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Assessing the Impact of the InsideOut Dad® Program on Newark Community Education Center Residents

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December, 2012

A version of this evaluation report was accepted for publication in a peer-reviewed journal: Block, S., Brown, C.A., Barretti, L., Walker, E. Yudt, M., & Fretz R. (2014). A mixed-method assessment of a parenting program for incarcerated fathers. *Journal of Correctional Education, 65, 50-67*.

Acknowledgements

The authors of this report would like to express their gratitude to Community Education Centers personnel who were integral to this evaluation at each of the sites. Assistance was continually provided for the project across all sites from Dr. Louis Barretti and Dr. Ralph Fretz. At Delaney Hall, Ms. Laura Green and Dr. Erin Walker managed and organized the project to assure that the entire evaluation progressed smoothly. Also at Delaney Hall, Mr. Paul Domingue and Ms. Sophia Strong provided assistance for data collection on-site. At the Harbor and Logan Hall, Ms. Gwendolyn Hinton was responsible for maintaining the program and coordinating data collection. Additionally, Mr. Michael Oliver arranged for data collection at the Harbor. At Delaney Hall, Mr. Ronald Morrison provided assistance with data collection and program organization throughout the entirety of the program.

Introduction

This report presents a multi-method evaluation of the InsideOut Dad® program in three Community Education Centers (CEC) Residential Reentry Centers in New Jersey. The current evaluation includes both quantitative and qualitative data in the form of participant surveys, institutional data collection, participant interviews, and stakeholder interviews. These methods are used to determine if the program has had an impact across a series of outcome measures.

In March of 2010, National Fatherhood Initiative agreed to an independent evaluation of the Inside Out Dad® program with Rutgers University's Economic Development Research Group (EDRG). Specifically, the objective of the research project was stated as an effort to evaluate the program's effectiveness and assess the potential for further expansion. The program was initially implemented at each of the three facilities by the summer of 2010. During the evaluation period, a total of 307 participants graduated from the program, completing both pre- and post-test survey instruments. The evaluation period ended in June of 2011.

National Fatherhood Initiative's (NFI) InsideOut Dad® program was implemented at three sites in Newark, New Jersey: Delaney Hall, the Harbor, and Tully House. Delaney Hall, opened in 2000, houses a capacity of 1,196 adult male offenders from both Essex County and New Jersey State Parole Board populations. The site operates programs including "substance abuse treatment, life skills training, individual and group counseling, relapse prevention, anger management, and educational and GED services" (Community Education Centers). The facility also operates a well-staffed Family Services

program. Delaney Hall is the largest of the CEC sites in New Jersey. Delaney Hall graduated 101 participants from the InsideOut Dad® program for this evaluation.

The Harbor, opened in 2000 with a capacity of 234, contracts residents from the New Jersey Department of Corrections. Originally located in Hoboken, the facility was moved to Newark in 2009 at a site adjacent to Tully House. The Harbor offers "GED preparation, adult basic education, life skills, anger management, relapse prevention, Rational Emotive Behavior Therapy, twelve step education, family groups and job skills" (Community Education Centers). The Harbor graduated 89 participants from the InsideOut Dad® program.

Tully House, opened in 1998, contracts residents from the New Jersey Department of Corrections. The site has a capacity of 315 residents. At the facility a variety of services are offered including "work release, vocational, educational, and college educational referral enrollment" (Community Education Centers). Tully House also focuses on "domestic violence, anger management, relapse prevention, parenting skills and criminality groups" (Community Education Centers). An active Family Service Program is also operated at the facility. Tully House graduated 117 participants from the InsideOut Dad® program.

Parental Incarceration in the United States

The majority of male inmates in jails and prisons are fathers (Glaze & Maruschak, 2008; Hairston, 1998). Most of these men will return to society and continue or resume a relationship with their children outside of a correctional setting. Numerous studies have established that the period of separation from fathers and mothers during incarceration can have negative short- and long-term effects on children (Dallaire, 2007; Huebner & Gustafson, 2007; Murray & Farrington, 2008a). Despite the enormous implications of parental incarceration, funding and support for parenting

programs are often limited by budgetary restrictions and other needs such as substance abuse treatment, anger management, education, and vocational training. Further, we know little about what works and doesn't work in the education of incarcerated fathers.

Several factors, including an increase in criminal activity and a more punitive sentencing policy for violent and drug crimes, were responsible for an unprecedented increase in the U.S. prison population during the 1980s. Almost three decades later, the U.S. prison population has reached over 1.6 million people (West & Sabol, 2010). Despite a decrease in crime rates and state efforts to cut back prison populations, the U.S. still leads the industrialized world with the highest imprisonment rate (Austin & Irwin, 2001; Hartney, 2006). Because of this rise in prisoners, the estimated number of children with incarcerated parents jumped from 452,500 in 1991 to 1,706,600 by 2007 (Glaze & Maruschak, 2008).

Although there has been an increase in the relative proportion of female prisoners, as of 2009, there were 1,500,278 male prisoners under the jurisdiction of state or federal correctional institutions (West & Sabol, 2010). About half of these incarcerated fathers lived with at least one of their children before their period of imprisonment. Arditti, Smock and Parkman (2005) note that while estimates of children currently affected by having parents incarcerated hover around 1.5 million children, about 10 million children are affected by current or past parental incarceration (Reed & Reed, 1998). As cause for further concern, there are substantial racial and ethnic disparities in the percentage of incarcerated fathers in comparison to the overall population in society which creates a continual cycle that affects individuals, families, and communities (Swisher & Waller, 2008).

Many prisoners serve lengthy periods of incarceration. Sixteen percent of prisoners released from state prisons in 2008 served at least three years of time during their current prison admission

(West & Sabol, 2010). However, the majority of incarcerated fathers will be released from prison at some point and, in many cases, reunited fully with their child or children (Dyer, 2005). Therefore, the parent-child relationship is complicated by the removal of the parent and, in most cases, the re-introduction of the parent months or years later.

The short- and long-term effects of parental incarceration have been well documented (see Murray & Farrington, 2008b for a comprehensive review). Research has shown that children with incarcerated parents are more likely to act out or behave aggressively (Fritsch & Burkhead, 1981; Lowenstein, 1986), become withdrawn (Koban, 1983), perform poorly in school (Lowenstein, 1986), and develop various mental health problems (Murray & Farrington, 2005; Phillips et al., 2002). Less directly, children are negatively affected by the reduced opportunities that both fathers and mothers incur when released into the community (Gehring, 2000; Geller et al., 2011; Lewis Jr. et al., 2007; Swisher & Waller, 2008). Longitudinal studies have revealed that children of incarcerated parents are about five times as likely as children without incarcerated parents to be imprisoned at some stage in their life (Mazza, 2002).

Although several policies target family dynamics when a parent is incarcerated, such as parent-child visitation programs, child-in-residence programs, mentoring programs, and counseling support groups, parent education programs are the most widespread (Hairston, 2007). While Glaze and Maruschak (2008) report that only about 11 percent of state prisoners are exposed to parenting programs while incarcerated, slightly over half of all male facilities offer parenting programs for inmates (Hoffman et al., 2010).

Hoffman et al. (2010) claim that there is little consistency in program development and evaluations. Parenting programs range from shorter, low intensity programs to more lengthy

interventions. Other distinctions between parenting programs include differentiating between programs that directly involve and do not involve children.

According to Bronte-Tinkew et al. (2008) in-depth evaluations of parenting programs are relatively scarce. Evaluation challenges of incarcerated parent programs include varied education levels, transient populations, and institutional constraints (Loper & Tuerk, 2006). Loper and Tuerk (2006) note that evaluation designs commonly possess one or more of the following limitations: small sample sizes, lack of random assignment, lack of control group, no pre- and post-instruments. Additionally, Eddy et al. (2001) found transfers and new criminal behavior to be restrictions to high-quality longitudinal research.

Studies evaluating fathering programs have found quantitative improvements in knowledge (Hobler, 2001; Wilczak & Markstrom, 1999; Wilson et al., 2010), attitudes (Bushfield, 2004; Harrison, 1997; Wilson et al., 2010), empathy toward child problems (Landreth & Lobaugh, 1998), and ability to identify child behaviors (Landreth & Lobaugh, 1998). Conversely, studies have rarely found changes in parenting behavior or self-efficacy.

A review of the literature on fathering programs in jails and prisons indicates that more research is needed. Few studies have used rigorous methods for evaluating programs leading to cautious conclusions about the effectiveness of programs. In other instances, evaluations of programs have been restricted to only quantitative or qualitative designs. More academic research in this area is required to build upon the current literature base and establish what works in educating incarcerated fathers.

The InsideOut Dad® Program

NFI's first program for incarcerated fathers was called Long Distance Dads (LDD) (Turner & Peck, 2002). As described in the Behrend College's 2001 evaluation of the program, "The Long Distance Dads program is designed to assist incarcerated men in developing skills to become more involved and supported fathers. Trained inmate peer leaders facilitate the program in 12 weekly group sessions. The sessions are structured in a small group format with at least one peer leader per group" (Behrend College, 2001, pg. 8). The LDD program specifically focuses on ensuring responsible parenting by empowering fathers in a variety of ways while focusing on psycho-social development. Eventually, the program was adopted in correctional facilities in over 25 states.

In a major study of the Long Distance Dads program, researchers from Behrend College (2001, 2003) conducted an outcome and process evaluation. The outcome evaluation consisted of surveys with 42 inmates and 47 controls as well as qualitative interviews. The researchers ultimately found very little evidence that the program improved inmates' fathering knowledge, attitudes, skills, or behaviors. The process evaluation that was conducted resulted in several recommendations about possible improvements that could be made, including changes in implementation. NFI followed this evaluation with a series of focus groups with facilitators of the program from across the country to get feedback on its content, utility, and effectiveness. NFI concluded from the analysis of the focus group data that a new program was needed.

NFI developed the InsideOut Dad® program and launched it in 2005. The most significant differences between the two programs were the content (including a reentry component), structure/design that makes the program easier to facilitate, and the addition of evaluation tools. The focus of NFI's programming for incarcerated fathers remains, however, on the relationships between incarcerated males and their children. As stated by NFI, the program intends to reduce recidivism and connect or reconnect inmates to their families. The InsideOut Dad® program, which can be geared

toward both short-and long-stay facilities consists of 12 core sessions: (1) Getting Started, (2) About Me, (3) Being a Man, (4) Spirituality, (5) Handling and Expressing Emotions, (6) Relationships, (7) Fathering, (8) Parenting, (9) Discipline, (10) Child Development, (11) Fathering From the Inside, (12) Ending the Program. In addition to the 12 core sessions, there are 26 additional optional sections.

During the program, facilitators are expected to provide opportunities for participants to speak out during group sessions. They are provided with a "Facilitator's Guide," an "Activities Manual," two surveys that they can use to evaluate the program, and marketing materials in addition to the "Fathering Handbook" that is provided to the participants. In the "Facilitator's Guide", facilitators are provided with advice for running successful sessions. The "Activities Manual" explicitly describes pre-session procedures and procedures for conducting the sessions (e.g. learning objectives and questions to ask of participants). The handbook is designed to enhance and reinforce the learning that takes place during the sessions. It includes session logs and other open-ended questions that are filled out by participating fathers, as well as instructional materials about child growth and development through the teenage years.

The content within the curriculum focuses on many of the issues highlighted in other parenting programs. The curriculum focuses on criminogenic factors, including anti-social attitudes, values and beliefs, missing or inadequate family relationships, anger and impulse control, and a lack of empathy. As of the writing of this report, the program is used in every state and several countries. A total of 25 states and New York City have standardized the program across their male correctional facilities.

Previous evaluations of the InsideOut Dad® program have been conducted in Maryland and Ohio. Smith (2008) conducted a quantitative evaluation of the InsideOut Dad® program in Maryland. The evaluation used an experimental group of 89 participants and a control group (N=13) to determine whether exposure to the InsideOut Dad® curriculum made a quantifiable difference in attitudes and knowledge of the participants. Pre- and post-test surveys were administered to the study participants.

This study found that subjects who participated in the program "had statistically significant gains in knowledge about fathering compared to the pre survey responses for those who participated in the Inside Out Dad® program" (p.12). On the section of the survey that questioned about thoughts on fathering, there were significant improvements on approximately half of the questions.

A second evaluation, conducted in Maryland and Ohio, utilized a similar framework for measuring knowledge and attitudinal changes and comparisons to a control group. A total of 219 participants from the two states completed survey instruments. This study also found statistically significant improvements for many variables measuring fathering knowledge or attitudes when pre-tests were compared to post-tests (Spain, 2009).

The current evaluation of InsideOut Dad® in New Jersey addresses some of the limitations mentioned by the authors of these two reports, as well as additional shortcomings. First, the current evaluation utilizes a larger experimental (n=307) and control (n=104) group. Both of the previous studies used smaller samples with a modest comparison population. Second, this evaluation includes additional instruments to the InsideOut Dad® survey such as the Coping Self-Efficacy Scale (Chesney et al., 2006) and the Parental Attitude Research Instrument (PARI Q4) (Schaefer & Bell, 1958). Third, the current research adds a qualitative component to the study by interviewing both program participants and stakeholders. This qualitative portion of the study seeks to go beyond statistical analysis to understand strengths and weaknesses of the program.

Methodology

The InsideOut Dad® program was implemented in three residential correctional facilities in Newark, New Jersey from May 2010 until May 2011. Personnel from each of the facilities were trained at an off-site facility before they began their roles as facilitators. The evaluation of the

program was approved by the appropriate Institutional Review Boards. Participants in the experiment and control groups were selected based on two aspects of eligibility criteria. Potential subjects were excluded from program entry if they did not have a child or if they were expected to be released before the length of a session. Study participants entered the optional program by writing their name on sign-up sheets within the facility. Each program session lasted six weeks with two meetings each week for a total of 12 meetings.

In order to assess the impact of the program, there are several components to this study. The quantitative portion of the analysis consists of two major aspects: pre- and post-surveys and institutional data collection. The quantitative analysis aims to determine whether the program has a measurable effect on participant self-efficacy, knowledge, attitudes, and contact with children in relation to fathering and personal conduct within the institutional environment. The survey consists of five sections. Part A asks questions about the respondent and their family, including their children and spouses. This section contains demographic and background information about respondents. Part B contains Likert scale statements taken from the Coping Self-Efficacy Scale (Chesney et al., 2006) with three answer choices, "cannot do at all", "moderately can do", and "certain can do". Part C assesses the fathering knowledge of participants through 26 "true or false" and "multiple choice" questions. Additionally, there is a section with 8 Likert scale questions about child behavior taken from the Parent Attitude Research Instrument (PARI). These questions feature responses: strongly agree, agree, disagree, and strongly disagree. Part D asks respondents seven questions about how they father and their levels of contact with their children. Part E assesses attitudes in Likert scale form with answers ranging from "strongly agree" to "strongly disagree" for 20 statements. The InsideOut Dad® curriculum contains a desired answer key for the statements in Part E. The surveys were administered by facilitators at each site along with a consent form that was read aloud to participants.

Due to the timing of the beginning of the InsideOut Dad® program at the three facilities, the first sessions of the program were completed using earlier versions of the survey. These surveys do not contain questions added by Rutgers researchers from the CSES and the PARI. However, these surveys completed at the beginning of the evaluation period still contain all the questions of the initial InsideOut Dad® instrument that includes five sections measuring knowledge, attitudes, and contact with children.

Across the three program sites, a total of 307 participants completed the program. During the evaluation period, 63 subjects dropped out of the program leading to an attrition rate of 17 percent. The control group comprised of 104 subjects who did not participate in the program or who would participate after the evaluation period. The results section contains data comparing the experimental and control populations.

The evaluation consists of three components: pre- and post-test surveys (N=307), program graduate interviews (N=27), and staff interviews (N=5). Both interview settings were semi-structured with a list of questions asked to each respondent. Interviewers also included follow-up questions based on participant responses to initial questions.

The survey administered to participants consisted of multiple sections assessing background information, parenting self-efficacy, knowledge, attitudes, and child contact. Demographic and fathering background questions were presented in the first section. Respondents provided information on their age, current marital status, race, and, education.

Self-efficacy

Parenting self-efficacy was measured using statements from the Coping Self-Efficacy Scale (CSES) (Chesney et al., 2006). The CSES was chosen to represent self-efficacy, because it has been recently developed to target constructs of confidence and self-efficacy. The CSES is described as assessing one's ability to cope with stressors that occur in life. Nine of the 26 statements in the

CSES were applied to this study. Rather than assessing answers on a 0 to 10 scale, three answer choices are provided for each statement (1= Cannot Do At All, 2= Moderately Certain Can Do, and 3= Certain Can Do). In addition to the nine statements taken directly from the original CSES, one question was added regarding faith in institutional staff to assess whether interactions with staff within the program changed confidence in relationships with staff.

Knowledge

A 26-item program content knowledge questionnaire, called the InsideOut Dad® Knowledge Assessment, was created for the purpose of evaluating the program. Other evaluation studies of parenting programs have similarly constructed specific instruments to assess knowledge of program content (Hobler, 2001; Wilczak & Markstrom, 1999; Wilson et al., 2010). The assessment provides multiple choice answer responses for subjects that range from three to seven answer choices. In their review of parenting program evaluations, Loper and Tuerk (2006) found that it is common to develop scales specific to the evaluated program when assessing knowledge changes. Correct answers were coded as "1" and incorrect answers were coded as "0".

Attitudes

Two dimensions of parenting attitudes are captured in the survey. Eight Likert scale statements about child behavior are selected from the Parental Attitude Research Instrument (PARI), which features 115 statements (Schuldermann & Schuldermann, 1977). These questions feature four responses from "Strongly Agree" to "Strongly Disagree." Another 20-item scale, the InsideOut Dad® Attitude Scale was developed to assess parenting attitudes. Answer choices were also formatted in Likert scale form with answers ranging from "Strongly Agree" to "Strongly Disagree." Both scales were coded as Strongly Disagree = 1, Disagree = 2, Uncertain =3, Agree = 4, Strongly Agree = 5, except in cases where reverse scoring was utilized.

Behavior

Actual parenting behavior is measured through frequency reports of calling, writing, and visiting children. Respondents were provided five answer choices in the survey that included "I don't (call/write/visit) at all", "Less than once a month", "Once a month", "Once a week", and "More than once a week." Answers are presented here in dichotomous form measuring whether there was any reported contact or no contact between the respondent and children. No reported contact is coded as "0" and reported contact is coded as "1".

Reliability of Measures

The reliability of the four scales utilized in this study were assessed by running Cronbach's alpha tests for each of the scales at pre-test and post-test. Table 2 displays the alpha values for each scale. The Coping Self-Efficacy Scale had the highest alpha values with both pre- and post-test reliability alpha values at nearly .85. Previous research (Chesney et al., 2006) has found very strong internal consistency and moderately strong test-retest correlation coefficients. Both the InsideOut Dad® Knowledge Assessment and the InsideOut Dad® Attitude Scale had acceptable levels of reliability between .70 and .77 at both pre- and post-test. The Parental Attitude Research Instrument was the only scale with alpha values at .379 at pre-test and .541 at post-test. These low levels of internal consistency are surprising as Becker and Krug (1965) report that studies dating back to the 1950s show acceptable levels of internal and consistency. Bivariate correlations were run between pre- and post-test results on the four scales for the control group. Each of the four scales had statistically significant correlations at .001: Coping Self-Efficacy Scale (r=.773, n=47); InsideOut Dad® Knowledge Assessment (r=.655, n=102); Parenting Attitude Research Instrument (r=.583, n=48); InsideOut Dad® Attitude Scale (r=.703, n=98). These test-rest reliability tests indicate that the scale results are relatively consistent.

Analytical Strategy

Based on the quasi-experimental design with pre-and post-test surveys administered to both experimental and control groups, 2x2, mixed-model ANOVA tests were conducted for each scale. The mixed-model ANOVA approach is selected so that between and within group analyses can occur simultaneously and determine whether group membership was the reason for any observed changes. Group membership is the between groups variable, while time is the within groups variable. For each scale, respondents were only dropped from the analysis if they had missing values for 10 percent or more of the responses. Significant results are discussed at 95, 99, and 99.9 percent confidence intervals.

Because participants were not randomly assigned to groups, t-tests were run on demographic variables to determine whether there were any statistically significant differences between the experimental and control populations. Further, t-tests were performed on each of the four scales at pre-test. These tests explore whether there are significant differences in performance between the two groups at pre-test.

Results

Quantitative

T-tests were run for age and education level to compare experimental and control group populations. While there were no statistically significant differences for education level, the age for the experimental group (M=34.98, SD=8.45) was significantly younger than the control group (M=39.09, SD=9.17), t=-4.205, p=.000. Likewise, t-tests compared pre-test scores for experimental and control groups for all four scales. There were no statistically significant differences for the CSES, InsideOut Dad® Knowledge Assessment, or PARI. The experimental population performed

significantly higher (M=3.98, SD=.392) at pre-test than the control group (M=3.89, SD=.412), t=2.116, p=.035, on the InsideOut Dad® Attitude Scale.

Table 1 presents descriptive statistics for the experimental and control groups for variables of age, education level, race, and relationship status. The average age of participants in the experimental group (34.98) is about four years younger than members of the control group (39.09). On average, program participants possess 11.35 years of education. The racial distribution of the experiment population is relatively comparable to the control group. The majority of participants in both groups are Black with a smaller percentage of Hispanics and Whites participating in the program. Responses about current relationship status reveal that the majority of both populations consider their status to be "single." Comparable percentages of both the experimental (13.4%) and control (14.6%) populations are married.

Table 2 presents means, standard deviations, and ANOVA results for each of the four scales utilized in the survey and three measures of contact with children during incarceration. The interaction results are of primary interest in this analysis, because they reflect improvements from pre-test to post-test that occurs for one group more than the other. The mean values represent the average question score rather than the scale total to assist in interpretation. The Coping Self-Efficacy Scale (CSES) showed improvements in mean score from pre-test to post-test for the experiment group that reflects an interaction effect, $F(1,161) = 4.12$, $p<.05$. The InsideOut Dad® group improved from a mean of 2.42 (SD=.402) at pre-test to 2.53(SD=.391) at post-test. On the InsideOut Dad® Knowledge Assessment strong effects were found for differences in group effects, time effects, and the interaction effect. Most importantly, the interaction between Group x Time was statistically significant, $F(1,391) = 20.86$, $p<.001$ which represents the improvements in the study group. The mean percentage of correct answers on post-test rose by more than 4.5 percent compared

to pre-test for the experimental population, while the control group averaged more than 1 percentage point worse on the second test.

A statistically significant effect of the program was found for the PARI scale. The Group x Time interaction, $F(1,167) = 5.97$ was significant at 95 percent confidence. When considering individually the group and time effects, there were no differences based solely on group membership. Table 2 demonstrates that the study population rose from a mean of 3.86 (SD=.401) at pre-test to 3.90 (SD=.468) at post-test, while the control group declined from 3.98 (SD=.506) to 3.80 (SD=.600).The InsideOut Dad® Attitude Scale featuring 20 Likert scale statements was the only one of the four scales to demonstrate no significant effect that could be attributed to program participation. Comparing the mean scores in the two groups, both populations showed slight non-significant improvements in attitudes from pre-test to post-test. At both pre-test and post-test, the InsideOut Dad® Attitude Scale average scores were higher for the experimental group than the control group.

Three assessments for child contact during incarceration included calls, writing, and visits. The only contact variable to experience a statistically significant interaction was calling behavior. The Group x Time interaction was statistically significant, $F(1,348) = 6.232$, $p<.05$. This result shows that participants of the InsideOut Dad® program were more likely to call children than the control group at post-test (94.2%) compared to pre-test (88.3%). The Time variable was significant for writing, $F(1,342) = 12.612$, $p<.001$, indicating that for both groups the participants were more likely to write to children further into their period of incarceration.. No statistically significant findings were identified for visits with children.

Qualitative

Participant Responses

Participants were asked at pre- and post-program interviews about their expectations, experiences, and suggested improvements for the program. When asked how they wanted to benefit from the program, respondents were vague in their responses. Most research subjects began the session with an extremely open mind. Common responses are well summarized by one father's statement that he wanted "to become a better dad from the inside and get better when (I) get out." Notably, other participants were hoping to improve their parenting abilities while they remained incarcerated, as one respondent stated, "I want to learn how I can be a father while being in here." The challenge of performing duties as a father while apart from children was a major theme in their responses. In the case of one father, his lengthy experiences within the criminal justice system meant that he had little parenting knowledge or history, "I'm open to new information. I haven't participated in my child's life, only for 2 years, so I haven't built a well-rounded relationship with him."

When asked to verbally assess their relationships with current children, many respondents expressed faults as fathers. Respondents were open in revealing perceived weaknesses in their parental relationships. In some instances, the problems encompassed all aspects of fathering. For other respondents, there were particular aspects of parenting that had become problematic. One father admitted, "I have a relatively good relationship. I'm quite stern. Sometimes civil… sometimes uncivil. I need to show that parents can be civil." In the case of a parent with children ages 23, 11, and 3, entry to the program created hope that he could improve his parenting approach for the youngest child because the relationship could still be salvaged.

After participating in the program, respondents were asked in an open-ended question to assess the curriculum and material presented in the program. Two main themes emerged from this

question. First, respondents were overwhelmingly satisfied with the comprehensive nature of the program and the performance of facilitators. Along with their satisfaction with the specific material, many of the respondents felt that participating in a parenting program was more beneficial to their personal needs than other programs they had participated in while incarcerated. For instance, one father had participated in substance abuse and anger management programs during previous periods of incarceration but claimed to have no such problems. Second, the program's handbook manual was commonly mentioned as a strong aspect of the program. Several of the respondents focused on one particular lesson that remained with them through the program from the handbook. A father with two pre-teenage sons said, "The book is on point, like, you aren't supposed to holler then talk, or try and bribe them. I was doing that. I wasn't realizing it." Another aspect of the material that was highlighted by several respondents was the discussion of religion and spirituality. In the words of one father, "It's a pretty big book and it covered a lot of ground. One thing I didn't know at all was the religion/spiritual difference and between fathering and mothering. I had no idea what spirituality was." In other cases, very specific lessons from the curriculum remained with the respondents through the duration of the program. For instance, a father with two young daughters felt more comfortable with the subject of dating after the topic had been presented in the handbook and discussed during the group conversations. The assistance of a handbook was identified as a particular strength for many fathers. Considering that daily routines included several hours of free time, participants appreciated being able to reinforce some of the messages from the program outside of the time period that the groups convened.

The post-program interviews also addressed the topic of improvements to the program. Respondents were asked in broad terms whether there was anything that they would change or add to enhance their experience. While several respondents could not think of anything that would

strengthen the program, others focused on issues of attrition, follow-up meetings, and a lack of family participation. While attrition rates were relatively low for the entire study population, one facility with a transient population commonly lost several members of the group during the six-week program. In most cases, these departures were caused by transfers, charges being filed, or other judicial changes. The issue of attrition was noted by respondents in that facility as a problem, because the departures changed group dynamics. After several meetings, group participants established relationships in the program. When the original size of a group was cut in half by the conclusion of the program, this led to an emotional letdown for some respondents who remained in the program.

Another weakness of the program identified by participants in post-program interviews was the lack of planned activities after program graduation. While the handbook and relationships established in the program were expected to be long-lasting, participants did state that they would appreciate more formal gatherings after participation in the form of an alumni group. In the words of one father who regretted that the program only lasts six weeks, he suggested, “When you leave here, it would be good to have some kind of meeting for guys who leave, at least twice a month.”

The most common response to questions about program improvements regarded the lack of family participation. As previously discussed, most parenting programs in institutional settings lack direct components involving family members and children. These limitations may be due to institutional policies, geography, or a lack of interest. Although the material from the program was often applied during phone calls or occasional visits, the lack of active participation during group meetings was mentioned by several fathers as a limitation. Other fathers recognized that it might be impractical to involve children and other family members in the meetings twice a week, but stated that their participation in the program graduation would also be meaningful.

Facilitator Responses

As a supplement to quantitative data and participant interviews, five facilitators were interviewed toward the end of the evaluation time frame. Each facilitator had led multiple groups when they were interviewed about their experiences and suggestions for the InsideOut Dad® program. All five group facilitators expressed confidence in the material covered in the program. One suggested improvement was to increase components including "emotional processing, talking about trust, and group therapy." Facilitators also described an environment within group settings that developed during the 12-session programs. While most participants were timid and cautious during early sessions, many facilitators identified the 6th or 7th sessions as turning points in the cohesiveness of the group. When asked about the challenges associated with delivering the program, the most common response was about identifying appropriate participants. Although there was an excess of interested participants at each of the three settings, the challenges of predicting release dates created difficulties during recruitment. Another issue was the size of individual groups. Although the mean group size was about 15 people, some groups ranged as high as 25. Concerns were raised about the intimacy of these groups that contained so many participants. Last, the potential benefits of an alumni group was also raised by facilitators. Both participants and facilitators possessed a negative feeling that "graduation" represented the end of the group's progress.

Discussion

While advances have occurred in the study of parenting programs for incarcerated parents, more research has been conducted to evaluate and assess programs targeting incarcerated mothers than fathers (Landreth & Lobaugh, 1998). We know little about the effect of parenting programs on

lives on fathers and their children. The results presented in this evaluation show that there were quantitative improvements in fathering self-efficacy, knowledge, attitude, and contact with children. These improvements were statistically significant compared to the control group. The qualitative portion of the evaluation identified areas for program improvement within the mostly positive responses of participants.

The results from this study are consistent with previous evaluations of parenting programs for incarcerated fathers. Changes in knowledge (Hobler, 2001; Wilczak & Markstrom, 1999; Wilson et al., 2010) and attitudes (Bushfield, 2004; Harrison, 1997; Wilson et al., 2010) after participation have been found in other recent evaluations using different assessment scales. Moreover, the positive finding on the impact on self-efficacy strengthens the results on the impact of the program. Self-efficacy provides a critical foundation for the application of the skills taught in the program. Further, there was an improvement in contact with children through telephone calls for the experiment group. Overall, the positive findings provide further support for the continued development of programming in this area and the expansion of the InsideOut Dad® program. Consistently, fathering programs are having success in imparting knowledge from the program curriculum to participants.

It is surprising to see no significant changes for the experiment population in attitudes measured by the InsideOut Dad® Attitude Scale. However, the PARI, also measuring parenting attitudes through a different well-established scale, showed significant differences between the two groups, favoring the experimental group. Considering institutional and geographical challenges, the lack of short-term changes for writing and visits were more predictable. For some inmates, institutional restrictions reduce or eliminate opportunities to establish contact with children. Other challenges to contact include an unwillingness to continue the relationship on the part of children or other family members. In other instances, the problem relates to long-distances required to visit

facilities. Yet, the significant findings for calling behavior indicate that program participation played a role in increasing this form of communication for the InsideOut Dad® population.

Considering findings in previous studies on fathering programs in prisons, the positive findings on the administered surveys are likely based on content within the program. Qualitative interviews with graduating participants indicate that there are several components that participants viewed to be influential. For instance, respondents consistently had positive reports about the material and the examples that were provided in the book. The program content focused on philosophical issues, such as religion and spirituality, along with practical challenges that would likely emerge in their roles as fathers. Interview respondents also believed that the program format, consisting of open discussions with facilitators and other inmates and work with the program handbook, was essential to each participant's success. Because fathers were allowed to possess handbooks during and after program participation, the material in the books served several purposes. Fathers were able to study material requiring clarification, reinforce topics covered during sessions, and review the handbook after completing the program. Many participants remarked that they intended to keep the handbook when they were released from the facility, hoping it would assist them when their familial relationships changed.

Several of the challenges incurred during the evaluation period are also applicable to future research and program development. As stated by Bushfield (2004) and Eddy et al. (2001), attrition caused by early releases or additional criminal charges complicate evaluations. In the present study, one site with an transient population incurred most of the program attrition that did exist. According to interviews with program facilitators, most of the attrition could be attributed to these departures opposed to participants simply dropping out due to a lack of interest. Importantly, program participants stated that when people left the group before graduating, there was a negative impact on

group morale. The attrition problem, therefore, not only "wasted" resources on subjects who did not complete the program, but also appeared to have a detrimental effect on other participants. Continued attention to participant selection is appropriate to remedy this challenge.

Another important lesson reinforced from the current study is the importance of integrating children into parenting programs. Based on institutional and practical restrictions, family members played little role in the InsideOut Dad® program directly. Although most group members were able to keep in touch through one of the common methods of communication, the lack of direct child participation was a common area identified for improvement by program graduates. Jarvis and Graham (2004) note that a lack of child participation is a problem for program development in this area. While weekly child participation in groups may be most desirable, the presence of family at ceremonial points in the program's progression might suffice to link family directly to the participant's achievements.

Limitations

The study's most relevant limitations relate to sampling and the length of the evaluation period. The quasi-experimental design of the evaluation was based on both ethical and practical concerns. Considering the short evaluation period, residents of the facilities were provided opportunities to sign-up if they qualified for the program's criteria. Random assignment of all residents at the facility would have likely led to higher rates of attrition due to the transient nature of the facilities. In order to address issues of selection bias, t-tests were run for some demographic variables and scale scores at pre-tests. These tests identified few differences between the two groups.

Another limitation of the study is the lack of longitudinal design. A beneficial follow-up to this study would be both quantitative and qualitative data collection after release from the facility. Such an assessment would help determine whether the program's effects found in this study continue

as the inmate's life changes. A longitudinal design would also permit an assessment of the program's effect on recidivism, which was not measured in this evaluation. Despite these limitations, the current evaluation directly addresses three of the four major concerns raised by Loper and Tuerk (2006) about parenting program evaluations by including a large sample size, control group, and conducting pre- and post- test assessments.

Conclusion

This study found overwhelming support during the first year of implementation for the InsideOut Dad® program in interviews with both participants and staff. Similar to other studies, quantitative changes were present, but less obvious. Yet, statistically significant changes were found for improvements in scales measuring parenting self-efficacy, knowledge, attitudes, and contact with children within the experimental group compared to the control population.

The recent increase in evaluations of parenting programs is an encouraging sign that research is beginning to reflect the massive scope of this issue. While the rise in the U.S. prison population has leveled off in the past few years, millions of children are still negatively influenced by the effects of this social dilemma. Research has consistently demonstrated that these effects can last well beyond the period of incarceration, affecting individuals, families, and communities for generations. The appropriate reaction to this enduring problem is continued program development and evaluation of programs that directly address the needs of incarcerated parents.

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Appendix

Table 1 – Descriptive Statistics for InsideOut Dad® Participants (N=307) and Control Group (N=104)

	InsideOut Dad® Participants Mean (SD)	**Control Mean (SD)**
Age	34.98 (8.45)	39.09 (9.17)
Years of Education	11.35 (1.59)	11.39 (1.54)
	# (%)	# (%)
Race*		
White	9.7 (31)	8.6 (9)
Black	71.7 (230)	81.9 (86)
Hispanic	14.3 (46)	9.5 (10)
Other	4.4 (14)	0.0 (0)
Marital Status		
Married	13.2 (41)	14.6 (15)
Single	56.0 (172)	59.2 (61)
Divorced	4.9 (15)	5.8 (6)
Living Partner	20.2 (62)	13.6 (14)
Other	5.5 (7)	6.9 (7)

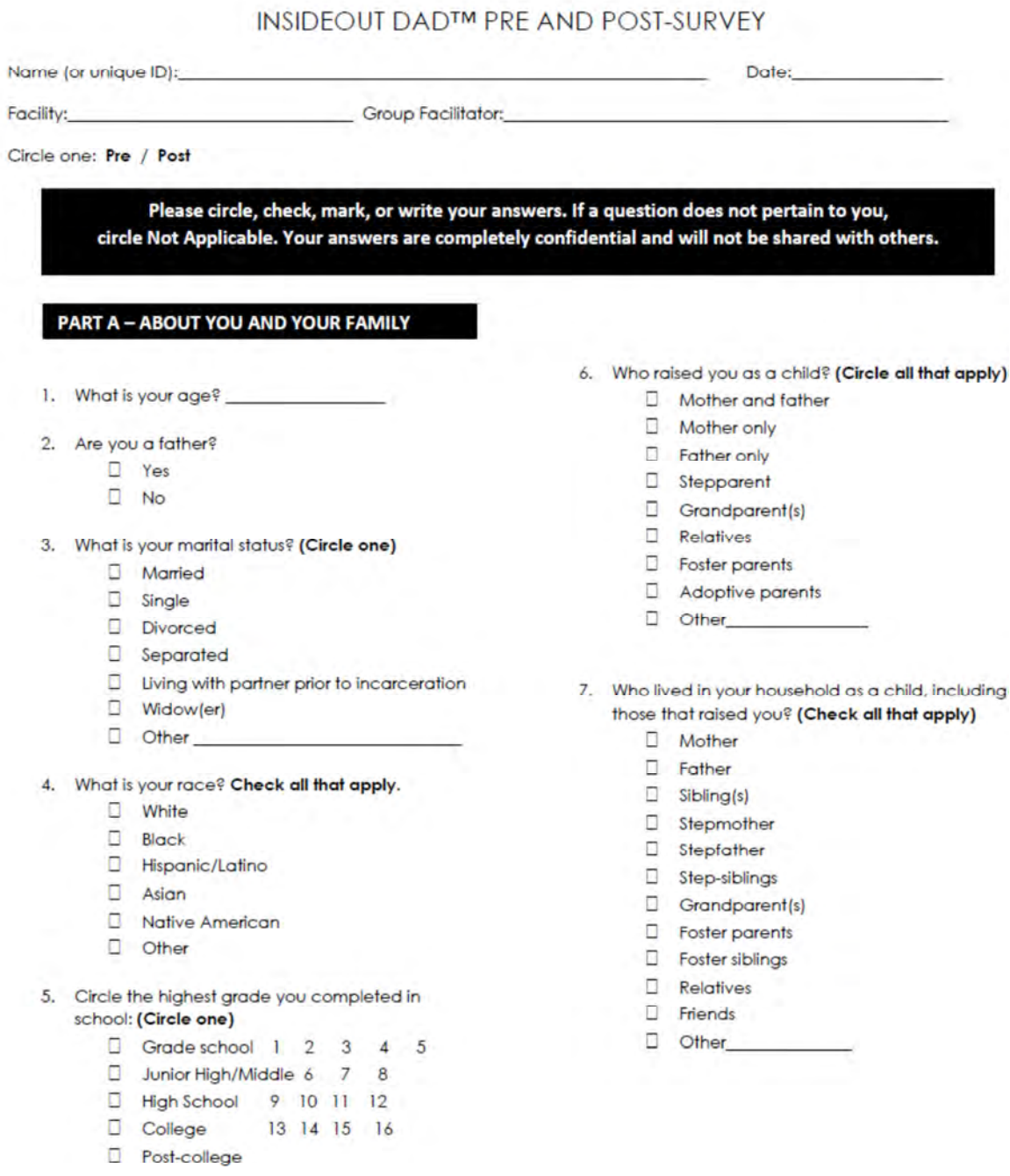
*Percentages do not equal to 100% due to multi-race participants

Table 2 – ANOVA Results for Measures of Parenting Self-Efficacy, Knowledge, Attitude, and Contact with Children for Experimental and Control Groups

		IOD Pre	IOD Post	Control Pre	Control Post	Group	Time	Group x Time
CSES	M	2.42	2.53	2.44	2.45	.725	2.68	**4.12***
	SD	(.402)	(.391)	(.389)	(.382)			
	N	121	122	48	50			
IOD-K	M	.715	.762	.712	.700	**6.16***	**6.55***	**20.86*****
	SD	(.131)	(.121)	(.128)	(.149)			
	N	300	301	99	102			
PARI	M	3.86	3.90	3.98	3.80	.134	3.77	**5.97***
	SD	(.401)	(.468)	(.506)	(.600)			
	N	125	123	50	49			
IOD-A	M	3.98	4.04	3.89	3.92	**5.43***	**9.06****	.203
	SD	(.392)	(.441)	(.412)	(.452)			
	N	298	296	99	102			
Call	M	.883	.942	.911	.892	1.236	.981	**6.232***
	SD	(.322)	(.235)	(.286)	(.312)			
	N	300	292	101	102			
Write	M	.749	.850	.753	.784	.675	**12.61*****	.371
	SD	(.434)	(.357)	(.434)	(.413)			
	N	303	294	101	102			
Visit	M	.809	.840	.881	.863	1.331	1.241	1.241
	SD	(.394)	(.368)	(.325)	(.346)			
	N	298	293	101	102			

* p<.05, **p<.01, ***p<.001

Figure 1 – InsideOut Dad® Survey Instrument



INSIDEOUT DAD™ PRE AND POST-SURVEY

Name (or unique ID):_____ Date:_____

Facility:_____ Group Facilitator:_____

Circle one: **Pre** / **Post**

Please circle, check, mark, or write your answers. If a question does not pertain to you, circle Not Applicable. Your answers are completely confidential and will not be shared with others.

PART A – ABOUT YOU AND YOUR FAMILY

1. What is your age? _____

2. Are you a father?
   - ☐ Yes
   - ☐ No

3. What is your marital status? **(Circle one)**
   - ☐ Married
   - ☐ Single
   - ☐ Divorced
   - ☐ Separated
   - ☐ Living with partner prior to incarceration
   - ☐ Widow(er)
   - ☐ Other _____

4. What is your race? **Check all that apply.**
   - ☐ White
   - ☐ Black
   - ☐ Hispanic/Latino
   - ☐ Asian
   - ☐ Native American
   - ☐ Other

5. Circle the highest grade you completed in school: **(Circle one)**
   - ☐ Grade school 1 2 3 4 5
   - ☐ Junior High/Middle 6 7 8
   - ☐ High School 9 10 11 12
   - ☐ College 13 14 15 16
   - ☐ Post-college

6. Who raised you as a child? **(Circle all that apply)**
   - ☐ Mother and father
   - ☐ Mother only
   - ☐ Father only
   - ☐ Stepparent
   - ☐ Grandparent(s)
   - ☐ Relatives
   - ☐ Foster parents
   - ☐ Adoptive parents
   - ☐ Other_____

7. Who lived in your household as a child, including those that raised you? **(Check all that apply)**
   - ☐ Mother
   - ☐ Father
   - ☐ Sibling(s)
   - ☐ Stepmother
   - ☐ Stepfather
   - ☐ Step-siblings
   - ☐ Grandparent(s)
   - ☐ Foster parents
   - ☐ Foster siblings
   - ☐ Relatives
   - ☐ Friends
   - ☐ Other_____

8. What is (was) the marital status of your biological parents?
   - ☐ Not sure
   - ☐ Married
   - ☐ Single
   - ☐ Divorced
   - ☐ Separated
   - ☐ Widow(er)
   - ☐ Other _____

9. What is (was) the marital status of your caregivers - the family members that raised you if not your biological parents?
   - ☐ Not sure
   - ☐ Married
   - ☐ Single
   - ☐ Divorced
   - ☐ Separated
   - ☐ Widow(er)
   - ☐ I was raised by my biological parent(s)
   - ☐ Not applicable
   - ☐ Other _____

10. On a scale of 1 – 5, with 1 being very bad and 5 being very good, please rate the quality of the relationship you have (or had) with you **mother (or mother figure). (Circle one)**

1	2	3	4	5	N/A
Very Bad	Bad	Okay	Good	Very Good	Not Applicable

11. On a scale of 1 – 5, with 1 being very bad and 5 being very good, please rate the quality of the relationship you have (or had) with **you father (or father figure). (Circle one)**

1	2	3	4	5	N/A
Very Bad	Bad	Okay	Good	Very Good	Not Applicable

12. For each of your children, starting with the oldest child, please provide the following information: **Child's sex, age, child's relationship to their current caregiver, and indicate your relationship with the child's mother –**
    Married to, Spouse to but not married, Divorced from, Separated from, Lived with child's mother prior to incarceration, Child's mother is deceased, or other.

    EXAMPLE:

    ☐ **Child 1** **X Male** **___Female** **14 Age** **Maternal grandmother Child Caregiver**

    Spouse to child's mother or my girlfriend Mother Relationship Status

☐ Not applicable, I do not have any children.

☐ Child 1 _____Male _____Female _____Age _____Child Caregiver

_____Mother Relationship Status

☐ Child 2 _____Male _____Female _____Age _____Child Caregiver

_____Mother Relationship Status

☐ Child 3 _____Male _____Female _____Age _____Child Caregiver

_____Mother Relationship Status

☐ Child 4 _____Male _____Female _____Age _____Child Caregiver

_____Mother Relationship Status

☐ Child 5 _____Male _____Female _____Age _____Child Caregiver

_____Mother Relationship Status

☐ Child 6 _____Male _____Female _____Age _____Child Caregiver

_____Mother Relationship Status

☐ Child 7 _____Male _____Female _____Age _____Child Caregiver

_____Mother Relationship Status

☐ Child 8 _____Male _____Female _____Age _____Child Caregiver

_____Mother Relationship Status

☐ Child 9 _____Male _____Female _____Age _____Child Caregiver

_____Mother Relationship Status

☐ Child 10 _____Male _____Female _____Age _____Child Caregiver

_____Mother Relationship Status

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13. What is your current sentence length? Please be specific. _____

14. Have you completed any jail time prior to your current incarceration?
    - ☐ Yes
    - ☐ No
    - ☐ Don't know

15. Have you completed any state or federal prison time prior to your current incarceration?
    - ☐ Yes
    - ☐ No
    - ☐ Don't know

16. If you answered "yes" that you have been previously incarcerated in jail and/or prison, how many times have you been previously incarcerated in,

    _____Jail

    _____Prison

17. How long have you resided at this Community Education Reentry Center? _____

18. Prior to your current stay, have you previously resided in a Community Education Reentry Center?
    - ☐ Yes
    - ☐ No
    - ☐ Don't know

PART B – ABOUT BEING A FATHER AND YOUR RELATIONSHIPS

Please rate the quality of the relationship you have with your children, starting with your oldest child. Use the table below and mark an X in the column that best describes your relationship with that child – very bad, bad, okay, good, very good, or not applicable.

	Very Bad	Bad	Okay	Good	Very Good	N/A Not applicable
Child 1						
Child 2						
Child 3						
Child 4						
Child 5						
Child 6						
Child 7						
Child 8						
Child 9						
Child 10						

Please answer the following questions by marking an X in the column that you most agree with – very bad, bad, okay, good, very good, or not applicable.

	Very Bad	Bad	Okay	Good	Very Good	N/A Not applicable
1. What is the degree of happiness you feel about being a parent?						
2. What is the quality of the relationship you have with the mother(s) of your child(ren)?						

3. Knowing what you know now about being a parent, would you still be a parent if you could do it all over again? (Circle one)
   - ☐ Yes
   - ☐ No
   - ☐ Don't know
   - ☐ Not applicable

Please answer the following questions by marking an X in the column that you most agree that you cannot do at all, moderately certain can do, or certain can do when things are not going well for you.

4. *When things are not going well for you, how confident are you that you can:*	Cannot do at all	Moderately certain can do	Certain can do
Talk positively to yourself.			
Sort out what can be changed, and what cannot be changed.			
Leave options open when things get stressful.			
Make a plan of action and follow it when confronted with a problem.			
Look for something good in a negative situation.			
See things from the other person's point of view during a heated argument.			
Do something positive for yourself when you are feeling discouraged.			
Think about one part of the problem at a time.			
Pray or meditate.			
Get needed support from Newark CEC Residential Reentry Center support staff.			

PART C – ABOUT YOUR FATHERING KNOWLEDGE

In this section, circle the answer you think best completes the statement. Select only one answer for each statement.

1. Self-worth is a term used to describe:
   - ☐ How a person feels about himself
   - ☐ What a person thinks about himself
   - ☐ Both the feelings and thoughts a person has about himself
   - ☐ Don't know

2. One way to break a 'habit thought' is to:
   - ☐ Clear your mind of everything, and don't think at all
   - ☐ Think an opposite thought
   - ☐ Believe whatever you are thinking, even if it is bad
   - ☐ Don't know

3. What is not one of the four goals in managing your anger:
   - ☐ Be aware of all your feelings and learn how to show them in proper ways
   - ☐ Be aware of when you feel angry, so you can show your anger in a calm, healthy way
   - ☐ Teach your children how to show their anger in the right way by being a good role model
   - ☐ Let your anger take control of you and act any way you want
   - ☐ Don't know

4. Which is a good way to build self-worth:
   - ☐ Know what you are good at doing, and try to do more of it
   - ☐ Be there for others (listen to what others have to say and value their opinion, even if you disagree)
   - ☐ Praise yourself and others for being and doing every day
   - ☐ All of the above
   - ☐ Don't know

5. There is nothing I can do to be involved with my child while locked-up.
   - ☐ True
   - ☐ False
   - ☐ Don't know

6. After disciplining or punishing your child you should:
   - ☐ Ignore your child
   - ☐ Tell your child you love him or her no matter what
   - ☐ Wait for your child to repeat the mistake.
   - ☐ Don't know

7. The more a man knows about his own good and bad traits, the more control he has over his own behavior.
   - ☐ True
   - ☐ False
   - ☐ Don't know

8. When we talk about 'Nature versus Nurture', 'Nature' means what a person is born with, and 'Nurture' means how a person is raise:
   - ☐ True
   - ☐ False
   - ☐ Don't know

9. I can learn new things about my child even while locked up.
   - ☐ True
   - ☐ False
   - ☐ Don't know

10. Men often find it easier to show feelings of hurt than do women.
    - ☐ True
    - ☐ False
    - ☐ Don't know

11. The adult that a child becomes has nothing to do with his or her nature, but everything to do with how the child was raised.
    - ☐ True
    - ☐ False
    - ☐ Don't know

12. Boys are taught not to cry, girls are taught it's okay to cry.
    - ☐ True
    - ☐ False
    - ☐ Don't know

13. The best way to help children develop a sense of positive self-worth is by:
    - ☐ Praising the child for following family rules
    - ☐ Using positive words when referring to them
    - ☐ Modeling the way you want children to behave
    - ☐ All of the above
    - ☐ I'm not sure

14. Good discipline sometimes means making your child feel ashamed for something they did wrong.
    - ☐ True
    - ☐ False
    - ☐ Don't know

15. The InsideOut Dad™ has which of the following traits:
    - ☐ Self-awareness
    - ☐ Caring for Self
    - ☐ Fathering skills
    - ☐ Parenting skills
    - ☐ Relationship skills
    - ☐ All of the above
    - ☐ Don't know

16. Anger can be how a person shows pain or hurt from the past that was never dealt with.
    - ☐ True
    - ☐ False
    - ☐ Don't know

17. Discipline means to:
    - ☐ Punish
    - ☐ Teach
    - ☐ Abuse
    - ☐ Hit
    - ☐ Don't know

18. To want to give and receive love is a basic human need.
    - ☐ True
    - ☐ False
    - ☐ Don't know

19. All children grow at the same rate.
    - ☐ True
    - ☐ False
    - ☐ Don't know

20. Learning from bad relationships in the past can't help you avoid bad relationships in the future.
    - ☐ True
    - ☐ False
    - ☐ Don't know

21. People can be religious and spiritual at the same time.
    - ☐ True
    - ☐ False
    - ☐ Don't know

22. Some people use religion to show their spirituality.
    - ☐ True
    - ☐ False
    - ☐ Don't know

23. What men learn about how to be a man has not changed over time.
    - ☐ True
    - ☐ False
    - ☐ Don't know

24. In a spiritual family, members only think about their own problems.
    - ☐ True
    - ☐ False
    - ☐ Don't know

25. A father who is self-aware:
    - ☐ Does not know his strengths and limits
    - ☐ Holds others responsible for his behavior
    - ☐ Is not aware of his moods and feelings
    - ☐ Understands the impact he has on his family
    - ☐ Shows little effort to improve his personal growth
    - ☐ Don't know

26. Men learn what it means to be a man mostly from:
    - ☐ Family only
    - ☐ Culture only
    - ☐ Family and Culture
    - ☐ Friends only
    - ☐ Media and Friends
    - ☐ Don't know

There are 8 statements about fathering and child behavior below. After you read each statement, tell us the degree to which you Agree or Disagree with each statement by marking an X in the box of one of the descriptions:

Strongly Agree – Mark Strongly Agree if you think the statement is true most or all of the time.

Agree – Mark Agree if you think the statement is true some of the time.

Disagree – Mark Disagree if you think the statement is not true some of the time.

Strongly Disagree – Mark Strongly disagree if you think the statement is not true most or all of the time.

Uncertain – Mark Uncertain only when you can't decide if you agree or disagree with the statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Uncertain
27. A child's ideas should be seriously considered in making family decisions.					
28. Children should be allowed to disagree with their parents if they feel their own ideas are better.					
29. A child who is not afraid to show his emotions will do well in life.					
30. Parents should teach a child to express his/her feeling as soon as he/she can understand.					
31. A good father lets his child learn the hard way about life.					
32. Children have to face difficult situation on their own.					
33. If a child acts mean, he/she needs understanding rather than punishment.					
34. A child should be taught to fear adults.					

PART D – HOW YOU FATHER TODAY

Circle the answer you think best completes the statement. Select only one answer for each

1. I call my children:
   - ☐ Less than once a month
   - ☐ Once a month
   - ☐ Once a week
   - ☐ More than once a week
   - ☐ I don't call at all
   - ☐ Not Applicable

2. I write to my children:
   - ☐ Less than once a month
   - ☐ Once a month
   - ☐ Once a week
   - ☐ More than once a week
   - ☐ I don't write at all
   - ☐ Not Applicable

3. I visit with my children:
   - ☐ Less than once a month
   - ☐ Once a month
   - ☐ Once a week
   - ☐ More than once a week
   - ☐ I don't visit with my children at all
   - ☐ Not Applicable

4. I have told my children that I love them:
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

5. I tell my children that I love them:
   - ☐ Less than once a month
   - ☐ Once a month
   - ☐ Once a week
   - ☐ More than once a week
   - ☐ I don't tell my children that I love them at all
   - ☐ Not Applicable

6. I know how my children do in school:
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

7. I know who my children spend time with:
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

PART E – YOUR THOUGHTS ON FATHERING

There are 20 statements about fathering and raising children below. After you read each statement, mark an X in the column of the degree to which you Agree or Disagree with each statement:

Strongly Agree – Mark Strongly Agree if you think the statement is true most or all of the time.

Agree – Mark Agree if you think the statement is true some of the time.

Disagree – Mark Disagree if you think the statement is not true some of the time.

Strongly Disagree – Mark Strongly Disagree if you think the statement is not true most or all of the time.

Uncertain – Mark Uncertain only when you can't decide if you agree or disagree with the statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Uncertain
1. The more a dad knows about himself, the more he can control his own behavior.					
2. A dad can't be a role model to his children while he's locked up.					
3. It is not vital for the well being of your child to respect his/her mother.					
4. Good discipline focuses on the actor not the action.					
5. Children learn about relationships from their parents' relationship.					
6. There are good and bad ways to show your anger.					
7. It is just as vital for a dad to show his daughter what a good man looks like as it is for him to show his son what a good man looks like.					
8. The way a father shows his anger does not affect how his children show their anger.					
9. Religion and spirituality are the same thing.					
10. When you bury your feelings of hurt it only builds up more anger inside of you.					
11. Understanding the past does not help you better prepare for the future.					
12. The self aware man takes responsibility for his own behavior.					

	Strongly Agree	Agree	Disagree	Strongly Disagree	Uncertain
13. When a dad wants to know if his child is developing the right way, he should compare them to other children of the same age.					
14. The view we have of ourselves comes from our past, even as far back as childhood.					
15. A good father doesn't need to respect the mother of his children.					
16. Fathering is the same as mothering.					
17. When family spirituality is present, family members are more likely to cooperate, love, and respect each other.					
18. Self-worth is how a man values himself.					
19. A good father knows that discipline is used to punish children instead of to teach and guide.					
20. A dad can't help his children take care of their physical health while he is locked up.					