

CHANGES IN RESIST-REFUSE DYNAMICS CHECKLIST (CRDC)

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

Rejected/Resisted Parent's (RP's) Name _____

Favored Parent's (FP's) Name _____

Child's Name, Age, & DOB (Please Use One Form Per Child.) _____

Name of Rater: _____ Rater is (Circle one.): Family Therapist/ Parent Coordinator/Case Manager /Judge

Date Form Filled Out: _____

A. FOR THE CHILD

(i) Behavioral Indices For The Child (Rejected Parent).	(RP)				
	N	R	S	O	VO
1. Child greets the parent in a friendly manner (e.g. at minimum child says hello).					
2. Child has ongoing contact with parent without signs of resistance.					
3. Child can comfortably sit in a room with parent.					
4. Child participates in activities with parent (e.g. plays games, goes places like movies, builds with Legos, etc.).					
5. Child engages in spontaneous conversations with parent.					
6. Child engages in respectful conversations with parent.					
7. Child seeks/maintains relationships with the parent's extended family.					
8. Child does homework with parent.					
9. Child accepts reasonable limit setting by parent.					
10. While with the parent, child freely talks about their experiences while in the other parent's care.					
11. While with the parent, child speaks positively about the other parent.					
12. Child seeks out the parent's advice with specific problems or issues.					
(i) Behavioral Indices For The Child (Favored Parent).	(FP)				
	N	R	S	O	VO
1. Child greets the parent in a friendly manner (e.g. at minimum child says hello).					
2. Child has ongoing contact with parent without signs of resistance.					
3. Child can comfortably sit in a room with parent.					
4. Child participates in activities with parent (e.g. plays games, goes places like movies, builds with Legos, etc.).					
5. Child engages in spontaneous conversations with parent.					
6. Child engages in respectful conversations with parent.					
7. Child seeks/maintains relationships with the parent's extended family.					
8. Child does homework with parent.					
9. Child accepts reasonable limit setting by parent.					
10. While with the parent, child freely talks about their experiences while in the other parent's care.					
11. While with the parent, child speaks positively about the other parent.					
12. Child seeks out the parent's advice with specific problems or issues.					
(ii) Emotional Indices For The Child (Rejected Parent).	(RP)				
	N	R	S	O	VO
1. Child spontaneously displays affection towards parent in front of other parent.					
2. Child is comfortable being engaged in activity with parent at same time they are in front of other parent.					
3. Child is comfortable sharing feelings with the parent (e.g. worries, needs, fears, etc.).					
4. Child approaches parent for comfort.					
5. Child displays affection towards parent (e.g. sitting appropriately close-by, age-appropriate hugging, cuddling).					
(ii) Emotional Indices For The Child (Favored Parent).	(FP)				
	N	R	S	O	VO
1. Child spontaneously displays affection towards parent in front of other parent.					
2. Child is comfortable being engaged in activity with parent at same time they are in front of other parent.					
3. Child is comfortable sharing feelings with the parent (e.g. worries, needs, fears, etc.).					
4. Child approaches parent for comfort.					
5. Child displays affection towards parent (e.g. sitting appropriately close-by, age-appropriate hugging, cuddling).					

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

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

B. ABOUT EACH PARENT

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

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

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

Overview of the Checklist.

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

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

Instructions for completing the CDRC.

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

Dimensions of the CDRC.

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

Scoring the CDRC.

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

Application of the CDRC.

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

References

Trauma-Informed Interventions in Parent-Child Contact Cases

Robin M. Deutsch, Ph.D., Leslie Drozd, Ph.D., Chioma Ajoku, J.D., Ph.D.

American Psychological Association (2017). Clinical practice guideline for the treatment of posttraumatic stress disorder (PTSD) in adults. Washington, DC: Author.

<https://www.apa.org/ptsd-guideline/treatments/recommendations-summary-table.pdf>.

Association of Family and Conciliation Courts (2016). Guidelines for examining intimate partner violence: A supplement to the AFCC model standards of practice for child custody evaluation. Madison, WI: Author.

Austin, W. G., & Drozd, L. M. (2012). Intimate partner violence and child custody evaluation, part I: Theoretical framework, forensic model, and assessment issues. *Journal of Child Custody*, 9(4), 250-309.

Austin, W. G., & Drozd, L. M. (2013). Judges bench book for application of the integrated framework for the assessment of intimate partner violence in child custody disputes. *Journal of Child Custody*, 10(2), 99-119.

Birnbaum, R., & Bala, N. (2010). Toward the differentiation of high conflict families: An analysis of social science research and Canadian case law. *Family Court Review*, 48(3), 403-416.

Blow, K., & Daniel, G (2002). Frozen narratives? Post-divorce processes and contact disputes. *Journal of Family Therapy*, 23, 85-103.

Briere, J. (1996). *Trauma Symptom Checklist, PAR* [Measurement instrument]. Retrieved from <https://www.parinc.com/Products/Pkey/461>.

- Buehler, C., Anthony, C., Krishnakumar, A., Stone, G., Gerard, J., & Pemberton, S. (1997). Interparental conflict and youth problem behaviors: A meta-analysis. *Journal of Child and Family Studies*, 6(2), 233-247.
- Cohen, J., & Mannarino, A. (2015). Trauma-focused Cognitive Behavior Therapy for Traumatized Children and Families. *Child and Adolescent Psychiatric Clinics of North America*, 24(3), 557-570.
- Cummings, E. M., Goeke-Morey, M. C., & Papp, L. M. (2001). Couple conflict, children, and families: It's not just you and me, Babe. In A. Booth, A. C. Crouter, & M. Clements (Eds.), *Couples in conflict* (pp. 117-147). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Cyr, F., Poitras, K., & Godbout, E. (2020). An interdisciplinary case management protocol for child resistance or refusal dynamics. *Family Court Review*, 58(2), 560-575.
- De Bellis, M., & Zisk, A. (2014). The biological effects of childhood trauma. *Child and Adolescent Psychiatric Clinics of North America*, 23(2), 185-222.
- Deutsch, R. M., & Pruett, M. K. (2009). Child adjustment and high conflict divorce. In R. M. Galatzer-Levy & L. Kraus (Eds.), *The scientific basis of child custody decisions (2nd Ed.)* (pp. 353-375). New York: John Wiley & Sons.
- Drozd, L., & Olesen, N. (2004). Is it abuse, alienation, and/or estrangement? *Journal of Child Custody*, 1(3).
- Drozd, L., & Olesen, N. (2010). Abuse and alienation are real: A response to Meier's critique of the decision tree. *Journal of Child Custody*, 7(4), 253-265.

- Drozd, L., Olesen, N., & Saini, M. (2013). Parenting plan & child custody evaluations: Using decision trees to increase evaluator competence & avoid preventable errors. Sarasota, FL: Professional Resource Prep.
- Drozd, L., Saini, M., & Deutsch, R. M. (2018). Assessment and intervention in resist/refuse cases: a trauma-informed approach. [Presentation] Presentation at AFCC 55th Annual Conference, Washington, D.C.
- Drozd, L., Saini, M., & Vellucci-Cook, K. (2019). Trauma and child custody disputes: Screening, assessment and interventions. In L. R. Greenberg, B. J. Fidler & M. A. Saini (Eds.), *Evidence-informed interventions for court-involved families: promoting coping and healthy child development*. New York, NY: Oxford University Press.
- Drozd, L., Saini, M., Walters, M. Fidler, B., & Deutsch R. M. (2020). Changes in Resist-Refuse Dynamics Checklist (CRDC).
- Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M.P., & Marks, J. S. (2019). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The adverse childhood experiences (ACE) study. *American Journal of Preventive Medicine*, 56(6), 774-786.
- Fidler, B. J., & Ward, P. (2017). Clinical decision-making in parent-child contact problem cases: Tailoring the intervention to the family's needs. In A. Judge & R.M. Deutsch, (Eds.), *Overcoming parent-child contact problems: Family-based interventions for resistance, rejection, alienation* (pp. 13-62). New York, NY: Oxford University Press.
- Fidler, B. J., Deutsch, R. M., & Polak, S. (2019). How am I supposed to treat these cases?" Working with families struggling with entrenched parent-child contact problems. In L.

- Greenberg, B. Fidler, & M. Saini, *Evidence-informed interventions for court-involved families* (pp. 227-259). New York, NY: Oxford University Press.
- Greenberg, L. R., Fidler, B. J., & Saini, M. (2019). *Evidence-informed interventions for court-involved families promoting healthy coping and development*. New York, NY: Oxford University Press.
- Greenberg, L.R., Schnider, R., & Jackson, J. (2019). Early intervention with resistance/refusal dynamics and hybrid cases. In L. Greenberg, B. Fidler, & M. Saini, *Evidence-informed interventions for court-involved families* (pp. 189-226). New York: Oxford University Press.
- Finkelhor, D., Turner, H. A., Hamby, S. L., & Ormrod, R. K. (2011). Poly-victimization: Children's exposure of multiple types of violence, crime, and abuse. *OJJDP Juvenile Justice Bulletin, NCJ235504*, 1-12.
- Foa, E. B., & Kozak, M. J. (1986). Emotional processing of fear: Exposure to corrective information. *Psychological Bulletin, 99*(1), 20-35.
<https://psycnet.apa.org/doi/10.1037/0033-2909.99.1.20>.
- Ford, J. D., & Rogers, K. (1997, November). Empirically based assessment of trauma and PTSD with children and adolescents. [Presentation]. *Paper presented at the annual convention of the International Society for Traumatic Stress Studies*, Montreal, Quebec, Canada.
- Ford, J. D., Stover, C. S., Elmore, D., Ghosh Ippen, C., Hanson, R. F., Kassam-Adams, N., Kerig, P. K., & Mannarino, A. P. (2017). *Trauma screening and assessment for children and adolescents: Tips for psychologists*. Washington, DC: American Psychological Association Division, 56. <http://www.apatraumadivision.org/679/child-adolescent-tip-sheets.html>.

- Friedlander, S., & Walters, M. G. (2010). When a child rejects a parent: Tailoring the intervention to fit the problem. *Family Court Review*, 48(1), 97–110.
- Garber, B. D. (2015). Cognitive-behavioral methods in high-conflict divorce: Systematic desensitization adapted to parent-child reunification interventions. *Family Court Review*, 53(1), 96-112.
- Gerrity, E., & Folcarelli, C. (2018). *Child traumatic stress: What every policymaker should know*. Durham, NC and Los Angeles, CA: National Center for Child Traumatic Stress.
- Goodman, M., Bonds, D., Sandler, I., & Braver, S. (2004). Parent psychoeducational programs and reducing the negative effects of interparental conflict following divorce. *Family Court Review*, 42(2), 263-279.
- Greenberg, L. R., & Lebow, J. (2016). Putting it all together: Effective intervention planning for children and families. In L. Drozd, M. Saini, & N. Olesen (Eds.), *Parenting plan evaluations: Applied research for the family court* (pp. 555-584). New York, NY: Oxford University Press.
- Greenberg, L. R., Schnider, R., & Jackson, J. (2019). Early intervention with resistance/refusal dynamics and hybrid cases. In L. Greenberg, B. Fidler, & M. Saini (Eds.), *Evidence-informed interventions for court-involved families* (pp. 189-226). New York, NY: Oxford University Press.
- Greenberg, L. R., Doi Fick, L., & Schnider, R. (2012). Keeping the developmental frame: Child-centered conjoint therapy. *Journal of Child Custody*, 9(1-2), 39-68.
doi: 10.1080/15379418.2012.652568.
- Grych, J. H. (2005). Interparental conflict as a risk factor for child maladjustment: Implications for the development of prevention programs. *Family Court Review*, 43(1), 97-108.

- Grych, J. H., Harold, G. T., & Miles, C. J. (2003). A prospective investigation of appraisals as mediators of the link between interparental conflict and child adjustment. *Child Development, 74*(4), 1176-1193. doi:10.1111/1467-8624.00600.
- Hetherington, E. M., & Kelly, J. B. (2002). *For better or for worse: Divorce reconsidered*. New York, NY: Norton & Company.
- Kelly, J. B., & Emery, R. E. (2003). Children's adjustment following divorce: Risk and resilience perspectives. *Family Relations: An Interdisciplinary Journal of Applied Family Studies, 52*(4), 352-362.
- Kelly, J. B., & Johnston, J. R. (2001). The alienated child: A reformulation of parental alienation syndrome. *Family Court Review, 39*(3), 249-266.
- Kliethermes, M., Schacht, M., & Drewry, K. (2014). Complex trauma. *Child and Adolescent Psychiatric Clinics of North America, 23*(2), 339-361.
- Krishnakumar, A., & Buehler, C. (2008). Interparental conflict and parenting behaviors: A meta-analytic review. *Family Relationships, 49*(1), 25-44. doi:10.1111/j.1741-3729.2000.00025. x.
- Kuehnle, K. (1996). *Assessing allegations of child sexual abuse*. Sarasota, FL: Professional Resource Press.
- Kuehnle, K. & Connell, M. (2009). *The Evaluation of child sexual abuse allegations: A Comprehensive guide to assessment and testimony*. New York, NY: Wiley.
- Lamela, D., Figueiredo, B., Bastos, A., & Feinberg, M. (2016). Typologies of post-divorce coparenting and parental well-being, parenting quality and children's psychological adjustment. *Child Psychiatry & Human Development, 47*(5), 716-728.
<https://doi.org/10.1007/s10578-015-0604-5>.

- Lawson, D., & Quinn, J. (2013). Complex trauma in children and adolescents: Evidence-based practice in clinical settings. *Journal of Clinical Psychology, 69*(5), 497-509.
- Lebow, J. (2019). Specialized child and family interventions. In L. Greenberg, B. Fidler, & M. Saini, *Evidence-informed interventions for court-involved families* (pp. 57-79). New York, NY: Oxford University Press.
- McEwen, B. S. (2007). Physiology and neurobiology of stress and adaptation: Central role of the brain. *Physiological Review, 87*(3), 873–904.
<https://doi.org/10.1152/physrev.00041.2006>
- Miller, W. R., & Rollnick, S. (2012). *Motivational interviewing: Helping people change*. New York, NY: Guilford Press.
- Minuchin, S. (1974). *Families and family therapy*. Cambridge, MA: Harvard University Press.
- National Child Traumatic Stress Network (NCTSN) (www.nctsn.org).
- Norcross, J. C., & Wampold, B. E. (2019). Relationships and responsiveness in the psychological treatment of trauma: The tragedy of the APA clinical practice guideline. *Psychotherapy, 56*(3), 391-399. <http://dx.doi.org/10.1037/pst0000228>
- Olesen, N. W., & Drozd, L. M. (2012). Prudent therapy in high conflict cases: with and without allegations of intimate partner violence or child abuse. *Journal of Child Custody, 9*(1-2), 69–84. doi: 10.1080/15379418.2012.652570
- Pardeck, J. T. (1989). The Minuchin family stress model: A guide for assessing and treating the impact of marital disruption on children and families. *International Journal of Adolescence and Youth, 1*(4), 367-377. doi: 10.1080/02673843.1989.9747650
- Pruett, M. K., & Durell, M. (2009, May). Connecticut judicial branch court support services division family civil intake screen and services evaluation: Final outcomes report.

Retrieved from

<https://www.afccnet.org/Portals/0/PublicDocuments/CEFCP/ConnecticutFinalReport.pdf?ver=2013-08-21-072318-000>.

- Pynoos, R. (2016). Collecting trauma data about children: Operationalizing the concept of trauma in children. In Marton K. *National Academies of Sciences, Engineering, and Medicine. Measuring Trauma: Workshop Summary* (pp. 29-39). Washington (DC): National Academies Press (US).
- Ruckstaetter, J., Sells, J., Neymeyer, M. D., & Zink, D. (2017). Parental apologies, empathy, shame, guilt and attachment: A path analysis. *Journal of Counselling and Development*, 95(4), 389-400. doi: 10.1002/jcad.12154
- Saini, M. A. (2019). Strengthening coparenting relationships to improve strained parent-child relationships: A follow-up study of parents' experiences of attending the overcoming Barriers Program. *Family Court Review*, 57(2), 217-230.
- Saini, M. A., & Deutsch, R. M. (2017). Program evaluation, training, and dissemination. In A. Judge & R.M. Deutsch (Eds.), *Overcoming parent-child contact problems: Family-based interventions for resistance, rejection, alienation* (pp. 277-306). New York, NY: Oxford University Press.
- Saini, M. A., Drozd, L., & Deutsch, R. M. (2018). A trauma-informed approach for the assessment and intervention of resist/refusal cases. *Family News & Views, A Publication of AFCC-New York*, 2(2).
- Saini, M. A., Deutsch, R. M., & Drozd, L. (2019, February). Therapeutic apologies in the context of strained parent-child relationships. [Presentation] *Paper presented at AFCC California Chapter Annual Conference*, Costa Mesa, CA.

- Salem, P., Kulak, D., & Deutsch, R. M. (2007). Triaging family court services: The Connecticut judicial branch's family civil intake screen. *Pace Law Review*, 27(4), 741-783.
- Saltzman, W. R., Pynoos, R. S., Lester, P., Layne, C. M., & Beardslee, W. R. (2013). Enhancing family resilience through family narrative co-construction. *Clinical Child and Family Psychology Review*, 16(3), 294-310.
- Sandler, I., Wolchik, S., Winslow, E., Mahrer, N., Moran, J., & Weinstock, D. (2012). Quality of maternal and paternal parenting following separation and divorce. In K. Kuehnle & L. Drozd (Eds.), *Parenting plan evaluations: Applied research for the family court* (pp. 85-117). New York, NY: Oxford University Press.
- Schepard, A. (2004). *Children, courts, and custody*. New York, NY: Cambridge University Press.
- Stallman, H., & Ohan, J. (2016). Parenting style, parental adjustment, and co-parental conflict: Differential predictors of child psychosocial adjustment following divorce. *Behaviour Change*, 33(2), 112-126.
- Steinberg A. M. Brymer, M. J., Decker, K. B., & Pynoos, R. S. (2004). The University of California at Los Angeles post-traumatic stress disorder reaction index. *Current Psychiatry Reports*, 6(2), 96-100.
- Substance Abuse and Mental Health Services Administration [SAMHSA] (2015). Behavioral health trends in the united states: Results from the 2014 national survey on drug use and health. Retrieved from www.samhsa.gov/.
- Sullivan, M. J., Deutsch, R.M., & Ward, P. (2016). Coparenting, parenting and child-focused family interventions. In A. Judge & R.M. Deutsch (Eds.), *Overcoming parent-child*

contact problems: Family-based interventions for resistance, rejection, alienation (pp. 222-242). New York, NY: Oxford University Press.

Sullivan, M. J., & Johnston, J. (2020). Parental alienation: In search of common ground for a more differentiated theory. *Family Court Review*, 58(2), 270-292.

Teicher, M. H. (2002). Scars that won't heal: The neurobiology of child abuse. *Scientific American*, 286(3), 68–75.

Van der Kolk, B. A. (2005). Developmental trauma disorder. *Psychiatric Annals*, 35(5), 401- 408.

Ward, P., Deutsch, R. M., & Sullivan, M.J. (2016). Overview of the overcoming barriers approach. In A. Judge & R. M. Deutsch (Eds.), *Overcoming parent-child contact problems: Family-based interventions for resistance, rejection, alienation* (pp. 107-130). New York, NY: Oxford University Press.

Wolpe, J., & Lazarus, AA (1966). *Behavior therapy techniques: A guide to the treatment of neuroses*. Elmsford, NY, US: Pergamon Press.