

ICDP in prisons

Part two

Project 8 (Pod N): 11/12/2019-12/19/2019

Of the 33 participating fathers, 27 were certified by the final session, reflecting that they had participated in a minimum of six to seven sessions each. Parent/caregiver participants in this program collectively reported having a total number of 55 children, many of whom would be impacted by the growth and development of their fathers as people and as caregivers, and would benefit from improved interactions and relationships with their fathers upon the fathers' release.

Final Survey Results:

1. What have you experienced in this course?
 - Be compassionate
 - Empathy
 - Attention children need from their parents
 - Not all children learn the same and to have patience with them
 - Learned more from this course how to guide children
 - How to be a better father and husband
 - How to be supportive to my children's needs
 - How to understand my child

2. Having taken part in the "ICDP-Best Start" program, do you notice any changes in your child that you think are linked to the "Best Start" sessions? If yes, which Guidelines have affected your child?
 - Yes, 7 responses
 - No, 2 responses
 - Don't know ,15 responses

3. Having taken part in the "Best Start" program, do you notice any changes in your family that you think are linked to the "Best Start" sessions? If yes, which Guidelines have affected your family?
 - Yes, 10 responses
 - No , 1 response
 - Don't know, 13 responses

4. Having taken part in the "Best Start" program, do you notice any changes in yourself that you think are linked to the "Best Start" sessions? If yes, which Guidelines have affected you?
 - Yes, 13 responses
 - No, 1 response
 - Don't know, 6 responses

5. On which aspects of parenting will you focus more in your interaction with your child(ren) in the future?
 - Reuniting with family more, communication
 - In education and care so they have a better future
 - To give step by step lessons with love so they learn more
 - Help them be better in future
 - Pay more attention to their interest, needs, be encouraging
 - When I do have daughters to love them and care for them
 - Focus on talking to them about good and bad, and to stay away from drugs
 - Focus on all aspects, be part of them, play with them
 - Quality empathy, bonding

6. What will you do to continue to strengthen your ICDP-based parenting after this session is done?
 - In empathy and love
 - Continue program steps, continue to learn from program
 - Attention, respect, quality time
 - Dialog so I can understand
 - Keep reading program book given to us
 - Keep working on parenting skills
 - Review and put into actions lessons learned
 - Never give up on my relationship with my children
 - Patience

7. Regarding the program:
- A. If monthly or bi-monthly "Best Start" sessions are offered following this session, would you like to attend?
 - Yes (21 responses)
 - Don't know (2 responses)
 - B. I like the program because it gave me many options for how to be a good parent.
 - Yes (24 responses)
 - Don't know (1 response)
 - C. I would recommend this program to others.
 - Yes (24 responses)
 - No (1 responses)
8. On a scale from 1-10, how likely are you to use the knowledge/skills you learned today? Please circle one number. Why?
- 10 (11 responses), the program is right.
Values I can set for me and my family, be patient and talk to them, more skills to have structure with my child, I didn't know anything about parenting prior, insightful lessons to parenting
 - 9 (7 responses) logic, and protect your child, be a better father as this program taught me how to be a better father
 - 8 (3 responses) - for a better family life, continue to be a better father
 - 7 (3 responses)
9. On a scale from 1-10, how confident are you that you can use the knowledge/skills you learned today? Please circle one number. Why?
- 10 (11 responses), there is no reason to not apply, I feel safe to apply what I have learned. It helped to know knowledge of one another. I'm open to new ideas/advice.
 - 9 (6 responses) I feel more confident today about myself I now have skills I can use, I feel now safe to support my children, I feel safe to put the knowledge to practice . This was a good.
 - 8 (4 responses) It is good to be open to new options
 - 7 (2 responses) I can apply them to my children

Testimonials by parent participants:

- *I liked this class, the stories from my classmates made it easier to understand. I feel comfortable about what I have learned about behavior and I saw that the focus we sometimes take is not correct but no one has ever taught us before. That's why learning with our kids and taking these classes are so helpful for us and them.*
- *Before anything, thank you CCWF for having this type of program. Things like this are so helpful for our learning, not just about our families but personally as well. This program caused me to reflect 100% on things I have forgotten or brushed aside. Thanks again for making this program possible and thanks to Kassia, Mark & David for their patience and time. Above all thanks to God for these people's hearts and the vision of this program to help us. God bless each of you.*
- *I enjoy this program - it is so helpful. I enjoy the people coming in and talk about ourselves and child and the stuff we have been through with them and the fact we share experiencing with one and other and talk about it too. I think this program ROCKS. Thank you guys.*
- *Great program- so much information to put into practice and learn to be a better Dad. Thank you for your help and support.*
- *Personally, I loved participating in this class, I think it's really important to bring more of these kind of programs to learn and be ready for when we get out. To become a better person, father, husband and citizen. I'm happy because I learned how to treat my kids and show them things- even grandchildren.*

It helped me to understand things I didn't know I was doing bad or things I didn't do when I was with my kids. Thanks to this program, it was wonderful and fun, it helped me to reflect and become a better person.

- *I would like to thank the two people that came to give us a little help to be better Dads. I really hope these classes continue in the future for lots of other parents and that we can keep moving forward. Thank you from the bottom of my heart. It is wonderful learning something new.*
- *I want to thank the foundation for giving us the opportunity to be able to learn about being a better father, thank you. I learned about how I can teach my child through games, how to have control when a difficult situation arises and have patience and how to show love even though i'm in here because I thought that I couldn't be a good father while I'm here, but it's not true, I can start to be better for my daughter, change my life and teach my daughter to be better. Thanks for everything you do to better our lives.*



The Changing Children's Worlds Foundation presents
"The Best Start for Families: A Health Equity Approach"



Dad's Holiday Cafe

The ICDP Family Empathy Cafe' is based on the
World Cafe' model of bringing a group of
parents/caregivers together to create a
supportive network of open dialogue to
support family development and growth.

Where: B Pod
When: 12/20/19, 7:30-8:45 pm

You will be able to make 2 Holiday Cards
& Pick 1 Children's book to send to a child



In 2019, CCWF conducted programs in 8 of the 9 pods. The holiday season is difficult for detained and incarcerated parents who are apart from their children and families. CCWF worked with KCAJC Sheriff Hain and program manager Bill Woods to go back to visit Dad detainees who had participated in recent "Best Start for Families" programs and bring children's books and cards that the AJC would send out to their families at no cost. (The books were donated by Houghton Mifflin Harcourt)

Project 9 (REVISITING "J" Pod) on 12/17/19 - Holiday Cafe, Holiday Cards & Book Gifts

Kassia and David were able to reconnect with 5 of the men who participated in the program. One of them commented "I didn't believe that it was actually you guys [David and I] coming back to see us!"

Kassia: "We spent some time catching up, asking them to share what has been going on with their kids and families since we saw them last. All of them said that they have been communicating more with their kids and one in particular said that he is starting to talk to his kids more about emotions, something he never did before."

Each chose a card or two to send to their kids, and they were all very surprised that they got to send a book at no cost to them. They either chose the Curious George Collection or the Little Blue Truck Christmas book. Each of them thanked us repeatedly for visiting, for bringing cards and books and for sending them out.

Due to time constraints, we decided to do the interview as a group. Four of the five agreed to participate. It was interesting to watch them feed off of each other's energy as I asked the questions. One would answer and then another would add to what the other was saying. Overall it was a very positive experience for us, for me personally it reinforced the value of empathy, especially as the guys are separated from their children and families during the holidays."



(Participant talking about a worried-looking child photo)

Project 10 (REVISITING "B" Pod) on 12/20/19,: Holiday Cafe, Holiday Cards & Book Gifts

Kassia and Mark went to B pod and met with 3 of the men who completed the program. The atmosphere was comfortable and relaxed and with a small group of 3 it was easy to catch up and see what had happened since we met last.

One person's testimony during the interview stood out to me because he said that he had sent individual letters twice to each of his four children. He said that he really took the time to think about how to explain his current incarceration in terms that each individual child could understand. He said he would have never done that before taking this class, he had learned to adjust his interactions to meet the level that the child is at.

The guys each chose one or two cards for their children and also a book, either Curious George Collection or the Little Blue Truck Christmas book. One person commented that he knew that he would be reading the Curious George book to his daughter as soon as he gets home. Just as in J pod, these men were extremely thankful for our time and for the free gifts for their kids. They each thanked Mark and I for coming and for the opportunity to use the material that they learned in class with their kids.



(Groups were composed of from 8 to 21 participants in the different pods)

Chapter 5: CCWF Best Start Parenting Program in the KC AJC-Justice System:

Evaluation Analysis

CCWF measures the success of its “Best Start for Families” programs through participant evaluations to assess self-reported parental self-efficacy, hope, confidence and specific parent-child interactions relevant for parenting long-distance, as well as during family visits and through the reintegration process into permanency.

For this report, CCWF isolated a specific sample from our SPSS evaluation database that is related to the justice system (n=141). These 141 participants, primarily from the Kane County Adult Justice Center (Jail) and the IDOC Fox Valley Adult Transition Center, were incarcerated at the time they participated in the 10-session “Best Start” program. They had attended a minimum of 60-70% of their project sessions, and had completed the pre and post evaluations. About 78% of the participants are male, and 22% female. Males and females went through the program separately, normally in programs that took place in the program room in their Pods. The pre and post data were derived from two instruments: ICDP Guidelines Scale, which focuses on parent-child interactions, and TOPSE, which is a self-reported measure of the parent’s perception of their strengths in various parenting areas. Each general category within these scales, measured below - is composed of a group of 3-6 specific questions, which are averaged for the category score presented below.

1. TOPSE (Tool to measure Parental Self-Efficacy - University of Hertfordshire). The TOPSE measuring tool evaluates Parental Self-Efficacy, the effectiveness of parenting programs, and identifies specific problems caregivers may be experiencing.
2. ICDP Guidelines Scale: Facilitators help parents share experiences and enjoy learning from one another as they practice implementing the ICDP 8 Guidelines by modeling positive adult-adult behaviors, communications, interactions, and relationships. As parents gain confidence and empowerment, they can better support their children’s positive development and success in family, school, and community.

2016-2019 Evaluation Results

The Justice System participants *increased significantly* on almost all measures of the instruments (see ‘p’ column for level of significance).

***	Significant difference in mean scores at 95% confidence level	(.05)
**	Significant difference in mean scores at 90% confidence level	(.10)
*	Significant difference in mean scores at 80% confidence level	(.20)

ICDP Guidelines Scale	Pre	Post	Mean Difference	t	p (sig)
Emotional Dialogue	8.6	8.8	.20	-1.72	.088 **
Comprehension Dialogue	8.4	8.7	.31	-2.57	.011 ***
Regulation Dialogue	8.1	8.5	.45	-3.31	.001 ***
ICDP Guidelines Questionnaire (average 11 items)	8.4	8.7	.32	-3.02	.003 ***

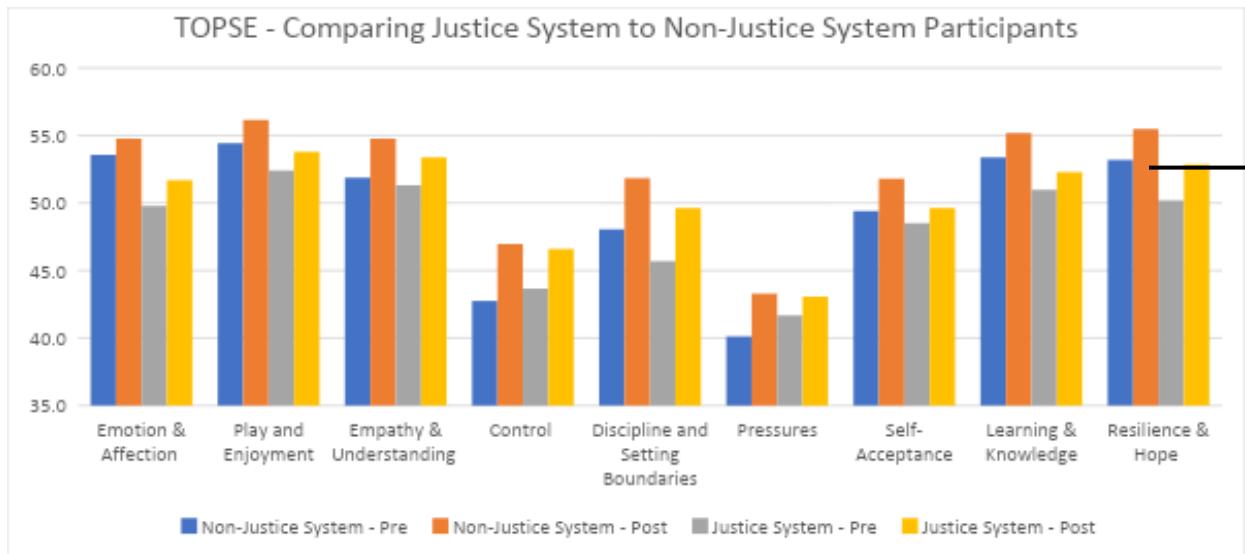
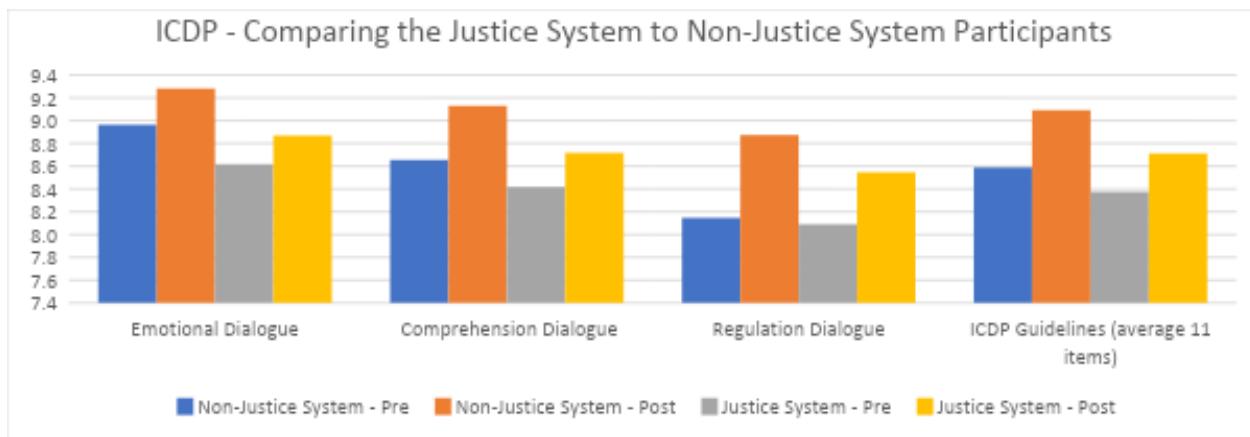
TOPSE: Tool to measure Parental Self-Efficacy. University of Hertfordshire. Retrieved from http://www.topse.org.uk	Pre	Post	Mean Difference	t	p (sig)
Emotion & Affection	49.8	51.7	1.90	-2.91	.004 ***
Play and Enjoyment	52.4	53.8	1.40	-1.39	.166 *
Empathy & Understanding	51.3	53.4	2.07	-2.69	.008 ***
Feeling in Control	43.7	46.6	2.92	-3.64	.000 ***
Discipline and Setting Boundaries	45.7	49.6	3.95	-4.42	.000 ***
Handling Pressures	41.7	43.1	1.39	-1.46	.147 *
Self-Acceptance	48.5	49.6	1.15	-1.75	.082 **
Learning & Knowledge	51.0	52.3	1.31	-1.82	.071 **
Resilience & Hope	50.2	52.9	2.68	-3.97	.000 ***

The results for the “ICDP-Best Start” programs show the largest increase or improvement among Justice-involved parents was in the area of the Regulative Dialogue. This category includes items centered around setting boundaries and routines to help build responsibility, develop self-control, and encourage their children to develop positive strategies and make good, moral decisions. The largest changes on the TOPSE instrument are within similar areas, specifically parental control and positive discipline/setting boundaries. This may reflect, as supported by qualitative survey responses from the parents, that they had not been exposed to modeling or support in their own positive self-control development and in supporting the development of positive behaviors in children during their own experiences.

The smallest change is in the area of Self-Acceptance which measures the confidence of the participant as a parent, with questions such as “I know I am a good enough parent” and “I manage the pressures of parenting as well as other parents.” It is possible that this change was hampered due to the fact that participants realized their inability to fully initiate and practice newly learned behaviors, since they remained incarcerated during the program and usually had very limited access to and/or control over their children’s upbringing at this time.

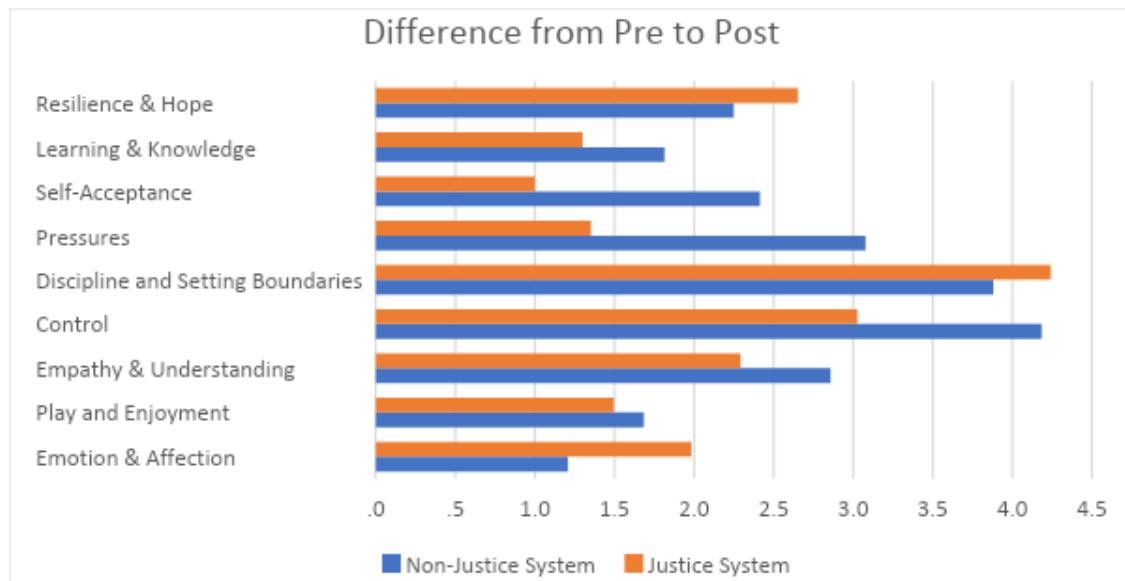
These results are very similar to results seen within non-justice system participants. However, in some cases, the justice system participants ending (post) score level only reached the level of the non-justice system’s starting (pre) score. For example, the justice system shows a large increase in Resilience and Hope (2.7), yet their post-score of 52.9 is the same as the pre-score for non-justice system involved participants. This may indicate that they will now have the opportunity to start a higher quality of parenting upon completion of this program, which will support their children at a higher ‘norm’ level.

The graphs below show the pre-post scores for both justice system and non-justice system participants for the ICDP and TOPSE evaluations. All changes reflected below are found to be significant increases from pre to post for both populations.



The Justice System's largest increases are in the areas of Control and Regulation/Discipline. The table below illustrates the changes for both populations, reflecting change that is proven to be due to participation by both populations in the "The Best Start for Families" program.

Table____: Pre- to Post-Evaluation Change comparing Justice with Non-Justice System Caregivers



Isolating and focusing on specific items within some of these broader areas can help shed light on the justice system make-up and areas of strength or concern. For example, Control is an area that the justice system (and non-justice system participants) increased the most on, yet overall Control is one of the lowest rated areas. This suggests that control is a critical area of a parenting program, and that valuable progress can be made by justice and non-justice involved parents over time.

The item changes from pre to post can help determine key areas of focus, for example, feeling in control, setting boundaries, remaining calm, etc., guiding future efforts for useful improvement in terms of adult life skills, as well as parent-child interactions. Note that the least change below reflects the detained parent's reality and often concern and frustration about not being able to help their children behave better, at least at this time.

	Pre	Post	Difference
As a parent I feel I am in control	7.2	8.1	0.9
My child will respond to the boundaries I put in place	7.7	8.4	0.7
I can get my child to behave well without a battle	7.7	8.3	0.6
I can remain calm when facing difficulties	7.9	8.5	0.6
I am able to stay calm when my child is behaving badly	7.6	8.0	0.4
I can't stop my child behaving badly	4.5	4.6	0.1

Another area of interest is the "Pressures" area where the justice system participants increase a relatively smaller amount. Justice system participants increased 1.6 points, where the non-justice system group increased by 3.1 points. Comparing the item scores from the two groups will help illustrate this difference, to consider the root cause. In this case, the detained/incarcerated population are facing significant challenges in the general pressures they are facing, as well as specifically regarding parenting their children, keeping them safe, and managing relationships while separated.

There are six items in the Pressures section, which are divided into a set of three positive items and a set of three negative items. Ideally, the negative items should decrease from pre-post, and the positively items should increase. Within the 3 negative items, the justice system only decreased on one

of the items. This suggests areas that can be emphasized or discussed further in the sessions and especially, if possible, upon the detainee's release -for instance, with continuation programs within the community. The following table shows the item changes from pre to post for the justice and non-justice system groups.

Pressures - Differences Pre-Post	Justice System	Non Justice System	
a) It is difficult to cope with other people's expectations of me as a parent/caregiver	-0.8	-0.8	
b) <i>I am not able to assert myself when other people tell me what to do with my child</i>	0.1	-1.0	-
c) <i>Listening to other people's advice makes it hard for me to decide what to do</i>	0.2	-0.4	
1) I can say 'no' to other people if I don't agree with them	0.5	0.2	
2) I can ignore pressure from other people to do things their way	0.5	0.2	+
3) I do not feel a need to compare myself to other parents/caregivers	0.2	0.4	

Additional Data Insights and Trends: Tapping the data from very specific samples such as incarcerated participants provides an understanding of key differences and specific areas of focus. For example, we found several areas in the 2 inventories where the justice system group increases, as desired, but just to the level that the non-justice system group starts at. Why? Do justice system participants have lower abilities in certain areas? Are they unfamiliar with these newly presented concepts because they have not seen them modeled or used in their past experiences? Do they have less confidence in their abilities, and why? Is it a function of their inability to immediately practice what they've learned? Is it the non-justice system group – do they have an over-inflated perception of their abilities? Research indicates all could be true and analyzing these groups in more detail will help answer all these questions.

The power of the data allows CCWF to continually improve our educational resource materials, our evaluation tools, instructions, and program methodology. Additionally, it allows CCWF to provide a tailored approach for partners working with parents and other caregivers, in detention/jail, in prison or e-monitored, on probation or parole, etc.

Supporting tables:

A) ICDP: Comparing Justice and Non-Justice Involved Pre & Post Evaluation Results:

ICDP Dialogues		Emotional Dialogue	Comprehension Dialogue	Regulation Dialogue	ICDP Guidelines (average 11 items)
Non-Justice System - Pre		9	8.7	8.1	8.6
Non-Justice System - Post		9.3	9.1	8.9	9.1
Non-Justice System Pre-Post Change		0.3	0.5	0.7	0.5
Justice System - Pre		8.6	8.4	8.1	8.4
Justice System - Post		8.9	8.7	8.5	8.7
Justice System Pre-Post Change		0.3	0.3	0.5	0.3

B) TOPSE: Comparing Justice and Non-Justice Involved Pre & Post Evaluation Results:

TOPSE	Emotion & Affectio n	Play & Enjoymen t	Empathy & Understandin g	Contro l	Discipline & Setting Boundarie s	Pressur e s	Self-Acceptanc e	Learning & Knowledg e	Resilienc e & Hope
Non-Justice System - Pre	53.2	54.4	51.9	42.4	47.7	39.8	49.2	53.5	52.9
Non-Justice System - Post	54.6	56.2	54.7	46.9	52	43	51.6	55.2	55.5
Non-Justice System Pre-Post Change	1.3	1.8	2.9	4.5	4.4	3.2	2.4	1.7	2.6
Justice System - Pre	49.7	52.4	51.5	43.7	45.7	41.8	48.8	51	50.2
Justice System - Post	51.7	53.9	53.8	46.8	49.9	43.2	49.8	52.3	52.9
Justice System - Pre-Post Change	2	1.5	2.3	3	4.2	1.4	1	1.3	2.7

Chapter 6: Facilitator Monitoring Notes following “Best Start” Sessions:

Co-Facilitators conduct debriefings after each session, and document highlights from sessions in a Facilitator Google Monitoring Document, so that CCWF and the facilitators have access to that information in a timely manner, as reference for the program while in process, as well as for reporting purposes. The following are a sampling of Monitoring Document entries from Facilitators in 2019:

A gentleman spoke about his experience and how this class made him think differently about solving problems with his kids and how to treat them with empathy.

The guys had a good discussion with a partner about what type of parent they are and what type of parent they grew up with and what type of parent their co-parent is. Everyone was very respectful and listened to each other. They also spent time reminiscing about their happy childhood memories and talked about how life has changed, how kids don't play outside so much anymore. They were able to connect the importance of positive adults and positive memories to their own children and their own experiences as a parent.

We had a lot of discussion about the Guideline 7. They talked about the importance of letting kids use their imagination, one person said that pretend play can lead to career interests in the future. We talked about why it is also important to be logical and explain things to the kids so that they know the truth about how things work if something that he was doing with his kids was OK because he felt like he was not ever using "no" so we talked in the big group about the difference between being negative with your kids vs giving your kids boundaries. We also talked about the consequences that can happen if there is no empathy between a parent and child.

Today we finished the group. They were happy to have accomplished something but many expressed sadness that we weren't coming back. They had the opportunity to share about their experiences. One person said he liked doing the games (icebreakers) and wants to use them with his kids, another person said that it was nice to have visitors to forget about the reality of the situation. One person said that he hoped that taking this class will put him on the right path to getting custody of his child one day. Everyone thanked each other for listening and sharing, they also asked what motivated us to come and do these groups so Fernando and I shared our personal reasons for continuing to do groups in the jail.

They talked about how we all need emotional connections starting the moment we are born and it we are never too old for them. They also talked about the importance of safety and keeping boundaries for our kids so they don't do whatever they want whenever they want.

One participant was very grateful to get feedback from pod mates about how or if to share information with his children about where he is. He and the mom disagree on telling them, but he wanted to make sure his child knew he was not abandoning him.

We engaged in a conversation about how or if to tell their children where they are. Some thought they should not, others were open with their children about their choices. All agreed that children should have information given at the level they understand.

Gender roles was discussed with the group. There was a big discussion after watching "The mask you live in" trailer. One man thought that society has feminized and demonized the traditional male roles. Others were able to see how permission to express emotions in men could have helped them growing up. They discussed how children learn from our behavior more than from our words alone.

We started with a review of the parenting styles which lead to a discussion about the difference between fear and respect in a parent-child relationship. Many people shared that they did not want their child to be afraid of them and that it takes showing respect to gain respect. When we talked about play someone brought up the different ways that they play with their boys vs their girls, which most people think that it is different. Everyone identified a positive adult from their childhood and also the characteristics that they have. At the end, one participant said "thank you guys for coming and letting us talk about things that we don't talk about in here (the jail)"

We started in pairs using the emotion photos and they each did a brief role play, the groups clapped for each other and encouraged the quieter people to participate. They came to the conclusion that we need to read body language and also that we each interpret facial expressions different so we should not assume what someone is feeling. We broke into 3 groups to learn about dialogues, each group had a different one and they "taught" the others by role play and explanation. At the end as we were packing up and all the guys had left, one guy came back in and wanted to share a song with us that he wrote about his experience with his father. His father was not around, was on drugs and was with other women besides his mother and he has very strong feelings about those experiences, including being determined not to repeat the pattern with his own children. It was a powerful song.

The women were able to connect and open up during the cafe, many expressed that they felt a connection or similarities to the person that they talked with during the one on one. In the table conversations they talked about how they are similar and how they are different from their parents when raising their own kids, they also talked about what others see as their strengths. Finding strengths was somewhat difficult for many of them, however, others in the group stepped in and complimented their fellow group members

Today we witnessed empathy in action. One participant came to group and told us that her sister had passed away unexpectedly the day before. She asked how to tell her kids. She told us how supportive the other women had been to her since she received the news. Another person shared that she had experienced the loss of her grandmother and wasn't able to be there and could understand how difficult this must be. We talked about being vulnerable with her kids and being honest about her feelings, it's not always our job as a parent to be the strong one. The person who lost her sister said that even though she didn't have a family with her, some of the women had become her family.

The groups came up with creative role plays to show enthusiasm- making tacos, and creativity and logic. We spent a long time discussing the importance of being creative and logical with our kids. We watched the *Mask We Live In* trailer, which brought a couple women to tears because they felt that they had done something "wrong" with their sons. The others in the group supported them and let them know that they are doing good as mothers and it's never too late to learn.

The women were intrigued by David, it was his first time there and they had a lot of questions for him about his kids and being a father. They even asked him to be part of the role play. We spent most of the time talking about helping our kids to learn to have their own moral compass even when we aren't around and what that means.

Two of the participants are hoping to be released next month and are looking to become involved in "ICDP-Best Start" out of jail (Rosanda and LaKendra) I told them to contact us and we would be happy to work with them. Everyone expressed sadness that it was over but happy that they had the opportunity to focus on their strengths. One mom said she was reluctant to attend classes because she thought she "knew it all" but was surprised at all the learning that takes place and how sharing experiences shape us as parents.

We reviewed the first 4 guidelines and then went into the next 3. The group was able to capture the idea of the guidelines and did role plays to show the others. We then watched the Mask You Live In video, which lead to a discussion, there were definitely mixed reactions and strong feelings but one man summarized it by saying "this video is trying to show us that part of being a man is having feelings."

We broke into pairs to go over the guidelines, each group prepared a role play and they really grasped the concepts well. One group showed how to follow through calmly with a child that was misbehaving, another showed how to tie shoes in a step by step way. We talked a lot about why it is important to regulate ourselves when children are acting in a way that we don't like so that we don't escalate the situation.

Today we finished the group, several people wrote testimonies of their experience in the class. One person said that we helped him to understand his role as a father, another said that he learned from all of the experiences and that we all parent in a different way.

A new person joined the group and one guy shared with him: I like this group because I have a hard time sharing and getting to know people, especially in this place but here they make you feel comfortable and it's almost like we are all friends

While talking about play, etc... they started talking about how some people raise their boys differently than girls and how it also changes as they get older. They talked about teaching boundaries to kids as far as privacy goes and also allowing their girls to do what the boys do. One person shared that it is important to be a role model for your daughter of the type of man you would want your daughter to be with in the future.

We watched the Empathy vs Sympathy video and there was a new person in class who had just arrived. As we were discussing the video, he asked to leave because he wasn't feeling well. Almost every guy in the room said: hey man feel better, you will be ok in a few days. (he is detoxing) and David and I were able to point out that they had just showed empathy to this person.

Today was the first day the group met Mark, they were engaged with him and asked a lot of questions. We talked about the 3 dialogues and how they are independent, yet work together. One person pointed out that if you look at the ages of the kids in the pictures that they progress from Emotional dialogue with babies, comprehension with young children and Regulation with the teens, thus showing a natural progression of how the dialogues work together.

We also watched the Still Face video and it was very impactful for the guys to realize that learning and attachment really start at birth.

Chapter 7. Recommendations

There is much to be done to bring the hope born of knowledge and confidence to many detained/incarcerated parents and caregivers, as well as those released on parole, probation or who are sentenced to e-monitoring. Millions of children could benefit from supportive programs which assist their parents to improve their parenting and relationships while separated, and upon reintegration, supporting them to thrive and have increased opportunities for a better chance of breaking the cycle of incarceration in their families and communities.

With the help of law enforcement, the courts, other first responders, schools, mental health and social service agencies, including DCFS, as well as of community and faith organization partnerships, increased numbers of parents will benefit from participating in "The Best Start for Families-A Health Equity Approach," inside and outside of justice facilities, with future longitudinal evaluation of outcomes.

In fact, the Changing Children's Worlds Foundation supports the following holistic recommendations regarding "Building a stronger support system for children" and their families ("A Shared Sentence: the devastating toll of parental incarceration on kids, families and communities." April 2016, Policy Report: Kids Count, by The Annie E. Casey Foundation)

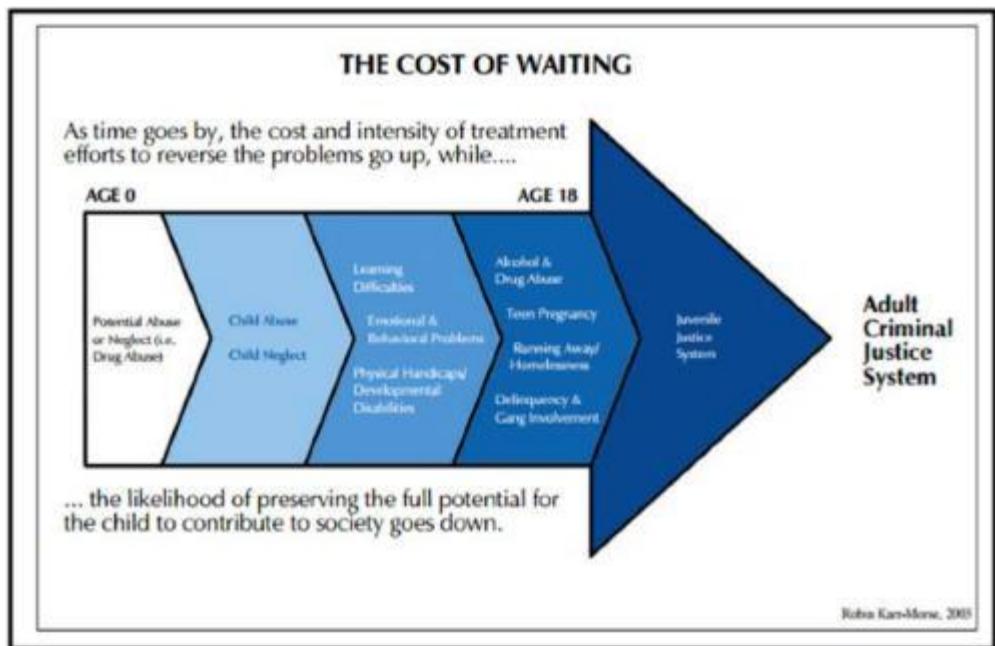
Recommendation 1: Ensure children are supported while parents are incarcerated and after they return.

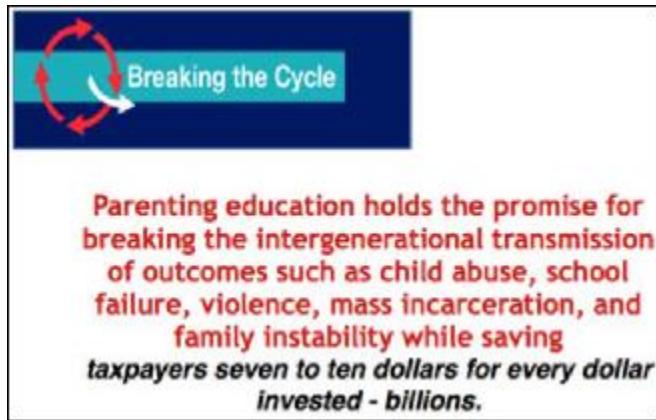
Recommendation 2: Connect parents who have returned to the community with pathways to employment.

Recommendation 3: Strengthen communities, particularly those disproportionately affected by incarceration and reentry, to promote family stability and opportunity.

IF our common goal is to end intergenerational cycles of crime and children in child welfare, we can begin by training more professionals to facilitate "The Best Start" in their facilities and communities. Let's join forces - now !

Shared from The Cook County Reference: Parenting to Prevent Violence Taskforce 2016:





Further, as shared in the “2016, Policy Report: Kids Count, **A SHARED SENTENCE**, the devastating toll of parental incarceration on kids, families and communities” is probably much higher than commonly believed.

The Children and Families Left Behind

Nationally, the number of kids who have had a parent in jail or prison at some point in their childhood hovers around 5.1 million — a conservative estimate. Among states, the percentage of children with an incarcerated parent varies dramatically, from only 3 percent in New Jersey to 13 percent in Kentucky. Overwhelmingly, incarcerated parents are fathers, many of them young. In state and federal prisons, about 45 percent of men age 24 or younger are fathers. For the same age group, about 48 percent of women in federal prison and 55 percent in state facilities are mothers.

What Parental Incarceration Means For Kids

For children and families, incarceration is not a one-time event but a daily reality that lasts well beyond a jail sentence or prison term. Without links between and among the criminal justice system and schools, neighborhood health centers and other community- and faith-based agencies and programs, families have little to guide them through this time.

An Added Financial Burden

Incarceration is a destabilizing, pushing families teetering on the edge into financial disaster. Losing a parent who is the breadwinner, often for a prolonged period, leaves families scrambling to cover basic needs along with legal and other court fees. When fathers are incarcerated, family income can drop by an average of 22 percent. When no parent remains to care for a child, extended family members step in — often without proper support.

A Blow to Child and Family Health and Well-Being

Having a parent incarcerated is a stressful, traumatic experience of the same magnitude as abuse, domestic violence and divorce, with a potentially lasting negative impact on a child’s well-being. These young children lose a parent’s support during their critical early years, a time when their families and communities should be laying the foundation for healthy development and success. Their bonds to that parent are weakened, or sometimes never formed, as distance may keep them from making regular visits. The loss of that bond is especially devastating for children with incarcerated mothers.

APPENDIX**(A) CCWF GENERAL STATISTICS 2011-2019**

The Changing Children's Worlds Foundation "The Best Start for Families" Program Statistics as of December 2019								
	Total # Parent & Caregivers in Programs of 9+ wks.	# Parent & Caregivers in Programs <=8 wks	# Parent & Caregivers in Programs	# Partic. involved in Child Welfare System	# Parents & Caregiver s Certified	% of Parents certified of participants in Programs lasting 9+ wks.	# Children served by ICDP via Parent/Caregiver Participation & trained Professionals + All About YOuth	Best Start Trained Professionals/ Paraprofessionals/ Facilitators
2019 Totals	299	284	15	9	145	48%	725	64
2018	338	321	17	8	185	58%	741	59
2017	350			2	208		789	41
2016	224				157		632	90
2015	154				109		571	51
2011-2014 Early Program	266				174		629	128
Total Overall	1,631			19	978		4,087	433

(B) CCWF KANE COUNTY JAIL STATISTICS / IDOC 2011-2019

Changing Children's Worlds Foundation "The Best Start for Families" Kane County Adult Justice Center Statistics as of December 2019			
	Total number of Parent and Caregiver Group Participants	# Parents and Caregivers Certified	# Children Impacted by ICDP through Parent/Caregiver Participation
2019 Totals To Date	126	55	181
2018 Totals	76	50	166
2017 Totals	59	40	152
2016 Totals	47	32	68
Total Overall	308	177	567

(C)

Curriculum: Contents of ICDP-USA Sessions							
16 Weeks	14 Weeks	12 Weeks	8 Weeks	6 Weeks	4 Weeks		
UNIT 1: Session 1	S 1	S 1	S 1	S 1	S 1	Intro	Explore conceptions about children, about the caregiver's role and about childrearing activities. Reactivate positive aspects in local childrearing practices and traditions. Children may be present.
Session 2						Empathy and Emotional Interaction	Explore the concept of empathy and its critical role in effectively communicating with children. Explore the concept of caregiver/child attunement and its essential role in child's emotional development.
Session 3	S 2	S 2	S 2			The Three ICDP Dialogues	Emotional Dialogue: Explore elements of good emotional communication--giving love, praise and approval, allowing the child to lead, which leads to the child self-confidence and positive development. Comprehension Dialogue: Explore communication that describes and expands the child's understanding of the world. Regulation Dialogue: Explore how to positively regulate children's behavior, set limits.
Session 4	S 3	S 3		S 2		The Eight ICDP-USA Guidelines	Guideline 1: How do you show positive feelings, that you love your child?
Session 5	S 4	S 4	S 3	S 3	S 2		Guideline 2: How do you follow and respond to the initiatives of your child?
Session 6	S 5						Guideline 3: How do you hold an intimate dialogue with your child with and without words?
Session 7	S 6	S 5	S 4				Guideline 4: How do you give praise and approval for what your child does?
Session 8							Guideline 5: How do you share experiences and focus your child's attention with yours?
Session 9	S 7	S 6		S 4	S 3		Guideline 6: How do you describe and give meaning to your child's experiences and show enthusiasm for your child's experiences?
UNIT 2: Session 10	S 8	S 7	S 5				Guideline 7: How do you expand and enrich your child's experiences by connecting topics and by making connections through imagination and creativity?
Session 11	S 9						Guideline 8a: How do you support your child to plan step-by-step guidance to develop self-control?
Session 12	S 10	S 8	S 6	S 5	S 4		Guideline 8b:-How do you support your child with scaffolding (gradual support) to encourage their initiative and competency?
Session 13	S 11	S 9					Guideline 8c: Situational Regulation: How do you use situations and set routines to guide behavior?
Session 14	S 12	S 10	S 7				Guideline 8d: How do you positively set consequences to develop responsibility and moral understanding?
Session 15	S 13	S 11		S 6			Develop and present interactive videos of caregiver-child interactions. Children may be present. ICDP program evaluation. Group continuation discussion.
Session 16	S 14	S 12	S 8				

(D) CCWF ANNOTATED BIBLIOGRAPHY

Mothers and Fathers Attending the International Child Development Program in Norway

Abstract: Fathers are understudied in parent training studies. This study investigates whether mothers and fathers benefit equally from participating in the International Child Development Program (ICDP) implemented as a community-wide program in Norway in their parenting behavior, perceived child difficulties, and their psychosocial health. The questionnaire study used a pre-post design comparing 105 mothers and 36 fathers who attended a regular ICDP course. Results showed that the mothers and fathers differed on parenting behaviors prior to the course but showed similar changes, including on emotional and regulative aspects of parenting and autonomy supportive behaviors. However, only the mothers perceived a decrease in their child's difficulties after the course, while the fathers showed a greater increase in behaviors assumed to support the child's meaning making and in self-efficacy and a greater decrease in anxiety after the course. ICDP courses appear to be a useful tool for supporting both mothers and fathers in their parenting role.

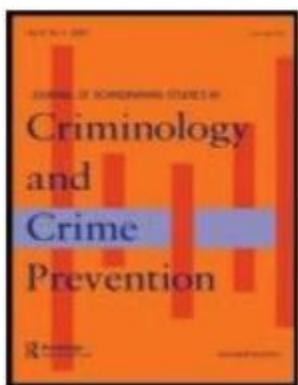
<http://tfj.sagepub.com/content/early/2014/05/06/1066480714533640>



The long-term effectiveness of the International Child Development Program (ICDP) implemented as a community-wide parenting program.

Abstract: Short-term effectiveness of the International Child Development Program (ICDP) for parents in the general population has been studied. The aim of this paper was to investigate the longer term impact of the ICDP program on parents looking for sustained changes 6–12 months after the program. For this, a non-clinical caregiver group attending the ICDP program ($N = 79$) and a non-attending comparison group ($N = 62$) completed questionnaires on parenting, psychosocial functioning, and child difficulties before, on completion and 6–12 months after the ICDP program. Analyses compare changes in scores over time. The results revealed that the ICDP group showed significantly improved scores on parenting measures, less loneliness, and trends towards improved self-efficacy compared to the comparison group 6–12 months after program completion. The ICDP group also reported that their children spent significantly less time on television and computer games and a trend towards fewer child

difficulties. Key positive effects sustained over time but at a somewhat lower level, supporting community-wide implementation of ICDP as a general parenting program. It is concluded that more intensive training with follow-up sessions should be considered to sustain and boost initial gains. <http://www.tandfonline.com/doi/abs/10.1080/17405629.2014.950219> <http://www.tandfonline.com/doi/pdf/10.1080/17405629.2014.950219>



Paradoxical correlates of a facilitative parenting program in prison—counterproductive intervention or first signs of responsible parenthood?

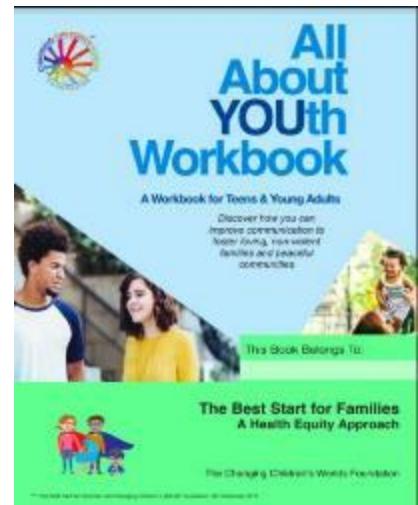
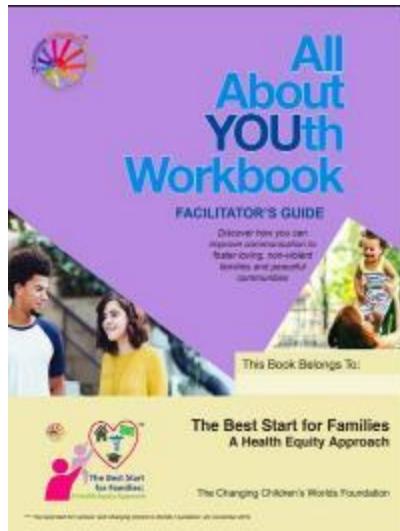
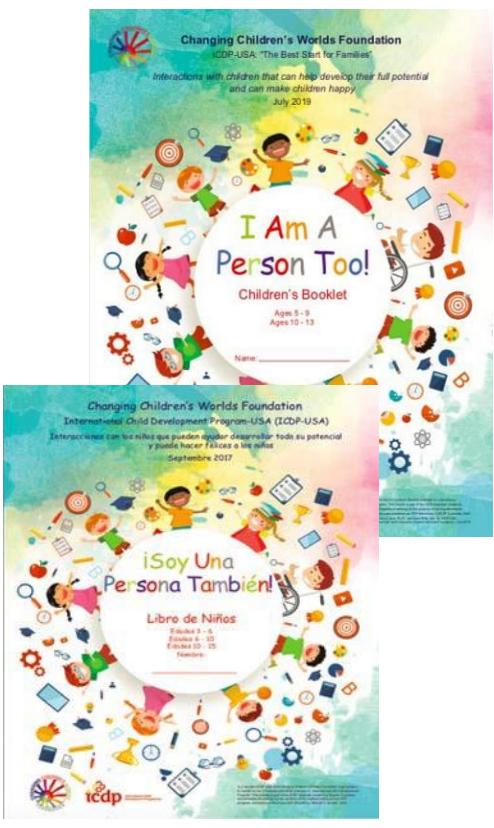
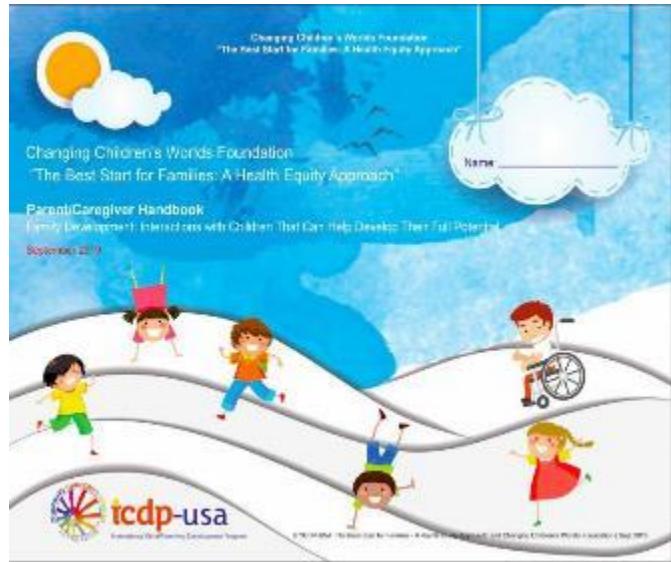
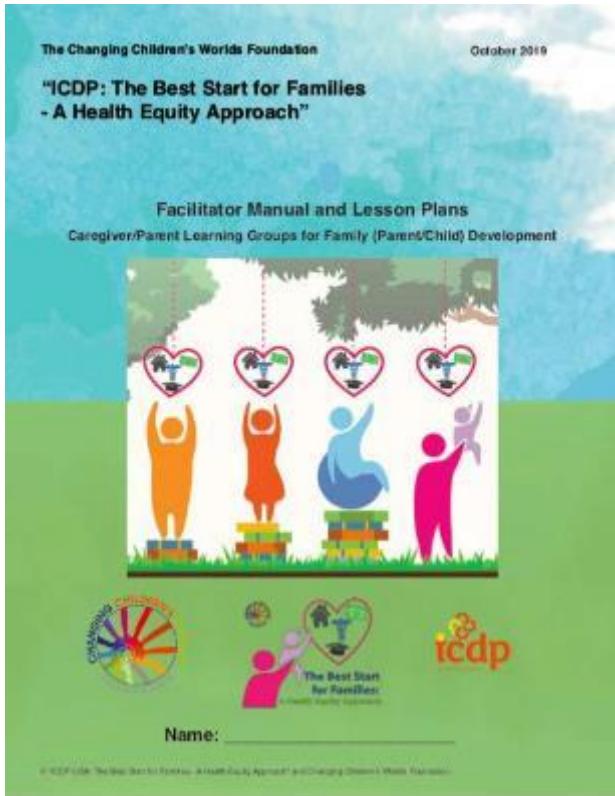
Purpose: Parenting programs are rarely part of prisoners' rehabilitation, and evaluations of such programs are lacking. The present mixed-methods study investigates the International Child Development Program (ICDP) with 25 incarcerated fathers and a comparison group of 36 community fathers through questionnaires administered before and after parenting courses. Interviews with 20 incarcerated fathers were analyzed using thematic analysis. Before the course, the prison group self-reported better parenting skills and poorer psychosocial health than the comparison group. Both groups improved on parenting strategies. On several measures the comparison group improved, while the prison group revealed the same or lower scores. The incarcerated fathers described becoming more aware of their paternal role but also saw the course as emotionally challenging.

Some of the self-reported scores of the prison participants related to parental skills and psychosocial health decreased from 'before' to 'after' ICDP sensitization, pointing to the possibility that the ICDP courses may have contributed to overcoming a 'prisonization process', where the prisoner identity overshadows the parental identity, by making them more aware of their parental responsibilities. Due to the emerging possibility of counterproductive influences, a randomized controlled study is needed in the future to ascertain the parenting and recidivism-related effects of this program.

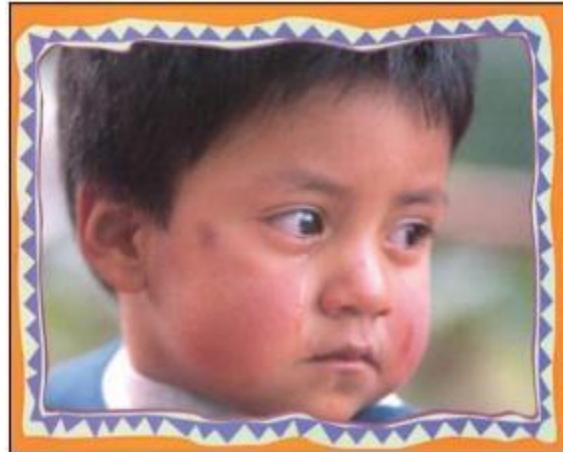
<http://www.tandfonline.com/doi/abs/10.1080/14043858.2014.898981>

(E) "THE BEST START FOR FAMILIES" PUBLICATION/RESOURCE EXAMPLES

ICDP Facilitator Manual, Parent/Caregiver Handbook and Children Book gets used in the program:



SAD Child Emotional Photo (example of series):



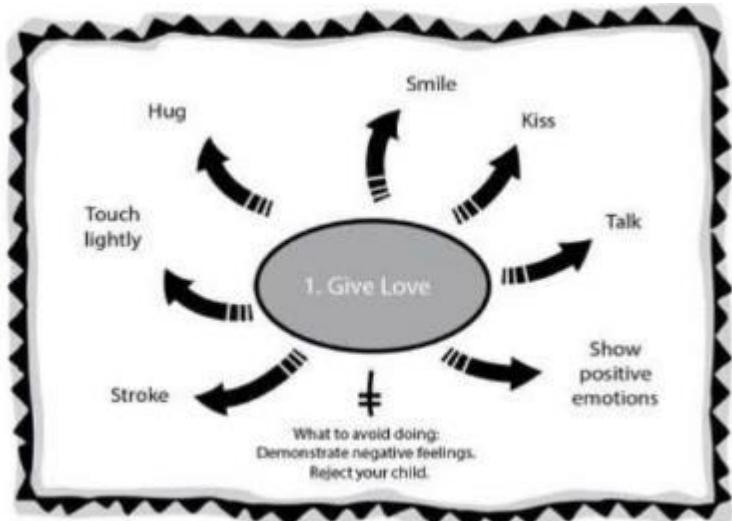
Comprehension DIALOGUE (example of series):



Guidelines & Diagrams 1,5,7 (examples of series):

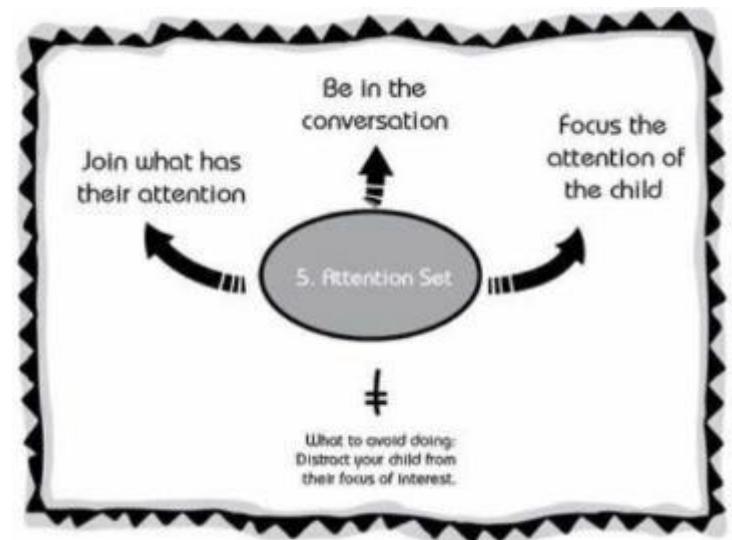
1. How do you show positive feelings, that you love your child?

tcdp



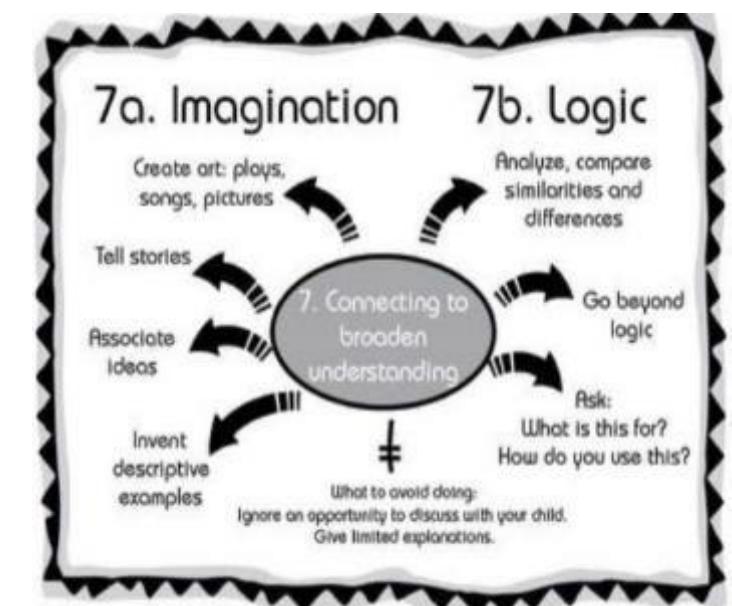
5. How do you share experiences and focus your child's attention with yours?

tcdp



7. How do you expand/enrich your child's experiences by connecting through imagination and logic?

tcdp



(F) LETTER OF RECOMMENDATION OFFICE OF THE CHIEF JUDGE, 16TH JUDICIAL CIRCUIT
Chief Judge Clint Hull

**16th Judicial Circuit
County of Kane
Office of the Chief Judge
KANE COUNTY JUDICIAL CENTER
37W777 Route 38, Suite 301
St. Charles, Illinois 60175
Telephone: 630-232-3440
Facsimile: 630-406-7121**



**Clint Hull
Chief Judge**

December 3, 2019

Re: Changing Children's Worlds Foundation (CCWF) - Grant Application

To Whom It May Concern:

My introduction to the Changing Children's World Foundation when I was the Judge of the Juvenile Division. Monday through Friday I presided over a court call where children eighteen or younger along with their parents or guardians appeared in front of me as a result of the child having been charged with committing a crime. As you can imagine the courtroom was not a happy place. I witnessed children going through a range of emotions from being angry and hostile to being completely overwhelmed and crying out for help. During those same court appearances, I witnessed the parents or guardians of these children experiencing the same emotions. Anger, hostility, frustration, a feeling of being overwhelmed and having no idea of where or who to turn for help. The future looked bleak. Then, one day, someone appeared in court who identified herself as a CCWF representative offering to help. That was not only a wonderful day for the children and parents who appeared in Court but also for me as a representative of our juvenile justice system.

The Changing Children's Worlds Foundation (CCWF) Vision reads as follows:

"For every child and adolescent to be supported in positive development by caregivers and professionals with loving, non-violent families, and peaceful communities."

I quickly learned that CCWF vision statement is what guides them during all of their interactions with parents, guardians, and children. They "talk the talk and walk the walk." They place families first and help provide a framework that will strengthen them as individuals and as families. I have witnessed CCWF expand their presence in our community by collaborating with the Kane County Sheriff Department. CCWF, with support from our Kane County Sheriff, now conducts parenting classes for the inmates in jail. The program is a huge success thereby affecting more Kane County families in a positive way.

I am now the Chief Judge of the Sixteenth Judicial Circuit. I am thrilled to be a position to work with CCWF and to collaborate with them to help more families in Kane County. I look forward to our continued work with CCWF for years to come. Please feel free to contact me if you have any addition questions.

Sincerely,

Clint Hull, Chief Judge
Kane County, Illinois

(G) KANE COUNTY ADULT JUSTICE CENTER DIVERSION PROGRAM FLYER

KANE COUNTY SHERIFF RON HAIN'S DIVERSION PROGRAMS



In an effort to reduce recidivism, Sheriff Ron Hain and the Kane County Adult Justice Center offer the following programs for detainees to voluntarily participate in while in custody to provide opportunities upon release.



Small Business Programs

- Start your own business
- Write a business plan
- Learn how to incorporate
- Find available resources

Job Opportunities

- Forklift / OSHA Training and Certification (classroom and hands-on)
- Manufacturing Jobs Training and Placement (only for detainees 18-24 years old)
- Referrals for employment upon release
- There are employers in the Kane County area that are working with Sheriff Hain and are willing to hire former detainees seeking gainful employment
- 2nd Chance Opportunities / Employment Mentoring
- Welding • Union Painting
- Job Fairs

Education Programs

- GED
 - Start or finish a GED
 - Post-release options for completion
- Parenting Guidance
- English as a Second Language (ESL)

Self-Improvement & Leisure Activities

- Yoga • Photography
- Recreational Painting / Artistry
- Our Neighborhood Empowered (Elgin) – Life Coaching
- Financial Literacy

Post-Release Expectations

- Assistance with locating shelters, substance abuse centers, or mental health facilities if needed.
- Case Manager follow-up regarding employment opportunities /placement.

IF INTERESTED:

Log in on the kiosk in your assigned housing unit. Select "Programs", then choose the program(s) you are interested in. A Diversion Officer will follow-up with you regarding your request(s).

"Never be a prisoner of your past. Become the architect of your future."

(H) CCWF Best Start Community Brochure for Families Members/ Reintegration Support



"ICDP-USA: The Best Start for Families - A Health Equity Approach"
Supports All Families:
Parents/Caregivers And Children

The Best Start program provides support and knowledge for all families. It increases positive experiences for families, which helps parents feel more capable. From showing affection to communication, parents are taught to use positive discipline that helps children to succeed in making the right decisions for themselves and others.

The Changing Children's Worlds Foundation Objectives

CCWF strives to improve children's worlds through raising awareness, education, and advocacy to create more peaceful families and communities. Our programs address a universal need for all families to build their children's success and maximize development.

Our programs provide the foundations for participants to give their children more positive life opportunities and experiences than they had.

CCWF strives to reduce the incidence of intra-familiar violence, maltreatment, and neglect through strengthening the capacity of parents, caregivers, and communities to care for children's health, development, and emotional well-being.

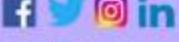


Providing Support To Your Families And Communities

Partner	Dates / Times	Contact Person
Association for Individual Development at Aurora	11/05/2019 - Jan 2020 Tue, 10am - 11:30am	Martina Horne 630-985-4020
EigenCOPP at Gail Borden Public Library	11/05/2019 - Jan 2020 Tue/Wed, 1pm - 2pm	Kristen Koenig 630-929-8411
Kane County Adult Justice Center (COA) at St. Charles (8911)	11/12/2019 - 12/13/2019 Tue/Fri Evening	Bill Woods 630-752-2728
Simply Destress at Aurora	1/18/2019 - 02/03/2019 Mon 4pm - 6pm	Martin Luns 331-443-4000
Hesel House/CCWF at Aurora	1/11/2019 - TBD Evening	Karen J. Terry 630-986-4036 ext. 104
Albany Park Community Center at Chicago	1/11/2019 - TBD	TBD
Coles Elementary School at Chicago	November 2019	Tamara Everett 773-758-6096
Military/Fire Responders at Fox Valley Presbyterian Church, Geneva	November 2019	TBD
Kane County Adult Justice Center (COA) at St. Charles (8911)	November 2019	Bill Woods 630-752-2728
Kane County Adult Justice Center (COA) at St. Charles (118)	January 2020	Bill Woods 630-752-2728
Compass Church (Tentative) at Hobson Campus, Naperville	January 2020	TBD
School District U-46 Illinois Park Early Learning Center at Elgin	TBD	Ron Rovelli 847-289-6241
Kane County Adult Justice Center (COA) at St. Charles (911)	February 2020	Bill Woods 630-752-2728
Association for Individual Development at Aurora	TBD	Ulysses Hayes 630-985-4020
Kempe Center/TBD at Denver, CO	TBD	Katherine Cawthon 303-864-6131

Contact CCWF to learn how we can assist or partner to support your work, families, and community or to Volunteer!

Changing Children's Worlds Foundation
HQ Office: 411 Stevens Street, Geneva, IL 60134
Field Office: 1707 N. Halsted, Chicago, IL 60614
630-909-9411
contact@changingchildrensworlds.org
www.changingchildrensworlds.org



© "ICDP-USA: The Best Start for Families - A Health Equity Approach" and Changing Children's Worlds Foundation

Parent Program




Changing Children's Worlds Foundation

Empathy in Action for families and communities

CCWF Vision: For every child and adolescent to be supported in positive development by caregivers and professionals within loving, non-violent families and peaceful communities.

Serving Children & Parents through Schools and Communities in Illinois and Nationally in Empathy-based Parenting and Family Relationships



(I) Illinois Department of Corrections Fox Valley Adult Transition Center
Director Margarita Mendoza Letter

JB Pritzker
 Governor



Rob Jeffreys
 Acting Director

The Illinois Department of Corrections

Fox Valley Adult Transition Center
 1329 North Lake Street • Aurora, IL 60506 • (630) 897-5610 TDD: (800) 526-0844

7/16/19

Dear Potential Funder,

I am pleased to provide a letter of endorsement for the Changing Children's Worlds Foundation (CCWF) grant application. We support this application to provide ongoing care giver awareness and engagement training to incarcerated females.

CCWF staff began providing Caregiver training sessions to Fox Valley Adult Transition Center (ATC) residents in June. Fox Valley ATC provides a continuum of programs and services for up to 130 adult female offenders. Women within 24 months of release, transition from prison to Fox Valley where they are able to participate in in-house and community programming that holistically addresses their unique social, medical, psychological, educational, and vocational needs.

Planning for successful family, community, and work force reintegration begins upon each resident's arrival. Through the use of an integrated system of individualized support and services, as well as a four-step behavior level system, Fox Valley offers a variety of programs specifically designed for female offenders. Counselors support, motivate, and guide residents through the four step level system that requires residents to set and achieve goals. Through program participation and goals accomplishment, women build and strengthen their social, educational, and vocational skills; subsequently becoming better prepared for successful reintegration with their family, as well as with the community and workforce. By holistically addressing each woman's unique social, medical, psychological, educational, and vocational needs, it is likely that she will return to her community as a law abiding citizen; thus reducing recidivism which is currently 13%.

We recognize that strong family core values help reduce many risk factors for subsequent violence and make an impact in the home and community. CCWF groups complement and augment current programming and goals. Groups encourage and challenge resident social, emotional, cognitive, and regulative development. Facilitators create a safe, supportive learning environment that is marked by empathy and allows participants to increase their ability to have emotional and comprehension dialogues. Residents increase their individual family capacity and motivation to strengthen empathy based parenting and family relationships. Program participation will likely increase resident confidence, mental health, health, and well being in general. The program exposes residents to learn empathy based parenting and family relationship models and practice related skills and behaviors.

Continued partnership with CCWF, will enable us to strengthen sustainable family development and successful transition to the family and community. I support and recommend this innovative, evidence based program and look forward to a continued partnership.

Thank you

Margarita Mendoza

Center Supervisor

(J) RESOURCES

List from Children and Families of the Incarcerated Fact Sheet, National Resource Center on Children & Families of the Incarcerated (Rutgers University, Camden, 2014)

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(K) ICDP-USA: The Best Start for Families (Pre- and Post- Evaluation-Justice)

To complete this evaluation, please think of one child to focus on while answering the questionnaire. Please state age and gender of the child below. While this evaluation focuses on one child, the program applies to all parent/caregiver-child relationships.

Child's Age: _____ Child's Gender: _____ Today's Date: _____ Code # _____

Q1. The following section is about Parental Self-Efficacy *(N/A is only appropriate answer for a child under age 2)													
A. The following section is about emotion and affection:		*NA	<i>0 = Completely disagree</i> <i>10 = Completely agree</i>										
1.	I am able to show affection towards my child.		0	1	2	3	4	5	6	7	8	9	10
2.	I can recognize when my child is happy or sad.		0	1	2	3	4	5	6	7	8	9	10
3.	I am confident my child can come to me if they're unhappy.		0	1	2	3	4	5	6	7	8	9	10
4.	When my child is sad I understand why.		0	1	2	3	4	5	6	7	8	9	10
5.	I have a good relationship with my child.		0	1	2	3	4	5	6	7	8	9	10
6.	I find it hard to cuddle my child.		0	1	2	3	4	5	6	7	8	9	10
B) The following section is about play and enjoyment:			<i>0 = Completely disagree</i> <i>10 = Completely agree</i>										
1.	I am able to have fun with my child.		0	1	2	3	4	5	6	7	8	9	10
2.	I am able to enjoy each stage of my child's development.		0	1	2	3	4	5	6	7	8	9	10
3.	I am able to have nice days with my child.		0	1	2	3	4	5	6	7	8	9	10
4.	I can plan activities that my child will enjoy.		0	1	2	3	4	5	6	7	8	9	10
5.	Playing with my child comes easily to me.		0	1	2	3	4	5	6	7	8	9	10
6.	I am able to help my child reach their full potential.		0	1	2	3	4	5	6	7	8	9	10
C) The following section is about empathy and understanding:			<i>0 = Completely disagree</i> <i>10 = Completely agree</i>										
1.	I am able to explain things patiently to my child.	N/A	0	1	2	3	4	5	6	7	8	9	10
2.	I can get my child to listen to me.	N/A	0	1	2	3	4	5	6	7	8	9	10
3.	I am able to comfort my child.		0	1	2	3	4	5	6	7	8	9	10
4.	I am able to listen to my child.		0	1	2	3	4	5	6	7	8	9	10
5.	I am able to put myself in my child's shoes.		0	1	2	3	4	5	6	7	8	9	10
6.	I understand my child's needs.		0	1	2	3	4	5	6	7	8	9	10
D) The following section is about control:			<i>0 = Completely disagree</i> <i>10 = Completely agree</i>										
1.	As a parent I feel I am in control.		0	1	2	3	4	5	6	7	8	9	10
2.	My child will respond to the boundaries I put in place.	N/A	0	1	2	3	4	5	6	7	8	9	10
3.	I can get my child to behave well without a battle.	N/A	0	1	2	3	4	5	6	7	8	9	10
4.	I can remain calm when facing difficulties.		0	1	2	3	4	5	6	7	8	9	10
5.	I can't stop my child behaving badly.	N/A	0	1	2	3	4	5	6	7	8	9	10
6.	I am able to stay calm when my child is behaving badly.	N/A	0	1	2	3	4	5	6	7	8	9	10
E) The next section is about discipline and setting boundaries:			<i>0 = Completely disagree</i> <i>10 = Completely agree</i>										
1.	Setting limits and boundaries is easy for me.		0	1	2	3	4	5	6	7	8	9	10
2.	I am able to stick to the rules I set for my child.	N/A	0	1	2	3	4	5	6	7	8	9	10
3.	I am able to reason with my child.	N/A	0	1	2	3	4	5	6	7	8	9	10
4.	I can find ways to avoid conflict.		0	1	2	3	4	5	6	7	8	9	10
5.	I am consistent in the way I use discipline.	N/A	0	1	2	3	4	5	6	7	8	9	10
6.	I am able to discipline my child without feeling guilty.	N/A	0	1	2	3	4	5	6	7	8	9	10
F) The following section is about pressures:			<i>0 = Completely disagree</i> <i>10 = Completely agree</i>										
1.	It is difficult to cope with other people's expectations of me as a parent.		0	1	2	3	4	5	6	7	8	9	10
2.	I am not able to assert myself when other people tell me what to do with my child.		0	1	2	3	4	5	6	7	8	9	10
3.	Listening to other people's advice makes it hard for me to decide what to do.		0	1	2	3	4	5	6	7	8	9	10

4. I can say 'no' to other people if I don't agree with them.		0	1	2	3	4	5	6	7	8	9	10
5. I can ignore pressure from other people to do things their way.		0	1	2	3	4	5	6	7	8	9	10
6. I do not feel a need to compare myself to other parents.		0	1	2	3	4	5	6	7	8	9	10

G) The following section is about self-acceptance:		0 = Completely disagree 10 = Completely agree										
1. I know I am a good enough parent.		0	1	2	3	4	5	6	7	8	9	10
2. I manage the pressures of parenting as well as other parents do.		0	1	2	3	4	5	6	7	8	9	10
3. I am not doing that well as a parent.		0	1	2	3	4	5	6	7	8	9	10
4. As a parent I can take most things in my stride.		0	1	2	3	4	5	6	7	8	9	10
5. I can be strong for my child.		0	1	2	3	4	5	6	7	8	9	10
6. My child feels safe around me.		0	1	2	3	4	5	6	7	8	9	10

H) The following section is about learning and knowledge:		0 = Completely disagree 10 = Completely agree										
1. I am able to recognize developmental changes in my child.		0	1	2	3	4	5	6	7	8	9	10
2. I can share ideas with other parents.		0	1	2	3	4	5	6	7	8	9	10
3. I am able to learn and use new ways of dealing with my child.		0	1	2	3	4	5	6	7	8	9	10
4. I am able to make the changes needed to improve my child's behavior.	N/A	0	1	2	3	4	5	6	7	8	9	10
5. I can overcome most problems with a bit of advice.		0	1	2	3	4	5	6	7	8	9	10
6. Knowing that other people have similar difficulties with their children makes it easier for me.		0	1	2	3	4	5	6	7	8	9	10

I) The following section is about resilience and hope:		0 = Completely disagree 10 = Completely agree										
1. When I am in a difficult situation, I can usually manage to get through it and move forward.		0	1	2	3	4	5	6	7	8	9	10
2. I am able to rely on myself more than anyone else.		0	1	2	3	4	5	6	7	8	9	10
3. I am proud of myself and my accomplishments.		0	1	2	3	4	5	6	7	8	9	10
4. I believe that I lead a meaningful life with a promising future.		0	1	2	3	4	5	6	7	8	9	10
5. I have energy and will power to take care of my own responsibilities.		0	1	2	3	4	5	6	7	8	9	10
6. I believe that I can become the best possible person and parent I can be.		0	1	2	3	4	5	6	7	8	9	10
7. I believe that I will be able to ensure that my child/children will have a fulfilling life and future.		0	1	2	3	4	5	6	7	8	9	10

2) The following section is about Parent-Child interaction:		0 = I never do this 10 = I always do this very well										
1. How well do you show positive feelings and love toward your child?		0	1	2	3	4	5	6	7	8	9	10
2. How well do you follow and respond to the initiatives of your child?		0	1	2	3	4	5	6	7	8	9	10
3. How well do you hold a meaningful dialogue with your child with and without words?		0	1	2	3	4	5	6	7	8	9	10
4. How well do you give praise and approval for what your child does?		0	1	2	3	4	5	6	7	8	9	10
5. How well do you help share experiences and focus your child's attention with yours?		0	1	2	3	4	5	6	7	8	9	10
6. How well do you help describe and give meaning to your child's experiences and show enthusiasm for your child's experiences?		0	1	2	3	4	5	6	7	8	9	10
7. How well do you help to expand and enrich your child's experiences by connecting topics through imagination and logic?		0	1	2	3	4	5	6	7	8	9	10
8. How well do you help set boundaries and support your child to plan step-by-step to develop self-control?		0	1	2	3	4	5	6	7	8	9	10
9. How well do you support your child with scaffolding (gradual support) to encourage their initiative and competence?		0	1	2	3	4	5	6	7	8	9	10
10. How well do you use situations and set routines to guide your child's behavior?		0	1	2	3	4	5	6	7	8	9	10
11. How well do you help caregivers positively set consequences to develop responsibility and moral understanding?		0	1	2	3	4	5	6	7	8	9	10

(L) BEST START WORD ART

