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Fathering On the Inside: The Effects of Parent
Education Within the Montana Men's State Prison as
Compared to the InsideOut Dad® and 24/7 Dad®
Programs

May 2016

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Abstract

Despite the decline in crime rates and attempts to regulate prison populations, the United States leads the industrialized world with the highest imprisonment rates. Though reasons of incarceration vary, many inmates share the experience of parenting behind bars. With over half of the incarcerated population claiming guardianship over a minor in the U.S. today, the issue of familial relationships has emerged as a central point of study in recidivism and crime prevention research. However, efforts to retain father-child relationships in correctional institutions across the US are failing. The most successful parenting programs (NFI) have only been standardized in 25 states and Montana is not among them. With support from the social identity theory, this study will critique the effectiveness of the parent education program at the Montana State Prison. Observation and survey pre- and post-test comparisons will provide statistical data for a program comparison between Nurturing Parenting and NFI programs- InsideOut Dad and 24/7 Dad. Findings indicate that, while inmates at MSP who complete the program express a slightly elevated sense of self-worth and parent identity, there is an overall dis-satisfaction with their relationships as a result of not receiving comparable parenting education. They are left without the necessary tools to continue self-improvement after incarceration. Implications of these findings are discussed with the intention of determining if MSP would benefit from a change in their parenting education program. Changes could reduce recidivism rates as well as help incarcerated parents maintain healthy relationships with their children upon release.

Introduction

Changes in state sentencing policies on violent and drug offenses have driven prison populations in the United States to a 500% increase over the last thirty years (Wagner 2014). Despite a decrease in crime rates and efforts to cut back on prison intakes, the United States continues to lead the industrialized world with exorbitant imprisonment rates, housing almost 25% of the world's incarcerated population (Austin and Erwin, 2001; Hartney 2006; "The Prison Crisis"). Of the roughly 1.6 million prisoners under the jurisdiction of state and federal correctional institution in 2009, more than half claim guardianship over a minor child (West, H.C & W.I. Sabol. 2010). Though reasons of incarceration vary among offenders, many inmates face the harsh reality of trying to be a parent from behind bars. Consequently, the issue of familial relationships has emerged as a central point of study in recidivism and crime prevention research as well as juvenile delinquency and child-abuse studies (Glaze & Maruschak 2010; Wilson 2000).

Juvenile delinquency and child-abuse research has long focused on the importance of building strong relationships between incarcerated parents and their children in an attempt to reduce the chances for continuation of this type of behavior through multiple generations (Bushfield 2004; Wilson 2000). However, these studies have largely ignored the programming that incarcerated parents go through in order to create and maintain healthy relationships with their children. Though many women's state correctional institutions encourage their inmates to

participate in parental skills classes, very few male facilities offer comparable courses to their incarcerated fathers (Bronte-Tinkew et al. 2008).

The Montana State Prison (MSP) in Deer Lodge, MT, is the largest correctional facility in the state, housing nearly 1,500 male inmates in a 68-acre compound designed to handle all custody levels: maximum, close, medium and minimum. This prison is the primary male correctional facility in the state, housing both violent and non-violent offenders. However, MSP is also one of the select male correctional institutions in the United States that offers a parenting skills course within the life skills program offered to inmates at different stages in their incarceration (Hoffmann HC, Byrd AL, Kightlinger AM 2010). Research conducted by criminologists and the Bureau of Justice on parent education programs in correctional facilities within the last few decades shows support for a positive correlation between life skills courses, lower recidivism rates, increases in parenting knowledge and sense of self-worth, and decreases in juvenile delinquency (Glaze & Maruschak 2010; Rutgers, 2012). A large portion of this research has focused on the evidence-based programs created through the National Fatherhood Initiative.

The National Fatherhood Initiative (NFI) is an evidence-based parent education program that was designed to address “criminogenic needs and support cognitive-behavioral interventions (2016).” Since 1993, the NFI has been the “nation’s leading and most experienced provider of evidence-based and evidence-informed resources and programming designed specifically for incarcerated fathers” through their partnership with corrections systems, facilities

and organizations (2016). Though the NFI has multiple program designs for fathers in crisis situations, the InsideOut Dad and 24/7 Dad programs have been crucial in correctional settings because of their attempts to break the criminal cycle and help lower recidivism rates among offenders both from inside prison and in the community.

These two programs have reported great success among their participants through increases in self-esteem and self-worth levels and changes in parenting knowledge and implementation which ultimately result in lower recidivism rates and decreased rates of juvenile delinquency in their children (Spain 2009; Melby 2012; NFI 2014). While MSP does not offer NFI programs, it does provide the Nurturing Parenting course, which is also evidence-based. However, no research has been conducted to determine whether this program has comparable success when compared to the nationally recognized NFI programs thus far. Though Nurturing Parenting is also evidence-based, I postulate that it does not have the same effects on levels of self-worth, parent-child communication, and father-identity as the InsideOut Dad and 24/7 Dad programs due to a lack of group and self-identification as fathers, discrepancies in program length, unstandardized curriculums, and lack of a future parenting support system upon course graduation and release from their current state of incarceration.

The purpose of this study is to determine the effects of the Nurturing Parent Program at the Montana State Prison on incarcerated fathers. Changes in self-worth, father identity and parent-child communication, along with participant feedback about the course itself and their experiences with

parenting while incarcerated will be analyzed to determine if this program is effective when compared to National Fatherhood Initiative programs used across the United States. Data will be collected through an observation of the course and pre- and post-test surveys, and will be compared against the findings of NFI case studies conducted in several different states over the last decade.

Literature Review and Theoretical Basis

Over the last three decades criminologists have been drawn in by new research in parent-child bonds and their potential implications for incarcerated populations. Studies conducted by accredited organizations across the U.S. find that strong and healthy parent-child relationships have positive effects on ideas of self-worth and reduced recidivism rates in the offender, as well as decreased juvenile delinquency tendencies in their children (Wilson 2000; Economic Development Research Group 2012; Spain 2009; Melby 2012). Overall, research shows that inmates who participate in parent education programs have a significantly lower risk of recidivating than those who do not participate (Wilson et. al 2010s; Bushfield 2004; Gordon and Weldon 2003; Jancic 1998).

Despite the recent interest in parent-child bonds, there remains a gap in our knowledge of the direct effects of parent education on these relationships within a correctional setting. Few states have conducted research on the effects of these programs on their inmates, and of the states that have, most cannot accurately define their success because programs are so vastly different from the

one institution to the next. As there is no standardized curriculum, trying to evaluate success on a nation-wide level becomes nearly impossible (Bushfield 2004). The lack of consistency amongst these programs makes it imperative that we define the components for success to serve as the base measure for effectiveness for all other programs. The National Fatherhood Initiative fits the bill, as it is the most well-known and widely used parenting program in America. Establishing a standard for success makes it possible to then analyze the effectiveness of such programs being taught within our own state of Montana. But before we can do this, we must understand that at this time, most research has been focused on the mothers in correctional facilities and very little attention has been given to incarcerated fathers.

Though a handful of states have conducted research on these relationships, many are finding themselves in the dilemma of having to limit their analyses of program success to research that excludes half of their incarcerated populations. According to Bronte-Tinkew et al. (2008), the few studies that do exist on this topic are severely limited in their sample size and scope because they only focus on the experiences of mothers in correctional institutions. Though these limitations could possibly be attributed to a lack of funding, staff, or resources in male facilities, it is important to make sure it is not due to a lack of public or institutional interest in the matter. By widening the scope to include fathers, the criminological community can gain a better understanding of the effects that parent education programs have on the incarcerated parent community as a whole. It is possible that research will find the effects of parent

education on fathers are completely different than the effects on mothers as they occupy two different socially defined spheres in family life. Likewise, these effects could also be very similar as they are both key parental figures for the child.

Based on the following, it is apparent that more energy must be spent on bringing tested, evidence-based parenting programs to *all* incarcerated populations but, more importantly, to the fathers in the United States.

In 2010, the Bureau of Justice Statistics reported that 62% of females and 51% of males in state prisons reported to having at least one child. Of these state inmates, over half (52%) claimed at least one child who was a minor at the time of their incarceration. A third of these same inmates report that they participated face-to-face visits with their children on a weekly to monthly basis (Glaze and Maruschak 2008).; however, contact is not evenly split amongst men and women. While 85% of women reported that they had overall contact (letters, phone calls, visits) with their children within the last month, only 78.1% of men reported overall contact within the last month (2008). We cannot be satisfied with these numbers. With more than 80% of male inmates in state institutions having expressed their willingness to participate in parent education courses, attention needs to shift from incarcerated mothers to look at the situations and experiences of incarcerated fathers to see how we can improve their relationships with their children (Harrison 1997).

There has been some debate in the last decade over the need for parent programs in both male and female facilities with the main argument being that the incarceration of mothers is more damaging to the children because mothers

are likely the main caregivers. Since mothers have *historically* been given preference for custody of the child(ren) in a court of law (DiFonzo 2014), one might see how this would be a valid argument. The Department of Corrections must ensure that these women are given the training and skills that they need in order to return to a happy, healthy family life with their children after incarceration. However, we cannot neglect to provide this opportunity for incarcerated fathers to obtain these same skill sets. Other debates state that incarceration of the father is far more detrimental to the child because he is likely the financial support for the family, often the head of household decisions, ultimately provides the parenting patterns for both his daughters and sons for how a father should act towards his spouse and his children (Tilbor 1993, Bavolek, 2000).

Support for the argument of the importance of the father role was later given by the courts when they moved away from “the rule of one” to joint custody agreements (DiFonzio 2014) and again when they started granting fathers full legal custody of their children. Though this research is not intended to argue against the validity of statements in favor of child custody for the mother or the importance of parent education in female correctional facilities, the limited research on male parent education programs speaks for itself. In order to fully understand the effects of these courses, we must not forget about the important role that fathers play in their children’s lives. Regardless of their sex, it is important to note that the incarceration of either parent is detrimental to both the child and the offender in their quest to reunite their family.

Statistically speaking, incarcerated fathers have a harder time of accessing parenting programs while serving their sentence in a state facility. Reports vary in their projection of how many male state correctional institutions provide this service to their inmates. While Hoffman et. Al report that roughly half of all male correctional facilities offer parenting programs for their inmates, Glaze and Maruschak (2008) report that only 11% of state prisoners are actually exposed to parenting education while incarcerated. This is a perfect example of how difficult it is to track parent education on a national level. The criminological society is not even aware of how many programs exist at the state level in male correctional institutions. Of those state institutions that *do* offer these programs to their male inmates, very few follow the same curriculum. These classes are often in the form of a short course at the tail end of the life skills program and vary in length, program materials, and focus. Their effectiveness is difficult to track as there is no standard curriculum and no model of success or measure of effectiveness has been established (Block et. al 2014).

Due to the violent and immoral nature of prisons, and the assumed hostile environment, uncertainties about the safety of the children often prevent institutions from having classes that involve on-site, group-setting participation of inmate's children (Hairston 2001). This is just one of the many issues that block a prison from being able to offer all of the necessary amenities to their inmates for the re-establishment of contact with their children. Despite these setbacks, the implementation of an evidence-based nationally recognized program is necessary for the establishment of high levels of self-worth and the successful

re-unification of incarcerated parents with their children during and after incarceration.

Research conducted by Block et al. (2014), Bushfield (2004), Robbers (2005), and Harrison (1997) has established a positive link between parent education courses, an elevated sense of self-worth, and lower recidivism rates. These programs, which as I previously stated have mainly focused on rehabilitating incarcerated mothers, prove to be very effective over the course of several years and studies encompassing different groups of men by age, race, and socioeconomic status (Kennon et. al 2009). They aim to re-connect incarcerated parents with their children in an attempt to bring about higher levels of parenting knowledge and education, elevated levels of self-worth, and stronger familial ties to create a more stable and welcoming environment for the offender and his family upon re-entering the community (Tilbor and Muskie 1993).

These programs do not romanticize the idea of a perfect parent-child relationship, nor do they attempt to force incarcerated fathers into the role of the ideal father. Their goal is to provide assistance to those who seek to continue their relationships with their families in the hope that these ties will deter them from committing crimes in the future by breaking parenting patterns and helping change negative ideas of self-worth (Bushfield, 2004). Parenting programs also help to teach the offender proper ways of parenting, give them the tools they need in order to teach their children how to break out of their own criminal cycle.

One of the most nationally-recognized programs in use across the United States is the InsideOut Dad Program. Paired with the community 24/7 Dad

program that is offered to fathers in crisis and offenders post-incarceration, the National Fatherhood Initiative lists InsideOut Dad as their most successful program to date (Economic Development 2012). This program, which is geared towards twelve core sessions that will be discussed in length below, is meant to be group-focused with active participation from all members in order to fully submerge the participants into a new social setting that will increase their identity salience of being fathers at all times.

According to the Rutgers College evaluation of the program, InsideOut Dad is one of the only programs that focus on “four criminogenic factors, including anti-social attitudes, values and beliefs, missing or inadequate family relationships, anger and impulse control, and a lack of empathy,” and is the only parenting program that is designed specifically for incarcerated populations (Economic Development 2012). This is perhaps the best program to set up as the standard for success. We can compare the Nurturing Parent program at the Montana State Prison against the InsideOut Dad program because it is used in almost every state in at least one correctional facility and has been standardized by 25 states across their male correctional facilities. Though Montana is not included in the list of states that have standardized the program, the state still holds correctional facilities that fall within the 11-50% of institutions that do offer a parenting course to its offenders.

During an interview conducted with the head of the life-skills program at MSP on April 19, 2016, reasons for using this program over another were explained. The Montana State Prison uses the Nurturing Parent program instead

of another because “It is [also] evidence-based. It focuses on fathers as well as mothers as parents and it encompasses many areas of needs that we see with being in prison.” Also, Mrs. Bostwick, life-skills coordinator, states that it “fulfills requirements for court orders” which is how they measure the level of effectiveness for the program. Finances were not a factor in course selection.

The goal of the Nurturing Parenting program at MSP is to change offenders’ perceptions of their parenting cycle. The program tries to alter participants’ ideas of self and their relationships with their children. In order to fully understand how increased parent education is bringing about higher levels of self-worth, changes in parent-child communication, and reducing recidivism rates, it is important to look into self-identity as well as social identity theories.

Sociologist George Mead proposes “individual selves are the products of social interaction and not (logical or biological) preconditions of that interaction (Cronk).” In this way, we see that that society and the self are in constant contact; as society shapes the self, the self acts upon the society. Furthermore in his book *Mind, Self, and Society*, Mead states:

"The self is something which has a development; it is not initially there, at birth, but arises in the process of social experience and activity, that is, develops in the given individual as a result of his relations to that process as a whole and to other individuals within that process" (p.135).

This statement has provided the basis for contemporary theorists such as Sheldon Stryker and Peter J. Burke to create and mold the identity and social theory to explain individual self-meanings and behaviors within a social or group context (Stryker and Burke, 2000). To put it simply, social identity theory

explains social behavior in terms of its reciprocal relation between self and society (Hogg, Terry, & White 1995). This theory is strongly associated with the Symbolic Interactionist view, which states that society affects social behavior through its influence on the self. In that way, both the society and the individual are factors in social behavior patterns and perceptions.

Societies are a mixture of “relatively durable patterned interactions and relationships,” which are internalized in groups, organizations, and communities and that are “intersected by crosscutting boundaries of class, ethnicity, age and gender” (Stryker and Burke 2000:285). Individuals go through life as members of multiple small, specialized networks of these social relationships. Theorists such as Stryker and Burke claim “social structures outside given social networks act as boundaries affecting the probability that persons will enter those networks,” therefore social groups are hardly ever breached by “outsiders” (p. 285). This means that once one identifies with a certain group, social structures such as criminal (correctional) institutions will keep them from entering into any other group, and keep everyone else on the outside unless they conform with the group’s social behaviors.

Theorist James (1890) contends that people possess as many “selves” as groups of people with which they interact. This idea is known as self-identity. Each identity is reflective of an internalized social role that is played within a specific social network (Stryker, 2000). The theory of identity salience can be used to predict the likelihood that a specific identity will surface as the most important during social interaction (Brenner, Serpe, Stryker 2014:232). In their

article titled *The Past, Present, and Future of an Identity Theory*, sociologists Brendon Stryker and Peter Burke identify the four central components of identity salience as:

[The] identity standard, or the set of (culturally prescribed) meanings held by the individual which define his or her role identity in a situation; The person's perceptions of meanings within the situation, matched to the dimensions of meaning in the identity standard; the comparator or the mechanism that compares the perceived situational meanings with those held in the identity standard; and the individual's behavior or activity, which is a function of the difference between perceptions and standard. (p. 287)

Sociologist Brenner, Serpe, and Stryker also note that an identity's salience "indicates its relative position in a hierarchy of salience ranked by its likelihood of being called upon (2014:232)." Through the Social Identity theory, we see that the higher the salience of an identity, the more likely it will be used in social interaction to dictate the situation.

For incarcerated fathers, social identity theory explains the *why*. Why do fathers in prison continue their criminal behaviors even when they are aware that it could be harmful to themselves as well as their children? Because society dictates that they act in a way that fits the "typical" criminal. If we see a prison as its own social structure (and we should *always* recognize institutions such as these as having their own social structure) then we can see how "relatively durable patterned interactions and relationships," are created and internalized to become the biggest part of a self-identity (Stryker 2000). Criminality rises to the top of an inmate's identity salience because it becomes the most *important identity at that time*.

It is how they identify themselves in addition to how society sees their identity that social identity theory and identity salience claim will dictate how they present themselves in a social situation. Unfortunately for most fathers in prison, society has imposed social roles that say they are bad people, violent and unfit to raise children. They internalize these roles as individuals and become part of the incarcerated social group. This negative identity is projected through their social behaviors as the types of actions that society expects to see.

However, even if these incarcerated fathers denied or lower the salience of this particular identity, and bring forth their identify as a parent as having the highest saliency, it means little unless they have a shared meaning between their identity and their actions (Stryker and Burke 2000). In this way, unless they are able to show through their social behaviors that they are fathers, they cannot and will not identify as fathers in a social or private setting. Social behaviors and activity then are functions of what a person perceives in the situation, and self-relevant meanings. When self-relevant meanings are brought into agreement with the identity standard, self-verification is obtained. In the case of incarcerated fathers, they may identify as a criminal or a bad person because of their actions. However, they may also identify as a father or a husband. Another identity might come in the form of how they are ranked in the prison hierarchy. Are they respected? A leader? A follower? All of these different identities are clashing and combining to create their social identity that ultimately determines their social behavior.

Parent education classes create the opportunity to changes these social roles, identity saliences, and social behaviors. By changing the social group and raising positive identities through changes in self-worth and self-esteem the opportunity for an improvement in self-identity as a father appears. Once the inmates see that it is not only socially acceptable to act in a paternal way, but that it is also enjoyable to themselves even in their incarcerated position, their social identity is able to expand to include their roles as fathers.

Methods

Participants of the Nurturing Parenting course at the Montana State Prison between the months of December 2015 and March 2016 were the target sample of this research. Because of the nature of this study, the sample population was small, including a total of 24 participants. However, due to several factors beyond the study's control (lockdowns, parole cases, graduation from the class early) there were only 13 pre-test participants and 23 post-test participants. 12 participants completed both the pre- and post- test surveys. Though the sample size was small, these data are important, as they are amongst the first of their kind in the state of Montana for incarcerated fathers.

Since the Montana State Prison is an adult, all-male facility, all participants were over the age of 18 and male. However, not all participants were fathers at the time of survey administration. Some participants were taking the course to fulfill court requirements while others were taking it just because they wanted to (see Table I). Information on participant's ethnicity, race, and sexual orientation

were not included in the survey as it is not significant in this research.

Involvement in this study was voluntary and available to the participants who participated in this class during the four studied months. Participants were informed that involvement in the study would not affect their chances of parole and that they could pull their participation at any time.

Data for this research was gathered through a multi-method approach that included a two-part survey and a study of previous case studies on the effects of InsideOut Dad and 24/7 Dad on incarcerated populations. The two-part survey, from here on out to be interchangeable with pre-test and post-test, was administered before the first class and after completion of the program in order to analyze any changes in levels of self-worth, relationship satisfaction, contact methods and patterns, and overall feelings about the parent education course.

The pre-test survey was divided into three sections: Background Information, Parenting and Program Knowledge, and Identifiers and Self-worth. Participants were given the option to expand on any of their answers should they feel the need to explain their answer. The Background information section covered participant's age, number of claimed dependents under the age of 18, and feelings about their current relationships with their children. The Parenting and Program Knowledge section questioned their reason for participating in the parenting course, and asked them to reflect on what they wished learn from the class. The last section, Identifiers and Self-worth, contained a set of 10 questions that were taken from the Rosenberg's self-esteem scale (Rosenberg, 1965) where they could answer that they "strongly agree", "agree", "disagree", or

“strongly disagree” with the given statements. These questions were followed by 4 more similarly structured questions that asked if they felt they had a high self-esteem, felt that they had nothing else to learn about parenting, and felt that they were likely to re-offend. Participants were given the opportunity to expand on their feelings about themselves as parents prior to entering into the class through open-ended questions that focused on relationships and program goals (see appendix 1).

The post-test was divided into two main sections: Relationship Changes and Identifiers and Self-worth. Participants were asked to explain how the class had changed their relationship with their children in the first section. They were asked about methods of contact specifically. Questions in the second section were the same as in the pre-test to ensure that exact variables were maintained for comparison. Open-ended questions in the section on “Identifiers and Self-worth” asked participants to reflect on their identity as a parent as well as the course in general. Participants were encouraged to share their thoughts on what could be altered within the program to make it more effective.

After the initial observational and statistical analysis of the Nurturing Parenting Program being offered at MSP, I discovered some key points of interest that could be used for a comparison between the MSP program and the InsideOut Dad and 24/7 Dad programs being used across the United States. These points included a lack of significant change in self-worth, little to no increased contact (specifically visitation) with their children, program length and materials, and feelings about how to continue a strong parent-child relationship

after incarceration. Though I do not in any way mean to suggest that this program is inadequate, I intend to shed some light on issues that could be improved upon with the implementation of nationally recognized courses that have been specifically tailored for incarcerated populations and more importantly, incarcerated fathers in various life situations.

Data Analysis

Background Information (pre-test) and Relationship Changes (post-test)

Data from this project was analyzed in several ways to ensure a thorough interpretation of the effects of the Nurturing Parent Course. Specific attention was given to changes in self-worth, relationship satisfaction, father-child communication (phone calls, visitations, etc.), and inmate feedback about the parenting class itself. Quantitative answers were coded and entered into a spreadsheet using the program SPSS and were analyzed through descriptive statistics, frequency tables, and variable comparison via paired T-test analysis. Participants who did not answer a question, were not asked the question, or who marked that the question was inapplicable (did not apply to their situation as they were not parents during the time of this study) were coded as “missing.” Missing variables were kept consistent across all analyses of data points.

Qualitative answers were entered into a spreadsheet on Excel and examined in order to trace patterns in the reactions to course effectiveness and overall thoughts on parenting while incarcerated across all respondents. Though

similarities amongst respondents were given the most attention, outliers were also accounted for.

Figure 1 shows the number of dependents amongst participants who had children was evenly spread out among participants (N= 14) with almost 75% percent of

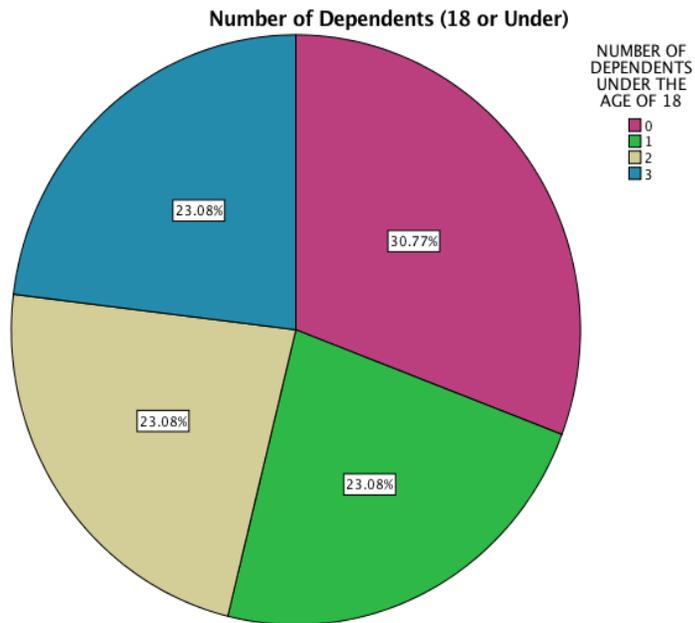


Figure 1. Number of Claimed Dependents Under the Age of 18

participants claiming one, two, or three children under the age of 18 (see Table IX). Almost a third of participants *did not* claim any children under the age of 18 as their dependents at the time of the parenting class, which made up a larger population than was expected.

These participants either had children outside of the 18-year age limit, were hoping to become fathers in the future, or just wanted an understanding of what their life choices meant for their own parents. Keep in mind that being a father was not a requirement to participate in the class and thus these individuals were still allowed to participate in the study. Some participants were taking the course to fulfill court requirements while others were taking it just because they wanted to (see Table I). Those who took the class who did not have children

understood that they could potentially have children in the future and wanted to be prepared to be a father when the time came.

Of the 13 pre-test participants who reported at least one child as a dependent (1 participant had children over the age of 18 and therefore was taken out of this data set), 61.5% reported that they had spoken with their children in the last two months. Only 15.4% reported that they had had visitations in the last two months (see Tables III & IV). Of those same 13 participants, 12 responded to a question about their satisfaction with the state of their current relationship with their child(ren). Though 58.3% reported in the pre-test survey that they were happy with their relationship at the beginning of the course, 41.7% indicated that they were unhappy with their parent-child relationship at the beginning of the course (see Table II). These numbers represent an almost even split between participants who were happy with their relationships and those who thought their relationships could improve.

Even though responses seemed to indicate a slight inclination towards an overall happiness with the current state of their relationship with their child(ren), 14 out of 15 participants who completed the post-survey (and who claimed at least one child) reported that they wished they could have more contact with their children through at least one of the following methods: letters, phone calls, or visitations. Since parent education courses are, in part, designed to encourage the desire for an increase in parent-child interactions, we would expect to see an increase in communication with the child. However, out of those who responded to question number # 2 in the post-test (Did participation in this program affect

your contact with your children?), 80% reported that the course did not change their contact with their children (see Figure 2). Of the post-test respondents (N=15), 11 specifically expressed their desire for more face-to-face visitations with their children.

Did this class change how often you talked with or saw your children?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	12.5	20.0	20.0
	No	12	50.0	80.0	100.0
	Total	15	62.5	100.0	
Missing	IAP	8	33.3		
	Not Asked	1	4.2		
	Total	9	37.5		
Total		24	100.0		

Figure 2. Classes did not change how often respondent spoke with or saw their children

Parenting and Program Knowledge (pre-test)

Reasons for enrollment in the parenting course varied among the inmates with participation being determined either by their desire to take the course or by a court mandate to complete the program in order to maintain/obtain custody of their children upon discharging their current sentence. Of the 13 participants who answered the question, over 75% reported taking the course because they wanted to with just over 23% reporting that they were court ordered to complete the class (Table I). 3 participants (23%) stated they were taking the course for “other” reasons that included wanting a certificate of completion for the Parole board in two of the three cases or wanting help for obtaining custody of their child.

The main purpose of the Parenting and Program Knowledge section was to have participants reflect on what they wanted to get out of the course. Most respondents sought a form of self-improvement, even if it was ultimately geared towards “being a better father/parent for [their] child.” The most common answers were: “how to better put my children first in my life” and “how to be a dad for my son,” with their goal set on mending their relationships with their children or receiving custody upon release.

Identifiers and Self-worth (pre- and post-test)

This section began by asking participants to rank 10 words in order of importance to them from 1-10 with 1 being the most important and 10 being the least important. Unfortunately, data collected from this question could not be subjected to statistical analysis tests as multiple respondents misinterpreted the directions. Some ranked the ten words in order of importance from 1 through 10 assigning one number to each word while others used numbers between 1 and 10 to show how important each was to them (i.e. they used the number 4 to indicate that multiple words held the same value). Because of this I could not code them together.

However, just by looking at the data, participants in the pre-test survey tended to rank “Confidence,” “Father,” and “Leader” amongst their top answers while ranking “Follower,” “Lonely,” and “Criminal” amongst their lowest identities. Post-test participants seemed to have a high identity salience of “Confidence,” “Respect,” and “Father” and a low self-identity with “Angry,” “Follower,” and “Criminal” (see Appendix II & III). Here we see a slight change in identity

salience but they are not significant as they cannot prove that there was any change in father identity from the beginning of the course to the end of the course. One positive point that can be taken away from this data is that these inmates ranked their identity as criminals very low.

In the following questions, participants were asked to answer a set of 14 questions that included 10 pre-made questions taken from Dr. Morris Rosenberg's Self-Esteem scale in order to assess their self-esteem and self-worth levels with the expectation that we would find a marked difference between pre- and post- test self-esteem levels. Scores between the ranges of 15 and 25 are considered "normal" while those below are considered to have "low self-esteem" and those above a score of 25 "high self-esteem" (Rosenberg). Participants were asked to determine if they would "strongly agree", "agree", "disagree", or "strongly disagree" with the Rosenberg statements listed in Table V. The results of the paired t-test on the 10 Rosenberg Self-esteem Scale show a lack of significant difference between each paired variable as well as results of the self-esteem test overall ($p=.243$) (see Tables VI, VII, & VIII). In fact on questions 8, 9, and 10 of the Rosenberg Scale there was no change in responses at all. The most significant change was recorded on question 7, "I feel that I'm a person of worth, at least equal to others" ($p=.082$).

Figures 2 and 3 illustrate that, while self-esteem levels did not significantly change over the course, they were high to begin with, causing a ceiling effect, which did not provide much room for improvement between the two points in time. However, if we account for the number of participants in each section of the

pre-test (N= 12) versus the post-test (N=23), we see that self-esteem levels actually slightly *decreased* from the pre-test to the post-test (see Table VI and VII). On a positive note, the post-test showed a change between participants who initially marked “agree” in the pre-test and those who marked “strongly agree” in the post-test. While 83.3% of pre-test participants stated that they “agree” that had high levels of self-esteem prior to the course, 60.9% of post-test participants stated they “agree” and 21.7% stated that they “strongly agreed” to having high self-esteem (see Tables VI and VII). This could possibly be interpreted as a slight improvement in overall ideas of self-esteem amongst participants.

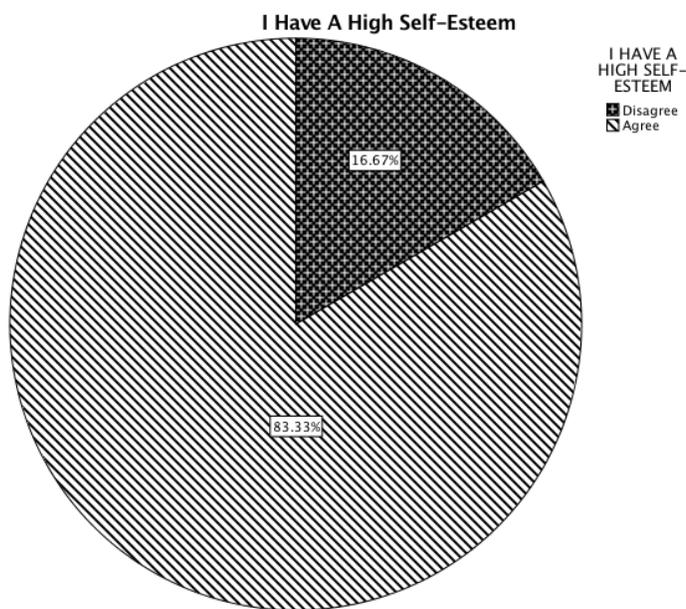


Figure 2. Self-esteem reporting pre-test

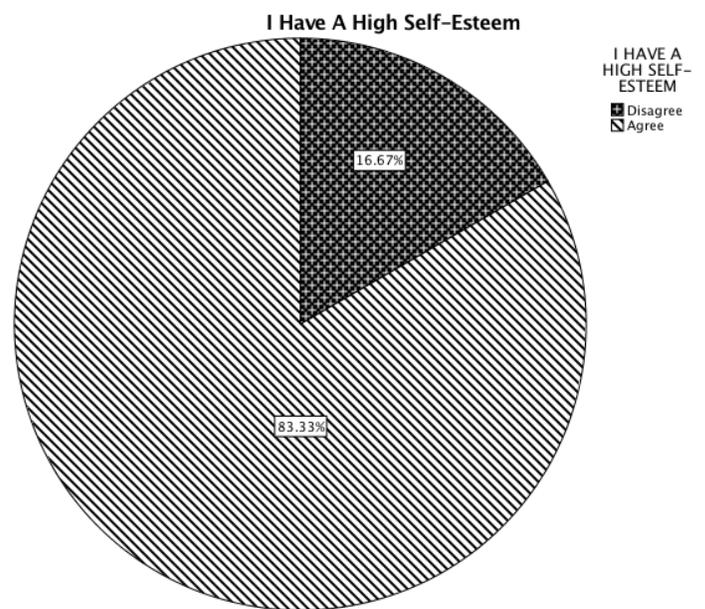


Figure 3. Self-esteem reporting post-test

Figure 4 shows the results of the four questions following the Rosenberg self-esteem assessment in the pre-test to which participants reported that they “strongly agree,” “agree,” “disagree,” or “strongly disagree” to following:

		Mean	Std. Deviation
Question 1	I FEEL THAT I HAVE GOOD RELATIONSHIPS WITH MY CHILDREN	.182	1.079
Question 2	I DO NOT HAVE ANYTHING ELSE TO LEARN ABOUT PARENTING	-.167	.577
Question 3	I THINK I AM LIKELY TO RE-OFFEND	.000	.426
Question 4	THIS PROGRAM WILL AID MY IN MY PERSONAL GROWTH AS A PARENT	-.083	.289

Figure 4. Paired T-test on questions 11 through 14.

After the 14 questions pertaining to self-esteem and self-worth, participants were asked if they thought the class would change how they saw themselves and their identity as a father. 81.1% of the pre-test participants (N= 11) reported that they thought the class would have a change on their identity whereas only 75% of the post-test participants (N=16) reported a change in their identity (See Figure 5).

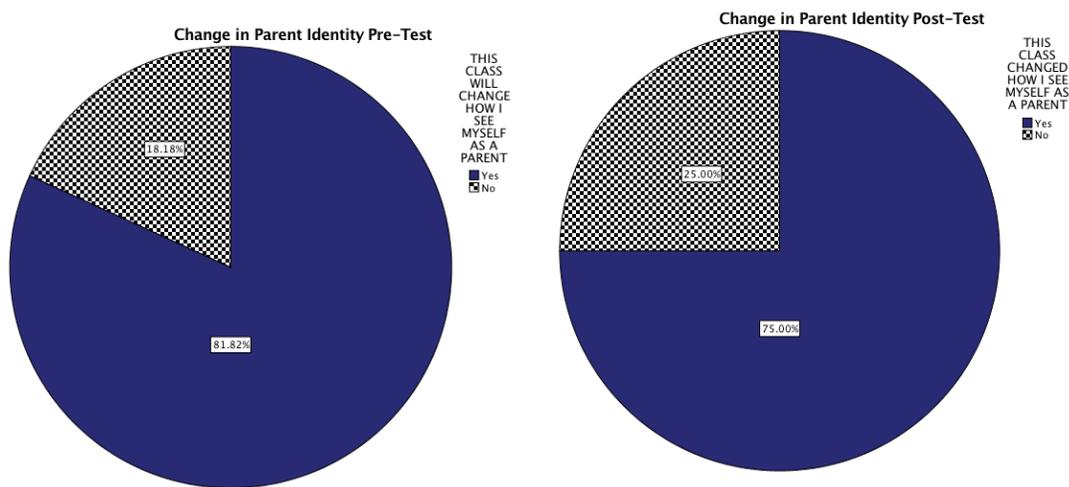


Figure 5. Changes in Parent Identity Pre- and Post- Test Results

Even though less respondents (75%) reported a change in identity than those were expecting a change (81%), participant's responses to question # 21 in the Identifiers section (Do you think this program has changed how you see yourself as a parent? Explain) indicated that they had some deeper understanding of what it meant to be a parent and how their actions affect their families. While this percentage is less than the original number who had thought they would experience a change, it is still a significant amount of participants. Three-fourths of all post-test participants self-reported seeing changes in their own identities as fathers throughout the course. However, this self-reported data on the salience of their father identity could not be proved through an analysis of the other data. As listed above in the Identifiers and Self-Worth section- overall, participants did not express a significant change in how they ranked their identity as a father amongst their other social identities. Also, ideas of being a father did not change levels of self-worth or relationship satisfaction.

At the end of this section in the post-test, participants were asked to reflect on the last few days of class and determine what, if anything, they thought could be improved for future participants. The most common responses all dealt with program length and material. One respondent listed a "more appropriate seating; I couldn't hear or see," and "up to date materials." Others recommended that the course could "maybe [be] a little longer in length," with "better videos," "resources to get partial custody," and "explanations for my children." Another respondent in the second section of the course recommended that the course be "longer, [I]

think it would help to have a father's group (I don't mind being an inmate facilitator) where we can help each other."

While the course did have some positive effects on the fathers, it is apparent that it does not function as an effective tool to *significantly* change feelings of self-esteem and self-worth as a father, nor does it seem to provide the necessary tools needed for incarcerated fathers going back out into the community to reconnect with their children through increases in parent-child communication. In the following section I will discuss the need for a program that extends beyond the classroom and goes into being a father on the outside. It is important to take this feedback and develop a program that will serve to both reconnect the father and child as well as give them the confidence they need in order to understand that they can continue building their relationships post-incarceration.

Discussion

Using the Social Identity theory as a base, this research sought to explain how a change in an individual's sense of self-worth, identity, and support system could help prepare them for parenting on the outside, reducing their risk for future criminal behaviors as well as their children's risk for growing up with delinquent behaviors. Though existing research and literature suggested that there would be a significant change in attitude about the program and an elevated sense self-worth for participants (Bushfield 2004; Harrison 1997; Wilson et. al 2010), this change was not observed. The only observable difference was a self-report on

changes in parent identity, which could not be established with respondent answers in other areas of the pre-and post-test surveys. Ultimately changes in self-worth and self-esteem could not be used to assess the effects of the course since changes were not statistically significant (see Table V). Though they were not statistically significant, the lack of change in self-worth suggests that something must be changed within this current program in order to allow for successful re-entry and unification between the father and child.

A disconnect between course length and projected outcomes of the program was seen through my own observation. The Nurturing Parenting course was designed to span over a *minimum* of 5 separate sessions all the way up to 18 sessions for this particular course. The focus of these sessions was divided amongst 9 main areas: Enhancing Empathy, Self-Worth, Personal Empowerment, Discipline with Dignity, How You Were Raised, Dating and Partner Treatment, Child Development and Nutrition, Anger Expression, and Family Role. Due to staffing changes during the time of the study and available materials, the course was condensed into only 3 days, with each class lasting about 2-3 hours apiece. There was simply not enough time to cover all of the program material thoroughly in the way that was intended for maximum success.

Here is where a program specifically made for incarcerated populations may be more effective. The InsideOut Dad program is designed to start with 12 core sessions: Getting Started, About Me, Being a Man, Spirituality, Handling and Expressing Emotions, Relationships, Fathering, Parenting, Discipline, Child Development, Fathering From the Inside, and Ending the Program with an

additional 26 optional sections that could be tailored to each group to meet specific needs (Economic Development 2012) These twelve core classes provide the base for the group to get involved in each lesson plan and express their thoughts on each individual topic within 5 main sections: Self-awareness, caring for self, fathering skills, parenting skills, and relationship skills.

The online site for the program expresses NFI's hypothesis that "through practical, engaging material, InsideOut Dad[®] increases inmates' self-worth and gives them valuable relationship skills" (2016). A study conducted in Maryland and Ohio found was able to duplicate the results of similar studies on the InsideOut Dad program (Spain 2009). Maryland and Ohio found significant improvements for many variables measuring fathering knowledge and attitudes when the pre-test and post-test were compared (2009).

A study conducted by the Economic Development Research Group at Rutgers University (2012) shows that the InsideOut Dad 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" (9). Though I noted some of these same aspects during my observation of the Nurturing Parenting program, when compared to the nationally recognized programs funded and instructed through the National Fatherhood Initiative, the Nurturing Parenting course seemed to lack some of the necessary tools that offenders need in order to successfully return to having a strong and healthy relationship with their children post-incarceration.

During the first session of each group meeting, participants were given a packet containing worksheets from several different course books included in the Nurturing Parenting Program. These worksheets were taken from “Creating a Nurturing Family,” “Red, White and Bruises,” and “Alcohol and Babies Don’t Mix” to name a few. Each class covered a wide range of materials and activities and combined sections in order to accommodate for a lack of extra time. Also, classes seemed to be very free form and allowed for a lot of flexibility in subject matter. At the start of this research, MSP was in the process of hiring a new life skills teacher so this structure can possibly be, in part, attributed to a lack of resources for a full course load.

However short, program focuses seemed to cover some of the same criminogenic issues of the InsideOut Dad curriculum. For example, participants were asked in one class to reflect on love and relationships: who they were drawn to and what was considered a “healthy relationship”. Following this exercise participants were asked to discuss feelings surrounding rejection in relationships. The group discussed healthy ways to handle rejection and ways to channel their hurt or anger into more constructive outlets for their self-benefit such as working out or spending time with their family, specifically children. This section seemed to address the criminogenic factors of missing or inadequate family relationships and anger and impulse control. Lack of empathy was addressed in an activity that asked participants to draw out a picture of how they were parented on one page, and a picture of how they parented their children. It appeared that this activity made group participants relate their own experiences

growing up to the experiences of their children. They saw how their actions were affecting their children and even their own parents.

Though these activities worked to address certain criminogenic factors, they did not go as in-depth as the InsideOut Dad program. The facilitator's guide (2012) to the program explains the different activities in each section with a timeline, program materials needed and ways to explain the concepts to the offenders if they are having a difficult time understanding the subject matter. While it can be adapted in many ways to accommodate for every group situation, the structure of this program is a lot more ridged with less flexibility than the Nurturing Parenting program. This type of structure is more effective in creating a learning environment that allows for changes in self-worth and parenting knowledge of the incarcerated fathers. In order to implement this program, the facility must be able to dedicate lots of resources, time, and funds to train a facilitator to lead class discussion as well as buy all of the class material.

However, a re-directing of funds and resources should not be seen as a financial risk as the InsideOut Dad program is actually more cost effective when compared to the Nurturing Parenting program. According to their store website, the complete InsideOut Dad complete program kit can be purchased for as little as \$599.00 ("InsideOut Dad"). This kit includes one InsideOut Dad facilitator's manual, ten fathering handbooks, one CD-ROM with program evaluation forms and certificates, and one DVD filled with videos to enhance learning experiences. Additional handbooks can be purchased for the low cost of \$9.49. The Nurturing Parenting program full kit includes one Implementation manual, two activities

manuals for children and parents and fifteen parent handbooks. Also included are fifteen Red, White, & Bruises handbooks, three DVDs that split up course materials, one kit of program evaluation forms and certificates for a total of \$868.90 (“ABC’s Program”). As you can see, even with the addition of five additional handbooks (\$37.96) to make the program materials comparable, the InsideOut Dad program is slightly more cost effective. Not only can this program save the prison some funds that can be allocated to other parenting resources, but it can also work on the measures of effectiveness where the Nurturing Parenting course may be found lacking.

Session 2 of the InsideOut Dad program guide focuses on relationship skills. Inmates are asked to reflect on not only their relationship with their children, but how that relationship affects his relationship with the mother as well (InsideOut Dad Facilitator’s Manual: Second Edition 2012). This theme is carried over into the empathy exercise in session 10: “Walking a Mile in Her Shoes” Where “dads increase their awareness and knowledge of the importance of empathy to resolve differences between them and the mothers of their children.” This activity increases participants’ knowledge of how their involvement affects the family dynamic through the viewpoint of the child’s mother. It also opens up the discussion of seeing and experiencing situations through someone else’s point of view.

The other two criminogenic factors addressed in the InsideOut Dad program are anger and impulse control and values and beliefs. Anger and Impulse Control are addressed in two main sections: Self-Awareness and Caring

for Self. According to this program, fathers cannot have healthy relationships and provide strong role models for their children without first being able to take care of themselves. The InsideOut Dad is:

Aware of himself as a man and aware of how important he is to his family. He knows his moods, feelings and emotions; capabilities, strengths, and challenges. He is responsible for his behavior and knows that his growth depends on how well he knows and accepts himself. He also knows that his ability to be with his children is affected by the choices he has made and accepts responsibility for his choices.

This approach of focusing on the self before focusing on the parent-child relationship is what so greatly affects changes in self-worth. Values and beliefs are discussed in these two sections briefly but are the main focus of section four: Parenting Skills. This section addresses how parenting skills, values, and beliefs on discipline can shape an overall healthy father-child relationship. Though both programs tackle four main criminogenic factors, the InsideOut Dad program takes it a step farther to provide a support system and opportunity for a new sense of social identity as a father through group identification that will carry through incarceration into life on the outside.

Though most participants reported a desire for longer and more in-depth discussions within the Nurturing Parenting course, one participant pointed out a problem that other participants may not have considered. Once they graduated from the Nurturing Program, they received a certificate of completion; however there are no other steps to take after the course is over. Though this complies with the prison's standard measures of effectiveness (effectiveness is measured by program completion and compliance with court mandates), inmates were left without any further resources for other parenting groups that would aid in their

continued quest towards healthy parent-child relationships once they were released into the community. One particular respondent stated that “[I] think it would help to have a fathers’ group (I don’t mind being an inmate facilitator) where we can help each other;” however it is possible to go beyond this. The InsideOut Dad program does just that through its paired community program: 24/7 Dad.

The 24/7 Dad program covers the same 5 sections as InsideOut Dad: Self-awareness, caring for self, fathering skills, parenting skills, and relationship skills and is designed to provide a support system for fathers in crisis as well as those returning to their communities from correctional facilities. It provides that next-level support group that this participant was wanting. A study conducted on the program in Hawai’i showed that fathers who completed the course were more likely to be involved in “tasks expected of contemporary fathers” such as help on homework and child encouragement, support the mother, and have consistent and appropriate disciplinary methods (Lewin-Bizan 2015). This study also reports higher levels of happiness in the fathers that completed the 24/7 Dad program against the control group.

This research set out to identify the effects of the Nurturing Parenting course being taught at the Montana State Prison. Though the collected data was not able to establish that the parent education program significantly affected ideas of self-esteem, we saw that social group identification did affect the participant’s *personal* feelings on their identity as fathers. This research provided an insight into the outcomes of the course, which were previously unknown while

at the same time showing how the implementation of a new program could benefit incarcerated populations in Montana.

The National Fatherhood Initiative provides an evidence-based course that is specifically tailored to incarcerated fathers while they are in correctional facilities that follow their journey into life on the outside with their families. As the social identity theory suggests, the only way to enact a change on the identity and self-worth of the father is to provide an environment in which the inmate can create a new identity as a father in a group setting. I believe that the implementation of such a course could drastically affect the incarcerated fathers in Montana and help reduce recidivism rates and the chances that their children will follow in their father's footsteps.

Conclusion

Changes in state policies for violent and drug offenses have driven prison populations in the United States to a 500% increase over the last thirty years (Wagner 2014). This influx of new and re-offenders brought with it an increase in the number of incarcerated parents that had not been seen in previous years. New research in this area has yielded evidence to support a positive correlation between parent education programs, higher levels of self-esteem, and lower recidivism rates. However, this data is limited in population and scope due to its primary focus on female inmates.

Court systems in the past have made it almost impossible for a father to get custody of his children over the mother. However, with the change from one-

parent custody to joint custody, the door has opened up to fathers to get their children back even after incarceration. Fathers in prison need to have access to the types of programming that will give them the tools to be able to identify as a father and go on to create healthy relationships with their children upon their sentence discharge.

The parent education classes at the Montana State Prison are crucial for offenders who want to learn how to create these strong, healthy relationships with their children and who want to learn how to become a father who is present in their child's life. By creating a social environment in which their attitudes and behaviors as a father are encouraged, participants can experience changes in their self-identity as parents. While the Nurturing Parenting class was able to bring about self-perceptions of these changes, the curriculum itself failed to raise levels of self-esteem, relationship satisfaction, and father-child contact by not recognizing many of the criminogenic issues addressed in NFI programs.

This research assessed the effects of the Nurturing Parent Program on self-worth levels, self-identification and thoughts on the current program through a mixed-method study of male inmates at the Montana State Prison in Deer Lodge, MT. Through this research I have shown that the Nurturing Parenting program currently being used at the state prison is not as effective for incarcerated fathers as the InsideOut Dad and 24/7 Dad programs. This study has indicated the great potential for the parenting programs and that while the current program is likely helpful, a change in programming is will further ensure that incarcerated fathers are leaving prison with the resources they need in order

to continue their relationship with their children and ultimately to lower their recidivism risk as well as their children's risk of offending.

Limitations and Recommendations for Future Studies

This study faced some challenges in the form of limited time, resources, and a limited sample size that may not have been representative of the overall inmate experience of the Nurturing Parenting course. During the time that data was being collected, the Life Skills course was going through staffing changes and was being facilitated by the head of the education department at the prison. This cause the class to not be implemented as it was intended. This could have skewed the data I was collecting and it may have not accurately represented the course as it is usually run. Since the completion of this study, I have learned that the prison has gained a new life skills teacher who has changed some of the course materials and also possibly the length and direction of the course. This research would have benefited from expanding my observations and pre- and post-test administration to this new class setting.

Because of staffing issues, there were only two classes offered between the months of December 2015 and March 2016. This, along with dropped participation due to Parole release or disciplinary issues, made it difficult to obtain a larger sample size. Subsequently my research is based on the surveys of 24 participants, of which 12 did not complete both the initial and the post-course survey tests. For future research on the parenting education course offered at MSP, it would be beneficial to have the study span the length of

several years in order to gather a larger sample size. Future research should track program participants at least three to six months after program completion in order to assess any lasting effects of the parenting course. Participants should also be tracked at the three-year mark of their release to compare actual recidivism rates for offenders that completed the parenting program against those inmates who did not participate in the course.

The need for evidence-based parenting education programs such as the InsideOut Dad and 24/7 Dad program in correctional facilities across the state of Montana is evident. Regardless of the aforementioned problems relating to the data collection, I believe that this research will serve as a starting point for a conversation about the importance of having such parenting education programs available to all incarcerated parents, specifically fathers with the hope that considerations will be made to changing over to a nationally recognized program that has been specifically tailored for incarcerated populations.

Appendix Index

Appendix I

Parenting Pre-test Survey

Section 1: Background Information

1. How old will you be when you start the Nurturing Parent Program?
2. How long have you been incarcerated (take into consideration all time spent in any jail, prison, or program such as START, WATCH, NEXUS, and Pre-Release Center)?
3. Approximately how many years have you been separated from your children?
4. How many children under the age of 18 do you claim as your dependents?
5. How old are these children (please list ages for all children in question #3)?

Child #1 _____	Child #4 _____	Child #7 _____
Child #10 _____		
Child #2 _____	Child #5 _____	Child #8 _____
Child #3 _____	Child #6 _____	Child #9 _____

6. Where you in contact with these children before your incarceration for your current crime?

_____ Yes
_____ No

Explain:

7. If so, when was the last time you spoke with them?
8. When was the last time you saw your children in person?
9. With 5 being very good, and 1 being very bad, how would you rank your relationship with each child?

Child #1:	1-----2-----3-----4-----5				
	Very bad	Bad	Okay	Good	Very
Child #2:	1-----2-----3-----4-----5				
Child #3:	1-----2-----3-----4-----5				
Child #4:	1-----2-----3-----4-----5				
Child #5:	1-----2-----3-----4-----5				
Child #6:	1-----2-----3-----4-----5				
Child #8:	1-----2-----3-----4-----5				
Child #9:	1-----2-----3-----4-----5				
Child #10:	1-----2-----3-----4-----5				

10. If you would like, you are invited to explain your relationships with your children here:
11. Are you content with these relationships currently?
 Yes
 No
 Explain:
12. Do you plan on reconnecting with your children after your discharge of this sentence?
 Yes
 No
13. If you will reconnect with your children after prison, describe the steps that you will take (i.e. letters, phone calls, visitations, custody, etc.):

Section 2: Parenting and Program Knowledge

1. How did you hear about this course? Select all that apply.
 Court Ordered
 Other inmates
 Previous Program Placement
 Other. Explain:
2. Why are you taking this course? Select all that apply.
 Court Mandated
 Elected
 Other. Explain:
3. Have you participated in "Nurturing Parent" in the past?
 Yes
 No
4. Have you participated in any other parent education program?
 Yes
 No
 Explain:
5. If you answered "yes" to questions #3 or #4, please describe your feelings about the course. Do you think that participation in this, or another parent education course, will help you to maintain strong relationships with your children?
6. What do you hope to learn from participation in this course?

Section 3: Identifiers and Self-worth

1. Rank these ten (10) words in order of importance from 1-10 with 1 being the most important and 10 being the least important.
 Confident
 Angry
 Strong
 Follower

- Respected
- Lonely
- Father
- Leader
- Criminal
- Religious

2. Do you think that being incarcerated has changed the way you define yourself?

- Yes
- No

Explain:

1. On the whole, I am satisfied with myself. (circle one)

Strongly Agree Agree Disagree Strongly Disagree

2. At times, I think that I am no good at all.

Strongly Agree Agree Disagree Strongly Disagree

3. I feel that I have a number of good qualities.

Strongly Agree Agree Disagree Strongly Disagree

4. I am able to do things as well as most other people.

Strongly Agree Agree Disagree Strongly Disagree

5. I feel that I do not have much to be proud of.

Strongly Agree Agree Disagree Strongly Disagree

6. I certainly feel useless at times.

Strongly Agree Agree Disagree Strongly Disagree

7. I feel that I'm a person of worth, at least on an equal plane with others.

Strongly Agree Agree Disagree Strongly Disagree

8. I wish I could have more respect for myself.

Strongly Agree Agree Disagree Strongly Disagree

9. All in all, I am inclined to feel that I am a failure.

Strongly Agree Agree Disagree Strongly Disagree

10. I take a positive attitude toward myself.

Strongly Agree Agree Disagree Strongly Disagree

11. I have a high self-esteem.

Strongly Agree Agree Disagree Strongly Disagree

12. I feel that I have failed my children.

Strongly Agree Agree Disagree Strongly Disagree

13. I feel that I have good relationships with my children.
 Strongly Agree Agree Disagree Strongly Disagree
14. I think that this program will be beneficial.
 Strongly Agree Agree Disagree Strongly Disagree
15. I do not think I have anything else to learn about parenting.
 Strongly Agree Agree Disagree Strongly Disagree
16. I do not want to re-offend.
 Strongly Agree Agree Disagree Strongly Disagree
17. I think that I am likely to re-offend.
 Strongly Agree Agree Disagree Strongly Disagree
18. Do you think this program will aid in your personal growth as a parent?
 _____ Yes
 _____ No
 Explain:
19. What are your thoughts about parenting and your identity as a father entering into this program?
20. Do you think this program will change how you see yourself as a parent?

Parenting Post-test Survey

Section 1: Relationship Changes

1. When was the last time you spoke with your children?
2. Did participation in this program affect your contact with your children?
3. Describe the steps that you have taken over the course of the program to reconnect with your children
4. Describe the steps you *will* take after this program to reconnect with your children (i.e. letters, phone calls, visitations, custody, etc.):

Section 2: Identifiers and Self-worth

1. Rank these ten (10) words in order of importance from 1-10 with 1 being the most important and 10 being the least important.
 _____ Confident
 _____ Angry
 _____ Strong
 _____ Follower
 _____ Respected
 _____ Lonely

- ____ Father
- ____ Leader
- ____ Criminal
- ____ Religious

2. Do you think participation in this program has altered how you define yourself?

____ Yes

____ No

Explain:

1. On the whole, I am satisfied with myself. (circle one)

Strongly Agree Agree Disagree Strongly Disagree

2. At times, I think that I am no good at all.

Strongly Agree Agree Disagree Strongly Disagree

3. I feel that I have a number of good qualities.

Strongly Agree Agree Disagree Strongly Disagree

4. I am able to do things as well as most other people.

Strongly Agree Agree Disagree Strongly Disagree

5. I feel that I do not have much to be proud of.

Strongly Agree Agree Disagree Strongly Disagree

6. I certainly feel useless at times.

Strongly Agree Agree Disagree Strongly Disagree

7. I feel that I'm a person of worth, at least on an equal plane with others.

Strongly Agree Agree Disagree Strongly Disagree

8. I wish I could have more respect for myself.

Strongly Agree Agree Disagree Strongly Disagree

9. All in all, I am inclined to feel that I am a failure.

Strongly Agree Agree Disagree Strongly Disagree

10. I take a positive attitude toward myself.

Strongly Agree Agree Disagree Strongly Disagree

11. I have a high self-esteem.

Strongly Agree Agree Disagree Strongly Disagree

12. I feel that I have failed my children.

Strongly Agree Agree Disagree Strongly Disagree

13. I feel that I have good relationships with my children.

Strongly Agree Agree Disagree Strongly Disagree

14. I think that this program has been beneficial.

Strongly Agree Agree Disagree Strongly Disagree

15. I do not think I have anything else to learn about parenting.

Strongly Agree Agree Disagree Strongly Disagree

16. I feel that I have gained new knowledge about myself through this course.

Strongly Agree Agree Disagree Strongly Disagree

17. I do not want to re-offend.

Strongly Agree Agree Disagree Strongly Disagree

18. I think that I am likely to re-offend.

Strongly Agree Agree Disagree Strongly Disagree

19. Do you think this program has aided in your personal growth as a parent?

_____ Yes
 _____ No

Participant #	Confidence	Angry	Strong	Follower	Respected	Lonely	Father	Leader	Criminal	Religious
1	9	3	8	4	7	2	10	5	1	6
2	1	7	6	8	3	10	4	2	9	5
3*	2	10	1	10	1	1	3	1	8	1
4*	1	10	9	10	8	10	1	3	10	5
5*	1	10	10	10	1	10	1	1	10	10
6*	1	8	7	10	2	9	1	1	10	4
7	1	8	5	9	4	7	2	3	10	6
8**	-	-	-	-	-	-	-	-	-	-
9**	-	-	-	-	-	-	-	-	-	-
10**	-	-	-	-	-	-	-	-	-	-
11**	-	-	-	-	-	-	-	-	-	-
12**	-	-	-	-	-	-	-	-	-	-
13**	-	-	-	-	-	-	-	-	-	-
14**	-	-	-	-	-	-	-	-	-	-
15**	-	-	-	-	-	-	-	-	-	-
16**	-	-	-	-	-	-	-	-	-	-
17**	-	-	-	-	-	-	-	-	-	-
18**	-	-	-	-	-	-	-	-	-	-
19*	4	4	8	5	2	4	1	1	1	9
20	1	-	-	-	-	-	-	-	-	-

21	4	7	2	8	3	9	1	5	10	6
22	3	10	4	9	5	7	1	6	2	8
23	3	8	4	9	6	7	1	5	10	2
24*	5	5	5	5	5	10	5	5	9	8

Explain.

20. What are your thoughts about parenting and your identity as a father after going through this program?

21. Do you think this program has changed how you see yourself as a parent?

Explain.

22. How can this program be changed to be more effective for future participants?

23. Is there anything else regarding your experience in this course or as an incarcerated parent that you'd like to share with us?

Appendix II

Identity Salience Scale: Pre-Test

Rank these ten (10) words in order of importance from 1-10 with 1 being the most important and 10 being the least important.

* Indicates that the respondent did not rank levels of identity but rather used the numbers 1-10 to assigned a value of identity

** Indicates that the respondent did not participate in this section of surveys

Appendix II

Identity Salience Scale Post-Test

Rank these ten (10) words in order of importance from 1-10 with 1 being the most important and 10 being the least important.

Participant #	Confidence	Angry	Strong	Follower	Respected	Lonely	Father	Leader	Criminal	Religious
1**	-	-	-	-	-	-	-	-	-	-
2	4	7	6	10	1	8	3	2	9	5
3	3	7	6	10	5	9	1	4	8	2

4	1	7	2	8	3	9	4	6	10	5
5*	1	10	10	10	1	10	1	5	10	10
6	1	8	6	7	4	9	5	3	10	2
7	1	9	5	8	2	7	3	4	10	6
8	1	8	2	9	3	10	4	5	7	6
9	4	9	5	7	3	8	1	6	10	2
10*	2	-	5	-	4	-	3	-	-	1
11*	4	6	6	7	7	9	6	7	10	10
12	6	10	5	8	2	7	1	4	9	3
13	1	8	2	10	5	7	6	3	9	4
14	1	8	3	9	5	7	6	10	2	4
15	3	8	4	7	5	6	1	2	10	9
16	1	10	3	6	2	7	4	5	8	9
17*	3	9	2	8	1	10	1	1	10	1
18*	5	5	6	6	7	8	10	9	7	10
19*	5	8	4	-	2	7	1	3	9	6
20**	-	-	-	-	-	-	-	-	-	-
21	2	8	5	9	1	7	3	4	10	6
22	2	8	4	7	3	9	1	5	10	6
23	2	10	4	7	5	8	6	3	9	1
24*	10	1	10	1	10	10	10	10	1	10

* Indicates that the respondent did not rank levels of identity but rather used the numbers 1-10 to assigned a value of identity

** Indicates that the respondent did not participate in this section of surveys

Tables Index

Table I

REASON FOR TAKING COURSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Court Ordered	3	12.5	23.1	23.1
	I wanted to	7	29.2	53.8	76.9
	Other	3	12.5	23.1	100.0
	Total	13	54.2	100.0	
Missing	Not Asked	11	45.8		
Total		24	100.0		

Table II

HAPPY WITH RELATIONSHIP WITH CHILDREN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	29.2	58.3	58.3
	No	5	20.8	41.7	100.0
	Total	12	50.0	100.0	
Missing	IAP	1	4.2		
	Not Asked	11	45.8		
	Total	12	50.0		
Total		24	100.0		

Table III

SPOKEN WITH CHILDREN WITHIN THE LAST TWO MONTHS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	33.3	61.5	61.5
	No	5	20.8	38.5	100.0
	Total	13	54.2	100.0	
Missing	Not Asked	11	45.8		
Total		24	100.0		

Table IV

SEEN CHILDREN WITHIN THE LAST TWO MONTHS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	8.3	15.4	15.4
	No	11	45.8	84.6	100.0
	Total	13	54.2	100.0	
Missing	Not Asked	11	45.8		
Total		24	100.0		

Table V

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Question 1	ON THE WHOLE, I AM HAPPY WITH MYSELF	-.083	.515	.149	-.411	.244	-.561	11	.586
Question 2	AT TIMES, I THINK THAT I AM NOT GOOD AT ALL	.083	.515	.149	-.244	.411	.561	11	.586
Question 3	I FEEL TAHT I HAVE A NUMBER OF GOOD QUALITIES	.091	.539	.163	-.271	.453	.559	10	.588
Question 4	I AM ABLE TO DO THINGS AS WELL AS MOST OTHER PEOPLE	.333	.778	.225	-.161	.828	1.483	11	.166
Question 5	I FEEL THAT I DO NOT HAVE MUCH TO BE PROUD OF	.083	.515	.149	-.244	.411	.561	11	.586
Question 6	I FEEL USELESS (HELPLESS) AT TIMES	.167	.835	.241	-.364	.697	.692	11	.504

Question 7	I FEEL THAT I AM A PERSON OF WORTH, AT LEAST EQUAL TO OTHERS	.250	.452	.131	-.037	.537	1.915	11	.082
Question 8	I WISH I COULD HAVE MORE RESPECT FOR MYSELF	.000	.603	.174	-.383	.383	.000	11	1.000
Question 9	ALL IN ALL, I FEEL THAT I'M A FAILURE	.000	.739	.213	-.469	.469	.000	11	1.000
Question 10	I TAKE A POSITIVE ATTITUDE TOWARDS MYSELF	.000	.603	.174	-.383	.383	.000	11	1.000

Table VI

I HAVE A HIGH SELF-ESTEEM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	8.3	16.7	16.7
	Agree	10	41.7	83.3	100.0
	Total	12	50.0	100.0	
Missing	Not Asked	11	45.8		
	Did Not Answer	1	4.2		
	Total	12	50.0		
Total		24	100.0		

Table VII

I HAVE A HIGH SELF-ESTEEM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	16.7	17.4	17.4
	Agree	14	58.3	60.9	78.3
	Strongly Agree	5	20.8	21.7	100.0
	Total	23	95.8	100.0	
Missing	Not Asked	1	4.2		
Total		24	100.0		

Table VIII

Self-Esteem Test Score

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test and Post-test	-1.500	4.210	1.215	-4.175	1.175	1.234	11	.243

Table IX

NUMBER OF DEPENDENTS UNDER THE AGE OF 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4	16.7	30.8	30.8
	1	3	12.5	23.1	53.8
	2	3	12.5	23.1	76.9
	3	3	12.5	23.1	100.0
	Total	13	54.2	100.0	
Missing	Not Asked	11	45.8		
Total		24	100.0		

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