

**Ohio Department of
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Ohio Institute on Correctional Best Practices

**Best Practices Tool-Kit:
Incarcerated Parents and Parenting Programs**



Ted Strickland
Governor

Terry J. Collins
Director

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BEST PRACTICES TOOL KIT

Prepared by: Millie Harris and Coretta Pettway



Incarcerated Parents and Parenting Programs

This Best Practices Tool-Kit aims to systematically identify empirical evidence regarding prison programs and practices for incarcerated parents and their children. It highlights several practices and program strategies that are proven, promising or exemplary best practices and provides references for more extensive reading, if desired. The objective of the tool kit is to offer a sound evidence base that will better inform policymakers, practitioners and researchers on prison programs and practices geared toward building the parental skills of incarcerated parents. For definitional purposes, best practices fall on a continuum ranging from those practices that are well established and have clearly demonstrated their effectiveness to those that show promise or may be exemplary, but have yet to be fully evaluated and their results documented (Wilkinson 2003).¹

Statistics on Incarcerated Parents

The Bureau of Justice Statistics, 2000 report, "Incarcerated Parents and Their Children" provides the most recent data regarding the percent or number of inmates in Federal or State prisons with children under the age of 18. At that time, there were approximately 2 million persons incarcerated and of that number, 55% of state inmates and 63% of federal inmates reported having a child under the age of 18; 46% of those with children reported living with their children prior to their incarceration (Mumola 2000).² Seventy-three percent of mothers incarcerated in Federal prison and 58% of mothers in State prisons report living with their children prior to their arrest as opposed to 47.2% of incarcerated fathers in Federal and 35.6% in State prisons (Mumola 2000). Virtually all incarcerated fathers report their children's mother as the primary caregiver, while most incarcerated mothers report other relatives as now being the caregiver (Kates et al. 2005).³ As a result, the incarceration of a mother may cause more disruptions for children than the incarceration of a father. Regarding contact with children among inmates in State prisons, 78.4% of incarcerated mothers and 62.4% of incarcerated fathers report some type of monthly contact through mail, visits, or telephone (Mumola 2000). With the prison population now exceeding 2 million, Lee (2005) estimates there are currently approximately 7 million children who have a parent involved in the criminal justice system.⁴

Some of these national statistics are echoed on the state level. In 2004, the Ohio Department of Rehabilitation and Correction compiled a report profiling the parental status of a sample of 965 males incarcerated on January 1, 2004 (Pettway et al. 2004).⁵ It showed that 51.6% of the sample reported having at least one minor child; before incarceration, 46.7% of fathers lived with one or more of their children. Overall, the fathers reported a total of 1,084 children. Most of the fathers (86%) had contact with at least one of their children; they primarily did so by mail (89.6%) or telephone (85.6%).

¹ Wilkinson, R. 2003. "Best Practices: What Does It Mean In Times of Perpetual Transition?" International Corrections and Prison Association 2003 Meetings. Viewed July 25, 2006 at <http://www.drc.state.oh.us/web/articles/articles/article91.htm>.

² Mumola, C. 2000. "Special Report: Incarcerated Parents and Their Children." Bureau of Justice Statistics, U.S. Department of Justice. NCJ 182335. Viewed August 2, 2007 at <http://www.ojp.usdoj.gov/bjs/abstract/iptc.htm>.

³ Kates, E.; Ransford, P. & Cardozo, C. 2005. *Women in Prison in Massachusetts: Maintaining Family Connections: A Research Report*. Center for Women in Politics and Public Policy, McCormack Graduate School of Public Policy, University of Massachusetts, Boston. Viewed August 20, 2007 at <http://www.mccormack.umb.edu/cwppp/r&pubs/docs/WomenPrison.pdf>.

⁴ Lee, A. 2005. "Children of Inmates: What happens to These Unintended Victims (impact of incarceration on prisoners' children in the community)." *Corrections Today*, 67(3): 84-5, 90, 95.

⁵ Pettway, C., Dorsey, R., & Byorth, B. 2004. "Incarcerated Fathers: A Statistical Profile." Ohio Department of Rehabilitation and Correction, Office of Prisons. Viewed August 2, 2007 at <http://www.drc.state.oh.us/web/reports/IncarceratedFathers.pdf>.

Impact of Parental Incarceration on Children

Parental incarceration can have a financial impact on the familial unit, but, for children, it can also result in "feelings of abandonment, loneliness, sadness, anger, and resentment...Eating and sleeping disorders may arise...as well as diminished academic performance, disruptive behavior at home or school, and feelings of being stigmatized" (Block and Potthast 1998: 3).⁶ Incarceration of parents has a significant impact on children's antisocial and delinquent outcomes (Murray and Farrington 2005).⁷ The degree of impact is affected by various factors, including the role the parent played in the child's life prior to incarceration as well as the age of the child at the time incarceration occurs (Parke and Clarke-Stewart 2002).⁸ Children can also experience changes related to their home environment, such as moving to a new caregiver's home and becoming separated from siblings (Loper and Tuerk 2006; Johnson and Waldfogel 2002).⁹ Furthermore, children whose parents are involved in the criminal justice system are at a greater risk of experiencing substance abuse, mental illness, lack of education, economic adversity and family instability (Phillips et al. 2006).¹⁰ Without support in addressing these issues, these children are at increased risk for gang activity, substance use, teenage pregnancy, violence, and incarceration themselves (Lee 2005).

Research indicates that programs aiming to support children of incarcerated parents by helping foster and maintain their connection to their parent have many benefits. Interacting with their parent can help reduce the likelihood that children will engage in harmful behavior. Incarcerated parents have increased post-release success if family ties have been maintained and also benefits the community (Lee 2005). In addition to benefits for the children, offenders who maintain strong ties with their family during incarceration are less likely to recidivate than those who have not maintained those ties, and inmates who assume responsible spousal and parental roles when released have even lower recidivism rates (Gosnell, 2007; Hairston 2001).¹¹

Parental Programs for Incarcerated Parents

The focus of this tool-kit is on parental programs in prison settings. These programs aim to enhance the parent child relationship during and after incarceration through, for example, parenting and child development education, enhanced visitation, or support groups. Loper and Tuerk (2006: 410) caution that much of the research on parenting programs "do not have sufficiently large sample sizes, use random assignment of participants, use control groups for comparison, or use pre- and post-tests to examine the effects of the intervention. As a result of their non- or quasi-experimental designs, most of the studies cannot support conclusions regarding program effectiveness." In addition, it is challenging to measure positive change in inmates' relationship with their children, "and as a result, most measures of program efficacy are based on constructs related to inmates' adjustment as incarcerated parents" (Loper and Tuerk, 2006: 410). Despite the lack of systematic evaluation, there is some evidence that parenting programs can be effective. Several sources highlighted below provide practical information regarding organizational support for parental contact with children and program implementation.

⁶ Block, K. & Potthast, M. (1998). "Girl Scouts Beyond Bars: Facilitating Parent-Child Contact in Correctional Settings." *Child Welfare*. 77 (5): 561-578. Viewed July 30, 2007 at <http://web.ebscohost.com/ehost/detail?vid=4&hid=102&sid=04463090-04bb-4709-893c-6d9cce5e1d6c%40sessionmgr108>.

⁷ Murray, J. & Farrington, D. 2005. "Parental Imprisonment: Effects on Boys' Antisocial Behaviour and Delinquency Through the Life-Course." *Journal of Child Psychology and Psychiatry*. 46(12):1269-1278.

⁸ Parke, R. and Clarke-Stewart, K. 2001. "Effects of Parental Incarceration on Young Children." Paper prepared for the "From Prison to Home: The Effect of Incarceration and Reentry on Children, Families, and Communities." conference, January 30-31, 2002. U.S. Department of Health and Human Services and The Urban Institute. Viewed August 15, 2007 at <http://aspe.hhs.gov/HSP/prison2home02/parke&stewart.pdf>.

⁹ Loper, A. & Tuerk, E. 2006. "Parenting Programs for Incarcerated Parents: Current Research and Future Directions." *Criminal Justice Policy Review*, 17(4): 407-427. Viewed August 2, 2007 at <http://cjp.sagepub.com/cgi/content/abstract/17/4/407>; Johnson, E. & Waldfogel, J. 2002. "Parental Incarceration: Recent Trends and Implications for Child Welfare." *Social Service Review* (76):460-479.

¹⁰ Phillips, S.; Erkanli, A.; Keeler, G.; Costello, E.; & Angold, A. 2006. "Disentangling the Risks: Parent Criminal Justice Involvement and Children's Exposure to Family Risks." *Criminology and Public Policy*. 5(4):677-702.

¹¹ Gosnell, K. 2007. "Fathers Successfully Returning Home." *Corrections Today*. 69(2): 46-49; Hairston, C. 2001. "Prisoners and Their Families: Parenting Issues During Incarceration." Paper prepared for the *From Prison to Home* Conference, January 30-31, 2002 at the National Institute of Health, sponsored by the Urban Institute. Viewed August 10, 2007 at <http://www.urban.org/publications/410628.html>.

Incarcerated Parents - Promoting Contact

Following a series of roundtable discussions and promising practice research conducted by organizations, which included the Urban Institute and the Council of State Governments Reentry Policy Council, the Rutgers University School of Criminal Justice and the New Jersey Institute for Social Justice, recommended the following to Department of Corrections (DOC) for facilitating parental interaction and maintaining bonds between inmates and their children (Christian et al. 2006):¹²

Promoting Parental Contact:

1. Develop a visiting handbook (in print and online) listing for each facility visitation rules and times, programs offered to inmates, and options for family participation. When possible, information should be posted around the entry and visiting area. In addition to information for caregivers, information should be provided regarding preparing children for the visit, such as what to expect, what is appropriate to bring (metal toys versus plastic toys), etc.
2. Keeping in mind differences between institutions and security levels, employ clear and consistent visitation policies across facilities.
3. Use video conferencing as a supplement to in-person visitation for families who may be too far or unable to travel long distances due to health or economic reasons.
4. Employ a "Parenting Office" in every facility to provide incarcerated parents with access to information about parental rights. In addition, create a parenting handbook about parental rights to give to every incarcerated parent when entering the facility and permit counselors, case managers, social workers, and legal experts to come into facilities to further help inmates understand and keep their parental rights (Women's Advocacy Project 2005).¹³
5. Have the inmate classification system take family issues into consideration so that parents can be incarcerated close to their children (Women's Advocacy Project 2005).
6. Develop a telephone service plan that places minimal financial stress on inmates' families.
7. Create community advisory boards to assist with communication between DOC and the community.
8. In the Office of the Ombudsman, assign a family ombudsman to support family members' involvement in inmates' lives and in discharge planning.

Promoting Quality Contact:

1. Support incarcerated parents' participation in making decisions for their children, especially relating to school and health.
2. Create child and family friendly visitation areas. The Women's Advocacy Project (2005) recommends training correction officers and other security staff, especially those stationed in the visitation and counseling areas, to be sensitive to family issues. Luke (2002) details efforts in developing and implementing specialized parenting classes and two extended visiting

¹² Christian, J., Fishman, N., Cammett, A., & Scott-Pickens, L. 2006. *Bringing Families In: Recommendations of the Incarceration, Reentry and the Family Roundtables*. Rutgers University School of Criminal Justice & the New Jersey Institute for Social Justice. Viewed July 30, 2007 at <http://www.fcnetwork.org/Resource%20Center/resource-center-main.htm>.

¹³ Women's Advocacy Project. 2005. "Making Family Reunification a Reality for Criminal Justice-Involved Women." Women's Prison Association. Viewed July 30, 2007 at http://www.wpaonline.org/pdf/Recommendations_2005.pdf.

programs at the Shakopee female prison in Minnesota.¹⁴ The facility itself is unique in that it does not have bars or fences. There are nine housing units with lawns, gardens, and recreational space in between them. One of the housing units is filled with games, books, toys, and cribs and is decorated with Sesame Street and cartoon characters. This environment helps children feel more comfortable and also provides inmates and their children with activities to do during day and extended stay visits.

3. Develop more parenting and family relationship courses for inmates and allow their family and caregivers to participate where appropriate. But, again, although it has been asserted that parenting programs can play positive roles in maintaining connections between incarcerated parents and their children, there are few rigorous evaluations of specific programs.

Implementing Programs

Researchers with the National Council on Crime and Delinquency (NCCD) prepared an evaluation of program development and implementation of interventions targeting children of incarcerated parents (Bush-Baskette and Patino 2004). Based upon reports of implementation successes and challenges, the authors identified minimal components necessary for successful programs, regardless of program design, target population, or outcome goal.¹⁵

1. An assessment of the needs of the programs' targeted population and community resources should be conducted before running the program.
2. Programs should develop relationships with schools, correctional facilities, and other community agencies, which can help implement the program. This could take the form of partnering with community organizations, such as local businesses or churches, to recruit volunteers to help transport children to visit their incarcerated parent. The volunteer support could be used by the program by not only helping support incarcerated parents' connections to their children, but also in assisting with other aspects of the program.
3. Target populations, as well as plans for identifying, recruiting, and enrolling participants, should be clearly defined.
4. Staff should be qualified, competent, and skilled in working with children of incarcerated parents. An example of how to accomplish this is seen in the Family Support Program (FSP) created by the Texas Department of Corrections and the School of Social Work at the University of Texas at Austin to provide community based support services for inmates, their families, and the community (Johnson et al. 1998).¹⁶ FSP equips its staff to work with families and children of incarcerated parents by training to acquire information about, "the criminal justice system and process; the impact of incarceration on children and families; dynamics of poverty, single parenthood, substance abuse, and multi-need families typical of this population; collaborative teamwork and interdisciplinary work; parent training; safety issues; and advocacy and community networking" (Johnson et al. 1998: 5).
5. Programs need to always investigate various sources of financial resources. This is a real challenge for many programs, such as the Girl Scouts Beyond Bars (GSBB) programs (Block

¹⁴ Luke, K. 2002. "Mitigating the Ill Effects of Maternal Incarceration on Women in Prison and Their Children." *Child Welfare*, 81(6): 929-948.

¹⁵ Bush-Baskette, S. and V. Patino. (2004). *The National Council on Crime and Delinquency's Evaluation of the Project Development of National Institute of Corrections/Child Welfare League of America's Planning and Intervention Sites Funded to Address the Needs of Children of Incarcerated Parents: Final Report*. National Council on Crime and Delinquency, Oakland, CA. Viewed July 30, 2007 at <http://www.reentrypolicy.org/reentry/DocumentViewer.aspx?DocumentID=1640>.

¹⁶ Johnson, T., Selber, K., & Lauderdale, M. 1998. "Developing Quality Services for Offenders and families: An Innovative Partnership." *Child Welfare*, 77 (5): 595-615. Viewed July 30, 2007 at <http://web.ebscohost.com/ehost/detail?vid=1&hid=104&sid=75558891-2f03-41a8-a891-009f365ac840%40sessionmgr106>.

1999).¹⁷ In a survey given to GSBB program directors, Block reports that programs were able to operate by finding funding from local and regional foundations as opposed to government agencies or private and business donations.

In addition to the components mentioned by NCCD, there are several components required for the implementation of prison parenting programs. Even though more research evaluating prison parenting programs is needed, Loper and Tuerk (2006) identify challenges and objectives of a model prison parenting program:

1. Promote contact between children and incarcerated parents. This will help incarcerated parents model learned parenting skills under supervision. While this should not be the entire focus of the prison program, it is a needed component. If appropriate, ways to promote contact with children could include having inmates communicate with the children's caregivers to discuss how to increase their contact with their children, encouraging inmates to write or call their children, making visitation areas more family friendly, instituting overnight visits, recruiting volunteers to transport children, or increasing frequency of visits.
2. Be aware that inmates' educational levels might impact their ability to comprehend course materials. Many inmates have low educational achievement levels and parenting materials designed for the general public may be too difficult to understand. One way of addressing this is to use many visuals, role play and simple language.
3. Take inmates' sentence lengths into consideration. Inmates with long term sentences need support in sustaining connections to their children, while inmates with short term sentences need skills in maintaining an active parenting role and communicating with their children's caretaker to ease their transition into the family unit once released.
4. Address institutional obstacles. The prison environment puts forth unique challenges to teaching parenting skills. For example, delays in inmate daily counts may delay the start of parenting classes; restrictions in the handouts and materials inmates are permitted to have could impede the processing of information; and loudspeaker announcements could disrupt class. Program instructors should collaborate with prison staff in dealing with these barriers. In their research describing the implementation of a parenting program in a county jail, Eddy et al (2001) noted the attitude of correctional officers as a barrier.¹⁸ In that instance, administrators accepted and embraced the program. However, it was also necessary for correctional officers to accept the program as they had the most contact with inmates participating in the program and were responsible for getting the inmates to class and interviews with project staff. To improve the acceptance of the program by correctional officers, program facilitators briefed the officers and provided material on the rationale and activities of the program.
5. Communicate with children's caregivers. Caregivers play an important role in fostering a relationship between incarcerated parents and their children, as they control whether and how often children visit their parent or receive telephone calls or letters. Therefore, the quality of the relationship between caregivers and incarcerated parents impacts the interactions with their children. Inmates should gain skills for relating to caregivers, such as sensitivity to caregivers' stress, and communicating their desires.
6. Impart parenting skills in the form of teaching child behavior management techniques, child development, change in family composition, life skills (such as managing finances, food,

¹⁷ Block, K. 1999. "Bringing Scouting to Prison: Programs and Challenges." *The Prison Journal*, 79(2): 269-283.

¹⁸ Eddy, B.; Powell, M.; Szubka, M.; McCool, M.; & Kuntz, B. 2001. "Challenges in Research with Incarcerated Parents and Importance in Violence Prevention." *American Journal of Preventive Medicine*, 20 (1): 56-62. Viewed August 8, 2007 at <http://www.ajpm-online.net/article/PIIS0749379700002737/abstract>.

transportation, basic needs, etc.) and cognitive and reasoning skills (Harrison 1999).¹⁹ It is also necessary to concretely teach communication skills. Incarcerated parents can interact with their children through visits, the telephone, or letter writing, and each activity requires a different skill set (such as how to show support, how much to say or write, etc.) for communicating effectively.

7. Adjust and adapt programs to meet the different needs of female and male inmates. Since more incarcerated mothers than fathers lived with or were the primary caregiver of their children before their imprisonment, prison parenting programs for mothers should address guilt they may feel for leaving their children, not fulfilling societal expectations for mothers, separation anxiety, worry about their children's wellbeing, and their ability to communicate effectively with their children's caregivers (Snyder et al. 2001). In addition, many incarcerated women are survivors of sexual and physical abuse. Consequently, it is vital to address how women are coping with their past and provide opportunities for emotional healing, which is important because parents' mental health impacts their ability to relate positively with their children, deal with potentially upsetting issues, and cope with separation from their children. Programs could do this by incorporating discussions of self esteem and stress into the parenting classes, attempting to increase the frequency and quality of visitations, and creating peer support for mothers, operating outside of parenting classes (Block and Potthast 1998).

Incarcerated fathers also have a unique set of needs. If men were their family's financial provider, it may be hard for them to relate to their children because their role has been altered. Also, men who have not had a close relationship with their children may experience trouble interacting with their children. There may also be additional challenges to connecting if men's parental status is ambiguous, due to the lack of legal or biological connection to the children. Men who have had a lot of contact with their children find being separated from them difficult. Although some research asserts that incarcerated fathers usually have not had a large presence in their children's lives prior to their arrest, Landreth & Lobaugh (1998) argue that fathers' parenting role is de-emphasized, even though there is interest among fathers in connecting with their children. Incarcerated fathers especially benefit from parenting programs focusing on basic parenting skills and learning about child development and parental responsibility (such as custody and child support).²⁰

8. Monitor the intervention through appropriate standardized instruments. The instruments used should measure aspect of the program objectives and goals.

Promising Programs

In an extensive search of the literature focusing on the effectiveness of parenting programs for the prison population, very few studies were found. Of those that were identified, the sample sizes were small and there was no random assignment of participants or comparison group. Further, the measure of program effectiveness was not a reduction in recidivism or family re-integration, cohesiveness or bonding, but rather, focused on the participants' self esteem levels, attitudes toward parenting (Johnston, 2006; Harrison 1997) or institutional adjustment. These findings or "lack thereof" are similar to what Loper and Tuerk (2006) found in their extensive review of the literature regarding assessments of parenting interventions for incarcerated parents.

¹⁹ Harrison, K. 1997. Parental Training for Incarcerated Fathers: Effects on Attitudes, Self-Esteem, and Children's Self-Perceptions. *The Journal of Social Psychology*, 137 (5): 588-593; Klein, S.; Bahr, S. 1996. "An Evaluation of a Family-Centered Cognitive Skills Program for Prison Inmates." *International Journal of Offender Therapy and Comparative Criminology*, 40 (4): 334-346.

²⁰ Landreth, G. & Lobaugh, A. 1998. "Filial Therapy with Incarcerated Fathers: Effects on Parental Acceptance of Child, Parental Stress, and Child Adjustment." *Journal of Counseling & Development*, 76 (2): 157-165.

Suggested Readings on Incarcerated Parents

The articles identified below are not an exhaustive list of the literature regarding parenting programs or research involving children of incarcerated parents. They provide a starting point for the identification of research on incarcerated parents and parenting programs.

Ascione, W. and Dixon, J. 2002. "Children and Their Incarcerated Mothers" in *Women at the Margins: Neglect, Punishment, and Resistance*. (eds) Josefina Figueira-McDonough and Rosemary Sarri. Hawthorne Press: Binghamton, NY. Pps 271-293.

Description: Includes a brief description of 9 programs servicing incarcerated parents and their children in various locations throughout the United States.

Boswell, G. 2002. "Imprisoned Fathers: The Children's View." *The Howard Journal*. 41 (1):14-26.

Description: Based upon face-to-face interviews with 17 children of varying ages whose father was incarcerated, the author provides anecdotal data on the feelings and reactions they have regarding their father's incarceration.

Boudin, K. 1998. "Lessons from a Mother's Program in Prison; A Psychological Approach Supports Women and their Children." *Women & Therapy*, 21 (1): 103-125.

Description: This article is written by an incarcerated mother with the purpose of demonstrating that, when female inmates address their emotional issues, they become more effective parents. She describes the development and execution of a peer support group (based on a psychosocial model) that aims to help women examine their maternal role. Three major areas of concern for the women are discussed: the mothers' past, feelings of guilt, and feelings of loss.

Clarke, L.; O'Brien, M.; Day, R.; Godwin, H.; Connolly, J.; Hemmings, J.; Van Leeson, T. 2005. "Fathering Behind Bars in English Prisons: Imprisoned Fathers' Identity and Contact with Their Children." *Fathering: A Journal of Theory, Research and Practice about Men as Fathers*. 3 (3):221-241.

Description: Based on a purposive sample of 43 men incarcerated in 3 English prisons, the authors conducted semi-structured face-to-face interviews with the fathers and with 21 of their partners to explore several issues: perception of the father's role and quality of family relationship; patterns and experiences of visiting and other forms of contact with the target child and target mother; personal well-being; plans for post release; and socio-demographic profiles.

Conly, C. 1998. "Program Focus: The Women's Prison Association: Supporting Women Offenders and Their Families." National Institute of Justice. Viewed July 30, 2007 at <http://www.ncjrs.gov/pdffiles/172858.pdf>.

Description: Provides a comprehensive overview of the Women's Prison Association and highlights several of its programs, which have many features considered essential to programs for female inmates. There is some background about the differences between female and male inmates and the needs of female inmates. Features of all of WPA's programs are listed.

Family & Corrections Network. "How to Develop Parent/Child Programs that Work." National Resource Center on Children and Families of the Incarcerated. Viewed May 16, 2007 at <http://www.fcnetwork.org/Resource%20Center/parent-child-program.html>.

Description: Explains how to develop parent/child programs based on a book titled *Children, Families, and Correctional Supervision: Current Policies and New Directions* (1997) by C.F. Hairston, S. Wills, & N. Wall. The article outlines basic policies of programs and provides examples of programs.

Gosnell, K. 2007. "Fathers Successfully Returning Home." *Corrections Today*, 69 (2):46-49.

Description: Provides background information about incarcerated fathers and why fatherhood programming is important. The article mentions the National Fatherhood Initiative (www.fatherhood.org) and its programs (and their purposes), Long Distance Dads, InsideOut Dads, Doctor Dad, and Dad Pack.

Jeffries, J.; Menghraj, S.; Hairston, C. 2001. *Serving Incarcerated and Ex-Offender Fathers and Their Families: A Review of the Field*. Report prepared for the U.S. Department of Justice and the Charles Stewart Mott Foundation. Vera Institute of Justice, New York, NY. Viewed August 15, 2007 at http://www.vera.org/publication_pdf/fathers.PDF.

Description: Provides the description, design, objectives, history, policy contexts, and other operating environments of 7 prison-based and 7 community-based programs designed for incarcerated and low-income fathers.

Hairston, C. 2001. "Fathers in Prison: Responsible Fatherhood and Responsible Public Policies." *Marriage and Family Review*. 32(3/4): 111-135.

Description: Provides an overview of family roles and relationships of incarcerated men and describe ways in which individual situations and family preferences affect the ability of these men to function as parents. Includes an analysis of prison location strategies, communication regulations and post-release environments to show how public policies influence and shape family relationships and responsible fatherhood.

Kazura, K. 2001. "Family Programming for Incarcerated Parents: A Needs Assessment Among Inmates." *Journal of Offender Rehabilitation*. 32 (4):67-83.

Description: Based upon surveys completed by 99 male and 37 female inmates, the authors assessed the inmates' perceived family and parenting issues/concerns and their interest in formal and informal family services. Overall, inmates were interested in receiving information about childrearing, better visitation for their children, and help with issues of trust and communication.

Magaletta, P. R. & Herbst, D. P. 2001. "Fathering from Prison: Common Struggles and Successful Solutions." *Psychotherapy*, 38 (1): 88-96.

Description: Provides background information on fathering from prison, especially focusing on psychological aspects. The article details an example of a parenting group program (Helping Offenders Pursue Excellence for Life, which has become a national model) that helps incarcerated fathers (through psychotherapy) deal with their past, become accountable, and be able to have more of an emotional connection with others. No evaluation of the program is presented.

Moses, M. 1995. *Keeping Incarcerated Mothers and Their Daughters Together: Girl Scouts Beyond Bars*. Program Focus, National Institute of Justice, Office of Justice Programs. Viewed August 15, 2007 at <http://www.ncjrs.gov/pdffiles/girlsct.pdf>.

Description: Girl Scouts Beyond Bars, a program designed to keep mothers and daughters connected and to enhance parenting skills, involves keeping incarcerated mothers in their daughters' lives through a unique partnership between the Girl Scouts and State and local corrections departments. This report discusses the social and judicial context for the program, describes the first four programs in operation, and concludes with an examination of the broader issues that these programs should confront to effectively change the lives of youths at risk.

Murray, J. 2005. "The Effects of Imprisonment on Families and Children of Prisoners." In *The Effects of Imprisonment*. A. Liebling and S. Maruna (eds). Willan Publishing. Pps 442-462.

Description: Provides a detailed review of the literature regarding studies evaluating the effects of imprisonment on prisoners' partners and children.

Phillips, S. and J. Gleesson. 2007. "What We Know Now That We Didn't Know Then About The Criminal Justice System's Involvement In Families With Whom Child Welfare Agencies Have Contact." *Research Brief: Children, Families, and the Criminal Justice System*. Center for Social Policy and Research, Jane Addams College of Social Work, University of Illinois at Chicago. Viewed August 13, 2007 at <http://www.uic.edu/jaddams/college/research/What%20we%20know%20now.pdf>.

Description: Using data contained in the National Survey of Child and Adolescent Well-Being, the authors discuss differences between children who were the subjects of reports of maltreatment for those whose parent or caregiver was involved in the criminal justice system versus those whose parents were not involved in the criminal justice system.

State of Oregon. 2002. "Children of Incarcerated Parents Project: Report to the Oregon Legislature on Senate Bill 133." Viewed July 30, 2007 at http://egov.oregon.gov/DOC/PUBAFF/docs/pdf/legreport_bill133.pdf.

Description: Presents recommendations (for jails, prisons, child welfare, etc) based on the short- and long-term needs of children. These recommendations were made by the Children of Incarcerated Parents Project, which was developed to encourage community partnerships and programs to help end cycles of criminality. Provides background information on children of incarcerated parents.

What About Me? Children with Incarcerated Parents. (eds) Trzcinski, E.; Satyanathan, D.; and Ferro, L. 2001. Michigan Family Impact Series, Briefing Report No. 2002-1. Sponsored by the Skillman Foundation, School of Social Work at Wayne State University and Michigan State University.

Description: Compilation of articles by various researchers providing data and discussions of the effects of parental incarceration on children and families; children of incarcerated mothers; and fathers in prison. Provides a review of programs designed for children with incarcerated parents.

Wright, L. and Seymour, C. 2000. *Working with Children and Families Separated by Incarceration: A Handbook for Child Welfare Agencies.* CWLA Press. Washington, DC.

Description: Resource handbook for child welfare agencies. It includes information on the effects of parental incarceration, the systematic response to parental incarceration, and the community services available for this population. It also gives practical suggestions regarding child protection, temporary care in out-of-home placements, permanency planning, and family reunification.

Suggested Readings on Outcome Evaluations of Parenting Programs for Incarcerated Parents

As noted in the previous section of suggested readings, the set of papers described below is not an exhaustive list of evaluation research on parenting programs for incarcerated parents. It is provided to give direction and a starting point for identifying other research in this area.

Eddy, B. A., Powell, M. J., Szubka, M. H., McCool, M. L., & Kuntz, B. A. 2001. "Challenges in Research with Incarcerated Parents and Importance in Violence Prevention." *American Journal of Preventive Medicine*, 20 (1): 56-62. Viewed August 8, 2007 at <http://www.ajpm-online.net/article/PIIS0749379700002737/abstract>.

Description: Gives background information about the necessity of involving incarcerated parents in reducing youth violence, factors contributing to youth violence, and growth of incarcerated population. The authors developed a study to address the parenting needs of inmates with drug, alcohol, or mental health issues. In the evaluation of the program's effectiveness, the children of the inmates and their caretaker were interviewed or surveyed. Although baseline interviews with inmates, their children, and their children's primary caregivers were conducted and follow up interviews were in the process of being conducted, no evaluation findings are presented. Instead, the authors describe challenges to implementing the program.

Harm, N., Thompson, P., & Chambers, H. 1998. "The Effectiveness of Parent Education for Substance Abusing Women Offenders." *Alcoholism Treatment Quarterly*, 16 (3): 63-77.

Description: Discusses how many incarcerated mothers have histories of substance abuse. It also evaluates outcomes of parent education programs at a women's prison in Arkansas. The authors question whether the parenting education program was as effective for women with histories of substance abuse as it was for women without histories of substance abuse. The methodology included giving female inmates surveys (one for self esteem and the other a parenting inventory) before and after a 15 week parenting education class. Results indicate that substance abusing women's ability to profit from parenting classes is not significantly different from women without substance abuse histories.

Harrison, K. 1997. "Parental Training for Incarcerated Fathers: Effects on Attitudes, Self-Esteem, and Children's Self-Perceptions." *The Journal of Social Psychology*, 137 (5): 588-593.

Description: Analyzes the effectiveness of parenting programs on inmate fathers' attitudes and self-esteem. In addition to the training, inmate fathers were given standardized instruments for their children to complete during a visit, for example, to be able to determine if fathers' increased parental training increased self-perceptions among their children. The results show that the parent and child behavior management training received by the inmates was effective and increased fathers' attitudes about parenting. However, there was no change in fathers' self-esteem or in children's self-perceptions.

Klein, S. R. & Bahr, S. J. 1996. "An Evaluation of a Family-Centered Cognitive Skills Program for Prison Inmates." *International Journal of Offender Therapy and Comparative Criminology*, 40 (4): 334-346.

Description: Investigates a cognitive-based family program at a prison in Utah and describes the program. Inmates (male and female) were interviewed before and after taking the class and also completed course evaluations. Results indicate that it was effective in impacting inmates' cognitive skills.

Landreth, G. L. & Lobaugh, A. F. 1998. "Filial Therapy with Incarcerated Fathers: Effects on Parental Acceptance of Child, Parental Stress, and Child Adjustment." *Journal of Counseling & Development*, 76 (2): 157-165.

Description: Evaluation of a 10-week "filial therapy" program, in which 16 incarcerated male parents are taught basic child-centered play therapy principles to use with their children in special weekly play sessions. Outcome measures included the Porter Parental Acceptance Scale, Parental Stress Index, the Filial Problem Checklist, and the Joseph Pre-school and Primary Self-Concept Scale. Results for the 16 program participants on the various scales were compared with 16 non-participants.

Lange, S. 2001. "Solution-Focused Group Psychotherapy for Incarcerated Parents." *Journal of Family Psychotherapy*. 12(2): 1-20.

Description: Discusses the development, implementation and evaluation of a 12-session parenting program at a male prison facility.

Maiorano, J. & Futris, T. 2005. "Fit 2-B Fathers: The Effectiveness of Extension Programming with Incarcerated Fathers." *Journal of Extension*. 43(5), Article No. 5FEA6. Viewed July 29, 2007 at <http://www.joe.org/joe/2005october/a7.shtml>.

Description: Discusses the development and implementation of the Fit 2-B Fathers program, a social and parenting skills program for incarcerated males. Using pre- and post- tests administered to 74 of the 227 program participants to measure changes in parental attitudes, self-esteem and knowledge of parenting skills, the authors conclude the program positively impacted participants attitudes about themselves, their roles as fathers and their understanding of positive parenting practices.

Moore, A.R. & Clement, M.J. 1998. "Effects of Parenting Training for Incarcerated Others." *Journal of Offender Rehabilitation*. 27 (1/2): 57-72.

Description: Examines the effect of maternal incarceration on children and the effect of parent education on female inmates' parenting skills. The article provides background information about incarcerated mothers and their psychosocial history. A parenting program developed in a women's correctional facility in Virginia is described. Results indicate that the program positively imparted parenting skills to women, but it did not affect their self esteem or parenting attitudes. Policy implications are briefly mentioned.

Palm, G. 2001. "Parent Education for Incarcerated Fathers" in *Clinical and Educational Interventions with Fathers*, Jay Fagan and Alan Hawkins, eds. The Haworth Clinical Practice Press: Binghamton, NY.

Description: Detailed description of a male parenting program developed for prisoners and provides strategies for improving the programs as well as lessons learned. Evaluation is based upon participants experience and evaluation of the program.

Skarupski, L. 2005. "Outcomes Evaluation of the Long Distance Dads Program." *Research in Review*. Office of Planning, Research, Statistics and Grants, Department of Corrections, Commonwealth of Pennsylvania. Volume 8, Number 2. Viewed August 15, 2007 at <http://www.cor.state.pa.us/stats/lib/stats/RIRV8N2.pdf>.

Description: The Long Distance Dad (LDD) program aims to better enable incarcerated father to maintain productive pro-social contacts with their children while incarcerated and be better fathers upon release. Utilizing inmate surveys, caregiver telephone interviews, face-to-face inmate interviews and institutional data, the author measured baseline and post-program changes in knowledge, attitudes, skills, and behaviors between LDD participants and the comparison group. The author concludes that the LDD program makes little difference in the parenting knowledge, skills, or behaviors of inmates.

Showers, J. 1993. "Assessing and Remediating Parenting Knowledge Among Women Inmates." *Journal of Offender Rehabilitation*, 20 (1/2): 35-46.

Description: Gives background information about the relationship between incarcerated women and their children and incarcerated mothers' parenting skills. The authors sought to discover the amount of knowledge female inmates have about child development and behavior management and to determine the effectiveness of parenting education on the women's knowledge. They distributed a survey to the inmates. The results of their survey show that prior to the parenting class inmates had insufficient knowledge about child development and behavior management, but that parenting classes helped improve their understanding of these issues.

Snyder, Z. K., Carlo, T. A., & Coats Mullins, M. M. 2001. "Parenting from Prison: An Examination of a Children's Visitation Program at a Women's Correctional Facility." *Marriage & Family Review*, 32 (3/4): 33-61.

Description: Provides an overview of the literature concerning the effect maternal incarceration has on children as well as gives the results of the evaluation of a female parenting program. The evaluation is based upon face-to-face interviews with 58 women (31 program participants and 27 women on the waiting list) concerning their self-assessment of their relationship with their children and whether program participation affected that perceived relationship.

Thompson, P. J. & Harm, N. J. 2000. "Parenting from Prison: Helping Children and Mothers." *Issues in Comprehensive Pediatric Nursing*, 23: 61-81.

Description: Examines the effectiveness of a Parenting from Prison (PFP) program for women in a correctional facility in Arkansas. The authors measure parental attitudes, self esteem, and mother-child relationship. Inmates were given standardized measures to complete. Results indicate that the PFP program had positive outcomes. Limitations, such as non random sample and challenges with attrition, are mentioned.

Wilczak, G. L., Markstrom, C. A. 1999. "The Effects of Parent Education on Parental Locus of Control and Satisfaction of Incarcerated Fathers." *International Journal of Offender Therapy and Comparative Criminology*, 43 (1): 90-102.

Description: Analyzes a parent education program. In particular, the authors are interested in measuring changes in parental satisfaction and locus of control. There is a small description of the parenting program. The results indicate that the parenting program increased inmates' knowledge of parenting and child development. There was some evidence that aspects of parental locus of control were positively changing. Limitations include having a small sample size.