



InsideOut **DAD**[®]

FOURTH EDITION

SAMPLE

National
Fatherhood
Initiative[®]



InsideOut DAD[®]
FOURTH EDITION

FACILITATOR'S MANUAL
CORE SESSIONS

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PROBLEM

- One in four children in the U.S. grows up in a home without a biological, step, or adoptive father.
- Lack of father involvement increases the risk that children will suffer from a range of social, emotional, and physical ills.
- Father absence increases the risk that children—especially boys—will go to prison.
- Children of incarcerated fathers are at greater risk of being incarcerated.
- The lack of connection of inmate fathers to their families increases the risk of recidivism and decreases the likelihood of reentry success, including legal employment.
- Incarcerated fathers who do not participate in fathering program are more likely to exhibit behavioral problems while in prison.

INPUTS/ACTIVITIES

- **InsideOut Dad® Curriculum:**
 - ▶ InsideOut Dad® Facilitator's Manuals (Core Sessions and Optional Reentry Sessions)
 - ▶ InsideOut Dad® Fathering Handbook
 - ▶ Fathering Plan
 - ▶ Videos
 - ▶ InsideOut Dad® Pledge
 - ▶ Homework
 - ▶ Fidelity Tools

OUTPUTS

- Facilitator conducts 12 sessions and might add optional introductory and reentry sessions.
- Incarcerated fathers complete pre and post-program assessment that measures program impact.
- Incarcerated fathers use the Fathering Handbook during the program and refer to it after they complete the program.
- Incarcerated fathers participate in activities during sessions that reinforce learning objectives and that increase the frequency with which they interact with their children (e.g., through phone, mail, and visits).*
- Incarcerated fathers might participate in one or more of the following supplemental activities: program or workshops that address other needs (e.g., substance use/abuse and job training).

* Increased frequency of contact with children is determined in large part by institutional policies that define and affect the amount of contact a father can have with his children and by other factors beyond a father's control (e.g., how far away his children live from the facility). Even though fathers become motivated to increase their contact and learn strategies for doing so, these factors might prevent increased contact (i.e., they are beyond the ability of the program to increase contact). NFI encourages facilitators to address institutional policies that might prohibit increased contact.

OUTCOMES

- Increases:**
- Increase in pro-fathering knowledge, attitudes, and skills.
 - Increase in frequency of and healthy interaction with children.
 - Increase in healthy interaction with the mothers of fathers' children.
 - Increase in likelihood of family reunification.
 - Increase in likelihood of reentry success.
- Decreases:**
- Decrease in anti-fathering knowledge, attitudes, and skills.
 - Decrease in behavioral infractions during and after participation in program.
 - Decrease in recidivism.

SESSION GUIDE

InsideOut DAD[®]
FOURTH EDITION

FACILITATOR'S MANUAL
CORE SESSIONS



(OPTIONAL)



(OPTIONAL)

SESSION 1:

Introduction: Getting Started

SESSION DESCRIPTION:

During the first session, the Dads introduce themselves, meet the other Dads, review the program and session format, review the characteristics (traits) of the InsideOut Dad, and, if you plan to evaluate the program using a pre-program and post-program evaluation, complete the InsideOut Dad® Fathering Survey.

InsideOut Dad® CHARACTERISTICS (5):

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

PRE-SESSION PROCEDURES:

1. Review the standard Pre-Session Procedures in Chapter VI of the Program Guide.
2. Write the names of the facilitator(s) on the flip chart.
3. If you decided to use a pre-program and post-program evaluation, make enough copies of the InsideOut Dad® Fathering Survey for each Dad to use during Activity 1.1. The survey is located at the password-protected webpage for facilitators (www.fatherhood.org/insideout-dad-support-resources).
4. For Activity 1.1, if you won't use the optional slide deck but will use the "Welcome to InsideOut Dad® from National Fatherhood Initiative®" video, prepare it for play through your digital projection system. (The video is embedded in the slide deck.) You can find the video at the password-protected webpage for facilitators (www.fatherhood.org/insideout-dad-support-resources).
5. For Activity 1.2, consider dividing ground rules into "firm" and "flexible" categories. Create the firm rules before conducting this session. These are the rules that you or the facility requires for group sessions and that won't vary, such as confidentiality (i.e., what is shared in the room stays in the room) and showing up on time. Write these rules on flip chart paper ahead of time and share them with the Dads. Then use Procedure #6 to establish flexible rules that are unique to the group.

—continued

6. If you used the Optional Introductory Session: Preparing for InsideOut Dad®, conduct Procedures #1-4 in Activity 1.2 and skip the rest of that activity, as the group already set ground rules.
7. Cue up the “Taz and Dani: A Story of Impact” video to the beginning so that you can play it immediately during Activity 1.5. You can find the video at the password-protected webpage for facilitators (www.fatherhood.org/insideout-dad-support-resources). (If you aren’t allowed to show videos to inmates or don’t have access to a digital projection system, you won’t be able to complete Activity 1.5.)

ACTIVITY 1.1

Welcome and Warm-Up

TIME:

30 minutes

MATERIALS:

Flip chart, markers, name tags, Fathering Handbook, (optional) InsideOut Dad® Fathering Survey, (optional) video and digital projection system, (optional) Slide Deck

FACILITATOR’S GOAL:
To welcome the Dads to the InsideOut Dad® program and begin the process of forming a close and supportive group. To begin exploring masculinity and the father’s role, and how the Dads’ views of masculinity and the father’s role are affected by their family history.

LEARNING COMPETENCIES:

- Dads introduce themselves.
- Dads learn the format of the program.

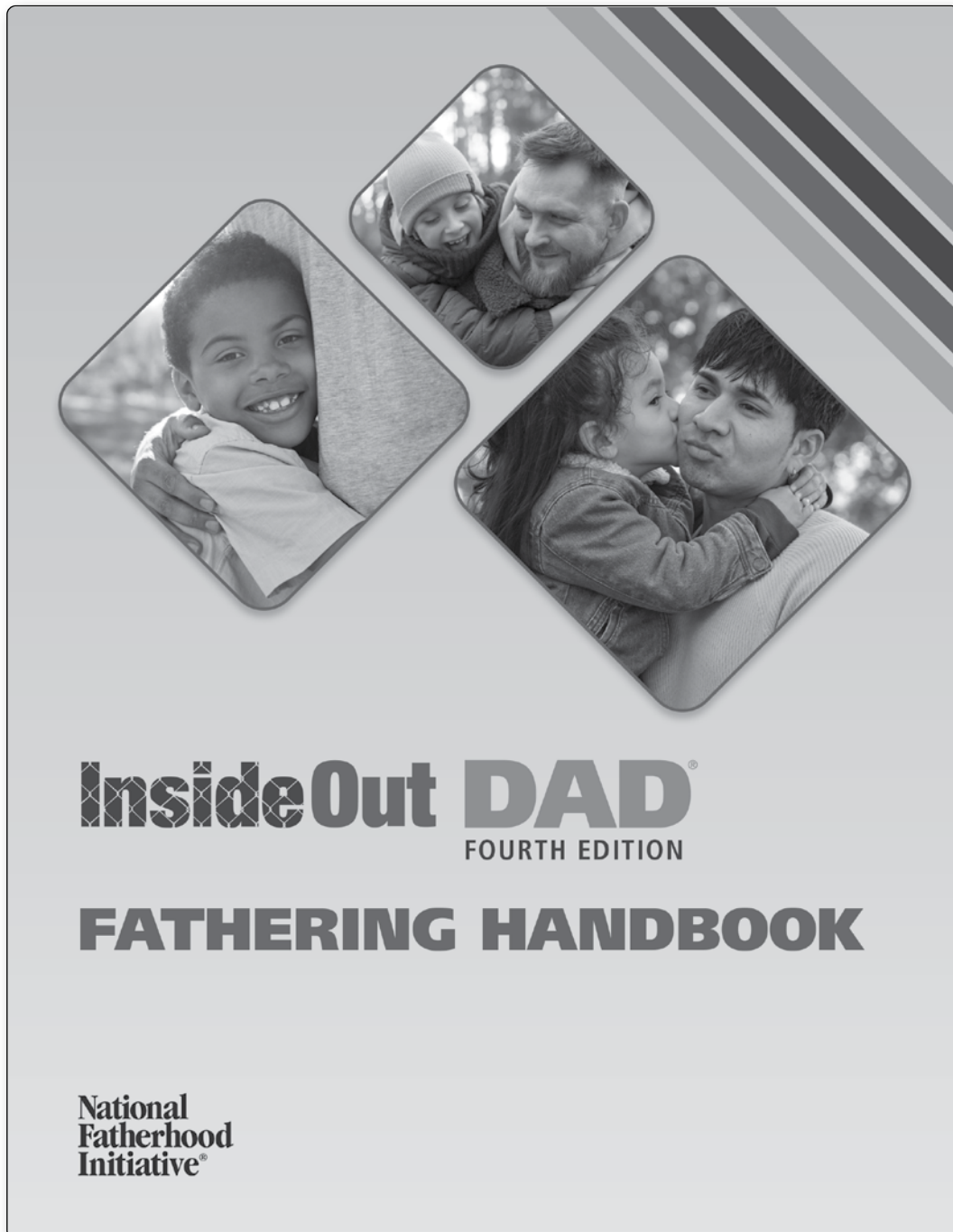
(Facilitator Tip: If you used the introductory session entitled “Preparing for InsideOut Dad®,” don’t facilitate Procedures #2-5. Facilitate Procedure #1 and skip to Procedure #6.)

- PROCEDURES:**
- (As the Dads enter the room, welcome and greet them with your name and a handshake.)*
 - (Invite the Dads to make a name tag. Consider writing the names yourself, if it will help you learn them more quickly.)*
 - (When ready, have the Dads pick out a chair. Welcome them to the group and begin the session. Introduce yourself, and your co-facilitator, if you have one. Share your enthusiasm that the Dads are there, on time, and eager to learn.)*
 - (Ask each Dad to introduce himself, share the names and ages of his children, and the type of father he is, i.e., married, single parent, foster or adoptive dad, stepfather, etc.)*

5. **SAY:**
- There are 12 sessions in this program, each lasting 2 hours.
 - We’ll take a 10-minute break after the first hour.
 - We’ll begin at _____ (state time) and end at _____ (state time).
 - I have a copy of the InsideOut Dad® Fathering Handbook for each of you. Bring it to each session, (or) I will keep it between sessions and distribute it at the start of each session.
 - There’s a What I Learned Log located at the end of each session in the Fathering Handbook. You’ll record something new you learned during each session and the reason why what you learned will help you be a better father.
 - At the midway point of the program, you’ll create a Fathering Plan. This plan will help establish or maintain a connection with your children. During the second half of the program, you’ll test and refine this plan so that, by the time the program ends, you’ll have a plan, based on their individual situation, that you can follow to stay connected with your children.

—continued

CORRESPONDING PAGE IN FATHERING HANDBOOK





(OPTIONAL)



(OPTIONAL)



SLIDE #1
(OPTIONAL)

- You have the right to pass if you don't feel comfortable answering a question or sharing information.

6. **SAY:** We'll start this first session with a two-minute grounding or centering activity called a "Square Breath Reset." We'll start each of the remaining 11 sessions with it as well. This activity will help you leave the rest of the day at the door and focus on what you'll learn.

Sit up straight and plant both feet flat on the floor. We're going to do a 'Square Breath' to reset.

Breathe in through your nose and deeply into your stomach for a count of four... hold that breath for four... now exhale slowly through your mouth for four... and hold it empty for four.

(Repeat this breathing technique several times. You might need to remind the Dads to breathe deeply into their stomachs.)

Just notice how your body feels a bit heavier in the chair. You're here, you're present, and we're ready to start.

7. *(Optional: If you're using the InsideOut Dad® Fathering Survey as part of a pre-program and post-program evaluation, give each Dad a copy and provide the following instructions. If you won't use the survey to evaluate the program, skip this part of the activity or use it as an awareness-raising tool. Filling out the survey will raise the Dads' awareness of the state of their fathering at the start of the program.)*

SAY: It's time to complete the InsideOut Dad® Fathering Survey. You have about 15 minutes to complete it. The survey isn't a test. It's simply a way to determine how much the program will help you to be the best father possible.

8. *(Optional: Show the "Welcome to InsideOut Dad® Program from National Fatherhood Initiative®" video.)*

ACTIVITY 1.2 Hopes, Fears, and Ground Rules**TIME:** 30 minutes**MATERIALS:** Flip chart, markers, Fathering Handbook**FACILITATOR'S GOAL:**

To identify the Dads' hopes and fears about participating in the program and to set ground rules for the group.

LEARNING COMPETENCIES:

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

PROCEDURES:

1. (On the flip chart, label one sheet of paper **HOPES** and another sheet of paper **FEARS**.)

SAY: I'm sure that you have some hopes and fears about participating in this program. That's normal. We'll list all the main hopes and fears that everyone has. When I call on you, give me one or two hopes and one or two fears.

Hopes

Fears



2. (Ask each Dad to respond. Write their responses on the sheets of flip chart paper in the appropriate columns. If the group struggles to share their hopes and fears, consider tossing in a few as examples. After everyone shares, point out common responses. If any of the hopes or fears stand out, investigate them further with the Dads.)
3. (Write the word **TRUST** on the flip chart.)

SAY: It takes trust to share information about yourself and your family, share your hopes and fears, and challenge yourself to grow. Let's brainstorm a working definition of "trust" that the group can understand. What does trust mean? Anyone can start.

Trust

Good



(Allow time for their responses and write them on the flip chart.)

4. (Below the definition of trust, write the word **GOOD** on the flip chart.)

SAY: Let's make a list of why it's good to trust others. Anyone can start.

(Allow time for their responses and write them on the flip chart.)

SAY: Trust is the basis for all healthy relationships. It allows for a sense of closeness and intimacy. It promotes a sense of optimism and well-being. Trust is the first issue young children face in life that forms the "frame of reference" for their perceptions.



—continued



A primary outcome of InsideOut Dad® is that it will help you develop a sense of trust in yourself and in others. That will help you in developing a trusting relationship with your children.

(If you used the Optional Introductory Session: Preparing for InsideOut Dad®, skip the rest of this activity, as the group already set ground rules.)

5. **SAY:** Now we'll create a list of ground rules that will guide the group for the rest of the program.

*(Divide a piece of flip chart paper into two columns. Put **DOs** on one side and **DON'Ts** on the other. An alternative approach is to use two pieces of flip chart paper—one for **DOs** and the other for **DON'Ts**. Consider taping them to a wall before proceeding.)*

DOs	DON'Ts

SAY: Let's identify things we'll do—or **DOs**—and things we won't—or **DON'Ts**. Anyone can start.

(Write their responses on the flip chart. Review the ideas with the Dads and ask for clarification [e.g., more specificity/detail] if necessary. If the Dads didn't identify the following ground rules, share those they didn't identify and record them on the flip chart [the first sentence in each one].)

SAY: Here are some additional ground rules and why they're important.

- Don't bash women in general and your children's mother specifically. If you bash women, it will hurt your ability to focus on your own development as a man and father, what you can control, and, in the end, reduce the chance your children will benefit from your participation.
- Don't criticize the other Dads in this group. Support them. This program focuses on the growth of fathers within an environment of mutual support. You'll get more out of this program as you bond with the other fathers and make new friends. Criticizing each other will hurt your ability to bond. Focus on creating an environment in which it's safe to share and express emotions without fear of what others think.
- Don't interrupt the other Dads. This ground rule also helps create an environment of mutual support and respect.
- Keep the focus on your children. As I said earlier, this is a program that ultimately benefits your children. If you find you're focusing too much on yourself, or your children's mother or main caregiver, return your focus to what's best for your children.

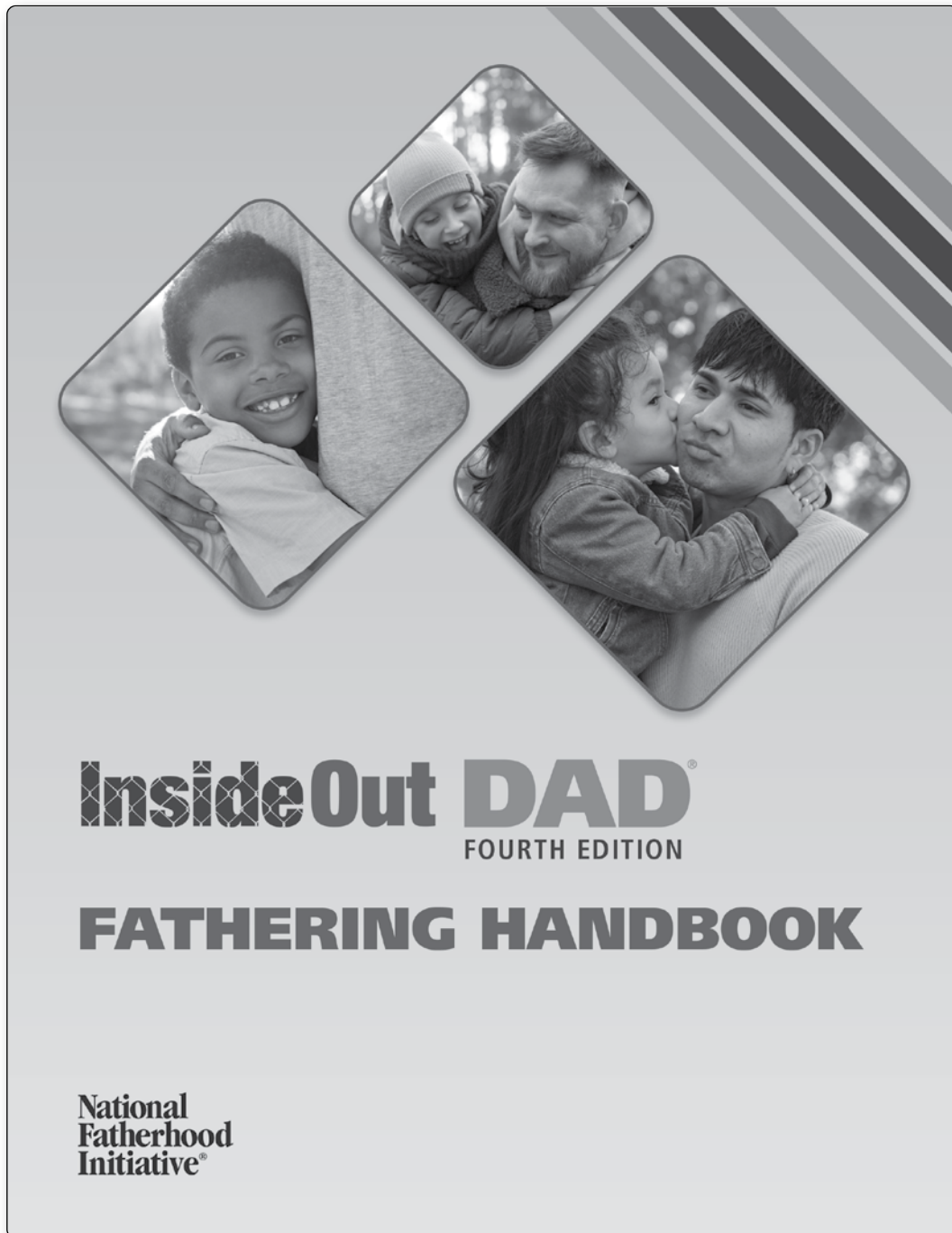
6. **ASK:** Does anyone need further explanation of the ground rules?

(Allow time for responses. Provide clarity as necessary.)

(Facilitator Tip: Keep the ground rules so that you [and your co-facilitator, if you have one] and the Dads can refer to them throughout the program. Consider posting the ground rules during each session in a location where everyone can easily see them. Tell the Dads to record the rules in their Fathering Handbook [e.g., on the blank page before the page 1/first page of Session 1].)



CORRESPONDING PAGE IN FATHERING HANDBOOK



ACTIVITY 1.3 What Kind of Father and Partner Am I?

TIME: 15 Minutes

MATERIALS: Flip chart, markers, Fathering Handbook

FACILITATOR'S GOAL:

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

LEARNING COMPETENCIES:

Dads demonstrate the capacity to rate their abilities and skills as a father and partner.

(Facilitator Tip: If any Dads are first-time fathers and haven't spent time with their child yet because the child was born after the Dad was incarcerated, consider telling them that it's okay to skip the "Father" side of the checklist.)

PROCEDURES:

1. **SAY:** This activity involves looking at your role as a father and partner. Being a father and partner are roles men take on in their families. Family roles have different duties. It's the way and style in which men carry out their duties that can make the difference in a happy, healthy family, or a troubled, unhappy one.

Being a caring and loving father and partner comes from being a caring and loving man. The traits we have as men are the same traits we take into our family roles. The InsideOut Dad shows the traits of a nurturing father and partner.

2. **SAY:** Please locate the "Father and Partner Checklist" in your Fathering Handbook on page 1. The checklist includes statements about how you interact with and are viewed by your children and partner. Be as honest as possible in answering. Place a check or "X" mark in the appropriate box if you agree with the statement about yourself as a father and then as a partner. If you're not in a relationship as a husband or partner, rate yourself as you were in past relationships.



3. *(Give the Dads about 10 minutes to complete the checklist. Ask a few Dads to share their thoughts about these roles. If you wish, record their responses on the flip chart.)*



4. *(Close out this activity by sharing that the statements they didn't agree with reflect areas they can work on/grow in.)*



CRITICAL POINT

Being a loving father and partner comes from being a caring and loving man. The InsideOut Dad shows the traits of a nurturing father and partner.

CORRESPONDING PAGE IN FATHERING HANDBOOKIntroduction: Getting Started | **SESSION 1****SESSION 1**
Introduction: Getting Started**What Kind of Father and Partner Am I?****Father and Partner Checklist**

Place a ✓ in the box if you agree with the statement about yourself as a Father and as a Partner. If you don't agree, leave the box empty.

1. I listen to other points of view.
☐ Father ☐ Partner
2. I can bargain and deal when needed.
☐ Father ☐ Partner
3. I respect others' boundaries.
☐ Father ☐ Partner
4. Others respect me.
☐ Father ☐ Partner
5. I share my thoughts and feelings in healthy ways.
☐ Father ☐ Partner
6. I'm willing to change my beliefs.
☐ Father ☐ Partner
7. I get close to others.
☐ Father ☐ Partner
8. I'm okay with being in control.
☐ Father ☐ Partner
9. I enjoy spending quality time with my family.
☐ Father ☐ Partner
10. I can take good news and bad.
☐ Father ☐ Partner



—continued

Being a loving father and partner comes from being a caring and loving man. The InsideOut Dad shows the traits of a nurturing father and partner.

ACTIVITY 1.4 My Story

TIME: 30 Minutes

MATERIALS: Fathering Handbook, (optional) blank pieces of paper

FACILITATOR'S GOAL:

To encourage the Dads to share their stories so that you and the Dads can get to know one another.

LEARNING COMPETENCIES:

1. Dads increase their awareness and knowledge about their own story and the stories of the Dads in the group.
2. Dads demonstrate the capacity to share their story.

(Facilitator Tip: InsideOut Dad facilitators report that this is a powerful activity. Try your best to get all the Dads to share their story so that you can understand the impact of the Dads' past on their present. This will also help the Dads learn about each other on a deep level.)

PROCEDURES:

1. **SAY:** This activity will help us get to know each other. You'll write, produce, and star in your own movie. The movie is called "My Story." Please locate the information in your Fathering Handbook called "My Story" on page 2. Take 10 to 15 minutes to write your story.

(Consider providing blank pieces of paper if the Dads need more space to write their stories.)

2. *(After 10 to 15 minutes, have the Dads share their stories. Encourage the other Dads to listen closely so they can learn about each other.)*



(OPTIONAL)

CORRESPONDING PAGE IN FATHERING HANDBOOK**SESSION 1** | Introduction: Getting Started

11. Others see me as friendly.
☐ Father ☐ Partner

12. Others trust me to keep things private.
☐ Father ☐ Partner

13. I'm caring and giving.
☐ Father ☐ Partner

14. I have fun easily.
☐ Father ☐ Partner

My Story

The name of the actor starring in this movie is

_____ .
 (Your Name)

The story begins in _____ .
 (Place of Birth)

in the year _____ .
 (Date of Birth)

In the beginning, the major supporting actors in the story are

 (Childhood Family)

Today the major supporting actors are _____

 (Current Family)

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

and then finds out in later life that _____

—continued

ACTIVITY 1.5 Taz and Dani: A Story of Impact

TIME: 15 Minutes

MATERIALS: Flip chart, markers, (optional) video and digital projection system, (optional) Slide Deck

FACILITATOR'S GOAL:

To increase the Dads' awareness and knowledge of the InsideOut Dad® program's impact.

LEARNING COMPETENCIES:

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

PROCEDURES:

1. **SAY:** We'll watch a 4 minute and 25 second video on the InsideOut Dad® program's impact. Pay close attention and think about the program's impact on the fathers who participated in it.
2. *(Show the "Taz and Dani: A Story of Impact" video)*
3. *(After the video ends, ask the Dads what they thought about it. Listen for ways the program affected Taz and Dani as fathers and the relationship between them. If their responses don't touch on those two areas, ask them the following questions.)*

ASK:

- How did the program affect Taz and Dani as fathers?
- How did the program affect their relationship as two adult men?

(After the Dads share, ask them whether they can see or at least hope that the program will have a positive effect on the relationships with their children.)

4. **SAY:** This is a program that's transformed the lives of many fathers, children, and families nationwide. It can do the same for you if you approach it with a helpful mindset.

ASK: When I say the word "mindset," what does it mean to you?

(Allow time for their responses. Don't record them. Depending on what the Dads said, confirm or share the following meaning.)

SAY: A mindset is how you see the world, yourself, and other people. There are two basic mindsets—fixed and growth. People with a fixed mindset believe that people are the way they are and can't change. People with a growth mindset believe that people can change.

ASK: Which mindset do you think Taz and Dani have?

(The Dads should say a growth mindset based on the change they experienced in their relationship and how Dani is preparing to be involved in his child's life post-release.)

—continued



(OPTIONAL)



SLIDE #2
(OPTIONAL)

CORRESPONDING PAGE IN FATHERING HANDBOOK**SESSION 1** | Introduction: Getting Started**Helpful Mental Models**

- **What you can control.** Focus on controlling your own actions and reactions to how others behave. You can't control what others say and do.
- **What matters the most to you.** Focus on what matters the most to you, such as an overall belief, value, or behavior that reflects the kind of person you want to be.
- **Let go of expectations.** Release any expectations you have for how someone may or should react, especially when those expectations are unrealistic.



5. (Write the term **MENTAL MODEL** on the flip chart.)

SAY: A related term to mindset is a “mental model.”

ASK:

- What could Taz control in the relationship with his son?
- What could Dani control in the relationship with his father?

MENTAL
MODEL

(As the Dads share, listen for responses that reflect both men could only control their part of the relationship—what they thought and how they behaved. If their responses don’t reflect this, point that out.)

SAY: A mental model is a way of thinking about how something works—an explanation. Realizing that you can only control your thoughts and behaviors in a relationship helps explain how a healthy relationship works—including those with your children and their mother or main caregiver. You can’t control someone else’s thoughts and behaviors. Adopting that model will be helpful in getting the most out of this program.

There are two other mental models that will help you as well. The first is to focus on what matters the most to you when you interact with others, such as an overall belief, value, or behavior that reflects the kind of person you want to be. The second is to let go of your expectations. Release any expectations for how someone might or should react when you interact with them, especially when those expectations are unrealistic.

These three mental models are on page 4 in your Fathering Handbook. You can refer back to them whenever you’re struggling in a relationship.

6. (Thank the Dads for attending this session and remind them of the date and time for the next session.)



CORRESPONDING PAGE IN FATHERING HANDBOOK**SESSION 1** | Introduction: Getting Started**Helpful Mental Models**

- **What you can control.** Focus on controlling your own actions and reactions to how others behave. You can't control what others say and do.
- **What matters the most to you.** Focus on what matters the most to you, such as an overall belief, value, or behavior that reflects the kind of person you want to be.
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FATHERING HANDBOOK

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SESSION 1

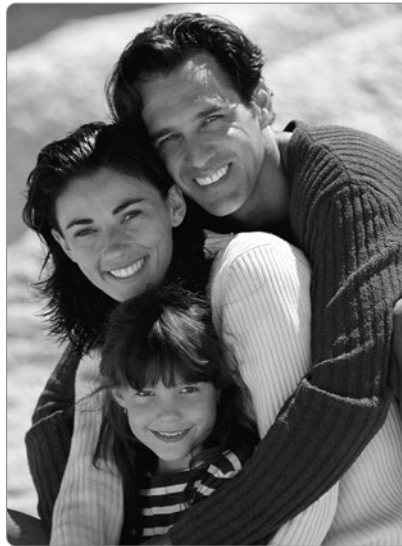
Introduction: Getting Started

What Kind of Father and Partner Am I?

Father and Partner Checklist

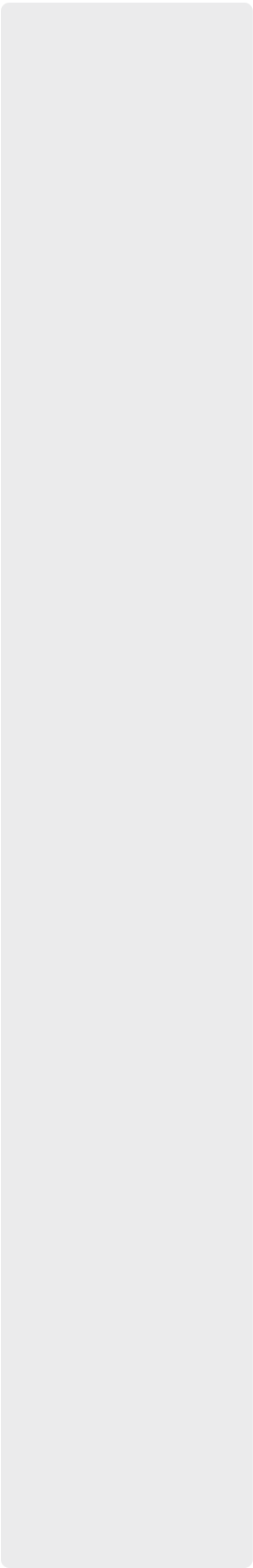
Place a ✓ in the box if you agree with the statement about yourself as a Father and as a Partner. If you don't agree, leave the box empty.

1. I listen to other points of view.
☐ Father ☐ Partner
2. I can bargain and deal when needed.
☐ Father ☐ Partner
3. I respect others' boundaries.
☐ Father ☐ Partner
4. Others respect me.
☐ Father ☐ Partner
5. I share my thoughts and feelings in healthy ways.
☐ Father ☐ Partner
6. I'm willing to change my beliefs.
☐ Father ☐ Partner
7. I get close to others.
☐ Father ☐ Partner
8. I'm okay with being in control.
☐ Father ☐ Partner
9. I enjoy spending quality time with my family.
☐ Father ☐ Partner
10. I can take good news and bad.
☐ Father ☐ Partner



Being a loving father and partner comes from being a caring and loving man. The InsideOut Dad shows the traits of a nurturing father and partner.

—continued



- 11. Others see me as friendly.
☐ Father ☐ Partner
- 12. Others trust me to keep things private.
☐ Father ☐ Partner
- 13. I'm caring and giving.
☐ Father ☐ Partner
- 14. I have fun easily.
☐ Father ☐ Partner

My Story

The name of the actor starring in this movie is _____ .
(Your Name)

The story begins in _____ .
(Place of Birth)

in the year _____ .
(Date of Birth)

In the beginning, the major supporting actors in the story are _____ .

(Childhood Family)

Today the major supporting actors are _____ .

(Current Family)

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

and then finds out in later life that _____
_____ .

—continued

There are many challenges in life faced by this boy and man, which include _____

_____ ,

but the most memorable scene takes place in _____

when _____

_____ happens.

What makes this scene so memorable is _____

_____ .

Throughout life, the main character meets heroes like _____

_____ .

(People and/or Events)

and villains like _____

_____ .

(People and/or Events)

This ongoing story is heading toward _____

_____ .

And at the end of the story, the critics will say _____

_____ .

Helpful Mental Models

- **What you can control.** Focus on controlling your own actions and reactions to how others behave. You can't control what others say and do.
- **What matters the most to you.** Focus on what matters the most to you, such as an overall belief, value, or behavior that reflects the kind of person you want to be.
- **Let go of expectations.** Release any expectations you have for how someone may or should react, especially when those expectations are unrealistic.



InsideOut DAD[®]
FOURTH EDITION

FACILITATOR'S MANUAL
OPTIONAL REENTRY SESSIONS

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SESSION GUIDE

InsideOut DAD[®]
FOURTH EDITION

FACILITATOR'S MANUAL
OPTIONAL REENTRY SESSIONS



(OPTIONAL)

OPTIONAL REENTRY SESSION #2:

Responsibilities and Child Support

SESSION DESCRIPTION:

This session is for non-custodial Dads who owe or will own child support. It focuses on their moral, emotional, and financial rights and responsibilities related to their children, with a special emphasis on child support. It includes an optional activity (#5) that involves the participation of a local child support expert. If you include the optional activity, prepare for the session lasting longer than normal.

InsideOut Dad® CHARACTERISTICS (5):

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

PRE-SESSION PROCEDURES:

1. Review the standard Pre-Session Procedures in Chapter VI of the Program Guide in the Facilitator's Manual: Core Sessions.
2. Make enough copies of the Optional Reentry Session #2 handout for each Dad to have one. The handout is located at the password-protected webpage for facilitators (www.fatherhood.org/insideout-dad-support-resources).
3. Write the statements that you'll ask the Dads to complete during Activity #1 on the flip chart.
4. Write the first three questions that you'll ask the Dads to answer during Activity #2 on the flip chart. (See Procedure #2.)

Prepare blank pieces of paper for Activity #2 by writing the numbers 1-10 on the pieces of paper. Write one number per piece of paper and post them on a wall(s) in numerical order. Post them at least a couple of feet apart so that the Dads won't crowd each other during the activity. Write the numbers large enough and darkly enough for the Dads to see them from several feet away.

5. Write the statements that you'll ask the Dads to complete during Activity #3 on the flip chart.

For Activity #3, decide which of the three options you'll use to conduct the "Myth or Truth: The Realities of Child Support" quiz. Option 3 is best if you have Dads with limited literacy skills.

6. Learn the child support situation of each Dad, if you don't already know it. Learn how much he owes and, if he has multiple children, how much

—continued

he owes for each child. Learn his history of paying child support. This information will help you understand the potential volatility of this session based on the Dads' histories with child support.

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

7. (Optional) Identify and contact a local child support expert (e.g., someone from the local child support enforcement office) to assist with this session. When selecting a child support expert, find someone who understands the experiences and challenges of incarcerated fathers with child support, and who has a supportive demeanor about working with incarcerated fathers. Ask the expert to bring any materials (e.g., handouts) or other resources on child support and enforcement they have. Share the content of the session so the expert knows what to expect and what is expected of them. Provide the expert with as much information as you can share regarding the Dads' child support situations (i.e., legally and ethically). Give the expert the list of questions they need to answer during Activity #5. If you have Dads who will return to a state other than that in which the correctional facility is located, make the expert aware that those Dads might be subject to different guidelines than the state in which the expert works.
8. (Optional) If the Dads are allowed to contact the child support expert pre- or post-release, write the expert's name and contact information on the flip chart.
9. It could become apparent that some Dads don't know what's expected of them in paying child support and what can and can't be done to enforce payment. Encourage them to share their experiences and challenge one another's assumptions. (The presence of the child support expert will help ensure the Dads have the most accurate information about what's expected of them and how child support works.) Remind the Dads that, as they share their personal experiences with one another, what is shared in the group stays in the group. It's also important to help the Dads understand the differences between "formal" and "informal" child support. For example, some Dads who provide financial support by giving the children's mother or main caregiver cash or buying things for them or the children might not realize that this isn't a substitute for paying on a child support order.
10. Consider giving each Dad a copy of the "11 Things for Dads to Know and Learn About Child Support" brochure by National Fatherhood Initiative®. It contains helpful information on navigating the child support system in any state, territory, or tribe. Visit <https://store.fatherhood.org/> for more information and to acquire it.

Session Sources: National Fatherhood Initiative® drew from the following sources for this session: 1) U.S. Department of Human Services/Office of Child Support Services. (2025). Retrieved from <https://acf.gov/css/parents>; 2) Office of the Attorney General of Texas. (2025). For Our Children: Learning to Work Together Co-Parenting Guide. Retrieved from <https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/Parenting%20Together/coparenting.pdf>; and 3) Utah State Courts. (2025). Parenting Plans. Retrieved from <https://www.utcourts.gov/en/self-help/case-categories/family/parenting-plans.htm>

ACTIVITY #1 Welcome and Warm-Up

TIME: 20 minutes

MATERIALS: Flip chart, markers, Optional Reentry Session #2 handout, (optional) InsideOut Dad® Pledge

FACILITATOR’S GOAL:

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

LEARNING COMPETENCIES:

- 1. Dads increase their awareness and knowledge of their rights and responsibilities as fathers.
- 2. Dads increase their capacity to identify how the other Dads view their rights and responsibilities.

PROCEDURES:

- 1. **SAY:** Welcome to today’s session that focuses on your moral, emotional, and financial rights and responsibilities as fathers.
- 2. **SAY:** Let’s start this session with the two-minute “Square Breath Reset.” Remember that this activity will help you leave the rest of the day at the door and focus on what you’ll learn.

Sit up straight and plant both feet flat on the floor. We’re going to do a ‘Square Breath’ to reset.

Breathe in through your nose and deeply into your stomach for a count of four... hold that breath for four... now exhale slowly through your mouth for four... and hold it empty for four.

(Repeat this breathing technique several times. You might need to remind the Dads to breathe deeply into their stomachs.)

Just notice how your body feels a bit heavier in the chair. You’re here, you’re present, and we’re ready to start.

- 3. *(Optional: Have the Dads recite the InsideOut Dad® Pledge.)*
- 4. *(Give each Dad a copy of the Optional Reentry Session #2 handout.)*

(Turn to the flip chart paper you prepared for this session.) SAY: Please complete the following statements on your handout.

- When I think of my rights as a father, what that means to me is _____.
- When I think of my responsibilities as a father, what that means to me is _____.

(Have the Dads share their responses and write them on the flip chart. Discuss common responses.)

When I think of my rights as a father, what that means to me is _____.

When I think of my responsibilities as a father, what that means to me is _____.

—continued



CORRESPONDING PAGE IN THE HANDOUT

RESPONSIBILITIES AND CHILD SUPPORT

OPTIONAL REENTRY
SESSION #2

Responsibilities and Child Support

My Rights and Responsibilities as a Dad

- When I think of my rights as a father, what that means to me is _____

_____.
- When I think of my responsibilities as a father, what that means to me is _____

_____.
- The biggest challenge I have with child support is _____

_____.
- The reason I have that challenge is _____

_____.

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5. *(Turn again to the flip chart paper you prepared for this session.) SAY:* Please complete the next two statements on your handout.

- The biggest challenge I have with child support is _____.
- The reason I have that challenge is _____.

(Have the Dads share their responses and write them on the flip chart. Discuss common responses.)

6. *(Optional: If you invited a child support expert to participate in this session, introduce them at this time.)*

CORRESPONDING PAGE IN THE HANDOUT

RESPONSIBILITIES AND CHILD SUPPORT

OPTIONAL REENTRY
SESSION #2

Responsibilities and Child Support

My Rights and Responsibilities as a Dad

- When I think of my rights as a father, what that means to me is _____

- When I think of my responsibilities as a father, what that means to me is _____

- The biggest challenge I have with child support is _____

- The reason I have that challenge is _____

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—continued

ACTIVITY #2 Dad's Rights and Responsibilities

TIME: 50 Minutes

MATERIALS: Flip chart, markers, Optional Reentry Session #2 handout

FACILITATOR'S GOAL:

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

LEARNING COMPETENCIES:

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

PROCEDURES:

1. **SAY:** There are many ways non-custodial fathers can be involved in their children's lives. During this activity, we'll explore fathers' rights and responsibilities, including how they're morally, emotionally, and financially responsible for their children.
2. **SAY:** We're going to divide this group into three smaller groups. Count off 1, 2, and 3 with all the 1s forming one group, the 2s another group, and the 3s a third group. We'll start with *(insert a Dad's name)* and go around the room.

(After the Dads finish counting, turn to the following questions you prepared on the flip chart paper and posted ahead of the session. Assign each group one of the questions. If the room space allows, tell the Dads to come together in their groups.)

- *In my role as guide or mentor, what are my moral responsibilities to my children?*
- *In my role as nurturer, what are my emotional responsibilities to my children?*
- *In my role as provider, what are my financial responsibilities to my children?*

SAY: Each group's assignment is to write down as many answers to the assigned question as its members can think of. Before you start, choose someone to record the answers on your flip chart paper and someone else to report back to the larger group. You have about 15 minutes and then each group will share their answers.

ASK: Before you begin, does anyone need me to explain what any of the questions mean?

(Provide an explanation[s] if necessary. Then, tell the groups to start.)

3. *(After about 15 minutes, have each group's reporter share their question and answers. Take about 15 minutes for all the groups [not each one] to share. After each group reports back, invite the Dads in the other two groups to add anything they think is missing from that group's list and instruct the reporting group's recorder to write them on their flip chart paper.)*

—continued



CORRESPONDING PAGE IN THE HANDOUT

RESPONSIBILITIES AND CHILD SUPPORT

OPTIONAL REENTRY
SESSION #2

Responsibilities and Child Support

My Rights and Responsibilities as a Dad

- When I think of my rights as a father, what that means to me is _____

- When I think of my responsibilities as a father, what that means to me is _____

- The biggest challenge I have with child support is _____

- The reason I have that challenge is _____

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4. **SAY:** For the next part of this activity, look at the flip chart papers on the wall with the numbers 1 through 10 written at the top. Starting with the “guide or mentor” question, I’ll ask you to rate yourself from 1 to 10 on that type of providing. A 1 means “you can do a whole lot better” and a 10 means “You’re an All-Star Father” in that area. Use the list of responsibilities to help you rate yourself. I’ll give you one minute to think about your rating. Then, when I say “Go,” you’ll move to stand as close as you can to the paper that has your rating.

ASK: Before we start, does anyone need further explanation?

(Allow time for their responses and respond, if necessary.)

SAY: Okay. You have one minute to rate yourself on being a guide or mentor for your children.

(After one minute, tell the Dads to move to their rating. After they do, ask the following questions of the entire group and wait for Dads to respond or ask the questions of each Dad one at a time.)

ASK:

- *(If the entire group)* Why did you give yourself that rating? *(If asking Dads one at a time)* Why did you rate yourself a *(insert the number)*?
- Has there been a time in your life when you would have rated yourself higher? What was different about that time?
- What would it take to move just one point higher on the scale? What do you need to move that one point higher?

5. *(After finishing with “guide and mentor,” take the Dads through the same rating process in the other two areas and ask the same questions.)*

6. *(After the group moves through all three areas, have the Dads return to their seats and applaud them for being willing to explore those areas with transparency/honesty.)*

7. **ASK:** Before we started this session, how many of you knew most of your rights and responsibilities when it comes to your children? Raise your hand if you did.

(Allow time for the Dads to respond. Then, call on as many Dads who raised a hand as you have time.)

ASK: *(Insert the Dad’s name)*, what did you know about your rights and responsibilities?

(Write his answers on the flip chart.)

8. **SAY:** Throughout history, being a provider has been one of the father’s natural roles. In recent times, that role has involved providing income and material needs for the family. Some fathers have a strong desire to provide, but can’t because they lack resources. Other fathers push aside or ignore their provider role. The rest of this session’s activities focus on providing financially through child support.

CORRESPONDING PAGE IN THE HANDOUT

RESPONSIBILITIES AND CHILD SUPPORT

OPTIONAL REENTRY
SESSION #2

Responsibilities and Child Support

My Rights and Responsibilities as a Dad

- When I think of my rights as a father, what that means to me is _____

_____.
- When I think of my responsibilities as a father, what that means to me is _____

_____.
- The biggest challenge I have with child support is _____

_____.
- The reason I have that challenge is _____

_____.

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ACTIVITY #3 What Kind of Father and Partner Am I?
TIME: 15 Minutes
MATERIALS: Flip chart, markers, Fathering Handbook

FACILITATOR’S GOAL:

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

LEARNING COMPETENCIES:

- 1. Dads increase their awareness and knowledge about the benefits that providing financial support has for them and their children.
- 2. Dads increase their capacity to get in touch with their feelings, and their family’s feelings, about providing financial support.

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

Some non-custodial fathers might not realize that a child’s main caregiver with primary physical custody can receive child support payments, even if that person isn’t the child’s mother. Courts decide who has primary physical custody based on who provides daily care, such as overseeing a child’s necessities—food, clothing, healthcare, school, etc.)

PROCEDURES:

- 1. (Turn to the flip chart paper you prepared for this activity.) **SAY:** The last activity focused on providing financially for children. One of the ways many non-custodial fathers do that is paying child support.

Take a quick look at the statements on the flip chart. Think about the impact or benefits child support would have for you, your children, and your children’s mother or main caregiver. I’ll read each statement aloud one at a time, and I want you to complete them. Anyone can offer to complete them. Simply raise your hand. I’ll start each statement with this phrase:
“If I provide consistent and timely child support, . . .” Okay, here we go.

(Read each statement aloud starting with the phrase. If you have the time, record their responses on the flip chart. Alternatively, you could ask one of the Dads to record the responses.)

SAY:

- My children will be able to _____.
- My children will feel _____.

My children will be able to _____.

My children will feel _____.

My children will have _____.

I’ll be able to _____.

I’ll feel _____.

I’ll have _____.

My children’s mother (or main caregiver) will be able to _____.

My children’s mother (or main caregiver) will feel _____.

My children’s mother (or main caregiver) will have _____.

—continued



CORRESPONDING PAGE IN THE HANDOUT

RESPONSIBILITIES AND CHILD SUPPORT

Being a Provider

If I provide consistent and timely child support . . .

- My children will be able to _____
_____.
- My children will feel _____
_____.
- My children will have _____
_____.
- I'll be able to _____
_____.
- I'll feel _____
_____.
- I'll have _____
_____.
- My children's mother (or main caregiver) will be able to _____
_____.
- My children's mother (or main caregiver) will feel _____
_____.
- My children's mother (or main caregiver) will have _____
_____.

- My children will have_____.
- I'll be able to_____.
- I'll feel_____.
- I'll have_____.
- My children's mother (or main caregiver) will be able to_____.
- My children's mother (or main caregiver) will feel_____.
- My children's mother (or main caregiver) will have_____.

2. *(Optional: Ask the child support expert to provide feedback or comment on the Dads' responses.)*

3. **ASK:** How did this activity affect how you see the benefits of paying child support?

(Allow as much time as you can for their responses. Don't record them.)

CORRESPONDING PAGE IN THE HANDOUT

RESPONSIBILITIES AND CHILD SUPPORT

Being a Provider

If I provide consistent and timely child support . . .

- My children will be able to _____
_____.
- My children will feel _____
_____.
- My children will have _____
_____.
- I'll be able to _____
_____.
- I'll feel _____
_____.
- I'll have _____
_____.
- My children's mother (or main caregiver) will be able to _____
_____.
- My children's mother (or main caregiver) will feel _____
_____.
- My children's mother (or main caregiver) will have _____
_____.

ACTIVITY #4 Myth or Truth—The Realities of Child Support

TIME: 30 Minutes

MATERIALS: Optional Reentry Session #2 handout, Myth or Truth: The Realities of Child Support Answer Guide (located at the end of this session in this manual), (optional) InsideOut Dad® Pledge

FACILITATOR'S GOAL:

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

LEARNING COMPETENCIES:

1. Dads continue to increase their awareness and knowledge about the child support system.
2. Dads continue to increase their capacity to identify nuances in the child support system, such as how changing circumstances for the non-custodial and custodial parent affect child support payments.

PROCEDURES:

1. **SAY:** This activity will help you learn more about paying child support and about child support enforcement. Go to the “Myth or Truth—The Realities of Child Support” portion of this session’s handout.

(Option 1)

This quiz includes statements about paying child support and about child support enforcement that might be myth or truth. I’ll have one of you read the first statement aloud and then everyone will vote on whether it’s a myth or truth. Raise one of your hands if you think it’s the truth. Then I’ll share the correct answer, and you can put a check mark or an “x” in the correct column on the handout. If you get the answer right, give yourself one point. Then I’ll have another Dad read the second statement, the group will vote on it, I’ll share the correct answer, and you’ll mark the correct answer on your handout. We’ll keep going around the room with different Dads reading the statements until we finish voting on all of them. We’ll see who has the highest score after we finish.

(Option 2)

This quiz includes statements about paying child support and about child support enforcement that might be myth or truth. I’ll give you 10 minutes to go through all the statements and select whether they’re myth or truth by putting a check mark or an “x” in the appropriate column. Then I’ll share the correct answers. For every correct answer, give yourself one point. We’ll see who has the highest score after we go through all the answers.



—continued

CORRESPONDING PAGE IN THE HANDOUT**RESPONSIBILITIES AND CHILD SUPPORT****Myth or Truth—The Realities of Child Support**

Myth	Truth	Statement
_____	_____	1. If the custodial parent goes on Temporary Assistance for Needy Families (TANF), the non-custodial parent who owes child support must continue paying it.
_____	_____	2. The law says that both parents have to support their child until the child reaches age 18.
_____	_____	3. A non-custodial parent can go to jail if they don't pay court-ordered child support.
_____	_____	4. A non-custodial parent who owes child support must pay it even if that parent is still in school.
_____	_____	5. A non-custodial parent who doesn't pay court-ordered child support can be put on probation by the court.
_____	_____	6. A non-custodial parent who doesn't pay court-ordered child support may have their driver's license suspended.
_____	_____	7. A non-custodial parent who owes child support must pay it even if their only income is from unemployment or disability.
_____	_____	8. The state's child support enforcement office reports non-custodial parents who owe child support to the credit bureau.
_____	_____	9. Non-custodial parents who owe child support don't have to pay it when they join the military.
_____	_____	10. A non-custodial parent can stop paying child support if the custodial parent marries someone else.
_____	_____	11. If a non-custodial parent owes child support, it can be taken out of their paycheck.
_____	_____	12. A non-custodial parent can open a child support case with the state's child support enforcement office.
_____	_____	13. If grandparents are raising a child, only the child's non-custodial father must pay child support.
_____	_____	14. If a non-custodial parent remarries, child support can be taken out of their spouse's paycheck.
_____	_____	15. If a non-custodial parent who owes child support is under age 18, the grandparents must legally cover those payments.
_____	_____	16. All information about a child support case with the state's child support enforcement office is confidential.

(Option 3)

This quiz includes statements about paying child support and about child support enforcement that might be myth or truth. I'll read the statements aloud one at a time. After I read each one, select whether it's a myth or truth by putting a check mark or an "x" in the appropriate column. Then I'll share the correct answer. For every correct answer, give yourself one point. We'll see who has the highest score after we go through all the answers.

(No matter which option you chose...)

ASK: Does anyone need further explanation?

(Allow time for their responses and respond, if necessary.)

2. *(Have the Dads complete the quiz using Option 1, 2, or 3. When you finish all the statements, ask the Dads for their scores and congratulate the winner[s].)*

(Consider asking the child support expert to add anything about paying child support or child support enforcement not covered in the quiz that's important for the Dads to know.)

3. **ASK:** What's the most helpful thing you learned from this quiz, and why will it be helpful?

(Allow time for their responses. Don't record them.)

4. *(Optional, and if you won't use Optional Activity #5, have the Dads recite the InsideOut Dad® Pledge.)*
5. *(Optional, and if you won't use Optional Activity #5, end this session.)*



(OPTIONAL)

CORRESPONDING PAGE IN THE HANDOUT**RESPONSIBILITIES AND CHILD SUPPORT****Myth Truth Statement**

- | | | |
|-------|-------|--|
| _____ | _____ | 17. The state's child support enforcement office can change who has custody of a child and can enforce parent and child visits. |
| _____ | _____ | 18. Non-custodial parents who owe child support and are in jail must still pay child support. |
| _____ | _____ | 19. If a non-custodial parent who owes child support doesn't pay it, they can't visit with their child. |
| _____ | _____ | 20. Interest will be added to child support payments that have not been paid and are overdue. |
| _____ | _____ | 21. Unpaid child support must still be paid even after the child turns 18. |
| _____ | _____ | 22. The state's child support enforcement office can help non-custodial parents behind in child support payments with finding counseling, a job, substance abuse treatment, or other needed services or help. |
| _____ | _____ | 23. Non-custodial parents who owe child support must pay for all or part of the child's medical bills. |
| _____ | _____ | 24. When a non-custodial parent who owes child support gets a pay raise, the court can increase their child support payments. When a non-custodial parent who owes child support gets a pay cut, the court can lower their child support payments. |
| _____ | _____ | 25. Courts can order a non-custodial parent to pay child support from the date a child was born or from the date the parents separated (if they were married). |
| _____ | _____ | 26. A non-custodial parent can stop paying child support if the custodial parent won't let them see the child. |

(OPTIONAL)

ACTIVITY #5

The “INs and OUTs” of Child Support

TIME:

40 Minutes

MATERIALS:

Blank pieces of paper, handouts and other resources provided by the child support expert, (optional) InsideOut Dad® Pledge

FACILITATOR’S GOAL:

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

LEARNING COMPETENCIES:

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

(Facilitator Tip: This session can generate lengthy conversations about deeply personal scenarios. Rather than becoming sidetracked from the purpose of the activity, the child support enforcement expert should concentrate on presenting the factual material while offering time outside of the group to talk or work with the Dads on individual issues. This approach will help with time efficiency.)

PROCEDURES:

1. *(Reintroduce the child support expert. The expert should share that they’re here to educate and support the Dads and there won’t be repercussions for those who disclose anything about their child support situation. Encourage the Dads to ask questions throughout the remainder of the session to ensure they gain useful information.)*

(Distribute at least one blank piece of paper to each Dad and any materials or handouts from the child support expert. Have the expert speak to the issues and challenges raised by the Dads to this point in the session).

2. *(Have the expert provide an overview of the child support system, including how approaches to child support enforcement can differ from state to state. Have them answer as many of the following questions as there’s time. Encourage the Dads to write what the expert shares on their blank piece of paper.*

- *What’s child support?*
- *When must a father pay child support?*
- *What’s unique or different about paying child support when in prison or jail?*
- *How does a father set up child support payments?*
- *How much child support must fathers pay, and for how long?*
- *What happens when a father can’t make the payments?*
- *What are the ways in which child support can be collected?*
- *What should a father do when his employment changes?*
- *What are the court activities related to child support?*
- *Why is record keeping important?*

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- *What are the local child support resources for fathers?*
- *What if a father has concerns about how his child support money is being spent? Where does his money go?*
- *What if a father pays child support but visits with his children are not taking place or are inconsistent?)*

3. **SAY:** If you have questions about paying child support or child support enforcement, now's the time to ask the expert!

(To ensure the Dads learn as much as possible, allow the discussion between the child support expert and the Dads to continue for as long as you can.)

4. *(Have the child support expert distribute any handouts or other resources they brought.)*
5. *(Optional: Have the Dads recite the InsideOut Dad® Pledge.)*
6. *(End this session. If you'll conduct another Optional Reentry Session or a Core Session after this one, remind the Dads of the date and time.)*



(OPTIONAL)

MYTH OR TRUTH—THE REALITIES OF CHILD SUPPORT FACILITATOR’S ANSWER GUIDE

Myth-Truth Statement

1. Truth. If the custodial parent receives Temporary Assistance for Needy Families (TANF), the non-custodial parent who owes child support must continue paying it.
2. Truth. The law says that both parents must support their child until the child reaches age 18.
3. Truth. A non-custodial parent can go to jail if they don’t pay court-ordered child support.
4. Truth. A non-custodial parent who owes child support must pay it even if that parent is still in school.
5. Truth. A non-custodial parent who doesn’t pay court-ordered child support can be put on probation by the court.
6. Truth. A non-custodial parent who doesn’t pay court-ordered child support may have their driver’s license suspended.
7. Truth. A non-custodial parent who owes child support must pay it even if their only income is from unemployment or disability.
8. Truth. The state’s child support enforcement office reports non-custodial parents who owe child support to the credit bureau.
9. Myth. Non-custodial parents who owe child support don’t have to pay it when they join the military.
10. Myth. A non-custodial parent who owes child support can stop paying it if the custodial parent marries someone else.
11. Truth. If a non-custodial parent owes child support, it can be taken out of their paycheck.
12. Truth. A non-custodial parent can open a child support case with the state’s child support enforcement office.
13. Myth. If grandparents are raising a child, only the child’s non-custodial father must pay child support.
14. Myth. If a non-custodial parent remarries, child support can be taken out of their spouse’s paycheck.
15. Myth. If a non-custodial parent is under age 18, the grandparents must legally cover those payments.
16. Truth. All information about a child support case with the state’s child support enforcement office is confidential.
17. Myth. The state’s child support enforcement office can change who has custody of a child and can enforce parent and child visits.

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| 18. Truth. | Non-custodial parents who owe child support and are in jail must still pay child support. |
| 19. Myth. | If a non-custodial parent who owes child support doesn't pay it, they can't visit with their child. (Correct Answer: If a non-custodial parent doesn't pay child support, they can still visit with their child as long as that parent has visitation rights.) |
| 20. Truth. | Interest will be added to child support payments that haven't been paid and are overdue. |
| 21. Truth. | Unpaid child support must still be paid even after the child turns 18. |
| 22. Truth. | The state's child support enforcement office can help non-custodial parents behind in child support payments with finding counseling, a job, substance abuse treatment, or other needed services or help. |
| 23. Truth. | Non-custodial parents who owe child support must pay for all or part of the child's medical bills. |
| 24. Truth. | When a non-custodial parent who owes child support gets a pay raise, the court can increase their child support payments. When a non-custodial parent who owes child support gets a pay cut, the court can lower their child support payments. |
| 25. Truth. | Courts can order a non-custodial parent to pay child support from the date a child was born or from the date the parents separated (if they were married). |
| 26. Myth. | A non-custodial parent can stop paying child support if the custodial parent won't let them see the child. (Correct Answer: A non-custodial parent can't stop paying child support even if the custodial parent won't let them see the child.) |