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About the Journal

The University of Illinois at Urbana-Champaign School of Social Work's annual publication, *Journal of Undergraduate Social Work Research (JUSWR)*, showcases peer reviewed undergraduate research from social work and related disciplines that contribute to the advancement of social and economic justice.

Acknowledgments

We would like to express our gratitude to Dean Steven Anderson for supporting our efforts to continue publishing undergraduate students' original work in the Journal of Undergraduate Social Work Research (JUSWR).

We also thank the School of Social Work faculty for the encouragement they extended to the authors of the JUSWR, Volume 3. We further acknowledge and extend a very special thanks to Assistant Professor Rachel Garthe; Jacob Goffnett, Doctoral Candidate; Associate Professor Judy Havlicek; Professor Sandra Kopels; Assistant Professor, Kevin Tan; and Associate Professor Karen Tabb-Dina for their extraordinary mentoring, guidance, and support on behalf of the student authors.

Our sincere thanks go out to Dr. Rachel Garthe and Kelly Clary, Doctoral Candidate, for their excellent editorial tutorials that prepared the peer editors for the task at hand. Our gratitude also extends to Becky Ponder for her graphic design expertise and consultation. Of course we must recognize and thank our former Undergraduate Student Assistant Robyn Bannon, now our Graduate Student Assistant. Robyn's skilled and dependable assistance greatly facilitated the editorial board in achieving our goal of producing the Journal of Undergraduate Social Work Research, Volume 3.

Last, but far from least, the JUSWR Advisory Board and Senior Editor wish to express our pride and gratitude for the tremendous efforts made by our JUSWR peer editors. These stellar students understood they were making a commitment: to participate in mandatory training, to review materials, and to offer viable, supportive recommendations to the student authors. Well done!

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Dear Reader,

I am pleased to welcome you to the third volume of the Journal of Undergraduate Social Work Research (JUSWR). This journal is a collaborative effort involving students, faculty and staff. Undergraduate peer editors were highly involved and instrumental in selecting, editing, and submitting recommendations for articles to be accepted for publication. As Senior Editor, Rebecca Dohleman Hawley once again did a remarkable job of working closely with the editorial board to provide expert guidance through the publication process. Faculty members generously gave their time and effort to mentor students on research and writing. As Undergraduate Research Program Coordinator for the School of Social Work, I continued to approach my role as Advisory Board Member with excitement and a genuine commitment to the JUSWR's success. The entire team worked energetically and with determination to bring the third volume of the JUSWR to fruition.

The Journal of Undergraduate Social Work Research was published for the first time in the spring of 2017. The journal is now in the third year of publication, and for the first time since our inaugural issue, there will be two issues published this year. Volume 3, issue no.1 will be available in October. Volume 3, issue no.2 will be published in December.

The JUSWR, the School of Social Work, and the University of Illinois at Urbana-Champaign maintain the original aim to support undergraduate research and scholarly activities. Student opportunities range from serving as a member of a faculty directed research team to the pursuit of their own line of inquiry. Some students elect to submit original creative works that reflect aspects of their richly textured and varied cultural backgrounds or experiences viewed through their own particular cultural lens. Additionally, students may choose from options to author a manuscript for publication, serve as a peer editor, or present their work at the annual Undergraduate Research Symposium. Others elect to receive credit toward the Undergraduate Research Certificate Program offered by the Office of Undergraduate Research. All of the students make scholarly contributions that strengthen vulnerable populations and provide needed support, as well as further advance the awareness and appreciation of our highly diverse and ever evolving social world.

I am pleased to announce the third volume of the Journal of Undergraduate Social Work Research. The JUSWR provides clear and convincing evidence of the high quality of undergraduate social work research and various other formats contributing to the shared knowledge which permeates the School of Social Work as well as the University of Illinois at Urbana-Champaign.

Sincerely,

Janet D. Carter-Black, PhD
Teaching Professor
BSW Program Director
School of Social Work



Creative Expressions



Critical Thinking Forum Creative Expressions

From the editor:

Critical Thinking Forums give students the opportunity to consider and process rather dense course content through creative expression. Family trees, collages, analysis of existing or creating original song lyrics, poetry, videos, and various other art forms are welcomed. The one caveat is the creative piece must reflect some aspect of the student's lived experience as a member of a particular or combination of their multiple intersecting identities. Students are also required to submit a written description or reflection that addresses the relationship between their chosen creative piece and topics covered in a specific course. Some descriptions discuss the evolution of a student's thought processes, factors that have influenced their core beliefs, and values about how the world *should* be and what they *should* expect from said world, as well as issues they are still striving to reconcile that are related to the specific issues conveyed in their creative work.

Note to the reader: Expletives associated with a particular identity group are included. However, such words must have an expressive and substantive purpose. The inclusion of potentially offensive words for entertainment or mere shock value is forbidden.

The Rage of the American Dream

Cynthia Diane Brown

University of Illinois at Urbana-Champaign

Reflections from the author

We discussed in class identities and privilege. I chose to write and recite this poem about my racial identity of African American/Black. I believe we are deprived of so many things our ancestors fought for; specifically equality.

In this piece, I give a perspective of expressing our anger toward the system, toward each other, and police brutality. There are stereotypes that suggest Black people are aggressive and Black women are angry. I wanted to give a little more insight about what this anger is about and what we are doing to overcome injustice. I mention more of us are actually getting doctorate degrees. In history we were deprived of an education.

Our ancestors were put in jail for marching and fighting for a lot of rights and today many are still being put in jail and left there. White privilege is prevalent in today's society and Blacks aren't offered those same opportunities. Blacks are angry at each other as well. We are killing off our own people and don't realize if we are doing it to ourselves, the higher authority doesn't care about killing us off either.

I created this creative expression in relation to our lectures on the identity of the African American race, and I decided to talk about historic features and activists or people relevant to the Black community, and how with each generation we are becoming more aware of our surroundings.

I also know many people think we are broken and our culture is broken. But I know we are sticking together as well. This is why I talk about us bearing arms. I see and hear the anger every time another black person has been hurt, killed, or arrested. I hear the anger every time a police officer gets away with murder of one of our Black people. I see the tiredness, and I see the impact being Black has on us as a whole. I love my Black culture and I want us stick together and bear arms with each other just as much as we would take a gun to bear in our hands and shoot.

They say our generation is a disgrace to the nation but I say wake up because our generation is crazed trying to protect us from discriminatory cases.

*The news shows black on black crime all the time
tick tock if you don't trick we're given even more time
Now, police are striking us and not even given the same time*

what's wrong with our nation
Is it really because generation x didn't know how to react to why our generation is considered
everyone's number one question y?
That's the same question I ask when police are determined to make us die
If we duck that's just our luck
because even if our hands are up we still get struck
I say stop shooting we want to grow up
Why shoot when he had his hands up
We strike because we want to defend our men
and things like striking Sandra Bland then yelling suicide really don't blend
Putting our hands up just to be shot down
Talking about having cameras to show what's happening when no one else is around
took a long time to present the case of Laquan upfront
Oh how did the big screen manage to pull that stunt.
See I'm not saying our nation brings police brutality
So let's bring it back to reality
See I'm telling u our hands have always been up
From being whipped by chains to being hung by chains
What's the difference between our hands being up then to now
having our hands up and bullets ricochetin' through our hands
See imma do the opposite from Rosa Parks, imma stand up and ain't no sitting back down
It's time to let y'all know that this new generation is gonna Shut it down
And let y'all!!!!
try to pull it
We gon' make it known that we still in town
Our ancestors fought for our rights
And Abraham fought for unity
See
The next time someone tells you to surrender don't just put your hands up
I want u to Ball your fist up and raise it as high as you can to the sky
See imma go ahead and tell y'all how generation x still fits into y
The amendment states we got the right to bear arms
And
See a mother will always hold her child down and
Generation x might not always be around but x gone always make it
extremely hard for u to hunt us down
Try shooting down a bear when it's a thousand of them around
They gone bear arms and really hold our youth down
At the end of the day we gon' stick together because it's in our name that's just like when the FBI
capture a gang

*Dr. King just wanted the American dream to remain
 He had a dream that we will someday work it out
 See let me goin' head n tell y'all what my piece is all about
 that dream ain't demolished
 It's just taking another route
 They tryna be our masters but too bad too many of us already got that clout
 They tryna stop us from getting our PhD cuz they don't even want us to survive to even get a
 GED
 See...
 Yes, it's not just black lives that matter
 All lives matter
 But what's the matter?
 The point of the matter is I'm tired we're angered of being brutally beaten broken into pieces
 Bruised until bleeding
 Put behind bars with no bail
 While others are getting out quick as hell
 Even for the same reasons we were put in jail
 No justice no peace no justice no peace no justice no peace
 The world will never be at peace no matter how much we preach
 As long as our brothers are getting shot down in these streets
 How can you sleep knowing you laid someone out in the streets
 Do their blood splatter across your mind every time
 Do their name release your mouth tasting like salt that you couldn't fully swallow
 Do their eyes look back at you through an innocent person who's startled
 We were given rights and still being done wrong
 So let me tell u about generation x and y
 We are naturally born crafter's
 This is where generation z comes in at cuz before the end of life we goin' have all y'all sleeping
 And to my black people keep pushing don't give up
 Teach our youth and fight for all our rights
 But if black don't matter to you

How do you think black would ever matter to blue!*

Desi

Jairaj Narendran

University of Illinois at Urbana-Champaign

Reflections from the author

This written piece is about an American-born Indian girl whose parents emigrated from India. Each stanza refers to a certain event or feeling the girl experiences. She struggles to grow up between the conflicting American and Indian cultures and must come to terms with her identity. She is not necessarily embarrassed by her Indian culture, but finds it difficult to adhere to a culture that may not accept her based on the color of her skin.

The main inspirations are from the lives of my friends, myself, and Jhumpa Lahiri's 2003 novel *The Namesake*. *The Namesake* is a fictional story that explores the life of Gogol, an American-born boy with Indian parents, and his struggle growing up between the conflicting American and Indian cultures. Due to the parallels between my friends' lives, my life, and *The Namesake*, I am confident this is an accurate depiction of the experiences of Indian kids who grow up in America.

"How do you say 'Hi' in Indian?"

Someone always wants to know

She talks back to her parents in English

Her own mother tongue is her foe

Racing through Alex, Bailey, Casey, Drew

A speed bump at a Leah, Geoffrey, Kirsten

Pulled the brakes, but a train wreck at her name

Out of the ruins her shy voice corrects it again

Most kids have burgers, pizza, or hot dogs

But for lunch she gets twenty questions

“What’s it called?” “Is it spicy?” “Is it made of rice?”

Don’t bring that again is the learned lesson

None of her uncles nor aunts are related

Babysitting, hand-me-downs, food for free

Replacing a bloodline from eight thousand miles away

Seeds of trust grow into a new family tree

Her skin like the dirt, she feels stepped on

Mind soiled from the insult received

No matter what she does or what she feels

“American” isn’t how she’ll be perceived

Para la Familia

Myriam Ramos

University of Illinois at Urbana-Champaign

Reflections from the author

Para la Familia is a poem about my dad and how he worked for his family throughout his entire life. While this is a poem about my dad, I know other people who emigrated from other countries share similar experiences. I chose to write this poem because I have heard variations of this story from many people in my culture, and I think it is important to bring up the stories of immigrants who come to this country to make a better life for their families. They are doing what many people's ancestors did back when this country started. Given today's political climate, I think it is more important to tell these stories because of the picture painted of immigrants from Mexico.

In class, we learned about intersectionality and how it plays a part in our life experiences. As humans we have a lot of identities that describe us, and sometimes these identities overlap with each other, affecting our own individual experiences. Intersectionality is where these identities connect with each other. In this poem I included some of my dad's intersecting characteristics such as being an immigrant, being Mexican, not having English as a first language, being a worker, and being a father. Because of these characteristics, my dad had double jeopardy. Double jeopardy is when a person already has certain disadvantages because of one of their characteristics, but has more disadvantages added to that because of another intersecting identity. In my dad's case, he was a Mexican immigrant and was called a "wetback" by people when he first came to this country. It was also harder for him to find work because he did not know English.

In the stanza where I talk about my dad's drinking, I thought a lot about the lecture on substance abuse. Throughout my life, it has been difficult for me to understand my dad's drinking habits. It was not until after I thought about the instability my dad lived through that I started being able to connect the pieces. For my dad, things changed drastically when he first came here. He was in a new country where it was hard to find a stable job if you were not from there. And even when he would find a job, nothing was certain for the next day because there was no guarantee immigration would not find him. When someone is faced with these problems every day, I can understand why someone would turn to drinking as an escape.

It is not an easy life and to still make sacrifices and go through difficulties to create a better life for your family, emigrating should be viewed as an honorable action. Even after coming to this country the situation is still not easy. But for some people, just by seeing their families achieve milestones they did not think were possible, they know their sacrifices were worth it. I hope my father knows his certainly were.

Tarimoro, Guanajuato 1960s

*He works the fields,
Feeding the pigs, milking the cows,
Doing yard work,
He is eight years old,
He watches as his siblings walk together to school,
He is one of the ones not allowed to go,
He needs to work for his family.*

*Mom picks him up a Bible,
He learns to read from it,
Cover to cover he rereads,
He learns the rosary,
Religion is the only thing he knows like the back of his hand,
He keeps it in his heart.*

*The sun comes up and it's time for work,
Sweat, grime, muddy hands,
He buys the beat-up car,
"It won't last much longer," said the seller,
"I don't mind," he says
It got the job done,
He taught his sister how to drive,
You put in work for the little things.*

*He makes his way to the U.S. in the 70s,
He hears people murmuring things,
The English language is not his,
"Wetback" he hears, but does not understand.*

*He works from sunrise to sunset,
"Para la familia," he thinks.*

*Work is stressful,
Moving from place to place to find it,
Drinks and cigarettes come easy,
Bars become homes,
They are his escape from the exhausting reality.*

*1993 he meets her,
The one who he knows will be his forever family,
Marries her in 1994,
His first child, a boy in 1995,
His second child, a girl in 1999*

*He looks at them and knows they are worth it,
"Lo hare por ellos."*

*Years pass,
He has a steady job at an electric company,
Works from midafternoon to late night,
I compare my hands to his one day,
His nails are chipped and dirty,
Calluses from years of work making his hands rough,
My hands are small and soft,
He doesn't have to say anything for me to understand.*



Policy Analysis

Healthy, Hunger-Free Kids Act of 2010: Context, Analysis, and Recommendations

Gwyneth Dixon

University of Illinois at Urbana-Champaign

Summary

Healthy, Hunger-Free Kids Act of 2010: Context, Analysis, and Recommendations evaluates the impact of the 2010 legislation, which aims to improve child nutrition and combat childhood obesity. Particular strengths and weaknesses, as they relate to distributive justice, are emphasized, and ways to address the act's current shortcomings are discussed.

Introduction to Issue

Lifestyles in the United States changed dramatically as a result of development and industrialization. No longer needing to walk everywhere or harvest their own food, Americans became accustomed to a fast-paced, modern life, and this change created new norms, such as a growing reliance and acceptance of fast and processed foods. Although convenient and compatible with this new lifestyle, these trends also had various unforeseen consequences. In particular, this reliance on fast and processed foods increased domestic rates of poor nutrition and obesity among children (Bowman, S. A., Gortmaker, S. L., Ebbeling, C. B., Pereira, M. A., & Ludwig, D. S. 2004).

Having recognized the consequences of these poor nutritional trends, the United States attempted to prevent and counteract them. This paper in particular will explore The Healthy, Hunger-Free Kids Act of 2010 (HHFKA), one attempt to improve nutrition and decrease obesity in adolescents.

Affected Population

While recent dietary trends affect the United States' population as a whole, undernutrition and obesity are significantly more prevalent among particular populations such as

children. In early studies as many as “12 million American children consumed diets that were significantly below the recommended allowances of nutrients” (Brown & Pollitt, 1996, p. 38), and since this study, “adolescent overweight prevalence rates have more than tripled” (Story, Kaphingst, & French, 2006, p. 110). Thus, not only are undernutrition and obesity prevalent among American children, but they are also affecting a growing number of kids.

Some children, due to additional disadvantaged statuses, face an even higher likelihood of undernutrition and obesity. While children in general are largely affected by these conditions, minority and low-income children have a significantly higher risk of experiencing these conditions due to their inability to access and/or afford nutritional food (Anderson & Butcher, 2006, p. 23).

Consequences

Although critics of HHFKA might argue childhood undernutrition and obesity are short-term problems, the consequences of such conditions are severe and impactful. Undernutrition can significantly hinder a child’s ability to perform in school because it diminishes attention spans and “hinder[s] intellectual performance into adulthood” (Brown & Pollitt, 1996, p. 42). Likewise, an overweight child is more likely to have high blood pressure and high cholesterol (risk factors for cardiovascular disease), joint problems, low self-esteem, and psychological problems such as anxiety and depression; overweight children are also significantly more likely to be overweight adults (“Childhood Obesity Causes”).

As a result of these consequences, childhood undernutrition and obesity have the potential to alter the rest of a child’s life (Brown & Pollitt, 1996, p. 38), thus undermining the child’s ability to reach his or her full potential.

Current Policy Provisions

With schools accessing an estimated “95% of children and adolescents nationwide” (Kubik, Lytle, Hannan, Perry, & Story, 2003, p. 1168), HHFKA chose schools as a medium to promote healthy eating. By regulating “the foods that are available, nutritional policies, school nutrition and health curricula, and teacher and peer modeling” (Taylor, Evers, & McKenna, 2005, p. 522), HHFKA influences a majority of the nation’s youth on a regular basis.

Eligibility

With numerous forms and requirements, earlier meal programs, such as National School Lunch, failed to aid many qualifying families (Zee, Walters, & Mitchell, 1970, p. 741). In response, HHFKA aims to increase the number of those eligible for school meals while decreasing the work required to receive these benefits. Traditionally, eligibility for National School Lunch and similar programs was income-based, but with HHFKA, there are new circumstances that exempt a child from such guidelines. Under HHFKA, foster children are automatically eligible. Additionally, the act also introduces “community eligibility,” which provides universal school meals to any community with 40+ percent of students already entitled to free meals (“HEALTHY, HUNGER-FREE KIDS ACT,” 2011), ultimately “equalizing” communities where one student might be ineligible by a miniscule amount. HHFKA also improves eligibility by eliminating some obstacles to the program, such as removing the need for paper applications and making it so free school meals “require no action on the part of a child’s household” (“S. 3307,” 2010).

With such measures, it is estimated the act increased the number of eligible children by 115,000 students (“CHILD NUTRITION REAUTHORIZATION”).

Benefits and Delivery

The Healthy, Hunger-Free Kids Act of 2010 covers a variety of food and nutrition related programs such as the National School Lunch Program, the School Breakfast Program, the Special Food Service Program, the Special Supplemental Nutrition Program for Women, Infants and Children, the Summer Food Service Program, the Afterschool Meal Program, the Supplemental Nutrition Assistance Program Education, and the Child and Adult Care Food Program.

While a majority of the benefits covered through this act are meals and snacks provided directly to students during and before the school day, the Special Supplemental Nutrition Program for Women, Infants, and Children has its own provision within the act, mandating by 2020, WIC benefits “be distributed through an Electronic Benefits Transfer system” (“HEALTHY, HUNGER-FREE KIDS ACT,” 2011).

Funding

The Healthy, Hunger-Free Kids Act of 2010 includes \$4.5 billion in new funding for its programs (“CHILD NUTRITION REAUTHORIZATION”), which is primarily financed through the termination of Supplemental Nutrition Assistance Program’s 13.6 percent benefit increase (“HEALTHY, HUNGER-FREE KIDS ACT,” 2011).

Analysis

HHFKA’s efforts to target schools is well supported in academia, and studies conclude that well-designed, well-implemented school-based programs improve the eating behaviors of young people (“Using the School Environment,” 2002, p. 121). In particular, research finds children who participated in programs like HHFKA have “higher mean intakes of micronutrients, both at mealtime and over twenty-four hours, than those who do not” (Story et

al., 2006, p. 113). This increase in nutrients can combat the previously mentioned consequences of undernutrition, such as decreased intellectual performance. In fact, additional studies show children who participate in these meal programs perform higher on standardized tests, have better school attendance, improved classroom behavior, and are more attentive (Crawford, Gosliner, & Kayman, 2011). HHFKA also effectively promotes equality through the new community eligibility standard, which allows all children in an impoverished district to receive free meals, despite family income. Such standards allow all of a district's students to be on equal terms, with equal access to nutritious food.

Despite these benefits, the act continues to lack adequacy. Although the act aims to decrease obesity in adolescents, the "use of free or reduced-cost meal programs at public schools is positively correlated with children's BMI" (Li & Hooker, 2010, p. 101). The act's success in combatting undernutrition has also contributed to childhood obesity.

Policy Recommendations

1. Promote Exercise

To combat the correlation between the meal program and increased BMI, legislation should encourage exercise and mandate school sports, recess, and/or gym class. Despite a recent study proving physical activity and healthy snacks can result in a significant body fat reduction (Li & Hooker, 2010, p.102), "40 percent of elementary schools have reduced, deleted, or are considering deleting recess," (Anderson & Butcher, 2006, p. 35) which is one of the only times movement and physical activity occurs in school. If school meals are to be effective at combatting undernutrition *and* obesity, legislation must take a holistic approach, which includes protecting and promoting physical activity.

2. Diversity Food Options

Legislation should also be more flexible with its regulations to ensure all children are responsive and accepting of the change. While some students might oppose the change because they are not accustomed to the taste of healthier foods, students might also have a limited palette due to dietary restrictions or specific cultural practices. Thus, the regulation should be expanded to allow students to select their own nutritionally responsible meals. Such a change could be made by providing multiple fruit or vegetable options during a meal or varying how a food is prepared. Such a change would also encourage students to select only what they will eat as opposed to being given a pre-made plate full of foods they will not touch.

With such a change, food waste could be dramatically limited. In a study done by Harvard School of Public Health, about 60 percent of vegetables served in school meals were thrown away (“New school meal”). If the schools in this study instead allowed students to pick which food they would like (or decline the vegetable for that day), food waste should decline.

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Research Based Poster Presentations

A Systematic Review of Women Involved in the Criminal Justice System: Intersections with Intimate Partner Violence and the Child Welfare System

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Abstract

In 2017 there were approximately 1.3 million women in the United States involved in the criminal justice system (i.e., in jails, prisons, or on probation or parole). Many women who are in the correctional system have experienced high rates of trauma, such as child maltreatment, intimate partner violence, and mental illness. Such experiences contribute to higher rates of incarceration, as well as a higher likelihood of involvement with the child welfare system. To date, research has examined justice-involved women's own experiences with the child welfare system, finding women with early experiences in foster care had higher rates of re-incarceration. Additionally, justice-involved women may experience higher rates of child welfare involvement with their own children. An estimated 60 percent of women in prison have a child under the age of 18, and previous research has found incarceration increases the likelihood of mothers losing custody of their children.

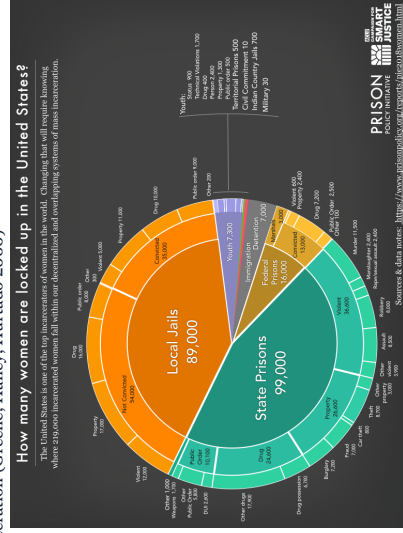
In the current study, we will conduct a systematic review to examine how women's involvement in the criminal justice system intersects with the child welfare system. Additionally, we will examine programs designed to help stabilize the lives of justice-involved mothers and their children. We aim to synthesize the current literature of these intersecting systems and to illuminate ways the systems can become better coordinated. This review also could inform and guide the criminal justice system in strengthening supports to women offenders who are mothers, and who have had a history of child welfare involvement.

A Systematic Review of Women Involved in the Criminal Justice System: Intersections with Intimate Partner Violence and the Child Welfare System

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BACKGROUND

- In the United States, **approximately 219,000 women were incarcerated** in 2018
- Childhood victimization and intimate partner violence are prevalent among women involved in the criminal justice system
- Four-out of five incarcerated women are mothers – two-thirds have a child under 18 when mothers are incarcerated, children are forced into out-of-home placements (foster care, kinship care, other residential care)
- According to the United States Government Accounting Office, in 2009 there were more than 14,000 children entering out-of-home care as a result of parental incarceration (Greene, Haney, Hurtado 2000)



Theory of Gender Entrapment implies ways an individual is led into compromising acts. In analyzing racial demographics, this theory helps to understand the context of violence in intimate relationships

- Relationship between poverty, economic crimes, and violence against women
- Escalation of violence and increased vulnerability

Recommendation in research focusing on demographics around social identities (e.g., race, class, sexuality, etc.)

Link with Child Welfare System

- Policies such as the War on Drugs and the Safe Families and Adoption Act have changed how the criminal justice system and child welfare services interact
- American policies have made it more likely for women, especially women of color, to be incarcerated while they have children
- Studies have primarily focused on the impact of maternal incarceration on their children, but have largely ignored the impact on the mothers themselves
 - Maternal incarceration is associated with several negative outcomes in children, including depression, anxiety, delinquency, etc.
- Because of the disparate impact American policies have on African American women, they perpetuate racial inequalities across generations
- Far more African American women are incarcerated than white women, leading to their children disproportionately facing the negative outcomes that impact economic and social outcomes

In the current study, we conducted a **systematic review to examine how women's involvement in the criminal justice system intersects with intimate partner violence and the child welfare system**. Additionally, we will examine the programs designed to help stabilize the lives of justice-involved mothers and their children.

METHOD

Systematic Review Process

For the systematic review, we each focused on a subject area among women involved in the criminal justice system, including:

- Intimate partner violence
- Child welfare involvement
- Programs and policies for mothers who are incarcerated

As shown in the Figure below, each of these three searches yielded the following results:

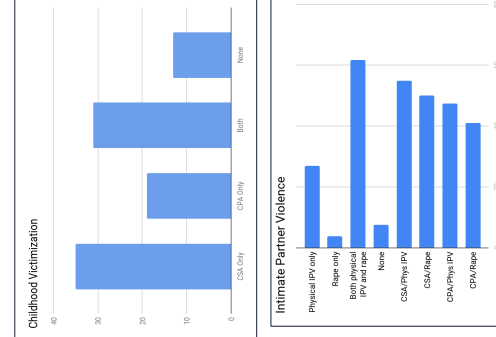
	LEYDA	SHAMEEM	BRADLEY
# ARTICLES - SEARCHES	11,678	1,096	140
# ABSTRACTS REVIEWED	61	86	80
# FULL TEXT REVIEW	28	36	19
# STUDIES INCLUDED IN REVIEW	9	30	16

FINDINGS

Intimate Partner Violence (IPV)

Across articles, prevalence of childhood victimization and adulthood intimate partner violence victimization was high:

- Two articles focused on community corrections and probation/parole leaving it inconclusive on the connection of IPV for those groups
- Out of the 30 articles analyzed none discussed IPV or dating violence in same sex relationships or any clarification of transgender women and girls being impacted by IPV and dating violence
- Three out of the 30 articles focused on the Juvenile Justice System, which created a disproportionate focus on young adolescents in the criminal justice system. Particularly, a relationship to delinquency and dating violence



FINDINGS

Child Welfare Involvement

- Two longitudinal and four cross-sectional studies all conducted in the United States. Mixture of survey, interview, and administrative data
- 11.73% of 16,043 incarcerated men and women in the United States Survey of Inmates in State and Federal Facilities, spent time in foster care (Marotta 2017)
- "8% to 14% of children reported to child welfare agencies came from families with probationed parents, of those, 96% were children with probationed mothers" (Miller, Orellana, Johnson, Krass, Anderson-Nathe 2013)
- 56% of substantiated child maltreatment cases are referred for prosecution, of which 26% resulted in incarceration (Berger, Cancian, Cuesta, Noyes 2016)
- "At least 4.5% of foster children are in out of home placement due to parental incarceration and 10% of incarcerated mothers have a child in foster homes or other state care" (Hayward, DePanfilis 2007)
- Incarceration and involvement with child protective services can become intergenerational. - "Our empirical analysis finds that formerly incarcerated women with their first foster care placement during their early-teens (ages 10-14 years) are about 50% more likely to be re-incarcerated than the average former female inmates in the sample" (Jung & LaLonde, 2015)

Programs and Policies

- A systematic review of programs for incarcerated mothers by Tremblay and Sutherland found for programs aimed at incarcerated mothers:
 - Studies were of overall lower quality than most by the Jadad and Minors Scales
- "Nearly all" of the studies were performed in a correctional facility and took the form of group sessions. Only one study reviewed included children
- The goals of these programs focused on improving the abilities of the mothers to parent and care for their children while incarcerated and after release
- These programs on the whole did little to alleviate parental stress in the study's aftermath
- Studies focused on programs' impact on the children of incarcerated mothers, rather than on the mothers themselves

CONCLUSIONS

- Victimization is high among women involved in the criminal justice system, though we need to expand this research to younger age groups and to include sexual and gender minorities
- We need more research on incarcerated mothers and mothers under community supervision with CPS-involved children as there was an underwhelming amount of research found in this review
- Research on policies and programs related to incarcerated mothers have overwhelmingly focused on the children of the mothers, ignoring the lives and impacts on the mothers themselves

This review can inform and guide the criminal justice system in strengthening supports to women offenders who have experienced victimization, are mothers, and who have had a history of child welfare involvement.

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An Exploratory Study on the Social Cognitions of High School Freshmen Students' Social Skills, Peer Popularity and School Self-Efficacy

Benjamin Lorber

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The developmental period of the high school years is characterized by the eminence of social cognitions in driving behaviors. Students' beliefs about their social skills, peer popularity, and school efficacy (one's self-confidence in school) are critical in promoting educational success. This study is informed by social cognitive theory, which highlights the way individuals learn behaviors through observing others in their social contexts. The study explores the social cognitions of a cohort of 9th grade students (n=218) in a semi-urban high school in Central Illinois. Data was collected and compared at two time points in 9th grade: semester 1 and 2. Preliminary findings revealed social skills beliefs are not significantly correlated with school self-efficacy or peer popularity at semester 1. However, at semester 2, social skills mindsets are positively correlated with school self-efficacy ($r = 0.421, p \leq 0.001$) and peer popularity ($r = 0.225, p \leq 0.001$). Findings suggest students' beliefs in the importance of their social skills is not significant for the beginning transition into high school. However, toward the end of their freshmen year, students become aware of the importance of their social skills in increasing their beliefs about peer popularity and school self-efficacy.

An Exploratory Study on the Social Cognitions of High School Freshman Students' Social Skills, Peer Popularity, and School Self-Efficacy

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Introduction

Social skills are important during the transition into high school. The high school years are characterized by the eminence of cognitions, such as students' beliefs about the importance of school and their peers, in driving behaviors.

No study focused on the relations among perceived importance of social skills, beliefs about school and peer popularity at 9th grade.

Research Question

What is the relationship among social skill perceptions, peer popularity, and school self-efficacy during the first year of high school?

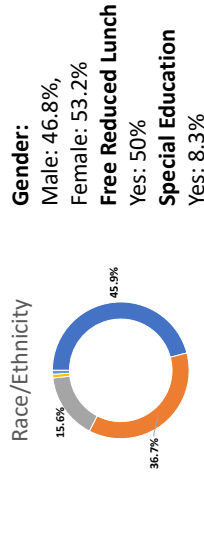
Theoretical Framework

Social Cognitive Theory (Bandura, 1977): Posits that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behavior.

Looking Glass Theory (Cooley, 1902): Highlights the importance of how we appear to others. Behaviors are based on the judgements that we make based on how we think we appear to others.

Data

Data is based on a cohort of 9th grade students (n=218) in a semi-urban high school in Central Illinois. Data was collected in both sem 1 and 2.



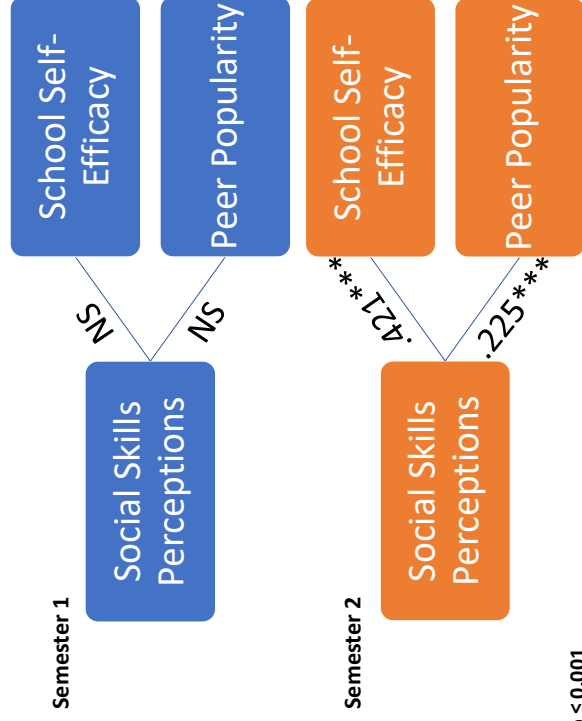
Measures

Social Skills Perceptions (S1 $\alpha=.948$, S2 $\alpha=.957$)
Social Skills Improvement System (SSIS) (Gresham & Elliot, 2008) 46 Questions e.g., : / say "please" when I ask for things (not important, important, critical)
Peer Popularity (S1 $\alpha=.756$, S2 $\alpha=.701$)
3 Questions e.g., : Compared to other students in school, I am: (Least Popular, Fairly Popular, Average Popular, Very Popular, Most Popular)
School Self-Efficacy (S1 $\alpha=.853$, S2 $\alpha=.768$)
7 Questions e.g., : I will graduate high school (Strongly Disagree, Disagree, Agree, Strongly Agree)

Analysis

Mean scores of Social Skills Perceptions, School Self-Efficacy, Peer Popularity were compared at Semester 1 and 2
Pearson correlation were conducted to understand their relations at Semester 1 and 2

Results



Findings revealed that social skills perceptions were not significantly correlated with school self efficacy and peer popularity at semester 1. However, social skills perceptions at semester 2 were significantly positively correlated with self-perceptions of school self efficacy ($r = 0.421, p \leq 0.001$) and peer popularity ($r = 0.225, p \leq 0.001$).

Acknowledgements

I would like to thank Dr. Kevin Tan for aiding me throughout this whole process. I would also like to thank Shongha Kim for helping sort through and find the data I used for the poster.



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Policy Analysis of Illinois Public Act 105-0574: Perinatal Mental Health

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Maternal mental health is a major public health issue. Approximately 14.5 percent, or one in seven, mothers are affected by perinatal depression (perinatal is considered the period from pregnancy up to 12 months after child birth. (Gaynes, B. N., Gavin, N., Meltzer-Brody, S., Lohr, K. N., Swinson, T., Gartlehner, G., & Miller, W. C., 2005). Along with perinatal depression, perinatal anxiety disorders are prevalent among women. The rates and types of perinatal anxiety disorders vary considerably and include, but are not limited to, generalized anxiety, obsessive-compulsive disorders, panic, and social anxiety disorders (O'Hara, M. & Wisner, K., 2014). While not nearly as common, postpartum psychosis is another serious mental illness affecting 1-2 in 1,000 women, and it occurs rapidly after birth (O'Hara et. al, 2014).

Universal health screenings – a public health approach to detect mental health disorders among women – are used to detect the prevalence of perinatal mood disorders. Several states have taken the initiative to mandate screenings for perinatal mood disorders among perinatal women; these states include New Jersey, West Virginia, Massachusetts, and Illinois (Rowan, J.P., Duckett, A.S., & Wang, E.J., 2014). Illinois legislators in particular introduced several pieces of compelling legislation to address perinatal disorders, such as the state's Perinatal Mental Health Disorders Prevention and Treatment Act of 2008 (Rhodes, A., & Segre, L., 2013). A more recent piece of maternal mental health legislation is Illinois Public Act 105-0574, enacted on Jan. 8, 2018 and enforced on June 1, 2018. The law allows postpartum depression or postpartum psychosis to be considered as a mitigating factor in forcible felonies committed by women who were suffering from postpartum depression and psychosis at the time of the offense, and evidence of their postpartum depression or psychosis was not presented at their trials or sentencing. This legislation is significant in that it is the first of its kind to pass in the United States. This policy analysis describes the strengths and limitations of this policy in its current form.



Policy Analysis of Illinois P.A. 100-0574: Perinatal Mental Health

Samantha Noehre, Dr. Karen Tabb-Dina, Dr. Sandie Kopels, College of Applied Health Sciences, Community Health, I.D.E.A. Research Team

Background

- Postpartum depression affects 1 in 7 mothers
- Postpartum Psychosis affects 1 in 1000 mothers

Policy

Nationwide

- Screening mandates for postpartum depression in 4 states

Statewide

- Illinois mandates screening and education
- Recent passage of P.A. 100-0574
- Allows untreated or unrecognized postpartum depression or psychosis to be considered a mitigating factor in forcible felonies

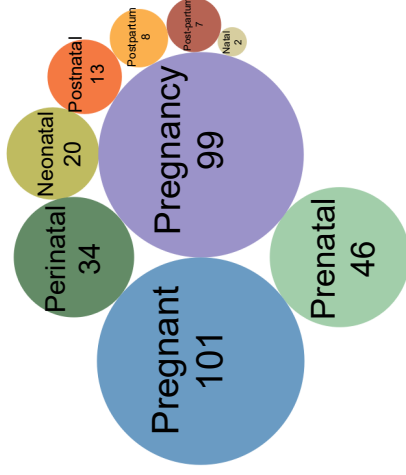
Aim

- Review perinatal mental health legislation in Illinois
- Compare IL P.A. 100-0574 to national and international legislation

Methods

- Search on legislation on the Illinois General Assembly's website for Compiled Statutes
- Conducted a comparison of other policies to IL P.A. 100-0574

Total Search Term Results: 330



Results

- Two most relevant acts to screening and identification of perinatal mood disorders were Perinatal Mental Health Disorders Prevention and Treatment Act and IL P.A. 100-0574



Comparison

Act	Year	Key Features	Status
British Infanticide Act	1938	Murder or manslaughter of a baby 12 months or time of lactation Covers "disturbed mind"	Passed in 1938
TX H.B. 3318	2009	Infanticide 12 months or time of lactation Covers postpartum depression or psychosis	Did not pass in 2009
IL P.A. 100-0574	2018	Forcible felony Pregnancy and 12 months postpartum Covers postpartum depression or psychosis	Passed in 2018

- Illinois is the only state to consider perinatal mood disorders as a mitigating factor in forcible felonies

Discussion

- IL P.A. 100-0574 comprehensive definition of perinatal mood disorders provides protection to women who commit forcible felonies
- Illinois is a leader in maternal mental health legislation in recent years

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Links to Comparison Laws

IL P.A. 100-0574

<http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=100-0574>

British Infanticide Act

<https://www.legislation.gov.uk/ukpga/Geo6/1-2/36/section/1>

Texas HB 3318

<https://capitol.texas.gov/billlookup/text.aspx?LegSess=81R&Bill=HB3318>

Definitions

Postpartum depression (PPD) – A mood disorder which strikes many women during and after pregnancy; it usually occurs during pregnancy and up to 12 months after delivery. This depression can include anxiety disorders. – Source from Illinois Public Act 100-0574

<http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=100-0574>

Postpartum psychosis (PPP) - An extreme form of post-partum depression which can occur during pregnancy and up to 12 months after delivery. This can include losing touch with reality, distorted thinking, delusions, auditory and visual hallucinations, paranoia, hyperactivity and rapid speech, or mania - Source from Illinois Public Act 100-0574

<http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=100-0574>

Mitigating Factor - Any fact or circumstance that lessens the severity or culpability of a criminal act. https://www.law.cornell.edu/wex/mitigating_factor

Forcible Felony - Treason, first degree murder, second degree murder, predatory criminal sexual assault of a child, aggravated criminal sexual assault, criminal sexual assault, robbery, burglary, residential burglary, aggravated arson, arson, aggravated kidnaping, kidnaping, aggravated battery resulting in great bodily harm or permanent disability or disfigurement and any other felony which involves the use or threat of physical force or violence against any individual.

<https://codes.findlaw.com/il/chapter-720-criminal-offenses/il-st-sect-720-5-2-8.html>

Exploring How Roles in Outward Bound Help Adolescents Learn Social-Emotional Skills

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Abstract

This study examines how adolescents learned social-emotional skills from Outward Bound (OB), an outdoor adventure education program. Participants engage in activities such as backpacking and canoeing during five- to seven-day trips in the wilderness. Prior research has shown youth programs, including Outward Bound, are effective in facilitating the development of social and emotional learning skills. There is limited research, however, exploring the experiences and processes behind the development of social-emotional skills. For this study, semi-structured interviews were conducted with 10 teachers who chaperoned their students on Outward Bound courses. These teachers were able to provide insight into changes in youth participants as they interacted with the students prior to, during, and after the program. Transcribed interviews were analyzed using grounded theory methods, a set of analytic procedures involving creating codes and memo-making (Charmaz, 2014). Teachers reported that having a structured role in OB, such as a leadership role, promoted students' ability to be socially open and better able to connect with those outside their usual friend groups, even when they returned to school. Furthermore, these structured roles appeared to help students gain a sense of self-efficacy. They became more confident in their ability to take action, including trying new things and problem-solving in the classroom. These results highlight the value and potential of structured roles in supporting the development of social-emotional skills and can be used to inform staff practices in Outward Bound and other youth programs.



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OUTWARD BOUND

Character LAB

Natalie Szot and Carolyn Orson

Research Problem

Discovering what kinds of experiences facilitate social-emotional learning remains a paramount question in adolescent research. Prior research has shown that youth programs, including OB, are effective in facilitating the development of social and emotional learning skills, including improved self-concept, interpersonal skills, and resilience (Gillespie & Allen-Craig, 2009; Hattie et al., 1997; Wang et al., 2006; White, 2012). For OB, there is limited research exploring the experiences behind the development of social emotional skills.

We decided to gain insight from teachers who joined students on OB expeditions. Teacher's perspective is valuable because they know students prior to the course and can speak to any changes they see resulting from students participating in OB.

Methods

We interviewed 10 teachers from the Philadelphia area who attended OB courses with their students. Interviews focused on teachers' experiences and the impact the course had on them and their students. Teachers had 6-35 years of experience teaching and working with students. The teachers ages ranged from ages 29-57 (M = 43.9 yrs; 67% female, 89% white).

Semi-structured interviews containing open-ended question were conducted with the teachers. Teachers also completed a questionnaire to gather information about their school, experience, and basic demographics. A grounded theory approach was used to analyze the interview transcripts.



Results

What students learned

Teachers reported many of their students changed after their OB course. First, students increased their self-efficacy, seeing themselves as more capable. Second, students became more socially connected and open to each other.

- 1. Self-efficacy:** They developed an increased understanding of their abilities and recognized how much they can do. Students gained confidence in not just their self but in their ability to empower and to take action.
- 2. Social openness and connection:** Students appeared to be willing to develop new, stronger connections and interact with people who are outside friend groups.

How students learned: Roles

Teachers observed student learning as a result of having roles. Roles included assigned program roles or – more commonly – roles students created. In both cases, they were often leadership roles.

- 1. Assigned program roles:** Assigned program roles are established positions that organize an environment and social interactions in a way that provides opportunities to interact with new people in different ways (e.g. being responsible for navigating, cooking, or gathering materials for camp).
- 2. Created roles:** A student created their own role by stepping up or putting themselves in a position of leading their peers.



Example 1: Assigned roles facilitating social openness & connection

Bart described how students, Josh and Evan, were both assigned to be cooks and how it brought the two students together. Before they were cooks for the day, as Josh said, "I never knew Evan in school." Then, "Evan and I had a chance to talk, I got to know him... and that he's a pretty cool guy." The structured role provided an opportunity for Josh and Evan to spend the day working together and get to know each other.

Example 2: Created roles facilitating social openness & connection

Madeline described how Jessie went from "living inside of her hoodie and not really talking to people" to connecting with a group of friends. On the course she started "taking care of things, and quietly showing her friends, who hadn't been on course before, how to set up a tent, how to canoe." After the course Jessie was more connected and "would hang out with [friends] every day at recess." Madeline said that it was the leadership role Jessie created while on course that seemed to facilitate this change.

Example 3: Created roles facilitating self-efficacy

Camila described how Moira came to see herself as having more in her than she thought after stepping into a role she created. On the trip the students needed to build a raft. "She spent five hours working on it, and this is not this girl. She was the type that would give up after 10 minutes, so I think that that really helped her to see that, "You know what, I have a lot more in me and I need to stop giving up all the time." Moira "stepped up" and took a leadership role to "try to figure this out." Camila said she brought that self-efficacy back to the classroom in group activities.

Discussion

The development of these skills, increasing their self-efficacy and becoming more socially open and connected, appeared to be facilitated through roles, especially leadership roles, that were either assigned by instructors or created by youth.

Richmond and colleagues (2018) also found the power of roles in supporting the development of self-efficacy. However, this research also highlights the power of roles in the development of social openness and connection. Roles provided the chance for youth to interact and connect with new people in different ways. Roles may provide a scaffold for young people's relationships, allowing them to see each other in a new light.

Through their creation of roles, youth appeared to be agents of their own development (Lerner, Theokas, & Jelicic, 2005). Defying teachers' expectations of them, youth took the initiative to create roles to accomplish group goals. For both types of learning, roles were created by youth more frequently than roles were assigned. This suggests the importance of making space for youth to shape and enact roles as they see fit.

According to their teachers, many students appeared to have developed social emotional skills the teachers recognized even once students were back in school. Previous research on programs found that roles can facilitate learning into other contexts (Larson et al., 2019). Additional research is needed to better understand this transfer process and the power of roles youth create.

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