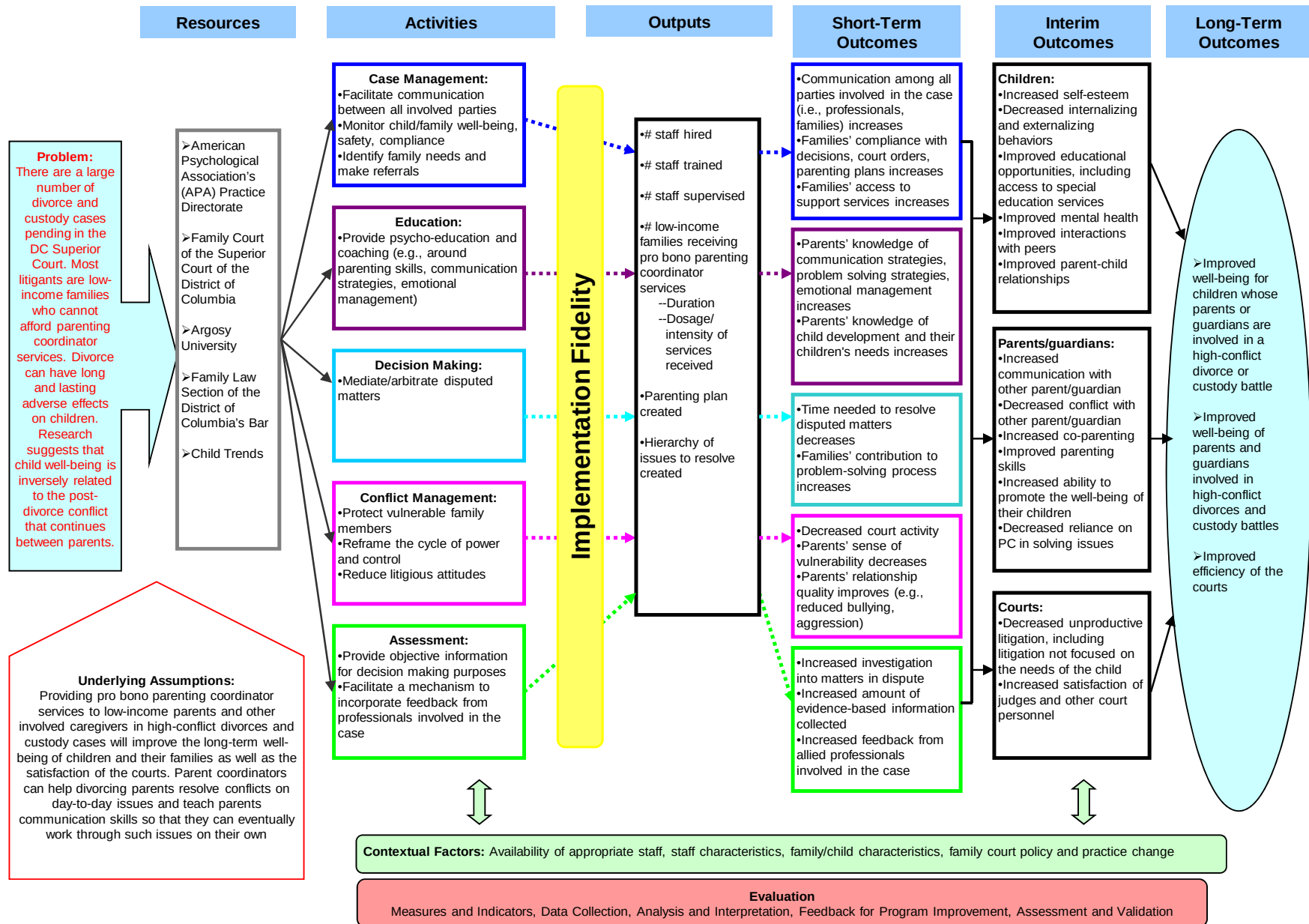


APPENDIX A:
PC Logic Model

Parenting Coordination Program: Logic Model (Draft)



APPENDIX B:
Interview Protocols

STAFF INTERVIEW PROTOCOL (VERSION 1)

Parenting Coordination Program (PC Program)



Purpose. First, let me tell you why I want to speak with you today.

Child Trends is working with the American Psychological Association to learn more about the implementation of the Parenting Coordination Program (PC Program). We want to hear about your experiences implementing this program.

The information that you share with us will help us learn about staff experiences and needs, what has been most helpful in implementing the PC Program and what could be done better. Your input will be used to help strengthen the program so that it can better meet the needs of participants.

Time. This interview should last about 45 minutes. We thank you for sharing this time!

Confidentiality. To protect your privacy, your name will not be documented on survey forms and your individual responses will not be shown to PC Program staff in such a way that your identity could ever be revealed. Because some of the issues discussed during the interview may be confidential, you may want to plan to be in a private area during the phone interview. The interview will be audio-recorded, if you agree. However, all recordings and written notes will be kept secure and no one outside of the Child Trends study team will have access to them. Study reports will only describe findings in general terms and your name will not be in the report.

Voluntary. Also, this interview is voluntary. You do not have to respond to any question.

Request for permission to tape. Before we get started, I'd like to request your permission to tape our conversation. We [Researchers at Child Trends] will be the only ones who will use these tapes to catch anything I miss. Taping the interview will help me focus better on what you are saying, but again, no one else will be listening to the tapes.

Do we have your permission to tape this discussion?

Wait to ensure that you receive a YES from interviewee.

Questions. Do you have any questions for us before we begin?

First, I'm going to ask you a little bit about your...

BACKGROUND AND EXPERIENCES

- What is your title/position at the PC Program? What are your main responsibilities?
- How long have you worked at the program?
- What is your educational background?
- What other experiences have you had working with parents around divorce issues?

Now I'm going to ask you some questions about...

STAFF RECRUITMENT AND STAFF TRAINING

- Do you feel that appropriate staff are in place to implement the Program as intended?
- What qualities do you think frontline staff (i.e., staff working directly with participants) must have in order to be able to implement the Program effectively?
- What, if any, training did you receive before you began to deliver services to parents involved in the Program?

Probes: Did the training include?

- o Theory and values of the new program or practice?
 - o Demonstration of practice or skills?
 - o Opportunities to practice new skills and receive feedback?
 - o Opportunities for reflection?
 - o Opportunities for staff to interact and learn from each other?
- What, if any, training did you received after you began to deliver services to parents involved in the Program?

Probes:

- o When is this training provided?
 - o How often is training provided? Are there set intervals for follow-up training?
 - o What does this training include? (See prompts from above.)
- Can you describe how any training that you have received has impacted your ability to work with parents in the Program?
 - Do you think you would benefit from any additional training? If so, what specifically would you like to receive additional training on?

STAFF COACHING/MENTORING

- What, if any, coaching (i.e., ongoing support) or mentoring have you received while working with this Program?

Probes:

- o How often is coaching/mentoring provided? Are there set intervals for coaching?

- Who provides the coaching/ mentoring (e.g., other frontline staff or an outside expert)?
- Where is the coaching/mentoring provided?
- What types of activities do you engage in with coaches/mentors (e.g., observations, planning)?
- How is feedback provided?
- Can you describe how any coaching or mentoring that you have received has impacted your ability to work with parents in this program?
- Do you think you would benefit from any additional coaching or mentoring, and if so, how would you like coaches or mentors to work with you?

PARTICIPANT RECRUITMENT

- Can you describe how parents were recruited to participate in the program?

Probes:

- Were incentives provided?
- Can you describe what happens between the time that parents first sign up and their first interaction with a PC Coordinator?

Probes:

- Do they receive phone calls?
- Do they receive letters in the mail?
- What would you say are the greatest challenges to recruiting parents to participate in the program?

Probes:

- What strategies do you use to overcome those barriers?
- What would you say are the great challenges to keeping parents involved in the program?

Probes:

- What strategies do you use to overcome those barriers?

PROGRAM CONTENT AND STRUCTURE

- What outcomes are you trying to achieve for parents attending the program?
- Can you briefly describe the curriculum or approach used for the Program?
 - How many program sessions are there?
 - How often are sessions held (e.g., once per week)?
 - Where are program sessions held?
 - How long is each program session?
 - How frequently is the program offered?
 - What is the typical staff-participant ratio?
 - What kinds of activities do families participate in?
- How did you get oriented to the curriculum or approach?

- Are there things about this curriculum or approach that you particularly like?
- Are there things that you would like to see changed or improved upon?
- Do you set goals for individual parents that you work with?
- Are the services that are being provided those which were intended to be provided?
- Do you think the current program structure is effective in achieving the program's goals?

IDENTIFICATION OF SPECIAL NEEDS AND ACCESS TO SERVICES

- Can you describe what happens when special needs are identified (such as psychological disturbances or learning disabilities in children who otherwise would have gone without needed support services) and the access to needed educational services?

Probes:

- Are increased services provided via Individualized Education Plans (IEP's)? If so, how are these services provided?
- What other educational interventions are used?
- What if any mental health services are provided for the children and are these services pro bono or paid?
- What if any legal services provided for the caregivers and are these services pro bono or paid?

PARTICIPANT SATISFACTION

- What feedback did you receive from participants related to conflict resolution as a result of the services provided?

Probes:

- Parent(s) reported the services increased their ability to resolve conflicts with the partner of their child(ren). If so, in what ways did it help?
- Parent(s) reported the services received resulted in no change in their ability to resolve conflicts with their partner of their child(ren). If no change, why not?

STAFF RELATIONS AND COMMUNICATION

- Do you have good working relationships with other staff? With the program director?
- Do you feel that program management supports your ability to effectively implement program services and activities? If so, in what ways do they support you?

Probes:

- How do program managers convey goals and expectations?
- Can you describe the culture of your organization? How does program management contribute to defining the culture?

- Do you regularly have staff meetings to plan and share information and strategies being used in the program? If so, when and how often does this happen? (Probe for formal and informal venues.)
- Are there any external factors (i.e., things outside of your immediate control) that affect how well your job can be done or how successfully the program is implemented? If so, can you describe these factors?

COMMUNITY PARTNERSHIPS

- Do you currently partner with other organizations or individuals in the community in order to implement this program? If so, can you describe the nature of these partnerships?
- In what ways do you feel that community partnerships support the implementation of your program's services or activities?

Probes: Does the partner provide...

- Financial support or other in-kind contributions such as space or staffing?
- Professional development services such as staff training, coaching, or mentoring?
- Recruitment services?
- Evaluation services?
- Direct services to clients?

CHALLENGES & OPPORTUNITIES

- Could you share with me some of the successes you've achieved and some of the challenges you've faced in working toward the program's goals?
- What factors and people have contributed to these successes and challenges?

PROGRAM IMPROVEMENTS

- Overall, how satisfied are you with the Parenting Coordination Program and with your current position?
- If you could change one thing to improve parents' experience in the program, what would it be?
- Do you feel you have the energy and resources to address this in the coming year?
- Turning to the future, what suggestions do you have for improving the Parenting Coordination Program in the coming year?
- What information, help, or resources do you think would be most useful in addressing these improvements

If needed, can we get in touch with you again? Thank you

PARENT INTERVIEW PROTOCOL

Parenting Coordination Program (PC Program)



Hello, my name is _____. I work for Child Trends, a non-partisan research organization here in Washington, DC.

Purpose

First, let me tell you about why I wanted to talk to you today.

Child Trends is working with the American Psychological Association to learn more about the experiences of parents participating in the PC Program. We want to hear about how you have been affected through the program.

The information that you share with us will help us learn about parents experiences and needs, what has been most helpful about the PC Program and what could be done better. Your input will be used to help strengthen the program so that it can better meet your needs and the needs of other parents.

Ground Rules and Expectations

Time. The interview should last about 45 minutes. We thank you for sharing this time.

Confidentiality. To protect your privacy, the information gathered from this interview will remain confidential. Your participation will have no affect on the services you receive from the PC Program, nor will any information be shared with program or court staff. However, if it is felt that keeping information confidential would result in danger to you or another person, we may tell appropriate agencies to protect you or the other person. This information will be kept secure and no one outside of the study team will have access to it. Study reports will only describe findings in general terms. Your name will not be in the report.

Voluntary. Also, this interview is voluntary. You do not have to respond to any question.

Request for permission to tape. Before I/we get started, I/we would like to request your permission to tape our discussion. We [Researchers at Child Trends] will be the only ones who will use these tapes to catch anything we miss. Taping the interview will help me focus better on what you are saying, but again, no one else will be listening to the tapes.

Do I/we have your permission to tape this discussion?

Wait to ensure that you receive a YES from interviewee.

Questions. Do you have any questions for us before we begin?

PERCEPTIONS OF PARENTHOOD

We would like to begin our discussion today with what you feel it takes to be parent.

- What do you think is meant by “responsible” parent?
- What is the role of a parent?
- What does being a “good” parent mean to you?

GOALS OF PROGRAM

We are interested in hearing about what you believe are the program goals, and would like to hear about your individual goals in deciding to participate.

- What do you believe are the goals for the Parenting Coordination Program? Do you think that these are good goals?
- What did you hope to get out of this program?

Probe:

- o What were your goals in attending the program?
- Are there things in the program that have made it difficult for you to work towards your goals?

PROGRAM CONTEXT AND INVOLVEMENT

Now we would like to talk with you about how you first came to know about the PC Program and why you got involved.

- How did you first hear about PC Program?
- Why did you decide to participate in the program?
- Have you participated in other programs similar to the PC Program in the past?

Probe:

- o What is the difference between the program you are participating in now and other programs that you have participated in the past ?

PROGRAM STRUCTURE

The way a program is designed and organized can affect a person’s experiences in the program. Now we would like to discuss how you felt about the program structure and overall design.

- Do you think the program; the way it is organized is effective in achieving its goals or

delivering its message to parents?

- Are the times that activities are held convenient so that you can attend most of the events?
- Are the location(s) where activities are held convenient for you to attend?

PROGRAM ACTIVITIES

Now we are interested in hearing your perspective about PC Program services and activities.

- Do you think the program activities met your needs as parents going through divorces?

Probes:

- Describe what the type of activities you participated in.
 - Describe session organization and structure.
- What do you believe are the most important sessions of this program that you have attended?
- Are there approaches or things that have been done in this program that have made this experience valuable to you?
- Which activities/services did you like the best?
- Can you describe your relationship with the Parent Coordinators?
 - In what ways have they provided support to you and your family?
 - As you reflect back, in what ways do you no longer need their support because you have learned to handle things on your own?
- Are there things you would like to see changed or improved?
 - Probes:**
 - The program activities
 - The overall program
 - The sessions
 - The services
 - The location of program activities
 - The PC Program Coordinators
 - Timing and frequency
 - Access to additional services

CHALLENGES AS A PARENT

Now we would like to talk with you about some of the challenges you face being a parent.

- What are some challenges that can get in the way of you being a parent?
- How has PC Program influenced the way you deal with the problems you face as a parent going through divorce?

Probes:

- Do you deal with stress differently now since you have been attending the program?
If yes, what has changed? If no, why?

PARENTING SKILLS

Parenting skills are something that you will continue to develop your entire life. Can you please discuss with us how PC Program has affected your parenting skills?

- Has the way that you parent changed? If so, in what ways?
- What do you think that the strengths of the program have been in supporting your parenting skills?
- What could the program do differently to help parent skill building?

CO-PARENTING SKILLS

Now we would like to hear about if the program influences the relationship between you and the mother or father of your child.

- What is your relationship now with the mother or father of your child?
- Has the relationship with the mother or father of your child as it relates to parenting changed since you started the PC Program? If so, in what ways?
 - Can you describe the changes in how you communicate with the mother or father of your child since you started the PC Program?
 - Can you describe the change in how you interact with the mother or father of your child since you started the PC Program?

Child Relationship Quality/ Parent Involvement

Children are a ray of sunshine and one of the reasons many of you have participated in this program has been to become a better parent. Now, can you please share with us a little about your relationship with your child?

- Do you get to see your child as often as you like? Why or why not?
- Has your relationship with your child changed since you started this program?
- Did attending the program change your desire to have more contact with your child?
- Did attending the program help you to gain a better understanding of the importance of having a good parent-child relationship for your child's development?
- What changes would you make to the program that would help you improve your relationship with your child?

*Is there anything else you would like to add?
Thank you very much for participating in this interview.*

APPENDIX C:
Parenting Alliance Measure

The Parenting Alliance Measure (PAM) is available from PAR, Inc. at
<http://www4.parinc.com/Products/Product.aspx?ProductID=PAM>.

APPENDIX D:
ACRIMONY SCALE

Shaw, D.S., & Emory, R.E. (1987). Parental conflict and other correlates of the adjustment of school-age children whose parents have separated. *Journal of Abnormal Child Psychology*, 15, 269–281. Available at <http://www.springerlink.com/content/v11p5v03423x6116/>

APPENDIX E:
CHILD BEHAVIOR CHECKLIST

Child Behavior Checklists are available from the ASEBA at <http://www.aseba.org/>.

APPENDIX F:
SATISFACTION SURVEYS

APA PARENTING COORDINATION PROGRAM
*A Joint Project of the American Psychological Association Practice Organization,
 DC Bar Family Law and Pro Bono Sections, Argosy University, and DC Superior Court*

Attorney/Guardian/ Other Concerned Professional Satisfaction Survey

Name: _____ **Today's Date:** _____

Case: _____ **Parent Coordinator:** _____

Role in the case (e.g, attorney, guardian, etc) _____

The following questions should be answered for the above listed case. For each statement listed below indicate how you feel by marking with an X the box corresponding to your opinion:

	<i>Strongly Agree</i>	<i>Agree</i>	<i>No Opinion/ Does not Apply</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1.The Parenting Coordinator (PC)'s oral reports to the Court provided useful information					
2.The PC's written reports to the Court provided useful information					
3.Overall, the PC provided useful information to me					
4.The PC appeared to reduce the parties' conflict					
5. The PC appeared to improve the parties' communication					
6. The PC appeared to improve the parent's cooperation					
7.The PC helped resolve issues that made a difference for the child(ren) in this case					
8.The PC was able to identify and help parents manage the special needs of the child(ren) in this case					
9.The work of the PC improved the child(ren)'s adjustment or wellbeing					
10.The PC made referrals that were useful to the parties involved in the case					
11. The PC was helpful and provided useful information to the other parties involved in this case (i.e. lawyers, guardians)					
12.The PC helped coordinate the efforts of the parties involved in the case					
13.The PC Court appearances to request the Judge's intervention when an impass occurred, were appropriate					
14. It did not appeared that the PC forced decisions that took advantage of one of the parties					
15.It did not appeared that the PC was biased against any one of the parties					
16.The PC Court appearances to request the Judge's intervention when an impass occurred					

were appropriate					
17. The use of a PC was helpful to this case					
18.Overall, I am satisfied with the work of the PC in this case					
19.I would recommend a PC to other professionals working in cases with this type of custody conflict					

Use this space for additional comments. Thank you for your feedback.

APA PARENTING COORDINATION PROGRAM

A Joint Project of the American Psychological Association Practice Organization,
DC Bar Family Law and Pro Bono Sections, Argosy University, and DC Superior Court

Parent Satisfaction Survey

Name: _____

_____ Today's Date: _____

For each statement listed below indicate how you feel by marking with an X the box corresponding to your opinion:

	<i>Strongly Agree/ Absolutely Yes</i>	<i>Agree/ Yes</i>	<i>No Opinion/ Does not Apply</i>	<i>Disagree / No</i>	<i>Strongly Disagree/ Absolutely Not</i>
1. My Parenting Coordinator (PC) was available and responsive					
2. My PC helped me improve my relationship with my child(ren)					
3. My PC helped me find the way to parent my child(ren) without negative interference from the other parent/caregiver					
4. My PC helped my child(ren) have a better relationship with his/her other parent/caregiver					
5. The PC helped resolve issues that made a difference for my child(ren)					
6. My PC was able to help us understand the special needs of my child(ren)					
7. My PC helped us obtain services for the special needs of my child(ren)					
8. The work of the PC improved my child(ren)'s adjustment to having parents/caregivers who live separately					
9. The work of the PC help improve my child(ren) wellbeing					
10. I am less stressed about the other parent/caregiver way of parenting my child(ren) than before we worked with a PC					
11. The PC improved the cooperation of my child(ren) other parent/caregiver					
12. My PC heard my problems with the other parent/caregiver and worked to find solutions					
13. My PC helped coordinate the efforts of the parties involved in the case					
14. My PC provided useful information to the Judge					
15. My PC treated me with respect and helped me maintain my dignity during negotiations with my child(ren) other parent/caregiver					
16. I don't feel that my wishes were unduly sacrificed when a decision was made by the PC					
17. My PC did not force me into decisions that I strongly opposed					
18. I received information and referrals that were useful					
19. Overall, I am satisfied with the services I received from this program					
20. I would recommend a PC to a friend who has a difficult custody situation					

Use this space for additional comments. Thank you for your feedback.

APA PARENTING COORDINATION PROGRAM

*A Joint Project of the American Psychological Association Practice Organization,
DC Bar Family Law and Pro Bono Sections, Argosy University, and DC Superior Court*

Judge's Satisfaction Survey

Name: _____ **Today's Date:** _____

Case: _____ **Parent Coordinator:** _____

The following questions should be answered for the above listed case. For each statement listed below indicate how you feel by marking with an X the box corresponding to your opinion:

	<i>Strongly Agree</i>	<i>Agree</i>	<i>No Opinion/ Does not Apply</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1.The Parenting Coordinator (PC)'s oral reports to the Court provided useful information					
2.The PC's written reports to the Court provided useful information					
3.Overall, the PC provided useful information to the Judge					
4.The PC appeared to reduce the parties' conflict					
5. The PC appeared to improve the parties' communication					
6. The PC appeared to improve the parent's cooperation					
7.The PC helped resolve issues that made a difference for the child(ren) in this case					
8.The PC was able to identify and help parents manage the special needs of the child(ren) in this case					
9.The work of the PC improved the child(ren)'s adjustment or wellbeing					
10.The PC made referrals that were useful to the parties involved in the case					
11. The PC was helpful and provided useful information to the other parties involved in this case (i.e. lawyers, guardians)					
12.The PC helped coordinate the efforts of the parties involved in the case					
13.The PC's Court appearances to request the Judge's intervention when an impass occurred, were appropriate					
14. It did not appear that the PC forced decisions that took advantage of one of the parties					
15.It did not appear that the PC was biased against one of the parties					
16. The use of a PC was helpful to this case					
17.Overall, I am satisfied with the services I received from this program					
18.I would recommend a PC to another Judge who has cases with this type of custody conflict					

--

Use this space for additional comments. Thank you for your feedback.

APPENDIX G:
Measurement Table

**PARENTING COORDINATION PROGRAM OUTCOME MEASURES
SUMMARY OF CURRENT AND PROPOSED MEASURES**

Targeted Outcome	Current Measure	Proposed Measure
PARENT OUTCOMES		
Relationship acrimony/conflict	Assessment of Conflict Scale Acrimony Scale	Disagreement and Conflict Resolution Scales (Supporting Healthy Marriage Evaluation)
Communication	Parenting Alliance Measure	Couple Communication (Supporting Healthy Marriage Evaluation)
Parental Efficacy	Scale of Parental Efficacy	Self-efficacy for Parenting Tasks Index (SEPTI) – Nurturance Subscale
Co-parental Alliance	Parenting Alliance Measure	Parenting Convergence Scale – Co-parental Conflict Subscale Co-parental Supportiveness
Depressive Symptoms	(Not currently measured)	Center for Epidemiologic Studies Depression Scale (CES-D)
CHILD OUTCOMES		
Socialize with peers	ACEBA-CBCL	Peer Acceptance
Academic achievement	(Not currently measured)	School engagement
Social Competence	ACEBA-CBCL	ACEBA-CBCL Social Problems Sub-scale
Internalizing problems	ACEBA-CBCL	Behavior Problems Index – Internalizing Subscale
Externalizing problems	ACEBA-CBCL	Behavior Problems Index – Externalizing Subscale
Basic functioning	ACEBA-CBCL	Overall Functioning – All Child Module

PARENT OUTCOMES

Targeted Outcome	Current Measure	Proposed Measure
Relationship acrimony/conflict	<u>Assessment of Conflict Scale</u> Number of items: 54 Reporter: Trainee <u>Acrimony Scale</u> Number of items: 25 Reporter: Parent	<u>Disagreement and Conflict Resolution Scales</u> Source: Supporting Healthy Marriage Evaluation Baseline, Supporting Healthy Marriage Evaluation 12-month follow-up, Building Strong Families Project, NSFH, ECLS-B Number of items: 11 Reporter: Parent
Communication	<u>Parenting Alliance Measure</u> Number of items: 20 Reporter: Parent	<u>Couple Communication</u> Source: Supporting Healthy Marriage Evaluation baseline, Supporting Healthy Marriage Evaluation 12-month follow-up, Building Strong Families Project, FACES II Number of items: 8 Reporter: Parent
Parental Efficacy	<u>Scale of Parental Efficacy</u> Number of items: 3 Reporter: Trainee	<u>Self-efficacy for Parenting Tasks Index (SEPTI) – Nurturance Subscale</u> Source: Coleman, P.K., Karraker, K.H. (2000). Parenting self-efficacy among mothers of school-age children: Conceptualization, measurement, and correlates. <i>Family Relations</i> , 49, 13-24. Number of items: 7 Reporter: Parent

PARENT OUTCOMES

Targeted Outcome	Current Measure	Proposed Measure
Co-parental Alliance	<u>Parenting Alliance Measure</u> Number of items: 20 Reporter: Parent	<u>Parenting Convergence Scale – Co-parental Conflict Subscale</u> Source: Ahrons, C. R. (1981). The continuing coparental relationship between divorced spouses. <i>American Journal of Orthopsychiatry</i> , 51(3), 415-428. Number of Items: 6 Reporter: Parent
Depressive Symptoms		<u>Center for Epidemiologic Studies Depression Scale (CES-D)</u> Source: Radloff, L.S. (1977) 'The CES-D scale: A self report depression scale for research in the general population'. <i>Applied Psychological Measurement</i> 1: 385-401. Number of items: 20 Reporter: Parent

CHILD OUTCOMES

Targeted Outcome	Current Measure	Proposed Measure
Socialize with peers	ACEBA-CBCL Number of items: 118 Reporter: Parent, teacher, and youth (aged 11+)	<u>Peer Acceptance</u> Source: Harter, S. (1985). Manual for the self-perception profile for children (revision of the Perceived Competence Scale for Children). Denver: University of Denver. Number of items: 6 Reporter: Child
Academic achievement		<u>School Engagement</u> Source: Fast Track Parent Follow-up Number of items: 1 Reporter: Parent
Social Competence	ACEBA-CBCL Number of items: 118 Reporter: Parent, teacher, and youth (aged 11+)	<u>ACEBA-CBCL – Social Problems Sub-scale</u> Source: Achenbach, T.M. (1991). Manual for the Youth self-report and 1991 profile. Burlington, VT: University of Vermont, Department of Psychiatry. Number of items: 7 Reporter: Parent, teacher, and youth (aged 11+)

CHILD OUTCOMES

Targeted Outcome	Current Measure	Proposed Measure
Internalizing problems	ACEBA-CBCL Number of items: 118 Reporters: parent, teacher, and youth (aged 11+)	<u>Behavior Problems Index – Internalizing Subscale</u> Source: Peterson, J. L., & Zill, N. (1986). <i>Marital disruption, parent-child relationships, and behavioral problems in children. Journal of Marriage and the Family, 48(2)</i> , p.295. (Appropriate for children and youth ages 3 and older) Number of items: 12 Reporter: Parent (version also available for educators/other caregivers)
Externalizing problems	ACEBA-CBCL Number of items: 118 Reporters: parent, teacher, and youth (aged 11+)	<u>Behavior Problems Index – Externalizing Subscale</u> Source: Peterson, J. L., & Zill, N. (1986). <i>Marital disruption, parent-child relationships, and behavioral problems in children. Journal of Marriage and the Family, 48(2)</i> , p.295. (Appropriate for children and youth ages 3 and older) Number of items: 16 Reporter: Parent (version also available for educators/other caregivers)