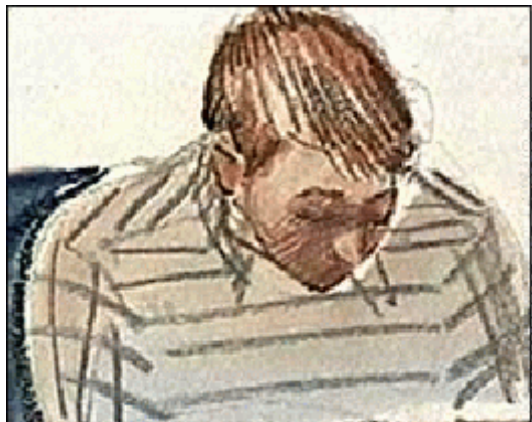


Incarcerated Fathers Reaching Outside



North Carolina

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Incarcerated Fathers Reaching Outside

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Estimates suggest that approximately three-quarters of federal inmates in the United States are fathers. However, most of the research in the areas of incarceration and family relationships focus on mothers and the problems they confront as parents in prison. Further, studies that examine characteristics of incarcerated men typically focus on the offender's relationship with his family as a unit and how this affects his rehabilitation. Fatherhood is rising as an area of focus for incarcerated and non-incarcerated families.

There are multiple and complex issues of concern to incarcerated fathers. First they are concerned about maintaining their legal parenting rights while incarcerated. Additionally, they feel a sense of dependency on friends and family outside prison for economic support of their families on the outside including transportation for visits. Fathers are worried about their relationship with their children and the very difficult task of explaining incarceration to them. They are concerned about the negative visiting conditions for children and the dilemmas faced with their child's care givers on the outside (Lanier, 1995). Likewise, children are also often deceived about incarceration. Some children are never told that their father is, or has been, in prison. Such deception has been viewed as harmful to children and may be the root of children's behavioral difficulties (Gabel, 1995).

Emotionally, incarcerated fathers may become depressed, anxious and lose self-esteem, feel powerless and sad. Many feel guilty and often feel responsible for the problems their children experience at home. There is compounded concern that someone else will replace them in the parental role and that children will forget them. Then near the time of release, fathers worry that they won't fit into the home life once they are released since the outside care giver and the children have been operating independently without him (Lanier, 1995).

Several major themes have emerged from research regarding the impact of parental incarceration on children. First, separation from a parent is likely to be traumatic, disrupt personal and family bonds, and worsen the family's social and financial situation. Behavioral problems also tend to emerge in some children, with problems usually relating to family supports and coping mechanisms. Most children do not commit severe antisocial behavior at the time of their parent's incarceration, although boys in their early teens may be at greater risk of conduct problems. This type of behavior appears more likely to emerge in existing dysfunctional family situations (Gabel, 1995).

Various caretakers care for children of incarcerated parents, however there is some difference between incarcerated fathers and mothers in that the children of incarcerated fathers typically continue to be cared for by their mother, but the children of incarcerated mothers are rarely cared for by their father (Gabel, 1995).

Many prison systems are seeking to establish parenting education programs in an effort to support children while building relationships between children and their incarcerated fathers. Educational programs for fathers generally are offered in a series with information about personal esteem joined with information about children's development and how to maintain communication with children.

Other programs have been designed using typical characteristics of offender parents that have been found to hinder their ability to relate well with their families. Eight characteristics were defined by Ross and Fabiano (1985) and include: impulsiveness; putting the blame for their actions on other people and believing that their life is beyond their control; lack of concrete reasoning; rigidity and intolerance; shortage of interpersonal problem-solving skills; egocentricity; underdeveloped values; and critical reasoning problems. These characteristics can contribute to the emergence of other parenting problems such as poor communication, inconsistency, inappropriate or ineffective discipline, and the failure to apply problem-solving skills in family interaction or teach such skills to children.

The Need

Cooperative Extension Family and Consumer Education staff are delivering educational programs for incarcerated fathers in North Carolina. A particular need of these educators was to determine a way to reinforce learning in the father while assuring that the child care caregiver on the outside had the opportunity to hear and learn the same message.

An Inclusive Educational Design for Incarcerated Fathers

Learners who are part of a voluntary and willing audience will more likely open their minds to concepts and ideas that are taught. Designing a program based on voiced needs of the clientele is critical. Prior to meeting with the potential group of fathers, identify representatives from with the potential attendees who will meet in a focus group setting and share their stories and needs. By taking into consideration the needs of the audience, the remaining attendees will understand that the educator has their needs in mind and will be more open and willing learners.

A format for conducting such focus group assessment is included in Appendix A.

One Response

Based on assessed needs at four men's prisons in North Carolina, a series of activity sheets were designed for fathers who were enrolled in parenting classes. A parallel set of activity sheets was designed as an activity to do with the child either by mail or when the father was with the child, and a third set was written to extend what was learned by the father to the caregiver on the outside.

In an attempt to design a linkage message, homework sheets were designed to supplement face-to-face teaching. In designing these, several principles were considered. It was determined that these should:

- focus on positive solutions-based strategies
- focus on personal responsibility for own actions
- provide a bridge with the child and outside caregiver using these worksheets as a bridge to communication.
- provide a worksheet design that is easily incorporated into individualized curriculum designed for inmates based on their voiced needs.

There are eight homework sheets and can be used to supplement in-class teaching and learning. Each one is a Homework sheet for parent inside, Homework for parent outside, an activity with 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
for father**



Child Development (0- 5)

What is Normal?

- Each child is unique and will develop at his/her own rate
- Children of the same age may have very different skill levels
- Report any concerns to your health care provider

Questions for yourself:
True or false

- Talking to babies is unnecessary
- You can teach a toddler not to touch breakables and everyone is still unstressed.
- Bedtime routines are important.
- Crying is how babies communicate

Social Development

Relationships with infants now will affect how they relate to others in the future.

Use gentle touches and secure holding positions.

Respond to infant babbles and coos as conversation.

Physical Development

Infants grow very quickly and should be placed in child proof and safe places.

Appropriate touch, activity, and toys can help babies develop their muscles.

Take your infant for regular doctor visits for shots and check-ups.

Cognitive Development

Infants learn by seeing and touching the things around them.

Keep the same schedule so the infant can learn what to expect.

Give your child a stuffed animal or blanket when they need comfort and you can't always be around.

Setting Limits

Child proof baby spaces so they can explore safely.

Use single word phrases in a firm voice to warn a curious infant 'no no'.

It will take many times before an infant understands what you say or mean.

Sleeping

Expect a certain amount of fussing at bedtime.

Help an infant to learn to comfort him or herself at night.

Routines at bedtime will help prepare infants for sleep.

Sleep patterns can change if a child is sick or there is other stress.

Crying

Crying is normal and should be expected.

Crying is another way a baby can 'talk' to others.

Contact your health care provider if the crying seems too frequent or urgent

For (outside) care giver



Child Development (0-5)

Dear _____,

Today in a class, I learned several things that seem important to me. I wanted to share those with you.

1. Relationships with infants now will affect how they relate to others in the future

Use gentle touches and secure holding positions. Respond to infant babbles and coos as conversation. Coo back and talk. They will begin to understand your words before they are able to talk.

2. Infants grow very quickly and should be placed in child proof and safe places

Use gentle touch, and take for regular doctors' visits for shots and check-ups

3. Infants learn by seeing and touching the things around them.

Keep the same schedule so he/she can learn what to expect. Give him/her a stuffed animal or blanket when they need comfort and you can't always be around.

4. Child proof baby spaces so they can explore safely.

Use single word phrases in a firm voice to warn a curious infant 'no no.' It will take many times before an infant understands what you say or mean.

5. Expect a certain amount of fussing at bedtime.

Routines at bedtime will help prepare infants for sleep. Sleep patterns can change if a child is sick or there is other stress.

6. Crying is normal and should be expected.

Crying is another way a baby can 'talk' to others. Call the doctor if the crying seems too frequent or urgent.

Thanks for taking time to read this!

Activity with child



Child Development (0-5)

Here are some activities to consider when your child visits or when you write to him or her or send them something in the mail. If you can't do these things, maybe a close friend or relative you trust who is able to visit your child can do them.

1. Start a scrapbook of your own baby pictures and your child's baby pictures. Write captions or stories about what you remember about each picture or event.
2. Make a small book with pictures of common objects. These can be found in magazines and catalogs. Pictures such as a ball, cookie, cup, bed and other items they are starting to name. This is the way they begin to read—through pictures.
3. Write stories about cute things your child says to you on the phone or stories others tell you about your child. Save this as a diary to give to them later in their lives to show your love and care.
4. Draw a picture of you and your child (as a child would for you) to mail to your child. Use markers or crayons. Write a story about the picture.

Homework for Father



Child Development 6- 12

Between the ages of 6 and 12, the child forms more relationships with friends, teachers, coaches, care givers, and others.

Many things can affect how a child thinks and feels and some things can create stress and affect self-esteem. This is the time to prepare for the many choices of teen years. Up to this point, children have always looked up to parents as the source of information, but now children judge parents more and label their actions differently.

! There are signs of growing independence. Children test their growing knowledge. It may sound like back-talk and rebellion and sometimes it is them testing their new abilities.

! Common fears include the unknown, failure, death, family problems, and rejection.

! Children are beginning to see the point of view of others better.

! Children define themselves through their appearance, things they own, and activities

! Children may still be afraid of the dark and monsters between 6-8 years old.

! They become attached to adults other than their parents

! Their feelings are easily hurt and can have mood swings

! Children learn best through 'hands-on' activity.

! Children usually can't sit longer than 20 minutes for any activity, but their attention span gets better with age.

! Children start many projects as they explore new things, but rarely finish them.

! Children can talk through problems and solve them.

! Children begin to see themselves as 'workers'.

! TV violence can make children think that it is normal for people to act that way.

! Children need to practice activities that show caring for others. (back)

! Love, caring, and positive relations play central roles in ethics and moral education.

Caregivers:



Encouraging children age 6-12 to learn,

U Encourage non-competitive games to avoid comparing skills from one child to another

U Give children lots of positive attention and let them help make the rules

U Show confidence in their ability to make good decisions

U Ask, "How could you do that differently next time?" when they make mistakes

U Be aware of the child's underlying feelings when they talk to you

U Give children positive attention for success

U Avoid criticizing or humiliating children's skills or decisions.

U Be patient with the more challenging, rebellious behaviors children show as they learn to think for themselves.

U Adults can ask "what if" questions to help children develop problem-solving skills

U Encourage children to read books and create their own stories

U Think of ways to use daily activities as "hands-on" learning time

U Make sure to have one on one time with your child to listen and talk

U Teach responsible caring behaviors by treating children with care and respect.

U You show you care for your child when you listen to their opinion and show that how they feel matters and is important to you. They then learn to do that for others.

U Help your child to do 'good deeds' for others to give them practice and a feeling of pride in their kind actions through volunteer activities or modeling.

U Make sure to show your children how kind and loving they are when they act in kind and loving ways.

To do:

Circle the **U**'s above that you think would work the best with your child.

Homework for Father



Teen development

1. You should know where your teenager is and who they are with at all times.
2. Teens prefer their friends to their parents.
3. Teens won't open up and talk to parents.
4. Teens are moody, rebellious, and never serious.
5. To learn to care about others, teens need to see others showing they care.

Some parents don't know
AT ALL how to relate to
their teen age children.

(Answers on back)

What items are true and not
true?

Answers are on the back.

(back)

1. True. This is called *Parental monitoring*. It means having limits for your child in order to keep track of what is going on in his or her social world. It means knowing:

where your kids are, who they are with, what kinds of activities have been planned, how they will get there and back again.

Parental monitoring also means making expectations clear with the child about what to do in an emergency. But parental monitoring does not mean demanding obedience, attempting to control a child's choices and behavior, or imposing a parent's will on the child. While children may complain that parents "don't trust them" or that they are being unreasonable, there is security in knowing that parents care enough to ask. Starting early may be the best strategy, but it is never too late to begin.

2. False. As children begin school they spend less time with parents, and their friends become more important. But youth want time with parents. Youth begin to create their own identity through what they do, where they go, and who they know. Often teens with low self-esteem or high anxiety will seek a "quick fix" of approval from a peer group. However, if children have been given strategies early in life to deal with tough decisions, they will be able to face these tests with good results.

Early in life, children should be given smaller decisions to make (which shirt to wear, which game to play, how to arrange their room). Children who have been

allowed to experiment with and learn that decisions have consequences are better able as teens to make tougher decisions! Parents who always TELL their children what to do and control their behavior with no choice by the child are preparing their children to listen to others without ever developing an inner voice to guide them for a lifetime.

3. Actually, teenagers like to talk. But they must have a willing listener. If simply asked, "How was your day?" by a parent who listens only halfway and responds "uh huh," teens will begin to seek more willing listeners. If all that is said is "clean your room," or "look at me when I am talking to you!" then teens will begin to tune out. There must be a balance between routine chatter and deeper talk. When psychologist Torey Hayden asked several hundred teens what they wished they could talk with their parents about, they named:

Family matters -- Vacations, decisions, rules, curfews, serious illness, money problems.

Controversial issues-- Sex, lifestyles, drugs.

Emotional issues-- Parents' feelings about them and other things.

Big whys--Why do people go hungry? Why is there war? Other philosophical issues.

The future--Work, college, making plans for their life beyond the current home.

Current affairs--World and community happenings.

Personal interest--sports, hobbies, friends.

Parents themselves--What were parents like at their age, stories that show parents are real.

4. Teens seem moody but instead of believing the worst, look at the positive aspects of teen years. Teens are curious, imaginative, and have many new ideas about the world. This stage is a time of remarkable social and mental growth. There are certainly many physical changes during this time, but the effects of these changes depend on the social, personality, and temperament factors of the child. Adolescents are now capable of complex reasoning and thinking. Given guided practice, youth can make thoughtful decisions.

5. To develop a caring teen, we must also model and practice CARING through caring talk and confirmation.

- **Modeling:** Modeling is acting the way you want your teens to act. Teens mirror the behavior back to us.

- **Caring talk** is the chance to question WHY. It connects us to each other. Using open-ended questions (What do you think about...? Why do you think they acted that way? How could we figure this out?) is good practice in understanding and listening to others.

- **Confirmation:** Confirmation is verifying someone's worth. It involves naming something admirable in the teen and encouraging the development of that trait.

- Building trust is a process. Continuing trust is critical to not misusing what has been shared.

- Practice caring for others through caring talk, finding the best in others, and building the relationship.

For Care givers on the Outside



Teens

Today we learned about how teenagers think.

Raising teens is a tough task! Here is some of what I learned about what to do:

q Schedule time. Studies show teens want to spend more time--not less--with their families. Put your heart into it.

q Accept this stage by making your expectations known. Granted, children grow larger with age, and they may develop acne and experiment with their hairstyle and clothing. But pick the biggest arguments and let some things be a part of the teenager's learning process.

q Teens are interested in information about relationships, and yes--even their bodies. If parents are not willing to provide it, other sources such as television, the Internet, or friends will fill in. Youth are interested in exploring the unknown. Be willing to talk, answer questions, and help them join acceptable community activity groups.

q Teens are ready to "try on" adult behaviors. Be a positive model from early ages. Stay connected to their friends and know where they go when you are not with them. If children are not to use foul language or must show good manners, then they should see good manners and hear acceptable words.

q Listen to your child's request. Evaluate the request based on their maturity and ability to manage decisions. Quickly saying "No!" at each request and not listening for more details will create problems. Hear out their request and see if there is a reason behind it. Of course having consistent limits is important as well. Encourage teens to develop a sound argument.

q Know their friends, their school experience, and what their world is like. Parents who are busy with work and children busy with school activities have very little time to interact. Be a sounding board. Make it clear that you are willing to listen. Use everyday family activities to stay close. Making dinner, running errands, taking a walk can all be turned into quality family time. Use notes, bulletin boards, and even e-mail to communicate with each other. Get to know your child's friends by inviting them to your home and on family outings.

Parents and other adults must understand the importance of getting rid of emotion from the discussion and leaving personality out of the discussion. Many teens will argue for the sake of arguing. Arguing gives them practice in defending their position and can be a constructive learning technique. Involving the teen in the decision does not take away a parent's power, but helps to create a balance of power and control. Allowing teens to have some control in this way lets them know they are important and valued and CAN indeed work with you through important life decisions.

Activities between



Teens and Parents

Relating to teens can be difficult. Maybe the use of some of these activities will help.

The next time you talk on the phone here are some conversation starters:

- You know it's hard for me when I can't see you growing up. I remember when I was your age, I....
- Can you tell me a little about your day at school?
- Tell me about your best friends. Who do you hang out with? What do you all like to do?
- When you have time without school or chores, what do you think about?
- I read in the newspaper that....what did you think about that?

The next time you write a letter, start with these words:

- Let me tell you a story about how I feel about you and my hopes and dreams for you.
- I have been doing a lot of thinking about (name an issue like why people are poor, hungry, or why there is war). Then explain your beliefs.
- I am setting some goals for myself. I am thinking that....
- I used to love to play (name a sport and tell about it and what position you enjoyed).

The next time you are together, ask some of these questions....then really listen!

- Tell me a bit about your friends and what you do around the house.
- I know you are worried about money and how you will get what you need. When I was a teenager, I... (tell about mowing the lawn or some positive aspect to show responsibility)
- There are a lot of big decisions to make as a teenager. You probably have had to face many tough things. I know it's tough, but I am willing to talk with you about things that are confusing for you.
- I am so proud of you when you.... (name something positive like help your sister, help around the house, write to me, work for pay)
- Have you ever tried to imagine yourself somewhere else? Where would it be?
- What are you thinking about doing when you graduate high school?

Extended Learning: Start a diary of your conversations with your child to share in a few years.

Homework for Fathers



School work and chores

Tell someone a favorite story or tale from your childhood OR Write out our story.

Share how you felt about this event as a child.

How do you feel when you shared a story now.

Activity with your child



Your Child's School Success

Read a story to your child if they call or visit. Pick the book in advance. Mail them a copy or ask them to get it at the library in advance. Practice the story. Learn how to use your voice to be the characters.

Possible Books for children age 3-8:

Is your Mama a Llama

Abiyoyo Make up a tune to go with the words that reoccur.

A Chair for My Mother

Annie Stories - stories with a message.

Always, Always

I'll love you forever

A Promise is a promise

Raven

Gone Fishing

Max's bedtime

Optional Homework Activity

Record a story on tape. This can be mailed with a copy of the book. With the parent's voice it make the gift special.

Optional Homework Activity 2

Select two people to discuss the following:

- You need to know about your child's school work and are not sure how to go about it.
- You want to volunteer to feed the homeless or help tutor children with homework or visit the sick. You don't know who to ask.
- You want to meet other people-even people of the opposite sex and don't want to go to a bar or just hang out. What could you do?
- You are very shy when it comes to asking for help but you really want to read better and help your child learn. What to do?

For Caregivers on the Outside



School Success

Today I learned that there is a great deal more to children's success in school than just getting them clean and on the bus!

A big part of learning is reading and knowing how to read.

Even babies can listen to the rhythm of our voices and begin to learn to read by listening.

Here are some things to think about.

Thanks for reading through this list!

- ' Find a comfortable place to sit (rocking chair or soft couch)
- ' Turn off other distractions (TV, radio)
- ' Hold the book so child can see the pages
- ' Involve child by having him/her point out things in the pictures
- ' Read with expression
- ' Vary the pace - fast and slow
- ' Have child select from good books to read (only make good books available)
- ' Visit the library and check out several books with child
- ' Let child see you reading (magazines, newspaper, paperbacks, etc.)
- ' Reread your child's favorite books when asked
- ' Give books as presents
- ' Build the child's library at home
- ' Limit time is child become restless
- ' Make up stories instead - need characters, location, objects, and imagination
- ' Shorten stories to complete if attention has run short
- ' Take advantage of waiting time to read- doctor's office, top lights (signs)
- ' Begin reading at even to babies. Remember that the brain forms really early and starts to understand language.
- ' For older children, use cooperative reading- you read a page (or paragraph) and I'll read one.

There are many services in the community to help you with other things about families:

Public library	Cooperative Extension and 4-H
Social services	Churches
Scouts	Health Dept.
Mental Health	Schools

Homework for Father



Talking with Children

Often it is not children who are acting bad, it is the misunderstanding of the adult they are with or even the room they are in.

Think about a time when your child misbehaved. Could any of these things been wrong?

- There were not enough supplies and materials. Children have to share too many items and wait too long for others.
- The area was not well organized. It was cluttered?
- The child did not feel they could be alone or fine space to get away.
- There were not enough play materials.
- Play things were too old or too young for the child's ability.
- The child was tired, stressed or hungry.
- Waiting time was too long.
- There were too many things children were told NOT to touch.

Draw a picture or tell about a time when you observed your children misbehaving. How would you change things now?

What happened then (picture or story)	What I did then	What I would do now

Care giver on the Outside



Talking with Children

Today I learned that helping children grow up and know how to behave is more than TELLING them what to do. It means setting an example, setting family rules, and learning to be flexible as they grow.

Here are some pointers I learned. I put them into question so you could think about them. I starred u the most important and interesting ones!

- Are older (school-age) children involved in designing limits or rules?
- Are limits reasonable?
- Are limits based on the child's ability to meet the limit and understand it?
- Are explanations and reasons for the limits given to children with language skills?
- Is positive language used (do and should)?
- Are adults acting as positive role models?
- Are desirable behaviors reinforced, remembering that the child is not a "good" or "bad" child.
- Are children allowed some of the control or is it important for the adult to call every shot?
- Do we really listen to children to hear their newly developing ideas? u
- Is there an atmosphere of give and take?
- Is a menu of choices presented...not just ONE right behavior?
- Can incomplete sentences and open-ended questions be posed to get the child to think and make decisions? ("What do you think will happen if...?") u
- Are questions sincere? (How are you going to solve that? What should we do about that?)
- Are children encouraged to figure out solutions? u
- Are nods and positive answers given as children begin to make choices and decisions?
- Is choice allowed at an early age no matter how small the decision (such as sock color)?
- Is the child given two choices that the adult is willing to live with and experience?
- Are choices given which will endanger a child?
- Are discussions held following tantrums or angry outbursts?u
- Are outlets for anger provided?
- Are options and redirection used instead of threats and bribes? *
- Are personal consequences considered before making suggestions?
- Is there trust between the child and adult? u
- Are assurances used to support the child who has lost self-control? u
- Does the adult maintain self-control (counting,leaving)

Homework for Father



Anger and Aggression in children

Think back to our discussion today on aggression. How would your respond to these acts by your children?

Child does:	You do:
Fifteen month-old biting another child in day care Two-year old who won't share toys with cousin	
Four year-old who won't share toys with cousin Second grader who stomps feet and slams doors at home	
15 year old son who does not seem to have any friends and fights with friend he does have You have had to move to a neighborhood where there are a lot of kids that fight. Your kids begin to act tough with you and others	

Care giver Information



Anger and Aggression in Children

Today we learned that most children outgrow their aggression once they are in about 3rd grade. They should have learned ways to handle situations with words and coping actions by then. They can't learn this alone. There are some things we must do to help them learn. This is important to me and to

(child's name).

1. Stay close when you see that they are about to lose control. Give a firm hug and talk softly. Help them learn ways to calm themselves. This calm being together helps. More loud aggression will teach them more loud aggression.
2. If he/she is pushing, hitting or grabbing, move him in another direction and onto another activity. Stay by his side until he is busy with something else and thinking about something else.
3. If he/she is misusing a toy destroying it in an aggressive manner, remove it or calmly take it away. Instead get out play dough, water play, or put your child in her sand box. These tactile experiences magically quiet aggression.
4. If he/she is out-of-control hold him, go for a walk, go to another room, stay with her until calm. Changing the scenery seems to help.
5. Be your child's control. If your child is hitting another, your words aren't enough to stop the aggression. You must move in and gently but firmly stop the behavior. You provide the control your child lacks. In time your control transfers to your child. Use the line, "I'll keep you from hitting your sister." Be firm but not hurtful!
6. Avoid difficult situations. If you know going where there are lots of kids and this seems to make your child angry, avoid going. Find a less stimulating setting where he/she can meet with more social success.
7. Be right there. If you have a toddler and preschooler in your home, you must hover around them, seeing their play and interaction stays non-aggressive. Rearrange your living space to accommodate the fact that you can't leave young children to their own aggressive devices.
8. No punching bags. It has not proven that "hitting the punching bag, not your brother," cuts down on aggressive attacks.
9. Be a role model. Show how you cope. Talk about ways to cope and handle difficult things.

ACTIVITY Between Father and Child



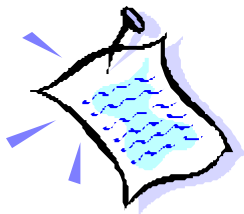
Your Child's Anger

For your child who is a reader:

Complete and send this fill in the blank letter to your child.

For young children

Cut out pictures of different feelings and label them happy, sad, angry, frustrated, confused, and other feelings.



Dear _____,

Today I am writing because _____

_____.

I have been thinking about how I used to feel when

_____.

Do you ever feel like that? I used to _____ - but I have

learned that it is best to _____

instead.

I sometimes wish _____.

And sometimes I wonder _____.

What do you wonder about?

I am looking forward to you writing me too! Here is my address:

Sincerely,

Homework for Fathers



Discipline and Limits

Review the reasons children misbehave. Think about how you could act towards children who are acting out for each one of these.

Write some suggestions down.

Reasons Children Misbehave:

Attention: Children think they 'belong' only when they are noticed or are the center of attention.

Power: Children think that they 'belong' when they are in control or can prove that no one can 'boss them around'.

Revenge: Children think that they 'belong' only by hurting others when they are hurt.

Inadequacy: Children think they 'belong' only when they can convince others not to expect too much from them since they feel 'helpless'.

What to do:

Attention: Give attention for good behavior and redirect inappropriate behavior, set up routines, and set aside special one-on-one times with the child.

Power: give kind-but firm respect, give choices, set reasonable limits, and redirect the child to an activity that is more acceptable.

Revenge: Parents can avoid harsh punishment and criticism and build more trust by listening to the child and sharing feelings.

Inadequacy: Parents can help children try new things and put attention on their special talents and skills without giving in to pity.

Ways I have seen children misbehave	Why I think they behaved that way	What I would do now

For Care Giver on the Outside



Discipline and Limits

I learned today that there are many more ways to help children understand what to do and how to behave.

Here are some I really liked:

- ̀ Move into the child's space, hold the child
- ̀ Redirect them to another activity when they are crossing the line
- ̀ Pay attention to the child, give real affection
- ̀ Avoid long distance requests (like hollerin' from another room)
- ̀ Teach responsibility by letting them choose, try, even fail while still young..it gets tougher!
- ̀ Use open-ended questions
- ̀ Understand the behavior. Do they need your attention? Are they frustrated? angry, insecure, tired, hungry? Do they want to be helpful? Independent?
- ̀ Spend time together

- ̀ Help with frustrating tasks
- ̀ Laugh together
- ̀ Notice positive behaviors
- ̀ Make rules that are understandable, clear reasonable, fair, flexible yet consistent
- ̀ Remind them of the rule before it is broken
- ̀ Make "do" not just "don't" rules.
- ̀ Child proof the area for young children so you don't have to chase them and say "No" all the time!
- ̀ Give transition time to move into another activity
- ̀ Reward good behavior- catch em being good!
- ̀ Explain the limits
- ̀ Show a child "how"
- ̀ Have the child repeat your expectations
- ̀ Be sure they are listening
- ̀ Be consistent, be firm, but loving
- ̀ Give child time to calm down
- ̀ Take time yourself to calm down
- ̀ Encourage the child to think about their actions and make a plan,
- ̀ Teach problem solving (look at alternatives, weigh them choose)
- ̀ Use logical consequences--match the consequence to the action.
- ̀ Ignore some behaviors--pick your arguments
- ̀ If punishment is needed, take away something they like to do
- ̀ Express disappointment and talk about what you expect in the future

Appendix A

Focus Group Interview Format

Incarcerated Fathers

Good morning (afternoon). I am _____ and I am here to chat with you and ask you some questions about the _____ program and to try to assess what other components of this program might be helpful as you prepare to go back home. I hope we will be together about 45 minutes to one hour. I would like to record what you say so I can take the tape back and use it to develop a report with recommendations. I will not tie any comments you make to you personally. I am just looking for group consensus. Is that ok?

I would like also to introduce _____, who will be taking notes to help me put together this report.

*Note: a two-person team lends itself to listening as well as writing. A guard from the system near the entrance but not in the room is preferred so inmates feel a certain level of trust and comfort with facilitators.

1. Please describe to me your routine here. What kind of things you do and what you are learning.

2. Many of you are parents. How many? How many children and what age do you have?

Where are they staying now? Are you comfortable with that arrangement? What would you change?

3. I imagine the reason you are in this program is to help you learn some things that may be helpful to help you cope later on. What have you learned?

4. How do you keep in touch with your children? Is that satisfactory?

5. What do you think it means to be a good parent?

6. How do you think parents should prepare themselves?

7. How do you think people learn how to be parents?

8. What things do you need to make your relationship with your child the best it can be?

9. If we designed some activities to help you relate to your child in a positive way--what would interest you the most? (Small groups discussions, reading together, books, lectures, having parents visit with us, sharing)

10. What topics would be most helpful? (Ideas to suggest... Learning to read with my child? Learning how to help them with school work? Learning how to teach them right from wrong? Learning how to discipline them? Learning how to talk to them so they learn to respect me? Learning how to play with them or love them.)

11. Is there anything you wish your child's caregiver knew about raising your child?

12. How much time do you think it takes to learn to be a parent? How much time are you willing to invest in learning this yourself?

13. Do you feel you have different needs for each of your children?

14. How could this program support you as you parent with others (your spouse, mother, father, etc.). How could we share information with them so you and they are a team and don't confuse the child in your styles?

15. What is the most important thing you want to be able to teach your child? Name some attributes of the "ideal" child. What would they know and look like?

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