

Purposeful Parenting

A Manual for Extension Educators working with Incarcerated Parents



North Carolina Cooperative Extension



2008

Introduction

There seems to be a growing demand by prison officials asking Cooperative Extension educators to offer parenting education to inmates. Sometimes the request is to offer a program to those who will be quickly reintegrating into the community and sometimes the request involves helping parents who are incarcerated for a long time so they can maintain a presence in their child's life while they are in prison. Regardless, the request often takes educators off guard if their experience working on the "inside" has been limited.

This guide is intended to serve as a start to begin thinking about how to work through the arrangements, what is important, how to feel, what to request, how to react and what is different with this parent population.

Many of the experiences shared by those who worked on this project were highly positive – noting that incarcerated recipients of parent programs to be gracious, interested, motivated, and very thankful for what they learned. Overcoming your initial apprehension however is essential. Determining if this sort of program is a fit for you as an educator is another piece of the planning puzzle. Knowing that there are others who can consult with you in planning should be comforting. Please reach out and don't feel you must plan for this new audience alone.

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Table of Contents

	Page
Introduction	3
Profile of incarcerated parents	5
Purpose of this manual	6
Getting Started	7
Lessons Learned - Pre-planning	8
Lessons Learned – Rapport & Trust Building	10
Lessons Learned - Teaching	12
Lesson Outline	13
Adaptable Certificate of completion	16
Workshop outline II	17
Evaluation option	21
Developing a personal mission statement	22
Individual Parenting Plan	23
Communicating with the Outside	24
Journaling	25
Appendix A – NEPEM	26

Profile of Incarcerated Parents

Of the nation's 72 million minor children (17 years old and younger), an estimated 2 percent had an imprisoned parent (U.S. Justice Department

Additional information from the Justice Department includes the following:

- A majority of the children with imprisoned parents (58 percent) are younger than 10 years old--the average was eight years old.
 - Imprisoned parents are overwhelmingly male (93 percent), as is the general prison population, and predominately held in state prisons, rather than federal facilities.
- Half of the parents in state prisons are black, 25% are white and 20% are Hispanic.
 - State prisoners who are parents are less likely to be violent offenders (44 percent) than inmates without children (51 percent). Three-quarters of state prisoners who were parents had a prior conviction, and a majority (56 percent) had previously been incarcerated.
 - On average, the imprisoned parents expected to serve more than six-and-a-half years in state prison and eight-and-a-half years in federal prison.
 - More than 80 percent of all parents in prison reported that their minor children lived with the other parent, but these answers differed sharply by gender. Mothers most often said their children's grandparents were the care givers (53 percent), compared to 13 percent of the fathers who said their children were with grandparents.
 - Forty-six percent of all parents in state and federal prisons said they were living with their children just prior to their admission to prison.
 - Nearly 60 percent of the parents in state prisons report having used drugs in the month before their offense, and 25 percent reported a history of alcohol dependence. More than a third of the parents in state prisons committed their offense while under the influence of alcohol.
 - About 14 percent reported a mental illness, and 70 percent do not have a high school diploma. At the time of their most recent arrest, 27 percent of the fathers and 50 percent of the mothers in state prisons were unemployed.

Source: "Incarcerated Parents and Their Children" (NCJ-182335), was written by BJS policy analyst Christopher J. Mumola. The full report may be obtained from the BJS Internet site at: <http://www.ojp.usdoj.gov/bjs>

Purposeful Parenting Goals

The goal of Purposeful Parenting is for parents who are incarcerated to:

- Define their personal parenting values, role, and parenting goals to facilitate effective relationships with their children;
- Be empowered to use newly learned skills with their children striving to be more effective relationship while incarcerated and after they are released;
- Complete an Extension Parenting Education program that is tailored to parent learner needs while incorporating essential parenting elements.

Purposeful Parenting – Getting Started

Purposeful Parenting is not a complete curriculum. It is a guide to getting started in working with incarcerated parents. As one educator said, “this audience is one that steals my heart.” Educators find that once they overcome their initial fears and pre-conceptions working with an audience of incarcerated parents, they find these parents are “hungry” for information. Many have learned a great deal behind the prison walls and they are willing learners in the classroom.

Purposeful Parenting offers three components: An Educational Framework, a Starter Kit and Lessons Learned.

Educational Framework – The National Extension Parent Education Model (NEPEM) provides the educational framework for the content of all Extension parenting education programs. NEPEM includes the critical parenting practices that are taught to parents and form the *content* of what parents should know. To give agents the flexibility to tailor their programs for the particular audience (men or women; minimum, medium or maximum security; parents of young children versus older children, etc), the adapted NEPEM provides educational program elements used by educators to design a program. The adapted NEPEM is included in Appendix A.

By using the NEPEM framework and selecting content elements, an evaluation framework is concurrently constructed. Extension Agents, then may be able to design a pre and post questionnaire to use with their unique audience while contributing to the statewide database of all Extension educators working with incarcerated parents. See (**insert URL here**).

Starter Kit – Sometimes just getting started is the hardest part. To help Extension Educators who are new to this audience, talking notes and activities are included in the Starter Kit. The Starter Kit is intended to help build educator confidence. Each activity has been coded according to the adapted NEPEM framework.

Lessons Learned - There are many lessons that have been learned by experienced Extension Agents who have been working with incarcerated mothers and fathers. Based on over 50 years of collective experience, lessons in the areas of pre-planning, rapport and trust building, and teaching are provided particularly for educators just beginning to develop educational outreach programs for this audience.

Lessons Learned

Pre-planning

1. The contacts you will make in the prison system vary by title from prison to prison, but basically they include a caseworker or social worker, prison supervisor and program director. There may be a Superintendent who will be the ultimate decision maker for some elements.
2. This website lists all prisons and contacts.
<http://www.doc.state.nc.us/dop/index.htm>
3. Clearly think through what you would like to propose to the prison. A formal proposal may be required. Consider the following:
 - a. How many inmate parents will be allowed per class?
 - b. What is a minimum class size?
 - c. Is the class voluntary or mandatory?
 - d. Are there any types of prisoners that you want screened out (murderers or pedophiles for example)
 - e. How often will you teach? Will it be a series for one group or an ongoing class?
 - f. How will it be marketed and how will prisoners be selected to participate?
 - g. Can you negotiate when the guard will be available for your safety and comfort?
 - h. How many classes and how much total time will you require?
What has been the experience of the prison social worker in this realm?
4. There are basically three levels of prisoners (minimum, medium and maximum security). Minimum connotes a shorter amount of time incarcerated.
5. The average length of a sentence for minimum security is 18 months (NC Dept of Corrections).
6. Minimum-security inmates may be participating in a work release program allowing them to be released into the community each day necessitating night scheduled programs.
7. Medium and maximum security may have more scheduling flexibility allowing daytime scheduling however they will be incarcerated longer, sometimes for life. Where will you devote your time?
8. Day Reporting Centers are different from prisons. Sometimes prisoners in DRC's have a different focus (i.e., substance abuse) so be sure you understand your audience.
9. Request that prisoners who participate in parenting education program have completed their substance abuse programs and anger management programs prior to enrolling in parenting education.

10. Educators may be required to complete an orientation program that covers what to do in case of lock down, security procedures, etc. before being allowed to come and go in the prison.
11. Ask to see the facility used for the family visitation room so you know where the prisoners interact with their children (is it warmly equipped with decorations, table coverings and toys or is it stark and bare?).
12. Ask if security will be provided in the room where you will be teaching.
13. Insist on a good teaching space (classroom or library) to facilitate learning.
14. If possible, team-teach to build confidence and provide relief. Often a community social worker or the prison social worker is a good teammate. However assess how the prisoners seem to interact with this social worker to assure you have asked for a partner that can relate well and not break confidences.
15. Information that seems private that is shared by prisoners is...(someone else complete to get at confidentiality or what you **HAVE to tell**)
16. Wear closed toe shoes for walking long distances and for safety.
17. Dress in conservative business casual but comfortably
18. Wear your official nametag.
19. Always take your ID.

Rapport and Trust Building

1. Minimize the teaching materials you take with you to the prison. Easels and a lot of AV equipment is not recommended. Roll-up or fold easel paper you may want to use. Why? First you may have to carry your supplies quite a distance and secondly, this may threaten learners thinking you are coming with a great deal of “paper” answers. A simple tote bag with your teaching materials should suffice.
2. Use prisoners’ names when speaking to them. Nametags may be helpful. Use first names as the group become more familiar.
3. As a group, refer to inmates as parents, moms or dad’s rather than prisoners or inmates.
4. As you become comfortable, circulate among the prisoners to greet them.
5. Pay attention to your own body language and eye contact to signify openness, not doubt or mistrust.
6. Often prisoners have a difficult time focusing on the class content at hand. Plan activities to help them focus on their role as a parent may be found in the starter kit.
7. Sometimes prisoners will test you as an educator by saying things that seem unbelievable. They want to test your ability to manage your emotions and how you can respond to things they may say. Some educators find it best to set the stage from the beginning by indicating that:
 - a. I have never been behind bars and don’t want to be. However I have worked with many parents from various walks of life. You are in a unique situation to learn a great deal through this class that will be useful to you as a parent. Although I will not ask what you have done and don’t really care what your offense is, I am here as a resource to you and hope we can learn from each other.
 - b. Create a comfortable dialog that allows the inmates to describe their feelings toward the class. Video clips are often helpful to get conversations started. Using the *Parking Lot* method (easel paper and sticky notes) to recognize comments that cannot be addressed at the moment in time but captured to address later.
 - c. All of us have done things we are not proud of. Everyone makes mistakes and we all just try to learn from them. I have had my share of mistakes. And as we work together, I will share some of them with you. You never must feel you have to divulge to me what your offense was not why

you are in prison. We have a common goal here—to help you be the best parent you can be with your child(ren).

8. Beginning by helping inmates define their role as a parent is important to help set the foundation for subsequent learning. Suggested activities for this are included in the Starter Kit.
9. Introduce yourself and tell a bit about your background. Share that you are a parent, have worked with children, have studied parents, have worked with many parents over time. If you feel you are inexperienced, don't apologize for your (lack of) experience.
10. Recognize (when appropriate) that many of us parent like we were parented. One's genetics plus the environment affects how they learn and the choices they make. "Just not knowing any better" is often the excuse, however by learning a better way, such cycles handed down through generations can be broken. Now is the time to start anew, forgive yourself for your past, and move forward.
11. Keep reminding them that they are their child's parent and it is never too late to make a connection or difference. I say it every session, in different ways.
12. Give personal examples of your own childhood and your own parenting skills, good and bad. Let them know there are no perfect parents.
13. Tell them constantly the parenting is a thinking skill. There are no magic buttons. When they bring up a parenting issue, say "Let's think about this" and help them to problem solve strategies for working it through.
14. Encourage parents to share their information with their caregivers of their children. Emphasize how important it is to have consistency in how children are nurtured.

Teaching

1. Listen well. Show respect and empathy.
2. Involve all learners. Sometimes there is one dominant participant who may want to vent or use your qualified ears to solve their personal problems. Defer these concerns to after class or to a “parking lot”* easel paper to address later.
3. Facilitation of learning may be different between males and female inmates.
4. Assess the group for (your) trust (of them) before attempting use teaching methods such as dyads or small groups activities.
5. Give participants a folder to bring to each class to collect their handouts.
6. Encourage practice of newly learned strategies and skills with children. Practice may occur by phone, mail or in person during visitation.
7. Where appropriate, use current events or stories to emphasize points in the learning modules.
8. Using adult parenting books is a good way to facilitate conversation. Having readings available can lead to learning and parent insights.
9. Reading excerpts from adult parenting books is a good teaching strategy.
10. Using children’s books helps engage the learner particularly with well-illustrated books that are read to parents. For example in teaching values. The book entitled *Amazing Grace* by Mary Hoffman examines respect and the book *I Did it, I’m Sorry* by Caralyn Beuhner or *Seventy Times Seven* by Johan Christoph Arnold (for teens) focuses on forgiveness. You can search on children’s books and teaching values to get more book titles to check out through the public library to use.
11. Award a certificate of completion no matter how long or short the class (series). They often need these for documentation. However don’t award a certificate if completion to your standard is not met. Think through the criteria for a class series of what constitutes “earning” a certificate of completion. An example is provided in the starter kit.
12. Role-playing may work better with women than men.
13. Some inmates prefer to maintain a written diary and are willing to share it with you. This can be a personal and ongoing dialog between the learned and the facilitator. See sample journaling page in the starter section.
14. Journaling is a powerful tools. There are some mothers who do not have contact with their children. This is a way for them to write down their immediate thoughts and concerns for their children. Always tell them that somewhere, sometime, their children will read what they wrote and know they were loved. No matter how long it takes before they see them.
15. It seems that more women than men have access to their children.
16. Follow-up from session to session to reinforce information.

17. Determine the length of your teaching relationship with each class. Educators across the state are different in what they offer. Some offer a four-week series and others offer as much as 12 weeks. The literature about parenting education indicates that the longer and more intense the educational intervention, the more likely to change attitude, knowledge and behavior. The literature also indicates that practice with children is critical. Educators must make some tough calls to determine what is best to accomplish the goal of the prison system with which they are working while understanding the literature on parenting education.
18. Suggested teaching frameworks for a 5-week and a 12-week series are included in the starter kit.
19. Caregivers on the outside often are of concern to the parents. They want them to learn and use the same strategies that they are learning in classes while in prison. A strategy to encourage sharing with the outside is included in the starter kit.
20. Often prisoners are enrolled in other supplementary classes (such as in anger management) so the Extension educator would not need to offer a similar content. Check with the prison staff to know what to NOT duplicate.
21. Every educator has different strengths. Some are strong in engaging conversation and dialog. Others are greatly engaging speakers and able to convey large amount of information to an attentive audience. Tailor your teaching to your strengths.
22. Engage in some self-study before you start to work with this audience. Here is a nice audio teleconference entitled Broken Bonds: Understanding and Addressing the Needs of Children with Incarcerated Mothers.
<http://www.about.chapinhall.org/conferences/urban/feb2008/presentations.html>

- designating a “parking lot” is a strategy to defer an important point that is off task at the moment but a way to show the participant you heard them and will address their concern later. Use a list on easel or regular sized paper then come back to their concern after class individually or address it to the group when the time is right.

Starter Kit

These suggestions are activities that your colleagues have developed that have been successful over time. Many thanks to Sandra Head, Karen Wicker, Peggy Kernodle, Stephanie Jones, and Karen DeBord for their submissions.

**Parenting Class Series
Class Outline**

Provided by Sandra Head, Wayne County

Session 1 Introduction. Explain class structure, session topics, earning of certificates. Participants will receive a 100% participation certificate if they attend all sessions. Participants who attend a minimum of 4 sessions will receive a participation certificate. New participants for each session are not allowed after session 2. Session 1 may be made up through arrangements with case workers.

View and discuss "How To Be A Parent and Human Too" video by Sandy Queen. This video is basically a general parenting video. It stresses the importance of understanding your child, building self-esteem, being firm with reasonable limits, and remembering to have a sense of humor.

Session 2 Brainstorm concerns of parenting.
Discuss mission statement writing.
As a group brainstorm key questions, write a group mission statement for the role of a father.

Session 3 Provide copies of mission statement to all participants /
Review
Lesson: "Infants and Toddlers"

- o Developmental Issues
- o Appropriate Discipline
- o Safety

Session 4 Lesson: "Preschoolers"

- o Developmental Issues
- o Effective Discipline
- o Reading / Storytelling

Session 5 Lesson: "Big Kids"

- Developmental Characteristics of 6 – 12 year olds
- Effective Discipline for “Big Kids”
- The Importance of Writing

Session 6 Lesson: "Teenagers"

- Developmental Characteristics and Teens Issues
- Effective Discipline Strategies

 Evaluation
 Award Certificates



_____ attended _____ sessions.

Instructor: _____

Sandra Head
Extension Agent
Family and Consumer Sciences



Incarcerated Parents Workshops

Karen M. Wicker, Area Family and Consumer Sciences, Extension Agent

Programming strategies

8 to 10 week sessions of 1 hour each

Homework assignments:

- 1) Journal (what they have learned in class, what they have learned from their readings or just things they would like to say to their children) I provide journals.
- 2) Practice skills talked about during class.
- 3) Read parenting books and resources.

Curriculum utilized is the *Parenting Skills workshop series*, A manual for Parent Educators. This was developed by Cornell in 1995.

It introduces five interpersonal skills, which can be used not only in parenting but in everyday encounters with people. Role play is a part of the curriculum, but I usually don't let them role play in class, but I give examples and use the social worker to help demonstrate skill practice. But their homework assignment is to use the skill sometime during the week and then give feedback at next session.. plus write about it in journal.

Web site for this curriculum is

http://www.parenting.cit.cornell.edu/pp_psws.html

This curriculum lends itself well to parents of any age child.

Sessions are presented to long timers and to short timers.

Long timers have to serve 5 years or more.

Short timers have to serve 5 years or less.

Session 1

Introduce myself and details of the program, talk about the homework, parenting books and journals.

Activity: Focus on Parenting: Parents are asked to list all the different roles they have on a sheet of paper, parent, sister, kitchen worker, etc. Then they list what is bothering them right now. And then they are to cross everything out but the word "parent". They put this in an envelope and they are taken up. The parents are reminded that for one hour, they are parents and they will devote all their energy into being a parent and learning new skills. Everything else is to be forgotten.

I then ask the parents to introduce themselves. How many children do they have, Do they have contact with their children and what is their biggest issue right now as a parent (besides being incarcerated)

Talk about ground rules (generally rules from the correctional center)
 Talk about keeping what is said in class in class and how although everybody may not agree on the same way to handle a situation, but there is a need to respect everyone's opinion.

Hand out the parenting plan worksheet. Talk about how to fill it out and have discussion about issues that concern them.

Talk about the parenting books for checkout. Have them choose a book for the week.

Session II

Introduce the skill "ENCOURAGEMENT" .

Use Encouragement handout.

Read the introduction from James Dobson's *Hide and Seek, building confidence in your child*. It is a story about Lee Harvey Oswald and his childhood. Have discussion about the importance of good self esteem. Talk about who is responsible for nurturing a child's self esteem.

Ask if they feel they have good self esteem, why or why not.

Books are returned and checked out. Journal entries shared.

Session III

Discuss how the parents used Encouragement last week.

Discuss what is being learned in reading the books.

Hand out tips on encouraging children.

Give personal examples.

Books are returned and checked out. Journal entries shared

Session IV

Introduce the skill CAN DO.

Hand out CAN DO skill sheet

Discuss how to use CAN DO

Discuss what is being learned in readings

Books are returned and checked out. Journal entries shared

Session V

Discuss how the parents used CAN DO last week.

Introduce Choices Skill.

Talk about the difference in the two skills.

They are both child guidance skills.

Emphasis how all the skills are turning negatives into positives.

Review Encouragement and Can Do.

Discuss any other parenting issues needed.
Books are returned and checked out. Journal entries shared

Session VI

Have participants fill out the Angry test.
Discuss anger and why it can be good and bad.
Discuss what makes them angry.
Talk about ways they are able to find self control.
Discuss how they react to anger affects their children.
Ask them where they learned how to deal with anger.
Books are returned and checked out. Journal entries shared

Session VII

Introduce SELF CONTROL skill
Discuss skill steps, give examples.
List what frustrates children.
List ways children can gain self control.
Emphasis how children learn self control.
Books are returned and checked out. Journal entries shared

Session VIII

Introduce RESPECTING FEELINGS Skill.
Discuss skill steps.
Give examples of how to use skill.
Discuss other issues they are dealing with their children.
Books are returned and checked out. Journal entries shared

Session IV

Review, Evaluate, celebrate, certificates
Discuss and talk about individual issues parents are facing and parenting plans.

This can be 8- 10 sessions depending on issues that arise. Other resource materials can be brought to class to offer support to parenting issues.

The short timers' session uses the same format and curriculum. The issues mostly come from what is going to happen when they go home and reunite with their children. Discussion is held about individual issues with the group offering suggestions and strategies.

The short timers' sessions also have additional 4 sessions which cover food and nutrition based on the Color Me Healthy curriculum.

The long timers' issues are mainly how to parent long distance.

Evaluations are given as open ended questions. Parents are also given an opportunity to write a success story about something they learned and tried.

Parenting Books consist of a collection of books I found along the way. Examples include: Ginott's *Between Parent and Child*, Goldman's *Emotional Intelligence*, *Raising Strong Boys*, Dr Phil's *Family First*, and others. No one book will tell you all, they don't have to read the whole book, they can read the chapters that they feel will help them.

Parenting for Success (evaluation)

What new knowledge on parenting did you learn?

Did you put into practice any new skill or knowledge with your child or their caregiver?

Do you feel more confident as a parent? Yes _____ no _____
maybe _____

Is there any story you would like to share that happened as a result of being in this program?

Developing A Mission Statement

To be useful, a mission statement must be a clear and effective tool for communicating your purpose or goals. A mission statement should describe your vision for the ideal. Picture in your mind how you would like it to be, and then describe that scenario. Writing a mission statement involves looking at the end, or where you are headed. Once you establish what you are working toward, your mission statement will serve as a guide to keep you on track for reaching your ideal.

A clear effective personal mission statement:

- describes your primary function
- describes the things you do uniquely well
- describes the purpose you serve
- includes main purpose, not the trivial many
- is today focused
- identifies your intentions
- is a tool to provide direction
- should be frequently revisited
- should be memorable
- should be short

Example:

Our mission is to show people how they can use the power of their bodies and minds to make their lives better.

Contributor: Sandra Head, Wayne County

INDIVIDUAL PARENTING PLAN

ISSUE :

OBJECTIVE:

WHAT DO YOU HOPE TO HAPPEN ABOUT THIS ISSUE

WHAT NEEDS TO HAPPEN TO ACCOMPLISH OBJECTIVE

WHAT DO YOU NEED TO DO

WHAT INFORMATION DO YOU NEED

WHAT ACTION NEEDS TO TAKE PLACE

WHAT HAS HAPPENED BECAUSE OF THE ACTION

Contributor: Karen Wicker, Moore County

Communicating with Caregivers on the Outside

NEPEM area
Advocate

Frustration arises among inmate parents who learn new information to create positive relationships with their children, yet the caregivers (mother, father, grandparent) outside the prison has not learned the same strategies. Worksheets sheets were designed to supplement face-to-face teaching for parents who are incarcerated that can be mailed or shared in community-based programs with caregivers.

Objectives:

To provide a solutions-based strategy to communicate positive parenting strategies with caregivers of the children of incarcerated parents;

To provide a vehicle for communication between the incarcerated parent and the child and the incarcerated parent and the outside caregiver using worksheets as a bridge to communication.

There are eight homework sheets and can be used to supplement in-class teaching and learning. Each title includes three pieces: a homework sheet for parent inside, a worksheet for caregiver outside, an activity to create a communication between the incarcerated parent and the child.

The titles are:

Child Development (0-5)
Child Development (6-12)
Teen development
School work and chores
Talking with children
Children and school
Anger in children
Discipline and Limits

Homework sheets in PDF Format -

<http://www.ces.ncsu.edu/depts/fcs/smp9%20pdfs/dadhomework.pdf>

Homework sheets developed by Dr. Karen DeBord, NC Cooperative Extension

Sample

Journaling

Date: _____

Today in class we discussed:

Talking about this made me remember when:

Often I wonder how my children would act if:

When I see my children next, I will try something new I learned (describe that here).

To connect with my children from a distance, one thing I can do is:

To connect with my (wife, husband, ex, mother, sister) caregiver on the outside to tell them what I am learning, I think I will:

I want the parenting class teacher to know:

Appendix A

National Extension Parent Education Model (NEPEM) for Incarcerated Parents

Developed by Stephanie Jones & Karen DeBord
North Carolina Cooperative Extension
2007

Maintaining family bond's while incarcerated has been shown to reduce recidivism, and the likelihood of intergeneration transmission of criminal behavior among incarcerated parent's children. Parent's love for their child(ren) and their desire to be good parents can be a helpful source of motivation for parents to change.

1. Care for Self:

- A. Role as a Parent
 - 1. Prisoner past role models
 - 2. Defining parenting goals
 - 3. Defining parent values/ personal mission statement
- B. Stress and coping
 - 1. Anger management
 - 2. Dealing with feelings of guilt, embarrassment, rejection, isolation, grief
 - 3. Personal esteem
 - 4. Inside support
- C. Health Issues
 - 1. Pregnancy, labor, delivery, bonding
 - 2. Sexuality
 - 3. Substance abuse
 - 4. Other mental health issues
- D. Education
 - 1. Formal education
 - 2. Informal education

2. Understand:

- A. Basic child development (ages and stages)
- B. Child stress (exposure to violence and trauma)
- C. Child abuse, neglect
- D. Family dynamics
 - 1. Relating with family
 - a. Child's mother or father on the outside
 - b. Non-kin caregivers on the outside
 - c. Other extended family
 - 2. Relating to children

- a. Feelings: guilt, embarrassment, rejection, inability to trust
- b. Strategies of communication with children

3. Guide:

- A. Reasonable Expectations
- B. Conveying Values to children
- C. Discipline strategies overall
- D. Discipline strategies during visitation
- E. Positive activities during visitation
- F. Problem-solving skills
- G. School success, parenting involvement in education

4. Nurture:

- A. Appropriate affection
- B. Child self-esteem
- C. Teaching kindness
- D. Connecting with children (reading, story telling, family rituals)
- E. Information provided to children (reason for incarceration, expected length of time, visitation policies, parent safety, parent's daily routines)
- F. Financial resources (child support, small gifts, transportation costs, phone calls)

5. Motivate:

- A. Defining learning
- B. Revisiting prisoner's school experiences
- C. Re-establishing love of learning through curiosity
- D. Seeking answers through resources

6. Advocate:

- A. Inside advocacy
 - 1. Practices
 - a. Consistent contact with children
 - b. Supports in place for parenting to continue
 - 2. Policies
 - a. Visitation
 - b. Type of environment for children/family
 - c. Visitation barriers
 - 3. Legal Issues
 - a. Legal rights of incarcerated parents
 - b. Temporary legal custody
 - c. Termination of parental rights
 - d. Separate and divorce
 - e. Divorce mediation