

INCARCERATED MOTHERS IN CUENCA, ECUADOR: PERCEPTIONS OF THEIR  
ENVIRONMENT AND THE IMPACT IT HAS ON THE LIVES OF  
THEIR YOUNG CHILDREN AND THEIR EDUCATION

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The number of children whose mothers are incarcerated is increasing around the world. Educators of young children are faced with new challenges in their classrooms as they work with these children during their formative years for social-emotional development. The purpose of this qualitative study was to interview the mothers, in order to gain their perspective on how they feel their incarceration has affected their relationship with their children; how they believed it would affect their children in the future, and to investigate the perceptions of early childhood teachers who worked with children of incarcerated mothers. Using interviews, observations, journal, and field notes the researcher collected information from 3 incarcerated mothers, 3 of their children, and the 2 teachers who worked with these children. Overall findings were that the mother-child relationships are of extreme importance to the mothers. They have high hopes for a better life for their child, which includes concerns about their education. Mothers had fears that their incarceration would repeat itself in their children and desired for things to be different in their children's futures. They reported their incarceration affecting their children in negative ways. Their children had difficulty depicting their mothers in their drawings. Lastly, the teachers highly encouraged parental involvement, even though the mother was incarcerated. They expressed the importance of the mother-child relationship impacting the child's ability to learn, and teachers believed special training and preparation are necessary for working with these children.

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By

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## CHAPTER I

### STATEMENT OF THE PROBLEM

#### Incarcerated Mothers and Their Children

##### *Early Childhood Education*

The early years of children's lives are considered critical in laying the foundation for their later development and education (Bredekamp & Copple, 1997; Erikson, 1950; Katz 2003a; Katz 2003 b; Katz & Chard, 2000; Montessori, 1967; Piaget, 1971; Dewey, 1938; Vygotsky, 1978). The environment and the culture are believed to shape the child's education and later development during the critical years from birth until 8 years of age (Bronfenbrenner, 1979; Vygotsky, 1978).

Researchers have looked at the importance of the critical years in a child's life and the role that culture and environment play in the shaping of education and development. However, few studies have examined young children's experiences while their mothers are incarcerated. What happens if the young children are allowed to live with their mothers in prison during these critical and formative years? Several studies have been conducted with young children regarding the early stages of development and the impact of the environment has on their development; nonetheless, very little research has been conducted looking at the perceptions of incarcerated mothers and how they feel the prison environment impacts the early childhood education and development of their young children.

There has also been a lack of studies on the perspectives of early childhood teachers working with the children whose mothers are in prison. The mother's perceptions are believed to directly and indirectly affect her child's socialization development by the environment provided. The National Association for the Education of Young Children (NAEYC) advocate

understanding children and their development in the context of family, culture and society. In other words, parents have a great impact on the development of children (Bredekamp & Copple, 1997; Erikson, 1950; Epstein, 1995; Epstein, Sanders, Simon, Salinas, Jansorn, et al., 2002; González, Moll, & Amanti, 2005; Moll, Amanti, Neff, & González, 1992; Parke, 2004).

According to Parke and Clarke-Stewart (2001), “incarceration is not a single or discrete event but a dynamic process that unfolds over time” (p. 3). They believe there is still much of this dynamic process yet to be understood. Countries around the world are being called to address the rights of children in order to further understand this dynamic process and to provide solutions for helping children considered to be “invisible,” meaning children who are believed to be disappearing from the view of families, communities, and societies as a whole, who have no access to essential services, protection and participation (United Nations Children Fund UNICEF, 2005). One group of these “invisible” children are those with incarcerated parents. The countries that take part in the United Nations Convention on the Rights of the Child aim to promote hope in the lives of these children (UNICEF, 2005).

Similar to the efforts of No Child Left Behind in the United States (U.S. Department of Education, 2001), UNICEF (2005) is trying to challenge other countries to meet the educational needs of young children. They believe in order to change the quality of education and development of young children, government policies must be changed, especially the ones that will address the needs of the “invisible children.” UNICEF states that in order to make children “visible” and to give them a voice, it believes it is necessary to provide or create protective environments which will serve to strengthen the capacity of families and communities to care for and protect their children.



### *Background Information*

The number of young children whose mothers are incarcerated appears to be increasing in the United States, as well as in other parts of the world (Bradley & Davino, 2002; Springer, Lynch, & Rubin, 2000; Taylor, 2004; Travis, McBride & Salomon, 2005). In the United States alone, more than an estimated 1.8 million children have an incarcerated parent. Furthermore, 6% of women incarcerated are pregnant (Seymour, 1998). “Since 1991 the number of minor children with a parent in State or Federal prison rose by over 500,000; from 936,500 to 1,498,800 in 1999”(Mumola, 2000, p. 1). These figures continue to rise as the population of incarcerated people continues to increase. It is believed more than half of the 1.4 million incarcerated adults in the United States are parents of children under the age of 17 years (Travis et al., 2005).

As the population of incarcerated mothers rises, there is also an increase of children who are entering the educational system where teachers need to be prepared to meet their emotional needs. Not only do current teachers need to be better prepared for working with these children and their special needs, but schools must be equipped to attend to the unique challenges as well. Schools also need to be prepared to train their future staff and students to meet the unique emotional needs of these young children.

There is a stigma in the United States associated with being incarcerated (Bernstein, 2005; Travis & Waul, 2003). It also seems to carry the same shame in other countries around the world (Alejos, 2005). The children of incarcerated parents become victims of this stigma, and it appears to possibly affect their future (Travis & Waul, 2003).

Limited empirical research exists on the effects of incarceration of mothers on their children (Harlon, Carswell, & Rose, 2006; Poehlmann, 2005a, 2005b, 2005c). However, research has shown that young children are socially and emotionally affected by incarceration, especially

by their mother's separation from them during critical development years (Hagan & Myers, 2003; Luke, 2002; Parke & Clarke-Stewart, 2001; Simmons, 2000; Taylor, 2004; Poehlmann, 2005a, 2005b, 2005c). It is believed children suffer from emotional effects similar to those of bereavement, coupled with society's added stigma and lack of support and understanding (Taylor, 2004; Travis & Waul, 2003). Young children appear to experience many types of emotions such as loss, fear, anger, insecurity, embarrassment (Hagan & Myers, 2003; Luke, 2002; Simmons, 2000), and other feelings connected with behavioral problems, poverty before and after the mother's incarceration, school problems, discipline problems, sadness, emotional problems, and anxiety (Luke, 2002).

In some countries such as Argentina, Australia, Bolivia, Brazil, Cambodia, Canada, France, Netherlands, Portugal, and Switzerland, young children are not separated from their incarcerated mothers. In many cases, the children do not have another choice than to remain with their mothers in the prison environment. Many countries do not have a foster care system or they lack programs that can provide support; therefore, the parent may prefer for the child/ren to remain in her/his custody (Alejos, 2005; Taylor, 2004). Allowing children to live with their mothers within the prison may be due to the fact that the country has a program designed to meet the needs of children in prisons or that they lack an alternate option, such as policies regarding small children residing in prison and comprehensive programs to help children and families similar to a foster care program (Alejos, 2005; Taylor, 2004).

Although Ecuador had been a country that advocated and allowed children to remain with their mothers in prison, in 2006, Ecuador established a new initiative to remove young children from their prison facilities to other living accommodations. Since Ecuador does not have a foster care system, the country's assistance toward children is left to private organizations/institutions

such as non-governmental organizations (Leifsen, 2003). One reason for the new direction seems to be the increased awareness of the rights of children since the development of the Youth and Child Act, i.e., Código de la Niñez y Adolescencia in 2003. However, the initiative to “rescue the children” began about fifteen years ago by the Foundation Mensajeros de la Paz (Messengers of Peace) (Sanchez, 2006 p. 10). The children living with their incarcerated mothers also were brought to the forefront by the media as a national problem when it was reported that 695 children were believed to be residing with their mothers, and all were believed to be under the age of 11. Officials felt that the children’s needs were not being met in an appropriate environment (Sanchez, 2006). Mensajeros de la Paz, a non-governmental, non-profit, social service organization, started in Ecuador in 1996 to work with children and youth (Mensajeros de la Paz, 2007). The city of Cuenca in Ecuador was the first city to initiate the removal of children living with an incarcerated parent in prison. Other cities such as Guayaquil, Quito, Machala, and Portoviejo soon followed the same procedure and are now changing their policies to comply with the new initiative (J. Peralta personal communication, September 15, 2006; Sanchez, 2006).

Ecuador is one of the 192 state parties of the United Nations Convention on the Rights of the Child. In 1989, world leaders decided that children needed special care and protection; therefore, they developed a legal binding international instrument called the Convention on the Rights of Children that recognizes and promotes the rights of children. The document outlines these rights in 54 articles and two optional protocols. The basic principles of the document are: non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child (UNICEF, 1999). Therefore, the country of Ecuador is presumably bound to promote “the idea that children must not be separated from his or her parents except under very unique circumstances—the principle that a child has a right to

both parents; the obligation to protect a child in danger; and the absolute necessity to respect the child's interests" (Alejos, 2005, p. 5). The 192 countries (Appendix A) and their teachers are being called to observe the rights of these children. In doing so, they must uphold the laws and regulations that consider decisions made in the best interest of the children and their overall development (Alejos, 2005).

In order to make decisions for current and future generations, policy makers could benefit from research that provides information to support their conclusions, as well as help them in understanding child development and education. Furthermore, research with incarcerated mothers and their children could lead to a greater understanding of the effects the prison environment has on the education of young children and their development currently and in their future.

### The Problem

The number of children whose mothers are incarcerated is growing around the world. Teachers are faced with new challenges in their classrooms as they work with this increasing number of young children who are being affected by their parents' incarceration during their formative years. Although their education is being impacted by the incarceration of mothers, there is currently a lack in the research with this population and how early childhood teachers can better understand the social and emotional needs of young children being affected by an incarcerated parent.

Therefore, the purpose of this qualitative study in Ecuador was to interview incarcerated mothers with young children who had been allowed to live with them until 2006, when the law was changed, in order to gain their perspectives on how their incarceration has affected their relationship with their children, and how they believe it will affect their children in their future

development. This study also addressed what the teachers of these young children perceived about the behaviors and social-emotional development of children who were once able to remain with their incarcerated mothers, but still attended the childcare facility designed specifically for children of incarcerated parents.

A study of incarcerated mothers and their children is needed, especially since the number of young children affected continues to increase yearly. In 1998, it was reported that 440 children under the age of seven were housed with their mothers in the prison system in Ecuador (Prison fare, 1998), and in the United States, 65% of the children with incarcerated parents were under the age of 10 (Travis et al., 2005).

#### Purpose of the Study

The purpose of this qualitative study in Ecuador was to interview incarcerated mothers with young children who had been allowed to live with them until recently, to gain their perspectives on how their incarceration has affected their relationship with their children, and how they believed it will affect the children in the future in terms of their development. The study also looked at the perceptions of early childhood teachers who were working with children who had lived with their mothers in the prison facility. Mothers were interviewed in order to answer my questions. It was hoped the information shared with me would help current and future early childhood teachers better understand the environment and challenges these children face daily, and to understand the mothers' desires for their children's future.

The focus of the study was twofold. First, I gathered information on the perceptions of the incarcerated mothers' concerning their present situation, how this situation has affected their young children's social and emotional development, and in what ways it will affect their future. Secondly, I interviewed teachers of young children who had been allowed to live with their

mothers in prison. Their insights and perceptions of their experiences in working with the children of incarcerated parents will hopefully help early childhood educators better understand and work effectively with children in similar circumstances.

### Research Questions

#### Mothers

1. How do incarcerated mothers view their current situation in the prison environment?
2. How do incarcerated mothers perceive their relationship with their children who lived with them?
3. What aspirations do the mothers have for their children's future? How do incarcerated mothers describe the prison environment affecting their children?
5. What do mothers believe happens to their child's social and emotional development in this environment while they lived with them and in the future?
6. Now that they are separated, how do they feel the separation will affect their relationship?

#### Teachers

1. How do teachers, working with young children age 2 to 5 years who had lived in the prison, describe teaching/working with them?
2. How do teachers describe the children in terms of social/emotional development?
3. What recommendations do the teachers have for teachers working with children of incarcerated parents in the future?

#### Children

1. How do children whose mothers lived in the prison facility draw their concept of a family?

## Working Definitions

For the purpose of this research, the following words were defined as:

- Absence: When a parent is inaccessible to the child (Bowlby, 1969).
- Childcare facility: A setting that provides services to young children; where young children go to learn guided by teachers and other care providers.
- Externalizing behaviors: Behaviors the child expresses outwardly such as anger, aggression, hostility toward caregivers and siblings (Gabel & Johnson, 1995; Travis & Waul, 2003; Parke & Clarke-Stewart, 2001).
- Educado: The English translation is the word educated in Spanish; it means to be educated, mostly well-behaved, as opposed to being educated.
- Incarcerated mother: A female who has a child/children and who is in prison accused of a crime.
- Internalizing behaviors: Behaviors that are kept within the child such as anxiety, withdrawal, hyper vigilance, depression, shame, fear, and guilt (Gabel & Johnson, 1995; Travis & Waul, 2003; Parke & Clarke-Stewart, 2001).
- Invisible children: Children who are believed to be disappearing from the view of families, communities, and societies as a whole—children who have no access to essential services, protection and participation (UNICEF, 2006).
- Presence: The parents are accessible to the child (Bowlby, 1969).
- Prison: A place for the confinement of persons in lawful detention, especially persons convicted of crimes (Neufeldt, 1997).

- Recidivism: A person's relapses into criminal activity and is generally measured by a former prisoners' return to prison for a new crime (McKean & Ransford, 2004, p. 8).
- Sistema judicial: (i.e., the Judicial System in Ecuador): The Ecuadorian Judicial System that works with incarcerated individuals.
- Social-emotional development: The ability to successfully deal with social interactions and problems; the skills and personal knowledge to deal with others (Gordon & Brown, 2008).
- Young child: Children from birth to eight years of age (Bredekamp & Copple, 1997).

#### Delimitations

The delimitations of this qualitative study were:

- Sample size: The study was conducted with the incarcerated mothers of the prison facility in Cuenca, Ecuador, who were willing to participate. Mothers had to have a child between the ages of 2 and 5 years attending the childcare facility, and she also had to be serving a sentence of 6 months or longer. The population was limited due to the size of the limited capacity of prison housing in Cuenca (i.e., approximately 70 to 80 women); however, only 5 of these women had young children who recently lived with them and attended the childcare facility provided for children of incarcerated parents. Cuenca is the only city in Ecuador with a childcare facility service provided for the children of incarcerated mothers outside of the prison system.



- Social economic status: A person's status according to their monthly income.

Within the country of Ecuador, there are vast differences in the economic status of its population. Prisoners with high economic status usually are able to pay a fee to remain outside of jail until convicted for their crime; whereas, prisoners with low economic status will probably remain incarcerated until their case goes to trial.

The social economic status of the incarcerated could have affected the mother's use of language, her educational level, and her willingness to participate in the research study.

- Location: The research data were gathered only from the mothers in the prison facility of Cuenca, Ecuador, which could limit the generalizability of the research for future studies. Also, the mothers in the prison were not all from the same region in Ecuador, which could have affected their child's accessibility to visitation of their mother or father, as well as their experiences.
- Mothers' views of the researcher: The knowledge that I was going into the prison environment could have had a positive or negative affect on the mothers, meaning the mothers could have been influenced positively or negatively by my presence and their understanding of the purpose of the research (i.e., my real intent for being there).
- Guilty until proven innocent: While the principle of "innocent until proven guilty" is understood in the United States' legal structure, Ecuador has no such principle. When a person is accused of a crime in Ecuador, the accused is presumed guilty until proven innocent. Therefore, potentially innocent mothers may be incarcerated while awaiting their day in court. Some women might wait months or

even years before they are given a court date to finally be proven innocent or guilty.

#### Rationale for the Present Study

More research is needed to better understand incarcerated mothers' perceptions of their relationship with their children, of their children's education and development, and of their aspirations for their children's futures so that teachers can better understand how to work more effectively with these young children, and especially how parents, particularly mothers, can impact young children's social-emotional development and education currently and in the future. To gain proper perspectives, incarcerated mothers were asked how they believe their incarceration affects their children's lives developmentally and the impact it may have on them in the future. Also, the insights and perspectives of teachers working with children of incarcerated mothers could help current and future teachers better understand how the prison environment impacts the educational development of these affected young children. There is much to be understood of this unique but fast-growing population. Future studies need to explore the specific needs of these children, as well as determine educational training needs to help early childhood teachers better understand and work more efficiently with young children who have an incarcerated parent.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

As countries around the world continue to come together to address the rights of children and to write policies of what should be done to help children in high-risk situations and to promote hope in their lives, one of the critical issues to be addressed is “*invisible children*”. They are children who are believed to be disappearing from the view of families, communities, and societies as a whole (United Nations Children Fund UNICEF, 2005). One group of these “invisible” children are those who have incarcerated parents.

The number of young children whose mothers are incarcerated appears to be increasing in the United States, as well as in other parts of the world (Bradley & Davino, 2002; Springer, Lynch, & Rubin, 2000; Taylor, 2004). Incarcerated women and their children remain mostly understudied, possibly because they represent a very small minority of the overall world prison population, which is approximately 4% (Taylor, 2004). In the United States, it is estimated that 1.8 million children have an incarcerated parent and 6% of the incarcerated women are pregnant (Seymour 1998). “Since 1991, the number of minor children with a parent in a State or Federal prison rose by over 500,000; from 936,500 to 1,498,800 in 1999” (Mumola, 2000, p. 1). The female prison population in the United States was reported to have risen at a faster rate than the male population between 2005 and 2006 (Bureau of Justice Statistics, 2007). It is believed that more than half of the 1.4 million incarcerated adults in the United States have children under the age of 17 years (Travis et al., 2005). This figure continues to rise as the population of incarcerated people continues to increase yearly.

Teachers in the United States, as well as in other parts of the world, are working with an increasing number of young children whose mothers are incarcerated during the formative years of development, especially in the realm of children's social/emotional development. The following is a review of the body of research conducted with this population and the rationale for the importance of this qualitative study.

### Theoretical Perspective

Parke and Clarke-Stewart (2001) state that, "there is no single theoretical perspective sufficient to encompass the complexity of the problems of parental incarceration" (p. 20). The topic of incarceration crosses many domains and subject matters such as education, social work, government, and there is a lack of exploration in the area of early childhood education. There is much to be understood and studied in regard to young children with incarcerated mothers and the implications for their education (National Association for the Education of Young Children NAEYC, 2005).

The early years of children's lives are considered critical for laying the foundation for later development and education (Bredekamp & Copple, 1997; Erikson, 1950; Katz, 2000, Katz, 2003a; Montessori, 1967; Piaget, 1971; Dewey, 1938; Vygotsky, 1978). The environment and the culture during these critical years are believed to shape and stage the child's education and later development (Bronfenbrenner, 1979; Vygotsky, 1978). Few, if any, people around the world would argue against the fact that experiences of the years early in life have a significant influence in all later ones (Katz, 2003a). One of the first experiences or influences in a child's life is that of family, especially the mother's interaction with the child (Bowlby, 1969; Bronfenbrenner, 1979; Erikson, 1950).

Through the years, researchers have continued to research the mother-child relationship and have continued to find the experiences children have in life, especially those with their mothers are very powerful. The positive or negative relationship between a mother and the child can have longstanding impacts on the child's future development, as well as on his or her education (Beckwith, Cohen, Hamilton, 1999; Dawson, Ashman, Panagiotides, Hessel, Self, Yamada & Embry, 2003; Maccoby, 2000; Thompson, 1998; Zalba, 1964).

John Bowlby (1969) primarily looked at the attachment of children to their mothers, and he believed that "whether a child or adult is in a state of security, anxiety, or distress is determined in large part by the accessibility and responsiveness of his principal attachment figure" (p. 23). Attachment is considered to be the bond uniting one person to another. This bond between a mother and her child is considered to be one of the most salient, significant and enduring of influences in an individual's life. Attachment is believed to be a foundation for healthy social and personal development. Bowlby stated, "what is believed to be essential for mental health is that the infant and young child should experience a warm, intimate, and continuous relationship with his mother (or permanent mother-substitute) in which both find satisfaction and enjoyment" (p. xi).

John Bowlby (1969) found that children who had experienced a disruption in the relationship with their mothers displayed protest, despair, grief, mourning, detachment, and, in some cases, psychopathological behaviors in the future. He stated, "From empirical observation we suggested that the young child's hunger for his mother's love and presence is as great as his hunger for food, and in consequence her absence inevitably generates a powerful sense of loss and anger" (Bowlby, 1969, p. xiii).

Another theorist who found the response of caregivers to be significant was Erik Erikson (1950). He believed that the way in which a parent or society responds to a child helps him/her develop a healthy sense of identity. However, if parents, especially mothers, do not respond to the child in a way that helps him/her develop a sense of identity, the child more likely will develop mistrust, doubt, shame, guilt, inferiority, and other negative emotions and behaviors that will shape his or her identity through a life time. Erikson believed the first significant relationships to be: in infancy, the mother-child relationship; in early childhood, the parent child-relationship; in play age, the basic family relationship; and then in school age, the child's significant relationships with neighborhoods and schools.

Urie Bronfenbrenner's (1979) development of the ecological system theory also added a new dimension to the understanding of how the child develops within a complex system of relationships intertwined with one another. He perceived the child to be embedded within several overreaching systems that influence or are influenced by the child (Stevens, Hough & Nurss, 1993). The systems are: the microsystem, where the individual interacts with the immediate setting such as mother, father, siblings; the mesosystem, which encompasses the connections between two or more microsystems such as home and daycare; the exosystem includes the setting in which the child will not enter but in which events occur that affect the child's immediate environment such as the parents workplace, social networks, and local government; and the macrosystem, the consistencies in the form and content of the other systems, the culture, the subculture, along with any belief systems.

Bronfenbrenner (1979) believed the child to be in an environment in which he/she has a role, is active in relationships, and also is a participant in activities. He felt the child makes sense of the events, experiences, and the larger context through the relationship he/she has to those in

the systems. He believed the child influences and is influenced by the environment in which he/she is a part; this is what he calls a bi-directional effect in that, they both impact each other. What matters for the child's behavioral development is the environment; the perception he/she has of the environment becomes his/her reality (Bronfenbrenner, 1979; Vygotsky, 1978).

Lev Vygotsky (1978), similar to Bronfenbrenner (1979), believed that the environment and the culture shaped a child's education and development. He believed children are rooted in a social cultural environment, and human behavior cannot be understood independently from this surrounding (Bodrova & Leong, 1996; Miller, 2002; Vygotsky, 1978). Vygotsky believed that it is the children's social context that influences how and what the children will grow to think. He believed that the cultural environment needed to be considered on various levels: the immediate interactive level, which is determined by the individuals the child interacts with at the moment; the structural level, which is comprised of social structures that influence the child such as family, school, and church; and the general culture or social level that includes the features of society at large, such as language, numeric system, and the use of other technology (Bodrova & Leong, 1996; Miller, 2002; Vygotsky, 1978). Vygotsky focused on the child's learning through the interaction with people and that teaching should be aimed at the emergent skills of the child (Bodrova & Leong, 1996; Miller, 2002; Vygotsky, 1978).

It is during the early years that children learn many skills from their families that will impact them the rest of their lives; they especially learn cultural beliefs, activities and language from their interactions. Vygotsky (1978) felt that language mediated thinking and cognition. He believed language to be influential in the development of cognition, and that it is also part of the cognitive process. In other words, if young children do not have interactions with immediate family, especially mothers, then this lack of relationship may ultimately affect cognitive

development, which in turn could have serious educational implications. He believed that it was through these interactions and use of language that children learned to imagine, create new ideas, and share those ideas with others. The child's development or education could not be separated from its social contexts (Bodrova & Leong, 1996; Miller, 2002; Vygotsky, 1978).

The National Association for the Education of Young Children (NAEYC) has emphasized the important aspects of environment and culture in education, and that the environment and culture are instrumental in the education of young children. NAEYC advocates the importance of a professional working with young children to be responsible for establishing and promoting standards of high-quality, professional practices in early childhood programs. They believe that the standards of working with children must be developmentally appropriate for the children. Developmentally appropriate meaning the teaching is age-appropriate, that it is based on the knowledge of the typical development of children, that it is socially and culturally appropriate based on learning experiences that are meaningful, that it is relevant and respectful of the child and his environment, and that it is individually appropriate based on the understanding of individual children's growth patterns, strengths, interests and experiences (Bredekamp & Copple, 1997).

NAEYC believes there are core values influential in the professional practice of teachers in early childhood education which are: appreciate childhood as a unique and valuable stage of a human life; base work on the knowledge of child development; appreciate and support the close ties between the child and the family; recognize that children are best understood in the context of family; culture and society, respect dignity, worth and uniqueness of each individual; and help children and adults reach their full potential (Bredekamp & Copple, 1997).



NAEYC, like many others, has seen the importance of family involvement in the lives of children. They feel it is important to support close ties between the family and the child. Family involvement in education strongly predicts children's school success (Bredekamp & Copple, 1997; Epstein, 1995; Epstein & Sanders, 2006; Epstein, Sanders, Simon, Salinas, Jansorn et al., 2002; Gonzales, Moll, & Amanti, 2005; Levine & Benfield, 2002; Lopez, Kreinder, Caspe, 2004; Moll, Amanti, Neff, & Gonzales, 1992; NAEYC, 1995; Parke, 2004; Sheldon & Epstein, 2005; Ward, 2003).

### Parent Involvement

For some time the educational system, as well as NAEYC, has been concerned about school success and the factors that foster high-quality education for young children. Parent involvement in the child's education has been shown to improve and sustain student achievement, high grades, attendance, home work completion, good behavior, positive attitudes and over all general success in school (Bredekamp & Copple, 1997; Epstein, 1995, Epstein& Sanders, 2006; Epstein et al., 2002; Gonzales et.al, 2005; Hoover-Dempsey, Walker, Sandler, Whetsel, et al., 2005; Levine & Benfield, 2002; Moll et. al., 1992).

Joyce Epstein et al. (2002) presents a framework of six major types of involvement believed to help educators develop more comprehensive programs for school and family partnerships. Epstein's framework has become very influential with professionals working with young children and continues to shape the way in which teachers approach the parent-child relationship. The six types of involvement that Epstein et al. advocated are: *parenting*, which includes assisting parents and families to create home environments that promote children's learning and development and helping the parents to understand the important role they have in the education of their children; *communicating*, which creates a two-way communication channel

between school and home; *volunteering*, which increases the parents' involvement in the school by engaging them in and getting them to assist with school activities; *learning at home*, which involves assisting parents in facilitating their child's learning at home by sharing with them information, activities, and ideas about school that the parents can reinforce at home; *decision making*, which is involving parents in making decisions in school, advisory councils, and parent-teacher organizations, and preparing them as parent leaders and representatives; and *collaborating with the community*, which involves the identification and integration of resources and services in the community that can help strengthen the school programs, family practices and student learning and development (Epstein, 1995; Epstein et al., 2002).

When a framework of involvement is incorporated there are benefits for children, parents and teachers (Epstein, 1995; Epstein et al., 2002; Hoover-Dempsey et al., 2005; Moll et al., 1992). For children, the benefits of parental involvement include: they are more likely to be aware of family supervision; they have more respect for parents; they have more positive behavior; they have consistent school attendance; they have a greater awareness about the importance of education; they become aware of their own progress plus actions needed to improve their grades; they understand better the school policies; they have better communication skills; they are more aware of their school rights; they become more aware of careers and options for the future; and are more aware of specific benefits of programs and services, resources that connect students to the community (Epstein, 1995; Epstein et al., 2002; Hoover-Dempsey et al., 2005; Moll et al., 1992).

The benefits for parents include: they become more aware of their own and other's challenges in parenting; they feel greater support from school and other parents; they understand better the school programs and policies; they respond more effectively when their children have

problems; they interact more and are at ease with teachers and school personnel; they understand better the teacher's job and responsibility; they develop stronger self-confidence; they become more involved in the policies that affect their children (Epstein, 1995; Epstein et al., 2002; Hoover-Dempsey et al., 2005; Moll et al., 1992).

For teachers, the benefits are: they are more likely to understand family backgrounds, cultures, concerns, goals, and views of the children. They recognize and respect family strengths and weaknesses; they become more aware of their own weaknesses and strengths; they are able to give greater individual attention to the children; they are more open to use people in the community to serve as mentors, partners, and volunteers to assist students and teaching practices; and they are also more likely to refer families to services needed (Epstein, 1995; Epstein et al., 2002; Hoover-Dempsey et al., 2005; Moll et al., 1992).

Research has consistently demonstrated that parental involvement is crucial in the overall development of children. However, more research is needed to further understand the factors of parental involvement in children's education and lives when a parent, or especially the mother, is incarcerated.

### Mother-Child Relationship and Incarceration

In the United States, as well as in other parts of the world, it has been found that young children of incarcerated mothers often times are not able to establish the bonds of attachment with their mothers, and they seem to experience adverse effects from the incarceration of their mothers and fathers (Alejos, 2005; Parke & Clark-Stewart, 2001). Few studies, however, have looked at the mother-child relationship when the mothers live in prison with their children, the mother's beliefs of how the environment can affect their children's social and emotional development, and the implications this environment can have on the education of young

children. It appears there is much to learn and understand about the prison environment and the implications it has for children of incarcerated women both in the United States, as well as other parts of the world.

The culture, environment, and parental interactions are very influential in the lives of young children and are yet to be understood as they relate to children of incarcerated parents. It is the goal of early childhood educators to improve the quality of early childhood practices and to encourage continued growth in the field of knowledge, even if the children have incarcerated mothers (Bredekamp & Copple, 1997).

There is still much to be understood of what the prison environment is like for children whose mothers are living in a prison setting and much to be explored of what these perceptions and realities are like for the mothers and their children. A study of young children allowed to spend time with their mothers in the prison environment and then separated from their incarcerated mothers provides valuable information on how the prison environment can impact future lives of young children, whether the children live with or without their incarcerated mothers. Relationships reported by mothers in regard to their children could also shed light on how future teachers can understand and work more effectively with the growing number of children with incarcerated parents.

### *Historical Background*

Much of the research conducted with the incarcerated population has focused on the effects of an absent father and how his absence in the household creates problems both for the spouse and the child. Bakker, Morris, and Janus (1978) described the family of the incarcerated individual as “hidden victims” of crime. Researchers found that some of the major problems faced by the family include stigmatization because of attachment/relationship with a criminal,

financial difficulties, inadequate housing, lack of money for food and for payment of bills, feelings of loneliness (for the spouse, children and other family members); appropriate parental management of the children; periodical visits with the inmates; and the breakdown of family ties due to difficulty in visiting (Bakker, Morris, & Janus, 1978; Gabel & Johnston, 1995; Hairston, 2002; Travis & Waul, 2003). Brink (2003) addressed how the families of prisoners can be described as an “invisible population.” Similarly, Howarth and Rock (2000) argued that immediate and extended family members are additional victims of crime, because incarceration does not only affect the spouse and children, but it can also affect grandparents, siblings, aunts and uncles. Despite this work, however, there is still limited research focusing primarily on incarcerated mothers and the effects their incarceration has on their children, particularly young children whose formative experiences and environments appear to affect their later social experiences (Poehlmann, 2005b, 2005c).

Although imprisonment of parents is not a new phenomenon, it has been only in the last two decades that the international organizations have been more conscious of the effects of a parents’ incarceration on their children’s welfare and social-emotional development (Alejos, 2005; Luke, 2002; Wright & Seymour, 2000). In the United States, these children seem to have been ignored for quite some time because other issues that relate to the mothers and fathers have taken precedence such as security in the prisons, overcrowding in the prisons, and the increase of HIV within the prison population (Wright & Seymour, 2000). However, because of the steady increase of the population of incarcerated mothers, societies are realizing the need to further study this population and to look at ways in which the children’s rights can be met and how future incarceration of the mothers can be avoided (Alejos, 2005; Townhead, 2006; Wright & Seymour, 2000).

The United States' organization for child welfare, the Administration for Children and Families, feels the scope of the problem has yet to be addressed because of the significant lack of reliable statistics on how many children of incarcerated mothers really exist (Gabel & Johnson, 1995; Luke, 2002; Myers, Smarch, Amlud-Hagen, Kennon, 1999; Simmons, 2000). Kemper and Rivara (1993) estimated that 1 in 50 children in the United States had a parent in jail, and Mumola (2000) estimated that the majority of United States state (56%) and federal (63%) prisoners had at least one child under the age of 18 years. Even studies conducted with incarcerated fathers have not addressed the lack of statistics regarding the number of children who have an incarcerated parent.

### *Implications of Incarceration on Children*

There has also been a lack of research on the implications incarceration has on the development and education of young children. However, it is believed it is not a single or discrete event that affects the child, but a dynamic occurrence that unfolds over time (Travis & Waul, 2003). One difficulty in studying this population has been the lack of ability to record the whole population of children who have incarcerated parents. The studies conducted have not been able to collect a representative sample to describe the population as a whole (Gabel & Johnston, 1995). Nevertheless, the research has shown children with incarcerated parents to experience both short-term and long-term effects due to parental incarceration (Gabel & Johnston, 1995; Parke & Clarke-Stewart, 2001; Travis & Waul, 2003; Wright & Seymour, 2000; Myers, Smarsh, Amlund-Hagan, & Kennon, 1999). Short-term effects can be nightmares or flashbacks due to being present during the arrest or sleeplessness or because they return to an empty house after the arrest has taken place (Gabel & Johnston, 1995). The long-term factors seem to vary due to the number of other factors that might precede the incarceration of the parent

such as family instability or marital discord, poverty, poor parenting, child abuse or neglect, parental absence, and the amount of relocation that the children experience (Gabel & Johnston, 1995; Parke & Clarke-Stewart, 2001; Travis & Waul, 2003). Without really measuring these factors, it is difficult to establish that the long-term effects are due primarily because of incarceration. However, children with incarcerated parents do show the following long-term effects varying according to the age of the children (Gabel & Johnston, 1995).

### Infants

If the mother has had little time to bond with the infant, it is likely the child will not develop a healthy attachment to the mother. Later, when the mother is released from the prison environment, there is a greater possibility that the child will have difficulty building a bond with the mother (Travis & Waul, 2003; Parke & Clark-Stewart, 2001). Other factors that possibly would affect the relationship when the mother returns is the poverty, multiple residential changes the child has experienced, or possibly the relationship the child has developed with the temporary caregiver (Travis & Waul, 2003).

### *Young Children Age 2-6 Years*

The effects on the mother-child relationship depend on the attachment relationship with the parents and the child before or during the process of incarceration. Young children have been noted to reveal separation anxiety and emotional and psychological problems. Children might exhibit both internalizing problems such as anxiety, withdrawal, hyper vigilance, depression, shame, fear, and guilt and externalizing problems such as anger, aggression, and hostility toward caregivers and siblings (Gabel & Johnson, 1995; Travis & Waul, 2003; Parke & Clarke-Stewart, 2001). Because of their age, children believe everything revolves around them; therefore, they are believed to suffer what is called survivor guilt. When a parent is arrested and taken away,

they may possibly feel guilt and responsibility for what has happened to their father or mother (Gabel & Johnston, 1995). The children may also experience forced silence, meaning they are not allowed to talk about the situation of their parent being in jail. These young children need to express their feelings. However, many times they are not really able to verbally express their emotions about what is happening with them. The long-term effects with young children seem to be greater than the long-term effects older or young children; this is especially true if the children are not able to experience intervention such as follow up, counseling, etc. (Gabel & Johnston, 1995, Travis & Waul, 2003; Parke & Clarke-Stewart, 2001).

### *School-Age Children*

School-age children, 6 to 12 years of age, are less likely to be present during their parent's arrest, but they still are believed to experience profound emotional and developmental effects such as sense of loss, loneliness, anger, sadness, grief, anxiety, problems learning to control emotions. They are likely to exhibit school-related problems such as poor grades, school phobias, and unwillingness to go to school, lack attention and concentration, higher dropout rates as they grow older, and they are also noted to have problems with peers (Gabel & Johnston, 1995; Travis & Waul, 2003; Parke & Clarke-Stewart, 2001). One of the greatest problems to be experienced by the children is their multiple placements during the period in which their parents are incarcerated. They continue to lose their role models at a critical stage in which children are looking and need role models (Gabel & Johnston, 1995).

A child's early experiences have a powerful influence on the rest of his/her life (Bredekamp & Copple, 1997; Erikson, 1950; Katz, 2000, 2003; Montessori, 1967; Piaget, 1971; Dewey, 1938; Vygotsky, 1978). A parent influences all areas of a child's education, and he/she especially influence the child's the social-emotional development. The parents' knowledge and



understanding of their child's development can positively affect the guidance the parents give when interacting with their children. This guidance, in turn, can shape the expectations parents have for their children, as well as the learning environment schools structure for children (Stevens et al., 1993). There is a lack of research looking at how incarcerated mothers view their situation in terms of the effects it has in their relationship with their children, especially in terms of their development and their child's future education achievements. There is also a lack of research looking at how teachers view parental incarceration and the effects it has on the education of children. It is hoped that future studies with this population could help professionals understand ways to strengthen family involvement. It is also hoped that this study will help current and future teachers understand how to better work with this population, especially in meeting the needs of the young children more effectively than in the past.

#### *Incarcerated Mothers*

The majority of women who are in prisons around the world are considered to be mothers (Alejos, 2005; Taylor, 2004; Townhead, 2006); however, there is not an exact count for the percentage of women incarcerated in the world. While numbers in the research vary, in the United States approximately 67% to 80% of incarcerated women are mothers of children under the age of 18 years (Forsyth, 2003; Geene, Haney, & Hurtado, 2000; Luke, 2002; Wright & Seymour, 2000). Green et al. (2000) found that 76% of the mothers in the U. S. included in their study had legal custody of their children. Therefore, the majority of incarcerated women are likely to be considered the primary caregivers for their children before going to prison (Johnson & Waldfogel, 2003; Simmons, 2000).

Worldwide, the majority of women have been arrested for drug-related charges (Alejos, 2005; Taylor, 2004). In the United States, it was found that 1 in 3 mothers in the state institutions

was incarcerated because she committed a crime in order to obtain drugs or the money to purchase drugs (Mumola, 2000). In 1997, 77.9% of incarcerated women in federal prisons were arrested on drug-related charges (Bureau of Justice Statistics, 2000). Besides these drug-related crimes, women often are imprisoned for petty theft, which is likely linked to family poverty and survival (Taylor, 2004). Incarcerated women around the world, as well as in the United States, seem to come from socially disadvantaged backgrounds, and many come from the most impoverished end of the pay scale (Luke, 2002; Taylor, 2004). A large majority of the women in prison are between the ages of 20 and 30 years (Taylor, 2004). According to Kemper and Rivara (1993), the majority of the women are single, and only about half of them have completed their high school degrees and received diplomas.

Bradley and Davino (2002) conducted a study in the United States looking at women's perceptions of the prison environment. They found incarcerated women were more likely to have suffered a form of victimization prior to incarceration and that for some of these women prison appeared to be a safer place than their former living environment. Those with higher rates of victimization were more likely to rate the prison as the safer environment. However, Taylor (2004) found that many of the prisons around the world were likely to be overcrowded, and many times the women would suffer victimization from within the prison by the guards. At times, men and women would be detained together, creating a high probability for women being assaulted physically and sexually.

Forsyth (2003) found that regardless of the circumstances prior to or during incarceration, the most important concern of the mothers was the wellbeing of their children. He found that mothers feared for the safety of their children, and they would lament the loss and separation from them. Mothers also shared memories of fond times spent with their children and reminisced

about the special life celebrations. Some mothers expressed concern about the rebellion of their children because they were aware of how their own behaviors of rebellion could affect the actions in their children (Forsyth, 2003). The women viewed their incarceration as a double punishment for the crime they had committed. On one level, they saw their punishment as the separation from their children, and then, on the second level, they saw it as the loss of their freedom. Yet, Forsyth (2003) also found some mothers to show complete disregard for their children, meaning they demonstrated no concern regarding separation or the implications of how their incarceration affected their children.

Researchers have found the state of incarceration to have a devastating impact on families, but especially on the children (Fuller, 1993; Luke, 2002; Forsyth, 2003). Some researchers believe that “every component of the correctional system is oriented toward the punishment, correction, and rehabilitation of offenders as individuals, not as a person with family roles and responsibilities” (McGowan & Blumenthal, 1978, p. 2). This process creates special issues, especially for mothers who have children and have to make decisions that will affect the well-being of those children. Taylor (2004), in her investigations on incarcerated mothers with their children, found that in some places such as Argentina, Australia, Bolivia, Brazil, Cambodia, Canada, France, Netherlands, Portugal, and Switzerland mothers are sometimes given the option of keeping their children in prison with them. Research is then split into two main directions: those children who are separated from their parents and those who are allowed to remain with them.

#### *Children Who Do Not Live With Their Incarcerated Mothers*

In the United States, when a mother is sentenced to prison, she is not given the choice as to whether or not she would like to have her young child/ren with her live in the facilities.

During this time, the child, according to some beliefs, is sentenced to serve his/her mother's term in the outside world (i.e., separation from the mothers is believed to feel like a sentence) (Gage, 1995), and, at times, they are missed by the judicial system because mothers or fathers do not report that they have children for fear of losing them or they are placed with other family members without the judicial systems being aware (Simmons, 2000).

Mothers have related to researchers and others the suffering they go through when they are separated from their children. They identify the separation as the most painful aspect of their incarceration, which also translates into a feeling of a greater punishment (Luke, 2002; Forsyth, 2003). They also were more likely to show signs of higher maternal depression symptoms, guilt, withdrawal, and distress if they had fewer visits from their children or if they began to feel the relationship with their children was becoming fragmented (Poehlmann, 2005a). From these studies, an image can be gained of what this experience might be like for the children, who are considered victims of their parent's choices. It appears as though the children are paying a price for the parents' choice to break the law.

According to some researchers, children who are victims of maternal incarceration can typically experience a sense of loss, fear, shame, anger, insecurity, embarrassment (Hagan & Myers, 2003; Luke, 2002; Simmons, 2000). They display behavioral problems such as lashing out at caregivers, aggression, anger, poverty before and after mother's incarceration, school problems of not wanting to go to school, lower grades, dropout rates, sadness, emotional problems such as fear of people, anxiety (Luke 2002), worry, loneliness, sleep problems such as crying and yelling during the night, not wanting to sleep alone, developmental regression such as problems with toileting, clinging, not wanting to eat, and confusion of what has happened with their mothers (Poehlmann, 2005c). There are no research studies in which children have been

studied over a long period to observe more in-depth the implications that incarceration of their mothers has or will have on them.

Children of incarcerated parents, it seems, also are more likely to experiment with chemical substances such as alcohol and drugs, early sexual activity, teen pregnancy, truancy, and juvenile delinquency (Fishman, 1981, Luke, 2002; Reed & Reed, 1997; Wright & Seymour, 2000). Hagan and Myers (2003) looked at a sample of 113 children aged 6-13 years in order to observe their degrees of secrecy about their mothers' incarceration. They wanted to learn how the children's secrecy and available social supports impacted their behavioral problems (Hagan & Myers, 2003). They found that children of incarcerated mothers not only experienced the stress of their mother's incarceration, but they had multiple other life stressors as well. Some children reported having about four or more life stressors related to life transitions, circumscribed events, and exposure to violence in one year. Children considered at higher risk for internalizing and externalizing problems were those who reported lower social supports from teachers, friends, and neighbors, and also those children who also scored low on the pictorial perceived secrecy scale. These were children who appeared to have no one to confide in, yet shared with everyone they met their mother's situation of being incarcerated.

Another study conducted with this population was by Hagen, Myers and Mackintosh (2005). This study investigated the effects of hope, social support, and stress on the behavioral problems of a high-risk group of 65 children of incarcerated mothers who were between the ages of 6 and 12 years. The results showed that children with lower levels of hope had more externalizing problems such as anger and aggression, and internalizing problems such as fear, anxiety, and withdrawal as reported in a self-report on competencies and problem behaviors. The children who experienced more life stressors (i.e., stressors related to life transitions,

circumscribed events, and exposure to violence) were found to have more internalizing problems. Hagen et al., (2005) found children who were hopeful/optimistic (i.e., hope as an individual approach to life) were positive about their situations and expected situations to turn out good. These findings show that the feeling of hope is a protective factor for these children, and that it probably indicates the child's ability to adapt to circumstances and function in this population.

Murray and Farrington (2005), on the other hand, conducted a study with boys whose parents had been imprisoned and the effects this situation had on their behavior. They compared them to four control groups, which included those separated by hospital or death; those separated for other reasons; children who did not experience separation; and those boys whose parents were imprisoned before they were born. The researchers found that the imprisonment of parents predicted antisocial-delinquent outcomes for the children compared to the other groups. A child's parental imprisonment seems to affect the child greater than any other type of separation experience, including but not limited to divorce, death, and illness.

Although there has been research conducted with this population of children whose parents are incarcerated, there appears to be very limited empirical evidence, specifically studies that look at the direct assessment of children and the influence this dynamic process has on their lives (Poehlmann, 2005). Poehlmann (2005c) conducted her study looking at the attachment relationships of 54 children ages 2.5 to 7.5 years whose mothers were incarcerated. The majority of the children (63%) demonstrated insecure relationships with their mothers and caregivers. Children suffered many different consequences because of their mother's incarceration, and they especially experienced the loss of a loved one (Fishman, 1981). Howarth and Rock (2000), in their study with a counseling group called "aftermath," found that the children of incarcerated

parents often are identified by society by the crime of their parents. These children share the stigma that has been given to their mother or father and often receive negative reactions from society. For example the child may now be addressed as the son or daughter of a murderer.

### *Children Who Live With Their Mothers*

In the 1800's, women in the United States were almost always allowed to keep their children with them in the prison system. Some prisons had a school for women and their children. Prisons also created nursery schools for the infants of incarcerated mothers; however, there was awareness that the facilities were becoming seriously inadequate. The children and mothers were beginning to be forced to live in overcrowded spaces leading to a high mortality rate for the young children (Barry & Lennon, 1977).

In time, the prison systems moved away from having incarcerated mothers keep their children with them, seemingly because the mothers began to have their own separate facilities away from the male prisons; and they began to be treated and evaluated like their male counterparts. With the increase of female inmates, there seemed to be a belief that flexibility was lost for reformatories and cottage-type facilities, especially the mother's ability to keep the children living with her (Barry & Lennon, 1977).

Prison nurseries still exist in the United States, as well as in other parts of the world such as France, Switzerland, and Spain. Although there has been limited research within these facilities, Bedford Hills in New York and the Nebraska Center for Women are two prison nursery schools still available in the United States. The Bedford Hills' program allows mothers and their infants who are born in prison to be together until the infant's first birthday. The Nebraska Center for Women is a similar program that allows mothers, who are eligible for release within 18 months of giving birth, to participate in the program. Their children are only

allowed to stay with their incarcerated mothers until their 18-month birthday. Both programs provide parenting and child development classes for the mothers (Travis & Waul, 2003).

In Europe, countries such as France, Hungary, and Switzerland provide programs for incarcerated mothers with children. One program available to mothers in Hungary is co-detention, where the mother is allowed to delay her sentencing for a period of a year to allow for her to give birth and care for her infant at home. In other programs such as some in France and Switzerland, the mother is allowed to keep her child with her in a special prison section adapted to meet the children's needs, a place that provides an enriched environment with opportunities to experience life outside the prison facilities (Travis & Waul, 2003).

A limited amount of empirical research has been conducted with incarcerated mothers whose children live with them, but very little has been addressed in regard to the children's living circumstances. The following section addresses particularly several different studies that have been conducted with children living with their parents in the prison environment.

According to Alejos (2005), infants and small children allowed to live with their incarcerated mother suffer the same experiences as their mothers including overcrowding, deficient, and harsh prison systems, which include lack of food, lack of money, and violent environments. Five studies in particular have been documented concerning children living with their mothers in a prison facility (Brooks-Gordon & Bainham, 2004; Carlson, 2001; Eloff & Moen, 2003; Jiménez, 2002, Jiménez & Palacios, 2003).

#### Research Conducted in the United States

Carlson (2001) conducted a 5-year review of a prison nursery in a Nebraska correctional facility for women. Up until 2001, the program had 42 participants taking part in the provided services. In 1994, the nursery was implemented and modeled after a program in the Bedford



Hills correctional facility in New York. The mothers who participated in the program had to meet the following criteria: a tentative release date of no more than 18 months after the birth of the child; not in a segregated status (i.e., she could not be undergoing punishment of separate confinement from other prisoners); could not have a history of violence and prior convictions with child abuse. In the program, the mothers had responsibilities such as having to enroll in a General Education Development program, taking Lamaze classes, and avoiding use of tobacco. The goal of the program was to provide the mother with an opportunity of building a bonding relationship with her child and to create in her a sense of effective parenting. The focus of these programs was helping the mothers to better understand the realistic expectations they could have of their children based on age and appropriate behaviors, to provide for the health of the children and the inmate, and to provide a break in the cycle of generational abuse and incarceration (Carlson, 2001).

In this study, Carlson (2001) addressed the fact that the program seemed to be more cost effective to finance than providing foster care for the children. He also found that recidivism, misconduct reports, and mother drug use decreased in comparison to other mothers in the correctional facility that were not part of the nursery program. Mothers enrolled in the program had not tested positive for drugs in 10 years. The program was highly praised throughout the years by media as well as local officials because of its success rate. The mothers in this program were allowed to bond with their babies up to the age of 18 months, at which time the children were placed with family members or foster parents. Also, mothers were given the opportunity to take parenting classes and learn about the importance of caring for their children (Carlson, 2001). However, the focus was not given to the effects this rehabilitation/program had on the children.

## Studies Abroad

Eloff and Moen (2003) conducted their study with mothers and their children in a South African prison facility. They primarily looked at the mother-child interaction; however, their study was limited to a sample size of 4 mothers. Researchers stated the limitation of their study in regard to generalization, even within other countries of Africa. Eloff and Moen (2003) identified four mother-child interactions including: “(1) the experience of the restrictiveness of the prison environment (i.e., the children are not allowed to leave the units, have little privacy); (2) the in-exclusivity of the mother-child attachment process (i.e., some of the children did not seem to form a specific bond with the mother figure and other women in the prison facility would also care for them); (3) the mothers’ inattention to situations that their children might experience as stressful such as the mother leaving the room without her child; and (4) the absence of imaginative play” (i.e., none of the mothers seemed to incorporate or make use of imagination when they were busy with an activity) (p. 716).

Eloff and Moen’s (2003) research was consistent with other research (Alejos, 2005; Taylor, 2004; Townhead, 2006). They found that children of incarcerated mothers suffered similar negative effects as their mothers in the prison environments such as overcrowding, lack of privacy, and restrictive freedom. Since children share the same living quarters as their mothers, the prison becomes their home. Eloff and Moen found that the older children (4 years of age and older) did leave for childcare during the day, but they were otherwise restricted to the same location as the mother.

Jiménez (2002) observed how the quality of family and educational settings of the children living with their mothers in Spanish penitentiary centers related to the child’s development. He conducted his research in Spain with a sample size of 121 mothers who had a

total of 127 children under their care. In his study, Jiménez did not find a significant number of children considered to show delays in their overall development. Yet, he did find the quality of stimulation in the environment to be lacking.

Jiménez and Palacios (2003) also addressed research obtained from this previous sample. In their analysis, they found that the stimulation of the prison environment did not improve with time and that the adverse conditions of the prison (i.e., lack of materials, organization of the environment, and variety of experiences) could have significant and even permanent effects on the development of the children in areas such as measures of motor postural control, eye-motor coordination, language, and socialization.

For both of these studies, the Spanish version of the Home Observation and Measurement of the Environment (HOME) scale was used to assess the quality of the educational family context of the children who lived with their mothers in prison. The researchers used the Brunet-Lezine scale to measure the children's development. The results of the studies showed that the children scored similarly on the development scale as children in the general infant population. However, after dividing the children and mothers into three groups based on their HOME scores of low, medium, or high and dividing the children according to age (younger than 18 months and older than 18 months), they found that the development measure of the children in the group with the lowest scores on the HOME scale were more likely to drop significantly after 18 months of age. Therefore, the children had begun to show a delay in their overall development (Jiménez & Palacios, 2003).

Nevertheless, Jiménez and Palacios (2003) found that even in prison it is possible to find mothers making efforts to stimulate their children (i.e., contact of child with the adult, the quantity of language stimulation, acceptance of the child, the emotional climate, stimulation of

exploring the behavior, availability of play materials, and characteristics of the household).

Mothers would provide educational materials, toys, games, and other things that they could find to stimulate their children. One of the main determinants found to affect the quality of the child's stimulation was the mother's level of education. The higher the level of education, the higher the researchers found the stimulation to be for the children.

The number of small children around the world who are living with their mothers in jail is not recorded. There appears to be no consistent accurate records on the number of young children who are living with their mothers in prison because, in many cases, children are born to incarcerated mothers and are not registered by any official agency. They continue to be a group of children who are considered to be "invisible" to societies around the world (Alejos, 2005). There are still many areas where research is needed in order to further the limited understandings to this point and to make significant educational and social-emotional future impacts on the lives of incarcerated mothers and their children (Taylor, 2004).

#### Early Childhood Education and Children with Incarcerated Parents

Little empirical research, if any, has looked directly at the implications or effects of incarceration in regard to early childhood education in any parts of the world. Specifically, there have been no empirical studies conducted to look at the relationship of incarcerated mothers and their children, and the impact this has on education, especially in the country of Ecuador.

#### Ecuador

Ecuador is a country with great diversity. Although the country is small in regard to the terrain that it covers, there is much that makes it unique. The country is located in South America, bordered on the north by Colombia, on the east and south by Peru and on the west by the Pacific Ocean. The terrain is divided into four regions: the Coast; the Andes; the Orient; and

the Galapagos Islands. Within these regions, there exists great diversity among the people and their cultures. Ecuador has approximately 13 different indigenous nationalities and other ethnic groups distributed throughout these different regions of the country. The diversity within the country is considered a key factor in the oneness of the people as “La patria Ecuatoriana” (the Ecuadorian Culture). The population is highly diversified, yet shows to be a very connected population when it comes to standing for the people of Ecuador (Whitten, 2003).

One of the aspects evident in the uniting of the people is their fight against poverty and high unemployment rates within the country. Of an estimated population size of 13 million, 70% live in poverty or sub-poverty, which is believed to be making less than \$100 a month (Whitten, 2003). The national census of 2001 concluded that there were an estimated 1,803,341 children under the age of 6 years and an estimated 1,439,300 children between the ages of 6 and 12. Seventy percent of the children under the age of 5 years were considered to be ‘at risk’ in their overall development; and of the children between 6 and 12 years of age, 60% to live in poverty and 20% do not live with both parents (Ecuador Country Report, 2002).

In 2000, Ecuador became dollarized, meaning the currency now used is the same as the United States’ currency (Whitten, 2003). The poverty rates in Ecuador have only continued to grow since this time, and it has been reported that the average cost of living is \$200 a month. Thirty percent of the population in Ecuador is said to earn less than \$40 per month, a little more than a dollar a day working in areas of services such as in the market as loaders, doing street vending, washing clothes, etc. There was an estimated 10.6% official unemployment rate with widespread 47% underemployment estimated in 2006 (World Factbook, 2007). About 1 in every 5 Ecuadorian households is believed to be unable to provide or afford the basic food necessities. Changes in the economy are affecting families financially, and migration is occurring at a greater

pace than ever before. Children are going to work and dropping out of school; mothers are entering the work force and are leaving young children at home. Even as families struggle to meet basic needs, they still lack food, adequate housing, and clothing for the immediate family and for the extended families that usually live together.

Ecuador's main resource of economy is petroleum. The country also exports bananas, cut flowers, shrimp, and many other resources (World Factbook, 2007).

### *Family*

In Ecuador, the family usually is comprised of a household that includes several generations of a family living under one roof. The majority of the families see themselves as very close-knit. *Compadrazco* (Godparent) is also a key component within the extended family. The godparents are responsible for the children if something were to happen to the parents. The parents can count on the fact that their children will always have protection from their godparents. It is observed that many times people from Ecuador will define themselves in terms of friends and the extended family. At times, these relationships appear to be more important than their work schedules or personal commitments (Handelsman, 2000).

### *Role of Women*

According to the census in 2001, women make up 50.4 % of the total population. Ecuador has been a country with many political and economical changes, including the role of women. In the past, they had more traditional roles mainly influenced by the Catholic Church. However, since the 1990's, this trend has changed as result of their quest to acquire more gender equality. Therefore, there have been changes in the laws in regard to the work force and also in the areas of education. These changes have caused intervention to be addressed by the state (Lind, 2005).

Women's participation in the work force has been increasing, since the 1990s. More women are incorporated into the employment sector than men. However, they are still considered to have a higher unemployment rate than men. Women are more active in the service sector in areas such as commerce, hotels and restaurants, in agricultural settings, social service settings, and in industrial settings (Lind, 2005). Despite the search for equality and the law changes, differences in wages earned by men versus women still exist, meaning men still earn more than women (Correia, 2000; Lind, 2005).

Within the family, the role of women varies due to ethnicity and rural or urban residence. However, domestic work and childcare are mainly carried out by women (Lind, 2005). The composition of the family is changing. Ecuador is experiencing an increase in single-headed households, causing single mothers to work and care for the family on their own. Women tend to work fewer hours due to family obligations and also have to seek work opportunities that permit great flexibility, which usually means less pay and worse working conditions (Correia, 2000; Lind, 2005).

Gaps in education due to gender have decreased significantly. A difference still exists in total years of education between men and women; it is still greater for men than it is for women. However, there is a greater dropout rate and grade repetition for boys than for girls (Correia, 2000; Lind, 2003). Within the decision for vocational careers, a consideration of traditional gender roles still exists (Correia, 2000; Walter & Lind, 2003). Female students are more likely to study within areas of administration, garment manufacturing, commerce, and information technology; whereas, men tend to concentrate more in areas of mechanics, construction and electronics. Many of the textbooks used in education emphasize gender representations, men to public life and women to the household (Lind, 2005).

## *Education*

Within Ecuador, 90.1% of the population is believed to be literate in Spanish. The educational system is one similar to the United States. The first 6 years are considered elementary grades (1st through 6th grade) and the following 6 years high school grades (7th through 12<sup>th</sup> grade). Yet, only 66.8% are believed to have completed the 6th grade, and then 23.6% continue on to complete secondary education. The enrollment into the university drops to 14%, with only a total of about 6.4% receiving a college degree (Whitten, 2003). As people struggle to meet their basic needs, their priority becomes providing funds for their children to attend school.

In the 1950's and 1960's, Ecuador and all of Latin America experienced great changes enhancing their educational systems. More people enrolled in schools than ever before, and there appeared to be greater equity in that females and individuals from the indigenous groups were allowed to study; children with disabilities were integrated into the school programs; and the recognition of ethics, culture, and language were given attention within the education. Yet, the difficult situations the country experienced in the past years in the economic, social, and political sector, due largely to the relentless poverty and the phenomenon of massive migration out of Ecuador, have once again limited the educational opportunities of many people (Ministerio de Educación y Culturas, 2002).

Ecuador's government has continued to work on strategies to strengthen the educational system and to provide better opportunities in spite of the obstacles experienced in the past years. It appears they have been working hard especially in the area of providing rights to children with the development of the "Código de La Niñez y Adolescencia," a legislation document in which laws are presented to families, society, and the state in order to meet the needs of children and



youth. This document was first issued in June, 2003, and was revised in 2007. In the 1990's, there was a new activist movement to legalize children's rights and to legally provide a code of laws. Around 1998, a new Ecuadorian Constitution was put in place which began addressing the need to develop a code of rights for the children (Leifse, 2006; E. Leifse, personal communication, September 24, 2007).

The implications for young children have been many, especially the fact that the country wants to provide a high quality education starting with children when they are infants. There is an awareness of the need of such quality programs in order to better prepare parents in the area of personal development. The government has also seen a need to enhance parental education on how to appropriately nurture their children and to strengthen family relations with affection and respect among its members (Consejo Nacional de la Niñez y Adolescencia, 2004). The family is now considered to be the child's natural and fundamental social medium. Due to these changes, law makers are also being faced with decisions on how to provide better care and environments for children whose mothers are incarcerated (Consejo Nacional de la Niñez y Adolescencia, 2004).

### *Incarceration*

In 2004, the American Convention of Human Rights and Inter-American Court Rights released a report addressing concerns regarding the rights of children in Ecuador, especially the rights of the children who are living with their parents in the prison facilities. These concerns resulted from the convention of rights for children in regard to the administration of the prison, the number of individuals who are awaiting sentencing, and the deprived situation in which some of these children are living such as overcrowding and lack of food. They were especially concerned with the fact that the government does not use deprivation of liberty, or incarceration,

as a last resort for mothers and the impact the incarceration of the mother has on the lives of the children (Human Rights, 1998).

Ecuador reported that approximately 70% of the individuals incarcerated in the prison system in Ecuador were awaiting trial or sentencing. These individuals may have to wait several years for their case to go to trial (Ecuador Country Report, 1997). This process means that the individuals awaiting trial are usually in prison until they are proven guilty or innocent. This situation is due partly to the fact that the judicial system in Ecuador is significantly underfunded, and there are deficiencies within the administration of justice due to possible a high turnover rate in the leadership, politically assigned positions, and continual changes in the laws (Ecuador Country report, 1997).

In 2003, the number of detainees reported to be in the prisons reached 9866. Ecuador reported having 35 prisons/jails across 17 different provinces; the country does not differentiate between jails and prisons. Of these jails, 4 were specifically for female incarceration, 20 were for both male and female detainees, and the remaining 11 housed male prisoners. Prisons located in the highland region were found to house 60% of the female prison population (Gallardo & Vega, 2006).

It was believed that there were about 400 children who were housed in the penal system with a parent; the majority of the children were reported to be under the age of six years. However, in some situations children between the ages of 7 and 18 years were housed in the prison facilities with their mothers (Organization of American States, 2001). Previous to August of 2006, children in Ecuador were allowed to live with their mothers within the prison environment. During 2006, a project called Niños Libres (Free Children) was put in place to begin the removal of children from the prison facilities around the country. The first phase was

to work with the mothers from Guayaquil, Quito, Cuenca, Portoviejo and Machala. Cuenca was one of the very first cities to put this project in place, and other cities followed their example (J. Peralta, personal communication, September 14, 2006).

Niños Libres is funded by the National Institute of Childhood and Family (INNFA) and the Mensajeros de la Paz Foundation. Both programs together provide scholarships for the children of incarcerated mothers to help with their food, clothing, education, and health needs. The scholarship for each of the children is \$100 a month (Sanchez, 2006).

At this point, Cuenca is the only city in Ecuador where all children have been removed from the prison facility and placed in homes or with family members. Although there are no longer any children residing in the prison facility with their mothers, some of these children still attend the childcare facility created especially for the children of incarcerated parents (L. Zhunio, personal communication, September 14, 2006).

In 1991, research was conducted with a group of 764 prison mothers in Ecuador. It concluded that the majority of mothers were in prison because of trafficking drugs or consuming drugs. The second and third reasons were for stealing and fraud, followed by homicide. During this time, it was found that there were approximately 104 children living with their mothers in the prison facility. The majority of the mothers were also found to be either waiting for their case to go to trial or for someone to locate their court papers so they could be processed (Ministerio de Bienestar Social, 1991).

Gallardo and Vega (2006) studied the state of the penal system in Ecuador. Two of the largest women's prisons in Ecuador housed a total of 585 women, with drug-related crimes being the leading cause for female incarceration (i.e., 75% in Quito and 77% in Guayaquil). The majority of women in prison were between the ages of 18 and 45 years. The largest age group

(35%) of women was found to be between the ages of 31-45 years. The educational level of the majority of these was placed at a secondary or a higher level of education such as college.

Although no new empirical studies have been conducted with the incarcerated population of females in the prison in Cuenca, it has been noted that there are approximately 70 women in the Cuenca prison facility. Of these 70 women, about 80% are known to be mothers (J. Peralta, personal communication, August 3, 2006). Five of these mother's children attend a childcare facility in the city.

### *Childcare Facility*

Ecuador was one of the few countries which would transport the children who lived in the prison with the mothers to another location outside of the prison to receive education (Taylor, 2004). The children who lived with their mothers in the prison system in Cuenca, Ecuador, attended and continue to attend a childcare facility. The children were taken to the childcare facility during the day and previously, less than a year, were returned to their mothers in the prison facility at the end of the day (J. Peralta, personal communication, August 3, 2006). While at the childcare facility, the children receive an opportunity to be in a school setting and to interact with the other children, as well as with the teachers. All of the children in the childcare facility are reported to come from high-risk family backgrounds (their father or mother is in jail; their father or mother was jail previously; death of one of their parents; their mother is single, and rearing them on her own, or they are orphaned).

The mission of the childcare facility is to provide services for children between the ages of 2 and 5 years whose parents are incarcerated and also for children of low economic status who live in the area. The children receive food, integral education (i.e., a term referred to in their pamphlet), transportation, and some medical attention (i.e., they do not currently have a full-time

doctor or medical center but they will take the children at times to a doctor) (Benalcázar, 2005). The childcare facility has now been functioning for about 15 years within the city of Cuenca and currently provides services for about 30 children (A. Romero, personal communication, August 3, 2006).

### Rationale for Study

Incarcerated mothers and their children seem to be an unexplored population in early childhood education. Poehlmann (2005c) cites in her article that, “No study has empirically investigated the quality of children’s attachment relationship or representations in this population. Indeed, few studies of families affected by parental incarceration even involved direct assessment of children” (p. 679). In addition, Jiménez and Palacios (2003) state, “What is evident in this field is that there is almost a complete lack of empirical studies about the effects that spending part of their childhood in prison has had on children. The few and very limited studies concerning these areas suggest that the children’s developmental progresses are normal and very similar to that of children living in everyday circumstances” (p. 463).

The unexplored territory seems to be vast for further understanding the complex issues and challenges faced by incarcerated mothers and their families. Some of the topics mentioned throughout the research that need to be addressed are: the safety of mothers/women outside of the prison facilities (Bradley & Davino, 2002), effective parenting programs for incarcerated mothers (Green et al. 2000; Luke, 2002), the effects of secrecy on children whose mothers/parents are incarcerated (Hagan & Myers, 2003), emotional and social development of children whose parents are incarcerated, implications for the caregivers of children, including teachers of young children whose parents are incarcerated (Phillips & Bloom, 1998), and

longitudinal research looking at the effects of mother incarceration (Poehlmann, 2005; Parke & Clarke-Stewart, 2001).

In addition, Murray and Farrington (2005) state the need for additional research in order to further understand how parental imprisonment affects children. Studies also need to address a variety of issues, including, but not limited to, the ways in which teachers can help children of incarcerated parents cope in the classroom setting and how to reduce behavioral and emotional problems observed in the classroom.

There is much to be studied in regard to incarcerated mothers and their children, especially the dynamics of the mother-child relationship. Ecuador's incarcerated mothers are at a transitional point in their relationships with their children due to the fact that mothers had been provided in the past the option of being able to have their children live with them. In addition, the country is experiencing legal changes within the judicial system, and this study may shed light on needs to be addressed with this population. Teachers already working in this environment could help provide valuable information to current and future teachers on how to work more effectively with children whose mother or father is or has been incarcerated.

In the United States, as well as Ecuador, there is a challenge facing the teachers of young children who are coming from situations in which the mothers or the parents have been incarcerated. Research is needed to better understand how the prison environment can impact young children's development and education currently and in the future. One way to do this is to study how mothers believe their incarceration affects their children's lives developmentally and the impact it will have on their future lives. Also, the teachers of this study can help future teachers better understand how the prison environment can impact the future education of young children in terms of teaching and learning. There is much to be understood of this unique but

growing population. Future studies need to explore the specific needs of these children, as well as determine educational procedures to help early childhood teachers develop awareness of the social-emotional changes and instructional strategies that address the areas of development and education that can be impacted by having an incarcerated mother.

The purpose of this qualitative study in Ecuador was for me to interview incarcerated mothers with young children who were allowed to live with them until recently, to gain their perspectives on how their incarceration has affected their relationship with their children and how they believe it will affect their children in their future lives in terms of their development. A recent change in the laws has now barred them from living together. I also studied the perceptions of early childhood teachers who were working with children who had lived with their mothers in the prison facility. Mothers were interviewed in order to answer the questions. It is hoped the information shared with me will help current and future early childhood teachers better understand the environment and challenges these children face on a daily basis, and allow them to perceive the mothers' desires for their children's futures.

The focus of the study was twofold. First, I gathered information on the perceptions of the incarcerated mothers concerning their present situation, how this situation has affected their young children's social and emotional development, and in what ways it will affect their future in terms of their development. Secondly, I interviewed teachers of young children who had been allowed to live with their mothers in prison. Their insights and perceptions of their experiences will help early childhood educators better understand other children in similar circumstances and how to work with them more effectively. The information shared can also be useful in preparing future educators to work with diversity of students, especially children with an incarcerated parent.

## Research Questions

### Mothers

1. How do incarcerated mothers view their current situation in the prison environment?
2. How do incarcerated mothers perceive their relationship with their children who lived with them?
3. What aspirations do the mothers have for their children's future?
4. How do incarcerated mothers describe the prison environment affecting their children?
5. What do mothers believe happens to their children's social and emotional development in this environment while they lived with them and in the future?
6. Now that they are separated, how do they feel it will affect their relationship?

### Teachers

1. How do teachers, working with young children age 2 to 5 years who had lived in the prison, describe teaching/working with them?
2. How do teachers describe the children in terms of social/emotional development?
3. What recommendations do the teachers have for teachers working with children of incarcerated parents in the future?

### Children

1. How do children who lived with their mothers in the prison facility draw their concept of a family?



## CHAPTER III

### METHODOLOGY

#### Participants

The participants in this study included three female inmates between the ages of 24-33 years serving a 6-month or longer sentence in Cuenca, Ecuador, and their male or female child between the ages of 2-5 years attending the childcare facility provided for children of incarcerated mothers and other children considered to come from high-risk backgrounds. For example, the father or mother was in jail previously; one of the parents died; the mother is single and rearing them on her own; or they are orphaned. Mothers serving a sentence of 6 months or longer, and who had children ages 2 to 5 years attending the childcare facility were asked to participate. Participants also included two female teachers who worked with the children in the childcare facility on a daily basis. All incarcerated mothers were from what is considered a low economic status based on Ecuador's average income of approximately two hundred dollars.

The consent (Appendix B) for this study was requested in written and verbal form from mothers and teachers. The child consent was also obtained both written and verbally from the mothers. The mothers are considered the primary legal guardian of the child, and no other individual could legally sign for the parental consent.

#### Protection of Human Participants

Ecuador does not have an internal review board for research (Office of Human Research Protection, 2005); nevertheless, procedures were followed to assure confidentiality and ethical conduct as it pertained to mothers, children, and teachers who participated in the study. The consents were obtained from the Prison Warden Director, Luis Zhunio, and the Vice President of the Board of Directors for the childcare facility, Sara de Benalcázar.

## Measures

The measures used in this study consisted of audiotaped, unstructured/open interviews, observations, and my journal notes taken throughout the course of the study.

### *Unstructured/Open-Ended Interviews*

#### *Mother Unstructured Interview*

The measure used for the mother interview was adapted from a structured prison interview developed by the Quaker United Nations office in 2004. The Quaker United Nations is a non-governmental organization working with issues related to peace and human rights. The Quaker organization has provided this document to further learn about women in prison. For the purposes of this study, the Quaker United Nations interview was modified with permission to include additional questions addressing information applicable to the population of incarcerated mothers in Cuenca, Ecuador. The questions added were: 3, 4, 7, 12, 14, 15, 17, 34, 35, 37, 38, 39, 40, 41, 42, 45, 48, 49, 50, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, and 62. The interview was then translated into Spanish in order to interview the Spanish-speaking population in Ecuador (Appendix C).

The interview consisted of 79 open-ended questions about the mother's demographic information (Items 1-7, 11-20, 23-26, 28-30), perception of the prison environment (Items 9-10, 21-22, 27), report on her family and the environment they shared together (Items 31-69), report of the education and employment opportunities (Items 70-75), and report of what would better her environment (Items 76-79) (Appendix C). The interview was conducted in Spanish and audiotaped. It was transcribed into Spanish and then translated back to English. The interview was semi-structured; there were open-ended and close-ended questions, and I was able to ask for elaboration on answers the mothers gave throughout the course of the interview. This procedure

was done in order to allow the participant to provide individual perceptions of her experiences with her children as well as historical information about her individual life. Creswell (2003) states semi-structured interviews allow participants to elaborate further on their experiences. The interview took about one hour to complete in the prison facility with the mothers. Later, the interview was read back to the mothers in order for them to reconfirm what I had transcribed to be correctly what they had expressed during the audiotaped interview; this was done in the prison facility and took about one hour to complete.

#### *Child Unstructured Interview*

The interview consisted of three open-ended questions developed by me in order to allow me to explore further the children's graphic depictions of their family after they were asked by the teacher to "please draw a picture of your family; you can draw the picture using any colors you want. Your picture should include things you like." The questions were addressed to the children in Spanish and consisted of the following: "I can see that you have drawn the members of your family—can you tell me about your picture?" "I can see you used these colors, tell me about them." "You have placed your mom here... can you tell me a little bit about where she is?" "Thank you for sharing your picture with me" (Appendix C).

#### *Teacher Unstructured Interview*

The interview consisted of 10 open-ended questions developed by me in order to allow me to obtain specific information about the teacher's background, teaching methods, suggested teaching environment, advice for teachers working with children with incarcerated mothers, recommendations for future teachers, and the differences they have observed now that the children no longer live with their mothers in the prison environment (see Appendix C). The interview took about one hour to complete in the childcare facility with the head teacher, and

then another 30 minutes to complete with the assistant teacher. Later the interview was read back to the teachers in order for them to reconfirm what I had transcribed to be correct as to what they had expressed during the interview; this was conducted in the childcare facility and took about one hour to complete.

### *Thick Description-Observations*

The measure also included “thick descriptions,” that is, “description that goes beyond the mere and bare reporting act, but describes and probes the intentions, motives, meanings, contexts, situations, and circumstances of actions” (Glesne, 1999, p. 22). I observed and noted the description of the prison and childcare facilities: structure, colors, material, location, space, areas, times schedules, and visitation areas. Notes were kept on the distinct settings and what was noted when visiting, and records were kept on the possible intentions, motives, meanings, contexts, situations, and circumstances during the course of the study.

### *Researcher’s Journal*

This measure consisted of a journal kept by me throughout the course of the study. The purpose of the journal was to record my observations, perceptions, and ideas throughout the different phases of the study. The journal was particularly useful to me in describing the legal changes occurring during a political year, such as the recent changes within the country in regard to new laws and policies being written affecting incarcerated women and their children. The journal was used to help write the findings and results in chapter IV and chapter V.

### *Procedures*

The study took place in three phases during a two-month period. Phase I involved my introduction in the prison, in the childcare facility, and to the participants in order to obtain consents. Phase II consisted of descriptions of the institutions and interviews with mothers and

children. Phase III consisted of teacher interviews and reading transcriptions.

### *Phase I—First Month*

#### *First Two Weeks - Consent and Introduction*

Introductions of myself were made at the prison in the administration office, and the director (i.e., warden) gave consent for me to talk to the mothers. The secretary of the prison was informed that I would be conducting a study with the mothers who had children attending the childcare facility. Permission was granted for me to enter the prison on a regular basis. Family visiting hours were held on Sunday, and during the other days of the week. Only people with special permission could visit with the mothers.

During the same week, I went to the childcare facility. The two teachers were informed about the purpose and procedures of the study. Afterwards, the consent form was read to them, and it was explained that participation was completely voluntary. They were able at any point throughout the course of the study to withdraw from the study, and their information would be kept confidential. Teachers were also informed that they would receive two books at the end of the study. The two books were *Un Beso en Mi Mano* (The Kissing Hand) (Penn, Harper & Leak, 2003) and *Siempre te Querre* (Love You Forever) (Munsch & McGraw, 1992). The reason these two books were chosen is because they are books which address the child-mother relationship and children's books are not readily available in Ecuador for mothers and their children. The teacher provided the list of incarcerated mothers whose children were attending their school. The teachers wanted to take the consent forms and read them for themselves and then return them when I returned to the facility to begin the study. I left the consent forms with each of the teachers.

Mothers were then individually approached at the prison facility. If the mothers had a child between the ages of 2-5 year attending the childcare facility and were serving a 6-month or longer sentence, they were asked to participate in the study. I explained to them the purpose of the study and the consent form was read to them. It was explained that their consent was voluntary and that they could withdraw from the study at any point during the course of the study. They were also informed that at the end of the study they would receive two books, *Un Beso en Mi Mano* (The Kissing Hand) (Penn, Harper, & Leak, 2003), and *Siempre te Querre* (Love You Forever) (Munsch & McGraw, 1992) for their participation. Each mother was then asked to allow her child attending the childcare facility to participate in the study. The procedures and purposes of their participation (i.e., consent was read to them) were explained and the consent form was signed for each of their children. It was also explained to them that the information gathered would be kept confidential. The consents for the children were not obtained from additional representatives because I was informed by teachers and prison personnel that the mothers had full guardianship of their children, even though they were incarcerated. The mothers were the only ones who could decide whether their child could have participated. I also called the program, Mensajeros de la Paz, a non-governmental, non-profit, social service organization that was started in Ecuador in 1996 to work with children and youth, where part of the child participants lived (Mensajeros de la Paz, 2007). Mensajeros de la Paz again informed me that the mother continued to be the legal guardian of the child and was the only person able to give consent.

Each mother, child, and teacher was assigned a code number used to match my notes and the audiotaped interviews. This information obtained will be kept under lock and key for 5 years at which time it will be destroyed.

## *Phase II (First and Second Month)*

### *Third Week of the First Month*

A description of the facility where the mothers lived began. I started recording field notes of the facility and started keeping notes in the journal regarding facility descriptions, time schedules, environment observed in the prison, and interactions during the visits. During the middle part of the third week, I began to conduct the mother interviews. I contacted each mother personally for her to take part in this study. The interview took about two hours to complete. The interview was conducted one-on-one with the mothers. The area where the interview took place was near the administration office in the area where the incarcerated mothers meet with their lawyers and prison representatives. The guards were always about 20 feet from the area of where the interview took place. The mothers requested that the interview be administered in the afternoons because they had programs within the prison during the mornings such as classes, sporting events, and meetings.

### *Third Week of the First Month until the Second Week of the Second Month*

I received the consent forms signed by the teacher participants. The description of the childcare facility began. I began going every morning to the childcare facility for three and a half to four hours a day in order to establish initial rapport with the children and the teachers. After visiting the facility for three weeks, I asked that the teacher conduct the art activity agreed upon when the teacher agreed to participate in this study. I provided all children in the childcare facility paper and crayons, and the teacher asked the children to draw a picture responding to the prompt "Draw a picture of your family using the crayons and the paper." As the teacher finished the activity with the children, I initiated interaction with the children, such as talking to them about their drawings and audio taping the conversations, with the children whose mothers were

currently incarcerated in the prison system in Cuenca. I took a seat beside each of the children and interviewed them while they were finishing their pictures and recorded their descriptions and dictations of their families, these interactions were audio taped. Each child was asked by me to talk about their picture, to tell talk about the colors used, and if the child could tell me about his/her mother and where she was in the drawing? Then each child was thanked for sharing his/her drawings. The drawings were then all collected from all of the children who participated in the activity, and the children were allowed to keep their individual boxes of crayons. Each of the children's drawings was coded to match the number corresponding with their mothers' interview number.

### *Phases III (Second Month)*

#### *Third Week of the Second Month*

I conducted individual interviews with the two teachers working in the childcare facility. The interviews took about 30 minutes to one hour to complete. Each of the interviews was audio taped, then later was transcribed by me. They were then translated to English from Spanish. The interviews took place in the classroom when the children were on the playground with the second teacher.

#### *Third Week and Forth week of the Second Month*

The mothers', teachers', and children's interviews were transcribed in Spanish. The mother/teacher interviews were read back individually to each of the mothers and teachers so they could verify that what was transcribed is what was expressed. Reading the transcriptions to the mothers and teachers was done to allow the participants the opportunity to make sure the transcriptions accurately represented what they reported. If the mother or the teacher did not agree with the transcription, then the transcription was changed to match that which they



reported stating. All participants were thanked for their participation, and the adult participants all received the two books for their participation.

### Data Analysis

In order to analyze the data for the study, I transcribed each of the interviews in Spanish and then translated the interviews from Spanish to English. Each of the transcriptions, before being translated, were checked for discrepancies using the computer and the tape player at the same time. The transcriptions were read back to the mothers and teachers to verify the information was accurate and represented that which they had communicated verbally to me during the course of the study. If the mothers and teachers noted a change, corrections were made at that moment on the paper and then were changed within the typed document. All interviews were conducted as identically as possible with all mothers and teachers. During the course of the study, I engaged in continual reflection about the data and asked analytical questions throughout the course of the study in order to find themes, concepts, and categories within the mother's, children, and teacher interviews.

After transcriptions were translated into English I proceeded to use the case studies to describe, explain, and evaluate mothers, their children, and the teachers. I continued to engage in ongoing reflection about the data and asked analytical questions in order to find further themes, concepts, and categories within the mothers' interviews. Detailed description of the environment was also provided in order to further understand in-depth the mothers' and teachers' perceptions of the children's educational development and their perceptions of their interactions with the children.

I then proceeded to send both the Spanish and English transcriptions of the interviews to two bilingual professionals in order to conduct translation checking. This procedure was done as

a precaution to avoid researcher bias due to the fact that at times researchers can become emotionally attached to the data and research. The teacher interviews were sent to a bilingual, male, head start teacher in the Denton Independent School District. He received his alternative certification after completing a degree in international business, and he has been teaching for 5 years. The bilingual teacher was asked to read both the English and Spanish interviews in order to check for translation reliability. Once the initial reading was concluded, I then asked him to write his conclusion and themes evident to him in the teachers' responses.

The mother interviews were sent to a bilingual, female, counseling professor for a public university located near Houston. She holds a doctorate in counseling and has been teaching at the university-level for two years. She has done and continues to conduct research with the Hispanic population in Texas. She was asked to do the same as the male teacher, to read both the English and Spanish interviews in order to check for translation reliability. Once the initial reading was concluded, I asked her to write her conclusion, noting themes evident to her in the mothers' responses.

The responses by these professionals were congruent with my findings. The translations were similar; however, one bilingual professional questioned how the Spanish word "padres" was being used because padres directly translated can mean either father or parents.

## CHAPTER IV

### RESULTS

In order to answer the research questions in this study with incarcerated mothers and their children, as well as the teachers teaching the children, the researcher provides in-depth descriptions of the sites where the data were obtained. This chapter will present the case studies of three mothers and their children, and it will elaborate on the teacher interviews. In order to provide the detailed descriptions throughout the study, the researcher used notes from her journal.

#### Description of Sites

##### *The Women's Prison Facility*

The women's prison facility, El Centro de Rehabilitación Femenino or The Women's Rehabilitation Center, is a two-story building situated in the center of the city of Cuenca. The facility itself resembles an older house located on one of the main streets of the city. As one approaches the location, there are no signs outside indicating the two-story building is a prison. A large wooden double door measuring about 12 to 13 feet tall can be seen from the front of the facility. On the right side of the door, an intercom is used to announce the arrival of a visitor to the guard on duty. When the intercom is rung, a guard asks for information such as the prisoner's name and purpose for the visit. For this particular study, I was told to always ask for the secretary in the administration office. I reported to the secretary every time I entered the facility. On the outside of the building, a white paper sign that is hard to read can be seen. It informs people of the hours of visits or times when items such as articles of clothing, shoes, and food can be given or dropped off for the inmates.

Once a person goes through the double doors, one enters a tile corridor that is about 12 to 13 feet long. Some small benches on both sides can be seen. There are usually two or three guards in the corridor who sit and control visitors' access in and out of the facility. At the end of the corridor, there is an iron gate closed in the middle by a lock that only the guard on the inside can open. When a visitor reaches this gate, he or she is asked again for information on the prisoner being visited. For each visit, the researcher would inform the guard that she was there to see the secretary. Once inside the gate, a small area on the right can be spotted where the guard sits and stores cell phones visitors might bring in with them, including other artifacts not allowed in the prison. The guard also uses a large microphone system to page the inmates throughout the prison facility. To the front, another large iron gate is kept locked at all times, is visible. The gate has bars through which the inmates can see; one part of the gate is solid iron where the lock is located. This is the gate through which the families and other guests visiting the inmates enter. It is also the gate they report to when called or paged by the guards, unless they have specifically been asked to report to the second floor. Through the gate, there is a courtyard that is visible. The courtyard has a rather large tiled floor area with windows coming off of the rooms where the inmates live. The courtyard has benches on both sides of the walls, and it also has a ping-pong table that is folded up and placed against the back wall of the courtyard. There have been times when visiting that the ping-pong table has been set up and the women were playing with high school students who come to visit.

When entering the gate, if one turns to the left, there is a stairway leading to the second floor. Once on the second floor looking straight ahead, a room where the guards have their lockers and belongings can be seen. To the right, the secretary and administration offices are located. All around the courtyard on the second floor, there is a corridor with a banister that

allows one to see down to the first floor and observe what is happening. There are doors to the rooms that are chained and locked with locks that are visible from the outer courtyard; the doors open to the corridors on the second floor. The corridors on the second floor are wooden and make noises when walking on them.

The offices of the secretary and administration have the only windows in which the outdoors can be viewed. The desks are set up in such a way that the inmates are not allowed to look outside. The women within the facility are not allowed to see the outside world other than through a tiny crack of light they might experience when the front doors open for incoming visitors.

If the corridor is followed to the back, another area built in similar fashion as the first courtyard can be seen. On the first floor, a courtyard with a kitchen area built in the back far left corner is visible. To the right of the courtyard, a double door opens into a small library. A chapel is located to the left of the courtyard. And at the far end of the corridor, a door opens out into a soccer field and open area at the back of the facility. This area is where the women are lined up in the mornings and evenings, and where they can take part in sporting activities such as soccer, volleyball, and dance.

On the second floor, there are some more rooms that are kept locked. This is the area where the women go at the end of the day. Lockdown for the day is at 6:00 in the evening, and the doors are reopened at 6:00 in the morning. All women must be ready to line up at 7:00 in the morning in the back of the facility. The rooms are locked throughout the day, and the women are not allowed to enter or exit them during the day. If a woman has not obeyed the regulations or is on probation, she is not allowed to come out during the day. She must remain locked in the room for the day and or the number of days she has been given lockup.

While incarcerated mothers are in the prison facility, they have access to a pay phone. None of the mothers mentioned in their interviews watching television or listening to music, and the researcher never observed those extracurricular activities while visiting the prison facility. Mothers are required to provide personally for most of their own needs such as clothing, toiletries, and washing detergent, except for food. If they do not like the food provided by the prison, they have access to the use of the kitchen. They do, however, have to pay for the use of gas and have to provide their own food. The mothers can also choose to buy food prepared and sold by other inmates.

Uniforms are not worn by the inmates or the prison staff. The only ones observed wearing a uniform were the guards. Badges did not seem to be provided for the visitors coming in and out of the prison facility. In most cases when a visitor enters, he/she may not know whether they are talking with a prison inmate or to another visitor who is just there talking to inmates. The prison environment feels informal and friendly. At no point during the course of the study did I feel in danger from the women prisoners or guards.

I was advised by one of the prison teachers and other people who had visited the prison prior to the study not to wear any jewelry when visiting or to take things that might be considered valuable while inside the prison. Apparently, items had been known to disappear when left unattended. I took these precautions and did not wear jewelry, a wristwatch, or any other items that would have drawn the inmate's attention. I wore casual clothing such as jeans, t-shirt, sweatshirt and running shoes. I was never searched by the guards nor told what I could bring or not bring into the premises. I was never asked to sign the registry when entering or leaving the premises. I was, however, required to provide the director with information regarding my background, such as the location where I studied, where I was from, why I was there, and a

detailed description of how the study would be conducted before being allowed to begin research. The director requested I always let the secretary know when I was there. I would check on dates and times for visiting with the secretary, as well as with the inmates (Appendix D).

### *The Childcare Facility for the Children of the Incarcerated Mothers*

#### *Site Description of Building and Grounds*

The childcare facility is a school serving 30 male and female children from ages 2 to 5 years, whose mothers are incarcerated, and for families that may have an unstable economic situation that live in the district where the school is located. At this particular location/neighborhood where the school is located, there is at this time believed to be no other state, municipal, private or non-governmental organizations working with this population of children (Benalcazar, 2005).

The school is actually a house that was built specifically to provide childcare. The land was donated for the project, and the facility is administered and directed by a committee of ladies who own companies in the city, such as cheese factories, bread companies, and milk dairies. They provide donations but also raise funds for the establishment through local fundraisers. For instance, the week before Easter, they sell a typical soup called Fanesca that is made and sold throughout the community.

From the outside of the school, a two-story white house with a mural of children playing on the left side of the second floor can be seen. On the right side, a mural showing a panda bear with the name of the childcare painted beside at its right can be seen. The schoolhouse is fenced in by a partial wall and an iron gate and bars. The windows also have iron bars around them to keep unwanted intruders out of the property after school hours. They do not have a security system, and this is an added form of protection from thieves. The front gate is kept locked at all

times. In order to enter, visitors have to ring the doorbell and wait for the lead teacher to come to open the gate and front door. Parents and other visitors are only permitted to enter if they have been given prior authorization from the ladies of the committee or the lead teacher. The lead teacher makes the decisions about which guests are allowed to visit. At no point during the course of the study did I see a parent enter the school; they all waited outside the front gate for their children or would drop them at the door. Usually the parents or the caregivers from the foundations pick up the children from school.

Once one goes through the front gate, a little area of green grass is seen. Visitors walk on the cement walkway to enter the schoolhouse. The first floor of the house has three main rooms that are used throughout the course of the day. The first room on the right has an orange tiled floor with white walls. This room has a telephone, computer, and changing table for the younger children, which is actually a wooden dresser with a flat top. This room stores the cubbies for the younger children. Their medication, diapers, creams, shoes, and clothing are stored in this area. The room is also used as a storage area for toys such as the small push cars that the children play with during free playtime. The room has a door that can be closed and locked if needed. The second room is the largest one in the entire facility. It is where the children spend most of their time during the day. Half of the room floor has orange tile and the other half has gray carpet. The room has two windows on the left side that seem to provide most of the lighting; it also has a door that opens to the outside and is always kept locked. A table that holds blocks and toys barricades the door.

The walls are painted white on the top part and teal-blue on the bottom part. In the middle, there is a clown border that goes around the whole room. The border is about four feet above the floor at about the height of where the light switches are located. Above the border on



the white part of the wall (a little higher than an adult's eye level) are different pictures of animals such as a duck, dog, and cat with signs indicating the learning centers: library, home, puzzles and fine motor, and blocks.

The children work on tables located in the carpeted areas of the room. There are seven tables where about three children sit to a table. Four tables are made out of red, blue, and yellow wood, and three of the tables are made of yellow metal and wood. A blackboard that is used to write examples and notes is located on the right side of the carpeted area. Beside the blackboard, a stand with a television set can be seen. On the left of the television, the lead teacher's desk is visible. The teacher has an adult-sized desk with a chair. Beside her desk, there is a shelf holding all of the children's work that has been produced throughout the course of the year. On the top part of the shelf, the children's names are placed on tape so the children know where to put their work. On the lower part of the shelf are little baskets that hold each child's name with his/her needed materials such as crayons, pencils, notebooks, pencil sharpeners, and erasers used to complete their tasks. Beside this shelf is another one that holds materials such as markers, glue, stencils, paper, and paints the teacher uses with each of the children. Beside that shelf, there is another one that holds many different materials for fine motor development such as puzzles, shape sorters, and small colored blocks. Against the back wall, there is a three-foot bookshelf that holds books, magazines, notebooks that the children can observe or choose from to be read to by an adult. This area is called the library area because children explore using the books and magazines.

On the tiled floor area as one comes into the room on the right, a large full-length mirror and a small area rug with stuffed animals and small dolls lined up all around the carpet area are visible. Directly across from the mirror, there is a little miniature stove and cabinet. This area is

called the living center. Against the right wall, there are other small tables with blocks and other wooden shapes the children play with during free playtime.

There are two bathrooms off this room. One is at the front when first entering the room, and the other one is located toward the back of the room. Both bathrooms have adult-size sinks and toilets. They have doors that can be locked from the inside and can be opened with a key from the outside. The bathroom that is located toward the back of the room has little plastic potty chairs that are used by the younger children when needed.

At the back of the room is another door leading into the adjoining room, which is the kitchen, and dining area. Upon entering the room on the left, a small refrigerator and a freezer can be seen. Against the wall beside the freezer is a table where four children can sit facing the wall. In the middle of the tiled floor are two other tables that can each seat about 11 children. Against the far wall is a table that also seats 4 to 5 children facing a window that looks toward the outside of the school. The tables are made out of wood and have yellow wooden chairs used with them. In the corner against the wall is a clothes dryer used to dry the aprons used throughout the day. The children do not use uniforms, but they all wear an apron throughout the day to protect their clothing.

To the right when entering the room, a wall with a large picture of the food pyramid can be seen. Halfway down the room is where the kitchen area begins. It is an area with a stove, cabinets, and a sink. They have a full-time cook that makes hot meals for the children during the day such as the morning snack; lunch that usually consists of soup and then rice with some kind of meat, juice and at times salad; and the afternoon snack. As one walks in and out of the kitchen throughout the course of the day, the cook is seen making lunch for the day and preparing the ingredients for the following day. The kitchen and dining area is painted in the same colors as the

classroom, but there is no clown border in this room. The children are not allowed at any time during the day to enter the kitchen area. The children are only allowed to address the cook while standing on the opposite tile counter that separates the kitchen from the dining area.

There is a door that opens to the outside, which is used by the children to go outside to the playground. When walking through the door, there is a small cement sidewalk that goes around the building on the north side where children can walk and then there is grass that goes from the back all the way around to the front of the building. In the back area, there is a play set where children play. It consists of swings, slide, bars, and a seesaw. The play set is painted yellow, white and red. At the back of the school, there is a small building with two small rooms that open out to the playground. The building is painted white at the top and blue at the bottom, and it has two small yellow painted windows. One of the rooms is always locked and is used for storage. The other room remains open and has carpeted flooring where children can play when they want while they are outside. This room is also used many times by the teacher working with the younger children such as 2- to 3-year-olds.

When entering the front door, if one turns to the left, there is a group of tiled stairs that leads to the second floor. The second floor has three rooms. One room is used as a meeting location for both parents and the ladies who run the school. This room is always kept locked. To the right of this room is a room with three twin beds where children can sleep during naptime. To the left, there is a larger room that has about twelve large wooden cribs, one metal crib, and one small wooden basinet where children sleep during naptime. All the children sleep during naptime. Both rooms on the second floor are painted white and have some small posters on the wall that are placed about a foot from the ceiling around the room. The posters have pictures of nature sceneries with messages written on them. The larger room also has a bathroom with an

adult sink and toilet. All the floors on the second floor are wooden except for the bathroom, which is tiled.

### *The Daily Schedule*

The teachers seemed to adhere to the following schedule (Appendix D):

Between 9 and 9:30 in the morning, the cook provides breakfast for each of the children. When the children arrive, they put on an apron, wash their hands, and then sit at the table to receive a piece of bread and hot chocolate. Some mornings they have something else to drink like a *colada*, a drink made out of flour or oatmeal that is strained. Fruits are also added.

After breakfast, the children have a period of time where they are allowed to play freely outside or inside the building. The children are allowed to play with the toys inside the classroom, as well as going outside to play with push cars and toys they might have brought from home. They have playtime until about 10 in the morning.

Between 10 and 12 the children work with the teachers. Rut, the lead teacher, takes the oldest children to the larger room and works with them there on their work for the day. Noemi, the assistant teacher, takes the young children to either the kitchen tables, outside, or the bedroom to work. She takes materials such as crayons, paper, glue, blocks, toys, and books, with her from the larger room and then at the end of the workday returns the materials to the classroom. At the end of the school day, the children place their work in their assigned areas on the bookshelf at the back of the classroom. At about 11 in the morning the cook serves a snack for the children. Before eating, the children stop what they are doing at that time, wash their hands, and have a snack inside, or outside, depending on the weather. If the day is nice, and not raining, the children sit in the back playground and eat their snack; however, if it is raining, they eat their snack inside sitting at the kitchen tables or the classroom tables. It was observed that

snacks usually consisted of fresh fruit. After snack, the children returned to work with the teachers in the classroom on their activities for the day until they were called for lunch.

The children eat lunch between 12:00 and 1 in the afternoon. The cook has lunch ready everyday by 12:00 p.m., at which time each teacher have the children finish their projects for the day. She then has them put the materials up for the day. The children then go outside, where there is a tub with water and a bar of soap. They must wash their hands before being served their lunch. After washing their hands, each of the children finds a place at the kitchen table to sit. Once all of the children are seated, the teachers pass a ceramic bowl of soup to each of the children. The teachers then sit in locations where they can help the young children eat or help the children having difficulty eating. For instance, some children do not want to eat their food or like playing with their food. After the children finish their soup, the teachers pick up their plate, place them on the counter, and then place a breakable plate in front of the children. The teachers then serve them rice and meat. The cook generally serves the vegetable or salad. After each of the children finish their second course, they place the plate on the counter and receive their juice, which they usually drink standing near the counter.

After lunch between 1p.m. and 1:30 p.m., the children play while the ones that eat slowly finish and then join the others playing. At about 1:30 p.m., the lead teacher, Rut, begins to prepare all of the children for their naps. During the time between play and washing up, some children are picked up by their parents. An average of two to three children are picked up daily by a parent or caregiver at this time. The teacher has the children go to the bathroom, wash their faces, and brush their teeth. When all the children have washed up, they head upstairs to find their bed for naps. Then Noemi, the assistant teacher, changes the diapers of the young children and takes them up as well. All of the children take a nap; they generally sleep for about one to

one and one-half hours. Generally, all the children are up by 3:30 p.m. Once the children start to wake up, they go downstairs and play outside until their afternoon snack time at 4:00 p.m.- 4:30 p.m. After the children finish their snack, they prepare to go home. They pick up the toys that have been taken out and they gather their belongings. They are to be ready for either being picked up by their parents or transported to their homes. Everyone leaves the school by 5:00 p.m., including the teachers.

While the children are are playing outside before their naps, the lead teacher, Rut, eats her lunch. While she is putting the children to sleep, Noemi and the cook eat their lunches. After Noemi finishes her lunch, she cleans the downstairs area for the day. She sweeps all of the floors and goes over all of the toys to make sure they are in their correct location, and that they are straightened like they should be on the shelves or in the boxes. She then straightens up the kitchen area and the bathrooms.

#### *Description of Interactions between Teachers and Children in the Daycare Facility*

The school is comprised of 30 children, two teachers, the lady who cooks, and the bus driver. There are 20 male children and 10 female children enrolled in the school. The group of children are divided into two groups, the children three and older and those younger than three. The older group of children, consisting of about 20, are taught by Rut, the lead teacher; the younger group, about 10 children, are taught by Noemi, the assistant teacher. Throughout the course of the day, the children mainly interact and play together. It is only during actual study and instruction time that the children are separated; they eat, play, and nap together.

When the children arrive in the morning, there are all greeted by both the teachers and the cook. They are taught the importance of being cordial and respectful by greeting adults and other children when they arrive in the morning and throughout the day. They then place their

coats, jackets, sweaters, and other clothing on the hooks in the first hallway and put on their aprons. Aprons are used to protect their clothing from food, dirt, and materials used in the classroom that might possibly soil their clothes. The aprons also take the place of using uniforms. Noemi works with the younger children of the class. They then all go together to eat breakfast in the dining hall. The older children seat themselves, and Noemi helps the younger children find a seat; she does this verbally and by helping them physically when they need help. The children do not have assigned seating in the dining hall. They are encouraged to sit by different children each time. However, there are some children whom the teachers will separate when they are seated together for behavioral reasons. For the most part, the children tend to sit in the same places each time. The boys tend to sit with the boys, and the boys that are left, usually sit with the girls.

After breakfast, the children know the routine which is consistent from one day to the next. The children deliver their dishes to the lady who cooks. The younger children then go to the bathroom and the older children then go to play outside or in the classroom. The children who play outside are generally there without adult supervision. Every few minutes one of the teachers will walk out as she is working on another project such as washing out the cup towel used to clean the tables, putting a broom outside, helping a child lace his/her shoes, or helping resolve a conflict a child might be having.

Once the lead teacher, Rut, is ready to start the class period for the day, the children are called by her and Noemi to enter the main classroom. Once all of the children have entered the classroom, Noemi takes the younger children with her by calling the children's names or by leading them by the hand. She was observed taking them upstairs to the room where they sleep, to the dining hall, outside, and to the room built in the back of the facility.

The activities that the younger children were observed doing included: cutting with scissors, coloring, pasting, tracing, and building with blocks. The children were also observed doing some large motor activities such as walking through iron shapes of a square, circle, and triangle that were their height; running; climbing the slide; and working on balance.

Noemi generally talked and interacted with the children while standing, and she was not observed placing herself at eye level with the children other than when she was lacing a child's shoe or sitting in a chair. However, there were times when she was observed playing with the children on the floor. She generally addressed the children using a low tone of voice and would not generally discipline the older children; rather, she would refer them to Rut. It was also observed that the older children would not heed Noemi's warnings nor follow her directions unless Rut was near or present.

Rut, during class period, would work with the older children of whom she had on average about 15 to 20 present. She mainly had the children work in a large group. They each would work at their respective tables on the activities that she provided for the day, which generally consisted of worksheets. However, before starting the class for the day, she would have them do some form of exercises or stretches such as activities where they had to touch their toes, touch their nose, touch their head, and touch the floor. On a couple of occasions, she would open the front door to the facility and the back door and have the children run 4 to 5 times around the building. The children would return, and they would go to their seats to begin work. She explained she did these exercises in order for the children to release energy and for them to have an opportunity exercise. She said that after they did these activities the children were ready to work. She had the children seated mainly in two groups; the older children would be seated at the tables closer to her desk, and the younger children seated behind the older ones. They all worked



on similar projects such as cutting out pictures from magazines and books. The older ones had their own workbooks, while the younger ones were given copies of the workbooks. The themes studied during the course of the observations were transportation and colors.

During class time, the children were observed doing art projects. For example, on one occasion, they had to paint the sail on the boat with yellow paint; they also traced shapes, colored sheets given to them, even at times drawing and coloring on blank sheets of paper. They listened to music such as a Spanish tape of children songs; and while listening, the children had to touch their body parts named in the song. They worked with blocks, cut from magazines, sang children's songs, and went on outings. For example, they went on a walk around the neighborhood looking at the streets and observing the different transportations studied. They also went to the park to play one morning. They seemed to enjoy looking at different types of books, such as picture, science, and story books. They enjoyed listening to stories read by the teacher such as Little Red-Riding Hood, and other stories told in the Ecuadorian communities. The children were observed working with clay, cutting with scissors, pasting, counting, dancing, and playing games such as the cat and the mouse (similar to the game of duck, duck, and goose). They played this game various times throughout the study.

Each day Rut, the lead teacher, would explain to the children what they were going to do, and she would have the materials ready for each child. There were times when each child would have to go and get his/her pencil to complete the task. The children knew where their materials were and where to put their things when they were done working. The children listened to Rut and followed her instructions. Each of the children would use the materials provided and would accomplish the activity described to them. The younger children of the group at times needed more assistance from Rut, which she would provide for them. The older children would write

their own names on their sheets, but the younger children would take their paper for Rut to write their name.

No observations were made where Rut worked with the children in small groups. Nevertheless, she would work with some of the children individually on activities they did not finish during the instruction time, or on skills she felt they needed to further develop. On some occasions, the children were asked to stay and finish the homework they did not complete at home. She asked them to stay while the others went to snack or to start lunch. Each time a child was asked to stay, he/she did so without complaining, and they seemed to like or delight in having individual time with the teacher. They were observed being talkative with Rut, smiling, and finishing their tasks.

During lunch time, Ruth took turns sitting at the different tables and would talk with the children as they ate lunch. It was during this time that the children would share with her what was happening in their homes, about the shows they had watched, or about some of the games they had been involved in at home. Sometimes the children would wait for Rut to ask the questions, but other times they would share the information without the prompting of the teacher.

Rut addressed the children during the day using a low pitched voice; however, because of the acoustics of the building and how the classroom was laid out, it could be perceived at times that she was talking to the children in a very loud voice. The majority of the time Rut interacted with the children was spent giving suggestions, instructions, and directions or in asking questions. Rut was not observed discussing emotions and feelings directly with the children, but she would talk to the other teacher and the lady cook about how she perceived a particular child to be expressing sadness, happiness, frustration, fear, surprise, pride, anxiety and curiosity throughout the day. During the day, Rut, as opposed to Noemi, would mainly approach the

children by placing herself at eye level with the children and having them look at her when talking. However, there were also times when she addressed them from where she was standing, and the children would look up at her as she spoke to them.

Rut did not have a chart of daily activities posted in the classroom, yet the children were aware of the daily schedule. She also did not have rules posted on the wall. She was never heard telling the children, “you know the rules.” They transitioned from one task to another when the teacher directed them by stating what they would do next or by using songs, games, and music. They had no difficulty with transitions; nevertheless, it was apparent that the children would not consistently help with cleaning up. They would put some things in their place and then leave the rest of the cleanup task for Noemi. Rut did not require them to pick up other than when she specifically asked them to put something away or to clean up an area. After lunch, Noemi would put everything back in order, and the room seemed as if it had not been touched all day.

Standard assessments of the children’s academic, social and physical progress were done individually by Rut in order to give a report to the parents and to record the progress the children had made during the month. During the time of assessments, she also took the children’s weight and height. Rut showed to be concerned about the weight of some of the children. They had been trying to help them with their nutrition. She also had a monthly meeting with the parents and child representatives to inform them of the children’s progress. During these meetings, she would give parents and the child representatives information on how the child was progressing. She addressed the areas that they really need to be attending to at home with the child. She also reported that during this time she would have some different workshops for the parents to learn about the school and how their children were expected to progress during the course of the year.

The children were observed to be very independent, and only when they really could not accomplish a task would they ask for assistance. The children brushed their own teeth, washed their own hands, and would go to the bathroom on their own. They would ask the older children at times to lace their shoes rather than a teacher, and they showed each other affection by hugging, picking each other up, and comforting one another. One aspect that was evident during the course of the observation was the children, all of the children, would finish their food. Food was never left on their plates, nor were there arguments as to whether it could be left. The children would sometimes need assistance finishing, but the plate was always empty at the end of the day. They all show thankfulness for the food to the lady who cooks and often remarked on how good the food was for the day.

When I arrived at the school, the teacher introduced me as a person that would be coming for some time to the classroom, and that I would be observing them. The teacher introduced me to the children as Miss Rachel, but the children would continuously call me Misses Rachel. The teacher on various occasions would correct them, but it later became a game with the children to call me Misses instead of Miss. I mainly would observe during the day. When needed, I would also assist the teacher. There were times when I would play outside with the children and times when I would aid in the classroom when the teacher asked. The one thing the children asked of me on a daily basis was for me to read them books. When I first arrived, they would greet me and then ask me to read them books. I asked them to choose the books and then a group of them would sit with me around a table or on the floor while I read to them during free time. The children would sometimes repeat the books and at times would want to tell me the story. Each of the children that would sit for reading time would choose about two books each. They seemed to

enjoy the activity, and it could not be determined if they liked reading the books or spending time with me.

### Case Studies

The data obtained from the Spanish-language interviews were presented in the following 5 cases studies. The first three case studies are representative of the mothers and their children. There were five mothers who agreed to participate in the study; however, only three qualified for the study. Two mothers did not qualify for the study. First of all, one of the mother's children attending the childcare facility was one and half years of age at the time of the study. In the second case, one mother was actually the child's grandmother instead of the mother. Each case study includes demographic information for each mother, her situation at the time of data collection, perspective of the prison environment, her reports on her family and the environment they shared together, her report on the education and employment opportunities available, and a report of what would make her environment better. The case studies also include descriptions of the child and the child's drawings of his/her family. The two additional case studies are representative of the teachers who work with the children of the incarcerated mothers. Each of them includes the teacher's educational background, insights on ways they describe working with the children and preparing them for further education.

The case studies for each participant appear below. Each participant has been given a pseudonym name in order to maintain confidentiality.

#### *Mother and Child Case Studies*

##### *Case Study No. 1: Rebecca and son, Lucas (Appendix E)*

##### Demographic Information and Report on Family

Rebecca is a 32-year-old mother of four boys who is separated from her spouse. She

reported having her first boy when she was 22 years of age. Her boys are now age 12, 10, 4 and 1 year. She is originally from the coastal region of Ecuador and from the city of Guayaquil. She reports her religious belief as being “evangelical.” She did not graduate from high school; however, she did study up to the eighth grade and left school when she was 15 years old. She is the oldest of four children and was raised by her father, who had also been arrested in the past for theft. Her mother abandoned her when she was ten days old. She currently reports not having a family other than her children and her two young stepsisters. Her father died last year.

Rebecca is currently awaiting trial on drug trafficking charges. She has been in prison now for 6 months and has heard that she might be sentenced to serve 8 years for her charges. This is not the first time she has been arrested; she has been incarcerated three times. When she was arrested, her children and her two younger sisters were living with her. They went to live with her stepmother for two months, and then were with her. Finally, they went to live in different locations. The oldest ones went to live at Mensajeros de la Paz, a Catholic non-profit organization working with children and families. Her baby boy went to live with a lady she met while living in prison. She met the lady’s daughter when she was visiting during the Christmas break with other college students. The students were there to spend time with the children and to take them on an outing. During the outing, the young lady took the baby to her mother and introduced her later to Rebecca. After some deliberation, Rebecca decided to allow her child to live with this young lady and her mother. She really does not feel good about the situation her children live in, but she feels she has no say over her current circumstances. She would like very much to be able to continue keeping her youngest child with her. She begged the director to allow her to keep him until he turned a year and a half or even two years of age. The director told her no. He stated that they no longer allowed children to live with the mothers in prison, and he

also informed her that it is prohibited for the children to remain in prison, especially after the law recently changed. She does not believe this is true because she knows of prisons that allow children to live with their mothers up to 14 years of age, and she feels that it is only at this facility that it is prohibited. Rebecca asks for one to imagine “a child of eight months old who is breastfeeding being taken from his mother’s arms. She asks, “What would have happen if this lady would not have taken my child? He would be in a shelter for all I know.” She does not believe that the children should always remain with her in the prison environment indefinitely, but she does feel they should be allowed to remain up to a certain age.

#### Prison Environment and Family

Rebecca’s children come to visit her once a week and travel about fifteen minutes to get to the prison facility. Visitation days at the prison are on Sunday, and the children are allowed to be with their mothers throughout the prison setting, except they are not allowed to enter the inmate dormitories, which are locked. She reports her children as being happy when they come to visit her, and that they spend time talking to each other. She gives them advice on behaving well; she cooks for them while they visit, she hugs and plays with them as much as possible. When the children visit, they are searched by the guards who Rebecca feels are somewhat friendly and not rude at all with her children. Rebecca does not feel the visits are upsetting for her children because they now know the people there; they talk to them, and the other inmates, at times, even buy them sweets.

Rebecca, however, does find it upsetting when she has visits from her children because they are far from her, and she cannot have them with her. Nevertheless, she seems to feel close to them when they come and likes the fact that they talk to her. They share with each other, and she is able to advise them to do their homework, to do well in their classes, and to respect the people

with whom they are living. She feels that it would improve their visits if the prison personnel would allow them to have an additional day for visits.

Rebecca reports her imprisonment as having many effects on her children and family. She states, "It destroyed us." Emotionally and socially, her incarceration and arrest, she feels, has kept them (her children) from performing well in school such as grades dropping and not doing homework. They are becoming rebellious. She feels the fact that she is in prison as something that is a bad example for her children. When she reprimands them, she has had them say to her "Well why did you do it; you are in here." She fears that her children will deviate from what is right. If she could change one aspect about herself in relation to her children it would be to never step in a prison again. She feels that the most important thing in life is her children.

When asked what three wishes she would desire for her children they were: One, for them to be with their fathers. The two oldest children's father is in prison in Ambato, and the two youngest children's father is in prison in Esmeraldas. Both cities are over seven hours away from where the children live. Secondly, for the children to be with her; and thirdly, that they could be together with their aunts who are close in age to the children. What she would like for her children to remember about her is "Everything." She started to cry as she described what she would like for them to remember. She stated "Attention, affection, but over all everything." There are many memories and stories she would like to share with them. But at this point, she encourages them by telling them she will not be in prison for very long. Rebecca believes the overall role of a mother is to be caring, to assist her children in everything, to be attentive to their school and studies, to their illnesses/sicknesses, to their needs/necessities, and that the same time to be with them.



## Education and Employment Opportunities

Rebecca currently reports her financial situation being a difficult one. She made about \$150 dollars a month before she was arrested. She now prepares and sells food to the inmates in the prison facility and makes about \$12 to \$13 dollars a week. When she arrived at the prison, educational courses had already begun, but she says she would like to take computer classes because she feels the training is very important for work today. She also would like to take baking because she enjoys cooking. In the prison, she lives in a room with another 24 women and throughout the day she dedicates her time to cooking, working on stuffing envelopes, and on sports. She feels that things would be better in the prison if they were all treated equally and if they would allow them to keep their younger children with them.

## Her Son Lucas

Rebecca's son Lucas, who was 4 years and 9 months at the time of the study, attended the childcare on a regular basis. Lucas lived with a family who forms part of Mensajeros de la Paz, a Catholic non-profit organization working with children and youth. During the sixty hours of observation time, Lucas demonstrated the following behaviors and skills. He seemed to be very quiet and shy, only talking to people when he was addressed. He did not dialogue with other children or individuals in the childcare facility, unless they first addressed him in a conversation; and even then he might not answer. Lucas would only interact with the children sitting at his table. He would only work and play with his materials and would not touch other children's materials. When he did play with the other children, it was mainly with the boys. The teacher had him seated with all boys during class activities. He seemed aware of the other children, yet would mainly play beside them.

Physically, Lucas could run very well; he would go up and down the stairs on his own without assistance from teachers or other children. He would play ball with the boys by rolling the ball back and forth and also by kicking it. Lucas demonstrated increased endurance with long periods of energy when playing ball with other children. Lucas was given the opportunity to use scissors, but he had difficulty cutting paper. He also would color using pencil and crayons. On some occasions, he would color outside of the lines. However, he used the spoon (children were only given a spoon to eat with) and cup without help. He did not have any accidents in which food or drinks were spilled. Lucas would wash his teeth and go to the bathroom on his own. He would zip up his own clothes; however, he did need help at times with the snap on his pants which was difficult to snap.

Lucas would not really communicate with others nor readily expressed himself verbally. He tended to keep to himself; yet he really enjoyed music and dancing. At times, he would walk holding hands with some of the children, but only if the first included him. He enjoyed listening to story books and would at times repeat the behaviors exhibited by some of the other children.

Throughout the course of the study, Lucas generally wore a ski hat that he kept on his head at all times; he always would sit in the same location to work and to eat. He was a child who seemed to be over looked unless he spoke up for something. The teachers rarely seemed to call on him or address him during the course of this study.

When Lucas was asked to describe his family through a drawing he drew the picture using scribbles with purple, red, yellow, orange, and brown crayons. He did not seem to talk to the other children at his table and only used his crayons from his own box. When talking to me, Lucas only seemed to start counting for me by using numbers starting at four and going up to about ten. He would not really discuss his picture. Lucas seemed to show some uneasiness about

sharing his picture; however, he eventually did share. He stated that he had drawn a doll and his family. When prompted on his drawing he stated. “*Mi familia* (my family).” Then he began to recount the things on his drawing. Lucas, seemed to be intimidated by the activity, and he was talkative later in the week after the drawing to the point that he came to me a couple of days before I was to leave and took me by the hand. This behavior was something he had not done throughout the course of the study with anyone according to my observations. Lucas’ picture has spiral lines and scribbling in the center of the page. (Appendix E)

*Case Study No. 2: Sara and son, Marcos (Appendix E)*

Demographic Information and Report on Family

Sara is a 24-year-old mother of three boys. She reported having her first boy when she was 18 years of age. Her boys are now age 6, 5, and 4 years. She is originally from the highland region of Ecuador and from the city of Cuenca. She reported living with someone. Sara reported her religious affiliation as being an evangelical. She did not graduate from elementary school; however, she did study up to the fourth grade and left school when she was nine years old. She is the second of six children and recently lost her mother, which has been devastating for her. She states, “I always thought I would have my mother, and that she would be there for everything.” Her parents were never incarcerated as far as she knows.

Sara has been sentenced to six years in prison for theft. She has currently served two years and eleven months of her sentence. This is the first time that Sara has been arrested for a crime, and the first time her children have been separated from her. She reported her offense as being related to drugs and alcohol; however, she reports not being addicted to either one. Her health, she says, is good, but she does have a scar on her uterus that was diagnosed by a medical

doctor. She has never been diagnosed with any mental illnesses. She reported being abused sexually and physically in her past.

When Sara was arrested her children were living with her; the first thing she reported thinking about when she was arrested was her children and her mother who was ill at the time. She felt the aspect that affected them the most was when she had to tell them that they were going to be by themselves; that she was not going to be going home for some time. Her oldest child, she said, would tell her, “You are bad; you are not with us; and they spank us.” Her children lived with her mother until she passed away. Then they went to live in different locations. The oldest child lives with Sara’s grandmother; the middle child lives with her sister; and her youngest one lived with her in the prison for three months before being placed with Mensajeros de la Paz.

When Marcos, her youngest, lived with her, they lived in an area with the rest of the inmates. He would sleep with his mother at nights. During the day, he would be with her in the facility. She felt he really did not have an opportunity to leave the complex, but now that he lives with Mensajeros de la Paz, he has had the opportunity to travel around the country some; he has now visited Machala and Jambelí, two cities about four hours from Cuenca on the costal region of Ecuador. When he was living with her, there was a lady that was trying to take him from her to live outside the prison. Sara did not seem to be comfortable with the situation. She feels that the fact that Marcus lived with her had a bad effect on him. She reported noticing that he did not really want to be there. Marcus would take her to the door and point; she says it was like he knew this place was not convenient for him.

#### Prison Environment and Family

Sara’s children come to visit her; however, it is only Marcos who comes weekly. The

other two come more sporadically because her grandmother is older, and her sister works. They all travel less than thirty minutes to see her. When Marcos comes to visit, he runs to her like a “little pigeon with his wings spread out” (He has his arms spread out to hug her). Their visits are happy, but they make her sad because she cannot be on the outside with her three children. She reports her children as being affectionate. She does feel that the fact that her children are searched when they come to visit affects the frequency that they come to visit. It is like they are frightened every time they are searched. She states the prison staff is very friendly, but at times, they can be somewhat rude. Her children, she says, do get ready to leave quickly. They say, “Let’s go home.” They want to leave and not stay when visiting hours are over at four thirty on Sunday afternoons.

Sara does not find it upsetting when she receives visits from her children. “It is a time when my children bring me happiness,” she says. “I feel better when I see them, and it gives me relief. I am more content; more encouraged, and have extra strength to keep fighting for them and to continue giving encouragement.” The things that could better my visit, she says, “Would be for me to continue showing them a changed person.”

Sara states that her imprisonment has had many effects on her children and family. She reports that her children have been abandoned, and that there is no one who will love her children the way that she does. “A mother is everything for a child,” she states. Emotionally and socially, she feels they are too small to defend themselves; and she sees rejection from her children. She fears that when she leaves prison, she will commit the same mistakes and will lose her children for always. She says, “I only ask God to help me, to give me a hand that He will take me on a straight path so I can be with my children.” She states that she needs “To work,

work hard to give them an education.” She feels that “they are a blessing from God;” she must be a responsible mother.

After a long period of silence when asked, Sara stated that if she could change one thing in regard to her children it would be to change the bad things—to stop the stealing and start doing pleasant things. She did seem to have a hard time when answering this question in particular. The most important thing in life she feels is that she continues forward.

When asked what three wishes she would desire for her children they were: one, for them to have all the love possible; secondly, for them to be the best they could be; and thirdly, that she would like for them to be the best students and to be well educated. When asked what she would like for her children to remember about her, she stated that it is the affection she has given them—to remember everything she has done has been for them, and especially that they remember that she has always taken them with her in her heart. She would like to share with them later about what has happened to her in her lifetime, so they will not commit the same mistakes she has. She thinks her incarceration will affect her children’s education. In fact, she will not be there to give them the love they need to succeed. She feels depressed about her situation, and she feels that the depression is affecting her children when they see her. Sara believes the role of a mother; she states, “to be with them, fight for them, take care of them, and give them affection and education.”

#### Education and Employment Opportunities

Sara reports that in order to help herself financially she is involved in optional work provided to her in the prison. For example, she is a mother that dedicates herself to making things by weaving and knitting to sell. She is currently enrolled in two classes provided by the prison, dance and theater. She believes the classes are good and that the quality of the courses

and teachers are excellent. If she could add classes to the educational program, they would be craft and cooking classes.

Sara expressed that she has suffered much since she has been incarcerated that she started to enter a state of depression. However, her friend in the prison started to encourage her by telling her that God loved her. She said at first her children did not come to visit her, and she had no visits; she would sit in the back of the facility and cry. She now reports knowing that she is not alone—that God gives her the strength to put up with being incarcerated. She says, “Can you imagine you cannot see the street; you cannot see the people, only on visiting days?” When I thanked Sara for participating, she said she knows there are many mothers who do not take advantage of their freedom and do not treat their children right. “This way they can see how you suffer here, and they have their freedom. My children are small, and they need me. A mother has to be strong until she can no longer give and even then she needs to carry her children.”

#### Her Son Marcos

Sara’s son Marcos, who was 4 years and 5 months old at the time of the study, attended the childcare school facility on a regular basis. Marcos lived with a family who worked for Mensajeros de la Paz. During the course of the observations, he seemed to be a social young boy who communicated with people about how he is and what he likes to do for fun. He always had a smile on his face and seemed to seek the attention of the adults around him. Marcos was usually trying to play with other children. He would interact with both the children and the adults, and would ask for help when needed. He also seemed to enjoy being silly. He would repeat behaviors in order to have people laugh. Marcos would usually clean up after taking the toys out of their place; yet at times he would need a reminder.

Physically, Marcos liked to play with cars, balls, and puzzles. He played outside, ran, danced, and climbed on the slides and gate. He could go up and down the stairs on his own; however, at times he would use the wall as support if he was trying to go up fast. He enjoyed playing in the push cars which he would move using both feet. He had some difficulty using scissors. Marcos could brush his teeth, feed himself, and go to the bathroom without any assistance. He used colors, pencils, and crayons when the activities required him to use them. He also would try to tie his own shoes laces or the shoes laces of other children in his class.

Marcos was observed being very talkative; he would verbally express himself. He would use sentences and verbal commands to claim his things or to have other children do what he wanted. At times, he would imitate behaviors and take part in dramatic play. In other words, he would pretend to be the father or a dog in the home center. He especially seemed to enjoy being read to by the adults.

When Marcos was asked to describe his family through a drawing, he drew scribbles using purple, blue, black, and red color crayons on one side. On the opposite side, he used yellow, green, orange, blue, brown, black, purple, gray, and red color crayons. In the picture, he stated that he drew “me (himself), me (himself), me (himself), and his dad. (The teacher reported that he calls the man who works for Mensajeros de la Paz his dad), and the *cabrito* (the goat) on the front side of the paper. Then on the back side, he drew his brother, his brother, his brother, his father, me (himself), he (himself), and then Sara, his mother. The teacher reports that Marcos does not call his biological mother “mom nor mother”, but that he calls her Sara. Throughout the course of the study, I did not hear Marcos call Sara his mother. (Appendix E)



*Case Study No. 3: Isabel and daughter, Anna (Appendix E)*

Demographic Information and Report on Family

Isabel is a 33 year old mother of three girls who has never been married. She reported having her first child when she was 14 years old. Her daughters are now 18, 4 and 1 year old. She is from the highland region of Ecuador and from the city of Cuenca. She says she is a Christian, or at least that she tries to be. She graduated from elementary school when she was 21 years. She completed a school program for adults. She is the oldest of 7 children. Her mother was arrested on drug charges once, but she claims she was innocent.

Isabel is currently serving a 20-year sentence for theft and homicide. She has now been in prison for 1 year. This is her second time in prison; the first time she was not convicted or charged of a crime. Her offence was not related with alcohol or drugs, and she reported not being addicted to either one. Isabel has not been diagnosed with any physical or mental illness. She did report being physically abused in the past.

When Isabel was arrested, her three daughters were living with her at the time in Cuenca. Her youngest child now lives with one of Isabel's aunts. Her oldest daughter is caring for her middle daughter, Anna. She did have one of her daughters living with her in prison while she has been incarcerated. When her youngest daughter (2 month old at the time she was in the prison with her mother) lived with her, she was placed in a room with four other mothers and their children. She says it was hard having to line up with her child in the early mornings, especially when it was cold outside. Due to the cold weather, her daughter developed a type of respiratory infection requiring her to keep her child out of the cold. In order to meet the doctor's recommendation, she asked the director of the prison to allow her and the other mothers to leave the room where they slept open so the younger children could stay there. All of the rooms were

kept locked during the day and neither the prisoners nor their children were allowed to enter the rooms once they were locked. The director authorized her request, which surprised her very much. She stated, "It was something big for me because they don't just let that happen." She says, "My daughter lived with me up until three months ago. The children can no longer be here." She does not feel it helps the children to be in the prison environment.

#### Prison Environment and Family

Isabel's children come to visit her weekly. Two of them travel less than 30 minutes to the prison facility. The youngest child who comes with Isabel's aunt travels more than 30 minutes. She reports that her oldest daughter is very quiet when she comes to visit her. She feels like she wants to say something to her, but she says nothing. She reports seeing sadness in her. When she says something to her daughter, her daughter starts to cry. Isabel says, "She misses me/needs me, and I have a desire to cry." She reported her second daughter as being affectionate, "but she is also mad because I am in prison. She has a bad temper." She also stated, "I frankly lied to her because she is too little to understand some things. I told her that I was here for behaving badly. This is true in a certain way, and I tell her that she has to eat so that they will let me out, and I tell her that I also have to eat the soup because she does not want to eat everything." When her children come to visit, she feels it is a time of happiness. She cooks for them when they visit, but she stopped due to the fact that she felt she was spending longer periods of time cooking rather than visiting with her girls. Isabel states there is nothing that can be done to improve visits for her children, "Nothing." She reports that when they are visiting she is able to take them everywhere within the prison facility except the locked rooms in the evenings. These rooms are kept locked during the day. However, she prefers not to take her girls outside during visiting days because other children are running and playing. When others want them to stop, they are

not always nice or courteous. In order to avoid these situations, she takes her daughters inside and plays games with them there. Her daughters are searched by a prison staff when they come, and Isabel feels is somewhat friendly and somewhat rude. She feels that her girls do find the prison visitations upsetting.

Isabel finds it upsetting when she receives visits from her children. She says, “Because I feel so guilty for what they are going through, not being able to be with them, to give them what they need, to see them, to be able to assist them as a mother.” She also feels that her incarceration has had many effects on her children and family. She reported, “I am not sure if they are being honest, but I feel that it has affected them a lot—and most of all me.” Her oldest daughter does not really talk to her, but Isabel encourages her to continue ahead in life. Isabel expressed a feeling of knowing she did not do things in the right way. She says, “I have always wanted, like every mother, the best for my children. But I was looking for it in the wrong way. That is why I am here. I cannot say that I have been a saint/sacred pigeon. There is a reason why I am here.” When Isabel was asked to describe the impact that she feels her arrest has had on her daughters socially and emotionally, her reply was, “Fatal. They have not yet overcome; they are super bad.” The second daughter, she feels, might need to see a psychologist, and she also mentioned to the oldest her need to go and see a psychologist. However, Isabel reports that her daughter does not want to go. She feels that her youngest child does not yet realize “things” because she is so young.

Isabel fears that somebody will harm them. What frightens her the most is that sometimes she cannot give them what they need to be sustained, and she fears that her girls will leave forever. She states she believes her oldest daughter fears solitude and does not want to assimilate the fear of God. The middle daughter, she believes, also fears solitude. She believes her

daughters also have fears that she will remain in prison for many years. Isabel states that if there were one aspect about herself in regard to her children that she could change, it would be “Not to be here.” However, she also stated she has matured in prison, and that the most important thing in life she believes is “Love.”

When Isabel was asked what three wishes she would desire for her daughters they were the following: one, for them to turn themselves completely into the Lord. She says, “I believe this is the basis of everything. In my religion, we say that if one is at peace with the Lord, if one does what God sends us to, everything will go well.” Secondly, that they (her children) remain with her; and thirdly for them “to be good professionals or equally some good preachers. Whatever, but they should be sincere. That they love what they do and not do it out of obligation.” What Isabel would like for her daughters to remember about her is how much she loves them. The memories and stories she would like for her daughters is the life of Jesus. She states that she would like to tell them everything about him.

When asked about the role of a mother, Isabel responded, “Here I have learned that the main goal is to teach values to your children. Teach them to respect God, who is our creator. To teach them to respect themselves, the rest of people, and understand that nothing is forever. She also commented on not trying to give them everything. For example, “Like sometimes we give or for them to have what I never had. That is the worst thing that a mother can do/commit.” To teach them “to be humble, respectful, everything, and to be realistic, even though dreaming is good from time to time, but to dream with limits, and to overcome with oneself without having to trample on anyone, nor harm someone.” “Because I think that if they respect themselves, they will have respect for other people. I would like the same for them to be fighters/warriors (strong).” “What I have learned I say to them is that the bad never takes on to anything good.

That it never takes to anything good. That if one goes right even though he suffers and cries he will harvests good things.”

#### Education and Employment Opportunity

In order to help herself financially, Isabel would buy shoes, socks, bras, and other clothing items with her little savings and then resale them to other prison inmates for a profit to help herself. However, she states that she has no money now, but now a nutritional scholarship is given by the government for the children. Meaning when they began removing the children from the prison, the mothers were offered \$100 per child to help them with his/her financial needs, primarily nutrition. She feels that it does help her financially. Before coming to prison, Isabel reported making about \$100 to \$300 dollars a month. She is currently enrolled in two classes provided by the prison, beauty and sewing. She believes the classes are good and that the teachers and the quality are excellent. If she could choose an educational program, it would be to add computer classes. She states, “without computer classes we are nothing—It is the thing now.”

When Isabel was asked what could be done to better deal with the women offenders, she stated that she would like to see laws in which cases were investigated more closely. She would like to see prisoners required to go to therapy, and she would like to see job training provided for the prisoners. She believes that the President of Ecuador could create an enterprise that would benefit both the country as well as the prisoners. Isabel states she is aware that the prisoners need to pay back to society for what they have done; and if a job training program were provided, they could work for the country. A part of proceeds from production could go back to the government and part could be used to pay for the cost to maintain the prisons. A small part of any profits could be given to the mothers to help with their personal expenses, including custodial expenses.

## Her Daughter Anna

Isabel's daughter, Anna, was 4 years at the time of the study. She attended the childcare facility provided by the prison on a regular basis. Anna lived with her older sister. During the course of the observation, Anna seemed to be a social young girl, meaning a child who enjoyed interacting and playing with other children. She especially played with two girls reported to be sisters, who attended the childcare facility. Anna would involve herself in cooperative play with the children; they would play games where they had to take turns, and she really enjoyed telling the other children what games she desired to play.

Physically, Anna demonstrated an ability to run well, and she would dance with the teacher and other children. She could climb up and down the stairs without assistance and would play outdoors with the children climbing up the slide. In the classroom, she was also observed using crayons, colors, and pencils. She could brush her teeth, go to the bathroom on her own, and she could also feed herself. However, Anna did need at times assistance from one of the teachers to finish her food. Anna was reported by the teacher to be underweight for her height and age. Her weight was of concern for both her teacher and her mother.

Anna communicated and expressed herself verbally. She enjoyed dramatization when playing with other children in the home center. She would also at times tell the other children what to do. On a couple of occasions, Anna communicated how sexy she was and how sexy her clothes were. She and another girl in the childcare facility would at times discuss among themselves whose clothes were sexier. The teachers seemed to listen to them both discuss their clothes and would give them other words for them to express themselves such as "you do look pretty" and "that jacket is a pretty one."

When Anna was asked to describe her family through a drawing, she described the following picture (Appendix E). The picture was actually drawn by another classmate, a girl she plays within the childcare facility. Anna did the light markings in the picture, and the other classmate drew the rest of the picture. However, Anna did describe the images in the picture. She stated that one of the images was her sister D (the one in the middle). One was her grandmother (the one on the right), and then her sister C (the one on the left). Anna stated, “Here I am going to draw my mommy.” However, Anna did not draw her mother or report her being in the picture; Anna did try to draw something very lightly on the paper using a light pink color. When I asked her to explain the lighter color drawn, she stated, “I don’t know who it is.” When I stated, “I don’t think you have put your mommy on here.” She stated, “Oh, she is not here.” Anna also reported her favorite color being purple, which is a color that is used extensively throughout her drawing. Each person in her drawing had the color purple represented. Other colors used in the drawing were different shades of purple, blue-green, black, orange, yellow, pink, and blue. (Appendix E)

### *Mother and Child Summary of Findings*

#### *Mothers*

##### *Demographic Information*

All mothers who participated in the study were between 24 and 33 years of age. None of the mothers were married, and they were from two different cities within the country of Ecuador. Two were from the Highland city of Cuenca, and one was from the coast city of Guayaquil.

All three of the mothers reported being Christians and reported going to elementary school. Nevertheless, only two of the mothers reported finishing elementary school. One reported going on to high school and dropping out when she was 15 years of age. The other

mother reported graduating with her elementary degree when she turned 21 years of age. All mothers reported making anywhere from \$100 dollars to \$300 dollars a month before being arrested. One mother specifically reported making around \$150 dollars per month. All mothers at the time of the interview were incarcerated and were considered guilty of their crime; however, one of the mothers was still awaiting sentencing for her crime. She reported knowing she was probably going to be condemned to receive an 8-year sentence for her crime of drug trafficking. The other two mothers had received their sentencing; one mother was serving a 6 year sentence for theft, and the other mother 20-year sentence for homicide and theft. The mother who had been in prison for the longest period of time was Sara, who had been incarcerated for 2 years and 11 months. Sara also reported this being her first time to be incarcerated; whereas, Rebecca and Isabel had both been in prison before this time. This was Isabel's second incarceration, but she had not been sentenced or convicted the first time she was arrested. Rebecca had been incarcerated three times including the present incarceration.

Two of the mothers reported that their parents had also been incarcerated. Rebecca reported her father being incarcerated for theft, and Isabel reported her mother being incarcerated for drug trafficking; however, she felt she had been innocent. Sara reported her parents had never been incarcerated. None of them reported being under the influence of drugs and alcohol during their offense, and none of them reported being addicted to drugs or alcohol. However, two of them reported the involvement of illegal drugs in their offense. One said she was selling the drugs, and the other having drugs. One of the mothers reported alcohol also being involved in her offense.

The mothers all reported never being diagnosed with any mental illnesses, and two of them reported not having any physical illnesses or disabilities. However, Sara reported being



diagnosed with a scar on her uterus. They all reported not taking any medications. Two of the mothers reported being sexually or physically abused in the past. They all reported never being pregnant while in prison.

#### Perspectives on the Prison Environment

The mothers all reported the prison housing only female inmates, and the institution hiring men for administration, medical, and guard positions. When their children came to visit in the prison, they reported there being areas where they could talk with them. They reported the children being allowed in all of the general areas of the prison; nevertheless, they were not allowed in the rooms where the female inmates go at the end of the day. These rooms reportedly were locked at all times.

The mothers reported receiving healthcare within the prison facility; however, they reported this care as being limited and not being comparable to the medical treatment received on the outside of the prison. All mothers reported being able to see a doctor or a health provider in private, without a guard or other members of the prison staff present.

#### Family and the Environment They Shared Together

The mothers all reported living independently and having their own place. Two of the mothers reported being the oldest in their family. One mother reported having seven brothers and sisters, and one reported being the first of four. The other mother reported being the second of six children.

They all reported having children who were currently under the age of eighteen years old. Rebecca reported having four boys; Sara three boys; and Isabel three girls. Two of them reported having children when they were under the age of twenty years; Isabel was fourteen years old, and Sara was eighteen years of age. Rebecca was twenty-two years of age when she had her first

son. Two of them reported their children living with them at the time of their incarceration.

Isabel said this time when she was incarcerated her children were living with her stepmother and stayed there for about two months before going to Mensajeros de la Paz.

When asked what impact they felt their being arrested incarcerated had on their children emotionally and socially, they all reported it as having “bad,” “fatal”, and “negative effects”.

Rebecca reported it being bad; that they did not have a place to live. They became a little rebellious, and they would not do their homework. She reported that her sons’ grades dropped.

Sara reported her children rejecting her some at the beginning; her children would say to her that she was bad, and that she was not with them. Her children reported being spanked, but that they were now more affectionate toward her. She had learned to give them more comprehension.

Isabel reported incarceration as being fatal for her children. She felt they had not yet overcome.

They are “super bad,” and that she has even considered requesting that her older and younger daughter receive psychological help. They all also seemed to report that the younger ones did not yet realize what was happening to them.

Some of the emotions they reported their children as displaying when they, the mothers, were arrested included crying, sadness, and some rejection. Rebecca reported her children as just crying. Sara said her children rejected her, but now seem to show affection. Isabel reported her children displaying sadness, crying, and that she still felt they are not well. They had lost weight, and her older daughter had become a mother and was in a committed relationship with a man.

All three mothers reported having a child live with them in the prison environment at one point during their incarceration. Rebecca reported three of her four boys living with her in the prison environment. The last one to live with her was her infant son. When her boys lived with her, she reported they attended the childcare facility during the day. They would leave around

eight in the morning and return to her around four in the afternoon. She reported her children receiving medical attention, snacks, and food at the childcare facility. At the prison, there was nothing like that for them. Sara reported her younger son living with her in the prison environment; he had been removed recently from the prison environment and placed with Mensajeros de la Paz. She reported him living with her in the same areas in the prison and sleeping with her and other inmates at nighttime. She did not report any special areas for her and her child. Isabel reported her younger daughter living with her in the prison and that only recently she had been removed from the premise. They lived in a special room that only had mothers and their infants. There were four mothers and four infants in the room. She also reported the director allowing their room to be open during the day for the infants, especially after her daughter had been diagnosed with a respiratory infection. She felt it was a special favor the director had done for them because she said, "They don't just let that happen." Two of the mothers reported their children being allowed to leave the prison environment while they were living with them; and one reported her child not being able to leave until she had been removed from the prison environment two months prior to the study. When asked if there was anyone available to care for their children when they lived with them, they all reported no. However, Sara did report that there was a lady who was trying to take her son from her. Isabel reported her oldest daughter caring for her second daughter but not being able to take the younger daughter.

When asked if they thought being in prison had a bad effect on their children, they all replied, "Yes." They report they felt it had affected them a great deal; they had seen their children's attitudes change. They had seen them lose weight. Rebecca reported her imprisonment as being a bad example for her children. She had sometimes seen her children acting badly. She had tried to correct them, and they would answer back to her that she was in prison. Sara

reported that she felt it had greatly affected them; it is like her children know the place is not convenient for them. Isabel reported her children as being inconsistent. She had seen her second daughter become aggressive, and she saw her youngest daughter not eating and losing weight.

Their children had now all been removed from the prison and were reported to be living with other relatives or social services. Ecuador does not have a foster care system, but they have foundations which take in children such as Mensajeros de la Paz. Rebecca reported her boys living with social services, and her younger son living with a lady she met while in prison. Sara's three sons were reported to be living with her grandmother, sister, and Mensajeros de la Paz. Isabel reported her two older daughters living together, and her youngest daughter living with one of her sisters. They all three reported feeling badly about their children's current living situations; Sara went on to say that when her boys were with her they were not like they are now. Isabel agreed, "Yes. They seem to be doing well, but I know that in the end they are not. They are separated, and that is not good. They need to be raised together as sisters."

Some of the fears the mothers reported having for their children include: Rebecca feared her children would deviate from what was right, and that they would want to be independent and become rebellious. Sara feared that she would commit the same mistakes again and lose her children forever. She reported fearing that she would not get out to be with her children, and that she knew she had to work hard to give them an education because she felt they were a blessing in her life. Isabel stated that she feared someone would harm her children, and that she would not be able to provide for her children. She feared that her children will leave forever.

They all reported their children coming to visit them. Most of their children came weekly, and some of the younger ones visited every fifteen days. All of the mothers reported their children mainly coming a distance of less than fifteen minutes; however, Isabel did report that

her younger daughter lived with her sister and had to travel over thirty minutes to come and see her, so she did not come on a weekly basis.

When asked how their children behaved when they visited, mothers reported their children to be happy. “My son comes running to me; he kisses on me; he is educated (acts well behaved); he likes to dance. My oldest daughter seems like she wants to say something to me, but then does not.” The mother reported seeing sadness, tears, showing signs of missing her; they were affectionate, as she saw her second daughter having a bad temper because of her being in prison, and her daughter at times appeared to be jealous.

In regard to their children’s education, one mother stated, “I like that they are educated and that they are humble.” The other mothers reported concern. Sara stated that she was displeased because she could not be with her children and could not teach them herself. Isabel stated that she was not pleased that her daughter was inconsistent (meaning her tempers change frequently), but the teacher stated she is doing well in the classroom and at the childcare facility. However, she was concerned about her emotionally, physically and about her character. She has asked the teacher to have her daughter seen by the doctor the next time they see one and to ask him for a referral.

The mothers reported their visits as being happy. It’s a time to share advice and for them to share time together. Mothers, at times also reported feeling sadness because they are not able to be with their children on the outside. When the children leave after visiting hours, they felt sadness because they cannot leave with them. When the mothers have left their children for a period of time and then return, they reported their children as crying. They hug them and they also show them affection. Isabel reported that her youngest daughter sometimes did not want to talk to her and did not want to go with her. But after being around her for a little while, she

behaved well. They reported their children as responding in different ways to strangers. Rebecca stated her children pull away and ask questions. Sara says her children will ask who the person is and then will approach them depending on how Sara responds to the strangers. Sometimes if people just stare at them and don't talk to them, they will not respond and return stares. Isabel reported each of her daughters as responding differently. Her oldest daughter, she says, "will act like she is shy, but, at times, will respond in ways that surprise me." Her second daughter will react saying, Hello and talking to people if she is in a good mood, but if she is in a bad mood or has a bad temper she will not even say hello to her mother." She reported that if her daughter is in a good mood, then she will give her hugs and tell her how much she loves her. She will ask her mother to hold her and spoil her.

All the mothers reported there not being any special arrangements for their children's visits, other than being able to spend time with them for a day. Isabel stated she wished they would allow the children to come another day separate from when other family members visit because she would like to be able to spend more individual time with them. They are allowed to have physical contact with their children when they come to visit. The mothers all reported being able to hug them, hold them, play games with them, and comfort them when they come. However, the children were not allowed to enter their rooms.

The mothers all reported their children not being stripped-searched when they came to visit, but the guards did search them. One of the mothers did report her children looking a little frightened after they were searched, and two of the mothers reported the searching affecting the frequency in which their children visited. Two of the mothers reported the guards as being friendly with the children, and one said they were somewhat friendly. Two reported the guards being somewhat rude, and one said they were not rude at all with the children.

Two mothers reported the visits to the prison as being upsetting for their children. One stated that the mere fact of being there, and the other one said they liked to come, but they were ready to leave when visiting hours were done. She reported them saying, "Let's go home." However, one mother reported her children as not being upset with the visits because they knew the people there and would start to talk to them. At times, the other inmates would buy them sweets. Of the three mothers, two reported their visits as being upsetting for them because of not being able to be with their children. Rebecca stated that it affected her because her children were far from her, and Isabel said she felt guilty for what they are going through, not being able to be with them or not being able to give them what they needed. They also felt hopeless in not being able to assist them as a mother. Sara, on the contrary, said she did not find the visits upsetting because she felt that her children brought her happiness. When she saw them happy, it gave her relief. Her children, she said, gave her the strength and encouragement to keep fighting for them. When asked what could improve their visits, Isabel reported there was nothing more; Sara stated that by playing more with them, showing them affection made the visits better. When they came, she always wanted to show them how she was changing as a person. Rebecca felt that if they could have another day to share time that would help, and also that she felt her visits were getting better because they were able to talk, share time together, and she was able to give advice to her children.

When mothers were asked if they felt their imprisonment had an effect on their children and family, they all reported that it had. Rebecca stated that she felt it destroyed them. Sara stated that her children had been left on their own; that their mother has been taken from them. Isabel reported that it affected them a lot, and more specifically it has affected herself. She has

realized in prison how she had not been looking for her children's best interest in the ways she should have, and that her older daughter never really tells her how it has all affected her.

The mothers reported that they felt the role of a mother to be with their children and to provide for them. They each specifically had their representation of what a mother's role should entail. Rebecca stated she felt a mother should care for her children, assist them, be attentive to their school and studies, to their illnesses, to their needs/necessities, and to be with them. Sara stated, a mother's job is to be with her children, to fight for them, to care for them, and to give them affection and education. Isabel stated she had learned in prison that the main role of a mother is to teach their children values. She went on to say, to teach them "to respect God who is our creator, to respect themselves, the rest of people and understand that nothing is forever." She felt that a mother had to provide for their children, but it had to be in moderation. A mother should teach her children to love people exactly the way they are. They should be taught to be humble, respectful, and realistic, not to harm others, and to respect themselves and love themselves. She believed that if they learn to respect themselves, then they would respect other people.

When the mothers were asked if they thought their children feared something, they all replied, "Yes." Rebecca stated that her children feared her staying in prison for many years; Sara said that they feared that they would not see her and that she was not going to be by their side; Isabel stated that she thought her children feared solitude, God, and that she might stay in prison for a long time. Two of the mothers reported never threatening to abandon her children, and one mother stated that yes she had when she was young and that she felt by doing so she was treating her daughter badly. She stated, "I don't know if it is one's ignorance. I don't know if I was so



wounded and wanted to take it out on her; and I think that the words I said to her separated the two of us a lot—it separated us for many years.”

Two of the three mothers reported wanting their children to be with them as one of their three wishes for their children. Rebecca reported she would like for them to be with their fathers and aunts; Sara reported for them to have all the love, for them to be the best, and for them to be good students, and well educated. Isabel reported wishing them to turn themselves completely to the Lord, for them to be good professionals or equally preachers, that whatever they did for them to be sincere, and to do it out of love and not obligation.

All mothers stated if they could change one aspect about themselves in regards to their children they would change the fact of being in prison. Rebecca stated, “Not to step into prison again;” Sara stated, “The bad things;” and Isabel stated, “Not to be here.” The things they felt were the most important in life differed amongst the mothers, and they were: love and for their children to continue forward in life.

None of the mothers reported themselves or their children as being threatened while they had lived in prison. However, Rebecca did state that she did not have family; Sara commented that at first she was not receiving any visits, and that her sister was very angry. Isabel stated she felt her family had begun to see her daughter’s defects. They reported thinking that their current situations would affect their children’s education in the fact that they were not there to help them. Rebecca stated, “One of her boys is not doing his homework, and his grades have gone down.” Sara stated, “She is not on the outside and cannot give them all of the love they need.” Isabel stated, “Others do not have the love and patience to work with her children like she would.” She also stated that she felt that people sometimes would exclude her children because

that they thought they were the worst thing. For that reason, she stated, is why she is not telling her second daughter she is in prison.

All of the mothers reported feeling depressed at times, and they all felt that their depression would in one way or another affect their children. They all reported they wanted their children to remember things about them. Rebecca stated that she wanted her children to remember everything about her, including her affection and attention, but especially everything. Sara reported that she wanted her children to remember the affection, the love she had given to them. She wanted them to remember what she had done for them; she wanted for them to always remember that she took them with her in her heart and they are not alone. Isabel stated that she wanted her daughters to remember how much she loved them.

The memories they would like to share with them were also stated by the mothers. Rebecca wanted to share with them how they used to make costumes, go out together and so many other things. Sara wanted to share with her children when they are older her story about what had happened in her life so they will not commit the same mistakes as she has. Isabel wanted to share with them the story of Jesus, share time with them reading the Bible, and share time with them. She felt she was missing out on some important stages in her daughter's lives. She had heard reports that these are the most important ages to teach her children values. She saw the ages between three and five years old as very important.

#### Education and Employment Opportunities

The three mothers reported there being educational opportunities for them in the prison setting. Two of the mothers reported being enrolled in classes at the time of the study. Sara was taking dance and theater, and Isabel was enrolled in beauty and sewing classes. Rebecca reported that she had not enrolled in classes due to the fact that they had already begun when she arrived

in the prison setting, but she would have liked to enroll in some computer and bakery classes. Both Sara and Isabel reported the classes being excellent. The mothers said they would like to see other classes offered in the prison setting, two of them said computer classes, two said baking classes and one said craft classes. They felt that computer classes were necessary for today's workforce. One mother stated "without computer classes we are nothing."

All mothers reported there not really being employment opportunities in the prison system other than some optional work in which they took part inside the prison. Rebecca reported selling food to other inmates, Sara knitted, and Isabel sold some things she would buy on the outside and then resale to the inmates for a higher cost. They all reported this being a way they helped themselves financially.

A typical day for the mothers consisted of lining up at seven in the morning and then they went about their individual activities throughout the day. They would go to their classes, visit with other inmates, work within their individual jobs and then also share times with other inmates. At the end of the day, around six in the afternoon, they would line up again and be locked in the rooms where they would spend the nights. Once they were in the rooms they reported being able to go to bed when they choose. Isabel reported some women staying up until later and some going to bed early. They reported the largest room having about twenty-six women sleeping in the quarters.

#### Better the Environment

When the mothers were asked if they had any ideas about better ways to deal with women offenders they each replied that they did. Rebecca stated that she would like for the office to communicate with all of them the same. Sara replied that she would like them to be given work and for people to treat them as people. Isabel replied that she would like to see the

cases studied more and for the investigators to verify more deeply in order to make the sentencing appropriate to the crime, that she would like to see inmates required to go to therapy. The thing she said she would like to see the most is a workforce created for the women so they could be more dedicated. She has an idea she says that could help the country as well as the women in prison, she feels that they could be used in an enterprise setting, and they could learn skills while the country also made a profit.

When asked to share about their experience in prison in which they felt was important, Rebecca stated that she felt that there are people (inmates) in the prison that are abusive and that many times administration does give some preference to inmates. She stated she would like to see people treated the same. Sara stated that she had come to realize the depression she was experiencing, she had faced some very difficult circumstances in the prison especially with the loss of her mother, but she has now new hope and that she feels that God has given her the strength to continue to fight for her children and that they need her on the outside, and she is going to do everything she needs to do to be with them, that is her goal. Isabel stated that she felt she had matured more in prison and that she has learned that God gives a person something so nice and big called freedom. She has come to realize that it is the person who distorts life and that complicates things. She realizes that life is hard, but if she goes by the straight path she will obtain something. However, she also seemed to express that it is society that keeps a person from succeeding and that if a person is not a prepared person, he or she does not have many opportunities. Or if he or she has levers (connections), he or she will find something good. But on the other hand, if a person is poor he/she cannot give his/her children the things they need then they will not succeed. Education, she says, is expensive, that it is hard a vicious circle. If a person has, then he/she is worth something but if that is not the case, then he/she is not worth

anything. She said, “Here you see it and it is said, as much as you have is as much as you are worth.”

The biggest problems or worries the mothers reported having in prison were their families, their children in particular. What they felt would make the problem better varied. Rebecca reported that what would make her worries and problems better would be for the prison director to allow her to have her younger child living with her in the prison, just up to a certain age, possibly until he turned a year and half or two years of age. Sara reported that what would help her worries and problems would be for her to continue changing and show people that she is no longer the person they think she is, to forget everything. Isabel on the other hand stated that she could no longer do anything that she was sentenced, but that she would like for them to do the enterprise she mentioned and that they would provide work for them.

### *Children*

All of the children drew their families using scribbles, and they all seemed not to mention or address their mothers in the pictures. Only once they were asked about their mothers did they mention their mothers. And also, at times, they would not know where exactly their mother was represented within the drawing. For example, when Anna was asked where her mother was in the picture her reply was, “I don’t know where my mom is.” Marcos did not address his mother other than as “Sara.” The teacher reported him always calling his mother by her name and calling his parents at the foundation mother and father. However, he was one of the children who visited his mother on a weekly basis. The teacher reported that the family he was depicting in the drawing was representative of the family where he was living within the foundation.

### *Teacher Case Studies*

#### *Teacher Case Study No. 1: Rut—Lead Teacher (Appendix E)*

Rut is a teacher who has been working with children for nineteen years. Fifteen years have been at the current childcare facility. Rut has a degree as a secondary teacher in educational psychology and vocational orientation. Through the years, she has also received various certificates from classes offered through government ministry of education and the universities in the city. She believes it is important to continue taking classes so that she can remain current and up-to-date on how she is to educate young children.

When asked, what were some of the ways she teaches children, Ruth replied, “I teach them through play.” Her methodology is through play. She believed a teacher can capture the child’s attention through play. Ruth also felt it was important to listen to children. She believed they have much to teach people on how to teach them, and how they would like to learn. She said, “Each of them is different according to what happens to them.” Ruth also stated that one might at times have to change something to meet the immediate needs of the children. She stated, “Since the children are special children, not because of physical capacities, but because of the lives they live, one has to adapt and mold oneself to them as well.” For example, she says, “They are children that come from one confinement to this confinement because you see the space (environment) in which they develop. So one has to make them burn a little bit of energy so they will pay attention, especially because their attention span is about ten minutes maximum.” She believed the greatest way she can teach them is through play.

Rut stated that in order to prepare children for school one first must “study what is on the outside, the outside necessities.” What are the requirements for basic education within the country? So she follows the same units with the activities according to the children’s ages. What

she felt was important is to develop the areas of socio-emotional, socio-motor, and cognitive. She states, “These are of importance in school.”

Rut stated, that she “is more interested in developing the children’s dexterities rather than filling them with knowledge.” She stated, “I don’t care if I spend a lot of time on one activity if a base is strongly established. It will later make learning easier.” Her interest was “to lay a strong foundation, and it is established through play. The more they jump, the more the work will be easier for them.” She felt it was important to work with the parents, to encourage them to take the children to play and move, and to help with their development. Parents are always asking, “What can I do?” She stated and explained to the parents to take their children to play, even though it might sound stupid to them. She then explained, “The more they play the better.” She believed that it is through play that parents can help their children learn. She stated, “If they are wrinkling paper, which is helping them a lot. If they are playing with mud, that is a lot. If they are playing with dirt, that is a lot. With water, that is a lot. “Because they are learning, the child at the beginning learns in a concrete way.” Rut believed that if a child does not go through the “developmental evolution process” then that is when the problems arise, that is when she seems to feel more work is demanded. She also believed that it is because of lack of affection that more learning problems are being experienced. She believed the work begins when the children are really small.

Rut believed that part of her work is that of observation; observing how the children are, where they are from, and what their life is like at home. She believed it was important for parents to collaborate with the teachers. Rut reported she has worked with parents and shared with them the pros and cons of childcare facilities. She has found that when parents are involved or when she, as a teacher, received assistance, then one could work easier. However, if not, then it is

impossible to work with them. Rut believed that if the parents were not involved then “the child does not learn well.”

Rut stated that she believed that in order to prepare children for school one must also prepare parents; she reported that parents need to know the importance of the first years of life. They need to be informed because they do not have a reason to know before this information. She believed that parents are the first violators of children’s rights because they have not been taught differently. She felt they violate the children’s rights by being over protective or too permissive.

One of the most important things Rut reported was the need to prepare children for school. “Parents need to be educated.” The ones she feels give her the most work are the parents. Rut reported that many times the parents are overprotective; they do not believe their children to be capable of learning. She meant that they felt they had to do everything for them. She believed parents at times needed to be taught about their children’s capabilities. Sometimes they needed to be taught how to love their children, and she believed it was important to get the parents to collaborate with them; “Then the work is easy,” she says.

When asked what type of an educational environment was needed for children whose mothers were incarcerated, Rut felt children needed an environment that was appropriate for children. One that was well equipped, had a large area, and is set up according to the children’s ages and divided into zones with materials appropriate to the children’s ages. She felt it needed to be an environment where children had an opportunity to grow and develop; an environment where they could receive security, and above all, attention. It should be a place where children felt important; a place where children had affection. It should be a place where they received love and care, which implies discipline. She stated, “That means they are interested in them



when they discipline them. When they discipline the child; they share both discipline and care.”

Rut stated, “At times, it has been observed that the mother worries more when she is incarcerated...you and I see them on the outside in the streets, and they seem clueless in regard to their children. However, when she had observed the mothers with their children in the prison, they were impeccable; they also took good care of themselves. She says, “It is like they have more time.”

When Rut was asked what other advice she would give to other teachers working with children with incarcerated mothers she replied, “For them not to make a difference (treat them differently) between children because in fact I have not treated them differently. In childhood, religion does not exist; laws do not exist. From the moment they are born, they are reared in the same way as others, I do not see them as different.” “I do not treat them differently because they are children of incarcerated fathers, or mother, or because they are children who do not have a father or a mother.” She stated that she had seen other children with greater lack of affection; she had seen more children come from Foundations who are more prisoners of insecurity from lack of affection. “They are children; they grow in the same way,” she stated.

Rut also replied that teachers must be perceptive and observant to all that happens, “You are, some say, their second mother; you are not their first mother because one is with them the whole day and one perceives what even the parents have not realized.” She reported that a teacher observes if the child is depressed, hyper, and very aggressive. She stated, “You have to observe because if something happens, something occurs, and since you have already been observing, then you know them. “If something happens, then you have to investigate. That is my work.” “My work is through observation and to respect them—to respect them as human beings.”

Rut stated that her motto for the children is “I am able. I can do all; there is nothing I cannot do. Yes, you can do everything. Yes, yes I am able.” She stated that all that they do she believes to be pretty and beautiful. She believes this attitude gives the children security because she reported children at times coming there at 3 to 4 years of age and having much insecurity. These children have not been taught or worked with in an appropriate manner. She believed these to be some of the techniques that have given her success throughout the years. Rut thinks that in addition to the children’s environment, there needs to be one in which the children do their own things; she believes and has faith in them. She believes they are able; that they are going to do everything.

She stated, “The small child does not yet have the capacity of reminiscence, the ability to recall things. It is not until they go to school, especially after the age of seven-eight years of age that they begin to record in their conscience all the experiences. In the meantime, here they do not; it is a phase of infancy. They are happy. I do not discriminate against them; I do not treat them differently. I treat them all equally.”

She reported that she would not recommend or tell teachers to prepare different materials. She feels that if she were to prepare different materials, she would be underestimating the capacities of the children. She says, “I would say that from there on I would begin to discriminate them by placing one here and the other there.” What she does is group them by ages but not by circumstances. She also added that if you provide different materials to the child he/she is going to ask why he/she received a different sheet of work. She believes the children should be treated equally.

Nevertheless, Rut did affirm her belief that the government should be doing something for the children of incarcerated mothers. She stated, “They should jointly help the child with the

parent...the government should worry and concern themselves.” She believed the government should monitor the children and their parents and conduct follow-ups with the families. This process is something she feels that is lacking. She reported seeing children of incarcerated mothers go on to be valedictorians and win art contests, but work was done with the mothers. She stated she would like to see a program in the prison that works with the mothers and the children, one that truly rehabilitates the mother and the family.

When asked what were some of the changes she had observed in the children now that they no longer lived with their mothers in the prison, Rut stated she had seen them become a little more aggressive, sadder, and at times she felt that they seem more neglected. When they have gone into the Foundations, she has noticed them becoming more introverted and quieter. She states, “It is like they don’t understand.” There seems to be no one adult seeking the best interest of the child; to tell them what is happening or that acknowledges the child’s feelings. She stated, “There is not someone; there is no respect for the child. I like to respect them and explain what is happening. The parents don’t tell; we are no one, nor do they give us permission to tell what is happening.”

She reported seeing a difference between how the children arrived at the school. She stated, “You used to see them coming from the Foundations full of lice; they would get sick. Their clothes would be badly washed, so you see them different, a little neglected. But now I don’t know if the mother took good care of them in the home because before there was no connection. Now when the children have not come from the Foundation but from where the mother (i.e., the prison environment) they come cared for. They come with brushed hair, with their little clothes, their diapers, their bottles, with better hygiene.” She says she would notice that the mothers would show concern for their children; they would ask about them and want to

know what they could do different.” Ruth did report her concerns in regard to the child not leaving the prison setting and that at times the mothers would fight due to the fact that their children would fight amongst themselves.

Rut said, “It makes me sorrowful when they go to the Foundations. Now, I have said to you that the Foundations are a little better now because they have had lawsuits.” However, she does feel the government needs to address and control more where the children are placed when they are removed from the prison environment. She believed the child should always be in contact with the mother. She also stated that the educator/teacher can be of help to the children, but there is some psychological training needed for teachers. She says, “one must understand that he/she is working with children and analyze himself/herself is she is capable or up to the challenge.” She says, “It is children; it is not tables; it is not chairs; it is not bread; they are children. They are human beings.” She believes training is needed for the people who are working and are going to be working with these children.

When asked if she thought there were some things she could do differently to help children with incarcerated mothers, her reply was, she would like to be able to take the smaller children to the childcare facility. She would like to be able to do follow-ups on the children and the mothers, and have the mothers get involved in the education of their children. “Before it was prohibited to have any parents come in,” and especially the incarcerated mothers; however, in the last year, parents had started coming to the programs. She reported them bringing the incarcerated mothers once to see the children’s activities. Rut also reported she would like to see a child development center created within the prison; she believed it would be a place where mothers could become more involved in the education of their young children. She would like for them to have more connections with their children because “I am the only connection they

have.” She reported visiting the prison on a weekly basis and talking to the mothers. She says, “What I want is for them to have a little more of a link in the process of learning and teaching because it is them who we want to integrate again into society. Right? We want for them to have love for the education of their children.” “If you create a strong foundation at this stage in the children’s lives...use a good foundation in the education, they will not suffer even in college.”

Rut also stated she would like to do provide some places within the prison where the mothers could work. She feels that work opportunities in the prison would help with later job opportunities when they leave the prison. She believed taking the children out of the prison and not intervening to improve the mothers and child relationship was a mistake. She felt there was more to be done. She believed that all need to work together in order for there to be rehabilitation.

When asked what are some recommendations she would have for future teachers who will be working with children who have incarcerated mothers, she replied, “For the teacher to ask for the latest and current training; that they should always work in connection with the mothers, parents, and foundations to make their demands as teachers to their authorities.”

She also stated that in order to work with the children teachers should not treat them differently. “Don’t treat them as weird bugs,” she states. She describes the following, “Do not look at the differences, but instead work with them simply as little children, like children who have not done anything.” She believes that there are no differences among the children unless a teacher wants to look for some.

Rut also believed that these children might show aggressiveness because their mothers are in jail; however, she stated that teachers must remember that, “aggressiveness at this age is normal with children of 3 and 4 years of age.” She also believed teachers who are working with

these children may need to request psychological help for the children and themselves, and they must do follow-ups with the children.

Rut stressed the fact that the children may face emotional problems. Teachers should be prepared, especially when the children begin to understand what is happening and there is no one to help them. She believed the children were going to need follow-ups and monitoring as they get older, because they were going to experience hard times and would need someone to work through these experiences with them. Additionally, Rut stated, “If they want to do something with the child, the work should also be done with the parents because the father and the mother are the child’s world. If they want to work on that, then they have to help jointly (the child and the parent).”

She seemed to believe children of incarcerated mothers were going to have emotional problems when they began to assimilate, understand, and discern what has happened to their mothers. It would also, she believed, be dependent on when the mother was incarcerated and the level of re-incidence. For example, she had already seen in prison as prisoners some of the children she had in the childcare facility; some of them also now have children in their arms. She stated, “The problems need to be addressed from the root.” The mothers seem to be there, meaning, she sees them as one of the major sources where change could take place. However, there needs to be a way of making a connection with mothers in the prison. There are people who are innocent or that commit a crime one time, and then there are people who are keep committing crimes knowing exactly what they are doing. The impact, she believed, would be different depending on the mothers. For example, she had seen two different outcomes of children she had had in the childcare facility. One child whose mother did not return after being incarcerated went on to be a valedictorian; the child whose mother continued to return to prison now is a member

of a gang. The mother, Rut stated, “Is always in the jail. That is her house, and then now the gang is large.” She believed that if changes were going to take place, the foundations would have to work with the incarcerated mothers. If not, she believed the children would be lost in the same way as their mothers.

Some specific emotional problems she believed the children of incarcerated mothers will have in the future if they are not monitored or provided follow-up are: a little defensiveness, aggressiveness, anger with the rest of the people, and self hate that grows in society. That is when they get bigger, they will already have emotional problems like insecurity; they will hate society, and they will hate the ones who have them. With this rage, she believed, they will go into society to traffic and steal. She believed they do this because that is what they have been taught by their mothers and fathers and she has seen it happen with children she has worked with. Rut stated, “Then that is where the work should be, with the mother in rehabilitation; with the mother, and there, when they work with the mother she is going to apply it with her child.”

Rut at the end of the interview also added that she felt the experiences she has gained are the years of working and living with these children. She wished she could have a magic wand to fix the situations for these children and then one to change the situations for the mothers. She states, “I have worked with these children. My work has been done in silence because no one knows the work I have been doing here. They believe, I have heard it said ‘easy job’.” “It is not easy working with 30 children and handling 25 parents, especially being over three other personnel, and with 20 ladies.” “The work is not easy; it is a little complicated, but if you do it with love and affection, if you do it with devotion... then you are working for the children.” Rut’s responsibilities included her being responsible for the teaching of the children, as well as the administration of the childcare facility. She works with 30 children, 25 parents, the cook, the

drive or the school bus, Noemi, and she is responsible to 20 ladies who represent the board of directors of the school.

She believed to work with the children “You needed to have a lot of personal peace and tranquility. That is what you have to have because if you not have peace and tranquility you are not going to be able to work with them.” “You have to resolve the problems.” She adds. “So, I say you have to have a lot of peace and tranquility.” “What has helped me a lot is my knowledge, a mix of knowledge about children, and also the peace that God gives. That has helped me a lot.” Rut also stated, “You have to learn from what you see, from what you hear, and you learn while you are more observant you learn...you learn to work with parents at this stage because this is the foundation.”

*Teacher Case Study No. 2: Noemi—Teacher (Appendix E)*

Noemi, a teacher has been working with children now for over 23 years. She reported not having a teaching degree, but stated she has taken courses preparing her to work with children in her previous employment and also at her present position with the childcare. She is working with the youngest children, and she has been working at this childcare facility for 10 years. Noemi mainly works with the children aged 2-3 years of age. Noemi seemed a little hesitant to participate at first in the study, but she later she agreed to participate when she realized the lead teacher would participate.

When asked what were some ways she taught children, Noemi replied, “I am primarily responsible for teaching children sphincter control (bladder control).” She mostly dedicates herself to helping children stop using diapers and start to controlling themselves. I teach them to use the eating utensils and to use crayons. Noemi stated she really is not the one who prepares the children for school, but that Rut, the lead teacher, is the one who prepares them. However,



she does state she prepares them by teaching them how to work with scissors, to break paper (meaning she has the children tear paper using their hands to develop fine motor skills), to color, to hold crayons, and to use the bathroom. She stated, “They leave learning all of these things: to manipulate objects, puzzles, figures, to play, songs, recite, and to pronounce words correctly.”

The educational environment she feels the children need is one in which the children are with their parents. She stated, “There is always a difference between the children who are with their parents and a child who is with his mother who is detained.” She believed the children show more aggressiveness, and that they ideally need to be with both parents, especially the mother.

Noemi stated that she would not treat children whose mothers were incarcerated differently than other children. She felt a teacher needed to encourage them, treat them the same, and teach them the same as other “normal” children. When asked what changes she had observed in the children now that they no longer lived with the mothers in the prison facility, she stated, “they sometimes cry, but later they start to get over it—like they start to adjust. Of course, in the beginning, they cried. They must have missed their parents.”

When Noemi was asked if there was something she could do differently to help the children of incarcerated mothers, she stated that she does things the same, but “that one needs to put more enthusiasm and attention into the work.” The recommendations for future teachers were that they “be very careful with the children because they are abandoned children. They are no longer living with their parents.” Teachers, she felt, needed to offer them more affection. She felt that some of the emotional problems they might have were to see themselves alone, and that they might follow in their parent’s example.

### *Summary of Teacher Findings*

The lead teacher reported having a teaching degree. They both reported having

certificates representative of continuing education. The lead teacher reported working with children for 23 years and the other teacher for 19 years. They both reported working with the childcare facility now for over 10 years.

When asked about of ways that they teach children, they both responded they taught fine motor development, and Rut reported that she used play as her methodology. It was through play that she felt she captured their attention, and she also felt that in order to teach them it was important that she listen to them. They could teach her who they were and how they would like to be taught. She felt the children she taught were special children because of their lives and their situations.

The teachers reported that some of the activities they did with the children of incarcerated mothers to prepare them for school included addressing areas such as cognitive development, motor development, and social emotional development. Fine motor development included teaching the children control which included activities like teaching them to use scissors, to break paper, to color, how to hold crayons, and to learn to manipulate objects such as puzzles, and figures. Specifically, Noemi reported teaching them to go to the bathroom and not use diapers, and Rut stated that she was more interested in developing the children's dexterities by strengthening them than filling them with knowledge. She felt it was important to lay strong foundations, and she felt the basis to do this was through play and movement. She also felt, she was also conducting observations, which she felt a teacher should do in order to know what is happening in the children's lives. Observations also help with knowing who the children are. Rut felt the activities that are done with the children need to be age appropriate, and they must meet the requirements of the educational system.

Rut reported that one of the aspects of preparing children for school included the important area of working with the parents. She felt it was important to ask parents to help with their children's education, even if the mother was in prison. She felt it was important to teach them that playing with their children was important; that children needed them; to know how to love their children; to teach the parents to go through things with their children; and children need to crawl, be held, be carried, and feel affectivity. She also felt that parents needed to be informed of the critical years of physical development, and social emotional development of their children. They were at times "ignorant" (not the negative connotation, but they just were not informed) on the subject, and she understood that they had no reason to know this information. However, she believed as a teacher she needs to be preparing them as well in the subject in order to prepare their children for school. Rut stressed parent collaboration as being very important in preparing the children. She reported having workshops with the parents where she had taught them about initial education and the need for them to give importance to their child's education.

When the teachers were asked what type of educational environment they felt the children of incarcerated mothers needed, they both reported an environment in which the parents are involved. Rut also believed that the children needed an environment that is age appropriate, well equipped in accordance with the children's ages; they needed an environment in which they had the opportunity to grow and develop. They needed a place where the children received security, attention, love, and care, which also implied discipline. She believed that an area divided into zones was also important. Both teachers agreed that parents should be involved in their children's lives, and Rut felt that sometimes the mothers who were in prison had more time to think of their children and seemed to, at times, show their children more attention.

When asked what advice they would have for teachers working with this population, both teachers stated that they would recommend that teachers treat the children the same and not change the activities for the children. They felt teachers needed to encourage and respect the children, but the children did not need to be treated differently. Rut also felt, teachers need to be perceptive and observant with the children; they needed to allow the children to do things for themselves, as well as believe in them. Nevertheless, Rut believed the government should be doing something for these children. She stated they should be working with both the mothers and the children, providing follow-ups for them, training, providing work opportunities for the mothers, and providing rehabilitation for them as families. Felt it is later in the child's education that they are going to need even more assistance, especially when they are more developed in their reminiscence.

The changes that the teachers reported seeing in the children now that they are no longer living with their mothers in the prison environment are that they seem to be crying more than ever. Rut stated that she had also seen them expressing more aggressive behaviors, being more introverted, more quiet, sadder, more neglected, seeming like they don't understand what is happening, and she expressed that it is like the children's feelings are not being respected by others. She meant the children are not being told what is happening; they have only been removed but not informed what has happened.

When the teachers were asked if they thought there was something they could do differently when working with the children of incarcerated mothers, Noemi replied that she worked with them all the same. But, if needed, she gave the children more attention and effort. Rut stated that she would like to be able to help the younger children, but that the current facility is not equipped for the young infants. She also would like to see follow-ups with the children,

work with the mothers, involve the parents more in the education of the children, which would also include the incarcerated mothers. She would like to be able to help the mothers more in their situation. By doing so, she would be able to help the children. She also stated that she would like to see more work done with the foundations that are working with the children; she seems to describe that they need more training and preparation.

The recommendations the teachers expressed they would share with future teachers working with children of incarcerated mothers included Noemi's statements of being careful with the children because they are abandoned from their parents. Offer them a little more affection. Rut stated that she would recommend teachers always asking for current training, to always work in connection with the mothers, not to look at the children as being weird, and not treating the children differently. She cautioned that the children may show more aggressive behaviors because their mothers are in prison, but to remember that some aggressiveness is appropriate in children ages three to four years olds. She also felt it was necessary to make their demands known to their authorities. They needed to work in coordination with foundations and parents. They needed to ask for psychological help with the children, if needed, and to do follow-ups with the children. Most of all, they wanted teachers to remember that the children have possibilities and capabilities.

When the teachers were asked what they thought would be some of the emotional problems they would see in children of incarcerated mothers, Noemi felt that following in the same examples as their parents. Rut thought the children would reach a point when they would understand what is happening, and if there was no one there to help them, they might revert to drug trafficking, take part in gangs, and possibly even end up in jail like their parents. Rut felt that the issue needed to be addressed at the root of the problem. The parents had to be worked

with, as well as with their children. She reported there needed to be work done with both parents and the children. She believed, more specifically some emotional problems the children would possibly face included a little defensiveness, aggressiveness, anger with the rest of people, and self hate that grew out of society. She felt if these feelings and situations were not addressed, then in the future they would also possibly experience insecurity, hate for society, hate for the ones who had them, and then they would ultimately go into the world with rage. This behavior could then possibly lead them to committing crimes taught or modeled by their parents.

## CHAPTER V

### DISCUSSION

The purpose of this qualitative study in Ecuador was to interview incarcerated mothers with young children who had been allowed to live with them until recently, to gain their perspectives on how their incarceration had affected their relationship with their children and how they believed it would affect the children in the future in terms of their development. The study also looked at the perceptions of early childhood teachers who were working with children who had lived with their mothers in the prison facility. Mothers were interviewed in order to answer the questions. It was hoped the information shared with me would help current and future early childhood teachers better understand the environment and challenges these children face on a daily basis, and to understand the mothers' desires for their children's future.

The focus of the study was twofold. First, I gathered information on the perceptions of the incarcerated mothers' concerning their present situation, how this situation had affected their young child's social and emotional development, and in what ways it would affect their future. In addition, one of their children was asked to depict the concept of his/her family. Secondly, I interviewed two teachers of the young children who had been allowed to live with their mothers in prison. Their insights, perceptions, and experiences of working with the children of incarcerated parents will hopefully help early childhood education teachers better understand and work more effectively with children in similar circumstances.

The questions this study sought to answer were:

Mothers

1. How do incarcerated mothers view their current situation in the prison environment?

2. How do incarcerated mothers perceive their relationship with their children who lived with them?
3. What aspirations do the mothers have for their children's future?
4. How do incarcerated mothers describe the prison environment affecting their children?
5. What do mothers believe happens to their children's social and emotional development in this environment while they lived with them and in the future?
6. Now that they are separated, how do they feel the separation will affect their relationship?

#### Teachers

1. How do teachers, working with young children age 2 to 5 years old, who had lived in the prison, describe teaching/working with them?
2. How do teachers describe the children in terms of social/emotional development?
3. What recommendations do the teachers have for teachers working with children of incarcerated parents in the future?

#### Children

1. How do children who lived with their mothers in the prison facility draw their concept of a family?

#### Mothers

##### *How Do Incarcerated Mothers View Their Current Situation in the Prison Environment?*

The incarcerated mothers interviewed in this study view their current situation as one in which they have been separated from their family, especially their children. They report being separated from the outside world. They all appear to feel depressed by their situations, but they do not seem to blame anyone but themselves for their circumstances. This sentiment seems



evident in the fact that none of them stated that they were innocent of their crime, but they seemed to state they would like to change their current situation. Isabel stated, “I was looking for things in the wrong way, and I have errors that I have been making.” She acknowledged that she had made choices, which led her to prison. Isabel specifically also seemed to believe that her situation had matured her, but she preferred not to be in prison. She felt she had undergone a personal change due to her incarceration in that she had time to think about her errors.

*How Do Incarcerated Mothers Perceive Their Relationship with  
Their Children Who Lived with Them?*

The mothers reported having an interactive relationship with their children, meaning they felt grateful they were able to share time with their children. During the times together, they could give their children advice; they could hold and comfort them; and they could continue sharing valuable time with them as they came to visit with them on a weekly basis. They reported this in spite of the fact that the laws had recently changed, and their children could no longer stay with them in the prison facility.

Some of the mothers even stated that they felt their relationship with their children was strong, and even good. At the same time, they also reported their relationships as being broken at times because of their current situations. Some of their comments expressed concern in regard to the fact that they could not be at home to help their children with homework, and they could not protect them as they wished from people who would or could harm them. All of the mothers, however, agreed and stated that they were the sole custodians for their children, and they still had an influence in the lives of their children, even though they were in prison. This information was confirmed when I talked with the teachers and the other care providers for the children.

Apparently, the incarcerated mothers in Ecuador are still considered the children's legal guardians, which is different than incarcerated mothers in the United States.

*What Aspirations Do the Mothers Have for Their Children's Future?*

The mothers' aspirations for their children overall was for them to have "good futures." Their desires seemed to fall into three major categories: a spiritual-related category, a family-related category, and an educational-related category. Within the spiritual-related category, mothers reported wanting their children to serve God. They saw their children as blessings from God, and they dedicated them to him. Within the family-related category, the mothers seemed to wish their children could be with them, with other family members, and to be connected as a family. In regard to the educational-related category, the mothers wanted their children to be good professionals. In other words, they wanted them not to commit the same mistakes they themselves had made. They wanted them to learn good values and to be well-educated or *educado*, meaning well behaved. The mothers all wanted their children to finish their educations. These desires for their children could have been impacted by their experiences in prison, or these could have also been aspirations for their children previous to their incarceration. One of the mothers, Isabel, did state in her interview "the worst defect a mother has is not to look at her children from the outside—how one is running the home, how one is educating the children. We think what we are doing is the perfect thing." She described having the opportunity to think about how she had been relating to her children and what she wanted to amend since she had been in prison.

*How Do Incarcerated Mothers Describe the Prison Environment Affecting Their Children?*

The mothers in this study described the prison environment affecting their children in negative ways. They stated, "It destroyed us." "Fatal." "It was a bad example for them," and

“Bad.” Two themes represented in the mothers’ responses seemed to be more apparent social-emotional (behavior) impacts and educational impacts. Within the social-emotional (behavior) impacts, statements such as “rebellious,” “rejection,” “psychological help,” “crying,” “sadness,” and “not able to provide love” were all mentioned. Mothers who felt that incarceration had affected their children in terms of education stated, “They have experienced changes in their education,” “would not do their homework;” “grades dropped;” and “not there to help them.” The mothers all expressed their incarceration had affected them, but that it had affected their children even more than them. On the other hand, this study did not control nor examine how either the environment prior to incarceration or the present environment the children live in might be affecting them. Nonetheless, according to the mother’s perspectives, their situation and the environment they lived in at the present moment was affecting their children.

*What Do Mothers Believe Happens to Their Children’s Social and Emotional (Behavior)*

*Development in This Environment While They Lived with Them and in the Future?*

The mothers reported believing their children knew and felt the prison was not an appropriate environment for them. One mother even stated that she did not feel the prison environment was a place where children should be allowed to live. The mothers felt that their environment had negative effects for their children. However, they also reported that the current environments where the children lived were not much better. They all seemed to be concerned about the environments where their children were living at the time of the study. They focused more on the separation the environment had caused and the anxiety it seemed to be causing for their children. They reported their children now showing behaviors that were inconsistent, aggressive, and that some of the children were losing weight. They perceived their children’s attitudes to have

changed since they, the mothers, had been sent to prison. However, the mothers did not report what their children's emotions had been prior to their incarceration.

The mothers especially showed concern that their children in the future would follow in their same footsteps. All the mothers talked about how they would like for their children to make different choices and to learn from their mistakes. The mothers also felt as though their children were showing characteristics of sadness, anger, denial, anxiety, and frequent changes of emotions.

*Now That They are Separated, How Do They Feel It Will Affect Their Children?*

The mothers reported that since they are separated from their children, they are not going to be able to interact with them as they might if they were living at home with them. One stated, "they have been left by themselves...they are by themselves because they don't have me in the first place, meaning, you know that a mother is everything to a child. Another person is not going to take care of them like a mother takes care of them." Another mother stated, "sometimes I say how I would like to be on the outside... how I would like to be with all three of my children." A different mother reported the mother's role as being "attentive to their school and studies, to their illness/sickness, to their need/necessities, and at the same time to be with them." Yet another mother reported the role of a mother to be, "be with them, fight for them, take care of them, give them affection and education." These responses gave the impression the mothers were well aware of what are some of the things they should be doing for their children; yet because of their circumstances their children were not receiving the support needed from their mothers.

The mothers shared also that their children at times have demonstrated feelings of rejection from them as mothers and from individuals, and their children also appeared to be rejecting their mothers due to the fact that their mothers were in a prison. One mother stated that her child said

to her, “You are bad; you are not with us they are spanking us.” This statement could be interpreted that her child felt anger, sadness, or even possibly rejection. The mother stated that she felt depressed because she could not be with her children. The mothers all talked about how the aspect of being in prison had affected them most in the fact that they were separated from their children. Two of the mothers, when talking about their children, became teary-eyed. One mom in particular talked about how she is missing out on many of the critical periods of her children’s lives. She hoped that when she got out she would still have an opportunity to establish a strong relationship with them and make a difference in their lives. They appeared to realize their relationships in the future with their children would be changed because of their choices; yet the mothers did not specifically state how it would affect their children in the future.

#### Teachers

*How Do Teachers, Working with Young Children Age 2 to 5 Years Old,*

*Who Had Lived in the Prison, Describe Teaching/Working with Them?*

The teachers in this study described teaching the children in many of the same ways they teach other children. They stated it was important not to treat children of incarcerated parents differently from children whose parents have never been incarcerated. They felt they should be taught equally using the same methods, materials, activities, especially in providing the same environment. The lead-teacher reported using play as her methodology of working with young children; she felt play captured the children’s attention, and it was a way children could explore their environment in a safe way. She also mentioned using observation as a method of working with children. Through observation, she believed teachers could learn much from the children and how they wanted to be taught. It was also through observation and interaction that she assessed the children in order to keep records of their progress.

An additional method the teacher reported as being important in teaching and working with children was to work with the parents. Both teachers agreed that parental involvement (mother's involvement) was crucial in preparing the children. The lead-teacher in particular felt it was important to work in collaboration with parents, foundations, and other organizations in order to make a difference in the children's education. She reported communicating with the mothers in the prison about their children and visiting with them about their current situations. It was important to her that the mothers be informed about their children and feel welcomed in the child-care facility. She expressed interest in the mothers being incorporated into the program. She believed that follow-ups with the mothers were important in order to make a difference in the lives of the children and for proper rehabilitation to take place in the lives of the mothers. She believed even though the mothers were incarcerated, the mothers and teachers should work together to make a difference in the education of the children.

Some of the activities the teachers mentioned using to teach and work with children included manipulation of objects, singing, reciting, coloring, running, jumping, and activities that developed further their dexterities. The lead teacher felt it was more important to strengthen the children's dexterities rather than to fill them with knowledge. She expressed the importance of having an integrated curriculum in which the children had the opportunity to develop dexterities and develop physically, cognitively, and emotionally. The lead teacher also suggested the activities conducted with the children needed to be age-appropriate and must meet the requirements of the educational system within Ecuador, the requirements established by The Ministry of Education.

They stressed the importance of learning taking place in an environment where children received security and attention, love, care, and discipline. They reported the need for an

environment where the children could learn and grow. The lead teacher stressed the fact that it was important to have the center divided into zones, meaning an area where children could explore various activities that meet their developmental needs. However, she felt that the space that they are currently in was not conducive to meeting the needs of the younger children, because they did not necessarily have another classroom where they could work. The children at this time were joined with the older children within the childcare facility.

*How Do Teachers Describe the Children in Terms of Social/Emotional Development?*

In terms of social/emotional development, the teachers reported the children expressing sadness, aggressiveness, being introverted, withdrawn, and feeling neglected at times. They felt this was more evident now that the children are not living in the prison setting with their mothers and are living with other family members and in non-profit organizations. The lead-teacher also stated that she had not worked with the children before their mothers were incarcerated, so it was difficult for her to say these children did not express these behaviors before attending.

The teachers also reported the children showing confusion and lack of understanding in their situation. The children do not really comprehend what is happening to their mothers and with their families, meaning that the adult individuals in their lives are not communicating to the children what is happening. The lead teacher said she did not feel qualified to inform the children nor was it her place, meaning she could be reprimanded or punished for explaining to the children what was happening to their mothers. She felt the children were being moved and transitioned from one environment to another without explanations.

Through the years of working with children of incarcerated mothers, the lead-teacher and the assistant both reported seeing children expressing feelings of anger, rage, hate, self-hate, insecurity, and attitudes of defensiveness. The lead teacher expressed that she felt the children

would reach a point when they would understand what is happening, and, if there was no one there to help them, they could possibly revert to trafficking drugs, stealing, taking part in gangs, and possibly even end up in jail like their parents. These were examples she had seen from children she had worked with in the past. She stated the issue needed to be addressed at the root; parents had to be worked with, as well as their children.

*What Recommendations Do the Teachers Have for Teachers Working with Children of Incarcerated Parents in the Future?*

Both teachers recommended teachers treating the children the same, not changing the activities for them. Teachers need to encourage and respect the children, but the children do not need to be treated differently. The lead teacher felt that teachers needed to be perceptive and observant with the children; they need to “allow the children to do things for themselves,” “have faith in them,” “not to discriminate,” “believe in them,” and “not to prepare different materials for them.” Nevertheless, she indicated teachers who would be working with the children, when they became older, would face more challenges. These teachers would need to provide more assistance for them, especially when the children further develop their reminiscence, meaning their ability to remember past memories.

The recommendations the teachers expressed for future teachers working with children of mothers who are incarcerated included being careful with the children because they are separated from their parents, so they may possibly need more affection. Added teacher preparation will be necessary and very important in order to work effectively with these children. The lead teacher suggested that teachers should always ask for current training, and that it was very important for them to understand parental involvement. She felt the mothers’ involvement was crucial for the children’s education, so the teachers should always work as much as possible in connection with



the mothers never considering the children as being peculiar, or treating them differently because their mothers were in prison. She stated children whose mothers are incarcerated may possibly exhibit more aggressive behaviors because their mothers are in that setting or because of environments they have been exposed to, but teachers must also remember that some aggressiveness is appropriate in children 3 to 4 years of age.

The lead teacher also recommended that teachers make demands to their authorities, work in coordination with foundations and parents, ask for psychological help for the children if needed, do follow-ups with them, and for them to always remember that these children have possibilities and capabilities. The lead teacher stated the importance of teachers having a passion to work with children. If there was no passion and the teachers do not love what they were doing, then it would be reflected in their work.

### Children

#### *How Do Children Who Lived with Their Mothers in the Prison Facility*

#### *Draw Their Concept of a Family?*

The children's drawings of their families were representative of what a child the age of two or three would draw. They mainly used scribbles and shapes in their drawings. Yet, when they used shapes they really did not combine the shapes to form other drawings. The children also seemed to have difficulty in representing their families. All of the children's representations of their families included other objects or members as part of their immediate family. For example, Marco, represented his picture of his family but added a goat, "*cabrito*". He also drew his father and brothers; the lead teacher reported this being the family with whom he was currently living at the time of the study. She also reported that Marcos was not addressing his biological mother

as his mother but rather called her by her name, “Sara.” Lucas’ picture included a doll, and Anna’s picture included her grandmother.

It would seem that the children, in this study, all had different ways of describing their concept of family. However, it was apparent that the children did not seem to draw their mothers during the activity in which they were asked to represent their families. It was of some interest that even though they had an opportunity to interact with their mothers, they did not depict them in their drawings. Had they gone through such a traumatic experience by being separated from them that they did not depict them? Could it be that they did not have a concept of what is defined as family? Could they have felt lack of attachment to their mothers? Or did they demonstrate developmental delay due to other factors? In order to answer these questions, further research would have to be conducted.

### Discussion of Findings

As researchers continue to explore the implications the environment has in the lives of young children and the theories addressing the education and development of young children, one of the areas that cannot continue to be overlooked is the population of young children whose mothers are incarcerated. The early years of children’s lives are considered to be critical for laying educational foundations. What happens today will affect an individual tomorrow (Bredekamp & Copple, 1997; Erikson, 1950; Katz, 2000, 2003; Montessori, 1967; Piaget 1971; Dewey, 1938; Vygotsky, 1978).

In this study it became very apparent that the culture and the environment in which the children of these incarcerated mothers are developing is shaping their children’s educational and socio-development. Vygotsky (1978) and Bronfenbrenner (1979) addressed the importance of how the environment in which the children are reared will shape and affect their development.

Erikson (1950), Bronfenbrenner (1979), and especially Bowlby (1969) addressed the importance of the mother-child relationship and the impacts this relationship may have in later life. They stressed powerful and longstanding influences of the mother-child relationship and how it affects the child's education, because the mother-child relationship is considered to be a foundation for healthy social and personal development. The mother-child relationship continues to be considered the most important significant bond, and this is not altered nor changed due to the fact that the mothers are in prison. Their perceptions will still impact their children. Whatever abnormality may exist in the relationship, the relationship still exists. This remains an area that needs to be further explored. Just because a mother is incarcerated her impact in her child's life should not be discarded or underestimated.

The National Association for the Education of Young Children (NAEYC) emphasizes the importance of better understanding the child in the context of family, culture, and society. In order to provide a high level of education for children, it is important to appreciate the child as unique and valuable, understand his/her development, and to appreciate and support the close ties between the child and the family. Epstein (1995), in relation and together with the NAEYC, has found parental involvement in the child's education to be crucial for a child's success in education and that it is important to support close ties between the family and the child. However, a question that arises, in relationship to this study, is whether this involvement would include mothers who are incarcerated? Many times because a mother is incarcerated she is disregarded in the education of her child, and many times even invisible to the teacher in regard to the impact that she has in the life and education of her child. So what can be done to better involve incarcerated mothers in their children's education, or should the mothers be disregarded?

What is known about the 3 mothers who participated in this study, based on their interviews and interactions with me, is that they cared for their children and they desired to see them succeed in the future. They did not want them to repeat the mistakes they had made. The mothers desired to be involved in the lives of their children and for them to succeed in everything they did. While one of the mothers had a sense of hopelessness and did not seem able to see past her current situation, the other two mothers seemed hopeful, using words such as “encouragement” and “setting a better example” for children. They saw themselves as able to make changes happen rather than expecting change to come from an outside source. Although the mothers were in prison and were separated from their children, both teachers agreed on the importance of the mothers’ involvement in the education of their young children. The lead teacher felt that, in order to for her to prepare the young children for future education, it was imperative that she involve the young children’s mothers in the work that she did within the childcare facility, and that she teach the children using an integrative curriculum. She stated that if she had the parents (mothers) working with her to strengthen their children’s dexterities and foundations, then she felt the children would be successful in school. The lead teacher specifically stated “in order for change to occur in the lives of the mothers and the children, society as a whole has to work together to make changes.”

This particular study cannot be generalized to the rest of the incarcerated population, nor their children, or to the teachers who are working with children of incarcerated mothers. However, it is hoped that it will cause individuals and society to begin asking questions and to search for the best ways to help this “invisible” and growing population. The majority of research with this population has only been conducted in the United States and much is yet to be explored in other countries.

## Implication of the Findings

This particular study took place in an environment that is not typical of prisons in general. Ecuador, at the time of the study, was going through a period of transition. The government was addressing the concern about the welfare of the children, supposedly changing an unfavorable environment for one considered less detrimental. They were moving children out of the prison environment where they had been allowed to live with the mothers and were placing them with family members or within non-governmental programs such as Mensajeros de la Paz. Regardless of which alternative is ultimately adopted there are certain areas in which society will need to become involved.

Society in general can choose to continue to see incarcerated mothers and their children as “invisible” or they can take on the “my brother’s keeper” mentality, where members of society take on a personal responsibility for helping these mothers and their children to become productive individuals. The lead-teacher in the study mentioned that for true success and rehabilitation to occur, intervention had to happen with the mothers, as well as their children. The mothers in the study showed a desire to be different, to want to do things differently, so they are motivated within themselves to seek change. They were frightened that their children might follow in their footsteps; yet they did not have the tools needed for change. Epstein (1995) stated the importance of parents providing for their children an environment that promotes learning, but this can be difficult when the mothers have been raised in dysfunctional families. Many feel those who are considered “functional” are not responsible in some way for sharing and teaching them how to be different. These three mothers were speaking for themselves and their families; yet there are other mothers who could also be experiencing the same feelings and circumstances.

Ecuador's society could have an effect on these mothers by providing for them, within the prison environment, a mentoring program in which they would be trained in various areas such as: character building; self help skills such as how to budget, how to write a letter, how to prepare for work and successful interviewing; concepts of child development; how to conduct sessions of play with their children; parenting skills; work training opportunities; and ways and programs they can transition to once they have completed their sentences. These are activities that will impact the lives of these mothers so they can in turn provide for their children the environments they so badly need to succeed in school. Social supports must also be provided for the mothers. These social supports could include social workers, trained counselors, psychologists, teachers, medical personnel, and many other individuals from society interested in serving this particular population.

Society can also aid the children by providing mentoring programs for them. These programs could be developed through the prison or through the educational settings in which the children are placed. The mentoring program could provide for the children support due to the fact that they are separated from their mothers and possibly other family members. The lead-teacher described the children needing someone to do follow-ups with them and to be there to support and protect them during difficult circumstances, but that these individuals need to be trained and passionate to work with children. The program could be based on age appropriateness, social and cultural appropriateness, and on individual appropriateness. The program would be similar to the early childhood intervention (ECI) program that works with children from birth to age 3 who are developmentally delayed. However, the program would need to serve children age birth to 18 years whose parents are incarcerated. The children and families could be referred to the program and then a social worker would be assigned the case

and would do a need assessment. This program could work closely with the mentoring program provided for the mothers and would focus on strengthening the mother-child relationship, as well as focusing on helping the children and the mothers to develop intrinsic motivation. Ecuador does not have a foster care system established, and this program could be a way to begin a greater awareness of creating interventions similar to foster care to help other children.

The children could also be supported by society if within the prison environment a visitation area conducive to children was provided; an area in which tools and supplies were provided for mothers to interact with their children. Currently in the prison facility, the children are allowed to visit their mothers and to interact with them in all the areas of the prison except where the mothers sleep. However, none of these areas were equipped with materials for the children, for example children's books could be placed in the library and a playroom provided which would allow the mothers and children to communicate through play. The government of Ecuador has been strongly supporting the mother-child relationship, and this could be a way for them to further their support for children whose mothers are incarcerated.

Ecuador is not the only country facing questions of how to meet the needs of children whose parents are incarcerated or of how to help with their future education. Currently, training is also needed for teachers working with this population in countries around the world. Pre-service teachers need to be addressing the issue of children with incarcerated parents in their pre-service classes. As the lead-teacher expressed in the study, teachers need current and up-to-date training, meaning that not only do pre-service teachers need training, but all teachers need to be continuing their education and addressing current issues that are impacting the children in their classrooms. The diversity classes within the universities need to be addressing the issue of children with parents (mothers) who are incarcerated, and the textbooks used for teaching

diversity within the classroom should begin to incorporate this population and not allow them to remain “invisible.”

The lead teacher also stressed the importance of working with children using developmentally appropriate practices in the classroom when teaching children and that the environment needed to meet the children’s needs based on their age, individuality, and social and cultural settings. She felt it was very important for children to be taught using appropriate materials, activities, and the environment to meet all of the areas of physical, cognitive, social, and emotional development. Although she did not feel they were adequately providing this for the children at this time, she felt it was a goal that they should continue to strive for.

Another implication that was evident from the study was the issue of parental reentry into society after being incarcerated. Based on the interviews, the mothers demonstrated a fear of what would happen once they left the prison environment. They were frightened about what choices they would make and if they would then lose their children forever. Reentry into society is also an issue being faced by many parents on a daily basis. There are many physical and emotional adjustments. For example, children have to readjust to having their parents at home once again. Early childhood educators, as well as parent educators, need to be receiving training on how to meet the needs of families being brought back together after experiencing incarceration. The mothers have wants and desires, but they do not have a plan for what will happen once they leave the prison environment, meaning they have not talked about what they are going to do differently; they just are aware that they desire to change. The study implies that there could be policies to be applied.

### Policy Implications

Ecuador, as well as some other countries, could benefit from creating policies in regard to



transitional housing for mothers and their children. The United States and other countries have created transitional housing for males and females; however, very few of these are conducive to mothers living with children. In this transitional housing setting, focus could also be placed on strengthening the bond that has been severed during the course of the mother's incarceration.

Within Ecuador it would be important for policies regarding continuing education to be established for teachers working with young children. At present time, teachers are trained, but then if they work in private institutions they may or may not be required to continue their education. This was evident when the assistant teacher said she had not received training since she had begun working at the childcare facility.

In addition, policies regulating governmental and non-governmental organizations working with the young need to be established, especially a policy in which these organizations are inspected on a regular basis in order to assure that they are meeting the needs of the children rather than harming them.

### Limitations

Researchers need to understand that there are significant limitations in studying incarcerated mothers and their children; however, this does not mean the population should not be considered nor examined for future studies. On the contrary, there needs to be studies conducted with this population to truly be able to provide answers for how to help this growing population. The limitations in this particular study included sample size, the location of the data collection, the fact that I did not have opportunity to see the children interacting with the parents, and the period of time in which study was conducted.

The sample size for the study was not representative of the overall population of incarcerated mothers in Ecuador. Cuenca is one of the larger cities in the country, but it houses a

smaller population of inmates. The fact that only five mothers had their children attending the childcare facility at the time of the study also limited the generalizability of the data gathered. The representation of the population decreased once the researcher arrived to begin the study, especially since the laws regarding young children living with their mothers in prison changed abruptly.

Gathering the data at the prison facility also created an additional limitation, in that the mothers' responses to the questions regarding the prison setting and the services they received could have been biased. They may have felt I would report their answers to the administrators or prison staff, even though it was explained that their answers would remain confidential. The jail itself was a location where the mothers felt threatened by not having their liberty. This situation made it hard for them to possibly relax and answer the questions truthfully.

I also did not have the opportunity throughout the course of the study to see the mothers interacting with their children. There was one day when I was conducting the interview with one of the mothers that one of the children came into the prison. The mother ran to hug her child, and the child seemed excited to see the mother. The child and the mother embraced and talked about the day. Other than this one time experience, I did not see the children with the mothers.

Finally, the time period in which the study was conducted also seemed to limit the study. When I arrived in Ecuador the country was experiencing political transitions and changes within the government, particularly in the prison. The prison director with whom I had talked prior to arriving in the country was being transferred to work at the men's unit. Therefore, there were some minor changes in scheduling and logistics such, as checking in with the secretary and calling before going to the facility; I adapted the arrangements made with the previous director in order to accommodate these changes.

### Recommendations for Future Studies

Some of the topics mentioned throughout the research that need to be addressed are the: parenting programs for incarcerated mothers (Green et. al., 2000; Luke, 2002), the effect of secrecy on children whose mothers/parents are incarcerated (Hagan & Myers, 2003), emotional and social development of children whose parents are incarcerated (Miller et al., 2001), implications for the caregivers of children whose parents are incarcerated (Phillips & Bloom, 1998), and longitudinal research looking at the effect of the mother incarceration (Poehlmann, 2005; Parke and Clarke-Stewart, 2001).

From this study, it could also be concluded that future research is needed addressing the ways teachers can be trained to help children of incarcerated parents cope in the classroom setting and reduce behavioral problems, on how societies can help decrease recidivism of incarcerated mothers, what type of parent training programs are available and successful with addressing the needs of incarcerated parents and their children, and what future implications parental involvement with an incarcerated parent can have on the lives of their children. Without more research, as the numbers of children with incarcerated parents increases, their needs might possibly continue to go unnoticed. This trend can create future critical issues for early childhood teachers and society as a whole.

### Conclusion

Even though the study could not be generalized, if change is to occur in the education of these young children, others must become involved, namely individuals, teachers, schools, and governments. Society may continue to debate the viability of criminal rehabilitation, but the welfare of these children needs to be addressed. Daily, this population continues to grow and

only in time will the “sleeping giant” arise to confront the unprepared. These children need support before they themselves become delinquents.

Support from government, educational institutions, and educators are necessary in order to make a difference in the lives of these children. Strong advocacy is needed at the national and international level if the issues affected young children are to be addressed. As one mother stated in her interview, “Just because we are in here does not mean we are the worst thing.” Their children need to not be forgotten by society because of the mistakes their mothers have made. Society can use the strengths these mothers have to make a difference in the education and in the lives of their children, rather than giving up on hope. In order to make an impact, continued research with this population must continue to be a priority. In summary, I remember talking to mothers in which one stated, “You mean you have all of this knowledge (educated individuals), and you do not share it with us?” Her message resonates with the burden and responsibility educators and the general public have in addressing the needs of all children, including children with incarcerated parents.

APPENDIX A

LIST OF COUNTRIES WHICH FORM PART OF THE CONVENTION

ON THE RIGHTS OF THE CHILDREN

Convention on the Rights of the Child New York, 20 November 1989

**Last update:** 13 July 2007

**Entry into force:** 2 September 1990, in accordance with article 49 (1).

**Registration:** 2 September 1990, No. 27531.

**Status:** Signatories: 140, Parties: 193.

**Text:** United Nations, *Treaty Series*, vol. 1577, p. 3 ; depositary notifications C.N.147.1993.TREATIES-5 of 15 May 1993 [amendments to article 43 (2)]<sup>1</sup> ; ; and C.N.322.1995.TREATIES-7 of 7 November 1995 [amendment to article 43 (2)].

**Note:** The Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, was adopted by resolution 44/25<sup>2</sup> of 20 November 1989 at the Forty-fourth session of the General Assembly of the United Nations. The Convention is open for signature by all States at the Headquarters of the United Nations in New York.

| Participant              | Signature   | Ratification, Acceptance (A), Accession (a), Succession (d) |
|--------------------------|-------------|---|
| Afghanistan              | 27 Sep 1990 | 28 Mar 1994   |
| Albania                  | 26 Jan 1990 | 27 Feb 1992   |
| Algeria                  | 26 Jan 1990 | 16 Apr 1993   |
| Andorra                  | 2 Oct 1995  | 2 Jan 1996  |
| Angola                   | 14 Feb 1990 | 5 Dec 1990  |
| Antigua and Barbuda      | 12 Mar 1991 | 5 Oct 1993  |
| Argentina                | 29 Jun 1990 | 4 Dec 1990  |
| Armenia                  | .           | 23 Jun 1993   |
| Australia                | 22 Aug 1990 | 17 Dec 1990   |
| Austria                  | 26 Aug 1990 | 6 Aug 1992  |
| Azerbaijan               | .           | 13 Aug 1992   |
| Bahamas                  | 30 Oct 1990 | 20 Feb 1991   |
| Bahrain                  | .           | 13 Feb 1992   |
| Bangladesh               | 26 Jan 1990 | 3 Aug 1990  |
| Barbados                 | 19 Apr 1990 | 9 Oct 1990  |
| Belarus                  | 26 Jan 1990 | 1 Oct 1990  |
| Belgium                  | 26 Jan 1990 | 16 Dec 1991   |
| Belize                   | 2 Mar 1990  | 2 May 1990  |
| Benin                    | 25 Apr 1990 | 3 Aug 1990  |
| Bhutan                   | 4 Jun 1990  | 1 Aug 1990  |
| Bolivia                  | 8 Mar 1990  | 26 Jun 1990   |
| Bosnia and Herzegovina 3 | .           | 1 Sep 1993  |
| Botswana                 | .           | 14 Mar 1995   |
| Brazil                   | 26 Jan 1990 | 24 Sep 1990   |

|                                       |             |             |
|---------------------------------------|-------------|-------------|
| Brunei Darussalam                     | .           | 27 Dec 1995 |
| Bulgaria                              | 31 May 1990 | 3 Jun 1991  |
| Burkina Faso                          | 26 Jan 1990 | 31 Aug 1990 |
| Burundi                               | 8 May 1990  | 19 Oct 1990 |
| Cambodia                              | .           | 15 Oct 1992 |
| Cameroon                              | 25 Sep 1990 | 11 Jan 1993 |
| Canada                                | 28 May 1990 | 13 Dec 1991 |
| Cape Verde                            | .           | 4 Jun 1992  |
| Central African Republic              | 30 Jul 1990 | 23 Apr 1992 |
| Chad                                  | 30 Sep 1990 | 2 Oct 1990  |
| Chile                                 | 26 Jan 1990 | 13 Aug 1990 |
| China 4, 5                            | 29 Aug 1990 | 2 Mar 1992  |
| Colombia                              | 26 Jan 1990 | 28 Jan 1991 |
| Comoros                               | 30 Sep 1990 | 22 Jun 1993 |
| Congo                                 | .           | 14 Oct 1993 |
| Cook Islands                          | .           | 6 Jun 1997  |
| Costa Rica                            | 26 Jan 1990 | 21 Aug 1990 |
| Côte d'Ivoire                         | 26 Jan 1990 | 4 Feb 1991  |
| Croatia 3                             | .           | 12 Oct 1992 |
| Cuba                                  | 26 Jan 1990 | 21 Aug 1991 |
| Cyprus                                | 5 Oct 1990  | 7 Feb 1991  |
| Czech Republic 6                      | .           | 22 Feb 1993 |
| Democratic People's Republic of Korea | 23 Aug 1990 | 21 Sep 1990 |
| Democratic Republic of the Congo      | 20 Mar 1990 | 27 Sep 1990 |
| Denmark                               | 26 Jan 1990 | 19 Jul 1991 |
| Djibouti                              | 30 Sep 1990 | 6 Dec 1990  |
| Dominica                              | 26 Jan 1990 | 13 Mar 1991 |
| Dominican Republic                    | 8 Aug 1990  | 11 Jun 1991 |
| Ecuador                               | 26 Jan 1990 | 23 Mar 1990 |
| Egypt                                 | 5 Feb 1990  | 6 Jul 1990  |
| El Salvador                           | 26 Jan 1990 | 10 Jul 1990 |
| Equatorial Guinea                     | .           | 15 Jun 1992 |
| Eritrea                               | 20 Dec 1993 | 3 Aug 1994  |
| Estonia                               | .           | 21 Oct 1991 |
| Ethiopia                              | .           | 14 May 1991 |
| Fiji                                  | 2 Jul 1993  | 13 Aug 1993 |
| Finland                               | 26 Jan 1990 | 20 Jun 1991 |
| France                                | 26 Jan 1990 | 7 Aug 1990  |
| Gabon                                 | 26 Jan 1990 | 9 Feb 1994  |
| Gambia                                | 5 Feb 1990  | 8 Aug 1990  |
| Georgia                               | .           | 2 Jun 1994  |
| Germany 7                             | 26 Jan 1990 | 6 Mar 1992  |

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|----------------------------------|-------------|-------------|
| Ghana                            | 29 Jan 1990 | 5 Feb 1990  |
| Greece                           | 26 Jan 1990 | 11 May 1993 |
| Grenada                          | 21 Feb 1990 | 5 Nov 1990  |
| Guatemala                        | 26 Jan 1990 | 6 Jun 1990  |
| Guinea                           | .           | 13 Jul 1990 |
| Guinea-Bissau                    | 26 Jan 1990 | 20 Aug 1990 |
| Guyana                           | 30 Sep 1990 | 14 Jan 1991 |
| Haiti                            | 26 Jan 1990 | 8 Jun 1995  |
| Holy See                         | 20 Apr 1990 | 20 Apr 1990 |
| Honduras                         | 31 May 1990 | 10 Aug 1990 |
| Hungary                          | 14 Mar 1990 | 7 Oct 1991  |
| Iceland                          | 26 Jan 1990 | 28 Oct 1992 |
| India                            | .           | 11 Dec 1992 |
| Indonesia                        | 26 Jan 1990 | 5 Sep 1990  |
| Iran (Islamic Republic of)       | 5 Sep 1991  | 13 Jul 1994 |
| Iraq                             | .           | 15 Jun 1994 |
| Ireland                          | 30 Sep 1990 | 28 Sep 1992 |
| Israel                           | 3 Jul 1990  | 3 Oct 1991  |
| Italy                            | 26 Jan 1990 | 5 Sep 1991  |
| Jamaica                          | 26 Jan 1990 | 14 May 1991 |
| Japan                            | 21 Sep 1990 | 22 Apr 1994 |
| Jordan                           | 29 Aug 1990 | 24 May 1991 |
| Kazakhstan                       | 16 Feb 1994 | 12 Aug 1994 |
| Kenya                            | 26 Jan 1990 | 30 Jul 1990 |
| Kiribati                         | .           | 11 Dec 1995 |
| Kuwait                           | 7 Jun 1990  | 21 Oct 1991 |
| Kyrgyzstan                       | .           | 7 Oct 1994  |
| Lao People's Democratic Republic | .           | 8 May 1991  |
| Latvia                           | .           | 14 Apr 1992 |
| Lebanon                          | 26 Jan 1990 | 14 May 1991 |
| Lesotho                          | 21 Aug 1990 | 10 Mar 1992 |
| Liberia                          | 26 Apr 1990 | 4 Jun 1993  |
| Libyan Arab Jamahiriya           | .           | 15 Apr 1993 |
| Liechtenstein                    | 30 Sep 1990 | 22 Dec 1995 |
| Lithuania                        | .           | 31 Jan 1992 |
| Luxembourg                       | 21 Mar 1990 | 7 Mar 1994  |
| Madagascar                       | 19 Apr 1990 | 19 Mar 1991 |
| Malawi                           | .           | 2 Jan 1991  |
| Malaysia                         | .           | 17 Feb 1995 |
| Maldives                         | 21 Aug 1990 | 11 Feb 1991 |
| Mali                             | 26 Jan 1990 | 20 Sep 1990 |
| Malta                            | 26 Jan 1990 | 30 Sep 1990 |



|                                  |             |             |
|----------------------------------|-------------|-------------|
| Marshall Islands                 | 14 Apr 1993 | 4 Oct 1993  |
| Mauritania                       | 26 Jan 1990 | 16 May 1991 |
| Mauritius                        | .           | 26 Jul 1990 |
| Mexico                           | 26 Jan 1990 | 21 Sep 1990 |
| Micronesia (Federated States of) | .           | 5 May 1993  |
| Monaco                           | .           | 21 Jun 1993 |
| Mongolia                         | 26 Jan 1990 | 5 Jul 1990  |
| Montenegro <sup>8</sup>          | .           | 23 Oct 2006 |
| Morocco                          | 26 Jan 1990 | 21 Jun 1993 |
| Mozambique                       | 30 Sep 1990 | 26 Apr 1994 |
| Myanmar                          | .           | 15 Jul 1991 |
| Namibia                          | 26 Sep 1990 | 30 Sep 1990 |
| Nauru                            | .           | 27 Jul 1994 |
| Nepal                            | 26 Jan 1990 | 14 Sep 1990 |
| Netherlands 8                    | 26 Jan 1990 | 6 Feb 1995  |
| New Zealand 9                    | 1 Oct 1990  | 6 Apr 1993  |
| Nicaragua                        | 6 Feb 1990  | 5 Oct 1990  |
| Niger                            | 26 Jan 1990 | 30 Sep 1990 |
| Nigeria                          | 26 Jan 1990 | 19 Apr 1991 |
| Niue                             | .           | 20 Dec 1995 |
| Norway                           | 26 Jan 1990 | 8 Jan 1991  |
| Oman                             | .           | 9 Dec 1996  |
| Pakistan                         | 20 Sep 1990 | 12 Nov 1990 |
| Palau                            | .           | 4 Aug 1995  |
| Panama                           | 26 Jan 1990 | 12 Dec 1990 |
| Papua New Guinea                 | 30 Sep 1990 | 2 Mar 1993  |
| Paraguay                         | 4 Apr 1990  | 25 Sep 1990 |
| Peru                             | 26 Jan 1990 | 4 Sep 1990  |
| Philippines                      | 26 Jan 1990 | 21 Aug 1990 |
| Poland                           | 26 Jan 1990 | 7 Jun 1991  |
| Portugal 5                       | 26 Jan 1990 | 21 Sep 1990 |
| Qatar                            | 8 Dec 1992  | 3 Apr 1995  |
| Republic of Korea                | 25 Sep 1990 | 20 Nov 1991 |
| Republic of Moldova              | .           | 26 Jan 1993 |
| Romania                          | 26 Jan 1990 | 28 Sep 1990 |
| Russian Federation               | 26 Jan 1990 | 16 Aug 1990 |
| Rwanda                           | 26 Jan 1990 | 24 Jan 1991 |
| Saint Kitts and Nevis            | 26 Jan 1990 | 24 Jul 1990 |
| Saint Lucia                      | 30 Sep 1990 | 16 Jun 1993 |
| Saint Vincent and the Grenadines | 20 Sep 1993 | 26 Oct 1993 |
| Samoa                            | 30 Sep 1990 | 29 Nov 1994 |
| San Marino                       | .           | 25 Nov 1991 |

|  |             |             |
|--|-------------|-------------|
| Sao Tome and Principe  | .           | 14 May 1991 |
| Saudi Arabia   | .           | 26 Jan 1996 |
| Senegal  | 26 Jan 1990 | 31 Jul 1990 |
| Serbia <sup>3</sup>  | .           | 12 Mar 2001 |
| Seychelles   | .           | 7 Sep 1990  |
| Sierra Leone   | 13 Feb 1990 | 18 Jun 1990 |
| Singapore  | .           | 5 Oct 1995  |
| Slovakia <sup>6</sup>  | .           | 28 May 1993 |
| Slovenia <sup>3</sup>  | .           | 6 Jul 1992  |
| Solomon Islands  | .           | 10 Apr 1995 |
| Somalia  | 9 May 2002  | .           |
| South Africa   | 29 Jan 1993 | 16 Jun 1995 |
| Spain  | 26 Jan 1990 | 6 Dec 1990  |
| Sri Lanka  | 26 Jan 1990 | 12 Jul 1991 |
| Sudan  | 24 Jul 1990 | 3 Aug 1990  |
| Suriname   | 26 Jan 1990 | 1 Mar 1993  |
| Swaziland  | 22 Aug 1990 | 7 Sep 1995  |
| Sweden   | 26 Jan 1990 | 29 Jun 1990 |
| Switzerland  | 1 May 1991  | 24 Feb 1997 |
| Syrian Arab Republic   | 18 Sep 1990 | 15 Jul 1993 |
| Tajikistan   | .           | 26 Oct 1993 |
| Thailand   | .           | 27 Mar 1992 |
| The Former Yugoslav Republic of Macedonia <sup>3 , 10</sup>            | .           | 2 Dec 1993  |
| Timor-Leste  | .           | 16 Apr 2003 |
| Togo   | 26 Jan 1990 | 1 Aug 1990  |
| Tonga  | .           | 6 Nov 1995  |
| Trinidad and Tobago  | 30 Sep 1990 | 5 Dec 1991  |
| Tunisia  | 26 Feb 1990 | 30 Jan 1992 |
| Turkey   | 14 Sep 1990 | 4 Apr 1995  |
| Turkmenistan   | .           | 20 Sep 1993 |
| Tuvalu   | .           | 22 Sep 1995 |
| Uganda   | 17 Aug 1990 | 17 Aug 1990 |
| Ukraine  | 21 Feb 1990 | 28 Aug 1991 |
| United Arab Emirates   | .           | 3 Jan 1997  |
| United Kingdom of Great Britain and Northern Ireland <sup>4 , 11</sup> | 19 Apr 1990 | 16 Dec 1991 |
| United Republic of Tanzania  | 1 Jun 1990  | 10 Jun 1991 |
| United States of America   | 16 Feb 1995 | .           |
| Uruguay  | 26 Jan 1990 | 20 Nov 1990 |
| Uzbekistan   | .           | 29 Jun 1994 |
| Vanuatu  | 30 Sep 1990 | 7 Jul 1993  |
| Venezuela  | 26 Jan 1990 | 13 Sep 1990 |

|          |             |             |
|----------|-------------|-------------|
| Viet Nam | 26 Jan 1990 | 28 Feb 1990 |
| Yemen 12 | 13 Feb 1990 | 1 May 1991  |
| Zambia   | 30 Sep 1990 | 6 Dec 1991  |
| Zimbabwe | 8 Mar 1990  | 11 Sep 1990 |

<http://www.ohchr.org/english/countries/ratification/11.htm>

APPENDIX B

INFORMED CONSENT FORMS

University of North Texas

Institutional Review Board

Informed Consent Form

(FOR MOTHERS)

Before agreeing to participate in this research study, it is important that you read and understand the following explanation of the purpose and benefits of the study and how it will be conducted.

**Title of Study:** Incarcerated Mothers in Cuenca, Ecuador: Perceptions of their environment and the impact it has on the lives of their young children and their education

**Principal Investigator:** Rachel McBride, a graduate student at the University of North Texas (UNT), Denton, Texas, USA, Department of Counseling, Development & Higher Education.

**Purpose of the Study:** You are being asked to take part in a research study being done in Cuenca, Ecuador. The purpose of the study is to describe and understand the relationship between incarcerated mothers and their young children. The focus of the study will be to investigate the perceptions of the mothers in their present situation, and how they feel their incarceration has/is affecting their young children's social and emotional development, and how teachers of young children can work effectively with children who have incarcerated parents. The results of the study will be valuable to teachers of young children as they work with students who have incarcerated parents. The researcher will be using a modified version of a questionnaire developed by the Quaker United Nations. The interview will include open-ended questions and some of the questions on the questionnaire will address your current living situation, your education, family situation, goals for your child, etc.

**Study Procedures:** You will be asked to take part voluntarily in an interview with the principal investigator. If you give your consent to this open-ended interview, you will be asked to answer some questions regarding your incarceration and some questions regarding your children. This interview will be audiotaped. Once the audiotape has been transcribed, you will be asked to confirm the information the principal investigator has recorded for confirmation. Your participation will take about two hours of your time.

**Foreseeable Risks:** There is minimal risk. You may feel some sadness or other emotional discomforts from talking about your separation from your children. If talking about your situation causes you distress, you will be referred to a trained psychologist, Veronica Faican. During the study, if you reveal any type of physical, verbal, or sexual abuse of your child, the researcher will be required to inform the authorities in accordance with Ecuadorian law.

**Benefits to the Subjects or Others:** We expect the project to benefit you by allowing you an opportunity to express and discuss the feelings you are experiencing as a result of your incarceration and separation from your children. Other possible benefits of this study will be the

opportunity to identify components for future parenting and for better understanding the development of children who are separated from incarcerated mothers. This study will benefit future and present teachers who work with young children that have incarcerated parents by better understanding the young children's needs in the realm of social-emotional development, as well as providing a nurturing environment for teaching and learning.

**Compensation for Participants:** You will receive two children's books in Spanish, *The Kissing Hand* (*Un beso en mi mano*) by Audrey Penn, Ruth E. Harper, Nancy M. Leak and *Love you Forever* (*Siempre te Querre*) by Robert Munsch and Sheila McGraw, as compensation for your participation when the study is completed.

**Procedures for Maintaining Confidentiality of Research Records:** For this study, your information will be kept confidential (see comments on first attachment anonymity in the researcher's observations, interviews, and in the writing). Your audiotapes will be coded with a number that matches the interviewee, and only the researcher will know the codes. Your name will not be recorded on tapes. At the beginning of the study, when the consent form is obtained, you will be given a code number that will be used throughout the course of the study. Only the researcher will know the code numbers of each participant and she will keep all materials under lock and key in the researcher's office located three blocks from the prison facility and about 8 miles from the child-care facility. The researcher will keep the material gathered from this study for a period of five years, at which time it will be destroyed. Only the researcher will listen and transcribe the audiotapes, and these will also be destroyed after a five-year period. The confidentiality of your individual information will be maintained in any publications or presentations regarding this study.

**Questions about the Study:** If you have any questions about the study, you may contact *Rachel McBride* at telephone number 289-0033 (local number), email address [rlm0069@unt.edu](mailto:rlm0069@unt.edu) or the faculty chair, Dr. Patsy Robles-Goodwin, 817-531-4963, [problegoodwin@txwes.edu](mailto:problegoodwin@txwes.edu). Another contact is Faculty advisor, Dr. *George Morrison*, UNT Department of Counseling, Development and Higher Education, at telephone number (940) 565-4476 or email address [Morrison@unt.edu](mailto:Morrison@unt.edu)

**Review for the Protection of Participants:** This research study has been reviewed and approved by the UNT Institutional Review Board (IRB). The UNT IRB can be contacted at (940) 565-3940 with any questions regarding the rights of research subjects.

**Research Participants' Rights:** Your signature below indicates you have read or have had read to you all of the above and that you confirm all of the following:

- *Rachel McBride* has explained the study to you and answered all of your questions. You have been told the possible benefits and the potential risks and/or discomforts of the study.
- You understand that you do not have to take part in this study, and your refusal to participate or your decision to withdraw will involve no penalty

or loss of rights or benefits. The study personnel may choose to stop your participation at any time.

- You understand why the study is being conducted and how it will be performed.
- You understand your rights as a research participant and you voluntarily consent to participate in this study.
- You have been told you will receive a copy of this form.

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Printed Name of Participant

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Signature of Participant

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Date

**For the Principal Investigator or Designee:** I certify that I have reviewed the contents of this form with the participant signing above. I have explained the possible benefits and the potential risks and/or discomforts of the study. It is my opinion that the participant understood the explanation.

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Signature of Principal Investigator or Designee

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Date

**Universidad de North Texas**  
**Comité de Revisión Institucional**

**Forma de Consentimiento de Investigación**

(PARA LAS MADRES)

Antes de acordar en participar en este estudio de investigación, es importante que usted lea y entienda la siguiente explicación del propósito y beneficios del estudio y cómo se dirigirá.

**Título del Estudio:** Las Madres encarceladas en Cuenca, Ecuador: Las percepciones de su ambiente y el impacto que este tiene en las vidas de sus niños y su educación

**El Investigador principal:** Rachel McBride, un estudiante de postgrado en la Universidad de Texas Norte (UNT), Denton, Texas, EE.UU., el Departamento de Consejería, Desarrollo e Educación más Alta.

**El Propósito del Estudio:** Se le están pidiendo que tome parte en un estudio de investigación realizado en Cuenca, Ecuador. El propósito del estudio es describir y entender la relación entre las madres encarceladas y sus niños. El enfoque del estudio será investigar las percepciones de las madres en su situación presente, y cómo ellas sienten su encarcelamiento afecta o ha afectado el desarrollo social y emocional de sus niños, y cómo maestros de niños pueden trabajar eficazmente con niños que tienen padres encarcelados. Los resultados del estudio serán valiosos a maestros de niños jóvenes cuando ellos trabajan con estudiantes que tienen padres encarcelados. El investigador estará usando una versión modificada de una encuesta desarrollada por el Quaker United Nations. La entrevista incluirá preguntas abiertas y algunas de las preguntas en la encuesta se dirigirán a su situación de vida actual, su educación, la situación familiar, las metas para su niño, etc.

**Los Procedimientos que serán utilizados:** Le pedirán que tome parte voluntariamente en una entrevista con el investigador principal. Si usted da su consentimiento a esta entrevista abierta, le pedirán que conteste algunas preguntas que consideren su encarcelamiento y algunas preguntas que consideren a sus niño(a). Esta entrevista será grabada en caset. Una vez el caset sea transcrito, le pedirán que confirme la información que el investigador principal ha registrado para la confirmación. Su participación tomará aproximadamente dos horas de su tiempo.

**Los Riesgos Previsibles:** Hay riesgo mínimo. Usted puede sentir un poco de tristeza u otras incomodidades emocionales al hablar sobre su separación de sus niños. Si hablando sobre sus niños le causa una situación de pena, usted será referida a una psicóloga especializada, Verónica Faican. Durante el estudio, si usted revela cualquier tipo de abuso físico, verbal, o sexual de su niño, al investigador se le exigirá informarles a las autoridades de acuerdo con la ley ecuatoriana.



**Los Beneficios para los sujetos u otros:** Esperamos que el proyecto le beneficie permitiéndole la oportunidad de expresar y discutir los sentimientos usted está experimentando como resultado de su encarcelamiento y separación de sus niños. Otros posibles beneficios de este estudio serán la oportunidad de identificar los componentes para el cuidado de niños en el futuro y para el mejor entendimiento del desarrollo de niños que están separados de madres encarceladas. Este estudio beneficiará a futuro y a presentes maestros que trabajan con niños jóvenes que tienen padres encarcelados preparándoles con a entender mejor las necesidades de los niños jóvenes en el ámbito de desarrollo social-emocional, así como manteniendo un ambiente que sustenta enseñanza y aprendizaje.

**La compensación para los Participantes:** Usted recibirá los libros para niños en español, *Un beso en mi mano* por Audrey Penn, Ruth E. Harper, y Nancy M. Leak, y *Siempre Querré* por Robert Munsch y Sheila McGraw, como la compensación por su participación cuando el estudio es completado.

**Los procedimientos para Mantener Confidencialidad de los Archivos de la Investigación:**

Para este estudio, se guardarán las observaciones del investigador, entrevistas y escrituras confidencialmente. Sus cintas de audio serán codificadas con un número que empareje la entrevista, y sólo el investigador sabrá los códigos. Su nombre no se registrará en las cintas. Al principio del estudio, cuando el formulario de consentimiento sea obtenida, usted será dada un número de código que será utilizado a lo largo del estudio. Sólo el investigador sabrá los números de código de cada participante y ella guardará todos los materiales bajo candado en la oficina del la investigadora localizada a tres cuartos de la facilidad de la prisión y aproximadamente 8 millas de la facilidad de la guardería. El investigador guardará el material recogido de este estudio para un período de cinco años a cual tiempo que se destruirá. Sólo el investigador escuchará y transcribirá los casetes, y éstos también se destruirán después de un período de cinco años. La confidencialidad de su información individual se mantendrá en cualquier publicación o presentaciones con respecto a este estudio.

**Las preguntas sobre el Estudio:** Si usted tiene cualquier pregunta sobre el estudio, usted puede contactar a *Raquel McBride* al número de teléfono 289-0033 (número local), o a la dirección de correo electrónico [rlm0069@unt.edu](mailto:rlm0069@unt.edu) o la silla de la facultad, Dr. Patsy Robles-Goodwin, 817-531-4963, [problegoodwin@txwes.edu](mailto:problegoodwin@txwes.edu). Otro contacto es el miembro de Facultad, *Dr. George Morrison*, el Departamento de UNT de Consejería, Desarrollo y Educación más Alta, al número de teléfono (940) 565-4476 o dirección de correo electrónico [Morrison@unt.edu](mailto:Morrison@unt.edu)

**Repase para la Protección de Participantes:** Este estudio de investigación ha sido revisado y ha sido aprobado por el Comité de UNT para la Protección de Sujetos Humanos (IRB). UNT IRB puede ser contactado al (940) 565-3940 con cualquier pregunta con respecto a los derechos de asuntos de la investigación.

**Investigue los Derechos de Participantes:** Su firma debajo indica que usted ha leído o se le ha leído a usted todos lo anterior y que usted confirma todo lo siguiente:

- *Raquel McBride* le ha explicado el estudio y ha contestado todas sus preguntas. Le han dicho los posibles beneficios y los riesgos potenciales y/o incomodidades del estudio.
- Usted entiende que usted no tiene que tomar parte en este estudio, y su rechazo de participación o decisión de retirarse no implicara ninguna multa o pérdida de derechos o beneficios. El personal del estudio puede escoger detener su participación cuando quiera.
- Usted entiende por qué el estudio es realizado y cómo será realizado.
- Usted entiende sus derechos como un participante de la investigación y usted consiente voluntariamente participar en este estudio.
- Le han dicho que usted recibirá una copia de este formulario.

\_\_\_\_\_  
Nombre imprento del Participante

\_\_\_\_\_  
La firma del la Participante

\_\_\_\_\_  
Fecha

Para el Investigador Principal o Diseñador: Yo certifico que he revisado el contenido de este documento con el participante que firma arriba. He explicado los posibles beneficios y los riesgos potenciales y/o incomodidades del estudio. Es mi opinión que el participante entendió la explicación.

\_\_\_\_\_  
La firma del Investigador Principal o Diseñador

\_\_\_\_\_  
Fecha

# University of North Texas

## Institutional Review Board

### Informed Consent Form

(Parent/Guardian)

Before agreeing to your child's or ward's participation in this research study, it is important that you read and understand the following explanation of the purpose and benefits of the study and how it will be conducted.

**Title of Study:** Incarcerated Mothers in Cuenca, Ecuador: Perceptions of their environment and the impact it has on the lives of their young children and their education

**Principal Investigator:** Rachel McBride, a graduate student at the University of North Texas (UNT), Denton, Texas, USA, Department of Counseling, Development & Higher Education.

**Purpose of the Study:** Your child or ward is being asked to take part in a research study being done in Cuenca, Ecuador. The purpose of the study is to describe and understand the relationship between incarcerated mothers and their young children. The focus of the study will be to investigate the perceptions of the mothers in their present situation, and how they feel their incarceration has/is affecting their young children's social and emotional development, and how teachers of young children can work effectively with children who have incarcerated parents. The results of the study will be valuable to teachers of young children as they work with students who have incarcerated parents. The researcher will be using a modified version of a questionnaire developed by the Quaker United Nations.

**Study Procedures:** The researcher will spend a total of 60 hours at the school in order to establish rapport with the children. The researcher will spend approximately 4 hours a day at the child-care facility observing and interacting with the children in an unobtrusive manner agreed upon by the teacher. At various times during the day, the researcher may assist the classroom teacher with helping the children if needed (i.e., if child becomes ill or if child needs something opened, etc.) At the end of the third week, your child will be asked by their teachers at the child-care facility "Paz y Bien" to draw a picture of their family. During the time they are drawing the picture, the researcher will be talking to the children about his/her picture. The researcher will be commenting on the child's picture and recording the comments the child makes in regards to the picture. The interaction (i.e., the child will be drawing his/her picture, and the researcher will be sitting with him/her and talking about the picture) of the child with the researcher will be audio-taped, and it will take about thirty minutes to an hour of your child's or ward's time.

**Foreseeable Risks:** No foreseeable risks are anticipated for participants of this study. Your child will be asked to draw a picture of his family and discuss the picture. However, if the child does experience some distress during the activity, the teacher will be informed immediately and the activity will be stopped immediately. If needed, the name of a psychologist will be provided.

If any type of child abuse (physical, verbal, or sexual) is reported, the researcher will be required to inform the authorities in accordance with Ecuadorian law.

**Benefits to the Subjects or Others:** We expect the project to benefit your child by allowing him/her the opportunity to talk about his/her feelings and experiences. Other possible benefits of this study will be the opportunity to identify components for future parenting and for better understanding the development of children who are separated from an incarcerated mother. This study will benefit future and present early childhood education teachers who work with young children who have incarcerated parents by better understanding the young children's needs in the realm of social-emotional development, as well as providing a nurturing environment for teaching and learning.

**Compensation for Participants:** Your child as well as the other children in the child-care facility will receive a box of crayons as compensation for his/her participation in the drawing activity.

**Procedures for Maintaining Confidentiality of Research Records:** For this study, the researcher's observations, interviews, and writings will be kept confidential. Your child's or ward's audiotapes will be coded with a number that matches their sheets, and only the researcher will know their codes. Your child's or ward's name will not be recorded on the audiotapes. At the beginning of the study, when the consent form is obtained, your child will be given a code number that will be used throughout the course of the study. Only the researcher will know the code numbers of each participant, and she will keep all material under lock and key in the researcher's office, which is located three blocks from the prison facility and about eight miles from the child-care facility. The researcher will keep the material obtained from this study for a period of five years, at which time it will be destroyed. Only the researcher will listen to the audiotapes, and they will also be destroyed after a five year period. The confidentiality of your individual information will be maintained in any publications or presentations regarding this study.

The researcher will keep the material obtained from this study for a period of five years, at which time it will be destroyed. Only the researcher will listen to the audiotapes, and they will also be destroyed after a five year period. The confidentiality of your individual information will be maintained in any publications or presentations regarding this study.

**Questions about the Study:** If you have any questions about the study, you may contact *Rachel McBride* at telephone number 289-0033 (local number), email address [rlm0069@unt.edu](mailto:rlm0069@unt.edu) or the faculty chair, Dr. Patsy Robles-Goodwin, 817-531-4963, [problesgoodwin@txwes.edu](mailto:problesgoodwin@txwes.edu). Another contact is Faculty advisor, Dr. *George Morrison*, UNT Department of Counseling, Development and Higher Education, at telephone number (940) 565-4476 or email address [Morrison@unt.edu](mailto:Morrison@unt.edu)

**Review for the Protection of Participants:** This research study has been reviewed and approved by the UNT Institutional Review Board (IRB). The UNT

IRB can be contacted at (940) 565-3940 with any questions regarding the rights of research subjects.

**Research Participants' Rights:** Your signature below indicates you have read or have had read to you all of the above and that you confirm all of the following:

- *Rachel McBride* explained the study to you and answered all of your questions. You have been told the possible benefits and the potential risks and/or discomforts of the study.
- You understand that you do not have to allow your child to take part in this study, and your refusal to allow your child to participate or your decision to withdraw him/her from the study will involve no penalty or loss of rights or benefits. The study personnel may choose to stop your child's or ward's participation at any time.
- You understand why the study is being conducted and how it will be performed.
- You understand your rights as the parent/guardian of a research participant and you voluntarily consent to your participation in this study.
- You have been told you will receive a copy of this form.

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Printed Name of Parent or Guardian

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Signature of Parent or Guardian

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Date

**For the Principal Investigator or Designee:** I certify that I have reviewed the contents of this form with the parent or guardian signing above. I have explained the possible benefits and the potential risks and/or discomforts of the study. It is my opinion that the parent or guardian understood the explanation.

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Signature of Principal Investigator or Designee

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Date

**Universidad de North Texas**  
**Comité de Revisión Institucional**

**Forma de Consentimiento de Investigación**

(PADRE O REPRESENTANTE LEGAL)

Antes de acordar en la participación de su niño o pupilo en este estudio de investigación, es importante que usted lea y entienda la explicación siguiente sobre los propósitos y beneficios del estudio y cómo se dirigirá.

**Título del Estudio:** Las Madres encarceladas en Cuenca, Ecuador: Las percepciones de su ambiente y el impacto que este tiene en las vidas de sus niños y su educación

**El Investigador principal:** Rachel McBride, un estudiante de postgrado en la Universidad de Texas Norte (UNT), Denton, Texas, EE.UU., el Departamento de Consejería, Desarrollo e Educación más Alta.

**El Propósito del Estudio:** Se le están pidiendo que tome parte en un estudio de investigación realizado en Cuenca, Ecuador a su hijo o pupilo. El propósito del estudio es describir y entender la relación entre las madres encarceladas y sus niños. El enfoque del estudio será investigar las percepciones de las madres en su situación presente, y cómo ellas sienten sus encarcelamiento afecta o a afectado el desarrollo social y emocional de sus niños, y cómo maestros de niños pueden trabajar eficazmente con niños que tienen padres encarcelados. Los resultados del estudio serán valiosos a maestros de niños jóvenes cuando ellos trabajan con estudiantes que tienen padres encarcelados. El investigador estará usando una versión modificada de una encuesta desarrollada por el Quaker United Nations.

**Los Procedimientos que serán utilizados:** El investigador estará un total de 60 horas en la guardería para establecer la relación con los niños(as). La investigadora pasará aproximadamente 4 horas por día en el local de la guardería observando y actuando recíprocamente con los niños de una manera discreta en la cual este de acuerdo el/la maestro(a). A varios momentos durante el día, el investigador puede ayudar al/a la maestro(a) del aula con los niños si esto es necesario (es decir, si el niño se pone enfermo o si el niño necesita algo abierto, etc.). Al final de la tercera semana, a su niño o pupilo se le pedirá por medio de sus maestros del local de la guardería “Paz y Bien” que dibuje un cuadro de su familia. Durante el tiempo que ellos estén dibujando el cuadro, el investigador estará hablando con el/la niño(a) sobre el cuadro. El investigador estará haciendo un comentario sobre el cuadro del niño y grabará los comentarios o las hechas del niño respecto al cuadro. La interacción (es decir, el niño estará dibujando sus imágenes, y el investigador estará sentándose con el/ella y hablará sobre el cuadro) del niño con el investigador se audio-grabará, y tomará aproximadamente treinta minutos a una hora del tiempo de su niño o pupilo.

**Los Riesgos Previsibles:** Ningún riesgo previsible se prevé para los participantes de este estudio. A su niño(a) o pupilo se le pedirá dibujar un cuadro de su familia y discutir el cuadro. Sin embargo, si el niño(a) experimenta un poco de pena durante la actividad, el/la maestro(a) será informado(a) inmediatamente y la actividad se detendrá inmediatamente. Si es necesario, el nombre de un psicólogo se proporcionará. Si durante el estudio es revelado cualquier tipo de abuso físico, verbal, o sexual del niño(a), al investigador se le exigirá informarles a las autoridades de acuerdo con la ley ecuatoriana.

**Los Beneficios para los sujetos u otros:** Esperamos que el proyecto beneficie a si niño(a) o pupilo permitiéndole la oportunidad de hablar sobre sus sentimientos y experiencias. Otros posibles beneficios de este estudio serán la oportunidad de identificar los componentes para el cuidado de niños en el futuro y para el mejor entendimiento del desarrollo de niños que están separados de madres encarceladas. Este estudio beneficiará a futuro y a presentes maestros que trabajan con niños jóvenes que tienen padres encarcelados preparándoles con a entender mejor las necesidades de los niños jóvenes en el ámbito de desarrollo social-emocional, así como manteniendo un ambiente que sustenta enseñanza y aprendizaje.

**La compensación para los Participantes:** Su niño(a) o pupilo así como los otros niños en el local de la guardería recibirán una caja de colores como la compensación por su participación en la actividad del dibujo.

**Los procedimientos para Mantener Confidencialidad de los Archivos de la Investigación:** Para este estudio, se guardarán las observaciones del investigador, entrevistas y escrituras confidencialmente. Los casetes de su niño o pupilo se codificarán con un número que empareja sus hojas, y sólo el investigador sabrá sus códigos. El nombre de su niño o pupilo no se grabará en los casetes. Sus cintas de audio serán codificadas con un número que empareje los dibujos, y sólo el investigador sabrá los códigos. Su nombre no se registrara en las cintas. Al principio del estudio, cuando el formulario de consentimiento sea obtenido, a su niño(a) se le dará un número de código que será usado a lo largo del curso del estudio. Sólo el investigador sabrá los números de código de cada participante y ella guardará todos los materiales bajo candado en la oficina del la investigadora localizada a tres cuartos de la facilidad de la prisión y aproximadamente 8 millas de la facilidad de la guardería. El investigador guardará el material recogido de este estudio para un período de cinco años a cual tiempo que se destruirá. Sólo el investigador escuchará y transcribirá los casetes, y éstos también se destruirán después de un período de cinco años. La confidencialidad de su información individual se mantendrá en cualquier publicación o presentaciones con respecto a este estudio.

**Las preguntas sobre el Estudio:** Si usted tiene cualquier pregunta sobre el estudio, usted puede contactar a *Raquel McBride* al número de teléfono 289-0033 (número local), o a la dirección de correo electrónico [rlm0069@unt.edu](mailto:rlm0069@unt.edu) o la silla de la facultad, Dr. Patsy Robles-Goodwin, 817-531-4963, [problegoodwin@txwes.edu](mailto:problegoodwin@txwes.edu). Otro contacto es el miembro de Facultad, *Dr. George Morrison*, el Departamento de UNT de Consejería, Desarrollo y Educación más Alta, al número de teléfono (940) 565-4476 o dirección de correo electrónico [Morrison@unt.edu](mailto:Morrison@unt.edu)

**Repase para la Protección de Participantes:** Este estudio de investigación ha sido revisado y ha sido aprobado por el Comité de UNT para la Protección de Sujetos Humanos (IRB). UNT IRB puede ser contactado al (940) 565-3940 con cualquier pregunta con respecto a los derechos de asuntos de la investigación.

**Investigue los Derechos de Participantes:** Su firma debajo indica que usted ha leído o se le ha leído a usted todos lo anterior y que usted confirma todo lo siguiente:

- *Raquel McBride* le ha explicado el estudio y ha contestado todas sus preguntas. Le han dicho los posibles beneficios y los riesgos potenciales y/o incomodidades del estudio.
- Usted entiende que usted no tiene que permitirle a su niño tomar la parte en este estudio, y su rechazo de participación de su niño(a) o pupilo o decisión de retirarse no implicara ninguna multa o pérdida de derechos o beneficios. El personal del estudio puede escoger detener la participación de su niño o pupilo cuando quiera a.
- Usted entiende por qué el estudio es realizado y cómo será realizado.
- Usted entiende sus derechos el padre/representante de un participante de la investigación y su consentimiento voluntario de su participación en este estudio.
- Le han dicho que usted recibirá una copia de este formulario.

\_\_\_\_\_  
El Nombre imprento de Padre o Representante

\_\_\_\_\_  
La firma de Padre o Representante

\_\_\_\_\_  
Fecha

Para el Investigador Principal o Diseñador: Yo certifico que he revisado el contenido de este documento con el padre o representante. He explicado los posibles beneficios y los riesgos potenciales y/o incomodidades del estudio. Es mi opinión que el padre o representante entendió la explicación.

\_\_\_\_\_  
La firma del Investigador Principal o Diseñador

\_\_\_\_\_  
Fecha



# University of North Texas

## Institutional Review Board

### Informed Consent Form

#### (FOR TEACHERS)

Before agreeing to participate in this research study, it is important that you read and understand the following explanation of the purpose and benefits of the study, and how it will be conducted.

**Title of Study:** Incarcerated Mothers in Cuenca, Ecuador: Perceptions of their environment and the impact it has on the lives of their young children and their education

**Principal Investigator:** Rachel McBride, a graduate student at the University of North Texas (UNT), Denton, Texas, USA, Department of Counseling, Development & Higher Education.

**Purpose of the Study:** You are being asked to take part in a research study being done in Cuenca, Ecuador. The purpose of the study is to describe and understand the relationship between incarcerated mothers and their young children. The focus of the study will be to investigate the perceptions of the mothers in their present situation, and how they feel their incarceration has/is affecting their young children's social and emotional development. The results of the study will be valuable to teachers of young children as they work with students who have incarcerated parents. The researcher will be using a modified version of a questionnaire developed by the Quaker United Nations.

**Study Procedures:** You will be asked to participate voluntarily in an interview with the principal investigator. If you give your consent, you will be asked to answer some questions regarding your experience in working with the children who have incarcerated mothers such as . . . how you educate them, what are some of concerns for them, etc. If you give consent to this open-ended interview, it will be audio-taped. The audiotape interview will be transcribed and be shared with you for confirmation. Your participation will take about approximately one hour of your time.

**Foreseeable Risks:** There are minimal foreseeable risks involved in the study. You may feel some sadness or other emotional discomforts while talking about the children. If talking about your situation causes you distress, you will be referred to a trained psychologist, Veronica Faican. During the study, if you reveal any type of child abuse (physical, verbal, or sexual), the researcher will be required to inform the authorities in accordance with Ecuadorian law.

**Benefits to the Subjects or Others:** We expect the project to benefit you by allowing you the opportunity to talk about the children you have worked with and to be able to share your feelings and experiences as a result of working with them. Other possible benefits of this study will be the opportunity to identify components for the future parenting and for better understanding the

development of children who may be separated from an incarcerated mother. This study will benefit future and present teachers who work with young children who have incarcerated parents by better understanding the young children's needs in the realm of social-emotional development, as well as providing a nurturing environment for teaching and learning.

**Compensation for Participants:** You will receive two children's books in Spanish, *The Kissing Hand* (*Un beso en mi mano*) by Audrey Penn, Ruth E. Harper, and Nancy M. Leak and *Love you Forever* (*Siempre te Querre*) by Robert Munsch and Sheila McGraw, as compensation for your participation when the study is completed.

**Procedures for Maintaining Confidentiality of Research Records:** For this study, the researcher's observations, interviews, and writings will be kept confidential. Your audiotapes will be coded with a number that matches the interviewee, and only the researcher will know their codes. Your name will not be recorded on tapes. At the beginning of the study, when the consent form is obtained, you will be given a code number that will be used throughout the course of the study. Only the researcher will know the code numbers of each participant, and she will keep all material under lock and key in the researcher's office located three blocks from the prison facility and about eight miles from the child-care facility. The researcher will keep the material obtained from this study for a period of five years, at which time it will be destroyed. Only the researcher will listen to the audiotapes, and they will also be destroyed after a five year period. The confidentiality of your individual information will be maintained in any publications or presentations regarding this study.

**Questions about the Study:** If you have any questions about the study, you may contact *Rachel McBride* at telephone number 289-0033 (local number), email address [rlm0069@unt.edu](mailto:rlm0069@unt.edu) or the faculty chair, Dr. Patsy Robles-Goodwin, 817-531-4963, [problesgoodwin@txwes.edu](mailto:problesgoodwin@txwes.edu). Another contact is Faculty advisor, Dr. *George Morrison*, UNT Department of Counseling, Development and Higher Education, at telephone number (940) 565-4476 or email address [Morrison@unt.edu](mailto:Morrison@unt.edu)

**Review for the Protection of Participants:** This research study has been reviewed and approved by the UNT Institutional Review Board (IRB). The UNT IRB can be contacted at (940) 565-3940 with any questions regarding the rights of research subjects.

**Research Participants' Rights:** Your signature below indicates you have read or have had read to you all of the above and that you confirm all of the following:

- *Rachel McBride* has explained the study to you and answered all of your questions. You have been told the possible benefits and the potential risks and/or discomforts of the study.
- You understand that you do not have to take part in this study, and your refusal to participate or your decision to withdraw will involve no penalty or loss of rights or benefits. The study personnel may choose to stop your participation at any time.

- You understand why the study is being conducted and how it will be performed.
- You understand your rights as a research participant and you voluntarily consent to participate in this study.
- You have been told you will receive a copy of this form.

---

Printed Name of Participant

---

Signature of Participant

---

Date

**For the Principal Investigator or Designee:** I certify that I have reviewed the contents of this form with the participant signing above. I have explained the possible benefits and the potential risks and/or discomforts of the study. It is my opinion that the participant understood the explanation.

---

Signature of Principal Investigator or Designee

---

Date

**Universidad de North Texas**  
**Comité de Revisión Institucional**

**Forma de Consentimiento de Investigación**

(PARA MAESTROS)

Antes de acordar en participar en este estudio de investigación, es importante que usted lea y entienda la siguiente explicación del propósito y beneficios del estudio y cómo se dirigirá.

**Título del Estudio:** Las Madres encarceladas en Cuenca, Ecuador: Las percepciones de su ambiente y el impacto que este tiene en las vidas de sus niños y su educación

**El Investigador principal:** Rachel McBride, un estudiante de postgrado en la Universidad de Texas Norte (UNT), Denton, Texas, EE.UU., el Departamento de Consejería, Desarrollo e Educación más Alta.

**El Propósito del Estudio:** Se le están pidiendo que tome parte en un estudio de investigación realizado en Cuenca, Ecuador. El propósito del estudio es describir y entender la relación entre las madres encarceladas y sus niños. El enfoque del estudio será investigar las percepciones de las madres en su situación presente, y cómo ellas sienten sus encarcelamiento afecta o a afectado el desarrollo social y emocional de sus niños, y cómo maestros de niños pueden trabajar eficazmente con niños que tienen padres encarcelados. Los resultados del estudio serán valiosos a maestros de niños jóvenes cuando ellos trabajan con estudiantes que tienen padres encarcelados. El investigador estará usando una versión modificada de una encuesta desarrollada por el Quaker United Nations.

**Los Procedimientos que serán utilizados:** Le pedirán que tome parte voluntariamente en una entrevista con el investigador principal. Si usted da su consentimiento a esta entrevista abierta, le pedirán que conteste algunas preguntas que consideren su experiencia de trabajo con los niños que tienen madres encarceladas, como usted los educa, cuales son algunas de sus preocupaciones para ellos, etc. Si usted da el consentimiento a esta entrevista abierta, se audio-grabará. La entrevista del caset se transcribirá y se compartirá con usted para que la confirme. Su participación tomará aproximadamente una hora de su tiempo.

**Los Riesgos Previsibles:** Hay riesgo mínimo. Usted puede sentir un poco de tristeza u otras incomodidades emocionales al hablar sobre los niños. Si hablando sobre los niños le causa una situación de pena, usted será referido(a) a una psicóloga especializada, Verónica Faican. Durante el estudio, si usted revela cualquier tipo de abuso físico, verbal, o sexual del niño, al investigador se le exigirá informarles a las autoridades de acuerdo con la ley ecuatoriana.

**Los Beneficios para los sujetos u otros:** Esperamos que el proyecto le beneficie permitiéndole la oportunidad de hablar sobre los niños con los cuales usted ha trabajado y para poder compartir sus sentimientos y experiencias como resultado de su trabajo con ellos. Otros posibles beneficios de este estudio serán la oportunidad de identificar los componentes para el cuidado de niños en el futuro y para el mejor entendimiento del desarrollo de niños que están separados de madres encarceladas. Este estudio beneficiará a futuro y a presentes maestros que trabajan con niños jóvenes que tienen padres encarcelados preparándoles con a entender mejor las necesidades de los niños jóvenes en el ámbito de desarrollo social-emocional, así como manteniendo un ambiente que sustenta enseñanza y aprendizaje.

**La compensación para los Participantes:** Usted recibirá los libros para niños en español, *Un beso en mi mano* por Audrey Penn, Ruth E. Harper, Nancy M. Leak y *Siempre Querré* por Robert Munsch y Sheila McGraw, como la compensación por su participación cuando el estudio es completado.

**Los procedimientos para Mantener Confidencialidad de los Archivos de la Investigación:**

Para este estudio, se guardarán las observaciones del investigador, entrevistas y escrituras confidencialmente. Sus cintas de audio serán codificadas con un número que empareje la entrevista, y sólo el investigador sabrá los códigos. Su nombre no se registrará en las cintas. Al principio del estudio, cuando el formulario de consentimiento sea obtenido, usted será dado(a) un número de código que será utilizado a lo largo del estudio. Sólo el investigador sabrá los números de código de cada participante y ella guardará todos los materiales bajo candado en la oficina de la investigadora localizada a tres cuartos de la facilidad de la prisión y aproximadamente 8 millas de la facilidad de la guardería. El investigador guardará el material recogido de este estudio para un período de cinco años a cual tiempo que se destruirá. Sólo el investigador escuchará y transcribirá los casetes, y éstos también se destruirán después de un período de cinco años. La confidencialidad de su información individual se mantendrá en cualquier publicación o presentaciones con respecto a este estudio.

**Las preguntas sobre el Estudio:** Si usted tiene cualquier pregunta sobre el estudio, usted puede contactar a *Raquel McBride* al número de teléfono 289-0033 (número local), o a la dirección de correo electrónico [rlm0069@unt.edu](mailto:rlm0069@unt.edu) o la silla de la facultad, Dr. Patsy Robles-Goodwin, 817-531-4963, [problegoodwin@txwes.edu](mailto:problegoodwin@txwes.edu). Otro contacto es el miembro de Facultad, *Dr. George Morrison*, el Departamento de UNT de Consejería, Desarrollo y Educación más Alta, al número de teléfono (940) 565-4476 o dirección de correo electrónico [Morrison@unt.edu](mailto:Morrison@unt.edu)

**Repase para la Protección de Participantes:** Este estudio de investigación ha sido revisado y ha sido aprobado por el Comité de UNT para la Protección de Sujetos Humanos (IRB). UNT IRB puede ser contactado al (940) 565-3940 con cualquier pregunta con respecto a los derechos de asuntos de la investigación.

**Investigue los Derechos de Participantes:** Su firma debajo indica que usted ha leído o se le ha leído a usted todos lo anterior y que usted confirma todo lo siguiente:

- *Raquel McBride* le ha explicado el estudio y ha contestado todas sus preguntas. Le han dicho los posibles beneficios y los riesgos potenciales y/o incomodidades del estudio.
- Usted entiende que usted no tiene que tomar parte en este estudio, y su rechazo de participación o decisión de retirarse no implicara ninguna multa o pérdida de derechos o beneficios. El personal del estudio puede escoger detener su participación cuando quiera.
- Usted entiende por qué el estudio es realizado y cómo será realizado.
- Usted entiende sus derechos como un participante de la investigación y usted consiente voluntariamente participar en este estudio.
- Le han dicho que usted recibirá una copia de este formulario.

\_\_\_\_\_  
Nombre impreso del Participante

\_\_\_\_\_  
La firma del Participante

\_\_\_\_\_  
Fecha

Para el Investigador Principal o Diseñador: Yo certifico que he revisado el contenido de este documento con el participante que firma arriba. He explicado los posibles beneficios y los riesgos potenciales y/o incomodidades del estudio. Es mi opinión que el participante entendió la explicación.

\_\_\_\_\_  
La firma del Investigador Principal o Diseñador

\_\_\_\_\_  
Fecha

APPENDIX C

UNSTRUCTURED INTERVIEWS

The mother interview in this appendix is a modified version of the Quaker United Nations questionnaire on women in prison developed as part of a joint project on Women in Prison and the Children of Imprisoned Mothers undertaken by the Quaker United Nations Office (Geneva), The Quaker Council for European Affairs (Brussels), Quaker Peace and Social Witness (United Kingdom) and the Friends World Committee for Consultation representation to the United Nations Commission on Crime Prevention and Criminal Justice and the United Nations Crime Congresses. None of the responses gathered in this study are responses gathered by the Quaker United Nations Office. The questions were modified in order to meet the needs of this study.



# ENGLISH

## Mother Interview

|   |  |
|---|--|
| ID #: <input type="checkbox"/> AB <input type="checkbox"/> CD 00__          | Today's date: _____, 200__   |
| Time started: _____ <input type="checkbox"/> AM <input type="checkbox"/> PM | Time finished: _____ <input type="checkbox"/> AM <input type="checkbox"/> PM |

1. What is your age? \_\_\_\_\_

2. Are you:

☐ Single

☐ Married

☐ Divorced

☐ Separated

☐ Living with someone

☐ Widowed 3. What region are you from?

☐ Coast ☐ Highlands ☐ Amazon

City: \_\_\_\_\_

4. Do you have any religious affiliation? ☐ Yes ☐ No

If yes, which one \_\_\_\_\_

5. How old were you when you left school/college? \_\_\_\_\_

6. What is the highest level of school you attended?

☐ Kindergarten

☐ Graduated high school

☐ Some College

☐ Grades 1-6

☐ HS Specialty: \_\_\_\_\_

☐ Graduated College

☐ Grades 7-12

\_\_\_\_\_

Degree: \_\_\_\_\_

7. Previous to your incarceration, how much money did you make per month?

☐ 0\$ – 50\$

☐ 100\$ - 300\$

☐ 600\$ - 900\$

☐ 50\$ - 100\$

☐ 300\$ - 600\$

☐ 900\$ or more

8. Is your prison for: ☐ female prisoners only ☐ part of a men's prison?

9. Does the prison employ male staff in women's units? ☐ Yes ☐ No

If 'Yes', where does the male staff work? *Check as many jobs as apply.*

☐ administration ☐ maintenance ☐ doctor ☐ staff ☐ guard ☐ other

If other, please explain \_\_\_\_\_

10. Are there any special visitors' facilities for children? ☐ Yes ☐ No

If 'Yes', please describe them? \_\_\_\_\_

\_\_\_\_\_

11. Are you: ☐ awaiting trial ☐ serving your sentence

12. Please tell us about the offence for which you are accused of/convicted of, even if you have pleaded not guilty.

☐ drug-related crime ☐ theft ☐ assault ☐ fraud ☐ homicide ☐ other

If 'other', please describe. \_\_\_\_\_

13. How long is your sentence? \_\_\_\_\_ Years \_\_\_\_\_ Months

14. How long have you now been there? \_\_\_\_\_ Years \_\_\_\_\_ Months

15. How many times have you been in prison (including this time)? ☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6 or more

16. Have either of your parents ever been incarcerated? ☐ Yes ☐ No

If so, please describe \_\_\_\_\_

17. Did your offence involve alcohol? ☐ Yes ☐ No

18. Did your offence involve illegal or restricted drugs? ☐ Yes ☐ No

If 'Yes', how were drugs involved? \_\_\_\_\_

19. Were you under the influence of alcohol when offending? ☐ Yes ☐ No ☐ Somewhat

20. Have you ever been addicted to alcohol or drugs? ☐ Yes ☐ No

If 'Yes', were you addicted to alcohol or drugs when you went to prison? ☐ Yes ☐ No

21. Is healthcare: ☐ provided for you inside the prison

☐ community based healthcare?

22. Are you able to see a doctor or other healthcare worker in privacy (i.e. without a guard or other member of prison staff present)? ☐ Yes ☐ No

23. Have you been diagnosed with any mental illnesses (this includes depression)?

☐ Yes ☐ No

If yes, do you take any medication for mental illness? ☐ Yes ☐ No

24. Do you suffer from any physical illnesses or disabilities? ☐ Yes ☐ No

25. If yes, do you take any medication for physical illnesses or disabilities? ☐ Yes ☐ No

26. Have you ever been sexually or physically abused? ☐ Yes ☐ No

27. Do you think you get good medical treatment in prison (compared to the treatment can receive outside)? ☐ Yes ☐ No

28. Are you, or have you ever been, pregnant while in prison? ☐ Yes ☐ No

29. If yes, were you happy with the medical attention that you received while you were pregnant? ☐ Yes ☐ No

30. Do you have any other comments on anything else regarding your pregnancy or childbirth, which you think is important, or which bothered you? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Family and visits

31. Have you ever lived in/with?

☐ Foster care                      ☐ Other family members

☐ Institution                      ☐ Street

32. What is your birth order? \_\_\_\_\_

33. Do you have any children under the age of 18? ☐ Yes ☐ No

If yes, please tell us how many and what age they are.

☐ Male ☐ Female Age \_\_\_\_\_                      ☐ Male ☐ Female Age \_\_\_\_\_

☐ Male ☐ Female Age \_\_\_\_\_                      ☐ Male ☐ Female Age \_\_\_\_\_

☐ Male ☐ Female Age \_\_\_\_\_                      ☐ Male ☐ Female Age \_\_\_\_\_

34. How old were you when you had your first child? \_\_\_\_\_

35. When you were incarcerated whom were your children living with at the time? \_\_\_\_\_  
\_\_\_\_\_

36. What impact do you think it had on your child/children emotionally and socially when you were arrested? Please describe  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

37. What emotions did your children display when you were arrested? \_\_\_\_\_  
\_\_\_\_\_

38. Did you notice a difference in your boys/girls responses when you were arrested? \_\_\_\_\_  
\_\_\_\_\_

39. Were any of your children in prison with you? ☐ Yes ☐ No

If yes, which one(s),

☐ Male ☐ Female Age \_\_\_\_\_

☐ Male ☐ Female Age \_\_\_\_\_

☐ Male ☐ Female Age \_\_\_\_\_

☐ Male ☐ Female Age \_\_\_\_\_

If 'Yes', did they live together with you in a special area for mothers and children,  
separate from other prisoners? ☐ Yes ☐ No

If yes, please comment on these facilities. (For example: What condition are were they  
in? Was there adequate healthcare? Did the children have access to schooling? Did they  
seem happy?) Are there any more comments you would like to add?

---

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40. When your child lived with you, did he or she have the opportunity to leave the prison?

☐ Yes ☐ No

If yes, where did s/he go? \_\_\_\_\_

---

How do you think this helps of affects them?

41. What do you think about your child's education? What do you like or dislike? \_\_\_\_\_

---

42. Was anyone available to care of your child when he or she lived with you? ☐ Yes ☐ No

If yes, who is able to take care of your child? \_\_\_\_\_

43. Do you think that your being in prison is having a bad effect on your child? ☐ Yes ☐ No

Please explain \_\_\_\_\_

---

44. What are some fears you have for/about your children? \_\_\_\_\_

---

45. If your children are not in prison with you, who is looking after them? (Check all that apply.)

☐ Other parent                      ☐ Other relative                      ☐ Social Services

☐ Grandparents                      ☐ Friend                      ☐ Other

How do you feel about them living in this situation? \_\_\_\_\_

\_\_\_\_\_

46. If your children are not living with you, do your children come to visit you? ☐ Yes ☐ No

If no, why not? \_\_\_\_\_

If yes, how often do they come?

☐ Daily                      ☐ Monthly                      ☐ Every 4-6 months                      ☐ Annually

☐ Weekly                      ☐ Every 2-3 months                      ☐ Every 7-10 months                      ☐ Every 2 or more years

If yes, how long do they have to travel?

☐ Less than 30 minutes                      ☐ 2 –4 hours                      ☐ 6 hours or more

☐ 30 minutes to 1 hour                      ☐ 4 – 6 hours

47. How do your children act when they come to see you? \_\_\_\_\_

\_\_\_\_\_

48. What is your visit like with your child when he or she comes to see you? \_\_\_\_\_

\_\_\_\_\_

49. How does your child react when you have left them for a period of time and then return? \_\_\_\_\_

\_\_\_\_\_

50. How does your child respond to other people/strangers? \_\_\_\_\_

\_\_\_\_\_

51. Are there any special arrangements for children's visits (e.g. extended hours, special visiting rooms, toys to play with)? ☐ Yes ☐ No

If yes, what are they? \_\_\_\_\_

\_\_\_\_\_

52. Are you allowed physical contact with your children during visits (e.g. to hold child on your lap, to hug your child)? ☐ Yes ☐ No

If yes, what are you allowed to do? \_\_\_\_\_  
\_\_\_\_\_

53. Are your children strip-searched when they visit you? ☐ Yes ☐ No

If 'Yes', do you think this affects how frequently they visit? ☐ Yes ☐ No

54. How do the prison staff treat your children when they visit?

Are they friendly? ☐ Very friendly ☐ Somewhat friendly ☐ Not friendly at all

Are they rude? ☐ Very rude ☐ Somewhat rude ☐ Not rude at all

55. Do your children find visiting you in prison upsetting? ☐ Yes ☐ No

If so, why? \_\_\_\_\_  
\_\_\_\_\_

If no, why not? \_\_\_\_\_  
\_\_\_\_\_

56. Do you find it upsetting when you receive visits from your children? ☐ Yes ☐ No

If so, why? \_\_\_\_\_

If no, why not? \_\_\_\_\_

57. What do you think would improve visits for your children? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

58. What effect do you think your imprisonment has had on your children and family?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

59. What do you believe to be role of a mother? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

60. Do you think your child is scared of something? ☐ Yes ☐ No

If so, what do you think s/he is scared of? \_\_\_\_\_

61. In disciplining your child have you ever threaten to abandon him/her? ☐ Yes ☐ No

If Yes, how did s/he react? \_\_\_\_\_

62. If you could have three wishes for your children, what would they be?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

63. If you had the power to change one aspect about yourself in relation to you child what would you change?

\_\_\_\_\_

64. What do you believe to be the most important thing in life? \_\_\_\_\_

\_\_\_\_\_

65. How has your family threatened you and your children since you have been in jail? \_\_\_\_\_

\_\_\_\_\_

66. Do you think your situation will affect your child's education? ☐ Yes ☐ No

How? \_\_\_\_\_

\_\_\_\_\_

67. Do you think you are depressed? ☐ Yes ☐ No

Do you think depression affects children? ☐ Yes ☐ No How? \_\_\_\_\_

68. What would you like for your children to remember about you? \_\_\_\_\_

\_\_\_\_\_

69. What memories/stories would you like to share with your children? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Education and Employment opportunities:



70. Are there any educational programs in the prison?

For you: ☐ Yes ☐ No

For your child: ☐ Yes ☐ No

71. Are you enrolled in any educational programs? ☐ Yes ☐ No

If 'Yes', please describe. \_\_\_\_\_

If yes, do you think it is a good course? ☐ Yes ☐ No

If yes, how would you rate the quality of the course? ☐ excellent ☐ average ☐ poor

If yes, how would you rate the quality of the teachers? ☐ excellent ☐ average ☐ poor

72. If you could choose to add an educational program, what would it be and why?

\_\_\_\_\_  
\_\_\_\_\_

73. Are there any employment opportunities available for the women in prison?

☐ Compulsory work arranged ☐ Optional work (unpaid) ☐ No work available

by the prison (unpaid)

☐ Compulsory work arranged ☐ Optional work (paid)

by the prison (paid)

If work is available, paid or unpaid, how many working hours in a week do you have?

\_\_\_\_\_ hours/week

74. Is it possible to do both work and study in the prison? ☐ Yes ☐ No

75. Please describe a typical day for you in prison. What do you do? Do you have any particular activities?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

76. Do you have any ideas about better ways of dealing with women offenders? ☐ Yes ☐ No

If 'Yes', please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

77. Please tell us anything else about your experience in prison which you think is important.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

78. What are the biggest problems or worries that you have in prison (e.g. family, health, addictions, the future)?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

79. What do you think would make these problems better?

\_\_\_\_\_

\_\_\_\_\_

Thank you very much for completing this questionnaire.

Spanish Mother Interview

**Entrevista de las Madres**

|  |  |
|--|--|
| ID #: <input type="checkbox"/> AB <input type="checkbox"/> CD 00__             | Fecha de Hoy: _____, 200__   |
| Hora de Empiezo: _____ <input type="checkbox"/> AM <input type="checkbox"/> PM | Hora de Terminación: _____ <input type="checkbox"/> AM <input type="checkbox"/> PM |

1. ¿Cual es su edad? \_\_\_\_\_

2. Es usted:

☐ Soltera

☐ Casada

☐ Divorciada

☐ Separada

☐ Viviendo con alguien

☐ Viuda 3. ¿De que región del País es usted?

☐ Costa ☐ Sierra ☐ Oriente Ciudad: \_\_\_\_\_

4. ¿Tiene usted alguna afiliación religiosa? ☐ Si ☐ No

Si, cual \_\_\_\_\_

5. ¿Qué edad tenía usted cuando dejo el colegio o la Universidad? \_\_\_\_\_

6. ¿Cuál es el nivel más alto de educación que termino?

☐ Kinder

☐ Se graduó del colegio

☐ Algo de Universidad

☐ Grados 1-6

☐ Especialidad del Colegio:

☐ Graduada de la Universidad

☐ Grados 7-12

\_\_\_\_\_  
\_\_\_\_\_

Titulo: \_\_\_\_\_

7. ¿Previo a su encarcelamiento, cuanto dinero ganaba usted al mes?

☐ 0\$ – 50\$

☐ 100\$ - 300\$

☐ 600\$ - 900\$

☐ 50\$ - 100\$

☐ 300\$ - 600\$

☐ 900\$ o más

8. ¿Es su prisión para: ☐ prisioneras femeninas solamente ☐ parte de la prisión de varones?

9. ¿La prisión emplea a hombres en unidades femeninas? ☐ Si ☐ No

En caso afirmativo, ¿dónde trabajan estos empleados? *Marke todos los empleos pertinentes.*

☐ administración ☐ mantenimiento ☐ doctor ☐ empleado ☐ guardia ☐

otro

Si otro, por favor explique \_\_\_\_\_

10. ¿Hay facilidades de visitas para niños? ☐ Si ☐ No

En caso afirmativo, por favor descríbalos

\_\_\_\_\_

\_\_\_\_\_

11. Esta usted: ☐ esperando ir a corte ☐ sirviendo su condena

12. Por favor, describa su delito y su condena, incluso si usted ha negado la acusación.

☐ crimen relacionado con drogas ☐ robo ☐ agresión ☐ fraude ☐

homicidio ☐ otro

Si otro, por favor describa. \_\_\_\_\_

13. ¿Por cuánto tiempo es su condena? \_\_\_\_\_ Años \_\_\_\_\_ Meses

14. ¿Cuánto tiempo lleve aquí? \_\_\_\_\_ Años \_\_\_\_\_ Meses

15. ¿Cuántas veces ha estado en prisión (incluido esta vez)? ☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6 o más

16. ¿Han sido encarcelados alguna vez una de sus padres? (mamá o papá) ☐ Si ☐ No

Si es afirmativo, por favor describa \_\_\_\_\_

17. ¿Su ofensa fue relacionado con el alcohol? ☐ Si ☐ No

18. ¿Su delito fue relacionado con drogas ilegales o restringidas? ☐ Si ☐ No

Si es afirmativo, como fueron relacionada la droga? \_\_\_\_\_

19. ¿Estuvo usted bajo la influencia de alcohol mientras cometía delitos? ☐ Si ☐ No ☐ Más o menos

20. ¿Ha sido usted adicta al alcohol? ☐ Si ☐ No

Si es afirmativo, estuvo usted adicta al alcohol y drogas cuando fue a la prisión? ☐ Si  
☐ No

21. Es atención medica: ☐ proveído para usted dentro de la prisión

☐ o en la comunidad?

22. ¿Es permitida ver a un doctor o empleado de medicina en privacidad (i.e. sin un guardia u otro empleado de la prisión presente)? ☐ Si ☐ No

23. ¿Ha sido usted diagnosticada con alguna enfermedad mental (esto incluye la depresión)?  
☐ Si ☐ No

Si es afirmativo, toma algún medicamento para su enfermedad? ☐ Si ☐ No

24. ¿Usted padece alguna enfermedad física o una incapacidad? ☐ Si ☐ No

25. Si es así ¿Está tomando usted medicación para su enfermedad o incapacidad? ☐ Si ☐ No

26. ¿Ha sido usted alguna vez abusada sexualmente o físicamente? ☐ Si ☐ No

27. ¿Piensa que recibe un buen tratamiento médico en la prisión, en comparación con el servicio disponible fuera? ☐ Si ☐ No

28. ¿Esta usted (o ha estado) embarazada en la prisión? ☐ Si ☐ No

29. Si es así, estuvo contenta con la atención médica que usted recibió durante su embarazo?

☐ Si ☐ No

30. Por favor, comente sobre cualquier aspecto de su embarazo o parto que usted estima importante, o que le molesta: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Familia y Visitas

31. ¿Alguna vez a vivido usted en/o con Have you ever lived in/with?

☐ Cuidado del ☐ Otros miembros de familia

Gobierno \_\_\_\_\_

☐ Una Institución ☐ La Calle

32. ¿Cuál es su orden de nacimiento? \_\_\_\_\_

33. ¿Tiene usted hijos bajo la edad de 18 años? ☐ Si ☐ No

Si es así, por favor díganos cuales son sus edades.

☐ Masculino ☐ Femenina Edad \_\_\_\_\_ ☐ Masculino ☐ Femenina Edad \_\_\_\_\_

☐ Masculino ☐ Femenina Edad \_\_\_\_\_ ☐ Masculino ☐ Femenina Edad \_\_\_\_\_

☐ Masculino ☐ Femenina Edad \_\_\_\_\_ ☐ Masculino ☐ Femenina Edad \_\_\_\_\_

34. ¿Qué edad tenía usted cuando tuvo a su primer niño(a)? \_\_\_\_\_

35. ¿Cuándo fue usted encarcelada con quien estuvieron viviendo con usted sus hijos en aquel momento? \_\_\_\_\_

36. ¿Qué impacto cree usted que tuvo sobre su hijo(s) emocionalmente o social cuando usted fue arrestada? Por favor describa  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

37. ¿Qué emociones demostraron su hijos cuando usted fue arrestada? \_\_\_\_\_  
\_\_\_\_\_

38. ¿Noto usted alguna diferencia entre las reacciones de sus varones / mujeres cuando usted fue arrestada? \_\_\_\_\_

39. ¿Estuvieron en la prisión algunos de sus hijos con usted? ☐ Si ☐ No

Si es así, cual(es),

☐ Masculino ☐ Femenina Edad \_\_\_\_\_ ☐ Masculino ☐ Femenina Edad \_\_\_\_\_

☐ Masculino ☐ Femenina Edad \_\_\_\_\_ ☐ Masculino ☐ Femenina Edad \_\_\_\_\_

Si es así, vivieron juntos en una sección especial reservada para madres e hijos, aparte de los otros presos? ☐ Si ☐ No

Si es así, por favor, describa las facilidades. (Por ejemplo: ¿cómo era su condición?

¿Había asistencia medica adecuada? ¿Los niños tenían acceso a una educación?

¿Parecían contentos? Si usted desea, puede facilitar más información.

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40. ¿Cuándo sus hijos vivían con usted, tenía el o ella la oportunidad de dejar la prisión?

☐ Si ☐ No

Si es así, ¿a donde fue el / ella? \_\_\_\_\_

¿Cómo piensa que esto les ayuda o afecta? \_\_\_\_\_

41. ¿Qué piensa usted de la educación de su niño(a)? ¿Qué es lo que le gusta o disgusta? \_\_\_\_\_

---

42. ¿Hubo alguien disponible para cuidar a su hijo(a) cuando el / ella vivían con usted? ☐ Si ☐ No

Si es así, quien esta disponible para cuidar de su niño? \_\_\_\_\_

43. ¿Piensa usted que estar en la cárcel he esta tenido efectos negativos par su niño? ☐ Si ☐ No

Por favor explique \_\_\_\_\_

---

44. ¿Cuáles han sido algunos de los temores que usted ha tenido para / sobres sus hijos? \_\_\_\_\_

---

45. ¿Si su hijo(a) no esta en la prisión con usted, quién cuida de ellos? (Marque todos los que apliquen)

- ☐ Otro padre(pareja)      ☐ Otros parientes      ☐ Servicios Sociales  
☐ Abuelos      ☐ Amigos      ☐ Otro

¿Cómo se siente de que vivan en esta situación? \_\_\_\_\_

46. ¿Si sus hijos no viven con usted, sus hijos vienen a visitarle? ☐ Si ☐ No

Si no, ¿porqué? \_\_\_\_\_

Si es así, ¿con qué frecuencia vienen?

- ☐ Diario      ☐ Mensual      ☐ Cada 4-6 meses      ☐ Anual  
☐ Semanal      ☐ Cada 2-3 meses      ☐ Cada 7-10 meses      ☐ Cada 2 o más años

Si es así, a que distancia vienen o viajan?

- ☐ Menos de 30 minutes      ☐ 2 –4 horas      ☐ 6 horas o más  
☐ 30 minutos a 1 hora      ☐ 4 – 6 horas

47. ¿Cómo actúan sus hijos cuando la vienen a ver? \_\_\_\_\_

48. ¿Cómo es la visita para sus niño(a) cuando el / ella la vienen a ver? \_\_\_\_\_

49. ¿Cómo reacciona su niño(a) cuando usted lo / la ha dejado por un periodo de tiempo y luego regresa? \_\_\_\_\_

50. ¿Cómo reacciona sus hijo(a) a otras personas / extraños? \_\_\_\_\_

51. ¿Existen acuerdos especiales para visitas de hijos? (ex. horas extendidas, sala de visita

especial, juguetes con que jugar)? ☐ Si ☐ No

Si es así , ¿cuales son? \_\_\_\_\_



52. ¿Puede tener contacto físico con sus hijos durante las visitas? (ex. Tener a ellos en su regazo, abrazar a ellos)? ☐ Si ☐ No

Si es así, que le es permitido hacer? \_\_\_\_\_

\_\_\_\_\_

53. ¿Son hijos son desnudados para registrarlos cuando visitan? ☐ Si ☐ No

Si es así, cree usted que esto tiene un impacto sobre la frecuencia que visitan? ☐ Si ☐ No

54. ¿Cómo la plantilla del personal trata a sus hijos cuando visitan?

¿Son amigables? ☐ Muy amigables ☐ Medio amigables ☐ No son amigables

¿Son mal educados? ☐ Muy mal educados ☐ Medio mal educados ☐ No son mal educados

55. ¿Sus hijos se ponen perturbados o molestos cuando vienen a visitarle en la prisión? ☐ Si ☐ No

Si es así, ¿por qué ? \_\_\_\_\_

\_\_\_\_\_

No, ¿por qué no? \_\_\_\_\_

\_\_\_\_\_

56. ¿Le afectan a usted cuando recibe visitas de sus hijos? ☐ Si ☐ No

Si es así, ¿por qué ? \_\_\_\_\_

No, ¿por qué no? \_\_\_\_\_

57. ¿Qué mejoraría las visitas para sus hijos? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

58. ¿Qué impacto, cree usted, que ha tenido su encarcelamiento para sus hijos y su familia?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

59. ¿Cuál cree usted que es el role de una madre? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

60. ¿Cree usted que su hijo(a) teme a algo? ☐ Si ☐ No

Si es así, a que cree que le teme? \_\_\_\_\_

61. ¿Cuándo usted ha disciplinado a su hijo alguna vez le ha amenazado con dejarle / abandonarle? ☐ Si ☐ No

Si es así, como reacciono el o ella? \_\_\_\_\_

62. ¿Si usted pudiera tener tres deseos para sus hijos, cuales serian estos deseos?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

63. ¿Si usted tuviera el poder para cambia algún aspecto de si misma en relación con sus hijos, que cambiaria?

\_\_\_\_\_

\_\_\_\_\_

64. ¿Qué cree usted que es la cosa más importante en la vida? \_\_\_\_\_

\_\_\_\_\_

65. ¿Cómo le han tratado a usted o a su niño(a) sus familia, desde que usted ha estado en la cárcel?

\_\_\_\_\_

66. ¿Cree que su situación afectara la educación de su hijo(a)? ☐ Si ☐ No

¿Cómo? \_\_\_\_\_

\_\_\_\_\_

67. ¿Cree usted que tiene depresión? ☐ Si ☐ No

¿Cree usted que le depresión afecta a los niños? Si ☐ No

¿Cómo? \_\_\_\_\_

68. ¿Qué le gustaría que sus hijos recuerden de usted? \_\_\_\_\_

\_\_\_\_\_

69. ¿Qué memorias / historias le gustaría compartir con sus hijos? \_\_\_\_\_

\_\_\_\_\_

## **OPORTUNIDADES PARA EDUCACIÓN Y EMPLEO:**

70. ¿Hay programas educativos en la prisión?

Para usted: ☐ Si ☐ No

Para sus hijos: ☐ Si ☐ No

71. ¿Esta usted inscrita en un programa educativo? ☐ Si ☐ No

Si es así, por favor describa. \_\_\_\_\_

Si es así, ¿es un buen curso? ☐ Si ☐ No

Si es así, ¿cómo evaluaría la calidad del curso? ☐ excelente ☐ medio ☐ malo

Si es así, ¿cómo evaluaría la calidad de los profesores? ☐ excelente ☐ medio ☐ malo

72. ¿Si pudiera elegir un curso para hacer en la prisión, que elegiría usted y por qué?

---

---

73. ¿Existen oportunidades de empleo para mujeres en la prisión?

☐ Empleo obligatorio ☐ Empleo opcional (no ☐ No hay trabajo disponible  
organizado por la prisión (no pagado) pagado)

☐ Empleo obligatorio ☐ Empleo opcional  
organizado por la prisión (pagado) (pagado)

Si trabajo es disponible, ¿cuántas horas de trabajo tiene en una semana tiene usted?

\_\_\_\_\_ horas / semanas

74. ¿Puede usted trabajar y estudiar a la vez en la prisión? ☐ Si ☐ No

75. Por favor describa un día típico para usted en la prisión? ¿Qué hace? ¿Hace actividades particulares?

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---

---

76. ¿Tiene usted ideas para desarrollar mejores maneras de tratar con las presas? ☐ Si ☐ No

Si es así, por favor, explique: \_\_\_\_\_

---

---

77. Por favor, describa otros aspectos de sus experiencia en la prisión que usted piensa importante:

---

---

---

78. ¿Cuáles son sus preocupaciones o problemas en la prisión (ex. familia, salud, adicciones, el futuro)?

---

---

---

79. ¿Qué mejoraría o aliviaría estos problemas?

---

---

**MUCHAS GRACIAS POR SU COLABORACIÓN**

## English Child Interview

### Child Interview

|   |  |
|---|--|
| ID #: <input type="checkbox"/> AB <input type="checkbox"/> CD 00__          | Today's date: _____, 200__   |
| Time started: _____ <input type="checkbox"/> AM <input type="checkbox"/> PM | Time finished: _____ <input type="checkbox"/> AM <input type="checkbox"/> PM |

I. Teachers will provide each child with paper and crayons so that they can do the activity. The activity will consist of the children drawing their family using the supplies provided for them.

1. Teacher will say to the children that they will be doing some art project where they will be drawing their family.

2. Then the teacher will say to the children:

- "Please draw a picture of your family."
- "You can draw the picture using any colors you want."
- "Your picture should include, things you would like."
- "When you are finished drawing your picture you will turn the picture in to me or one of the other teachers in the room and then you can...." (The children will continue with activities the teacher has prepared for them).

II. Recorded Child's depiction of family: (Researcher will put the picture here that the children have drawn)

III. When children have finished their drawings, they will be asked to tell the researcher about their picture while she records their conversation. Below is a series of questions that will be asked to elicit feedback from the children. Since all children are different, all of the questions below may not be used or they may be in a different order.

- "I can see that you have drawn the members of your family—can you tell me about your picture?"
- "I can see you used these colors, tell me about them."
- "You have placed your mom here... can you tell me a little bit about where she is?"
- "Thank you for sharing your picture with me."
- To give their teacher the pictures they have drawn and that they can keep the crayons they used to draw the pictures.

## Spanish Child Interview

### Entrevista del niño

|   |   |
|---|---|
| Identificación #: <input type="checkbox"/> AB CD 00__                               | Fecha de hoy: _____, 200__  |
| Tiempo comenzado: _____ <input type="checkbox"/> A.M. <input type="checkbox"/> P.M. | Tiempo que acabó: _____ <input type="checkbox"/> A.M. <input type="checkbox"/> P.M. |

I. Los profesores proveerán a cada niño el papel y los crayones de modo que puedan hacer la actividad. La actividad consiste en los niños dibujan a su familia usando las fuentes proporcionadas para ellas.

1. El profesor dirá a los niños que harán un cierto proyecto de arte en el cual ellos dibujarán a su familia.

2. Entonces el profesor dirá a los niños:

- “Dibuje por favor dibujen un dibujo de su familia.”
- “Puede dibujar el dibujo usando cualquier color que deseen.”
- “Su cuadro debe incluir, las cosas que quieran.”
- “Cuando acaben de hacer su dibujo le entregaran su dibujo a mi o una de las otras profesoras/maestras en la clase y de ahí pueden...” (Los niños continuarán con actividades que el profesor ha preparado para ellos).

II. Dibujo hecho por el niño de su familia: (El investigador pondrá el cuadro aquí que los niños han dibujado)

III. Cuando los niños han acabado sus dibujos, serán pedidos por el investigador contarle al investigador sobre su dibujo mientras que ella registra su conversación. Debajo está una serie de preguntas que serán hechas para obtener la regeneración de los niños. Puesto que todos los niños son diferentes, todas las preguntas abajo no pueden ser utilizadas o pueden estar en una orden diversa.

- “Puedo ver que has dibujado a miembros de su familia-puedes decirme sobre tu dibujo?”
- “Puedo ver que utilizaste estos colores, me cuentas sobre ellos.”
- “Haz colocado a su mamá aquí... puedes decirme un poco sobre dónde ella está?”
- “Gracias por compartir tu dibujo conmigo.”

## English Teacher Interview

### Teacher Interview

|   |  |
|---|--|
| ID #: <input type="checkbox"/> AB <input type="checkbox"/> CD 00__          | Today's date: _____, 200__   |
| Time started: _____ <input type="checkbox"/> AM <input type="checkbox"/> PM | Time finished: _____ <input type="checkbox"/> AM <input type="checkbox"/> PM |

1. Teaching Degree    Yes ☐ NO ☐
2. What are some of the ways that you teach the children?
3. What are some activities that you are doing with the children that you feel are preparing the children for school?
4. What type of educational environment do you feel children whose mothers are incarcerated need?
5. What other advice would you give to other teachers working with children with incarcerated mothers?
6. What changes have you observed in the children now that they are no longer living with their mothers in the prison facility?
7. Is there something you feel you could do different for the children of incarcerated mothers in order to help them?
8. What recommendations would you have for future teachers who will be working with this population?
9. What would you say are some of the emotional problems you see these children facing?
10. Is there anything else you would like to add?

Spanish Teacher Interview

Entrevista del professor

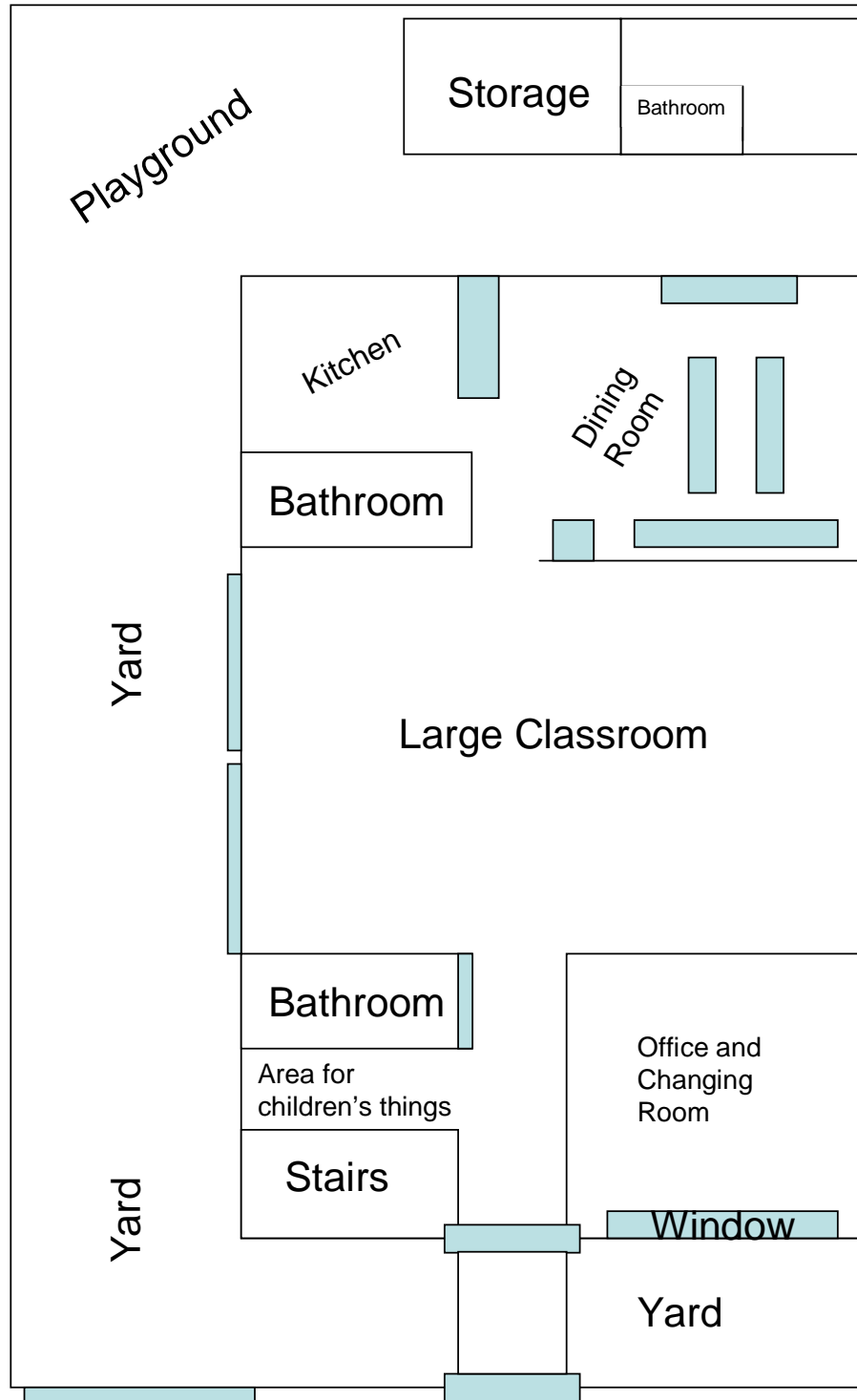
|   |   |
|---|---|
| Identificación #: <input type="checkbox"/> AB <input type="checkbox"/> CD 00__      | Fecha de hoy: _____, 200__  |
| Tiempo comenzado: _____ <input type="checkbox"/> A.M. <input type="checkbox"/> P.M. | Tiempo que acabo: _____ <input type="checkbox"/> A.M. <input type="checkbox"/> P.M. |

1. Título de Enseñanza:      Sí ☐ NO ☐
2. ¿Cuáles son algunas de las maneras que usted enseña a niños?
3. ¿Y cuáles son algunas de las actividades que usted hace con ellos, que usted piensa les está preparando para la escuela?
4. ¿Qué tipo de ambiente cree usted que necesitan los niños cuyas madres están encarceladas?
5. ¿Qué consejos tendría usted para profesoras que están trabajando con niños cuyas madres están encarceladas?
6. ¿Qué cambios a notado usted en los niños ahora que ellos ya no están viviendo con las madres en la cárcel?
7. ¿Cree que hay alguna cosa que usted pueda hacer diferente con los niños cuyas madres están encarceladas para ayudarles a ellos?
8. ¿Qué recomendaciones tendría usted para maestras en el futuro, que trabajen con esta población, con la población con madres encarceladas
9. ¿Qué diría usted que son algunos de los problemas emocionales que usted cree que ellos vayan a enfrentar en el futuro?
10. ¿Hay algo más que usted desea añadir?

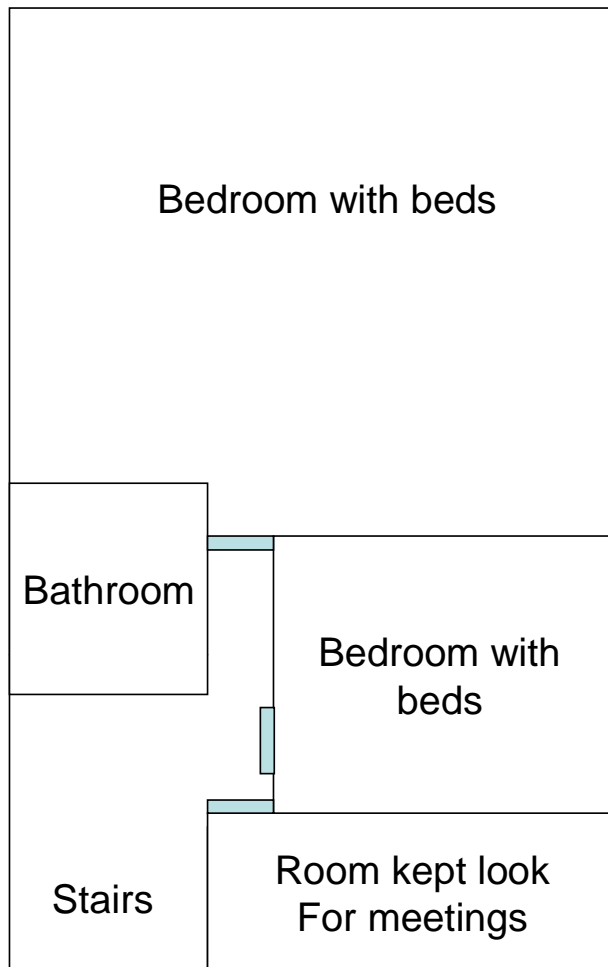


APPENDIX D  
MAPS OF THE SITES

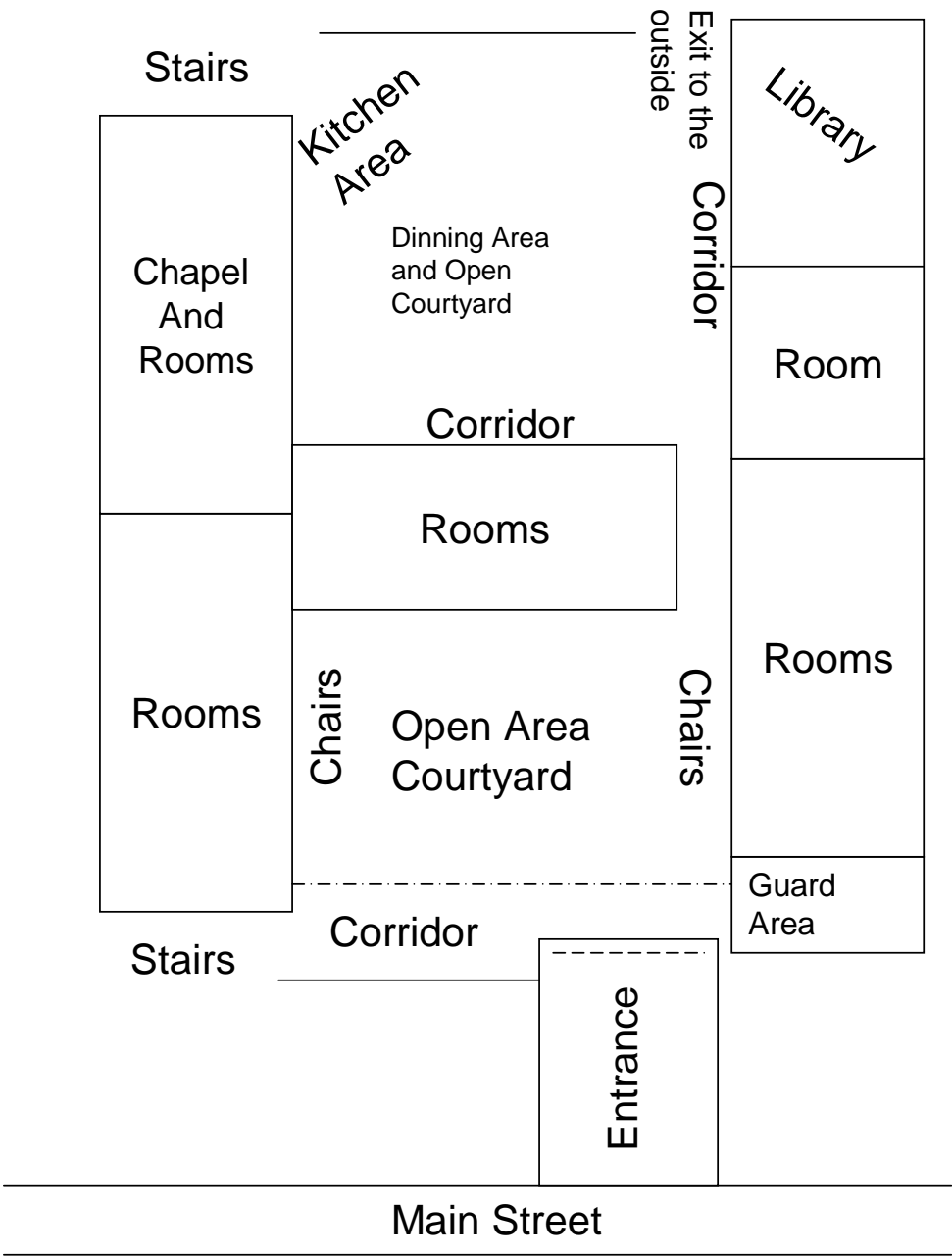
## First Floor—Childcare Facility



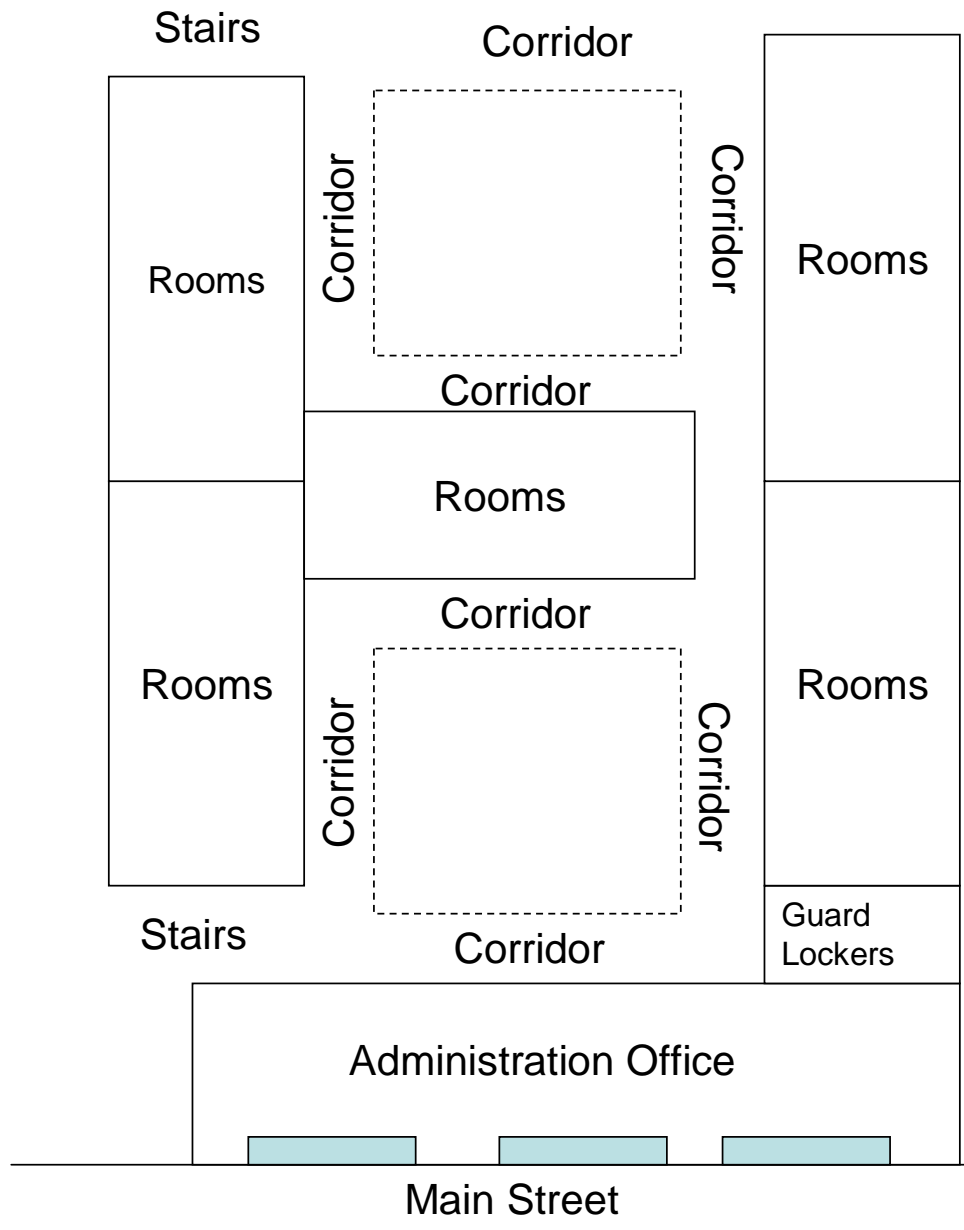
Second Floor—Child Care  
Facility



First Floor  
Women's Prison Facility



Second Floor  
Women's Prison Facility



APPENDIX E

UNSTRUCTURED INTERVIEW RESPONSE

## MOTHER INTERVIEWS

### CASE STUDY I – Rebecca and Marcos Mother Interview

|   |  |
|---|--|
| ID #: <input type="checkbox"/> AB <input type="checkbox"/> CD 0003          | Today's date: <b>April, 2007</b>   |
| Time started: _____ <input type="checkbox"/> AM <input type="checkbox"/> PM | Time finished: _____ <input type="checkbox"/> AM <input type="checkbox"/> PM |

1. What is your age? **32 years old**

2. Are you:

☐ Single

☐ Married

☐ Divorced

**X** Separated

☐ Living with someone

☐ Widowed

3. What region are you from?

**X** Coast    ☐ Highlands    ☐ Amazon

City: **Guayaquil**

4. Do you have any religious affiliation? **X** Yes    ☐ No

If yes, which one **Evangelical**

5. How old were you when you left school/college? **Second year fifteen**

6. What is the highest level of school you attended?

☐ Kindergarten

☐ Graduated high school

☐ Some College

**X** Grades 1-6

☐ HS Specialty: \_\_\_\_\_

☐ Graduated College

☐ Grades 7-12

\_\_\_\_\_

Degree: \_\_\_\_\_

7. Previous to your incarceration, how much money did you make per month?

☐ 0\$ – 50\$

**X** 100\$ - 300\$ **\$150**

☐ 600\$ - 900\$

☐ 50\$ - 100\$

☐ 300\$ - 600\$

☐ 900\$ or more

8. Is your prison for: **X** female prisoners only    ☐ part of a men's prison? **Only for women**

9. Does the prison employ male staff in women's units? ☒ Yes ☐ No

If 'Yes', where does the male staff work? *Check as many jobs as apply.*

☒ administration ☐ maintenance ☒ doctor ☐ staff ☐ guard ☐ other

If other, please explain \_\_\_\_\_

10. Are there any special visitors' facilities for children? ☒ Yes ☐ No

If 'Yes', please describe them? **Everything there, they were everybody is**

11. Are you: ☒ awaiting trial ☐ serving your sentence **I am waiting to go**

12. Please tell us about the offence for which you are accused of/convicted of, even if you have pleaded not guilty. **Drug trafficking**

☒ drug-related crime ☐ theft ☐ assault ☐ fraud ☐ homicide ☐ other

If 'other', please describe. \_\_\_\_\_

***Do you know when you will go to court? Not yet***

***How long have you been here? Six months***

***Do you know how much time they say you might get? Eight years***

13. How long is your sentence? \_\_\_\_\_ Years \_\_\_\_\_ Months

14. How long have you now been there? \_\_\_\_\_ Years \_\_\_\_\_ Months

15. How many times have you been in prison (including this time)?

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 or more

16. Have either of your parents ever been incarcerated? ☒ Yes ☐ No

If so, please describe **Yes my father, and it was because of theft**

17. Did your offence involve alcohol? ☐ Yes ☒ No

18. Did your offence involve illegal or restricted drugs? ☒ Yes ☐ No

If 'Yes', how were drugs involved? **They caught me selling drugs**

19. Were you under the influence of alcohol when offending? ☐ Yes ☒ No ☐ Somewhat **No I do not drink, drink, nor do I smoke.**

20. Have you ever been addicted to alcohol or drugs? ☐ Yes ☒ No

If 'Yes', were you addicted to alcohol or drugs when you went to prison? ☐ Yes ☒ No

21. Is healthcare: ☒ provided for you inside the prison

☐ Community based healthcare?

**Outside here it is very little; they may treat you for a flu, nothing else.**



22. Are you able to see a doctor or other healthcare worker in privacy (i.e. without a guard or other member of prison staff present)? ☒ Yes ☐ No **no, in private, uh hum**

23. Have you been diagnosed with any mental illnesses (this includes depression)?

☐ Yes ☒ No

If yes, do you take any medication for mental illness? ☐ Yes ☒ No

24. Do you suffer from any physical illnesses or disabilities? ☐ Yes ☒ No

25. If yes, do you take any medication for physical illnesses or disabilities? ☐ Yes ☒ No

26. Have you ever been sexually or physically abused? ☐ Yes ☒ No

27. Do you think you get good medical treatment in prison (compared to the treatment can receive outside)? ☐ Yes ☒ No

28. Are you, or have you ever been, pregnant while in prison? ☐ Yes ☒ No

29. If yes, were you happy with the medical attention that you received while you were pregnant? ☐ Yes ☐ No

30. Do you have any other comments on anything else regarding your pregnancy or childbirth, which you think is important, or which bothered you? \_\_\_\_\_

#### Family and visits

31. Have you ever lived in/with?

☐ Foster care

☐ Other family members

☐ Institution

☐ Street

**No, I have always lived independently.**

32. What is your birth order? **First of Four**

33. Do you have any children under the age of 18? ☒ Yes ☐ No

If yes, please tell us how many and what age they are.

☒ Male ☐ Female Age **1 year**

☒ Male ☐ Female Age **12**

☒ Male ☐ Female Age **10**

☐ Male ☐ Female Age \_\_\_\_\_

☒ Male ☐ Female Age **4**

☐ Male ☐ Female Age \_\_\_\_\_

34. How old were you when you had your first child? **22 years old**

35. When you were incarcerated whom were your children living with at the time? **The first time or this time? With my step mother for about two months and later they went to the day-care and Mensajeros de la Paz from here in the jail.**

36. What impact do you think it had on your child/children emotionally and socially when you were arrested? Please describe **Bad because they did not have a place to live. What impact do you believe this had on them, how did it affect them? Bad, they went down on their grades/grades dropped. They would not do their homework a little rebellious.**

37. What emotions did your children display when you were arrested? **Uh... They started to cry. Some other emotions you noticed? No that was it.**

38. Did you notice a difference in your boys/girls responses when you were arrested? \_\_\_\_\_

39. Were any of your children in prison with you? ☒ Yes ☐ No **Yes the first boys and the baby. How old were they when they lived with you? 2 and 4 years old**

If yes, which one(s),

☒ Male ☐ Female Age **1**

☐ Male ☐ Female Age **12**

☒ Male ☐ Female Age **10**

☐ Male ☐ Female Age \_\_\_\_\_

If 'Yes', did they live together with you in a special area for mothers and children, separate from other prisoners? ☐ Yes ☐ No

**Here, here, they lived here and went to the daycare in the afternoons. Meaning they went at eight in the morning and would come back at 4 in the afternoon.**

If yes, please comment on these facilities. (For example: What condition are were they in? Was there adequate healthcare? Did the children have access to schooling? Did they seem happy?) Are there any more comments you would like to add?

**In the daycare they received medical attention, all of that, their snack, their food they teach them. Here there is nothing like that for them.**

40. When your child lived with you, did he or she have the opportunity to leave the prison?

☒ Yes ☐ No

If yes, where did s/he go? **A Saturday or a Sunday they could go out. The grandmother would take them for a outing to distract them.**

How do you think this helps of affects them? **It helped them a little In what way?**

**Happier more encouraged**

41. What do you think about your child's education? What do you like or dislike? **At this moment, it displeases me because I cannot be with them, I cannot teach them myself, have control over them, it is not the same with a strange person.**

42. Was anyone available to care of your child when he or she lived with you? ☐ Yes ☒ No

If yes, who is able to take care of your child? \_\_\_\_\_

43. Do you think that your being in prison is having a bad effect on your child? ☒ Yes ☐ No

Please explain **It is a bad example for them, and because of that they are sometimes acting bad. And one will correct them—and why are you doing that being in prison. They know what it is like to be inside here. Uhm.**

44. What are some fears you have for/about your children?

**More than anything they are boys and boys are harder than girls. They want to be more independent more by themselves. Rebellious. No what fears I have is that they will deviate. *Something more?* No—No**

45. If your children are not in prison with you, who is looking after them? (Check all that apply.)

☐ Other parent                      ☐ Other relative                      ☒ Social Services  
(Mensajeros de la Paz)  
☐ Grandparents                      ☒ Friend                      ☐ Other

How do you feel about them living in this situation?

**A friend, a lady that has a daughter in the university. From a group of girls that came from that university and youth for Christmas to give us things for personal hygiene and I was with my child and she met and asked that day they took all of the children on an outing. She took my child where her mom and that is when it all started. She wanted to take charge of him/care for him. She takes good care of him. *And how do you feel that they live in this situation? Bad Something else you feel?* No**

46. If your children are not living with you, do your children come to visit you? ☒ Yes ☐ No

If no, why not? \_\_\_\_\_

If yes, how often do they come?

☐ Daily                      ☐ Monthly                      ☐ Every 4-6 months                      ☐ Annually  
☒ Weekly                      ☐ Every 2-3 months                      ☐ Every 7-10 months                      ☐ Every 2 or more years

If yes, how long do they have to travel?

☒ Less than 30 minutes      ☐ 2 –4 hours      ☐ 6 hours or more

**They live about 15 minutes away and stay for about six hours during visiting days.**

☐ 30 minutes to 1 hour      ☐ 4 – 6 hours

47. How do your children act when they come to see you? **Happy**

48. What is your visit like with your child when he or she comes to see you?

**I feel good and tranquil. The same I talk to them a lot, I give them advice that they behave well. So you share—Yes**

49. How does your child react when you have left them for a period of time and then return?

**They start to cry, They run toward you? Yes**

50. How does your child respond to other people/strangers?

**They moved away, have you noticed something else? No they just pull away and ask who they are.**

51. Are there any special arrangements for children's visits (e.g. extended hours, special visiting rooms, toys to play with)? ☐ Yes ☒ No

If yes, what are they? **Here No.**

52. Are you allowed physical contact with your children during visits (e.g. to hold child on your lap, to hug your child)? ☒ Yes ☐ No

If yes, what are you allowed to do? **Yes you can give them hugs. You can cook with you, yes I cook for them, we play, all but it has to be in the outside areas.**

53. Are your children strip-searched when they visit you? ☒ Yes ☐ No **they check them**

If 'Yes', do you think this affects how frequently they visit? ☐ Yes ☒ No

54. How do the prison staff treat your children when they visit?

Are they friendly? ☐ Very friendly ☒ Somewhat friendly ☐ Not friendly at all

Are they rude? ☐ Very rude ☐ Somewhat rude ☒ Not rude at all

55. Do your children find visiting you in prison upsetting? ☐ Yes ☒ No

If so, why? \_\_\_\_\_  
\_\_\_\_\_

If no, why not?

**No, because they are people they know and they start to talk to them, they buy them sweets. *So here on the inside you can buy them sweets?* Yes.**

56. Do you find it upsetting when you receive visits from your children? ☒ Yes ☐ No

If so, why? **Because they are far**

If no, why not? \_\_\_\_\_

57. What do you think would improve visits for your children?

**For them? Of course it would get better because each time that they come, the fact that they talk to me they talk to me about many things, and the same they with me, so I tell them to be more calm that I am going to get out that I am not going to be here for a long time, the same, for them to do their homework, their classes, that they respect people with whom they are living at the this moment. *What is something that they could do to better the visits(give more time, another day, etc.?)* Maybe another day, yes another day.**

58. What effect do you think your imprisonment has had on your children and family?

**It impacted, it destroyed us.**

59. What do you believe to be role of a mother?

**Many things, *like*, like caring for them/assist them, to be attentive to their school and studies, to their illnesses/sickness, to their needs/necessities, and at the same time to be with them. The same fact of being with them.**

60. Do you think your child is scared of something? ☒ Yes ☐ No

If so, what do you think s/he is scared of? **That I will be here for many years.**

61. In disciplining your child have you ever threaten to abandon him/her? ☐ Yes ☒ No

**No never.**

If Yes, how did s/he react? \_\_\_\_\_

62. If you could have three wishes for your children, what would they be?

**1. That they be with their father. The father is in jail in Esmeraldas. The first two are of one commitment, and the other two are from another commitment. *With who?* I would like for the two to be with their father and the other two with their father. *And the one father is in jail?* Both of them are prisoners, one is in Ambato,**

**and the other in Esmeraldas. The younger children's is in Esmeraldas and the older one's is in Ambato.**

**2. That they be with me**

**3. That they be together with their aunts. Because I have sisters who are under age. They are the same ages as they are, they have always been raised together. It is four boys and three girls y they are always together for everything. The same age. And they love each other very much amongst themselves. Because when they come on Sundays "mom call L" call them. They(the girls) come every Sunday and they find each other here every Sunday. For them to have more time together.**

63. If you had the power to change one aspect about yourself in relation to your child what would you change?

**Not to step into a jail again.**

64. What do you believe to be the most important thing in life? **Your children**

65. How has your family treated you and your children since you have been in jail?

**I don't have family. Mi sisters are very little and they live with their stepmother. They are sisters from my father's side and my dad died a year ago. At root of his death I get into selling drugs and my mother abandoned me when I was 10 days after my birth. On my mothers side I do not know anyone. I only knew family of my father's.**

66. Do you think your situation will affect your child's education? X Yes ☐ No

**How? Of the three one of them. Because one of them does not do his homework, he hides his notebooks, and is very low in grades—he has low grades.**

67. Do you think you are depressed? X Yes ☐ No

**Not always but sometimes yes, for my children I try not to get that way because it is bad.**

Do you think depression affects children? X Yes ☐ No How?

**But when they come I do not show it/do not demonstrate it.**

68. What would you like for your children to remember about you?

**Everything (Got very Sentimental) I have always been very affectionate with them, I have always been very attentive with them and with my sisters, because when I was**

**on the outside my sisters lived with me not with their mother. Attention, Affection, but especially everything.**

69. What memories/stories would you like to share with your children?

**Many things, how we make costumes, I take them out, etc. So many things hum.**

Education and Employment opportunities:

70. Are there any educational programs in the prison?

For you: X Yes ☐ No

For your child: ☐ Yes ☐ No

71. Are you enrolled in any educational programs? ☐ Yes ☐ No

**When I came all of the programs had already started. But I want to get into bakery and computer program. They are given by people on the outside**

If 'Yes', please describe. \_\_\_\_\_

If yes, do you think it is a good course? X Yes ☐ No

If yes, how would you rate the quality of the course? ☐ excellent X average ☐ poor

If yes, how would you rate the quality of the teachers? ☐ excellent X average ☐ poor

72. If you could choose to add an educational program, what would it be and why?

**Computation, because today it is very necessary at work and to know much about computers. Baking because I like to cook.**

73. Are there any employment opportunities available for the women in prison?

☐ Compulsory work arranged ☐ Optional work (unpaid) X No work available  
by the prison (unpaid)

☐ Compulsory work arranged ☐ Optional work (paid)  
by the prison (paid)

If work is available, paid or unpaid, how many working hours in a week do you have?

\_\_\_\_\_ hours/week

74. Is it possible to do both work and study in the prison? X Yes ☐ No

**There is no work, what I sell here is food. I can work and study at the same time.**

**Make about 12 to 13 dollars a week, only plates (meaning she does not do lunches).**

75. Please describe a typical day for you in prison. What do you do? Do you have any particular activities?

I get up, we go to line up list at 7:00 in the morning in the courtyard. From there the day lapses, if it is my turn to sell food I prepare it and sell. And in the afternoon if there is extra work with the envelopes I work there with the envelopes and when there is not (*what is the work with the envelopes?*) Making like advertisement. When I don't want to do that I do sports. I like volley and we bet, that way it gets more exciting. In the afternoon or in the morning from there there is nothing else to do here. There are four of us that cook and we take turns on days. At six they lock us up. They put is in the rooms. They are big rooms, where I am staying there are 24 who sleep there—each person can go to sleep when they want. They can do different activities.

76. Do you have any ideas about better ways of dealing with women offenders? X Yes ☐ No

If 'Yes', please explain: **As interns No. But the office could communicate with us all.**

77. Please tell us anything else about your experience in prison which you think is important.

**Among inmates or in general? Among inmates there are always abusive people with the other ones. I don't like any of that. En the administration there is always preference, but I would like it to be the same.**

78. What are the biggest problems or worries that you have in prison (e.g. family, health, addictions, the future)?

**I am not addicted to anything. My worries are always my children and my sisters.**

79. What do you think would make these problems better?

**That they would allow the smallest one to live here with me. And would that help—having him close, he is the smallest one and he is with strangers and I don't know them. *You would like for them to have children here again?* Even up to a certain age. When I came there were 5 children under year old. Mine was the smallest he was 7 months old. I begged the director that he would let us keep them till they were a year and half old and for them to go to the daycare, but the director that it is prohibited in all of the jails. But I don't believe that it is not that way, because there are jails where children are allowed to stay with their mothers up to 14 years of age and only here in this jail it is prohibited, imagine a child of eight months old that is breastfeeding, is taken from the arms of a mother. Look if that lady he would be in a shelter for all I know. Mesajeros de la Paz is not the same. The other inmates have**



**families. Not always but they should let them be here up to a year and half or two years of age.**

Thank you very much for completing this questionnaire.

CASE STUDY II – Sara and Marcos

Mother Interview

|   |  |
|---|--|
| ID #: <input type="checkbox"/> AB <input type="checkbox"/> CD <b>0001</b>   | Today's date: <b>April, 2007</b>   |
| Time started: _____ <input type="checkbox"/> AM <input type="checkbox"/> PM | Time finished: _____ <input type="checkbox"/> AM <input type="checkbox"/> PM |

1. What is your age? **24**

2. Are you:

☐ Single

☐ Married

☐ Divorced

☐ Separated

X Living with someone

☐ Widowed 3. What region are you from?

☐ Coast X Highlands ☐ Amazon

City: **Cuenca**

4. Do you have any religious affiliation? X Yes ☐ No

If yes, which one **Evangelical**

5. How old were you when you left school/college? **9 years old**

6. What is the highest level of school you attended?

☐ Kindergarten

☐ Graduated high school

☐ Some College

X Grades 1-6 **4<sup>th</sup>**

☐ HS Specialty: \_\_\_\_\_

☐ Graduated College

**grade**

☐ Grades 7-12

\_\_\_\_\_

Degree: \_\_\_\_\_

7. Previous to your incarceration, how much money did you make per month?

- ☐ 0\$ – 50\$                      ☒ 100\$ - 300\$                      ☐ 600\$ - 900\$  
☐ 50\$ - 100\$                      ☐ 300\$ - 600\$                      ☐ 900\$ or more

8. Is your prison for: ☒ female prisoners only ☐ part of a men's prison?

9. Does the prison employ male staff in women's units? ☒ Yes      ☐ No

If 'Yes', where does the male staff work? *Check as many jobs as apply.*

☒ administration   ☐ maintenance   ☒ doctor   ☐ staff   ☒ guard   ☐ other

If other, please explain **Guards but they call them guides**

10. Are there any special visitors' facilities for children? ☒ Yes   ☐ No

If 'Yes', please describe them?

**In all of the places, but they cannot go up they cannot go in the rooms.**

11. Are you: ☐ awaiting trial   ☒ serving your sentence

12. Please tell us about the offence for which you are accused of/convicted of, even if you have pleaded not guilty.

☐ drug-related crime   ☒ theft   ☐ assault   ☐ fraud   ☐ homicide   ☐ other

If 'other', please describe. **Theft**

13. How long is your sentence? **6** Years   Months

14. How long have you now been there? **2** Years   **11** Months

15. How many times have you been in prison (including this time)?

☒ 1                                      ☐ 2                                      ☐ 3  
☐ 4                                      ☐ 5                                      ☐ 6 or more

16. Have either of your parents ever been incarcerated? ☐ Yes   ☒ No

If so, please describe \_\_\_\_\_

17. Did your offence involve alcohol? ☒ Yes   ☐ No

18. Did your offence involve illegal or restricted drugs? ☒ Yes   ☐ No

If 'Yes', how were drugs involved?

**When someone begins to try drugs, I started, I have tried drugs. Then one turns into an addict.**

19. Were you under the influence of alcohol when offending? ☐ Yes   ☒ No   ☐ Somewhat

20. Have you ever been addicted to alcohol or drugs? ☐ Yes ☒ No

If 'Yes', were you addicted to alcohol or drugs when you went to prison? ☐ Yes ☒ No

21. Is healthcare: ☒ provided for you inside the prison

☐ community based healthcare?

22. Are you able to see a doctor or other healthcare worker in privacy (i.e. without a guard or other member of prison staff present)? ☒ Yes ☐ No

23. Have you been diagnosed with any mental illnesses (this includes depression)?

☐ Yes ☒ No

If yes, do you take any medication for mental illness? ☐ Yes ☐ No

24. Do you suffer from any physical illnesses or disabilities? ☒ Yes ☐ No

**I have like a scar on my uterus.**

25. If yes, do you take any medication for physical illnesses or disabilities? ☐ Yes ☒ No

26. Have you ever been sexually or physically abused? ☒ Yes ☐ No

27. Do you think you get good medical treatment in prison (compared to the treatment can receive outside)? ☐ Yes ☒ No

28. Are you, or have you ever been, pregnant while in prison? ☐ Yes ☒ No

**(Stopped for a few minutes for her to go get her sweater from one of the rooms. The guard opened the door for her to get in during the day.)**

29. If yes, were you happy with the medical attention that you received while you were pregnant? ☐ Yes ☐ No

30. Do you have any other comments on anything else regarding your pregnancy or childbirth, which you think is important, or which bothered you? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

#### Family and visits

31. Have you ever lived in/with? **No**

☐ Foster care

☐ Other family members

\_\_\_\_\_

☐ Institution

☐ Street

32. What is your birth order? **Second of six**

33. Do you have any children under the age of 18? ☒ Yes ☐ No

If yes, please tell us how many and what age they are.

☒ Male ☐ Female Age **6** ☐ Male ☐ Female Age \_\_\_\_\_

☒ Male ☐ Female Age **5** ☐ Male ☐ Female Age \_\_\_\_\_

☒ Male ☐ Female Age **4** ☐ Male ☐ Female Age \_\_\_\_\_

34. How old were you when you had your first child? **18 years old**

35. When you were incarcerated whom were your children living with at the time?

**With me from there they went to live with my mom until I came here until she passed away. They were with me until before I was incarcerated.**

36. What impact do you think it had on your child/children emotionally and socially when you were arrested? Please describe

***Could not hear well—How do you believe it affected them? Did you see changes? The first thing I thought about when I was arrested was in my children and I thought about my mother, that my mother was sick. What affected them the most was having to tell them they were going to be by themselves and that I was going to be staying in here. My children are small and they are some children that cannot yet defend themselves because they are children and they do not know. That is it, what impacted was a very strong pain for me. My child who is six years old was affected seeing me here jailed. When he would come to see me he would say you are bad, you are not with us, they spank us. One being a mother would give them affection like a mother to children, on the other hand with my sister he has to waiting for her to tend to him. My son it was like he would come and reject me, but now I do anything to be able to help them/my children. In the first place because I know I have made a mistake but here I have come to give them the comprehension/understanding in first place and now he comes all affectionate. More affectionate. Yes.***

37. What emotions did your children display when you were arrested? **A little bit of rejection, but now, meaning my children are affectionate.**

38. Did you notice a difference in your boys/girls responses when you were arrested? \_\_\_\_\_

---

39. Were any of your children in prison with you? ☒ Yes ☐ No

**(He was with me three months before going to Mensajeros de la Paz)**

If yes, which one(s),

☒ Male ☐ Female Age **4 years**

☐ Male ☐ Female Age \_\_\_\_\_

If 'Yes', did they live together with you in a special area for mothers and children, separate from other prisoners? ☐ Yes ☒ No

If yes, please comment on these facilities. (For example: What condition are were they in? Was there adequate healthcare? Did the children have access to schooling? Did they seem happy?) Are there any more comments you would like to add?

**No we lived with all of the inmates, he slept with me.**

40. When your child lived with you, did he or she have the opportunity to leave the prison?

☒ Yes ☐ No

If yes, where did s/he go? **To the day-care he would leave here and only go there, but now that he is with Mensajeros de la Paz he is going to Machala (a city about four hours from Cuenca), Jambeli (a beach about four hours from Cuenca).**

How do you think this helps of affects them?

41. What do you think about your child's education? What do you like or dislike? **I like that my children are educated. No made with??? They are humble.**

42. Was anyone available to care of your child when he or she lived with you? ☒ Yes ☐ No

If yes, who is able to take care of your child? **But it was a lady that wanted to take him from me.**

43. Do you think that your being in prison is having a bad effect on your child? ☒ Yes ☐ No

Please explain **yes it affected them a lot, he came when he was seven months. Mi son would come mama, lest go over here, here he would say and he would show me the door. Then it was like the baby would understand that he was in a place that was not convenient for him to be. "He cried, became ill, in this way he suffered also. He wanted out, to leave.**

44. What are some fears you have for/about your children? **What I will have when I leave here.**

**? In General...The fear that I, I that when meaning if I commit the same error that I did. I have a fear that I will commit and will come again to do the same crime and another thing then is I have fear that I will not have my children and I will loose them for always. Yes, loose them for always if I start to do the same and come here. And again my children will be on the outside and me inside here and I will not be able to be with them that is what I am fearful of. Do you have other fears? I also have a fear also of here, get out and fall again**

in the same the only I ask of my God that my God give me a hand, that God give me His hand and that God will take me on a straight path where I can get out and be with my children. Work, work, hard give them an education and like a responsible mother because the children I have are of God because God gave me my children. Meaning they are the precious children that I have and like I am a mother, meaning I have my children here like precious children they are what the Lord has blessed me with. *Meaning they are a blessing.*

45. If your children are not in prison with you, who is looking after them? (Check all that apply.)

- ☐ Other parent                      X Other relative                      X Social Services (**Mesajeros de la Paz**)
- X Grandparents                      ☐ Friend                      ☐ Other

How do you feel about them living in this situation?

**Meaning I feel bad. I feel bad because in the first place my sons when they were with me they were not like, she sometimes, my grandmother brings my baby all disaster maybe because she is old. My other son the same, but not like I used to have my children. That is why I see them different.**

46. If your children are not living with you, do your children come to visit you? X Yes ☐ No

If no, why not?

**Sometimes because my sister works. The one that comes most is my son that is with Mesajeros de la Paz. He comes on Sunday, every Sunday. *He is the one that is at the day care?* Yes.**

If yes, how often do they come?

- ☐ Daily                      ☐ Monthly                      ☐ Every 4-6 months                      ☐ Annually
- X Weekly                      ☐ Every 2-3 months                      ☐ Every 7-10 months                      ☐ Every 2 or more years

If yes, how long do they have to travel?

- X Less than 30 minutes                      ☐ 2 –4 hours                      ☐ 6 hours or more
- ☐ 30 minutes to 1 hour                      ☐ 4 – 6 hours

47. How do your children act when they come to see you?

**Meaning my children, my other children the one that is with my sister, my other son the one that is younger he comes less. The one that is that comes weakly; he comes running like if he were a pigeon. He gives me little beaks (i.e., little kisses) he is educated, he is my child and he will be because he has a good education. Dancer,. He is four and he dances.**

48. What is your visit like with your child when he or she comes to see you?

**Happy, sometimes it makes me happy but at times it also makes me sad because sometimes I say how I would like to be outside. Would like to be outside how I would like to be with all my three children. And I sometimes get sad seeing them. Meaning that they bring happiness to me for a while and then they leave. And they are not with me like everyday.**

49. How does your child react when you have left them for a period of time and then return?

**Yes, like when I was leaving I would tell my son that I will be back. Like that. I would bring them a little something bought, they would be very affectionate. *And now how do they react when you have not seen them in days?* Well, they say hello to me, they hug me—sometimes when they don't bring them all the weeks.**

50. How does your child respond to other people/strangers?

**Meaning, when they find themselves with a friend, well hello friend, meaning my son, meaning all three of my children are very friendly, very friendly. *What would happen for example if I were to enter the room and they do not know me, how would they react?* Oh no, for example if a person enters they will watch and will say mommy who is that person that came? I explain to them *So they ask for an explanation from you?* Yes *So they don't just approach the person.* No, no they will not approach a strange person. But if you come and say hello what is your name then they will say. *Communicate with them then.* Yes they also talk, yes but when you without them saying anything, they will stand and watch you as a weird bug as well.**

51. Are there any special arrangements for children's visits (e.g. extended hours, special visiting rooms, toys to play with)? X Yes ☐ No

**If yes, what are they? No, here when they bring the children they come in, the visit area until 4:30 in the afternoon.**

52. Are you allowed physical contact with your children during visits (e.g. to hold child on your lap, to hug your child)? ☒ Yes ☐ No

If yes, what are you allowed to do? \_\_\_\_\_

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53. Are your children strip-searched when they visit you? ☐ Yes ☒ No

**They only search them.**

If 'Yes', do you think this affects how frequently they visit? ☒ Yes ☐ No

**They come like frightened**

54. How do the prison staff treat your children when they visit?

Are they friendly? ☒ Very friendly ☐ Somewhat friendly ☐ Not friendly at all

Are they rude? ☐ Very rude ☒ Somewhat rude ☐ Not rude at all

**Because sometimes one does not know how people are.**

55. Do your children find visiting you in prison upsetting? ☒ Yes ☐ No

If so, why? **Yes, there are times when for a moment they are, and they want to leave.**

**"Lets go home" they want to leave before—hum hum**

If no, why not? \_\_\_\_\_

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56. Do you find it upsetting when you receive visits from your children? ☐ Yes ☒ No

If so, why? \_\_\_\_\_

If no, why not? **Meaning, no it does not affect me for them to come visit me because they bring me happiness, better when I see them better I get happier it give me relief. I am more content, have more encouragement, strength to continue here giving encouragement and to continue fighting for them. Continue fighting for them.**

57. What do you think would improve visits for your children?

**Play with them and that is something they can do, tell them jokes, affectionate with my children. If you could better something what would you better? I would better things giving them, better things, how should I say—like for example when my family comes I want them to see a change in me. Meaning show them a change, yes a change.**



58. What effect do you think your imprisonment has had on your children and family?

**Hum, that they have been left by themselves, hum; they are by themselves because they don't have me in the first place. Meaning, you know that a mother is everything for her children. Another person is not going to take care of them like a mother take care of them. Anything else? No**

59. What do you believe to be role of a mother?

**Commit and error...The job of a mother is to be with them. Be with them, fight for them, take care of them, give them affection and education.**

60. Do you think your child is scared of something? X Yes ☐ No

If so, what do you think s/he is scared of? **They fear that they will not see me. That he is not going to have my at his side.**

61. In disciplining your child have you ever threaten to abandon him/her? ☐ Yes X No

If Yes, how did s/he react? \_\_\_\_\_  
\_\_\_\_\_

62. If you could have three wishes for your children, what would they be?

- 1. I would wish for my son...all of the Love for him**
- 2. For him to be the best**
- 3. I would like for him to be a good student/good educated.**

63. If you had the power to change one aspect about yourself in relation to you child what would you change?

**Change first...(Silence) Would change the bad things...Like? For example, of stealing, of stealing, to do things that are pleasant (seemed to have a hard time answering this question).**

64. What do you believe to be the most important thing in life? **Important in life, continue forward In what way? Continue forward for my children.**

65. How has your family threatened you and your children since you have been in jail?

**Meaning, the first place I have not had visits I have only had visits from my grandmothers, but my sister has been very angry. She has a bad temper.**

66. Do you think your situation will affect your child's education? X Yes ☐ No

How? **Meaning the situation that they are outside they cannot give them like this, give them all the love they need.**

67. Do you think you are depressed? X Yes ☐ No (had to explain depression)

Do you think depression affects children? X Yes ☐ No How? **Because my children see me here and it affects them a ton, it affects them.**

68. What would you like for your children to remember about you?

**That they remember, that they remember the affection the love that I have given them, that they remember that everything I have done is for them, so that way, that way bring them out forward. That they remember that I always take them in my heart that they are not alone.**

69. What memories/stories would you like to share with your children?

**And later I would like to tell them the stories, what has happened to me in my life, so they will not commit that mistake than one makes.**

Education and Employment opportunities:

70. Are there any educational programs in the prison?

For you: X Yes ☐ No

For your child: X Yes ☐ No

71. Are you enrolled in any educational programs? X Yes ☐ No

If 'Yes', please describe. **Dance and Theater**

If yes, do you think it is a good course? X Yes ☐ No

If yes, how would you rate the quality of the course? X excellent ☐ average ☐ poor

If yes, how would you rate the quality of the teachers? X excellent ☐ average ☐ poor

72. If you could choose to add an educational program, what would it be and why?

**Cooking and Crafts**

73. Are there any employment opportunities available for the women in prison?

☐ Compulsory work arranged ☐ Optional work (unpaid) ☐ No work available  
by the prison (unpaid)

☐ Compulsory work arranged X Optional work (paid)  
by the prison (paid) **What one does/makes**

If work is available, paid or unpaid, how many working hours in a week do you have?

\_\_\_\_\_ hours/week

74. Is it possible to do both work and study in the prison? X Yes ☐ No

75. Please describe a typical day for you in prison. What do you do? Do you have any particular activities?

**Weave/Knit**

**When I wake up I take a bath, I brush my teeth, and I am ready to eat breakfast from there I go to line up. Later after lining up after some hours I get my knitting till about two or three minutes until I get tired. From there I came upstairs, I get paper to fold and sometimes I make rags, I bug and make jokes, I bug my friends.**

76. Do you have any ideas about better ways of dealing with women offenders? X Yes   ☐ No  
If 'Yes', please explain: **Giving us work-Something more? And also to treat us like a person that we are a person that will fight for our life to continue forward.**

77. Please tell us anything else about your experience in prison which you think is important.

***Your experiences here*—that when I fell here, in the first place it has gotten hard things I have started to suffer much for my children, my mother that I lost. So much that my life started to go down. My friends have said to me for not to fall and my friends have lifted me up. God loves you. At first I did not have visits I would go sit in the back and cried, cried and they would tell me that I am not alone. But now I know God, He is so good that he gives me strength to put up with this lock up. Meaning, things are not as hard for me now as they had been before. Now God gives me like strength. Before it was like tears just pored out. A big experience that I have here, from here tell them some things that they don't know like give them a testimony of my life. I have lost my mom in the first place when I was here. It made me more, like I always said I was going to have a mom by my side, my mom will be here for everything. But that was not the case. You cannot, I know that once you are here, you think about retreating that affects always, losing my mother and my children. But now God gives me strength to continue taking it. To continue taking I take it in my mind like it were a hell. Because can you imagine you cannot even see the street you cannot see the people, only on visiting days. Stuck in there when I lost my mother I just wanted to die. Oh I wanted to die, without my mom I am nothing—but God everything—what I stole the Lord has cleansed me and purified me. God will get me out and I know that with his help I will go forward and**

**continue. I am also going to fight for my children because my children need me on the outside. I will continue my children need me. That is my goal.**

78. What are the biggest problems or worries that you have in prison (e.g. family, health, addictions, the future)?

**Sometimes, did not understand (*I repeated question*) What worries me is my family, that I cannot see them, my family, that they have forgotten me.**

79. What do you think would make these problems better?

**Forget everything. Demonstrate that I am not longer that person that they think of before showing them a change.**

Thank you very much for completing this questionnaire.

**Yes because there are many mother who do not take advantage of their freedom and they are just like I said mean with their children. They do not treat their children right. They through themselves to shorter lives, so that this way they can see how you suffer here and they have their freedom. They do not value it. But I yet do not have it lost. From here I forget everything that has happened to me. It is like my life has just begun like they say memories, forget the past things and begin to live a new life. From here first my children to fight for them--They are small and they need me. A mother has to give to them until she can no longer give. And ever there she needs to carry her children.**

CASE STUDY III – Isabel and Anna  
Mother Interview

|   |  |
|---|--|
| ID #: <input type="checkbox"/> AB <input type="checkbox"/> CD <b>0005</b>   | Today's date: <b>April, 2007</b>   |
| Time started: _____ <input type="checkbox"/> AM <input type="checkbox"/> PM | Time finished: _____ <input type="checkbox"/> AM <input type="checkbox"/> PM |

1. What is your age? **33 only days away from turning, but I am about to turn.**

2. Are you:

**X Single never**

☐ Divorced

☐ Widowed

**married**

☐ Separated

☐ Married

☐ Living with someone

3. What region are you from?

☐ Coast    ☒ Highlands    ☐ Amazon

City: **Cuenca**

4. Do you have any religious affiliation? ☒ Yes    ☐ No

If yes, which one **Christian, at least I try to be**

5. How old were you when you left school/college? **21 years of age**

6. What is the highest level of school you attended?

☐ Kindergarten                      ☐ Graduated high school                      ☐ Some College  
☒ Grades 1-6                      ☐ HS Specialty: \_\_\_\_\_                      ☐ Graduated College  
☐ Grades 7-12                      \_\_\_\_\_                      Degree: \_\_\_\_\_

***Left to make a phone call she had been in line and they told her it was her turn.***

7. Previous to your incarceration, how much money did you make per month?

☐ 0\$ – 50\$                      ☒ 100\$ - 300\$                      ☐ 600\$ - 900\$  
☐ 50\$ - 100\$                      ☐ 300\$ - 600\$                      ☐ 900\$ or more

8. Is your prison for: ☒ female prisoners only    ☐ part of a men's prison?

9. Does the prison employ male staff in women's units? ☐ Yes    ☐ No

If 'Yes', where does the male staff work? *Check as many jobs as apply.*

☒ administration    ☐ maintenance    ☒ doctor    ☐ staff    ☒ guard    ☐ other

If other, please explain \_\_\_\_\_

10. Are there any special visitors' facilities for children? ☒ Yes    ☐ No

If 'Yes', please describe them? **They are in a general area**

11. Are you: ☐ awaiting trial    ☒ serving your sentence

12. Please tell us about the offence for which you are accused of/convicted of, even if you have pleaded not guilty.

☐ drug-related crime    ☒ theft    ☐ assault    ☐ fraud    ☒ homicide    ☐ other

If 'other', please describe. **They accuse me of theft and homicide**

13. How long is your sentence? **20** Years \_\_\_\_\_Months

**Those I will not pay with the blessing of God. I know he loves me a lot and I have learned the lesson and I don't want to leave my daughters again.**

14. How long have you now been there? **1** Years \_\_\_\_\_Months

15. How many times have you been in prison (including this time)? ☐ 1  
☒ 2 **the first one was not sentenced or anything** ☐ 3 ☐ 4  
☐ 5 ☐ 6 or more
16. Have either of your parents ever been incarcerated? X Yes ☐ No  
 If so, please describe **My mom for trafficking drugs, but she was innocent.**
17. Did your offence involve alcohol? ☐ Yes X No
18. Did your offence involve illegal or restricted drugs? ☐ Yes X No  
 If 'Yes', how were drugs involved? \_\_\_\_\_
19. Were you under the influence of alcohol when offending? ☐ Yes X No ☐ Somewhat
20. Have you ever been addicted to alcohol or drugs? ☐ Yes X No  
 If 'Yes', were you addicted to alcohol or drugs when you went to prison? ☐ Yes X No
21. Is healthcare: X provided for you inside the prison  
**It is provided within the prison but it is bad.**  
☐ community based healthcare?
22. Are you able to see a doctor or other healthcare worker in privacy (i.e. without a guard or other member of prison staff present)? X Yes ☐ No
23. Have you been diagnosed with any mental illnesses (this includes depression)?  
☐ Yes X No **I had depression but I was not diagnosed with it**  
 If yes, do you take any medication for mental illness? ☐ Yes X No
24. Do you suffer from any physical illnesses or disabilities? ☐ Yes X No
25. If yes, do you take any medication for physical illnesses or disabilities? ☐ Yes X No
26. Have you ever been sexually or physically abused? X Yes ☐ No **Physically**
27. Do you think you get good medical treatment in prison (compared to the treatment can receive outside)? ☐ Yes X No
28. Are you, or have you ever been, pregnant while in prison? ☐ Yes X No
29. If yes, were you happy with the medical attention that you received while you were pregnant? ☐ Yes ☐ No
30. Do you have any other comments on anything else regarding your pregnancy or childbirth, which you think is important, or which bothered you? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Family and visits

31. Have you ever lived in/with? **She has always lived in her house**

☐ Foster care

☐ Other family members

☐ Institution

☐ Street

32. What is your birth order? **First of Seven she is the first**

33. Do you have any children under the age of 18? ☒ Yes ☐ No

If yes, please tell us how many and what age they are.

☐ Male ☒ Female Age **18**

☐ Male ☐ Female Age \_\_\_\_\_

☐ Male ☒ Female Age **4**

☐ Male ☐ Female Age \_\_\_\_\_

☐ Male ☒ Female Age **1**

☐ Male ☐ Female Age \_\_\_\_\_

34. How old were you when you had your first child? **14 years old**

35. When you were incarcerated whom were your children living with at the time?

**They lived with me in Cuenca.**

36. What impact do you think it had on your child/children emotionally and socially when you were arrested? Please describe

**Fatal. The have not yet overcome they are supper bad. The small one not much because she does not really realize. The second yes, I was even thinking of giving her a little time to the second one to see how she was assimilating because if not I want a psychologist to treat her. To, the first one the same, I have commented to her, but she does not want to go, she is very bad also/ not well.**

37. What emotions did your children display when you were arrested?

**Sadness, they cry, up to now they are not well, not well they are low weight. Bad meaning you can see there not well. It is not that-that I was a perfect mother, but they had another semblance and my love that is the most. Another type of education, and now you don't see them, because sometimes when I see my oldest one I am surprised. The same when I see the smaller one. They were not this way. *Is the oldest one in school?* No, not studying, she finished, no she is working but it is not something stable but she has already made a commitment and has a baby.**

38. Did you notice a difference in your boys/girls responses when you were arrested?

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39. Were any of your children in prison with you? ☒ Yes ☐ No

If yes, which one(s),

☐ Male ☒ Female Age **2 months** ☐ Male ☐ Female Age \_\_\_\_\_

☐ Male ☐ Female Age \_\_\_\_\_ ☐ Male ☐ Female Age \_\_\_\_\_

If 'Yes', did they live together with you in a special area for mothers and children, separate from other prisoners? ☒ Yes ☐ No **They put us in a room only for mothers and their children.**

If yes, please comment on these facilities. (For example: What condition are were they in? Was there adequate healthcare? Did the children have access to schooling? Did they seem happy?) Are there any more comments you would like to add?

**We slept four mothers with four babies, but at seven in the morning we had to go out with our babies whether it was raining, thundering or lightening. But after my daughter got terminal respiration/an infection I could not have her in the cold. I spoke with the director and he did allow her and he let them leave the bedroom door open so the babies could be there. It was, and for me it was something big because they don't just let that happen.**

40. When your child lived with you, did he or she have the opportunity to leave the prison?

☐ Yes ☒ No

If yes, where did s/he go **No she never went out until about three months ago. The children can no longer be here.**

How do you think this helps of affects them? **It does not help them, not none.**

41. What do you think about your child's education? What do you like or dislike?

**I am not, what is happening, but my daughter is very voluble (she used it as a person that changes really fast in how they are). The miss/teacher tells me that she is the best one. That she behaves/ is excellent is the best "educated" (meaning well mannered). And sometimes I am calmed because that is what I always wanted to teach her. But when she comes here, I don't know if it is the fact of seeing me here, I don't know, changes and has a terrible character/attitude. Uh no she has a different character—the same emotionally, physically, my baby is not well. I begged the**



**miss/teacher that if she sent my baby to the daycare for her to ask the doctor for an order/prescription to have some tests done. Uh hum.**

42. Was anyone available to care of your child when he or she lived with you? ☐ Yes ☒ No

If yes, who is able to take care of your child? **No, only the oldest she kept the second one.**

43. Do you think that your being in prison is having a bad effect on your child? ☒ Yes ☐ No

Please explain **meaning she is voluble/inconsistent, she has become aggressive (the second one). The little one started losing weight nothing that she ate she assimilated. She cried too much, now she is not that way, but she still remembers me. She says to me mommy always. Because there are other babies of my fellow partners/jail mates and that have gone out and the babies do not follow them/go to them. She does hug me and calls me mommy and they do not call them mommy/nothing. Affectionate, and who is the little one living with? With an aunt.**

44. What are some fears you have for/about your children?

**In general but also since you have been here. That somebody will harm them and what frightens me is that sometimes I cannot give them what they need to be sustained. That they will leave forever.**

45. If your children are not in prison with you, who is looking after them? (Check all that apply.)

☐ Other parent                      ☒ Other relative                      ☐ Social Services  
☐ Grandparents                      ☐ Friend                                      ☒ Other (**the second one lives with the oldest sister**)

How do you feel about them living in this situation? **Bad, not well, Does it alleviate you to know they are with family? Yes on one hand, because seemingly they are well, but I know that in the bottom they are not. Because they are separated and that I s not well and being sisters they need to be raised together. So the oldest one see the youngest? Only once every eight days.**

46. If your children are not living with you, do your children come to visit you? ☒ Yes ☐ No

If no, why not? \_\_\_\_\_

If yes, how often do they come?

☐ Daily                      ☐ Monthly                      ☐ Every 4-6 months                      ☐ Annually  
☒ Weekly                      ☐ Every 2-3 months                      ☐ Every 7-10 months                      ☐ Every 2 or more years

If yes, how long do they have to travel?

- ☒ Less than 30 minutes      ☐ 2 –4 hours      ☐ 6 hours or more  
☒ 30 minutes to 1 hour      ☐ 4 – 6 hours

47. How do your children act when they come to see you?

**The big one, like she wants to say something and no, sometimes I see sadness and when I begin to speak with her she cries. She says she misses me/needs me and I have a desire to cry. But if I collapse, it will be worse but on the inside I am dying. But there are times that I no longer tolerate. Quiet, yes, like she misses me/needs me because I was everything for her. The second is affectionate also, but the same like she has a bad character/temper about me being here. I frankly lied to her, because she is too little to understand some things. I told her that I was here for behaving bad. Which is true in a certain way. And I tell her that she has to eat so that they will let me leave/get out and I also have to eat the soup, because she does also not want to eat anything. And she is affectionate, jealous, and sometimes she has a bad character/temper.**

48. What is your visit like with your child when he or she comes to see you?

**I feel that for them it is happiness. Before, I was devoted/dedicated to cooking to care for them like I like to do. But, then not not, I stopped cooking because I was dedicating a lot of time to the kitchen and not to them. Then I saw that there was little time that they are here and I was dedicating half of the time to cook for them. Because it is one kitchen and we are some seventy. Taking turns and everything, the I said no. So I try to accommodate and spend more time with them.**

49. How does your child react when you have left them for a period of time and then return?

**The small one is more, because the other ones are constant. The little one is not well sometimes like she does not want to speak to me, she does not want to follow me but then she later behaves well. Uh-hum**

50. How does your child respond to other people/strangers?

**The oldest is always real quiet, and seemingly shy, shy because she has a way of speaking that is really low. But like I say to you there are things she says that**

surprise me. And I don't like then I think that it is all so voluble/inconsistent. Like she shows me one face but in fact, in reality, she has another. Maybe she is suffering more than what is visible/apparent; I would not be able to say.

*And the second one how does she react?* The second when she is in a good mood/character she greets, says hello, shares her candy, and even asks questions. But when she is in a bad mood/character, No. She will not even greet me. When she is in a good mood she says "I love you mommy" she gives me kisses, and hugs me. She wants me to hold her and spoil her.

51. Are there any special arrangements for children's visits (e.g. extended hours, special visiting rooms, toys to play with)? ☐ Yes ☒ No

If yes, what are they? **No, no they don't. I was trying to see if they would leave me some hours/give me some hours because they did need some space for babies. My family comes, my brothers and I don't devote much time to them (my daughters). Right now they only allow Thursdays and Sundays from nine in the morning until five o'clock.**

52. Are you allowed physical contact with your children during visits (e.g. to hold child on your lap, to hug your child)? ☒ Yes ☐ No

If yes, what are you allowed to do? **Yes all except to take them to the rooms. Not to the rooms no. I don't allow them to play outside much, because what happens is that each person we have/has their temper. And suppose, it has happen to me, that children scream a lot and run and you want to talk/visit and it is irritating. Then I tell the children please, children. There are a few of us that will tell them this way. There are others that treat them bad. To avoid all that, I bring them inside and I make them play games and everything.**

53. Are your children strip-searched when they visit you? ☐ Yes ☒ No

**Not so much that way, but they do search them enough. They tell them that is normal.**

If 'Yes', do you think this affects how frequently they visit? ☒ Yes ☐ No

54. How do the prison staff treat your children when they visit?

Are they friendly? ☐ Very friendly ☒ Somewhat friendly ☐ Not friendly at all

Are they rude? ☐ Very rude ☒ Somewhat rude ☐ Not rude at all

55. Do your children find visiting you in prison upsetting? ☒ Yes ☐ No

If so, why? **For the same fact of being here—for the very fact of being here**

If no, why not? \_\_\_\_\_  
\_\_\_\_\_

56. Do you find it upsetting when you receive visits from your children? ☒ Yes ☐ No

If so, why? **Because I feel so guilty for what they are going through, not being able to be with them, to give them what they need, to see them, to be able to assist them oneself as a mother.**

If no, why not? \_\_\_\_\_

57. What do you think would improve visits for your children?

**Nothing, nothing, there is nothing, No.**

58. What effect do you think your imprisonment has had on your children and family?

**I feel, I am not sure if they are being honest, but like it affected them a lot, and more me. *Does your older daughter know why you are here, and what does she say to you?* She never tells me. I just tell her to continue ahead so that she does not go through what has happened to me is she purposes she will reach the goals she wants. Maybe in wrong ways, here I realized it. Because, I have always wanted, like every mother, the best for my children. But I was looking for it in the wrong way. That is why I am here, I cannot say that I have been a saint/a sacred pigeon—there is a reason for why I am here.**

59. What do you believe to be role of a mother?

**Here I have learned that the main goal is to teach values to your children. Teach them to respect God who is our creator. To respect themselves, the rest of people and understand that nothing is forever. And try to give them not everything, like sometimes we give or for them to have what I never had. That is the worst thing that one can do/commit. Like I said to you it is necessary to give them values, to teach them to love people exactly how they are. That to be humble, what else? Oh it left me—to be humble, respectful, everything, and to be realistic, even do dreaming is good from time to time, but to dream with limits, and to overcome with oneself without having to trample on anyone, nor harm someone--The same trample, harm,**

the same thing—Because I think that if they respect themselves they will have respect for other people and I would like the same for them to be fighters/warriors (meaning strong). That it can be done, if they purpose to yes, through the straight/correct path. What I have learned I say to them—that they bad never takes to anything good. That it never takes to anything good. That if one goes right even do he suffers and cries he will harvests good things. But if one sows bad things ...**(Speaker phone drowned out what was said).**

60. Do you think your child is scared of something? ☒ Yes ☐ No

If so, what do you think s/he is scared of? **The oldest—I feel that she fears solitude. She always likes to be by herself but on the bottom/at the end deep down under I think I think it is solitude. The middle one—Also solitude—the middle one is to little to really understand the fear of God. The older one it is like she does not want to assimilate. I don't know if it is convenience or I don't know, but I think that at the bottom of it all yes first she fears God, later solitude. Ant that I may stay here many years. They are like me, very positive, that if everything goes well the next year I will leave/get out.**

61. In disciplining your child have you ever threaten to abandon him/her? ☒ Yes ☐ No

If Yes, how did s/he react? **I believe that yes—Reacted—Cried, meaning before I was a young girl and to my first daughter yes I did treat her bad. I don't know, but ones ignorance, I don't know if I was so wounded and I wanted to take it out on her and I thin that the works I said to her separated the two of us a lot. No, no, she did not trust me until now. It separated us for many years.**

62. If you could have three wishes for your children, what would they be?

**1. For them to turn themselves completely into the Lord—I think that is the base of everything. Meaning in my religion I think that. In my religion we say that if one is at peace with the Lord, if one does what God sends us to, everything will go well. Including if would request with faith I would get out of here. I think it is the basis. For me it is the basis.**

**2. That goes included in everything but the same I will give my opinion--that they be with me.**

**3. That they be some good professionals or equally some good preachers, whatever-but sincere. That they love what they do and not do it out of obligation.**

63. If you had the power to change one aspect about yourself in relation to you child what would you change?

***What would you change?* Not to be here. Meaning not to be here, but at the same time this has also made me mature a lot. That is to say it is not as I tell you, on one hand it is super bad, but for another it has also helped me, taught me. I have errors that I have been making. That I expect not to commit them again.**

64. What do you believe to be the most important thing in life? **LOVE**

65. How has your family treated you and your children since you have been in jail?

**More or less-they have not behaved to bad. Meaning they have done what they have been able to. They changed in the relationship it them(the girls). Like they started to see my daughters defects. Since I was out to defend them, nobody would anything neither could they say anything—since I maintained them and they lived with me, then they did not have a reason to say anything. But at the same time I was always ready to listen to advice. And one like is a mother it is the worst defect that a mother has, not to look at things from the outside—how one is running the home, how one is educating the children. We think that it is the perfect thing, but when another person tells us this is happening, we take it the wrong way. And sometimes when I see, if ones sees/observes from another point everything is covered. But in the mean time I am doing well and my daughters are perfect. *So being here gave you a perspective?* Not just being here, but later when I was coming here. I don't know why but before I came here I was dreaming with this place. Don't know why.**

66. Do you think your situation will affect your child's education? ☒ Yes ☐ No

**How? It is that, you know mother is mother. SO one hast the love and the patience to teach, and the fact of being here, not working there is not a way to give them the education that one would like. The fact of being here people sometimes excludes the children because they think we are here we are the worst thing. It is for that reason that I try to tell the second one that I am not in jail, but that I am being punished. Hum, because society it self, the fact of being here—hui there are certain things that**

**I would like to teach my daughters, not because one persons is in jail is she the worst thing. There are everything on the outside, good people, bad, very bad, good, yes.**

67. Do you think you are depressed? X Yes ☐ No

Do you think depression affects children? X Yes ☐ No How?

**Sometimes yes, because I feel bad incapable of giving them something and I get depressed and I want to explode. But I say no, but it is my fault.**

68. What would you like for your children to remember about you?

**How much I love them. I hate to lie and to be lied to. But, in this situation, like I am telling you, to not affect more the little one, I don't know if I am doing right or wrong no telling here what is happening. But I would not want to be lied to me either. No I don't like it.**

69. What memories/stories would you like to share with your children?

**The birth of Jesus, the life of Jesus, everything about him. Meaning, to the little one when she lived with me I always would get my bible and I would tell here stories. And she would listen and she would fall asleep. And it was almost the same the other time with the second one. I sat her on my knees/lap and said we are going to pray, and I began to read verses of the Bible like they were stories and she fell asleep. And she liked it, I don't know, I have to give more time to my little ones. What happens is that they are both small and they come on the same day. The one wants me to hug her and the other one does to. And she likes it to, she always says to me mommy make me go to sleep on your lap and read me the bible. And the other also wants me to pick her up. Then *It is difficult to give them both time...* Hum-yes. I know that if I were on the outside it would be different. It is already different. And it hurts so much to be loosing/missing out on these stages of my daughters, not being with them. I don't know, they say on reports that it is now is that you can rear you children meaning you can give values so that they can be other people. I don't**

**believe that, no well yes, yes if one continues trying yes later it is not necessary the ages. From three to five is the stage right. Hum—is that true? *According to what I have heard yes. Ya, but I think if, if one is fomenting if, it is not going to be so drastic.***

Education and Employment opportunities:

70. Are there any educational programs in the prison?

For you: X Yes ☐ No

For your child: ☐ Yes ☐ No

**Beauty, Sowing (cutting and confectioning), yes that nothing else for the moment.**

**Oh there is little school for the ladies who have not finished elementary school. Also now they have opened a library they give, or they were giving a class of poetry. *I was seeing that about the magazine* This bulletin board that we also do. I now that that is changing a lot right now.**

71. Are you enrolled in any educational programs? XYes ☐ No

If 'Yes', please describe. **In sowing (cutting and confectioning), and beauty.**

**What do those magazines have do they facilitate them to you? *This one?* No, no the magazine that you said you had been seeing the one mentioning the poetry classes.**

***No, I saw, I just saw it here on the wall that it says that you are all elaborating a magazine that you will be making poetry, letters, history, and that. Hum-oh, oh. From there, no, I saw in the news paper, that came out two weeks ago that they had opened the library y that you were having a competition in the library of poetry. Yes, hum.***

***Because there were pictures of when you did the plays/skits that you did here for Easter week. You all did not a play but like acts, like a skit and you had a program. I think that it was Wednesday. Yes it was, we were closing the indoor championship. Yes that also, they said you were doing some dances and everything. There were two pictures***



*and with the library in the back. They were looking at books. So, that is where I read, that they were talking about the program.*

**Yes, for me “hui” I love it because I distract myself with in something, I learn something and I like it, I like it.**

If yes, do you think it is a good course? ☒ Yes ☐ No

If yes, how would you rate the quality of the course? ☒ excellent ☐ average ☐ poor

If yes, how would you rate the quality of the teachers? ☒ excellent ☐ average ☐ poor

72. If you could choose to add an educational program, what would it be and why?

**Computer—and why? Because now that is the new thing, with out computer class we are nothing. Because from now on it goes, meaning it is, from years back is has been fomented. It is the thing now. Computation**

73. Are there any employment opportunities available for the women in prison? **No**

- ☐ Compulsory work arranged by the prison (unpaid) ☐ Optional work (unpaid) ☐ No work available
- ☐ Compulsory work arranged by the prison (paid) ☐ Optional work (paid)

If work is available, paid or unpaid, how many working hours in a week do you have?  
\_\_\_\_\_ hours/week

74. Is it possible to do both work and study in the prison? ☐ Yes ☒ No

**If there were sources of work yes, yes I would do it because, yes that is what I would like most, because since I am a single mother and I have my girls and that will help me outside, illogical that if there were work sources that I would not work. Knowing that I have necessities, I say even if I did not have children the same for my expenses. And who helps your daughters with money? Nobody-Nobody? Hu-hum.**

**Then how do they maintain themselves? What happens, that, well when I was here I had some savings it was not much that which I have none now, I would bring a pair**

of shoes, two pair of shoes, sometimes socks, bras, then suppose what I would get for a dollar I would sale for a dollar seventy five. So then I would collect little by little and that I would give to them. And that is another thing here they give us nutrition scholarship for the children, yes, yes that does also help us a lot.

75. Please describe a typical day for you in prison. What do you do? Do you have any particular activities?

Every day except Thursday and Sunday. They are all typically the same. Oh yeah, before there was a special day, Fridays, that were called Cultural Friday. I loved them, I was fascinated, *but it is no longer?* Possibly yes, meaning the doctor said he would continue that rhythm we will see.

*Can you describe for me a typical day, meaning what happens when you wake up...* You know my sleep goes away at about five in the morning sometimes. I get up and pray, I go lay down again, when it is six I come down, now, lately about three days ago, I come down to do aerobics and take a shower, to eat breakfast, sometimes to wash, to my sewing or beauty class, sometimes to pray, sometimes to the services, later to eat lunch, I pick up my clothes, I go and visit for a while with another partner/inmate, I get the clothes, they give dinner and then we come back up. I change my clothes and I sit down to weave a little and to read a little. I brush my teeth and then I sleep. I call by phone that is what I was forgetting. *At what time more or less do you go to bed?* The latest at ten fifteen. *And how many women are with you in the room you are in?* I think there are twenty six of us. They are very little and very narrow. Look at this wall that is the width and it is this long, we do not have privacy. *And how many rooms are there?* One, two, three, four, five, six.

*Only on the second floor?* No, yes on the second floor there are five and down stairs is the sixth one. *And all of them are this big?* No this is the biggest room One.

76. Do you have any ideas about better ways of dealing with women offenders? ☒ Yes ☐ No

If 'Yes', please explain: **But here they would not work. *But what would those ideas be?***

**Uh, starting with the laws. If they would study more the cases, that they would verify well things, if they would sentence what is, not because they want to come out well/or better themselves, and all that.**

**Well, here there are therapies, but I think that they have their pro and cons, for them to insist that all the girls go to therapy, but on the other hand it is bad to demand. Then there is not so much, much, what I did say one day, I almost always say when interviewed is for there to be sources of work. The most, I think it is the most, because suppose, if there are work sources the mothers instead of sitting, laying, and walking from here to there, they would be more dedicated. Meaning I believe that here they do glue, there are some small envelops that they glue I don't know if you have seen them, but it is not, it is not a cent in a hundred or in ten. For me that is not a work source but more a way of distraction. And how I would like for Correa (the president of Ecuador) to come here. You don't know how what I would like, for the jails that Correa would make on the national level instead of jails a big enterprise that produces, suppose something to import for Ecuador itself, but it would be the only one. Things that people who consume them what is produced would not buy from anyone other than from the inmates. Then I think that would be a big work source, and like they say that we have to pay society, so a percentage could be paid to society and another percentage could be used for our maintenance**

**and our children. And that way we would not be a load for no one and the government. I think that instead of giving us for food, they could get the funds to continue carrying out things in Ecuador—*A source for Ecuador.***

77. Please tell us anything else about your experience in prison which you think is important.

**That I have matured more. I have matured more and learned that God has given us something so nice and big that is freedom. Hum-hum—Mi daughters, in short all that we are. If we ourselves distort our lives, we ourselves get complicated. I know that life is hard, but if, we go by straight roads/paths we will obtain something, but if one self wants to distort then that is it. I don't know, I think that it is not only society, but it is one self that, I don't know, I don't know, I sometimes tell myself and then I contradict myself. Sometimes it is the society, because when one is not a prepared person s/he does not have many opportunities. And if s/he are, or has levers (i.e. they know someone that can help them) s/he find something good. But on the other hand if one is poor s/he cannot give his/her child that their children need, they neither have probabilities of succeeding in something. Then it is the society and oneself. Because to give education to ones children is very expensive, is very hard, it is very hard. *More or less a vicious circle.* Yes, yes, because if you have you are worth something, if they don't then not. Here you see it and it is said "As much as you have is as much as you are worth."**

78. What are the biggest problems or worries that you have in prison (e.g. family, health, addictions, the future)?

**The typical thing to not be able to help my daughters, and to not be with them. From there I try not to have any problems with anyone here, with no one, I stay tranquil. Here when they behave badly they take away visits and everything. So then I try not to have any problems and it is better for me also.**

79. What do you think would make these problems better?

**I can no longer do anything, right, because I am sentenced. That they would do the enterprise that I told you about, or that there would be work sources, but stable, that we would make what is, to be able to maintain ourselves and to be able to maintain our daughters. *And here they give you for example, you have to buy their***

*things as shampoo, etc...* Yes, the food they give us here, the one that wants to eat like she likes o better has to cook separately. *Your religion changed since you have been here or on the outside?* No since I was on the outside. Meaning I never believed in what my grandmother liked or my mom no, I don't know why I never liked it. Now that I am big then I can decide for myself, I want to be a Christian. Meaning I am in quotations "Christian" it is supposed that a Christian is super different then what one is, so because of that I am trying to enter, wanting to enter that road, I like it, and I feel well.

Thank you very much for completing this questionnaire.

## MOTHER INTERVIEWS

### CASE STUDY I – Rebecca and Marcos

#### Entrevista de las Madres

|   |  |
|---|--|
| ID #: <input type="checkbox"/> AB <input type="checkbox"/> CD <b>0003</b>                       | Fecha de Hoy: <b>Abril, 2007</b>   |
| Hora de Empiezo: <b>3:30</b> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM | Hora de Terminación: ____ <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM |

1. ¿Cual es su edad? 32 años

2. Es usted:

☐ Soltera

☐ Divorciada

☐ Viviendo con alguien

☐ Casada

☒ Separada

☐ Viuda

3. ¿De que región del País es usted?

☒ Costa ☐ Sierra ☐ Oriente

Ciudad: **Guayaquil**

4. ¿Tiene usted alguna afiliación religiosa? ☒ Si ☐ No

Si, cual **Evangélica**

5. ¿Qué edad tenía usted cuando dejo el colegio o la Universidad? Segundo Ano de colegio, tenia quince

6. ¿Cuál es el nivel más alto de educación que termino?

☐ Kinder                      ☐ Se graduó del colegio                      ☐ Algo de Universidad  
☐ Grados 1-6                      ☐ Especialidad del Colegio:                      ☐ Graduada de la Universidad  
  
☒ Grados 7-12                      \_\_\_\_\_                      Titulo: \_\_\_\_\_

7. ¿Previo a su encarcelamiento, cuanto dinero ganaba usted al mes?

☐ 0\$ – 50\$                      ☒ 100\$ - 300\$                      ☐ 600\$ - 900\$  
☐ 50\$ - 100\$                      ☐ 300\$ - 600\$                      ☐ 900\$ o más

8. ¿Es su prisión para: ☒ prisioneras femeninas solamente ☐ parte de la prisión de varones?

**Usted: Solo para mujeres**

9. ¿La prisión emplea a hombres en unidades femeninas? ☐ Si                      ☐ No

En caso afirmativo, ¿dónde trabajan estos empleados? *Marque todos los empleos pertinentes.* **Usted: hombres y mujeres**

☐ X administración    ☐ mantenimiento    ☐ X doctor    ☐ empleado ☐ guardia    ☐  
 otro **YO: Algún otro Usted: NO**

Si otro, por favor explique \_\_\_\_\_

10. ¿Hay facilidades de visitas para niños? ☒ X Si ☐ No

En caso afirmativo, por favor descríbalos **USTED: Hay mismo todo—**

11. Esta usted: ☐ esperando ir a corte    ☐ sirviendo su condena **USTED: Estoy esperando ir**

12. Por favor, describa su delito y su condena, incluso si usted ha negado la acusación. **USTED: Trafico de droga**

☒ X crimen relacionado con drogas    ☐ robo    ☐ agresión    ☐ fraude    ☐ homicidio    ☐ otro  
 Si otro, por favor describa.

YO: ¿Sabe cuando va ir a la corte? USTED: No Todavía

*YO: ¿Cuanto tiempo lleva aquí? Usted: Ya llevo 6 meses*

**YO: ¿Sabe cuanto tiempo le están diciendo que va a tener que servir? Usted: 8 años**

15. ¿Cuántas veces ha estado en prisión (incluido esta vez)?

☐ 1                      ☐ 2                      ☒ X3 USTED: E  
                                  estado 3 veces  
☐ 4                      ☐ 5                      ☐ 6 o más

16. ¿Han sido encarcelados alguna vez una de sus padres? (mamá o papá) ☐ Si ☒ X No

**USTED: MI papa si,**

**YO: Y porque USTED: por robo**

17. ¿Su ofensa fue relacionado con el alcohol? ☐ Si ☒ X no

18. ¿Su delito fue relacionado con drogas ilegales o restringidas? ☒ X Si ☐ No

**YO: En que maneras fueron relacionadas; Me cogieron vendiendo.**

Si es afirmativo, como fueron relacionada la droga? \_\_\_\_\_

19. ¿Estuvo usted bajo la influencia de alcohol mientras cometía delitos? ☐ Si ☒ X No ☐ Más o menos **USTED: No nada, No tomo, ni bebo; ni fumo por decir**

20. ¿Ha sido usted adicta al alcohol? ☐ Si ☒ X No

Si es afirmativo, estuvo usted adicta al alcohol y drogas cuando fue a la prisión? ☐ Si ☐ No

21. **YO:** Es atención medica: ☐ proveído para usted dentro de la prisión

☐ o en la comunidad? **O AFUERA USTED: aquí, pero es poco, le atenderán para una gripe, nada mas.**

22. **Yo:** ¿Es permitida ver a un doctor o empleado de medicina en privacidad (i.e. sin un guardia u otro empleado de la prisión presente)? ☒ X Si ☐ No **USTED: no, en privado, uh hum**

23. **YO:** ¿Ha sido usted diagnosticada con alguna enfermedad mental?

☐ Si ☒ Xno **USTED: NO,**

Si es afirmativo, toma algún medicamento para su enfermedad? ☐ Si ☐ No

24. ¿Usted padece alguna enfermedad física o una incapacidad? ☐ Si ☒ X no

25. Si es así ¿Está tomando usted medicación para su enfermedad o incapacidad? ☐ Si ☐ No

26. ¿Ha sido usted alguna vez abusada sexualmente o físicamente? ☐ Si ☒ X No **USTED:**

27. ¿Piensa que recibe un buen tratamiento médico en la prisión, en comparación con el servicio disponible fuera? ☐ Si ☒ X No

28. ¿Esta usted (o ha estado) embarazada en la prisión? ☐ Si ☒ X No

Familia y Visitas

31. ¿Alguna vez a vivido usted en/o con?

☐ Cuidado del ☐ Otros miembros de familia

Gobierno \_\_\_\_\_

☐ Una Institución ☐ La Calle **USTED: NO, E**

## VIVIDO INDEPENDIENTE

32. ¿Cuál es su orden de nacimiento? **USTED: PRIMERA**

33. ¿Tiene usted hijos bajo la edad de 18 años? ☐ Si ☒ No **USTED: De doce para abajo**

Si es así, por favor díganos cuales son sus edades.

☒ Masculino ☐ Femenina Edad **12 años** ☒ Masculino ☐ Femenina Edad **1 año**

**Esta con una señora que le conocí aquí**

☒ Masculino ☐ Femenina Edad **10 años** ☐ Masculino ☐ Femenina Edad \_\_\_\_\_

☒ Masculino ☐ Femenina Edad **4 Años** ☐ Masculino ☐ Femenina Edad \_\_\_\_\_

34. ¿Qué edad tenía usted cuando tuvo a su primer niño(a)? **22 años**

35. ¿Cuándo fue usted encarcelada con quien estuvieron viviendo con usted sus hijos en aquel momento? **La primera vez o esta vez—con mi madrastra unos dos meses y luego fueron a la guardería mensajeros de la paz de aquí de la cárcel.**

36. ¿Qué impacto cree usted que tuvo sobre su hijo(s) emocionalmente o social cuando usted fue arrestada? Por favor describa **Mal porque no tenía donde vivan. YO: ¿Y qué impacto cree que tuvo sobre ellos como les afectó? USTED: Mal, bajaron en notas en calificaciones. No hacían los deberes un poco rebeldes**

37. ¿Qué emociones demostraron su hijos cuando usted fue arrestada? **Uhm se pusieron a llorar YO: Algunas otras emociones que noto usted? Usted: no, eso nomás**

38. ¿Noto usted alguna diferencia entre las reacciones de sus varones / mujeres cuando usted fue arrestada? **Pero solo tiene varones**

39. ¿Estuvieron en la prisión algunos de sus hijos con usted? ☒ Si ☐ No

Si es así, cual(es),

☒ Masculino ☐ Femenina Edad \_\_\_\_\_ ☐ Masculino ☐ Femenina Edad \_\_\_\_\_

**USTED: Los dos primeros varones, los que tienen ahora 10 y 12. Yo: y que edad tuvieron ellos cuando vivieron con usted. USTED: 2 y 4 años**

☒ Masculino ☐ Femenina Edad \_\_\_\_\_ ☐ Masculino ☐ Femenina Edad \_\_\_\_\_

Si es así, vivieron juntos en una sección especial reservada para madres e hijos, aparte de los otros presos? ☐ Si ☐ No

USTED: Aquí, aquí Vivian se iban a la guardería en las tardes O sea se iban a las 8 de la mañana y venían a las 4 de la tarde



Si es así, por favor, describa las facilidades. (Por ejemplo: ¿cómo era su condición?  
¿Había asistencia medica adecuada? ¿Los niños tenían acceso a una educación?  
¿Parecían contentos? Si usted desea, puede facilitar más información.

**En la guardería les daban la atención medica, todo eso, su refrigerio su comida les enseñan. Aquí no hay nada para ellos.**

40. ¿Cuándo sus hijos vivían con usted, tenía el o ella la oportunidad de dejar la prisión?

☒ Si ☐ No

Si es así, ¿a donde fue el / ella? **UN sábado o domingo podían salir ellos. La abuelita los llevaba a pasear a distraerse.**

¿Cómo piensa que esto les ayuda o afecta? **USTED:** Les ayudaba un poco **YO:** en que manera **USTED:** Mas alegres, animosos.

41. ¿Qué piensa usted de la educación de su niño(a)? ¿Qué es lo que le gusta o disgusta? **En este momento, me disgusta porque no puedo estar alado de ellos no puedo enseñarles yo mismo, tener control en ellos, no es lo mismo con personas extrañas.**

42. ¿Hubo alguien disponible para cuidar a su hijo(a) cuando el / ella vivían con usted? ☐ Si ☒ No

Si es así, quien esta disponible para cuidar de su niño? \_\_\_\_\_

43. ¿Piensa usted que estar en la cárcel he esta tenido efectos negativos par su niño? ☒ Si ☐ No

Por favor explique **Es un mal ejemplo para ellos, y por eso ellos a veces se portan mal. Y uno se les corrige usted porque hace eso usted a estado presa. Ellos saben lo que es estar aca dentro. UHM**

44. ¿Cuáles han sido algunos de los temores que usted ha tenido para / sobres sus hijos? **Más que todo porque son varones los varones son más duros que las mujercitas. Quieren ser mas independientes mas solos. Rebeldes. No yo miedo por ellos, que se me desvíen. Algo más... NO, NO,**

45. ¿Si su hijo(a) no esta en la prisión con usted, quién cuida de ellos? (Marque todos los que apliquen)

☐ Otro padre(pareja)

☐ Otros parientes

☒ Servicios Sociales

(Mesajeros de la Pas, los tres)

☐ Abuelos

☒ Amigos (el ultimo)

☐ Otro

¿Cómo se siente de que vivan en esta situación? **Una amiga, una señora que tienen una hija en la universidad. De las cuales vinieron todas las chicas de esa universidad y los jóvenes por Navidad a regalarnos cosas de aseo personal y de ahí yo estaba con mijo ella lo conoció pregunto y ese día se llevaron todos los niños a pasear. Ella llevo a mijo donde la mama de ella y desde ahí empezó todo. Ella se quiso hacer cargo... ella lo cuida muy bien.**

**YO: ¿y usted como se siente de que ellos vivan en esta situación? USTED: MAL! Algo mas que usted Sienta... No**

46. ¿Si sus hijos no viven con usted, sus hijos vienen a visitarle? ☒ Si ☐ No

Si no, ¿porqué? \_\_\_\_\_

Si es asi, ¿con qué frecuencia vienen?

- ☐ Diario ☐ Mensual ☐ Cada 4-6 meses ☐ Anual  
☒ Semanal ☐ Cada 2-3 meses ☐ Cada 7-10 meses ☐ Cada 2 o más años

**VIENEN TODOS, ENTONCES AQUÍ SE ENCUENTRAN TODOS.. SI**

Si es así, a que distancia vienen o viajan?

- ☒ Menos de 30 ☐ 2 –4 horas ☐ 6 horas o más

minutes **USTED: Vienen**

**todo el día. Unas seis**

**horas**

**VIVEN A UNOS 15**

**MINUTOS**

- ☐ 30 minutos a 1 hora ☐ 4 – 6 horas

47. ¿Cómo actúan sus hijos cuando la vienen a ver? **CONTENTOS**

48. ¿Cómo es la visita para sus niño(a) cuando el / ella la vienen a ver? **ME SIENTO BIEN Y TRANQUILA. Igual hablo mucho con ellos, les aconsejo que se porten bien. Entonces comparten SI**

49. ¿Cómo reacciona su niño(a) cuando usted lo / la ha dejado por un periodo de tiempo y luego regresa? **Ellos se ponen a llorar, Corren hacia usted..si**

50. ¿Cómo reacciona sus hijo(a) a otras personas / extraños? **Se alejan, ha notado algo mas? No solo se alejan y preguntan quienes son.**

51. ¿Existen acuerdos especiales para visitas de hijos? (ex. horas extendidas, sala de visita especial, juguetes con que jugar)? ☐ Si ☐ No

Si es así, ¿cuales son? **Aquí No.**

52. ¿Puede tener contacto físico con sus hijos durante las visitas? (ex. Tener a ellos en su regazo, abrazar a ellos)? ☒ Si ☐ No

Si es así, que le es permitido hacer? **Si pueden darles abrazos. Pueden cocinar con ustedes, si, yo les cocino, jugamos, todo pero en las áreas de afuera.**

53. ¿Son hijos son desnudados para registrarlos cuando visitan? ☒ Si ☐ No **USTED: Si les revisan**

Si es así, cree usted que esto tiene un impacto sobre la frecuencia que visitan? ☐ Si ☒ No **NO afecta**

54. ¿Cómo la plantilla del personal trata a sus hijos cuando visitan?

¿Son amigables? ☐ Muy amigables ☒ Medio amigables ☐ No son amigables

¿Son mal educados? ☐ Muy mal educados ☐ Medio mal educados ☒ No son mal educados

55. ¿Sus hijos se ponen perturbados o molestos cuando vienen a visitarle en la prisión? ☐ Si ☒ No

Si es así, ¿por qué? \_\_\_\_\_

---

No, ¿por qué no? **Porque no son personas conocidas y empiezan a conversar con ellos, les compran golosinas. Entonces aquí adentro les puede comprar golosinas, si.**

56. ¿Le afectan a usted cuando recibe visitas de sus hijos? ☒ Si ☐ No

Si es así, ¿por qué? **Porque están lejos**

No, ¿por qué no? \_\_\_\_\_

57. ¿Qué mejoraría las visitas para sus hijos? **¿Para ellos? Claro que mejoraría porque cada que ellos vienen, yo el hecho de conversar conmigo conversan muchas cosas, y ellos igual conmigo, entonces les digo que estén mas tranquilos que yo voy a salir que no voy a estar mucho tiempo, igual, que hagan sus deberes las clases, que respeten a las personas con quien ellos están viviendo este momento.**

**YO: Que es algo que pudieran hacer aquí que mejoraran las visitas (darles mas tiempo, otro día, que) USTED: a lo mejor otro día mas, otro día mas**

58. ¿Qué impacto, cree usted, que ha tenido su encarcelamiento para sus hijos y su familia?

**Impacto, nos destruyo.**

59. ¿Cuál cree usted que es el rol de una madre? **Muchas cosas YO: Como? Usted: Como, atenderlos, estar atentos a la escuela a los estudios, a sus enfermedades, a sus necesidades, el tiempo mismo de estar con ellos. El hecho mismo de estar con ellos.**

60. ¿Cree usted que su hijo(a) teme a algo? ☐X Si ☐ No

Si es así, a que cree que le teme? **Que me quede aquí por muchos años**

61. ¿Cuándo usted ha disciplinado a su hijo alguna vez le ha amenazado con dejarle / abandonarle? ☐ Si ☒ No **USTED: NUNCA**

Si es así, cómo reacciono él o ella? \_\_\_\_\_

62. ¿Si usted pudiera tener tres deseos para sus hijos, cuales serian estos deseos?

1. **Que ellos estén con el papa. El Papá está preso en esmeraldas. Los dos primeros son de un compromiso, los otros dos son de otro compromiso. YO: Con cual?**

**USTED: Yo quisiera que los dos estén con su papa y los otros dos con su papa. YO: Y el un papa está preso. USTED: Los dos están presos, el uno está en Ambato y el otro está en Esmeraldas. De los menores esta en Esmeraldas y de los mayores está en Ambato.**

2. **Que estén conmigo**

**YO: Y el otro el tercero. USTED: El tercero, uhm, eso si no se que deseo seria para ellos**

3. **Que pasen juntos con las tías. Porque yo tengo hermanas menores de edad. A la misma edad de ellos, ellos siempre se han criado juntos. Son cuatro varones y tres mujeres y siempre son juntos para todo. La misma edad de ellos. Y Se quieren mucho entre ellos. Por que cuando ellos vienen los domingos “mami ya llámele a la Liliana” llame les. Ellas vienen todos los domingos ellos se encuentran aquí todos los domingos. Que pasen más tiempos juntos.**

63. ¿Si usted tuviera el poder para cambia algún aspecto de si misma en relación con sus hijos, que cambiaria? **No volver a pisar una cárcel.**

64. ¿Qué cree usted que es la cosa más importante en la vida? **Los hijos.**

65. ¿Cómo le han tratado a usted o a su niño(a) sus familia, desde que usted ha estado en la cárcel?

**NO tengo familia, mis hermanas son chiquitas ellas pasan con la madrastra. Ellas son hermanas de padre y mi papa se murió hace un año. A raíz que el se muere yo me meto a vender droga. Y su mamá me dejó abandonada días de nacida. De familia de madre no conozco a nadie. Solo conocía a familia de mi papa.**

66. ¿Cree que su situación afectara la educación de su hijo(a)? **X** Si ☐ No

¿Cómo? **De los tres a uno de ellos. Porque uno de ellos no hace los deberes, esconde los cuadernos. Y está bajo en notas.**

67. ¿Cree usted que tiene depresión? **X** Si ☐ No **USTED:** No siempre pero a veces sí, por mis hijos yo trato de no ponerme así porque es malo.

¿Cree usted que la depresión afecta a los niños? **X** Si ☐ No **USTED:** pero cuando ellos vienen yo no se los demuestro.

¿Cómo? **Ellos me van mal y también se ponen mal**

68. ¿Qué le gustaría que sus hijos recuerden de usted? **TODO (became very sentimental)**  
**Siempre he sido muy cariñosa con ellos, siempre he sido muy atenta con ellos y con mis hermanas, porque cuando yo estaba fuera mis hermanas vivían conmigo no con su mamá. Atención, Cariño, Pero especialmente todo**

69. ¿Qué memorias / historias le gustaría compartir con sus hijos? **Muchas cosas, todo cuando disfraces, les saco, etc. Entonces muchas cosas, uhm**

#### **OPORTUNIDADES PARA EDUCACIÓN Y EMPLEO:**

70. ¿Hay programas educativos en la prisión?

Para usted: **X** Si ☐ No

Para sus hijos: ☐ Si ☐ No

71. ¿Está usted inscrita en un programa educativo? ☐ Si ☐ No **USTED:** Cuando yo vine, estos programas ya habían comenzado. Pero quiero entrar al de panadería y de computación.

*Dan gente de afuera*

Si es así, por favor describa. \_\_\_\_\_

Si es así, ¿es un buen curso? **X** Si ☐ No

Si es así, ¿cómo evaluaría la calidad del curso? ☐ excelente **X** medio ☐ malo

Si es así, ¿cómo evaluaría la calidad de los profesores? ☐ excelente **X** medio ☐ malo

72. ¿Si pudiera elegir un curso para hacer en la prisión, que elegiría usted y por qué?

**Computación, porque hoy en día para el trabajo hay que saber mucho de la computación. Panadería, porque ha mi me gusta la cocina.**

73. ¿Existen oportunidades de empleo para mujeres en la prisión?

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Empleo obligatorio<br>organizado por la<br>prisión (no pagado) | <input type="checkbox"/> Empleo opcional (no<br>pagado) | <input checked="" type="checkbox"/> No hay trabajo disponible |
| <input type="checkbox"/> Empleo obligatorio<br>organizado por la<br>prisión (pagado)    | <input type="checkbox"/> Empleo opcional<br>(pagado)    |   |

Si trabajo es disponible, ¿cuántas horas de trabajo tiene en una semana tiene usted?

\_\_\_\_\_ horas / semanas

74. ¿Puede usted trabajar y estudiar a la vez en la prisión? ☒ Si ☐ No

**USTED: No hay trabajo, lo que yo vendo aquí es comida. Y si puedo al mismo tiempo estudiar y trabajar. Cuando 12 o 13 dólares a la semana. Solo platos.**

75. Por favor describa un día típico para usted en la prisión? ¿Qué hace? ¿Hace actividades particulares?

**Me levanto, ya pasamos a la lista a las 7:00 de la mañana al patio. De ahí transcurre el día, si me toca ese día vender comida la preparo y vendo. Y la tarde si hay trabajo de sobres me pongo a trabajar en los sobres y cuando no hay (que es el trabajo de sobres) Haciendo tipos de propaganda. Cuando no me gusta hacer deporte. Le gusta el vóley y apostamos, así se pone más emocionante. En la tarde o en la mañana de ahí no hay más que hacer aquí. Somos cuatro que vendemos nos turnamos los días. A las seis nos encierran. Nos meten en los cuartos. So cuartos grandes, donde yo estoy dormimos 24 cada quien puede dormir cuando quieran. Pueden hacer diferentes actividades.**

76. ¿Tiene usted ideas para desarrollar mejores maneras de tratar con las presas? ☒ Si ☐ No

**Si es así, por favor, explique: Yo digo por las internas no. Por los de las oficinas comunicación con todas.**

77. Por favor, describa otros aspectos de sus experiencia en la prisión que usted piensa importante: **Entre internas, o en general. Entre internas siempre hay personas abusivas con otras personas. No me gusta nada de eso. En la dirección siempre hay preferencia, pero a me me gustaría que sea igual.**

78. ¿Cuáles son sus preocupaciones o problemas en la prisión (ex. familia, salud, adicciones, el futuro)?

**No soy adicta a nada. Mi preocupación siempre son mis hijos y mis hermanas.**

79. ¿Qué mejoraría o aliviaría estos problemas?

**Que permitieran que el más pequeño viviera conmigo aquí. Y como ayudaría eso tenerlo cerca el es el más chiquito y esta con gente extraña y yo no los conozco. Le gustaría que vuelvan a tener a los niños? Aunque sea de una cierta edad. Cuando yo viene avían 5 niños menores de un ano. El mío era más pequeño y tenía 7 meses. Yo le roge al director que nos dejara tenerles hasta un ano y medio y que vayan a la guardería pero el director dijo que es prohibiendo en todas las cárceles pero yo creo que no es así porque hay cárceles donde los niños están con las madres hasta 14 años y solo aquí en esta cárcel es prohibido imagínese un niño de ocho siente meses que se esta dando de lactar, sea arrancado de los brazos de una madre. Mire si no hubiera venido esa señora estuviera en un albergue que se yo. Mensajeros de la Paz no es lo mismo. Las otras compañeras tienen familia. No siempre pero si les beberían dejar estar aquí un ano y medio dos años.**

**MUCHAS GRACIAS POR SU COLABORACIÓN**

CASE STUDY II – Sara and Marcos

**Entrevista de las Madres**

|   |   |
|---|---|
| ID #: <input type="checkbox"/> AB <input type="checkbox"/> CD <b>0001</b> | Fecha de Hoy: <b>Abril, 2007</b>  |
| Hora de Empiezo: <input type="checkbox"/> AM <input type="checkbox"/> XPM | Hora de Terminación: ____ <input type="checkbox"/> AM <input type="checkbox"/> PM |

1. ¿Cuál es su edad? **24 años**

2. Es usted:

☐ Soltera

☐ Divorciada

☒X Viviendo con alguien

☐ Casada

☐ Separada

☐ Viuda

3. ¿De qué región del País es usted?

☐ Costa   ☒ Sierra   ☐ Oriente

Ciudad: **Cuenca**

4. ¿Tiene usted alguna afiliación religiosa? ☒ Si   ☐ No

Si, cual **Evangélica**

5. ¿Qué edad tenía usted cuando dejó el colegio o la Universidad? **9 años**

6. ¿Cuál es el nivel más alto de educación que termino?

|   |  |   |
|---|--|---|
| <input type="checkbox"/> Kinder                               | <input type="checkbox"/> Se graduó del colegio     | <input type="checkbox"/> Algo de Universidad        |
| <input checked="" type="checkbox"/> X Grados 1-6 ( <b>4to</b> | <input type="checkbox"/> Especialidad del Colegio: | <input type="checkbox"/> Graduada de la Universidad |
| <b>Grado)</b>   | _____  |   |
| <input type="checkbox"/> Grados 7-12                          | _____  | Título: _____                                       |

7. ¿Previo a su encarcelamiento, cuánto dinero ganaba usted al mes?

|                                       |   |  |
|---------------------------------------|---|--|
| <input type="checkbox"/> 0\$ – 50\$   | <input checked="" type="checkbox"/> X 100\$ - 300\$ (120-130) | <input type="checkbox"/> 600\$ - 900\$ |
| <input type="checkbox"/> 50\$ - 100\$ | <input type="checkbox"/> 300\$ - 600\$                        | <input type="checkbox"/> 900\$ o más   |

8. ¿Es su prisión para: X prisioneras femeninas solamente ☐ parte de la prisión de varones?

9. ¿La prisión emplea a hombres en unidades femeninas? X Si   ☐ No

En caso afirmativo, ¿dónde trabajan estos empleados? *Marque todos los empleos pertinentes.*

☐ X administración   ☐ mantenimiento   ☒ X doctor   ☐ empleado   ☒ X guardia   ☐ otro (**Guardias pero les dicen Guías**)

Si otro, por favor explique \_\_\_\_\_

10. ¿Hay facilidades de visitas para niños? ☒ Si   ☐ No

En caso afirmativo, por favor descríbalos **En todo lado, pueden subir**

**Y a otros lados. No pueden entrar al cuarto de ellas.**

11. Esta usted: ☐ esperando ir a corte   ☒ X sirviendo su condena

12. Por favor, describa su delito y su condena, incluso si usted ha negado la acusación.

☐ crimen relacionado con drogas   ☒ X robo   ☐ agresión   ☐ fraude   ☐ homicidio  
☐ otro

Si otro, por favor describa. **Robo**



13. ¿Por cuánto tiempo es su condena? 6 Años \_\_\_\_\_ Meses
14. ¿Cuánto tiempo lleve aquí? 2 Años 11 Meses
15. ¿Cuántas veces ha estado en prisión (incluido esta vez)?
- ☒ 1                                      ☐ 2                                      ☐ 3
- ☐ 4                                      ☐ 5                                      ☐ 6 o más
16. ¿Han sido encarcelados alguna vez una de sus padres? (mamá o papá) ☐ Si ☒ No
- Si es afirmativo, por favor describa \_\_\_\_\_
17. ¿Su ofensa fue relacionado con el alcohol? ☒ Si ☐ No
18. ¿Su delito fue relacionado con drogas ilegales o restringidas? ☒ Si ☐ No
- Si es afirmativo, como fueron relacionada la droga? Cuando empieza a probar la droga, empiece, ya lo a probado. Entonces una se convierte en adicta.
19. ¿Estuvo usted bajo la influencia de alcohol mientras cometía delitos? ☐ Si ☒ No ☐ Más o menos
20. ¿Ha sido usted adicta al alcohol? ☐ Si ☒ No
- Si es afirmativo, estuvo usted adicta al alcohol y drogas cuando fue a la prisión? ☐ Si ☐ No
21. Es atención médica: ☒ proveído para usted dentro de la prisión
- ☐ o en la comunidad?
22. ¿Es permitida ver a un doctor o empleado de medicina en privacidad (i.e. sin un guardia u otro empleado de la prisión presente)? ☒ Si ☐ No
23. ¿Ha sido usted diagnosticada con alguna enfermedad mental (esto incluye la depresión)?
- ☐ Si ☒ No
- Si es afirmativo, toma algún medicamento para su enfermedad? ☐ Si ☐ No
24. ¿Usted padece alguna enfermedad física o una incapacidad? ☒ Si ☐ No
- Tengo como una llaga en el útero**
25. Si es así ¿Está tomando usted medicación para su enfermedad o incapacidad? ☐ Si ☒ No
26. ¿Ha sido usted alguna vez abusada sexualmente o físicamente? ☒ Si ☐ No
27. ¿Piensa que recibe un buen tratamiento médico en la prisión, en comparación con el servicio disponible fuera? ☐ Si ☒ No
28. ¿Está usted (o ha estado) embarazada en la prisión? ☐ Si ☒ No

*(Stopped for a few minutes for her to go to get her sweater from one of the rooms. The guard opened the door for her to get it during the day.)*

29. Si es así, estuvo contenta con la atención médica que usted recibió durante su embarazo?

☐ Si ☐ No

30. Por favor, comente sobre cualquier aspecto de su embarazo o parto que usted estima importante, o que le molesta: \_\_\_\_\_

#### Familia y Visitas

31. ¿Alguna vez a vivido usted en/o con? **NO**

☐ Cuidado del Gobierno ☐ Otros miembros de familia \_\_\_\_\_

☐ Una Institución ☐ La Calle

32. ¿Cuál es su orden de nacimiento? **Segunda de seis**

33. ¿Tiene usted hijos bajo la edad de 18 años? ☒ Si ☐ No

Si es así, por favor digamos cuáles son sus edades.

☒ Masculino ☐ Femenina Edad **6 años** ☐ Masculino ☐ Femenina Edad \_\_\_\_\_

☒ Masculino ☐ Femenina Edad **5 años** ☐ Masculino ☐ Femenina Edad \_\_\_\_\_

☒ Masculino ☐ Femenina Edad **4 años** ☐ Masculino ☐ Femenina Edad \_\_\_\_\_

34. ¿Qué edad tenía usted cuando tuvo a su primer niño(a)? **18 años**

35. ¿Cuándo fue usted encarcelada con quien estuvieron viviendo con usted sus hijos en aquel momento?

**Conmigo de ahí estuvieron en con mi mami cuando entre hasta que ellas se murió.**

**Ya estaban conmigo antes de que fuera encarcelada.**

36. *¿Qué impacto cree usted que tuvo sobre su hijo(s) emocionalmente o social cuando usted fue arrestada? Por favor describa*

**NO se escuchaba. ¿Cómo Cree que les afecto? Vio cambios. Lo primero que pensé cuando fui arrestada fue en mis hijos y pensé también en mi mama, que mi mama estaba enferma. Mas les afecto el decirles que ellos se iban a quedar solos y yo acá**

dentro mis niños son pequeños y ellos son unos niños que no se pueden todavía defender porque ellos son unos niños y que ellos no saben. Y eso no mas, lo que impacto fue un dolor tan duro para mí. Mi niño el que tiene seis años le afecto de ver me así presa, cuando venia me decía tu eres mala, tú no estás con nosotros, nos pegan. Uno como es madre se le daba cariño como madre a los hijos, en cambio mi hermana tiene que estar esperando que ella le atienda. Mi hijo como que venía me rechazaba, pero ahora hago cualquier cosa para poderles ayudarle a mis hijos en primer lugar porque yo se que e cometido un error pero aquí e llegado a darles la comprensión en primer lugar como ya ve todo eso mismo con el entonces el ya viene cariñoso. *Más cariñoso si*

37. ¿Qué emociones demostraron sus hijos cuando usted fue arrestada?

**Un poco de rechazo, pero ahora ya, ósea mis hijos son cariñosos.**

38. ¿Noto usted alguna diferencia entre las reacciones de sus varones / mujeres cuando usted fue arrestada? \_\_\_\_\_

39. ¿Estuvieron en la prisión algunos de sus hijos con usted? ☐X Si ☐X No

**(Estuvo tres meses antes de ir a mensajeros)**

Si es así, cual(es),

☐X Masculino ☐ Femenina Edad **4 años** ☐ Masculino ☐ Femenina Edad \_\_\_\_\_

☐ Masculino ☐ Femenina Edad \_\_\_\_\_ ☐ Masculino ☐ Femenina Edad \_\_\_\_\_

Si es así, vivieron juntos en una sección especial reservada para madres e hijos, aparte de los otros presos? ☐ Si ☒X No

**Vivíamos con toda las presas, el dormía conmigo.**

Si es así, por favor, describa las facilidades. (Por ejemplo: ¿cómo era su condición?

¿Había asistencia médica adecuada? ¿Los niños tenían acceso a una educación?

¿Parecían contentos? Si usted desea, puede facilitar más información.

**O sea, no era medico si le veía, pero... la educación, era muy pequeño ahora esta en pre-kinder.**

40. ¿Cuándo sus hijos vivían con usted, tenía el o ella la oportunidad de dejar la prisión?

☐X Si ☐ No

Si es así, ¿a dónde fue el/ella? **a la guardería se iba de aquí, solo ahí, pero ahora que está con mensajeros de la paz se va a Machala, Jambelí**

¿Cómo piensa que esto les ayuda o afecta?

41. ¿Qué piensa usted de la educación de su niño(a)? ¿Qué es lo que le gusta o disgusta?

**Me gusta que mis hijos sean así educados. No hecho con ¿??**

42. ¿Hubo alguien disponible para cuidar a su hijo(a) cuando el / ella vivían con usted? ☐X si

☐No

Si es así, ¿quién está disponible para cuidar de su niño?

**Pero era una señora que me quería quitar.**

43. ¿Piensa usted que estar en la cárcel he esta tenido efectos negativos par su niño? ☐X Si ☐

No Por favor explique

**Si Mucho le afecto, el vino de la edad de ano siete meses. Mi niño venia mama, vamos acá, acá decía y me mostraba la puerta. Entonces como que la guagua se daba cuenta que no estaba en un lugar que no le convenía, lloraba así se enfermaba sufría también. Como que quería salir o como. Como que quería irse, “mami vamo aca”**

44. ¿Cuáles han sido algunos de los temores que usted ha tenido para / sobres sus hijos?

**Temores o miedos. Yo lo que e tenido es cuando salga de aquí? En general Los temores que yo, yo cuando o sea si yo vuelvo a cometer el error que yo hice. Tengo un temor que vuelvo a cometer y vuelvo a venir a hacer a la vez un crimen o otra cosas entonces tengo el temor que yo no les voy a tener a mis hijos y que los voy a perder para siempre. De perderles para siempre Si perderles para siempre si comienzo a hacer lo mismo y vuelvo a estar aquí y mis hijos ellos o sea afuera y yo acá dentro y no poder estar con ellos este es mi temor. Tiene otros temores?**

**También tengo un temor también de aquí, salir y volver a decaer lo único que le pido a mi Dios que mi Dios me de la mano, que Dios me su mano y que Dios me lleve en un camino recto en donde yo pueda salir y estar con mis hijos. Trabajar, trabajar duro darles una educación, y ser como una madre responsable porque los hijos que yo tengo son hijos de Dios porque Dios me dio a mis hijos. Ose que son unos preciosos niños que tengo y como yo soy madre ose les tengo aquí a mis hijos como unos preciosos hijos porque son lo que Dios me a bendecido. O sea son como una bendición.**

45. ¿Si su hijo(a) no está en la prisión con usted, quién cuida de ellos? (Marque todos los que apliquen)

- ☐ Otro padre(pareja)      ☒ Otros parientes      ☒ Servicios Sociales  
(mensajeros de la Paz)
- ☒ Abuelos      ☐ Amigos      ☐ Otro

¿Cómo se siente de que vivan en esta situación?

**O sea me siento mal. Me siento mal porque en primer lugar mis hijos cuando sabían estar conmigo no sabían estar así como ella a veces, mi abuelita por ejemplo le trae a mi hijo mi guagua viene un desastre será por lo que es mayor mi otro hijo igual.**

**Pero yo como no sabía tenerles así a mis hijos. Por eso les veo diferente.**

46. ¿Si sus hijos no viven con usted, sus hijos vienen a visitarle? ☒ Si    ☐ No

Si no, ¿por qué? **A veces por lo que mi hermana trabaja. El que más viene es mi hijo que está en mensajeros de la paz. Viene los domingos, todos los domingos. El es el que está en la guardería. Si**

Si es así, ¿con qué frecuencia vienen?

- ☐ Diario      ☐ Mensual      ☐ Cada 4-6 meses      ☐ Anual
- ☒ Semanal    ☐ Cada 2-3 meses      ☐ Cada 7-10 meses      ☐ Cada 2 o más años

Si es así, a que distancia vienen o viajan?

- ☒ Menos de 30 minutos      ☐ 2 –4 horas      ☐ 6 horas o más
- ☐ 30 minutos a 1 hora      ☐ 4 – 6 horas

47. ¿Cómo actúan sus hijos cuando la vienen a ver?

**O sea mi hijo, mi otro niño el que pasa con mi hermana, mi otro hijo el que es menos es el que viene menos. El que viene semanal mente es navega. Viene corriendo como si fuera una palomita. Me da piquitos es educado, es mi niño será porque tiene una buena educación. Bailarán. Tiene cuatro anos y baila.**

48. ¿Cómo es la visita para sus niño(a) cuando el / ella la vienen a ver?

**Alegre, a veces me pone alegre pero a veces me pone también triste porque a veces yo digo como quisiera estar afuera como quisiera estar afuera como quisiera estar**

**con todos mis tres hijos y a veces si me pongo triste de verles. O sea, que un rato me traen la alegría y se van. Y no están conmigo aquí como todos los días.**

49. ¿Cómo reacciona su niño(a) cuando usted lo / la ha dejado por un periodo de tiempo y luego regresa?

**Si, cuando así me iba le decía mijo ya vengo, así le traía comprando cualquier cosa le, si bien cariñoso y *ahora cómo reaccionan cuando usted nos les ha visto en días* O sea, me saluda, me abraza. A veces cuando no les traen todas las semanas.**

50. ¿Cómo reacciona sus hijo(a) a otras personas / extraños?

**O sea, cuando se encuentra con un amigo, o sea hola amigo, o sea mi hijo, todos mis tres niños son bien amigueros, bien amigueros. *Pero que pasa por ejemplo que yo entro al cuarto y ellos no me conocen a mí, como reaccionan?* A no, por ejemplo entra una persona ellos le quedan vienen do y me dicen mami “Que es la que entro acá” yo les doy una explicación. *Entonces le buscan una explicación a usted* Si, *¿entonces ellos no se acercan no más?* No, no se acercan peor que sea persona extraña. Pero si usted se va y le dije hola como estas, cómo te llamas, entonces el le dice todo. *Comunican también con ellos*, Si también habla, si, pero cuando usted sin que le diga nada, se para ellos le quedan viendo como un bicho raro también.**

51. ¿Existen acuerdos especiales para visitas de hijos? (ex. horas extendidas, sala de visita especial, juguetes con que jugar)? ☒ Si ☐ No

Si es así, ¿cuáles son?

**No, aquí cuando traen se unen los otros niños. Las visitas son hasta a las 4:30 de la tarde.**

52. ¿Puede tener contacto físico con sus hijos durante las visitas? (ex. Tener a ellos en su regazo, abrazar a ellos)? ☒ Si ☐ No

Si es así, que le es permitido hacer? \_\_\_\_\_

53. ¿Son hijos son desnudados para registrarlos cuando visitan? ☐ Si ☒ No

**Solo les buscan no más**

Si es así, ¿cree usted que esto tiene un impacto sobre la frecuencia que visitan? ☒ Si ☐

**No (vienen como asustados)**

54. ¿Cómo la plantilla del personal trata a sus hijos cuando visitan?

¿Son amigables? ☒ X Muy amigables ☐ Medio amigables ☐ No son amigables

¿Son mal educados? ☐ Muy mal educados ☒ X Medio mal educados ☐ No son mal educados

**(porque a veces no se les conoce a las personas como son)**

55. ¿Sus hijos se ponen perturbados o molestos cuando vienen a visitarle en la prisión? ☐ X Si ☐ No

Si es así, ¿por qué? **Si hay veces como que un ratito están, y ya quieren irse, ya vamos a la casa. Se quieren ir antes Hum hum**

No, ¿por qué no? \_\_\_\_\_

56. ¿Le afectan a usted cuando recibe visitas de sus hijos? ☐ Si ☒ X No

Si es así, ¿por qué? \_\_\_\_\_

No, ¿por qué no?

**O sea no me afecta, que ellos me vengan a visitar porque ellos me traen la alegría a mi, mejor cuando les veo mejor me pongo contenta me da un alivio, me quedo más contenta mas con ánimos, fuerza para seguir aquí dando ánimos y seguir así luchando. Por ellos mismo. Seguir luchando por ellos.**

57. ¿Qué mejoraría las visitas para sus hijos?

**Jugar con ellos. Y eso es algo que pueden hacer, contarles chistes, cariñosa con mis hijos. ¿Si pudiera mejorar algo, que mejoraría? Mejoraría, dándoles, mejoraría, como le diré, como si ya. Por ejemplo cuando viene mi familia quiero que ellos vean un cambio en mí O sea mostrarles cambio. Si cambio.**

58. ¿Qué impacto, cree usted, que ha tenido su encarcelamiento para sus hijos y su familia?

Hum, se han quedado solos, hum, se quedan solos porque o sea no me tienen en primer lugar a mi. O sea usted sabe que una madre es todo para los hijos, otra persona no les va a cuidar como una madre los cuida. ¿Algo más? NO

59. ¿Cuál cree usted que es el rol de una madre?

**Cometer error... El deber de una madre es estar con ellos. Estar con ellos, luchar por ellos. Cuidarles, darles cariño y educación.**

60. ¿Cree usted que su hijo(a) teme a algo? ☒ X Si ☐ No

Si es así, ¿a qué cree que le teme?

**Teme que ya no me va a ver a mi. Que no me va a tener a lado de el.**

61. ¿Cuándo usted ha disciplinado a su hijo alguna vez le ha amenazado con dejarle / abandonarle? ☐ Si ☒ No

Si es así, como reacciono el o ella? \_\_\_\_\_

62. ¿Si usted pudiera tener tres deseos para sus hijos, cuales serian estos deseos?

1. **Desearía para mi hijo... Todo el Amor para el**

2. **Que sea lo mejor**

3. **Quisiera que sea un chico bien estudiante.**

63. ¿Si usted tuviera el poder para cambia algún aspecto de si misma en relación con sus hijos, que cambiaria?

**Cambiaría primero, (silence) Cambiaría de las cosas malas. ¿Cómo? Por ejemplo de robar, hacer cosas, hacer cosas, agradables. (Seemed to have a hard time answering this question.)**

64. ¿Qué cree usted que es la cosa más importante en la vida?

**Importante en la vida. Seguir adelante *en que sentido* Seguir adelante por mis hijos.**

65. ¿Cómo le han tratado a usted o a su niño(a) sus familia, desde que usted ha estado en la cárcel?

**Ósea, en primer lugar a mi no he tenido visita solo he tenido visitas de mi abuelita, pero mi hermana ha sido muy brava, tiene un genio mala,**

66. ¿Cree que su situación afectara la educación de su hijo(a)? ☒ Si ☐ No

**¿Como? o sea la situación de ellos por lo que están afuera no les pueden dar así, dar así todo el amor que ellos necesitan.**

67. ¿Cree usted que tiene depresión? ☒ Si ☐ No (*Had to explain depression to her*)

¿Cree usted que le depresión afecta a los niños? Si ☒ No

**¿Cómo? Porque mis niños me ven aquí y les afecta tanto, les afecta.**

68. ¿Qué le gustaría que sus hijos recuerden de usted?

**Que ellos recuerden, o sea, que ellos recuerden el cariño el amor que yo les e dado, que recuerden que he sabido hacer es todo por ellos, para así, así sacarles adelante.**

**Que recuerden que siempre les llevo en mi corazón que ellos no están solos.**

69. ¿Qué memorias / historias le gustaría compartir con sus hijos?



**Ya más después me gustara contarles las historias, lo que me ha pasado en mi vida,  
para que ellos no cometan ese error que uno se hace.**

**OPORTUNIDADES PARA EDUCACIÓN Y EMPLEO:**

70. ¿Hay programas educativos en la prisión?

Para usted: ☒ Si ☐ No

Para sus hijos: ☒ Si ☐ No

71. ¿Esta usted inscrita en un programa educativo? ☒ Si ☐ No

Si es así, por favor describa. **El ... Danza, Teatro,**

Si es así, ¿es un buen curso? ☒ Si ☐ No

Si es así, ¿cómo evaluaría la calidad del curso? ☒ excelente ☐ medio ☐ malo

Si es así, ¿cómo evaluaría la calidad de los profesores? ☒ excelente ☐ medio ☐ malo

72. ¿Si pudiera elegir un curso para hacer en la prisión, que elegiría usted y por qué?

Curso de Cocina—Artesanías.

73. ¿Existen oportunidades de empleo para mujeres en la prisión?

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Empleo obligatorio<br>organizado por la<br>prisión (no pagado) | <input type="checkbox"/> Empleo opcional (no<br>pagado)   | <input type="checkbox"/> No hay trabajo disponible |
| <input type="checkbox"/> Empleo obligatorio<br>organizado por la<br>prisión (pagado)    | <input checked="" type="checkbox"/> Empleo opcional<br>(pagado) <b>Lo que uno<br/>mismo hace.</b> |  |

Si trabajo es disponible, ¿cuántas horas de trabajo tiene en una semana tiene usted? **2 a 3**  
horas / semanas

74. ¿Puede usted trabajar y estudiar a la vez en la prisión? ☒ Si ☐ No

75. Por favor describa un día típico para usted en la prisión? ¿Qué hace? ¿Hace actividades  
particulares?

**Tejo,**

**Cuando yo me levanto me baño me cepillo los dientes, ya estoy lista para tomar café  
de ahí me voy a formar. Después de formar ya después de unas horas cojo el tejido  
hasta las dos a tres minutos hasta que me canse. De ahí me vengo acá arriba, me**

**cojo papeles para doblar de ahí hago a veces el guape, de Jodo hago chistes, molesto a mis amigas. (TAPE ENDED)**

76. ¿Tiene usted ideas para desarrollar mejores maneras de tratar con las presas? ☒ X Si ☐ No

**Si es así, por favor, explique: Dándonos trabajo. ¿Algo más? Y que también, tratarnos como una persona que somos persona que vamos a luchar por nuestra vida para seguir adelante.**

77. Por favor, describa otros aspectos de sus experiencia en la prisión que usted piensa importante:

***Sus experiencias aquí* Que cuando caí aquí, en primer lugar se me ha hecho difícil las cosas e empezado a sufrir mucho por mis hijos por mi madre que perdí. Tanto que e comenzado mi vida empezó ha hacerse para abajo. Mis amigas me han dicho que no me caiga, y mis amigas me han hecho levantar. Que Dios te ama. Al principio no tengo visitas me iba a sentar para atrás y lloraba y lloraba, y me decían que yo no estoy sola. Pero ahora, que le conozco a mi Dios, el es tan bueno que el me da las fuerzas para poder aguantar este encierro. O sea, ya no se me hace tan duro las cosas como antes. Ahora Dios me da como fuerzas. Más antes era como que me salían las lágrimas. Una experiencia tan grande que llevo aquí, que de aquí contarles algunas cosas que no saben cómo darles un testimonio de mi vida. En perdido a mi madre en primer lugar cuando estaba aquí. Me hizo más, como siempre decía que iba a tener una madre a lado, mi madre va a estar para todo. Pero total llegar al caso, no se puede, yo se que una vez que se está aquí, se piensa retroceder uno que solo que le afecta siempre, perder a mi madre a mis hijos. Pero ahora Dios me da fuerzas para seguir aguantando. Para seguir aguantando yo le llevo en mi mente como si fuera un infierno. Porque imagínese no se puede ni ver la calle, no se puede ver a las personas, solo los días de visitas. Metidas a acá dentro. Cuando yo perdí a mi madre me echaba al morir morir, Que bestia me quiero morir, sin mi madre no soy nadie. Pero Dios todo, lo que yo robaba Dios me ha limpiado me a purificado. Dios me a sacado adelante y yo se que con la ayuda de el voy a salir adelante voy a seguir. Voy también a luchar por mis hijos porque mis hijos me necesitan afuera. Voy a seguir, mis hijos me necesitan. Esa es mi meta.**

78. ¿Cuáles son sus preocupaciones o problemas en la prisión (ex. familia, salud, adicciones, el futuro)?

**A veces, no entendí, (repetí) Lo que me preocupa es mi familia, lo que no les puedo ver. Mi familia, lo que se han olvidado de mi.**

79. ¿Qué mejoraría o aliviaría estos problemas?

Olvidándome de todo. Demostrándoles que ya no soy esa persona que ellos creían mas antes.

Mostrándoles un cambio.

### **MUCHAS GRACIAS POR SU COLABORACIÓN**

**Si porque Hay muchas madres que no aprovechan la libertad y son tal como digo malas con sus hijos. No son así no les tratan bien a sus hijos. Se tiran a la vida mas cortas. Que así puedan aprender cómo se sufre aquí y tienen su libertad. No lo valoran. Pero todavía no lo tengo perdido. De aquí me olvido todo lo que me ha pasado. Es como una vida que recién me comenzara a llegar. Como dice los recuerdos. Olvida las cosas pasadas y empezar a vivir una nueva vida. De aquí es primero mis Hijos para luchar para ellos. Ellos son pequeños y me necesitan. Una madre tiene que darles hasta que ya no puedan ya. Ahí también tiene que estar cargada a sus hijos también. Compartir conmigo.**

#### **CASE STUDY III – Isabel and Anna Mother Interview Entrevista de las Madres**

|   |   |
|---|---|
| ID #: <input type="checkbox"/> AB <input type="checkbox"/> CD <b>0005</b>           | Fecha de Hoy: <b>Abril , 2007</b>   |
| Hora de Empiezo: <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM | Hora de Terminación: ____ <input type="checkbox"/> AM <input type="checkbox"/> PM |

1. ¿Cuál es su edad? **33 años días paras cumplir pero ya voy a cumplir**

2. Es usted:

☒ Soltera (**nunca se ha casado**)

- ☐ Casada
- ☐ Divorciada
- ☐ Separada
- ☐ Viviendo con alguien
- ☐ Viuda

3. ¿De qué región del País es usted?

- ☐ Costa    ☒ Sierra    ☐ Oriente

Ciudad: **Cuenca**

4. ¿Tiene usted alguna afiliación religiosa? ☒ Si    ☐ No

Si, cual **Cristiana al menos trato de hacerlo**

5. ¿Qué edad tenía usted cuando dejo el colegio o la Universidad? **21 años**

6. ¿Cuál es el nivel más alto de educación que termino?

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Kinder                  | <input type="checkbox"/> Se graduó del colegio     | <input type="checkbox"/> Algo de Universidad        |
| <input checked="" type="checkbox"/> X Grados 1-6 | <input type="checkbox"/> Especialidad del Colegio: | <input type="checkbox"/> Graduada de la Universidad |

|                                      |       |               |
|--------------------------------------|-------|---------------|
| <input type="checkbox"/> Grados 7-12 | _____ | Título: _____ |
|--------------------------------------|-------|---------------|

**(Se fue a hacer una llamada)**

7. ¿Previo a su encarcelamiento, cuánto dinero ganaba usted al mes?

- |                                       |   |  |
|---------------------------------------|---|--|
| <input type="checkbox"/> 0\$ – 50\$   | <input checked="" type="checkbox"/> X 100\$ - 300\$ | <input type="checkbox"/> 600\$ - 900\$ |
| <input type="checkbox"/> 50\$ - 100\$ | <input type="checkbox"/> 300\$ - 600\$              | <input type="checkbox"/> 900\$ o más   |

8. ¿Es su prisión para: ☒ X prisioneras femeninas solamente    ☐ parte de la prisión de varones?

9. ¿La prisión emplea a hombres en unidades femeninas? ☒ X Si    ☐ No

En caso afirmativo, ¿dónde trabajan estos empleados? *Marque todos los empleos pertinentes.*

- ☒ X administración    ☐ mantenimiento    ☒ X doctor    ☐ empleado    ☒ X guardia    ☐ otro

**Nosotras mismas somos las que limpiamos.**

Si otro, por favor explique \_\_\_\_\_

10. ¿Hay facilidades de visitas para niños? ☒ X Si    ☐ No

En caso afirmativo, por favor descríbalos **Ellos están en una área general**

11. Esta usted: ☐ esperando ir a corte    ☒ X sirviendo su condena

12. Por favor, describa su delito y su condena, incluso si usted ha negado la acusación.

☐ crimen relacionado con drogas ☒ robo ☐ agresión ☐ fraude ☒ homicidio

☐ otro

Si otro, por favor describa **Me acusan de asalto y muerte**

13. ¿Por cuánto tiempo es su condena? **20** Años \_\_\_\_\_ Meses

**(Los que se que no voy a pagar con la bendición de Dios. Yo se que el me ama mucho y aprendí la lección y no quiero volver a dejarles a mis hijas.**

14. ¿Cuánto tiempo lleve aquí? **Un año** Años \_\_\_\_\_ Meses

15. ¿Cuántas veces ha estado en prisión (incluido esta vez)?

☐ 1

☒ 2 (la primera no fue sentenciada o nada ☐ 3

☐ 4

☐ 5

☐ 6 o más

16. ¿Han sido encarcelados alguna vez una de sus padres? (mamá o papá) ☒ Si ☐ No

Si es afirmativo, por favor describa **Mi mama por tráfico de droga. Pero ella fue inocente.**

17. ¿Su ofensa fue relacionado con el alcohol? ☐ Si ☒ No

18. ¿Su delito fue relacionado con drogas ilegales o restringidas? ☐ Si ☒ No

Si es afirmativo, como fueron relacionada la droga? \_\_\_\_\_

19. ¿Estuvo usted bajo la influencia de alcohol mientras cometía delitos? ☐ Si ☒ No ☐ Más o menos

20. ¿Ha sido usted adicta al alcohol? ☐ Si ☒ No

Si es afirmativo, estuvo usted adicta al alcohol y drogas cuando fue a la prisión? ☐ Si ☒ No

21. Es atención medica: ☒ proveído para usted dentro de la prisión **pero es mala**  
☐ o en la comunidad?

22. ¿Es permitida ver a un doctor o empleado de medicina en privacidad (i.e. sin un guardia u otro empleado de la prisión presente)? ☒ Si ☐ No

23. ¿Ha sido usted diagnosticada con alguna enfermedad mental (esto incluye la depresión)?  
☐ Si ☒ No **Tuve depresión pero no e sido diagnosticada.**

Si es afirmativo, toma algún medicamento para su enfermedad? ☐ Si ☒ No

24. ¿Usted padece alguna enfermedad física o una incapacidad? ☐ Si ☐ No

25. Si es así ¿Está tomando usted medicación para su enfermedad o incapacidad? ☐ Si ☐ No

26. ¿Ha sido usted alguna vez abusada sexualmente o físicamente? ☐ Si ☐ No ¿

27. ¿Piensa que recibe un buen tratamiento médico en la prisión, en comparación con el servicio disponible fuera? ☐ Si ☒ No
28. ¿Esta usted (o ha estado) embarazada en la prisión? ☐ Si ☒ No
29. Si es así, estuvo contenta con la atención médica que usted recibió durante su embarazo?  
☐ Si ☐ No
30. Por favor, comente sobre cualquier aspecto de su embarazo o parto que usted estima importante, o que le molesta: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Familia y Visitas

31. ¿Alguna vez a vivido usted en/o con? **Siempre he vivido en mi casa.**  
☐ Cuidado del Gobierno ☐ Otros miembros de familia \_\_\_\_\_  
☐ Una Institución ☐ La Calle
32. ¿Cuál es su orden de nacimiento? **Primera de cuantos?**
33. ¿Tiene usted hijos bajo la edad de 18 años? ☒ Si ☐ No  
Si es así, por favor díganos cuáles son sus edades.  
☐ Masculino ☒ Femenina Edad **18** ☐ Masculino ☐ Femenina Edad \_\_\_\_\_  
☐ Masculino ☐ Femenina Edad **4** ☐ Masculino ☐ Femenina Edad \_\_\_\_\_  
☐ Masculino ☐ Femenina Edad **1** ☐ Masculino ☐ Femenina Edad \_\_\_\_\_
34. ¿Qué edad tenía usted cuando tuvo a su primer niño(a)? **14 años diez meses**
35. ¿Cuándo fue usted encarcelada con quien estuvieron viviendo con usted sus hijos en aquel momento? **Vivian conmigo en Cuenca**
36. ¿Qué impacto cree usted que tuvo sobre su hijo(s) emocionalmente o social cuando usted fue arrestada? Por favor describa

**Fatal—Mal hasta ahora no superan están súper mal. La pequeña no mucho porque no se dan cuenta pero la primera y las segunda sí. Incluso estaba pensando darle un poco de tiempo a la segunda para ver como asimilando, porque si no quiero que le trate un psicólogo. A la primera igual le e comentando, pero no quiere. No quiere ir, esta súper mal también.**

37. ¿Qué emociones demostraron sus hijos cuando usted fue arrestada?

**Tristeza, lloran, hasta ahora están mal, mal están bajas de peso. Mal o sea se les ve que están mal. No es que yo haya sido la madre perfecta, pero tenían otro semblante y mi amor que el lo mas. Otro tipo de educación. Y ahora no se les ve, porque a veces cuando le veo a miya grande me sorprende, igual cuando le veo a la pequeña no eran así. La mayor esta en el colegio, No está estudiando. Acabo, No, esta trabajando pero no es algo estable pero ya se hizo de compromiso y ya tiene un bebe.**

38. ¿Noto usted alguna diferencia entre las reacciones de sus varones / mujeres cuando usted fue arrestada? \_\_\_\_\_

39. ¿Estuvieron en la prisión algunos de sus hijos con usted? ☒ Si ☐ No

Si es así, cual(es),

☐ Masculino ☒ Femenina Edad **2 meses** ☐ Masculino ☐ Femenina Edad \_\_\_\_\_

☐ Masculino ☐ Femenina Edad \_\_\_\_\_ ☐ Masculino ☐ Femenina Edad \_\_\_\_\_

Si es así, vivieron juntos en una sección especial reservada para madres e hijos, aparte de los otros presos? ☒ Si ☐ No

**Nos pusieron en un cuarto solo con mamas y sus hijos.**

Si es así, por favor, describa las facilidades. (Por ejemplo: ¿cómo era su condición?

¿Había asistencia médica adecuada? ¿Los niños tenían acceso a una educación?

¿Parecían contentos? Si usted desea, puede facilitar más información.

**Al principio no era tan buena. Dormíamos cuatro madres con cuatro bebes, pero a las siete de la mañana teníamos que salir con nuestros bebes llueve, truene, o relampagueé. Pero luego a miya le dio un respiro terminal que no podía tenerle en el frío. Hable con el antiguo director y si le permitió y les dejo que dejaran abierta la habitación para que pasaren ahí los bebes. Y si fue, para mí al menos, algo grande que no no dejan hacer no más.**

40. ¿Cuándo sus hijos vivían con usted, tenía el o ella la oportunidad de dejar la prisión?

☐ Si ☒ No

Si es así, ¿a dónde fue el/ella? **Nunca salió hasta hace tres meses. Ya no pueden estar aquí los niños.**

¿Cómo piensa que esto les ayuda o afecta? **No les ayuda, no ninguna.**

41. ¿Qué piensa usted de la educación de su niño(a)? ¿Qué es lo que le gusta o disgusta?

**Que piensa en general de la educación de ellas? No se lo que pasa es que mi niña está muy voluble. La señorita me dice se porta lo mejor que es excelente que es la más educada y todo de ahí. Y a veces cuando me encuentro calmada porque fue eso lo que siempre quise enseñarle. Pero cuando viene acá no se pero si es el hecho de verme aquí, no se, cambia y tiene un mal carácter terrible. Uh no tiene un carácter distinto. Igual emocionalmente, físicamente yo le veo mal a mi bebe. Le veo mal, mal, eso le roge a la señorita que si le mandaban a mi nena a la guardería que le pida al médico una orden para hacerle unos exámenes. Uh hum.**

42. ¿Hubo alguien disponible para cuidar a su hijo(a) cuando el / ella vivían con usted? ☐ Si

☒ No

Si es así, ¿quién está disponible para cuidar de su niño?

**No solo la grande se quedo con la segunda.**

43. ¿Piensa usted que estar en la cárcel he esta tenido efectos negativos par su niño? ☒ Si ☐ No

Por favor explique **O sea es voluble, se ha hecho más agresiva (la segunda) La mas chiquita, bajo de peso totalmente nada de lo que comía asimilaba. Lloraba demasiado ahora ya no está así, pero igual aun me recuerda siempre me dice mami. Porque hay otros bebes de mis compañeras que les tenían aquí y han salido para afuera y no les siguen mucho y no les dicen mami nada. Ellas si me abraza y me dicen mami. Cariñosas Si Y ella con quien está viviendo la mas chiquita? Con una tía**

44. ¿Cuáles han sido algunos de los temores que usted ha tenido para / sobres sus hijos?

**En general pero también desde que ha estado aquí. Que alguien les haga daño. Y lo que me atemoriza a veces es que no pueda darles lo que para que se sostengan. Que se me vallan para siempre.**

45. ¿Si su hijo(a) no está en la prisión con usted, quién cuida de ellos? (Marque todos los que apliquen)

☐ Otro padre(pareja)

☒ Otros parientes

☐ Servicios Sociales

☐ Abuelos

☐ Amigos

☐ Otro **(la mediana vive con la primera hija)**

¿Cómo se siente de que vivan en esta situación?



**Mal—le alivia que estén con la familia? Si por una parte, porque aparentemente están bien, pero yo se que en el fondo no, porque están separadas y no está bien y siendo hermanas necesitan crearse juntas. Si le ven a la más chiquita las dos, solo una vez a los ocho días.**

46. ¿Si sus hijos no viven con usted, sus hijos vienen a visitarle? ☒ Si ☐ No

Si no, ¿porqué? \_\_\_\_\_

Si es así, ¿con qué frecuencia vienen?

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> Diario             | <input type="checkbox"/> Mensual        | <input type="checkbox"/> Cada 4-6 meses  | <input type="checkbox"/> Anual             |
| <input checked="" type="checkbox"/> Semanal | <input type="checkbox"/> Cada 2-3 meses | <input type="checkbox"/> Cada 7-10 meses | <input type="checkbox"/> Cada 2 o más años |

Si es así, a que distancia vienen o viajan?

- |   |                                      |  |
|---|--------------------------------------|--|
| <input checked="" type="checkbox"/> X Menos de 30 minutos | <input type="checkbox"/> 2 –4 horas  | <input type="checkbox"/> 6 horas o más |
| <input checked="" type="checkbox"/> X 30 minutos a 1 hora | <input type="checkbox"/> 4 – 6 horas |  |

47. ¿Cómo actúan sus hijos cuando la vienen a ver?

**La grande, como que me quiere decir algo y no, a veces le veo una tristeza y cuando empiezo a hablar con ella llora. Dice que le hago falta y me da ganas de llorar. Pero si yo me derrumbo va a ser peor pero por dentro estoy que me muero. Pero ha veces que ya no aguanto. Callada, si, como que le hago bastante falta porque yo era todo para ella. Las dos éramos para todo.**

**La segunda, es cariñosa también, pero igual como que tiene mal genio iras de lo que yo estoy aquí. Yo francamente le mentí, porque está muy chiquita para entender algunas cosas. Le dije que estoy aquí por portarme mal. Lo cual en cierto modo es la verdad. Y yo le digo que ella tiene que comer para que me puedan salir a mí y yo también tengo que comer la sopa, porque igual no quiere comer nada. Y es cariñosa, celosa, a veces tiene su mal carácter.**

**La más chiquita. Me dice mami que quiere el seno, cariñosa no me suelta, quiere que solo este con ella. Como le digo que ella no se da mucha cuenta. Se va triste y mi tía me dice que cuando llega aya se pone mal, mal, mal, más o menos unos dos o tres días está ahí batallando con ella y luego como que luego asimila. Por eso es que no le trae mucho.**

48. ¿Cómo es la visita para sus niño(a) cuando el / ella la vienen a ver?

**Yo le siento para ellas es una alegría. Antes yo me dedicaba a cocinar para atenderles bien como me gustaba pues a mí. Pero, luego no no, ya deje de cocinar porque me dedico mucho tiempo a la cocina y no a ellas. Entonces yo veía poco tiempo el que ellas vienen acá y yo me dedicaba casi el medio día a cocinarles. Porque es una cocina y somos unas setenta. Turno y todo, entonces dije no. Entonces trato de acomodarme y paso ya mas tiempo con ellas.**

49. ¿Cómo reacciona su niño(a) cuando usted lo / la ha dejado por un periodo de tiempo y luego regresa?

**La pequeña es más. Porque las otras más son constantes. La pequeña se pone mal a veces como que no quiere hablarme, no quiere seguirme pero luego no ya se porta bien. Uh-hum.**

50. ¿Cómo reacciona sus hijo(a) a otras personas / extraños?

**La grande es siempre calladita, e aparentemente tímida, tímida porque ose a tiene su modo de hablar suavito. Pero como le digo hay cosas que ella dice y me sorprende. Y no me gusta entonces pienso que también es voluble. Que a mi me muestra una cara en realidad tiene otra. Tal vez está sufriendo más de lo que aparenta, no no podría decirle.**

**Y la segunda cómo reacciona? La segunda cuando esta de su buen carácter saluda, comparte sus caramelitos y hasta hace preguntas. Pero cuando esta de mal carácter no. No me saluda ni a mí. Cuando esta de bien carácter dice “te amo mucho mami” me da besos me abraza. Quiere que le tenga amarcada mimándole.**

51. ¿Existen acuerdos especiales para visitas de hijos? (ex. horas extendidas, sala de visita especial, juguetes con que jugar)? ☐ Si ☒ No

**Si es así, ¿cuáles son? No no tiene. Eso estaba tratando de ver si me dejan unas horitas porque si necesitan un espacios para los bebes. Vienen mi familia, mis hermanos, y no me dedico tanto a ellas. A horita solo permiten los Jueves y los Domingos. De nueve de la mañana a cuarto a las cinco.**

52. ¿Puede tener contacto físico con sus hijos durante las visitas? (ex. Tener a ellos en su regazo, abrazar a ellos)? ☒ Si ☐ No

Si es así, ¿qué le es permitido hacer? **Si, todo, menos llevarles a los cuartos. No a los cuartos no. Yo no les dejo mucho jugar afuera. Porque lo que pasa es que cada persona tenemos nuestro carácter. Y supóngase, a mi me ha pasado que los niños gritan mucho y corren y uno quiere conversar y le irritan. Entonces les digo niños por favor, niños. Somos pocas que les decimos así. Hay otras que les tratan mal, para evitarme todo eso, les traigo adentro y les estoy haciendo jueguitos y todo.**

53. ¿Son hijos son desnudados para registrarlos cuando visitan? ☐ Si ☒ No

**(No tanto así, pero si les revisan bastante) le dicen que eso es normal**

Si es así, cree usted que esto tiene un impacto sobre la frecuencia que visitan? ☒ Si ☐ No

54. ¿Cómo la plantilla del personal trata a sus hijos cuando visitan?

¿Son amigables? ☐ Muy amigables ☒ Medio amigables ☐ No son amigables

¿Son mal educados? ☐ Muy mal educados ☒ Medio mal educados ☐ No son mal educados

55. ¿Sus hijos se ponen perturbados o molestos cuando vienen a visitarle en la prisión? ☒ Si ☐ No

Si es así, ¿por qué? **Por el mismo hecho de estar aquí.**

No, ¿por qué no? \_\_\_\_\_

56. ¿Le afectan a usted cuando recibe visitas de sus hijos? ☐ Si ☒ No

Si es así, ¿por qué? **Porque me siento tan culpable de lo que ellas están pasando. El no poder estar con ellas, darles lo que necesitan. Verles, atenderles uno mismo como madre.**

No, ¿por qué no? \_\_\_\_\_

57. ¿Qué mejoraría las visitas para sus hijos? **Nada, no abría nada. No**

58. ¿Qué impacto, cree usted, que ha tenido su encarcelamiento para sus hijos y su familia?

Yo siento, no se si serán sinceros pero como que les afecto mucho, y a mis más. *Si su hija mayor sabe porque está aquí, y que le dice?* —nunca me dice nada. Solo le digo que siga adelante para que no no pase lo que yo estoy pasando. Si ella se propone si va a lograr las metas que ellas quieren. Tal vez modos errados, aquí me doy cuenta. Porque, yo siempre e querido, como toda

madre, lo mejor para los hijos. Pero estaba buscando equivocadamente. Por eso estoy aquí, no puedo decir que era una santa palomilla por algo estoy aquí.

59. ¿Cuál cree usted que es el rol de una madre?

**Aquí e aprendido que lo principal enseñarles valores a los hijos. Enseñarles el respeto a Dios que es nuestro creador. A respetarse a si mismas al resto de la gente y a entender que nada es para siempre. Y tratarles de dar, no no todo, como a veces sabemos dar o que tengan lo que yo nunca tuve. Eso es lo peor que uno puede cometer. Como le dije hay que darles valores a enseñar a querer a las personas tal y como son. Este, hacer humildes, que mas?—va se me fue. Humildes respetuosos, todo. Y ser realistas, aunque sonar es bueno de vez en cuando, pero o sea soñar con límites. Y a sobre salir por uno mismo sin tener que pisotear a nadie, ni a ser daño a nadie. Igual pisotear hacer daño, igual. Porque yo pienso que si se respetan ellas mismo van a tener respeto para otras personas. Y me gustaría igual que sean luchadoras. Que si se puede, si ellas se proponen si, es por el camino recto. Lo que aprendí es les digo, que lo malo nunca lleva a nada bueno. Que nunca lleva a nada bueno. Si uno va recto así sufra o llore lo que sea va a cosechar buenas cosas. Pero si uno se siembra lo malo... *speaker is over it all.***

60. ¿Cree usted que su hijo(a) teme a algo? ☒ Si ☐ No

Si es así, a que cree que le teme?

**La mayor—Yo siento que ella le teme a la soledad. Siempre le gusta estar sola pero en el fondo siento que es la soledad.**

**La mediana—También a la soledad. La mediana es muy niña para entender el temor a Dios. La grande como que no quiere asimilar, no sé si por conveniencia, o no sé. Pero pienso que en el fondo si, primero le teme a Dios, después a la soledad. Y a que me quede tantos años aquí. Ellas están como yo, bien positivas, a que si todo va bien el otro ano salgo.**

**La chiquita--**

61. ¿Cuándo usted ha disciplinado a su hijo alguna vez le ha amenazado con dejarle / abandonarle? ☒ Si ☐ No **Yo creo que si**

Si es así, como reacciono el o ella?

Lloraba, *algo más*, ósea antes como era muchacha a mi primera hija sí, yo le trate súper mal. No sé, pero la ignorancia de uno, no sé si estaba tan herida y quise desquitarme en ella, y pienso que esa palabrita que le decía nos separo mucho a las dos. No, no volvió a tener confianza en mí hasta ahora recién. Nos separo por muchos años.

62. ¿Si usted pudiera tener tres deseos para sus hijos, cuales serian estos deseos?

1. Que se entreguen al Señor totalmente—Yo pienso que eso es la base de todo. O sea en mi religión yo pienso eso. En mi religión decimos que si uno está en paz con el señor, si uno hace lo que Dios nos manda, todo nos va a ir bien. Incluso si uno pidiera con fe yo saliera de aquí. Yo pienso que es la base. Para mi es la base.

2. Eso va incluido en todo pero igual, daré una opinión. Que yo este con ellas.

3. Que sean unas buenas profesionales, o igual unas buenas predicadoras, lo que sea, pero sinceras. Que amen lo que hace y no por obligación.

63. ¿Si usted tuviera el poder para cambia algún aspecto de si misma en relación con sus hijos, que cambiaria?

¿Qué cambiara? El no estar aquí. Ósea no estar aquí, pero a la misma vez eso también me ha hecho madurar mucho. O sea no es como le digo, por una parte es súper mal, pero por otra también me ha ayudado, me enseñado. E visto errores que e estado cometiendo. Que espero no volverles a cometer más.

64. ¿Qué cree usted que es la cosa más importante en la vida? El Amor

65. ¿Cómo le han tratado a usted o a su niño(a) sus familia, desde que usted ha estado en la cárcel?

Más o menos, no se han portado tan mal. O sea han hecho lo que han podido. Ellos cambiaron en la relación con ellas. Como que empezaron a ver los defectos de mis hijas. Como yo estaba afuera para defenderles, nadie veía nada ni decía nada. Pero como yo les mantenía y vivían conmigo, entonces, no tenían igual porque decirles nada. Pero igual siempre estaba presto para escuchar un consejo. Y uno como es madre, ese es el peor defecto que una madre tiene. El no ver desde afuera como se está llevando el hogar, como se les está educando a los hijos. Pensamos que es lo perfecto, pero cuando otra persona nos dice esto está pasando lo llevamos a mal. Y a veces cuando yo veo, si uno se ve de otro punto se tapa todo lo que se hace.

**Pero mientras tanto yo lo estoy haciendo lo bien y mis hijas son perfectas. *Entonces estando aquí le dio otra visión no solo aquí, si no luego ya cuando iba a venir para acá. No sé porque pero antes de venir acá sonaba mucho con este lugar. No sé porque.***

66. ¿Cree que su situación afectara la educación de su hijo(a)? ☒ Si ☐ No

**¿Cómo? Es que usted, sabe que madre es madre. Entonces uno tiene el amor la paciencia para enseñarle, y el hecho de estar aquí. No trabajar no hay como darles la educación como uno quisiera. El hecho de estar aquí las personas a veces les marginan a los niños. Porque piensan ya porque estamos aquí somos lo peor, por eso trato de decirle a la segunda que no estoy presa si no que estoy castigada. Hum, porque la sociedad mismo, el hecho de que uno esté aquí—huí ciertas cosas quisiera enseñarles a mis hijas, no porque una persona esta detenidas es lo peor. Hay de todo como afuera, personas buenas, malas, malvadísimas, buenas, si.**

67. ¿Cree usted que tiene depresión? ☒ Si ☐ No

**¿Cree usted que le depresión afecta a los niños? X Si ☐ No A veces si, porque me siento mal incapaz de darles algo y me entra la depresión y quiero explotar. Pero digo no si no tengo la culpa.**

**¿Cómo? \_\_\_\_\_**

68. ¿Qué le gustaría que sus hijos recuerden de usted?

**Lo mucho que les amo. Detesto mentir y que me mientan. Pero, en esta situación, como le cuento, para no afectarle más a la pequeña no sé si hago bien o mal no diciéndole lo que está pasando. Pero no me gustaría tampoco que me mienta. No me gusta.**

69. ¿Qué memorias / historias le gustaría compartir con sus hijos?

**El nacimiento de Jesús. La vida de Jesús, todo lo que es de El. O sea, a la pequeña si cuando vivía conmigo siempre cogía mi Biblia y le hacía como un cuento. Y ella sabía estar así escuchando y se dormía. Y fue casi la otra vez igual con la segunda. Le senté en mis rodillas digo vamos a orar, y empecé a leer versículos en la Biblia en forma de cuento de historia y se durmió. Y le gusto, no no se, tengo que darles más tiempo a mis nenas. Lo que pasa es que las dos son pequeñas y vienen al mismo día. La una quiere que le abrace la otra también y ya. Y le gusta, siempre me dice mami**

haz me dormir en tus piernas y léeme la Biblia. Y la otra también quiere que le amarque. Entonces... *Se hace difícil darles el tiempo, hum- si. Yo sé si estuviera afuera fuera diferente. Ya es diferente. Y me duele tanto estarme perdiendo estas etapas de mis hijas, el no estar con ellas. No sé, dicen en reportajes que ahora es cuando se les puede criar a los niños o sea darles valores para que ellos sean otras personas. No creo yo que, que no si, si uno sigue tratando si después no es necesario de edad. De los tres a cinco años creo que es una etapa no. Hum—es verdad eso? Según e escuchado si. Ya pero yo pienso que si, si uno se les va fomentando si, no van a ser tan drásticas.*

#### **OPORTUNIDADES PARA EDUCACIÓN Y EMPLEO:**

70. ¿Hay programas educativos en la prisión?

Para usted: ☒ Si ☐ No

**Belleza, Corte confección, si eso nada mas por el momento, Ha también si la escuelita para las señoras que no han terminado la primaria. También ahora sí que se ha abierto la biblioteca este dan un, estaba recién un curso de poesía. *Eso estaba viendo también la revista. Este periódico mural también que hacemos. Sé que ahora a cambiando bastante esto.***

Para sus hijos: ☐ Si ☒ No

71. ¿Está usted inscrita en un programa educativo? ☒ Si ☐ No

Si es así, por favor describa. **En corte y confección y belleza.**

**¿Qué tiene esa revista a ustedes le facilitan? *¿Está? No, no la revista que usted dice que ha estado viendo en la revista lo que hay los cursos de poesía. No, yo vi, en el, recién vi lo que dice aquí que están elaborando una revista en la pared que dice que van a hacer poemas, cartas, historias, y eso. Hum-Ya ya. De ahí, no, yo les vi en el periódico, hace dos semanas salieron en el periódico que les habían abierto la biblioteca y que estaban con cursos en la biblioteca. De poesía, etc. Que les habían donado los libros. Y todo eso leí en el periódico de la ciudad. Si, hum. Porque salieron unas fotos cuando hicieron lo de los dramas, hicieron aquí e para la fecha de semana santa. Hicieron no drama, pero como actuación, como una actuación y tuvieron un programa. Creo que era Miércoles, Si era, estábamos cerrando el campeonato de indoor. Si eso también, pero decían que hicieron como unas***

*danzas, y todo. Salieron dos en la foto con la biblioteca atrás. Estaban como mirando unos libros. Entonces ahí lei, que estaba hablando del programa*

Si es así, ¿es un buen curso? ☒X Si ☐ No **Para mi huí me encanta porque me distraigo en algo, aprendo algo y me gusta Y me gusta.**

Si es así, ¿cómo evaluaría la calidad del curso? ☒X excelente ☐ medio ☐ malo

Si es así, ¿cómo evaluaría la calidad de los profesores? ☒X excelente ☐ medio ☐ malo

72. ¿Si pudiera elegir un curso para hacer en la prisión, que elegiría usted y por qué?

Computación—y porque? Porque ahora eso es lo nuevo. Sin computación no somos nada. Porque de ahora en adelante se va, ose ya, desde anos atrás se ha venido fomentando. Eso es lo más ahora. Computación.

73. ¿Existen oportunidades de empleo para mujeres en la prisión? **NO**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Empleo obligatorio<br>organizado por la<br>prisión (no pagado) | <input type="checkbox"/> Empleo opcional (no<br>pagado) | <input type="checkbox"/> No hay trabajo disponible |
| <input type="checkbox"/> Empleo obligatorio<br>organizado por la<br>prisión (pagado)    | <input type="checkbox"/> Empleo opcional<br>(pagado)    |  |

Si trabajo es disponible, ¿cuántas horas de trabajo tiene en una semana tiene usted?

\_\_\_\_\_ horas / semanas

74. ¿Puede usted trabajar y estudiar a la vez en la prisión? ☐ Si ☒X No

**Si hubieran Fuentes de trabajo si, si lo hiciera porque si eso es lo que quisiera mas porque como soy madre soltera tengo a mis niñas y eso me va a ayudar fuera, ilógico que habiendo Fuentes de trabajo no trabajara. Sabiendo que tengo necesidades, yo digo así no tuviéramos niños igual para mis gastos. Y quienes le están ayudando con dinero a sus hijas? Nadie, Nadie, hu-hum. Entonces como se mantienen? Lo que pasa, que, bueno cuando yo estaba aquí tenía unos ahorritos no eran mucho de lo cual ya no tengo nada, traía un par de zapatos, dos pares de zapatos, a veces medias, braceares, entonces suponga lo que a mí me sale en un dólar yo vendo en un dólar setenta cinco. Entonces voy cobrando de a poco a poco y eso les voy dando. Y eso es**



otra cosa, que aquí si nos dan una beca alimenticia para los niños, si, si eso también si nos ayuda bastante.

75. Por favor describa un día típico para usted en la prisión? ¿Qué hace? ¿Hace actividades particulares?

**Todos los días excepto el Jueves y Domingo. Son típicos igual. Ha no, antes había un día especial, el Viernes, que se llama el viernes cultural. Que me encanto, me fascinó, pero ya no hay, posiblemente si, o sea el Doctor que dijo que iba a continuar ese ritmo, vamos a ver.**

***Puede describirme el día típico, o sea que es lo que pasa se despierta...*** Sabe que se me quita el sueño digamos que a las cinco de la mañana a veces. Me levanto oro, me vuelvo a acostar, llegan la seis de la mañana bajo, ahora, últimamente unos tres días atrás, bajo a hacer aeróbicos a ducharme, a hacer el desayuno, a veces a lavar al curso de belleza o de corte, a veces a orar, a los cultos, luego el almuerzo, ya recojo mi ropa, voy converso con una compañera con otra, cojo luego la ropa, dan la merienda subimos acá. Me cambio de ropa me siento a tejer un poco a leer un poco. Me cepillo los dientes y a dormir. Y llamo también por teléfono, lo que me estaba olvidando. *A qué hora más o menos se duerme?* Lo más más a las diez y cuarto. *Y cuantas mujeres están el cuarto que está usted.* Creo que estamos 26. Son chiquititos y bien angostos. Mire es de esta pared eso es el ancho y es largo, no tenemos privacidad. Y cuantos cuartos son. Uno, dos, tres, cuatro, cinco, seis. Solo en el segundo piso, no, si en el segundo están los cinco y abajo esta el seis. Y todos son asi grandes, no este es el más grande el Uno.

76. ¿Tiene usted ideas para desarrollar mejores maneras de tratar con las presas? ☒ Si ☐ No

**Pero aquí no funcionarían. Pero cuales serian esas ideas.**

Si es así, por favor, explique: **Eh comenzando por las leyes. Sí, que estudiaran mas los casos, que verificaran bien las cosas, que sentenciaran lo que es, no porque ellos quieran quedar bien y todo eso.**

**Bueno, aquí si hay terapias, pero yo pienso que tiene su pro y su contra, que les exigieran a todas las chicas que vayan a terapia, pero por otra parte es malo exigir. Entonces no hay tanta tan, lo que si lo que le dije un día, y casi digo a las personas**

que me entrevistan y todo. Que hubiera fuentes de trabajo. Lo mas, yo pienso que eso es lo mas, porque supóngase, si hay fuentes de trabajo las madres en vez de estar sentadas, acostadas o andando por haya o por acá, se dedicaran mas. O sea creo que aquí si pegan, hay unos sobrecitos que pegan no sé si ha visto, pero no es, no es un centavo en cien o en diez. Para mí no me parece que es una fuente de trabajo si no ya de distracción. Y como no quisiera que venga el Correa acá. No sabe que me gustaría, que las cárceles, que el Correa hiciera a nivel nacional en vez de las cárceles una empresa grande que produzca, supóngase para importar o para el Ecuador mismo, pero que fuera única. Cosa que las personas que consumen lo que se produce no tuvieran que comprar a nadie más que a las detenidas. Entonces yo pienso que fuera una fuente de trabajo grandísima, y como dicen que tenemos que pagar a la sociedad, que un tanto por ciento pagáramos a la sociedad y otro tanto por ciento para nuestra mantención y de nuestros hijos. Y así no fuéramos una carga para nada, y el gobierno, yo pienso, que en vez de darnos el para los alimentos, cogiera fondos para seguir realizando cosas en el Ecuador. *Una fuente para el Ecuador*

77. Por favor, describa otros aspectos de sus experiencias en la prisión que usted piensa importante:

Que he madurado más. E madurado mas he aprendido que Dios nos ha dado algo tan lindo tan grande como es la es la libertad. Hum-hum. Mis hijas, en fin todo lo que somos. Si nosotros mismos distorsionamos nuestra vida, nosotras mismas nos complicamos. Yo se que la vida es dura, pero si, vamos por caminos rectos vamos a conseguir algo, pero si uno mismo quiere distorsionar entonces ya. No se yo pienso que no solo es la sociedad, si no es uno mismo que, no sé, no sé, a veces me digo y me contradigo. A veces si es la sociedad, porque cuando uno no es una persona preparada no tiene muchas oportunidades. Y si lo es, o tiene palancas si puede conseguir algo bueno. Pero por otra parte si es pobre no puede darles los estudios que necesitan sus hijos, tampoco tienen probabilidades de sobresalir en algo.

**Entonces es la sociedad y uno mismo. Porque darles la educación a los hijos es muy caro, muy duro, muy duro. *Mas o menos un circulo vicioso.* Si, si, porque si tiene vale, sino tienen tampoco. Aquí se va viendo y dicho es “Cuanto tienes cuanto vales”**

78. ¿Cuáles son sus preocupaciones o problemas en la prisión (ex. familia, salud, adicciones, el futuro)?

**Lo típico no poder ayudarles a mis hijas, y no estar con ellas. De aquí trato de no tener problemas con nadie aquí, con nadie, me paso tranquila. Aquí cuando se portan mal nos quitan las visitas y todo. Entonces trato de no tener problemas, y eso mejor para mí también.**

79. ¿Qué mejoraría o aliviaría estos problemas?

**Ya no puedo hacer nada no cierto porque estoy sentenciada. Que hicieran la empresa que le digo, o que hubieran fuentes de trabajo, pero estables, que ganáramos lo que es, para poder mantenernos y poder mantener a nuestras hijas. *Y aquí les dan por ejemplo, ustedes tienen que compras sus cosas como shampoo, etc...* Si, la comida nos dan aquí, la que quiere comer a su gusto o mejorcito cocinan aparte. *Su religión cambio mientras estaba aquí o afuera,* No ya desde afuera. O sea yo nunca creí en lo que le gustaba a mi abuela o a mi mama no, no no sé porque nunca me gusto. Ahora que soy grande pues puedo decidir por mí, quiero ser cristiana. O sea soy entre comillas “cristiana” se supone que una persona cristiana es súper diferente a lo que uno es, entonces estoy por esos queriendo entrar por eso, queriendo entrar a ese caminito, me gustan, me siento bien.**

**MUCHAS GRACIAS POR SU COLABORACIÓN**

## TEACHERS ENGLISH INTERVIEWS

### CASE STUDY I --Rut Lead Teacher

#### **1. Teaching Degree: Yes**

*What degree do you have?* I am a Secondary Teacher in Educational Psychology and vocational orientation.

Have you received other certificates? Yes courses offered by the Program of Education and seminars given by the University. I have the certificates

*How important do you feel it is for you to follow courses?* I believe that they are important because you actualize (update) yourself on the process of educational learning, and how you need to develop and become involved in working with children.

#### **2. What are some of the ways that you teach the children?**

The easiest method is through the process of playing, one can; use all the techniques for motor development, but through play. I also like to teach them. I like to listen to them first, learn from them, because sometimes they are the ones that can teach us how we can teach them, as to how they would like to learn. So, a methodology is not followed strictly, because each child is a world apart (they are a world), each of them are (is) different. So sometimes it is them who teach us how we should teach. Or according to what has happened with them one changes. You could have planned an activity but one of them has a query or you see them not predisposed to work you have to change according to where they are at the moment. And since they are special children, not for their physical capacities, nor mental (psychical), but because of the lives they live, one has to adapt and mold oneself to them as well. For example, they are children that I always say that they come from one confinement to this confinement, because you see

the space in which they open up (develop). So one has to make them burn a little bit of energy so they will pay attention, because their attention span is maximum of about 10 minutes. So the methodology is more to play, through play so that one can capture their attention better.

**3. What are some of the activities that you are doing with the children that you feel are preparing the children for school?**

The different areas, lets say units, are in agreement, because to teach them one first must study what is on the outside, the outside necessities. They are in agreement with the Basic Education requirements. So we follow the same units, with activities according to their age. Then for example, what is important here is to develop the areas of socio affectivity, socio-motor, cognitive, these are areas that are of importance in school. Socialization, self-help, it is according to these areas that one prepares activities. And That will help them on the outside. Now it is not the interesting thing to fill them in knowledge, but instead to develop the dexterities that they have. Then, I don't care if I spend a lot of time on one activity if a base is strongly established, and later it will make learning easier. For the experience that I have I would not be interested in filling them with knowledge, but instead develop well their dexterities. I, for example, could spend a trimester working on the color yellow if I wanted, but I know that later red will be learned much easier. Then, it is my interest to lay strong foundations and those bases are established through play and movement. The more they move, (While they move more), the more they develop, (more they will develop), the more they play, the more they jump, all of this will make my work easier (and for me the work will be easier). So it is because of that one works with the parents. One asks for help from them, for them to take the

children to play, for them to take them to jump. That is what helps the children to develop if a person has knowledge of their osseous tissue, it is cartilage like, so if they remain still they will suffer (bad) malformations and afterwards they will not be able to develop their motor skills, both gross and then the fine. So that is what is what one asks parents, for them to help us. Now, of course (clear), we do work with parents that work all the time and with female inmates that give little or no importance but we continue to work with them. They are asked, because now like in all the world knowledge is available and the parents are always asking, “what do I do, this is happening.” So then, one explains what they need to do, it(s) seems it would be stupid, but the work is to play. It is to play; the more they play the better. If they are wrinkling a paper that is helping them a lot, if they are playing with mud that is a lot, if they are playing with dirt that is a lot, with water that is a lot. Because they are knowing/learning, the child at the beginning learns that which is concrete, everything he touches, everything he can feel, because the child does not abstract yet, he only learns that which he can feel. So that is why we ask the parents to go through the process. Now when the child has not gone through all of the developmental evolution process that is when we have problems and that is when more work is demanded from us. The child when he or she is born is when he needs to touch the work only that way can he or she learn (capture). The child needs to crawl, you already see the technology advance (technological advancements) now that they have made strollers, walkers, playpens, and they don’t know that they are isolating the children from the world. So it is all of that, those causes that now (there are) exist so many learning problems. So I, for example, am opposed to all of that, because a child should be carried in arms not in strollers, so they will feel the (affectivity) affection. And for that

these last days we have been experiencing so many learning problems and because of this bearing lack of affectivity. So one must work from when they a little bitty.

*Something more you would like to add to this section of the activities you do with them to prepare them for later school?*

In that is what you prepare(d) them, and you know (w)that is more (the) work, my work is more observation I am a little (on) overprotective of them. That I believe is, I am not sure if it is a defect or a characteristic but I am that way. I like to observe them, I like to know how they are, I like to know how their life is at home, not because I like to stick my nose where I should not, but on the contrary, because I need to know, because I am seeking the causes, and in that sense I have (and) achieved a lot. The past year, for example, I had an excellent group, but (eh) the parents helped and collaborated and (all) everything. They gave importance to education. I gave them lectures on initial education, in Switzerland, they start at two years the basic education. Here we are beginning late because the neurons the neuron connections occur when the child is the youngest. Then that is something that we still need to record/(t)drill in the parents that do not give importance to the day-cares but well they still see them as somewhat bad. But I like to explain to the parents the pros and the cons of the child development centers, I like to tell them, but at times the parents do not understand because, because there is not a(n) generalized education regarding this. There is not, so then one has to work from parent to parent, demonstrating to each one of them. When this has been achieved then one can work easier, but when there is help—help from the parents, but if there is no(t) help, is impossible to work, the work becomes obstructed, the child does not learn well. Then the parent says it is the day-care, but they do not analyze self. Then, it also includes parents.

*Then in part, to prepare the children for the school includes preparing also the parents?*

(That) Yes, (that) yes, we have to record/drill in the parents' head the importance of the first years of life of their children. Inform them, because they don't have a reason to know physical development, social emotional development of the child, they don't have a reason NOT to know. But we must form this in the parents first thing. Because I think and have always said (I say) that the first violators of the rights of the children are the parents. Not because they want to do it, but (through) because of ignorance. Ignorance, well here ignorance is used as an insult, but no, ignorance can also be seen through other ways. I can be ignorant in norms of traffic laws, I don't know about those things.

Then, the first thing, the most important thing here is to educate the parents. Because I have always (and) said: "That children do not give me work and no child has stopped learning." I always say they have not conquered me, always they have left learning, but the ones that give the most work are the parents, over protectors that raise them violating their rights, rights to what? To develop, for them to be capable of doing what they would like to do. They over protect them by saying they are too small, s/he can't. So one must educate the parents on the capabilities of the child, instill in them the importance, and one must sometimes also teach them how to love their children. Because they (badly) misunderstand that giving them all or not giving them anything is to love their babies, then we teach them. The important work is for the parents to collaborate and from there my work is easy with the children.

*Something you would like to add?* I don't know what more I have.



**4. What type of educational environment do you feel children whose mothers are incarcerated need?**

Well, I believe that the environment they need is one appropriate for a child, that this be well equipped with all what they need in agreement to the age of each one of them. I think that they need an opportunity, if it is analyzed it has to be... They develop/grow in places because, it is common to think that they are places that are small, where there is only one bed, sometimes they don't have bathrooms or it is a shared bathroom. They do need a place where one can give them security and above all attention. That they feel they are the most important, because at home that is not the case. It is not only in their homes, but in other children's homes who are not in the jail, but that have an organized family, they have (a) father (a) and mother, but they spend their time fighting, wasting time egocentrically thinking only of themselves, that they do not even realize/consider the child. At times it has been observed that the mother worries more when she is incarcerated. She knows she has a child and she worries. On the other hand, when the mothers are in the streets, they are doing their own thing and they don't even remember their child. There, yes, I see a difference, that they are how they are, but they love their child. Because I say, she would be crazy if she did not love her child, that in any (form) way, in her own way (form), the (form) way they taught her without values, without norms she loves her child. And when they are inside the prison/jail they worry a little bit more than when they are on the outside, including about themselves personally. You and I see them on the outside in the streets and they are careless but when they are on the inside you see them impeccable. It is like they have more time. I don't know if it is society, but it is the easy way for them to live, but that is the reality and the included one

is the child. But I believe that always, meaning, they need to have an adequate home and sometimes it does not matter where the (place)location, but the affectivity the child has, the attention the child has, because it can be a small room but that is full of love and care. And also, because with care, you understand that care and love implies also discipline. So that means that they are interested in them when they discipline the child, they share both discipline and care with them.

*Here in the environment of the school, are there some things the children need that are different or are they the same for all of the children?*

Clearly, the things they need are according to the age. This place here, you see, is not the very apt one. Meaning it should be larger, it should be divided into zones, but one accommodates with what is and there you see is the didactic material is all together for all children. We have on one side larger puzzles, blocks that are larger, we have thick crayons, meaning we have the materials, but it should, if there were the possibilities to, differentiate areas for each child.

5. **What other advice would you give to other teachers working with children with incarcerated mothers?** What I would say to them is for them not to make a difference, because in fact I have not made a difference. In childhood, religion does not exist, laws do not exist, from the moment they are born they are reared in the same way as others, I do not see them as different. I do not treat them differently because they are children of incarcerated fathers or mothers or because they are children who (do not) have a father or a mother. Because there are times where there are children living on the outside, they are more prisoners with their mother and with their father, that being on the inside. The

mothers on the inside have more time to reflect on what they did, and it is like their conscience moves them and they begin to do what they did not do on the outside.

There are children on the outside, for example, that I have that come from foundation that do not have a mother, don't have a father and those children are more in prison by the insecurity and from the lack of affectivity, so then they do not yet have a conscience, I speak like this because we work with children from one year and two month, one year and three months. The world is pretty; the world is full of happiness, no selfishness, and no wickedness. They grow, equally in the same way, in the same way I educate them, considering that they are not different regardless if the mother is on the outside or the mother is on the inside. They are children; they grow in the same way. Because, I have worked with in educational centers for basic education and they are the same way. They are only children; I treat them like children. Now clearly you have to be very perceptive, very observant to what happens with each one of them. Because there are times that you see them, you are as some say their second mother, you are not their first mother, because one is with them the whole day and one perceives what even the parents have not realized. So one observes through observation if he, a person, a child is depressed, is sad or hyper, o very aggressive. You have to observe those things because if something happens, something occurs, and since you have (been) already been observing them you know them. If something happens to the child something happens, then you have to investigate. That is my work. My work is through observation and to respect them, to respect them as human beings. Because many times the parents do not respect them and they think that the children are incapable that they are not going to be able to learn.

My motto is and I always tell them to repeat “I am able, I can do all, there is nothing I cannot do, you can do everything, yes, yes I am able.” And all that they do, I think that is one of my techniques that has given me triumph, is what they do is pretty and beautiful. That is what (it one) gives them security, because at times the(y) children come here at three, four years of age and in that young (small) age they already come with much insecurity because they have been worked with badly. On the other hand you—a child that started at one year and two months develops very well, develops dexterities, develops gross motor and fine motor skills, as for the affectivity and cognitive development they are different when they are in a center of development. Now that depends on who handles him, who directs him—but you know I am one of those people that likes for them to do their things. I believe in them, I have faith in them, that they are able, that they can do everything, and that is the most important thing. Considering that they are going to do everything you ask the child to do and I do not have a difference in the way I treat them, like you have been here, meaning I do not treat them in a different way--but it does call my attention when it is a word, or I hear something, so then when, because one must know the adequate time, for you to talk with them. The small child does not yet have the capacity of reminiscence to recall things, it is after when we go to school, after the seven eight years of age that they begin to record in their conscience of all the experiences, in the meantime, here they do not, it is a phase of infancy they are happy, I do not discriminate them, I do not make a difference, I treat them all equally.

*Would you tell the teacher to prepare different materials or use the same for all of them?*

No, I believe that they are all capable of doing, meaning, I do not believe that I prepare different materials for each one of them, I would underestimate their capacity, and I

would say that from there I would begin to discriminate them, one here and the other there. I think that they are capable, all of them can do and it is only necessary to stimulate each one's neurons. I, it is according to the age that I prepare the materials. I have a group of children that are 3 years of age and I have a group of children 4 years of age, but you know that I at times I thrust the 3 year old children because I already see them, I see them—this child can do it and I give him a page for a 4 year old child.

So no, no, I do not think that you should do that, because from that moment that the teacher he is going to ask why did she give me this page? Why does she not give me the same page? I think they should be treated equal to equal, in the same way. Now clearly the government should, the government, the government should help them, but I say it should with the mother or shared with the father, if he is the one that is incarcerated.

Meaning, they have to help them directly, the son with the father and the mother(s), because there is not another person unless he/she is sick mentally that loves their child more. With all their difficulties he/she has, with all the defects he/she has, possibly they do not know how to love (i.e., *querer*) their child, but they love (i.g., *ama*).

So then they should help jointly the two. For me it has turned out this way, I work with them, for me it is no problem for them to fight, for them to hit, for me this is not a problem. A larger problem is when they come with unrest or they demonstrate, internalized the problem. When they express, it does not matter because they are telling you, then it has given me a lot, helped me a lot with the parents not to tell them that they fight, they ask me how he is? Is he well, what can I help them in? Buy them this, buy them the other (didactic materials) is said to them if there are in the capacity if not, I send for it to be bought, very well then work. Or I do, I tell them to do to their child, do you

make him/she play? If he says he is (already) little, he is like this, you don't look at the fact he is little, find ways to make him play. Then you know that sometimes the children of here, the children from the jail, I have had children who up to now, a child was a valedictorian of the school, but I say I never discriminated. There was another girl that won an art/painting contest at A.C. and that fulfils one, and the parents I still see them, how are you? Very well. He was the valedictorian of the school, because I never showed/made a difference. Meaning, I never made them feel, because the fact that you seek different materials for an environment that is different. They need to grow with children, meaning they have to have that right to live. The mother has done something, separate *her* from society, but the child has the same right to grow with the same children with different ways of living.

So I have had the joy to see, I have other children, it is for that reason that I say that society, the government should worry/concern themselves. To say, they are well here, but you know we do not monitor/do follow-ups, and that is what hurts me and I would like, because I see them well as children, but from the moment they go to school, they have the capacity to understand what it is that the father does, what it is that the mother does, so this(e) is were the government should work. The mother in jail and the child on the outside continue to look for prosecution for the mother, because I see them they work on the inside, they like to work, but I have always said to them, "I would not bring prisoners here to give them food, to give them a phone, water, light. What would you give them? I would make you work, but I would pay you well like a person should receive--For what? So you gain love for work. Then, I want you to do that." I would like to make a big jail where I would make them work and I would pay them according to the work, because

you know they work but their work is very badly remunerated. They pay them very little and with the carefulness that they have in here, and if the government, the society would make the change and make them work, and make them pay for things with the work they do that would help, it would help. Because, I say, they now (with) get freedom, their children leave here and they go to school, again, again the mother returns to crime. Miss we ask for work, nobody gives us any. Then, they are offered, I will give you a little bit of drug and they return to selling. (Y) And then there is no one to care for the children, to take charge, and what (t)do they do then if they have capability? They start to do what the parents do. On the other hand, (e)in the centers of development in the day-cares no, they are alien to this world, they are living what is better, the best phase that one begins to recall is the phase where there is no suffering, where there is no one else, there is no need because they know someone is going to feed them. Clearly when I first came to work, I would say how am I going to educate them, how do I treat them, they should be different. I said no, because if I think that they are different then I am already marginalizing them. For me they are not different, they are children. The differences are made when they are capable of distinguishing between the good and the bad, because already they hide. Here for example I have had children and they say, “my dad, himself took, a jar of candy he is fast (child cannot say fast), hum he takes it. He says it with all naturalness because it is his experience. On the other had when the boy is older he knows it is wrong, he does not tell and he starts to learn. Then in that sense I say to you for government to work with the father, the mother and the child.

6. **What changes have you observed in the children now that they are no longer living with their mothers in the prison facility?** Well, some children I have not seen before

how they might have lived. Hum, with them, but the moment when they have come here aggressiveness has been noted. You know that, as soon as they go to the foundations they become more introverted, they become quite, and like they do not understand.

There is not someone, like I say there is no respect for the child, I like to respect him and explain what is happening, the parents don't tell, and we are no one, nor do they give us order/permission to tell what is happening. They become sadder. I am going to you the truth, they become sadder, you see them more neglected. Even not itself I don't know, it is the exigency and the accusations that the foundations have had that you see them a little better. You would see them full of lice, full of lice, they would get sick, the clothes were badly washed, so you see them different, a little neglected. But now I don't know if the mother took good care of them in the home. Because before there was not a connection. Now when children have not come from the foundation but from where the mother they come more cared for, they come with their hair brushed, with their little clothes, their diaper, their bottle, they come with better hygiene. But you know, but I say the problem is the children—they lived only in the jail, I would take them out of the jail. They worried about them, the mothers would say “this is happening with him, or the other is happening,” and one would give them an explanation. But since they live in that world that lacks values, they would start to fight because the children would fight and the mothers would then fight. Then because of that I say, when the children fight it is of children, it is of their world, they grow this way, that is how they develop, and the parents don't have to influence. So then sometimes, it is sometimes the parents this happens, so then yes, he is a child he plays, he is in that phase, because it is the phase of the terrible threes and fours. It is the terrible stages they begin to launch things, they begin to show a



little more aggressiveness. Then one has to understand this process also to be able to tell and be able to treat them. No I, it has given me sorrow when they have entered into the foundations. Now I have said to you they are a little better now because they had lawsuits, but I myself have had problems with the educators because that is what they are called, to the point on day they called me to threaten at my home—an educator, because the child would come mistreated/battered, until one day he came with his testicles scratched. And for me it was very painful, because it was a two year old child and he called me “mami.” Meaning I have this, that the children attach, they attach, so he called me mami, I saw to him why did they do this to you, and I asked his older sister and she said to me the educator pinched him. Why did she pinch him? Because he wet himself. Then, I already, as they say it is in this environment/circle that it is said that children are protected, but it is not like that, have gone out by myself and confronted and the only thing I can lose is my job, but it does not matter when I have to tell the truth.

The child, we were going to leave him in the small school bus, the lady of the bus was there, and both colleagues. They brought the child out because it seemed that he wanted to see me and he was had his arm in a cast. The lady of the bus cried, I also cried and said “why are mothers like this, that they throw away babies” I said what happened to him? He fell it was put in a cast. At night when I arrived at my house, the lady educator called to threaten me, she said to me that she was going to sue me because I had entered the house. And I explained and said to her, I did not enter the house lady and everything that I do I do with authorization, if you want to sue me sue me, because you will not find abuse to a child in me, because I do not pinch the testicles of children, I do not throw them from the bed and swell their foreheads—because that is what she did to the older

sister. I said sue me, you say I entered, no my lady, mi children say, she would call them her children, but they were not her children, because they do not treat them like their children, that is a lie. The educator due not deal, soy they say my children—Your children are lying to you my lady, like you are call me find out/ascertain why your children are lying to you. The coordinator comes over here and I told the coordinator that if she did not want to wash the diapers for her to bring them to me and I would wash the diapers. They did not do anything, the lady continued working there, later she even went on to work at a government organization that works with children and now she works at another institution for children as the coordinator. That is the way things are. Then that is why I say and I defend, I am a mother, and before I act what would I do with my children because I love my children. And in the same way as I have as I have been protective of them I protect the children. The child was later given for adoption y the same way other children, but when it comes to the children of the jail they do not abuse/batter them because they are a little more fearful because their mother is on the inside. But there are children who are orphaned that they no there is no one to defend them. I would receive girls dressed in soaking wet clothes. Why are you coming with your clothes wet? That is what they put on me. So you see they are things that are out of hand. That Comes out of...When one wants to say something one says you should not say those things, but I have worked those. That is why I say, if they taken them to foundations, they have to be people tested, they have to be people that are educated, they have to take course, that is why I always inquire the courses. En the course that we follow, for, the one I took for initial education I learned how the treated/worked with children in Germany, en Switzerland, how they treat children in Chile, how to play with children, I learned about

the brain neurons, when children can learn, this we must learn. That they must require, now, the foundations, I believe should be entrusted to people who do not have children. The foundations that we now speak of ..., of... the educators have their children there, and do you think that you can differentiate, what can that do? do they treat their children the same way? No they do not. Because you know, because I have some children that are four years old, that fight, they hit each other, because they in that age y you all have to understand the characteristics of that age. Do you think a mother that is not prepared/trained is going to be able to treat that? No she is not going to be able, she will put her children to the side, protects her child and leave the other one. And that is when the evils of society begin. I think, that is what I say, that the child should always be in contact with his mother, whenever the mother wants him, because if the mother does not want him in the same way it will be with a stranger.

*Something more there in the are of differences that you have observed, since the children no longer live with their mothers on the inside?*

That is the problem, the great problem that I have seen is with the foundations. It is difficult for a person to go to work there, because they made me a work proposal. But I analyze, could I do that, could I live with the children? One has to analyze, because one will be working with children. Raquelita, it is children, it is not tables, it is not chairs, it is not bread, they are children. And I always say this, we are working with children, they sometimes get mad, we know they are children, but I do not think they realize. They do not realize they are children, they are human beings, they are persons that think and have the same rights that we all have. So, I see them go to the foundations, I would not like it. I say If I were to die, I always say, my children are now grown and when they were little, I

would tell my husband, please do not be mean do not put them in foundations, endure until they are grown, and later you can marry. So, I have always said that. But I don't know, if the foundation were to be well implemented. Because here they say a foundation is a non-profit, that is a lie, it is not a non-profit. It is not like that, only those of us who work with children understand what that is. There has to be a formation of people, they have to educate people. But at times they have said to me, to me, but you cannot help in that. How can I be able to put love and care in a person who is not able, but I speak, I speak to parents and I am always speaking to them, because I see what is wrong and what is right. Even with this impediment the work is being done. With the parents now and spoke with a educator mother, well with her I have always had problems, but, you know, with the courses they have given her it is like she has improved a little. At the root of the accusations, because the coordinator came, the little girl would come with her hair tied with wire. That I say, if we, if I were to start to tell everything that I have see here, well the lady was very angry. She left the foundation and then returned and suddenly was found with a problem, with a child with excessive sexual curiosity, and a bad directed formation of sexuality. The child is rejected, it is not that his mother died, his mother does not want him. He goes to a person he calls aunt, where he lives with an alcoholic. They do not teach him about sexuality, because here I teach them sexuality by calling their penis a penis, and the vagina a vagina and that the girls sit down for urinating and the boys on the other hand stand. Why? Sot that they do not have scares/fears. You teach the parents that the children need to sleep on their own. That they have to teach him his body and to respect his body, all those things are indicated. Now do you believe that the educator is in capacity? Will she be educated for that? Or is she frightened, and say no

the child is spoiled/misbehaved. The child is like this. Do you know what the lady did? The lady separated the child and put him in a room with adolescents. In the environments in which we live those children are left by their parents, or their parents have died, they are not taught about sexuality. They, eh, they masturbate in front because they have no shame or... A child cannot grow in a room seeing that. Then that is what I am saying that I have to also educate the educator. So what does the child do? He does what he sees. Because when the child is small you bathe him, you caress him, and when he is growing little by little you might put him in the shower with you. So then he sees your body but does not see it distorted, he does not see it as in a bad way, no, he sees the breast as a source of food—it is food nothing else, right. Later when he continues growing he will get now in the shower with his father and sees his father body as normally. Because you have to create them this way, showing the children, then there is not that sexual curiosity why? Because their father and their mother was the pioneer. But in this case the child did not have a father or a mother. Then who has to take the place here, the educator in this case. The educator and then what we can do is help, the psychologists can help, and the teachers we can help. But you know not all educator, not all teachers have had psychological training. Not, no they have studied psychology and they cannot carry that. Now I know, for example, and I like this theory in which when the child is born you need to hold them close to your chest and when you are going to bath them you need to tell them what you are going to do, because I did it with my children. I believe that one should explain because they say that he or she will not understand. And when I was going to bath him the first time I said give him to me because I am going to tell him and my son was eight days old I believe. I am going to tell him that I am going to

bath him. And everyone laughed at me how is he going to understand, it is that he is going to understand because he comes out of a anionic fluid, he comes out from water, he does not have to be frightened when he is bathed. So I got my child and I said to him, “my love I am going to bath you but do be frightened it is water don’t touch. And I would have him touch the water, and really my son got in the tub, and to my mother-in-law I told her to be frightened. That please, he already knew, and she laughed, what is he going to know, y mi son bathed and he slept during the whole time. Meaning he did not cry, thing that he did not need to cry. So, I believe in that theory, I believe that children understand; children are intelligent. Children are capable come from where they come. And one has to explain things to them, you have to educate them about things in measure so that they can know why. You can teach them about sexuality, but you are not going to teach them about sexual relations, you are going to teach them sexuality according to their age. Now there is curiosity in the parents, “Oh miss, now she has said making love.” But the wickedness is not in the head of the child. No, that is why I say there is no wickedness. I think that people that work with children, but those that have studied, those people who have capacitated themselves, those who have had experiences, have more tranquility, more gentleness/calmness, because I am very observant and I like to observe the reactions of people. You know that in spite, it is not the money what carries here, it is the ethical professionalism, it is liking to work with them. One has little more peace, a little more tranquility in resolving the situations and greater problems. One resolves things like children resolve in the same way and easier. Now, there I observe the guides/guards, they are more problematic, more bitter, in spite of receiving larger salaries, but that is why, because they work with that negative element. Us on the other

hand work with children, I believe it is like that. Now I don't know if it would result to make this a general norm, but it is a norm that I have applied. My work is easier, my work is easy, because I see observe the children's world being easy and not difficult. And they mold themselves, they mold, you-it suffices that you tell one child and they will all say yes and sometimes a little person/a small child you say this and the other one we are going to do this, one has to respect each one of them and explain to them clearly how things are.

**7. Do you think that there are some things that you can do differently to help children with incarcerated mothers?**

Yes, I think that, what I said, what I would want is for little children to be there. And always when I came to work here 15 years ago, what they said they were going to do was bring the little children out. Because I am the contact that the center has and here with the jail, I am the direct contact. I am with them and they would ask me before when they had the children there, but now the DYNAPE prohibits them, so they don't want to send them to foundations. They are frightened, not because anyone has said anything to them or I have said something, but that they perceive it. That is why I say they are mothers and they love their children. They get desperate, and what they have asked me is to take them. And I cannot take them because I do not have adequate space. And because they did offer that they were going to adapt the place for little children, add one more person to the personnel, but I don't know if it is because they don't make an effort or because there is really not a way. Then, I would like to take the little ones out, I would like to do that. I would like to do a follow-up, a follow-up, a work with them (them is the female inmates). I would like to involve them in the learning of the children. Because before it

was prohibitive to have any parent come in. And that hurt me because whatever little thing that the children learned, recited, sung, the ladies, if they were here, were either talking, laughing and at times would not acknowledge them. But who is the one that will feel if they sing, if they move, if they learn to recite, it is going to be the parents, they will feel. But they never came in until one day, I felt very happy, it was just last year. After many years, first time, I felt happy and even excited because I am a little of a cry baby, a little emotional, and I could not speak. And the parents observed what they did, and the ladies, yeah, they watched. And one day, we brought the female prisoners here, and I would like to include them. But that is something that is not yet done. I had that idea that the center, the national direction has to take charge of a child developmental center in which they the mothers in order to form them, and to form them with their children. Not for them to be the educators, because that would create chaos, but for them to intervene, because like you see here, they don't intervene. But like I say, a connection more than me, because I am the only connection they have. And when I arrive they began, "how is my son?" He is very well, he is like this, I'll show them something. And then, "what is he learning?" I already said the only connection is me, nothing else. What I want is for them to have a little more of a link in the process of learning and teaching. Because it is them who we want to integrate again into society. Right? And for them to have love for the education of their children. And that is what we instill in all the parents, for them to give importance to the education of their children. Because if you make a strong foundation at this stage in the children's lives it is very important. From a year and a half, from two and a half, for them to use a good foundation in the education they will not suffer even in college. I have guaranteed, but when there are children whose parents do



not collaborate, I tell them their child is not well and their child is going to have problems in school. And later they come from the school crying, “Miss, the teacher can’t put up with him.” I tell them, I told you to take measures, but you never gave importance to it. So then, that is what I would like for them to have a more direct link, but directed by specialists that work like I said, to truly work for children and not for profit. Meaning, people that are qualified, that are analyzed, that truly like to work with them. Because here the services are badly called. They say it’s without profit, but what do you understand from that – that the whole world is more attentive to donations, than the children. For the people to be channeled, brought up to date, educated, and that they be preparing/actualizing themselves. What I would like is for them to be integrated. I would like to do workshops, I don’t know maybe look for a place that is larger in the jail, because the jail is small, and they spend their time sitting, seeing themselves and what each other do. A more appropriate place, but larger, where there can be workshops of work. I say, by God, I would make them make bread, and I would send the bread to be sold, I would make chicken coops, and I would make so many people that are there from the country for them to love. I would make them work, I wouldn’t give them food for free, but for them to work and pay so that they will become aware of costs. There are some that are “arrancheros” (like thieves), they leave and they steal and with that they go and buy. Not there, I would make them work. In this manner, I say, to approach them and for there to be a child development center there connected that the mothers participate, for them to collaborate, for them to become aware/take conscience, educate the mothers and also the children.

*So, the answer is not only to take out the children, but also prepare the mothers along with their children?*

No, I say, we are giving a grain of rice, that we are collaborating, but it is not good to be lukewarm. Either we don't do anything, or we do things right, not lukewarm. What do we do with removing the children, to receive the children from the jail? Are we not coddling to possible great delinquents, are we not feeding them, if we are not doing things right, let's do things right. I believe that it's like this, let's do right, if we remove the children, let's work also with the mothers, let's all work. And, there needs to be a rehabilitation. But a rehabilitation in the sense of the word. Not to comply, because here we do everything half way. Here we remove a children, look, we remove the children and then they worry about asking for food from the foundations and for donations, because it is believed that the children are only little pigs to feed, and not because they are people who need to be formed. Here they believe that by feeding the children a plate of food and paying a person to take care of them they are doing everything. But what are we doing? Are we not doing something badly, maybe raising them while their mother at times leaves jail and continues to have them here, but leaves to continues stealing while we have them here and we don't do anything. The moment that the mother goes into jail, I believe, that we should begin to work if she has a child, because the rights of children are also in the fact that they have a father and a mother and you must treat them with them. It's for that reason that I think that it's both, one must treat both. If there are child development centers for children, it is also necessary to treat/work with the mother. I think it is the right of the child to have a mother, and since the child has not yet internalized that which is bad, he doesn't know what it is to steal, he does not know what

these things are. And the moment the mother is arrested the first time, we should be working, that is giving a solution to the problem. We cannot, we take the children out, we feed them, and I do a little bingo here, I do something over there, I do something in another place, I get the money, I put it in the bank, and glory be to the children continue eating here and let the ones that are there be in charge. Now suppose, like I always say, that a person comes that cannot handle these concepts, that does not, not, how do I say, that does not value all children like it happens in some foundations. I have seen for example in some of the state day-cares—there was a slop bucket and they would start fighting over the leftovers, the educators would start to fight because one had already taken it and now it was the other ones turn. That when they sat down to eat, them sitting there eating and holding their children y feeding. Because mothers would work there holding their children while other children were thrown on the ground. So I say, see how things are, now for example, here when I gave birth, my child was reared at home. And I brought him here one time, mi child was already three years old. And he started to hit the other children, and the other children were hitting him and I saw him crying. I said, I am not going to be able to do my work here because I am a mother; I am not going to be able to do it, because I would say this is my work and this is my child and whose side am I going to be on. What did I do? I left my child at home, that is how it happened and I dedicated myself to my work in peace and in tranquility like I needed to work. That is why I say that the foundations should with people, that if they have children should keep their children separate. With people that possibly do not have children that will consider them their children. En fifteen years of work I saw one educator that treated well her child, and if you would see him around her with the younger children, he is DJ. DJ

changed a lot in behavior; he started to manipulate his sexual organs more. The educator, LP, treated him like her son, and I saw, and it was my curiosity to ask if she had children. The lady did not have children, and she treated all of the children like if she were their mother. In the foundation she was with the children are the ones that clean the house; the children wash their own clothes. Little bitty children of three and four years old scrubbing their clothes so they can be put in the washer. She would not let them do it, she washed the clothes, it got my attention because DJ had his name in each sock that he had. He had his name in his sweaters, in his pants, and even now his sweater has his name. And his shoes, he would come impeccable, like a little man, with a haircut. And when he would get sick the lady would come out say that he was not doing well, he cannot get out of bed, o if not she would say he is not going today because he is a little tired. How strange, because that foundation even if they had a fever they go, you are going. So I began to observe her, she loved him like a son. You know how injustice is; they removed the lady from the foundation because her husband had mistreated a child, a child who had been in jail. I saw the child in the jail and he had been raised with “funderos” (i.e., people who drug themselves with contact cement and a paper bag), with prostitutes on the street, and the child had a grotesque vocabulary. I say grotesque because I had never heard words the words in an adult’s vocabulary even less from a child. I started to ask the female inmates and he was a child of one of them and he was raised with “funderos.” I said no wonder, and later I saw that he was headed to the foundation, I said poor educator, who will he go to? Don’t go where miss LD, and that is where the child went. But there to they do not do any follow-up, they do not look for reasons, did you know that it was through me that they found out where the child lived before he went to the

foundation? Imagine, that it reached a point like that, I don't know, and this child had been like that misbehaving, and the man had spanked him. The let the man go and then they let the lady go and the finished DJ off. DJ started to come careless, with shoes that were to big, with pants that were to big, he stated to manipulate a little more his sexual organs to pull himself. I thought/would say he must have an infection and nothing. It was the way to show that he was missing that person that gave him the care of a mother. But look the foundation does not analyze that, because I even called the coordinator and lady and I told her that I it gave me much grief but that in fifteen years I had not called, but that I felt grief because she was an educator that had loved the child like he were hers. She replied, "I am very sorry for her, so sorry." Sorry, sorry, and you aren't sorry for the child, and she says "we are going to end up bad there could be a lawsuit" and I say what does a lawsuit matter if you can prove and demonstrate that there is love. The lady left, she left because they made a request and do you know who was violating/breaking more the rights of the children, the foundation. They had bought two big buses and they had prohibited the children from going outside because they would scratch the buses. So imagine those things, I live here with impotence of not being able to do anything, because the lady loved him and took care of him. Imagine that even now she comes and brings us vitamins. She asks me to let her see him. Now that I cannot do, I cannot, because I can loose my job. Sometimes she comes and she spies from the outside and she will leave him fruits, sometimes she will ring the bell for me and she will leave vitamins. Meaning, she loves him and she is in the process of adopting the two of them, they are two brothers. Now do you believe that they are going to give him in adoption here? No. It is very difficult; they do not look at their needs, the children's. They look more at the fact

that it is non-profit, but I doubt that it is without profit. I say that they need to worry more about the mothers of the children, that would be the reality. Now look, there are mothers that have them scattered, they have them kept with one person, or with another person, others have them in the foundation, and they are always asking me, “what do you think.” Look I am not going to say that the foundation is the best, that they are going to treat him with the love that you treat him with, but he has a secure house, now where are you going to leave him? Are you going to leave him from place to place? On the other hand they are a little more controlled now, more watched, and maybe better there.

**8. What recommendations would you have for future teachers who will be working with this population?**

Well, what I would say to them is to always try to ask for up to date formation/training. They always have to work in connection with the mothers, do not look at them like weird bugs, nor make a difference (treat different) with the children especially when there is just one area. I have worked with the children of incarcerated mothers, with orphans, with children from organized homes, and one can tell that there is no difference unless one wants to see a difference, possibly a little of aggressiveness that they show as cause of their mother being in jail. No, the aggressiveness at that age is normal in children of 3 and 4 years of age. They start to feel like their parts of the body are growing and they want to try what they are capable of. What I would tell them is for them to also make their demands, I don't know, and for them to direct them to their authorities and that they have to work in coordination with the foundations, with the parents, to ask for psychological help, also do follow-ups with them. And, well, not look at the differences, but instead work with them simply like they are children, like children who have all the

rights, because they have not done anything, no, you don't treat them like they have violated rules. And no they have not done nothing yet they don't even have delimited even their religion, or delimited what is happening with their father and mother. They ignore still what has happened. So they are to be treated like children, with all their rights, they have all the possibilities and capacities the same as any child.

**9. What would you say are some of the emotional problems you see these children facing?**

For that they do have to be prepared, the ones that are in charge there, because, for example, I speak here as a teacher, I have tried to balance to help them see the solution, small problems small solutions, but later on they are going to have greater problems and emotional ones. Because when they begin to understand now there is no one who can help them, for example if the mother or the father is already in jail and there is no one, who is going to help direct? Because that is what rehabilitation should be. The rehabilitation is to enclose them in a jail and later give them freedom and that is it, no. It should be a follow-up/monitoring, jointly, if they want to do something with the child, work should be done with the parents because the father and the mother are the child's world. If they want to work in that then they have to be helped jointly. And if there are going to have problems because until they can assimilate, for example, until they assimilate the things, until they manage to understand, and to discern what has happened to their parents. For example, his father fell once and hid what happened he will not that he has to explain/indicate to the child when he is capacity to understand the things, for example when he is seventeen, eighteen year of age. Yes, because there are parents, that for example, and the children are three and four years of age, that later come out and if

they do not fall again the child does not realize but if they have re-incident he is going to be raised in the same way with all of the ideas of the father that steals, that it is not bad to “arranchar” (steal). No, it is wrong , and a bunch of things that they do, that one day they had me write down “estrapiar, arranchar, etc...” I have learned about everything in the jail. They said no because you are writing it all down to tell the director, no I am only learning. You put “estrapiar,” “arranchar” and they are being raised with the same idea. I have students that it hurts me, that have been babies, they have been very little that I have taken out to the day-care, and they have fallen in jail and they are now mothers. I tell them hello T you have now made me a grandmother, she is carrying her baby and she says yes miss. So look at this, because they have not directed, because they believe that rehabilitation is to lock them up in the jail and that that is all. And that is not like that, because if they want to work with children, they want to help, with children you have to address the problem from the root and it is with the parents that you al so have to work with. From there the only thing you are doing is helping nothing more, you don’t do anything, they are feed, they are give attention and later they leave and go with their parents and they continue in their same world. They continue in the same life and they will fall again and I see them once again and there are some that the mother traffics and you see them trafficking. You see them in gangs, and you know the idea of these parents, I say not all of them are the same, we have to differentiate en the jail, there are people also that are innocent and there are people that are residents also that do things knowing what they are doing. Then all those things look worse when they are children and they do not know, then they go on growing. LA’s mother never returned, never, is an intelligent child and is in high school and is a good student. I have for example M, the mother is



always in the jail, that is her house, and then now the gang is large. Because I would say miss don't have any more children because you have many children, it is miss that I want to have a large gang. So, they are already growing and that is where I know they need to work, there, with those people. And also give them some aid, if you do a foundation that is going to help these mothers, not only the children, not only feed them, to watch over the children, but a foundation that has help for the incarcerated mothers with their children and there you will be doing something. Here in the meantime not, it is not done, here what is done is to give them attention like any child that is loved, they are disciplined like any child, but the help/aid that a foundation needs to work is with the mother and the child. Not treat them like rare bugs. Because they would say to me that the mother was going to come, be careful they might steal something, do not let them come in, how do I separate the mother from the child. She is the mother of the child, how do I it? Therefore that is why it should be created, well organized, well done, that the mother work and the child if he want to, on the contrary not. The child when he leaves here and goes to school he continues growing and is lost in the same way, because what we have done is only educate, feed him, so that over there he will learn to drink and to count what he steals. That is what is what is being done, nothing else, from there, sure that gives me much grief because they suffer they sometimes cry, "now my baby." No your baby is okay at the foundation, he has a bed, he has food. "Imagine miss I am going get out of here and what do I do?" That is a fright I am fearful, they say, "because I am going to fall again, they are not going to give me work." I tell them, what do you do here? They say, "I sell these little things. It is not that they cannot go and make a little thing or sell a little thing, but who asks for their hand, who gives them a hand, that is what I am

getting to. They say to me “miss give me a job en your home.” You know, in spite that I have these ideas I think twice in bringing them into my home. I think twice. That is why I say that is what should be done. I think they should never lose the contact with the father, the mother and their children, but when this is directed well, as long as it is monitored, that is the way it should be done, that is the way we are going to fix things, otherwise we have done nothing.

*And some specific emotional problems that you believe that they may have en the future if they are not monitored/followed up on*

Well, they will see, emotional problems sure they show a little of defensiveness, aggressiveness, anger with the rest of people, self hate that grows in society, because they grow this way and they don’t have follow-up, they do not have help. While they are here they are not contaminated, here no, but when they are bigger, already, already, they have emotional problems, they have insecurity, they hate society, they hate the ones who have them, and with this rage they go into the world to traffic, to steal, because that is what they were taught by the father and the mother. Now then there are other cases en which the mother killed by accident, killed because she was drunk, that does not mean that she is a criminal, kills, no it is something that happened to her. Like we can wreck and kill someone and we would go to jail. For example, you let the sentence go, but you will look for help, so it does not mean that you child will be like that, no. On the other hand those who are delinquent that have re-incidents; they are the ones that have to be helped if we want to do away with delinquency. How are we going to eliminate delinquency? If each one that is in jail has four, five, children. Look, the things I think need to be done before they get pregnant. I think that if they are re-incidents and they fall three, four times I

think there should be a law that says they cannot have more children, because they cannot guide the three that they have and this they bringing to violate the rights of their other children. They should make a law like this, I have always thought, a lady has eight children. I told miss S who is the mother of A don't have any more children. "I am not going to have any more." Don't have them, why? Because S will get out and she will return to the same things, she was raised in a home like this in which her father was a delinquent so she learned. And what will he learn, you have seen A, have you seen something bad with him? Have you seen him come and get in my purse? Have you seen him get things and want to kill the children? No, no they are naïve children, they are children in their most pure essence/heart, meaning they are innocent children. If he leaves here and goes to school and continues with her, then what is he going to do? Then, that is where the work should be with the mother in rehabilitation, with the mother and there when they work with the mother she is going to apply it with her child. That is what I reason, no, and the years of work I saw how it should be worked.

**10. Is there anything else you would like to add?**

I don't know, that , I saw the years don't give it to you, education and studying don't give it to you, don't give it to you to teach/educate don't give it you, what gives it to you is the experience of living with children. The importance that one has before this because many people say I work for the children, I have a foundation, but they do not know the reality, the reality that is here with the those people that live day to day with them. One would like to have a magic wand. When I sometimes arrive at the jail and they say take my baby and I come and tell the lady can I bring the child? "Are you going to carry him, are you going to do that?" o hear the indolence/apathy like that, how do I go and say over there

this is what they said to me. I cannot, I saw I do not have an appropriate place. Then sometimes I wish I had a magic wand to fix the situation at least theirs because that is the world I live in, no more, not of their precisely. Doing a work, even I talked with the director, but the director also, meaning, is not a person that has lived this that has experienced this in order to know, they do their work to receive pay and that is it. Then I would like a magic wand to fix and change the situation of the mothers, to work jointly/together with the mother. You see here we work all day with the them(the children), there is no more, there is not because you to be able to live and to survive you cannot only make ends meet with your salary you have to look for other ways of working, and through that one knows and I don't know. Here the only thing that matters to them is to get the money to feed them and for them to gain weight. And how do we make them gain weight if we do not know how they are doing anemically? Emotionally? I can tell the mothers that they are well, but if the mother is well, but if the mom. I told the mom of ...who said, "my child is not well", you are this way, you don't think that maybe you putting yourself this way with that behavior and that influences her, because over there she does not do that. She says, "no she only continues to touch herself", over there no, no she does not do that because over there she is busy with the children, and she says she does that like that to call attention. To call your attention, do not put on that face, do not put that face of preoccupation, I say, when you want to reprimand your daughter or when you want to console here you do not need to put that face, you have to leave the anger and the preoccupation to be able to talk with your daughter. So then that is what I say, that is what I would like to do but here that is not done and in the best way possible I have worked with the children, my work has been done in silence, because no one knows

the work I have been doing here, because they believe, I have heard easy. It is not easy to work with thirty children, handle twenty five parents, be over three other personnel, three with the bus driver, with twenty ladies. That is to say and that I work with seventy people, so you have to know how to handle them all, you have to know who to talk with them and work with them. It is a responsibility that I always say, whoever tells me it is easy, the work is not easy it is a little complicated but if you do it with affection/love, if you do it for vocation, but they say to me you have a lot of patience, no, patience is when you don't have vocation. Patience no, it is vocation, of loving and liking because I can have another job that pays more, I could dedicate myself only to business that my husband always says and there you are going to make more. I ask myself and when I leave here what is going to happen with the children, what would happen with the parents, because the parents call and ask even about the problems of home. I was telling a mom this Friday, you know miss I would like to have, how I would like what I have in my heart and in my head to you. From the experience that I have with children so that you would not have problems with your husband. Have you slept without eating? No, then there is no problem. Have you slept some time without your daughter eating? No miss, then why are you fighting about money? How I would like, imagining screaming and your child listening, is that not a violation of the rights of the child? But what do I do if I explode, count to ten, turn and count ten drink a cup of water, and if after that you still want to scream, go and scream looked in the bathroom. So one would like to pass them that, give the people, when I see the problems of the parents I only say observe your child, I only observe them they are hitting each other, and later over there they are hugging. The problem has passed, they are simple problems. Those are my ideas that I

have and hopefully this will not take me to jail. Because it is everything that I feel and what I always want to say and sometimes to the parents I do not say it, no, meaning you have to know how to handle that.

To work with them you need to have a lot of peace and tranquility, that is what you have to have, because if you do not have peace and tranquility you are not going to be able to work with them, you have to resolve the problems. And another thing that I do, for example, is that I hear all of the noise with them, all of the noise, sometimes, I withdraw, I sit and the capacity to withdraw and fly. My children say mom calling Mars, mami calling Mars, because I withdraw and I leave, y and it is because sometimes I am working and their noise does not bother me, and when they exaggerate I do make them hush. Then you have to have that capacity. So I say you have to have a lot of peace and tranquility. I what has helped me a lot is my knowledge, a mix of knowledge about children, and also the peace that God gives, o that has helped me a lot. In each child there is God, in each of them, that helps me, and already I have said that if you a bad temper, is a little proud, or you do not have like I say a vocation, don't work with children, do not harm children. Say I do not like to work, I am leaving buy. Only with vocation, because I say, they say to me but you have patience, no vocation, patience you have when you do not have vocation. You have to learn from what you see, from what you hear, and you learn while you are more observant you learn. Today you see ..., I came in and I saw that she was shouting, I say that she is aggressive today and something must have happened at home, the mom must have spanked her or she is sick, something. I told ... Noemi, hat she is aggressive today, she is mad, something is happening. Later Noemi said you are right she just hit another child and later over here she tried grabbing someone else. So is it because

she is bad-mannered, no, it is something that bothered her, she did not sleep well, did not play, she did not eat well, or her mother got upset, something happened. So there what do you do? You have to treat her in a different way. Right, because she is not going to tell you, she does not talk. So then you have to seek her and treat her in a different way. And she is not a prisoner's daughter. Look then that is what I want to say, that you do not differentiate in phases. But if you begin already to work with the parents at this stage because this is the foundation.

## Teacher Interview

### CASE STUDY II --Noemí Teacher

#### 1. Teaching Degree

No, no *And have they given you courses to work here?* Uh/hum—I worked at another daycare, I worked thirteen years there I did have courses. (Only once they gave me a course here.

#### 2. What are some of the ways that you teach the children?

The principal thing I teach them is sphincter control. What type of control? Sphincter, it is what I mostly dedicate myself to; that the children stop using diapers and start controlling. Teach them to hold a spoon, many of them don't even know how to hold a spoon they are not sure with which hand or how to hold it. Nor crayons, they don't know how to get them, nor to color. That is what I teach them, because I also teach them to color.

#### 3. What are some activities that you are doing with the children that you feel are preparing the children for school?

Well lets say that for school I don't really prepare them, who prepares them really is Ruth. Because what I teach them what I just said is to work with scissors, because they don't know how to use them, to break paper, meaning they go learning this things with me, to color, how to hold the crayon, because they don't know that. Since it is small children that I have they don't know. *So when they come and work with you they don't know how to hold or nothing like that, they learn this and then they move up to work with Ruth being able to do these things?* Yes because when they are with me they are still (dirtying) defecating, and urinating themselves, with me they learn how to use the



bathroom. They leave learning all of these things—to manipulate objects, puzzles, figures, to play, etc., songs, recite, and to pronounce words correctly, etc.

4. **What type of educational environment do you feel children whose mothers are incarcerated need?** They should always be with their \*parents\*, or that would be the best thing--because there is always a difference between children who are with their \*parents\* and a child who is with his mother who is detained. *And what differences have you noticed?* Suppose sometimes they are aggressive, that aggressiveness. *Meaning they should always be with their parents* parents both parents would be ideal, with one the mother, she is always busy with them.

5. **What other advice would you give to other teachers working with children with incarcerated mothers?**

**She treats the children the same whether they are with the parents/fathers or Not.**

Us, I at least would have the same care for them, I treat all of the children the same. *So you would tell them to treat them the same, all children the same?* Yes that they need to encourage them, and treat them all the same, you teach them the same—*anything else?*

No

6. **What changes have you observed in the children now that they are no longer living with their mothers in the prison facility?**

Of course they have sometimes cried, but later they start to get over it, like they start to adjust, of course at the beginning they cry, they must miss their parents—*anything else?*

No

7. **Is there something you feel you could do different for the children of incarcerated mothers in order to help them?**

Well, I work with them the same that I do with the other children. If more effort is required, then more effort is provided. (If you need to put more enthusiasm (pledge) you put more enthusiasm (pledge) of attention.)

8. **What recommendations would you have for future teachers who will be working with this population?** *For example that are at the University right now?*

Well that you have to be very careful with them, because they are abandoned from their parents, they are not with them anymore. Offer them a little more affection, be more careful with them—*anything else?* No

9. **What would you say are some of the emotional problems you see these children facing?** \*\*\*I think “VERSE SOLOS” in the interview is referring to the problems not the child.

To see themselves by alone, maybe follow the same example as their parents, nothing else.

10. **Is there anything else you would like to add?**

No

## TEACHER SPANISH INTERVIEWS

### CASE STUDY I –Rut Lead Teacher

1. **¿Tiene usted un certificado un título?** Sí, *¿En qué tiene?* Soy profesora de de segunda enseñanza en sicología educativa y orientación vocacional.

¿Ha recibido otros certificados? Sí en cursos que ha dado la la dirección de educación y seminarios que ha dado la Universidad. Si Tengo los certificados.

*¿Qué tan importante cree que es seguir los cursos?* Yo creo que son importantes porque uno se actualiza en cuanto al proceso de aprendizaje de educación, cómo uno debe involucrarse para trabajar con los niños.

2. **¿Cuáles son algunas de las maneras que usted les enseña a los niños?** El método más fácil es a través del proceso jugando, se pueda. Se usa todas las técnicas como para desarrollar la motricidad, pero a través del juego. Me gusta también para enseñarles a primero escucharles a ellos, aprender de ellos; porque a veces ellos son los que nos enseñan cómo debemos enseñarles, como les gustaría. Entonces no se sigue una metodología así estrictamente porque ellos son un mundo, cada uno de ellos son diferentes. Entonces a veces ellos son los que nos enseñan como debemos enseñar. O de acuerdo a lo que les ha pasado uno cambia. Usted puede haber planificado una actividad pero alguno de ellos trae alguna inquietud o usted le ve que no están predispuestos a trabajar tiene que cambiar de acuerdo a lo que están en el momento ellos. Y como son niños especiales, no por sus capacidades físicas, ni síquicas, si no por la vida que ellos llevan, uno tiene que adaptarse y moldearse a ellos también. Por ejemplo, son niños que yo siempre digo que vienen de un encierro a este encierro, porque usted ve el espacio en

el que ellos se desenvuelven. Entonces siempre uno tiene que hacerles quemar un poco de energía para que presten atención. porque la curva de atención de ellos es máximo de diez minutos. Entonces la metodología es más de jugar, a través del juego para que les llame a ellos la atención.

3. *¿Y qué son algunas de las actividades que usted está haciendo que siente usted que les está preparando para la escuela?* Las diferentes áreas, unidades digamos, está de acuerdo, porque, para enseñarles uno primero se estudia lo que está afuera, las necesidades de afuera. Está de acuerdo con el pensum que está en la educación básica. Entonces se sigue las mismas unidades. Si no con actividades de acuerdo a la edad de ellos. Entonces por ejemplo, lo que es más importante aquí es desarrollar las áreas de: socio afectiva, sico-motricidad, cognitiva, esas son las áreas que interesan bastante en la escuela. La socialización, la auto ayuda, entonces es en esas áreas que uno se aplica las actividades de acuerdo a cada una de ellas. Y eso les va a ayudar afuera. Ahora no es lo interesante llenarles en conocimiento, sino mas bien el de desarrollar las destrezas que ellos tienen. Entonces, no me importa en una actividad pasar bastante tiempo si es que la base se sienta bien, y luego después va a ser más fácil el aprendizaje. Por la experiencia que yo tengo no me interesaría a mí llenarles de conocimiento, sino más bien desarrollar bien las destrezas. Yo puedo por ejemplo pasarme en el color amarillo un monto de, un trimestre que yo quiero. Pero yo se que luego después el rojo se les va a grabar más fácilmente. Entonces a mi me interesa es asentar bien las bases y esas bases es a través del juego del desarrollo moviendo. Mientras ellos más se muevan, más se desarrollen, más jueguen, más salten, para mi va a ser más fácil el trabajo. Entonces por eso es que uno siempre se trabaja es con los padres de familia. O sea se les pide ayuda, que les

lleven a jugar, que les lleven a saltar. Eso es lo que ha ellos les ayuda a desarrollar si uno tiene conocimiento de la estructura ósea de los niños, es cartilaginosa, entonces ellos permanecen quietos van a sufrir malformaciones y luego de eso no van a poder desarrollar la motricidad, la gruesa primero y luego la delgada. Entonces eso se les pide a los papás—que nos ayuden. Ahora, claro, nosotros trabajamos con papás que pasan trabajando todo el tiempo y con señoras internas, que poco o nada le dan importancia pero bueno ahí se trabaja con ellos. Se les pide, porque ahora hoy en día ya está, como que todo el mundo llega conocimiento, siempre están preguntando “que hago, esto está pasando” entonces uno se les explica que tienen que hacer, parece que fuera tonto no, pero el trabajo es jugar. Es jugar mientras más jueguen es mejor. Sí está arrugando un papel está ayudando bastante, si estás jugando con lodo es bastante, si está jugando con tierra, con agua es bastante. Porque está conociendo, el niño al principio aprende es lo que es concreto, todo lo que toca, todo lo que puede sentir, porque el niño no abstrae todavía, solo aprende lo que puede palpar. Entonces por eso se les pide a los papás que tienen que pasar por todo el proceso. Ahora cuando no ha pasado por todo el proceso de desarrollo evolutivo del niño ahí es cuando nosotros tenemos problemas y es ahí cuando más trabajo no exige a uno. El niño desde que nace tiene que tocar lo que es mundo porque solo eso puede captar. Tiene que gatear, ya ve la tecnología tan adelantada que han hecho, hacen coches, hacen carritos esos que son para andar, hacen los corrales y no saben que eso les está aislado del mundo. Entonces todo eso, por esas causas es que ahora hay problemas de aprendizaje. Entonces yo por ejemplo soy contraria a todo eso, porque al niño se le lleva en los brazos no en el coche, para que sienta la afectividad. Y por eso estamos pasando en los últimos días tantos problemas de aprendizaje y por ende

falta de afectividad que conlleva a esto. Entonces uno tiene que trabajar es desde chiquitos.

*¿Algo más en esta sección de las actividades que hace con ellos para prepararles para la escuela?* En eso se les prepara, y sabe que es más el trabajo, mi trabajo es más de observación soy un poco sobre protectora sobre ellos. Ese creo que es, no se si un defecto o una característica pero yo soy así, me gusta observarles, me gusta saber como son, me gusta saber cómo es la vida en el hogar, no porque me gusta meterme, sino porque tengo que saber, porque busco las causas, y en ese sentido si e logrado bastante. El año pasado, por ejemplo, tenía un grupo excelente, pero los papás ayudaban y colaboraban y todo. Daban importancia a la educación. Yo les dí charlas sobre la educación inicial empieza eso les decía en Suiza empiezan desde los dos años la educación básica, aquí estamos empezando tarde porque las neuronas las conexiones neuronales se hacen mientras más pequeño mejor. Entonces eso todavía tenemos que grabar en los padres de familia, que no dan importancia a las guarderías sino mas bien ven como algo malo. Pero a mi me gusta explicar a los papás los pros y los contra de los centros de Desarrollo Infantil, me gusta decirles, pero a veces los papás no entienden porque, porque no hay una educación generalizada sobre esto. No hay, entonces uno se tiene que trabajar en padre por padre, indicándoles a cada uno de ellos. Cuando unos se ha logrado eso entonces uno puede trabajar más fácilmente, pero cuando hay ayuda. Ayuda de los papás, pero si no hay ayuda de ellos, es imposible trabajar el trabajo se ahorca, el niño no aprende bien. Entonces el papá dice no es la guardería, pero no se analizan, Entonces comprende también hacia los padres.

*¿Entonces en parte, prepararles a los niños para la escuela es prepararles también a los padres?* Eso, eso, tenemos que grabar en la cabeza de los padres la importancia de los primeros años de vida del niño. Informarles, porque ellos no tienen porque saber también, cómo es el desarrollo físico, como es el desarrollo evolutivo síquico del niño, no tienen por que no saber. Pero nosotros tenemos que formarles es a los papás primerito. Porque yo pienso y siempre digo que los primeros violadores de los derechos de los niños son los padres. No porque quieran hacer lo sino por ignorancia. Ignorancia, bueno aquí se usa como insulto, pero no, Ignorancia se puede ver en diferente áreas, como yo puedo ser ignorante en las normas de manejar, yo no sé esas cosas. Entonces, lo primero, lo más importante aquí es educar a los padres. Porque yo siempre he dicho: “que no me dan trabajo los niños y ningún niño a dejado de aprender. Yo siempre digo no me han vencido, siempre han salido aprendiendo, pero son los que más trabajo nos dan son los padres, sobre protectores, que les crían a los niños violando el derecho, a qué? A que ellos se desarrollen en que sean capaces de hacer lo que ellos quieran hacer. Les sobre protegen diciendo es muy pequeño, no puede. Uno entonces tiene que educarles a los papás sobre la capacidad del niño. Inculcarles la importancia. Uno se les enseña también a veces cómo hay que querer a los hijos. Porque ellos mal entienden que dándoles todo o no dándoles nada es querer a los guaguas, entonces uno se les enseña también. El trabajo importante es que los padres colaboren y de ahí se me hace bien fácil con los niños.

*¿Algo más de ahí?* No sé que más tenga.

4. ***¿Qué tipo de ambiente cree usted que necesitan los niños cuyas madres están encarceladas?*** Bueno yo creo que el ambiente que ellos necesitan es el propio para un niño que este bien equipado, con todos lo que necesitan de acuerdo a la edad de cada uno

de ellos no. Yo pienso que ellos necesitan una oportunidad, si bien se analiza tiene que ser... Ellos se desenvuelven en lugares porque, es común pensar que son lugares pequeños, donde que hay una cama, a veces no tienen baño es baño compartido. Si necesitan un buen lugar donde les puedan dar seguridad y sobre todo atención. Que sientan que ellos son los más importantes. Porque en la casa no es así. No es solo en la casa de ellos, si no es en la casa de otros niños, que no están en la cárcel, pero que tienen su familia organizada, tienen mamá y papá, pero están perdiendo el tiempo peleando, están perdiendo el tiempo egoístamente pensando solo en ellos, que no se dan cuenta del niño. A veces se ha dado que la mamá se preocupa más, estando ahí encerrada. Sabe que tiene su guagua y se preocupa. En cambio en la calle, andan haciendo sus cosas y no se acuerdan de su niño. Ahí si, o sea yo veo esa diferencia no, en que ellos sea como sea quiere a su hijo. Porque yo digo estaría loca si es que no quiere a su hijo. De cualquier manera a su manera, la manera que le enseñaron sin valores, sin normas quiere a su hijo. Y cuando están dentro de la cárcel se preocupan un poquito más que cuando están afuera. Incluso de ellas mismo personalmente. Usted y yo les vemos afuera en la calle están descuidadas pero están adentro están impecables, cómo que tienen un poco más de tiempo yo no se si es la sociedad, que es la manera de vivir fácil de vivir de ellas, pero así es la realidad y ahí se ve involucrado es el niño. Pero yo creo que siempre o sea tiene que tener un hogar adecuado y a veces no importa el lugar sino la afectividad que tenga la atención el que tenga, porque puede ser un cuarto pequeño pero que este lleno de amor de cariño. Y también, porque con el cariño, usted entienden que el cariño y el amor implica también disciplina, no, entonces eso significa que se interesan por ellos cuando le disciplinan, cuando le dan cariño también tiene que compartida las cosas.



*¿Aquí en el ambiente de la escuela, hay algunas diferencias que ellos necesitan o igual que los otros niños?* Claro, son de acuerdo a la edad de ellos. Este lugar de aquí usted ve no es el muy apto. O sea debería ser más grande, debería ser dividido en zonas, pero se acomoda uno a lo que está y ahí usted ve en el material didáctico está como para todos ellos. Tenemos en un lado fichas más grandes, cubos más grandes, e tenemos crayones más gruesos, o sea hay. Pero si debe ser, si estuvieras las posibilidades diferenciadas las áreas para cada niño.

5. *¿Qué consejos daría usted a profesoras que están trabajando con niños con madres encarceladas o que van empezar a trabajar?* Yo lo que les diría es que no hagan diferencia, porque yo no e hecho diferencia. En la niñez no existe religión, no existen leyes, desde que ellos nacen se crían de la misma forma que los demás, yo no les veo diferentes, no les trato de diferente manera por que son hijos de internos o internas o porque son hijos que tienen papá y mamá. Porque hay veces que hay niños que viven afuera están más presos con su madre y con su padre, que estando adentro no. Ellas adentro tienen un poco más de tiempo de reflexionar en que hicieron, y como que la conciencia se les mueve no, y empiezan a hacer lo que no hacían afuera. Y hay niños afuera que por ejemplo, yo tengo de fundaciones no tienen mamá, no tienen papá, y esos niños viven más presos de la inseguridad de la falta de afectividad. Entonces ellos no tienen todavía conciencia, yo hablo porque nosotros trabajamos con niños desde 1.2 meses, 1.3 meses, es el mundo lindo, un mundo lleno de felicidad nada de egoísmo, nada de maldad. Si no ellos crecen, igual de la misma de la manera les educo así, considerando que no son diferentes, si está la mamá afuera, si está la mamá adentro, no. Ellos son niños. Y crecen de igual manera, porque yo e trabajado en centros educativos

de educación básica y son de la misma manera, son niños nada mas, yo les trato como niños. Ahora claro usted tiene que ser muy perceptiva, muy observadora para ver que es lo que sucede con cada uno de ellos. Porque hay veces que usted ya les ve, cómo uno dice es la Segunda madre, no es la primera madre, porque uno se pasa todo el día, y se percibe lo que los papás ni siquiera se han dado cuenta. Entonces uno se observa a través de la observación se ve si es que ella, una persona, un niño está decaído, está triste o está muy, muy alterado, muy agresivo. Usted tiene que observar esas cosas porque algo paso, algo sucede, entonces a la primera como usted ya les ve todos los días, les conoce. Algo le pasa al niño, algo sucede, entonces usted tiene que investigar. Ese es mi trabajo. Mi trabajo es a través de la observación y respetarles, respetarles como seres humanos porque a veces los mismos papás no les respetan y piensan que son niños incapaces que no van a poder aprender. Mi lema es y siempre les digo a ellos que repitan “Yo puedo, todo puedo, nada es que no puedo, todo pueden ustedes, si, yo si puedo.” Y todo lo que ellos hace, eso yo creo que es una de mis técnicas que me ha dado triunfo, es que en lo que ellos hace está hermoso y está bello. Eso se les da seguridad, porque a veces vienen niños, entran acá de tres, cuatro años, y en esa edadcita ya vienen con tanta inseguridad, porque se ha trabajado mal con ellos. En cambio usted un niño que entro de 1.2 meses el se desarrolla muy bien, desarrolla sus destrezas, la motricidad gruesa la fina, en cuanto a la afectividad en cognitivo son diferentes cuando están en un centro de desarrollo. Ahora eso depende de quien le maneje, quien le dirija no, pero sabe que yo soy de las personas que me gusta que ellos hagan sus cosas. Yo creo en ellos, yo tengo fe en ellos, que si pueden, que todo pueden, y eso es lo más importante. Considerar que ellos le van a hacer lo todo lo que usted le piden, y no tengo diferencia de trato, como usted ha pasado aquí,

o sea yo no les trato de diferente manera, pero si me llama la atención cuando es una palabra, o oigo alguna cosas, entonces cuando, porque hay que saber el momento, adecuado, la hora adecuada, para usted poder conversar con ellos. El niño de pequeño todavía no tiene capacidad de remisión, de recordar las cosas, es después cuando nosotros ya vamos a la escuela, después de los siete ocho años que ellos empiezan a grabar en su conciencia todas las experiencias, mientras tanto aquí no, en esta etapa no, de la infancia ellos son felices, yo no les discrimino, no hago diferencia yo les trato como a todos por igual.

*¿Les diría a las maestras que preparen materiales distintos o los mismos para todos?*

No, yo creo que todos son capaces de hacer, o sea yo no creo que yo preparo material diferente para cada uno de ellos, yo subestimaría la capacidad de ellos, y diría, desde ahí empezaría a discriminarles el uno acá el otro acá. Yo pienso que todos son capaces, todo pueden hacer y sólo es necesario estimular las neuronas de cada uno de ellos. Yo, es de acuerdo a la edad que preparo el material. Yo tengo un grupo de niños de 3 años y tengo un grupo de niños de 4 años, pero sabe que a veces hasta les esfuerzo a los niños de 3 años porque ya les veo y yo les veo, este niño si puede y yo le doy una hoja para un niño de cuatro años. Entonces, no, no, yo no pienso que se deba hacer, porque de ese momento que la profesora le va a preguntar ¿por qué me dio esta hoja? ¿Por qué no me da la misma hoja? Yo pienso que se les debe tratar de igual a igual, de la misma manera. Ahora claro se debería el gobierno, el gobierno debería ayudarles, pero yo digo ya sería compartido con la madre o compartido con el padre, en el caso que sea el preso. O sea, tienen que ayudarles ya directamente, el hijo con el padre y la madre, porque no hay otra persona a menos que este enferma psicológicamente que ame más a su hijo. Con todas las

dificultades que tenga, con todos los defectos que tenga, a lo mejor no sabe como querer a su hijo, pero ama. Entonces el debe ayudarlo es conjuntamente a los dos. A mi me ha resultado así, yo trabajo con ellos, para mí no es problema que se pelen, que se peguen, para mi no es problema. Problema más grande es cuando ellos vienen con alguna inquietud o demuestran, o somatizan ya el problema. Cuando ya se expresan no importa, porque le están contando a usted, entonces a mi me ha dado bastante, me ayudado bastante es con los papás no contarles que pelean, me preguntan ¿cómo está bien? Está bien, ¿en qué le puedo ayudar? Cómprele este, cómprele otro (materiales didácticos) se les dice está en capacidad si no yo puedo mandar a comprar, muy bien entonces trabaje. O les hago, les digo hágale a su guagua, si le hace jugar? Si dice pero el ya es pequeño es así, usted no vea lo que es pequeño, busque maneras de hacerle jugar. Entonces sabe que si a veces los niños de aquí de la cárcel, yo e tenido niños que hasta ahorita, un niño fue abanderado en la escuela, pero ya digo yo nunca! Le he discriminado. Había otra niña que gano un concurso de pintura en él A C y eso le llena a uno, y a los papás hasta ahora les veo, ¿cómo está? Muy bien, fue el abanderado de la escuela, porque yo nunca le hice diferencia. O sea nunca les hice sentir, porque el hecho que usted busque material diferente, busque una ambiente diferente. Ellos necesitan crecer con los niños mismos, o sea tiene que tener ese derecho a vivir, ya la madre ha hecho algo sepárenle de la sociedad, pero el niño tiene el mismo derecho a crecer con los mismos niños de diferente modos de vivir. Entones he tenido esa alegría de ver, tengo otros niños, por eso yo digo o sea que la sociedad el gobierno debe preocuparse. Por decir, ellos están bien aquí, pero sabe que nosotros no hacemos el seguimiento, y eso es lo que ha mi me duele, y quisiera, porque yo les veo están bien así como niños, pero a partir de que van a la escuela, tiene

esa capacidad de darse cuenta que es lo que hace el papá, que es lo que hace la mamá, entonces ahí es donde se debe trabajar el gobierno. La madre en la cárcel el niño afuera seguir buscar encausarle a la madre, porque yo les veo a ellas trabajan adentro les gusta trabajar, pero yo siempre les he dicho a ellas, yo no traería presas acá para darles de comer, para darles teléfono, agua, luz, ¿Usted que les daría? Yo les haría trabajar a ustedes, pero les pagaría como debería ganar una persona muy bien. ¿Para qué? Para que cojan amor al trabajo. Entonces, yo quisiera que usted haga eso, quisiera hacer una cárcel bien grande donde que le hiciera trabajar, y les pagara un saldo por el trabajo, porque sabe que ellas trabajan, y el trabajo es bien mal remunerado. Les pagan poquísimo, y con el esmero que ellas hace adentro, y si el gobierno, la sociedad hiciera ese cambio y de hacerles trabaja, y hacer pagar las cosas con el trabajo de ellas ayudaría, ayudaría, porque yo digo ahora ellas salen en libertad, los niños salen de aquí van a la escuela, vuelta vuelve la mamá al crimen, señorita nosotros pedimos trabajo, nadie nos da. Entonces, ofrece te regalo este poco de droga y ellas vuelven a vender. Y los guaguas ya no hay nadie quien se haga cargo de ellos, que hace ahí si ya tienen la capacidad. Empiezan ha hacer lo que los papás hacen. En cambio aquí no, en los centros de desarrollo en las guarderías no, ellos están ajenos a este mundo, ellos están viviendo lo que es mejor, la mejor etapa que uno se pone a recordar es la etapa donde que no hay sufrimientos, donde que no hay nadie mas, no hay necesidad porque sabe que alguien le va a dar de comer. Claro yo cuando recién entré a trabajar, yo decía como les voy a educarles como les trato a estos, deben ser diferentes, yo digo no, porque yo me pongo pensar que ellos son diferentes ya les estoy marginando. Para mi no son diferentes, son niños. Las diferencias se hace cuando ellos ya son capaces de distinguir entre el bien y el mal, porque ya se

esconden. Aquí por ejemplo e tenido niños, y dice “mi papi, se cogió, un frasco de caramelos “es llapido mi papi”, (rápido) hum se lleva, el está contando con toda su naturalidad porque son las vivencias de él. En cambio más grandecito el muchacho ya sabe que es malo, ya no cuenta, ya no dice y empieza a aprender. Entonces en ese sentido yo le digo de que trabaje el gobierno con su padre, su madre y el niño.

6. *¿Qué cambios a notado en los niños o ha observado en los niños que ya no están viviendo con sus madres en la cárcel?* Bueno, algunos niños yo no les he visto antes como sería la vida de ellos viviendo. Hum, con ellos, pero el rato que han venido se ha notado un poco de agresividad, un poco de un miedo. Sabe que eso, luego que se van a las fundaciones se vuelven retraídos, se vuelven más callados, y como que no entienden, no hay alguien, como yo digo no se le respeta al niño, a mi me gusta respetarle y explicarle lo que está sucediendo, los papás no cuentan y nosotros no somos quien, ni nos han dado orden para contra de lo que está sucediendo. Ellos se vuelven más tristes. Yo voy a decirle la verdad, ellos se vuelven más tristes, se les ve más descuidados, incluso ahora no se, es por las exigencias y las acusaciones que han tenido las fundaciones se les ve un poquito mejor. Se les veía llenitos de piojitos, se llenaban de piojos, se enfermaban, la ropita mal lavada, entonces se les ve diferente, un poco descuidados. Pero ahora no se si la mamá le cuidaría bien en su casa. Porque más antes uno no se tiene conexión. Ahora cuando han venido niños no han salido de la fundación sino de donde su madre vienen más cuidaditos. Salen bien peinadito, sale con su ropita, su panalito, su tetita, salen más arregladitos en el sentido de higiene no. Pero sabe yo digo el problema es los niños Vivian solo en la cárcel, yo les sacaba solo de la cárcel, se preocupaban, salía la madres decían “señorita esto le ha pasado, lo otro le ha pasado,” pero uno se les pedía

explicación. Pero como ellos viven en ese mundo falta de valores, empezaban a pelear porque los niños se peleaban y las mamá también se peleaba. Entonces yo por eso tengo dicho, cuando los niños se pelea es de los niños, es del mundo de ellos, así se crece, así se desarrolla, y los papás no tienen porque influir. Entonces a veces es a veces los papás, esto le pasa, entonces si, es niño el juega, están en esa etapa, porque es la etapa es de los terribles tres y cuatro años. Es la, etapa terrible porque empiezan a lanzar cosas, empieza un poco más la agresividad. Entonces uno tiene que entender ese proceso también para poder decir y poderles tratar. Ahora yo, si me ha dado bastante pena cuando han entrado a las fundaciones, no le digo ahora están un poco mejor porque tuvieron demandas, pero yo misma e tenido problemas con las educadoras porque así se llaman, hasta el punto que algún día me llamaron a amenazar a la casa una educadora, porque el niño venia maltratado, hasta un día vino rasguñado en los testículos. Y para mi fue bien doloroso, porque era un niño de dos años y el me decía mamá. O sea tengo eso, de que los niños se apegan, se apegan, entonces me decía mami, yo le digo porque te hicieron eso, y yo le pregunte a la hermanita mayor y me dijo la educadora le peñisco, porque le peñisco? Porque se orino. Entonces, yo ya, como es en este medio en el que dice que se protege a los niños, pero no es así, sola e salido y me e enfrentado y lo único que puedo perder es este trabajo, pero no me importa cuando tengo que decir la verdad. El niño, le íbamos a dejar en la buseta, estaba la señora de la buseta, y las dos compañeras. Le sacaron al niño, porque el niño parece que quería verme. Y estaba enyesado el brazo, y la señora de la buseta lloro, yo también lloro, y dijo “Porque son las madres así, que botan a los guaguas” digo que le pasó, se cayo estaba enyesado. A la noche que llegue a mi casa, la señora educadora me llamó a amenazarme, me dijo que me iba a demandar porque yo

había entrado a la casa. Y le explique y le dije, no entre a su casa señora y todo lo que yo hago, hago con autorización, si usted quiere denunciarme denúcieme, porque usted no va a encontrar maltrato al niño en mí, porque yo no piñizco los testículos a los niños, ni les voto contra la cama y les hincho la frente. Porque así le hizo a la hermana mayor. Digo denúcieme, dice usted ha entrando, no mi señora, mis hijos dicen, les llamaba sus hijos, pero no eran sus hijos, porque no les tratan como a los hijos, mentira. No les tratan los educadores, entonces dice mis hijos, sus hijos le están mintiendo mi señora, como usted me llama averigüé porque sus hijos le mienten. Vino acá la coordinadora le dije a la coordinadora que si no quería lavar los panales, que me trajera a mi y yo le lavo los panales. No hicieron nada, la señora siguió trabajando ahí, luego es mas entro a trabajar en una organización del gobierno que trabaja con niños y ahora trabaja en otra institución de niños como coordinadora. Así son las cosas. Entonces yo por eso digo y defiendo, porque yo soy madre, y antes de actuar pienso que haría con mis hijos porque yo amo a mis hijos. Y de la misma manera como he sido que les e protegido a ellos, les protejo también a los niños. El niño fue luego dado en adopción y así también otros niños, por decir los niños de la cárcel mucho no les maltratan porque si tienen un poco de miedo porque la madre está adentro. Pero hay niños que son huérfanos, que saben que no hay quien les defienda, yo recibía niñas vestiditas así la ropa mojadita. ¿Por qué vienes con la ropa mojada? Esto me puso. Entonces mire son cosas que sale de las manos. Que sale de la... Cuando uno quiere decir algo dice uno no debe decir esas cosas, pero yo e trabajado ellos. Por eso yo digo, si sacan a fundaciones, tienen que ser personas probadas, tienen que ser personas educadas, tienen que seguir cursos, es por eso que yo siempre reclamo los cursos. En el curso que seguimos nosotros, para, que seguí yo pues



para educación inicial aprendí cómo se trataba a los niños en Alemania, en Suiza, como se trata los niños en Chile, como se juega con los niños, aprendí de las neuronas celébrales cuanto pueden aprender es los niños, esto tenemos que aprender. Eso tienen que exigir, ahora, las fundaciones, pienso yo que deben estar encargado por personas que no tienen hijos. Las fundaciones que ahora hablamos de ..., de.... Las educadoras tienen a sus hijos ahí, y usted cree que puede diferenciar, que pueden hacer eso, de trata de igual manera así sus hijos? No lo hacen. Porque sabe, yo tengo unos niños que son de la edad de cuatro años, que pelean, se pegan, porque están en esa edad y ustedes tienen que entender las características de tal edad. Usted cree que la madre que no es preparada va a poder tratar esto? No va a poder, entonces hace alado a su hijo, protege a su hijo y deja al otro. Y ahí es cuando empieza los malos de la sociedad. Yo pienso, eso digo, que el niño siempre debe estar en contacto con su mamá, siempre y cuando su madre lo quiere, siempre y cuando quiera, porque si la madre no le quiere de igual manera va a ser con una persona extraña.

*¿Algo más ahí en esa área de diferencia que usted ha observado, desde que ya no vive dentro con sus madres?* Ese problema, ese gran problema he visto ese con las fundaciones. Es que es difícil que haga un a persona que vaya a trabajar ahí. Porque a mi me propusieron trabajar ahí. Pero yo analizo, yo podría hacer eso, podría vivir con los niños? Uno tiene que analizar, porque se va a trabajar con niños. Raquelita, es niños, no es mesa, no es sillas, no es pan, son niños. Y siempre yo digo esto estamos trabajando con niños, a veces se enojan, sabemos que son niños, pero creo que no se dan cuenta. No se dan cuenta que son niños, son seres humanos, son personas, que piensan y tienen el mismo derecho que todos tenemos. Entonces, yo les veo se van a las fundaciones, no me

gustaría a mi. Yo digo si es que me llegara a morir, yo siempre se decir, mis hijos ya están grandes y cuando estaban pequeños, yo le decía a mi marido, por favor no seas malo no les pondrás en fundaciones, aguántate hasta que crezcan y luego tu te puedes casar. O sea siempre yo he dicho así. Pero ahora no se, si la fundación fuera bien implementada. Porque aquí dice que la fundación no es con fines de lucro, mentira, mentira, no es con fines de lucro. No es así, solo el que trabaja con niños entiende lo que es eso. Tiene que ver una formación de personas, tienen que educar a las personas. Pero a veces me han dicho, a mí, pero usted no puede ayudar en eso. Como hago para poner amor y cariño en una persona que no puede, por más que yo hable yo hablo con los papás siempre estoy hablando, porque yo les veo que está mal, que está bien. Ahora usted ve son bastantes niños y usted son dos, somos dos para trabajar con bastantes niños no es eso una violación a los derechos del niño. Pero sin embargo se está haciendo el trabajo. Con los padres ahora e hablado con una mamá educadora, bueno con ella yo siempre tuve problemas, pero sabe que ahora con los cursos que le han dado como que ha mejorado un poco. A raíz de las denuncias, porque vino la coordinadora, la niña venia amarrada con alambre el pelo. Eso yo digo, si nosotros, yo me pusiera a contra de todo lo que e visto aquí, bueno la señora era bravísima. Ella salió de mensajeros, y vuelta regresa a mensajeros y de pronto se encuentra con un problema, con un niño que tiene excesiva curiosidad sexual, y mal dirigida la formación de la sexualidad, porque el niño es ...???

El niño es rechazado, no es que murió su madre, su madre no lo quiere, va donde una que llama tía, donde vive con un alcohólico, No le enseñan la sexualidad, porque así yo les enseño a ellos donde la sexualidad el pene, se llama pene, y la vagina, se llama vagina. Y las niñas se sientan para orinar y los niños vuelta orinan paraditos. ¿Para qué? Para que

no tengan sustos. Se les educa a los padres que los niños tienen que dormir solos. Que tienen que enseñarles el cuerpo de él y respetar su cuerpo, todas esas cosas se indican. Ahora usted cree que la educadora estará en capacidad, ¿le educarían para eso? O se asusta, y dice no el niño es malcriado. El niño es así. Sabe que hizo la señora? La señora, le separó al niño y le puso en un cuarto de adolescentes. En el medio en el que nosotros vivimos esos niños son dejados por sus padres, o sus padres son muertos, ellos no se han educado sexualmente. Ellos, eh, se masturban, frente de ellos porque no calumnia, vergüenza. Un niño puede creer de cuatro años ahí viendo eso. Entonces eso yo lo que digo tenerme que educarle también a la educadora. El niño entonces que hace? Hace lo que ve. Porque cuando es pequeño el niño usted le baña a su niño, le acaricia, y cuando va creciendo un poco más usted se mete en la ducha con su niño. Entonces él va creciendo le va viendo su cuerpo, pero no le ve distorsionado, no le ve de mala manera, no, él ve al busto es su fuente de comida-- es comida nada más, no cierto. Luego cuando va creciendo se mete a la ducha ya con el papá el niño y va viendo las partes normalmente. Porque hay que crearles así, indicándoles a las guaguas. Y no tienen curiosidad sexual ¿Por qué? Porque su padre y su madre fue la pionera. Pero en este caso ese niño no tuvo papá ni mamá. Entonces quien tiene que tomar el lugar ahí, la educadora en este caso. La educadora y luego nosotros lo que podemos hacer es ayudar los psicólogos lo que podemos hacer es ayudar, los maestros podemos ayudar. Pero sabe que no todos los educadores, no todos los maestros han tenido educación psicológica. No, no han estudiado psicología y no pueden llevar eso. Ahora yo se por ejemplo, y me gusta esta teoría en que el niño cuando nace usted tiene que apegarle a su pecho y cuando le va a bañar le explica por que yo hice eso con mis hijos. Yo creo que uno se les debe

explicar porque dicen no si no entiende y cuando yo le iba a bañar la primera vez, déme porque yo le voy a avisar, y mi hijo tenía ocho días creo. Yo le voy a atizar que le voy a bañar. Y toditos se me reían como va a entender, es que el va a entender por que el sale de un liquido amniótico, sale de agua, no tiene por que asustarse cuando se bañe.

Entonces le cogí a mi hijo y yo le digo: Mi amor yo te voy a bañar pero no te asustes es agua toca. Y le hacía tocar esa agua, y efectivamente mi hijo se metió en la tina, a mi suegra le dije que no se asustara. Que por favor el ya sabía, y ellas se reía, que va a saber, y mi hijo se baño y se baño dormido. O sea y no lloro, cosa que no tiene que llorar. Entonces yo creo en esa teoría, yo creo en que los niños entienden, los niños son inteligentes. Los niños son capaces vengan de donde vengan. Y uno tiene que explicarles las cosas, tiene que educarles las cosas en la medida que uno pueda y que ellos le sepan porque puede enseñarle la sexualita, no le va a enseñar relaciones sexuales, le va a enseñar su sexualidad. De acuerdo a su edad. Ahora hay curiosidad en los papás, hay señorita ahora si ha dijo que ha hecho el amor. Pero la maldad, no está en la cabeza del niño. No por eso yo digo no hay maldad. Yo creo que las personas que trabajan con niños, pero aquellas personas que han estudiado, aquellas personas que se han capacitado, aquellas personas que han tenido experiencia, tienen más tranquilidad, más apacibilidad, porque yo soy muy observativa y me gusta observar las reacciones de la gente. Sabe que yo a pesar, no es el dinero lo que lleva aquí, es la ética profesional, es el gusto de trabajar con ellos. Uno se tiene un poco más de paz, un poco más de tranquilidad al resolver las situaciones y problemas más grandes uno se resuelve como los niños lo resuelven de la mejor manera y más fácilmente. Ahora, ahí yo observo a los guías en la cárcel, son más problemáticos, más amargados, a pesar de recibir sueldos bien grandes, pero es porque,

porque trabajan con ese elemento negativo. En cambio nosotros trabajamos con niños, yo creo que es así. Ahora no se si resultara hacer esto una norma general, pero es una norma que yo me he aplicado, mi trabajo se hace más fácil, mi trabajo es fácil, porque yo veo que el mundo de los niños es fácil no es difícil. Y ellos se amoldan, se amoldan, usted basta con que le diga a uno y toditos le dicen si, y a veces a una personita un chiquito que le dice esto esto el otro vamos a hacer entonces hay que respetarles a cada uno de ellos y explicarles clarito como son las cosas.

7. ***¿Cree que hay alguna cosa que usted pueda hacer diferente con los niños cuyas madres están encarceladas para ayudarles a ellos?*** Sí, yo creo que, yo lo que le decía, yo lo quisiera es un por decir a niños pequeños ahí, y siempre cuando yo entre a trabajar hace quince años decían que iban a hacer, iban a sacarles a los niños pequeños. Porque yo soy el constante que tiene el centro y aquí con la cárcel yo soy la directamente, que estoy con ellas, y a veces ellas me piden porque antes tenían a los niños ahí pero la DYNAPE les prohíbe, entonces ellas no quieren mandar a fundaciones, tienen miedo no porque se les diga nada o porque yo les e dicho. Sino porque ellas perciben, por eso digo son madres y quieren a sus hijos, se desesperan y lo que me han pedido es llévele llévele, no puedo porque no tengo un lugar adecuado. Y Porque así ofrecieron que iban a adaptar un lugar para los niños pequeños, poner un personal más, pero no se si es que no se esfuerzan o porque no mismo hay. Entonces yo si quisiera es sacarles a los niños pequeños eso me gustaría hacer. Me gustaría hacer un seguimiento, un seguimiento, un trabajo con ellas. Yo quisiera involúcrales a ellas en el aprendizaje de los niños, porque por decir así antes prohibido de que ingrese ningún padre de familia. Y a mi me dolía eso, porque cualquier cosita que los niños aprenden, recitan, cantan, las señoras bien en

cierto están conversando, se ríen, a veces no les toman en cuenta, pero quien es el que va a sentir si es que cantan, si es que mueve, si es que aprende alguna recitación, va a sentir los padres, ellos van a sentir, pero nunca entraron hasta que un día entraron yo me sentí alegre, eso fue el otro año no más. A los años, primera vez, yo me sentí alegre hasta emocionada porque yo soy un poco llorona un poco emotiva y no podía hablar. Y los papás veían lo que hacía y las señoras bueno les veían así, y un día también les sacamos a las internas acá, y eso me gustaría es involucrarles a ellas. Por eso no digo no sé hacer un, tenía yo esa idea de que el centro, la dirección nacional tiene que encargarse de un centro de desarrollo infantil en el que involucren a las madres también para irles formando, irles formando a ellas con sus hijos. No ser ellas mismo las educadoras, porque se crearía un caos no, pero sí que ellas intervengan, como usted ve aquí no intervienen. Mas que yo digo, la conexión que tienen soy yo. Y cuando yo llego ¿cómo está mi hijo? Está muy bien, y así, le indico una cosa, ¿y que está aprendiendo? Entonces ya digo la conexión soy yo nada más. Yo lo que quisiera es que, que tengan un poquito más de vinculación en este proceso de enseñanza y de aprendizaje. Porque es a ellos a los que queremos e que se integren de nuevo a la sociedad no, y que tomen amor también por la educación de sus hijos. Y eso es lo que se les inculca a todos los padres de familia, que den importancia a la educación de sus hijos porque si usted hace una buena base ya digo en esta etapa de los de los niños es bien importante. Desde el anito y medio desde los dos años y medio, que usen una buena base de educación usted no va a sufrir ni en la universidad. YO les tengo garantizado, pero cuando hay guaguitos que los padres no colaboran, yo les digo su niño no está bien y su niño va a tener problemas en la escuela y luego vienen de la escuela llorando, señorita no le aguanta la profesor, yo le dije para

que usted tome medidas pero usted nunca dio importancia a ello. Entonces eso yo quisiera así, que tenga una vinculación un poquito más directa pero pero dirigida con especialistas que sean como yo les digo que trabajen por los niños de verdad sin fines de lucro. O sea, personas que sean calificadas, que sean analizadas, de que verdad les gusta trabajar con ellos. Porque aquí se sirven mal llamado, dice es sin fines de lucro, pero usted que entiende de ello, que todo el mundo está más atento a las donaciones, que a los niños. Que las personas sean canalizadas, actualizadas, educadas, y que se estén auto actualizando.

Ellas quiero que sean integradas, quisiera hacer o sea talleres, no se buscar un lugar más grande en la cárcel, porque la cárcel es pequeña y de paso también ellas pasan sentadas y viéndose la una que hace la otra que hace. Un lugar más adecuado, más grande donde haya talleres de trabajo. Yo digo, por dios, yo hiciera unos panes y mandara a vender los panes, y yo digo también hiciera unos gallineros, y hiciera tanta gente que hay del campo, que amen, les hiciera trabajar no les diera comida no les diera así gratis, sino que ellas trabajen y paguen para que tomen conciencia de lo que cuesta. Hay algunos que son arranchadores, salen y roban y de eso van y compran. No ahí se les hiciera trabajar. De esta manera, yo digo, acercarles y que haya un centro de desarrollo infantil ahí conectado que las mamás participen, que las mamás colaboren, que tomen conciencia educarles a las madres y también a los niños.

*O sea sería que la receta no es solo sacarles a los niños, sino prepararles a las madres igual con sus hijos?* No, yo digo, dice que estamos dando un granito de arroz, que estamos colaborando, pero no es bueno ser tibio, o no hacemos nada o hacemos bien las cosas. No tibio. ¿Qué hacemos nosotros con eso de sacar a los niños de recibir a los

niños de la cárcel? No estamos solapando a los posibles delincuentes grandes, no estamos alimentándoles a ellos, si no estamos haciendo bien las cosas, hagamos bien las cosas. Yo creo que es así, hagamos bien, si sacamos a los niños, trabajemos también con las madres, trabajemos todos, y tiene que haber una rehabilitación, pero una rehabilitación en el sentido de la palabra. No para cumplir, porque aquí se hace todo a medias, aquí se saca a los niños, mire se saca a los niños y se preocupa de pedir la comida a las fundaciones a las donaciones, porque se cree que los niños son solo chanchitos para darles de comer, no los niños son personas que tiene que irse formando también. Aquí creen que con dar un plato de comida se paga una persona para que le cuide se está haciendo todo, no. Más bien ¿qué estamos haciendo? No estamos haciendo algo mal que a lo mejor criándoles a ellos aquí mientras la madre a veces sale de la cárcel y le sigue teniendo aquí, sale a seguir robando. Mientras nosotros les tenemos aquí y no se hace nada. El momento que la mamá entro en la cárcel, creo yo, que se debe empezar a trabajar si tiene un niño. Porque los derechos del niño también está dentro el hecho de que tenga un padre y una madre y trátales con ellos. Yo por eso pienso que los dos, hay que tratarles a los dos, si hay centros de desarrollo para niños pero también hay que tratar con la mamá. Creo que ese es el derecho del niño tener una mamá, y como el niño todavía no a interiorizado lo que es malo, el no sabe lo que es robar, no sabe lo que es estas cosas. Y el rato que cae la mamá la primera vez ya se debe trabajar eso es dar solución al problema. No ponemos, sacamos a los niños les damos de comer y bueno hago por aquí un bingo, hago por acá esto, hago por acá el otro, y cojo la plata y guardo en el banco y los niños gloria muchacho que sigan comiendo los guaguas ahí y que se encarguen las que están ahí. Ahora supóngase que yo siempre digo, que venga una



persona que no pueda manejar bien estos conceptos que no, no, como le digo que no le valorice al niño como sucede en otras fundaciones que se les ve que había aquí. Yo e visto por ejemplo en las guarderías del Estado, sabe que había lavazas, y se ponían a pelear por los restos de la comida, se ponían a pelear las educadoras porque ya le toco llevar a la una, y ahora le toca a la otra. Que cuando se sentaban a comer, ellas sentadas comiendo y amarcadas a su hijo y dándole de comer porque ahí trabajan madres con sus ella amarcada a su hijo, y los niños votados en el suelo. Entonces yo digo vea cómo están esas cosas, ahora por ejemplo, aquí cuando yo di a luz yo di a luz aquí. Mi guaga se crió en la casa, y yo le traje una vez acá, mi niño ya estaba de tres años. Y empezó a pegar a los otros niños, y los otros niños le pegaban, y yo le veía llorar digo yo no voy a poder hacer aquí mi trabajo porque yo soy madre, yo no voy a poder hacer, porque yo decía este es mi trabajo este es mi hijo a quien de los dos me hago. Que hice? Le deje a mi niño en la casa, así era y me dedique a trabajar en paz y en tranquilidad como debía trabajar. Por eso digo que que las fundaciones deben ser con personas, si tienen hijos, sus hijos muy aparte. Con personas a lo mejor que no tengan hijitos que consideren a sus hijos. En quince años de trabajo yo vi a una educadora que trató muy bien a su hijo, y si usted le ve por aquí no le ha caído en cuenta a los pequeños, el niño. El niño cambio hartísimo de conducta, empezó a manipularse un poco más sus órganos sexuales. La educadora, JG, le trataba como hijo, y yo vi, y era mi inquietud el preguntar si tenía hijos. La señora no tenía hijos, y les trato a todos los niños como si ella fuera la mamá. Sabe que en una institución son los niños los que arreglan la casa, son los niños que lavan su propia ropa. Guaguitos de tres cuatro años fregando la ropa para votar a la lavadora. Ella no les dejo hacer eso ella lavaba la ropa, a mi me llamo la atención porque el niño tenia el nombre en

la cada media que el tenía. Tenía el nombre en sus chompas, en su pantalón y tiene hasta ahora la chompa. Y los zapatos el venía impecable, como un señor en chiquito, cortado el pelo. Y cuando el se enfermaba salía la señora y salía y decía está malito, no puede levantarse de la cama, o si no decía no va hoy día porque tiene un poquito más de sueño. Que raro, porque en la institución así está enfermo de temperatura vamos, vamos, vamos sácale. Entonces le empecé a observar, ella le quería como a hijo. Y sabe que injusticia yo digo, le sacaron a la señora de ahí de aquella institución porque el marido le había maltratado a un niño, un niño que estaba en la cárcel. Que yo le vi al niño en la cárcel había sido criado con funderos, con prostitutas en la calle, y el niño tenía un vocabulario grotesco, digo grotesco porque yo nunca había oído las palabras en una persona mayor peor en un niño. Y les empiezo a preguntar a las internas y es hijo de ella se crió con funderos, digo razón. Y luego digo, ese ya se va a mensajeros, digo Dios mío pobre educadora, cual será donde se vaya, que no vaya donde la dona JG, y resulta que fue halla el niño. Pero ahí también no hacen seguimiento no buscan las razones, sabe que por medio de mi se enteraron donde vivía el niño antes de ir a mensajeros. Imagínense, que llegue a una cosas de esos, yo digo no sé, y este niño había estado así malcriado, y el señor le había dado, le Mandan al señor y luego le Mandan a la señora, le acabaron JD. El niño empezó a venir descuidado, con zapatos grandes, con pantalones grandes, empezó a manipularse un poco más sus órganos sexuales a jalar, y bueno yo decía está con infección y se observaba nada. Era la manera de demostrar que le hacía falta a esa personita que le dio cariño de mamá. Pero vea eso no analiza la fundación, porque yo incluso llame a la coordinadora una señora T y le dije que me da muchísima pena pero en 15 años no he llamado, pero me da muchísima pena porque es una de las educadora que

ha amado al niño como a hijo suyo. “Vea a mi me da bastante pena de J pero que pena” que pena, que pena y no tiene pena del niño, es que dice “vamos a quedar mal vamos a tener una demanda” y yo digo que importa cuando usted puede demostrar que se quiere. La señora fue, se fue porque le demandaron y sabe quien estaba rompiendo más los derechos del niño, la fundación, habían tenido comprada dos busetas grandes y tenían prohibido a los niños que salgan afuera porque les rayaban la buseta. Entonces esas cosas imagínese yo vivo aquí con impotencia de no poder hacer nada, porque la señora le quería, le cuidaba. Imagínese que hasta ahora viene y nos deja vitaminas, y me pide que le deje ver. Ahora eso no puedo, no puedo, porque voy a perder el trabajo. A veces viene y le espía de afuera y le va dando frutas, a veces me timbra y me va dando vitaminas. O sea ella le quiere y ella está en proceso de adoptarle a los dositos, son dos hermanos. Ahora usted cree que le van a dar en adopción aquí, no. Es bien difícil, no se ve las necesidades de ellos, de los niños. Se ve más que es sin fines de lucro, pero yo pongo en duda de que sea con fines de lucro. Yo digo deben preocuparse un poco más de los niños de las madres, eso sería la realidad. Ahora vera hay mamás que les tiene regados, tiene encargados donde una persona, tienen encargados donde otra persona, otros les tienen en mensajeros de la paz y siempre están preguntando, ¿usted qué cree? Vera yo no digo que es de la mejor MdP, que le va a tratar con el amor que usted le trata, pero tiene una casa va a estar segura, ahora usted en donde le va a entregar, le va a entregar de lado a lado. En cambio aquí si quiera ya ahorita mensajeros ya está un poco más controlado, más vigilado, si quizás mejor aquí.

8. *¿Qué recomendaciones tendría usted para maestras en el futuro, que trabajen con esta población, con la población con madres encarceladas?* Bueno yo les diría que traten de

siempre pedir una formación actualizada, siempre tienen que trabajar en conexión con las mamás, no verles como bichos raros, ni hacer diferencia con los niños, al menos donde se haya un solo lugar, yo he trabajado con niños de las internas, con niños huérfanos, con niños de hogares organizados. Y uno se puede notar que no hay diferencia al menos que uno quiera ver la diferencia, quiera ver el poquito de agresividad que ellos muestran como causa que la mamá está en la cárcel. No, la agresividad en esa edad es normal los niños de los tres cuatro años empiezan a sentirse como que están creciendo sus partes del cuerpo y quieren probarse a veces de que son capaces. Yo lo que les diría es que hagan también sus exigencias no se a los que les dirigen a las autoridades y que tienen que trabajar coordinadamente como fundación mismo con los padres, pedir ayuda psicológica también, hacer seguimiento de ellos y bueno pues, no verles como diferentes, sino trabajar solo siempre sencillamente como niños, como niños que tienen todos los derechos, porque luego ellos no han hecho nada no, se les trata como que ellos hubieran violado las reglas, y ellos no han hecho nada todavía ellos no tiene ni delimitado ni su religión, no tienen delimitado ni siquiera que es lo que pasa con sus papá y su mamá, ellos ignoran todavía lo que pasó. Entonces hay que tratarles como niños mismo, con todos sus derechos, ellos tienen toda sus posibilidades y todas sus capacidades igual que cualquier niño.

9. ***¿Qué diría usted que son algunos de los problemas emocionales que usted cree que ellos vayan a enfrentar en el futuro?*** Para eso si tienen que estar preparados, las los que se ocupen de eso porque por ejemplo yo hablo como maestra aquí, he tratado de equilibrar de ayudarles de ver la solución, problemas chicos soluciones pequeñas no, pero más después van a tener problemas más grandes y emocionales, porque cuando empiecen

a darse cuenta no y no haya nadie quien les ayude, si es que por ejemplo la madre o el padre ya están en la cárcel y no está nadie quien les ayude quien les ayude a encaminar, porque eso debe ser la rehabilitación. La rehabilitación es meterles encerrarles en una cárcel y luego darles la libertad y ahí ya acabo, no. Debe ser un seguimiento, conjunto, si se quiere hacer algo con el niño, se debe trabajar es con el padre porque el padre y la madre es el mundo de los niños. Si se quiere trabajar en eso se les debe ayudar conjuntamente. Y van a tener problemas porque hasta que logre asimilar por ejemplo logre asimilar las cosas, hasta que se logre entender y discernir lo que paso con sus padres, si es que por ejemplo sus padre cayo una vez y le oculto no el sabrá que tiene que indícale ya cuando el este en la capacidad de entender las cosas por ejemplo unos diecisiete, dieciocho años. Si porque no hay papás que por ejemplo y los niños tiene dos años tres años y luego salen y si no vuelve a caer el no se da cuenta pero si es un reincidente el ya se va a criar de la misma manera con todas las ideas del papá de que robar no es malo de que arrancar no es malo, y bueno un montón de cosas que hacen que un día me hicieron escribir estrapiar, arrancar, etc... e aprendido de todo en la cárcel no porque usted le está hiendo a avisar al director, no yo estoy aprendiendo no más. Pones estrapiar, arrancar y ellos se van criando con esa misma idea. Yo tengo alumnos que a mí me duele, guaguitos que han estado chiquitos que e sacado de la guardería, y ellas han caído en la cárcel y ya son madres, les digo hola T ya mi hiciste abuela, porque está cargado su guagua, dice si señorita. Entonces mire esto, porque no se ha dirigido, porque creen que la rehabilitación es encerrarles en la cárcel y eso es todo y no es así, porque si se quiere trabajar con los niños se quiere ayudar a los niños se tiene que quitar la puerta de raíz y es con los papás que también se tiene que trabajar. De ahí

usted lo único que hace ya le digo es dar aquí una ayuda nada más, no se hace nada, se les da de comer, se les da atención, y luego salen se van con los papás y siguen en el mismo mundo. Siguen en la misma vida y luego volverán a caer y yo les veo vuelta a ellos, y hay algunos que la mamá es traficante y ellos se les ve ya traficando. Se les ve en pandilla, y sabe la idea de estos papás, yo digo no todos son igual, hay que diferenciar en la cárcel, hay personas también inocentes y hay personas reincidentes también que hacen ya sabiendo lo que hacen. Entonces todas esas cosas se ve pero cuando son niños no saben, entonces ellos van creciendo. El LA la mamá nunca más volvió, jamás, es un niño inteligente está en el colegio es un buen alumno. Pero yo tengo por ejemplo a la Michelle, la mamá siempre está en la cárcel, es casa de ella, entonces ahora es grande la banda. Porque yo decía señora ya no tenga más hijos porque tiene muchos hijos, es que señorita quiero que la banda sea bien grande. Entonces ya están grandecitos y entonces ahí es donde que se debe de trabajar, ahí, con esa gente. Y también darles un poco de ayuda, si usted hace una fundación que va a ayudar a las madres, no solo a los hijos, no solo darle de comer a los hijos a cuidarles a los hijos, no, sino una fundación de ayuda para la madre encarcelada con su hijo ahí usted va ha hacer alguna cosa. Ahí mientras tanto no, no se hace, aquí lo que se les da la atención como cualquier niño se les quiere, se les disciplina, como cualquier niño, pero la ayuda debería ser la fundación tiene que trabajar con la madre y con el niño no tratarles así como bichos raros porque a mi me decían va a venir la mamá, cuidado vaya a robarse, no le deje en tratar, como le separo si es la madre, es la madre del niño, ¿cómo hago? Entonces por eso debería crearse eso. Bien organizado bien hecho que trabaje la madre y el niño si se quiere hacer eso, de caso contrario no. El niño cuando sale de aquí va a la escuela va creciendo y se pierde de la

misma manera, porque nosotros lo único que hemos hecho es educarle, darle de comer, a que haya aprenda a tomar y a contra lo que roba. Eso es lo que se está haciendo nada mas, de ahí es, claro a mi me da mucha pena porque ellas sufren a veces lloran, dicen ahora mi guaguito, no su guaguito está bien en MdP está bien, tiene una cama, tiene comida. Imagínese señorita ya voy a salir de aquí y ¿qué hago? Ese es el susto tengo miedo, dice porque voy a caer de nuevo, dice no me van a dar trabajo. Yo le digo, ¿qué hace usted aquí? Dice yo vendo estas cositas, no es que no puede ir a vender alguna cosa haga alguna cosa. Pero quien me pide la maño, quien le ayuda, a eso voy yo. A mi me dicen señorita déme un trabajo en su casa. Sabe que yo a pesar de que tengo esas ideas pienso dos veces para usted meterle en su casa. Piensa dos veces. Por eso yo digo que eso se debe de hacer. Yo creo que nunca deben perder el contacto el padre, la madre y sus hijos, pero siempre y cuando este dirigido bien, siempre y cuando se haga seguimiento de eso, así debe ser, así vamos a arreglar las cosas, de caso contrario no hemos hecho nada.

*Y unos problemas emocionales específicos que usted crea que ellos tal vez tengan en el futuro si no se les hace seguimiento:* Bueno ellos verá, problemas emocionales claro muestran poco de defensiva, agresividad, rabia con el resto de personas, odio propio que crecen a la sociedad, porque van creciendo así porque no tienen seguimiento, no tienen ayuda, mientras están aquí no están contaminados, aquí no, pero más grandes ya, ya tienen problemas emocionales, tiene inseguridad, le odian a la sociedad, odian a los que tiene, y con esa rabia es que salen al mundo a traficar, a robar, porque eso es lo que les enseñó el papá y la mamá. Ahora hay otros casos en lo que la mamá mato por accidente, mato porque estaba mariada, eso no quiere decir que es criminal, mata, no es algo que le

pasó. Como nosotros podemos chocar y matar a alguien y nos vamos a la cárcel, por ejemplo deja pasar esa sentencia, pero usted va a buscar ayuda, entonces no es que su hijo va a ser así, no. En cambio esos que son delincuentes que son reincidentes, a ellos hay que ayudar si se quiere eliminar la delincuencia, como vamos a eliminar la delincuencia si de una que está en la cárcel tienen cuatro, cinco hijos, vea, las cosas yo pienso, que se debería hacer antes de que ellas queden embarazadas. Yo creo que si ella es reincidente y cae tres cuatro veces yo pienso que debe haber una ley en el que diga usted ya no puede tener más hijos, porque no puede dirigir a los tres que tiene y está trayendo para violar los derechos de sus otros hijos. Debe haber una ley así, yo siempre e pensado, una señora tiene ocho hijos. A la doña S la mamá del A yo le dije ya no tenga más, ya no voy a tener más, no tenga más hijos, ¿por qué? Porque ya va a salir la S y va a volver a las mismas, ellas se crió en un lugar así en el que el padre era delincuente entonces ella aprendió, y que va a aprender, ¿usted le ha visto al A algo malo? ¿Le ha visto venirse a meter en mi cartera? ¿Le ha visto coger así y estar queriendo matar a los niños? No son niños ingenuos, son niños en su más pura esencia, o sea son guaguas inocentes, si el sale de aquí va a la escuela y sigue con ella, ¿así que se va hacer? Entonces, es donde debe ser el trabajo con la madre en la rehabilitación con la madre y de ahí cuando se trabaje con la madre ella va a aplicar en sus hijos. Eso es lo que yo razono, no, y los años de trabajo yo digo como se debe de trabajar.

10. *¿Hay algo más que usted desea añadir?* No se eso, yo digo los años, no le da, la educación, el estudio, no le da, no le da para enseñar, no, lo que le da usted es la experiencia de vivir con los niños. La impotencia que uno tiene ante esto porque mucha gente dice yo trabajo para los niños yo tengo una fundación pero no conocen la realidad,



la realidad está aquí con aquellas personas que viven día a día con ellas. Uno quisiera tener una varita mágica, cuando yo a veces llego a la cárcel y me dicen llévele a mi guaguita y yo vengo y le digo a la señora le puedo traer una guaguita, “¿usted le va a amargar, usted le va a hacer esto?” o oír una indolencia así, como voy y digo vaya así me dijeron, no puedo, digo no tengo un lugar adaptado. Entonces a veces quisiera una varita mágica para arreglar la situación de al menos de ellos porque eso es en el mundo en que yo me desenvuelvo, no más, si no de ellos precisamente. Hacer un trabajo, incluso hable hasta con el director, pero el director también o sea, no es una persona que ha vivido esto, que ha experimentado esto para poder saber, ellos hacen su trabajo para recibir una remuneración y eso es todo. Entonces si quisiera una varita mágica para arreglar y cambiar la situación de ellas, trabajar conjuntamente con la madre, usted ve aquí se trabaja todito el día con ellos, no hay más, no hay porque usted para poder vivir y sobrevivir usted no puede valerse solo del sueldo usted tiene que buscar otras maneras de trabajar ya a través uno se conoce pues no, y no se no más, aquí lo único que les interesa es sacar el dinero para darles de comer y que suban de peso. ¿Y cómo les hacemos subir de peso si no sabemos cómo están anímicamente, no? ¿Emocionalmente? Yo les puedo decir a las mamás está bien, pero si la mamá está bien, pero si la mamá, yo le dije a la mamá de la D, mi guagua está mal, está así, no será que usted se pone así de esa manera, con esa conducta y eso influye en ella, porque haya no hace eso. Dice no si solo se pasa cogiendo, haya no, no es que es verdad no hace porque ella está ocupada en los niños, y dice que ella se coge así para llamar su atención. Para llamar la suya, pero no ponga esa carita, no ponga esa cara de preocupación, digo, cuando usted quiera reprender a su hija o cuando quiera consolarle no tiene que poner esa cara, tiene que dejar pasar las iras y la

preocupación para poder conversar con su hija. Entonces eso es lo que digo, eso yo quisiera hacer pero aquí no se hace, y en lo mejor posible he trabajado con los niños, mi trabajo ha sido en silencio, porque nadie sabe el trabajo que se hace aquí, porque creen, e oído facilísimo, no es fácil trabajar con treinta niños, llevar acabo veinticinco padres, llevar a cargo tres compañeros con el señor de la buseta, con veinte señoras, es decir y trabajo con setenta personas, entonces usted tiene que saber manejarles a todos ellos, tiene que saber conversar y llegar con todos ellos. Es una responsabilidad que siempre yo digo, cualquiera me dice el trabajo es fácil. El trabajo no es fácil el trabajo es un poco complicado pero si usted hace con cariño, si usted hace por vocación, porque me dicen a mi usted tiene bastante paciencia, no, paciencia es cuando usted no tiene vocación, Hay dios mío paciencia no, es vocación, de querer y de gustarle porque yo puedo tener otro trabajo más reenumerado puedo dedicarme solo al negocio que dice siempre mi marido y ahí vas a sacar más yo me pregunto y cuando yo me vaya que va a ser de ellos, que va a ser de los papás, porque los papás llaman y preguntan, hasta los problemas de las casa de ellos le decía a una mamá el Viernes, sabe señora yo quisiera tener, como quiero pasarle lo que yo tengo en mi corazón y en mi cabeza a usted. De la experiencia que tengo con los niños para que no se haga problema con sus esposo. Ha dormido sin comer? No, entonces no hay problema. Ha dormido alguna vez sin que su hija haya comido? No señorita, entonces porque pelea por el dinero. Yo como quisiera, imagínese usted gritando y su niña oyendo, no es eso violación a los derechos del niño, pero que hago si yo exploto, cuente hasta diez, vírese y cuente hasta diez tomé un vaso de agua, y si después de eso quiere gritar, vaya y grite encerrada en el baño. Entonces uno quisiera pasarle eso, dar a las personas, cuando yo veo a los problemas a los papás yo solo digo

obsérvele a su hijo, yo solo les observo están peleándose se pegan, y luego más haya ya se abrazan. Paso el problema, son problemas simples sencillos. Eso son mis ideas que yo tengo y ojalá esto no me lleve a la cárcel. Porque es todo lo que yo siento y lo que siempre quiero decir y a veces a los papás yo no les digo no, o sea usted tiene que saber manejar esto.

Para trabajar con ellos usted necesita tener mucha paz y tranquilidad, eso tiene que tener, porque si usted no tiene paz y tranquilidad usted no va a poder trabajar con ellos, tiene que resolver los problemas. Y otras cosas que yo hago, por ejemplo, es que a mí yo oigo toda la bulla que sea con ellos, toda la bulla, a veces, abstraigo, me siento y tengo la capacidad de abstraer, de volar. Mis hijos, me dicen mami llamando a Marte, mami llamando a Marte, porque abstraigo y me voy, y es porque a veces estoy trabajando y la bulla de ellos no me molesta, cuando ya exageran así le hago callar. Entonces usted tiene que tener esa capacidad.

Entonces yo digo tiene que tener mucha paz, mucha tranquilidad, yo lo que a mí me ha ayudado bastante es mis conocimientos, mezclar los conocimientos de los guaguas y también me ayudado la paz que Dios da, eso me ha ayudado hartísimo. En cada niño hay Dios no, en cada uno de ellos, eso me ayuda, y ya le digo que si usted bien mal genio, es un poco orgullosa, o no tiene lo que yo digo vocación, no trabaje con los niños, no haga daño a los niños. Diga no me gusta el trabajo, me voy hasta luego. Solo con vocación porque ya digo, me dicen pero usted tiene paciencia, no vocación, paciencia se tiene cuando no se tiene vocación. Usted tiene que aprender de lo que ve, de lo que oye, y usted aprende mientras más observa usted aprende. Hoy día véale a la C, entro le veía que ya gritaba, digo ella está hoy día agresiva y deba haber pasado algo en la casa, la

mamá debe haber pegado o está enfermita, algo. Le dije a la AL ellas está agresiva hoy día, está brava, algo le pasa. Luego me dice la AL cierto es porque ya le pego a otro niño, y luego acá le quiso agarrar a alguien más, entonces será porque es malcriada, no, es algo que le molesto, no durmió bien, no jugó, no comió bien, o su mamá se enojó, algo pasó. Entonces usted ahí usted que hace, tiene que tratarle de diferente manera. No cierto porque ella no le va en contra, porque ella no habla. Entonces tiene que buscarle y tratarle de diferente manera. Y ellas no es hija de presa, vea entonces, eso yo quiero decir que no se diferencia en esta etapa. Pero si se empieza ya a trabajar con los padres en esta etapa porque es la base.

## CASE STUDY II –Noemí Teacher

1. ***¿Tiene usted un título o se graduó con un título? No, no ¿Y le han dado cursos para trabajar aquí? Uh-hum*** Yo trabajaba en otra guardería, trabaje trece años, ahí si e tenido cursos.
2. ***¿Cuáles son algunas de las maneras que usted enseña a los niños?*** Lo principal que yo les enseño es el control de esfínteres. ***¿El control, de qué...?*** Esfínteres, es la mayor parte a la que yo me dedico a que los niños dejen de usar pañales, a que controlen. Enseñarles a coger la cuchara, algunos no saben ni como coger la cuchara no se deciden si con la una o con la otra. Ni las pinturas, ellos no saben cómo coger, a pintar. Eso es lo que yo les enseño porque a pintar también les enseño.
3. ***¿Y cuáles son algunas de las actividades que usted hace con ellos, que usted piensa les está preparando para la escuela?*** Bueno digamos que para la escuela yo no les preparo, quien les prepara en mayor parte es R. Porque yo lo que les enseño, como digo es recién a manejar tijeras, porque ellos no saben utilizar, a romper papeles, o sea van aprendiendo conmigo, a pintar a coger la pintura, de ahí ellos no saben. Como son niños pequeños los que yo tengo, ellos no saben.  
  
*Entonces ellos entran con usted no sabiendo como coger y nada así entonces ya ha empezado con usted y ahí entran con Rut ya cogiendo todas esas cosas.* Si porque cuando vienen conmigo están defecándose, orinándose. Conmigo ya van aprendiendo como usar el baño. Ya van aprendiendo todas esas cosas. A manipular objetos, rompe cabezas, fichas, a jugar, etc. cantos, recitaciones, a pronunciar bien las palabras, etc.
4. ***¿Qué tipo de ambiente cree usted que necesitan los niños cuyas madres están encarceladas?*** Siempre deben estar con sus padres, eso fuera lo mejor. Porque siempre

hay diferencias entre los niños que esta con sus padres y un niño que estas con la mama que está detenida.

*¿Y qué diferencias a notado usted?* Póngase, a veces son agresivos, Eso, agresividad. *O sea que siempre estén con sus...* padres los dos padres sería ideal, con el uno con la madre, ella siempre se ocupa.

5. ***¿Qué consejos tendría usted para profesoras que están trabajando con niños cuyas madres están encarceladas? ¿Si a usted le preguntara qué consejos diera?*** Nosotras, yo al menos tengo el mismo trato con todos los niños, los que estén con los padres, o no estén con los padres, pero es el mismo trato.

*¿Entonces les diría que tengan el mismo trato con los niños?* Si que se les debe animar, y darles el me mismo trato a todos, se les enseñen igual.

*¿Algo más?* NO

6. ***¿Qué cambios a notado usted en los niños ahora que ellos ya no están viviendo con las madres en la cárcel?*** Claro que a veces se han puesto a llorar, pero luego ya les va pasando, como que se van acostumbrando, claro que al principio lloran, deben extrañar a sus padres.

*¿Algo más?* No

7. ***¿Hay algo que usted sienta que usted puede hacer distinto por los niños cuyas madres están en las encarceladas?*** Bueno, yo trabajo con ellos igual que los otros. Si se necesita poner más empeño se pone.

8. ***¿Qué recomendaciones tendría usted para futuras maestras, por ejemplo que están en la universidad ahorita?*** Bueno que hay que tener mucho cuidado con ellos, porque esta

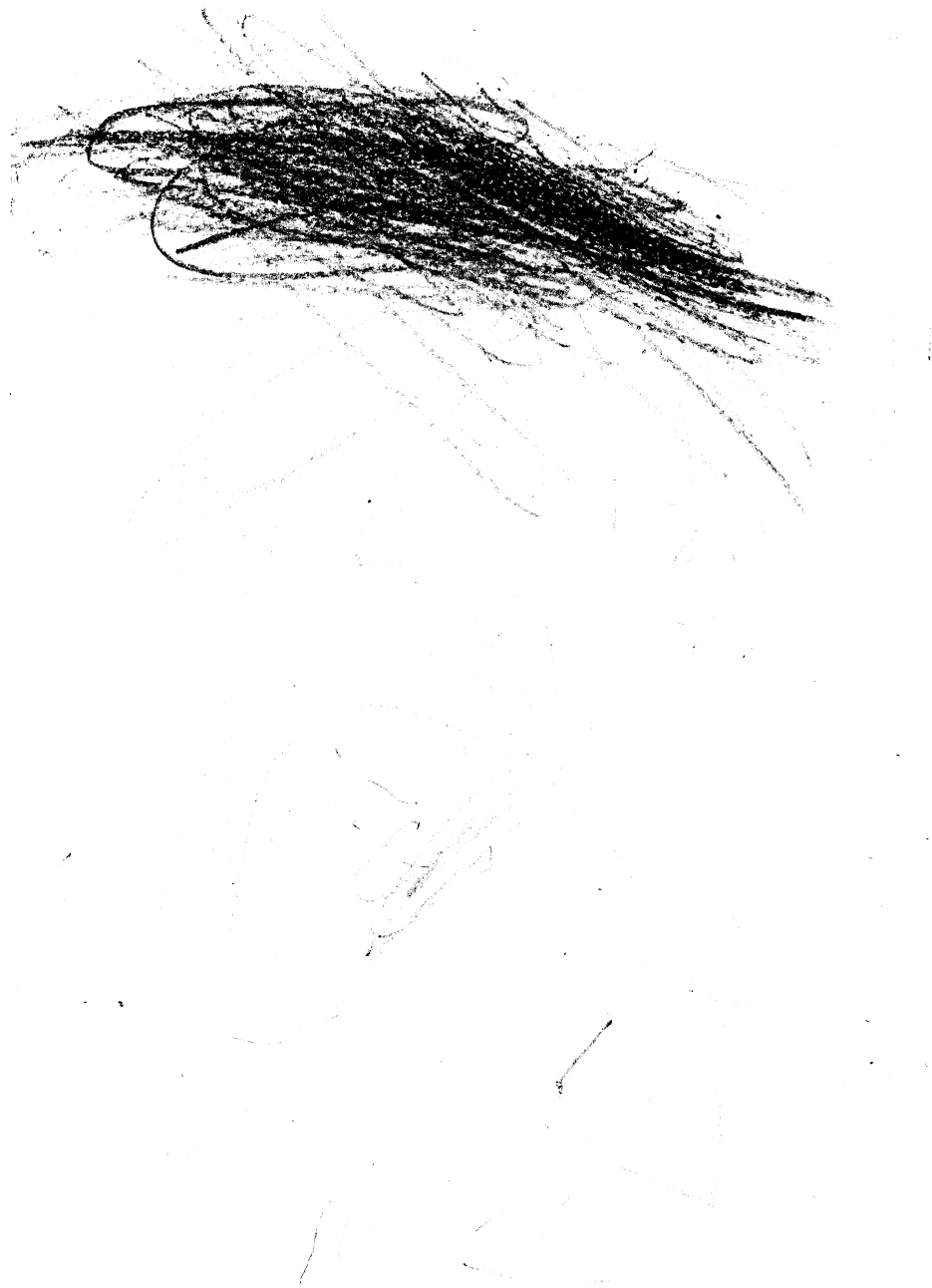
abandonados de los padres, ya no siguen con ellos. Brindarles un poco más de cariño, más cuidado con ellos.

*¿Algo más?* No

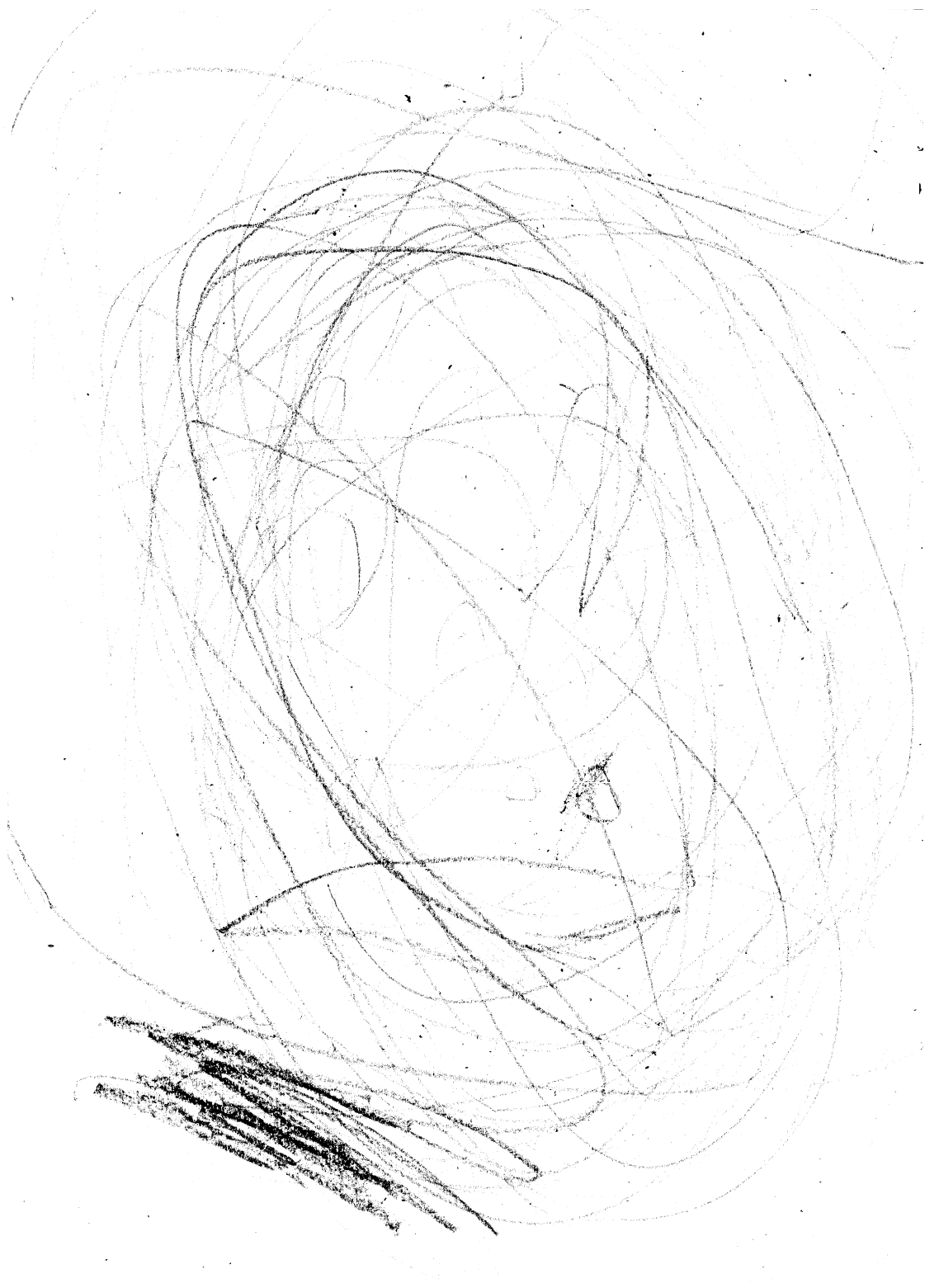
9. *¿Cuáles diría usted que son algunos problemas emocionales que ellos tendrán en el futuro?* De verse solos, tal vez seguir el mismo ejemplo de los padres, nada mas.
10. *¿Hay algo más que le gustaría añadir?* No

APPENDIX F  
CHILD DRAWINGS





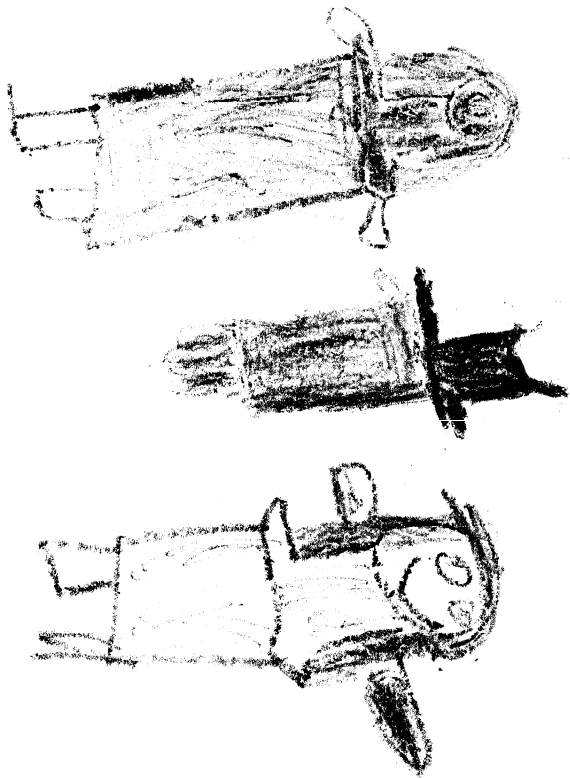
*Figure F.1.* Marcos I Family Drawing.



*Figure F.2.* Marcos II Family Drawing.



*Figure F.3.* Lucas Family Drawing.



*Figure F.4.* Anna Family Drawing.

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