AN EVIDENCE-BASED PROGRAM FOR INCARCERATED FATHERS



SAMPLE



www.fatherhood.org



Sample Contents

- INSIDEOUT DAD INFO SHEET
- CORE CURRICULUM TABLE OF CONTENTS
- CURRICULUM LOGIC MODEL
- FACILITATOR'S MANUAL SAMPLE SESSION 1
- FATHERING HANDBOOK SAMPLE SESSION 1
- REENTRY MANUAL TABLE OF CONTENTS
- REENTRY MANUAL SAMPLE SESSION 2

To learn more about the *Insideout Dad*[®] Program Visit <u>www.fatherhood.org/iod</u>

Mside Out DAD®

It's not just a program for dads. It's an opportunity for transformation.

Give incarcerated fathers the vision that they play a unique and irreplaceable role in their children's lives with the InsideOut Dad[®] fatherhood program. InsideOut Dad[®] is the nation's most widely used evidence-based curriculum developed specifically for incarcerated fathers. It is proven to develop pro-fathering attitudes, knowledge, and skills, which helps fathers successfully reenter the lives of their families and communities. Please review the topics covered in the program to the right.

PROGRAM FEATURES

- 12 Core Sessions* feature activities and research-based tools and techniques to encourage fathering from the inside.
- 6 Optional Reentry Sessions help fathers prepare for responsibilities and challenges they will face on the outside.
- The Complete Program Kit gives facilitators everything they need to run the program right away including 10 fathering handbooks, pre- and post-surveys, and a customizable Certificate of Completion! (Training also available.)
- * Can be customized for shorter stay facilities with complementary companion guide.



BONUS! Reentry Sessions Manual: Covers important topics with fathers who will be released.



Additional English and Spanish Fathering Handbooks Available



PROGRAM TOPICS

12 Core Sessions

- ► Family History
- ► What it Means to Be a Man
- Showing and Handling Feelings
- ► Men's Health
- Fathering from the Inside
- Communication
- ► The Father's Role
- Children's Growth
- Discipline
- Working with Mom and Co-Parenting
- Change and Impact

6 Optional Reentry Sessions

- ► Fathering on the Outside
- Responsibilities and Child Support
- Visits Upon Release
- Communication Patterns
- ► Safe Communication
- Money Management

All Books are Bound to Meet Maximum Security Standards



Learn More and Download a Free Session Sample at <u>fatherhood.org/iod</u>



NATIONAL FATHERHOOD INITIATIVE[®] To Order: www.fathersource.org | call 301-948-0599 | fax 301-948-6776

The list is long - but that's a good thing! Here's How InsideOut Dad[®] Has Improved

More Research- and Evidence-Informed Content!

Integrated research and evidence on motivation that will increase dads' motivation to get the most out of the program and to be involved in their children's lives. Integrated a commitment device called the *InsideOut Dad** *Pledge*. Developed with the input of facilitators across the country, dads recite the pledge as a public commitment to themselves, their children, and the mother/main caregiver of their children that they will be the best dads possible. Research shows that such devices increase motivation to initiate and maintain behavior change.

Earlier Focus on Fathering from the Inside!

Moved the *Fathering from the Inside* session—during which dads develop their *My Fathering Plan*—to much earlier in the program. Added activities to help them test, refine, and get feedback on their plan. Related changes to subsequent sessions increase retention and application of knowledge and skills.

New Reentry Sessions on Co-Parenting!

Two new optional sessions on co-parenting help dads with one of the greatest challenges they face: effective communication to improve co-parenting while incarcerated and after release. **Dads learn skills to create good communication patterns** with the mothers/main caregivers of their children. They also **learn how to create the safe environment required for effective communication.** InsideOut Dad[®] now has **three sessions on co-parenting** you can use to boost dads' learning in this critical area.

New Reentry Session on Money Management!

This new optional session **helps dads learn basic moneymanagement skills,** such as how to create and stick to a budget and how to access financial support programs that can help them, the mothers/main caregivers of their children, and their children.

New Introductory Session!

This optional session eases dads into the program. It also **helps** facilitators learn more about the dads that comprise each unique group, including what motivated them to enroll that facilitators can tap into for maximum impact.

Updated and Improved Existing Content!

- Updated existing content that was out of date or no longer accurate.
- Added more guidance on where to refer dads in their Fathering Handbook, and that get dads more engaged in using the handbook.
- Added or removed activities and procedures to improve sessions and the flow and ease of facilitating activities during sessions.
- Added more "Notes to Facilitator" to:
 - Help you better prepare for what might happen during sessions.
 - Guide you in effectively facilitating the program with specific kinds of dads.
 - Clarify concepts and define words and phrases that facilitators can struggle to get across and that dads can have difficulty understanding.
 - Provide additional activities to conduct or information to provide dads when certain situations arise.
- ► Improved the final session to help dads more effectively process the changes they experience and the impact of those changes on themselves and their relationships with the mothers/main caregivers and their children.

Improved Fathering Handbook!

- Altered a design element to make it easier for facilitators to refer dads to exact locations in the handbook.
- Added content that facilitators deliver that was not in the handbook but that facilitators say is important to include. Also added content that helps dads refine their My Fathering Plan and work with the mothers/main caregivers to carry out their plan, and that helps dads to more effectively process the changes they experience and the impact of those changes on themselves and others.

Improved Curriculum Components!

- Moved all of the complementary tools and content marketing/promotional flyers, handouts, evaluation tool/ survey, certificate of completion, videos, etc.—to a flash drive.
 You no longer need a CD-ROM or DVD drive to access and use these vital tools and content.
- Separated the core and reentry sessions into different manuals. Now when you facilitate the core or reentry sessions, you will use a smaller manual, which makes it easier to facilitate.



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Third Edition

FACILITATOR'S MANUAL PROGRAM GUIDE AND SESSION GUIDE: CORE SESSIONS

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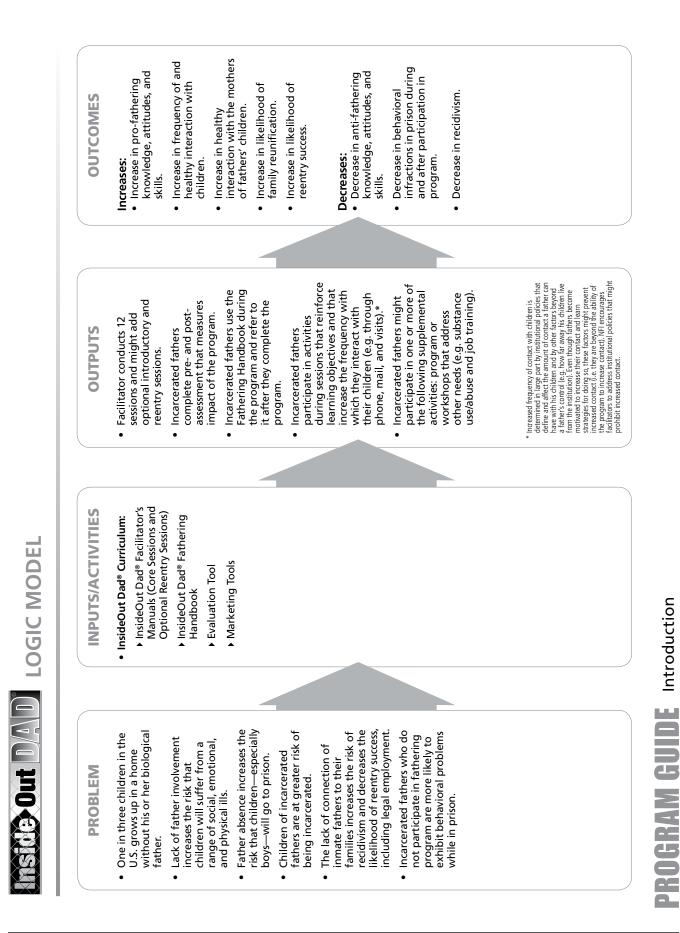
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INSIDEOUT DAD® LOGIC MODEL

The most effective intervention programs, regardless of what they seek to address, have a logical underpinning that explains how they work. **Logic models** are a common tool used by developers of programs to describe how programs work. Although the basic components of logic models vary somewhat, they all describe what goes "in" to a program and what comes "out" of it.

The *InsideOut Dad*[®] program is no exception. The logic model to the right describes how NFI designed the program to work.

Use the logic model to increase your understanding of what the program addresses (problem), how the program works (inputs/activities and outputs), and what it should produce (outcomes) so you can effectively communicate about it to your colleagues, funders, and evaluators.



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SESSION 1 Introduction: Getting Started

SESSION DESCRIPTION:

During the first session, the Dads introduce themselves, get to meet the other Dads in the program, review the program and session format, discuss their hopes and fears for themselves in the program, reflect on their effectiveness as fathers and husbands/partners, watch a powerful video of the impact of the program, and, if you plan to evaluate the program using a pre and post-program evaluation, complete the InsideOut Dad[®] Fathering Survey.

InsideOut Dad[®] CHARACTERISTICS (5):

- Self-awareness
- Caring for Self
- Parenting Skills
- Fathering Skills
- Relationship Skills

PRE-SESSION PROCEDURES:

- 1. Review the standard pre-session procedures in Chapter VII of the *Program Guide.*
- 2. Write the names of the facilitator(s) on the flip chart.
- 3. Make enough copies of the InsideOut Dad[®] Fathering Survey for Activity 1.1, if you decided to use a pre and post-program evaluation. The survey is located on the InsideOut Dad[®] Flash Drive.
- 4. Be sure to cue up the "Xavier's Story" video located on the InsideOut Dad[®] Flash Drive to the beginning so that you can play it immediately during Activity 1.5.



If you are not allowed to show videos to inmates or do not have access to a digital projection system, you will not be able to complete Activity 1.5.

| ACTIVITY 1.1 | Welcome and Warm-up |
|--------------|---|
| TIME: | 30 minutes |
| MATERIALS: | Flip chart, markers, name tags, Fathering Handbook, (optional) InsideOut Dad® Fathering Survey |

To welcome the Dads to the InsideOut Dad[®] Program and to begin the process of forming a close and supportive group. To begin to explore masculinity and the father's role, and how the Dads' views of masculinity and the father's role are affected by their family history.

LEARNING COMPETENCIES:

- 1. Dads introduce themselves.
- 2. Dads learn the format of the program.
- 3. Dads raise their awareness of, knowledge about, and capacity to identify what it means to be a man and the role of today's father.

PROCEDURES:

- 1. As the Dads enter the room, welcome and greet them with your name, and a handshake.
- 2. Invite the Dads to make a nametag and to help themselves to snacks and beverages.
- 3. When ready, ask the Dads to pick out a chair. Welcome them to the group and begin the session. Introduce yourself and your co-facilitator if you have one. Share your enthusiasm that the Dads are there, on time, and eager to learn.
- 4. Ask each Dad to introduce himself, share the names and ages of his children, and the type of father he is, i.e. married, single parent, foster or adoptive dad, stepfather, etc.
- 5. Explain the format of the program.
 - There are 12 sessions, each lasting 2 hours. (Adjust this description if using the optional sessions.)
 - There will be a 10-minute break after the first hour. (Adjust this description if you will take a break at a different time or more than 1 break.)
 - Snacks and beverages are available before the session begins, at break time, and after it ends.
 - We will begin at _____ (state time) and end at _____ (state time).
 - Hand out one copy of the *InsideOut Dad*[®] Fathering Handbook to each Dad. Instruct the Dads to bring their handbook to each session or that you will keep it between sessions and distribute it at the start of each session.
 - Explain the *What I Learned Log* located at the end of Sessions 2-11 in the Fathering Handbook. The Dads need to record something new they learned at the end of those sessions and the reason why what they learned will help them be a better dad.







It is very important to mention that the survey is not a test. Incarcerated dads in particular can be off put by tests.

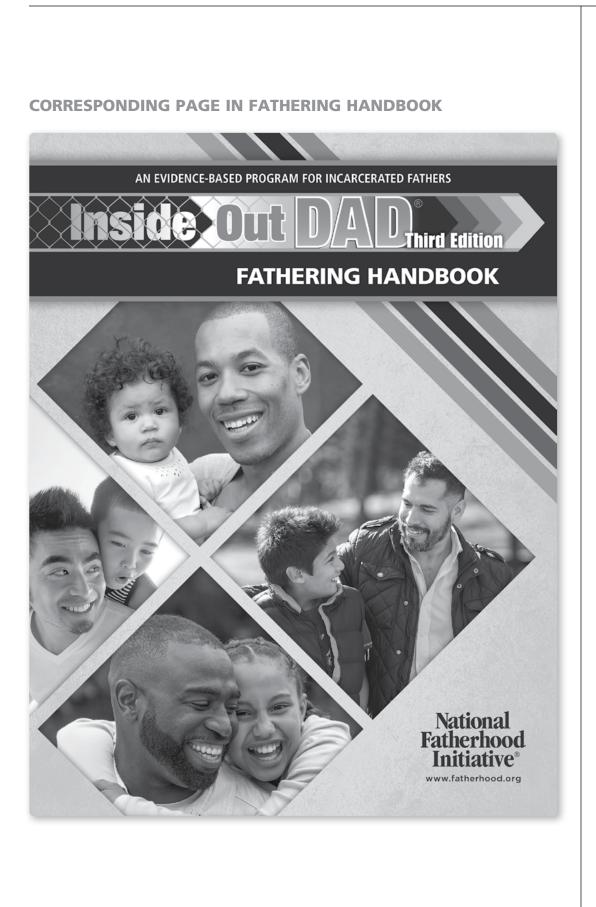
• Explain to the group that everyone has the right to pass if they don't feel comfortable answering a question or sharing information.

6. (Optional) If you plan to use the InsideOut Dad[®] Fathering Survey as part of a pre and post-program evaluation, mention that it is now time to complete it. Give the dads about 15 minutes to complete it. But first explain that the survey is not a test. It is simply a way to help you and them to determine how much the program helps them to be the best dad possible. If you don't plan to use the survey in this way, you can either skip this part of the activity or use it as an awareness-raising activity.

Just the act of filling out the survey will raise awareness among the Dads of the state of their fathering at the start of the program.

NOTES

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| ACTIVITY 1.2 | Hopes, Fears, and Ground Rules |
|-------------------|---|
| TIME: | 30 minutes |
| MATERIALS: | Flip chart, markers, Fathering Handbook |

To identify the hopes and fears of the Dads regarding their participation in the program and to set ground rules for the group.

LEARNING COMPETENCIES:

- 1. Dads increase their awareness and knowledge of the hopes and fears they have of their participation in the program.
- 2. Dads build the capacity to identify how the other Dads in the program feel about their participation.

PROCEDURES:

NOTE TO

FACILITATOR:

Consider tossina in

some wild

hopes and fears to

encourage

creative

and honest

responses by giving

the message

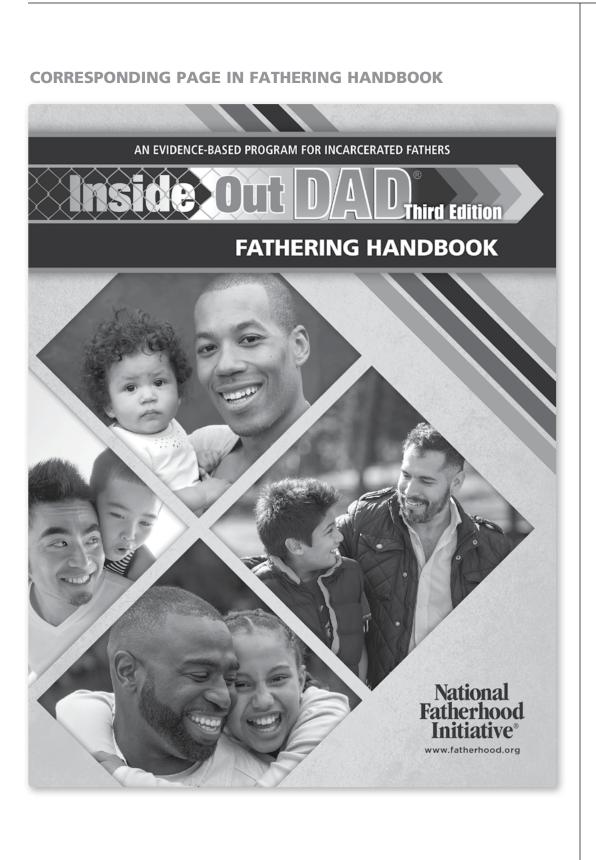
that anything goes.

1. On the flip chart, label one sheet of paper **HOPES** and another sheet of paper **FEARS**. Mention that as a result of their participation in the program, they are sure to have "hopes and fears."



- 2. Brainstorm a list of hopes and fears with the Dads. Ask each one to respond to the following statement. Write their responses on the sheets of flip chart paper.
 - By attending fathering classes, I HOPE that _____
 - but I'm AFRAID that _____
- 3. Write the word **TRUST** on the flip chart. Mention that it takes trust to share information about themselves and their families, share their hopes and fears, and to challenge themselves and others takes trust.
 - a. Brainstorm a working definition of "trust" the group can understand.
 - b. Make a list of why it's good to trust others and why it might be risky. Which list is longer?
- 4. Discuss the importance of trust. Tell the Dads that:
 - a. Trust is the basis for all healthy relationships.
 - b. Trust allows for a sense of closeness and intimacy.
 - c. Trust promotes a sense of optimism and well-being.
 - d. Trust is the first issue young children face in life that forms the "frame of reference" of their perceptions.



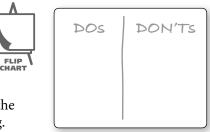




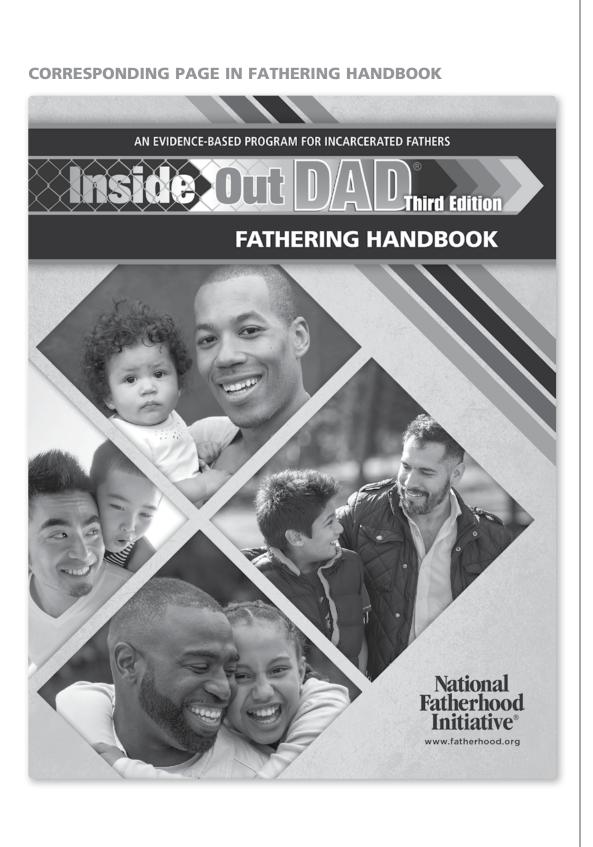
NOTE TO FACILITATOR:

When establishing the rules, consider dividing them into "firm" and "flexible" rules. Create the firm rules ahead of time that you or the facility requires for group sessions and that won't vary, such as confidentiality (i.e. what is shared in the room stays in the room) and showing up on time. Write these rules on flip chart paper ahead of time and share them with the Dads. Then use Procedure #6 to establish flexible rules (e.g. unique rules) that the Dads create for themselves.

- 5. Mention that a primary objective of InsideOut Dad[®] is to develop a sense of trust in themselves and in others.
- 6. Create a list of rules that will guide the group in their interactions. Divide the paper into two columns. Put **DOs** on one side and **DON'Ts** on the other. Brainstorm with the Dads the rules they will operate from and begin to build a sense of trust.
- 7. Review the ideas to find any patterns or commonalities. Tell the Dads to record the rules in their Fathering Handbook (e.g. on the blank page before the page 1/first page of Session 1).
- 8. Recap the discussion during the session and ask the Dads whether they have any insights to share (e.g. anything they learned that had a particular impact on them).



NOTES



| ACTIVITY 1.3 | What Kind of Father and Husband/Partner Am I? |
|--------------|---|
| TIME: | 15 Minutes |
| MATERIALS: | Flip chart, markers, Fathering Handbook |

To increase the Dads' awareness and knowledge of the different traits and types of fathers and partners.

LEARNING COMPETENCIES:

- 1. Dads increase their awareness and knowledge about their effectiveness as a father and husband/partner.
- 2. Dads demonstrate the capacity to rate their abilities and skills as a father and as a husband/partner.

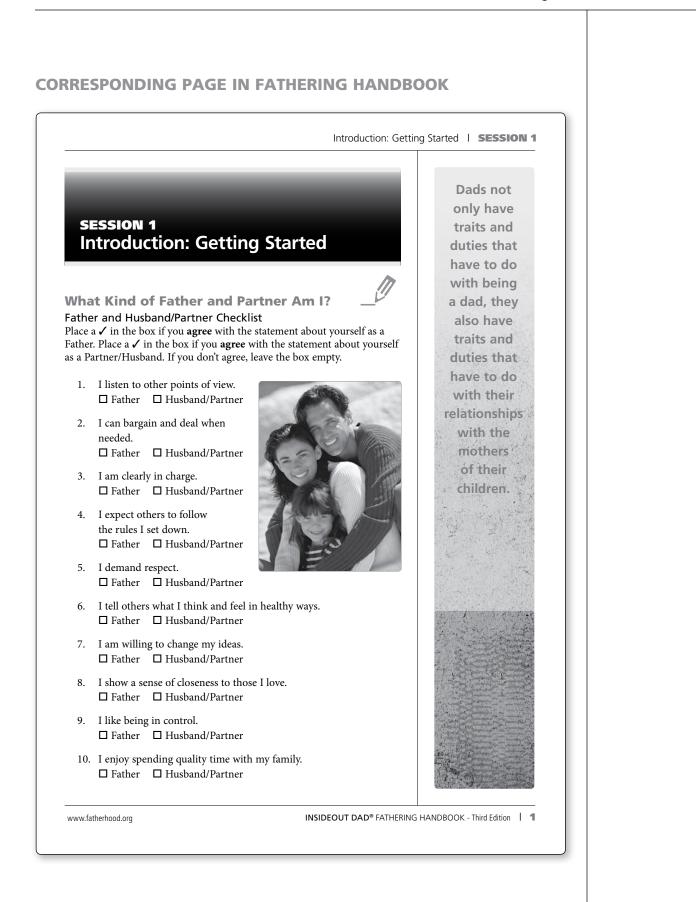
PROCEDURES:

- 1. Mention that being a father and husband/partner are roles men take on in their family. Family roles have different duties and it is the way and style in which men carry out their duties that can make the difference in a happy, healthy family, or a troubled, unhappy one.
- 2. Being a caring and loving father and husband/partner comes from being a caring and loving man. The traits we have as men are the same traits we take into our family roles. The InsideOut Dad[®] shows the traits of a nurturing father and husband/ partner.
- 3. Ask the Dads to locate the "Father and Husband/Partner Checklist" in their Fathering Handbook (pgs. 1 and 2). Tell each Dad to place a check or "X" mark in the appropriate box if he agrees with the statement about himself as a father and then

as a husband/partner. If some men are not in a relationship as a husband or partner, ask them to rate themselves as they believe they were in past relationships, or could be in future relationships.

4. Give the Dads about 10 minutes to complete the checklist and then review responses with them.

NOTES



| ACTIVITY 1.4 | My Story |
|---------------------|--|
| TIME: | 30 Minutes |
| MATERIALS: | Fathering Handbook, (optional) blank pieces of paper |

ir stories so that you and the Dads can get to know

S:

- nd knowledge about their own story and the stories
- 2. Dads demonstrate the capacity to share their story.

PROCEDURES:

- 1. Mention to the Dads that each of them will have a chance to write, produce, and star in their own movie. The movie is called "My Story."
- 2. Ask the Dads to locate the information in their Fathering Handbook titled, "My Story" (pgs. 2 and 3). Ask the Dads to take 10 to 15 minutes to write their story. (You might want to provide additional paper for the Dads to write their stories.)
- 3. After 10 to 15 minutes, ask the Dads to share their stories. Encourage other Dads to listen closely and to learn about other Dads in the group.

NOTES

Facilitators of InsideOut Dad[®] report that this is a powerful exercise. Try your best to get all of the Dads to share their story so you can get in touch with the impact of the Dads' past on their present and so the Dads can get to know each other on a deeper level.

NOTE TO **FACILITATOR:**

| FACILITATOR'S GOAL: To encourage the Dads to share thei one another. |
|---|
| LEARNING COMPETENCIES 1. Dads increase their awareness a of the Dads in the group. |

| SESSION 1 Introdu | ction: Getting Started |
|---------------------|---|
| | 11. I am able to listen to the good as well as to the bad.□ Father □ Husband/Partner |
| | 12. I am clearly seen as a friend. □ Father □ Husband/Partner |
| | 13. Others can come to me to talk.□ Father □ Husband/Partner |
| | 14. I am caring and giving.□ Father □ Husband/Partner |
| | 15. I have fun easily. □ Father □ Husband/Partner |
| | My Story The name of the actor starring in this movie is |
| | (Your Name) |
| | The story begins in (Place of Birth) |
| | in the year (Date of Birth) |
| | In the beginning, the major supporting actors in the story are |
| | . (Childhood Family) |
| | Today the major supporting actors are |
| | |
| | This story is about a little boy who grows up believing |

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| ACTIVITY 1.5 | Xavier's Story |
|---------------------|---|
| TIME: | 15 Minutes |
| MATERIALS: | Flip chart, markers, InsideOut Dad® Flash Drive, digital projection system |

To increase the Dads' awareness and knowledge of the impact of the InsideOut Dad[®] Program.

LEARNING COMPETENCIES:

- 1. Dads increase their awareness and knowledge about the impact of the program.
- 2. Dads increase their capacity to identify specific ways the program positively affects fathers and children.

PROCEDURES:

- 1. Tell the Dads that they will watch an approximately 10-minute video on the impact of the InsideOut Dad[®] Program. Tell them to pay close attention and think about the effect of the program on fathers and their children.
- 2. Show the video "Xavier's Story" located on the InsideOut Dad[®] Flash Drive using a digital projection system.



- 3. After the video ends, ask the Dads what they thought about it. After the Dads share, ask them the following questions and write their responses on the flip chart.
 - How did the program affect Troy, the dad?
 - How did the program affect Xavier, the child?
- 4. After the Dads share, ask them whether they can see or at least hope that the program will have the same effect on them and their children.

NOTES



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| | Introduction: Getting Started SESSION 1 |
|---|---|
| and then finds out in later life that | |
| There are many challenges in life faced by this boy and n | nan, which |
| but the most memorable scene takes place in | |
| when | |
| What makes this scene so memorable is | |
| Throughout life, the main character meets heroes like | |
| (People and/or Events) and villains like | |
| (People and/or Events) | |
| This ongoing story is heading toward | |
| And at the end of the story, the critics will say | |
| | |





FATHERING HANDBOOK

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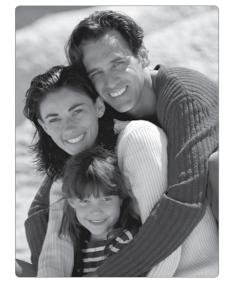
SESSION 1 Introduction: Getting Started

What Kind of Father and Partner Am I?

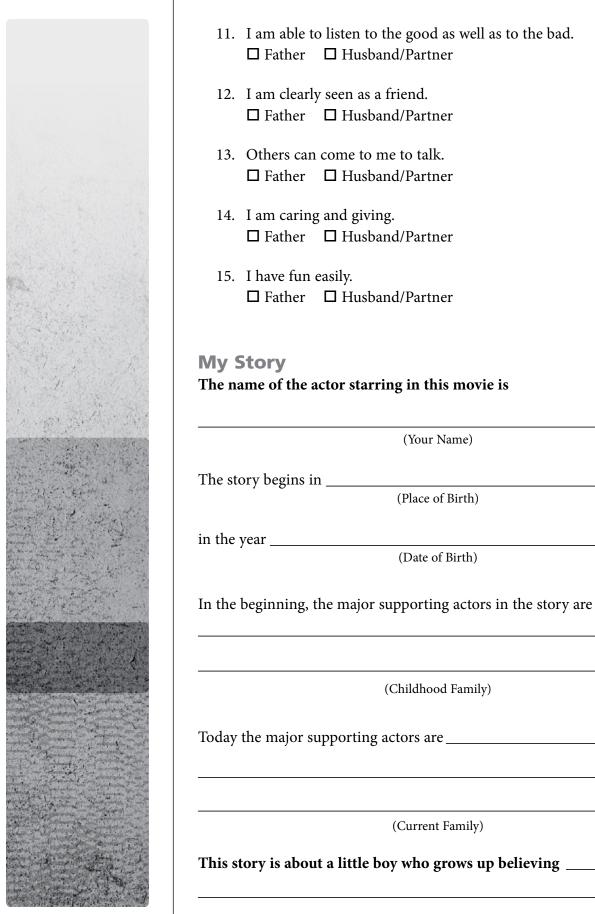
Father and Husband/Partner Checklist

Place a \checkmark in the box if you **agree** with the statement about yourself as a Father. Place a \checkmark in the box if you **agree** with the statement about yourself as a Partner/Husband. If you don't agree, leave the box empty.

- I listen to other points of view.
 □ Father □ Husband/Partner
- I can bargain and deal when needed.□ Father □ Husband/Partner
- 3. I am clearly in charge.□ Father □ Husband/Partner
- 4. I expect others to follow the rules I set down.□ Father □ Husband/Partner
- 5. I demand respect.□ Father □ Husband/Partner
- 6. I tell others what I think and feel in healthy ways.□ Father □ Husband/Partner
- 7. I am willing to change my ideas.□ Father □ Husband/Partner
- 8. I show a sense of closeness to those I love.□ Father □ Husband/Partner
- 9. I like being in control.□ Father □ Husband/Partner
- 10. I enjoy spending quality time with my family.□ Father □ Husband/Partner



Dads not only have traits and duties that have to do with being a dad, they also have traits and duties that have to do with their relationships with the mothers of their children



(Childhood Family)

(Your Name)

(Place of Birth)

(Date of Birth)

Today the major supporting actors are _____

(Current Family)

This story is about a little boy who grows up believing _____

| and then finds out in later life that | |
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| • | |
| There are many challenges in life faced by this boy and man, which include | |
| but the most memorable scene takes place in | |
| when happens. | |
| What makes this scene so memorable is | |
| Throughout life, the main character meets heroes like | |
| (People and/or Events) and villains like | |
| (People and/or Events) | |
| This ongoing story is heading toward | |
| And at the end of the story, the critics will say | |
| · | |



Third Edition

REENTRY MANUAL OPTIONAL REENTRY SESSIONS

SESSION GUIDE: OPTIONAL REENTRY SESSIONS

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OPTIONAL REENTRY SESSION #2 Responsibilities and Child Support

SESSION DESCRIPTION:

This session helps the Dads to learn about two of three critical issues covered in the optional reentry sessions related to their families and children that many incarcerated fathers face before and after reentry: their moral, emotional, and financial rights and responsibilities related to their children, with a special emphasis on child support. It includes an optional activity (#5) that involves the participation of a local child support expert. If you include the optional activity, be prepared for the session lasting longer than normal. **This session applies to the Dads who will face child support issues upon release**.

InsideOut Dad[®] CHARACTERISTICS (5):

- Self-awareness
- Caring for Self
- Fathering Skills
- Parenting Skills
- Relationship Skills

PRE-SESSION PROCEDURES:

- 1. Review the standard pre-session procedures in Chapter VII of the *Program Guide*.
- 2. Make enough copies of the Optional Reentry Session #2 handout for each Dad to use during the session. The handout is located on the InsideOut Dad[®] Flash Drive.
- 3. Write the statements that you will ask the Dads to complete during Activity #1 on the flip chart.

OPTIONAL REENTRY SESSION #2 HANDOUT

- 4. Write the questions that you will ask the Dads to answer during Activity #2 on the flip chart.
- 5. Write the statements that you will ask the Dads to complete during Activity #3 on the flip chart.
- 6. Prepare blank pieces of paper for Activity #2 by writing the numbers 1-10 on the pieces of paper. Write one number per piece of paper and post them on the walls in numerical order. Post them at least a couple of feet apart so that the Dads won't crowd each other during the activity. Write the numbers large enough and darkly enough for the Dads to see them from several feet away.
- 7. Learn the child support situation of each of the Dads if you don't already know it. Learn how much he owes and, if he has multiple children, how much he owes for each child. Learn his history of paying child support. This information will help you understand the potential volatility of this session based on all of the Dads' history with child support.

- 8. (Optional) Identify and contact a local child support expert (e.g. someone from the local child support enforcement office) to be present during and assist with this session. When selecting a child support expert, be sure to find someone who understands the experiences and challenges of incarcerated fathers as it relates to child support, and who has a supportive demeanor about working with incarcerated fathers who owe child support. Ask the representative to bring any materials (e.g. handouts) or other resources on child support and enforcement he or she has to give to the Dads. Share the content of the session so the expert knows what to expect and what is expected of him or her. Provide the expert with as much information as you can share regarding the child support situation of the Dads (i.e. legally and ethically). Give the expert the list of questions he or she needs to speak to during Activity #5. If you have Dads who will return to a state other than that in which the institution/facility is located, make the expert aware that those Dads might be subject to different guidelines than that of the state in which the expert works.
- 9. (Optional) Write down the name of the child support expert on the flip chart and contact information if the Dads are allowed to record it and use it to contact the expert before or after release.



Be aware of and sensitive to the fact that some of the Dads might have large child support arrears. Paying child support is especially challenging for incarcerated fathers because their arrears build/ increase while they're in prison. Dads can't generate income to meet their obligations. Consequently, they get caught in a spiral of increasing debt that becomes more difficult to address after they are released because of the difficulty they face finding gainful employment.

| ACTIVITY #1 | Welcome and Warm-up |
|-------------|--|
| TIME: | 20 Minutes |
| MATERIALS: | Flip chart, markers, Optional Reentry Session #2 handout located on the InsideOut Dad® Flash Drive |

To welcome the Dads to the second Optional Reentry Session and start a discussion on the Dads' moral, emotional, and financial rights and responsibilities regarding their children.

LEARNING COMPETENCIES:

- 1. Dads increase their awareness and knowledge of their rights and responsibilities as a dad. Give each Dad a copy of the Optional Reentry Session #2 handout located on the InsideOut Dad[®] Flash Drive.
- 2. Dads increase their capacity to identify how some other Dads view their rights and responsibilities.

PROCEDURES:

- Welcome the Dads to the session. Mention that this session focuses on their moral, emotional, and financial rights and responsibilities as fathers. Give each Dad a copy of the Optional Reentry Session #2 handout located on the InsideOut Dad[®] Flash Drive.
- 2. Ask the Dads to complete the following statements in their handout and that you prepared on the flip chart ahead of this session.
 - When I think of my rights as a dad, what that means to me is ______.
 - When I think of my responsibilities as a dad, what that means to me is _____.
- 3. Write their responses on the flip chart. Discuss common responses.
- 4. Now ask the Dads to complete the following statements in their handout and that you prepared on the flip chart ahead of the session.
 - The biggest challenge I have with child support is
 - The reason I have that challenge is _____

When I thínk of my ríghts as a dad, what that means to me ís

When I thínk of my responsíbílítíes as a dad, what that means to me ís

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- 5. Write their responses on the flip chart. Discuss common responses.
- 6. (Optional) If you decided to invite a child support expert to participate in this session, introduce him or her at this time.

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| CHART | |

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| ACTIVITY #2 | Dad's Rights and Responsibilities |
|-------------|-----------------------------------|
| TIME: | 50 Minutes |
| MATERIALS: | Flip chart, markers |

FACILITATOR'S GOAL:

To continue the discussion on the Dads' moral, emotional, and financial rights and responsibilities regarding their children.

LEARNING COMPETENCIES:

- 1. Dads increase their awareness and knowledge of their rights and responsibilities from a holistic perspective.
- 2. Dads increase their capacity to identify their specific moral, emotional, and financial rights and responsibilities.

PROCEDURES:

- 1. Tell the Dads that there are many ways that fathers can be involved with their children and that they are going to spend some time exploring the responsibilities of dads, including how they are morally, emotionally, and financially responsible to and for their children.
- 2. Divide the Dads into three groups. Consider having the Dads count off 1, 2, and 3 with all the 1s forming one group, the 2s another group, and the 3s a third group. Then assign each group one of the following three questions that you prepared on the flip chart papers and posted ahead of the session. Encourage the Dads to brainstorm and write down as many meaningful answers as their group can think of to answer their assigned question. Tell each group to choose someone to record their answers and someone else to report back to the larger group. Let them know that they will have 10 minutes and then each group will share their responses. Before you cut them loose, ask if they need you to explain what any of the questions mean.
 - In my role as guide or mentor, what are my moral responsibilities to my child?
 - In my role as nurturer, what are my emotional responsibilities to my child?
 - In my role as provider, what are my financial responsibilities to my child?

In my role as guíde or mentor, what are my moral responsibílitíes to my chíld?

In my role as nurturer, what are my emotional responsibilities to my child?

In my role as provider, what are my financial responsibilities to my child?

3. After 10 minutes, ask each group to share their question and answers. Take about 10 minutes for sharing. After each group reports back, invite the Dads in the other two groups to add anything that they think is missing from that group's list.



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| | y Rights and Responsibilities as a Dad When I think of my rights as a dad, what that means to me is |
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- 4. Next, ask the Dads to go stand in the part of the room where you posted the blank pieces of paper with the numbers 1 through 10. Tell the Dads to think about the lists they just completed and that they will rate themselves on each aspect of being an involved dad. Say that this activity is very similar to the activity they did during the first session where they rated themselves on the characteristics of the InsideOut Dad[®].
 - 5. Starting with "guide or mentor," ask the Dads to stand underneath the rating on the wall that best represents how they think they do with that part of being involved in the lives of their children. Tell them that 1 means "they can do a whole lot better" and 10 means "I'm an All-Star Dad" in that area. Before moving on to the other two areas, explore their ratings by posing the following questions to the Dads. You can ask the entire group and wait for the Dads to respond or ask each Dad in a roundrobin fashion.
 - Why did you give yourself that rating (or if asking Dads individually, insert the number they chose)?
 - Has there ever been a time when you would have rated yourself higher? What was different about that time in your life?
 - What would it take to move just one point higher on the scale? What do you need to move one point higher?
 - 6. Now move on to the other two areas—nurturer and provider—and take the Dads through the same rating process and ask them the same questions.
 - 7. After you take the Dads through all three areas, have the Dads return to their seats and applaud them for being willing to explore these areas and for their honesty.
 - 8. To close out this activity and prepare for the next one, tell the Dads that one of the most natural roles of men throughout history has been to be a provider. Most often, this role plays out in providing money and other material things for one's family— most importantly for children. Some men have a strong desire to provide, but are unable to do so because of a lack of resources. Other men ignore or push aside their natural role to provide for their children. Tell the Dads that the remaining activities in this session focus on providing financially through child support.

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| | ESSION #2 Handout |
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| ACTIVITY #3 | Being a Provider |
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| TIME: | 20 Minutes |
| MATERIALS: | Flip chart, markers, Optional Reentry Session #2 handout |

FACILITATOR'S GOAL:

To help the Dads identify the benefits for children and for themselves when dads provide financial support to their children.

LEARNING COMPETENCIES:

- 1. Dads increase their awareness and knowledge about the benefits to children and themselves of providing financial support.
- 2. Dads increase their capacity to get in touch with their children's and their own feelings about them (the Dads) providing financial support.

PROCEDURES:

1. Draw the Dads' attention to the statements you wrote on the flip chart ahead of this session and that appear in their handout. Encourage the Dads to think about the impact or benefits financial support would have for their children, for them as Dads, and the mothers of their children. Read each statement aloud and invite the dads to finish them.

If I provide consistent and timely child support, ...

- My children will be able to ______.
- My children will feel _____.
- My children will have _____.
- I will be able to _____.
- I will feel ______.
- I will have ______
- The mother of my children will be able to ______.
- The mother of my children will feel ______.
- The mother of my children will have _____.
- 2. If you have time, write their responses (or some of them) on the flip chart. Discuss common responses. You could also first have the Dads complete the statements in their handout and then ask for a few volunteers to share their responses.
- 3. (Optional) If you have time, consider asking the child support expert to provide feedback on the Dads' responses.



This activity helps the Dads begin to recognize and understand—from a father's perspective—what financial support can mean to children and the benefits it can have on children's lives and well-being. It also allows them to see the benefits they might gain from providing financial support (e.g. feeling security in knowing their children will have food, clothing, and medical care; security in knowing they will not go to jail for arrears, etc.).

| | eing a Provider I provide consistent and timely child support, My children will be able to | |
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| • | My children will feel | ······································ |
| • | My children will have | |
| • | I will be able to | |
| • | I will feel | |
| • | I will have | |
| • | The mother of my children will be able to | |
| • | The mother of my children will feel | |
| • | The mother of my children will have | |
| 012, | , 2018 National Fatherhood Initiative® | INSIDEOUT DAD [®] - Third Edition 2 |

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| FLIP CHART |
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FACILITATOR If some of the Dads who can't read or can't read

well enough, consider reading the statements aloud to the Dads and ask them to follow along in the handout so they aren't embarrassed that they can't read or read well

enough.

| ACTIVITY #4 | Myth or Truth—The Realities of Child Support |
|-------------|--|
| TIME: | 30 Minutes |
| MATERIALS: | Flip chart, markers, Optional Reentry Session #2 handout, Myth or Truth: The Realities of Child Support Answer Guide (located at the end of this session in this manual) |

FACILITATOR'S GOAL:

To help the Dads identify the benefits for children and for themselves when dads provide financial support to their children.

LEARNING COMPETENCIES:

- 1. Dads continue to increase their awareness and knowledge about the benefits to children and themselves of providing financial support.
- 2. Dads continue to increase their capacity to get in touch with their children's and their own feelings about them (the Dads) providing financial support.

PROCEDURES:

- 1. Tell the Dads to turn to the "Myth or Truth: The Realities of Child Support" portion of their handout. Have the Dads take turns reading each statement aloud or as a group. Collectively determine whether the statement is a myth or a truth. (Use the Myth or Truth: The Realities of Child Support Facilitator's Answer Guide that appears at the end of this session for the correct answers.) If the Dads' literacy levels are good enough, consider asking them to complete this portion of the handout on their own or with a partner, and then go through the handout question by question and ask the Dads to volunteer answers. Invite the Dads to share any experiences and insights related to each statement. If questions related to the child support system arise during this activity, have the Dads write them on the handout and ask them of the child support expert later in the session (during Optional Activity #5).
- 2. (Optional) Consider asking the child support expert to provide feedback what the Dads shared.



It could become apparent to you that some of the Dads don't know what is expected of them in paying child support and what can and can't be done to enforce payment. Encourage them to share their experiences and to challenge one another's assumptions. The presence of the child support expert will help ensure that the Dads have the most accurate information about what is expected of

them and how child support works. Remind the Dads that as they share their personal experiences with one another, what is shared in the group stays in the group. It is also important to help the Dads, both in this activity and throughout the session, to see and understand the differences between "formal" and "informal" child support. For example, some of the Dads who provide financial support by giving the mother of their children cash or buying things for her or the children might not realize that this is not a substitute for paying on a child support order.

CORRESPONDING PAGE IN THE HANDOUT

| OPTIONAL | KEENIKYS | 5E53 | SION #2 HANDOUT Responsibilities and Child Suppo |
|---------------------|------------------|------|---|
| Myth Myth | or Trut Truth | | -The Realities of Child Support Internent |
| | | 1. | If one parent goes on Temporary Assistance for Needy Families (TANF), the law says the other parent must pay child support. |
| | | 2. | The law says that both parents have to support their child until the child reaches the age of 18. |
| | | 3. | A parent can go to jail if he/she does not pay court-ordered child support. |
| | | 4. | A parent must pay child support even if he/she is still in school. |
| | | 5. | A parent who does not pay court-ordered child support can be put on probation by the court. |
| | | 6. | A parent who does not pay court-ordered child support may have his/her driver's license suspended. |
| | | 7. | The parent not living with the child must pay child support even if his/her only income is from unemployment or disability. |
| | | 8. | The state's child support enforcement office reports parents who owe child support to the credit bureau. |
| | | 9. | Parents going into the military do not have to pay child support. |
| | | 10. | A parent who does not have custody of the child can stop paying child support if the parent who does have custody marries someone else. |
| | | 11. | If a parent owes child support, it can be taken out of that parent's paycheck. |
| | | 12. | A parent who does not have custody can open a child support case with the state's child support enforcement office. |
| | | 13. | If grandparents are raising a child, only the father of the child has to pay child support. |
| | | 14. | If a parent who does not have custody remarries, child support can be taken out of the new spouse's paycheck. |
| | | 15. | If a parent is under the age of 18, the grandparents must legally pay for their teen child's/parent's child support payments. |

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| (OPTIONAL) | |
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| ACTIVITY #5 | The "INs and OUTs" of Child Support |
| TIME: | 40 Minutes |
| MATERIALS: | Blank pieces of paper, handouts and other resources provided by the child support expert |

FACILITATOR'S GOAL:

To provide information to the Dads on child support and child support enforcement.

LEARNING COMPETENCIES:

- 1. Dads raise their awareness and knowledge about child support and enforcement.
- 2. Dads increase their capacity to identify the basic rules and guidelines of the child support and enforcement system and how to respond more effectively to them.

PROCEDURES:

- 1. Reintroduce the child support expert and remind the Dads of his or her contact information (on the flip chart). Welcome the Dads to contact him or her directly if allowed. Ask the expert to explain that he or she is there to educate and support the Dads and that there will be no repercussions for Dads who disclose that they have not been paying child support. Encourage the Dads to freely ask questions throughout the session to ensure that they gain the information that is most useful to them. Distribute any materials, handouts, or other resources brought by the expert.
- 2. Have the representative provide an overview of the child support system, including how approaches to child support enforcement can differ from state to state. Then have the expert speak to the following questions. Encourage the Dads to write down what the expert says on a blank piece of paper or on any of their handouts.
 - What is child support?
 - Why does a dad have to pay child support?
 - What is unique or different about paying child support when in prison or jail?
 - How does a dad set up child support payments?
 - How much does a dad have to pay? For how long?
 - What happens when a dad cannot make the payments?
 - What are the ways in which child support can be collected (enforcement tools)?



Many of these topics can erupt into lengthy conversations about scenarios personal to the Dads. Rather than becoming side-tracked from the purpose of the activity, the child support enforcement expert should concentrate on presenting the factual material while offering time outside of the group to talk or work with the Dads on individual issues. This approach will help with time efficiency.

CORRESPONDING PAGE IN THE HANDOUT

| Myth | Truth | Statement |
|------|-------|---|
| | | 16. All information about a child support case with the state's child support enforcement office is confidential. |
| | | 17. The state's child support enforcement office can change who has custody of a child and can enforce parent and child visits. |
| | | Parents who do not have custody of their child and who are in jail must still pay child support. |
| | | 19. If a parent who does not have custody of a child does not pay child support, he/she cannot visit with the child. |
| | | 20. Interest will be added to child support payments that have not been paid and are overdue. |
| | | 21. Child support that has not been paid must still be paid even after the child turns 18 years old. |
| | | 22. The state's child support enforcement office can help parents who are behind in paying their child support with finding counseling, a job, substance abuse treatment, or other needed services or help. |
| | | 23. Parents who do not live with their child must pay for all or part of the medical bills for the child. |
| | | 24. When a parent gets a raise in pay, the court can raise how much child support he/she must pay. When a parent gets a cut in pay, the court can lower how much child support he/she must pay. |
| | | 25. Courts can order a parent to pay child support from the date a child was born or from the date the parents separated (if they were married). |
| | | 26. A parent who does not have custody of his/her child can stop paying child support if the parent who does have custody will not let him/her see the child. |
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| • | What should a dad do after his release and his employment changes (income |
|---|---|
| | increases or decreases)? |

- What are the court activities related to child support?
- Why is record keeping important?
- What are the local resources for a dad related to child support?
- What if a dad has concerns about how his child support money is being spent? Where does his money really go?
- What if a dad pays child support, but visits with his children do not take place or are not consistent?
- 3. After the expert finishes answering the questions above, tell the Dads to ask the expert other questions they might have.

| NOTES | | | |
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CORRESPONDING PAGE IN THE HANDOUT

| Myth | Truth | Statement | |
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| | | 16. All information about a ch support enforcement office | ild support case with the state's child is confidential. |
| | | | forcement office can change who has enforce parent and child visits. |
| | | Parents who do not have constrained and the still pay child support | istody of their child and who are in jail t. |
| | | 19. If a parent who does not ha support, he/she cannot visi | we custody of a child does not pay child t with the child. |
| | | 20. Interest will be added to ch paid and are overdue. | ild support payments that have not been |
| | | 21. Child support that has not the child turns 18 years old | been paid must still be paid even after |
| | | are behind in paying their | forcement office can help parents who child support with finding counseling, ment, or other needed services or help. |
| | | 23. Parents who do not live wi the medical bills for the ch | th their child must pay for all or part of ild. |
| | | child support he/she must | in pay, the court can raise how much pay. When a parent gets a cut in pay, uch child support he/she must pay. |
| | | _ | to pay child support from the date a date the parents separated (if they |
| | | - | e custody of his/her child can stop parent who does have custody will not |
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MYTH OR TRUTH: THE REALITIES OF CHILD SUPPORT FACILITATOR'S ANSWER GUIDE

Myth Truth Statement

- 1. Truth. If one parent goes on Temporary Assistance for Needy Families (TANF), the law says the other parent must pay child support.
- 2. Truth. The law says that both parents have to support their child until the child reaches the age of 18.
- 3. Truth. A parent can go to jail if he/she does not pay court-ordered child support.
- 4. Truth. A parent must pay child support even if he/she is still in school.
- 5. Truth. A parent who does not pay court-ordered child support can be put on probation by the court.
- 6. Truth. A parent who does not pay court-ordered child support may have his/her driver's license suspended.
- 7. Truth. The parent not living with the child must pay child support even if his/her only income is from unemployment or disability.
- 8. Truth. The state's child support enforcement office reports parents who owe child support to the credit bureau.
- 9. Myth. Parents going into the military do not have to pay child support.
- 10. Myth. A parent who does not have custody of the child can stop paying child support if the parent who does have custody marries someone else.
- 11. Truth. If a parent owes child support, it can be taken out of that parent's paycheck.
- 12. Truth. A parent who does not have custody can open a child support case with the state's child support enforcement office.
- 13. Myth. If grandparents are raising a child, only the father of the child has to pay child support.
- 14. Myth. If a parent who does not have custody remarries, child support can be taken out of the new spouse's paycheck.
- 15. Myth. If a parent is under the age of 18, the grandparents must legally pay for their teen children's child support payments.
- 16. Truth. All information about a child support case with the state's child support enforcement office is confidential.
- 17. Truth. The state's child support enforcement office can change who has custody of a child and can enforce parent and child visits.
- 18. Truth. Parents who do not have custody of their child and who are in jail must still pay child support.

| 19. Myth. | If a parent who does not have custody of a child does not pay child support, |
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| | he/she cannot visit with the child. |

- 20. Truth. Interest will be added to child support payments that have not been paid and are overdue.
- 21. Truth. Child support that has not been paid must still be paid even after the child turns 18 years old.
- 22. Truth. The state's child support enforcement office can help parents who are behind in paying their child support with finding counseling, a job, substance abuse treatment, or other needed services or help.
- 23. Truth. Parents who do not live with their child must pay for all or part of the medical bills for the child.
- 24. Truth. When a parent gets a raise in pay, the court can raise how much child support he/she must pay. When a parent gets a cut in pay, the court can lower how much child support he/she must pay.
- 25. Truth. Courts can order a parent to pay child support from the date a child was born or from the date the parents separated (if they were married).
- 26. Myth. A parent who does not have custody of his/her child can stop paying child support if the parent who does have custody will not let him/her see the child.

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