

Keeping Families Intact

Creating Spaces for Families Impacted by Incarceration



Adrienne Testa | Graduate Thesis

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Graduate Thesis

Museum Exhibition
Design + Planning

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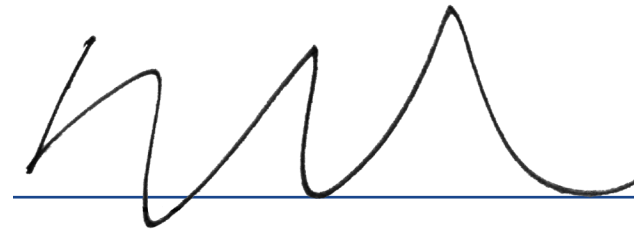
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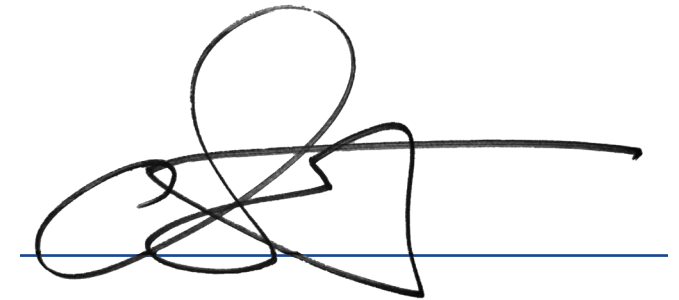
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Abstract

Children of incarcerated parents are six times more likely to become incarcerated themselves, and having a parent who is incarcerated is known to be a risk factor for a child. Risk factors or adverse childhood experiences put children at risk for negative outcomes later in life. However, research has shown that if families impacted by incarceration can maintain a positive relationship during the parent's incarceration, the negative impact of a parent's incarceration is lessened. Redesigning areas inside prison visiting rooms to provide a more positive experience for children and parents could benefit families impacted by incarceration and strengthen their relationships. This thesis project develops a model for the redesign of the children's area inside prison visiting rooms.

A review of current research on visiting-room policies, the impact

of incarceration on families, and the benefits of maintaining a parent/child relationship during a parent's incarceration informed this study. Interviews conducted with children's museums with programs supporting families impacted by incarceration or court-ordered separation show the current state of children's museum/prison partnerships. The redesign of the children's area is informed by best practices for play that are developed and modeled by children's museums.

Further, evaluation of prisoners at a women's corrections center in Washington state gave mothers an opportunity to provide input on what was important to them for their visiting area. Subsequent prototyping of play experiences resulted in a redesign for a children's area inside a prison visiting room. Illustrative elevations and 3D renderings show details of the redesign.

Acknowledgements

I have so much gratitude for all of the support that has surrounded this project. To my **thesis committee**, thank you for your commitment to this project and input on every step. Your generosity, thoughtfulness, and support through this process has been an enormous asset to this project. To the **staff and mothers at Washington Corrections Center for Women**, thank you for your partnership and input on this project, I hope we can make it real. To my **(special) cohort**, I am so grateful for the way we share with each other and I am so proud of everything we've been able to accomplish these last two years. Congratulations everybody! To **my parents**, thank you for the edits, synonyms, re-phrasings, and your unending support and encouragement, I am so blessed. To **my partner and sweet friends**, thank you for always lending an ear and for helping me be brave and confident. Finally, to **Germantown Espresso**, thank you for serving delicious coffee (that supports jobs for formerly incarcerated individuals) and always having a seat near an outlet.

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Section 1

INTRODUCTION

This graduate thesis examines existing partnerships between children’s museums and correctional facilities and recommends best practices. Based on successful aspects of these partnerships, this project develops a model that uses play experiences and exhibit design strategies developed by children’s museums to inform the redesign of the children’s area in a prison visiting room. Children’s museums are important resources for families. Not only do children’s museums provide a safe place for children to play and learn, they also provide important support for parents. Children’s museums are working hard

to expand their access and community reach. By partnering with other organizations in their communities, children’s museums are able to have an impact on a wider audience. By creating a playful, therapeutic space informed by children’s museum best practices, this project takes a step toward promoting healthier relationships between incarcerated parents and their children and better overall outcomes for families affected by incarceration. Due to a specific partnership with a women’s correctional facility, this thesis especially explores a relationship between mothers and their children.

Children’s museums and correctional facilities’ visiting programs have a shared goal: “keep families intact.”

Area of Inquiry

The following guiding principles serve to frame this thesis:

- 1 Partnering with correctional facilities and families impacted by incarceration provides museums with a way to be further inclusive of marginalized populations and families impacted by incarceration to make a meaningful impact in their communities.
- 2 Developing a more family-friendly environment for a correctional facility visiting room is a unique design challenge due to the strict rules in corrections centers and because of the circumstances of the visit. Children’s museums have already developed best practices for creating meaningful play experiences in a variety of environments.
- 3 There is research that supports the idea that providing a space for families impacted by incarceration strengthens their relationships and can create better outcomes for the parent, children and the family as a whole.

Thesis Question

How can play experiences, modeled by children's museums, but designed for prison visiting rooms, improve parent/child relationships and outcomes for families impacted by incarceration?

Children's museums use play as a means for children to learn, grow, develop healthy habits and communication. They also create welcoming environments for parents to learn and play alongside their children. These types of experiences help to develop and strengthen family relationships. In creating environments and experiences in prison visiting rooms that are informed by the best practices developed by children's museums,

families affected by incarceration can develop and strengthen their relationships, within the walls of a prison. Creating a welcoming space for children in the visiting room can enhance the family's experience, help families feel more comfortable and aid in the necessary communication and relationship building that is essential for these families to have better outcomes later in life.

The goals for this project are as follows:

- 1 Through evaluation and research, understand and communicate the way families can strengthen their relationships through experiences in prison visiting rooms;
- 2 Develop play experiences for the visiting room space that are developmentally appropriate, while adhering to prison protocols and addressing the needs of families as discovered by evaluation;
- 3 Collect models of successful partnerships between children's museums and families affected by incarceration.

▼ An example of a children's area inside a prison visiting room



Needs Statement

Children of incarcerated parents are six times more likely to be incarcerated in their lifetime.

Having an incarcerated parent can also put children at risk in a multitude of ways. Research shows that if children have a relationship with a parent who goes to prison, and that relationship is maintained during their parent's sentence, the child will have better outcomes in life.¹ It is generally agreed that children should not be punished because of their parents' incarceration. This premise alone underscores the need to focus attention on techniques to improve the lives of such children.

One way is to help them to maintain their relationship and keep their family intact. Visiting rooms in prisons are typically sparsely furnished with tables, chairs, vending machines, and a few board games. Frequently, visiting rooms

might include a children's area featuring an old mural, a well-worn carpet, and a tub holding heavily used toys.

This study will employ theories associated with child development as well as museum exhibit design to enhance family's experiences in the children's area of a visiting room. This new model for children's areas will be informed both by prison policies and by what prisoners and their families need and desire from the visiting program.

**1 in 28 children
in the United
States have an
incarcerated parent²**



Section 2

RESEARCH

Be Kind To ALL
YOU R A
Good PERSON

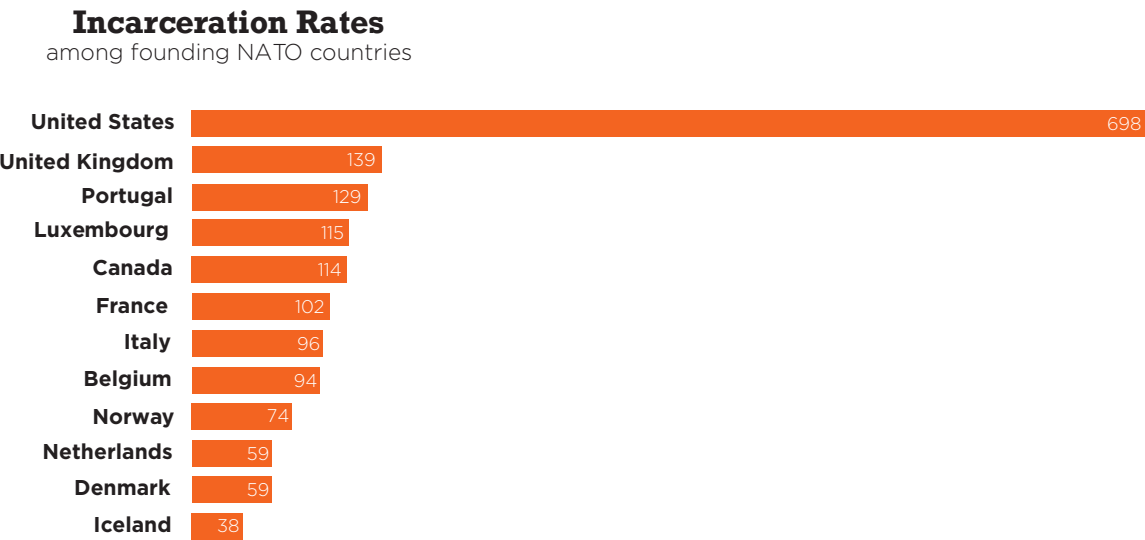
TRUTH
AND
LOVE
FOR

Glossary of Terms

For this project, it is essential to understand the language of two very different topics — incarceration and play experiences.

Mass Incarceration

The United States now has the highest rate of incarceration in the world, by far, with 2.2 million citizens in prison or jail. This phenomenon has generally been driven by changes in laws, policing, and sentencing, not by changes in behavior.³



Incarceration rates per 100,000 population

Recidivism

For the purposes of this paper, recidivism is when an individual is released from custody and within three years has a subsequent arrest or conviction.⁴

Adverse Childhood Experiences (ACEs)

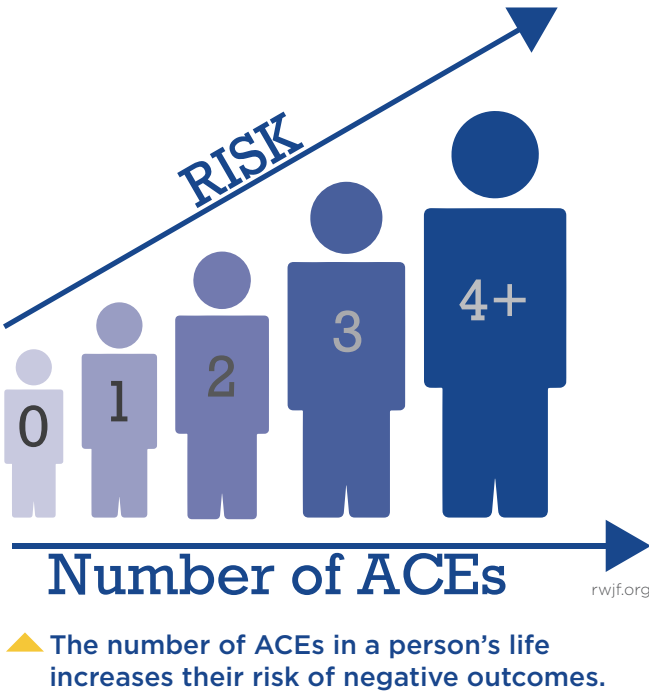
A study done in 1998 by Kaiser Permanente brought together ten questions about childhood experiences that could be linked with adult health and wellbeing. As the number of ACEs increases so does the risk for alcoholism and alcohol abuse, depression, illicit drug use, financial stress, poor academic achievement and many other negative health and well-being outcomes.⁵

Risk Factors

Characteristics at the psychological, family, community, or cultural level that precede and are associated with a higher likelihood of negative outcomes which can occur in the present or future.⁶

Intergenerational Incarceration

A child with an incarcerated parent is more likely to become incarcerated themselves.⁷



rwjf.org

Family Reunification

For the purposes of this thesis, this term refers to when a parent is released from prison and reconnects with their family. Family Reunification Services may refer to court-ordered actions that aid in the rehabilitation of a healthy and functional family relationship.⁸

Visiting

In this paper, “visits” or “visiting” will be used instead of “visitation”. Visitation tends to have a negative connotation among families affected by incarceration because of its association with government systems and agencies.⁹

Children who have an incarcerated parent are **6 times** more likely become incarcerated themselves.



Play Therapy

Jean Piaget, a child development psychologist, described “play” as “a process that allows children to mentally digest experiences and situations.” For the purposes of this paper, therapeutic play experiences or play therapy are tools for helping children express themselves, develop their emotions, work through conflict, feel calm and make important connections in their worlds.¹¹

Role Play or Imaginary Play

For the purposes of this project, role play is an opportunity for children to place themselves in an imaginative social scenario. This type of play makes it possible for a child to empathize and find ways to interact or react to others. This helps children relate to their own emotions and gain control of their behavior.¹⁰



Sensory Play

This type of play is any activity that stimulates a person’s senses. For the purposes of this project, sensory play is used to support problem-solving skills, social interaction and cognitive growth. Sensory play is also used as a technique for calming anxious or frustrated people.¹²

Parallel Play

This is when children or children and parents play side-by-side from one another, but not together. For this project, some experiences will be designed for parallel play. This type of play is important for socialization.¹³

Literature Review

To first understand how to design a space for families inside a prison visiting room, a literature review was completed and focused on the following goals:

- 1** Overview the state of visiting programs in correctional facilities;
- 2** Learn about the short and long term effects on families with an incarcerated parent with respect to how maintaining a relationship or not can affect a family;
- 3** Understand the benefits of a maintained parent/child relationship during parental incarceration.

Understanding the visiting experience from the incarcerated individual side and from the visitor side informed the needs for this project and also identified implementable experiences for the children’s area in the visiting room. In general, a family will learn how to visit their loved one in prison by visiting a Department of Corrections (DOC) website for the state or facility where they are visiting. These websites outline

the many rules and regulations for visiting people who are incarcerated. **Duration and frequency of visiting vary widely from state to state and facility.** Visiting rules are also subject to change depending on the prisoner’s sentence and behavioral infractions. A state may require a background check, fees and a waiting period before allowing visitors to their facility. Once approved to visit a correctional facility, visitors must then

go through security procedures upon arrival. This can range from visual body cavity searches to a less invasive metal detector scan and bag search. Visitors also must adhere to a strict dress code.¹⁴ For example in Washington, visitors are not allowed to wear baggy sweatshirts or bras with underwire among many other guidelines.¹⁵ Once inside the visiting room, more guidelines must be adhered to including where the visitor can sit, how the visitor can touch their incarcerated loved one, how much emotion visitors show and what activities families can do together.

Children with an incarcerated parent are often referred to as “invisible victims.” While not necessarily a victim of their parent’s conviction, the hardships children of an incarcerated parent endure include psychological strain, antisocial behavior, suspension

or expulsion from school, economic hardship, and criminal activity. These hardships are examples of what are referred to as “risk factors”. Risk factors as defined by the Substance Abuse and Mental Health Services Administration are “characteristics at the biological, psychological, family, community, or cultural level that precede and are associated with a higher likelihood of negative outcomes.”¹⁶ The negative outcomes referred to here are detailed below. **Children of people who are incarcerated are likely to experience more risk-factors during their lifetime.**¹⁷ The National Justice Institute cites the massive increase in incarceration since the 1970s as the reason why more mothers and fathers with dependent children are in prisons.

“A meta-analysis [from the National Institute of Justice] of forty studies on children of incarcerated parents found that antisocial behaviors were present more consistently than any other factors...Antisocial behavior resulting from parental incarceration may limit a child’s resilience in the face of other negative experiences, which could then compound the effects of exposure to other issues.”²⁴

Figures collected by The National Resource Center on Children & Families of the Incarcerated are as follows:

- More than 2.7 million children in the United States have an incarcerated parent. That is 1 in 28 children;¹⁸
- Approximately 10 million children in the United States have experienced parental incarceration at some point in their lives;
- In the United States, approximately half of children with incarcerated parents are under ten years of age.¹⁹

Current statistics show that **a child with an incarcerated parent is, on average, six times more likely to also become incarcerated in their lifetime.**

This is known as “intergenerational incarceration” and is considered a risk factor.²⁰ Another risk factor is antisocial behavior, which is described as behaviors that go against social norms like dishonesty, lack of impulse control, and lack of inhibition, hallucinations and delusions, paranoia, hyper-activity, or inability to concentrate or impaired communication skills. These behaviors can lead to criminal behavior.²¹

The link between children who have at least one parent who is incarcerated and externalized behavioral problems may lead to problems and difficulties in school environments, which then leads to low educational attainment. Another risk factor for children when a parent is incarcerated, is poor economic well-being. “Children of incarcerated parents systemically faced a host of disadvantages, such as monetary hardship; were less likely to live in a two-parent home, and were less likely

to have stable housing.”²² Not living in homes with earners leads to this economic hardship for children of incarcerated parents. **Studies show that under certain circumstances, contact visits between a parent and child can lessen the effects of parental incarceration on a child.** Research also shows that these visits are most beneficial when visits are made in a place where children feel welcome and comfortable and occur in conjunction with a family strengthening program.²³

“There are many benefits for families to maintain communication and strengthen their relationships if separated due to incarceration. Visiting with physical contact and privacy helps family members cope emotionally and reconnect. Contact visits help reduce feelings of abandonment and anxiety in children by letting them see that their parent is okay. Children also perform better in school if a relationship with their parent is maintained.”²⁵

For parents, benefits include a lower rate of recidivism and a more successful re-entry after release. **When parents have opportunities to maintain their relationships with children while incarcerated, parental attachment is supported and a bond is maintained.** Parent-child relationships can also help motivate people who are incarcerated to avoid disciplinary action and participate in correctional programming that supports their needs. Given the promising correlations between regular parent-child visits and reduced institutional misconduct and recidivism, visits could be an important motivator for improving parent outcomes during and after incarceration.²⁶

Enforcing parent-child relationships are not appropriate in all situations. For example, children and parents who did not have a relationship before the parent was incarcerated may not benefit from forming a relationship after the parent is in prison. It has also been found that non-contact visits are stressful and potentially traumatic for children. Structured interviews with 69 incarcerated parents enrolled in a family strengthening program found that if children misbehave during a non-contact visit the parents reported lower ratings of closeness with their child, negating the possible benefits of the visits.²⁷

Children's Museum/ Prison Partnerships

For further research, interviews were conducted with children's museums that have partnerships with prisons and/or serve families affected by incarceration. Partnerships that were studied for this project are outlined below and full case studies can be found in Appendix C.

The Children's Museum of Manhattan (CMOM) New York City, New York

CMOM partners with Rikers Island Correctional Facility to bring incarcerated mothers to the museum to spend time with their children, rather than having children visit their mothers at Rikers. For this program, an exhibit in the museum was selected because of its active play space, nooks to read in, role play areas, and water/sensory play stations.²⁸

cmom.org



Hands on Children's Museum (HOCM) Olympia, Washington

HOCM in Olympia, Washington has an ongoing partnership with Cedar Creek Corrections Center (CCCC). CCCC holds events for prisoners and their visitors four times a year. The events usually have themes like “Back to School” or occur on holidays like “Father’s Day”. HOCM provides staff and activities at events such as a wind tunnel, a craft, scribbling robots, etc. HOCM also partners with an organization called Safeplace. Safeplace provides resources for victims of domestic violence. One service HOCM partners with Safeplace

for is providing a confidential meeting space for a support group with mothers and Safeplace staff. While the mothers meet, their children can play in the museum, eat dinner, and do an educational activity with HOCM staff. This program has been replicated by HOCM with kinship families. Kinship families are children in the care of a family member other than their parents. **These children might be separated from their parents due to incarceration, death or court order, and oftentimes the caregivers need lots of support.**²⁹

Chicago Children's Museum (CCM) Chicago, Illinois

CCM is in the midst of starting a partnership with families affected by incarceration. **The museum is planning a three-part initiative to reach children affected by incarceration.**

Beyond Incarceration- art experiences that a child will do with a caregiver. The culmination of this program will be a gallery walk for the public that aims to show the invisible impacts of mass incarceration.

Supervised Visits- With guidance from Providence Children's Museum and

CMOM, CCM aims to provide supervised visiting at the children's museum. This program will focus primarily on Latino and African American fathers. Caregivers and social workers will be present while incarcerated parents interact with the child.

The museum is also looking at providing free “field trip” experiences for children who have an incarcerated parent and their support systems. Essentially, children will be able to invite all of their friends and family to a special program at the museum.³⁰

formacc.com

chicagochildrensmuseum.org

Providence Children's Museum (PCM) Providence, Rhode Island

PCM has been a partner with the Rhode Island Department of Children, Youth and Families (DCYF) since 1991 on *Families Together*, **a therapeutic visitation program that works to build relationships and communication between children and parents who are undergoing a court-ordered separation.** The goal of this program is to assess if the parents have the ability to be full-time parents and ideally, to reunify families. Children in the state's custody are there because of neglect

(medical, emotional, leaving children with inappropriate people) and/or abuse. PCM explained that a benefit for having the program at a children's museum is "the unique style of a children's museum- hands-on, open-ended. This approach fits perfectly with this population because there is no right or wrong way to play with anything." Working with the parent at the children museum in this open-ended way helps remove the stigma of there being a "right" way to parent.³¹

Fairbanks Children's Museum (FCM) Fairbanks, Alaska

Closest to this thesis project, Fairbanks Children's Museum in Fairbanks, Alaska **partnered with its local corrections center to provide activities/experiences for children who were waiting to have a non-contact visit with their incarcerated parent.** The museum created a magnet wall out of an oil pan and Tegu blocks and installed a felt board with open-ended felt shapes for crafting stories. The museum also installed a library of board books they felt were relevant and applicable to the audience they were working with.³²

"We offer the parents a safe, non-judgmental place where they can connect with their children in a way that traditional supervised visitation scenarios do not allow, where, maybe, for an hour, they can forget about all of the other factors impacting their contact with their child."³³

visitrhodeisland.com



explorefairbanks.com





Section 3 TESTING

Project Partnership

This project utilizes a partnership with the Washington Corrections Center for Women (WCCW), a 32-acre campus in Gig Harbor, Washington. WCCW houses 738 female prisoners in minimum, medium and close custody (sometimes referred to as maximum security).

WCCW is a good fit for this partnership because of their interest in keeping families together.

For example, WCCW is one of twelve programs in the country that allows a some women who are pregnant and give birth while incarcerated to keep their newborns with them until the time of their release (if release is under 30 months). This Residential Parenting Program (RPP) gives mothers the opportunity to bond with their children and receive support and education from experienced early-childhood educators.

Formative evaluation was undertaken in partnership with WCCW as well as an observation of the visiting room during the visiting program and prototyping several experiences for the space. Felice Davis, Program Superintendent at WCCW hopes to use this research and design to inform a grant that will help raise funds for the redesign of the children's area in the visiting room at WCCW.

The advice and support of Felice Davis and her staff has enabled an understanding of the possibilities and constraints for the design of the space.

The input from prisoners through evaluation and prototyping majorly informs the design decisions for the children's area.



▲ Mom and baby in WCCW Residential Parenting Program

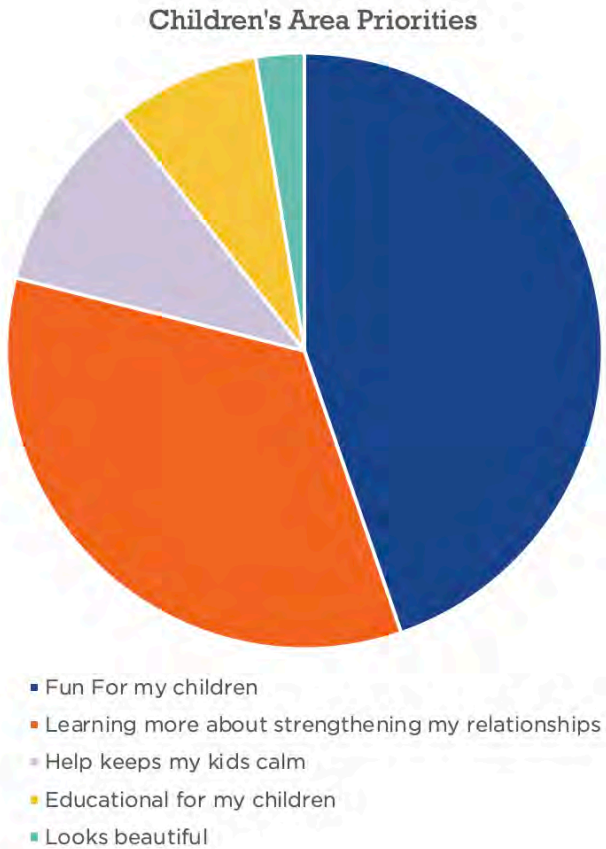
“The DOC has made the RPP part of its strategy to reduce recidivism and break the intergenerational cycle of incarceration. As a group, children of incarcerated parents experience lack of quality care and support, thus putting them at higher risk for emotional and relationship problems, academic difficulties and incarceration later in life. The RPP gives inmate mothers the chance to be accountable for her child and grow into motherhood while she's in prison, rather than taking on the role after leaving the institution. Mothers learn effective parenting skills while facilitating bonds with their children.”³⁴

Evaluation

An evaluation with the aim of gathering information and feelings from prisoners about the visiting room was performed prior to beginning the design of the children’s area. The evaluation (Appendix A) was a paper survey distributed and collected by WCCW for the prisoners who visit with family in the visiting room. Twenty eight responses were collected.

The survey for prisoners focused on the experience of having a child visit them. Some questions were more logistical, such as how many children visit at a time and age of the child. Other questions were more based on the emotions of the parents and children during the visit. Questions that ultimately had a very practical application to this project were about what the women wanted the space to be (e.g. fun, beautiful, educational,

calming) and what experiences they were interested in seeing provided in the space (e.g. dolls, blocks, art, sensory play). Details of survey responses and additional graphs can be found in Appendix B.



These are key takeaways from the survey analysis:

- 1 Women generally had 1-3 children visiting them at a time, ranging in age from 7 months to 18 years. Most women surveyed had children visit them every week;
- 2 Out of all of the women surveyed, almost all of them had children that used the children’s area and most frequently, children used that space with their mother;
- 3 Out of the choices given for what should be the priority for the children’s area redesign, most survey participants wanted the space to be “fun for my children” and “learning how to strengthen family relationships”;
- 4 Almost all of the survey participants want their children to engage in art activities in the visiting room and many also selected that they wanted their children to pretend-play.

In a space left open-ended with the prompt: “please use this space to share your thoughts on the children’s area of the visiting room” many comments and suggestions were shared. **Overall, mothers want the space to be clean**

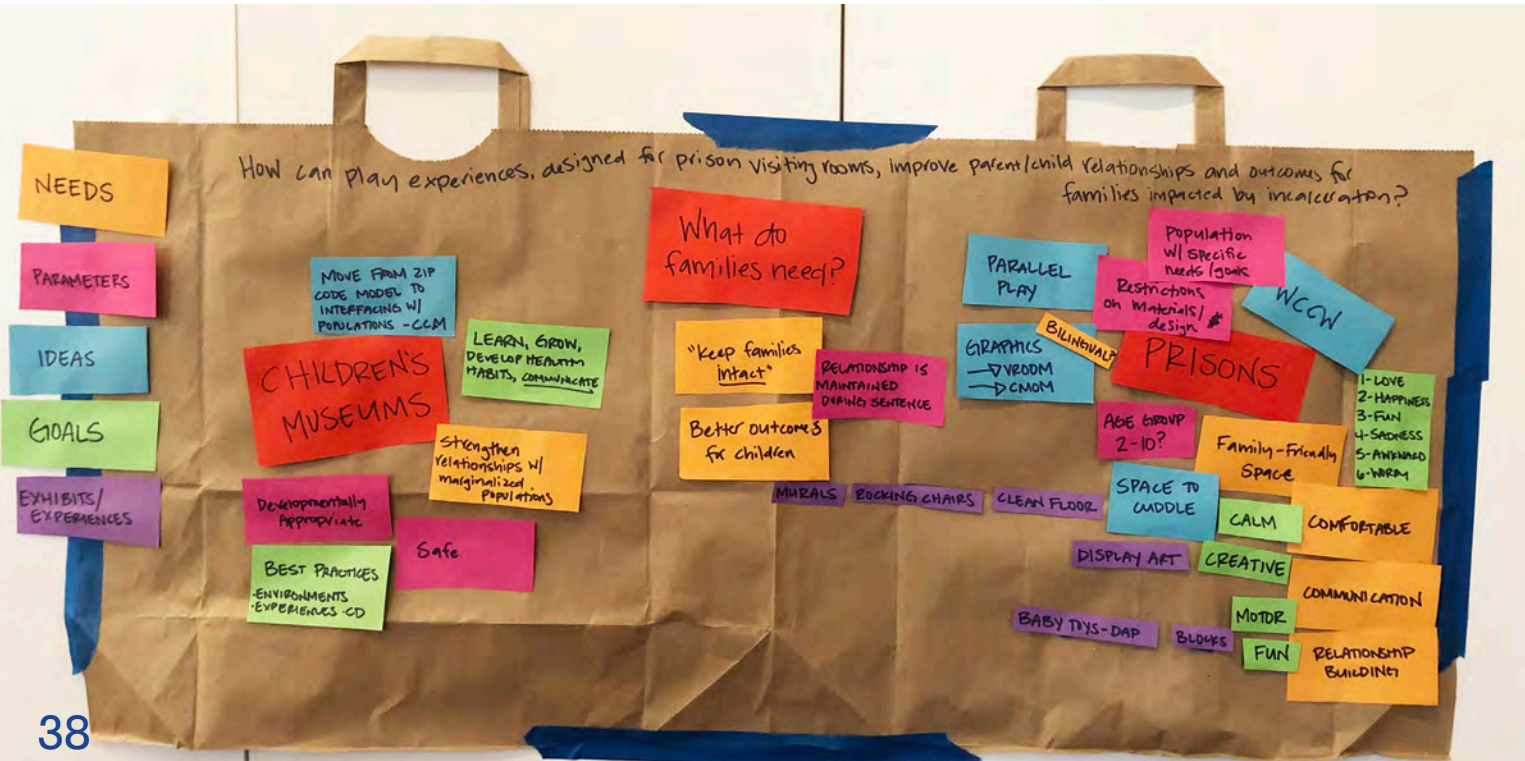
with fun toys and coloring sheets that children can take home with them. Upon my last visit to WCCW, they had already updated their policy to allow children to bring their art home with them.

Concept Map

The design process for the children’s area began with the creation of a concept map using information from the research, case studies, and evaluations performed. From the original concept map, an easier to read and whittled down concept map emerged.

Visualizing the concepts guiding the redesign of this space is key in imagining how big ideas can be narrowed down and made more specific. In the next step, these concepts inform actual exhibits, experiences, and environments in the children’s area.

▼ Initial concept map



Prison Visiting Rooms

Considering the setting, goals of the visiting room, and constraints of the correctional and institutional environment provide unique design challenges for the children’s area.

Needs of Families

Considering the specific needs of families impacted by incarceration provides different inspiration than planning for a family visiting a children’s museum.



Children’s Museums

Children’s museums are experts in creating safe, and fun learning environments for families.



Prototyping

Location

Prototyping took place at **Washington Corrections Center for Women** in the children’s area of the visiting room. This is the same space that is redesigned for this project. The prototyping occurred during afternoon visiting hours on Sunday, March 10, 2019.

Goals

- 1 Test out various activities and experiences that could be implemented in the children’s area
- 2 Observe family interaction in the children’s area
- 3 Elicit feedback about possible aesthetic decisions for the space, specifically color palette, graphics, and possible ways of displaying children’s art

Preparation

The feedback from the survey of moms indicated that **strengthening relationships and fun were top priorities for the redesign of the children’s area**. Based on that feedback, a list of activities and experiences was created. The list was also inspired by children’s museums and experience as an early childhood educator. Next, the list of items to test, with photos and descriptions of objects was shared with WCCW.

In addition to activities, activity “prompts” were also created for testing. These prompts took the shape of flip

panels. On the outside of the flip panels was a short prompt for how to use an object. The inside of the panels included a short description about how the particular activity helps children develop important skills. The prompts were meant to give purpose to objects in the space and provide guidance for the moms about the meaning behind any simple play experience. The other goal for the prompts was to **empower the moms to feel like they are actively parenting and connecting to their children in a meaningful way**.



Encourage your child to **rock** or **spin** in the bilibos.

▲ Outside of flip panel


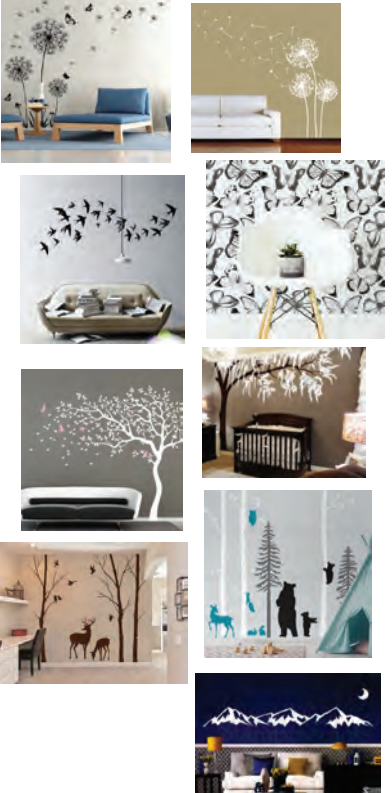
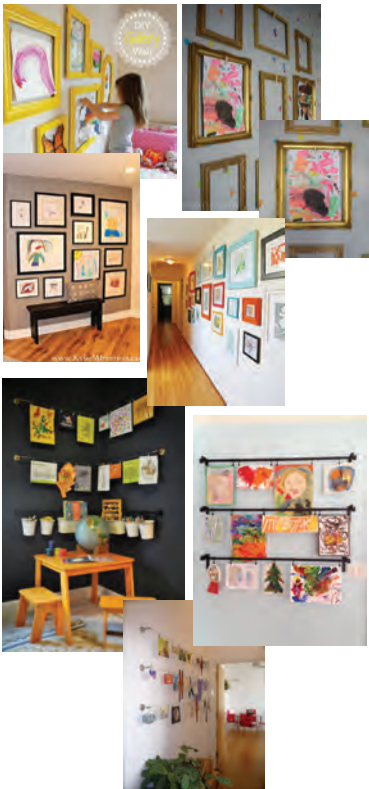
This way of playing helps develop motor movement and balancing skills.

▲ Inside of flip panel

Look & Feel Survey

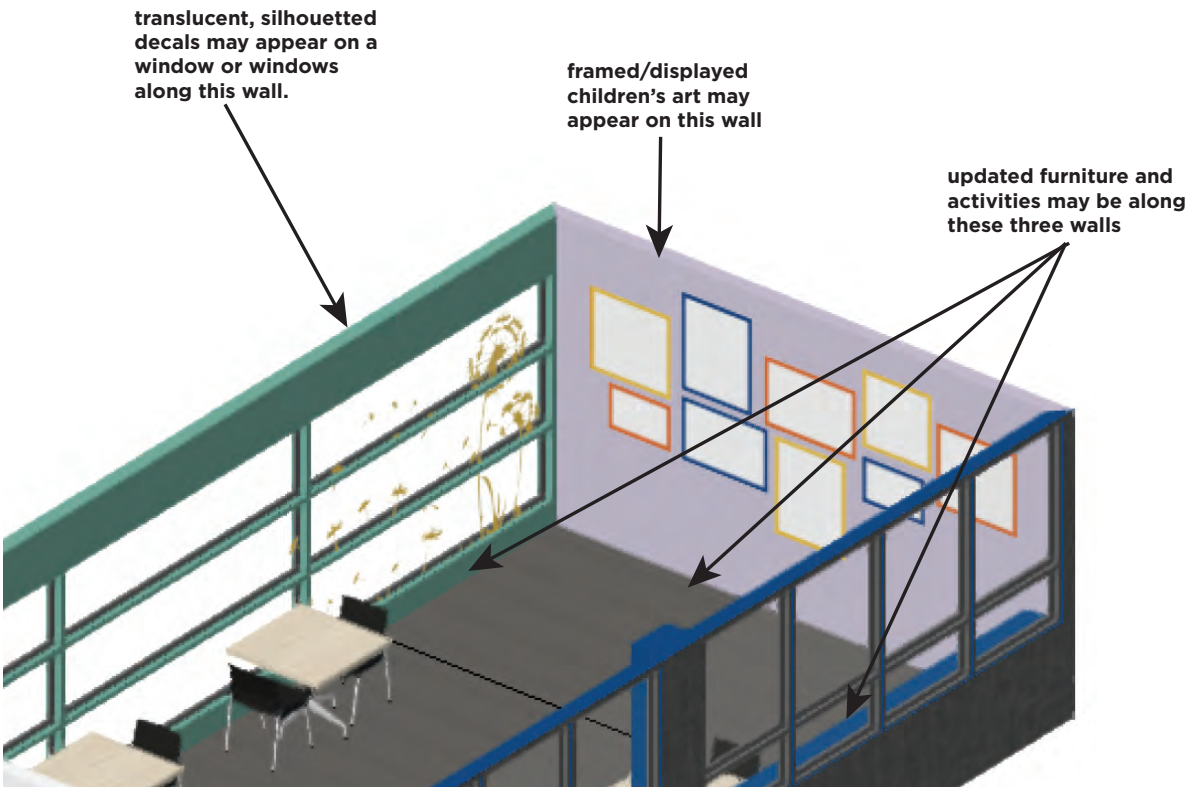
Receiving feedback about environmental changes for the space was also a priority for prototyping. For this, an informal survey was developed. This simple document included images divided into three categories, “color palette”, “graphics” and “art displays”. The prompt on the survey instructed people to “circle the images you like and feel free to take notes”.

These are some images that are inspiring the new design for the kid's area.
Please circle the ones you like and feel free to make notes.

Possible color palettes for the kid's area	Possible graphics for windows	Possible ways to display children's art
		

On the reverse side of the survey was an isometric rendering of the space, with arrows pointing out where graphics, art displays and new furniture and activities might appear. The purpose of the rendering was **to serve as a conversation tool** so families could imagine how the space might change and how their choices would inform decisions made about the children’s area design.

▼ **Isometric rendering used for Look & Feel Survey**



Considerations

The experience of prototyping in a prison is different than a children's museum or any other less restrictive environment. Therefore, in preparing for prototyping at the prison, it's advisable to **be flexible and limit expectations**. For example, through research and previous observations in the visiting room, it is understood that a prison visiting room is fraught with emotion. **Families have little time to spend together, and the time they have is precious.** It is important to be respectful of that time and add to their experience, making the experience of playing together the focus of the time.

It is also important to understand that this is a population of people who have been heavily tested and experimented on. In order to avoid anyone feeling uncomfortable, language is another consideration to make. For example, not using the word "experiment" which may make people feel like test subjects rather than individuals. In prototyping for this project, the approach was informal and familiar, using language such as, "remember that survey you filled out? I'm the person who wrote that, I'm a student who wants to try to make the visiting room more fun and I'd love to find out your ideas."

Prototype Findings

Gaining admission to WCCW required coordination with prison staff, planning ahead, and advance notice. The staff at WCCW was very communicative, outlining exactly what was needed on their end to provide a smooth entry to the prison. For example, personal information needed to be provided for

background checks, a detailed inventory list needed to be given to admission staff, and details about cameras were provided. Twenty minutes before visiting time began, we were admitted into the prison and had ample time to rearrange the children's area and set up the prototyping experiences.

▼ Setting up for prototyping at WCCW

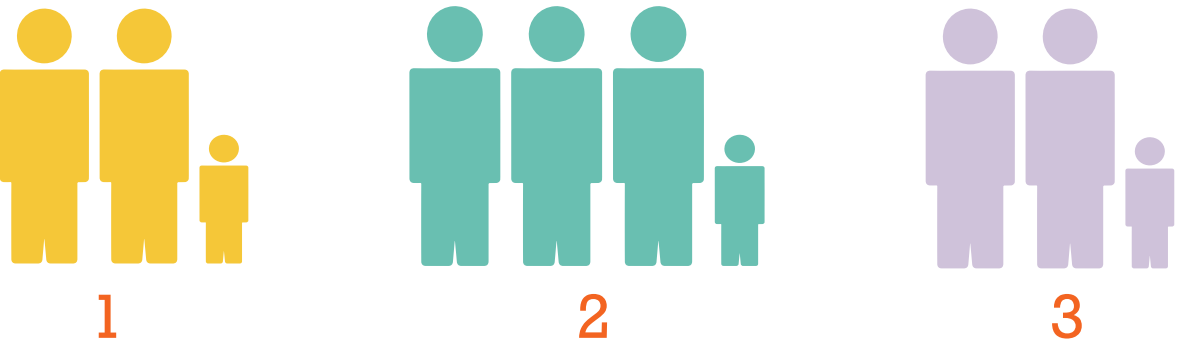


The Families

Three families used the children’s area during our prototyping session. For the purposes of this report, assumptions were made about ages of children and familial relationships. No formal interview for families was performed. All findings listed below are based on informal conversations with various individuals and visual observations.

These are the families who were using the space:

- 1** Family 1: A five year old boy and his grandmother (primary caregiver) visiting his mother. This family visits weekly.
- 2** Family 2: A two and a half year old girl with Down syndrome, her father (primary caregiver) grandmother visiting her mother. This family was celebrating the mother’s birthday.
- 3** Family 3: An 18-month old boy, his father (primary caregiver) and grandmother were visiting his mother.



The children’s area is a room separated from the main visiting room. The rooms are separated by floor to ceiling windows. The children’s area is a rectangle, with an entrance on one end of the rectangle, tables and chairs along the walls of the room, and a designated toy/play area on the other end of the rectangle. Near the entrance there is also a mounted television and storage for DVDs. As families come into the visiting room they are assigned a table, but are also allowed to move about the space freely. Families who are visiting with children are assigned a table in the children’s area.

The families’ initial reaction to the space was enthusiasm. This could be due, in part, to the new objects in the space. It is unknown what percentage of this enthusiasm was due to the space being different and can’t be measured in this instance.

Almost immediately, the families in the children’s area left personal items at the tables and went to get snacks from the vending machines. Also, a movie was turned on, but then mostly ignored. As families visited, they would go back and forth from the table to the side of the room with toys. As the visit went on, we pulled some toys into the center of the room in between the tables. Making this small change allowed families and caregivers to sit comfortably at their tables with the child playing nearby, or easily bringing toys to the table to play with.

Prototype Findings by Object

Bilibos

Bilibos are brightly colored, hard plastic shell shaped toys. This toy was chosen for prototype because they inspire creativity, imaginative play and open-ended play for a wide variety of ages and developmental levels. Bilibos are also durable, easy to clean, and easy to store.

For this prototyping, two red Bilibos were provided and set in the middle of the floor. A flip label prompt was taped near the Bilibos and child-height level.

Bilibos are a relatively new toy and a favorite for early childhood professionals and children’s museums. However, parents and children seemed unfamiliar with what do with the Bilibo and how to use it. A flip panel prompt was provided for this toy, but ultimately a verbal prompt (“Try sitting in the Bilibo”)



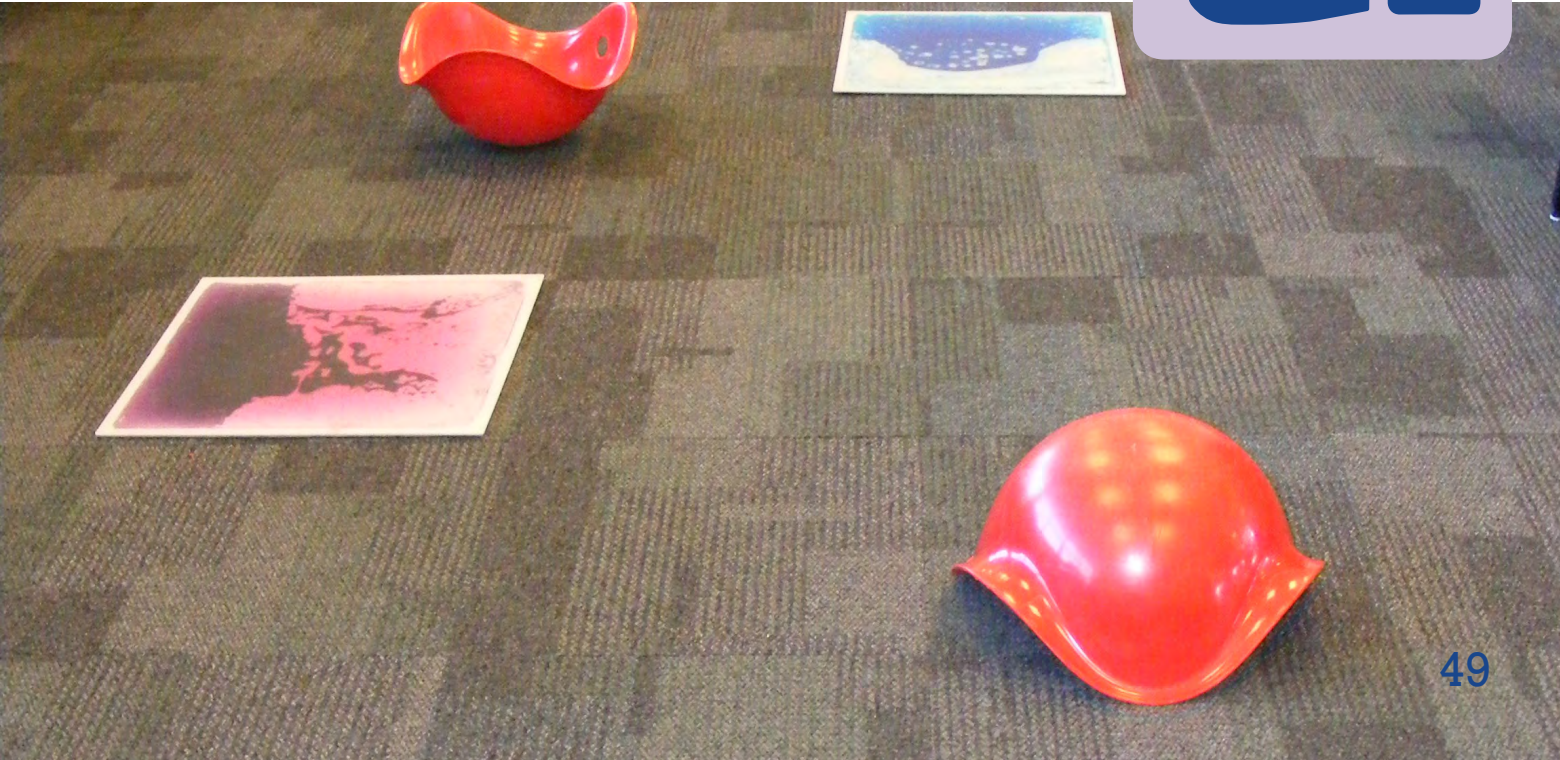
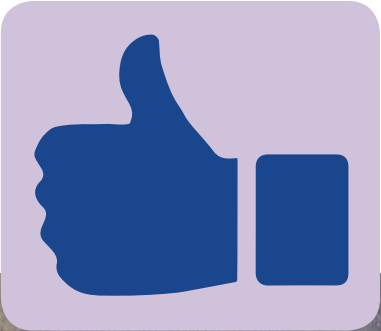
helped the mother and 5 year old child use the toy. No further prompts were given for how to play with this object, which lead to the Bilibo being used in a variety of different play scenarios such as: being used as part of an obstacle course, balancing on top of the Bilibo, rocking back and forth in the Bilibo while watching the movie, and being

Child:
“Can you rock me?”
Mom:
“I can spin you around!”

used as helmets so mom and child could playfully tap heads together.

After this family played with the Bilibos, the other families also played with the Bilibos. This demonstrated that the Bilibos worked for a variety of ages and there was very little barrier to playing with them. The Bilibos provided a calm place to sit, imaginative play, experiences and active play experiences.

Further testing of the Bilibos would include a bigger number of them and varying colors, but Bilibos are included in the redesign of the children’s area due to the positive experiences of the families.



Squigz

Squigz are flexible, suction cup toys that come in a variety of shapes and colors. Squigz can be attached to any flat smooth surface and also to each other for construction challenges. For babies, Squigz can help with fine motor skills, core strength, and sensory stimulation. For older kids, Squigz encourage creativity, interaction and playful experimentation.

To prototype Squigz, four to five Squigz were set near each table. Some were attached to tables, some attached to windows, and other just loosely spread about.

The families played with Squigz freely, experimenting with constructing them in different ways, affixing them to other surfaces in the space (like the Bilibos) and even attaching them to their own faces to make each other laugh.



signals.com

One mother put her 18-month old child in a high chair and gave him some Squigz to play with. He worked hard attaching the Squigz to his high chair table and then pulling them right off. This served as a good way to occupy the child while the adults had conversations.

Squigz (and other toys) did wind up in the baby's mouth quite a few times which made sanitizing a major consideration for the children's area.

The way the families used the Squigz inspired thinking about how important open-ended loose-part play could be for this space. Since children mainly want to play near the tables where adults are sitting, tabletop toys like Squigz could be a great solution. The wall of windows in the space also makes Squigz a natural choice for the children's area, since the Squigz are fun to play with on transparent surfaces.



starfishtherapies.wordpress.com

Felt Board

A felt board is a flat surface covered in felt. Other pieces of felt easily cling to a felt board, and when those pieces are shapes or have pictures on them, a felt board can be an excellent tool for visual storytelling. Fairbanks Children’s Museum included a felt board in the programming they provide for their local prison, and said they found it to be fun for families. For this prototype, the aim of the felt board was for families

to use it to tell stories to each other. A flip panel prompt was attached to the wall near the felt board. The felt shapes that were provided depicted woodland animals and foliage.

The felt board was set up with the felt shapes displayed around the top perimeter of the board, inviting families to use the spaces in the middle of the board to tell their own stories. For the



▲ Felt board set up at WCCW

Choose a felt object to **start a story**. Begin with “Once upon a time, there was a...” Encourage your child to continue the story, using other felt objects. It doesn’t matter if the story makes sense, as long as you’re having fun.

Having fun with stories is a great way for your child to learn and use many different words. When you make up the story together, your child is practicing skills of creativity and working together. They’re also using their memory to remember what has happened in the story.

▲ Felt board prompts

first hour of the visit, the felt board was largely ignored. Steps were taken to encourage play with the felt board, such as rearranging the shapes into a “scene” and modeling how to use the felt board. These steps did not encourage play. The only interaction with the felt board that was observed was the 18-month old child taking pieces off of the felt board and his mother putting them back on.

One caregiver suggested that a felt board shaped like a house with people in it might incite more imaginative

storytelling type of play, or having a wider variety of shapes for kids to choose from.



Ultimately, more testing is needed to determine if the felt board is an appropriate toy for the children’s area.



Light Table & Magna-Tiles

A light table is a translucent surface that is lit from below. Many different types of play and experiences can happen around a light table, making it a versatile tool for children. For the purposes of this prototype, we provided Magna-Tiles to use at the light table. **Magna-Tiles are translucent, colored, and ⅛" thick and come in many different shapes.** Magnets inside the shapes allow for using the tiles to build 3-dimensional objects. Paired with a light table, Magna-Tiles appear illuminated.

All of the children were drawn to the activity at the light table. The light table was used for a variety of experiences including placing different objects on the table and standing on the light table. Standing on the table was not the intention and was not safe, so the table was tested for use at different heights. The Magna-Tiles were spread all over

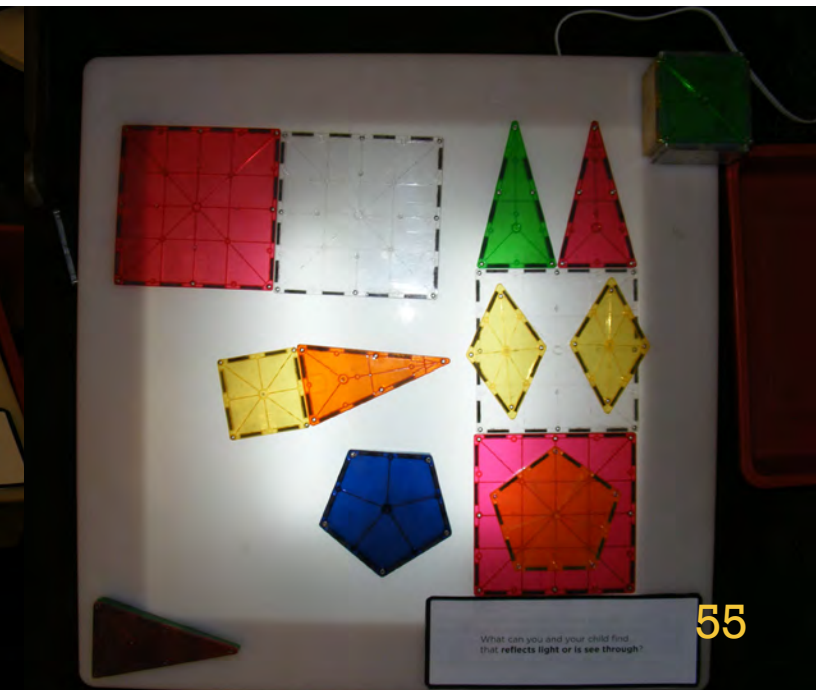
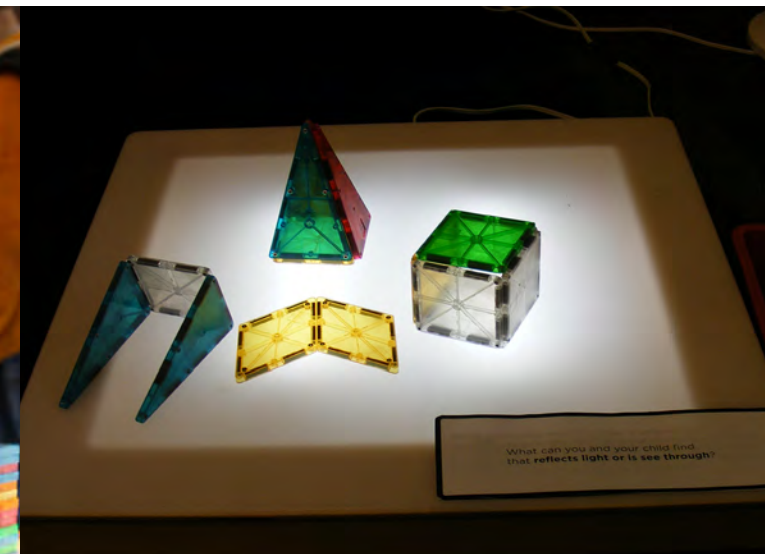
the room, brought to tables, and used in conjunction with other toys. The older child used the Magna-Tiles with intention, building structures, while the baby seemed to enjoy the sensory experience of attaching and detaching the magnets and looking at the illuminated colors of the tiles on the light table. All of the mothers made a point to express that they liked the light table.

A light table will be utilized in the redesign of this space, specifically using different at least two different heights for the table, allowing children of different heights to stand at the table and play.

A wider variety of loose parts that work with the light table or at visitor tables will be provided.



▼ The light table was popular during prototyping at WCCW.



Mood Blocks

The “mood blocks” are a toy that was created expressly for the purposes of this project. Six, four-sided rectangular prism shaped blocks with photos showing children’s eyes, noses, and mouths could be stacked in different ways to show different moods on children’s faces. The inspiration for this experience came from *XOXO: An Exhibit About Love & Forgiveness*, a traveling exhibit created by Children’s Museum of Pittsburgh. The idea behind this experience is to encourage children to think about how a person’s face can tell you how they’re feeling inside. The types of play and conversation around moods can encourage empathy and emotional development.

The mood blocks were initially set up with one set making a happy face and the other set spelling out the words “How are you feeling?” The blocks were placed on a small table in the center



▲ Emotion Blocks created by Children’s Museum of Pittsburgh, set up at a local children’s hospital

of the kid’s space. For the first hour of the prototyping, the blocks remained untouched. As an intervention, the blocks were rearranged to make two silly faces. Shortly after that, the mother and five year old started to play with the blocks. The mother prompted her five year old to “Make a face for what you’re feeling inside” to which the child responded by making another silly face.

Although this was a short interaction, a conclusion can be made. The question “How are you feeling?”, displayed in the

center of the room may have been an intimidating question. The intent of these blocks could be more subtle, encouraging a more organic conversation about feelings and moods. These blocks, with their black and white photos facades and intimidating question may not be as effective as brightly colored photos on blocks that encourage conversations about empathy in a natural, playful way.

▼ Prototype mood blocks at WCCW



Wikki Stix

Wikki Stix are pieces of yarn coated in non-toxic wax.

Because of the wax, they stick easily to smooth surfaces and to each other. They can be sculpted into 3D shapes or stuck to flat surfaces. They can also easily come off of smooth surfaces without leaving a residue, and become undone from their 3D sculptures so they can be used again and again. Wikki Stix were chosen for this project because on evaluations, mothers shared that they were interested in their children doing art projects. It was difficult to come up with an art activity that didn't require consumable materials or create a mess. Wikki Stix seemed like a possible opportunity for kids to create art.

Wikki Stix are not suitable for children under the age of three. They are shiny, brightly colored, and look like candy. Because of this, the Wikki Stix were



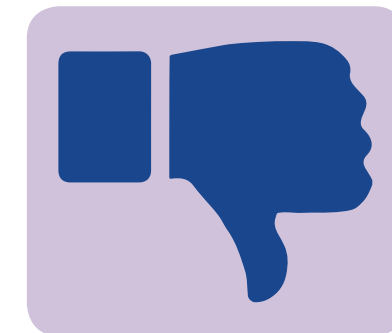
amazon.com

not distributed until the five year old child came into the room. He enjoyed the Wikki Stix, he brought them to the table with his mom and they crafted a bird's nest and several small birds for the nest. His mom later commented that she didn't like the Wikki Stix because they are "too much responsibility".

The mother of the 18-month old came over to see the Wikki Stix and held them out for her baby to touch. The baby appeared to love the feeling of the Wikki Stix, so the mother brought some back to her table. She explained later that she held the Wikki Stix out for her baby and he used his feet to touch them- also enjoying that sensory experience.

The Wikki Stix proved to be too challenging for this space. The Wikki Stix would work well if there was a person in the room specifically in charge of monitoring the Wikki Stix and encouraging different kinds of art projects. However, the Wikki Stix sparked an interesting conversation with the mother of the 18-month old. She explained that her baby was in a stage of looking for sensory stimulation. This conversation sparked a new idea for the

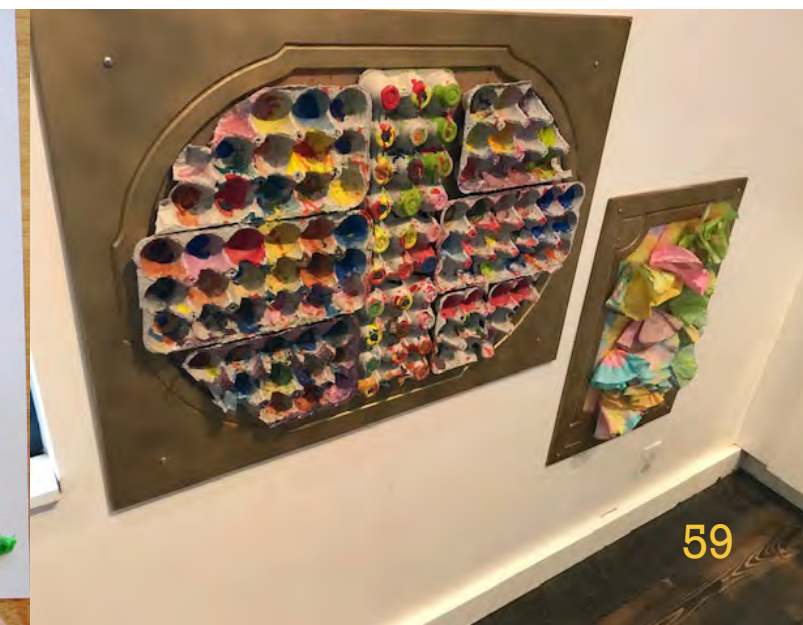
space that is being used at Kidsquest Children's Museum and is now included in the design for this space — framed textures, displayed at a child's height, which encourage sensory exploration.



howwemontessori.com



▼ **Framed textures at Kidsquest Children's Museum**



Mirror

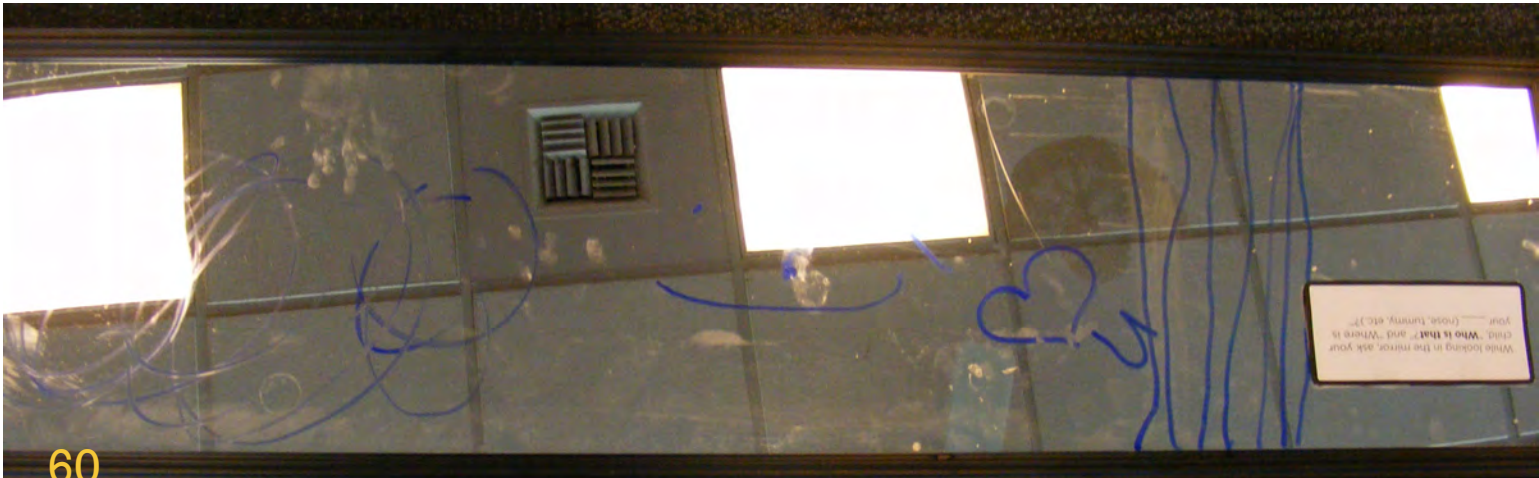
A regular mirror can be used as a tool for developing recognition of a child’s self and spatial development. Having conversations about what a child sees in a mirror can even encourage language growth around themselves, their facial expressions and empathy.

The mirror was placed lengthwise at the base of a wall in the play area, with a flip panel prompt taped to a corner. The first interaction that was witnessed at the mirror was also one of the only interactions that used the flip panel



graphics. Mom read the graphic on the mirror about the science behind mirror play and the five year old child gasped “That’s good!” Mom then went on to encourage their conversation about what they saw in the mirror, “What color are your eyes? What color are mommy’s eyes?”

▼ Kids at WCCW drew on the mirror with dry erase markers



Kids also tried to test the Squigz on the mirror, but because the mirror wasn’t affixed to the wall, pulling on the Squigz made the mirror fall down. The mirror was then moved to the floor, facing up. Giving kids dry erase markers to use on the mirror made all of the children engage in playing with the mirror. The babies were especially interested in looking at themselves in the mirror, or crawling on top of the mirror.

The mirror seemed to spark a lot of interest and like the light table, could

be used with a variety of different toys, a larger mirror, securely adhered to a wall, is included in the redesign. A mirror seems to be the one place where a conversation prompt makes sense, but the prompt is reworked to be a more appealing prompt to be read aloud to a child.



▼ Mirror set up for prototyping at WCCW



Squishy Mats

The squishy mats that were tested in the children's area of the visiting room were about 18" by 18", colorful, and sturdy. As you step or apply pressure on the mats, liquid inside moves around providing a sensory experience and exciting visuals. Besides being a fun sensory experience, these mats could also replace carpet tiles to provide a fun alternative floor for the space that is inviting to children.

Three mats were placed in the center of the room and both adults and children enjoyed the sensation of stepping on the mats and moving the liquid around. The mats were used in a variety of different ways. The five year old danced on the mats to the music from the television, lined all the mats up and laid down on them, and moved them around to jump from one to the other. The younger children also liked the mats and pressed on them from a seated position. From an



aesthetic standpoint, they added color and whimsy to the room, especially because they were in the middle of the floor rather than where most of the other toys were in the back of the room.

The mats were a successful addition to the room. Replacing carpet tiles with the mats in an interesting pattern that encourages active play is included in the redesign of the space.



Squishy floor mats and Bilibos set up in the middle of the children's area



Graphic Flip Panels

For this prototyping session, **simple paper prototypes of flip panel graphics were adhered to walls, objects and tables.** The flip panel graphics consisted of a short inviting prompt to encourage play and then on the inside, an explanation about the benefits of that type of play. The goal of the prompts was to get the parents and children to play in specific ways that would encourage communication, or to help them play with some of the more unfamiliar toys (like the Bilibo). The goal of the explanation inside the graphic flip panel was to help parents realize how meaningful simple interactions or play could be for their child.

The graphic flip panels were hardly noticed, with the one exception being the graphic panel on the mirror. When the mirror graphic was used, it was read

aloud. While the response to the graphic was positive, it's not an experience that feels worth repeating, and some families visit every week.

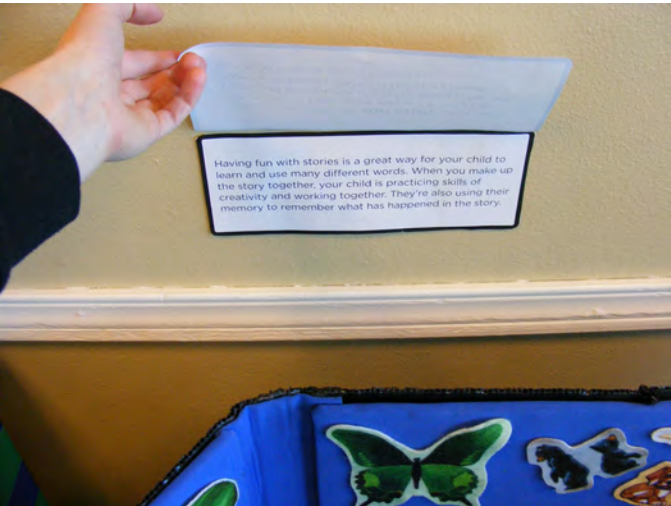
To fully prototype graphic panels for this space it would be important to test out a different voice, designs, and placement. Based on this limited experiment with the graphic flip panels, they are not necessary for the redesign of this space.



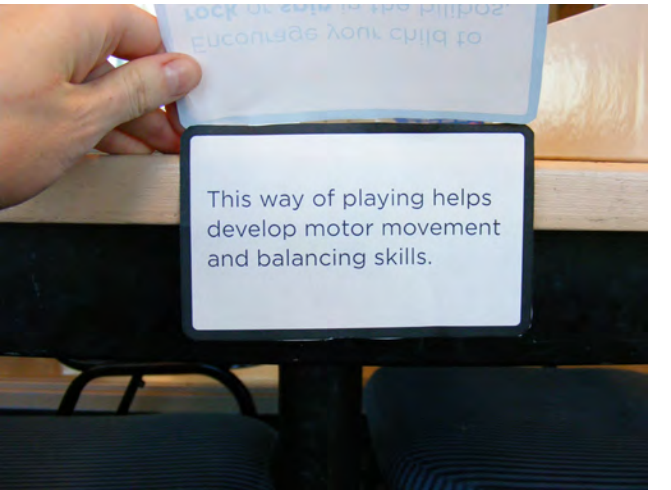
All of the play prompts tested during prototyping can be found in Appendix D.



▲ Graphic flip panel for felt board



▲ Graphic flip panel for Bilibos



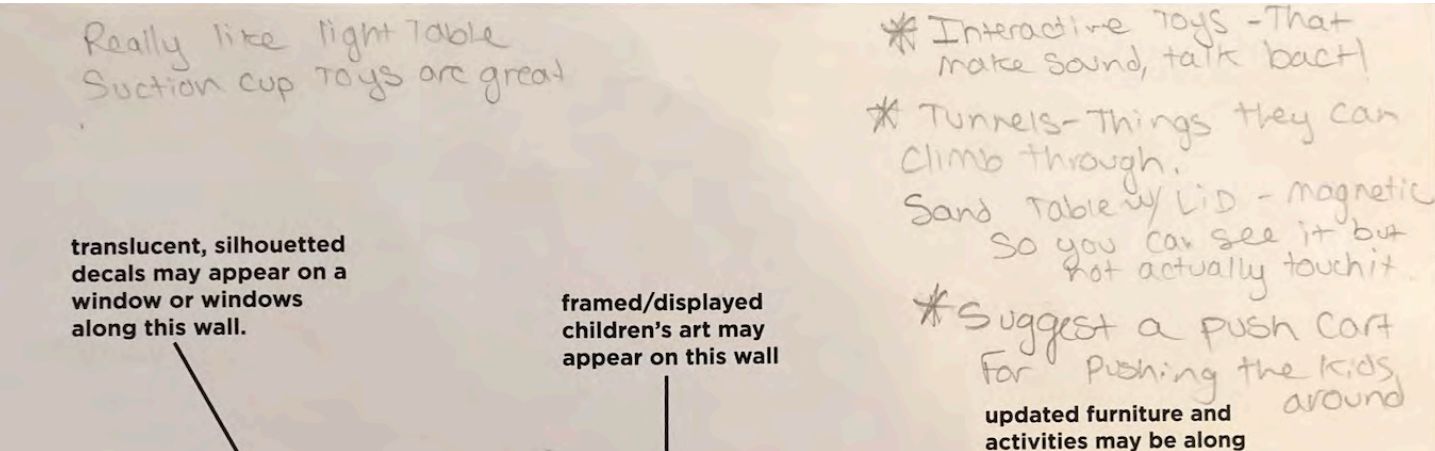
Look & Feel Surveys

The look and feel surveys described in the Preparing section of this report were useful tools for striking up a conversation with the moms. Although there were only three filled out, **they served the purpose of helping the moms visualize what the redesign of the space could look like and feel as though their opinions and choices were being used to inform the space.** Talking about the space also inspired conversation about other ideas or concerns they had. For example, one mom wants access to sanitizing wipes for cleaning toys or tabletops before her child uses them. Another mom expressed an interest in some new DVDs.

Suggestions & Takeaways

Understanding the role of snacks and assigned tables helped to inform the decision to **integrate more play experiences into the center of the space**, nearer to the tables. Activating the space in between the tables will allow for more play close to the tables where families are sitting. Another takeaway was that the families in the space seem primarily responsible for making sure toys get put back in their correct

Look and Feel surveys helped spark conversations with the families in the space



spots an the space is tidied up for the next round of visiting families. **A way to easily sanitize toys and a system for storage that engages kids in helping put toys away would be a benefit for the families and the prison staff.**

The youngest child wanted to move around a lot- his mother suggested a push cart or a structure that provides and opportunity for climbing.

Family portraits were being taken in the main visiting room, perhaps photographs of light table creations or other creative activities would be a nice takeaway for families, rather than relying on “art projects”.

Moving toys into the middle of the room helped activate more of the space in the children's area



Section 4 DESIGN



Overview of Design

The design for the space is informed by the evaluations, look and feel surveys, and inspiration from children’s museums. The space is also meant to align with the needs of a correctional facility by maintaining sight lines and using materials that are **durable, functional, and easy to manage and clean**. Rather than creating experiences and furniture that would need to be fabricated, the furniture and play experiences that are provided in this design can be easily acquired off-the-shelf. This decision was made to provide **greater accessibility to the design and ideas** for correctional facilities anywhere and to provide ease of implementation for prisons that have many other priorities. Information collected during evaluations and prototyping showed that moms were interested in having a space that was **inviting and fun** for their children. Some moms loved the murals that used to be in the space, but many also liked

the new neutral paint color presently in the space. The solution presented in these designs allows there to be bright, inviting colors below the pre-existing molding and a more neutral color above. Nature inspired graphics were a preferred theme for several families and the dandelion graphic was chosen in an effort to inspire a conversation around hopes and wishes.

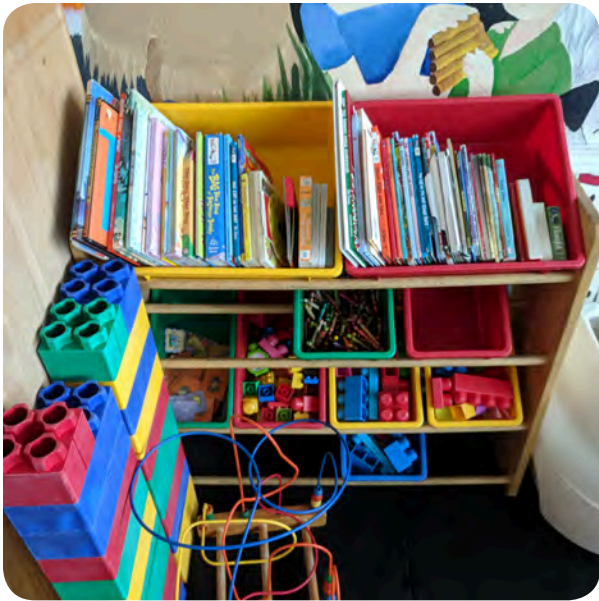
▼ Murals at WCCW



To activate the center of the space and provide an invitation for fun and playfulness, squishy floor tiles will replace several plain carpet tiles.

Another goal for the space was to provide a **clean and organized environment**. Furniture that holds small bins of toys allows children to easily bring toys to their tables. Labels

▼ Current toy organization at WCCW



adhered to the bins with a photo and word corresponding with the toys allow children to participate in clean up at the end of the visit and provides organization for the various toys. Sanitary wipe dispensers positioned in the space allow parents to wipe down tables or baby chairs themselves, or wipe off any toys that end up in babies mouths.

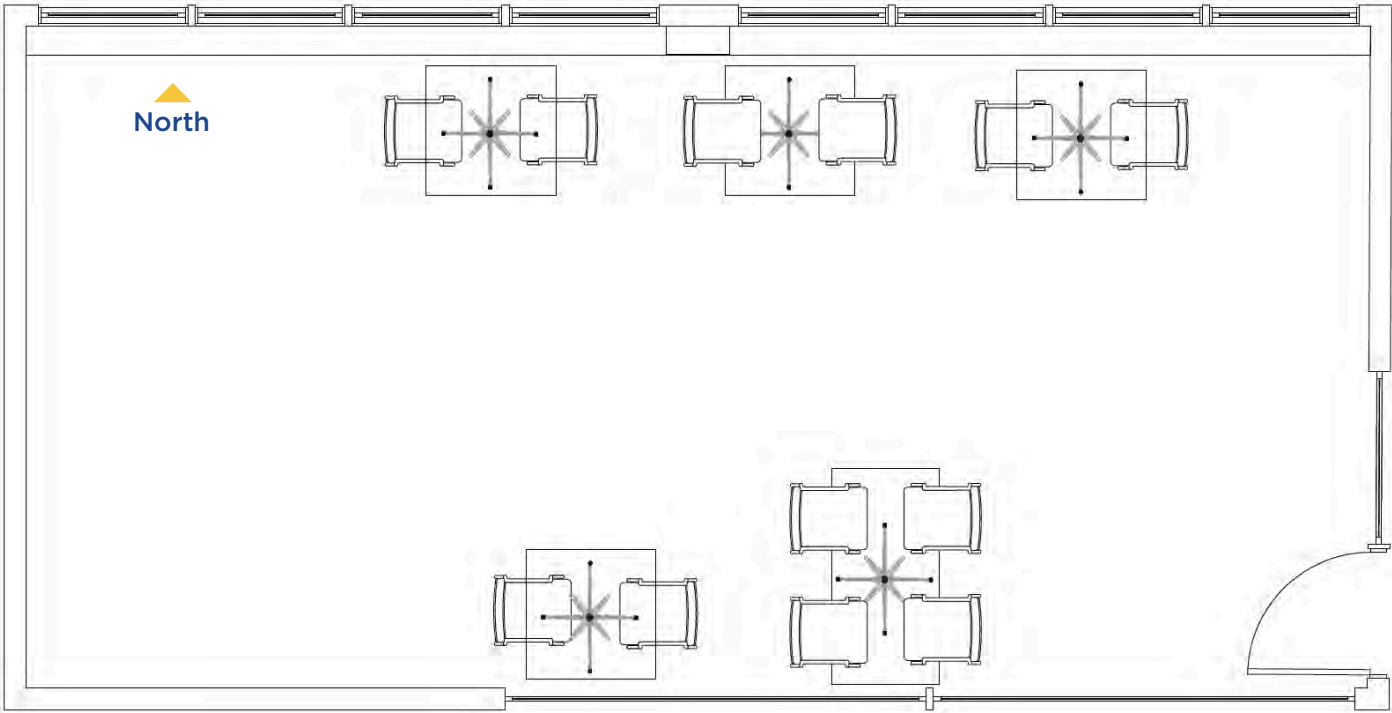


Isometric View



Plan View

Following elevations are based on the floor plan shown here.



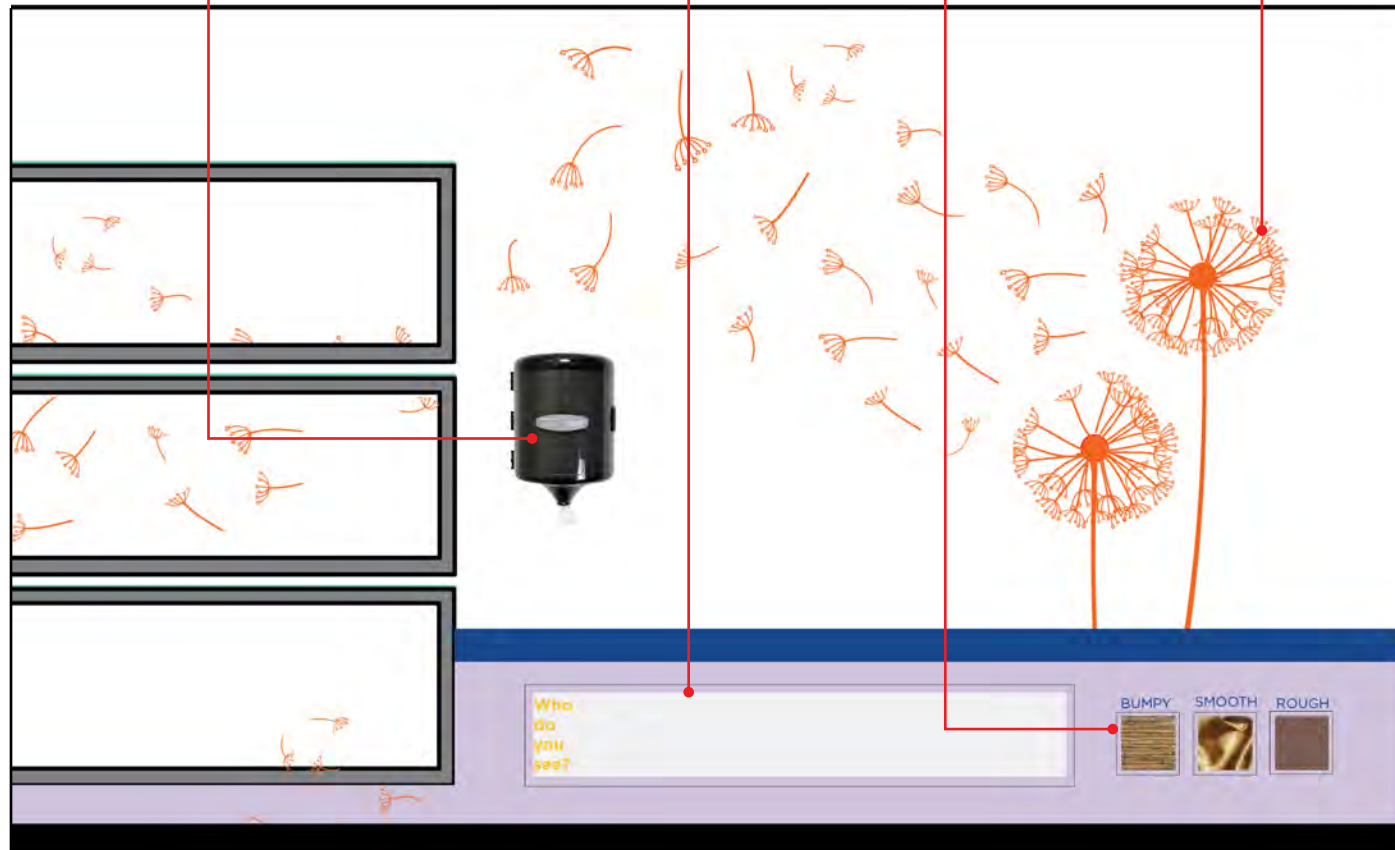
Illustrative Elevation South

Sanitizing wipe dispenser allows for wiping off surfaces and toys

Low level mirror allows for mirror play

Texture frames

Vinyl wall graphic extends into window

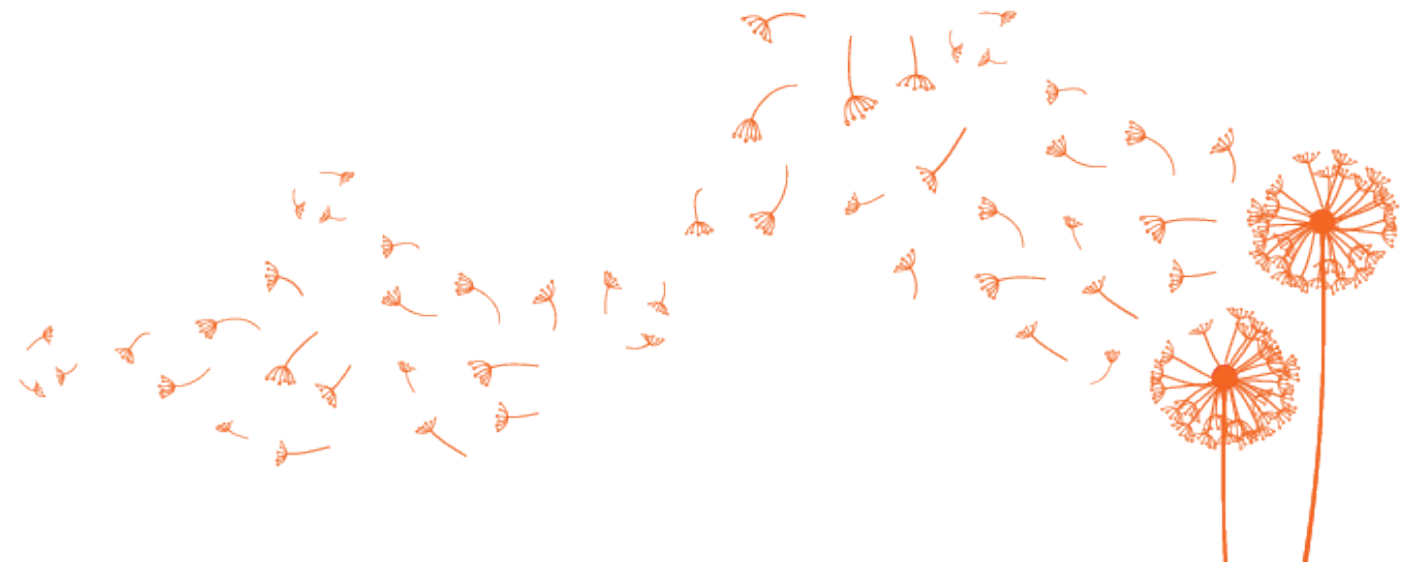


This corner of the space is designed with kids ages 0-3 in mind. An easily sanitized mat on the floor allows parents to give babies time on their bellies and look into the low-mounted mirror. The mirror was tested during prototyping and children and parents used it to spark conversations and play.

The framed textures mounted low on the wall are inspired by Kidsquest Children's Museum and a conversation

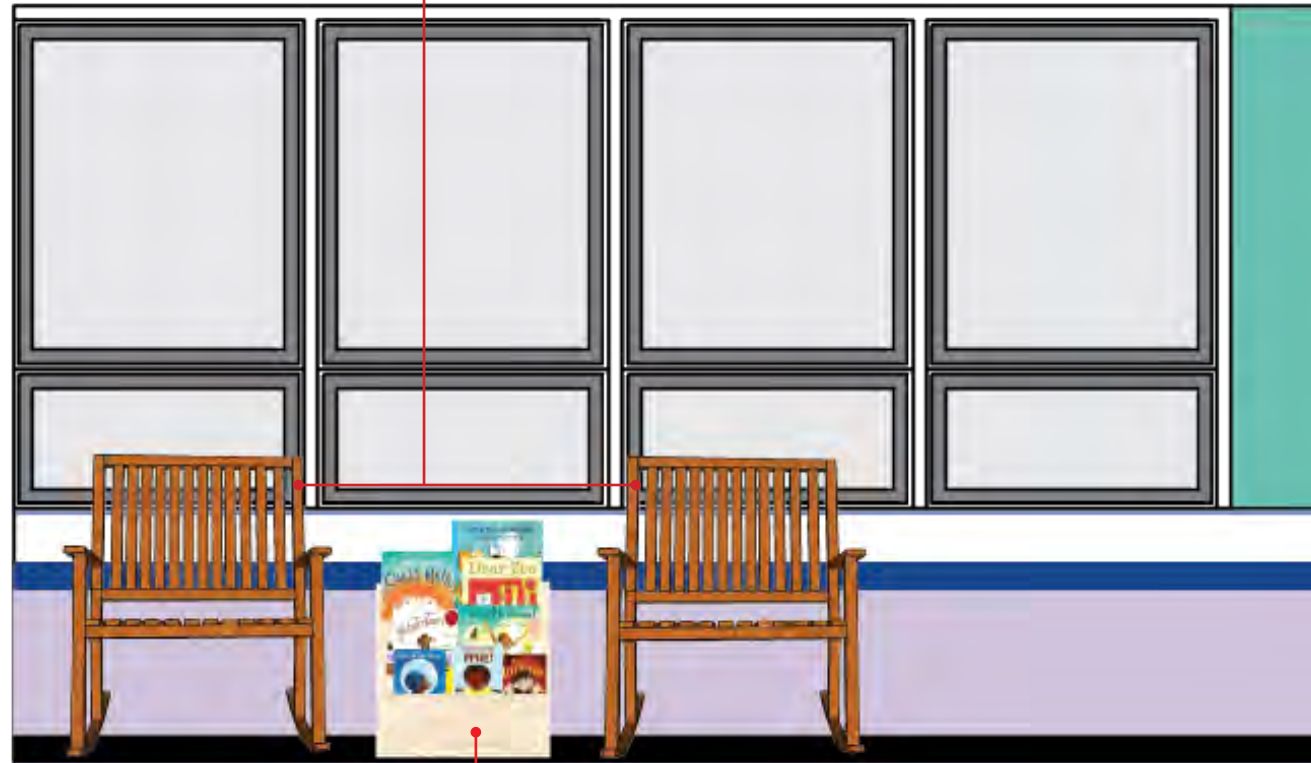
with a mother about her child's interest in sensory experiences. These framed textures are low enough to be felt with hands or toes and the adjectives printed above each frame provide a literacy exercise for young children.

Again, a nature-inspired graphic provides mellow but whimsical decor and as a symbol, the dandelion may provide conversations around hopes and wishes.



Illustrative Elevation North

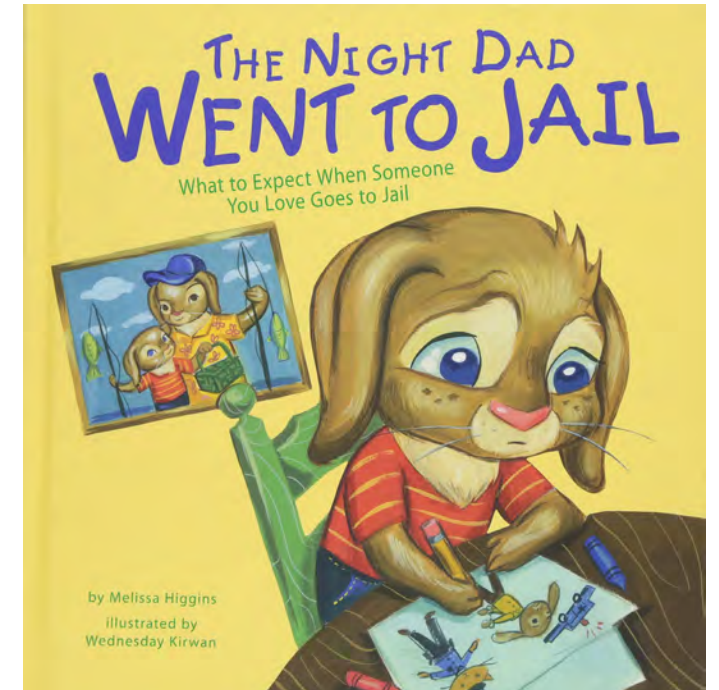
Double-wide rocking chairs
allow for cuddling



Bookshelf allows
for books to be
displayed covers out

WCCW already has a large and diverse collection of children's books, but the books were underutilized and mostly ignored. The books are currently stored in a disorganized fashion with their bindings facing out. In an effort to showcase this collection of books and provide a cuddly reading nook for families, in this design the books are displayed in a bookcase that allows book cover to face out.

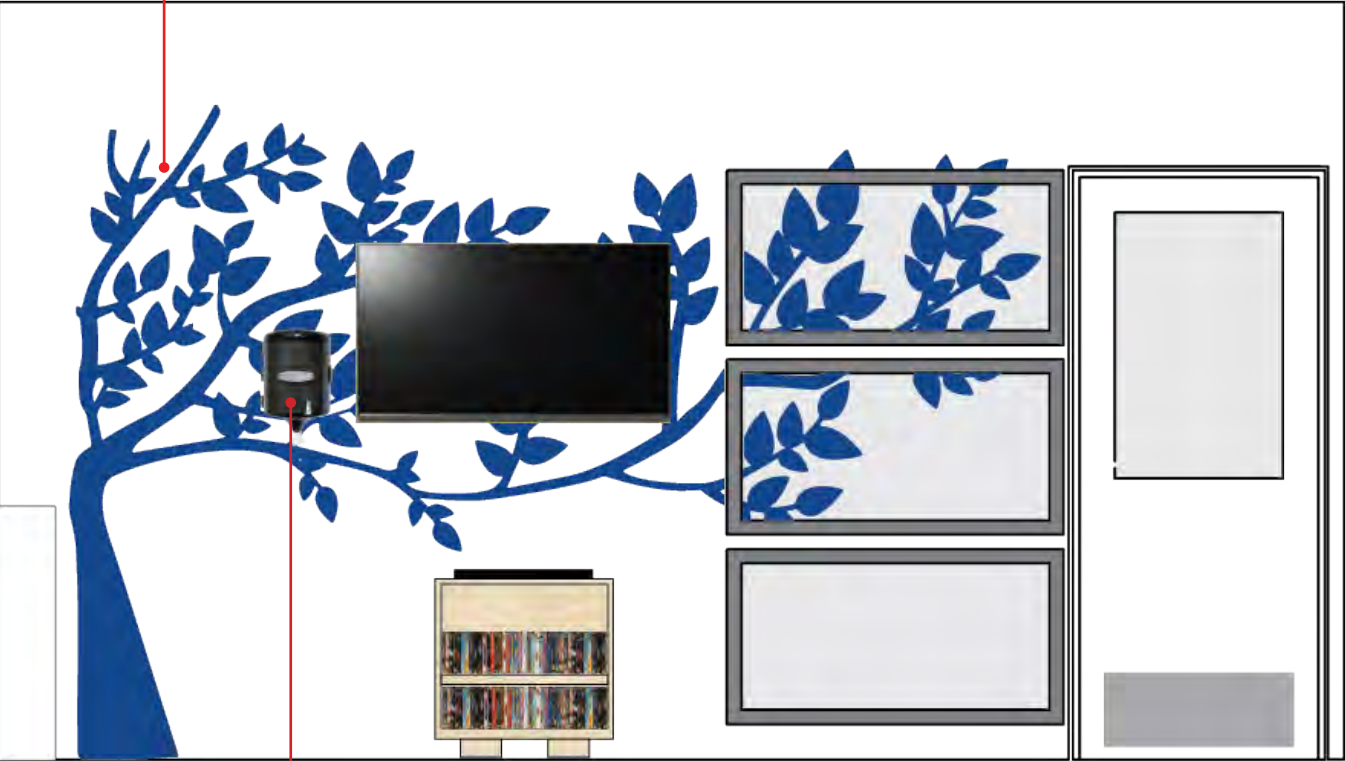
Creating a place for families to cuddle was challenging because of the restrictions on the space. Cushions and pillows were not an option for the WCCW children's area. Double-wide rocking chairs like the ones seen here are an excellent solution because they fit within the constraints of the environment and the gentle rocking is calming and inspires cuddling.



▲ A list of recommended children's books about incarceration can be found in Appendix F

Illustrative Elevation East

Vinyl wall graphic
extends into window



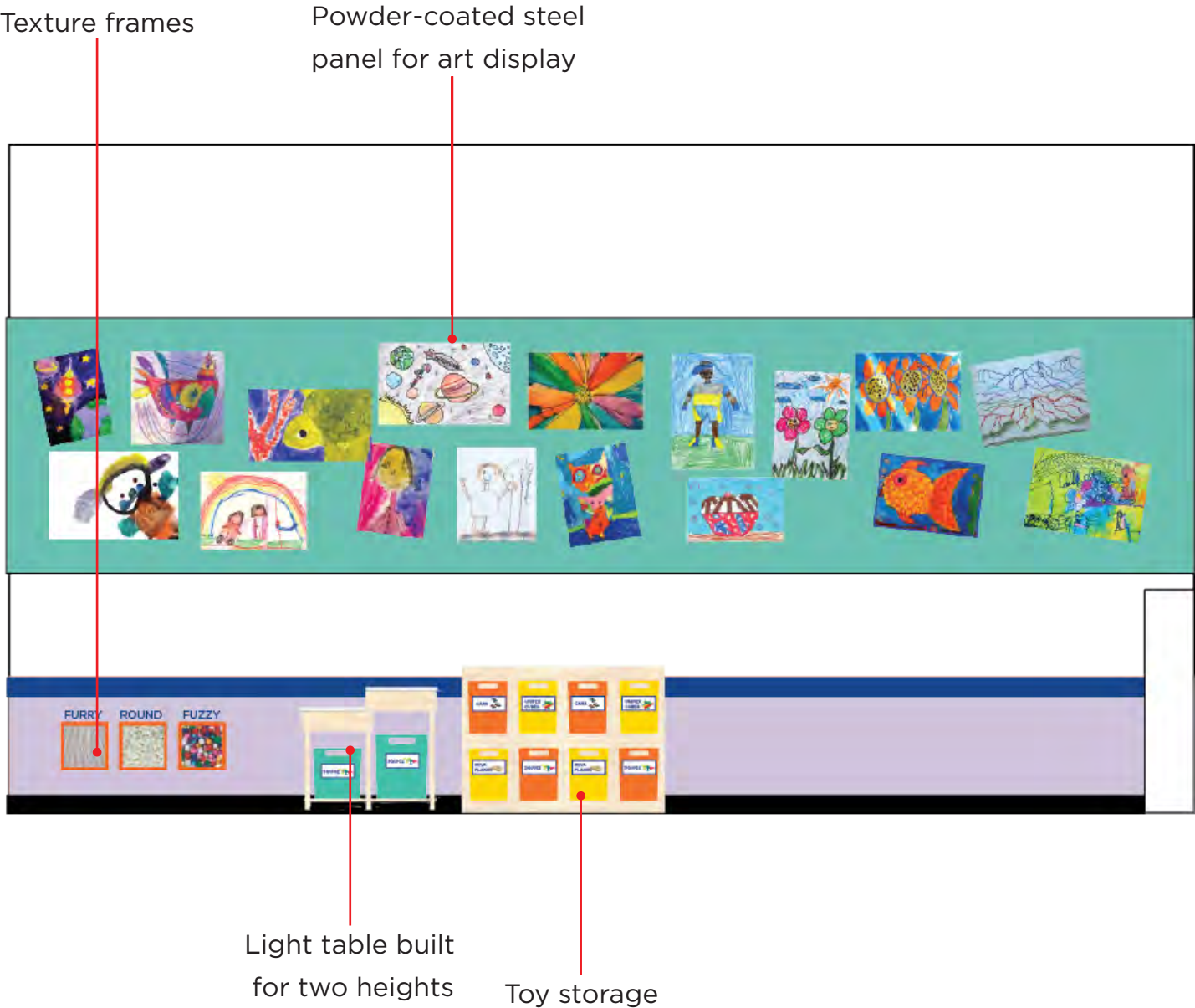
Sanitizing wipe dispenser allows
for wiping off surfaces and toys

On the side of the room with the entrance to the children’s area, there is already a TV screen with a shelf full of DVDs. On this wall, a graphic vinyl of a tree has been added. This vinyl graphic and the one found in the South elevation are both nature-inspired, colorful, and whimsical. A nature-inspired look was the preferred aesthetic for the space, based on feedback from look and feel surveys and some chats with visit room staff. This vinyl graphic also serves as a compromise between the busy murals that existed in this space previously and the plain walls

that are in the space now. These graphics serve as beautiful and welcoming decoration for the space that sets it apart from the rest of the visiting area.

Moms indicated on surveys and in-person during prototyping that being able to sanitize toys and furniture in the space was a priority for them. Sanitizing wipe dispensers like the ones found in public gyms provide a simple solution to this request.

Illustrative Elevation West



When mothers were surveyed, several individuals expressed concern with their children not being able to take their coloring pages home, and moms were also not allowed to have them. Displaying the art in the children's area is one possible solution to this concern. Displaying the art also allows families more ownership over the space and allows them to create memories during their visits. The Hands On Children's Museum in Olympia has an easy-to-manage solution for displaying art, which has inspired the design seen here. A painted steel panel mounted on the wall provides a magnetic surface for displaying the art. The magnets allow parents and children to display their own art or for staff to easily maintain that display.

In testing the light table during prototyping, it was difficult to find a height that worked for the range of children in the space. The solution presented here is a light table with two different heights, which allows for a range of play. During prototyping, it was discovered that families are responsible for cleaning up and organizing the space at the end of the visit. Clean up time is an opportunity for mothers to take on an active parenting role, encouraging children to take responsibilities for their messes and work together. To aid this activity, clear labels for toy bins that are accessible for readers and pre-literate individuals were designed. Having enough furniture to store the various toys and activities in an organized way will make the space much more appealing.

Design Detail

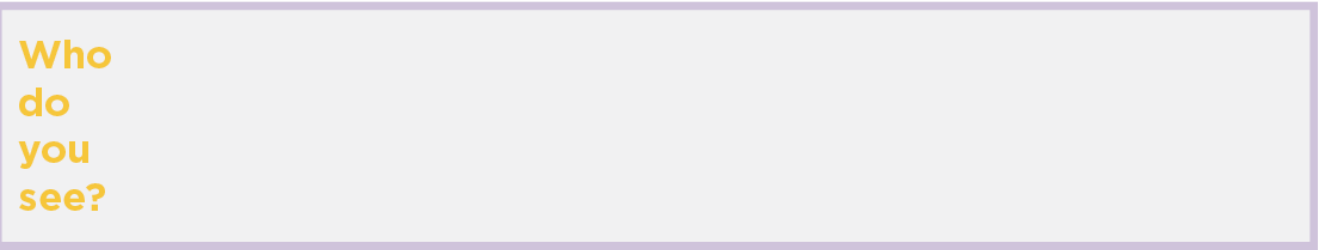
Texture Frames

Textures, framed with plain painted frames and mounted low, allow for children to explore different sensory experiences. Words associated with the textures are printed in vinyl adhered to the wall, the words serve to prompt parents to associate the textures with words for their children.



Mirror

This short open-ended prompt allows mom to read the question out loud to their child.



Art Display



The powder-coated steel panel serves as a magnetic surface on which to display children's art. At the Hands On Children's Museum, this solution for displaying art allows for it to be regularly changed out by staff or museum visitors.

Toy Storage

The labels on the storage tubs have the toy name printed large and a color photo of the toy for pre-literate individuals. This label system allows for children to participate in keeping the space clean and organized.













Considerations

Creating a partnership with a correctional institution, or working to improve the lives of families impacted by incarceration, is not a simple undertaking. Projects like this one and partnerships like the ones highlighted in the Case Studies section are done with **empathy, emotional intelligence and the ability to balance the needs** of families with the needs of a correctional environment.

Be Flexible

Prisons are busy places, often with staff who are stretched thin and **the priorities of a prison, do not necessarily align with the priorities of a children's museum**. Because of this, it's important to have patience, flexibility, and be open to communication patterns that might feel different than what you're used to. For example, you may need to set up a meeting or tour at a prison several weeks in advance and provide information for

background checks which can take a few days to be processed. Calling your contact on the phone or setting up time to talk in advance may lead to be more successful communication than emailing.

Find the Need

Not all prisons prioritize visiting programs or family programs, so they may not be the best fit for finding ways to reach families experiencing incarceration. **Reaching out to non-profit organizations or experts (like family counselors) who already work with families may be a better fit for your project or partnership.** For example, in Philadelphia, the *Maternity Care Coalition* works to support mothers and pregnant women who are incarcerated, have been impacted by incarceration or are affected by a range of other factors. Aside from organizations that may be specific to your community or city, there are even more wide-reaching programs such as

Girl Scouts Behind Bars which helps Girl Scouts connect to their mothers or grandmothers who are incarcerated. Organizations like *Maternity Care Coalition*, *Girl Scouts Behind Bars*, and others may already be working with the Department of Corrections, so you may find them listed on your state's DOC website, or individual prison's websites. **Finding organizations that are already working with the audience you're interested in accessing, will help you and your institution discover what needs aren't already being covered, and will help you find a need that is the right fit for your institution.**

Listen

As museum professionals, designers, and educators we know that considering our audience is the first step to creating a successful experience. This is the same for prison/museum partnerships. **The most critical component of this project**

was communicating with mothers about what they wanted from this project and determining how to meet those needs within the constraints of the prisons regulations. This is not only the most critical component but is also the most difficult, uncomfortable, and surprising part. Recognize that you are communicating with people who have had their freedoms and privileges stripped and are likely worried about their families. Being aware of the trauma families are experiencing is critical. **Leave your preconceived notions at the door** and know that your role is not to judge or wonder why a prisoner is there, it is to listen, observe, and help them find ways to connect with their families.

Building a partnership with a prison is difficult, but do it anyway. Families with a parent who is incarcerated are still families and museums are well-positioned to help keep families intact.

Conclusion

As shown in the Children’s Museum/ Prison Partnership section of this thesis, children’s museums and many other organizations are working hard to connect with families impacted by incarceration in an effort to strengthen parent/child relationships. Some organizations are creating interventions for families currently experiencing incarceration or other court-mandated separation and others are working with families during reentry from prison. The variety of different programs and partnerships by children’s museums shows that children’s museums often find ways to serve their specific community. **There is not a “one size fits all” for children’s museum/prison partnerships.** Museums need to work within their own communities to determine the best ways for them to serve families.

This project looks explicitly at one way of creating a better experience for children visiting their incarcerated parent. For example: finding ways to provide a better experience for children visiting a parent in a non-contact visiting environment; or a more child-friendly approach to the security and waiting room portions of the visit which occur before a child even sees their parent. **More work can be done by museums or other organizations to work with the prison to improve a parent/child experience.**

This project could be expanded upon in many ways. Prototyping in different prisons would provide insights into similarities and differences among institutions with varying security levels. Consulting with prison staff and further prototyping with families could provide ideas for new experiences in

the visiting room. For example, graphic panels and prompts that support family strengthening play experiences should be tested further.

This project might serve as a starting point for redesigning children’s areas in prison visiting rooms with museums and prisons finding their own ways

to make these ideas work for their specific communities. **Ultimately, these partnerships can be successful if there is buy-in from correctional facilities, flexibility from children’s museums, and most importantly, input from the families who are impacted by incarceration.**

▼ **“Family Interrupted” by Eric Okde**
This mural is located in North Philadelphia



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A large, colorful mural of Disney characters covers the back wall of a playroom. The characters include Snow White, the Seven Dwarfs, Cinderella, the Beast, Belle, the Genie, Aladdin, Jasmine, Ariel, Pinocchio, and others. The room is filled with toys, including a bookshelf, a toy bin, a rocking chair, and a play table. A white banner is stretched across the middle of the room.

Section 5

APPENDICES

Appendix A Prisoner Survey

Visiting Room Children's Area Survey

The purpose of this survey is to find out, from visiting room users, how to improve the children's area inside the visiting room. The results from this survey will inform design choices for the potential redesign of the children's area.

1. What is the primary language spoken in your family? *Choose one.*
2. When you receive visits, on average how many children are in attendance? *Circle one.*

- ☐ English
☐ Spanish
☐ Other: _____

- 1 2 3 4 5

3. Please list the ages of your children and circle how often they visit. Use the table below.

Age of Child <i>Write in.</i>	How often this child visits <i>Circle one.</i>				
	every week	1-2 times a month	a few times a year	once a year	never
	every week	1-2 times a month	a few times a year	once a year	never
	every week	1-2 times a month	a few times a year	once a year	never
	every week	1-2 times a month	a few times a year	once a year	never
	every week	1-2 times a month	a few times a year	once a year	never

4. What's the general feeling you have when your children visit? *Circle up to three.*

- | | |
|---------|-----------|
| Awkward | Happiness |
| Sadness | Worry |
| Love | Anger |
| Fear | Fun |

6. What is the level of safety your children feel when they visit? *Circle one.*

- | | | | | | | |
|--------|---|---|---|---|---|------|
| | 1 | 2 | 3 | 4 | 5 | |
| Unsafe | | | | | | Safe |

5. What do you think is the general feeling your children have when they visit? Circle a face.



7. What are the most challenging parts of visiting?
Write in.

8. Do your children use the children's area? *Circle one.*

- 1 2 3 4 5
Never Always

10. What do you like to do with your children when they visit? Choose up to two.

- ☐ Read
- ☐ Eat snacks
- ☐ Cuddle
- ☐ Talk about their life
- ☐ Talk about your life
- ☐ Play games
- ☐ Other: _____

12. What types of activities would you like to see in the children's area? Choose three. Feel free to add ideas.

- ☐ Play pretend
- ☐ Sensory play (like play doh)
- ☐ Playing games
- ☐ Making art
- ☐ Building
- ☐ Using dolls or puppets
- ☐ Books
- ☐ Use technology
- ☐ Activities about being healthy
- ☐ Activities lead by someone (like a special guest)
- ☐ Write In:

9. How do your children use the children's area?
Check all that apply.

- ☐ Alone
- ☐ With me
- ☐ With children they came with
- ☐ With children of other inmates

11. Which of the following is a priority for you for the children's area? Choose one.

- ☐ Learning more about strengthening my relationships
- ☐ Fun for my children
- ☐ Educational for my children
- ☐ Looks beautiful
- ☐ Helps keep my kids calm

13. How do you stay in communication with your kids in between visits? *Check all that apply.*

- ☐ Letter writing
- ☐ Phone calls
- ☐ Video chat (Skype)
- ☐ No communication in between visits

14. Please use this space to share your thoughts on the children's area of the visiting room.

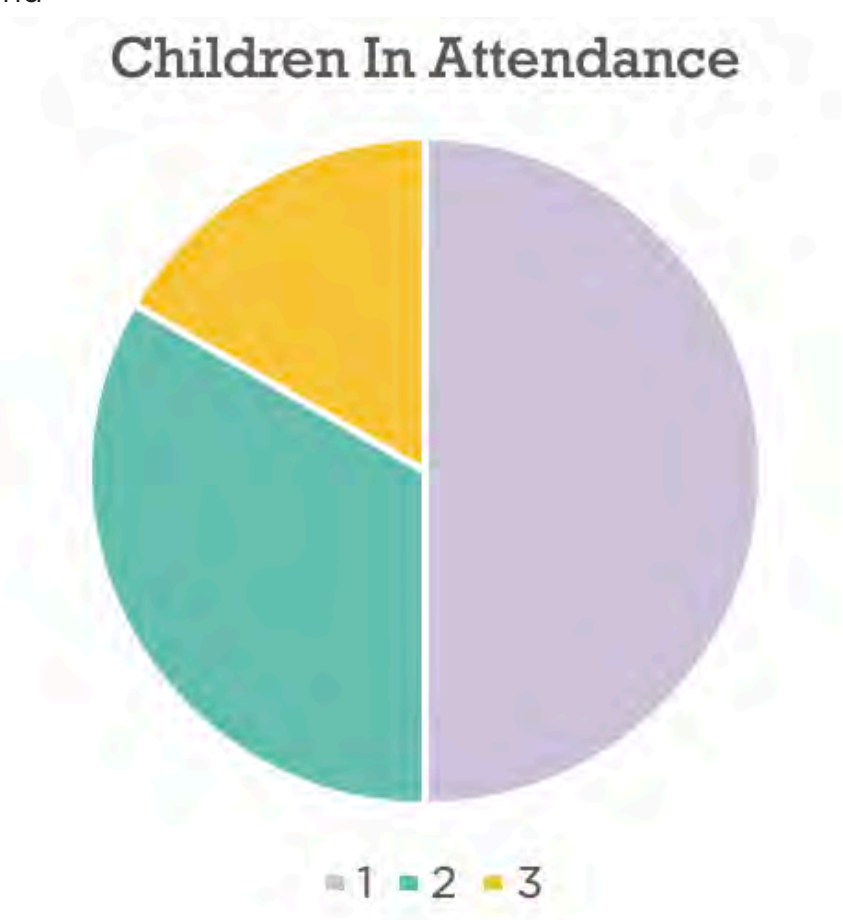
Appendix B Survey Analysis

1. What is the primary language spoken in your family?

Out of 27 surveys, 25 people responded that English was their primary language, two people cited both English and Spanish. However, under the guidance of WCCW, the survey was only printed in English, which may have skewed survey data.

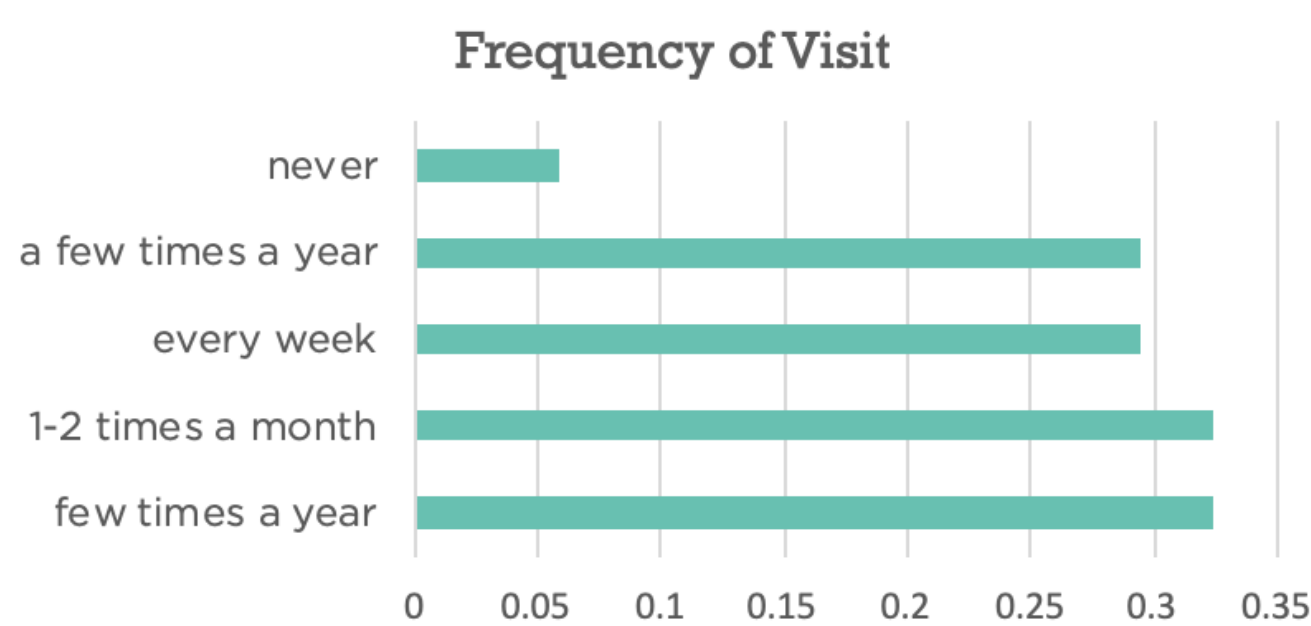
2. When you receive visits, on average how many children are in attendance?

All of the individuals surveyed have one to three children visit, most individuals have one child visit at a time.



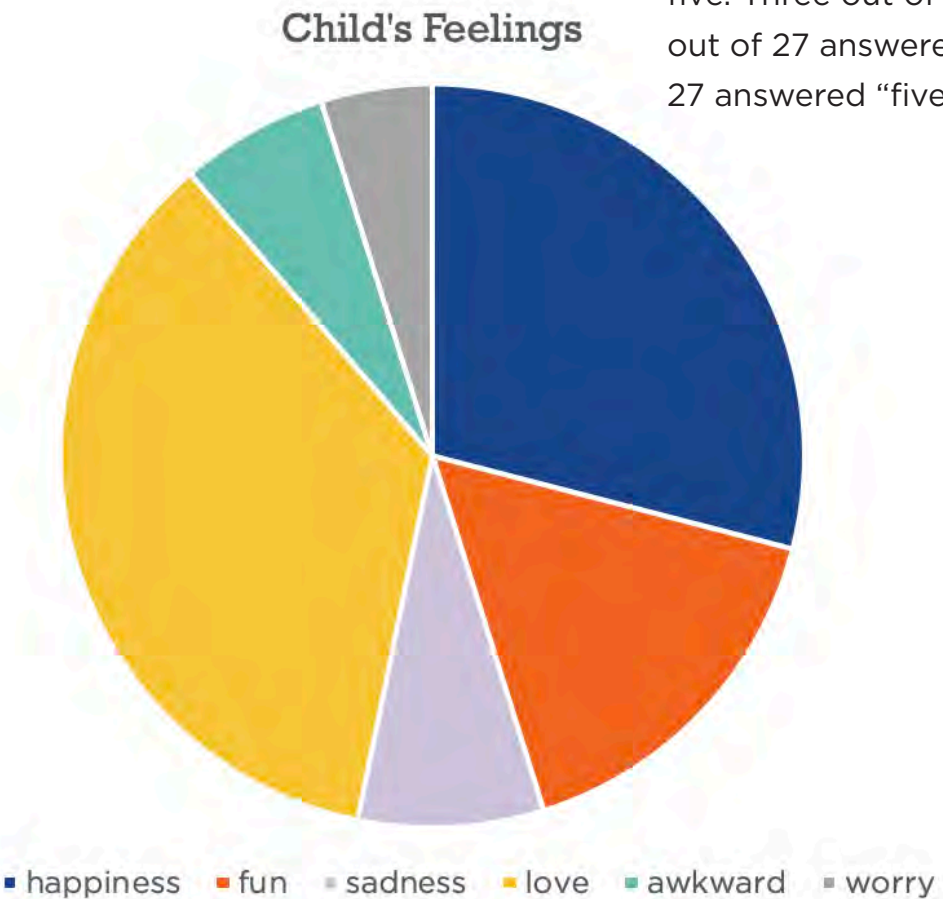
3. Please list the ages of your children and circle how often they visit.

Ages of children ranged from 6 months to 18 years, with most respondent's children falling in the age range of 2-8. The average for the ages reported was 5.7. Frequency of visit varied among survey respondents.



4. What’s the general feeling you have when your children visit?

Survey responses indicate that love and happiness are the two prevalent feelings when children visit.



5. What do you think is the general feeling your children have when they visit?

On a scale of sad face (one) to happy face (five) all of the survey respondents indicated an answer between three and five. Three out of 27 answered “three”; 13 out of 27 answered “four”; and ten out of 27 answered “five”.

6. What is the level of safety your children feel when they visit?

On a scale of one (unsafe) to five (safe), three of 27 respondents indicated their children’s feeling of safety is a three. Eight respondents indicated their children’s feeling of safety is a four; and sixteen indicated a five.

7. What are the most challenging parts of visiting?

Following are the write-in survey responses to this question:

When it’s time to leave. Cries and don’t want to leave.

The travel from Spokane.

When officers tell my visitor rules, or when they interrupt my visit.

Playing with different ages of children, sharing toys.

The way the guards are.

When my kids get tired. No double stroller for both my kids, not enough high chairs.

Sending them home.

That our children color stuff for us or themselves with the supplies DOC provides and yet they must throw them in the garbage before they leave. They want to give them to their parents or at least be able to take them home. It’s rude to our children.

Being able to spend one on one time with each of kids. Keeping my kids occupied.

The fact that the kids are not allowed to pull chairs or seats up closer to the TV. It can not be heard from far and isn’t easily seen from majority of the tables. Maybe it should be angled in the corner,

possibly surround sound so that volume is at a comfortable level for people in all areas of the room. Not too loud, just enough to be heard. Also black mat scuffs shoes and light clothing. Toys need updated and these are not enough age appropriate games .

Worry about toys being sanitized and clean. Toys are not engaging.

Saying goodbye

sanitary/clean mat for me and my kids to roll around on.

Finding things to do to keep the visits engaging. New games, books, activities are helpful in keeping visiting from being monotonous, especially for the younger children.

Not having a floor/mat for my son to crawl or cleaner toys.

Not being able to sit on floor due to carpet not being cleaned enough.

I don't like the new paint job, so does my son. All the characters are gone. It soothes him we made games and would sing songs about the paintings on the wall, it's bland boring, no happy, no imagination I CAN'T STAND IT.

Saying goodbye and trying to keep him in the kids visit room.

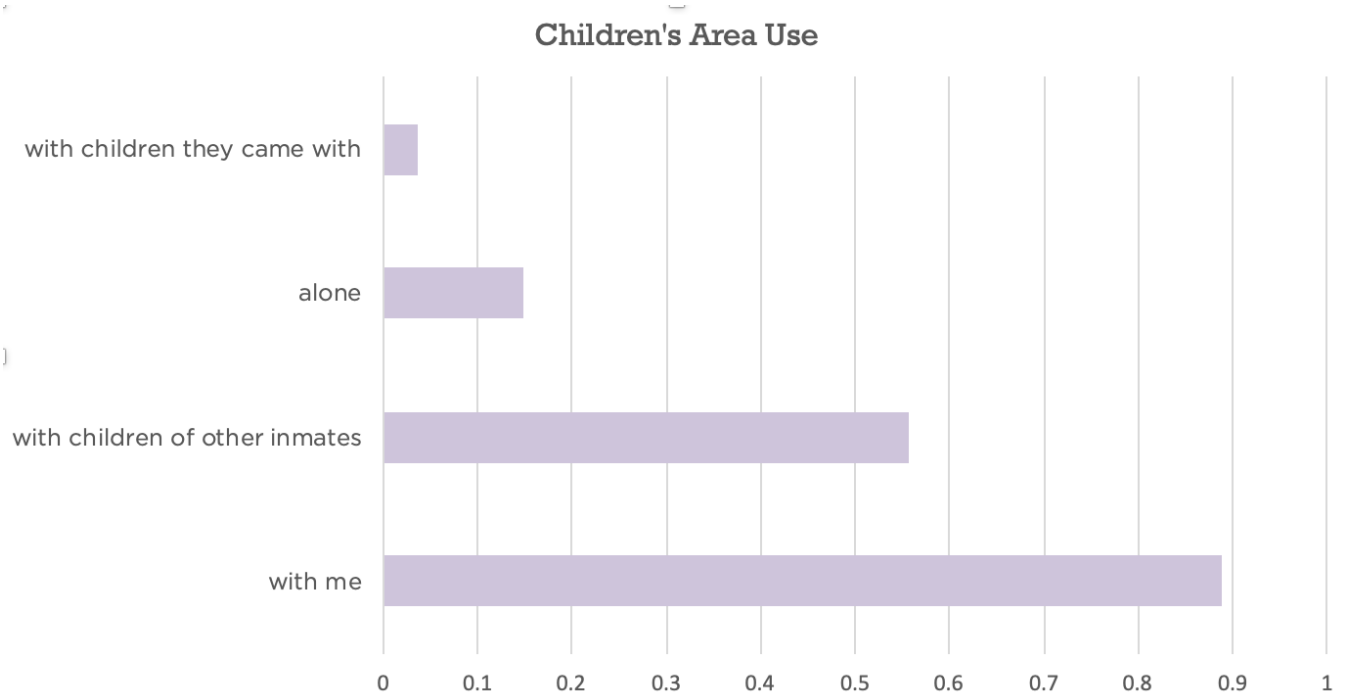
Them leaving.

Saying goodbye.

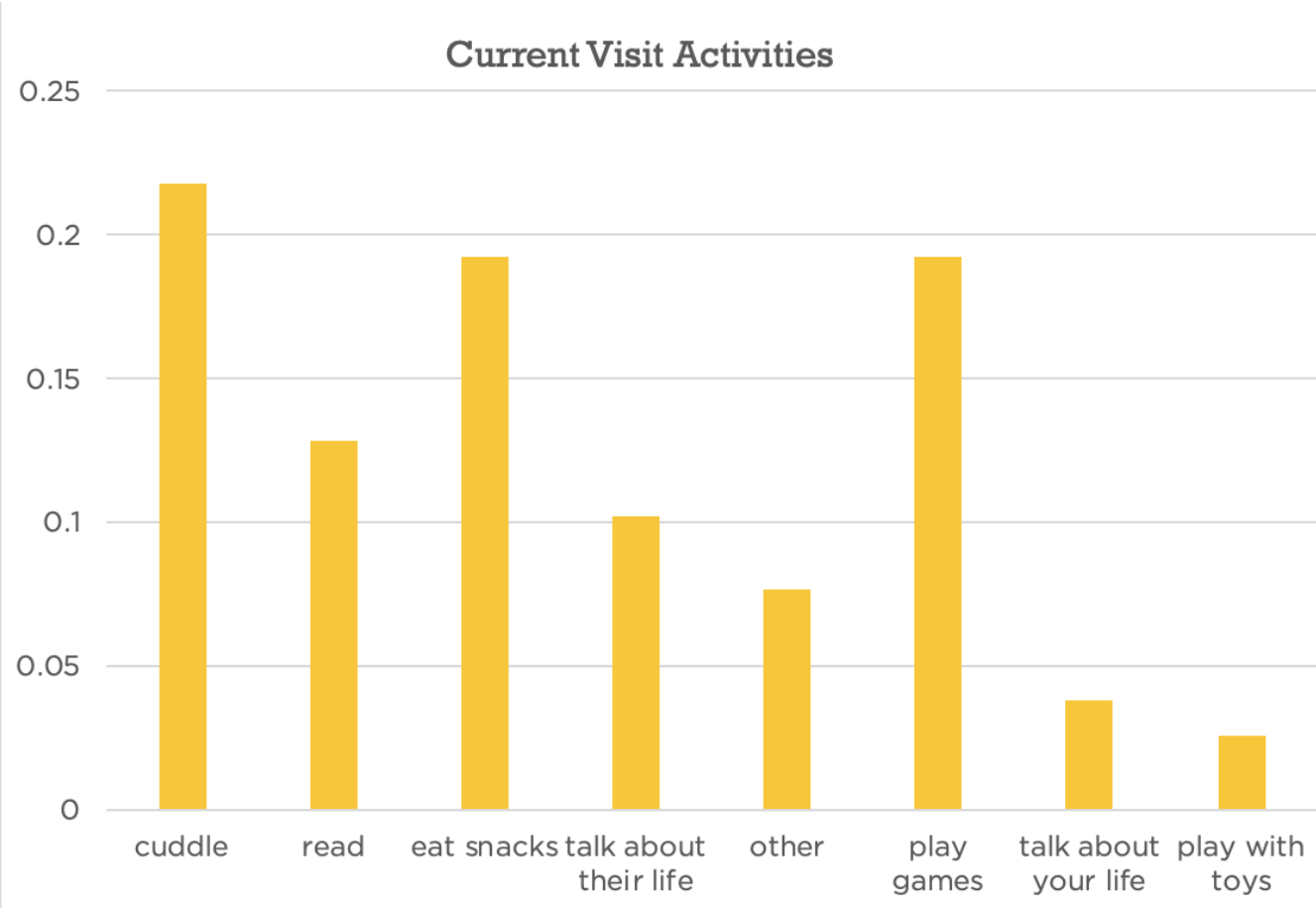
8. Do your children use the children's area?

on a scale of one (never) to five (always), 22 respondents indicated a five; one indicated a four; two indicated a three and two indicated a two.

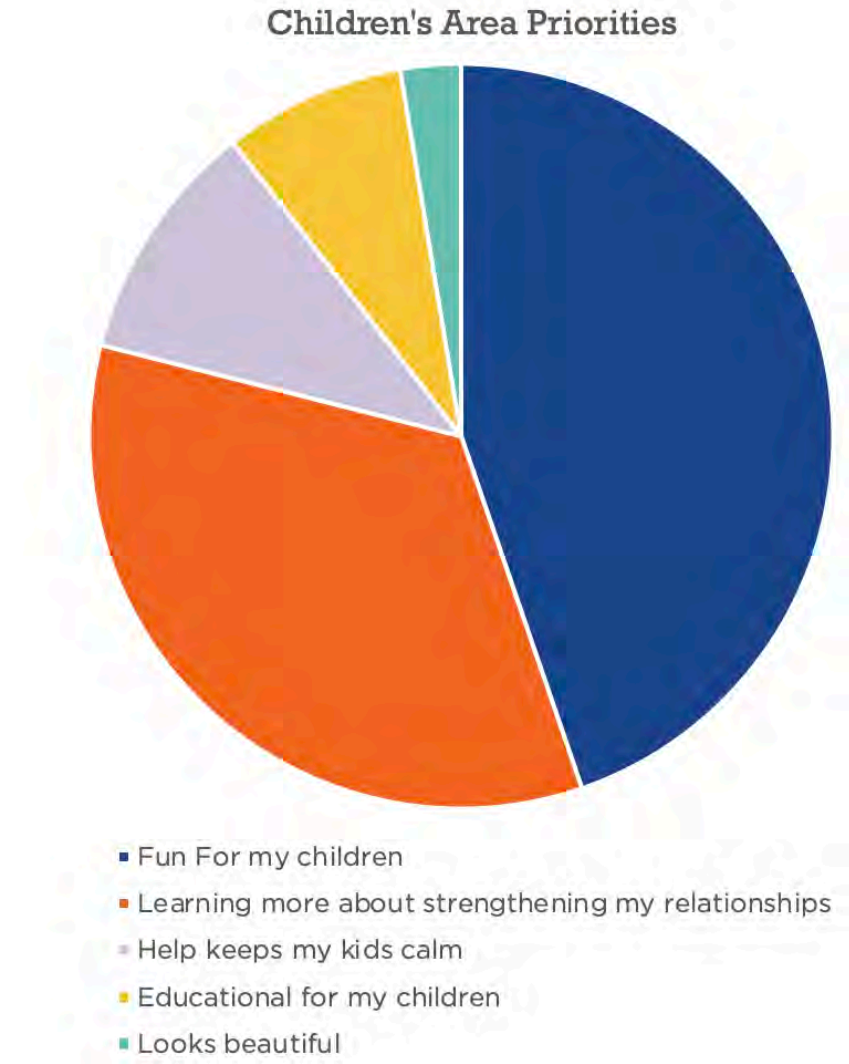
9. How do your children use the children's area?



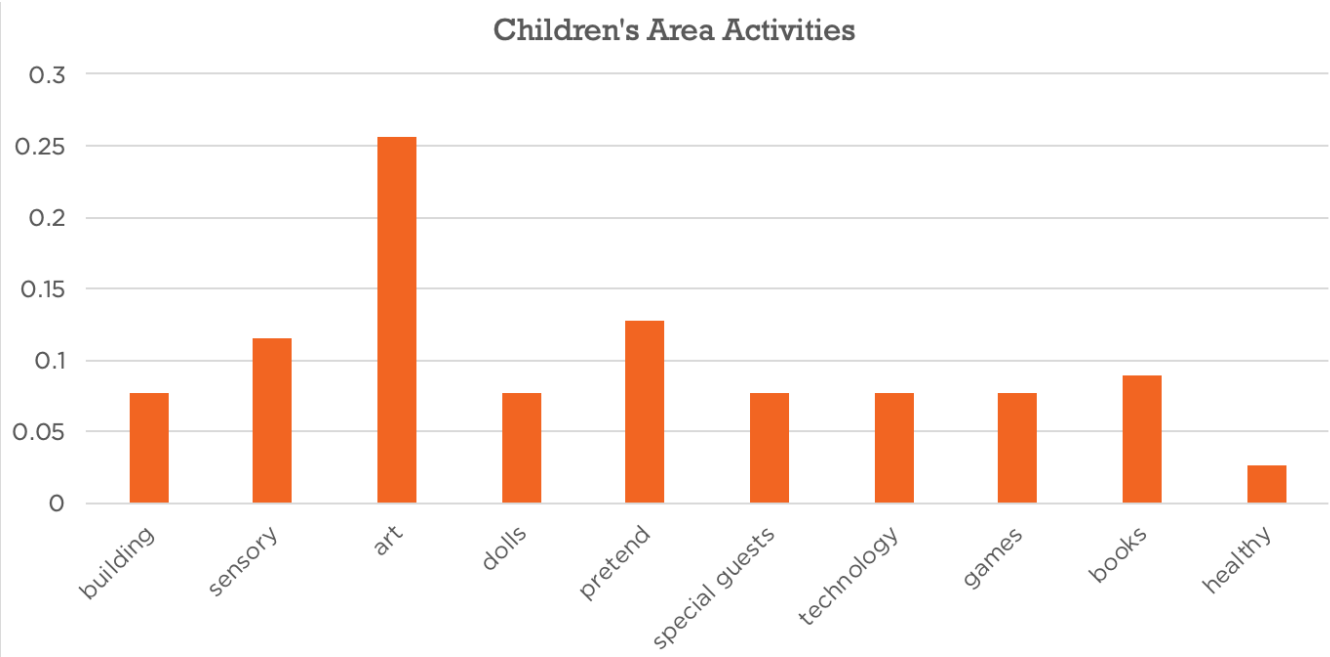
10. What do you like to do with your children when they visit?



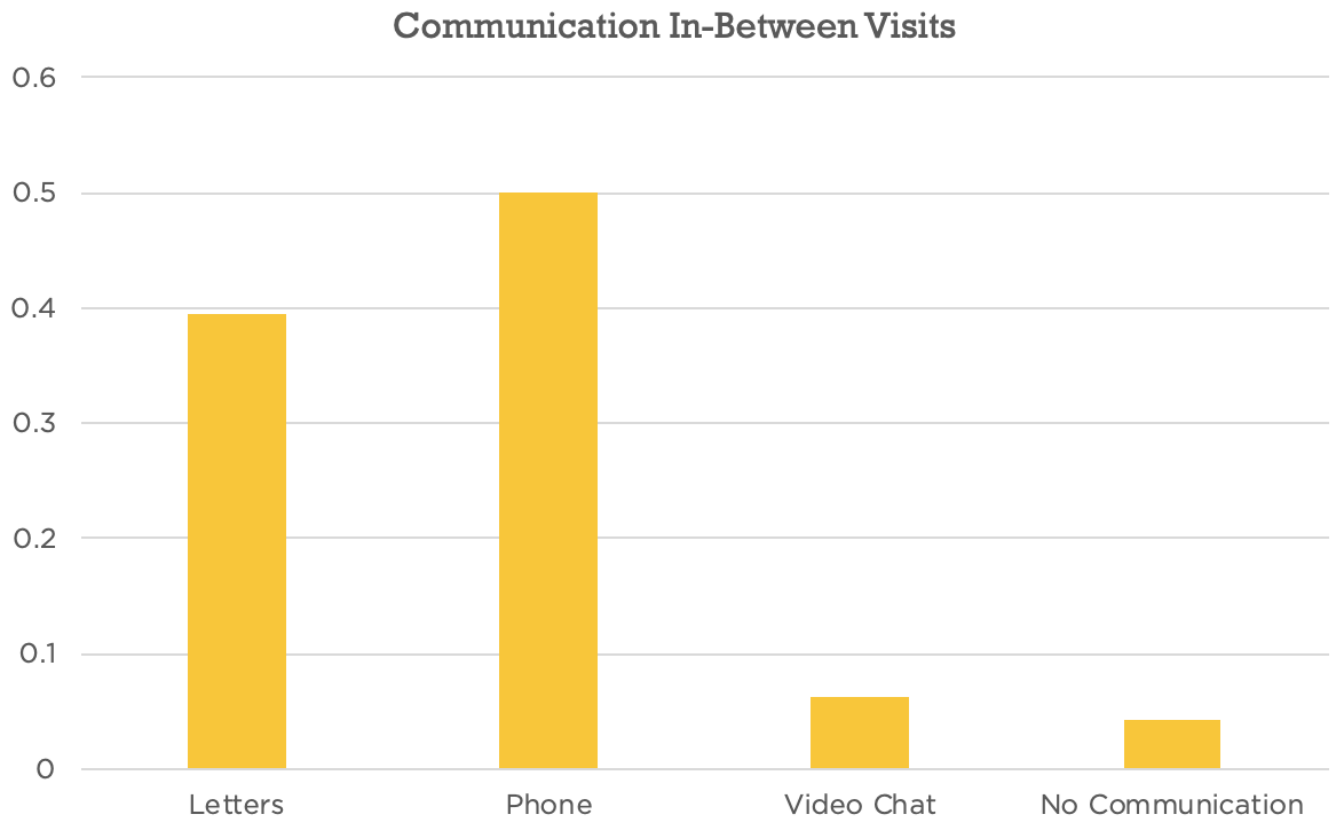
11. Which of the following is a priority for you for the children's area?



12: What types of activities would you like to see in the children’s area?



13. How do you stay in communication with your kids in between visits?



14. Please use this space to share your thoughts on the children’s area of the visiting room.

Following are the write-in survey responses to this question:

Hard for child to leave at the end of the visit. Art on walls is inspirational, paint is nice, better than it was before.

Legos or Megablocks

Miss the disney murals

Make art they can take home, guards disrupt my visit

Some toys don’t work, everything seems dirty and not easily sanitized.

I liked it before it was painted. The staff isn’t friendly. People ruin visits. It is never okay to yell at an offender in front of their children.

Newer movies please

Make things children can take home, need new toys and cleaning

Children have to throw away art before they leave, want crafts that child can take home or give to a parent

Need a space for kids to display art they make- not boy scout/girl scout art which excludes some children. Height chart to keep track of kids art

Finding things to do to keep the visits engaging. New games, books, activities. Kid about to “age out” a rotating, seasonal section would be good to keep kids excited about next visit.

Like the new changes

Needs more toys, educational, age appropriate, need characters back, a happy ABC with illustrations, funny, lovable things a child can recognize, color that’s not a mental health or doctors office, i want by children to see color and use imaginative toys.

Saying goodbye, trying to keep him in the kids visit room, more interactive toys

Need adult rocking chairs

Dirty

Plain to look at but nice. More color on the wall. Looks like a doctors office waiting room.

Appendix C Case Studies

The case studies below investigate existing partnerships between children’s museum and prisons or other community organizations that specialize in family reunification. The case studies are conversations conducted over the phone or in person with key individuals involved in the partnerships. While not performed as an “interview”, these questions framed the conversations:

- How does your partnership/program work, for the museum side and for the partnering organizations and for the families involved?
- What about this partnership/program is most successful?
- What are the challenges for a partnership/program of this nature?
- How does funding work (or not work) for this partnership/program?
- Have you conducted any type of evaluation on this partnership/program?

Children’s Museum of Manhattan + Rikers Island

The Children’s Museum of Manhattan (CMOM) and Rikers Island Correctional Facility have a history of partnering. Originally, CMOM delivered programming in the Rikers visiting room on special days. One of the challenges of this partnership was that women incarcerated at Rikers didn’t want their children to visit them there. According to Leslie Bushara, Director of Education at CMOM, mothers at Rikers didn’t want their children to come into the prison out of fears of them being in danger, but also because they didn’t want their children to see them as prisoners. Another problem was that visiting Rikers was inconvenient and difficult for families.

Staff at Rikers eventually approached Bushara about bringing a few, non-violent inmates with good behavior to CMOM to visit with their children. Bushara loved the idea and approached

CMOM’s executive team who also supported the idea. Staff at CMOM and Rikers had to work hard with City Hall to have the museum inspected and create a protocol to pilot the new idea for the visiting program. Bushara also had to get buy-in from staff about this program — many of the staff were uncomfortable with the idea of having inmates at the museum, but enough people were in favor that Bushara knew they could support the program with staff. Bushara also found that board members, the mayor, and the press wanted to be present for the program. At first, Bushara was concerned about including so many people, but ultimately she allowed them to be there.

When the day came for the first visit at the museum, Bushara’s team set up one exhibit space in the museum. The space they chose for the first program was an active play space with nooks to read in,

role play areas, and water/sensory play stations. Food and drinks were also put out for families to enjoy. Guards showed up ahead of time to secure the building and get to their posts before the mothers arrived.

Four women arrived from Rikers in a van with ankle and wrist shackles. Each woman had to be ushered inside and removed from shackles and changed into civilian clothes before meeting their children- this was a concern for the mothers who didn't want their children to see them in the shackles. Five children and their caregivers were waiting inside. Bushara explained that the moment the women were reunited was a very emotional moment for all involved. Staff worked hard to maintain neutrality and blend into the background. As the initial meeting calmed down, some moms went off with children to eat and talk, some played, and some cuddled quietly.

About 40 minutes into the visit, everyone gathered for story time with the City's First Lady Chirlane McCray, who read "Hungry Caterpillar". Photos of this appeared in the press that followed the program.

The program lasted two hours- families were quietly given a ten minute warning before goodbyes- staff went around gently letting mothers know that their time together was coming to a close. Goodbyes were also emotional, but the museum used gift bags from Nickelodeon to motivate the children to move to a different part of the museum. Bushara said this strategy was successful.

The museum felt it was important to include the wardens and offered them food and museum passes to bring their families back. The museum also gave passes to the children and their caregivers.

Logistics

The museum was closed to the public and it was a Monday afternoon.

The museum is usually closed on Mondays with a sensory sensitivity program in the morning.

The children were ages 2-10

Older siblings have been invited as "helpers" which has been successful.

The program happened three times for three months, once per month

Moving Forward

The program has been approved to happen every month next year.

The museum is looking into how to do pre and post evaluations of families participating in the program to find out if/how the program is a benefit to them.

Challenges

The reach- only about ten women qualify for the program and the museum feels it can only support about five inmates and their families. A woman who experiences disciplinary action may have the privilege immediately revoked (this happened to one woman the morning of the program)

Repetition and access are both important to CMOM- it would be positive for the program to see more families be able to participate and Bushara feels it would strengthen family relationships for the moms to get to see their children at the museum once a month.

Providence Children's Museum + DCYF

The following is based on a phone conversation with Heidi Brinig, the Director of the *Families Together* program at the Providence Children's Museum in Rhode Island. Families Together is a program designed collaboratively between Providence Children's Museum (PCM) and the Department of Children, Youth & Families (DCYF).

DCYF is Rhode Island's child welfare program. In 1991, at a time when PCM was looking to expand their reach to under served populations, Brinig helped to build a bridge between these two organizations. *Families Together* is a therapeutic visitation program that works to build and rebuild relationships and communication between children and parents who are undergoing a court-ordered separation. The goal of this program is to assess if the parents have the ability to be full-time parents

and ideally, to reunify families. Children in the state's custody are there because of neglect (medical, emotional, leaving children with inappropriate people) and/or abuse.

To support this program, PCM has a staff of eight clinicians who each have a caseload of 12 families. A unit within DCYF refers to a family (or "case") to PCM. *Families Together* staff will screen the referral which means they will introduce themselves, explain how the program works, the highlights of the program and ask the family if they want to participate. Brinig said that about 95% of families asked will opt to do the program- but that number is not indicative of how many families succeed in the program. Each clinician is responsible for documentation, developing a treatment plan, and coordination with caseworkers and other treatment professionals. PCM works

hard to provide a high level of coaching, parent support, and case management.

The clinician does a thorough intake interview and creates a structured set of learning goals with the parent. Sometimes observation of the parent and child relationship is required before goals can be set. *Families Together* typically offer a family 18 visits in its program; by contract, they can extend or shorten the number of visits depending on the needs of the family. During sessions at the museum, clinicians use play as a therapeutic tool for the family. Brinig says that oftentimes education for the parent is about what is typical for their child and that their work is to "feed the relationship, grow it and help the parent understand it better." The clinicians also teach parents how to support children's curiosity and creativity. The clinicians work to help parents learn how to help their children grow into adults that welcome learning

opportunities and have creative confidence. Most of the work of *Families Together* is done at the children's museum and sometimes off site at a house. Transportation to and from the museum for the parent and child is provided by the program.

Brinig explained that a benefit for having the program at a children's museum is "the unique style of a children's museum- hands-on, open-ended. This approach fits perfectly with this population because there is no right or wrong way to play with anything." Working with the parent at the children museum in this open-ended way helps remove the stigma of there being a "right" way to parent. The *Families Together* caseworkers tailor a treatment plan for each family and constantly assess their ability to be a full-time caretaker, again based on tools that they've created.

Benefits

The children’s museum is an ideal location for play therapy.

Reach and under served audience, make the museum available to all that want to be here

This program led to significant growth for the museum including a more diverse audience, and multiple partnerships with organizations that serve people.

This has been important for the museum and the fabric of the museum who they serve.

Challenges

Occasionally casework visits “ruffled feathers” of general museum visitors. The directors have said directly that this won’t affect how they serve these families.

It can be challenging for a small non-profit to work with a large state agency, but the museum has worked hard to make it a successful experience for all involved.

Transportation was a challenge- 75% of families weren’t showing up until transportation was provided.

Difficult population to work with- parents often have mental health issues, addiction problems or go missing.

Cases are becoming more difficult due to other interventions for “easier cases”. *Families Together* has a reputation for taking on “delicate, challenging and complicated” cases.

Metcalfe Architecture & Design
+ Children’s Hospital of Philadelphia

The following study is based on an in-person visit to Metcalfe’s offices to meet with Aaron Goldblatt, Partner and Senior Exhibit Designer.

At the Children’s Hospital of Philadelphia (CHOP) the staff had a goal to create diversionary play spaces on each floor for patients and waiting families. CHOP partnered with Metcalfe Architecture & Design Firm (Metcalfe) to design these spaces. Hospital administrators, Patient & Family Youth Advisory Team and a Clinical Advisory Team all had input on the newly designed spaces. They decided a theme of “Children in Motion” and the design team learned that designing in a space like CHOP had challenges that are different than a museum or park. For example, the space had to be very easy to sanitize, there had to be a limit to how much visitors were touching surfaces (spreading germs) and they had to stay away from

“triggering” imagery such as butterflies and lilies with could be visual reminders of funerals.

Approaching the design of this space had more to do with what they couldn’t do, than what they could do.

Hands On Children's Museum + Cedar Creek Corrections Center

This study is based on a phone conversation with Marina Shaughnessy, Grants Manager and Amanda Wilkening, Visitor Engagement Manager Hands On Children's Museum (HOCM). Later I was also able to speak with Ben Michaelis, HOCM's Outreach Coordinator and Kim Beckham, Manager of Community Partnerships at Cedar Creek Corrections Center (CCCC).

The partnership between Hands On Children's Museum and Cedar Creek Corrections Center began through the HOCM outreach program and the CCCC events program. CCCC holds events for inmates and their visitors four times a year. The events usually have themes like Back to School or occur on holidays like Father's Day. HOCM provides staff and activities at events such as a wind tunnel, a craft, scribbling robots, etc. HOCM has been an important piece of the community ecosystem

in Olympia, Washington for over 30 years. One of the most important community partnerships they have is with an organization called Safeplace. Safeplace provides resources for victims of domestic violence. One service HOCM partners with Safeplace for is providing a confidential meeting space for a support group with mothers and Safeplace staff. While the mothers meet, their children can play in the museum, eat dinner, and do an educational activity with HOCM staff. This program has been replicated by HOCM with Kinship families. Kinship families are children in the care of a family member other than their parents. These children might be separated from their parents due to incarceration, death or court order and oftentimes the caregivers need lots of support. These programs, along with outreach to local correctional facilities is what Shaughnessy refers to as a "hook" for donors. Often

these types of programs attract donors who then see all of the other incredible programming and services the museum provides and the donors become more financially invested. These programs don't come without their challenges though. Working with outside organizations requires excellent communication and understanding of each other's obstacles. For example, to send staff from HOCM to CCCC requires a background check and HOCM is not allowed to send volunteers (who support many of their other public outreach programs). Without enough notice of an upcoming event, it can be difficult to schedule around these requirements. There are also strict rules about what can be brought into the visiting room which limits the types of crafts or activities can be brought- or at least requires a lot of pre-planning. However, Wilkening says these programs are important enough to HOCM and the

community that they are highly flexible when it comes to CCCC or other prison partners.

During a subsequent phone call with HOCM's Outreach Coordinator Ben Michaelis, I was able to learn more specific information about what these programs are like. Michaelis was also able to provide some anecdotal information about the successes and challenges of the CCCC partnership. He expressed that the activities HOCM brings to the visiting rooms provides a context for the visit. He felt the children need something lighthearted to do and think about and he notices that the families have a good time when they're doing an activity together. He also said that the activities provide an opportunity for parents to care FOR their children- the parent can help a child achieve a goal or complete a project. The activities encourage

a parent to rise to the occasion of providing this care for their child.

Michaelis spoke with one incarcerated individual who was helping with an event but didn't have family members visiting that day. This individual expressed that oftentimes these visiting days are opportunities for the men to show a different side of themselves than their daily "selves". Seeing men with their families helps them see each other's vulnerabilities and potentially increases empathy toward each other.

When asked about the logistical partnership between HOCM and CCCC Michaelis states that Kim Beckham (point person at CCCC) is "unfailingly enthusiastic about her job" and "knows the role context plays in creating a positive interaction."

I was also able to speak with Kim Beckham. She is appreciative of how

flexible the museum is when arranging programming with them and feels that the experiences HOCM brings are invaluable to fathers and their children. The following is an excerpt from a letter CCCC wrote in support of a grant for HOCM.

The Hands on Children's Museum has provided math and science activities at Cedar Creek and continually donates their staff time and materials to facilitate fun, interactive activities such as stomp rocket making and wind tunnel exploration that encourage family participation and bonding. Without their gracious donation of time, materials, and entertainment many of the families that attend these events would otherwise not have the opportunity to bond in such a positive manner. Not only does the Museum provide these activities but they also provided passes to visit the Museum so

that families may continue learning and bonding and stay connected through a positive community experience. This program is so highly appreciated by the families and the offenders that last May the offender's held a fundraiser to benefit the Museum and give back to an organization that continues to provide positive influence. The fundraiser resulted in a donation of \$867 dollars, these proceeds will continue to support the Museum mission, "Stimulate curiosity, creativity and learning through fun, interactive exhibits and programs for children, families and school groups." Research shows that the child of an incarcerated parent does better in school, is less likely to follow in the parent's criminal path, and has reduced emotional problems if he/she stays connected to the parent during incarceration.

While the museum is not actively seeking out new partnerships, it would be open to invitations from other correctional facilities. It is also worth mentioning that while I was Visitor Engagement Coordinator at Hands On Children's Museum the Shelton Men's Prison, reached out to us to redesign the children's area in their visiting room. The HOCM Executive team was open to this partnership and I worked with Shelton Men's Prison on brainstorming next steps and working to understand the limitations for designing in their space. Not much was accomplished on this project by the time I left for graduate school. Since that time the Shelton Men's Prison has not been able to allocate funding for that project and the staff person leading the project has left. This project is in large part why I am doing this thesis project.

Chicago Children's Museum + Prison Initiatives

I was able to speak with Saleem Hue Penny, Associate Vice President of Community & Educational Partnerships at Chicago Children's Museum (CCM). Penny's prior roles were in social work and community organizing and at CCM he is helping them move from a "zip code" model (of attracting museum visitors) to interfacing directly with populations that interface directly with organizations like Women, Infants & Children (WIC), Department of Children, Youth and Families and families affected by incarceration. He spoke about the museum's new three-part initiative to reach children affected by incarceration.

"Beyond Incarceration"- art experiences that a child will do with the caregiver. The culmination of this program will be a gallery walk for the public that aims to show the invisible side of mass incarceration.

Supervised Visitations- With guidance from Providence Children's Museum and CMOM, CCM aims to provide supervised visiting at the children's museum. This program will focus primarily on Latino and African American fathers. Caregivers, social workers are present while incarcerated parents interact with the child.

The museum is also looking at providing free "field trip" experiences for children who have an incarcerated parent and their support systems. Essentially, children will be able to invite all of their friends and family to a special program at the museum.

Penny feels that the three-prong method is good for two reasons, one, it spreads out the opportunity for funding and it engages the child on all levels- caregiver, parent, and community- therefore becoming a

bigger part of their life. Right now, CCM is in the brainstorming phase of their program which they are doing with local non-profit groups and Cook County Jail. In the winter, Penny hopes to host focus groups of formerly incarcerated parents. Penny wants to ask the parent questions about what play meant to them as a child. What opportunities, barriers or limitations did they experience in regards to play? He calls these "play memories", "play history" or their "play autobiography". Penn explained that by starting with questions about "play memories" it's not a leap to them ask about what kind of play experiences they want for their child. Penny also talked about finding ways to integrate populations affected by incarceration into cultural institutions- he wants to find ways to get these children into children's museum- recognizing that they'll eventually grow out of children's museums, how can we set them up to be adult museum-goers?

Follow up with Penny to learn about the progress of initiatives and focus group findings is slated for February 2019.

CCM has an in-house exhibits team that has developed exhibits and environments for hospitals and other institutions. Penny expressed that there is a hope to contribute to the redesign of the visiting area at Cook County Jail.

Appendix D Play Prompts

Encourage your child to **rock** or **spin** in the bilibos.

This way of playing helps develop motor movement and balancing skills.

◀ Play prompt for Bilibos

▶ Play prompt for felt board

Choose a felt object to **start a story**. Begin with "Once upon a time, there was a..." Encourage your child to continue the story, using other felt objects. It doesn't matter if the story makes sense, as long as you're having fun.

Having fun with stories is a great way for your child to learn and use many different words. When you make up the story together, your child is practicing skills of creativity and working together. They're also using their memory to remember what has happened in the story.

What can you and your child find that **reflects light** or **is see through**?

When your child explores what is around them, they learn to pay attention and tune out distractions. They're also learning to think critically by asking questions and testing out their ideas. Exploring with them helps them think like a scientist about how things work.

Play prompt for light table ▶

While looking in the mirror, ask your child, "**Who is that?**" and "Where is your ____ (nose, tummy, etc.)?"

◀ Play prompt for mirror


Mirrors can help young children develop emotionally as they see their own expressions.

Appendix E Budget

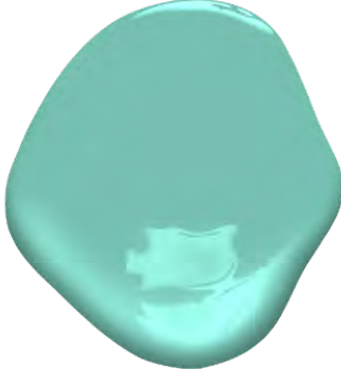
This is a loose budget, meant to give a sense of the costs associated with the specific design for this project.

Item	Cost
Bilibos (per one)	\$30
Squigz 50 piece set	\$50
Tumbling Mat	\$120
Light Table	\$350
Magna Tiles 32 piece set	\$50
Book Shelf	\$150
Toy Organizer	\$250
New Rug	\$250
Squishy Floor Mats (per one)	\$45
Texture Frames (custom)	\$200
Paint	\$450
Vinyl Graphics	\$300
Sanitizing Wipe Dispenser	\$35
Double Wide Rockers	\$110


Appendix F Paint Swatches



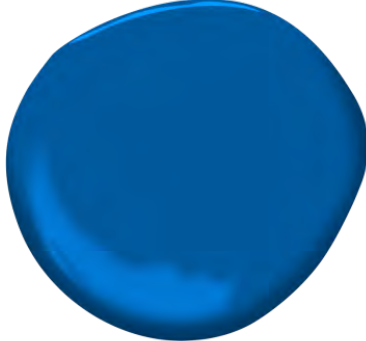
Grape Ice
1395




Kokopelli Teal
648




Rumba Orange
2014-20



Evening Blue
2066-20



White Heron
OC-57



Sunshine
2021-30

Appendix G Book List

This book list is adapted from a recommendation by the New York Initiative for Children of Incarcerated Parents. The full list can be found by visiting: <http://www.osborneny.org/about/susu/recommended-books-for-and-about-children-of-incarcerated-parents/>

Kofi's Mom by Richard Dyches

Our Moms by Q. Futrell

Mama Loves Me From Away by Pat
Brisson & Laurie Caple

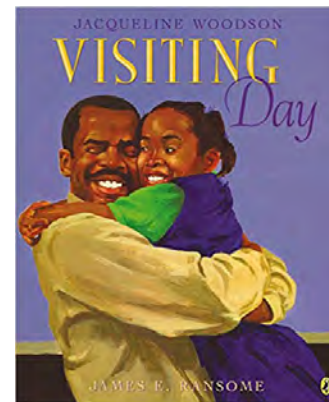
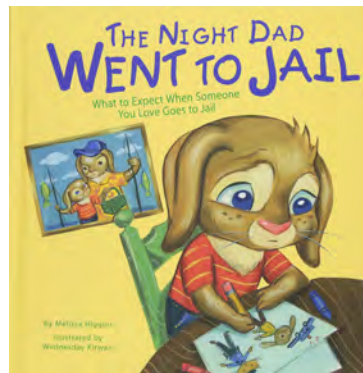
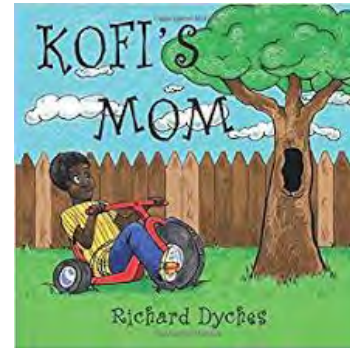
Kennedy's Big Visit by Daphne Brooks

Two of Every 100 by Richard Dyches

The Night Dad Went to Jail by Melissa
Higgins

Someone I Know Lives in Prison by
Rebecca Myers

Visiting Day by Jacqueline Woodson &
James Ransome





Be Kind To ALL
YOU R A
Good PERSON

Truth
AND
LOVE
FOR
ALL