

2DO TALLER DE INTERNACIONALIZACIÓN
DE LA EDUCACIÓN SUPERIOR
-INTES 2019-

RESUMEN

Una solución multi-nacional y multidisciplinaria al problema global de la encarcelación juvenil

(A multi-national and multi-disciplinary solution of the global problem of juvenile incarceration)

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Resumen:

La encarcelación juvenil es un problema social en todo el mundo. Aunque hay evidencia de que el encarcelamiento juvenil se aborda en una variedad de disciplinas, las investigaciones ocurren en silos disciplinarios, lo que conduce a la fragmentación de los conocimientos y servicios. En esta presentación: (1) se expone el concepto conocido como el *Trajecto de la Escuela a la Prisión*, el proceso por el cual unos jóvenes son retirados de las escuelas y terminan en centros correccionales; (2) delinea cómo la Universidad de Indiana propone establecer un instituto interdisciplinario y multinacional de académicos de diversas disciplinas como la educación, consejería, sociología, psicología, y justicia criminal y restaurativa para estudiar la delincuencia, su prevención y la reducción de la encarcelación juvenil. El Instituto reunirá a académicos de los Estados Unidos, Cuba, Costa Rica y México para ampliar el conocimiento científico sobre las diferencias individuales y los factores de riesgo ambiental relacionados con el comportamiento criminal. El objetivo del instituto será traducir la investigación comparativa cualitativa y cuantitativa en recomendaciones prácticas para intervenciones preventivas en las escuelas, servicios de salud mental y correcciones; (3) describir cómo el marco de intervenciones y apoyos conductuales positivos puede servir a nivel de aula para aumentar el éxito educativo y, reducir la deserción escolar y prevenir la delincuencia entre los adolescentes.

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***Abstract:** Juvenile incarceration is a significant social problem around the globe. Although there is evidence that scholarship on juvenile incarceration is addressed in a variety of disciplines, research occurs in disciplinary silos, which leads to fragmentation of knowledge and services. This presentation will: (1) Discuss the School to Prison Pipeline, the process by which youth are removed from school to correctional confinement; (2) Outline how Indiana University proposes to establish an interdisciplinary and multinational institute of scholars from varied disciplines such as education, counseling, sociology, psychology, and criminal and restorative justice, to study the prevention of delinquency and reduction of juvenile incarceration. The institute will bring together scholars from the United States, Cuba, Costa Rica, and Mexico to expand scientific knowledge about individual differences and environmental risk factors linked to criminal behavior. The goal of the institute will be to translate comparative qualitative and quantitative research into practical recommendations for preventive interventions and policies in schools, mental health services and corrections; (3) describe how the positive behavioral interventions and supports (PBIS) framework can serve at the classroom level to increase educational success and engagement, reduce school dropout, and ultimately prevent delinquency among adolescents.*

PONENCIA

Palabras Clave: Justicia juvenil; Justicia restaurativa; Encarcelación juvenil: Trajecto de la Escuela a la Prisión; intervenciones conductuales positivas.

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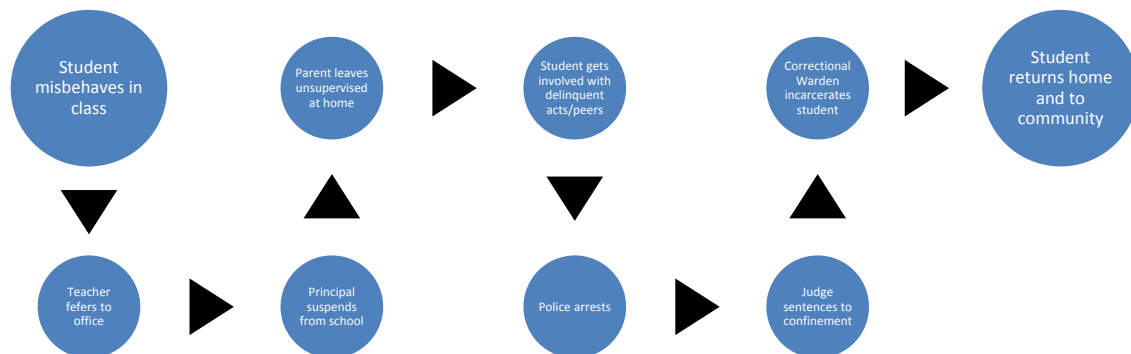
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Keywords: *Juvenile justice; Restorative justice; Juvenile incarceration: School to Prison Pipeline, Positive Behavioral Interventions and Supports*

1. Introducción

Reports from the Office of Juvenile Justice Delinquency and Prevention (OJJDP) indicate that approximately 45,000 American youth are incarcerated on any given day of the year (OJJDP, 2016). Understanding the factors leading to delinquency and incarceration are important because both lead to negative outcomes that impact the student and society. The School to Prison Pipeline describes a process by which students are removed from school and funneled into the criminal justice system (Quinn, 2017). Figure 1 illustrates our own elaboration of the School to Prison Pipeline.



(Own elaboration)

Skiba, Arredondo, and Rausch (2014) suggested that suspension from school is the first step that increases the risk of students being involved with the criminal justice system. We agree that suspension from schools is an important element in the school to prison pipeline. However, we believe that removal from the classroom for inappropriate student behavior, not suspension from school, is the first step in a long chain of actions that heighten the risk for juveniles to be incarcerated.

Flannery, Fenning, Kato, and Bohanon (2011) pointed out the improving student classroom behavior is a critical factor in improving a school's learning environment. The

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Positive Behavior Interventions and Support (PBIS) approach to discipline gained wide popularity in schools following the 1997 Reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA). The PBIS approach to discipline is characterized by a graduated approach to discipline which emphasizes the prevention of chronic misbehavior by providing universal, or school-wide, interventions that make behavioral expectations explicit. PBIS provides non-punitive behavioral support to targeted, small groups of students who need additional behavioral support beyond universal intervention, and it designs and implements interventions in schools to individual students who need behavioral supports beyond the first and second levels. More than 18,000 schools across 49 states in the United States have adopted the PBIS approach to discipline with success. PBIS represents a shift from a punitive and reactive approach to discipline to a new way of responding to student behavior that is proactive, benign, and arguably more effective than punishment and suspension.

2. Metodología

Because we assert that the School to Prison Pipeline begins in the classroom through the way in which the general education teacher responds to inappropriate student behavior, we will use a review of the literature approach to identify research on office disciplinary referrals (ODR). We will note the characteristics of students referred out of the classrooms and the reasons for disciplinary sanctions pointing out that limitations in positive classroom management strategies and misunderstanding of why students misbehave is a key factor in why teachers react punitively to students who break classroom rules. Secondly, we will discuss the theoretical tenets of the PBIS framework to stress the benefits of training educators to shift towards prevention of maladaptive classroom behavior.

3. Resultados y discusión

Repetitive removal from the classroom not only reduces the amount of = instructional time, but also increases the likelihood of suspension from school. Once students are suspended,

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and sent home and are not supervised in the community, they have a higher chance of engaging in behaviors which will result in contact with law enforcement and of their getting arrested. A correlational analysis shows that states with higher rates of out of school suspension also have higher rates of juvenile incarceration (Wald & Losen, 2003). This presentation is intended to generate interest among participants to identify research questions with their academic discipline that align to one of the entry points in the School to Prison Pipeline trajectory.

4. Conclusiones

The main goal of this presentation is to begin a multi-disciplinary conversation on the factors that increase the risk of incarceration. We believe that using non punitive approaches such as PBIS serve best to reduce inappropriate classroom behaviors and improve the learning climate in the classroom which will likely increase student engagement and reduce office disciplinary referrals.

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