

Parenting Without Violence Curriculum Task Group

Final Report – September 2008

Executive Summary of Recommended Guidelines

Program Principle

In order to ensure that referring agents and participants understand the service that is being provided, the task group established that any program using the name “Parenting Without Violence” should adhere to the same goal. That goal was identified as *conveying to participants an understanding of the dynamic of family violence and how it impacts parenting.*

Referrals

PWV programs should be designed to benefit all qualifying participants, regardless of the reason for referral. Further, program facilitators must be aware of the issues and dynamics of intimate partner violence so as to not hold a victim parent responsible for the abuse of a violent partner.

Core Concepts

PWV programs should deliver content around five “core concepts”

- The concept and dynamics of violence
- Effects of these dynamics on children
- Exploration of abuse in parenting
- Accountability: Integration of self awareness and personal responsibility
- Identification and enhancement of parental strengths

Required Content Areas

While curricula will vary between agencies and providers, PWV programs will work from an established curriculum that includes specified content areas. **PWV providers will commit to active instruction and facilitation in the following content areas:**

- Hierarchy in social systems, including the family
- Developing awareness of thoughts, feelings and behavioral choices as they relate to violence
- Self-regulation of affect, thought and behavior
- The concept of personal boundaries, as distinguishing self from other
- Parenting styles: patterns of relating as they pertain to the five core concepts
- Distinguishing punishment vs. discipline, control vs. guidance and fear vs. respect
- Expectations and interpretations of child’s behavior: recognizing the parental agenda
- Effects of violence on children
- Self Esteem: parent’s responsibility to create the environment in which self-esteem naturally develops

Program Structure

The task group recommends that all PWV programs in Santa Clara County run a full 16-week program that must be completed for participants to comply with court orders. **The following recommended program structure is designed for delivery of requisite content that provides a predictable and consistent format for participants while fostering accountability.**

- Program will be in compliance with professional standards, including laws and ethical standards

- 16 consecutive weeks and 2 hours per week
 - no breaks; uninterrupted, facilitated group participation
- Groups not to exceed 12 participants per group
 - The size of the group and number of facilitators is determined by the needs of the group within scope of the program
- Providers will use contracts that are signed by program participants
- With a signed release of information from participants, programs will provide progress reports to referring agents upon program completion, termination and upon request
 - Reports shall include attendance and participation information
 - Evaluation criteria shall be defined and available to parents
- No more than 2 absences
 - Absences must be made up for successful completion
 - Beyond 2 absences participants are terminated from the program
 - Programs will have clear criteria for considering reinstatement of participants who exceed two absences.

Staff Qualifications

At a minimum, PWV programs will meet the following professional training and experience criteria.

1. PWV programs are overseen by a licensed mental health professional
 - a. Primary facilitators are licensed therapists (masters level or above) or an intern or trainee supervised by a licensed therapist in mental health
 - b. Or the primary facilitator has significant experience facilitating psycho-educational groups in a related field
2. Training requirements for facilitators of PWV groups:
 - a. Training in the dynamics of intimate partner violence
 - b. A minimum of 8 hours in dynamics of child maltreatment
 - c. Training in the effects of violence on children, including children as victims of abuse and exposure to adult violence
 - d. Training and/or experience in child development
 - e. Participation in ongoing training in related areas
 - f. Preferred training in PWV
3. Programs will meet all applicable professional standards

In order to provide flexibility to providers and to ensure that PWV services are provided to special populations, PWV providers may substitute (1) additional experience for a portion of the recommended education requirements and (2) additional education for portions of the recommended experience requirements.

Provider-Participant Contracts

The task group recommends that contracts allow for full and consistent disclosure of program practices.

At a minimum, contracts used by PWV providers should include the following:

- Confidentiality statement, including limits of confidentiality
- Under what conditions a provider will report participant behavior to the referring agents or others, e.g.:
- Conduct which jeopardizes continued participation in the program such as:
 - a participant's attendance under the influence. This could be grounds for either termination or being asked to leave the session
 - threats or use of violence while enrolled in the program
- Attendance requirements and consequences for failure to meet requirements
 - No more than 2 missed groups during program duration

- No more than 10 minutes late
- Other provider-specific rules that are consistent with goals and objectives of the PWV program

Progress Reports

Progress reports shall be confined to evaluative statements that are *within the scope of the provider's observation of the participant*. This limitation shall be stated on progress reports.

The following are evaluation criteria identified by the task group.

The participant...

- Demonstrates increasing awareness of how thoughts, feelings and choices may relate to abusive and/or neglectful behavior;
- Accepts responsibility and demonstrates accountability for behaviors that may have a detrimental impact on children;
- Reports progress towards creating a safe and nurturing environment for their children;
- Behaves in a way that shows commitment to constructive personal change;
- Participates by listening, sharing and engaging in constructive dialogue;
- Demonstrates an ability to consider other points of view
- Demonstrates empathy for the child's experience;
- Demonstrates understanding of the child's developmental needs and the effects of abusive behaviors on the child;
- Displays increased awareness of and willingness to explore positive parenting options.

Conclusion

By the publication of these recommendations, the provider community is hereby urged to regulate themselves and to converge on the use of these best practices within the context of their delivery of services.

Parenting Without Violence Curriculum Task Group

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Introduction

Parenting Without Violence was first developed as a specific program provided at the Center for Human Development of San Jose (now known as the Center for Healthy Development or CHD) beginning in 1994. Because the program name was never trademarked, the *name* became incorporated into public domain. Because there were no formalized certification standards for “Parenting Without Violence,” many programs developed without coordination or oversight. Consequently, the term “Parenting Without Violence” became a reference for services that did not reflect a consistent intervention across agencies and for which there were no common objectives, content or structure. Further, the court’s use of these programs diversified to include perpetrators and victims of intimate partner violence when there were children in the family as well as cases of child abuse and cases involving high conflict divorce.

The mental health community raised its concerns regarding the lack of consistency in November 2006, at the Court Systems Committee of the Santa Clara County Domestic Violence Council. Given other concerns about the newly introduced 16-week Anger and Accountability Programs (another non-certified court ordered intervention), a curriculum review subcommittee was established to explore both 16-week programs. A Parenting Without Violence curriculum task group was subsequently convened in June 2007, at the request of the curriculum review subcommittee and began meeting to outline standards for content and structure for all Parenting Without Violence programs in Santa Clara County. Providers and referring agents were invited to attend these open meetings. Providers were identified through existing referral lists and notified via e-mail throughout the task group’s mission.

This report is the product of that task group. The task group met a total of 12 times and was facilitated by Maureen Lowell, MFT, author of the original Parenting Without Violence program. Participants included Lisa Banks, Victoria Colligan, Sallie Danenberg, Zohreh Gharaati, Richard Gonzalez, Greg Hargrove, Lee Huang, Mica Fuller, Nancy Marshall, Julie Saffren, Beth Sorensen, Rich Garcia and Sally Starz. Most participants represented providers of Parenting Without Violence programs in Santa Clara County.

Program Standards Overview

As expected, program content varied widely between providers. The early consensus of the task group was that Parenting Without Violence **programs should be driven by the goal of identifying and understanding dynamics of family violence and how these impact parenting; the focus of the intervention is on the participating parent.** This distinguishes Parenting Without Violence (“PWV”) from parent education, in that PWV has a clear commitment to 1, the experience and accountability of the parent, and 2, understanding and modifying dynamics of violent or abuse-prone behaviors as they relate to both partner as well as parent-child interactions. The information about children is organized according to the effects of violence on the child’s development, whether as a direct victim of abuse, through exposure to intimate partner violence or compromises to parenting due to high conflict or abuse.

PWV is not a parenting program that simply includes content about child abuse issues and domestic violence dynamics and effects. Instead, it is a hybrid, psycho-educational intervention addressing core dynamics in interpersonal relationships that are identified as abusive. Awareness of these dynamics is enhanced through facilitated reflection and accountability to create respectful and empowering environments within the family. Thus, PWV programs do not replace traditional parent education programs in the menu of interventions available to families.

Similarly, a court order to complete Parenting Without Violence is not satisfied, in the opinion of this task group, by completion of a general parent education program.

From this key starting point, the task group worked over the course of the year to delineate the principles, content and program structure for PWV, which are outlined in the following report. Key recommendations are highlighted in bold text.

The task group defined program parameters in the following areas:

1. Program Principle
2. Referrals
3. Core Concepts
4. Required Content Areas
5. Program Structure
6. Staff Qualifications
7. Provider-Participant Contracts
8. Progress Reports

Program Principle

In order to ensure that referring agents and participants can understand the service that is being provided, the task group established that any program using the name “Parenting Without Violence” should adhere to the same goal. That goal was identified through discussion as conveying to participants an *understanding of the dynamic of family violence and how it impacts parenting.*

“Dynamics of family violence” refers to constructs of violence that go beyond physical hitting and assault and that suggest a misuse of power and control in the family. The task group identified a list of areas of control and abuse, which, though not exhaustive, would reflect the dynamic of family violence addressed in PWV programs. The list is provided in the following table:

Table 1: Ways the dynamics of violence manifest in the family		
<ul style="list-style-type: none"> • economic abuse 	<ul style="list-style-type: none"> • emotional abuse 	<ul style="list-style-type: none"> • terrorizing
<ul style="list-style-type: none"> • threats 	<ul style="list-style-type: none"> • manipulation 	<ul style="list-style-type: none"> • isolation
<ul style="list-style-type: none"> • intimidation 	<ul style="list-style-type: none"> • using the relationship with the child 	<ul style="list-style-type: none"> • use of permissive parenting to agitate the other parent
<ul style="list-style-type: none"> • use of children to threaten, intimidate or humiliate the other parent 	<ul style="list-style-type: none"> • undermining the other parent’s authority or the relationship between the other parent and the child 	<ul style="list-style-type: none"> • use of alliances against the other parent to intimidate and control (including gang culture or law enforcement families)
<ul style="list-style-type: none"> • misuse of the legal system (e.g. immigration status issues, Child Protective Services, law enforcement, Court systems, custody mediators or evaluators, etc 		<ul style="list-style-type: none"> • misuse of public institutions (e.g. schools, healthcare providers, religious affiliations)

These behaviors may be directed at any or all members of the family including children or adults. Any of these behaviors would be reflective of the dynamic of family violence that PWV programs seek to name and change in the interest of the child.

The focus of PWV is to help identify these behaviors as they relate to parenting. One dimension of intervention is to identify the impact these behaviors have on the child. The other dimension of intervention is to identify how these behaviors affect and compromise the parenting of both the perpetrator as well as the targeted parent. PWV principally recognizes that power-assertive behaviors establish an interpersonal dynamic within these families that adversely affects a child's development. It is not an emphasis on behavior that is central; it is the process of *relating behavior to parenting* that is called to awareness in true Parenting Without Violence programs.

Referrals

As noted earlier, reasons for referrals and court orders to Parenting Without Violence programs have changed over the past 15 years. They now reflect a diverse range of issues, including cases of children exposed to intimate partner violence, child abuse and high-conflict families in divorce proceedings. Further, both perpetrators and victims of intimate partner violence are referred to programs. **The task group recommends that programs should be designed to benefit all participants regardless of the reason for referral.** Further, program facilitators must be aware of the issues and dynamics of intimate partner violence so as to not hold a victim parent responsible for the abuse of a violent partner.

Core Concepts

Programs should deliver content around five “core concepts”

- The concept and dynamics of violence
- Effects of these dynamics on children
- Exploration of abuse in parenting
- Accountability: Integration of self awareness and personal responsibility
- Identification and enhancement of parental strengths

Distinct from traditional parent education classes, Parenting Without Violence programs keep the curriculum focus *on the parent*, not the child or the child's behavior. This focus reflects the goal of individual accountability for the process of parenting and actively works to avoid a focus on the child that could promote or reinforce control and misuse of power.

Adherence to these core concepts and focus of intervention allows programs to maintain the integrity and objectives of the intervention across their groups. It is recognized that facilitators will at times need to deviate from curriculum agendas in order to respond to the needs and issues of the group. The goal of the Core Concepts is to help focus facilitation to critical areas.

Required Content Areas

Parenting Without Violence programs are not process groups or support groups, but rather a facilitator-directed process of increasing awareness and self-accountability for the dynamics of family violence and effects these dynamics have on children. PWV groups are psycho-educational, combining content with discussion and exchange of ideas. This allows material to be presented while facilitating dialogue aimed at promoting flexibility and change in the participating parents. While curricula will vary between agencies and providers, PWV programs will work from an established curriculum that includes specified content areas.

Providers will commit to active instruction and facilitation in the following content areas:

- Hierarchy in social systems, including the family
- Developing awareness of thoughts, feelings and behavioral choices as they relate to violence
- Self-regulation of affect, thought and behavior
- The concept of personal boundaries, as distinguishing self from other
- Parenting styles: patterns of relating as they pertain to the five core concepts

- Distinguishing punishment vs. discipline, control vs. guidance and fear vs. respect
- Expectations and interpretations of child's behavior: recognizing the parental agenda
- Effects of violence on children
- Self Esteem: parent's responsibility to create the environment in which self-esteem naturally develops

Recommended Program Structure

In the parent education field, classes vary significantly in length and completion of all available weeks of class content is often not required. **The task group recommends that all Parenting Without Violence programs in Santa Clara County run a full 16-week program that must be completed for participants to comply with court orders.** Partial completion of the sixteen-week program constitutes termination from the program, not completion. This structure is outlined in the program contract that each participant must sign.

Program structure parameters have been adapted from certified program standards and are designed for effectiveness of intervention as well as safeguards for participants. Program structure guidelines include: program length and group size, use of program contracts to inform participants of rules and expectations for successful completion, handling of confidentiality and sharing of information, number of allowed absences, and grounds for termination.

The recommended program structure is designed for delivery of requisite content that provides a predictable and consistent format for participants while fostering accountability.

- Program will be in compliance with professional standards, including laws and ethical standards
- 16 consecutive weeks and 2 hours per week
 - no breaks; uninterrupted, facilitated group participation
- Groups not to exceed 12 participants per group
 - The size of the group and number of facilitators is determined by the needs of the group within scope of the program
- Providers will use contracts that are signed by program participants
- With a signed release of information from participants, programs will provide progress reports to referring agents upon program completion, termination and upon request
 - Reports shall include attendance and participation information
 - Evaluation criteria shall be defined and available to parents
- No more than 2 absences
 - Absences must be made up for successful completion
 - Beyond 2 absences participants are terminated from the program
 - Programs will have clear criteria for considering reinstatement of participants who exceed two absences.

Staff Qualifications

Most programs in Santa Clara County are facilitated by licensed mental health professionals or interns who are supervised by licensed providers. This practice allows optimal evaluation of mental health issues as they impact the core concepts and dynamics dealt with in any given group. The task group decided to not specify this as a criterion, given the limited availability of qualified facilitators, especially in special population groups. Further, programs feared the unwanted exclusion of qualified but not similarly credentialed facilitators. It is the burden of the agency or program to maintain a high standard of facilitation, regardless of educational background and to adhere to all professional guidelines.

At a minimum, Parenting Without Violence Programs will meet the following professional training and experience criteria.

- PWV Programs are overseen by a licensed mental health professional
 - Primary facilitators are licensed therapists (masters level or above) or an intern or trainee supervised by a licensed therapist in mental health
 - Or the primary facilitator has significant experience facilitating psycho-educational groups in a related field
- Training requirements for facilitators of PWV groups:
 - Training in the dynamics of intimate partner violence
 - A minimum of 8 hours in dynamics of child maltreatment
 - Training in the effects of violence on children, including children as victims of abuse and exposure to adult violence
 - Training and/or experience in child development
 - Participation in ongoing training in related areas
 - Preferred training in PWV
- Programs will meet all applicable professional standards

In order to provide flexibility to providers and to ensure that PWV services are provided to special populations, PWV providers may substitute (1) additional experience for a portion of the recommended education requirements and (2) additional education for portions of the recommended experience requirements.

Provider-Participant Contracts

The use of contracts, as indicated previously, provides participants with predictability and informed consent for participation that defines expectations for successful completion and grounds for termination. Because clients are most often court ordered, release of information is required to report compliance to referring or monitoring agents. This practice brings up issues of confidentiality. Given these conditions, participants must be informed of their rights to confidentiality and their choice to release information for purposes of progress reporting. **The task group recommends contracts allow for full, consistent disclosure of program practices.**

At a minimum, contracts used by PWV providers should include the following:

- Confidentiality statement, including limits of confidentiality
- Under what conditions a provider will report participant behavior to the referring agents or others, e.g.:
- Conduct which jeopardizes continued participation in the program such as:
 - a participant's attendance under the influence. This could be grounds for either termination or being asked to leave the session
 - threats or use of violence while enrolled in the program
- Attendance requirements and consequences for failure to meet requirements
 - No more than 2 missed groups during program duration
 - No more than 10 minutes late
- Other provider-specific rules that are consistent with goals and objectives of the PWV program

Progress Reports

A standardized progress report (See Appendix 1) has been adapted for use by Parenting Without Violence providers. Changes were made to existing reports to better reflect the diversity of clients being served by these programs. For example, court orders to PWV are now given to victims of domestic violence who have filed for or obtained restraining orders. Progress reports required modification so as not to suggest that the victim bears responsibility or accountability for the violence of others; that would not be in keeping with the goals of this intervention.

At a minimum, progress reports should be provided by all facilitators at completion of the program or in the event of termination. Reports should be made available to referring agents with signed consent from the participating parent. Reports should also be made available at the request of referring agents prior to completion or termination, to document compliance with court orders.

It is important to note that while PWV providers present concepts on parenting practices within the curriculum, at no time are parents observed with their children. Therefore, providers are not able to make evaluative comment on the nature of a participant's parenting or their ability to parent without violence. All assessment provided in progress reports is based on information reported or disclosed by the participant. Reports should include a clear statement of the provider's limitations relative to evaluating parenting within the scope of this intervention. It must be well understood that Parenting Without Violence is an intervention program and cannot be used as a parenting evaluation tool. **Therefore, the task group recommends that progress reports shall be confined to evaluative statements that are *within the scope of the provider's observation of the participant*.** This limitation shall be stated on progress reports.

The following are evaluation criteria identified by the task group.

The participant...

- Demonstrates increasing awareness of how thoughts, feelings and choices may relate to abusive and/or neglectful behavior;
- Accepts responsibility and demonstrates accountability for behaviors that may have a detrimental impact on children;
- Reports progress towards creating a safe and nurturing environment for their children;
- Behaves in a way that shows commitment to constructive personal change;
- Participates by listening, sharing and engaging in constructive dialogue;
- Demonstrates an ability to consider other points of view
- Demonstrates empathy for the child's experience;
- Demonstrates understanding of the child's developmental needs and the effects of abusive behaviors on the child;
- Displays increased awareness of and willingness to explore positive parenting options.

Evaluation criteria were challenged by the inclusion of victims of domestic violence in Parenting Without Violence groups. Criteria needed to reflect positive parenting associated with nonviolence, but that did not imply that the parent was violent or abusive with the child or that a victim parent could or should control the violence of an abusive partner. Parenting Without Violence programs stress that parents are responsible for the environment of the child and establishing contexts of nonviolence. It is acknowledged that this at times requires a much more complex process of safety planning and maintaining safe boundaries, which are not uncommonly compromised by court orders for visitation and exchange.

Possible Next Steps

This report represents the first step in Santa Clara County to define the parameters of the service known as "Parenting Without Violence." The intent of this task group's work was to clarify and standardize the content provided across agencies to satisfy the number of orders and recommendations for Parenting Without Violence. It is the desire of this group to have these guidelines evolve with time to reflect the needs of the families being served while maintaining consistency, rather than uniformity, across programs.

It was also the desire of this task group to accurately reflect the intentions of referring agents when ordering or recommending completion of Parenting Without Violence services. The task group did not survey referring agents to elicit their expectations for PWV interventions, but we

recognize such input from referring agents may further refine these recommended standards and guidelines.

Standardization of PWV positions our community to conduct further study to determine if this unique intervention does in fact improve the safety and overall quality of lives in families in our community. Programs adhering to a clear curriculum, consistent with the prescribed guidelines, would allow for research to determine efficacy of these programs.

At the time of this writing, it is the consensus that programs will be “self-regulating” and indicate to the court that they meet the stated content and standards outlined using a declaration that will be filed with court (see Appendix 2 and Appendix 3). It is the intent of this task group that these standards will help programs evaluate their curriculum and the quality of services they deliver. The standards are not intended to establish any type of hierarchical oversight process. The self-regulation model is designed and intended to ensure clients and our community receive a beneficial service that meets clearly stated goals and objectives.

Providers are encouraged to continue dialogue and collaboration even though the task group's deliverable is complete. It is suggested that providers work together to perform a "peer review" function in order to continue to improve their respective practices.

Conclusion

The task group's efforts, which resulted in these recommendations for best practices in the delivery of Parenting Without Violence interventions, depend upon the provider community for their implementation. By the publication of these recommendations, the provider community is hereby urged to regulate themselves and to converge on use of these best practices within the context of their delivery of services. In short, these guidelines are only as useful as our community's willingness to use them.

The task group believes that (1) convergence on these recommendations and (2) continuing dialogue between the provider community and the courts is crucial to the improvement of service delivery of appropriate domestic violence interventions, which can lead to the larger goal of reduction of family violence.

Appendix 1: Parenting Without Violence Progress Report

To:		From:	
Referring Agency:		Agency:	
Client Name:		Phone #:	Fax #:
PFN:	Court #:	Date of Report:	
Report Type (check one)		Progress Report <input type="checkbox"/>	Program Completion <input type="checkbox"/> Program Termination <input type="checkbox"/>

Status: Formal Probation Other: _____

Group: _____

Day/Time: _____

Starting Date: _____

Facilitator: _____

Attendance:

# Sessions Attended:	
# Sessions Missed:	
# Make-up Sessions Attended:	

Fees:

Current Amount Per Session \$

Past Due Amount Past Due \$

Third Party specify: _____

Client name: _____	Ratings*				
Assessment Areas	1	2	3	4	5
1. Demonstrates increasing awareness of how thoughts, feelings and choices may relate to abusive and/or neglectful behavior					
2. Accepts responsibility and demonstrates accountability for behaviors that may have a detrimental impact on children					
3. Reports progress towards creating a safe and nurturing environment for their children					
4. Behaves in a way that shows commitment to constructive personal change					
5. Participates by listening, sharing and engaging in constructive dialogue					
6. Demonstrates an ability to consider other points of view					
7. Demonstrates empathy for the child's experience					
8. Demonstrates understanding of the child's developmental needs and the effects of abusive behaviors on the child					
9. Displays increased awareness of and willingness to explore positive parenting options					
10. Client is developing strategies to create environments of accountability and respect within the home					
11. Client is benefiting from this program	<input type="checkbox"/> Yes		<input type="checkbox"/> No		

***Ratings key:**

1. Inadequate Progress; Resistant to the process
2. Marginal Progress; Listens but unable to apply
3. Acceptable progress; Demonstrates New Skills
4. Above Average Progress; Reflects Application of New Skills
5. Excellent Progress; Successful Integration of New Skills

NOTE: THE INFORMATION IN THIS REPORT CANNOT BE USED TO EVALUATE A CLIENT'S PARENTING. ASSESSMENTS ARE BASED ON CLIENT-REPORTED INFORMATION OR ON OBSERVED CLIENT BEHAVIOR.

Appendix 3: Court Disclaimer

The Superior Court of California, County of Santa Clara is making this list available as a public service only. This list includes all providers that have signed a Declaration Under Penalty of Perjury that they agree to meet by the standards of content and structure published by the subcommittee of the DV Court Systems Committee of the DV Council of Santa Clara County and that have requested to be listed. All information listed has been submitted and posted by each provider. Although the Superior Court is making this list available to you, the Superior Court has not and does not screen or evaluate the providers, their facilities, or the information they have listed. The Superior Court has not verified any of the information posted on the list provided. The Superior Court does not recommend or endorse any of the listed providers nor do they recommend that any of the listed providers will meet the needs of parents or children. You are responsible for interviewing and selecting a suitable provider. You should contact providers directly for relevant information.

The Superior Court is not a party to any transaction between the customer and the provider and the Superior Court will not be liable for any cost of the services (except by way of a Specific Order for FIRST 5 funding in those cases where eligibility exists and where a specific order for a specific family and a specific amount has been issued). The Superior Court of Santa Clara County is also not responsible for any damages arising directly or indirectly from services provided by any of the listed providers.

By accessing this list, you understand and agree that the Superior Court is not in any way responsible or liable for the acts, omissions, or services, of any of the providers, or for any other actions taken based upon the information provided. Any complaints should be sent directly to the provider. Copies of complaints may be sent to the Director of Family Court Services but the Director has no authority to limit anyone's being on the list except for those providers who fail to sign the Declaration under Penalty of Perjury that they meet the standard of content and structure of the *Parenting Without Violence* Curriculum Task Group and/or of the *Conflict and Accountability* Curriculum Task Group as published in September 2008.

Parenting Without Violence Classes

Name of Provider	<u>Provider Address</u> <u>Phone Number</u>	<u>Provider Address</u> <u>Phone Number</u>	<u>Provider Address</u> <u>Phone Number</u>
Contact Information			
Area Served			
Fees			
Days of Classes			
Languages			

(Grid can include whatever the group desires to help parents make a selection)