.

Commented [15]: woohoo! Big smile!

DISCUSSION QUESTIONS

1. Are there students in your school who have parents in prison or jail? What supports are available for them in your school as well as your classroom or office?
2. Discuss what you know about incarceration or people in prison or jail in the United States.
3. Reread the quotations at the beginning of this chapter. What kinds of school-based supports might these youngsters benefit from?
4. Consider the books, movies, films, television shows or other cultural texts that portray incarceration. How is prison or jail portrayed in these texts? What might be the impact of these programs on students with incarcerated parents? Are prisoners' families portrayed? If so, how?
5. Brainstorm ways your school can support children who have children in jail, prison or detention.

REFERENCES

Arditti, J. A. (2012). *Parental incarceration and the family: Psychological and social effects of imprisonment on children, parents, and care-givers.* New York, NY: New York University Press.

Baunauch, P. J. (1985). *Mothers in prison. New Brunswick, NJ: Transaction Books.*

Bloom, B. & Steinhart, D. (1993). W*hy punish the children: A reappraisal of the children of incarcerated mothers in America. San Francisco, CA: National Council on Crime & Delinquency.*

Boss, P. (2004*).* Ambiguous loss. In F. Walsh & M. McGoldrick, M. *(*Eds*.). Living beyond loss* (pp. 237–246). New York, NY: Norton.

Craig, S. C. (2009). A historical review of mother and child programs for incarcerated women. *The Prison Journal*, 89 (1), 355-536.

Codd, H. (2013). *In the Shadows of Prison: Families, Imprisonment and Criminal Justice*. NY: Routledge.

Fishman, S. H. (1983). The impact of incarceration on children of offenders. *Journal of Children in Contemporary Society,* 15 89–99.

Gabel, K. and Johnston, D. (Eds.) (1995). *Children of incarcerated parents.* New York NY: Lexington Books.

Geller, A., Cooper, C.E., Garfinkel, I. et al. (2012). Beyond absenteeism: father incarceration and child development. *Demography*, 49 (10), 49-76. Retrieved from https://doi.org/10.1007/s13524-011-0081-9 .

Glaze, E. L., & Maruschak, M. L. (2010). *Parents in prison and their minor children*. Bureau of Justice Statistics Special Report 1-25. Washington, DC: U.S. Department of Justice, Office of Justice Programs, NCJ 222984. Retrieved from http://bjs.ojp.usdoj.gov/content/pub/pdf/pptmc.pdf

Glueck, S. & Glueck, E. (1950). *Unraveling juvenile delinquency.* Cambridge MA: Harvard University Press.

Hairston, C.F. (2007). *Focus on children with incarcerated parents: An overview of the research literature.* Baltimore, MD: Annie E. Casey Foundation. Retrieved from http://www.aecf.org/resources/focus-on-children-with-incarcerated-parents/

Heard-Garris, N., Tyler, N.A., Wilkelman, H.C., Miller, A.K.,Kan, K., Shalafer, R. and Davis, M.M. Health care use and health behaviors among young adults with history of parental incarceration. *Pediatrics*, 2018:142: DOI: 10.1542/peds.2017-4314 originally published online July 9, 2018.

Johnston, D. (2006). The wrong road: Efforts to understand the effects of parental crime and incarceration. *Criminology & Public Policy*, 5: 703–719. doi:10.1111/j.1745-9133.2006.00414.x

Johnston, D. and Sullivan, M. (Eds.) (2016). Parental Incarceration: Personal Accounts and Developmental Outcomes. New York: Rutledge.

La Vigne, N. Davies, E. Brazzell, D. (2008). Broken bonds: understanding and addressing the needs of children with incarcerated parents. Washington, D. C. Urban Institute. Retrieved from https://www.urban.org/research/publication/broken-bonds-understanding-and-addressing-needs-children-incarcerated-parents

Mumola, C. J. (2000). *Incarcerated parents & their children.* Publication NCJ 182335. Washington, D.C.: Bureau of Justice Statistics. Retrieved on November 8, 2017, from https://www.bjs.gov/content/pub/pdf/iptc.pdf

National Resource Center for Children of Incarcerated Parents. (2013). Rutgers University-Camden. Retrieved November 8, 2017, from https://nrccfi.camden.rutgers.edu/ .

National Resource Center for Children of Incarcerated Parents. (2014). Rutgers University-Camden. Retrieved June 1, 2018, from https://nrccfi.camden.rutgers.edu/files/nrccfi-fact-sheet-2014.pdf.

Phillips, S. D., Erkanli, A., Keeler, *G.P.,* Costello, J.E. and Angold, A. (2006). Disentangling the risks: Parent criminal justice involvement and children's exposure to family risks. *Criminology & Public Policy,* 5, 677–703.

Reed, D., & Reed, E. (1997). Children of Incarcerated Parents. *Social Justice*, 24(3), 152-169. Retrieved from http://www.jstor.org/stable/29767028 .

San Francisco Partnership for Incarcerated Parents (n.d.). Children of incarcerated parents bill of rights Retrieved from **https://www.sfcipp.org/**

Siegel, J. A. (2011). *Disrupted childhoods: Children of women in prison*. New Brunswick, NJ: Rutgers University Press.

Sullivan, M. (2016). For caregivers: Helping Children of Incarcerated Parents. (https://healthymarriageandfamilies.org/sites/default/files/Resource%20Files/Caregivers%20Tip%20Sheet_FINAL_jd4_dm4-md-QF-Edited.pdf Product # 084

Taylor P, Lopez MH, Passel JS, Motel S. *Unauthorized immigrants: Length of residency, patterns of parenthood*. Pew Hispanic Center; Washington, DC: 2011.

Wildeman, C. (2009). Parental imprisonment, the prison boom, and the concentration of childhood disadvantage. *Demography, 46,* 265–280.

Zayas, L. H., Aguilar-Gaxiola, S., Yoon, H., & Rey, G. N. (2015). The Distress of Citizen-Children with Detained and Deported Parents. *Journal of child and family studies*, 24(11), 3213-3223.