

Supporting Incarcerated Parents and Children: An Implementation Toolkit for *Parenting Inside Out* in Prisons

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August 2023



The *Parenting Inside Out* program is a signature initiative the Wisconsin Department of Corrections offers as part of our commitment to supporting parents in our care. The Wisconsin Department of Corrections is committed to collaborations that provide the opportunity for people in our care to successfully transition back into the community, and parenting programs can help establish and strengthen positive relationships and social support for families. The *Parenting Inside Out* program is especially important because it helps to connect children, families, and incarcerated parents in positive ways, and leverages our statewide partnerships to implement and promote evidence-based practices. We are pleased to partner with the University of Wisconsin–Madison’s Sandra Rosenbaum School of Social Work and the Wisconsin Child Abuse and Neglect Prevention Board in this collaboration.

—Kevin A. Carr, Secretary for the Wisconsin Department of Corrections

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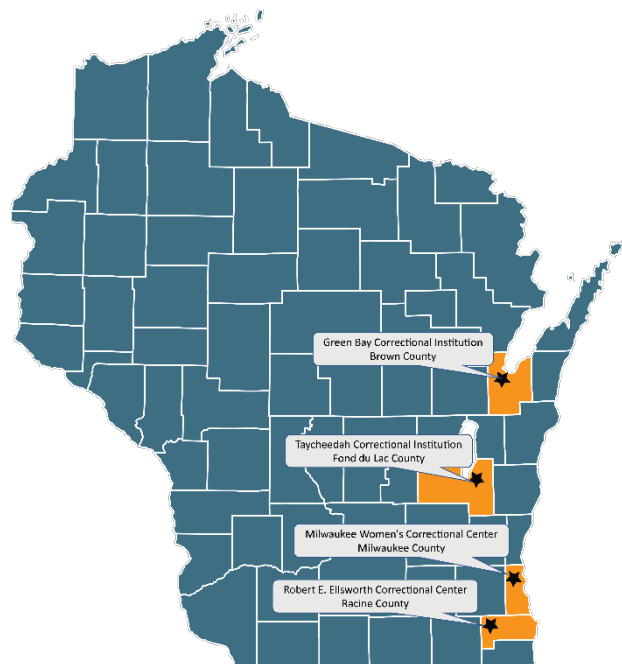
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I. Introduction and Project Overview

In the United States, 2.6 million children have an incarcerated parent at any given time, and more than 5 million children experience parental incarceration at some point in their lives.¹ Parental incarceration is related to challenges for children’s mental and physical health, education, housing, and long-term outcomes.² While parental incarceration can be traumatic, high-quality parenting supported by evidence-based programs may lessen the negative impact of parents’ incarceration on children.³ These programs can contribute to positive contact between incarcerated parents and their families, which could promote supportive relationships and success in the community. Positive family and community attachment is important because it is associated with post-release success and reduced risk of recidivism.⁴

Even though research in this area is promising, challenges exist in developing and implementing programs that address the needs of incarcerated mothers and fathers. In 2020, the University of Wisconsin–Madison (UW), the Wisconsin Department of Corrections (DOC), and the Wisconsin Child Abuse and Neglect Prevention Board (CANPB) formed a partnership to implement Parenting Inside Out (PIO) in four Wisconsin state prisons and conduct evaluation activities. The four institutions included Green Bay Correctional Institution (GBCI), Milwaukee Women’s Correctional Center (MWCC), Taycheedah Correctional Institution (TCI), and Robert E. Ellsworth Correctional Center (REECC). Parenting Inside Out is an evidence-based parent management training



¹Sykes, B. L., & Pettit, B. (2014). Mass Incarceration, Family Complexity, and the Reproduction of Childhood Disadvantage. *The ANNALS of the American Academy of Political and Social Science*, 654(1), 127–149.

<https://doi.org/10.1177/0002716214526345>. Murphey, D., & Cooper, P. M. (2015, October). *Parents Behind Bars: What Happens to Their Children*. *Child Trends*. <https://doi.org/10.13140/RG.2.1.2444.4243>

²Poehlmann-Tynan, J., & Turney, K. (2021). A Developmental Perspective on Children With Incarcerated Parents. *Child Development Perspectives*, 15(1), 3–11. <https://doi.org/10.1111/cdep.12392>

³Eddy, J. M., Martinez, C. R., & Burraston, B. (2013). A Randomized Controlled Trial of a Parent Management Training Program for Incarcerated Parents: Proximal Impacts. *Monographs of the Society for Research in Child Development*, 78(3), 75–93. <https://doi.org/10.1111/mono.12022>

⁴Ibid. Bales, W. D., & Mears, D. P. (2008). Inmate Social Ties and the Transition to Society: Does Visitation Reduce Recidivism? *Journal of Research in Crime and Delinquency*, 45(3), 287–321. <https://doi.org/10.1177/0022427808317574>. De Claire, K., & Dixon, L. (2017). The Effects of Prison Visits from Family Members on Prisoners’ Well-Being, Prison Rule Breaking, and Recidivism: A Review of Research Since 1991. *Trauma, Violence, & Abuse*, 18(2), 185–199.

<https://doi.org/10.1177/1524838015603209>

curriculum designed to improve outcomes for incarcerated parents. The overarching goal of the UW, DOC, and CANPB collaboration is to improve the lives of incarcerated parents and their children and families.

The purpose of this toolkit is to share resources for implementing and operating PIO in correctional settings based upon lessons learned from piloting the program at four Wisconsin DOC institutions. The toolkit is geared toward a variety of audiences including prison staff, correctional administrators, as well as researchers, policy makers, and other stakeholders with interest in approaches that mitigate the negative consequences of incarceration on parents and children. The toolkit focuses on practical applications and strategies to help staff implement PIO, taking into account various staffing limitations, resource constraints, and other logistical issues. While some parts of the toolkit are specific to the WI DOC, our intent is that much of this resource will be applicable to other prisons, as well as to jails and other correctional settings.

This toolkit provides specific guidance on navigating issues such as:

- Staffing capacity and balancing different roles within the prison
- Resource limitations and space constraints
- Lesson planning and curriculum implementation
- Parent recruitment and participation
- Security needs
- Ongoing program evaluation

PIO is associated with positive reentry outcomes, including a lower likelihood of being arrested in the year following release and decreased likelihood of substance use in the six months following release compared to people who did not participate in PIO.

II. Overview of Parenting Inside Out

The Parenting Inside Out (PIO) 90-hour curriculum covers the core topics of parenting, providing both an overview of child growth and parent-child relationships through the years. It also offers detailed instruction on approaching the nuanced, day-to-day challenges and joys related to parenting. The curriculum includes lessons on effective communication, bonding, and ways parents can offer behavioral guidance to their children.

Research found that PIO is associated with more family communication and involvement in their children’s lives.⁵ Parents who participated in PIO are more likely to use positive reinforcement with their children and report less parenting stress, compared to those who did not participate.⁶ Research also found that PIO is associated with positive reentry outcomes, including a lower likelihood of being arrested in the year following release and decreased likelihood of substance use in the six months following release compared to people who did not participate in PIO.⁷ Additional study findings are discussed in recently published papers.⁸

The Parenting Inside Out curriculum developed out of a collaboration between J. Mark Eddy; staff at a nonprofit research center; the Oregon Department of Corrections; and a nonprofit service agency, which today is [The Pathfinder Network](#). PIO has now been implemented in 40 states and 3 countries.⁹ The Department of Corrections uses the 90-hour curriculum because it has undergone the most rigorous research and evaluation. However, there are also 24-, 48- and 60-hour adapted versions of PIO for different correctional contexts including jails and community corrections. The Pathfinder Network provides the full curriculum including participant worksheets and handouts; it also created a coaching manual and offers training for facilitators.¹⁰ For the purpose of this document, we refer to PIO-90 (the version used by the Wisconsin Department of Corrections) as PIO.

“The overall feedback from parents participating in PIO is their belief that this is one of the best programs offered in DOC. They are hopeful PIO will be implemented at other men’s prisons.”

—Jamie Wertel, Social Worker and PIO Coach, Green Bay Correctional Institution

III. Institutional Capacity – Staffing

Number of Coaches

PIO is often led by one or two coaches. Different models exist for how best to staff the program depending on the number of people in the cohort and ratio rules for the institution. Ideally,

⁵*Outcome Study*. (n.d.). Parenting Inside Out. <http://www.parentinginsideout.org/outcome-study/>

⁶Ibid.

⁷Ibid.

⁸Eddy, J. M., Martinez, C. R., & Burraston, B. (2013). A Randomized Controlled Trial of a Parent Management Training Program for Incarcerated Parents: Proximal Impacts. *Monographs of the Society for Research in Child Development*, 78(3), 75–93. <https://doi.org/10.1111/mono.12022>; Eddy, J. M., Martinez, C. R., Burraston, B. O., Herrera, D., & Newton, R. M. (2022). A Randomized Controlled Trial of a Parent Management Training Program for Incarcerated Parents: Post-Release Outcomes. *International Journal of Environmental Research and Public Health*, 19(8), 4605. <https://doi.org/10.3390/ijerph19084605>

⁹*About Us*. (n.d.). The Pathfinder Network. <https://www.thepathfindernetwork.org/about/>

¹⁰More information about the Parenting Inside Out curriculum can be found on The Pathfinder Network’s website: <https://www.thepathfindernetwork.org/programs/corrections-programs/>

each cohort of PIO is co-led by two coaches, and each prison has at least three coaches trained to lead PIO. However, institutional staffing challenges or other restrictions can mean that there is only one coach available for PIO. In this section, using the two-coach model, we discuss how to distribute the workload between two coaches followed by suggestions for running PIO as a single coach without a co-facilitator.

If there are two coaches, the coaches can choose to co-lead all sessions or alternate between one primary leader and one providing secondary support. If they choose to co-lead all sessions, they will want to collaborate during preparation. They would each prepare for the lesson individually then coordinate specific portions of the lesson plan based on how they want the session to go. Other coaches may prefer to alternate who is leading—by lesson, week, or day—with the other coach acting in a support role. In these cases, the lead coach presents most of the lesson, with the secondary coach assisting with role play activities, checking in on parents in the program during exercises, and otherwise providing support to the lead coach.

If there is only one coach, this person navigates these class activities individually. However, the institution and other staff can still offer support by ordering and preparing materials, printing worksheets, and coordinating program space. The coach will do all substantive lesson planning independently, which coaches say is manageable but requires arriving to class early and reviewing materials more thoroughly ahead of time. It also may impact how many extra sessions coaches should expect, as lessons may take a bit longer without a co-facilitator. Other institutional staff can be particularly supportive by helping to plan the graduation celebration.

PIO coaches often balance multiple roles within the prison, whether as a social worker, teacher, program supervisor, or another position. Although balancing multiple roles can be challenging, PIO coaches have reported that being a PIO coach is very rewarding.

Training Time for Coaches

Staff should complete the 13-hour facilitator training offered by The Pathfinder Network to become a PIO coach. This time commitment has proven to be reasonable and doable; during the 2020 fiscal year, thirteen social workers, recreation leaders, teachers, and security staff at Green Bay Correctional Institution and the Wisconsin Women's Correctional System completed PIO training. However, coaches note that it takes more than the 13-hour training to fully understand the curriculum and adequately prepare for teaching classes. The rule of thumb is to allow for at least one hour of preparation for every hour of classroom time. A 2.5-hour class, for example, would take about 2.5 hours of preparation.

Coaches report that it can take longer the first time teaching PIO. Coaches also recommend that newly trained coaches co-facilitate with an experienced, returning coach for their first cohort, when possible.

Balancing Typical Position Duties with Coaching PIO

PIO coaches often balance multiple roles within the prison, whether as a social worker, teacher, program supervisor, or another position. Although balancing multiple roles can be challenging, PIO coaches have reported that being a PIO coach is very rewarding.

The recommendations in this toolkit are adapted from feedback given by coaches serving different roles in their respective institutions. While balancing roles may be challenging, coaches find it manageable by following the recommendations that they helped to develop and outline in this toolkit.

“It has been a much-needed addition to the services we can provide our population. This is an area that needed attention as it impacts the persons in our care, their families, and the communities they are going to be a part of again. It has been fun to coach the participants and watch them grow in their skill sets. It does take a large amount of time each week to prepare and implement, so being organized is essential to be able to facilitate groups and also stay up to date on your regular job duties.”

—Michelle Tredo, Social Worker – Senior and PIO Coach,
Milwaukee Women’s Correctional Center

“My tips for any newer coaches would be to stay on top of the behind-the-scenes tasks. I made sure to do my noting and review of turned-in homework after every class. Otherwise, it can snowball quickly and become hard to stay on top of things in addition to all your normal job duties.”

—Kyle Grabowski, Offender Records Supervisor and PIO Coach,
Green Bay Correctional Institution

IV. Resource Constraints and Physical Space

Physical Space

PIO is designed to take place in a safe learning environment with a classroom-type atmosphere and layout. Ideally, PIO would have its own permanent room for its classes; however, in some institutions, this is not feasible. In these cases, it may be a shared classroom, shared program room, or conference room. When the PIO program does not have a permanent room, staff may be required to move their PIO materials and props in and out of the classroom space.

In this section, we discuss recommendations from PIO coaches on 1) how to organize and set up an exclusive permanent space, 2) how to organize shared permanent space, and 3) how to create a fully mobile set of props and resources that can be moved into different rooms as available.



Figure 1: Permanent props painted on the wall at Green Bay Correctional Institution.

- Exclusive, permanent space
 - Keep current PIO props and exercises on the walls (when possible) to create a warm, parent-focused space and decrease the time required for day-of preparation. If the prison allows it, potentially decorate with other parenting or family-oriented materials that can connect parents to other resources. Figure 1 shows an example of permanently painted props that are used interactively with PIO participants.
- Shared, permanent space
 - Store all materials in a permanent space (if possible), organized such that it is easy to access materials for each lesson; arrive to the space 15–30 minutes beforehand to arrange the props and materials for the upcoming session.



Figure 2: A mobile prop (above) used in a conference room for PIO classes at Milwaukee Women's Correctional Center.

- Mobile set-up for changing rooms (moving between multiple classrooms, conference rooms, etc.)
 - Use a rolling cart to combine and organize all materials; then arrive to the space 30 minutes early to arrange the props and materials for the upcoming class. Figure 2 shows an example of a trifold that is used regularly in class but folded up and put away at the end of each session.

Regardless of the space, coaches recommend testing videos before class starts to check for any technical issues; videos are used in various lessons throughout the curriculum. Video links (provided by The Pathfinder Network) are available on the internal WI DOC server replacing the need to use DVDs which many coaches cannot use in the classroom.

Handouts, Worksheets, and Binders

The PIO curriculum is organized by lesson. PIO-90 contains 35 lessons (see Appendix A for PIO topics by week and lesson). Each lesson has its own set of props, handouts, and worksheets. Coaches should confirm that the participant worksheets and handouts are sorted chronologically by lesson/week, not by material type (e.g., grouping all worksheets across all lessons), as the material organization has caused some confusion in the past. Although the PIO curriculum says to share all materials at once in a binder at the beginning of the course, some coaches recommend only distributing materials weekly or by lesson. This prevents participants from feeling overwhelmed and enables them to focus on the specific topic of that lesson. Other coaches prefer to give out pre-printed and bound workbooks organized by week and lesson with all materials needed in one place—week by week. In these cases, coaches indicate that having all the handouts and worksheets for a given week together in one place in the binder is easiest for participants.

“The ways in which I have seen the parents apply their tools, would be in the quality of communication with their children. The PIO curriculum gives them step by step guides and ideas on how to connect on a deeper and more meaningful way. This has also extended to their family and co-parent relationships. Many parents started to get visits, letters, and calls for the first time while they were in PIO as they were using the skills learned and putting them into action in their lives. The parents start to advocate for themselves with a calm demeanor while working with professionals, social workers, court hearings, employers, etc. It has made a big impact on the decisions being made out of those interactions, in a positive way. The other impact that is seen is a form of healing from their own parental trauma and neglect as a child. They experience a sense of community and a renewed sense of purpose and capability to change the course of their family’s destiny and outcome.”

—Michelle Tredo, Social Worker – Senior and PIO Coach,
Milwaukee Women’s Correctional Center

Purchases of Class Materials

PIO requires the purchase of props, activities, and participant materials (see Appendix B for an itemized list of necessary materials). These items can be purchased directly through the Department of Correction’s procurement process.

Mailing Materials to Children’s Residential Caregivers

Although the PIO curriculum is focused on incarcerated parents, in the case of the WI DOC, the child’s caregiver also receives some child-focused information. As seen in Figure 3, UW–Madison developed a resource packet that includes 1) an extensive resource list of family-focused services in all Wisconsin counties and Tribal Nations, 2) letter-writing tip sheets from the WI Division of Extension’s Literacy Link to encourage communication between incarcerated parents and their children, 3) the locations of Wisconsin Family Resource Centers, and 4) information about the Five for Families framework which helps families identify strengths in five essential areas to increase child well-being, provided by the Wisconsin Child Abuse and Neglect Prevention Board.

Shortly after completing Lesson 3.2, “Connecting through Letters, Calls, and Visits,” coaches facilitate sending a resource packet to each of the caregivers and the parents’ children. Resource packets include an activity sheet for one’s child, activity sheets created by parents, and individualized letters, drawings, and notes. Currently, UW–Madison prints and sends the resource packets to the four participating institutions. In turn, coaches help participants add the other materials which are then sent to caregivers. This is an important way to connect what is happening in the PIO curriculum with the experiences of children at home. It can help facilitate communication and bonding, both of which can be helpful to the participating parent and child at home.



Figure 3: With the help of PIO coaches, child-focused resources are sent from incarcerated PIO participants to caregivers and children at home combined with personalized letters, drawings, and other materials. The resources come from Wisconsin partners including the Wisconsin Child Abuse and Neglect Prevention Board and The Literacy Link, a program of UW-Extension.

Additional Resources

Additional resources for PIO coaches that are available on the WI DOC server include the following:

- Letter to court notifying that a participant 1) is currently enrolled in PIO and 2) graduated from PIO.
- Participant tracking sheet, collected quarterly by the DOC administration from coaches.
- Attendance sheet, for coaches.
- Video clips used in the curriculum, downloaded so coaches do not need DVDs or internet access while teaching (which helps avoid technical issues).
- Materials to give to parents:
 - Caregiver and Child Community Resources packet
 - Letter-writing tip sheets
 - [Five for Families \(https://fiveforfamilies.org/\)](https://fiveforfamilies.org/) materials (available from the WI Child Abuse and Neglect Prevention Board)
- Materials to mail to children's caregivers:
 - Caregiver and Child Community Resources packet
 - Caregiver portion of letter-writing tip sheet
 - [Five for Families \(https://fiveforfamilies.org/\)](https://fiveforfamilies.org/) materials (available from the WI Child Abuse and Neglect Prevention Board)

Prisons and jails in other locations could centralize and make available these resources in their own settings for PIO coaches.

V. Lesson Planning and Curriculum

Lesson Timing

Some coaches have noted that lessons may take more than one session, particularly with larger cohorts or those who may struggle with the reading. Coaches report that they may automatically build in additional lesson periods and dates since the material can be too intensive to complete in the total allotted time. Coaches specifically recommend allotting more time to sessions with role-playing activities. Some classes may also take additional time for thoughtful discussion, including on topics related to bonding and problem-solving. Coaches also recommend scheduling at least one week between lessons 6 and 8, because one-on-one meetings occur in between those lessons and that may take longer than the curriculum allocates. Institutional timelines, such as count or meal times, can also pose challenges for lesson timing. A maximum security prison provided detailed insights on the specific lessons that require additional time in Appendix C. These are included for illustrative purposes only, as a guide for how modifications can be implemented, and may not necessarily reflect the experience of all institutions.

Class Preparation

Coaches recommend reviewing lesson plans a couple of days prior to each class. They encourage new coaches to time lesson preparation strategically, such that they do not prepare so recently that it appears to be developed at the last minute, but not so far ahead that it is no longer fresh in their minds.

As noted earlier, preparation can be expected to take about one hour for each hour of classroom time. Preparation may take longer when coaches lead their first cohort. A new coach estimated that class preparation took approximately 15 hours/week during their first cohort, which was longer than originally anticipated. This included administrative work, such as entering notes about participants' progress.

Each coach gets their own copy of a coach's manual to aide in preparation and teaching. Communicating with other PIO coaches (within or outside of the institution) may also prove beneficial.

“Prep as much as you can, don't be afraid to use personal examples as you feel comfortable. Adapt your coaching to your participants needs, don't judge, and encourage a safe space.”

—Megan Bower, Social Worker and
PIO Coach, Robert E. Ellsworth
Correctional Center

Most Impactful Lessons and Activities

Parents have reported that several lessons and activities were particularly impactful and crucial to their growth as parents. They reported that the co-parenting problem-solving activities were especially helpful.

Additionally, parents reported being most excited for the activities that involved caring for eggs (Figure 4) and teddy bears (Figure 6).

“This was a beautiful experience that going into I underestimated the impact of, but I am glad I had this experience. ... When I leave here my relationship with my child will be 100 times better because of this in a positive way.”

—Participating Parent



Figure 4: Eggs used in initial caretaking activity with participating parents.

The introductory check-in activity at the beginning of every class is also important to developing group relationships and positive dynamics. Noting these activities as particularly meaningful to participants can help to determine where to allocate additional time.

“This class is eye-opening in many ways, and I honestly believe every parent would benefit from the information that we received during class.”

—*Participating Parent*

When breaks in the program must occur, coaches recommend touching base with program participants to check in on parent and family-related issues, encouraging review of already covered program material, and communicating with other parents in PIO to help sustain support and connection.

Course Interruptions

Interruptions to the program (i.e., a “pause” in classes for several weeks), while sometimes unavoidable, may decrease group cohesion and the supportive dynamic that can develop in positive group settings. However, when necessary (such as due to a COVID-19 outbreak), cohorts still find a lot of value in the program, even with a pause to the positive progress. When breaks in the program must occur, coaches recommend touching base with program participants to check in on parent and family-related issues, encouraging review of already covered program material, and communicating with other parents in PIO to help sustain support and connection.

Fidelity to the Program

PIO coach materials provide specific instructions for preparation and teaching all lessons. However, reading is different than implementing, and there will inevitably be situations when coaches must make adjustments from the lesson plan. Even when that is the case, it is very important that coaches follow the curriculum as closely as possible because only the curriculum as designed is an evidence-based best practice. Research shows that this program benefits parents if the curriculum is followed as written.

Incorporating Additional Activities

At or after graduation, or potentially during the program, there may be opportunities to hold child-friendly visits or host special events so that parents can apply what they learned to their relationships with their own children. Child-friendly contact visits, for example, provide children and parents with opportunities to play games or do activities during visits. They allow children to hug their parents or sit on their parents' laps, which is often not an option, and helpful for children and parents alike. Displayed in Figure 5 are photos from the Dane County Jail (Madison, WI) which, through a community and university partnership, provides child-friendly visits to incarcerated parents who participate in PIO-24 (the jail version of PIO) on the first Saturday of every month.

Parents can also practice the communication skills they learned during phone and video call conversations with their children and children's caregivers, with support and feedback from the PIO coach. Additionally, PIO coaches can incorporate the letter-writing tip sheet into PIO activities. The parents can write letters to their children using the letter-writing tips for ideas, and the PIO coach can offer support or guidance as appropriate.

For more ideas on how to offer child-friendly visits, please see "[Parent-Child Visiting Practices in Prisons and Jails](#)" by the Urban Institute. Other information about communication and parent-child visits during parental incarceration can be found in recent publications that give both



Figure 5: PIO participants visit with their children during child-friendly visits at the Dane County Jail.

"It [PIO] is helping me communicate better not only with my family, but my kids too."

—Participating Parent

background information on what is known from research, as well as helpful tips for meeting the needs of parents and children.¹¹

VI. Parent Recruitment and Participation

Recruitment

It is important that interested and eligible parents receive information about PIO to determine if they would be a good fit for the program. Coaches can use several strategies to recruit and prioritize parent participation. In this section, we discuss different considerations that could impact recruitment strategies.

Potential considerations for recruitment:

- Court-assessed parenting need
 - Sometimes, the court will determine that a parent should complete a parenting course before reunification or as part of their sentence. PIO can (often) be used to fill that court-mandated requirement. Therefore, when possible, individuals with court-assessed parenting needs would be a good fit for PIO and may experience more tangible benefits than other parents without a court-assessed parenting need.
- Sentence length/release date
 - Coaches may prefer to recruit parents who have an upcoming release date so they can more quickly apply the skills that they learn in PIO upon release to the community and when reuniting with their family. Alternatively, some coaches may prefer to recruit parents who have long remaining sentences because that will enable the parent to improve and maintain family relationships while they are incarcerated for an extended period. Both strategies offer benefits to parents and children.
- Child Protective Services (CPS) involvement with family
 - The communication skills that coaches teach and facilitate may be particularly useful for parents who are communicating with their children with CPS guidance and supervision. They can use the PIO skillset to demonstrate commitment to their child and to strengthen the relationship with their child. PIO also promotes improved communication skills; these can be used with the child's co-parent or residential caregiver as well as CPS caseworkers.

¹¹Jensen, S., Pritzl, K., Charles, P., Kerr, M., & Poehlmann, J. (2023). Improving Communication Access for Children with Incarcerated Parents. *Contexts*, 22(1), 76–77. <https://doi.org/10.1177/15365042221142847>.

Poehlmann-Tynan, J., & Pritzl, K. (2019). Parent–Child Visits When Parents Are Incarcerated in Prison or Jail. In J. M. Eddy & J. Poehlmann-Tynan (Eds.), *Handbook on Children with Incarcerated Parents*. Springer. https://doi.org/10.1007/978-3-030-16707-3_10.

- Child age
 - Some coaches may prefer to recruit parents who have younger children because they will have a long time to apply the skills that they learn throughout the child's development. Alternatively, some coaches may choose to recruit parents with older children so they can connect more directly (without the assistance of caregivers) and help meet their adolescent child's needs which, in some cases, are more challenging to address than with younger children.
- Physical location within facility, if movement across housing units poses security challenges (particularly in higher security facilities)
 - Coaches will need to consider whether participants can feasibly enroll in a class together with the logistical challenges this may pose for security and classroom availability. For instance, "keep separates" (people who cannot be in the same space together) or capacity limits on the number of people in a programming room, will require consideration.
- Work release – availability and eligibility for different programs that may have overlapping time commitments
 - Parents must attend PIO regularly to attain the program's full benefits. If parents are on work release or are participating in another program taking place at the same time as PIO, then they might not be able to commit to attending PIO classes and should be considered for another time when they are fully available to complete the program.
- No contact order with child
 - Some coaches may prefer not to recruit and enroll parents with no contact orders with their children because they are not able to apply the communication skills that they learn in the class to their parent-child relationship. Alternatively, some coaches may want to recruit parents with no contact orders because the parenting education program could (potentially) be used to advocate as to why a no contact order should be lifted.

If there is a lot of interest, consider providing sign-up screener forms with all interested parents and move forward with the parents who proactively return the form. This also is helpful because PIO requires participants to complete a lot of homework, and those who return the sign-up form may be more likely to complete and return homework.

Exclusion Criteria

There are several exclusion criteria that may be considered for PIO participants. This section briefly reviews what factors may lead to a potential participant being excluded from the program.

- Disciplinary segregation
 - Prevented from having contact with *all* children (with some exceptions, such as whether the parent has an open CPS case to lift a no contact order)
-

- Convicted of a crime against minor children (with some exceptions, such as if the parent is in the process of reunification or if there is a court-determined parenting need)
- Required to complete other programs prior to PIO, such as anger management classes (if applicable)
- Internal institution policies, including: disciplinary infractions, work release timing conflicts, need to participate in another program at the same time, housed in a specific part of the institution that is incompatible with program participation, competency, or mental health considerations
- Termination of parental rights for all children

However, institutions should refer to their internal policies to determine specific exclusion criteria. Coaches should maintain some discretion in determining eligibility on a case-by-case basis.

Class Size

It can be helpful to have a target number of participants in mind when considering recruitment and eligibility strategies and requirements. Historically, across the four participating institutions, cohorts ranged from 3 to 9 people. Coaches have stated that classes with 6 to 8 participants work best, and it is easier to have an even number of people so that people can pair up for activities. Group dynamics do influence the way that the program works on a day-to-day basis, so it is important to be mindful of interpersonal dynamics from the start. With larger groups (over 8 people), coaches recommend splitting some lessons into two sessions. Specific lessons are discussed in a later section.

Homework and Learning Goals

Some participating parents may fall behind on their homework from time to time. Barriers to completing homework may include literacy and educational challenges, emotional reflections, previous trauma or negative experiences related to school and/or doing homework, or other programming requirements (such as other group programs or reentry planning that take up their time). When possible, coaches should try working with parents directly to determine what types of support is most helpful to ensure success in the program, including completion of homework requirements.

Coaches also note that it can be difficult to track who has or has not completed the homework. Parents often do not independently log their homework progress, even if they are completing all assignments. One coach recommended creating a PDF of the homework tracker and checking off each assignment as they progressed through the course. Appendix D includes the homework portfolio checklist included within the PIO curriculum. Although this document is typically for the parents, coaches may also want to use it to help participants track their homework.

Coaches have also shared that it can be challenging to track participants' learning goals because the checklist in the PIO curriculum does not adequately account for parents who set multiple learning goals each week as required by different parts of the curriculum. Creating an alternative checklist to track completion of each learning goal within a week, rather than the overall weekly lesson, can be helpful. Appendix F includes a sample Learning Goals Tracker.

The communication skills learned in PIO can be applied to many situations beyond parenting including communicating with family members, other individuals in the prison, and judges and lawyers in court.

Encouraging PIO Skills Application

The communication skills learned in PIO can be applied to many situations beyond parenting. Many parents told coaches that they found the skills helpful when communicating with their co-parent or the child's residential caregiver. Some parents reported practicing PIO communication techniques when advocating for themselves in court. Others have used these skills in treatment settings or other institutional programming and to get along with other people incarcerated at the institution. These skills could also be applied to reentry when parents seek jobs, housing, and other basic needs. Coaches should remind parents that communication skills are important outside of parenting and encourage participants to apply these skills in different contexts.

"I really enjoy this class so much ... I also use the skills that I have learned in PIO in my everyday life."

—*Participating Parent*

"It went above and beyond expectations. ... The encouragement from the teacher is where the most help came from. Her explanation of the program and how to apply it together made the program very successful for me."

—*Participating Parent*

"A mother advocated for herself to have PIO count as her court ordered parenting needs on her CHIPS petition. This is now one less thing she needs to do upon release and one less barrier she will have to regaining placement of her children while in the community."

—*Kristen Hoile, Corrections Program Supervisor,
Robert E. Ellsworth Correctional Center*

VII. Security Considerations

Notification of Program and Activities

Some PIO activities may seem unorthodox to correctional officers, including the egg (Figure 4) and bear (Figure 6) activities.

PIO coaches and program supervisors may want to notify correctional officers in advance of each cohort and share information about PIO when it is first introduced at an institution. Ideally, higher ranking, senior security members (such as a lieutenant or captain) should be the ones to notify correctional officers. A template email to notify prison staff is available in Appendix E.

Approval of PIO Materials

While PIO materials are designed to be appropriate for correctional institutions, some prisons may wish to review the materials to confirm that they meet all security guidelines and expectations. For instance, in higher security settings, some PIO lessons may need modification to comply with security and safety policies. This should be decided on an institution-by-institution basis.



Figure 6: Teddy bears used in a caretaking activity as part of PIO lessons.

Communication between Coaches and Security

When a DOC staff person first begins coaching PIO, it could be helpful to send a brief email introducing themselves and explaining their role in PIO to security staff such that there is no confusion when coaches provide participating parents with certain items or resources and ask parents to engage in certain activities.

Movement in the Facility

In medium- and maximum-security prisons, security measures may make it more challenging for participants to walk freely to class. PIO may require staff to escort individual participants to a secure classroom, which requires additional coordination and staff time. In a maximum-security institution, security may need to limit participants to people residing in specific areas of the prison to facilitate movement to and from class. PIO coaches and administrators should

seek solutions that enable all people to access the class but may want to be mindful that this is not always possible. Security may also be required to secure and monitor the PIO classroom.

VIII. Program Evaluation and Sustainability (Ongoing)

Quarterly Reporting

In the case of the participating prisons in Wisconsin, coaches record the following information at the end of each quarter (i.e., January, April, July, October):

- Names of participants
- Dates of participation (start and completion; if terminated, reason for termination)
- Cohort coaches (who facilitated)
- Participant number of children
- Surveys completed by participants
- Confirmation that family-related resources were sent home to caregivers and children

Currently, this information is collected by UW–Madison researchers, who subsequently organize and share it back with the WI DOC Evidence Based Program Manager. Coaches from across the participating prisons also attend quarterly meetings with supervisors, Reentry Unit administrators, and UW–Madison researchers and technical assistance providers. Here, coaches discuss topics, learn from one another, share information and experiences, get PIO program updates, and problem solve issues.

The experience has proven to be beneficial to DOC staff and has improved implementation procedures and processes. The combination of having regular meetings with sound communication opportunities and a mechanism to support PIO coaches has helped the WI DOC have a positive and successful implementation experience. This has translated into effective coaching and program delivery and an increased likelihood of improved outcomes for participating parents.

Budgetary Considerations

The PIO program aligns with the strategic priorities outlined in the 2021–2023 DOC budget and, in particular, the priority to “provide opportunities for persons in our care to engage in programming and work, to promote positive lifestyle changes and constructive behaviors.” In other programs, DOC looks at performance metrics on the number of participants, program completions or graduations, and an increase in people served between years. By tracking these metrics preemptively, PIO will be better positioned to advocate for more resources and program support.



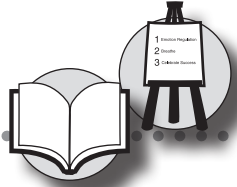
Figure 7: PIO graduation ceremony at Robert E. Ellsworth Correctional Center.

Acknowledgments

This project was funded by the Wisconsin Child Abuse and Neglect Prevention Board (CANPB) and UW–Madison 4W Initiative. Special thanks to Silvia Jackson, Erin Thorvaldson, and Rebeka Bartel of the WI Department of Corrections for their commitment to supporting incarcerated parents and their children in innovative ways; to Dr. J. Mark Eddy, The Pathfinder Network, and Leticia Longoria-Navarro, without whom none of this would be possible; to all the PIO coaches in WI prisons who helped forge the path for new and evidence-based programming specifically designed for incarcerated parents; to all the research and project assistants in the Lab for Family Wellbeing & Justice for their dedication to making a difference in the lives of justice-impacted families; and to the mothers and fathers, family members, and children, affected by incarceration, for their determination to build stronger bonds for a better tomorrow.

Appendix A

PIO Topics: Weeks 1-12, Lessons 1.1 – 12.3



PIO Topics



Week 1 Creating a Safe Place to Work Together and Learn

- Lesson 1.1 Getting Acquainted
- Lesson 1.2 Destination Adulthood
- Lesson 1.3 The Family System

Week 2 Communication and Problem Solving

- Lesson 2.1 Effective Speaking Skills
- Lesson 2.2 Effective Listening Skills
- Lesson 2.3 Effective Problem-Solving Skills

Week 3 Connecting With Your Child

- Lesson 3.1 Bonding Through Play and Reading
- Lesson 3.2 Connecting Through Letters, Calls and Visits
- Lesson 3.3 Bonding Through Emotion Coaching

Week 4 Child Development

- Lesson 4.1 Introduction to Human Development
- Lesson 4.2 The Child's Job and the Parent's Job
- Lesson 4.3 Age-Related Parenting Challenges

Week 5 Healthy Families

- Lesson 5.1 Adult Stage of Development
- Lesson 5.2 Family Meetings, Family Fun, and Family Identity
- Lesson 5.3 Sibling Relationships

Week 6 Nurturing Your Child's Individuality

- Lesson 6.1 Nurturing Your Child's Temperament
- Lesson 6.2 Love Languages and Learning Mindsets
- Lesson 6.3 Your Legacy and Your Future

PIO Topics (continued)

Week 7 Parent and Coach Meetings and Graduation Preparation

This week will be spent on graduation preparation, working on graduation projects and meeting one on one with your parent coach to go over your parenting portfolio and individualized parenting plan.

Week 8 Child Guidance

Lesson 8.1 Structure Through Family Routines and Organization
Lesson 8.2 Ignoring, Distracting, Redirecting, and Rules
Lesson 8.3 Directions and Encouragement

Week 9 More Child Guidance

Lesson 9.1 Rewards and Consequences
Lesson 9.2 Timeout and Privilege Removal
Lesson 9.3 Dealing With Behavior Challenges

Week 10 Special Needs

Lesson 10.1 Brain Development
Lesson 10.2 Parenting Adolescents
Lesson 10.3 Healthy Teen Partner Relationships

Week 11 Your Life in the Community

Lesson 11.1 Advocating for Your Children
Lesson 11.2 Reintegrating into the Community
Lesson 11.3 Going Home: Your Children and You

Week 12 Preparing to Say Goodbye

Lesson 12.1 Catch-Up
Lesson 12.2 Wrap-up and closure
Lesson 12.3 Graduation

Appendix B

PIO Classroom Materials Supply List

PIO New Classroom Materials Supply List

Classroom Supplies

Week	Material	Quantity needed	Resource
All	Easel pad / Flip charts	4 pads of 50 sheets/pad	Office supply store
All	Masking Tape	2 rolls Use masking tape to tape easel pages to the wall if you choose not to use the more expensive self-stick easel pad sheets.	Office supply store
All	Homework Bin Use a LOCKING file tub to hold completed student homework	1 locking file bin	Office supply store
All	White board markers (if you have access to a white board.)	2	Office supply store
All	Whiteboard Dry eraser	1 ea	Office supply store
All	File Folders	1 box (100/box) You will need one file folder for each handout, plus forms.	Office supply store
All	Hanging Files	3 boxes (25/box)	Office supply store
All	Sticky notes (ie: Post-It Notes®)	2 packs of 6 pads	Office supply store
All	Colored markers (for writing on easel pages)	1 pack (assorted colors)	Office supply store
All	Stapler	1 per classroom	Office supply store
All	Staples	1 box per classroom	Office supply store
All	3 Hole Punch	1 per classroom	Office supply store
All	#2 Pencils	4 packs of 12 ea.	Office supply store
All	Ballpoint pens (Purchase only institution-approved pens. Some institutions may require a clear barrel and specific ink colors.)	4 packs of 12 ea.	Office supply store

PIO New Classroom Materials Supply List (continued)

Week	Material	Quantity needed	Resource
1.1	Portfolio folder with 2 pockets	1 per student. Students will then be responsible for bringing the folder with them to each class.	Office supply store
1.1	Blank name tents	1 per student	Student parents put their name on the name tent and bring it to class each week.
4.2 6.3 9.3	Card stock	1 package You may choose to copy some handouts on card stock, ie Encouragements or Value Card Sort.	Office supply store or printing shop
1.3	Colored copy paper	2 reams/packages	Office supply store or printing shop
2.1 Week 7 8.2 11.3	Glue sticks	1 stick for every 2 students	Office supply store
1.2 3.2 4.1	Felt tip permanent fine or medium point pens (ie: Sanford Sharpie® pens.)	20 pens	Office supply store
9.3	Scissors	5 pair	Office supply store
3.2	Rulers	1 ruler for every 2 students	Office supply store
6.3	Colored Pencils	1 variety pack (each student should have at least two colored pencils. Make sure there is an assortment of legible colors; some colors, like yellow, are not easy to read.)	Office supply store or Art supply store
6.3	Newsprint	1 sheet per student	Art supply store or office supply store
9.3	Single hole punch	1 per classroom	Office supply store
7 9.3	Yarn	Several assorted colors for class projects	Craft or fabric store

PIO New Classroom Materials Supply List (continued)

Week	Material	Quantity needed	Resource
Props			
1.1 3.2 4.3 6.2	Children's picture story books	10 to 20 books. Choose a wide selection of culturally diverse story books	Local library
1.2	Wooden Toy Block	1	Toy store
1.2	Plastic egg container - empty (ie: the size and shape of a Silly Putty® egg).	1	You might find empty plastic eggs at a party supply store or a Dollar store. They will be readily available at Easter time.
1.2	Flexiblocks	6 to 7 blocks connected together, or any other plastic link together toy (plastic toddler snap together shapes) that replicates a backbone- has joints, movement, but when pushed too far will break.	www.discoverytoys.com Toy Stores
All lessons starting with 1.3	Learning Tree	1 Tree. If you are using a dedicated classroom, you may be able to leave this tree displayed on the wall during all 12 weeks. If you must share the classroom space, you will need to re-hang the tree for each lesson.	This prop should be very large: approximately 5' to 6' in height. See "Preparing Your Classroom" for Lesson 1.3 for suggestions on how to make your Learning Tree.
All lessons starting with 1.2	Road way props	If you are using a dedicated classroom, you may be able to leave the road, roadsigns, and guardrails displayed on the wall during all 12 weeks. If you must share the classroom space, you will need to re-hang the roadway props for each lesson.	These props should be large.

PIO New Classroom Materials Supply List (continued)

Week	Material	Quantity needed	Resource
2.1	Interlocking plastic building blocks (ie: Legos®)	several sets of blocks. You will want matching sets of identical blocks.	Toy store
2.1	Zipper-lock food storage bags, one gallon size	1 box	Grocery store
3.1 3.2	Open Ended Toys: small cars, animals, people, building blocks	Enough for 20 pairs of students to play with for 15 minutes.	Toy store or Goodwill.
4.1	Baby Booties for use as egg carriers	1 per participating student	Children's clothing store.
4.1	Hard-boiled eggs	1 per student; have a few extras just in case of breakage.	Grocery store
4.3	Posterboard	6 each	Art supply store or office supply store
4.3	3x5 Index cards	24 cards	Office supply store
4.3	Zipper-lock style sandwich bags (to hold index cards)	6 bags	Grocery store
4.3 5.1	Velcro®	1 roll, or 24 1" squares	Office supply stores, fabric stores
5.1	Bears	1 per participating student	
5.1	Bear carriers (cloth sling/front pack)	1 per participating student	made in sewing dept. in the institutions
5.1 8.2 8.3	Bowl, paper sack, or hat (for random drawing)	1	Grocery store or department store.
5.1 6.3 11.1	Clear Contact® paper for laminating	2 rolls	Housewares store or department store.
5.1 11.1	Doll	1	Toy store
5.1 11.1	Back pack	1 back pack	Toy store or department store.
6.1	Signs 1 sign that says 'High' 1 sign that says 'Low' Both can be 8-1/2" x 11"	1 each	Make signs

PIO New Classroom Materials Supply List (continued)

Week	Material	Quantity needed	Resource
6.3	Value Sort Card sets	1 per student	make a set of value cards for each student. Collect after use and reuse in each class.
8.1	Plastic Math Scale	1	Discount School Supply "Balancing Bear Scale" \$19.95 1-800-627-2829 www. discountschoolsupply. com
8.1	Jumbo (large) Paper Clips (used with scale.)	1 box of 100	Office supply store
10.1	Raw egg inside clear plastic container	1 egg	Grocery store
11.1	Laminated cards with phrases	1 set	Make set using props provided.
11.1	Local classified ads or "For Rent" magazine. If it is available in your area, you may find it in the free newspaper section of your local grocery store.	1 for demonstration	Local newspaper or grocery store
11.1	Local classified ads or Employment Guide. you may find it in the free newspaper section of your local grocery store.	1 for demonstration	Local Newspaper or grocery store
11.1	CURE pamphlet (an electronic version included on your PIO CD)	1 per student	download from: http://www.curenational.org/new/index.html or http://www.oregoncure.org/pubs/free-er.pdf
12	Graduation Projects	varies	See Graduation Projects Supply List for suggestions

Videos and Audio CDs

Videos

Week	Video	Quantity needed	Resource
1.1 5.2 2.2 8.3 4.1 9.2 4.2 10.1	Television or projector to display movie clips	1	Your media resource center or local department store.
1.1 5.2 2.2 8.3 4.1 9.2 4.2 10.1	VCR or DVD player	1	Your media resource center or local department store.
1.1 8.3 9.2	Parent Training IrisEd	1	Order from Children's Justice Alliance
2.2	"Patch Adams" (Robin Williams)	1	Order from Amazon www.amazon.com
4.2	"Riding in Cars with Boys" (Drew Barrymore)	1	Order from Amazon www.amazon.com
5.2	Soul Food	1	Order from Amazon www.amazon.com
4.1 10.1	CD Player	1	Department store
4.1 10.1	Crying Baby Audio CD	1 CD	Order from the National Center on Shaken Baby Syndrome, www.dontshake.com or make your own cry tape.
10.1	"ZERO TO THREE (2013) Brain Wonders: Nurturing Healthy Brain Development from Birth"	1	Order from Children's Justice Alliance

Appendix C

Feedback on Modifications to Implementation from Maximum Security Prison

Feedback from maximum security prison:

As we begin new groups, we have started building in extra days to accommodate modified operations, need for workdays for homework, and understanding that each cohort is different and there might be different lessons that take longer.

What follows is a list of lessons that have taken longer than one session to complete:

- Lesson 2.1 and 2.3—because this chapter is foundational to the entire curriculum, we take as much time as needed and we tend to have lots of discussion. The speaking and problem-solving are typically more challenging...2.2 has not taken us more than 1 day.
- Lesson 3.2—only one of the cohorts took two days because this was a bigger group with more discussion/conversation about bonding.
- Lesson 3.3—we schedule three days for this lesson because emotion coaching is one of the foundational lessons to the entire curriculum. In our last cohort, count was taking a long time to clear so class wasn't starting until nearly 8:30 AM waiting for everyone to get to group. Since we started 30-45 minutes late there was less time to deliver such a large lesson as we thought this cohort might complete in two days.
- Lesson 4.2—only our last cohort took two days because the first group to present took longer than even we expected.
- Lesson 4.3 was broken up into two days because finishing 4.2 took so long and took up time allocated for 4.3. We got back on track (one lesson/day at Lesson 5.1).
- Lesson 6.1—only one cohort took two days for this lesson as several of the parents struggled to understand the temperament concept. Coaches had to provide a number of examples and feedback as the group was completing work.
- Lesson 6.2—only the last cohort due to “lengthy discussions” as we had staff from Central Office conducting a site visit.
- Lesson 6.3—only the last cohort took extra time for this due to finishing 6.2 and not leaving enough time to complete all of 6.3 in one session.
- Lesson 8.1—only the last cohort took extra time on this lesson due to finishing 6.3 and not leaving enough time to complete all of 8.1 in one session.
- Lesson 9.1—there is a lot of content in this lesson and if our group has larger numbers, it just takes us longer to get through all of it, so this lesson has taken 2 or 3 days depending on group size.
- Lesson 11.1—some of our cohorts have completed in one session and others have taken two days due to lengthy discussions and coaches needing to provide examples/feedback.
- Lesson 11.2—only the last cohort took longer on this lesson due to finishing 11.1 and not leaving enough time to complete all of 11.2 in one session.

Appendix D

Parenting Inside Out Portfolio Checklist (Included within the PIO Curriculum)

Portfolio Checklist

Name: _____ Start Date: _____ End Date: _____ Inst. _____

SID# _____ Coach: _____

WEEK 1		Due		
Date	Assignment	Class Day	X	Comments
	What Kind of Parent Would You Like to Be?	1.2		
	Family Roles Packet	1.3		
	Learning Goal(s)	Wk. 1		
WEEK 2		Due		
Date	Assignment	Class Day	X	Comments
	Conversation Plan	2.1		
	Conversation Role-Play Plan	2.2		
	Problem-Solving Plan Easel Page	2.3		
	Learning Goal(s)	Wk. 2		
WEEK 3		Due		
Date	Assignment	Class Day	X	Comments
	New Ideas For Play and Reading	3.1		
	Activity Page	3.2		
	Emotion Coaching Practice	3.3		
	Learning Goal(s)	Wk. 3		
WEEK 4		Due		
Date	Assignment	Class Day	X	Comments
	Drawing of Child on back of puzzle	4.1		
	Child's Stage and Jobs on puzzle	4.2		
	Development & Nurturing Plan	4.3		
	Learning Goal(s)	Wk. 4		

Name: _____

Portfolio Checklist (continued)

WEEK 5		Due		
Date	Assignment	Class Day	X	Comments
	Baby bootie washed and turned in	5.1		
	Adult Development Plan	5.1		
	Building Parental Identity	5.2		
	Mission Statements & Family Logo	5.2		
	Treating Children as Individuals	5.3		
	Managing Children's Fights	5.3		
	Helping Children Problem-Solve	5.3		
	Learning Goal(s)	Wk. 5		
WEEK 6		Due		
Date	Assignment	Class Day	X	Comments
	Temperament Trait Plan & puzzle	6.1		
	You & Your Child's Temperament	6.1		
	Child's Love Language & puzzle	6.2		
	Genogram	6.3		
	Parenting Goals & Steps	Wk. 7		
	Learning Goal(s)	Wk. 6		
WEEK 7		Due		
Date	Assignment	Class Day	X	Comments
	Portfolio neatness & Organization			
	All homework complete			
	Graduation project rough draft			
	Understanding of Values & Legacy			
	Graduation guest list finalized			

Name: _____

Portfolio Checklist (continued)

WEEK 8		Due		
Date	Assignment	Class Day	X	Comments
	Providing Structure for My Family	8.1		
	Family Routines & Organization	8.1		
	Family Rules	8.2		
	Practice Giving Directions and Encouragement	8.3		
	Learning Goal(s)	Wk. 8		
WEEK 9		Due		
Date	Assignment	Class Day	X	Comments
	Rewards & Consequences Plan – 1 for each child	9.1		
	Challenging Behavior Reminder Cards	9.3		
	Puzzle: Structure Received	9.3		
	Learning Goal(s)	Wk. 9		
Topic 10		Due		
Date	Assignment	Class Day	X	Comments
	Brain Development Plan	10.1		
	Rules for Adolescents	10.2		
	My Commitment to Helping My Child Develop Healthy Partner Relationships	11.1		
	Learning Goal(s)	Wk. 10		

Name: _____

Portfolio Checklist (continued)

WEEK 11		Due		
Date	Assignment	Class Day	X	Comments
	Advocacy Letter or Role-play	11.1		
	Transition Plan	11.3		
	Dealing with the Real Issues: Tough Questions (on a piece of notebook paper) One completed question due at the beginning of class	11.3		
	Solutions to Difficult Questions	12.1		
	Learning Goal(s)	Wk. 11		
WEEK 12		Due		
Date	Assignment	Class Day		Comments
	Thank you letter(s)			
	Graduation project done			
	Bear carrier washed & turned in			
	All homework turned in			

Appendix E

Email Template to Notify Prison Staff about PIO Program

Hello,

The Parenting Inside Out (PIO) program [is starting/started](#) on **XX** date. PIO is a parent management training skills program that seeks to improve the family bond, reduce recidivism, educate parents on parenting skills, and make a difference in the lives of children affected by the trauma of separation from parental incarceration.

In the PIO program, parents will have activities that require them to take materials into their [housing unit/cell block](#). Most importantly, they will be tasked with caring for a plastic toy egg (like an Easter egg) and caring for a stuffed toy bear. These are exercises to help parents practice caring for a newborn or very young child.

If you have any questions or concerns about PIO materials in the pods, please contact **XX**. Thank you.

Best,

XX

Appendix F
Learning Goals Tracker

Name: _____
Coach(es): _____

Learning Goals Tracker

Lesson Number	Completed?	Goal
<i>Week 1</i>		
1.2		
1.3		
<i>Week 2</i>		
2.1		
2.2		
2.3		
<i>Week 3</i>		
3.1		
3.2		
3.3		
<i>Week 4</i>		
4.1		
4.2		
4.3		
<i>Week 5</i>		
5.1		
5.2		
5.3		
<i>Week 6 - 7</i>		
6.1		
6.2		
6.3		
<i>Week 8</i>		
8.1		
8.2		
8.3		
<i>Week 9</i>		
9.1		
9.3		
<i>Week 10</i>		
10.1		
10.2		
11.1		
<i>Week 11</i>		
11.1		
11.3		
12.1		