Us = Who and How

Approach
- child safety = #1
- community
- corrections
- what’s in the child’s best interest?
What We’ve Learned*

- Data
- Awareness
- Impacts
- YOU can support them!
- “The Services” for “Those Children”

* and continue to learn!
Questions

What do children of incarcerated and returning parents need?

What do you need to support them?

What do parents* need?

Let’s keep asking those questions!

* incarcerated and caregiving
Why This Conversation in North Carolina?

- Don’t often talk about folks going to prison
- Overlook children/families left behind
- Parenting from prison
- Re-entry
- Messages
Look At The Numbers

Nationally – 2.7 million or 1 in every 28 children has a parent in prison or jail

In North Carolina 28,854 *

- A.E. Casey report
Have you heard about the new Sesame Street in Communities initiative for children of incarcerated parents?

To learn more, go to their website: sesamestreet.org/incarceration or contact us at ourchildrensplace@gmail.com or (919) 904-4286.
Think About Potential Impacts

- $/resource instability, material hardship
- Instability in family relationships/restructure
- School: behavior, performance, attendance
Understand Reactions and Emotions

- Shame
- Stigma
- “Conspiracy of silence”
Understand Feelings

- Anger
- Sadness
- Loss
- Uncertainty
- Guilt
- Abandonment
- Grief
- Confusion
Consider

- View of law enforcement
- Trauma
- “Everyone’s family” = not a big deal
- ACEs – trauma, shame, stigma
  10. Did a household member go to prison?
- Cycle of incarceration?

https://criresilient.org/
<table>
<thead>
<tr>
<th>Think About</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child’s age, stage of development</td>
</tr>
<tr>
<td>Family’s emotional atmosphere (pre/post)</td>
</tr>
<tr>
<td>How remaining parent/caregiver is dealing</td>
</tr>
<tr>
<td>Family/living arrangements</td>
</tr>
<tr>
<td>What else is going on</td>
</tr>
</tbody>
</table>

What do children of incarcerated and returning parents need? What do you need to support them?
Think About

- How disruptive is the incarceration/re-entry
- Quality of child-parent relationship pre-incarceration; mother v. father
- Nature of crime, length of sentence
- Outside support available to family
What do children of incarcerated and returning parents need? What do you need to support them?
You sent a handwritten note? Was it weird?

Dude, you have no idea.
Watch Out For Barriers

- Lack of awareness
- Children don’t know the truth
- Lack of transportation
- Phone calls, travel = $
- Relationship with caregivers
- Prison visitation space, schedule
- Parent doesn’t want the child to visit
Think About

- Caregiver support
- Transportation
- Federal system/another state
- Deportation
- Jail visitation
- Juvenile detention

What do children of incarcerated and returning parents need? What do you need to support them?
What do children of incarcerated and returning parents need? What do you need to support them?

- Continue the conversation (how can we help?)
- Know what’s:
  - available
  - not available
  - no longer available
  - should be available
- Consider language
- I Wish My Teacher Knew
- Live Binder
Action!

Pass along the Bill of Rights

ID

- who else should be part of the conversation
- children with incarcerated parents, offer resources and support
Action!

- Acknowledge own feelings
- Learn more and ask questions
- Increase staff awareness
- Incorporate materials; universal approach
Parents Resources

Please click on the appropriate links below:
The following resource page is broken up to include Printable Files and Links & Resources. You can also access these same resources (and more) under Quick Links!

Printable Files:
Below are important resources that can be downloaded and printed.

Traditional Academic Calendar
Non-Traditional Academic Calendar
School Opening & Closing Times

Quick Links
Become a Volunteer
Board of Education
Board Policies
Curriculum Supports & Resources
FERPA
Home Base
HS Registration Catalog (2018-2019)
K12 Payment Center
Lunch/Breakfast Menu
Media Center Resources
Military Families
Mobile App - Google Play
New Resources

DISCUSSION GUIDE FOR SCHOOL STAFF
Video: Supporting Youth with Incarcerated Parents

WHO CAN USE THIS GUIDE?
This discussion guide is designed for school staff who provide direct supports and services to students: teachers, administrators, and support staff (e.g., school social worker, psychologist, guidance counselor, librarian, art teacher, ESL teacher, cafeteria worker, custodian, bus driver).

This guide was developed to accompany the video, Supporting Youth with Incarcerated Parents For School Staff, created by American Institutes for Research (AIR) for the Federal Interagency Council on Crime Prevention and Improving Reentry and youth gov to highlight issues affecting youth who have or have had an incarcerated parent. Content for the video builds on learning from previous work, including a youth learning session about the needs of youth with an incarcerated parent and their families and the effects of incarceration on everyday life, including a child’s education.

Content for the video was informed by focus group phone calls with youth, educators, and experts who work with youth with incarcerated parents. AIR partnered with Echoes of Incarceration and Osborne Association of New York to record the featured youth, educators, and experts.

In an effort to extend this learning opportunity, we have developed a list of discussion questions to foster positive conversations at the school level. These conversations are intended to expand schools’ awareness and understanding of the needs of children and youth with incarcerated parents, expand classroom and school-wide practices to better address their needs, and explore ways to promote improved educational outcomes for these students.

ACTIVITY IDEAS

Option One: The discussion questions can be reviewed and used as a school-wide initiative. All or part of the school staff could be divided into smaller groups. In smaller groups, each group could take a different duration to work on the discussion. The remainder of the conversation could be shared with the larger learning community.

Option Two: This learning opportunity could be extended over the course of the school year, where each question is presented in a “faculty-study” format that allows one question to be studied each month. A small group of educators could participate in professional development activities. Utilizing the additional resources found on page 2, an excellent start to extend learning through individual and group reading.

https://youth.gov/sites/default/files/COIP_School-Staff_Video-Guide_FINAL.pdf

DISCUSSION GUIDE FOR SOCIAL WORKERS
Video: Supporting Youth with Incarcerated Parents

WHO CAN USE THIS GUIDE?
This discussion guide is designed for social workers who may come in contact with children of incarcerated parents. It is intended for the larger world of social work, including those who work in clinical settings, community and faith-based organizations, child welfare, juvenile justice, adult corrections, schools, etc.

This guide was developed to accompany the video, Supporting Youth with Incarcerated Parents For Social Workers, created by American Institutes for Research (AIR) for the Federal Interagency Council on Crime Prevention and Improving Reentry and youth gov to highlight issues affecting youth who have or have had an incarcerated parent. Content for the video builds on learning from previous work, including a youth learning session about the needs of youth with an incarcerated parent and their families and the effects of incarceration on everyday life.

Content for the video was informed by focus group phone calls with youth, social workers, and experts who work with youth experiencing hardships due to having an incarcerated parent. AIR partnered with Echoes of Incarceration and Osborne Association of New York to record the featured youth, social workers, and experts.

In an effort to extend this learning opportunity, we have developed a list of discussion questions to foster positive conversations. These conversations are intended to expand awareness and understanding of the needs of children and youth with incarcerated parents, expand on best practices to better address their needs, and explore ways to promote improved outcomes for these youth.

ACTIVITY IDEAS

Option One: The discussion questions can be reviewed and delivered as a large group, or the staff could be divided into smaller groups. In smaller groups, each group could take a different question to discuss then share their conversations with the larger group promoting peer-to-peer learning.

Option Two: The learning opportunity can be extended over several meetings, allowing one question to be studied in depth by staff each month. Using the additional resources found on page 2, administrators/staff may want to extend this learning through the promotion of individual and group reading activities.

https://youth.gov/sites/default/files/COIP_Social-Worker_Video-Guide_FINAL.pdf
And Still More Action!

☑ Include parents in activities . . . be creative!

☑ Be willing to listen to a child
  o what does the child know?
  o other tough issues – lessons learned?

☑ Research other services

What do children of incarcerated and returning parents need? What do you need to support them?
ECHOES OF INCARCERATION

a documentary initiative produced by youth with incarcerated parents
Questions? Thoughts?

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