

An Evaluation of the Oregon Parenting Time Opportunities for Children Grant:

1. Mediation

2. Interactive Parenting Plans

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Executive Summary

In 2012, the Federal Office of Child Support Enforcement made “Parenting Time Opportunities for Children” (PTOC) grant awards to five states. The grants were intended to:

...improve the financial and emotional support of children in the child support system by increasing safe opportunities for them to build relationships with both parents. The parenting time grants focus on providing opportunities to create formal parenting time arrangements at the point of child support order establishment.¹

Oregon received one of the PTOC grants and proposed to use two distinct approaches to extending the opportunity to create a parenting time plan to parents with child support cases.

- 1.** One approach was the creation of a network of mediators who would provide never-married, low-income parents the chance to mediate a parenting-time agreement. The project was housed with Oregon’s child support system.
- 2.** The second approach was the development of an interactive web-based program that parents could use to generate a parenting plan.

The Center for Policy Research (CRP) of Denver, Colorado, was retained to conduct a distinct evaluation of each approach that the Oregon Department of Justice pursued. This report presents the results of both studies.

Mediation

Under a Parenting Time Opportunities for Children (PTOC) grant from the federal Office of Child Support Enforcement (OCSE), the Oregon Department of Justice engaged 20 mediators throughout the state to provide free mediation services to parents served by the child support agency. All of those served lacked a parenting time order and were interested in developing one. Domestic violence awareness and safety planning were key themes in the PTOC awards. Through the PTOC grant, mediators received training on domestic violence and the child support agency stressed that, as one brochure said, “mediation is not a safe choice for everyone.” Mediators were also encouraged to use Safety-Focused Parenting Plans as needed.

Typically, noncustodial parents (NCPs) who were establishing a child support order, and expressed an interest in developing a plan spelling out when the children would spend time with each parent, were given referrals to PTOC mediators by the child support workers. Attempts to engage the other parent in mediation occurred in a variety of ways. In some instances, the parent who first heard about the mediation option would reach out to his/her co-parent to discuss mediating. Alternatively, mediators would collect information on the other parent and attempt to contact

¹ Discretionary Grants for Parenting Time Opportunities for Children in the Child Support Program. Child Support Fact Sheet Series Number 14. Office of Child Support Enforcement Administration for Children & Families U.S. Department of Health and Human Services.

this parent to determine if she or he would be willing to mediate. If contact information was not available or the attempts to call were not successful, the child support office would send a letter to the custodial parent, explaining the project and noting the noncustodial parent was interested in mediation (this was known as a “Pass Through” letter). Despite the difficulties sometimes encountered in obtaining contact information, ultimately 80 percent of the mediators reported they were “often” able to contact the noncustodial parent, and just over 70 percent said they were “often” able to contact the custodial parent.

Between May 2014 and September 2015, 1,047 cases were referred to mediators by child support workers, mediators had contact with at least one parent in approximately 373 cases, and mediation occurred in 130 cases.

The Evaluation

CPR’s evaluation of Oregon’s mediation intervention involved the generation and analysis of information from a variety of sources: data forms completed by mediators for each case in which at least one parent appeared for mediation (n=317), surveys completed by parents at the time of their initial mediation session (n=185), telephone interviews conducted with parents about their mediation experiences (n=25), and a data extract generated from the automated child support system for all cases where parents generated parenting plans either through mediation (n=118) or on their own (n=255). In addition, CPR developed, administered, and analyzed online surveys about PTOC for mediators (n=15) and child support case managers (n=191), and conducted focus groups and interviews with representatives of both groups.

Key Findings

It Proved Difficult to Provide Mediation Services

- **It is difficult to engage parents with new child support cases in free, voluntary, community-based mediation services.** Between May 2014 and September 2015, child support workers identified 1,047 child support cases involving new order establishment where at least one parent was interested in developing a parenting plan that would spell out when the children would spend time with each parent. Parents in these cases were offered free mediation services through the PTOC project. Based on records maintained by the 15 community and court-based mediators affiliated with the project, at least one parent in 32 percent of these cases (n=332), followed up on the referral they received from the child support worker and contacted a mediator. Ultimately, mediation was attempted in 130 cases, which comprises only 12 percent of the 1,047 cases where a parent expressed interest in developing a parenting plan.
- **Parents in new child support cases are hard to contact and schedule for mediation.** Mediation did not occur in 60 percent of the cases where mediators actively attempted to reach out to parents and schedule a session (n=202). Mediators report that the chief reason mediation did not occur was because one or both parents could not be contacted (31%), and the lack of good contact information was a challenge cited by most mediators in an online survey. In some cases, neither the noncustodial parent nor the mediator could

contact the custodial parent and the outreach to determine interest in mediation could only be done via a letter from the child support agency, which was rarely effective in eliciting a response. Among cases where the mediator contacted both parties, 48 percent participated in mediation.

- **Failure to appear for mediation was a problem.** According to mediators, other reasons why mediation did not occur included parents choosing not to proceed (23%), and mothers (8%), fathers (3%), or both parents (2%) failing to appear. In general, mediators and child support workers viewed noncustodial parents as more interested in mediating than custodial parents and most child support workers (76%) viewed disinterest by the custodial parent as the key reason why mediation was not tried more often.

The Characteristics of Parents Who Participated Posed Some Special Challenges

- **PTOC provided mediation services for parents who were low-income and unmarried but were fairly engaged with their nonresident children.** Most parents who mediated were never married (81%-84%), had either a GED or high school diploma (35%-36%), and annual earnings of \$20,000 or less for mothers (85%) or \$30,000 or less for fathers (72%). Nevertheless, a majority reported cohabitation with the other parent (68%-81%), and residential proximity of 30 miles or less (67%-71%). Nearly half of fathers (45%) and 37 percent of custodial mothers reported the nonresident father had at least weekly contact with their children. Noncontact, however, was a serious problem and 28 percent of noncustodial fathers and 15 percent of custodial mothers said the nonresident father had not seen his children in the past six months.
- **Mediators view parents in child support cases as more difficult to serve in some respects, but comparable in others.** Compared with divorcing parents, mediators find parents in child support cases harder to contact and harder to engage and schedule for mediation. In their view, a chief barrier to mediation is the unwillingness of custodial parents to “work with the other parent.” It is also more difficult to get their parenting time orders filed with the court. To make their parenting time orders legally enforceable, parents in the child support system must pursue a separate legal filing with the family court. At least 60 percent of mediators said PTOC cases were no different than most of the cases they handle with respect to conflicts over child support, domestic violence, and mental health issues.
- **Safety is an issue for many parents in child support cases, but is not an overwhelming barrier to mediation.** Nearly a third (31%) of mothers contacted by the mediators mentioned concerns about safety, but safety concerns were reasons for not mediating in only 11 percent of the cases, and another 5 percent were not mediated because of active restraining orders. More to the point, most mediators said that PTOC cases were no different from other cases they handle with respect to domestic violence. And among those who developed a parenting plan, 72 percent had a basic plan and only 9 percent opted for a safety-focused plan.

Mediation Was Effective When Used

- **Parents who mediated wanted to discuss the amount of time the nonresident parent spent with the children.** Mediators reported that noncustodial parents wanted to address not being allowed to see the child(ren), wanting more time with them, and the poor relationship between the parents. Custodial parents wanted to address disagreements over how much time the nonresident parent should have with the children, concerns about the child's safety, and the noncustodial parent not showing up as planned.
- **Mediation is an effective way to produce a parenting plan among parents in the child support caseload who try it.** Ultimately, parents in 130 cases attempted to mediate and 91 reached a full (56%) or partial (19%) agreement. This translates into an agreement rate of 75 percent which is the industry average, and comparable to agreement rates reached with divorcing couples and populations drawn from the non-child support caseload. Most mediation agreements (72%) called for basic parenting plans, 9 percent were safety-focused plans, 9 percent were long-distance plans, and 10 percent involved other factors such as reintroducing the noncustodial parent to the lives of the children.
- **Some parents planned to file their parenting plans with the court while others wanted to keep them informal.** Parents were evenly divided between those who planned to file their agreements with the court (43%) and those who planned to keep them as informal agreements (47%). To create a legally enforceable parenting time plan, unmarried parents must file a custody/visitation petition with the family court and pay a \$260 filing fee, or apply for a fee waiver if they are at 100 percent of the Federal Poverty Level.
- **Most mediated parenting plans resulted in greater amounts of parent-child contact.** Based on mediator reports, most custodial mothers (72%) and most noncustodial fathers (72%) would describe their mediated agreement as increasing the amount of time the nonresidential parent would be scheduled to spend with the child either "a lot" or "a little." Visitation terms in agreements varied with a third calling for no overnights and 29 percent calling for nine or more overnights per month.
- **In about a quarter of the cases, mediators referred parents for other services.** In the minority of cases (n=63) for which mediators made service referrals, they most commonly dealt with domestic violence (n=22) or supervised visitation (n=20). Mediators reported making no service referrals in 89 cases.

Payment of Child Support Was Similar for Cases that Mediated and Those that Did Not

- **There were no differences in payment patterns among new order establishments based on participation in mediation.** Among cases referred to mediation prior to the establishment of a child support order, the average amount of the obligation paid at each time point (6-months, 12-months, 18-months, and 24-months post mediation referral) was in the range of 40 to 50 percent. There were no differences between those establishing a parenting plan in mediation and those establishing a parenting time plan in another manner.

- **There were no differences in payment patterns among existing order cases based on participation in mediation.** There were also no differences between cases with parenting plans established in mediation versus some other setting, when the analysis is restricted to those cases referred to mediation with a child support order in place. Among these cases, the average percent of the obligation that was paid ranged from 20 to 26 percent at each time point.
- **Interviewed parents attributed non-payment of child support to financial considerations as well as parenting time.** The reasons for non-payment of child support given by interviewed parents included disagreements about parenting time and visitation denial as well as belief that order levels were too high, having another family to support, and being unemployed. Financial considerations were more prevalent among those who mediated. Conversely, those who did not mediate were more apt to attribute non-payment to disagreements about parenting time and not being allowed to see the children. While mediation can reduce the incidence of parenting time problems, it does not address the economic barriers to payment that many low-income obligors face.

Child Support Workers Saw the Value of Offering Parenting Time Services

- **Child support workers agree that parenting time is an important issue for most noncustodial parents that usually goes unaddressed or is discussed only briefly.** Virtually all surveyed child support workers said noncustodial parents sometimes (41%) or often (52%) complain about not being allowed to see their children, and 52 percent said parents seldom had a parenting plan in place when they were establishing a child support order. At the same time, most child support workers only address this issue if it was raised by the parent. Fewer than half (40%) of workers reported they “often” asked the noncustodial parent about parenting time if it was not mentioned, an identical 40 percent said that a “major reason” why workers did not discuss mediation was because they simply forgot to do so. Finally, when parenting time was discussed, workers estimated that they spent an average of only 6.8 to 7.5 minutes talking about it with custodial and noncustodial parents, respectively.
- **Child support workers supported agency involvement with parenting time but did not always perform as requested and expressed some concerns.** Half of surveyed child support workers (52%) said they “often” mentioned mediation to parents who lacked a parenting plan and 30 percent said they “sometimes” did. Nearly half (40%) said a “major reason” why workers neglected to mention mediation more often was simply because they would forget to bring it up, rather than feeling they lacked the time (12%) or it was too much additional work (16%). Although a third of the workers said child support should “definitely” (36%) or “probably” (40%) be involved with establishing parenting plans, similar proportions felt it delayed the establishment of a child support order.
- **Child support workers strongly support a few recommendations to improve PTOC and help parents with parenting time; fewer favor expanding the duties of child support workers to include parenting time issues.** The suggestions to improve PTOC that attracted support from more than half of surveyed child support workers were having a simple parenting

plan on the Department of Justice website that parents could use (69%), having a telephone hotline or help number that they could call if they had questions about parenting time or needed assistance with a plan (97%), and having someone at the court with whom they could discuss their parenting plan (56%). Far fewer workers favored the development of materials about parenting time that they would distribute to parents (40%) or the engagement of a mediator at the child support agency to help parents with parenting time agreements (39%).

The Interactive Parenting Plan

Oregon's Interactive Parenting Plan (IPP), the first comprehensive and interactive tool created to generate customized parenting plans, was a joint effort of many stakeholders including representatives of the court, the child support agency, the private bar, mediators, community organizations serving families with safety issues, and experts in the field of child development. The process began nearly 20 years ago, with the creation of the first downloadable parenting plan form in a PDF format in 2000. The 2012 PTOC grant award advanced the process of converting the downloadable plans to an interactive format. A dedicated staff member was assigned to the project in 2015. The software program Odyssey Guide & File created by Tyler Technologies (<https://www.tylertech.com/solutions-products/odyssey-product-suite/guide-file>) was selected to build a plan based on parent responses to questions about their parenting time needs. Testing the IPP began in December 2016, and the IPP website went live on February 21, 2017. The IPP remains a work in progress; Oregon Judicial Department (OJD) personnel estimate that the interactive filing feature might not be added for another three years, when all family law forms are expected to be interactive.

The newness of the IPP makes it impossible for CPR to fully assess its functionality and popularity. Between January and mid-June 2017, a total of 496 parenting time plans were completed using the IPP website, of which 354 were basic plans and 142 (28%) were safety-focused plans that included a variety of protective features. While information is not available regarding how many parents may have started but not completed a plan, how many completed plans were filed with the court, and how many were filed by unmarried parents in the child support system, child support staff believe that it is having an impact. As one staff member observed:

Personally, I think the IPP is a marvelous tool and I believe the early impact on the child support population is the ability to complete a flexible plan and have at-their-fingertips resources and information, and it gives Child Support Program staff something to refer customers to (presuming that staff is informed).

Surveys with 34 family law attorneys, 32 child support workers, 20 family court service workers, 3 mediators, and 5 other types of workers tend to confirm this observation. A majority of every professional group feel that the site provides the "right amount" of information and that the information is useful. Child support workers were the professional groups most apt to be concerned about the length of the IPP, the amount of information provided, and the amount of time it would take parents to complete a plan. They also were the least apt to characterize the site as "easy to

use," most likely to favor a shorter, 1- to 2-page form, and significantly more likely to support a Helpline that parents can call with questions about the site or parenting plans in general.

As part of the CPR evaluation of the IPP, 40 parents recruited in child support offices (24 mothers and 16 fathers) tested the IPP site and responded to a paper-and-pencil survey about their online experiences. Sixty percent or more of both mothers and fathers said it was "very" easy to find the part of the website that allowed them to begin to build a plan, and rated the site highly (9.1 and 8.8 out of 10). Nevertheless, fathers were somewhat less likely than mothers to characterize the information and resources provided as helpful and easy to understand. Overall, mothers reported being more comfortable using a computer and exploring links than did fathers.

In a series of focus groups that CPR conducted, architects of the Oregon IPP offered the following recommendations to other states interested in future replications.

1. To begin the process of developing an IPP, use your state's basic parenting plan and develop a series of questions to which parents will be asked to respond. This will be the foundation for programming the IPP and developing a unique plan for each parent user.
2. Know that it is more difficult and time consuming to create and launch an IPP than you might anticipate.
3. A successful IPP development process requires high-level support from the court and from the child support community.
4. Involve all relevant stakeholders including the private bar, domestic violence advocates, the courts, and child support professionals.
5. Clarify the role of stakeholders; they should advise but not dictate website content.
6. Keep in mind the 80/20 rule. The site has to be designed to meet the needs of 80% of those who will use it. The court will provide assistance to the 20% who need more or different forms of help.
7. The IPP is a parenting plan tool, not a class. Details about child development and other relevant resources cannot be embedded in the parenting plan. Rather, parents should be given links to other resources to pursue these topics in greater depth.
8. Do not recommend what parents should do. The site should be a tool that parents can use to create a parenting plan they believe will be best for them.
9. Stay with the big picture. Subject matter experts may want to be exhaustive, but a useful tool is one that can be completed. Do not feel obliged to use everything the subject matter experts suggest.
10. Clarify the division of labor. Subject matter experts should focus on what parents need to think about and consider in developing a parenting plan; technology experts should turn the parents' decisions into an interactive product.
11. The length of time the parent spends on the plan should not be a critical consideration. Parents who have thought about what they want in a plan will move faster than parents

who are just beginning to consider the issues. There will be literacy constraints that will mean even the simplest site will take some parents longer than others.

12. Using off-the-shelf software can reduce the delays that come with being reliant on state programmers to create, revise, and launch the product.
13. Regardless of the product selected, ensure that its website or link is easy for parents to find. For example, visitors to the state's child support website and its guideline calculator should be able to connect to the IPP as well as go in the reverse direction.

Introducing Parenting Time into Child Support Programs

There is a long-standing disparity in the treatment of parenting time for divorcing parents and never-married parents in the child support system. Since existing paternity statutes are not explicit on the process for establishing visitation for unwed, noncustodial parents, in most states a noncustodial parent of an out-of-wedlock child seeking to gain parental rights and parenting time must pay a substantial filing fee and complete a separate legal filing with another court that is independent of the court or authority that established his child support order. At that point, the court will decide on whether to grant visitation to the noncustodial parent based on the best interests of the child. Some states require that, in addition to establishing paternity, unwed fathers must establish some measure of involvement in a child's life to have their parental rights protected. As a result, most parents of out-of-wedlock children in the child support system lack legal parenting time, and the child support caseload is increasingly comprised of these types of children and their parents.

In 2012, the Federal Office of Child Support Enforcement made "Parenting Time Opportunities for Children" (PTOC) grant awards to five states. The grants were intended to:

...improve the financial and emotional support of children in the child support system by increasing safe opportunities for them to build relationships with both parents. The parenting time grants focus on providing opportunities to create formal parenting time arrangements at the point of child support order establishment.²

Requirements of the awards included:

- Assuring that the strategies introduced to generate parenting time orders are appropriate within the state's child support program structure and process;
- Coordinating activities under the grant with the state access and visitation program;
- And ensuring that effective family violence safeguards were incorporated into all grant activities.

Oregon received one of the PTOC grants and proposed to use two approaches to extend the opportunity to create a parenting-time plan to parents in the child support system.

1. One approach was the creation of a network of mediators who would provide never-married, low-income parents the chance to mediate an agreement. The project was housed with Oregon's child support system.
2. The second approach was the development of an interactive web-based program that parents could use to generate a parenting plan.

Congress lent additional support to the parenting time effort in September 2014 when it enacted the Preventing Sex Trafficking and Strengthening Families Act, which includes a Sense of Congress

² Discretionary Grants for Parenting Time Opportunities for Children in the Child Support Program. Child Support Fact Sheet Series Number 14. Office of Child Support Enforcement Administration for Children & Families U.S. Department of Health and Human Services.

Provision (Section 303) that establishes the incorporation of parenting time with strong family violence safeguards in new child support orders as an “important goal.”

The Oregon Department of Justice engaged the Center for Policy Research (CPR) of Denver, Colorado, to conduct an evaluation the two approaches to establishing parenting time that it pursued in its PTOC grant. The following presents the results of that assessment. Part 1 focuses on the use of Mediation with parents in the child support system. Part 2 focuses on the development and implementation of an interactive web-based program,

Part 1: Mediation

Oregon’s Child Support System

In Oregon, incorporating the generation of parenting time orders into the state’s child support program is a complex matter. County District Attorneys (DA) establish and enforce child support cases for unmarried parents who have never received public assistance. To have a case opened by the district attorney, a parent must pursue child support on his or her own and self-refer to the DA’s office. The DA also handles cases referred by the court and divorcing parties.

Per the Multnomah County Deputy District Attorney, approximately 80 percent of the child support caseload involves divorce cases and 20 percent involves never-married parents. DAs rarely have face-to-face contact with child support clients; most casework is done over the telephone. There are 25 DA offices located throughout the state that handle child support caseloads. In the other 11 counties, the Oregon Department of Justice Division of Child Support handles the child support cases.

The Division of Child Support (DCS) handles child support establishment and enforcement for current and former TANF and Medicaid cases through 12 offices statewide. DCS establishes orders in an agency setting, and orders are promulgated by administrative law judges. Under this arrangement, child support orders that are established administratively have the full force and effect of a judicial order. Keeping most Oregon child support orders out of the court was viewed as a faster and simpler approach and a way to comply with federal time frames for order establishment. It was also viewed to pursue child support in domestic violence cases without needing to address parenting time.

Although an agreed-upon parenting plan, that is signed by both parties, can be used in the calculation of the child support obligation (with a credit against the obligation amount for parenting time), they are not legally enforceable until, or unless, they are filed with a judicial legal action. This means that never-married parents in the child support caseload (or married parents who do not pursue a divorce) must file a legal action with the court to get a court-enforced parenting plan.

When establishing child support orders, most DCS staff focus on locating noncustodial parents in cases referred by the TANF or Medicaid agency. Approximately 75 percent of new cases require

location activities. Once located, workers attempt to telephone both parents to complete the child support guideline calculation, which in some offices involves asking about parenting time.

As of July 2013, Oregon's child support guidelines offer a graduated credit for all levels of parenting time. Low levels of parenting time result in lower parenting time credits based on the expectation that the noncustodial parent incurs fewer fixed, duplicated expenses like housing, and that the expenses of the parent with greater parenting time do not significantly decrease. Higher levels of parenting time increase the likelihood that the parents will incur fixed, duplicated expenses and the parenting time credit is accordingly higher. This parenting time law replaces a previous law that only granted credit for parenting time that exceeded 25 percent. Child support workers reported that the 25 percent rule had led to tensions between the parents as the noncustodial parent sometimes tried to get overnights above or beyond the 25 percent limit, and few parents (estimated as under 10%) had a parenting plan. Under both guideline laws, the noncustodial parent is given zero overnights in the guideline calculation unless the parents provide a written, signed parenting time agreement or a judicial order.

Following location of the parties and investigation of their earnings using online income information, parties are served with a 40 to 45-page proposed child support order, usually by mail, and given written instructions to call or visit the child support office if they object to the order. Parents typically receive a parenting time credit in their order when they object to the proposed order, and produce a parenting-time plan signed by the parents. DCS does most of its order establishment work by mail and telephone without face-to-face contact. And, because most child support orders are set by default, in-person participation for these families is the exception.

Overview of the PTOC Mediation Program Operations

Mediator Selection and Training

To implement PTOC, the Oregon Department of Justice released a Request for Proposals to engage mediators throughout the state as independent contractors and participate in PTOC. Although only 13 mediators applied for the post, another 7 were engaged through the Multnomah County mediation program, and ultimately 20 mediators throughout Oregon were available to provide free mediation services to parents through PTOC. Although it was hoped that residents in every county in Oregon would have access to a mediator, 12 counties in Oregon lacked mediation coverage through the grant. To achieve statewide coverage, several mediators agreed to serve residents of other counties and most mediators provided services using both in-person and telephone formats.

Mediation and Domestic Violence

Oregon has a long-standing commitment both to mediation and the prevention of domestic violence. Pursuant to a Task Force on Family Law created by the State Legislature in 1993, Oregon created a State Family Law Advisory Committee (SFLAC) to develop a non-adversarial system for Oregon families undergoing divorce. The SFLAC and its subcommittees focused on a variety of reform issues including mediation, parenting plan outreach, and domestic violence. In 2000, SFLAC developed a comprehensive, fill-in-the-blank parenting plan intended to be useful for divorced and never-married child support populations. In 2002, it developed a Safety Plan for

families where safety is a concern, translating the forms into Spanish as well. The plans have been revised eight times since their initial development and are available on the Judicial Department website for use by parents, attorneys, and mediators.

The Basic Parenting Plan Guide includes sample schedules for children in various age ranges (e.g., birth to 1 year, 1 to 3 years, 6 to 12 years, and 13 to 18 years), and for when children live more than

The Safety Focused Parenting Time Guide is available for parents with any safety concerns about the other parent...The safety-focused plan has three different parenting options. Option one calls for supervised parenting time or zero parenting time...Option two is for those who feel the child can spend limited, unsupervised time with the other parent, with no overnights. Option three is for those who think the child is safe with the other parent, but the other parent poses a danger to the custodial parent and offers overnight parenting time with public exchanges.

The Oregon Department of Human Services offers an eight-hour course (Domestic Violence 101) for mediators and public-sector employees. It covers types of abuse, warning signs of abusive behaviors, ways to support survivors, and services available through community providers.

supervised parenting time or zero overnight parenting time for a parent who does not want their children alone with the other parent. Option two is for those who feel the child can spend limited, unsupervised time with the other parent, with no overnights. Option three is for those who think the child is safe with the other parent, but the other parent poses a danger to the custodial parent and offers overnight parenting time with public exchanges.

In addition to these general resources dealing with parenting time and domestic violence, Oregon mediators receive extensive training on domestic violence. The Oregon Department of Human Services offers an eight-hour course (Domestic Violence 101) for mediators and public-sector employees. It covers types of abuse, warning signs of abusive behaviors, ways to support survivors, and services available through community providers. In addition, Oregon's Family Violence Coordinating Counsel developed an evidence-based, 20-item screening tool known as the Domestic Violence Screen for Mediators Questionnaire (DVSM) that PTOC project mediators were required to administer to all potential mediation candidates. Based on the questionnaire results, mediators were required to have a conversation with the participants about safety, refer them to a domestic violence service agency if safety was a concern, develop a safety plan, and/or to consider the possibility that mediation may not be appropriate. The completed DVSM Questionnaire was confidential and did not go in the mediation file for PTOC project participants. Hence, it was not available to project evaluators.

60 miles away from one parent. The guide has a detailed, 11-page section for parents to write in their plan. In addition to a parenting time schedule, the plan asks parents to decide on issues including, but not limited to, custody, exchanges, communication between parents and children, parent-to-parent communication, future moves by a parent, and make-up parenting time.

The Safety Focused Parenting Time Guide is available for parents with any safety concerns about the other parent. Parents are given a list of 13 questions to help them decide whether to use a safety-focused parenting plan. The safety-focused plan has three different parenting options. Option one calls for

The safe conduct of mediation, and the development of parenting plans that enhance safety, were clear priorities for the Oregon Child Support Program. For example, in its brochure, *Making Plans for Parenting Time*, there is a text block addressing those who might be worried about safety in mediation. Parents with these concerns are informed that “mediation is not a safe choice for everyone,” and told about an online flyer called “Your Safety and Mediation.” In another text block dealing with worries about the children’s safety with the other parent, users are referred to the Safety-Focused Parenting Plans available on the Judicial Department’s website.

Ongoing Training

Following the initial training session, PTOC project organizers continued to convene mediators on a quarterly basis to discuss various aspects of the project, including the referral process, working with the child support population, and completing the paperwork and data collection needed for the program evaluation.

PTOC managers worked with child support case managers as well. On October 28, 2013, they provided procedural training to case managers via a webinar. This training focused on how case managers should note on the computerized child support system key tracking items for the project: parental interest in parenting time, the process of referring parents to a mediator, and the production of a parenting plan either through mediation or by the parents on their own. To remind case managers to ask parents about parenting time and provide a mediation referral to interested parents, project managers orchestrated competitions across child support offices and offered rewards for offices with strong levels of referral activity.

Finally, the Oregon Department of Justice prepared relevant brochures, fliers, and posters about PTOC which they distributed to DCS and DHS offices throughout the state. The brochure offers brief explanations of parenting plans and their benefits, mediation, and what to do if safety is an issue. Program architects also participated in regular peer-to-peer conference calls with administrators and evaluators for the four other sites awarded PTOC grants to maximize cross-site learning from all five sites and strengthen the individual, site-specific evaluations being conducted.

Mediation began in May 2014 and continued through September 2015.

Identifying Parents in Need of a Parenting Time Plan

The PTOC Mediation Program was designed to facilitate the establishment of safe parenting time plans by engaging Oregon child support case managers in making routine inquiries about parenting time arrangements among noncustodial parents who were establishing child support orders. In addition, case managers were instructed to ask parents who lacked a parenting time agreement if they wanted one. Finally, case managers gave parents who expressed an interest in parenting time the name and phone number of a mediator in their geographic area who would provide mediation services to interested parents at no cost to families. In addition to mediators, case managers could refer parents to online parenting plans. (The development and use of interactive parenting plans will be discussed in a separate evaluation report.) Information about the availability of free resources to help parents develop a parenting plan was included in mailings to parents in new child support cases.

Scheduling Mediation

The child support case manager's responsibilities regarding parenting time ended with the above-noted preliminary inquiry and referral. It was up to the parent to contact the mediator identified by the case manager within 10 business days for the child support order establishment process to be held in abeyance while mediation was conducted. If the parent took the next step and called the mediator, the mediator would ask for contact information for the other parent. In some instances, the parent would reach out to his/her co-parent to discuss the mediation option, but mediators often collected the information and attempted to contact the other parent themselves to determine if she or he would be willing to mediate. If contact information was not available, or the attempts to call were not successful, the child support office would send a letter to the custodial parent, explaining the project and noting the noncustodial parent was interested in mediation (this was known in the Program as a "Pass Through" letter).

After parents were contacted, the mediator notified the child support office that mediation was planned, and the child support case worker would suspend further action on establishing a child support order for 30 days to allow parents time to mediate their parenting plan. Additional time allowances were made for those who needed it.

If the mediation resulted in a parenting plan, the parent sent a copy of the formal parenting plan to the DCS for statistical and evaluation purposes. No PTOC grant resources were available to assist families in filing a plan with the court, and it was up to parents to take the next step³. Thus, it was the parent's responsibility to file it with the court for its formal promulgation as an enforceable order, or forego a court filing and keep it as a "psychological" agreement between the parties with no formal legal standing.

Regardless of the formal legal status of the parenting plan, the number of overnights the plan called for was used by the child support agency to establish the parenting time credit in the Oregon Child Support Guideline.

Families Served

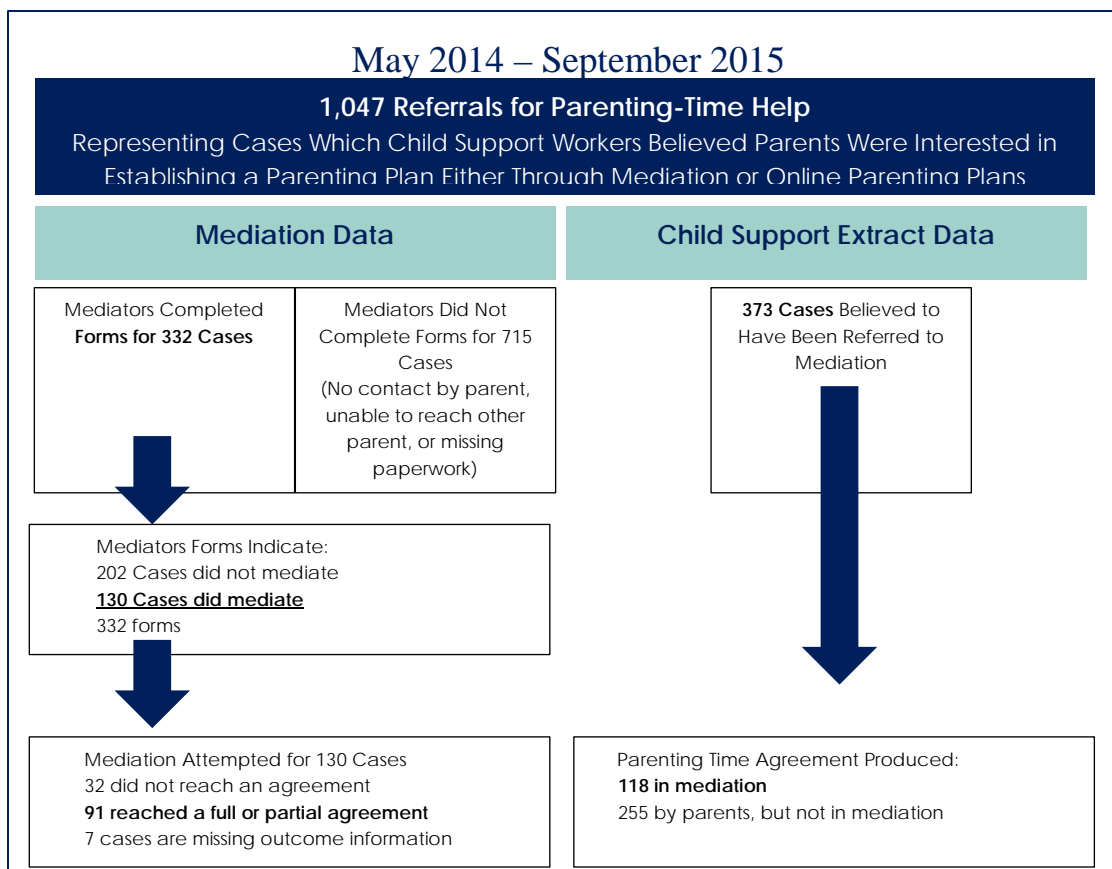
Over a 17-month period, from May 2014-September 2015, child support workers referred 1,047 parents who were interested in developing a parenting plan, either to mediation or the online parenting plans available on the Judicial Department website. Mediators completed data forms for 332 cases where at least one parent contacted them and expressed an interest in attempting to mediate. This comprised less than a third (31.7%) of the cases flagged by child support workers as being interested in developing a parenting plan. Since the extract from the child support system shows 373 cases were referred to mediation, it is likely the mediator did not complete

³ In Multnomah County, the Parental Access and Visitation Mediation Program, funded by the federal Access and Visitation grant program, helped low-income parents with child support orders but no parenting plan to mediate a plan. Through this program assistance in filing court documents was offered.

appropriate paperwork in 41 cases. However, of far greater import were the parents in the 715 cases who were interested in a parenting plan but never contacted the mediator or could not be reached by the mediator in the first place.

Mediation attrition was steep among those who reached out to mediators too. Based on data supplied by mediators about the 332 PTOC cases where at least one parent contacted them, mediation was attempted only 40 percent of the time (n=130), and did not occur in 60 percent of the cases (n=202). Among those who attempted to mediate, however, rates of agreement were comparable to those observed in other studies of mediation with divorcing and unmarried populations. Indeed, the mediator forms show that 91 of the 130 cases that attempted to mediate reached an agreement (70%).

It was up to the parent to contact the mediator...If the noncustodial parent took the next step and called the mediator, the mediator would ask him for contact information for the other parent. In some instances, the parent would reach out to his/her co-parent to discuss the mediation option, but mediators often collected the information and attempted to contact the other parent themselves to determine if she or he would be willing to mediate. If contact information was not available, or the attempts to call were not successful, the child support office would send a letter to the custodial parent, explaining the project and noting the noncustodial parent was interested in mediation (this was known in the Program as a “Pass Through” letter).



The Evaluation

Outcome Measures

The evaluation of PTOC conducted by Center for Policy Research involved collecting and analyzing data drawn from several sources: mediators, child support workers, and parents.

Data Sources

Mediators provided information through several venues:

- Mediators participated in focus groups and quarterly, peer-to-peer learning meetings.**
 After the project, all 20 mediators took part in a focus group which explored their experiences with mediation, including the process of getting parents into mediation, parents’ understanding of mediation, the issues addressed in mediation, addressing domestic violence, and the nature of mediated agreements. In addition, mediators participated in quarterly peer learning calls to exchange information about their ongoing project experiences, identify service delivery problems, and brainstorm about how to address them.
- Mediators completed an online survey about their experiences with the program.**
 In March 2015, approximately a year after child support workers had begun referring parents who wanted to develop parenting plans to mediators, evaluators developed and released a survey for mediators. A total of 15 mediators completed an online survey about their experiences in PTOC. The mediators who participated were generally private practice mediators, female, with an average of 9.2 years of mediation experience. The survey gave mediators a chance to discuss various aspects of the program, from case referral to filing agreements with the court. Mediators were asked to think about the cases they had mediated and respond to a variety of questions about the nature of the issues parents brought to mediation, parents’ interest in mediation, and barriers to mediation.
- Mediators completed a data form for each case that resulted in a parent appearing for mediation**
 The 20 PTOC mediators completed a total of 317 forms on cases where a parent had appeared for mediation. About a third of the forms were completed by mediators in Multnomah County. Marion and Umatilla Counties accounted for another quarter of the cases.

Private mediator	64%
Court connected mediator	36%
	(14)
<hr/>	
Years of mediation experience	
Average	9.2
Median	8.0
1-2 years	14%
3-4 years	29%
5 or more years	57%
	(14)

Table 2. Characteristics of Mediators Responding to Survey

Gender		
	Male	29%
	Female	71%
		(14)

The data form collected information on the mediator’s ability to contact both parents, the number of sessions held, the length of time spent in mediation, and the outcome of mediation.

Child support personnel provided information for the evaluation too.

- **Child support case managers, supervisors and administrators participated in focus groups and interviews.** Evaluators conducted site visits in Oregon on November 13, 2013, and August 13, 2014. They conducted a focus group with mediators on September 3, 2015. They used these opportunities to visit with child support administrator and workers, as well as mediators, and to elicit their expectations and reactions to the program and to gain insight into how the parenting time intervention in a child support agency context could be maintained or strengthened.

- **Child support case managers completed an online survey about their experiences with the program.** In March 2015, after almost a year of making referrals about parenting time for the PTOC program, evaluators released an online survey about experiences with the program to caseworkers with order establishment responsibilities. A total of 191 workers completed it. The survey covered a variety of topics including the frequency with which parents raised parenting time issues, the nature of any parenting time problems they disclosed, and their interest in mediation services. The survey asked case managers what they perceived to be the proper role of DCS and child support workers in addressing parenting time in new child support cases,

Information on **parents** came from several sources.

- **Parents completed a paper and pencil survey at the time of their initial mediation session.** This initial survey collected basic demographic characteristics of the parents and information about the children the parents had together and the nature of their relationship. As Table 3 shows, 185 individuals from 126 cases completed the survey. More (60%) were completed by fathers and somewhat fewer (40%) by mothers. There were only a small number of fathers who reported being either the custodial parent (n=7) or having joint custody with a 50/50-time share (n=9), and an equally small number of mothers who reported being noncustodial (n=6) or having a 50/50 joint custody arrangement (4). Thus, the analyses that follow compare responses from noncustodial fathers and custodial mothers.

Table 3. Parents Completing a Survey at the Time of Mediation

Number of Individuals Completing a Survey	185
Number of Cases Represented	126
Percent of Surveys Completed by Fathers	60% (111)
Percent of Surveys Completed by Mothers	40% (74)
<hr/>	
Surveys Completed by...	
Noncustodial Fathers	50% (93)
Custodial Fathers	4% (7)
Fathers with Joint (50/50) Custody	5% (9)
Mothers with Joint (50/50) Custody	2% (4)
Noncustodial Mothers	2% (6)
Custodial Mothers	36% (67)

- Parents completed telephone interviews about their mediation experiences.** A telephone interviewer attempted to contact 69 noncustodial parents who were referred to a mediator, six months following their referral. Ultimately, interviews were conducted with 25 parents which represented a response rate of 36 percent. The number of attempts to reach each parent ranged from 1 to 11 with an average of 5.28 calls. The completed interview took from 15 minutes to one hour with an average interview length of 21.6 minutes. The interview covered questions about the helpfulness of the mediation intervention, changes in the amount of parent-child contact or visitation, and changes in child support payment following the mediation, and changes in parent views of the child support agency.
- A data extract from the automated child support system for all cases that produced parenting plans either through mediation or without mediation using online resources or other methods.** Evaluators requested an extract from the Oregon Child Support Program that provided information about child support payments made by noncustodial parents who produced parenting plans through mediation, online resources, or other methods. In addition to payment rates for up to 24 months following the referral and enforcement actions taken by the agency, the extract elicits information on the order amount, the employment status of the noncustodial parent, the existence of an income assignment order, the marital status of the parties, and arrears balances. Since the parenting-time intervention was limited to new child support cases, no information was expected to be available on child support payments prior to the PTOC project.

Outreach and Engagement with Parents

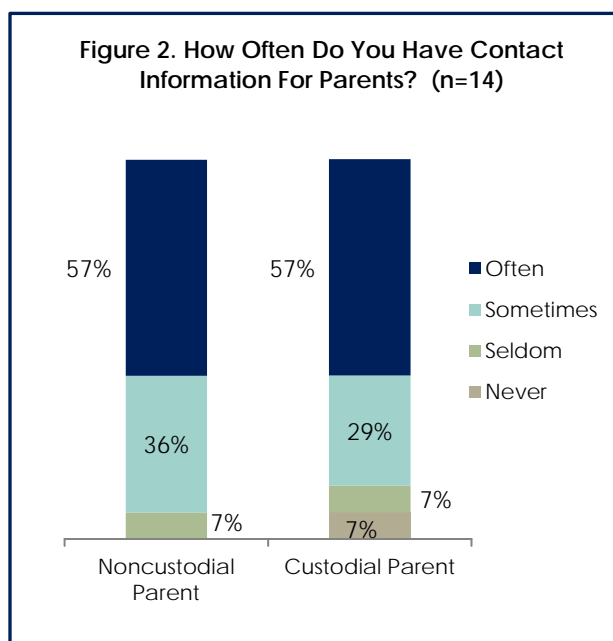
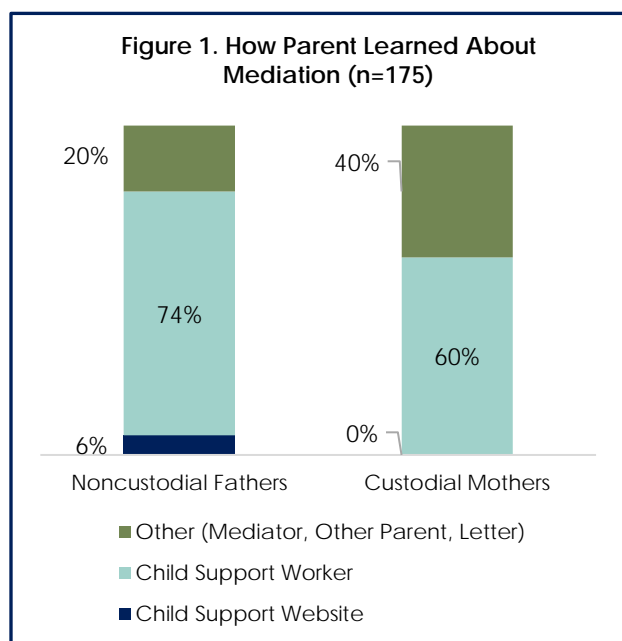
Contacting Parents

The paper and pencil survey completed by parents prior to mediation included a question asking how they learned about the availability of mediation to work out a parenting plan. Most noncustodial fathers (74%) and custodial mothers (60%) said they were told about mediation by

a child support worker. As described above, once one parent was contacted, the next step was often for the mediator to collect contact information for the other parent and approach this parent about mediating.

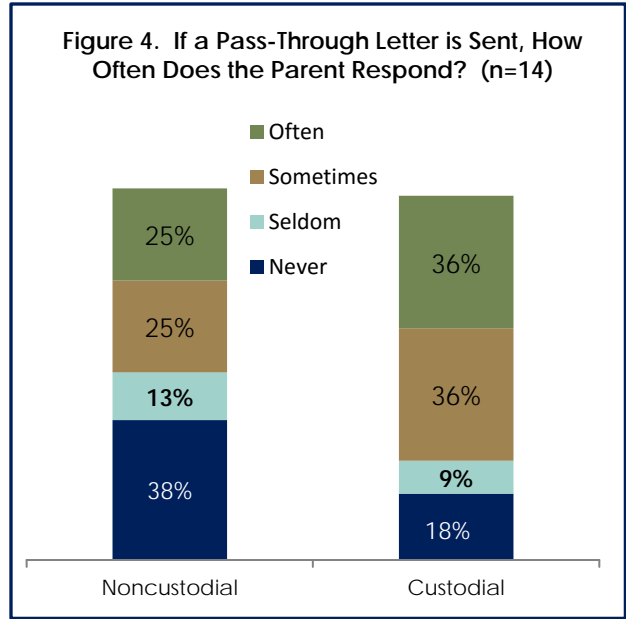
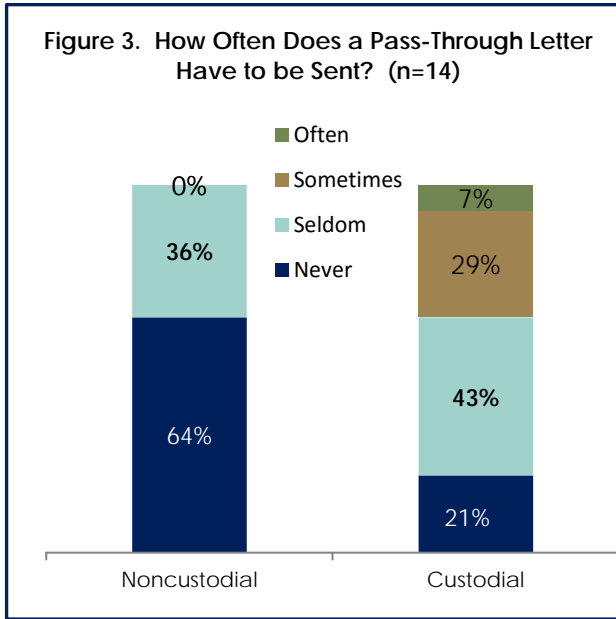
If the mediator was unable to contact the other parent, the child support agency sent a letter to the other parent describing the mediation option. Thus, about 40 percent of the custodial mothers (and 20% of noncustodial fathers) said they heard about mediation from the other parent, through a phone call from the mediator, or via a letter (See Figure 1).

Nearly 60 percent of the mediators who took part in an online survey reported they often had contact information for both the custodial and noncustodial parent. Less than 10 percent said that contact information was seldom or never available for the noncustodial parent, and for custodial parents the comparable figure was 14 percent (Figure2).

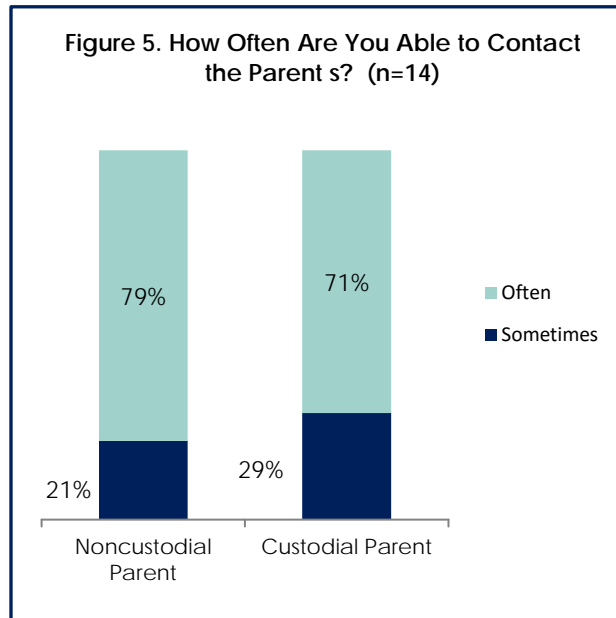


As noted above, if contact information for a parent was missing, the next step was for the child support agency to send a letter to the parent, explaining the program and inviting the parent to contact the mediator. As Figures 3 and 4 indicate, about a third of the mediators said that custodial parents needed to be sent letters either “sometimes” or “often.” Noncustodial parents were perceived as far less likely to require a letter.

When letters were sent, just over half of the surveyed mediators reported custodial parents “rarely” or “never” responded by contacting the mediator. Only a quarter of the noncustodial parents were perceived as unlikely to respond.



Despite the difficulties sometimes encountered in obtaining contact information, ultimately 80 percent of the mediators reported they were “often” able to contact the noncustodial parent, and just over 70 percent said they were “often” able to contact the custodial parent (See Figure 5).



Interest in Mediation

Mediators who participated in the online survey indicated noncustodial parents were typically very interested (83%) in the mediation option. Custodial parents were viewed as less likely to be interested, although 42 percent were described as “very” interested and 58 percent were described as “somewhat” interested (Figure 6).

As shown in Figure 7, 92 percent of the noncustodial parents were rated as “often” willing to try mediation. For custodial parents, the comparable figure was 58 percent. When the options of “sometimes” agrees to participate and “often” agrees to participate are combined, 100 percent of noncustodial parents and 91 percent of custodial parents are accounted for.

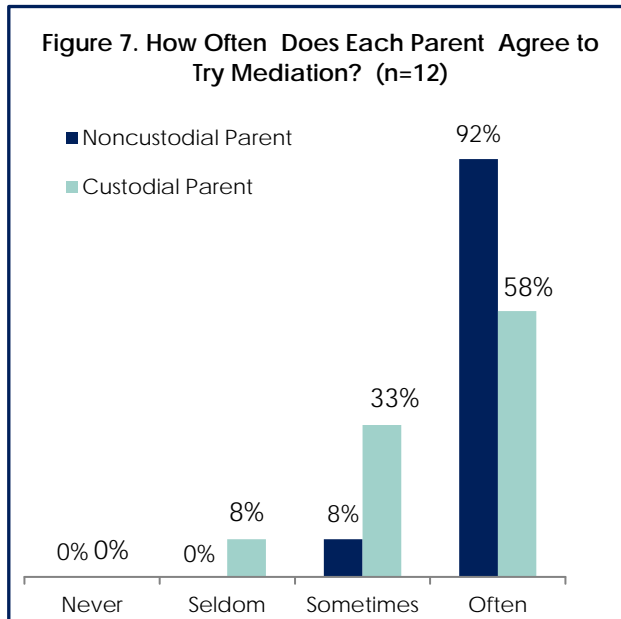
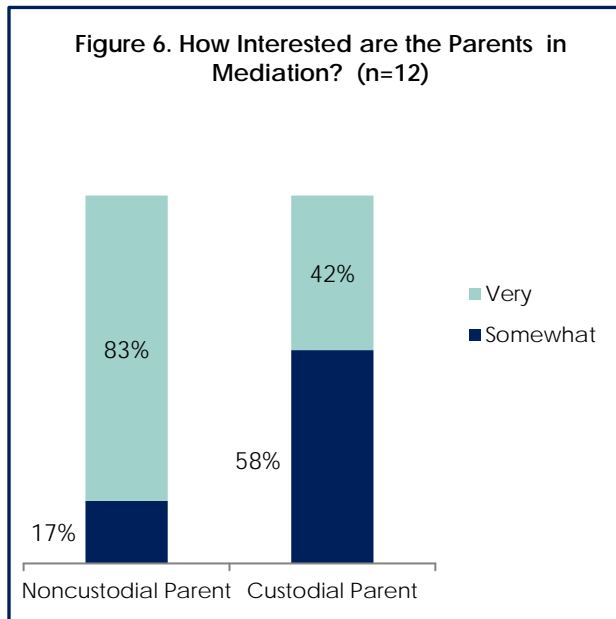
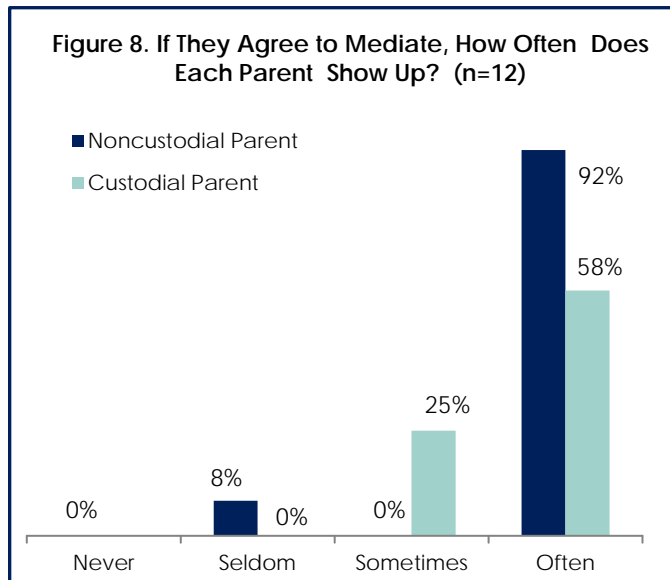


Table 4 shows the reasons mediators report hearing from parents who are not interested in pursuing the mediation option. For both custodial and noncustodial parents, mediators said the most common reason was that they did not want to work with the other parent. For custodial parents, the next most common reason was “concerns for the child’s safety” (50%) or concerns about their own safety (36%). Mediators reported that smaller percentages of parents cited factors such as not wanting to be held to a specific schedule, concerns that the court would act if they deviated from a set schedule, believing they could work out an agreement on their own, or believing that mediation would take too much time.

Table 4. Reasons Mediators Report Parents Are Not Interested in Mediation (n=14)

	Noncustodial Parents	Custodial Parents
Do not want to work with the other parent	40%	64%
Concerns for the child’s safety	0%	50%
Concerns for own safety	7%	36%
Not wanting to be held to a specific schedule	7%	14%
Believe there will be trouble with the court if they deviate from the schedule	14%	14%
Believe they can work out a plan on their own	14%	7%
Believe mediation will take too much time	7%	7%
	(14)	(14)

Figure 8 shows mediators’ perceptions of how commonly parents appeared at the mediation session by custodial status. Noncustodial parents who agree to mediate are reported to appear for mediation “often” (92% of mediators chose this response). Only 58 percent of the mediators said custodial parents “often” appeared for mediation.



Safety Concerns

Child Support Workers Assessments

Table 5 shows responses from child support workers who took part in an online survey about their experiences with the mediation program. Per child support workers, only a small minority of parents were concerned about the child’s safety when they talked about parenting time and mediation. Only 7 percent of the workers said this was a concern that was raised “often” by noncustodial parents, and 13 percent of the workers said it was “often” raised by custodial parents. Conversely, 55 percent of child support workers reported noncustodial parents raised such concerns “seldom” or “never,” and 42 percent of workers said custodial parents “seldom” or “never” raised the issue.

When asked how frequently they heard parent’s express concerns about their own safety, 87 percent of workers said noncustodial parents “never” or “seldom” raised this as an issue. 59 percent of workers said this was the case for custodial parents.

Table 5. Safety Concerns Expressed by Parents as Reported by Child Support Workers Making Parenting Time Referrals

How often do you hear that the parent is concerned for the child’s safety while with the other parent?	Noncustodial Parent	Custodial Parent
Never	10%	3%
Seldom	45%	39%
Sometimes	39%	44%
Often	7%	13%
	(183)	(180)
<hr/>		
How often do you hear that parents have concerns for their own safety when they interact with the other parent?		
Never	27%	7%
Seldom	60%	52%
Sometimes	12%	37%
Often	1%	4%
	(177)	(177)

Mediator Assessments

Mediators reported that less than 10 percent of the cases they saw involved restraining orders (Figure 9). When there had been a restraining order, it was typically against the father (8%). Figure 10 shows the percentage of mothers and fathers who could be contacted by the mediator who expressed concerns about safety. Among fathers, 8 percent mentioned safety concerns. For mothers, the figure was 31 percent.

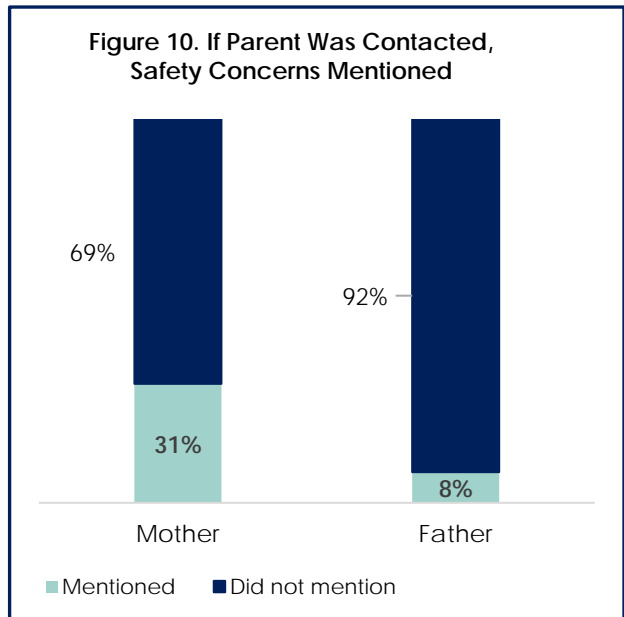
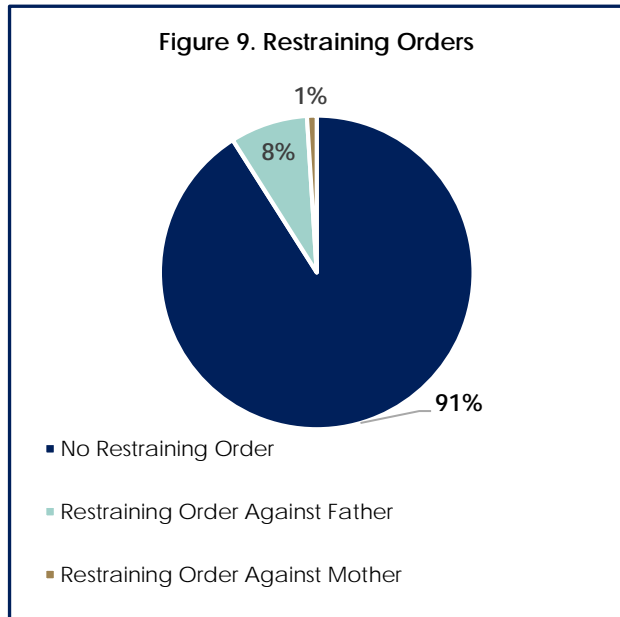


Table 6 shows that 11 percent of the cases in which mediators could contact parties and set an initial meeting, did not result in mediation due to concerns about domestic violence. A few cases were also excluded from mediation due to other concerns about violence, mental health, or safety of the parties or children.

Table 6. Reason Related to Domestic Violence Explaining Why Mediation Did Not Take Place	
There were domestic violence issues	11%
Other violence, mental health or safety issues	6%
There was a restraining order	5%
	(197)

Parenting Time Issues

Per mediators, the issues that noncustodial parents would like to address in mediation are related to:

- Not being allowed to see the child,
- Wanting more time with the child, or
- The poor relationship between the parents.

Custodial parents typically report the issues they would like to address are related to:

- Disagreements over how much time the noncustodial parent should have with the child,
- Concerns about the child’s safety while with the other parent, or
- Problems related to the noncustodial parent failing to show up as planned.

Table 7. Types of Parenting Time Issues Mediators’ Report Parents Experience	
Noncustodial Parents	
Not being allowed to see the child	79%
Would like more time with the child	79%
Poor relationship between the parents	79%
Would like to do a better job of co-parenting	21%
Concerns about the child’s safety	14%
Concerns about own safety	7%
No problems, just need a plan	0.0%
	(14)
Custodial Parents	
Disagreements about how much time the child should have with the NCP	91%
Concerns about the child’s safety	75%
Noncustodial parent does not show up as planned	67%
Would like to do a better job of co-parenting	33%
Concerns about own safety	17%
No problems, just need a plan	0%
Poor relationship between the parents	0%
	(12)

Profile of the Parents Who Appeared for Mediation

Background Characteristics of the Parents

Most of the parents, both fathers and mothers, identified themselves as “white.” A quarter of the fathers and nearly 20 percent of the mothers said they were Latino or Hispanic. African Americans comprised only 7 percent of the fathers and 2 percent of the mothers.

Mothers were more likely than fathers to report they had completed college (20% v. 7%). However, roughly equal percentages had either a GED or high school degree (35% of fathers and 36% of mothers).

Table 8. Profile of Parents Who Completed Survey at Mediation

	Noncustodial Fathers	Custodial Mothers
Race/Ethnicity		
African American	7%	2%
White	62%	73%
Hispanic	25%	19%
Other	5%	6%
	(93)	(64)
Education		
College or More	7%	20%
Some College/Technical School	42%	33%
High School Diploma	25%	23%
GED	10%	13%
No Degrees	16%	10%
	(88)	(60)

When asked about their employment situation, over two-thirds of the fathers (67%), but only a third (32%) of the mothers reported being employed full-time. Mothers were more likely than fathers to report part-time employment, and mothers were also more likely than fathers to say they were unemployed (33% v. 15%).

Individual income levels were low for both parents, but they were significantly lower for mothers. Fully 85 percent of the mothers reported annual earnings of \$20,000 or less. Only 46 percent of the fathers reported incomes this low. However, less than 10 fathers or mothers reported earning \$50,000 a year or more.

Table 9. Employment and Personal Income of Parents Who Completed Survey at Mediation

	Noncustodial Fathers	Custodial Mothers
★Employment		
Full-Time	67%	32%
Part-Time	13%	25%
Season/Pick-up Jobs	5%	2%
Unemployed	15%	33%
Other	0%	8%
	(89)	(63)

Table 9. Employment and Personal Income of Parents Who Completed Survey at Mediation

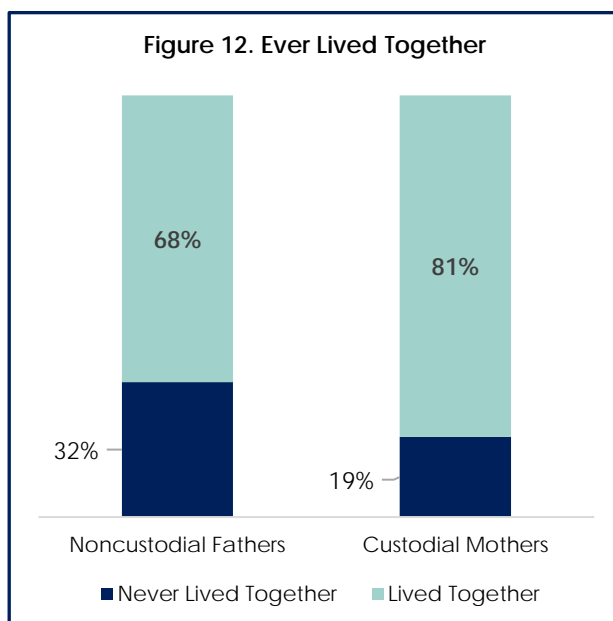
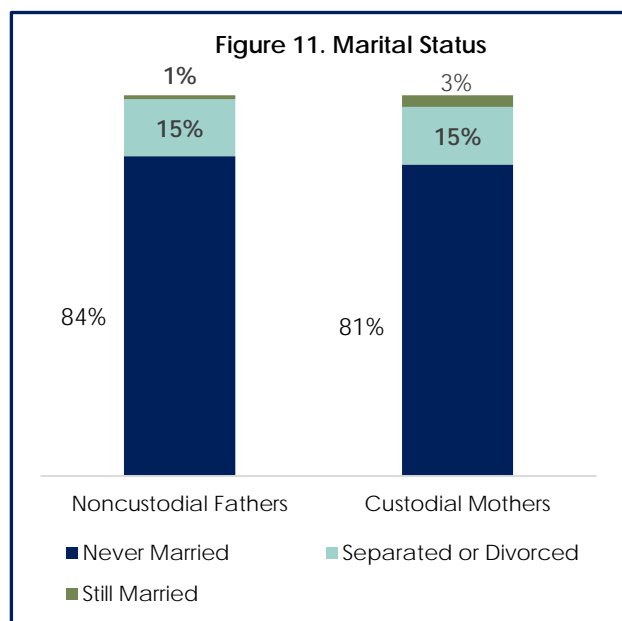
★Income		
Less than \$10,000	24%	43%
About \$10,000-\$20,000	22%	42%
About \$20,000-\$30,000	26%	11%
About \$30,000-\$40,000	17%	4%
About \$40,000-\$50,000	7%	0%
About \$50,000-\$60,000	4%	0%
More than \$60,000	1%	0%
	(85)	(53)

★Chi Square Significance .00

Parents' Marital Status and Children

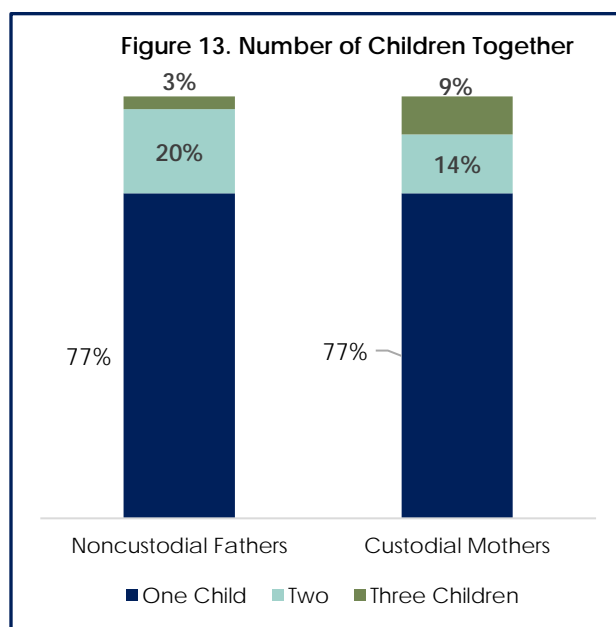
As shown in Figure 11, over 80 percent of both noncustodial fathers and custodial mothers reported they had never been married to the other parent. Another 15 percent said they had been married but were now divorced or separated, and 1 percent of the noncustodial fathers and 3 percent of the custodial mothers described themselves as still married to the other parent.

While most parents said they had never been married, Figure 12 shows most reported living with the other parent at some time. Among custodial mothers, over 80 percent reported having lived with the father. Among non-custodial fathers the figure, although lower, was nearly 70 percent.



As shown in Figure 13, most noncustodial fathers (77%) and custodial mothers (77%) said they had only a single child together. Among noncustodial fathers, 20 percent said they had two children with the mother and a small percentage (3%) said they had three children. For custodial mothers,

the numbers were very comparable: those reporting two or three children stood at 14 and 9 percent, respectively.



Parent-Child Contact

Most of the parents reported living within 30 miles of one another (Table 10). Only 15 percent of the noncustodial fathers and 14 percent of the custodial mothers said the distance between the parents’ houses was 100 miles or more. When asked if transportation issues made it difficult for the noncustodial father to see the child, only 4 percent of the fathers and 11 percent of the mothers said it was a problem.

**Table 10. Distance Between the Custodial and Noncustodial Parents’ Homes and Transportation Issues by Custodial Status
Parents Who Completed Survey at Mediation**

	Noncustodial Fathers	Custodial Mothers
Distance from the Other Parent		
30 Miles or Less	71%	67%
31-60 Miles	12%	16%
61-100 Miles	2%	3%
101-180 Miles	8%	6%
More Than 180 Miles	7%	8%
	(86)	(64)
Transportation Makes It Difficult to Visit		
No	96%	89%
Yes	4%	11%
	(28)	(26)

Noncustodial fathers and custodial mothers were similar in their reports of how often the noncustodial parent saw the child in the last six months. (See Table 11.) While custodial mothers reported somewhat less contact, the differences between custodial mothers and noncustodial fathers were not statistically significant. Just over a quarter of the noncustodial fathers (28%) and 15 percent of the custodial mothers said the

father “never” saw the child. At the other end of the spectrum, 48 percent of the noncustodial fathers and 37 percent of the custodial mothers said the father saw the child weekly or more than weekly (Table 11).

Table 11. Report of Contact with Noncustodial Parent by Custodial Status Parents Who Completed Survey at Mediation		
	Noncustodial Fathers	Custodial Mothers
In the Past 6 Months the Noncustodial Parent Saw the Child		
Never	28%	15%
Once or Twice	5%	8%
Every Other Month	8%	6%
Once or Twice a Month	9%	24%
Every Week	22%	20%
More Than Once a Week	23%	17%
Other	5%	11%
	(92)	(66)

When asked to estimate the percentage of time the child spent with the non-custodial parent, about half of both noncustodial fathers and custodial mothers said the child was with the noncustodial parent about 10 percent of the time or less. About a quarter of noncustodial fathers and custodial mothers estimated the child spent between a quarter and half of his/her time with the noncustodial parent (Table 12).

Table 12. Report of Contact with Noncustodial Parent by Custodial Status Parents Who Completed Survey at Mediation		
In the Past 6 Months, Percent of Child’s Time Spent with Noncustodial Parent	Noncustodial Fathers	Custodial Mothers
10% of Child’s Time or Less	51%	53%
About 11-25% of Child’s Time	11%	13%
About 26-50%	28%	25%
About 51-75%	4%	5%
More Than 75% of Child’s Time	6%	4%
	(78)	(61)

At the time they appeared for their first mediation session, most parents said they did not have a parenting time agreement. However, a significant number of noncustodial fathers (28%) and custodial mothers (36%) said they had an informal agreement — either verbal or written. Five percent of both noncustodial fathers and custodial mothers reported they visited the court website to develop a parenting plan (Table 13).

Table 13. Parenting Time Agreement Status Prior to Mediation by Custodial Status Parents Who Completed Survey at Mediation		
	Noncustodial Fathers	Custodial Mothers
Do You Have a Parenting Time Agreement		
No	61%	53%
Yes, Verbal Agreement	21%	33%
Yes, Informal Written Agreement	7%	3%
Yes, Developed Interactive Parenting Plan	10%	2%
Yes, Have a Court-Ordered Plan	2%	9%
	(92)	(66)

**Table 13. Parenting Time Agreement Status Prior to Mediation by Custodial Status
Parents Who Completed Survey at Mediation**

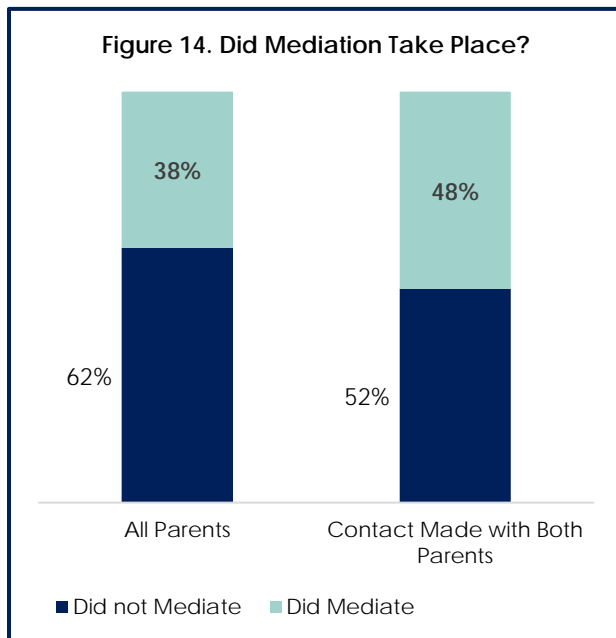
	Noncustodial Fathers	Custodial Mothers
Did Parent Visit the Website and Work on a Parenting Plan		
No	73%	72%
Yes, But Did Not Do a Plan	17%	20%
Yes, Did a Plan	1%	0%
Yes, Did a Plan and Brought it to Mediation	4%	5%
Other	4%	3%
	(93)	(64)

Mediation Process

Failure to Mediate

Figure 14 shows that just over a third of all the cases referred to a mediator resulted in a mediation session. When the analysis is restricted to cases where the mediator was able to contact both parents, 48 percent resulted in a mediation session.

Table 14 shows the reasons mediation did not occur. The primary reason was the mediator could not contact one or both of the parents. The next most common reason was the parents opted not to proceed.



Domestic violence was cited as an issue in 11 percent of the cases, and in 6 percent of the cases the mediator noted mental health or other safety concerns. Failure to appear for mediation was noted as a problem in 13 percent of the cases. Typically, the mother failed to appear (8%), although smaller percentages of cases involved fathers who failed to appear (3%), or both parents failed to appear (2%).



The primary reason mediation did not occur was the mediator could not contact one or both parents. The next most common reason was the parents opted not to proceed. Domestic violence was cited as an issue in 11 percent of the cases, and in 6 percent of the cases the mediator noted mental health or other safety concerns.

Table 14. Reason Mediation Did Not Take Place

Mediator could not contact one or both parents	31%
Parents chose not to proceed	23%
There were domestic violence issues	11%
Mother failed to appear for mediation	8%
Other violence, mental health or safety issues	6%
There was a restraining order	5%
Mediator decided not to proceed	4%
Father failed to appear for mediation	3%
Both parents failed to appear for mediation	2%
The child was not in the custody of the parents	1%
There were paternity issues	1%
Other	5%
	(197)

Sessions and Hours

When mediation was held, an average of 2.2 sessions occurred, for an average of 3.8 hours. However, some cases were lengthier: 20 percent involved four or more sessions and 16 percent lasted more than 6 hours.

Figure 15. Number of Sessions (n=109)

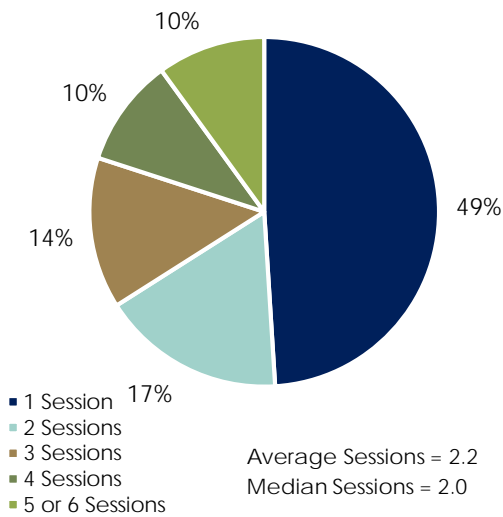
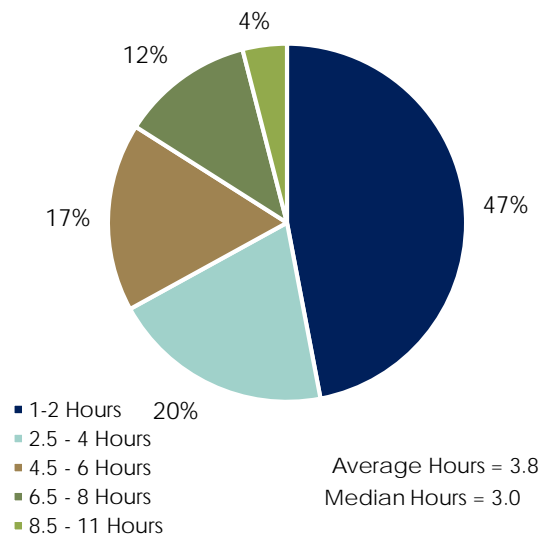


Figure 16. Number of Hours (n=109)



Mediation Outcomes

Agreement Rates in Mediation

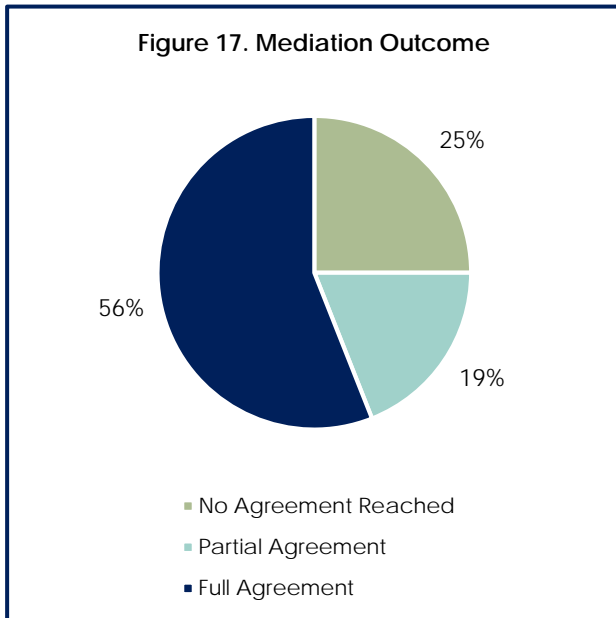


Figure 17 shows the outcome in those cases where mediation occurred. Over half (56%) reached full agreements (an agreement on all issues), 19 percent reached a partial agreement, and 25 percent reached no agreement.

In most instances (72%), the mediator described the agreement that was reached as a “basic parenting plan.” However, nine percent were described as “safety plans” and another nine percent were long-distance parenting plans. A few plans were described by the mediators as “other” types of plans, which included plans to reintroduce a noncustodial parent who had been absent for some time (See Table 15).

Table 15. Type of Outcome in Successful Mediation Cases

Mediator describe agreement as:		
Basic parenting plan		72%
Safety-focused parenting plan		9%
Long distance parenting plan		9%
Other (e.g., plan to reintroduce the noncustodial parent)		10%
		(57)

Just over a third of the time, the mediator did not know whether the parents planned to file their agreement with the court. When the mediator did know their filings plans, Table 16 shows parents were evenly divided between those who planned to file their agreement with the court (43%) and those who did not (47%). In a few cases, the mediator indicated the parents wanted to file but could not afford the filing fee, or the parents disagreed about whether to file (See Table 16).

Table 16. Plans to File with the Court

Mediator reports parents:		
Do not want to file the agreement with the court		47%
Want to file with the court, but cannot afford to		4%
Disagree about whether to file with the court		6%
Plan to file the agreement with the court		43%
		(57)
Mediator does not know if parent plans to file the agreement		36%

Case The mother complained the father sometimes drank beer with his male friend who rented the second bedroom in his apartment. The mother did not want eight-year-old Maria spending the night at dad's, due to safety concerns. Through mediation, dad agreed to ask his house-mate to move out and dad agreed not to drink alcohol around his daughter. Dad also agreed for mom to come over and inspect his home with prior notification. Both parents agreed to communicate openly in front of their daughter and create a friendly atmosphere for Maria's future.

Case Not having regular visitation with his children, Dad has chronic frustration and sadness. Mom has sole custody of the two children, with Dad's home being 150 miles away. Both parents agreed to meet halfway at a restaurant for the child exchange. Both parents agreed that during the winter months, driving conditions could be difficult and they will keep in touch through "texting". They will alternate even and odd years for holidays, birthdays, and school vacations with their children. Even though mom has sole custody, dad is grateful for mediating a "Long Distance" parenting plan, giving him the first and third weekend of each month with his kids.

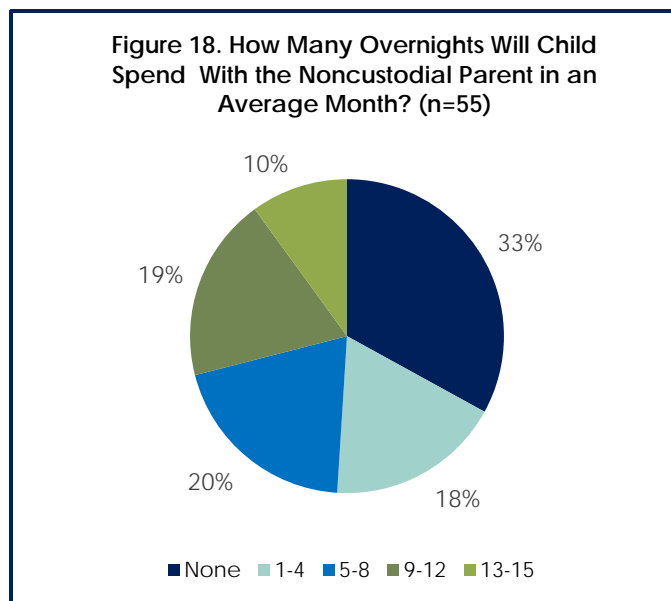
Characteristics of Mediated Parenting Plans

As shown in Table 17, when parents reached an agreement in mediation, they typically designated the father as the noncustodial parent (88%).

Table 17. Parenting Time Conditions of Successful Mediations

Which parent is considered the noncustodial parent?	
Mother	11%
Father	88%
Other	1%
	(74)

Agreements varied widely with respect to the number of overnights the child would spend with the noncustodial parent in an average month. While a third of the agreements called for no overnights, 29 percent called for 9 or more overnights.



Per mediator reports, most custodial mothers (72%) and noncustodial fathers (72%) would describe the agreement as increasing the amount of time the noncustodial parent spends with the child either “a lot” or “a little” (See Table 18).

Table 18. Parents’ Assessments of Changes in Parenting Time Allocation by Custody Status (Successful Mediation Cases)

	Custodial Mother	Noncustodial Father
Time spent with the noncustodial parent will...		
Increase a lot	40%	34%
Increase a little	32%	38%
Stay about the same	25%	23%
Decrease a little	2%	3%
Decrease a lot	2%	2%
	(63)	(64)

Finally, mediators were asked if they provided any referrals to parents for services they might need. As shown in Table 19, almost a quarter of the mediators reported making a referral. Typically, the referral was related to domestic violence or supervised visitation. Referrals were more common in cases that did not reach an agreement (34%) than in cases that were resolved (19%).

Table 19. Referrals by the Mediator (Cases Where At Least One Session Was Held)

Mediator made at least one referral...		
	No	77%
	Yes	23%
		(115)

Table 19. Referrals by the Mediator (Cases Where At least One Session Was Held)		
Mediator made at least one referral...		
If a referral was made, nature of the referral		
Related to domestic violence		35%
Supervised visitation		31%
Supervised exchange		15%
Counseling		15%
Other		31%
		(63)
Did Mediator Make Any Referrals by Mediation Outcome		
	No Agreement	Partial or Full Agreement
No referrals	66%	81%
Made referrals	34%	19%
	(29)	(82)

Child Support Workers’ Experiences with PTOC

Profile of the Workers

As shown in Table 20, the child support workers responding to an online survey were from a variety of offices. However, two offices, Salem and Medford, accounted for a quarter of the responses.

Table 20. Office in Which Child Support Workers Responding to Survey Are Located	
Office	
Salem	13%
Medford	11%
Roseburg	10%
East Portland	9%
Hillsboro	9%
Albany	7%
Eugene	7%
Oregon City	7%
Pendleton	7%
Portland	7%
Bend	6%
DA's Office	5%
State Recovery Unit	1%
	(189)

A third of the workers reported handling child support cases for more than 10 years, and nearly all the workers reported handling both establishment and enforcement cases (See Table 21).

Table 21. Characteristics of Child Support Workers Responding to Survey		
Years worked in child support		
Average		8.4
Median		7.0
Range		1 – 38 years
In child support 1-5 years		42%
6-10 years		27%
11-15 years		16%
More than 15 years		15%
		(190)
Type of cases handled		
Establishment		1%
Enforcement		1%
Both		97%
Other		1%
		(183)

Worker Communication with the Parents

Most of the responding workers said they communicated with both noncustodial and custodial parents via telephone calls or the mail. However, about half said they met with both noncustodial and custodial parents in-person. Virtually none of the workers indicated they do not communicate with noncustodial or custodial parents.

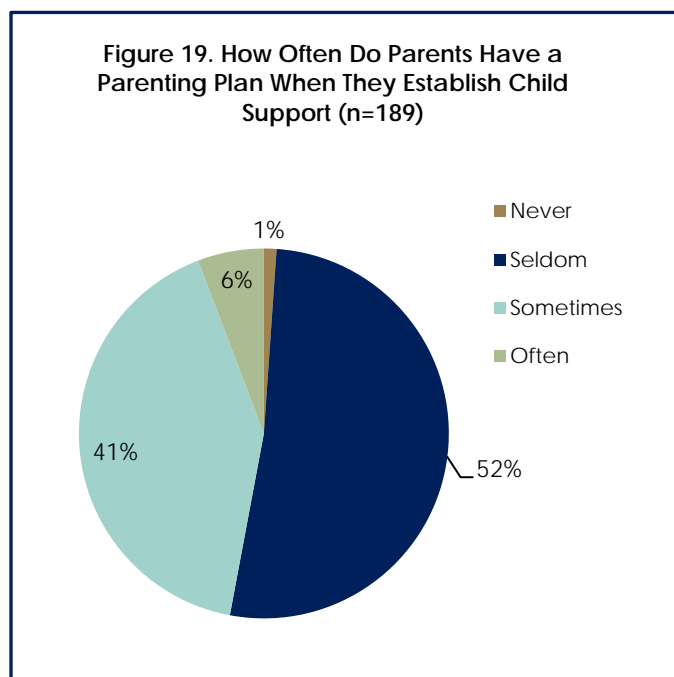
Table 22. Communication with Parents		
Do you usually communicate with parents by...? (may be more than one answer)	Noncustodial <u>Parent</u>	Custodial <u>Parent</u>
Mail	79%	78%
Telephone	86%	91%
In-Person	48%	52%
Not at all (do not communicate with them)	6%	3%
	(190)	(190)

Worker Reports of Parenting Time Issues

Workers report that in about half of the cases they handle, the noncustodial parent raises the issues of not having enough time with the child and not being allowed to see the child. About a quarter of the workers say that custodial parents report that the noncustodial parent “often” does not show up for visits when planned. (See Table 23.)

Table 23. Access Issues Raised by Parents

How often does the noncustodial parent mention not having enough time with the child?	Never	1%
	Seldom	15%
	Sometimes	39%
	Often	45%
		(182)
How often does the noncustodial parent mention not being allowed to see the child?	Never	1%
	Seldom	4%
	Sometimes	41%
	Often	54%
		(182)
How often does the custodial parent say the noncustodial parent doesn't show up when planned?	Never	3%
	Seldom	17%
	Sometimes	56%
	Often	24%
		(182)



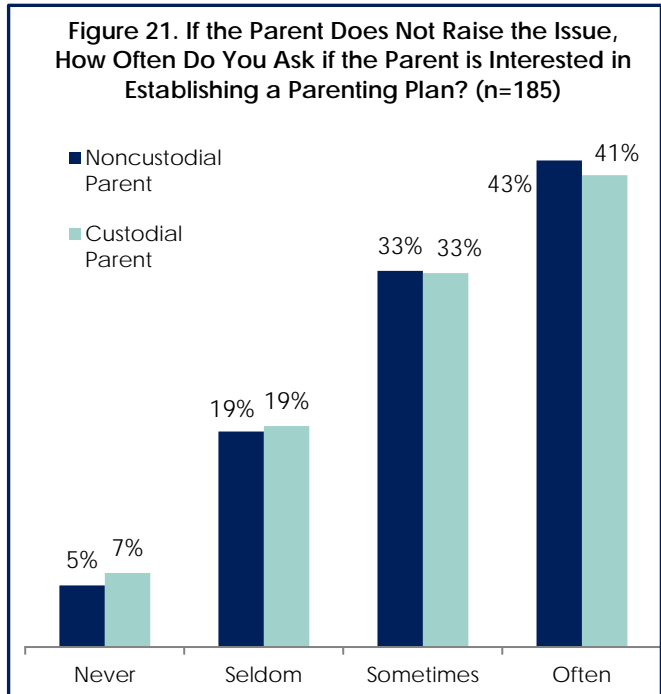
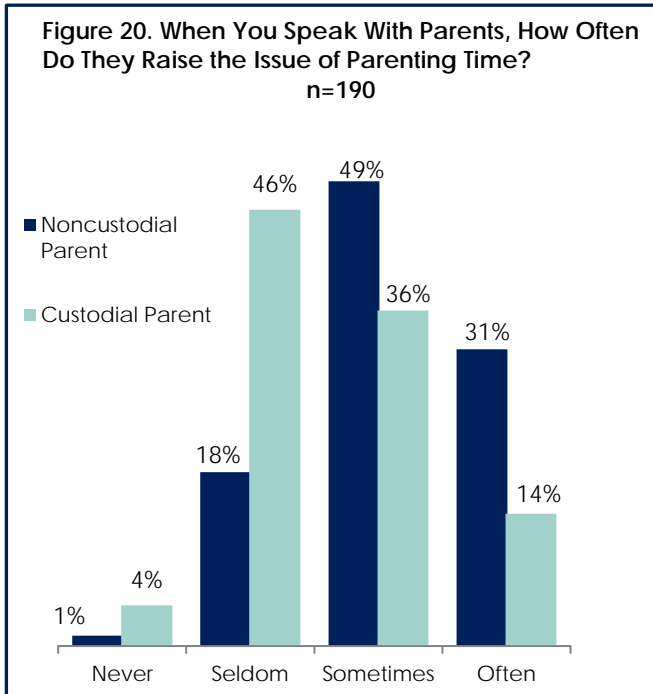
As shown in Figure 19, most workers (52%) said parents seldom had a parenting plan in place when they were establishing a child support order.

Workers generally said custodial parents “never” or “seldom” raised the topic of establishing a parenting time agreement (49%). On the other hand, 90 percent of the noncustodial parents reportedly brought up the need for a parenting time agreement “sometimes” or “often.” (See Figure 20.)

If one of the parents did not raise the issue, approximately 40 percent of the workers said they “often” asked the noncustodial parent if he or she would be interested in setting up a parenting time plan (Figure 21).

A comparable percentage said they asked custodial parents as well.

Just over half (51%) of the child support workers who have been in the agency for five years or less reported “often” asking the custodial parent about parenting time if the CP did not raise the issue. Among those in the agency for more than 15 years, the figure was 38 percent. However, there was not a comparable difference when asked how often they initiated questions about parenting time with the noncustodial parent. Of those in the agency five years or less, 49 percent said they “often” asked about parenting time compared to 43 percent of those in the agency for more than 15 years.



However, as shown in Figure 22, most child support workers report spending little time discussing parenting time with custodial parents. Over two-thirds say they spend five minutes or less discussing this with custodial parents. Workers report spending slightly more time discussing parenting time with noncustodial parents, however, 48 percent say they spend 10 minutes or less discussing the issue with noncustodial parents.

Workers report noncustodial parents are evenly divided between those who do and do not understand how the amount of parenting time can affect the child support order. Workers estimate about half of the noncustodial parents understand this “pretty well” or “very well” while 48 percent understand it “not very well” or “not at all.”

Figure 22. Amount of Time the Worker Reports Spending Discussing Parenting Time with

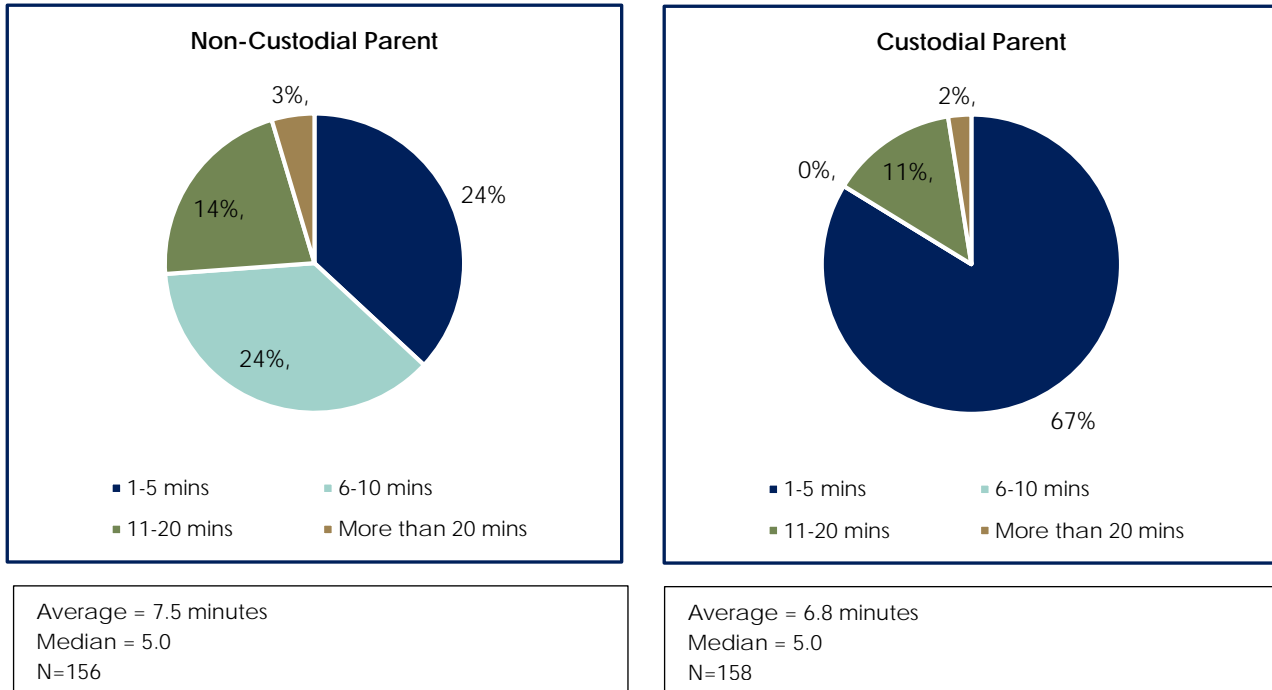
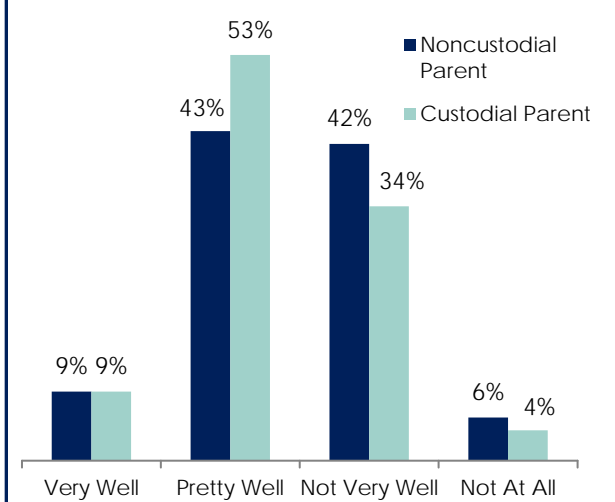


Figure 23. How Well Do the Parents Understand How the Amount of Parenting Time Affects the Child Support Order Amount? (n=182)



The workers report custodial parents are somewhat more likely to understand the interaction of parenting time and child support levels. Workers say 62 percent of custodial parents understand this “very well” or “pretty well” and 38 percent understand it “not very well” or “not at all” (See Figure 23).

Workers report they hear requests to reduce or increase parenting time to influence the amount of the child support order. However, less than 20 percent of the workers say this is “often” done by noncustodial parents and the same percentage report it is “often” done by custodial parents (See Table 24).

Table 24. Using Parenting Time to Influence the Child Support Order Level

How often do parents ask for parenting time arrangements to reduce or increase the child support order?	Noncustodial Parent	Custodial Parent
Never	7%	17%
Seldom	29%	30%
Sometimes	44%	36%
Often	19%	17%
	(174)	(171)

Most workers said they “often” (52%) or “sometimes” (30%) told parents about the mediation program if the parents did not have a parenting time agreement (See Table 25).

Table 25. Worker Report of Telling Parents About Mediation

When you speak to a parent who needs a parenting plan, how often do you tell them about mediation?	
Never	4%
Seldom	14%
Sometimes	30%
Often	52%
	(182)

Workers reported noncustodial parents understood what mediation is about either “pretty well” (37%) or “somewhat” (61%). For custodial parents, the comparable figures were 39 and 59 percent (See Table 26).

Table 26. Worker Assessment of Parents’ Understanding of Mediation

How well do you think parents understand what mediation is about?	Noncustodial Parent	Custodial Parent
Do not understand at all	3%	2%
Understand somewhat	61%	59%
Understand pretty well	37%	39%
	(153)	(110)

If they spoke to parents about mediation, most workers said noncustodial parents were typically “very” (38%) or “somewhat” (60%) interested. For custodial parents, the comparable figures were 6 percent and 77 percent.

Table 27. Worker Assessment of Parents’ Reactions to the Idea of Mediation

If you talk to the parents about mediation, how do they react?	Noncustodial Parent	Custodial Parent
Not interested	2%	17%
Somewhat interested	60%	77%
Very interested	38%	6%
	(164)	(162)

When asked why mediation was not attempted, most workers said the custodial parent was not interested (76%), or one parent could not be contacted (33%). However, 27 percent said the noncustodial parent was not interested, 24 percent said the parents did not understand what

mediation was about, and 29 percent said the amount of time mediation would require was an issue.

Table 28. Worker Assessment of Why Parents Are Not Interested in Mediation

When parents don't try mediation, why do you think that's the case? (may be multiple answers)	
One parent could not be contacted	33%
The custodial parent was not interested	76%
The noncustodial parent was not interested	27%
One or both parents didn't really understand mediation	24%
The amount of time mediation requires was a problem	29%
	(162)

Table 29 shows the reasons child support workers may not mention mediation. Common reasons included: workers not actually talking to parents when an order is established, parents not raising the issue, and workers forgetting to ask if the parent doesn't raise the issue. Few mentioned lack of time, or the amount of work involved.

Table 29. Reasons Why Child Support Workers May Not Mention Mediation

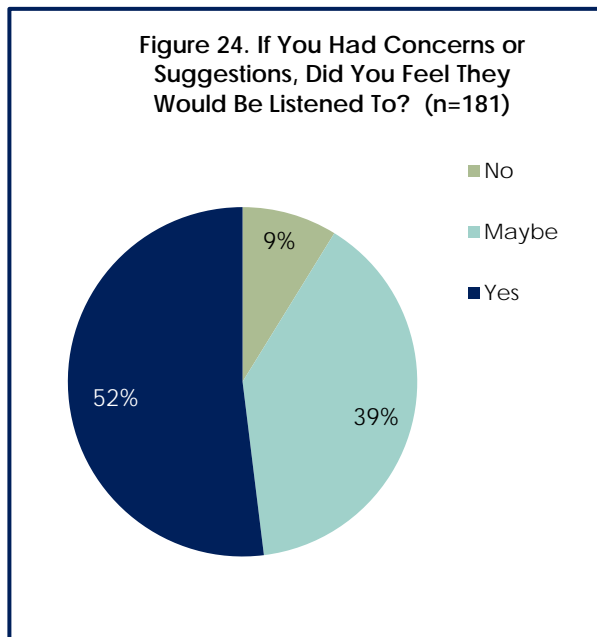
Workers often don't talk to parents when establishing an order	
Not a Reason	39%
Minor Reason	32%
Major Reason	29%
	(167)
Parents don't bring up the issue of parenting time	
Not a Reason	39%
Minor Reason	32%
Major Reason	29%
	(175)
Child support workers don't have time to ask about parenting time	
Not a Reason	56%
Minor Reason	32%
Major Reason	12%
	(169)
Making mediation referrals is too much work	
Not a Reason	44%
Minor Reason	39%
Major Reason	16%
	(167)
Workers forget to bring it up if parents don't mention it	
Not a Reason	17%
Minor Reason	43%
Major Reason	40%
	(166)

Reactions to the PTOC Program

Child Support Workers

As shown in Table 30, most workers (62%) said they understood very well how the mediation services provided through the grant would operate.

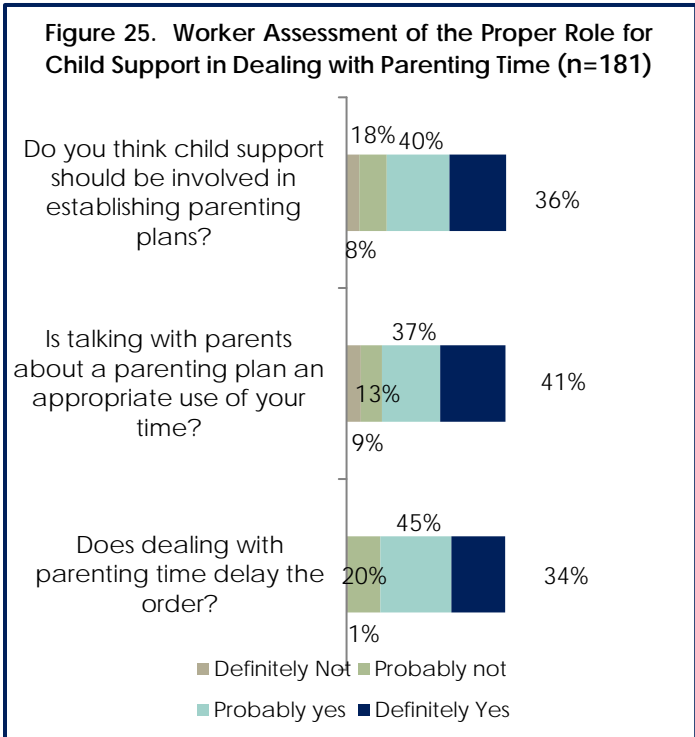
Table 30. Mediation	
How well do you understand the mediation services provided under the grant?	
Not very well	3%
Somewhat	34%
Very well	62%
	(183)



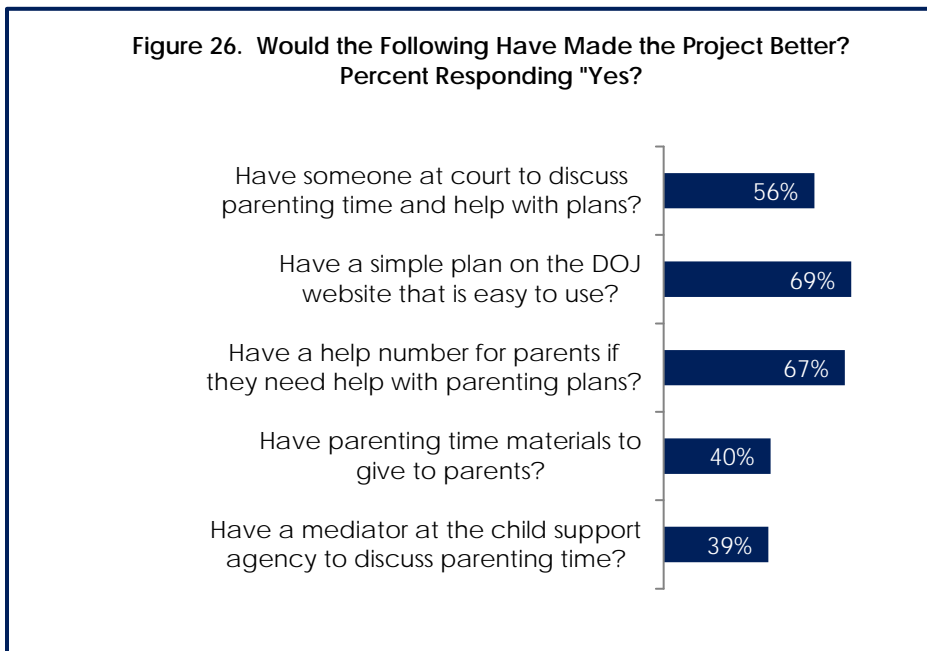
As shown in Figure 24, most workers (52%) said their concerns would be heard and less than 10 percent said their concerns would not be heard. Most child support workers who took part in the survey said they “definitely” (36%) or “probably” (40%) thought the child support agency should

be involved in establishing parenting plans. Similar percentages agreed that talking with parents about parenting time was an appropriate use of their time.

At the same time, most workers reported dealing with parenting time probably does delay the establishment of a child support order (See Figure 25).



Finally, 69 percent of the workers said the program could be improved by having an easy to use interactive parenting plan on the court website, and 67 percent said having a help number for parents to call if they need assistance completing the plan would be useful. Just over half said it would be helpful to have someone at court to discuss parenting plans and help parents complete a plan. About 40 percent of the workers said having parenting time materials to give to parents would be helpful as would having a mediator at the child support agency to discuss parenting time.



Mediators

Mediators who participated in the survey were generally positive in their assessment of the PTOC Program. Most felt the Program was well explained. All the mediators said they felt any concerns they might have about the Program would be heard and addressed. The mediators generally viewed child support workers as supportive of mediation and PTOC and workers were also generally cooperative in helping mediators to reach parents. All the mediators said the child support workers cooperated if they needed more time to reach a settlement in mediation. Mediators either felt child support should “definitely” or “probably” be involved in encouraging parents to establish parenting time.

Table 31. Mediators Assessment of PTOC (n=12)		
How well was PTOC explained to you	Not very well	0%
	Somewhat well	42%
	Very well	58%
Did you feel your concerns would be heard?	Yes	100%
Was child support generally supportive of mediators?	Not supportive	0%
	Somewhat	50%
	Very	50%

Table 31. Mediators Assessment of PTOC (n=12)		
Was child support cooperative in helping you to reach parents?	Not very	9%
	Somewhat	55%
	Very	36%
Was child support cooperative if you needed longer to reach a settlement?	Very	100%
Do you believe child support should be involved in encouraging parents to establish parenting time?	Definitely not	0%
	Probably not	0%
	Probably should	42%
	Definitely should	58%

Figure 27 shows how mediators feel the cases mediated under the PTOC grant were similar to or different than other cases they mediate. At least 40 percent of the mediators rated PTOC cases as “much more difficult” on the following items:

- Being able to contact the parents
- Getting the order filed with the court
- Scheduling mediation
- Parents willingness to mediate

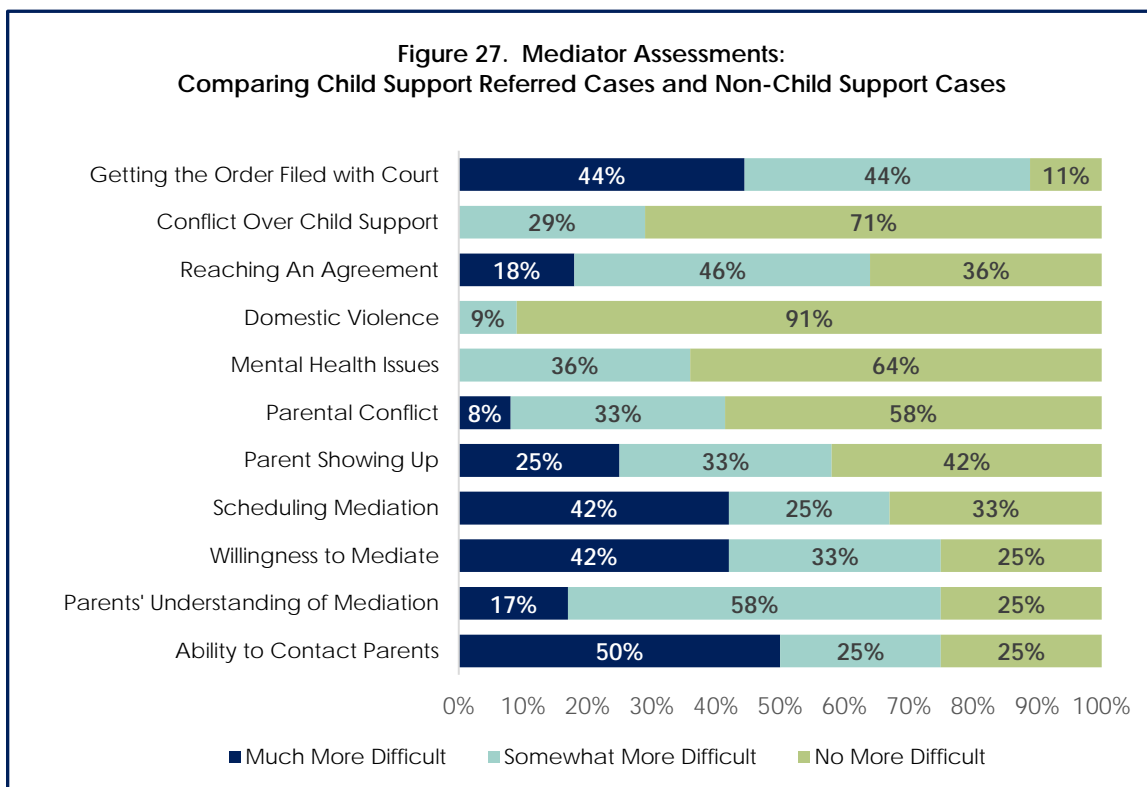
At least 60 percent of the mediators said PTOC cases were no different than most cases with respect to:

- Conflict over child support
- Domestic violence
- Mental health issues

Parents

Twenty-five noncustodial parents were interviewed approximately eight months following their referral to mediation. As shown in Table 32, most of these parents had only one child with the other party referred to mediation and nearly 90 percent of the noncustodial parents had never been married to their custodial partners.

Table 32. Parents' Relationship		
Number of children respondent had with the other parent	One	84%
	Two	16%
		(25)
Ever married to the other parent?	No	88%
	Yes	12%
		(25)



Most noncustodial parents reported they did not have a parenting plan at the time they were seen at the child support office.

About two-thirds of parents remembered the child support worker asking if they had a parenting time agreement and two-thirds remembered the worker asking them if they were interested in developing a parenting time agreement.

Parents generally felt the child support workers understood the mediation process, and most noncustodial parents were either very or somewhat satisfied with the help the child support worker gave them related to parenting time (67%).

Table 33. Parent Report of Parenting Time Assistance		
When you talked with the child support worker, did you have a parenting plan?	No	88%
	Yes	12%
		(24)
Did the child support worker ask if you had a parenting plan?	No	36%
	Yes	64%
		(22)

Table 33. Parent Report of Parenting Time Assistance		
Did the child support worker ask if you wanted a parenting plan?	No	35%
	Yes	65%
		(23)
How clear was the child support worker about what mediation is?	Very unclear	29%
	Somewhat unclear	0%
	Somewhat clear	13%
	Very clear	58%
		(24)
Overall, how satisfied were you with the parenting time help you received from the child support agency?	Very dissatisfied	25%
	Somewhat dissatisfied	8%
	Somewhat satisfied	13%
	Very satisfied	54%
		(24)

Nearly all (88%) of the noncustodial parents said the child support worker provided them with a referral to a mediator. Most parents (77%) were either somewhat or very satisfied with the referral they received and most (86%) said they asked for, or agreed to, have a mediator call to see about working on a parenting plan.

Table 34. Parent Report of Mediator Referrals		
Did the child support worker refer you to a mediator?	No	12%
	Yes	88%
		(24)
Overall, how satisfied were you with the parenting time referrals you got?	Very dissatisfied	23%
	Somewhat dissatisfied	0%
	Somewhat satisfied	23%
	Very satisfied	54%
		(22)
Did you ask for, or agree to, have a mediator call you?	No	14%
	Yes	86%
		(22)

Nearly all non-custodial parents reported receiving a call from the mediator, and nearly all (92%) said they appreciated the information the mediator shared with them. However, about 20-25 percent of the parents reported being unprepared for the call and were generally unaware that the other parent thought there were parenting time issues to resolve.

Table 35. Parent Report of Mediator Contact		
Did the mediator call you?	No	12%
	Yes	88% (25)
If you were called, how did you feel about getting called?		
	Appreciated the information the mediator provided	92%
	I didn't know there was a problem with parenting time	21%
	I was confused that I was offered mediation	8%
	It took me by surprise, I wasn't expecting it	25%
	I was upset that the other parent would tell someone about our parenting problems	21%
		(24)
How helpful was the first contact you had with the mediator?		
	Very unhelpful	16%
	Somewhat unhelpful	0%
	Somewhat helpful	8%
	Very helpful	76%
		(19)
Overall, how satisfied were you with your first contact with the mediator?		
	Very dissatisfied	4%
	Somewhat dissatisfied	4%
	Somewhat satisfied	28%
	Very satisfied	64%
		(25)

About 20 percent were upset the other parent would share information about parenting time issues with another party.

Nearly all (84%) of the parents said the first contact with the mediator was either somewhat or very helpful, and over 90 percent said they were somewhat or very satisfied with this contact.

Parents who took part in the telephone survey were asked about the issues related to parenting time needing to be resolved at the time they were contacted by the mediator. As shown in Table 36, most parents said they needed a plan to follow. Three-quarters indicated they had disagreements about the amount of time the noncustodial parent should have with the child. Over half said there were problems with contact not taking place as planned. Half also indicated needing a parenting time figure (e.g., # of overnights) to complete their child support calculation. Just over a third were concerned about their child's safety when in the other parent's home.

Table 36. Parent Report of Parenting Time Issues

When you spoke with the child support worker about mediation and a parenting plan, were any of the following problems for you?	Percent responding "Yes"
Needed a plan or visitation schedule to follow	79%
We had disagreements about when or how much time each parent would have with the child	75%
There were problems with contact or visitation not taking place when it was supposed to	56%
Needed parenting time for a child support calculation	50%
There were concerns about your children's safety	37%
There were other reason or problems	29%
There were concerns about your safety	4%
	(24)

Table 37. Parent Report of Safety Concerns

Did the mediator talk with you about any safety concerns you might have in mediating with the other parent?	No	17%
	Yes	83%
		(24)
Did you have any safety concerns?	No	96%
	Yes	4%
		(25)

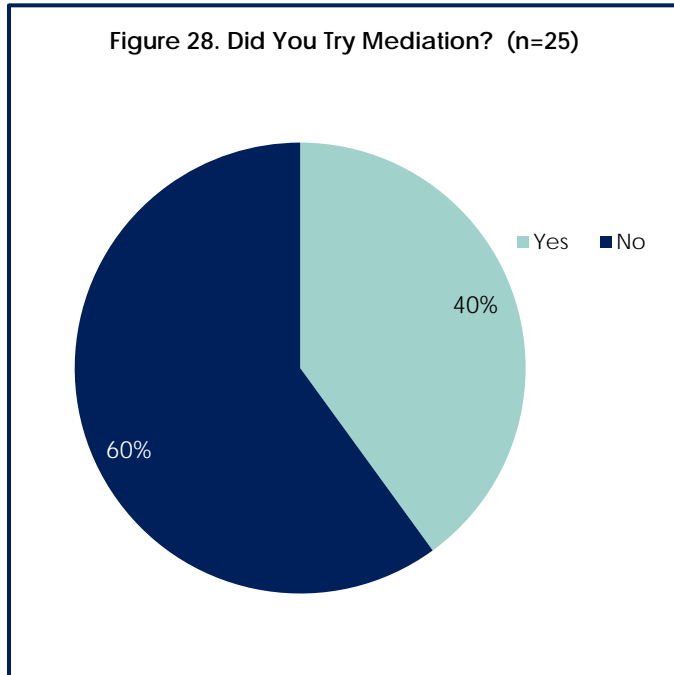
Most of the noncustodial parents who were interviewed remembered the mediator asking if there were any safety concerns. However, only four percent had concerns.

After speaking with a mediator, parents were divided regarding how difficult or easy they thought it would be to produce a parenting time plan using

mediation. Approximately 40 percent of the noncustodial parents thought it would be somewhat or very difficult, while about 60 percent thought it would be somewhat or very easy. Regardless of how difficult they thought it might be, most parents (96%) said they were somewhat or very interested in mediation (Table 38).

Table 38. Parent Interest in Mediation

After you first spoke with a mediator, how easy or hard did you think it would be to mediate a parenting plan?	Very hard	33%
	Somewhat hard	8%
	Somewhat easy	21%
	Very easy	38%
		(24)
After speaking with a mediator, how interested were you in mediating a parenting plan?	Not at all interested	4%
	Somewhat interested	4%
	Very interested	92%
		(23)



Although most noncustodial parents said they were interested in mediation, only 60 percent participated in the process.

Parents were asked why mediation did not occur, if it was of interest. The results, shown in Figure 29, indicate the most common reasons were:

- The other parent refused to participate (50%).
- The parents decided they could not solve their parenting time problems in mediation (37%).
- The parents were concerned that developing a plan with specific times for each parent to be with the child would result in the parents getting in trouble with the court if they deviated from the plan.
- The mediator could not contact the other parent.
- The other parent did not show up for mediation.

Most parents who did not mediate said they did not receive any further referrals or suggestions from the mediator (60%). However, 40 percent said the mediator recommended looking at the online parenting time forms.

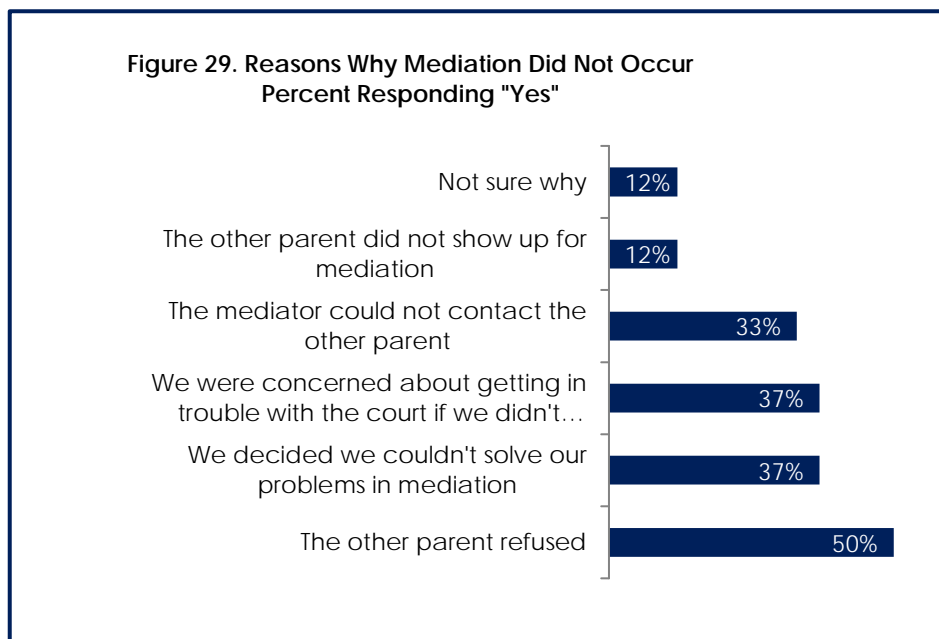


Table 39. Parent Reactions to the Mediation Process											
The mediator explained the mediation process	<table border="0"> <tr> <td>Strongly disagree</td> <td>0%</td> </tr> <tr> <td>Somewhat disagree</td> <td>0%</td> </tr> <tr> <td>Somewhat agree</td> <td>13%</td> </tr> <tr> <td>Strongly agree</td> <td>87%</td> </tr> <tr> <td></td> <td>(15)</td> </tr> </table>	Strongly disagree	0%	Somewhat disagree	0%	Somewhat agree	13%	Strongly agree	87%		(15)
Strongly disagree	0%										
Somewhat disagree	0%										
Somewhat agree	13%										
Strongly agree	87%										
	(15)										
The mediator explained the confidentiality of mediation	<table border="0"> <tr> <td>Strongly disagree</td> <td>0%</td> </tr> <tr> <td>Somewhat disagree</td> <td>0%</td> </tr> <tr> <td>Somewhat agree</td> <td>13%</td> </tr> <tr> <td>Strongly agree</td> <td>87%</td> </tr> <tr> <td></td> <td>(15)</td> </tr> </table>	Strongly disagree	0%	Somewhat disagree	0%	Somewhat agree	13%	Strongly agree	87%		(15)
Strongly disagree	0%										
Somewhat disagree	0%										
Somewhat agree	13%										
Strongly agree	87%										
	(15)										
The mediator gave me enough information ahead of time so that I was fully prepared for mediation	<table border="0"> <tr> <td>Strongly disagree</td> <td>7%</td> </tr> <tr> <td>Somewhat disagree</td> <td>0%</td> </tr> <tr> <td>Somewhat agree</td> <td>13%</td> </tr> <tr> <td>Strongly agree</td> <td>80%</td> </tr> <tr> <td></td> <td>(15)</td> </tr> </table>	Strongly disagree	7%	Somewhat disagree	0%	Somewhat agree	13%	Strongly agree	80%		(15)
Strongly disagree	7%										
Somewhat disagree	0%										
Somewhat agree	13%										
Strongly agree	80%										
	(15)										
The mediator spent enough time mediating our parenting plan	<table border="0"> <tr> <td>Strongly disagree</td> <td>0%</td> </tr> <tr> <td>Somewhat disagree</td> <td>0%</td> </tr> <tr> <td>Somewhat agree</td> <td>33%</td> </tr> <tr> <td>Strongly agree</td> <td>67%</td> </tr> <tr> <td></td> <td>(15)</td> </tr> </table>	Strongly disagree	0%	Somewhat disagree	0%	Somewhat agree	33%	Strongly agree	67%		(15)
Strongly disagree	0%										
Somewhat disagree	0%										
Somewhat agree	33%										
Strongly agree	67%										
	(15)										

The parents who took part in mediation were asked several questions about what the process was like. The results are shown in Table 39.

All the parents felt the mediator did a good job explaining the process and explaining the confidential nature of mediation.

Parents also felt the mediator did a good job providing them with information about the process prior to the first session.

Parents agreed the mediator spent enough time trying to help them develop a parenting time plan.

Table 40 shows parents' assessments of what the mediation process felt like. The table demonstrates:

- Almost 90 percent of the parents said they “felt heard” during mediation.
- Just over 90 percent felt treated fairly.
- A minority of the parents felt they, or their opinions, were ignored during the process (13%), and 20 percent said they felt dismissed.
- All the parents said they felt safe in mediation, although 20 percent said they felt scared.

Table 40. Parent Assessment of the Mediation Process											
During mediation, I felt heard	<table border="0"> <tr> <td>Strongly disagree</td> <td>13%</td> </tr> <tr> <td>Somewhat disagree</td> <td>0%</td> </tr> <tr> <td>Somewhat agree</td> <td>27%</td> </tr> <tr> <td>Strongly agree</td> <td>60%</td> </tr> <tr> <td></td> <td>(15)</td> </tr> </table>	Strongly disagree	13%	Somewhat disagree	0%	Somewhat agree	27%	Strongly agree	60%		(15)
Strongly disagree	13%										
Somewhat disagree	0%										
Somewhat agree	27%										
Strongly agree	60%										
	(15)										

Table 40. Parent Assessment of the Mediation Process		
During mediation, I felt like I was treated fairly	Strongly disagree	7%
	Somewhat disagree	0%
	Somewhat agree	13%
	Strongly agree	80%
		(15)
During mediation, I felt ignored	Strongly disagree	80%
	Somewhat disagree	7%
	Somewhat agree	13%
	Strongly agree	0%
		(15)
During mediation, I felt dismissed	Strongly disagree	67%
	Somewhat disagree	13%
	Somewhat agree	13%
	Strongly agree	7%
		(15)
During mediation, I felt safe	Strongly disagree	0%
	Somewhat disagree	0%
	Somewhat agree	20%
	Strongly agree	80%
		(15)
During mediation, I felt scared	Strongly disagree	80%
	Somewhat disagree	0%
	Somewhat agree	7%
	Strongly agree	13%
		(15)

Table 41 provides information about the mediation sessions that took place. Parents reported spending, on average, 3.6 hours in mediation. Half spent 2.5 hours or less. However, nearly a quarter reported mediation lasted 5 hours or more.

The average number of sessions held was reportedly 3.7, with a median of 1.5. Over half (56%) had only one or two sessions, but almost 20 percent had 7 or more.

Just over 80 percent of those who tried mediation reached an agreement on parenting time issues. Three-quarters of those reaching an agreement said this agreement covered all the issues outstanding, while 25 percent said it covered some issues. All of those who reached an

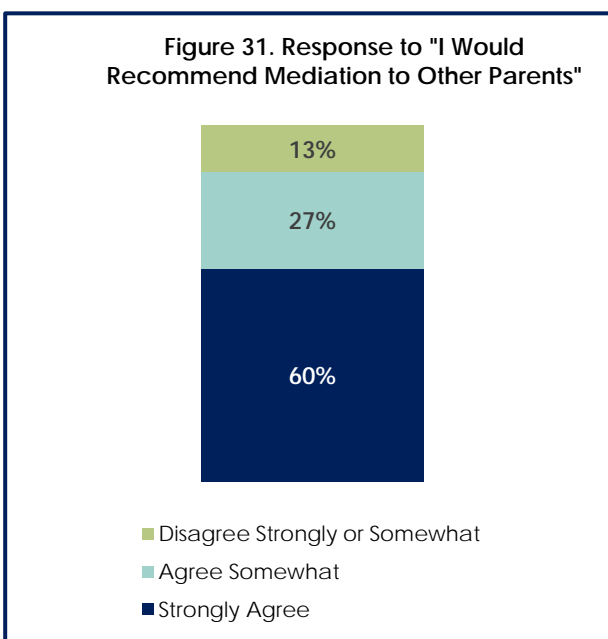
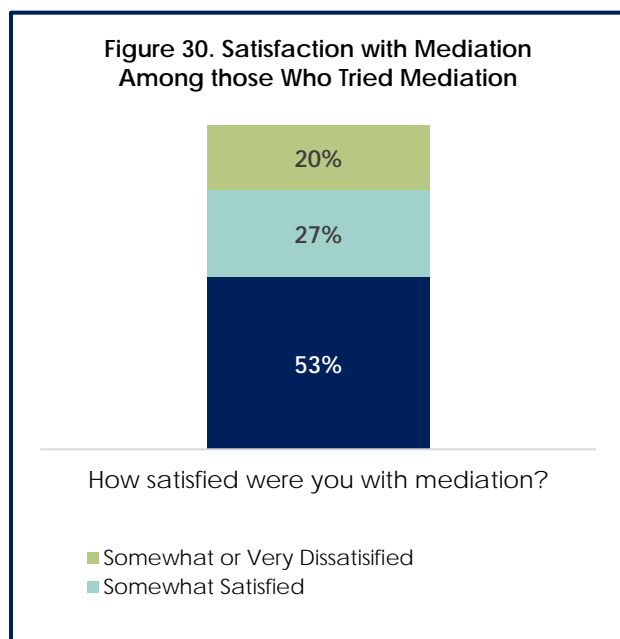
agreement said the mediator wrote it up, but only 46 percent reported the agreement was being entered with the court.

Finally, among those who produced agreements in mediation, all parents said these agreements felt safe.

Table 41. Characteristics of the Mediation Session(s)

If you mediated, how many hours did you spend in mediation?		
Range		1 – 15 hours
Average		3.6 hours
Median		2.5 hours
1-2 hours		18%
2- 4 hours		61%
5 or more		21%
		(16)
If you mediated, how many sessions did you attend?		
Range		1-20
Average		3.7
Median		1.5
1 – 2 sessions		56%
3 – 4 sessions		24%
5 – 6 sessions		0%
7 or more		18%
		(16)
Did you reach an agreement in mediation?		
No		19%
Yes		81%
		(16)
If you reached an agreement, was it on all or some of the issues?		
Some issues		25%
All issues		75%
		(12)
If you reached an agreement, how safe does the agreement seem?		
Fairly safe		31%
Very safe		69%
		(13)
If you reached an agreement, did the mediator write it up?		
Yes		100%
		(13)
Is the agreement going to be entered with the court?		
No		54%
Yes, the mediator is entering it with the court		46%
		(13)

Parents who tried the mediation process rated it highly. Over half said they were very satisfied, and 27 percent were somewhat satisfied. When asked if they would recommend mediation to other parents, 60 percent agreed strongly they would, while 27 percent agreed somewhat.



Comparing Parents Who Mediated and Those Who Did Not

Contact with Children

The 25 noncustodial parents who were interviewed were asked whether the amount of time they spent with their child increased, decreased, or stayed the same in recent months. There were no statistically significant differences between parents who mediated (n=15) and those who did not (n=9), although the small sample sizes make the likelihood of observing differences unlikely even if they existed. Just over 20 percent of those who did not mediate, and just over 30 percent of those who did mediate, said the amount of time increased. A third of each group reported decreased contact, and the remainder said there had been no change.

Table 42. Post Referral Contact with Children by Mediation Status

Compared to the months before mediation was suggested, would you say the amount of time you spend with your child has...	Did not mediate	Did mediate
Decreased (a little or a lot)	33%	33%
Stayed the same	44%	33%
Increased (a little or a lot)	22%	33%
	(9)	(15)

When asked if the regularity of time with the child changed, nearly 60 percent of the noncustodial parents in both groups reported no change. Those who mediated were somewhat more likely to report more regular contact (20%) relative to those who had not mediated (11%). However, the differences were not statistically significant.

Table 43. Post-Referrals Regularity of Contact by Mediation Status		
Compared to the months before mediation was suggested, would you say the regularity of visitation has become...	Did not mediate	Did mediate
Less regular	33%	20%
Stayed the same	56%	60%
More regular	11%	20%
	(9)	(15)

Parental Relationship

The 25 noncustodial parents who were interviewed were also asked about changes in their relationship with the custodial parent in recent months. As shown in Table 43, those who mediated were more likely to say the relationship improved, while those who did not mediate were more likely to say the relationship worsened. However, differences were not statistically significant.

Table 43. Post-Referral Parental Relationship by Mediation Status		
Compared to the months before mediation was suggested, would you say your relationship with the other parent has...	Did not mediate	Did mediate
Become worse	40%	20%
Stayed the same	50%	50%
Improved	10%	33%
	(9)	(15)

Child Support Payments

An extract from the automated child support system was generated in November 2016, 14 months after the last cases were referred to mediation by child support workers, and 31 months after the first referrals were made. The extract provided data on all cases that produced a parenting time plan, regardless of whether the parent went to mediation or produced a plan on their own using online parenting plans or other resources. The mediation column shows those cases with a parenting plan developed in mediation, while the “self” column refers to parents who worked out a parenting plan in some other way, either on their own, using downloadable forms from the court website, or some other method. (See Table 44.)

Background information about the cases showed few differences between those who produced their plan in mediation and those who did not. Most of those who mediated a parenting plan (81%) and those who worked out the plan in another manner (77%) were former TANF clients. In both groups, most parents had only a single child together and most had only a single child support order.

The only significant difference between those who mediated their parenting plans and those who did not was their status at the time of the mediation referral as either a case needing a new child support order or a case with an existing order. Those who developed plans in mediation were

more likely to be new order establishment cases, which was not surprising since free mediation services were only available for new cases.

Table 44. Background Child Support Characteristics of those Producing Parenting Plans in Mediation or On Their Own		
	Mediation	Self
TANF Status		
Current	11%	11%
Former	81%	77%
Never	8%	12%
	(118)	(255)
Number of children in target case		
One	74%	68%
Two	20%	21%
Three	3%	10%
Four	3%	1%
Five	0%	1%
	(118)	(255)
Total number of child support cases		
Average	1.2	1.1
	(118)	(255)
Existing Case or New Establishment Case		
Existing	19%	32%
New	81%	68%
	(118)	(255)
Chi square significant at .02		

There was also a difference between the two groups in their child support order levels. Cases with mediated parenting plans had somewhat higher child support orders, on average. However, the differences in order levels between the two groups were modest.

Table 45. Child Support Orders Among Those Producing Parenting Plans in Mediation or On Their Own		
	Mediation	Self
Amount of first payment due post		
Zero-dollar order	14%	23%
Average (among cases with orders)	\$364	\$320
Chi square significant at .07		
Order amount among cases with orders		
Lowest thru \$200	21%	32%
\$201 through \$400	42%	37%
\$401 through \$600	25%	18%
\$601 through \$800	11%	9%
\$801 thru \$900	1%	2%
\$901 through highest	1%	1%
	(102)	(196)

Payment performance was calculated as the percentage of the amount owed paid in the 6 months, 12 months, 18 months, and 24 months following the mediation referral. Table 46 summarizes the results.

Among cases referred to mediation prior to the establishment of a child support order, the average amount of the obligation paid at each time point was in the range of 40 to 50 percent. There were no differences between those establishing a parenting plan in mediation and those establishing a parenting plan in another manner.

Table 46. Referred to Mediation as a New Order Establishment for Those Producing Parenting Plans in Mediation or On Their Own		
	Mediation	Self
Percent of amount due that was paid in...		
The first 6 months post	41%	42%
The first 12 months post	47%	46%
The first 18 months post	48%	51%
The first 24 months post	47%	42%
	(85)	(122)

There were also no differences in payment behavior between cases with parenting plans established in mediation versus some other setting, when the analysis is restricted to older cases that were referred to mediation with a child support order in place. On average, the percentage of the obligation paid for both groups ranged around 20 to 26 percent at each time point.

Table 47. Referred to Mediation an Existing Order for Those Producing Parenting Plans in Mediation or On Their Own		
	Mediation	Self
Percent of amount due that was paid in...		
The first 6 months post	18%	19%
The first 12 months post	19%	22%
The first 18 months post	24%	26%
The first 24 months post	27%	23%
	(19)	(77)

Table 48 compares payments between cases with parenting plans established in mediation versus some other setting, when controlling for whether the child support order was newly established or an existing order. There were no differences in payments between the two groups with the exception of payments at the 24-month time point. At this time point, payments between cases with mediated and non-mediated parenting plans differed among those with new child support orders. The mediation group paid 44 percent of the amount due, compared to 32 percent in the non-mediated group.

Table 48. Child Support Payments Made by New and Existing Order Cases by Settlement in Mediation or Own Their Own

	Existing Orders		New Orders	
	Mediation	Self	Mediation	Self
Percent of amount due that was paid in...				
The first 6 months post	18%	19%	41%	41%
The first 12 months post	19%	22%	47%	46%
The first 18 months post	24%	26%	48%	51%
The first 24 months post	23%	22%	44%★	32%
	(22)	(77)	(85)	(122)

★ T-test significant at .03

Interviews with 25 noncustodial parents provided an opportunity to ask why child support obligations were usually not met. The percent of child support paid ranged from 20% to 50% for all groups and all time points. As shown in Table 49, the most common reason for nonpayment given by about half of those who mediated and those who did not, was a perception that the order level was too high. Disagreements about parenting time and not being allowed to see the children were also common reasons, especially among those who did not mediate their parenting time plans. However, the number of cases is quite small, and the differences are not statistically significant. Indeed, the only statistically significant difference was in the percentage citing having another family to support. Nearly two-thirds of those who did not mediate their parenting plans cited this as a reason for non-payment, compared to only 8 percent of those who did mediate their parenting plan.

Table 49. Reasons for Non-Payment of Support by Mediation Status

Are any of the following reasons why you may not have made a child support payment in the past...?	Percent responding "yes"	
	Did not mediate	Did mediate
The amount is too high	50%	54%
You are/were unemployed	38%	17%
You are/were injured and unable to work	12%	8%
There were disagreements about parenting time	63%	42%
The other parent does not need the support	14%	0%
The other parent does not let me see the child	62%	25%
★I have another family to support	62%	8%
	(8)	(12)

★Chi square significant at .02

Key Findings

Under a Parenting Time Opportunities for Children (PTOC) grant from the federal Office of Child Support Enforcement (OCSE), the Oregon Department of Justice engaged 20 mediators throughout the state to provide free mediation services to parents served by the child support agency who lacked a parenting time order and were interested in developing one. Domestic violence awareness and safety planning were key themes in the PTOC awards. Through the PTOC grant, mediators received training on domestic violence and the child support agency stressed that, as one brochure says, “mediation is not a safe choice for everyone.” Mediators were also encouraged to use Safety-Focused Parenting Plans as needed.

Typically, a referral to a PTOC mediator was made by child support workers to noncustodial parents (NCPs) who were establishing a child support order and were interested in developing a plan that spelled out when the children would spend time with each parent. Attempts to engage the other parent in mediation occurred in a variety of ways. In some instances, the parent who first heard about the mediation option would reach out to his/her co-parent to discuss mediating. Alternatively, mediators would collect information on the other parent and attempt to contact this parent to determine if she or he would be willing to mediate. If contact information was not available or the attempts to call were not successful, the child support office would send a letter to the custodial parent, explaining the project and noting the noncustodial parent was interested in mediation (this was known in the Program as a “Pass Through” letter). Despite the difficulties sometimes encountered in obtaining contact information, ultimately 80 percent of the mediators reported they were “often” able to contact the noncustodial parent, and just over 70 percent said they were “often” able to contact the custodial parent.

Between May 2014 and September 2015, 1,047 cases were referred to mediators by child support workers, mediators had contact with at least one parent in approximately 332 - 373 cases for potential development of a parenting plan, and mediation occurred in 130 cases.

The evaluation of PTOC involved design and analysis of information obtained from a variety of sources: data forms completed by mediators for each case in which at least one parent appeared for mediation (n=317), surveys completed by parents at the time of their initial mediation session (n=185), telephone interviews conducted with parents about their mediation experiences (n=25), and a data extract generated from the automated child support system for all cases where parents generated parenting plans either through mediation (n=118) or on their own (n=255). In addition, online surveys about PTOC were conducted with mediators (n=15) and child support case managers (n=191), and focus groups and interviews were also conducted with representatives of both groups.

Outlined below are key findings and conclusions.

It Proved Difficult to Provide Services

- **It is difficult to engage parents with new child support cases in free, voluntary, community-based mediation services.** Between May 2014 and September 2015, child support workers identified 1,047 child support cases involving new order establishment where at least one parent was interested in developing a parenting plan, spelling out when the children

would spend time with each parent. Parents in these cases were offered free mediation services through the PTOC project. Per records maintained by the 15 community and court-based mediators affiliated with the project, at least one parent in 32 percent of these cases (n=332) followed up on the referral they received from the child support worker and contacted a mediator. Ultimately, mediation was attempted in 130 cases, which comprises only 12 percent of the 1,047 cases where a parent expressed interest in developing a parenting plan.

- **Parents in new child support cases are hard to contact and schedule for mediation.** Mediation did not occur in 60 percent of the cases where mediators actively attempted to reach out to parents and schedule a session (n=202). Mediators report the chief reason mediation did not occur was because one or both parents could not be contacted (31%), and the lack of good contact information was a challenge cited by most mediators in an online survey with them. In some cases, neither the noncustodial parent nor the mediator could contact the custodial parent, and the outreach to determine interest in mediation could only be done via a letter from the child support agency, which was rarely effective in eliciting a response. Among cases where the mediator contacted both parties, 48 percent participated in mediation.
- **Failure to appear for mediation was a problem.** Per mediators, other reasons why mediation did not occur included the parents choosing not to proceed (23%), and mothers (8%), fathers (3%), or both parents (2%) failing to appear. In general, mediators and child support workers viewed noncustodial parents as more interested in mediating than custodial parents, and most child support workers (76%) viewed disinterest by the custodial parent as the key reason why mediation was not tried more often.

The Characteristics of Parents Who Participated Posed Some Special Challenges

- **PTOC provided mediation services for parents who were low-income and unmarried but fairly engaged with their nonresident children.** Most parents who mediated were never married (81%-84%), had either a GED or high school diploma (35%-36%), and annual earnings of \$20,000 or less for mothers (85%) and \$30,000 or less for fathers (72%). Nevertheless, a majority reported cohabitation with the other parent (68%-81%), and residential proximity of 30 miles or less (67%-71%). Nearly half of fathers (45%) and 37% of custodial mothers reported the nonresident father had at least weekly contact with their children. Noncontact, however, was a serious problem and per 28 percent of noncustodial fathers and 15 percent of custodial mothers, the nonresident father had not seen his children in the past six months.
- **Mediators view parents in child support cases as more difficult to serve in some respects, but comparable in others.** Compared with divorcing parents, mediators find parents in child support cases harder to contact and harder to engage and schedule for mediation. In their view, a chief barrier to mediation is the unwillingness of custodial parents to “work with the other parent.” It is also more difficult to get their parenting time orders filed with the court. To make their parenting time orders legally enforceable, parents in the child support system must pursue a separate legal filing with the family court. At least 60 percent

of mediators said PTOC cases were no different than most of the cases they handle with respect to conflicts over child support, domestic violence, and mental health issues.

- **Safety is an issue for many parents in child support cases but is not an overwhelming barrier to mediation.** Nearly a third (31%) of mothers contacted by the mediators mentioned concerns about safety, but safety concerns were reasons for not mediating in only 11 percent of the cases, and another 5 percent were not mediated because of active restraining orders. More to the point, most mediators said PTOC cases were no different from other cases they handle with respect to domestic violence. And among those who developed a parenting plan, 72 percent had a basic plan and only 9 percent opted for a safety-focused plan.

Mediation Was Effective When Used

- **Parents who mediated wanted to discuss the amount of time the nonresident parent spent with the children.** Mediators reported noncustodial parents wanted to address not being allowed to see the child(ren), wanting more time with them, and the poor relationship between the parents. Custodial parents wanted to address disagreements over how much time the nonresident parent should have with the children, concerns about the child's safety, and the noncustodial parent not showing up as planned.
- **Mediation is an effective way to produce a parenting plan among parents in the child support caseload who try it.** Ultimately, parents in 130 cases attempted to mediate and 91 reached a full (56%) or partial (19%) agreement. This translates into an agreement rate of 75 percent which is the industry average and comparable to agreement rates reached with divorcing couples and populations drawn from the non-child support caseload. Most mediation agreements (72%) called for basic parenting plans, 9 percent were safety-focused plans, 9 percent were long-distance plans, and 10 percent involved other factors such as reintroducing the noncustodial parent to the lives of the children.
- **Some parents planned to file their parenting plans with the court while others wanted to keep them informal.** Parents were evenly divided between those who planned to file their agreements with the court (43%) and those who planned to keep them as informal agreements (47%). To create a legally enforceable parenting time plan, unmarried parents must file a custody/visitation petition with the family court and pay a \$260 filing fee, or apply for a fee waiver if they are at 100% of the Federal Poverty Level.
- **Most mediated parenting plans resulted in greater amounts of parent-child contact.** Based on mediator reports, most custodial mothers (72%) and most noncustodial fathers (72%) would describe their mediated agreement as increasing the amount of time the nonresidential parent would be scheduled to spend with the child either "a lot" or "a little." Visitation terms in agreements varied with a third calling for no overnights and 29 percent calling for nine or more overnights per month.
- **In about a quarter of the cases, mediators referred parents for other services.** In the minority of cases (n=63) for which mediators made service referrals, they most commonly

dealt with domestic violence (n=22) or supervised visitation (n=20). Mediators reported making no service referrals in 89 cases.

Child Support Payment Was Similar for Cases That Mediated and Those that Did Not

- **There were no differences in payment patterns among new order establishments based on participation in mediation.** Among cases referred to mediation prior to the establishment of a child support order, the average amount of the obligation that was paid at each time point (6-months, 12-months, 18-months and 24-months post mediation referral) was in the range of 40 to 50 percent. There were no differences between those establishing a parenting plan in mediation and those establishing a parenting plan in another manner.
- **There were no differences in payment patterns among existing order cases based on participation in mediation.** There were no differences between cases with parenting plans established in mediation versus some other setting, when the analysis is restricted to those cases referred to mediation with a child support order in place. Among these cases, the average percent of the obligation paid ranged around 20 to 26 percent at each time point.
- **Interviewed parents attributed non-payment of child support to financial considerations as well as parenting time.** The reasons for non-payment of child support given by interviewed parents included disagreements about parenting time and visitation denial as well as belief that order levels were too high, having another family to support, and being unemployed. Financial considerations were more prevalent among those who mediated. Conversely, those who did not mediate were more apt to attribute non-payment to disagreements about parenting time and not being allowed to see the children. While mediation can reduce the incidence of parenting time problems, it does not address the economic barriers to payment that many low-income obligors face.

Child Support Workers Saw the Value of Offering Parenting Time Services

- **Child support workers agree that parenting time is an important issue for most noncustodial parents that usually goes unaddressed or is discussed only briefly.** Virtually all surveyed child support workers said noncustodial parents sometimes (41%) or often (52%) complain about not being allowed to see their children, and 52 percent said parents seldom had a parenting plan in place when they were establishing a child support order. At the same time, most child support workers only address this issue if it is raised by the parent. Fewer than half (40%) of workers reported they “often” asked the noncustodial parent about parenting time if it was not mentioned, an identical 40 percent said a “major reason” why workers did not discuss mediation was because they simply forgot to do so. Finally, when parenting time was discussed, workers estimated they spent an average of only 6.8 to 7.5 minutes talking about it with custodial and noncustodial parents, respectively.
- **Child support workers supported agency involvement with parenting time but did not always perform as requested and expressed some concerns.** Half of surveyed child support workers (52%) said they “often” mentioned mediation to parents who lacked a

parenting plan and 30 percent said they “sometimes” did. Nearly half (40%) said a “major reason” why workers neglected to mention mediation more often was simply because they would forget to bring it up, rather than feeling they lacked the time (12%) or it was too much additional work (16%). Although a third of the workers said child support should (36%) or “probably” (40%) should be involved with establishing parenting plans, similar proportions felt it delayed the establishment of a child support order.

- **Child support workers strongly support a few recommendations to improve PTOC and help parents with parenting time, but they do not expand the duties of child support workers.** The suggestions to improve PTOC that attract most support from more than half of surveyed child support workers were having a simple parenting plan on the Department of Justice website that parents could use (69%), having a telephone hotline or help number they could call if they had questions about parenting time or needed assistance with a plan (97%), and having someone at the court with whom they could discuss their parenting plan (56%). Far fewer workers favored the development of materials about parenting time they would distribute to parents (40%), or the engagement of a mediator at the child support agency to help parents with parenting time agreements (39%).

Part 2: Interactive Parenting Time Plans in Oregon

Brief Overview and Timeline of IPPs in Oregon

The roots of the Interactive Parenting Plan (IPP) go back at least 20 years (See Figure 1). In 1997, Oregon moved away from a uniform parenting plan — with some counties having a standard plan spelling out when the child would spend time with each parent. Oregon also dropped “reasonable visitation” orders, which were viewed as “impossible to enforce.” The following year, 1998, the legislature created Local Family Law Advisory Committees (LFLACs) and a State Family Law Advisory Committee (SFLAC). The chief justice of the Oregon Supreme Court appointed members to SFLAC. The 16 members include judges, court administrators, attorneys, mediators, an Oregon Judicial Department (OJD) representative, the Director of the Oregon Child Support Program, Local Family Court Services staff members, and domestic violence/family safety experts. The goal of SFLAC is to advise the state courts on legislation, policy, and practice around family court and to convene a statewide, annual conference on family court services and training. According to members of the SFLAC, the core philosophy for the group was empowering parents and making the court process more accessible for self-represented litigants. In keeping with this, OJD adopted the goal of helping parents to develop customized parenting plans that reflect their unique situations and needs.

The SFLAC Parental Involvement and Outreach Subcommittee consulted parents, advocates, judges, court staff, attorneys, mediators, evaluators, and parent educators, among others. They also reviewed fill-in-the-blank parenting plan templates used in other states. These parenting plans were meant to be useful for everyone — both the divorced and the never-married child support populations. In 2000, the SFLAC released the first version of the Basic Parenting Plan Guide for Parents. In 2002, the SFLAC released the “Safety Focused Parenting Plan Guide for Parents,” which was intended for parents who have any safety concerns about the other parent. The plans were also translated into Spanish. In the ensuing years, the plans were revised and refined multiple times with sample schedules for children in various age ranges (e.g., birth to 1 year, 1 year to 3 years, 6 to 12 years, and 13 to 18 years) and for when children live more than 60 miles away from one parent. These online, fill-in-the-blank parenting plans were available in PDF format on the OJD website.

By 2008, leadership in the Oregon Child Support Program began to consider ways in which parenting plans could be made more accessible to their customers. One solution seemed to be developing a simple, online, interactive parenting plan (IPP) that could be completed by the parents themselves. As Judge Maureen McKnight recalls the process:

The goal in Oregon was to help pro se parents, but not with a one-size-fits-all plan. And we wanted to be sure that safety was addressed. By helping parents fill out their own parenting plans, it would be possible to free up court time for people who couldn't as easily use an interactive plan: people with special cultural considerations or disabilities.

The decision was made to use Access and Visitation grant funds to support the creation of an online interactive program to establish parenting time. As the work progressed, it became apparent that ongoing funds would be needed to host the program. OJD was in the process of creating an “e-court” and housing the interactive parenting plan program under this umbrella seemed a logical choice. The award of a PTOC grant to Oregon in 2012 helped to move the IPP forward, and funding was used to pay for some staff involved in its creation.

An interdisciplinary committee was formed to review the existing forms and to identify needed changes. This Committee included representatives of the domestic violence community, the Child Support Program, the family bar, the judiciary, and other relevant professionals. Eventually, to overcome the larger systems issues and competing priorities that accompanied OJD’s e-court project, the decision was made to use an “off-the-shelf” software program for the IPP that would allow parents to develop parenting plans interactively. The online program was envisioned as an interview format in which parents would respond to questions and their parenting plan would be constructed as they progressed.

Creating the Oregon Interactive Parenting Plan

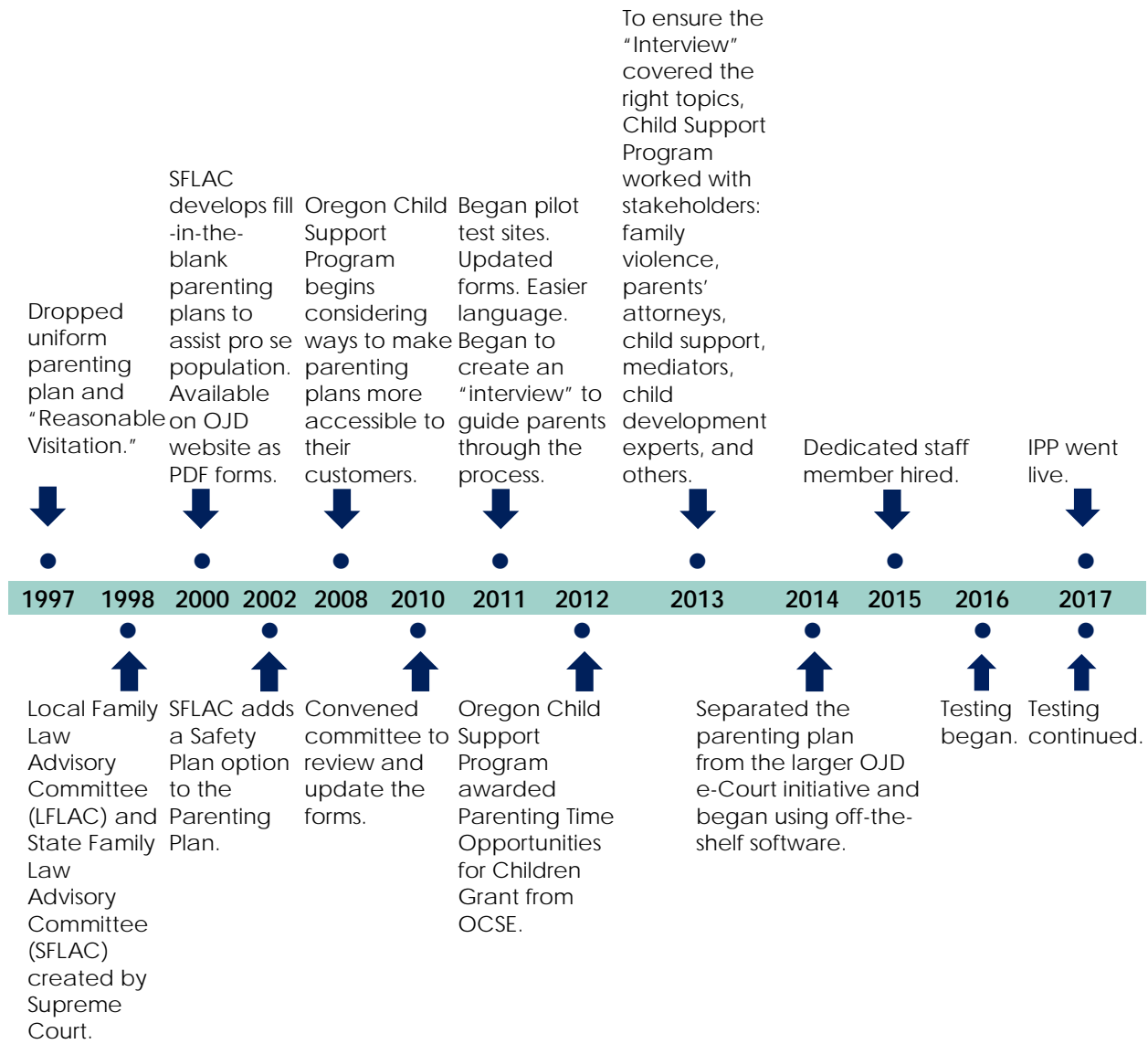
The software program selected was Odyssey Guide & File created by Tyler Technologies (<https://www.tylertech.com/solutions-products/odyssey-product-suite/guide-file>). Parents are asked for information, and based on their responses the program provides them with additional information to help decision-making. It also routes them to specialized portions of the survey that are unique to their situation. Ultimately, the program builds a plan based on parent responses.

Creating the final IPP product took the full-time effort of one staff member for nine months, with substantial involvement of the stakeholders and subject matter experts. Those individuals involved in the development of the program report that it would never have happened without the strong support of the judiciary and court administration, and engagement by attorneys and mediators. It is also relevant that the staff member who worked on the IPP full time was not a programmer and had no technical background. Rather, she focused on using the interactive walkthrough that was developed as the foundation for the structure of the questions to be asked of parents and incorporating the input of subject matter experts and stakeholders.

Overview of the Interactive Parenting Plan

Appendix A contains the foundational document for the programming of the IPP. The initial group of experts who reviewed the various parenting plan forms for the IPP concept referred to this document as a “walkthrough.” The introductory pages explain what the site contains and how to navigate in it. Parents are also given links to sites that will provide additional information “about courts, parenting plans, legal forms and other services in the community.” They can also follow links to learn more about mediation and financial considerations.

Figure 1. The Interactive Parenting Plan Timeline



The IPP includes the following parenting plans:

Safety-Focused Plans

Before beginning to create a parenting plan, parents are given information about the issue of abuse and domestic violence. Parents who indicate they might need a safety-focused parenting plan are given the option of viewing some questions to help them decide if this would be the preferred approach. To help parents make a decision, the IPP asks:

Does the other parent

- damage or destroy property?
- make you feel afraid or that you are "walking on eggshells"?
- grab, push, kick, shove, choke, punch, slap, hold you down or hurt you or your children

in some way?

- threaten (or has attempted) to commit suicide??
- consume drugs or alcohol to excess?
- threaten or hurt you with weapons?
- scare or hurt you in such a way that you have had to call the police?

If you answered "yes" to any of these questions, please consider creating a safety focused plan.

If you have experienced any of the behaviors listed below, consider speaking to a Domestic Violence (DV) professional about your situation. **A safety-focused plan may be appropriate.**

Does the other parent

- pressure or force you into having sex or going farther than you want to?
- have access to firearms or other weapons (knives, stun gun, etc.)?
- get extremely jealous or possessive?
- check up on you all of the time or make you check in?
- try to control what you wear or how you look?
- try to keep you from seeing family and friends?
- insist on controlling all of the money in the household?
- call you names, put you down, humiliate you, or tell you no one else would ever want you?

[Click here](#) for DV information and resources including hotlines, crisis centers, and legal help

Do you want to make a safety focused plan?

- Yes
- No

Parents can choose between safety-focused plans that provide for (a) overnight parenting time, (b) limited contact with no overnights, or (c) contact only under supervision. All plans allow parents to specify safe arrangements for pick-up and drop-off and ways to limit contact between the parents. Parents who select options b or c are taken to screens that note that such arrangements must be ordered by the court.

The Basic Parenting Time Plan

Parents who complete the Basic Parenting Time Plan begin by specifying what weekday and weekend schedules will generally look like for each parent, and whether the plan is for local (less than 60 miles) or distance parenting time.

Parents are asked if they are entering information about the age(s) of the child or children for whom a plan will be developed and information about where the child lives (e.g., primarily with one parent or a 50/50 split between the parents). Parents may explore sample plans for children of various ages. Before beginning to create their own plans, parents are given the option of exploring plans for parents who live 60 or more miles apart. After this, parents are told:

The next questions will lead you through the steps to create a schedule of parenting time. This will include the regular monthly schedule, school vacation periods, holidays, and special observances for your family.

Parents then select the schedule that best fits their children:

What kind of schedule do you want to make?

- Schedule for school-aged children based on the school year calendar
- Schedule for children under 5 years old, or not in school yet
- One for all children both in school and under 5, based on the school year calendar

Parents work through screens that specify how contact will occur during the school year, such as weekend or weeknight time with each parent. They can also develop plans that cover school breaks, summer vacations, holidays and unanticipated school closures.

Before the parenting time plan is completed, parents may specify rules related to make-up of missed parenting time. Parents may also customize their plan with specific terms or conditions. Although parents may write-in their terms, they may also copy and paste in terms that are provided as samples, for example:

Promptness --Pick-up and return will happen within 15 minutes of the exchange time. This does not mean that the time ends 15 minutes earlier or later.

Clothing--We agree to have the children ready with the clothing and medications they need at exchange times. All clothing and medications will be returned with them. Both parents will maintain a supply of basic clothing.

Testing the IPP Program

As the instrument was developed, it was tested by the subject matter experts who helped to design it, some Child Support Program staff, and others. They provided input about how well the tool was working, what still needed to be addressed, and what needed revisions. Those involved in creating the tool emphasized that they were not interested in recommending to parents what type of plan they needed. The IPP's architects recall going over and over content to keep the language neutral. There was also an interest in providing parents with information that would help them decide what would work best for them. However, over time much of the educational material was moved into sections such as "Additional Resources" that parents could choose to look at rather than being part of the plan itself.

Testing was carried out over several months by child support staff, court staff, and the SFLAC Parental Involvement and Outreach Subcommittee. There was no open *public* testing. However, when the program went live, parents were given the option to call or email a helpdesk analyst if they had questions about the site. Between March and September of 2017, the helpdesk received 56 calls. The helpdesk analyst reports the number one question she receives is "how do I get a parenting plan?" Several questions dealt more with child support issues than parenting time issues, and a few were from mothers asking how to deal with parenting time when the child did not want to visit. The analyst reports that a draft of frequently asked questions has been submitted for

consideration to DOJ for addition to the Child Support Program's website. It would provide answers and links to resources for more information. The goal is to add the Q&A as a tool on the Parenting Time resources.

Placement of the IPP Program and Court Filing Process

The IPP lives on the OJD website. To access the IPP, the user must click through different screens, none of which advertise the Interactive Parenting Plan. The process begins on the banner of the OJD website which has a link that reads *OJD iForms*. There is a heading called "Interactive Online Forms."

The "Start Now" button on this page brings the user to the "Start Your Legal Process." There are eight types of filings listed, and the user interested in doing a parenting plan must select the fourth option: Parenting Plan. After this selection, the parent comes to the screen with the heading, "Welcome to the Guide & File Parenting Plan Interview!"

At this time, filing an IPP with the court necessitates that it be printed and combined with either a dissolution or paternity proceeding, or a custody/visitation petition, which is an 8-page document that can be downloaded from the OJD website. There is a \$287 court filing fee for this process, which can be waived for those who are at 100% of the Federal Poverty Level. Note: although the parenting plan must be filed in court with a dissolution or paternity proceeding or with a custody or visitation petition, if both parents agree to the plan's terms and sign the printed plan, it need not be filed in court to be considered for parenting time credit in a child support calculation. A signed copy can be given to the Child Support Program for use in the child support order for a parenting time credit.

Reactions of Professionals

The Court and Legal Community

The IV-D Director feels that working together on this project resulted in a better relationship between the Child Support Program and the court. Indeed, she believes that without strong support from the top — from the Chief Justice and the State Court Administrator — the site would never have been completed. Judge Maureen McKnight, who serves on the Family Law bench and handles family law and juvenile law cases, was involved in planning the IPP from the outset. She sees this approach to creating parenting plans as the wave of the future. She believes that the IPP is resulting in more joint filings of basic or long-distance plans (but not safety plans). In other words, parents using the IPP are filing as co-petitioners, compared to the standard filing of the past, where the mother generally brought the petition and the father stipulated to the judgment.

Those involved in the development of the IPP website report that initially there were somewhat mixed reactions to it from the legal community. There were a series of meetings with the State Bar, during which the attorneys were assured that the site would not be providing legal advice and would not be violating any legal ethics. While this prospect concerned some attorneys, other attorneys were warning that unless the court took the initiative, the Bar Association would create such a website on its own so that lawyers were not spending hours working out the details of a parenting plan. Indeed, some attorneys had already developed their own templates for creating parenting plans. And, since many of the child support customers who would be the natural benefactors of the website were pro se, it was easy for attorneys to see that the site would simply

offer resources to parents who otherwise lacked legal representation and any other form of help. The IV-D Director notes that the Bar was encouraged to participate in the development of this system and she says, “I get thank you’s from the private bar now that it’s out there.”

The Child Support Community

Parenting time has long been part of the landscape of the Oregon Child Support Program. State-level child support managers note that asking how much time each parent spends with the child is something workers are trained to do as part of discovery because it has implications for new support order establishments or modifications. The Oregon Child Support Program website provides a “parenting time calculator” as well as a “guidelines” calculator. The site notes:

The Parenting Time Calculator is a tool for families and child support professionals to find out the average time a child is spending with each parent and to help create a parenting plan. If there is a provision for parenting time included in your child support order the result may be applied to how much money each parent should contribute for the care of their child using the Child Support Guidelines Calculator.

Things to know about the Parenting Time Calculator:

- *Parenting time is based on the number of overnights the child typically spends with each parent for 365 days (or 366 during a leap year).*
- *The Parenting Time Calculator is set up to cover a two-year cycle.*
- *Weekends, holidays, and spring break are automatically populated based on general selections made at the beginning of the calculation.*
- *If a holiday or vacation day overlaps any regular weekend parenting time, the calculator will reflect the holiday or vacation time.*
- *The parenting plan may be adjusted by hand by selecting or unselecting specific dates.*
- *Unknown or non-specific periods of time cannot be included in the calculation.*

However, a focus group with child support managers from four regional offices suggests that offices, and workers within an office, have varying levels of experience in collecting parenting time information. One factor is the limited opportunity that Oregon child support workers have to discuss parenting time with parents. Most interaction between parents and child support workers occurs by mail, with telephone conversations and in-person meetings occurring only if a parent objects to a proposed child support order amount. Nor is the issue routinely raised in those situations. Indeed, one focus group participant noted that child support workers typically wait for parents to bring up the issue of parenting time, and workers view initiating questions about parenting time to be beyond the scope of what a worker needs to do. To the contrary, however, a respondent in an office that participated in prior grant activities dealing with parenting-time mediation reports more familiarity with the issue, experience with making mediation referrals, and relief about the IPP resource. In contrast to mediation, which was logistically difficult to arrange within establishment timeframes, these workers view the IPP as “meeting their needs.”

Information about the IPP is now included in a letter that all parties receive when they start the child support process for either a new or modified order. For some workers, this is viewed as sufficient notice about the parenting time issue and the resource. Other workers are more interested in getting more exposure to IPP. There have been presentations to some child support offices to introduce the IPP site and explain how it was designed. The general consensus is that having all offices receive more formal training would be valuable. Workers were sent a link to allow them to try to the site, but only the most motivated workers spent time on the site. One worker noted:

What would help is if someone came to each of our offices and did a show and tell. We sent workers a link but it would be better to do a walk through at a staff meeting. People don't go to the site on their own.

Some offices report that the “soft skills” training that workers receive stresses the need to get parents the resources they need and they view directing parents to the IPP site as a way to do this. They see attention to parenting time and the IPP as part of a “cultural shift” going on in child support. While some workers want to “go all in,” others are more reluctant. Indeed, one office manager reported that initiating a discussion about parenting time might be viewed as “walking a fine line of giving legal advice.” Another manager indicated that their workers were skeptical:

Not all parents will work on this together, so why bother? The other parent won't sign it anyway.

Other workers reportedly liked the site but were concerned that parents might “go too far down the rabbit hole” — following links to new resources without ever finishing a plan. One manager suggested that parents should be asked to provide an email address and if they sign off without creating a plan, an email might go out reminding them of where they left off. Still others worried about trying to do the IPP on a smartphone, and one manager suggested that it be adapted as an app for smartphone use. The worker noted:

A lot of parents do not have computers — they have smartphones. And it is hard to do it on a phone. Also, we need a bilingual IPP.

The automated child support system is unable to track whether a child support order includes an adjustment for the number of overnights as the result of the IPP. (An adjustment is only granted when there is a written parenting-time plan. The Oregon Child Support Program is in the middle of building a new computer system and there are strict limits on any programming changes to the current legacy system, which does not distinguish between how a parenting plan was made.) As a result, there is no objective measure of the proportion of parents who obtain a parenting-time adjustment in their order and whether the IPP has affected that rate.

Surveys with Family Law Attorneys, Child Support Workers, Family Court Service Workers, and Mediators

To collect more information about the stakeholders' experiences with the IPP site and their thoughts about using this approach in other jurisdictions, a link to an online survey was sent to:

- Family law attorneys;
- Child support workers;

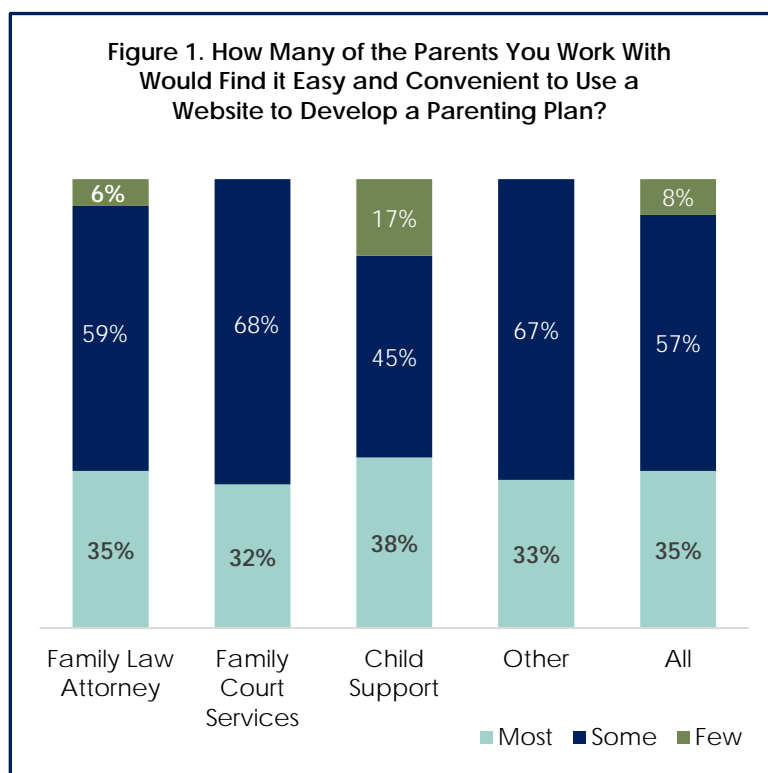
- Family Court services workers; and
- Mediators.

Responses to the survey were received from:

- 34 family law attorneys;
- 32 child support workers;
- 20 family court services workers;
- 3 mediators;
- 3 “other” types of workers; and
- 2 individuals who did not indicate an occupation (these were grouped with “other” in the following analysis).

When asked how many of the parents the professional worked with would find it easy and convenient to use a website to develop a parenting plan, about a third of the respondents indicated that “most” parents would find it easy, and the remaining professionals generally indicated that “some” would find easy. Child support workers were the most skeptical about the ease of usage. Seventeen percent of these workers said it would be easy for only a few of the parents they work with (See Figure 1). One respondent noted this concern:

Many parents who will be utilizing such a self-help site will be of lower economic status. Likely this means they are also less educated. That is especially true for the people living here in Southern Oregon. As such, the folks using this site may have some difficulty using it notwithstanding that it appears very good, well thought out and is easy for me to follow.



Another respondent said:

Many of our customers have limited education, and have experienced some sort of trauma which may hinder their ability/patience to complete the survey. Also, public access to the internet in our community is scarce, let alone the access [to a computer] along with any privacy.

The professionals generally believed that few parents would work on the plan together, and none of the responding professionals said “most” parents would work on the plan together. Approximately 40% of the responding family law attorneys and child support workers said, “One parent will work on the IPP site and share the plan with the other parent for feedback and revisions.” Nearly half of the family court service workers said, “One parent will work on the IPP site and the other parent will not be involved or cooperative.” Relatively few of the professionals (0-18%) said “neither parent will work on the IPP site.” (See Table 1)

Table 1. Based on Your Experience Working with Parents Who Need Parenting Plans, How True Are the Following Statements?

	Family Law Attorney	Family Court Services Worker	Child Support Worker	Other	Total
Parents will work on the IPP site together.					
Most parents	0%	0%	0%	0%	0%
Some parents	33%	15%	41%	33%	31%
Few parents	67%	85%	59%	67%	69%
	(33)	(20)	(27)	(6)	(86)
★One parent will work on the IPP site and share the plan with the other parent for feedback and revisions.					
Most parents	42%	5%	41%	17%	32%
Some parents	42%	40%	35%	50%	40%
Few parents	15%	55%	24%	33%	28%
	(33)	(20)	(29)	(6)	(88)
★One parent will work on the IPP site and the other parent will not be involved or cooperative.					
Most parents	24%	47%	30%	83%	35%
Some parents	46%	53%	56%	17%	48%
Few parents	30%	0%	15%	0%	17%
	(33)	(19)	(27)	(6)	(85)
Neither parent will work on the IPP site.					
Most parents	0%	7%	18%	0%	8%
Some parents	42%	47%	32%	80%	42%
Few parents	58%	47%	50%	20%	50%
	(24)	(15)	(22)	(5)	(66)

★Chi square significance .02

Professionals were asked to assess the first few screens on the IPP website and to indicate how they felt parents would use these screens. As shown in Table 2, most professionals felt the information on these screens would be “somewhat easy” for parents to understand. Most professionals indicated that the information would be “somewhat” or “very” helpful for parents and most indicated that this section of the IPP site contained the “right amount” of information. Most professionals believed that parents would generally read parts of each screen, although just over 20% of the family law attorneys were “not sure” how much parents would read. As some respondents noted:

Some things are several paragraphs long and, unfortunately, many people these days just skim over stuff like that.

There is a lot of detail. Lots of people won't read it, although of course there are some who will, but for many this will deter them completing the interview, or they will skip over the information not wanting to read so much about it. Better to have a streamlined option, with more information available for those who want to read in detail.

I think the website is great and filled with so much great information. The problem is there is soooo much information. I wonder if parents will really take the time or if they will give up prior to completing it. I also wonder if the amount of information will be overwhelming and make it harder to understand.

I think that the website, while helpful and easy to understand, is too lengthy to hold most parents' attention. They struggle with reading the instructions regarding filing cases, I can envision them struggling with this — however I don't think that is a reason to change the tool — it works for those willing to slow down, pay attention, and actually complete the parenting plan.

Table 2. The First Screens on the IPP Site Provide Information About Parenting Plans and Links to Other Sites with Information. Do You Think...

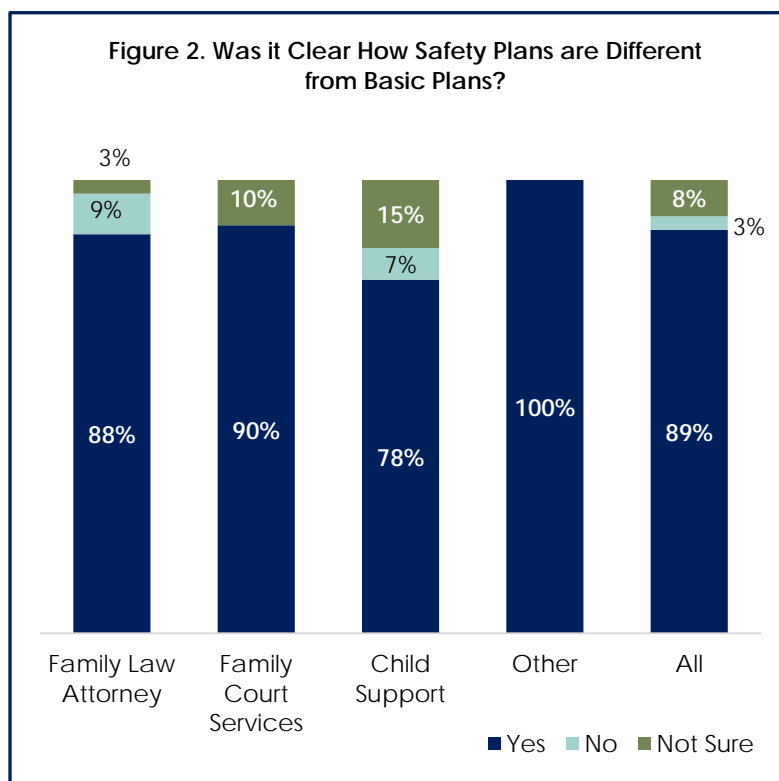
	Family Law Attorney	Family Court Services Worker	Child Support Worker	Other	Total
This information will be easy or difficult for parents to understand?					
Very easy	8%	32%	15%	20%	17%
Somewhat easy	92%	68%	85%	80%	83%
Not very easy	0%	0%	0%	0%	0%
Not easy	0%	0%	0%	0%	0%
	(25)	(19)	(27)	(5)	(76)
The information will be helpful to parents?					
Very helpful	41%	65%	55%	60%	52%
Somewhat helpful	59%	35%	45%	40%	48%
Not very helpful	0%	0%	0%	0%	0%
Not helpful	0%	0%	0%	0%	0%
	(32)	(20)	(29)	(5)	(86)

Table 2. The First Screens on the IPP Site Provide Information About Parenting Plans and Links to Other Sites with Information. Do You Think...

	Family Law Attorney	Family Court Services Worker	Child Support Worker	Other	Total
This section of the IPP contains more information than most parents need, about the right amount, or not enough?					
Contains the right amount	60%	75%	85%	80%	72%
Contains more than most need	33%	25%	15%	20%	25%
Contains less than most need	7%	0%	0%	0%	3%
	(30)	(16)	(20)	(5)	(71)
Will most parents read each page?					
Yes, most will read each page	16%	19%	3%	20%	10%
Most will read parts	63%	85%	87%	60%	76%
Not sure	22%	5%	10%	20%	14%
	(32)	(20)	(30)	(5)	(87)

★Chi square significance .02

As shown in Figure 2, the majority of the responding professionals said it was clear how safety plans differ from basic plans. However, just over 20% of the child support workers said they did not think the difference would be understood by most parents or were unsure if parents would understand the difference. One respondent noted:



I expect to see a spike in “safety based” parenting plans based on the prominence that is given at the beginning of the site.

Table 3 shows the ratings given to the website on a variety of issues. The patterns indicate that:

- Virtually all of the respondents felt the instructions on the site were easy to follow.
- Most respondents felt the parents would be able to follow the examples without a problem.
- Most felt that the level of detail was about right, although a significant number (about 30% overall) said it would be better to have a shorter plan.
- When asked if it will take parents too long to complete a plan, most respondents indicated that it would not; however, a quarter of the family court workers and just over a third of the child support workers felt that it would take too long.
- Respondents were fairly evenly split on their assessments of whether parents will have problems understanding how to do holidays; overall, 48% said they would not and 52% said they would.
- Between a quarter and a third of the respondents agree with the statement “There were too many choices and things to decide.”
- Most respondents agreed with the statement “There should be a help line to call with questions about the site or parenting plans.”

Table 3. Please Indicate How You Feel About Each Statement.

	Family Law Attorney	Family Court Worker	Child Support	Other	Total
The instructions were easy to follow.					
Strongly agree	23%	17%	30%	0%	22%
Agree	77%	78%	67%	100%	75%
Disagree	0%	6%	4%	0%	2%
	(31)	(18)	(27)	(5)	(81)
Parents will be able to follow the examples pretty easily.					
Strongly agree	19%	6%	32%	20%	20%
Agree	69%	88%	64%	80%	73%
Disagree	12%	6%	4%	0%	7%
	(26)	(17)	(22)	(5)	(70)
Parents will have problems understanding how to do holidays.					
Strongly agree	7%	7%	6%	0%	6%
Agree	54%	36%	39%	50%	45%
Disagree	39%	57%	56%	50%	48%
	(28)	(14)	(18)	(2)	(62)
I think it would be better to have a shorter (1-2 page) parenting plan.					
Strongly agree	3%	0%	19%	0%	7%
Agree	21%	26%	29%	0%	23%
Disagree	76%	74%	52%	100%	70%
	(29)	(19)	(21)	(5)	(74)

Table 3. Please Indicate How You Feel About Each Statement.

	Family Law Attorney	Family Court Worker	Child Support	Other	Total
It will take too long for parents to complete a plan.					
Strongly agree	3%	6%	5%	0%	4%
Agree	13%	19%	30%	0%	19%
Disagree	83%	75%	65%	100%	77%
	(30)	(16)	(20)	(3)	(69)
There were too many choices and things to decide.					
Strongly agree	3%	0%	14%	0%	6%
Agree	20%	29%	19%	0%	21%
Disagree	77%	71%	67%	100%	74%
	(30)	(17)	(21)	(4)	(72)
★There should be a Helpline to call with questions about the site or parenting plans.					
Strongly agree	19%	16%	44%	0%	26%
Agree	55%	74%	41%	100%	57%
Disagree	26%	11%	15%	0%	17%
	(31)	(19)	(27)	(5)	(82)

★Chi square significance .05

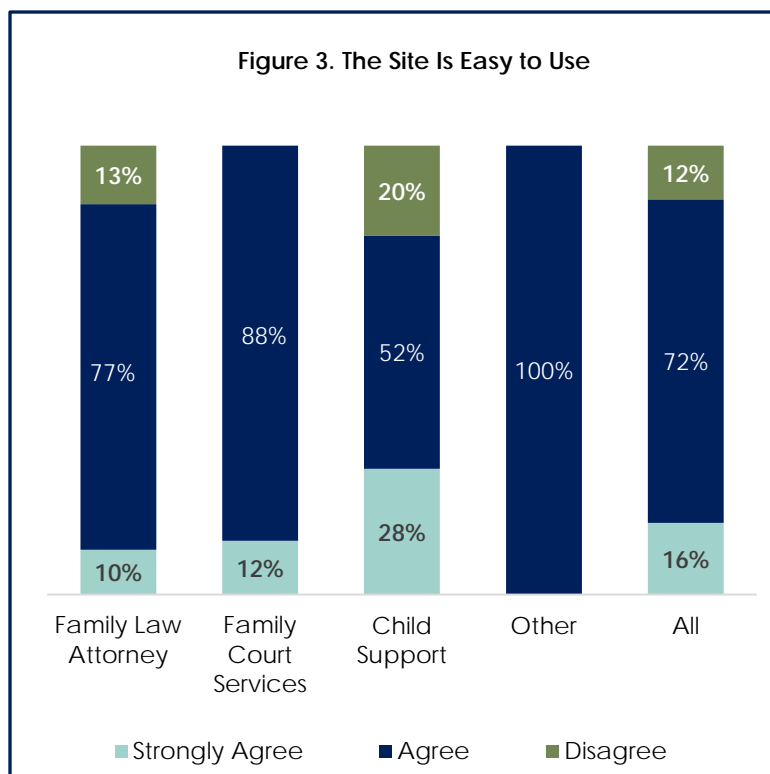


Figure 3 shows the responses to the statement “The Site is Easy to Use.” Virtually all of the respondents indicated that they agreed with this statement. Child support workers were more likely than other professionals to disagree with this statement. Among these workers, 20% felt the site is not easy to use.

When asked if there are parts of the website that parents will have trouble understanding, about one third of the respondents said there were and nearly half were not sure (Table 4). Family law attorneys were especially likely to express concerns that the parents would not be able to understand portions of the website.

Table 4. Are There Any Parts of the Website That You Think Parents Will Have Trouble Understanding?

	Family Law Attorney	Family Court Worker	Child Support	Other	Total
No	25%	11%	30%	0%	22%
Not sure	31%	68%	44%	80%	47%
Yes	44%	21%	26%	20%	31%
	(32)	(19)	(27)	(5)	(83)

When asked to explain what parts of the site might be problematic, respondents offered a number of examples:

I think the holiday plan is too open ended and the current OJD parenting plan should be uploaded and interactive instead of a blanket fill in the blank for all holidays and important days.

The Changes to the Plan is confusing, period. For example, "In some circumstances, both parents will be required to sign the parenting plan. For example, if you will submit this form to the Child Support Program as part of obtaining child support, both parties will be required to sign the form to show they both agree to the terms." This is where more explanation is needed, at the expense of overwhelming the parent with more text. The circumstances in this section should be more clearly defined.

When asked if they thought most parents would understand how to file their plan with the court, most stakeholders chose the option "some will." There was concern that parents would be unable to afford the \$287 fee to file with the court. However, if the parents already have legal action pending such as a child support order, there is no additional charge to attach the parenting plan. Nearly half of the family court workers and over half of the child support workers responding to the survey said, "most will not" be able to afford the fee. There was also concern about the parents' ability to use e-filing.

Table 5. Respondents' Assessments of How Readily Parents will be Able to File Their Plans

	Family Law Attorney	Family Court Worker	Child Support	Other	Total
Do you think most parents will understand how to file the plan with the court?					
Most will	6%	16%	0%	40%	9%
Some will	74%	53%	72%	40%	66%
Most will not	19%	32%	28%	20%	25%
	(31)	(19)	(25)	(5)	(80)
★ Will most parents be able to afford to file the plan with the court?					
Most will	28%	6%	0%	0%	12%
Some will	52%	50%	44%	75%	50%
Most will not	21%	44%	56%	25%	38%
	(29)	(18)	(23)	(4)	(74)

Table 5. Respondents' Assessments of How Readily Parents will be Able to File Their Plans

	Family Law Attorney	Family Court Worker	Child Support	Other	Total
★Most parents will understand e-filing.					
Strongly agree	0%	0%	5%	0%	2%
Agree	12%	47%	17%	67%	25%
Disagree	88%	53%	78%	33%	73%
	(25)	(17)	(18)	(3)	(63)

★Chi square significance .05

Reactions of Parents

A total of 40 parents (24 mothers and 16 fathers) agreed to try to use the IPP when they were seen at a child support office and to complete a survey about their experience. The results of that survey effort should be viewed with caution since only a small number of mothers and fathers completed them.

The IPP use tests conducted by parents and the paper-and-pencil surveys they completed following their online experiences were done primarily at the child support offices in Linn (45%) and Multnomah (40%) counties. A few were completed in Marion (8%) or other (7%) counties. Nearly all of the parents (88%) said they were asked to help test the IPP by “someone at a child support office.” A few said “someone at family court services asked them to participate, and 10% said some other professional told them about the test. Parents who completed a survey after trying the IPP were given a \$50 gift card as a “thank you” for their time.

The survey included a few items to gauge how comfortable parents are in using computers. One relevant item was their educational attainment. As shown in Table 6, about half of the mothers and just over half of the fathers had attended at least some college. Less than 20% had very low levels of education and had not completed high school or a GED. About a quarter of the fathers and somewhat fewer (13%) mothers said they were “not very” or “not” comfortable using a computer and exploring links to other sites and resources.

Table 6. Background Information on Parents Completing the Survey

	Mother	Father	Total
Less than high school	12%	19%	15%
High school degree or GED	33%	25%	30%
Some college	29%	37%	32%
Completed college	25%	19%	23%
	(24)	(16)	(40)
How comfortable are you using a computer and exploring links?			
Very comfortable	79%	63%	72%
Somewhat comfortable	8%	12%	10%
Not very comfortable	12%	19%	15%
Not comfortable	0%	6%	3%
	(24)	(16)	(40)

Table 7 provides some basic information about the parents’ relationship and the children who need a parenting time plan. Parents were fairly evenly divided between those who had been married and those who had not. Most parents who reported they were never married to the other parent said they had lived together.

While most parents reported they had only a single child who would be covered by the parenting time plan, 33% of the mothers and 44% of the fathers said they were developing plans for two or more children. Mothers generally reported that the child lived primarily with them (75%), while only 25% of the fathers said the child lived primarily with them, fathers were more likely than mothers to report that the child spends equal time with both parents (25% vs 8%).

Table 7. Parental Relationship and Mutual Children			
	Mother	Father	Total
Were you and the other parent ever married?			
Yes	46%	44%	45%
No	54%	56%	55%
	(24)	(16)	(40)
If you were never married, did you ever live together?			
Yes, lived together	65%	91%	75%
No, never lived together	35%	9%	25%
	(17)	(11)	(28)
How many children will be covered by the plan?			
One	67%	56%	63%
Two	21%	38%	27%
Three or more	12%	6%	10%
	(24)	(16)	(40)
Does the child(ren) live mostly with you or the other parent?			
Mostly with me	75%	25%	55%
Mostly with the other parent	4%	38%	18%
About half time with each parent	8%	25%	15%
Other	13%	12%	12%
	(24)	(16)	(40)

As shown in Figure 4, about half of surveyed parents reported that they had never talked with the other parent about a parenting plan prior to trying out the website. However, about 20% of both mothers and fathers said they had a written parenting plan, and 17% of the mothers and 27% of the fathers said they had a verbal agreement about when the child would be with each parent.

Most parents reported testing the website by themselves, rather than with the other parent (See Table 8).

Mothers generally said they spent about 10 to 20 minutes on the site (71%). Nearly 60% of the fathers also said they spent 10 to 20 minutes on the site; however, just over a quarter said they spent 20 to 50 minutes on the site.

Sixty percent or more of both mothers and fathers said it was “very” easy to find the part of the website that allowed them to begin building a plan. Most of the remaining parents described it as “somewhat easy.”

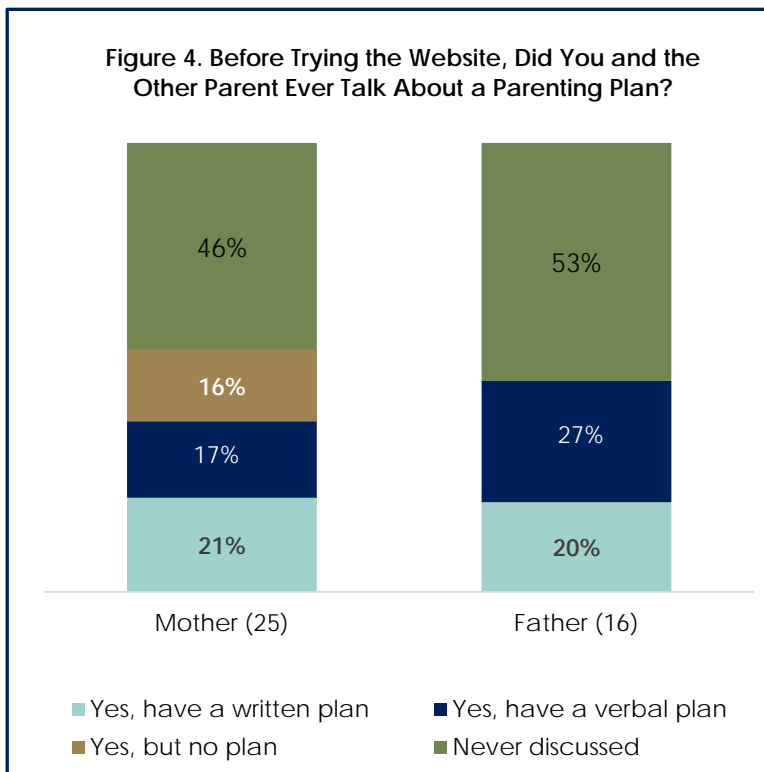


Table 8. Experience with the Website			
	Mother	Father	Total
Are you testing the website by yourself or with the other parent?			
By myself	83%	100%	87%
With the other parent	17%	0%	13%
	(24)	(15)	(39)
About how much time did you spend on the website?			
Less than 10 minutes	8%	27%	15%
About 10-20 minutes	71%	40%	59%
About 20-30 minutes	17%	33%	23%
About 40-50 minutes	4%	0%	3%
More than 50 minutes	0%	0%	0%
	(24)	(15)	(39)

Table 8. Experience with the Website

	Mother	Father	Total
How easy was it to find the box to check to start working on a plan?			
Very easy	79%	60%	72%
Somewhat easy	21%	33%	26%
Not very easy	0%	7%	3%
Not easy	0%	0%	0%
	(24)	(15)	(39)

Mothers said that the information presented on the website related to court-approved co-parenting classes was easy to understand. Fathers were somewhat more likely to say the material was not easy to understand or to say they were unsure about it. Most parents said the information was either “very” or “somewhat” helpful, although 20% of fathers said it was not helpful.

Table 9. Website Information About Court-Approved Co-Parenting Classes

	Mother	Father	Total
Was the information about court-approved co-parenting classes...			
Easy to Understand			
Yes	92%	60%	79%
Not	0%	13%	5%
Not Sure	8%	27%	15%
Was the information about court-approved co-parenting classes...			
Very helpful	67%	27%	51%
Somewhat helpful	25%	47%	33%
Not very helpful	0%	20%	8%
Not sure	0%	0%	0%
Did not see it	8%	7%	8%
	(24)	(15)	(39)

Parents were asked to assess the website pages that provided information about parenting plans and links to other sites with additional information. Mothers typically said this information was “very” easy to understand, while fathers were more likely to say it was “somewhat” easy to understand. Mothers were also somewhat more likely to describe the information as “very” helpful, while fathers said it was “somewhat” helpful.

When asked if the site provided more information than they needed, most mothers said it did not (71%). Fathers were more evenly divided, with about a third saying there was more information than needed, a third said there was not excessive information, and another third were simply unsure. Most parents said they read all of the screens, although sizeable percentages read only portions.

Table 10. Website Information Parenting Plans

	Mother	Father	Total
The first few screens gave you information about parenting plans and links to sites with more information.			
Was this information easy to understand?			
Very easy	71%	33%	56%
Somewhat easy	29%	60%	41%
Not very easy	0%	7%	3%
Not Easy	0%	0%	0%
Was the information helpful?			
Very helpful	75%	29%	58%
Somewhat helpful	25%	64%	40%
Not very helpful	0%	0%	0%
Not helpful	0%	0%	0%
Some was helpful, some wasn't	0%	7%	2%
Was there more information than you needed?			
Yes	12%	33%	21%
No	71%	33%	56%
Not sure	17%	34%	23%
Did you read each screen?			
Read all of them	67%	60%	64%
Read parts of them	33%	40%	36%
Did not read them	0%	0%	0%
	(24)	(15)	(39)

Most parents said the site clearly explained the difference between a basic parenting time plan and a safety-based plan. About a third of the mothers and a quarter of the fathers reported looking at the link that posed questions to help the parent decide if a safety plan was needed. Of those who looked at these questions, over half of the mothers and a quarter of the fathers said this link would “definitely” help them decide about a safety plan. However, a quarter of the fathers and 20% of the mothers said the questions did not help.

About a third of the mothers and a quarter of the fathers reported looking at the side boxes that provided help and resources related to intimate partner violence. Most mothers who looked at this information said it would be “very” (53%) or “somewhat” (12%) helpful. Fathers were generally unsure (50%) about its helpfulness.

Table 11. Website Information About Safety Parenting Plans

	Mother	Father	Total
Was it clear how safety plans are different from basic plans?			
Yes	92%	75%	85%
No	0%	6%	2%
Not Sure	8%	19%	13%
	(24)	(16)	(40)

Table 11. Website Information About Safety Parenting Plans

Did you look at the link that has questions to help you decide if you need a safety plan?				
	Yes	38%	25%	33%
	No	62%	75%	67%
		(24)	(16)	(40)
If you looked at this link, did it help you decide if you need a safety plan?				
	Definitely did	53%	25%	44%
	Did somewhat	27%	50%	35%
	Did not help me much	7%	0%	4%
	Did not help at all	13%	25%	17%
		(15)	(8)	(23)
Did you use any of the side boxes to help you find help and resources?				
	Yes	33%	25%	30%
	No	67%	75%	70%
		(24)	(16)	(40)
If you looked at the side boxes, how helpful were they?				
	Very helpful	53%	20%	41%
	Somewhat helpful	12%	20%	15%
	Not very helpful	0%	10%	3%
	Not sure	35%	50%	41%
		(17)	(10)	(27)

Table 12 shows parents' reactions to specific aspects of the website. In general, parents found the site easy to use. Parents reported the instructions and examples were easy to understand. Relatively few parents felt the plan that was produced should be shorter or felt it took too long to complete the plan. Parents favored the idea of having a helpline to call with questions or problems, and over 60% thought it would be useful to have someone explain how to use the site.

Virtually all of the parents said they would recommend the site to a friend who needed a parenting plan. Out of a possible score of 10, mothers, on average, rated the site 9.1 and fathers gave the site an average rating of 8.8.

Table 12. Ratings of Selected Parts of the Website

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure/ Didn't Use
The instructions were easy to follow.	55%	40%	3%	0%	2%
Parts of the website were hard to understand.	12%	12%	40%	33%	3%
The examples were easy to follow.	58%	40%	0%	0%	2%
I had problems understanding how to do holidays.	8%	5%	60%	23%	5%
It would be better to have a shorter plan.	10%	15%	55%	10%	10%
I had problems understand e-filing.	5%	12%	53%	12%	18%
It takes too much time to complete a plan.	7%	7%	53%	30%	3%
There were too many choices and things to decide.	5%	5%	62%	23%	5%
The site is easy to use.	55%	35%	7%	0%	3%
There should be a Helpline to call with questions.	63%	25%	12%	0%	0%
It would be good to have someone explain the site.	15%	48%	32%	5%	0%

Table 13. Overall Ratings of the Website

Would you recommend this site to a friend who needs a parenting plan?	Mother	Father	Total
Yes	96%	94%	95%
No	0%	0%	0%
Not sure	4%	6%	5%
	(24)	(16)	(4)
On a scale of 1 to 10, with 1 being "Least helpful and 10 "most helpful" how would you rate the site?			
Average	9.1	8.5	8.8
	(22)	(16)	(38)

Publicizing the IPP

Getting parents to know about and use the IPP remains a challenge and stakeholders offered many suggestions about how to expand awareness among relevant professional groups and families. The best ways to reach professionals are to send out emails about the IPP to listservs that relate to family law, domestic violence, protection orders, and child welfare. Several stakeholders mentioned the family law listserv as being particularly useful. Others suggested that links to the IPP be placed on websites for local courts and the Oregon State Bar. Newsletters, publications, and conferences for family law professionals are other recommended vehicles for dissemination including meetings of the Local Family Law Advisory Committees (LFLACs).

Reaching the parent population is more challenging. One suggestion is to have a link to the IPP on the website for local courts. As noted above, the IPP can only be accessed through the OJD iForms tab of the OJD website. It was suggested that local courts be enlisted to help to advertise the IPP and that court clerks distribute fliers about the IPP to parents who request information about custody or visitation. Another suggestion is to place a link to the IPP on local and state child support websites. Many parents use the online child support calculator on the Oregon Child Support Program website, and stakeholders feel that it would make sense to link the IPP with that online tool and the accompanying parenting time calculator that already exists. Court clerks, court facilitators, court mediators, judges, hearing officers, and other courthouse personnel need to be up to speed on the IPP so that they can drive traffic to the site. The IPP could be mentioned in the phone recording for local courts. Finally, several stakeholders mentioned the need for a brochure on the IPP to be distributed at self-help centers and clerk desks at the court and included in packets mailed to parents in the Child Support Program.

Conclusions and Recommendations

The Interactive Parenting Plan created in Oregon is perhaps the first comprehensive and interactive tool created to generate customized parenting plans. Developing the IPP was a joint effort of many stakeholders including representatives of the court, the child support agency, the private bar, mediators, community organizations serving families with safety issues, and experts in

the field of child development. The process began nearly 20 years ago with the creation of the first downloadable parenting plan form in a PDF format in 2000. In 2008, the first discussions were held about converting the downloadable parenting plans to an interactive format, and a committee to work on the interactive conversion was created in 2010. The discussion advanced with the award of the PTOC grant in 2012, and a dedicated staff member was assigned to the project in 2015. Testing the IPP began in December 2016, and it went live on February 21, 2017. The IPP remains a work in progress. Indeed, OJD personnel estimate that the interactive filing feature might not be added for another three years, at which point all family law forms are expected to be interactive, thereby enabling all family law filings to be done online.

The newness of the IPP makes it impossible to fully assess its functionality and popularity. Between January and mid-June 2017, a total of 496 parenting time plans were completed using the IPP website. Most of these (n=354) were basic plans, but 28% (n=142) were safety plans. Unfortunately, information is not available regarding how many parents may have started but not completed a plan, nor is it known how many of the completed plans were filed with the court, filed by parents who lacked attorney representation, or filed by unmarried parents in the child support system. Nevertheless, child support staff believe that it is having an impact. As one staff member observed:

Personally, I think the IPP is a marvelous tool and I believe the early impact on the child support population is the ability to complete a flexible plan and have at-their-fingertips resources and information, and it gives Child Support Program staff something to refer customers to (presuming that staff is informed).

Surveys with 34 family law attorneys, 32 child support workers, 20 family court service workers, 3 mediators, and 5 other types of workers tend to confirm this observation. A majority of every professional group feel that the site provides the “right amount” of information and that the information is useful. Child support workers were the professional groups most apt to be concerned about the length of the IPP, the amount of information provided and the amount of time it would take parents to complete a plan. They also were the least apt to characterize the site as “easy to use,” most likely to favor a shorter, 1- to 2-page form, and significantly more likely to support a Helpline that parents can call with questions about the site or parenting plans in general.

Only 40 parents recruited in child support offices (24 mothers and 16 fathers) tested the IPP site and responded to a paper-and-pencil survey about their online experiences. Sixty percent or more of both mothers and fathers said it was “very” easy to find the part of the website that allowed them to begin to build a plan and rated the site highly (9.1 and 8.8 out of 10). Nevertheless, fathers were somewhat less apt than mothers to characterize the information and resources provided as helpful and easy to understand. Overall, mothers reported being more comfortable using a computer and exploring links than did fathers.

Despite the IPP being in its infancy, when asked what other states should know about the process of creating an interactive parenting plan, those who were central to the creation of the Oregon site have a number of recommendations:

1. To begin the process of developing an IPP, use your state’s basic parenting plan and develop a series of questions to which parents will be asked to respond. This will be the foundation for programming the IPP and developing a unique plan for each parent user.

2. Know that it is more difficult and time consuming to create and launch an IPP than you might anticipate.
3. A successful IPP development process requires high-level support from the court and from the child support community.
4. Involve all relevant stakeholders including the private bar, domestic violence advocates, the courts, and child support professionals.
5. Clarify the role of stakeholders; they should advise but not dictate website content.
6. Keep in mind the 80/20 rule. The site has to be designed to meet the needs of 80% of those who will use it, with the court providing other forms of assistance to the 20% who need more or different forms of help.
7. The IPP is a parenting plan tool, not a class. Details about child development and other relevant resources cannot be part of the body of the website. Rather, parents should be given links to other resources to pursue these topics in greater depth.
8. Do not recommend what parents should do. The site should be a tool that parents can use to create a parenting plan they believe will be best for them.
9. Stay with the big picture. Subject matter experts may want to be exhaustive, but a useful tool is one that can be completed. Do not feel obliged to use everything the subject matter experts suggest.
10. Clarify the division of labor. Subject matter experts should focus on what parents need to think about and consider in developing a parenting plan; technology experts should turn the parents' decisions into an interactive product.
11. The length of time the parent spends on the plan should not be a critical consideration. Parents who have thought about what they want in a plan will move faster than parents who are just beginning to consider the issues. There will be literacy constraints that will mean even the simplest site will take some parents longer than others.
12. Using off-the-shelf software can reduce the delays that come with being reliant on state programmers to create, revise, and launch the product.
13. Regardless of the product selected, ensure that its website or link is easy for parents to find. For example, visitors to the state's child support website and its guideline calculator should be able to connect to the IPP as well as go in the reverse direction.

Appendix: Walkthrough for the IPP

This appendix contains the foundational document for the programming of the IPP

Welcome to the Interactive Parenting Plan Page of the Oregon Judicial Department

This interactive parenting plan program will ask you a series of questions. Your answers will help you make a parenting plan. You can then print your parenting plan and file it with your court paper work. You do not have to file this plan. Some parents use their plan as an informal agreement.

As you answer the questions, you can save your work at any point and come back to it later. When you see an underlined word, put your mouse pointer over the word. A box will pop up and tell you what the word means.

The glossary is a list of words and their definitions. You can look at the glossary at any time. Just click on the *GLOSSARY* button.

IMPORTANT: You don't need to have a lawyer write your parenting plan. You do need to know that what you put in a parenting plan may have important legal results.

READ EACH QUESTION CAREFULLY. If you want to know more about possible legal results or if you have other questions, talk with a lawyer **BEFORE** you file your parenting plan with the court.

A good parenting plan tries to make sure children have the best chance to be healthy and happy. A good plan can provide a stable and predictable schedule for the children. It can also make sure they have regular contact with each parent, when appropriate.

A written plan cannot deal with every situation that might come up. You will need to use your plan in a spirit of cooperation and good faith. Keep in mind – you may need to change this plan as your children grow and their needs change.

You can get help making your parenting plan from the following sources:

- **PARENT EDUCATION:** Most Oregon counties have a class for parents going through a divorce, break-up, or other child custody case. To find out about classes, contact your local court or go to http://courts.oregon.gov/OJD/OSCA/cpsd/courtimpovrement/familylaw/FL_Education.page?
- **MEDIATION:** Mediators can help parents find ways to talk to each other about their children and work through their disagreements about their parenting plan. You can find out about family mediation services by contacting your local Court. <http://courts.oregon.gov/OJD/OSCA/cpsd/courtimprovement/familylaw/FL-CourtContact.page?> If you have safety concerns about the other parent, mediation may not be right for you. See *Safety Focused Parenting Plan*.
- **THE OREGON JUDICIAL DEPARTMENT WEBSITE:** The Oregon Judicial Department website has a lot of information about courts, parenting plans, legal forms and other services in our community that can help you with your court process. <http://courts.oregon.gov/OJD/OSCA/cpsd/courtimprovement/familylaw/index.page?>
- **LEGAL SERVICES:** You can find a lawyer through the Oregon State Bar at (800) 452-8260 or go to www.osbar.org. Ask the Oregon State Bar about free or low-cost legal help in your community. You can also check www.oregonlawhelp.org for a list of legal aid programs in your area.
- **THE COURT:** Your local court *may* have a staff person called a Family Law Facilitator. Facilitators are not lawyers. They cannot give you legal advice or tell you what to do in your case. Facilitators can help you by giving your information about court forms and looking over your forms when you are finished filling them out. If you want your parenting plan to be a court order, you will need to file paperwork at the court.
- **THE JUDGE:** If you and the other parent have a court case and cannot agree on your parenting plan, you will need to see a Judge.

Take a deep breath.

Ask yourself, “What does my child need?”

Are you ready? [Click here.](#)

The first thing we need to do is collect some basic information from you. These questions are optional. We must ask these questions because of the federal grant that paid for this project. We hope that you will fill them out to help us. All answers to these questions are anonymous and confidential. These answers will not be part of your parenting plan. Thank you!

STEP 1 – Optional Information (the following information is optional but is necessary for the outcome of the grant that funded this interactive form development project)

Are you the <u>custodial</u> mother of the child(ren) in this parenting plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes answer take to next section; No answer continue to next question</i>
Are you the <u>non-custodial</u> mother of the child(ren) in this parenting plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes answer take to next section; No answer continue to next question</i>
Are you the <u>custodial</u> father of the child(ren) in this parenting plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes answer take to next section; No answer continue to next question</i>
Are you the <u>non-custodial</u> father of the child(ren) in this parenting plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes answer take to next section; No answer continue to next question</i>
Are you the grandparent or <u>legal guardian</u> of the child(ren) in this parenting plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>If yes answer code the marital status question as N/A. No answer should given an error message that no was chosen to all answers.</i>

What is your marital status in relation to the other parent in this parenting plan?

<input type="checkbox"/> Never married to each other	<input type="checkbox"/> Married to each other	<input type="checkbox"/> Separated from each other
<input type="checkbox"/> Divorced from each other		

What is your race or ethnicity:

<input type="checkbox"/> American Indian	<input type="checkbox"/> Alaska Native	<input type="checkbox"/> Asian American
<input type="checkbox"/> Pacific Islander	<input type="checkbox"/> Black/African American	<input type="checkbox"/> White/Caucasian
<input type="checkbox"/> Hispanic	<input type="checkbox"/> Other	

What is your annual income level:

<input type="checkbox"/> Less than \$10,000	<input type="checkbox"/> \$10,000 to \$19,999	<input type="checkbox"/> \$20,000 to \$29,999
<input type="checkbox"/> \$30,000 to \$39,999	<input type="checkbox"/> \$40,000 and above	

How do I start a parenting plan?	First, we need some basic information from you. The next set of questions is required for the parenting plan.
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STEP 2 – Required Information

What is your first name?		
What is your last name?		
What is your home or mailing address?	Street:	If you want your address to be private, give a mailing address.
	City:	
	State: _____, Zipcode:	
What is your telephone number?	Home:	
	Cell:	
	Fax:	
What is your email address?	_____	

What is the other parent's first name?		
What is the other parent's last name?		

In which county will you be filing your parenting plan?	Baker County	If you won't be filing this plan as part of a legal action you can leave the answer blank.
Do you have an existing court case?	<input type="checkbox"/> Yes <i>court case number</i> <input type="checkbox"/> No	
Will both parties agree to the terms of this parenting plan	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>If yes, then computer should mark the form as "agreed upon by both parents" and check the box "Co-Petitioner".</i>

<p>Before starting your parenting plan would you like to see some helpful tips and other information to consider as you write your plan?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p><i>Yes answer, go to tips and resources section; No answer, go directly to Parenting Plan questions.</i></p>
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TIPS AND RESOURCES:

Things to consider when creating your parenting plan:

Your Children’s Rights:

- All children have a right to love, care, and commitment from their parents.
- All children and their parents have a right to be safe.
- All children have a right to a relationship with both parents as long as they are safe with both parents.
- All children have a right to be kept out of conflicts between their parents.

Your Children’s Needs:

- Think of your children’s needs first. This plan is for them.
- Each child needs different things depending on their age, personality, and experiences.
- The more conflict there is between parents, the harder it is for children to adjust to a new situation.
- Consistent, predictable schedules are important for children and easier for them to handle.
- Some children need to have a “home base” with one parent and frequent contact with the other parent. Some children can handle dividing their time more evenly between two homes.
- As children get older, they can usually handle longer periods away from a parent.

Helpful Hints:

- Your parenting plan can be as detailed as you need it to be.
- Think about what is working now and keep it in your plan.
- Think about what is not working now and do something else in your plan.
- Try to think of a schedule that allows each parent to be at his or her best when the children are with that parent.
- Try to find ways to communicate in a way that each of you can be at your best and that keeps the chances of conflict low.
- Make sure you account for “what ifs” and emergencies like school closures and snow days.
- Try to account for sharing holidays fairly – considering which holidays may be more important to one parent or the other and whether the children have a particular habit or tradition with one parent.

Would you like to look at some questions that might be helpful in making your parenting plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes answer goes to Questions; No answer goes to Parenting Plans.</i>
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QUESTIONS TO ASK YOURSELF:

The following questions are here to help you make choices in your parenting plan that fit the unique needs of your child, yourself, and the other parent. After asking yourself the question, write down your thoughts on a sheet of paper before filling out your Parenting Plan Form. Some of the questions may apply to your situation others may not.

- 1) What are our children’s individual qualities and what do our children need from each parent?
- 2) In what ways does each of us provide important things to our children?
- 3) How are our children doing right now?
- 4) Do I have concerns about how our children are treated?
 - Are dangers present in the other parent’s home, like violent acts or anger, too much drinking or the use of drugs?
- 5) Has anyone else raised a concern about my well-being or our children’s?
 - Am I afraid for my safety or our children’s safety?
- 6) What kind of person is each child?
 - What makes each child special?
- 7) When do our children seek out one parent?
 - When do our children seek out the other parent?
- 8) During the first year of each child’s life (the “bonding period”), was one of us around the child more?
 - Did one of us do more caretaking for the child?
- 9) When our children are in a difficult situation, for example during separation and reunion, when feeling overtired, or in an unfamiliar situation, how do they reach out to us?
 - How do they let us know that something is wrong?
- 10) How do our children like the current parenting arrangements?
 - Have the children talked about their feelings, reactions, concerns, or what they want in the future?
- 11) How do our children react to change?
 - What makes it easier for our children to accept change?
- 12) How are our children’s’ needs different, based on their ages, personalities, likes and dislikes?
- 13) Who else (family members, other caring people) is important in our children’s life?
- 14) When am I at my best with our children?
 - What helps my children and me to get along well?
- 15) When am I at best with the other parent?
 - What helps the other parent and me get along well (if at all)?

- 16) What am I trying to do better?
 - What do I want the other parent to do better?
- 17) How can other people help our family?
- 18) What are my plans and wishes for our children's future?
- 19) How do my children and I handle and resolve conflict with each other?
- 20) How do the other parent and I handle conflict with each other?
- 21) Realistically, knowing myself and the other parent, what kind of future parenting relationship is possible between us?
 - How often do I want to be in contact with the other parent about the day-to-day details of our child's life?
- 22) Can I comfortably meet the other parent at parties, school, conferences and other functions important to our child?
 - What would it take to become more comfortable?
- 23) How did the other parent and I share parenting responsibilities and time in the past?
 - How do the other parent and I share parenting responsibilities and time with our children now?
- 24) Am I happy with the current arrangements: Why or why not?
 - Are our children happy with the current arrangements? Why or why not?
 - What changes can I suggest to make things work better?

We encourage you to look at schedules that are appropriate for the age of your child (available [here](#)). You will be given additional chances to look at age appropriate materials later in the plan.

CHILDREN: Start with the youngest child first

What is your child's name? <i>full name</i>	How old is this child? <i>Age</i> <i>Pop up box for age appropriate review.</i>	Is this child a <input type="checkbox"/> Girl or <input type="checkbox"/> Boy?
Do you have more children?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Keep asking the question until the answer is No. Then go to Parenting Plans.</i>

PARENTING PLANS:

Do you want to file a <u>Basic Parenting Plan</u> ?	<input type="checkbox"/> Yes <input type="checkbox"/> No	What is a <u>Basic Parenting Plan</u> ?
Do you want to file a <u>Medium</u> or <u>Long Distance Parenting Plan</u> ?	<input type="checkbox"/> Yes <input type="checkbox"/> No	What is a <u>Medium</u> or <u>Long</u> Distance Parenting Plan? <i>(clicking on yes will include the medium/long distance parenting plan questions in the interview)</i>
Do you want to file a <u>Safety Focused Parenting Plan</u> ? If you would like to know more about this type of plan click here	<input type="checkbox"/> Yes <input type="checkbox"/> No	What is a Safety Focused Parenting Plan? <i>(clicking on this will take the person to the safety focused questions—red path)</i> <i>(clicking on yes will take the person to the safety focused parenting plan)</i>

BASIC PARENTING PLAN SCHEDULE:

Which parent is <u>Parent A</u> ?	<i>(this name will carry through)</i>	If parenting time is or will be split 50% between the parents then it does not matter which parent is listed as Parent A.
Which parent is <u>Parent B</u> ?	<i>(this name will carry through)</i>	
Which child is this schedule for?	<i>(this name will carry through)</i>	
<u>NAME</u> will be responsible for <u>child's name</u> care:	<input type="checkbox"/> Whenever <u>child's name</u> is not scheduled to be with <u>Parent B's name</u> <i>(this path will go to Parent B's scheduling)</i>	<input type="checkbox"/> On the days and times I will set out <i>(this path will bring up the weekends and weekdays schedule for Parent A)</i>
Would you like to see some sample schedules based on the age of the child? <i>(if possible, have the computer go only</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes answer brings up the sample parenting schedules.</i> <i>No answer continues to the next question.</i>

<i>to the schedule for the age of this child)</i>		
Would you like to learn more about parenting a child of this age? <i>(if can keep track of age of child; if not change question to: Would you like to learn more about parenting at different age levels?)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	Yes answer brings up age specific information; <i>No answer goes to next question.</i>

PARENT A's WEEKEND AND WEEKDAY SCHEDULE:

<u>Child's name</u> will be with me:	<input type="checkbox"/> Every weekend <input type="checkbox"/> Every other weekend <input type="checkbox"/> Other _____ <i>specify(bring up blank calendar(</i>
From: Friday at _____ <i>time</i> a.m.	To: Friday at _____ <i>time</i> a.m.
<u>Child's name</u> will be with me:	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> Other _____ <i>specify(bring up blank calendar</i>
From: _____ <i>time</i> a.m. to _____ <i>time</i> a.m.	

PARENT B's WEEKEND AND WEEKDAY SCHEDULE:

<u>Child's name</u> will be with <u>Parent B's name</u> :	<input type="checkbox"/> Every weekend <input type="checkbox"/> Every other weekend <input type="checkbox"/> Other _____ <i>specify (bring up blank calendar</i>
From: Friday at _____ <i>time</i> a.m.	To: Friday at _____ <i>time</i> a.m.
<u>Child's name</u> will be with <u>Parent B's name</u> :	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> Other _____ <i>specify (bring up blank calendar</i>
From: _____ <i>time</i> a.m. to _____ <i>time</i> a.m.	

Will there be a different parenting time schedule when <u>child's name</u> reaches a certain age?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>No answer continues to next question. Yes answer brings up weekend and weekday schedule and asks at what age this applies.</i>
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YES ANSWER:

When <u>child's name</u> reaches age _____ the schedule will change to:	<i>Computer will need to run the schedule again for each child that they answer yes to and until they say No on the next question.</i>
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Do you want to set another age specific schedule for another child?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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PARENT A's WEEKEND AND WEEKDAY SCHEDULE:

<u>Child's name</u> will be with me:	<input type="checkbox"/> Every weekend	<input type="checkbox"/> Every other weekend	<input type="checkbox"/> Other _____ <i>specify (bring up blank calendar)</i>
From: Friday at _____ <i>time</i> a.m.	To: Friday at _____ <i>time</i> a.m.		
<u>Child's name</u> will be with me:	<input type="checkbox"/> Monday	<input type="checkbox"/> Tuesday	<input type="checkbox"/> Wednesday
	<input type="checkbox"/> Thursday	<input type="checkbox"/> Friday	<input type="checkbox"/> Other _____ <i>specify (bring up blank calendar)</i>
From: _____ <i>time</i> a.m. to _____ <i>time</i> a.m.			

PARENT B's WEEKEND AND WEEKDAY SCHEDULE:

<u>Child's name</u> will be with <u>Parent B's name</u> :	<input type="checkbox"/> Every weekend	<input type="checkbox"/> Every other weekend	<input type="checkbox"/> Other _____ <i>specify</i>
From: Friday at _____ <i>time</i> a.m.	To: Friday at _____ <i>time</i> a.m.		
<u>Child's name</u> will be with <u>Parent B's name</u> :	<input type="checkbox"/> Monday	<input type="checkbox"/> Tuesday	<input type="checkbox"/> Wednesday
	<input type="checkbox"/> Thursday	<input type="checkbox"/> Friday	<input type="checkbox"/> Other _____ <i>specify (bring up blank calendar)</i>
From: _____ <i>time</i> a.m. to _____ <i>time</i> a.m.			

SUMMER SCHEDULE:

Do you want to follow the same weekday and weekend schedule for the summer?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes answer goes to next schedule question "holiday"; No answer goes to next question in Summer path.</i>
Do you want to follow the same weekday and weekend schedule for the summer and include uninterrupted vacation time for each parent?	<input type="checkbox"/> Yes _____ <i>number of weeks each summer</i> <input type="checkbox"/> No	<i>If you answered YES the parents will confirm the vacation schedule in writing by the end of January each year. No answer goes to next question in Summer path.</i>

PARENT A's SUMMER SCHEDULE:

<u>Child's name</u> will be with me:	<input type="checkbox"/> Every weekend	<input type="checkbox"/> Every other weekend	<input type="checkbox"/> Other _____ <i>specify (bring up blank calendar)</i>
From: Friday at _____ <i>time</i> a.m.	To: Friday at _____ <i>time</i> a.m.		

<u>Child's name</u> will be with me: <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> Other <i>specify (bring up blank calendar)</i>
From: <i>time</i> a.m. to <i>time</i> a.m.

PARENT B's SUMMER SCHEDULE:

<u>Child's name</u> will be with <u>Parent B's name</u> : <input type="checkbox"/> Every weekend <input type="checkbox"/> Every other weekend <input type="checkbox"/> Other <i>specify (bring up blank calendar)</i>
From: Friday at <i>time</i> a.m. To: Friday at <i>time</i> a.m.
<u>Child's name</u> will be with <u>Parent B's name</u> : <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> Other <i>specify (bring up blank calendar)</i>
From: <i>time</i> a.m. to <i>time</i> a.m.

WINTER BREAK SCHEDULE: (what does Winter break look like, i.e. what is it? Should we provide information about what this is?)

What schedule do you want to follow during Winter Break?	CHOOSE ONE OPTION: <input type="checkbox"/> We will follow the regular weekday/weekend schedule <input type="checkbox"/> Option (child under age 5): we will revisit when the oldest child begins kindergarten	<i>Red text means only come up if there is a child under age 5. Go to spring break.</i>
	<input type="checkbox"/> We will follow a different schedule for Winter Break	<i>Go to schedule</i>
	<input type="checkbox"/> We will work out the schedule for Winter Break on our own <input type="checkbox"/> Option: We will confirm what we work out in writing.	<i>Go to Spring Break</i>

PARENT A's WINTER BREAK SCHEDULE:

<u>Child's name</u> will be with me: <input type="checkbox"/> Every Year <input type="checkbox"/> Even Years <input type="checkbox"/> Odd Years
Begin Monday at <i>time</i> a.m. End Monday at <i>time</i> a.m.
<u>Child's name</u> will be with <u>Parent B's name</u> : <input type="checkbox"/> Every Year <input type="checkbox"/> Even Years <input type="checkbox"/> Odd Years

Begin Monday at a.m.		
End Monday at a.m.		

PARENT B's WINTER BREAK SCHEDULE:

<u>Child's name</u> will be with me:	<input type="checkbox"/> Every Year <input type="checkbox"/> Even Years <input type="checkbox"/> Odd Years	
Begin Monday at a.m.		
End Monday at a.m.		
<u>Child's name</u> will be with <u>Parent B's name</u> :	<input type="checkbox"/> Every Year <input type="checkbox"/> Even Years <input type="checkbox"/> Odd Years	
Begin Monday at a.m.		
End Monday at a.m.		

SPRING BREAK SCHEDULE:

What schedule do you want to follow during Spring Break?	CHOOSE ONE OPTION: <input type="checkbox"/> We will follow the regular weekday/weekend schedule <input type="checkbox"/> Option (child under age 5): we will revisit when the oldest child begins kindergarten	<i>Red text means only come up if there is a child under age 5. Go to Holiday.</i>
	<input type="checkbox"/> We will follow a different schedule for Spring Break	<i>Go to schedule</i>
	<input type="checkbox"/> We will work out the schedule for Spring Break on our own <input type="checkbox"/> Option: We will confirm what we work out in writing.	<i>Go to Holiday</i>

PARENT A's SPRING BREAK SCHEDULE:

<u>Child's name</u> will be with me:	<input type="checkbox"/> Every Year <input type="checkbox"/> Even Years <input type="checkbox"/> Odd Years	
Begin Monday at a.m.		
End Monday at a.m.		
<u>Child's name</u> will be with <u>Parent B's name</u> :	<input type="checkbox"/> Every Year <input type="checkbox"/> Even Years <input type="checkbox"/> Odd Years	
Begin Monday at a.m.		

End Monday at a.m.	
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PARENT B's SPRING BREAK SCHEDULE:

<u>Child's name</u> will be with me:	<input type="checkbox"/> Every Year <input type="checkbox"/> Even Years <input type="checkbox"/> Odd Years
Begin Monday at a.m. End Monday at a.m.	
<u>Child's name</u> will be with <u>Parent B's name</u> :	<input type="checkbox"/> Every Year <input type="checkbox"/> Even Years <input type="checkbox"/> Odd Years
Begin Monday at a.m. End Monday at a.m.	

HOLIDAY SCHEDULE: If a holiday is not chosen, the parents will follow the weekday and weekend schedule

What schedule do you want to follow during holidays?	CHOOSE ONE OPTION: <input type="checkbox"/> We will follow the regular weekday/weekend schedule <input type="checkbox"/> Option (child under age 5): we will revisit when the oldest child begins kindergarten	<i>Red text means only come up if there is a child under age 5. Go to see your schedule.</i>
	<input type="checkbox"/> We will follow a different schedule for Holidays	<i>Go to holidays schedule</i>
	<input type="checkbox"/> We will work out the schedule for Holidays on our own <input type="checkbox"/> Option: We will confirm what we work out in writing.	<i>Go to see your schedule</i>

<u>Child's name</u> will be with me:	<input type="checkbox"/> Every Year <input type="checkbox"/> Even-Numbered Years <input type="checkbox"/> Odd-Numbered Years	<i>This will need to allow for multiple choices of holidays</i>
Thanksgiving <input type="checkbox"/> Include weekend Begin Monday at a.m. End Monday at a.m.	Christmas Eve Begin Monday at a.m. End Monday at a.m.	Halloween Begin Monday at a.m. End Monday at a.m.

<input type="checkbox"/> Children's Birthdays: Begin at a.m. End at a.m.	<input type="checkbox"/> Other holiday or day of significance for the family	<input type="checkbox"/> Other <u>calendar</u> <i>(bring up blank)</i>
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<u>Child's name</u> will be with <u>Parent B's name</u> :	<input type="checkbox"/> Every Year <input type="checkbox"/> Even-Numbered Years <input type="checkbox"/> Odd-Numbered Years	<i>This will need to allow for multiple choices of holidays</i>
Thanksgiving <input type="checkbox"/> Include weekend Begin Monday at a.m. End Monday at a.m.	Christmas Eve Begin Monday at a.m. End Monday at a.m.	Halloween Begin Monday at a.m. End Monday at a.m.
<input type="checkbox"/> Children's Birthdays: Begin at a.m. End at a.m.	<input type="checkbox"/> Other holiday or day of significance for the family	<input type="checkbox"/> Other <u>calendar</u> <i>(bring up blank)</i>

<input type="checkbox"/> Mother's Day: Our children will spend the day with Mother every Mother's Day from 9:00 a.m. until 6:00 p.m. <input type="checkbox"/> Mother's Day: Other Plan	<input type="checkbox"/> Father's Day: Our children will spend the day with Father every Father's Day from 9:00 a.m. until 6:00 p.m. <input type="checkbox"/> Father's Day: Other Plan
<input type="checkbox"/> Mother's Birthday: Our children will spend the day with Mother every year from a.m. to a.m.	<input type="checkbox"/> Father's Birthday: Our children will spend the day with Father every year from a.m. to a.m.

MEDIUM DISTANCE SCHEDULE:

The medium distance schedule is suggested for parents who live at least 60 and not more than 180 miles apart from each other. The goal of the medium distance parenting schedule is to make sure that (1) children have enough contact with their home base and Parent A, (2) children can participate in age-appropriate activities, and (3) children have as much time as possible with Parent B.

Do you want to choose:	<input type="checkbox"/> A Basic Schedule, where suggested sample schedule options are displayed OR <input type="checkbox"/> I would like to design my own schedule where I can choose the days and times	If you have children of different ages, we suggest you follow the schedule for the youngest child.
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BASIC SCHEDULE: WEEKDAYS AND WEEKENDS

<input type="checkbox"/> Birth up to age 18 months: Parent B will have parenting time with the children every week as follows:	CHECK ALL THAT APPLY <input type="checkbox"/> From 9:00 a.m. Saturday until 3:00 p.m. Saturday <input type="checkbox"/> From 9:00 a.m. Sunday until 3:00 p.m. Sunday <input type="checkbox"/> Three hours every Monday <input type="checkbox"/> Other:	All parenting time will take place at Parent A's home or a familiar and consistent, child-related environment, with Parent A nearby. Parent A will have the option of having the children for the entire weekend without scheduling make-up parenting time for Parent B one time every two months.
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<input type="checkbox"/> Age 18 months up to 36 months: Parent B will have parenting time with the children on alternating weekends as follows:	CHECK ONE: <input type="checkbox"/> Daytime Parenting time: from 9 a.m. Saturday until 5 p.m. Saturday and 9 a.m. Sunday to 5 p.m. Sunday <input type="checkbox"/> Overnight Parenting Time: from 9 a.m. Saturday until 5 p.m. Sunday <input type="checkbox"/> Other:
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<input type="checkbox"/> Age 3 up to age 6:	CHECK ONE: <input type="checkbox"/> Parent B will have parenting time with the children on alternating weekends from 6 p.m. on Friday until 6 p.m. on Sunday <input type="checkbox"/> Other:
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BASIC SCHEDULE - Holiday Weekends:

<input type="checkbox"/> Birth up to age 36 months:	<input type="checkbox"/> Parent B will have weekend parenting time with the children according to the Routine Schedule <input type="checkbox"/> Other:
<input type="checkbox"/> Age 3 and Older: Parent B will have parenting time on the following holidays:	CHECK ALL THAT APPLY: From 6 p.m. on Friday until 6 p.m. on Monday <input type="checkbox"/> Martin Luther King Jr. Birthday <input type="checkbox"/> President's Day <input type="checkbox"/> Memorial Day <input type="checkbox"/> Labor Day <input type="checkbox"/> Other Monday holidays: OR <input type="checkbox"/> Parent B will have holiday weekend parenting time with the children according to the Routine Schedule

BASIC SCHEDULE – SCHOOL BREAKS AND HOLIDAY SCHEDULE:

<input type="checkbox"/> Under age 6: Winter Break	<input type="checkbox"/> Parent B will have parenting time with the children according to the Routine Weekly Schedule <input type="checkbox"/> Parent B will have parenting time with the children up to four hours on Christmas Day
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<input type="checkbox"/> Under age 6: Spring Break	<input type="checkbox"/> Parent B will have parenting time with the children according to the Routine Weekly Schedule
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<input type="checkbox"/> Under age 6: Thanksgiving Break	CHECK ONE: <input type="checkbox"/> Parent B will have parenting time with the children according to the Routine Weekly Schedule <input type="checkbox"/> Parent B will have up to four hours of parenting time on Thanksgiving Day
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BASIC SCHEDULE – ADDITIONAL/SUMMER SCHEDULE:

<input type="checkbox"/> Under age 6:	<input type="checkbox"/> Parent B will have summer parenting time according to the Routine Weekly Schedule <input type="checkbox"/> Parent B will have summer or additional parenting time for up to three extended weekends of 3-4 days in length each year
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	<input type="checkbox"/> Parent B will have summer or additional parenting time for two 1-week blocks each year, separated by at least two weeks with Parent A <input type="checkbox"/> Parent B will have summer or additional parenting time for three 1-week blocks each year, separated by at least two weeks with Parent A
<input type="checkbox"/> Notice for Summer Scheduling	<input type="checkbox"/> Before May 1 of each year, Parent B will notify Parent A, in writing, of the dates chosen for summer parenting time. Parent A has the right to choose the dates for Parent B's summer parenting time if Parent B does not give notice before May 1. Parent B's summer parenting time will end at least seven days before the children's first day of school. This notice provision will also apply to any additional parenting time chosen.

BASIC SCHEDULE: WEEKDAYS AND WEEKENDS

<input type="checkbox"/> Age 6 up to age 16:	<input type="checkbox"/> Parent B will have parenting time with the children on alternating weekends from 6 p.m. on Friday until 6 p.m. on Sunday. If school is closed on the Monday following Parent B's weekend, parenting time will continue to Monday until 6 p.m. and if school is closed on the Friday before Parent B's weekend, parenting time will begin at 6 p.m. on Thursday.
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<input type="checkbox"/> Age 16 up to age 18: Parent B will have parenting time with the children on weekends as follows:	CHECK ONE: <input type="checkbox"/> Every other weekend from 6 p.m. Friday until 6 p.m. Sunday <input type="checkbox"/> One weekend every month from 6 p.m. Friday until 6 p.m. Sunday
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BASIC SCHEDULE – WINTER BREAK:

<input type="checkbox"/> Age 6 and Older:	CHECK ONE: <input type="checkbox"/> Parent B will have parenting time for one week of school Winter Break every year <input type="checkbox"/> Parent B will have parenting time for one week of school Winter break with the week including Christmas Day in odd-numbered years <input type="checkbox"/> Parent B will have parenting time for one week of school Winter break with the week including Christmas Day in even-numbered years <input type="checkbox"/> Parent B will have parenting time for two weeks of school Winter Break in odd-numbered years <input type="checkbox"/> Parent B will have parenting time for two weeks of school Winter Break in even-numbered years
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BASIC SCHEDULE – SPRING BREAK:

<input type="checkbox"/> Age 6 and Older:	<p>CHECK ONE:</p> <input type="checkbox"/> Parent B will have parenting time for Spring Break every year <input type="checkbox"/> Parent B will have parenting time for Spring Break in odd-numbered years <input type="checkbox"/> Parent B will have parenting time for Spring Break in even-numbered years
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BASIC SCHEDULE – THANKSGIVING BREAK:

<input type="checkbox"/> Age 6 and Older:	<p>CHECK ONE:</p> <input type="checkbox"/> Parent B will have parenting time for Thanksgiving Break every year <input type="checkbox"/> Parent B will have parenting time for Thanksgiving Break in odd-numbered years <input type="checkbox"/> Parent B will have parenting time for Thanksgiving Break in even-numbered years
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BASIC SCHEDULE – SUMMER SCHEDULE:

<input type="checkbox"/> Age 6 up to age 9: Parent B will have parenting time with the children for:	<p>CHECK ONE:</p> <input type="checkbox"/> Three weeks, exercised in one-week blocks separated by at least one week with Parent A <input type="checkbox"/> Three weeks, exercised in two 10-day periods separated by at least one week with Parent A <input type="checkbox"/> Four weeks, exercised in one-week blocks separated by at least one week with Parent A <input type="checkbox"/> Four weeks, exercised in two-week blocks separated by at least one week with Parent A
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<input type="checkbox"/> Age 9 up to age 16: Parent B will have parenting time with the children for:	<p>CHECK ONE:</p> <input type="checkbox"/> Three weeks, exercised in one-week blocks separated by at least one week with Parent A <input type="checkbox"/> Three weeks, exercised in one 3-week block with Parent A having the option to visit the children one weekend during the parenting time <input type="checkbox"/> Four weeks, exercised in two-week blocks separated by at least one week with Parent A <input type="checkbox"/> Four weeks, exercised in one 4-week block with Parent A having the option to visit the children on alternate weekends <input type="checkbox"/> Six weeks, exercised in three 2-week blocks <input type="checkbox"/> Six weeks, exercised in one 6-week block with Parent A having the option to visit
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	the children on alternate weekends
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<input type="checkbox"/> Age 16 up to age 18: Parent B will have parenting time with the children for:	CHECK ONE: <input type="checkbox"/> Two 1-week blocks <input type="checkbox"/> One 3-week block <input type="checkbox"/> One 4-week block
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<input type="checkbox"/> Notice for Summer Scheduling	<input type="checkbox"/> Before May 1 of each year, Parent B will notify Parent A, in writing, of the dates chosen for summer parenting time. Parent A has the right to choose the dates for Parent B's summer parenting time if Parent B does not give notice before May 1. Parent B's summer parenting time will end at least seven days before the children's first day of school. This notice provision will also apply to any additional parenting time chosen. <input type="checkbox"/> Other:
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DESIGN YOUR OWN SCHEDULE:

<input type="checkbox"/> Weekdays and Weekends Schedule	
<input type="checkbox"/> School Breaks and Holiday Schedule	
<input type="checkbox"/> Summer Schedule	

LONG DISTANCE SCHEDULE:

The long distance schedule is suggested for parents who live 180 miles or more apart from each other. The goal of the medium distance parenting schedule is to make sure that (1) children have enough contact with their home base and Parent A, (2) children can participate in age-appropriate activities, and (3) children have as much time as possible with Parent B.

Do you want to choose:	<input type="checkbox"/> A Basic Schedule, where suggested sample schedule options are displayed OR <input type="checkbox"/> I would like to design my own schedule where I can choose the days and times	If you have children of different ages, we suggest you follow the schedule for the youngest child.
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BASIC SCHEDULE: WEEKDAYS AND WEEKENDS Schedule for children under Age 6

<input type="checkbox"/> Birth up to age 18 months: Parent B will have parenting time in Parent A's locale with Parent A nearby as follow:	CHECK ONE: <input type="checkbox"/> Once every two months, up to 8 hours a day for up to 5 days in a row <input type="checkbox"/> Once every two months, up to 8 hours a day with Parent A having the option to be present during the first 2 hours of parenting time, for up to 5 days in a row
<input type="checkbox"/> Age 18 months up to age 36 months: Parent B will have parenting time in Parent A's locale with Parent A nearby as follows:	CHECK ONE: <input type="checkbox"/> Once every two months, up to 8 hours a day for up to 5 days in a row <input type="checkbox"/> Once every two months, up to 8 hours a day for up to 5 days in a row with one 24-hour period after the third day
<input type="checkbox"/> Age 3 up to age 6: Parent B will have parenting time as follows:	CHECK ONE: <input type="checkbox"/> One weekend every month from 6 p.m. on Friday until 6 p.m. on Sunday <input type="checkbox"/> Other routine parenting time:

<input type="checkbox"/> We choose to not designate routine parenting time and instead Parent B will have the children for parenting time as follows, which will be separated by at least two weeks with Parent A:	CHECK ONE: <input type="checkbox"/> Up to 4 days in a row up to 6 times each year <input type="checkbox"/> Up to 3 1-week blocks each year <input type="checkbox"/> Other additional parenting time:
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BASIC SCHEDULE – SCHOOL BREAKS AND HOLIDAYS:

<input type="checkbox"/> For children under the age of 6:	<input type="checkbox"/> We will have no specific holiday schedule for children under age 6, but parenting time may be scheduled on or near a holiday when we agree OR CHECK ALL THAT APPLY: <input type="checkbox"/> Parent B will have Christmas Day in odd-numbered years <input type="checkbox"/> Parent B will have Christmas Day in even-numbered years <input type="checkbox"/> Parent B will have Thanksgiving Day in odd-numbered years <input type="checkbox"/> Parent B will have Thanksgiving Day in even-numbered years <input type="checkbox"/> Parent B will have Child’s Birthday in odd-numbered years <input type="checkbox"/> Parent B will have Child’s Birthday in even-numbered years
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DESIGN YOUR OWN SCHEDULE: For children under the age of 6

<input type="checkbox"/> Weekdays and Weekends Schedule	
<input type="checkbox"/> School Breaks and Holiday Schedule	
<input type="checkbox"/> Summer Schedule	

BASIC SCHEDULE: WEEKDAYS AND WEEKENDS For children age 6 and over

<input type="checkbox"/> Age 6 up to age 16: Parent B will have parenting time as follows:	CHECK ONE: <input type="checkbox"/> One weekend every month from 6 p.m. Friday until 6 p.m. on Sunday
<input type="checkbox"/> Age 16 up to age 18: Parent B will have parenting time as follows:	<input type="checkbox"/> One weekend every month from 6 p.m. Friday until 6 p.m. on Sunday <input type="checkbox"/> Scheduling may be determined at the time in consideration of the children’s activities and other obligations

BASIC SCHEDULE – WINTER BREAK:

<input type="checkbox"/> Age 6 and Older:	CHECK ONE: <input type="checkbox"/> Parent B will have parenting time for one week of school Winter Break every year <input type="checkbox"/> Parent B will have parenting time for one week of school Winter break with the week including Christmas Day in odd-numbered years
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	<input type="checkbox"/> Parent B will have parenting time for one week of school Winter break with the week including Christmas Day in even-numbered years <input type="checkbox"/> Parent B will have parenting time for two weeks of school Winter Break in odd-numbered years <input type="checkbox"/> Parent B will have parenting time for two weeks of school Winter Break in even-numbered years
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BASIC SCHEDULE – SPRING BREAK:

<input type="checkbox"/> Age 6 and Older:	CHECK ONE: <input type="checkbox"/> Parent B will have parenting time for Spring Break every year <input type="checkbox"/> Parent B will have parenting time for Spring Break in odd-numbered years <input type="checkbox"/> Parent B will have parenting time for Spring Break in even-numbered years
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BASIC SCHEDULE – THANKSGIVING BREAK:

<input type="checkbox"/> Age 6 and Older:	CHECK ONE: <input type="checkbox"/> Parent B will have parenting time for Thanksgiving Break every year <input type="checkbox"/> Parent B will have parenting time for Thanksgiving Break in odd-numbered years <input type="checkbox"/> Parent B will have parenting time for Thanksgiving Break in even-numbered years
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BASIC SCHEDULE:

<input type="checkbox"/> Age 6 and Older: HOLIDAY WEEKENDS	CHECK ONE: <input type="checkbox"/> Parent B will have the option for parenting time on each of the four 3-day weekends that include a legal holiday (Martin Luther King, Jr. birthday, President’s Day, Memorial Day, and Labor Day) from 6 p.m. on Friday until 6 p.m. on Monday. <input type="checkbox"/> There will be no planned holiday weekend parenting time unless we agree.
<input type="checkbox"/> Age 6 and Older: CHILD’S BIRTHDAY	CHECK ONE: <input type="checkbox"/> Parent B will have the option to have parenting time for the child’s birthday in odd-numbered years <input type="checkbox"/> Parent B will have the option to have parenting time for the child’s birthday in even-numbered years <input type="checkbox"/> Parent B will not have parenting time for the child’s birthday unless we agree

BASIC SCHEDULE – SUMMER SCHEDULE:

<input type="checkbox"/> Age 6 up to age 9: Parent B will have parenting time with the children for:	CHECK ONE: <input type="checkbox"/> Three weeks, exercised in one-week blocks separated by at least one week with Parent A <input type="checkbox"/> Three weeks, exercised in two 10-day blocks separated by at least one week with Parent A <input type="checkbox"/> Four weeks, exercised in 2 two-week blocks <input type="checkbox"/> Four weeks, exercised in one 4-week block <input type="checkbox"/> Six weeks, exercised in two 3-week blocks
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<input type="checkbox"/> Age 9 up to age 16: Parent B will have parenting time with the children for:	CHECK ONE: <input type="checkbox"/> Four weeks, exercised in two 2-week blocks <input type="checkbox"/> Four weeks, exercised in one 4-week block <input type="checkbox"/> Six weeks, exercised in two 3-week blocks <input type="checkbox"/> Six weeks, exercised in one 6-week block <input type="checkbox"/> Eight weeks, exercised in two 4-week blocks <input type="checkbox"/> Eight weeks, exercised in one 8-week block
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<input type="checkbox"/> Age 16 up to age 18: Parent B will have parenting time with the children for:	CHECK ONE: <input type="checkbox"/> One 2-week blocks <input type="checkbox"/> One 4-week block
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<input type="checkbox"/> Notice for Summer Scheduling	<input type="checkbox"/> Before May 1 of each year, Parent B will notify Parent A, in writing, of the dates chosen for summer parenting time. Parent A has the right to choose the dates for Parent B’s summer parenting time if Parent B does not give notice before May 1. Parent B’s summer parenting time will end at least seven days before the children’s first day of school. <input type="checkbox"/> Other:
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DESIGN YOUR OWN SCHEDULE: For children age 6 and over

<input type="checkbox"/> Weekdays and Weekends Schedule	
<input type="checkbox"/> School Breaks and Holiday Schedule	
<input type="checkbox"/> Summer Schedule	

<input type="checkbox"/> Holiday Weekends	
<input type="checkbox"/> Child's Birthday	
<input type="checkbox"/> Other times	

Would you like to see what your schedule looks like at this point before going any further?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Provide this opportunity after each child and bring up graphic calendar so that user can print and/or view. Yes answer, allow user to preview the schedule to date and then allow them to come back to the next part; No answer, take to Decisions.</i>
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DECISION MAKING:

An important part of any parenting time arrangement is a plan for making major decisions about a child. “Major decisions” include the child’s education, non-emergency health care, religious training and residence. This part of your parenting plan is known as legal custody. Parents can have Joint or Sole legal custody in Oregon.

Joint custody is when both parents make major decisions together. Joint custody does not mean that a child must spend equal time in each home. Parents can have joint custody even if the child spends more time in one home.

Sole custody is when one parent makes the major decisions for the children. If this is what you want, you much decide which parent will have sole custody. You can also decide whether the parent with sole custody must talk to the other parent before making some or all the major decisions..

JOINT CUSTODY:

Will you share responsibility for making major decisions about the children?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes answer goes to next section, communication; No answer goes to sole custody question.</i>
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SOLE CUSTODY:

Will only one parent make the major decisions about the children?	<input type="checkbox"/> Yes Parent’s name <input type="checkbox"/> No	<i>Yes answer goes to optional sole custody questions; No answer goes to next section, communication.</i>
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YES:

<input type="checkbox"/> <i>parent’s name from above</i> will consult (discuss) with the other parent:	<input type="checkbox"/> before making major decisions <input type="checkbox"/> before making major decisions on these specific issues:
<input type="checkbox"/> <i>parent’s name from above</i> will notify the other parent:	<input type="checkbox"/> before making major decisions <input type="checkbox"/> before making major decisions on these specific issues:

Optional questions: You may choose to include these choices in your parenting plan

Do you want to say which home will be considered the primary residence ?	<input type="checkbox"/> Yes, Parent A's home will be considered the primary residence .	
	<input type="checkbox"/> No, neither parent's home will be considered the primary residence .	
Do you want to say how temporary changes will be handled?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes answer goes to next question; No answer goes to question about exchanges.</i>

YES:

<input type="checkbox"/> The parents may agree verbally to any temporary changes in the parenting time schedule.
<input type="checkbox"/> The parents must agree in writing to any temporary changes in the parenting time schedule.

Do you want to say how the children will be exchanged?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes, goes to set of questions for exchange; No goes to next optional question.</i>
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YES:

<input type="checkbox"/> Parents will arrive within _____ minutes of the time they are scheduled to be with the children. If an unavoidable delay occurs, the delayed parent will contact the other parent immediately.
<input type="checkbox"/> The parent who is ending their time with the children will be responsible for dropping them off at the other parent's house. Drop off at Parent A's home will be at the <input type="checkbox"/> front door <input type="checkbox"/> curbside <input type="checkbox"/> Other Drop off at Parent B's home will be at the <input type="checkbox"/> front door <input type="checkbox"/> curbside <input type="checkbox"/> Other
<input type="checkbox"/> A place other than the parent's home as follows: _____ Both parents will share responsibility for bringing the children to and from the exchange point.
<input type="checkbox"/> Other: _____

OPTIONAL ADDITIONAL PROVISIONS:

Will the child be in school or daycare when parenting time starts or ends?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes answer auto-populates the language in RED into the form; No goes to next optional question</i>
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YES:

If a parent starts his or her parenting time while the children are at school or in daycare, that parent will pick the children up directly at the school or daycare. If the children are supposed to be at school or in daycare at the end of a parent's

scheduled parenting time, that parent will drop the children off directly at the school or daycare. If there is no school or daycare, parents should follow the basic schedule provisions.

OPTIONAL ADDITIONAL PROVISIONS:

Do you want to designate certain people who can pick up the children if either parent is unable to provide transportation?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes answer continues to next set of choices; No answer goes to next "decision" question.</i>
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YES:

<input type="checkbox"/> If either parent is unable to provide transportation on a given occasion, he or she may designate one of the following individuals to do so: . These individuals are known to the children.
<input type="checkbox"/> Other:

(print on screen and on form)

<p>Unless there is a <u>court order</u> stating otherwise, both parents have equal rights to:</p> <ul style="list-style-type: none"> • Inspect and receive the children’s school records, and both parents are encouraged to consult with school staff concerning the children’s welfare and education. Both parents are encouraged to participate in and attend the children’s school events. • Inspect and receive governmental agency and law enforcement records concerning the children. • Consult with any person who may provide care or treatment for the children and to inspect and receive the children’s medical, dental and psychological records. <p>Each parent has a continuing responsibility:</p> <ul style="list-style-type: none"> • Provide a residential, mailing, or contact address and contact telephone number to the other parent. • To immediately notify the other parent of any emergency circumstances or substantial changes in the health of the children, including the children’s medical needs.
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COMMUNICATION:

Do you want to say how you will communicate with each other about the children? If you answer NO, then both parents will have unlimited access to communication with the	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes answer go to optional questions; No answer go to "communication with children" question.</i>
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other parent.		
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YES:

This applies to <input type="checkbox"/> Parent A <input type="checkbox"/> Parent B <i>(go through again for other parent)</i>	<p>CHECK ALL THAT APPLY:</p> <input type="checkbox"/> Telephone <ul style="list-style-type: none"> <input type="checkbox"/> unlimited <input type="checkbox"/> limited <ul style="list-style-type: none"> <input type="checkbox"/> limited frequency: <ul style="list-style-type: none"> <input type="checkbox"/> maximum of _# of calls per <input type="checkbox"/>day <input type="checkbox"/>week <input type="checkbox"/> maximum minutes per call <input type="checkbox"/> limited hours: only between _____.m. and _____.m. <input type="checkbox"/> no calls
	<input type="checkbox"/> Mail or packages delivered by post office or other carrier <ul style="list-style-type: none"> <input type="checkbox"/> unlimited <input type="checkbox"/> limited (no mail/deliveries)
	<input type="checkbox"/> By computer (email, skype, etc.) <ul style="list-style-type: none"> <input type="checkbox"/> unlimited <input type="checkbox"/> limited frequency - maximum of: _____ times per <input type="checkbox"/>day <input type="checkbox"/>week <input type="checkbox"/> no computer contact
	<input type="checkbox"/> Text message <ul style="list-style-type: none"> <input type="checkbox"/> unlimited <input type="checkbox"/> limited <ul style="list-style-type: none"> <input type="checkbox"/> limited frequency – maximum of : _____ times per <input type="checkbox"/>day <input type="checkbox"/>week <input type="checkbox"/> limited hours: only between _____.m. and _____.m. <input type="checkbox"/> no texts

Do you want to say how each of you will communicate with the children when they are with the other parent? If you answer NO then both parents will have unlimited access to communicate with the children.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes answer go to optional questions; No answer go to "future moves" question.</i>
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YES:

This applies to <input type="checkbox"/> Parent A <input type="checkbox"/> Parent B <i>(go through again for other parent)</i>	CHECK ALL THAT APPLY: <input type="checkbox"/> Telephone <input type="checkbox"/> unlimited <input type="checkbox"/> limited <input type="checkbox"/> no calls <input type="checkbox"/> limited frequency: <input type="checkbox"/> maximum of _# of calls per <input type="checkbox"/> day <input type="checkbox"/> week <input type="checkbox"/> maximum minutes per call <input type="checkbox"/> limited hours: only between ____.m. and ____.m.
	<input type="checkbox"/> Mail or packages delivered by post office or other carrier <input type="checkbox"/> unlimited <input type="checkbox"/> limited (no mail/deliveries)
	<input type="checkbox"/> By computer (email, skype) <input type="checkbox"/> unlimited <input type="checkbox"/> limited <input type="checkbox"/> no computer contact <input type="checkbox"/> limited frequency - maximum of: times per <input type="checkbox"/> day <input type="checkbox"/> week
	<input type="checkbox"/> Text message <input type="checkbox"/> unlimited <input type="checkbox"/> limited <input type="checkbox"/> no texts <input type="checkbox"/> limited frequency - maximum of: times per <input type="checkbox"/> day <input type="checkbox"/> week <input type="checkbox"/> limited hours: only between ____.m. and ____.m. <input type="checkbox"/> limited frequency – maximum of : times per <input type="checkbox"/> day <input type="checkbox"/> week

Unless there is a <u>court order</u> stating otherwise, neither parent may move to a residence more than 60 miles further away from the other parent without giving the other parent days' notice of the change of residence and providing a copy of such notice to the court.
<input type="checkbox"/> I want to add additional rules about moving:

OPTIONAL-ACTIVITIES:

Do you want to have any special arrangements about how the parents schedule non-school activities?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes answer goes to optional scheduling questions; No answer goes to next set of optional questions "missed" parenting time.</i>
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YES:

Children are often involved in activities other than school, such as sports, clubs, music, religious organizations, and social activities. Both parents are encouraged to take part in non-school activities with their children during their parenting time. Non-school activities should not unreasonably interfere with either parent's schedule or parenting time. Non-school activities that may affect the other parent's schedule:

<input type="checkbox"/> Must be coordinated with the other parent.
<input type="checkbox"/> Will be planned to occur primarily during one parent's schedule parenting time.
<input type="checkbox"/> Other:

(print on screen and form)

It is important that parents show mutual respect for each other. This can be done by not saying things or knowingly allowing others to say things in the presence of the children that would take away the children's love and respect for the other parent.

OPTIONAL -MAKEUP AND MISSED PARENTING TIME:

Do you want to say how makeup and missed parenting time will be handled?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes answer goes to next set of questions in this group; No answer goes to next optional question, alternate care.</i>
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YES:

<input type="checkbox"/> If a child is so ill that the child is unable to spend time with a parent, there will be no make-up of parenting time unless the parents agree:	<input type="checkbox"/> in writing <input type="checkbox"/> verbally
<input type="checkbox"/> If a parent is unable to have the children during his or her scheduled parenting time for any reason, there will be no make-up of parenting time unless the parents agree:	<input type="checkbox"/> in writing <input type="checkbox"/> verbally

OPTIONAL –alternate care:

Do you want to specify ground rules for babysitters, day care providers, and other caregivers?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes answer goes to optional questions; No answer goes to next set, dispute resolution.</i>
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YES:

Choose all that apply:

- If a parent is unable to be with the children during a scheduled parenting time, the other parent will be the first choice to provide their care.
- Only** the following people may provide alternate care:
- The following people may **not** provide alternate care:
- Other:

DISPUTE RESOLUTION:

We will try to work out any parenting plan disputes on our own. Only as a last resort will we resolve disputes through court action.

Do you want to specify a dispute resolution plan if you are not able to agree? <i>(see options for dispute resolution in pop-up box)</i>	<input type="checkbox"/> Yes, we will use a mutually agreed-upon neutral third party (such as a mediator, counselor, or other professional) to resolve any parenting plan disputes before filing a court action about the parenting plan. This will not apply in the event of an emergency or abusive circumstance.
	<input type="checkbox"/> For now, the following professional(s) will assist us, if available: <input type="checkbox"/> No, a dispute resolution process will not be required prior to filing a court action

(print on screen and on form)

It is the duty of both parents to keep the children safe. Each parent will protect the children in the following ways:

- Not use illegal drugs at any time or abuse alcohol while the children are present.
- Not allow the children to ride in a car unless the driver has a valid driver's license, auto insurance, seat belts and child safety seats as required by Oregon law.
- The children must be given medication as directed. This means the right amount and at the right time. The children must have the medication when parenting time starts, and it must be returned with the children at the end of parenting time.

Have both parties agreed to the terms of this parenting plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>If yes, then computer should mark the form as "agreed upon by both parents" and check the box "Co-Petitioner".</i>
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You have completed your parenting plan, would you like to see a list of resources <i>(drop down list of resources to</i>	<input type="checkbox"/> Yes	<i>Yes answer, go to resource page No answer, go to final form for review</i>
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<i>choose from</i>) available for you before you review the final document?	<input type="checkbox"/> No	
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SAFETY FOCUSED PARENTING PLAN:

If answers YES to wants to learn more about a safety focused parenting plan the system will come to these screening questions:

If you answer yes to any of the following questions, please continue to take your safety, and your children's safety seriously. You may need to use a Safety Focused Parenting Plan.	
Has the other parent:	
<ul style="list-style-type: none"> • Acted as though violent behavior toward you or your child(ren) is OK in some situations? • Damaged or destroyed property or pets during an argument? • Threatened to commit suicide? • Pushed, slapped, kicked, punched or physically hurt you or your child(ren)? • Had problems with alcohol or other drugs? • Needed medication to be safe around others? • Threatened not to return or not returned your child(ren)? • Used weapons or threaten to hurt people? • Threatened to kill you, your child(ren) or anyone else? • Sexually abused anyone by force, threat of force, or intimidation? • Been served a protection or no contact order? • Been arrested for harming or threatening to harm you or anyone else? 	

Would you like to continue with a Safety Focused Parenting Plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes answer continues to next question; No answer goes back to Basic parenting plan questions</i>
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YES:

Which parent is <u>Parent A</u> ?	(this name will carry through)	What does PARENT A mean?
Which parent is <u>Parent B</u> ?	(this name will carry through)	What does PARENT B mean?
Which child is this schedule for?	(this name will carry through)	

There are four schedule options for you under the <u>Safety Focused Parenting Plan</u> . Please choose the option that works best for your	<input type="checkbox"/> Option A: <i>Supervised Parenting Time or No Parenting Time- You feel your child cannot be safe alone with the other parent.</i>
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situation:	<input type="checkbox"/> Option B: <i>No Overnight Parenting Time</i> -You feel your child can safely spend limited time with the other parent under certain circumstances. <input type="checkbox"/> Option C: <i>Overnight Parenting Time, Public Drop off and Pick up Sites</i> - You feel your child can safely spend time with the other parent, but you are not safe when the other parent is with you. <input type="checkbox"/> Option D: Back to the Basic Parenting Plan where you can add additional safety provisions in the areas that say <i>other</i> .
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OPTION A –Parenting Time:

<input type="checkbox"/> Supervised Parenting Time: whenever the children are with Parent B, the supervisor will be present. Parent B has the right to spend time with the children even though Parent A will be making most, if not all, of the parenting decisions which need to be made on the children’s behalf. The children will be with Parent B on any schedule agreed to between the parents, but not less than the time in the following supervised schedule:	CHOOSE ONLY ONE: <input type="checkbox"/> _____ hours per week. The place(s), day(s), and time(s) will be set by Parent A. <input type="checkbox"/> From _____ a.m. to _____ a.m. on the following days
<input type="checkbox"/> No Parenting Time: Parent B will have no contact with the children until further court order. All parenting decisions will be made by Parent A.	<i>No answer completes form.</i>

OPTION A – Supervisor:

Tell us who will choose the supervisor	<input type="checkbox"/> The person supervising the parenting time will be selected by Parent A. <input type="checkbox"/> The person supervising the parenting time will be selected by Parent B, subject to Parent A’s prior approval.
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We need to know about Parent B’s access to activities and events.	<input type="checkbox"/> Parent B can not attend the children’s school activities and athletic events. <input type="checkbox"/> Parent B may attend the children’s school activities and athletic events.
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(print on screen and on form) The law states that both parents have the following rights. If you have concerns about these you must ask the judge to put in the order what rights you want the parents to have that would be different from the ones below.

Unless there is a court order stating otherwise, both parents have equal rights to:

- Inspect and receive the children’s school records, and both parents are encouraged to consult with school staff concerning the children’s welfare and education. Both parents are encouraged to participate in and attend the children’s school events.
- Inspect and receive governmental agency and law enforcement records concerning the children.
- Consult with any person who may provide care or treatment for the children, and to inspect, and receive, the children’s medical, dental and psychological records.

Each parent has a continuing responsibility to:

- Provide a residential, mailing, or contact address and contact telephone number to the other parent.
- Immediately notify the other parent of any emergency circumstances or substantial changes in the health of the children, including the children’s medical needs.

<input type="checkbox"/> Yes, I am aware of these rights and am okay with having them in the order as stated above.	<input type="checkbox"/> No, I do not want to have the rights as stated. I would like to have the judge put in my order the following changes and the reasons for the changes:
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Tell us which child safety rules you want in your plan.	Parent B must follow the checked safety rules. If Parent B violates any of the checked rules, Parent A may seek the court’s help through a contempt action. In addition, if the violation poses an immediate threat to the child(ren), the specific parenting time may be stopped.	CHECK ALL THAT APPLY: <input type="checkbox"/> There will be no firearms in Parent B’s home, car or in the children’s presence during parenting time. <input type="checkbox"/> Parent B will not consume alcoholic beverages beginning 12 hours before the children arrive up to the point they are returned to Parent A. <input type="checkbox"/> The children will not be physically disciplined. <input type="checkbox"/> The following person(s) _____ presents a danger to the children and must not be present during the parenting time. <input type="checkbox"/> Parent B must not be under the influence of intoxicating
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		liquor or a controlled substance (e.g. drugs) as defined in ORS 813.010 (<i>link?</i>) during any period of time that he or she is to be with the children. <input type="checkbox"/> Other: <input type="checkbox"/> None of the above
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We need to know what location will be used for parenting time	<input type="checkbox"/> Parent B will spend his/her parenting time with the child(ren) at a supervised visitation center. <input type="checkbox"/> Parent B will spend his/her parenting time with the child(ren) at _____ or any other location designated by Parent A. <input type="checkbox"/> Any location designated by Parent B with approval by the supervisor.
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We need to know if there will be an exchange point.	<input type="checkbox"/> No (pick up and drop will be at Parent A's home)	<i>No answer goes to next question</i>
	<input type="checkbox"/> Yes; The exchange of the child(ren) will occur at:	CHOOSE ALL THAT APPLY: <input type="checkbox"/> The site of the supervised visit. <input type="checkbox"/> Other: <input type="checkbox"/> Parent B may not come to the exchange point.

We need to know who can transport the child(ren).	<input type="checkbox"/> The child(ren) will be picked up and/or returned to the exchange point by Parent B with the supervisor present. <input type="checkbox"/> The child(ren) will be picked up and/or returned to the exchange point by the supervisor alone.
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How do you want Parent B to communicate with you about the children?	CHECK ALL THAT APPLY: <input type="checkbox"/> Telephone <ul style="list-style-type: none"> <input type="checkbox"/> unlimited <input type="checkbox"/> limited <ul style="list-style-type: none"> <input type="checkbox"/> no calls <input type="checkbox"/> limited frequency:
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	<input type="checkbox"/> maximum of _# of calls per <input type="checkbox"/> day <input type="checkbox"/> week <input type="checkbox"/> maximum minutes per call <input type="checkbox"/> limited hours: only between _____.m. and _____.m.
	<input type="checkbox"/> Mail or packages delivered by post office or other carrier <input type="checkbox"/> unlimited <input type="checkbox"/> limited (no mail/deliveries)
	<input type="checkbox"/> By computer (email, skype, etc.) <input type="checkbox"/> unlimited <input type="checkbox"/> limited <input type="checkbox"/> no computer contact <input type="checkbox"/> limited frequency - maximum of: _____ times per <input type="checkbox"/> day <input type="checkbox"/> week
	<input type="checkbox"/> Text message <input type="checkbox"/> unlimited <input type="checkbox"/> limited <input type="checkbox"/> no texts <input type="checkbox"/> limited frequency – maximum of : _____ times per <input type="checkbox"/> day <input type="checkbox"/> week <input type="checkbox"/> limited hours: only between _____.m. and _____.m.

<p>Tell us the reasons for when parents will communicate with each other.</p>	<p>Check all that apply:</p> <p><input type="checkbox"/> Communications between the parents will be for any reason the parents may wish to communicate with each other.</p> <p><input type="checkbox"/> Communications between the parents will be limited to issues relating to the children.</p> <p><input type="checkbox"/> Communications between the parents will be limited to changes to the parenting plan (dates, times, etc.)</p>
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<p>How do you want Parent B to communicate with the children when they are with you?</p>	<p>CHECK ALL THAT APPLY:</p> <p><input type="checkbox"/> Telephone <input type="checkbox"/> unlimited <input type="checkbox"/> limited <input type="checkbox"/> no calls</p>
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	<input type="checkbox"/> limited frequency: <input type="checkbox"/> maximum of _# of calls per <input type="checkbox"/> day <input type="checkbox"/> week <input type="checkbox"/> maximum minutes per call <input type="checkbox"/> limited hours: only between _____.m. and _____.m.
	<input type="checkbox"/> Mail or packages delivered by post office or other carrier <input type="checkbox"/> unlimited <input type="checkbox"/> limited (no mail/deliveries)
	<input type="checkbox"/> By computer (email, skype, etc) <input type="checkbox"/> unlimited <input type="checkbox"/> limited <input type="checkbox"/> no computer contact <input type="checkbox"/> limited frequency - maximum of: times per <input type="checkbox"/> day <input type="checkbox"/> week
	<input type="checkbox"/> Text message <input type="checkbox"/> unlimited <input type="checkbox"/> limited <input type="checkbox"/> no texts <input type="checkbox"/> limited frequency - maximum of: times per <input type="checkbox"/> day <input type="checkbox"/> week <input type="checkbox"/> limited hours: only between _____.m. and _____.m.

*End of Option A, system should enter all data into OJD safety focused parenting plan form and display for printing and signature.
(There is a final page that is applicable to all Safety Focused Options that allows for final review and printing)*

OPTION B – Parenting Time:

<p>Parent B has the right to spend time with the child(ren) even though Parent A will be making most, if not all, of the parenting decisions that need to be made on the child(ren)'s behalf. The child will be with Parent B on any schedule agreed to between the parents, but not less than as set out in the following schedule. The child will be with Parent A at all other times.</p>	<p>Choose only one:</p> <p><input type="checkbox"/> The child will be with Parent B on the first and third weekends of each month. These are day periods only, not overnights. The "first" weekend of the month is the first weekend in the month that both Saturday and Sunday fall within the new month. A weekend is defined as:</p> <p><input type="checkbox"/> Other regular schedule (for example, if a parent works weekends):</p>	<p>Check one or more:</p> <p><input type="checkbox"/> 10:00 a.m. to 7:00 p.m. on Saturday</p> <p><input type="checkbox"/> 10:00 a.m. to 7:00 p.m. on Sunday</p> <p><input type="checkbox"/> 10:00 a.m. to 7:00 p.m. on Monday if the parent's weekend falls on a weekend during the school year on which that next Monday is a state or federally recognized holiday on which there is no school.</p>
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<p>You may set additional parenting time(s):</p>	<p><input type="checkbox"/> Parent B may also spend the following time with the child:</p>
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<p>Tell us how the children will be exchanged.</p>	<p>CHOOSE ONLY ONE:</p> <p>All parenting time will take place in a prompt manner. No parent need wait for more than 15 minutes after the set exchange time for the other parent to arrive. The exchange point will be:</p> <p><input type="checkbox"/> The front steps of Parent A's house.</p> <p><input type="checkbox"/> A neutral place selected by Parent A (examples include the child's school or daycare, public library, a fast-food restaurant, etc.)</p> <p><input type="checkbox"/> Other (describe):</p>
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<p>Tell us who can transport the child(ren)</p>	<p><input type="checkbox"/> The child(ren) will be picked up and/or returned to the exchange point by Parent B.</p> <p><input type="checkbox"/> The child(ren) will be picked up and/or returned to the exchange point by the following individual(s) known to the child(ren):</p>
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We need to know about Parent B's access to activities and events.	<input type="checkbox"/> Parent B cannot attend the children's school activities and athletic events. <input type="checkbox"/> Parent B may attend the children's school activities and athletic events.
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(print on screen and on form)

<p>It is important for the parents to know that:</p> <ul style="list-style-type: none"> • If there is a medical or true emergency that causes the cancellation of parenting time that no makeup will be required. • Each parent must return <i>all</i> clothing that came with the child. It is recommended that each parent maintain a supply of basic clothing for the children at his or her own residence to assure that this does not become a problem. • Major decisions about the children are the sole authority of Parent A. Major decisions include, but are not limited to, decisions about the children's education, non-emergency healthcare and religious training. Parent A can make each of these decisions on the children's behalf without notice or input from Parent B. • Parent A is responsible for the children's primary care. Parent B will provide care for the children only while they are staying with him or her and will make only <i>emergency</i> medical or dental decisions on the children's behalf. Parent B's right to make reasonable decisions regarding a child's care while the child is with him or her does not include giving the child haircuts or making any change in a child's appearance (i.e., tattoos, ear piercing, etc.) unless Parent A has agreed in advance in writing, dated and signed.
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(print on screen and on form) The law states that both parents have the following rights. If you have concerns about these you must ask the judge to put in the order what rights you want the parents to have that would be different from the ones below.

<p>Unless there is a <u>court order</u> stating otherwise, both parents have equal rights to:</p> <ul style="list-style-type: none"> • Inspect and receive the children's school records, and both parents are encouraged to consult with school staff concerning the children's welfare and education. Both parents are encouraged to participate in and attend the children's school events. • Inspect and receive governmental agency and law enforcement records concerning the children. • Consult with any person who may provide care or treatment for the children and to inspect and receive the
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children's medical, dental and psychological records.

Each parent has a continuing responsibility:

- Provide a residential, mailing, or contact address and contact telephone number to the other parent.
- To immediately notify the other parent of any emergency circumstances or substantial changes in the health of the children, including the children's medical needs.

Yes, I am aware of these rights and am okay with having them in the order as stated above.

No, I do not want to have the rights as stated. I would like to have the judge put in my order the following changes and the reasons for the changes:

How do you want Parent B to communicate **with you** about the children?

CHECK ALL THAT APPLY:

Telephone

unlimited

limited

no calls

limited frequency:

maximum of _# of calls per day week

maximum minutes per call

limited hours: only between _____.m. and _____.m.

Mail or packages delivered by post office or other carrier

unlimited

limited (no mail/deliveries)

By computer (email, skype, etc.)

unlimited

limited

no computer contact

limited frequency - maximum of: _____ times per day week

Text message

unlimited

limited

	<input type="checkbox"/> no texts <input type="checkbox"/> limited frequency – maximum of : times per <input type="checkbox"/> day <input type="checkbox"/> week <input type="checkbox"/> limited hours: only between _____.m. and _____.m.
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<p>Tell us the reasons for when parents will communicate with each other.</p>	<p>Check all that apply:</p> <input type="checkbox"/> Communications between the parents will be for any reason the parents may wish to communicate with each other. <input type="checkbox"/> Communications between the parents will be limited to issues relating to the children. <input type="checkbox"/> Communications between the parents will be limited to changes to the parenting plan (dates, times, etc.)
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<p>How do you want Parent B to communicate with the children when they are with you?</p>	<p>CHECK ALL THAT APPLY:</p> <input type="checkbox"/> Telephone <ul style="list-style-type: none"> <input type="checkbox"/> unlimited <input type="checkbox"/> limited <ul style="list-style-type: none"> <input type="checkbox"/> no calls <input type="checkbox"/> limited frequency: <ul style="list-style-type: none"> <input type="checkbox"/> maximum of _# of calls per <input type="checkbox"/>day <input type="checkbox"/>week <input type="checkbox"/> maximum minutes per call <input type="checkbox"/> limited hours: only between _____.m. and _____.m. <input type="checkbox"/> Mail or packages delivered by post office or other carrier <ul style="list-style-type: none"> <input type="checkbox"/> unlimited <input type="checkbox"/> limited (no mail/deliveries) <input type="checkbox"/> By computer (email, skype, etc) <ul style="list-style-type: none"> <input type="checkbox"/> unlimited <input type="checkbox"/> limited <ul style="list-style-type: none"> <input type="checkbox"/> no computer contact <input type="checkbox"/> limited frequency - maximum of: times per <input type="checkbox"/> day <input type="checkbox"/> week
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	<input type="checkbox"/> Text message <ul style="list-style-type: none"> <input type="checkbox"/> unlimited <input type="checkbox"/> limited <ul style="list-style-type: none"> <input type="checkbox"/> no texts <input type="checkbox"/> limited frequency - maximum of: _____ times per <ul style="list-style-type: none"> <input type="checkbox"/> day <input type="checkbox"/> week <input type="checkbox"/> limited hours: only between _____.m. and _____.m.
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(print on screen and on form)

It is the duty of both parents to keep the children safe. Each parent will protect the children in the following ways:

- Not use illegal drugs at any time or abuse alcohol while the children are present.
- Not allow the children to ride in a car unless the driver has a valid driver's license, auto insurance, seat belts and child safety seats as required by Oregon law.
- The children must be given medication as directed. This means the right amount and at the right time. The children must have the medication when parenting time starts, and it must be returned with the children at the end of parenting time.

<p>Tell us which child safety rules you want in your plan.</p>	<p>Parent B must follow the checked safety rules. If Parent B violates any of the checked rules, Parent A may seek the court's help through a contempt action. In addition, if the violation poses an immediate threat to the child(ren), the specific parenting time may be stopped.</p>	<p>CHECK ALL THAT APPLY:</p> <p><input type="checkbox"/> There will be no firearms in Parent B's home, car or in the children's presence during parenting time.</p> <p><input type="checkbox"/> Parent B will not consume alcoholic beverages beginning 12 hours before the children arrive up to the point they are returned to Parent A.</p> <p><input type="checkbox"/> The children will not be physically disciplined.</p> <p><input type="checkbox"/> The following person(s) _____ presents a danger to the children and must not be present during the parenting time.</p> <p><input type="checkbox"/> Parent B must not be under the influence of intoxicating liquor or a controlled substance (e.g. drugs) as defined in ORS 813.010 (<i>link?</i>) during any period of time that he or she is to be with the children.</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> None of the above</p>
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<p>Unless there is a <u>court order</u> stating otherwise, neither parent may move to a residence more than 60 miles further away from the other parent without giving the other parent _____ days' notice of the change of residence and providing a copy of such notice to the court.</p>
<p><input type="checkbox"/> I want to add additional rules about moving:</p>

End of Option B, system should enter all data into OJD safety focused parenting plan form and display for printing and signature. (There is a final page that is applicable to all Safety Focused Options that allows for final review and printing)

OPTION C: Parenting Time

<p>Parent B has the right to spend time with the children even though Parent A will be making most, if not all, of the parenting decisions that need to be made on the children’s behalf. The children will be with Parent B on any schedule agreed to between the parents, but not less than is set forth in the following schedule. The children will be with Parent A at all times not specifically designated for them to be with Parent B. The children will be with Parent B on the following regularly schedule:</p>	<p>Choose only one:</p> <input type="checkbox"/> Parent B will have the children on the first and third weekends of the month. The “first” weekend of the month is the first weekend in the month that both Saturday and Sunday fall within the new month. A weekend is defined as starting:	<p>Choose only one:</p> <input type="checkbox"/> At 7:00 p.m. on Friday and ending at 7:00 p.m. on the following Sunday.
	<input type="checkbox"/> Non-weekend schedule (for example, if a parent works weekends)	<input type="checkbox"/> After school on Friday and ending at 7:00 p.m. on Sunday.
	<input type="checkbox"/> Other regular schedule:	<input type="checkbox"/> At 10:00 a.m. on Saturday and ending at 7:00 p.m. on Sunday.

<p>You may set additional parenting time(s):</p>	<input type="checkbox"/> Parent B may also spend the following time with the child:
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<p>Tell us how the children will be exchanged.</p>	<p>CHOOSE ONLY ONE:</p> <p>All parenting time will take place in a prompt manner. No parent need wait for more than 15 minutes after the set exchange time for the other parent to arrive. The exchange point will be:</p> <input type="checkbox"/> The front steps of Parent A’s house. <input type="checkbox"/> A neutral place selected by Parent A (examples include the child’s school or daycare, public library, a fast-food restaurant, etc.) <input type="checkbox"/> Other (describe):
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<p>Tell us who can transport the child(ren).</p>	<input type="checkbox"/> The child(ren) will be picked up and/or returned to the exchange point by Parent B. <input type="checkbox"/> The child(ren) will be picked up and/or returned to the exchange point by the following individual(s) known to the child(ren):
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Tell us about Parent B's access to activities and events.	<input type="checkbox"/> Parent B cannot attend the children's school activities and athletic events. <input type="checkbox"/> Parent B may attend the children's school activities and athletic events.
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(print on screen and on form)

<p>It is important for the parents to know that:</p> <ul style="list-style-type: none"> • If there is a medical or true emergency that causes the cancellation of parenting time that no makeup will be required. • Each parent must return <i>all</i> clothing that came with the child. It is recommended that each parent maintain a supply of basic clothing for the children at his or her own residence to assure that this does not become a problem. • Major decisions about the children are the sole authority of Parent A. Major decisions include, but are not limited to, decisions about the children's education, non-emergency healthcare and religious training. Parent A can make each of these decisions on the children's behalf without notice or input from Parent B. • Parent A is responsible for the children's primary care. Parent B will provide care for the children only while they are staying with him or her and will make only <i>emergency</i> medical or dental decisions on the children's behalf. Parent B's right to make reasonable decisions regarding a child's care while the child is with him or her does not include giving the child haircuts or making any change in a child's appearance (i.e., tattoos, ear piercing, etc.) unless Parent A has agreed in advance in writing, dated and signed.
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(print on screen and on form) The law states that both parents have the following rights. If you have concerns about these you must ask the judge to put in the order what rights you want the parents to have that would be different from the ones below.

<p>Unless there is a <u>court order</u> stating otherwise, both parents have equal rights to:</p> <ul style="list-style-type: none"> • Inspect and receive the children's school records, and both parents are encouraged to consult with school staff concerning the children's welfare and education. Both parents are encouraged to participate in and attend the children's school events. • Inspect and receive governmental agency and law enforcement records concerning the children. • Consult with any person who may provide care or treatment for the children and to inspect and receive the children's medical, dental and psychological records.
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Each parent has a continuing responsibility:

- Provide a residential, mailing, or contact address and contact telephone number to the other parent.
- To immediately notify the other parent of any emergency circumstances or substantial changes in the health of the children, including the children's medical needs.

Yes, I am aware of these rights and am okay with having them in the order as stated above.

No, I do not want to have the rights as stated. I would like to have the judge put in my order the following changes and the reasons for the changes:

How do you want Parent B to communicate **with you** about the children?

CHECK ALL THAT APPLY:

- Telephone
- unlimited
 - limited
 - no calls
 - limited frequency:
 - maximum of _# of calls per day week
 - maximum minutes per call
 - limited hours: only between _____.m. and _____.m.

- Mail or packages delivered by post office or other carrier
- unlimited
 - limited (no mail/deliveries)

- By computer (email, skype, etc.)
- unlimited
 - limited
 - no computer contact
 - limited frequency - maximum of: _____ times per day week

- Text message
- unlimited
 - limited
 - no texts

	<input type="checkbox"/> limited frequency – maximum of : times per <input type="checkbox"/> day <input type="checkbox"/> week <input type="checkbox"/> limited hours: only between _____.m. and _____.m.
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<p>Tell us the reasons for when parents will communicate with each other.</p>	<p>Check all that apply:</p> <input type="checkbox"/> Communications between the parents will be for any reason the parents may wish to communicate with each other. <input type="checkbox"/> Communications between the parents will be limited to issues relating to the children. <input type="checkbox"/> Communications between the parents will be limited to changes to the parenting plan (dates, times, etc.)
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<p>How do you want Parent B to communicate with the children when they are with you?</p>	<p>CHECK ALL THAT APPLY:</p> <input type="checkbox"/> Telephone <ul style="list-style-type: none"> <input type="checkbox"/> unlimited <input type="checkbox"/> limited <ul style="list-style-type: none"> <input type="checkbox"/> no calls <input type="checkbox"/> limited frequency: <ul style="list-style-type: none"> <input type="checkbox"/> maximum of _# of calls per <input type="checkbox"/> day <input type="checkbox"/> week <input type="checkbox"/> maximum minutes per call <input type="checkbox"/> limited hours: only between _____.m. and _____.m. <input type="checkbox"/> Mail or packages delivered by post office or other carrier <ul style="list-style-type: none"> <input type="checkbox"/> unlimited <input type="checkbox"/> limited (no mail/deliveries) <input type="checkbox"/> By computer (email, skype, etc) <ul style="list-style-type: none"> <input type="checkbox"/> unlimited <input type="checkbox"/> limited <ul style="list-style-type: none"> <input type="checkbox"/> no computer contact <input type="checkbox"/> limited frequency - maximum of: times per <input type="checkbox"/> day <input type="checkbox"/> week <input type="checkbox"/> Text message <ul style="list-style-type: none"> <input type="checkbox"/> unlimited
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	<input type="checkbox"/> limited <input type="checkbox"/> no texts <input type="checkbox"/> limited frequency - maximum of: _____ times per <input type="checkbox"/> day <input type="checkbox"/> week <input type="checkbox"/> limited hours: only between _____.m. and _____.m.
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(print on screen and on form)

<p>It is the duty of both parents to keep the children safe. Each parent will protect the children in the following ways:</p> <ul style="list-style-type: none"> • Not use illegal drugs at any time or abuse alcohol while the children are present. • Not allow the children to ride in a car unless the driver has a valid driver's license, auto insurance, seat belts and child safety seats as required by Oregon law. • The children must be given medication as directed. This means the right amount and at the right time. The children must have the medication when parenting time starts, and it must be returned with the children at the end of parenting time.
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<p>Tell us which child safety rules you want in your plan.</p>	<p>Parent B must follow the checked safety rules. If Parent B violates any of the checked rules, Parent A may seek the court's help through a contempt action. In addition, if the violation poses an immediate threat to the child(ren), the specific parenting time may be stopped.</p>	<p>CHECK ALL THAT APPLY:</p> <input type="checkbox"/> There will be no firearms in Parent B's home, car or in the children's presence during parenting time. <input type="checkbox"/> Parent B will not consume alcoholic beverages beginning 12 hours before the children arrive up to the point they are returned to Parent A. <input type="checkbox"/> The children will not be physically disciplined. <input type="checkbox"/> The following person(s) _____ presents a danger to the children and must not be present during the parenting time. <input type="checkbox"/> Parent B must not be under the influence of intoxicating liquor or a controlled substance (e.g. drugs) as defined in ORS 813.010 (<i>link?</i>) during any period of time that he or she is to be with the children. <input type="checkbox"/> Other: <input type="checkbox"/> None of the above
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Unless there is a court order stating otherwise, neither parent may move to a residence more than 60 miles further away from the other parent without giving the other parent _____ days' notice of the change of residence and providing a copy of such notice to the court.

I want to add additional rules about moving:

End of Option C, system should enter all data into OJD safety focused parenting plan form and display for printing and signature

For all safety focused parenting option choices, the following must print on the final form and should show on the final screens before asking if the party wants to view the completed document before printing:

Changes to the Parenting Plan. A specific parenting time may be denied due to any safety concerns previously identified. Changes to the parenting plan are allowed whenever both parents agree to a change. Agreed-upon changes will be enforced by the court only if the change is written down, dated, and signed by both parents before a notary public and submitted to the court leaving a space for the judge’s signature. See *ORS 107.174 (link?)*

This is part of a Court Order when attached to a signed Judgment. Each party has been put on notice than an intentional failure to follow the rules of this parenting plan is punishable through the contempt powers of the court. One parent’s failure to comply with the rules does not excuse the other party from following the rules.

You have completed your safety focused parenting plan, would you like to see a list of resources where you can learn more about your safety and the safety of your children?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Yes answer, go to Resource List. No answer, go to final document for review.</i>
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END OF SAFETY FOCUSED PARENTING PLAN WALKTHROUGH

GLOSSARY (*system to bring up these definitions when mouse hovers over underlined word*)

Access, Right of Access - a child's right to contact with both parents. See also *Frequent and Continuing Contact*.

Alternate Care - care arranged for a child when a parent is not present, such as day care or time with another family member.

Alternative Dispute Resolution (ADR) -- also referred to as "Appropriate Dispute Resolution. This phrase refers to methods of resolving legal issues other than through a court hearing or trial. Examples include mediation, arbitration, and settlement conferences.

Best Interest of the Child - If a judge decides a custody/parenting plan case, the judge tries to decide what would be best for the child based on all the testimony and other evidence in the case.

Case, Case Law - previous cases decided by courts of appeal are published and used by judges to make decisions in current, similar cases.

Child Support - money paid by one parent to the other, or to the Division of Child Support, to help meet the needs of the child for housing, food, clothing, transportation, etc.

Child Support Guidelines - the formula created by the legislature to determine how much money each parent should contribute to the support of the children. The law requires that many factors, including the parents' income, be considered.

Co-Parents - parents who share responsibility for raising a child even though the parents no longer live together or never lived together.

Court Order - a written decision signed by a judge. The parties may agree to a plan and when the judge signs it, it becomes a court order or Judgment. (see also *Stipulation*).

Court Rules – a collection of requirements and procedures of a court. They can be found online at www.ojd.state.or.us. The rules may include deadlines for filing and responding to papers, information about required forms, and whether you will need to attend arbitration, mediation or parent education.

Custody - In Oregon, “custody” means the right to make major decisions for the welfare of a child. Major decisions include medical care, religion, education and residence. Custody may be either joint (with both parents) or sole (with one parent). “Sole custody” does not give one parent the right to move away with the child without notice to the other parent unless the order specifically gives that right. Having custody does not necessarily mean having the child live with you. See also *Parenting Time*.

Dissolution of Marriage - divorce.

Division of Child Support - the state agency that handles child support if one of the parents is receiving public assistance or the Oregon Health Plan, or cases where the child is receiving state-paid foster care or is in the custody of the Oregon Youth Authority. The county District Attorney’s office handles child support where no public assistance or care is involved.

Divorce - the legal process of dissolving a marriage; where parents have not been married, they can file a petition for custody (or filiation petition) to obtain orders for custody and a parenting plan. See also *Paternity*.

Domestic Violence - a pattern of physical, verbal, sexual, and/or emotional behavior in which one person in a relationship uses force, fear, and intimidation to dominate or control the other person, often with the threat or use of violence.

Ex Parte - a motion or proceeding (such as a hearing) that is heard by a judge for the benefit of one party without notice to the other party. The law allows this only in rare situations.

Facilitator, Family Law Facilitator - a court employee who helps parents without attorneys by helping with family law forms and giving information about court procedures and other sources of help in the community.

Family Abuse Prevention Act (FAPA) - the law that lets courts issue protection orders (a special type of restraining order) where there has been violence or other abuse within a family. FAPA orders may include orders for custody and a parenting plan. See also *Safety Focused Parenting Plan*.

Family Law - the law that relates to family relationships. It includes laws about divorce, custody, parenting plans, property division, child support, spousal support (formerly called “alimony”) and other topics.

Father's Rights - Judges have to base decisions on the best interests of the child. They cannot discriminate between parents on the basis of gender.

Filiation – see *Paternity*.

Filing - turning your legal papers into the clerk of the court and paying any required filing fee.

Frequent and Continuing Contact - Parenting plans should provide a child regular contact with both parents so the child has a genuine, on-going relationship with each parent, unless this contact puts the child in danger.

Hearing - a motion or other legal action that is handled in the courtroom. Parties and attorneys usually may bring witnesses and introduce evidence. A judge will make a decision based on all the evidence and the decision will become a court order.

Holiday - Each family has certain holidays and special occasions that it celebrates. A parenting plan should specify who the child will spend holidays with and define each holiday so both parents know when it begins and when it ends.

Joint Child - a term often used to mean a child of both parents involved in the case. A child of one, but not both, of the parents is not a joint child.

Joint Custody – when parents share the responsibility to make major decisions for their child. See *Custody*. A judge cannot order joint custody unless both parents agree to it. Joint custody does not mean that the child spends equal time with each parent. The schedule of parenting time is a separate issue from custody. See *Parenting Time*.

Judgment - a written order signed by the judge that is usually the final decision in the case. See *Court Order*.

Legal custody - Legal custody refers to the ability to make major decisions about your child's education, religion, healthcare, after-school activities and other important issues that arise as your child matures. When these decisions are made by both parents, it is called Joint Legal Custody.

Limited Legal Services - an arrangement with an attorney to receive help only on some parts of a case, usually for a set fee or limited fees.

Long Distance Parenting Plan - a suggested parenting plan for parents who live 180 miles or more apart from each other.

Mediation - a meeting with a trained, neutral third party *who helps the parties* try to solve problems cooperatively. Most courts provide mediation of custody and parenting plan problems up to a certain number of hours. Mediation may occur face to face or separately, if necessary. Mediation is confidential. The mediator does not tell the parents what they should do or make a recommendation to the court.

Medium Distance Parenting Plan - a suggested parenting plan for parents who live at least 60 and not more than 180 miles apart from each other.

Modification - a change to the Parenting Plan. If changes are agreed upon, they can be enforced by the court only if they are written down and signed by both parents, in some situations before a notary. The Judge must also sign and date the document. If changes are not agreed upon, they can be requested through a modification motion.

Mother's Rights - Judges are required to base decisions on the best interests of the child. They cannot discriminate between parents on the basis of gender.

Motion - a formal request filed with the court. A judge makes a decision to allow or deny the motion, usually after a hearing or trial. (see *Hearing*)

No-Fault Divorce - Under Oregon law, it is not necessary to prove that either husband or wife did anything wrong to get a divorce.

Non-Joint Child - the legal child of one, but not both, of the parents.

Order - see *Court Order*

ORS (Oregon Revised Statutes) - a collection of laws passed by the state legislature. These laws are available at the county law library or on the internet at www.ojd.state.or.us/ors .

Parent A - for purposes of describing the parenting time schedule, Parent A is the parent whom the children stay with more than half the time.

Parent B - for purposes of describing the parenting time schedule, Parent B is the parent whom the children stay with less than half the time.

Parenting Plan - a document that states when the child will be with each parent and how decisions will be made. The parenting plan may be developed by the parents, through mediation, with the help of attorneys, or by a judge after a trial or hearing.

Parenting Time - the actual time a child is scheduled to spend with a parent. During parenting time that parent has primary responsibility for making routine decisions for the child but not major decisions. Compare to *Custody*.

Paternity – legally established father of the child. Paternity can be established in several ways, including both parents signing the birth certificate, an order of the court, or other legal process. Being married to the mother when the child is born can also be a way to establish paternity in most situations.

Petition for Custody - a request made by unmarried parents that the court decide custody and parenting time.

Physical Custody – Oregon courts don't decide physical custody. Oregon courts order legal custody. See *Custody* and *Parenting Time*.

Primary Residence - Parents or the court can designate one home as the primary residence. There is no definition in the law for this term. The term is also used to determine public benefits. If you receive TANF or public assistance, you should talk to your caseworker or an attorney about the consequences of designating a primary residence.

Pro Se - see *Self-Represented*.

Psychological Parent - Sometimes a person who is not a biological parent (like a stepparent or live-in partner) takes on major responsibilities for a child and is seen by the child as a "parent." In certain cases, a judge may provide for the child to have scheduled time with a psychological parent or even to live primarily with that person.

Public Benefits (also called "public assistance") - money or medical assistance received by a parent for his or her own needs or for the needs of the children who live with them. Types of public assistance include Temporary Assistance to Needy Families (TANF), food stamps, and medical insurance.

Restraining Order - an order from the court that orders someone to do or not do something. The most common type of restraining order is a protection order. Protection orders keep one person away from another if there has been violence between them. Protective orders can include family, work, children, and pets if there is a risk of harm. See *FAPA*.

Safety Focused Parenting Plan - a parenting plan DEVELOPED specially for families [where] WHEN there is mental illness, drug addiction, domestic violence, child abuse, or other circumstances that impact safety of a child or a parent. A Safety Focused Parenting Plan Guide can be found at www.ojd.state.or.us/familylaw. Click on the “Parenting Plan” link. If you think you need a safety-focused parenting plan, you should talk to an attorney.

Self-Represented - a person who handles his or her legal case without a lawyer. Also called *Pro Se*.

Sole Custody - one parent has the right and responsibility to make major decisions for the welfare of the child. The parenting time schedule is a separate issue from who has custody. See also *Custody*.

Status Quo – the current situation. In family law cases, “status quo” usually refers to the child’s place of residence, current schedule, and daily routine for the last three months.

Status Quo Order – a court order that keeps the “status quo.” See *Status Quo*.

Stipulation - a formal agreement of the parties. When it is written up and signed by both parties and the judge, it becomes a court order.

Supervised Parenting Time - parenting time during which the parent and child must be in the presence of another specified adult. Supervised visitation may be ordered when there has been domestic violence, child abuse or a threat to take the child out of the state.

Transition - the moving of a child from one place where they are taken care of (home, school, day care, etc.) to another.

Trial - the final hearing in your case, if the judge has to make a decision. See *Hearing*.

Visitation - an outdated term for parenting time. Oregon Family Courts no longer use this term. See *Parenting Plan*, *Parenting Time*.




BASIC PARENTING PLAN SCHEDULES

Sample Parenting Schedules (Birth to 36 Months)

The information and graphs below are **samples** of parenting time schedules based on children’s ages and different parenting styles. They are provided as a tool to give you ideas in order to help you create **your own personalized schedule**. Parenting time should be scheduled based on the needs of each individual family.

Their age	Their “jobs”	Their needs	Signs of distress: (especially if it goes on for a long time)
Birth – 12 months	<ul style="list-style-type: none"> To develop trust To attach to one or more healthy adult (parent, extended family, caregiver) 	<ul style="list-style-type: none"> Predictability, consistency, and routine Stable and secure relationships A healthy attachment to at least one adult 	<ul style="list-style-type: none"> Excessive crying Feeding or sleeping problems Withdrawal Irritable and depressed
1 – 3 years	<ul style="list-style-type: none"> To explore the world To develop language To develop control (this is when they say a lot of no’s) 	<ul style="list-style-type: none"> Understanding that they can’t remember people who they don’t see very often To know a loving adult is always available Predictability, routine, and structure Security, love, and flexibility 	<ul style="list-style-type: none"> Withdrawal Crying, clinging that lasts more than twenty minutes after a separation Changes in eating and toileting Delay in development

	Level A Plans These plans are best suited where one parent has not been the child’s primary caregiver and/or wants regular contact but is not able to provide extensive care-giving due to an inflexible work schedule or other circumstance.	Level B Plans These are best suited for parents who have been involved in the day-to-day care of the child and who want greater contact than is afforded in Level A plans.	Level C Plans These are best suited for parents who have been involved to a significant extent in the day-to-day care of the child and desire maximum contact.
Birth to 12 Months	<p>Plan A (1st Option) Three periods of 3 to 6 hours spaced throughout each week. Frequent contact helps the child bond.</p> <p>Plan A (2nd Option)</p>	<p>Plan B Two periods of three to four hours and one 8-hour period spaced throughout each week.</p>	<p>Plan C Two periods of 3 to 6 hours and one overnight each week.</p>

	<p>Two 6 hour periods spaced throughout each week. Use when schedules or conflict make more frequent exchanges difficult. Bonding may be slowed.</p>		
<p>12 to 24 Months</p> 	<p>Plan A (1st Option) See BIRTH TO 12 MONTHS, above.</p> <p>Plan A (2nd Option) See BIRTH TO 12 MONTHS, above.</p>	<p>Plan B See BIRTH TO 12 MONTHS, above.</p>	<p>Plan C One daytime period of 3 to 6 hours and two non-consecutive overnights each week.</p>
<p>24 to 36 Months</p> 	<p>Plan A (1st Option) See Plan B of BIRTH TO 12 MONTHS, above.</p> <p>Plan A (2nd Option) See Plan C of BIRTH TO 12 MONTHS, above.</p>	<p>Plan B See Plan C of 12 TO 24 MONTHS, above. Ideally, child should not be separated from either parent for more than 4 days.</p>	<p>Plan C One daytime period of 3 to 6 hours and two non-consecutive overnights each week. Ideally, child should not be separated from either parent for more than 4 days.</p>

Sample Parenting Schedules (for 3 to 5 Year Olds)

The information and graphs below are **samples** of parenting time schedules based on children’s ages and different parenting styles. They are provided as a tool to give you ideas in order to help you create **your own personalized schedule**. Parenting time should be scheduled based on the needs of each individual family.

Their “jobs”	Their needs	Signs of distress: (especially if it goes on for a long time)
<ul style="list-style-type: none"> • To engage with outside world • To develop relationships with other children • To be able to better understand limits set by their parents or caregivers 	<ul style="list-style-type: none"> • Increased ability to “hold” another person in their memory • Continued predictability routine, and structure • Consistent discipline between parents when possible • Freedom from direct conflict • May benefit from blocks of time with each parent 	<ul style="list-style-type: none"> • Regression in toileting, sleeping, and eating • Irritability, clinging • Anger and behavior problems

Plan A Samples:

These plans are best suited where one parent has not been the child’s primary caregiver and/or wants regular contact but is not able to provide extensive care-giving due to an inflexible work schedule or other circumstance.

Plan B Samples:

These are best suited for parents who have been involved in the day-to-day care of the child and who want greater contact than is afforded in Level A plans.

Plan C Samples:

These are best suited for parents who have been involved to a significant extent in the day-to-day care of the child and desire maximum contact.

Plan A: A one or two-night weekend on alternate weeks, plus one evening every week. Can also omit the evening or make it an overnight. Example:

Week	M	Tu	W	Th	F	Sa	Su
#1	A	A	A B A	A	A B	B	B A
#2	A	A	A B A	A	A	A	A

Plan B: A three-night weekend on alternate weeks, plus one overnight on the other week. Example:

Week	M	Tu	W	Th	F	Sa	Su
#1	A	A	A	A B	B	B	B A
#2	A	A	A B	B A	A	A	A

Plan C (1st Option): Parents split each week and the weekend. Provides a consistent routine and accommodates child's ability to be apart from either parent for only three days. Example:

Week	M	Tu	W	Th	F	Sa	Su
#1	A	A	A B	B	B	B	A
#2	A	A	A B	B	B	B	A

Plan C (2nd Option): Parents have the same two consecutive weekdays every week. Alternate weekends. Provides each parent with whole weekends with and without the child. Example:

Week	M	Tu	W	Th	F	Sa	Su
#1	A	A	B	B	B	B	B
#2	A	A	B	B	A	A	A

Plan A: A one or two-night weekend on alternate weeks, plus one evening every week. Can also omit the evening or make it an overnight. Example:

Week	M	Tu	W	Th	F	Sa	Su
#1	A	A	A B A	A	A B	B	B A
#2	A	A	A B A	A	A	A	A

Plan B: A three-night weekend on alternate weeks, plus one overnight on the other week. Example:

Week	M	Tu	W	Th	F	Sa	Su
#1	A	A	A	A B	B	B	B A
#2	A	A	A B	B A	A	A	A

Plan C (1st Option): Parents split each week and the weekend. Provides a consistent routine and accommodates child's ability to be apart from either parent for only three days. Example:

Week	M	Tu	W	Th	F	Sa	Su
#1	A	A	A B	B	B	B	A
#2	A	A	A B	B	B	B	A

Plan C (2nd Option): Parents have the same two consecutive weekdays every week. Alternate weekends. Provides each parent with whole weekends with and without the child. Example:

Week	M	Tu	W	Th	F	Sa	Su
#1	A	A	B	B	B	B	B

#2	A	A	B	B	A	A	A
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Sample Parenting Schedules (for 6 to 12 Year Olds)

The information and graphs below are **samples** of parenting time schedules based on children’s ages and different parenting styles. They are provided as a tool to give you ideas in order to help you create **your own personalized schedule**. Parenting time should be scheduled based on the needs of each individual family.

Their age	Their “jobs”	Their needs	Signs of distress: (especially if it goes on for a long time)
6-8 years	<ul style="list-style-type: none"> • To increase understanding of the difference between fantasy and reality • To deepen attachments with other people (parents, teachers, etc.) • To notice gender differences • To believe in fairness 	<ul style="list-style-type: none"> • To be reminded that the divorce-separation is not their fault • Structured and consistent time with each parent if appropriate • Parental support at school and sport activities • Support for exploring and expanding interests and relationships • Consistency and predictability in schedules and routines 	<ul style="list-style-type: none"> • Physical complaints (e.g., stomach aches, headaches, etc.) • Sleep problems • Expression of anger and behavior problems with parent most connected to • Bed wetting, baby talk
9-12 years	<ul style="list-style-type: none"> • To feel good about relationships and their physical development • To develop and test values and beliefs • To be connected to their school and community 	<ul style="list-style-type: none"> • Parent support in school and sports activities • Encouragement and permission to love both parents • Reminders that the divorce-separation is not their fault • More open communication with their parents 	<ul style="list-style-type: none"> • Loss of interest in friends and other relationships • Isolate themselves • Become “too good” • Depression and extreme rebellion

Plan A Samples:

These plans are best suited where one parent has not been the child’s primary caregiver and/or wants regular contact but is not able to provide extensive care-giving due to an inflexible work schedule or other circumstance.

Plan B Samples:

These are best suited for parents who have been involved in the day-to-day care of the child and who want greater contact than is afforded in Level A plans.

Plan C Samples:

These are best suited for parents who have been involved to a significant extent in the day-to-day care of the child and desire maximum contact.

Plan A: A one or two-night weekend on alternate weeks, plus one evening every week. Can also omit the evening or make it an overnight. Example:

Week	M	Tu	W	Th	F	Sa	Su
			A		A		B

#1	A	A	B A	A	B	B	A
#2	A	A	A B A	A	A	A	A

Plan B: Four overnights in a row in week #1 and one overnight in week #2. Example:

Week	M	Tu	W	Th	F	Sa	Su
#1	A	A	A B	B	B	B	B A
#2	A	A	A B	B A	A	A	A

Plan C (1st Option): Parents split each week and the weekend. Allows each parent to be involved in child's school. Provides a consistent routine. Child is apart from each parent only three days. Example:

Week	M	Tu	W	Th	F	Sa	Su
#1	A	A	A B	B	B	B	A
#2	A	A	A B	B	B	B	A

Plan C (2nd Option): Parents have the same two consecutive weekdays every week. Alternate weekends. Provides each parent with whole weekends with and without the child. Example:

Week	M	Tu	W	Th	F	Sa	Su
#1	A	A	B	B	B	B	B
#2	A	A	B	B	A	A	A

Plan C (3rd Option): Parents alternate seven-day periods. Requires good communication between parents and a great deal of cooperation about the child's activities. The seven-day period can start on any day. Mid-week evening or overnight with the other parent can be added. Example:

Week	M	Tu	W	Th	F	Sa	Su
#1	A	A	A	A	B	B	B

#2	B	B	B	B	A	A	A

Sample Parenting Schedules (for 13 to 18 Year Olds)

The information and graphs below are **samples** of parenting time schedules based on children’s ages and different parenting styles. They are provided as a tool to give you ideas in order to help you create **your own personalized schedule**. Parenting time should be scheduled based on the needs of each individual family.

Their “jobs”

- To develop greater independence and separation from family
- To develop a sense of moral values (these may change)
- To express resistance and rebelliousness while forming their identity (much like two years old)
- To be naturally self-centered

Their needs

- Flexibility and understanding from parents regarding their time with friends and activities
- Reminders that the divorce-separation is not their fault
- Many teens want a say in the parenting plan
- Positive role models
- Reasonable, firm, and fair guidance

Signs of distress: (especially if it goes on for a long time)

- Excessive anger and negativity
- Excessive isolation, depression
- Trying to be “too good”
- Difficulty with school or peers
- Alcohol and drug use, sexual promiscuity

Plan A Samples:

These plans are best suited where one parent has not been the child’s primary caregiver and/or wants regular contact but is not able to provide extensive care-giving due to an inflexible work schedule or other circumstance.

Plan B Samples:

These are best suited for parents who have been involved in the day-to-day care of the child and who want greater contact than is afforded in Level A plans.

Plan C Samples:

These are best suited for parents who have been involved to a significant extent in the day-to-day care of the child and desire maximum contact.

Plan A: A one or two-night weekend on alternate weeks, plus one evening every week. Can also omit the evening or make it an overnight. One home is “home base” for the child. Example:

Week	M	Tu	W	Th	F	Sa	Su
#1	A	A	A	A	A	B	B
			B		B		A
#2	A	A	A	A	A	A	A
			B		A		A

Plan B: Parents alternate seven-day periods. Requires good communication between parents and a great deal of cooperation about the child's activities. The seven-day period can start on any day. Mid-week evening or overnight with the other parent can be added. Example:

Week	M	Tu	W	Th	F	Sa	Su
#1	A	A	A	A	B	B	B
#2	B	B	B	B	A	A	A

Plan C: Each parent has three overnights one week, four overnights the next week. Each has some weekend time with child. Example:

Week	M	Tu	W	Th	F	Sa	Su
#1	A	A	A	B	B	B	A
#2	A	A	B	B	B	B	A



MY/OUR PARENTING TIME SCHEDULE



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

Safety Focused Sample Parenting Time Schedules

Option A

Supervised Parenting Time or No Parenting time - You feel your child cannot be safe alone with the other parent.

Option B

No Overnight Parenting Time - You feel your child can safely spend limited time with the other parent under certain conditions.

Option C

Overnight Parenting Time, Public Drop Off and Pick Up Sites - You feel your child can safely spend time with the other parent, but you are not safe when the other parent is with you.

Option A: Fixed number of hours per week or specific times and days, with a supervisor present. Example:

M	Tu	W	Th	F	Sa	Su
		3:00 – 7:00				3:00 – 7:00

Option B: The first and third Saturday or Sunday (choose one) of each month beginning at 10:00 am and ending at 7:00 pm. Example:

Week	M	Tu	W	Th	F	Sa	Su
#1						From 10:00 To 7:00	
#2							
#3						From 10:00 To 7:00	
#4							

Option C: The first and third weekends of each month, either beginning after school on Friday and ending at 7:00 p.m. on Sunday or beginning at 10:00 a.m. on Saturday and ending at 7:00 p.m. on Sunday (choose one). Supervised or public exchanges. Example:

Week	M	Tu	W	Th	F	Sa	Su

#1					<i>After school</i>		
							<i>To 7:00</i>
#2							
#3					<i>After school</i>		
							<i>To 7:00</i>
#4							

SAFETY FOCUSED RESOURCE LIST:

RESOURCES

Domestic Violence Support

24-Hour Hotlines for Local Domestic Violence Assistance, Sexual Assault and Stalking Assistance.

Every county has a victim's assistance program run by the District Attorney's office. Every county also has a 24-hour confidential domestic violence crisis line (check the phone book under "Women's Services"). Both types of services are available to men and women.

888-235-5333 Portland Women's Crisis Line (statewide resource)

800-281-2800 Womenspace Advocacy Center www.womenspaceinc.org

800-799-7233 National Domestic Violence Hotline (English and Spanish) (TDD 800-787-3224) www.ncadv.org

800-656-4673 National Sexual Assault Hotline

Websites

Many public libraries have computers available for use with Internet access.

County-by-county resources:

[OJD - http://courts.oregon.gov/OJD/OSCA/cpsd/courtimprovement/familylaw/domesticviolence.page#CountyLists](http://courts.oregon.gov/OJD/OSCA/cpsd/courtimprovement/familylaw/domesticviolence.page#CountyLists)

[State of Oregon - https://apps.state.or.us/cf1/DomesticViolence/](https://apps.state.or.us/cf1/DomesticViolence/)

[AARDVARC - http://www.aardvarc.org/dv/states/ordv.shtml](http://www.aardvarc.org/dv/states/ordv.shtml)

Mid-Valley Women's Crisis Service - www.mvwcs.com

Multnomah County Domestic Violence Resources - www.co.multnomah.or.us/dcfs/dv

National Domestic Violence Hotline (English and Spanish) - www.ncadv.org

Oregon Coalition Against Domestic and Sexual Violence - www.ocadsv.com

Womenspace Advocacy Center - www.womenspaceinc.org

Legal Information

Many courts have a Family Law Facilitator who can help provide forms and information about court processes.

Contact your county courthouse for more information (look in the blue pages of your phone book).

Oregon Law Help -www.oregonlawhelp.com - provides a list of Oregon's legal services offices in the state, as well as free legal information for low-income Oregonians

Oregon Judicial Department -www.ojd.state.or.us/familylaw

Oregon State Bar -www.osbar.org

Lawyer Referral 800-452-7636

Modest Means (low income) 800-452-7636

Tel-law (recorded legal information) 800-452-4776

Alcohol and Other Drug Resources

Focus on Recovery - 800-888-9383 - 24-hour information and referral resource

Oregon Partnership - 800-923-HELP (4357) State-wide Drug and Alcohol Helpline

Alcoholics Anonymous - Portland Area - 503-223-8569, additional locations & numbers

County-by-county resources -<http://www.oregon.gov/DHS/addiction/publications/provider-directory.pdf>

Mental Health Resources

County-by-county resources -<http://www.oregon.gov/DHS/mentalhealth/cmh-programs.shtml>

Child Abuse Resources

Every county has a child abuse hotline. Check your phone book under 'Abuse' or 'Child Abuse Hotline.' Also, online, http://www.oregon.gov/DHS/children/abuse/cps/cw_branches.shtml for county-by-county resources.

Reading Resources

Your library may be an excellent resource for these and other books for adults and children.

Books about Violence:

For Young Children:

Safe Place, Maxine Trottier & Judith Friedman

When Mommy Got Hurt: A Story For Young Children About Domestic Violence, Ilene Lee & Kathy Sylwester

Hands are Not for Hitting, Martine Agassi (también como Las Manos No Son para Pegar)

For Elementary School Children:

Something Is Wrong at My House: A Book About Parents Fighting, Diane Davis (también en español)

Bully On the Bus, Carl W. Bosch

The Boy Who Sat by the Window: Helping Children Cope with Violence, Chris Loftis

For Pre-teens and Adolescents:

Family Violence, Debra Goldentyer

Help Yourself to Safety, Kate Hubbard & Evelyn Berlin

Dating Violence: Young Women in Danger, Barrie Levy

In Love and In Danger: a Teen's Guide to Breaking Free of Abusive Relationships, Barrie Levy

For Adults:

The Battered Woman's Survival Guide: Break the Cycle, Jan Berliner Statman. A resource manual for survivors, relatives, friends and professionals. This book tracks the anatomy and progress of an abusive relationship and includes tips on how to spot a batterer before an abusive relationship begins.

Dangerous Relationships: How to Stop Domestic Violence Before it Stops You, Noelle Nelson. This book is helpful to those already in the midst of a violent relationship and also offers a preventive approach to avoiding getting into a violent relationship. It includes a personalized safety plan, helps increase both women's and men's awareness of potentially disastrous relationships to avoid.

Defending Our Lives: Getting Away from Domestic Violence & Staying Safe, Susan Murphy-Milano. A comprehensive

guide to the options available to battered women and to family and friends who want to help. Includes detailed and practical information to guide women through the process of protecting themselves from domestic violence and stalking and ensuring the safety of children.

The Domestic Violence Sourcebook, Dawn Bradley Berry. Discusses psychological reasons for domestic violence and explores steps to getting out of a violent situation. The book includes emotional and economic recovery help for victims, resources, organizations and services.

Getting Free: You Can End Abuse and Take Back Your Life, Ginny NiCarthy. This book explores making the decision to leave, getting professional help, making a new life, and recognizing partner/relationship patterns.

It's Not OK Anymore: Your Personal Guide to Ending Abuse, Taking Charge, and Loving Yourself, Greg Enns and Jan Black. A practical step-by-step path out of abuse and into life management and self-care.

Men's Work: How to Stop the Violence That Tears Our Lives Apart, Paul Kivel. Helping men confront the forces that drive anger and violent behavior, providing an approach to stopping male violence and unlearning lessons of control and aggression.

Unlearning Violence, Paul Kivel.

War, Battering, and Other Sports: The Gulf Between American Men and Women, James McBride. Explores the relationship between male games and violence against women.

What to Do When Love Turns Violent: A Practical Resource for Women in Abusive Relationships, Mariane Betancourt. This book includes an action plan to get out of danger and find immediate help. Information on how to stay safe and regain control of your life.

For Parents:

Beyond Dolls & Guns: 101 Ways to Help Children Avoid Gender Bias, Susan Hoy Crawford

Boys Will Be Boys: Breaking the Link Between Masculinity and Violence, Myriam Miedzian

Keeping Kids Safe, Kenneth Shore

On the Safe Side: Teach Your Child to be Safe, Strong, and Street-Smart, Paula Statman

Ten Talks Parents Must Have With Their Children About Violence, Dominic Cappello

For Same-sex Couples

Same-sex Domestic Violence: Strategies for Change, Sandra E. Lundy & Beth Leventhal

Violence in Gay and Lesbian Domestic Partnerships, Claire Renzetti & Charles H. Miley

Men Who Beat the Men Who Love Them: Battered Gay Men and Domestic Violence, John Dececco, Patrick Letellier, & David Island

No More Secrets: Violence in Lesbian Relationships, Janice Ristock

Books about Alcohol and Other Drugs:

For Young Children:

Something's Wrong In My House, Katherine Leiner & Chuck Gardner

For Elementary School Children:

Drugs and Your Parents, Rhonda McFarland

An Elephant in the Living Room, Marion Typpo

I Can Say No: A Child's Book About Drug Abuse, Doris Sanford & Gracie Evans

My Dad Loves Me, My Dad Has a Disease: A Child's View: Living with Addiction, Claudia Black

I Know The World's Worst Secret: A Child's Book About Living with an Alcoholic Parent, Doris Sanford & Gracie Evans

For Pre-teens and Adolescents:

Highs! Over 150 Ways to Feel Really, Really Good...Without Alcohol or Other Drugs, Alex J. Packer, Pamela Espeland, & Jeff Tolbert

How to Say No and Keep Your Friends, Peer Pressure Reversal for Teens, Sharon Scott

Straight Talk About Drugs & Alcohol, Elizabeth A. Ryan

You Can Say No to a Drink or Drugs, Susan Newman

For Adults:

You Mean I Don't Have to Feel This Way? New Help for Depression, Anxiety, and Addiction, Colette Dowling

You Can Free Yourself From Alcohol and Drugs: Work a Program that Keeps You in Charge, Doug Althausen

For Parents:

Parenting One Day at a Time: Using the Tools of Recovery to Become Better Parents and Raise Better Kids, Alex J. Packer

Adolescent Drug and Alcohol Abuse: How to Spot It, Stop It, and Get Help for Your Family, Nikki Babbitt

Books About Child Sexual Abuse:

For Young Children:

It's MY Body (Children's Safety and Abuse Prevention), Lory Freeman (también está disponible en español)

Loving Touches: A Book For Children About Positive, Caring Kinds of Touching, Lory Freeman

My Body is Private, Linda Walvoord Girard & Rodney Pate

Something Happened and I'm Scared to Tell: A Book for Young Victims of Abuse, Patricia Kehoe (también como Spanish)

Your Body Belongs to You, Cornelia Maude Spelman & Teri Weidner

The Right Touch: A Read-Aloud Story to Help Prevent Child Sexual Abuse, Sandy Kleven

For Elementary School Children:

Something Must Be Wrong with Me: A Boy's Book About Sexual Abuse, Doris Sanford & Graci Evans

I Said No! A Kid-to-Kid Guide To Keeping Your Private Parts Private, Kimberly King

Please Tell!: A Child's Story About Sexual Abuse, Jessie Ottenweller

For Pre-teens, Adolescents, and Adults:

It Happened To Me: A Teen's Guide to Overcoming Sexual Abuse, William Lee Carter

Finding Safety: Boundaries for Teenagers: How to Recognize and Protect Yourself from Abuse, Carole Marlowe

For Adults and Parents:

Broken Boys, Mending Men: Recovery from Childhood Sexual Abuse, Stephen D. Grubman-Black

Helping Abused Children, Patricia Kehoe

Helping Your Child Recover from Sexual Abuse, Caren Adams, Jennifer Fay, & A.G. Fawkes

When Dad Hurts Mom: Helping Your Children Heal the Wounds of Witnessing Abuse, Lundy Bancroft

Books About Mental Health Issues:

For Young Children:

Ignatius Finds Help: A Story About Psychotherapy for Children, Matthew R. Galvin & Sandra Ferraro

Sad Days, Glad Days: A Story About Depression, Dewitt Hamilton

For Elementary School Children:

Please Don't Cry, Mom: A Book About Depression, Helen DenBoer

For Pre-teens and Adolescents:

When Nothing Matters Anymore: A Survival Guide for Depressed Teens, Bev Cobain

Stopping the Pain: A Workbook for Teens Who Cut and Self-Injure, Lawrence E. Shapiro

My Anxious Mind: A Teen's Guide to Managing Anxiety and Panic, Michael A. Thompkins & Katherine A. Martinez

For Adults:

I Don't Want to Talk About It: Overcoming the Secret Legacy of Male Depression, Terrence Real

The Self-Esteem Companion, Matthew McKay, Patrick Fanning, Carole Honeychurch, & Catharine Sutker

Books About Anger and Other Feelings:

For Young Children:

My Many Colored Days, Dr. Seuss (also on video)

The Way I Feel, Janan Cain

When You're HAPPY and You Know It, Elizabeth Crary

When You're MAD and You Know It, Elizabeth Crary

My Name is Not Dummy, Elizabeth Crary

For Elementary School Children:

We Can Get Along: A Child's Book of Choices, Lauren Murphy Payne & Claudia Rohling

When Sophie Gets Angry – Really, Really Angry..., Molly Bang

For Pre-teens and Adolescents:

Dealing With Anger, Marianne Johnston (también como Que Hacer Con La Ira)

Anger-Free: Ten Basic Steps to Managing Your Anger, W. Doyle Gentry

For Adults:

Beyond Anger: A Guide for Men: How to Free Yourself from the Grip of Anger and Get More out of Life, Thomas Harbin

The Dance of Anger: A Woman's Guide to Changing the Patterns of Intimate Relationships, Harriet Lerner

Dealing With Your Anger: Self-Help Solutions for Men, Frank Donovan

When Anger Hurts, Matthew McKay, Judith McKay, & Peter D. Rogers

For Parents:

A Fine Young Man: What Parents, Mentors and Educators Can Do to Shape Adolescent Boys into Exceptional Men, Michael Gurian

First Feelings: Milestones in the Emotional Development of Your Baby and Child, Stanley Greenspan & Nancy Thorndike Greenspan

Floortime DVD Training Series (video), Stanley Greenspan & Serena Wieder (for parents of special needs children)

Magic Tree of the Mind: How to Nurture your Child's Intelligence, Creativity, and Healthy Emotions From Birth Through Adolescence, Marian Diamond & Janet Hopson

Raising Cain: Protecting the Emotional Life of Boys, Daniel Kindlon & Michael Thompson

Real Boys: Rescuing Our Sons from the Myths of Boyhood, William Pollock & Mary Pipher

Without Spanking or Spoiling: A Practical Approach to Toddler and Preschool Guidance, Elizabeth Crary

Time-In: When Time-Out Doesn't Work, Jean Illsley Clark

RESOURCE LIST

WHERE CAN I LEARN MORE?

This is not a list of endorsed materials but merely suggestions for books, publications, web sites and organizations that may be helpful as resources. Various individuals contributed to the resource list. The specific content of the materials and web sites does not necessarily reflect the opinions of the Oregon Judicial Department or of the State Family Law Advisory Committee.

BOOKS - FOR PRESCHOOLERS

Just for You! A Day with Daddy, Nikki Grimes

Dinosaur's Divorce: A Guide to Changing Families, Laurene Krasny Brown & Marc Brown. Through a dinosaur family, the writer of the Arthur children's books explains divorce in a simple and straightforward way.

Do I Have a Daddy?: A Story About a Single-Parent Child, Jeanne Warren Lindsay

My Family Is Changing: A First Look at Family Breakup, Pat Thomas

On the Day His Daddy Left, Eric J. Adams & Kathleen Adams

Sometimes A Family Has To Split Up, Jane Werner Watson, Robert E. Switzer, & J. Cotter Hirschberg

Two Homes, Claire Masurel

Was it the Chocolate Pudding?: A Story for Little Kids About Divorce, Sandra Levins

When my Parents Forgot How to be Friends, Jennifer Moore-Mallinos

BOOKS - FOR ELEMENTARY AGED CHILDREN

Break-Up: Facing Up to Divorce, Gianni Padoan

Divorce Happens To The Nicest Kids: A Self Help Book for Kids, Michael S. Prokop

I Don't Want to talk About It, Jeanie Franz Ransom. When a child's parents sit her down to tell her they are going to get divorced, she fantasizes about the different animals she will turn into to deal with it.

It's Not Your Fault, Koko Bear, Vicki Lansky (también como No es tu culpa, Koko Oso)

Mom and Dad Don't Live Together Anymore, Kathy Stinson
The Divorce Helpbook for Kids, Cynthia MacGregor

Why Don't We Live Together Anymore?: Understanding Divorce, Robin Prince Monroe & Carol Ackelmire

BOOKS - FOR PRETEENS AND ADOLESCENTS

The Boys And Girls Book About Divorce, Richard A. Gardner. Normalizing information and advice from a child psychiatrist for children going through divorce.

Dear Mr. Henshaw, Beverly Cleary. (también como Querido Señor Henshaw, also Korean, and Chinese versions) A sixth grader deals with going to a new school, his parent's divorce and his desire to be a writer.

The Divorce Express, Paula Danziger. Phoebe's life changes when her parents divorce and she spends time with her father far away from her home and boyfriend.

How Tia Lola Came to Visit Stay, Julia Alvarez (también como Cuando Tia Lola vino de visita a quedarse) Multicultural book that takes the reader along a boy's new life after his parents' divorce.

It's Not The End Of The World, Judy Blume. Karen plans to get her father and mother back together so they can realize that divorce was a mistake.

Mom's House, Dad's House for Kids: Feeling at Home in One Home of Two, Isolina Ricci

My Parents are Divorced Too: A Book for Kids by Kids, Melanie Ford, Annie Ford, Steven Ford & Jann Blackstone-Ford

The Bright Side: Surviving Your Parent's Divorce, Max Sindell

The Divorce Helpbook for Teens, Cynthia MacGregor

When Divorce Hits Home: Keeping Yourself Together When Your Family Comes Apart, Beth Joselow. Written by a daughter and mother about one teenager's experience with divorce and how she dealt with it.

BOOKS - FOR ADULTS- GENERAL

Between Love and Hate: A Guide to a Civilized Divorce, Lois Gold. Offers guidance to those going through divorce on improving communication, effective negotiation, and conflict resolution. Covers legal, financial and emotional issues.

Caught in the Middle: Protecting the Children of High-Conflict Divorce, Carla B. Garrity and Mitchell A. Barris

Crazy Time: Surviving Divorce and Building a New Life, Abigail Trafford. A personal and academic account of the emotional and practical struggles of men and women going through divorce.

Complete Idiot's Guide to Surviving Divorce, Pamela Weintraub & Terry Hillman

Divorce: Preparing for Legal, Financial and Personal Decisions, by the editors of Socrates

Your Divorce Advisor: A Lawyer and a Psychologist Guide You Through the Legal and Emotional Landscape of Divorce, Diana Mercer & Marcia Kline Pruitt

Divorce and Money: How to Make the Best Financial Decisions During Divorce, Violet Woodhouse & Dale Fetherling

Divorce & New Beginnings: A Complete Guide to Recovery, Solo Parenting, Co-parenting, and Stepfamilies, Genevieve Clapp

Divorce Doesn't Have to Be That Way, Jane Appell

The Divorce Organizer & Planner, Brette McWhorter Sembre

For Better or Worse: Divorce Reconsidered, E. Mavis Hetherington & John Kelly

Getting Apart Together: The Couples Guide to a Fair Divorce or Separation, Martin A. Kranitz

The Good Divorce, Constance R. Ahrons. Shows couples how they can move beyond breakup and learn to deal with the

transition from a nuclear family to a "binuclear" family.

How to Survive the Loss of a Love, Melba Colgrove, Harold H. Bloomfield and Peter McWilliams

Nolo's Essential Guide to Divorce, Emily Doskow

Rebuilding When Your Relationship Ends, Bruce Fisher

The Smart Divorce, Deborah Moskovich

Unofficial Guide to Getting a Divorce, Russell Wild & Susan Ellis Wild

You Can Keep the Damn China!: And 824 Other Great Tips on Dealing with Divorce, Robert Nachsin & Jennifer Bright Reich

BOOKS FOR ADULTS - PARENTING ISSUES AND PLANS

1-2-3 Magic: Effective Discipline for Children 2-12, Thomas W. Phelan

Broken Hearts Healing: Young Poets Speak Out on Divorce, Tom Worthen

Building a Parenting Agreement that Works (7th Ed.), Mimi Lyster Zimmelman

Cooperative Parenting and Divorce: A Parent Guide to Effective Co-parenting, Susan Blyth Boyan & Ann Marie Termini

The Co-Parenting Survival Guide: Letting Go of Conflict After a Difficult Divorce, Elizabeth Thayer & Jeffrey Zimmerman

Custody Chaos, Personal Peace: Sharing Custody With an Ex Who is Driving You Crazy, Jeffrey P. Wittman

Does Wednesday Mean Mom's House or Dad's?, Marc J. Ackerman

Vicky Lansky's Divorce Book For Parents: Helping Your Children Cope with Divorce and its Aftermath, Vicki Lansky

Divorce Poison: Protecting the Parent-Child Bond from a Vindictive Ex, Richard A. Warshak

The Everything Parent's Guide to Children and Divorce: Reassuring Advice to Help Your Family Adjust, Carl E. Pickhardt

Ex-Etiquette For Parents: Good Behavior After a Divorce or Separation, Jann Blackstone-Ford & Sharyl Jupe

Growing Up Again: Parenting Ourselves, Parenting Our Children, Jean Illsley Clark & Connie Dawson

Helping Children Cope with Divorce the Sandcastles Way, Gary Neumann & Patricia Romanowski

How to Help Your Child Overcome Your Divorce: A Support Guide for Families, Elissa P. Benedek & Catherine F. Brown

How to Parent With Your Ex: Working Together for Your Child's Best Interest, Brette McWhorter Sember

Impasses Of Divorce: The Dynamics and Resolution of Family Conflict, Janet R. Johnston and Linda E. Campbell

Joint Custody with a Jerk: Raising a Child with an Uncooperative Ex, Julie A. Ross & Judy Corcoran. Excellent suggestions for examining each parent's role in ongoing parental disputes. Communication skills for dealing with a difficult ex-spouse. "Not just for people who have joint custody and not just for jerks."

Kids Are Worth It!: Giving Your Child the Gift of Inner Discipline, Barbara Coloroso

Love & Logic Magic for Early Childhood: Practical Parenting from Birth to Six Years, Jim Fay & Charles Fay

Mom's House, Dad's House: A Complete Guide for Parents Who Are Separated, Divorced or Remarried, Isolina Ricci. A practical guide to setting up two-home parenting arrangement. Useful for parents whether or not joint custody is chosen. Includes guiding principles for co-parenting and maps out emotional stages and milestones from the time of separation through remarriage.

Parenting After Divorce: Resolving Conflicts and Meeting Your Children's Needs, Philip M. Stahl

Parenting Teens With Love & Logic, Foster Cline & Jim Fay

Parenting Through Divorce: The Lasting Effects, Karen J. Todd & Nancy Barros

The Parent's Handbook: Systematic Training for Effective Parenting (STEP), Don Dinkmeyer & Gary D. McKay

Pick Up Your Socks & Other Skills Growing Children Need, Elizabeth Crary

Positive Discipline for Teenagers: Empowering Teens and Yourself Through Kind and Firm Parenting, Jane Nelson

Raising Self-Reliant Children in a Self-Indulgent World Seven Building Blocks for Developing Capable Young People, Stephen Glenn & Jane Nelson

Second Chances: Men, Women and Children a Decade After Divorce, Judith S. Wallerstein & Sandra Blakeslee

Sharing The Children: How To Resolve Custody Problems And Get On With Your Life, Robert E. Adler

Surviving the Breakup: How Children And Parents Cope With Divorce, Judith S. Wallerstein & Joan B. Kelly

Taking Charge: Caring Discipline That Works at Home and at School, JoAnne Nordling

Through the Eyes of Children: Healing Stories for Children of Divorce, Janet R. Johnston, Carla Garrity, Mitchell Baris, & Karen Breunig

The Truth About Children and Divorce: Dealing with the Emotions so You and Your Children Can Thrive, Robert Emery

What About The Kids?: Raising Your Children Before, During and After Divorce, Judith S. Wallerstein & Sandra Blakeslee

Why Did You Have to Get a Divorce? And When Can I Get a Hamster?: A Guide to Parenting Through Divorce, Anthony E. Wolf

Without Spanking or Spoiling: A Practical Approach to Toddler and Preschool Guidance, Elizabeth Crary

Your ___ Year Old (one book for each age), Louise Bates Ames

BOOKS- SAME-SEX COUPLES

The Complete Gay Divorce, Brette McWhorter Sember

Legal Affairs: Essential Advice for Same-sex Couples, Frederick Hertz

BOOKS - FOR ADULTS - NONCUSTODIAL PARENTS

A Divorced Dad's Survival Book: How to Stay Connected to Your Kids, David Knox & Kermit Leggett

101 Ways to be a Long-Distance Super-Dad...Or Mom, Too!, George Newman. Simple and practical tips for keeping close with a child after divorce.

BOOKS ABOUT MEDIATION & COLLABORATIVE DIVORCE

Collaborative Divorce: The Revolutionary New Way to Restructure Your Family, Resolve Legal Issues, and Move On With Your Life, Pauline H. Tesler & Peggy Thompson

The Collaborative Way to Divorce: The Revolutionary Method That Results in Less Stress, Lower Costs, and Happier Kids – Without Going to Court, Stuart Webb

Divorce Without Court: a Guide to Mediation & Collaborative Divorce, Katherine Stoner

Getting Together: Building Relation as We Negotiate, Roger Fisher & Scott Brown

Getting To Yes, Roger Fisher, William L. Ury, Bruce Patton. A general book about negotiation techniques, the introduction of the win-win solution concept.

A Guide To Divorce Mediation: How to Reach a Fair, Legal Settlement at a Fraction of the Cost, Gary J. Friedman

Mediation: A Comprehensive Guide to Resolving Conflicts Without Litigation, Jay Folberg and Alison Taylor

Renegotiating Family Relationships, Divorce, Child Custody, and Mediation, Robert E. Emery

PUBLICATIONS TO ORDER

Dealing with Loss: A Guidebook for Helping Your Children During and After Divorce, by Herman M. Frankel, M.D.; (503) 227-1860, www.divorcework.com (*Tools For You*) (\$5.00 per copy, full text available online).

Family Law in Oregon, Oregon Legal Services (503) 224-4094. *This booklet answers common questions on the subjects of*

Marriage and Divorce, Paternity, Custody and Parenting Time, Child Support, State Services for Children and Families and Adoption. You can download the English or Spanish versions from the Oregon Judicial Department's Family Law Website: www.ojd.state.or.us/familylaw (Family Law Resources).

My Parents Are Getting Divorced - A Handbook for Kids, ABA Section of Family Law, Family Advocate, Vol. 18, No. 4. (312) 988-5522. (\$9.00 each to \$3.00 each, depending on quantity).

Oregon State University Extension Service, (503) 737-2513. *Publications on Divorce and Remarriage, including: "Property Division and Spousal Support", "Child Support Decisions" and "Money Management for Stepfamilies". (free to \$1.50 per copy)*

VIDEOS

Children: The Experts on Divorce, Family Connections Publishing Co. (801) 268-2800.

Listen to the Children, Victor/Harder Productions (313) 661-6730

Both videos show children talking about their divorce experiences, as well as expert guidance.

WEBSITES

Association for Conflict Resolution, www.acrnet.org. *This national organization has a great deal of information about mediation and about publications about divorce. Their book room has a direct link to Amazon.com.*

Bonus Families, www.bonusfamilies.com, *is an international non-profit organization dedicated to promoting peaceful coexistence between divorce or separated parents and their new families.*

Divorce Info, www.divorceinfo.com, by Lee Bordon. *Created by a Florida divorce attorney and mediator, this site offers knowledgeable and evenhanded articles of interest, including "How Can I Get the Kids Through This?", "What are the Mistakes People Make Most Often in Divorce?", and "What do I do now that I've Screwed Up?".*

Divorce Source, www.divorcesource.com. *This site has book lists, helpful articles, and referrals to various professionals indexed by city and state.*

Divorce Central, www.divorcecentral.com. *A good assortment of resources and links, including other state laws and organizations, and frequently asked questions.*

Divorce Online, www.divorceonline.com. *Extensive articles on the financial, legal and psychological aspects of divorce.*

Divorce Support, www.divorcesupport.com. Resources and services including forms and guidebooks for Oregon, finding a divorce professional, information on child support, and a bookstore.

Just For Kids, www.just-for-kids.com. Find thousands of books for and about kids, some at discount prices, including new books, multi-cultural books, and holiday books. Search by categories or children's age, with recommendations and reviews.

Military Divorce & Separation Issues, <http://usmilitary.about.com/od/divorce>

Oregon Community Resource Directory, <http://www.dcs.state.or.us/familylaw/familylaw.htm>. A comprehensive directory of community resources in Oregon, organized by county, including agencies, non-profit organizations, and service providers. Each resource has a listing with hours, location, and summary of services. Locate resources in your area for domestic violence, mediation, counseling, and more.

Oregon Mediation Association, www.omediate.org.

Parenting Time Calendar, the calendar software allows parents to put in their parenting time schedule and print out custom calendars. It also calculates the number of parenting time overnights each parent has and calculates parenting time percentages. The Parenting Time Calendar is sold on the following website: www.parentingtimecalendar.com.

The Whole Family, www.wholefamily.com. Has a link to both a "Parent Center" and "Marriage Center" with articles on parenting, communication, divorce, child development, and more.

OREGON LEGAL INFORMATION

Oregon Division of Child Support On-line Child Support Calculator, www.oregonchildsupport.gov/calculator/index.shtml

Family Law Resource Lists, www.dcs.state.or.us/familylaw. Provides a county-by-county list of various family law and related services available in Oregon.

Oregon Judicial Department, Family Law Website, www.ojd.state.or.us/familylaw. Information about state and local family law advisory committees, court-connected services, parent education, family law resources, and access to the statewide optional domestic relations forms.

Oregon State Bar, www.osbar.org (Public Info – top right). Legal information for the public is available at their "Legal Links" location. Also information about the Lawyer Referral Service and Modest Means Program.

DIRECTORIES OF MEDIATION PROVIDERS

Annual Resource Directory, Oregon Mediation Association (503) 872-9775. *Listings are alphabetical, geographic and by area of practice. Contains OMA Standards of Practice, consumer's guide to selecting mediators, and listings of non-profit services. You may also visit the online directory at: www.omediate.org.*

Oregon Lawyers' ADR Resource Directory, OSB ADR Section and Multnomah Bar Association ADR Committee (503) 222-3275. *Separate sections for Arbitrators and Mediators. Listings are alphabetical and geographic. Contains discussions on use of ADR, attorney's role, ethics, court-connected and non-profit lists. www.osbar.org (Public Info – top right, then Legal Topic Index, then Disputes: Arbitration and Mediation).*