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Children with Incarcerated Parents: What Services are Available for Children with a Parent Releasing from Prison?

Kiara D. St. John

University of Washington - Tacoma Campus, kstjohn8@uw.edu

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Kiara St. John

Assignment 2

Capstone Project: Developing the Intervention

University of Washington, Tacoma

TSOCW: 533: Advanced Integrative Practice II

Teresa Holt, MSW, LICSW

March 14, 2013

Reconnections Group

Ages 8-12

A support group for children with parents releasing or recently released from prison.



Capstone Project
University of Washington, Tacoma
Master of Social Work Program
March 14, 2013
Kiara St. John



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Introduction

In 2007, there was an estimated 1,706,600 minor children with a parent in prison in the United States (Glaze and Maruschak, 2008). Upon parental release, many children will be reunited or have some form of contact with their parent. The Reconnections Group will provide children and youth age appropriate education and support during their parent's transition back into the community. The mission of the Reconnections Group is to provide a supportive, encouraging, and positive atmosphere for children and youth with a parent releasing or recently released from prison, while fostering a positive parent child relationship and promoting current and future pro-social behaviors in children and youth.

Groups will meet once an week for twelve weeks and will be divided by age group: six through eight year olds, nine through twelve year olds, and thirteen through seventeen year olds. This group is for nine through twelve year olds. Groups will be conducted using a person-centered approach. The content will include, processing their parents' incarceration and reentry, healthy communication with parents, and positive decision making.

The theoretical orientation driving this program is the Attachment Theory. Attachment is defined as:

the ability to form emotional bonds with other people. Many child development scholars have suggested attachment is one of the most important issues in development, mainly because attachment is the foundation for emotional development and a predictor of later functioning (Hutchison, 2008, p. 118).

Many children with an incarcerated parent have either not had a secure attachment with their parent, or there has been a major disruption in attachment due to incarceration.

When conducting this group it is important to take values and ethics into consideration. One societal influence that has been shown to influence programming available for incarcerated individuals is the debate of punishment versus rehabilitation. Wright and Gehring (2008) state that "it is difficult to reconcile the harsh realities of life in the big house with democratic practices since after all, prisons are designed to punish, observe, incapacitate, and isolate prisoners (p. 322). Even when offenders are released from prison they face many barriers including housing, the ability to volunteer in their child's school, and find employment. Although, family is valued within the United States, it is easy for individuals unaffected by incarceration to place blame on parents.

Session Format

All members and their parents will do a pre and post survey for the group. Have members and parents (if available) arrive early on the first and last sessions to complete the survey. Have parents and children in separate spaces when taking the survey. The facilitator may assist with the understanding of questions, but may not sway answers. If parents are unable to come in to the meeting provide the survey via mail and include a stamped return envelope.

Each session is ninety minutes long. Time may be altered depending upon the size and specific needs of the group.

Sessions will begin with a check-in. The purpose of the check in is to allow members to share how they are doing and to gain feedback on what members have learned or what areas need to be focused on in group.

Following the check-in is an icebreaker activity. The icebreaker activity is used to strengthen community amongst members.

One main activity will take place each day. This activity will be the bulk of the meeting and will be directly related to the learning objective for the day.

All meetings will end with a closing. The closing will allow members to reflect on what was learned that day as well as provide feedback on their reflection statements.

The reflection box is created during the first session. This allows members to pose any question or topics of discussion.

*It is important to note that lesson plans are meant to be used as a guide. It is more important to meet the needs of the members rather than strictly following the curriculum. The purpose of the group is to assist members during this difficult transition in their lives.

Quick Tips for Facilitators

Children of Incarcerated Parents: A Bill of Rights¹

1. I have the right to be kept safe and informed at the time of my parent's arrest.
2. I have the right to be heard when decisions are made about me.
3. I have the right to be considered when decisions are made about my parent.
4. I have the right to be well cared for in my parent's absence.
5. I have the right to speak with, see and touch my parent.
6. I have the right to support as I face my parent's incarceration.
7. I have the right not to be judged, blamed or labeled because my parent is incarcerated.
8. I have the right to a lifelong relationship with my parent.

When conducting a group:

- ❖ Be supportive
- ❖ Be non-judgmental
- ❖ Use active listening
- ❖ Validate feelings
- ❖ Allow youth to express feelings and experiences
- ❖ Allow youth to provide feedback and support for one another
- ❖ Do not imply false hope (your parent will never go back to jail etc.), but be positive
- ❖ Do not be afraid to say the words prison, jail, or arrested
- ❖ Do not refer to parent as a bad person
- ❖ Do not encourage youth to discuss specific crimes their parent has committed. Although we want to allow youth to have supportive environment and feel comfortable sharing, this is not appropriate information for everyone to hear. Explain that if they would like to discuss this in private that can be done.
- ❖ Facilitators should spread themselves out between members and participate in activities

Additional information about children with incarcerated parents in Washington State:

- ❖ OSPI <http://www.k12.wa.us/Incarceratedparents/default.aspx>
- ❖ DSHS <http://www.dshs.wa.gov/incarcerated/>

¹ San Francisco Children of Incarcerated Parents Partnership. (2005). Children of incarcerated parents: A bill of Rights. Retrieved from <http://www.sfcipp.org/rights.htm>

Session 1: Introduction to Group

Learning Objective: Members will become acquainted with one another and gain an understanding of the group's purpose.

Materials

- Construction paper
- Pencils
- Colored pencils
- Markers
- Easel pad of paper
- Reflections box
- Reflection sheets-Appendix C
- scissors

Activity 1: "About Me" name tag

Materials: construction paper, colored pencils, markers

1. As group members arrive have them complete an "About Me" nametag. Nametags will include their name (what they prefer to be called), age, favorite color, hobby (what they like to do), and who they live with.
2. Pair up group members. Explain that everyone will introduce their partner to the group.
3. Give partners time to become acquainted with one another.
4. Have everyone introduce their partner to the group.

Activity 2: What we have in common

1. Have everyone sit in chairs formed in a circle.
2. Explain that the purpose of this activity is to learn more about one another and identify what they have in common. When a statement is read everyone who agrees with the comment, or considers it true for themselves will stand up. If they disagree, or it is not true for them, they will remain seated.
3. The facilitator will begin with "light" statements such as "anyone who likes ice cream" or "anyone who is in fourth grade" etc.
4. Allow group members to volunteer to make statements.
5. After several statements have been made and members become more comfortable, begin to ask "heavier" questions such as "who has had to spend time away from a parent", "who has lived with a grandparent", or "who has had a parent go to prison or jail" etc.
6. After it has been made clear that all members have had a parent in prison or jail, emphasize that this is something everyone in the group has in common. Explain that in this group it is okay to talk about the experiences of having a parent go to jail or prison.

Activity 3: Group Agreement

Materials: Easel pad, markers

1. Explain that as a group they will create an agreement or ground rules.
2. Ask members if they have ever created a group agreement or classroom expectations etc.
3. Allow members to share ideas for agreements. One facilitator will record them on a large piece of paper. **Be sure to write expectations in positive language focusing on the behavior*

that is desired, rather than the behavior being discouraged (i.e.: use walking feet rather than no running).

4. The facilitators will emphasize the following:
 - a. Confidentiality (what is said in the group stays in the group): reflect on how they would feel if personal information was spread about them and the sensitive topic of the group.
 - b. The right to participate according to comfort level: reassure youth that they do not need to share anything they are not comfortable sharing; they have the right to pass.

Closing

Materials: pencils, Reflection sheets, Reflection Box

1. Provide members with one reflection sheet (if they need more have copies available).
2. Give group members the remaining of the session to answer the questions in writing.
*Emphasize that including their name is optional.
3. Have members cut out their statements and place them in the Reflection Box
4. Explain to members that responses will be formed into reflection statements or questions and put into the Reflection Box.
5. During each group there will be time to discuss a reflection. Youth may add questions and/or statements to the reflection box at any times.

Thank youth for their participation by name.

Session 2: About Me

Learning Objective: Members will begin to build community and gain insight into other members' experiences.

Materials

- Bingo Cards-Appendix D
- Pencils
- 1 shoebox with lid for each member
- Magazines
- Scissors
- Glue sticks
- Markers
- Colored pencils
- Construction paper
- Stickers
- Reflections box

Check in

1. Use this time to allow youth to share how they are doing.
2. Have everyone (including facilitators) share a high (good event) and low (bad/disappointing) event from the week.
3. Give time for any questions or concerns to be addressed.

Icebreaker: Autograph Bingo

Materials: Bingo cards, pencils

1. Pass out a Bingo card to each member.
2. Explain that members will ask one another questions about each statement on the card (not just had someone the card and have them sign it!).
3. If the statement is true, they will write their name in that box.
4. Play until someone gets five signatures in a row.

Activity 1: About Me Box part 1

Materials: 1 shoe box and lid for each member, magazines, scissors, glue, markers, stickers

1. Explain that today they will begin making the first part of their "About Me Box". The outside of this box will represent things that they are okay with people knowing (favorite color, things they like etc.). The inside of the box will represent things that are more personal, that we often times hold in.
2. Today they will only be working on the outside of the box.
3. Pass out a box to each member.
4. Allow them to use materials to decorate their box. Encourage creativity
5. After group members have completed their boxes have them share it with the group (if they feel comfortable).

**Closing**

1. Choose a topic from the reflections/question box for discussion.
2. Allow group members to share any last thoughts about the material covered. Have each member share something that they learned, found interesting, or liked about this group.

Thank group members for participation.

Session 3: Juggling Feelings

Learning Objective: Members will identify feelings words and understand the importance of using healthy ways to express feelings

Materials

- Hula hoops of varying sizes (at least 3)
- Easel pad
- Markers
- Balloons
- Sharpie Marker
- Reflections box

Check in

1. Use this time to allow youth to share how they are doing.
2. Have everyone (including facilitators) share a high (good event) and low (bad/disappointing) event from the week.
3. Give time for any questions or concerns to be asked.

Icebreaker: Pass the hoop

Materials: varying size Hula Hoops (at least 3)

1. Have group members stand in a circle holding hands.
2. Have two people standing next to one another unlock hands; place the Hula Hoop on one persons' arm.
3. Have them hold hands again.
4. The object is to pass the Hula Hoop around the circle without unlocking hands.
5. Place other Hula Hoops on and have them continue to pass them around the circle.

Activity 1: Juggling Feelings

Materials: Easel pad, markers, balloons, Sharpie

Part 1

1. Divide the large sheet of paper in half. Label one side "before" and the other "after". As a group identify feelings that they had before and after their parent was released from prison. Have a facilitator write the feelings on the board.
2. As a group, discuss how they handle feelings (do you hold it in? do you do something that gets you in trouble? Are there specific people you talk to?).
3. Emphasize that holding in feelings can make them feel sick. Discuss somatic symptoms such as headaches, stomachaches, etc.

Part 2

1. Pass out a balloon to each member. Tell them each time you read a statement they are going to blow air into their balloon.
2. The facilitator will go through the list of feelings on the board
 - a. Before my parent got released from prison I felt...
 - b. After my parent got released from prison I feel...
3. When their balloons begin to look full have them stop and tie the balloons (assist those who need help). Ask them what they think would happen if they kept adding air to the balloon. It would begin to get very full and pop. That can happen when you hold in all your feelings.

Popping is like feeling sick or blowing up at someone. Emphasize that in this group feelings can be openly discussed.

Part 3

1. Label each balloon with a feeling.
2. Have one group member stand up.
3. Tell them that they cannot let the balloon hit the floor.
4. Have them start with one balloon, and then gradually throw in more.
5. Emphasize that it is pretty hard to do that alone.
6. Have group members one by one form a circle to help juggle the balloons.
7. Ask when they found it easiest to keep the balloons from hitting the floor (when there were more people to help, just like when you have people to talk to and support you).
8. Have everyone identify people that they feel comfortable talking to about their feelings.

Closing

1. Allow group members to share any last thoughts about the material covered. Have each member share something that they learned, found interesting, or liked about this group.
2. Choose a topic from the reflections/question box for discussion.

Thank group members for participation.

Session 4: I Statements

Learning Objective: Members will understand the usage of “I-Messages” in relation to communicating feelings.

Materials

- Feelings poster from previous week
- Markers
- Easel board
- Reflections box

Check in

1. Use this time to allow youth to share how they are doing.
2. Have everyone (including facilitators) share a high (good event) and low (bad/disappointing) event from the week.
3. Give time for any questions or concerns to be asked.

Icebreaker: Going on a trip

1. Have everyone stand in a circle.
2. Have a facilitator start by stating I’m going on a trip and I’m bringing _____ (something that begins with an A, for example Apples or Antiques).
3. Go around, having the next person state the previous item, plus and item using the next letter in the alphabet (i.e. I’m going on a trip and I’m bringing Apples and Beads...)

Activity 1: Using I-Messages¹

Materials: Feelings poster from previous week, markers, easel board

1. Bring out the poster of feelings from last session.
2. Ask members if they have any other “feeling words” they would like to add.
3. Explain that sharing feelings is important in order to communicate clearly.
4. Ask members why they think it is important to let people know how their behaviors affect them?
5. Discuss examples of times other peoples’ behaviors have affected members (both positively and negatively).
6. Explain that their parents’ behaviors have impacted them.
7. Introduce the concept of “I-Messages”. “I-Messages” are used to share feelings, but do not place blame.
8. On the board divide the page in half; label one side “I-Messages” and the other side “You-Messages”
9. As a group brainstorm I and You Messages.
 - a. I feel_____ when
 - b. You make me_____
 - c. You did_____
10. Does it feel different receiving an “I-Message” versus a “You-Message”?
11. Why do you think it is important to use “I-Messages”?
12. Ask members in what type of situations they can implement the usage of “I-Messages”.

Closing



1. Allow group members to share any last thoughts about the material covered. Have each member share something that they learned, found interesting, or liked about this group.
2. Choose a topic from the reflections/question box for discussion.

Thank group members for participation.

Session 5: Communicating Feelings

Learning Objective: Members will process their feelings of their parents' incarceration using "I-Messages" through the creation of a letter to their parent.

Materials

- Easel board
- Markers
- Colored pencils
- Lined paper
- Copy paper
- Pencils
- Pens

Check in

1. Use this time to allow youth to share how they are doing.
2. Have everyone (including facilitators) share a high (good event) and low (bad/disappointing) event from the week.
3. Give time for any questions or concerns to be asked.

Icebreaker: Zip, Zap, Zop

1. Gather all players in a big circle.
2. Start the game by pointing at another actor in the circle and saying "Zip." That actor, with no hesitation, must immediately point to another player and say "Zap." That player must, in turn, immediately point to another person and say "Zop." And that person must immediately point to someone else and say "Zip."
3. Continue until someone makes a mistake by either saying the wrong word or by hesitating too long. That player is eliminated, and the player to her left begins again.
4. Keep playing until only two people are left.

Activity 1: Letter to parent

Materials: lined paper, copy paper, pencils, pens, colored pencils

1. Review "I-Messages" from previous week.
2. Explain to members that today they will be writing letters to their parents using "I-Messages". Emphasize that they are not required to share their letter with their parent.
3. Explain that the purpose of this activity is to express feelings surrounding their parent's incarceration or tell their parent how they feel.
4. Hand out paper and allow group members as much time necessary to complete the letter. Assist members as needed.
5. As members finish, allow them to draw a picture to reflect their letter.
6. Regroup. Ask members how this activity made them feel.
7. Allow any members to share their letters if they feel comfortable.
8. Explore if any members plan to share the letter with their parent. *If anyone does be sure to ask if they would like to go through how they are going to approach their parent or would like any other support.

Closing



1. Allow group members to share any last thoughts about the material covered. Have each member share something that they learned, found interesting, or liked about this group.
2. Choose a topic from the reflections/question box

Thank group members for participation.

Session 6: Half Way Point

Learning Objective: Members will reflect upon themselves and identify qualities and feelings that are below the surface.

Materials

- About Me Boxes
- Reflections Box
- Reflections sheets
- Magazines
- Stickers
- Colored pencils
- Markers
- Scissors
- Glue Sticks
- Pencils

Check in

1. Use this time to allow youth to share how they are doing.
2. Have everyone (including facilitators) share a high (good event) and low (bad/disappointing) event from the week.
3. Give time for any questions or concerns to be asked.

Activity 1: Half Way Point

Materials: Reflections sheet, pencils

1. Explain to members that this is the halfway mark of group.
2. Ask members to share what they have learned/what they would like to learn.
3. Provide slips of paper to add to the reflections box.

Activity 2: About Me Box-Part 2

Materials: each group member's About Me Box, markers, scissors, glue sticks, magazines, construction paper, stickers

1. Explain to members that today they will complete the second part of their about me box. The inside represents things that are more personal that not everyone knows about (possibly feelings shared in this group).
2. Pass out each group member's box.
3. Allow them to use magazines and markers to decorate their box.
4. After group members have completed their boxes have them share at least one thing on the inside of their box (if they feel comfortable).

Closing

1. Allow group members to share any last thoughts about the material covered. Have each member share something that they learned, found interesting, or liked about this group.
2. Choose a topic from the reflections/question box

Thank group members for participation.

Session 7: Decision Making

Learning Objective: Members will begin to understand the process of decision making.

Materials

- Premade paper bags for each member- each paper bag should have one small item in it. Anything can be used, for example a pencil, piece of paper, ping pong ball, tape etc. Seal the top of the bag by stapling it.
- Easel board
- Markers
- Reflection box
- Tape
- Index Cards Create a list of characters. Have character “matches” such as Mickey and Minnie Mouse, Peter Pan and Tinkerbelle, Snow White and the 7 dwarfs, etc. Write one character on each index card.

Check in

1. Use this time to allow youth to share how they are doing.
2. Have everyone (including facilitators) share a high (good event) and low (bad/disappointing) event from the week.
3. Give time for any questions or concerns to be asked.

Icebreaker: Find Your Match

Materials: tape, cards with character names

1. Tape a character on each members back
2. Members are to ask yes or no questions to one another to find their “match”
3. Once members find their match have them stand together

Activity 1: What’s Inside? ¹

Materials: premade paper bags

1. Have members sit in a circle on the floor.
2. Place a paper bag in front of each member.
3. Tell members there are three phases of guessing. Have them make a guess after each phase.
 - a. Phase 1: Have members immediately guess what is in the bag without touching it
 - b. Phase 2: Allow each member to feel the weight of the bag by just holding the top
 - c. Phase 3: Allow each member to feel the shape of the object in the bag
4. Ask member what would the easiest way to find out what is inside be?
5. Allow members to look inside of their bags.
6. Discussion questions:
 - a. In which round do you feel it was easiest to make a decision?
 - b. How can we compare this activity to making decisions (we need more information to make an informed decision)?

Closing

1. Allow group members to share any last thoughts about the material covered. Have each member share something that they learned, found interesting, or liked about this group.
2. Choose a topic from the reflections/question box



Thank group members for participation.

Session 8: Making Choices

Learning Objective: Members will practice the process of decision making and weighing consequences.

Materials

- Variety pack of granola bars (or other snack)
- Easel board
- Markers
- Reflection box
- Lined paper
- Pencils
- Varying sizes of balls (basketball, tennis ball, volleyball, etc.)

Check in

1. Use this time to allow youth to share how they are doing.
2. Have everyone (including facilitators) share a high (good event) and low (bad/disappointing) event from the week.
3. Give time for any questions or concerns to be asked.

Icebreaker: Pass the ball

Materials: varying sizes of balls

1. Have members sit on the floor in a circle with their legs out straight in front of them.
2. Have one member place a basketball between their ankles.
3. Task the group at passing the ball around the circle only using their legs.
4. Try this with different size balls

Activity 1: Choices, Choices, Choices


Materials: granola bars, easel board, marker, pencils, lined paper

1. Have a variety pack of granola bars (or other snacks) available.
2. Ask each member what type they would like.
3. Ask members why making that decision seemed so easy. What steps did they take to make that decision?
4. As a group brainstorm a list of decisions that they have made that were not as easy.
5. Explain that many times it is easy to be impulsive, or make decisions without thinking about it.
6. Introduce the decision making process.
 - a. Explain that in order to make a decision you must first gain more information.
 - b. Think about what are the advantages.
 - c. What are the disadvantages?
 - d. What are the alternatives?
7. Go over several decision making scenarios with the group.
8. Divide group members into partners.
9. Have partners create a scenario and skit about decision making to share with the group
10. Ask members to choose one scenario that they would like to make a skit about and show the group members.

**Closing**

1. Allow group members to share any last thoughts about the material covered. Have each member share something that they learned, found interesting, or liked about this group.
2. Choose a topic from the reflections/question box

Thank group members for participation.



Session 9: Skits

Learning Objective: Members will display their understanding of decision making through skits.

Materials

- Drafts of skit from previous session
- Lined paper
- Copy paper
- Pencils
- Markers
- Easel board

Check in

1. Use this time to allow youth to share how they are doing.
2. Have everyone (including facilitators) share a high (good event) and low (bad/disappointing) event from the week.
3. Give time for any questions or concerns to be asked.

Icebreaker: Human Knot

1. Have members stand in a circle
2. Have everyone put their hands in the center and grab someone else's hand (try to avoid holding the hand of the person directly next to them).
3. Give members several minutes to try to untangle themselves without letting go of each other's hands. Encourage verbal communication.

Activity 1: Skits

1. Have group members meet back with their partners.
2. Allow them to practice their skit.
3. Have members' present skits to the rest of the group.
4. After each skit have a group discussion.
 - a. What worked well in this decision?
 - b. What are some alternatives
 - c. What are the consequences?
 - d. Etc.

Closing

1. Allow group members to share any last thoughts about the material covered. Have each member share something that they learned, found interesting, or liked about this group.
2. Choose a topic from the reflections/question box

Thank group members for participation.

Session 10: Deciding How to Handle My Feelings

Learning Objective: Members will learn about positive coping skills.

Materials

- Relaxation sheet
- Easel board
- Markers
- Balloons
- Measuring cup
- Flour
- Reflections box
- Paper
- Scissors
- Pencils
- Flour
- Funnel
- Measuring cup

Check in

1. Use this time to allow youth to share how they are doing.
2. Have everyone (including facilitators) share a high (good event) and low (bad/disappointing) event from the week.
3. Give time for any questions or concerns to be asked.

Icebreaker: Zip, Zap, Zop

5. Gather all players in a big circle.
6. Start the game by pointing at another player in the circle and saying "Zip." That player, with no hesitation, must immediately point to another player and say "Zap." That player must, in turn, immediately point to another person and say "Zop." And that person must immediately point to someone else and say "Zip."
7. Continue until someone makes a mistake by either saying the wrong word or by hesitating too long. That player is eliminated, and the player to his or her left begins again.
8. Keep playing until only two people are left.

Activity 1: How to handle it?

Materials: easel board, markers, paper, pencils, balloons, flour, funnel, measuring cup

Part 1: Discussion

1. Reflect on the decision making process.
2. Ask members to describe a decision they have made this week. Were they proud of it? What could have been done differently?
3. Explain that they can also make the decision of how they are going to handle their feelings. Emphasize that what works for one person may not work for everyone.
4. Today they will be creating a kit of various activities they can do to express their feelings.
5. Have members brainstorm a list as a group. Have members write each thing down to put in their kit.
 - a. On the list include physical activity, deep breathing, positive imagery, etc.

Part 2: Stress Ball

1. Give each member two balloons.
2. Place funnel in the mouth of one balloon.
3. Using the measuring cup scoop flour into the funnel.
4. Use the pencil to push the flour through the funnel.
5. Once the balloon is filled with flour tie the balloon closed.
6. Stretch the second balloon over first and tie.
7. Discuss how a stress ball can be used (you can squeeze it to let off physical energy, it can be used as a distraction etc.)

Closing

1. Allow group members to share any last thoughts about the material covered. Have each member share something that they learned, found interesting, or liked about this group.
2. Choose a topic from the reflections/question box

Thank group members for participation.

Session 11: Wrapping up

Learning Objective: Members will reflect on what they have learned throughout this group and share any additional thoughts or concerns.

Materials:

- Easel board
- Colored construction paper
- Glue sticks
- Magazines
- Markers
- Colored pencils
- Pencils
- 1 composition notebook for each member

Check in

1. Use this time to allow youth to share how they are doing.
2. Have everyone (including facilitators) share a high (good event) and low (bad/disappointing) event from the week.
3. Give time for any questions or concerns to be asked.

Icebreaker: The Big Wind Blows

1. Set up chairs in a circle, having one less chair than the amount of players (similar to musical chairs)
2. Explain that one person will stand in the middle of the circle. They will say “the big wind blows for (a statement that is true for them)” (for example, “the big wind blow for anyone with brown eyes”).
3. Everyone with that identifies with that statement must get up and switch chairs. The person in the middle then tries to find a chair to sit in.
4. The person left without a chair is then in the middle.
5. Continue game for several rounds.

Activity 1: Large Group Discussion/Journal

Materials: Notebooks, colored construction paper, copy paper, magazines, glue sticks, pencils

Part 1

1. Allow members to choose the topic of discussion.
2. Ask for feedback in the group.

Part 2

1. Allow members to decorate their journals.
2. Explain that they can add their journal to their strategies kit.

Closing

1. Allow group members to share any last thoughts about the material covered. Have each member share something that they learned, found interesting, or liked about this group.
2. Choose a topic from the reflections/question box

Thank group members for participation.

Session 12: Celebration!

As members arrive have them spread out around the room and take the post group survey. Assist members with any clarifying questions, but be sure not to sway answers!

Materials

- Surveys
- Pencils
- Snacks
- Small gift bags
- Cardstock cut into squares
- Markers
- Reflection box
- Board games/Card games
- Printable or store bought awards (good job, congratulations, thank you, etc.)
- Board games, card games, etc.
- Snacks

Check in

1. Use this time to allow youth to share how they are doing.
2. Have everyone (including facilitators) share a high (good event) and low (bad/disappointing) event from the week.
3. Give time for any questions or concerns to be asked.

Icebreaker: Questions ball

1. Have group members stand in a circle.
2. Using the questions beach ball, have members toss the ball to one another.
3. The area that the catcher's right thumb lands on is the question they are to answer.
4. Play for several rounds.

Activity 2:

1. Have members sit spread apart for privacy.
2. Pass out a piece of cardstock with each members name on it to everyone (including facilitators).
3. Have everyone write something nice or something they appreciate about that member. Emphasize that members should try to write about a quality rather than something superficial.

Awards:

Thank each member for their participation.
Present them with their appreciation card from members
Present them with their individual award.

Games and Snacks!



Appendix A

Youth Survey

Please circle the most appropriate answer to each statement

Relationship with my parent

1. I feel like I can talk to my parent about my feelings

Always A lot Sometimes Not that much Never



2. I tell my parent about my day and share my ideas

Always A lot Sometimes Not that much Never



3. I tell my parent what's bothering me

Always A lot Sometimes Not that much Never

4. I feel comfortable talking to my parent about them being in prison

						
Strongly Disagree	1	2	3	4	5	Strongly Agree

5. I feel like I have a good relationship with my parent

						
Strongly Disagree	1	2	3	4	5	Strongly Agree

Decision Making

6. I think about the consequences before I make a decision

Always A lot Sometimes Not that much Never



7. The decisions I make keep me safe and out of trouble

Always

A lot

Sometimes

Not that much

Never

8. Is there anything else you would like to say?

Appendix B

Parent Survey**Relationship**

Please circle the most appropriate answer to each statement

1. My child talks with me about his or her personal feelings

Always
Often
Sometimes
Seldom
Never

2. My child shares experiences and ideas with me

Always
Often
Sometimes
Seldom
Never

3. My child shares his or her concerns with me in an appropriate manner

Always
Often
Sometimes
Seldom
Never

4. My child feels comfortable talking about my incarceration with me

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

5. I feel that I have a strong relationship with my child

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

Life Skills



6. My child thinks about consequences of decisions prior to making decisions

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

7. My child has realistic expectations about the near future

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

8. My child makes safe and positive decisions

- Always
- Often
- Sometimes
- Seldom
- Never

9. My child thinks about consequences of decisions prior to making decisions

- Always
- Often
- Sometimes
- Seldom
- Never

10. Any additional comments about your relationship with your child or your child's behavior and life skills?



Appendix C

Reflection Sheet

<p>Something that worries me about the group is...</p>	<p>In this group I look forward to learning about...</p>	<p>I would like to learn about...</p>
<p>One thing I want people to know about having a parent in prison is...</p>	<p>Now that my parent is out of prison I am worried about...</p>	<p>Any question or comment:</p>



Appendix D

Get to Know You Bingo!

*Find individuals that find the statement in the box true. Have them write their name in the box.
Ask them questions to find out, do not just hand them the paper.*

Likes the color pink	Has travelled outside of the state	Is in fourth grade	Has a pet	Likes dogs
Has an older sister	Is left handed	Can name all 7 continents	Can whistle	Likes winter
Has been horse back riding	Was born in summer	FREE SPACE	Has an older brother	Favorite food is pizza
Likes roller coaster	Likes the color blue	Likes reading	Can list the 5 vowels	Has a younger brother or sister
Is in fifth grade	Has been bowling	Can ride a bike with no hands	Likes cats	Likes drawing



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