
Effects of Divorce Education on Mediation Process and Outcome

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A nationwide survey of practitioner-level mediators (n = 253) was conducted to determine their views on the effectiveness of divorce education programs for parents on both the process and the outcome of divorce mediation. Over three-quarters of the respondents reported that divorce education programs were available in their communities, most typically run by the local court or by an independent, nonprofit organization, and over half are mandatory. Over half of the mediators report that they do formal divorce education with clients at least sometimes. Perceived impacts on the mediation process and outcome included greater focus on the children, more cooperation and better communication skills demonstrated by the parents, fewer sole custody parenting plans, and a trend toward less time required to reach agreement. Modal responses indicated that mediators generally believe divorce education is appropriate for highly conflicted and power-imbalanced couples but is less so for couples involved in substance or spousal abuse. Just over two-thirds believe divorce education should be mandatory for all divorcing couples with children. Results are discussed in terms of programmatic needs.

How Divorce Education for Parents Affects Children

Recent reviews by Emery (1994) and Kelly (1993), as well as Amato and Keith's (1991b) meta-analysis, clearly validate the concern that children from divorced and divorcing families experience both more internalizing (for example, anxiety, depression, and withdrawal) and externalizing (for example, aggression, impulsivity, and antisocial behaviors) problems than do children from intact families. Children of divorce experience more social, academic, and psychological adjustment problems, including a greater number of referrals to clinics, school psychologists, and private psychotherapy practices. For a significant proportion of children, the burdens of divorce carry over into adulthood. Meta-analyses show that in comparison with their peers from intact families, they have significantly higher rates of depression, anxiety, criminal

behavior, and drug use; they experience poorer social supports, marital quality, physical health, and relations with their own children; and they are more likely to end their own marriages in divorce (Amato and Keith, 1991a).

Not all children show the negative effects of divorce. Compared with children from intact homes, some children of divorce are more mature, have higher self-esteem and more empathy, and are more androgynous following their parents' divorce (Gately and Schwebel, 1992). Children's positive outcomes have been associated with better familial relationships (Emery, 1994), typically involving low levels of parental conflict.

Origins of Children's Impairment. Hess and Camara (1979) report that the quality of the parent-child relationship is the best predictor of aggression and social relations problems of children of divorce, but interparental conflict is the best predictor of child stress. Amato and Keith's (1991b) meta-analysis found interparental conflict to be the best predictor of childhood problems in divorced families. Reviews of the research literature (Emery, 1982, 1988, 1994; Kelly, 1988, 1993) support this finding, regardless of the parents' marital status. About 50 percent of all divorcing parents admit to having frequent and intense conflict with their spouse (Kelly, 1988), and about 20 percent of divorced parents remain pathologically embittered toward their ex-spouses several years after their divorce (Wallerstein and Blakeslee, 1989).

Systems theory predicts that child loyalty conflicts are one probable result of interparental conflict, as children will be motivated to stop the conflict, and because parents create power coalitions with their children against each other (Emery, 1988, 1994). In addition, changes in parents' feelings toward each other during and after divorce may unavoidably cause children to feel conflicted about still loving a parent whom the other parent does not love or actively dislikes (Emery, 1994). Approximately two-thirds of all divorced parents place explicit loyalty demands on their children (Wallerstein and Kelly, 1980); however, as Emery (1988, 1994) states, the demands for loyalty need not be explicit to produce the same result. Children from divorced families are caught in the middle of parental conflicts significantly more often than children from intact homes, and as a result, they experience significantly more stress (Kurkowski, Gordon, and Arbuthnot, 1993).

Considerable research has documented that a decline in the quality of parenting available to children whose parents are experiencing divorce compounds these problems even further. Inconsistent parenting practices and decreased nurturance influence children's adjustment to divorce. Hetherington, Cox, and Cox (1982) report that divorced mothers make fewer demands for mature behavior and monitor their children less, have more communication problems, and are less nurturing. Emery, Hetherington, and DiLalla (1984) observed the development of coercive cycles between residential mothers and sons in which attempts at control lead to further noncompliance and hostility. Nonresidential fathers, in contrast, are often more indulgent and permissive in their parenting practices, especially in the first year after divorce (perhaps in

reaction to having less time with their children). Emery (1994) concludes that good relationships with parents are associated with positive outcomes for children. Unfortunately, many divorcing and newly divorced parents are psychologically burdened themselves and may be emotionally and physically unavailable to their children.

Effects of Divorce Education. A growing body of evidence (Arbuthnot and Gordon, 1996, 1997; Arbuthnot, Kramer, and Gordon, 1997; Arbuthnot, Poole, and Gordon, 1996; Kearnes, Gordon, and Arbuthnot, 1991; Kramer and others, 1998; Kurkowski, 1996; Kurkowski, Gordon, and Arbuthnot, 1993) suggests that educational interventions for divorcing parents and their children that teach parents about the needs of children of divorce and that teach skills to keep children out of the middle of parental conflicts can enhance parents' understanding of their children's experience, their knowledge of effective postdivorce parenting practices, and their ability to communicate and cooperate more effectively. These skills are maintained over time, are related to reductions in conflict, and result in improved child adjustment. For example, in a six-month follow-up evaluation study, Arbuthnot and Gordon (1996) found that parents attending a mandatory, video-based, skills-oriented divorce education class were able to learn new cooperation and communication skills and that such skills were maintained over time. In comparison with parents who did not attend the class, those who did reported less anger and dramatically lower exposure of their children to parental conflicts. They were better able to demonstrate divorce-related problem-solving abilities and permitted their children greater access to the other parent. Children of parents in the treatment group had fewer school absences and made fewer visits to physicians.

Kurkowski (1996) compared the impact of skills-oriented versus affect-oriented divorce education with parents and children who were in outpatient therapy. Child-parent pairs were randomly assigned to one of the two treatment groups or to a wait-list control group. Parents in both treatment groups were lent the appropriate video, along with its accompanying manual, for home viewing with their children. In general, four-to-six-week follow-ups indicated no effects for the affective intervention. However, parents in the skills intervention put their children in the middle of parental conflicts less often, a result confirmed by their children. Their children also reported feeling less stress regardless of the frequency with which they felt caught in the middle. The skills intervention parents also scored higher on production measures of what they would do in potentially conflicted situations. Children (but not their parents) in the skills intervention group also reported that some aspects of their relationship with their parents were better than did children in the other two groups.

Kramer and others (1998) conducted a three-month follow-up evaluation comparing the effectiveness of a largely skills-oriented divorce education class with the effectiveness of a largely information-oriented class. The skills-oriented

class was more effective at improving communications skills. Both groups were superior to a no-treatment control group in keeping children out of parental conflicts.

On the assumption that improvements in cooperation and communication and reductions in conflict should translate into less need to resort to the legal system to solve interparental problems, Arbuthnot, Kramer, and Gordon (1997) examined the impact of divorce education classes on relitigation rates. At the two-year follow-up assessment, parents who attended the program had relitigated over all issues (including custody, child support, and domestic violence) significantly less than half as often as those who had not attended the program (1.61 versus 3.74 litigations per family). Furthermore, the reduction in relitigation was significantly correlated with skills mastery.

Divorce Education and Mediation. Conflictful, angry, and hurt parents often bring personal goals and motives to mediation that may be inimical to their children's well-being. Their emotional baggage will typically interfere with productive communication and cooperation. Complicating matters is the reality that many divorcing parents are ill-informed about or insensitive to their children's immediate and long-term needs and the effects of different parenting styles and practices on meeting those needs.

Milne (1988) describes the conflict and communication problems facing divorcing couples: "Divorce conflict is the result of psychological barriers, communication failures, substantive differences, and systemic influences" (p. 28). In divorcing couples, there is a high likelihood of numerous unresolved issues pertaining to the relationship, emotional distress and anguish over the failure of the relationship, competing interests over a limited set of assets, and uncertainty about future roles as parents. Negative reciprocal communication is likely to result from comments made in anger or that are the result of misunderstanding and misjudgment. Listening skills are likely to be impaired due to high levels of emotionality combined with misattribution of intent. In contrast, Pearson and Thoennes (1988) have found empirical evidence that agreement rates are higher when clients have good communication skills and are willing to cooperate.

Though not all divorcing parents create such burdens for their children or bring undue levels of conflict and hostility with them to mediation, it is safe to say that a great many do. To the extent that they do, both their children and the mediation process will be encumbered. Both might well benefit from a prophylactic intervention between filing and mediation, which would ameliorate the seriousness of the problems described above—an intervention that would increase parents' sensitivity to their children's needs, increase their communications skills, increase a cooperative parenting outlook, and decrease conflict.

Of interest to mediators is whether the skills, knowledge, and changes in attitude attributable to divorce education is facilitative of favorable outcomes in divorce mediation. Are parents who have participated in a divorce education program prior to entering mediation more aware of and concerned about

the needs of their children? Will they be more likely to negotiate a parenting plan in which they mutually work to meet the needs of their children? Will their enhanced awareness of their children's needs result in a more cooperative approach to mediation? Will they bring to mediation better communication skills, which ultimately should facilitate the negotiation process? Do mediators believe that divorce education should be mandatory? If the community does not mandate divorce education, should the mediator provide this during mediation?

Given the positive effects of divorce education on parental communication, cooperation, and reduction in conflict, such interventions should facilitate both the process and outcome of divorce and parenting plan mediation. Many divorce education programs, particularly skills-oriented ones, emphasize and may provide practice in effective communication skills. For example, the *Children in the Middle* program (Arbuthnot and Gordon, 1994) teaches parents how to use several techniques, which include using "I" messages to communicate feelings and desired behavior changes without evoking defensive responses, discussing one issue at a time, and staying on the topic.

An additional source of conflict in divorce mediation is the incompatibility of parents' needs and interests. An asset allocated to one party not only removes it from the possession of the other but also may interfere with the other's future plans or sense of security. As Milne (1988) observes, when alternative solutions are not available, such contrary goals can lead to intense conflict. Children can be perceived as assets to be claimed by one and denied to the other. Gaining control of them can become a weapon of revenge or vindictiveness. However, if parents mutually focus on the needs of their children, as opposed to their own individual wants, it is less likely that the allocation of parental rights will become a tactic rather than a goal. Thus, to the extent that parents enter mediation with a child-focused orientation, greater cooperation about parenting issues should be anticipated, including a greater likelihood of sharing parental rights and responsibilities.

As a final consideration, debate has occurred among mediators regarding the appropriateness of mediation in circumstances in which a power imbalance, intimidation (including spousal abuse), or impairment due to substance abuse may prevent full and fair participation by one party (for example, Benjamin, 1991; Benjamin and Irving, 1992; Erickson and McKnight, 1990; Kelly, 1995; Magaña and Taylor, 1993; Newmark, Harrell, and Salem, 1995; Ricci, 1985). Some divorce education programs teach communication skills and advocate cooperation. It is a largely unstudied empirical question whether educational interventions for parents would ameliorate or exacerbate apparent power imbalances. Recent research (Kramer and others, 1998) suggests that for power imbalances involving spousal abuse, the concern is moot. Over a three-month follow-up period, participation in either a skills-focused or information-focused divorce education program had no impact on frequency of exposure to spousal abuse (rates for both groups, as well as for a control group, showed significant and comparable declines).

The present study surveyed experienced mediators regarding their personal experiences with divorce education, their views on the impact of divorce education on both the process and outcome of divorce mediation, and their recommendations for potential roles for divorce education in various mediation situations.

Participant Selection for Study

Mediation outcomes are a product of numerous variables. Paramount among these are mediator skills and client characteristics and orientation. Cooperative clients with good communications skills can make even a novice mediator successful; obstructive and argumentative clients can challenge the most expert among us. Given the interactive nature of the client-mediator relationship, some minimal control over mediators' levels of experience and skill seemed in order. For this reason, the sample surveyed in this study consisted only of practitioner-level members of the Academy of Family Mediators (AFM), the principal professional body for divorce and family mediators.

A total of 670 surveys were sent to all practitioner-level members of AFM, with a reminder mailing approximately one month later. Of these, 253 were returned, for a response rate of 35 percent. Although not high, this rate is typical for survey research. The respondent characteristics are presented below in Exhibit 1. The sample was 60 percent female and 40 percent male, typically

Exhibit 1. Sample Characteristics

<i>Gender</i>	59.9 percent female	40.1 percent male		
<i>Education</i>	49.8 percent doctorate	40.1 percent master's	11.1 percent other	
<i>Affiliation^a</i>	83.4 percent private practice	27.7 percent court service		
	9.5 percent social agency	1.2 percent business		
	0.8 percent religious organization	12.6 percent other		
<i>Employment</i>	34.8 percent full time	51.8 percent part time		
	8.7 percent part of other job	2.0 percent pro bono	2.8 percent other	

Of all cases, percentage that is:

	<i>Mode</i>	<i>Mean</i>	<i>Median</i>	<i>Range</i>
Parenting plan only	0 percent	37.9 percent	25 percent	0-99 percent
Full divorce	0 percent	49.3 percent	45 percent	0-99 percent
Other family issues	0 percent	6.8 percent	2 percent	0-99 percent
All other issues	0 percent	6.9 percent	0 percent	0-75 percent

Of all cases in past 12 months, n that are:

Parenting plan only	0	26.7 percent	6	0-400
Full divorce	0	25.1 percent	12	0-250
Other family issues	0	7.6 percent	1	0-300
All other issues	0	7.6 percent	0	0-402
Total cases (n) in past 12 months	0	60.3	36	0-550

^aTotals may exceed 100 percent due to multiple affiliations.

having a master's or doctoral degree and working part-time in private practice, handling about three dozen cases per year (usually full divorces). It should also be noted that although the sample consisted only of practitioner members of AFM, an appreciable number appeared not to be active in a mediation practice. Whereas the median number of all cases reported for the prior year was thirty-six, the modal number was zero ($n = 21$), representing 8.3 percent of the total sample.

Results

Exhibit 2 summarizes the reports of divorce education programs in the respondents' community or practice. Over three-fourths reported that a formal program is available, typically a mandatory program run by the court or by an independent, nonprofit agency. Programs typically are from three to four hours in duration. Nearly all address the effects of divorce on children, and most teach skills to keep children out of parental conflicts. The majority include material on alternate dispute resolution, communication skills, and conflict reduction skills. Most are video-based and provide materials for parents to take home. About two-thirds involve interaction between participants and leaders. Just over a fourth use role plays. The most common model is a locally developed program. The most commonly used commercially available programs include *Children Cope with Divorce*¹ and *Children in the Middle*.² The reader should bear in mind that these data are based solely on the respondents' reports. However, the data reported are basically similar to results of national surveys conducted by Blaisure and Geasler (1996) and Braver, Salem, Pearson, and DeLusé (1996).

In addition to or in place of a formal program, nearly a third of mediators (30.9 percent) routinely provide divorce education as a part of their practice; just over a fourth (26.6 percent) sometimes provide divorce education. Thus, over half of the respondents to the survey either regularly or on an as-needed basis provide information to parents of an educational nature. To the extent that the sample is representative, this suggests a strong propensity on the part of practitioner-level mediators to engage in an educational discourse with clients about matters that presumably have significance for the mental health and well-being of the clients and their children.

Effects on Process and Outcome. Respondents were asked a series of questions concerning parenting plans they had helped negotiate over the course of the most recent twelve-month period. These questions were asked twice—once about couples in which neither parent had attended a divorce education class and again about couples in which one or both parents had attended a class.

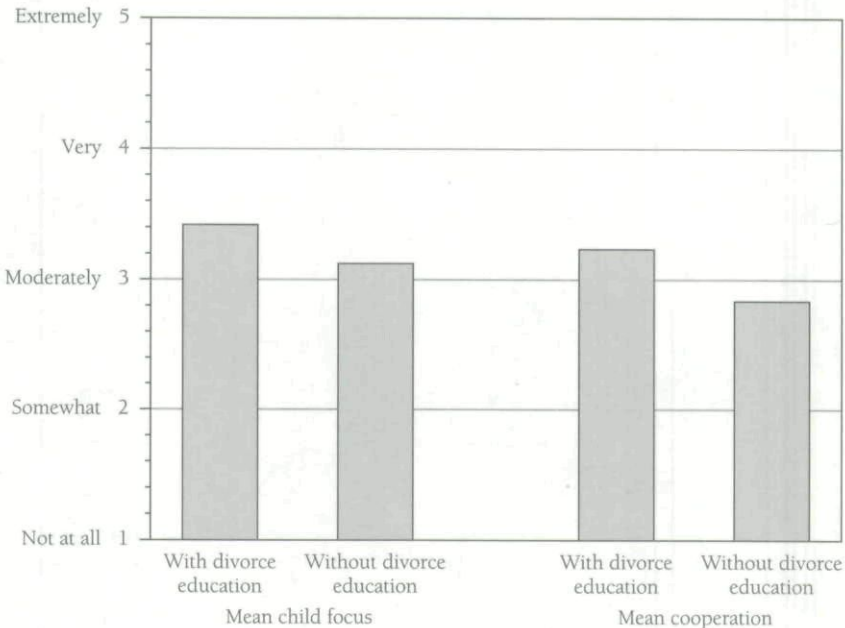
Parents who had attended a divorce education class (versus those who had not) were seen by mediators to be more child focused (versus parent focused or self-focused) when negotiating their parenting plans. The respective means

Exhibit 2. Description of Parent Education Programs

<i>Program in community:</i>	78.6 percent yes	17.7 percent no	3.6 percent uncertain
<i>Program run by:</i>	34.5 percent	the court	
	10.2 percent	a tax-supported family service agency	
	32.0 percent	an independent, nonprofit organization	
	17.3 percent	a private contractor	
	0.5 percent	a religious organization	
	5.6 percent	other	
<i>Mandatory versus voluntary:</i>	67.5 percent	mandatory	32.5 percent voluntary
<i>Number of hours:</i>	24.4 percent	1-2 hours	
	55.4 percent	3-4 hours	
	14.0 percent	5-6 hours	
	3.1 percent	7-8 hours	
	3.1 percent	7 or more hours	
<i>Topics included:</i>	97.3 percent	effects of divorce on children	
	87.6 percent	skills to keep children out of the middle of parents' problems	
	64.3 percent	communications skills	
	56.2 percent	conflict reduction skills	
	41.1 percent	advantages and disadvantages of various parenting plans	
	67.6 percent	alternate dispute resolution (including mediation)	
<i>Program materials:</i>	73.1 percent	use a video	
	84.6 percent	provide materials for parents to take home	
	67.4 percent	have interaction between participants and leaders	
	27.2 percent	use role plays	
<i>Specific model (totals may exceed 100 percent due to use of multiple models):</i>	43.9 percent	locally developed	
	18.8 percent	Children Cope with Divorce (Families First, Georgia)	
	12.3 percent	Children in the Middle (Center for Divorce Education, Ohio)	
	9.7 percent	PEACE Program (Hofstra University Law School, New York)	
	7.8 percent	Helping Children Cope with Divorce (Beech Acres' Aring Institute, Ohio)	
	4.5 percent	SMILE (Michigan Bar Association, Michigan)	
	3.2 percent	Children First (Children First Foundation, Illinois)	
	1.9 percent	GRASP (Johnson County Mental Health Center, Kansas)	
	10.4 percent	other	
<i>Mediator does divorce education in practice:</i>	30.9 percent yes	26.6 percent sometimes	42.5 percent no

were 3.4 and 3.1 (5-point scale, 1 = not at all, 5 = extremely) [$t(86) = 2.07$, $p < .05$] (see Figure 1). Similarly, parents who had attended a divorce education class (versus those who did not) were seen by mediators to be more cooperative and to use better communication skills. The respective means were 3.2 and 2.8 [$t(85) = 4.14$, $p < .01$]. See Figure 1.

Figure 1. Parental Mediation Style with and Without Divorce Education

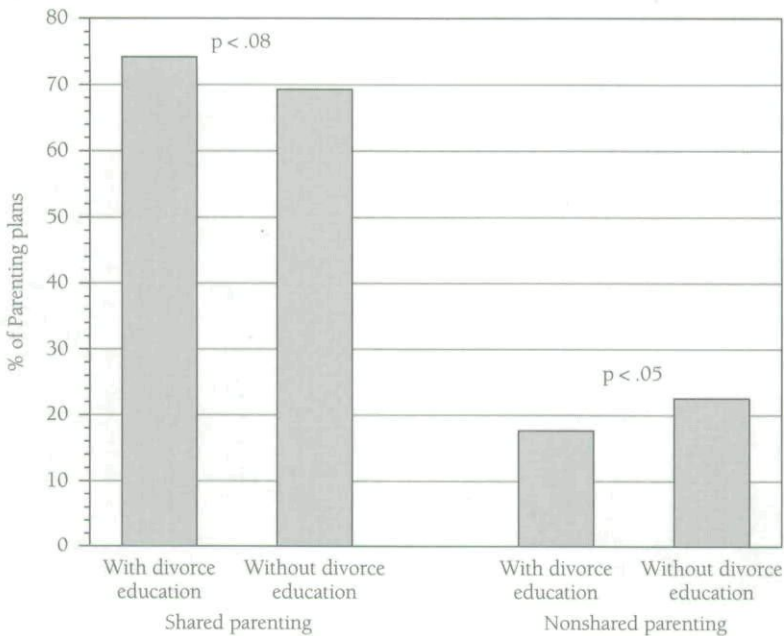


The difference in time required to negotiate parenting plans approached but did not reach significance, with parents who had attended class requiring an average of 3.7 hours and those who had not requiring 3.9 hours [$t(93) = 1.69, p = .09, n.s.$].

Finally, the mediators estimated the percentage of cases in which the negotiated parenting plan fell into each of the following categories: shared parenting (joint custody), nonshared parenting (sole custody), split parenting, or other (including other relatives or nonparents). Mediators perceived that parents who had attended a divorce education class were less likely to negotiate a nonshared parenting plan (22.2 percent versus 17.8 percent) [$t(87) = 1.94, p = .05$] and tended more often to negotiate a shared parenting plan (74.0 percent versus 69.0 percent) [$t(90) = 1.78, p = .08$]. No differences were observed for split parenting (5.3 percent versus 4.7 percent) or other parenting (1.8 percent versus 0.4 percent). See Figure 2.

Correlational analyses indicated that child focus was modestly associated with longer negotiations over parenting plans for parents who had taken a divorce education class, as well as for those who had not (both r 's = .19, $p < .05$). Child focus was associated with higher scores on cooperation and communication for parents who had taken a class ($r = .25, p < .01$) but not for those who had not ($r = .12, n.s.$). For parents who had taken a class but not

Figure 2. Parenting Plans with and Without Divorce Education



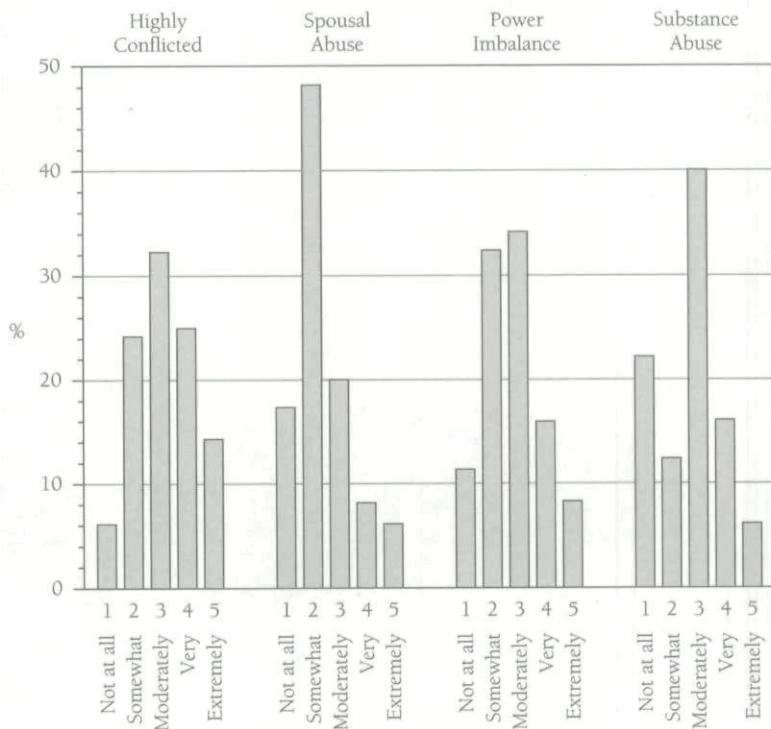
for those who had not, the probability of reaching a full agreement was associated with ratings of both child focus ($r = .21, p < .05$) and cooperation-communication ($r = .27, p < .01$).

Analyses by specific program (for example, *Children Cope with Divorce*, *Children in the Middle*, *Helping Children Cope with Divorce*, *Children First*, *PEACE*, *GRASP*, *SMILE*) showed no appreciable differences, attributable in large part to relatively small n 's for some programs.

Mediator Views of Usefulness of Divorce Education. Respondents were asked to indicate the degree to which they thought divorce education programs would be beneficial to producing a fair and effective agreement for parents having each of the following four special problems—being highly conflicted, having a substantial power imbalance, having a history of spousal abuse, and having a problem with substance abuse. Figure 3 illustrates the pattern of responses on a five-point rating scale (with the same anchor points explained above). The modal response in each case was that divorce education would be “moderately” beneficial, except for spousal abuse, in which the modal response was “somewhat.”

The general picture portrayed by these results is that mediators believe that an educational intervention with divorcing parents whose circumstances present challenges would provide some degree of facilitation of those circum-

Figure 3. Perceived Benefits of Divorce Education for Parents with Special Problems

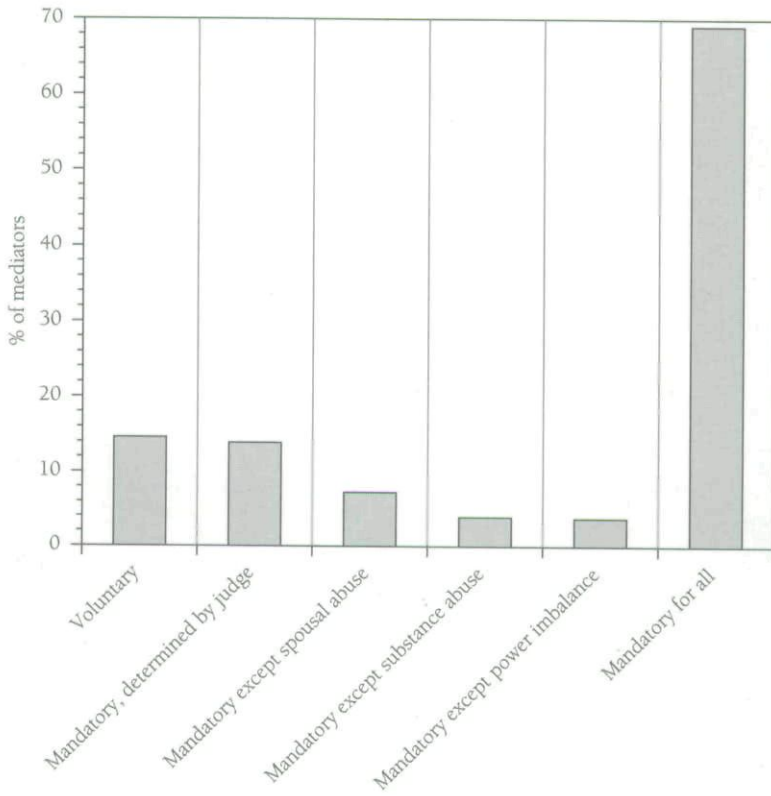


stances. In fact, as shown in Figure 4, the overwhelming majority of mediators (nearly 70 percent) believe that divorce education should be mandated for all parents, regardless of presenting problems.

Discussion

It appears that, in general, experienced mediators are strong advocates of educational interventions for divorcing parents. The overwhelming majority were of the opinion that divorce education programs should be mandatory for divorcing parents; only one in seven was of the opinion that such programs should be strictly voluntary in nature. Few would exempt even couples evidencing spousal or substance abuse or serious power imbalances. The overwhelming majority see at least some benefit in divorce education for couples in all circumstances. These results are a powerful statement from advanced-level professionals who work firsthand with divorcing couples: there is much

Figure 4. Mediator Preferences for Voluntary or Mandatory Divorce Education



that these parents can and need to learn about their present and future parental behavior and relationship, and formal divorce education classes are perceived to be an appropriate and effective vehicle for this training. Further evidence of the perceived benefits of parent education by mediators (and others) can be seen in the consistent popularity of paper sessions and workshops on the topic at national and regional conferences of the AFM, Family Mediation Canada, and the Association of Family and Conciliation Courts (which has sponsored conferences solely on this subject).

Among the more striking findings of this study are the extent to which practitioner-level mediators engage in parent education with their clients about the effects of divorce on children and the means by which harmful outcomes can be minimized. Well over half reported engaging in this practice regularly or sometimes. On the other hand, some leading mediation theorist-trainers (for example, Haynes, 1994; Haynes and Haynes, 1989; Haynes, as quoted in Borden and Woodbury, 1997; Haynes, 1997) believe that engaging in such

educational endeavors is inappropriate, violating the neutrality of the mediator and interfering in the parental domain of the clients. Based on this survey, however, it would appear that the majority of practitioners do, in fact, engage in education about postdivorce parenting practices. This educator role may result from the mediator's judgment that the process of negotiating a parenting plan would be facilitated by a clearer or more accurate perception on the part of the parents of the needs of children during and after divorce. Alternatively, it may reflect a perceived need on the part of the mediators to advocate for children—particularly among mediators with a mental health background. In this view, mediators may feel a sense of obligation to steer parents away from a parenting plan outcome or parenting style that may add to the social, emotional, or cognitive burdens of the children.

Practitioner-level mediators perceive that parents benefit from participating in divorce education. They reported that such parents were significantly more focused on their children's needs than were parents who did not take such classes. This may, in turn, have been related to the perception that they tended to take more time to develop a parenting plan, and that the plan was significantly less often a sole custody arrangement. These outcomes are consistent with the curriculum of most divorce education programs, which stress, among other factors, the children's need for frequent access to both parents. Given that these results are perception, a note of caution is in order. It is possible that mediators who either do some form of divorce education with their clients or who are aware that their clients have participated in a formal program may therefore perceive a greater child focus on the part of the clients. They may also respond to these clients in a manner that promotes more cooperation and fewer sole custody parenting plans. Absent a controlled laboratory-type study, we cannot make firm conclusions about the direction of causality.

Mediators also perceive that parents who have attended divorce education classes negotiate in a more cooperative fashion, using better communication skills. Among the most common themes of divorce education classes are the need to reduce conflict and the need to increase cooperation and consistency. Many, particularly programs that use *Children in the Middle*, also teach effective communication skills, such as using "I" messages to reduce hostility and defensiveness, focusing on one issue at a time, and staying on the topic. These clearly are useful skills to employ in mediation and should ameliorate some problems associated with power imbalance, substance abuse, and domestic violence.

The incidence of parents reaching full agreement was related modestly to mediators' perceptions that their clients were both child focused and cooperative and had better communication skills. The most likely interpretation of these relationships is that by having an overriding common goal to provide direction, combined with the ability to negotiate more productively, parents are able to avoid positional bargaining, focus more effectively on children's needs, and reach agreement.

The question remains as to the most appropriate timing and forum for divorce education. Logically, to benefit both the process and outcome of mediation, the intervention needs to precede mediation. In fact, relitigation data from Arbuthnot, Kramer, and Gordon (1997) suggest that parents may benefit most when they attend class soon after filing for their divorce (within three weeks). It would seem then that courts mandating parent education should require early participation, and courts that sponsor or mandate mediation for parenting plans should require parent education prior to the commencement of mediation.

Notes

1. Contact Families First, 1105 Peachtree Street, N.E., P.O. Box 7948, Station C, Atlanta, Georgia 30357-0948.
2. Contact the Center for Divorce Education, P.O. Box 5900, Athens, Ohio 45701. (614) 593-1074.

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