

PSYCHO-SOCIAL EFFECTS OF PARENTAL INCARCERATION ON CHILDREN WELL-BEING IN KHYBER PAKHTUNKHWA, PAKISTANDr. Arshad Khan Bangash¹, Miss. Sayyeda Naila Javed²**Original Article**

1. Assistant Professor, Department of Sociology, Education and Political Science, Bacha Khan University, Charsadda.(Principal & corresponding author) Email: arshad.dwhh@gmail.com
2. PhD Scholar, Department of Sociology, Education and Political Science, Bacha Khan University, Charsadda. Email: kh.amplex.emirates@gmail.com

Received: January, 2021

Accepted: April, 2021

Published: July, 2021

ABSTRACT

This study quantitatively examined socio-economic and psychological effects of parental incarceration on children personalities at District Mardan. For collection of the relevant information, 150 respondents were purposively selected through simple random sampling method and then the data was collected through structured interview schedule. Univariate and bivariate levels of analysis were carried out with the help of Statistical Package for Social Sciences (SPSS) and Chi-Square test statistics was applied. The study concluded a significant association ($P \geq 0.05$) between the effects of parental incarceration on children personalities with the statements such as increasing feelings of tension and anxiety, violent and aggressive attitudes, honour damaging, defective socialization, child labour, weak academic performance, increasing drop out ratio from educational institutions, less involvement in the co-curricular activities and weak presentation/communication skills of children. Initiation of various programs that solve different issues faced by children such as psychological, financial and educational needs of the children with incarcerated parents, provision of free of cost health, educational and legal support to the children with incarcerated parents, regular contact of children with their parents in prisons, and awareness raising programs at community level that could mitigate the concept of shame and stigma attached with parental incarceration were presented some of the policy recommendation in light of the study results.

Keywords: Parental Incarceration, Stigma, Shame, Child Labour, and Four Walls.

INTRODUCTION

The existence of crime is universal in nature as it is found across the globe and could be controlled through various approaches of punishments including incarceration of criminals. Incarcerated criminals also have their families that include children, wives, parents

and siblings etc. (Background Paper, 2002). Putting these criminal into prisons resulted their separation from society, families, friends and children (Doyle and Moore, 2011). The outcomes of such incarceration also include variant effects on family institutions in the form of socio-economic and emotional consequences affecting the overall well-being of the children (Fox *et al*, 2003).

Mears and Siennick, (2015) contended that parental incarceration detrimentally affected a variety of life course outcomes for children including mental health problems, education, criminal behaviours, drug addiction and intimate relationships. Children with incarcerated parents may also be in danger of various poor behavioural problems (Murray, 2012). Johnson et al. (2012) and Tonry (2005) attached children problems like behavioural, emotional, depression, aggression, deviancy and concentration etc. with parental incarceration. They further elaborated that sadness, fear, stress, drug use, anti-social behavior, school failure, future unemployment and mental health problems are also the main outcomes for children with incarcerated parents.

Similarly, Ferrero *et al.* (1983) concluded that parent incarceration has devastating effects that are highly damaging the emotional milieu of the family including social marginalization, loss of relationships and inability to contact. Boswell (2002) stated that children parental incarceration could be explained with negative feelings like suffrage from depression and losing of futuristic hopes. Wakefield and Wildeman (2011) and Petersilia (2003) linked this concept with children exposure to violence, child abuse and mental illness.

Along with others parental incarceration brings varieties of social problems to their children. Its mainly includes stigma, embarrassment and negative social response from societal members (Shaw, 1992). Hairston (1992 & 2008) considered shame and social stigma are the key issues that are faced by the family members in daily life. Various other difficulties like stressful relationships between the child and mother and high risk of juvenile delinquency are linked with parental incarceration as well (Christian, 2009; Rosenberg et al., 2009; Becky *et al.*, 2011 and Brit, 2011).

Bernstein (2005) found that parent's incarceration always bring stigmatization to their families and children and such shameful conditions are always stressful that create personalities disorder based on tension, anxiety and sleeping related problems. Murray and Farrington (2008) highlighted that if parent failed to exhibit a suitable and sound behavioral model to children, in return they would have a

high risk of vulnerability by adopting poor social values in their lives. Moreover, negative effects of parental detention are compounded with parental divorce and separation (Murphey and Cooper, 2015).

The academic performances of the children within educational institution are always affected due to the incarceration of their parents (Williams *et al.*, 2009). Miller (2006) attempted that parental incarceration has profound effects on children personalities due to the reason of incomplete parental guidance. The absence of such guidance further gives birth to anti-social behavior, mental disorders, drug addiction and low academic attainments. Thulstrup and Karlsson (2017) linked such incarceration of parents with behavioural problems and academics performance. Similarly, Wakefield and Wildeman (2011) and Murray and Farrington (2008) also attached the phenomenon with behavioural, social and educational problems faced by the related children.

Children with incarcerated parents suffered from greater financial problems and strain (Boswell et al., 2002). These children in one way lost their family income due to incarceration of their parents; on the other hand, they required extra financial resources for keeping contact with parents in jails and finances for litigation (Global Campaign for Pretrial Justice Report, 2010). Such extra cost required for litigation and contacting parents push them into extreme poverty and debts (Robertson, 2011).

AIMS OF THE STUDY

The study aimed to map the relationship between parental incarceration and its impact on the overall well-being of their children with special emphasis on their personalities. Through this research study the researcher tried to identify that how parental incarceration promote feelings of tension and anxiety among children that further leads towards violence and aggression among children. The study also attempted to examine that how children with imprisoned parents faced the problems of defective socialization, drop out, communication and academics achievements etc. Moreover, the study explored that how such incarceration promotes the poverty ratio of family members.

METHODS AND PROCEDURES

The study investigated socio-economic and psychological effects of parents' incarceration on children well-being in a positivistic manner by using close-ended interview schedule (Yes, No and Uncertain) as tool of data collection at Tehsil Mardan, Katlang and Takhtbhai of District Mardan. Through Simple Random Sampling Method, 150 respondents were purposively selected from the prisoners' family members including their wives, children and siblings with equal ratio of gender and tehsils from the study universe. The data

was analyzed with the help of Statistical Package for Social Sciences, Version-20 (SPSS) and Chi-Square test statistics. The study results were presented both at uni-variate and bi-variate levels. The uni-variate analysis was carried out with the help of frequencies and percentage distribution while the association between dependent variable (effects of parental incarceration on their children) and independent variables (Socio-economic and psychological) were drawn with the help of bi-variate analysis by using Chi-Square test application.

STUDY RESULTS

Statement	Yes	No	Uncertain	Bi-variate analysis
Does parental confinement promote tension and anxiety among children, that further leads towards violence and aggression among children	71 (47.30%)	27 (18.00%)	52 (34.70%)	P=00.00
Does the honour of children shattered due to the reason of parental incarceration	76 (50.70%)	26 (17.30%)	48 (32.00%)	P=00.00
Children with incarcerated parents faced severe problems of defective socialization	72 (48.00%)	53 (35.30%)	25 (16.70%)	P=00.00
Children get involved in labour for financial gains due to their parental confinement	107 (71.30%)	25 (16.70%)	18 (12.00%)	P=00.01
Parental imprisonment affected children academics in the form of low marks/grade points	77 (51.30%)	24 (16.00%)	49 (32.70%)	P=00.00
Parental incarceration affected children education in the form of increasing drop out from educational institutions	107 (71.30%)	24 (16.00%)	19 (12.70%)	P=00.012
Children with incarcerated parents participate less in the co-curricular activities organized within the four walls of educational institutions	72 (48.00%)	30 (20.00%)	48 (32.00%)	P=00.00
Parental confinement affected children presentation and communication skills	108 (72.00%)	20 (13.30%)	22 (14.70%)	P=00.01

DISCUSSION ON UNI-VARIATE RESULTS

The above table shows respondents' percentages and frequencies distributions on the basis of their perceptions regarding psycho-social and financial impacts of parental

incarceration on the overall wellbeing of children personalities. The data shows that majority of the respondents 71 (47.3%) contended that parental confinement plays a pivotal role in promoting tension and anxiety among the children, that could further lead towards violence and aggression based

attitudes among the concerned children, 27 (18.0%) of the respondents negated the notion while the remaining 52 (34.7%) of the respondents were uncertain about the contention. It could be deduced from these results that children with incarcerated parents always remained under incredible psychological depression, stresses and anxiety due to their worries about shelter, health, education and other basic needs required for an individual growth and survival within society that were previously provided by the bread winner in lockup. The social stigma attached with parental incarceration further enhanced these feelings and as a result more aggression, negative tendencies and violent behaviours are developed among children. In consonance to the statistical findings and research argument Bilchik, Seymour and Kreisher (2001) concluded that parental incarceration exposed children to trauma like situation including sadness, anxiety, fear and grief that resulting reaction to such situations differently ranging from absolute withdrawal from the social system to a great extent of physical and verbal aggression.

The study results further show that above half of the respondents i.e. 76(50.70%) considered that children honour get smashed due to their parental custody, 26 (17.30%) of the respondents opposed the notion while the rest of 48 (32.00%) of the respondent were uncertain about the statement. It might be the reason that due to parental imprisonments children exposed towards various sort of psycho-social problems. Such problems include feelings of less or undeserving honour, status, prestige and guilt etc. This might further result in traumatized emotional outcomes by having stubborn behavioral repercussions in the form of children sideslip from their duties, responsibilities and isolation from the main stream society. Similar to these findings Kinner *et al.*, (2007) endorsed that parental period inside the total institutions have reflective effect on the psychological health of children that resulted poor mental development, scattered

emotions and reluctant behaviours. Such types of negative psychological effects are not temporarily but long lasting as well (Newby, 2006; and Waller & Swisher, 2006).

Similarly, results show that 72 (48.0%) respondents stated that children with incarcerated parents faced severe problems of defective socialization in their life course, 53 (35.3%) of the respondents negated the statement and the remaining 25 (16.7%) of the total respondents replied that don't know about the notion. It could be assumed that parental incarceration may affect the normal way of social life due to their proneness towards various numbers of social stigmas that make them unable to participate in normal social life. In case of incarceration of both the parents, none of the responsible individual left inside the home to socialize children properly. However, it is also very difficult for a single parent to properly socialize their children in a manner of the availabilities of both the parents in the home. Sometime parental incarceration also produces a divorce between the couple that shakes the left behind children psychologically and socially. These results were also supported by Dallaire, Ciccone and Wilson (2010) and Dallaire and Wilson (2010) while concluding that children with incarcerated parents needs much support and tolerant climate at schools, homes and native living areas to mitigate and overcome with the negative outcomes of the parental incarceration.

The data further shows that a huge majority of the respondents 107 (71.3%) assumed that children get involved in labour for financial gains due to their parental confinement, 25 (16.7%) of the respondents opposed the notion and the remaining 18 (12.0) of the respondents were uncertain about the statement. The study results amplify different negative social effects on children due to parental incarceration. It could be the reason that they get downgraded in the hierarchal division of society based on class oriented principles of social stratification by receiving less financial resources that were previously

provided by their parents. Low financial standing and extreme social refute compel such children to indulge in beggary, child labour and juvenile delinquency. These results are also in strong consonance to the study conducted by Hanlon *et al.*, (2005) who elaborated that such children are not received an appropriate care from the societal members due an absence of their parents from the home that is why they are more liable to drug addiction, drop out, low grades, dropout, and criminal activities.

Moreover, results show that 77 (51.30%) of the respondents agreed with the statement that parental imprisonment affected children academics in the form of low marks/grade points, 24(16.00%) of the respondents were against the notion while the rest of 49 (32.70%) respondents were uncertain about the statement. It could be deduced that parental incarceration has had drastic and devastating effects on children educational outcomes in form of securing low grade points in examination. This could be the reason of the attached psychological stress to parental confinements. Similarly, proper parental watches on children are absent due to incarceration that also contributed towards less academic's achievements of such children. Moreover, absence of enough number of financial resources essentially required for meting out greater academic's outcomes also negatively contributed in this regard.

Furthermore, majority of the respondents 107 (71.30%) endorsed that parental incarceration affected children education in the form of increasing drop out from educational institutions, 24 (16.00%) respondents were against the statement and the leftover 19 (12.70%) respondents were uncertain about the notion. It could be deduced that parental incarceration having abrupt and immediate effects on children education and due to the reason of such imprisonment and absence of parental care children lose their interest in obtaining education. Further, an absence of proper watch on children, such children degrade in educational outcomes and

even drop out from the educational institution. Such issues need to be addressed at communal and state levels and in line to these Farrington (2003) concluded that to overcome with the issues related to parental incarceration; financial, educational and psychological programs need to be initiated and such children should be among the utmost priority of these programs.

Similarly, a vast majority of the respondents 72 (48.00%) contended that Children with the incarcerated parents participate less in the co-curricular activities organized within the four walls of educational institutions, 30(20.00%) respondents negate the notion and the remaining 48 (32.00%) respondent responded with don't know about the statement. This could be the reason that participation in co-curricular activities is dependent on free mind and available economic resources while in case of parental imprisonment children are lag behind in term of stable psychological strength and enough financial resources. This could also be the result that children with incarcerated parents are usually living with stigma and inferiority complex which also restrict their free mix up with peer group members and in return they avoided to fully participate in co-curricular activities.

Last but not the least, 108 (72.00%) respondents' acknowledged that parental confinement affected children presentation and communication skills, 20 (13.300%) respondents disagreed with the statement, while the remaining 22 (14.70%) respondents were uncertain about the notion. This could be the possible reason that children education affected in multiple ways due to their parental containments as such children are not properly cared and trained for securing education. This could further result increasing absenteeism and are less motivated to be the part of extra and co-curricular activities both inside and outside the school. Moreover, due to the attached psychological stress and stigma to parental incarceration, children are facing damaging and

adverse effects including weak presentation and communication skills. In line to these results Phillips, *et al.* (2006) and Poehlmann (2010) reported that parental incarceration having adverse effects on children education ranging from low interest in study, weak educational preference and even drop out of children. The researcher further recommended a regular contact of such children with incarcerated parents through phone calls, letters and face to face interaction to mitigate and overcome such problems related to children education.

DISCUSSION ON BI-VARIATE RESULTS

A highly significant association ($P=00.000$) contended between the notion that parental confinements promote tension and anxiety among children that further leads towards violent and aggressive behaviours and parental incarceration. These findings might be the reason that parental incarceration resulted instant loss of parental care as both or one of the parent is no more present with the children to take proper care of them and to deal with the issues related to them. In such a situation feeling of love and sympathies cannot be extended towards them. Moreover, mostly children with incarcerated parents are unable to meet and contact their imprisoned parents that further resulting lack of physical closeness like hugging them. Further, sometime children refuse to meet their incarcerated parents while similarly parents are also refusing to meet their children in jail due to shyness. Sudden exposure of children to various tasks that was previously the domain of parents comes under their immediate and direct responsibilities. Additionally, social taunt and stigmatization some time become unbearable and excessive for children with confined parents. The conglomerate of an excessive stresses creates a state of mental tension which leads towards anxiety that exhibited in violence, isolation and aggression. Arditti (2002), Christian, Mellow, & Thomas (2006), Greenberg (2006) and Christian (2009) concluded in a similar way and

stated that prison regulations hamper pose limitations on the normal interaction of visitors with prisoners and such conditions has had upsetting consequences for children. Similarly, Young & Smith (2000) remarked that these children become traumatized while seeing their parents in miserable situations. Moreover, parental refusal of meeting with their children sometimes creates rejection feelings in these children and as a result these children find it hard to adjust properly in society.

In line to the above, a highly significant association ($P=00.000$) identified between the notion that the honour of children with incarcerated parents get damaged due to their imprisonment and parental incarceration. Self-esteem and honour of an individual is an essential psychological requirement of all human beings. Socially disapproved criminal and deviant acts are at large condemned by the societal members that have legal implication and punishment as well. Such condemnations could not be restricted to the culprits only; rather such identities diffused among a circle of collectivities and group members, especially family members that are labeled as associate of such discarded identities. Moreover, members of reference and secondary groups are usually trying to get rid of such labeled individuals by isolating themselves from them, however; it is very difficult for primary group members like family members to do so. Further, children are more affected due to the attached negative label and they worst humiliated from the taunt and stigma given by the societal members. Despite their innocence, these children are stigmatized by the society through isolating them from the mainstream by disallowing from participating in normal social activities. Additionally, these children are in absence of their parents become worthless. In line to the study results, Hairston (2008) concluded that spreading of message regarding parental involvement in criminal activities damaged the status of family members within the society. He further added that members of the concerned families loose status, prestige and respect

within the community members and as a result they are unable to get respectable position within the society. In addition, the concerned children are suspected by their peer and friends and much exposed to various forms of extreme psychological risks.

The above study results highlighted a highly significant relationship ($P=00.000$) between the statement that children with incarcerated parents faced severe problems of defective socialization and parental incarceration. A learning process that is started soon after birth and continued throughout an individual life span is termed socialization. Through this process human reaches top of his potential and become aware about surrounding environment and culture, while family is the most basic institution and basic agent of socializing their members. Among the family institution both mother and father plays a profound role in transmitting knowledge about good and bad to their children. However, parental imprisonment restricts the process of children constructive socialization as a result they are not properly trained in a manner to meet societal expectations. Similar to these findings, Eddy and Poehlmann (2011) concluded that parental containments affected children self and socialization process and in return leads towards defective socialization. Furthermore, Miller (2006) stated that parental incarceration affected social relationship of concerned family members in a way that their relations with both internal and external social environments get disturbed.

Moreover, a significant association ($P=00.010$) identified between the notion that children get involved in labour for financial gains due to their parental confinement and parental incarceration. In *Pakhtun* social structure all sort of child requirements is fulfilled by the parents and they have the responsibility to protect their children from psychological, social and economic troubles. However, in absence of parents such responsibilities come on the shoulders of children and they get involved in child labour and earning to meet out

their family expenses that make them overburdened. This could also be the result of extra economic resources that are required for legal expenses of the incarcerated parents in the shape of court expenses and lawyer's charges and their involvements in child labour make them visible to many negative psychosocial effects. Phillips et al., (2006) stated that parental incarceration caused economic stress among the children and in turn brings more economic stress to the family institutions that compel minor to be the part of working environment being exposed to high levels of risks and dangers. Similarly, Hagan and Dinovitzer (1999) affirmed that parental confinement is related to monetary strain at family level as family members other than imprisoned have to support them and bear their additional expenses which put children into labour.

A highly significant association ($P=0.000$) found between parental incarceration and its effects on children grade points and marks. Parental care and supervision is multi-dimensional and not limited only to physical needs of children such as food and shelter. But they are required to take proper care of children in all aspects of social life including skills development and education. Parents are supposed to keep continuous check on children educational activities and to monitor their academic performance regularly. However, in absence of parental check and balance, children lose their interest in attaining education and as a result they secured poor grades. Children with incarcerated parents also could not manage their study hours due to an additional burden of economic activities that also affected their academic performance. Similarly, children involvement in legal procedures required for release of parents also contribute in the way of obtaining poor grade points. In line with these results literature stated that children with incarcerated fathers faced various sort of problems in educational attainments. They obtained low grades and sometimes are unwilling to complete their

education (Phillips *et.al*, 2002). Poehlmann highlighted the effects of parental imprisonment on intelligence quantum tests and other types of adverse effects on educational attainments of children.

Similarly, a significant association ($P=0.012$) was dig out between parental incarceration and drop out ratio among children. In consistency with above results parental imprisonments also promote drop out ratio among children. This could be the reason that lack of parental check, excessive undue burden of financial resources and other responsibilities push them towards drop out from school and

Moreover, a highly significant association ($P=0.000$) was fond between parental incarceration and its impact on children participation in the co-curricular activities. It might be the reason that children faced different types of psycho-social and economic problems that further affect their overall involvement in co-curricular activities like debate and sport competition etc. Such problems contributed in the way of lack of concentration and children

Similarly, a significant association ($P=0.01$) identified between parental incarceration and its effects on children communication skills. Similar to increasing drop out ratio from educational institution, children with incarcerated parents also faced severe problems in developing communication skills. Moreover, these children are also exposed to various types of sudden traumatic stress due to aggravated social stigma and humiliation faced by such children from the general society. In response to such situation children shattered psychologically that weakened their mental strength as well that could lower their communication skills and abilities. Thus, children with incarcerated parents could be found with obstructed communication skills and abilities.

Thus, in most of the cases children living with incarcerated parents are subjected to multiple issues i.e. social, physical, educational, financial and psychological. Once they were

(2005) and Foster and Hagan (2007) colleges. Inline to these results, Farrington (2003) contended that especially in higher school children, the drop out ratio among children with incarcerated parents is higher as compare to those whose parents are at homes. Further, in later stage these children less likely find honorable jobs and more likely to be the part of criminal and anti-social activities. Likewise, Cho (2009) and Nichols and Ann (2012) concluded that effects of parental incarceration on children can be observed in drop out and elementary grades.

interests in co-curricular activities. Moreover, for sustainability of the basic life needs and to avoid economic burden of family institutions; children with incarcerated parents less motivated towards co-curricular activities. In this regard, Poehlmann (2005) elaborated that the absence of parental guidance plays a negative role in psycho-social development of such children.

leading a leisurely life but as a result of parental incarceration they get unexpectedly exposed to multiple uncertainties in form of stigmatization as criminal child etc. Such stigma creates the feelings of shyness that make them aloof from other and cannot face the society openly. Moreover, later on these feeling developed anger and aggression among them that further exhibit resentment and antagonism towards society. Further, long terms exposure of these children to psycho-social stresses may give birth to the development of enduring brutal, deviant, criminal and unlawful tendencies among them. Children with incarcerated parents also lose proper parental care that turn into weak or defective socialization. The academic performance of children with incarcerated parents always affected in the form of less interest in getting education, low grades achievements, dropout from schools, abstain from co-curricular activities and communicational problems etc.

CONCLUSION AND RECOMMENDATIONS

The study concluded that unexpected parental incarceration put their children to shock like situation. As mostly police arrested these parents in a violent manner in front of children that put them in an intense psychological stress and disorders. Moreover, sometimes children also remained uninformed about their parental incarceration that stands as a source of tension, anxiety and aggression as well. An absence of parental presence love, care and intimacy; such children are exposed to harassment and intimidating taunt that further disrupted their social respect within the peer group and society. Such like situations further resulting symptoms of depression, anxiety and mental tension among children. Parental incarceration also has various types of established links with social issues as they are not properly socialized about the normative social structure and orders. Such defective and poor socialization create confusion among children in defining right and wrong that result failure in reacting accordingly to the situations. Furthermore, the absence of family members exposed children to high

financial risks and they are indulged into child labour and intimidating working conditions. Likewise, children educations are adversely effects by losing their interest in academic's activities and are constrained to get low grades and drop out of children. These situations exhibit weak communication skills and less involvement of children in co-curricular activities that hold back their skills and abilities to understand and disseminate information's within the educational institutions with teachers and peer group.

Various programs regarding psycho-social and financial needs of children with incarcerated parents should be initiated, provision of free of cost financial aid to those children and family members whose earning member has been incarcerated with regard to their education, health and litigation, arrangements for regular contact of children with their imprisoned parents through various means of communication, and initiation of awareness raising programs at educational institutions and community level that could curb with the attached stigma and shame were presented few of study recommendations.

REFERENCES

- Arditti, J. (2012). Parental Incarceration and the Family: Psychological and Social Effects of Imprisonment on Children, Parents and Caregivers. New York: New York University Press.
- Background Paper. (2002). From Prison to Home Conference. Retrieved from: http://www.urban.org/UploadedPDF/410632_HHSConferenceBackground.pdf dated March 12, 2015.
- Becky, et al. (2009). Incarceration and the Legitimate Labor Market: Examining Age-Graded Effects on Employment and Wages. *Law & Society Review*.
- Bernstein, N. (2005). All alone in the world. Children of the incarcerated. The News Press: New York.
- Bilchik, S., Seymour, C., & Kreisher, K. (2001). Parents in Prison. *Corrections Today*, 63, 7, 108-112.
- Boswell, et al. (2002). *Imprisoned Fathers and Their Children*. Jessica: Kingsley Publishers.
- Brit, J. *Criminol.* (2011). *The Relationship between Parental Imprisonment and Offspring Offending in England and the Netherland, Advance Access Publication*: Retrieved from: <http://bjc.oxfordjournals.org/content/51/2/413.full.pdf?keytype=ref&ikey=aloSVIldSY7zX> dated March 02, 2015.
- Christian, J., Mellow, J., & Thomas, S. (2006). Social and economic implications of family connections to prisoners. *Journal of Criminal Justice*, 34(4), 443-452.

- Christian, S. (2009). Children of Incarcerated Parents; National Conference of State Legislatures: Retrieved from: <http://www.ncsl.org/documents/cyf/childrenofincarceratedparents.pdf> dated May 22, 2015.
- Cho, R. M. 2009. "Impact of Maternal Imprisonment on Children's Probability of Grade Retention." *Journal of Urban Economics* 65:11-23.
- Dallaire, D. H., Ciccone, A., Wilson, L. C. (2010). Teachers' experiences with and expectations of children with incarcerated parents. *Journal of Applied Developmental Psychology*, 31, 281-290.
- Dallaire, D.H., Wilson, L.C. (2010). The relation of exposure to parental criminal activity, arrest, and sentencing to children's maladjustment. *Journal of Child and Family Studies*.
- Doyle, A., Moore, D. (2011). Critical Criminology in Canada: New Voices New Directions. Vancouver, BC V6G1 2Z2: The University of British Columbia 2029 West Mall.
- Eddy, M.J., and Poehlmann, J.(2011). *Children of incarcerated parents*. Mark Eddy J, Poehlman J, editors. Washington, DC: Urban Institute Press.
- Farrington, D. P. (2003). *Key results from the first forty years of the Cambridge study in delinquent development*. In T. Thornberry, & M. D. Krohn (Ed.), Taking stock of delinquency: An overview of findings from contemporary longitudinal studies New York: Kluwer Academic/Plenum.
- Ferraro, K., et al. (1983). 'Problems of Prisoners' families: The hidden costs of imprisonment'. *Journal of Family Issues*, Vol (4).
- Foster, H., and Hagan, J. (2007). Incarceration and Intergenerational Social Exclusion. *Social Problems*, Vol 54 (4).
- Fox, et al. (2003). Families, Crime and Criminal Justice: Contemporary Perspectives in Criminal Research. New York: Elsevier Science Inc. 665 Avenue of the Americas.
- Global Campaign for Pretrial Justice Report. (2010). The Socioeconomic Impact of Pretrial Detention, Open Society Foundations. New York: Retrieved from: http://www.unrol.org/files/Socioeconomic%20Impact%20of%20PTD%20Sept%202010%202010_Final.pdf dated April 21, 2015.
- Greenberg, R. (2006). Children and families: Mothers who are incarcerated. *Women & Therapy*, 29 (3/4).
- Hagan, J., & Dinovitzer, R. (1999). *Collateral consequences of imprisonment for children, communities and prisoners*. In M. Tonry & J. Petersilia (Eds.), Prisons (Crime and Justice: A Review of Research, Vol. 26). Chicago: University of Chicago Press.
- Hanlon, T. E. et.al. (2005). Vulnerability of children of incarcerated addict mothers: Implications for preventive intervention. *Children and Youth Services Review*, 27 (1).
- Hairston, C. F. (1992). Women in jail: Family needs and family supports. In The State of Corrections: *Proceedings ACA Annual Conference*. Laurel, MD: American Correctional Association.
- Hairston, C.F. (2008). Focus on Children with Incarcerated Parents: An Overview of the Research Literature. Retrieved From: <http://www.fcnetwork.org/AECFOverview%20of%20the%20Research%20Literature.pdf> dated December 19, 2015.
- Johnson, et.al. (2012). Understanding Unique Effects of Parental incarceration on Children: Challenges, Progress, and recommendations. *Journal of Marriage and Family*, Vol. 74: Retrieved from: <http://onlinelibrary.wiley.com/doi/10.1111/j.17413737.2012.00957.x/asset/j.17413737.2012.00957.x.pdf?v=1&t=h46wo75e&s=7c34ee6cc4439492480a27b042f5e1707b6284cf> dated February 17, 2015.
- Kinner, S. A., et al. (2007). Do paternal arrest and imprisonment lead to child behaviour problems and substance use? A longitudinal

- analysis. *Journal of Child Psychology and Psychiatry*, Vol. 48(11).
- Mears, D. P., and Siennick, S.E. (2015). Young Adult Outcomes and the Life-Course Penalties of Parental Incarceration. *Journal of Research in Crime and Delinquency*, 53(1): 3-35.
- Miller, K. (2006). The impact of parental incarceration on children: An emerging need for effective interventions. *Child & Adolescent Social Work Journal*, 23(4).
- Murphey, D., and Cooper, P.M. (2015). *Parents Behind Bars: What Happens to their Children?* Bethesda, MD: Child Trends.
- Murray, J. and Farrington, D.P. (2008). Parental Imprisonment: Long lasting Effects on Boys' Internalizing Problems through the Life-course. *Development and Psychopathology*, 20:273-90.
- Murray, et al. (2012). Children Antisocial Behavior, Mental Health, Drug use, and Educational Performance after Parental Incarceration: A Systematic Review and Meta-analysis. *Psychological Bulletin*, 138(2).
- Newby, G. (2006). After incarceration: Adolescent-parent reunification. *The Prevention Researcher*, Vol. 13(2).
- Nichols, E. B., and Ann, B.L. (2012). "Incarceration in the Household: Academic Outcomes of Adolescents with an Incarcerated Household Member." *Journal of Youth and Adolescence*, Vol (41).
- Petersilia, J. (2003). *When Prisoners Come Home: Parole and Prisoner Reentry*. New York: Oxford University Press.
- Phillips, S. D., et al. (2002). Parental incarceration among adolescents receiving mental health services. *Journal of Child and Family Studies*, 114: 385-399.
- Phillips, S. D., et al. (2006). Disentangling the risks: Parent criminal justice involvement and children's exposure to family risks. *Criminology and Public Policy*, 54: 677-703.
- Poehlmann, J. (2005). Representations of Attachment Relationships in Children of Incarcerated Mothers. *Child Development*, Vol. 76(3).
- Robertson, O. (2011). Collateral Convicts: Recommendations and Good Practice from the UN Committee on the Rights of the Child Day of general Discussion. Retrieved from: <http://www.quno.org/geneva/pdf/humanrights/women-in-prison/201203Analytical%20DGD%20Report-internet.pdf>, dated February 27, 2015.
- Shaw, R. (1992). *Imprisoned Fathers and the Orphans of Justice in Prisoners' Children: what are the Issues*. London: Routledge
- Thulstrup, S.H., and Karlsson, L.E. (2017). Children of Imprisoned Parents and Their Coping Strategies: A Systematic Review. *Societies*, 7(15):1-16.
- Tonry, M. (2005). *The Oxford Handbook of Crime and Criminal Justice*. New York: Oxford University Press.
- Wakefield, S., and Wildeman, C. (2011). Mass Imprisonment and Racial Disparities in Childhood Behavioral Problems." *Criminology and Public Policy*, 10:793-817.
- Waller, M. R., & Swisher, R. (2006). Fathers' risk factors in fragile families: Implications for "healthy" relationships and father involvement. *Social Problems*, 53 (1).
- Williams, H. N. et al. (2009). Silent Victims: The Impact of Parental Incarceration on Children. Retrieved from: <http://www.communityvoices.org/Uploads/SilentVictimsTheImpactofParentalIncarcerationonChildren0010800221.pdf> dated March 03, 2015.
- Young, D. S., & Smith, C. J. (2000). When moms are incarcerated: The need of children, mothers, and caregivers. *Families in Society: The Journal of Contemporary Human Services*, 81(2).