



**305**  
**Engaging Incarcerated Parents**

**Training Outline**

**Developed by:**  
**Robert Brinker, MA**

**For:**  
**The Pennsylvania Child Welfare Training Program**

**University of Pittsburgh,**  
**School of Social Work**

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|-----------------------------|----------------------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
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|                             |                                                    | Robert Brinker, MA           | Writer                                                                                                                      |

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# Agenda for the 6-Hour Workshop on Engaging Incarcerated Parents

## Day One

| <b>Estimated Time</b> | <b>Content</b>                                                                                        | <b>Page</b> |
|-----------------------|-------------------------------------------------------------------------------------------------------|-------------|
| 25 minutes            | Section I:<br>Introductions and Overview of Workshop                                                  | 1           |
| 40 minutes            | Section II:<br>Incarceration in the United States                                                     | 3           |
| 1 hour, 30 minutes    | Section III:<br>The Effects of Incarceration and Deciding When to Engage Parents Who are Incarcerated | 4           |
| 45 minutes            | Section IV:<br>Barriers to Engagement                                                                 | 10          |
| 1 hour, 50 minutes    | Section V:<br>Resources and Strategies for Promoting Engagement                                       | 12          |
| 20 minutes            | Section VI:<br>Planning to Engage the Incarcerated Parent                                             | 15          |
| 30 Minutes            | Section VII:<br>Workshop Closing                                                                      | 16          |

### 305: Engaging Incarcerated Parents (6 hours)

| Section Name                                      | Est. Time  | Key Concepts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Resources Used                                                                                                                                                                                                                              |
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| Section I: Introductions and Overview of Workshop | 25 Minutes | <p>Method: Trainer Lecture, Large Group Discussion</p> <p><b>Trainer Note:</b> Abbreviations used in this outline, as well as their meaning, are as follows: HO = handout, OH = overhead, APP = appendix, PW = pre-work.</p> <p>Throughout the workshop, in discussions, activities, and so on, introduce the content and discover first what participants already know about the content. Make the workshop participant-centered; use them as experts and build upon what they know. Then, supplement what they know with your expertise. In addition, throughout the workshop, periodically ask participants to complete the idea catcher, <b>HO #1</b>, and ask them to offer concepts that they learned and will write on the idea catcher.</p> <p><u>If offering handouts in packet form, do not distribute <b>HO #8</b> or <b>HO #9</b>, as they will be used in a group activity.</u></p> <p>Ahead of time, create a poster titled, <i>Something to Think About</i>. Under the title, write the following quote by Ramon C. Rustin, Warden, Allegheny County Jail: “A lot of us don’t even view them as human beings. They’re behind walls. They’re inmates. They’re incarcerated. They’re prisoners. They’re convicts. And, [we] fail to see that</p> | <p><b>Handout #1, (Agenda/Idea Catcher)</b></p> <p><b>Overhead #1, (Workshop Competency &amp; Learning Objectives)</b></p> <p><b>Overhead #2, (Workshop Agenda)</b></p> <p><b>Sentence Strips</b></p> <p><b>Trainer Created Posters</b></p> |

these people are parents.”  
Also ahead of time, create a poster titled, *Food for Thought*. Under the title, write the following quote also by Ramon C. Rustin, Warden, Allegheny County Jail: “One of the most valuable things for an inmate in an institution is his connection with his family. So, something like a picture of a family member or of a child...that’s cherished like gold. That’s their only link with their families and that’s their only means of hope, a lot of ‘em, is the day that they can reunite with those family members.”

- Welcome, Housekeeping, and Introductions:
  - Welcome participants, share housekeeping information, and discuss the rules for the day (Share, take chances, Give feedback, have fun, etc.).
  - Introduce self and share relevant experiences related to training.
  - Have participants complete name tents, write (on sentence strips) a challenge or burning question that they bring to the training pertaining to working with families of incarcerated parents, introduce themselves, share their burning question or challenge, and provide any related background experiences in dealing with the issue of incarceration in their Child Welfare work. Participants then post their sentence strips on the Burning Questions poster.
- Agenda, Competency, and Learning Objectives:
  - Discuss the workshop competency and learning objectives, **OH #1**, as well as the agenda/idea catcher, **OH#2** and **HO #1**

Key Concepts:

|                                                |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                 |
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|                                                |            | <ul style="list-style-type: none"> <li>• Participants must be aware of the course content and related materials in relation to how the workshop can/will meet their needs.</li> <li>• Participants bring to training a wealth of experience that can be shared in training for the benefit of all present.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                 |
| Section II: Incarceration in the Untied States | 40 Minutes | <p>Method: Lecture, Individual Activity, Small Group Discussion</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Trainer Note:</b> As part of pre-work, participants were to discover the efforts that their agency makes to engage incarcerated parents and the programs available to them. If participants did not know about available resources, they were asked to contact their local correction facility and discover how it encourages contact with the families of incarcerated parents and what programs/services are available to incarcerated parents.</p> </div> <ul style="list-style-type: none"> <li>• Pre-Work Poll: <ul style="list-style-type: none"> <li>○ Identify who completed the pre-work, <b>PW #2</b>. Tell participants that they will refer to the assignment throughout the training. <ul style="list-style-type: none"> <li>▪ Point out that the title of this training is Engaging Incarcerated Parents, which refers to how the Child Welfare Professional effectively can connect with the incarcerated parent and assist the parent in maintaining connections with their children during incarceration and upon reentry into the community.</li> </ul> </li> </ul> </li> <li>• Experience Survey: <ul style="list-style-type: none"> <li>○ Participants complete the survey, <b>HO #2</b>, to identify their previous experiences dealing with incarcerated parents and their families. At their tables, they share responses noting both common and unique</li> </ul> </li> </ul> | <p><b>DVD: Engaging Incarcerated Parents</b></p> <p><b>Handout #2, (Engaging Incarcerated Parents Survey)</b></p> <p><b>Overhead #3, (Incarceration and Children in the United States)</b></p> <p><b>Pre-Work #2, (Pre-Work Assignment)</b></p> |

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|                                                           |                    | <p>experiences. Have reporters report out. The point of the activity is to reveal that participants have experiences to offer during training.</p> <div data-bbox="472 212 1346 367" style="border: 1px solid black; padding: 5px;"> <p><b>Trainer Note:</b> The following video shows one individual who had a parent who was incarcerated, discussing the effects that her parent's incarceration had on her and her family.</p> </div> <ul style="list-style-type: none"> <li>• Video: <ul style="list-style-type: none"> <li>○ Show <b>DVD: Engaging Incarcerated Parents</b> – running time 10:45. Process out the video with participants. Display <b>OH #3</b> and review the statistics, some of which were revealed in the video, that indicate the extent of incarceration in our country.</li> </ul> </li> </ul> <div data-bbox="472 646 1346 834" style="border: 1px solid black; padding: 5px;"> <p><b>Trainer Note:</b> These numbers are estimates compiled from various sources such as the Bureau of Justice. Even so, the numbers significantly indicate the huge number of families and communities affected by incarceration.</p> </div> <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>• Statistics show that Child Welfare Professionals will likely confront the challenge of working with a family having at least one parent who is incarcerated</li> <li>• Child Welfare Professionals must be aware of the factors that increase the likelihood of families of parents who are incarcerated becoming involved in the child welfare system in order to help the professional engage the children and families of parents who are incarcerated as well as the parent who is incarcerated.</li> </ul> |                                                                                                                                  |
| Section III:<br>The Effects of Incarceration and Deciding | 1 Hour, 30 Minutes | <p>Method: Lecture, Small Group Activity, Large Group Discussion, Brainstorming Activity</p> <div data-bbox="472 1386 1346 1432" style="border: 1px solid black; padding: 5px;"> <p><b>Trainer Note:</b> In this section, participants use the Shulman</p> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>DVD: Family Ties</b><br/> <b>Handout #3, (The Effects of Incarceration)</b><br/> <b>Handout #4, (Reasons to Engage</b></p> |

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| <p>When to Engage Parents Who are Incarcerated</p> |  | <p style="text-align: center;">skill of Tuning in to Self to examine their thoughts and feelings regarding working with parents who are incarcerated.</p> <ul style="list-style-type: none"> <li>• The Global Effects of Incarceration: <ul style="list-style-type: none"> <li>○ Social capital relating to incarceration is comprised of two concepts: human capital and social networks. <ul style="list-style-type: none"> <li>▪ Human capital: the ability to solve life problems, take steps to improve one’s life, and maintain relationships.</li> <li>▪ Social networks: friends, family, and neighbors that provide support.</li> </ul> </li> <li>○ Incarceration has an affect on social capital either positively or negatively. <ul style="list-style-type: none"> <li>▪ Incarceration can lead to a negative influence on a released parent’s ability to secure employment, obtain housing, and receive assistance. An incarcerated parent has high probability of having his or her parental rights terminated often due to ASFA timelines. Communities highly hit by incarceration are depleted of resources.</li> <li>▪ On the other hand, incarceration may provide the parent an opportunity and motivation to turn one’s life around beginning a new life.</li> </ul> </li> <li>○ The Effects of Incarceration on Children, Families, and Communities: Small Group Brainstorm: <ul style="list-style-type: none"> <li>▪ Participants count off by three’s and move into small groups. Assign one of the following to discuss: the parent who was incarcerated; their children and families; or the communities in which they live.</li> <li>▪ Participants list the concerns that having a parent who becomes incarcerated might cause their assigned person/group (i.e. the parent who was</li> </ul> </li> </ul> </li> </ul> | <p><b>the Parent and Advocate for Contact/Visitation)</b><br/> <b>Handout #5, (Children of Incarcerated Parents Bill of Rights)</b><br/> <b>Overhead #4, (The Effects of Incarceration)</b><br/> <b>Overhead #5, (Reasons Given for Not Engaging the Incarcerated Parent)</b><br/> <b>Overhead #6, (Reasons to Engage the Parent and Advocate for Contact/Visitation)</b><br/> <b>Overhead #7, (Aggravated Circumstances)</b></p> |
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incarcerated; their children and families; or the communities in which they live). Show **OH #4** and process out.

- Participants offer how the items on the list, which stem from the incarceration of a parent a) potentially affects families in a way that increases the possibility of them and their families being involved in the child welfare system and/or b) potentially affects families already involved in the system. Report out as large group. Distribute **HO #3** and discuss.
- Issues of abuse or neglect might have existed prior to the parent's incarceration whether the child welfare system identified them or not. Though concerns might already have existed, incarceration creates additional concerns and challenges.
- Tuning in to Self: Reasons Offered for Not Engaging/Advocating for Visitation Brainstorming Activity

**Trainer Note:** The point of this brainstorm is not to identify barriers (i.e. legal timeframes). The point is to identify personal reasons why participants believe that they should not engage the parent. Barriers (and methods of overcoming barriers) will be discussed later.

- Large group gives reasons regarding why they personally believe that they should not engage the incarcerated parent and encourage contact with the child.
- Display **OH #5** comparing it to the group's list. Discuss the reasons and facilitate a discussion on how accurate these statements are. Point out that while there is some level of truth in these statements, the statements are not entirely true and/or can be

dispelled by working with the incarcerated parent and the family. For each item on the list, participants are to brainstorm at least one reason that could counteract the reason given for not engaging the parent/allowing visitation. Examples include:

- Too many cases/Lack of time. While caseloads might not go down, involving the incarcerated parent in planning could decrease time spent on planning/identifying resources.
  - Lack of training. This training serves as a basis on why/how to work with incarcerated parents and the prison system.
  - Inability to provide. In instances where the parent was poverty stricken and/or homeless, it is possible to work with family members and other cross-systems partners to help the child and parent once the parent is released from prison.
  - Prisons environment. Alternatively, some institutions have developed family friendly visitation areas to make everyone more comfortable during visitation.
  - Upsetting to child. Alternatively, visiting a parent can actually reassure the child that their parent is okay and help them cope more effectively.
  - Good parents don't go to prison. Today more people who can be caring parents are being incarcerated for lesser crimes (such as lesser drug charges).
- When to Engage:

**Trainer Note:** The full **DVD: Family Ties**, in total, runs 16:38 seconds.

- Offer the background of the video:

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|  |  | <ul style="list-style-type: none"> <li>▪ “This video is the culmination of five months of discussions between the fathers [in the Allegheny County Jail] and a design team from the Pittsburgh Child Guidance Foundation. They are working together to create a program for parents in the Jail who want to be constructive members of their families and to foster the well-being of their children. Family Ties also permits us to have a glimpse of a family welcoming a father home after six months in Jail. His successful return to live with his mother and five-year-old son is filled with hopes, dreams and anxieties for everyone”</li> <li>○ Show <b>DVD: Family Ties</b>. Distribute sentence strips (strips of flipchart paper to groups at their tables. Ask participants to consider and, using flipchart paper, write down concepts from the video that they believed to be important. Ultimately, tie, to the need to engage parents, the loss that the individuals in the video feel. <ul style="list-style-type: none"> <li>▪ Ask participants to consider how they believe the perspective of the individuals in the video might have changed if they were in state or federal penitentiaries. Process out the concept that each facility will have its own policies and procedures. These will have to be discussed with those wishing to visit the parent who is incarcerated. Note that all penitentiary policies and procedures are available online and that resources will be offered at the end of the training that will help participants in locating this information.</li> </ul> </li> <li>○ Before reviewing the reasons to engage the parent and advocate for contact/visitation, <b>OH #6</b> and <b>HO #4</b>, ensure that you note that despite engagement and contact being critical, times do exist, which will be discussed, when engagement might neither be appropriate nor necessary.</li> </ul> |  |
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|  |  | <ul style="list-style-type: none"> <li>○ As part of the reasons to engage discussion, talk about Reasonable Efforts to Reunify, Aggravated Circumstances, and the effect of the court on engagement and contact/visitation. Tie in group comments regarding the Effects of Incarceration discussed earlier. <ul style="list-style-type: none"> <li>▪ Engagement and contact/visitation are a large part of reunification efforts – including efforts with incarcerated/non-custodial parents concerning contact/visitation and case planning.</li> <li>▪ As required by the Pennsylvania Juvenile Act as amended by the Adoption and Safe Families Act of 1997, Child Welfare Professionals must make and be able to prove to the court that they made reasonable efforts to reunify the child with the family (i.e. the incarcerated parent). Rare situations exist when these efforts are not necessary.</li> <li>▪ Ask participants to offer when they believe engagement efforts (involvement in case planning, etc.) and/or reunification/visitation efforts (reasonable efforts to reunify) are not necessary.</li> <li>▪ The only time reasonable efforts to reunify are not necessary is when a court rules accordingly – due to aggravated circumstances or other reasons.</li> <li>▪ Show <b>OH #7</b> and offer the points on aggravated circumstances.</li> <li>▪ Tell participants to remember that a petition without a subsequent court order is not enough to allow the agency not to make reasonable efforts to reunify. The Child Welfare Professional would have to petition the court alleging aggravated circumstances; and, the court would have to rule</li> </ul> </li> </ul> |  |
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|                                          |               | <p>that clear and convincing evidence exists to support the finding.</p> <ul style="list-style-type: none"> <li>▪ The court order and related documentation allowing the agency not to offer services to the parent who is incarcerated must appear in the case record.</li> <li>▪ Unless the court rules that reasonable efforts to reunify are not required or appropriate, reasonable efforts to reunify must continue.</li> <li>▪ Visitation must still occur unless the court orders that no visitation occurs.</li> <li>▪ Engagement efforts and visitation (although notably difficult for many reasons) are necessary per best practice and the law.</li> </ul> <ul style="list-style-type: none"> <li>• Distribute <b>HO #5</b>, the Bill of Rights, and discuss.</li> </ul> <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>• Child Welfare Professionals need to use the skill of Tuning in to Self to identify reservations that they might have regarding engaging the incarcerated parents in order to work to overcome the reservations and work toward engaging the incarcerated parent in planning and to advocate for visitation when appropriate.</li> <li>• Child Welfare Professionals must know that a parent can be incarcerated and still be a good parent; and, as such must remember that each situation is unique.</li> <li>• Studies show that when an incarcerated parent is supported and maintains contact with his or her children, the parent, the child, the family, and the community benefit.</li> </ul> |                                                                                                                       |
| Section IV:<br>Barriers to<br>Engagement | 45<br>Minutes | <p>Method: Lecture, Small Group Activity and Presentation</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Trainer Note:</b> Regarding the legal issues, ASFA timeframes, and the concerns they can create, ensure that you discuss initiatives</p> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Handout #6, (Barriers to Engagement)</b></p> <p><b>Handout #7, (Working Collaboratively to Overcome the</b></p> |

and efforts to expedite the court process such as the American Bar Association's (ABA) Barriers to Permanency project. In addition to other tasks, the ABA project includes efforts, in Pennsylvania counties and in other states, to work with entities (in a cross-systems manner) to decrease delays in court procedures. More information on the ABA project can be found at <http://www.abanet.org/child/permanency.shtml>.

**Barriers)**  
**Overhead #8, (Barriers to Engagement)**

- Identifying Barriers and Planning to Overcome Them:
  - State that if the Child Welfare Professional is effectively to engage and involve the incarcerated parent in services, he or she must be aware of common barriers the incarcerated parent faces.
  - Participants brainstorm barriers that the incarcerated parent encounters in maintaining contact with their children and complying with Child Welfare expectations.
  - Display **OH #8**, distribute **HO #6**, compare the barriers listed to the group's list, and discuss.
  - Participants brainstorm in small groups how to overcome the barriers listed. For one or two barriers, they should identify one way to overcome it and share their thoughts, and possibly experiences, on overcoming the barriers.
  - Distribute **HO #7** and discuss.

Key Concepts:

- There are many barriers that the Child Welfare Professional must address if they are to engage the incarcerated parent, help them maintain contact with their children, and be a part of the family service plan.

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|                                                              |                    | <ul style="list-style-type: none"> <li>There are many things the worker can do to facilitate visitation and involvement by working with both the incarcerated parent and their families.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Section V: Resources and Strategies for Promoting Engagement | 1 Hour, 50 Minutes | <p>Method: Lecture, Small Group Presentation, Large Group Activity</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Trainer Note:</b> Refer participants back to the pre-work activity during this section. The information can be used in discussion and activities.</p> </div> <ul style="list-style-type: none"> <li>Prison as an Opportunity: <ul style="list-style-type: none"> <li>Display <b>OH #9</b> and <b>OH #10</b>. Emphasize prison as an opportunity to turn around one's life - via programs offered at the institution during the time in prison as well as programs available upon reentry of which Child Welfare Professionals must be aware.</li> </ul> </li> <li>Programs for Incarcerated Parents and Families: <ul style="list-style-type: none"> <li>Review <b>OH #11</b> and discuss possible programs available to incarcerated parents. <ul style="list-style-type: none"> <li>Services can vary greatly in county prisons.</li> <li>Refer to the pre-work assignment. Ask participants to share programs available to incarcerated parents in their communities and list on flipchart paper. Discuss whether the programs listed on the overhead are available in their regions and whether others exist.</li> <li>Distribute <b>HO #9</b> and state that these are only some of the programs available in Pennsylvania and at the national level.</li> </ul> </li> <li>One program available to incarcerated fathers is the <i>Inside Out Dad</i> program developed by the National Fatherhood Initiative – designed to increase knowledge and change attitudes about fathering and parenting, heal personal wounds, and identify ways to</li> </ul> </li> </ul> | <p><b>Appendix #1, (Now What? A Guide for Parents) - PFSA Brochure</b></p> <p><b>Appendix #2, (Parenting from the Inside) - PFSA Brochure</b></p> <p><b>Appendix #3, (Staying Involved with Your Children While Incarcerated) - NFI Brochure</b></p> <p><b>Appendix #4, (How to Create a Reentry Plan) - NFI Brochure</b></p> <p><b>Appendix #5, (Reaching Out: Current Issues in Child Welfare Practice in Rural Communities)</b></p> <p><b>Handout #8, (Parenting from a Distance: Ideas for Separated Families)</b></p> <p><b>Handout #9 (Resources)</b></p> <p><b>Handout #10, (10 Things to do to Support Children of Incarcerated Parents)</b></p> <p><b>Handout #11, (Autobiography in Five Short Chapters)</b></p> <p><b>Tablet Paper for Activity (3 Sheets Per Participant)</b></p> <p><b>Overhead #9, (Malcolm X Quote)</b></p> <p><b>Overhead #10, (Dr. Karl Menninger Quote)</b></p> <p><b>Overhead #11, (Programs/Services Frequently Available in Correction Facilities)</b></p> |

stay connected with their children.

- Participants will have the opportunity to participate in one of the activities from the *Inside Out Dad* program curriculum in order to have a better understanding of the program.

**Trainer Note:** The following activity requires moving and bending. Allow participants to choose not to do the activity if it might make them physically uncomfortable. Individuals choosing not to take part should serve as observers and offer feedback on what they see.

- State that this is an experiential activity taken from the *Inside Out Dad* program titled Carrying Emotions. Give participants three (3) sheets of tablet paper. On each sheet, they write an emotion that they have difficulty dealing with (shame, fear, anger, etc.). They then fold the sheet in half. Participants carry their emotions with them standing up and moving to an open area of the room. Instruct them to walk around the room carrying their emotions in their hands. After walking around for a brief period, stop the group and instruct them to drop one of their emotions on the floor and cover it with their right foot. Have them once again walk around the room dragging the emotion along with them. Again, instruct the group to stop and drop their second emotion on the floor covering it with their left foot. Have them walk around the room dragging this emotion with them also. Finally, stop the group one last time and instruct them to drop their third emotion on the floor. Have them lean forward, covering this emotion with their right or left hand, and begin moving around the room.

Offer participants the opportunity to share their reactions to the activity.

- Emphasize the following points:
  - The incarcerated parent carries many wounds that they attempt to cover up causing them great pain and the depletion of energy. The emotions they experience relate to these wounds.
  - Their children also have many wounds that they attempt to cover up due to the grief they experience as a result of their parents incarceration
  - If these wounds, are not identified, owned, and addressed and dealt with they can play themselves out in hurtful, destructive ways.
- The *Inside Out Dad* program helps fathers to deal with these wounds through journal writings, skill development (parenting, stress management, communication) and developing a support network. The program helps the incarcerated father stay connected to his children, parenting from a distance through various methods that help the children deal with the hurt and pain they experience while the parent is incarcerated.
- Divide participants in four (4) groups. Offer to the groups listed the following items for review.
  - Group #1: The two Pennsylvania Family Support Alliance brochures (**APP #1** and **APP #2**)
  - Group #2: the two National Fatherhood Initiative brochures (**APP #3** and **APP #4**)
  - Group #3: the article *Reaching Out: Current Issues In Child Welfare Practice in Rural Communities* (**APP #5**).
  - Group #4: **HO #8** and **HO #10**. Offer this group

|                                                        |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                            |
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|                                                        |            | <p><b>HO #8</b> and <b>HO #10</b> for all the participants – so that they can distribute it to the large group when they present.</p> <ul style="list-style-type: none"> <li>○ Each group gives a presentation (role-play, mini-lecture, etc.) on the resource they were assigned focusing on how they might use the information with an incarcerated parent and/or their family.</li> <li>○ After the group presentations, highlight the information in the resources not covered in the presentations. Distribute to all participants copies of <b>APPs #1-5</b></li> <li>○ To conclude this section, distribute <b>HO #11</b>, have a participant read it, and have the group share reactions. <ul style="list-style-type: none"> <li>▪ Many people are accountable for making the same mistakes over and over again. Incarceration provides the parents the opportunity honestly to assess their behaviors, adjust their priorities, and commit themselves to being responsible parents and citizens.</li> </ul> </li> </ul> <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>• Though varying from institution-to-institution and region-to-region, programs and resources are available to the incarcerated parent and their families.</li> <li>• The Child Welfare Professional can better engage and support the incarcerated parent and their child when they are knowledgeable about available programs services provided, and eligibility requirements for participation.</li> </ul> |                                            |
| Section VI: Planning to Engage the Incarcerated Parent | 20 Minutes | <p>Method: Small Group Presentation, Large Group Discussion.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Trainer Note:</b> Remind participants once again that their pre-work assignment had them focus on how their agency promotes engagement with the incarcerated parent. They will have the</p> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Handout #12, (Transfer of Learning)</b> |

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|                               |            | <p>opportunity to use that information in this activity.</p> <ul style="list-style-type: none"> <li>• Transfer of Learning Assignment <ul style="list-style-type: none"> <li>○ In small groups, direct participants to think of a family in one of their caseloads who has an incarcerated parent and discuss how the information and resources they have acquired in this training could be used with that family. Have participants' record responses on <b>HO #12</b>. A spokesperson from the group reports to the larger group.</li> </ul> </li> </ul> <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>• The Child Welfare Professional must be able to apply to situations in their caseload the knowledge and skills that they acquired in training.</li> </ul>                                                                                                                                                                                                                                                                                  |                                                                                                             |
| Section VII: Workshop Closing | 30 Minutes | <p>Method: Trainer Lecture, Large Group Discussion</p> <ul style="list-style-type: none"> <li>• Workshop Closing <ul style="list-style-type: none"> <li>○ Revisit <b>HO #1</b> summarizing what was discussed during the workshop.</li> <li>○ Revisit the sentence strips posted around the room. Ensure that participants' needs were met/will be met in a future workshop or by other means. Connect participants with other resources (e.g., other trainings) to assist them in their efforts.</li> <li>○ Distribute <b>HO #13</b> to participants, providing information on websites and other sources they will want to check out.</li> <li>○ Ask participants to complete the workshop evaluation.</li> <li>○ Ensure that participants signed in for credit and, thank them for attending.</li> </ul> </li> </ul> <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>• Transfer of learning is important in assisting participants to prepare them for subsequent workshops as well as transferring knowledge learned in the classroom to</li> </ul> | <p><b>Handout #1, (Agenda/Idea Catcher)</b><br/> <b>Handout #13, (Bibliography and Other Resources)</b></p> |

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|  |  | supporting their endeavors as Resource Parents. <ul style="list-style-type: none"><li>• Summarizing workshop content discussed helps participants to better understand what they learned as well as how to apply the information.</li></ul> |  |
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