

ASCA WEBINAR SERIES



AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

Help Children of Incarcerated Parents

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Learning outcomes:

Upon completion of this webinar, participants should be able to:

- Identify common experiences of loss for children of incarcerated parents
- Describe ambiguous loss theory to conceptualize the loss experience of children of incarcerated parents
- Acquire tools for counseling and advocating for children of incarcerated parents



Overview of Webinar

- The Problem
- CIP at School
- School Counselors and CIP



The Problem



The Problem: By the Numbers

5 million (1 in 14 or 6.9%) children in America will live with an incarcerated parent by the time they are 18 (Murphey & Cooper, 2015).

Race		Poverty Level		Age of Child	
White	6.0%	Poor	12.5%	Birth - 5	5%
Black	11.5%	Low-income	9.1%	6 - 11	8%
Hispanic	6.4%	Not low-income	3.9%	12 - 17	8%
Other	7.0%				

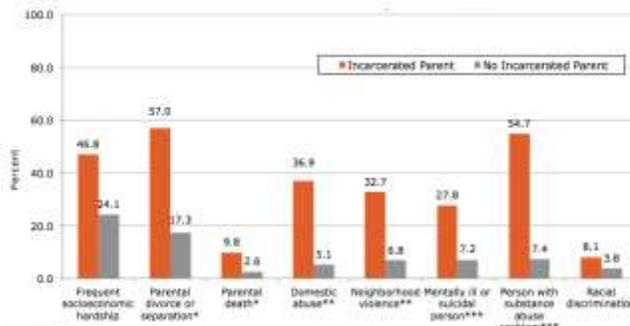
Source: <http://www.childtrends.org/wp-content/uploads/2015/10/2015-42ParentsBehindBars.pdf>



The Problem: Adverse Childhood Experiences



Figure 2. Parental incarceration is associated with numerous other adverse childhood experiences, 2011-12



*Resident parent
 **Victim or witness to
 *** Residence with
 Source: Child Trends' analysis of the National Survey of Children's Health.

Source: <http://www.childtrends.org/wp-content/uploads/2015/10/2015-42ParentsBehindBars.pdf>

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More than **5 million U.S. children** have had a
PARENT BEHIND BARS

They're more likely to have faced other potentially traumatic events:

	Have had a parent incarcerated	Have not
Lived with someone with a substance abuse problem	> 1 in 2	1 in 14
Experienced parental divorce or separation	> 1 in 2	1 in 6
Witnessed domestic violence at home	> 1 in 3	1 in 20
Was a victim of, or witnessed, neighborhood violence	nearly 1 in 3	nearly 1 in 10
Lived with a mentally ill or suicidal person	> 1 in 4	1 in 14

childtrauma.org

Child Welfare Information Gateway

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The Problem: Impact on Well-Being

- Disruption to parental contact
- Changes in caregivers
- Financial impact
- Mental health



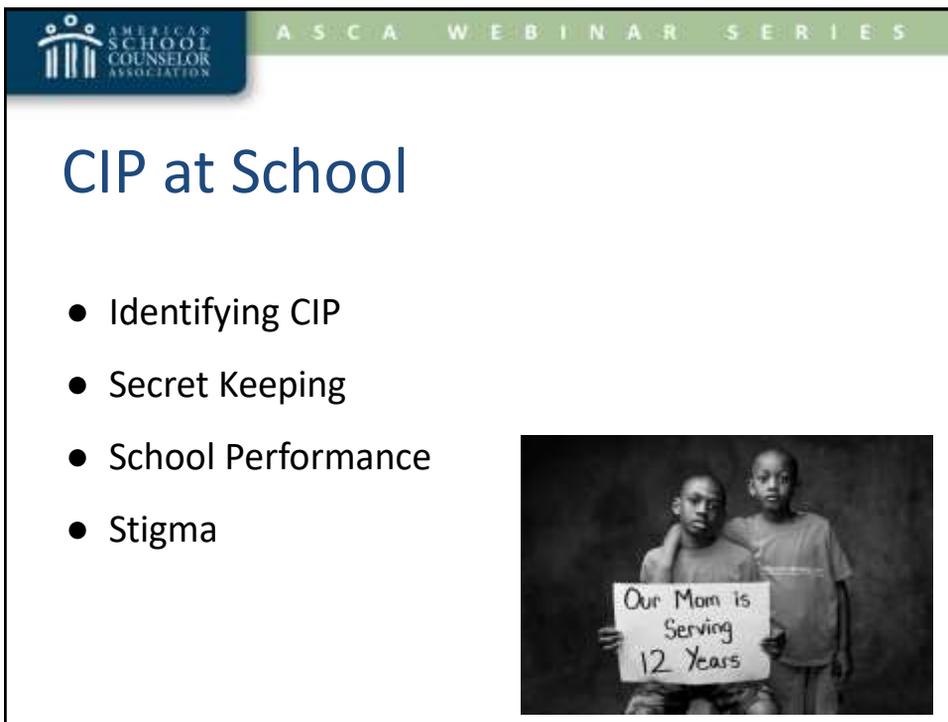


The slide features a green background with faint circular patterns. A dark blue banner on the left contains the ASCA logo and the text "AMERICAN SCHOOL COUNSELOR ASSOCIATION". A white rounded rectangle on the right contains the title "CIP at School". At the bottom, the text "ASCA WEBINAR SERIES" is displayed in a spaced-out font.

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CIP at School

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The slide has a white background with a green header bar at the top containing the ASCA logo and the text "ASCA WEBINAR SERIES". The title "CIP at School" is centered in a large blue font. Below the title is a bulleted list of four topics. In the bottom right corner, there is a black and white photograph of two young boys, one holding a sign that reads "Our Mom is Serving 12 Years".

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CIP at School

- Identifying CIP
- Secret Keeping
- School Performance
- Stigma





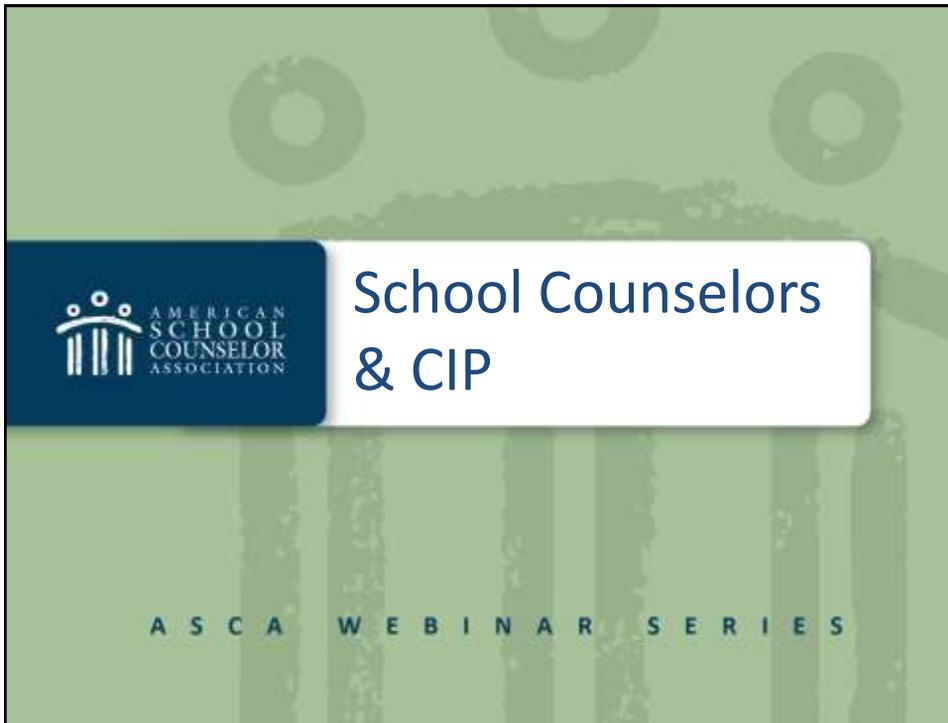
CIP at School: School Performance

- School and behavior problems
 - Higher rates of suspension & expulsion (Johnson, 2009)
 - Truancy and drop out (Cho, 2011; Nichols, Loper, & Meyer, 2016)
- School success
 - College graduation rate (Hagan & Foster, 2012)



CIP at School: Stigma

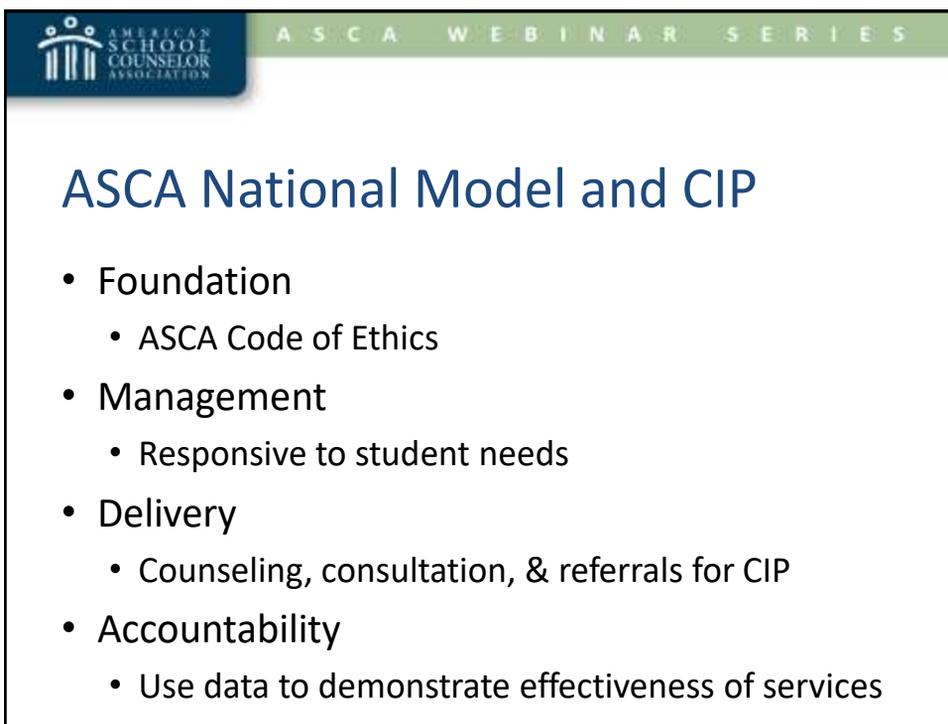
- “The apple doesn’t fall far from the tree.”
- Teacher stigma & potentially lowered expectations
 - (Dalliere, Ciccono, & Wilson, 2010)
- Grade retention
 - CIP with incarcerated fathers were 1.47 times more likely to be retained between K-3rd grade than peers (Turney & Haskins, 2014)
- Peer stigma

The slide features a green background with faint circular patterns. A dark blue banner on the left contains the ASCA logo, which consists of a stylized building with three columns and a semi-circle above them, with the text "AMERICAN SCHOOL COUNSELOR ASSOCIATION" to its right. To the right of the banner, the title "School Counselors & CIP" is written in a large, dark blue font. At the bottom of the slide, the words "ASCA WEBINAR SERIES" are spaced out in a light green font.

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School Counselors & CIP

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The slide has a white background. At the top left is the ASCA logo. At the top right, the words "ASCA WEBINAR SERIES" are written in a light green font. The main title "ASCA National Model and CIP" is centered in a large, dark blue font. Below the title is a bulleted list with four main items, each followed by a sub-bullet.

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ASCA National Model and CIP

- Foundation
 - ASCA Code of Ethics
- Management
 - Responsive to student needs
- Delivery
 - Counseling, consultation, & referrals for CIP
- Accountability
 - Use data to demonstrate effectiveness of services



Foundation: *ASCA Code of Ethics*

School counselors need to “understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status . . . and living situations (e.g., foster care, homelessness, **incarceration**) affect students and stakeholders” (ASCA, 2016, B.3.i).



Management

Difficulties for CIP may come to the attention of professional school counselors through this component (e.g., suspension rates, retention rates, truancy, postsecondary planning, parent or guardian involvement, mental health needs).



Delivery: Counseling CIP

Direct Services for CIP

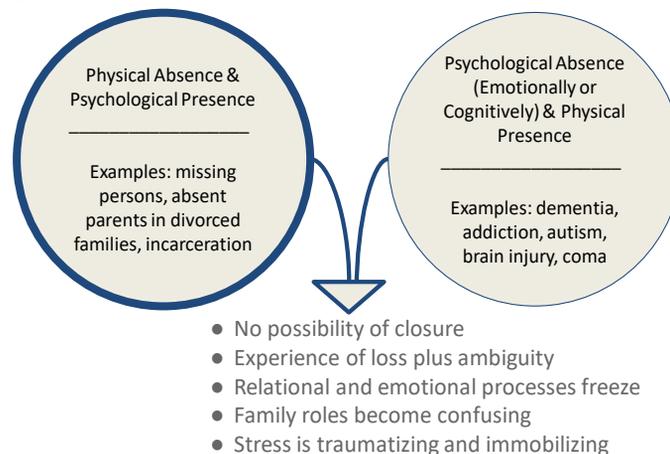
- Need clinical conceptualization to approach counseling

CIP Experience	CIP Need
Loss of relationships and attachments Loss of acceptance (social stigma) Loss of control and stability	Supportive relationships Acceptance without stigma or shame Validation of feelings



Client Conceptualization

Ambiguous Loss Theory (Boss, 2004)





Disenfranchised Grief

- Occurs when people experience a loss that is not openly acknowledged, socially sanctioned, or publicly mourned.
- Correlates with higher levels of anger, guilt, & confusion (Doka, 2009)



Delivery Services Interventions

- Individual counseling (validate psychological presence of incarcerated parent, focus on resiliency and coping skills rather than closure, process feelings of guilt/self-blame)
- Group counseling (peer support, process feelings)
- Classroom guidance (social justice curriculum to build empathy and acceptance)



Select Resources

- Books

- *What Do I Say About That?* (Cook, 2015)
- *Wish You Were Here (Youth Communication)*
- *My Daddy is in Jail* (Bender, 2003)
- *Empowering Children of Incarcerated Parents* (Burgess, Caselman & Carsey, 2009)

Full list of books:

<https://www.nh.gov/nhdcc/fcc/documents/fccbooklist01.pdf>



Select Resources

Sesame Street Toolkit

<http://www.sesamestreet.org/parents/topicsandactivities/toolkits/incarceration>





Accountability

- How are you collecting and analyzing data to determine program effectiveness?
- Current lack of empirical evidence for interventions for CIP



School Counselors and Advocacy

- Student Empowerment
- Student Advocacy
- Collaboration
- Systems
- Information/Political



ADVOCACY COMPETENCIES: Lewis, Arnold, House & Toporek

https://www.counseling.org/Resources/Competencies/Advocacy_Competencies.pdf



Advocacy Resource: Bill of Rights

The San Francisco Children of Incarcerated Parents Partnership (SFCIPP) developed a bill of rights for CIP in 2003.

I HAVE THE RIGHT...

1. *To be kept safe and informed at the time of my parent's arrest.*
2. *To be heard when decisions are made about me.*
3. *To be considered when decisions are made about my parent.*
4. *To be well cared for in my parent's absence.*
5. *To speak with, see, and touch my parent.*
6. *To support as I face my parent's incarceration.*
7. *Not to be judged, blamed, or labeled.*
8. *To a lifelong relationship with my parent.*

Source: <http://www.sfcipp.org/>



School Counselors & The Bill of Rights

6. *To support as I face my parent's incarceration.*
 - *Train adults who work with young people to recognize the needs and concerns of children whose parents are incarcerated*
 - *Provide access to specially-trained therapists, counselors and/or mentors.*
7. *Not to be judged, blamed, or labeled.*
 - *Create opportunities for children of incarcerated parents to communicate with and support each other*

Source: http://media.wix.com/ugd/73a5ec_83e372f34c154ffb99d9725a95ec1918.pdf



Next Steps

- What are your reactions to the information presented today?
- How are you currently serving CIP at your school?
- How will you use this information in your work with CIP?



Questions?

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Resource list: <http://tinyurl.com/resourcesforcip>