Online Parenting Programs.com®

- Online Co-Parenting Class
- Online High Conflict Co-Parenting Class
- Online Parenting Skills Class for Families at Risk

www.**OnlineParentingPrograms**.com

Hello

I appreciate your consideration of our interactive, online family education program. OnlineParentingPrograms.com® helps families facing serious parenting challenges learn problem-solving skills while building confidence and self-understanding that will help them move toward a positive future. These innovative classes seek positive outcomes for children and families dealing with transitions and stumbling blocks.

OnlineParentingPrograms.com® believes in a collaborative approach to programming that considers the needs, strengths, and assets of parents, children, courts, and professionals. We listen to all stakeholders in the field to identify common ground and find solutions to the toughest parenting education problems because the only way we may be able to achieve the positive outcomes we seek is by working together. We understand that legislatures, courts, and other officials have sometimes found it necessary and beneficial to mandate or recommend educational classes to better equip families to complete their parenting responsibilities and to lower the likelihood that they will continually depend on the court to solve issues. Our research has shown that most parents who are mandated to attend our classes find them helpful and report being successful in reaching their goals, especially if they identify personal goals for the class as it begins.

We appreciate the opportunity to work with the families you serve.

Michelle Muncy
Director of Operations
Michelle@OnlineParentingPrograms.com
www.OnlineParentingPrograms.com®

Content

Benefits of Online Learning

It is effective.
Studies comparing classes delivered online to the same content delivered face to face have found that online is often as effective as face to face. In fact, some studies have found that well designed online versions are more effective. Our online classes may be delivered to the number of individuals needing them.

It offers high levels of fidelity.
The delivery is consistent, making the class reliable and predictable. It does not vary depending on the leader's personality or mood that day, which leader is teaching the class, the setting or the number of participants.

It is flexible in administration.
Online classes are flexible and convenient. Participants with mobility or transportation challenges may participate at home or wherever convenient. Online classes solve the issue for those who work odd shifts or need to travel long distances. Our online classes may be customized and adapted by a county or other jurisdiction to fit the needs of or include specialized information for that geographic location.

It does not require a group.
Remote locations may find it difficult to assemble groups large enough to create an effective face-to-face experience, attendance may be spotty, or participants may end up assigned to attend with their co-parent. Other areas may have a high demand that leads to groups becoming too large or may need to run multiple groups at the same time. Online classes may be delivered to a number of individuals as needed.

It is easy to update.
Any personalization for a jurisdiction may become effective immediately. Our educators are continually evaluating and updating the program to adhere to research and best practices.

It requires minimal staffing, space or scheduling.
Online classes are already prepared; classes do not require a facilitator, meeting room, or planned meeting time. Participants will be exposed to national experts and interviewees who are presenting their rehearsed best in the online class.

It reduces embarrassment.
Some participants may not want other people to know that they were mandated or recommended to attend a parenting program. They may not want to share their thoughts about the topics in the class in front of other participants. Online classes allow participation and their journal entries to remain confidential and private.

It is self-paced.
Participants may work according to their needs and preferences. Although there are minimum time and page activity requirements, participants are in control of the pace. We do encourage participants to space out their sessions to allot for time to practice new skills to increase the learning process.

It is interactive.
Studies have shown that quality online classes are actually more interactive than many face-to-face settings. Users need to stay engaged to advance pages, answer quiz questions and reflective journal entries and complete activities. They watch videos and presentations and are encouraged to apply the learning to their own settings. We take several steps to help participants feel that our classes are personal experiences.

It increases safety.
No need to worry about whether one participant will become aggressive or abusive toward another participant or the leader. This may be a problem in face-to-face programs when parents in high-conflict relationships could end up in a session together.

It can be personalized.

Classes may be personalized throughout to be consistent with the user's situation. Individuals have opportunities to choose sections according to their situations. Custom certificates assist with county court filing. At the county level, we are able to create special pages specific to state or county code or needs. Counties may request that certain sections be added or deleted.

It simplifies evaluation efforts.

The collection of evaluation data is built into the program and is linked to national studies of program effectiveness. This allows jurisdictions to monitor individuals and groups. It is easy to connect pre-test information to post-test and to connect outcomes with dosage information as the program is completed.

Costs of Online Learning

Participants without a device may need to explore options such as a public library or a self-help center for computer access to participate in classes.

A printable PDF certificate is available upon completion at no additional cost, but users would need access to a printer; alternatively, we allow participants to email the certificate to a professional monitoring their case.

No leader present to respond to personal questions and provide feedback.

Instead, we offer online feedback to quizzes and extended phone and online support via a real person, (not a robot) to assist using multiple contact methods. Both technical assistance and content support are company priorities to reduce parent feelings of isolation or frustration.

There is limited interaction with other participants to share suggestions or concerns.

An important benefit of in person classes is being able to normalize concerns and share support with other parents. Instead, to accomplish this goal we have included quotes and information specific to other parents facing similar challenges. We also provide information about resources and support groups and encourage parents to participate in local networking opportunities.

There is limited control verifying participants complete the online class.

Instead, we provide video monitoring using a baseline photograph to compare with photos taken by the device's camera randomly during the class to verify the identity of the user. We request that parents complete the online program within 30 days, but do not restrict their access at any time thereafter. Participants must meet class requirements throughout the class to ensure that parents are actively participating within the class.

There is limited research available regarding online education.

However, the information that is available is very promising, and we are working to contribute to the research base with the evaluation of our programs in cooperation with other professionals from across the country.

Although the consistency and reliability of the class is an advantage, it can also be a disadvantage.

To increase responsiveness and flexibility, we created three versions of the co-parenting class for different categories of families. In other situations, we have used wording that is inclusive of a wide audience. We rarely make single, absolute recommendations. We have provided opportunities for participants to choose among options in several sections. And we encourage participants to think about their own unique situations, values, culture, and needs as they complete the activities and set goals.

How OnlineParentingPrograms.com®
Online Learning Works

Learning approaches and theories

a. **Constructivism** assumes that the learner individually constructs meaning from experiences and observations as he or she learns. With each topic learners are asked to consider what they already know. Then they are offered new information and ideas. Finally, they reflect on how the new information fits with what they already know, and they think about how they will incorporate the new into the old and apply it in their lives. (For more information, see http://www.instructionaldesign.org/theories/constructivist.html.)

b. **Cognitive-Behavioral approaches** attempt to change the way that participants think or feel about a topic to influence their behavior. These approaches are adapted from psychotherapy to use in educational settings. Consistent with those approaches, our programs attempt to build awareness of each participant's usual thoughts and feelings about an issue, provide them with realistic and constructive information, and build new and helpful parenting behaviors. (For more information, see https://educationalresearchtechniques.com/2015/02/03/behavioral-vs-cognitive-perspectives-on-learning-theories/l.)

c. **The 4MAT Model** was created by Bernice McCarthy as a tool to understand how different individuals learn and to guide teaching methods. The four learning styles are used sequentially to help learners answer the questions Why, What, How, and What If. That sequence became the foundation to structure each class and each section in the CARE, Parenting Skills - Thrive, and RISE classes. (For more information, see https://aboutlearning.com.)

Presentation styles

a. A positive, strengths-based focus characterizes the materials. We believe that participants are more likely to make changes and feel confident about their ability to provide a positive atmosphere for their children if the materials help them identify and build on their strengths rather than reminding them of their failures. Although we provide some information about dangers and risks, we try to help participants to find the resources that exist in themselves and their environment that will help them make positive outcomes more likely for themselves and their children. (For more information, see https://cyfar.org/resource/nationalextension-parenting-educators'-framework)

b. The content is presented in many forms. There is some reading, but much of the content comes in video and slide presentation forms.

c. Presentations are in English, Spanish voice-over or subtitles, or closed caption. Handouts are in English and Spanish.

d. The reading level is between 4th- and 5th-grade levels throughout the co-parenting and parenting skills classes. This makes the material accessible for participants with limited reading ability and those for whom English is not the native language, but it also makes the reading quick and straightforward for users with strong reading skills.

e. Activities and frequent opportunities to reflect on and process the materials are included in each unit. We ask participants to assess their situation and set goals at multiple points in the curriculum. Such an approach simulates some of the characteristics of face-to-face programs and maintain a high level of engagement.

Organization

Each class is divided into units designed to allow learning and reflection that is focused on specific topics and skills. There are logical stopping points for busy participants who need to complete the class in small doses and return to pick up where they left off. Parenting skills classes offer Children's Time activities throughout to practice applying the information to parent-child interactions.

Evaluation strategies

a. **Formative assessment** allows us to gather feedback regarding the process of each class. Reactions are gathered at the end of each class, thus allowing the participants to share what is and is not working for them regarding the use of the program. Those comments are assembled and considered regularly as changes are made in the classes.

b. **Summative or outcome assessment** allows the participants, the courts and the program creators to examine how well the participants are reaching the stated goals. A quiz at the beginning and end of each unit provides an assessment of the learning from that unit or module. The quizzes consist of mostly multiple-choice questions. A video-based quiz at the end of the units assesses the ability of the participants to apply the learning to a simulated situation. A set of pre-assessment and post-assessment items adapted from research instruments measuring parent functioning are completed at the beginning and end of each class. These items attempt to measure changes in knowledge, skills, attitudes and behaviors and will allow us to classify the programs at a higher level on the evidence-based continuum.

Overview of
OnlineParentingPrograms.com® Classes

Directed and authored by Judith Myers-Walls, PhD., these classes are intended for families facing parenting-related challenges. Several versions of each class are available. The major differences among the versions of each class are the length of time required to complete and the specific content included in each class. Because jurisdictions vary in the length of programs that are required for some categories of classes, courts are able to choose the program that fits their needs. State-specific requirements guide all versions, but the longer versions present the requirements in more depth and detail. The longer versions also include some additional topics that are not able to be addressed in the shorter time allotments.

Online Co-Parenting Class
Co-Parenting and Revising Expectations™ (CARE)

A self-directed, online educational class for parents who are separating from or divorcing the other parent of their children or for any other reason not raising their shared children together. The overall goal is to maximize positive outcomes for parents, children and other family members involved in divorce or separation of the parents. This class is appropriate for parents who have some contact, have not experienced significant domestic violence and are expected to be capable of co-parenting collaboratively.

CLASS OPTIONS:
2, 4, 6, 8, 10 & 12 Hour
(Classes to be linked to county requirements)

NOTICE: Sliding scale **and free** options available for all programs at no cost to counties.

Online High Conflict Co-Parenting Class
Resilience Inspired by Supportive Education™ (RISE)

A self-directed, online educational class for parents who have shown extended difficulty with coming to a co-parenting agreement during separation or divorce. Focus is on skills to reduce the conflict in their family and improve the outcomes for their children. It helps parents who may have experienced trauma reactions in their past use tools to transform that experience into resiliency for both parents and children. This class is appropriate for several groups of parents: a) those who may have unrestricted contact to their children and their co-parent, b) those with limited or strained contact, or c) those who are not expected to be able to co-parent without strict guidelines or supervision.

CLASS OPTIONS:
8 & 12 Hour
(Classes to be linked to county requirements)

Online Parenting Skills

Thrive™ (for families at risk)

Author: Judith Myers-Walls, PhD

Self-directed, 12-hour online educational class for court-involved parents or parenting figures and for others who are parenting children in risk situations and could benefit from learning foundational parenting skills. The primary goal is to minimize the risk of child maltreatment while optimizing positive child developmental outcomes.

Core Class 12 Hour
- **Unit 1:** Who are You as a Parent?
- **Unit 2:** Understanding Growing Children
- **Unit 3:** Guiding Children
- **Unit 4:** What Children Need
- **Unit 5:** Managing Stress in Parents and Children
- **Unit 6:** Children and Education

Parent and Child Specific Units

Units address the needs and situations of particular groups of individuals who are parenting children in risk situations. Each provides specific guidelines and identifies supports designed to help to them provide a positive environment for their children. Sample units include: parents who have been identified as abusive or neglectful or at risk of maltreatment and grandparents and other relatives raising children.

Special Topics

Parents or referring professionals can pick and choose from these modules after the parents complete the core class. Each module deals with a specific topic that may be important for families in risk situations. Additional modules will be available on a regular basis.

ADDITIONAL ONLINE CLASSES

Parenting Skills Thrive - 2-hour Supporting Modules
Parenting Skills - 12 & 24 hour Age Specific Options
High Conflict Behavioral Skills - 8 & 12 hour
Co-Parenting Military - 2-hour
Children of Divorce Coping With Divorce - 4-hour
Parent-Child Class - 4-hour

Online Co-Parenting Class
Co-Parenting / Divorce (CARE)

A self-directed, online educational class for parents who are separating from or divorcing or for any other reason not raising their shared children together. The overall goal is to maximize positive outcomes for parents, children and other family members involved in a break-up of the parents.

Core Guiding Concepts

This version of the class is based on the following concepts and conclusions from the research literature on parenting after separation or divorce:

- Divorce and separation are risk factors for adults and children.
- Parents are able to lower the risks of trauma for their children.
- Uncontested custody and divorce cases are healthier for families than contested ones.

Co-Parenting / Divorce Class Content Chart

Unit	Topic	2h	4h	6h	8h	10h	12h
Unit 1							
Taking Care of You	Divorce and Separation/Breaking Up	x	x	x	x	x	x
	Grief and Loss			x	x	x	x
	Adult Attachment				x	x	x
	Stages of Adjustment	x	x	x	x	x	x
	Is It Over?		x	x	x	x	x
	Handling Anger				x	x	x
	Telling Your Parents						x
	Thinking about Stress				x	x	x
	Managing Stress				x	x	x
	Stay Safe	x	x	x	x	x	x
Unit 2							
Taking Care of the Children	Children's Reactions	x	x	x	x	x	x
	Ages and Stages				x	x	x
	Talking About Difficult Topics				x	x	x
	Talking with Your Children	x	x	x	x	x	x
	Children's Stress				x	x	x
	Lowering Stress					x	x
	Attachment			x	x	x	x
	Supporting Children						x
	Caution Areas!	x	x	x	x	x	x

Unit	Topic	2h	4h	6h	8h	10h	12h
Unit 3							
Managing as a Single Parent	Managing Communication				x	x	x
	New Communication Styles		x	x	x	x	x
	Communication and Break-ups				x	x	x
	Managing Children's Behavior				x	x	x
	When Children Break the Rules				x	x	x
	Managing Finances					x	x
	Managing Conflict		x	x	x	x	x
	New Partners					x	x
	Blended Families						x
Unit 4							
Co-Parenting	New Partnerships		x	x	x	x	x
	Effective Co-Parenting	x	x	x	x	x	x
	Protect Children	x	x	x	x	x	x
	Discipling with Your Co-Parent		x	x	x	x	x
	Expanding the Circle						x
	Family Strengths						x
	When Co-Parenting Does Not Work	x	x	x	x	x	x
	Absent Parents				x	x	x
Unit 5							
Moving Ahead	Dealing With the Law and Legal Systems				x	x	x
	Finding Your Focus	x	x	x	x	x	x
	Custody Evaluation Process					x	x
	Making Decisions	x	x	x	x	x	x
	Caring for Children	x	x	x	x	x	x
	Contact with Extended Family					x	x
	Designing a Parenting Plan	x	x	x	x	x	x

NOTICE: Sliding scale **and free** options available at no cost to counties.

Online High Conflict Co-Parenting
Author: Judith Myers-Walls, PhD

A self-directed, online educational program for parents who may have difficulty with coming to a co-parenting agreement during divorce/separation or other concerns taken before family court. This online class teaches skills to reduce conflict in families and improve outcomes for children. It helps parents who may have experienced trauma reactions sometime in their past to use tools to transform that experience into resilience for both parents and children This class is appropriate for: those who have unrestricted contact to their children and their co-parent, those with limited or strained contact or those who are not expected to be able to co-parent without strict guidelines or supervision. The 8-hour class provides fundamental skills for addressing high-conflict co-parenting issues. The 12-hour version begins with those fundamental skills and adds a module chosen to be aimed at each parent's most immediate area of conflict: conflicts of interest, conflicts of values or beliefs, or intimate partner violence.

8-hour High-Conflict Co-Parenting

Unit 1 - Understanding High Conflict
Unit 2 -   Taking Care of You
Unit 3 - Taking Care of The Children
Unit 4 - Co-Parenting
Unit 5 - Moving Ahead

NOTICE: Sliding scale **and free** options available at no cost to counties.

12-hour High-Conflict Co-Parenting

Unit 1 - Taking Care of You
Unit 2 - Taking Care of the Children
Unit 3 - Co-Parenting
Unit 4 - Moving Ahead
Module 1 - Conflicts of Interest
Module 2 - Conflict of Values/Beliefs
Module 3 - Intimate Partner Violence

High-Conflict Co-Parenting Outline

8-hour class

Unit 1: Understanding High-Conflict
What is High-Conflict?
Your Legal Path to High-Conflict
Your Emotional Path to High-Confict

Unit 2: Taking Care of You
Adverse Childhood Events
Grief
Resilience

Unit 3: Taking Care of the Children
Children's Reactions to Break-ups and Conflict
Children and Adverse Events
Talking with Children
Building Resilience in Children

Unit 4: Co-Parenting
Benefits of Co-Parenting
Conflict Management
Parenting Styles and Communication Options
When Co-Parenting Does Not Work

Unit 5: Moving
Legal Issues
Focusing on Children
Lowering Confict in Parenting Plans

12-hour class
Includes the 8-hour class plus one of the following modules. Each module is designed to meet needs specific to the participants' co-parenting relationship concerns.

Module 1: Conflicts of Interest
Stopping the Conflict Cycle
Understanding Negotiation
Getting to Win-Win
Making Proposals
Presenting and Receiving Proposals
Creating a Parenting Plan

Module 2: Conflicts of Values/Beliefs
Hatred, Anger and Forgiveness
Separating Parenting
Parenting Self-Confidence
Parallel Parenting Plans
Making Learning a Part of Family Life

Module 3: Intimate Partner Violence
Relationship Power
Making Safety Plans (self & children)
Powerful and Positive Parenting
The Power of Respect
Supervision in Parenting Plans

Parenting Skills - Thrive™ (for families at risk)
Author: Judith Myers-Walls, PhD

A self-directed, online educational program for court-involved parents or other parents in risk situations who could benefit from learning foundational parenting skills. The primary goal is to minimize the risk of child maltreatment while optimizing child developmental outcomes.

Primary Objectives

Parenting Skills - Thrive is based on the concepts and conclusions from a review of the research literature on parenting education conducted by the group that developed the National Extension Parent Education Model and the U.S. Department of Health and Human Services. Those concepts and conclusions lead to the following primary objectives:

As a result of participating in this program, compared to their feelings and behavior before participating, parents will:

1. Report more effective and frequent communication with their children about emotions.

2. Report and demonstrate more positive interaction skills with their children.

3. Report and demonstrate more developmentally appropriate expectations and interactions with their children.

4. Report and demonstrate more consistency when interacting with and responding to their children.

5. Report and demonstrate using positive and effective discipline methods with their children.

6. Report greater self-confidence and satisfaction with parenting.

Parenting Skills (Thrive) Class Outline

Parent-Specific Units

- Parents Involved with Child Welfare or at Risk of Maltreatment
- Parents with Children Involved with Juvenile Justice or At Risk of Being Involved
- Grandparents or Other Relatives Raising Children
- Additional Parent-Specific units will be added over time.

Unit 1: Who are You as a Parent?

Who Are You as a Parent?
Learning from Your Parents
Caring for Yourself as a Parent
What Matters to You: Parenting Values

Unit 2: Understanding Growing Children

Overview of Development
Areas of Development and Sensitive Periods
Problems in Children's Development
Adult Development
Individual Differences
Your Child's Doctor and Healthy Development

Unit 3: Guiding Children

Discipline and Punishment
Right, Wrong, and Morals
Setting Rules and Limits
Outcomes for Following Rules or Breaking Them
Pulling it All Together

Unit 4: What Children Need

What Children Need (includes children's rights)
When There Isn't Enough to Go Around
Most Important: Children Need You! (attachment)
Problems in Attachment
Keeping Children Healthy

Unit 5: Managing Stress in Parents and Children

Stress and Parenting
How Stressed is Your Child?
Why Should We Care about Stress?
Managing Stress
Don't Pass It On

Unit 6: Children and Education

The Importance of Education
Learning Starts with Play!
Talking and Listening to Children
Education and "Possible Selves"
Making Learning a Part of Family Life

Outline for Child Age Group Units

(*completed AFTER Thrive Class)

Available Child Age-Group Units
- Babies and Toddlers
- Preschoolers
- School-age Children
- Teens
- Children with special needs

Outline:

Sensitive Periods and Risks
Joys of Parenting These Children
Special Topics in Parenting This Age Group
- Health
- Discipline
- Learning
What is Coming Next in Development

Children of Divorce Coping with Divorce™
"CoD-CoD" (Youth 10-18)

Author: Jesse Boring, PhD

The Children of Divorce – Coping with Divorce™ "CoD-CoD" is a five-module internet-based mental health promotion program for children of divorce ages 10 and up. Through the careful adaptation of intervention components previously demonstrated to be effective for children from disrupted families, **"CoD-CoD"** is designed to promote a child's development of four divorce-specific protective factors that have been identified through millions of dollars of clinical research: increased active coping, decreased avoidant coping, improved coping efficacy and healthier divorce-related appraisals.

Online CoD-CoD Class 4 Hour
- **Module 1:** Divorce Related Feelings
- **Module 2:** Inside Tools
- **Module 3:** Outside Tools
- **Module 4:** The SWIFT Action Plan
- **Module 5:** Putting It All Together
- The Follow-Up Module: Checking In
- Guide To Using SWIFT

In order to develop these protective factors, children master a variety of coping skills and then practice integrating these skills to solve a diverse set of problems. In order to engage participants, "**CoD-CoD** utilizes a mix of modalities including videos, animations, interactive activities, quizzes and video games. During the class, youth work toward a program goal which they set for themselves and complete home practice tasks that challenge them to use their program skills in their day-to-day lives. This process culminates in the final module when the users harness their skills to develop a plan that addresses the divorce related events they reported being the most concerned about in the first module.

Sample of Completion Certificate

Online
Parenting
Programs

Extended Learning Center, Inc ®
PO BOX 3804
Paso Robles, CA 93447-3804
(866) 504-2883

CERTIFICATE OF COMPLETION

This certifies that

Sally Smith

has successfully completed the

4 Hour - Co-Parenting / Divorce Class

I certify under penalty of perjury that the foregoing is true & correct.

. . . .
(parent signature)

Date of Registration   **April 05, 2022**
Date of Completion   **April 30, 2022**
Court Case Number   **MAR12345**
District   **Maricopa, Arizona**

Administrator   **OnlineParentingPrograms**
Certificate   **OPP_40984754**
Delivery Type   **Electronic**

COVENANT CERTIFICATION

IMPORTANT NOTIFICATION
This is your official Certificate of Completion. Submit this
certificate to your attorney or the judge assigned to your
case. Only official copies will be accepted.

Michelle R. Muncy
Education and Planning

VERIFICATION URL
https://www.onlineparentingprograms.com/view-certificate/5f7b94c12f2be.html

Reporting

Reporting:
Completion Example

Reporting:
Survey Example

Reporting:
Aggregate Example

The Company

OnlineParentingPrograms.com®, along with the input of family court experts across the country have developed the most innovative online parent education programs available specific to raising families in risk situations. We have included online assessment tools to measure outcomes in all our programs. We use these data to improve our curriculum content and design and to demonstrate program effectiveness.

Who We Are:

OnlineParentingPrograms.com® is headed up by **Michelle Muncy** who brings more than 20 years of experience in marketing and design to her role as Director of Operations and **Victor Vacaretu** who brings more that 20 years of technology experience to his role as the Chief Technology Officer.

Our Education Director:

Judith A. Myers-Walls, Ph.D., Certified Family Life Educator, Professor Emerita, Human Development and Family Studies Purdue University, West Lafayette, Indiana.

Qualifications: Over 30 years of experience in creating, delivering, evaluating and teaching programs/classes to parents and families. Some of those programs have been directed at teen parents, abusive/neglectful parents, and teachers dealing with issues of terrorism and peacemaking, and child-care providers. She has received awards from the Cooperative Extension Service, the State of Indiana, and the National Council on Family Relations.

Board of Directors:

Austin Miller - Founder and CEO Esteem Therapeutics

Mr. Miller brings over 20 years of business and product development experience to the team. Mr. Miller is also co-founder of Experts-Exchange.com - the largest knowledge sharing community in the world.

John Hopkins - Vice President –Sales and Marketing Drylock Technologies

Our Purpose:

To accomplish our mission, we have established the following purposes:

Provide parent education programs that have been developed and assessed by our staff of experts, court officials and members of educational, professional and business communities.

Provide intensive and comprehensive instruction using online learning modes of delivery that strengthens individual and family relationships.

Instill the value of lifelong skills by stimulating intellectual curiosity, creative and critical thinking and awareness of family diversity.

Plan and provide resources that respond to the needs of children, parents, and staff.

Assist families in developing healthy attitudes, values, skills and strategies that will foster success throughout their lives.

Prepare parents to meet the ever-changing needs of their families now and in the future.

Program Benefits:

Cost to Counties: **FREE**

We offer online parenting classes as a service to all interested county courts and other agencies across the country. There is no contract or fee for professionals who mandate, recommend or refer to OnlineParentingPrograms.com®. Participants take on the cost of our online classes, although we provide **FREE** or discounted classes to those participants who provide documentation of low income or military status. Some counties or organizations make arrangements to cover the cost for families, if funds are available to do so.

OnlineParentingPrograms.com® also provides **FREE** administrative accounts to all county and court officials who wish to preview our online parenting programs. With an administrative account, you will be able to navigate classes without the restriction of a timer so that you can review what is available to the participants in your area.

How it Works for Participants

REGISTER ONLINE

They select their online parenting class, create an account and pay using any major credit/debit card for instant access.

ATTEND ONLINE CLASS

Interactive classes allow participants to progress at their own pace in order to complete quickly or slowly. We encourage participants to take some time between sessions to allow for reflection and practice of skills.

COMPLETE FINAL EXAM

Participants review a series of multiple-choice questions related to the subject chosen. They may retake the exam for free until they receive a passing score. Our goal is to make sure all participants have learned the content.

RECEIVE CERTIFICATE

Certificates are free and available for immediate download upon completion of each online class.

Facts and Information

Our online co-parenting classes are recognized in over 1100 counties nationwide.

- 120,000 parents have completed one of our program
- 41% female and 59% male
- 42% use mobile device
- 89% completion rate
- 91% have been mandated
- 9% participated voluntarily
- 27% use the Spanish version
- 6,000+ of our parents have been active military, veterans or military spouses.
- 84% of mandated participants would recommend OnlineParentingPrograms.com® to other parents.

Free / Discounted Classes

OnlineParentingPrograms.com® has been working with family courts and government agencies across the country for over nine years. During this time, we have observed many counties adjusting to budgets that have been cut or spread thin across departments and programs. One of our goals, as a company, has been to provide creative solutions in an effort to offset these budget gaps without increasing staff workload. Therefore, we offer free/discounted programs to qualified parents. Counties or family courts are automatically eligible for this program once they determine they would like to accept OnlineParentingPrograms.com® as a resource.
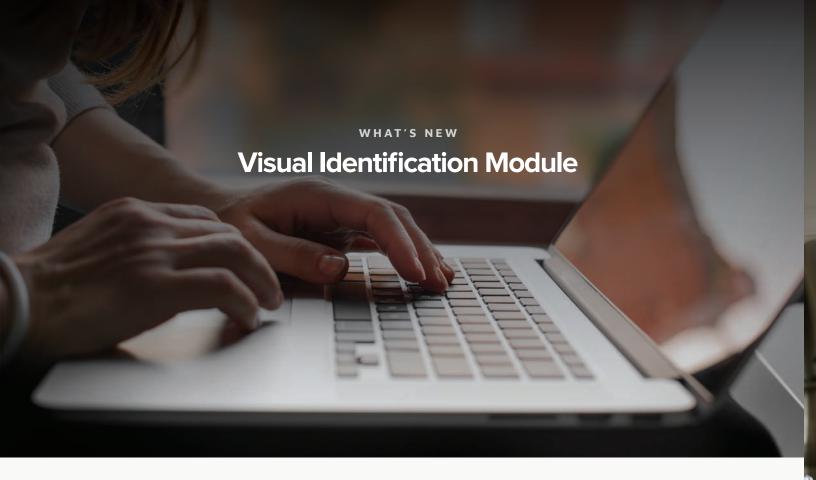
HIGHLIGHTED BENEFITS

Research Based

FREE Brochures

Detailed Reporting

Visual Identification

Customizable Classes

Military & Low-Income Discounts

Multi-Language (English and Spanish)

Visual Identification Module
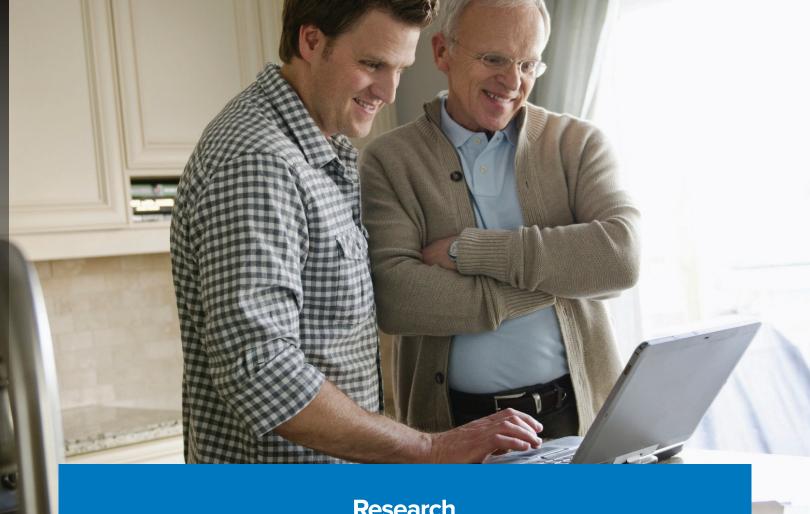
OnlineParentingPrograms.com® has developed a module that is meant to eliminate fraudulent claims of class completion by verifying the identity of the participating parent. This process involves comparing the profile photo with snapshots taken during the course of the online program to verify that the person assigned to take the program was the one who actually completed it. Parents can choose to use this process or not and can choose from among four verification levels based on security of verification. Since the inception of the Visual Identification Module over 36% of our parents have opted to use this additional feature.

OnlineParentingPrograms.com® is a subsidiary of Able 2 Adjust, Inc.® Our wide range of products includes programs for parents and families, skills preparation and individualized training. Each of our offerings helps individuals reach important milestones personally as well as within their family and society.

Research

Quality programs should be based on research. Using such a base increases the likelihood that programs will meet the needs of the targeted clientele and that they will be effective. There is extensive research available on the process, causes and outcomes of divorce and on its impacts on children. There also is extensive research available on quality parenting and parenting education. OnlineParentingPrograms.com® has used such research results to inform its programs.

OnlineParentingPrograms.com®
Offers Evidence-Based Classes

In recent years there has been a steep increase in the demand for evidence-based programs. It is important to understand what this criterion includes. The concept of Evidence-Based Practice and Programs (EBP) grew out of the medical field where the concern was to ensure that all drugs and clinical methods had been thoroughly tried and tested before they were used with the general public. The demand for EBP in family life education and social work has grown significantly in recent years, but numerous authors have argued that there are serious limitations in its usefulness and applicability to social services and even within medicine.

There are several levels of classification of evidence-based programs.

- **Replicated experimental studies.** This evaluation evidence is the strongest but most expensive and least generalizable to other classes. Such studies are the strongest indicators that results can be credited to the classes they evaluated. Classes must be conducted exactly as they were evaluated to claim the same credibility. There is a limited number of these studies.

- **Experimental, randomly assigned studies, not yet replicated.** These are strong studies but the results have been found in only one or a few studies. Again, programs must be conducted exactly as they were

evaluated to claim the same credibility. There are more of these studies than the first group, but they are also not common.

- **Quasi-experimental studies.** That means that the class has been evaluated, but cannot claim definitively that the results are due to participation in the class. Many of these studies compare participant measures before and after the class. They also might make comparisons with other classes. There is more flexibility with adapting these classes. This level is quite common.

- **Evidence-Informed programs.** At this most common level, the class is based on literature that shows that the content and methods of the class represent best practices and are likely to meet the needs of the participants and achieve the class goals and objectives. Although this level includes non-experimental evaluations and does not reach the rigorous standards of the other levels, it still qualifies as a level of the evidence-based continuum and is a valuable characteristic.

Epstein, I. (2011). Reconciling evidence-based practice, evidence-informed practiced, and practice-based research: The role of clinical data-mining. Social Work: 56(3), 284-288.

Nevo, I., & Slonim-Nevo, V. (2011). The myth of evidence-based practice: Towards evidence-informed practice. British Journal of Social Work, doe: 10.1093/bjsw/bcq149.

Porter, S., & O'Halloran, P. (2009).The postmodernist war on evidence-based practice. International Journal of Nursing Studies, 49(5), 740-748.New

Rockwell, K., & Bennett, C. (2004). Targeting outcomes of programs: A hierarchy for targeting outcomes and evaluating their achievement. Nebraska-Lincoln.

Research Support for Divorce Education

There is a growing body of research on the process and outcomes of programs for divorcing and separating parents. Although there is a need for more study, existing research has found that divorce education can result in:
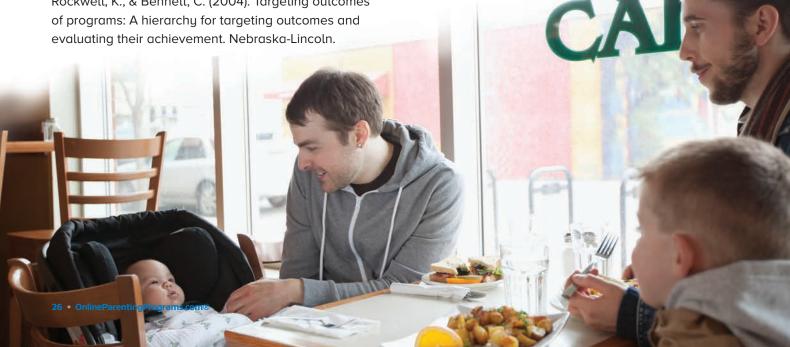
- lower amounts of conflict between parents,
- less likelihood of returning to court,
- more positive family interactions,
- improved mental health and
- better adjustment.

These studies comprise much of the evidence consulted by OnlineParentingPrograms.com® to create classes to meet the criteria of Evidence-Informed programs. We also have collected some preliminary data for quasi-experimental studies. Additional studies and analyses are underway, some in cooperation with professionals in programs across the U.S.

Brandon, D. J. (2006). Can four hours make a difference? Evaluation of a parent education program for divorcing parents. Journal of Divorce & Remarriage, 45(1), 171-185.

Criddle, M. N., Allgood, S. M., & Piercy, K. W. (2003). The relationship between mandatory divorce education and level of post-divorce parental conflict. Journal of Divorce and Remarriage, 39, 99-111.

Zimmerman, D. K., Brown, J. H., &Portes, P. R. (2004). Assessing custodial mother adjustment to divorce: The role of divorce education and family functioning. Journal of Divorce and Remarriage, 41, 1-24.

Research Support for Online Programs

Studies have compared outcomes for participants who have attended in-person programs vs. online. At least one study compared outcomes of an in-person divorce-education to those achieved by a similar program offered online. The results have shown that program outcomes for college students and for divorcing parents are similar or slightly better for those attending online compared with those taking the class in-person. Other authors have argued that the most important criterion is the preference of the participant for online or in-person.

Burkhardt, J. M., Kinnie, J., & Cournoyer, C. M. (2008). Information literacy successes compared: Online vs. face to face. Journal of Library Administration, 48,(3-4), 379-389.

Root, M. D. (2011, October). Online vs. face time: Which reigns supreme? CPAPracticeAdvisor.com, 21, 3.

Schramm, D. G., & McCaulley, G. (2012). Divorce education for parents: A comparison of online and in-person methods. Journal of Divorce and Remarriage, 53, 602-617. DOI: 10.1080/10502556.2012.721301.

In addition, a recent review of six online divorce-education programs identified the state of online divorce education programs and listed several recommendations for improvement.

- First, they found that, although most programs were based on current research, they did not always provide citations and did not identify theoretical frameworks.
- They felt that the curricula were missing some important topics.
- They encouraged programs to increase the attention paid to parents in special circumstances, such as domestic violence, substance abuse, and mental illness.
- Another instruction-related recommendation was to expand the range of teaching models. Although many of the online programs have simply converted the content of their face-to-face versions, it is important to transform the instructional strategies to take advantage of the unique potential of the web-based format.

Our company has noted these recommendations and has worked to meet all these needs in its classes.

They conclude by saying that "more research is needed to evaluate the quality and effectiveness of online divorce education programs." Some evaluation results are available for face-to-face programs (see earlier sections of this report), but almost nothing was available for the online programs when this article was written.

Bowers, J. R., Mitchell, E. T., Hardesty, J. L., & Hughes, R., Jr. (2011). A review of online divorce education programs. Family Court Review, 49, 776-787.

The state of the field of online divorce education is that it is in its infancy but is looking very positive.

Asynchronous Learning
Pros & Cons

Online options are becoming the default approach in many courts across the country. To maintain many of the characteristics of face-to-face methods and maintain familiarity, a common strategy is to use software like Zoom to deliver classes with minimal modifications.

This strategy has met with mixed results.

A major question is whether to use synchronous of asynchronous online education. The following chart lists some of our thoughts about the pros and cons of these methods.

Asynchronous		Synchronous	
Pros	**Cons**	**Pros**	**Cons**
No leader needs to be located for sessions.	Students cannot ask questions immediately.	The leader can interact with learners.	It can be difficult to find qualified leaders.
No minimum or maximum group size is necessary.	Students have minimal contact with fellow learners.	Learners learn from each other.	Classes might need to be canceled due to small enrolment.
High fidelity of classes. They are the same from one class to the next.	Established classes are hard to adapt to individual learner needs.	Leaders can respond to what learners need that day.	Core curriculum content might be missed in response to immediate demands.
Some learners want a private learning experience.	Other learners are isolated and want to connect.	Learning together helps with normalizing experiences.	Group learning can be embarrassing, especially when mandated.
Students can choose when and where they want to learn.	Tech and content support needs to be available at many times.	Students and learners develop a relationship.	A specific time must be chosen for learners and leaders to be available.
Learners can choose the place for learning.	Some learners might not have an ideal location.	Leaders can control the learning environment.	Leaders must arrange a room and learners need transportation.
Top national experts can be available to learners.	Learners cannot interact directly with videotaped presenters.	The leader can watch learners' responses.	Leaders can be distracted by unruly learners.
Many special needs and circumstances can be accommodated online.	Learners need to have adequate computers or other devices with internet access.	Leaders can assess the learners' special needs.	Transportation, building access, language, and other special needs may require additional resources.
The lack of face-to-face contact reduces many safety concerns.	Leaders are not in contact to notice some learner concerns.	Skilled leaders may be able to defuse anger.	Learners and leaders are vulnerable to estranged partners or angry participants.
Learners can choose their own pace.	Leaders are not there to notice if learners get stuck and need help.	Leaders can control the length and pace of the classes.	Learners may feel the classes are moving too quickly or slowly.
Learners may return to any previous content to review at any point.	Leaders do not control what learners do or when they do it.	Leaders can direct learners to specific activities and content.	Learners may or may not stay on pace with the leaders.

"A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove...but the world may be different because I was important in the life of a child."

Forest E. Witcraft

Online Family Education Programs

Able 2 Adjust, Inc.®
PO Box 3804
Paso Robles, CA 93446
support@OnlineParentingPrograms.com | (866) 504-2883

Online Parenting Programs