

**STATE OF MICHIGAN
IN THE 31st CIRCUIT COURT FOR THE COUNTY OF ST. CLAIR**

M.M., et al.,

Plaintiffs,

v.

SHERIFF MAT KING,
et al.,

Defendants.

EXPERT REPORT AND AFFIDAVIT OF JULIE A. POEHLMANN, Ph.D.

I, Julie A. Poehlmann, declare as follows:

BACKGROUND

1. My name is Julie Poehlmann. I am a tenured professor of Human Development and Family Studies at the University of Wisconsin-Madison, where I have been a professor since 1999. I hold the Dorothy A. O'Brien Chair in Human Ecology. I have a joint appointment in the Educational Psychology Department at the University of Wisconsin-Madison, and I am also an affiliate of the Center for Law, Society, and Justice, the Institute for Research on Poverty, and the Center for Healthy Minds. I served as Human Development and Studies department chair from 2011 to 2015 and as the director of the Center for Child and Family Well-Being from 2012 to 2017.

2. I have been asked to opine on the research relating to the benefits of parent-child contact during parental incarceration and how it relates to the development and maintenance of parent-child relationships and child well-being.

3. I earned a Ph.D. in clinical psychology in 1995 and an M.S. in clinical psychology in 1990. Both degrees are from Syracuse University. I earned an Honors B.A. in psychology and history from Marquette University in 1988, where I was inducted into Phi Beta Kappa.

4. I have published 83 peer-reviewed journal articles, 16 peer-reviewed book chapters, three edited monographs, three edited books (one in its second edition), and one co-authored book. Many of my articles are published in the field's top journals, including *Child Development*, *Developmental Psychology*, *Developmental Psychopathology*, *Pediatrics*, *Journal of Pediatrics*,

American Psychologist, Journal of Marriage and Family, Journal of Family Psychology, and Mindfulness. My papers have been cited 7,513 times as of March 11, 2024.

5. I present my work at national and international conferences and meetings around the country and world. I have given 82 conference presentations since 2000 in addition to 27 invited talks, including keynote addresses at national conferences. I have also given 52 outreach presentations to disseminate my work more broadly.

6. I have served as principal investigator (PI), co-investigator (co-I), or consultant on 32 grants, including serving as PI on more than \$8 million in awards from the National Institutes of Health (NIH), Department of Health and Human Services (DHHS), and numerous foundations. I have served as co-I or consultant on \$64 million in awards from the NIH, the National Institute of Justice, DHHS, and the National Institute of Corrections.

7. I served on the Board of the International Coalition on Children with Incarcerated Parents (2018-2021), and I served as an advisor to Sesame Workshop on their Emmy-nominated initiative for children with incarcerated parents (2009-2013). I served on the planning committees for the 2022 and 2023 National Children with Incarcerated Parents Conference (Phoenix, AZ) and for a 2016 conference on children with incarcerated parents at the Urie Bronfenbrenner Center for Translational Research at Cornell University (Ithaca, New York), in addition to co-planning other national workshops and conferences between 2017 and 2023.

8. I am a licensed psychologist in Wisconsin, specializing in children and families.

9. My research focuses on child and family well-being and family relationships in the context of risk factors such as parental incarceration, premature birth, and prenatal substance exposure. I study the health and social, emotional, and cognitive development of infants and children using both quantitative and qualitative methods. Quantitative methods involve statistically analyzing data that are numerical in nature, derived from questionnaires, interviews, behaviors and interactions coded from videos and live observations, and physiological measures. Qualitative methods involve collecting and analyzing non-numerical data, such as narrative transcriptions of interviews, to understand people's opinions, experiences, and interactions. My research includes investigating children's attachments to their parents and other caregivers. I have designed and evaluated interventions for children and their parents, including approaches that can be used in the criminal justice system as well as contemplative practices (e.g., mindfulness or meditation) aimed at decreasing stress and increasing well-being in children and families.

10. My research has found that although parental incarceration is an adverse childhood experience, the development of children with incarcerated parents is heterogeneous. Some children with incarcerated parents are exposed to incarceration-specific risks such as witnessing the

parent's arrest, which can lead to dysregulated stress responses and short- and long-term developmental challenges, especially when children already experience behavioral stress symptoms or anxiety. In contrast, other children with incarcerated parents experience supportive home environments, secure attachments to their caregivers, and positive visit experiences with their incarcerated parents, which can facilitate resilience processes.

11. My research program has accumulated evidence regarding children's development following parental incarceration from multiple mixed-method studies in addition to planning (Healthy Brain and Child Development Study) and analysis (Adolescent Brain and Cognitive Development Study) of population-based studies and other datasets. My mixed method studies involve use of both quantitative and qualitative methods of analyzing data that my research team has collected to answer specific questions about child development and family relationships in the context of parental incarceration. The mixed method studies have involved the use of purposive sampling, or intentionally selecting participants who have certain characteristics (e.g., age, gender) or experiences (e.g., parental incarceration). The results of studies using purposive sampling methods can only be generalized to the population from which the sample was drawn (Anrade, 2021). Population-based studies occur when each member of a defined population has a similar probability of being in the study sample, or when all the people in a defined population are sampled, and thus the characteristics of the sample represent the entire population. The findings of population-based studies are generalizable to the entire population. See Table 1 of Poehlmann-Tynan & Turney, 2021 for examples of population-based studies that include data on children with incarcerated parents (at <https://srcd.onlinelibrary.wiley.com/doi/full/10.1111/cdep.12392>). It should be noted that the primary reason that I have collected new data on children with incarcerated parents is that the key measures of interest are usually not found in population-based studies that also assess parental incarceration.

12. In the past 5 years, I served as an expert witness in *Grawn v. McKenna*, FC2016-009360 (Maricopa County Family Court, Arizona), providing expert testimony about children with incarcerated parents, *Porter v. Ward Cox*, 2021-DRB-1263 (Superior Court for the District of Columbia, Family Division), and *United States v. Sullivan*, 2020-FD1-001638 (United States District Court for the District of Columbia), providing expert consultation about incarcerated parents and their children.

13. A current case in which I am serving as an expert witness is *McGuffin and S.M. v. Dannels et al*, 6:20-cv-01163-MK (United States District Court, District of Oregon) regarding children with incarcerated parents and their families.

14. I am being compensated at a rate of \$190 per hour for my work in this case in addition to being reimbursed for travel expenses.

15. A complete and correct resume that includes a list of my publications from the last ten years is attached as Appendix A.

OVERVIEW

16. In forming my opinions, I rely on findings from multiple studies authored by interdisciplinary researchers and scholars of child development, attachment theory, and parent-child relationships, especially as it is impacted by incarceration. These studies use acceptable research methodologies. Because of ethical considerations, it is impossible to randomly assign children to having an incarcerated parent or not, or to visiting an incarcerated parent or not, and so the methods are observational by necessity. However, the research is still considered rigorous and reliable because of (1) use of appropriate sampling strategies, (2) use of measures with good psychometric properties, (3) use of statistical procedures that provide reliable results or rigorous qualitative analysis, and (4) replication of findings over time. The vast majority of studies cited have been published in peer-reviewed journals or peer-reviewed books, with high quality standards. One exception is when I have cited studies that are considered “white papers” released by reputable organizations (e.g., The Urban Institute or The Prison Policy Initiative); the white papers have not gone through the peer review process so that their dissemination can be expedited but they are still generally considered reliable sources of information. Another exception is that I have cited two doctoral dissertations; while not peer-reviewed, they have been approved by a committee of professors and are considered reliable sources of information.

17. Additionally, the studies focusing on parental incarceration were most often performed in the United States, in both urban and rural areas, and in the context of prison and jail facilities that share numerous characteristics. Generally, the results from these studies either complement or replicate one another. I also rely on the knowledge and experience I have gained over the last two decades as a national expert and researcher in the area of children with incarcerated parents. Because of the research methods used and jurisdictions’ similarities, and based on my experience working with many jurisdictions, I believe that the research findings and practices described below are largely generalizable to other jurisdictions.

18. Plaintiffs’ Counsel have asked me for my professional opinion on the following questions:
- a. What is a healthy attachment style, and why is it important to child development?
 - b. What type of contact with caregivers is required in order for children to form and maintain healthy attachments, and, specifically, what role does physical touch play at different stages of child development as it relates to parent-child relationships?
 - c. What is the impact of separation from a parent/caregiver, where separation is due to the parent/caregiver’s incarceration, on a child’s development?
 - d. What is the impact of separation from a child due to parental incarceration on an incarcerated parent/caregiver?
 - e. What can mitigate the harms of parent-child separation, where the separation is due to incarceration? In particular, what role do visits play in mitigating those harms?
 - f. What are the range of options for parent-child visits when a parent is incarcerated?

- g. To what extent does each type of visit mitigate the harms of parent-child separation, where the separation is due to incarceration?
- h. How can jail facilities best promote children's positive experiences with in-person contact visits?

19. My detailed opinions regarding each of these questions are set forth below. In short, there is consensus in the social science literature that children and parents affected by parental incarceration are at risk for numerous concerns regarding their health and mental health. Research has found that children and parents who are separated by incarceration can benefit from contact visits that involve touching and embracing each other in order to maintain healthy parent-child relationships. A lack of physical contact, in the form of not visiting or visiting behind a barrier when no other visiting choices are available, can be stressful for incarcerated parents and their children, increasing risk for long-term negative consequences associated with parental incarceration such as health and mental health concerns, recidivism for the parent, trauma, and other negative consequences for the individual, family, and society.

OPINIONS

A. Children With Healthy Attachments Have Higher Levels of Well-Being

20. It is normative for infants to develop attachments to their parents and other caregivers (Bowlby, 1982). Infant-parent/caregiver attachments can be classified as organized, disorganized, or disordered. The most common type of infant-parent/caregiver attachment is an organized attachment; organized attachments can be classified as (1) secure, (2) insecure/anxious avoidant, and (3) insecure/anxious ambivalent/resistant (Ainsworth et al., 1978). Infants can also form disorganized attachments to their parents/caregivers; disorganized attachments are more likely to occur when children have experienced significant adversity or maltreatment (Main et al., 1985; Granqvist et al., 2017). There are also disorders of non-attachment, but these are rare and usually only occur in the context of early and severe deprivation (Guyon-Harris et al., 2021; Zeanah & Gleason, 2015).

21. A secure attachment is considered a healthy attachment style; children develop secure attachments to their parents and other caregivers when they learn to trust that the parent or other caregiver will consistently and sensitively respond to them in ways that keep the child safe, alleviate distress or discomfort, and foster the child's exploration of the environment (Bowlby et al., 1982; De Wolff & Van Ijzendoorn, 1997; McElwain et al., 2006). Disruptions in attachment occur when children experience separation from or loss of a parent or caregiver (Bowlby, 1973, 1980).

22. Longitudinal studies show that, on average, children who have formed secure attachments to their parents exhibit higher levels of well-being as they grow older, including fewer behavior problems, more curiosity, better emotion regulation, and more social competence compared to children who have formed insecure/anxious or disorganized attachments (Grossmann et al., 2006;

Boldt et al., 2020; Ooi et al., 2006; Rasmussen et al., 2019; Sroufe et al., 2005). However, early attachments can change depending on shifts in caregiving and contexts of development, and early secure attachment does not *determine* later well-being; rather early secure attachment increases the probability that children will experience later well-being (Sroufe, 2005).

B. Repeated and Regular Contact – Especially Physical Touch – is Essential To Developing and Maintaining Secure Attachments to Caregivers

23. Children form and maintain attachments to their parents and other caregivers through repeated interactions with them (Bowlby, 1982; Ainsworth et al., 1978). Infants typically form attachments with people who provide daily care for them. The daily care includes meeting the child's needs for safety and engaging in feeding, diapering, bathing, soothing to sleep, holding, social interactions, and helping the child if they are sick or distressed. By their very nature (with the exception of distal social interactions like smiling, babbling or playing peekaboo), these early caregiving activities include physical contact between caregivers and infants (Ferber et al., 2008; Jean et al., 2009). Studies have relied on observational measures to determine the typical extent and nature of physical contact between parents and infants.

24. When a child experiences distress or fear and a parent or caregiver responds to assuage the child's distress or fear, the child typically experiences a sense of relief or comfort, with accompanying changes in stress-related hormones (i.e., decrease in cortisol and increase in oxytocin) (Bosmans et al., 2020). When such learning events happen repeatedly over time, the child develops expectations that the parent or caregiver will respond to them in a way that brings comfort. The child learns to trust the parent or caregiver, and the child's neurobiological system is regulated by this process. Over time, these learning events provide the underpinnings for secure attachment. Responding to children's distress often involves physical contact such as holding, rocking, and hugging children, depending on their age (Bowlby, 1982).

25. When a parent or other caregiver interacts with a child in sensitive and responsive ways, the child is more likely to develop a secure attachment to that parent or caregiver (De Wolff & Van Ijzendoorn, 1997).

26. As children grow older and become more capable of symbolic development and language, they can form and maintain attachments with people who provide care for them even if it the care does not occur on a daily basis. The attachment is described as a "partnership", as children increasingly internalize their expectations for the relationship with the parent or caregiver (Bowlby, 1982, 1973; Crittenden, 1982). The care provided to children continues to include meeting the child's needs for safety and well-being and comforting the child when the child experiences distress or fear as well as communication about the child's and parent's access to one another (Bowlby, 1982; Crittenden, 1982).

27. Throughout their childhood and adolescence, children typically maintain their attachments to parents and other caregivers by continuing to interact with them. Adolescents begin to develop more autonomy and generally spend less time with parents and more time with peers, and some conflict between parents and adolescents becomes normative (Smetana & Rote, 2019). Social interactions, including talking, playing, problem solving, conflict resolution, and planning, become a more common part of parent-child or caregiver-child interactions as children grow older. Parents and caregivers also continue to provide protection, support, and guidance to their children, including comforting them, setting rules for behavior, and fostering the child's education (Ainsworth, 1985).

28. Physical touch is an essential part of parenting an infant or toddler. Mary Ainsworth and colleagues' (1978) seminal study on attachment in infants used extensive home observations to document how positive physical touch (e.g., gentle touch, rocking, close bodily contact that is soothing to the infant, holding so that the infant "may mold his body to the person who holds him," Ainsworth et al., 1978, p.7) typically occurs as part of feeding, diapering, bathing, soothing to sleep, social interactions, and comforting the child. Positive parental touch helps regulate the states and behaviors of infants and young children (as they are only just beginning to learn how to self-regulate), and children who experience more positive parental touch are more likely to develop secure (healthy) attachments to their parents.

29. Parental touch has been assessed as part of sensitive parent-child interactions, especially during infancy. Studies have repeatedly shown relations between quality of early touch and later attachment quality and infant stress reactivity (Duhn, 2010; Feldman et al., 2010; Jean et al., 2009). For example, 4-month-old babies whose mothers were coded as engaging in more touch dysregulation were more likely to develop insecure ambivalent or disorganized attachments at 12 months (Beebe et al., 2010). In their study of very low birthweight infants, Weiss et al. (2000) found that 3-month-old infants whose mothers provided more nurturing and tender touch during interactions were more likely to be securely attached at one year of age. These studies use rigorous methods of coding parent-child interactions that typically take place in the child's home during feeding or other naturalistic interactions. In addition, in an experimental study, researchers randomly assigned mothers with newborn infants to an experimental condition (receipt of soft baby carriers that promoted close physical contact) or a control condition (Anisfeld et al., 1990). The "control" condition—the comparison group that provides a contrast to the "experimental" condition—involved receipt of infant seats that generally did not promote close physical contact. Compared to the control condition, mothers in the experimental condition showed higher levels of responding to their infants' vocalizations in a contingent way at 3.5 months, and infants in the experimental condition were more likely to be securely attached to their mothers at 13 months. (Please note that a benefit of conducting a randomized experimental study is that the researcher can manipulate one or more variables and then draw conclusions about causality).

30. As children reach the preschool and elementary school years and engage in more self-care and use language in complex ways, touch still plays an essential role in parenting or caregiving, although some parenting/caregiving activities can be done more distally. For example, children learn to feed and dress themselves and they can follow directions about self-care, and parents or caregivers can offer verbal instructions and support to the child. Yet positive parental touch can help children regulate their stress systems during the preschool years. In a recent study of children aged 3 to 4, researchers coded maternal positive touch (e.g., hugs, kisses, snuggles, caresses, holding, lap sitting) during video recorded emotional conversations between children and their mothers (Scott et al., 2022). The authors found that more positive maternal touch was associated with lower cortisol reactivity in children. Indeed, a cornerstone of secure attachment is that children seek proximity to their parents/caregivers for comfort when distressed, often resulting in physical touch or what is called “contact maintenance” (Bowlby, 1982; Crittenden, 1982).

31. Positive parental touch remains essential for social connections, emotion regulation, and comfort as children grow older. Parents and other caregivers also relay on touch to impart new skills (e.g., hand-over-hand instruction when showing how to tie shoelaces, etc.). Positive parental touch can help socially anxious children calm down and be less vigilant. For example, a recent experimental study of Dutch children between 8-10 years old found that supportive parental touch (a brief touch on the child’s shoulder while the child was engaged in a computer task) decreased children’s “attention bias to threat” (or the tendency to be drawn to visually threatening stimuli over neutral stimuli), assessed using a computer task involving responding to angry faces (Brummelman et al., 2019). In other words, a brief touch on a child’s shoulder by a parent can help a child be less socially anxious or vigilant.

32. Positive physical touch, such as hand holding, gentle caresses, and hugging, remains important in parent-child and caregiver-child relationships and other close relationships throughout adolescence and adulthood as a way to convey love, affection, trustworthiness, and comfort (Field, 2010).

33. Positive parental touch throughout childhood has implications for later well-being, including the development of empathy, mental health symptoms, and romantic relationships (Field, 2010). For example, college students in Japan who recalled more parental physical touch throughout childhood reported fewer depressive symptoms and more positive views of their romantic partners (Takeuchi et al., 2010).

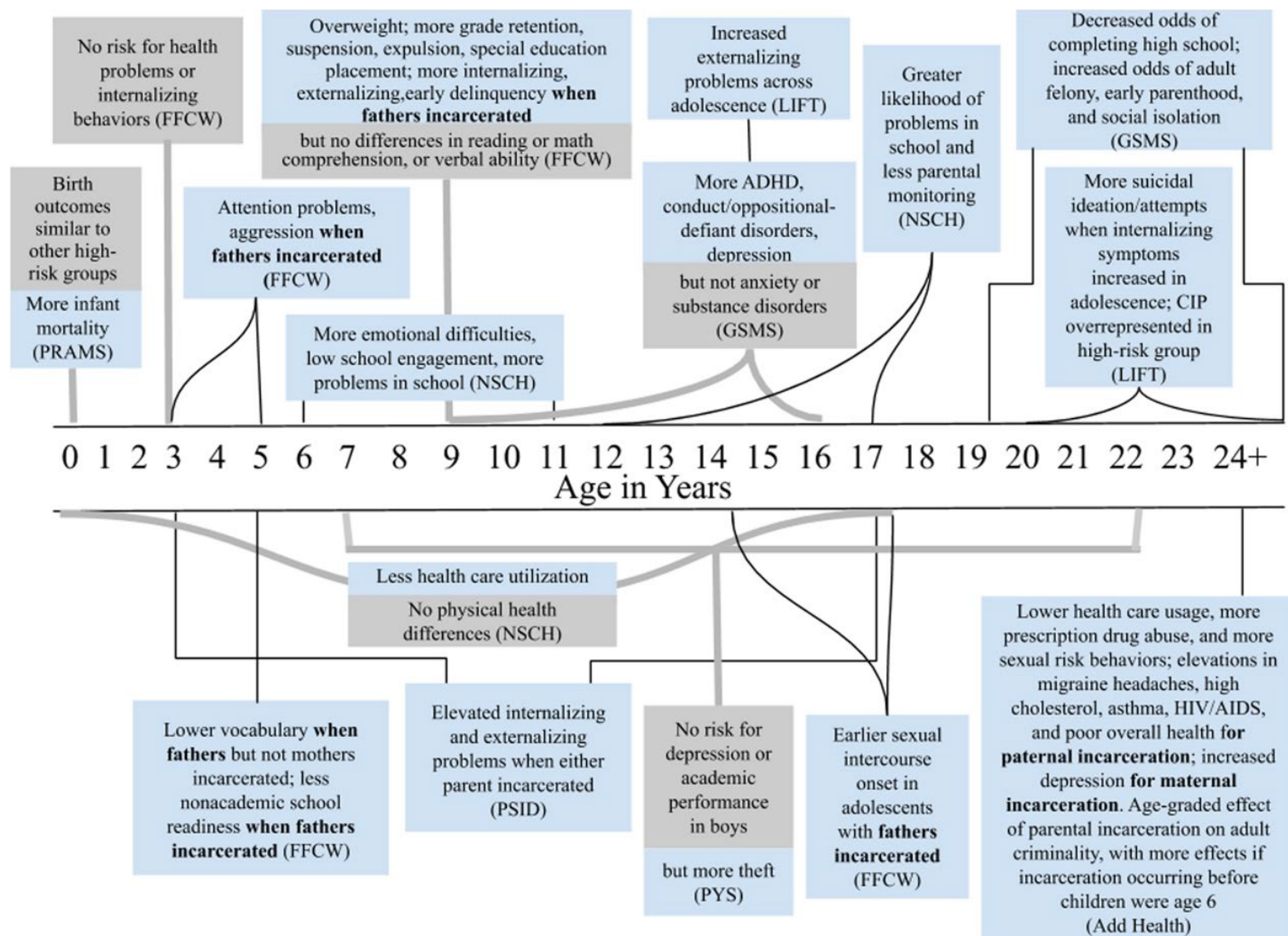
34. If an older child/adolescent and parent/caregiver are not in physical proximity, comfort can occur distally as well, such as through phone calls, video chat, or letters. Such connections were widely documented during the worldwide Covid 19 pandemic. Yet distal contact was not able to take the place of touch in determining relationship quality or predicting well-being (e.g., Remland & Jones, 2022). One example of a study conducted during the pandemic (2020) assessing the

functions of touch in relationships and well-being involved an online survey of adults who were married or partnered. The study found that more affectionate touch related to better relationship quality; and for cohabitating couples, more social distancing from others was associated with more affectionate touch with the cohabitating partner, suggesting compensatory behaviors because touch is so important (Burleson et al., 2022).

C. A Child Who is Separated From a Caregiver Due to the Caregiver's Incarceration is at Increased Risk for Suffering Physically and Emotionally, Both at the Time of the Incarceration and as They Grow Older

35. When a child's primary caregiver leaves for prison or jail, children often experience a range of negative emotions (Poehlmann 2010; Poehlmann-Tynan & Dallaire, 2021). A study of 54 children aged 2.5 to 7.5 whose mothers were in prison found that young children reacted to the separation from their mother with sadness, crying, calling for or looking for the parent, confusion, worry, anger, acting out, fear, developmental regression, sleep problems, and indifference (Poehlmann, 2005a). Children's reactions were reported by incarcerated mothers and children's at-home caregivers, who were most often the children's grandparents. A study of 86 children aged 2 to 6 found that similar emotional and behavioral reactions were reported after separation from parents incarcerated in jail (Cuthrell et al., 2023). A study of 34 children aged 8 to 17 who participated in interviews indicated that they reacted to their fathers' incarceration with feelings of isolation, anger, disappointment, and worry (Nesmith & Ruhland, 2008).

36. On average, parental incarceration is negatively associated with child, adolescent, and young adult well-being, including more behavior problems, less optimal health and mental health, and poorer academic outcomes (Cassidy et al., 2010; Eddy & Poehlmann-Tynan, 2019; Haskins et al., 2018; Wakefield & Wildeman, 2013; Wildeman et al., 2018). These findings hold up even when controlling for factors that occur prior to parental incarceration or parental justice system involvement. (Poehlmann-Tynan & Turney, 2021). Two points that emerged from the Poehlmann-Tynan & Turney review were that (1) the earlier in a child's life parental incarceration occurred, the more detrimental the consequences for children, and (2) more negative consequences of parental incarceration were documented in adolescents and young adults compared to very young children. Indeed, parental incarceration is considered an adverse childhood experience (ACE); when young children incur such adversities, they are more likely to experience stress that can lead to less optimal development (Szilagyi & Halfon, 2015; Shonkoff et al., 2012). In sum, children separated from parent/caregiver because of the parent/caregiver's incarceration are at increased risk for suffering physically and emotionally, both at the time of the incarceration and as they grow older.



37. Figure 1 from Poehlmann-Tynan & Turney (2021) depicts the results of studies on child well-being in the context of parental incarceration based on the child's age. The blue boxes depict statistically significant findings linking parental incarcerated to less optimal child health and development and the gray boxes depict null findings. <https://srcd.onlinelibrary.wiley.com/doi/full/10.1111/cdep.12392>.

D. Parents Who Are Separated from Their Children Due to the Parent's Incarceration Often Suffer Significant Distress and Depression

38. Incarcerated parents often report that the separation from their child is the most difficult part about incarceration. Incarcerated parents frequently report elevated symptoms of distress and depression, especially when they have less contact with their children (Enos, 1997; Thompson & Harm, 1995). Foster (2012) conducted a mixed method study with 120 mothers incarcerated in federal prison and found that a key pain of imprisonment was separation from children. In addition, less contact with children during imprisonment related to less optimal mental and physical health. In a study of 94 imprisoned mothers with children aged 2 to 7, most mothers reported intense distress when initially separated from their children; they described the separation as the most difficult part about incarceration, with fewer contact visits with children relating to elevated maternal depressive symptoms (Poehlmann, 2005b). Celinska and Siegel (2010) conducted semistructured interviews with 74 mothers with children between 8 and 18 years; mothers reported stress and strain regarding separation from their children because of current or impending incarceration. In a study of 165 parents incarcerated in midwestern jails, 16% scored in the clinical range on the depression scale (which is significantly higher than the measure's standardization sample), and elevated stress about parenting children related to more symptoms of parental depression and anxiety (Milavetz et al., 2021). A study of 3,107 fathers in the longitudinal Fragile Families and Wellbeing Study (now called the Future of Families Study) found that at the 5-year survey (a) 25% of incarcerated fathers reported depression compared to 11% of fathers who were not incarcerated, and (b) 21% of recently incarcerated fathers reported depression compared to 10% of fathers who were not recently incarcerated (Turney et al., 2012). Some of the variance in depression scores reflected family functioning, including issues related to parenting. Similar findings linking parent-child separation because of incarceration with parental distress have been reported in different countries.

39. Similar findings have been documented in different countries. For example, in a study conducted with 65 mothers incarcerated from Australian prisons, qualitative analysis of interviews revealed that mothers experienced frustration with their attempts to maintain relationships with their children, which added to challenges with parenting and hardships associated with separation from their children (Fowler et al., 2022).

40. At home, children's caregivers tend to experience elevated parenting stress, economic challenges, and mental health concerns following parental incarceration (Wildeman et al., 2012; Turney, 2014a). When home environments and caregiver-child interactions are less positive during parental incarceration, children are less likely to develop secure attachments to their caregivers (Poehlmann, 2005a; Poehlmann-Tynan et al., 2017; Poehlmann et al., 2008). Moreover, when children with incarcerated parents have less secure attachments to their caregivers, and the caregivers are less responsive to them in the home, the children are more likely to show behavior problems such as acting out (Poehlmann et al., 2008). These findings suggest that one pathway to

children's risk during parental incarceration is the proliferation of stress that occurs for at-home caregivers and children (Turney, 2014b; Arditti, 2016; Arditti & Johnson, 2020).

E. Positive Relationships Between Children and Their Incarcerated Parents and At-Home Caregivers Can Mitigate the Harms of Parental Incarceration

41. Factors that mitigate harm of parental incarceration include positive/healthy parent-child and caregiver-child relationships, supports for families in the community (e.g., anti-poverty programs, support groups), and interventions for children and parents (e.g., school programs and mentoring programs for children, parenting programs in corrections facilities) (Poehlmann-Tynan & Turney, 2021; Poehlmann et al., 2010; Wildeman, Haskins, & Poehlmann-Tynan, 2018).

42. Parent-child visits during parental incarceration have been shown to strengthen parent-child relationships, meaning that the parent-child relationship becomes closer or more meaningful based on the perceptions of the parent and/or child. Studies have found that more visits during incarceration are associated with more post-release parent-child contact, increased odds of parent-child residence (even after controlling for prior co-residence), more frequent visits for nonresidential parents, more feelings of closeness in the parent-child relationship (Charles et al., 2023), and increased relationship quality (Haverkate & Wright, 2020).

43. More frequent parent-child contact during parental incarceration—and visiting in particular—is beneficial for incarcerated parents, including improved mental health, fewer behavioral infractions, more optimal coparenting, and better post-incarceration adjustment (Poehlmann-Tynan & Pritzl, 2019). Research has found that incarcerated fathers who lived with their children prior to incarceration and who had regular contact with them during incarceration—including contact visits—were more likely to be involved with their children in the first few months after release, including engaging in more positive parenting activities like playing, helping with homework, and discipline (Visser et al., 2013). In addition, previously incarcerated fathers who were more involved with their children in the first few months after release worked more hours per week, were less likely to use illicit drugs, and were less likely to commit crime, get arrested, or violate conditions of their supervision 8 months after release (Visser et al., 2013). In addition, more parent-child contact during incarceration is also associated with lower recidivism in some studies, including fewer new convictions in the year following release for Black fathers who planned on living with their children following the father's incarceration in jail (Thomas et al., 2022).

44. Children benefit from visiting with their incarcerated parents, especially when the visits involve contact and structure (Poehlmann et al., 2010; Poehlmann-Tynan & Pritzl, 2019). For example, a recent analysis was conducted on data from 228 children who participated in a mentoring program for children with incarcerated parents (enrolled across 20 mentoring sites in the US) (Kremer et al., 2023). At baseline, children who visited their incarcerated parents 1-6 times

per year had higher quality relationship with their incarcerated parent (as reported by the child's at-home caregiver) compared with children who never visited. Children with higher relationship quality with incarcerated parents at 6 months reported less depression and loneliness and had more improved feelings of life purpose at 12 months. A doctoral dissertation included forty children aged 9 to 18 who participated in a mentoring program for children with incarcerated parents in Ohio (Hedge, 2016). The findings indicated that more frequent parent-child visits at the prison (i.e., contact visits) were associated with lower levels of child internalizing behavior problems. Moreover, more frequent parent-child contact (including visits and other forms of contact) was associated with higher feelings of trust and communication in the parent-child relationship. In the absence of an intervention (e.g., parenting program, mentoring program, visiting program, etc.), non-contact visits and the processes that occur during those visits are widely variable, making the research findings nuanced (Poehlmann-Tynan & Pritzl, 2019; Cuthrell et al., 2023). Because of these variations, it is important to specify the type of visit when examining links between frequency of visits and child well-being (Poehlmann-Tynan & Pritzl, 2019).

F. Jails Can Facilitate Parent-Child Contact in a Variety of Ways

45. In-person visiting means that the child and incarcerated parent see each other in person, face-to-face. Typically, an adult needs to bring a minor child to a corrections facility for in-person visits, and the child needs to pass through some form of security checkpoint. In-person visiting can occur through a contact visit or a non-contact visit.

46. In-person, non-contact visits are visits that occur face-to-face but through a barrier, such as a plexiglass window. Usually, the non-contact visits occur for a group of incarcerated individuals at a time, with each person getting their own visiting window. Sometimes families need to wait for their visit. Typically, children can see and hear the other visitors during the visit. The child and the adult who brought the child sit on chairs or stools in front of the window. The child and their incarcerated parent can see each other but, because of the barrier between them, cannot touch each other. They typically can hear and speak to each other through a hand-held audio device that looks like a telephone. Generally, only one person can talk to the incarcerated parent at a time. This means that when the adult who brought the child is speaking to the incarcerated parent, the child cannot hear what the incarcerated parent is saying in response; and when the child tries to speak to the parent without the telephone device, the incarcerated parent cannot hear the child.

47. Contact visits are in-person visits that occur without a barrier. Usually contact visits occur at a table, and a hug or kiss is usually allowed at the beginning and the end of visits. Sometimes hand-holding above the table is allowed. Holding or lap-sitting is sometimes allowed for incarcerated parents with infants or young children. Some facilities allow games, books, or toys at the table. The table where the visit occurs is typically in a room with many tables, with up to 3 or

4 visitors per table. Prisons are very likely to offer contact visits (Shlafer et al., 2015), and this is typically the type of visit that incarcerated parents prefer (Foster, 2012).

48. A recent study that involved interviewing 71 parents incarcerated in jail reported on incarcerated parents' views of parent-child contact, finding a strong preference for contact visits (Pritzl et al., 2024) (See Table 1). As one incarcerated parent stated, "Ideally I would say contact visits with kids is the most important because the kid needs that—not only do they need that reassurance verbally, but physical affection is extremely important." Another incarcerated parent said, "Contact means a lot—this type of stuff breaks families apart, not being able to see a person face to face or touch a person it tears families apart."

Table 1
Qualitative Results from Interviews with Incarcerated Parents

Qualitative Results	Quotes
Incarcerated parents viewed visits as a way to connect with their children through seeing, holding, and talking to them and found them to be stress-relieving and positive.	"Knowing that my kids are coming to see me or knowing that I'm gonna see my kids would be like a highlight — I can say that with myself, and seen with other people, it creates more a comfort, a silver lining — finding a positive among all the negative" "It's a good feeling, a lot of weight lift up off me — probably a lot of stress and weight lift up of her too"
Incarcerated parents favor contact visits for expressing physical affection with their children, unlike plexiglass, phone or virtual interactions.	"Ideally I would say contact visits with kids is the most important because the kid needs that — not only do they need that reassurance verbally, but physical affection is extremely important" "A perfect visit would be if I could touch him and hold him and talk to him"
But given the pandemic situation, they appreciated any type of visit with their children.	"Contact means a lot – this type of stuff breaks families apart, not being able to see a person face to face or touch a person it tears families apart" "Video visit is the only visit we have now, so I'm appreciated of"
Many incarcerated parents considered contact visits to be more significant than plexiglass or video visits and beneficial for both the child and the parent.	"Video visits are good as it fits into their schedule but they are not the same they are not a visit – Giving your child a hug is worth a hundred video visits" "It's something I look forward to and give hope that I am still active and present in her life and she is not forgetting about me"
Incarcerated parents suggested more cost-free, prolonged visits along with child-friendly activities and food services and greater staff understanding about kids visiting their parents in jail.	"Visitation staff said that my kids need sit down and be quiet and be well behaved — I've been threatened with the kids being taken out of the visitation room because they're being kids — the visitation staff here has to have better understanding of how kids are" "They don't let them bring books or toys in here so have something to entertain them"

49. The most effective type of contact visits—in terms of comforting children and strengthening the parent-child relationship—are those that are "child-friendly." Child-friendly visits occur when children see their incarcerated parents face-to-face and can engage in positive physical contact throughout the visit, such as hugging, holding hands, carrying, and lap sitting (Poehlmann-Tynan & Pritzl, 2019; Cuthrell et al., 2023). Children and their incarcerated parents engage in meaningful activities together that are designed to strengthen the parent-child relationship (e.g., games, crafts, art projects, reading, taking photos of themselves, decorating frames for the photos), have snacks or meals together, have some freedom of movement in the space, and are supported by trained staff. Usually, children are brought to the facility by an adult caregiver, but the caregiver does not go into the visiting space (or the caregiver hangs back and

does not interact with the child). Without the child's at-home caregiver, the parent and child can spend the whole time focusing on interacting with each other.

50. Another form of communication within prisons and jails is a video chat (sometimes called "video calls" or "video visits," but not to be confused with in-person visits), which means that the child and parent communicate through real-time video (Skora Horgan & Poehlmann-Tynan, 2020). Video chats can occur within a corrections facility (prison or jail) or through remote video.

51. When the video chats occur within a corrections facility (sometimes called "on-site video calls"), children may or may not need to pass through security, depending on the location of the video monitors. Generally, on-site video calls are free (Lockwood & Lewis, 2019; Skora Horgan & Poehlmann, 2020). Minor children are usually accompanied by an adult. They may have to wait until a video monitor opens up (Shlafer et al., 2015). Typically, on-site video chats occur without privacy from other adults and children. Usually there is a row of video monitors with at least one chair or stool in front of each monitor, and children can see and hear other video chats. Research with young children has found that children spend a significant amount of time watching other people's video chats (Poehlmann-Tynan et al., 2015). Children and adults typically must communicate with the incarcerated individual, who is generally in a secure place inside the prison or jail, through use of a hand-held audio device that looks like a telephone. Typically, only one person can talk to the incarcerated parent at a time. Because of the video modality, children can see and hear their parent but not touch them. Sometimes videos are pixelated or there are other problems with the video or audio quality (Skora Horgan & Poehlmann, 2020).

52. Remote video chats occur when children do not come to the corrections facility but they communicate with their incarcerated parent through real-time video from a comfortable space in the community. A comfortable space means that they communicate through a smart device from their home or from a computer or smart device at a library or community center. The smart device or computer is connected through WiFi to a private service (e.g., Securus, GTL, Getting Out, ICSolutions, JPay Video Connect) that provides the video from the facility. An adult typically needs to set up an account and usually there is a fee associated with each video chat. During the video chat, children can see and hear their incarcerated parent through the smart device or computer, and they can listen and talk into the smart device or computer. Usually, the video is set up so that the call participants can see only the incarcerated parent (not other incarcerated individuals or other video chats). As with the "on-site" video calls, children can see and hear their parent but not touch them. In addition to cost, barriers associated with video chat involve the quality of the video and audio, concerns about pixelated videos, lack of synchrony between audio and video, general difficulty seeing or hearing the other person, dropped video chats, and abrupt endings to video chats (Charles et al., 2023; Poehlmann-Tynan et al., 2015).

G. In-Person Contact Visits Are Recommended when Children Visit their Incarcerated Parents

53. Contact visits and visits that occur as part of interventions (e.g., parenting program, mentoring program, visiting program) are generally positive for children with incarcerated parents, on average, with more visits linked with fewer child behavior problems and more positive parent-child relationships (Poehlmann-Tynan & Pritzl, 2019; Poehlmann et al., 2010; Poehlmann-Tynan, 2015). For example, McLeod (2023) analyzed longitudinal data from the Multisite Family Study on Incarceration, Parenting, and Partnering (MFS-IP). Funded by the US Department of Health and Human Services Office of the Assistant Secretary for Planning and Evaluation (and the Office of Family Assistance), the MSF-IP examined family-strengthening and relationship-strengthening programs and how effective they were when implemented with fathers in prison. In McLeod's (2023) study using MFS-IP data, children ranged between infancy and 17 years of age, with a mean of 7 years; 1374 fathers incarcerated in prisons in Indiana and Ohio participated in the study. McLeod (2023) found that when fathers participated in the family-strengthening intervention and had more contact visits with their children at the first interview, they reported more positive relationships with their children 34 months later. In a study that did not test an intervention, Foster (2012) interviewed 120 mothers incarcerated in federal prison and found that more contact visits with children related to lower maternal reports of children's "subjective weathering" (or "adulthood" or "parentification").

54. Family choice about communication modality also matters when considering how frequency of visits relates to child well-being. One study of 157 parents (with children aged 2 to 6 years) who were incarcerated in one of two midwestern jails found that the relation between frequency of non-contact (plexiglass) visits and child behavior problems depended on the policies of the jail sites (Pritzl et al., 2022). The two jail sites varied in terms of whether or not families had a choice of plexiglass visits and video chats. One site offered plexiglass visits only and the other site offered a choice of plexiglass visits or video chats. When families did not have a choice about communication modality, more frequent plexiglass visits were associated with more child externalizing behavior problems. However, when families had a choice as to type of communication modality, more frequent parent-child plexiglass visits were not associated with children's problem behaviors. Some families are opposed to bringing children into a corrections facility or they experience challenges to in-person visiting (e.g., far distance, no transportation, limited time; Jones et al., 2024; increased wait time, which can cause young children's behaviors to deteriorate, Poehlmann-Tynan et al., 2015; Poehlmann-Tynan et al., 2017), whereas other families want to visit in person even if it is through a partition or barrier (Jensen et al., 2023).

55. Child-friendly visits typically offer the most support, developmentally appropriate activities, and positive physical contact compared to other types of visits. Child-friendly visits have been offered at various corrections facilities in the U.S. (both jails and prisons) (Engbretson et al., 2021; Cuthrell et al., 2023), typically as part of an intervention, although they are not widely

available. Based on my experience, I think that child-friendly visits are not widely available because (a) many corrections administrators and staff are not aware of the benefits of child-friendly visits, (b) some corrections administrators and staff are not aware of the definition of child-friendly visits, (c) some jails or prisons may not have a community partner to facilitate the visits, although this is not a requirement, (d) some jails or prisons offer few or no family programs, or (e) some jails or prisons that offer family programs do not offer child-friendly visiting programs because of lack of knowledge, space, expertise, will or perceived cost.

56. More frequent contact visits and visits offered as part of an intervention are beneficial for children's behavioral adjustment and quality of parent-child relationships, which are important predictors of resilience. In addition, more frequent parent-child visits are beneficial for incarcerated parents, including improved mental health, fewer behavioral infractions, more optimal co-parenting, and better post-incarceration adjustment including lower recidivism. Most of the studies focusing on frequency of visits for incarcerated parents have been conducted in prisons, where a visit means an in-person contact visit.

57. Some studies have documented children's at-home caregivers' perspectives on in-person visits (e.g., Tasca, 2014). Some of these perspectives have been negative, in part because it is the at-home caregivers who typically need to arrange the visits, get the children ready, transport the children, ensure that they are following the facility rules about visits, and help children cope with saying good-bye at the end of the visits. At-home caregivers also usually pay the costs associated with visits, such as transportation or parking. However, more positive caregiver views have been reported. In a program evaluation of child-friendly contact visits to mothers in prison that occurred as part of a summer camp for children with incarcerated mothers, children's at-home caregivers were highly positive about the visits and the program (Engbretson et al., 2021). In addition, when children have more secure attachments to their caregivers, children are more likely to behave positively during visits with their incarcerated parent, which can influence caregiver perceptions of the visit (Poehlmann-Tynan et al., 2017).

58. Non-contact visits (i.e., plexiglass) can be stressful for children, especially young children who do not understand why they cannot touch their incarcerated parent. During non-contact plexiglass visits, young children often spend time watching other people's visits (Poehlmann-Tynan et al., 2015). Children have a harder time engaging in a plexiglass visit, in part because they can only hear their parent using the audio device and they cannot touch their parent. Some incarcerated parents have expressed reservations about non-contact plexiglass visits, such as a recently released parent who stated: "...that was the most devastating experience of my life, having my child on the opposite side of a window and not being able to touch her as tears were rolling down her face...I would never let my children come inside and stand on the opposite side of the plexiglass...And not be able to hug them when they're crying." (Jones et al., 2024). Children between the ages of 2 and 12 years who have more non-contact plexiglass visits are more likely to

show behavior challenges than children who have fewer plexiglass visits (Dallaire et al., 2012; Dallaire et al., 2015; Poehlmann-Tynan et al., 2017). However, as mentioned above, this relation is attenuated when families have a choice between non-contact plexiglass visits and video chats (Pritzl et al., 2022).

H. It is Recommended that Jail Facilities Ensure In-Person Contact Visits for Children and Parents

59. A number of modifications to jail policies and practices can be implemented to better support children during visits with parents in jails, including offering contact visits, child-friendly contact visits, and family choice in communication modality.

60. In-person contact visits are the most affirming of children’s attachment relationships with their parents because children and parents can see, hear, and touch each other. Touch is an essential component of parent-child relationships, and close relationships in general, from infancy onward. As an incarcerated parent stated in Pritzl et al.’s (2024) study, “Video visits are good as it fits into their schedule but they are not the same, they are not a visit—Giving your child a hug is worth a hundred video visits.”

61. Child-friendly visits are particularly helpful for children. When child-friendly visits are offered by jails, they are often included as part of an intervention, such as a parenting program or other family program. The parenting or family program provides support and preparation for incarcerated parents’ visits with children.

62. Jails should offer a range of choices to families for visiting and other forms of parent-child communication. When families have choice, they can decide what works for them and what type of visits and other forms of communication work with their resources because there are numerous barriers that can prevent families from visiting or visiting regularly. Barriers include distance from home to the corrections facility, cost of transportation, time, scheduling, passing through security, non-supportive treatment of visitors by corrections staff, or barriers to positive physical touch (Jensen et al., 2023; Jones et al., 2024). When families have a choice, young children are less likely to show behavior problems in response to certain types of visits (e.g., plexiglass) (Pritzl et al., 2022).

63. Jails should provide professional development training to their staff who supervise parent-child visits to ensure that staff know how to interact with children positively so that jails can keep interactions between corrections staff and families positive. Some research with jails has documented negative interactions between staff and families (Arditti, 2003; Jones et al., 2024).

64. Offering parenting programs for incarcerated parents can help prepare incarcerated parents for visits and provide supports for parenting remotely.

65. Jails should limit wait time for children's visits.

66. Jails should offer as much privacy as possible during visits so that children are not exposed to (and spend time watching) other visits.

67. Offering free or low-cost remote video chats as a supplement to in-person visits is an additional way to support families with children (Charles et al., 2021; Charles et al., 2023). When in-person visits were not allowed in corrections facilities during the lock-down phase of the Covid-19 pandemic, some corrections systems offered free video chats (Dallaire et al., 2021), and some have continued offering free video chats as a supplement to in-person visits. More facilities should do the same.

68. Corrections facilities should offer families free access to Sesame Workshop's *Little Children, Big Challenges: Incarceration* materials, either by giving families paper copies or providing access on a computer or tablet. The materials, which are available in English and Spanish, have been found to help young children affected by parental incarceration and their caregivers (Muentner et al., 2023; Poehlmann-Tynan et al., 2020).

69. My analysis is ongoing and will continue to be supplemented.

I declare under penalty of perjury that the foregoing is true and correct to the best of my ability.

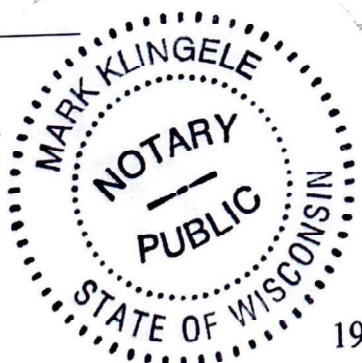
Julie A. Poehlmann

Dr. Julie A. Poehlmann, Ph.D.

March 13, 2024

Subscribed and sworn to before me on
this 13th day of March 2024

Mark Klingele
Notary Public



Commission Expires

3.6.28

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Formal Education

1999 Post-doctoral Fellowship, Waisman Center, University of Wisconsin-Madison, WI
 1995 Ph.D. in Clinical Psychology, Syracuse University, Syracuse, NY
 1990 M.S. in Clinical Psychology, Syracuse University, Syracuse, NY
 1988 Honors B.A., Marquette University, Milwaukee, WI, magna cum laude, Psychology and History
 1987 Marquette University Language Institute in Berlin, Germany

Post-Ph.D. Positions

2010-present Professor, Human Development & Family Studies
 School of Human Ecology, University of Wisconsin-Madison
 2020-present Faculty Governance, Center for Law, Society and Justice, UW-Madison
 2015-present Affiliated Faculty, Center for Healthy Minds, University of Wisconsin-Madison
 2009-present Affiliate, Institute for Research on Poverty, University of Wisconsin-Madison
 2012-2017 Director, Center for Child & Family Well-Being, University of Wisconsin-Madison
 2011-2015 Department Chair, Human Development & Family Studies, University of Wisconsin-Madison
 2006-2010 Associate Professor, Human Development & Family Studies
 School of Human Ecology, University of Wisconsin-Madison
 2004-present Joint appointment in Educational Psychology
 School of Education, University of Wisconsin-Madison
 1999-2017 Investigator, Waisman Center, University of Wisconsin-Madison
 1999-2006 Assistant Professor, Human Development & Family Studies
 School of Human Ecology, University of Wisconsin-Madison
 1994-1998 Child Clinical Psychologist, Developmental Evaluation Center, Department of Family Medicine
 State University of New York Health Science Center at Syracuse

Honors, Awards, & Leadership

Dorothy A. O'Brien Endowed Chair in Human Ecology, 2023-2025
 Distinguished Visiting Scholar, School of Public Health, Brown University, Spring 2024
 Inaugural Olson Grant, National Council on Family Relations, 2020-2021
 School of Human Ecology PROUD award for excellence in graduate student mentoring, UW-Madison, 2020
 Vilas Life Cycle Professorship, Women in Science & Engineering Leadership, UW-Madison, 2017-2018, 2020-2023
 National Extension Association of Family and Consumer Sciences, Wisconsin's Program Excellence through
 Research Award, 2017
 Wade and Bev Fetzter Excellence Award, University of Wisconsin-Madison, 2017
 Dorothy A. O'Brien Endowed Professorship in Human Ecology, 2015-2023
 Emmy nomination, 2014, Sesame Street's *Little Children, Big Challenges: Incarceration* initiative
 Mind and Life Contemplative Studies Fellowship, Mind and Life Institute and the Sir John Templeton
 Foundation, 2012-2013
 Vilas Faculty Retention and Recruitment Award, UW-Madison, 2007-2008
 University of Wisconsin's School of Human Ecology Excellence in Outreach Award, 2005
 NIH Competitive Pediatric Research Loan Repayment Program, 2004-2008
 Licensed as Psychologist in Wisconsin, 1998-present
 NICHD National Research Service Award, 1998-1999
 Licensed as Psychologist in New York State, 1997-present
 Syracuse University Master's Prize, 1991
 Syracuse University Graduate Scholarship, 1988-1993
 Phi Beta Kappa, 1987-present

RESEARCH**Peer-Reviewed Publications****Peer-reviewed journal articles** (* = graduate or undergraduate student is a co-author; +post-doc is co-author)

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Peer-reviewed books and monographs

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85. **Poehlmann, J., & Eddy, J. M.** (Eds.) (2013). Relationship processes and resilience in children with incarcerated parents. *Monographs of the Society for Research in Child Development*, 78(3), 1-160. doi: 10.1111/mono.12017
86. **Poehlmann-Tynan, J.** (Ed.). (2015). Children's Contact with Incarcerated Parents: Implications for Policy and Intervention. *Advances in Child and Family Policy and Practice*, Monograph of Division 27 of the American Psychological Association. Springer.
87. Wildeman, C., Haskins, A., & **Poehlmann-Tynan, J.** (Eds.) (2017). *When parents are incarcerated: Interdisciplinary research and interventions to support children*. Urie Bronfenbrenner Center for Translational Research Series. Washington, D.C.: American Psychological Association.
88. Eddy, J. M., & **Poehlmann-Tynan, J.** (2019). *Handbook on Children of Incarcerated Parents*, 2nd edition. Cham, Switzerland: Springer International.
89. **Poehlmann-Tynan, J. & Dallaire, D.H.** (Eds.). (2021). Children with incarcerated mothers: Separation, loss, and reunification. *Advances in Child and Family Policy and Practice*, Monograph of Division 27 of the American Psychological Association. Cham, Switzerland: Springer International.
90. Cuthrell, H., Muenter, L., & **Poehlmann, J.** (2023). *"When are you coming home?": How young children cope when a parent goes to jail*. New Brunswick, NJ: Rutgers University Press.

Peer-reviewed book chapters (* = graduate or undergraduate student is a co-author)

91. **Poehlmann, J.** (2010). Attachment relationships in infants and children of incarcerated parents. In J. M. Eddy & J. Poehlmann (Eds.), *Children of Incarcerated Parents: A Handbook for Researchers and Practitioners*. Washington, D.C.: Urban Institute Press.
92. Shlafer, R. J., & **Poehlmann, J.** (2010). Adolescence in the context of parental incarceration: Family, school, and community factors. In J. M. Eddy & J. Poehlmann (Eds.), *Children of Incarcerated Parents: A Handbook for Researchers and Practitioners*. Washington, D.C.: Urban Institute Press.
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95. **Poehlmann-Tynan, J., & Arditti, J. A.** (2018). *Developmental and family perspectives on incarcerated parents*. In C. Wildeman, A. Haskins, & J. Poehlmann-Tynan (Eds.), *When parents are incarcerated: Interdisciplinary research and interventions to support children*. Urie Bronfenbrenner Center for Translational Research Series. Washington, D.C.: American Psychological Association.
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98. Shah, P. E., Browne, J., & **Poehlmann-Tynan, J.** (2018). *Prematurity: Identifying risks and promoting resilience*, pp. 203-218. In C. Zeanah (Ed.), *Handbook of Infant Mental Health*, 4th edition. New York: Guilford Press.
99. ***Poehlmann-Tynan, J., & Pritzl, K.** (2019). Parent-child visits when parents are incarcerated in prison or jail. In JM Eddy & J Poehlmann-Tynan (Eds.), *Handbook on Children with Incarcerated Parents*, 2nd edition. Cham, Switzerland: Springer International.
100. ***Poehlmann-Tynan, J., Sugrue, E., Duron, J., Ciro, D., & Messex, A.** (2019). *Separation and detention of parents and children*

- at the border: Lessons from impacts of parental incarceration on children and families. In JM Eddy & J Poehlmann-Tynan (Eds), *Handbook on Children with Incarcerated Parents*, 2nd edition. New York: Springer International Press.
101. **Poehlmann-Tynan, J.**, & Eddy, J.M. (2019). *A research and intervention agenda for children with incarcerated parents and their families*. In JM Eddy & J Poehlmann-Tynan (Eds), *Handbook on Children with Incarcerated Parents*, 2nd edition. Cham, Switzerland: Springer International.
 102. **Poehlmann-Tynan, J.**, & Dallaire, D.H. (2021). Incarcerated mothers and their children: Implications for policy and practice. In J Poehlmann-Tynan & DH Dallaire (Eds), *Children with incarcerated mothers: Separation, loss, and reunification. Advances in Child and Family Policy and Practice*, Monograph of Division 27 of the American Psychological Association. Cham, Switzerland: Springer International.
 103. Dallaire, D.H., & **Poehlmann-Tynan, J.** (2021). Introduction to Incarcerated mothers and their children. In J Poehlmann-Tynan & DH Dallaire (Eds), *Children with incarcerated mothers: Separation, loss, and reunification. Advances in Child and Family Policy and Practice*, Monograph of Division 27 of the American Psychological Association. Cham, Switzerland: Springer International.
 104. *Kerr, M. L., Charles, P., Massoglia, M., Jensen, S., Wirth, J., Fanning, K., Holden, K., **Poehlmann-Tynan, J.** (2022). Development and implementation of an attachment-based intervention to enhance visits between children and their incarcerated parents. In: Krysik, J., Rodriguez, N. (eds), *Children of Incarcerated Parents: From Understanding to Impact*. Springer. https://doi.org/10.1007/978-3-030-84713-5_7
 105. **Poehlmann-Tynan, J.** (2022). Parental incarceration and young children's development: Pathways to resilience. In J. E. Glick, V. King, & S. M. McHale (Eds.), *Parent-child separation: Causes, consequences, and pathways to resilience* (pp. 87–107). Springer Nature Switzerland AG. https://doi.org/10.1007/978-3-030-87759-0_4
 106. Spinelli, M., Shah, P.E., & **Poehlmann, J.** (2023). Prematurity. In M Bornstein & PE Shah (Eds.), *Handbook of Pediatric Psychology, Developmental Behavioral Pediatrics, and Developmental Science, Vol 2*. American Psychological Association.

Manuscripts submitted (* = graduate or undergraduate student is a co-author; +post-doc is co-author)

107. *Hindt, L., Davis, L., Shaver, E., **Poehlmann, J.**, & Schlafer, R. (2023). Developmental differences in children's visits with parents in jail. Submitted to *Children and Youth Services Review*, February 2023.
108. *Muentner, L., Fanning, K., Pritzl, K., Kapoor, A., Weymouth, L., & **Poehlmann, J.** (2023). Parental incarceration, attachment to caregivers, and young children's physiological stress. Submitted to *Developmental Psychobiology*, February 2024.
109. *Fanning, K., Kerr, M., Charles, P., & **Poehlmann, J.** (2023). Families' experiences of housing and housing supports within the context of parental incarceration. Submitted to *Analyses of Social Issues and Public Policy*, June 2023; invitation to revise and resubmit, September 2023.
110. *Fanning, K., & **Poehlmann, J.** (2023). Family homelessness and parental incarceration: Comparative case study of risks and protective factors. Submitted to *Early Childhood Development and Care*, April 2022.
111. *Kerr, M., **Poehlmann, J.**, Charles, P., Pritzl, K., Jensen, J., Anandha Krishnan, C., & Ylitalituri, V. (2023). Enhancing remote parent-child video visits during parental incarceration using IMMERSIVE, a brief mindful relational savoring intervention. Submitted to *Mindfulness*, November 2023; invitation to revise and resubmit, January 2024.
112. Johnson, E.I., Planalp, E.N., Williams, D.T., & **Poehlmann, J.** (2024). Parental incarceration and health risks among early adolescents in the ABCD study: Results among racialized groups. Submitted to *JAMA Pediatrics*, February 2024.
113. Edwards, R., Planalp, E., Bosquet, M., Akshoomoff, N., Bodison, S., Brennan, M., Ciciolla, L., Das Eiden, R., Fillipi, C., Gahagan, S., Gustafsson, H., Leonard, B., McKelvey, L., Morris, A., Nelson, C., Peralta-Carcelen, M., **Poehlmann, J.**, Wakschlag, L., & Wilson, S. (2024). Capturing the complexity of child behavior and caregiver-child relationships in the HEALthy Brain and Child Development (HBCD) Study using a rigorous and equitable approach. Submitted to special issue of *Developmental Cognitive Neuroscience*, February 2024.
114. HEALthy Brain and Child Development Workgroup 4. (2024). The HBCD Experience: Recruiting and retaining diverse families in a longitudinal, multimethod early childhood study. Submitted to special issue of *Developmental Cognitive Neuroscience*, February 2024.
115. HEALthy Brain and Child Development Workgroup 17. (2024). Including children who experience transitions in care in studies of child development.
116. Crespo, K., Libersky, E., **Poehlmann, J. A.**, & Kaushanskaya, M. (2024). A comparative analysis of language skills and parent-child interactions in monolingual vs bilingual children born preterm. Submitted to *Languages*, February 2024.

Outreach, Policy, Extension, and other publications (* = peer reviewed)

116. *Jensen, S., Pritzl, K., Charles, P., Kerr, M., & **Poehlmann, J.** (Winter, 2022/2023). Reducing barriers to communication between children and their incarcerated parents. Policy brief, *Contexts: Sociology for the Public*. <https://doi.org/10.1177/15365042221142847>
117. **Poehlmann, J.** (2023). Book review, *Criminal Justice Review*: Haney, L. (2022). *Prisons of debt: The afterlives of incarcerated fathers*. Oakland, CA: University of California Press, pp. 358. ISBN: 9780520297265. \$29.95.
118. Muentner, L., & **Poehlmann-Tynan, J.** (October, 2021). How witnessing a parent's arrest can get 'under the skin' of a child. *Fast Focus Policy Brief No. 55-2021*, Institute for Research on Poverty, University of Wisconsin-Madison. <https://www.irp.wisc.edu/resource/how-witnessing-a-parents-arrest-can-get-under-the-skin-of-a-child/>
119. Jones Harden, B., Berger, L.K., **Poehlmann-Tynan, J.**, & Malecki, K. (April, 2020). *Recruitment and retention of underserved*,

- hard-to-reach populations*. White paper prepared for the NIH HEALthy Brain and Child Development team.
120. Grendziak, A., **Poehlmann-Tynan, J.**, Fanning, K., Pritzl, K., & Lavender, A. (2019). *Program Evaluation Report: Hometown Heroes' Camp Reunite*, University of Wisconsin-Madison.
 121. ***Poehlmann-Tynan, J.**, Sugrue, E., Duron, J., Ciro, D., & Messex, A. (September, 2018). *The impacts of parental incarceration on children and families*. Invited research brief for Scholars Taking Action for Families Workgroup, The Center on Immigration and Child Welfare, New Mexico State University.
 122. ***Poehlmann-Tynan, J.** (2016). Children's contact with incarcerated parents. *Focus on Poverty*, Vol. 32:2, Winter 2016, pp. 13-17. Institute for Research on Poverty, University of Wisconsin-Madison.
<http://www.irp.wisc.edu/publications/focus/pdfs/foc322.pdf>
 123. Institute for Research on Poverty and Morgridge Center for Public Service. (2015). Poverty fact sheet: *Life beyond bars: Children with an incarcerated parent*. <http://www.irp.wisc.edu/publications/factsheets/pdfs/Factsheet7-Incarceration.pdf>
 124. Sesame Workshop. (2013). Little children, big challenges: Incarceration.
<https://sesamestreetincommunities.org/topics/incarceration>
 125. **Poehlmann, J.** (2012). *Jail-Prison Observation Checklist*. Unpublished manuscript, University of Wisconsin-Madison.
 126. Dallaire, D. H., Loper, A. B., & **Poehlmann, J.** (September, 2011). Issues and recommendations related to children's visitation and contact with incarcerated parents. Committee on the Rights of the Child, 2011 Day of General Discussion, United Nations. http://www2.ohchr.org/english/bodies/crc/discussion2011_submissions.htm
 127. **Supporting children in the shadow of meth: A caregiver's guide to help children separated from their parents*. (2007, April).
<http://www.wpt.org/outreach/attach/SupportingChildrenCaregiversGuide.pdf>
Published through UW-Extension and Wisconsin Public Television as part of their documentary series focusing on parental methamphetamine addiction.
 128. **Poehlmann, J.** (2003, October). New study shows children of incarcerated mothers experience multiple challenges. *Family Matters: A Family Impact Seminar Newsletter for Wisconsin Policymakers*, 3(2).
 129. ***Poehlmann, J.**, Brintnall-Peterson, M., Schlafer, R., & Morgan, K. (2003). *Through the eyes of a child: Grandparents raising grandchildren*. University of Wisconsin-Extension (publication #B3786). Fact sheet series available in print or on the web
<http://fyi.uwex.edu/grandparenting/through-the-eyes-of-a-child/fact-sheets>
 - #1. Understanding children's development.
 - #2. The importance of close relationships.
 - #3. Relationship expectations: Now and in the future.
 - #4. Disruptions in close relationships: Effects on children's behaviors, feelings, and thoughts.
 - #5. The importance of open communication.
 - #6. Understanding and managing children's behaviors.
 - #7. Children's contact with their parents.
 - #8. Breaking negative family cycles.
 - #9. Resources.
 130. **Poehlmann, J.**, & Riley, D. (2003). *Talking with children about war: How children of different ages show anxiety and stress*. University of Wisconsin-Extension. Fact sheet available on the web <http://www.uwex.edu/ces/flp/war.html>

Presentations

Invited Research Presentations since 2010

- Poehlmann, J. (March, 2024). *Early adversity and health risks among children with incarcerated parents*. Center for Addiction and Disease Exacerbation, School of Public Health, Brown University, Providence, Rhode Island.
- Poehlmann, J. (October, 2023). *Mindfulness research and practice with underserved families and communities*. Presented at the 2023 Mindfulness, Self-Compassion and Family Well-Being Conference. Center for Child and Family Well-being, University of Washington, Seattle.
- Poehlmann, J., Charles, P., & Barrett, K. (March, 2023). *Child-friendly visits*. Community Justice Council, Dane County, Wisconsin.
- Poehlmann, J., & Charles, P. (April, 2023). *Trauma, healing, and families*. Invited panelists for *Reimagining the Role of Colleges and Universities in Prison Education: Research, Policy, and Practice*, a symposium hosted by the Education Preparedness Program, Center for Urban Research, Teaching and Outreach, Marquette University, Milwaukee, Wisconsin.
- Poehlmann, J. (February, 2023). *Young children with incarcerated parents: From stigma to support*. Keynote address for the Utah Infant Mental Health Conference, Salt Lake City, Utah.
- Poehlmann, J. (March, 2022). *Working with incarcerated parents and their children*. Keynote address for the Justice Involved Families Provider Conference, Center for Child and Family Well-being, Seattle, Washington.
- Poehlmann-Tynan, J., Charles, P., & Kerr, M. (November, 2021). *Enhanced visits in jail*. Invited address for inaugural David Olson award, National Conference on Family Relations.
- Poehlmann-Tynan, J. (October, 2021). *Impact of parental incarceration on children and benefit of parent-child interactions during incarceration*. Children with incarcerated parents conference. Drake University Law School, Des Moines, Iowa.
- Poehlmann-Tynan, J. (June, 2021). *Incarcerated Dads and their young children*. Early Years "The Many Faces of Parenting Infants" Conference, Anna Freud Centre, London, England.
- Poehlmann-Tynan, J. (October, 2020). *Children with incarcerated parents*. The 28th Family Symposium focusing on parent-child

- separation at The Pennsylvania State University, State College, Pennsylvania.
- Poehlmann-Tynan, J., & Skora Horgan, E. (September, 2020). *Benefits of in-home video chat*. Lessons from the Lockdown: Prisoner and Family Connections for the Future. Panelists for the Centre for Criminology, University of South Wales.
- Poehlmann-Tynan, J. (August, 2020). *Children with incarcerated parents*. Keynote at the Infancy Forward! Mental Health Conference, Indianapolis, Indiana.
- Poehlmann-Tynan, J. (March, 2019). *Children with incarcerated parents*. Keynote at the Wisconsin Statewide Family and Consumer Science conference, Wisconsin Dells, Wisconsin.
- Poehlmann-Tynan, J. (April, 2018). *Incarcerated mothers and their children*. Incarcerating Girls and Women: Research, public memory, and narratives. Justice and Multiculturalism in the 21st Century initiative. School of Criminal Justice, University at Albany, New York.
- Poehlmann-Tynan, J. (April, 2018). *Conducting research with children*. Departments of criminology and sociology. State University of New York at Albany, Albany, New York.
- Poehlmann-Tynan, J., Shear, L., Pruhs, D., & Rosa, F. (February, 2018). *The incarcerated parent in family court*. Annual Family Law Seminar for Wisconsin Judges, Office of Judicial Education, Wisconsin.
- Poehlmann-Tynan, J. (January, 2018). *Mindfulness and compassion training for parents and children*. Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana.
- Poehlmann-Tynan, J. (March, 2017). *Risk and resilience in children born preterm*. Center for Human Growth and Development, Department of Pediatrics, University of Michigan, Ann Arbor, Michigan.
- Poehlmann-Tynan, J., & Ardit, J. (September, 2016). *Developmental and family perspectives on children with incarcerated parents*. Collateral Damage. Cornell University, Ithaca, New York.
- Poehlmann-Tynan, J. (June, 2016). *Children with incarcerated parents*. Plenary Session I: Prevention Needs for Vulnerable Youth Populations. Annual conference of the Society for Prevention Research, San Francisco, California.
- Poehlmann-Tynan, J. (March, 2016). *Children's visits with their incarcerated parents*. Department of Health and Human Services, Washington, D.C.
- Poehlmann-Tynan, J. (August, 2015). Author meets critic: *Children of the Prison Boom* by Sarah Wakefield and Christopher Wildeman. American Sociological Association, Chicago, Illinois.
- Poehlmann-Tynan, J. (November, 2014). *Sesame Street's Little Children, Big Challenges: Incarceration Initiative*. Through the Eyes of a Child, Guardian ad Litem conference, Wisconsin Dells, Wisconsin.
- Poehlmann-Tynan, J. (October, 2014). *Risk and resilience in children of incarcerated parents*. Children of Incarcerated Parents Community Engagement Sessions, Fatima Family Center (October 21) and Greater Cleveland Food Bank (October 22), Cleveland, Ohio. Sponsored by Case Western Reserve University – Schubert Center for Child Studies, Cuyahoga County, Healthy Fathering Collaborative, Oriana House, Inc., St. Luke's Foundation, University Hospitals – Rainbow, Babies & Children, and U.S. Attorney's Office – Northern District.
- Poehlmann-Tynan, J. (September, 2014). *Risk and resilience in children born preterm*. University of Texas at Austin, Human Development and Family Studies Department, Austin, Texas.
- Poehlmann, J. (June, 2011). *Family matters: Research on incarceration, reentry, and children of incarcerated parents*. Keynote speaker, University of Wisconsin-Extension conference, From Jail to Home. Wausau, Wisconsin.
- Poehlmann, J., (January, 2011). *Risk and resilience in children of incarcerated parents*. Psychology Department, University of Northern Illinois.

Selected Peer-reviewed International Conference Presentations since 2010 (* = student is co-author)

- Poehlmann, J.,** Shah, P., Gerstein, E., Spinelli, M., & Njoroge, W. (July, 2023). *Parental and infant risk: Contributions to child social emotional adaptation in four longitudinal studies*. Symposium accepted for the Biennial Congress of the World Association of Infant Mental Health, Dublin, Ireland.
- Poehlmann-Tynan, J.,** Reid, J., Horowitz, J., & Raikes, B. (September, 2021). *Video visits between children and their incarcerated parents during Covid across the world*. Presented at the biennial conference of the International Coalition on Children with Incarcerated Parents.
- Horowitz, J., & **Poehlmann-Tynan, J.** (September, 2021). *Incarcerated mothers in Brazil and the United States*. Presented at the biennial conference of the International Coalition on Children with Incarcerated Parents.
- *Poehlmann-Tynan, J.,** Chair and Presenter. (August, 2019). *Children with incarcerated parents across the Americas*. Co-presenters: Horowitz, J., Caldoni, L., & Reid, J. Presented at the biennial conference of the International Coalition on Children with Incarcerated Parents, Huddersfield, United Kingdom.
- *Poehlmann-Tynan, J.,** Muentner, L., Milavetz, Z., Peterson, A., Davis, L., & Schlafer, R. (May, 2018). *Young children's feelings about their incarcerated parents*. Presented at the biennial Congress of the World Association for Infant Mental Health, Rome, Italy.
- *Poehlmann-Tynan, J.,** Fanning, K., Yudawanti, A., & Zhu, S. (May, 2018). *A framework for understanding resilience in families of children born preterm*. Presented at the biennial Congress of the World Association for Infant Mental Health, Rome, Italy.
- Clark, R., & **Poehlmann-Tynan, J.** (May, 2018). Development of the Parent-Child Early Relational Assessment-Short Form (ERA-SF) to focus relational interventions and research in clinical, community, and home contexts. Workshop presented at the biennial Congress of the World Association for Infant Mental Health, Rome, Italy.
- Poehlmann-Tynan, J.,** Shah, P.E., Gerstein, E., & Schwichtenberg, A.J. (June, 2017). *Early interactions, attachment, and resilience*

at age 6 in children born preterm. Presented as part of a symposium entitled The Social Relational World and Development of Children Born Preterm: Infancy through Adulthood (Chairs: Joana Baptista and Isabel Soares) at the annual International Attachment Conference, London, England.

Schwichtenberg, A.J., & **Poehlmann-Tynan, J.** (July, 2014). *Maternal depressive symptoms, bedtime routines, and sleep in infants born preterm.* Presented at the International Conference on Infant Studies, Berlin, Germany.

*Gerstein, E., **Poehlmann-Tynan, J.**, & Weymouth, L. (June, 2014). *Parent-infant interaction and resilience in children born preterm.* Presented at the World Congress of the World Association for Infant Mental Health, Edinburgh, Scotland.

*Weymouth, L., **Poehlmann-Tynan, J.**, Runion, H., & Burnson, C. F. (June, 2014). *Young children of incarcerated parents: Chaos in the home.* Presented at the World Congress of the World Association for Infant Mental Health, Edinburgh, Scotland.

Shah, P. E., & **Poehlmann, J.** (July, 2013). *The paradox of prematurity: Behavioral vulnerability of late preterm infants and cognitive susceptibility of very preterm infants at 36 months postterm.* Presented the annual International Attachment Conference, Italy.

Shah, P. E., & **Poehlmann, J.** (April, 2012). *Maternal resolution of grief in infants with varying medical conditions: Infant and dyadic outcomes, and implications for intervention.* Presented at the 13th World Congress of the World Association for Infant Mental Health, Cape Town, South Africa.

McManus, B. M., & **Poehlmann, J.** (June, 2011). *Maternal depression and perceived social support as predictors of cognitive function trajectories during the first 3 years of life for preterm infants in Wisconsin.* Presented at the Society for Pediatric and Perinatal Epidemiologic Research, Montreal, Canada.

McManus, B. M., & **Poehlmann, J.** (June, 2011). *Associations among maternal symptoms of clinical depression, infant-parent interaction, perceived maternal social support, and children's cognitive function in a sample of children born preterm in Wisconsin.* Presented at the Society for Pediatric and Perinatal Epidemiologic Research, Montreal, Canada.

Poehlmann, J., Loper, A., Dallaire, D., McHale, J., Myers, B., & Eddy, J.M. (April, 2011). *Relational processes in children with incarcerated parents: New studies of separation, bullying, and parenting.* Presented at the biennial conference of the Society for Research in Child Development, Montreal, Canada.

*Burnson, C.F., & **Poehlmann, J.** (April, 2011). *Attachment and effortful control in children born preterm: Differential susceptibility.* Presented at the biennial conference of the Society for Research in Child Development, Montreal, Canada.

Shah, P., & **Poehlmann, J.** (May, 2010). *Maternal unresolved grief regarding a preterm birth: Implications for attachment security in preterm infants.* Presented at the Pediatric Academic Societies' Annual Meeting, Vancouver, British Columbia, Canada.

Selected Peer-reviewed National Conference Presentations since 2010 (* = student is co-author)

*Pritzl, K., Anandha Krishnan, C., Charles, P., Kerr, M., **Poehlmann, J.** (November, 2024). *Incarcerated parents' contact with their children: The pandemic and other barriers.* Paper submitted to the annual conference of the National Council on Family Relations, Bellevue, Washington.

Poehlmann, J. (November, 2023). Discussant for symposium *Family and Community Based Adversities: Analyses from the ABCD Study.* Presented at the annual conference of the National Council on Family Relations, Orlando, Florida.

Johnson, E. I., Planalp, E. M., Williams, D. T., & **Poehlmann, J.** (November, 2023). *Parental incarceration and physiological dysregulation among US children: Results among racialized subgroups.* Presented at the annual conference of the National Council on Family Relations, Orlando, Florida.

*Anandha Krishnan, C., Pritzl, K., **Poehlmann, J.**, & Loucks, N. (November, 2023). *The experiences of children with incarcerated parents in six countries.* Presented at the annual conference of the National Council on Family Relations, Orlando, Florida.

*Kerr, M., **Poehlmann, J.**, Charles, P., Pritzl, K., Jensen, J., Anandha Krishnan, C. A., & Ylitalituri, V. (November, 2023). *Enhancing remote parent-child video visits during parental incarceration: Visit coaching using mindful relational savoring.* Presented at the annual conference of the National Council on Family Relations, Orlando, Florida.

*Pritzl, K., Jensen, S., Charles, P., Kerr, M., & **Poehlmann, J.** (June, 2023). *Cortisol levels in children with incarcerated parents.* Presented at the annual meeting of the Law and Society Association, San Juan, Puerto Rico.

***Poehlmann, J.**, Charles, P., Hoekstra, A., Hedges, A., & Barrett, K. (April, 2023). *Implementing child-friendly visits in a county jail.* Plenary session presented at the annual Children of Incarcerated Parents conference, Arizona State University.

*Pritzl, K., Anandha Krishnan, C. A., **Poehlmann, J.**, & Loucks, N. (April, 2023). *Global perspectives on parental incarceration.* Presented at the annual Children of Incarcerated Parents conference, Arizona State University.

*Jensen, S., Charles, P., Kerr, M., & **Poehlmann, J.** (March, 2023). *Associations between the number of parental incarcerations and girls' and boys' disruptive conduct.* Annual meeting of the Academy of Criminal Justice Sciences, National Harbor, Maryland.

*Pritzl, K. & **Poehlmann, J.** (August, 2022). *Physiological stress and what children were told about their parent's incarceration.* Presented at the annual convention of the American Psychological Association, Minneapolis, Minnesota.

*Fanning, K., Pritzl, K., Muentner, L., & **Poehlmann, J.** (August, 2022). *Young children with incarcerated parents: Attachment relationships and physiological stress.* Presented at the annual convention of the American Psychological Association, Minneapolis, Minnesota.

Poehlmann, J. (April, 2022). *Mindfulness with underserved communities and families.* Mindfulness, Self-Compassion and Parenting Online Research Meeting, Center for Child and Family Well-being, University of Washington.

Shah, P.E., **Poehlmann, J.**, McCaffery, H., Kaciroti, N. (April, 2022). *Gestational age, academic achievement and emotion regulation outcomes at kindergarten in nationally representative sample, and the moderating role of sensitive parenting.* Presented at

the conference of the Pediatric Academic Societies, Denver, Colorado.

Chan-Zlatopolsky, K., Shah, P., Weeks, H., Kaciroti, N., & **Poehlmann, J.** (April 2022). ACEs and kindergarten academic and emotion regulation outcomes in a U.S. representative sample. Presented at the conference of the Pediatric Academic Societies, Denver, Colorado.

*Pritzl, K., **Poehlmann, J.**, Shlafer, R., & Muentner, L. (April, 2022). *Young children's feelings about their families when a parent is incarcerated*. Presented at the annual Children of Incarcerated Parents National Conference, Arizona State University, Phoenix, Arizona.

Poehlmann-Tynan, J. (Discussant). (November, 2021). Roundtable: *Global Prisoners' Family Network: A Discussion on Research, Methods, and Critical Perspectives*. Presented at the American Society of Criminology Conference, Chicago, Illinois.

Poehlmann-Tynan, J., Kerr, M., & Charles, P. (November, 2021). Special Session: NCFR Olson Grant Address - *Enhanced Visits For Children and Families Affected by Parental Incarceration*. Presented virtually at the annual conference of the National Council on Family Relations.

*Fanning, K., Engbretson, A., & **Poehlmann-Tynan, J.** (April, 2021). Relations among parental stress, parental disrupted communications, and child hair cortisol in a low risk sample. Presented at the biennial conference of the Society for Research in Child Development.

*Engbretson, A., Fanning, K., Pritzl, K., Meurer, A., & **Poehlmann-Tynan, J.** (April, 2021). Child-friendly visits with incarcerated mothers. Presented at the biennial conference of the Society for Research in Child Development.

*Fanning, K., Gerstein, E., & **Poehlmann-Tynan, J.** (April, 2021). Vulnerable babies, vulnerable moms: Bidirectional associations of mother-preterm infant dyads through age 6. Presented at the biennial conference of the Society for Research in Child Development.

Poehlmann-Tynan, J. (Chair). (April, 2021). Caregiver Incarceration and Childhood Adaptation. Symposium presented at the biennial conference of the Society for Research in Child Development.

Poehlmann-Tynan, J. (Chair). (April, 2021). *A transdisciplinary approach to designing, implementing, and evaluating an intervention for children with incarcerated parents and their families: From awareness to action*. Panel presented at the annual Children of Incarcerated Parents National Conference, Arizona State University, Phoenix, Arizona.

Poehlmann-Tynan, J., Muentner, L., Pritzl, K., Davis, L., & Shlafer, R. (January, 2021). Does witnessing a parent's arrest relate to emotional or developmental concerns in young children with jailed parents? Presented at the annual conference of the Society for Social Work and Research.

Poehlmann-Tynan, J. (Chair), & Pate, D.J., Jr. (Discussant) (August, 2020). *When fathers are incarcerated: Post-release contact, commitment to children, and legal socialization*. Symposium accepted to the annual convention of the American Psychological Association, Washington, D.C.

*Thomas, A., Wirth, J., **Poehlmann-Tynan, J.**, & Pate, D.J., Jr. (August, 2020). *African American fathers' commitment to children and 1-year recidivism after release from jail*. Paper accepted to the annual convention of the American Psychological Association, Washington, D.C.

*Zhu, Y., et al., & **Poehlmann-Tynan, J.** (August, 2019). *Bilingual families, vocabulary learning, and parent interactions in preterm infants*. Poster presented at the annual convention of the American Psychological Association, Chicago, Illinois.

*Yudawanti, A., Wirth, J., & **Poehlmann-Tynan, J.** (August, 2019). *Safeguarding children: Measuring the impact of witnessing parental arrest*. Poster presented at the annual convention of the American Psychological Association, Chicago, Illinois. Winner of the best student poster award.

*Pritzl, K., et al., & **Poehlmann-Tynan, J.** (August, 2019). *Context matters: Behavioral implications of visits between children and their jailed parents*. Poster presented at the annual convention of the American Psychological Association, Chicago, Illinois.

*Fanning, K., et al., & **Poehlmann-Tynan, J.** (August, 2019). *Disrupted caregiver-child communication and attachment in families with incarcerated parents*. Poster presented at the annual convention of the American Psychological Association, Chicago, Illinois.

*Grendziak, A., et al., & **Poehlmann-Tynan, J.** (August, 2019). *Evaluation of a summer camp for children with imprisoned mothers*. Poster presented at the annual convention of the American Psychological Association, Chicago, Illinois.

Poehlmann-Tynan, J. (April, 2019). *Interventions for children's visits with their incarcerated parents: Interdisciplinary research perspectives*. Facilitated Panel Presentation, Children of Incarcerated Parents National Conference, Arizona State University, Phoenix, Arizona.

***Poehlmann-Tynan, J.**, Grendziak, A., Fanning, K., Pritzl, K., Lavender, A., Muentner, L., Warzewick, S., Zhou, L., & Brown, J. (April, 2019). Evaluation of child-friendly visits at a summer camp for children with imprisoned mothers. Children of Incarcerated Parents National Conference, Arizona State University, Phoenix, Arizona.

*Charles, P., **Poehlmann-Tynan, J.**, Massoglia, M., Kerr, M., Sager, L., Holden, K., Cuthrell, H., Fanning, K., Robey, J., & Wirth, J. (April, 2019). Interdisciplinary intervention to enhance visits for children with jailed parents: Evaluation challenges and progress. Children of Incarcerated Parents National Conference, Arizona State University, Phoenix, Arizona.

***Poehlmann-Tynan, J.**, Grendziak, A., Fanning, K.A., Cuthrell, H., Pritzl, K., Lavender, A., Wirth, J., Muentner, L., Milavetz, Z., & Shlafer, R. (March, 2019). *Observational measurement of children's reactions to visits with parents incarcerated in jail or prison*. Part of symposium chaired by **J. Poehlmann-Tynan**, Innovative Developmental, Family, Educational, and Sociological Approaches to Studying Children with Incarcerated Parents. Presented at the biennial conference of the Society for Research in Child Development, Baltimore, Maryland.

*Muentner, L., Premo, E., & **Poehlmann-Tynan, J.** (March, 2019). *Parental incarceration and child development: Investigating the*

- role of frequency and duration of incarceration.* Presented at the biennial conference of the Society for Research in Child Development, Baltimore, Maryland.
- *Grendziak, A., Fanning, K., Vigna, A. B., Gerstein, E., Weymouth, L. A., Burnson, C., Aubel, G., Frerks, L., Haese, D., Johnson, N., Milavetz, Z., Muentner, L., O'Neill, S., Peterson, A., Pritzl, K., & **Poehlmann-Tynan, J.** (November, 2018). *Cognitively Based Compassion Training for parents of young children.* Presented at the annual conference of the National Council on Family Relations, Orlando, Florida.
- Shah, P. E., Kaciroti, N., Richards, B., Oh, W., & **Poehlmann-Tynan, J.** (May, 2017). *Developmental patterns of late preterm infants from infancy through kindergarten.* Presented at the Pediatric Academic Societies Meeting, San Francisco, California.
- Poehlmann-Tynan, J.** (April, 2017). *Compassionate parenting: Effects of Cognitively-Based Compassion Training for parents of young children.* Presented at the conference Mindful Families, Schools, and Communities: Contemplative Practices to Promote Child and Family Well-Being, 3rd biennial conference of the Centers for Child and Family Well-being, University of Washington and University of Wisconsin, held in Seattle, Washington.
- Burnson, C., & **Poehlmann-Tynan, J.** (April, 2017). *Resilience in young children of jailed parents.* Presented at the biennial conference of the Society for Research in Child Development, Austin, Texas.
- *Massie, M., Mulla, S., Davis, L., Schlafer, R., & **Poehlmann-Tynan, J.** (November, 2016). *"Where's Dad?" How Sesame Street can support kids with jailed parents.* Poster presented at the annual conference of the National Council on Family Relations, Minneapolis, Minnesota.
- *Hindt, L. A., Davis, L., Schlafer, R. J., **Poehlmann-Tynan, J.**, Weymouth, L., Burnson, C., Runion, H., & Lauter, L. (November, 2016). *Emotion recognition and behavior adjustment in children with jailed parents.* Poster presented at the annual conference of the National Council on Family Relations, Minneapolis, Minnesota.
- *Runion, H., Frerks, L., Milavetz, Z., Weymouth, L., Burnson, C., Muentner, L., Johnson, N., Grendziak, A., Galvan, A., & **Poehlmann-Tynan, J.** (November, 2016). *Family drawings and attachment in young children with jailed parents.* Poster presented at the annual conference of the National Council on Family Relations, Minneapolis, Minnesota.
- ***Poehlmann-Tynan, J.**, Runion, H., Weymouth, L. A., & Burnson, C. (November, 2015). *Young children with jailed parents: Family processes and attachment.* Poster presented at the annual conference of the National Council on Family Relations, Vancouver, Canada.
- ***Poehlmann-Tynan, J.**, Runion, H., Weymouth, L.A., & Burnson, C. (March, 2015). *Young children of jailed parents: Emotions and behaviors during jail visits and at home.* Symposium presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.
- Shah, P., Oh, W., & **Poehlmann-Tynan, J.** (March, 2015). *Cognitive trajectories of late preterm infants: The role of neonatal risks and parenting.* Symposium presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.
- *Abel, E., Schwichtenberg, A.J., & **Poehlmann-Tynan, J.** (March, 2015). *Sleep in infants born preterm: The roles of daytime and nighttime parenting behaviors.* Symposium presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.
- *Gerstein, E., Woodman, A., Burnson, C., & **Poehlmann-Tynan, J.** (March, 2015). *Behavior problem trajectories in children born preterm.* Symposium presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.
- Gerstein, E., **Poehlmann-Tynan, J.**, & Clark, R. (March, 2015). *Mother-child interactions in the NICU: Relevance and implications for later parenting.* Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.
- *Weymouth, L., **Poehlmann-Tynan, J.**, Runion, H., & Burnson, C. (March, 2015). *Young children of incarcerated parents: Chaos in the home.* Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.
- Dallaire, D., Wildeman, C., Siegel, J., **Poehlmann-Tynan, J.**, & Lee, H. (March, 2015). *Interdisciplinary perspectives on the impact of parental incarceration on children and families.* Round table presentation at the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.
- Schwichtenberg, A.J. Christ, S., Abel, E., & **Poehlmann-Tynan, J.** (April, 2015). *The roles of toddler circadian patterns on attentional and behavioral concerns in children born preterm.* Presented at the 48th Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, New Orleans, Louisiana.
- ***Poehlmann, J.** et al. (July, 2013). *Children's contact with incarcerated parents: Implications for policy and intervention* Presented at the annual conference of the American Psychological Association, Honolulu, Hawaii.
- *Runion, H., **Poehlmann, J.**, Burnson, C., & Weymouth, L. (April, 2013). *Imprisoned mothers who gave birth during their incarceration.* Presented at the biennial conference of the Society for Research in Child Development, Seattle, Washington.
- *Burnson, C., **Poehlmann, J.**, Runion, H., Weymouth, L., & Maleck, S. (April, 2013). *Representations of family relationships and emerging self-regulation in young children born preterm.* Presented at the biennial conference of the Society for Research in Child Development, Seattle, Washington.
- *Schwichtenberg, A.J.M., **Poehlmann, J.**, Smith, A., & Wegner, S. (April, 2013). *Parenting behaviors at bedtime and sleep in infants born preterm.* Presented at the biennial conference of the Society for Research in Child Development, Seattle, Washington.
- *Dilworth-Bart, J. E., **Poehlmann, J.**, Yim, S., Bolt, D., & Taub, A. (April, 2013). *Effortful control and executive function as indices of emerging self-regulation in young children born at high neonatal risk.* Presented at the biennial conference of the Society

for Research in Child Development, Seattle, Washington.

- *Shah, P. E., Burnson, C. F., & **Poehlmann, J.** (June, 2012). *Nature x nurture: The role of differential susceptibility in infancy on the cognitive, behavioral and psychosocial outcomes of young children*. Presented at the International Conference on Infant Studies, Minneapolis, Minnesota.
- *Burnson, C. F., & **Poehlmann, J.** (June, 2012). *Attachment and effortful control in children born preterm*. Presented at the International Conference on Infant Studies, Minneapolis, Minnesota.
- Schwichtenberg, A.J.M., & **Poehlmann, J.** (June, 2012). *Infant sleep and parenting as predictors of attachment security and behavior problems in toddlers born preterm*. Presented at the International Conference on Infant Studies, Minneapolis, Minnesota.
- Shah, P. E., & **Poehlmann, J.** (April, 2012). *The bigger the better? Less preterm, more behavior problems*. Presented at the Pediatric Academic Societies Meeting, Boston, Massachusetts.
- Shah, P. E., & **Poehlmann, J.** (September, 2011). *Cognitive and behavioral outcomes of late preterm infants: The bigger the better?* Presented at the annual meeting of The Society for Developmental and Behavioral Pediatrics, San Antonio, Texas.
- *Shah, P. E., Hane, A., Burnson, C., Maleck, S., Hamburger, E., & **Poehlmann, J.** (April, 2011). *Cognitive and behavior outcomes in preterms with difficult temperament: The differential effects of parenting*. Presented at the Pediatric Academic Societies and Asian Society for Pediatric Research conference, Denver, Colorado.
- *Friberg, B., & **Poehlmann, J.** (August, 2011). *Development of aggressive behaviors in the context of Early Head Start: A test of competing theories*. Poster presented at the annual convention of the American Psychological Association, Washington, D.C.
- *Shlafer, R. J., & **Poehlmann, J.** (November, 2010). *Mentoring children of incarcerated parents: Theory and practice implications*. Paper presented in symposium organized by Dr. Joyce Arditti (Children and their incarcerated parents: Promising theoretical and applied approaches) to the annual conference of the National Council on Family Relations, Minneapolis, Minnesota.
- ***Poehlmann, J.**, Burnson, C., Hane, A., & Hamburger, E. (November, 2010). *Differential susceptibility to parenting: Behavior problems at 36 months in children born preterm*. Poster presented at the annual conference of the National Council on Family Relations, Minneapolis, Minnesota.

Research Grants—Funded

Extramural Research Grants—PI

Active

Poehlmann-Tynan, J., & Dean, Douglas III, mPIs. *HBCD (Healthy Brain and Child Development) Study, site 24.*

1U01DA055370

National Institute on Drug Abuse

10/15/2021-06/30/2026

\$5,547,270

This grant provides funding for the first 5 years of a 10-year grant to UW-Madison, as part of a 25-institution consortium. The HBCD Study is the largest long-term study of early brain and child development in the United States. The study addresses a critical gap in our knowledge of how environmental exposures, especially opioid and other drug use, affect infant and child brain development. HBCD also aims to contribute to our understanding of normative cognitive, behavioral, social, and emotional function from the prenatal period through childhood. It is a part of the NIH's larger Helping to End Addiction Long-term (HEAL) Initiative, a multi-agency effort to curb the national opioid crisis.

Completed

Poehlmann-Tynan, J., PI. Charles, P., Kerr, M., & Massoglia, M., Co-Investigators. *Building Reflective Functioning, Cohesion, and Flexibility in Families with Incarcerated Parents Through Supported Visits.*

Olson Grant from the National Council on Family Relations

10/01/2020-08/01/2021

\$10,000

This grant supplements our UW2020 grant for developing and testing a multidisciplinary, multi-level intervention strategy to improve visits between children and their jailed parents.

Poehlmann, J., PI. *Young Children of Jailed Parents.* (Co-I: M Huser, UW-Extension)

Eunice Kennedy Shriver National Institute of Child Health and Human Development

R21HD068581

1/05/2012-12/31/2015

\$373,000

This study focused on young children (aged 2-6) of jailed parents, investigating risks and protective factors, including the quality of visitation in 3 jail settings (Plexiglas, closed circuit TV, and face-to-face), as predictors of children's social emotional outcomes. A developmental screening procedure for children visiting the jail was also implemented.

Poehlmann, J., PI. *Fieldwork on Contemplative Practices with High Risk Preschoolers: Children's Empathic, Compassionate, and Self-Regulatory Behaviors.*

Contemplative Studies Fellowship Program, Mind and Life Institute and the Sir John Templeton Foundation

07/01/2012-08/31/2016

\$129,243

This exploratory study had 3 aims: (1) to conduct a pilot RCT with high risk preschoolers to determine effects of a mindfulness intervention on children's empathy, compassion, and self-regulation, (2) to determine how a mindfulness curriculum can be implemented (or adapted) in a developmentally appropriate manner for high risk preschoolers, and (3) to assess how this field-based application enhances or raises new questions regarding laboratory-based findings regarding use of contemplative practices, especially pertaining to the development of empathic responding in children.

Poehlmann, J., PI. *The Development of Self-Regulation in High Risk Infants.*

Eunice Kennedy Shriver National Institute of Child Health and Human Development

R01 HD044163-05

2/5/2004-1/31/2011

\$1,440,000

Investigated early social and physiological processes involved in the development of self-regulation and its relation to infant-mother attachment and cognitive development in high risk infants. The research had a longitudinal design that followed infants from hospital discharge until they turned 3 years post-term and involved data collected from children and families using multiple methods in multiple contexts.

Poehlmann, J., PI. *Risk and Resilience in Children of Incarcerated Mothers.*

National Institute of Mental Health

R03 MH61559

1/01/2001-12/31/2003

\$145,500

Investigated problematic outcomes and resilience in young children who experienced multiple risks to their attachment relationships and cognitive and behavioral development in an understudied population: children of incarcerated mothers.

Poehlmann, J., PI; Administrative supplement to promote diversity in health-related research; supplement to Poehlmann R01

HD044163-02 submitted on behalf of Dr. Janean Dilworth-Bart.

Eunice Kennedy Shriver National Institute of Child Health and Human Development

1/1/2006-1/31/2009

\$262,357

This supplement provided 2 years of support for the research of a faculty member from an underrepresented racial ethnic group focusing on the relation between early parenting and precursors to children's executive functioning in toddlers born preterm.

Poehlmann-Tynan, J., PI. *Mindful/Compassionate Parenting: A Randomized Controlled Trial for Parents of Preschoolers.*

Grants and gifts from the Mai Family Foundation, Mary Sue Shannon, and the Mayer Family Foundation

12/1/2012-12/30/2020

\$185,000

These gifts provide funds to develop and pilot test the effects of Cognitively-Based Compassion Training adapted for parents of infants, toddlers, and preschoolers attending campus and community childcare centers, implemented as a randomized controlled trial.

Extramural Research Grants—Co-I or Consultant

Active

Family-based Alternative Justice Program Grant; US Department of Justice grant to Washington State Department of Corrections (PI of subcontract to University of Washington: Liliana Lengua; Poehlmann is Co-I)

10/2023-09/2026

\$764,508

This grant is designed to evaluate, refine and expand services that Washington State DOC provides to try to keep families together and break the cycle of intergenerational incarceration. The funding will provide access to mental health programs, substance abuse programs, and parenting skills programs.

Evaluation of King County Community Partnership for Transition Solutions; Institute of Translational Health Science, University of Washington (PI is Liliana Lengua; Poehlmann is consultant)

11/2023-10/2025

\$150,000

This grant is to revise and evaluate a reentry parenting program that combines mindfulness with parenting skills.

Pending

Computational modeling of substance use and cancer risk among children of parents involved with the criminal legal system (mPIs at Brown University, Aditya Khanna & Lauren Micalizzi; Poehlmann is Co-I)

9/1/25-8/31/29

\$240,193 (subcontract)

This project brings together an interdisciplinary scientific and community advisory team that will apply agent-based modeling and social network analysis to mitigate cancer risk by exploring the incarceration, tobacco, alcohol, and cancer (ITAC) among children whose parents are involved in the criminal legal system. We will synthesize the available evidence on the syndemic, expand an existing agent-based network model (ABNM) to simulate the ITAC syndemic among children affected by parental incarceration and arrest, and model effects of biobehavioral and policy interventions to reduce cancer risk prior to real world implementation. Results will be disseminated beyond traditional scientific venues to maximize the potential public health impact.

Completed

Promoting Resilience in Children: Protocol Development for a Birth Cohort to Assess Factors Impacting Neurodevelopment; NIH HEAL Initiative (HEALthy Brain and Child Development Study (PIs: Zgierska for Project 1; Ossorio for Project 2; Alexander for Project 3; Poehlmann-Tynan is a Co-I on all 3 projects)

1R34DA050270

10/2019-03/2022

\$535,625 each

Three linked proposals were submitted to develop research protocols for a future large-scale birth cohort study of child and brain development with oversampling of children exposed *in utero* to opioids.

Farar-Edwards, D., PI; Poehlmann-Tynan, J., co-I. *All of Us, Wisconsin: One in a Million – Precision Medicine Initiative Wisconsin*. Office of the Director, National Institutes of Health.

1OT2OD025286-02

\$60,000,000

6/2018-5/2023

This grant focuses on Wisconsin's effort to collect genomic and environmental data from a total of 1 million individuals nationwide in an effort to increase the precision of medical diagnosis and intervention. Poehlmann-Tynan serves on the national Special Populations Committee and several task forces focusing on inclusion of children, individuals with disabilities, and incarcerated individuals.

Eddy, J. M., PI (New York University); Poehlmann-Tynan, J., Consultant. *A Pre- and Post-Release Multimodal Intervention for Incarcerated Fathers Targeting Parenting, Economic Stability, and Healthy Relationships*

Administration for Children and Families, U.S. Department of Health and Human Services; Subcontract from Washington State Department of Corrections, Tumwater, WA

90FO0008-01-00

10/2015-9/2020

This grant focuses on implementing a parenting intervention for fathers incarcerated in the state of Washington.

Peterson, B., & Fontaine, J., PIs (Urban Institute, Washington DC); Poehlmann-Tynan, J., Technical Reviewer and Supervisor for UW-Madison IPA. *Safeguarding Children with Incarcerated Parents: Developing and Implementing Family Strengthening Policies at Correctional Institutions at the Local and State Level*

National Institute of Corrections/Bureau of Justice Assistance

CFDA # 16.601

Total grant \$1,125,000; UW-Madison IPA \$337,170

1/2017-12/2020

This grant focuses on developing training materials and implementing evidence-informed, model policies that can be adopted by local jails and state prisons to reduce the traumatic impact of parental incarceration on children and improve reentry outcomes for parents.

Wu Shortt, J., P.I. (Oregon Social Learning Center); Poehlmann, J., Consultant. *Emotion-Focused Intervention for Mothers and Children Under Stress*.

National Institute of Mental Health

R34MH79911

5/1/2008-4/30/2012

\$634,939

This project involved developing and piloting a multimodal emotion-focused intervention program to foster both the emotional connection between incarcerated mothers and children and their individual emotional and behavioral adjustment.

Shah, P. E., P.I.; Poehlmann, J., Consultant. *Gene Environment Interactions and their Influence on the Development of Self-Regulation in Preterm Infants*

National Institute of Child Health and Human Development

K12-RR17665

12/01/2007-10/31/2009

\$280,000

This mentored grant built on data obtained from R01HD044163 by adding a genetic analysis and assessment of ADHD at 60 months to define the role of genetics, quality of the caregiving environment, and the possible role of gene-environment interactions (GXE) on the development of self-regulation and ADHD in preterm infants.

Madison-Area Urban Ministry; Poehlmann, J., Consultant. *Mentoring Children of Prisoners*

Department of Health and Human Services, Family and Youth Services Bureau

90CV0116

7/5/2004-7/4/2007

This program matched children of incarcerated parents with mentors. The evaluation research component was longitudinal and focused on assessing changes in children's relationships with caregivers, parents, and mentors in addition to documenting children's behavior problems and academic outcomes.

Intramural Grants and Gifts—PI or CoI

Active

Charles, P., Lexau, E., & Poehlmann, J. *Building Reading and Relationships with Justice-Involved Families*. Wisconsin Idea Collaboration Grant, UW-Madison.

07/01/2022-12/30/2024

\$89,898

This project investigates and builds on Making Reading Memories (MRM), a core strategy in the Division of Extension's Literacy Link program. MRM promotes reading and relationship-building opportunities between incarcerated parents and children. A supplement was provided by the School of Human Ecology to hire an additional RA,

Poehlmann-Tynan, J., Massoglia, M., Charles, P., & Kerr, M. *Enhanced Visits Intervention to Reduce Recidivism for Incarcerated Parents*. Wisconsin Alumni Research Foundation, Fall Competition Award.

9/15/2021-06/22/2024

\$50,849

This project focuses on providing a visiting intervention to the Dane County Jail residents and their families, with a goal of lowering recidivism.

Poehlmann-Tynan, J., & Loucks, N. PIs. *A Global Estimate of the Numbers of Children with Incarcerated Parents and Their Well-being*. Global Health Institute, University of Wisconsin-Madison.

7/1/2020-6/30/2022

\$23,528

This project focuses on developing estimates of the numbers of children with incarcerated parents and their well-being in South Korea, Canada, New Zealand, Uganda, and the United Kingdom.

Poehlmann-Tynan, J., & Dillon, P. PIs. *A Program Evaluation for Cultural Connections in Elementary School Children with Incarcerated Parents*. The Morgridge Center, University of Wisconsin-Madison.

7/1/2020-6/30/2022

\$10,000

This grant funds a program evaluation of Cultural Connections, a cultural arts after school program for elementary school students in Madison WI.

Completed

Poehlmann-Tynan, J., & Massoglia, M., PIs. Kerr, M., Charles, P., Holden, K., & Sager, L., Co-Is. *Improving Outcomes for Incarcerated Parents and their Children through Enhanced Jail Visits*. University of Wisconsin-Madison UW2020.

7/1/2018-6/30/2021

\$350,000

This project focuses on developing a multidisciplinary, multi-level intervention strategy to improve visits between children and their jailed parents.

Poehlmann-Tynan, J., PI; Yeary, J., Co-I. *Helping Infants and Toddlers Cope with Parental Incarceration*.

UW-Madison Baldwin Wisconsin Idea Endowment Seed Grant.

7/1/2018-6/30/2019

\$4000

This grant involves revising a board book for infants/toddlers with military parents for infants/toddlers with incarcerated parents.

- Poehlmann-Tynan, J., and Shlafer, R., Principle Investigators. *Using Developmentally Appropriate Educational Materials to Improve Child Behavioral Health and Family Relationships when Parents are in Jail*
University of Wisconsin-Madison ICTR / University of Minnesota CTSA Collaborative Health Equity Award.
04/14/2013-04/13/2015
\$149,805
This grant focused on addressing health inequities in children of jailed parents in 2 states using materials that the PI developed with Sesame Street for young children with incarcerated parents.
- Poehlmann, J., PI. *Fieldwork on Contemplative Practices with High Risk Preschoolers: Children's Empathic, Compassionate, and Self-Regulatory Behaviors.*
Gift from Dorothy O'Brien
7/1/2012-6/30/2015
\$89,000
This gift provided matching funds for the Mind & Life Fellowship to investigate mindfulness as an intervention to improve self-regulation and compassion in high risk preschoolers.
- Poehlmann, J., PI; San Juan, R., Co-Investigator. *Project Grow—Community-Based Research to Enhance the Development of Low Income Preschoolers and Families*
Morgridge Center, University of Wisconsin-Madison
1/1/2011-8/31/2012
\$24,285
This grant funded data collection from community partners, families, and students regarding future directions for Project Grow at UW-Madison, a center-based intervention for low income preschoolers and their families.
- Poehlmann, J., PI. *The Development of Self-Regulation in High Risk Infants: School Age Follow Up*
University of Wisconsin Research Competition
7/1/2009-6/30/2010
\$22,928
This grant funded initial 6 year data collection for the preterm project and was submitted as insurance against an NICHD renewal application.
- Poehlmann, J., PI. *Supplement for the University of Wisconsin-Madison Jumpstart Program.*
Evjue Foundation
6/30/2006 – 5/31/2008
\$24,000
This grant provided additional support for the first and second years of the UW-Madison Jumpstart program.
- Poehlmann, J., PI. *The Jumpstart Program at the University of Wisconsin-Madison.*
School of Human Ecology Outreach Planning Council, Beckner Endowment
6/01/2006 – 5/31/2007, 7/01/2008-6/30/2009
\$22,000
The grant provides salary support, a graduate student, and student hourly for the first year and continuation of the UW-Madison Jumpstart program.
- Poehlmann, J., PI. *The Development of Self-Regulation and Its Implications for Cognitive and Behavioral Outcomes in Preterm Infants*
University of Wisconsin Research Competition
7/1/2005-6/30/2006
\$18,000
This grant funded initial data collection for a 36 month follow-up for my NIH-funded longitudinal study of preterm infants.
- Poehlmann, J., PI. *Interaction Quality as a Mediator of the Relation between Maternal Depression and Infant Social Emotional and Cognitive Outcomes in Preterm Low Birthweight Infants*
University of Wisconsin Research Competition
7/1/02-6/30/04
\$21,000
This grant funded initial training, recruitment and data collection that led to the NIH funded longitudinal study of preterm infants.
- Poehlmann, J., PI. *Dissemination Project for Grandparents Raising Grandchildren*
University of Wisconsin, School of Human Ecology Beckner Endowment

9/1/2002-5/31/2003

\$15,000

This grant funded a series of fact sheets that disseminated research focusing on attachment relationships to grandparents raising their grandchildren.

Poehlmann, J., PI. *Risk and Resilience in Children of Incarcerated Mothers*

University of Wisconsin Research Competition, PI

7/1/2000-6/30/2001

\$15,500

This grant provided initial funding for training, collection of pilot data, and recruitment of subjects for the larger study of children of incarcerated mothers.

Other Federal Grants

Training Grants

2000-2005, 2005-2010, 2011-2016, 2017-2021 (Sequential competing continuations of training grant)

Poehlmann, J., Core Faculty. *Postdoctoral Training Program in Intellectual & Developmental Disabilities Research Program*

Directors, Leonard Abbeduto and, subsequently Marsha Mailick, subsequently Sigan Hartley

T32 HD07489 National Institute of Child Health and Human Development

Waisman Center, University of Wisconsin–Madison.

Poehlmann, J., Project Director. Predoctoral Fellowship awarded to Amy Jo Miller Schwichtenberg. *The Development of Sleep Patterns in Preterm Infants.*

F31 HD051035 National Institute of Child Health and Human Development

7/01/2005 – 6/30/2008

\$92,880

This fellowship provided 3 years of predoctoral support for my graduate student's research under my supervision.

Completed Outreach Program Grants

San Juan, R., PI; Poehlmann, J., Co-PI. Project Grow Preschool Intervention.

Wisconsin Americorps Commission

9/01/2012 – 8/31/2013

\$69,000

The program pairs undergraduate students with low income preschoolers to increase school readiness in the areas of literacy and social development and provides volunteer opportunities to strengthen families and communities.

Poehlmann, J., PI. *Project Grow Preschool Intervention.*

Wisconsin Americorps Commission

9/01/2009 – 8/31/2012

\$277,720

This program is a collaboration among the School of Human Ecology, the Office of Childcare and Family Resources, and the Office of Student Financial Services and three low income preschool programs in the community. The program pairs undergraduate students with low income preschoolers to increase school readiness in the areas of literacy and social development and provides volunteer opportunities to strengthen families and communities.

Poehlmann, J., PI. *University of Wisconsin-Madison Jumpstart Higher Education Affiliation.*

Jumpstart Organization & Americorps

6/30/2006 – 8/31/2009

\$180,736

This program ran for 3 years as a collaboration between four units at UW-Madison (the School of Human Ecology, the Office of Childcare and Family Resources, the Morgridge Center, and the Office of Student Financial Services) and partnered with three low income preschool programs in the community. The program paired undergraduate students with low income preschoolers to increase school readiness in the areas of literacy and social development. The program generated evaluation data focusing on social emotional and language outcomes.

Poehlmann, J., Investigator. *Interaction Quality as a Mediator of the Relation between Maternal Depression and Infant Social Emotional and Cognitive Outcomes in Preterm Low Birthweight Infants*

Project # 02-050-01A1

4/1/2002-10/31/2005

293 scatter-bed nurse hours per year (total amount not available)

The UW-General Clinical Research Center, as part of an NIH-funded center grant, provided support for research nurses at Meriter Hospital to recruit infants from the special care nursery for my study of preterm infants.

TEACHING

Funded Teaching Grants–Completed

- Poehlmann, J., & Aquilino, W. *Human Development & Family Studies 362: Development of the Young Child* televideo course
UW-Madison Office of Continuing Education
July 2001-June 2002: \$180,000
This grant provided funding to produce a televideo course that served approximately 250 students; added 1 teaching assistant for a total of 5.
- Aquilino, W., & Poehlmann, J. *Human Development & Family Studies 362: Development of the Young Child* televideo course
UW-Madison Office of Credit Outreach
July 2000-June 2001: \$198,000
This grant provided funding to produce a televideo course that served approximately 250 students; added 2 teaching assistants for a total of 4.
- Poehlmann, J. *Development of video resources for Human Development & Family Studies 362*
UW-Madison Office of Credit Outreach
January 2000: \$10,000
- Poehlmann, J. *WebWorks grant to implement web technology in teaching*
UW-Madison Division of Information Technology
1999-2000 academic year: \$1,000
- Poehlmann, J. *Improvement of televideo course.*
UW-Madison Teaching Academy Summer Institute, *Teaching and Learning in the New Millennium*
June, 2000: \$800

Graduate and Undergraduate Instruction

Undergraduate Courses

1. Human Development & Family Studies 362: *Development of the Young Child*
Televideo course
Fall 1999-Fall 2000, 220-237 students
Honors section
Spring 2001, 8 students
Special TRIO section
Fall 2003, 16 students
2. Human Development & Family Studies 516: *Family Stress and Coping*
Spring 1999, 30 students
3. Human Development & Family Studies 663: *Developmental and Family Assessment*
Community-based learning class
Spring 2002-Spring 2023, 26-40 students per semester
4. Human Development & Family Studies 601: *Internship*
Community internships
1999-2001, 12 students
Research internships/Small Learning Communities
2001-2011: 5-20 students per semester
5. Human Development & Family Studies 501: *Observational Research with Young Children*
2008-2011, 6-17 students per semester
6. Human Development & Family Studies 501: *Children of Incarcerated Parents*
Fall 2011, 32 students (3 graduate students)
7. Section of Human Development & Family Studies 592: *Research Experience in HDFS*
Spring 2015-Spring 2018, 2-6 students per semester
Fall 2018, 26 students
Fall 2019, 16 students
Fall 2021, 16 students
Fall 2023, 21 students
8. Human Development & Family Studies 501/Legal Studies 340: *Protest, Policing, and Social Justice Movements*
Spring 2021, 100 students
9. Human Development & Family Studies 501: *Incarceration and Families*
Spring 2022, 40 students

Graduate Courses

1. Human Development & Family Studies 760: *Infancy and the Family*
Spring 2000-Fall 2014, 5-12 students per class
2. Human Development & Family Studies 664: *Proseminar in Human Development and Family Studies*
Fall 2000 & Fall 2005, 4-11 students per semester
3. Human Development & Family Studies 766: *Current Issues: Professional Development Seminar*
Spring 2004, 2009, 2012, 2013: 6-12 students per semester
Presentations on grant writing, teaching, academic and non-academic jobs, and preliminary exams as well as student presentations.
4. Human Development & Family Studies 601: *Internship*
Spring 2005-Fall 2007: 1-2 graduate students per semester
5. Human Development & Family Studies 818: *Attachment Theory and Relationships*
Spring 2006, 12 students
Spring 2008, 10 students
Fall 2013, 10 students
Spring 2018, 13 students
6. Human Development & Family Studies 766: *Incarceration and the Family / Children with Incarcerated Parents*
Spring 2010, 9 students (graduate students and law students) (co-taught with law clinical instructor Leslie Shear, J.D., “meets with” Law 939: Problems in Family Law Seminar)
Spring 2015, 6 students
Fall 2016, 8 students
Spring 2019, 13 students
Spring 2022, 10 students
7. Human Development & Family Studies/Educational Psychology 725: *Developmental Theory and Research OR HDFS 766 Developmental theory and research: Prenatal to middle childhood*
Spring 2020, 12 students
Fall 2021, 10 students

Curriculum and Website Development

New Courses

Developed a new undergraduate course “*Incarceration and Families*” for Spring 2022 to teach in HDFS and the Criminal Justice Certificate offered by the Center for Law, Society, & Justice. The course presents interdisciplinary research focusing on child and family well-being during and following parental incarceration, including discussion of the context of incarceration from historical, sociological, and public policy perspectives.

Developed a new undergraduate course “*Protest, Policing, and Social Justice Movements*” for Spring 2021 to teach in HDFS and Legal Studies majors. Over the course of 2020, the U.S. witnessed large scale protests surrounding policing and social justice, in particular about policing of Black communities. This course brings together interdisciplinary scholars, professionals, and community members to examine a range of issues that are part of these movements and conflicts, including implications for communities, the criminal justice system, and individual (children and adults) and family development.

Developed a new graduate course “*Developmental Theory and Research I: Prenatal to Middle Childhood*” for the Spring 2020 semester. The course presents theory and research focusing on children’s cognitive, social emotional, sensorimotor, and language development from the prenatal period to middle childhood. There is equal emphasis on traditional developmental theories and contributions from diverse scholars that emphasize equity and inclusion. The course integrates both developmental and family perspectives and presents the context of theory and research in historical, sociological, and public policy perspectives.

Developed a new undergraduate course “*Children of Incarcerated Parents*” for the Fall 2011 semester. The course presents research focusing on children’s cognitive, social, emotional, and academic difficulties when parents are incarcerated, including areas that are promising in terms of resilience. The course integrates both developmental and family perspectives regarding affected children and presents the context of incarceration in historical, sociological, and public policy perspectives.

Developed new graduate course “*Incarceration and the Family*” in conjunction with Law School for the Spring 2010 semester. This course presents an interdisciplinary approach to families and incarceration, emphasizing family law and behavioral science perspectives. When an individual is incarcerated, the family members they leave behind are affected in multiple ways. Children of incarcerated parents are at risk for negative outcomes, including attachment insecurity, behavior problems, cognitive delays, substance abuse, and criminal activity. Incarcerated parents themselves often face insurmountable barriers to maintaining meaningful relationships with their children and other family members. Key issues include contact between the child and the incarcerated parent, social stigma, race/ethnicity, and interfacing with other systems such as family court, child welfare and juvenile justice systems.

Developed new graduate course HDFS 818 "*Attachment Theory and Relationships*" for the Spring 2008 semester; approved by HDFS, SoHE, and UW-Madison Divisional Committee in 2010. This course examines attachment theory and research (and critiques of this approach) pertaining to relationships formed in infancy and across the lifespan. Topics covered include the historical context of attachment theory and research; parent, child, and interactional contributions to attachment; attachment at the representational level; applications to high risk populations such as maltreated children and families of grandparents raising grandchildren; cultural issues; and application to adult personality and intimacy.

Developed new undergraduate course "*Human Development & Family Studies 663: Developmental and Family Assessment*" in 2002. As the department's only service learning class (now called community-based learning), students practice the following skills in their early childhood education service learning sites: interviewing parents about the child's development, observations of children's behaviors and skills, portfolio assessment, and report writing.

Websites

Developed and maintained website and blog www.kidswithincarceratedparents.com to disseminate research to the general public, 2016-2023

Designed, implemented, and maintained Human Development & Family Studies 362 public access website, 8/99-6/01
<http://distance.education.wisc.edu/hdfs362/>

WebCT site for Human Development & Family Studies 362 (including grade management, discussion boards, and surveys), 8/99-6/01; collaborated with DoIT to complete comprehensive assessment of student experiences with WebCT and use of technology in class

Worked with Steenbock Library to create website for undergraduates in Human Development & Family Studies 362 focusing on "Library Research Strategies" (<http://www.library.wisc.edu/libraries/Steenbock/bipage/pres/cfs362/cfs362.htm>)

Worked with Steenbock Library to create website for graduate students in Human Development & Family Studies 664 focusing on Library Research (functional from 2000-2001) (<http://www.library.wisc.edu/libraries/Steenbock/bipage/pres/cfs664/cfs664.htm>)

Honors Human Development & Family Studies 362 public access website: (functional during the Spring 2001 semester)
(<http://www.access.education.wisc.edu/cfs362/362home.htm>)

Videos

3 30-minute videos summarizing research with children of incarcerated parents, produced with UW-Extension and School of Human Ecology

125 50-minute copyrighted videotapes focusing on child development; produced in conjunction with the University of Wisconsin Instructional Media Development Center

40 hours of video documenting examples of child development and interviews with child development researchers and professionals; produced with the UW Instructional Media Development Center

Graduate Student Committees

Chair (Current)

Janice Jones (entered Ph.D. program in January 2015; passed preliminary exam, 2019; defended dissertation proposal, December 2019)

Kaitlyn Pritzl (entered Ph.D. program in August 2020; passed thesis, spring 2022; prelim exam, Spring 2023)

Chandni Anandha Krishnan (entered Ph.D. program in August 2022)

Chair (Completed)

Brianne Patchell (master's thesis defense 5/03)

Thesis title: *The success of family-centered intervention with families experiencing multiple risk factors*

Rosalie Margolis (doctoral dissertation defense 3/04)

Dissertation title: *Intergenerational influences on children's sibling relationships*

Amy Jo Schwichtenberg (master's thesis defense 9/04)

Thesis title: *Using Applied Behavior Analysis for treating children with Autism Spectrum Disorders: How does intervention intensity relate to family needs and maternal mental health?*

Jon-Paul Bianchi (master's thesis defense 12/06)

Thesis title: *Maternal social isolation as a mediator of the relationships between neonatal health risks, maternal depressive*

symptoms, and infant-mother interaction quality in medically fragile infants

Rebecca Shlafer (master's thesis defense 5/07)

Thesis title: *Children of incarcerated parents: Attachment relationships and behavioral outcomes in the context of a mentoring program*

Amy Jo Miller Schwichtenberg (doctoral dissertation defense 6/08)

Dissertation title: *Sleep patterns in preterm and low birthweight infants*

Jennifer Kang Park (doctoral dissertation defense 5/09)

Dissertation title: *Risk and resilience in families of grandparents raising grandchildren*

Brianne Friberg (doctoral dissertation defense 4/10)

Dissertation title: *Testing theoretical models of aggression and sustained attention development within the context of Early Head Start*

Amy Gilliland (doctoral dissertation defense 5/10)

Dissertation title: *A grounded theory of effective doula support*

Cynthia F. Burnson (master's thesis defense 5/11)

Thesis title: *Differential susceptibility, effortful control, and attachment in children born preterm*

Hilary Runion (master's thesis defense, 8/14)

Thesis title: *Mothers and the reentry process: Planning for reunification after incarceration*

Lindsay A. Weymouth (doctoral dissertation defense, 4/16)

Dissertation title: *Family chaos, caregiving quality and stress among children of jailed parents: A pilot study*

Cynthia F. Burnson (doctoral dissertation defense, 5/16)

Dissertation title: *Resilience in young children of jailed parents*

Abra Bankendorf Vigna (doctoral dissertation defense, 8/16)

Dissertation title: *Self-compassion as a resilience factor in gender and sexual minority youth*

Hilary Runion (doctoral dissertation defense, 12/16, graduated 5/17)

Dissertation title: *Young children who visit their jailed fathers: A pilot study of children's representations of family through drawings*

Kerrie Fanning (master's thesis defense, 6/18)

Thesis title: *Lighthouse in the storm: A comparative case study of challenges and resilience processes for children experiencing homelessness and parental incarceration*

Ashleigh Grendziak (master's thesis defense, 6/18)

Thesis title: *Effects of Cognitively-Based Compassion Training on parent-child interactions: Preliminary findings*

Jennifer Wirth (master's thesis defense, 4/20)

Thesis title: *This is the Way the System Works": A qualitative analysis of recidivism among jailed parents*

Kaitlyn Pritzl (master's thesis defense, 4/22)

Thesis title: *Physiological stress and what children were told about their parent's incarceration*

Kerrie Fanning (doctoral dissertation defense, 5/22)

Dissertation title: *Families' housing experiences in contexts of stress*

M.S. and Ph.D. Committee Member (UW-Madison unless specified)

Current

Talia Cohen, Ph.D., Clinical Psychology

Moon Evans, Ph.D., Educational Psychology

Nahlah Mandurah, Ph.D., Educational Psychology

Ari Brouwer, M.S., Human Development & Family Studies

Bolim Suh, Ph.D., Human Development & Family Studies

Sophie Kerr, Ph.D., Clinical Psychology, University of Houston (mentor on funded NIH F31 fellowship)

Aybukeyev, MFA, Design Studies

Yan Yi, Ph.D., Educational Psychology

Jessica Reid, Ph.D., Family Relations & Human Development, University of Guelph, Ontario, Canada

Lillian Xu, Ph.D., Psychology

Jaime Goldberg, Ph.D./MSW, Social Work

Completed

Jiahe Wang Xu, Ph.D., Educational Psychology (June 2023)

Sarah Jensen, J.D., Ph.D., J.D., Sociology/Law (June 2023)

Kristin Dowe, Ph.D., Clinical Psychology (June 2023)

Wongeeun Ji, MS & Ph.D., Educational Psychology

Luke Muentner, Ph.D./MSW, Social Work/Social Welfare

Juliana Horowitz, J.D., Criminal Law, Universidade Federal do Rio Grande do Sul, Brazil

Irene Sarmiento, Ph.D., Communication Science

Mary Cate Komoski, Ph.D., Educational Psychology
 Nicholas Harnish, M.S., School of Human Ecology
 Rachel DeRoos, Ph.D., School Psychology
 Cortland Dahl, Ph.D., Contemplative Science
 Koeun Choi, Ph.D., Human Development & Family Studies
 David Metler, M.S., Human Development & Family Studies
 Kara Mandell, Ph.D., Public Health
 Anna Haskins, Ph.D., Sociology
 Erika Cheng, Ph.D., Public Health
 Mi Youn Yang, Ph.D., Social Work
 Kyle Miller, Ph.D., Human Development & Family Studies
 Daphne Chandler, Ph.D., Educational Psychology
 Kristen Johnson, Ph.D., Human Development & Family Studies
 Yae Bin Kim, Ph.D., Human Development & Family Studies
 Christine Ellis, M.S., Human Development & Family Studies
 Darci Fritz, M.S., Human Development & Family Studies
 Colleen Choi, Ph.D., Human Development & Family Studies
 Amy Kampen, Ph.D., Human Development & Family Studies
 Alan Puckett, Ph.D., Social Work
 Jonathan Olson, Ph.D., Human Development & Family Studies
 Angel Gullon-Rivera, Ph.D., Human Development & Family Studies
 Hana Song, Ph.D., Human Development & Family Studies
 Carol Ostergren, Ph.D., Human Development & Family Studies
 Amy Gilliland, M.S., Human Development & Family Studies
 Erri Hewitt, Ph.D., Psychology
 Sharon Speckhard, Ph.D., Curriculum and Instruction
 Lisa Brown, Ph.D., Nursing
 Robert San Juan, Ph.D., Human Development & Family Studies

Supervision of Visiting International Graduate Students

Mari Spinelli, Italy, 2011-2012
 Juliana Horowitz, Brazil, 2019

Supervision of Graduate Teaching Assistants

Fall 1999-Spring 2000: Eunhee Kim, Rosalie Margolis, Geetika Tiwari
 Fall 2000-Spring 2000: Angel Gullon-Rivera, Andrew Isom, Rosalie Margolis, Geetika Tiwari, Jennifer Park, Jonathan Olson
 Spring 2002: Stephanie Welsh
 Spring 2003: Brianne Patchell
 Fall 2003-Spring 2004: AJ Schwichtenberg
 Fall 2004-Spring 2005: Jennifer Park
 Fall 2005-Spring 2006: Brianne Friberg
 Fall 2007: Jon-Paul Bianchi
 Fall 2008-Spring 2010: Connie Lent
 Fall 2010-Spring 2011: Cynthia Burnson
 Fall 2011-Spring 2012: Brady Dill, Laura Pinsoneault, Hilary Runion
 Fall 2012-Spring 2013: Dave Metler, Katty Cavero
 Spring 2014: Dave Metler
 Fall 2016-Spring 2018: Janice Jones
 Fall 2018-Spring 2019: Shannon Wuensch
 Fall 2019-Spring 2021: Kerrie Fanning, Bakari Wallace
 Fall 2022-Spring 2023: Ari Brouwer

Undergraduate Advising and Supervision

Advising & Mentoring

Average of 20-30 undergraduate advisees per semester in Family Studies and Child Development major options from 1999-2006;
 Average of 30-40 undergraduate mentees per semester from 2007-present

Research Supervision and Mentoring

Research-focused Independent Study

Approximately 6-15 students per semester

Undergraduate Research Scholars Program

2002-2003: Ashley Leinhardt, Stephanie Whiteaker

2003-2004: Mai Choua Vue

2004-2005: Hannah Jurowicz, Sheila Nguyen

PEOPLE Program

2012: Kara Coates, Jasmine Bradley-Wilson

2018-2019: Anisa Yudawanti

Undergraduate Research Symposium mentor

Spring 2002-Spring 2024: 2-12 students per year (2017 and 2024 presentations listed as examples)

- Kaitlyn Pritzl & Ashley Peterson, *Incarcerated Parents of Young Children: Type of Parental Crime and Children's Behavior Problems*
- Zoe Milavetz, Lexi Frerks, & Delaney Haese, *Incarcerated Parents of Young Children: Racial Disparities in Mental Health*
- Nicole Johnson & Luke Muentner, *Family Drawings and Attachment in Young Children with Jailed Parents*
- Shannon O'Neill & Gretchen Aubel, *Education and Recidivism in Incarcerated Parents with Young Children*
- Sofia Notch, Jordan Carmichael, & Makenna Cox, *An Examination of the HEALTHY Brain and Child Development (HBCD) Study: The Goals and Methods of the Largest Longitudinal Study of Early Brain and Child Development in the United States*

Faculty mentor (examples)

- Bryn Anderson, 2003-2004 Wisconsin Idea Undergraduate Fellowship Recipient, Project entitled *Oakhill Correctional Institution and the Oregon Community: Learning Together*
- Rebecca Shlafer, 2003-2004 Honors Thesis, *Early menarche and its relation to body dissatisfaction and family relationships in late adolescent girls*
- Aimey Enemuoh, Summer 2004 NSF-funded Psychology Research Experience Program, *Variation in preterm infant-mother play interactions at 4 months post-term based on race/ethnicity*
- Jennifer Mohr, 2006-2007 Honors Thesis *The association between assessed infant and parent behavior and affect in preterm infants*
- Nicole Johnson, 2016-2017 Honors Thesis *Children's attachment behaviors when visiting parents in jail*
- Luke Muentner, 2016-2017 Honors Thesis *On the move: Residential instability and homelessness among jailed parents with young children*
- Zoe Milavetz, 2017 Honors Thesis *Mental health in incarcerated parents with young children*
- Kaitlyn Pritzl, 2018 Honors Thesis *Visits with incarcerated parents and children's behavior problems*
- Stella Zhou, 2019 Honors Thesis
- Anisa Yudawanti, 2019 Honors Thesis
- Bertha Gonzalez Gonzalez, 2021-2022 Honors Thesis; McNair Scholars Program
- Karleigh Wolff, 2021-2022 Honors Thesis
- Victoria Ylizaliturri Fernandez, 2022-2023 Honors Thesis

SERVICE AND OUTREACH

To the Public

Consultation

- | | |
|---------|---|
| 2024 | Consultant, Resilience Research Centre, School of Social Work, Dalhousie University, Halifax, Nova Scotia
Consultant, Proyecto Pasion, Puerto Rico
Research Investigators Team, MEAMPRIS Project, funded by Spanish National Research Council
Expert witness for Public Defender Service for the District of Columbia, Washington, D.C.
Member of the Research-to-Policy Collaboration Rapid Response Network, Penn State University |
| 2023 | Column in Parenting Connections newsletter, a publication of the Correctional Education Association
Expert witness in legal cases in Oregon and Washington, D.C. |
| 2022 | Community Advisory Board Member, Mediation Intervention for Sensitizing Caregivers (MISC), University of Houston and Baylor College of Medicine
Technical Assistance for Developing an Institution Model for Children Staying with their Mothers-
International Working Group Expert, Turkey. Funded by the European Union |
| 2021 | Consultant, Child Welfare Capacity Building Center for States, funded by the Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services |
| 2018-21 | Elected Board Member, International Coalition on Children of Incarcerated Parents |
| 2019 | Consulted on the content of the Parenting Connections newsletter of the Correctional Educational Association of Wisconsin
http://ceawisconsin.org/sites/region3/uploads/CEA-W/Parenting-Connection-News/2019/PCMay-June2019.pdf?CFID=10775560&CFTOKEN=51956204
Provided guidance to a Community Advisory Team established by the Illinois Department of Corrections (IDOC) to implement gender responsive reforms per the Women's Correctional Services Act that was passed in 2017. The focus is implementing reforms, including policies and practices, that address the needs of incarcerated mothers |

- and reduce the harmful impact of incarceration on their children. Researchers at Chapin Hall at the University of Chicago and the University's School of Social Administration are conducting a study to help inform the Community Advisory Team's work.
- 2017-19
2018 Leadership Team, Wisconsin Southern Chapter of the Wisconsin Alliance for Infant Mental Health
Served on expert panel regarding new funding directions for the Federal Administration for Children, Youth, and Families, Washington, D.C. Hosted by MDRC
Provided expert consultation for legal case in Maryland re: children with incarcerated parents
Provided testimony as expert witness in case re: children with an incarcerated parent, Phoenix, Arizona.
- 2017-18 Wisconsin's Office of Children's Mental Health Collective Impact Resilience Workgroup
- 2017-18 Education Program and Evaluation Committee, Reach Dane, Madison, WI
- 2016-2018 Provided expert consultation for legal cases in Wisconsin via Dane County Family Law Assistance Center, a volunteer *pro se* legal assistance clinic
- 2017 Provided expert consultation for legal case in Arizona re: children with incarcerated parents
- 2015 January, IRP-Morgridge Poverty Fact Sheet #7: Life Beyond Bars: Children with an Incarcerated Parent
<http://www.irp.wisc.edu/publications/factsheets/pdfs/Factsheet7-Incarceration.pdf>
- 2014 Participated in White House event focusing on programs for children of incarcerated parents
- 2013 Participated in White House event focusing on research and policy for children of incarcerated parents
- 2009-2013 Advisor to Sesame Street for their new Resilience initiative
- 2009-2013 Supervising psychologist, Waisman Center Developmental Disabilities and Child Development Clinics
- 2009-2013 Campus supervisor for UW-Madison Project Grow, a preschool intervention for low
- 2011 Provided testimony as expert witness, Sauk County, Wisconsin income children and families
- 2006-2009 Campus supervisor for UW-Madison Jumpstart program, including working with student committees that provide volunteer support to local communities and low income preschools.
- 2007 Consultation with Wisconsin Public Television; assisting with writing outreach guide entitled "*Supporting Children: A Caregiver's Guide*" that accompanied the documentary focusing on methamphetamine addiction and children removed from their homes as a result of parental meth addiction ("Shadow of Meth").
<http://www.wpt.org/outreach/attach/SupportingChildrenCaregiversGuide.pdf>
- 2004-2007 Consultation for Madison Urban Ministry's Mentoring Children of Incarcerated Parents DHHS grant (*Mentoring Connections*); partner in University-Community evaluation team responsible for designing and implementing evaluation of mentoring program; final report, June 2007
- 2006 Member of the Pearson Foundation's Teacher Fellowship Advisory Board. Inaugural meeting in Atlanta, Georgia, November 2006; shared ideas for supporting preschool teachers and encouraging promising college students to pursue careers in early childhood education
- 2001-2003 Created training manual and edited videotape of 30 parent-infant interactions to train students, researchers, and home visiting professionals to use the Pediatric Parent Infant Exam, an observational screening measure of parent-infant interaction quality
- 1999-2002 Consultation to parent counselor at R. E. Ellsworth Correctional Facility for women, Union Grove, Wisconsin
- 1999-2000 Obtained small grants from Friends of the Waisman Center to set up children's play area in visiting room at R. E. Ellsworth Correctional Facility for women, Union Grove, Wisconsin and to provide educational toys and books for Wisconsin families who are raising young children of incarcerated mothers

Educational Broadcasts

- 1999-2001: Wisconsin Public Television aired the televised Human Development & Family Studies 362: *Development of the Young Child* classes on a weekly basis throughout the state
- 2013: Webinar. Poehlmann, J., & Massoglia, M. (December, 2013). *Incarceration, poverty, and the family*. Institute for Research on Poverty, University of Wisconsin, Madison.
- 2017: Podcast. Poehlmann-Tynan, J. *Attachment in young children with incarcerated fathers*. Institute for Research on Poverty, University of Wisconsin-Madison.
- 2019: Webinar. Poehlmann-Tynan, J. *Engaging with incarcerated parents*. Coalition for Children, Youth, and Families, Milwaukee, Wisconsin.
- 2021: Webinar. Poehlmann-Tynan, J., Barrett, K., & Charles, P. (September, 2021). *How to better serve families involved in the criminal justice system*. Institute for Research on Poverty, University of Wisconsin-Madison.
<https://www.irp.wisc.edu/resource/how-to-better-serve-families-involved-in-the-criminal-justice-system/>
- 2021: Webinar. Jeremiah, R.D., Poehlmann-Tynan, J., & Thomas, A. (April, 2021). *Men's health: A roundtable discussion at the intersection of race, gender, and health*. Equity & Inclusion Committee, Department of Nursing, University of Illinois at Chicago.
- 2022: Radio show. Poehlmann, J. (April, 2022). *Children with incarcerated parents*. University of the Air, Wisconsin Public Radio. <https://www.wpr.org/shows/children-incarcerated-parents>
- 2022: Radio show and podcast. Poehlmann, J. (May, 2022). *Children of incarcerated mothers*. Dr. Mara Karpel and

- 2022: Your Golden Years. https://drmarakarpel.com/kids-of-incarcerated-mothers_volunteerism/
Broadcast television program. Poehlmann, J. (August, 2022). *Children with incarcerated parents*. Wisconsin Public Television.
- 2022: Webinar. Poehlmann, J. (October, 2022). *Children with incarcerated parents: Overview, witnessing parental arrest, and facilitating positive parent-child communication*. Seeing and Supporting Children of Incarcerated Parents, New York Permanent Judicial Commission on Justice for Children, New York State.

Outreach Presentations since 2000

- Poehlmann, J. (December, 2023). *Children with incarcerated parents: Risk factors and supports for reunification*. Entrelazando Familias Desde la Cárcel. The Landmark, San Juan, Puerto Rico.
- Poehlmann, J., & Fanning, K. (August, 2023). *Adverse childhood experiences and mental health in justice involved youth*. Juvenile Justice Seminar, Wisconsin Office of Judicial Education, Madison, WI.
- Poehlmann, J. (May, 2023). *Working with justice-involved families in child development research*. Online training created for the HEALthy Brain and Child Development national consortium, San Diego, CA.
- Poehlmann, J. (April, 2023). *Hidden victims of incarceration: Children with incarcerated parents*. Correctional Education Association, Region III and IV Training Conference, Building Connections through Correctional Education. Madison, WI.
- Poehlmann, J. (March, 2023). *Connecting young children with their incarcerated parents*. University of Wisconsin Infant, Early Childhood and Family Mental Health Capstone Certificate Program offered by the Department of Psychiatry, UW School of Medicine and Public Health, Madison, WI.
- Poehlmann, J. (November, 2022). *Maternal and child health in the context of maternal incarceration*. First annual women-led FREE summit, Beyond the Bars: Impact of Incarceration on Women, Community, and Health. Madison, Wisconsin.
- Poehlmann, J. (March, 2022). *Connecting young children with their incarcerated parents*. University of Wisconsin Infant, Early Childhood and Family Mental Health Capstone Certificate Program offered by the Department of Psychiatry, UW School of Medicine and Public Health, Madison, WI.
- Poehlmann, J. (February, 2022). *Supporting children affected by parental incarceration*. University of Wisconsin Extension. Training workshop for early childhood educators. Southeast Wisconsin.
- Poehlmann-Tynan, J. (June, 2021). *Children with incarcerated parents*. Grace Lutheran Church, Madison, Wisconsin.
- Poehlmann-Tynan, J., & Witt, H. (May, 2021). *When a parent is incarcerated: Building resilience*. Training presented to Dane County Court Appointed Special Advocates, Madison, Wisconsin.
- Poehlmann-Tynan, J. (April, 2021). *Children with incarcerated parents*. Covenant Presbyterian Church, Madison, Wisconsin.
- Poehlmann-Tynan, J., & Short, S. (October, 2020). *The developing mind*. The World that We Make, Center for Healthy Minds.
- Poehlmann-Tynan, J. (September, 2020). *Children with incarcerated parents*. Wisconsin Public Child Welfare Conference.
- Sponsored by Badger Talks
- Poehlmann-Tynan, J. (October, 2021). *Adverse childhood experiences and well-being*. All of Us Research Program, Milwaukee, Wisconsin.
- Poehlmann-Tynan, J. (January, 2021). *Building resilience in children and families*. Rochester, Minnesota.
- Poehlmann-Tynan, J. (December, 2019). *Resilience and the power of children*. Chippewa Valley Museum, Eau Claire, Wisconsin.
- Poehlmann-Tynan, J. (September, 2019). *Engaging incarcerated parents*. Families Like Mine: Wisconsin Relative Caregivers for Children Conference. The Coalition for Children, Youth & Families. Wisconsin Department of Children and Families, Wisconsin Dells, Wisconsin.
- Poehlmann-Tynan, J., Engbretson, A., & Pritzl, K. (June, 2019). *Children with incarcerated parents*. Training provided to counselors and staff at Camp Reunite, Turning Rivers Campsite, Campbellsport, Wisconsin.
- Poehlmann-Tynan, J. (April, 2019). *Children with incarcerated parents*. T4 club of Madison, Wisconsin.
- Poehlmann-Tynan, J. (April, 2019). *Grandparents raising grandchildren*. YMCA of the Northwoods, Rhinelander, Wisconsin.
- Poehlmann-Tynan, J. (November, 2018). *Public health crisis: Incarcerated women*. Zonta Club of Madison, Area 2, District 6, of Zonta International, Madison, Wisconsin.
- Poehlmann-Tynan, J., & Fanning, K. (June, 2018). *"Daddy's in a big time out": How to talk with young children about parental incarceration*. Wisconsin Alliance for Infant Mental Health Conference, Elkhart Lake, Wisconsin.
- Fanning, K., & Poehlmann-Tynan, J. (May, 2018). *Parental incarceration and young children*. Reach Dane, Madison, Wisconsin.
- Poehlmann-Tynan, J. (May, 2018). *Grandparents raising grandchildren in the context of parental incarceration*. Invited speaker, along with Representative Tittl, Elizabeth Hudson (Director of Office of Children's Mental Health), and Tonette Walker. Manitowoc, Wisconsin.
- Poehlmann-Tynan, J. (April, 2018). *Children with incarcerated parents*. Keynote speaker, Madison Area Urban Ministry's Partners for Change Fundraising Luncheon. Madison, Wisconsin.
- Poehlmann-Tynan, J., & O'Neill, S. (March, 2017). *Children with incarcerated parents*. Law Enforcement Organization (LEO). University of Wisconsin-Whitewater.
- Poehlmann-Tynan, J., & Johnson, N. (February, 2017). *Children with incarcerated parents: Implications for practice and policy*. Reach Dane (Head Start and Early Head Start) family service providers, Madison, WI.

- Poehlmann-Tynan, J. (June, 2017). *Young children's attachment relationships when parents are incarcerated*. Wisconsin Alliance for Infant Mental Health Conference, Elkhart Lake, Wisconsin.
- Poehlmann-Tynan, J. (June, 2016). *Young children with incarcerated parents*. Wisconsin Alliance for Infant Mental Health Conference, Elkhart Lake, Wisconsin.
- Poehlmann-Tynan, J. (October, 2015). *Children with incarcerated parents*. Presentation for Region 7 Child Welfare Directors (Iowa, Missouri, Nebraska, Kansas, Tribes). The Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services Child Welfare Capacity Building Collaborative: Capacity Building Center for States.
- Poehlmann-Tynan, J. (October, 2015). *Children with incarcerated parents: Risks and interventions*. Wisconsin Correctional Association, Lake Geneva, Wisconsin.
- Poehlmann-Tynan, J. (September, 2015). *Children with incarcerated parents*. Court appointed special advocates (CASA) conference. Madison, Wisconsin.
- Poehlmann-Tynan, J. (February, 2015). *Promoting attachment relationships in families affected by parental incarceration*. University of Wisconsin Infant, Early Childhood and Family Mental Health Capstone Certificate Program offered by the Department of Psychiatry, UW School of Medicine and Public Health, Madison, WI.
- Poehlmann-Tynan, J. (February, 2015). *What we know about children with incarcerated parents*. Racine County Forum on Children of Incarcerated Parents, Racine, WI.
- Poehlmann-Tynan, J. (October, 2014). *Children of incarcerated parents*. Lunch and Learn, Sauk County, UW-Extension, Baraboo, Wisconsin.
- Poehlmann-Tynan, J. (February, 2014). *Young children with incarcerated parents*. Certificate program in Infant, Early Childhood, and Family Mental Health, Department of Psychiatry, University of Wisconsin.
- Poehlmann, J. (May, 2013). *Children of incarcerated parents*. Wisconsin Family Court Commissioner Annual Conference, Milwaukee, Wisconsin.
- Poehlmann, J. (September, 2012). *Children with incarcerated parents: Trauma, risk, and resilience*. Children's Trust Fund, Madison, Wisconsin.
- Poehlmann, J. (September, 2012). *Children with incarcerated parents: Information for early childhood professionals*. Waisman Center, Madison, Wisconsin.
- Poehlmann, J. (April, 2011). *Children of incarcerated parents*. Southern Child Welfare Training Partnership, Madison, Wisconsin.
- Poehlmann, J. (November, 2010). *The development of self-regulation in high risk infants*. Infant Mental Health continuing education certificate program, Madison, Wisconsin.
- Poehlmann, J. (March, 2009). *Children of incarcerated parents*. Milwaukee Public School District, Milwaukee, Wisconsin.
- Poehlmann, J. (September, 2008). *Grandparents raising grandchildren*. On Good Authority <http://www.ongoodauthority.com/>, Continuing education for mental health professionals.
- Poehlmann, J., & Hahn, E. (June, 2008). *Assessment of preschoolers' attachment relationships*. Wisconsin Alliance for Infant Mental Health Conference, Madison, Wisconsin.
- Poehlmann, J. (July, 2005). *Relationships in families of grandparents raising grandchildren*. Wisconsin Department of Health and Family Services, Birth to Three statewide training network, Madison, Wisconsin.
- Poehlmann, J. (May, 2005). *Family relationships in children of incarcerated mothers*. UW-Extension Family Living Education Network, Madison, Wisconsin.
- Poehlmann, J. (August, 2004). *Characteristics of families affected by parental incarceration*. Consultation to Madison-area Urban Ministry, Madison, Wisconsin.
- Poehlmann, J. (January, 2004). *Family relationships and development in high risk infants and young children*. Waisman Center, Friends of the Waisman Center.
- Poehlmann, J. (September, 2002). *Children of incarcerated mothers and their families: Preliminary report on three perspectives*. Invited testimony before the Wisconsin Joint Legislative Council's Special Committee on Relative Caregivers, Madison, Wisconsin.
- Poehlmann, J. (March, 2002). *Extending the teaching mission of campus childcare centers: A child's view*. Presented at the School of Human Ecology Children's Art Exhibit.
- Poehlmann, J. (November, 2000). *Disruptions in attachment relationships*. Presented at Through the Eyes of a Child: Multidisciplinary Approach to Child Advocacy, a two day conference for guardians ad litem and other professionals, Madison, Wisconsin.
- Poehlmann, J., Morgan, K., & Brintnall-Peterson, M. (November, 2000). *Attachment theory: What grandparents need to know*. Presented at Grandparenting: The Vital Link, a two day UW-Extension conference for grandparents and professionals, Milwaukee, Wisconsin.
- Poehlmann, J. (June, 2000). *Disrupted attachment relationships in grandparents raising grandchildren*. Presented at Attachment and Grandparents Raising Grandchildren, a two day retreat for multidisciplinary team working with grandparents raising grandchildren, Stevens Point, Wisconsin.
- Poehlmann, J. (March, 2000). *Disruptions in attachment relationships*. Foundations of Attachment, a two day workshop for UW-Extension agents across Wisconsin, Madison, Wisconsin.

To the University**School of Human Ecology**

Beckner Grant Review Committee, Spring 2000
 Preschool Curriculum Committee, 2000
 Undergraduate Program Council, 2000-2001; 2002-2003; 2007-2010
 Chair of SoHE Undergraduate Program Council 2009-2010
 Academic Affairs and Scholarship Committee, 2004-2006
 Dean's Preschool Advisory Committee, 2002-2006, 2007-8
 Preschool Research Oversight and Liaison, 2002-2006
 Academic Planning Council 2010-2015
 SoHE Governance Review Committee, 2011
 Fiscal Stewardship Committee, 2013
 Chair of Advisory Committee and Search Committee for Assistant Dean for Finance position, 2013
 Ad hoc Tenure and Promotion Review Committee, 2015
 Post-tenure review committee; full professor review committee, 2017-2019
 Post-tenure reviews: 2019-present (e.g., Mary Hark, Sarah Halpern-Meekin, Wei Dong)
 Organized public lectures (in addition to CCFW talks)
 J. Mark Eddy, New York University, November 2018
 Vanessa Goncalves, Universidade Federal do Rio Grande do Sul, Brazil, May 2019
 Jason Hans, editor of *Family Relations*, one of the NCFR flagship journals, August 2019
 SoHE Representative to UW-Madison Curriculum Committee, 2018-2023

Director, Center for Child and Family Well-Being (CCFW), May 2012 to December 2017

- Developed governance document and yearly budgets
- Planned monthly seminar series for 6 years
- Planned and hosted biennial conference (held in October 2013 and 2015 in Madison and 2017 in Seattle)
- Maintained a balance between supporting ongoing research, new grant applications, and hosting university and community education and outreach events
- More than 2000 people attended our education and outreach events, with an additional 2500 views of our seminar videos
- Increased the diversity of audiences and participants, especially for our 2014-2017 events and in affiliated projects
- Held spring and fall Steering Committee meetings, elected new Steering Committee members; nominated Advisory Board members
- Recruited Center affiliates from the university and community; number increased from 0 to 65.
- Increased the number of research and outreach projects affiliated with the Center from 0 to 30. Grants, contracts, and gifts run through the Center totaled more than \$3,000,000 in 2017.
- Launched new website in May 2014; major revision of website in 2016-17
- Gave annual awards for faculty, graduate students, and community members in starting in 2014
- Planned and hosted the first Youth On! Film Festival in November 2014
- Planned and held annual RePLAY, children's fashion show and sustainable play event, 2013-2016
- Direction of the Frances and Elliott Lehman Family Research lab; secured parking space for CCFW and renewed annually

Department of Human Development and Family Studies

Department Chair, May 2011- 2015

- Coordinated 10-year undergraduate program and 10-year graduate program reviews
- Worked with facilitator, department, and Dean on 5-year strategic plan
- Developed, revised, and implemented yearly departmental budgets
- Planned fall, summer, and spring timetables
- Hired and supervised fall, spring, and summer lecturers
- Handled multiple personnel issues
- Represented department at monthly meetings with Deans, Graduate School functions, Board of Visitors meeting, UW graduation
- Hired and trained new department program assistants
- Completed committee assignments each year
- Worked with the Center for Investigating Healthy Minds on a proposal for a joint (HDFS-CIHM) endowed chair positions and engaged in fund raising for position (1 funded in 2013, 1 funded in 2014; 1 funded in 2015; professorship also funded in 2015)
- Chaired HDFS executive and faculty/staff monthly meetings; developed agendas, reviewed minutes, drafted motions

- Facilitated department move into new building and problem-solved space issues
- Coordinated course evaluations; experimented with on-line course evaluations for web-based and hybrid courses
- Assisted with successful Vilas Associates Award nomination
- Assisted with successful proposal to Continuing Studies to support web-based courses
- Supported graduate program (e.g., planned faculty-student events, “chair’s chats” with graduate students, increased funding to graduate students)
- Wrote chair’s letter for 4 successful tenure cases; served as committee chair for one of these
- Increased number of students served in HDFS undergraduate and graduate programs and HDFS courses by 25-50% (average in-person course increased to 40 per course per semester; online courses increased 250 per course per semester, with added summer sections of 50 students each)
- Increased number of HDFS undergraduate majors from 200 to 369, with an increase of freshman and sophomores in the program
- increased number of blended and online learning experiences for undergraduate students
- Increased percent of top ranked graduate admissions enroll in HDFS graduate program
- Provided funding to 100% of Ph.D. students
- 100% of undergraduate and graduate students participated in high impact experiences
- Increase in the number of national faculty awards and student awards (and nominations)
- Closer integration with SoHE Departments, Centers, and Preschool

Undergraduate Program Committee, 1999-2005, 2007-2011, 2017-2023

- Chair, Undergraduate Program Committee, 2007-2010; 2018-2021
 - Developed Madison Initiative Proposal, 2009
 - Revised checklists for Family Studies and Child Development options (yearly)
 - Undergraduate admissions & new student advising sessions (biennial)
 - Review of course change proposals (as needed)
 - Developed & implemented undergraduate program assessment plan (2007-10)
 - Added professional skills to major (2009-2010)
 - Developed new undergraduate program website, 2008-9
(<http://www.sohc.wisc.edu/hdfs/undergrad/UndergraduatePrograms.htm>)
 - Summarized alumni survey data; planned new survey
 - Developed Infant Mental Health concentration for undergraduate major, 2018-2022
 - Began reviewing and summarizing data for undergraduate program self-study, 2022
- Surveyed students about effectiveness of mentoring, 2008-9
- Curriculum development: Child Development major option, 1999-2002; Family Studies major option, 2010-11; HDFS major, 2011-12
- Developed, presented, and evaluated undergraduate group advising sessions, 2002-5
- Formed and registered the Human Development & Family Studies Student Organization in collaboration with undergraduate students, 2004-5 (Students for Families and Children)
- Interim Undergraduate Program Committee Chair: 2/05-3/05
 - Completed Human Development & Family Studies undergraduate admissions
 - Organized and presented group advising session
 - Organized undergraduate research panel
 - Submitted undergraduate student award nominations

Graduate Program Committee, 2005-2006

- Organized graduate student merit review process, 2005-2006
- Reviewed graduate admissions folders, January 2006
- Created combined MS to Ph.D. checklist

Human Development & Family Studies Merit Committee, 2001, 2004, 2008

Search Committees for faculty positions, 2000-2001, 2009-13, 2022, 2023 (Chair of infant/child subcommittee), 2022 (Chair of open rank position in early lifespan)

Search Committee Chair, 2002, 2022 teaching faculty positions

Search Committee Chair, 2013-2015, two Endowed Chair positions in Healthy Minds, Children, and Families, 2013-15

Mentoring Committee for Janean Dilworth-Bart, 2008-2014; chair, 2009-2012

Mentoring Committee for Laura Froyen, 2014-2015

Mentoring Committee for Heather Kirkorian, 2010-2016; chair, 2012-2016

Mentoring Committee for Lauren Papp, 2011-12

Mentoring Committee for Larissa Duncan; chair, 2015

Mentoring Committee for Margaret Kerr, 2017-2018

Mentoring Committee for Alvin Thomas, 2017-2024

Mentoring Committee for Uchita Vaid, 2021-present

Faculty advisor, *Students for Families and Children*, 2005-2006

University

University Graduate Faculty Executive Committee, 2021-2023

- GFEC representative for 10 year reviews of School of Business doctoral program, Rehabilitation Psychology program, and undergraduate and graduate TESOL certificate programs

University Graduate Academic Planning Committee, 2023

University Curriculum Committee, 2018-2023

Campus Childcare Committee, 2019-2023

Mid-Career Faculty Mentoring Program Mentor, 2016-2018

De Novo Tenure Review Committee, 2017-2018

Ad hoc Advisory Committee, Sondregger Research Center, UW-Madison School of Pharmacy, 2017-2018

Wisconsin Institutes for Medical Research, Building Interdisciplinary Research Careers in Women's Health, Mentor for Tova Walsh, 2016-2017

Reviewer for UW2020 proposals, fall 2015, spring 2016, fall 2019, spring 2020

PI Committee, 2010-2012

Women's Faculty Mentoring Program

Mentor for Kristin Lutz, Nursing, Spring 2006-2009

Mentor for Paja Charles, Social Work, Spring 2018-2023

Advisory Committee, DoIT "my UW Research" initiative, 2007-2009

Morgridge Center Student and Community Awards Committee, Spring 2010

Waisman Center, 1999-2017

Faculty member of MCH-LEND program; Weekly supervision and mentoring for Waisman Developmental Disabilities Clinic psychologist and psychology trainees, 2009-2014

Waisman Center representative to the Wisconsin Internship Consortium for Professional Psychology Training Committee, 2009-2010

Waisman Center Preservice Training Committee, faculty representative, 2010

Pro bono psychology supervision for staff in Waisman Developmental Disabilities Clinic, December 2008-February 2009; Fall 2012

Advisory Board, *Family Village: A Global Community of Disability-Related Resources*, 2004-2005; assisted with revision of the family village website
<http://www.familyvillage.wisc.edu/index.htmlx>

Faculty, Waisman Center's T32 Postdoctoral and Predoctoral Training Programs, 2000-2017

2001-2003: Mentor for Melissa Clements, Postdoctoral Fellow

2002-2003: Mentor for Lisa Brown, Predoctoral Fellow

2002-2003: Faculty liaison for Young Suk Cho, Visiting Scholar from Korea

2005-2008: Mentor for AJ Schwichtenberg, Predoctoral Fellow

2009-2011: Mentor for Beth McManus, RWJ Postdoctoral Fellow in Public Health

2011-2012: Mentor for Maria Spinelli, visiting doctoral student from University of Milan

2012-2014: Mentor for Emily Gerstein, Postdoctoral Fellow

Reviewer, Institute for Clinical and Translational Research KL2 Leadership applications, 2023

Reviewer, large grant proposals to the Institute for Research on Poverty, 2023

University Presentations

Poehlmann, J., & Charles, P. (May, 2023). *Trauma, healing, and families of the incarcerated*. Research Collective for Justice-Involved Populations, UW-Madison.

Poehlmann, J. (November, 2022). *Children with incarcerated parents*. Graduate program in Clinical Psychology, UW-Madison.

Poehlmann-Tynan, J. (October, 2021). *Children with parents involved in the criminal justice system*. Graduate program in Neurobiology and Public Policy, UW-Madison.

Poehlmann-Tynan, J. (December, 2019). *Health and the criminal justice system*. Health Equity Symposium, Center for Pre-Health Advising and the Student Pre-Health Committee, UW-Madison.

Poehlmann-Tynan, J. (October, 2018). *Public health crisis: Incarcerated women*. Phi U Alumni Scholarship and Breakfast, School of Human Ecology.

Poehlmann-Tynan, J. (April, 2017). *Children with incarcerated parents*. Center for Healthy Minds.

Poehlmann-Tynan, J. (February, 2017). *Making the most of your mentors*. Assistant Professor Chats, Coordinated by Secretary of the Faculty.

Poehlmann-Tynan, J. (February, 2017). *Problem behavior trajectories and resilience at age 6 in children born preterm*. Waisman Center.

Poehlmann-Tynan, J. (March, 2016). *Children with incarcerated parents*. Elementary Education program.

Poehlmann-Tynan, J. (March, 2016). *Children with incarcerated parents*. Social Work doctoral program.

Poehlmann-Tynan, J. (February, 2015). *Sesame Street's Little Kids, Big Challenges: Incarceration initiative*. Interdisciplinary

Training Program, School of Education.

- Poehlmann-Tynan, J. (February, 2014). *Sesame Street's Little Kids, Big Challenges: Incarceration initiative*. Early Childhood Development Program, Waisman Center.
- Poehlmann, J. (April, 2013). *Collaborations with UW-Extension around Families Affected by Parental Incarceration*. School of Human Ecology.
- Poehlmann, J. (February, 2012). *The Tenure Process*. Presentation for the Waisman Center's T32 Postdoctoral Training Program Professional Development Series.
- Poehlmann, J. (February, 2011). *Maternal Resolution of Grief Following Preterm Birth*. Presentation to Health Psychology, University of Wisconsin Hospitals and Clinics.
- Poehlmann, J. (December, 2010). *The Development of Self-Regulation in High Risk Infants*. Presentation to the BioPop group in the School of Public Health.
- Poehlmann, J. (March, 2010). *Children of Incarcerated Parents*. Presentation to the Institute for Research on Poverty.
- Poehlmann, J. (March, 2010). *Resilience in Children's Social Emotional Adaptation: Disability and Risk in the Family Context*. Presentation to the Leadership Education in Neurodevelopmental Disabilities program, Waisman Center.
- Poehlmann, J. (March, 2009). *Children of Incarcerated Mothers and Fathers*. Presentation to the Journal of Gender, Law, and Social Issues Conference, UW-Madison Law School.
- Schwichtenberg, A. J. M., & Poehlmann, J. (April, 2005). *Early Social and Physiological Processes in the Development of Self-Regulation in High Risk Infants*. Presentation to members of the Sävstaholms Foundation, Waisman Center.
- Poehlmann, J., Magana, S., & Arnold, E. M. (February, 2005). *NIH Grant Mechanisms*. Waisman Center's Predoctoral and Postdoctoral Professional Development Series.
- Park, J., & Poehlmann, J. (October, 2004). *Parenting contexts of grandparents raising children of incarcerated mothers*. Presented at the 16th Annual Colloquium on Aging, University of Wisconsin's Institute on Aging, Madison, Wisconsin.
- Poehlmann, J. (June, 2004). *Family relationships and the development of high risk infants*. Psychology Research Experience Program, Psychology Department.
- Poehlmann, J., & Schwichtenberg, A. J. (September, 2003). *Stress, coping, and resilience in families of children with disabilities*. Waisman Center, Genetic Counseling Graduate Program.
- Poehlmann, J., Magana, S., & Johnson-Glenberg, M. (November, 2001). *NIH Small Grants*, Waisman Center's Predoctoral and Postdoctoral Professional Development Series.
- Poehlmann, J., & Magana, S. (April, 2001) *Finding an Academic Position*, Waisman Center's Predoctoral and Postdoctoral Professional Development Series.
- Poehlmann, J., Seltzer, M., & Miller, J. (November, 2000). *NIH Small Grants*, Waisman Center's Predoctoral and Postdoctoral Professional Development Series.
- Poehlmann, J. (October, 2000). *Generations of research for women: From home economics to human ecology*. 2000 University of Wisconsin-System Women's Studies Conference, Madison, Wisconsin.
- Poehlmann, J., Shattuck, P., Seltzer, M., & Abbeduto, L. (September, 2000). *Investing in the future: Training programs in behavioral research*. Waisman Center Board of Visitors.
- Poehlmann, J., & Brintnall-Peterson, M. (April, 2000). *The impact of incarceration on the family: Integrating research and practice*. Human Development and Family Studies Colloquium.

To the Profession

Editorial Positions

- Family Relations* Editorial Board member, 2006-present
- Advances in Medicine* Editorial Board member, 2015-2023
- Journal of Marriage and Family* Editorial Board member, 2012-2014
- Guest editor (with Jude Cassidy and Phil Shaver) of Special Issue of *Attachment and Human Development* focusing on attachment in children affected by parental incarceration, published in July 2010
- Guest editor (with Daniel Perlman, Rodrigo Carcedo, and Noelia Fernandez-Rouco) of Special Issue of the *International Journal of Environmental Research and Public Health*, published in June 2021
- Guest editor (with Justin Parent and Liliana Lengua) of Special Section of *Mindfulness*, 2024

National and International Committees

- National Council on Family Relations, Honor Student Award Committee, spring 2017-2020
- National Institute of Health's *All of Us Research Program, All of Us Wisconsin*
- Special Populations Committee, October 2017-June 2019
 - Pediatric Scientific Vision Task Force, January – June 2018
 - Pediatric Operations Task Force, June 2018-June 2019
 - Chair, Participant Provided Information (PPI) Pediatric Task Force, October 2018-June 2019
 - Pediatric Playbook team member, October 2020-July 2021
- International Coalition for Children of Incarcerated Parents, Board Member, 2018-2023
- INCCIP Newsletter Editor, 2018-2021
 - INCCIP Secretary, 2019-2021

Ad-Hoc Journal Reviewer

Child Development, Developmental Psychology, Development and Psychopathology, Journal of Family Psychology, Pediatrics, Journal of Pediatric Psychology, Journal of Marriage and Family, Family Relations, Attachment and Human Development, American Journal on Mental Retardation, Journal of Social and Personal Relationships, Journal of Addictions Research, Early Childhood Research Quarterly, Early Human Development, Journal of Offender Rehabilitation, Social Science and Medicine, Parenting: Science and Practice, Journal of Family Issues, Journal of Comparative Family Studies, Journal of Applied Developmental Psychology, Journal of Child and Family Studies, Journal of Children and Youth Services Review, Criminal Justice and Behavior, Journal of Experimental Child Psychology, Psychology of Violence, Stress and Health, Journal of Early Adolescence, Cochrane Collaboration's Developmental, Psychosocial and Learning Problems Group (CDPLPG) Cochrane Library, Journal of Abnormal Psychology, Journal of Consulting and Clinical Psychology, International Journal of Qualitative Studies in Health and Well-being, Child: Care, Health & Development, Sociology of Education, Mindfulness, Social Psychological & Personality Science, Social Service Review, Women and Criminal Justice

Other Professional Service**Grant reviews**

- Reviewer for National Council on Family Relations Olson Grant: Bridging Research, Theory, and Practice, spring 2023
- Ad-hoc reviewer for National Science Foundation, Developmental Science Program, spring 2018, fall 2020
- Review committee for UW School of Medicine and Public Health ICTR grant proposals, 2017-2021
- External Reviewer, Division des subventions de recherche et partenariats Social Sciences and Humanities Research Council of Canada, December 2017
- Ad-hoc reviewer for National Science Foundation CAREER award, Sociology Program, fall 2016.
- External reviewer for Social Sciences & Humanities Israel Science Foundation, spring 2016.
- External reviewer for Social Sciences and Humanities Research Council of Canada, fall 2014 and 2016.
- External reviewer for William T. Grant Foundation scholars program, fall 2014, 2019.
- Reviewed grant applications for special emphasis NICHD panel (R03s), February 2010
- Reviewed R03 for NICHD, November 2010
- Reviewed grant applications (R15's) for NIH review panel ZRG1 BBBP-D 52 R, RFA-OD-09-007: ARRA AREA Grants Panel 05, December 2009
- Served as Stage 1 reviewer for NIH Challenge grant applications, June 2009 (National Institute on Alcohol Abuse and Alcoholism)
- Served on NIH special emphasis review panel (National Institute of General Medical Sciences, March 2008); reviewed grant applications for mechanisms designed to increase research participation of investigators from underrepresented groups
- Guest reviewer for National Institute on Drug Abuse - I/START grant program, December 2002-January 2003

Conference proposal reviews

- National Council on Family Relations annual conference, March 2023
- Parenting and Parent-Child Relationships Panel Co-Chair, Society for Research in Child Development 2021 biennial conference, August-November 2020.
- Reviewer for Society for Research in Child Development 2019 biennial conference, Parenting and Parent-Child Relationships, September 2018.
- Reviewer for Society for Research in Child Development 2017 biennial conference, Panel 8: Family Context and Processes, September 2016.
- Reviewer for Society for Research in Child Development 2013 biennial conference, Panel 11: At-Risk: Social and Emotional Processes & Personality, October 2012.
- Reviewer for National Council on Family Relations annual conference, Social Policy Panel, March 2011 and 2013.
- Reviewer for Society for Research in Child Development 2011 biennial conference, Panel 9: At-Risk: Social, Cognitive, Neurodevelopmental, Emotional, and Personality Processes, September 2010.
- Reviewer for Society for Research in Child Development 2007 biennial conference, Panel 2: Social and Emotional Processes in Infancy, September 2006.

Conference planning

- On planning committee for NIDA Hybrid Workshop *Engaging Child Welfare Systems in Research on Young Children Hybrid Workshop*, May 2023 <https://heal.nih.gov/news/events/engaging-child-welfare-systems>
- Co-organized *Mindfulness, Self-Compassion, and Family Well-Being* conference with Liliana Lengua and Justin Parent, University of Washington, October, 2023; organized pre-conference meeting *Mindfulness Measurement Workshop: Innovative Approaches for Families, Schools, and Communities* <https://ccfwb.uw.edu/mindfulness-research-conference-2023/>

- Co-organized *Mindfulness, Self-Compassion, and Parenting* online research meeting with Liliana Lengua and Justin Parent, University of Washington, April 2022. <https://ccfwb.uw.edu/msp-research-meeting-2022/>
- On organizing committee for *National Conference on Children of Incarcerated Parents* to plan for April 2022 and April 2023 conferences at Arizona State University, Tempe, Arizona.
- On Board that assisted in planning *International Coalition for Children with Incarcerated Parents* biennial conference, August 2019, University of Huddersfield, UK.
- Co-organized *Prenatal to Five Statewide Summit: Elevating the Early Years*, June 2017, Center for Child & Family Well-being.
- Co-organized conference, with Christopher Wildeman and Anna Haskins, focusing on children with incarcerated parents. Urie Bronfenbrenner Center for Translational Research, Cornell University, Ithaca, New York. Held in September 2016.
- Organized *Contemplative Practices* Conferences, University of Wisconsin, 2013, 2015; Co-organized, *Mindful Parents, Schools, and Communities* University of Washington, 2017
- Planning committee for *Foundations of Human Development Conference on Attachment* (Winter 1999-2000), a 2-day conference for UW-Extension agents

Mentoring and promotion and tenure reviews at other universities

- Mentor to Jan Hölte, Assistant Professor of Research at the Resilience Research Centre, School of Social Work, Dalhousie University, Halifax, Nova Scotia, 2024
- Mentor to Assistant Professor, Abigail Novak, Department of Criminal Justice and Legal Studies, University of Mississippi, Early Career Interdisciplinary Scholars Fellowship Program, Society for Research in Child Development, 2023-2025
- Mentor to Associate Professor Kristin Turney, University of California Irvine, Sociology Department, William T. Grant Scholars Program, 2016-2023
- Mentor to Assistant Professor Rebecca Shlafer, University of Minnesota, Pediatrics Department, NIH Career Award, 2011-2016
- Mentor to Assistant Professor Tova Walsh, University of Wisconsin, School of Social Work, BIRCWH (Building Interdisciplinary Research Careers in Women's Health), NIH-funded mentoring program, 2015-2017
- External reviewer for numerous promotion and tenure cases, 2011-present, at multiple R1 universities in the U.S. (not listed for confidentiality reasons; about 4 per year)

Book proposal reviews

- Regular review of book manuscripts for New York University Press, Chicago University Press, American Psychological Association Press, Ashford Press, University of California Press, Columbia University Press, etc. (2005-present)

Contribution to policy briefs of other organizations

- Cramer, L., Goff, M., Peterson, B., & Sandstrom, H. (2017). *Parent-Child Visiting Practices in Prisons and Jails*. White paper published by the Urban Institute.
- Peterson, B., Fontaine, J., Cramer, L., Reisman, A., Cuthrell, H., Goff, M., McCoy, E., and Reginal, T. (2019). *Model Practices for Parents in Prisons and Jails: Reducing Barriers to Family Connections*. White paper published by the BJA, NIC, Urban Institute & Community Works West.

Legislative testimony

- Inquiry on preventing harm to children with incarcerated parents, Parliament of Victoria, Australia, 2022
- Wisconsin Assembly Bill 627, December 2021, rights of incarcerated parents
- HSF-58, July 2001, kinship care benefits

Consortium-level contributions to the Healthy Brain and Child Development Study

- Chair of Workgroup focusing on Transitions in Care, 2022-present
- Created staff training for working with justice-involved families, 2023
- Presented at All-Hands Meeting on Community Advisory Boards, 2024

Professional Affiliations

American Psychological Association
 Society for Research in Child Development
 World Association for Infant Mental Health
 National Council on Family Relations
 International Coalition for Children with Incarcerated Parents
 American Association for the Advancement of Science

In the news (selected media coverage):

- <https://goodmenproject.com/featured-content/sensitive-parenting-and-preschool-attendance-may-promote-academic-resilience-in-late-preterm-infants/>
- https://www.wkow.com/news/contact-visits-at-dane-county-jail-connect-parents-kids/article_2ec6f232-5c9e-11ee-83a0-abef0cbb1a90.html
- <https://www.decaturlibrary.org/events/165536/when-are-you-coming-home-how-young-children-cope-when-parents-go-to-jail>
- <https://www.nytimes.com/2013/11/26/health/families.html>
- <https://pbswisconsin.org/watch/university-place/children-with-incarcerated-parents-cpkp0q/>
- <https://humanecology.wisc.edu/new-book-explores-incarcerations-impact-on-children-and-families/>
- <https://www.npr.org/2023/12/20/1219692753/jails-are-embracing-video-only-visits-but-some-experts-say-screens-arent-enough>
- https://captimes.com/news/local/govt-and-politics/reaching-out-to-dads-in-jail-fathers-and-children-do-better-when-parental-identity-is/article_1242078f-b4e6-59c8-9953-ab411f702c2b.html

Description of Referenced Materials and Studies

1. Pritzl, K., Anandha Krishnan, C., Charles, C., Kerr, M., & Poehlmann, J. (2024). Incarcerated parents' contact with their children: The pandemic and other barriers. Paper submitted to the National Council on Family Relations annual conference, Bellevue, Washington.
2. Muentner, L., Pritzl, K., Schlafer, R., & Poehlmann, J. (2023). Using a brief multimedia educational intervention to strengthen young children's feelings while visiting jailed parents. *Journal of Child and Family Studies*, 1-14. <https://doi.org/10.1007/s10826-023-02656-3>
3. Charles, P., Poehlmann, J., Kerr, M., Jensen, S., & Pritzl, K. (2023). Supported remote video visits for children with incarcerated parents in the United States. *Current Issues in Criminal Justice*, 1-21. <https://doi.org/10.1080/10345329.2023.2209302>
4. Pritzl, K., Cuthrell, H., Milavetz, Z., Muentner, L., & Poehlmann-Tynan, J. (2022). Young children's contact with their parents in jail and child behavior problems. *Journal of Offender Rehabilitation*, 61, 88-105. <https://doi.org/10.1080/10509674.2021.2018381>
5. Thomas, A., Wirth, J., Poehlmann-Tynan, J., & Pate, D.J. (2022). "When she says Daddy": Black fathers' recidivism following reentry from jail. *International Journal of Environmental Research and Public Health*, 19(6), 3518-3542. <https://doi.org/10.3390/ijerph19063518>
6. Dallaire, D.H., Schlafer, R.J., Goshin, L., Hollihan, A., Poehlmann-Tynan, J., Eddy, J.M., & Adalist-Estrin, A. (2021). COVID-19 and prison policies related to communication with family members. *Psychology, Public Policy, and Law* 27(2), 231-241. <https://doi.org/10.1037/law0000297>
7. Poehlmann-Tynan, J., & Turney, K. (2021). A developmental perspective on children with incarcerated parents. *Child Development Perspectives*, 15(1), 3-11. <https://doi.org/10.1111/cdep.12392>
8. Engbretson, A., Fanning, K., Pritzl, K., Meurer, A., & Poehlmann-Tynan, J. (April, 2021). Child-friendly visits with incarcerated mothers. Presented at the biennial conference of the Society for Research in Child Development.
9. Charles, P., Kerr, M., Wirth, J., Jensen, S., Massoglia, M., & Poehlmann-Tynan, J. (2021). Lessons from the field: Developing and implementing an intervention for jailed parents and their children. *Family Relations*, 70(1), 171-178. <https://doi.org/10.1111/fare.12524>

10. Milavetz, Z., Pritzl, K., Muentner, L. and Poehlmann-Tynan, J. (2021), Unmet Mental Health Needs of Jailed Parents With Young Children. *Fam Relat*, 70: 130-145. <https://doi.org/10.1111/fare.12525>
11. Skora Horgan, E., & Poehlmann-Tynan, J. (2020). In-home video chat between young children and their incarcerated parents. *Journal of Children and Media*, 14(3), 400-406. <https://doi.org/10.1080/17482798.2020.1792082>
12. Poehlmann-Tynan J., Cuthrell H., Weymouth L., Burnson C., Frerks, L., Muentner, L., Holder, N., Milavetz, Z., Lauter, L., Hindt, L., Davis, L., Schubert, E., & Schlafer, R. (2020). Multisite randomized efficacy trial of educational intervention for young children with jailed fathers. *Development and Psychopathology*, 33(1), 323-339. <https://doi.org/10.1017/S0954579419001792>
13. Poehlmann-Tynan, J., Burnson, C., Weymouth, L. A., & Runion, H. (2017). Attachment in young children with incarcerated fathers. *Development and Psychopathology*, 29, 389-404. <https://doi.org/10.1017/S0954579417000062>
14. Poehlmann-Tynan, J., Runion, H., Burnson, C., Maleck, S., Weymouth, L., Pettit, K., & Huser, M. (2015). Young children's behavioral and emotional reactions to plexiglas and video visits with jailed parents. *Advances in Child and Family Policy and Practice*, Monograph of Division 27 of the American Psychological Association.
15. Poehlmann-Tynan, J. (Ed.). (2015). Children's contact with incarcerated parents: Implications for policy and intervention. *Advances in Child and Family Policy and Practice*, Monograph of Division 27 of the American Psychological Association.
16. Poehlmann, J., Dallaire, D., Loper, A. B., & Shear, L. D. (2010). Children's contact with their incarcerated parents: Research findings and recommendations. *American Psychologist*, 65 (6), 575-598.
17. Schlafer, R. J., & Poehlmann, J. (2010). Attachment and caregiving relationships in families affected by parental incarceration. *Attachment and Human Development*, 12 (4), 395-415.
18. Cassidy, J., Poehlmann, J., & Shaver, P. R. (2010). An attachment perspective on incarcerated parents and their children. *Attachment and Human Development*, 12 (4), 285-288.
19. Poehlmann, J., Park, J., Bouffiou, L., Abrahams, J., Schlafer, R., & Hahn, E. (2008a). Representations of family relationships in children living with custodial grandparents. *Attachment and Human Development*, 10, 165-188.
20. Poehlmann, J., Schlafer, R., Maes, E., & Hanneman, A. (2008b). Factors associated with young children's opportunities for maintaining family relationships during maternal incarceration. *Family Relations*, 57, 267-280.

21. Poehlmann, J. (2005b). Incarcerated mothers' contact with children, perceived family relationships, and depressive symptoms. *Journal of Family Psychology, 19*, 350-357.
22. Poehlmann, J. (2005a). Representations of attachment relationships in children of incarcerated mothers. *Child Development, 76*, 679-696.
23. Wildeman, C., Haskins, A., & Poehlmann-Tynan, J. (Eds.) (2017). *When parents are incarcerated: Interdisciplinary research and interventions to support children*. Urie Bronfenbrenner Center for Translational Research Series. Washington, D.C.: American Psychological Association.
24. Eddy, J. M., & Poehlmann-Tynan, J. (2019). *Handbook on Children of Incarcerated Parents*, 2nd edition. Cham, Switzerland: Springer International.
25. Poehlmann-Tynan, J. & Dallaire, D.H. (Eds.). (2021). Children with incarcerated mothers: Separation, loss, and reunification. *Advances in Child and Family Policy and Practice*, Monograph of Division 27 of the American Psychological Association. Cham, Switzerland: Springer International.
26. Cuthrell, H., Muentner, L., & Poehlmann, J. (2023). *"When are you coming home?": How young children cope when a parent goes to jail*. New Brunswick, NJ: Rutgers University Press.
27. Poehlmann, J. (2010). Attachment relationships in infants and children of incarcerated parents. In J. M. Eddy & J. Poehlmann (Eds.), *Children of Incarcerated Parents: A Handbook for Researchers and Practitioners*. Washington, D.C.: Urban Institute Press.
28. Poehlmann-Tynan, J., & Pritzl, K. (2019). Parent-child visits when parents are incarcerated in prison or jail. In JM Eddy & J Poehlmann-Tynan (Eds), *Handbook on Children with Incarcerated Parents*, 2nd edition. Cham, Switzerland: Springer International.
29. Jensen, S., Pritzl, K., Charles, P., Kerr, M., & Poehlmann, J. (Winter, 2022/2023). Reducing barriers to communication between children and their incarcerated parents. Policy brief, *Contexts: Sociology for the Public*.
<https://doi.org/10.1177/15365042221142847>
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36. Beebe, B., Jaffe, J., Markese, S., Buck, K., Chen, H., Cohen, P., ... & Feldstein, S. (2010). The origins of 12-month attachment: A microanalysis of 4-month mother–infant interaction. *Attachment & Human Development*, 12(1-2), 3-141.
37. Boldt, L., Goffin, K. C., & Kochanska, G. (2020). The significance of early parent-child attachment for emerging regulation: A longitudinal investigation of processes and mechanisms from toddler age to preadolescence. *Developmental Psychology*, 56(3), 431-443. <https://doi.org/10.1037/dev0000862>
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40. Bowlby, J. (1980). Attachment and loss: Vol. 3. Loss. New York: Basic Books.
41. Bowlby, J. (1982a). Attachment and loss: Vol. 1. Attachment (2nd ed.). New York: Basic Books.
42. Bowlby, J. (1982b). Attachment and loss: Retrospect and prospect. *American Journal of Orthopsychiatry*, 52(4), 664.
43. Brummelman, E., Terburg, D., Smit, M., Bögels, S. M., & Bos, P. A. (2019). Parental touch reduces social vigilance in children. *Developmental Cognitive Neuroscience*, 35, 87-93.
44. Burleson, M. H., Roberts, N. A., Munson, A. A., Duncan, C. J., Randall, A. K., Ha, T., ... & Mickelson, K. D. (2022). Feeling the absence of touch: Distancing, distress, regulation, and relationships in the context of COVID-19. *Journal of Social and Personal Relationships*, 39(1), 56-79.
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46. Charles, P., Muentner, L., Gottlieb, A., & Eddy, J. M. (2023). Parent-child contact during incarceration: Predictors of involvement among resident and nonresident parents following release from prison. *Social Service Review*, 97(1), 169-213.
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<https://doi.org/10.1080/14616734.2012.661232>
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- Pederson, Deanne Pederson, Robert Weigand, Daniel Siegel, Nino Dazzi, Kristin Bernard, Peter Fonagy, Everett Waters, Sheree Toth, Dante Cicchetti, Charles H Zeanah, Karlen Lyons-Ruth, Mary Main & Robbie Duschinsky. (2017). Disorganized attachment in infancy: a review of the phenomenon and its implications for clinicians and policy-makers, *Attachment & Human Development*, 19:6, 534-558, DOI: 10.1080/14616734.2017.1354040
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- Growing points of attachment theory and research (pp. 66 – 104). *Monographs of the Society for Research in Child Development*, 50 (1-2, Serial No. 209).
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