Multnomah County
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Helping Your Children Cope with Family Change

Updated: 3.28.25

Dear Participant,

We know that families exist with and without legal titles, like “married” or “divorced.” We also know that families come in many different shapes and sizes – same-sex families, families with heterosexual parents, families where other relatives are raising children, polyamorous families, solo-parent families.

When families change, children are affected in similar ways regardless of their family’s shape or legal status. Whatever your family’s legal status, as a parent, you are invaluable to your children. They need your love, understanding, support and skills in order to continue their journey toward healthy adulthood.

We hope that the information presented in this class will be useful to you in helping your children successfully adjust to the changes in your family.

Sincerely,

The Trainers and Staff of Multnomah County Family Resolution Services and
Clackamas County Resolution Services

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How to Talk to Children about Divorce or Separation



Talking with your children about what is happening in their family is one of the kindest and most important things you can do for your children. As their family changes, it can help them successfully deal with your divorce or separation. Remember, you are giving them needed information and reassuring them that they will be alright as things change in their family. Please do not put them in the middle of adult issues and make them feel like they need to pick sides.

Think of talking with your children in an ongoing series of small talks, rather than the one "big talk." Your children are going to have questions for you long after the initial separation; and probably long after the legal decisions are final. Be prepared to answer their questions as honestly and carefully as you can. Here are some guidelines to help.

- If at all possible, talk with your children together. Difficult as this may be, it can be important. It is best to hear from both of you at the same time, so as to not hear different explanations or feel that they are expected to take sides with one or the other of you.
- Timing is always a bit tricky, but as a general rule, tell your children approximately 2 weeks before one of you moves out. Longer than 2 weeks leaves your children thinking and hoping that maybe the divorce really isn't going to happen. Under 2 weeks creates anxiety and stress for your children because it will seem to them like one of you has just disappeared. If you are still living together in the house - say in different parts of the house, refrain from telling your children until you know that one of you is moving out.
- Pick a time to talk when you and the children are not tired, hungry, rushed or otherwise distracted.
- Tell your children that this is an adult decision that was made. Say this even if it was not a mutual decision. The last thing you want is to draw your children into blaming one parent or taking sides.

- Ask your children what they think divorce means if you are divorcing. Listen carefully to what they say and correct any misperceptions they may have.
- Describe your plan for how they will spend time with each of you. Use language appropriate to your children's ages.
- Plan to talk again in a few days. Avoid a talk where you drop the news and then leave. The last thing your children need is a dramatic scene to deal with.
- After your talk, go about your business around the house so that your children will have time to sort out what you've just told them. Be available if they come to you with questions or just need to cuddle or do something with you.
- What you say to your children will depend upon how old they are and their unique personalities, along with the situation at hand. Use age appropriate language. You are the experts on your children and know them better than anyone in their lives.
- Your children need to know that you recognize that this decision you've made is going to impact their lives. Don't be too quick to soothe their feelings until you've really heard what your children have to say.

Some specific things to discuss include:

- They are loved by both parents – sometimes kids worry that if their parents can stop loving each other, their parents can stop loving them, too.
- They will be taken care of – sometimes kids worry that no one will be left to take care of them.
- Divorce and separation are adult decisions. – sometimes kids worry that they may have caused the separation or divorce.
- They didn’t cause it, and they cannot fix it – sometimes kids think that if they behave, or do all the ‘right’ things, their parents will get back together again. Again, these are adult decisions.
- They can ask questions – sometimes kids worry that asking questions will make their parents sad or angry.
- It’s okay to have feelings and to tell their parents about their feelings, even when their feelings differ from what their parents are feeling – sometimes kids worry that their parents won’t be able to handle their feelings or what they have to say.
- It’s okay to ask for help – sometimes kids worry that they have to handle everything by themselves.
- They are not alone – sometimes kids worry that they are the only ones going through this.

Life will continue to change. You will continue to have conversations about your family over the course of your shared lives.

Helping Your Child Cope With the Emotions and Stress



The change, pressure and uncertainty inherent in the process of family transitions can make anyone feel stressed. Children are no exception. Stress can be intensified for children when their parents are distracted and harried. There is no way to completely eliminate stress from your child's life. In fact, learning to cope with stressful situations is an important part of growing up. However, when anxiety and stress are intense or last too long, they can take a toll both emotionally and physically. This can lead to depression, fatigue, and lowered resistance to illness. It is important to be aware of the stress and anxiety levels your children may be experiencing.

Warning Signs of Stress

It is often difficult for parents to spot stress because no two children react to it in quite the same way. Stress manifests itself differently depending upon a child's age, individual differences, and temperament. Typically, children either internalize the anxiety associated with stress, and develop vague physical symptoms like stomach aches, headaches and fatigue, or they exhibit behavioral changes like nail biting, hair twirling, appetite loss or insomnia.

Ask yourself these critical questions to help determine how severe your child's reaction to stress may be:

- How long have the symptoms lasted? Pay attention to those that have gone on a few weeks as opposed to a few days.
- How intense are the symptoms? Is something disrupting your children's sleeping or eating patterns or causing them to miss school?
- How developmentally appropriate is your child's behavior? It may be normal for a two year old to cry when separating from a parent, but not for an eight year old.

When your child's symptoms are long-lasting, intense, disruptive, and/or not developmentally appropriate, it is recommended to seek advice from a pediatrician or counselor.

The Experience of Separation for Children



In general:

- **Pre-schoolers focus on security.**
- **Elementary school children show depression and/or anger.**
- **Junior high and middle school students ask why, what is going on?**
- **High school students question the validity of relationships and commitment**

You can use the following checklists to understand what to expect from your child. You might want to put a check next to concerns you have and what you can to help your child.

Infants (0 to 18 months)

Issues

- consistency of caregivers, environment and routine
- emotional connection with caregiver
- nurturing and love

What to watch for

- sleeping changes
- eating changes
- clingy behavior/difficulty separating

What you can do to help

- maintain consistency in people and routines
- change routines gradually
- avoid angry expressions and emotional outbursts in front of the baby
- don't fight in front of the baby

Toddlers (18 months to 3 years)

Issues

- consistency of caregivers, environment and routine
- fear absent parent has disappeared
- nurturing and love
- concern about security (who will take care of me?)

What to watch for

- increased crying
- trouble getting to sleep/nightmares
- demanding to be fed by parent instead of feeding self
- changes in toilet habits
- increased anger (such as temper tantrums and hitting)
- clinging to adults or security objects

What you can do to help

- give love and affection
- give verbal assurances (both parents say, “I love you”)
- maintain consistency of people and routines
- reassure the child that they will be cared for
- provide a clear and simple explanation of changes
- allow the child to express feelings through words or play
- avoid angry expressions or emotional outbursts in front of the child
- don’t fight in front of the child

Pre-schoolers (3 to 5 years)

Issues

- fear of being abandoned/rejected
- doubts they are lovable (did Mommy/Daddy leave because I’m not good enough?)
- blame themselves for what happened (did I cause this because I was bad?)

What to watch for

- going back to younger sleeping/eating/talking behavior
- clingy behavior/difficulty with separation
- increased anger
- increased passivity (over-compliance)

What you can do to help

- give love and affection
- provide verbal assurance (both parents say, “I love you”)
- maintain consistency of people and routines
- reassure the child they will be cared for
- provide a clear and simple explanation of changes
- provide opportunities for the child to express feelings through words or play
- avoid angry expressions or emotional outbursts in front of the child
- don’t fight in front of the child

Young school-age children (6 to 8 years)

Issues

- longing for absent parent
- dreaming about parents getting back together
- feeling the need to take the side of one parent
- concern about parent’s well-being
- guilt that they are responsible for the separation

What to watch for

- sadness, grief, crying, sobbing, withdrawal
- fear of losing relationship with parent
- fear of losing order in their lives
- feelings of being deprived or left out
- anger and increased aggression
- diffculty playing and having fun

What you can do to help

- assure them with words that their parents will continue to take care of them 🎬 assure them they will continue to see both parents (if this is the case) 🎬 give the child permission to love the other parent
- don’t criticize the other parent to the child
- don’t put the child “in the middle”

Older school-age children (9 to 12 years)

Issues

- may see things as black and white: one parent is right, the other is wrong 🎬 may feel shame or embarrassment about parents' separation
- may feel the separation threatens their own identity
- may feel need to overcome a sense of powerlessness
- may feel loyalty conflicts

What to watch for

- physical complaints (headache, fatigue, stomach ache)
- intense anger, especially at parent they see as to blame
- taking one parent's side against the other
- difficulty with peers
- difficulty playing and having fun

What you can do to help

- listen to child's feelings and complaints without taking sides or judging 🎬 don't criticize the other parent to the child
- encourage the child to see good in the other parent
- don't fight in front of the child
- say positive things about the other parent occasionally
- don't pressure the child to take sides
- support the child's contact with the other parent (if this is possible)

Teens (13 to 18 years)

Issues

- upset that parents may be unable to provide needed support and limits 🎬 already stormy relationship with parent may worsen
- premature or increased independence
- may be asked to assume more responsibilities at home that pull them away from peers

What to watch for

- school problems, such as difficulty concentrating, fatigue
- acting out emotional distress through sex, drugs, crime
- internalizing emotional distress: depression
- anxiety over close relationships
- grief over loss of family and childhood
- becoming distant and aloof from family

What you can you do to help

- provide opportunities for teens to share feelings, concerns, complaints 🎬 discuss issues and situations honestly
- avoid relying on teens for emotional support
- don't pressure teens to choose sides
- occasionally say positive things about the other parent
- allow teens to have appropriate friendship and peer activities



Oregon Laws on Families

You can find more laws about families in the Oregon Revised Statutes (ORS) https://www.oregonlaws.org/oregon_revised_statutes

Parents and Children

The policy of the state regarding continuing involvement of parents with children is discussed in Oregon Revised Statues Section (ORS) 107.101:

It is the policy of this state to

(1) Assure minor children of frequent and continuing contact with parents who have shown the ability to act in the best interest of the child;

(2) Encourage such parents to share in the rights and responsibilities of raising their children after their parents have separated or dissolved their marriage; (3) Encourage parents to develop their own parenting plan with the assistance of legal and mediation professionals, if necessary;

(4) Grant parents and courts the widest discretion on developing a parenting plan; and

(5) Consider the best interests of the child and the safety of the parties in developing a parenting plan.

Custody

When courts are involved in determining custody of minor children, they consider many factors. ORS 107.137 covers these factors.

(1) Except as provided in subsection (6) of this section, in determining custody of a minor child pursuant to ORS 107.105 or 107. 135, the court shall give primary consideration to the best interests and welfare of the child. In determining the best interests and welfare of the child, the court shall consider the following relevant factors:

a. The emotional ties between the child and other family members;

b. The interest of the parties in and attitude toward the child:

c. The desirability of continuing an existing relationship;

d. The abuse of one parent by the other.

e. The preference for the primary caregiver of the child, if the caregiver is deemed fit by the court; and

f. The willingness and ability of each parent to facilitate and encourage a close and continuing relationship between the other parent and the child. However, the court may not consider such willingness and ability if one parent shows that the other parent has sexually assaulted or engaged in a pattern of behavior of abuse against the parent or a child and that a continuing relationship with the other parent will endanger the health or safety of either parent or the child.

(2) The best interests and welfare of the child in a custody matter shall not be determined by isolating any one of the relevant factors referred to in subsection (1) of this section, or any other relevant factor, and relying on it to the exclusion of other factors. However if a parent has committed abuse as defined in ORS 107.705, other than as described in subsection (6) of this section, there is rebuttable presumption that it is not in the best interests and welfare of the child to award sole or joint custody of the child to the parent who has committed the abuse.

(3) If a party has a disability as defined by the Americans with Disability Act of 1990, the court may not consider that party's disability in determining custody unless the court finds that behaviors or limitations of the party that are related to the party's disability are endangering or will likely endanger the health, safety or welfare of the child.

(4) In determining custody of a minor child pursuant to ORS 107.105 or 107.135, the court shall consider the conduct, marital status, income, social environment or life style of either party only if it is shown that any of these factors are causing or may cause emotional or physical damage to the child.

(5) No preference in custody shall be given to the mother over the father for the sole reason that she is the mother, nor shall any preference be given to the father over the mother for the sole reason that he is the father.

(6) (a) The court determining custody of a minor child under ORS 107.105 or 107.135 shall not award sole or joint custody of the child to a parent if:

(A) The court finds that the parent has been convicted of rape under ORS 163.365 or ORS 163.375 or other comparable law of another jurisdiction; and

(B) The rape resulted in the conception of the child.

(b) A denial of custody under this subsection does not relieve the parent of any obligation to pay child support.

Rights and Responsibilities of Parents

Both the parent with legal custody of the children as well as the non-custodial parent, have rights and responsibilities regarding their children. The complete text can be found in the ORS Statutes.

ORS 107.154 Rights of non-custodial parents:

Unless otherwise ordered by the court, an order of sole, legal custody to one parent shall not deprive the other parent of the following authority:

(1) To inspect and receive school records and to consult with school staff concerning the child's welfare and education, to the same extent as the custodial parent may inspect and receive such records and consult with such staff.

(2) To inspect and receive governmental agency and law enforcement records concerning the child to the same extent as the custodial parent may inspect and receive such records.

(3) To consult with any person who may provide care or treatment for the child and to inspect and receive the child's medical, dental, and psychological records, to the same extent as the custodial parent may consult with such person and inspect and receive such records.

(4) To authorize emergency medical, dental, and psychological, psychiatric or other health care for the child if the custodial parent is, for practical purposes, unavailable; or

(5) To apply to be the child's conservator, guardian ad litem, or both.

107.164: Parents' duty to provide information to each other:

Unless otherwise ordered by the court, both parents shall have a continuing responsibility, once a custody or protective order concerning the child is issued, to provide addresses and contact telephone numbers to the other parent and to immediately notify the other parent of any emergency circumstances or substantial changes in the health of the child.

WHAT IF:

1: A parent stops paying child support?

The Child Support Enforcement Division is available for assistance in getting a support order put in place. Like child support, parenting time actually belongs to the child; you can not deny the parent who has stopped paying child support his or her parenting time with the child(ren).

2: One parent interferes or prevents the other parent from having parenting time with the child(ren) as provided for in a court order establishing parenting time?

A parenting time enforcement procedure is in place through the courts that can help the parent who is experiencing a problem with their parenting time. Forms are available at the courthouse to assure that you will have a hearing on this matter within 45 days of filing these documents. Remember, parenting time belongs to the children, as does child support. The answer to being denied parenting time is not to stop paying child support.

Developing Parenting Plans

Oregon law requires divorcing parents, and parents seeking to establish custody of their children, to attach a parenting plan to the divorce or custody decree. The parenting plan shows that parents have a plan in place for sharing parental responsibilities and parenting time. Parenting plans may be general or detailed. By anticipating issues and events in advance, and creating a plan about to how to respond, many conflicts can be prevented.

A general plan provides an outline of parental time and access. Parents are free to develop a plan they believe to be in the best interest of the children, but the plan must assure that both parents have parenting time and access, unless there are safety issues that prevent it.

A more detailed parenting plan may include guidelines for the residential schedule; holiday, birthday, vacation plans; decision-making and responsibility; information sharing; moving of parents; and ways to resolve disagreement, among other things.

Oregon provides materials to help you put together a parenting plan for your children. To obtain sample parenting plans as well as fillable court legal forms with instructions, use the OJD's "Guide and File" system at: Oregon parenting plans

These plans are NOT recommendations. They are provided as a tool to give you ideas on how to create your own personalized schedule and parenting plan.

Tips for Constructing Parenting Time Schedules

- Focus on Areas of Agreement: While it is common for parents to focus on disagreements, it may be more helpful to begin with what you agree on. For example, do you agree that the children should succeed in school; stay safe and have appropriate supervision; have meaningful activities and people in their lives; develop trust in the world? What fundamental principles do you both agree on? Begin there and build on them, weaving a specific plan to incorporate the principles into everyday living.
- Build on the Strengths of Each Parent. No one is perfect. Each parent has his or her strengths, those aspects of parenting that they are very good at, along with their own challenges. Try to construct a plan that draws on the strengths of each parent.

- Maintain routines that have been successful in the past. If the tradition is for one parent to take the children to soccer and coach or assist, try to keep that in place. If the routine is for the children to make cookies with a particular parent on Tuesdays, how can that tradition be maintained?
- Imagine the plan as a tapestry. Parents normally and naturally weave in and out of their children's lives, depending on the children's ages and interests. Think of this plan as a work in progress, with both parents woven in regularly, along with family and friends.
- Parenting plans should fit your child's needs first, as well as the needs of your family.
- Be prepared to change your parenting plan as your child ages and has different activities and needs throughout her or his childhood.

Other Considerations in Developing a Parenting Plan

When working out a parenting plan, it is helpful to consider additional issues:

1. The ages of the children in determining parenting time schedules. Infants and toddlers need shorter, but more frequent, contact with the parents they are attached to, in order to maintain their attachment. They have difficulty handling long periods of time away from a primary parent. School age children may handle more time away. Teens need more flexibility in how much time they spend and the activities they do with each parent. For this reason, it is often best if parents listen carefully to the teenager's input before they work out a plan.

2. The personalities of the children. For some children, changes in general are difficult. Moving back and forth between the parents' home often results in a considerable adjustment period. For children who have difficulty adjusting to change, fewer transitions may be better. 3. The relationship between the parents. Generally, if parents do not fight and have a smooth working relationship, children can go back and forth quite often without too much stress and strain. If, on the other hand, the relationship between the parents is very tense or hostile, less back and forth can work well for the children.

4. If there has been high conflict and/or violence, children must be protected. Severe parental problems, such as active substance abuse, untreated mental/emotional illness, neglect or abuse, or criminal activity require major limitations to protect children. Safety for the children and parents involved overrides other concerns. Agreements about the safety or well-being of the children can be included in the parenting plan. Examples would be rules limiting parents' use of alcohol or other drugs during the time when they are caring for and transporting the children, rules about smoking when the children are present, or rules about the use of seat belts.

5. Rules about parents' behavior. Some parents include statements about the importance of avoiding making disparaging comments about a parent when the children are present, about not using the children as messengers between them, or about not prying for information about the other parent.

6. Lateness. Agreements about the pick-up and drop-off of the children, such as establishing a fifteen-minute grace period or waiting time, can be spelled out in the plan. The idea is to discourage lateness, which commonly leads to fighting in the presence of the children and can also cause great anxiety and suffering for the children.

7. Schedule changes. Some parents include in their parenting plan the rule that the schedule can change whenever both parents agree to a change, but that one parent cannot change the schedule without the other parent's agreement.

8. A statement about moving. Many parents include a statement that explains that before either parent moves out of the area, the parents will make a new plan spelling out when the children will be with each parent.

Parenting Plan Outline

The following can be used to assist you in creating your parenting time schedule

- **1. Communication ground rules**
- a. Frequency/manner between adults
- b. Adults to child
- **2. Time-sharing arrangements**
- a. Monthly schedule (refer to calendar, if helpful)
- b. Vacation Times
- c. Holidays
- d. Special days (birthdays, parents' birthdays)
- e. Special occasions (weddings, funerals, graduations)
- f. School, sports, church, and community events (parent-teacher
- conferences)
- **3. Transportation details:**
- a. Transportation responsibilities, exchange times and places

- b. Special instructions and restrictions

- **4. Communication schedule (children are able to communicate with one parent when they are with the other parent)**

- **5. Long-distance parenting arrangement (if a parent lives more than 100 miles away)**

- a. Yearly time-sharing schedule

- b. Transportation details

- c. Logistics of sharing information

- **6. Procedures for making decisions:**

- a. How should major decisions be made and by whom? (education, daycare, medical and dental treatment, therapy)

- b. If sharing decision-making, how will disagreements be resolved? Define “tie-breaking” procedures.

- **7. Procedures for sharing information:**

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

- b. Extracurricular activities

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

- d. Community and special events

- **8. Medical**

- a. Carried by whom, procedure for changing coverage, claims procedure b. Philosophy/doctoring style

- c. Consistency of treatment

- **9. Post-high school education plans for children**

- **10. What happens if...**

- a. Death of a parent or both parents

- b. Alcohol/drug involvement

- c. Dating/cohabitation by parent(s)

- d. Leave area/state (temporary and permanent)

Why are Drop-Off and Pick-Up Times Stressful?

(Adapted from divorcehelpforparents.org)



There is a huge contradiction at play in separation and divorce. What is typically best for the adults (i.e. ending the marriage/relationship) is not necessarily best for the children (who need ongoing, healthy contact with both parents.) For the vast majority of adults, separation has an ending point. For children, their parents' separation means a change in their family structure, not an end to their family.

Transitions can be stressful for many reasons:

- In separation and divorce, children are always saying goodbye to a parent.
- As human beings, you have feelings related to the ending of your relationship. Especially in the early stages of the separation, seeing the other person is likely to activate those feelings.
- Moving children between parents can be inconvenient. It takes planning and organization - two attributes that are not everyone's strengths.
- You may not agree with the parenting plan and are reluctant to support it.
- Not having your children with you 100% of the time is one of the most difficult aspects of divorce.
- Some children really dislike moving between two homes. They want one home base.

Tips for Successful Transitions

There are many things that parents can do to make sure that transitions between homes go as smoothly as possible. The main action is to be tuned in and aware. Don't allow yourself to go on "auto pilot" when it comes to this important aspect of co-parenting after separation. Here are some other tips that may help you and your children.

- Be prepared. Have your children ready to go at the designated time.
- Make sure children have the things they will need for their time with the other parent. Pay special attention to things like homework, band instruments, sports equipment, medication and special or favorite clothing and toys.
- Be on time. If you are going to be late, always call to let your children and the other parent know. Follow the agreed-upon schedule. Make sure your children are aware of the schedule and know when they will be with each parent.
- Duplicate frequently used items so your children have what they need at each home. This becomes especially important when children move between homes often.
- Tell your children in words and actions that you want them to spend time with the other parent.

Learn your child's style

Some children become quiet and moody around transitions. Others may act out. These are usually normal behaviors for children whose parents are divorced. Give your children understanding and space to make transitions in their own unique style.

Put your children's needs first. Work to make transitions smooth and routine. Stick to the task at hand - shifting children from one parent's care to the other parent.

- This is not the time to conduct co-parenting business. Schedule a separate time to discuss things with the other parent. Never ask your children to carry things between parents.
- Create a conflict-free zone. Watch what you say and do. Be aware of your non verbal communication, too. Remember, your children are watching.
- Use natural transitions in the daily routine. Make use of the school or daycare schedule. For example, one parent drops children off at school and the other picks them up.

When You Can't See the Other Parent Without Conflict

If you and the other parent have so much conflict that you cannot guarantee that you can keep it away from your children, you may require help with transitions. Here are a few suggestions.

- Choose a safe, neutral location away from your house.
- Arrange for your children to meet the parent at their vehicle instead of picking them up at the door.
- Ask an impartial third party to supervise transitions at your house. 🎬 Make use of supervised visitation programs where a professional monitors the exchange.
- Learn to manage your anger.

Basic Principles for Working With the Other Parent

1. Be courteous: Polite greetings that are not personal set a businesslike tone. Avoid expressing unpleasant or angry feelings. Avoid using “pet” names. Avoid personal disclosures and personal questions. End the meeting quickly if either parent is becoming angry or upset.

2. Be organized: Set up appointments at a neutral place and time that is convenient for both parents. Let the other parent know what you want to discuss when you set up the meeting. Expect the other parent to tell you ahead of time what s/he wants to discuss. Both of you should have time before the meeting to think about the subjects you will be discussing. Prepare for the discussion with thought; make notes about your ideas. Limit each discussion to one or two specific subjects.

3. Be clear and specific: Check your understanding with the other parent; put them in writing. Get confirmations and/or corrections of agreements in writing. Sign and date the agreements with copies to both parents.

4. Use businesslike communications and record-keeping: Communicate with your co-parent as directly as possible: in person, by phone, mail, e-mail, text, co-parenting app, or if necessary, through attorneys. Remember that business transactions almost never take place with an unauthorized third party (friends, relatives, or children} carrying information. When you cannot have a face-to-face discussion with the other parent, make notes to record the details of the agreement. Confirm the agreements in writing.

5. Give the other parent the benefit of the doubt: Do assume that the other parent will do what is good for your child. Do assume that the other parent intends to keep agreements to the best of his/her ability. Don’t assume that a slip-up or apparent mistake in carrying out an agreement is intended to upset or break the parenting relationship.

6. Don't take the other parent for granted: Show respect for the other parent's time, schedules, responsibilities, and separate private life by not assuming that they will be able to adjust to last minute or unannounced changes.

Adapted from: Ricci, Isolina, Mom's House, Dad's House, Collier Books, Macmillan Publishing Co., 1998.

Tips for Handling Conflict

It's been said that ten percent of life is what happens to you and ninety percent is how you handle it. The same is true for conflict. As an inevitable part of life, we may not always be able to prevent conflict; but how we choose to respond when it happens can make a lifetime of difference to us, and those around us. Here are some suggestions for what to try and what to avoid when in conflict.

DO:

- Take care of yourself. Stress is the fuel of anger. The better you manage your stress level, the better you are able to handle conflict.
- Make healthy food choices. It is still true that you are what you eat. Fresh fruits and vegetables, whole grains, and a low fat and sugar diet can help you feel and function your best.
- Get enough sleep.
- Engage in some form of physical activity suitable for you.
- Let friends help you. Talk it out with someone you trust. Words can help us move through the pain.
- Be good to yourself. Give yourself permission to feel the feelings that are coming up for you during this transition. It is okay, and in fact useful, to feel.
- Drink lots of water.
- Breathe! Increased oxygen can diffuse the adrenaline released in times of anger, anxiety or high stress. Breathing can help you calm down, stay focused, and not get stuck in a "fight or flight" mode of reaction. Deep breathing has been used for thousands of years as a way to quiet the mind, relax, meditate, or pray. It can even help you get to sleep.
- Watch Those Thoughts! Negative thoughts about yourself or others can trigger negative feelings, which in turn can lead to negative actions with risk of negative consequences. Thinking patterns like blaming, denying, justifying, imagining the worst, etc. can derail

communication and add to stress. Try instead to identify both your thoughts and your feelings. Explore alternative ways to think about the situation.

TRY TO AVOID:

- Using alcohol, tobacco, and other drugs to cope. Alcohol is a depressant. As such, it can loosen inhibitions to destructive behavior.
- Blaming, attacking, threatening, or intimidating others. These behaviors will only tend to deepen the conflict and lead to counter attacks.
- Being unwilling to take responsibility for your own actions, thoughts or feelings.
- Resorting to name calling, put downs, hurting yourself or others, breaking things.
- Keeping feelings bottled up inside.
- Staying stuck in the past.

It is always a good idea to AVOID trying to settle a conflict when one or both of the people involved is Hungry, Angry, Lonely, Tired or Sick (HALTS).

Decision Making Models

In the course of filing for the divorce, or formalizing the legal decisions around parenting your children, you will be called on to make a number of decisions regarding the care of your children. Additionally, as your children grow and their needs change, you and the other parent will have to respond to those changing needs. While you can make these decisions together without outside assistance, should you want additional help, several approaches are available to you.



Mediation

Mediation is a process where a neutral third-party helps parents make decisions about their children in a safe, confidential environment. The mediator can help parents resolve issues of custody and develop a parenting plan. At Resolution Services in Clackamas County, mediators can also help address financial issues such as child support and property division. Multnomah County Family Resolution Services' mediations focus on child custody and parenting time issues, and do not cover financial issues such as child support or division of assets.

Mediators are trained to understand and manage the intense emotions involved in separation or divorce, so parents can focus on creating a plan everyone can live with. This approach supports parents as the best people to make decisions for their children. At the same time, attorneys can

still be available to give legal advice outside the mediation session and review any agreements decided on in mediation.

One advantage of mediation is that parents retain the power to make their own decisions regarding their children. In addition, mediation is often much less expensive and less time consuming than traditional litigation. Participants in mediation have also found the process helpful for helping parents rebuild a new parenting relationship. Usually it will take a few sessions to resolve all of the issues before you. Mediation can help you share concerns, make good decisions together, and practice the language of neutral communication.

One caution about mediation is that the resolution to conflicts is not guaranteed. Mediation may not be appropriate in cases where domestic violence has been an ongoing dynamic in the family, one party has a severe mental disorder or a substance abuse problem, a severe power imbalance exists in the relationship, or emotions are extremely intense.

Mediation is also available in the local community of private professionals. You can find private mediators through the Oregon Mediation Association. http://www.ormediation.org

Litigation

In litigation, the issues are decided by a judge rather than the parents. Each parent presents his or her side of things, within the framework of the laws of evidence and procedure, and the judge makes a final ruling for one party or another. Most cases settle before getting to trial. However, the process can be slow and costly.

Whereas in mediation the parties maintain control over the process, litigating parties turn the decision-making over to the judge - a stranger who doesn't know you or your children. A long-term disadvantage of the litigation process in matters relating to children is that once the judge, attorneys and experts are out of the case, parents still need to work together for years to come in sharing information, making good decisions, providing safety and supervision for their children, and other parenting areas. Some situations may require litigation, particularly if there are issues involving safety, but many can be worked out over time in mediation or with the help of other professionals.

Arbitration

The parties can present their case to an agreed-upon arbitrator who will make a decision that is binding. Again, the control over the decisions to be made is turned over to another person. The process is typically quicker and less expensive than a trial. Mediation agreements can include an arbitration clause in case parents get stuck on an issue. There are private arbitrators (often attorneys or former judges) in the community.

Collaborative Law Services

Collaborative Law is a fairly new area of practice, an alternative to fighting it out in court. Specially trained professionals from different disciplines (attorneys, mental health and financial professionals) offer support and guidance to parents in reaching individualized, peaceful, respectful and lasting agreements without judges or court.

The collaborative process focuses on everyone's needs, teamwork and problem-solving. A collaborative law approach helps parents avoid the stress, expense and delays of going to court/trial. The goal is to reach an agreement that is acceptable to both parties, giving parents more control over the outcome, rather than leaving the decision to a judge.

You can find more at https://collaborativepracticeoregon.org

Doing It Yourselves (Self-Representation)

You have the option of doing the needed paperwork yourself. The forms are available free online at https://www.courts.oregon.gov/programs/family/Pages/default.aspx. You should also check the Family Court website in the county you live in, because they have information, forms and resources that may be available to you. Here is Multnomah County's info: https://www.courts.oregon.gov/courts/multnomah/go/Pages/family.aspx and https://www.multco.us/family-resolution; here is info for Clackamas County https://www.clackamas.us/ccrs/domestic.html and https://www.courts.oregon.gov/courts/clackamas/programs-services/Pages/familylaw.aspx

Every family's situation is different. Sometimes, you can complete all of the paperwork after you inform yourselves by reading the information available online. Sometimes, consulting with professionals can help you to understand the decisions you are making for your family.

Other Services

Other professionals are available to help you adjust to the changes in your family structure. Counselors or therapists can help you work through emotions such as grief, guilt, anger, or depression to enable you to rebuild your life, as well as make sound decisions for your children. Divorce Support Groups are available both in person and online. They can provide support around the emotional aspects of separation and divorce. Parenting Consultants can assist in understanding children's needs, building in good structure and consistency in both homes. Divorce Coaches help you to navigate through divorce and create a new life. Certified Divorce Financial Planners can help you understand the complexities of your financial world and look at various options as you plan for how your finances will be changed in both the short term and long

term. Parenting Coordinators can help parents implement and comply with court orders or parenting plans, make timely decisions consistent with children's developmental and psychological needs, reduce damaging conflict between caretaking adults to which children are exposed, and reduce unnecessary re-litigation about child related issues.

The more information and support you can get for coping with the emotions and stress of this transition, for learning how to take care of yourself-care and for understanding your child's emotional, physical, and cognitive development, the easier it will be for everyone. A listing of books and online websites you may find useful is at the back of this booklet.

Checklist: Choosing a Lawyer

(Adapted from the British Columbia Ministry of Justice)

It is important to choose a lawyer you feel comfortable with. Here is a checklist of things for you to consider when looking for a lawyer. My lawyer:

- ☐ Is sensitive to safety issues and power imbalance issues.
- ☐ Has informed me about other means of resolving things (mediation, judicial settlement conference, and others)
- ☐ Sees their role as explaining the options but not making choices for me.
- ☐ Recognizes that legal issues are only one part of the separation process and is sensitive to the emotional and psychological tasks of separating.
- ☐ Knows that when it comes to children, there is no such thing as "winning."
- ☐ Understands that bitterness and conflict can be more damaging to the children than the separation itself.
- ☐ Has told me that, at any time during the process, my former partner and I may reach an agreement (with or without the help of our lawyers). If we do, we may draft a written agreement and/or a consent order and bring the court process to an end.
- ☐ Is willing to try negotiations where I don't have to be face-to-face with my former partner.
- ☐ Believes that attempting to resolve family disputes in the courtroom is a last resort. Only if it is not possible to reach an agreement will we continue to the end of the court process and have the judge decide for us.

Dating after Separation or Divorce



At some point, many people begin to consider dating or establishing a relationship with someone new. The following offers some general suggestions as to how to introduce someone to your children.

Give yourself time to heal. Divorce and separation are rated as one of the most stressful experiences that life has to offer. It is important to resist the temptation to move quickly to find someone new and begin dating simply to avoid the pain and loneliness associated with divorce. New relationships can bring added stress. As a result, the separation and divorce rate for second marriages is even higher than for first timers. Give yourself the time needed to work through the changes, heal emotionally and rebuild your life before beginning to date.

Focus on your children's needs first. These changes in your family are a tremendous upheaval in the lives of your children and they will need time to accept the changes taking place in the family. The reassurance that you are there for them helps offset the anxiety and fear they may feel. Your involvement also helps them to re-establish a new relationship with you as a single parent. A parent's quick romantic involvement with another person can produce heightened stress and deepen their fear of abandonment if they experience that your attention is divided.

Establish good routines and structures before introducing someone new to the children. This includes establishing a parenting time schedule with the other parent. Established routines provide the security and safety needed for children to better accept the changes that a new person in the family constellation represents.

Keep dating time and parenting time separate. Particularly if your time with the children is limited, make sure your actions show them that they are important. The parenting time belongs to them, after all.

Avoid overnights. Children find it disturbing to think of their parents as sexual beings. Parents can protect their children from this discomfort by saving romance for private times.

Go slowly. Introduce a new person only when you think the relationship has long term potential. Young children tend to form attachments quickly. If your new relationship doesn't work out, this represents another loss in the child's life. Older children can resent new people entering the picture too quickly. The older child may view this new person as the cause of their parents' split up. On the other hand, they may feel that caring for the new person is disloyal to the other parent. If the relationship has a future, going slowly will help build a healthy foundation down the road. Many experts advise waiting an entire year or more following separation before introducing a new person to the children.

Introduce the new person as a friend. While children may appear eager for you to find a new partner, don't believe it. This encouragement often serves as a cover for other emotions. For example, they may be taking care of you by encouraging you to look for love, or they may simply be longing for what they've lost - a family together. Children may also think a new partner for you will fix things, emotionally, financially, or both. Such motivations can put the potential partner in a difficult and pressured position. Children may wonder if you are looking for a new mom or another daddy for them. Gradual introduction of a new person into your children's lives can give everyone time to build the security and trust needed for a successful long term relationship.

Introduce the children to a new person before including them in family activities. No one likes surprises. Prior to including a new person in a shared activity, it is helpful for the children to have an opportunity to meet him or her. Give the children advance notice when you will be bringing a friend, and allow the opportunity for them to ask questions and react to the idea.

When Starting a New Relationship

Expect a reaction from the other parent. Any change in the family can rekindle the feelings of grief and loss. Keep in mind that he or she may feel replaced or threatened, and fear being shut out or turned against. This new development may be a shock to the other parent and will take some time to adjust.

Expect to have a reaction when the other parent starts a new relationship. It is common to experience “flashbacks” of grief and loss during any family change. You may be hit with a sense of sadness, anger, failure, etc. This may be a time to take care of yourself and seek additional support.

Avoid having a new partner assume a disciplinary role. Particularly with older children, the most important task for a new person is to establish trust and build a relationship with the children. Assuming any disciplinary role will seriously undermine this important step. The right to discipline must be earned over time. The best role for the new partner is to be a support to you as you continue to maintain the parenting and disciplinarian role.

Continue to work to establish and maintain a working relationship with the children’s parent. Some new partners fear that you may get back together with the other parent if you maintain positive and frequent communication. You can help the new partner understand how important a working relationship between the original parents is for the children.

Don’t force your child to call the new person mom or dad. Some parents make the mistake of insisting their children call the new partner mom or dad. This is a title that is earned over time and can often lead to loyalty conflicts for children. It is important that the children understand you are not trying to replace the other parent. Children often report having very close relationships with step-parents while still referring to them by their first names. Make sure your new partner is clear on his/her role as a support to you and a friend to the children.

Avoid over-reacting if your younger child refers to the new person as mom or dad. Young children often use familiar labels to refer to people performing caretaking tasks. Calling the new person mom or dad for a young child isn’t a comment on the depth of their relationship with that person, but rather is a way of referring to what they do. Your children will always know who the adults are in their lives, even when there are many adults involved.

Seek out consultation to help with the complications of blending families. It usually takes five to seven years to fully blend families. Stepfamilies have many issues to work through, including dealing with loss and change, becoming a new family, and developing realistic expectations about parenting. Many good books are available detailing the process of creating a stepfamily, from both the adult and child perspective. A mediator or parenting consultant can also help you through the dynamics involved in family change. In the back of this manual is a reading list for further information.

Explaining Your Dating to Your Children

(Adapted from divorcehelpforparents.com)

What you say to your children when you begin dating after your divorce or separation will depend largely on their age.

When talking with young children (infants and toddlers) describe the person you are seeing as a friend. For example, "I'm going to see a friend. I'll be back soon."

With preschoolers (ages 3-5) still describe the person you will be going out with as a friend. For example, "I'm going to see my friend. I'll be gone for about 4 hours. You'll be in bed when I get home."

With school-age children (6-10) you can begin to provide more information. You may want to have a more in-depth conversation about dating. For example, "I'm going to have dinner with a person I met at work. We're going to talk for a few hours after dinner and then I'll be home. Just as you like to spend time with your special friends, I also want some time to be with my friends."

With pre-teens and young teens (11-14) you can broach the topic of dating after the divorce or separation. It's OK to actually use the word date. Chances are good that he or she already has a good idea of what dating is all about. For example, "I'm going out on a date with (person's name) on Friday. I'm wondering how you feel about me starting to date." Note: This does not mean that you are asking your child's permission to date. That is not appropriate or healthy for your child. This is a good time to reassure your child that even though you are beginning to go out on dates, you will still always reserve time for just the two of you

With teens (15-20) it is important to be honest about your actions. For example, "I'd like to start dating. It's been long enough after the separation that I am ready to meet some new people. I'm wondering how you feel about that." Since your teens may also be dating, it is important to talk about how it may be awkward to have a parent dating at the same time. It is critical that you remain in the role of parent and not turn into your child's best friend where you each gush about your new girl or boyfriend. You are modeling for your teen. Never forget that.

Domestic Violence



(The term Domestic Violence is used to include Intimate Partner Violence and Family Violence)

Domestic Violence is about one person using violence to have power and control over another person. Abusive behaviors may include subtle, as well as life threatening, acts of violence that create an atmosphere of intimidation in a relationship. Contrary to what people think, domestic violence is not rare. Millions of children between the ages of three and 17 witness domestic violence in this country each year and the effects can be devastating.

Effects of Domestic Violence on Children:

- Children who witness domestic violence either by hearing, seeing, and/or noticing the tension in, or damage/ injury to a parent are more likely to suffer psychological and emotional effects including: depression; anxiety; suicidal tendencies; phobias; withdrawal; lowered self-esteem; overt psychoses; guilt; fear of abandonment; self blame.
- Boys who witness violence against their mothers are five times more likely than boys in non-violent homes to abuse their female partners as adults.

- Children from homes where violence occurs are physically or sexually abused or seriously neglected at a significantly higher rate than the national average.
- Violence is the most identifiable risk factor for predicting child abuse; between 45 and 75 percent of men who abuse women also abuse children.
- Women are eight times more likely to hurt their children when they are being abused than when they are safe from violence.
- Children may indirectly get injured during a conflict between their parents: they may be struck by weapons or by objects that are thrown; infants may suffer injuries while being held by a parent when the abuser strikes out; older children can get hurt while trying to protect the abused parent or lash out at the abusing parent.

Because the effect of domestic violence on children is so severe, laws make it a felony to expose a child to domestic violence.

Signs of Domestic Violence

Using violence or the threat of violence to control another person is a choice, not a right. Abusive relationships almost always get more destructive over time. Even if you have left an abusive partner, that person may still try to exert power and control over you through custody issues. In fact, the six-month period following a separation is the highest risk period for abuse to occur. It is important to plan for your safety and get support from those who can help, possibly including a domestic violence program, your attorney, or other support persons.

Am I Being Abused?

The following checklist of behaviors can help you decide if you have been or are still in an abusive relationship. Possible behaviors include:

- Insulting or humiliating you, especially in public and/or social situations; 🎬 Reminding you they have weapons that they are willing to use;
- Threatening or intimidating those you love and receive support from; 🎬 Isolating you from your friends and/or family;
- Using money as a way to control you, taking your money, or preventing you from having a job;
- Pushing, slapping, or hitting you;
- Pressuring you for sex or forcing you to have sex when you don't want to.

Am I Being Abusive?

The following checklist describes behaviors that signal abusive behavior:

- Being extremely jealous and possessive. Saying things like “I can’t live without you”, “I’d kill myself if you left me”, and “I want to spend all my time with you.”
- Being nice and caring, then becoming verbally abusive and violent. Many victims describe their abuser as Dr. Jekyll and Mr. Hyde.
- Throwing things around. Breaking things that are important or needed.
- Threatening to become violent. “If you don’t come home now, you’ll never go out again.”
- Acting like the abuse is no big deal or denying it happened.
- Threatening and/or hurting your partner, their family, friends, or pets.

If you want or need more information and support, please call your local domestic violence or violence intervention program. There is help available.

Safety First

A restraining order may or may not be needed to protect you from domestic violence. You should also give some thought to planning other ways of protecting yourself and the children. You can use some or all of the strategies below to help:

- Try to make your residence more secure: This includes changing the locks, securing windows, leaving extra outside lighting, and making sure smoke detectors are working. Consider extra locks, window latches or bars, motion detecting lights, or an alarm system.
- Decide who else can help you maintain safety: For example, ask neighbors to call the police if they hear suspicious noises or see the abuser around your home; check with friends or family to see if anyone could pick you up and/or let you spend the night with them in an emergency; ask co-workers to screen your calls, watch for your abuser, and walk you to and from the bus or your car.
- Put important items together in a safe place where you can reach them quickly: This includes medical records, birth certificates, social security cards or numbers, identification, ATM and/or credit cards, checkbook, keys, insurance and/or legal papers, medications and any other important items so that you will have them if you have to leave immediately. Consider leaving copies of these in another place.
- Set aside a change of clothes and emergency money for you and your children Keep these in a safe place, such as a friend’s, neighbors, or at work,
- Plan one or more places to go if you need to leave in an emergency (a friend, neighbor, nearby store, shelter, hospital, or fire station). Include at least one place that is available

24 hours a day. Even if you cannot stay at this place, you could use it to call the police, call friends or shelters, or make other plans.

- Change your daily routine, places you shop, when you do business. Drive a different route, take a different bus, or get off at a different stop.
- Consider changing your phone number or keeping it confidential. Talk to your phone company about getting a non-published number and about CALLER ID, a service that shows the phone number of the caller, including non-published numbers. You can dial *67 (or 1167 for rotary phones) before each call you make to keep your phone number confidential.

Ensure that your address is confidential. Talk to your utility companies (phone, electric, gas, water/sewer, cable TV), the post office, your bank or credit union, welfare, social security, the support enforcement division, creditors and family and friends. If you are in any legal process, you should make sure the courts and the district attorney's office always have a reliable address to reach you. You do not have to put your address on court documents your abuser may see, but the court or district attorney must always have a current mailing address. If the court or district attorney needs to notify you of a hearing and they do not have your current mailing address, you will not receive the info in time even if you submit a change of address form at the post office.

Helping Children Cope with Violence

Your child may react in a variety of ways to violence in the home.

Denial: Children may deny that the abuse is happening or has happened as a way to cope with their feelings or to protect themselves.

Anger: Children may be angry at the abusive parent for being hurtful; they may be angry at the other parent for staying and/or deciding to leave, and they may be angry at themselves for not protecting the victimized parent and/or for not stopping the abuser. Anger may be expressed at home, in school and with friends.

Bargaining: Children may feel they are the cause of the abuse and will bargain with themselves, parents, or others in an attempt to stop the abuse. Children may bargain directly by trying to appease the abuser, or indirectly by getting better grades, keeping their rooms clean, or not fighting with siblings. By bargaining, they are taking responsibility for the abuse. It is important to remind children it is not their responsibility.

Adjustment: When a victim leaves an abusive relationship and initiates divorce, children may act out or become depressed until acceptance of the situation has occurred. Children's adjustment after separation or divorce can be especially difficult and prolonged when there has been violence. Acting out may involve becoming withdrawn, aggressive, or some new behaviors that

were not present before. This is a time that the support of a professional child counselor may be helpful.

Talking About Domestic Violence: It is important to let children know it is okay to talk about domestic violence. Often, children in homes where domestic violence has occurred have had to keep secrets and hide their feelings. It is important to let children have their own feelings about the violence, which may be different from yours. The most helpful thing you can do is listen when they tell you how they feel.

You may or may not have a restraining order against the other parent that impacts your parenting plan. Some restraining orders are only between the adults; others include children. If you have a restraining order that restricts a parent's access to the child/ren, you can explain what the visitation plan will be. For example, "This is the parenting plan we are following for now and you will see Daddy on Saturdays at Grandma's house from 2:00-6:00." If you aren't sure how to discuss this with your child, consult with the child's medical provider, counselor, school counselor, or a mediator, advocate or other support person. Also, be sure to alert your child's school, day care provider, and other places where your child often goes. Tell them about the restraining order and that the other parent is not allowed contact with your child, except under the specific guidelines issued by the court.

How Changing What You Think Can Improve Co-Parenting Communication



(Adapted from Divorce Transitions Fort Collins, CO)

When you are trying to resolve a situation where you have strong feelings about something, it can be helpful to take a look at what you are thinking. This is called the Think, Feel, Do Cycle, which states what we think affects how we feel, which in turn influences how we act. In order to change behavior, you have to identify what you are thinking, and make changes in those thoughts to change the behavior.

This is adapted from the work of Dr. Samenow. This shows how divorced parents can improve their co-parenting by changing how they think and communicate with each other. Each of the 10 thinking errors is illustrated with divorce-specific scenarios.

To really make the most of this, apply it to your own co-parenting interactions. Use the worksheet that follows to identify your own thinking errors and ways to re-write them into more useful communication.

Co-Parenting Thinking Errors and Suggested Correction

Thinking Error:	Thinking Error:	Divorce Thinking Error:	Divorce Responsible Thought:
Closed Thinking Not receptive; good at pointing out other's faults; lies by omission	**Open Channels** Receptive to others; good at evaluating own behavior, truthful	What happens at my house is none of your business. We're divorced and I never have to talk to you again.	Ongoing parental communication is beneficial for our children. When I tell you what our children experience at my home, I am creating a safety net for them.
Thinking Error:	**Responsible Thought:**	**Thinking Error:**	**Divorce Responsible Thought:**
Victim Role Sees self as a victim; blames social conditions, family, past, others for problems	**Personal Responsibility** Takes ownership for choices and actions; Is accountable, prompt and prepared.	It's your fault that the kids don't want to be with me. I never wanted this divorce in the first place. You have ruined my life and theirs too.	I am not happy about the divorce and yet I know that I must accept that it is a reality. It is my responsibility to build a healthy relationship with our children.
Superior Self Image Lopsided view of self – only seeing the good and not acknowledging destructive or inappropriate behavior.	**Self-Respect** Ability to see self honestly, both strengths and weaknesses. Sees self as capable, dependable and honest.	I never do anything wrong when it comes to parenting. If our kids are having problems with the divorce it is your fault. They love being with me.	I can see how the kids aren't as comfortable at my house because I don't have any of their toys and familiar belongings here. I will start to make a home for them here too.

Lack of time Perspective Doesn't learn from past experiences; unable to use longterm planning; expects others to act immediately on demand; makes impulsive decisions based on assumptions rather than facts.	**Proactive Living** Sets goals; chooses behavior and feelings rather than allowing people and events to dictate Responses; decisions made based on facts; sees things in stages of accomplishment that build toward the future.	When we were together you had an anger problem. I don't believe that you are any better and I won't let our children be with you except in supervised visitation.	I can see that your anger management classes have paid off and that you are a much less angry person. I know our kids want to see you and need you in their lives. I'm willing to gradually increase parenting time.
Reckless Attitude Belief that being responsible is unexciting and unsatisfying (boring); "I forgot" replaces a sense of obligation; responds only if there is an immediate payoff.	**Commitment to Positive** Continues with healthy activities; grows in commitment to family, friends, job, and society; empathy for others; associates with healthy positive people.	It's none of your business how much money I make/have. I'm going to hide it from you because you're just out to take me to the cleaners. I don't even have a job. How can I be expected to pay child support?	I have a financial responsibility to my children. We brought them into the world and I want to do my part to take good care of them. When I am not honest about my income, it hurts my children.
Thinking Error:	**Responsible Thought**	**Divorce Thinking Error:**	**Divorce Responsible Thought**
Lack of Effort Unwilling to do anything that seems boring or disagreeable; "I can't" really means "I won't."	**Daily Effort** Does whatever it takes to improve; organizes time and work to meet expectations; meets appointments promptly.	I only have the kids with me a short amount of time, so I want them to have a good time. I don't want to make them do homework or do chores. When they are with me, we just hang out.	I teach my children by example. If I want them to become competent, responsible adults, it is my task to help them learn to contribute to our family by meeting their obligations and pitching in to help.
Fear of Fear Possesses irrational fears, but may refuse to acknowledge them; has a very "thin skin"; fundamental	**Courage over Fear** Meets challenges and fears head on; doesn't make excuses or avoid obstacles; asks for	If I don't have this marriage and my children with me, I will die. I have no reason to keep on living. What will people think of me?	I have been telling myself that if I don't have the kids with me, then I am a worthless parent. I know this isn't true. I can find ways for

fear of injury or death; profound fear of put-downs; when held accountable, feels worthless.	feedback, expects to be accountable to others – doesn't feel put down; has Realistic expectations of self and others; trusts others for help.		both of us to be actively involved parents which is best for our children.
Power/Control Compelling need to be in charge of every situation; uses manipulation and deceit to gain control; refuses to be dependent unless it works to their advantage.	**Power through Interdependent Relationships** Can ask for/accept help; able to cooperate; does not engage in power struggles; uses "I language"; lives interdependently working toward mutual benefit where both win.	I am the only parent who knows what our children need. If you don't do things my way you won't be allowed to spend time alone with the children.	I know that our children want to spend time with you and that it is beneficial for them to be with you. Past events have left me feeling a bit nervous about this, but I am willing to deal with my feelings in order to meet our children's needs. I am learning that there is more than one right way to be a good parent.
Thinking Error:	**Responsible Thought**	**Divorce Thinking Error:**	**Divorce Responsible Thought**
Egocentric Attitude "I am different and better than everyone else." Expects others to do things that he/she won't do; "If I think it, it must be so."	**Humility** Sees self as a valuable person – no better and no worse than anyone else; genuine concern for others.	If you don't do things my way, then you can't see the kids. Actually I think they are better off with me anyway because you are such a loser.	I know that I am a good parent and I recognize that you are too. I know you miss the kids.
Attitude of Ownership Sees people and things merely as objects to possess; no concept of ownership or rights of others; won't back down on little points; may use sex for	**Interdependent Relationships** Acknowledges and respects other's feelings, rights and property; able to negotiate and compromise; able to Work interdependently	No one will ever take my son away from me. He is mine. What you want doesn't matter.	I know that our son needs both of us in his life. It is hard for me to be away from him, so I know that when he is with me it must be hard for you too. Maybe we can set up phone calls to connect when he's

power and control rather than intimacy.	with others.		with each of us.

Now, identify which of these you may be using, and spend some time coming up with a thought to replace unhelpful thoughts. Focus on the errors you may be making, even though it may be tempting to identify the thinking errors of the other parent. After all, you can only change your own thinking – not someone else's. If you need more room, work on a separate sheet of paper.

Divorce Thinking Worksheet

Thinking Error:	Thinking Error:	My Divorce Thinking Error:	My Divorce Responsible Thought:
Closed Thinking Not receptive; good at pointing out other's faults; lies by omission	**Open Channels** Receptive to others; good at evaluating own behavior, truthful		
Victim Role Sees self as a victim; blames social conditions, family, past, others for problems	**Personal Responsibility** Takes ownership for choices and actions; Is accountable, prompt and prepared.		
Superior Self Image Lopsided view of self – only seeing the good and not acknowledging destructive or inappropriate behavior.	**Self-Respect** Ability to see self honestly, both strengths and weaknesses. Sees self as capable, dependable and honest.		

Lack of time Perspective Doesn't learn from past experiences; unable to use longterm planning; expects others to act immediately on demand; makes impulsive decisions based on assumptions rather than facts.	**Proactive Living** Sets goals; chooses behavior and feelings rather than allowing people and events to dictate Responses; decisions made based on facts; sees things in stages of accomplishment that build toward the future.		
Reckless Attitude Belief that being responsible is unexciting and unsatisfying (boring); "I forgot" replaces a sense of obligation; responds only if there is an immediate payoff.	**Commitment to Positive** Continues with healthy activities; grows in commitment to family, friends, job, and society; empathy for others; associates with healthy positive people.		
Lack of Effort Unwilling to do anything that seems boring or disagreeable; "I can't" really means "I won't."	**Daily Effort** Does whatever it takes to improve; organizes time and work to meet expectations; meets appointments promptly.		
Fear of Fear Possesses irrational fears, but may refuse to acknowledge them; has a very "thin skin"; fundamental fear of injury or death; profound fear of put-downs; when held accountable, feels worthless.	**Courage over Fear** Meets challenges and fears head on; doesn't make excuses or avoid obstacles; asks for feedback, expects to be accountable to others – doesn't feel put down; has Realistic expectations of self and others;		

	trusts others for help.		
Power/Control Compelling need to be in charge of every situation; uses manipulation and deceit to gain control; refuses to be dependent unless it works to their advantage.	**Power through Interdependent Relationships** Can ask for/accept help; able to cooperate; does not engage in power struggles; uses "I language"; lives interdependently working toward mutual benefit where both win.		
Egocentric Attitude "I am different and better than everyone else." Expects others to do things that he/she won't do; "If I think it, it must be so."	**Humility** Sees self as a valuable person – no better and no worse than anyone else; genuine concern for others.		
Attitude of Ownership Sees people and things merely as objects to possess; no concept of ownership or rights of others; won't back down on little points; may use sex for power and control rather than intimacy.	**Interdependent Relationships** Acknowledges and respects other's feelings, rights and property; able to negotiate and compromise; able to Work interdependently with others.		

Reference Guide:

Websites:

Amicable - https://amicable.io/ - Information and legal resources for navigating a low-conflict separation/divorce (It's based in the United Kingdom, so legal info may not be the same as in the USA, but has some good articles & info for everyone)

Bonus Families https://bonusfamilies.com Promotes peaceful coexistence between divorced or separated parents and their new families.

Clackamas County Resolution Services https://www.clackamas.us/ccrs

Collaborative Divorce https://collaborativepracticeoregon.org

CustodyXChange https://www.custodyxchange.com Online software to create parenting plans, and track areas surrounding co-parenting HERE

Divorcehelpforparents.com http://www.divorcehelpforparents.com

Long-distance Parenting http://distanceparent.org Info on staying connected as a parent

Multnomah County Family Resolution Services - Information on mediation/additional resources for separating parents

Oregon Division of Child Support https://www.doj.state.or.us/child-support/
Information and calculators to help determine different child support scenarios

Oregon Judicial Dept., Family Law Website
Oregon parenting plan information and forms. Includes safety-based parenting plan suggestions

Oregon Kinship Navigator: Caring for relative children in Oregon

Oregon Mediation Association http://www.ormediation.org Information on mediation including list of private mediators

Oregon State Bar Association https://www.osbar.org/public/ Legal information, resources & information on Oregon lawyers

Oregon's Legal Guide for Grandparents and Other Relatives Raising Children

https://apps.state.or.us/Forms/Served/de9395.pdf 80-page publication produced by

Our Family Wizard https://www.ourfamilywizard.com Website and app whose mission is to provide the best possible tools for parents in divorced and separated households to communicate and organize their lives

National Stepfamily Resource Center http://www.stepfamilies.info Serves as a clearinghouse of information, linking family science research on stepfamilies and best practices in work with couples and children in stepfamilies

Up to Parents https://uptoparents.org Shows separated and divorced parents how to build better futures by focusing on meeting their children's needs. There are sections for divorcing parents, never married parents, and families where there is violence or abuse.

Reading List:

General Divorce/Separation Info

Coates, Christine and Crosse, E. Robert (2003) Learning from Divorce: How to Take Responsibility, Stop the Blame, Move On

Del Rio, Dr. LeeAnne. (2010) The Loving Divorce

Duncan, Roderic (2007) A Judges Guide to Divorce: Uncommon Advice From the Bench

Gold, Lois (1992) Between Love and Hate *

Heatherington, Mavis and Kelly, John (2003) For Better or Worse: Divorce Reconsidered

Kranitz, Martin (2000) Getting Apart Together: The Couple's Guide to a Fair Divorce or Separation

Marguiles, Sam (2001) Getting Divorced Without Ruining Your Life: A Reasoned, Practical Guide to the Legal, Emotional and Financial Ins and Outs of Negotiating a Divorce Settlement

McWade Micki (1999) Getting Up, Getting Over, Getting On: A Twelve Step Guide to Divorce Recovery

Mercer, Diana and Kline Pruett, Marsha (2001) Your Divorce Advisor: A Lawyer and Psychologist Guide You Through the Legal & Emotional Landscape x Moskovitch, Deborah (2007) The Smart Divorce: Proven Strategies and Valuable Advice from 100 Top Divorce Lawyers, Financial Advisers, Counselors, and Other Experts

Stahl, Philip (2000) Parenting After Divorce: A Guide to Resolving Conflict and Meeting Your Children's Needs

Stoner, Katherine (2006) Divorce Without Court: A Guide to Mediation & Collaborative Divorce

Stoner, Katherine (2004) Using Divorce Mediation: Save Your Money & Your Sanity x Talia, M. Sue (2004) How to Avoid the Divorce from Hell: (and Dance Together at Your Daughter's Wedding)

Tessler,, Pauline & Thompson, Peggy (2006) Collaborative Divorce: The Revolutionary New Way to Restructure Your Family, Resolve Legal Issues, and Move On With Your Life

Wild, Russell and Wild, Susan (2005) Unofficial Guide to Getting a Divorce, 2nd Edition

Weintraub, Pamela and Hillman, Terry (2005) Complete Idiot's Guide to Surviving Divorce, 3rd Ed.

Woodhouse, Violet and Fetherling, Dale (2004) Divorce & Money: How to Make the Best Financial Decisions During Divorce

Parenting During/After Separation

Ackerman, Marc (1997) Does Wednesday Mean Mom's House or Dad's?* Ahrons, Constance (1998) The Good Divorce: Keeping Your Family Together When Your Marriage Comes Apart

Boland, Mary (2004) Child Support: Your Legal Guide to Collecting, Enforcing or Terminating the Court's Order

Emery, Robert (2004) The Truth About Children and Divorce: Dealing with the Emotions So You and Your children Can Thrive

Fisher, Bruce (1992) Rebuilding When Your Relationship Ends

Johnston, Janet (1997) Through the Eyes of Children: Healing Stories for Children of Divorce *

Klatt, William (1999) Live-away Dads: Staying a Part of Your Children's Lives When They Aren't a Part of Your Home

Lebey, Barbara (2005) Remarried with Children: Ten Secrets for Successfully Blending and Extending Your Family

Londrell, Kenneth (1998) Be a Great Divorced Dad

Lyster, Mimi (2005) Building a Parenting Plan that Works

Mandelstein, Paul (2006) Always Dad: Being a Great Father During & After Divorce

Marquardt, Elizabeth (2005) Between Two Worlds: The Inner Lives of Children of Divorce

Mandelstein, Paul (2006) Always Dad: Being a Great Father During & After Divorce

Neuman, Gary (1999) Helping Children Cope With Divorce the Sandcastles Way

Pedro-Caroll, Joanne (2010) Putting Children First: Proven Parenting Strategies for Helping Children Thrive through Divorce

Pickhardt, Carl (2005) Everything Parent's Guide to Children And Divorce: Reassuring Advice to Help Your Family Adjust

Price, Margaret "Pegi" (2010) Divorce and the Special Needs Child: A Guide for Parents

Ricci, Isolina. (1980) Mom's House, Dad's House: Making Shared Custody Work*

Ross, Julie and Corcoran, Judy (1997) Joint Custody with a Jerk

Sember, Brette McWhorter (2005) How to Parent with Your Ex: Working Together for Your Child's Best Interest

Schneider, Meg & Zuckerberg, Joan (1996) Difficult Questions Kids Ask & Are Afraid to Ask About Divorce

Stewart, James (2000) The Child Custody Book: How to Protect your Children and Win Your Case

Thayer, Elizabeth (2001) The Co-Parenting Survival Guide: Letting Go of Conflict x after a Difficult Divorce

Wallerstein, Judith & Blakeslee, Sandra (2003) What About the Kids? Raising Your Children Before, During & After Divorce

Wallerstein, Judith & Kelley, Joan (1980) Surviving the Breakup: How Children and Parents Cope with Divorce*

Books about Separation for Young Children

Worthen, Tom (2001) Broken Hearts…Healing: Young Poets Speak Out on Divorce Books For Children Pre-School and Early Elementary (Ages 3-7)

Boelts, Maibeth and Bladholm, Cheri (2004) With My Mom, With My Dad: A Book About Divorce

Brown, Marc and Brown, Laurie Krasny (1988) Dinosaurs Divorce

Bunting, Eve (2001) The Days of Summer (grandparents divorce)

Dams, Eric (2003) On the Day His Daddy Left

Girand, Linda Walvoord (1987) At Daddy's on Saturdays

Lansky, Vicki and Prince, Jane (1999) It's Not Your Fault, Koko Bear [also available in Spanish]

Levins, Sandra and Langdo, Bryan (2005) Was It the Chocolate Pudding?: A Story For Little Kids About Divorce

Masurel, Claire (author) & McDonald Denton, Kady (illust.) (2003) Two Homes x Moore-Mallinos, Jennifer and Fabrega, Marta (2005) When My Parents Forgot How to Be Friends

Nightengale, Lois (1996) My Parents Still Love Me Even Though They're Getting Divorced: An Interactive Tale for Children

Ransom, Jeanie Franz (2000) I Don't Want to Talk About It.

Reilly, Natalie June and Pavese, Brandi J. (2002) My Stick Family: Helping Children Cope with Divorce (Let's Talk)

Rogers, Fred (1998) Let's Talk About It: Divorce.

Schmitz, Tamara (2008) Standing on My Own Two Feet: A Child's Affirmation of Love in the Midst of Divorce

Spelman, Cornelia Maude (1998) Mama and Daddy Bear's Divorce x Thomas, Pat (1999) My Family Is Changing: A First Look at Family Break-Up x Parenting

Books For Children Middle and Later Elementary (Ages 8-12)

Bienenfeld, Florence (2002) My Mom and Dad Are Getting a Divorce x Cadier, Florence ; Daly, Mellisa and Gandini, Claire (2004) My Parents Are Getting Divorced:

How to Keep It Together When Your Mom and Dad Are Splitting Up x Ford, Melanie; Steven; Annie; Blackstone-Ford, Jann (2006) My Parents Are Divorced Too: A Book for Kids by Kids

Heegaard, Marge (1996) When Mom and Dad Separate: Children Can Learn to Cope with Grief from Divorce.

Holyoke, Nancy and Nash, Scott (1999) Help! A Girl's Guide to Divorce and Stepfamilies

Krementz, Jill (1988) How it Feels When Parents Divorce

Mayle, Peter (1988) Why Are We Getting A Divorce? *

Ricci, Isolina (2006) Mom's House, Dad's House for Kids: Feeling at Home in One Home or Two

Santucci, Barbara (2005) Loon Summer

Schab, Lisa (2008) The Divorce Workbook for Children

Siebold, Jan (2012) Rope Burn

Books For Adolescents (Ages 13+)

MacGregor, Cynthia (2004) The Divorce Helpbook For Teens

Cassella-Kapusinski, Lynn (2006) Now What Do I Do?: A Guide to Help Teenagers with Their Parents' Separation or Divorce

Danziger, Paula (1982) The Divorce Express

Hesburgh, Theodore (2002) Making Your Way After Your Parents' Divorce: A Supportive Guide for Personal Growth

Schab, Lisa (2008) The Divorce Workbook for Teens

Special Needs Children

Margaret Price (2010) Divorce and the Special Needs Child: A Guide for Parents 1st Edition

Grandparents & Other Relatives

* indicates books that are out of print but may be available through the library

RESOURCE LIST

ALCOHOL – DRUG – ADDICTIONS

Alcohol & Drug Helpline .....1-800-923-4357 **Alcoholics Anyonymous** ..... 503-223-8569 home.pdxaa.org 503-395-7188 (Español) **Allied Health Services** .....1-800-797-6237 *Methadone & Suboxone outpatient. Accepts OHP.* **Cascadia Behavioral Healthcare** ..... 503-674-7777 *Outpatient. OHP/sliding scale.*

Cascadia Gambling Treatment ..... 503-674-7777 *Free service.*

CCC Recovery Center (CCCRC) ..... 855-733-2632 *Outpatient. OHP/free for Multnomah County residents.* **CODA** ..... 855-733-2632 *Residential, outpatient, detox & Methadone/Suboxone. Accepts OHP.*

De Paul Treatment Centers ..... 503-535-1151 1312 SW Washington - *Detox, residential, outpatient & youth treatment. OHP/sliding scale.*

Empowerment Clinic ..... 503-676-3710 *Outpatient, gambling treatment, culturally-specific for African-Americans.*

Hooper Detox ..... 503-238-2067 1535 N Williams - *Detox. Accepts OHP/uninsured.* **Narcotics Anonymous**..... 503-345-9839 *portlandna.com or call for meetings.*

NARA (Native American Rehab. Ass.) ..... 503-231-2641 (Outpatient) 503-621-1069 (Residential) *Outpatient & residential, serves couples & families w/ children under 5. Outpatient walk-ins M-Th at 8:00am. Accepts OHP.*

Needle Exchange Info Line ..... 503-280-1611 **Portland Metro Treatment** ..... 503-762-3130 16420 SE Division - *Methadone/Suboxone, cash only.* **Project Network** ..... 503-645-3851 *Residential treatment for women.*

Puentes ..... 503-546-9975 *Outpatient A&D, mental health treatment for Latinos; Servicios y tratamiento ambulatorio para las adicciones al alcohol y drogas, y la salud mental, para Latinos.*

Salvation Army Adult Rehab ..... 971-230-5300 *Free faith-based residential treatment.*

Sex Addicts Anonymous ..... 346-808-0722 *porlandsaa.org*

Tobacco Quit Line .....1-800-784-8669 1-877-335356-92 (Español)

CLOTHING – FOOD

Best Foot Forward ..... 503-916-4009 *Referral required. Free professional men's clothing.* **Blanchet House** ..... 503-241-4340 310 NW Glisan - *Meals Mon-Sat - Breakfast 6:30-7:30am; Lunch 11:30am-12:30pm; Dinner 5-6pm.*

Francis Center ..... 503-775-6784 6535 SE 82nd - *Food Boxes M-Th 10am-2pm. Clothing M-Th 10am-1pm.*

Mainspring (formerly FISH) ..... 503-233-5533 3500 NE 82nd - *Meals & Clothing. Mon-Wed 10am-1pm.* **Meals on Wheels** .... 503-736-6325 (Multnomah/Washington) 866-788-6325 (Clark)

Oregon Food Bank ..... 503-282-0555 *oregonfoodbank.org - Search for food boxes/meals.* **Portland Dress for Success** ..... 503-249-7300 *Referral required. Free professional women's clothing.*

Rahab's Sisters .....247 SE 82nd *Friday 7pm-10pm - Meals for anyone identifying as female.* **Rose Haven** ..... 503-248-6364 627 NW 18th - *M-F 8:30am-4pm. Drop-in center, clothing & showers for anyone identifying as female.*

Sisters of the Road Cafe ..... 503-222-5694 133 NW 6th - *Tu-Sat 10am-12pm. Meals for $1.50 or work/ barter/food stamps.*

SNAP (Food Stamps) 503-945-5600

St. Andre Bessette (Red Door Church)..... 503-228-0746 601 W Burnside - *Breakfast & Clothing: M-Th 9:30-11:30am. Dinner: Fri 7-8:30pm. Food Pantry: Tu-Th 1:30-3pm.* **St. Francis Dining Hall** ..... 503-234-2028 311 SE 11th - *Meals: M-Th 3:30pm, Fri 12:30pm, Sun 2pm.*

DOMESTIC VIOLENCE – ASSAULT

Bradley Angle..... 503-595-9591 *(PHUJHQF\ VKHOWHU KRXVLQJ DVVLVWDQFH &XOWXUDOO\ VSHFL¿F for LGBTQ and African American available.*

Call to Safety .....1-888-235-5333 (24/7) **Domestic Violence Resource Center** ..... 503-469-8620 *24/7 Crisis Line & help accessing shelter in Wash. Cty.* **Family Justice Center (FJC)** ..... 503-469-8620 735 SW 158th Ave in Beaverton. (DV Resource Center) *Counseling, advocates, referrals, legal help in Wash. Cty* **Gateway Center for DV Services** ..... 503-988-6400 10305 E Burnside - *M-F 9am-4pm. Drop-in center, legal needs, restraining orders.*

Home Free (VOA) .....503-771-5503 (Hotline) *Emergency, transition support. Housing/motel vouchers, legal advocates, support groups.*

Oregon Coalition Against Domestic & Sexual Violence *ZZZ RFDGVY RUJ ¿QG KHOS*

Portland Bad Date Line ..... 503-535-3901 *Takes reports of violent or abusive customers for printed list.* **Proyecto UNICA** .....1-888-232-4448 *24 horas. Servicios de prevención e intervención de violencia doméstica y asalto sexual.*

Raphael House .....503-222-6222 (crisis line/shelter access) *Emergency shelter & advocacy/support for female & male survivors, survivors w/children.*

Sexual Assault Resource Center ..... 503-640-5311 (24/7) *Crisis/support line, advocacy, counseling for sexual assault survivors. Latinx supported.*

ENERGY–RENT–EMERGENCY HELP

Assurance Wireless ..... *assurancewireless.com Oregon Lifeline for free cell phone.*

Human Solutions .....503-405-7877 (Energy Help) 503-548-0217 (Water Help)

3RUWODQG 2I¿FH *(QHUJ\ +RWOLQH IRU KHOS ZLWK 1: 1DWXUDO 3*(3DFL¿F ELOOV 3RUWODQG RI¿FH KHOS ZLWK HYLFWLRQ SUHYHQWLRQ IXQGLQJ* **Impact NW** ..... 503-294-7444 10055 E. Burnside - *Walk-in Energy/Utility assistance, M-Th 9am until full. Bring ID, bills, SS card and income info.* **Low Income Energy Assistance Hotline** ..... 1-800-453-5511 **Neighborhood House** ..... 503-246-1663 *Help with energy, water bills, rent, & food.*

Oregon Energy Fund ..... oregonenergyfund.org **SEI Family & Community Services** ..... 503-240-0828 (Energy Hotline) 503-972-3698 (DV services) *(QHUJ\ +RWOLQH IRU 3*(3DFL¿F 1: 1DWXUDO ZDWHU DQG walk-in info.*

EMPLOYMENT – RE-ENTRY

Vocational Rehabilitation ..... &HQWUDO 2I¿FH (DVW 2I¿FH *Job training for people with disabilities.*

SE Works .....

503-772-2300 7916 SE Foster - *Employment assistance, including for people with criminal justice involvement.*

LGBTQ

CAP .....
503-223-5907 *Free HIV/STD testing, services for people living w/ HIV/AIDS.* **OHSU Transgender Health Program** ..... 503-494-7970 *Gender transition support services.*
Outside In - Trans Clinic & ID Project .....
503-535-3828 **Prism**
..... 503-445-7699 2236 SE Belmont - *LGBTQ-focused health care.* **Q Center** ..... 503-234-7837 4115 N Mississippi - *Space for events/groups.*
SMYRC .....
503-872-9664 1220 SW Columbia & 16570 SE Oak - *Serving youth 12-23.*

HEALTH – MEDICAL – DENTAL

Aging and Disability Resource Connection . 503-988-3646 *adrcoforegon.org*
Billi Odegaard Dental Clinic .....
503-988-5770 33 NW Broadway, Suite 380 - *M-F 8:30am-6:30pm. Walk-in for standby appt. OHP/uninsured.*
Children's Community Clinic.....
503-284-5239 *Medical care ages 0-21. OHP/uninsured.*
Medical Teams Int'l .....
503-624-1026 *Urgent dental care.* 503-624-6626 (Español)
Multnomah County Health Clinics .....
503-988-5558 *Serves uninsured/undocumented.*
Multnomah Dental Access .....
503-988-6942 *Routine and urgent care. OHP/uninsured.*
NUNM Clinics
.....
.....503-552-1515
503-552-1502
(Español)
Naturopathic medical clinics for low income/uninsured.
North by NE Health Center .....
503-287-4932 *Serves uninsured, focus on African-Americans.* **Old Town Clinic** ..... 503-228-4533 727 W Burnside St - *Primary care w/mental health providers. Walk-in intakes M-F 8:30am-3:30pm. OHP/uninsured.* **Outside In** ..... 503-535-3800 1132 SW 13th - *M-F 8:30am-5pm. Call/Walk-in to establish care, walk-in for wound care at 12pm. OHP/sliding scale.* **OHSU Richmond Walk-In Clinic** ..... 503-418-1500 4212 SE Division - *M-F 8am-8pm, Sat. 9am-3pm. Urgent care. serves all.*
OHSU Richmond Clinic .....
503-418-3900 *Accepts OHP/uninsured.*
Oregon Poison Control Center
.....1-800-222-1222 **3DFLÀF (\H &DUH**
..... 503-352-2500 *OHP, Medicare.*
Quest Center for Integrative Health .....
503-238-5203 *Naturopathic, eastern, osteopathic Medicine. Has LGBTQ specialized care, acupuncture, non-Opioid chronic pain program.*
Ride Connection .....
503-226-0700 *Transportation assistance for Seniors & People with Disabilities.*
Ride to Care
.....1-855-321-4899
Non-emergency medical transport for OHP Health Share.

Continued on Back

Call 211 for info **Suicide Hotline (24/7) 1-800-273-8255** **Crisis Line**

503-988-4888

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