



What I Want My Words To Do To You

Discussion Guide for Youth Audiences

INTRODUCTION

The Film

What I Want My Words to Do to You is a documentary about an extraordinary writing workshop at Bedford Hills Correctional Facility, just north of New York City. The writing allows workshop participants, most of whom have been convicted of murder, to deeply examine their lives and their crimes. The film allows us to learn from their invaluable insights about the consequences of their choices.

The workshop is led by award-winning playwright, Eve Ensler. Ensler recognizes that quality writing includes detail, explores emotions, and allows for the possibility of many alternatives. She uses those elements to prompt inmates to engage in self-reflection. The result is a model that viewers can use to think about their own lives.

The film culminates with an in-prison performance of the women's work by a group of renowned actors gathered by Ensler. The sharing breaks down barriers of objectification – barriers that define these women only as criminals – and let viewers see them as complete and complex individuals. As inmate Betsy Ramos hopes, "I wish with my words to give you glimpses of the live I've lived, of the life I am living. So that you will know me, and therefore be able to judge me on the merit of who I truly am."

Why Use *What I Want My Words to Do to You*?

This guide is especially designed to help you use *What I Want My Words to Do to You* to engage youth who are facing challenges related to incarceration. The close-up look at inmates reflecting on their lives provides a model for viewers to reflect on themselves. As an intimate and revealing portrait of women in prison, *What I Want My Words to Do to You* is an excellent tool for helping young people to understand better their own family members who are incarcerated. Juvenile offenders may be especially drawn in when they realize that many of the women in the workshop were in their late teens or early twenties when they were

arrested for murder. The inmates' pasts can provide a springboard for young people to look into their futures, providing them with an opportunity to learn from the mistaken choices of their elders.

In addition to engaging people in personal reflection, you can use *What I Want My Words to Do to You* to spark discussions on:

- Conflict resolution / violence prevention
- Death penalty
- Depression / suicide
- Domestic violence
- Feminism / gender issues / women's rights
- Health, including mental health
- Human rights
- Stereotyping
- Sentencing Guidelines / Mandatory Minimum Sentences / Rockefeller Drug Laws
- Substance abuse treatment and prevention

Audiences / Partners

What I Want My Words to Do to You offers an excellent model for self-reflection and inquiry that moves past labels to reveal incredible wisdom and human connection. It is well suited for use in a variety of settings and is especially recommended for use with:

- Families of inmates or those recently or about to be released.
- High schools
- Community-based youth programs
- Counselors and counseling training programs
- Youth groups at churches, synagogues, mosques,
- People involved with the justice system (e.g., youth in detention, guards and staff of youth detention facilities, judges, attorneys, police officers, parole officers, social service providers, educators)
- Colleges, universities, and community colleges, especially in conjunction with departments of Women's Studies, English / Creative Writing, Sociology, Law, Criminal Justice / Law Enforcement, Social Work / Counseling, Psychology
- Substance abuse prevention and recovery programs serving youth

USING *WHAT I WANT MY WORDS TO DO TO YOU*

This guide contains suggestions for ways to help young people think more deeply about the issues raised in *What I Want My Words to Do to You*. The film can be used in its entirety, or you can use segments. If you do not have time to show the entire 80-minute film, you might concentrate on the story of an individual woman (like Keila at the beginning of the film), or show the responses to a specific writing prompt (such as “Write a letter from your child to you”), or show the performance/reaction sequence at the end of the film.

The “Exploring the Film” section addresses three different target audiences:

- youth in general (all kinds of groups)
- children of recently or currently incarcerated family members
- young people who have been arrested or are at risk of being incarcerated

For each of these target audiences, there are four different ways to follow-up on a screening.

Discussion – Engaging in conversation is an easy way for many people to share with one another. It is especially useful as a starting point for deeper reflection or action.

Writing – Writing provides more time to reflect than does discussion. Because it is done individually and allows for editing, it can also provide a safe way to explore emotional topics. In this context, writing is not an exercise in grammar. People should be free to write what and how they want. Be clear about whether writers will be asked to share what they wrote and with whom. Also be clear about what kinds of feedback writers can expect.

Role Play – Role-playing is useful for exploring others’ points of view, testing the consequences of various kinds of choices, and practicing useful strategies. As we see from the performance in the film, however, saying things in front of an audience carries a lot of power. It places role players in a vulnerable position and can become intense. Therefore, role-playing is best led by experienced facilitators or counselors.

Action – Action can provide a productive release for the emotions generated by the film and follow-up, especially if those emotions include anger or frustration.

Some of the suggestions will be interchangeable. For example, you might use a discussion question as a writing prompt or vice versa. Or you might transform a writing prompt into an action by asking the writer to share their writing publicly or with a family member.

The suggestions in “Exploring the Film” are designed for use in a variety of settings, so not every suggestion will apply to your situation. Rather than attempt to address everything, choose one or two questions or activities that best meet the needs, abilities, comfort level, and interests of your group.

Things to Consider as You Plan

Who Should Facilitate? – Because the film raises tough issues, and because young people can find themselves in uniquely vulnerable positions, it is important to have a facilitator who is experienced and who has (or who can easily develop) a trusting relationship with and among group members.

Goals – Be realistic about what you hope to accomplish. If you are looking for major change, you may want to consider convening a series of meetings rather than a single event.

Involving Stakeholders – If groups of people are the topic of conversation, it is important to let members of those groups speak for themselves. So, for example, if you were discussing what kinds of educational options should be made available in your local juvenile detention center, it would be important to involve youth who are incarcerated in the conversation.

Effective Sharing – Choose a method of sharing that will meet the needs of your group and help you reach your goal(s). Discussion? Writing? Role Play? Action? Some combination of those things? As you choose, take into account the language levels and abilities of group members. For example, discussion can be difficult if group members are not all comfortable conversing in the same language. Writing might be an intimidating choice for people who have low-level literacy skills.

Also consider the comfort level of the group. Do you already have a close relationship with group members or are you meeting them for the first time. The less pre-existing trust, the less appropriate it is to use particularly intimate or intense methods of sharing.

Support - The women in *What I Want My Words to Do to You* deal with intense emotions and experiences. Hearing their stories will raise deep emotions in many viewers. Know who your local support agencies and/or professionals are and how to contact them in case referrals are appropriate.

Also, pay close attention to how prepared participants are to tackle certain kinds of issues. Take special care not to push individuals too far. If a question or activity seems too personal, skip it. If you are dealing with young people who are not ready to talk about their own situations, try altering questions so that participants can consider them as if they were talking about someone else. For example, rather than directly addressing their own family member, they might envision themselves talking to a generic group of parents who are incarcerated.

Or instead of talking about their own family, they might consider what advice they would give to a friend in a similar situation.

Be Prepared to Facilitate – Check the background information and resources so you have enough factual knowledge to keep people on track. Most importantly, review the film and other materials prior to your event and deal with your own emotions before you walk through the door. You will be much more effective if you are not trying to sort through your own emotions at the same time that you are trying to guide others in dealing with theirs.

Preparing the Group

For people to share openly and honestly, they need to feel comfortable and safe. As a facilitator, you can help set that kind of atmosphere by doing the following:

Do introductions. If group members do not already know one another, take some time for everyone to introduce himself or herself.

Set ground rules for discussion. Involve the group in setting some basic rules that will help them feel safe. Those ground rules will generally cover three areas:

1. Confidentiality – Do people want to ask others not to repeat what they have said outside the group?
2. Language – To ensure respect, everyone should agree that certain kinds of language, e.g., put downs or yelling, are off limits. Also, to ensure clarity, ask people to speak in the first person (“I think....”) rather than generalizing for others (“Everyone knows that...”).
3. Taking Turns – Use techniques to make sure that everyone who wishes to speak can do so, that one person does not dominate, that no one is attacked, that no one is forced to reveal things they do not want to talk about. Be sure to be clear about what your role is.

Remind people of the value of listening. You might want to ask people to practice formal “active listening,” in which participants listen without interrupting the speaker, then re-phrase to see if they have heard correctly. Or you may just want to remind them that engaging in dialogue is different from participating in a debate. In a debate, participants try to convince others that they are right. In a dialogue, participants try to understand each other and expand their thinking by sharing viewpoints and listening to each other actively.

Remind participants that everyone sees through the lens of their own experience. Because who we are influences how we interpret what we see, everyone in the group may have a different view about the content and meaning of the film, and all of them may be accurate. If there are disagreements, ask people to be clear about the evidence they are using to reach their conclusions.

Establish a time-out mechanism. Have a pre-planned strategy for what to do if the intensity level rises. A key word or a non-verbal cue (like putting a hand over your heart to signal that you really empathize with what was just said) can help a lot. Agree on a signal that anyone can use to pause the discussion. Let everyone take a deep breath before moving on to deal with situation.

EXPLORING THE FILM

For all groups

DISCUSSION

- What new thing(s) did you learn from this film? How do you think the new insight might change you?
- Did anything in the film surprise you? If so, what? Why was it surprising?
- The inmates talk about the death penalty. What do you think government policy on the death penalty should be? How would you convince your political representatives to make laws that reflect your position?
- Before viewing the film, talk about what your perceptions are of prison and people who are in prison. Where do your ideas come from? What kinds of images do media usually present? Do you think media images of prison and prisoners are accurate?
 - After viewing the film, talk about whether or not any of your ideas about prison or prisoners have changed and what sparked you to reconsider.
- What, if anything, do you think might have been different in the film if these had been male, rather than female inmates?
- Cynthia Berry believes that justice will not be served until “God takes for me what I took from him [my victim].” How do you define justice? Do you think our courts, prisons, and jails achieve justice? If you could re-design the judicial system, what, if anything, would you change?

WRITING

- Nora Moran says that as a girl, “not truly being known by anyone...gave me a sense of freedom. I was free to change my image according to what I believed others would be attracted to. Yet my own mystery locked me in hell.” What do you think she meant and how did it relate to her committing a crime?
- Do you think other people know who you really are? Pick a person who you wished knew you better. Write them a note describing who you really

are. Try to think about what they know or might assume from what they see of you, as well as what you do not show.

- After you write and share: What does it feel like to let people see the “real you”? Why is it important for people to have friends and family that they can connect with in honest and authentic ways? What can you do to make sure you have someone with whom you can connect?
- Choose one of the following writing prompts that are similar to those used in the film:
 - ~ Think of a question someone has asked you that you’ve never answered. Answer it.
 - ~ Describe an experience when someone surprised you with kindness.
 - ~ Write a thank you letter to someone who has helped you.
- After writing, compare what you wrote to what the women in the film wrote. What is similar? What is different?

ROLE PLAY

- Choose one woman from the film and imagine that you are visiting her in prison. What would you say to her?
- Imagine that you are the mother of an inmate who, like the inmate in the film, has just “come clean” to you about the length of her sentence and the likelihood that she will not be released any time soon. What is the conversation like between mother and daughter? How does it feel for the daughter to apologize? How does it feel for the mother to hear that she has been deceived (or has been deceiving herself)? How do the two forgive each other?

ACTION

- Judith Clark says, “I want [my words] to leave you wondering why two million people in America today are locked up.” Do research to help you answer Clark’s challenge. Include finding out what kinds of people are arrested in your community and what they are typically arrested for. Also investigate alternatives to incarceration. Come up with your own game plan for how best to deal with people who have been convicted of crimes in your community. Share what you find with the people in your community who determine judicial and penal policy, including sentencing guidelines and jail administration.

For children of recently or currently incarcerated family members

DISCUSSION

- Did the experience of any of the women in the film give you insight into what your family member(s) might be thinking or feeling? Based on what you heard the women in the film talk about, are there questions you would like to ask your incarcerated family member(s) about their experiences or their crime? What might you ask them and why?
- If you could ask any person in the film a question, what would you ask? Why do you think it is important to you to know the answer to that question? If you could tell any person in the film something, what would you want to tell them and why?

WRITING

- Many of the women in the film try to relate where they are today with where they came from. They talk about their families, their communities, and their relationships. As you listen to their various stories, consider whether or not anything that you saw or heard in the film seemed familiar or mirrored your own experience. Describe what was familiar or like your own experience.
- Choose one of the following adaptations of the writing prompts that are used in the film:
 - ~ Describe what it will be like on the day that your family member is released from prison and walks through the door of your home.
 - ~ Write a letter to your relative about one thing about you that has changed since they were incarcerated.
 - ~ Write a letter from your incarcerated family member to you.After writing, compare what you wrote to what the women in the film wrote. What is similar? What is different?
- Workshop leader, Eve Ensler observes, “We have frozen you in your mistakes ... You’ve essentially been forced to become your mistake. The walking daily embodiment of your mistake.” Assume that others see your relative only as their “mistake.” Write a description of them that shows the person you know, that goes beyond their “mistake.”

ROLE PLAY

- Tell your incarcerated family member about how you feel about them being released. Think about all the possible emotions you might have, even if they may seem to conflict.

- Assume that you are speaking to a group of incarcerated parents. Tell them what it is like for you to have to tell a friend that your parent is incarcerated. Or, tell them what their kids might need from them once they come home.

ACTION

- As she sees women struggling with the kindness they have received in prison, Eve Ensler notes that "...kindness can be very disturbing if you've managed your life without it for a long time." Why might kindness be disturbing? Where does kindness fit into the pattern of your life? Is it something you expect to receive or something you have learned to live without? Find and cultivate possible sources of kindness in your life. Commit to showing at least one other person kindness on a regular basis over the next few months. What will you do for them?
- Nearly all inmates will be released at some point. Plan how you will learn to live with your family member again once they are released. What will you do to help them adjust? What will you ask that they do for you?

For young people who have been arrested or are at risk of being incarcerated

DISCUSSION

- Inmate Anna Santana writes, "What I would like is to make you think about what you are about to do with your life..." Did the film make you think about what you are doing with your life? What kinds of things in the film had the most impact on you?
- What do you learn from the inmates' stories about the impact of substance abuse and on people's lives and on the likelihood of a person to commit a crime? What do you know about addiction? How does what you know about the consequences of addiction compare to what women in the film say about substance abuse?
- What do you learn from the inmates' stories about the importance of relationships with parents and other caring adults? In your view, what is a caring adult like? What kinds of things do they do? What kinds of things do they say? Where, in your community, would you be most likely to find caring adults?
- Looking back, several of the inmates wish that they had talked with someone about their problems prior to their crime. What do you think prevented them from talking? What kinds of conditions would need to be present for you to feel comfortable talking with an adult? Do you know of any place where those conditions exist?

- When asked why she took matters into her own hands rather than go to the police after being raped, Keila Pulinario says, “I didn’t look at the police as my allies.” What is your experience with the police in your community? How does race factor into your experience? How does fear factor into your experience? Would you call the police if you needed help? If you were trying to build trust between young people and police, what kinds of things would you want police to know about you and other youth in your community?
- Eve Ensler encourages the women to assume culpability for their crimes because “...when you get to own full responsibility, you get to be free.” What do you think she meant? How does someone demonstrate that they have taken responsibility for their actions? How might you demonstrate that you have taken responsibility for your actions?
- Several of the inmates ponder how best to honor their victims. How do you think your victim felt? How might you make amends with your victim?

WRITING

- When challenged with a very hard topic, Pamela Smart says, “I feel really scared...I feel like I’m going to throw up.” Write about the physical cues that your body gives you when you are frightened, tense, nervous, or angry.
- Keila Pulinario resolved the conflict she faced by taking a gun with her, a choice she now regrets. Write about a conflict you faced in which you harmed or almost harmed someone. Write about a conflict you faced that you handled in a way you felt good about. What kinds of things were different in the two conflicts?
- Many of the women in the film talk about forgiving themselves and being forgiven by their victim. Write a letter to yourself in which you forgive yourself. Write an action plan about what you will change about yourself and/or your circumstances so that you don’t commit another crime.
- Eve Ensler asks, “Are you allowed to be loved if you’ve done something bad?” How would you answer her?

ROLE PLAY

- Pretend you are your victim. Describe what happened from that point of view.
- Ask your victim for forgiveness. What will you say to them? Ask the people who love you for forgiveness. What will you say to them?

ACTION

- Inmate Roslyn Smith describes participating in the puppy program as a source of satisfaction because it allows her to do something good for society. Find one thing you can do that would be “good for society.” Or find one thing you can do that would begin to make amends for the crime you committed.

BACKGROUND INFORMATION

Demographics

YOUTH

- ➔ In 2000, law enforcement agencies made an estimated 2.4 million arrests of persons under the age of 18. (National Center for Juvenile Justice)
- ➔ Nearly 109,000 juvenile offenders were held in residential placement facilities on October 27, 1999. 25% were being held for violent crimes. (National Center for Juvenile Justice)
- ➔ Juveniles were involved in 16% of all Violent Crime Index arrests and 32% of all Property Crime Index arrests in 2000. (National Center for Juvenile Justice)
- ➔ Between 1994 and 2000, violent crime arrest rates declined for all age groups, but the declines were greater for juveniles than for adults. Current violent crime rates among youth are approximately the same as they were in 1980. (Child Welfare League of America)
- ➔ In the U.S., 2 million children have an incarcerated parent. In 8% of the cases, their mother is incarcerated. (Child Welfare League of America)
- ➔ One of 14 African American children has a parent in prison. (Amnesty International) African American children are nine times more likely than their white peers to have an incarcerated parent. Latino children are three times more likely than white peers to have an incarcerated parent. (Child Welfare League of America)
- ➔ **Children of mothers in prison are five times more likely than their peers to end up in jail. (Aid to Inmate Mothers, Montgomery, AL)

ADULTS

- ➔ More than 2 million people are incarcerated in U.S. jails and prisons. Approx 3.8 million people are on probation or parole. (Federal Resource Center for Children of Prisoners)
- ➔ Seventy-five percent of women currently behind bars are mothers, two-

- thirds of them with children under 18. (Sentencing Project)
- Seven percent of all prison inmates are female. About 40% of women in prison violated drug laws. About 25% are in prison for committing a violent crime.
(Amnesty International)
 - Seventy-two percent of women prisoners with children under age 18 lived with those children before entering prison. (T. Snell, "Women in Prison," Bureau of Justice Statistics Special Report)
 - Six percent of women entering prison are pregnant. (Beck et al, "Survey of State Prison Inmates, 1991," Bureau of Justice Statistics (Washington, DC: U.S. Department of Justice, 1992)
 - 41.3 percent of the correctional population in America has attained only "some high school or less." This compares to 18.4 percent of the general population. (Harlow, Caroline Wolf. "Education and Correctional Populations, BJS Special Report, January 2003. (NCJ 195670))
 - Nearly all people who are incarcerated today will, at some point, be released.

** Children's responses to parental imprisonment are varied. They can include shame, anger, grief, and confusion. When parents are incarcerated, children's lives become disrupted and chaotic. Children may experience traumatic separations from their parents, stressful shifts to different caregivers, separation from siblings, and loss of contact with parents. In addition, these children's lives are often marked by poverty, parental substance abuse and mental illness, exposure to criminal activities, and other associated risk factors. As a result, children with incarcerated parents are more likely to develop emotional and behavioral difficulties including withdrawal, aggression, anxiety, and depression. They are also at greater risk for poor academic performance, alcohol and drug abuse, and juvenile delinquency. Child Welfare League of America, online.

The Women in *What I Want My Words to Do to You*

Eve Ensler – playwright, activist, workshop leader

The Writers/Inmates

Cynthia Berry

Kathy Boudin

Judith Clark

Betty Harris

Donna Hylton

Migdalia Martinez

Michelle McWilliams

Nora Moran

Keila Pulinario

Betsy Ramos

Anna Santana

Pamela Smart

Roslyn Smith

Monica Szlekovics

Jan Warren

The Actors

Mary Alice

Glenn Close

Hazelle Goodman

Rosie Perez

Marisa Tomei



Resources

Visit the Web site for the Reentry National Media Outreach Campaign at
www.reentrymediaoutreach.org

In addition to the following Resource Guide and videotape that were developed as the premiere outreach tools for the Reentry National Media Outreach Campaign, the site includes substantial content related to the documentary films included in the campaign as well as outreach materials, including discussion guides.

Outside the Walls: A National Snapshot of Community-Based Prisoner Reentry Programs. Resource Guide. By Amy L. Solomon, Michelle Waul, Asheley Van Ness, and Jeremy Travis, Urban Institute. In collaboration with Outreach Extensions. September 2003.

Outside the Walls: A National Snapshot of Community-Based Prisoner Reentry Programs. Videotape. Produced by D.R. Lynes, Inc. in collaboration with the Urban Institute, Council of State Governments, The Annie E. Casey Foundation, and Outreach Extensions. September 2003.

Two organizations presented in *Outside the Walls* (OTW) are particularly relevant resources for *What I Want My Words To Do To You*. View the information on the Reentry Web site.

- The Osborne Association (OTW print and video) operates a broad range of treatment, educational, and vocational services for people involved in the adult criminal and juvenile justice systems, including prisoners and former prisoners, their children, and other family members.
- Centerforce (OTW print) provides services to inmates and their families at various county jails, state prisons, and federal correctional facilities throughout Northern and Central California.

Other Resources

A more comprehensive list of resources, detailed discussion guide for community groups, tips on leading writing exercises, comments from Eve Ensler, and more are available at the *What I Want My Words to Do to You* Web site:

<http://www.pbs.org/pov/pov2003/whatiwant/>

<http://www.in.gov/indcorrection/links/links.html> - Provides links to every state department of correction.

<http://www.prisonlegalnews.org/links/links.htm> - *The Prison Legal News* is a monthly magazine. Its Resource Links Page includes state-by-state directories of prisons, prisoners, books to prisoners programs, and more.

<http://www.cwla.org/programs/incarcerated/> - This section of the Web site of the Child Welfare League of America, a non-partisan advocacy organization, includes resources, links to databases, and statistics pertaining to children of prisoners.

<http://www.sentencingproject.org/> - The Sentencing Project is a nonprofit organization that promotes reduced reliance on incarceration and increased use of more effective and humane alternatives to deal with crime. It is a nationally recognized source of criminal justice policy analysis, data, and program information, much of which is downloadable from this site.

<http://www.ncjj.org> - The National Center for Juvenile Justice conducts research related to the treatment and adjudication of minors in the court system.

<http://www.ojp.usdoj.gov/bjs/welcome.html> - The United States Department of Justice, Bureau of Justice Statistics is a good source for official government data.

In addition, the following resources are recommended by the Federal Resource Center for Children of Prisoners:

Family and Corrections Network
32 Oak Grove Road, Palmyra, VA 22963
Tel: 434.589.3036

fcn@fcnetwork.org, www.fcnetwork.org

Provides information, technical assistance and training on families of offenders, children of prisoners, parenting programs for prisoners, prison visiting, and the impact of the justice system on families. FCN's Web site has over 100 articles, an e-mail list, a directory of programs and links to offender family Web sites.

Family Justice, Inc.
272 East Third Street, New York, NY 10009
Tel: 212.982.2335

cshapiro@familyjusticeinc.org, www.familyjusticeinc.org

Provides training and technical assistance in family case management, a model that identifies and mobilizes family and community support for the treatment of drug addiction and other criminal justice related problems. The model is based on La Bodega de la Familia, a storefront program in New York City.

Women's Prison Association
110 2nd Ave, New York, New York 10003
Tel: 212.674.1163, Fax: 212.677.1981

<http://www.wpaonline.org/WEBSITE/home.htm>

The Women's Prison Association & Home, Inc. (WPA) is a nonprofit agency working to create opportunities for change in the lives of women prisoners, women who were formerly incarcerated, and their families. WPA provides programs through which women acquire life skills needed to end involvement in the criminal justice system and to make positive, healthy choices for themselves and their families. WPA maintains a 155-year tradition of public information and advocacy designed to ameliorate jail and prison conditions for women. WPA also strives to increase public awareness of and support for effective, community-based responses to crime.

Directory of Programs and Organizations:

Directory of Programs Serving Families of Adult Offenders, available from the National Institute of Corrections, www.nicic.org, Tel: 800.877.1461, provides an extensive state-by-state listing of programs and organizations focused on children and families of offenders.

Establishing a Program:

For information about establishing a program in your community, contact the **Family and Corrections Network**: Tel: 804.589.3036 or access the Web site at <http://www.fcnetwork.org>. FCN is a membership organization that provides information about programs serving families of offenders and offers consultation and technical assistance in program development.

Program Descriptions:

Maternal Ties: A Selection of Programs for Female Offenders, Cynthia Blinn, Editor, 1997, American Correctional Association, Tel: 800.222.5646, provides descriptions of 14 programs designed to help incarcerated mothers maintain ties with their children.

Parents in Prison: Addressing the Needs of Families, James Boudouris, PhD, 1996, American Correctional Association, Tel: 800.222.5646, also available through Amazon.com, \$22.95, provides information from a national survey of prison-based programs for incarcerated mothers and includes personal contacts in prison-based and community-based programs located in prisons across the country.

Program Standards:

Federal Bureau of Prison's Parenting Program Standards (PS5355.03), January 20, 1995, www.bop.gov/progstat/53559993.html (includes sample statement of work).

Promising Programs:

Family-Based Crime Prevention, Lawrence W. Sherman, in *Preventing Crime: What Works, What Doesn't, What's Promising*, by University of Maryland, Department of Criminology and Criminal Justice, Office of Justice Programs Research Report, February 1997, NCJ 165366, Justice Information Center www.ncjrs.org.

Materials for Incarcerated Parents:

The Foster Care Handbook for Incarcerated Parents: A Manual of Your Legal Rights and Responsibilities, by the Inmate Foster Care Committee, The Children's Center, Bedford Hills Correctional Facility, Bedford Hills, NY 10547, Tel: 914.241.3100.

I Love You This Much, Pennsylvania Department of Education and Pennsylvania Department of Corrections, (1995), is a workbook designed to facilitate communication between incarcerated parents and their children. Prepared by women inmates in the State Correctional Institution at Muncy, PA, this 164-page workbook includes games, activities, sample letters, and suggestions to help incarcerated men and women nurture their children from a distance and actively participate in parenting. To inquire about this workbook,

contact Melinda Yowell, Parenting Director, State Correctional Institution at Muncy, PO Box 180, Muncy, PA 17756, Tel: 717.546.3171.

Parenting from a Distance: Your Rights and Responsibilities, by Jan Walker, M.A., The Interstate Printers & Publishers, Inc., Danville, IL (1987). Although not specific to incarcerated parents, but includes incarcerated parents as one example of parenting from a distance. Includes information about rights and responsibilities, telling children, daily routine, touching from a distance, visiting, holidays, the systems (including child welfare), shared parenting, and reunion. Also includes forms and sample letters (including letter to foster care caseworker from incarcerated parent) to help parents acquire and maintain information about their children.

Parenting from Inside/Out: The Voices of Mothers in Prison, edited by Kathy Boudin and Rozann Greco, The Children's Center, Bedford Hills Correctional Facility, Bedford Hills, NY 10547, Tel: 914.241.3100.

A Vision Beyond Survival: A Resource Guide for Incarcerated Women, 1995, National Women's Law Center, 11 Dupont Circle, NW, Suite 800, Washington, DC 20036, Tel: 202.588.5180 Written specifically for women in the DC/MD/VA area, this book contains general information that is helpful to all incarcerated women, and includes a section on child custody concerns.

Questions for Dad, by Dwight Twilley, 1994, Boston: Charles E. Tuttle Company, Inc. The author describes in detail a creative method for parents and children living apart to communicate and enhance their long-distance relationships.

Materials for Caregivers of Children with Incarcerated Parents:

Manual for Grandparents-Relative Caregivers and their Advocates, and **Grandparent Caregivers: A National Guide**, Legal Services for Prisoners with Children, 100 McAllister, San Francisco, CA 94102, Tel: 415.255.7036.

Materials for Children with Incarcerated Parents:

Books

All Kinds of Families, Norma Simon, October 1987, Albert Whitman & Co., available through Amazon.com, \$10.47, ages 4-8

Breaking Out, Barthe Decléments, August 1993, Demco Media, Amazon.com: Out of Print (with reviews), seventh grader must adjust to his father's imprisonment, for older children

Coping When a Parent Is in Jail, John J. La Valle, June 1995, Rosen Publishing Group, available through Amazon.com at \$17.95

Let's Talk About When Your Parent Is in Jail, Maureen Wittbold, August 1998, Powerkids Press, Amazon.com \$15.93.

Queenie Peavy, Robert Burch, Viking Press, Amazon.com \$3.99 (with reviews)

A Visit to the Big House, Oliver Butterworth, Amazon.com: Out of Print (with review)

Into the Great Forest: A Story for Children Away from Parents for the First Time, Irene Wineman Marcus and Paul Marcus, PhD, 1992, New York: Magination Press, 800/374-2721

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Zachary's New Home: A Story for Foster and Adopted Children, Geraldine M. Blomquist, MSW, Paul B. Blomquist, 1990, New York: Magination Press, 800/374-2721, www.maginationpress.com, ages 3-8

Workbooks

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Because . . . Somebody Loves Me, Child Welfare League of America (1996), a workbook for children coping with painful transitions, helps them express feelings and come to terms with reality in a positive comforting way, to order, call 800/407-6273, \$3.95.

Help for Kids! Understanding Your Feelings About Having a Parent in Prison or Jail (for Kids Ages Six and Older), Carole Gesme, MA, CCDP, with consultation from Michele Kopfmann. \$9.95. To purchase: Carole Gesme, 4036 Kerry Court, Minnetonka, MN 55345, 612/938-9163 (phone), 612/935-2038 (fax).

If You Have a Parent in Jail then this Book is for You, Craig, Kevin, Josselyn, Alan, Brittney, with Bonnie Ayer and Amy Bigelow, 1996, School counselors at Flynn School, Burlington, VT, 05401.

Two in Every 100: A Special Workbook for Children with a Parent in Prison, published by Reconciliation Ministries, Inc., PO Box 90827, Nashville, TN, 37209, 615/292-6371

Materials for Service Providers, Volunteers, and Other Advocates:

How Can I Help? A Three-Volume Series on Serving Special Children, Vol. I: Working with Children of Incarcerated Parents, Vol. II: Sustaining & Enhancing Family Ties, Vol. III: Resources for Supporting the Children of Incarcerated Parents, developed by the Osborne Association, 135 E. 15th Street, New York, NY 10003, Tel: 212.673.6633, \$10.00 per set.

Parenting from the Inside: Maintaining the Bond, by Maud MacArthur, BA,

and Theresa LaBarre, PsyD, 1996, is the curriculum for the FCI and FPC Danbury Parenting Program. Includes a teacher's guide, a parent's manual, and sections on family literacy, parenting skills, and long-distance parenting. Contact FCI Danbury, Route 37, Danbury, CT 06811-3099, Tel: 203.743.6471.

Homemade Books to Help Kids Cope: An Easy-to-Learn Technique for Parents and Professionals, by Robert G. Ziegler, MD, 1992, New York: Magination Press, Tel: 800.374.2721.

Training Manual on Working with Women in the Criminal Justice System, developed by the Women's Justice Alliance, 1997, c/o Women's Prison Association, 110 Second Avenue, New York, NY 10003, Tel: 212.674.1163.

Questions for Dad, by Dwight Twilley, 1994, Boston: Charles E. Tuttle Company, Inc. The author describes in detail a creative method for parents and children living apart to communicate and enhance their long-distance relationships.

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A Guide to New York's Criminal Justice System and A Guide to New York's Child Welfare System, developed by the Women's Prison Association and South Brooklyn Legal Services, Family Law Unit. These guides were designed as cross-training manuals for New York child welfare professionals and criminal justice professionals. For more information, contact the Women's Prison Association, 110 Second Avenue, New York, NY 10003, Tel: 212.674.1163.

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When a Mother is Arrested: How the Criminal Justice and Child Welfare Systems Can Work Together More Effectively (A Needs Assessment Initiated by the Maryland Department of Human Resources), 1996, prepared by the Women's Prison Association. This needs assessment provides one model for child welfare agencies wishing to enhance services to children with incarcerated parents and to develop more collaborative relationships with the criminal justice

system. For more information, contact the Women’s Prison Association, 110 Second Avenue, New York, NY 10003, Tel: 212.674.1163.

Cross-System Collaboration: Tools That Work, James L. Hoel, Child Welfare League of America, 1998. Not specific to incarceration. A “toolbox” of effective principles for collaboration.

The ***What I Want My Words To Do To You*** Discussion Guide for Youth Audiences was developed and written by Faith Rogow, Ph.D., Insighters Educational Consulting, in collaboration with Outreach Extensions. Our thanks to Arlene F. Lee, Director, Federal Resource Center for Children of Prisoners for reviewing the document.



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