EFFECTIVENESS OF INSTRUCTIONAL DESIGN AND TECHNOLOGY IN A NON-

TRADITIONAL PARENTAL PROGRAM: AN EMBEDDED SINGLE CASE STUDY

by

Sonja Loraine Howell

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

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**Abstract**

The purpose of this case study is to discover the effectiveness of the instructional design of an organization's current programs. The central research question was to determine how instructional design impacts the effectiveness of a nontraditional court-ordered parental instructional program. The theory guiding this study is Kearsley & Schneiderman's engagement theory, as it structures interactions to facilitate collaboration in a project-based environment with a meaningful focus using instructional design. The methodology for analyzing this study includes Yin's and Stake's models to understand a profoundly complex social phenomenon and actual live program. This study gave intrinsic and extrinsic validity while researching a single program. During this study, ten parents expressed their experiences through interviews, participants' reviews of the interview findings, and letter writing. The study used Yin's transparent and systematic data collection and analysis approach. In addition, participants reviewed their interview drafts and pattern matching instead of the parent and instructor's relationships influencing the response. A chain of events protocol documented the process for reliability. This study found that the instructional design for this program affected the perceived effectiveness by deliberately associating intervention methods and models of the engagement theory, transformative learning theory, and peacebuilding practices. As a result, an instructional design emerged supporting specific attributes for mothers with symptoms of prolonged complex post-traumatic stress disorder to transition their mindset while lowering their cognitive load. In addition, it provided a safe space for the parents to create and practice solutions with stakeholders through meaningful projects.

*Keywords:* complex PTSD, engagement theory, instructional design, online learning, parenting instruction, peacebuilding, transformative learning theory

**Copyright Page**

## Dedication

I dedicate this dissertation to God, my creator, for He is the one who led me on this lifelong journey to find creative solutions to help others.

To my supervisors and mentors, who were profound influencers to me and a source of inspiration for this dissertation.

To my calmer half Todd Drayton, the most considerate and patient soul. Your ability to have faith and patience with me was the foundation for each word on these pages.

I dedicate this to my parents, who have supported me during my failures and achievements.

To my children and grandchildren, may you always follow your dreams. You are the reason I challenged generational family trauma. Love you, Always.

To the memory of Lola Harper, your strength helps me persevere in all areas of my life. You are my guiding light every step of the way.

**Acknowledgments**

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**List of Abbreviations**

Analyze, Design, Develop, Implement, and Evaluate Framework (ADDIE)

Child Act (CCA)

Child Protective Services (CPS)

Content, Activities, Facilitation, & Evaluation Framework (CAFE)

Competency-Based Education (CBE)

Complex Post-Traumatic Stress Disorder (CPTSD)

Corona Virus Pandemic (COVID-19)

Friend of the Court (FOC)

Instructional Design (ID)

Learning Management System (LMS)

Subject Matter Expert (SME)

Substitution, Augmentation, Modification, and Redefinition Framework (SAMR)

Transformative Mindset Instructional Design for Parents with Prolonged CPTSD (TMID)

Universal Design for Learning (UDL)

# CHAPTER ONE: INTRODUCTION

## Overview

This case study discovered the perceived effectiveness of a nontraditional court-ordered parental program's instructional design (ID). The state of Michigan has no educational standards set for how to design parenting instruction. Therefore, this research is significant for engaging parents with current, advanced educational technology. Additionally, this study determined if and how ID principles effectively contributed to the desired result for the parents who have completed the program. The contents of this chapter consist of the historical, social, and theoretical background, the problem, purpose, significance, this study's research questions, and precise definitions.

## Background

This section introduces the origin of significant parental instruction programs, leading to the societal need for a sophisticated ID model and the theoretical concepts that developed the research principles. The instructional parenting program in this case study is referred to as the parenting program. In addition, this research examines the importance of the parent's transformed mindset derived from the program's parenting technique scale.

### Historical Context

Fights over which parent had physical and legal custody began after courts decided mothers could gain custody during divorce in the late 1970s (Volpe, 2018). Parents in both intact and detached homes showed challenges adapting to new laws and state acts regarding parenting. The new laws triggered fathers to fight back for the custody they once had by default through common law (Major, 2000). At the same time, states began taking action against neglectful and abusive parents. As a result, parents began claiming abuse and neglect during separation cases to

prove they were the better parent to gain custody. Some of these reports were false, while some were true. Courts began ordering parents to complete assessments, evaluations, and parenting programs to assist with parenting goals and help with custody orders. Separated parents could learn to transition to their new, separated lifestyle using co-parenting techniques. Parents accused of abusive and neglectful acts could prove they do not neglect or abuse their children to become independent of the courts. Courts either lessened parenting time or removed children when parents did not achieve the required goals. Even though states refer parents to complete parenting instruction, they do not mandate their preferences of parenting interventions, the delivery design of parenting instruction, or parental instruction standards (Ferreiro, 1990). As such, "If a state adopts presumption/preference legislation, it should accept responsibility for facilitating services development" (Ferreiro, 1990, p. 424). As a result, the state does not facilitate non-traditional parenting instruction. Instead, they create new legislation.

This study focuses on the effectiveness of the ID of parenting instruction and how it is delivered through the most recent processes of instructional design and technology models to engage students in a non-traditional adult instruction program. Burrhus Frederic Skinner introduced ID during World War 2. The military needed to train United States troops worldwide to complete the same technical tasks of using weapons uniformly. These training programs utilized videos that reflected observable behaviors based on Skinner's stimulus-response learning techniques and operant conditioning theories (Skinner, 1963). In addition, these behavioral approaches were the foundation of creating mass training materials for mastery of a process using repetition and feedback as reinforcement. Skinner was a psychologist and rejected the learning theories of that time (Skinner, 1950). As a result of his successful methods, businesses and the field of education adopted his training model after the war. Next, Benjamin Bloom

introduced Bloom's taxonomy with three separate learning domains. These three taxonomies are what we know and think, called cognitive learning; what we do, called psychomotor; and what we feel or our attitudes, called effectively. These domains continue to influence new models today (Bloom, 1956).

**Social Context**

The courts provide orders for parents to follow when they cannot decide for themselves. Society has created multiple struggles within the court systems regarding parents. Court-ordered parents have requested proper services to better support their child's best interest. Parents do not want to waste their time fighting each other in court, resources, or the system, but they do. Parents in the program are parents who either fight over parental rights and find fault with one another during custody battles or parents who are in neglect and abuse cases, just as parents did in the 70s. These cases clog up the court systems in probate, and circuit courts as the judges determine which arguments are factual allegations and which are tactics to gain the upper hand.

The culture encourages a win-or-lose court mentality instead of promoting restorative practices; common phrases are, "I lost my child to foster care," "I won custody," or "I am fighting to win child support." While this mentality of winning versus losing happens/occurs between parents, the battle between parents versus the court system continues. State systems decide which services help parents accomplish goals. Some resources are moving towards restorative and holistic interventions (Canegallo et al., 2020; Strang et al., 2001; Yıldız et al., 2021). However, the parents may lose trust in the courts when they do not get what they want and might refuse interventions. There is a growing awareness of preventing cruelty to children with new federal and state laws, while the community provides personalized resources less often. Also, our society does not agree on whether keeping children with their parents or placing them

in foster care is better. Parents who attend the court-ordered parenting program due to neglect and abuse are either torn away from their children or in a custody dispute and have a list of actions they would need to take to retain custody of their children. Service referrals to help parents accomplish these goals are decided case-by-case.

The courts and parenting instructors attempt to meet the parents where they are within their separation or transition process. Family relationships may go through multiple stages during the separation process before they reach co-parenting. Co-parenting, parallel parenting, counter-parenting, parent alienation, and kidnapping are standard terms in society regarding separating parental styles. This program provides holistic transformational interventions, helping parents happily move from the worst of times to co-parent. The separated parenting technique scale allows parents to self-evaluate their blended family parenting style during separation. In addition, the transformative parenting technique scale helps parents self-evaluate their parenting style during abuse and neglect cases. Levels of engagement with the program's content may determine if parents complete the program (Volpe, 2018). Determining how parents' engagement within the ID affects the impact of certain aspects could lead to more beneficial instruction. Content creators for parenting instructors focus mainly on the curriculum, not the ID or how it is delivered.

**Theoretical Context**

Butler et al. (2020) recently created a systematic review and a meta-synthesis to find successful key aspects of parental engagement and retention (Duppong-Hurley et al., 2016; Miller & Prinz, 2003). Parenting instruction needs to provide early interventions. Delivery methods must be effective and accessible for parents (Koerting et al., 2013). Materials must be tailored for each family and include meaningful skill-building instruction with video or live

modeling for parents to believe their families can change (Mejia et al., 2012). Schedules need to be flexible for parents. The program must consider the parent's hardships, and follow-up after the program ends is required.

A parent's belief that their family could change or their ability to recognize they needed to transform was a crucial factor in the retention of parents in the instructional programs (Mejia et al. 2012). Conceptual research from Mezirow (1978) led to the transformative learning theory connecting all students to their past experiences. A student's learning gives constructive and critical ways to bring meaning to their lives. Adult learners must critically reflect on past experiences to gain a transformative mindset (Mezirow, 1991) regarding their beliefs, attitudes, and emotional reactions (Laiken, 2013). The transformative learning model is validated as effective with consultations, group discussions, and face-to-face parenting instruction programs (Purnamawati & Pradipta, 2022).

The engagement was also vital in retaining parents in the programs (Miller & Prinz, 2003). Emotional, cognitive, and behavioral engagement are three types of engagement (Fredricks et al., 2004; Corno & Mandinach, 1983; Kahn, 1990). Emotional engagement is defined by the parent's psychological needs, competence, relatedness, processes, and well-being that drive learning (Kahn, 1990). Corno & Mandinach (1983) defined cognitive engagement as how willing and able students are to participate in educational tasks. Finally, behavioral engagement observes effort in academic performance (Fredricks et al., 2004). Online learning has been said to promote engagement in a safe environment and possibly allow for successful learning strategies (Palmer & Bowman, 2014). However, online learning engagement depends on the student's ability to grow, previous educational technology experience, and the amount of

interaction. At the same time, instructors must create appropriate themes, procedures, topics, and engaging activities (Turdieva, 2022).

The proposed research extends existing knowledge in the engagement of adult learners who use transformative techniques with a prominent online learning component (Turdieva, 2022) in a parenting program. This study created empirical evidence supporting the effectiveness of online teaching strategies. In addition, this research focused on the ID of learning procedures that provide appropriate opportunities for critical thinking and help parents who need to change because of crises or dilemmas (Beckie, 2013).

**Problem Statement**

The problem is that the effectiveness of the instructional design of this organization's current programs is unknown. This study evaluated this problem from an instructional design perspective, evaluating positive outcomes. Instructional design analyzes the process to ensure that a learning design uses effective methods, models, objectives, activities, and assessments. This study focused on effectiveness in learning activities, including collaboration and project-based learning, using meaningful focus (Kearsley & Shneiderman, 1998). Meaningful focus is subjective and specific to each student. Documenting the characteristics of effective instructional design in non-traditional parenting instruction would assist the originators of the programs in creating new frameworks (Favez et al., 2019; Ferraro et al., 2016). This study explained that these challenges require unique instructional design attributes (Donham et al., 2022) and new data to create engaging, substantive course content and assessment techniques. The case study shared the users' perceptions of online technology, hybrid, and face-to-face instruction. Finally, this study discussed the effectiveness of a parental instructional program utilizing these instructional designs.

Prior studies did not consider these instructional design techniques to address today's technologically advanced options or the exact activities that would be most effective. The issue within the literature is that the advanced technology instructors use today did not exist for previous researchers to study (Creswell & Poth, 2018). Programs today offer online, blended, and hybrid designs to better ensure parents can complete these courses if designed to be effectively engaging. The problem is seeking a solution that allows parents to transform their family's behaviors (Eira Nunes et al., 2021; Yıldız et al., 2021).

## Purpose Statement

The purpose of this case study is to discover the effectiveness of the instructional design of this organization's current parental programs. At this stage in the research, the central phenomenon of the study is the effectiveness of the parental program's ID learning activities and methods, generally defined as collaboration, project-based and meaningful focus.

## Significance of the Study

It is essential to study the effectiveness of parenting instruction programs. These programs are court-ordered interventions seeking to prevent cruelty to children. The study focused on learning activities within parenting instruction. Continued involvement of both parents in a cooperative parental relationship is associated with better adjustment in children (Ahrons, 1983; Wallerstein & Kelly, 1980). It would be best to teach parents to adapt early on, allowing them to continue to adapt (Ferreiro, 1990). Parents adapt less as children age. Studies show that parental adaptability to parental interventions plays a role in perceived effectiveness (Sleik, 2019). Parents may see an instructional program as less effective if they have a low level of adaptability. However, there is a gap between adaptiveness and engagement in recent studies of material for parenting instruction.

**Theoretical Significance**

The theoretical significance of this study is to understand the perceived effectiveness of a nontraditional court-ordered parental program's ID activity methods, understand the history of family court, earlier studies of non-traditional adult education, and how recent instructional design and technology advancements align with collaborations, project-based learning, and meaningful focus. This research contributes to the existing literature on ID for parenting instruction as a valid form of progressive education. The study showed that this intervention could change future results. Therapeutic parenting instruction and asynchronous teaching seem to be emerging in current court orders. Some judges consider therapeutic instruction as a type of instruction. Other judges recognize this model as instruction specifically for parents with children with behavioral challenges or disabilities as K-12 structures use it. The phrase is used loosely in court orders. Unfortunately, the definition of therapeutic parenting instruction is not defined in court orders. However, therapeutic instruction is a form of education for students with emotional and behavioral disorders (Abrams, 2005). The judge could define the intent of their therapeutic parenting instruction to ensure the child receives the necessary help. The courts portray that a therapist can assess in a way the courts can understand. If the courts understood the mastery path's function used in online ID, the community could create a standard of mastery skills while removing opinions, levels of experience, and unknown biases. This study helps future curriculum-building studies by providing the foundation for effective learning models.

**Empirical Significance**

There are empirical articles with updated results for ID and adult learning. However, there are no articles to conclude the findings of the ID of parenting instruction courses. This case study examined the effectiveness of ID using intervention methods combined with engagement

models for this non-traditional parenting program. Central research and interview questions provided empirical significance specific to this study. The questions are necessary for the response data to be admissible as scientific inquiry.

## Practical Significance

The study made a new framework designers can refer to while designing future parenting programs. The results of this study may benefit parents in court-ordered parenting courses with no limits of location, preventing cruelty to children on a wide scale. Parents' scores divert them to three different paths depending on their needs, allowing them to attend asynchronous one-size-fits-all online courses. The general assessments in the online program use the technology option of mastery skills to evaluate parents' needs. Accepting this option moves society into a progressive state for parental interventions. As an unintended result, adults can advance their technological skills. This study served as a quasi-assessment of the case under review.

## Research Questions

The research questions are: consistent with the problem and purpose statement, conceptual, philosophical, and ask about perceptions. These qualitative research questions are complex to inform the research problem. The researcher identified four research questions, a central research question, and three sub-questions.

## Central Research Question

How does instructional design affect the perceived effectiveness of a non-traditional court-ordered parental instructional program?

## Sub-Question One

How effective is stakeholder collaboration during non-traditional parental intervention programs?

**Sub-Question Two**

How effective are project-based practices in a non-traditional parental intervention program for parent participants?

**Sub-Question Three**

How does meaningful focus influence the effectiveness of a parental intervention program for parent participants?

## Definitions

1. *Andragogy* - the method and practice of teaching adults.

2. *Asynchronous learning* - self-directed instruction occurring independently of the instructor.

3. *Blended learning, or Hybrid learning* - is generally applied to online and in-person learning experiences when instructing students (The Glossary of Education Reform, 2013).

4. *Child abuse or Cruelty to a child* - any act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse, or exploitation (Child Welfare Information Gateway, 2020).

5. *Child neglect* - an act or failure to act presents an imminent risk of serious harm (Child Welfare Information Gateway, 2020).

6. *Co-parenting* - sometimes called "joint parenting" or "shared parenting," is the experience of raising children as a single parent when separation or divorce occurs. Often a complex process, co-parenting is greatly influenced by the reciprocal interactions of each parent (Serani, 2012).

7. *Counter-parenting* - when parents maintain their hate and anger from the divorce or separation, ultimately creating an abusive situation for their children.

8. *Engagement* - the thoughts, actions, and emotions reflect this inclination, energy, and drive (Collie, 2019).

9. *In-person learning or Face-to-face learning* - any instructional interaction that occurs in person, in real-time between teachers and students, or among colleagues and peers. Before the advent of audio, video, and internet technologies that allowed people to interact from separate locations and at other times, all instructional interactions occurred, by necessity, in the same place and at the same time. Therefore, the term is a retronym that arose in response to technology-enabled forms of instruction—precisely, various forms of asynchronous and synchronous learning (The Glossary of Education Reform, 2013).

10. *Instructional design* - evaluating and analyzing to ensure a learning design has effective learning objectives, activities, and assessments. This study focused on learning activities.

11. *Learning theory* - how the student receives the teaching methods.

12. *Motivation* - an individual's inclination, energy, direction, and drive concerning learning and achievement (Collie, 2019).

13. *Online learning* - instruction, communication, and coursework provided online.

14. *Parental alienation* - when a parent plans to show their child unjustified negativity to negatively damage the child's relationship and turn the child against the other parent.

15. *Parental alienation syndrome* - when a child hates, fears or rejects the other parent.

16. *Pedagogy* - the method and practice of teaching.

17. *The separated parenting technique scale* - is an academic scale created for parents to define which type of separated parenting style their family is currently in and where the parents would like to be, including co-parenting, parallel parenting, counter-parenting, parent alienation, and kidnapping.

18. *Synchronous learning* - instruction occurring at a scheduled time with an instructor.

19. *Transformative parenting technique scale* – is an academic scale created for parents to define where parents would like to be, including detached, doting, domineering, dependent, and tranquil parenting.

## Summary

The data collection and analysis strategies included interviews and letters written by parents who had completed the program. In addition, the qualitative case study allowed participants to discuss experiences, thoughts, and feelings describing perceived effectiveness within the program to help instructional designers understand why parents do not complete the courses. This understanding helped future instructional designers create curriculum content, learning techniques, and strategies effectively to help parents keep custody of children within intact and separate households.

**CHAPTER TWO: LITERATURE REVIEW**

**Overview**

Instructional design theories synthesized in this study emphasize the connection of technology with non-traditional adult instruction noted in this section. Kearsley & Schneiderman's (1998) engagement theory is the conceptual framework and foundation for this examination. The theoretical framework section explains the engagement theory. A comprehensive review of the literature follows the framework. This review was vital to creating a successful instructional design, including collaboration, project-based learning, and meaningful and transformative learning techniques.

**Theoretical Framework**

Engagement theory is a constructivist approach that recognizes prior knowledge while learning new material (V & A, 2016). The social learning theory reports that people learn and behave while observing the environment (Bandura, 1977). The social learning theory and social constructivism theory express the importance of collaborative learning. Meaningful learning theory believes that understanding previously known or experienced materials allows the learner to connect with new materials (Dabbagh et al., 2018; Sexton, 2020). Engagement theory is a framework for effective teaching and learning within a technology-supported environment (Kearsley & Shneiderman, 1998). The basic principles of engagement theory state, "by engaged learning, we mean that all student activities involve active cognitive processes such as creating, problem-solving, reasoning, decision-making, and evaluation (Kearsley & Shneiderman, 1998, p. 20). Engagement theory has three main principles. The first principle is project-based. Just as a workplace expects employees to be involved in communicating, making plans, managing responsibilities, and using appropriate social skills, Kearsley & Shneiderman (1998) believed

students should too. Second, instructors should create collaboration techniques outside the classroom, allowing meaningful communication with peers. Third, meaningful focus facilitates students working on a project that is more significant than themselves. Problem-based learning approaches lend to the second principle of creating meaningful learning experiences (Günüç & Kuzu, 2014). Students may not have the opportunity to choose the topic of the activity, but students can define the project's tasks and ideas within the project. Engagement develops when the students can be active agents in learning (Nolen, 2019).

Being an active agent makes learning more purposeful than reading a book and answering questions. Instructors act not as content sources but as resource guides. The instructors must explain how to navigate and complete assignments, use the technology, collaborate, and share findings effectively in an online course. Engagement in online communities brings people together when students share development and focus during activities (Nolen, 2019). After introducing themselves through a biography, Kearsley & Shneiderman (1998) recommended organizing students into teams according to their interests and past projects. The teams could have two or three students completing tasks that are natural to the topic with an audience, reviews, evaluations, and publications, giving the incentive to do the best job. The third principle donates, which means the students provide meaningful project results, which could be for a group, most often for someone else, like a teacher or someone else. Students become more motivated with the understanding of project needs. The outcome and recognition could feel rewarding. Nolen (2019) stated that motivation enables the will to engage in content meaningfully.

Engagement theory aligns with the transition to the workforce and lifelong learning. Although engagement does not require technology, the engagement theory helps deliver

instruction using technology. Technology is essential and contributes to increasing student engagement (Günüç & Kuzu, 2014). Kearsley and Schneiderman (1998) believed technology could be a tool to enhance engagement. Advanced technology, such as an educational learning management system, can provide a space to create online tools for assignments, discussion boards, and collaborations of projects. It is meaningful when accomplished with a learning method that matches the student's needs well.

## Related Literature

The related literature conveys six themes: the history of family court, parenting challenges, parental legal concerns, parenting resources, societies' focus on parenting, the ID field, related frameworks, and technological advancements. This chapter summarizes how ID and engagement theory relate to parenting instruction. Although the articles within the review compare considerations crucial to the research, the findings revealed considerations for design updates. The literature shows how non-traditional adult learning is unique for those in traumatic situations such as complex post-traumatic stress disorder (CPTSD). State procedures and technological advances provide opportunities to evaluate and analyze to ensure a learning design has effective methods, models, learning objectives, learning activities, and assessments using ID practices.

### History of Family Court

Before 1848, rights for families and preventing cruelty to children were almost unheard of in America. Families followed the Colonial American or British-English Common Law since 1066. Children and women were the husband's property, and fathers were responsible for all financial and family matters. In a traditional family structure, women tended to do as the husband said, to do household chores and childcare. Fathers kept custody of the children if the

parents were separated or divorced. Dissolution was allowed only if the wife committed adultery. Discrimination was routine for women who had children out of wedlock, even in cases of rape and abuse. However, women began to voice a need for change when they entered the workforce.

**Equal Rights Amendment**

Significant equal rights in family matters date back to the 1848 Woman's Rights Convention when the Equal Rights Amendment (ERA) was written. The United States Constitution accepted ERA in 1971. The amendment passed in 1972 but needed 38 out of 50 votes to be accepted. Finally, Virginia accepted ERA in 2020, becoming the 38th state. According to Section 3 of the amendment, ERA had a two-year waiting period from the date of ratification. On January 27th, 2022, the ERA officially went into effect. During the fifty-plus years since the amendment left Congress, legal distinctions and prejudices should have stopped between men and women when deciding details about the divorce, property, employment, and other matters. Equal rights for all American citizens, regardless of sex, changed custody orders. After a family separated, courts no longer automatically awarded children to the fathers. Society no longer expected fathers to be the common law financial rulers of training, educators, and supporters of children, nor viewed children as property.

The industrial revolution took fathers out of the home, leaving the mothers to care for family affairs, finances, and the children. Fathers took their children to work or sent them off to help support the family. European countries created the Tender Years Presumption Doctrine in 1839. That same year, America made the Custody of Infants Act to keep children in the mother's care until the children were 7 years old. Younger children were no longer working in labor roles. The Equal Protection Law, also known as the 14th Amendment, gave equal rights to life, liberty,

or property, without due process of law and equal protection in 1868. Regardless of prior nationality, all families followed the same family laws.

In 1873, the Custody of Infants Act moved from keeping children with mothers until the age of 7 to mothers having the children until 16 unless the mother was found guilty of adultery. The Children's Bureau began to protect children from harm in 1912. However, society documented that abuse and neglect happened while fathers were away working, and mothers tended to day-to-day needs. In 1918, local donors built an orphanage in Southeastern Michigan for children with abusive and neglectful families, housing 30 to 40 children from birth to seventeen. All American children had to, at minimum, attend elementary school in 1918. Women's rights to work, own property, and obtain an education began in 1923. Reports of abuse and neglect rose as families needed two incomes to support the family.

In 1960, almost one hundred years after the Custody Infants Act, father's rights groups began to show concern that mothers had custody of children showing an increased interest in custody. The social and societal revolution between 1960 and 1967 began equal rights to child custody actions as the rights are understood today. In 1962, the Social Security Act began providing funds to Child Welfare Services, AKA Child Protective Services (CPS), to investigate, report, and provide family interventions. Since 1963, there have been tremendous laws, amendments to the constitution, alterations in family matters, child abuse cases, and neglect. Women gained the right to equal pay in 1963. The Department of Human Services was created in 1965, overseeing the welfare of children and domestic relationships. In 1970, social services and the child development field publicly acknowledged fathers' essential contributions to a child's life by ordering parenting time be provided. As a result, more significant numbers of women began to join the workforce.

**Family Courts**

The idea of a family court began in the early 1970s. The circuit court family division began creating definitions for plaintiff, defendant, active duty, agency, attorney, child, deployment, grandparent, guardian, parent, and third person. In 1889, the United States defined parenting time requirements as needing to be reasonable. However, the term "reasonable" is subjective. Michigan created its family division of the circuit court in 1989. The family division does not combine juvenile court and probate court into the circuit court's domestic relations or family court division. As of 1996, an attorney and social worker for the child or guardian ad litem can submit written reports to the circuit court family division and probate court helping with custody matters. Some courts have all family matters in one court. It was interpreted that the restorative process would replace the criminal justice model. However, the criminal model is still used for parents who do not pay child support. For example, parents could be jailed for not paying child support and have their vehicles towed or taxes deducted. Other Michigan court districts have parenting matters about divorce and separation flow through the family division of the circuit court. Courts work with the Friend of the Court (FOC) and referees to help with disputes. Each county district court has a family court flowchart in child cases with state interest.

The probate court creates family orders regarding guardianship, foster care, adoption, abuse, and neglect cases. The circuit court family division mainly makes parental court orders for separation and divorce cases. For example, families could have a court case in probate and circuit court family divisions. Judges have discretion in using the criminal or the restorative model. The Southeastern Michigan district's local probate and circuit court family division uses Best Interest of Child to determine the children's needs with two unique flowcharts for families

in Michigan. United States probate court and circuit court family division refer to 12 factors while determining custodial rights, services provided to the family, or the child's removal.

Single parents, parents who divorce or separate, could request child support from FOC and begin a hearing for parenting time. Michigan refers parents to FOC and a prosecuting section of the courts when applying for state services. A parent could request help identifying a parent with a paternity test. Parents who have not gone through the courts could utilize the court services later to begin services long after the divorce. Parents can ask the court to intervene when new circumstances arise. Finally, parents could request the courts to show cause for an order not followed. Parents can represent themselves or retain an attorney. Attorneys file all appropriate documents with the courts. Parents rely on the attorneys to share everything to prepare for the battle to win. These parents do not know the laws. Parents representing themselves would need to learn how to express themselves well. FOC completes a financial review of the parents. Parents may opt-out of the services. Judges designate the funding to transfer through FOC if child support is determined. FOC automatically collects a fee for this service during each child support payment. Parents could choose alternative agreements without going to court by asking the judge to accept an order or request an evidentiary trial.

**Civil Court Family Division**

The parent who files paperwork to begin claims to the circuit court family division automatically becomes the plaintiff. The person responding to the allegations is automatically the defendant. The judge hears both sides and any witnesses called in a trial. There is a misconception that parents "win" or "lose" during this trial. Attorneys and witnesses submit evidence during an evidentiary trial. The judge reviews the evidence and determines custody and marital division of property. Parents who use abuse and adultery as evidence for divorce and

custody may be surprised. Claiming child abuse or neglect charges against a parent in circuit court family division begins an investigation through probate court. Adultery used to be a reason for divorce but is not evidence of a parent's moral character in Michigan. Parents can decide to divorce due to irreconcilable differences. This process may involve multiple court appearances to finalize agreements before the judge grants the divorce.

After the case begins, the judge orders parents to attend the *Smile* program as a preventative attempt to introduce how to co-parent. Parents may attend mediation with attorneys, Southeastern Dispute and Resolution Services (SEDRS), or a mediator through the courts. If parents cannot decide, the judge could decide on a property arrangement, finances, parenting time, holidays, and child support recommendations by FOC. Parents may ask for assistance if there are changes, incorrect information, errors, or significant alterations. Parents and the judge must sign the order. Mediations, referees, and parents requesting an update to the order are required to be involved. Mediators do not make decisions for parents, and referees do not make decisions on all matters. Naturally, parents may request help updating or making changes to an order. Requesting alterations could become costly if parents hire attorneys. Parents can turn medical bills in through the FOC for reimbursement from each other. Therapeutic parenting instruction or the program's intervention is available when parents repeatedly return to court due to counter-parenting, parent alienation, or fighting.

In some cases, parents have lost custody to other family members and foster care in high-conflict cases. Family members can retain guardianship when both parents lose custody. Parenting instruction to learn the probate court and circuit court's family division processes allow parents to gain the knowledge, skills, and attitudes (KSA) required to transition into a mindset to achieve parenting goals instead of fighting.

Some high-conflict family cases involve intentional challenges of domestic violence and intimate partner violence (IPV), as well as physical, emotional, verbal, economic, religious, reproductive, sexual, and manipulation challenges. For example, parents repeatedly report false income or file for child support while deciding not to work to their potential. Parents do not give each other an equal say, or the attorney for the state may not have enough time for the parents to provide fair representation. One or both parents may contribute abuse tactics of stonewalling, gaslighting, isolation, power, and control, traumatic bonding, abuse, neglect, false restraining orders, fear, false accusations, toxic stress, cognitive overload, counter-parenting, parent alienation, parent alienation syndrome, shame, negative coping techniques of drugs, alcohol possibly leading to CPTSD, in addition to parents use many additional tactics to manipulate their children/each other. Another challenge is when one parent alienates the child from the other parent by creating problems or relocating, so the child and parent cannot have a relationship during reasonable parenting time. This type of case may go to court often to prove who is the better parent or make the situation overly complex, asking the courts for the child to spend less time with the other parent. If the alienating parent fails, they may find loopholes to harm the other parent financially, where they cannot afford to provide for the child. The techniques could be accomplished by repeatedly taking the other parent to court to place financial burdens beyond reasonable means or calling CPS or Medicaid fraud where hiring an attorney is necessary. These alienation tactics also cause cognitive overload altering the parent's ability to deal with stress making them physically ill and mentally exhausted, possibly leading to additional health concerns and costs. These actions are often determined frivolous in the courts as alienation is extremely difficult to prove while courts use their child custody evaluation methods.

**Twelve Factors**

  Courts use the Child Custody Act of 1970 (CCA), also known as the Best Interest of Child, to determine custody with 12 factors (see Appendix I). The 12 factors include emotional, financial, and proximity measures. Circuit court family division refers explicitly to the child's best interest when determining parenting time and custody arrangements during separation when the parents cannot make family parenting plan decisions regarding how to raise the children or coordinate schedules. The probate court and circuit court's family division tally the evaluation and select a child's outcome. CCA also gave children the right to spend visitation or parenting time with the non-custodial parent. In 1971, courts arranged the trial and appeals process for custody orders. Appeals were determined possible for abuse, neglect, errors, or significant issues. Even with apparent mistakes made by the courts, families would have to hire an attorney again to prove a need to correct. Michigan adopted CCA in 1981. CCA is the basis for most circuit courts' family division determinations to litigate balance with families.

  On the contrary, parents seeking resources can learn how to gain sole custody of a child in a custody battle with step-by-step directions on manipulating the ex-spouse and the system. Attorneys who like to battle and seek regular financial attainment gravitate toward these aggressive parents. Other attorneys seek mediation and parental agreements. Finally, the courts may intervene if they notice high conflicts and believe interventions could be successful. Interventions usually happen when judges notice high-stress levels or repeated court appearances.

  **Emotional Factors.** The emotional factors measure the ability of each parent to provide love, affection, and emotional ties. The Southeastern Michigan orphanage closed in 1970 when courts found orphanages did not provide the encouragement and facilitation to continue close

parent, grandparent, or adoptive parent relationships to provide these ties and guidance. Facilitation and fostering connections continue to be a theme years after Be Interest of Child. In 1979, a California family obtained the first joint custody order. Michigan adopted Best Interest of Child as a standard practice in 1980. This Act mandated that attorneys and courts must notify parents of the court of joint custody options. Parents' roles were custodial, full, sole custody, joint custody, shared custody, and legal custody. Sole custody is when one parent has both legal and physical custody. Joint custody is when both parents have both legal and physical custody. Legal custody refers to who is responsible for meeting educational, religious, and physical needs. Most parents with full custody have full physical responsibilities while sharing legal custody. CCA accepted Grandparent time requests in 1982.

Emotional factors include the mental and physical health of all parties involved. During the recent Corona Virus Pandemic (COVID-19) of 2020, parents in stable homes found ensuring that children received proper mental and physical health and education via distance learning increasingly challenging. Parent education became increasingly sought after as a result. The children's mental stability became more important than educational achievement during isolation. Some parents who isolated their children from the other parent took advantage of the pandemic to further remove the other parent from their children. In the 80s, therapists defined parental alienation syndrome as when parents reached out for psychological and instruction services for the needs of their children. Again, the circuit court family division supported the fostering of relationships. Families were to continue following parental court orders during COVID-19, especially regarding parenting time or alterations as agreed by both parents. COVID-19 created a need for provisions during stay-at-home orders by the governor. Even though Michigan released an executive order to follow the parental court order during these

provisions, custodial parents kept an unknown number of children away from non-custodial parents for over two years. Non-custodial parents did not have the funds to hire an attorney with the poor economy and job loss. Child support and parenting time did not change due to job loss. The circuit court family division was exceedingly busy with show-cause requests by parents who could fight for parenting time. Not all parents foster relationships with each other. Children in these cases have not spent time with both parents in over two years. These families may need instruction or interventions for reconciliation and reunification. Parents who did not receive parenting time with their child, supposedly due to COVID-19, attempted to ask for the time back. Some parents received the time, while others did not. The responses to this alienation were not consistent and varied case by case. This study found that children accuse the non-custodial parent of not being there and not caring, regardless of if they paid child support.

**Financial Factors.** Financial factors used to determine custody include if the parent can provide the child with food, clothing, medical, remedial care, a permanent home, and how long the parent has provided a stable, satisfactory environment. Parents needing assistance rely on WIC and DHHS for support. Circuit court family division determines the percentage of support each parent is responsible for through the FOC Child Support Order Recommendation Modification process. FOC calculates child support, collects from non-custodial parents, and distributes support to custodial parents or parents who make less than the other parent. Parents can use many loopholes to avoid paying child support. For example, parents can easily say they work part-time or do not work while the other works full-time. The parent who gets what they want most naturally is the parent who pays the most using attorneys and court proceedings. Shared parenting time does not dismiss child support but tends to deviate from the standard formula. Each parent may request a financial intake every three years. In case of errors in the

intake process, parents may request a referee hearing or request to use their given intake; otherwise, they can pay a fee for an additional intake.

Parents' wages are calculated per month. The other parent's wages can be determined using an annual salary divided by twelve months. The process is not consistent. Although the state of Michigan stands by this calculation process, the person entering the data can enter the income as they choose, which may be different each time, even in the same case. There are rules that parents do not know, such as parents who are paid on a teachers' scale to work nine months a year may be regarded as working to their full potential. Parents cannot work less than their full potential to avoid paying child support. In cases with parents on a teacher's schedule, the nine months' income gets divided into 12 months, ultimately forcing the parent who works full time to pay child support regardless of if the parent is a teacher or if the children are over the age requiring supervision if the referee or judge decides. The Friend of the Court could adjust child support calculations by determining the child support a parent could provide, called full potential. The definition of full potential depends on the person creating the recommendation or order's opinion. Therefore, this calculation is not a foolproof way to ensure the correct amount. For example, one parent could work full time while the other takes months off. When this happens, the parent who works full time has to pay child support to the parent who works less.

Most parents believe that 50/50 shared parenting will likely eliminate child support. However, that is not always the case. There are many loopholes and unwritten policies that usually influence an order. Parents would need to object to the order, mediate or attend a hearing with a referee to try to change the order. If either referee or mediation does not work, parents could go before a judge to ask for help. The Michigan Child Support Formula defines withholdings and other matters affecting child support, such as bankruptcy, school loans, and

other mandatory payments. However, again, consideration depends on the opinion of the person providing the recommendation or hearing. The objection process can become very expensive and ineffective depending on whether agreements are created, whether the referee or judge believes the change is needed, and whether the attorneys presented the case well. A parent may even fight to receive custody of a child if they do not believe the other parent can provide and then turn around and ask for child support from that parent a few years later. Judges are not able to look at the history of the case. They only look at the current case details.

Circuit court family division began creating definitions of active duty, agency, attorney, child, deployment, grandparent, guardian, parent, and third person. In 1982, the age for a child to receive support determined by FOC changed from 16 to 18. Exceptions to this support order determination include if the child lives with the custodial parent and is still in high school full-time until 19 and 6 months. Michigan waited until 2011 to change the age to 18 instead of 16.

The Child Support and Shared Parenting Report Card created by Family Court Reform graded Michigan with an A- in 2022 (National Parents Organization, 2022). FOC does not award child support when parental income and parenting time are equal. The amount of child support and parenting time gradually change depending on each other. As a negative, the high threshold for calculating the Michigan parenting time adjustment is 69 days. 50/50 parenting time is considered 182.5 overnights for each parent. Parenting time adjustment for child support calculations considers parenting time adjustment's effect on two households but does not consider fixed costs needed for two homes. The medical cost, additional children outside of an order, and tax brackets could be determining factors. Transportation costs are not part of the equation. The courts typically choose the time division if the parents cannot agree. The division of time is a factor in the amount of child support. Non-custodial parents want to have equal

housing and abilities as custodial parents. A non-custodial parent who does not have appropriate accommodations for parenting time is incredibly hurtful when the custodial parent is the parent who relocated the child. This non-custodial parent is often the parent who provides transportation and health insurance. The custodial parent has the opportunity not to work and receive assistance for fixed costs, housing, medical, food, and financial support from Michigan. Custodial parents can request help with clothing, holiday gifts, and meals. The parent paying child support is automatically chosen as the non-custodial parent in the courts, even in 50/50 legal and shared parenting time orders. Non-custodial and custodial parents give up on co-parenting successfully when intervention does not work. Intentional harm does typically not stop without interventions.

**Proximity Factors.** Custody and parenting time are related to the proximity of the child's school, community records of the child, and the other parent. Parents must reside in the surrounding area of the child's jurisdiction, or both parents can agree to move to continue a good relationship. Parents who move out of the region have received unique parenting time during holidays and school-scheduled breaks. Regardless of location or parenting time agreements, the circuit court family division ruled that both parents may have access to the child's information. This information is not limited to medical, dental, school, daycare, notifications, and education records unless a protection order states otherwise. Resources have had a procedure for parents to request copies of documentation since this became a ruling in 1997.

**Michigan Law**

Michigan state law and parental rights explain how natural the fundamental right of parents and legal guardians is to determine and direct children's care, teaching, and education. The public schools of this state serve the needs of the pupils by cooperating with the pupil's parents and legal guardians to develop the pupil's intellectual capabilities and vocational skills in

a safe and positive environment. Due process precludes a government from interfering with parents' fundamental liberty interest in making decisions regarding children's care, custody, and control absent a compelling state interest. The circuit court family division and probate court create orders if the parents do not agree on the care of the children or provide a safe environment. The schools, however,  still need to provide a way to process two homes in their databases. As a result, information is sent to one parent while the schools believe that parent will share, which does not happen in most cases. Unfortunately, the courts believe the schools send information to both parents at the parents' request. This misunderstanding of the school system causes a conflict between the parents, especially in abusive parental alienation cases.

**Domestic Violence**

Historical custody case documents mention domestic violence, intimate partner abuse, child neglect, and abuse. In 1970, the numbers of domestic violence reported were high in SEM. As a result, a domestic violence shelter opened in 1970 to provide temporary stable living arrangements for women and children. This shelter helped parents seek legal counsel and emotional support for families. Michigan Domestic Violence Prevention and Treatment Board, local cities, and additional donations funded the shelter. Soon after, women had more control over family decisions.

Women gained ultimate control of choices, including having children or not, when abortion became legal in 1973 during a case known as Roe v. Wade. The court determined that families and doctors had the right to decide what was best. US Supreme Court overturned that decision in 2022, reporting they did not believe it was in their jurisdiction to grant, giving the decision back to the states. Voters will take to the polls in November of 2022. There is a disagreement about if it is a woman's right to make her own choice for her body or if abortion is

abuse. At this time, abortion is not legal in some states, even if it is medically needed or in cases of incest or rape of an adult or child. According to November 8, 2022, Michigan Proposal 3 election ballot, which passed, the proposal would create a state constitutional right to reproductive freedom, including decisions *about all matters relating to pregnancy*, such as abortion and contraception. A majority of voters said yes, resulting in residents having the constitutional right to reproductive freedom.

**Neglect and Abuse**

In 1974, the Child Abuse Prevention and Treatment Act (CAPTA) began protecting children from abuse and neglect, primarily mental, physical, or sexual. CAPTA authorized federal funds to improve the state's response to physical abuse of children. CPS began the Family Preservation and the Adoption Assistance and Child Welfare Act to keep children out of foster care or other out-of-home placements in 1980. The goal was to initiate reasonable efforts as interventions to preserve the family. In 1985, the Supreme Court ruled in favor of the Michigan Hearsay Exception to reinstate the common law tender age rule in sexual abuse cases. In 1990, the circuit court, family division, and probate court decided a warrant could obtain a child. In 2001, parents could change the child's residence to seek safety from a threat to protect the child from abuse until the circuit court family division approves the relocation. Parents may relocate to better the child's life when relocating complies with the current parental court order or a recommendation to alter parental court orders by continuing to provide reasonable parenting time. In 2017, Arkansas added the relocation needed to give an approximate proper equal time division. Parents had referred to this relocation ruling when they kidnapped their child without regard to a court order.

Intimate Partner Violence Mandatory Reporting began in 2003. Before this law, the domestic victim would have to press charges independently and start a civil case against the accused batterer. Mandatory reporters can report abuse and neglect to the police on domestic partners and children. The Keeping Children and Families Safe Act of 2003 reauthorized CAPTA adding the Community-Based Family Resource and Support program with community-based grants to prevent child abuse and neglect. Child neglect and abuse cases take place in probate court.

**Probate Court**

The probate court process begins with referrals to an agency such as CPS through a report of negligence or abuse. A CPS caseworker investigates the parent or parents, interviews witnesses, including the child, drafts a statement, and gives the notice to either close the investigation or continue. Next, the CPS caseworker provides information to file for neglect or abuse of each other and begin a separation or divorce. The CPS caseworker reports results to the courts, social workers, attorneys, and the State of Michigan. CPS may repeat observations while the children may go to foster care. Parents begin seeing children one week after removal. Finally, the caseworker provides a parenting plan with suggestions to the court for interventions.

The judge starts adjudicating by reviewing the evidence and arguments, including legal reasons by the opposing parties or litigants. Next, the judge determines the agency's and parent's rights and responsibilities. Parents follow the family parenting plan, complete interventions, and attend parenting time. Interventions could include the program, abuse counseling, drug counseling, domestic violence instruction, drug testing, order for the parents to find housing, gain a license, GED completion, transportation, employment, therapy, and therapeutic parenting instruction. Sometimes the parental court order states that one parent cannot be around the other

or a third party. The courts immediately remove parental rights in convicted sexual abuse cases. Together with attorneys, social workers, guardians at litmus, guardians, foster parents, prosecuting attorneys, tribal representatives, children over 11 years of age, and any other person the court calls on can be witnesses. The reunification process begins after reviewing progress and completion at different court dates. Next, the courts create a permanency plan for adoption through foster care. The court moves from the adjudicatory role to a supervisory role overseeing the agency's timely placement of the child. The placement goals and process begin after that. The court examines the appropriateness of the permanency options, including a relative, guardianship, adoption, or any other plan presented. Either way, a court termination hearing ends the court's jurisdiction over the child. Parenting instruction for these families includes an instructional plan beginning with time management, transformative methods, and the instruction requested by the courts.

**Alternate Guardianship**

In 1993, families and the state could request guardianship of a child in probate court. As of 1993, parents convicted of criminal sexual misconduct of their child or any other non-consensual sexual penetration cannot have custody, must pay child support, and lose custody rights to any sibling of the child sexually assaulted. In that same year, a third person could request guardianship of a child. Third-person conditions must be related to the child in the fifth degree, submitting the request in the jurisdiction of the child's address if known, and providing disclosure to the parents, the parent's attorney, and a court-provided attorney.

In 1997, Congress approved the Adoption and Safe Families Act (ASFA) to prioritize child safety. The belief was that the Family Preservation Act was too lenient and harmed children. This concurrent planning includes removing children immediately from sexual abuse

situations. This act provides strict timelines for parents to understand interventions while children are in foster care services or the courts terminate parental rights. Foster care's cutoff for reunification is 18 months. The local CPS or state in jurisdiction holds the child's legal rights, while the foster care provider is responsible for the child's day-to-day care. Foster care began to reorganize. For data collection between 1999 and 2019, foster care providers used a federal reporting system called the Adoption and Foster Care Analysis and Reporting System. Children in foster care continue to have anxiety, depression, and eating disorders.

The Department of Human Services (DHS) became the Department of Health and Human Resources (DHHS) in 2015. This combined public health, mental health, social services, public assistance, child and family welfare, CPS, foster care, adoptions, juvenile court, domestic violence, and child support services. Parenting coordinators are go-betweens to help between the services and parents, separated parents, sometimes probate court, and circuit court family division. In addition, DHHS provides funding for parent resources, including therapy and parenting instruction. The Master Schedule process must approve the therapist. The local DHHS director must approve the instruction.

The previous federal process using the Adoption and Foster Care Reporting System is now a national resource as of 2019. Children are provided specifics about their foster care placement since DHHS implemented the Rights and Responsibilities Act in 2019. The act ensures children are treated with respect, free from discrimination, and live in the most home-like surroundings with the needed items and personal belongings. This act protects children from physical, sexual, emotional, or other abuse, free from cruel, harsh, or unnecessary punishment, including hitting, spanking, and discipline in a manner appropriate to their developmental, maturity level, and medical condition. Children should be placed with siblings and allowed to see

their parents. They also have a right to religious freedom, cultural heritage, placement in a family, and access to all available services like care, treatment, and benefits. The state of Michigan or case judge orders services for each parent. Guardians may participate in instruction with or without the parent.

**Parenting Resources**

Circuit court family division and probate court may require parents to attend community resources and parenting courses. Some resources are provided/conducted directly through the state, while some are through private non-traditional organizations. In addition, parent resources have updated as society matures and significant world factors change. State representatives decide what help each parent needs.

**Federal and State Resources**

The Michigan Department of Community Health began in 1996. Community-based programs include the Woman, Infant, and Children (WIC) program as a nutritional supplement federally funded since 1997. In 2012, Southeastern Michigan FOC began requiring divorcing parents to attend a parenting program called *Smile*. This training consisted of a video showing parents how to and how not to parent through separation. This panel included a court representative, a local FOC instructor, and parenting instruction. The *Smile* program moved to an online service in 2017, and the panel stopped. Research has shown that a four-hour online program or video (Ferraro et al., 2018) was not sufficient, practical, or realistic to help every unique situation for parents. This static course would not help with specific questions and the care needed for parents to heal. In 2022, the *Smile* program and other eight-hour asynchronous distance learning parenting courses for divorcees and separated parents became available on the local court website with no in-person interaction between teachers and students and no

observation of knowledge, skills, or ability. An organization provides them outside of the state of Michigan. The courses are low-cost and include a preventative course in co-parenting, a course for high conflict, and a course for children of divorce. Transformative parenting instruction can provide information to parents via distance learning courses, observation, and individual assistance.

Further studies can determine if transformative parenting instruction can add additional support to already busy schedules. Individualized instruction plans need to be included in the online courses. All parents complete the assignments regardless of relevance. Transformative parenting instruction would need to create additional materials on a case-by-case basis. Divorcing parents currently pay for parenting instruction programs. Parents in probate court receive parenting and parenting instruction services paid for by Michigan. There were no online instruction referrals for parents in the probate court. Transformative parenting instruction provides curricula such as Love and Logic or Breakthrough Parenting for parents in probate court. A program is an option for high-conflict cases when no other interventions work.

**Private Resources**

In 1984, the Care Pregnancy Center began providing services in the same town as the parenting program in this study. As of 2016, Care Pregnancy Center, schools, and local non-profit organizations provided face-to-face online parenting and co-parenting education. In 2021, the Care Pregnancy Center (CCA) announced receiving a grant to enable more extensive group, face-to-face instruction for the care of children. The waiting lists to attend classes with CCA were increasingly long during COVID-19. Multiple resources are available from organizations promoting awareness of specific parenting challenges through unique lenses. For example, the Children's Rights Council began in 1985 by presenting the Child's Bill of Rights for children of

separation and divorce written from a child's point of view. Time to Put Kids First and Erasing Families are two organizations that share high-conflict information and reunification techniques through social media and their websites.

**Southeastern Dispute and Resolution Services.** In 2012, Southeastern Dispute and Resolution Services provided transformative mediation services as an option for civil and family affairs, including parenting, divorce, separation, and domestic violence screening, where parents have an equal say in making their decisions. The steps include open statements, joint discussions, private discussions, negotiations, and settlements. The goal is to provide a safe place for making decisions. There are two forms of mediation with an attorney. Evaluative mediation is when an attorney evaluates the situation and suggests a resolution. Facilitative mediation is when the attorney facilitates the ability of parents to mediate. An attorney or certified mediator may provide results of the mediation ready for probate court and circuit court family division. If the judge is available, an attorney can immediately contact the judge to change a parental court order. Parents may need to learn which type of mediation attorneys provide. Misunderstanding could cause a conflict between parents who think they are mediating to make decisions without outside influences.

Mediation through Southeastern Dispute and Resolution Services or a locally certified Dispute Resolution Service personnel in the community provides free problem-solving for custody and settlements. This provider uses peacebuilding and restorative techniques, conflict resolution, and domestic violence screen services to create a family parenting plan for reunification, instruction, parenting, or intervention involving stakeholders and parents, all equally with or without attorneys (Kressel et al., 1994). A round table meeting with the courts, parents, attorneys, social workers, foster care providers, and other stakeholders works the same

as the five-step mediation process to state positions, discuss options, agree, and document any changes they feel necessary in the family's lives (Knickle et al., 2012).

  **The High Conflict Parenting Instructional Program**. The instructional program in this case study began in 2016 and created an independent parenting instructional plan specific to each parental court order and the parent's needs. The takeaway from the course is that the parent demonstrates an understanding of required instruction, a parenting plan including parenting time, legal decisions with or without discussing each other, and coping techniques. The parent can then take the parenting plan to the circuit court family division, asking for assistance from the judge to prevent cruelty to children. The program's model includes community resources in the family parenting plan, restorative practices with a holistic approach, social justice strategies, and trauma-informed techniques. The holistic approach stems from the holistic psychological model, believing people are willing and able to make changes to develop positive relationships with the parenting educator (Gregory & Levy, 2013).

  In addition, social justice teaching, modeling, mentoring, and fostering are acceptable acts in society while also keeping ahead of unacceptable behaviors regarding equality for all (Chambers, 2016; McPhail, 2021). The program advocates for a change in policy and procedures that do not promote equality. An example of using a social justice or holistic technique would be to collect data consistently on parent behavior, including a fair interview of the parent's version of the situation during mediation or round table discussion to find an achievable intervention. It is common and advantageous to understand parental patterns of parenting styles and for parents to self-identify their parenting styles during transformative learning techniques (Ferraro et al., 2018; Hunt, 2013; Hunt, 2013).

Parenting instruction programs attempt to intervene through parenting instruction, adding tranquility to family challenges and preventing cruelty to children. Parents in the program create a family parenting plan specific to each parent's needs. Each course ends with a completed family parenting plan, the knowledge, skills, and attitudes parents need to progress and adjust. In addition, each study in the program included information on counter-parenting, parent alienation, mediation opportunities, and the choice of Christian influence. Parents may attend together, simultaneously, or on their own.

*The Acclimation Course.* This course is for domestic court cases and works towards a new family balance while transitioning. Subjects taught in this course are finding what is best for each family with conflict management, blended family parenting skills utilizing the separated parenting technique scale, self-identifying levels of parenting styles, tranquil parenting, co-parenting, parallel parenting, counter-parenting, parental alienation, domestic mediation, coping techniques, family-centered goals, and preventing cruelty throughout a parental separation.

*The Enrichment Course.* This course allows probate court parents to explore creative solutions using total inclusion and a family-centered approach. In this course, parents find their family's unique ways of overcoming disagreements by sidestepping a fight and mentoring obligations while gaining respect simultaneously. These techniques help them lessen challenges, avoid strained relationships, instill obedience, adolescent dilemma mastering, trauma-informed expressive art therapy techniques, and how to keep kids busy so children do not keep parents busy.

*The Transformative Course.* This course is for parents who independently register for the parenting course or in addition to a parental court order. This course is unique for each family as parents consider prior knowledge and current events. The parenting style questionnaire helps

parents understand themselves more using the transformative parenting technique scale, self-identifying levels of parenting styles, including dependent, domineering, doting, detached, or tranquil parenting. Parents evaluate innovative ideas, experience reflection, and engage in future planning for the same home, separated or blended homes, including separated/divorced parents. This course reduces stress on parents during court proceedings. Parents cause stress by agreeing to matters before they have the time to understand. Parents often approve specific services or service providers without understanding the options. Sometimes attorneys threaten parents to decide now or go to trial. Deciding now is made out as a benefit. Judges express how happy the parents are that they have agreed without needing a judge. Parents find the orders are not what was agreed upon or intended. Transformative and transitional processes illuminate surprises and resentment.

**Possible Parenting Instruction Models**

When combining trauma-informed, transformative, and inclusive models with parenting instruction, parents can begin to heal, grow, and take responsibility for learning. Unfortunately, current programs may only introduce students to one of the models, while this new program introduces all three theories.

**Trauma-Informed Model.** Trauma-informed educational models help parent instruction reduce the students' cognitive load, providing an opportunity to gain experience through coping with prior traumatic experiences, building character by introducing a growth mindset, and goal setting (Brunzell et al., 2019; Leppink, 2017). Cathy Malchiodi defines trauma intervention as using expressive arts as a coping technique. These reasons align with the engagement theory and capability approach defined later in this section (Malchiodi, 2020). Next, Andragogy describes the adult education model or theory (Conner, 2012; Knowles et al., 2014). Positive adult learning

theories include self-directed learning, where the learners lead in learning experiences (Costa & Kallick, 2004; Olivier, 2021), and experiential learning, where the learners experience knowledge, self-direction, transformation, understanding, mentorship, mental orientation, motivation, and readiness to learn all comprise the adult learning theory (Conner, 2012; Knowles et al., 2014). Future research about motivation would lend more insight into aiding parental instruction success rates (Akin & Gomi, 2017).

   **Transformative Learning Theory.** The transformative learning theory considers an adult's learning while linking to past experiences, specifically the adult's habits and point of view (Fleming, 2018; Mezirow, 2018; Tsiboukli, 2020). There is a strong connection between engagement and gains in personal skills for non-traditional adult students and adult instruction (Arjomandi et al., 2018). Non-traditional learners appreciate active teaching strategies like traditional students but have different learning preferences and needs that require unique processes to deliver inclusive and differentiated content (Arjomandi et al., 2018). Non-traditional adult students have a large workload that requires consideration when creating a course load. Non-traditional students' time, effort, and interaction with classmates and instructors show higher engagement and motivation (Arjomandi et al., 2018; Collie & Martin, 2019; Nolen, 2019).

   **Inclusive Model.** Instructional design methods must concentrate more on inclusiveness for non-traditional students (Arjomandi et al., 2018). Sometimes courts order parents to complete a parenting or co-parenting course. Although organizations refer parents going through a divorce, or those with children in foster care, to instructional programs, parent drop-out rates continue for some families. Parents perceive the materials as irrelevant, that they do not help with trauma-informed practices for them or their children, and having low engagement and motivation.

Sometimes the parents do not feel supported by the referring organization (Akin & Gomi, 2017; Murray et al., 2019; Wainwright & Marandet, 2017). If the programs can find a way to help parents feel less alone and build trust, they will be more engaged. Reunification of the non-custodial parent and the child happens more quickly when parents understand each other. The reunification process between child and parent should begin sooner than later. Teens have difficulty meeting with a parent they do not trust over long periods. Parents can collaborate using techniques supported by the educator. These techniques are new to probate court and circuit court family division.

**Instruction Results.** Parents who fail to complete parenting instruction courses are fathers, parents who are unemployed, uneducated, or have unstable housing (Akin & Gomi, 2017). Further research could review in-depth why these parents did not complete parenting instruction. Other barriers to completion included mental instability or parents with substance abuse issues. Higher completion rates were seen in parents who agreed to receive help and the child had lower functional abilities (Akin & Gomi, 2017). Interventions such as relevant, specific treatment plans require immediate and continued support to engage parents.

In some cases where the course was not mandatory, parents showed no changes and often disagreed with the course techniques (Akin & Gomi, 2017; Murray et al., 2019). Research has not evaluated the new advanced assessment tools, engagement theory, and online court-ordered parenting programs. Researchers have studied CPS cases using parent-to-parent collaboration, family-based, and meaningful focus (Summers et al., 2012). The study showed that parents collaborating in court-ordered interventions have been successful. Peer-to-peer programs, stakeholder roles, decreased loneliness, and increased engagement positively affect parents' attitudes toward CPS and the court systems (Summers et al., 2012).

**Restorative Strategies.** Practical strategies for achieving effective instruction goals and restorative mindsets found that parents with a  more authoritative parenting style were more aligned to practice and learn peacekeeping techniques (Canegallo et al., 2020; Yıldız et al., 2021). In addition, parent-child relationships benefit from restorative procedures. Success begins even when perceived wrongdoing has occurred. For example, parents who are passive or indifferent are neglectful instead of being authoritarian and using punitive measures. They choose not to act too protective or permissive, using techniques with collaborative efforts to rebuild relationships and improve actions to foster caring for others. These parents learn not to yell, scold, or lecture. They also learn to involve everyone affected, including the child, and on the same level, disconnect the action from those who took action, finally viewing everything as an opportunity for growth, which proved to be the most effective (Strang et al., 2001).

**Instructor Preferences.** Once children from challenged homes became parents, these parents were interested in social justice and harmonious relationships, focusing on leading the classroom, not the curriculum (Canegallo et al., 2020). Instructors' preferences determined trust that blended and differentiated learning were best practices versus other methods (Boelens et al., 2018). Instruction using person-centered techniques showed that each person's goal might be unlike the educational outcomes set for parents as a group. The way of achieving goals may be different and not linear, or students may even have found a unique way to achieve that goal (Murray et al., 2019). Approaches may shift for initiative-taking students. Students use self-reported methodologies, achievements, and outcomes to obtain exceptional knowledge (Wormington & Linnenbrink-Garcia, 2017).

**Prior Assessments of Outcomes.** Scrutinized mothers, specifically taking gender, ethnic background or migration, and financial status into consideration, tend to become good parents.

Practical, self-sufficient workers, neighbors, and citizens who maximize value aspire to be responsible for parents' well-being at home, work, and in communities (Wainwright & Marandet, 2017). Post-instruction results in an adaptable person-centered, differentiated curriculum. Parents and foster parents who completed the course improved in trauma-informed parenting, support, caring techniques, tolerance of misbehavior, and parenting efficacy regardless of cultural differences (Murray et al., 2019). Parenting instruction benefited all study parents (Eira Nunes et al., 2021). Schramm and Beecher (2020) stated that now is too soon to determine if standard or best practices thrive and define those practices. Further studies could include students creating assessments and analyses for self-improvement by identifying and addressing the class's needs through recommendations (Schramm & Beecher, 2020). The effectiveness of the family learning educational initiative for parental and co-parental education questions what content would need to be delivered and how to implement the practice and receive parenting, co-parenting, and divorce education at the local level (Wainwright & Marandet, 2017).

**Further Assessments of the Studies.** Outcomes of additional assessments would include observing parent-child outcomes, behavior alterations, proficiency in skills, and utilizing qualified community-based facilitators trained in data assessment and diligent research design methods (Murray et al., 2019). Finding strategies to retain parents who complete and attain desired outcomes from instructional programs is vital to the community and the parents needing to gain intelligence in the labor market, in education, and in participating in the economy (Wainwright & Marandet, 2017). Parents build relationships with professionals who are referred to them. They continue to experience success and feedback from those referrals. Service providers encourage parents to continue education or mediation as children's needs change. An evaluation of the program would assess parents' success (Ferraro et al., 2016). Evaluators of

parenting programs consider programs as effective or not effective depending on the success or failure rate of the parents, not on the effectiveness of the system as a whole working with the parents (Ferraro et al., 2016).

**Unique Situations.** Historically, parenting, co-parenting, and divorce education instructional programs have been reviewed since the early transitions of co-parenting skill-building. Courts order parents to take parenting, co-parenting, and divorce or parenting education courses during divorces and probate court cases. Parents even sign up for the courses themselves, believing parenting instruction will enhance family success. However, not all parents complete the program. Considering the effectiveness of learning activities at the beginning of the program, parenting educators can predict who will participate better. Instructors can more effectively prepare instruction for the parent's needs. Even if separated, blended families, court-ordered parents and parents who come on their own have different parenting styles. All families benefit when they complete parenting instruction (Schramm et al., 2018; Summers et al., 2012). Yıldız et al. (2021) reported that parents should learn about differences in parenting styles and recognize acceptance of their differences. Analysis of parents' expectations of perfection and control could advance studies.

**Outcomes.** Family adjustments were positive when parents of children between 7 months and 16 co-parented well, regardless of marital status (Favez et al., 2019). Family well-being and high-quality relationships are the key concepts successfully documented in previous co-parenting programs (Eria Nunes et al., 2021). Eria Nunes et al. (2021) reported a small impact on efficacy, co-parenting, parent-child relationships, romantic relationships, and parents' well-being. Therefore, social policy should support co-parenting programs as much as family prevention and intervention approaches. Ferraro et al. (2016) shared that a person's level of conflict and their

limits of accepting friction may vary. In this case, parents must learn how to cope with the changes and challenges. In addition, a person's past experiences may alter their coping ability. Therefore, coping techniques vary depending on where a person is healing. Malchiodi (2020) provided coping methods using art therapy.

**Curriculum Needed.** Schramm and Beecher (2020) researched what curriculum should be included in parenting instruction. Curriculum designers, SMEs, and content builders could learn how their materials fit best in an instructional design. Family educators can learn to understand new matters and terminology as they continue learning in their profession (Wormington & Linnenbrink-Garcia, 2017). More research would determine effective measures for parents to succeed in programs (Ferraro et al., 2016). Research deemed the course content as being effective or if parents attained knowledge. Major (2000) defined that parents benefit from learning parent alienation and parenting plan course content. Transformative instruction style instructors differentiated per students' learning needs. Instructors with an adaptation belief minimally altered their trust in online instruction (Fleming, 2018; Mezirow, 2018; Tsiboukli, 2020; Wormington & Linnenbrink-Garcia, 2017). No one has defined how ID affects the effectiveness of the curriculum provided.

**Strategies Needed.** The effectiveness of instructional strategies is informally reviewed quarterly for the program in this case study. A thorough review includes looking at how a course is delivered. For example, classes designed using an online learning management tool can be completed by watching a video, in-person, in blended classrooms, or designed as a hybrid course. The following review step includes determining if the instruction is created with a person-centered style or if it is differentiated explicitly for each family. Updating the course strategies may help parents learn new practices and develop effective learning skills. For

example, parents could accomplish goals with a curriculum unique to each family's goals much easier than having each family learn everything available. Future studies may benefit by researching person-centered, differentiated instruction (DI). The essential factor while creating structure is the stages of curriculum delivery (Wormington & Linnenbrink-Garcia, 2017). Instructors with sustained experience teaching online courses are more likely to embrace online instruction.

In contrast, teachers with one year or less of online instruction experience have more adaptation beliefs. Instructors with the adaptive style had to make more changes in the curriculum while adapting to the online format. The instructors with adaptation beliefs took longer to transition to new practices and adopt shared views with other teachers. Parents who have never taken an online course are more likely to need a mind shift to participate in an online program and advance their technological skills.

**Content Needed.** Even though more studies are needed to show what should be in a co-parenting course, online lessons may have an impact (Ferraro et al., 2018). Knowing that delivery will also change as technology changes, the method of delivery best for the parent to learn would be the deciding factor more than the content of the course itself. Current literature supports goal achievement by utilizing differentiated instruction and restorative practices such as mediation, peacebuilding, and person-centered education for content and delivery of effective learning activities related to parenting or co-parenting as adult learning (Wainwright & Marandet, 2017).

**Differentiated Design of Instruction.** The research found that differentiated instruction and restorative practices are necessary learning objectives of ID for parenting, co-parenting, and divorce education. The literature needs more family analysis, especially for the children's sake

(Wainwright & Marandet, 2017). Parenting instruction for parents will need to analyze if content and structure create high value in the field (Eira Nunes et al., 2021). Person-centered and restorative procedures have worked well to build relationships and forward individual learning opportunities (Strang et al., 2001; Wormington & Linnenbrink-Garcia, 2017).

**They Were Moving Backwards.** In 2020, organizations providing parenting instruction began creating waiting lists for in-person and online parenting courses due to state-mandated health restrictions during COVID-19. Online courses may benefit the parent's meaningful activities by assessing understanding and providing available instruction not determined by the pandemic. Further research would identify what meaningful methods, models, and activities engage parents in the program. In addition, large subject content organizations establish massive online asynchronous support systems without mastery skill assessments. The use of advanced technology to determine mastery skills was not used due to COVID-19.

## Parenting Challenges

Parenting challenges begin when there is a disturbance in the home relating to removing a child, intervention required by external control, divorce, or separation breaking down the family structure. CAPTA state-mandated civil or criminal maltreatment regulations help protect children when mental, physical, or sexual abuse or neglect is reported. Interventions help parents who struggle with lack of time, self-doubt, the inability to change, financial barriers, parents learning differently than how their parents raised them, a contradiction in learning, or lack of support from the social circle (Western Governors University, 2020).

Parents who struggle with alcoholism, homelessness, finances, drug addictions, domestic violence, CPS, court cases, difficulties with their spouse, or a family member who does not participate or lies, blames, or hides the child may experience a cognitive overload. A cognitive

overload, in this case, depends on the limits of the parent's working memory and motivation to achieve goals compared to the troubles they face (Leppink, 2017). As a result, parents could give up on the interventions. However, parents who find learning activities effective may push through when these cognitive overloads happen.

Custodial parents call non-custodial parents "deadbeats" for not participating in parenting time or not paying child support. The idea of 50/50 custody is that sharing half the time would create a situation where child support is unnecessary. This idea is a myth. There is a loophole. The FOC process for determining child support in 50/50 cases allows parents to take less than full-time employment to gain support. Parents work less than eight hours a day or less than 12 months. Friend of the Court is dividing the annual income by 12, which causes the other parent to pay 1/3 of their income to the parent working less and taking summers off.

Custodial parents, non-custodial parents, and parents who have shared parenting schedules sometimes make being a great parent exceedingly tricky for the other parent. Complicated parents have gained employment at the other parent's place of work creating an unsafe, toxic environment as an abuse tactic. These parents will act against the other parent's line of work or hours of work. The continuing attacks and financial burden placed on a parent during this battle slowly create a situation where one parent must give up or lose everything. The courts look at each attempt individually instead of the pattern. The manipulated, economically abused, and coerced parent stops trying, and the nasty name-calling and ugly labels begin. These actions do not always start at the beginning of separation and could begin ten years later. The abuse is confirmed when one parent reaches out to the courts to complain about the other parent cruelly to help influence orders in their favor. When the parent finally gives up, the abuser starts working the attorneys, judges, and Friend of the Court against them. Contradictions of orders begin when

the abused parent does not know what to do and takes even more extensive steps to alienate.

Opinions from one ill-informed representative from the courts can make an order that changes a

child's life drastically. Then another view is given to create another order to overturn the initial

court order, and the fighting continues. The goal is to stop the inconsistencies and for the parents

to make acceptable temporary plans that move into a parenting plan in the child's best interest

(see Appendix I) according to the parents' wish to last during tough times. Even when families

are separated, children with special needs or health concerns need special consideration without

increasing the lasting effects of cruelty between parents. Without interventions, parents will

never make parenting plans by themselves.

A parent's unintentional challenges could be learning legal, medical, religious, and time-

sharing techniques. Parents may not be ready to change or learn, may have different

communication styles, and may find difficulty in documenting joint custody at the schools,

sharing records at the doctor's office, sharing other forms, keeping in touch with their attorney,

and defending against the other parent's attorney. They may also experience manipulation,

power, and control plays from resource representatives. Parents rely on an attorney to know how

to navigate the court system but end up playing a defense game instead. Challenges may

continue if the parent's attorney does not sufficiently explain the processes. Many challenges

include FOC staff not being well informed of all facts. The following factors could ruin a child's

life; perceived personalities between the judge, social workers, attorneys, referees, and

mediators, lack of money to retain an attorney, pay bills, keep a car, and own a house while

paying for extra resources. Parents may choose between losing their job or not attending the

interventions, court dates, or parenting time. Either way, the parents are not able to complete the

scheduled tasks. Reunification does not go well, and establishing paternity does not work out

quickly. Parents with cultural differences, language barriers, or differences in abilities may not understand court expectations. Parents may not know the laws or processes. Older generations may share versions of how the court was and what to do. This advice could backfire. Judges can reinforce the parental court order, leading to an absent parent from home. Modifying the parental court order could become expensive and complex and hurt the child when parents argue over the family parenting plan. Parents need to learn the laws to protect their rights. Recently parents have fought decisions made by judges at the State of Michigan Court of Appeals level and won. Judges have contradicted themselves, ordered custody time changes in child support cases, and have accepted guardian ad items to switch to attorney guardian ad litem roles in the middle of a case hearing. Most parents are afraid to speak up for fear of retaliation from the judges.

During this study, parents mentioned the following challenges. Parents agree that the courts could help when the other parents do not help with decision-making. It is hard on parents when they forget to focus on themselves and their kids. They use too much time battling each other. Parents sometimes forget about self-care and buy into others' depictions of their self-worth. Parents in the study do not feel the attorneys or courts want to know about the case or what is best for the children. Parents are often unable to make changes in the parenting time order, and cannot stop the other parent from taking action or making disparaging comments. The trauma from divorce and separation is not entirely known or understood. It feels like the system places fault on the parents for the trauma, and cases are not reviewed holistically. Courts that do not take action and do not hold parents accountable for not participating in the course. Parents want to know how to make the other parent participate in parenting when they do not want to be a parent. Courts need to learn how to engage parents that do not want to be in the program.

**Parental Legal Concerns.** Troubles in probate court begin when witnesses report evidence to the welfare system or Child Protective Services when parents do not have the means to provide and protect. Parents could fail to provide housing, financial resources, food, permanency, and safety from abuse and neglect (Child Welfare Information Gateway, 2020). Parents work hard to provide for and protect their children once in the federal and state system. Parents are now using funds and time to complete court-ordered resources successfully and timely manner so as not to lose parental rights. Parents find maintaining employment difficult when parenting time and resources are offered between 8 am to 5 pm. When parents are no-shows, it hurts them and their work schedules. During this trauma, the entire family could be in multiple toxic stress situations causing cumulative trauma or developmental trauma disorder in children and CPTSD in adults (Ford, 2021; Franke, 2014; Toxic Stress and Its Effect on Our Children, 2020; Van Der Kolk, 2005). Troubles come when the courts do not consider the parents' unique needs during interventions, including the time and freedom to experiment with parenting styles, to engage in self-reflection, and to continue meaningful relationships with children who need to heal from toxic stress (Franke, 2014; Freeman, 2013). Parents could fail if the parenting educator does not find the interventions worth the parent's time when there is such limited time to complete the court-ordered goals.

**Availability of Services.** The Master Schedule application to become a Michigan vendor no longer applies to vendors providing parenting instruction even though parenting instruction is court-ordered. The rights and responsibilities document states that children and families receive fair and equal access to all available services. These fair and equal services are available. However, payment for the assistance comes from the parents or other funding through DHHS. These payments from different funding sources could take until the end of the year for parenting

instructors to receive compensation for services provided to parents. Therefore, parents do not receive the services, and there is a financial strain on the parenting educator.

Children in foster care visited with parents via technology until the provisions were no longer in effect. Courts expected parents in probate court to follow orders while the economy failed due to the COVID-19 epidemic. Court orders included parenting instruction, employment, permanent housing, completing GEDs, having transportation, drug testing, health care, therapy, and a safe and stable life. Instead, the number of parents leaving abusive situations was high—these parents would have usually lost children permanently.

**Society's Focus on Parenting**

Society has seen a mix of examples of expectations for parents. Some parents are supposed to be with their children, and some are alienated or removed from their children. The underprivileged populations have been hurt the hardest. During slavery, both parents and children were regarded as property. Multiple instances of abuse, neglect, separating parents from children, and a disregard for gender roles other than the traditional family have been displayed directly by the U.S. government. Simultaneously, some agencies and people in society support and donate time, finances, and effort to prevent cruelty to children. Unfortunately, the support is not consistent.

**Orphanages.** History shows that society has attempted alternative living arrangements for children who do not have parents. For example, in 1853, over 100,000 struggling, vulnerable, orphaned children from New York were placed on the Orphan Train into Christian country foster homes to save the children from the effects of not having parents. The orphanages cared for this population of children. Since these orphanages closed in Southeastern Michigan, Catholic Charities have provided in-home foster care placements, counseling, child advocacy, and

adoption care in Southeastern Michigan counties since 1958. Donations provide funding for these children. Unfortunately, these children were and still are underrepresented.

**Underrepresented Populations.** In some cases, the government has caused child displacement by taking underrepresented children away from their homes and placing them in camps, foster care, or having American families adopt the child. It seems these underrepresented children are of different nationalities. For example, Asian, Latino, and Indigenous children are removed from their homes and made to change their lives for political reasons. The governing reasons were supposedly for safety. Once the political event was over, the children were to forgive in exchange for another policy. All are supposed to be pardoned.

Asian children were mentally and physically harmed by the armed services within concentration camps until 1942 while separated from families. In 1978, the Indian Child Welfare Act (ICWA) was adopted to protect against the high rate of Indigenous people being removed from their homes and heritage (Child Welfare Information Gateway, 2020). The Flores Agreement of 1997 required detaining immigrant parents and children separately. In 2018, the government removed children from immigrant parents seeking asylum along the Mexican border, placing refugees into temporary U.S. concentration camps or temporary foster care. An unidentified number of children were adopted without the parents being able to find them. The Department of Justice sent the migrant parents back to their native countries. An executive order changed the agreement and placed the parents and children together. This effort to reunite is ongoing. However, an unreported number of children remain in America without parents. Laws and welfare services are unique for immigrant families regardless of marital status. The citizenship of the child decides which services are provided to the family. The laws to keep

children with their parents, resources provided, and parenting instruction are not consistent, especially in cases of immigrant parents.

**Religious Views.** Even in religion, there are discrepancies in how to support family matters. In 2016, Pope Francis wrote to the Catholic people requesting that Christians give more grace to people of divorce. The pope noted that parents alone should make decisions about children. The church does not need to judge them; God will. This document asks that the congregation removes the stigma around divorce. Pope Francis wants Catholics to care for Christians who do not receive annulments before remarrying. He also warned about distorted views of the Bible, validated that a wide variety of family situations offer stability, supported feminism, and wrote to honor men and women, asking for equality across the globe. Finally, he mentioned that contraception is not a sin and emphasized the joy of having children instead. This document supported sex education for children.

**School Districts.** Schools provide sex education to students with their parent's permission. Schools also offer parenting instruction for parents interested in learning more using techniques from Love and Logic, Breakthrough Parenting, and social workers. These subjects are about discipline. However, schools do not provide instructional support for separation or divorce. The parent in the school district receives preference. Even though Michigan joint custody rates have grown, school forms, medical records, and database entries are not conducive to adding two homes to a child's records. The child needs to have a single home address, and the other home is in the "other" or "emergency" field. Society is not ready to accept the reality of joint custody without social interventions. Local schools have not taken advantage of offers from the parenting program to teach school staff or faculty about parenting or co-parenting matters.

**Parenting Instruction.** Society's parenting instruction focuses on divorced parenting styles or intact parenting styles. For example, the Parenting the Love and Logic Way says the classes are the helicopter, the drill sergeant, the consultant, or the loving and logical parent (Cline & Fay, 1992). There are multiple unique definitions for divorced or separated parent styles, co-parenting, parallel parenting, alienating, manipulating, and reports on which classes are suitable for being a parent. The entire family may struggle if co-parenting is not prioritized or executed (Blackstone & Hill, 2020, p. Front Matter).

**New Developments.** As of 2022, courts began requesting therapeutic parenting instruction for parents instead of parenting instruction. Some cases believed this meant a therapist would provide the instruction instead of an educator. A licensed and insured therapist with a Master Schedule vendor contract can provide therapy through the state of Michigan. In previous years, the parenting educator and therapist would work together to provide services. Parenting instruction is no longer a contracted service. On a good note, this cuts the cost in half for the state and requires half the time for parents to complete the services. However, this questionable terminology requires therapists to understand family law, family challenges with divorce, separation, curriculum, ID, and assessment of proficiency skills. Therapeutic instruction may cut parenting instruction out as a supporting role if judges act slowly to describe their intent for ordering the resource. The defined therapeutic instruction is for special educators in K-12 schools, not for therapists to provide instruction as the courts have ordered, although it could be beneficial. Therapists could provide parenting instruction utilizing distance learning material. Parent caseloads will strain therapists and not allow consistent one-on-one time, but online material provided in a course could help alleviate these concerns. Parenting instruction must be concise and engaging for parents to achieve court-ordered goals and pay for instruction to keep

or gain custody. Future research could provide insight if a therapist could provide the instruction effectively. A different option would be for therapists and parenting educators to work together and share half the pay from the Master Schedule. Sharing the income could financially crush both professionals.

Support systems were cut in half for parents during COVID-19 when families were financially struggling, mental stability was being evaluated, divorces were high, joint custody was growing, and parents did not know how to co-parent. At the same time, drug abuse and domestic violence reports are high. Therapists and parenting educators try to support parents' needs while managing overwhelming caseloads. Parenting instruction is beginning to evolve with online distance learning courses where the parents take responsibility for actions regardless of if the parents' trouble was intentional or unintentional. However, connectivity and effective learning methods, models, and activities are not the most important goals—parents receiving some form of instruction are.

**Breakthroughs.** The independent parenting instructional plan was created individually for each parent, allowing the parents to choose a path, just like the choose your own adventure books. The parent, parenting educator, and stakeholders chose the outcomes required. The parent and parenting educator also chose the content. The parenting educator designed the course to include the parent's options to accomplish the goals. The design should ensure that the parent can master the outcome.

Parenting educators with advanced ID knowledge, skills, attitudes, and technical skills continued providing services during COVID-19. Slower enrollment provided an opportunity for instructors to reevaluate the programs. Higher education provided additional ID courses. As a result, the profession of ID grew at exponential rates. Parenting educators quickly moved

instruction to online management platforms. The Canvas learning management system could host the program, providing curriculum and media-rich content on an online platform created for total inclusion with accessibility features. Real inclusion LMS platforms should include everyone equally. The accessibility features to aid in providing instruction to meet the needs of everyone. This need is to acquire the same information. Each student would have the same ability to receive effective learning materials. With an advanced LMS, the tools allow review processes and transform how learning activities support student effectiveness.

The competency-based education (CBE) approach measures performance and provides specific assessments. CBE courses allow students to uniquely advance at a particular pace based on competencies (Buerkel-Rothfuss et al., 1993). Instructional and curriculum designers created CBE before the pandemic. Still, ways to measure competencies were much more severe during the pandemic as parenting educators needed to find a way to confirm that students mastered the skills required. Learning management systems provide mastery paths to release materials with conditions depending on the student's performance, as CBE requires. As the parents complete the course, these learning paths are revealed in remediation, enrichment, and mastery patterns. The parent would reach mastery level by continuing through the program seamlessly, completing activities until they achieve each goal. The instructional designer could use backward design to create unique content for the conditional releases with these practices available and more understood. Assessment outcomes would lead the design. Students would receive activities through defined assessments authentically.

**The Field of Instructional Design and Technology**

Instructional design and technology models and methods are created to connect meaningful resources, engage the learner, and assess outcomes. An entire course may be

designed online. How content is delivered has led to the popularity of ID techniques as instruction shifts toward using technology during online instruction. Furthermore, design models, methods, and strategies overlap. No one method is better than the other for all designs. There is not one standard that meets every student's needs. Even though there are so many options that one can get lost in the mix, professionals still believe an instructional designer should utilize design models to create meaningful courses.

As the engagement theory describes, the ID goes beyond these models, pedagogy, collaboration, project-based processes, and meaningful actions. Instructional designers can design the most effective courses by identifying the course's current effectiveness and where it needs to be and then filling in the gap. Most recently, innovation has moved from strict models to more collaboration leading to decisions, creating artifacts, collecting data, and reflecting on the intent to solve problems. There may be constraints and resources that differ (Spannaus, 2015). As mentioned, varying models are available for designing instruction throughout the history of ID. Kanuka (2006) stated that instructional designers should know the design options before working with a curriculum designer to understand the purpose, common terminology, and best practices when creating a course. The ID would need to understand models unique to the project. ID, in general, needs to know an array of educational models, pedagogy, adult education theories, also known as andragogy, non-traditional adult instruction, and past and present ID models (Kanuka, 2006). Lastly, the designers must be experts with current face-to-face and online teaching and learning strategies and technology models (Stobaugh, 2019). After reviewing ID frameworks (see Appendix J), twelve key steps (see Appendix J) should be taken during the course design.

**Related Instructional Design Frameworks**

Instructional design has moved from the behavioral approach to the cognitive process, emphasizing students' understanding. Below are cognitive approach reasonings from former designers. Designers work in technical or educational fields and create educational materials using technology but have no ID experience and are not technically savvy (Gagné, 1982). People use technology and offer creative ID materials, but the materials are primitive in ID principles (Gagné, 1982). Dr. Newberry states, "In the information age, creating cognitively and socially engaging educational content becomes increasingly important" (Cuevas, 2019). Having students ask questions about the project in collaborative teams engages student participation (Cuevas, 2019; Kearsley & Shneiderman, 1998). Gagné's event of instruction included gaining attention, informing learners of objectives, stimulating recall of prior learning, presenting stimulus, providing learner guidance, eliciting performance, providing feedback, assessing performance, and enhancing retention and transfer (Cuevas, 2019; Gagné, 1965; Gagné & Briggs, 1974). Gangé stated that instruction is an "arrangement of external events to activate and support the internal processes of learning" (Cuevas, 2019, p. 62; Gagné, 1988). Also, "Germane cognitive load measures the intensity of engagement in mental work required to process added information for inclusion in long-term memory" (Cuevas, 2019, p. 85; Leppink, 2017). Lastly, "If the germane cognitive load is too high, you may have designed a fascinating and engaging activity or game that ironically distracts your course participants from learning the material" (Cuevas, 2019, p. 87; Leppink, 2017).

Instructional design must consistently evaluate the cognitive load for every independent parenting instructional plan (Leppink, 2017). Bloom's Taxonomy has six levels: remembering, understanding, applying, analyzing, evaluating, and creating (Bloom & Anderson, 2014; Cuevas,

2019; Krathwohl, 2002). Principles list how to make materials for improved use. Mayer's 12 Principles of Multimedia describe designing engaging instruction without overloading students' cognitive thinking during a course's ID (Mayer, 2008; Cuevas, 2019).

      **Design Principles.** The coherence principle (Mayer, 2008) removes extraneous or authentic words, pictures, and sounds. The signaling guide highlights essential materials. The redundancy principle (Mayer, 2008) expresses the compilation of using narration and on-screen text alone without adding graphics. Most importantly, though, graphics narration and on-screen text are least preferred. Using illustrations and narration would be best. In the contiguity principle (Mayer, 2008), placing images and words next to each other is better than designing each further away. The temporal contiguity principle states that cognitive thinking is better when corresponding words and pictures are simultaneous instead of right after another. This principle says people learn better from a multimedia lesson when offered in segments rather than a continuous presentation. Students learn better using the pre-training guide when the design introduces the names and behaviors of lesson delivery methods. The modality principle (Mayer, 2008) states that words provided as narration work better than text on a screen. The multimedia principle (Mayer, 2008) says people learn best from pictures and words combined better than only from words. People learn better when presenters talk in a personable, conversational style instead of a formal style. The voice principle says that instead of using a computer voice, use a friendly voice for better comprehension. The imaging principle (Mayer, 2008) found that an image of the presenter added to the screen in a multimedia lesson is insignificant to the learning experience. The use of multimedia is both engaging and motivational. Multimedia includes getting the learners' attention using surprise novelty, providing attention-grabbing questions, and using various media methods. Although there are models, an instructional designer must find

effective learning activities to develop any course. Unfortunately, Mayer (2008) did not mention closed captioning while supporting video media as an effective tool.

**Course Development.** The design of a course begins between the educator and the instructional designer. Sometimes this is the same person, but the two processes combine. As a result, the instructional staff using curriculum design models and the ID staff using ID models would not quickly find which learning activities would be effective. The synthesis of the ID processes (see Appendix I) includes a compilation of 12 critical steps from the following frameworks: successive approximations model (SAM) including e-learning, human performance technology (HPT) revision, including performance measures, unique variations of online, and digital instruction models between 1992-1994, and instructional systems development workshops, the analyze, design, develop, implement, evaluate framework (ADDIE), and Bloom's taxonomy.

Instructional design specialists have correlated substitution, augmentation, modification, redefinition framework (SAMR), and Bloom's Taxonomy. The process is very time-intensive, with the benefits of reviewing how teachers provided face-to-face assignments and the best online instruction options. Content, activities, facilitation, & evaluation framework (CAFE) is a more recent ID model created for instantly designing online distance learning for K-12 classrooms during the COVID-19 outbreaks of 2020. This straightforward and quick design included only four sections: content, activities, facilitation, and evaluation focusing on motivation (Wang, 2020). CAFE laid out a plan for content organization. The purpose was to create achievable online activities. CAFE did not indicate which learning activities would be most effective. However, Wang (2020) mentioned that creating a well-planned course will engage the learners. Reviewing the ID processes and learning activities using CAFE could allow

the program to be developed with an effective design for parents in the probate and circuit court family division and achieve proficiency skills.

Understanding the challenges with parents in the program and knowledge of the framework requires evaluation and analysis to ensure a learning design has effective learning objectives, learning activities, and assessments, possibly leading to a redesign of learning activities, facilitation, and evaluations. SAMR's model includes transition levels, including substitution, augmentation, modification, and redefinition. Redefinition best offers the most advanced features for online teaching (Swathi, 2021). Utilizing the best educational technology practices within the learning management system must also be understood. The synthesis of ID frameworks (see Appendix K) includes critical learning activities used in the program. In short, ID evaluates the curriculum delivery process from beginning to end, considering the student holistically.

**Advancements in Instructional Design and Technology**

Emerging technology should be considered when designing instruction (Gagné, 1982). Technology helps ID created by the needs of behavioral psychology (Gagné, 1982). Instructional designers understand that "there is an emerging technology based upon cognitive learning theory" (Gagné, 1982, p. 12). Innovative pedagogies and Gagné's theories support how mobile devices keep students engaged, which could be effective for positive outcomes (Martin & Ertzberger, 2013). Even though some people may disagree, Cuevas says, "complicated high-tech multimedia tools are not required to make online teaching engaging" (p. 23). In 1998, Kearsley & Ben Shneiderman's (1998) discussion was to use technology to communicate using whiteboards, email, and distance learning tools in the future. Technology in the capability approach (Haenssgen & Ariana, 2017) supports using technology as a tool for interaction, yet

Haenssgen & Ariana (add year of publication) do not say how. Modern technology brings the opportunity to redefine which learning activities are most effective for ID to redesign the program.

  **Component-Based Models.** The ID uses component-based models to identify how content and educational technology enhances instruction. Instructional designers use the model best for the current project or create a new strategy to fit the exact need. For example, the PIC-RAT (Kimmons et al., 1970) model compares students' relationship to technology in passive, interactive, and creative stages with teachers' use of technology as the technology replace, amplifies, or transforms traditional practice (Harmes et al., 2016; Krathwohl, 2002). Technology, pedagogy, and the content knowledge model (TPACK) refer to the context of the parenting educator's content, pedagogy and overlap with technological pedagogical (Mishra & Koehler, 2006). Designers created the adaptability, connection, and equity framework (ACE) to help disadvantaged populations. Designers modify courses for learners in different contexts, add relationships and real-world situations, and reach every student regardless of barriers. The adaptability, connection, and equity (ACE) framework focuses on the course structure as a community, fairness, and basic needs using informed practices during COVID-19 previsions (Plymouth State University, 2021). Universal Design for Learning (UDL) provides all students an equal chance to achieve goals. UDL guides courses designed to include the diversity of learners, versatility, total inclusion, and accessibility guides (Meyer et al., 2014; The SAGE Encyclopedia of Higher Education, 2020). Many models were not created using empirical evidence and were not peer-reviewed. Collaborations with support from educational institutions, authors' perceptions, personal experience, and informed practices helped inform decisions. As a result, most of the model's resources overlap. It is not easy to know why an instructional

designer chooses a specific model. The designer may have preferred one design over another due to familiarity instead of validity.

**Instructional Design Models.** The program's ID in this case study initially used ADDIE and the learning activities for adult students table (see Appendix H). The table describes how SAMR's transformation redefines learning activities in advanced LMS tools. The top row is ET's collaboration, project-based learning, and meaningful focus compared with the left column of CAFE categories of content, activities, facilitation, and evaluation—this process provided which options created the most engaging course. The middle-left section lists tools the LMS provides for engagement. The middle right column marks engagement activities. Instructional design and curriculum designers rely on content as the primary engagement activities. Activities, facilitation, and evaluation provide engaging opportunities. However, uneducated designers often overlook necessary interaction and intervention models when delivering online instruction compared to face-to-face instruction. Many online instructional designers focus on content substitutions instead of SAMR techniques to augment advanced technological modifications when setting the course's tone.

## Summary

With the introduction of the Equal Rights Act, the need for family instruction continued to increase. The Equal Rights Act became the twenty-eighth amendment in 2020. Not all families can maintain tranquility within today's various family structures. Lawmakers keep up with the needs of parents by altering laws. Stakeholders refer families to support services. Society has shown advancement in accepting family challenges, as divorce and separation make up more than half of the U.S. population. Unique challenges require innovative interventions. Circuit court family division refers parents to instructor-led parenting resources. High-conflict parenting

cases need effective instructional interventions designed with a meaningful focus.

The parenting program in this case study could transform f a hybrid distance learning program into an engaging, assessable online program to keep relevant with recent developments and breakthroughs. It could be made available for case workers and therapists to succeed. This case study collaborated with parents who completed high-conflict parenting instruction to consider the most effective ID learning designs and attributes. In addition, the case study provided an opportunity to analyze parents' views on collaboration, project-based learning assignments, and meaningful focus within the program during the court-ordered parental intervention. This study served as a quasi-assessment of the case under review, which was the next step in Bloom's Taxonomy model to redesign this program as part of the ID evaluation process.

**CHAPTER THREE METHODS**

**Overview**

This embedded single case study discovered the effectiveness of the instructional design of this organization's current programs. First, the contents and organization of this chapter describe the research design, research questions, site, participants, and procedures. Next, it explains the researcher's role, data collection, data analysis, trustworthiness, and ethical considerations within this study.

**Research Design**

Authentic qualitative case study approaches examine the problem (Yin, 2018). The intricate details of the study were not evident without learning the specific experiences of others. During this qualitative case study, recording devices and transcribing digital files enhanced detailed field notes. The interviewees reviewed the interview responses in real-time during participant interviews, checking techniques and generating valuable conversation to understand the implications of the problems in this program thoroughly. An in-depth analysis of the responses, participants' attitudes, and an understanding of their motivations defined their outcomes. A qualitative case study method helped to understand the participant's perceptions of the effectiveness of the program's ID in its natural, real-life context. The qualitative study developed coded data sets, new ideas, theories, and hypotheses for quantitative research for future studies. The themes and coded data sets from the in-depth conversations guided the answering the research questions (Creswell, 2013, p. 45, Eriksson et al., 2016). The qualitative study allowed for deep conversations that quantitative data would not have provided. The case study offered the opportunity to look at a single controlled environment with consistent variables. The general design of this embedded single case study incorporated both Yin's (2018)

exterior and Stake's (1995) intrinsic and extrinsic case study research design, and a single organization's method is to discover engagement while implementing technology in an educational setting (Finger & Houguet, 2007). The purpose and the research design align with the research questions and procedures described below.

## Research Questions

### Central Research Question

How does instructional design affect the perceived effectiveness of a non-traditional court-ordered parental instructional program?

### Sub-Question One

How effective is stakeholder collaboration during non-traditional parental intervention programs?

### Sub-Question Two

How effective are project-based practices in a non-traditional parental intervention program for parent participants?

### Sub-Question Three

How does meaningful focus influence the effectiveness of a parental intervention program for parent participants?

## Setting and Participants

This section has three purposes. The first is to explain the site in detail. The second is to articulate the profile of the participants in the study. The final purpose is to discuss the criteria for the parents in the study.

**Site**

 The site for this study was a non-traditional adult educational program registered as a non-profit 501(c)3 organization in the rural area of Southeastern Michigan with a single parenting instructor. The program has three boards of directors located within the United States. The program provides services internationally, but mainly in five of the surrounding counties. The researcher holds all of the following positions; executive director, parenting instructor, instructional designer, and instructional materials developer with an educational background that includes a master's degree in educational media design and technology. Their experience is eleven years in education, thirteen years in corporate training, a certified Love and Logic and Breakthrough Parenting facilitator, seven years of parenting instruction, and a parent with eighteen years in a high-conflict court case.

 As part of the program's analysis of the ID process, this case study provided much-needed feedback to implement future strategies for instructional delivery. Acceptance of this study will award a Doctor of Philosophy in education to assist in facilitating parenting instruction for approximately one to two dozen families annually. Parents are court-ordered to participate in the program receiving a certificate of completion showing mastery of skills required by the courts. The class materials utilize a blended online delivery format using an online classroom built in Canvas with face-to-face instructional time using video conferencing. The site also has office hours for parents who cannot attend online. This site has the opportunity to utilize the most up-to-date ID technology available.

**Participants**

The participants, comprised of 10 parents, completed the court-ordered parenting program before participating in this study. The participants were purposefully chosen to answer the research questions, provide perspectives, and share evidence informing the study (Sargeant, 2012). The case study participants passed the requirements below to participate in the program. Parents participated in the program simultaneously or individually. The courts must have referred parents to the program as a high-conflict case. When interventions are effective, parents may believe that past behavior does not represent future behavior. Although they are court-ordered, the parents must have been ready, willing, and able to allow program interventions to improve their situation. Parents' intent to participate must be authentic. Parents in high-conflict cases must have already attempted to make decisions independently, with their attorneys, a mediator, or during a trial, and still cannot follow court orders or agree on parenting time or parenting disputes. Parents may work with a court-ordered case worker or therapist during the program. Parents must have a current parenting schedule arrangement anywhere from full custody to shared custody, guardianship, or child foster care schedules. The goal must be to achieve a consistent parenting plan for the children. Parents may lose custody in probate court and domestic cases if they do not pass the course.

<div align="center">

**Researcher Positionality**

</div>

The reason for conducting this study came from being a child in a high-conflict divorce case and a divorcee with a counter-parenting family structure in Southeastern Michigan and West Tennessee. The problems separated families face are familiar to the author. Therefore, teaching other parents about the court process and tranquility during trauma came naturally. However, as the sole parent in our home, instruction was necessary to ensure the children

received love and empathy. They understand the parents' experiences with the methods while documenting the effectiveness of engagement techniques to help the program as it expands. This experience led to an interest in instructional design.

**Interpretive Framework**

As a social constructivist, gaining a subjective understanding of this shared experience with other parents was essential (Creswell, 2013). Therefore, the program will use the pooled results of the study. The goal was to examine the ID frameworks previously used to enable the opportunity for future participants in the parenting program to succeed.

**Philosophical Assumptions**

The three philosophical assumptions addressed in the study were ontological, epistemological, and axiological. As a divorced parenting educator, specific philosophical assumptions documented parents' experiences, values, and needs, with total inclusion inviting everyone to volunteer, helping build awareness with total inclusion. First, parenting courses are not only for "bad" parents and could be utilized respectively, not only to exclude parents (García-Escobar, 2020). Secondly, children should be able to have the same lives after their parents separate as they would have had before their parents decided to separate. Finally, the alterations of schedules providing opportunities for the children should become a normal process, not a battle to win.

*Ontological Assumption*

God is the truth. There is only one universal reality with multiple assumptions, views, and perceptions of this truth. Each family may have its perception of each person within the family, but there is only one truth. Parents collectively can decide how to reach the one truth for their families and should not need interference by adding others' biases. A judge, intake, or

referee will make decisions for the parents if they do not decide for themselves. The court order will remain the truth even without knowing the facts.

### *Epistemological Assumption*

Documenting the participants' subjective experiences was considered knowledge not represented by biases. Each parent completed the program before the study. The researcher and instructor did not influence the parents at the time of the study. The responses were authentic.

### *Axiological Assumption*

The experience of a Christian working in the education field for over 25 years, a parenting educator for eight years, and having a divorced parent for 19 years in the research role were essential to the development of this research. The participants know the parenting, co-parenting, and ID techniques biases that could be present. The parenting instructor values the program's continuation of using these familiar methods. All parents can transition into the parent they always wanted to be. Past behavior does not predict future behavior when instructional interventions are relevant and delivered, so the participant favors receiving the information. Instructional designers should use the best framework for the moment instead of generalizing the processes. If a parent is not achieving their parenting style goal, they can switch their goals. For example, parents can choose shared custody.

### Researcher's Role

The researcher's role as the instructor, instructional designer, and instrument in the study is to provide an opportunity for the parents to be heard without an authority present. The author's position was to find which ID practices were effective. Another goal was to find if using an embedded approach during collaborations was worth the parent's efforts. Finally, the study shows that the parenting plan and scale are essential for families as a meaningful project-based

assignment that should be altered as the children grow. The parenting program's instruction design will benefit from these results. The data and analysis findings are essential for the future ID of this program and future programs. The instructional designer's ultimate role in this study was to define how these practices affected the program's effectiveness and continue the research of instruction design for parenting programs.

## Procedures

This study could be replicated by following the procedures as outlined. The outline has extensive details about approval obtainment and securing the Institutional Review Board (IRB), site permissions, how participants were solicited, how data was collected, how the data sources and analysis plans were designed, how the data collection was performed, and how triangulation will be achieved for this study (Grady, 2015).

### Permissions

The parenting program's executive director, the researcher, assumed permission for this case study (see Appendix B for site approval). All participants were previous students at this site. All participants were adults, so no parental consent was required. This researcher obtained the study's approval from IRB (see Appendix A for IRB approval). Participants received an email with all the required information about the study. In addition, the parents received and signed the Liberty University consent form (see Appendix C for the participant consent form) before data collection began.

### Recruitment Plan

Ten parents participated in this study. The participants were parents who had completed the program as the sample pool, which was a purposeful sample. The rationale for using the purposive sample type is due to the nature of the study identifying characteristics of the

phenomenon. Purposeful sampling ensures that the parents who have completed the program have a rapport with the researcher. In addition, purposeful sampling assisted in providing accurate responses when parents discussed specific learning activities (Patton, 2015). Parents who were unsuccessful in the parenting program did not participate due to the extreme repercussions of failing in the program.

## Data Collection Plan

Two of Yin's (2014) interview types secured the data collection analysis during the case study (p. 114). Three data collection types were utilized in a specific sequence to create the validity needed before analysis. There were three sources of evidence: an initial set of interview questions below, the second set of more profound interview questions derived from the responses from the initial questions, and letter writings. The first of two data collection types chosen as data collection types in this case study samples were interviews with a central focal question. The second set of interview questions was derived from the initial interview responses to dig deeper and better understand. Because of regular contact with the study participants, interviews are a data source for this case study (Sargeant, 2012; Thelwall & Nevill, 2021). The interviewees responded to more profound questions after completing the initial data analysis. Responses to these questions formed the data. The third form of data collection was from the letters written by the participants. The analysis findings created the questions. The data received was reviewed by peers. The data collection plan followed established qualitative recommendations from established researchers (Yin, 2014). Rigorous collection strategies were applied using the documented research questions during individual interviews and letters. It would be common to ask participants to attend a focus group for a case study. However, parents who are court-ordered to take parenting courses would not participate in a focus group because they do not want to

share with anyone that they participated in the program. Most parents are embarrassed to attend

the program. Also, parents would not share their experiences with their ex-spouse in a group

setting.

The data collection plan did not include initial interviews to determine if the parents

qualified as participants. The only demographic of the participants is that they have already

completed the parenting program. Only parents who completed the program volunteered to

participate in the case study. Participants' gender demographic aided the study. One question set

asked parents: if they hired an attorney, mediation, the name of the refereeing court, and any

other referring service. The court that ordered the parents to partake in the program helped to

define the curriculum delivered.

**Individual Interviews**

Marriam and Yin's data collection approaches believed that probing questions affirm the

analysis (Yazan, 2015). In addition, Merriam & Merriam (1998, 2001) listed effective interview

techniques as asking the right questions, avoiding leading questions, building rapport, responding

well, capturing the interviews on video, and assessing the data (Bryman, 2016; Yazan, 2015).

The interview questions allowed the participant to take us on a journey through their

unique experience during their participation in the program. Using a pseudonym name provided

anonymity for the parents. Interview questions associated with these studies' central questions

and sub-questions answered preset open-ended questions (Corbin & Strauss, 2008). Deep

structured interviews are routine and utilized extensively during case studies (DiCicco-Bloom &

Crabtree, 2006). Each interview was approximately 60 minutes. First, interviewees reviewed

their transcribed responses and the results before pattern matching began. Next, the interview

data were sorted using pattern matching and were then coded. Finally, the parent's results were

analyzed. Below is the completed process of transforming the questions.

*Individual Interview Questions*

1. Describe something positive that your children have accomplished in the past year.

2. Describe something extraordinary you have done as a parent in the last year.

3. Describe who was involved in deciding your parenting instructional plan.

4. Explain your experience of how the course was delivered to you.

5. Describe your big takeaway from the program.

6. Please describe your planning experiences for your family in the program.

7. Describe the parenting challenges that led you to enroll in the parenting program.

8. Describe how trust played a part in your decision to begin taking courses from the program.

9. Describe what you would have wanted to get out of the program if anything.

10. Describe what you think was your largest project in the program.

11. Describe successful activities in the program that worked well with you, if any.

12. How did you imagine the program compared to how it was?

13. Describe how you were referred to the program.

14. Describe the difference between your parenting style before completing the program and afterward.

15. Is there anything else you would like to share about your experiences in the program that we have not discussed?

16. Describe why you think the father did not volunteer in the case study.

17. Describe why you think the father did not take the class.

Interviewees received the questions one week before the interview. The value of the study critically examined the conduct of the first interview and requested on-the-spot feedback from the first participant. In this case, the credibility of the interview protocol was sufficient to include the participants in the study.

### *Individual Interview Data Analysis Plan*

The individual interview data analysis plan followed Yin's (2018) five-step qualitative data analysis process. Step one was transcribing the compiled data after the interviews. Step two consisted of disassembling the data into themes and then coding the themes while keeping the data sources sorted. The third step reassembled the data by context while looking for deeper patterns, compared the data, and sought negative responses and rival thinking. The fourth step was to interpret the attributes. The data analysis ensured that the study could be replicated by following the procedures outlined in this section. The fifth step provided the participants with one week to read and respond to the reactions of individual interview responses. Finally, rapport with the participants continued throughout the study via email and interviews. A second interview followed up to ensure the data represented the intent of the parent's responses, and new questions provided the chance to dig deeper into their initial responses.

### Letter-Writing

Participants who have completed the program wrote letters to complement the interviews and enriched participant perspectives. The letter-writing activity gave participants more time to draft, edit, and submit their responses compared to the interview process. Participants are better understood by creating specific subject writings (Hussein, 2018). The letter data was also organized and coded using the pattern-matching analytical technique. This pattern of data triangulation found the information's validity and defined rival information. Responses to the

interviews and written questions added insight into the ID-defined learning activities (Hussein, 2018). Participants were asked to describe what they would have done differently if they knew everything taught before being court-ordered to complete the program.

**Letter Writing Question**

1. Describe what you would have done differently if you knew everything taught before being court-ordered to complete the program.

*Letter-Writing Data Analysis Plan*

The letter data analysis plan followed the same five-step Yin process as the individual interviews. The letter-writing participants had three weeks to complete this data approach. Step one began with compiling the data by transcribing the letters. Step two consisted of disassembling the data into themes and coding the themes while sorting the data sources. The third step was to reassemble the data by context, look for deeper patterns, compare the data, seek negative responses, and report rival thinking. The fourth step was to interpret the attributes. Finally, the outcome of this analysis of the study and data analysis could be replicated by following the data analysis procedures.

**Data Synthesis**

The manually analyzed responses of the interviews and letter-writing data collection approaches combined the sources of evidence using the same Yin's (2018) five analysis phases. First, finding the underlying context within the themes determined a typical case and highlighted the most normal results. Second, the individual interviews and letter-writing data formed a methodological body of evidence identifying the research theme. Third, the interpretive analysis had three stages: deconstruction, interpretation, and reconstruction (Sargeant, 2012). The participants' data formed sections for theme organization. Fourth, the data broken into codes

matched the questions. The interpreted coded data compared theme differences and similarities. Theories described relationships and negative results. The codes and themes were reconstructed, showing the relationships between sections related to the central questions and main concepts. Finally, future research suggestions, new concepts, theories, human social behavior, substantive propositions, and a generalization to a broader set of situations were shared (Yin, 2018). This study found how ID affects the effectiveness of a non-traditional court-ordered parental instructional program for participants in Southeastern Michigan. This study utilized Kearsley & Schneiderman's engagement theory. This theory has three main principles: collaboration, project-based learning methods, and meaningful focus.

## Trustworthiness

The standards for trustworthiness for qualitative data, analysis, and interpretation include the criteria of credibility, dependability, confirmability, and transferability (Lincoln & Guba, 1985; Sargeant, 2012). Quantitative studies were superior to qualitative before these standards. Positivists criticized Lincoln and Guba (1985), claiming that qualitative studies lacked the rigor, reliability, and objectivity quantitative studies had. Lincoln and Guba created the concept of qualitative trustworthiness. These concepts were to equalize the differences between qualitative and quantitative studies. The strategies would ensure that a researcher invests time to dive deep into the importance of the data collected for the phenomenon and that the researcher's biases do not influence the data. The researcher would provide multiple data sources to validate the study's content, ensuring an audit trail and that the participants have a chance to review the outcomes of the interpretations. More specifically, establishing trustworthiness includes using the techniques of (a) prolonged engagement, (b) persistent observation, (c) triangulation, (d) peer debriefing, (e) negative case analysis, (f) referential adequacy, and (g) member-checking. Although qualitative

and quantitative are closely related, they do not mean the same. This section shared how this study ensured trustworthiness following Lincoln and Guba's lead.

**Credibility**

According to Lincoln and Guba (1985), credibility is when the findings truthfully describe reality. Others accept the results when the path to the conclusions is defined and understood (Bryman, 2016). The ways I created credibility were (a) prolonged engagement, (c) triangulation, (f) referential adequacy, and (g) member-checking.

*Prolonged Engagement*

It took much time and effort to understand the phenomenon. The participants knew the instructor as an interventionist and then as a researcher throughout the case study. There were two sets of interviews and one letter-writing conducted during the study.

*Triangulation*

All responses captured were authentic and not the researcher's biases. First, the technique studied the same phenomenon. Next, triangulation methods included interviews and second interviews for a deeper understanding of participants' responses to ensure accuracy. Next, participants wrote a letter. Finally, a committee made of a Liberty University chair and a methodologist reviewed the outcomes.

*Referential Adequacy*

The data has a trail to show transparency that the researcher did not influence the data collection or analysis processes. Graphs and charts provide an easily understood visual explanation for the readers. The outcomes of the graphs were explained for the readers to come to their conclusions. Finally, the interpretations of the findings are provided in the discussion.

### *Member-Checking*

The participants authentically reviewed and adjusted interpretations of the data through member-checking after the interviews and letter-writing processes. Participants' responses described their intervention experiences fully. In addition, the participants reviewed the interpretation of their responses to the first and second interviews and the letter writing before the data assembly. Parents approved of the themes found.

### Transferability

Transferability is achieved when the study can be tested and challenged when applied to additional studies. Of course, researchers cannot ensure that the reader will replicate the exact transferability. However, the conditions for transferability used extensive descriptions of the research findings. This study documents the data collection, analysis, coding, and interpretation methods used in the study, allowing other parenting and non-traditional adult programs to test ID using the engagement theory's collaboration criteria, project-based, meaningful focus, and transformative methods.

### Dependability

Dependability shows that the same results can be consistent and repeated by adequately describing the procedures used during studies. In addition, this research created and documented stable yet unique data collection and analysis procedures so other parenting programs and non-traditional adult programs may reliably duplicate the study. Finally, an inquiry audit performed by Liberty University ensures that the study is dependable.

### Confirmability

The data created neutral, objective, and confirmable data responses reflecting the participant's voice instead of the researcher's biases, perspectives, motivations, or interests

(Lincoln & Guba, 1985). Furthermore, the participants reviewed the researcher's interpretations several times during each phase of the implementation, interviews, second interviews, and letter writing. The parents reviewed their participation while the themes were being created to define the phrase *most significant* and the word *delivery* meant to them as they originally answered the questions. The researcher revised the flow chart diagram results with Dr. Vacchi and Dr. Newberry's feedback multiple times before finalizing the instructional design. Both gentlemen shared similar feedback.

**Ethical Considerations**

During the literature phase of this dissertation, Amanda Edmondson, a parent from a local shared parenting group, assisted with compiling parenting challenges from other parents. Brian Newberry, Ph.D., the author's supervisor and confidant, helped brainstorm, keep biases out, and conducted methodology checks often from the beginning of the dissertation writing until completion. The informed consent forms were voluntary. The parents knew they had the right to withdraw from the study. The site's name is confidential, using a pseudonym of the program's name and location in Southeastern Michigan. The participants have been given pseudonyms. The electronic data is on a password-protected external hard drive connected to the research computer by USB, not connected to the internet, and will continue to be stored securely for three years. The physical files are in a locked file cabinet in the same room. The possible negative results could impact the parenting program, the researcher, parents, social workers, psychologists, and courts. Therefore, the location's name, the physical location, the personal terms, or the practices of any professionals are anonymous within the study.

**Summary**

The qualitative case study design was the best choice for collecting data that expressed the beliefs and perceptions of participants after completing the program through interviews and letters. The synonyms that created trustworthiness of validity, reliability, and objectivity were credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). Specific techniques included prolonged engagement, triangulation; referential adequacy; and member-checking.

# CHAPTER FOUR: FINDINGS

## Overview

The following presents the results of the data findings. The purpose of this case study is to discover the effectiveness of the ID of this organization's current programs. This chapter includes descriptions from the participants; the data in the form of narrative themes, tables, and figures; outlier data; and research question responses.

## Participants

Table 1

*Female Parent Participants*

| Parent Participant | Referred By | Program Completed | Synchronous Delivery Method |
|---|---|---|---|
| Alma | Self-Enrolled | Parenting | Online & In-Person |
| Clio | Abuse Shelter | Co-Parenting | Online |
| Echo | Probate Court | Parenting | Online & In-Person |
| *Hera | Evaluator, Probate & Family Court | Parenting & Co-Parenting | In-Person |
| Ines | Self-Enrolled | Co-Parenting | Online |
| Orla | Family Court | Co-Parenting | Online & In-Person |
| Romy | Family Court | Co-Parenting | Online |
| Sadi | Family Court | Co-Parenting | Online |
| Vida | Probate Court | Parenting | Online |

| Zara | Family Court | Co-Parenting | Online & In-Person |

* Counted as a co-parenting course participant referred by the family court.

The case study's interviews consisted of ten participants. The female parent participants table demonstrates that the participant demographics met the requirements in Chapter Three. All 10 of the participants completed the parenting program. All 10 participants were over 18, a requirement to participate in the program, and happened to be women. The referrals to the program came from four resources: two self-enrolled, two from probate courts, one from an abuse shelter, and five from family courts. The parenting and co-parenting courses are represented in the sample, with six co-parenting and four parenting. One parent who completed both programs was referred by a family evaluator, probate, and counted as family courts. All parents participated in synchronous delivery methods, with four online and in-person, five online and one in-person.

## Results

First, the author interpreted the parents' narratives from the case study's interviews and letter-writing activities using manual coding, finding that they discussed behaviors relating to their skills, beliefs, and attitudes. Second, as the parents shared their achievements within the last year, additional themes emerged, such as self-awareness, conflict management, coping techniques, and preventing cruelty to their children. Third, although the parents knew the outcomes well and stated them authentically, the researcher considered these themes found by selective coding. Again, using the selective coding method, the researcher found themes in the narratives matching the instructional design central research question. Next, even though the parents did not mention the exact ID methods in the research, when asked to state the most significant part of the program, they mentioned activities utilizing the methods of collaboration,

project-based learning, and meaningful focus, with the addition of interventions. Also, a meaningful methods theme emerged, identifying the program's uniqueness, timely presence, that it could have come sooner in the process, evidence-based resources, and differentiated and meaningful activities while noting the importance of the instructor's demeanor and presence. Finally, six unique ID features in the program materialized, affecting the perceived effectiveness of this non-traditional court-ordered parental instructional program. These themes were prolonged triggers or repeated trauma to parents, the knowledge parents learned from the content, how their attitudes changed as the instructor presented the unique intervention methods, role-playing interactions with others, and the skills earned while taking action in the project-based activities. In addition, they shared their experiences of self-reflections and observations of self and others.

**Parental Behavior**

Table 2

*Parental Behavioral Coding Results*

| Knowledge | Skills | Values/Beliefs | Attitudes |
|---|---|---|---|
| How to request a change of order | Communication | The attorney should know all and do the work | No more arguing or comparing |
| Separated parenting scale and parenting scale | Coming to agreements | Better parenting style vs. our parenting style is different | Letting children take responsibility |
| Bill for Children's Rights | Mediation through SEDRS vs. Attorney Mediation | It is his fault we have problems | Coping techniques |
| Child Custody Act of 1970 | Preparing documents for a court appearance or FOC intake | Challenges have subsided | Household structure |

Child Support
Formula

| Parents can choose their schedule and finances without using the courts | How to stop fighting in court | Problems still exist as the other parent continues to fight for custody of the children. | They are not letting children play parents against each other. |

Although the interview and letter-writing activities requested information regarding the case study program's ID, narratives mainly described parental behavior changes during and after the program. For example, parents reported their knowledge, skills, values or beliefs, and attitudes adapted towards less aggressive behaviors.

### Knowledge

The knowledge gained in the program is related to laws, processes, acts, and solution options that may or may not involve asking the courts for help. Most parents referred to the content and resources in their instructional plan selected during the collaborative intake process. Items mentioned included parental alienation, parent alienation syndrome, the Children's Bill of Rights, and the Child Custody Act of 1970, also known as the 12 Factors or Best Interest of Children Act.

### Skills

Parents mentioned they benefitted from practicing communication, coming to agreements using the parenting plan, meditating, and completing forms and documents for a court appearance or Friend of the Court intake. The parenting and co-parenting style scale, plus other examples showing both good and bad parenting styles, helped them define what type of parent they wanted to be versus what type they were. The participants appreciated the opportunity to create solutions that worked best for them. In addition, the parents found the reconstructive activities and role-playing most helpful in preparing themselves to work with the courts and their

child's other parent in conflict management. These new skills replaced prior actions of degrading the other parent, comparing who is the better parent, and fighting in court.

### Values/Beliefs

All 10 parents, based on their prior knowledge and skills, hired an attorney to prove they were the better parent and that their parenting style was the best. All parents thought they and their extended families had the better value system and schedules. Before completing the program, all the parents blamed the other parent for their troubles and felt they had to defend themselves. After the program, seven parents felt the challenges had subsided. Three parents believe they are still traumatized by repeated counter-parenting attacks.

### Attitude

Parents described how they spent most of their time arguing with the other parent and fighting to get what they wanted instead of communicating and following processes. They believed they had to win. However, after reviewing these actions' effects on their children's future, parents began to focus more on controlling what they can handle, letting children take responsibility, and coping techniques. They reported how they felt heard, not so insecure, and took action to become the mom they always wanted to be instead of competing with the other parent. The parents who continue to be triggered use self-awareness and peacebuilding techniques regardless of how the other parent acts.

**Program Outcomes**

Table 3

*Program Effectiveness Outcomes*

| Self-Awareness | Conflict Mgmt. | Coping Techniques | Preventing Cruelty |
| --- | --- | --- | --- |
| Knew how they acted compared to how they wanted to act | Communicate appropriately | Trauma-informed expressive art | No discussing matters in front of or with the children |
| Added discipline, boundaries, and responsibilities | Listen thoroughly | Transitioned to own hobby as a form of coping tool | Making the children part of the home |
| Changed parenting or co-parenting style actions to align with their wants | Practice often | Shared coping tools with children | Referring questions about the other parent to the parent |
| More vigilant | Follow orders and processes | | The transition of changes instead of a fight |

The parenting program measures its effectiveness by providing opportunities for the parents to build self-awareness, use conflict management tools, build coping techniques, and prevent cruelty to their children. Responses from the mothers interviewed showed evidence of these achieved goals through their defined achievements.

*Self-Awareness*

Parents reported they are now being the mom they wanted to be. They now discipline their children with boundaries. As a result, children are taking more responsibility by contributing to the home and school. Parenting style and co-parenting styles changed. When they make mistakes, they regroup and try again. One parent stated they know when their child begins working one parent against the other immediately.

*Conflict Management*

All the parents used tools provided in the program while communicating with their child, the courts, and the other parent. As a result, each response or request is organized and delivered appropriately and concisely without blame, just as we role-played. These parents also attempted to listen fully, knowing that if they made a mistake in the communication process, they would have many more times to get it right.

*Coping Techniques*

The program provides unique opportunities to learn and utilize trauma-informed expressive art activities. Once the parents create the habit of expressing themselves using art, each parent transitions the same techniques to a hobby they enjoy or to a new one for coping. For example, parents transferred the coping tools taught to their work, such as photography, journaling, golfing, and art. In addition, a few parents shared how they extended this experience to their children in sports, school, and a high school mascot. In addition, the parents appreciated learning diversity, inclusion, and equity, especially those who wanted full custody and child support. They described understanding how being inclusive of the other parent having parenting time with their child meant they were also being inclusive of their child having time with the other parent. They learned that removing the child from the parent also meant they were removing the parent from the child and how harmful their actions were. They continued to practice the peacebuilding techniques and hoped to be a good role model for the other parent.

*Preventing Cruelty to Children*

The program prepares parents to understand what can happen to their children if the conflict continues, including statistics. Parents in the case study did not mention the term preventing cruelty, but there was an overwhelming theme: they no longer share conflict in front

of the children. The responses describe how they have planned to transition to parenting time or legal matters with no friction. Finally, they added love, discipline, and contributions to provide a place where the children feel safe and at home instead of only visitors. Parents shared that they no longer talk about the other parent and refer the children to discuss matters with the other parent.

**Instructional Design**

Table 4

*Instructional Design Selective Coding Results*

| Collaboration | Project-Based | Meaningful Purpose | Intervention |
|---|---|---|---|
| Parents had input on taking the course or subjects to learn. | Parenting plan | Conflict management | Self-awareness |
| Stakeholders reviewed the instructional plan. | Conflict management | Communication | Self-assessment |
| Parenting Plan | Setting boundaries and contributions | Preventing cruelty | Habit changes |
| Family learning activities | Role-playing and phrases | Child wellbeing | Self-reflection |
| Family coping activities | Court resources | Being a good mom | A safe place to practice |
| Brainstorming, role-playing, and learning with the instructor | Parenting style | Financial planning | More confidence in self |
| | Coping techniques | Coping techniques | Not relying on what they had seen with other parents, including their own |

Instructional design systematically creates learning activities and content to acquire and apply knowledge and skills. The SME and instructional designer must find the correct match and create a differentiated, inclusive, and engaging course. The ID of this parenting program includes a review for effectiveness and requests feedback from participants. This case study identified how ID affects the perceived effectiveness of a parental program from parents' perspectives. Some parents in the program face unique high-conflict challenges, prolonged or repeated trauma, and dilemmas in their family life that could lead to achievement failure. Therefore, the program mainly uses engagement design elements of collaboration, project-based learning, and meaningful or authentic focus. These elements are the sole reason for selecting the central research and sub-questions to find themes. The unintended theme in the responses was the interventions. The instructional designer planned the interventions to be part of the content to learn coping techniques, while the participants found that these activities helped them reconstruct themselves.

### *Collaboration*

Before beginning the program, most parents felt isolated in the court system. Therefore, the initial interview collaboration between themselves and the instructor made them feel involved in the content and helped them decide to take the class. Some parents were court-ordered, but all took part in creating their instructional plan as the instructor selected items from the bank of subjects to work on using responses from the initial consultation. The instructor then shared the instructional plan with all stakeholders to ensure the parent fully benefited from the program. The final project was a parenting plan questionnaire completed by the parents simultaneously and then collaboratively, or the mother collaborated with the instructor in the absence of the father. Many projects were collaborative with parent-to-parent and parent-to-child

activities, such as creating a goal or mission statement and training their minds to find creative solutions using trauma-informed coping techniques focused on expressive art. Other collaborations included the parenting plan, mediation, and expressive arts.

### Project-Based Learning

As mentioned, resources, activities, and projects were assigned a la' cart style. As a result, not all parents received the same content or delivery methods. Projects identified were role-playing, parenting plan, parental alienation worksheet, parenting and separated parenting style scales, family contributions, coping techniques, conflict management, expressive arts, setting boundaries, rehearsing response phrases, comparing what type of mother they are with whom they want to be, and available court resources.

### Meaningful Focus

Mainly, the parenting program provided instruction specific to each parent's need, even when it is court-ordered. Relevancy keeps parents engaged with the instructor, stakeholders, and content. Instead of listing every activity possible, the responses represent what parents believed was meaningful or interpreted as authentic. This list includes moving towards working with the other parent instead of fighting in court, communicating, listening, or being heard, preventing cruelty to their children, the wellbeing of their children, being a good mom, financial planning, and coping techniques.

### Intervention

All of the projects in the program are interventions. However, most times, the parent did not know the activities had ulterior motives designed for self-awareness, self-assessment, habit changes, self-reflection, and practice while completing the activities. For example, during the intake, the parents were not informed that they were defining their instructional plan or

practicing communicating and mediating. Once explained, they trust the program and can do these techniques independently with children's other parents or the courts. The letter-writing response described the intervention designs parents would have used before being court-ordered to take the parenting program if they had only known.

**Meaningful Methods**

Table 5

*Meaningful Method Results*

| Unique | Timely | Evidence-Based Resources | Differentiated Activities | Instructor's Presence |
|---|---|---|---|---|
| Safe space for mediation | It was what I needed at the time | Federal, State, and County Resources | Video, Audio, Literature, Worksheet, or Survey Form | You gave me hope |
| Trauma-informed expressive arts and dispute resolution | I wish this program were not labeled a court-ordered program | Instructional Resources; Love & Logic & Breakthrough Parenting | Phone, Text, Video Conference, Online or in-person Discussion | You made me comfortable |
| Not degrading | I wish we had taken this program before filing for divorce | Trauma-Informed Practices and Expressive Arts Therapy Institute | Question & Answer, Multiple Choice, True/False, Fill in the Blank | Develop rapport |
| No other program like this | All parents should have to take this program. | Website resources, Time to Put Kids First & Shared Parenting Report Card | Create and Submit Art, Journal, Photography, or Music | Set example of an authentic tranquil mom |

The results of this theme are pretty surprising. The study expected to report which activity types provided the most effective and trusted delivery methods. Instead, the parents did not report the ID framework, strategies, and activities, nor the technology used was essential to the effectiveness of the program's ID. However, the participants did mention the most significant

activities delivered through the techniques in question: collaborations, project-based learning, and meaningful focus. Even though each participant participated in a second interview to define their experience of how the program was delivered, parents discussed the uniqueness, timeliness, evidence-based resources, instilling differentiated instruction techniques, meaningful materials, and the instructor's presence. They shared that the instructor kindly offered the program authentically in a safe space, and they did not feel degraded like they did during the court process.

### Unique

Parents reported that trauma-informed expressive arts were a unique and meaningful coping tool. In addition, they enjoyed visiting the studio and learning more about themselves. They felt safe during the program compared to participating with other resources during their court or parenting help experiences. Mediations through the courts or attorneys were frightful, and parents did not understand the process. The participants did not know there were two different types of mediations. Parents only knew of evaluative, where the mediator adds their interpretation and creates a decision. The program's mediation style is transformative, where both parents can speak their views. The mediator is there to facilitate openness so the parents can create solutions.

### Timely

Some parents believed they had participated in the program at the perfect time. Other parents thought every parent who is in the court system should have to take the program. One parent mentioned they wish the program was not court-ordered because parents feel that is a turn-off. The program could benefit all parents. Two parents believed the courts should order the program immediately when the judge foresees challenges and not wait until it got so bad. Three

parents mentioned that the father was court-ordered but did not take the program without consequence. One parent said if the father wants to come back into the children's lives, they will ask the judge to order him to take the program.

### Evidence-Based Resources

All 10 parents felt they could trust the instructor, but the additional support from the evidence-based resources gave the program more validity. Although the parents found that the courts did not follow the laws, acts, and formulas appropriately, they found satisfaction in knowing they were doing what they were supposed to be doing. In addition, following procedures and how to turn in the paperwork was beneficial. Finally, one parent was happy they were making progress toward being the mom they wanted to be.

### Differentiated and Meaningful Activities

The parents mentioned all delivery methods and the significance of the activities listed but did not verbally tie them to project-based learning, meaningful purpose, or collaboration. Although every activity used one or more of these three methods, the strategic planning and ID terminology was not apparent to the participants. The teacher created the instructional plan, including delivery, activities, and the content explicitly chosen for each parent. The instructor changed the program if they noticed a need and could illuminate content if required.

### Instructor's Presence

Synchronous instruction sessions are between six to twelve weeks, depending on the families' comprehension. Rapport, hope, comfortability, and authenticity helped build trust. Although two online parents wished the program were face-to-face, they completed it. These same two parents met the instructor at the end of the class.

**Outlier Data and Findings**

Unexpectedly, two participants were not happy to take the program but completed the program successfully regardless. Neither parent believed they should have been in the program. A probate judge referred one parent, and the family courts ordered the other. Neither parent trusted the instructor to explain their entire situation during the program. The program's design did not provide a space for them to share their authentic self. If the instructor broke confidentiality, both participants believed they would be unable to complete the program. These parents did not share the extent of their trauma. These two parents missed out on specific trauma-informed dispute resolution opportunities.

*Outlier Finding #1*

One parent confessed they only took the program because they had to satisfy their probation. This parent was not in court because of parenting issues but drug abuse. The program was one of the many items on their list to complete, including completing a GED, getting a full-time job, getting a car, and insurance. However, they believed they learned lessons on becoming the mom they wanted to be quicker than if they did not take the program. The activity for self-awareness was a question-and-answer project-based assignment. The participant and the instructor met via video and discussed a series of definitions of their parents, their children's fathers, and their parenting styles and compared with whom they wanted to be. At the end of this project, the parent chose whom they wanted to be, understood how they became the parent they did not want to be, and finally created a path to reach their goal. This parent is an outlier because they did not want to take the program but still had hope to achieve their goals.

*Outlier Finding #2*

One parent felt forced to take the program by her family court judge even though she was raped on her wedding night and left immediately for the domestic violence shelter. A child was born out of that rape. She felt she was revictimized and retraumatized by sharing 50/50 legal and physical custody. The judge ordered her to take a co-parenting course because she was not cooperating well with her rapist. She felt mediation and a parenting plan helped save money and kept the father of her child away from her. At least she could voice her opinions without having to see him. This parent shared that no matter what examples or how many creative solutions were shared, their pain would never be known, and no one could help her. If she had known sooner, she would have moved out of the county and chosen residency elsewhere before filing. This participant took the class online but completed the parenting plan worksheet on paper and dropped it off at the studio to review and compare with the father's version. This parent is an outlier because they did not want to participate in the program but still found it meaningful to collaborate, voice their opinion, and complete the program.

## Research Question Responses

This section shares concise answers to the research questions referred to in Chapter Five. The above themes support the following research questions below. Participant quotes appropriately respond to the research questions.

### Central Research Question

How does instructional design affect the perceived effectiveness of a non-traditional court-ordered parental instructional program? Romy said, "The program changed everything for my family. It was what I needed when I needed it. It was unique, like nothing else for parents. I

trusted you from the beginning to help us. It was the evidence-based resources on the first night we met." This response includes one of the meaningful methods of trauma-informed expressive arts project-based activities having a unique and meaningful purpose.

**Sub-Question One**

How effective is stakeholder collaboration during non-traditional parental intervention programs? Orla shared, "If I took this program before beginning the divorce, I would have known that my child's father and I were on the same page with parenting time schedules. I would not have trusted my life to the courts who did not know me. I would have talked to my child's father instead." This response discusses their opinion of collaboration with the courts as not favorable, while collaboration with their former spouse is preferred.

**Sub-Question Two**

How effective are project-based practices in a non-traditional parental intervention program for parent participants? Hera found the project-based assignments "helped us in just sticking together and get through this, and I felt like it kind of brought us together after all we had been going through." This response refers to the project-based activities, including videos, audio files, goals, family mission statements, and worksheets the parents completed together during their probate court order to take the program. In addition, the mother would have had the opportunity to have more time with her children if she had left her new spouse accused of child abuse by her children's father. Instead, six years later, one of the children confessed to coercion and lying to the judge.

**Sub-Question Three**

How does meaningful focus influence the effectiveness of a parental intervention program for parent participants? Alma stated, "I knew I was not the mom I wanted to be. Every

parent needs to look at the big picture and ask what I am missing. I am not sure how you knew what I needed, but I think it was in the interview process the first time we met. The examples of good and bad parenting helped. Even years later, you were there for me." This parent refers to the Love and Logic materials provided during the program. They wanted to have an excellent relationship with their children and watch them grow into responsible children. This parent was not court-ordered but took the program to make peace in their home. They enjoyed the phrases, role-playing, and practicing with their children until they found techniques that worked.

**Summary**

The analysis results in this chapter used case study methods with responses to the research questions. In addition, the 10 participants in this case study were interviewed and directed to write letters. Their answers helped define how ID affects the perceived effectiveness of a non-traditional court-ordered parental instructional program. All participants were women who completed the instructional parenting program. Two women were self-enrolled, and the probate court referred two parents, one from an abuse shelter and five from family courts. Five women participated in the co-parenting program. Four women participated in the parenting program. One parent participated in both programs. The parents participated in three types of delivery methods. Four parents participated in a hybrid online and in-person, five online and one in-person.

Consistent with the case study methodology, there were two analysis steps, narrative coding, and open coding. Seventeen codes emerged. Selective coding refined how the responses answered the central research question. The three research sub-questions and constant comparison resulted in four selective codes. Four new themes emerged during manual constant comparison analysis, discovering the relationships between narrative, opening, and selective

coding. The four themes from this case study encapsulated the ID methods that contributed to the completion of the parenting program for these women: parental behavior, program outcomes, instructional design, and meaningful methods.

Participants did not mention any specific instructional design and technology techniques or tools affecting the program's effectiveness. However, they did mention activities using the three elements of the engagement technique as most significant. Even though all activities mentioned in the program used either collaboration, project-based learning, or meaningful purpose frameworks, this case study showed additional themes that affect the effectiveness of the program's ability to meet the parent's needs. The parents reported that the most significant factors for using the program as an effective intervention include the uniqueness of meaningful methods, timeliness, evidence-based resources, meaningful purpose, and instructor presence. Even though each activity ties back to the mentioned framework, this case study strongly suggests that effective ID does not rely on newer technology for participants of a non-traditional court-ordered parental instructional program. The discussion and interpreted findings in this case study are in Chapter Five.

**CHAPTER FIVE: CONCLUSION**

**Overview**

The purpose of this case study is to discover the effectiveness of the instructional design of this organization's current programs. At this stage in the research, the central phenomenon of the study is the effectiveness of the parental program's ID learning activities which are generally defined as collaboration, project-based learning, and meaningful focus. Interpretations of the narratives clarified the study's findings. The five discussion subsections describe the findings: (a) Interpretation of Findings; (b) Implications for Policy or Practice; (c) Theoretical and Empirical Implications; (d) Limitations and Delimitations; and (e) Recommendations for Future Research.

**Discussion**

This study strongly suggests that instructional design impacts a program's effectiveness for students with CPTSD within their narratives. The analysis provides instructors, instructional designers, and courts with data showing that high-conflict court cases have a high success rate when mothers are in a safe place to transition into the parents they have always wanted to be. In addition, the student's perception of the instructor's mindset is relevant to the success of the student's ability to transition. Therefore, policy changes, support procedures, personnel, and design aspects could benefit these students and others suffering from emotional challenges. In addition, future ID studies could benefit from knowing fathers' responses or other persons with complex trauma.

**Interpretation of Findings**

Chapter Four discusses the thematic findings of parental behavior, program outcomes, instructional design, and meaningful methods. This study confirms the findings in the literature

review. In addition, the findings resulted in suggestions for flowchart transformative ID process changes for parents with prolonged high conflicts and future research recommendations.

### *Summary of Thematic Findings*

All activities in the program follow the interaction model and engagement theory for instructional design and technology, including collaboration, project-based learning, and meaningful focus throughout the program (Kearsley & Shneiderman, 1998). The methods chosen were also meaningful to the parents. After analyzing the responses compared to the activities, this case study supports the engagement theory and prior literature findings but in a unique arrangement. Furthermore, it suggests instructional designers and instructors should urgently consider utilizing exclusive ID methods and models for parents in crisis or dilemma as a standard framework for practice. How ID affects the effectiveness of parental instruction is interpreted in the below discussion.

**Parental Behavior #1.** In this case study, the parents from high-conflict court cases wanted to share their experiences about their behavioral transitions and achievements in the parenting program compared to their court procedures. Regardless of the questions, parents responded with their experiences instead of labeling how the design affected the program's effectiveness.

Table 6

*Parent Response Comparison*

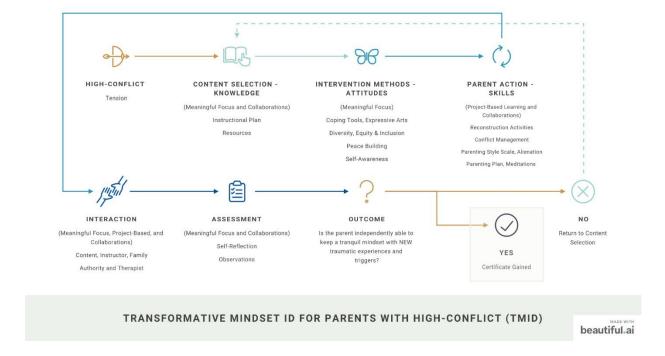| Method | Aspects | Parent Responses |
|---|---|---|
| Knowledge: Content | Resources | "My attorney never told me the judge uses the Best Interest of Child." |
| Attitudes: Interventions | Collaboration Case-Based | "I am the mom I always wanted to be now." "I was able to look deep inside of myself and at him differently." |

| | | |
|---|---|---|
| Actions: Skills | Best Interest of Child | "We stopped fighting in court and are more flexible."<br>"You gave me hope, and that was crucial."<br>"I told you what I needed in the evaluation."<br><br>"I learned to communicate with him and actually listen to him."<br>"I learn to focus on positive things and express my feelings with pencil and paper."<br>"I would physically have to dress him. Now he is involved in school and is even the school mascot. I was the yelling mom. Now I am not. It's like night and day." |
| Interactive Model: Engagement Theory | Collaboration Project-Based Meaningful Purpose | "After working on the parenting plan, I found that we wanted the same things."<br>"You gave us stuff to do together. Like the family motto. The kids liked working on it together."<br>"You would offer me practical things I could try. I could go home and try them, using what we discuss to make some changes in my family life." |

Unfortunately, the participants do not speak the language of an instructional designer. Therefore, it is no surprise that their responses had to be interpreted by an experienced instructional designer and parenting instructor. For many parents in high-conflict cases, other traumatic experiences restarted the process. So, the question is not will the trauma or triggers end but is the parent independently able to keep a tranquil mindset with new traumatic experiences and triggers. If not, the parent began with a new instructional plan, including new items to help them achieve independence. Parents discussed many aspects chosen for instructional use, including whom the students were, the prolonged and repeated traumas, the content and curriculum, the interventions, interactions, parent actions, and self-reflection. The *Transformative Mindset Instructional Design for Parents with High Conflict* (TMID) emerged from this study and showed how parents perceived the ID affects the effectiveness of the non-traditional parental program. This flow chart notes that participants are changing habits during the program to reconstruct themselves and prepare for the next trigger with new knowledge,

skills, and attitudes. The instructional designer placed engagement theories within each aspect of the educational experience. Once the instructor observes habit and attitude change, the parent ends with a certificate of completion for the courts.

Figure 1

*Instructor's Interpretation of Participants' Perceived Instructional Design (TMID)*



TRANSFORMATIVE MINDSET ID FOR PARENTS WITH HIGH-CONFLICT (TMID)

Parents stated that neither evaluators, therapists, criminologists, nor the instructor could identify which parent is continuing the onset of new triggers or coercion. Feedback also included that no one understands or knows the real story or what is best for their family. Sometimes, the instructor can teach both parents to benefit the family unit. Therefore, the researcher believes educating parents equally instead of choosing sides is better.

**Program Outcomes #2.** Parents' narratives shared what they considered meaningful. These parents are tired of being traumatized and retraumatized. They appreciate an instructor who is authentic with them but kind. They need hope and resolution where they do not feel like they are criminals. They do not want to fight with the father of their children. Instead, they want

the opportunity to collaborate with the father of their children before having to follow procedures they do not understand in the courts. Parents shared that they did not want the courts involved in their lives but collaborating with the courts and support resources is better than being ordered to participate. As a subject matter, expert (SME) trained in parenting courses and personal experience, an instructor, instructional designer, and parent in a high-conflict court case, the outcomes needed for tranquility are familiar. This program's outcomes are conflict management objectives, coping techniques, and preventing cruelty to children. Nothing is more meaningful to these parents than achieving their goals.

**Instructional Design #3.** The instructional design process is usually invisible, requiring evaluations to ensure the design is effective. This case study evaluated how interactive design elements affect effectiveness as part of the ID evaluation process for the non-traditional parenting program. The interaction model for the study was the engagement theory, collaboration, project-based learning, and meaningful purpose (Kearsley & Shneiderman, 1998). Incorporating parents' opinions ensures the continuation of a student-centered program (Timeline 1). A more precise and transparent view of the ID process for this parenting program follows. The first item is the instruction to parents in high-conflict counter-parenting family court situations. Next, the outcomes for these parents include the needs of past experiences, conflict management, coping tools, and preventing cruelty to children. Next, realistic and transparent learning outcomes and objectives with clear expectations were created for a rubric creating inclusive and meaningful learning opportunities. Next are the desired results and meaningful methods for adults in crises and dilemmas. These methods are effective for self-awareness. Next, the method and curriculum connected familiar evidence-based parenting curricula for the program, such as an instructional plan, parenting plan, and mediation.

The parenting style, separated parenting style scales, and other resource materials were necessary. The interactive model is a standard for all activities. Student-related activities and tools are available during the instructional delivery types— face-to-face, online, or hybrid. Next, creating pre and post-assessments finished the curriculum design: workbooks and an online classroom using resource pages, discussions, assignments, and quizzes. The students control their experiences depending on their needs.

**Meaningful Methods #3.** The engagement theory using collaboration, project-based learning, and meaningful purpose matched the meaningful methods of providing the curriculum. The program's design requirements were that each aspect had to be meaningful to keep the cognitive load low. The course design provides opportunities for a safe place to practice habit-changing techniques. The methods chosen were tranquil and were accomplished through transitional learning, trauma-informed, peacebuilding, instructor presence, and student-centered frameworks.

## Implications for Policy or Practice

The main subsections below are implications for policy and practice. Parenting instructors could use this ID for parents with CPTSD. Courts could change the process of choosing a team to work with parents during their transitions. Stakeholders could use the design as a structure for parenting courses. The state of Michigan could provide and enforce training in holistic peacebuilding practices for all stakeholders. Finally, this design could be used for other adults with CPTSD who could benefit from the methods and models used in this design.

*Implications for Policy*

Table 7

*Parent's Prior Experiences with Courts*

| Terminology | Attributes | Parent Responses |
|---|---|---|
| Methods | Governed by state and local law | "I don't understand the courts."<br>"He lied and they believed him. They don't see the truth."<br>"They didn't even look at my papers."<br>"They do what they want."<br>"There is no consistency." |
| Interactive Models | Collaboration Case-Based | "She (judge) degraded me in front of everyone."<br>"I did not have a say in what I needed."<br>"How am I supposed to get my GED, visit with my kids during working hours, keep a job, pay court finds, go to all these meetings, go to court, go to probation, a parenting class, therapy, drug test, get a car, get insurance, find a home all at the same time? It seems they set me up."<br>"They made a mistake and I'm going to have to pay my attorney again to fix it." |
| Outcomes | Best Interest of Child | "They (courts) just made things worse."<br>"They don't know what is best for my family."<br>"He is not going to follow the court order."<br>"If we can't agree, then they decide."<br>"How is seeing my kid every other weekend, best interest?" |

Implications of this case study provide narratives from parents in high-conflict cases. The participants suggest that parents should participate in a parenting program such as this before court proceedings. Parents reported that the instructor's mindset was beneficial to their accomplishments. They found collaborating with the other parent during project-based activities and meeting the program outcomes through conflict management, coping techniques, and preventing cruelty to children was meaningful compared to their court experiences before completing the program.

*Implications for Practice*

This case study proved an excellent ID for instructional designers and parenting instructors to follow. Instructional design affects the effectiveness of all non-traditional parenting instruction programs by matching meaningful methods and interactive models with the students' needs just as much as matching the outcomes, the curriculum, the delivery type, activities, and assessments. For example, although asynchronous online programs can measure results and provide a curriculum with activities and assessments, they do not automatically offer the opportunities these methods and models provided by simply adding the engagement theory's attributes. Parenting instruction must be meaningful and engaging for students to reach the outcomes. Unfortunately, some parents reported that activities were extensive when they were not meaningful and were reluctant to engage. Other parents said activities were extensive when they were the most significant. They were engaged and achieved their goals. Furthermore, videos alone proved that curriculum is only one aspect of this design and does not compare with a program.

Currently, Michigan only provides funding to therapists through the master schedule for family matters. At the same time, instruction is still court-ordered and a valid delivery form when meaningful methods and models are in the instructional design flowchart. Parents must either pay for the courses or find the funding. Michigan could add instruction to the master schedule. Further implications of the study showed that therapists could work with an instructor or use the program design during therapy. Parent narratives in this study argue against family therapy, stating that the therapist documented their ineffective parenting skills instead of helping them transition into the parent they want to be.

**Theoretical and Empirical Implications**

Although the laws and processes have changed since the Equal Rights Act began, these rulings are up to the judge's interpretation in each case. Reports describe alienation since the 60s and 70s when custody switched from fathers to mothers (Major, 2000). States began to adopt no-fault divorce laws in the 70s, and high-conflict court cases began. The courts started not using gender to determine custody in 1980, and the need for both parents to take classes began. At the same time, parent alienation syndrome defines the child's symptoms in these high-conflict cases (Gardner, 2002). Prior literature supports the need for intervention as parents continue to need instruction for parenting skills. Judges do not know who is telling the truth in what "he said-she said" during the frivolous back-and-forth arguments in court (Major, 2000). In addition, the literature recommends that separated parents need guidance during their transition into co-parenting to prevent cruelty to their children. This study projects that the war between parents will continue if effective interventions do not become mandatory within the first stages of court proceedings. Literature indicates that states do not mandate this instruction due to the investment required to do so. States would need to fund and regulate the education provided. States determine court processes and therapy classifications without monitoring the delivery of their policies and procedures. States can govern parenting education using this framework while allowing instructors' creativity to reach the outcomes identified to end the conflict.

The spiteful evidence parents provide to the courts supports the idea that parents need more than a court order. Michigan courts attempt to bring balance and fairness to families and prevent cruelty to children, but the laws alone have not effectively ended high-conflict situations. This study strongly suggests that this ID framework provides participants with an intervention to no longer contribute animosity to their family's situation. Without interventions, the opposing party may legally impose psychological, emotional, financial, and coercive control.

The current cost for family case proceedings and parental instruction could be considered indirect discrimination. Current arrangements are in place for each parent to choose therapy and education and to be represented by an attorney. Parents without the funds for representation have a justified unfair disadvantage. The processes support continued harassment and manipulative actions. They assist in creating an offensive environment of economic discrimination. The long, multiple, or recurring traumatic experiences and domestic traumatic entrapment leads to hyper-vigilance and CPTSD (Bishop, 2022; Cantor & Price, 2007; Maercker, 2022). Parents can ask for the court's help if they cannot make decisions for themselves. Unfortunately, in high-conflict cases, this cycle of trauma never ends. While completing the program does not protect parents from the opposing party, it allows for behavior change, provides coping techniques and a safe space, and ensures one parent works to prevent cruelty to their children.

Parents believe the states and courts do not want to end the parenting challenges. Instead, they record examples of the courts perpetuating situations that extend high conflict between parents. Parents believe the courts would not be able to be financially sustainable without conflict within these families. Reform is necessary if the courts genuinely intend to support children's best interests. The recent societal reform proposal to mandate 50/50 legal and physical custody supports that this request for a change is not isolated. However, voters turned down the proposal, allowing local judges flexibility with their authority. It could take years before judges can see who the alienator is. By this time, brainwashing and abuse take their toll on the children. This study presents a unique move toward how implementing a compelling metamorphosis would interrupt habitual patterns. The narratives in this case study provide reasons to believe the courts either do not understand when instruction is needed, cannot take the time necessary to understand the family's needs, or already have other procedures in place that they prefer to use.

Improving cognitive ability and emotion regulation skills in students with CPSTD leads to academic achievement (Amirian et al., 2022).

Table 8

*Parents-at-Risk Screening*

| Possible Support Needed | Attributes |
|---|---|
| No Instruction Needed | Cleared by domestic violence screening<br>Parents agree to all plans<br>Low or no conflict, parallel or co-parenting style |
| Instruction Needed | Cleared by domestic violence screening<br>Parents do not agree to all plans<br>High-Conflict Parenting or Co-Parenting Style Parallel Parenting, Parental Alienation, history of CPS cases to prove the best parent, Counter-Parenting, and Kidnapping |
| Instruction and Case Workers are Needed | Cleared by domestic violence screening<br>Parents do not agree to all plans<br>High-Conflict Parenting or Co-Parenting Style Parallel Parenting, Parental Alienation, history of CPS cases to prove the best parent, Counter-Parenting, and Kidnapping<br>Has a probate case |
| Instruction and Clinical Therapy are Needed | Cleared by domestic violence screening<br>Parents do not agree to all plans<br>Cleared by drug treatment screening<br>High-Conflict Parenting or Co-Parenting Style Parallel Parenting, Parental Alienation, history of CPS cases to prove the best parent, Counter-Parenting, and Kidnapping<br>Possibly has a probate case<br>History of abuse, neglect, substance abuse, or suicide |
| Instruction and Case Therapeutic Instruction are Needed | Cleared by domestic violence screening<br>Parents may or may not agree to all plans<br>High-Conflict Parenting or Co-Parenting Style<br>Possibly has a probate case<br>History of abuse, neglect, substance abuse, or suicide<br>A child with Special Needs |

The study's parents-at-risk screening emerged and could help family courts decide which support parents need for improvement. The parenting and co-parenting technique scale guide the screening. Courts could observe cases and refer to specialists as parents transition. Courts need to understand that observation by the proper support personnel would reveal if the parent's cognitive loads are too high to achieve goals and know how to help. The confusing court process adds to their stress and instability. Parents do not only need an attorney, but they also need instruction on the court processes. This overload makes it difficult for them to regulate their emotions and debilities learning, but strategic ID can help transition from prior experience (Bahari, 2022; Sweller, 2021). Focusing on cognitive overload with mindfulness methods for the student and teacher reduces cognitive load and improves focus (Bishara, 2021).

Trauma-informed instructional design strategies include the student generating new energy while creating new materials (Carr-Chellman, 2022). Instructional design techniques use scientific and technical principles during the organization and planning of functional activities. These techniques also appeal to development and testing to reduce cognitive load. Clark (2002) shared that students can practice using their cognitive skills properly using guided discovery's ID feature. This technique solves problems and lets the students try new skills repeatedly until they find what works best. Other examples include using audio, having the students study the subject themselves, and presenting active or project-based learning using multiple examples in multiple formats. Some design aspects suggested that adults with high cognitive loads depend on course attributes, community, and classroom technology (Donham et al., 2022). Donham (2022) shared those weekly modules; low-stake formative assessments; organic social interactions; instructor presence; understanding, support, and flexibility. Donham also shared that delivering pre-recorded lectures and video conferencing reduces cognitive load. This course design was

intentional regardless of delivery. The planned experiences, objectives, and assessments aligned with the parent's needs. Each project in the program is a low-stakes formative assessment providing a need for improvement, allowing the parent to focus on learning instead of evaluations. Courts must understand that summative assessments evaluated through observation for mastery skills of course outcomes are just as valid when completed by instructors as they are by therapists. Although all observations are subjective, instructors who aim for student progress will measure achievements instead of observers who document faults with no evaluative frameworks as ID for parenting instruction evolves.

Journal articles in the literature review and this case study confirm that parents still need similar help and not much change (Gardner, 2002; Major, 2000). As a result, materials have been created for instructors to use (Ahlen, 1980). Now over forty years later, this case study extends prior studies showing how an ID process affects the effectiveness of a parental instruction program. Unfortunately, as academia advances the delivery frameworks of instruction, the states only provide a fifteen-minute co-parenting video online and send parents to the hallway to work things out. In addition, the court system continues to use discipline and order procedures conservatively in family situations. They are not familiar with instructional design terms.

This case study shows that students may perceive a course differently than intended. The design evaluation may show what is not necessary to keep in the course and what is most important for the instructor to emphasize. Being the subject matter expert SME, instructor, instructional designer, and researcher in this complex case study is beneficial to understand these abstract narratives better than representing only one of the responsibilities. A person knowledgeable about the entire realm can grasp the ideas from the parents' responses by interpreting how the design affected the outcomes. The aspects used in the program's flowchart

are familiar to someone with significant experience in the field and who understands which activities were selected to meet each goal. The evaluations measured the expressed comprehension and behavioral change. Parents and the instructor used the instructional plan as a binding agreement to review if changes were needed and to document progress. This form also provides transparency regarding the instruction and material type. See the example below (see Appendix L).

Table 9

*Effective Instructional Design Methods and Models*

| Outcome | Instructional Design Method or Model Used | Method or Model |
|---------|-------------------------------------------|-----------------|
| Conflict Management Coping Tools | Transitional | Meaningful Method |
| Coping Tools Prevent Cruelty to Children | Trauma-Informed | Meaningful Method |
| Conflict Management Coping Tools Prevent Cruelty to Children | Peacebuilding | Meaningful Method |
| Conflict Management Coping Tools | All parents should have to take this program. | Meaningful Method |
| Conflict Management Coping Tools | Instructor Presence | Meaningful Method |
| Conflict Management Coping Tools | Student-Centered | Interactive Model |
| Conflict Management Coping Tools | Collaboration | Interactive Model |
| Conflict Management Coping Tools Prevent Cruelty to Children | Meaningful Purpose | Interactive Model |

Narratives and observations naturally reported behavioral change as the critical measurement for the program's effectiveness. The *Effective Instructional Design Methods and*

*Models* table describes this case study's narratives and matches how the method or models defined how ID affects the program's effectiveness in a granular comparison.

This analysis extends previous instructional design and parenting instruction research. In addition, it adds an ID framework for non-traditional parenting instruction programs. How ID is implemented and evaluated determines the program's effectiveness. The aspects of the program create effective lessons using collaboration, project-based learning, or meaningful focus. TIMD describes how ID affects the effectiveness of this parenting program.

## Limitations and Delimitations

The most significant limitation was that parents did not want to discuss how ID affects the program's effectiveness. Regardless of the questions, participants responded with stories explaining their transitions and how the program affected their lives. Even after a second interview to dig deeper, they did not discuss the research subject of ID. Instead, they continued to report their progress because of the program. This pattern led to the researcher interpreting the narratives. The researcher was also the instructor, instructional designer, and SME. Inexperienced researchers could not have resolved the connection in the same way.

Another limitation of this study is that the researcher used the program's original design to create a way to measure the program's effectiveness because there are no frameworks to follow. Once the effectiveness of the program was determined, the study could move toward defining how the ID affects its effectiveness. Finally, the researcher had to design a way to measure how the ID could affect the study's effectiveness. Further, there was no specific way to research how ID affects the effectiveness of a non-traditional parenting program. There have yet to be any prior evaluation tools created to determine how ID methods assess how the engagement theory, collaboration, project-based learning, or meaningful focus activities affects

effectiveness. In addition, prior studies have not documented processes to measure how peacebuilding or transformative learning theory affects adults with CPTSD compared to other methods. The face-to-face, in-person, and online learning methods also have not been researched in cases with these same parents. In the end, the original ID did not match the parent's perceived design requiring the researcher to create a new design to reveal the response to the central research question.

The delimitations are that the data comes from a single parenting program. The participants who volunteered were all women. These mothers believed that the men did not participate because they did not read the email, did not trust confidentiality, and were generally dissatisfied that they had to complete the non-traditional parenting program. Their perceptions assumed that the fathers did not take the course because they did not believe they were the problem or were happy to see the mom struggle. Two of the fathers had passed.

**Recommendations for Future Research**

This study provides a new ID process, an evaluation of effectiveness, and a way to measure how ID affects the effectiveness of other non-traditional parenting instruction programs. Stantcheva (2022) stated that invisible elements in studies are crucial to understanding data, such as ID activities and processes. They said quantitative surveys could reveal inferred preferences using unobserved components from these observed behaviors. They accused qualitative observers of creating the observation process and generating predictable data for these hidden elements. Other instructional designers and parenting instructors can test the TMID process qualitatively to find if parents could make selections to connect how ID affects effectiveness. Future researchers could reword the questions more specific to the program's ID. For example, future studies could show if mindfulness in the courtroom, followed by appropriate support,

would change parents' behaviors more quickly, preventing cruelty in the children's best interest. Future research could also find if the TMID process helps adult learners with crises and dilemmas and CPTSD who need a different curriculum.

The analysis or observations could review other types of measurements. Content creators could research how their curriculum design fits in the ID best. Since this is the first study of its kind, more creative studies could occur. For example, a researcher could observe the delivery of the same curriculum with multiple methods and model types to compare how each affects the effectiveness to find which works best. They could use the same instructional design flowchart but switch out the curriculum. Future research could compare delivery methods of online, face-to-face, and hybrid. Researchers could compare online activity types, such as discussions, collaborative documents, quizzes, or surveys. Research using numerous delivery activities, such as reading, lectures, workbooks, or planners, could be compared. Researchers could switch the trauma-informed expressive art therapy activities to the participant's favorite hobby as a coping tool. Future studies could determine if the program could be delivered by another instructor or therapist using the same ID and have the same results. Therapists and criminologists could continue this study to help identify abusive patterns of behaviors in high-conflict court cases. The final suggestion for future studies would be for another researcher who is not the instructor, instructional designer, or SME to complete the same study using the data analyzed.

**Conclusion**

Throughout this study, parents' experiences describe high-conflict court cases and the ID of a non-traditional parenting instruction program. It explained how the ID affects the program's effectiveness. In addition to describing these processes, interpretations of parents' experiences through their abstract narratives highlight meaningful aspects. These aspects flow from one step

to the next. Sometimes parents visit sections out of order or simultaneously as needed throughout the design. ID has invisible aspects for students, making it complicated to describe. The researcher found the flow chart design when the parents named their many prolonged experiences after coding the themes. The training did not provide literal facts to change the students' lives in this study. Instead, these parents with CPTSD experienced a structure to alter their behaviors and mindsets (Cuevas, 2019), knowledge, skills, and attitudes to find creative solutions regarding their family situations. Instructional designers use deliberate techniques and rely heavily on strategies and frameworks (Gagné & Briggs, 1974). Without evaluation, instructors may not understand participants' perceptions. However, the student's perception of the instructor's mindset and the safe space provided for their transition was relevant.

Other designers, instructors, therapists, criminologists, the states, and the court system can follow this study to understand the design process. The parents' narratives and outcomes displayed the instructor's effective interventions. Additional inquiries could create policy changes, support procedures, personnel, and design aspects for these parents. Finally, by switching the content and persons of interest, the TMID could create a structure for other adult learners with different needs who may be suffering from emotional crises and dilemmas.

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# Appendix A

# IRB Permissions

**LIBERTY UNIVERSITY.**
INSTITUTIONAL REVIEW BOARD

September 2, 2022

Sonja Howell
David Vacchi

Re: IRB Exemption - IRB-FY22-23-28 Effectiveness of Instructional Design and Technology in a Non-Traditional Parental Program

Dear Sonja Howell, David Vacchi,

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:104(d):

Category 2.(iii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:
The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by §46.111(a)(7).

**Your stamped consent form(s) and final versions of your study documents can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB.** Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,
**G. Michele Baker, MA, CIP**
*Administrative Chair of Institutional Research*
**Research Ethics Office**

**Appendix B**

**Location Permission**

The researcher is the site's executive director, parenting instructor, instructional designer, and subject matter expert. Site permission is not required.

# Appendix C

## Consent

**Title of the Project:** Effectiveness of Instructional Design and Technology in a Non-Traditional Parental Program
**Investigator:** Sonja L. Howell, Doctoral Candidate, Liberty University

| **Invitation to be part of a Research Study** |
| --- |

You are invited to participate in a research study. To participate, you must be a parent who has completed the court-ordered high-conflict Parenting Program course. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

| **What is the study about and why is it being done?** |
| --- |

The purpose of the study is to show how instructional design contributes to the desired result of a nontraditional court-ordered parental program. More specifically how collaboration, project-based learning, and meaningful focus contribute to successful outcomes in the parental program.

| **What will happen if you take part in this study?** |
| --- |

If you agree to be in this study, I will ask you to do the following things:

1. An online, video-recorded interview that will require approximately an hour. Participants will be sent their interview transcripts to review for accuracy.
2. Write a letter (submitted via email) that will be prompted and require about an hour. Instructions for writing the letter will be sent via email.
3. A second interview to cross-examine the outcomes analyzed from your first interview and letter writing to verify the understanding of your responses. This could require about an hour. This would be videotaped.

| **How could you or others benefit from this study?** |
| --- |

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include more effective instructional design content for non-traditional parenting programs.

| **What risks might you experience from being in this study?** |
| --- |

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

**How will personal information be protected?**

The records of this study will be kept private. Research records will be stored securely, and only the researcher will have access to the records. Procedures will be taken to protect the privacy of the participant(s) and the confidentiality of their data:

- Participant responses will be kept confidential through the use of pseudonyms.
- Data will be stored on a password-locked computer and may be used in future presentations. After three years, all electronic records will be deleted.
- Interviews will be recorded and transcribed. Recordings will be stored on a password-locked computer for three years and then erased. Only the researcher will have access to these recordings.

**Does the researcher have any conflicts of interest?**

The researcher serves as a teacher, instructional designer, and executive director at PArentingProgram. This disclosure is made so that you can decide if this relationship will affect your willingness to participate in this study. No action will be taken against an individual based on his or her decision to participate or not participate in this study.

**Is study participation voluntary?**

Participation in this study is voluntary. Your decision on whether or not to participate will not affect your current or future relations with Parenting Program and Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

**What should you do if you decide to withdraw from the study?**

If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study.

**Whom do you contact if you have questions or concerns about the study?**

The researcher conducting this study is Sonja L. Howell. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact them at xxx-xxx-xxxx and/or xxxxx@xxxxxxxxxxxxx.org. You may also contact the researcher's faculty sponsor, David Vacchi, at dvacchi@liberty.edu.

**Whom do you contact if you have questions about your rights as a research participant?**

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515, or email at irb@liberty.edu.

*Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.*

| **Your Consent** |
|---|

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the researcher using the information provided above.

*I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.*

☐ The researcher has my permission to video-record me as part of my participation in this study.


_____

Printed Subject Name


_____

Signature & Date

## Appendix D

## Surveys/Questionnaires/Instruments

Please read these instructions carefully prior to beginning your letter writing.

1. First, confirm your receipt of the instructions and your understanding of the letter-writing and submission process.
2. Write a letter addressed to me responding to the question prompt below.
3. Once you have completed writing your letter, email it back to me at xxxxx@xxxxxxxxxxxxxx.org.

## Data Collection Instruments

### *Letter Writing Question*

1. Describe what you would have done differently if you knew everything taught in the program before being court-ordered to complete the program.

### *Individual Interview Questions*

1. Describe something positive that your children have accomplished in the past year.

2. Describe something extraordinary you have done as a parent in the last year.

3. Describe who was involved in deciding your parenting instructional plan.

4. Explain your experience of how the course was delivered to you.

5. Describe your big takeaway from the program.

6. Please describe your experiences of planning for your family in the program.

7. Describe the parenting challenges that led you to enroll in the parenting program.

8. Describe how trust played a part in your decision to begin taking courses from the program.

9. Describe what you would have wanted to get out of the program, if anything.

10. Describe what you think was your largest project in the program.

11. Describe successful activities in the program that worked well with you, if any.

12. How did you imagine the program compared to how it was?

13. Describe how you were referred to the program.

14. Describe the difference between your parenting style before completing the program and afterward.

15. Is there anything else you would like to share about your experiences in the program that we have not discussed?

16. Describe why you think the father did not volunteer in the case study?

17. Describe why you think the father did not take the class?

### *Second Set of Individual Interview Questions*

I will conduct a second interview to follow up on the first interview responses and ensure the data represents the intent of the parent's responses and ask new questions digging deeper into their initial responses. These questions will be created from the responses to the initial questions.

**Appendix E**

**Protocols**

**Interview Protocol**

Beginning of Interview:

Interviewer: Hi, My name is xxxxx xxxxxx, your previous instructor in the parenting program. Thank you for joining me in this video chat and volunteering for the interview. I will be asking seventeen questions today regarding the parenting program. I have scheduled for an hour. If you need to take breaks or we need to reschedule to complete the interview, please let me know. Also, please confirm you received the questions before this interview.

Interviewee: Yes

Interviewer: Thank you for returning your signed consent form before this interview via email.

Interviewee: You're welcome

Interviewer: Everything said during the interview is confidential, and your name will remain anonymous. Your responses will be recorded with a pseudonym name. As I mentioned, I will be recording this video. Do you still agree with my recording?

Interviewee: Yes

Interviewer: Thank you. Let's begin

End of Interview

Interviewer: Thank you for your time. That is all the questions I have. I will send a copy of your transcripts to you and send a second meeting invite to confirm what was captured was your intent. Once I am done analyzing the data, I will send that to you so we can discuss the findings.

**Appendix F**

**Theoretical Memos**

1. I will need to add questions asking why the dads did not participate in the case study or program.

2. If I find something huge, will I change the program?

3. What if I don't find that colossal thing and simply doing a study is the big thing?

4. Will I use OtterPro.ai? I like using Microsoft Excel and manual practices.

5. I have sticky notes on four walls and one hallway. Will I ever see my walls again?

6. Will this be a good book? Maybe two good books.

7. I feel like I have two studies going on. One for parents and one for instructional design. Not sure why I made this so complex.

8. Did I engage people with trauma-informed practices?

9. I have the freedom to achieve even if dyslexia makes writing rough

10. Motivation is linked to engagement

11. The readers do not need to know everything about instructional design, but I need to explain how I got here. Or maybe I need to write it all down to help myself.

12. Intrinsic motivation, personally rewarding

13. Themes should pull at my heartstrings.

14. ID models you in circles but doesn't tell you what to do.

15. Frameworks, theories, methods, actions

16. 5 years cancer free – remission, here I am! I will be able to complete my doctorates.

17. Prepare for data collection: Microsoft Teams. Wait Teams has to have an account—zoom and record transcripts using a dictated microphone while playing back videos.

18. I had 14 signed up to be interviewed, but only ten were scheduled. All women. I hope this isn't a problem.

19. The first parent interviewed will talk all day but became quiet once I hit record. It ended quickly and was avoidant.

20. Will enough emerge?

21. Parents wanted to talk about their experiences more than anything. Report their achievements, I guess.

22. I will have to interpret their meanings by comparing them to which framework or activity they completed knowing what affected the design. They answer questions with metaphors.

23. I had to start over three times with data collection. The first time relied on my biases and became a hybrid.

24. This will help me with my 15-minute speech.

25. I'm not finding anything significant.

26. I don't want to sound bossy.

27. Reminder to self, going to family court 6 times during this dissertation process has only made me stronger.

28. Only report responses from interviews. Do not add what I know.

29. My shoulder hurts from my arthritis and tendonitis. I've been sitting and typing so much. Went to the chiropractor, masseuse, and physical therapist many times. Still hurts.

30. I wish I could complete this without having five court appearances this year. However, this is precisely why I'm doing this.

31. It's possible that only someone that is the instructor, instructional designer, SME and researcher could interpret the data the way I did.

**Appendix G**

**Recruitment Email**

Email Subject: Invitation to Participate in a Parenting Instruction Case Study


Dear [Recipient]:

As a graduate student in the School of Education at Liberty University, I am conducting research to better understand how effective the instructional design and technology are in the parental program. The purpose of my research is to define how effective stakeholder collaboration, project-based practices, and how meaningful focus influences the effectiveness of a parental intervention program for parent participants. I am writing to invite eligible participants to join my study.

Participants must have completed the court-ordered high-conflict parenting program. If willing, participants will be asked to participate in a video-recorded online interview (1 hour), write a letter (submit it via email, 1 hour), and take part in a second video-recorded online interview (1 hour). It should take approximately three hours to complete the procedures listed. Names and other identifying information will be requested for this study, but the information will remain confidential.

To participate, please contact me at xxx-xxx-xxxx or xxxxx@xxxxxxxxxxxx.org for more information or to schedule an interview.

A consent document will be emailed one week before the first interview. The consent document contains additional information about my research. If you choose to participate, you will need to sign the consent document and email it to me prior to the interview.


Sincerely,


xxxxx x. xxxxxx

## Appendix H

## Instructional Design Learning Activities for Adult Students

| CAFE - Content, Activities, Facilitation, Evaluation | **Engagement Theory** Collaboration (CB), Project-Based (PB), Meaningful Focus (MF) | | |
|---|---|---|---|
| | **Content** | (CB) | (PB) | (MF) |
| | Course Design -Files> Course files | | | x |
| | Course Design -Files> Encourage students to add files they find helpful for the class | x | | x |
| | Course Design -Files> Concise, interactive media content | | | x |
| | Course Design -Files> Accessibility-compliant content | | | x |
| | Course Design -Modules> Facilitate self-directed learning by working at their own pace. | | | x |
| | Course Design -Modules > Differentiated instruction leading to remediation and extension based on completion or test scores | | | x |
| | Course Design -Assignments> Structure of course files | | | x |
| | Course Design -Assignments> Linked content | | | x |
| | | | | |
| | **Activities** | (CB) | (PB) | (MF) |
| | Activities -Discussions> Student-driven discussions | x | x | x |
| | Activities -Discussions> Collaborate with the other students and instructor | x | x | x |
| | Activities -Discussions> Provide help to other students | x | x | x |
| | Activities -Pages> Editing rights to specific content pages | x | x | x |
| | Activities -Quizzes> Q&A remediation vs. enrichment | | | x |
| | Activities -Quizzes> Self-directed learning, take the quiz multiple times, different questions for the same learning target | | | x |
| | | | | |
| | **Facilitation** | (CB) | (PB) | (MF) |
| | Course Design -Navigation> Campus Orientation | x | | x |
| | Course Design -Navigation> Course Orientation | x | | x |
| | Course Design -Navigation> Technology support | x | | x |
| | Course Design -People> Instructors and students add a bio | x | | x |
| | Course Design -People> Multiple instructors | x | x | |
| | Course Design -People> Moderators/ Navigators | x | | x |
| | Course Design -People> Multiple graders using Moderated Grading Feature | x | x | x |
| | Course Design -Sections> Students organize their sections based on what they are interested in learning | | x | x |
| | Communication -Announcements> Encourage and expect | x | x | x |

| | | | | |
|---|---|---|---|---|
| | replies | | | |
| | Communication -Announcements> Question starters | x | x | x |
| | Communication -Announcements> Contests | x | x | x |
| | Communication -Announcements> Ways to extend learning | x | x | x |
| | Communication -Due dates> Differentiated based on students' needs | | x | x |
| | Collaboration -Collaboration> Students collaborate to understand course materials | x | x | x |
| | Collaboration -Collaboration> Instructors collaborate to understand course materials | x | x | x |
| | Collaboration -Commons> Instructors use commons to collaborate | x | x | x |
| | Collaboration -Commons> Instructors use commons to create with each other | x | x | x |
| | Collaboration -Commons> Instructors share content with instructors | x | x | x |
| | Collaboration -Commons> Instructors share noted updates with instructors | x | x | x |
| | Collaboration -Conferences> Collaborate outside of the classroom | x | x | x |
| | Collaboration -Conferences> Guest speaker | x | | x |
| | Collaboration -Conferences> Students work collaboratively | x | x | x |
| | Collaboration -Groups> Students design their workflow and projects | | | x |
| | Collaboration -Groups> Students meet independently without an instructor | x | x | x |
| | Collaboration -Groups> Cohort/Community, total inclusion, diversity, equity | x | x | x |
| | | | | |
| | **Evaluation** | (CB) | (PB) | (MF) |
| | Course Features -Analytics and Statistics> Intervention tools to identify struggling students | x | x | x |
| | Course Features -ePortfolios> Evidence of reflection | x | x | x |
| | Course Features -ePortfolios> Students continue to enhance assessment pieces and gain feedback | x | x | x |
| | Course Features -Learning mastery gradebook> Students follow their progress | x | x | x |
| | Course Features -Learning mastery gradebook> Students modify their learning goals | x | x | x |
| | Course Features -Mastery paths> Allow students to design their pathway | x | x | x |
| | Course Features -Peer review> Classroom data and findings to revise rubric and lesson description | x | x | x |
| | Conversations -Rubrics> Students use for planning | | | x |

| | | | | |
|---|---|---|---|---|
| Conversations -Speed grader> Audio/video instructor feedback | x | x | x |
| Conversations -Speed grader> Audio/video student peer review | x | x | x |
| Communication -Calendar> Students manage their to-do list | | | x |
| Communication -Calendar> Campuswide and Student drove to include personal timelines and milestones, not teacher-driven dates | x | | x |
| Communication -Conversations> Inbox, keep all messages retain personal information for future recall | | | x |
| Communication -Conversations> Inbox, keep all messages for assignment-related material | | | x |
| Communication -Conversations> Synchronous time | x | x | x |
| Collaboration -Commons> Instructor peer review | x | x | x |

**Appendix I**

**Child's Best Interest Factors Child Custody Act of 1970**

*12 Factors of Child's Best Interest*

1. The love, affection, and other emotional ties

2. To give the child love, affection, and guidance

3. To provide the child with food, clothing, medical care, or other remedial care

4. The length of time the child has lived in a stable, satisfactory environment

5. The permanence of the existing or proposed custodial home

6. The moral fitness of the parties involved

7. The mental and physical health of the parties involved

8. The home, school, and community records of the child

9. The reasonable preference of the child

10. To facilitate and encourage a close and continuing parent-child relationship

11. Domestic violence

12. Any other factor considered by the court to be relevant

**Appendix J**

**Twelve Key Steps of Instructional Design**

*Twelve Key Steps of Instructional Design Processes and Technology Frameworks*

| Step | Key Processes | Step | Key Processes |
|------|---------------|------|---------------|
| 1 | Formative Assessment | 7 | Implementation |
| 2 | Background | 8 | Summative Assessment |
| 3 | Analysis | 9 | Evaluate |
| 4 | Design | 10 | Results |
| 5 | Prototype Review | 11 | Understand |
| 6 | Development | 12 | Remember |

**Appendix K**

**Instructional Design Frameworks**

*Learning Activities of Instructional Design and Technology Frameworks*

| ID | Learning Activities | | | | |
|---|---|---|---|---|---|
| | Collaboration | Project-based | Outside focus | | |
| Engagement Theory | With parenting instruction, therapeutic parenting instruction, and each other | Family Parenting Plan | Child | | |
| UDL | Engagement | Representation | Action | Expression | |
| | With parenting instruction, therapeutic parenting instruction, and another parent | Experience | Family Parenting Plan | Family Parenting Plan | |
| SAMR | Substitution | Augmentation | Modification | Redefinition | |
| | | | | x | |
| KSA | Knowledge | Skills | Abilities | | |
| | Pedagogy/ Curriculum | Technology | Attitudes | | |
| CBE | Competencies | Personal Success Skills | Performance Assessments | Learning Pathways | Evidence-Based Grading |
| | From Courts | Parent Views | Quiz | Independent parenting instructional plan | Observations |

| Differentiated | Readiness | Interests | Learning Profile | | |
|---|---|---|---|---|---|
| | Parental court order | Relevant | Meet them where they are | | |
| CAFE | Content | Activities | Facilitation | Evaluate | |
| | Curriculum | Assignments | Communicate | Quizzes | |
| Asynchronous | Self-paced | ID Mastery Learning | | | |
| | Lifestyle Schedule | CBE | | | |

# Appendix L

# Parenting Instruction Plan

*Parenting Instructional Plan and Summative Assessment*

| Given | Expressed comprehension through a verbal workbook or utilized correctly and independently during role play, mentoring practices. | Behavioral change through actions or parenting time observations. | Curriculum | Class Material |
|---|---|---|---|---|
| | | | Tranquil Parenting Introduction | |
| | | | Be the parent you always wanted to be | Transformative |
| | | | Parenting styles | Transformative |
| | | | Utilizing the Separated Parenting Technique Scale | Acclimation |
| | | | Putting an end to arguing, backtalk, begging, love you too much to argue | Enrichment |
| | | | (homework) Tranquil place exercise | Trauma-Informed |
| | | | Teaching responsibility without losing their love | Enrichment |
| | | | Setting limits without waging war. | Enrichment |
| | | | Avoiding power struggles | Enrichment |
| | | | New family balance transitioning. | Acclimation |
| | | | Coping Techniques | Acclimation |
| | | | (homework) Happy/Sad Music CD | Trauma-Informed |
| | | | Blended family parenting skills. Guiding kids to own and solve their problems. | Enrichment |
| | | | Conflict Management | Acclimation |
| | | | Teaching kids to complete chores without reminders and pay (grooming/cooking/homework) | Enrichment |
| | | | Children's Bill of Rights | Acclimation |
| | | | (homework) Poem/Journal | Trauma-Informed |
| | | | Parent Alienation | Acclimation |
| | | | Age-Appropriate Conversations/Actions | Enrichment |
| | | | Family-centered goals | Trauma-Informed |
| | | | Keep them busy, so they do not keep you busy – Tag | Enrichment |
| | | | (homework) Self-appreciation/ Self-actualization | Trauma-Informed |
| | | | 5 Love Languages (words of affirmation, quality time, physical touch, acts of service, and receiving gifts) | Enrichment |
| | | | Consequences of Toxic Stress | Acclimation |
| | | | Prevent cruelty throughout the parental separation | Trauma-Informed |
| | | | Hierarchy | Enrichment |
| | | | Children and devotion | Acclimation |
| | | | Class Survey | |

"X" Completed.

Signature _____

Sonja Howell                          Write Name  _____

Tranquil Parenting Instructor          Date       _____