

## Addendum H

Name  
Clinical Psychologist

Date

CONFIDENTIAL

Parent Name  
Address  
Address

Parent Name  
Address  
Address

Dear (first names of parents):

I am writing to review our meeting held on (date). At the beginning of the meeting I addressed with both of you the need for you to communicate with one another when scheduling appointments with the P.E.A.C.E. Program. Our office really cannot go back and forth between the two of you as has been required to schedule one appointment. You will need to communicate with one another and have one of you call this office back when appointments need to be changed. Secondly, I discussed my concern about your recent court involvement. That really came about because you were not able to resolve issues in this office in a timely manner. We had set a deadline of (date). That deadline was not met and, given vacations and other scheduling issues, we could not meet all together and, therefore, court became the only alternative. Daycare needed to be settled and, unfortunately, it was settled in court. If you would like to avoid this in the future, you need to make agreements in this office, set deadlines, and follow through. If you let it go for too long, there will be no other alternative at some point but to proceed legally. That is not what the P.E.A.C.E. Program is designed to do. It is designed to provide you with an opportunity not to go to court, but you have to seize that opportunity and not wait for so long that there is no other alternative for resolution.

We discussed the following issues at this meeting:

1. Parent Plan:

I will try to outline the year's schedule, and if I got anything mixed up then please contact me and I will be glad to make those changes.

- a) (Mother) will have (child) overnight on Mondays and Wednesdays and (Father) will have (child) overnight on Tuesdays and Thursdays.
- b) You will alternate every other weekend from after daycare on Friday until back to daycare on Monday morning.

Holidays:

- a) Labor Day - (Mother) will have Labor Day in the odd years and (Father) will have Labor Day in the even years.
- b) Martin Luther King Day - (Mother) will have Martin Luther King Day in the odd years and (Father) will have Martin Luther King Day in the even years.
- c) Memorial Day - (Mother) will have Memorial Day in the even years and (Father) will have Memorial Day in the odd years.

Mr. xxxxxx/ Ms. xxxxxx

Date

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- d) Fourth of July - (Mother) will have Fourth of July in the even years and (Father) will have the Fourth of July in the odd years.

If (Father) has the weekend preceding a Monday holiday and he has the day off from school, he may keep (child) for the day and exchange her at 5:30 p.m. If the Monday holiday is a school holiday and (Father) does not have the weekend preceding it, then (Mother) would be free to have that holiday if she so chooses. Otherwise, you can keep the usual parenting schedule or make a specific request. If a parent has the weekend preceding a Monday holiday with the other parent, then the exchange time will be 9:00 a.m. on the Monday holiday morning.

- e) Thanksgiving Day - (Mother) will have Thanksgiving Day in the odd years and (Father) will have Thanksgiving Day in the even years. The parent who does not have Thanksgiving on Thursday will have (child) on Wednesday overnight until 9:00 a.m. on Thursday morning. If the parent who has Thanksgiving also has the following weekend, then they will have (child) for a four day period. Otherwise, she will return to the other parent for their regular weekend parenting time and return to daycare on Monday morning.

- f) Christmas - (Father) will have Christmas Eve with (child) until 10:30 a.m. on Christmas Day. (Mother) will have the rest of Christmas Day and evening with (child).

g) Vacations:

1) You agreed to divide Christmas vacation. You will have to look at Christmas vacation yearly because of the school schedule to make that decision. In (year), (Mother) will have (child) from Christmas Day until 9:00 a.m. on December 30<sup>th</sup>. (Father) will have (child) for the rest of Christmas vacation until return to daycare on Monday, January 5<sup>th</sup>.

2) February/April Vacation: (Mother) will have February vacation in the even years and April vacation in the odd years. (Father) will have February vacation in the odd years and April vacation in the even years. In (year), you agreed that (Mother) will get (child) for February vacation on (date). Generally, your exchange times for holidays and vacations should be at 9:00 a.m.

2. Transitions:

Your transitions will generally take place at daycare unless the other parent is given significantly adequate notice and you are sure that the other parent is in agreement and is aware of the change in the exchange location.

3. Telephone Exchange:

(Father) will not give (Mother) his work number. He states that he is reachable by cell phone at all times. Both of you should exchange all pertinent numbers. Work numbers should only be used for emergencies.

4. (Child's) Language:

Both of you indicated that (child) has been using some bad language. You agreed to talk with your families and others who interact with (child) to let them know that everyone needs to be

Mr. xxxxxx/ Ms. xxxxxx  
Date  
Page #

more aware and watchful of their language in front of (child). She may be picking these things up elsewhere, so you may also want to notify daycare and others that she is mimicking some bad language.

5. Messages:

Messages generally need to be exchanged between the two of you. It is really not appropriate for significant others or step-parents to be doing that work for you. On the other hand, there may be times such as when you are driving in the car that someone else may need to leave a message or speak directly with the other parent. If it can wait, please make that exchange or message directly yourself; but if it is absolutely not possible, someone else can leave a brief businesslike message for you.

At this point we did not schedule another meeting. We agreed that either of you can request to discuss an issue in this office that is not able to be resolved outside of here. Please remember to call sooner rather than later so that the conflict does not grow to a point where it is not as easily repairable. Either of you may make that request and the other parent should not block the request. You both agreed to call and come back here prior to seeking any further legal intervention. I hope you can use the funds that were being spent here to serve (child's) interests in the future. I will remain available to both of you now and in the future. I did ask you to check in with me around (date) to let me know how things are going and whether another appointment will need to be scheduled. Please feel free to contact me with any questions or concerns.

Sincerely,

xxxxxxxxxxxx, Ph.D.

cc: (Attorney), Esq.  
(Attorney), Esq.  
(Attorney), (GAL)

(Name)  
Clinical Psychologist

Date

CONFIDENTIAL

Name of Parent  
Address  
Address

Name of Parent  
Address  
Address

Dear (first names of parents):

I am writing to review our meeting of (date). This was generally a more civilized meeting between the two of you. There are still a lot of unnecessary innuendoes and sarcastic remarks and condescending language. Again, I ask you both to keep these things out of our meetings. It is an opportunity to talk about the children, and not to take shots at each other. I did ask during the session that the old history not get attached to current issues. I know (Mother) has a hard time talking about the issues that are on our agenda without referring to past incidents and editorializing. I thought she did a better job this time, but there is still more work to do. (Father) continues to come in with very little on his agenda, and I would hope that this can be a more equal exchange for both of you.

We did discuss the following issues:

1. (Child), Jr.: Little (name) is having some significant difficulties at school, so much so that the school had contacted his dad to let him know about a recent incident. (Father) went to school to talk with (child) Jr., and both of you are concerned about his level of acting out. (Mother) contacted (child's) sleep physician, and he recommended a re-evaluation. That is scheduled for (date). It is extremely likely that most of (child's) behavior is the result of your conflict. He is a child caught in the middle of a very high-conflict divorce, and it would be the rare child who would not be responding by acting out, by being withdrawn, by regressing, or behaving in a myriad of other ways. (Child) needs to be in therapy as soon as possible, and the list of therapists has been dropped off at Attorney (name)s office by (Father). (Mother) also got the names of two therapists and called those therapists, but one did not return the call and the other was not taking new patients. (Father) has ConnectiCare insurance, and I also said that I would be more than happy to look over the list of providers to help make recommendations. That appointment needs to be scheduled and should not wait for the results of the sleep evaluation. Both interventions can certainly take place at the same time.
2. Positive Behavioral Reinforcement Program: You both report that (other child) is doing extremely well. (Mother) has instituted a positive behavioral reinforcement program at her house, where the boys get colored sticks for good behavior; and when they add up to ten, they get another level of reward. We talked about instituting the

Mr. xxxxxx / Ms. xxxxxx

Date

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same kind of program at (Father's) house so that there could be some consistency between you. (Mother) also has a punishment program built into the program where the boys lose sticks for bad behavior. Again, the idea behind this kind of program would be to pick out up to five behaviors for the boys to work on, such as getting ready for school in the morning, leaving on time, polite behavior and good manners during dinner, going to bed on time, etc. If they complete the behavior successfully, then they would get a colored stick and they should be turned in for fairly natural reinforcers. That is to say, the reinforcers should not include toys, money, or sweets. There are so many things you can do which can include activities with each of you which the boys would love to earn.

3. The issue came up where both of you were at the same location for a breakfast on the weekend. The boys did see (Father)'s car as they came out with their mother, and (Mother) drove them over to say hello. In addition, (Mother) stated that (Father) has been working on the site next door to the house, and she feels that this puts the boys in a position of wanting to see their father. Both of you handled each of these situations well; and you greeted each other or you had the children greet the other parent. Your interactions were short with the children and they returned to the parent with whom they were staying at that time. (Mother) expressed the concern that she would like her privacy and to feel safe; therefore, she wants (Father) to follow the court orders. The court orders are very important and are certainly there for a reason. On the other hand, you will run into one another in a small community such as this, and at those meetings you must be cordial, decent, and respectful. Of course, the children want to see you when they run into you at those off times, and you have to keep those interactions short and help them to return to the other parent. These things will happen, and you will have to get used to it. I hope in the future that being in each other's presence will not feel so threatening because that is what the boys need for you to be able to do.
4. Activities: (Father) indicated that camp has been fully paid for.
5. Scheduling: (Mother) will now be taking her vacation from (date) through (date). She is going to xxxxxxxxx, camping. We agreed that the boys could stay with (Father) on (date) through (date). Little (Child) will be going for his sleep evaluation on (date), and (Mother) asked if (Father) could take care of (other child) during that day or, if not, if his mother could do that instead.

(Father will be going on his vacation from (date) through (date). He is going to xxxxxx. They will be camping in xxxxx at a campground for four days on the way.

Mr. xxxxx/Ms. xxxxx

Date

Page #

Both of you must exchange itineraries and landline phone numbers prior to your departure on your vacations. Those itineraries must be exchanged during the week before your departure. You can do that by e-mail.

We also set up phone call times for the children to speak with the other parent when they are away on vacation. The parent who has the children will place the call to the other parent on Tuesday, Thursday, and Sunday of their vacation weeks at 6:30 p.m. The children are free to call at other times, but they are to be informed that the other parent may not be present at those times. You need to use cell phone numbers to make those calls.

6. Parent Call to the Boys: We agreed to change the time of the boys' call to (Mother). The boys will call (Mother) on her cell phone on the weekdays that they are not with her (Tuesday and Thursday) at 7:00 p.m.

We scheduled our next meeting for (date and time) Please feel free to contact me if you have any questions or concerns in the interim.

Sincerely,

xxxxxxxxxxxxxxxx, Ph.D.

cc: (Attorney), Esq.  
(Attorney), Esq.  
(xxxxxxxxxxxx), (GAL)

Name  
Clinical Psychologist

Date

CONFIDENTIAL

Name of Parent  
Address  
Address

Name of Parent  
Address  
Address

Dear (first names of parents):

I am writing to review our first P.E.A.C.E. Program meeting on (date). I spent a lot of time at the beginning of this meeting outlining the goals and history and philosophy of the P.E.A.C.E. Program. This program is dedicated to working with high-conflict parents pre and or post divorce to help them learn the skills necessary to co-parent cooperatively and in the best interests of their children. Conflict is the highest risk indicator for children of divorce and we are dedicated in this program to work with you individually for your family so that you can give your children the best opportunity to negotiate your divorce successfully. As you continue your conflict, you continue to put them at enormous risk. I gave you both copies of the P.E.A.C.E. Program manual as well as *The Co-Parenting Survival Guide*. I asked you to read the first half of *The Co-Parenting Guide* including the chapter on the parent phone call for our next meeting. I would also like to discuss some of the concepts around conflict addiction as well as good and bad communication skills.

I also spoke with you both about your goals for the meeting. xxxxxx stated that he wanted to work on communication between you and that he felt that xxxxxxxx does not listen to him when you are trying to communicate. He also felt that there are some differences around parenting the children and thus difficulty making decisions together. xxxxxxxx also spoke of the need for an improvement in the process of communication. She felt that her voice is also not heard and not respected in the communications. She too seconded xxxxxx's belief that there are significant parenting differences between you and that you do not know how to resolve those differences well enough to at least make a decision even without an agreement.

Right now, there is very little communication between the two of you. A lot of attempts at communication and by phone are aborted. The basic information is not being exchanged and both of you are parenting in what seems to be a unilateral and parallel manner. This is not a good situation for the children in the long run and although there are areas where you will not be parenting over each other's doorstep, there are many areas that need consistency and structure.

I understand that xxxx is currently seeing xxxxxxxxx in therapy, and his medications are being managed by xxxxx xxxxx. xxxxxx of Family Relations has been involved in doing a study around your school placement issue. Currently, the children are enrolled in school in (city) which is where xxxxxxxx resides.

Mr. xxxxx/ Ms. xxxxx

Date

Page 2 of 2

We did discuss just a few issues at this meeting:

1. School Forms:

Both of your names are to be listed on all school and activity forms. You should list each other as the first and second emergency contacts unless otherwise agreed upon.

2. Medical:

The children have eye doctor appointments on (date). xxxxxx called to make an appointment for xxxxxxx and he was able to secure an appointment next Tuesday, but xxxxxxx cannot make that appointment. xxxxxxx will call to find an appointment for xxxxxx as soon as possible. Remember when you are scheduling a doctor's appointment, you need to talk to the other parent first before you commit their time to a scheduled appointment. Once you are communicating either in or outside of this office, then no appointments should be made without a discussion with each other first. The only exception to this, of course, would be emergency appointments.

3. School:

The children have a "Mom and Dad" bag, and I advised you to have them create a "Mom and Dad" folder so that you can send school information, papers, notices, etc. over to xxxxxx on the weekends. xxxxxx then should check to see that the folder/bag is with the children and go through it weekly. Any emergent information should be left on voice mail.

4. Activities:

xxxx is currently enrolled in Cub Scouts.

Again, I asked you both to read the first half of *The Co-Parenting Survival Guide*, and I want you to pay particular attention to the impact of the conflict on the children. Please make sure to read Chapter 5 which outlines your parent phone call so that we can try to implement this at our next meeting. xxxxxxx called and confirmed that our next meeting will be on (date and time). xxxxxx also called and asked to schedule a meeting after that so that we could be sure to secure a late time, and I spoke with him about scheduling a third appointment on (date and time) He agreed to check with xxxxxxx about that time and, hopefully, that will work out for both of you. You are welcome to contact me if you have any questions or concerns.

Sincerely,

xxxxxxxxxxxxx, Ph.D.

lk

cc: xxxxxxxxx, GAL  
xxxxxxx, Esq.



Name  
Clinical Psychologist

Date

CONFIDENTIAL

Name of Parent  
Address  
Address

Name of Parent  
Address  
Address

Dear ----- and -----:

It was quite evident from the start of today's meeting that we needed to spend more time discussing some of the key principles related to collaborative co-parenting, reducing conflict, and avoiding interactions that can easily cause the children significant emotional distress. Working on these fundamentals is a crucial step, in my opinion, in order to try to increase the likelihood that the reconfiguring of your family by divorce will be as successful as possible. This is especially important as I see how labor intensive your interactions are, and how difficult it is for the two of you to efficiently discuss a matter and reach a decision. I was also glad to see that both of you were willing to schedule some two-hour appointments with the hope that we can make more rapid progress.

During today's meeting, we discussed some of the following fundamentals:

- Each of you are responsible for your own behavior and communicating in a manner which is not provocative and, instead, is more likely to be collaborative and reduce conflict. Focusing on each other's flaws will not lead to positive change or effective communication and decision making. I recommended that each of you be very cognizant of your own verbalizations (and also your nonverbal behavior) such that you, in essence, screen your behavior towards one another in a fashion that is likely to be more appropriate and collaborative. You can use each other's unhealthy behavior as a justification for your own unhealthy behavior; however, this is clearly not advisable in my opinion. Instead, if one parent slips, so to speak, the other needs to continue interacting in an appropriate and nonconflictual fashion.
- It is essential to do everything you can to avoid putting the children in a position where they feel loyalty conflicts and are, in essence, put "in the middle" between you. In your particular family situation, it is especially easy for this to occur and for you inadvertently to put your children in very vulnerable positions. I was glad that you both agreed to work hard at not communicating your individual feelings or opinions about a situation to the children, especially when your views are very divergent. Instead, you agreed to try your best to communicate joint decisions to the children.
- It is very important to avoid "surprises" where the other parent is caught unaware of the specific event or situation which is occurring. Since you both own cell phones, it is very easy to leave the other parent a message indicating what the situation is so that they have your input and are not caught by surprise.

## Weekly Parenting Agenda

**Date of Contact:**

**Time:**

CATEGORY	ITEM	DECISION
<b>Good Stuff</b>		
<b>Medical</b>		
<b>School</b>		
<b>Activities</b>		
<b>Caretaking</b>		
<b>Behavior</b>		
<b>Scheduling</b>		
<b>Discipline</b>		
<b>New Business</b>		
<b>Next Contact:</b>	<b>Date:</b>	<b>Time:</b>

*Beacon Behavioral Services, LLC*

## *Focus on K.I.D.S* Parent Follow-Up Survey

Thank you for participating in the *Focus on K.I.D.S* program. As a follow-up to your participation, we'd like you to complete the very short series of questions below. Simply circle the choice that best answers each question for you. Your answers will help us to strengthen the program and more parents in the future. Thank you.

1. What was the main reason you stopped going to the *Focus on K.I.D.S* Program?
 

<ol style="list-style-type: none"> <li>a. We made progress and no longer needed the program</li> <li>b. Financial reasons</li> <li>c. Our legal issues intensified</li> <li>d. The program was not helpful</li> </ol>	<ol style="list-style-type: none"> <li>e. My lawyer advised me to discontinue</li> <li>f. Friends/family advised me to discontinue</li> <li>g. My therapist advised me to discontinue</li> <li>h. Other: _____</li> </ol>
---	---
  
2. Overall, at the end of my work in the *Focus on K.I.D.S* Program, my co-parenting relationship with my co-parent was
 

<ol style="list-style-type: none"> <li>a. Much improved</li> <li>b. Somewhat improved</li> <li>c. About the same as when we started</li> </ol>	<ol style="list-style-type: none"> <li>d. Somewhat worse</li> <li>e. Much worse</li> </ol>
--	--
  
3. At the end of my work in the *Focus on K.I.D.S* Program, the average number of unresolved conflicts that I had with my child's other parent was
 

<ol style="list-style-type: none"> <li>a. Far fewer</li> <li>b. Somewhat fewer</li> <li>c. About the same as when we started in the program</li> </ol>	<ol style="list-style-type: none"> <li>d. Somewhat more</li> <li>e. Much more</li> </ol>
--	--
  
4. Overall, at the present time my co-parenting relationship with my child's other parent is
 

<ol style="list-style-type: none"> <li>a. Much improved</li> <li>b. Somewhat improved</li> <li>c. About the same as when we started</li> </ol>	<ol style="list-style-type: none"> <li>d. Somewhat worse</li> <li>e. Much worse</li> </ol>
--	--
  
5. At the present time, the average number of conflicts that I have with my child's other parent is
 

<ol style="list-style-type: none"> <li>a. Far fewer than when we started the program</li> <li>b. Somewhat fewer than when we started the program</li> <li>c. About the same as when we started the program</li> </ol>	<ol style="list-style-type: none"> <li>d. Somewhat more than when we started prog.</li> <li>e. Much more than when we started program</li> </ol>
---	--
  
6. Since I completed the *Focus on K.I.D.S* Program, I have returned to court for legal conflicts around the divorce
 

<ol style="list-style-type: none"> <li>a. Not at all</li> <li>b. 1-3 times</li> <li>c. 4-6 times</li> </ol>	<ol style="list-style-type: none"> <li>d. 7-9 times</li> <li>e. 10 or more times</li> </ol>
---	---
  
7. Additional comments:

Thank you again for completing this follow-up survey. Please return this survey to:

[Insert your agency information]

PEACE Program Follow-Up Survey

Thank you for having participated in the PEACE Program. As a follow-up to your participation, we have a very short series of questions for you. Please spend a moment on this survey and simply circle the answer to each question. Thank you for all your help.

1. What was the main reason you stopped going to the PEACE Program?
 

a. We made progress and no longer needed the program	e. My lawyer advised me to discontinue
b. Financial reasons	f. Friends/family advised me to discontinue
c. Our legal issues intensified	g. My therapist advised me to discontinue
d. The program was not helpful	h. Other: _____
  
2. Overall, at the end of my work in the PEACE Program, my co-parenting relationship with my co-parent was
 

a. Much improved	d. Somewhat worse
b. Somewhat improved	e. Much worse
c. About the same as when we started	
  
3. At the end of my work in the PEACE Program, the average number of unresolved conflicts that I had with my child's other parent was
 

a. Far fewer	d. Somewhat more
b. Somewhat fewer	e. Much more
c. About the same as when we started in the program	
  
4. Overall, at the present time my co-parenting relationship with my child's other parent is
 

a. Much improved	d. Somewhat worse
b. Somewhat improved	e. Much worse
c. About the same as when we started	
  
5. At the present time, the average number of conflicts that I have with my child's other parent is
 

a. Far fewer than when we started the program	d. Somewhat more than when we started prog.
b. Somewhat fewer than when we started the program	e. Much more than when we started program
c. About the same as when we started the program	
  
6. Since I completed the PEACE Program, I have returned to court for legal conflicts around the divorce
 

a. Not at all	d. 7-9 times
b. 1-3 times	e. 10 or more times
c. 4-6 times	
  
7. Additional comments:

Thank you again for completing this follow-up survey. Please return this survey to Ms. Sandra Pelletier, Beacon Behavioral Services, LLC, 40 Dale Road, Suite 201, Avon, CT 06001

Survey ID#: \_\_\_\_\_  
 Send Date: \_\_\_\_\_

UCONN ID#: \_\_\_\_\_  
 End Date: \_\_\_\_\_

**Executive Summary**

**Forensic Parent Counseling for High Conflict  
Divorcing, Divorced and Never Married Families**

**Presented to  
Connecticut Family Service Agencies**

**By**

**The PEACE Program**

**Beacon Behavioral Services, LLC**

**Avon, Connecticut**

### Introduction

Parent conflict is often cited as one of the most significant risk factors for difficulty in childhood adjustment. The stress on children can be immense, causing depression, aggression, decreased academic performance, and overall emotional distress as they watch their parents battle endlessly. Similarly, the stress on parents can also be significant and negatively impact their ability to be sensitive to the needs of their children. Legal bills can become exorbitant, even after divorce or after a custodial arrangement has been made. This can be exceptionally taxing to the low and moderate income family who may certainly not be in the position to pay legal fees that can easily amount to over \$400 per hour, and at times can be over \$1000 per hour combined if there are attorneys present for the children as well.

For years, traditional counseling has been provided in an attempt to help children and families in these situations. Children and parents have been labeled with psychiatric diagnoses, when in reality what was needed was a method to help parents communicate effectively, make and follow through on parenting decisions, and decrease the conflict present in their interactions. In short, parents in these high conflict situations need to be taught how to not turn parenting into a legalistic battle but instead work together to raise the children they love.

Drs. Thayer and Zimmerman have developed techniques to train parents to reduce conflict and take a unified role in raising their children. They, along with their associates, have worked with hundreds of parents and have presented their methods at many national conferences for professionals. They are the authors of *The Co-Parenting Survival Guide: Letting Go of Conflict After a Difficult Divorce*, which is now being used in some divorce parent education training curriculums. They are presently completing their next book written for adult children of divorce, to be released in the Fall, 2003. They are also in the midst of a related research study with the University of Connecticut, Department of Psychology.

The parent counseling strategies used and taught by Drs. Thayer and Zimmerman are direct and focused. They are *not* psychotherapy. Yet, any clinician who uses these strategies needs to be a well seasoned professional experienced in working with both adults and children and in dealing with parents who may present, in essence, at their worst. One needs to rely on an array of psychotherapeutic skills in working with these parents to successfully teach them not to be legal adversaries, but instead to work together in the best interests of their children.

## **Agency Training**

The training of agency staff is envisioned as being multi-faceted and directed at both clinical staff and administrators. It would be best to simultaneously train staff and administrators from many agencies throughout the state, there-by eventually establishing a state-wide network of professionals who are able to provide these services. All participants would be trained in the overall concepts related to this work.

Clinical staff would also be trained in actually providing the services with ample role-playing of specific scenarios and with substantial opportunity for follow-up training and consultation. In this case, such follow-up training is crucial to both the long-term development of these specialized skills and to problem solving around specific issues that will arise once this work begins. Ethical and case management issues will also be addressed in the training.

Administrative staff will be trained in the marketing of this service, referral development, and dealing with other issues related to the program and its administration.

will personally provide the training. Additionally, they will be contacting another nationally known researcher in this field who specializes in working with low and moderate income families of young children. It is hoped that this clinician will be available to provide a segment of the initial training.

## **Curriculum Summary**

### *Initial Training*

Day One (Administrators and Clinicians): This training will focus on the impact of high conflict on the divorcing, divorced and never married family. Issues related to the role of the legal and mental health systems as well as the extended family system will be examined. Various approaches to dealing with these families and their complex needs will also be discussed.

Day Two (Clinicians): This training will focus on the specific parent counseling concepts, practices, and strategies to be used in the office with these parents. This training will be “hands on” involving multiple role-plays of common scenarios.

### *Follow-up Training*

Clinicians: Four quarterly half-day training seminars will be provided to address specific learning needs of the participants as they begin using the techniques learned in the initial training. Additionally, participants will be given the opportunity to process their experiences as a parent counselor and discuss how to avoid having the demands of this work negatively impact their effectiveness.

Administrators: Two semi-annual half-day training seminars will be provided to address specific marketing strategies and focus on agency issues related to program administration.

### *On-Going Clinical Consultation*

This work is very demanding and challenging to the clinician. Even in our own organization we have adopted a practice of providing one hour of clinical group

supervision every other week. It would be expected that similar consultation (twice a month for 12 months) would be provided by telephone (to help avert the costs of sending staff to additional meetings) to each family service agency. This telephonic consultation would focus on issues regarding actual cases that are being seen in that agency as well as issues specific to that agency as it implements its parent counseling service.

**Cost**

The cost to the Council for this training program is as follows and based on up to 30 participants (clinicians and administrators):

*Initial and Follow-up Training (two trainers)*

Service	Training Hours	Cost
Initial 2-day training		
Follow-up clinician training (four ½ days)		
Administrator training (two ½ days)		
Materials (handouts and <i>The Co-Parenting Survival Guide</i> , 30 sets)		
Total		

If there were 20 clinicians and 10 administrators representing 10 agencies, the costs for the initial and follow-up training (before other additional costs such as facility, snacks, meals, etc. were added) would be distributed as follows:

	Total Cost	Hourly Cost	Hours
Cost per clinician (20)			
Cost per administrator (10)			
Average cost per agency (10)			

*On-going Clinical Consultation*

This would be billed at \$100 per hour to each agency.



### **Anticipated Benefits of Providing Forensic Parent Counseling**

- Address the many needs of children and parents in high conflict divorcing, post-divorce and never married families.
- Decrease the financial and emotional costs of divorce, child custody disputes, and conflictual parenting on children and their parents.
- Create a unique and innovative state-wide program designed to help prevent the development of serious emotional and behavioral disorders in children and adults who experience high conflict divorces.
- Decrease the excessive use of other social, legal and judicial services which these families tend to require when in prolonged high conflict.
- Increase agency revenue as these professional services are not reimbursed by insurance and, while they may be more expensive to the client, are clearly only a fraction of what the client may be spending on legal fees.

### **Summary**

In short, this training program is looked at as being the ground-breaking opportunity in Connecticut to provide a coordinated approach to addressing the needs of high conflict divorcing, divorced and never married families. The sponsorship of this program by the Council also sends an important unifying message to the Family Service agencies throughout the state and to the public at large when this service is marketed in a coordinated fashion. The PEACE Program at Beacon Behavioral Services, LLC is pleased by your interest and consideration.

Please contact us at any time for more information at 860-676-9350 (ext. 12).

Respectfully submitted,

Elizabeth S. Thayer, Ph.D.  
Vice President



February 18, 2004

Mr. Peter. S. DeBiasi  
President/CEO  
Connecticut Council of Family Service Agencies  
1310 Silas Deane Highway  
Suite 219  
Wethersfield, CT 06109

Re: Divorced Parent Counseling Training

### Letter of Understanding/Agreement

This letter outlines the services to be provided by Beacon Behavioral Services, LLC (Beacon) to the Connecticut Council of Family Service Agencies (CCFSA) in order to provide training to member agency administrators and clinical staff in the management, marketing and service delivery of a program designed to facilitate collaborative co-parenting for divorcing and divorced (and never married) parents. This letter is a formalization of the terms already described in the proposal entitled "Forensic Parent counseling for High Conflict Divorcing, Divorced and Never married Families" which was initially presented to CCFSA in January, 2003 and based on a series of discussions and meetings which have occurred since then.

#### Initial Training:

*Day One (Administrators and Clinicians):* This training will focus on the impact of high conflict on the divorcing, divorced and never married family. Issues related to the role of the legal and mental health systems as well as the extended family system will be examined. Various approaches to dealing with these families and their complex needs will also be discussed. Additionally, concepts related to initially getting such a program operational and visible will be examined. This training is presently scheduled to be conducted on March 23, 2004 at a location yet to be determined by CCFSA.

*Day Two (Clinicians):* This training will focus on the specific parent counseling concepts, practices, and strategies to be used in the office with these parents. This training will be "hands on" involving multiple role-plays of common scenarios that the clinicians are likely to face in their work with these parents. It is expected that the clinicians will be "seasoned" professionals accustomed to working with difficult cases and well skilled with both children and adults. This training is presently scheduled to be conducted on April 1, 2004 at a location yet to be determined by CCFSA.

#### Additional Training/Consultation:

40 Dale Road  
Avon, CT 06001  
P 860 676-9350

1 Northwestern Drive  
Bloomfield, CT 06002  
P 860 243-5024

200 Oak Street  
Glastonbury, CT 06033  
P 860 659-4370

www.beaconbehavioral.com  
email@beaconbehavioral.com

*Clinicians:* Four quarterly half-day training seminars will be provided to address specific learning needs of the participants as they begin using the techniques learned in the initial training. Additionally, participants will be given the opportunity to process their experiences as a parent counselor and discuss how to avoid having the demands of this work negatively impact their effectiveness.

*Administrators:* Two semi-annual half-day training seminars will be provided to address specific marketing strategies and focus on agency issues related to program management and service delivery.

**On-Going Clinical Consultation:** As this is a centralized program, it is understood that once referrals begin, the clinicians from the different CCFSA member-agencies will meet jointly for one hour every other week to provide consultation and support to one another. For approximately the first three months, one of the trainers will attend each of these meetings where up to seven clinicians are present, in order to continue to facilitate skill building and program development. One of the trainers will then attend every other meeting (monthly) for approximately the next 9 months, thereby providing a minimum of a year of contact to help the clinicians address the issues and challenges they face. The clinical consultants will also be available telephonically to answer only those questions specifically authorized by CCFSA that may arise regarding the provision of these services.

**Trainers/Clinical Consultants:** Dr. Elizabeth Thayer and/or Dr. Jeffrey Zimmerman will provide all training and program consultation.

**Use and Adaptation of Beacon's Materials:** As part of the training, Beacon will provide samples of its administrative materials (e.g., case charts, forms, manual, etc.). CCFSA will be free to copy or modify these as needed to make them appropriate for its member agencies and to use as it sees fit. It is anticipated that the book entitled *The Co-Parenting Survival Guide* by Drs. Thayer and Zimmerman will also be used as a core reference for parents. While it is understood that some clients may need portions of this book translated or described to them, the copyrights to this book are not being waived by this agreement and remain with Drs. Thayer and Zimmerman and New Harbinger Publications. Beacon will sell CCFSA copies of the book (in batches of 10 or more) for CCFSA to give or resell to program participants. The cost of each book when ordered by CCFSA in this fashion is \$12.75 plus \$1.50 for shipping and handling. CCFSA does not have an obligation to purchase these books solely from Beacon.

**Referencing the PEACE Program:** Beacon is not authorizing CCFSA and its member agencies and staff to use "the PEACE Program" or similar phrases to title the parent counseling services it provides. However, it is anticipated that marketing and other materials will refer to CCFSA's program (presently planned to be entitled "Focus on K.I.D.S.") as "Based on the principles and training provided by Beacon Behavioral Services' P.E.A.C.E. program." It is thought that such a reference will mutually benefit both and Beacon.

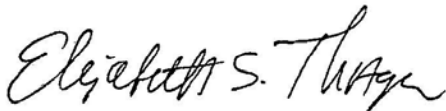
Cost: Beacon will charge CCFSA for the following services as/per the table below:

Service	Training Hours	Cost
Initial 2 days of training		
Follow-up clinician training (four ½ days)		
Follow-up administrator training (two ½ days)		
Training materials (handouts and <i>The Co-Parenting Survival Guide</i> , 30 sets)		
Attendance at training meetings		

On-going telephonic consultation will be billed at a rate of \$100/hour to each agency. Billing for all services will be done in 15-minute increments on a monthly basis. Remittance will be made within 30 days.

**Additional Services:** Drs. Thayer and Zimmerman are also willing to be at two community or stakeholder meetings per year (at no charge) during the course of this engagement to discuss the impact of conflict on children and how programs such as Focus on K.I.D.S. and P.E.A.C.E. can be of service to children and the community at large.

In short, we are very pleased to have this opportunity to work with CCFSA and view this affiliation as a way of fostering a significant positive change in the system and service delivery for these troubled families and their children.



Elizabeth S. Thayer, Ph.D.  
 Vice-President  
 Beacon Behavioral Services, LLC

Peter S. DeBiasi  
 President/CEO  
 Connecticut Council of Family Service  
 Agencies

Focus on K.I.D.S. Sliding Fee Schedule

Number of people in households

Combined Family Income	3	4	5	6	7	8
0-25,000	50	50	50	50	50	50
25,001-35,000	60	60	50	50	50	50
35,001-45,000	70	70	60	60	50	50
45,001-55,000	80	80	70	70	60	60
55,001-65,000	90	90	80	80	70	70
65,001-75,000	100	100	90	90	80	80
75,001-85,000	125	125	100	100	90	90
85,001-95,000	150	150	125	125	100	100
95,001-100,000	175	175	150	150	125	125
100,000+	190	190	190	175	175	175

Family Income	3	4	5	6	7	8
0-22,000	\$50	\$50	\$50	\$50	\$50	\$50
22,100 to 30,000	\$80	\$80	\$50	\$50	\$50	\$50
30,100 to 38,000	\$110	\$110	\$80	\$50	\$50	\$50
38,100 to 46,000	\$150	\$150	\$110	\$80	\$50	\$50
46,100 to 54,000	\$190	\$190	\$150	\$110	\$80	\$50
54,100 to 62,000	\$190	\$190	\$190	\$150	\$110	\$80
62,000 to 70,000	\$190	\$190	\$190	\$190	\$150	\$110
70,100 to 78,000	\$190	\$190	\$190	\$190	\$190	\$150
78,100 +	\$190	\$190	\$190	\$190	\$190	\$190

FOCUS ON KIDS  
 DRAFT SLIDING FEE SCALE  
 December 2005