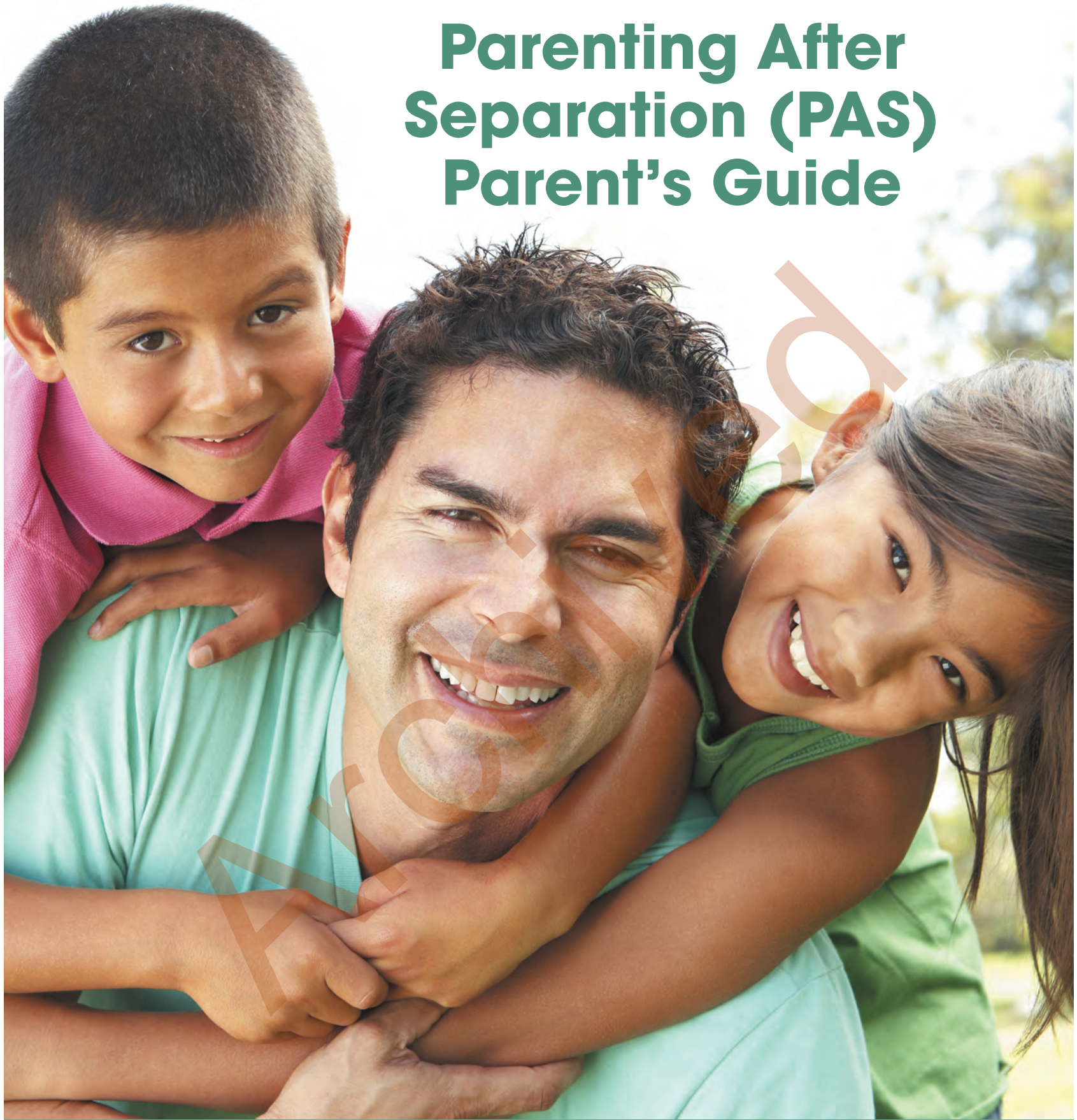


Parenting After Separation (PAS) Parent's Guide



Family Justice Services

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INTRODUCTION



Parenting After Separation is a six-hour course, offered by Alberta Family Justice for parents and guardians who are separating or divorcing. The purpose of the course is to help you understand the legal process of separation (or divorce), the way your children are likely to feel and behave, and what you need to know so you can make positive choices about how you will continue to parent your children, separately and together. The course explains how you can stay focused on what your children need even when it is difficult to do so, whether you were married or never lived together.

The PAS course will help you to:

- **Know what is coming in the legal process of separation or divorce;**
- **Learn about dispute resolution options that are available to you;**
- **Learn parenting and co-parenting skills that help children adjust after parental separation or divorce;**
- **Understand how children at different ages respond to separation or divorce, warning signs of stress at each age, and learn what you can do to help your children cope;**
- **Prepare a parenting plan — an agreement between parents about how they will raise their children going forward.**

The PAS course is composed of four sections:

- 1. Relationship Building Blocks**
- 2. Children Can Cope with Separation And Divorce**
- 3. Learning Your Way Around The Legal System**
- 4. Parenting Plans That Work For Your Family**

Information in this parent's guide is organized by these 4 topics and corresponds to what you will hear about in class. There are handouts in this guide that you will discuss or work on during class. There is also a section of material called Important Information that contains more information about child support, recommended reading lists for parents and children, recommended websites, etc. As you move through your process of separation or divorce, it will be helpful to refer back to these extra materials as different questions come up that you want to know more about than was covered in the course. The materials are also available online at: www.albertacourts.ab.ca.

Sources of Information and Expertise

The 2011 Parenting After Separation (PAS) curriculum was revised and adapted by Marsha Kline Pruett, Ph.D. and Rachel Ebling, Ph.D. from the original PAS curriculum, which was developed by Family Justice Services in Alberta in 2007. Oversight and approval for the PAS revision was provided by the PAS Provincial Steering Committee. Funding for revisions was provided by the Norlien Foundation, Inc., with administrative oversight generously provided by Kate Pedlow.

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Written Sources

Sources for the original PAS curriculum are listed within that curriculum. The 2011 PAS curriculum includes new material written by Drs. Pruett and Ebling, as well as material based on the following sources:

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- Hartson, J. & Payne, B. (2006). *Creating Effective Parenting Plans: A Developmental Approach for Lawyers and Divorce Professionals*. Chicago, IL: American Bar Association.
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- Pedro-Carroll, J. (2010). *Putting Children First: Proven Parenting Strategies for Helping Children Thrive Through Divorce*. New York: Penguin Group.
- Ricci, I. (1997, revised edition). *Mom's House, Dad's House: Making Two Homes for Your Child*. New York: Fireside.

Additional Sources

Written material by K.M. Nielsen, M.Ed., R.S.W. was used with permission from The Family Centre, Edmonton, Alberta

Excerpts from the film *Kramer vs. Kramer* (1979) were used with courtesy from Columbia Pictures.

Excerpts from *Flexible, Fearful or Feisty* were used with courtesy from the California Department of Education.

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KEY POINTS



Section 1: Relationship Building Blocks

- » Parental separation and divorce can be an especially stressful time for children because children lose some amount of time with at least one of their parents and many changes occur in their family all at once. When children feel secure that their parents love them and will continue to care for them and be available to them in a consistent way, this creates a healthy “attachment” to parents (or other caregivers) who are of primary importance in a child’s life. The children who appear most vulnerable to developing problems are those who experience many changes and transitions during childhood (e.g., divorces, remarriages, moves, changing schools).
- » There are ways parents can co-parent together and parent individually that are especially important for helping children cope with the stresses of parental separation or divorce. This class will teach you about attitudes and behaviors that you can adopt in the here and now.
- » Coparenting means that both parents maintain a shared focus on their child’s well-being and encourage a respectful view of the other parent. It also means that each parent actively supports the other parent’s time and involvement with their child — “opening the gate” to the other parent so that children don’t feel they have to choose — and lose.
- » While many children have difficulties following their parents’ separation or divorce — including sad, angry, confused, worried, and scared feelings and behaviors that get them into trouble — most children learn to deal with the changes in their family. With time and continued support from their parents, they can grow up to be as happy and healthy as children whose parents did not separate or divorce.

Section 2: Children Can Cope With Separation And Divorce

- » Children often feel a great deal of stress when parents separate and it's up to the parents to make it as painless as possible for them. Try not to put your children in the middle of adult conflicts or expect your child to be a friend or caretaker of you.
- » Anticipate what will be most difficult for your child based on your knowledge of his or her temperament — the traits and sensitivities with which he/she was born. Some children are easygoing about most things and they adjust quickly; other children are more shy, cautious, or slow-to-warm-up and they make changes more slowly. Parents who keep their child's temperament in mind can prepare them for situations so that children can respond to the new situations without too much upset. Tailor your parenting behaviors and your parenting plan to the particular temperaments — and to any special needs — of each of your children.
- » Children often have difficulties adjusting to change and transitions between parents and houses in the early stages of separation, even when parents cooperate well and there is a minimum of conflict about parenting decisions. These transition difficulties are not necessarily the fault of the other parent. If you can work together as co-parents to understand what is hard for your child at any point and how you can make things easier, you will learn what your child can or cannot handle.
- » Children need to continue to have a relationship with both parents whenever possible, which includes each parent making room for open discussion about your child's feelings (hurt, sadness, anger), experiences, and questions about the separation or divorce.
- » Children need to understand the changes that are happening in their family, but without hearing all the details about what led to the separation or divorce, parents' own worries, conflict between parents, etc. Children do better when they do not know too much about what their parents feel and need during the separation or divorce. It is your job to protect them from having too much information, at too young an age.

Section 3: Learning Your Way Around The Legal System

- »» In most situations, children desire to — and have the right to — spend time with both of their parents, regardless of how you feel about each other. Seeing both parents as regularly as possible helps children maintain their emotional connections with each parent despite the separation or divorce.
- »» Child support is for the children, even though it passes through your ex-partner or spouse. Its purpose is to maintain a standard of living for children so that they better adjust to their parents living apart. Child support is the right of the child, and therefore cannot be bargained away by the parent(s), or reduced by one parent's decision.
- »» Working out conflicts with your child's other parent can be upsetting, maddening, or can cause you to feel really anxious. Some parents turn over decision making to the courts because they cannot do it together. You will have different choices for how to become divorced, divide what you own, and plan how to raise your children. These are called "dispute resolution options" in the courts. Before you turn decisions over to a judge, it is important to know about the choices of dispute resolution that are open to you.
- »» Mediation and collaborative family law are two types of dispute resolution that encourage parents to work together outside of court for the benefit of themselves and their children. Both types involve open sharing of information and a commitment to reaching solutions that benefit both parents and the children. Communication is direct between parents rather than through lawyers.
- »» In JDR, a judge meets with parents (and usually their lawyers) for at least half a day to discuss any matters that are still in dispute. The judge may try to direct parents toward agreement. However, the judge cannot make a decision and insist on a resolution. If a settlement is reached, the judge may grant a consent order.
- »» Family Justice Services has programs designed to help parents who are interested in getting, changing, or disputing child support. These programs use officers of the court to help parents mediate their conflict, and provide ways to get a court order without returning to court if they reach an agreement.

Section 4: Parenting Plans That Work For Your Family

- » Parenting plans are most useful when they meet children’s needs at whatever ages they are — but are also practical — that is, parents can make the plans work.
- » Many children want their voices to be heard during the separation or divorce. Most children will want to say what is important to them but not to have to choose which parent they get to live with most of the time. Parents can listen to what children say they want, while making it clear to their children that the final decision rests with them alone. This will protect your children from feeling guilty later, and it reminds them that you are still the parents and they are still the children.
- » As part of your parenting plan, build in regular times for each parent to spend time alone with each of your children. Children treasure this time and are more likely to talk about what they’re feeling when they have time alone with a parent. Remember that time together is more important than the activity itself. Hanging out time is important to children of all ages.
- » Strive for a balance of consistency and flexibility in your parenting schedules. Children will find it easier to see both of you when you follow a routine, and when you honor your commitments to your child by showing up on time. But it is also important to make room for changes in schedules that will arise because of parent work schedules, special family events, or children’s activities. Your child will learn about how to cooperate with other people from what he/she watches as you work out the schedule with the other parent over time.



Parenting Plan Outline

_____ and _____
the parents of

Child 1 Name _____

Child 2 Name _____

Child 3 Name _____

Decision Making

1. Who has responsibility for making the day-to-day decisions.
2. How major decisions are made and by whom.
3. How disputes will be resolved in the future

Parenting Schedule

Day-to-day Schedule

4. Day-to-day parenting schedule
5. Details of exchanging parenting time.
6. How a parent can contact the children when they are with the other parent.
7. Method used to make changes to this schedule and amount of notice required.
8. Child care (regular and occasional). The circumstances in which one parent will first contact the other when requiring occasional child care.
9. Extracurricular activities schedule and responsibilities of each parent with regard to the activities.

Holidays and Special Occasions

10. Calendar holidays
11. Summer vacation
12. Birthdays and other family events
13. School holidays

Travel

14. Expectations regarding communication and limitations for travel with the child(ren) outside the city, province, and/or country.
15. Passport arrangements

Mobility

16. Any decisions regarding if or how a parent may move with the child(ren).

Communication

17. How information about the children is to be shared.
18. Guidelines for communication between the parents.

Involvement of Significant Others

19. How people who have a significant relationship with the child(ren) will be included in the children's live (ie. Grandparents, step-siblings).
20. Introduction of new partners.

Financial Support of the Children

Child Support — Basic Child Support

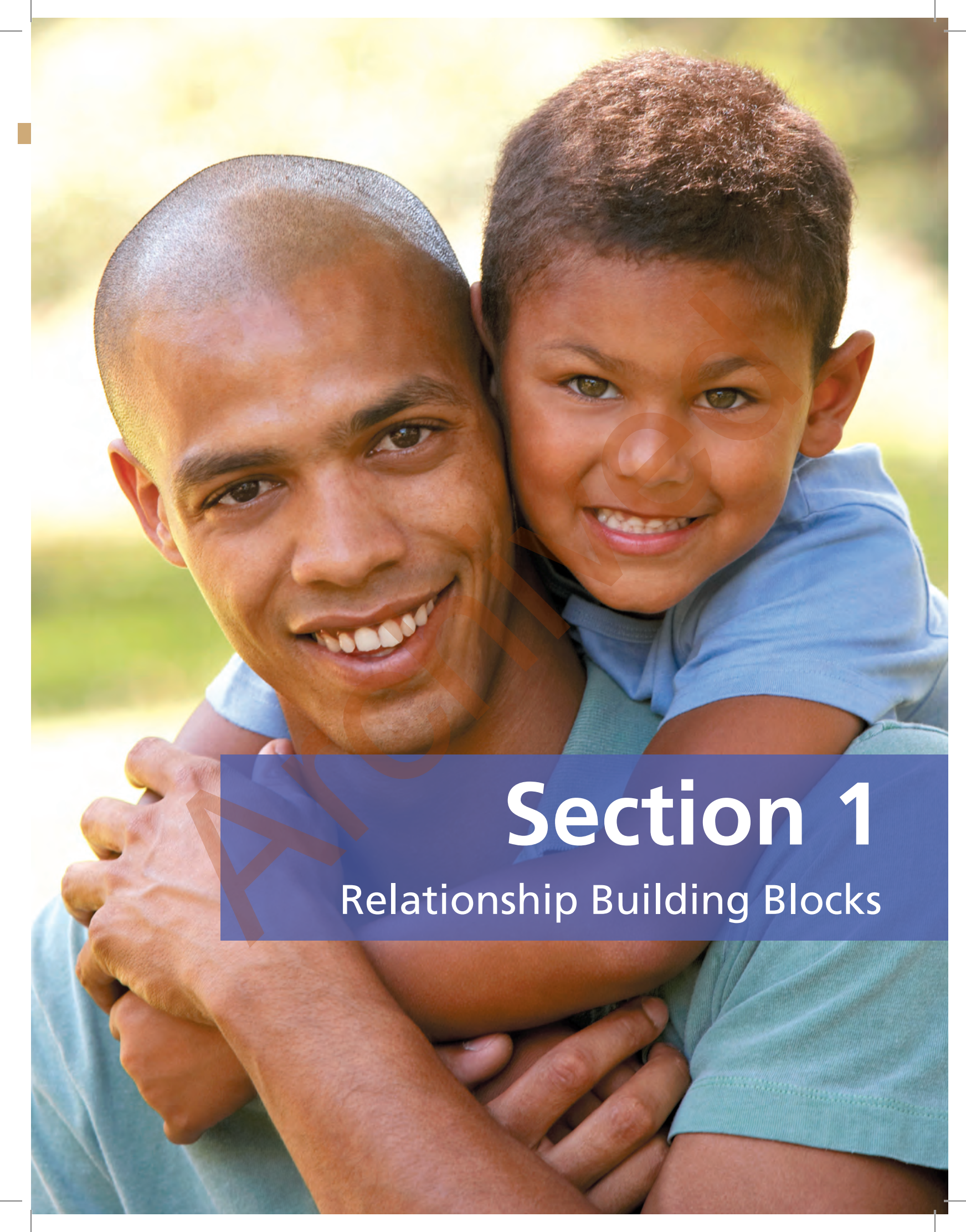
21. Information used to calculate child support such as amount of annual income that has been either verified or agreed to.
22. Basic child support amount — either based on the Federal Child Support Guidelines or a statement that the parties have agreed to deviate from the Guidelines. Rationale for deviation should be included if parties so choose.
23. Payment schedule/date
24. Start date of payments
25. When child support will be concluded or reviewed
26. Method of payment (i.e. Post-dated cheques, email transfers, MEP)
27. Registration with Maintenance Enforcement Program or Child Support Recalculation Program

Child Support – Special Expenses

28. Section 7 expenses — what is and what is not extraordinary as defined by the parents or how they will make these decisions;
29. method of payment including receipting and/or MEP
30. Review date for reassessing child support amounts

Other

31. Special/unusual financial arrangements for the children



Section 1

Relationship Building Blocks



SECTION 1

RELATIONSHIP BUILDING BLOCKS

I. Attachment and Relationships

Attachment refers to the strong emotional bonds or connections that develop first between parent and child, and later in relationships with friends and romantic partners. The emotional life of each child is dependent on early attachment relationships with caregivers, especially those who assume *primary* responsibility for the child's care on a daily or regular basis; the security these relationships provide carryover into adulthood.

A. Parents Influence Attachment

Your child's secure attachment is largely shaped by both parents' behavior. To foster secure attachments in your children, you can:

- Show warmth, sensitivity, and responsiveness to your child's needs.
- Keep your child's developmental level (or age-appropriate abilities) in mind when you respond to your child, and try to understand your child's feelings.
- Listen carefully and respectfully, to show your child that you accept whatever he/she is feeling (even when your child's behavior is unacceptable).
- Act consistently day-to-day when caring for your child. With toddlers and older children, try to be clear and follow-through in your expectations for your child's behavior. By acting in ways your child learns to count on and by making promises you really can deliver on, your child will view you as trustworthy.

- Nurturing environments, particularly from pre-natal to six years of age, are essential for healthy brain development. The basic architecture of the human brain is constructed through an ongoing process that begins before birth and continues into adulthood. www.albertafamilywellness.org

B. Separation/Divorce as a Risk Factor

Research has shown that, on average, children whose parents have separated or divorced are more likely to have difficulty growing up and potentially have more problems — including attachment problems (such as, problems trusting adults) — and that this is true for boys and girls.

- **The children and adolescents who appear to be most vulnerable, socially and emotionally, are those who experience a number of changes in parenting arrangements throughout their childhood.**

As the number of changes (e.g., divorces, remarriages, moves, changing schools) increases, children's well being generally decreases. Every move to a new house, for example, places children at higher risk for developing problems when children's parents live separately.

Encourage children's time with their other parent and extended family.

Equally important, however, is the fact that *most* children cope well after their parents' separation or divorce and go on to develop healthy relationships in childhood and adulthood. What makes it more or less difficult for children to adjust?

- **Children's *temperament* (traits that children are born with, such as their adaptability and how strongly they usually react to situations);**
- **The *family's economic situation* (for example, whether the children have to move to homes in less pleasant neighborhoods, attend schools that are less supportive, or decrease their favorite activities);**
- **How well parents *co-parent together* and how well they *parent individually* have great potential to help children adapt to life after their parents' separation/divorce.**

II. Healthy Parenting

How each of you provides care for your children can help to protect them from the more hurtful impact of parental separation or divorce. There are many parenting behaviors that benefit children of all ages, including:

- Showing sensitivity to your children's needs
 - The way you physically handle and relate to your children, especially when they are young, can help them learn to feel good about themselves. This is known as developing self-esteem. Physical forms of comfort — a good cuddle — often beats a good talk. When parents stay emotionally available and warm, they are more responsive to their children's ways of showing what they want and need from the grownups in their life.
- Showing care for your children by remembering what matters to them
 - Remember the names of their softie/lovey and their friends or teammates. Mention the funny, clever, and loving things they've done or said in the last few days. Share their most recent activities and accomplishments with their other parent, grandparents, or others.
- Making your children feel adored and valued
 - Tell your children regularly what you love and admire about him/her. Praise children for all that they do well and encourage them to keep trying to learn skills or behaviors that come harder or more slowly to them, reminding them always that you think they are wonderful human beings.
- Managing your own anger
 - It is difficult to take care of your children when you are feeling anger or distress. Recognize that anger and grief usually are natural parts of the divorce process. Get help dealing with your anger so that your children are not the targets. Find adults to talk to, read self-help books, or get professional help. But keep your anger out of your relationship with your children.

- Sharing excitement about whatever your child is “turned on” to
 - Talk to your children and ask questions about their pleasures — especially pleasures such as music, books, friends, sports, pets, and activities.
- Disciplining as a form of teaching
 - The term “discipline” means “to teach,” although it is assumed to be the same things as punishment. Punishment tells children what not to do, but it doesn’t teach them how to act next time. The most effective way to change children’s behavior is by rewarding good behavior.
- Promoting education as process
 - Take care not to emphasize achievement over delight in learning. It is the effort made over the grade received that matters over time. Also take care in what you encourage your child to do or learn at each age; avoid rushing your children into “too much, too soon.” They don’t have to ride a bike without training wheels at age 4, unless they are pushing to do so. Nor do they need to read books or see movies that have content in them that you think is “too old”; they will learn about it soon enough and it may promote fears and nightmares if introduced too young.
 - Safeguarding rituals and routines
 - Children of all ages feel more comfortable and safe when routines are followed and family traditions maintained. Rituals and routines allow children to know and trust what’s coming next — they work like anchors in a rising sea.

Separation and divorce is stressful, but parents can help their children adjust and feel secure:

- Be warm and responsive
- Act consistently and continue to have expectations for your children’s behavior
Keep your anger out of your relationship with your children.

III. Healthy Co-parenting

Co-parenting in a positive way means that you as parents maintain a shared focus on your child's well-being and talk to and about each other in a respectful tone in front of your child. Positive co-parenting is not the same as being two independent positive parents. You may be highly responsive and nurturing to your child, but still criticize or blame the other parent when your child can hear.

In the best-case scenario, parents are able to share their parenting problems with each other without fear that the other parent will use that information to get an advantage in court. If parents don't share their parenting problems with one another, they build the stage for their child to play them off one another. Children will take advantage if they see holes in parents' co-parenting armor that they might wiggle round or through, especially if they are pre-adolescents or

adolescents. All children do this, it is part of their experimenting with rules and behaviors; they may be more effective at wiggling through separated parents if they are not communicating well. Stay ahead of them!

Gatekeeping occurs when one parent helps or blocks the other parent in his or her parenting role — essentially "opening" or "closing" the other's access to their children. "Closing the gate" on the other parent interferes with the development of a positive co-parenting relationship and hurts children and parent-child relationships. Research shows that when children get along better with *both* parents, they have closer relationships to each parent. The competitive approach doesn't play out so well for any family member when it comes to co-parenting.



Positive Co-parenting Do's and Don'ts

DO

- Encourage children's time with their other parent, as well as visits with grandparents and members of the other parent's family.
- Encourage phone contact with the other parent, or other parent's family members.
- Have your child ready for pick-up (or help with transportation) when it is time to see the other parent.
- Reassure your child that he or she will be able to see the other parent.
- Speak positively (or at least neutrally) about a parent your child sees less often; keep that parent's presence "alive" in the child when they are not together (e.g., "Oh you have to remember to show Daddy this picture you drew when you see him in a few days. He'd love this one.>").
- Forward all emails concerning your children's activities, including changes and cancellations, to the other parent.
- Inform the other parent about school and day care conferences, and if you get along well enough, schedule them at a time you both can attend.
- Allow extra time for your child to be with the other parent on special occasions.
- Be supportive to the other parent, especially in times of crisis.

DON'T

- Choose to carry the weight of parenting by yourself; get help to make it work better for both of you.
- Insist on primary responsibility for childrearing as if no other parent exists.
- Criticize the other parent's behavior to your child or to another grownup when your child is listening.
- Undermine or refuse to comply with the other parent's time with the child or care giving plans.
- Forget or refuse to inform the other parent of significant events in your child's life.
- Give up on finding a way to support the other parent's ability to work with you regarding your child's developmental needs or extra support that he/she may require.
- Change schedules at the last minute so that the other parent cannot maintain plans to see the child, or refuse requests for change that allow the other parent to see the children at another time when work or other events interfere with regular parenting schedules.

Gatekeeping occurs when one parent supports or hinders the other parent's time/relationship with their child.

IV. Keeping Both Parents Involved

Involved parents — mothers or fathers — play a visible and nurturing role in their children’s lives. *Quality* is more important to the relationship than the absolute quantity of time spent together. Quality means spending time together paying attention to *who* your child is and what he or she needs at this point in time.

An involved parent:

- Is responsible for and *behaves* responsibly toward his or her child
- Is emotionally engaged
- Is physically present
- Provides financial support
- Is physically and emotionally involved in hands-on childcare
- Is involved in childrearing decisions

A long history of research has shown — without doubt — that mothers are essential to children’s healthy development. Warm and consistent parenting aids children in engaging in positive, healthy relationships with others throughout life — friendships, adult romantic relationships, etc. Mothers’ parenting serves as a vital protection when problems arise in children or in the family.

Sometimes father-child relationships are more difficult to maintain after separation. But more recent research has shown that **father involvement benefits everyone** in the family — fathers, mothers, and especially children.

On average (of course there are individual differences), fathers and mothers offer something different to children’s development; many of these differences are evident in everyday behaviors:

Dads are less predictable and activating with their kids more than are moms. **Dad’s** unpredictability makes interactions fun and stimulating. Because **Mom** is more predictable with the child, she tends to be a soothing influence. This helps children stay calm and self-regulated.

Dads discipline with a different emphasis than do moms. **Dads** tend to emphasize real-world implications (“You will not be allowed to come back in this store if you behave like that”, whereas **mom’s** tend to emphasize implications for relationships “The cashier is trying to do her job and you’re making this very hard for her”. Children learn from both. They need to please their parents and know rules of the outside world.

Dads tend to allow higher levels of frustration to build as their child works at a task because of the ‘problem-solving’ value. **Moms** offer help so their child feels competent and confident.

Frequently Asked Questions About Relationship Building

1. What if one parent behaves really positively to the children and the other doesn't?

First, take a step back and ask yourself if the other parent's behaviors are really "unhealthy" or harmful, or if they are just different from your own. Remember that parenting is not a competition. Each parent will be better than the other parent at certain things. If the other parent's shortcomings do not pose a danger to your children, focusing on these imperfections may not be the best use of your energy. Usually, it is much more useful to focus on working together as co-parents and on improving your own relationship with your child, even if it means overlooking the other parent's shortcomings.

On the other hand, behaviors that fall in the category of child abuse or neglect should never be overlooked.

2. What if I'm too hurt/angry/exhausted/ etc. to show healthy parenting or healthy co-parenting to my children?

Going through separation and divorce provokes strong emotions in adults (and of course in children, too). The end of a relationship leads to many changes and losses; each one takes some time for you to adjust. Some parents try to ignore their distress so it doesn't slow them down, but the more you understand and face the losses and the grief, the better you can cope with it. You may choose to learn about separation and grief by reading books or talking to others who have been through a similar situation; or you may choose to join a support group or seek counseling. Information and support from people who are not so closely involved offers a sense of control over a situation that seems overwhelming.

Remember, this journey is the same for your children, except they may not be able to understand their emotions or arrange for the support they need. They need the help of their parents and other caring adults to arrange that for them. Take care of yourself so that you can start being the kind of parent you want to be.

3. What if we have one of those distorted family relationship triangles?

- Educate yourself: Read books and articles to understand what parents feel and do which results in a distorted triangle, and what they can do differently to straighten it out. There are a lot of self-help books about separation and divorce; a list is part of your Important Information section for this course.
- Recognize the difference between your needs and your children’s needs. Separation involves intense feelings between adults such as rage, humiliation, grief, and sexual attraction and loyalty that doesn’t always end when the relationship or marriage does. Children can feel their own anger, sadness, loyalty conflicts, and so on. But each child and each parent have their own relationship that may not be the same as any other in the family. Let there be room for each relationship, even if it is difficult to understand how your child can feel so differently about the other parent than you do.
- Understand the value of having both parents involved in your children’s growing-up.
- Contact a clinician or therapy group. Understanding your own emotions or sharing your experience with others who know how the separation process feels may help you deal with your situation in a more positive way.
- Try to reduce conflict between family members even if it means your having no direct contact with the other parent for a while; try communicating by email.

4. What should I do if the other parent keeps “closing the gate” on my access to our children?

First, keep in mind that addressing such issues is a parental responsibility. Children should never be used as message-carriers or as threats to address the problem. If you are unable to discuss the situation with the other parent in a productive way, get help from a lawyer, mediator, or counselor. You may choose to take legal action. The courts are increasingly emphasizing that — barring situations of abusive or addictive parental behaviors in which certain protections apply — children have a right to have a relationship with both parents. This relationship includes *reasonable access* between parents and children.

Parents bring different skills and styles to their parenting. On average, men and women parent differently.

5. What if the other parent is unable or unwilling to be involved with the children?

- Support your child in expressing disappointments without criticizing the other parent.
- Inform the other parent of the child's activities. If there is a history of disappointments, do not tell the child to inform his parent. Inform the other parent yourself.
- Do not push the child to involve his/her other parent. If the child wants to phone or write, then support that choice.
- Focus on what you can control. That is, focus on your relationship with your child. Sympathize with your child's feelings, but keep reminding yourself that this lack of involvement may have been part of the reason you separated in the first place; it isn't necessarily going to change now. But sometimes, after separation, an uninvolved parent feels more free to become more involved. Make room for it when it happens.
- If possible, keep in contact with some people from the other parent's side of the family.

6. What if I am a parent who wants to see the children, but the children don't want to see me?

- No matter what, don't give up. Drop your child little notes. Send cards on her birthday. Stop by at his activities if it doesn't upset him. Keep saying "I love you and hope we can talk sometime soon."
- At the same time, don't be pushy. If you did hurtful things in the marriage or were not always involved when you were living with them, they will need some time to heal and decide if it is emotionally safe to be with you. If you are ready to be a positive presence in their life, keep letting them know that and showing them you will not try to force the issue, but you will stay steady.
- If you need help with your former spouse, try mediation with someone who is familiar with handling higher conflict situations and understands about changes in the parent's role post-separation or divorce.

7. Is it true that if my child spends time with her other parent for longer periods, she will become less attached to me?

There are a lot of confusing beliefs about attachment that are discussed in the legal process of separation and divorce. It is true that children need regular and consistent time with their primary caregiver(s), especially when they are babies. When children do not have enough access to the caregiver who they know best and who knows them best, they will express their distress and if the separations are long and filled with conflict, the child may express attachment difficulties.

However, children can become securely attached to more than one person at the same time. If they have relationships with a second or even third person who sensitively and consistently cares for them and provides for their needs (when hungry, tired, anxious, or upset), they will develop close connections. But these close connections should not cost them in their relationship with their primary caregiver. What is most important is that the parent who is less used to spending time with the child is very familiar with the child's routines, that the parents are able to communicate about what the child needs and pass treasured objects (such as blankets or stuffed animals) up and back between them, and that the time spent with each parent is built around the child's eating and sleeping routines, not parents' work schedules or desires. Such sharing can occur at any age, but it must be introduced gradually, with careful monitoring of the child's reactions and comfort.

Section 1 HANDOUT

Recognizing High Conflict Coparental Relationships*

Please circle the number that best describes your relationship with your children's other parent.

	Almost Never	Some of the Time	Much of the Time	Almost Always
1. My children's other parent says things about me to the children that I don't want them to hear.	1	2	3	4
2. I say things about my children's other parent that he/she wouldn't want them to hear.	1	2	3	4
3. I have angry disagreements with my children's other parent.	1	2	3	4
4. My children's other parent and I disagree in front of them.	1	2	3	4
5. My children often get caught in the middle of conflicts between their other parent and me.	1	2	3	4
6. Discussions between me and my children's other parent about parenting issues often result in an argument.	1	2	3	4
7. There is an underlying atmosphere of hostility or anger between me and my children's other parent.	1	2	3	4
8. The other parent threatens or actually cuts off children's visits or money because of disputes.	1	2	3	4
9. The other parent is trying to cut me out of the children's lives.	1	2	3	4
10. I think it would be better for the children to see the other parent a lot less.	1	2	3	4
11. I do not trust that my children's other parent will do what is best for them.	1	2	3	4
12. I fear that my children's other parent will place them in harm's way while they are in his/her care.	1	2	3	4

Now add up the number of times you circled a "3" or "4." If you circled one of these numbers **3 times or more**, we recommend that you participate in the High Conflict Parenting After Separation Workshop. If you have even one "3" or "4", you could benefit from the High Conflict workshop and might wish to talk further with your parenting educator about its usefulness for you and your family.

You can call FJS at the number on the back of this manual.

*Adapted from questionnaire items by (a) Emery, 1997; (b) Ahrons, (1981); (c) Johnston, 1996.



HANDOUT Section 1

Recognizing Abusive Relationships

Family Violence (also known as Intimate Partner Violence or Domestic Abuse) is abuse that occurs between two people during or after a close relationship, including current and former spouses and dating partners. Many people first think about abuse as physical aggression. But abuse can be physical, verbal, emotional, financial, and sexual; it also can involve threats, destruction of property, and harm to pets. Abuse can range from a single event to ongoing episodes.

Family violence is a problem that affects every community across the country. It crosses all races and ethnicities, social and economic backgrounds, cultures, religions, ages, and relationship types. Although severe forms of violence occur more often from men toward women, it is now known that women also hurt men. Men and women who are being abused are stressed and sometimes in danger, as are their children.

To determine whether your relationship is abusive, answer the questions below. The more you answer “yes” below, the more likely it is that you’re in an abusive relationship. Keep in mind that this is not a complete list of every sign of an abusive relationship, but rather a list of examples of how people might feel and behave when in an abusive relationship.

If these statements apply to you or your family, please do the following: (1) call FJS to learn more about your situation, (2) use the list of local resources handed out today to find a place for help, and (3) check the “Whom to Call” page in the Important Information section of this book.

Your Inner Thoughts and Feelings	Your Partner’s Belittling Behavior
<p>Do you:</p> <ul style="list-style-type: none"><input type="checkbox"/> Feel afraid of your (former) partner?<input type="checkbox"/> Feel afraid for your children’s safety?<input type="checkbox"/> Avoid certain topics out of fear of angering your partner and what he/she might do when angered?<input type="checkbox"/> Feel you can’t do anything right for your partner and are punished by him/her for it?<input type="checkbox"/> Believe that you deserve to be hurt or mistreated?<input type="checkbox"/> Wonder if you’re the one who is crazy?	<p>Does your partner:</p> <ul style="list-style-type: none"><input type="checkbox"/> Humiliate, criticize, or yell at you or your children?<input type="checkbox"/> Treat you so badly that you’re embarrassed for your friends or family to see?<input type="checkbox"/> Ignore or put down your opinions or accomplishments?<input type="checkbox"/> Blame you for his or her own abusive behavior?<input type="checkbox"/> Treat you as property or a sex object, rather than as a person?<input type="checkbox"/> Punish (or threaten to punish) your children physically for behaviors that are typical for their age?



Section 1 HANDOUT

Your Partner's Violent Behavior or Threats

Does your (former) partner:

- Have a bad and unpredictable temper?
- Hurt you, or threaten to hurt or kill you or your children?
- Threaten to take your children away or harm them?
- Threaten to commit suicide if you leave?
- Force you to have sex against your will?
- Destroy your belongings?
- Get drunk or high on drugs and threaten or harm you or your children?

Your Partner's Controlling Behavior

Does your (former) partner:

- Act excessively jealous and possessive?
- Control where you go or what you do?
- Keep you from seeing your friends or family?
- Limit your access to money, the phone, the car, or the Internet?
- Watch your movements or constantly check up on you?

Your Children

Has your child(ren):

- Heard or seen very angry disagreements or violence at home?
- Heard or seen very harsh behavior by either parent toward the other, or toward a pet?
- Been treated very harshly by you or their other parent?
- Been afraid of either parent or about misbehaving and making either parent very angry?

Your Own Behavior

Have you:

- Threatened or hurt your (former) partner or your children, such as in ways described above?
- Felt you needed to control your (former) partner's behaviors, friendships, activities, money, etc.?
- Felt you couldn't stop your anger toward your child or your (former) partner?
- Heard others (who you respect) express concern about the way you treat your children or (former) partner?

Remember that this list does not include every possible example of abuse. Consider if anything else (besides what is listed) has occurred that makes you worry that you might be in an abusive relationship. If so, go ahead and take action — following any of the 3 steps listed in bold writing on the first page. It is better to take action than to risk increasing danger or abuse to yourself or your children.

This questionnaire was adapted from Helpguide.org. We wish to acknowledge Amy Holtzworth-Munroe, Ph.D. and Jennifer McIntosh, Ph.D. for their suggestions and advice regarding use of the adapted checklist for PAS.



HANDOUT Section 1

Parenting Plan Reflective Questions

Based on the information you have been given about relationships during separation and divorce consider the following questions:

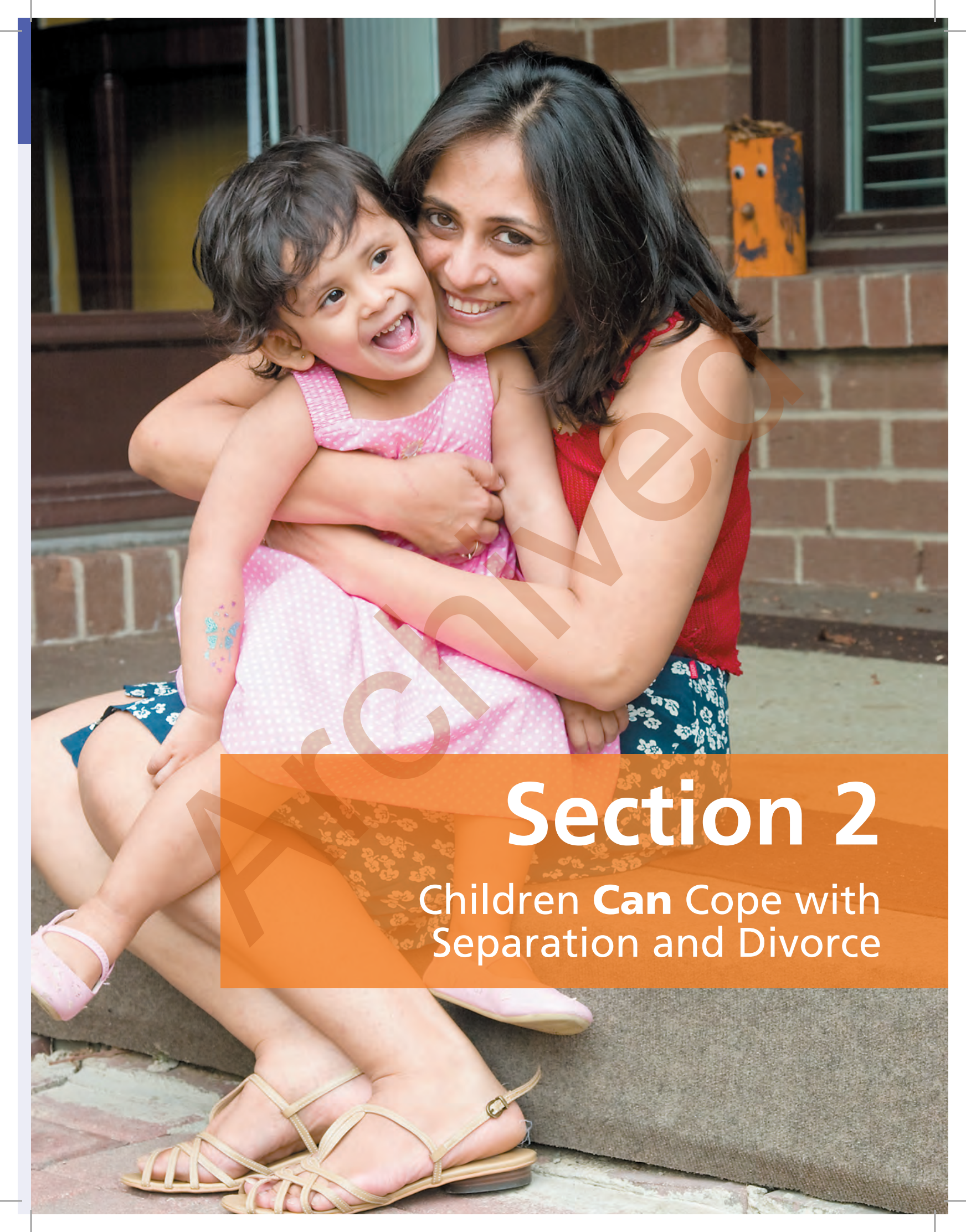
1. What would you hope the other parent would do to support your relationship with the children?

2. What can you do to support your children's relationship with the other parent?

3. Are there areas of conflict between you and the other parent that are based in your spousal relationship as opposed to your parenting relationship? If so, what will you do to change those interactions?

4. How will you share information about the children with the other parent?





Section 2

Children **Can** Cope with Separation and Divorce



SECTION 2

CHILDREN CAN COPE WITH SEPARATION AND DIVORCE



I. Effects of Parental Separation or Divorce on Children

A. Common Feelings Children Have

Just as parents feel so many kinds of emotions during separation, so do children. Children observe what is happening to their parents. In response, they tend to have many similar feelings, although some children show their feelings more openly than others.

Common feelings of children following separation are:

- Being “left” or abandoned
- Loss and depression
- Guilt, self-blame and lowered self-esteem
- Confusion
- Feeling burdened
- Anger
- Helplessness and powerlessness
- Insecurity

Children are born with temperaments that affect how they adapt to change and stress.

B. Temperament

Temperament is a set of in-born traits that affect the way a child typically reacts in different settings and situations — including parental separation or divorce. These traits are evident from birth, and generally remain through adulthood.

Temperament Traits

- **Activity:** Is your child always moving and doing something or does he or she have a more relaxed style?
- **Regularity:** Is your child regular in his or her eating and sleeping habits or somewhat unpredictable?
- **Approach/withdrawal:** Does your child approach new situations and new people with eagerness or tend to shy away?
- **Adaptability:** Does your child adjust to changes in routines or plans easily or does he or she become cranky or confused around transitions?
- **Intensity:** Does your child react strongly to situations, either positive or negative, or does he or she react calmly and quietly?
- **Mood:** Does your child often express a negative outlook or is he or she generally a positive person? Does his or her mood shift frequently or is he or she usually even-tempered?

- **Persistence:** Does your child give up quickly when a task becomes difficult or does he/she keep on trying? Can he or she stick with an activity a long time or does his or her mind tend to wander?
- **Distractibility:** Is your child easily distracted from what he or she is doing or can he or she shut out what is occurring around him or her and stay with the current activity?
- **Sensory threshold:** Is he or she bothered by loud noises, bright lights, or new food textures or does he or she tend to ignore them and “go with the flow”?

C. Transition Challenges

Children approach change differently, depending in part on their temperament and age.

Even when parents are cooperative with each other, children will often:

- Find it difficult to leave either parent or move between them (both coming and going);
- Act anxious or whiny, and act in ways that “test” his/her parents’ follow through when it is time to make a transition;
- Be wound up, reserved, disobedient, or unhappy for a day or so after moving from one house to the other.

Parents are often quick to think children are reacting to something the other parent is not doing or is doing wrong. But these reactions may not be the fault of the other parent. They are the children’s efforts at having some control in their world. For most children, transitions will get easier over time.

D. Easing Transitions between Homes

- Do follow a schedule and routine for your children’s moving between houses.
- Do teach your child that your word counts by showing up on time.
- Do allow schedules to change from time to time to fit your child’s age and stage of development.
- Do be as flexible as possible concerning scheduling changes in order to model cooperative behavior to your child.
- Do give the other parent as much possible advance notice of changes of schedule, vacation times and travel plans.
- Do find activities that allow you and your child an opportunity to build your relationship so that you both look forward to time together.
- Do remember that time together between parent and child is more important than an activity itself.
- Do set up a place for your child’s creations (art work, pictures, etc.) in order to help him/her feel that “this is home.” Encourage your child to bring games, favorite objects, and crafts from each home to the other.
- Do, when possible, involve your child or put him/her in charge of packing and unpacking clothes, toys, etc. for change between homes. This helps him/her feel a sense of control.
- Do allow your child to bring friends along to each home sometimes.
- Do introduce your child to neighborhood children he/she can play with at each home.

E. What Children Need

- To know that they continue to be loved by both parents, even when times get difficult. Tell them again and again.
- To be kept out of the middle of parents' conflict (e.g., not being asked to take sides, or to hear one parent discuss the other parent's behavior in an angry tone).
- Parents who remain warm and affectionate, but consistent and firm in their discipline. This means sticking to what you say (e.g., bedtime is 9:00). It also means staying calm and clear while managing your frustration or anger at your child.
- To continue to have a relationship with both parents whenever possible, which allows for talking with either parent about the separation/divorce, feelings (hurt, sadness, anger), and questions.
- Help expressing feelings rather than behaving in angry or hurtful ways. For example, children can be told: "Of course you feel angry at a time like this. But we need to find another way for you to show your anger. Tell me your ideas, and I can help you think of others."
- To understand the changes that are happening in their family, but without hearing all the adult details about what led to the separation/divorce, what is difficult for parents, what parents are fighting about, etc.
- To be given support for staying involved in their previous activities, friendships, and interests.

F. Making the Separation Easier on Children

- Speak to your children about their other parent in ways that support that parent.
- Be civil to your former partner when you happen to be together.
- Let your children talk about and show enthusiasm for the other parent's home and the activities they share.
- Encourage your children not to blame the parent who left the home or started the separation.
- Acknowledge your child's heartfelt wish for a reunited family without offering false hope or insisting over and over that it will never happen.
- Don't try to mediate conflicts or involve yourself in disagreements between your child and the other parent.
- Don't pump your child for information about the other parent.
- Don't drag your children into adult business by asking them to take messages to the other parent (such as pick-up times, child support, etc.).

G. Age-by-Age Guidelines

If you are wondering about what types of reactions children typically have at what ages, or are looking for tips about what behaviors should be worrying you, refer to the handout from class: *Age-by-Age Guidelines: Children's Reactions and How to Help*.

Children need to be kept out of the middle of parents' conflict.

II. Ways to Promote Positive Coping

A. Provide Useful Information for Your Child's Age

Children often don't receive any information before the separation and have no time to prepare themselves for it when it happens. Whether you are just now separating or discussing "what is happening" with your child for the tenth time: Explain what is happening or answer your child's question in simple but true terms. Make sure they understand the information. Tell children what is going to happen, when and how; in particular, tell them what the living arrangements will be. Let them know they can ask questions at any time.

B. Avoid Blame

The question of who is at fault is an adult concern. Children need to be able to count on and respect both of their parents, especially now. Children — especially younger children — may believe that they are to blame for the separation or divorce. Children may need to hear multiple times over the first few weeks and months that the separation or divorce is not their fault, and that there is nothing they could have done to prevent it.

C. Pay Attention

Remember that this is an important time to be with your children, to listen to them, and to give them the love, attention, and reassurance they need from you. Be sure to spend some "alone" time with each child.

D. Help Children Understand their Feelings

Sometimes parents are unable to admit that the separation or divorce is causing pain or difficulty for their children because they want so much for it not to be affecting them. Talking with your children about their feelings helps them cope. Reassure them that feelings are never "wrong."

E. Keep Children Out of the Middle

- Avoid asking your child about the other parent's life or asking your child to spy on the other parent's activities. Children should not be asked to get or give information about one parent to the other parent.
- Avoid asking your child to take messages to the other parent, rather than speaking directly with him or her. Do not send your child with messages about child support or how a transition or change in plans will take place.
- Avoid bad-mouthing the other parent when the child is in earshot.
- Avoid discussing your own angry feelings about the other parent directly with your child.
- Avoid asking your child to keep secrets from the other parent.

The fewer changes you make in the first year following separation or divorce, the better.

F. Keep Children Out of a Grown-Up Role

Children should not be expected to provide emotional support to their parents. There is a big difference between talking honestly with your children and leaning on them emotionally.

G. Make Changes Slowly

The fewer changes you make in the first year following separation or divorce, the better. Familiar and comfortable places, people, activities, and routines will help children adjust as they experience the unavoidable changes that occur with separation or divorce. Be especially cautious when it comes to new relationships. Take them slow and be even slower to introduce your child to your new love.

H. Keeping One-on-One Time

As part of your parenting plan, build in regular times for each parent to spend time alone with each child. Children treasure time with their busy parents when they have their full attention. Children are more likely to open up about what they're feeling when they have time alone with one parent. Taking the time one-on-one, on a regular basis, will help your relationship with your child stay strong, with long lasting benefits.

If and when you begin a relationship with a potential new partner, take care to keep your one-on-one time with each child. When children feel ignored because a parent has a new partner, anger begins to build, sometimes exploding when your child decides he or she doesn't want see you any more.

I. Keep Temperament in Mind

- Be aware of your own temperament and adjust your reactions when they clash with your child's responses.
- You may need to adjust the way you respond to your child to better fit his or her temperament. This could mean taking more time to prepare your child for transitions or new situations, or being more patient as he/she works out how he/she feels, or seeking creative or high-energy activities for your child to express him or herself.
- Think ahead of time about the kinds of sensitivities your child will have or difficulties your child might face, based on your knowledge of his or her temperament. This will help you better prepare your child for situations and avoid potentially difficult situations altogether.
- Tailor your parenting strategies and your child's activities or schedule to his or her temperament. If your child doesn't make transitions easily, do not have him busy right up until the time he is supposed to switch homes for the weekend. If your child reacts shyly to new persons, do not change his/her school or daycare shortly after the separation, if at all possible. If your child does best when routines are in place and schedules are regular, try to maintain these routines and not surprise him/her with unnecessary changes.

J. Recognize When to Seek Outside Help

For Your Child:

Notice how your child responds to the separation or divorce. Are there any reactions that cause a higher level of concern? If so, make a strong effort to spend time with your child and try to identify and solve the problem together. If your child's mood or behavior does not improve in a couple of months, it is time to turn to your child's teacher, pediatrician, or a mental health professional specializing in children.

For Yourself:

The process of separation usually takes place in stages and over several years — from immediate crisis, to short-term adjustment, and to long-term recovery. Remember that it can take 2 – 3 years after the separation for adults to recover and work through all the adjustments and issues that need to be resolved. While it is important to recognize that time is needed, there is also no reason to hesitate to seek professional help if problems are troubling you. Contact a therapist or therapy group. Understanding your own difficulties or sharing your experience with others going through the separation process may help you deal with your situation in a more positive way.

Children need to continue to have a relationship with both parents whenever possible.



Frequently Asked Questions About Promoting Coping

1. How can I tell if my child is reacting to the separation or divorce or to something else?

Often, signs of stress look the same in a person, regardless of the cause. Step back and count the number of changes your child is making and what kinds of changes are happening to the people around him or her. When did you start to notice reactions in your child that worried you? Thinking in terms of when a behavior first started and when it changed over time may help you to figure out the specific causes of your child's upset.

Sometimes, many small stresses add up to bigger ones — the result of experiencing too many changes or difficult events at once. Re-read the *Ways to Promote Positive Coping* in this parent's guide and use it as a checklist. You may also want to refer back to the *Age-by-Age Guidelines: Children's Reactions and How to Help*, which discusses typical reactions to separation or divorce at every age.

2. How can I tell if my child's behavior is due to temperament or if it's a sign of a more serious problem?

Temperament is a set of traits that are present at birth and are life-long. As a parent, you know your child best. Thinking back through all the ages your child has been, what temperament traits have been strong and consistent over time? If you are noticing *new* behaviors or reactions that worry you, they may relate to things your child is doing that are not just a sign of temperament. If you are unsure, talk to your child's pediatrician or school counselor.

3. My child has a slow-to-warm up temperament. My ex-spouse wants to have her go up and back between our houses every week. I don't think she has the temperament for it. What should I do?

Your child's temperament may make moving between houses harder for her, but a lot also depends on her age and what kinds of support are in place for her. Work together to figure out all of the things you could each do, separately and together, to make the schedule comfortable for her and manageable. If she is preschool-age or older, talk to her about what is hard and what feels pretty good about moving between homes or any two places. Ask her what will help her "warm up" to making the change.

4. What should I do if the other parent talks to our children about the divorce/ about me in a way that is not healthy or appropriate for our child's age?

Try to talk privately with the other parent about the issue. If there is much conflict between the two of you, you may want to write a letter or email, which allows you to carefully choose your words and allows the other person to think about them without a knee-jerk response, that is, responding to you in the same old ways no matter what the issue is that you are raising. If you are working with a mediator or lawyer, that person may also be helpful in setting "ground rules" for talking or making decisions together. If none of this is successful, remember that you could not control the other parent's behavior when you were in a relationship, and you won't be able to now. Your attention is better spent on your relationship with your child.

5. When do most children get to the point of being able to put the separation/divorce behind them?

Separation or divorce is not a single event; it is a process. Parents' own process of feeling better from the separation or divorce often takes 2 to 3 years. It takes children this long, too. Though your children's feelings about the separation or divorce will become less "raw" over time, you should not expect them to disappear. They may continue to have questions, or express wishes or upset that things are different than they once were. The more anger and conflict there is between the other parent and you, the longer it will take your child to adjust, and the harder it will be for him or her to look forward to the future.

6. How can I get the other parent to start following the guidelines we learned about today?

Focus on what you can control — that is, your relationship with your child. Though you may see plenty of room for improvement in the other parent's parenting, you will not be successful at telling him/her what to do. You can talk together about the guidelines, and how they made you feel, and what you hope can happen for your child and yourself, and see if that opens the door to conversation. You also can ask your former partner to join you in mediation or counseling to try to put some of the guidelines into practice. Mostly, you can try to behave well and see if your example encourages your ex-partner to act similarly to you.

7. You suggested that we make changes slowly. But it took my ex- and I forever to separate, and I am now involved in a good relationship with a new man/woman. I think this is the real deal and I want my child to know whom I am spending so much time with. Don't you think hiding the relationship is worse than introducing it?

Like all things related to separation and divorce, the best answer is "it depends." Generally, introducing someone too soon can make it much harder for your child and that person to have a relationship. Your child needs enough time that he or she doesn't feel disloyal to their other parent. If the new person comes in on the heels of the separation, he or she may be blamed — fairly or unfairly — for being part of the break-up. Also, you need time to make sure you are not just on the "rebound" — falling for the first person who makes you feel good at a time when you have been feeling really bad. Another break up will be hard on both you and your child. It will not hurt to take your time.

8. What if my child says he doesn't want to spend time with the other parent? Should I make my child go?

Remember, children will often say they do not want to go for a variety of reasons that have nothing to do with how they feel about the other parent. It is easy to jump to the conclusion that things are bad for your child with the other parent but it is best to check those assumptions out. Your child may have difficulty with the transition, may be reluctant to leave friends, may feel sad about leaving you or may be saying what they think you would like to hear. By encouraging your child to think about what they love best about being with the other parent you are giving him or her permission to care for that parent without being worried about hurting you. By considering your child's opinion about what is important to him or her in the parenting schedule you are allowing your child a voice (not a choice) that may give you some insight into their feelings. If there are strong negative feelings toward the other parent, or safety concerns, it may be the time to consult the local resource list for help.

Children adjust with time, routines, feeling valued, and becoming problem-solvers.

A Child's interpretation of divorce



Archived

Section 2 HANDOUT

Recognizing Your Child's Temperament

Please circle the number that best describes your child.

1. Activity Level

Is your child always **moving, busy, or doing something**?

Level "4" describes children who may be: always wiggling, moving while eating, a bundle of energy, walks/runs fast or wildly, jumping on furniture, restless, gets overly excited

Never or Rarely	Sometimes	Often	Always or Almost Always
1	2	3	4

2. Regularity

Is your child **regular** or **unpredictable** in his or her eating and sleeping habits?

Level "4" describes children who may be: get hungry or tired at unpredictable times, child struggles with changes in eating/sleeping routines

Level "1" describes children who may be: get hungry or tired at predictable times

Never or Rarely	Sometimes	Often	Always or Almost Always
1	2	3	4

3. Approach

Does your child **move toward** or **shy away from** new situations and new people?

Level "4" describes children who may be: shy, cautious, need time to warm up to new experiences, child says they don't like things before trying them, shows fear in seemingly safe situations, avoids unfamiliar children, picky eater

Level "1" describes children who may be: friendly with strangers, easygoing when separating from parents, fearless in potentially dangerous situations, or may get lost in crowds or stores

Never or Rarely	Sometimes	Often	Always or Almost Always
1	2	3	4



HANDOUT Section 2

4. Adaptability

Does your child **resist changes** in routines, plans, or activities?

Level "4" describes children who may: have a hard time with changes in routine or activities, take a long time to adjust to new situations, screams or fusses at new activity, have difficulty in new classrooms each year

Never or Rarely	Sometimes	Often	Always or Almost Always
1	2	3	4

5. Intensity

Does your child **react strongly** to situations, either positive or negative?

Level "4" describes children who may be: dramatic and show strong emotions, laughs and cries loudly, yells with glee when excited, be energetic in physical gestures, respond loudly and strongly to everything

Never or Rarely	Sometimes	Often	Always or Almost Always
1	2	3	4

6. Mood

Does your child often express a **negative outlook**?

Level "4" describes children who may be: fussy, cry easily, get easily upset or frustrated, seem unhappy or very serious, pout and quit easily, show frequent mood shifts, get upset when caregiver leaves

Never or Rarely	Sometimes	Often	Always or Almost Always
1	2	3	4

7. Persistence

Does your child **give up** as soon as a problem arises with a task?

Level "4" describes children who may: play contentedly for only brief periods, ask for (or demand) help as soon as a task becomes difficult, get frustrated easily — even by simple tasks, get angry and give up, struggle to learn self-care skills (potty training, dressing), tend to stick with things they are naturally good at

Never or Rarely	Sometimes	Often	Always or Almost Always
1	2	3	4



Section 2 HANDOUT

8. Distractibility

Is your child **easily distracted** from what he or she is doing?

Level "4" describes children who may: have difficulty focusing, (for babies:) be easily distracted by sounds while feeding, become sidetracked when given directions, have trouble concentrating on complex or lengthy tasks, leave belongings scattered about

Never or Rarely	Sometimes	Often	Always or Almost Always
1	2	3	4

9. Sensory Threshold

Is your child **very sensitive to physical sensations**, such as noises, lights, or food textures?

Level "4" describes children who may: react positively or negatively to certain sounds, startle easily, be a picky eater, like only certain types of clothing/fabrics, water temperature for bath or show has to be "just right," gets upset if clothes don't feel "just right," gets upset by loud noises

Never or Rarely	Sometimes	Often	Always or Almost Always
1	2	3	4

Look at any traits for which you circled a "3" or "4." Ratings of "3" or "4" suggest that your child may have temperament traits that parents really need to pay attention to when deciding how to help children adjust to separation or divorce, and when creating Parenting Plans. These are also temperament traits for parents to keep in mind when it comes to many other parenting tasks — setting expectations, scheduling activities, teaching, discipline, etc.

Now look at any traits for which you circled a "1" or "2." This pattern of temperament traits is sometimes referred to as "flexible" or "easygoing." If your child has this temperament style, take care that it does not lead you to ignore, pay less attention to, or create parenting plans that are too complex or taxing for this child. "Easy" temperaments have their limits too.



HANDOUT Section 2

Age-by-Age Guidelines: Children's Reactions and How to Help

Each child develops at his/her own rate, but there are some basic guidelines for different ages. Children are likely to react differently to parental separation or divorce depending on their age. The kind of help you give must meet their needs at their developmental level. For children of different ages, guidelines are given for:

1. Typical Behaviors
2. Reactions to Separation or Divorce
3. Signs of Stress, possibly stemming from parental separation or divorce
4. Suggestions to Promote Children's Coping

If you are aware of typical behaviors for each age, you can figure out if a child's new or negative behavior is a "stage" or a warning sign that the child is stressed or reacting strongly to the parental separation/divorce.

i. Infants (0 – 12 months) and Toddlers (13 – 36 months)

Typical Behaviors: 0 – 12 months

- Cries to get what he/she needs
- Sleeps less each month
- Learns by tasting, touching, smelling, seeing, and hearing
- Develops attachments to caregivers with a sense of security or insecurity with each

Typical Behaviors: 13 – 36 months

- Begins to show independence by saying "no"
- Possessive, everything is "mine"
- Self-centered
- Has a short memory
- Gets into everything as an expression of curiosity
- Can make very simple choices, but cannot make many kinds of choices
- Pokey, plays with food and dawdles
- Can't sit still
- Wants to know "why" and "how"

Reactions to Separation or Divorce

Infants and young toddlers are vulnerable when parents separate because of their complete dependency on parents for meeting their needs. If parents are angry, depressed or absent, the infant or young toddler senses their parents' upset but is not able to understand what is happening.

Infants develop a sense of trust through receiving consistent and predictable caregiving. Any ongoing upset in routine can result in short-term stress for infants. If this stress continues, it can result in the child being unable to trust others.

Toddlers begin to develop confidence and feel good about themselves when their physical needs are met and when they are able to express themselves through language. Before children develop language, caregivers need to pay extra attention to changes in behavior, mood, sleep, and appetite to know if children are coping well or not.



Section 2 HANDOUT

Signs of Stress (0 – 12 months)

- Sleeping, crying, and eating problems signal upset in an infant.
- Signs of severe stress are lack of energy, non-responsiveness, withdrawal, or intense upset — when the child seems “wired”.
 - The most likely reason for these problems is a response to disruptions in routine or biological needs that aren’t being met. A child with a shy or fussy temperament will have more difficulties with changes than a child with a flexible, easygoing temperament.

Signs of Stress (13 – 36 months)

- Child demonstrates numerous fears, irritability, withdrawal, anxiety, anger, clinginess, and/or a return to earlier-age behaviors that were already mastered. Examples of earlier age behaviors might be wanting only to nurse or use a bottle when they previously enjoyed feeding themselves, giving up on walking, having toilet training accidents, or using less language or more babyish language than previously.
- Fear of separation is shown by crying, clinging and prolonged (more than 20 minutes) inability to be calmed after transitions. Becoming more anxious and shy with a familiar caregiver may also be a sign of stress.
- At this stage, children still show stress through behavior more than words. Noticeable changes in sleeping habits or more frequent illnesses can also be signs of stress at this stage.

Suggestions to Promote Coping

- Keep routines consistent and predictable.
- For toddlers, help prepare for transitions by letting them know what is coming next. Toddlers need a very simple explanation and usually cannot understand time beyond today or tomorrow. For example, “Daddy will be moving to a new house. You will have toys there and a bed, just like at Mommy’s house. You will always have time there with Daddy, but not every day.”
- Provide regular and frequent contact with the other parent. Developing close relationships to both parents promotes healthy development in toddlers.
- Give your child a piece of one parent’s clothing to take to the other parent’s house. Children like the familiar feel and smell.
- Provide a special suitcase for taking to the other parent.
- Allow toys to be brought back and forth. Don’t forget the stuffed animal, pacifier, favorite blanket or other snuggle object.
- Have pictures of both parents available.
- Allow unrestricted telephone calls or Internet voice calls (e.g., Skype).
- Provide an audio or video recording of the other parent reading a story or singing a lullaby.
- Reassure your toddler by saying “I love you” while holding, nurturing, and cuddling.
- **Infants:** Frequent contact with both parents helps your child to maintain an image of each parent during separation. Meet your infant’s needs promptly and consistently.
- **18 months to 3 years:** Children at this age are better able to tolerate longer separations from their primary caregiver compared with infants, especially if older siblings are with them during the separation. Prepare your child for separations and transitions by explaining what will happen.



HANDOUT Section 2

ii. Preschoolers (3 – 5 Years)

Typical Behaviors: Age 3

- Tries to please
- Can be reasoned with
- Can talk enough to be understood about most concerns
- Feels and expresses sympathy
- Begins to share with other children
- Enjoys new vocabulary

Typical Behaviors: Age 4

- Enjoys being with friends more than adults
- Bossy
- Asks many questions
- Tattles
- Enjoys playing with words
- Uses words to shock adults
- Stretches the truth

Typical Behaviors: Age 5

- Friendly with children and adults
- Imitates grown-up behaviors
- Dependable
- Often demanding
- Children first become aware of guilt

Reactions to Separation or Divorce

Preschoolers cannot understand that separation is an adult decision that has nothing to do with them and their behavior. Preschoolers feel they control all that happens, and they ask: “What did I do to cause the separation?” They may express upset through clingy behavior.

Children are most likely to act up or express anger with the parent with whom they feel most secure. It is common for children to act very differently in the presence of each parent, adding to parents’ confusion about why they view their child’s behaviors so differently. This difference in the child’s behavior may be her/his way of adjusting to difficult aspects of the separation, or may be just responses to different parenting styles and personalities.

Preschoolers need order and routine.

Children at this age begin to identify differences between the sexes. A sudden absence of either parent may be felt or responded to differently by little boys than little girls. It is important that both parents continue to spend time with their children.



Section 2 HANDOUT

Signs of Stress

- Child demonstrates fears, irritability, anxiety, anger, clinginess, and/or a return to earlier-age behaviors. Behaviors might include persistent bed-wetting, baby talk, stubborn acting out, being “too good,” or withdrawing.
- Crying for long periods (20 min. or more), clinging and inability to be soothed after transitions.
- Emotionally needy on an ongoing basis; seeks constant nurturing and physical contact.
- Persistent problems with sleep, such as anxiety at bedtime, restless sleeping, frequent waking, or intense nightmares.
- Some children become very controlling or show signs of blaming themselves for problems in the family.
- Expressions of fear that he/she caused a parent’s departure.
- Confusion about “who, what, where or when” regarding daily schedules or expectations.

Suggestions to Promote Coping

- Encourage both parents to remain involved by spending time with their child. Children will adapt to longer separations from one parent through frequent time spent with the other parent.
- Parents thoughtfully decide what and how to tell children about the separation/divorce as events unfold, remaining sensitive to children’s limited ability to understand what is happening in the family.

- Keep routines consistent and remind children of the routine.
- Explain exactly what will happen as decisions are made: whether child will need to move or change schools, how often he/she will see the other parent.
- Allow toys to be brought back and forth.
- Match your words and your actions. Follow through on what you say will happen.
- Encourage frequent telephone calls or Internet voice calls (e.g., Skype).
- Allow time for adjustment at the beginning and end of visits.
- Encourage expression of your child’s feelings and support those feelings: “I understand that you are unhappy. . . .”
- Explore headaches and stomachaches, and nervous habits such as nail biting, because they can be a result of anger or anxiety.
- Expect some return to behaviors that were characteristic of a younger age, especially near transition times.
- Read stories about children whose parents have gone through separation or divorce.
- Encourage children to express feelings through drawing, painting, or play dough. Ask them to explain the story or what they have made and what it means to them.
- Let your child know he or she has your permission to love the other parent.
- Continue to remind your child that the divorce is not his/her fault.
- Reassure your preschooler. Say “I love you” often. Hold, nurture, and cuddle.



HANDOUT Section 2

iii. Early School-Age Children: 6 – 8 Years Old

Typical Behaviors

- Focused on the world beyond family
- Proud of school accomplishments
- Falls in love with favorite adult (e.g. teacher)
- “Doing” is more important than completing
- Concrete and rule bound: good and bad, right and wrong
- Involves self in fights and relationship triangles
- Wants attention from father or other male
- Critical of self and others (8 year olds)

Reaction to Separation or Divorce

Children of this age may feel a great sense of sadness because they are aware of the extent of the loss in their family. They are still caught up in “magical thinking” — the belief that if they “think it” hard enough, their wish will come true — and they may cling to fantasies of their parents getting back together. This fantasy can remain into adulthood.

This age group takes parental splits very personally. They feel that it is they who are being divorced or rejected. They are generally unable to appreciate their parents’ needs except for short periods of time. They fear being left, too. Since they may feel they were not good enough for the parent to stay, they fear being replaced by other children in that parent’s life. Children may long for the absent parent, often regardless of the quality of the relationship.

Children are most likely to express strong feelings, such as anger, with the parent with whom they feel most secure. A young child may express anger or be aggressive with the parent he/she lives with because of distress at the situation, but this should not be automatically interpreted as a sign of a problem in *either* parent-child relationship.

Signs of Stress

- Behavior problems — being aggressive, depressed, impulsive, or manipulative
- Persistent sleep problems — bed-wetting, baby talk or other immature behaviors can be more serious signs of upset and help should be sought when these are ongoing.
- Fears
- Frequent sadness, crying, withdrawn, feeling personally rejected
- Fantasies about parents’ getting back together
- School problems — concentration, daydreaming, difficulty with school work

Suggestions to Promote Coping

- Both parents remain involved in the child’s life and spend as much time with their child as possible.
- Parents thoughtfully decide what and how to tell children about separation and divorce, remaining sensitive to each child’s age and capacity for understanding.
- Support predictable and regular contact with the other parent.
- Reassure your children that the divorce is not their fault. Help them understand that the decision to divorce had nothing to do with them.
- Encourage your child to talk directly with each parent.
- Show interest in schooling and extracurricular activities.
- Allow time for adjustment at the beginning and end of time together.
- Encourage frequent telephone calls or Internet voice calls (e.g., Skype).
- Allow children to express their feelings creatively through drawing, painting, or play dough. Ask them to explain the story or what they have made and what it means to them.



Section 2 HANDOUT

iv. Later School-Age Children (9-12 years)

Typical Behaviors: Ages 9 – 10

- Increased independence; Can be capable and self-directed
- At the same time, still obeys parents easily and naturally
- Starts developing more interests in friends; by age 10, more content with friends and the world in general
- Desires to have maturity respected
- Is a worrier
- Complains frequently, often about physical disturbances - stomach aches when told to go to bed, etc.

Typical Behaviors: 11-12 Years

- Time of rapid growth, particularly in girls, leading to increased appetite
- Inability to sit still
- Loud, blustering behavior
- Occasional to regular quarrels with parents and siblings
- Moody
- Enthusiastic and generous
- Yo-yo's back and forth from mature to childish behavior
- Girls may have a better relationship with dad than mom
- Same-sex peer relationships are very important; romantic interests may be developing for many children

Reactions to Separation or Divorce

The younger preadolescent child tends to see the world in absolutes: good or bad, right or wrong, black or white. Although these children will be able to see the divorce as the parents' problem, they are still likely to be angry about the inability of their parents to work it out.

Preadolescents are likely to take sides - often against the parent they think wanted the divorce. They will also offer themselves as a parental companion, especially if they see the parent as sad or hurting.

Sign of Stress

- Intense anger at the parent blamed for causing the divorce. May be more likely to experience loyalty conflicts or to side with one parent or the other
- School difficulties, such as drop in school grades
- Sadness
- Physical complaints, such as headaches and stomachaches
- Becomes overactive to avoid thinking about the divorce
- Wanting to be continuously with friends, to the exclusion of family
- Telling one parent what to say to the other parent
- Taking an "I don't care" attitude



HANDOUT Section 2

Suggestions to Promote Coping

- Parents thoughtfully decide what and how to tell children about separation and divorce, remaining sensitive to their child's age and ability to understand adult decisions.
- Both parents remain involved and honest with their child; avoid blaming one another.
- Avoid demanding instant closeness or loyalty to a new significant other.
- Ensure that children have some clothes, books, and special things at each home.
- Encourage children to make a tape or video of a special activity or skill, to give to the other parent.
- Encourage frequent telephone calls or Internet voice calls (e.g., Skype) with the other parent.
- Provide access to e-mail for communication with the other parent and/or stepsiblings.
- Encourage activities and relationships with friends; allow child sometimes to take a friend when spending time with the other parent.
- Reassure children that you are available to them. Be around for them.
- Inform your child about what is happening and what will occur as family changes occur.
- Maintain consistent routines.
- Inform teachers of any stress your child is experiencing and seek help for school problems.
- Give children permission to continue loving both parents.



Section 2 HANDOUT

v. Adolescents

Typical Behavior

- Teens generally want to spend less time with parents and more with friends.
- Teens also like to spend time alone in their rooms, listening to music, for example.
- Teens experiment with different clothing and hairstyles.
- They try out different parts of “who they are.”
- Teens may change their group of friends more frequently than during the school age years.

Reactions to Separation or Divorce

When parents separate, teens often experience a wide range of feelings. Since teens routinely move toward separation from family anyway, parents’ separation creates anxiety about their future. “Will I fail in a relationship?”, “Can I believe in love?”, and “Will I be betrayed if I trust?” are all typical questions.

These anxieties may affect your teen’s development. For example, he/she might feel the need to avoid or rush into sexual relationships. Teens may be quick to assume a caretaking role of a parent, especially one they view as hurting or distressed.

Signs of Stress

- Range of challenging feelings: Anger, sadness or withdrawal, shame or embarrassment
- Change in relationship with one or both parent(s)
- Drinking and/or drug experimentation
- Drop in school grades
- Feels hurried to achieve independence
- Plays one parent against the other
- Adopts an “I don’t care” attitude
- Always tired; finds it hard to concentrate

Suggestions to Promote Coping

- Make yourselves knowledgeable about teens, and understand that their negative or different behavior may be due to changing needs, and not necessarily due to the separation.
- Think carefully about how you will answer your teen’s questions about who wants the separation or divorce, who hurt the other, and who is more upset. Do not feel you need to answer all questions completely and fully. Focus on moving forward as a family.
- Avoid making your teen your best friend or relying on him/her for company.
- Respect your adolescent’s wishes to be alone at times, but make sure she/he knows that you are available when he/she is ready to talk.
- Shared parenting plans reflect the importance of teens’ peer group and their natural desire to separate from family. Give teens a lot of input into the parenting schedule, but do not burden them with the responsibility for making final decisions. Understand that your teen may want to spend less time with either or both parents than you’d wish.
- Maintain discipline and limits while allowing for normal behavior that seeks personal freedoms and choices. Emphasize that there are consequences for their behavior. Communicate with the other parent to ensure that discipline is consistent.
- Be aware that there are consequences for your behavior as parents; teens will hold you responsible for your choices as you do theirs.
- Listening is a major part of parenting. If your adolescent asks for help, respond with care and concern; get help from school or professionals if needed.



HANDOUT Section 2

Parenting Plan Reflective Questions

Based on the information you have been given about children during separation and divorce consider the following questions:

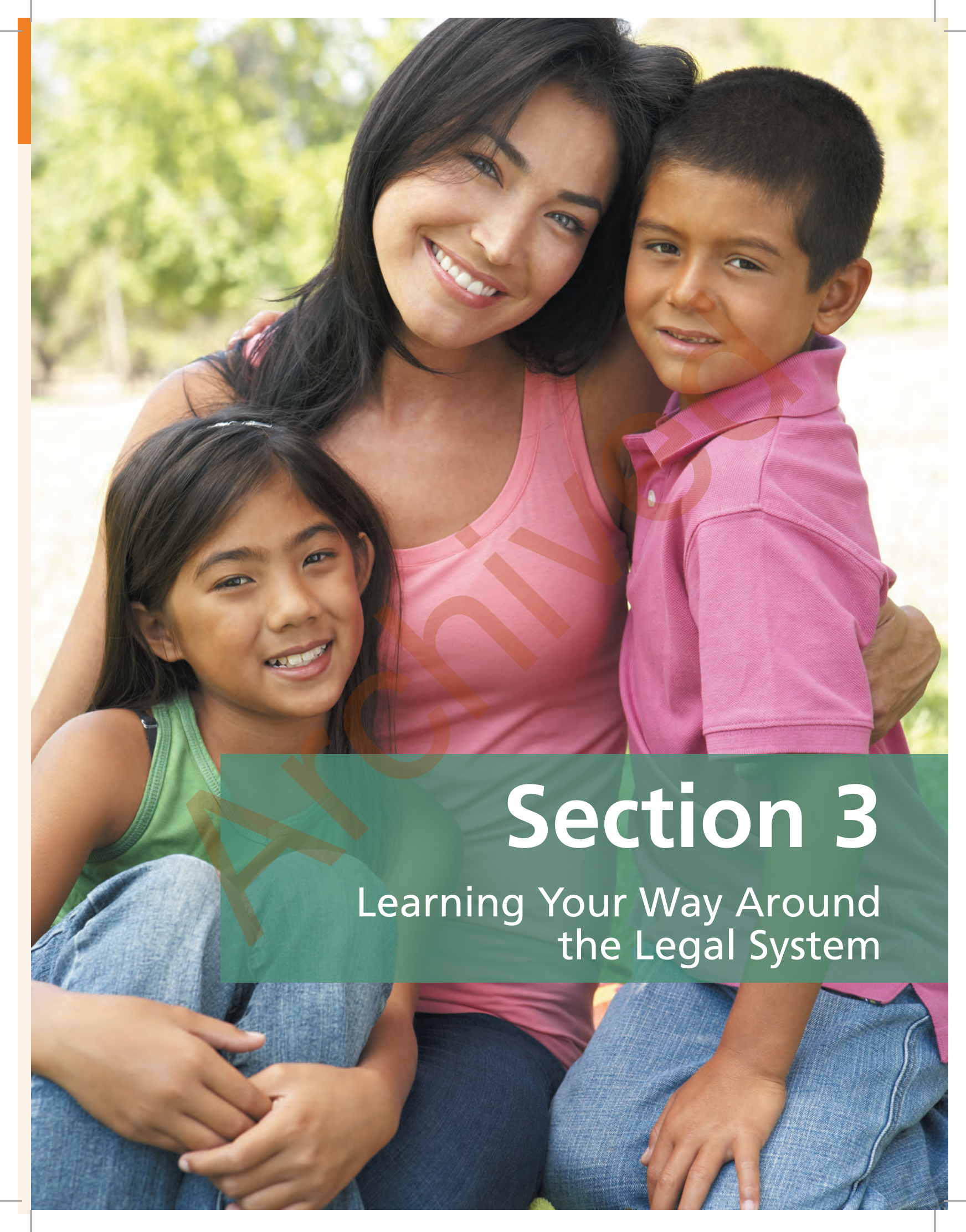
1. What must you and the other parent consider about your children's temperaments when working on your parenting plan?

2. Are there any behaviors you will change that may have put your children in the middle of conflict between you and the other parent?

3. What must you and the other parent consider about your children's ages when working on your parenting plan?

4. How can you help ease the exchanges between homes for your children?





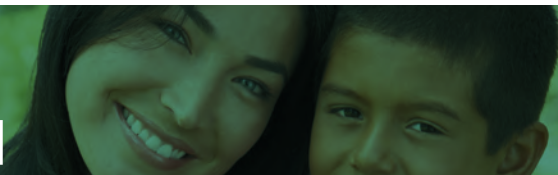
Section 3

Learning Your Way Around
the Legal System



SECTION 3

LEARNING YOUR WAY AROUND THE LEGAL SYSTEM



I. The Divorce Process and Legal Terminology

The amount and type of your involvement in the legal system will depend on a number of factors, including:

- What your needs are (e.g., filing a parenting plan, getting help making decisions, seeking enforcement of a plan that is already in place);
- How you and your child's other parent decide to resolve your disagreements.

Dilemmas you will face fall into 3 general categories:

- A. Determining how to make major decisions regarding care of the children
- B. Establishing living arrangements and parenting time
- C. Determining financial support of the children

A. Decision-Making Authority

- If married parents are getting a divorce, the term *custody* is used.
- Whether or not parents were married, each parent will generally be a guardian of the child. There are exceptions to this rule in a small percentage of unmarried parents.
- Parents who are guardians have joint decision-making authority, unless an agreement or a court order states otherwise.
- Joint decision-making authority means both guardians have the authority to make decisions affecting their children, including day-to-day decisions, residence, education, medical, religion, etc.

- If parental guardians have separated and cannot agree on decisions affecting their children, they can ask the court for a decision — called a parenting order.
- A parenting order can include: (a) which guardian has authority to make decisions on particular subjects; (b) parenting time given to each guardian; (c) process to resolve future disputes (if guardians agree on process).
- The **“best interests of the child”** is a standard used in family law to make decisions that impact children. All circumstances affecting the child are taken into account, and what is “reasonable” or “best” in one family's situation may not apply to other families.

B. Living Arrangements for the Children

Residence describes where a parent or child lives; it is not about who owns the property or whose name is on the title to the property.

- **Primary residence:** a child having residence with one parent for greater than 60% of the time over the course of a year
- **Split residence:** each parent having the primary residence of one child
- **Shared residence:** a child having residence with each parent 40-60% of the time over the course of a year (could be a 50/50, 40/60, or 45/55 split)

C. Financial Support for the Children

General Principles about Child Support:

- It is the responsibility of both parents to contribute to the cost of raising their children to the best of their abilities.
- Child support is the right of the child, and therefore cannot be bargained away by the parent(s), or reduced by one parent's decision.
- Child support is not tied to parenting time: you are expected to pay child support whether or not you are spending time with your child.
- If possible, the children's standard of living (what they are used to in terms of housing, education, or activities) should be kept the same after separation as it was before the separation.
- The children's needs take priority over most other expenses.
- The parent receiving child support is generally not required to account to the parent paying it how the support is spent.
- The parent receiving child support does not pay tax on the child support received, and the payor cannot claim child support paid as a tax deduction.
- The Court is required to follow the Child Support Guidelines when it makes a child support order, even if both parents do not want to follow the Guidelines.
- A judge makes the final decision about whether the child support arrangement is reasonable for the child.

Calculating Child Support

The Federal Child Support Guidelines: Step-by-Step provides detailed information about child support. You may use this web address to find the publication on the federal Department of Justice website: www.justice.gc.ca/eng/pi/fcy-fea/lib-bib/pub/guide/index.html.

Before you begin using the child support table, you will need some basic information:

- Which table to use (based on the number of children receive child support). Each province or territory uses a different table.
- Each parent's Guideline income. This reflects your actual income and usually is taken from last year's tax returns, especially when the paying parent collects a salary from a company that they do not own. Guideline income can be complicated by many factors and parents often require assistance to determine income for child support purposes.
- Parenting arrangements.

Once you have the basic information, you are ready to begin using the child support table. Family Justice Services (FJS) is available to assist you in child support calculations should you need it. See *Whom To Call* in the PAS Important Information section for FJS phone numbers. Also in the PAS Important Information section, is the following information related to child support:

- Canadian Federal Child Support Tables
- Calculation of Child Support Examples
- Getting Help with Child Support Calculations
- The Role of the Maintenance Enforcement Program

In addition to Base Child Support as determined by the tables, there may also be Section 7 or Special Expenses that are included as part of child support. Special expenses are shared between parents in proportion to their relative incomes. Such expenses include:

- Daycare;
- Health and dental insurance premiums;
- Health and dental expenses not reimbursed by insurance, i.e., glasses and braces;
- Extraordinary expenses for primary and secondary school;
- Extraordinary expenses for extracurricular activities;
- Expenses for post-secondary education.

Child Support Recalculation Program

Once parents have a child support court order or enforceable agreement in place, they may choose to register with the Child Support Recalculation Program (RP). If the child support order is eligible for recalculation under their legislation, RP will recalculate Base Child Support and shares of special expenses each year, so families can avoid asking the courts to review their child support. The timing of RP's recalculation is based on the anniversary of when the court order was granted. RP uses the parents' income tax returns and the child support tables to recalculate.

If you may want RP's services in the future, you should carefully review RP's eligibility criteria and word your child support order accordingly. In particular, RP suggests you **not** say anything in your order about their program! Further information is available at: www.recalculation.gov.ab.ca

There are many ways to resolve your disputes besides litigation. Mediation and collaborative family law, for examples, support parents in making their own decisions.

II. Dispute Resolution Processes

A. Mediation

Mediation is a voluntary process. Parents meet with a mediator who remains neutral to them both and helps them communicate, develop options, clarify issues and focus on the future. The mediator does not make decisions, but assists parents in reaching an agreement. Most parents who try mediation are able to reach an agreement. Because parents make the decision, they follow through with it more often than when it is decided for them by the court. *Research shows that mediation is faster, cheaper and results in less conflict than going to court.* Parents usually keep the agreement, and both parents and children are a lot happier.

B. Collaborative Family Law

Similar to mediation, the collaborative family law process is about cooperation instead of confrontation. Collaborative lawyers work with your former partner and you to understand what each of you wants, help you problem solve when you want different things, and reach an agreement that you both accept and think is basically fair. The two of you are responsible for gathering information and coming to solutions, but you each do it with the help of lawyers who work with you separately and together.

In collaborative family law:

- Parents and collaborative lawyers work together as members of the settlement team rather than working against each other as “opposing parties.”
- You will have control over your own decisions.
- You, your child’s other parent, and both collaborative lawyers will agree in advance to work only toward a settlement acceptable to both parents. Collaborative lawyers pledge not to go to court throughout the process. If parents choose to go to court, they will have to begin the process over with different lawyers.

C. Judicial Dispute Resolution (JDR)

In JDR, a judge meets with parents (and usually their lawyers) for at least half a day to discuss any matters that are still in dispute. The judge may try to direct parents toward agreement. However, the judge cannot make a decision and insist on a resolution. If a settlement is reached, the judge may grant a consent order that makes the decision legal, with paperwork to follow.

D. Child Support Resolution (CSR) and Dispute Resolution Officers (DRO) Programs

Two programs are offered in Edmonton and Calgary to help parents settle child support disputes before the Court of Queen’s Bench. In Edmonton, it is called *Child Support Resolution (CSR)* and in Calgary it is called *Dispute Resolution Officers (DRO)*. Parents who want the court to help them with child support matters, may be required to try one of these dispute resolution services first.

Frequently Asked Questions About the Legal Process

1. What will happen in the court process?

The flow chart handout in the book describes each step you will encounter in the legal process. Your materials also include definitions of words used in the legal system that may be new to you (see *Glossary* in the Important Information section), and a description of choices available to you for helping you and your former partner to move through the legal system with as few economic and emotional costs to your child and family as possible.

2. What does joint custody mean?

When parents have *joint custody*, they will continue to make decisions about their children together. The term can also refer to the time parents will spend with their children. *Shared custody* means the children will divide their time more or less equally between their parents' homes. Often the child will live primarily with one of his/her parents, and the other will have access, or a legal right to spend time with the child. *Reasonable access* takes place whenever the parents agree to it in. *Specified access* holds the non-custodial parent to certain days or times in accord with a legal agreement or court order.

Children usually desire — and have the right — to spend time with both of their parents.

3. What type of parenting arrangement is best for my child?

There is no "one size fits all" parenting arrangement that works for all children or all families. Also, an arrangement that works well for your child today may not "fit" your child (or your family) in six months or a year. Your PAS handout, *Where to Find Other Parenting Plan Examples*, provides resources to help you make a plan that is sensitive to your child's age and needs.

4. If I agree to shared parenting (and residences), won't I get less child support?

How you and your ex-partner divide up time you will each spend with your children does have an impact on child support calculations. The idea is that if your partner wants shared custody, he/she will be spending considerable more time with the children and will be responsible for expenses when they are in his/her care. Since there is a range of time that is considered as part of the child support calculations, small changes do not necessarily affect child support. But some changes in parenting access do make a difference. Consult a lawyer to decide if the change is a meaningful one for you financially and how the balance between caring for the children and child support is best handled between the two of you.

5. Can parenting time ever be denied by the Court?

In most situations, children have the right to spend time with both parents, regardless of how you feel about each other. In certain circumstances (for example, when a parent abuses/neglects a child, or abuses alcohol or drugs), the Court may deny parenting time or place conditions upon it to keep the child safe when he/she is with that parent.

6. What if my child's other parent makes my parenting time difficult or impossible?

Generally, a parent has no right to interfere with the other parent's parenting time. If a parent with primary residence refuses to allow the other parent to see the children, a court may specify steps that the parent who has made parenting time difficult for the other parent has to follow, perhaps even switching the children's residence if the interference continues.

Child support is the right of the child, and therefore cannot be bargained away by the parent(s), or reduced by one parent's decision.

7. For whom does mediation work best?

Family mediation is successful in resolving conflict over various concerns between parents. Parents settle between 50-90 percent of the time –with most reports showing about 80% success and high satisfaction with the process. Mediation is effective whether it takes place early or late in the legal process, though most experts agree that beginning mediation earlier is most beneficial.

There are situations when mediation is not successful. When one or both parents distrust each other very strongly or do not approach the process fairly (e.g., hold back important financial information or information about the child), it is less likely that an agreement will be reached. When there is high (but non-violent) conflict between parents, specialized mediation programs designed for these situations work best. When there is a history of family violence, mediation is usually not recommended; but sometimes it can still work well for families IF the mediator: (1) addresses power and control concerns and ensures that both parents can participate safely; and (2) has specialized training in working with families with a history of family violence.

8. How do I find a mediator?

Alberta Justice offers mediation services to families, without charge to those who qualify.

If you choose to find a private mediator, one outside of FJS, you can:

- Ask your lawyer or counselor to suggest a mediator.
- Ask friends or co-workers who have been to mediation to suggest a mediator.
- When choosing a mediator, ask if he or she is a member of a professional mediation association, such as Family Mediation Canada, Alberta Family Mediation Society, or Alberta Arbitration & Mediation Society.

9. How do I find a collaborative lawyer?

Look online to www.collaborativelaw.ca.

- Ask a mental health counselor specializing in divorce to suggest a collaborative lawyer.
- When choosing a collaborative lawyer, ask if she or he is a member of the Association of Collaborative Family Lawyers in their province.

10. What is the difference between mediation and collaborative family law?

- In mediation, a third person who stays neutral assists you in reaching decisions. In collaborative family law both parents are represented by lawyers.
- In mediation, lawyers are not present in most sessions. The mediator does not give legal advice or advocate for either parent. Agreements are prepared by the mediator, and then parents may review the agreements with lawyers before submitting to the Court. Lawyers are present throughout the collaborative law process.
- Mediation has been used most often in low to moderate conflict situations; higher conflict couples who want to stay out of court may find collaborative family law more appropriate for their situation.

11. Can I refuse parenting time to my child's other parent if he/she does not pay child support?

- No. Although it might seem like a fair exchange to you when you are angry or when you feel sympathetic for your child, *from a legal perspective*, parenting time and child support are *not* connected.

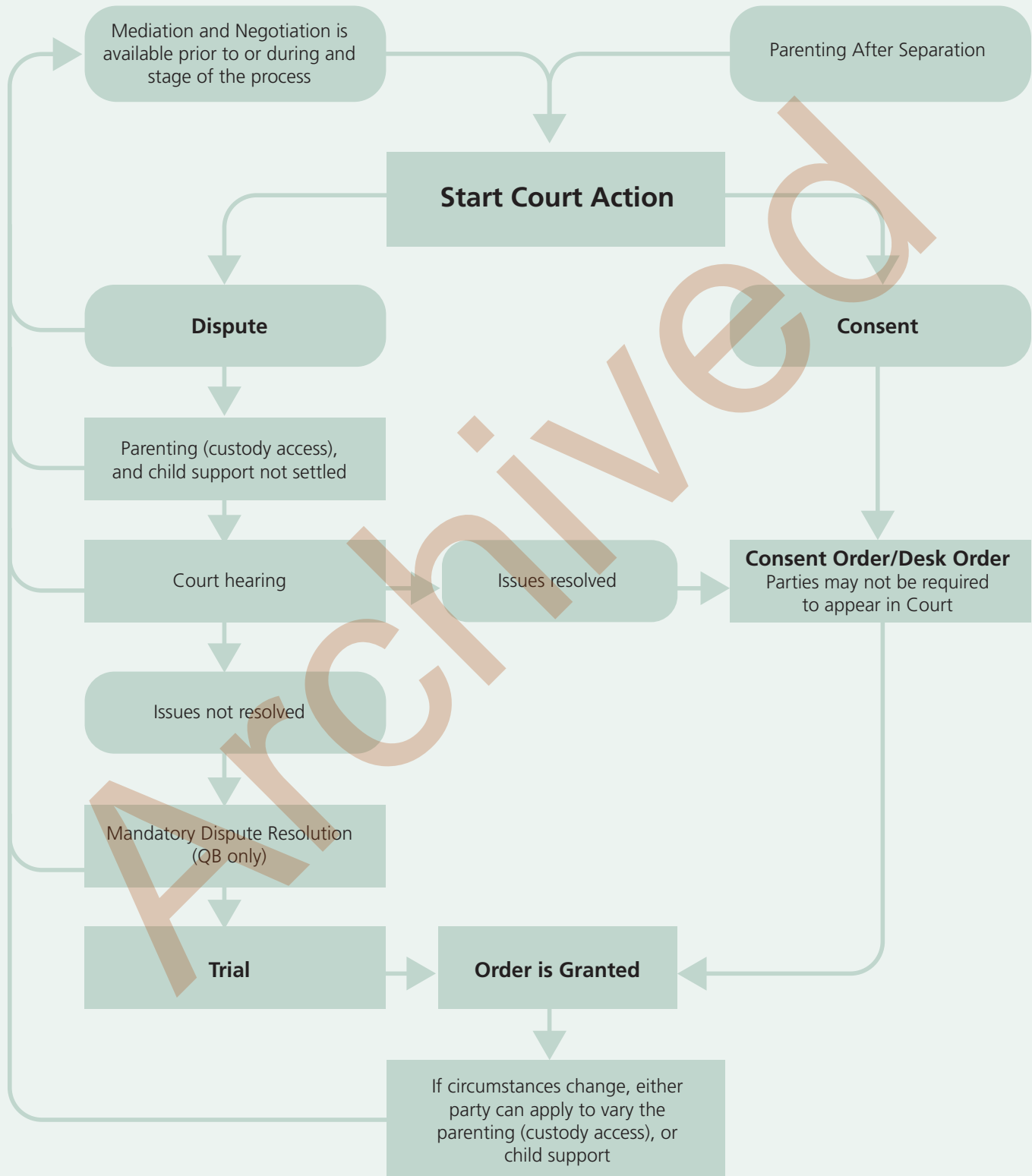
It is the responsibility of both parents to contribute to the cost of raising their children to the best of their abilities.

12. What if my income changes and I can no longer pay the same amount of child support?

- Parents often review their child support annually and make adjustments to the payments if changes have occurred over the year. When circumstances change, such as significant income increases or decreases, the parents may need to renegotiate child support right away.
- Using the tables and your new income, determine the child support amount and discuss this with the other parent to see if an agreement can be reached about a change in payment. You may choose to use a form of dispute resolution to assist in the discussion such as mediation or early neutral evaluation.
- If there is a court order in place that sets out your child support obligation you may decide to have that order revised. FJS or your lawyer can assist you with this. It is essential to vary your court order if the Maintenance Enforcement Program is being utilized as they must enforce the order as written.
- You may be eligible for the Child Support Recalculation Program (RP), which adjusts child support based on the parties' income tax information. RP does adjustments only once per year, based on the anniversary of when the child support order was granted.

Section 3 HANDOUT

Steps in the Court Process



HANDOUT Section 3

Dispute Resolution Processes

The Courts are very supportive of families working together to establish their parenting agreements through collaborative, honest discussion early in the separation process.

Dispute Resolution Options, Ranging from Direct Control to Judicial Decision Making

1. Your Own Kitchen	2. Mediation (Facilitative)	3. Collaborative Law	4. Early Neutral Evaluation (DRO/CSR)	5. Judicial Dispute Resolution	6. Parenting Coordination	7. Trial
Parties have control over decision making <<<			>>> Parties give control over decisions to the court			

Typically, parent disputes are about:

- parenting time
- child support
- spousal or partner support
- property division

STEPS IN DISPUTE RESOLUTION

Step 1

Choose the dispute resolution process that seems best for you and the other parent. The decision to choose the best option depends on several factors, including whether a decision is needed urgently. Each DR process is based on its own rules. If the other parent and you cannot agree on the process to use, then you will likely wind up bringing the issue to court for a judge to decide through a process known as litigation.

Step 2

Work through the process you chose, and try different processes when you get stuck. Some couples use one type of process to agree upon as many of their conflicts as possible, but sometimes they cannot agree on everything or the first process breaks down. You can then choose a different process. For example, your partner and you might start in mediation, and then move to a collaborative law process to resolve your remaining disputes.

Step 3

Document the agreement. Parenting and child support arrangements can be documented in either a written agreement or court order; however, a court order is the most common.



Section 3 HANDOUT

EXPLANATION OF THE DISPUTE PROCESS OPTIONS

- *Your Own Kitchen Table*

This is when you and the other parent sit down and work out your own private agreement without the help of anyone else. The risk of using this option is that if in the future one of you becomes unhappy with the agreement, the agreement could break down and/or be challenged.

- *Mediation (Facilitative)*

During mediation the mediator leads and focuses the discussion, and does not support positions of one parent or the other or any particular outcome. The mediator does not give legal advice, and has no authority to order an agreement. Any settlement reached between the parents will be written into a “Mediated Agreement” document. That “Mediated Agreement” document is not a legal document, but can be the basis for a child-support court order or parenting agreement that is enforceable by law (also called “legally binding”).

A Mediated Agreement about property division or spousal support will need to be turned into a contract written by a lawyer so that the agreement is final and enforceable by law.

Mediation is one of the services offered by Family Justice Services

- *Collaborative Law (CL)*

CL is similar to mediation, as it is based on beliefs that parents can reach their own decisions and find agreements that work for all family members. However, in CL, each parent has a lawyer, who gives legal advice and supports his/her interests during the negotiation. The lawyers also prepare the paperwork to make any agreement legally binding. These lawyers are not allowed to represent either parent if the parents cannot reach agreement and decide to litigate (take their conflict to courts for a judge’s help in deciding); this provides a strong reason for parents to work harder to settle their disputes.

One way that collaborative law is especially helpful is that both parents hear the legal advice and opinions being given at meetings that involve both parents and both of their lawyers, so you do not get “one-sided” legal advice or the other spouse’s “version” of what his/her lawyer said.

A neutral parenting expert and a neutral financial expert are sometimes hired in the collaborative model to work together with the parents and lawyers as a larger team. Often, each parent will also hire a divorce coach to help him/her prepare emotionally for meetings, so that each meeting is as smooth and effective as possible.

- *Early Neutral Evaluation (Dispute Resolution Program and Child Support Resolution Program)*

The Court’s Resolution Officer will direct parents toward an outcome that he/she feels would be the best outcome for the children and family based on all the information available. The Resolution Officer has no authority to impose an agreement if parents get stuck and cannot agree.



HANDOUT Section 3

- *Judicial Dispute Resolution — (JDR)*

In JDR, a judge meets with parents (and usually their lawyers) to discuss the conflicts that have not been settled. As in Early Neutral Evaluation, the judge will direct parents toward agreement. However, the judge cannot make a decision and impose an agreement. If a settlement is reached, the judge may grant a consent order, with paperwork to follow.

- *Parenting Coordination (PC)*

A Parenting Coordinator's role may include facilitation, education and consultation through meetings with the parents to establish parenting plans. The Parenting Coordinator may offer advice and recommendations regarding disputed needs of the children. In addition, a PC may have decision making authority by means of a binding decision as governed by the Arbitration Act of Alberta. This authority is set out by Court order or written agreement of the parties. The PC makes every reasonable effort to assist the parties in resolving their disputes themselves. However, when parents are unable to reach an agreement, the PC makes a binding decision according to his/her authority as set out in the Court Order or written agreement.

- *Court Hearings or Trial*

A trial results in both parents (or their lawyers) presenting their case to a judge, and leaving it to the judge to decide how their conflicts should be resolved. Court Hearings or Trials can be useful when one parent is being unreasonable and refuses to compromise or offer a solution that seems fair to both parents. However, it is also costly in terms of money and emotion. Most experts agree it is best for parents to maintain as much control over their own process as they possibly can, and to use less costly ways of solving disputes before falling back on court hearings.



Section 3 HANDOUT

Parenting Plan Reflective Questions

Based on the information you have been given about the types of decisions parents must make about legal issues, consider the following questions:

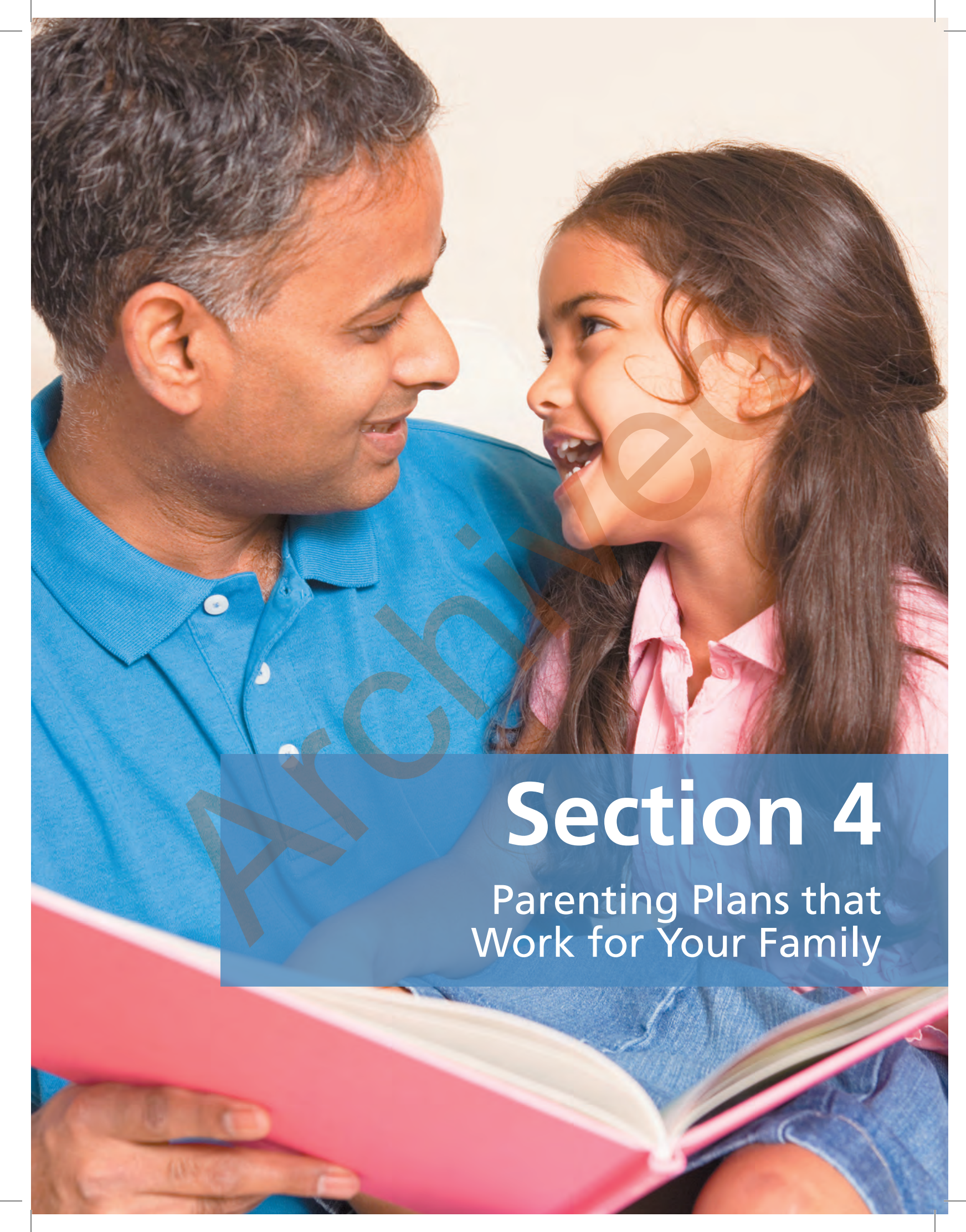
- 1. Is there anything that will need to be clarified between you and the other parent about calculating the amount of base child support?**

- 2. What are the Section 7 Expenses for your children that need to be included in your parenting plan?**

- 3. Based on the continuum of dispute resolution options, which would be your best method to work on your parenting plan decisions from now on? How will you make this suggestion to the other parent?**

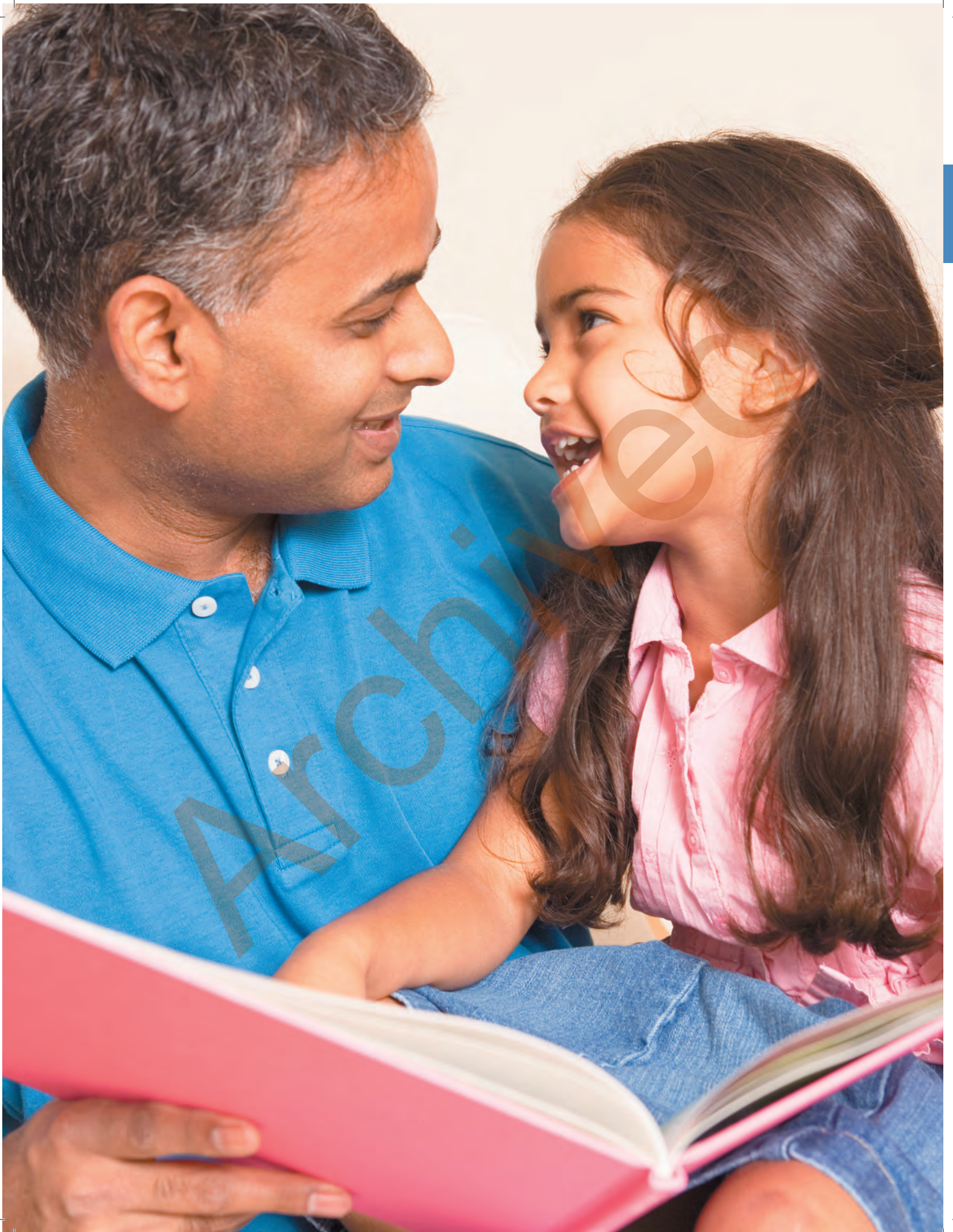


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Section 4

Parenting Plans that
Work for Your Family



SECTION 4

PARENTING PLANS THAT WORK FOR YOUR FAMILY

I. What is a Parenting Plan?

A parenting plan is an agreement between parents on how they will raise their children after they have separated.

A parenting plan describes how parents will:

- Make major and daily decisions about their children;
- Specify a schedule for where their children will live and when;
- Provide for the physical, emotional, psychological, and spiritual care of their children;

- Adapt to the changing needs of their children;
- Make clear what they expect of each other, especially about what they will each do to care for their children;
- Describe how they will handle disagreements that arise.
- Communicate with each other about the children.

II. Parts of a Parenting Plan

A. Decision Making

The parenting plan specifies who makes the major decisions affecting your child. It gives parents clear authority for making big decisions about education, health, and religion, and states whether parents will be making decisions together or one parent will have more authority for making certain kinds of decisions.

Deciding which parent will make particular kinds of decisions can be based on:

- The way in which major decisions were made between parents before the separation
- Degree of cooperation between parents
- Each parent's ability and willingness to participate in future decision-making
- Each parent's expertise or area of knowledge (for example, a mother who is an EMT; a father who is a Special Education teacher with reading specialization)

B. Parenting Time Schedule

A *residential schedule* specifies parenting time for each parent; that is, when the children will be in the care of each parent. Schedules are most useful when they are specific, detailing the amount of time children will spend with each parent during:

- school year
- summers
- holidays, vacations, and special occasions such as birthdays and mother's/father's day

The idea is to create a schedule that is all about what your child needs but also considers:

- What agreements are in place now
- Who has performed what parenting functions in the past
- Ability and willingness to perform parenting roles in the future

- Child's relationships with siblings, grandparents, teachers, friends, etc.
- Child's environment and interests (school, hobbies, sports, etc.)
- Child's temperament
- Child's voice (not choice)

C. Dispute Resolution

At FJS, we highly recommended that parents identify a dispute resolution process to follow (and include in the parenting plan) if they disagree on how to handle a particular issue. Options include counseling, mediation, arbitration and court. These were all discussed in the third section of this class — Orientation to Legal Issues.

D. Finances: How Will the Child's Expenses be Paid?

Parenting plans also specify how various child-related expenses will be covered, including:

- Regular activities and schooling
- School or club uniforms, sports equipment
- Travel (e.g., to parents, grandparents) and school trips
- Large items (e.g., bicycles, computers, musical instruments, driving lessons)
- Allowance

E. Future Changes to the Plan

It is wise to specify how you will go about changing the plans as children's needs or adults' circumstances change. Parenting plans clearly state:

- How the other parent will be informed when the need for change arises;
- How parents will build in reviews of the arrangements when changes occur;
- Who parents will seek help from if they are having trouble making a decision (common examples: counselor, family therapist, or mediator); if someone has been helpful in the recent past, specifying who you will turn to and for how many times before either of you consults a lawyer or goes to court can help keep conflict and legal costs low.

Asking children for their input helps them to feel respected, that their feelings matter, and that they are not powerless.

III. One Way to Develop a Parenting Plan

A. Approaches

If parents can work together in developing the plan, the job of raising their children after divorce will be easier. If that is not possible, parents may develop separate plans that they each favor and then meet to discuss their proposals and see if they can find common ground for a plan they both agree to try. Some parents are able to develop a plan on their own, while others use lawyers or mediators.

B. Guidelines for Discussing Parenting Plan Proposals

(adapted from Hartson and Payne, 2006)

- If each parent is proposing his/her own plan, fine-tune your proposal so that your ideas are clear before meeting with the other parent. Try not to become too attached to your plan before your meeting, so that you can keep an open mind to the ideas of the other parent.
- Remember that the Parenting Plan is for the well-being of your children. You might not like some of the ideas the other parents is suggesting or you might think that part of the plan benefits the other parent more than you, but ask yourself whether those parts of the plan benefit your child.
- Focus on Communication in Separation (FOCIS is a free course offered by FJS to help parents develop their skills for these types of discussions. To find out if FOCIS is offered in your area call FJS (number on back of Parent Guide).
- When you meet to discuss your ideas, decide what topics will be discussed and make time limits for discussion. Each parent has equal time to speak, but not unlimited time. This will help the discussion to stay on track.
- One way to start a meeting is to let each parent present his or her ideas about the agreed upon topic without discussion or interruption, and then to take a short break.
- Next, each parent reads the other's plan or ideas — again, without discussion. While you are reading, note what is similar and different between the two plans.
- Next, each parent takes equal time to discuss pros and cons of the proposals.
- When an agreement is reached for most or all of your topics, discuss how you will know if the parenting plan you agree on is working well or not.
- Once you reach agreement, write out the plan that you agree to follow. You can write it out together or have one person do it and send to the other. Both of you should read the agreement carefully to assure that it accurately reflects what was decided. The final agreement can be written up using forms from FJS or a mediator or lawyer.

As children move between homes, they need help making the transitions.

IV. Parenting Arrangements

A. Parenting Time and Decision Making: Things to Consider

Shared parenting arrangements benefit children's and parents' adjustment to separation and divorce in general.

- Shared parenting leads to both parents staying involved, which has direct benefits for children and the family's economic stability.
- Shared parenting gives both parents the opportunity to get help and support from the other.
- Children report less missing and longing for the non-residential parent many years later.

But shared parenting arrangements do not work well for all families.

- When parents are in ongoing conflict, shared parenting arrangements do not heal the relationship, and instead, children are caught in the middle of the fighting more often.
- Shared parenting works best when both parents are reasonably healthy people, cooperative and polite to each other, and able to keep children's interests front-and-center.

B. Parental Access: Things to Consider

Experts in the field of family law do not always agree about the best age and schedule for young children to spend overnights with the less-seen parent. Experts especially disagree about "best" parenting schedules for infants and toddlers. But there is agreement on this point:

Spending regular time with both parents (except in instances of domestic violence/abuse/neglect) is desired and healthy for children of all ages.

- This means that parents must create a schedule that has room for both parents' time with their child and opportunities to become comfortable, skilled caregivers.
- Some experts suggest that having overnight care fosters closer parent-child relationships that are more likely to last through the stresses of divorce. However, there is a cost to the child when the overnights make it difficult for the child to maintain routines.
- Infants need enough time with each parent to build secure attachment relationships. For them, it is critical to involve both parents in childrearing as soon after parental separation as possible.



V. Giving Children a Say

Asking children for their input, and really listening to what they say, will help them to feel cared about and respected, and will help them to overcome feelings that they are powerless in a changing world. Often, parents forget that children — like adults — find it upsetting to be given no say at all about how they will spend their time. However, it is important to give children a voice, not choice. It is not in children's best interests to make any final decisions about their care. Making final decisions is the responsibility of the parents.

Recent research has shown that when children are asked for their input (versus left out completely) during the process of mediation:

- Parents and children are more satisfied with parenting agreements and are less likely to change them;
- Parenting arrangements are more stable;
- Parents are less likely to go back to court over parenting matters;
- The quality of family relationships (between parents, father-child, mother-child) tends to improve over time.

Parenting plans describe how parents will make decisions, share parenting time and expenses, and handle changes or disagreements.

Frequently Asked Questions About Parenting Plans

1. Is a parenting plan always necessary?

Negotiating a detailed parenting plan is strongly encouraged, and it can protect you legally if problems arise. The court can look and see what is already in place, which is usually the basis from which to make changes. Also, creating a parenting plan now will lead to fewer co-parenting difficulties later because you will have already thought through the ins-and-outs of how you will continue to raise your child after separation. Creating a developmentally sensitive and thorough parenting plan now is a way to think carefully about your children and how you will continue to parent them separately and together.

2. If we are not using mediation or a collaborative family law approach, do we still need a parenting plan?

Developing a parenting plan is recommended regardless of the legal approach you choose for separation or divorce. You can always ignore it if you are working together well, but if you need it, you will be glad you have it.

3. How can a parenting plan be enforced?

If problems arise, you can first go to the person (mediator, counselor, lawyer) who you specified in your plan as someone who could help. Ideally, both parents will go together with the intent of working out the problem. Often when a parenting plan is not being followed it is because it doesn't meet the needs of one or both of the parents. Discuss possible adjustments to make the plan more workable. If that doesn't work, parents can discuss the problem with a lawyer and/or use Family Justice Services or the court to require the other parent to stick to the plan that is in place. Sometimes the court will make an order that requires the parent(s) who is not complying to follow the plan, will request more information or an evaluation of the issue, or will require the parent(s) to give time or money as payback for what was not given in accordance with the plan.

4. When should my child begin overnight stays or longer visits with the nonresidential parent?

There is no one answer to this question. It depends on your child's age, temperament, how you and your ex-partner are getting along, and many other factors. Almost every expert agrees that by three years old, overnights are highly desirable. Many experts think it is fine to start them when children are infants if parents handle them sensitively (around the child's eating and sleeping schedules) and if the less-seen parent is very familiar with the child and his or her routines. Most of all, if parents and children are connected with each other — that is, the parent wanting overnights has been involved in the child's care and the child recognizes him or her and responds to his or her presence, then it is more likely that your child will benefit from overnights. Longer stays should be introduced gradually, with parents monitoring how children are responding. Often, the schedule will seem too long for one parent and too short for the other. Time spent together on a very regular basis (daily if possible), with some overnights sprinkled in so that the less-seen parent and child can get to know each other in the special ways that night provides for bathing, sleep, and eating routines, are generally acceptable to parents as a good starting point.

5. At what age should children be given a say?

Even very young children can say what they prefer on small matters — for example, which toys to bring to their new home, or what color to paint their new room. School age children should be given a voice about which social activities they do not want to miss, or which sports they prefer. Adolescents usually desire to express their ideas on bigger matters — for example, where to go to school and where to be on weekends.

Many courts begin taking children's choices into serious consideration by 12 years of age. However, the appropriate age for asking for children's input depends on the child. If you aren't sure about how to give your children a voice without your children saying what they think adults need to hear, you should ask for help from FJS or private counselors.

6. At what point in the process should a child be asked for their input, and about what?

Some children will have strong opinions from the get-go and others will need to see what a new situation feels like before knowing how they feel and expressing it. A mediator or child development specialist can be very helpful, and it would only take 1-2 meetings to get a professional opinion. Children also will give you clues about when they are ready to talk. Just follow their lead.

Children should not be asked if there should be a separation or divorce, or with which parent they want to live. Putting a child in one of these positions is stressful. Other than this, children can be asked for their opinions on many topics. Younger children may be asked about simpler choices, whereas older children may be asked about more complex choices, such as the schedule of spending time with each parent. When talking to children about their ideas, parents should remind children that final decisions are a parent's responsibility.

7. What if there has been serious fighting in my house? My child's other parent still wants to see him or her, but it feels dangerous to me.

When there has been abuse or violence in your house, either physical or emotional, this changes how you should go about making parenting plans. It is not in children's best interests to follow a plan in which one parent or the children themselves do not feel safe. If this is happening, you should insist that you involve a professional counselor, mediator with experience in high conflict divorce and violence, or lawyer before agreeing to any plan or change in plans. If you are too afraid to stand your ground on this, call FJS (see the *Whom to Call* sheet in your handouts) when you can talk privately and tell them as much as possible about your situation so they can help you.

- 8. We have a plan that was working well for our daughter, but now she is taking dance at a place she loves and doesn't want to miss any classes. My former spouse insists that this cuts into his time and he doesn't think it will hurt her to miss some classes.**

Try talking to your former spouse and see if he would be willing to take her to dance but rework the schedule a little so he has additional time with your daughter during dance season. Or, try working with your former spouse to see if you could change the plan so that dance classes are not overlapping between each parent's time. The important thing to note is that your daughter should be able to make most of her classes, not be caught in the middle between parents. This will only make her less interested in keeping a schedule as she gets older, and becomes even more serious, about her hobbies. Note: This same advice would hold true for sons and daughters, and no matter which parent was the one protesting taking the child to activities during his/her scheduled time.

Time together between parent and child is more important than an activity itself.



A 5-Year-Old Child's Drawing of "Divorce"

Section 4 HANDOUT

Parenting Plan Reflective Questions

Based on the information you have been given about parenting plans consider the following questions:

What will you and the other parent need to consider when:

1. Determining a parenting schedule for your children?

2. Determining how health decisions will be made?

3. Determining how education/childcare decisions will be made?

4. Determining how child support will be paid?

5. Determining how to include the children's voices in decisions?



HANDOUT Section 4

Preparing For Your Parenting Plan

1. List any existing documents, orders or agreements. For purposes of planning, only written documents should be listed.

2. How did you and your children's other parent share parenting responsibilities for each of your children during the time you were married or living together?

3. What is your relationship with the other parent like? Be specific. What do you do well together? In what areas do you have disagreement?

4. Where does each parent live now?

5. Work schedule of each parent.



Section 4 HANDOUT

**6. What are the current time sharing arrangements for your children?
If there are differences for each child, be specific. If none are in place yet, skip questions 7 – 9.**

a. Monthly schedule

b. School vacations

c. Holidays

d. Special days (birthdays, parents' birthdays)

e. Special occasions (weddings, funerals, graduations)



HANDOUT Section 4

f. School, sports, religious and community events (parent-teacher conferences, school programs, sports events, religious programs)

g. Grandparent time-sharing arrangements

h. Other extended family time-sharing, if any

i. Transportation responsibilities, exchange times and places

j. Schedule or arrangement for children's telephone contact with the other parent (for example, contact with dad when children are with mom)



Section 4 HANDOUT



7. Are you happy with the current arrangements? What would you change?

8. How does each of your children like the current arrangements? What is important to him/her about them? What would he/she change?

9. Do you have any specific concerns about the present or future arrangements? If fear or past/present violence is an issue, describe your concerns and or what has happened. Consider other types of concerns related to parenting, parents' jobs, impending changes in the children's or parent's life, etc.

Archived



HANDOUT Section 4

10. Each child's schedule of activities (May note F = Fall, W=Winter, and Sp=Spring).

CHILD	Sun	Mon	Tues	Wed	Thurs	Fri	Sat

Archived



Section 4 HANDOUT

11. Each child's special interests or needs (consider health, educational, other).

12. Religious training (type, schedule, any differences of opinion)

13. Are there plans for a change in residence for either parent in the near future? If so, be specific about the change (where to, how far away, type of residence, living with whom)

14. If relevant (currently or in the near future), what are your proposed arrangements for long-distance parenting (for example, if one parent will live more than 60 miles away)

a. Yearly time-sharing schedule

b. Transportation details (including allocation of transportation costs)



HANDOUT Section 4

c. How information will be shared

15. Does either parent have any plans for remarriage in the near future?

16. Do you or any other adult in your child's life (school teacher, counselor, therapist) have concerns about any of your children?

17. Are there any relative or adult family friends with whom the children should remain in close contact?

18. Are there any relative or adult family friends with whom the children should not remain in close contact? Briefly state reasons.



Section 4 HANDOUT

19. What are the current procedures for sharing information with your child's other parent? What would you change, if anything, and what procedures would you propose to put in place?

a. School-related information (report cards, academic or disciplinary problems, parent-teacher conferences, school activities)

b. Extracurricular activities

c. Health-related information (illnesses, prescriptions, checkups, therapy sessions, other)

d. Community and special events

20. How should major decisions be made and by whom (education, day care, medical and dental, therapy)?



HANDOUT Section 4

21. How are finances distributed right now? Think about who pays for schooling, activities, etc.

22. What would you like to see different about financial sharing in the near future?

23. What are your financial concerns for the longer-term?

24. Steps you will take to resolve any disagreements that arise. Be specific about what you will do, who will be involved (e.g., therapist, mediator), and how many times you will work on the issue before trying another form of resolution.

Preparing For Your Parenting Plan is adapted from two sources: (1) materials created by Mimi Lyster. *Child Custody: Building parenting agreements that work (4th ed.)*. Berkeley, CA: Nolo, 2003; (2) *Parenting After Separation For Your Child's Separation: A Handbook for Parents*, British Columbia, Ministry of Attorney General, 2007.



Parenting Plan Worksheet **HANDOUT**

Used with permission of Gary Direnfeld, MSW, RSW

PARENTING PLAN WORKSHEET

Date: _____

Print and complete this worksheet to facilitate discussion and development of a parenting plan. You may alter the content to meet your needs. As children grow and time moves on, you may have to revisit and adapt portions of this agreement to suit new circumstances. If you can anticipate changes, discuss them and include potential solutions for when the circumstances arise. However, allow flexibility and agreement to modify the parenting plan as not all situations can be predicted.

This document may be used in discussion between parents or with a counselor, mediator, lawyer, etc. To make this plan legally binding, consult your lawyer.

This document is not necessarily exhaustive of all issues involved in developing a parenting plan. Users are therefore advised to seek professional input prior to a final agreement.

This Parenting Plan regards the care of children subject to their parents:

	Mother	Father
Name		
Address		
City		
Province, Country		
Postal Code		
Telephone		
Email		

This plan has been developed through the following process:

- Between the parents alone
- Through a mediation process
- Through their respective lawyers
- Through a Collaborative Law process
- Through an assessment process
- Other: _____

This parenting plan applies to the following children:

	Name	Birth Date	Age
Child 1	_____	_____	_____
Child 2	_____	_____	_____
Child 3	_____	_____	_____
Child 4	_____	_____	_____



HANDOUT Parenting Plan Worksheet

Used with permission of Gary Drenfeld, MSW, RSW

PARENTAL TIME WITH THE CHILD(REN)

(This may be determined using the chart below, or on the basis of the child(ren)'s weekly schedule of extra-curricular activities – see following page, or a combination of both.)

Residential Schedule

Key: Use "M" for Mother and "F" for Father

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							
Night							

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							
Night							

Description:

Location of pick-ups:

Location of drop-offs:

Transportation arrangements for the child(ren) between the parents will be as follows:



Parenting Plan Worksheet **HANDOUT**

Used with permission of Gary Drenfeld, MSW, RSW

If a parent is unable or unavailable for their time with the child(ren), who and how will this be explained to the child(ren)?

Children's Schedule Of Weekly Extra-Curricular Activities

With the chart below, enter in each child's activity **and** which parent will be responsible for attendance.

Child 1	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							
Night							

Child 2	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							
Night							

Child 3	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							
Night							

Child 4	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							
Night							



HANDOUT Parenting Plan Worksheet

Used with permission of Gary Drenfeld, MSW, RSW

Both parents encourage the child(ren) to engage in the following extra-curricular activities:

Child 1: Activities: _____ Cost: _____

Child 2: Activities: _____ Cost: _____

Child 3: Activities: _____ Cost: _____

Child 4: Activities: _____ Cost: _____

Costs for extra-curricular activities to be shared as follows:

Mother Father Both equally Other:

1. _____
2. _____
3. _____
4. _____
5. _____

Neither parent will engage in the provision of extracurricular activities for the child(ren) which will result in the exclusion, whether intentional or unintentional, of the other.

The child(ren) will be permitted to attend social functions provided parents are satisfied that there is appropriate supervision and alcohol and drugs are not available.

Can both parents attend or under what circumstances can both parents attend a child's extra-curricular activity?



Parenting Plan Worksheet **HANDOUT**

Used with permission of Gary Direnfeld, MSW, RSW



SCHEDULE FOR WINTER/CHRISTMAS VACATION

The child(ren) will reside with Mother Father during the winter vacation or

The child(ren) will reside with Mother Father for the first week of winter vacation in even odd years and the other parent for the second week.

Other:

SCHEDULE FOR SPRING VACATION

The child(ren) will reside with Mother Father during the spring vacation in even odd years.

Other:

SUMMER SCHEDULE

Upon completion of the school year, the child(ren) will reside with parents as follows:

- same as school year schedule
- one week every month
- Two weeks every month
- One month with each parent

Other:



HANDOUT Parenting Plan Worksheet

Used with permission of Gary Drenfeld, MSW, RSW

SCHEDULE FOR OTHER HOLIDAYS

The residential schedule for the child(ren) for other holidays is:

- | | | | | | |
|----------------------|---------------------------------|---------------------------------|------------------------------------|-------------------------------------|-------------------------------------|
| 1. New Year's Eve | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Odd Years | <input type="checkbox"/> Even Years | <input type="checkbox"/> Every Year |
| 2. New Year's Day | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Odd Years | <input type="checkbox"/> Even Years | <input type="checkbox"/> Every Year |
| 3. Good Friday | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Odd Years | <input type="checkbox"/> Even Years | <input type="checkbox"/> Every Year |
| 4. Easter Sunday | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Odd Years | <input type="checkbox"/> Even Years | <input type="checkbox"/> Every Year |
| 5. Passover | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Odd Years | <input type="checkbox"/> Even Years | <input type="checkbox"/> Every Year |
| 6. Mother's Day | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Odd Years | <input type="checkbox"/> Even Years | <input type="checkbox"/> Every Year |
| 7. Father's Day | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Odd Years | <input type="checkbox"/> Even Years | <input type="checkbox"/> Every Year |
| 8. Victoria Day | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Odd Years | <input type="checkbox"/> Even Years | <input type="checkbox"/> Every Year |
| 9. Canada Day | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Odd Years | <input type="checkbox"/> Even Years | <input type="checkbox"/> Every Year |
| 10. Civic Holiday | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Odd Years | <input type="checkbox"/> Even Years | <input type="checkbox"/> Every Year |
| 11. Labor Day | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Odd Years | <input type="checkbox"/> Even Years | <input type="checkbox"/> Every Year |
| 12. Thanksgiving Day | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Odd Years | <input type="checkbox"/> Even Years | <input type="checkbox"/> Every Year |
| 13. Remembrance Day | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Odd Years | <input type="checkbox"/> Even Years | <input type="checkbox"/> Every Year |
| 14. Christmas Eve | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Odd Years | <input type="checkbox"/> Even Years | <input type="checkbox"/> Every Year |
| 15. Christmas Day | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Odd Years | <input type="checkbox"/> Even Years | <input type="checkbox"/> Every Year |
| 16. Hanukkah | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Odd Years | <input type="checkbox"/> Even Years | <input type="checkbox"/> Every Year |
| 17. Halloween | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Odd Years | <input type="checkbox"/> Even Years | <input type="checkbox"/> Every Year |
| 18. Other _____ | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Odd Years | <input type="checkbox"/> Even Years | <input type="checkbox"/> Every Year |
| 19. Other _____ | <input type="checkbox"/> Mother | <input type="checkbox"/> Father | <input type="checkbox"/> Odd Years | <input type="checkbox"/> Even Years | <input type="checkbox"/> Every Year |

For purposes of this parenting plan, holiday times will begin and end as follows:

[] Option for sharing statutory holidays: The particular holiday in question will be simply added to the weekend upon which it falls and be spent with whichever parent already has the children that weekend.

Birthdays:

1. Each parent will celebrate their birthday when next they are with the child(ren).
2. The parents will hold birthday parties for the child in alternating years, with the Mother holding the party in even odd numbered years and the Father holding the party in even odd numbered years
3. Each parent will make their own arrangement, coinciding with the normal schedule of time with child(ren).

Other: _____



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SCHOOL/DAYCARE

Enrollment/Attendance

The child(ren) will be enrolled and attend as follows:

Child 1: School _____ Grade: _____
Child 2: School _____ Grade: _____
Child 3: School _____ Grade: _____
Child 4: School _____ Grade: _____

1. Mother Father to reside in the jurisdiction of the local school.
2. The child(ren) shall continue to attend such schools and/or daycare as long as the parents are agreed, or mother shall effect such decision, or, father shall effect such decision.
3. In the event that the school authorities should find that a child might be an exceptional student or a student with special needs, both parents shall have the right to attend and to be informed of any pertinent meetings or testing, or mother only, or, father only.
4. The consent of Mother Father both parents shall be needed before any special recommendations can be instituted.
5. Both parents shall be provided by the school with separate notices of events and report cards. In order that this provision might be carried out, both parents shall provide the school with stamped, self-addressed envelopes sufficient for all communications during the year – given the consent of the school to this provision. In the event the school cannot undertake this task, Mother Father will undertake to notify the other of events and provide a copy of report cards within ___ days of receiving.
6. Both parents, or mother only, or, father only, shall have the ability to share in voluntary activities in the child's school life. In order that this provision might be carried out, both parents shall be informed of any school trips or activities in which parental participation is desired, and they should discuss among themselves which one of them will attend.
7. If either parent is unable to decide which school related activities they will attend (as set out above), they shall alternate with Mother taking the first activity day in even numbered years and Father taking the first activity day in odd numbered years.
8. The Mother Father shall be the primary liaison person with the school.
9. Prior to graduation from High School, Mother and Father will consult each other with respect to the post High School education of the children and costs if not otherwise determined.

Special Education

Special education plans are as follows (if a child has special needs):



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RELIGIOUS UPBRINGING

The following is acknowledged as the children's faith: _____

If the children are part of an agreed congregation or place of worship, enter the name or place here:

The parents will continue, where agreed, to continue with worship or religious instruction. If not in agreement, [] Mother [] Father or [] ADR will determine religious affiliation and participation.

Before any change in the religious affiliation of the child(ren), the parents will consult in advance and attempt to reach an agreement with respect to any such change.

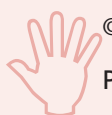
PARENTAL BEHAVIOUR and DEVELOPMENT

Mother and Father will conduct themselves with respect to each other and the child(ren) so as to provide a loving, stable, consistent and nurturing relationship with the child(ren) even though they, themselves, may no longer co-habit. To that end they will not speak derogatorily of each other or the members of the family of the other, will not cause the child(ren) to be drawn into any dispute regarding decisions affecting the child(ren) and will not attempt to curry favor with the child(ren) to the detriment of the other.

Parents will consider and avail themselves of articles, books, workshops and/or counseling to improve their parenting skills or to further their understanding of their children's physical, emotional, psychological, spiritual or academic needs as may be required. Parents will exercise consistency in following through with their time with the child(ren), discipline and behavioural and academic expectations and will endeavour to communicate with each other on such matters or attend counseling to facilitate such.

COUNSELLING AND/OR TREATMENT PLAN

One or both parents may acknowledge problems related to drugs, alcohol, violence, child management, etc. The following plan is agreed upon by the parents to address such issues:



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BEHAVIOUR MANAGEMENT

The parents agree on the following strategies for managing child(ren)'s behaviour:

Bedtime on weekdays: _____

Bedtime on weekends: _____

Homework time: _____

DAY-TO-DAY DECISIONS/DAILY NEEDS

Each parent will make decisions regarding the day-to-day care and control of each child while the child is residing with that parent. Regardless of the allocation of decision making in the parenting plan, either parent may make emergency decisions affecting the health and safety of the child(ren).

When each child is in the care of a parent, that parent will insure the child will be properly groomed, fed, clothed and supervised. The child will be given proper physical, health and day care as appropriate.

MEDICAL

The child(ren) shall be medically cared for by the primary care providers who shall be appointed by Mother Father both parents.

Physician _____ Tel: _____

Dentist _____ Tel: _____

Orthodontist _____ Tel: _____

All prescription medications are to be divided into two aliquots by the pharmacist; this is to be requested by the parent when filling the script. The prescription will be divided to provide appropriate dosages and administrations to cover time with each parent. If the prescription cannot be divided as in the case of a puffer, then 2 prescriptions will be obtained.

Or: _____

Other medical considerations (allergies?): _____



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1. Both parents shall have the right to give consent to emergency medical/dental care during times that the child is in their care and control.
2. Each parent shall undertake to inform the other parent of the extent and nature of the care and the extent and nature of the emergency as soon as is possible, but within __ hours.
3. The parent who has the care of the child while the child becomes ill will inform the other parent of the nature and extent of the illness as soon as possible.
4. Both parents shall have the right to be informed of any regular medical appointments that the child might have. Mother Father Both may attend regular appointments.
5. Both parents shall have the right to receive from and give information to a medical professional (that includes other health care professionals such as nurses, physiotherapists, social workers, psychologists and others).
6. If the child needs to be referred to a medical sub-specialist, the consent of Mother Father both parents shall be needed to effect such a referral.
7. Both parents shall have the right to be informed of any dental appointments that the child might have.
8. If the child needs to be referred to a dental sub-specialist, the consent of Mother Father both parents shall be needed to effect such a referral.
9. The Mother Father shall be the primary liaison with the child's doctor.
10. The Mother Father shall be the primary liaison with the child's dentist.
11. The Mother Father shall be the primary liaison with the child's orthodontist.
12. If there should be a need for the child to be referred to a practitioner skilled in social, emotional or behavioural problems, the consent of Mother Father both parents shall be needed to effect such a referral.
13. Both parents shall have the right to participate in, consult with and be consulted by such a practitioner. The form that such participation or consultation should take shall be left to the judgment of the clinician.
14. The child(ren)'s health cards shall be held by Mother Father

SPECIAL NEEDS

In the event a child has special needs owing to a developmental, physical, psychological, learning, psychiatric, social, behavioural or emotional condition, such needs will be addressed as follows:



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MOBILITY

The residence of Mother Father shall be restricted to a ____ kilometer mile radius of each other or of this central location: _____

TRAVEL

1. The child(ren)'s travel documents (Passport) will be held by Mother Father.
2. The child shall not be taken from the confines of their Province or State of residence without informing the other parent. The other parent shall be informed with _____ days/weeks notice.
3. The child shall not leave the country without being fully covered by appropriate medical insurance.
4. The parent with whom the child(ren) are traveling shall provide the other parent with a contact number where a message can be left or where he or she can be reached.

CHILD CARE

1. Each parent shall be responsible for making their own child care arrangements for the temporary alternate care of the child(ren) (babysitting), when such care is needed, with the exception of the conditions set out below:
2. Each parent shall inform the other from time to time who is providing alternate care for the child(ren).
3. Each parent shall have the right to communicate with the person who is providing alternate care for the child(ren).
4. If the parent with whom the child is resident is going to be absent for a period of more than _____ hours, the other parent shall be given the right of first refusal to care for the child(ren).

OTHER RELATIONSHIPS

Parents will encourage and foster relationships of each child with other children, family members and extended family members.

If either of the parents should become incapacitated by reason of illness or misfortune, or if either of the parents should die, the remaining parent will ensure that the child(ren) shall continue to have contact with the extended family of the affected parent.

Exceptions:



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CHANGE OF NAME

Neither parent shall change the given name or surname of the child(ren) without the written consent of the other parent.

NEW PARTNERS/SPOUSES

Parents will act with due consideration to how the child(ren) shall address a parent's new partner or spouse (stepparent). Parents will discuss this issue with concern for confusion or loyalty issues.

CHILD(RENS) TOYS – BELONGINGS – CLOTHING

The parents recognize that the child(ren) may have particular attachments to certain belongings and will respect the child(ren)'s right to have such belongings transfer with them between parents. The parents agree to share clothing, or, each parent shall provide their own clothing for the child(ren).

Other: _____

OTHER PROVISIONS FOR DECISION MAKING

The following special provisions apply to decision-making:

If either parent is impaired by drugs, alcohol, fatigue or any other condition that may affect care giving, parental responsibility or judgment whilst caring for the child(ren), then the other parent may assume sole decision making authority for the duration of the impairment.

If either parent subjects the child(ren) to harm through neglect or abuse then the other parent shall assume sole decision making authority until the situation has been dealt with and until such time as there is reasonable grounds to assume such situations or behaviour are not likely to re-occur. Under such circumstances parents are obliged to inform child protection services as may be required by law.

DISPUTE RESOLUTION

In the event that the Mother and Father are unable to resolve any particular issue they agree to resolve the matter through:

- Discussion with a friend or family member: _____
- Counseling with: _____
- Mediation with: _____
- Collaborative Family Law with: _____
- Court/Arbitration: _____
- Parenting Coordinator: _____
- Other: _____



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Mediation or Collaborative Law or Parenting Coordinator:

1. Either parent may determine if any of these strategies is necessary in order to resolve parenting issues, on the basis of verbal, written notice to the other.
2. The parent who initiates action shall be initially responsible for any costs pending alternate agreement made by the parties, or through the process or by Court Order.
3. In conducting any of the above strategies, the parties shall empower the service provider to collect information from third parties that may assist in resolving the dispute.
4. If any dispute cannot be resolved by the parties through any of the above strategies, it may be resolved by a court of competent jurisdiction on application of either party or, upon agreement by the parties, by arbitration.

COMMUNICATION

The parents will communicate with each other through:

Telephone Mother: _____ Father: _____

Email Mother: _____ Father: _____

Face to Face: _____

Communication book: _____

www.jointparents.com

Communications will be brief and relate only to issues at hand. Neither parent shall communicate in a discourteous manner with the other. Communication book, emails or any other permanent record of communication may be used in mediation, arbitration or a court proceeding. As such, parents are advised to be cautious with respect to the content of the permanent record.

RIGHTS

The following are the rights of a parent when a child is not in the care of that parent:

1. The right to unimpeded telephone conversations with each child at least _____ times a day/week at reasonable times and for reasonable duration.
2. The right to send mail or email to each child that the other parent will not open or censor.
3. The right to receive notice and relevant information as soon as practicable but within twenty-four (24) hours of any event of hospitalization, major illness or death of a child.



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REVIEW

As children grow, their needs change. Also the circumstance or situation of parents can change. As such it will be necessary to review this Parenting Plan Agreement from time to time. The parents therefore agree that either may request a review of this Parenting Plan Agreement. Suggested minimal guidelines for reviews are:

- For children under 2 years of age, the plan may require review on a more regular basis, but generally of no shorter duration than every 3 months.
- For toddlers and preschoolers, the plan may be reviewed at intervals of no less than every 6 months.
- For elementary school aged children the plan may be reviewed at yearly intervals.
- For adolescent children, the Parenting Plan may alter quite regularly, but with less concern to the parent's schedule and more concern with the adolescents' schedule.

The parents agree NOT to use the process of review to simply undermine or interfere with the Parenting Plan as already established. Rather, review will be subject to developmental needs of the children or material change in a parent's circumstance or situation that would make the present plan unworkable.

DECLARATION

We declare that this plan has been developed in good faith and is in the best interest of the child(ren). We sign it on a without prejudice basis, pending independent legal advice.

Mother

Date

Father

Date

Witness

Date



Parenting Plan Worksheet **HANDOUT**

Where to Find Other Parenting Plan Examples

(1) British Columbia Family Justice Services Division

(A parenting plan worksheet/template is publicly available, as part of their Parenting After Separation Handbook.)

www.ag.gov.bc.ca/family-justice/help/pas/information.htm

(2) Shared Parenting Works

www.sharedparentingworks.org/parentingplans.html

(3) Planning for Parenting Time: Arizona's Guide for Parents Living Apart

www.azcourts.gov/Portals/31/ParentingTime/PPWguidelines.pdf

(4) Basic Parenting Plan Guide from the U.S. State of Oregon

<http://courts.oregon.gov/OJD/OSCA/cpsd/courtimprovement/familylaw/parentingplan.page>

(5) Justice Canada Parenting Plan Checklist

www.justice.gc.ca/eng/pi/fcy-fea/pa-ep/index.html

Archived



Archived



Important Information



IMPORTANT INFORMATION

PARENTING AFTER SEPARATION



I. Materials Relating to Section Content

1. Whom to Call
2. Telling Your Child about the Separation or Divorce
3. Building Resilience in Children
4. Building Better Brains
5. Court Process Flow Chart
6. You and Your Family Law Lawyer
7. Canadian Federal Child Support Tables — 1 – 4 children
5 – 6 or more children)
8. Calculation of Child Support Examples
9. Getting Help with Child Support Calculations
10. The Role of the Maintenance Enforcement Program

II. Suggested Readings

1. Suggested Readings for Parents
2. Suggested Readings for Teens
3. Suggested Readings for Children

III. Glossary

IV. Website References

WHOM TO CALL ...

Family Justice Services are a group of programs and services offered to families and individuals by Alberta Justice in collaboration with the Courts of Alberta. Family Justice Services is available to help you with the following:

- The *Family Law Act* and *Divorce Act* information and forms
- Intake Services: safety assessment, options, referrals
- Family Mediation
- Court Counsellor Services
- Courses/Seminars for parents and families parenting apart
- Child support assistance
- Parenting Plans assistance
- Parenting Assessments and Intervention Services

To contact Family Justice Services:

Calgary Family Justice Services:
403-297-6981

Edmonton Family Justice Services:

780-427-8343

Edmonton Family Law Information Centre (FLIC):

780-415-0404

Grande Prairie Family Justice Services:

780-833-4200

Grande Prairie Law Information Centre:

780-833-4234

Lethbridge Family Justice Services:

403-388-3102

Medicine Hat Family Justice Services:

403-529-8716

Red Deer Family Justice Services:

403-755-1468

Elsewhere in Alberta:

403-340-7187

– dial 310-0000 first for toll-free access in Alberta

Website: www.albertacourts.ab.ca/familyjusticeservices

To register for the Parenting After Separation Program (PAS) or Parenting After Separation for Families in High Conflict (PASHC), please contact:

Brooks 403-504-8026	Calgary 403-440-3833	Camrose 780-679-1240	Canmore 403-609-3743
Drayton Valley 780-514-2204	Drumheller 780-820-7300	Edmonton 780-413-9805	Edson 780-865-8280
Fort McMurray 780-743-7136	Grande Prairie 780-532-0373	Hinton 780-865-8280	Jasper 780-852-2117
Medicine Hat 403-504-8026	Lethbridge 403-320-4232	Lloydminster 780-853-8130	Peace River 780-624-6256
Red Deer 403-343-6400	Slave Lake 780-523-6600	Spruce Grove Stony Plain 780-962-7618 or 780-963-8583	St. Paul/Bonnyville 780-645-6324
Westlock 780-349-5253	Wetaskiwin 780-361-1258		

To register for Focus on Communication in Separation (FOCIS), please contact:

Calgary 403-297-6981	Edmonton 780-644-5092	Grande Prairie 780-532-0373	Lethbridge 403-320-4232
Medicine Hat 403-504-8026	Red Deer 403-343-6400	Wetaskiwin 403-340-7187	

If you are in need of other information or resources:

- For help finding a private mediator (fee for service)
 - Alberta Family Mediation Society (AFMS) — call toll free 1-877-233-0143 or in Calgary call 403-233-0143, website: www.afms.ca
 - Alberta Arbitration and Mediation Society (AAMS) — call 780-433-4881 in Edmonton or 1-800-232-7214 toll free
- Alberta Health Services Addiction and Mental Health
 - Alberta Health Services Addictions Help Line— 1-866-332-2322
 - Alberta Mental Health Help— 1-877-303-2642
- Ministry of Human Services (includes Alberta Supports, Homelessness Supports, Employment and Immigration, and Children and Youth Services) call 780-422-3004 or 310-0000 first for toll free access in Alberta
Website: <http://humanservices.alberta.ca/>

- 4.** Child Support Recalculation Program — call 780-401-1111 or 310-0000 for toll free access in Alberta

Website: www.recalculation.gov.ab.ca

- 5.** Child Support Services (CSS) provides help to individuals receiving:

- Income Support
- Alberta Adult Health Benefit
- Assured Income for the Severely Handicapped (AISH)
- Albertans with low income

To contact Child Support Services:

- Edmonton — 780-415-6400
- Calgary — 403-297-6060

To find the closest CSS office to you, call 310-0000 toll free or go to: www.employment.alberta.ca/css

- 6.** Collaborative Family Law— to find Collaborative Family Law lawyers in your area go to: www.collaborativelaw.ca

- 7.** Divorce Kits—call 310-0000 toll free for the Queen's Printer, or go to the website at: www.qp.alberta.ca

- 8.** Law Libraries:

- Edmonton — 780-422-2342
- Calgary — 403-297-6148

Website: www.lawlibrary.ab.ca

- 9.** Lawyer Referral: If you need help finding a Lawyer contact:

- Calgary — 403-228-1722
- Edmonton — 780-429-3343
- Elsewhere in Alberta — 1-800-661-9003 toll free

Website: www.lawsociety.ab.ca

- 10.** Legal Aid — call 1-866-845-3425 toll free or go to: www.legalaid.ab.ca

- 11.** Law Information Centre (LInC) — for legal information (on matters other than family law) call:

- Edmonton — 780-644-8217
- Calgary — 403-476-4744
- Grande Prairie — 780-833-4234
- Red Deer — 403-755-1469

Website: www.albertacourts.ab.ca/LInC

- 12.** Maintenance Enforcement Program (MEP), contact:

Edmonton — 780-422-5555

- Elsewhere in Alberta — call 310-0000 first for toll free access in Alberta
- Website: www.albertamep.gov.ab.ca

- 13.** To contact the Courts:

- Provincial Court of Alberta (main) — 780-427-2711
- Court Of Queen's Bench of Alberta (main)— 780-422-2200
- Provincial Court of Alberta – Family (Calgary) — 403-297-3471
- Court of Queen's Bench of Alberta (Calgary) — 403-297-5653

14. Emergency Protection Orders can be applied for to provide safety when family members are abusive through Family Justice Services or Duty Counsel where available.

15. The Support Network connects callers to a full range of community, social and government services information, and is a referral service for non-emergency human services.

Edmonton 24-Hour Distress Line —
780-482-HELP (4357)
or visit: 211edmonton.com

Calgary 24-Hour Distress Line —
403-266-HELP (4357) or visit: 211calgary.ca

Rural Distress Line (toll free) —
1-800-232-7288

16. Victim Services

Victim Services — Edmonton Police Service —
780-421-2760

Victim Services — Calgary Police Service —
403-206-8398

Victim Services – Rural Alberta– no exclusive phone line, please contact the RCMP detachment for your area.

Main website: www.solgps.alberta.ca/programs_and_services/victim_services/Pages/default.aspx

For a list of Victim Services sites go to:
www.solgps.alberta.ca/programs_and_services/victim_services/Pages/victim_service_units.aspx

17. Other important numbers:

- Alberta Supports Contact Centre is new service designed to help Albertans access information about programs and services. For more information call 1-877-644-9992 or 780-644-9992 in Edmonton, or visit: www.albertasupports.ca
- Bullying Help Line– 1-888-456-2323
- Child Abuse Hotline– 1-800-387-KIDS (5437)
- Family Violence Info Line– all: 310-1818 (toll free, 24/7) or visit: www.familyviolence.gov.ab.ca
- Kids Help Phone– 1-800-668-6868
- Parent Link Centers– 1-877-644-9992

Telling Your Child about the Separation or Divorce

Parents should provide children with information about the separation or divorce in language that the child can understand. When children don't receive any information about big changes in their family they are not able to prepare and may begin to worry about the unknown or misunderstand the causes of what is happening. Whether you are just separating or have been separated for quite a while, the following suggestions can help your children adjust.

Guidelines

1. Tell your children together, if possible.

- This gives children the message that you intend to cooperate and work together as parents. If it is not possible, each of you can have separate discussions, but plan what you will say ahead of time and share it with the other parent so the two of you can provide a consistent message.

2. Use language that fits your children's ages and understanding.

- Explain clearly and directly what it means to separate or get a divorce. If your children have an age gap between them, speak to the younger child's understanding, give all of your children time for questions, and then continue the conversation with the older children. If the age gap is large, tell your children separately or in small groups.

3. Do not go into details of the reasons for your separation, whatever your child's age.

- Children do not need to know that one or both of you have deeply hurt each other. When you use blaming words, you indirectly ask your child to take sides. Also this hurts your child because he/she knows he/she is a part of each of you and may feel bad about the part of him/herself that is like the "bad" parent.

What to say

- If your child is four years or older, begin by asking: *"Have you noticed that Mommy and Daddy haven't been getting along lately?"* If you haven't been fighting, you could ask: *"Have you noticed that Mommy and Daddy haven't been spending a lot of time together lately?"* Or ask: *"Have you noticed that we haven't been doing a lot of things together as a family lately?"*
- Explain that you are no longer going to be living together (or married) and one of you will be moving to another house. E.g., *"Dad and Mom don't love each other anymore the way that people who stay married need to love each other. We are going to live in separate homes (get a divorce)."*
- Tell your child that the reason you are separating/divorcing is to make things better that have not been working for you as adults, or for the family. E.g., *"You and Mom/Dad are going to live separately so that we can be less angry at each other, and try to stay friends."*
- Tell your child that you and his/her other parent have tried to make your marriage work. Explain in specific but simple terms the steps you've taken so he/she knows the decision was not made lightly. E.g., *"We have spent a long time thinking about this, and we talked about it with a counselor/therapist."*
- Emphasize that both of you will continue to love and care for your child. You will need to repeat this often. Young children may fear that if you can stop loving a spouse you could stop loving them, and they become fearful of being left, too.

- Talk about time-sharing and parenting arrangements. E.g., *“Daddy will move out on X day to X place, and you will spend time with him there (every week/every other weekend)”*.
- Explain how the separation will affect your child’s daily life — who will feed him, put him/her to bed, take care of him/her while Mom/Dad is at work, and care for him/her when he/she is ill.
- Reassure your child that your divorce is not his/her fault. You will need to repeat this over and over. Say, *“Our decision to live apart is not because of you. There isn’t anything you did wrong or anything you could have done to fix it.”* Young children see events as connected to themselves. It is typical for young children to believe that the world revolves around them.
- Reassure your child that he/she is free to love and spend time with both of you.
- Encourage your child to ask questions and express his/her feelings — not just today, but in the upcoming days, weeks, and months. If your child doesn’t bring it up, take the lead to ask your child how he/she is feeling, how the changes have been for him/her, and if he/she has questions. Ask questions that are specific and you will likely get more of a response.
- Answer questions as honestly as you can. This doesn’t mean using all information you have. Be discrete but informative.
- Let him/her know it is okay to cry and/or feel angry or sad. Let him/her know you are listening by paraphrasing what she says to you. Let your child know that having all sorts of feelings when parents separate is understandable.
- If your child wants to know who he/she can tell or not: *“This is nothing to be embarrassed about. You can tell your friends, your teacher, or anybody you want to tell.”*
- If your child asks if both of you want the divorce, or if this is Dad’s idea or Mom’s: *“This is something that Daddy/Mommy agreed to do because we feel it is best for the whole family.”*

Building Resilience in Children

Resilience is the capacity to “bounce back” from painful feelings and events. It is not a quality that children are born with, but a particular response to a situation. When bad things happen to strong kids, they hurt and they struggle, but eventually they bounce back.

Kids are more likely to behave resiliently when they feel good about themselves (e.g., have high self-esteem), have strong social skills, and can solve problems. They also have a strong sense of who they are and what is important to them, purpose and a positive view of the future. Of major importance, children show more resilient behaviors when caring adults with whom they are in close relationships support them.

Here are some ways to build children’s resilient response to separation and divorce:

1. Build Children’s Positive Feelings about Themselves (Self-Esteem)

- Point out when your child does something well.
- Compliment and hug your child several times a day.
- Set a good example because children learn by example. Talk about the things you do well, and if possible, what the other parent does well.
- Allow yourself to make mistakes, and allow your child to make mistakes. Children learn much better from their mistakes if they are recognized for their effort and not just criticized for their failure.

Activities

- Spend “special” time with each child.
- Plan activities that you can do together and let your children know that you enjoy spending time with them.

2. Build Social Skills

- Set a good example. Show respect for your children’s and the other parent’s feelings and opinions.
- Don’t just set rules—let your children know the reason for the rules.
- Help your children to understand how other people feel by using real examples. When your children are helpful and kind to someone, ask them how they feel when other people are helpful and kind to them. This helps children connect actions to feelings, which is an important part of developing social skills.

Activities

- Involve your child in social activities with families or the community, or in a team sport.
- Encourage your older child to be a volunteer for an organization or a worthy cause.
- Work on a community project together.

3. Build Problem-Solving Skills

- Set a good example. Solve problems aloud and identify the steps to problem solving.
- Give your children time and space to solve their own problems. If they still can't create a solution, offer one or two alternatives and let them choose.
- If your children refuse the alternatives, encourage them to create their own alternatives.
- Hold regular family meetings in which family rules and responsibilities are discussed. These should also be opportunities for children to talk about problems and engage in problem solving.
- Help your children understand that actions always have consequences, sometimes ones that were not expected.
- Help your children to be responsible for their actions and decisions. Ask them to tell you how a problem solution worked out, how they felt about it, and what they are going to do next. If they need to follow-up with someone, walk through the way they will approach the person and what they will say.

Activities

- The Problem Card Game: Have your children make a series of "problem cards," which can be pieces of paper with problems written or drawn on them. Younger children might use magazines to cut and paste pictures. The "problems" are to be things they think bother kids their age. Each child can choose a card and together you can try to solve a problem.
- Go the library and check out National Film Board or other educational videos to watch with your older child or teen. The videos can be about any sort of dilemma/problem with which your teen — or someone your teen knows — might be struggling. Encourage discussion about how the problem was solved and the solution created.

4. Build a Sense of Self (“Who You Are”), Purpose and Future

- Set a good example. Value the work you do and speak of it in a positive way. This includes all work, not just paid employment. Parents work hard at many responsibilities inside and outside the home—most do not involve “pay.”
 - Talk about what you or your friends do at work and how it helps other people.
 - Encourage your child to set goals and work towards them.
 - Recognize your child’s special talents or skills.
 - Compliment your children on their contributions to the family. Children contribute in many ways, such as doing their chores, being kind, solving a problem, giving a family member a hug, etc.
 - Teach your child that feelings and situations change over time, that how they feel now may be different from how they feel sometime in the future. For school age children, use the example how their friendships often change, and they can feel more or less close to friends year-to-year.
- Talk to your children about what they would like to do when they grow up. Children whose parents have divorced often feel uncertain about the future; help them think about opportunities that lay ahead.

Activities

- Encourage your child to take responsibility for a plant or a pet (feeding, giving water, etc.).
- Have at least one meal a day with your child and talk about the day’s activities and what needs to be done for tomorrow.
- Allow your children to pick their own birthday and Christmas gifts for relatives. Set a limit on the amount they can spend.
- Allow teens to choose their own clothes.
- Encourage your teens to earn a little money for themselves and allow them to choose what they will spend it on.

Children who rise above hard times are children who are supported by caring adults in close relationships. Allow your child to have a strong relationship with both of his/her parents. Children need to know not only that they are loved, but also that they can love.

**Note: This information was adapted for PAS from text originally written by K.M. Nielsen, M.Ed., R.S.W., and is used with permission from The Family Centre.*

Building Better Brains

Nurturing environments, particularly from pre-natal to six years of age, are essential for healthy brain development. When building a home, the construction process begins with laying the foundations, then constructing the rest of the home in a logical sequence. In a similar way, brains are built from the bottom up, and the building of a strong foundation has a lifelong influence in all aspects of the brain's functioning.

The main architecture of the brain is in place by the third trimester of pregnancy and intense brain development continues in the first few years of life. Brain development continues at a slower pace through childhood and adolescence with the brain reaching maturity at approximately 20 – 25 years of age.

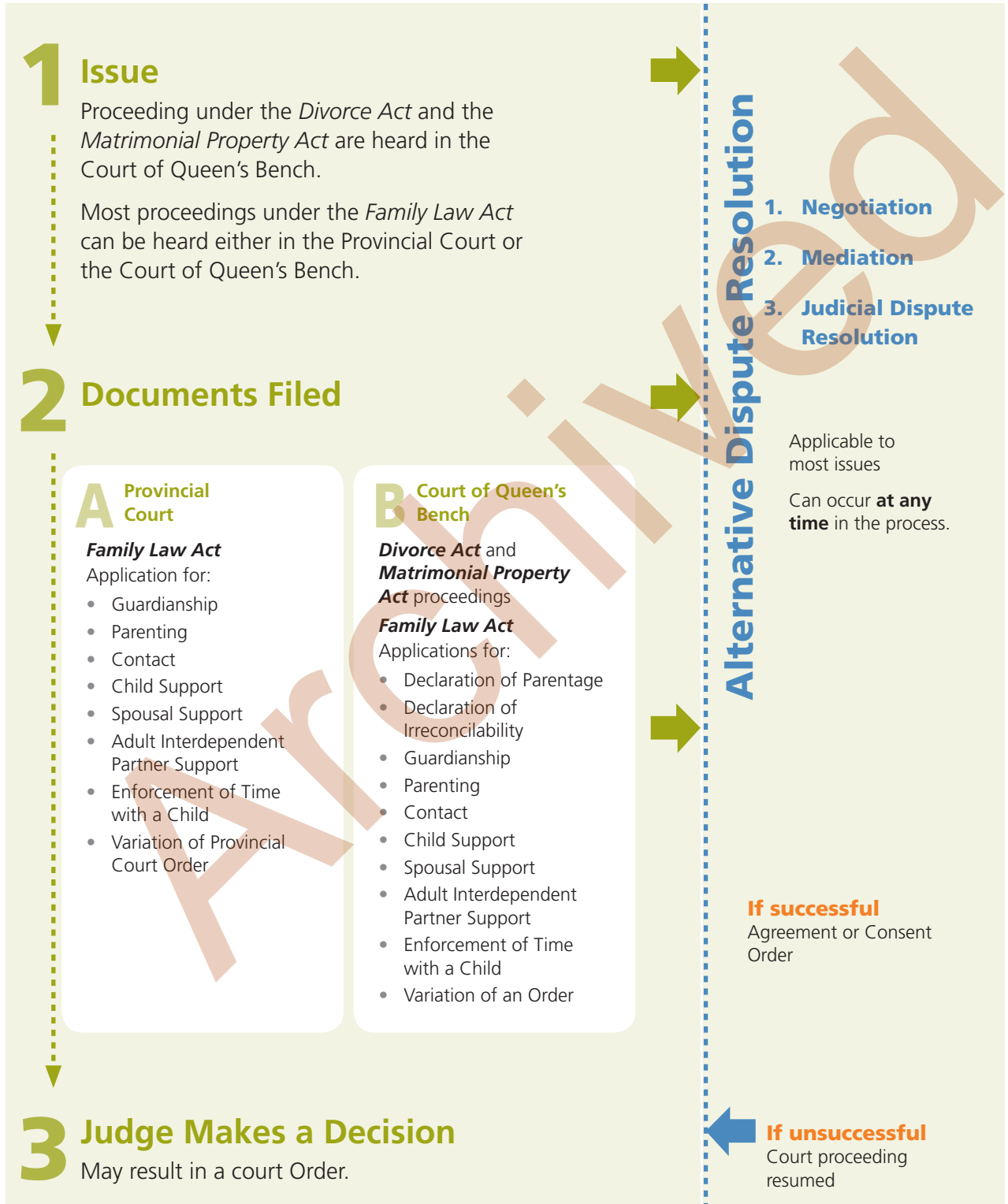
The environment in which a child grows up will affect how their brain develops. Without important experiences, some brain structures may not form as they should. Parents and caregivers can go a long way to ensure healthy brain development occurs by providing positive experiences.

Early brain development requires interaction between the child and his/her caregivers. A parent who is able to provide “serve and return” experiences literally builds the architecture of the developing brain. Like the process of serve and return in games such as tennis and volleyball, parent and child can interact back and forth, each participating and responding. Cooing, making facial expressions, babbling back and forth provide this serve and return early in life.

Negative environments (toxic stress) occur when caregivers are unable to consistently respond to a child and neglect his/her need for interaction. A lack of this serve and respond type of interaction will negatively effect the child's learning, ability, behavior and health. Neglectful or abusive relationships result in anxiety and a hyper-sensitivity to stress that has life-long consequences.

Having a positive, nurturing relationship with a caregiver early in childhood is one of the most important ways to promote healthy social, emotional and cognitive development that will last a lifetime.

Court Process Flow Chart



IMPORTANT INFORMATION

You and Your Family Law Lawyer

1. Finding a Lawyer
2. Fees
3. Your first meeting
4. Working together effectively
5. Other common questions
6. Tips

1. Finding a Lawyer

You will want a Lawyer to represent you who is qualified and professional. To locate a Lawyer, here are some resources you might check into:

- The Law Society of Alberta
www.lawsociety.ab.ca

The Lawyer Referral Service 1-800-661-1095

- Referrals from other Lawyers
- Referrals from friends and relatives
- Yellow Pages

You may wish to **interview** a few Lawyers before hiring one to represent you. Some Lawyers do not charge for the interview meeting, and some do. Be sure to ask about that when you call to make the appointment. Keep in mind that you are hiring the Lawyer and they will be working for you. In the interview meeting both of you will be asking and answering questions. Here are some things you might wish to ask:

Communication	How often will you and the Lawyer meet and when is the best time to call? How are everyday tasks handled (returning phone calls, emails etc.)? Will anyone else be working on your file (e.g., paralegal or assistant)? Will you receive copies of all the correspondence that comes in and goes out for your file?	Competence	Where did they get their education/degrees? What is their usual area of legal practice (i.e., family law, civil matters, labor law etc)? Do they have other special training?
		Experience	How long have they been practicing? How many cases like yours have they handled?

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Personality	Are you comfortable with their personality? (You will be making a work team with your Lawyer, so it is important that you are comfortable about how well the two of you will work together)	Fees	How do they charge? What is extra (e.g., reading/writing emails, listening/sending voicemail messages, mail, photocopying, faxing, etc)? Do they require a retainer? How will you be billed? How can you keep costs down?
Style	Do they tend to litigate, or do they attempt to negotiate matters that are disputed? How do they feel about resolution options like mediation, or collaborative family law?	Timing	Can they take your case right now?

2. Fees

Lawyers may use one of several possible fee arrangements:

Hourly fee	Most Lawyers in Alberta charge by the hour. Consider the Lawyer's experience and reputation when paying by the hour, as a Lawyer with a higher hourly fee may be able to settle your case quicker than one with a lower fee.
Contingency fee	In this arrangement the Lawyer receives a prearranged percent amount of the settlement. This is not allowed in divorce cases in Alberta, although Lawyers may make a contingency agreement for matters of property and support. You pay the contingency fee after the case is settled.
Fixed fee	This means the Lawyer has a flat rate for settling matters like yours. The rate may vary from client to client, depending on the situation, but the fee is decided before anything else begins.

Retainer — This is a sum of money you pay for a Lawyer to take your case, like a deposit. It is paid when you hire the Lawyer, and then usually the fees are deducted from it as the case progresses. Lawyers who go on a retainer basis will usually send you an invoice on a regular basis, showing what they have deducted from your retainer that month. Sometimes you can negotiate how much you will give as a retainer, and when it is due.

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3. Your first meeting

Now you've chosen a Lawyer. What happens in your first meeting? Your Lawyer will usually charge for each interaction with you, so it's best to be prepared for every contact. You will want to bring the following information with you to the first meeting:

- The full names, ages and birth dates for you, your former spouse, and your child(ren)
- The dates of marriage (or cohabitation) and separation
- Your income and your idea of your former spouse's income
- A list of any property you own and/or share, and what you think it is worth
- A list of your monthly expenses

Later on, as your case progresses, you may be asked for the following:

- A copy of your marriage certificate
- Copies of the children's birth certificates
- A list of your current assets
- A monthly budget
- Copies of all your financial statements and Income Tax returns for previous years

By the end of your first meeting with your Lawyer you should have asked for and been provided a rough idea of how much your whole case will cost, asked for and been provided the possible outcomes of your case, and you'll also have signed a written contract or a retainer agreement. If an assistant or paralegal will also be working on your case, you can ask to meet that person, too.

Tips:

- Once you have hired a Lawyer and started your case, it may be helpful for you to start a binder so that you have all your legal information in one place. Sections of the binder could be labeled, for example: Lawyer's bills, emails and letters, court orders, financial documents, etc.
- Be certain to review the entire retainer agreement or contract and ask any questions you may have before you sign it.

4. Working together effectively

Your Lawyer is your guide. In family court cases, including divorce, there are many different courses of action and there are consequences of each route you might take. Your Lawyer's job is to explain to you the different courses of action that are possible, and help you make the best decisions for your case. It is not your Lawyer's job to make the final decisions for you.

Try to keep yourself up-to-date and educated about how your case is progressing. For example, know what the court orders that have been made so far (if any) require from you, know which court they were made in, and know what the next steps are in your case.

It is important to tell your Lawyer the truth. Lawyers cannot give you good advice if they do not know the whole story. Sometimes you can only see things from one side: your Lawyer will help you see all the possible angles. Keep in mind that whatever you tell your Lawyer is held in confidence, unless it involves harm to a child or a real threat to another person (these things have to be reported to authorities).

Get things that your Lawyer has asked you for to him/her as soon as you can, and in an organized fashion. The more organized you are, the less organizing your Lawyer has to do, which keeps your costs down.

Tips:

- Make sure that you and your Lawyer are on the same page about actions that are taken, and where you want to wind up.
- Ask questions and use a schedule so you know what comes next, and when.
- Keep in contact with your Lawyer. Return calls and emails promptly.
- If you do not understand something, or disagree with something, ask questions right away.

5. Other common questions

Why do I sometimes feel like my Lawyer is not on my side?

This feeling is not uncommon, especially with the stress and pain that the ending of an intimate relationship can cause. It is important for Lawyers to make decisions in their client's best interest. Sometimes you may not see what your Lawyer is trying to achieve. However, you can always ask your Lawyer about his/her reasons for the decision. If you feel your important questions are not being answered, make a list and go over the questions one at a time with your Lawyer. Try to communicate as clearly and calmly as possible.

Can I fire my Lawyer?

Yes. Before you decide to move to a new Lawyer, however, it is wise to get a second opinion from another competent Family Lawyer. The consulting lawyer might have insight that could help you make up your mind. If you do decide to let go of your Lawyer, make sure you have another Lawyer lined up. There may be extra charges involved (like the costs to come up with a large retainer again, or the costs to photocopy your file and courier it to your new Lawyer). You also want to think about where you are at in your court case before you let go of your Lawyer. Certain times are not the best times to have a change in your counsel.

Can the Lawyer fire me?

Yes. The Lawyer has the right to end the business relationship, too. The Law Society of Alberta provides more information on this issue (www.lawsociety.ab.ca). A Lawyer should give a client fair notice so your case can be picked up by the new Lawyer smoothly. Once a court action has started, the Lawyer may need to receive permission from the court to withdraw from your case.

Can I dispute my Lawyer's fees?

If you do not agree with your Lawyer's charges, and your attempt to resolve the issue with your lawyer has not been successful, the Alberta Rules of Court allow eligible parties to have their lawyer's account(s) reviewed by a review officer. This officer has the authority to allow, reduce or disallow the Lawyer's fees/charges. More information is available at: www.albertacourts.ab.ca/cs/reviewoffice/ReviewofLawyer.pdf.

I feel my Lawyer has not behaved professionally to me. What can I do about it?

The Law Society of Alberta (www.lawsociety.ab.ca) can provide more information on this issue.

6. Other things to remember

- Nobody is as familiar with your situation as you.
- Set realistic goals and hope for realistic outcomes: don't expect massive court victories.
- An honest Lawyer strives for a fair settlement. Beware of Lawyers that encourage revenge, or guarantee you a particular outcome in court.
- Have clear, agreed-upon goals with your Lawyer ahead of time, and stick to them.
- Do your part to address any disagreements between you and your Lawyer quickly and in a professional manner. They should be resolved before you continue on together.

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Canadian Federal Child Support Tables

SERVING CANADIANS



2011 Simplified Federal Child Support Tables

These Simplified Tables are based on the updated Federal Child Support Tables that came into force on December 31, 2011.

There are two Simplified Tables for each province and territory:

- One table shows monthly child support payments for 1 to 4 children;
- The other table shows monthly child support payments for 5 or more children.

Make sure that the table you use matches the province or territory where the paying parent lives and the number of children being supported.

To use the table, find the income that is closest to the paying parent's income. If the paying parent's income is \$150,000 or less, the child support amount will be shown on the same line as the income, in the column for the number of children being supported. If the paying parent's income is over \$150,000, please refer to the chart at the end of the simplified table to find out how much child support should be paid.

If you prefer, there are two other tools you can use to help you find out how much child support should be paid. These are:

- a convenient **online Look-up**; or
- the **official (legal) version of the Federal Child Support Tables**.

Both these tools, as well as the Simplified Tables, can be found on the Department of Justice Canada's web site.

The results you get using the Simplified Tables may not be exactly the same as the results you would get using the online Look-up or the official Federal Child Support Tables. That is because child support amounts in the Simplified Tables are based on incomes rounded to the nearest \$100. However, the results will be very close.

Note: Of the three tools for determining child support, only the official tables are a legal document. The Simplified Tables and the online Look-up just provide general information to help you and the other parent work out a child support agreement.



Department of Justice
Canada

Ministère de la Justice
Canada

Canada

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Federal Child Support Amounts: Simplified Tables
Montants fédéraux de pensions alimentaires pour enfants: Tables simplifiées

1 to 4 Children

Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)				Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)				Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)				Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)			
	No. of Children/ N ^{bre} d'enfants					No. of Children/ N ^{bre} d'enfants					No. of Children/ N ^{bre} d'enfants					No. of Children/ N ^{bre} d'enfants			
	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4
10820	0	0	0	0	16200	148	245	264	282	21600	187	342	465	513	27000	222	402	552	674
10900	4	4	4	5	16300	149	249	267	286	21700	187	344	467	517	27100	223	403	553	676
11000	47	51	55	59	16400	150	252	271	290	21800	188	345	469	522	27200	223	404	555	677
11100	51	55	60	64	16500	152	256	275	294	21900	189	346	471	526	27300	224	405	556	679
11200	55	60	65	69	16600	153	259	279	298	22000	189	347	473	530	27400	225	406	557	681
11300	59	64	69	74	16700	154	263	282	302	22100	190	348	475	534	27500	225	407	559	682
11400	63	69	74	79	16800	155	266	286	306	22200	190	350	476	539	27600	226	408	560	684
11500	67	73	79	84	16900	157	270	290	310	22300	191	351	478	543	27700	227	408	561	686
11600	71	77	84	90	17000	158	273	294	315	22400	192	352	480	547	27800	228	409	563	687
11700	76	82	89	95	17100	158	275	298	319	22500	192	353	481	552	27900	228	410	564	689
11800	80	86	93	100	17200	159	278	302	323	22600	193	355	483	556	28000	229	411	565	691
11900	84	90	98	105	17300	159	280	305	327	22700	194	356	485	561	28100	230	412	566	693
12000	88	95	103	110	17400	160	283	309	331	22800	194	357	486	565	28200	230	413	568	694
12100	91	99	107	114	17500	160	285	313	335	22900	195	359	488	569	28300	231	415	569	696
12200	95	102	111	118	17600	161	288	317	339	23000	196	360	490	574	28400	232	416	570	698
12300	98	106	115	123	17700	161	290	321	343	23100	197	361	492	578	28500	232	417	572	699
12400	101	110	119	127	17800	162	292	325	347	23200	197	362	494	583	28600	233	418	573	701
12500	105	113	123	131	17900	162	295	328	351	23300	198	364	495	587	28700	234	419	574	703
12600	108	117	127	135	18000	162	297	332	355	23400	199	365	497	592	28800	234	421	576	704
12700	111	121	131	140	18100	163	298	336	359	23500	199	366	499	596	28900	235	422	577	706
12800	115	124	135	144	18200	163	299	340	364	23600	200	367	501	600	29000	235	423	578	708
12900	118	128	139	148	18300	164	301	344	368	23700	201	369	502	605	29100	236	424	579	710
13000	121	132	142	152	18400	165	302	348	372	23800	201	370	504	609	29200	236	426	581	712
13100	123	136	146	156	18500	165	303	353	377	23900	202	371	506	613	29300	237	427	582	713
13200	124	139	150	160	18600	166	304	357	381	24000	203	372	508	618	29400	237	428	583	715
13300	126	143	153	164	18700	167	305	361	385	24100	204	373	510	620	29500	238	429	585	717
13400	127	147	157	168	18800	167	307	365	390	24200	204	375	511	622	29600	239	431	586	719
13500	129	150	161	173	18900	168	308	369	394	24300	205	376	513	624	29700	239	432	587	720
13600	130	154	165	177	19000	169	309	373	399	24400	206	377	515	626	29800	240	433	589	722
13700	132	157	169	181	19100	170	310	377	403	24500	206	378	517	629	29900	240	434	590	724
13800	133	161	173	185	19200	170	312	381	408	24600	207	380	518	631	30000	241	436	591	726
13900	135	165	176	189	19300	171	313	385	412	24700	208	381	520	633	30100	242	437	593	728
14000	137	168	180	193	19400	172	314	389	417	24800	209	382	522	635	30200	242	438	594	729
14100	137	172	184	197	19500	173	315	393	421	24900	209	383	524	637	30300	243	440	596	731
14200	138	175	188	201	19600	173	317	397	425	25000	210	385	525	639	30400	244	441	598	733
14300	138	179	192	205	19700	174	318	401	430	25100	211	386	526	641	30500	244	442	600	735
14400	139	182	195	209	19800	175	319	405	434	25200	211	387	528	643	30600	245	443	601	736
14500	139	186	199	213	19900	175	320	409	438	25300	212	388	529	644	30700	246	445	603	738
14600	139	189	203	217	20000	176	322	413	443	25400	212	389	531	646	30800	246	446	605	740
14700	140	193	207	221	20100	177	323	417	447	25500	213	390	532	648	30900	247	447	607	742
14800	140	196	211	226	20200	177	325	421	452	25600	214	391	534	650	31000	248	448	608	743
14900	141	200	215	230	20300	178	326	425	456	25700	214	391	535	652	31100	249	449	610	745
15000	141	203	219	234	20400	179	327	429	461	25800	215	392	536	653	31200	249	450	611	746
15100	141	206	223	238	20500	180	328	433	465	25900	215	393	538	655	31300	250	452	613	748
15200	142	210	226	242	20600	180	330	437	469	26000	216	394	539	657	31400	250	453	615	750
15300	142	213	230	246	20700	181	331	441	474	26100	217	395	540	659	31500	251	454	616	752
15400	143	217	234	250	20800	182	332	445	478	26200	217	396	542	660	31600	252	455	618	753
15500	143	220	238	254	20900	182	334	450	483	26300	218	396	543	662	31700	252	457	619	755
15600	143	224	241	258	21000	183	335	454	487	26400	219	397	544	664	31800	253	458	621	757
15700	144	227	245	262	21100	184	336	456	491	26500	219	398	546	665	31900	253	459	623	759
15800	144	231	249	266	21200	184	337	458	496	26600	220	399	547	667	32000	254	460	624	760
15900	145	234	253	270	21300	185	339	460	500	26700	221	400	548	669	32100	255	461	626	762
16000	145	238	256	274	21400	186	340	462	504	26800	221	401	550	670	32200	255	462	627	764
16100	146	242	260	278	21500	186	341	463	509	26900	222	401	551	672	32300	256	464	629	766

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	No. of Children/ N ^{bre} d'enfants					No. of Children/ N ^{bre} d'enfants					No. of Children/ N ^{bre} d'enfants					No. of Children/ N ^{bre} d'enfants			
	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4
32400	257	465	630	768	37800	294	531	719	874	43200	344	607	818	989	48600	393	683	916	1105
32500	257	466	632	770	37900	295	532	721	877	43300	345	608	819	991	48700	394	685	917	1107
32600	258	467	633	772	38000	296	534	723	879	43400	345	610	821	993	48800	395	686	919	1110
32700	259	468	635	774	38100	297	535	725	881	43500	346	611	823	995	48900	395	688	921	1112
32800	259	470	636	775	38200	298	537	727	883	43600	347	612	825	997	49000	396	689	923	1114
32900	260	471	638	777	38300	299	538	728	885	43700	348	614	827	999	49100	397	690	925	1116
33000	261	472	640	779	38400	299	540	730	888	43800	349	615	829	1001	49200	398	692	927	1119
33100	262	473	642	781	38500	300	541	732	890	43900	350	617	830	1003	49300	399	693	929	1121
33200	262	474	643	783	38600	301	543	734	892	44000	350	618	832	1006	49400	400	695	931	1123
33300	263	475	645	785	38700	302	544	735	894	44100	351	619	834	1008	49500	400	696	933	1125
33400	263	477	646	787	38800	303	546	737	896	44200	352	621	835	1010	49600	401	698	935	1128
33500	264	478	648	789	38900	304	547	739	898	44300	353	622	837	1012	49700	402	699	937	1130
33600	264	479	649	791	39000	305	548	741	900	44400	353	624	839	1015	49800	403	701	938	1132
33700	265	480	651	793	39100	306	549	743	902	44500	354	625	841	1017	49900	404	702	940	1135
33800	265	481	652	794	39200	307	551	745	904	44600	355	627	842	1019	50000	405	703	942	1137
33900	266	482	654	796	39300	308	552	746	906	44700	356	628	844	1021	50100	406	704	944	1139
34000	266	483	656	798	39400	308	554	748	908	44800	357	629	846	1023	50200	407	706	946	1141
34100	267	484	658	800	39500	309	555	750	911	44900	358	631	848	1025	50300	408	707	948	1144
34200	267	485	659	802	39600	310	557	752	913	45000	359	632	849	1028	50400	409	709	949	1146
34300	268	486	661	804	39700	311	558	753	915	45100	360	633	851	1030	50500	410	710	951	1148
34400	268	487	662	806	39800	312	560	755	917	45200	361	635	853	1032	50600	411	712	953	1150
34500	269	489	664	808	39900	313	561	757	919	45300	362	636	854	1034	50700	412	713	955	1153
34600	269	490	665	810	40000	314	562	759	921	45400	362	638	856	1037	50800	413	715	957	1155
34700	270	491	667	812	40100	315	564	761	923	45500	363	639	858	1039	50900	414	716	959	1157
34800	271	492	668	814	40200	316	565	763	926	45600	364	641	860	1041	51000	415	718	960	1159
34900	271	493	670	815	40300	317	567	765	928	45700	365	642	861	1043	51100	416	719	962	1161
35000	272	494	671	817	40400	318	568	767	930	45800	366	644	863	1045	51200	417	721	964	1163
35100	273	495	673	819	40500	319	570	769	932	45900	367	645	865	1047	51300	418	722	966	1166
35200	273	496	674	821	40600	320	571	771	935	46000	368	646	867	1049	51400	419	724	967	1168
35300	274	497	676	823	40700	321	573	773	937	46100	369	647	869	1051	51500	420	725	969	1170
35400	274	498	677	825	40800	322	574	775	939	46200	370	649	871	1053	51600	420	727	971	1172
35500	275	500	679	827	40900	323	576	777	941	46300	371	650	872	1055	51700	421	728	973	1175
35600	276	501	680	829	41000	324	577	779	944	46400	371	651	874	1058	51800	422	730	975	1177
35700	276	502	682	831	41100	325	578	781	946	46500	372	653	876	1060	51900	423	731	977	1179
35800	277	503	683	833	41200	326	580	782	948	46600	373	654	878	1062	52000	424	733	979	1181
35900	277	504	685	834	41300	327	581	784	950	46700	374	655	879	1064	52100	425	734	981	1183
36000	278	505	687	836	41400	328	582	786	952	46800	375	657	881	1066	52200	426	736	983	1185
36100	279	506	689	838	41500	328	584	788	954	46900	376	658	883	1068	52300	427	737	985	1188
36200	280	508	691	840	41600	329	585	789	957	47000	377	659	885	1070	52400	428	739	986	1190
36300	281	509	692	842	41700	330	586	791	959	47100	378	660	887	1072	52500	429	740	988	1192
36400	281	510	694	844	41800	331	588	793	961	47200	379	662	889	1074	52600	430	742	990	1194
36500	282	512	696	847	41900	332	589	795	963	47300	380	663	891	1077	52700	431	743	992	1196
36600	283	513	698	849	42000	333	590	796	965	47400	381	665	893	1079	52800	432	744	994	1198
36700	284	514	699	851	42100	334	591	798	967	47500	382	666	894	1081	52900	433	746	996	1201
36800	285	516	701	853	42200	335	593	800	969	47600	383	668	896	1083	53000	434	747	998	1203
36900	286	517	703	855	42300	336	594	801	971	47700	384	669	898	1086	53100	435	748	1000	1205
37000	287	519	705	857	42400	337	595	803	973	47800	385	671	900	1088	53200	436	750	1002	1208
37100	288	520	707	859	42500	338	597	805	975	47900	386	672	902	1090	53300	437	751	1004	1210
37200	289	522	709	861	42600	339	598	807	977	48000	387	674	904	1092	53400	438	753	1006	1212
37300	290	523	710	864	42700	339	600	808	979	48100	388	676	906	1094	53500	439	754	1007	1214
37400	290	525	712	866	42800	340	601	810	981	48200	389	677	908	1096	53600	440	756	1009	1217
37500	291	526	714	868	42900	341	602	812	983	48300	390	679	910	1099	53700	440	757	1011	1219
37600	292	528	716	870	43000	342	604	814	985	48400	391	680	912	1101	53800	441	759	1013	1221
37700	293	529	717	872	43100	343	605	816	987	48500	392	682	914	1103	53900	442	760	1015	1223

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1 to 4 Children

Income/ Revenu (\$)	Monthly Award/ Paieement mensuel (\$)				Income/ Revenu (\$)	Monthly Award/ Paieement mensuel (\$)				Income/ Revenu (\$)	Monthly Award/ Paieement mensuel (\$)				Income/ Revenu (\$)	Monthly Award/ Paieement mensuel (\$)			
	No. of Children/ N ^{bre} d'enfants					No. of Children/ N ^{bre} d'enfants					No. of Children/ N ^{bre} d'enfants					No. of Children/ N ^{bre} d'enfants			
	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4
54000	443	762	1017	1226	59400	494	842	1119	1346	64800	545	921	1221	1467	70200	596	1000	1323	1587
54100	444	763	1019	1228	59500	495	843	1121	1348	64900	546	923	1223	1469	70300	597	1001	1325	1590
54200	445	765	1021	1230	59600	496	845	1123	1351	65000	547	924	1225	1471	70400	598	1003	1326	1592
54300	446	766	1023	1233	59700	497	846	1125	1353	65100	548	925	1227	1473	70500	599	1004	1328	1594
54400	447	768	1025	1235	59800	498	848	1127	1355	65200	549	927	1229	1476	70600	600	1006	1330	1596
54500	448	769	1026	1237	59900	499	849	1129	1357	65300	550	928	1231	1478	70700	601	1007	1332	1598
54600	449	771	1028	1239	60000	500	850	1130	1360	65400	551	930	1233	1480	70800	602	1009	1334	1601
54700	450	772	1030	1242	60100	501	851	1132	1362	65500	552	931	1235	1482	70900	603	1010	1336	1603
54800	451	774	1032	1244	60200	502	853	1134	1364	65600	553	933	1236	1485	71000	604	1012	1338	1605
54900	452	775	1034	1246	60300	503	854	1136	1367	65700	554	934	1238	1487	71100	605	1014	1340	1607
55000	453	777	1036	1248	60400	504	856	1137	1369	65800	555	935	1240	1489	71200	606	1015	1342	1610
55100	454	778	1038	1250	60500	505	857	1139	1371	65900	556	937	1242	1491	71300	607	1017	1344	1612
55200	455	780	1040	1252	60600	505	859	1141	1373	66000	557	938	1244	1494	71400	608	1018	1346	1614
55300	456	781	1042	1255	60700	506	860	1143	1376	66100	558	939	1246	1496	71500	609	1020	1347	1616
55400	457	783	1044	1257	60800	507	862	1145	1378	66200	559	941	1248	1498	71600	610	1021	1349	1619
55500	458	784	1045	1259	60900	508	863	1147	1380	66300	560	942	1250	1501	71700	610	1023	1351	1621
55600	459	786	1047	1261	61000	509	865	1149	1382	66400	561	944	1252	1503	71800	611	1024	1353	1623
55700	460	787	1049	1263	61100	510	867	1151	1384	66500	562	945	1254	1505	71900	612	1026	1355	1625
55800	460	788	1051	1265	61200	511	868	1153	1386	66600	563	947	1256	1507	72000	613	1027	1357	1628
55900	461	790	1053	1268	61300	512	870	1155	1389	66700	564	948	1257	1510	72100	614	1028	1359	1630
56000	462	791	1055	1270	61400	513	871	1156	1391	66800	565	950	1259	1512	72200	615	1030	1361	1632
56100	463	792	1057	1272	61500	514	873	1158	1393	66900	565	951	1261	1514	72300	616	1031	1363	1635
56200	464	794	1059	1275	61600	515	874	1160	1395	67000	566	953	1263	1516	72400	617	1033	1365	1637
56300	465	795	1061	1277	61700	516	876	1162	1397	67100	567	954	1265	1518	72500	618	1034	1366	1639
56400	466	797	1063	1279	61800	517	877	1164	1400	67200	568	956	1267	1520	72600	619	1036	1368	1641
56500	467	798	1065	1281	61900	518	879	1166	1402	67300	569	957	1269	1523	72700	620	1037	1370	1644
56600	468	800	1066	1284	62000	519	880	1168	1404	67400	570	959	1271	1525	72800	621	1039	1372	1646
56700	469	801	1068	1286	62100	520	881	1170	1406	67500	570	960	1273	1527	72900	622	1040	1374	1648
56800	470	803	1070	1288	62200	521	883	1172	1409	67600	571	962	1275	1529	73000	623	1041	1376	1650
56900	471	804	1072	1290	62300	522	884	1174	1411	67700	572	963	1277	1531	73100	624	1042	1378	1652
57000	472	806	1074	1293	62400	523	886	1176	1413	67800	573	965	1278	1534	73200	625	1044	1380	1654
57100	473	807	1076	1295	62500	524	887	1177	1415	67900	574	966	1280	1536	73300	626	1045	1382	1657
57200	474	809	1078	1297	62600	525	889	1179	1418	68000	575	968	1282	1538	73400	627	1047	1384	1659
57300	475	810	1080	1300	62700	525	890	1181	1420	68100	576	969	1284	1540	73500	628	1048	1385	1661
57400	476	812	1082	1302	62800	526	892	1183	1422	68200	577	971	1286	1543	73600	629	1050	1387	1663
57500	477	813	1084	1304	62900	527	893	1185	1424	68300	578	972	1288	1545	73700	630	1051	1389	1665
57600	478	815	1086	1306	63000	528	894	1187	1427	68400	579	974	1289	1547	73800	630	1053	1391	1668
57700	479	816	1087	1309	63100	529	895	1189	1429	68500	580	975	1291	1549	73900	631	1054	1393	1670
57800	480	818	1089	1311	63200	530	897	1191	1431	68600	581	977	1293	1552	74000	632	1056	1395	1672
57900	480	819	1091	1313	63300	531	898	1193	1434	68700	582	978	1295	1554	74100	633	1058	1397	1674
58000	481	821	1093	1315	63400	532	900	1195	1436	68800	583	979	1297	1556	74200	634	1059	1399	1677
58100	482	823	1095	1317	63500	533	901	1196	1438	68900	584	981	1299	1558	74300	635	1061	1401	1679
58200	483	824	1097	1319	63600	534	903	1198	1440	69000	585	982	1300	1561	74400	636	1062	1403	1681
58300	484	826	1099	1322	63700	535	904	1200	1443	69100	586	983	1302	1563	74500	637	1064	1405	1683
58400	485	827	1101	1324	63800	536	906	1202	1445	69200	587	985	1304	1565	74600	638	1065	1406	1686
58500	485	829	1103	1326	63900	537	907	1204	1447	69300	588	986	1306	1568	74700	639	1067	1408	1688
58600	486	830	1105	1328	64000	538	909	1206	1449	69400	589	988	1307	1570	74800	640	1068	1410	1690
58700	487	832	1107	1330	64100	539	911	1208	1451	69500	590	989	1309	1572	74900	641	1070	1412	1692
58800	488	833	1108	1333	64200	540	912	1210	1453	69600	590	991	1311	1574	75000	642	1071	1414	1695
58900	489	835	1110	1335	64300	541	914	1212	1456	69700	591	992	1313	1577	75100	643	1072	1416	1697
59000	490	836	1112	1337	64400	542	915	1214	1458	69800	592	994	1315	1579	75200	644	1074	1418	1699
59100	491	837	1114	1339	64500	543	917	1215	1460	69900	593	995	1317	1581	75300	645	1075	1420	1702
59200	492	839	1116	1342	64600	544	918	1217	1462	70000	594	997	1319	1583	75400	646	1077	1422	1704
59300	493	840	1118	1344	64700	545	920	1219	1464	70100	595	998	1321	1585	75500	647	1078	1424	1706

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1 to 4 Children

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	No. of Children/ N ^{bre} d'enfants					No. of Children/ N ^{bre} d'enfants					No. of Children/ N ^{bre} d'enfants					No. of Children/ N ^{bre} d'enfants			
	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4
75600	648	1080	1426	1708	81000	698	1159	1527	1829	86400	747	1235	1624	1943	91800	795	1309	1720	2057
75700	649	1081	1427	1711	81100	699	1160	1529	1831	86500	747	1236	1626	1946	91900	796	1311	1722	2059
75800	650	1083	1429	1713	81200	700	1162	1531	1833	86600	748	1238	1628	1948	92000	797	1312	1724	2061
75900	650	1084	1431	1715	81300	701	1163	1533	1836	86700	749	1239	1630	1950	92100	798	1313	1726	2063
76000	651	1085	1433	1717	81400	702	1165	1535	1838	86800	750	1240	1631	1952	92200	799	1315	1728	2065
76100	652	1086	1435	1719	81500	703	1166	1536	1840	86900	751	1242	1633	1954	92300	800	1316	1729	2067
76200	653	1088	1437	1721	81600	704	1168	1538	1842	87000	752	1243	1635	1956	92400	800	1317	1731	2069
76300	654	1089	1439	1724	81700	705	1169	1540	1845	87100	753	1244	1637	1958	92500	801	1319	1733	2072
76400	655	1091	1441	1726	81800	706	1170	1542	1847	87200	754	1246	1639	1960	92600	802	1320	1735	2074
76500	655	1092	1443	1728	81900	707	1172	1544	1849	87300	755	1247	1640	1962	92700	803	1321	1737	2076
76600	656	1094	1445	1730	82000	708	1173	1546	1851	87400	756	1248	1642	1964	92800	804	1323	1739	2078
76700	657	1095	1447	1732	82100	709	1174	1548	1853	87500	756	1250	1644	1967	92900	805	1324	1740	2080
76800	658	1097	1448	1735	82200	710	1176	1550	1855	87600	757	1251	1646	1969	93000	805	1325	1742	2082
76900	659	1098	1450	1737	82300	711	1177	1551	1857	87700	758	1252	1648	1971	93100	806	1326	1744	2084
77000	660	1100	1452	1739	82400	712	1178	1553	1859	87800	759	1254	1650	1973	93200	807	1328	1745	2086
77100	661	1102	1454	1741	82500	713	1180	1555	1862	87900	760	1255	1651	1975	93300	808	1329	1747	2088
77200	662	1103	1456	1744	82600	714	1181	1557	1864	88000	761	1256	1653	1977	93400	808	1330	1749	2090
77300	663	1105	1458	1746	82700	715	1183	1559	1866	88100	762	1257	1655	1979	93500	809	1332	1751	2093
77400	664	1106	1459	1748	82800	715	1184	1560	1868	88200	763	1259	1656	1981	93600	810	1333	1752	2095
77500	665	1108	1461	1750	82900	716	1185	1562	1870	88300	764	1260	1658	1983	93700	811	1334	1754	2097
77600	666	1109	1463	1753	83000	717	1187	1564	1872	88400	765	1261	1660	1985	93800	812	1336	1756	2099
77700	667	1111	1465	1755	83100	718	1188	1566	1874	88500	765	1263	1662	1988	93900	813	1337	1758	2101
77800	668	1112	1467	1757	83200	719	1190	1568	1876	88600	766	1264	1663	1990	94000	814	1339	1759	2103
77900	669	1114	1469	1759	83300	720	1191	1569	1878	88700	767	1266	1665	1992	94100	815	1340	1761	2105
78000	670	1115	1470	1762	83400	720	1193	1571	1880	88800	768	1267	1667	1994	94200	816	1342	1763	2107
78100	671	1116	1472	1764	83500	721	1194	1573	1883	88900	769	1268	1669	1996	94300	817	1343	1764	2109
78200	672	1118	1474	1766	83600	722	1195	1575	1885	89000	770	1270	1670	1998	94400	817	1344	1766	2111
78300	673	1119	1476	1769	83700	723	1197	1577	1887	89100	771	1271	1672	2000	94500	818	1346	1768	2114
78400	674	1121	1477	1771	83800	724	1198	1579	1889	89200	772	1273	1674	2002	94600	819	1347	1770	2116
78500	675	1122	1479	1773	83900	725	1199	1580	1891	89300	773	1274	1675	2004	94700	820	1349	1771	2118
78600	675	1124	1481	1775	84000	725	1201	1582	1893	89400	774	1276	1677	2006	94800	821	1350	1773	2120
78700	676	1125	1483	1778	84100	726	1202	1584	1895	89500	775	1277	1679	2009	94900	822	1351	1775	2122
78800	677	1126	1485	1780	84200	727	1204	1585	1897	89600	775	1278	1681	2011	95000	823	1353	1777	2124
78900	678	1128	1487	1782	84300	728	1205	1587	1899	89700	776	1280	1682	2013	95100	824	1354	1779	2126
79000	679	1129	1489	1784	84400	728	1207	1589	1901	89800	777	1281	1684	2015	95200	825	1356	1781	2128
79100	680	1130	1491	1786	84500	729	1208	1591	1904	89900	778	1282	1686	2017	95300	826	1357	1782	2130
79200	681	1132	1493	1788	84600	730	1209	1592	1906	90000	779	1284	1688	2019	95400	827	1359	1784	2132
79300	682	1133	1495	1791	84700	731	1211	1594	1908	90100	780	1285	1690	2021	95500	827	1360	1786	2135
79400	683	1135	1496	1793	84800	732	1212	1596	1910	90200	781	1287	1692	2023	95600	828	1361	1788	2137
79500	684	1136	1498	1795	84900	733	1214	1598	1912	90300	782	1288	1693	2025	95700	829	1363	1790	2139
79600	685	1138	1500	1797	85000	734	1215	1599	1914	90400	783	1290	1695	2027	95800	830	1364	1791	2141
79700	686	1139	1502	1799	85100	735	1216	1601	1916	90500	784	1291	1697	2030	95900	831	1365	1793	2143
79800	687	1141	1504	1802	85200	736	1218	1603	1918	90600	785	1292	1699	2032	96000	832	1367	1795	2145
79900	688	1142	1506	1804	85300	737	1219	1604	1920	90700	785	1294	1700	2034	96100	833	1368	1797	2147
80000	689	1144	1508	1806	85400	737	1221	1606	1922	90800	786	1295	1702	2036	96200	834	1370	1799	2149
80100	690	1145	1510	1808	85500	738	1222	1608	1925	90900	787	1297	1704	2038	96300	835	1371	1800	2151
80200	691	1147	1512	1811	85600	739	1223	1610	1927	91000	788	1298	1706	2040	96400	836	1373	1802	2153
80300	692	1148	1514	1813	85700	740	1225	1611	1929	91100	789	1299	1708	2042	96500	836	1374	1804	2156
80400	693	1150	1516	1815	85800	741	1226	1613	1931	91200	790	1301	1710	2044	96600	837	1375	1806	2158
80500	694	1151	1517	1817	85900	742	1228	1615	1933	91300	791	1302	1711	2046	96700	838	1377	1808	2160
80600	695	1153	1519	1820	86000	743	1229	1617	1935	91400	792	1304	1713	2048	96800	839	1378	1810	2162
80700	695	1154	1521	1822	86100	744	1230	1619	1937	91500	793	1305	1715	2051	96900	840	1380	1811	2164
80800	696	1156	1523	1824	86200	745	1232	1621	1939	91600	794	1306	1717	2053	97000	841	1381	1813	2166
80900	697	1157	1525	1827	86300	746	1233	1622	1941	91700	795	1308	1719	2055	97100	842	1382	1815	2168

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1 to 4 Children

Income/ Revenu (\$)	Monthly Award/ Paielement mensuel (\$)				Income/ Revenu (\$)	Monthly Award/ Paielement mensuel (\$)				Income/ Revenu (\$)	Monthly Award/ Paielement mensuel (\$)				Income/ Revenu (\$)	Monthly Award/ Paielement mensuel (\$)			
	No. of Children/ N ^{bre} d'enfants					No. of Children/ N ^{bre} d'enfants					No. of Children/ N ^{bre} d'enfants					No. of Children/ N ^{bre} d'enfants			
	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4
97200	843	1384	1816	2170	102600	890	1458	1912	2284	108000	939	1533	2008	2397	113400	987	1608	2104	2510
97300	844	1385	1818	2172	102700	891	1460	1914	2286	108100	940	1534	2010	2399	113500	987	1609	2106	2512
97400	845	1387	1820	2174	102800	892	1461	1916	2288	108200	941	1536	2012	2401	113600	988	1610	2108	2515
97500	845	1388	1822	2177	102900	893	1463	1918	2290	108300	942	1537	2013	2403	113700	989	1612	2110	2517
97600	846	1390	1823	2179	103000	894	1464	1919	2292	108400	943	1539	2015	2405	113800	990	1613	2111	2519
97700	847	1391	1825	2181	103100	895	1465	1921	2294	108500	944	1540	2017	2407	113900	991	1615	2113	2521
97800	848	1392	1827	2183	103200	896	1467	1923	2296	108600	945	1541	2019	2410	114000	992	1616	2115	2523
97900	849	1394	1829	2185	103300	897	1468	1924	2298	108700	945	1543	2020	2412	114100	993	1617	2117	2525
98000	850	1395	1830	2187	103400	897	1470	1926	2300	108800	946	1544	2022	2414	114200	994	1619	2119	2527
98100	851	1396	1832	2189	103500	898	1471	1928	2302	108900	947	1546	2024	2416	114300	995	1620	2120	2529
98200	852	1398	1834	2191	103600	899	1473	1930	2305	109000	948	1547	2026	2418	114400	996	1622	2122	2531
98300	853	1399	1835	2193	103700	900	1474	1931	2307	109100	949	1548	2028	2420	114500	996	1623	2124	2533
98400	854	1400	1837	2195	103800	901	1475	1933	2309	109200	950	1550	2030	2422	114600	997	1624	2126	2536
98500	855	1402	1839	2198	103900	902	1477	1935	2311	109300	951	1551	2031	2424	114700	998	1626	2128	2538
98600	855	1403	1841	2200	104000	903	1478	1937	2313	109400	952	1553	2033	2426	114800	999	1627	2130	2540
98700	856	1404	1842	2202	104100	904	1479	1939	2315	109500	953	1554	2035	2428	114900	1000	1629	2131	2542
98800	857	1406	1844	2204	104200	905	1481	1941	2317	109600	954	1556	2037	2431	115000	1001	1630	2133	2544
98900	858	1407	1846	2206	104300	906	1482	1942	2319	109700	955	1557	2039	2433	115100	1002	1631	2135	2546
99000	859	1408	1848	2208	104400	907	1483	1944	2321	109800	955	1558	2040	2435	115200	1003	1633	2136	2548
99100	860	1409	1850	2210	104500	907	1485	1946	2323	109900	956	1560	2042	2437	115300	1004	1634	2138	2550
99200	861	1411	1852	2212	104600	908	1486	1948	2326	110000	957	1561	2044	2439	115400	1005	1636	2140	2552
99300	862	1412	1853	2214	104700	909	1487	1950	2328	110100	958	1562	2046	2441	115500	1005	1637	2142	2554
99400	863	1413	1855	2216	104800	910	1489	1951	2330	110200	959	1564	2048	2443	115600	1006	1639	2143	2557
99500	864	1415	1857	2219	104900	911	1490	1953	2332	110300	960	1565	2049	2445	115700	1007	1640	2145	2559
99600	865	1416	1859	2221	105000	912	1491	1955	2334	110400	960	1566	2051	2447	115800	1008	1641	2147	2561
99700	865	1417	1860	2223	105100	913	1492	1957	2336	110500	961	1568	2053	2449	115900	1009	1643	2149	2563
99800	866	1419	1862	2225	105200	914	1494	1959	2338	110600	962	1569	2055	2452	116000	1010	1644	2150	2565
99900	867	1420	1864	2227	105300	915	1495	1960	2340	110700	963	1570	2057	2454	116100	1011	1645	2152	2567
100000	868	1422	1866	2229	105400	916	1496	1962	2342	110800	964	1572	2059	2456	116200	1012	1647	2154	2569
100100	869	1423	1868	2231	105500	916	1498	1964	2344	110900	965	1573	2060	2458	116300	1013	1648	2155	2571
100200	870	1425	1870	2233	105600	917	1499	1966	2347	111000	965	1574	2062	2460	116400	1014	1649	2157	2573
100300	871	1426	1871	2235	105700	918	1501	1968	2349	111100	966	1575	2064	2462	116500	1015	1651	2159	2575
100400	872	1427	1873	2237	105800	919	1502	1970	2351	111200	967	1577	2065	2464	116600	1015	1652	2161	2578
100500	873	1429	1875	2240	105900	920	1503	1971	2353	111300	968	1578	2067	2466	116700	1016	1653	2162	2580
100600	874	1430	1877	2242	106000	921	1505	1973	2355	111400	968	1579	2069	2468	116800	1017	1655	2164	2582
100700	875	1432	1879	2244	106100	922	1506	1975	2357	111500	969	1581	2071	2470	116900	1018	1656	2166	2584
100800	875	1433	1880	2246	106200	923	1508	1976	2359	111600	970	1582	2072	2473	117000	1019	1657	2168	2586
100900	876	1434	1882	2248	106300	924	1509	1978	2361	111700	971	1584	2074	2475	117100	1020	1658	2170	2588
101000	877	1436	1884	2250	106400	925	1511	1980	2363	111800	972	1585	2076	2477	117200	1021	1660	2172	2590
101100	878	1437	1886	2252	106500	925	1512	1982	2365	111900	973	1586	2078	2479	117300	1022	1661	2173	2592
101200	879	1439	1888	2254	106600	926	1513	1983	2368	112000	974	1588	2079	2481	117400	1023	1662	2175	2594
101300	880	1440	1889	2256	106700	927	1515	1985	2370	112100	975	1589	2081	2483	117500	1024	1664	2177	2596
101400	880	1442	1891	2258	106800	928	1516	1987	2372	112200	976	1591	2083	2485	117600	1025	1665	2179	2599
101500	881	1443	1893	2261	106900	929	1517	1989	2374	112300	977	1592	2084	2487	117700	1025	1667	2180	2601
101600	882	1444	1895	2263	107000	930	1519	1990	2376	112400	977	1594	2086	2489	117800	1026	1668	2182	2603
101700	883	1446	1897	2265	107100	931	1520	1992	2378	112500	978	1595	2088	2491	117900	1027	1669	2184	2605
101800	884	1447	1899	2267	107200	932	1522	1994	2380	112600	979	1596	2090	2494	118000	1028	1671	2186	2607
101900	885	1448	1900	2269	107300	933	1523	1995	2382	112700	980	1598	2091	2496	118100	1029	1672	2188	2609
102000	885	1450	1902	2271	107400	934	1525	1997	2384	112800	981	1599	2093	2498	118200	1030	1674	2190	2611
102100	886	1451	1904	2273	107500	935	1526	1999	2386	112900	982	1600	2095	2500	118300	1031	1675	2191	2613
102200	887	1453	1905	2275	107600	935	1527	2001	2389	113000	983	1602	2097	2502	118400	1032	1677	2193	2615
102300	888	1454	1907	2277	107700	936	1529	2002	2391	113100	984	1603	2099	2504	118500	1033	1678	2195	2617
102400	888	1456	1909	2279	107800	937	1530	2004	2393	113200	985	1605	2101	2506	118600	1034	1679	2197	2619
102500	889	1457	1911	2281	107900	938	1532	2006	2395	113300	986	1606	2102	2508	118700	1035	1681	2199	2622

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1 to 4 Children

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	No. of Children/ N ^{bre} d'enfants					No. of Children/ N ^{bre} d'enfants					No. of Children/ N ^{bre} d'enfants					No. of Children/ N ^{bre} d'enfants			
	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4
118800	1035	1682	2200	2624	124200	1083	1757	2296	2737	129600	1130	1830	2390	2848	135000	1175	1901	2482	2956
118900	1036	1683	2202	2626	124300	1084	1758	2298	2739	129700	1131	1831	2392	2850	135100	1176	1902	2484	2958
119000	1037	1685	2204	2628	124400	1085	1760	2300	2741	129800	1132	1832	2394	2852	135200	1177	1904	2485	2960
119100	1038	1686	2206	2630	124500	1085	1761	2302	2743	129900	1133	1834	2395	2854	135300	1178	1905	2487	2962
119200	1039	1688	2208	2632	124600	1086	1762	2303	2745	130000	1133	1835	2397	2856	135400	1178	1906	2489	2964
119300	1040	1689	2209	2634	124700	1087	1764	2305	2748	130100	1134	1836	2399	2858	135500	1179	1907	2490	2966
119400	1040	1691	2211	2636	124800	1088	1765	2307	2750	130200	1135	1838	2400	2860	135600	1180	1909	2492	2968
119500	1041	1692	2213	2638	124900	1089	1766	2309	2752	130300	1136	1839	2402	2862	135700	1181	1910	2494	2970
119600	1042	1693	2215	2640	125000	1090	1768	2310	2754	130400	1137	1840	2404	2864	135800	1182	1911	2495	2972
119700	1043	1695	2217	2643	125100	1091	1769	2312	2756	130500	1137	1841	2406	2866	135900	1183	1913	2497	2974
119800	1044	1696	2219	2645	125200	1092	1771	2314	2758	130600	1138	1843	2407	2868	136000	1184	1914	2498	2977
119900	1045	1698	2220	2647	125300	1093	1772	2315	2760	130700	1139	1844	2409	2870	136100	1185	1915	2500	2979
120000	1045	1699	2222	2649	125400	1094	1774	2317	2762	130800	1140	1845	2411	2872	136200	1186	1917	2501	2981
120100	1046	1700	2224	2651	125500	1095	1775	2319	2764	130900	1141	1847	2412	2874	136300	1186	1918	2503	2983
120200	1047	1702	2225	2653	125600	1095	1776	2321	2766	131000	1142	1848	2414	2876	136400	1187	1919	2505	2985
120300	1048	1703	2227	2655	125700	1096	1778	2322	2769	131100	1143	1849	2416	2878	136500	1188	1920	2506	2987
120400	1048	1705	2229	2657	125800	1097	1779	2324	2771	131200	1144	1851	2417	2880	136600	1189	1922	2508	2989
120500	1049	1706	2231	2659	125900	1098	1781	2326	2773	131300	1145	1852	2419	2882	136700	1190	1923	2510	2991
120600	1050	1708	2232	2661	126000	1099	1782	2328	2775	131400	1145	1853	2421	2884	136800	1190	1924	2511	2993
120700	1051	1709	2234	2664	126100	1100	1783	2330	2777	131500	1146	1855	2423	2886	136900	1191	1925	2513	2995
120800	1052	1710	2236	2666	126200	1101	1785	2332	2779	131600	1147	1856	2424	2888	137000	1192	1927	2515	2997
120900	1053	1712	2238	2668	126300	1102	1786	2333	2781	131700	1148	1858	2426	2890	137100	1193	1928	2517	2999
121000	1054	1713	2239	2670	126400	1103	1788	2335	2783	131800	1149	1859	2428	2892	137200	1194	1930	2518	3001
121100	1055	1714	2241	2672	126500	1104	1789	2337	2785	131900	1150	1860	2430	2894	137300	1195	1931	2520	3003
121200	1056	1716	2243	2674	126600	1105	1791	2339	2787	132000	1150	1862	2431	2896	137400	1195	1932	2522	3005
121300	1057	1717	2244	2676	126700	1105	1792	2340	2790	132100	1151	1863	2433	2898	137500	1196	1934	2523	3007
121400	1057	1718	2246	2678	126800	1106	1793	2342	2792	132200	1152	1865	2434	2900	137600	1197	1935	2525	3009
121500	1058	1720	2248	2680	126900	1107	1795	2344	2794	132300	1153	1866	2436	2902	137700	1198	1937	2527	3011
121600	1059	1721	2250	2682	127000	1108	1796	2346	2796	132400	1154	1867	2438	2904	137800	1199	1938	2528	3013
121700	1060	1722	2251	2685	127100	1109	1797	2348	2798	132500	1154	1869	2440	2906	137900	1200	1939	2530	3015
121800	1061	1724	2253	2687	127200	1110	1799	2349	2800	132600	1155	1870	2441	2908	138000	1201	1941	2532	3017
121900	1062	1725	2255	2689	127300	1110	1800	2351	2802	132700	1156	1871	2443	2910	138100	1202	1942	2534	3019
122000	1063	1726	2257	2691	127400	1111	1801	2353	2804	132800	1157	1873	2445	2912	138200	1203	1944	2535	3021
122100	1064	1727	2259	2693	127500	1112	1803	2355	2806	132900	1158	1874	2447	2914	138300	1203	1945	2537	3023
122200	1065	1729	2261	2695	127600	1113	1804	2356	2808	133000	1159	1875	2448	2916	138400	1204	1946	2539	3025
122300	1066	1730	2262	2697	127700	1114	1805	2358	2810	133100	1160	1876	2450	2918	138500	1205	1948	2540	3027
122400	1067	1731	2264	2699	127800	1115	1807	2360	2812	133200	1161	1878	2451	2920	138600	1206	1949	2542	3029
122500	1067	1733	2266	2701	127900	1115	1808	2361	2814	133300	1162	1879	2453	2922	138700	1207	1950	2544	3031
122600	1068	1734	2268	2703	128000	1116	1809	2363	2816	133400	1162	1880	2455	2924	138800	1207	1952	2545	3033
122700	1069	1735	2270	2706	128100	1117	1810	2365	2818	133500	1163	1882	2457	2926	138900	1208	1953	2547	3035
122800	1070	1737	2271	2708	128200	1118	1812	2366	2820	133600	1164	1883	2458	2928	139000	1209	1954	2549	3037
122900	1071	1738	2273	2710	128300	1119	1813	2368	2822	133700	1165	1884	2460	2930	139100	1210	1955	2551	3039
123000	1072	1740	2275	2712	128400	1120	1814	2370	2824	133800	1166	1886	2462	2932	139200	1211	1957	2552	3041
123100	1073	1741	2277	2714	128500	1120	1816	2372	2826	133900	1167	1887	2464	2934	139300	1212	1958	2554	3043
123200	1074	1743	2279	2716	128600	1121	1817	2373	2828	134000	1167	1888	2465	2936	139400	1212	1959	2556	3045
123300	1075	1744	2280	2718	128700	1122	1818	2375	2830	134100	1168	1889	2467	2938	139500	1213	1961	2557	3047
123400	1076	1745	2282	2720	128800	1123	1820	2377	2832	134200	1169	1891	2468	2940	139600	1214	1962	2559	3049
123500	1076	1747	2284	2722	128900	1124	1821	2378	2834	134300	1169	1892	2470	2942	139700	1215	1963	2561	3051
123600	1077	1748	2286	2724	129000	1125	1822	2380	2836	134400	1170	1893	2472	2944	139800	1216	1965	2562	3053
123700	1078	1750	2288	2727	129100	1126	1823	2382	2838	134500	1171	1895	2474	2946	139900	1217	1966	2564	3055
123800	1079	1751	2290	2729	129200	1127	1825	2383	2840	134600	1172	1896	2475	2948	140000	1218	1967	2566	3057
123900	1080	1752	2291	2731	129300	1128	1826	2385	2842	134700	1173	1897	2477	2950	140100	1219	1968	2568	3059
124000	1081	1754	2293	2733	129400	1128	1827	2387	2844	134800	1173	1898	2479	2952	140200	1220	1970	2569	3061
124100	1082	1755	2295	2735	129500	1129	1829	2389	2846	134900	1174	1900	2481	2954	140300	1220	1971	2571	3063

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Income/ Revenu (\$)	Monthly Award/ Paieement mensuel (\$)				Income/ Revenu (\$)	Monthly Award/ Paieement mensuel (\$)				Income/ Revenu (\$)	Monthly Award/ Paieement mensuel (\$)			
	No. of Children/ N ^{bre} d'enfants					No. of Children/ N ^{bre} d'enfants					No. of Children/ N ^{bre} d'enfants			
	1	2	3	4		1	2	3	4		1	2	3	4
140400	1221	1972	2573	3065	143700	1249	2015	2629	3131	147000	1277	2059	2685	3197
140500	1222	1974	2574	3067	143800	1250	2017	2631	3133	147100	1278	2060	2687	3199
140600	1223	1975	2576	3069	143900	1251	2018	2632	3135	147200	1279	2062	2688	3201
140700	1224	1976	2578	3071	144000	1252	2020	2634	3137	147300	1280	2063	2690	3203
140800	1225	1977	2579	3073	144100	1253	2021	2636	3139	147400	1281	2064	2692	3205
140900	1225	1979	2581	3075	144200	1254	2023	2637	3141	147500	1281	2065	2694	3207
141000	1226	1980	2583	3077	144300	1254	2024	2639	3143	147600	1282	2067	2695	3209
141100	1227	1981	2585	3079	144400	1255	2025	2641	3145	147700	1283	2068	2697	3211
141200	1228	1983	2586	3081	144500	1256	2027	2642	3147	147800	1284	2069	2699	3213
141300	1229	1984	2588	3083	144600	1257	2028	2644	3149	147900	1285	2071	2700	3215
141400	1229	1985	2590	3085	144700	1258	2029	2646	3151	148000	1286	2072	2702	3217
141500	1230	1986	2591	3087	144800	1259	2031	2648	3153	148100	1287	2073	2704	3219
141600	1231	1988	2593	3089	144900	1259	2032	2649	3155	148200	1288	2075	2705	3221
141700	1232	1989	2595	3091	145000	1260	2033	2651	3157	148300	1289	2076	2707	3223
141800	1233	1990	2596	3093	145100	1261	2034	2653	3159	148400	1289	2077	2709	3225
141900	1234	1992	2598	3095	145200	1262	2036	2654	3161	148500	1290	2079	2711	3227
142000	1235	1993	2600	3097	145300	1263	2037	2656	3163	148600	1291	2080	2712	3229
142100	1236	1994	2602	3099	145400	1264	2038	2658	3165	148700	1292	2082	2714	3231
142200	1237	1996	2603	3101	145500	1264	2040	2660	3167	148800	1293	2083	2716	3233
142300	1237	1997	2605	3103	145600	1265	2041	2661	3169	148900	1294	2084	2717	3235
142400	1238	1998	2607	3105	145700	1266	2042	2663	3171	149000	1294	2086	2719	3237
142500	1239	1999	2608	3107	145800	1267	2044	2665	3173	149100	1295	2087	2721	3239
142600	1240	2001	2610	3109	145900	1268	2045	2666	3175	149200	1296	2089	2722	3241
142700	1241	2002	2612	3111	146000	1269	2046	2668	3177	149300	1297	2090	2724	3243
142800	1242	2003	2613	3113	146100	1270	2047	2670	3179	149400	1298	2091	2726	3245
142900	1242	2004	2615	3115	146200	1271	2049	2671	3181	149500	1298	2093	2728	3247
143000	1243	2006	2617	3117	146300	1272	2050	2673	3183	149600	1299	2094	2729	3249
143100	1244	2007	2619	3119	146400	1272	2051	2675	3185	149700	1300	2095	2731	3251
143200	1245	2009	2620	3121	146500	1273	2052	2677	3187	149800	1301	2097	2733	3253
143300	1246	2010	2622	3123	146600	1274	2054	2678	3189	149900	1302	2098	2735	3255
143400	1247	2011	2624	3125	146700	1275	2055	2680	3191	150000	1303	2099	2736	3257
143500	1247	2013	2625	3127	146800	1276	2056	2682	3193					
143600	1248	2014	2627	3129	146900	1277	2058	2683	3195					

Monthly Award/Paiement mensuel (\$)			
One Child/ Un enfant	Two Children/ Deux enfants	Three Children/ Trois enfants	Four Children/ Quatre enfants
1303 plus 0.90% of income over \$150,000	2099 plus 1.34% of income over \$150,000	2736 plus 1.72% of income over \$150,000	3257 plus 2.02% of income over \$150,000
1303 plus 0,90% du revenu dépassant 150 000\$	2099 plus 1,34% du revenu dépassant 150 000\$	2736 plus 1,72% du revenu dépassant 150 000\$	3257 plus 2,02% du revenu dépassant 150 000\$

IMPORTANT INFORMATION

Federal Child Support Amounts: Simplified Tables

5 to 6 or more Children

Montants fédéraux de pensions alimentaires pour enfants: Tables simplifiées

Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)		Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)		Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)		Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)	
	No. of Children/ N ^{bre} d'enfants			No. of Children/ N ^{bre} d'enfants			No. of Children/ N ^{bre} d'enfants			No. of Children/ N ^{bre} d'enfants	
	5	6 or more 6 ou plus		5	6 or more 6 ou plus		5	6 or more 6 ou plus		5	6 or more 6 ou plus
10820	0	0	16200	282	282	21600	513	513	27000	749	749
10900	5	5	16300	286	286	21700	517	517	27100	753	753
11000	59	59	16400	290	290	21800	522	522	27200	758	758
11100	64	64	16500	294	294	21900	526	526	27300	762	762
11200	69	69	16600	298	298	22000	530	530	27400	767	767
11300	74	74	16700	302	302	22100	534	534	27500	771	771
11400	79	79	16800	306	306	22200	539	539	27600	775	775
11500	84	84	16900	310	310	22300	543	543	27700	780	780
11600	90	90	17000	315	315	22400	547	547	27800	784	784
11700	95	95	17100	319	319	22500	552	552	27900	788	788
11800	100	100	17200	323	323	22600	556	556	28000	793	793
11900	105	105	17300	327	327	22700	561	561	28100	795	797
12000	110	110	17400	331	331	22800	565	565	28200	798	802
12100	114	114	17500	335	335	22900	569	569	28300	800	806
12200	118	118	17600	339	339	23000	574	574	28400	803	811
12300	123	123	17700	343	343	23100	578	578	28500	805	815
12400	127	127	17800	347	347	23200	583	583	28600	807	819
12500	131	131	17900	351	351	23300	587	587	28700	810	824
12600	135	135	18000	355	355	23400	592	592	28800	812	828
12700	140	140	18100	359	359	23500	596	596	28900	815	833
12800	144	144	18200	364	364	23600	600	600	29000	817	837
12900	148	148	18300	368	368	23700	605	605	29100	819	841
13000	152	152	18400	372	372	23800	609	609	29200	821	846
13100	156	156	18500	377	377	23900	613	613	29300	823	850
13200	160	160	18600	381	381	24000	618	618	29400	825	854
13300	164	164	18700	385	385	24100	622	622	29500	827	859
13400	168	168	18800	390	390	24200	627	627	29600	829	863
13500	173	173	18900	394	394	24300	631	631	29700	831	867
13600	177	177	19000	399	399	24400	636	636	29800	833	872
13700	181	181	19100	403	403	24500	640	640	29900	835	876
13800	185	185	19200	408	408	24600	644	644	30000	838	880
13900	189	189	19300	412	412	24700	649	649	30100	840	884
14000	193	193	19400	417	417	24800	653	653	30200	842	889
14100	197	197	19500	421	421	24900	658	658	30300	844	893
14200	201	201	19600	425	425	25000	662	662	30400	846	897
14300	205	205	19700	430	430	25100	666	666	30500	849	902
14400	209	209	19800	434	434	25200	671	671	30600	851	906
14500	213	213	19900	438	438	25300	675	675	30700	853	911
14600	217	217	20000	443	443	25400	679	679	30800	855	915
14700	221	221	20100	447	447	25500	684	684	30900	857	919
14800	226	226	20200	452	452	25600	688	688	31000	859	924
14900	230	230	20300	456	456	25700	692	692	31100	861	928
15000	234	234	20400	461	461	25800	697	697	31200	863	933
15100	238	238	20500	465	465	25900	701	701	31300	865	937
15200	242	242	20600	469	469	26000	705	705	31400	867	942
15300	246	246	20700	474	474	26100	709	709	31500	869	946
15400	250	250	20800	478	478	26200	714	714	31600	871	950
15500	254	254	20900	483	483	26300	718	718	31700	873	955
15600	258	258	21000	487	487	26400	722	722	31800	875	959
15700	262	262	21100	491	491	26500	727	727	31900	877	963
15800	266	266	21200	496	496	26600	731	731	32000	879	968
15900	270	270	21300	500	500	26700	736	736	32100	881	971
16000	274	274	21400	504	504	26800	740	740	32200	883	975
16100	278	278	21500	509	509	26900	744	744	32300	885	978

IMPORTANT INFORMATION

Federal Child Support Amounts: Simplified Tables

5 to 6 or more Children

Montants fédéraux de pensions alimentaires pour enfants: Tables simplifiées

Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)		Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)		Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)		Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)	
	No. of Children/ N ^{bre} d'enfants			No. of Children/ N ^{bre} d'enfants			No. of Children/ N ^{bre} d'enfants			No. of Children/ N ^{bre} d'enfants	
	5	6 or more 6 ou plus		5	6 or more 6 ou plus		5	6 or more 6 ou plus		5	6 or more 6 ou plus
32400	887	982	37800	1003	1112	43200	1134	1255	48600	1264	1398
32500	888	985	37900	1006	1114	43300	1136	1258	48700	1267	1400
32600	890	988	38000	1008	1117	43400	1138	1261	48800	1269	1403
32700	892	992	38100	1010	1120	43500	1141	1263	48900	1272	1406
32800	894	995	38200	1013	1122	43600	1143	1266	49000	1274	1409
32900	896	999	38300	1015	1125	43700	1145	1268	49100	1277	1412
33000	898	1002	38400	1018	1128	43800	1148	1271	49200	1279	1414
33100	900	1004	38500	1020	1130	43900	1150	1274	49300	1282	1417
33200	902	1006	38600	1022	1133	44000	1152	1276	49400	1284	1420
33300	904	1009	38700	1025	1136	44100	1154	1279	49500	1287	1423
33400	905	1011	38800	1027	1138	44200	1157	1281	49600	1289	1425
33500	907	1013	38900	1030	1141	44300	1159	1284	49700	1292	1428
33600	909	1015	39000	1032	1144	44400	1161	1287	49800	1294	1431
33700	911	1017	39100	1034	1147	44500	1164	1289	49900	1297	1433
33800	913	1019	39200	1037	1149	44600	1166	1292	50000	1299	1436
33900	915	1022	39300	1039	1152	44700	1169	1294	50100	1302	1439
34000	917	1024	39400	1042	1154	44800	1171	1297	50200	1304	1442
34100	919	1026	39500	1044	1157	44900	1173	1300	50300	1307	1444
34200	921	1028	39600	1046	1160	45000	1176	1302	50400	1309	1447
34300	923	1030	39700	1049	1162	45100	1178	1305	50500	1312	1450
34400	925	1033	39800	1051	1165	45200	1181	1307	50600	1314	1453
34500	927	1035	39900	1054	1168	45300	1183	1310	50700	1317	1455
34600	930	1037	40000	1056	1170	45400	1186	1313	50800	1319	1458
34700	932	1039	40100	1059	1173	45500	1188	1315	50900	1322	1461
34800	934	1041	40200	1061	1176	45600	1190	1318	51000	1324	1464
34900	936	1043	40300	1064	1178	45700	1193	1320	51100	1326	1467
35000	938	1045	40400	1066	1181	45800	1195	1323	51200	1329	1470
35100	940	1047	40500	1069	1184	45900	1198	1326	51300	1331	1472
35200	942	1049	40600	1071	1187	46000	1200	1328	51400	1334	1475
35300	945	1052	40700	1074	1189	46100	1202	1331	51500	1336	1478
35400	947	1054	40800	1077	1192	46200	1205	1333	51600	1339	1481
35500	949	1056	40900	1079	1195	46300	1207	1336	51700	1341	1484
35600	951	1058	41000	1082	1198	46400	1210	1338	51800	1344	1486
35700	954	1060	41100	1084	1201	46500	1212	1341	51900	1346	1489
35800	956	1063	41200	1087	1203	46600	1214	1344	52000	1349	1492
35900	958	1065	41300	1089	1206	46700	1217	1346	52100	1352	1495
36000	960	1067	41400	1091	1208	46800	1219	1349	52200	1354	1497
36100	962	1069	41500	1094	1211	46900	1222	1352	52300	1357	1500
36200	965	1072	41600	1096	1213	47000	1224	1354	52400	1359	1503
36300	967	1074	41700	1098	1216	47100	1227	1357	52500	1362	1506
36400	970	1077	41800	1100	1218	47200	1229	1359	52600	1364	1508
36500	972	1079	41900	1103	1221	47300	1232	1362	52700	1367	1511
36600	975	1082	42000	1105	1224	47400	1234	1365	52800	1370	1514
36700	977	1084	42100	1107	1227	47500	1237	1368	52900	1372	1517
36800	979	1086	42200	1110	1229	47600	1239	1370	53000	1375	1519
36900	982	1089	42300	1112	1232	47700	1242	1373	53100	1378	1522
37000	984	1091	42400	1115	1234	47800	1244	1376	53200	1380	1525
37100	986	1094	42500	1117	1237	47900	1247	1378	53300	1383	1527
37200	989	1096	42600	1119	1240	48000	1249	1381	53400	1385	1530
37300	991	1099	42700	1122	1242	48100	1252	1384	53500	1388	1533
37400	994	1101	42800	1124	1245	48200	1254	1387	53600	1390	1536
37500	996	1104	42900	1126	1247	48300	1257	1389	53700	1393	1538
37600	998	1107	43000	1129	1250	48400	1259	1392	53800	1395	1541
37700	1001	1109	43100	1131	1253	48500	1262	1395	53900	1398	1544

IMPORTANT INFORMATION

Federal Child Support Amounts: Simplified Tables **5 to 6 or more Children**
Montants fédéraux de pensions alimentaires pour enfants: Tables simplifiées

Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)		Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)		Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)		Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)	
	No. of Children/ N ^{bre} d'enfants			No. of Children/ N ^{bre} d'enfants			No. of Children/ N ^{bre} d'enfants			No. of Children/ N ^{bre} d'enfants	
	5	6 or more 6 ou plus		5	6 or more 6 ou plus		5	6 or more 6 ou plus		5	6 or more 6 ou plus
54000	1400	1547	59400	1536	1696	64800	1672	1845	70200	1808	1994
54100	1403	1550	59500	1539	1699	64900	1675	1848	70300	1811	1997
54200	1405	1552	59600	1541	1702	65000	1677	1851	70400	1813	2000
54300	1408	1555	59700	1544	1705	65100	1680	1854	70500	1816	2003
54400	1410	1558	59800	1546	1707	65200	1682	1856	70600	1818	2005
54500	1413	1561	59900	1549	1710	65300	1685	1859	70700	1821	2008
54600	1415	1563	60000	1551	1713	65400	1687	1862	70800	1823	2011
54700	1418	1566	60100	1554	1716	65500	1690	1865	70900	1826	2014
54800	1420	1569	60200	1556	1718	65600	1692	1867	71000	1828	2016
54900	1423	1571	60300	1559	1721	65700	1695	1870	71100	1831	2019
55000	1425	1574	60400	1561	1724	65800	1697	1873	71200	1833	2022
55100	1428	1577	60500	1564	1727	65900	1700	1876	71300	1836	2024
55200	1430	1580	60600	1566	1729	66000	1702	1878	71400	1838	2027
55300	1433	1582	60700	1569	1732	66100	1705	1881	71500	1841	2030
55400	1435	1585	60800	1571	1735	66200	1707	1884	71600	1843	2033
55500	1438	1588	60900	1574	1738	66300	1710	1886	71700	1846	2035
55600	1440	1591	61000	1576	1740	66400	1712	1889	71800	1848	2038
55700	1443	1593	61100	1578	1743	66500	1715	1892	71900	1851	2041
55800	1445	1596	61200	1581	1746	66600	1717	1895	72000	1853	2044
55900	1448	1599	61300	1583	1748	66700	1720	1898	72100	1855	2047
56000	1450	1602	61400	1586	1751	66800	1722	1900	72200	1858	2049
56100	1452	1605	61500	1588	1754	66900	1725	1903	72300	1860	2052
56200	1455	1608	61600	1591	1757	67000	1727	1906	72400	1863	2055
56300	1457	1610	61700	1593	1760	67100	1729	1909	72500	1865	2058
56400	1460	1613	61800	1596	1762	67200	1732	1911	72600	1868	2060
56500	1462	1616	61900	1598	1765	67300	1734	1914	72700	1870	2063
56600	1465	1619	62000	1601	1768	67400	1737	1917	72800	1873	2066
56700	1467	1622	62100	1603	1771	67500	1739	1920	72900	1875	2068
56800	1470	1624	62200	1606	1773	67600	1742	1922	73000	1878	2071
56900	1472	1627	62300	1608	1776	67700	1744	1925	73100	1880	2074
57000	1475	1630	62400	1611	1779	67800	1747	1928	73200	1883	2077
57100	1477	1633	62500	1613	1782	67900	1749	1931	73300	1885	2079
57200	1480	1635	62600	1616	1784	68000	1752	1933	73400	1888	2082
57300	1482	1638	62700	1618	1787	68100	1754	1936	73500	1890	2085
57400	1485	1641	62800	1621	1790	68200	1757	1939	73600	1893	2088
57500	1487	1644	62900	1623	1793	68300	1759	1941	73700	1895	2090
57600	1490	1646	63000	1626	1795	68400	1762	1944	73800	1898	2093
57700	1492	1649	63100	1629	1798	68500	1764	1947	73900	1900	2096
57800	1495	1652	63200	1631	1801	68600	1767	1950	74000	1903	2099
57900	1497	1655	63300	1634	1803	68700	1769	1952	74100	1906	2102
58000	1500	1657	63400	1636	1806	68800	1772	1955	74200	1908	2105
58100	1503	1660	63500	1639	1809	68900	1774	1958	74300	1911	2107
58200	1505	1663	63600	1641	1812	69000	1777	1961	74400	1913	2110
58300	1508	1665	63700	1644	1814	69100	1780	1964	74500	1916	2113
58400	1510	1668	63800	1646	1817	69200	1782	1967	74600	1918	2116
58500	1513	1671	63900	1649	1820	69300	1785	1969	74700	1921	2119
58600	1515	1674	64000	1652	1823	69400	1787	1972	74800	1923	2121
58700	1518	1676	64100	1655	1826	69500	1790	1975	74900	1926	2124
58800	1520	1679	64200	1657	1829	69600	1792	1978	75000	1929	2127
58900	1523	1682	64300	1660	1831	69700	1795	1981	75100	1932	2130
59000	1526	1685	64400	1662	1834	69800	1797	1983	75200	1934	2132
59100	1529	1688	64500	1665	1837	69900	1800	1986	75300	1937	2135
59200	1531	1691	64600	1667	1840	70000	1803	1989	75400	1939	2138
59300	1534	1693	64700	1670	1843	70100	1806	1992	75500	1942	2141

IMPORTANT INFORMATION

Federal Child Support Amounts: Simplified Tables

5 to 6 or more Children

Montants fédéraux de pensions alimentaires pour enfants: Tables simplifiées

Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)		Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)		Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)		Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)	
	No. of Children/ N ^{bre} d'enfants			No. of Children/ N ^{bre} d'enfants			No. of Children/ N ^{bre} d'enfants			No. of Children/ N ^{bre} d'enfants	
	5	6 or more 6 ou plus		5	6 or more 6 ou plus		5	6 or more 6 ou plus		5	6 or more 6 ou plus
75600	1944	2143	81000	2080	2292	86400	2209	2435	91800	2337	2575
75700	1947	2146	81100	2083	2295	86500	2212	2437	91900	2339	2578
75800	1949	2149	81200	2085	2298	86600	2214	2440	92000	2342	2580
75900	1952	2152	81300	2088	2300	86700	2216	2442	92100	2344	2583
76000	1954	2154	81400	2090	2303	86800	2219	2445	92200	2347	2585
76100	1957	2157	81500	2093	2306	86900	2221	2448	92300	2349	2588
76200	1959	2160	81600	2095	2309	87000	2223	2450	92400	2352	2591
76300	1962	2162	81700	2098	2311	87100	2225	2453	92500	2354	2593
76400	1964	2165	81800	2100	2314	87200	2228	2455	92600	2356	2596
76500	1967	2168	81900	2103	2317	87300	2230	2458	92700	2359	2598
76600	1969	2171	82000	2105	2320	87400	2232	2461	92800	2361	2601
76700	1972	2173	82100	2107	2323	87500	2235	2463	92900	2364	2604
76800	1974	2176	82200	2110	2325	87600	2237	2466	93000	2366	2606
76900	1977	2179	82300	2112	2328	87700	2240	2468	93100	2368	2609
77000	1979	2182	82400	2115	2330	87800	2242	2471	93200	2371	2611
77100	1982	2185	82500	2117	2333	87900	2244	2474	93300	2373	2614
77200	1984	2187	82600	2119	2336	88000	2247	2476	93400	2375	2617
77300	1987	2190	82700	2122	2338	88100	2249	2479	93500	2378	2619
77400	1989	2193	82800	2124	2341	88200	2252	2481	93600	2380	2622
77500	1992	2196	82900	2127	2344	88300	2254	2484	93700	2382	2624
77600	1994	2198	83000	2129	2346	88400	2257	2487	93800	2385	2627
77700	1997	2201	83100	2131	2349	88500	2259	2489	93900	2387	2630
77800	1999	2204	83200	2134	2351	88600	2261	2492	94000	2389	2632
77900	2002	2206	83300	2136	2354	88700	2264	2494	94100	2391	2635
78000	2004	2209	83400	2138	2356	88800	2266	2497	94200	2394	2637
78100	2006	2212	83500	2141	2359	88900	2269	2500	94300	2396	2640
78200	2009	2215	83600	2143	2362	89000	2271	2502	94400	2398	2643
78300	2011	2217	83700	2145	2364	89100	2273	2505	94500	2401	2645
78400	2014	2220	83800	2148	2367	89200	2276	2507	94600	2403	2648
78500	2016	2223	83900	2150	2370	89300	2278	2510	94700	2406	2650
78600	2019	2226	84000	2152	2372	89400	2280	2513	94800	2408	2653
78700	2021	2228	84100	2154	2375	89500	2283	2515	94900	2410	2656
78800	2024	2231	84200	2157	2377	89600	2285	2518	95000	2413	2658
78900	2026	2234	84300	2159	2380	89700	2287	2520	95100	2415	2661
79000	2029	2237	84400	2162	2383	89800	2290	2523	95200	2418	2663
79100	2032	2240	84500	2164	2385	89900	2292	2526	95300	2420	2666
79200	2034	2243	84600	2166	2388	90000	2294	2528	95400	2423	2669
79300	2037	2245	84700	2169	2390	90100	2296	2531	95500	2425	2671
79400	2039	2248	84800	2171	2393	90200	2299	2533	95600	2427	2674
79500	2042	2251	84900	2173	2396	90300	2301	2536	95700	2430	2677
79600	2044	2254	85000	2176	2398	90400	2303	2539	95800	2432	2679
79700	2047	2257	85100	2178	2401	90500	2306	2541	95900	2435	2682
79800	2050	2259	85200	2181	2403	90600	2308	2544	96000	2437	2684
79900	2052	2262	85300	2183	2406	90700	2310	2546	96100	2439	2687
80000	2055	2265	85400	2186	2409	90800	2313	2549	96200	2442	2689
80100	2058	2268	85500	2188	2411	90900	2315	2552	96300	2444	2692
80200	2060	2270	85600	2190	2414	91000	2318	2554	96400	2446	2695
80300	2063	2273	85700	2193	2416	91100	2320	2557	96500	2449	2697
80400	2065	2276	85800	2195	2419	91200	2323	2559	96600	2451	2700
80500	2068	2279	85900	2198	2422	91300	2325	2562	96700	2453	2703
80600	2070	2281	86000	2200	2424	91400	2328	2565	96800	2456	2705
80700	2073	2284	86100	2202	2427	91500	2330	2567	96900	2458	2708
80800	2075	2287	86200	2205	2429	91600	2332	2570	97000	2460	2710
80900	2078	2290	86300	2207	2432	91700	2335	2572	97100	2462	2713

IMPORTANT INFORMATION

Federal Child Support Amounts: Simplified Tables

5 to 6 or more Children

Montants fédéraux de pensions alimentaires pour enfants: Tables simplifiées

Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)		Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)		Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)		Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)	
	No. of Children/ N ^{bre} d'enfants			No. of Children/ N ^{bre} d'enfants			No. of Children/ N ^{bre} d'enfants			No. of Children/ N ^{bre} d'enfants	
	5	6 or more 6 ou plus		5	6 or more 6 ou plus		5	6 or more 6 ou plus		5	6 or more 6 ou plus
97200	2465	2715	102600	2593	2854	108000	2721	2995	113400	2849	3135
97300	2467	2718	102700	2596	2857	108100	2723	2998	113500	2852	3138
97400	2469	2721	102800	2598	2859	108200	2726	3000	113600	2854	3140
97500	2472	2723	102900	2601	2862	108300	2728	3003	113700	2856	3143
97600	2474	2726	103000	2603	2865	108400	2731	3005	113800	2859	3146
97700	2477	2729	103100	2605	2868	108500	2733	3008	113900	2861	3148
97800	2479	2731	103200	2608	2870	108600	2735	3010	114000	2863	3151
97900	2481	2734	103300	2610	2873	108700	2738	3013	114100	2865	3154
98000	2484	2736	103400	2612	2875	108800	2740	3016	114200	2868	3156
98100	2486	2739	103500	2615	2878	108900	2742	3018	114300	2870	3159
98200	2489	2741	103600	2617	2880	109000	2745	3021	114400	2872	3161
98300	2491	2744	103700	2619	2883	109100	2747	3024	114500	2875	3164
98400	2494	2746	103800	2622	2885	109200	2750	3026	114600	2877	3166
98500	2496	2749	103900	2624	2888	109300	2752	3029	114700	2880	3169
98600	2498	2751	104000	2626	2891	109400	2755	3031	114800	2882	3172
98700	2501	2754	104100	2628	2894	109500	2757	3034	114900	2884	3174
98800	2503	2756	104200	2631	2896	109600	2759	3036	115000	2887	3177
98900	2506	2759	104300	2633	2899	109700	2762	3039	115100	2889	3180
99000	2508	2761	104400	2635	2901	109800	2764	3042	115200	2892	3182
99100	2510	2764	104500	2638	2904	109900	2767	3044	115300	2894	3185
99200	2513	2766	104600	2640	2906	110000	2769	3047	115400	2897	3187
99300	2515	2769	104700	2643	2909	110100	2771	3050	115500	2899	3190
99400	2518	2771	104800	2645	2911	110200	2774	3052	115600	2901	3192
99500	2520	2774	104900	2647	2914	110300	2776	3055	115700	2904	3195
99600	2523	2776	105000	2650	2917	110400	2778	3057	115800	2906	3198
99700	2525	2779	105100	2652	2920	110500	2781	3060	115900	2909	3200
99800	2527	2781	105200	2655	2922	110600	2783	3062	116000	2911	3203
99900	2530	2784	105300	2657	2925	110700	2785	3065	116100	2913	3206
100000	2532	2787	105400	2660	2927	110800	2788	3068	116200	2916	3208
100100	2534	2790	105500	2662	2930	110900	2790	3070	116300	2918	3211
100200	2537	2792	105600	2664	2932	111000	2792	3073	116400	2920	3213
100300	2539	2795	105700	2667	2935	111100	2794	3076	116500	2923	3216
100400	2541	2797	105800	2669	2937	111200	2797	3078	116600	2925	3218
100500	2544	2800	105900	2672	2940	111300	2799	3081	116700	2927	3221
100600	2546	2802	106000	2674	2943	111400	2802	3083	116800	2930	3224
100700	2548	2805	106100	2676	2946	111500	2804	3086	116900	2932	3226
100800	2551	2807	106200	2679	2948	111600	2806	3088	117000	2934	3229
100900	2553	2810	106300	2681	2951	111700	2809	3091	117100	2936	3232
101000	2555	2813	106400	2683	2953	111800	2811	3094	117200	2939	3234
101100	2557	2816	106500	2686	2956	111900	2813	3096	117300	2941	3237
101200	2560	2818	106600	2688	2958	112000	2816	3099	117400	2943	3239
101300	2562	2821	106700	2690	2961	112100	2818	3102	117500	2946	3242
101400	2565	2823	106800	2693	2964	112200	2821	3104	117600	2948	3244
101500	2567	2826	106900	2695	2966	112300	2823	3107	117700	2950	3247
101600	2569	2828	107000	2697	2969	112400	2826	3109	117800	2953	3250
101700	2572	2831	107100	2699	2972	112500	2828	3112	117900	2955	3252
101800	2574	2833	107200	2702	2974	112600	2830	3114	118000	2958	3255
101900	2576	2836	107300	2704	2977	112700	2833	3117	118100	2960	3258
102000	2579	2839	107400	2706	2979	112800	2835	3120	118200	2963	3260
102100	2581	2842	107500	2709	2982	112900	2838	3122	118300	2965	3263
102200	2584	2844	107600	2711	2984	113000	2840	3125	118400	2968	3265
102300	2586	2847	107700	2714	2987	113100	2842	3128	118500	2970	3268
102400	2589	2849	107800	2716	2990	113200	2845	3130	118600	2972	3271
102500	2591	2852	107900	2718	2992	113300	2847	3133	118700	2975	3273

IMPORTANT INFORMATION

Federal Child Support Amounts: Simplified Tables

5 to 6 or more Children

Montants fédéraux de pensions alimentaires pour enfants: Tables simplifiées

Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)		Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)		Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)		Income/ Revenu (\$)	Monthly Award/ Paiement mensuel (\$)	
	No. of Children/ N ^{bre} d'enfants			No. of Children/ N ^{bre} d'enfants			No. of Children/ N ^{bre} d'enfants			No. of Children/ N ^{bre} d'enfants	
	5	6 or more 6 ou plus		5	6 or more 6 ou plus		5	6 or more 6 ou plus		5	6 or more 6 ou plus
118800	2977	3276	124200	3105	3416	129600	3230	3554	135000	3352	3687
118900	2979	3278	124300	3107	3419	129700	3233	3556	135100	3354	3689
119000	2982	3281	124400	3109	3421	129800	3235	3559	135200	3357	3692
119100	2984	3284	124500	3112	3424	129900	3237	3561	135300	3359	3694
119200	2987	3286	124600	3114	3427	130000	3239	3563	135400	3361	3697
119300	2989	3289	124700	3117	3429	130100	3241	3565	135500	3363	3699
119400	2992	3291	124800	3119	3432	130200	3244	3568	135600	3366	3702
119500	2994	3294	124900	3121	3434	130300	3246	3570	135700	3368	3704
119600	2996	3297	125000	3124	3437	130400	3248	3573	135800	3370	3707
119700	2999	3299	125100	3126	3440	130500	3250	3575	135900	3372	3709
119800	3001	3302	125200	3129	3442	130600	3253	3578	136000	3375	3712
119900	3004	3304	125300	3131	3445	130700	3255	3580	136100	3377	3715
120000	3006	3307	125400	3134	3447	130800	3257	3583	136200	3379	3717
120100	3008	3310	125500	3136	3450	130900	3259	3585	136300	3382	3720
120200	3011	3312	125600	3138	3453	131000	3262	3588	136400	3384	3722
120300	3013	3315	125700	3141	3455	131100	3264	3590	136500	3386	3725
120400	3015	3317	125800	3143	3458	131200	3266	3593	136600	3388	3727
120500	3018	3320	125900	3146	3460	131300	3269	3595	136700	3391	3730
120600	3020	3323	126000	3148	3463	131400	3271	3598	136800	3393	3732
120700	3022	3325	126100	3150	3466	131500	3273	3600	136900	3395	3735
120800	3025	3328	126200	3153	3468	131600	3275	3603	137000	3397	3737
120900	3027	3330	126300	3155	3471	131700	3277	3605	137100	3399	3739
121000	3029	3333	126400	3158	3473	131800	3280	3608	137200	3402	3742
121100	3031	3336	126500	3160	3476	131900	3282	3610	137300	3404	3744
121200	3034	3338	126600	3163	3479	132000	3284	3613	137400	3406	3747
121300	3036	3341	126700	3165	3481	132100	3286	3616	137500	3408	3749
121400	3038	3343	126800	3167	3484	132200	3289	3618	137600	3411	3752
121500	3041	3346	126900	3170	3486	132300	3291	3621	137700	3413	3754
121600	3043	3349	127000	3172	3489	132400	3293	3623	137800	3415	3756
121700	3046	3351	127100	3174	3491	132500	3295	3626	137900	3417	3759
121800	3048	3354	127200	3176	3494	132600	3298	3628	138000	3420	3761
121900	3050	3356	127300	3179	3496	132700	3300	3631	138100	3422	3763
122000	3053	3359	127400	3181	3499	132800	3302	3633	138200	3425	3766
122100	3055	3362	127500	3183	3501	132900	3304	3636	138300	3427	3768
122200	3058	3364	127600	3185	3504	133000	3307	3638	138400	3429	3771
122300	3060	3367	127700	3188	3506	133100	3309	3640	138500	3431	3773
122400	3063	3369	127800	3190	3509	133200	3312	3643	138600	3434	3776
122500	3065	3372	127900	3192	3511	133300	3314	3645	138700	3436	3778
122600	3067	3375	128000	3194	3514	133400	3316	3648	138800	3438	3781
122700	3070	3377	128100	3196	3517	133500	3318	3650	138900	3441	3783
122800	3072	3380	128200	3199	3519	133600	3321	3653	139000	3443	3786
122900	3075	3382	128300	3201	3522	133700	3323	3655	139100	3445	3788
123000	3077	3385	128400	3203	3524	133800	3325	3658	139200	3447	3791
123100	3079	3388	128500	3205	3527	133900	3328	3660	139300	3450	3793
123200	3082	3390	128600	3208	3529	134000	3330	3662	139400	3452	3796
123300	3084	3393	128700	3210	3532	134100	3332	3664	139500	3454	3798
123400	3086	3395	128800	3212	3534	134200	3334	3667	139600	3456	3801
123500	3089	3398	128900	3215	3537	134300	3337	3669	139700	3459	3803
123600	3091	3401	129000	3217	3539	134400	3339	3672	139800	3461	3806
123700	3093	3403	129100	3219	3541	134500	3341	3674	139900	3463	3808
123800	3096	3406	129200	3221	3544	134600	3343	3677	140000	3465	3811
123900	3098	3408	129300	3224	3546	134700	3346	3679	140100	3467	3814
124000	3100	3411	129400	3226	3549	134800	3348	3682	140200	3470	3816
124100	3102	3414	129500	3228	3551	134900	3350	3684	140300	3472	3819

IMPORTANT INFORMATION

Federal Child Support Amounts: Simplified Tables

5 to 6 or more Children

Montants fédéraux de pensions alimentaires pour enfants: Tables simplifiées

Income/ Revenu (\$)	Monthly Award/ Paie ment mensuel (\$)		Income/ Revenu (\$)	Monthly Award/ Paie ment mensuel (\$)		Income/ Revenu (\$)	Monthly Award/ Paie ment mensuel (\$)	
	No. of Children/ N ^{bre} d'enfants			No. of Children/ N ^{bre} d'enfants			No. of Children/ N ^{bre} d'enfants	
	5	6 or more 6 ou plus		5	6 or more 6 ou plus		5	6 or more 6 ou plus
140400	3474	3821	143700	3549	3902	147000	3623	3984
140500	3476	3824	143800	3551	3905	147100	3625	3986
140600	3479	3826	143900	3554	3907	147200	3628	3989
140700	3481	3829	144000	3556	3910	147300	3630	3991
140800	3483	3831	144100	3558	3912	147400	3632	3994
140900	3486	3834	144200	3560	3915	147500	3634	3996
141000	3488	3836	144300	3563	3917	147600	3637	3999
141100	3490	3839	144400	3565	3920	147700	3639	4001
141200	3492	3841	144500	3567	3922	147800	3641	4004
141300	3495	3844	144600	3569	3925	147900	3643	4006
141400	3497	3846	144700	3572	3927	148000	3646	4009
141500	3499	3849	144800	3574	3930	148100	3648	4011
141600	3501	3851	144900	3576	3932	148200	3651	4014
141700	3504	3854	145000	3578	3935	148300	3653	4016
141800	3506	3856	145100	3580	3938	148400	3655	4019
141900	3508	3859	145200	3583	3940	148500	3658	4021
142000	3510	3861	145300	3585	3943	148600	3660	4024
142100	3512	3863	145400	3587	3945	148700	3662	4026
142200	3515	3866	145500	3589	3948	148800	3664	4029
142300	3517	3868	145600	3592	3950	148900	3667	4031
142400	3519	3871	145700	3594	3953	149000	3669	4034
142500	3521	3873	145800	3596	3955	149100	3671	4037
142600	3524	3876	145900	3599	3958	149200	3673	4039
142700	3526	3878	146000	3601	3960	149300	3676	4042
142800	3528	3881	146100	3603	3962	149400	3678	4044
142900	3530	3883	146200	3605	3965	149500	3680	4047
143000	3533	3885	146300	3608	3967	149600	3682	4049
143100	3535	3887	146400	3610	3970	149700	3685	4052
143200	3538	3890	146500	3612	3972	149800	3687	4054
143300	3540	3892	146600	3614	3975	149900	3689	4057
143400	3542	3895	146700	3617	3977	150000	3691	4059
143500	3545	3897	146800	3619	3980			
143600	3547	3900	146900	3621	3982			

Income/ Revenu (\$)	Monthly Award/Paiement mensuel (\$)	
	Five Children/ Cinq enfants	Six or more children/ Six ou plus enfants
For income over \$150,000	3691 plus 2.24% of income over \$150,000	4059 plus 2.52% of income over \$150,000
Pour revenu dépassant 150 000\$	3691 plus 2,24% du revenu dépassant 150 000\$	4059 plus 2,52% du revenu dépassant 150 000\$

IMPORTANT
INFORMATION

Calculation of Child Support Examples

A father's Guideline income is \$50,000, a mother's \$100,000, they have two young children, and both parents and the children live in Alberta. Assume that the father always pays \$100 per month for the children's special (section 7) expenses out of his own pocket.

Primary Residence (with father)

Father=\$50,000 Mother=\$100,000

\$1,428.00 (s.3)	←
\$ 66.66 (s.7)	→
\$1,494.66 TOTAL to Father	

1. The s.3 amount of child support depends only on Mother's income.
2. On the table, find the row for \$100,000.00 income, then look at the column for 2 children. The s.3 child support is \$1,428 payable from Mother to Father.
3. To divide s.7 child support, first calculate what share each Father and Mother should pay. The total income of both parents is \$150,000. Father's portion is his income divided by the total income: $\$50,000 / \$150,000$, or 1/3. Mother's portion is $\$100,000 / \$150,000$, or 2/3.
4. Because Father paid the \$100/month s.7 expense out of his own pocket, Mother should reimburse him 2/3 of that amount, or \$66.66.

Split Residence (one child lives primarily with Mother, the other with Father)

Father=\$50,000 Mother=\$100,000

\$ 880.00 (s.3)	←
\$ 425.00 (s.3)	→
\$ 455.00 s.3 Set off or	
Difference ←	
\$ 66.66 (s.7)	←
\$ 521.66 TOTAL to Father	

1. The s.3 amount of child support now depends on both parents' incomes. The difference from the primary residence example is that Mother now pays father for the one child in his care. Father pays Mother for the one child in her care.
2. The s.3 table amount shows that Mother pays \$880.00, and the table amount Father pays is \$425.00. Set off these two amounts. The set-off amount that Mother pays Father is \$455.00.
3. The s.7 child support amount never changes. Mother should reimburse \$66.66 to Father.

Shared Residence

Father=\$50,000 Mother=\$100,000

	\$1,428.00 (s.3) ←				
	\$ 719.00 (s.3) →				
	\$ 708.00		s.3 Set off or		
Difference ←					
	\$ 66.66 (s.7) ←				
	\$ 774.66 TOTAL to Father				

The default method in Alberta for calculating child support in shared residence is to use a set off similar to the split-residence method.

1. The s.3 amount depends on both parents' incomes. Here Mother pays Father for both children, and Father pays Mother for both children.
2. The s.3 table amount Mother pays is \$1,428.00 for two children, and the table amount Father pays is \$719.00 for two children. Set off these amounts. The setoff amount that Mother pays Father is \$708.00.
3. The s.7 child support amount never changes. Mother should reimburse \$66.66 to the father.

The Guidelines give parents with shared residence the option of coming up with their own child support arrangements provided that the parents are in agreement and the children are satisfactorily provided for. The Guidelines state that where there is shared residence, the amount of child support "must be determined by taking into account (a) the amounts set out in the applicable tables for each parent, (b) the increased costs of shared custody arrangements, and (c) the conditions, means, needs and other circumstances of each parent and of any child for whom support is sought.

IMPORTANT INFORMATION

An online child support calculator can be found at www.justice.gc.ca/eng/pi/fcy-fea/lib-bib/tool-util/apps/look-rech/index.asp

Getting Help with Child Support Calculations

Calculating child support can be quite complicated, even after you have determined the applicable principles and sections of the Child Support Guidelines that apply to you and your family. Many lawyers have computer programs to assist in the calculations, once they have established the categories in which a particular situation may fall, and established all of the applicable income figures and costs to utilize. If you wish to do the calculations on your own and if you require help, you may contact the Family Law Information Centres (FLIC). You will have to supply the appropriate income figures and add-on costs; the Centres will assist you in the calculations.

Edmonton

Law Courts, Main Floor
1A Sir Winston Churchill Square
97 Street & 102A Avenue
Edmonton AB T5J 0R2
Phone: 780-415-0404

Grande Prairie

Court House
10260-99 Street
Grande Prairie AB T8V 2H4
Phone: 780-833-4234

Red Deer

Court House
4909 – 48 Avenue
Red Deer AB T4N 3T5
Phone: 403-755-1468

Calgary

Calgary Courts Centre
Suite 706-S, 601 – 5th Street SW
Calgary AB T2P 5P7
Phone: 403-297-6981

Lethbridge

Court House
Main Floor, Room 148
320 – 4 Street, South
Lethbridge AB T1J 1Z8
Phone: 403-388-3102

Medicine Hat

Court House
460 First Street SE
Medicine Hat, AB T1A 0A8
Tel: 403-529-8716

Call 310-0000 first for toll free access in Alberta
Website: www.albertacourts.ab.ca/familylaw

The Role of the Maintenance Enforcement Program

Every court order that includes child maintenance and spousal support payments must include a clause that states that the amount owing under the order is to be paid to the Director of Maintenance Enforcement and shall be enforced by the Director unless the creditor (person receiving payments) chooses not to register with the Maintenance Enforcement Program (MEP).

Creditor's Responsibilities

If the creditor wishes to register with MEP, it is the creditor's responsibility to provide a Maintenance Order to MEP. Creditors should not accept any payments directly from the debtor once the file is registered. The creditors should keep MEP informed of:

- Changes to the creditor's mailing address and telephone numbers
- Changes in the child's status that may make the child no longer eligible for maintenance (e.g. residence, education, over age 18)
- Any information the creditor may have that could assist MEP in collecting, such as details of the debtor's location, telephone numbers, employment or assets.

Debtor's Responsibilities

It can be a benefit to the debtor to pay all child support through the Program so that an accurate accounting is kept and all payments are recognized at the time they are made.

If the debtor wishes to register with MEP, it is the debtor's responsibility to provide a Maintenance Order to MEP. Debtors should make all payments to MEP according to the Maintenance Order. To avoid the risk of having to pay twice, debtors should not make any payments directly to a creditor. The debtor shall keep MEP informed of:

- Changes in the debtor's address, telephone numbers, and employment
- Changes in the child's status that may make the child no longer eligible for maintenance (e.g. residence, education, over age 18)
- Any anticipated problems such as late payments.

MEP's Responsibilities

MEP can only enforce maintenance when the debtor (payor), creditor (recipient) or Crown (government) has registered with MEP. MEP does not obtain court orders for clients and cannot change the amount of maintenance ordered by a court. MEP also does not provide legal advice or legal representation to clients. There is no cost to clients for MEP's enforcement services. MEP will:

- Maintain the confidentiality of clients' personal information
- Monitor and enforce child and spousal maintenance orders
- Collect payments from the debtor and forward them to the creditor at the request of the debtor
- Conduct child status reviews.

You can contact MEP for additional information at:

Maintenance Enforcement Program
John E. Brownlee Building
7th Floor, 10365 – 97 Street
Edmonton AB T5J 3Z7

Phone: 780-422-5555
Elsewhere in Alberta call 310-0000 first for toll free access

Fax: 780-422-1215

Website: www.albertamep.gov.ab.ca

Suggested Readings

1. Suggested Readings for Parents

Berry, Diane M. (2004). *Child Friendly Divorce: A Divorce(d) Therapist's Guide to Helping Your Children Thrive*. Manitowoc, WI: Blue Waters Publications.

A straightforward examination of the difficulties that divorce brings to children's lives, and what divorcing parents can do to ease the burden. From helping children adjust to long-term difficulties; to forming a co-parenting partnership with the "other parent"; to when and how to introduce children to a new partner, *Child Friendly Divorce* is a quality guide, practical and intuitively written.

Brownstone, Henry. (2009). *Tug of War: A judge's verdict on separation, custody battles, and bitter realities of family court*. Toronto: ECW Press.

This book was written by a judge, and offers a judge's perspective on family court and the dilemmas parents will face when separating and divorcing. Unique for its perspective.

Burrett, Jill & Green, Michael. (2009). *Shared Parenting: Raising Your Child Cooperatively After Separation*. Sydney: Finch Publishing.

Few changes in life are as emotionally taxing for families as separation. In this practical book, two experts draw on their extensive experience and research, emphasizing the importance of children having significant time with both parents, allowing them to maintain meaningful relationships. By presenting the benefits and challenges, debunking the myths, giving practical tips on communication between the two households, and providing concrete tools to aid in creating parenting plans, this book steers parents past their personal feelings toward a successful resolution. Very readable and full of practical suggestions and the voices of children and parents.

Cochrane, Michael G. (2007). *Surviving Your Divorce: A Guide to Canadian Family Law*. Mississauga, Ont: John Wiley and Sons Canada.

Divorce doesn't have to be messy and bitter to be difficult. Even the most amicable break-ups are tough for everyone concerned. It's hard to understand and deal with the legal and financial consequences of a marriage breakdown in such an emotionally charged time. *Surviving Your Divorce* is the breakthrough book that takes readers past the legal jargon of divorce and offers clear and candid guidance on how to survive a divorce or separation legally, financially, and emotionally. It combines essential information about the law with practical advice on everyday issues.

Clavel, Phil. (2003). *Dad Alone: How to Rebuild Your Life and Remain an Involved Father After Divorce*. Montreal: Véhicule Press.

Both the practical and emotional challenges that newly single fathers must face are discussed with candor in this guide to positively establishing a new family unit and rebuilding self-esteem. Ways in which fathers can create a new home, find strength in a support system, and maintain an active and enriching life.

Davis, Akeela. (2003). *Your Divorce, Your Dollars: Financial Planning Before, During, and After Divorce*. North Vancouver, B.C.: International Self-Counsel Press.

A complete guide to divorce-related financial planning, demonstrating in a step-by-step manner how you can overcome the financial challenges of divorce and lead a financially healthy life. This book addresses topics ranging from dividing the assets to retirement planning. Examples of common scenarios are utilized to demonstrate how parents can handle the financial challenges of divorce by using careful planning and money smarts.

Elliott, Susan J., J.D., M.Ed. (2009). *Getting Past Your Breakup: How to Turn a Devastating Loss into the Best Thing That Ever Happened to You*. Cambridge, MA: DeCapo.

Readers agree this book is an easy read with clearly written and practical steps to take. Personal stories are woven throughout the book as examples of how to use the tools provided by Elliott. It emphasizes introspection, self-awareness, and healing. A large number of reviewer readers describe the book as among the best they have found on the subject; they use words to describe the writing that include: wisdom, humor, and common sense.

Emery, Robert E. (2004). *The Truth About Children and Divorce: Dealing With the Emotions So You and Your Children Can Thrive*. New York: Viking.

Dr. Robert Emery shows how our powerful emotions and the way we handle them shape how we divorce - and whether children suffer or thrive in the long run. His message is hopeful, yet realistic: while divorce is invariably painful, parents can help promote their children's resilience. Dr. Emery explains, step-by-step, how parents can manage the potentially toxic feelings of their divorce and deal more effectively with the necessary daily tasks; from talking to children and creating a workable parenting schedule to dealing with legal issues.

Fisher, Bruce. (2006). *Rebuilding: When Your Relationship Ends, 3rd Edition* (Rebuilding Books; For Divorce and Beyond). Atascadero, CA: Impact Publishers.

If you are hurting after a divorce, this supportive step-by-step program helps parents think about putting their life back together again. This newly revised edition offers healing advice that readers find warm and engaging, serious yet optimistic, and empathic such that readers recognize their own feelings in each chapter.

Long, Nicholas James & Forehand, Rex. (2002). *Making Divorce Easier on Your Child: 50 Effective Ways to Help Children Adjust*. Chicago: Contemporary Books.

This book helps parents with 50 effective strategies and action steps for helping kids cope with divorce, packaged in a convenient, quick-bite format. It is based on the authors' years of clinical experience dealing with the children of divorce, as well as their extensive research into the causes and cures of divorce-related emotional problems.

McClure, F. Daniel & Saffer, Jerry B. (2001). *Wednesday Evenings and Every Other Weekend: From Divorced Dad to Competent Co-parent: A Guide for the Noncustodial Father*. Charlottesville, VA: Van Doren Company.

This book helps noncustodial fathers get beyond the issues of divorce to the most important job they will ever do: co-parenting their children. With humor, compassion, and toughness, the authors address two important needs; nurturing children of divorce and supporting caring, competent fathers. "Ten Reasons Why Court Is the Last Place You Want to Find Yourself" is worth the price of the book. Family Law News, Fall 2001

Pedro-Carroll, J. (2010). *Putting Children First: Proven Parenting Strategies for Helping Children Thrive Through Divorce*. New York: Penguin Group.

The author combines her extensive clinical experience working with children and families and the most current research with her own experience as a parent and step-parent to provide proven strategies to help parents help their children through the stress of divorce. This book includes a wealth of specific suggestions, and sample scripts, to help parents prepare themselves to prepare their children for changes in the family. The child-focused parenting plan options will be especially helpful for parents who are able to work together.

Pruett, K.D. (2000). *Fatherneed: Why Father Care is as Essential as Mother Care for your Child*. New York: Free Press.

This book looks at fathers in various family situations--intact families where both parents work, intact families where fathers are primary caretakers, families in which the father is a single parent, families in which mothers have primary custody--and among a variety of cultures. Pruet's conclusions emphasize the importance of fathers in the growth of their children. He does not, however, minimize the mother's role; he believes that fathers bring different assets to childrearing than mothers and feels that the mother's relationship with her children is improved by the active role of the father.

Public Health Agency of Canada. (2000). *Because Life Goes On...Helping Children and Youth Live With Separation and Divorce: A Guide for Parents (3rd ed.)*. Ottawa, Ont.: Health Canada.
www.phac-aspc.gc.ca/publicat/mh-sm/divorce/index-eng.php

A publication intended to reach out to Canadian families in need of information and resources to help their children to live through the process of separation and divorce. This booklet is also designed to assist professionals in such fields as social services, health, justice and education, in their work with children and their parents.

Thayer, E. & Zimmerman J. (2001). *The Co-Parenting Survival Guide: Letting Go of Conflict After a Difficult Divorce*. Oakland: New Harbinger.

Psychologists Thayer and Zimmerman present straightforward advice to parents in high-conflict divorces. The book offers specific guidelines for defusing common confrontations, such as parenting plans, transitions, special events, and new relationships. The authors insist that even one parent acting alone can lessen conflict.

Warshak, R. (2010). *Divorce Poison New and Updated Edition: How to Protect Your Family from Bad-mouthing and Brainwashing*. Harper.

This book looks at the poisonous relationships that develop when parents carry criticism of their ex-spouses too far: parents and children estranged from one another, protracted and bitter custody and visitation battles, and even ruined relationships with the extended families. Warshak illustrates how parents--sometimes unconsciously, sometimes deliberately--force children to choose between them and turn against the other parent. He offers strategies for parents to examine their motivations when they speak against a former spouse, to curb negative impulses, and to repair damage that may already have been done.

2. Suggested Readings for Teens

Bauer, Joan. (2002). *Stand Tall*. New York: G. P. Putnam's Sons.

Tree is twelve years old, six feet, three and a half inches and growing. He's never really been able to fit in at school or on the basketball team, and since his parents' divorce he isn't even comfortable in his own home. Tree copes by helping people like his grandpa, a Vietnam vet who's just had part of a leg amputated, and Sophie, a new girl at school who is being teased by the popular kids. In helping others, Tree begins to stand tall. But when a flood threatens his town and his home, Tree's newfound confidence is put to the test.

Burtinshaw, Julie. (2002). *Adrift*. Vancouver, B.C.: Raincoast.

A gritty story into which the author weaves an exciting subplot. David, 14, must assume responsibility for his younger sister, Laura, after their parents separate because his father is unable to deal with their mother's depression. When the siblings return from a weekend with their dad, they learn that their mom has been hospitalized; they are sent from Toronto to live with an aunt at her isolated, rustic home on Fern Island, near Vancouver. The experience turns out to be filled with adventure, some of it dangerous, particularly after they steal a dinghy and take off for a deserted island rather than go to live with their father. By book's end, the youngsters have developed a better relationship with one another, and their troubled family has found new ways to cope.

Colasanti, Susane. (2009). *Waiting for you*. New York, NY: Viking.

At the beginning of her sophomore year, Marisa is ready for a fresh start and, more importantly, a boyfriend. So when the handsome and popular Derek asks her out, Marisa thinks her long wait for happiness is over. But several bumps in the road - including her parents' unexpected separation, a fight with her best friend, and a shocking disappointment in her relationship with Derek - test Marisa's ability to maintain her new outlook. Only the anonymous DJ, whose underground podcasts have the school's ear, seems to understand what Marisa is going through. But she has no idea who he is - or does she?

Danziger, Paula. (2007). *The divorce express*. New York, NY, Puffin.

Phoebe is a 14 year-old who has to leave New York City after her parents' divorce, start a new school in ninth grade, and live with her father in the country. She commutes on the bus she calls the "Divorce Express" to spend weekends with her mother. Just when she begins to learn how to juggle her life, her parents make decisions that could change everything - again. How can Phoebe be herself and still be part of both of her parents' worlds? This popular author once again shows insight, compassion, and humor in depicting young teen points of view about family and their life. (ages 10 and older, middle school focused)

Dessen, Sarah. (2011). *Whatever happened to good-bye?* New York, NY: Viking.

Since her parents' bitter divorce, McLean and her dad, a restaurant consultant, have been on the move-four towns in two years. Estranged from her mother and her mother's new family, McLean has followed her dad in leaving the unhappy past behind. And each new place gives her a chance to try out a new persona: from cheerleader to drama diva. But now, for the first time, McLean discovers a desire to stay in one place and just be herself, whoever that is. Perhaps Dave, the guy next door, can help her find out.

Deuker, Carl. *Night Hoops*. (2009). Boston, MA: Graphia (Houghton-Mifflin paperbacks).

Nick Abbott and Trent Dawson have nothing in common but basketball. It's sophomore year and Nick is trying to deal with his parents' divorce. He also really wants to be a star on the basketball team. Trent, his neighbor, is angry, and aggressive. The two form an uneasy bond as they quietly practice each night on Nick's backyard basketball court. But as the basketball season progresses, their lives become unexpectedly intertwined. In this story of an unlikely bond, Deuker explores the confusing place between loneliness and friendship, between faithfulness and betrayal. Filled with gripping game play, this is a story about choices.

Eulo, Elena Yates. (2003). *Mixed-up doubles*. New York, NY: Holiday House.

With the help of an unlikely new friend, ninth grader Hank tries to adjust to his parents' recent divorce and works toward his dream of being a successful tennis player.

MacGregor, Cynthia. (2004). *The Divorce Helpbook for Teens*. Impact Publishers.

This guide offers a helping hand to teens struggling to answer the tough questions when their parents divorce: Why do parents get divorced? How will the divorce change our lives? What can I do to feel less depressed? Whom can I talk with about my problems? What's likely to happen next? How do you tell absent parents that they don't visit often enough? How do you say "no" to parents who want you to carry messages to, or spy on, the other parent? What is there to talk about when you visit a parent who's moved away? As MacGregor wisely counsels her readers: "You can't undo the divorce, but you can change some of the hassles that resulted from it."

Paulsen, Gary. *Hatchet*. New York, NY: Aladdin Paperbacks.

Thirteen-year-old Brian Robeson is on his way to visit his father when the single engine plane in which he is flying crashes. Suddenly, Brian finds himself alone in the Canadian wilderness with nothing but his clothing, a tattered windbreaker, and the hatchet his mother has given him as a present -- and the dreadful secret that has been tearing him apart ever since his parents' divorce. But now Brian has no time for anger, self-pity, or despair -- it will take all his know-how and determination, and more courage than he knew he possessed, to survive.

Price, Elizabeth. (2004). *Divorce and Teens: When a Family Splits Apart*. Berkeley Heights, NJ: Enslow Publishers.

Coping with a parent's divorce is not easy at any age, but for many teens it is a reality they have to face. Price helps teens find constructive ways to deal with this difficult situation. She provides comfort and understanding, along with quotes from teens in many different divorce scenarios.

Riordan, Pat. (2003). *There and Back*. Powell River, B.C.: Electric eBook.

Seventeen-year-old Maxine Walker is beginning to find out who she really is, and what she wants out of life. Her life has been fraught with problems since her parents' bitter divorce. Maxine and her brother's lifestyle changed dramatically when they plummeted from wealth to a life of rented homes and subsistence, and Maxine finds herself more and more relied upon by her family members. Maxine, finding herself very much alone, seeks friendship; first from her diary, then from a girl she meets at school. As the girls grow into womanhood, they share experiences of love, laughter, despair, sorrow, and finally happiness.

Schab, Lynn. (2008). *The Divorce Workbook for Teens: Activities to Help You Move Beyond the Break Up*. Instant Help Books.

This workbook helps teens understand their feelings, cope with parental fighting, and be happy after their parents' divorce. Activities cover emotional issues—such as developing self-awareness and communication skills, not getting caught in the middle of battling parents, and understanding that the divorce is not their fault. The book also covers practical issues related to divorce, such as living in two homes.

3. Suggested Readings for Children

Brown, L. and Brown, M. (1986). *Dinosaurs Divorce: A Guide for Changing Families*. Boston, MA: Little, Brown.

Sympathetic to the full range of feelings that divorce produces, the authors use evocative cartoon dinosaur characters to convey their message. Chapters address such concerns as why parents divorce, what will happen to "me," where will holidays be celebrated, living in two homes, etc. Expressively illustrated with accompanying succinct text, this upbeat, straightforward treatment of a potentially confusing, childhood experience is comprehensive. (ages 4 – 10)

Carter, Kelly. (2004). *Family Changes: A Workbook for Families During Divorce & Separation*. Charlottetown, P.E.I.: Kidz First Productions.

In this educational workbook for elementary school children, clinical social worker Carter deals with the painful realities of separation and divorce to help children and families heal after such a life-changing event. Not reviewed, but looks useful. (ages 6 – 12)

Charles, Norma. (2001). *The Accomplice*. Norma Charles. Vancouver, BC: Raincoast Books.

The Accomplice is a novel about family relationships, trust and growing up. The feelings of hurt and betrayal that 12-year-old Megan feels about her parents divorce, her mother's changing their home, and her father's new wife and son all are common feelings of youth in a similar situation. The father's drinking and his temper are portrayed as reasons for the divorce. The setting for the story is wild and adds to the novel's suspense. (ages 10 and older)

Danziger, Paula. (2004). *Amber Brown is Green with Envy*. New York, NY: Scholastic.

Amber Brown has adjusted to living with her father sometimes and her mother sometimes. When she's at her father's house, Amber enjoys spending time with his wacky upstairs neighbors. When she's at her mother's home, she enjoys her old friends and school. Unfortunately, this kind of perfect arrangement cannot last. Amber's mom and Max (her mom's boyfriend) are getting married soon, a fact that Amber is pleased about (and her dad is not). Unfortunately, this means that the new family is going to have to move into an entirely new house, possibly out of town. Amber, faced with the prospect of losing all her friends, her favorite teacher, and her school is understandably upset. Fortunately, she's surrounded by caring adults that know exactly how to help her make her feelings known. (ages 7 – 9)

Ekster, Carol Gordon. (2008). *Where am I Sleeping Tonight? (A Story of Divorce)*. Weaverville, CA: Boulden Publishing.

Ever wake up and not know where you are? Not sure if your homework is due today or tomorrow? Can't remember if you have hockey practice tonight? Forgot your homework at your Mom's and now you're at your Dad's and can't get it done? Welcome to the world of Mark and Evan — ever since their parent's divorce their lives and schedules have been scrambled leaving them feeling confused, frustrated and even a little angry with their parents for getting a divorce. But with time, effort and the assistance of their parents and Mark's teacher Mrs. DeMott, Mark and Evan get a little more organized, learn ways to better keep track of what's on their plate helping them to do better in school, and most importantly, start to come to terms with their parents' divorce. (ages 9 – 12)

Holyoke, Nancy & Nash, Scott. (2009). *A Smart Girl's Guide to Her Parents' Divorce: How to Land on Your Feet When Your World Turns Upside Down*. Middleton, WI: American Girl Publishing.

Short chapters illustrated with bright cartoon drawings cover many important concerns and offer explanations of the divorce process. Topics range from how to deal with negative emotions, family changes, and new living arrangements, to tougher issues such as violence and financial troubles. The text has a compassionate tone, and sprinkled throughout are answers to questions that readers might have as well as snippets of advice from girls who have found what works for them. A few write-in quizzes are included. (ages 8 – 12)

Johnston, Janet R., Breunig, Karen, Garrity, Carla, & Baris, Mitchell. (1997). *Through the Eyes of Children: Healing stories for children of divorce*. New York: NY: Free Press.

Written by leading authorities on child psychology and divorce, this book is a valuable tool for parents, professionals, and children struggling with parent separation and divorce. Relying on imagination and metaphor, the fifteen stories and drawings in this anthology provide a way to help children understand and cope with their parents' separation and living apart. After explaining to parents what is healing about the stories and the tradition of storytelling, each story provides a read-aloud for parents and children together. (ages 4 – 8)

Lansky, Vicki. (1998). *It's Not Your Fault, KoKo Bear*. Minnetonka, MN: Peddler's Press.

This easy-to-understand children's story and parenting guide is intended for families where both parents plan to stay active and involved in their child's life. The story revolves around a lovable bear who doesn't want to have two homes. KoKo's experience will help children learn what divorce means, how family life will change, and understand that the divorce is not their fault. (ages 4 – 8)

Levins, Sandra & Langdo, Bryan. (2005). *Was it the chocolate pudding?* Washington, D.C.: American Psychological Association.

A young narrator living with his single father and brother explains divorce and its grown-up words — like “New Arrangement,” “Ideal Situation,” and “Differences” — from a kid’s point-of-view. Special emphasis is placed on the fact that divorce is not the child’s fault, that it is a grown-up problem. Deals with practical day-to-day matters such as single-family homes, joint custody, child-care issues, and misunderstandings. Includes notes to parents. (ages 3 – 6)

Masurel, Claire. (2003). *Two Homes*. Cambridge, MA: Candlewick.

At Mommy’s house, Alex has a soft chair. At Daddy’s house, Alex has a rocking chair. But whether Alex is with Mommy or with Daddy, one thing always stays the same — Alex is loved. The gently reassuring text focuses on what is gained rather than what is lost when parents divorce, while the sensitive illustrations, depicting two unique homes in all their small details, firmly establish Alex’s place in both of them. (ages 2 – 5)

Moss, Marissa. (2003). *Max’s Logbook*. New York, NY: Scholastic.

This new series introduces budding scientist Max, who records his hilarious experiments and inventions in his log book, as well as his struggle to adjust to his parents’ impending divorce. (grades 3 – 5)

Ricci, Isolina (2006). *Mom’s House, Dad’s House for Kids: Feeling at Home in One Home or Two*. New York, NY: Fireside.

The author adapts her time-tested advice on navigating through separation, divorce, and stepfamilies to speak directly to children. She offers older children and their families key resiliency tools that kids can use now and the rest of their lives. Kids and families are encouraged to believe in themselves and to plan for their lives ahead. This book is packed with practical tips, frank answers, easy-to-use lists, “train your brain” ideas, worksheets, and things to try when words just won’t come out right. (ages 6 – 12)

Santucci, Barbara. (2010). *Loon summer*. Grand Rapids, MI: Eerdmans Books for Young readers.

The sad songs of the loons remind Rainie that Mom isn’t coming to the cottage this summer. As she and her dad do the things they’ve always done at the cottage, Rainie is painfully aware of her mom’s absence. Throughout the summer Rainie watches a pair of loons on the lake—watches as they lay eggs, hatch babies, and are together as a loon family. “My teacher says loons stay together for life. Why can’t you and Mom?” she asks her dad. *Loon Summer* is a hopeful story of a child adjusting to the difficult reality of changes in her own family. As summer progresses, Rainie grows in her trust and understanding of the love each of her parents will always have for her. (grades 1 – 4)

Schmitz, Tamara. (2008). *Standing on My Own Two Feet: A Child's Affirmation of Love in the Midst of Divorce*. New York, NY: Price Stern Sloan.

When Addison's parents get divorced, he ends up with two homes, and he feels safe in both of them. He knows that his mom and dad will always love him. The text uses straightforward statements; for example, "Mom and Dad do not always get along. But it's not because of me" and "Even though I wish we could all live together again, that probably won't happen. It's not up to me." Schmitz uses repetition to drive home her main points of unconditional love and that Addison is not to blame for the divorce. (ages 3 – 6)

Stern, Zoe & Stern, Evan. (2008). *Divorce Is Not the End of the World: Zoe's and Evan's Coping Guide for Kids*. Berkeley, CA: Tricycle Press.

Zoe and Evan Stern know firsthand how it feels when your parents divorce. When they were 15 and 13 years old they decided to share their experience in this positive and practical guide for kids. They write about topics like guilt, anger, fear, adjusting to different rules in different houses, dealing with special occasions like birthdays, adapting to stepparents and blended families, and much more. Including updates from grown-up Zoe and Evan 10 years later, this guide will reassure children of divorce that, though it may seem it sometimes, it's not the end of the world. (ages 8 and older)

Strumecki, Shannon (2011) *Pooka Monkeys Notices: A Child's Hopeful Journey Through Family Separation*. Fledgling Creative. ISBN 978-0-9868047-0-0

Pooka Monkeys Notices: A child's Hopeful Journey Through Family Separation is a story with heart. This profound yet whimsical story written in rhyming couplets cultivates compassion for any child navigating through the loss of the family they once knew. With brilliant paintings, empowering parenting messages, and an author's reading CD, this book will start a deeper conversation with your child and support the healing process. Join Pooka as she processes the dissolve of her nuclear family and discovers that being happy is still possible. (Recommended for children ages 6 – 9 years). For more information or to purchase this book/cd visit www.pookamonkeys.com

Legal Terminology and Family Justice Services Glossary

Term	Description/Definition
Additional Expenses/ Add-On Expenses/ Section 7 Expenses	In addition to the base amount of support payable under child support guidelines, the court can order the payment of additional expenses. These expenses can be for education; medical, dental, visual or other health care; childcare or extracurricular activities.
Action	A lawsuit or application that is made in the courts. For example, when you apply to the court for a change in child support, you are taking a legal action. You may take action to enforce your rights or to correct a wrong that is done to you.
Affidavit	A written statement of facts that a person swears or affirms is true before a commissioner for oaths. Affidavits may be used to prove the identity of the person signing a document (Affidavit of Execution) or to prove that you have delivered documents to another person (Affidavit of Service).
Applicant	The person who is making an application to the court, for example under the <i>Family Law Act</i> .
Arrears	If a support payment is not made when due under the support order, that amount of unpaid support is referred to as arrears.
Assessment	The ongoing process of collecting information about a client's current situation to help them choose an appropriate course of action. Assessment could include screening for family violence, determining immediate needs, and/or referral to further Family Justice Services programs or other resources.
Caseflow Conference	A conference that has been scheduled between a Caseflow Coordinator, the parties, and their legal counsel if any. The purpose of the conference is to explore settlement options, facilitate settlement and facilitate access to the Court system.
Caseflow Coordinator	A Family Justice Services employee who facilitates the Caseflow Conference.
Chambers Application	<p>A court session in Court of Queen's Bench where parties make applications to a Justice. Justices hear Chambers Applications in court rooms.</p> <p>In contrast to a trial where witnesses present evidence orally, parties usually present chambers evidence in writing, by affidavit.</p> <p>Chambers applications last 20 minutes or less.</p>

Term	Description/Definition
Child Protection and Intervention Mediation	A voluntary, confidential and informal process for resolving disputes with respect to any decision made by a Director or designate under the <i>Child, Youth and Family Enhancement Act</i> . Family members and Human Services caseworkers engage in a facilitated conversation led by a Family Mediator. This is a joint initiative of Human Services and Alberta Justice.
Child Support Calculation	FJS staff reviews income information received from parties and inputs into a computer program (ChildView) that generates a Child Support Calculation form for use by the Court.
Child Support Calculation Review Memo	A one-page document attached to a Child Support Calculation, intended to point out anomalies in the calculation to the Court.
Child Support Checklist	A form that is used in a Desk Divorce Application that is sent to the Justice to point out any anomalies with respect to child support.
Child Support Guidelines	The federal <i>Divorce Act</i> and the Alberta <i>Family Law Act</i> set out guidelines for the amount of child support a payor is required to pay. The base amount payable depends on the payor's income and the number of children to be supported.
Child Support Recalculation Program (RP)	An Alberta Government program that helps parents keep their court-ordered child support amounts current. RP uses the parent's income tax returns to adjust eligible orders each year on the anniversary of the order being granted. RP charges a service fee.
Child Support Resolution Officer	A lawyer who meets with parents to assist them in resolving their child support issues prior to proceeding to the Court of Queen's Bench in the Judicial Centre of Edmonton.
Child Support Resolution Session	A meeting set up through a formalized court process where parties meet with a Child Support Resolution Officer who assists them in negotiating the issue of child support prior to proceeding to the Court of Queen's Bench in the Judicial Centre of Edmonton.
Confirmation Hearing	A hearing held in a reciprocal jurisdiction to confirm a Provisional Support Order granted in the jurisdiction where the applicant resides. Evidence is heard from the respondent, and the court decides whether the Provisional Support Order should be confirmed or varied, or whether the court requires further evidence from the applicant.
Consent Order	A Court Order that shows both parties are in agreement with everything in the Order.

Term	Description/Definition
Consent to Mediate	A document that outlines the criteria for accessing Family Justice Services mediation, confidentiality information, the role of the mediator and the responsibilities of all parties involved in the mediation. Signing the document is an acknowledgement that the parties understand and commit to the terms of the Consent to Mediate.
Contact Notes	A document prepared by Family Justice Services (FJS) staff and kept on an FJS Client file to record staff contact with a family member or other relevant person, and file related activity.
Court Generated Order (CGO)	Court orders in the Court of Queen’s Bench that are prepared by Court or Family Justice Services staff where litigants are self-represented.
Custody	<p>In family law cases, this describes the arrangement made for the care of children when parents separate. This term is not used in the provincial <i>Family Law Act</i> but is used in the federal <i>Divorce Act</i>. Different types of child custody arrangements include:</p> <p>Joint Custody Parents jointly make major decisions about the children’s care, education, religion and welfare. The children may live primarily with one parent and the other parent may spend regular time with the children.</p> <p>Sole Custody The children live primarily with one parent, and that parent has the right and responsibility to make major decisions about the children’s care, education, religious instruction and welfare. The other parent usually has access to the children.</p> <p>Shared Custody According to the Child Support Guidelines, shared custody is where the children live at least 40% of the time with each parent.</p> <p>Split Custody When parents have more than one child and each parent has one or more of the children living primarily in their household.</p>
Defendant	The person responding to a court action, for example a divorce or matrimonial property action.
Desk Order	An Order granted by a Judge or Justice without the parties appearing before them in Court.

IMPORTANT INFORMATION

Term	Description/Definition
Dispute Resolution Process	A process to resolve legal matters ranging from a collaborative process that involves parties agreeing on the process and the results, to an adversarial process where decisions are imposed.
Dispute Resolution Officer	A lawyer who meets with parties to assist them in resolving their child support issues prior to proceeding to court in the Judicial Centre of Calgary.
Dispute Resolution Officer Session	A meeting set through a formalized court process where parents meet with a Dispute Resolution Officer who assists them in negotiating the issue of child support prior to proceeding to the Court of Queen’s Bench in the Judicial Centre of Calgary.
Divorce Review	Desk Divorces are reviewed by Family Justice Services or Court staff before being submitted to a Justice for signature.
Docket Court	A court session in which parties present their case or provide the judge a status report about their court application. The court may direct parties to exchange documents, explore a dispute resolution process, adjourn the matter or make an order. Multiple court applications are heard in a single docket session.
Docket List	A list of cases to be called by the court at any given court session.
Education Services	Information offered to individuals in a lecture or skill based format. Focus is on issues surrounding parenting apart, and communication. Current programs include: <ul style="list-style-type: none"> • Parenting After Separation (PAS) • Parenting After Separation High Conflict (PASHC) • Focus on Communication in Separation (FOCIS)
Emergency Protection Order (EPO)	<p>A Provincial Court order, granted under the <i>Protection Against Family Violence Act</i> that provides an immediate period of safety.</p> <p>In emergent situations, the claimant, a person authorized by the Minister of Human Services, or authorized under the <i>Child, Youth and Family Enhancement Act</i>, or authorized by a police service can apply for an order without notice to the respondent. If an EPO is granted the police then are required to serve the respondent.</p> <p>This order is reviewed by the Court of Queen’s Bench within 9 business days. See Queen’s Bench Protection Order.</p>

Term	Description/Definition
Ex Parte	A court application made by one party without notice to (i.e. in the absence of) another party.
Family Court Counsellor	A professional staff within Family Justice Services who provides service, assistance and on-going assessment to all parties which may include information, referrals, court preparation, facilitating interim or longer term agreements and court presentation. The Family Court Counsellor is not an advocate for either party and does not provide legal advice or opinions.
Family Justice Services	Family Justice Services (FJS) is a group of programs and services offered by Alberta Justice in collaboration with the courts of Alberta. FJS works directly with individuals to find appropriate solutions for family law disputes.
Family Mediation	A voluntary, confidential and informal process that addresses the concerns and needs of all parties involved in a family law dispute. Parties engage in a facilitated conversation led by a Family Mediator. Resolution is by mutual agreement of the parties.
Family Mediator	A qualified professional in the area of conflict management. Family Mediators support the parties in reaching a decision and do not take sides, make decisions or suggest solutions. The parties come to their own solutions and nothing is imposed by the Family Mediator.
Family Violence	<p>Family violence is the abuse of power within relationships of family, trust or dependency. Family violence may include some or all of the following behaviors: physical abuse, psychological abuse, criminal harassment/stalking, verbal abuse, sexual abuse, financial abuse, and spiritual abuse.</p> <p>For Emergency Protection Orders and Queen’s Bench Protection Orders, the <i>Protection Against Family Violence Act</i> defines family violence as including:</p> <ul style="list-style-type: none"> (i) any intentional or reckless act or omission that causes injury or property damage and that intimidates or harms a family member (ii) any act or threatened act that intimidates a family member by creating a reasonable fear of property damage or injury to a family member (iii) forced confinement (iv) sexual abuse, and (v) stalking.
File (action of filing)	The act of giving your Court documents to the Clerk who reviews and stamps them with the filing date and places the original documents on the court file.

IMPORTANT INFORMATION

Term	Description/Definition
FJS Client File	A file prepared by Family Justice Services (FJS) staff for use by FJS only. An FJS Client File includes client information collected for FJS programs. It does not include spreadsheets of client names or names collected for statistical purposes.
Focus on Communication in Separation (FOCIS)	An interactive communication course for parents who are parenting apart that aims to enhance the communication skills of parents, reduce parental conflict and improve long term outcomes for children.
Hearing	A court session where a judge decides questions of fact and law in a dispute between opposing parties.
Information Services	Provision of information to individuals about court processes, programs and services. Information is available by phone, website, in person and through the distribution of forms and pamphlets.
Intake Services (within FJS)	A consultation in person, by phone or other electronic means, facilitating an assessment of client needs and assisting the client to determine appropriate options, to make informed choices relating to their family law issues and to focus on the best interests of children.
Interjurisdictional Parenting/ Contact Evaluation	A report prepared by Family Justice Services, at the request of a Court outside of Alberta, where at least one family member lives in Alberta. The information is to assist the Judge in the other location in making a judgment about parenting or contact.
Judicial Dispute Resolution	A voluntary dispute resolution process in Court of Queen's Bench and Provincial Court where a judge facilitates resolution of all or part of a claim by mutual agreement of the parties.
Maintenance Enforcement Program (MEP)	<p>The Alberta Maintenance Enforcement Program (MEP) is authorized by the <i>Alberta Maintenance Enforcement Act</i> and Regulation to ensure that individuals meet their obligations to pay spousal and child support under the terms of their court orders and certain agreements. Once an order or agreement has been registered with MEP, maintenance payments that the debtor (payor) would normally pay directly to the creditor (recipient) are sent to MEP. MEP then forwards the payment to the creditor once the funds have cleared through a trust account.</p> <p>In cases of default (non-payment) by the debtor, MEP has the legislative authority to take steps to enforce the support owed. These enforcement tools include registrations at Land Titles and the Personal Property Registry, wage, non-wage and federal support deduction notices, federal licence (passport) denials, motor vehicle restrictions and driver's licence suspensions. MEP also has access to a variety of databases to assist in locating a debtor or a debtor's assets or income.</p>

Term	Description/Definition
Mediated Agreement	A written summary, prepared by the mediator, of their understanding of the decisions reached by the parties in mediation. The mediated agreement is not considered to be a legally binding document.
Mediation	A voluntary, confidential and informal process that addresses the concerns and needs of all parties involved in a dispute. Parties engage in a facilitated conversation led by a Mediator. Resolution is by mutual agreement of the parties.
Mediator	A qualified professional in the area of conflict management. Mediators support the parties in reaching a decision and do not take sides, make decisions or suggest solutions. The parties come to their own solutions and nothing is imposed by the Mediator.
Notice to Disclose	A document that asks a person to provide financial information to the requesting party.
Parenting After Separation (PAS)	A seminar offering information to parents about the separation and divorce process, the effects of separation and divorce on children, techniques for communication and legal information that affects parents and children.
Parenting After Separation High Conflict (PASHC)	A seminar offering information to parents who have already completed Parenting After Separation. The focus is on the process of separation, how to emotionally disengage from one another and how to identify and renegotiate boundaries.
Parenting Time	Under the <i>Family Law Act</i> , parenting time is time when a guardian has the power to make day-to-day decisions about a child, and has day-to-day care and control of the child. This time is set out in a parenting order or agreement. The concept of parenting time is used in the <i>Family Law Act</i> in place of “custody” and “access”.
Party	Someone who is directly involved in the court action or application. A party can be either a plaintiff or defendant, or an applicant or respondent.
Peace Bond	An Order under Section 810 of the Criminal Code that requires a respondent to have no contact with persons named in the order and to stay away from specific locations. Individuals usually apply for peace bonds in non-emergency situations, and the respondent receives notice of the application. The legal document and process is the same for both family and non-family.

IMPORTANT INFORMATION

Term	Description/Definition
Person Standing in the Place of a Parent	A legal term for someone who is not a biological parent of a child but who acts like a parent to the child. The court may treat the person the same as a biological parent for custody and parenting time/access rights. The court may also decide that the person has a financial responsibility to support the child. (In the past, the term 'In Loco Parentis' was used.)
Plaintiff	The person who starts a court action for divorce.
Pretrial Conference	An informal meeting where the parties and a Provincial Court Judge discuss options for resolution and the parties' overall preparedness for trial.
Provisional Support Order	A support order of a court in one jurisdiction, obtained by one party (who lives in that jurisdiction) in the absence of the other party (who lives in a different jurisdiction). A provisional order has no effect (cannot be enforced) until confirmed in a province or reciprocal jurisdiction where the other party resides. Most commonly encountered under Section 18 of the <i>Divorce Act</i> and Sections 7 & 27 of the <i>Interjurisdictional Support Orders Act</i> .
Queen's Bench Protection Order	A Queen's Bench order granted under the <i>Protection Against Family Violence Act</i> that provides for a defined period of safety. A claimant applies for this order in non-emergency situations, or it can be made upon the mandatory review of an Emergency Protection Order. The respondent to the application receives notice of the court hearing.
Reciprocating Jurisdiction	A province, state or country that has an agreement with Alberta to enforce an Alberta court order when the payor lives in that province, state or country and the payee lives in Alberta.
Recognizance	A (document, order, form) which imposes obligations on an accused in a criminal matter to comply with certain conditions following his/her release from custody pending trial, with a financial penalty or return to custody if those conditions are not followed.
Respondent	A person responding to an application to court, for example under the <i>Family Law Act</i> .
Restraining Order	<p>A Court of Queen's Bench Order that prohibits the respondent from harassing, molesting, watching, following, telephoning, or otherwise interfering with or contacting the Applicant.</p> <p>Part 12 of the Alberta Rules of Court governs applications for family law restraining orders (between two parties who have lived together in a relationship of interdependence).</p> <p>The Alberta Rules of Court Civil (non-family) govern applications for restraining orders in other interpersonal matters between individuals, e.g. dating relationships.</p>

Term	Description/Definition
Return Notice	A form used to return a Desk Divorce Package to lawyers or parties when there are errors.
Screening	The process of identifying specific factors in a client's situation to assist with referrals or assessment.
Special Chambers Application	A contested Chambers Application that is anticipated to last more than 20 minutes and less than an hour. This application has specific filing requirements. It is governed by Queen's Bench Practice Note 2.
Special Chambers Application with <i>viva voce</i> evidence	A Special Chambers Application where parties present some evidence orally, rather than by affidavit.
Stay of Enforcement	An Order of the Court of Queen's Bench directing the Maintenance Enforcement Program to stop taking certain steps to collect any support that is still owed by a person. A Stay of Enforcement may only be ordered for a limited time period, and is usually ordered with conditions imposed upon the person who is required to pay the support. For example, one condition may be that minimum monthly payments must be made or the Stay of Enforcement will end.
Support Order	An Order made by a court directing that money be paid, usually on a monthly basis, for either spousal/partner support or child support. The word "maintenance" can be used instead of "support". In the past, the term "alimony" was used to refer to spousal support.
Trial	A court session where a judge or jury decides questions of fact and law in a dispute between opposing parties. Evidence of witnesses is generally given orally rather than by affidavit.
Undertaking	<p>A document signed by an accused in a criminal matter showing agreement to comply with certain conditions while they are released from custody pending trial or their next court appearance.</p> <p>A promise given by a party or witness in a civil matter to answer a specific question or provide a document or other information at a later date.</p>

Website References

1. The Alberta Law Line: Free legal information and referrals for all callers. Free legal advice based on financial eligibility. www.albertalawline.ab.ca
2. For Family Justice Services visit the Alberta Justice website at www.justice.gov.ab.ca or www.albertacourts.ab.ca which includes: Alberta's *Family Law Act*, Family Law Information Centres, Parenting After Separation, What Children Need When Parents Separate, Focus on Communication In Separation, and Family Mediation.
3. Alberta Family Mediation Society. A non-profit organization that provides mediation services. Visit there website for more resources. www.afms.ca
4. Legal Education Society of Alberta www.lesa.org
5. Family Violence Prevention. www.child.gov.ab.ca
6. For many helpful resources on parenting after separation or divorce, visit the Justice Canada website at www.justice.gc.ca. From the *Resources* menu, browse relevant topics such as Divorce, Child Support, and Family Violence. Or, go directly to www.justice.gc.ca/eng/pi/fcy-fea/index.html where you will find resources for supporting families through separation or divorce. A particularly helpful resource for children ages 9 or older is a booklet and calendar titled *What Happens Next*, which can be downloaded.

Archived

Family Mediation Program Provincial Court and Court of Queen's Bench

Alberta Justice offers mediation services without charge to those who qualify.

For program information please contact Family Justice Services:

Edmonton

Suite 8077, John E. Brownlee Building
10365 – 97 Street
Edmonton AB T5J 3W7
Phone 780-427-8329

Calgary

Calgary Courts Centre
Suite 706-S, 601 – 5th Street SW
Calgary AB T2P 5P7
Phone 403-297-6981

Regional

Phone 403-340-7187

Contact any of these offices TOLL FREE by calling 310-0000

www.albertacourts.ab.ca/fjs/education.php#pas