

2006 Family Dispute Resolution Statewide Educational Institute

25th Anniversary Celebration

April 25–26, 2006

AGENDA

TUESDAY, APRIL 25, 2006

11:00 a.m.–1:00 p.m. Registration

12:00–1:00 p.m. Lunch

The hotel will provide a box lunch for your purchase in the hotel lobby. Conference organizers have made this option available to facilitate your timely arrival at the conference.

1:00–1:30 p.m. Welcome, Introductions

George Ferrick, M.A., MFT, Supervising Court Services Analyst, AOC, Center for Families, Children & the Courts

Diane Nunn, Director, AOC, Center for Families, Children & the Courts

William C. Vickrey, Administrative Director of the Courts, Administrative Office of the Courts

1:30–2:30 p.m. Keynote Address



Bernard Mayer, Ph.D., Professor, Werner Institute for Negotiation and Dispute Resolution, Creighton University, Omaha, Nebraska, and Partner, CDR Associates, Boulder, Colorado
(Rules 5.210(f), 5.225(h); 1405.5(g))

2:30–3:30 p.m. Family Law/DV Update



Tamara Abrams, Senior Attorney, AOC, Center for Families, Children & the Courts

Gabrielle Selden, Attorney, AOC, Center for Families, Children & the Courts
(Rules 5.210(f); 5.225(e)(15) and (h); 5.230(d)(1)(A)(ii) and (d)(2); 1405.5(g))

3:30–3:45 p.m. Break

3:45–5:15 p.m. Workshop Sessions I

I A Advanced Issues for Mediators



As the field of child custody mediation has come of age, specific problem areas have arisen that are often overlooked in our scurry to resolve cases. This workshop is aimed at exploring a variety of issues reported by family court directors as particularly problematic. We will explore the following: how to differentially manage cases in which the parents have had a very brief relationship, or none, as well as cases of more traditional, long-term marriages; how to know when therapeutic models of mediation must override simple facilitation; when to shift from nonrecommending to recommending in a case; and how to recognize mediator limitations and when cases are just not going to settle in mediation. (Rules 5.210(f); 1405.5(e)(3)(G) and (g))

⌘ Child Custody Mediators (May be used to fulfill education requirements under rule 5.210(f).)

◇ Child Custody Evaluators (May be used to fulfill education requirements under rule 5.225(e) and (h).)

☆ Juvenile Dependency Mediators (May be used to fulfill education requirements under rule 1405.5(e) and (g).)

* Domestic Violence Education (May be used to fulfill education requirements under rules 5.215(j)(1) and (2) and 5.230(d)(2).)

Objectives

- Understand the different co-parenting dynamics and needs between short-and long-term parental relationships
- Determine how to match a mediation model with a particular family’s dynamics
- Learn how to give the self-determined mediation process a full chance
- Assess your personal strengths and liabilities in mediating a particular case, and know when to terminate trying in a case

Don Saposnek, Ph.D., Director, Family Mediation Service, Santa Cruz County

I B Custody Investigations: Learning From Your Peers

This interactive workshop focuses on the investigative processes necessary to conduct an evaluation/investigation under Family Code sections 3111 and 3118 and Rule of Court 5.220. The workshop will provide the tips and procedures needed to conduct an evaluation or investigation exploring the following: interviewing the parties, children, and witnesses regarding the issues before the court; collateral acquisition; use of CLETS, law enforcement reports, CPS reports, and other collateral information; how to use interviews and collateral information in an investigative report; what collateral information is relevant and reliable; how to interpret the information gathered for the court; and when information-gathering is sufficient.

(Rule 5.225(e)(4)(6)(7)(8) (10)(11) and (h))

Objectives

- Learn about the basic procedures for conducting a custody evaluation under the state Family Code
- Understand the importance of collateral acquisition and how to use the information in an investigation
- Learn how to interpret the information for the court

Lynn Bundy, FCS Director, Superior Court of Madera County

John K. Johnson, M.Phil., D.P.S., Mediator/Investigator, Superior Court of Madera County

Heather Tackitt, Mediator/Investigator, Superior Court of Madera County

I C Testifying in Court

Giving court testimony can be a difficult experience for mediators and custody evaluators, particularly for those who are new to the process. This workshop presents key issues to consider—for both content and process—from the perspectives of judge, attorney, evaluator, and mediator. The workshop will include a mock trial based on an actual evaluation. All panelists will share techniques and skills as to what makes an effective witness. Time will be allowed for questions and answers. *(Rules 5.210(f); 5.225(e)(15)(17)(19) and (h))*

Objectives

- Review the basic skills as to what makes an effective witness
- Prepare participants to provide effective expert testimony
- Prepare participants to respond to challenging cross-examination
- Experience a mock trial to learn new tips and techniques

Moderator: Nancy Hazeltine, Child Custody Evaluator, Superior Court of Los Angeles County

Rosemary Gray-Hyde, Child Custody Evaluator, Superior Court of Los Angeles County

Sandy Leer, Attorney, Riverside County

Hon. Michele D. Levine, Judge, Superior Court of Riverside County

Jeff Madden, Mediator, Superior Court of Riverside County

I D Attachment Disorders



Infants are fundamentally motivated to form relationships with people who care for them. From the very beginning of life, many verbal and nonverbal pathways (including feelings, bodily positions, facial displays, cries, and voices) link babies with their caregivers. Over the first months and years, these become organized into unique attachment relationships—secure, insecure, and even traumatic. This workshop will describe some of the emerging conceptions of “attachment disorders” and other early-relationship problems. This information can be applied to prevalent concerns within custody and visitation, such as overnight visits, assisting parents with understanding the dynamics of attachment, sudden geographic distance between parent and child, and the reintroduction of parents after estrangement and abandonment. Ample time will be given to questions. (*Rules 5.210(f); 5.225(e)(1)(2)(3)(9)(13)(21) and 5.225 (h); 1405.5(e)(3)(E)(G) and (g)*)

Objectives

- Become better observers of child-parent interactions, from the earliest postnatal days forward
- Become better able to consider and notice early-relationship disorders
- Apply these understandings to decisions about custody and placement arrangements

Stephen Seligman, D.M.H., Clinical Professor of Psychiatry, University of California at San Francisco

I E Stages of Change and Case Management: A Framework for Judges, Mediators, and Evaluators



How can a “stages of change model” assist judges, mediators and evaluators in their work with family court cases? Can this model point to more effective interventions with high-conflict parents and parents in substance abuse, anger management, or batterers’ programs? In the field of addiction treatment, a well respected change model has been developed that directs attention to multiple stages of change rather than to the action phase alone. This model proposes the following stages: nonrecognition of any need to change; awareness that there’s a problem; preparation for change; starting a change program; and maintenance of change. Professor DiClemente is a psychologist and codeveloper of this change model. (*Rules 5.210(f)(1)(A)(B) and (2); 5.225(e)(2)(3) and (h); 1405.5(g)*)

Objectives

- Identify stages of change
- Understand how these stages can apply to parents in child custody disputes
- Identify how judges, mediators and evaluators may find these stages relevant to their work

Carlo DiClemente, Ph.D., Professor of Psychology, University of Maryland Baltimore County
George Ferrick, M.A., MFT, Supervising Court Services Analyst, AOC, Center for Families, Children & the Courts

I F Juvenile Law Update



This workshop addresses recent juvenile dependency cases and statutes that impact custody and dependency mediators. Issues of particular focus include differences between probate and dependency guardianships; paternity and parentage issues; dependent teen parents; reinstatement of parental rights; new custody rights for prospective adoptive parents; the nonbinding effects of mediated agreements that have not been approved by the court; and the continuing impacts of sibling relationships on permanency planning. (*Rules 1405.5(e)(3)(F) and (g); 5.210(f); 5.225(e)(15) and (h)*)

Objective

- Increase knowledge about current statute and case law that impacts mediators, including dependency guardianships, claims of paternity, and sibling relationships

Elizabeth M. Dunn, Program Director, Superior Court of Alameda County
Janet Sherwood, Attorney, Marin County

5:30-7:00 p.m. Joint Reception Celebrating 25 Years of Family Mediation
For judges and commissioners attending the Family Law Institute and for mediators, evaluators, and mental health professionals attending the Family Dispute Resolution Statewide Educational Institute

This reception celebrates the pioneers—many of whom are family and juvenile court judges, mediators, and other professionals—who have made a difference in the lives of countless families and children. Food will be provided.

Opening Remarks:

Ronald G. Overholt, Chief Deputy Director, Administrative Office of the Courts

Masters of Ceremony:

Hon. Jerilyn L. Borack, Judge, Superior Court of Sacramento

Hon. Susan D. Huguenor, Judge, Superior Court of San Diego

WEDNESDAY, APRIL 26, 2006

Wednesday morning: Family Dispute Resolution Statewide Educational Institute attendees will attend joint sessions with attendees of the Family Law Institute.

7:30–8:30 a.m. Continental Breakfast

7:30–8:30 a.m. JDCMA Meeting

8:30–10:00 a.m. Introduction

Lisa Lightman, Court Services Analyst, AOC, Center for Families Children & the Courts

Keynote Address:



Bridging the Cultural Gap Between the Courts and People in Poverty

Philip DeVol will use the lens of economic class to examine the interactions between people in poverty and the courts.

(Rules 5.210(f); 5.225(e)(2)(5)(9) and (h); 1405.5(e)(3)(H)(I) and (g))

Philip DeVol, Author and Consultant, aha! Process, Inc.

10:00–10:15 am Break

10:15–11:45 a.m. Workshop Sessions II

II A Creative Conflict Resolution



As child custody mediation marks its 25th anniversary, what creative and effective directions can the courts take to help parents address their conflicts and disputes over their children and their own parenting plans? The workshop will present new endeavors that some courts are considering, with commentary and ideas from conflict resolution experts. *(Rules 5.210(f); 1405.5(e)(3)(A) and (g))*

Objectives

- Identify new conflict resolution endeavors initiated by some courts

- Describe the expansion of “conflict resolution” to “conflict engagement”
- Describe how “conflict professionals” go beyond neutrality
- Define “evaluative mediation,” hybrid approaches, cautions, and benefits

Moderator: George Ferrick, M.A., MFT, Supervising Court Services Analyst, AOC, Center for Families, Children & the Courts

Bernard Mayer, Ph.D., Professor, Werner Institute for Negotiation and Dispute Resolution, Creighton University, Omaha, Nebraska, and Partner, CDR Associates, Boulder, Colorado

Michael Powell, FCS Director, Superior Court of San Luis Obispo County

Peter Robinson, Managing Director, Straus Institute for Dispute Resolution, Pepperdine School of Law

Don Saposnek, Ph.D., Director, Family Mediation Service, Santa Cruz County

II B The Nuts and Bolts of Guardianship Investigations



This workshop will provide new court investigators and mediators who are cross-training as investigators with an overview of the basic and important elements to evaluate during a guardianship investigation. Faculty will review and discuss the Probate Code and the Welfare and Institutions Code sections containing requirements that govern investigations, the duties of the court investigator, and the rights to information pertinent to the investigation. Participants will receive helpful tips and tools to gain timely access to relevant information. Finally, the current trend of probate courts’ receiving increased filings as a result of child abuse and allegations of parental unfitness will be discussed. (*Rules 5.210(f)(1)(B) and (2); 5.225(e)(7)(21)*)

Objectives

- Identify the key elements required in guardianship investigations
- Describe the Probate Code and the Welfare and Institutions Code requirements that govern how investigations are conducted
- Identify ways to access information in a timely manner
- Properly refer cases back to the county CPS agency under the California Probate Code

Diane Goodman, FCS Director, Superior Court of Amador and Calaveras Counties

Hon. James E. Oakley, Judge, Superior Court of Madera County

Heather Tackitt, Mediator/Investigator, Superior Court of Madera County

II C Parenting When Domestic Violence Is an Issue



This workshop is based on the 12-week curriculum *For Our Children*, by Jane Shatz and Alyce LaViolette. The workshop will cover the rationale for the curriculum, intake, and chapter overviews. The curriculum covers best-practice principles of domestic violence, gender, and anger interventions and their impact on children.

(*Rules 5.230(d)(2); 5.210(f); 5.225(e)(3) and (h); 1405.5(e)(3)(C) and (g)*)

Objectives

- Understand various rationales for assessing dangerousness
- Learn about the complexity of gender issues as they relate to domestic violence
- Learn how domestic violence affects children
- Learn anger management techniques to use when faced with angry clients

Alyce LaViolette, Founder, Alternatives Counseling Association, Long Beach

II D Domestic Violence in a Digital Age: From Radio Scanners to Spyware: Part I



Like many criminals, perpetrators of stalking and domestic violence are often ahead of the curve on the use of technology. Through the Internet, “high-tech” devices like global positioning systems (GPS), cell phones, and handheld computers, it has become increasingly easy to find information about an individual. A cell phone can become a means of control; GPS devices enable

batterers to track their victims' locations; new hardware and software give abusers the ability to see everything a victim does on a home computer. Regardless of your level of technological expertise, this workshop will provide practical information about safety risks and benefits of several phone, imaging, mapping, Internet, and computer technologies, and how they affect restraining and protection orders, court-ordered e-mail communication, and online visitation arrangements. Whether you work in a family court or as a custody evaluator, mediator, or judge, this workshop will inspire you to address cyberstalking and all forms of technology in your work with victims, survivors, and their children. (Participants will benefit from attending the afternoon workshop *Domestic Violence in a Digital Age: Don't Let Data Endanger Victims*, though it is not required.) (*Rules 5.230(d)(2); 5.225(h); 1405.5(g); 5.210(f)*)

Objectives

- Understand a variety of technologies commonly used by abusers and stalkers to harm victims
- Identify three tips to use technology more safely
- Learn how law enforcement and the justice system can hold perpetrators of these crimes accountable

Cindy Southworth, M.S.W., Director of Technology, National Network to End Domestic Violence Fund

Sarah Tucker, Technology Safety Specialist, National Network to End Domestic Violence Fund

II E Alternative Strategies for Supervised Visitation Services When Resources Are Scarce



Supervised visitation services can offer parents (and the court) an important option for visitation when contact with one parent presents a potential risk of harm to either the child or the parent. Often the court (and child custody mediators and evaluators) must assess or determine whether to deny or permit visitation contact or unsupervised visitation. Judges must continually balance issues of safety and security against parental rights to access. The concerns of safety and protection are also balanced in terms of available resources in order to ensure the health, safety, and welfare of the child, adults, and even providers of supervised visitation services. This workshop will explore proposed strategies for addressing the lack of supervised visitation resources and the approaches to creating a structure for handling cases where no professional supervisor is available. The workshop will also examine how judges can make safe visitation contact orders while a case is pending a court determination regarding custody or visitation. Emerging practice perspectives, variant models of service delivery, and “new” paradigm shifts and differences in provisions of service delivery that may impact the availability of resources will also be discussed.

(*Rules 5.210(f); 5.225(e)(6)(11)(13)(15)(21) and (h); 1405.5(g)*)

Objectives

- Identify alternative approaches to visitation contact when supervised visitation services are not available in the court or county jurisdictions
- Identify strategies and proposed guidelines for supervision when using a nonprofessional provider
- Identify supervised visitation resources
- Distinguish between the various models of service delivery

Barbara Flory, M.S.W., LCSW, Program Manager, Heritage House, St. Louis, Missouri

Shelly La Botte, J.D., Access to Visitation Grant Coordinator, AOC, Center for Families, Children & the Courts

Debra Matheney, FCS Supervisor, Superior Court of Kern County

Robert B. Straus, J.D., D.M.H., Director, Meeting Place: Supervised Child Access Services, Boston, Massachusetts

II F Children With Unique Needs



Family court services have experienced a significant increase in the number of families with special-needs children whose unique issues may necessitate nonstandard child-sharing considerations. This workshop is offered to assist participants with some of the complex issues inherent in these families, which court staff regularly encounter. Faculty will illustrate key similarities and differences between several primary learning and psychiatric disorders, providing examples of how those disorders often manifest themselves at home and at school. Hand-outs for future reference about the above will be provided, and a generous amount of time will be allotted to field questions. (*Rules 5.210(f); 5.225(e)(1)(3)(8)(9)(11)(21) and (h); 1405.5(e)(3)(J) and (g)*)

Objectives

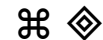
- Understand key similarities and differences between several primary learning and psychiatric disorders (e.g., ADHD, bipolar disorder, autistic spectrum disorder, learning disability)
- Become familiar with the issues that these disorders surface, which may affect the efficacy of even the best coparenting plans
- Learn how to make orders that protect the child

Mitchel D. Perlman, Ph.D., Forensic Neuropsychology, San Diego

Hon. Sherri S. Sobel, Referee, Superior Court of Los Angeles County

The following CJER workshops are open to attendees. Please note that these workshops are designed for judicial officers.

II G Self-Represented Litigants and Custody Issues



This workshop will discuss how to deal with the special challenges judges face when handling custody cases with self-represented litigants, including the challenge of responding to the variety of cultural backgrounds of litigants who have varying expectations and understandings of parenting. (*Rules 5.210(f); 5.225(e)(5) and (h)*)

Hon. Jerilyn L. Borack, Superior Court of Sacramento County

Hon. Dale Wells, Superior Court of Riverside County

II H Parentage



This session will explore parentage issues such as establishing paternity, domestic partner challenges, biological versus psychological parent conflicts, surrogate parents, third-party visitation, problems associated with multiple-parent situations, and sperm bank mistakes. (*Rules 5.210(f); 5.225(e)(2)(15) and (h); 1405.5(e)(G)(g)*)

Hon. Sue Alexander, Superior Court of Alameda County

Deborah Wald, Attorney, San Francisco

II I Relocation Cases



Postseparation moves are inevitable, yet the “move-away” act can leave parents uncertain, frustrated, and worried about the future. After a brief review of the current law and areas of controversy, this class will discuss options for judges, commissioners, and referees and share successful strategies for softening the move’s effect on the family and for maximizing good long-distance parenting. (*Rules 5.210(f); 5.225(e)(1)(15) and (h); 1405.5(g)*)

Hon. James M. Mize, Superior Court of Sacramento County

11:45 a.m.–1:30 p.m. Joint Luncheon: 25th Anniversary Celebration



This joint luncheon for family and juvenile judges, and for family mediators and evaluators, will celebrate 25 years of family mediation in the California courts. The program will include remarks by Justice Donald B. King (ret), Hon. Leonard P. Edwards and other family mediation pioneers. (*Rule 5.210(f); 5.225(h); 1405.5(g)*)

1:30–2:00 p.m. Break

2:00–4:00 p.m. Workshop Sessions III

III A Juvenile Dependency Mediation



Dependency mediations are characterized by significant challenges for mediators. Mediators are entering into a system in which issues of power, cultural norms, client autonomy, and conflicting societal norms are almost always present. Addressing these issues effectively and ethically requires a great deal of clarity and skill on the part of the mediator—clarity about the underlying purpose and value of mediation in child dependency cases and the role of the mediator, and skill in handling the conflicting values, the intense power dynamics, and the cultural differences among the players. In this workshop, we will revisit the basic purpose of dependency mediation, beyond simply expediting case planning. We will discuss the implications of this purpose for the way in which the mediation process is structured, for the mediator’s role, and for the approach that mediators take to value conflicts and power dynamics. We will also consider how cross-cultural dynamics affect dependency mediation and how these can be approached. We will use several case studies to look at how these issues play out in practice, the actual choices a mediator has to make around them, and the ways in which we can use the mediation role to maximize an effective cooperative process among parents and professionals working in child dependency.

(*Rule 1405.5(e)(3)(A)(H)(I) and (g)*)

Objectives

- To explore in depth the underlying purpose, potential, and value of dependency mediation
- To gain greater clarity about the role of the mediator and the challenges the mediator faces in carrying out that role
- To consider the nature of the power dynamics in dependency mediation, the challenges these pose to mediators, and how these challenges can be handled
- To look at the varying cultural dynamics in dependency mediation, among families, professionals, and others involved, and to understand how these affect the mediation
- To apply these issues to actual cases that dependency mediators face

Bernard Mayer, Ph.D., Professor, Werner Institute for Negotiation and Dispute Resolution, Creighton University, Omaha, Nebraska, and Partner, CDR Associates, Boulder, Colorado

III B Adverse Childhood Experiences



The Adverse Childhood Experiences (ACE) Study is a long-term, in-depth analysis of more than 18,000 adults that matches their current health status against eight categories of adverse childhood experiences. The study documents how these experiences—now hidden by time, shame, secrecy, and social taboo—have a powerful relationship to adult health status and well-being a half century later. Findings reveal a significant connection between emotional experiences as children and physical and mental health as adults. The findings in the ACE study have major implications for mediators and evaluators; many of our most-troubled clients or families are understandable only in the context of understanding the *origins* of their problems.

(*Rules 5.210(f); 5.225(e)(1)(3)(8)(9) (21) and (h); 1405.5(e)(3)(E)(G)(J) and (g)*)

Objectives

- Identify the cause of medical problems that are not understandable apart from their origins
- Understand and deal more effectively with many of the most difficult client and families
- Understand the relationship between trauma and addictions, alternative treatment approaches, and the need for prevention

Vincent J. Felitti, M.D., Physician, Kaiser Permanente, San Diego

III C Supporting Fathers During Family Transitions



When separation or divorce occurs, fathers sometimes struggle with maintaining or perhaps constructing parent-child relationships that are satisfying and beneficial to them and ultimately to their children. For multiple reasons, perhaps in response to their experience of hurt and frustration, some fathers become underinvolved in or disengaged completely from active, hands-on parenting. Using an interactive format, this workshop will examine the institutions that touch the lives of fathers and their children and will explore other influential factors, including the quality of the coparenting relationship, mothers' support for the father-child relationship, and the impact of gender and cultural expectations on fatherhood. This workshop will review current research, present cases studies, and share practical resources for participants' courts.

(Rules 5.210(f); 5.225(e)(2)(3)(5)(9)(13) and (h); 1405.5(g))

Objectives

- Explore strategies for engaging and empowering fathers in their parental relationships through case studies and vignettes
- Understand what current research says about the benefits of paternal engagement and what factors are associated with paternal disengagement
- Identify community resources that can support fatherhood engagement
- Learn how to enlist the support of mothers
- Recognize the influences of gender, culture, the workplace, and family support on parenting styles among fathers

Phillip Montes, MFT, Psy.D., Mediator, Superior Court of Alameda County

Nigel Vann, Consultant, New Mexico

III D Domestic Violence in a Digital Age: Don't Let Data Endanger



Victims: Part II

From online court records to voting and housing databases, personal information is broadly available on the World Wide Web, making it increasingly difficult for survivors to protect their privacy and hide from stalkers and abusers. Information a survivor provides to get a neighborhood parking permit, file a family court petition, or rent a house appears on Internet databases that abusers can access. This workshop highlights information and data security and record-sharing practices to avoid unintentionally placing abuse survivors at risk, which in turn can jeopardize their autonomy, jobs, and child custody or even their lives. (Participants will benefit from attending the morning workshop *Domestic Violence in a Digital Age: From Radio Scanners to Spyware*, though it is not required. Technology privacy issues build on victim safety information discussed in the first workshop. Both technologically proficient and noncomputer users are encouraged to attend.) *(Rules 5.230(d)(2); 5.225(e)(3)(6)(9)(11) and (h); 5.210(f); 1405.5(e) (3)(B)(C) and (g))*

Objectives

- Identify three different avenues through which personal information may end up online
- Identify three action steps an agency can take to protect a survivor's information

- Identify three steps survivors can take to try to minimize the amount of their personal information available on the Web

Cindy Southworth, M.S.W., Director of Technology, National Network to End Domestic Violence Fund

Sarah Tucker, Technology Safety Specialist, National Network to End Domestic Violence Fund

III E Spectrum of Violence



This workshop will include the use of a continuum in assessing aggression and domestic violence. It will also describe the use of the intake process in obtaining collateral data and assessing the level of danger. The continuum will also be used in conjunction with batterers' behavioral typologies by Amy Holtzworth-Munroe and Gregory Stuart. (*Rules 5.230(d)(1)(A)(v)(b)(c)(d)(h) and (d)(2); 5.225(e)(3)(6)(7)(9) and (h); 5.210(f); 1405.5(e)(3)(B)C) and (g)*)

Objectives

- Understand the continuum of violence and how to assess aggression and domestic violence
- Learn about obtaining collateral information and how it informs the assessment of danger
- Understand the complexity of batterers' behavioral typologies

Alyce LaViolette, Founder, Alternatives Counseling Association, Long Beach

III F Exploring the Complexities of Class in the Work of Family Courts



This breakout session will be a continuation of the keynote address. Participants will continue learning about class issues in court settings by exploring the impact of poverty on resource development, the hidden rules of class, and language registers. Participants will be encouraged to develop program design principles to improve outcomes. (*Rules 5.210(f); 5.225(e)(2)(5)(9)(20) and (h); 1405.5(e)(3)(H)(I) and (g)*)

Objectives

- Create an accurate mental model of poverty
- Learn how to analyze situations through the lens of economic class
- Explore the hidden rules of class
- Consider new approaches to working with people in poverty

Philip DeVol, Author and Consultant, aha! Process, Inc.

4:00 p.m. Adjourn

- Child Custody Mediators (*May be used to fulfill education requirements under rule 5.210(f).*)
- Child Custody Evaluators (*May be used to fulfill education requirements under rule 5.225(e) and (h).*)
- Juvenile Dependency Mediators (*May be used to fulfill education requirements under rule 1405.5(e) and (g).*)
- Domestic Violence Education (*May be used to fulfill education requirements under rules 5.215(j)(1) and (2) and 5.230(d)(2).*)

Continuing Education

CFCC will provide a certificate of conference attendance at the **completion of the conference on Wednesday.**

Marriage and Family Therapists and Social Workers (BBS credit)

The 2006 FDR Statewide Educational Institute meets the qualifications for 9.5 hours of continuing education for MFTs and LCSWs as required by the California Board of Behavioral Sciences. Participants are required to sign in once each day at the continuing education table in the registration area.

Psychologists (APA credit)

The Center for Families, Children & the Courts is approved by the American Psychological Association to offer continuing education for psychologists in the amount of 9.5 hours. CFCC maintains responsibility for the program.

Psychologists who wish to receive continuing education credits must sign in and out in the back of the session room. All of the general sessions and the following workshops, totaling 9.5 hours, are approved for continuing education credits for psychologists:

- I-A. Advanced Issues for Mediators
- I-B. Custody Investigations: Learning From Your Peers
- I-C. Testifying in Court
- I-D. Attachment Disorders
- I-E. Stages of Change and Case Management: A Framework for Judges, Mediators, and Evaluators
- I-F. Juvenile Law Update
- II-A. Creative Conflict Resolution
- II-C. Parenting When Domestic Violence is an Issue
- II-D. Domestic Violence in a Digital Age: From Radio Scanners to Spyware, Part I
- II-E. Alternative Strategies for Supervised Visitation Services When Resources Are Scarce
- II-F. Children with Unique Needs
- III-B. Adverse Childhood Experiences
- III-D. Domestic Violence in a Digital Age: Don't Let Data Endanger Victims, Part II
- III-E. Spectrum of Violence
- III-F. Exploring the Complexities of Class in the Work of Family Courts

Attorneys (MCLE credit)

The Center for Families, Children & the Courts (CFCC) is approved as a continuing legal education provider by the State Bar of California. CFCC certifies that this activity has been approved for MCLE credit by the State Bar of California in the amount of 9.5 hours. Attorneys must sign in once each day at the continuing education table in the registration area.