

Planting Seeds of Justice:

Critical Interventions to improve the waiting experience in correctional facilities

This guide contains a playbook as well as other resources to help improve the experience for people who are visiting their incarcerated loved ones in jails, prisons, or other secure facilities. Some interventions are very simple; others will take more care and planning. The impact of these interventions could be generationally profound.

Note: The term “residents” is used to refer to individuals who are currently living in prisons, the term “system-impacted” to refer to individuals who have been or are currently detained or incarcerated, and the term “correctional facility” to refer to jails and prisons.

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Note: This PDF,
along with all
downloadable files
can be found at

[https://github.com/ana3177/
PlantingSeeds](https://github.com/ana3177/PlantingSeeds)

About this guide

This version of the guide was compiled by Ana Carvallo.

The original version was created as part of a graduate service design course at Northwestern University by Ana along with her team Yaritza Chavez, Patrick Giavelli, Lindsay Lipschultz, and sahibzada mayed. The team worked with Laundry Cares, Women's Justice Institute, and Cook County DOC to imagine a child-friendly waiting room experience.

For the reader

This guide is meant to be a resource to spark change within an institution that is traditionally resistant to change. Change is best had through conversation, so if you see anything in this guide that you'd like to chat about, I invite you to reach out to me at

ana@anacarvallo.com

A note on abolition

We want to emphasize that this project is a needle in the haystack when considering the full socio-cultural impact of mass incarceration. We strive for worlds where prisons cease to exist and everyone can live freely. At the same time, we are committed to improving the experiences of folks who are impacted by these systems, while working toward dismantling them.

Bill of Rights of Children with Incarcerated Parents

Created in 2005 by SFCIPP, this bill shows a roadmap for reform to safeguard children with incarcerated loved ones.

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

Key Ingredients for Building a Relationship

1

Emotional support

Parents should be given the opportunity to engage with and support their child's emotional needs

2

Parenting decisions

Parents should have the opportunity to make informed decisions regarding their child

3

Safe spaces

Parents and kids should have the opportunity to interact in spaces that makes them feel safe and comfortable

4

New memories

Parents and kids should have opportunities to create new, fun memories

The Playbook

This playbook consists of 5 key “plays,” each consisting of background information, recommendations, and things to keep in mind when designing a waiting room experience in a correctional facility:

1. Understand the needs of groups impacted by this experience
2. Understand what happens before and after the visit
3. Preparing children for the visit
4. Create opportunities to foster connection and build meaningful relationships
5. Design a waiting room experience that meets stakeholders’ needs

1. Understand the needs of groups impacted by this experience

To design an effective service, it is essential to incorporate the needs and expectations of the people who will be using it.

co-design

Involve the user group from start to finish. This includes both system-impacted individuals and their families. They know better than anyone what they need.

prototype

Test concepts with the user group. An idea is never too “un-refined” for feedback, but the best feedback comes from low-stakes implementation

keep going

Learn about what else is out there. Go beyond correctional facilities and look at analogous services. Use this to find out what's working and what needs workin' on.

Questions to ask

- a. Who are all of the people who will be using the waiting room?
- b. How will they be using the waiting room?
- c. What are the needs being addressed through the waiting room currently?
- d. What are the unmet needs of people using the waiting room?
- e. Are these decisions based on insights or recommendations from the people using the space?
- f. Are you asking for feedback from the people involved?

2. Understand what happens before and after the visit

There is a lot of preparation involved in getting to the waiting room. The experiences people have in the steps leading up to and after visiting their system-impacted loved one can have a profound effect on the experience of the visit itself.

Things to keep in mind

- a. A bad visit is more traumatic than no visit
- b. Leaving a visit is difficult and emotional. The aftermath of a visit can lead to a relapse of trauma
- c. The logistics of getting to a visit (scheduling, arranging transportation, childcare, etc.) can be a major hurdle
- d. Families often visit in large groups and therefore have to wait longer and sit in the waiting room before and after seeing their family member
- e. Younger children don't always understand the concept of imprisonment, or may not be well informed of the situation
- f. Children are worried about judgment from classmates and friends
- g. Consistent communication between children and their parents will ease reunification

Recommendations

- a. Provide resources to help children develop healthy coping skills and build emotional awareness
- b. Provide information to help support the primary caregiver and connect them to resources
- c. Provide informative guides on how to talk to children about the impact of incarceration and how this relates to their system-impacted parent's situation (see guide)
- d. Use the waiting room to help relieve stress caused by the steps required to get to the visit
- e. Use the waiting room to aid in relieving some of the stress at the end of a visit

3. Preparing children for the visit

The stigma associated with being incarcerated or having a family member who is incarcerated is a significant issue that can have profound social, economic, and psychological consequences. Setting clear expectations for the child can help make the visit a more positive experience and encourage further visitations. To address this problem, education, transparency and sensitization to the prison system can all be powerful tools.

Recommendations

- a. Provide guidance for parents answering their children's difficult questions.
- b. Set parents up for success by ensuring visits are consistent and expectations are clearly communicated.
- c. Prioritize comprehensive communication on website including FAQs, timelines, what to expect, community forums, the works.
- d. Use the waiting room as a connection point for extended support and resources for the child as well as the primary caregiver (Leverage youth support groups and prisoner's rights associations' programs to help children navigate the subject with their peers)

Questions to ask

- a. How can we support parents setting reasonable expectations for a visit?
- b. How can the waiting room help children prepare themselves for a visit?
- c. How can the waiting room be used to support a child after visitation and encourage future visits?
- d. How can we extend what happens in the waiting room to the visitation room?

4. Create opportunities to foster connection and build meaningful relationships

It's important to provide a space for both **fun and meaningful connections**. Relationships thrive off memories, and visits are an opportunity to not only connect over past ones, but to create new, positive ones.

Recommendations

- a. Include activities in the waiting room that prompt conversations in the visit room and provide children with a talking toolkit
- b. Provide a comfortable space for conversation in which children feel safe to speak freely to their parent
- c. Help the resident parent stay informed about their child's interests by providing access to regular updates on current events, sports, and pop culture
- d. Reassure the child that the parent is in a safe place (small changes in how they see their parent treated, spoken about, living conditions, etc.)

Questions to ask

- a. How can we help resident parents better relate to their children?
- b. How can we create opportunities for parents and children to reflect on their relationship?
- c. How can we make children feel more comfortable when visiting their parent?
- d. How can we create ways for the conversation to continue outside of the visitation?

5. Design a waiting room experience that meets stakeholders' needs

We understand that no two waiting rooms are the same. The access to materials and waiting rooms will vary as well as the ability to maintain the space over time. Ultimately, the design of the waiting room should be informed by the real needs of the people using the space.

Recommendations

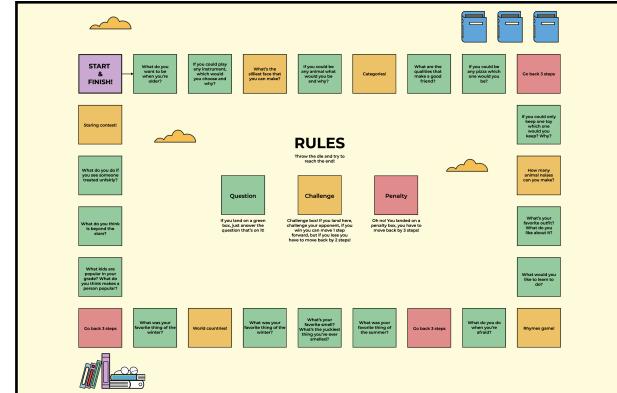
- a. Provide activities for all ages and energy levels (video games for older children, books organized at height for expected reading level, magnet tiles, building blocks, coloring pages)
- b. Provide ways for children to engage with one another (board games, wall boards)
- c. Use child-sized seating and shelving for easy access to materials, while ensuring adult seating is directly in sight
- d. Rules of play and boundaries of play should be clearly defined (can chairs be moved, can toys be moved, who can use what)
- e. Integrate existing prison programs into the experience if possible

Things to keep in mind

- a. Parents need to be able to supervise their children while in the space
- b. Children of different ages have different needs
- c. Children will have different energy levels when entering the waiting room, and these may change while they wait
- d. Waiting room times vary and it can be difficult to keep children entertained for long periods of time
- e. The design of the space should match the ability of the staff to maintain it

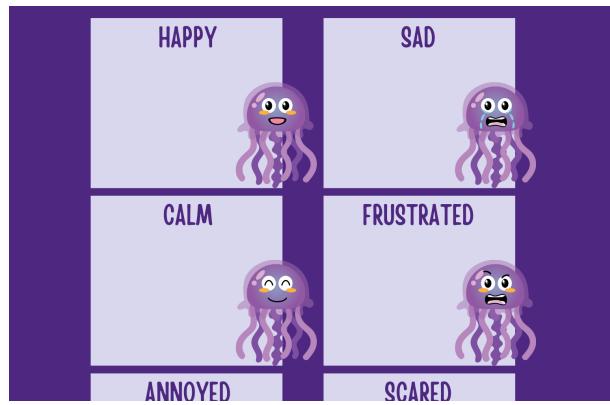
Key Interventions

A Guide to Navigating Difficult Conversations	
<h2>How to make a S.P.L.A.S.H</h2> <ul style="list-style-type: none">S eek supportP rovide reassuranceL isten activelyAcknowledge their feelingsS tay positiveH onestly answer	<h2>Some Examples</h2> <p>"Why are you in jail?"</p> <p>Depending on your child's age and level of understanding, you may need to use simple language and avoid providing too much detail.</p> <p>Example answer: "I made some bad decisions and broke the law, and now I have to serve a sentence. I'm sorry that my choices have affected our family, but I want you to know that I love you and I'm doing everything I can to make things right."</p> <p>"When are you coming home?"</p> <p>Children may worry that their parent will never be able to come home, particularly if they have a long sentence. Be honest and set realistic expectations.</p> <p>Example answer: "I'm not sure exactly when I will be able to come home, but I am working hard to complete my sentence as soon as possible. I know it's hard to be apart but I want you to know that I am always thinking of you and can't wait to be reunited!"</p> <p>"Will you be able to come to my [special event]?"</p> <p>Reassure your child that even though you are physically separated from them, you can still find ways to connect and engage with their special moments.</p> <p>Example answer: "I wish I could be there for your birthday party/school play/sports game, but the rules of this facility may not allow me to attend. But I will be thinking of you and cheering you on from here, and I can't wait to hear all about it afterwards!"</p>



Conversation guide

A resource to help parents
navigate difficult conversation
topics with their kids

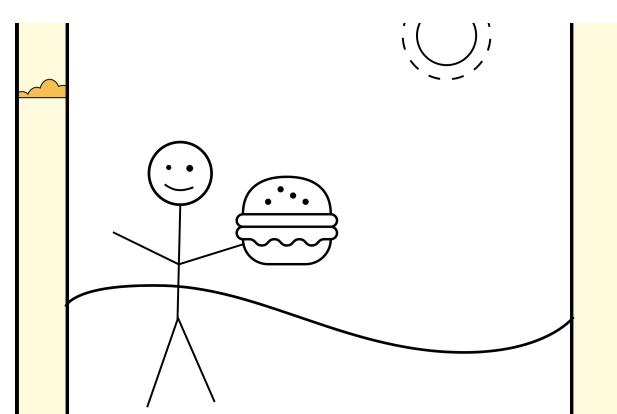


Conversation activities

An engaging, easy-to-follow series of worksheets aimed at providing kids with a toolkit and conceptual framework for evaluating their emotions



A fun, stress-free way for parents and children to engage in meaningful conversation during visit times.



Drawing prompts

A fun way for children to prepare for the visit in the waiting room by reflecting on their week and their emotions

The conversation guide

Easy to implement, monumental impact

1. Print the guide

The guide, "How to talk to your kids openly" is a 2 page PDF document that is provided on the following pages. It contains advice for navigating difficult conversations with children.

Print the document and either distribute as flyers or announce and hang posters publicly. Ensure people have an adequate amount of exposure and time to read and process the information on the flyer. Reinforce before visits.

2. Gather feedback

This works best as a living resource that can be tailored to people's specific needs. That starts with collecting and understanding what those needs are.

Create a feedback channel (paper or digital) where people can describe specific conversation topics they need help with. The more accessible and low pressure these are, the better. (best at high energy touchpoints; at/after visitation, in recreation spaces, religious spaces)

3. Create a living resource

The examples shown on the guide below were created with the help of chatGPT. Starting with the prompt below, along with the scenarios collected as feedback, continue to generate examples and begin to build a true resource that people can reference. NOTE: All results should be proof read prior to compiling and care should be taken when publishing

Enter the following prompt on chatGPT: "A child is visiting their incarcerated loved one when the following subject comes up; [insert scenario here]. Give me a few ways the loved one should respond being sure to include specific things they should say as well as a justification for them."

How to talk to your kids openly

An easy guide
for hard
conversations

NOTE: these conversations will be awkward. Especially if you're not used to having them. **Have them anyway.**

1

Listen actively

2

Acknowledge
their feelings

3

Be honest,
for their age

4

Provide
reassurance

Questions to ask them

“What have you been up to lately?”

This is a great open-ended question to get the conversation started and to show your child that you are interested in their life.

“How are you feeling?”

Checking in on your child's emotional well-being can help them feel seen and heard.

“What are you looking forward to?”

This question can help your child focus on positive things in their life and can give you insight into their interests and priorities.

“What’s been challenging for you lately?”

By asking about your child's struggles, you can offer support and guidance, even from a distance.

“What have you learned recently?”

Encouraging your child to share their learning experiences can help them feel proud of their accomplishments and can show that you value their education.

How to talk to your kids openly

1	2	3	4
Listen actively	Acknowledge their feelings	Be honest, for their age	Provide reassurance

Questions they may ask you

“Why are you in jail?”

Depending on your child's age and level of understanding, you may need to **use simple language** and avoid providing too much detail.

Example answer: "I made some bad decisions and broke the law, and now I have to serve a sentence. I'm sorry that my choices have affected our family, but I want you to know that I love you and I'm doing everything I can to make things right."

“When are you coming home?”

Children may worry that their parent will never be able to come home, particularly if they have a long sentence. Be honest and **set realistic expectations**.

Example answer: "I'm not sure exactly when I will be able to come home, but I am working hard to complete my sentence as soon as possible. I know it's hard to be apart, but I want you to know that I am always thinking of you and can't wait to be reunited."

“Will you be able to come to my [special event]? ”

Reassure your child that even though you are physically separated from them, you can still find ways to connect and engage with their special moments.

Example answer: "I wish I could be there for your birthday party/school play/sports game, but the rules of this facility may not allow me to attend. But I will be thinking of you and cheering you on from here, and I can't wait to hear all about it afterwards."

A Guide to Navigating Difficult Conversations

How to make a S.P.L.A.S.H

Seek support

Provide reassurance

Listen actively

Acknowledge their feelings

Stay positive

Honestly answer

Some Examples

"Why are you in jail?"

Depending on your child's age and level of understanding, you may need to use simple language and avoid providing too much detail.

Example answer: "I made some bad decisions and broke the law, and now I have to serve a sentence. I'm sorry that my choices have affected our family, but I want you to know that I love you and I'm doing everything I can to make things right."

"When are you coming home?"

Children may worry that their parent will never be able to come home, particularly if they have a long sentence. Be honest and set realistic expectations.

Example answer: "I'm not sure exactly when I will be able to come home, but I am working hard to complete my sentence as soon as possible. I know it's hard to be apart, but I want you to know that I am always thinking of you and can't wait to be reunited."

"Will you be able to come to my [special event]?"

Reassure your child that even though you are physically separated from them, you can still find ways to connect and engage with their special moments.

Example answer: "I wish I could be there for your birthday party/school play/sports game, but the rules of this facility may not allow me to attend. But I will be thinking of you and cheering you on from here, and I can't wait to hear all about it afterwards."

Conversational board game

Low pressure opportunity for deep connection

1. Understand facility rules

Facility rules should be researched for each location and necessary (materials, etc) changes made.

Based on the rules of the facility, the game may be played either in the waiting room between the child and primary caregiver, or in the visitation room with the resident parent (ideal). It is important to tailor the game to either scenario.

2. Print the game

Something is better than nothing, but I've included tips and resources to improve the quality of the game and simplify the process of making and updating the game.

A simple version can be made by printing the game on two sheets of 8.5×11" or one 11×17" sheet. These sheets can then be glued onto a piece of foam core backing for added stability. The design file can also be sent to a custom printer for ease of making and for a higher quality. High quality design files should be downloaded.

3. Create relevant versions

Variations should be made that have questions targeting different age groups, different familial relationships, and different levels of seriousness.

Consult the resources provided to create new prompts to populate game boards on. It may be helpful to start by creating a board for young kids and one for older kids, then branch out as needs arise



**START
&
FINISH!**

What do you want to be when you're older?

If you could play any instrument, which would you choose and why?

What's the silliest face that you can make?

If you could be any animal what would you be and why?

Categories!

What are the qualities that make a good friend?

If you could be any pizza which one would you be?

Go back 3 steps

Staring contest!



What do you do if you see someone treated unfairly?

Question

What do you think is beyond the stars?

RULES

Throw the die and try to reach the end!

Challenge

Penalty

If you could only keep one toy which one would you keep? Why?

How many animal noises can you make?

What's your favorite outfit? What do you like about it?

What would you like to learn to do?

What kids are popular in your grade? What do you think makes a person popular?

If you land on a green box, just answer the question that's on it!

Challenge box! If you land here, challenge your opponent, if you win you can move 1 step forward, but if you lose you have to move back by 2 steps!

Oh no! You landed on a penalty box, you have to move back by 3 steps!

Go back 3 steps

What was your favorite thing of the winter?

World countries!

What was your favorite thing of the winter?

What's your favorite smell? What's the yuckiest thing you've ever smelled?

What was your favorite thing of the summer?

Go back 3 steps

What do you do when you're afraid?

Rhymes game!



Printing Resources

Standard board games are printed on die-cut cardboard measuring 1.27mm (0.005) – 2.54 (0.10 in) in thickness

Local Services

- Allegra Marketing Print Mail (847)864-9797
(would need to bring board material,
recommend coming in before purchasing)
- Quartet Digital Printing (847) 328-0720 (only
offers foam board)
- MinuteMan Press (847) 866-9777 (quote
requested)

Online Services

- Print Ninja
- Print Play Games

Updating the Games

- Ask stakeholders (children, system impacted parents, caregivers) for input and inspiration
- Leverage tools such as chatGPT and existing board/card games (WNRS, {THE AND})

Example chatGPT prompts:

- What are some conversation prompts for a board game that is being played between a child and an incarcerated parent during a visitation day? These should help build a relationship and create new fun memories. Include examples relevant to different age groups
- Generate 100 conversation prompts for healthy conversations between child and parent
- Come up with conversation prompts for a family board game
- What are some questions that a parent could ask their child to get to know them
- What are some fun parent-child games that can be played without any tools

Talking/Drawing Activity sheets

Activities that allow space for reflection

1. Fun for Everyone

Both the content itself and how it is displayed should be age appropriate. Leverage existing resources (teacher websites are great) to create a collection of fun activity sheets for kids.

Literacy across different ages should be addressed and different versions for children that can't read yet should be designed. For older children, prompts should engage higher-order emotions and thought processes. Consult the resources provided to create new activity sheets

2. Easy Cleanup

The less responsibilities added on to staff, the better. Find different ways to reduce the set up and clean up time for these activities

White boards with drawing prompts printed on them could be placed in waiting room, reducing the need to replace drawing kits and materials. Writing instruments should be non-toxic and readily accessible. Expectations for cleanup should be provided early on.

3. Share the work

Looking through worksheets like this can be a deeply meaningful way for a child to connect with a parent both in the moment and once the visit has ended

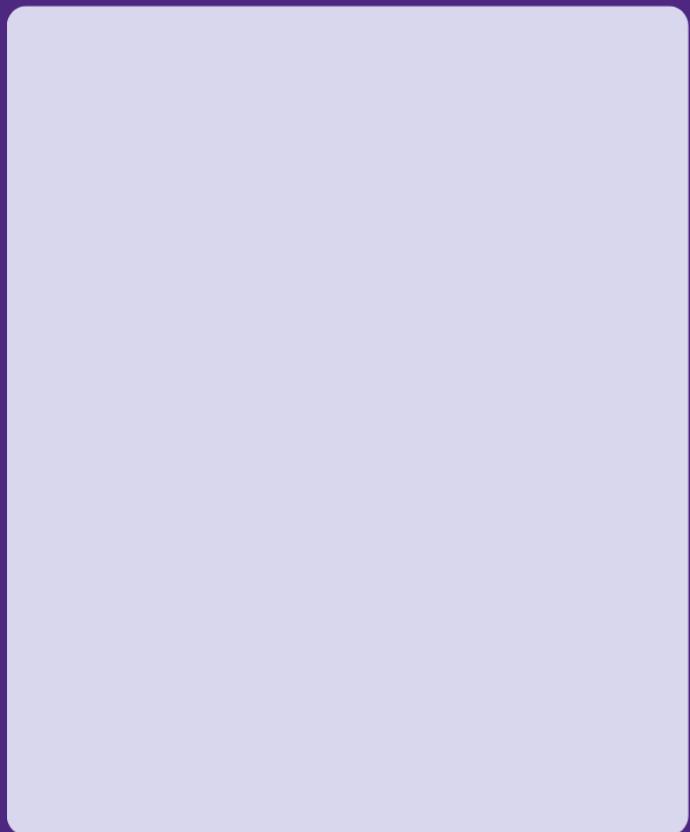
Provide opportunities for resident parents to engage with the activity worksheets. Allow kids to show off and allow their resident parents to keep and display meaningful artwork.

EXPRESSING GRATITUDE & SELF-LOVE

Draw yourself



Something you are grateful for



Three things you love about yourself

A horizontal light gray rectangular input field for listing a self-love trait.A second horizontal light gray rectangular input field for listing a self-love trait.A third horizontal light gray rectangular input field for listing a self-love trait.

BUILDING EMOTIONAL RESILIENCE . . .

I feel calm when...



I feel frustrated when...



I feel scared when...



BUILDING EMOTIONAL RESILIENCE

In this activity, you will write down the different situations in which you might feel a certain emotion. For example, I feel happy when I am playing video games.

I feel happy when...



I feel sad when...



I feel annoyed when...



COMMUNICATING EMOTIONS

How have you been feeling this past week?

Below, you will find 6 different feelings. In each box, write down everything that happened (this past week) that made you feel that way.

HAPPY



SAD



CALM



FRUSTRATED



ANNOYED



SCARED



Conversation prompts

For younger children (ages 5-8):

- Can you tell me about something you did this week that made you happy?
- If you could have any pet in the world, what would it be and why?
- What is your favorite thing to do outside of school?
- Can you tell me about a funny dream you had recently?
- What is your favorite food and why?

For older children (ages 9-12):

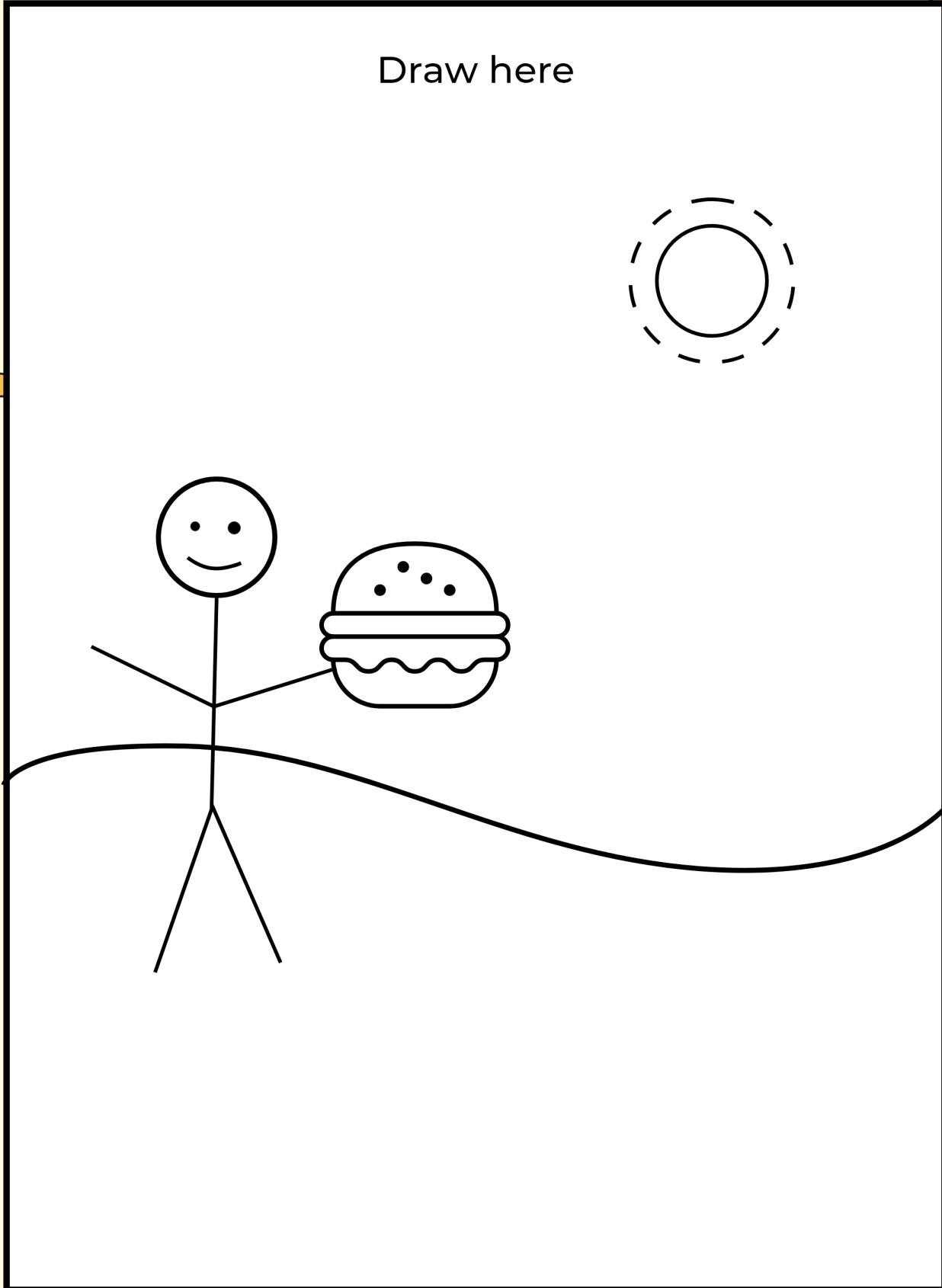
- If you could learn any skill in the world, what would it be and why?
- What is something you've learned recently that you found interesting?
- Who is someone you look up to and why?
- Can you tell me about a time you helped someone else?
- What is your favorite memory with me outside of this visitation day?

For teenagers (ages 13-18):

- What are some goals you have for the future and what steps are you taking to achieve them?
- What is something you've accomplished recently that you're proud of?
- Who is someone who has had a positive impact on your life and why?
- Can you tell me about a time when you had to overcome a challenge?
- What is something you're interested in learning more about and why?

Me eating my favorite food!

Draw here



Me playing my favorite sport

Draw here

Drawing prompts

For younger children (ages 5-8):

- Draw a picture of your favorite animal and give it a name.
- Draw a picture of your favorite place to play and tell me about it.
- Draw a picture of you and your family doing something fun together.
- Draw a picture of your favorite food and tell me why you like it.
- Draw a picture of a superhero and give them a special power.

For older children (ages 9-12):

- Draw a picture of your dream vacation destination and tell me about it.
- Draw a picture of your favorite book or movie character and explain why you like them.
- Draw a picture of a time when you overcame a challenge and tell me about it.
- Draw a picture of a person who has had a positive impact on your life and explain why.
- Draw a picture of something you're looking forward to in the future and tell me about it.

For teenagers (ages 13-18):

- Draw a picture of a place that makes you feel at peace and describe it.
- Draw a picture of something you're passionate about and explain why it's important to you.
- Draw a picture of a time when you felt proud of yourself and tell me about it.
- Draw a picture of something you're currently struggling with and describe how you're dealing with it.
- Draw a picture of a person who inspires you and explain why they're important to you.

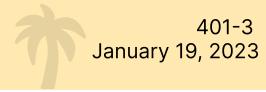
Research Frameworks

The following frameworks summarize key learnings from our research

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Service Blueprint: Visiting an incarcerated family member in-person at Cook County Jail with a child

Team Palmy: Patrick Giavelli, Ana Carvallo, Lindsay Lipschultz, sahibzada mayed and Yaritza Chavez

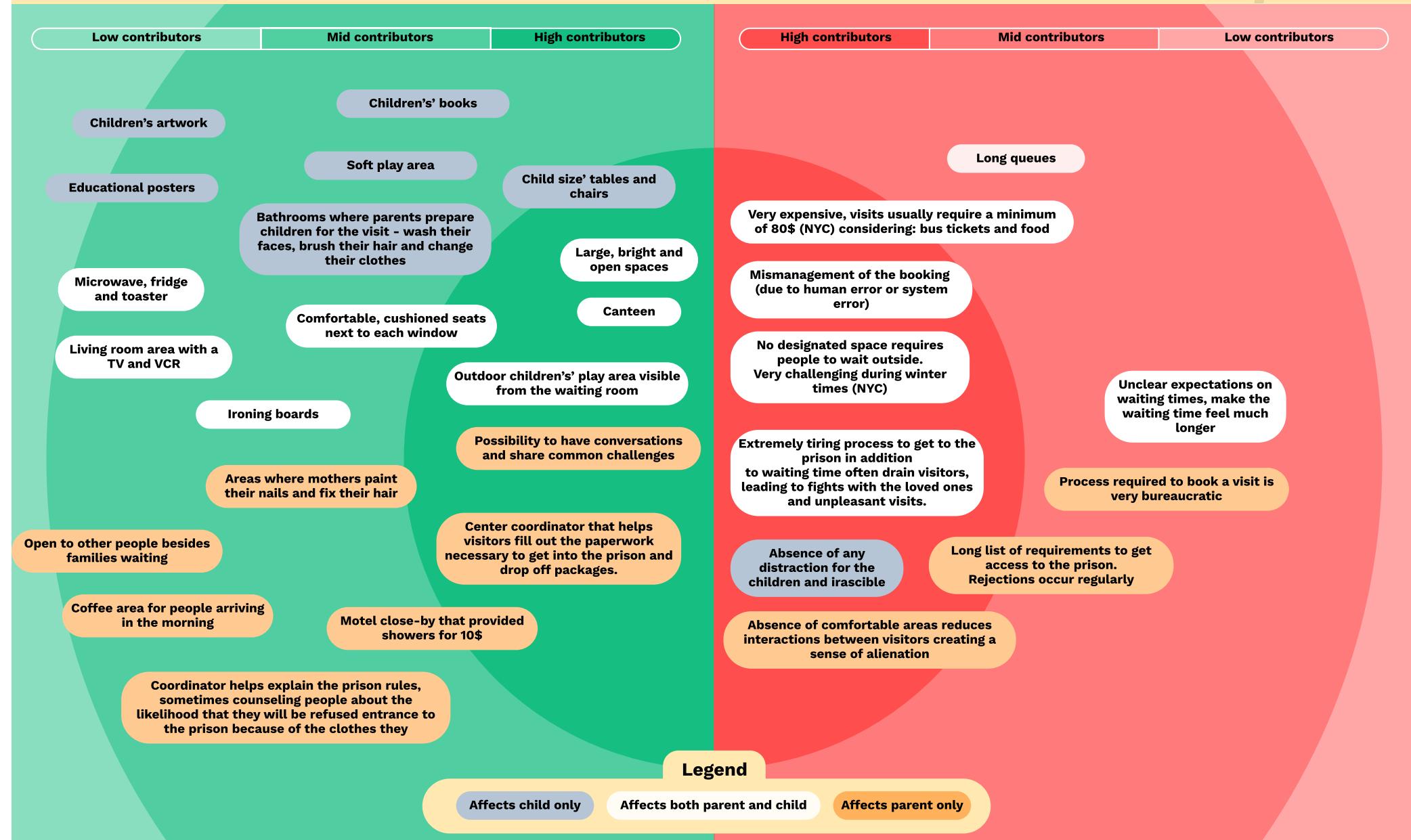


Time	Day 1	Day 2	Day 3-13	Day 14	Day 16					
					Minute 1-10	Minute 11-15	Minute 15-20	Minute 20-25	Minute 20-300(?)	Minute 300-315
Journey	Application	Background Check	Await approval	Schedule Visit	Covid-19 Screening	Security Screening	Pat-down screening	Lockers	Waiting room	15-minute visit
Visitor Actions	Complete the CCDOC Visitor Application	Checks for visitation approval	Prepares child for visitation day. Arranges transportation.	Fills out questionnaire, Helps staff take child's temperature	Places belongings through metal detector	Follows officer orders. Reassures child about safety	Places items in locker. Explains to child why items must be stored	Plays with child. Reminds child what to expect	Move from waiting room to visitation booth. Encourages child to speak to loved one.	
Evidence	Confirmation email	Confirmation email	Confirmation email	Questionnaire						
Tech.	Application portal	Federal, state or county criminal databases	Phone or email	Scheduling portal	Thermometer	Metal detector		Lockers	Surveillance systems	Surveillance systems
Employee Actions	Employee receives visitation request	Run background check	Send email/call visitor to approve/deny visitation request	Approve/deny visit request	Administer temperature check and questionnaire	Monitor metal detector	Administer pat-down screening	Assigning lockers and instructing how to use	Call visitors when their visit starts	Monitor visits
Back Stage Actions	Updating records with visitation requests	Updating records with approval/denial of visitation requests	Add visitor to schedule and inform incarcerated family member					Cleaning out lockers	Bring incarcerated family member to visit center	Monitor surveillance system
Support Processes	Scheduling employees to monitor application portal	Background check services	Scheduling employees to approve applications	Setting up and maintaining visitation sites. Informing incarcerated family member of visit	CDC releasing Covid-19 prevention guidelines. Scheduling employees	Training and scheduling employees to run metal detector	Training and scheduling employees to administer pat-downs	Installing lockers	Preparing incarcerated family member for visit	Setting up and maintaining visitation sites. Training employees to monitor visits

Sources: <https://iic.ccssheriff.org/>, <https://iic.ccssheriff.org/Home/RulesandRegulations>, <https://hechingerreport.org/opinion-sentenced-at-birth-the-invisible-toll-of-mass-incarceration-on-childhood-development/>

Bull's eye diagram: Factors contributing to a 'pleasant' and 'unpleasant' waiting room experience

Team Palmy: Patrick Giavelli, Ana Carvallo, Lindsay Lipschultz, sahibzada mayed and Yaritza Chavez



Developmental Matrix of Needs for Children Aged 0-18

Team Palmy: Patrick Giavelli, Ana Carvallo, Lindsay Lipschultz, sahibzada mayed and Yaritza Chavez



401-3

January 19, 2023

	Physical	Emotional	Social	Behavioral
0-6 Mo	Puts everything into mouth Building reflexes, grasping	Very sensitive to external environment	Friendly to strangers Responds primarily to physical touch/motion	Turns to carer's voice Crying to express needs
6 mo- 1 yr	Begins to crawl Picks up objects	Copies facial expressions Will show excitement and displeasure	Clingy to familiar adults Strangers anxiety	Calmed by familiar voices Likes routine
1-2	Runs and climbs furniture Can walk down stairs	Still requires familiarity with strangers	Difficulty sharing Begins to build self-identity	Demands attention Learns through manipulation of envrmnt
2-4	Uses fork and spoon Becomes physically very active	Increasing self awareness but still requires a safe space to experiment.	Asks who, what, why and where questions. Speech 50-1500 words	Easily distracted Temper tantrums Vivid imagination
4-7	Writing, drawing, counting, reading. Very physically active	Begins to empathize with people's emotions and expectations.	Responds to praise Will share and play with others or alone	Capable of symbolic play and language
7-12	Physically independent	Develops complex emotions such as: pride, inadequacy and doubt.	Learning concepts such as fairness, luck, and right versus wrong	Easily frustrated by own failures Able to problem solve
12-18	Physically independent	Quick and extreme emotional shifts	Outside peer relationships become more important	Greater desire for independence and ability to cooperate

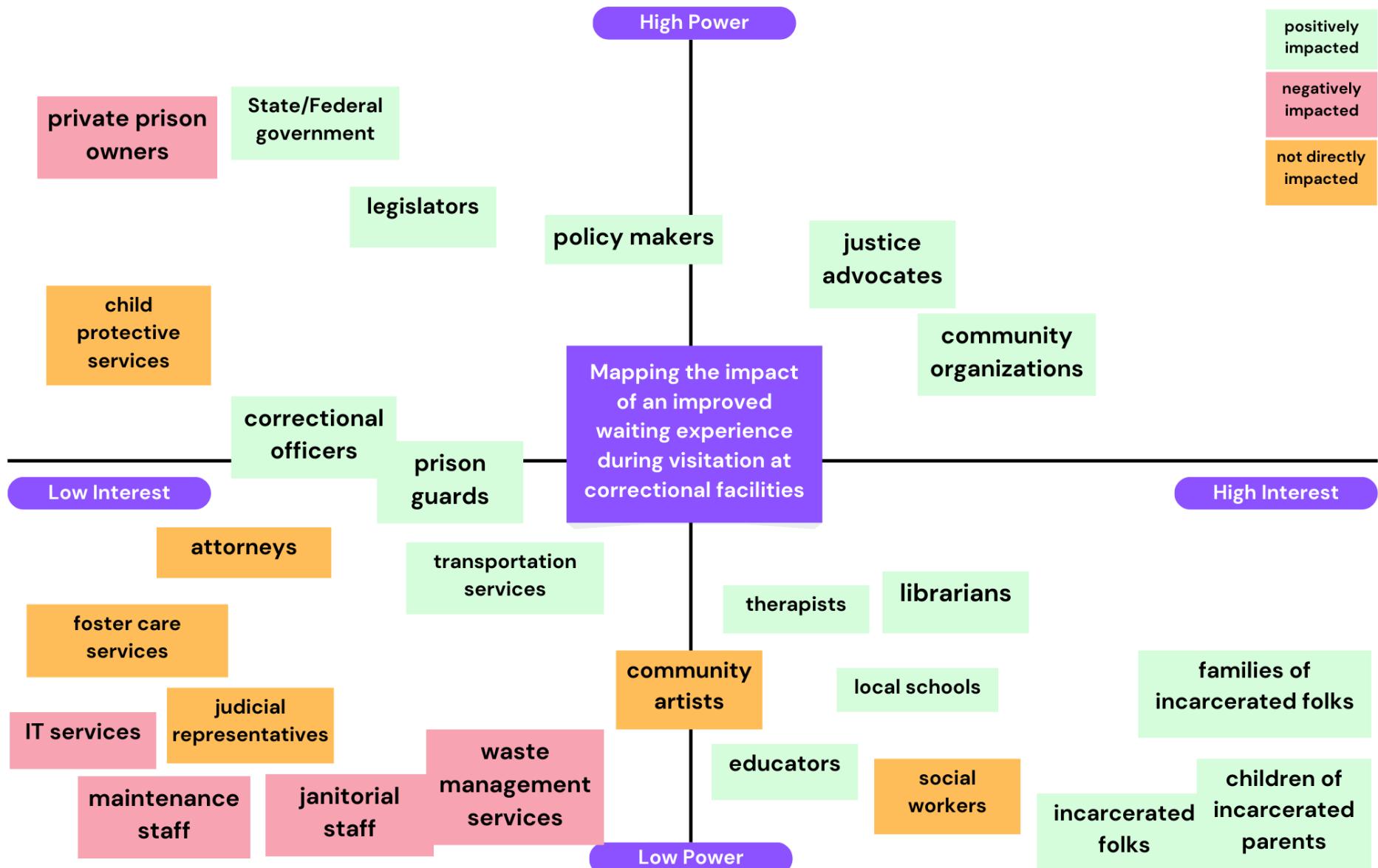
Stakeholder map

Team Palmy: Patrick Giavelli, Ana Carvallo, Lindsay Lipschultz, sahibzada mayed and Yaritza Chavez



401-3

January 19, 2023



Step, Stretch, Leap Goals to map out potential areas of focus for our studio project

Team Palmy: Patrick Giavelli, Ana Carvallo, Lindsay Lipschultz, sahibzada mayed and Yaritza Chavez

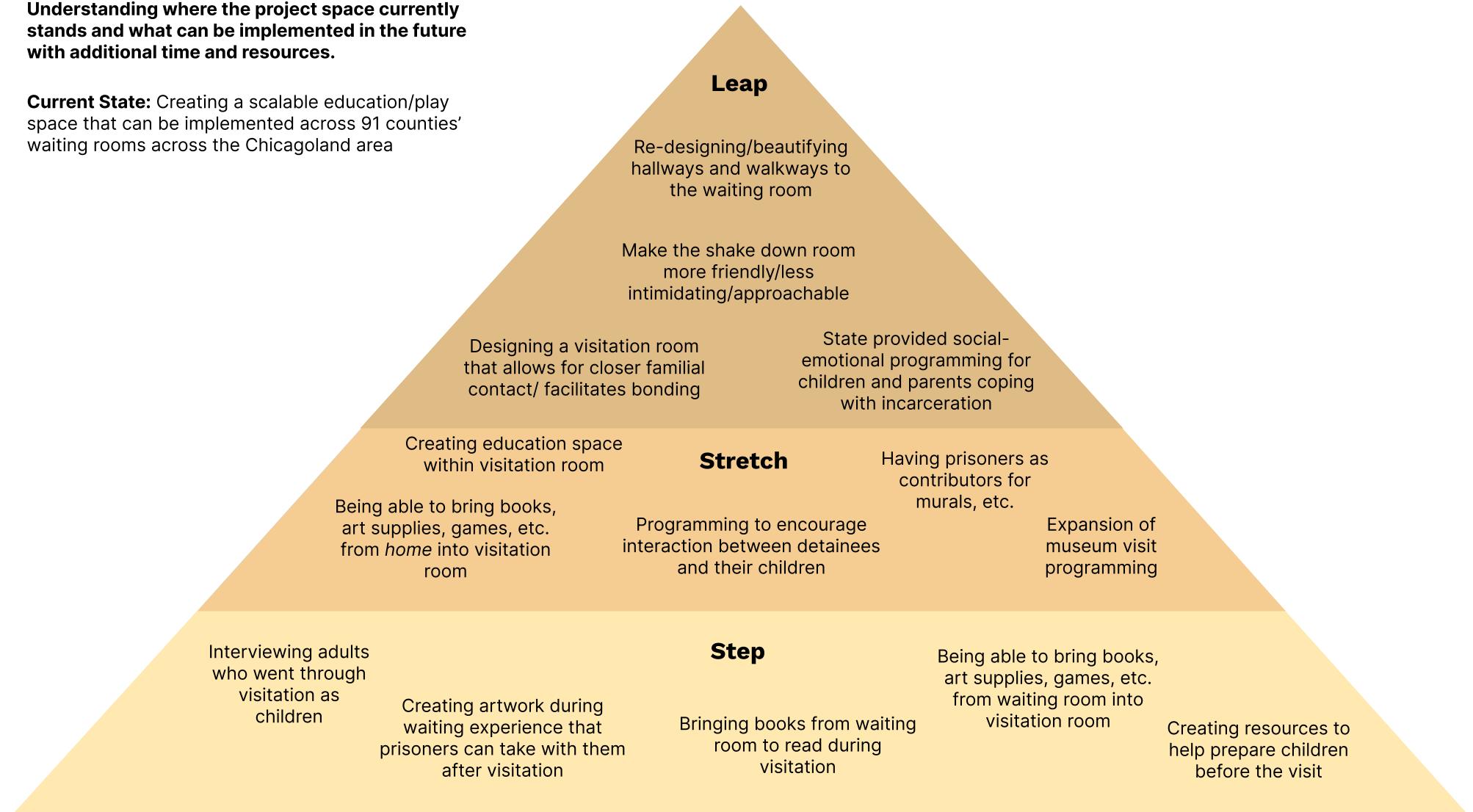


401-3

February 2, 2023

Understanding where the project space currently stands and what can be implemented in the future with additional time and resources.

Current State: Creating a scalable education/play space that can be implemented across 91 counties' waiting rooms across the Chicagoland area



Mapping the factors that impact the experience of prison visits and their relation with waiting rooms

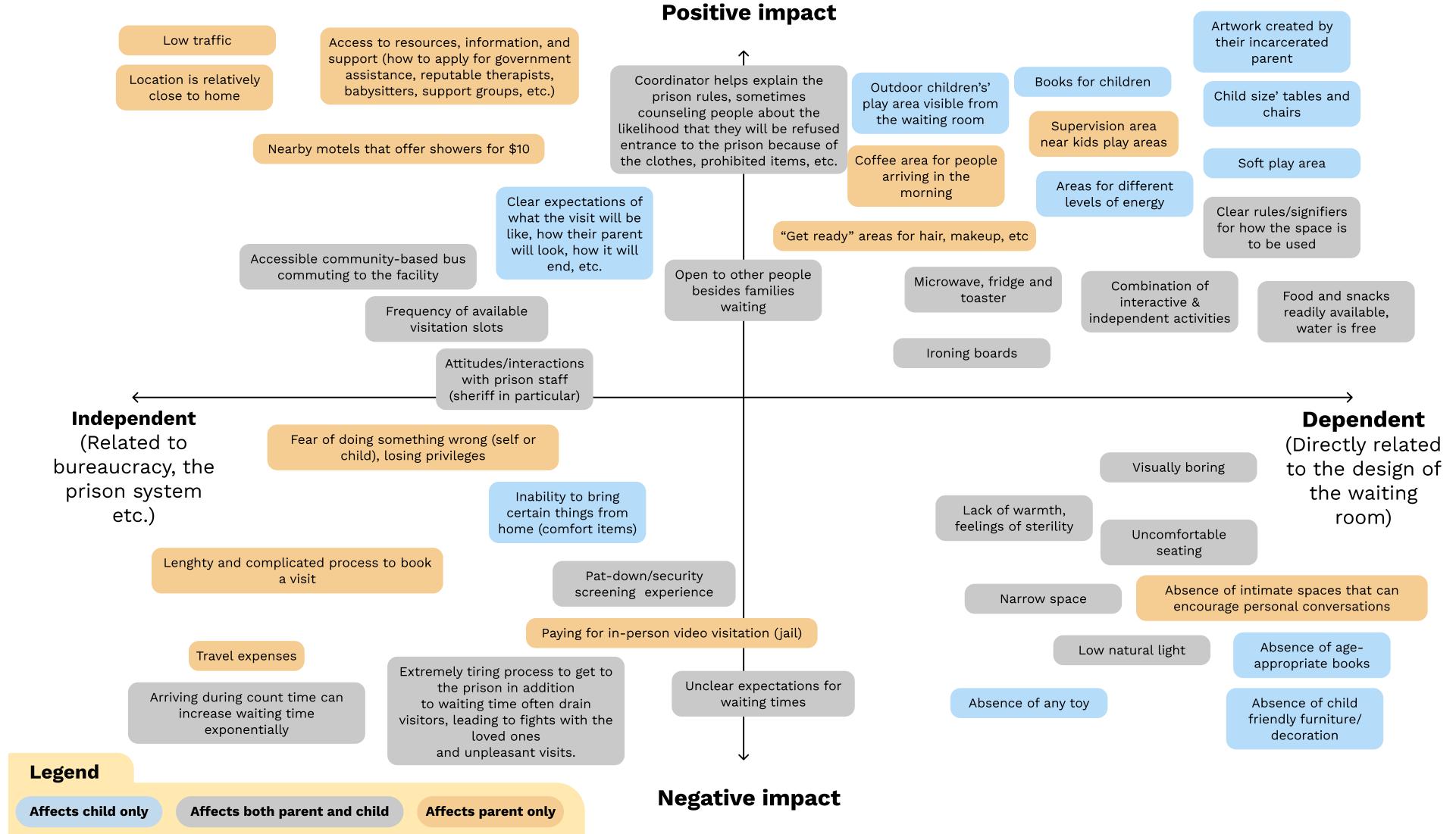
Team Palmy: Patrick Giavelli, Ana Carvallo, Lindsay Lipschultz, sahibzada mayed and Yaritza Chavez



401-3

February 9, 2023

We should focus on creating interventions that can have a positive impact on the visitation experience and are dependent on the design of the waiting room.



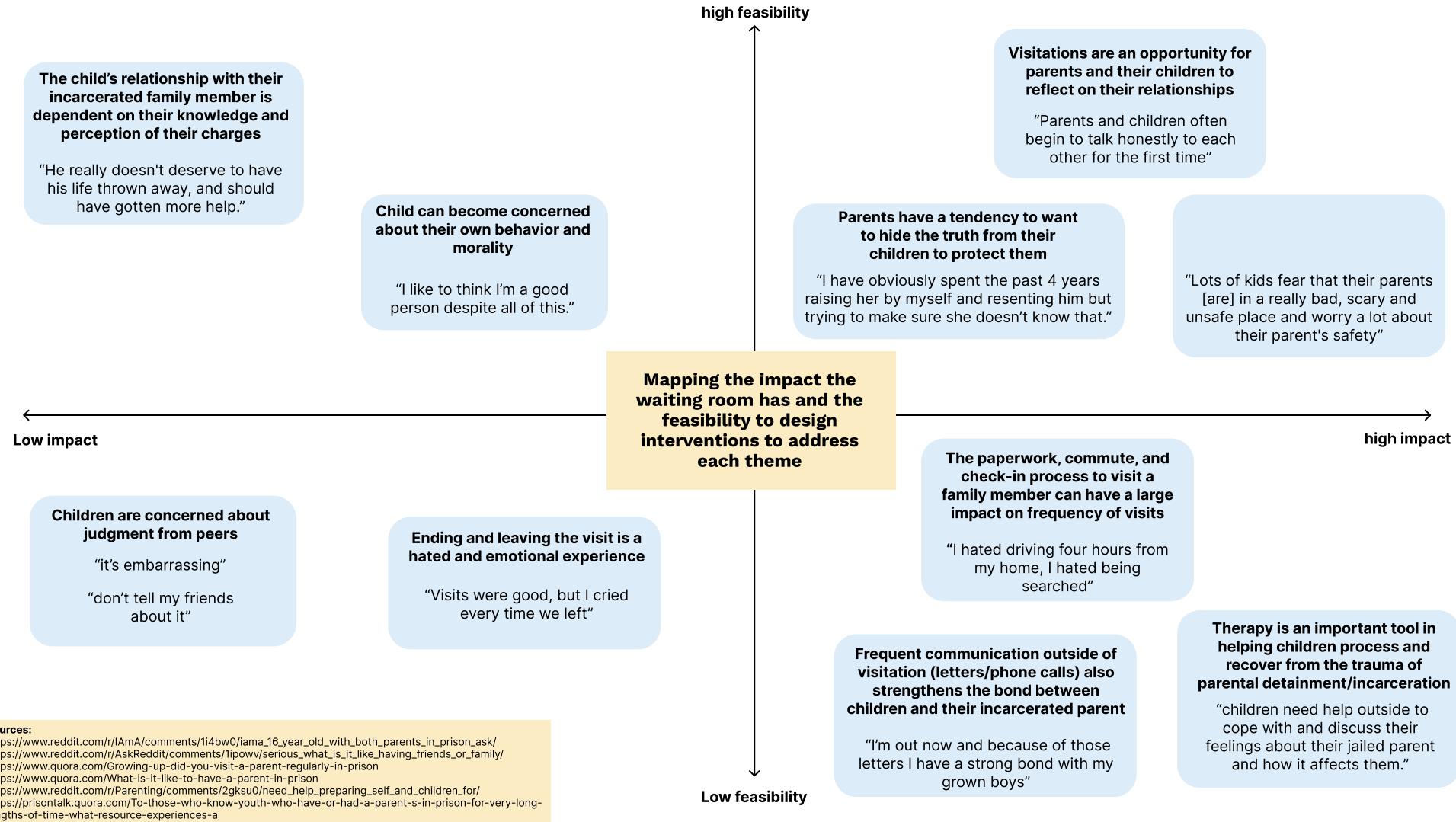
Common themes seen in children's experiences visiting incarcerated family and our ability to impact those through the waiting room

Team Palmy: Patrick Giavelli, Ana Carvallo, Lindsay Lipschultz, sahibzada mayed and Yaritza Chavez



401-3
February 9, 2023

We can prioritize ideation on increasing the ability of parents and children to reflect on their relationships, decreasing the worry children have about how their family member is treated in prison/jail, and finding a way to rectify the truth of a family's experience with the amount of information that is shared with a child



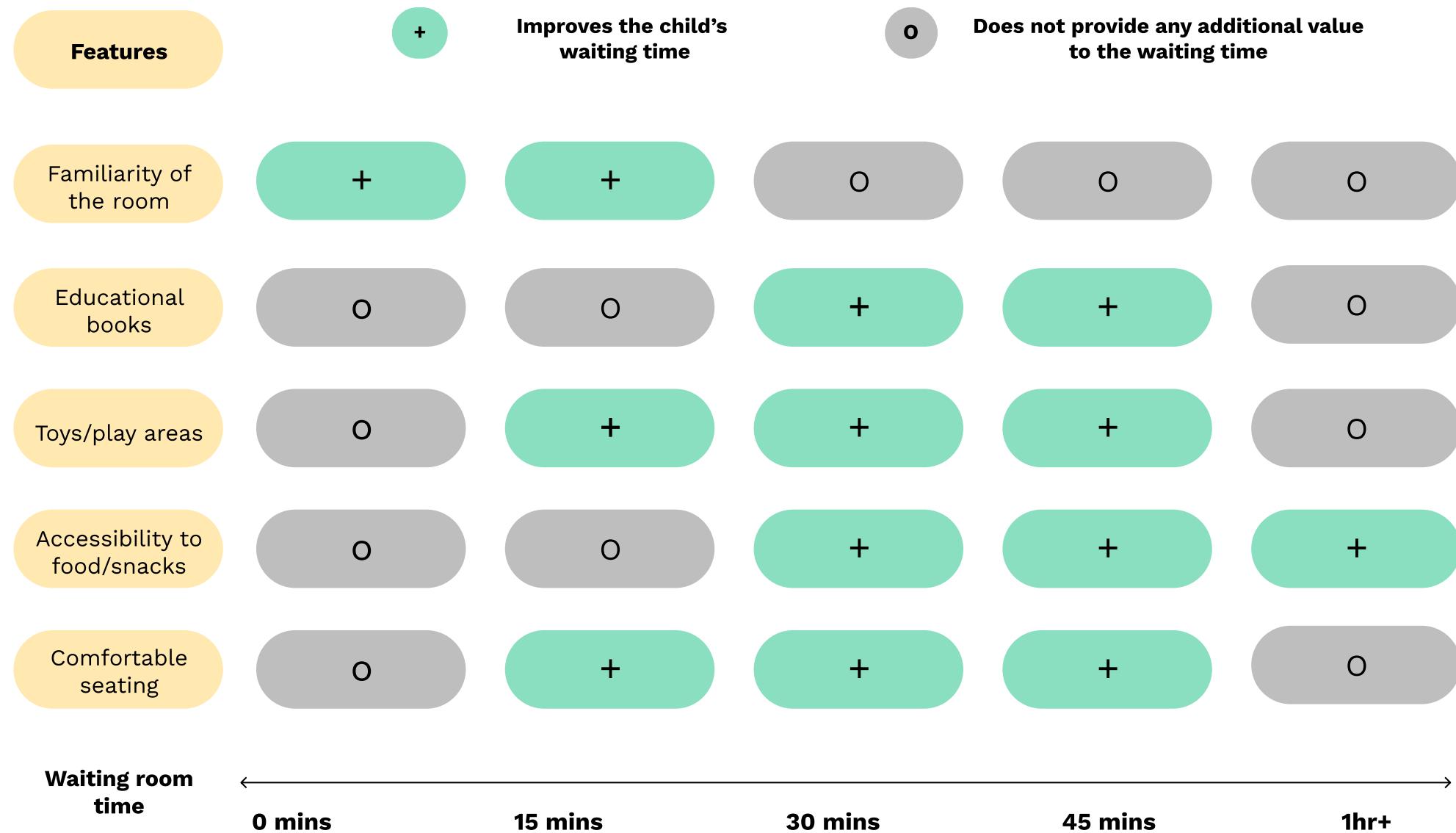
The impact of varying wait times on the design features of a waiting room in a correctional facility

Team Palmy: Patrick Giavelli, Ana Carvallo, Lindsay Lipschultz, sahibzada mayed and Yaritza Chavez



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February 9, 2023



Highlights from WJI Studio Visit: Exploring insights based on various stakeholder groups

Team Palmy: Patrick Giavelli, Ana Carvallo, Lindsay Lipschultz, sahibzada mayed and Yaritza Chavez



401-3

February 9, 2023

System-impacted Women

- Residents are curious to learn more about what's going on in their children's/family's lives.
- Frequency of visits from family/friends is impacted by the length of sentence being served. For example, when a current resident is about to return home soon, more frequent visits are expected.
- Depending on the type of facility, there might be different levels of engagement and participation possible between residents and visitors. For example, whether residents can keep any drawings or artwork brought in by the visitors, or if they are able to only see it from behind a glass screen.

Librarians and Educators

- Residents are eager to stay connected with what's going on in their family's lives and creating opportunities for engagement can help support relationship-building. For example, games such as imagine if.
- The waiting room inside a correctional facility/jail/prison can be anxiety-provoking and distracting. Transforming this space to feel more like a fun, playful environment can promote learning for children and improve the overall experience.
- Create opportunities to account for a wide range of learning styles and encouraging collaboration with residents as much as possible.

Visitors (Children, Families, Accompanying Caregivers)

- Children need something to help entertain them while keeping them engaged through learning activities.
- Older children may not be as inclined to visit that frequently as they get busy in their own lives. Having opportunities to engage them via digital interactions might strengthen relationships with residents.
- Kids bring physical artifacts such as artworks, school papers, etc to share with their impacted parent(s).
- Create an experience that directs focus away from the officers in the facility can help ease anxiety throughout the waiting experience.

Contributors

- We need to take collective action to improve conditions inside these facilities and make the experience for system-impacted folks better, while working toward abolition and ending mass incarceration.
- We need to find pathways to encourage participation from residents and celebrating the talent of system-impacted folks. For example, working with artists who are residents to create a mural.
- While there is opportunity in improving waiting room experiences, we need to reflect on scaling this to different areas of the prison/jail system as well such as visitation rooms.

Host organizations

- Restrictions on what type of materials are permissible may vary depending upon the facility. Levels of engagement during visits may also depend on the resident's "status" and associated "privileges."
- Waiting and visitation experiences may have shifted since COVID-19. This may result in shorter wait times due to pre-scheduled appointments, restrictions on frequency, virtual visits, etc.

Our team (+Studio)

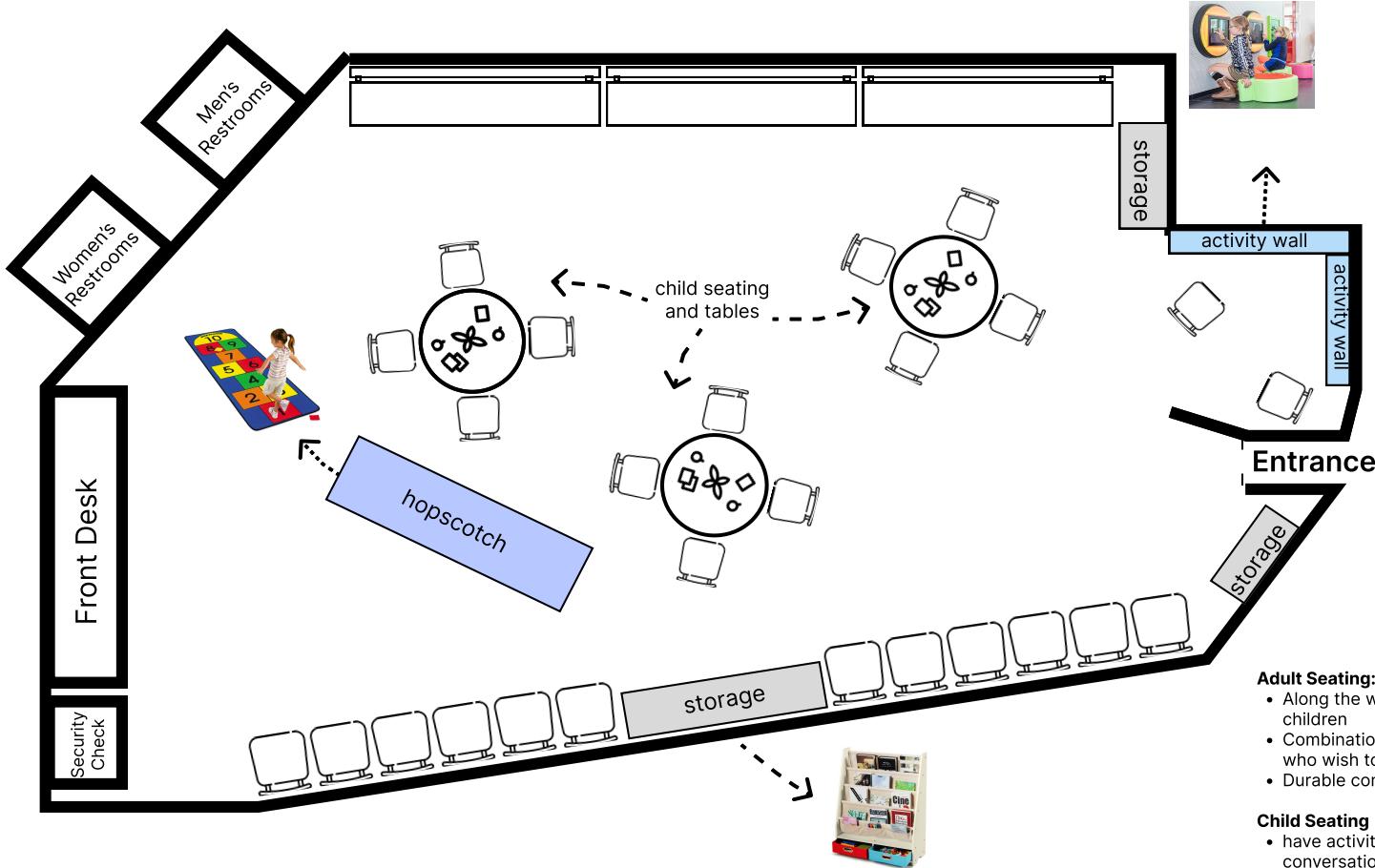
- How might we create a scalable and sustainable solution for improved waiting experiences inside correctional facilities that is mutually beneficial and allows for intentional relationship-building?
- How might we design a waiting experience that encourages creativity, fosters learning, and reduces anxiety associated with visiting a correctional facility, prison, or jail?

Redesign of the waiting space based on feedback from co-designing session with WJI

Team Palmy: Patrick Giavelli, Ana Carvallo, Lindsay Lipschultz, sahibzada mayed and Yaritza Chavez



401-3
March 1, 2023



Adult Seating:

- Along the walls of the waiting space for easy supervision over children
- Combination of bench seating and individual seating for people who wish to sit together and people who want to sit alone
- Durable comfortable seating that's easy to clean

Child Seating

- have activities present at tables such as Play-Doh and conversational prompts
- encourage children to move the chairs around area by having chairs
- easy to clean seating

Activities

- hopscotch carpet
- Activity sensory wall and potential tablet stations
- Storage areas have toys and books that encourage children to take items out