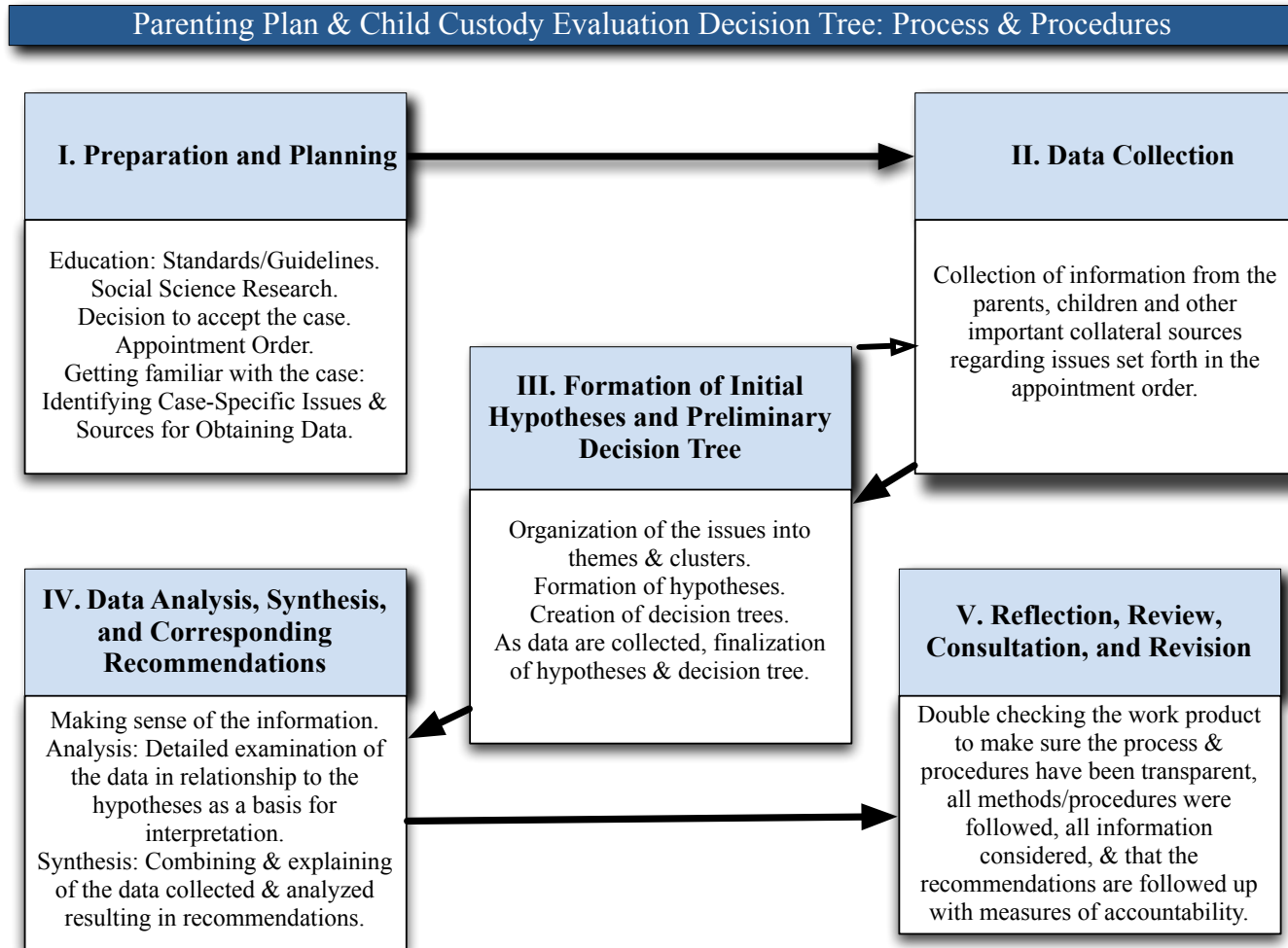




## Handouts for Leslie Drozd session – 10:45 a.m.-12:15 p.m.

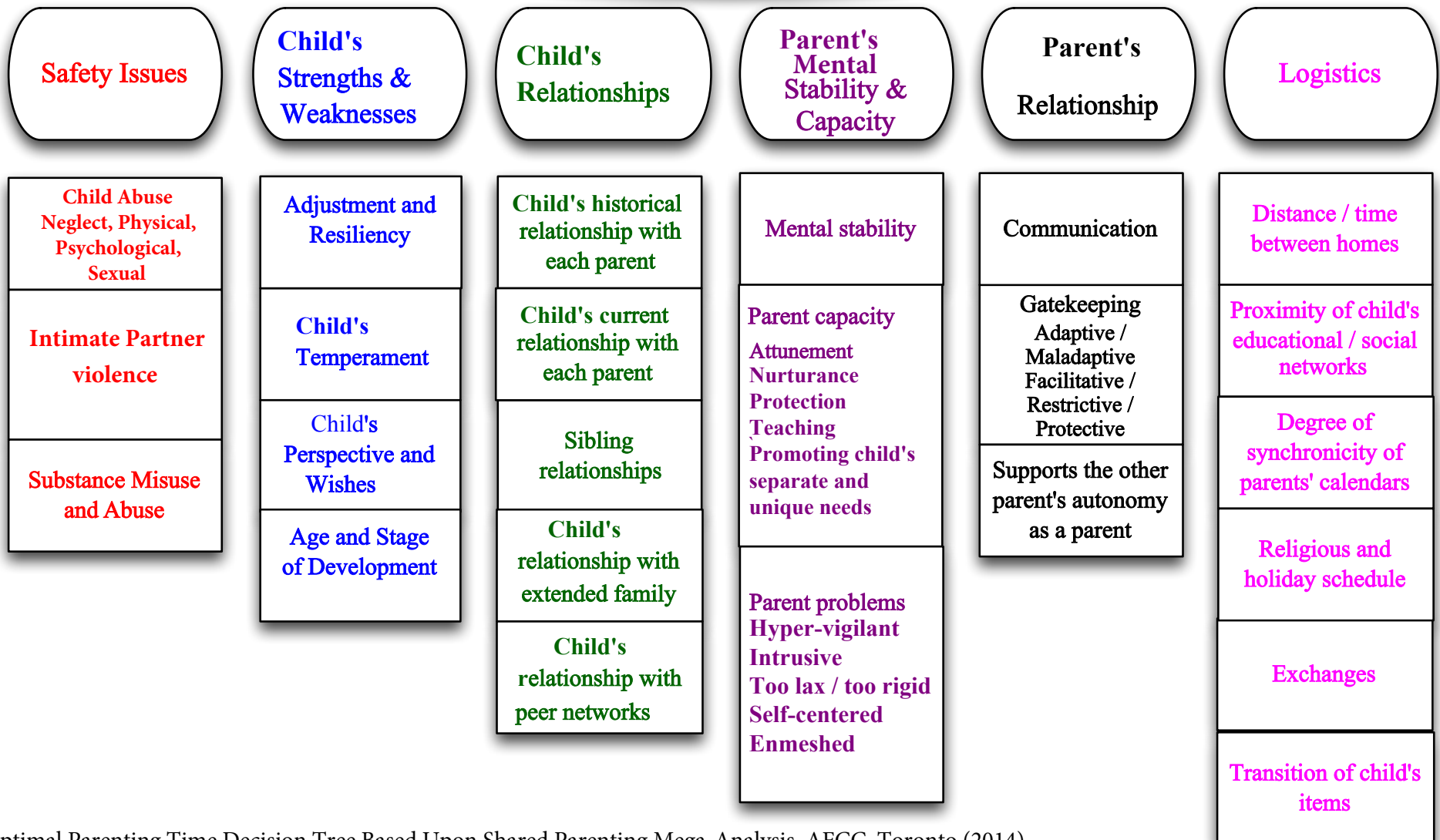
<b>Handout .....</b>	<b>Pages</b>
Parenting Plan Evaluation Decision Tree: Process & Procedures (Drozd, Olesen, & Saini, 2013) .....	2
Optimal Parenting Time Plan (Drozd, Olesen, & Saini, 2014) .....	3
Stepwise Decision Making for PCCP (Drozd, Saini, & Carson (2022) .....	4
Hypotheses to Explain PCCP/RRD and/or Abuse (Drozd in Deutsch, Drozd, & Ajoku, 2020) .....	5
Matrices: Data Collection (Drozd, Olesen, & Saini, 2013) .....	6
Matrices: Analysis (Drozd, Olesen, & Saini, 2013) .....	7
Matrices: Analysis, Synthesis, Recommendations, Accountability (Drozd, Olesen, & Saini, 2013) .....	8-11
Conflict vs Coercive Control: Comparison Chart (Crossman & Hardesty, 2018) .....	12
Assessment of Allegations of Intimate Partner Violence (Domestic Violence) (Drozd & Austin, 2012/2013) .....	13
5 “P” Framework (Jaffe, Johnston, Crooks, & Bala, 2008 and Johnston, Roseby, & Kuehnle, 2009) .....	14
SAFer Model (Battered Women’s Justice Project) .....	15
Changes in Resist-Refuse Dynamics Checklist (CRDC) (Drozd, Saini, Walters, Fidler, & Deutsch in Deutsch, Drozd, & Ajoku, 2020) .....	16-18
A Trauma-Informed Stepwise Decision-Making Process for Matters with Parent-Child Contact Problems (Drozd, Saini, & Harrison (in press) in <u>Parenting Plan Evaluations: Applied Research for Family Court</u> , editors: Michael A. Saini, Leslie M. Drozd, & Nancy W. Olesen. Oxford University Press .....	19



Drozdz, Olesen, & Saini (2013). Parenting Plan & Child Custody Evaluations: Using Decision Tree to Increase Evaluator Competence & Avoid Preventable Errors

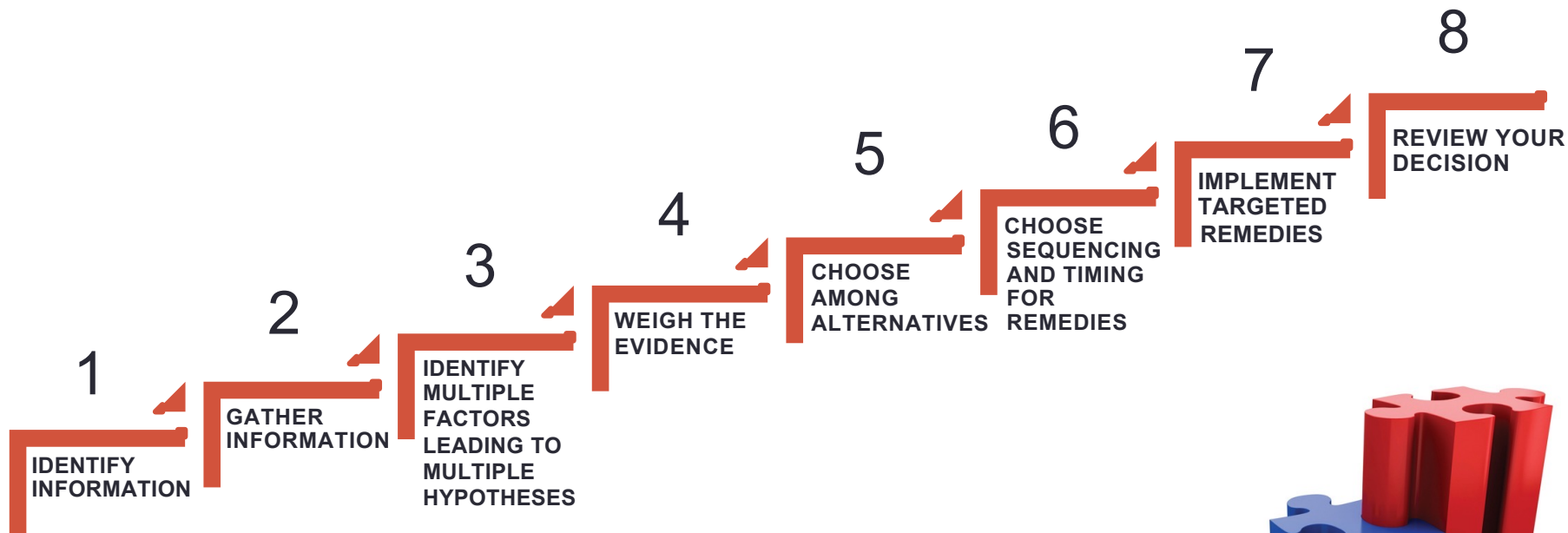
leslie@lesliedrozdzphd.com OlesenPhD@aol.com michael.saini@utoronto.ca

**What is the optimal parenting time that the child should spend with each parent?**



# Stepwise Decision Making for PCCP

4



Drozd, Saini, & Carson (2022). An Evidence-Informed Family Systems Decision Tree for Intervening in Parent-Child Contact Problems. AFCC Chicago.



Photo by Unknown Author is licensed under CC BY-SA-NC

**Has the child been  
a victim of child  
abuse and/or  
witnessed abuse?**

**1. Child is  
credible & has  
been a victim  
of child abuse  
&/or witnessed  
abuse.**

**2. Child has been a  
victim of child abuse  
and/or witnessed  
abuse, but due to  
misguided loyalty  
will not disclose the  
abuse.**

**3. Child has not been a  
victim of child abuse and/  
or witnessed abuse,  
however, a hyper-vigilant  
parent inaccurately  
believes that their child  
has been a victim of child  
abuse.**

**4. Child has not been a  
victim of child abuse  
and/or witnessed  
abuse, but a parent is  
using the allegation of  
child abuse to  
manipulate the court  
system during child  
custody litigation.**

**6. It is unknown and  
unlikely to be known  
with certainty  
whether the child has  
been a victim of child  
abuse and/or  
witnessed abuse,  
given the data have  
been compromised  
over time.**

**5. Child is credible &  
has not been a victim  
of child abuse and/or  
witnessed abuse, but  
child has become  
alienated from the  
identified parent  
perpetrator and has  
misperceived and  
mischaracterized  
innocent/ambiguous  
interactions.**

Leslie M. Drozd, Ph.D., Nancy W. Olesen, Ph.D., & Michael Saini, MSW, Ph.D. (2013)

Parenting Plan & Child Custody Evaluations: Using Decision Trees to Increase Evaluator Competence and Avoid Preventable Errors

**Parenting Plan & Child Custody Evaluation Matrix I: Information Gathering**

Source of Concern	Mother's Information	Father's Information	Child 's Information	Collateral Information	Evaluator Observations
<b>Intimate Partner or Domestic Violence</b>					
Mother					
Father					
<b>Child Abuse/Maltreatment and/or neglect</b>					
Mother					
Father					
<b>Substance Abuse</b>					
Mother					
Father					
<b>Mental Health</b>					
Mother					
Father					
<b>Child's adjustment</b>					
Mother					
Father					
<b>Child's Preferences</b>					
<b>Parenting Competency</b>					
Mother					
Father					
<b>Co-Parenting Capacity</b>					
Mother					
Father					
<b>Relocation</b>					
Mother					
Father					
<b>Other Issues Relevant to Situation</b>					
Mother					
Father					

Source of Concern	Mother’s Information	Father’s Information	Child ’s Information	Collateral Information	Evaluator Observations
Intimate Partner or Domestic Violence					
Child Abuse/Maltreatment and/or neglect					
Substance Abuse					
Mental health					
Child’s adjustment					
Child’s preferences					
Parenting Competency					
Co-Parenting Capacity					
Relocation					
Other Issues Relevant to Situation					

# **Matrices: Synthesis, Recommendations, & Accountability**

**Drozd, Olesen, & Saini, 2013**



Source of Concern	Mother’s Information	Father’s Information	Child ’s Information	Collateral Information	Evaluator Observations
Intimate Partner or Domestic Violence					
Child Abuse/Maltreatment and/or neglect					
Substance Abuse					
Mental health					
Child’s adjustment					
Child’s preferences					
Parenting Competency					
Co-Parenting Capacity					
Relocation					
Other Issues Relevant to Situation					

***Parenting Plan Evaluation Matrix II: Analysis***

Source of Concern	Summary of Information	Analysis of Information: Reliability & Validity	Inferences: Safety, Access, Transitions, Decision-Making
<b>Intimate Partner or Domestic violence</b>			
<b>Child Abuse/Maltreatment and/or Neglect</b>			
<b>Substance Abuse</b>			
<b>Mental Health</b>			
<b>Parenting Competency</b>			
<b>Co-parenting Capacity</b>			
<b>Relocation</b>			
<b>Other Issues</b>			

Themes (Level II Inferences: Analysis) [List Hypotheses under each theme.]	Additive? Synergistic? Antagonistic? Direction? (Level III Inferences: Analysis)	Parenting Plan Implications and Recommendations (Level IV Inferences: Synthesis)	Accountability
Safety			
Child’s Issues			
Parent’s Issues			
Children’s preferences			
Parenting Competency			
Co-parenting Capacity			
Gatekeeping			
Relocation			
Etc.			
	Leslie M. Drozd, Ph.D., Nancy W. Olesen, Ph.D., & Michael Saini, MSW, Ph.D.(2013)		
Parenting Plan & Child CustodyEvaluations: Using Decision Trees to Prevent Evaluator Bias and Increase Evaluator Competence			

### Are there difference(s) between “regular” conflict and coercive control?

<b>Component</b>	<b>Conflict (low/normal, medium, high)</b>	<b>Coercive-Control</b>
How differences are managed/resolved	Relatively equal power. Conflict is mutual.	Power is mostly with one partner.
Power differential	Cycles of reaction/counter-reaction	Primary abusive partner is empowered & victim is fearful.
Fear? Intimidation? Coercion?	Lacking fear, intimidation, one-sided control.	Repeated pattern of control, isolating, manipulation, intimidation, domination, humiliation, coercion.
Situational v. Pattern. Conflict vs. Control-Initiated.	High hostility, verbal abuse though occasional, infrequent physical aggression – conflict initiated. No pattern. Behavior does not persist. Situational.	Threats/ violence control initiated.
Personality Disorder (rigid ways/ projection/ denial)	One or both may have Personality Disorder.	Perpetrator may have Personality Disorder
Trust/mistrust	Mistrust/mutual/ blaming.	Victim’s mistrust grounded in reality.
Unresolved feelings about end of relationship.	Unresolved feelings about failed relationship – channeled into fighting over kids.	Perpetrator has unresolved feelings over partner’s desire to separate; leads to efforts to control, abuse, intimate, punish by fighting over kids.
Children and parent-child contract	Pressure on kids to take sides to meet parents’ needs.	Children fearful of exposure, distrustful – may or may not want contact.

Crossman, K. A., & Hardesty, J. L. (2017, February 6). Placing Coercive Control at the Center: What Are the Processes of Coercive Control and What Makes Control Coercive? *Psychology of Violence*. Advance online publication. <http://dx.doi.org/10.1037/vio0000094>

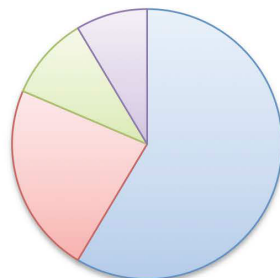
## Assessment of Allegations of Intimate Partner Violence (Domestic Violence)

Risk Factors	Kind of Aggression	Frequency, Severity, Active v. Remote, Pattern, Children's Exposure	Instigator
Previous Violence	Physical	Frequency	Primarily Male Partner
Substance Abuse	Emotional or Psychological	Severity	Primarily Female Partner
Major Mental Disorder	Sexual Coercion	Active v. Remote	Mutual
Threat Assessment Factors <ul style="list-style-type: none"> <li>• Making a threat</li> <li>• Obsessive following</li> <li>• Weapons</li> </ul>	Coercive Control	Pattern	Defensive or Reactive
		Children Exposed/ Children Witnessed	Others

### Categories of Intimate Partner Violence (Domestic Violence)

Substance Abuse Associated (SAA)

Coercive Control, Intrusive, Authoritarian (CCIA)  
 ➤ Control with violence  
 ➤ Control without violence



Mental Disorder Associated (MDA)

Conflict-Instigated, Situation-Specific (CISS)

Separation Associated (SA)

The variables in each of these categories are continuous, and are to be assessed independently, and described in behavioral terms. The size of each part of the circle is an estimate.

Intimate Partner Violence and Child Custody Evaluations, Part I: Theoretical Framework, Forensic Model, Assessment Issues. Journal of Child Custody, Vol. IX(4) December 2012. Judges' Bench Book of the Integrated Framework for the Assessment of Intimate Partner Violence in Child Custody Disputes. Journal of Child Custody, X(2), June 2013.

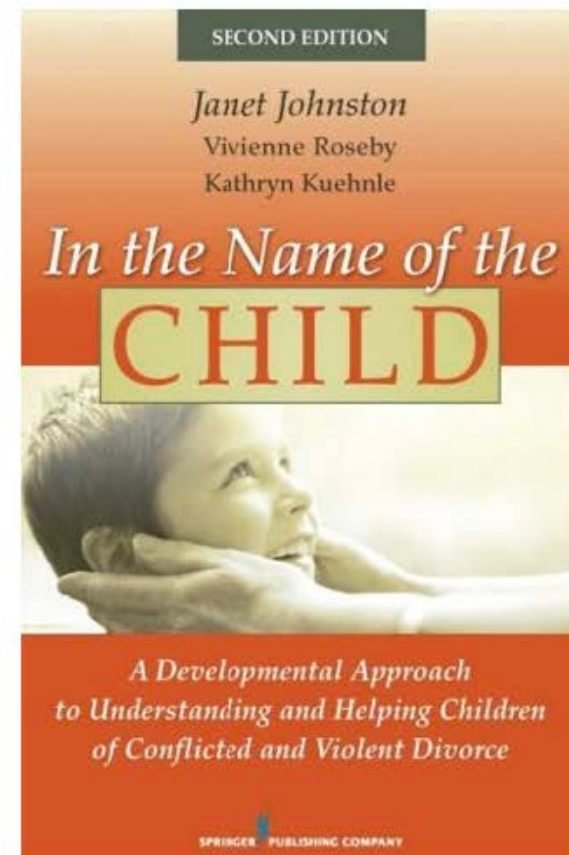
Children's Well-Being & Adjustment  
 +  
 Parenting/Co-parenting  
 +  
 Violence Risk  
 ↔  
 Predicted to a Parenting Plan

Leslie M. Drozd, Ph.D.  
 leslie@lesliedrozdpd.com  
 William G. Austin, Ph.D.  
 wgaustinphd2@yahoo.com

## 5 “P” Framework

- **Potency**
- **Pattern**
- **Primary perpetrator**
- **Parenting problems**
- **Perspective of child**

Jaffe, Johnston, Crooks, & Bala (2008)  
Johnston, Roseby, & Kuehnle (2009)

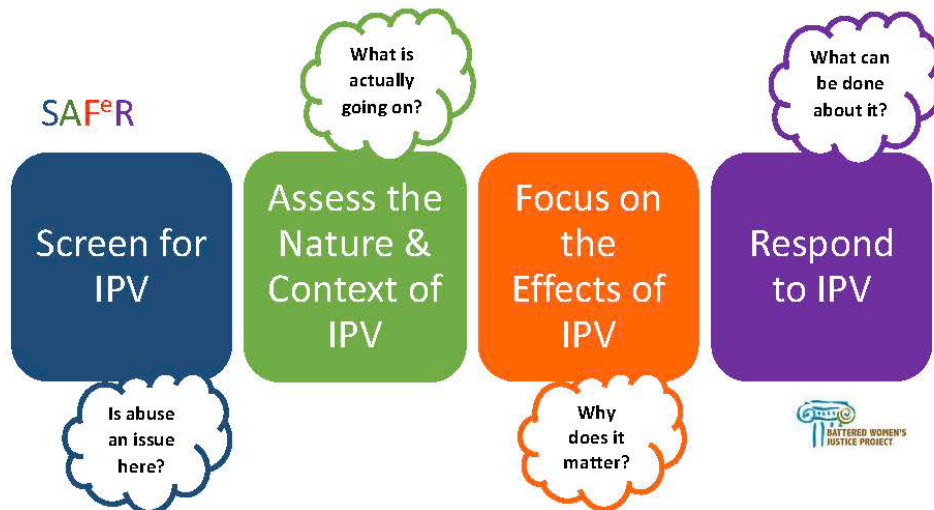


## BWJP Safer model

### BWJP SAFeR

PRACTICE GUIDES FOR FAMILY COURT DECISION-MAKING IN DOMESTIC ABUSERELATED CHILD CUSTODY MATTERS (Forms and Instructions) By Gabrielle Davis Loretta Frederick Nancy Ver Steegh

<https://bwjp.org/assets/compiled-practice-guides-may-2018.pdf>



© 2017 Battered Women's Justice Project, Minneapolis, MN. This project is supported by Award 2015-TA-AX-K039 from the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed herein are those of the author(s) and do not necessarily reflect the views of the U.S. Department of Justice.

## SAFeR



Do this in a way that is:

Safe

- Guideline 1: Safety First

Informed

- Guideline 3: Knowledge and Skills

Systematic

- Guideline 4: Systematic Approach

Unbiased

### Safer Worksheets

<https://bwjp.org/assets/documents/pdfs/webinar/safer-worksheet-combined:113018.pdf>

# CHANGES IN RESIST-REFUSE DYNAMICS CHECKLIST (CRDC)

Leslie Drozd, Ph.D., Michael Saini, Ph.D., Marjorie Gans Walters, Ph.D., Barbara Jo Fidler, Ph.D., & Robin Deutscher, Ph.D., ABPP

Rejected/Resisted Parent's (RP's) Name \_\_\_\_\_  
 Favored Parent's (FP's) Name \_\_\_\_\_  
 Child's Name, Age, & DOB (Please Use One Form Per Child.) \_\_\_\_\_  
 Name of Rater: \_\_\_\_\_ Rater is (Circle one.): Therapist/ Parent Coordinator/Case Manager /Judge  
 Date Form Filled Out: \_\_\_\_\_

## A. FOR THE CHILD

(i) Behavioral Indices For The Child (Rejected Parent).	(RP)				
	N	R	S	O	VO
1. Child greets the parent in a friendly manner (e.g. at minimum child says hello).					
2. Child has ongoing contact with parent without signs of resistance.					
3. Child can comfortably sit in a room with parent.					
4. Child participates in activities with parent (e.g. plays games, goes places like movies, builds with Legos, etc.).					
5. Child engages in spontaneous conversations with parent.					
6. Child engages in respectful conversations with parent.					
7. Child seeks/maintains relationships with the parent's extended family.					
8. Child does homework with parent.					
9. Child accepts reasonable limit setting by parent.					
10. While with the parent, child freely talks about their experiences while in the other parent's care.					
11. While with the parent, child speaks positively about the other parent.					
12. Child seeks out the parent's advice with specific problems or issues.					

(i) Behavioral Indices For The Child (Favored Parent).	(FP)				
	N	R	S	O	VO
1. Child greets the parent in a friendly manner (e.g. at minimum child says hello).					
2. Child has ongoing contact with parent without signs of resistance.					
3. Child can comfortably sit in a room with parent.					
4. Child participates in activities with parent (e.g. plays games, goes places like movies, builds with Legos, etc.).					
5. Child engages in spontaneous conversations with parent.					
6. Child engages in respectful conversations with parent.					
7. Child seeks/maintains relationships with the parent's extended family.					
8. Child does homework with parent.					
9. Child accepts reasonable limit setting by parent.					
10. While with the parent, child freely talks about their experiences while in the other parent's care.					
11. While with the parent, child speaks positively about the other parent.					
12. Child seeks out the parent's advice with specific problems or issues.					

(ii) Emotional Indices For The Child (Rejected Parent).	(RP)				
	N	R	S	O	VO
1. Child spontaneously displays affection towards parent in front of other parent.					
2. Child is comfortable being engaged in activity with parent at same time they are in front of other parent.					
3. Child is comfortable sharing feelings with the parent (e.g. worries, needs, fears, etc.).					
4. Child approaches parent for comfort.					
5. Child displays affection towards parent (e.g. sitting appropriately close-by, age-appropriate hugging, cuddling).					

(ii) Emotional Indices For The Child (Favored Parent).	(FP)				
	N	R	S	O	VO
1. Child spontaneously displays affection towards parent in front of other parent.					
2. Child is comfortable being engaged in activity with parent at same time they are in front of other parent.					
3. Child is comfortable sharing feelings with the parent (e.g. worries, needs, fears, etc.).					
4. Child approaches parent for comfort.					
5. Child displays affection towards parent (e.g. sitting appropriately close-by, age-appropriate hugging, cuddling).					

Deutsch, R. Drozd, L., & Ajoku, C. (2020). Trauma-informed interventions in parent-child contact cases, In B. Fidler & N. Bala (Eds), Parent-child contact problems: Concepts, controversies & conundrums. Family Court Review, vol 58(2).

Ratings: N=Never, R=Rarely S=Seldom, O=Occasionally, VO=Very Often.



(ii) Cognitive Indices For The Child (Rejected Parent).					(RP)
	N	R	S	O	VO
1. Child has some age-related capacity to see the “good” and the “bad” in parent.					
2. Child demonstrates age-appropriate capacity for seeing different perspectives as new situations arise, both within the family and within the child’s social relationships.					
(iii) Cognitive Indices For The Child (Favored Parent).					(FP)
	N	R	S	O	VO
1. Child has some age-related capacity to see the “good” and the “bad” in parent.					
2. Child demonstrates age-appropriate capacity for seeing different perspectives as new situations arise, both within the family and within the child’s social relationships.					

**B. ABOUT EACH PARENT**

(i) Behavioral Indices About Each Parent (Rejected Parent).						(RP)
	N	R	S	O	VO	
1. Parent supports the child’s relationship with other parent.						
2. Parent consistently maintains positive support for other parent’s involvement in child’s life.						
3. Parent demonstrates ability to understand/accept the child without blaming.						
4. Parent expresses hope that the child will have the best possible relationship with other parent.						
5. Parent does <u>not</u> tell or convey indirectly to the child any negative views of other parent.						
6. Parent takes responsibility for his/her role in causing disruption of the child’s relationship with other parent.						
7. Parent includes other parent in child’s life (e.g., medical, academic, social).						
8. Parent complies with the court-ordered parenting plan.						
9. Parent can be at the same activity with other parent.						
10. Parent communicates directly with other parent, rather than expecting child to carry messages back & forth.						
11. Parent communicates respectfully with other parent.						
12. Parent greets other parent cordially during transitions in front of child.						
13. Parent demonstrates good emotional boundaries with child.						
14. Parent supports the child’s activities by ensuring child attends the activity.						
15. Parent supports child’s social relationships with peers.						
16. Parent redirects child to discuss any complaints/commentary/concerns about other parent with that parent.						
17. Parent demonstrates reasonable progress towards treatment goals.						
18.Parent demonstrates in observable actions the ability to <u>not</u> expose their child to their own negative beliefs & fears about the other parent.						
(i) Behavioral Indices About Each Parent (Favored Parent).						(FP)
	N	R	S	O	VO	
1. Parent supports the child’s relationship with other parent.						
2. Parent consistently maintains positive support for other parent’s involvement in child’s life.						
3. Parent demonstrates ability to understand/accept the child without blaming.						
4. Parent expresses hope that the child will have the best possible relationship with other parent.						
5. Parent does <u>not</u> tell or convey indirectly to the child any negative views of other parent.						
6. Parent takes responsibility for his/her role in causing disruption of the child’s relationship with other parent.						
7. Parent includes other parent in child’s life (e.g., medical, academic, social).						
8. Parent complies with the court-ordered parenting plan.						
9. Parent can be at the same activity with other parent.						
10. Parent communicates directly with other parent, rather than expecting child to carry messages back & forth.						
11. Parent communicates respectfully with other parent.						
12. Parent greets other parent cordially during transitions in front of child.						
13. Parent demonstrates good emotional boundaries with child.						
14. Parent supports the child’s activities by ensuring child attends the activity.						
15. Parent supports child’s social relationships with peers.						
16. Parent redirects child to discuss any complaints/commentary/concerns about other parent with that parent.						
17. Parent demonstrates reasonable progress towards treatment goals.						
18. Parent demonstrates the ability to <u>not</u> expose their child to their own negative beliefs & fears about the other parent.						

(ii) Emotional Indices About Each Parent (Rejected Parent).		(RP)				
		N	R	S	O	VO
1. Parent demonstrates the ability to emotionally regulate.						
2. Parent demonstrates flexibility in their emotional responses.						
3. Parent is able to differentiate their emotions from their child's feelings.						
4. Parent demonstrates sensitivity & empathy regarding their child's experiences.						
5. Parent supports other parent's autonomy with the child.						
(ii) Emotional Indices About Each Parent (Favored Parent).		(FP)				
		N	R	S	O	VO
1. Parent demonstrates the ability to emotionally regulate.						
2. Parent demonstrates flexibility in their emotional responses.						
3. Parent is able to differentiate their emotions from their child's feelings.						
4. Parent demonstrates sensitivity & empathy regarding their child's experiences.						
5. Parent supports other parent's autonomy with the child.						
(iii) Cognitive Indices About Each Parent (Rejected Parent).		(RP)				
		N	R	S	O	VO
1. Parent accepts that the child wants to have contact with both parents (without raising the past and reverting to blaming the child's prior hostility/rejection on the other parent).						
2. Parent accepts that relationship with other parent is important for child and does <u>not</u> revert to past beliefs.						
3. Parent demonstrates an ability to separate his/her own negative thoughts and feelings about the other parent from the child's needs to have a relationship with other parent (e.g. statements such as "your other parent left us" are absent).						
(iii) Cognitive Indices About Each Parent (Favored Parent).		(FP)				
		N	R	S	O	VO
1. Parent accepts that the child wants to have contact with both parents (without raising the past and reverting to blaming the child's prior hostility/rejection on the other parent).						
2. Parent accepts that relationship with other parent is important for child and does <u>not</u> revert to past beliefs.						
3. Parent demonstrates an ability to separate his/her own negative thoughts and feelings about the other parent from the child's needs to have a relationship with other parent (e.g. statements such as "your other parent left us" are absent).						

Overview of the Checklist.

The Changes In Resist-Refuse Dynamics Checklist (CRDC) is a checklist designed to give professionals guidelines through which to observe, assess, and understand the behavioral, emotional and cognitive changes that need to occur to resolve these parent-child contact problems.

- It is important to note that the CDRC should not replace a comprehensive screening of violence.
- The CDRC is not a diagnostic tool.
- The CDRC may work best when combined with other tools for assessment.
- The CDRC should only be used by trained professionals.
- The CDRC may not be appropriate for use with all cases.

Instructions for completing the CDRC.

Please fill in the names of the Rejected/Resisted Parent's (RP) and the Favored Parent (FP) in the chart below. For each item below, please indicate in the last three months whether the item has occurred N=Never, R=Rarely S=Seldom, O=Occasionally, VO=Very Often. There are no wrong answers. Please complete this to the best of your knowledge. If you don't know, please leave your answer blank.

Dimensions of the CDRC.

The CDRC has two sections: (1) the child; and (2) the parent. Each section is divided into behavioral, emotional and cognitive indices. In turn, each section is sub-divided into a part for the favored parent and a part for the rejected parent to fill out.

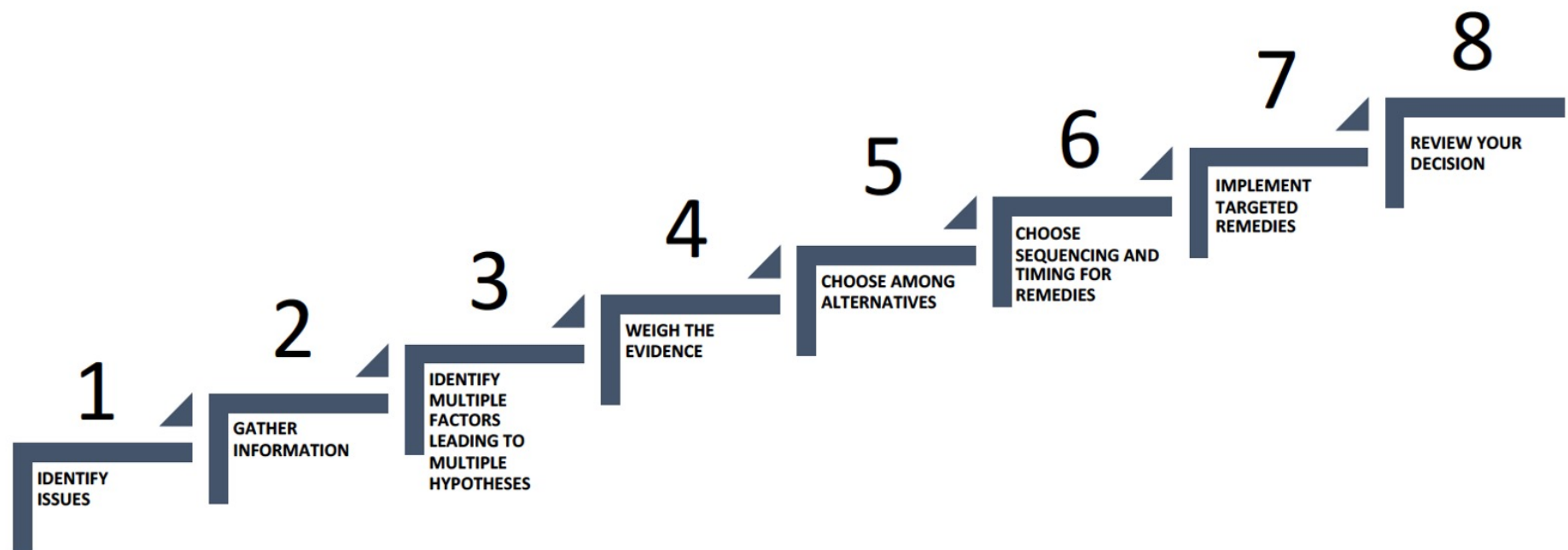
Scoring the CDRC.

This rating form is designed to be filled out by a professional who has observed (or heard testimony about) the parent-child interactions. This form is not designed to be scored.

Application of the CDRC.

The use of the CDRC is for trained professionals (i.e., therapists, attorneys and judges). Should a professional wish for a parent to fill out the form, it will need to be adapted and personalized. The professional may use this checklist to set treatment goals and to facilitate a discussion with each parent about their measures of progress with their child(ren). For example, this might be filled out at the start, at various stages during, and at the end of therapy.

# Step-Wise Decision Making for PCCP



View through a trauma lens in the beginning, the end, and throughout.

Drozd, Saini, & Harrison (in press). A Trauma Informed Approach to Parent Child Contact Problem (PCCP) Cases, in Parenting Plan Evaluations: Applied Research for Family Court, editors: Leslie M. Drozd, Michael A. Saini, & Nancy W. Olesen, Oxford University Press