

Welcome!

We are so glad you are here!

We will get started shortly.
In the meantime, we invite you to
intentionally enter this space.



Silence your cell
phone



Stretch



Close the door



Take a few deep
breaths



Close browser
windows



Emotionally release
your to-do list



Check your audio
and video



Take a bio break

Co-Parenting Learning Academy

Thursday, May 18, 2023
3:00pm – 4:30pm ET

The Healthy Start TA & Support Center is operated by the National Institute for Children's Health Quality (NICHQ). This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number 1 UF5MC327500100 titled Supporting Healthy Start Performance Project.

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Children's Health Quality

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TA & SUPPORT CENTER



CO-PARENTING LEARNING ACADEMY

Agenda

**Housekeeping &
Learning Academy
Overview**

Danisha Charles
Healthy Start TA &
Support Center (TASC)

**Assessing Co-Parenting
Relationships and
Planning Co-Parenting
Agreements**

Dr. Jeffery Johnson
National Partnership
for Community
Leadership (NPCL)

Q&A

All

Wrap-up

Danisha Charles
TASC



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This session is being recorded.



All participants are muted upon entry. We ask that you remain muted to limit background noise.



Participants are encouraged to share comments and ask questions using the chat box.



Learning Academy Overview

Danisha Charles

Healthy Start TA & Support Center

Co-Parenting Learning Academy
Hosted by the Healthy Start TA & Support Center at NICHQ

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Healthy Start Learning Academies

Healthy Start Learning Academies provide an opportunity for HS grantees to participate in curriculum-based courses on specific topics associated with the four HS approaches and 19 HS benchmarks. Learning Academies build HS staff knowledge and prepare them to apply their learnings to their HS program's day-to-day activities.

Learning Academy Structure

- Monthly virtual sessions
- Required readings
- Group presentations
- All sessions will be posted on EPIC in an e-learning format for those who cannot attend the live sessions



Co-Parenting Learning Academy

Goal:

The goal of the Learning Academy is to examine the breadth and depth of social welfare policy in the 20th and 21st centuries while exploring the policies and practices that have influenced the focus on mothers and children and have excluded fathers from family support systems, and redefining “co-parenting” as it has been integrated into current MCH practices.

Co-Parenting Learning Academy Schedule

Session	Time & Date
Session #1	February 16, 3-4:30 pm ET
Session #2	March 16, 3-4:30 pm ET
Session #3	April 20, 3-4:30 pm ET
Session #4	May 18, 3-4:30 pm ET

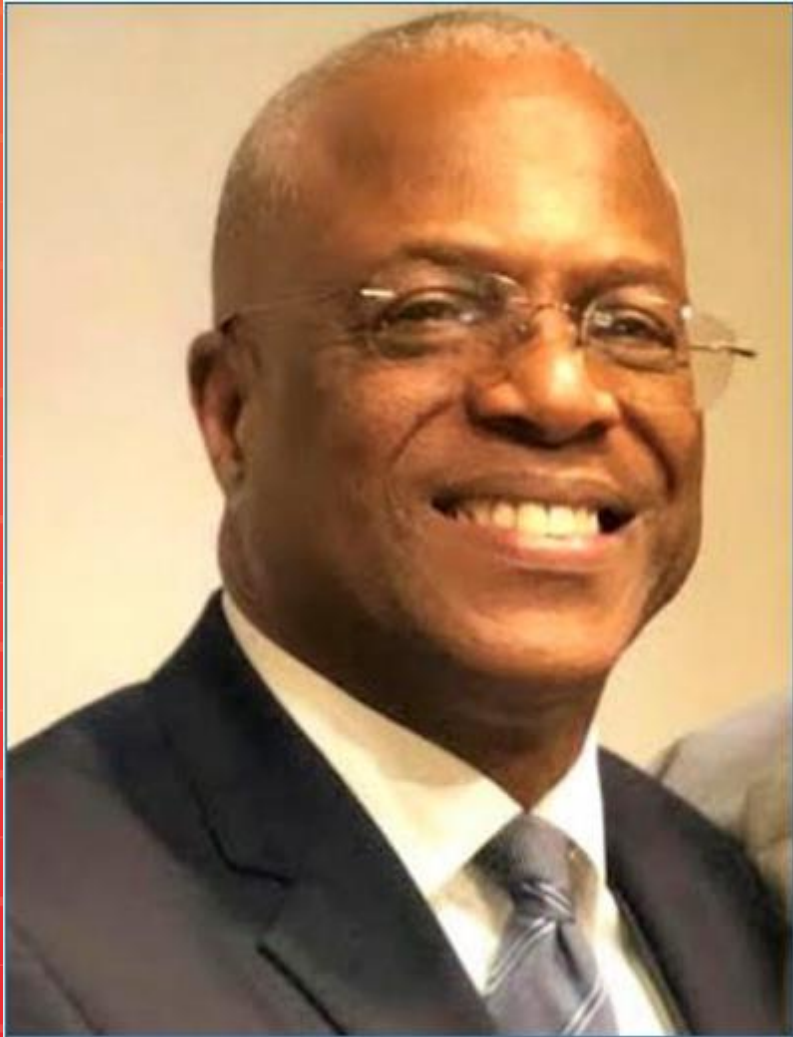
Co-Parenting Learning Academy
Hosted by the Healthy Start TA & Support Center at NICHQ



Co-Parenting Learning Academy Session Topics

Session	Topic
Session 1	Overview NPCL Co-Parenting Curriculum and Co-Parenting Models
Session 2	Co-Parenting Among Unmarried Parents: A Case Study
Session 3	Working with Mothers: Parent Education and Peer Support Groups
Session 4	Assessing Co-Parenting Relationships and Planning Co-Parenting Agreements

Co-Parenting Learning Academy Dean



Dr. Jeffery Johnson

CEO & President,
National Partnership for Community Leadership
(NPCL)



Assessing Co-Parenting Relationships and Planning Co-Parenting Agreements

Dr. Jeffery Johnson

National Partnership for Community Leadership
(NPCL)

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HEALTHY START CO-PARENTING LEARNING ACADEMY SESSION IV

“ASSESSING CO-PARENTING
RELATIONSHIPS AND PLANNING
CO-PARENTING AGREEMENTS”

PRESENTER

DR. JEFFERY JOHNSON



YOU DONT WANT TO MISS IT!

25th Annual International Fatherhood Conference

JUNE 6 - 8TH, 2023



DR. JEFFERY JOHNSON
Host, President, The National Partnership for
Community Leadership

The nation's most influential leaders and practitioners in Responsible Fatherhood work will gather this year to celebrate the 25th Anniversary of the International Fatherhood Conference at the historic Pro-Football Hall of Fame Village in Canton, Ohio to discuss why and how fathers' matter to their children, families and communities.



Visit our site for
more information!



SESSION IV OVERVIEW

**ASSESSING CO-PARENTING RELATIONSHIPS AND
PLANNING CO-PARENTING AGREEMENTS**

Learning Academy Goal

The goal of the Learning Academy is to examine the breadth and depth of social welfare policy in the 20th and 21st centuries while exploring the policies and practices that have influenced the focus on mothers and children and have excluded fathers from family support systems, and redefining “co-parenting” as it has been integrated into current MCH practices.

Learning Academy Objectives

- **Learn how social welfare policies have historically shaped maternal and child health and other family support services in the United States.**
- **A better understanding of how co-parenting can be integrated into current MCH practices to potentially improve pregnancy, birth, and child outcomes.**
- **Equip Healthy Start agencies and family support practitioners with teachings that will help them create community-based strategies that advance both fatherhood and co-parenting service approaches.**
- **Explore various co-parenting and shared parenting models and their impact on children at different stages.**
- **Learn ways to prepare and implement fatherhood and co-parenting services in Healthy Start programs for impact evaluation.**

KEY REASONS

- ❑ Changes in family formation have resulted in the highest level of unmarried parents in our nation's history, a four-fold increase since 1968. There are different categories of unmarried parents, including cohabiting, divorced, or separated, and parents in non-romantic relationships. Forty percent of all U.S.-born children are born out of wedlock, including 75% of Black children, many of whom are poor and living in single-parent households.
- ❑ Culturally speaking, the term co-parenting is not well known or understood. The word co-parenting has its origins in married couples who separate or divorce. In communities with a high level of unmarried parents, who never plan or intend to marry, co-parenting is not an expression or term used or something talked about generally.
- ❑ The services we provide unmarried fathers and mothers should be expanded to include an emphasis on co-parenting, educating them on what it means, how to plan co-parenting agreements, and its benefits to children from birth and beyond. **After going through our co-parenting training program, a practitioner recently told me that if his parents had the knowledge of co-parenting, he believes that he would have never grown up without knowing his father.**

•

KEY REASONS

- ❑ Healthy Start services to mothers include prenatal and post-natal support. It does not generally offer parenting and relationship education classes or peer support groups as an option for mothers.

CO-PARENTING IS COMPLICATED



YOUR CHILD BILL OF RIGHTS

- 1. Every child has the right to be cherished by both parents.**
- 2. Every child has the right to a meaningful, nurturing relationship with each parent.**
- 3. Every parent has the responsibility to contribute to the positive raising their children.**
- 4. Every child has the right to have competent parents and to be free from hearing, observing, or being part of their parents' arguments or problems with one another.**
- 5. Every child has the right to not to have to choose which parent to show their love to.**

Excerpted from the book Your Journey To Co-Parenting by Jeffery and Monica Johnson© 2021

Parent-Child Relationships

Caring and responsive parent-child relationships help children to thrive in school and in life.

Why are strong parent-child relationships important?



Increase school readiness and success

Support healthy brain development

Help children learn to problem-solve, cope, and manage emotions



What can you do?

Early childhood professionals can promote parent-child relationships in specific ways that value, support, and respect the child and family.

VALUE

Briana smiles as soon as she sees you arrive.

RESPECT

We'd love to support your goal for Mei Li to be bilingual. Would you be willing to teach me a few words in Mandarin to use with Mei Li and the class?

SUPPORT

You know Mohammad best. We'd like to learn more from you about him.

Engaging with families in meaningful ways can lead to better outcomes for children and families.

For more information about this resource, please contact us: PFCE@ecetta.info | 1-866-763-6481

This research-based infographic was developed with funds from Grant #90HC0014 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, and Office of Child Care, by the National Center on Parent, Family, and Community Engagement. This resource may be duplicated for noncommercial uses without permission.





Developing Healthy Co-Parenting Relationships.

Healthy Relationships



Before parents can improve their co-parenting relationship, they need to determine

- Which type of co-parental relationship they have,
- Which type they want, and
- Which type is possible for their situation.

While cooperative co-parenting is the gold standard, oftentimes it is not possible or recommended for many reasons. Perhaps because one or more of the parents is not interested in or able to change how they interact or there is active substance abuse, domestic violence, long-term estrangement, or potential conflict with a new romantic partner—just to name a few examples.

MEASURES OF IMPROVEMENT IN CO-PARENTING RELATIONSHIPS

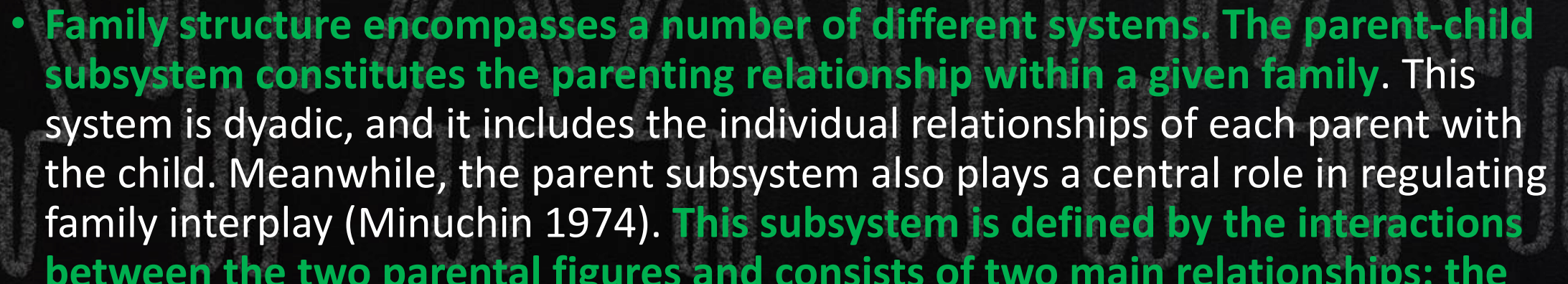
Whatever the current co-parenting style, there is usually room for improvement and participating in therapeutic counseling is one way in which co-parents can work toward

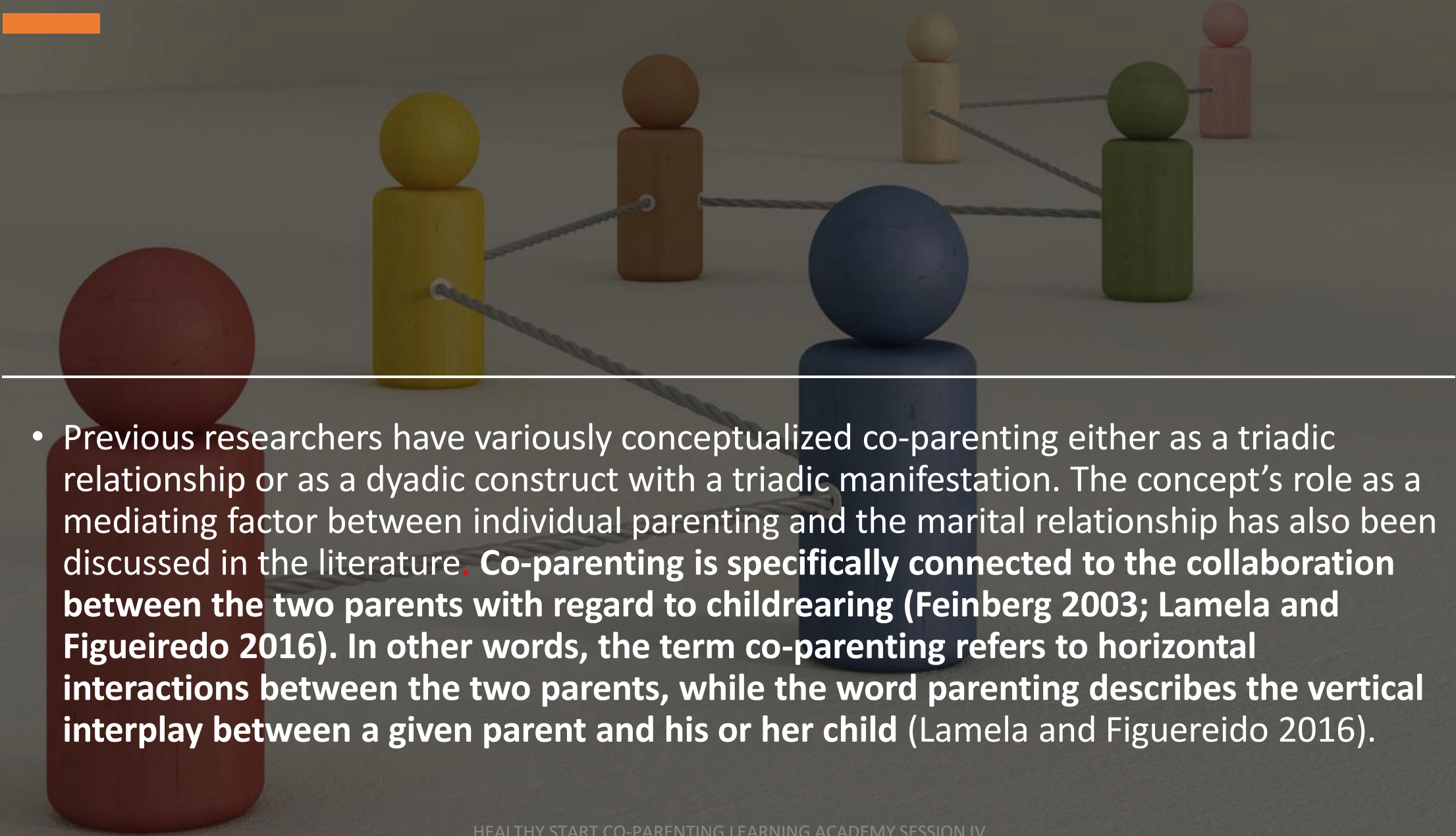
1. Improved communication,
2. Lower-Levels of conflict, and
3. The development of healthier ways and means to interact in order to reduce the negative effects on their children.



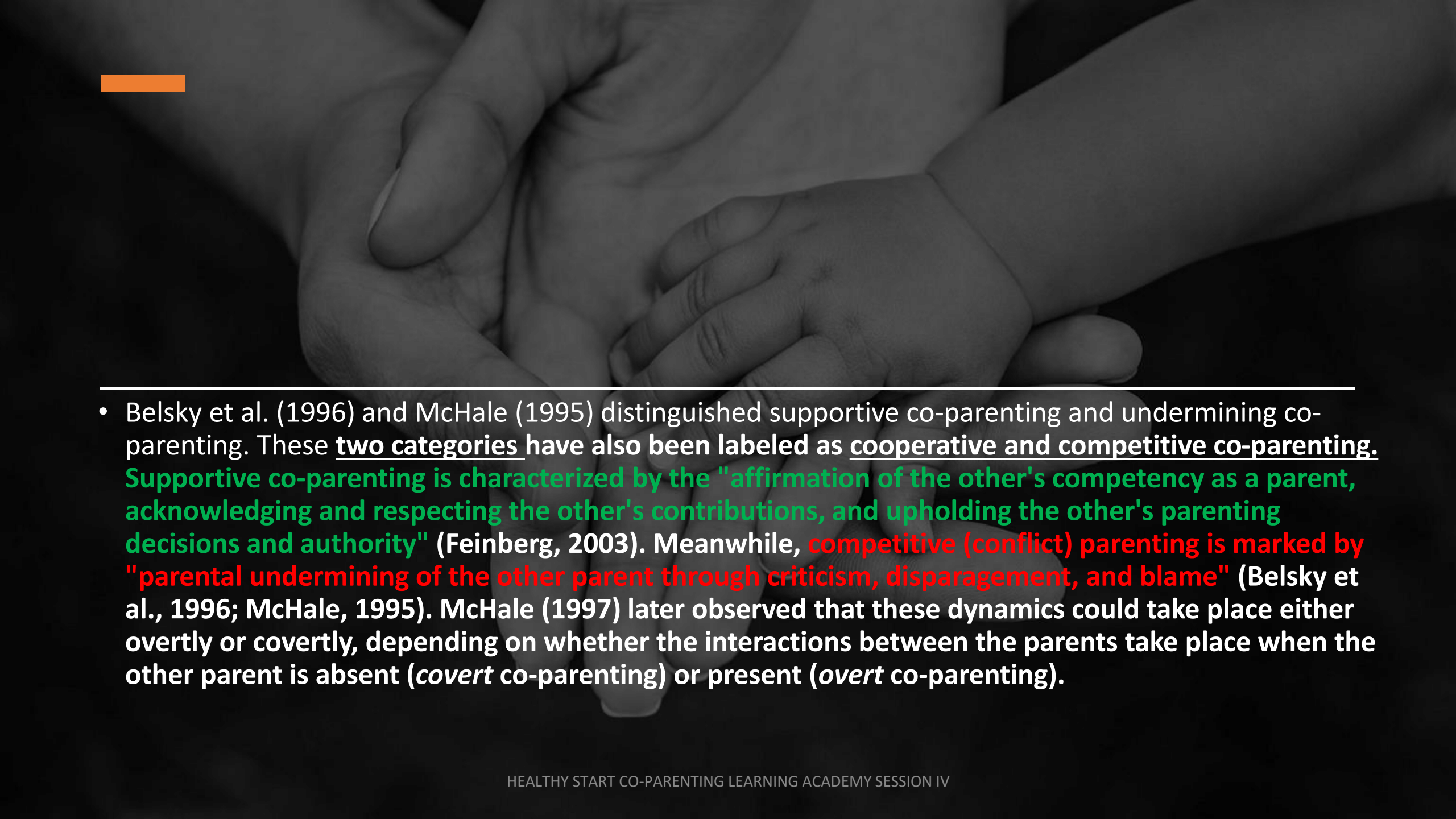
“Instruments for the Assessment of Co-Parenting A Systematic Review”

Journal of Child and Family Studies (2020)

- 
- **Family structure encompasses a number of different systems. The parent-child subsystem constitutes the parenting relationship within a given family.** This system is dyadic, and it includes the individual relationships of each parent with the child. Meanwhile, the parent subsystem also plays a central role in regulating family interplay (Minuchin 1974). **This subsystem is defined by the interactions between the two parental figures and consists of two main relationships: the marital relationship (the couple's way of relating to one another) and the co-parenting relationship (the parental interactions involved in caring for and ensuring the well-being of their children)** (Margolin et al. 2001).

- 
- Previous researchers have variously conceptualized co-parenting either as a triadic relationship or as a dyadic construct with a triadic manifestation. The concept's role as a mediating factor between individual parenting and the marital relationship has also been discussed in the literature. **Co-parenting is specifically connected to the collaboration between the two parents with regard to childrearing (Feinberg 2003; Lamela and Figueiredo 2016). In other words, the term co-parenting refers to horizontal interactions between the two parents, while the word parenting describes the vertical interplay between a given parent and his or her child (Lamela and Figueiredo 2016).**

Although there is no single, uncontested theory of co-parenting, some scholars have posed comprehensive theories of the concept. For example, Feinberg and Sakuma (2011) described **four overlapping constructs that summarize the domains described by co-parenting researchers: agreement on childrearing goals and approaches; division of childrearing labor; support vs. undermining of the other parent; and mutual regulation of family norms and interactions.**

- 
-
- Belsky et al. (1996) and McHale (1995) distinguished supportive co-parenting and undermining co-parenting. These two categories have also been labeled as cooperative and competitive co-parenting. **Supportive co-parenting is characterized by the "affirmation of the other's competency as a parent, acknowledging and respecting the other's contributions, and upholding the other's parenting decisions and authority"** (Feinberg, 2003). Meanwhile, **competitive (conflict) parenting is marked by "parental undermining of the other parent through criticism, disparagement, and blame"** (Belsky et al., 1996; McHale, 1995). McHale (1997) later observed that these dynamics could take place either overtly or covertly, depending on whether the interactions between the parents take place when the other parent is absent (*covert* co-parenting) or present (*overt* co-parenting).

-
- Research has shown that children can attain favorable outcomes within different family structures. What matters most is the effectiveness of family processes and the quality of relationships within a family (Walsh, 2006). Studies have found evidence of relationships between co-parenting dynamics and both parental adjustment and parenting quality (Feinberg et al., 2012). For instance, a weak co-parenting alliance has been linked to more significant stress in resident fathers (Bronte-Tinkew et al., 2010). Conversely, a strong parenting alliance has been linked to better and warmer parenting quality and greater self-efficacy in mothers and fathers from various racial and socioeconomic backgrounds, all with children between two and seven years of age. (Abidin & Brunner, 1995).

FACILITATION

Facilitating and Coaching: Tips and Techniques

Grace L. Duffy, Cathy Montgomery, and John W. Moran

(Originally published in Applications and Tools for Creating and Sustaining Healthy Teams, 2011)

Facilitation is used in a variety of contexts including training, experiential learning, conflict resolution, and negotiation.

Facilitation is the process of helping groups or individuals learn, find a solution or reach consensus without imposing or dictating an outcome.

Facilitation empowers individuals or groups to learn for themselves or to find their own answers to problems without control or manipulation.

Facilitators need good communication skills, including listening, questioning, and reflecting.

FACILITATION AND COACHING

Coaching is defined as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. Facilitation and coaching are closely related.

Both facilitators and coaches strive to get clients or teams to improve performance. Coaching is slightly more directive than facilitation. The distinction between facilitation and coaching often becomes blurred. At times, a group is led through facilitation to a resolution. At other times, directive coaching is necessary in order to get the group moving.

FACILITATION AND COACHING

The goal of facilitation and coaching is to establish trust, build rapport and open communication, clarify key roles and responsibilities, and establish goals. An effective personal development plan and a mentoring agreement should be created between the facilitator/coach and the individual.

Facilitation and coaching are as much arts as sciences. They are skills honed through hands-on experience interacting with individuals in a development process. Those who accept the role of a facilitator or coach must understand the natural behaviors of the individuals who they are assisting to their goals.



FIELD TESTED EVALUATION INSTRUMENTS TO ASSESS CO- PARENTING PROGRAM EFFECTIVES



Instruments for the Assessment of Coparenting: A Systematic Review

Laia Mollà Cusí^{1,2,3} · Cristina Günther-Bel² · Anna Vilaregut Puigdesens² · Meritxell Campreciós Orriols² · Josep Lluís Matalí Costa^{1,3}

Published online: 8 July 2020
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Abstract

In light of the increasing variability in family structures, coparenting has attracted growing attention as a crucial dimension on which to evaluate children's mental health across different family structures. In this study, we present a systematic review of the available measures for the assessment of coparenting. After duplicate removal, screening, and eligibility assessment, 26 instruments were selected. Due to the importance of the coparental relationship to children's mental health, special attention was paid to the characteristics that contribute to enhancing the instruments' suitability for use in clinical contexts. The results show a great increase in the number of published instruments designed to assess coparenting. The review also found some instruments to be more suitable than others for use in clinical contexts due to their time-efficiency, their psychometric properties and/or to other dimensions. This review reinforces the importance of developing instruments that allow for the assessment of coparenting and contributes to the body of knowledge in the field by offering information of interest to professionals dealing with families.

Keywords Coparenting · Assessment · Systematic review · Co-parenting · Measurement · Psychometrics

Highlights

- Coparenting should be assessed as an important factor regarding children's mental health.
- There is a need for instruments that assess coparenting across family structures.
- Coparenting should be evaluated with other family relationships.

Family structure encompasses a number of different systems. The parent-child subsystem constitutes the parenting relationship within a given family. This system is dyadic, and it includes the individual relationships of each parent with the child. Meanwhile, the parent subsystem also plays a central role in regulating family interplay (Minuchin 1974). This subsystem is defined by the interactions between the two parental figures, and consists of two main relationships: the marital relationship (the couple's way of

relating to one another) and the coparenting relationship (the parental interactions involved in caring for and ensuring the well-being of their children) (Margolin et al. 2001).

Previous researchers have variously conceptualized coparenting either as a triadic relationship or as a dyadic construct with a triadic manifestation. The concept's role as a mediating factor between individual parenting and the marital relationship has also been discussed in the literature. Coparenting is specifically connected to the collaboration between the two parents with regard to childrearing (Feinberg 2003; Lamela and Figueiredo 2016). In other words, the term coparenting refers to horizontal interactions between the two parents, while the word parenting describes the vertical interplay between a given parent and his or her child (Lamela and Figueiredo 2016).

Although there is no single, uncontested theory of coparenting, a number of scholars have posed comprehensive theories of the concept. For example, Feinberg and Sakuma (2011) described four overlapping constructs that summarize the domains described by researchers: agreement

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....This study is a **systematic review of the available measures for the assessment of co-parenting. After duplicate removal, screening, and eligibility assessment, 26 instruments were selected.** Due to the importance of the co-parental relationship to children's mental health, special attention was paid to the characteristics that contribute to enhancing the instruments' suitability for use in clinical contexts. **The results show a great increase in the number of published instruments designed to assess co-parenting. The review also found some instruments to be more suitable than others for use in clinical contexts due to their time-efficiency, their psychometric properties and/or to other dimensions.** This review reinforces the importance of developing instruments that allow for the assessment of co-parenting and contributes to the body of knowledge in the field by offering information of interest to professionals dealing with families.

Keywords Coparenting • Assessment • Systematic review • Co-parenting • Measurement • Psychometrics

Parental Collaboration Questionnaires

These instruments are designed to assess a range of aspects related to collaboration between parents and the difficulties they face. The instruments examine issues such as parental disagreements, reasons for conflict and concerns. Specifically, the *Child-Rearing Disagreements Scale* (CRD; Jouriles et al. 1991) measures parental disagreements about child rearing by assessing typical child-rearing disagreements; the *Parting Parent Concern Inventory* (PPCI, Sanford and Rivers 2017) assesses six types of concern in divorcing parents, and the *Parent Problem Checklist* (PPC; Dadds and Powell 1991; Stallman et al. 2009) measures conflict between parents. In other words, this latter tool examines their ability to agree and cooperate on parenting functions. The PPC focuses on how parenting conflict behaviors specifically contribute to the development of adjustment problems in children (Dadds and Powell 1991).

Along the same lines, but focusing more on the interactions between the parents, the aim of **the Parenting Alliance Measure (PAM, Konold and Abidin 2001) (recommended)** is to estimate the perceived characteristics of the parenting alliance, defined here as the degree to which parents act as allies in child rearing. Elsewhere, the parenting alliance has been defined as the part of the marital relationship related to parenting and child rearing (Weissman and Cohen 1985).....

- SOURCE: *Instruments for the Assessment of Co-Parenting: A Systematic Review*. Journal of Child and Family Studies 2020

Co-Parenting Agreement Planning

CASE STUDIES

Co-Parenting Agreement Form

At its core, a co-parenting agreement involves planning. The prospects for a high-functioning co-parenting relationship are increased when parents have made high-functioning plans to succeed.

1. Plan to Communicate

We agree to keep communications between us open by:

- Telephone
- Video conferencing
- Texting
- Email
- Mail
- Regular parental meeting at the following times: _____
- Joint calendar
- Parenting notebook

2. Plan to Support Each Other

We plan to support the other parent by (check all that you can agree to):

- Leaving our child(ren) out of adult discussions about our Co-Parenting Agreement and all other aspects of our separation/relationship.
- Not discussing the other parent in a negative way in the presence of our child(ren).
- Discouraging others from discussing the other parent in a negative way in the presence of our child(ren).
- Communicating directly with one another. We will not ask our child(ren) to be a messenger (i.e., "tell the other parent this for me") or a spy (i.e., "tell me what the other parent is doing").
- Maintaining consistent expectations and routines for our child(ren) (e.g., homework, curfew, bedtime, discipline, television, computer or phone restrictions, and chores).

3. Plan to Educate Your Child

Major decisions about our child(ren)'s education will be made by:

Both parents _____

Parent _____

Other _____

We also agree:

- To share our child(ren)'s school information (e.g., school evaluations) with one another.
- To encourage and support our child(ren)'s educational efforts at home by:
 - Making sure our child(ren) gets to school unless sick.
 - Making sure homework is done.
 - Helping with homework as needed.
 - Attending school conferences and events for parents.
 - Other: _____
- To encourage and support our child's extracurricular activities.

4. Plan Your Child's Religion and Culture

We agree that major decisions about religion and culture about our child will be made by:

Both parents

Parent _____

Other _____

5. Plan Your Child's Medical Care

We agree that major decisions about our child's medical care will be made by:

Both parents

Parent _____

Other _____

6. Plan Your Child's Daily Care

We agree that major decisions about our child's daily care and parenting will be made by:

Both parents

Parent _____

Other _____

7. Plan Your Child's Safe Travel

We agree that major decisions about our child's Transportation will be made by:

Both parents

Parent _____

Other _____

We will help our child gather the things they will need to take to the other parent's home and/or school.

We will arrange transportation as follows: _____

"Off duty" parent picks up/drops off at (time) _____ and (place) _____

"On duty" parent picks up/drops off at (time) _____ and (place) _____

We understand that when we present this recommendation to the proper authorities, they will accept this voluntary co-parenting agreement unless they determine that another arrangement is necessary for the best interests of our child.

We understand that we may voluntarily agree to changes to this Co-parenting agreement as our child(ren) develop and circumstances change. However, we understand that changes to this Co-parenting agreement might need to be confirmed by an order of the court to be enforceable. We

understand that if we are unable to agree to changes, this existing Co-parenting agreement will remain in effect until a revised plan is approved.

Date: _____

Mother: _____

Date: _____

Father: _____

Q&A

Satisfaction Survey

Your feedback is extremely valuable and will help ensure our offerings meet your support needs!

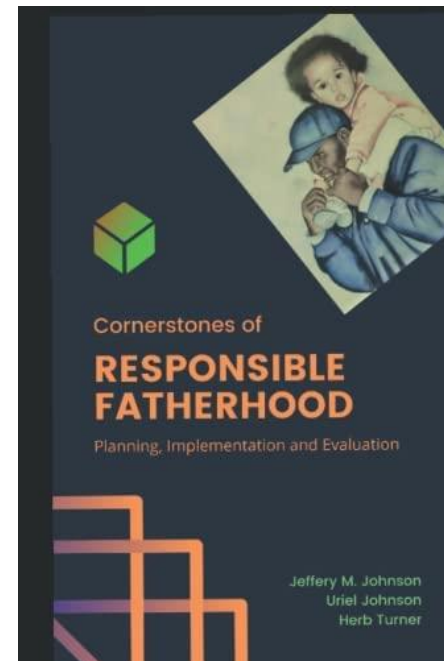


Cornerstones of Responsible Fatherhood: Planning, Implementation, and Evaluation

By: Jeffery Johnson, Uriel Johnson, and Herb Turner

The TA & Support Center is pleased to provide one copy of this book to each Healthy Start grantee that attend **majority** of the Co-Parenting Learning Academy.

To request a copy, please complete the request form by following the link in the chat box or scanning the QR code.





Fatherhood Cohort
Hosted by the Healthy Start TA & Support Center at NICHQ

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NPCL International Fatherhood Conference

June 6-8, 2023

The Healthy Start TA & Support Center (TASC) has partnered with National Partnership for Community Leadership (NPCL) to sponsor **one Healthy Start staff member** from each site to virtually attend the 25th Annual NPCL International Fatherhood Conference.





Thank you !

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