

# 8.

## Cooperation or Conflict

Co-Parenting is Forever



How well the relationship works is up to you. You have a direct effect on its success or failure. Your words, tone of voice and body language will make the difference. Do you push your co-parent's hot buttons or try to stay clear of them? Are you able to let go of the previous relationship and the hurt associated with it? Are you able to realign your relationship so you work out problems and stay focused on the needs of the child? Or are you caught in a revenge cycle that poisons everything? By yourself you can destroy the chances of a good co-parent relationship. When you are committed to making the co-parent relationship work because of its effect on the child, you have the best chance to make it work.

## *Chapter 1: Making the Commitment to Caring*

The first chapter asks you to override the benefits you may receive from having conflict with your co-parent in order to commit yourself to providing your child with the benefits of limited parental conflict. **Remember, the amount of parental conflict is the single most important influence on your child's recovery from the trauma of divorce.**

Making the commitment to a successful co-parent relationship is not enough, however.

- It also takes a lot of hard work.
- It takes effort to stop yourself from reacting negatively in front of your child.
- It takes strength to consider the child's best interests before you decide an appropriate reaction.
- It takes mental toughness to think of alternatives when you're brainstorming ways to solve problems
- It takes self-control to decide how you will respond when one of your own hot buttons has been pushed.
- It takes emotional strength and renewed vigor to let go of the old pain and to move on to uncertain territory.

### **Using New Techniques**

You can draw from the range of techniques presented here if you are to succeed in your goal to provide the best possible environment for your child's positive emotional health. You will need to arm yourself with the best techniques in your arsenal. Here's a brief review of the techniques presented in this book.

## *Chapter 2: Allowing My Child to Love Both Parents*

In Chapter 2 we talked about the stress of a child caught in the middle. When the child is put in situations where he has to choose sides, the child feels forced to renounce one of his parents. Put-downs, criticisms, name-calling, body language that indicates disapproval of the child's other parent and playing the victim make it virtually impossible for the child to stay neutral. The child is often put into a "loyalty bind."

The increased stress that results from being in the middle of a tug of war causes the child to feel trapped, unable to make the best decision for himself in any situation. He feels guarded and careful, weighing the consequence of every action so that he can protect himself from this position whenever possible. He loses the natural spontaneity that is a child's right.



## Chapter 4: Choosing My Personal Path

This chapter asks you to consider if you want to make your life 'better or if you want to be bitter. If you choose to make it better, you will **change the focus of the new relationship by centering it entirely on being parents to your child(ren). Your new relationship will become realigned.** It will exist for the primary purpose of rearing your children in the best possible environment and it asks you to do everything in your power to make it the best environment for a child being reared in two families.

Realignment asks you to accept the new family structure which is housed in two locations; it asks you to accept the child's other parent as an equally important force in her life and it asks you to establish a new business relationship with your co-parent in order to meet the needs of your child(ren). Realignment occurs after you have emotionally let go and disengaged from the former partner. Realignment means that you put aside negative assumptions and expectations about your co-parent's ability to parent. It means changing your language patterns to reflect acceptance for this new family structure. It means evaluating all actions in terms of your child's best interests over those your own self-interests. And it means using the STP-A technique to stop, think, then pause before taking any action which could be detrimental to your child.

Review if you're following these guidelines for a successful business relationship with your co-parent and identify where it needs improvement:

1. Dedication to a common goal.
2. Commitment to a win-win relationship.
3. Negotiation of differences when you disagree or when new circumstances arise.
4. Focus on a limited number of topics and objectives.
5. Observation of common courtesies.
6. Communication with facts rather than feelings.

## Chapter 5: Managing My Own Anger

Chapter 5 asks you to see anger as a potential constructive force or a destructive force. When constructive, it gives you the power to take an action which may be difficult for you. It can be a motivator, pushing you to overcome obstacles and helping you reach your goals. It can give you the strength to set limits, assert yourself or take actions which will solve the problems that initially caused the anger.

Anger can also be destructive. Anger can be used to begin a cycle of revenge, taking actions which cause pain. Anger can motivate you to retaliate for real or perceived threats and result in escalating the problem it was designed to solve. In an effort to protect yourself from hurt or pain, you can use anger to hurt others, including yourself and your child. Anger can be turned inward, resulting in depression or feelings of paralysis, preventing you from taking actions required to solve the problem which cause the initial pain. Staying stuck in anger is a way of refusing to take responsibility for whatever problem is causing you the pain. When anger is used destructively, the child is hurt most of all.



shows your understanding of the other person's concerns. You can still disagree, and use good listening skills.

Also remember the 3 P's:

- Focus on the present not the past
- Focus on the problem not the person
- Focus on one problem not the universe

Use **"I" statements to introduce the problem** or to follow up with your own opinion of the problem. Lead with your concern for your child and explain how your child could be affected by the situation. Then suggest what you think is preferable instead. Remember, however, some situations are not within your area of control and you may just have to live with them. You may not like what happens in your co-parent's house, but unless it is directly detrimental to the child (use of drugs for example), don't move into an area where you shouldn't go. It's what is called a topic of non-interference. You can explain your concerns and your opinion but you can't force a solution that meets your needs. Nonetheless you may personally feel better by asserting your concerns and opinion. Then it is time to let it go.

<b>"I" Statement Format</b>
I feel .....
when .....
because .....
What I'd like is .....
Can you agree to that?

## Chapter 7: Negotiating Agreements

To put what you learned in Chapter 7 into action, you first must **accept that if one parent "wins," not only does the other parent lose, but the child loses most.** When one parent "wins," that person is putting his own self-interest before the child's best interest. The only way for there to be a winner when there's a problem to solve is if everyone wins by finding the best solution for the child.

**Negotiating agreement asks you to follow these steps:**

<b>Seven Steps to Negotiate Agreements</b>
<b>1. Name the problem</b>
<ul style="list-style-type: none"><li>• call for an appointment</li><li>• use "I" statements</li></ul>
<b>2. Give opinion; Reflect opinion</b>
<ul style="list-style-type: none"><li>• take turns sharing your viewpoint followed by the other person reflecting your viewpoint</li></ul>



- **Notification/Reminders of Special Activities:**

"Janice has a recital on Friday evening."

- **Management of Discipline Problems:**

"Frankie got in trouble at school for throwing rocks at children. I'd like us to jointly come up with a consequence for his behavior and then follow through in both homes. What consequence do you think would be an appropriate?"

- **Sharing of Developmental Milestones and Accomplishments:**

"Catherine can dress herself now. She is very proud of herself!" Or, "Thomas has started to learn how to ride a two wheeler bike. Can you help him practice this weekend?"

At first, the co-parenting discussion should be very brief and focus on simple matters or the sharing of positive experiences involving the children. Also consider the following tips:

Designate a weekly phone time with a window of approximately 30-minutes in length. For instance,

**Sunday evenings from 9:00 pm - 9:30 pm. Some calls may be as brief as a minute or take the full time.**

Choose a time that is convenient for both parents and a time that limits the possibility of the children being present or overhearing the conversation.

Adhere to this schedule for a limited amount of time to determine if it works.

For example,

**Suggest that you try the scheduled conversation for the next four Sundays and then jointly re-evaluate.**

**Mutually agree that scheduled phone calls will be ended if they become counter productive. However, if a conversation is cut short, a new date and time should be selected to continue the discussion ASAP.**

It is very important to determine which parent will initiate the phone call and build in contingency plans in the event that one or both parents is not available or has forgotten the scheduled meeting. For instance

**The parent who physically has the children on the designated day initiates the phone call. This ensures that the children will not be present during the phone meeting.**

**If the receiving parent is not available during the designated period of time when possible, the initiating parent should leave a message indicating that a call was made. The receiving parent should return the call the same evening whenever possible within a reasonable time frame. If the receiving parent is unable to make this return call, they are responsible for making the phone call the next day at the same time.**

**If the initiating parent forgets or is unable to initiate the call, they become responsible for contacting the co-parent the next day.**

**In the event that the initiating parent does not have a parenting issue to discuss, they**



4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 2. Preparing the Negotiation Worksheet

Now that you have listed your concerns and have identified the most important issues, it is time to put the skills you have learned into action. Your long-term goal is to prepare yourself to negotiate agreements with your co-parent. When you make your first attempt at negotiating, it is easier to start with a simple issue or minor concern. Begin by selecting a problem you rated as a 1.

Before you begin, however, make several copies of the Negotiation Worksheet on page 173. To prepare for a co-parent discussion, complete Step #1 on your worksheet. You will notice that Step #1 has three important parts. Each of these parts needs to be completed prior to your meeting.

### Step #1. Name the Problem

#### A. What is the Problem?

Decide which problem you will focus on first. Use a few words to describe the situation. Do this now on the negotiation worksheet.

#### B. Is the problem self or child-focused?

Review your problem and ask yourself:

- 1) How does the problem affect my child?
- 2) Is solving the problem in my own self-interest or in my child's best interest?

If you determine that the problem has more to do with your own self-interest rather than your child's best interest, select a different problem.

#### C. Create an "I" Statement:

Go over the problem you described and write down what you will say using the "I" statement format.



**Cautious Colleagues:** Relationship characterized by patterns of mild to moderate conflict that are usually brought under control:

- Phone meetings scheduled during office hours
- Scheduled meetings in a public place during day time hours
- Extended meetings to discuss multiple issues

If your meeting goes well, do not move to additional concerns until you have asked yourself:

- Is the parent who brought up the concern satisfied that the issue has been addressed and that a plan has been worked out in detail?
- Is it a good time to address another issue? Your co-parent may not be up for another round of negotiation, or may not have the time to address a second issue. For these reasons, always ask before you lead into another parenting concern
- Has a break occurred before addressing a second concern? Change the subject for a brief period of time or get up and get a beverage so it does not feel like you are bombarding the co-parent with one issue after another

**No matter how you structure the meeting, always keep these two points foremost in your mind:**

- ✎ **Never discuss important matters with your co-parent by phone or in person when your child is present or awake.**
- ✎ **Always be prepared to disengage when the meeting is no longer productive. For instance,**
  - if your co-parent continues to be loud after you have asked her to stop
  - if your co-parent continues to talk over you after you have asked him to discontinue, or
  - if your co-parent seems to be losing his temper and acting in an aggressive manner

In these situations, calmly end the meeting. To disengage say, *"I don't think this is productive. I would like to schedule another meeting. I will call you tomorrow."* Walking away without making a similar statement will only fuel the fire.

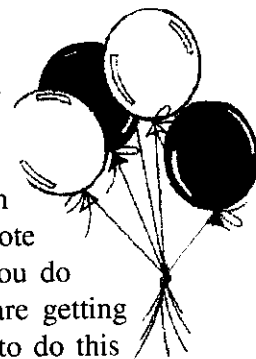
#### **4. Arranging the Meeting**

Once you have determined the structure for the meeting, arrange the meeting with your co-parent. You may start by suggesting a time and a place for the meeting (or phone call) that will be convenient for both of you. Your co-parent may be interested in knowing the purpose of the meeting. However, identifying the problem may open up the conversation prematurely and, as a result, you may not be prepared to effectively discuss the matter. Use your judgment about identifying the issue during your initial phone call. If you do, consider saying, *"I will briefly tell you my concern. I hope you don't mind if we wait to discuss it when we meet."* Stick to your guns. Avoid being pressured into a conversation at this time.



## Marriage Balloon

This ritual can be done with one or both parents. Write your wedding date on a small piece of paper and allow the children to witness you put it into a helium balloon and release it. For your child's sake, it helps to say something good about the marriage before releasing the "marriage." When the balloon is out of sight, tell the children that the marriage is over. End on a positive note by going for ice cream or somewhere special to mark a new beginning. If you do this ritual without your co-parent, very young children may think that you are getting rid of their other parent when you release the balloon. Therefore, it is better to do this ritual with both parents present. If that is not possible, make sure that you make it clear to your child that they still have two parents. Keep the ritual positive even if tears are shed.



The following rituals also focus on releasing the marital relationship while focusing on a positive future.

### Three Candles:

Both parents must be present during this ritual and it is intended to be witnessed by the children. Light a candle to represent your marriage. Each parent lights an individual candle from the marriage candle to represent their life as a separate individual. Then, both parents place their individual candles in separate candle holders and together blow out the marriage candle. Do not let your child participate in blowing out the marriage candle. This must be done by the parents. Words may be added at any point.

### The Ring Ceremony:

This ritual is designed for both parents and the children. The children witness both parents returning their wedding rings in exchange for a token of commitment to co-parenting. For example, you can prepare a written agreement or a certificate with the children's pictures on it.



Both the candle and the ring ceremony can be combined with the following activity that uses a certificate found on page 181. The "**Co-Parenting Is Forever**" certificate can be used to signify your realignment to a co-parent relationship and your commitment to your children. No matter how long you have been divorced, this ritual can be very useful to you and your family. It asks you to make decisions based on your child's needs and to work together as a team to meet those needs. It asks you to commit yourselves as individuals as well as partners in parenting to meeting these goals. Ideally, both parents should be willing participants. However, if your co-parent chooses not to participate, do it on your own.

This ritual can be done in many different ways. Keep the activity child-focused while reassuring your children that you will be their parents forever. Consider doing the following:

- Present the "Co-Parenting Is Forever" certificate to your children together.
- Read it to them.
- Ask them to sign as a witness (just like a marriage certificate).



she is getting married and the potential emotional impact of hearing this news.

A remarriage has a significant impact on a child. He will need to determine where he fits in the new family structure. In one family she may be the oldest child, but in her second family she may be a middle child. Everyone will need time to adjust, whether you are the parent getting married or not. Loyalty binds may resurface. Children may feel caught between their love for their biological parent and their fondness for a step-parent. As a result they may play down their feelings for the step-parent in order to protect their natural parent. Children are acutely aware of "fairness." If one parent remarries and the other doesn't, it increases the likelihood that the child will care for the single parent, especially if they view this parent as a victim. Remember, this is not in your child's best interest.

### **Navigating Developmental Changes**

Your child's changing developmental needs and interests will also place different demands on your relationship. Co-parents may have to modify their child's schedule to take into consideration these changes. The best guideline to follow is one that allows your child to benefit from a close and satisfying relationship with both parents. Such an arrangement often means that you will have to make the effort to remain close to the co-parent geographically. Upholding a successful co-parent relationship requires many tests of flexibility and sensitivity.

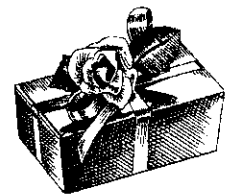
As your child grows and matures, you and the co-parent will be faced with different issues at each stage of development. Each of these transitions demand continued communication and effective negotiation skills. When will your child be allowed to attend over-night camps, get her ears pierced, or begin dating? At what age will your teenager be allowed to attend unsupervised rock concerts, date or wear make-up? You may not realize the multiple issues that can arise during the teen years. For example, how will you negotiate conflicting parental values around issues such as body piercing and tattoos? What arrangements will be made for the child's college education? What types of standards will be established once your child ventures out on his own? These are just a few of the questions you and your co-parent will face as your child matures and grows. Again, take the next step and visualize a future of promise and opportunities. See yourself using the knowledge and skills you have learned to continually meet the challenges of maintaining a strong co-parent relationship throughout the life of your child.

### **Give the Gift of a Strong Co-parent Relationship**

Everyone likes giving (and getting) gifts. When you give your child the gift of a strong co-parent relationship you are truly giving her one of the best gifts a parent can ever give. You are removing stress and self-doubt.

You are helping strengthen your child's identity. You are allowing your

child to love both parents and himself, fully. You are building your child's belief in himself and his world. Please dedicate yourself to this important goal. No one else can give this gift. No one but you can make this decision. Your child's future depends on it.





# NEGOTIATION WORKSHEET

## STEP #1. NAME THE PROBLEM

A. Problem

---

---

---

B. How it impacts our child

---

---

---

Child-Focused \_\_\_\_\_ Self-Focused \_\_\_\_\_

C. Create an "I" Statement

I feel/felt \_\_\_\_\_  
when \_\_\_\_\_  
because \_\_\_\_\_  
and what I'd like is \_\_\_\_\_

**STEP #2. REFLECT** (then share opinion-reflect)

**STEP #3. BRAINSTORM SOLUTIONS** (don't evaluate them)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**STEP #4. CHOOSE A SOLUTION** (find the best solution for your child)

---

---

---

**STEP #5. REVIEW** (who does what by when?)

---

**STEP #6. ACTION** (time limit)

---

---

**STEP #7. RE-EVALUATE**

Date \_\_\_\_\_



# “Location Notification”

*Dear Co-Parent;*

*This memo is an attempt to be respectful and to keep you informed of my location in case of an emergency. I will be out of town on the following dates \_\_\_\_\_ and may be reached at the following phone number \_\_\_\_\_.*

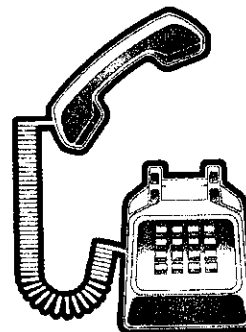
(OR)

*Dear Co-Parent;*

*This memo is to keep you informed of the children’s location. We will be away from home on the following dates \_\_\_\_\_. The children may be reached at the following phone number \_\_\_\_\_.*

*Signed* \_\_\_\_\_

*Dated* \_\_\_\_\_



# “Shared Decision Memo”

Dear Co-Parent;

I am considering \_\_\_\_\_

for our child \_\_\_\_\_. This would occur on the

following dates \_\_\_\_\_. The cost is \$ \_\_\_\_\_

- I am requesting your feedback regarding this proposal
- I am requesting your financial assistance
- I am assuming I will pay for this under our normal agreement

If I do not hear back from you by \_\_\_\_\_ I will assume you **do not object to this idea** and I will proceed. However, it would be best to discuss this matter directly. I hope that you will support this plan. Let me know, ASAP.

Signed \_\_\_\_\_

Dated \_\_\_\_\_



# **“Offer for Additional Time”**

*(first right of refusal)*

*Dear Co-Parent;*

*Although our child/ren are scheduled to be with me on \_\_\_\_\_*

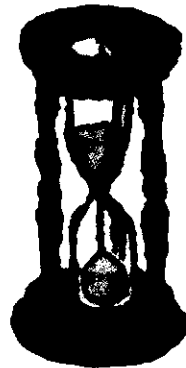
*I will be unavailable to keep them due to \_\_\_\_\_*

*Since the child/ren should have an opportunity to be with you rather than someone else, I am informing you of the situation first. Unless I hear from you by \_\_\_\_\_, I will make other arrangements for the children at my expense.*

*As always, I will let you know where they will be during this time.*

*Signature* \_\_\_\_\_

*Date* \_\_\_\_\_



# Co-Parenting Is Forever

*Recognizing that co-parenting is forever,  
we agree to cooperate on behalf of our child(ren).*

*We will allow our child(ren) to love both parents.*

Father

Mother

Date

Witness

Copyright 1998 Cooperative Parenting & Divorce



# RESOURCES



- Seligman, Martin. *Learned Optimism: How To Change Your Mind and Your Life*. Pocket Books, 1990.
- Simon, Sidney. *Getting Unstuck: Breaking Through Your Barriers to Change*. New York: Warner Books, 1988.
- Simon, Sidney. *Forgiveness: How to Make Peace with Your Past and Get On with Your Life*. New York: Warner Books, 1990.
- Smedes, Lewis, B. *Forgive & Forget*. New York: Pocket Books, 1984.
- Stearns, Ann Kaiser. *Living Through Personal Crisis*. Chicago: Thomas Moore Press, 1984.
- Steinem, Gloria. *Revolution From Within*. Boston: Little, Brown, 1992.
- Vaughn, Diane. *Uncoupling: Turning Points in Intimate Relationships*. New York: Vintage Books, 1990.
- Viorst, Judith. *Necessary Losses: The Loves, Illusions, Dependencies and Impossible Expectations That All of Us Have to Give Up in Order to Grow*. New York: Ballantine, 1986.
- Weiss, Robert S. *Marital Separation: Coping with the End of a Marriage and the Transition to Being Single Again*. New York: Basic Books, 1975.
- Divorce:
- Blau, Melinda. *Families Apart: Ten Keys to Successful Co-Parenting*. New York: Putman, 1993.
- Blau, Melinda. *Loving and Listening: A Book of Daily Inspiration for Rebuilding the Family After Divorce*.
- Boyan, Susan and Termini, Ann Marie. *Parents R Forever*. Family Solutions LLC (1997).
- Cohen, Miriam Galper. *The Joint Custody Handbook*. Philadelphia: Running Press, 1991.
- Cohen, Miriam Galper. *Long-Distance Parenting: A Guide for Divorced Parenting*. New York: New American Library, 1989.
- Diamond, S.A. *Helping Children of Divorce: A Handbook for Parents and Teachers*. New York: Shocken Books, 1985.
- Gardner, Richard A. *The Parents' Book About Divorce*. New York: Bantam, 1977.
- Hickey, Elizabeth and Dalton, Elizabeth. *Healing Hearts: Helping Children And Adults Recover from Divorce*; Goldleaf Press. 1994.
- Jewett, C. *Helping Children Cope with Separation and Loss*. Cambridge, MA: Harvard University Press, 1982.
- Johnson, Laurene and Rosenfeld, Georglynn. *What You Need to Know to Help Your Kid Survive a Divorce: Divorced Kids*. Fawcett Press, 1990.
- Lansky, Vicki. *Vicki Lansky's Divorce Book for Parents*. New York: New American Library, 1989.
- Levy, David L., ed. *The Best Parent Is Both Parents: A Guide to Shared Parenting in the 21st Century*. Norfolk, Va.: Hampton Roads Publishing Company, 1993.
- Marston, Stephanie. *The Divorced Parent: Success Strategies for Raising Your Children After Separation*. New York: Morrow, 1994.



- Brogan, J., and W. Maiden. *The Kid's Guide to Divorce*. New York: Fawcett, 1986.
- Cleary, Beverly. *Dear Mr. Henshaw*. New York: Morrow.
- Fassler, David, Michael Lash, and Sally Ives. *Changing Families*. Burlington, Vermont: Waterfront Books, 1988.
- Field, Mary Blitzer and Shore, Hennie. *My Life Turned Upside Down, But I Turned It Right Side Up*. Center for Applied Psychology, Inc. 1994.
- Gardner, Richard A. *The Boys and Girls Book About Divorce*. New York: Bantam, 1970.
- Gerstein, Mordecai. *The Story of May*. New York: HarperCollins, 1993.
- Girard, Linda. *At Daddy's On Saturdays*. Illinois: Albert Whitman, 1988.
- Heegard, M. *When Mom and Dad Separate*. Deaconess Press, 1992.
- Ives, Fassler and Lash. *The Divorce Workbook: A Guide for Kids and Families*. Vermont: Waterfront Books, 1985.
- Kagy-Taylor, Kathy, and Donna Marmer. *All About Change*. Cincinnati: Beech Acres, 1990.
- Lasher, M. *My Kind of Family: A Book for Kids in Single-Parent Families*. Vermont: Waterfront Books, 1991.
- Lebowitz, Marcia. *I Think Divorce Stinks*. Woodbridge, Connecticut: CDC Press, 1989.
- LeShan, Eda. *What's Going to Happen to Me? When Parents Separate or Divorce*. New York: Macmillan, 1986.
- Mayle, Peter. *Divorce Can Happen to the Nicest People*. New York: Macmillan, 1979.
- Mayle, Peter. *Why Are We Getting A Divorce?* New York: Harmony Books, 1990.
- Newfield, Marcia. *A Book for Jordan*. New York: Atheneum, 1975.
- Park, Barbara. *Don't Make Me Smile*. New York: Knopf, 1981.
- Richards, A., and Willis, I. *How to Get It Together When Your Parents Are Coming Apart*. New York: Mackay, 1976.
- Sanford, D. *Please Come Home*. Colorado: Multnomah Press, 1988.
- Sinberg, Janet. *Divorce Is a Grown-up Problem*. New York: Avon, 1978.
- Stinson, Katherine. *Mom and Dad Don't Live Together Anymore*. New York: Annick Press, 1985.
- Vigna, J. *Saying Goodbye to Daddy*. Illinois: Albert Whitman, 1991.
- Preteen and Teenager:**
- Blume, Judy. *It's Not the End of the World*. New York: Dell, 1986.
- Byars, B. *The Animal, the Vegetable, and John D. Jones*. New York: Delacorte, 1982.
- Cleary, Beverly. *Dear Mr. Henshaw*. New York: William Morrow, 1983.



## BIBLIOGRAPHY

- Arbuthnot, J. and Gordan, D.A. (1993). *What About the Children: A Guide for Divorced and Divorcing Parents*. Ohio: Center for Divorce Education.
- Ahrons, C. (1994). *The Good Divorce: Keeping Your Family Together When Your Marriage Comes Apart*. TGD, 2nd Edition, Harper Collins.
- Berger, S. (1983). *Divorce Without Victims*. Boston: Houghton Mifflin Company.
- Blau, M. (1993). *Families Apart: Ten Keys to Successful Co-Parenting*. New York: Putman.
- Buehler, C., Betz, P. Ryan, C., Legg, B. and Trotter, B. (1992). *Description and Evaluation of the Orientation for Divorcing Parents: Implications for PostDivorce Prevention Programs*. Family Relations, 41, 154-162.
- Camera, K. and Resnick, G. (1988). *Interparental Conflict and Cooperation: Factors Mediating Children's Post Divorce Adjustment*. In E.M. Hetherington & J.D. Arasteh (Eds.) Impact of Divorce, Single Parenting and Stepparenting on Children. (pp. 169-195). New Jersey: Erlbaum.
- Clapp, G. (1992). *Divorce & New Beginnings*. New York: John Wiley & Sons, Inc.
- Covey, S.R. (1989). *The Seven Habits of Highly Effective People*. New York: Simon & Schuster.
- Elgin, S. Haden. (1995). *You Can't Say That to Me!* New York: John Wiley & Sons, Inc.
- Evans, P. (1992). *The Verbally Abusive Relationship*. Bob Adams, Inc.
- Gardner, R. (1992). *The Parental Alienation Syndrome*. New Jersey: Creative Therapeutics.
- Garrity, C. and Baris, M. (1994). *Caught in the Middle*. New York: Lexington Books.
- Hetherington, E.M., Cox, M., and Cox, R. (1985). *Long-term Effects of Divorce and Remarriage on the Adjustment of Children*. Journal of the American Academy of Child Psychiatry, 24, 518-30.
- Jarratt, C. (1982). *Helping Children Cope with Separation and Loss*. The Harvard Common Press.
- Johnson, D. and Johnson, P. (1982). *Joining Together*. New Jersey: Englewood Press.
- Johnston, J. and Campbell, L. (1988). *Impasses of Divorce*. New York: Free Press.
- Kalter, N. (1990). *Growing Up With Divorce*. New York: The Free Press.
- Marston, S. (1994). *The Divorced Parent: Success Strategies for Raising Your Children After Separation*. New York: William Marrow and Company.
- Maccoby, E. and Mnookin, R. (1992). *Dividing the Child*. Cambridge: Harvard University Press.
- McKay, M. and Rogers, P. (1989). *When Anger Hurts: Quietening the Storm Within*. New Harper Publishing Company.
- Pittman, F. (1987). *Turning Points: Treating Families in Transition and Crisis*. W.W. Norton & Company.
- Ricci, I. (1982). *Mom's House, Dad's House: Making Shared Custody Work*. New York: Simon & Schuster.
- Walen, S., DiGiuseppe, R. and Wessler, R. (1980). *A Practitioner's Guide to Rational-Emotive Therapy*. New York: Oxford University Press.
- Wallerstein, J. and Blakeslee, S. (1989). *Second Chances: Men, Women, and Children a Decade after Divorce*. New York: Ticknor and Fields.





A large rectangular area with a double-line border, containing 15 horizontal lines for writing.



A large rectangular area with a double-line border, containing 12 horizontal lines for writing.



A large rectangular frame containing 12 horizontal lines, intended for writing or drawing.



A large rectangular area with a double-line border, containing 12 horizontal lines for writing.



## TRASH IT HERE

Throw all your old business in this trash can. Write your personal issues in the area below. This includes any hard feelings towards the co-parent that do not directly affect your child. These issues should not be discussed with your co-parent. Take the list to your personal counselor.

