



**ASSOCIATION OF FAMILY  
AND CONCILIATION COURTS**

## ***AFCC's Online Training Program***

### **The Fundamentals of Conducting Parenting Plan Evaluations**

*A 28-hour online training program for professionals interested in parenting plan evaluations.*

**March 9-12, and 16-18, 2026**

### **Training Team**

Chioma Ajoku, JD, PhD, ABPP  
Jessica P. Greenwald O'Brien, PhD  
April Harris-Britt, PhD  
Kathleen McNamara, PhD  
Terry Singh, PhD, ABPP

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**AFCC is the premier interdisciplinary international association of professionals dedicated to improving the lives of children and families through the resolution of family conflict.**

# The Fundamentals of Conducting Parenting Plan Evaluations

A 28-hour online training program for professionals interested in parenting plan evaluations.

**March 9-12, and 16-18, 2026**

AFCC is pleased to offer a comprehensive parenting plan evaluation (PPE) training conducted online by a team of leading practitioners and trainers. The program will take place in two segments per day, two hours each. Recordings of all sessions will be available for registrants.

This program will incorporate a complete overview of the parenting plan evaluation process, including:

- Definition of the purpose and roles of the parenting plan evaluator
- Specifics of the evaluation process, including interviewing, recordkeeping, and use of technology
- Implications of intimate partner violence and resist-refuse dynamics
- Updates on current research
- Implications of relocations and consideration of special needs children
- Implications of child maltreatment, including sexual, physical, and emotional abuse
- Development of parenting plans
- Review of cultural considerations, biases, and ethical issues
- Utilization of psychological testing
- Best practices for report writing and testifying

Participants will learn the difference between a forensic role and a clinical role, how to review court orders and determine what information should be obtained, strategies for interviewing adults and children, how to assess coparenting issues, how to develop and test multiple hypotheses, and how to craft recommendations.

## SESSIONS

1. **Purpose and Roles:** This session will provide an introduction to and an overview of parenting plan evaluations, and the specific roles and responsibilities of the evaluators.
2. **PPE Process I:** This session will outline the parenting plan evaluation process and examine use of collaterals and parent-child observation. Remote interviews, as well as record keeping best practices, will be discussed.
3. **PPE Process II:** This session will delve into the information gathering process and explore relevant versus irrelevant information. Specific strategies for interviewing children and adults forensically will be reviewed. Differences between diagnoses and assessment of parent functional behaviors and coparenting will be explored.
4. **PPE Process III:** This session will examine screening for intimate partner violence (IPV) and discuss the impact of IPV on families and the parenting plan evaluation process.
5. **PPE Process IV:** In this session, a multifactorial model for resist refuse dynamics and assessment considerations will be presented.
6. **Research I:** This session will focus on current research literature on young children, parental mental health, and substance misuse within the context of child custody.
7. **Research II:** This session will explore the current research literature on the effects of divorce on children, issues with high conflict parents, and gatekeeping.
8. **Parenting Plans:** This session will provide an overview of best practices for developing effective, supported, and developmentally appropriate parenting plans. Implementation problems related to transitions and long distance, as well as step-up parenting plans, will be discussed.
9. **Culture and Diversity Considerations:** This session will examine ethnic, cultural, and diversity issues that may arise when conducting parenting plan evaluations. Unique considerations related to religious perspectives, ethnic and racial diversity, and same-sex couples, will also be shared.
10. **Hypothesis Testing and Cognitive Biases:** This session will explore hypothesis testing, articulate the importance of developing multiple hypotheses, and provide instructions on how to do so. Use of decision trees will also be described. The problems associated with heuristics will be explored, along with further explanation of various types of cognitive biases.
11. **Psychological Testing:** This session will explain the place of psychological testing in child custody evaluations, including when and how to use testing. Numerous psychological tests will be described, including objective tests such as the MMPI-3 and STAXI, projective tests such as the R-PAS, parenting tests such as the PAM and CAPI, and child assessments such as BASC. The appropriate use of computer-generated reports will also be reviewed.
12. **Child Maltreatment:** This session will focus on sexual, physical, and emotional abuse, and challenges that arise when these issues become part of parenting plan evaluations.
13. **Relocation and Children with Special Needs:** This session will explore challenging issues occasionally encountered in parenting plan evaluations such as relocation and children with special needs.
14. **Report Writing and Testifying:** This session will provide an overview of the components of a report, including an explanation of the importance of providing well-articulated analysis and synthesis. A primer for drafting recommendations that are well-supported and specific will also be shared.

# The Fundamentals of Conducting Parenting Plan Evaluations *continued*

## LEARNING OBJECTIVES

Participants in this training will be able to:

- Identify at least three differences between a clinical and forensic role.
- Identify statutes and case law relevant to parenting plan evaluations.
- Create a checklist of critical components of parenting plan evaluations.
- Evaluate the pros and cons of collecting various types of data for inclusion in the evaluative process.
- Identify at least four functional parenting skills and competencies to assess in parenting plan evaluations.
- Explain at least four considerations for interviewing children during parenting plan evaluations.
- Describe the impact of IPV on adults, children, parenting, and coparenting.
- Describe a screening and assessment process to evaluate IPV in a child custody evaluation.
- Identify at least four factors that could contribute to a child's resistance or refusal to see a parent.
- Describe a continuum of parent-child contact problems.
- Describe the most current research regarding the effects of divorce on children.
- Identify various dimensions of gatekeeping.
- Identify three considerations when crafting parenting plans for young children.
- Describe how mental illness, including personality disorders, and substance misuse impact parenting.
- Describe the relevance of hypothesis testing.
- Describe how to use hypotheses from psychological tests in parenting plan evaluations.
- Describe three biases/heuristics that can influence decision-making.
- Describe how to apply the concept of cultural humility to parenting plan evaluations.
- Analyze cases to identify diversity considerations that are relevant to parenting plan evaluations.
- Identify factors to consider in developing appropriate parenting plans.
- Describe specific recommendations to ensure safe and peaceful transitions.
- Identify factors to consider in deciding which tests to employ in parenting plan evaluations.
- Describe how to interpret psychological tests accurately in the context of parenting plan evaluations.
- Identify risk and protective factors for child maltreatment.
- Identify multiple hypotheses that may apply to a case that involves allegations of sexual abuse.
- Describe how parenting plans may need to be modified for children with special needs.
- Identify at least five best practices for presenting information and opinions in reports and testimony.
- Analyze and synthesize data to form opinions and relay those opinions to a court in a logical and sound manner.

## SCHEDULE

Please convert to your local time zone.

	Pacific Time US/Canada	Central Time US/Canada	Eastern Time US/Canada	Greenwich Meantime	Australian Eastern Time (Day ahead)
<b>March 9</b> Purpose and Roles PPE Process I	8am-10am 11am-1pm	10am-12pm 1pm-3pm	11am-1pm 2pm-4pm	3pm-5pm 6pm-8pm	2am-4am 5am-7am
<b>March 10</b> PPE Process II PPE Process III	8am-10am 11am-1pm	10am-12pm 1pm-3pm	11am-1pm 2pm-4pm	3pm-5pm 6pm-8pm	2am-4am 5am-7am
<b>March 11</b> PPE Process IV Research I	8am-10am 11am-1pm	10am-12pm 1pm-3pm	11am-1pm 2pm-4pm	3pm-5pm 6pm-8pm	2am-4am 5am-7am
<b>March 12</b> Research II Parenting Plans	8am-10am 11am-1pm	10am-12pm 1pm-3pm	11am-1pm 2pm-4pm	3pm-5pm 6pm-8pm	2am-4am 5am-7am
<b>March 16</b> Culture and Diversity Considerations Hypothesis Testing and Cognitive Biases	8am-10am 11am-1pm	10am-12pm 1pm-3pm	11am-1pm 2pm-4pm	3pm-5pm 6pm-8pm	2am-4am 5am-7am
<b>March 17</b> Psychological Testing Child Maltreatment	8am-10am 11am-1pm	10am-12pm 1pm-3pm	11am-1pm 2pm-4pm	3pm-5pm 6pm-8pm	2am-4am 5am-7am
<b>March 18</b> Relocations and Children with Special Needs Report Writing and Testifying	8am-10am 11am-1pm	10am-12pm 1pm-3pm	11am-1pm 2pm-4pm	3pm-5pm 6pm-8pm	2am-4am 5am-7am

**NOTE:** Recordings of this training program will be available for non-registrants to purchase following the completion of the program. **Continuing education credit is available only for programs attended live.**

# Training Team



**Chioma Ajoku, JD, PhD, ABPP** is a private practitioner in New York State and the owner of Forensic Psych Solutions. The focus of her practice is forensic evaluations and child/adolescent therapy. Dr. Ajoku graduated cum laude from Dartmouth College with a BA in Psychological and Brain Sciences. She then obtained a dual degree, MA/JD (psychology/law), from Duke University and Duke University School of Law, and was admitted to the NYS Bar. She subsequently obtained her PhD in Clinical Psychology from the CUNY Graduate Center via the John Jay College of Criminal Justice. Afterward, she completed a Child and Family Forensic Postdoctoral Fellowship at William James College. Currently, she serves on the Mental Health Professionals Certification Committee for the First and Second Judicial Departments of New York. She also serves on the AFCC Continuing Education Committee and is a member of the AFCC Diversity, Equity, and Inclusion Task Force in addition to being an AFCC board member.



**Jessica P. Greenwald O'Brien, PhD** is a forensic psychologist in a private consulting practice in Metrowest Boston. She earned her doctorate in clinical and forensic psychology at the Law & Psychology Program of the University of Nebraska. Her post-doctoral training was through Harvard Medical School. Her experience includes conducting evaluations for the family and juvenile courts; developing the Massachusetts standards for child custody evaluations, and providing statewide training on these standards; consultation and training for child welfare attorneys and juvenile defenders, and membership in the statewide oversight committee for juvenile court clinician training and certification; serving on the Conference Committee and as secretary and now president-elect of the Massachusetts AFCC board, the Family Court Review editorial board, providing parent coaching and coordination, and offering innovative intervention programs for parents involved in high conflict divorce/child custody proceedings. She consults on topics of trauma and child maltreatment impacts on attachment, child development, parenting, intimate partner violence, and delinquent behavior. Dr. Greenwald O'Brien has directed a post-doctoral fellowship and APA internship in child and family forensic psychology.



**April Harris-Britt, PhD** is a licensed psychologist and parent coordinator who conducts child and adult psychological evaluations, child custody evaluations, civil guardian ad litem evaluations, and parental competency evaluations. Dr. Harris-Britt provides training to mental health professionals, attorneys, and judges and has presented at numerous conferences regarding services for families engaged in high-conflict custody disputes. She is currently a member of the Board for the Center for Cooperative Parenting, APA Advocacy Coordinating Committee, and APA Working Group to Review Scientific Literature for High Conflict Family Relationships. April contributes to AFCC through her work on the Board of Directors, Task Force for Model Standards of Practice for Child Custody Evaluations, Diversity, Equity, and Inclusion Committee, and the Awards Committee. She is also the former president of the North Carolina chapter of AFCC.



**Kate McNamara, PhD** is a psychologist in private practice in Fort Collins, Colorado. She received her master's in counseling from Ohio State and doctorate in counseling psychology from Penn State. She was a tenured associate professor of psychology at Colorado State University before devoting herself to full-time practice. She specializes in working with high conflict families. She is a past chair and current member of the Colorado Psychological Association Ethics Committee. Kate is a past president of the Colorado Chapter of AFCC and remains involved in program planning and chapter development. She also serves on the AFCC executive board, Conference Committee, Continuing Education Committee, and Finance Committee.



**Terry Singh, PhD, ABPP** is a clinical and forensic psychologist whose areas of special interest include working with high-conflict families of divorce and separation, child custody evaluation, consideration of cultural factors in assessment and treatment, and the treatment of severe and persistent psychopathology. While his clinical practice is largely focused on working with children and families in his home province, he has also assisted in national and international relocation matters, including Hague Convention applications. He is a regular presenter and trainer at AFCC and other international conferences and has authored articles on issues regarding child and family forensic psychology. He is a board member of AFCC and the Alberta Chapter of AFCC and currently chairs the Alberta Chapter's Programming Committee. Lastly, Terry serves on AFCC's Continuing Education Committee.

# General Information

## What's Included?

The registration fee includes live attendance to the program, access to the program materials including recordings and handouts from the presentation, and a certificate of attendance. **Each attendee's certificate will reflect the hours viewed live only.**

**Note:** If you are unable to attend live, recordings of the training programs will be available at a reduced price following the completion of the training programs. Continuing education credit is available only for programs attended live.

## What Equipment Do I Need?

AFCC recommends using a desktop or laptop computer to take full advantage of Zoom's capabilities. This will provide a better viewing experience and will permit access to features not available on the Zoom app on tablets and smart phones. A stable internet connection is imperative for the best viewing experience. If you experience internet issues, you may join by phone using the dial-in number provided in the confirmation email from Zoom and follow along using the materials that are available in advance of each program.

If you use a Zoom account that is registered in someone else's name, your attendance will not be recorded and AFCC will not be able to issue you a certificate of attendance. To ensure you receive proper credit, use a Zoom account associated with the same email address used in your AFCC profile. You can sign up for a free Zoom account at [zoom.us/signup](https://zoom.us/signup).

## Continuing Education Credits

The Fundamentals of Conducting Parenting Plan Evaluations training program is eligible for up to 28 hours of continuing education for psychologists. AFCC is approved by the American Psychological Association to sponsor continuing education for psychologists. AFCC is recognized by the New York Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists #PSY-0190. AFCC maintains responsibility for the program and its content. AFCC will make an application for continuing education credits for social workers through the National Association of Social Workers. AFCC will apply for continuing education credits for parenting coordinators in Massachusetts. AFCC will also make applications for CLE to Minnesota and Vermont and reserves the right to modify the list during the registration period. A certificate of attendance will be provided to all attendees. Attendees may use the AFCC Certificate of Attendance to verify attendance and apply for continuing education in their jurisdiction. Each attendee's certificate will reflect the training hours viewed live only. Other professionals may opt to apply for continuing education credits in their discipline in their jurisdiction by providing their Certificate of Attendance, the brochure, and any training materials directly to their accrediting body. Attorneys may apply for CLE in their jurisdiction on their own, but AFCC cannot guarantee that credit will be awarded.

See the **More Info tab** of the training portal for more information and updates on the approval status of this training.

## Content Access Terms

AFCC strives to offer a wide range of training highlighting different research, advocacy positions, policies, practices, programs, and ideas. Some aspects of this training may be evidence-based, while other aspects may report on innovations still in development, emerging practices, or policy initiatives. The goal of this training is to enhance learning while encouraging respectful inquiry, discussion, and debate consistent with AFCC organizational values. AFCC does not necessarily endorse or support the opinions of the presenters and recognizes there may be differing opinions and/or alternative interventions that are not addressed in this specific program.

These live presentations, recordings, and associated materials are licensed for your personal, non-transferable use only. Downloading, copying, sharing, text/data mining, or using any portion for AI training or prompts is prohibited. By registering for, attending, or accessing any AFCC content, you agree to the Content Access Terms found at [afccnet.org/Content-Access-Terms](https://afccnet.org/Content-Access-Terms).

## More Information

For program and registration inquiries, contact AFCC at [afcc@afccnet.org](mailto:afcc@afccnet.org) or 608-664-3750.

# Registration

Become an AFCC member for just \$160 when you register for this event and unlock the exclusive member rate! Allowing you to become an AFCC for essentially free! Plus, as a member, you'll enjoy even more savings on future AFCC events and access to valuable resources.

Select "Join AFCC" below. Your AFCC membership will instantly pay for itself.

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Join AFCC\* for 12 months and register at AFCC member rates!

\$160

**Fundamentals of Conducting Parenting Plan Evaluations**

March 9-12, and 16-18, 2026

**AFCC Member**

**Non-Member**

\$375

\$550

**Total:**

\$ \_\_\_\_\_

\$ \_\_\_\_\_

\*AFCC membership includes an electronic subscription to the AFCC quarterly academic journal, *Family Court Review*, with full access to the archives. Membership also includes a subscription to the eNEWS, reduced registration rates for conferences, webinars, and training programs, access to the Member Center featuring archived webinars, and the searchable Member Directory. More information at [afccnet.org](http://afccnet.org).

## Payment

Registrations must be paid in full prior to attendance.

Check for \$ \_\_\_\_\_ is enclosed (US currency only, please.)

Charge \$ \_\_\_\_\_ to my Visa / MasterCard / American Express / Discover Credit card. Transactions will be processed in US dollars; change rate on day of transaction will apply.

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You may register online at [afccnet.org](http://afccnet.org)  
or return the completed form and payment to:

### AFCC

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