

Parenting Programs for Incarcerated Mothers through the Lens of the Six Key Principles  
of a Trauma Informed Approach

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**Abstract**

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With upwards of 2.6 million children being affected by parental incarceration, the need for trauma informed parenting programs is vital. This content analysis evaluates the extent to which 26 prison parenting programs that have been implemented with incarcerated mothers are based on the Six Key Principles of a Trauma Informed Approach (TIA). Due to limited literature, few programs showed evidence of TIA, pointing to a need for more research.

## INTRODUCTION

The rate of imprisonment for women in the United States has increased sixfold in the last three decades, twice that of the growth rate of incarcerated men in this country (Foster & Hagan, 2015; The Sentencing Project, 2023). Even more alarming is that approximately 70% of incarcerated women are mothers to minors, most of whom were also primary caregivers prior to incarceration (Collica-Cox & Furst, 2020; Eddy et al., 2008). It is hard to give an exact number because this information is not systematically tracked, but it is estimated that somewhere between 1.7 to 2.6 million children in the U.S. have a parent in prison or jail depending on the source (Cassidy et al., 2010; Shortt et al., 2014; Jensen et al., 2023). Children of color are also the most impacted by parental incarceration with black children being 7.5 times more likely and Latine children being 2.5 times more likely than white children to have a parent in prison (Collica-Cox & Furst, 2020).

Women, especially women of color, are a particularly vulnerable population as they are disproportionately affected by poverty, domestic violence, poor education, sexual abuse, and substance use disorders (Meyers et al., 2017). Studies of incarcerated women have shown a higher prevalence of Adverse Childhood Experiences (ACE), that can include physical abuse, sexual abuse, verbal abuse, physical neglect, emotional neglect, or environmental factors in the home such as substance use disorder, mental health problems, domestic abuse, or parental separation (Centers for Disease Control and Prevention, 2019). Nearly 60% of women in state prisons reported being physically or sexually assaulted at some point in their lives (Krysiak & Rodriguez, 2022). They are also far more likely to have had a parent in prison when they were a child (Shortt et al., 2014). Exposure to ACEs is associated with an increase in substance use

disorder, higher rates of unemployment and physical and mental health challenges (Jones et al., 2022).

Poverty, poor education and low occupation status, the very potential consequences of being exposed to ACEs, are all factors that have been profoundly linked to crime and punishment (Jones et al., 2022). Much like their children, women of color also experience ACEs and incarceration at higher rates than their white counterparts (Jones et al., 2022). As a result of the inequities women face many of those who have been incarcerated find themselves stuck in a negative loop of victim and offender.

Children of incarcerated parents become the “forgotten victims of crime” (Meyers et al., 2017). The act of arrest if witnessed by a child can be a very traumatic experience in and of itself, but the sudden separation from their caregiver alone is a devastating loss for children. Children develop secure attachments with their caregivers through continuous and responsive contact and when that attachment is disrupted it can lead to insecure attachment styles that can lead to maladaptive behaviors (Bowlby, 1969). Children of incarcerated mothers are at increased risk of a myriad of internal and external challenges. Even short sentences have been found to be traumatizing for children (Lovell et al., 2023). With removal of the caregiver from the home comes a host of change for the child that can create a lot of instability. The family’s income can decline, or the onset of a new dependent can put strain on finances which then increases housing insecurity and/or the risk of homelessness which also increases the likelihood of experiencing violence (Jones et al., 2022). This massive upheaval of a child’s life can lead to a host of challenges ranging from academic problems, depression, anxiety, health decline, conduct disorders, later delinquency, substance use disorder and other antisocial behaviors (Alsem et al., 2022; Bell & Cornwell, 2015; Collica-Cox & Furst, 2020).

The adverse experiences of many incarcerated women in childhood can contribute to inadequate parenting knowledge and skills (Tremblay & Sutherland, 2017) and many mothers in prison report feelings of inadequacy regarding parenting (Phillips & Kwon, 2022). Most mothers in prison intend on returning to their parenting role upon their release and therefore it is essential that they are equipped with the parenting skills to effectively manage the needs of their children affected by traumatic experiences (Urban & Burton 2013). Studies have shown that prison parenting programs have the potential to improve parenting competencies and skills, communication, mental health and reduce recidivism while simultaneously strengthening family ties (Gallegos & Emerine, 2023). Maintaining mother-child connection can help mitigate the harmful effects of incarceration on children thus increasing the chance of disrupting the intergenerational cycle of becoming an offender themselves (Thompson & Harm, 2000).

The purpose of this content analysis was twofold. First, the author sought to identify and describe parenting programs available to mothers in prison and jail systems. Acknowledging the pervasiveness of trauma and recognizing that public institutions and service systems are themselves often trauma-inducing, the Substance Abuse and Mental Health Services Administration (SAMHSA) developed the Six Key Principles of a Trauma-Informed Approach to mitigate the re-traumatizing effects of public sector services (SAMHSA, 2014). The second purpose of this content analysis was to evaluate the extent to which the identified parenting programs were developed and implemented with a trauma informed approach. Systematic reviews and meta-analyses have been conducted on the various extant parenting programs, but to the best of the author's knowledge none have investigated the trauma-informed approach (TIA) of the programs.

## **CONTENT ANALYSIS PROCEDURES**

The first step of the literature review process was to conduct a search for prison parenting programs for incarcerated mothers. Literature searches using several relevant search terms (parent intervention and incarceration, prison-based parenting programs, parenting intervention and incarceration, parenting education and incarceration, parenting programs and incarceration, prison parenting education programs) were conducted using EBSCO and ProQuest. Articles were included in the review if they met the following inclusion criteria: peer-reviewed, the program was administered with mothers while incarcerated, and the program was identified by name. Additional literature was gathered based on the references found in the initial articles. A total of 25 articles were found that met the inclusion criteria. From those 25 articles, 26 parenting programs were identified. Additional research was then conducted on each individual parenting program through EBSCO, ProQuest and Google searches to gather details about the development and facilitation of each program.

## **METHOD**

The extent to which the 26 parenting programs adhered to a TIA was evaluated using the Six Key Principles of a Trauma-Informed Approach which are as follows: (1) Safety, it is imperative that the facilitator and participants, children included, feel physically and psychologically safe. (2) Trustworthiness and Transparency, organizational operations and decisions should be conducted with transparency so participants can develop trust among the staff involved. (3) Peer Support, participants have access to support from peers that have shared lived experiences of trauma (4) Collaboration and Mutuality, there is a sharing of power and decision-making amongst participants and staff. (5) Empowerment, Voice, and Choice, by honoring all voices and

recognizing and building upon individual strengths, operations, development, and services provided foster empowerment for all parties involved. (6) Cultural, Historical, and Gender Issues, acknowledges and addresses the historical context of trauma, leverages the healing power of cultural connection, and provides gender, racial and ethnically responsive services. A search in EBSCO and ProQuest was conducted to find peer-reviewed journal articles about each program. The author also conducted Google searches to try to obtain copies of the curricula or any other additional information that could be found on the parenting programs. Among the 26 programs the author was only able to obtain the curriculum for two of those programs. Search results were then reviewed with particular interest in the program's description, methodology and results. While reading the articles and browsing websites the author searched for key words or phrases synonymous with the 6 Key Principles of a TIA to find evidence of practice for each principle. The majority of the identified parenting programs had insufficient information available to be able to determine the extent to which they practiced with a TIA. Of the 26 identified programs seven programs had sufficient literature and information available online to be able to glean into the extent to which each key principle was being implemented.

## **RESULTS**

Appendix A provides an overview detailing which of the Six Key Principles of a Trauma-Informed Approach were being implemented for each of the 26 parenting programs. For a detailed overview of the evidence found for each program to determine which key principles were being implemented refer to Appendix B. Appendix C summarizes the key characteristics (program name, brief description, sample size, child age, attrition rates, methods, measures, outcomes, program and session duration, child involvement, and facilitator training) of the seven parenting programs that showed evidence of all Six Key Principles of a Trauma-Informed

Approach. In each section below, the author provides a description of those seven parenting programs, outcomes, and a summary of evidence of the implementation of each TIA principle.

### **The Friends Outside Positive Parenting Program**

Based on cognitive behavior principles, this program is an interactive course that utilizes discussion groups, debates, simulations, case studies, role playing, brainstorming, self-evaluation, and a special visiting day with their children (Simmons et al., 2012). The initial curriculum was based on a course offered by the Red Cross that was modified to meet the unique needs of incarcerated mothers. The focus of this program is to prepare mothers for reunification by teaching emotional communication skills, helping parents acquire positive parent-child interaction skills and putting these skills into practice while being observed by a facilitator. *Friends Outside Positive Parenting Program* is a 30-hour curriculum facilitated in two-hour sessions over 15 weeks. It is presented in a group setting with generally 20 inmates per class (Simmons et al., 2012).

*Friends Outside Positive Parenting Program* has been evaluated in one study from 2007-2008 which included male inmate parents as well. Based on the demographics collected on both populations, the women were found to be the higher risk population with a lower percentage of the women having obtained a high school diploma, higher rates of being single, and 67.7% of them lived in households with incomes lower than \$15,000 a year prior to incarceration (Simmons et al., 2012). Pre and post testing was conducted using the Adult-Adolescent Parenting Inventory (AAPI-2), the most widely used parenting inventory tool in the nation, designed to assess parenting attitudes and child rearing behaviors. Responses to the AAPI-2 provide an index of risk of parents engaging in behaviors that are attributable to child abuse and neglect. Findings

indicated that the female participants improved their knowledge of positive parenting behaviors in the domains of parental expectations, empathy, family roles, and power and independence (Simmons et al., 2012).

*Friends Outside Positive Parenting Program* curriculum intentionally promotes a sense of physical and emotional *safety* through predictability, establishing clear ground rules and expectations, using respectful language, considering what is culturally appropriate and arranging participants in a circle formation. Having clear ground rules and predictability helped to also establish *trustworthiness and transparency* and participants expressed gratitude for being able to share openly. By conducting this program in a group setting and establishing a sense of safety, participants by default become each other's *peer support*. The techniques of using group discussion, debates, simulations, case studies, role playing, brainstorming and self-evaluation are conducted in a collaborative format. In this way everyone holds power and has something of value to offer, thus promoting *collaboration and mutuality*. This course improves participants parenting skills while also teaching important life skills that promote pro-social behaviors. The personal growth that stems from this course promotes the fifth principle of TIA, *empowerment, voice, and choice*. The ways in which this program acknowledges *cultural, historical and gender issues* are threefold. Many incarcerated women do not have a history of positive school performance, and this was taken into account when modifying the program specifically for incarcerated mothers. Family relationships and traditions is one of the topics covered in this program which also brings awareness to cultural history. Third, being cognizant of culturally appropriate behavior allows for a responsive approach to learning (Simmons et al., 2012).

### **Parenting Inside-out (PIO)**

*Parenting Inside-out (PIO)* is an evidence-based, cognitive-behavioral parent management skills program developed for incarcerated parents. *PIO* teaches parents effective communication skills, problem-solving techniques, positive reinforcement, monitoring, and non-violent discipline. The program offers four different versions of the curriculum to accommodate the variability of criminal sentencing. The longest version of the program, *PIOP Prison 90*, consists of 36 sessions, conducted in two and a half hour sessions, three times a week for 12 weeks and is intended for longer term inmates. *PIOP Prison 60* is the most widely used version that meets for two-hour sessions, three times a week for 10 weeks or two times a week for 14 weeks. The *PIOJ Jail 24* version is intended for inmates in jail with short term sentences, it is a 24-hour version that meets for 12, two-hour sessions. Lastly, *PIOC Community 48* consists of 24, two-hour sessions designed for parents that are in the community on work release, probation, parole or a reentry program. It is worth noting that *PIO* has made it to the lists of best practice on the American Psychological Association, US Department of Health and Human Services, Office of Victims of Crime, and the US Department of Justice and it is included in SAMHSA's National Registry of Evidence-based Programs and Practices (Jenson et al., 2023).

In a study that evaluated the effects of *PIO* for both male and female parent prisoners with a control group comparison, Eddy et al. (2013) completed pre and post measures of stress levels, depression, positive parent-child interaction, ease of relationship with caregiver, closeness to caregiver, and family contact in prison. Unfortunately, the data did not distinguish between male and female results for all measures but overall, the program showed significantly lower stress levels, females measured at seven percent lower depressed mood, 12.4 percent higher on positive parent-child interaction, ease of relationship with caregiver and closeness to caregiver did not have statistically significant results, as compared to the control group (Eddy et al., 2013).

In another study specifically with incarcerated mothers, Collica-Cox and Furst (2019) also found a significant decrease in depression and stress, in addition to an increase in self-esteem and confidence, decrease in anxiety, and reported improvement in relationships, communication and confidence in parenting. In another study *PIO* participants recidivism rates were 27% compared with a control group's rate of 48% (Collica-Cox & Day, 2021).

*PIO* recognizes the need for a sense of *safety* and has intentionally designed the program to take place in a safe environment, keeping class numbers low, being mindful of the inmate dynamics and complying with all security and safety policies of the institution. The *PIO* curriculum promotes *trustworthiness and transparency* by providing inmates with information about the program, so they are able to make a well-informed decision about whether or not to participate. Additionally, correctional officers are informed ahead of time about what materials inmates will need to take with them to their cells to avoid conflicts which further promotes trust and a sense of safety for participants. By conducting *PIO* in a group setting and facilitators being cognizant to ensure positive group dynamics, by default participants become each other's *peer support* (Jenson et al., 2023). Inmate feedback was included in the process of developing *PIO* and *collaboration and mutuality* was also imbedded in the course by having participants and coaches collaborate on the development of individual learning goals and progress is tracked throughout the course (Eddy et al., 2008). *PIO* has a lot of positive outcomes and has received much positive feedback from participants. The skills acquired from this program create a sense of *empowerment, voice and choice* for participants (Eddy et al., 2008). *PIO* is grounded in the Parent Management Training (PMT) program but developed specifically for parents involved in the criminal justice system (Oregon Social Learning Center Science Benefitting Families, 2024). *PIO* acknowledges the *cultural, historical, and gender issues* of the criminal justice system and

as such has made reducing intergenerational criminality one of the objectives of their program (Oregon Social Learning Center Science Benefitting Families, 2024). *PIO* was designed to be culturally respectful, but developers acknowledge it is not culturally competent for issues within specific cultural groups, but those parents were referred to other groups (Eddy et al, 2013). Also worth noting is that *PIO* has been fully developed and delivered in Spanish as well (Eddy et al, 2013).

### **Parenting Prison and Pups (PPP)**

*Parenting Prison and Pups (PPP)* is a combination of the *PIO* curriculum enhanced with Animal-Assisted Therapy (AAT), a stress management component that includes meditation and yoga, First Aid, cardiopulmonary resuscitation (CPR) certification, automated external fibrillator (AED) for adults, children, and infants, and a Graduation/Reunification Day (Collica-Cox and Day, 2021). *PPP* consists of 14 sessions, taking place twice a week, for two hours, over two months, plus a separate six-hour CPR certification training day and the Graduation/Reunification Day celebration with participants' children and immediate family. The number of sessions is different than that of all four versions of *PIO*, so it is unclear to what extent the full *PIO* curriculum is followed. During sessions participants get to engage with therapy dogs before, during and after class as well as at the graduation celebration. Aside from their therapeutic contribution, the therapy dogs also serve as surrogates for mothers to role play and practice their skills with (Collica-Cox & Furst, 2019; Pace University Dyson College of Arts and Sciences, 2023).

In its first year *PPP* was rolled out without the AAT component enabling researchers to later compare the *PPP* curriculum with and without AAT (Collica-Cox & Day, 2021). In this

study researchers measured participants stress, anxiety and depression using the Depression Anxiety Stress Scale 21(DASS-21) (Collica-Cox & Day, 2021). Participants in the fully implemented *PPP* program (AAT included) demonstrated lower levels of depression, anxiety and stress, higher self-esteem levels and significantly higher parental knowledge. Self-esteem was measured using a 10-item Guttman self-esteem scale “which has satisfactory reproducibility and scalability (Rosenburg, 1965, p. 16)” (Collica-Cox & Day, 2021). Parental knowledge was measured using a five-point Likert scale adapted from J.D. Berry and Jones (1995); Korjenevitch et al. (2010); Kramer and McDonnell (2016) and Parenting Inside Out (2015) and participant scores on a 25-question test comprised of the content covered in the course classes (Collica-Cox & Day, 2021).

Elements of creating a sense of *safety* come from the *PIO* curriculum but the presence of therapy dogs serves as emotional support which helps to reduce stress and anxiety (Collica-Cox & Furst, 2019). The author was unable to find information detailing how *trustworthiness and transparency* are intentionally imbedded into *PPP* but based on participant feedback in an evaluation of the program, Collica-Cox and Day (2021) determined this key principle was present. Over 80% of the women reported they felt comfortable sharing and 100% of them stated confidentiality was never broken which could imply the program created a sense of *trustworthiness and transparency*. *Peer support* is also implied for this program since it is conducted in a group setting with other incarcerated mothers. Since we know the *PIO* curriculum was developed in collaboration with inmates and that facilitators work together with participants to develop goals it is implied that *PPP* supports *collaboration and mutuality*. Like the other programs, with the improvement of parenting skills and parent-child relationships a sense of *empowerment, voice and choice* is created (Collica-Cox & Furst, 2019). The development of

*PPP* came out of a historical understanding of the U.S. criminal justice system, the fast-growing rate of female incarceration, fewer program opportunities for female prisoners and the unique needs of women and mothers. *PPP* was developed to be a gender responsive solution to the problem thus making it a program that acknowledges *cultural, historical, and gender issues* (Collica-Cox and Day, 2021).

### **New Beginnings**

*New Beginnings* is a parenting program designed to address the early attachment relationship between mothers and their infants in prison (Baradon et al., 2008). Women participating in this program reside with their infants in what is referred to as a Mother Baby Unit (MBU) on prison grounds but separate from the rest of the population (Baradon et al., 2008). The program consists of eight, two-hour weekly sessions over the course of four consecutive weeks. Participants were asked to commit to bringing their child with them to all eight sessions. The eight topics selected for the program were based on research and clinical evidence for their potential to support activation of an attached relationship (Baradon et al., 2008).

In the pilot evaluation of *New Beginnings*, the impact of the program was measured using the Parent Development Interview (PDI) though the sample size was very small, only 15 dyads (Baradon et al., 2008). The PDI is a semi-structured interview that examines the parental representation of the parent-child relationship analyzed for themes and coded for Reflective Functioning (RF), the mother's ability to accurately interpret theirs and their child's thoughts and feelings (Sleed et al., 2013). RF provides insight into the parent-child attachment, higher measures of RF have been associated with more securely attached relationships and optimal parenting behavior (Sleed et al., 2013). In the initial evaluation mothers RF scores increased

significantly from pre to post showing greater mentalization abilities for themselves and their infants (Baradon et al., 2008). Upon analyzing themes that emerged researchers also found that participants were able to think about their baby in more complex and realistic ways versus a very idealized way in their pre-interviews. Mothers also shifted from a more self-centered thought process toward the child's inner state, allowing them to see their child outside of themselves as an individual being (Sleed et al., 2013). In a later evaluation of *New Beginnings* this time with 88 dyads in the intervention group and 75 dyads in the control group, Sleed et al. (2013) found similar significant increases in RF for the treatment group relative to the control group. In this evaluation researchers also measured depression using the Center for Epidemiologic Studies Depression Scale (CES-D), mother's representation of their infant using the Mother's Object Relations Scales (MORS), and mother-infant interaction using the Coding Interactive Behavior (CIB) scales (Sleed et al., 2013). There were no significant improvements found in depression levels or the mother's representation of their infant. Based on CIB measurements researchers found that RF was significantly associated with the quality of interactive behavior (Sleed et al., 2013).

During the piloting process of this program facilitators realized the complex needs of these mothers and felt it was best to acquire facilitators with psychodynamic training and therapeutic experience. Above all else they felt it was best to prioritize the participants' sense of *safety* and brought in experienced facilitators to deploy a more therapeutic approach. As part of creating that sense of safety, facilitators attained informed consent from participants, and it was communicated to them that they were free to decline or drop out of the program at any point. The combination of creating a safe environment, recruiting qualified therapeutic professionals and the consent process were all intentionally designed to create *trustworthiness and transparency*. This

program was designed for participants to be able to heavily lean on other participants to offer feedback and support. Mothers were to observe their infants interacting with the facilitators and other participants to make meaning of infant communication, *peer support* being a vital element of this program. The design of this peer support model relied strongly on *collaboration and mutuality* amongst participants and facilitators. The use of the term facilitator implies more of a supporting role than a controlling one which is not only empowering to the facilitator to know they are entrusted with guiding these women, but the collaborative nature of the facilitator and participant relationship also creates *empowerment* for the participants especially as they acquire knowledge and skills. Additionally, the consent process established from the very beginning acknowledges that these women have a *choice* and a *voice* to exercise. Developers understood the *cultural, historical, and gender issues* of incarcerated mothers and as such opted for experienced facilitators to most effectively interfere with the intergenerational cycle of this very high-risk population (Baradon et al., 2008).

### **Mothers Matter**

The *Mothers Matter* program is founded upon the strengths of Aboriginal and/or Torres Strait Islander parenting practices. The program is comprised of a series of video clips, corresponding workbooks and Dadirri (deep listening). The focus of the program is to highlight parenting strengths, discuss challenges, gain knowledge about parenting and child behavior, support the mother-child relationship as well as the relationship with the current caregiver, encourage health and wellbeing and be inclusive of cultural diversity. The program was designed to meet the needs of prisoners with short or remand sentences and therefore it is made up of eight, two-hour sessions conducted over the course of one month (Lovell et al., 2023).

*Mothers Matter* is a relatively newly developed program and as such the only evaluation that exists of the program collected qualitative data to evaluate the process of implementation and the impact to participants through observed, verbal and written data (Lovell et al., 2023). Results showed that content fidelity was adhered to 80% of the time, timing of sessions was adhered to 42% of the time with 32% of the content taking longer than planned to deliver and 28% taking less time than planned. Participant engagement was fairly high with some participants showing less engagement during certain activities. Adherence to the program theory remained consistent despite components being missed or facilitation timing being off.

Participants reported that many of their session discussions continued back in the prison unit indicating that the learning process was continuing to formulate and be applied outside of class. Findings of this study provided good insight into ways to further improve the implementation that could have greater impacts for future participants. The program encouraged participant communication with their children and families and as a result many women were very their children's response to their improved communication and as such increased confidence levels for the participants. They were also able to successfully apply their active listening skills to validate their children and improve the quality of their interactions and connections to them. The self-care techniques taught in the program also received positive feedback from participants, reporting they had applied the techniques in certain situations and found that it was helpful. Parenting knowledge was assessed at the beginning of each session in which participants were asked to re-cap what they learned in the previous session and those re-caps demonstrated participants were accurately grasping and applying the concepts being taught. At the end of every session women were asked to provide written feedback about their likes, dislikes, or suggested changes. Researchers reported that feedback provided was all positive with

a lot of gratitude being expressed to the facilitators and content of the session (Lovell et al., 2023).

Some quantitative data was collected as well using a Likert scale on participants level of agreement about whether the content of each session was culturally appropriate to which all participants agreed or strongly agreed. At the end of the program women were also asked to rate the usefulness of the workbooks and booklets to which participants found extremely useful and found the overall program extremely useful as well. The Brief Parental Efficacy scale was also completed pre and post program but because initial scores were so high and participant numbers were low in the final session little change was observed (Lovell et al., 2023).

Authors of the program characterize it as being underpinned in a trauma-informed approach stating it addresses the six key principles of TIA. *Mothers Matter* aims to fulfill the cultural *safety* of the participants with a particular focus on Aboriginal and/or Torres Strait Islander women and as such conducted a very thorough development process that involved consulting with key members of those communities and conducting a focus group with incarcerated women to be well informed about how to best meet their safety needs. There was a thorough informed consent process in which all participants and facilitators had to provide consent to participate. As part of that process of establishing *trustworthiness and transparency*, the content and time commitment were also made known, and participants were informed that the author would be observing sessions for reflexive practice. In sessions, the women and facilitators sat around a large table allowing them to see and hear each other, thus promoting *peer support*. Peer support and learning was part of the program's design and facilitators encouraged participants to work together, and evidence of those support networks were even seen outside of class. *Collaboration and mutuality* are placed front and center with the

development of this program being a community-based effort. The focus on women's parenting strengths and inclusion of their knowledge, thoughts, and experience and all the voices involved in the development of *Mothers Matter* made this an approach that highlights *empowerment, voice and choice*. Additionally, when women registered for the program, they were granted to the option of choosing which sessions they wanted to attend. *Cultural, historical, and gender issues* are fully woven into the design of this program, from the development process to the curriculum. The use of Dadirri as one of the core elements of the sessions is a practice specific to Aboriginal peoples. Additionally, some of the video clips used come from previously incarcerated women, an expert in Child Protection and an Aboriginal elder, all meant to convey wisdom and inspiration (Lovell et al., 2023).

### **Filial Therapy**

*Filial Therapy* is a form of play therapy that involves training parents to effectively play with their children in a therapeutic way that allows them to safely explore, develop attachment and learn social skills (VanFleet, 2008). In the prison model *Filial Therapy* consists of a five-week parenting group that meets twice a week for two-hour sessions in conjunction with 30-minute play sessions with participants children (Tremblay & Sutherland, 2017). These sessions are recorded and used to provide didactic instruction to participants by a trained therapist (Tremblay & Sutherland, 2017; VanFleet, 2008).

Measurement of Empathy in Adult-Child Interactions (MEACI) scale was used to measure parental empathy (PE) and parental acceptance (PA) in the videotapes of the parent-child play sessions (Harris & Landreth, 1997). Findings showed that the experimental group when compared to the control group, received significantly lower scores on the MEACI which

indicates an increase in PE and PA (Harris & Landreth, 1997). Experimental group participants also attained significantly higher mean scores on the Porter Acceptance Scale (PPAS) which is a measure of parental acceptance (Harris & Landreth, 1997). There was no statistical difference between the experimental group and control group on the Parenting Stress Index (PSI) (Harris & Landreth, 1997). Lastly, the experimental group acquired significantly lower mean scores on the Filial Problem Checklist (FPC) indicating they experienced a significant decrease in the number of problems their children were experiencing.

The therapist approaches this intervention with genuine openness, and acceptance of parents. The empathetic approach not only fosters a sense of *safety* but also develops a relationship between therapist and parent of *trustworthiness and transparency* (VanFleet, 2008). *Filial Therapy* encourages *peer support* because it takes place in a support group format in which participants provide supportive feedback to one another and engage in role play together (Harris & Landreth, 1997). This collaborative approach also includes the therapist, thus reinforcing *collaboration and mutuality* (Harris & Landreth, 1997). By arming mothers with therapeutic parenting skills, the therapist aims to provide participants with *empowerment, voice and choice* (Harris & Landreth, 1997). Filial Therapy is said to have very high transcultural applicability though in some cases it was found to conflict with certain cultural beliefs. As such it may not fully account for the *cultural, historical and gender issues* of incarcerated mothers (Harris & Landreth, 1997).

### **Family Matters: Family Wellness Education**

This course is designed to help mothers in prison acquire a better understanding of their family relationships, heal, strengthen, and support those relationships with the understanding that

strengthening familial relationships will also improve the mother-child dyad (Bell & Cornwell, 2015). Class sessions run for one hour and a half one time per week for 12 weeks. A group of 12-18 participants is what the developers recommend but state it can work with larger groups. It is worth noting that *Family Matters* is not a copyrighted course and the developers have made the full workbook and Leader's Manual available for free download.

*The Family Wellness* program was evaluated with Likert scales taken from the Systemic Therapy Inventory for Change and the Authentic Happiness Scales to measure overall self-competence and self-esteem (Bell & Cornwell, 2015). These surveys were self-administered by participants with initial scores starting off very high, leaving very little room for growth and as such making improvement from the program hard to evaluate though scores did change in the positive direction. Some interesting demographic findings came from this evaluation with nonwhite participants scoring higher overall on self-competence and younger participants scoring higher overall on self-esteem than older participants (Harris & Landreth, 1997). Women were also asked to report on two improved relationships with relationship with their children being the highest reported followed by relationship with their parents (Harris & Landreth, 1997).

In the manual developer's stated that providing a safe context for learning is key and at the beginning of the course participants must agree to a confidentiality contract stating what is shared in class stays in class to ensure participants feel that sense of *safety* in that environment (Bell et al., 2015). To foster *peer support*, facilitators intentionally arrange participants and themselves around a table in the form of a circle (Bell et al., 2015). There is a lot of *collaboration and mutuality* imbedded into the course design from group discussion and role playing to check-ins with active listening, group problem-solving and offering of solutions (Bell et al., 2015). The whole course is all about strengthening skills, support systems and

understanding, which in and of itself exemplifies *empowerment, voice, and choice*. Additionally, the workbook that participants receive provides a lot of supportive messaging that can also provide hope, inspiration, and empowerment to participants, for example, “One small change can have a big effect in any system. Everything is connected to everything else. Even a very small change can start a positive process. No good thing is too small to try!” (Bell et al., 2015). There is some acknowledgement of gender differences pertaining to attitudes around parenting but that is the extent to which this program covers *cultural, historical and gender issues* (Bell et al., 2015).

## **SUMMARY**

Out of the 26 parenting programs that have been identified as being implemented with incarcerated mothers, only seven of them showed evidence of adhering to all Six Key Principles of a Trauma Informed Approach. An additional seven programs showed evidence of four out of six of the TIA principles, three programs showed evidence of three principles, four programs showed evidence of two principles, three programs showed evidence of one principle in place and two programs did not show evidence of any of the principles in practice (see Appendix A). Principle two *Trustworthiness and Transparency* and principle six *Cultural, Historical and Gender Issues* were the least adhered to among all 26 programs. Principles three *Peer Support*, principle four *Collaboration and Mutuality* and principle five *Empowerment, Voice and Choice* were the most adhered to principles among all 26 programs. Evidence was solely based on the literature, web searches and available curricula of each program. The author was only able to obtain the curriculum for two programs, *Parenting Inside-Out* and *Family Matters: Family Wellness Education*.

## DISCUSSION

While an initial search for prison parenting programs for incarcerated mothers yielded a more than modest amount, the literature provided very little insight into most of those programs. While some of these parenting programs have been more heavily evaluated for use in other settings and contexts, there are very few evaluations of said parenting programs modified for use in a prison setting, and even less specifically for mothers in prison. The lack of literature prevented the author from fully determining to what degree, if at all, each program was underpinned by a trauma informed approach for 19 of the identified programs. It leaves in question the longevity of those programs and whether they are still being utilized. The lack of evidence is concerning because it could indicate that TIA is not at the forefront or at least part of the discussion when these programs are being developed. Whereas with the other seven programs the literature was speckled with terminology from the six key principles indicating an intentional effort to apply a TIA.

Evidence of TIA practices were found in all seven programs, but it was not explicitly stated that they are rooted in trauma informed principles. Of the seven programs that showed evidence of all six key principles the only thing they have in common is that the sessions are conducted in group settings. Aside from that, the theories they are based on, program length and administration vary across the board. In terms of program development, two programs (*PIO* and *Mothers Matter*) provided information that indicated they intentionally designed the program around the Six Key Principles of TIA (Eddy et al., 2013; Lovell et al., 2023). Perhaps not so coincidentally, these are the two programs from which curricula were able to be obtained. *Mothers Matter* however was specifically designed for Aboriginal and/or Torres Strait Islander communities making it less relevant and applicable in a U.S. setting.

Based on its many endorsements, being evidence-based, and its added accessibility to Spanish speaking populations, PIO seems to be the 'gold standard' of parenting programs for incarcerated mothers though it is not clear how this program came to receive endorsements or what the process would be for other programs to receive similar endorsements. Strong arguments could be made for the endorsement of the other six programs because they also have implemented all six principles. *PPP* for example was modeled after PIO and enhanced with other elements that make it a strong contender. The addition of AAT, which has its own evidence-based benefits, has the potential to show greater outcomes than PIO on its own. Although, it may not be a great fit for people who have aversions to dogs or unresolved traumas involving dogs. While one program might be better for one mother than another, what is clear is that every one of these programs showed positive effects and proved to be better than no treatment. Although with most of the population of incarcerated mothers in the U.S. being women of color it seems PIO is the best fit since it is accessible to the Latine community and has intentionally implemented the sixth principle, *Cultural, Historical and Gender Issues* which strongly impacts all women of color.

For a population riddled with trauma and the effects of such trauma being passed down to their children, it is imperative that parenting interventions for incarcerated mothers be based on a trauma informed approach. With only two out of 26 programs mentioning the Six Key Principles of a Trauma Informed Approach it seems trauma is not at the forefront of development and implementation conversations, and it needs to be. Only seven out of 26 programs showed evidence of TIA, it is clear that more research is needed to understand which of those other programs are currently in practice. Once there is a clear understanding of which programs are currently in use and whether they are practicing with a TIA it will be necessary to eliminate or

adapt the ones that are not practicing with a TIA. After ensuring all prison parenting programs administered are based on a TIA the next research step would be to look deeper into how each principle is being implemented. Research to understand the most effective way to implement each principle has the potential to maximize impact for both mothers and their children. With the high number of children being victimized by parental incarceration, it is crucial that the criminal justice system find ways to minimize their impact on our “forgotten victims” and as such invest in research to identify best practice for effective parenting programs that acknowledge the trauma being inflicted (Simmons et al., 2013).

The fact that Black and Latine women and children are impacted by incarceration and trauma at higher rates it is imperative that we give that population special attention and effort. The sixth key principle, Cultural, Historical and Gender Issues is intended to address the additional challenges that this population experiences and as such needs to be emphasized and highlighted in these parenting programs. The *Mothers Matter* program did a great job of centering around its most vulnerable population, incorporating cultural healing practices and involving community in the content shared with women. Pairing these elements of cultural healing practices and community with the involvement of children and families in parenting programs could be really meaningful and impactful for our population of incarcerated women in this country. The involvement of children and families is not only healing but also has shown to be a motivator toward recidivism.

## **CONCLUSION**

This study found seven out of 26 parenting programs for incarcerated mothers that are designed to improve parenting knowledge and skills and are also rooted in the Six Key Principles

of a Trauma Informed Approach. *PIO* proved to be the best of the prison parenting programs that exemplify a trauma informed approach for incarcerated mothers in the U.S. *Mothers Matter* was intentionally designed to implement all six principles but could use more research and development to adapt it for the most highly represented populations in the U.S. (Black and Latine) prison system. *PPP* showed a lot of promise but is fairly new and as such has not been evaluated extensively. It would be interesting to see how it fairs in comparison to *PIO*, whether its additional components show greater sensitivity toward a TIA and if so with what kind of results? The endorsement from SAMHSA is what seems to set *PIO* apart from the other programs and as such those programs should consider seeking same or similar endorsements as well. Consistently applying a TIA framework to all parenting programs could ensure the consistency needed to continue ongoing evaluations and improvements of programs that have the potential to break the generational cycle and positively change the trajectory of the lives of children that are being impacted by maternal incarceration.

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## Appendix A

### Six Key Principles of a Trauma Informed Approach Represented by Program

Program Name	Authors	Websites	Safety	Trustworthiness and Transparency	Peer Support	Collaboration and Mutuality	Empowerment, Voice and Choice	Cultural, Historical and Gender Issues
<i>Parents and Their Children Turning Points Project (PATCH)</i>	Lovell et al. (2020) Urban & Burton (2015)	<a href="https://www.practicalparent.org/turning-points.html">https://www.practicalparent.org/turning-points.html</a>	NE	✓	✓	✓	✓	NE
<i>The Friends Outside Positive Parenting Program</i>	Lovell et al. (2020) Simmons et al. (2013)	<a href="https://www.friendsoutside.org/Programs-and-Services/Family-Liaison-Services">https://www.friendsoutside.org/Programs-and-Services/Family-Liaison-Services</a>	✓	✓	✓	✓	✓	✓
<i>Shared Healthy Alliances for Reflective Parenting (SHARP)</i>	Byrne et al. (2016)	None	NE	NE	NE	✓	NE	NE
<i>Rebonding and Rebuilding</i>	Sandifer (2008) Coleman (2017) Tremblay & Sutherland (2017)	None	NE	NE	NE	NE	NE	NE
<i>Project REACH</i>	Tremblay & Sutherland (2017) Spring (1999)	None	NE	NE	✓	✓	NE	NE
<i>Partners in Parenting (PIP)</i>	Gonzalez & Cerbana (2007) Wilson & Gonzalez (2011)	<a href="http://www.partnersinparenting.org">www.partnersinparenting.org</a>	NE	NE	NE	NE	✓	NE
<i>Parenting While Incarcerated</i>	Tremblay & Sutherland (2017) Lovell et al. (2020) Miller et al. (2014)	None	✓	✓	✓	✓	NE	NE
<i>Parenting Prison and Pups (PPP)</i>	Collica-Cox & Furst (2019) Collica-Cox & Day (2021)	<a href="https://www.pace.edu/dyson/departments/criminal-justice/parenting-prison-and-pups-ppp">https://www.pace.edu/dyson/departments/criminal-justice/parenting-prison-and-pups-ppp</a>	✓	✓	✓	✓	✓	✓

<i>Parenting Inside-out (PIO)</i>	Coleman (2017) Eddy et al. (2008) Collica-Cox & Furst (2020)	<a href="http://www.parentinginsideout.org/curriculum/">http://www.parentinginsideout.org/curriculum/</a> <a href="https://www.cebc4cw.org/program/parenting-inside-out/">https://www.cebc4cw.org/program/parenting-inside-out/</a> <a href="https://www.oslc.org/blog/project/parenting-inside/">https://www.oslc.org/blog/project/parenting-inside/</a>	✓	✓	✓	✓	✓	✓
<i>Parenting from Inside: Making the Mother–Child Connection (PFI)</i>	Tremblay & Sutherland (2017) Loper & Tuerk (2011) Lovell et al. (2020)	None	✓	NE	✓	✓	✓	NE
<i>Parenting from Prison (PFP)</i>	Wilson et al. (2010) Lovell et al. (2020) Thompson & Harm (2000) Tremblay & Sutherland (2017)	None	NE	✓	NE	NE	✓	✓
<i>Parent-Child-Interaction Therapy (PCIT)</i>	Tremblay & Sutherland (2017) Scudder et al. (2014) Lovell et al. (2020)	<a href="http://www.pcit.org">www.pcit.org</a>	✓	NE	✓	✓	✓	NE
<i>Nurturing Parenting</i>	Harm & Thompson (1997) Thompson & Harm (1995)	<a href="https://www.nurturingparenting.com">https://www.nurturingparenting.com</a>	NE	NE	NE	✓	✓	NE
<i>New Beginnings</i>	Baradon et al. (2008)	None	✓	✓	✓	✓	✓	✓
<i>Mothers Matter</i>	Lovell et al. (2023)	None	✓	✓	✓	✓	✓	✓
<i>Mothers Inside Loving Kids (MILK)</i>	Moore & Clement (1998) Coleman, E.(2017)	<a href="https://vadoc.virginia.gov/inmates-and-probationers/incoming-inmates/facility-programs/cognitive/mothers-inside-loving-kids/">https://vadoc.virginia.gov/inmates-and-probationers/incoming-inmates/facility-programs/cognitive/mothers-inside-loving-kids/</a>	✓	NE	✓	✓	✓	NE

<i>Mothing at a Distance (MAAD)</i>	Lovell et al. (2020) Rossiter et al. (2015)	None	NE	NE	✓	✓	✓	✓
<i>Moms Inc</i>	Tremblay & Sutherland (2017)	None	NE	NE	NE	NE	NE	NE
<i>Hannah's Gift</i>	Gallegos & Emerine (2023)	<a href="https://lifelineglobal.org/our-programs/hannahs-gift/">https://lifelineglobal.org/our-programs/hannahs-gift/</a>	NE	NE	✓	NE	NE	NE
<i>Filial Therapy</i>	Tremblay & Sutherland (2017) Harris & Landreth (1997)	<a href="https://www.apa.org/pubs/videos/4310858?tab=2">https://www.apa.org/pubs/videos/4310858?tab=2</a>	✓	✓	✓	✓	✓	✓
<i>Family Matters: Family Wellness Education</i>	Lovell et al. (2020) Bell & Cornwell (2015)	<a href="https://lindagbell.com/family-matters-course">https://lindagbell.com/family-matters-course</a> <a href="https://www.goodtherapy.org/learn-about-therapy/types/filial-therapy">https://www.goodtherapy.org/learn-about-therapy/types/filial-therapy</a>	✓	✓	✓	✓	✓	✓
<i>Emotions Program: Taking Care of Yourself and Your Child When You Go Home</i>	Shortt et al. (2014)	None	NE	NE	✓	✓	✓	✓
<i>The Education for Parenthood Curriculum</i>	Tremblay & Sutherland (2017) Browne (1989)	None	NE	NE	✓	NE	✓	NE
<i>Connecting and Coaching</i>	Tremblay & Sutherland (2017)	None	NE	NE	✓	✓	NE	NE
<i>Children's Program</i>	Luke (2002)	None	✓	NE	NE	✓	✓	NE
<i>Parenting Teen Program</i>	Luke (2002)	None	✓	NE	✓	NE	✓	NE

## Appendix B

### Evidence of the Six Key Principles of a Trauma Informed Approach

PROGRAM NAME	SAFETY	TRUSTWORTHINESS AND TRANSPARENCY	PEER SUPPORT	COLLABORATION AND MUTUALITY	EMPOWERMENT, VOICE AND CHOICE	CULTURAL, HISTORICAL, AND GENDER ISSUES
PATCH program (Parents and Their Children) Turning Points Project	NE	include communication and building trust (Lovell et al., 2020, p. 305). 1 of 10 lessons is Rebuilding trust that has been broken p. 61...Women who participate in PATCH self-select to participate. Flyers advertising the program are posted in housing units, and "advertisements" are run on the institutional closed-circuit television channel. These promotions convey the program's requirements (completion of Turning Points, violation-free record, child[ren] under age 18) and benefits (one-on-one visit with child[ren], support groups).p. 62-63 (Urban et al., 2015)	three support group sessions, offered weekly Table 2 (Lovell et al., 2020).	Offenders then must attend three support group sessions (offered weekly) before being eligible for another PATCH visit. The PATCH support group facilitator prepares topics to be discussed based on offender requests, strategies introduced at parent education classes that need additional explanation or practice, and issues that emerge from observations of mother/child interactions during visits. It is a guided roundtable discussion and many times the offenders learn from each other (Lovell et al., 2020, p. 62).	Any woman who expresses interest in participating is referred to the PATCH coordinator, given a consent form to sign, and placed on the roster for the next available session. P. 63...57% indicated they are "significantly more confident in their parenting skills" than before the class. (Lovell et al., 2020, p. 70).	NE
The Friends Outside Positive Parenting for Incarcerated Parents Program	Establishing a culture of respect and safety is very important for incarcerated parents, who must have their anxiety levels reduced to engage in a successful learning experience. Safety in the group includes both physical and emotional safety, which the curriculum promotes through predictability, clear ground rules and expectations, culturally appropriate behavior, respectful language and a circle rather than a traditional classroom arrangement. (Simmons et al., 2013, p.46) Participants expressed their gratitude to have the opportunity to speak openly without fear, which is unusual in a prison setting where an open exchange of thoughts and emotions is rare (Simmons et al., 2013, p. 52)	Establishing a culture of respect and safety is very important for incarcerated parents, who must have their anxiety levels reduced to engage in a successful learning experience. Safety in the group includes both physical and emotional safety, which the curriculum promotes through predictability, clear ground rules and expectations, culturally appropriate behavior, respectful language and a circle rather than a traditional classroom arrangement. (Simmons et al., 2013, p.46)	Discussion groups, debates, simulations, case studies, role playing, brainstorming (Lovell et al., 2020, p. 301) Generally, about 20 inmates participate in each class. (Simmons et al., 2013, p. 46)	Discussion groups, debates, simulations, case studies, role playing, brainstorming (Lovell et al., 2020, p.301)	While learning how to improve their parenting skills, participants also develop important life skills including respectful communication with others, problem-solving skills, an increased sense of self-responsibility, how to develop support systems, and pro-social values that are translated into pro-social behaviors...Participants are voluntary, though they may have court orders. They all want to be better parents (Simmons et al., 2013, p. 46).	One of the topics discussed-family relationships and traditions...adapted for adults who may not have a history of positive school performance. (Simmons et al., 2013, p. 46)
SHARP (Shared Healthy Alliances for Reflective Parenting)	No Evidence	No Evidence	No Evidence	a program developed in one State women's prison by inmate volunteers and staff from a contracted social services agency through consultation with a School of Nursing based Center (Byrne et al., 2016, p. E3)	No Evidence	No Evidence
Rebonding and Rebuilding	No Evidence	No Evidence	No Evidence	No Evidence	No Evidence	No Evidence
Project REACH	No Evidence	No Evidence	Classes incorporated role plays (Tremblay, et al., 2017, p. 3253)	Classes incorporated role plays (Tremblay, et al., 2017, p. 3253)	No Evidence	No Evidence
Partners in Parenting (PIP)	No Evidence	No Evidence	No Evidence	video tapes, and paper-based (www.partnersinparenting.org)	The results therefore suggest that overall, parents reported an increase in confidence with their parenting skills (i.e., I think i m a pretty good parent: I am confident in my parenting skills), an increase in the value of being a parent, meeting their child's needs (i.e., I do a good job of meeting my child's needs), parenting knowledge (i.e., i already know all I need to know about parenting). (Gonzalez et al., 2007, p. 369)	No Evidence
Parenting While Incarcerated	Guards were located at a guard station outside the room, and could observe (but not hear) groups via an internal window (Miller et al., 2014, p. 165)	PWI was advertised through flyers and by word of mouth (e.g., at visitation sessions run by the community partner). All mothers of children under 18 at the local county jail were invited to attend (Miller et al., 2014, p. 164-165)	Women were seated at tables arranged in a circle to promote discussion (Miller et al., 2014, p. 165)	Surveys were read aloud to reduce concerns about literacy...The tailoring process was iterative in nature and dependent on participant feedback...When participants expressed interest in topics not covered by SFP, PWI facilitators recorded the areas of interest and sought out the information to bring back to the group. In this way, participants who attended the group during the study period were influential in the process of tailoring the PWI curriculum. (Miller et al., 2014, p. 165)	No Evidence	No Evidence

Parenting Prison and Pups (PPP)	<p>Our program is integrated with the use of AAT to provide a safe environment for our parents to process trauma-based feelings and to provide a safe environment for their children during our reunification efforts (<a href="https://www.pace.edu/dyson/departments/criminal-justice-parenting-prison-and-pups-ppp">https://www.pace.edu/dyson/departments/criminal-justice-parenting-prison-and-pups-ppp</a>) AAT, which allows learning and sharing to occur for participants with reduced levels of stress, in an extremely stressful environment...the presence of an animal companion triggers feelings of safety in humans, which can encourage class participants to explore their feelings in a protected environment. Animals can fulfill attachment functions. A "therapy pet can potentially become one of the figures in a client's attachment hierarchy ... [which can] provide some sort of safe haven and secure base to the client during therapy sessions" (Zitka-mans, Mikulincer &amp; Shaver, 2011, 545) (Collica-Cox &amp; Furst, 2019, p. 104) the dogs' presence not only made them feel less stressed but also less anxious and safer. (Collica-Cox &amp; Day, 2021, p. 623)</p>	<p>A majority of the women said they felt comfortable sharing during the group (85%; n= 51), with 100% of the women stating that confidentiality was never broken; this was true for both the comparison and experimental groups. ...In the beginning no. A lot of girls in here are not friends. You come here alone and you leave alone. They gossip. It's like high school. There are two or three that I can talk to. I feel more comfortable because no one discussed anything outside of class (Collica-Cox &amp; Day, 2021, p. 624)</p>	Group setting (Collica-Cox & Furst, 2019)	<p>Staff can be one of the most important factors in a program's ability to positively impact prisoner behavior (Collica, 2014; Koons et al., 1997; Palmer, 1995). To be most effective, program staff must be properly trained, have prior experience working with similar populations, and understand, but more importantly, follow corrections' policies/rules (Tewksbury, 1994; White et al., 2003). Those without experience should receive formalized supervision and additional training from someone with experience. The PI provided this additional training for Good Dog staff (Collica-Cox &amp; Furst, 2019, p. 107)</p>	<p>by empowering mothers to feel more confident about their parenting skills, by increasing their knowledge of effective parenting techniques and by promoting a healthy parent-child relationship. P. 104...participation was voluntary (Collica-Cox &amp; Furst, 2019, p. 108) I shared a little bit. I did disclose and I don't usually say anything. This class brought up my self-esteem and made me feel as if I was part of something (WDCOC) (Collica-Cox &amp; Day, 2021, p. 623)</p>	a gender responsive program (Collica-Cox & Furst, 2019, p. 104)
Parenting Inside-out (PIO)	<p>All women reported that the class exceeded their expectations, even the two women who were initially hostile about participating. Their hostility was interesting because being a part of the class was voluntary. The women disclosed that they had a difficult time discussing their separation from their children, especially in the beginning, and would try to avoid class. The instructor, and the other class participants, would often have to knock on their cell doors to encourage them to attend. After a few weeks, they were attending without any outside encouragement. By the end of class, they appeared comfortable disclosing personal information and they were fully engaged (Collica-Cox &amp; Furst, 2019, p. 146)</p>	<p>with 100% of the women stating that confidentiality was never broken (http://www.parentinginsideout.org/curriculum) She questioned the experience level of the coach, expressed serious suspicion that her participation was a waste of time, and was reluctant to engage with other members of the PIO group. The coach was patient, and gave Susan time and space to get more comfortable with the group and the curriculum. Eventually, Susan became engaged with the material and began to reach out to the coach individually, asking for help around her own personal challenges. (Eddy et al., 2008, p. 12) Announcements regarding the program were made on the women's housing unit by education staff, and interested women volunteered by signing their name on the sign-up sheet...All participation was voluntary (Collica-Cox &amp; Furst, 2019, p. 141)</p>	Group sessions (https://www.cebc4cw.org/program/parenting-inside-out) discussion-based support group for parents (Coleman, 2017) each session was to include brief lectures, small and large group discussion, practice exercises, and role plays pertinent to the topic of the day. p. 6...cooperative learning processes in which adult learners are encouraged to share and receive from the rich pool of knowledge and experiences each learner brings to the classroom (Brookfield, 1987). These processes include large and small group discussions of case studies, critical incident analysis, role-play practice, team projects, collaborative peer review, and ongoing exercises that provide opportunities for constant skills practice, such as the adoption of teddy bears that must be monitored, supervised, and cared for 24 hours per day throughout the duration of the program...a weekly open support group for parents. Inmates who were taking or had graduated from the parenting course were welcome to attend the group if desired. (Eddy et al., 2008, p. 8)	<p>With input from inmates and their families, researchers built upon the PMT curriculum to make it effective within the context and restrictions of parents and families involved in the criminal justice system (http://www.parentinginsideout.org/curriculum) participants meet individually with instructors; mid-program to discuss unique circumstances. (Coleman, 2017p. 40-41) We built a preliminary outline that included the topics we found in our program search and that focus group members added; gave the new program a name: "Parenting Inside Out"...each session was to include brief lectures, small and large group discussion, practice exercises, and role plays pertinent to the topic of the day. p. 6...n, the curriculum was developed and refined through an iterative process that included the team writing a draft of a session, the coaches delivering the session to inmates, inmates and coaches providing feedback to the writing team, and subsequent revisions by the team. p. 7...throughout the program, coach and learner collaborate in the development of learning goals and methods for attaining those goals. (Eddy et al., 2008, p. 8). The individual goals of each woman were supported through peer-to-peer counseling. As participants brought a personal issue to the class, the group would brainstorm possible solutions based on skills they had learned. (Collica-Cox &amp; Furst, 2019, p. 145) <a href="https://www.hancockin.gov/DocumentCenter/View/263/Parenting-Inside-Out-Brochure-PDF">https://www.hancockin.gov/DocumentCenter/View/263/Parenting-Inside-Out-Brochure-PDF</a> Learner-Centered Design. Throughout the program, the parenting coach and learner collaborate in setting goals</p>	<p>Cognitive behavioral techniques (e.g., self-control and self-motivation, use of role play, modeling, rehearsal of skills) are employed to address parents' errors in thinking, teach parenting skills, and help parents begin to form a foundation for appropriate parenting and prosocial citizen behaviors after release (http://www.parentinginsideout.org/curriculum) A collaborative mode of instruction has the potential to reduce attrition, lower learner resistance, and increase motivation, communication, and transfer of learning (e.g., Webster-Stratton, 1998)(Eddy et al., 2008, p. 8) All 10 women stated they felt more confident in their parenting skills after the class, when compared to when the class began (Collica-Cox &amp; Furst, 2019, p. 145)</p>	PIO addresses the unique situation and issues of criminal-justice and systems-involved parents (substance abuse, child welfare) (https://www.cebc4cw.org/program/parenting-inside-out-3) reduce intergenerational criminality (https://www.oslc.org/blog/project/parenting-inside-). Given that women's needs tend to be more varied than those of males, and women often have fewer program opportunities, expanding jail-based programming for women makes sense (Clark, 2009; Lahn, 2000). It is clear that gender-responsive programming is needed (Spjeldnes et al., 2014) and jails provide the first stop for treatment, particularly trauma-sensitive treatment (Scott et al., 2015)...Such interventions not only aid women being released from jail but also have the potential to impact their children (Collica-Cox & Furst, 2019, p. 146-147)
Parenting from Inside: Making the Mother-Child Connection (PFI)	<p>The emphasis in this session was directed toward the program objective of providing inmate mothers with specific skills to deal with parenting stress and emotional disengagement...Although some participants had to be encouraged to participate verbally, in general, most mothers participated spontaneously during group discussions in most session (Loper &amp; Tuerk, 2011, p. 95)</p>	No Evidence	group discussions (Tremblay & Sutherland, 2017, p. 3252) The inmate facilitators took leadership in small-group discussions. In some cases, doctoral students in clinical psychology also assisted in the small-group discussions (Loper & Tuerk, 2011, p. 94)	<p>was developed in response to inmate feedback during informal parenting groups attended by a group of long-term inmate mothers at a state prison for women. P. 91...The inmate facilitators took leadership in small-group discussions. In some cases, doctoral students in clinical psychology also assisted in the small-group discussions (Loper &amp; Tuerk, 2011, p. 94)</p>	<p>Women at the institution were invited to participate in the program...198 attended an initial information session regarding the program during one of the three iterations of the program offering. During the information session, we described the parenting program, invited questions, and asked mothers to sign an informed consent that outlined the design and general content of the program (Loper &amp; Tuerk, 2011, p. 91)</p>	No Evidence
Parenting from Prison (PPP)	No Evidence	<p>Their comments reveal an emotional response to the caring, respected women: ' Good people—going out of their way to be here with us. ' Volunteers—their love, concern, and support. ' Teachers—patient. . . understood, didn't tell others what you said. ' The teachers—they brought me out of my shell, and now I will talk. (Thompson &amp; Harm, 2000, p. 77)</p>	No Evidence	No Evidence	<p>These tasks are accomplished by increasing parental knowledge about risks, resiliency and developmental assets. Parents learn about effective resiliency factors, and about the risks that should be of concern, with a strong emphasis placed on preventing substance abuse (Wilson et al., 2010)</p>	<p>Risk factors discussed in the curriculum include community (e.g., availability of drugs), family (e.g., family history of the problem behaviors), antisocial/behavioral (e.g., antisocial behavior) and peer-related (e.g., friends who engage in the problem behavior) factors that place children at risk for substance abuse and related problems in adolescence or adulthood (Wilson et al., 2010) Reading materials need to be written in simple to read language with the opportunity available for information to be read aloud for women with literacy difficulties (Wilson et al., 2010, p. 309; Miller et al., 2014)</p>
Parent-Child-Interaction Therapy (PCIT)	<p>Literacy challenges could also limit the extent of the responses women were able to give. Role play was utilized in the 'Parent-Child-Interaction Therapy' (PCIT) program as an alternative way to evaluate the program, hence not relying on self-report (Scudder et al., 2014) which has the potential to be useful in allowing women with limited child contact to practice parenting skills and gain feedback p. 308...It is necessary to have two facilitators in a class in order to support women if they become distressed and a referral plan needs to be in place (Kemon et al., 2009, Scudder et al., 2014, Loper &amp; Tuerk, 2011, Collica-Cox, 2018) (Lovell et al., 2020, p. 309)</p>	No Evidence	<p>Sessions involved teaching of PCIT skills through role plays and in-session coaching (Tremblay &amp; Sutherland, 2017, p. 3251) Existing group formats vary in the number of recommended group participants, length and number of sessions, mastery and graduation requirements, and modes of coaching (e.g., in room versus observation room). p. 240...out-of-class practice activities consisted largely of behavioral rehearsal role-play practice of parenting skills while engaging in a coloring activity with a selected class partner (Scudder et al., 2014, p. 242)</p>	<p>Sessions involved teaching of PCIT skills through role plays and in-session coaching (Tremblay &amp; Sutherland, 2017, p. 3251)(b) interactions are coded to assess progress and determine treatment planning, (c) parents are coached to assist in reaching a level of mastery of both play-therapy and discipline skills (Scudder et al., 2014, p. 239) where the researcher acted as a child in a role play activity (Lovell et al., 2020, p. 306)</p>	<p>In parent-led play role-play situations following the parenting classes, mothers in the PCIT-based class demonstrated a significantly higher percentage of effective commands than mothers in the facility-based class (Scudder et al., 2014, p. 243) Literacy challenges could also limit the extent of the responses women were able to give. Role play was utilized in the 'Parent-Child-Interaction Therapy' (PCIT) program as an alternative way to evaluate the program, hence not relying on self-report (Scudder et al., 2014) which has the potential to be useful in allowing women with limited child contact to practice parenting skills and gain feedback (Lovell et al., 2020, p. 308)</p>	No Evidence

Nurturing Parenting	No Evidence	No Evidence	No Evidence	Additionally, the Family Nurturing Plan (FNP) fosters collaboration between parents and professionals in designing a parenting program tailored to the family's specific needs ( <a href="https://www.nurturingparenting.com/#:~:text=The%20Nurturing%20Parenting%20Programs%20target,appropriate%20role%20and%20developmental%20expectations">https://www.nurturingparenting.com/#:~:text=The%20Nurturing%20Parenting%20Programs%20target,appropriate%20role%20and%20developmental%20expectations</a> )	By implementing Nurturing Parenting in your programs, you're not just offering parenting tips; you're empowering families to build stronger relationships, overcome challenges, and cultivate thriving environments for their children ( <a href="https://www.nurturingparenting.com/#:~:text=The%20Nurturing%20Parenting%20Programs%20target,appropriate%20role%20and%20developmental%20expectations">https://www.nurturingparenting.com/#:~:text=The%20Nurturing%20Parenting%20Programs%20target,appropriate%20role%20and%20developmental%20expectations</a> ). Mothers whose children were beyond infancy stated they had improved their interactions with their children during visitation (Harm & Thompson, 1997, p. 145-146)	No Evidence
New Beginnings	A second assumption concerns the impact of the prison environment on the mother's state of mind and, thus, on her ability or otherwise to provide emotional containment and scaffolding of mental processes. P. 242 an ethos of talking only about what each individual felt comfortable with, p. 245 the overarching need was to support the mothers' mechanisms for coping in the prison. This included containing as much as could be contained within the session, thinking about how they would attend to their babies and themselves after sessions, staff they may turn to if feeling disturbed, confidants on the Unit, etc. p. 246. The success of the programme depended on the mother's trust that personal information either from the course or the evaluation would not affect her trajectory of imprisonment. On the other hand, the welfare of both mothers and babies at risk required attention, particularly in terms of emotional safety, boundaries and support of the mothers and the babies between sessions (Baradon et al., 2008, p. 246)	It was also important that mothers felt able to decline to participate or to drop out at any stage without losing their place on the course – all of which was explained when informed consent was initially obtained. p. 244 The balance between supporting and challenging mothers and babies in a clinically informed intervention is always difficult. With this in mind, it was decided early during the pilot phase that the facilitators should have psychodynamic training and therapeutic experience (Baradon et al., 2008, p. 246)	Throughout, mothers were asked to observe their babies with the facilitators and other group members in order to learn to track and understand their infants' communications. The group was encouraged to attend closely to the baby's communications as having meaning for the dyad and within the group, and their contributions to the processes of thinking and understanding were considered vital (Baradon et al., 2008, p. 244)	Throughout, mothers were asked to observe their babies with the facilitators and other group members in order to learn to track and understand their infants' communications. The group was encouraged to attend closely to the baby's communications as having meaning for the dyad and within the group, and their contributions to the processes of thinking and understanding were considered vital. p.244 The programme was constructed to promote the babies as active participants (Baradon et al., 2008, p. 243)	It was also important that mothers felt able to decline to participate or to drop out at any stage without losing their place on the course (Baradon et al., 2008, p. 244)	Some of the intergenerational repetitions that pose risk to the baby are available to conscious recall, but others are encoded in the implicit domain and are expressed through action rather than symbolically (Baradon et al., 2008, p. 242)
Mothers Matter	The design and development of the program was founded on the needs of the women in the prison, and aimed to meet the cultural safety of participants, particularly Aboriginal and/or Torres Strait Islander women (Lovell et al., 2023, p. 3)	. During information sessions, the content of the program and time commitment were explained. The women were informed that BL would observe the program and take notes during each session. During information sessions, the content of the program and time commitment were explained. Women were informed they could withdraw at any time and participation was voluntary. All women, including the facilitators of the program, signed a consent form (Lovell et al., 2023, p. 6)	group setting...the women and facilitators were seated around a large table which enabled the women to see and hear each other, as well as the facilitators (Lovell et al., 2023, p. 8)	developed using a communitybased approach (Lovell et al., 2023, p. 3)	The suggestions the women made underpinned the development of the program...The research included talking to key members of the Aboriginal and/or Torres Strait Islander community (Lovell et al., 2023, p. 3)	The research included talking to key members of the Aboriginal and/or Torres Strait Islander community...The design and development of the program was founded on the needs of the women in the prison, and aimed to meet the cultural safety of participants, particularly Aboriginal and/or Torres Strait Islander women ***Dadirri (Aboriginal practice of deep listening) is used (Lovell et al., 2023, p. 3)
Mothers Inside Loving Kids (MLK)	extended visits outside of the standard visitation room that occur four times per year (NC words, think this is to make it feel safer/child-friendly) p. 57...The more relaxed environment of the MLK visits as compared to regular prison visits emerged as another factor mothers perceived as influential in improving relationships with their children...My 14-year-old quit coming to regular visits because she was uncomfortable. She came to the first MLK visit (Coleman, 2017, p. 84)	No Evidence	ongoing support groups (Moore & Clement, 1998, p. 63) second phase in which mothers meet with each other regularly p. 56...These meetings are meant to provide mothers with an opportunity to discuss challenges they are facing related to parenting from prison and receive support from others experiencing similar difficulties p. 57...This mother explains how being able to interact with other families allows her son to enjoy the visit more, creates a sense of normalcy, helps her get to know her son's personality better, and fosters connection between herself and other incarcerated mothers (Coleman, 2017, p. 86)	The program was started in 1981 by three inmates and the chaplain at the Virginia Correctional Center for Women (VCCW) p. 55...In addition, the meetings are used to plan for upcoming visits and debrief after visits. (Coleman, 2017, p. 57)	lots of parent quotes to show empowerment in dissertation paper p. 76...Like this participant, three other women described how joining MLK gave them something to feel proud of, which improved their self-esteem (Coleman, 2017, p. 108)	No Evidence
Mothering at a Distance (MAAD)	No Evidence	No Evidence	'MAAD program' provided some flexibility around the number of participants and structure of the program; this allowed women not eligible for group classes to attend personal classes and some participants to attend the program in two full days (Lovell et al., 2020, p. 305) Sharing their maternal experience. The women described feeling less isolated as mothers following their participation in the programme, and because of the fellowship with other mothers (Rossiter et al., 2015, p. 246)	Facilitators used a strategy of appropriate shared disclosure which was experienced as very helpful by the women. One participant reflected that the facilitator shared a lot of her personal life which made us all believe and know she knows how we feel and how it is" (Rossiter et al., 2015, p. 246)	Women after attending the 'MAAD Program' reported increased confidence and knowledge about how to deal with problems with their children and guilt about not being able to support their children (Lovell et al., 2020, p. 307). Women are not excluded on the basis of drug problems or other circumstances (unless they are child sex offenders), although participants are informed that they may be asked to leave if their behaviour disrupts the group. There are no negative consequences if mothers do not wish to participate. p. 242...Participating in MAAD provided many women with the opportunity to identify with and reclaim their identity as mothers, rather than just offenders. (Rossiter et al., 2015, p. 245)	Very few women recognized the impact of incarceration on their children even after attending the program. There were no comments from the women about culture or caregiver relationship problems, identified in the surveys (Lovell et al., 2020, p. 307) From 2009, the NSW government funded the Keep Them Safe: a shared approach to child wellbeing initiative, specifically for Aboriginal parents. A Regional Aboriginal Project Officer (RAPO) encourages and supports the participation of Indigenous mothers in MAAD, although non-Indigenous women are welcome to participate if vacancies exist (Rossiter et al., 2015, p. 242)

Moms Inc	No Evidence	No Evidence	No Evidence	No Evidence	No Evidence	No Evidence
Hannah's Gift	No Evidence	No Evidence	group work	No Evidence	No Evidence	No Evidence
Filial Therapy	Throughout the process, the therapist is open, genuine, and accepting of the parents. Therapist empathy provides a safe context in which parents can change, just as parents' acceptance during play sessions offers children a secure environment in which they can explore, develop, and overcome difficulties (https://www.apa.org/pubs/videos/4310858?tab=2)	Throughout the process, the therapist is open, genuine, and accepting of the parents. Therapist empathy provides a safe context in which parents can change, just as parents' acceptance during play sessions offers children a secure environment in which they can explore, develop, and overcome difficulties (https://www.apa.org/pubs/videos/4310858?tab=2)	Group setting...Through viewing play sessions, supportive feedback from the facilitator and other parents, role playing and a variety of didactic experiences, parents learn to convey acceptance, empathy, and encouragement to their children as well as to master the skills of effective limit setting (Harris & Landreth, 1997, p. 56)	Through viewing play sessions, supportive feedback from the facilitator and other parents, role playing and a variety of didactic experiences, parents learn to convey acceptance, empathy, and encouragement to their children as well as to master the skills of effective limit setting (Harris & Landreth, 1997, p. 56)	The therapist ensures parent success in mastering the skills using an empowering, positive approach (https://www.apa.org/pubs/videos/4310858?tab=2) Filial therapy aims to both empower parents and improve the relationship between parent and child. Over the course of filial therapy, the parent has the opportunity to learn a variety of methods for engaging the child while still maintaining limits (https://www.goodtherapy.org/learn-about-therapy/types/filial-therapy)	It also has very high trans-cultural applicability, and worldwide interest has grown rapidly in recent years (https://www.apa.org/pubs/videos/4310858?tab=2) It is considered to be a culturally sensitive intervention, but in some cases, the skills taught by the therapist may conflict with certain cultural beliefs (https://www.goodtherapy.org/learn-about-therapy/types/filial-therapy)
Family Matters: Family Wellness Education	CONFIDENTIALITY CONTRACT: IT'S VERY IMPORTANT FOR THE CLASS THAT WHAT PEOPLE SHARE HERE STAYS HERE. WE NEED TO KNOW THAT IF WE SHARE DIFFICULT INFORMATION, WE WON'T BE THE OBJECT OF GOSSIP. CAN EVERYONE AGREE TO THAT? p.5 Leading the course is primarily a matter of providing a safe context for learning and guiding discussion. p. 5 Encourage participation and trading off reading after each paragraph, but make it flexible so that people who don't want to read (or can't read at the appropriate level) don't feel singled out...Very important. Personal sharing is encouraged, but not demanded or pushed for. It's necessary to respect where people are here and now. This kind of respect creates a safe environment and leads to more sharing and more learning eventually. AND, a person who says little, may be learning the most! p. 7 (https://lindagbell.com/family-matters-course)	Potential participants were told that taking the class was not dependent on their agreement to participate in the research. Confidentiality was explained in detail; no one in the prison would know who agreed or disagreed to participate. (Lovell et al., 2020) CONFIDENTIALITY CONTRACT: IT'S VERY IMPORTANT FOR THE CLASS THAT WHAT PEOPLE SHARE HERE STAYS HERE. WE NEED TO KNOW THAT IF WE SHARE DIFFICULT INFORMATION, WE WON'T BE THE OBJECT OF GOSSIP. CAN EVERYONE AGREE TO THAT? (https://lindagbell.com/family-matters-course)	Seating arrangement. This is very important. You want a circle, or everyone around a table. You don't want a classroom atmosphere – chairs in rows. The course is structured as a group discussion, and everyone needs to be able to make eye contact with everyone else. The leader is part of the group, also sitting down. p. 5 (https://lindagbell.com/family-matters-course)	collaborative with the group, reading passages for each other, role playing, etc. ...CHECK-IN. Please say your first name and share any family connection since our last meeting. Anything different yet in the relationship you are focusing on in this course? Any new understanding about your family system? (make notes here). As they share, focus on LISTENING – acknowledge that you hear what they're saying, but don't problem-solve or offer solutions. p. 8 (https://lindagbell.com/family-matters-course)	PLEASE REMEMBER: One small change can have a big effect in any system. Everything is connected to everything else. Even a very small change can start a positive process. No good thing is too small to try! P. 34...Share as much as you'd like with others in the group. The goals of the course are to: • Build/strengthen positive traits and skills (strength-based approach)• Increase understanding of interpersonal dynamics • Support personal and relational healing • Increase effective interpersonal skills, particularly speaking and listening • Support effective parenting p. 6...Method includes: Sharing thoughts/answers with the group (encouraged but not forced) • Modeling by instructor • Homework, including calling or writing family members (optional, but encouraged). p. 6...Very important. Personal sharing is encouraged, but not demanded or pushed for. It's necessary to respect where people are here and now. This kind of respect creates a safe environment and leads to more sharing and more learning eventually. AND, a person who says little, may be learning the most! p. 7 (https://lindagbell.com/family-matters-course)	FAMILY SYSTEMS Culture and Ethnicity: Strengths and Challenges p. 10-27 o Family patterns often repeat through generations. P. 13...Male and Female Another issue is gender. Traditionally, men in our culture are taught to be avoidant, to hide their feelings ("Boys don't cry"), to protect their space and privacy. Historically, mothers (https://lindagbell.com/family-matters-course)
Emotions Program: Taking Care of Yourself and Your Child When You Go Home	No Evidence	No Evidence	Session content was taught via didactic instruction, role plays, discussion, video, handouts, and homework (Shortt et al., 2014, p. 4)	Input was also solicited via focus groups from currently and formerly incarcerated mothers, corrections-based parenting instructors and counselors, and community agencies p. 2...Session content was taught via didactic instruction, role plays, discussion, video, handouts, and homework (Shortt et al., 2014, p. 4)	6 months of coaching service post release, phone, text, home visits (Shortt et al., 2014)	The emotions intervention, in contrast to PIO, focused on mothers rather than mothers and fathers because of potential gender differences in pertinent issues around release...Issues related to the difficulties to a greater degree by incarcerated mothers as they reenter society include single parenthood and problems related to preincarceration adverse life circumstances, including abuse and trauma (Shortt et al., 2014, p. 7)
The Education for Parenthood Curriculum	No Evidence	No Evidence	No Evidence	No Evidence	This section first involves looking at self-esteem on a personal level with the participants, and then teaches them positive communication skills, which raise the self-esteem of both the sender and the receiver...attempts are made to have parents begin thinking about themselves as parents and to enable them to choose consciously what they as parents would like to do, rather than adopting the automatic, acquired patterns that are often the main source of parenting skills and values (Browne, 1989, p. 213-214)	No Evidence
Connecting and Coaching	No Evidence	No Evidence	Sessions involved group discussions, role plays, video vignettes, and didactic teaching (Tremblay & Sutherland, 2017, p. 3253)	Sessions involved group discussions, role plays, video vignettes, and didactic teaching (Tremblay & Sutherland, 2017, p. 3253)	No Evidence	No Evidence
Children's Program	to increase inmates' parenting skills in a safe, controlled environment...one of the most child-friendly environments a U.S. prison has to offer (Luke, 2002, p. 937)	No Evidence	No Evidence	Every week, inmates rotate planning an activity for Friday evening and again for Saturday afternoon. The responsibility of planning activities is part of the parenting skills that the parenting programs encourage and teach (Luke, 2002, p. 938)	to increase inmates' parenting skills in a safe, controlled environment; p. 937...Every week, inmates rotate planning an activity for Friday evening and again for Saturday afternoon. The responsibility of planning activities is part of the parenting skills that the parenting programs encourage and teach (Luke, 2002, p. 938)	No Evidence
Parenting Teen Program	to increase inmates' parenting skills in a safe, controlled environment...one of the most child-friendly environments a U.S. prison has to offer (Luke, 2002, p. 937)	No Evidence	weekly support group meetings for parents of teens...The weekly groups are a source of support for mothers and a place where many of them feel comfortable sharing intensely personal feelings. The level of support available to inmates through this group, as well as the emotions, are overwhelming (D. Hagen, personal communication, December 1, 1999). During group meetings, inmate mothers often talk about the positive effect the group has had on them. Many say the support they have received has enabled them to survive the pain of separation from their children (Luke, 2002, p. 939)	No Evidence	to increase inmates' parenting skills in a safe, controlled environment; (Luke, 2002, p. 937)	No Evidence

# Appendix C

## Summary of Programs with the Six Key Principles of a Trauma Informed Approach

	Description	Sample Size	Child age	Attrition	Method	Measures	Outcomes	Duration of session	# of sessions	length of program	child involvement	facilitator training
<b>The Friends Outside Positive Parenting Program</b> Simmons, C. W., Noble, A., & Nieto, M. (2013)	Cognitive behavior principles. Parenting, relationships and legal responsibilities. Discussion groups, debates, simulations, case studies, role playing, brainstorming and self-evaluation.	318 women	NR	NR	pre/post no control group; males included in study	Parenting attitudes and child rearing behaviors using the Adult-Adolescent Parenting Inventory (AAPI-2) (widely used)	improved knowledge of positive parenting behaviors in the domains of parental expectations, empathy, family roles, and power and independence	2 hours	15 (1/week)	15 weeks (30 hours)	a visiting day	Trained to adopt the role of facilitator
<b>Parenting Inside-out (PIO)</b> Eddy, J. M., Martinez, C. R., & Burraston, B. (2013)	Evidence-based cognitive behavioral parent management skills program. Communication, problem-solving techniques, positive reinforcement, monitoring and non-violent discipline	359 (198 women, 161 men)	1 to 15.6 years	28% for women (72% "graduated")	pre/post, control group was "services-as-usual" meaning they could not enroll in PIO but still had access to other parenting programs and services	Center for Epidemiological Studies Depression Scale (CES-D) Perceived Stress Scale (PSS) The two scales were standardized and then averaged to compute an overall measure of positive parent-child interaction Ease of relationship with caregiver was measured by standardizing and averaging 13 items relating to the parent-caregiver relationship Closeness to caregiver was measured by standardizing and averaging nine items relating to the parent and caregiver relationship Family contact in prison was measured by totaling the number of reported phone, letter, and in person contacts during the month prior to the pre-intervention interview	significantly lower stress, anxiety and depression, increased self-esteem, higher on positive measures of stress levels, depression, positive parent-child interaction, ease of relationship with caregiver, closeness to caregiver, and family contact in prison.	2.5 hours 2 hours 2 hours	36 30 24	12 weeks (3x/week, 90 hrs) 10 weeks (3x/week, 60hrs) or (2x/week for 14 weeks) 24-hours 48-hours	none; encouraged communication	tought by coaches who were employees of Pathfinders of Oregon. Required to have experiences working with parents and families, bachelor's degree, 3 years of clinical experience or equivalent combination of education and experiences. 3-day PIO training plus additional DOC and Pathfinders training. New coaches observed experienced coaches, team taught first few sessions then had weekly phone meetings with coach supervisor and monthly meeting with supervisor and principal investigator.
<b>Parenting Prison and Pups (PPP)</b> Collica-Cox & Day (2021)	Cognitive behavior and social learning theory. Communication, bonding, parenting relationships and re-entry. Therapy dogs, role play, group discussion, meditation, yoga, CPR, AED, and a Graduation/Reunification Day	60 women (40-treatment, 20-control)	NR	NR	pre/post evaluation interviews control group received PPP curriculum w/without animal assisted therapy (AAT)	Rosenberg Self-esteem Scale DASS 21 Scale Level of child contact Class knowledge test (validated tools) Gutman self-esteem scale Parental knowledge 5-point Likert scale	Lower levels of depression, anxiety and stress, higher self-esteem levels and significantly higher parental knowledge	2 hours + 6 hour CPR certification course	14 (2x/week)	2 months (7 weeks; 28 hours)	Graduation/Reunification Day; children invited to attend	author and student co-facilitator (does not state the training)
<b>New Beginnings</b> Steed, M., Baradon, T., & Fongry, P. (2013)	Attachment based parenting group. Interactions between mothers and babies, group discussion, handouts, and homework assignments.	163 (88+ treatment, 75+ control)	birth-18.5 months	29% for treatment group 83% for control group	clustered randomized design from 7 prisons, 3 allocated to intervention and 4 to control condition; control group no intervention; unit of reference remained at the individual level	pre/post and 2 months follow up: Parenting Attitudes (PDI) Parenting behaviors (CIB) Center for Epidemiologic Studies Depression Scale (CES-D) Mother's Object Relations Scales (MORS)	Significant increase in reflective functioning (RF) RF significantly associated with quality of interactive behavior. No significant improvements in depression of mother's representation of their infant	2 hours	8 (2 times per day, one time a week)	4 weeks (16 hours)	Mother Baby Unit (MBU), mother and baby reside together in prison. Sessions take place on a baby mat on the floor	psychotherapist as a facilitator, no details on program training
<b>Mothers Matter</b> Lovell, B., Brown, A., Steen, M., & Esterman, A. (2023)	Community-based approach underpinned in Aboriginal and/or Torres Strait Islander Community aims to heal and strengthen family relationships. Video clips with parenting information and positive communication and Dadirri (deep listening).	9 women	less than 6 months up to 25 years	NR	mixed methods; direct observation and ten week follow up	Observation (group attendance, reasons for absence, timing of program content, participant engagement, group dynamics, interaction with activities, participants and facilitator reflection during and after session, content covered vs. content outlined) Pre/post questionnaire based on session content w/each session	80% content fidelity Met timing of sessions 42% of the time High participant engagement High adherence to the program theory Self report of improved communication and quality of interactions with their children Self-care techniques applied Demonstrated understanding of concepts Positive participant feedback	2 hours	8	1 month (16 hours)	none; program encouraged communication with children and families	Co-facilitation; varying levels of experience; facilitators received feedback via email and during debriefing sessions.
<b>Filial Therapy</b> Harris, Z. L., & Landreth, G. L. (1997)	Play therapy parenting program. Sessions delivered in conjunction with supervised play sessions. Sessions involved didactic instruction and observations of play session videos.	22 women (control=10, treatment=12)	3-10 years	NR	control group no intervention	Parenting attitudes (PPAS) Parenting stress (PSI) Parenting behaviors (MEACI)	Significantly lower stress, anxiety and depression, increased self-esteem, higher on positive measures of stress levels, depression, positive parent-child interaction, ease of relationship with caregiver, closeness to caregiver, and family contact in prison	2 hour sessions, 30 min play session in conjunction	10	5 weeks (2 sessions/week; 20 hours)	30 minute visits twice per week (this was a special permission as visitation policy generally does not allow contact (visits are normally conducted via a telephone with participants seated on either side of a solid glass window).	Does not state
<b>Family Matters: Family Wellness Education</b> Bell & Cornwell, 2015	Based on theory of family systems and attachment. Family culture, ethnicity, relationships, communication, responding and attachment. Experiential exercises, role play, letter writing and phone calls.	26 women, 47 men (small sample size)	NR	NR	pre/post, wait list control group; randomized	Systematic Therapy Inventory Authentic Happiness Scale (both validated tools)	Scores changed in the positive direction Participants reported improved relationship with children and parents	1.5 hours	12 (1x/week)	3 months (18 hours)	none; phone calls and letter writing encouraged	Supposed to be 2 facilitators but there was only one for half the course Facilitated by a variety of people (senior specialist, community relations administrator, family therapist, psychologist, corrections officer, inmate) 1-hour training