

HOLISTICALLY DISCOURAGING SCHOOL AGED STUDENTS AND YOUTH FROM
JOINING AND/OR BECOMING AFFILIATED WITH GANGS AND GANG VIOLENCE

By

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Capstone project submitted in partial fulfillment of the
requirements for the degree of Masters in Teaching.

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PROJECT SUMMARY

The current project was created to begin to answer the research question, *how can*

schools holistically discourage gang affiliation and/or violence within school aged students?

More specifically, this project intends to inform educators in a variety of settings about gangs, their history and why people choose to join them in order to aid them in creating holistic preventions, interventions or programs within their schools to discourage young students from joining or being involved in gangs. The design of the project includes an initial professional development that is followed up with an at-home, self paced professional development for educators to engage with at their own pace. After a school community goes through the first and second professional development sessions, the school as a community of educators will come back together for a third professional development to discuss and create their own plan of action to holistically discourage gang affiliation and/or violence within their school.

The initial professional development involves all stakeholders within a school community. Educators such as school administrators, teachers, counselors, educational assistants, teacher assistants, paraprofessionals and any other educator or school staff member that works closely with students should attend. During this session, these educators will gain a basic understanding of what gangs are, why students decide to join gangs, and how gang membership and affiliation affects a student within a school community. Educators will also have the opportunity to discuss with each other how they see gangs affecting their students and the school community. There will also be an initial opportunity for the group of educators to begin to think about how they can disrupt gang membership and affiliation within their school community using the baseline information they will have received at the training.

The next step of the project is the second professional development session. This will provide the educators who took part in the initial session to dig into some more information on gangs and students who are a part of a gang or who are affiliated with a gang. This professional development session will provide educators an opportunity to do a lot of self reflecting. This second professional development session is an at-home, self paced session. Educators will

interact with the material on their own, and the school community will decide together a timeline for the completion.

The last session of the professional development will be a time and space for the school community to regroup after completing the first session and all staff members have looked through and worked with the materials in the second session. During this time, the staff will be able to discuss their experience working through the second session and perhaps new information they gained while interacting with the resources. Together they will then be able to collaborate with one another and create a plan of action for their school community. This allows a school to create a prevention and/or intervention program that fits their specific student body and community. This aids in the central idea of this project which is to ensure that the students being focused on are looked at holistically.

**Holistically Discouraging Gang Affiliation and/or Violence Within Young Students
What Role Are You Playing as an Educator?
Session 1 Agenda**

Presented by Megan Steinhoff

Opening: (10-15 minutes)

- Review goals for the session
- Share a quote that was said by a previous gang member
- Ask participants to reflect on some opening questions to get them to think about who they are
- Address my biases as a person - who I am and what I bring to the table -
Introduce or review the Courageous Conversations compass

What Are Gangs: (10-15 minutes)

- Review definitions of gangs
- Ask participants to reflect on how gangs show up in their school communities

How Gangs Show Up in Schools:(10-15 minutes)

- Review basic statistics
- Small group discussion

Who are Gang Members: (60 minutes)

- Watch former gang member interview
- Small group discussion/reflection

- Read together “David’s Story”
- Circle back to initial reflection questions from the opening

Wrap up: (15 minutes)

- Begin to read an excerpt from “Who You Claim” by Garot
- Lead into second session of professional development

PROFESSIONAL DEVELOPMENT SESSION 1 SLIDES

Holistically discouraging gang affiliation and/or violence within young students.

What role are you playing as an educator?
Part 1

Megan Steinhoff

Goals for today:

Discuss what gangs are and what role they have in education.

Hear from and read about people's real experiences with gangs.

Begin to unpack and discover ways in which your role as an educator affects students who are affiliated with gangs.

Begin to think about gangs and the role they play within your specific school community.

Memorandum you may want to bring: pen/pencil, some paper to write on and a small device (phone/tablet)

"I think I would probably be less abusive than what they are now. And instead of riding them all the time, why not walk and talk and get to know the kids before you label them. I mean a lot of them are being pulled away before they're Kings or Cobras or anything, and they're being leaned up against the cars, searched. Get to know the community and really find out what it's about"

- Dante, Latin Kings

On a piece of paper...

Take some time to think about and then write down:

- What are some things that affect you in your life, both positively and negatively? (maybe something that angers you, makes you anxious, causes you stress etc.)
- What are some thoughts and feelings that come up for you when you think about your family and your experience growing up with them?
- What are some things that come to mind when you think about your educational experience?

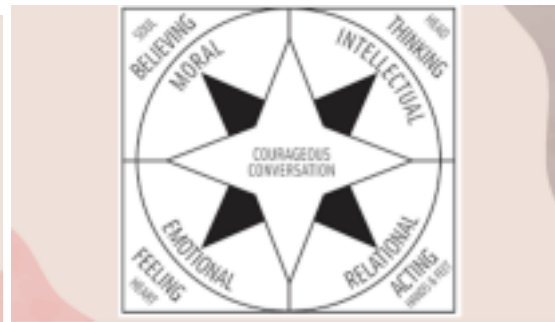
Addressing my biases and who I am

I am a white, co-gender female.

I grew up in Saint Paul, Minnesota and lived with my mom, dad and younger brother.

I received my Bachelor of Arts from the University of Minnesota and am working towards receiving my Masters of Teaching from Hamline University.

I currently live in Northeast Minneapolis and am a public school teacher.



What are gangs?

Definition 1:

"gangs are self-formed associations of peers, they are bound together by mutual interest, with identifiable leadership, and well-developed lines of authority, acting in concert and controlling a specific territory"

(Garot, 2010)

Definition 2:

Gangs refer to "quasi-institutionalized structures within poorer communities" (Hagedorn, 1998)

Definition 1

Frederick Thrasher* defines gangs as interstitial groups that were formed spontaneously but then found more structure because of conflicts (Hagedorn, 1998).

*Thrasher is a gang researcher

What role do gangs play within your school community?

Do you notice students who have affiliations with gangs?

Do you hear or see things that would make you think some students have connections to gangs?

Students choose an option

For each discussion box

How gangs show up in schools

Gang involvement within schools ranges from 2% to 37% depending on the community. (Sano et al., 2008)

Fifth and sixth grade students who have low levels of school attachment are almost twice as likely to join a gang during seventh through twelfth grade. (Sano et al., 2008)

45% teens and parents believe that there are gangs or students who identify as being a gang member in their school. (Zhou et al., 2008)

Risky behaviors place students at high risk for joining a gang.

78% of twelve to eighteen year olds said that there were gangs within their schools. (Mouw et al., 2004)

Some of these risky behaviors are things like truancy, low academic achievement, lack of attachment to school, bullying and labeling by teachers all place students at a higher risk for gang membership. (Sano & Taylor, 2012)

Small group discussion

In a group of three to four, discuss what you think of when you hear the word "gang".

What comes to your mind right away?

Are there people or places that you think of?



Small group discussion

In the same group you were with before the video, discuss your initial reactions.

What did you think when you first saw Ice?

Then, talk about what surprised you while listening to the interview.

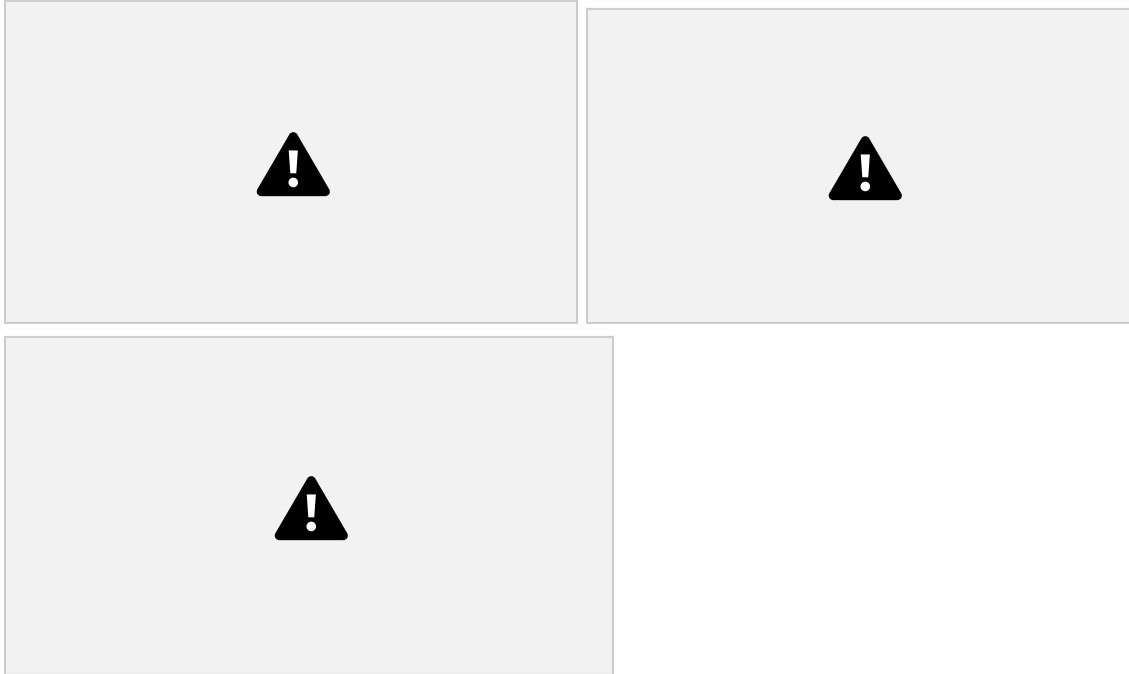
David's Story

John M. Hagedorn is a gang researcher who worked with communities living in Milwaukee, Wisconsin.

He spent his time in the community, talking with and getting to know gang members and their stories.

Together, we are going to read an excerpt from his book "People and Folks: Gangs, Crime and the Underclass in a Rustbelt City".





PROFESSIONAL DEVELOPMENT SESSION 1 MATERIALS

Link to “David’s Story”, an excerpt from John M. Hagadorn’s book “People and Folks: Gangs, Crime and the Underclass In A Rustbelt City”

<https://docs.google.com/document/d/1WxC1F23BIXK8gmh30BrsWiGdImJOHegakFjHnAH644k/edit>

Excerpt from “Who You Claim” by Robert Garot can be found in Appendix A.

Holistically Discouraging Gang Affiliation and/or Violence Within Young Students What Role Are You Playing as an Educator? Session 2 Agenda

Presented by Megan Steinhoff

*Self-Paced Professional Development, audio presentation included

Opening (5 minutes)

- Review the goals for the session
- Review the homework from session 1 (finishing the reading from “Who You Claim” by Robert Garot)
- Assess location on the Courageous Conversations compass to ground before beginning the session

Reflection: (5 minutes)

- Reflection questions based off of the excerpt from “Who You Claim”

Interviews with Former Gang Members: (2 hours and 30 minutes to 3 hours)

- Watch interview with Efrain Padilla, a former gang member (1 hour) -
- Assess location on the Courageous Conversations compass
- Pause for reflection by writing down current thoughts and feelings

- Answer some reflection questions
- Listen to podcast “Indoctrination: Gangs and Families with Adrian Revels” (1 hour) - Assess location on compass
- Answer reflection questions after listening to the podcast

Levels of Culture and Personal Reflection (10-20 minutes)

- Discuss the Culture Tree
 - Spend time identifying three levels of culture by responding to questions/prompts

Multiculturalism: (10-15 minutes)

- Define multiculturalism and how it impacts education
- Discuss research done by Clark & Jenkins (1993)
- Reflection questions
 - Discuss the “white saviour complex” and how it impacts students and education

Current Programs: (15 minutes)

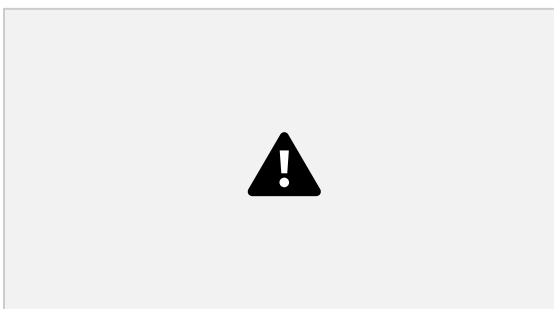
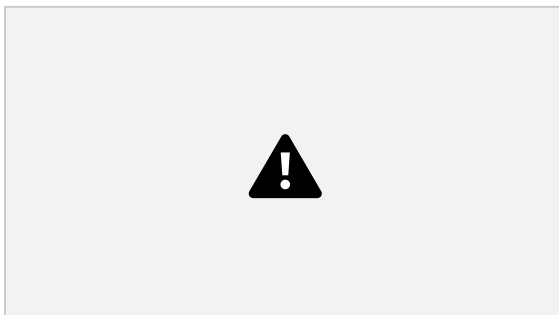
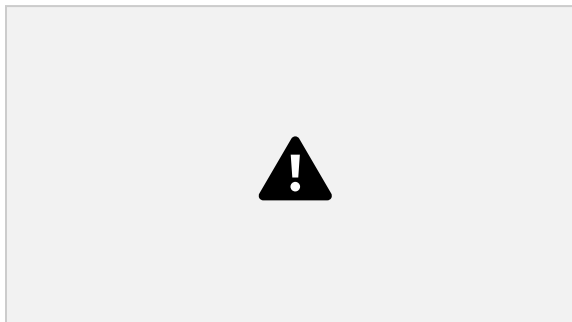
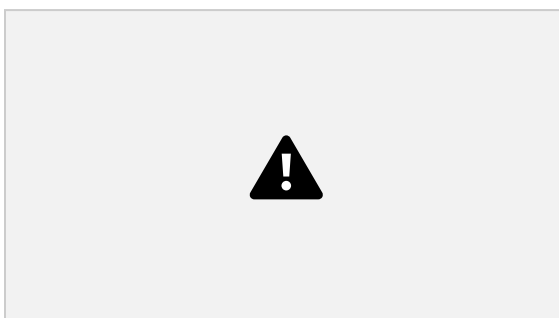
- Positive Youth Development Program
- Project YES
- Reflect on current programs and how they may or may not fit into your school environment
- Begin brainstorming a plan to bring to your school community

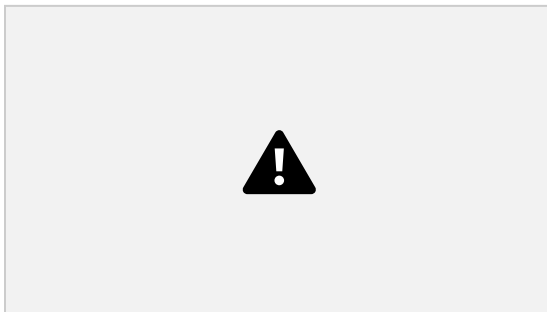
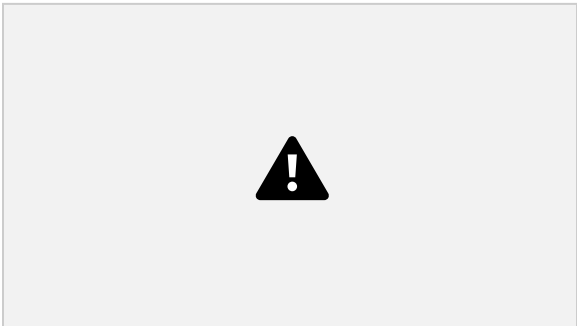
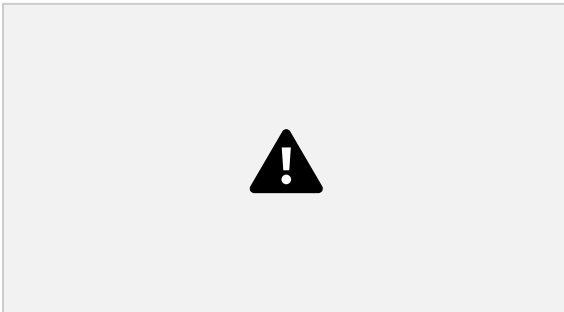
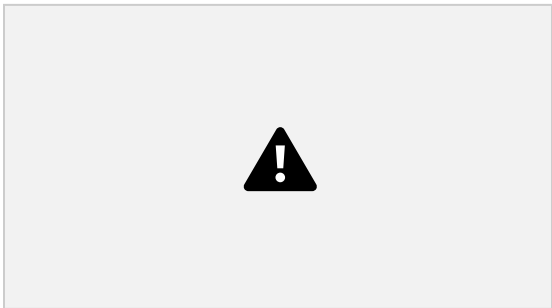
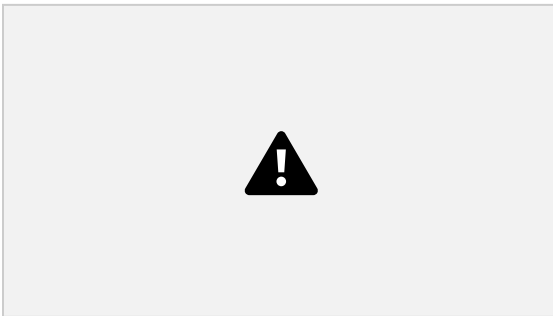
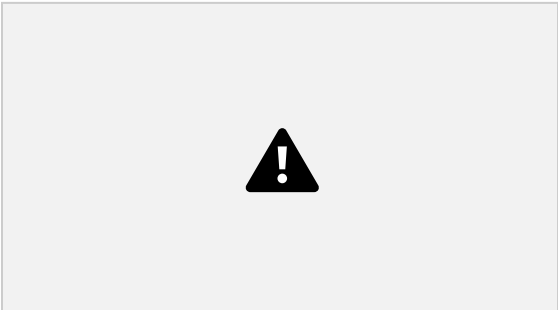
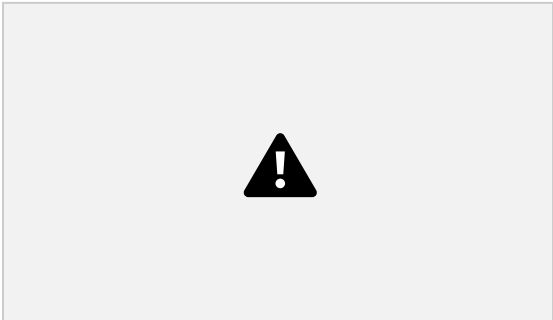
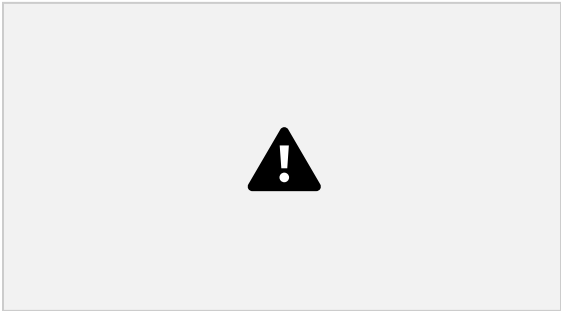
Next Steps: (5-10 minutes)

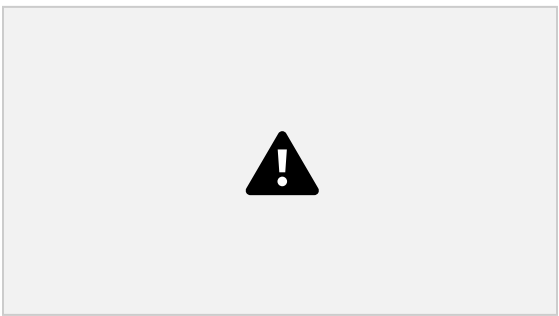
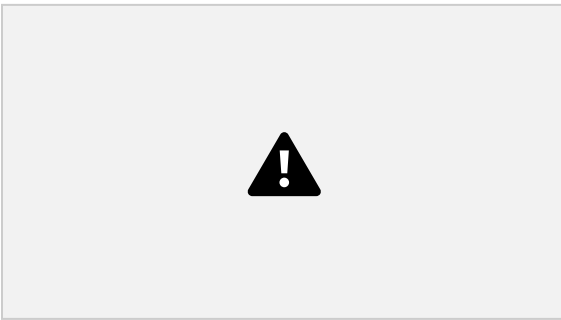
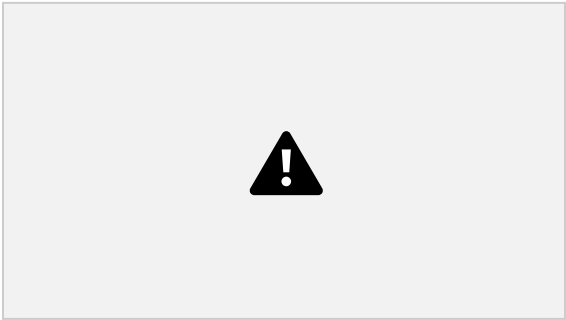
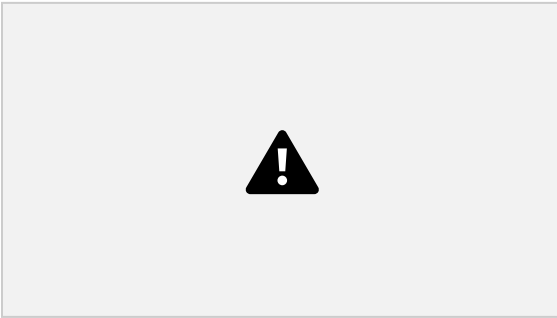
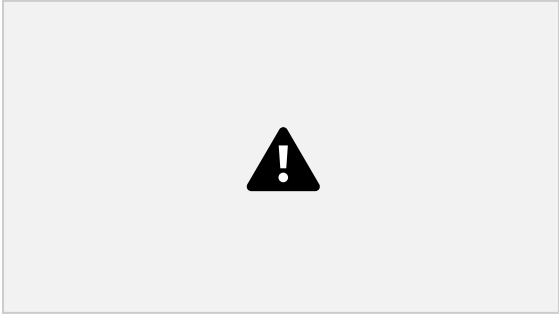
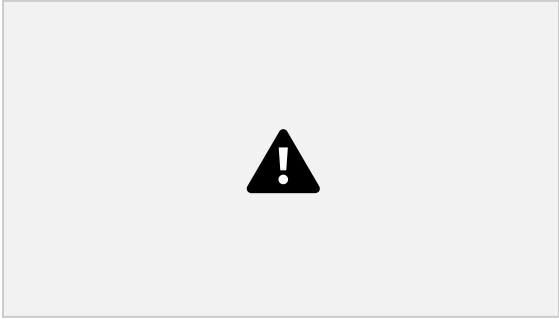
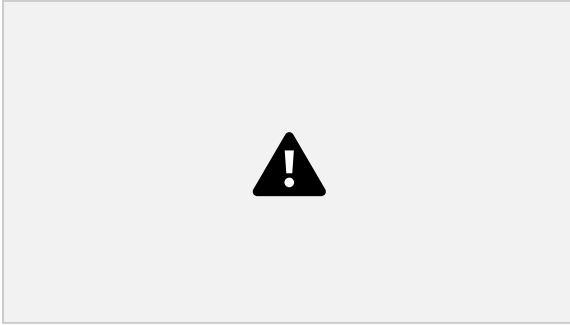
- Prepare ideas to bring to session 3
- Reflect on session 2 and bring any questions to the next session

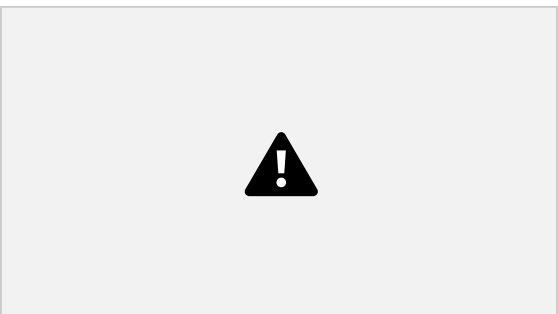
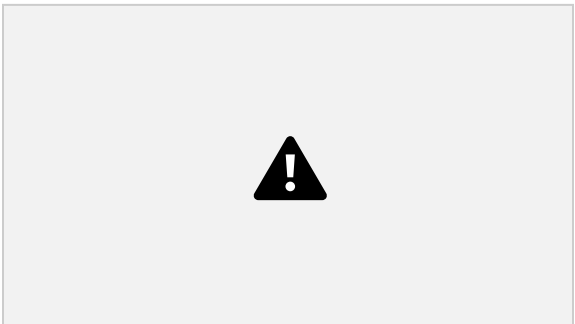
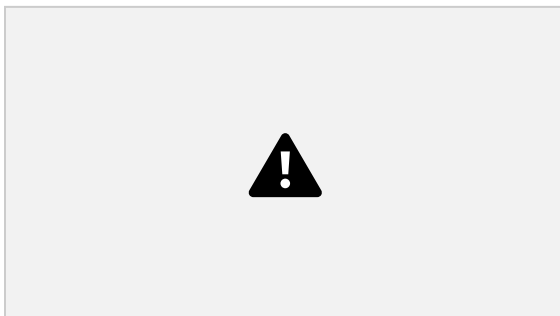
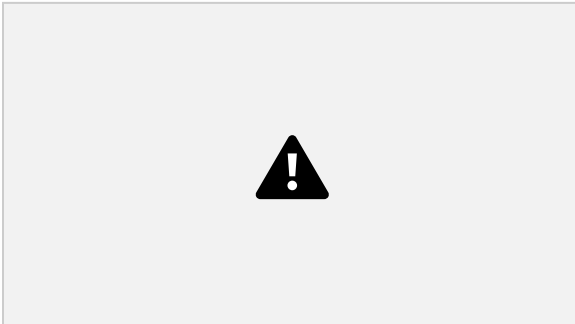
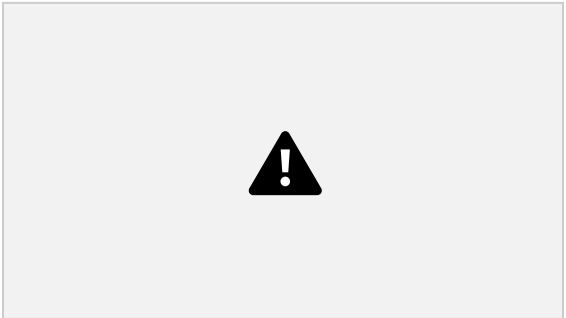
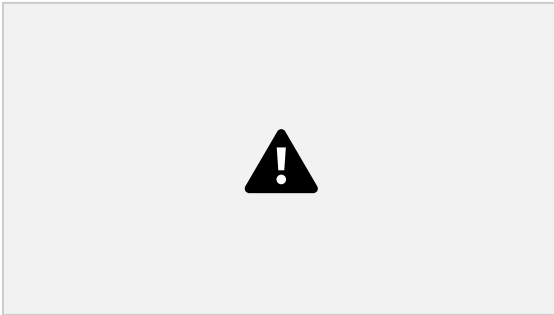
PROFESSIONAL DEVELOPMENT SESSION 2

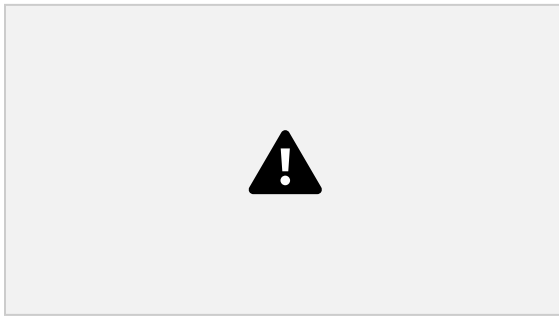
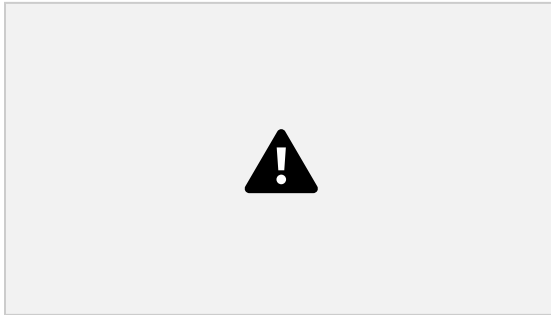
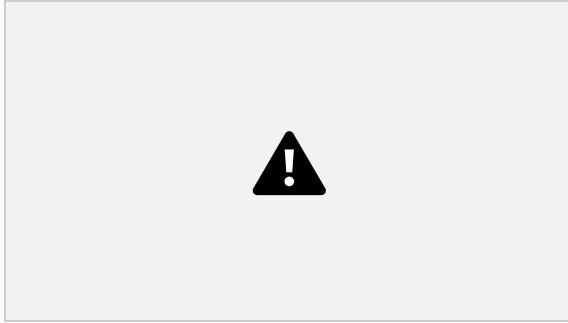
SLIDES











PROFESSIONAL DEVELOPMENT 2 MATERIALS

Link to interview with Efrain Padilla <https://youtu.be/NgDp2h5MulE>

Link to podcast with Adrian Reveles https://youtu.be/u1nuh_saYLC

Holistically Discouraging Gang Affiliation and/or Violence Within Young Students

What Role Are You Playing as an Educator?

Session 3 Agenda

Presented by Megan Steinhoff

Introduction: (20-30 minutes)

- Go over goals for the session
- Touch base in small groups to review session 2 of PD
- Share my takeaways from the research and the information presented in session 2 -
- Discuss definition of “holistic” to ground our work for session 3

Outcomes of Gangs (10 minutes)

- Share research and information on outcomes of gang membership -
Educational outcomes
- Health outcomes

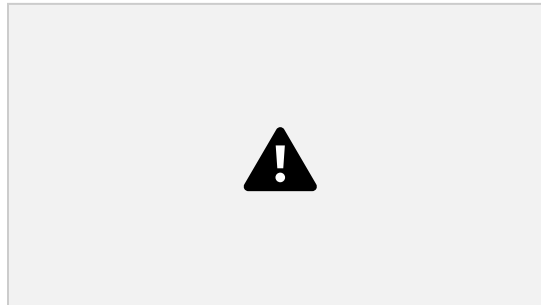
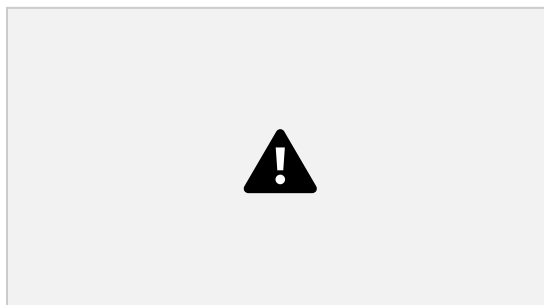
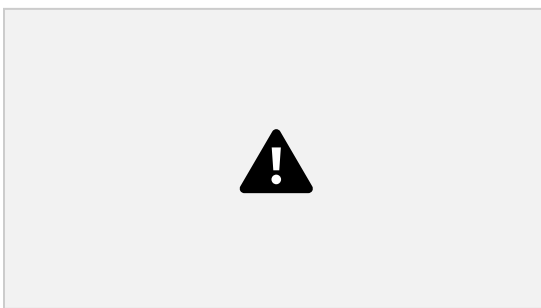
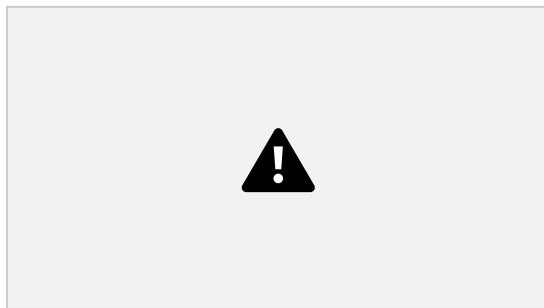
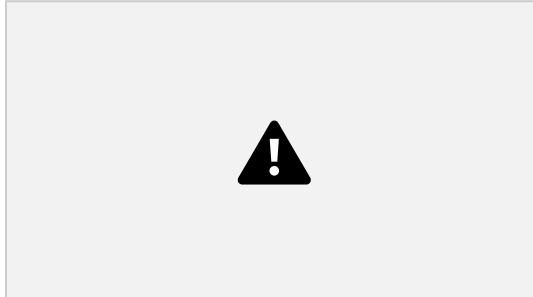
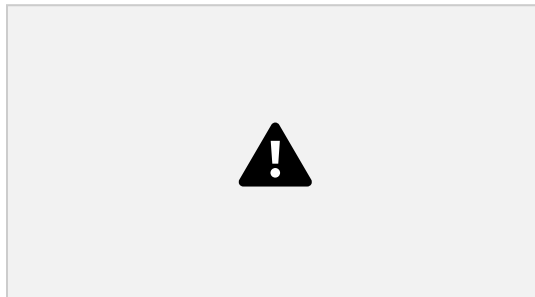
Collaboration: (30-40 minutes)

- Small group discussions
 - Review information from session 2
 - Discuss specific things to implement in school community based off of new information
- Share out with whole group
- Begin to nail down specific things to implement immediately

Next Steps: (10-15 minutes)

- Choose one large scale plan to work towards in the future
- Share a quote
- Thank you and questions

PROFESSIONAL DEVELOPMENT SESSION 3 SLIDES





APPENDIX A























































































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